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# INTERIM IMPACT ASSESSMENT OF THE KICKSTART EQUALITY PROGRAMME

*A Participatory Impact Assessment Study in Nuh, Haryana*

*Commissioned by*



*Research Partner*



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## FINAL REPORT

June 2023

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## Background

Established in 2009, the **Centre for Equity and Inclusion (CEQUIN)** is a non-profit that promotes equal rights for women and girls, to enable them to lead a violence-free life, develop their capabilities, have ownership, and control over resources and participate in decision-making. To accomplish its objectives, CEQUIN works with adolescent girls and women as well as with other stakeholders such as men and boys, the local community, and institutions. CEQUIN has been using sports, especially football as a tool for gender equity since 2011, through its **Kickstart Equality** programme.

With support from TAP India Foundation, MCKS Trust, Anu Aga Family Discretionary Trust and Roop Automotives Ltd, CEQUIN has been implementing the Kickstart Equality programme in two schools located in the district of Nuh in Haryana. It promotes gender equality by improving the life skills and academic performance of adolescent girls. CEQUIN has been working in Mewat since 2014. In the last two years, the focus has been on education as the first step towards building the agency of girls and schools as a primary entry point.

CEQUIN invited the **Participatory Research in Asia – PRIA** ([www.pria.org](http://www.pria.org)) based in New Delhi to undertake an interim impact assessment study of the Kickstart Equality programme which is being implemented with 175 girls in the district of Nuh in Haryana. The purposes of the study were to:

- *assess the extent of changes among the participating girls in selected change domains*
- *identify the drivers and barriers that enable or limit such changes in individuals, families, and communities*
- *chart out future strategies and pathways to accelerate changes towards the programme vision.*

PRIA proposed to undertake this interim impact assessment study using a participatory research methodology which not only helped build a constructive narrative about the Kickstart Equality programme collectively but also developed the capacities of the CEQUIN team, participating girls and other stakeholders to reflect, learn and engage in impact assessment on an ongoing basis.

## Context and Understanding of the Kickstart Programme<sup>1</sup>

The rural district of Mewat (now called Nuh) is an economically backward and politically marginal region, dependent on agriculture and allied work. Its demography is predominantly Muslim with nearly a quarter of its population being between 0 to 6 years as per the 2011 Census. The cumulative effect of its socio-economic backwardness takes its greatest toll on the women and girls of the region. The practice of early marriage of girls, a grave form of gender-based violence is a reality in the region. It is rooted in trans-generational poverty and the perpetuation of gender inequality. Due to the practice of early marriage girls are less likely to be educated or have relevant skills to access livelihoods. This is validated by the Socio-Economic and Caste Census (SECC), 2011 data which highlights that only 36.6 per cent of women in Mewat are literate. They are highly dependent and are extremely vulnerable to domestic violence. Early and multiple pregnancies impact not only the girls' health but their offspring as well. Domestic drudgery, lack of self-esteem and poor psychological well-being ultimately lead to a

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<sup>1</sup> MCKS Proposal Document 2022



lack of confidence, and the ability to take decisions and participate in public life. Adolescence is the time when girls are subjected to cultural restrictions. These lead to a severe impact on their access to public resources, resulting in their capacities remaining underdeveloped. These girls are extremely vulnerable to early marriage, followed by a life cycle of gender-based violence.

The **Empowerment of Adolescent Girls and Women** project under the Kickstart Equality programme targets girls in the age group of 8-12 years, from poor vulnerable communities. It uses the **Sport for Development (S4D)** approach within a rights-based framework. The project applies sport, particularly football as a tool for intervention to build girls' leadership, ensure their retention in education, and thereby delay their age of marriage. It organises camps for girls from the community, including in-schools and out-of-school girls where it includes training sessions covering critical topics of gender, human rights, leadership, health, and careers, along with an orientation to football.

The girls showing interest in the game are selected for ongoing football coaching. Teams are formed and friendly matches and leagues are organised. These girls are mentored to become role models within their peer group. In-school girls, who are part of the camps, are supported in education for improved academic outcomes, ensuring that they do not drop out. Out-of-school girls are connected to non-formal education and skill training based on their needs and stated interests. Efforts are made to mainstream them into formal education through enrolment in local schools or through open schools.

The project strategizes to form mothers' groups involving those whose children participate in the initiative. They are also trained on gender, health, education, careers, laws, and policies impacting women and girls, with a special focus on girls' education and early marriage. They conduct local gender audits, advocate against early marriage and gender-based violence, and support girls to overcome cultural and structural barriers to participate in sports and education.

The project mobilises the boys as peer groups and orients them on patriarchy, toxic masculinity, gender-based violence and leadership. They are made aware of the detrimental impact of early marriage. They form Agents of Change (AOC) clubs and are supported to undertake advocacy campaigns against early marriage and gender-based violence and actively support girls to complete their education and participate in sports, such as football. Critical stakeholders including educational institutions, local leaders and government officials are sensitised to gender discrimination and involved in this initiative.

Since the project activities started only in August 2022 in village **Rojka** and in December 2022 in **Ghasera**, the interventions with the girls were prioritised. Although the project will eventually work more intensively with the boys, parents, and other stakeholders, the current focus is to ensure the participation of targeted girls.

Considering this understanding, the interim impact assessment study primarily involved the participating girls and the CEQUIN team. However, the study consulted and involved the boys, mothers, schoolteachers, and other key stakeholders to record their perceptions about the programme as well as the changes they observe in the participating girls.

## Research Design and Methodology

### Theory of Change

#### VISION

A gender equal world, where both women and men can develop their full potential and gender relations are based on respect, nurturing and peace. The women and girls are empowered and enabled to lead a life of dignity, exercise their choices, and develop their capacities<sup>3</sup>.

The vision will be realised through the following outcomes:

**Outcome 1**  
Improved Girls' Education

**Outcome 2**  
Enhanced Girls' Employability

**Outcome 3**  
Supportive Environment for Girls Built

As the programme started only a few months ago, the research prioritised Outcome 1 and Outcome 2 and decided to track a few **Domains of Change** drawn from the list of indicators developed to monitor and evaluate the impact of the programme. The research also tried looking at contextual factors as such at the current stage. The research study used the following framework to measure the interim impact.

### Research Design

Domains of Change	Signs of Changes	Pre-conditions
Increase in girls' interest in academics	Reported increase in: <ul style="list-style-type: none"> <li>girls' regular and disciplined self-study time</li> <li>girls' concentration in self-studies</li> </ul>	<ul style="list-style-type: none"> <li>Participating girls attending schools regularly and out-of-school girls have access to non-formal educational opportunities.</li> </ul>
Increase in girls' interest in seeking relevant knowledge/ information	Reported increase in: <ul style="list-style-type: none"> <li>girls' efforts to look for relevant knowledge sources (online &amp; offline)</li> </ul>	<ul style="list-style-type: none"> <li>Participating girls have access to the internet/ library/ other sources</li> </ul>
Increase in girls' stamina and strength	Reported increase in: <ul style="list-style-type: none"> <li>time spent for physical exercises</li> <li>endurance during physical training</li> <li>basic football skills (kicking, stopping, passing, running with football)</li> </ul>	<ul style="list-style-type: none"> <li>Participants girls attend physical training sessions regularly</li> </ul>

Increase in girls' awareness of their rights	Reported increase in <ul style="list-style-type: none"> <li>• girls' awareness about gender (in)equality</li> <li>• girls' interactions with persons from other genders</li> </ul>	<ul style="list-style-type: none"> <li>• Participating girls have attended the gender orientation sessions</li> </ul>
Increase in girls' aspirations and awareness about career options	Reported increase in: <ul style="list-style-type: none"> <li>• girls' articulation about aspiration</li> <li>• girls' articulation about career options</li> <li>• girls' basic knowledge about pathways to chosen career options</li> </ul>	<ul style="list-style-type: none"> <li>• Participating girls have attended the career counselling sessions</li> </ul>
Increase in girls' mobility	Reported increase in: <ul style="list-style-type: none"> <li>• girls visiting public spaces (e.g., school, parks/grounds, streets) within and outside the village</li> <li>• girls using public transportation alone and/or with friends</li> </ul>	<ul style="list-style-type: none"> <li>• Availability of schools, parks/grounds and other public spaces</li> <li>• Availability of public transportation in the vicinity of villages</li> </ul>
Increase in girls' social networks	Reported increase in: <ul style="list-style-type: none"> <li>• developing new relationships within and outside the village</li> <li>• establishing and nurturing new connections through safe social media interactions</li> </ul>	<ul style="list-style-type: none"> <li>• Participating girls have access to social media and engage in in-person group activities</li> </ul>

## Locations of Study

**Rojka Meo** village in the Nuh district has a total of 617 households (Census, 2011). The village is predominantly resided by Meo Muslims with a few Hindu families. The female literacy rate is 9.4 per cent (Census, 2011). Most of the men and boys are employed in the nearby industries in the Rojka industrial area. One of the most common sources of livelihood is animal husbandry. Only a few households own land which employ other landless households in agriculture operations, especially harvesting in exchange for grains. A few men also engage in driving commercial vehicles.

**Ghasera**, also known as Gandhi Gram Ghasera as Gandhiji mobilised migrating Meo Muslims from Alwar and Bharatpur camping in Ghasera to stay back after partition in 1947. Ghasera falls under the Nuh tehsil of the Nuh district and has a total number of 2050 households (Census, 2011). Meo Muslims are the dominant residents of the village with a few Hindu families (2.2%). The female literacy rate is 9.9 per cent (Census, 2011). Most households practice driving as a profession. A few households also own land and employ other landless households in agriculture operations, especially in harvesting in exchange for grains.

## **Data Collection and Analysis**

The study employed a variety of participatory research methodologies to capture the lived realities of programme participants as well as programme managers. The Kickstart Equality programme intends to work with adolescent girls and boys and other stakeholders including parents, teachers, and sports coaches. The programme has primarily focused on 175 girls in Nuh, Haryana. The involvement of other stakeholders will be facilitated in the coming months. Nonetheless, the proposed study involved a few other stakeholders in addition to girls who were the primary participants. The following steps were followed to ensure active participation and ownership of the research processes and outcomes.

**Review of Secondary Documents:** The project documents such as programme proposals, interim reports including MIS, impact assessment studies of similar projects, website of CEQUIN were important sources of information to develop a thorough understanding of the Kickstart Equality programme. PRIA team got engaged in several rounds of discussion with the CEQUIN team to augment and contextualise this understanding.

**Evaluation Research Design Workshop with CEQUIN:** Building on the preliminary understanding developed through the secondary literature and initial discussions with the CEQUIN team, PRIA prepared a tentative research inquiry framework. The design considered the priority areas of inquiry as identified by the CEQUIN team. An online Research Design Workshop was conducted on 21 March 2023 involving PRIA and CEQUIN teams. The purpose of this workshop was to develop a consensus and shared understanding about the key domains of change and signs of change for each domain of change studied in this participatory evaluation research. This was organised at an early stage of the study, as many such signs of change were indeed proxy indicators to measure a particular domain of change. The feasibility of using such proxy indicators and the identification of relevant data sources needed verification with the CEQUIN team. The workshop also identified the participants in the study including the girls, peer boys (and/or brothers), parents, schoolteachers, and other relevant stakeholders.



**Exploratory Group Discussion with Participant Girls:** To test the relevance and feasibility of the identified domains of change and signs of change, two exploratory group discussions were organised on 29 March 2023 in the Rojka and Ghasera. An FGD and a few interviews with the CEQUIN team



members were also conducted on the same day. This provided an opportunity for the PRIA team to get familiar with the community, local context as well as with project staff. The findings and lessons from these interactions were utilised to finalise the research design and data collection instruments.

**Finalising the Research Design and Data Collection Instruments:** The study employed participatory research tools like Mobility and Safety Mapping (a visual tool), Daily Activity Schedule (a visual tool), Dream Map (a visual tool), Focus Group Discussions, Individual In-depth Interviews and Participatory Surveys for collecting data from the girls, peer boys (and/or brothers), parents, schoolteachers, coaches, and other stakeholders. Mobility mapping was conducted to explore the movement pattern of the participating girls. The focus was on where these girls go for work and entertainment and who accompanies them to such places. It also reflected their perception of safety associated with different places they visit. The Daily Activity Schedule was used to explore the daily activities of the participating girls. The focus was on the activities girls engage in daily (including household chores) and which of these makes them happy. It also helped the team develop an understanding of gender roles enforced in the households and community from a very young age. Initially, it was proposed to conduct River of Life (a visual tool) with the girls to understand their aspirations, roadblocks, motivations, enablers, etc. Later, it was realised that articulation of certain components was getting difficult for them. So, a simpler tool, Dream Mapping was conducted with them to assess their understanding and attitude towards their own ambitions and aspirations in life.

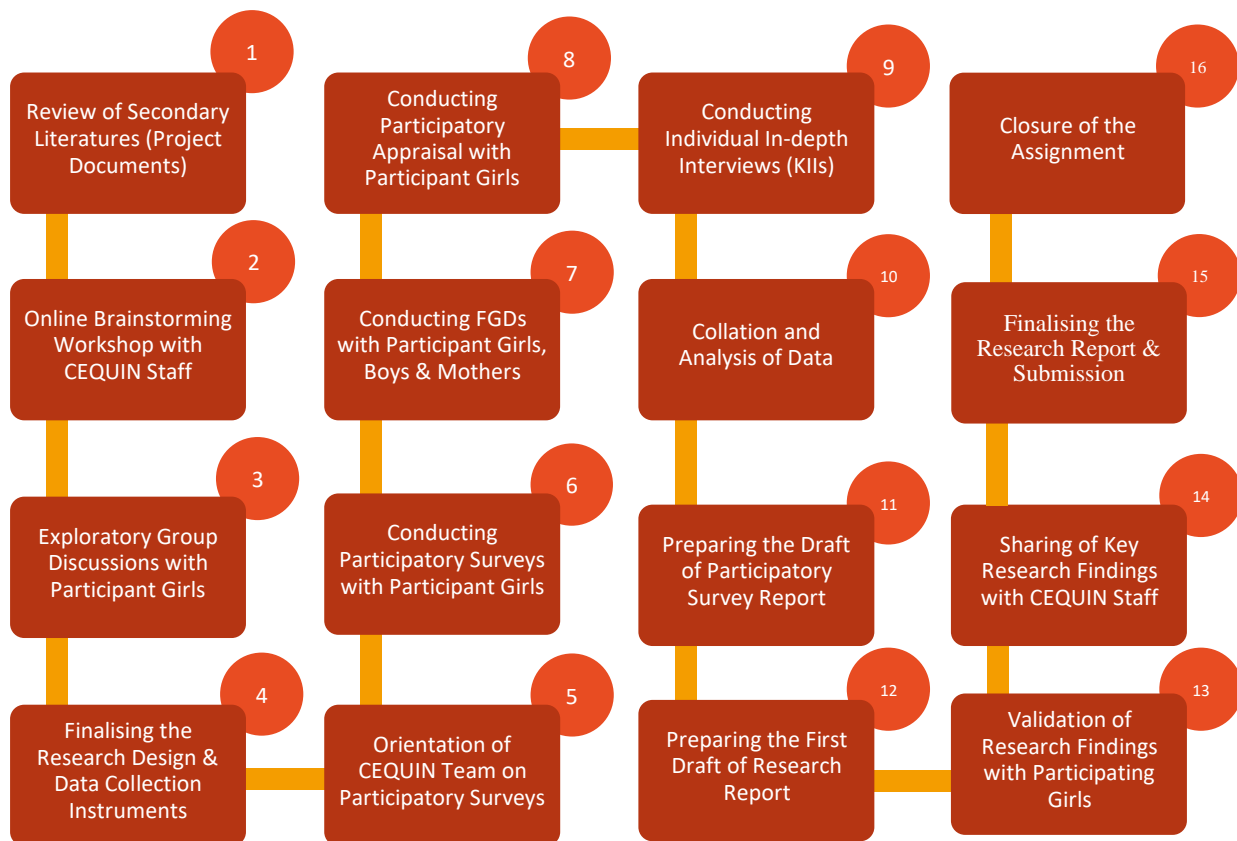


Figure 1 – Research Process



Based on the lessons from the research design workshop and exploratory group discussions, the first draft of various data collection instruments/tools and questionnaires were developed and shared with the CEQUIN team for feedback. More interactive visual components like Daily Activity Schedules and Dream Mapping were incorporated as data collection tools as participating girls were uncomfortable articulating the answers to certain questions during FGD due to their young age and limited exposure. In addition, a few FGDs with the mothers were also included. All these instruments and questionnaires were finalised incorporating the feedback received from the CEQUIN team.



**Conducting Participatory Surveys:** As part of the study, a participatory survey was conducted to learn the impact of the interventions on the schoolgirls associated with the Kickstart Equality programme. The participatory survey used the framework of ‘signs of change’ variables based on the expected outcomes that CEQUIN aspires to achieve through the Kickstart Equality programme. Based on this framework a draft survey tool was developed and preliminary feedback from the CEQUIN team was secured. Once the final survey tool was ready, the PRIA team organised a half-day virtual orientation on 4 April 2023 for the CEQUIN team members on conducting participatory surveys and organising



and analysing data. A Participatory Survey Guide was also shared with the CEQUIN team members. A total of seven members from the CEQUIN team were involved in data collection using the survey tool. This helped accelerate the data collection and analysis and enhanced the team's capacity to undertake similar surveys in future. Using the Likert Scale Method, the tool helped capture the degree and depth of changes on a four-point scale. The survey tool is presented in **Annexure 1**. The participatory survey was conducted with 93 girls who have been participating in the Kickstart Equality programme of CEQUIN. The survey was conducted in the villages Rojka and Ghasera in the district of Nuh in the Mewat region. As shown in **Figure 1**, 51 girls from Rojka who have been participating for 4-8 months in the programme and 42 girls from Ghasera who have been participating for 1-3 months of the intervention participated in the survey conducted between 8-17 April 20223.



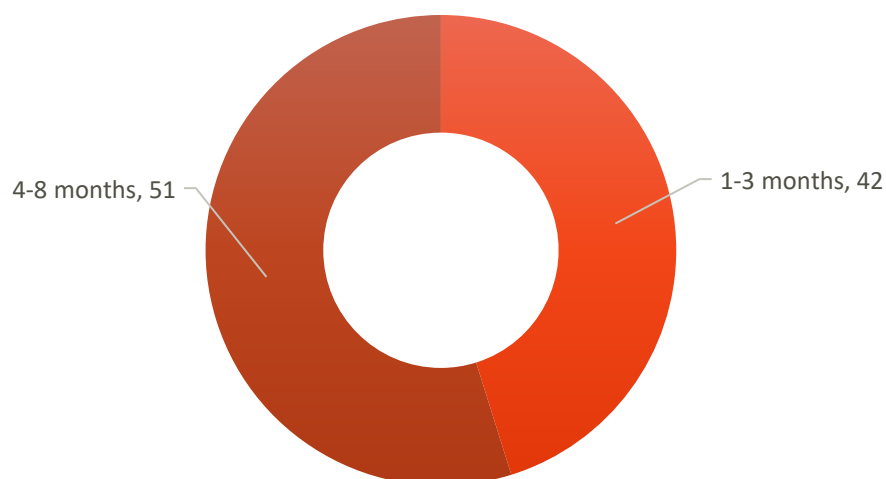
**Conducting Focus Group Discussions (FGDs) and Participatory Appraisal (PA) Sessions:** A total of thirteen (FGD – seven and Participatory Appraisal – six) group processes were organised between 10-14 April 2023. It included three FGDs with girls, two with mothers and two with boys to draw insights on qualitative changes. In addition, a few other areas such as the participant girls' commitment, satisfaction and overall experience were also explored through such group processes. The Participatory Appraisal focused on daily life routine, aspirations, perception of safety and mobility mapping through visual exercises. An FGD guide was developed and used for the three stakeholders.

**Individual In-depth Interviews (IIIs):** A total of 26 IIIs were conducted with girls (eight – four from each village), mothers (eight – four from each village), teachers (three – two schoolteachers in Rojka and one in Ghasera), and coaches (two) and CEQUIN team members (five). A III guide was developed and used for conducting the interviews between 10-14 April 2023.

**Data Analysis, Report Writing, Validation, Sharing and Submission:** The data collected from various methods and sources were collated according to the Domains of Changes described in the research design. The draft of the Participatory Survey Analysis Report was prepared and shared with the CEQUIN team for feedback. The first draft of the report from FGDs, Interviews, Participatory Appraisal and observations was shared with the CEQUIN team to get their feedback and validation. A final report will be submitted after incorporating the feedback and suggestions.



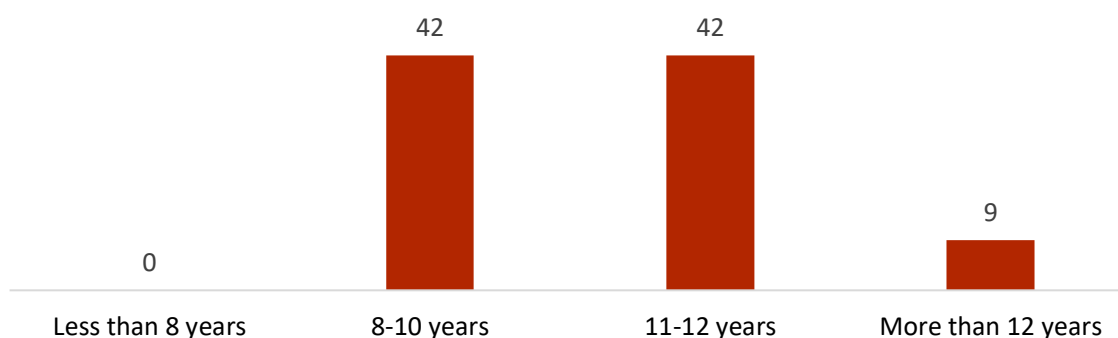
*Chart 1 – Number of Months Spent by Girls in the Kickstart Equality Programme*



As shown in **Figure 2**, the girls surveyed were between 8-13 years old. Most of the girls were in the age group of 8-12 years.



Chart 2 – Age Group of the Girls Participating in the Kickstart Equality Programme  
(Rojka, n=51; Ghasera, n= 42; Total, n= 93)



### Limitations

Since the period of study was in overlap with the month of Ramzan, it was difficult for participants to spare much time for interactions. To make it feasible and comfortable for the girls and mothers, the field data collection process was started early in the day and the team combined certain methods like FGD with mobility mapping.

The girls were very young to assess and articulate the changes in themselves. It was challenging to assess if a particular indicator is acquired by association with CEQUIN's Kickstart Equality programme, just by asking questions in FGD. Thus, the team employed other interactive participatory appraisal methods including Dream Mapping and Daily Activity Schedules.

The FGDs conducted with boys did not provide any major gender insights as they were quite young. Interactions with elder brothers might have been informative.

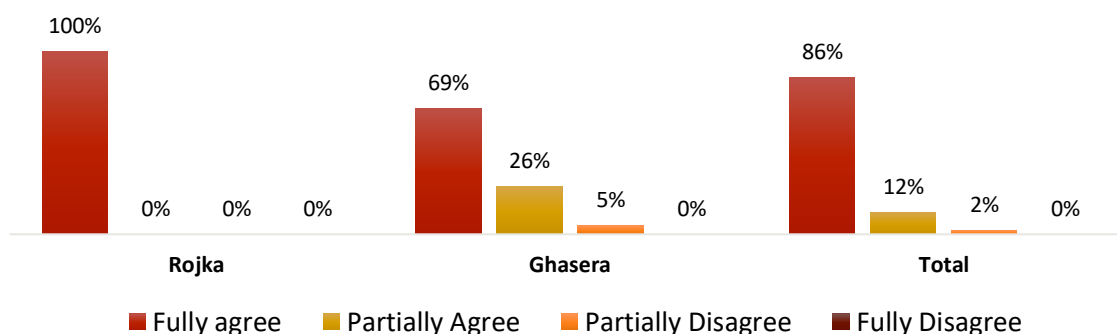
Since not all the girls were attending school due to Ramzan, we could not observe any football sessions and hence some simulations like the way girls tie their dupatta to play football had to be conducted. However, the study could not ascertain the football skills acquired by the girls by observing them playing in real-time.

## Research Findings on Significant Changes

### Interest in academic activities

Most girls reported that they were already attending schools regularly as it was a getaway for them, but as mentioned by the schoolteachers, the attendance of some not-so-regular girls has improved as they are excited to play football in the schools. Many of them shared that they only take leave from school when the families need support with harvesting, taking care of younger siblings and doing household chores in case of pregnant mothers or mothers who were away from home due to some other work. Though the interest of girls to play football is higher in Rojka than that in Ghasera.

Chart 3 – Percentage of Girls Reported Preferring to Go to School  
(Rojka, n=51; Ghasera, n= 42; Total, n= 93)



As shown in [Chart 3](#), it is evident that the girls who play football for a longer time have a higher level of excitement to attend school regularly. It also shows that all the surveyed girls from Rojka, who have been part of the programme longer, ‘fully agree’ that they feel excited to attend school regularly, whereas 69 per cent of surveyed girls felt the same way in Ghasera where they have participated in the programme for a lesser number of months as compared to Rojka. Eighty-six per cent of the girls ‘fully agree’ that they are excited to go to school and 12 per cent ‘partially agree’, whereas only two per cent ‘partially disagree’ on the same. The state of infrastructure in government schools is in the open to see. In Rojka, Roop Automotive Ltd has contributed towards developing the infrastructure of government schools. At the same time, Ghasera, a more populated village lacks adequate classrooms to accommodate students. The school

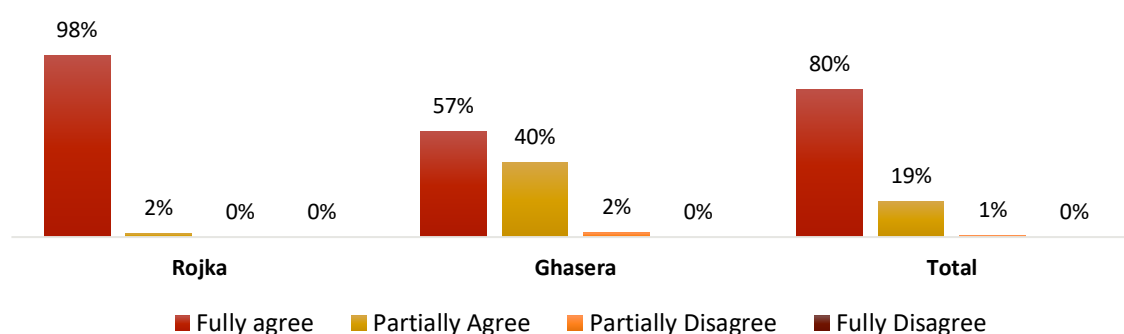
was able to get some funds allocated for construction through Panchayat, but it got lapsed due to a conflict over the commission, as shared discreetly by one of the stakeholder respondents.

The pattern for studying at home has not changed much as they still study for about half an hour to finish their homework. However, many reported that their sincerity towards completing the homework and preparing for school has increased. Focus on studies has increased as some girls perceive that they will be considered for leadership roles if they are good at studying. This has been taught in Continuous Engagement (CE) sessions where the difference between good and bad leaders was discussed. A girl in Ghasera mentions that her schoolteacher selects her to be the monitor of the class because she is good at studies. Though the girls in both villages are first-generation learners, girls in Rojka get support in

studying from their elder siblings. In Ghasera, the support from members of the family is very limited. The reasons for the same are that most of these girls are the eldest or the age gap is very less among siblings, or all siblings are engaged in the household chores the entire day as both mothers and fathers work outside. CEQUIN's earlier programmes like *Mohalla Pathshala* and Non-Formal Education (NFE) classes have ensured enrolment for young girls and higher education for dropouts whose parents would not allow them to go to school. These programmes also helped them build rapport in Ghasera.

Also, girls are eager to at least pass the classes, so they remain associated with the school and get to meet their friends and play football. If they fail a class, they would be asked to leave the school.

**Chart 4 – Percentage of Girls Reported Attentive to Studies**  
(Rojka, n=51; Ghasera, n= 42; Total, n= 93)



As displayed in **Chart 4**, 80 per cent of the girls ‘fully agree’ that they are attentive to the studies, 19 per cent ‘partially agree’, and only one per cent ‘disagrees’. Ninety-eight per cent of girls from Rojka, where interventions have been active for a little longer, report ‘fully agree’ being attentive to studies whereas the corresponding figure in Ghasera is 57 per cent.

Most of the participating girls in Rojka and Ghasera were qualifying for the 5<sup>th</sup> and 6<sup>th</sup> standards in the month of April. The top ranks in the class were majorly secured by these girls. Their sincerity and capacity to take initiative were visible in their conduct and articulation of answers.

Based on the girls’ interests, the schoolteachers in Rojka school have also incorporated video shows for children to learn the topics better and have increased general awareness e.g., women achievers in India and elsewhere like the story of Kalpana Chawla, solar system, and movement of earth. The Physical Training Instructor (PTI) in Rojka school also takes football sessions by dividing girls and boys into two different teams. Such initiatives might help break the perception of gender bias among children. The number of students in Ghasera School is much higher than that of Rojka. Showing us a picture of girls with garlands around their necks, one teacher shared that they make sure that all their passed-out (Grade V) girls get enrolled in middle school and this is a way to encourage them. Though the schoolteachers mentioned that they facilitate students to participate in events in and outside the school, however, this participation remains limited to boys. Unlike Rojka, there were no positive gender-differentiated efforts taken by the schoolteachers in Ghasera. Rather, a CEQUIN staff highlighted how teachers in Ghasera school discouraged some of the girls to play in the open.

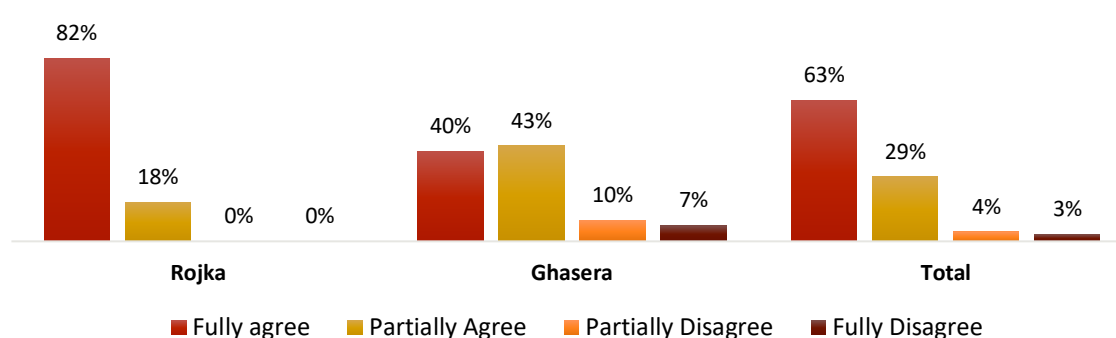
One mother in Rojka mentions how her daughter now prefers either studying or playing after school instead of engaging in household chores. A few mothers in both villages mentioned how they do not want their daughters to grow up ‘*ganwar*’ (uneducated) like them and can at least read documents and



application forms. She also felt that if her daughter is literate, she would not have to engage in ‘*chote kaam*’ (menial work) like cleaning cow dung after marriage. Many of their daughters now can help them fill in their application forms such as bank withdrawal forms. Due to the low literacy rate in the region, women earlier would be dependent on some neighbourhood boys or men. However, the more readily used method was to go to the Common Service Centres (CSCs) which would charge them about Rupees 50/ per application, or more based on the size of the application form. One mother also mentions how her daughter now wants to spend her entire time in school and does not like Sundays.



Chart 5 – Percentage of Girls Reported Confident in Asking Questions to Teachers  
(Rojka, n=51; Ghasera, n= 42; Total, n= 93)



As shown in [Chart 5](#), 63 per cent of the girls ‘fully agree’ on being confident in asking questions to the schoolteachers while four per cent ‘partially’ and three per cent ‘fully’ disagree. Rojka has a higher percentage (82 per cent) of girls ‘fully’ agreeing with being confident in asking questions to the teachers than that (40 per cent) in Ghasera.

The girls who participated in the FGDs reported that they are now more comfortable asking questions from the schoolteachers in case of any doubt. However, there still is reservation as they feel the schoolteachers might get angry if any wrong questions are posed. The reservation in asking questions



is higher in Ghasera as schoolteachers do not seem approachable to girls while in Rojka, some girls can even ask for additional support from them.

Many have reported they use mobile phones at night (when their fathers are back from work) to watch stories and cartoons.



### Case 1 – Sadia aspires to be a football player

**Sadia** (name changed), an 11-year-old from Ghasera village got enrolled in primary school from *Mohalla Pathshala* run by CEQUIN. She studies in 5<sup>th</sup> standard. Impressed by her public speaking skills and knowledge of the English language, she got promoted to a higher standard. Her mother, Rubina was very excited to show us the prize she received for speaking at the Republic Day event in school. She shared that she could not attend school after the 1<sup>st</sup> standard. It was her friends who taught her till 5<sup>th</sup> standard, and she is now able to read basic documents. However, she wants a different future for her daughter. She mentioned that she gives her chana and milk as suggested by the CEQUIN coaches. “*Meri beti chand bhi maangegi to Sana ko bhi yahi bolti hu ki tu kaise hi sikha le meri Sadia ko, main na kuch bolu. Tum apne sath kale pani mein bhi utarogi toh hum mana nahi karenge*” (*I visit the school to meet teachers and I tell Sana the same thing that she can make my Sadia learn using any methods suitable and I wouldn't interfere. Even if you put her through a rigorous test, I wouldn't question it*).

Sadia loves playing football. She wants to be a football player once she grows up. Her mother wants her to attend college and play football for the country. Playing football has given her the confidence to fight for herself and collaborate when needed. She told us how she gathers all the girls to beat the boys up when they cause them trouble. She added that she knows it is not the right thing to do but boys leave them no option. Sadia showed us a football she had made from discarded clothes. Her mother mentioned that after Eid she would collect money and get her a football which when she enquired cost about Rs.150. Now, she plays with the neighbourhood girls and teaches younger boys from nearby households to play football.

Sadia loves public speaking. She said her favourite subject is English and she can speak it well. She always holds leadership positions like a monitor in her class and teaches younger students after school. She also has outstanding academic performance. She credits it to CEQUIN as she attended their *Mohalla Pathshala* and then the Kickstart Equality football programme which shaped her life.



### *Interest in football and physical activities*

Though girls played games like hide and seek in the evenings and during lunch either in corners of schools or within their houses, many girls in Rojka have started exercising, stretching, and running daily as suggested by coaches from the CEQUIN. Girls feel that their bodies are not torn from playing now as they are consistent, and their physical endurance has increased. One girl mentioned, “*Shareer khul gaya hai ab aur saans bhi nahi chadhti. (Our bodies are more flexible now and we don’t run out of breath.)*”

Some mothers mentioned that their daughters stopped having tea in the morning as it made them lethargic. Every girl in Rojka jumps with excitement as soon as they hear the mention of football and illustrate the techniques of blocking, passing, and hitting the ball with chest, feet, and head.



Chart 6 – Percentage of Girls Reported Like Playing Football  
(Rojka, n=51; Ghasera, n= 42; Total, n= 93)

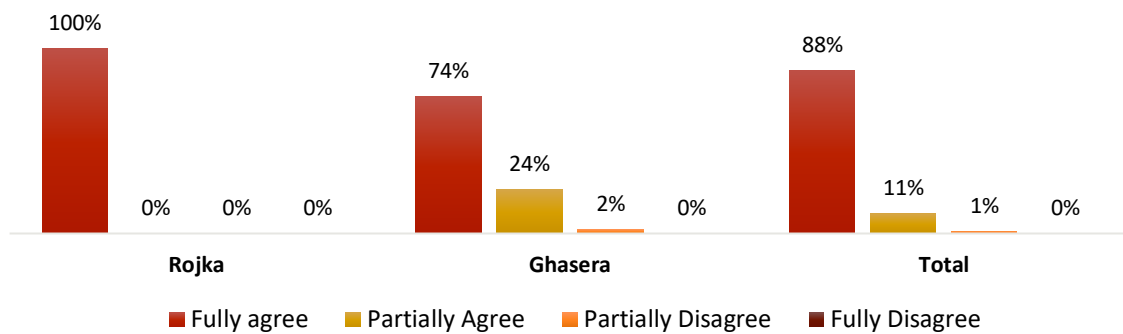
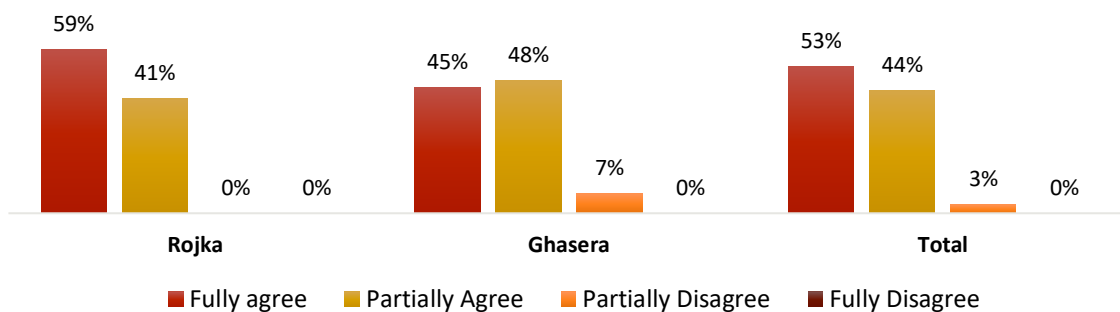


Chart 7 – Percentage of Girls Reported Playing Football Well  
(Rojka, n=51; Ghasera, n= 42; Total, n= 93)



As shown in [Chart 6](#), 88 per cent of the girls surveyed reported a liking towards playing football. It also shows that all the girls from Rojka, who have been part of the programme for a longer period, ‘fully agree’ to like playing football. Ninety-nine per cent of the total girls surveyed either ‘fully’ or ‘partially’ agree on their liking towards playing football. For many girls in Ghasera, football is yet to be their favourite game. The number of sessions with them has yet been limited and other opportunities to play football are not available to them, unlike Rojka, where the schoolteacher also encourages them to play football.

As depicted in [Chart 7](#), 53 per cent of the girls ‘fully agree’ and 44 per cent ‘partially agree’ on playing football well with a higher level of agreement in Rojka.

Chart 8 – Percentage of Girls Reported Increased Stamina and Strength by Playing Football  
(Rojka, n=51; Ghasera, n= 42; Total, n= 93)

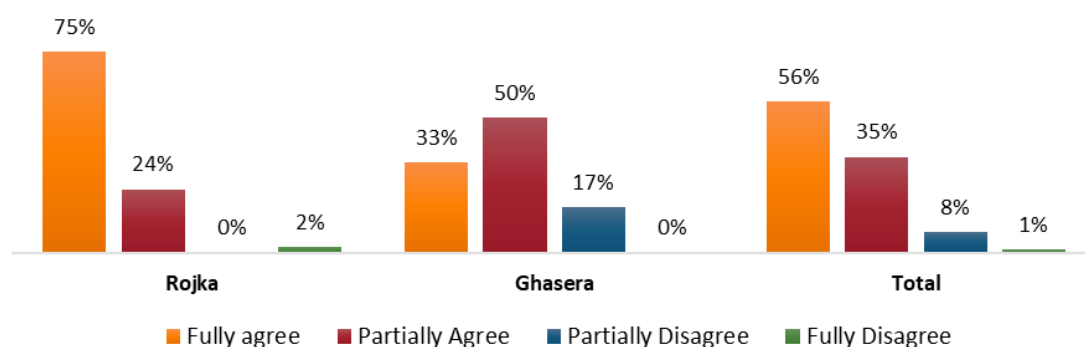




Chart 8 displays that 56 per cent of the girls ‘fully agree’ to have experienced an increase in stamina and strength by playing football and 35 per cent ‘partially agree’ on the same. In Rojka, where the intervention has been active for 4-8 months, a higher percentage (98 per cent) of girls agree ‘fully’ or ‘partially’ on having increased stamina and strength by playing football. The corresponding figure in Ghasera is 88 per cent.

Chart 9 – Percentage of Girls Reported Eating Healthy Food  
(Rojka, n=51; Ghasera, n= 42; Total, n= 93)

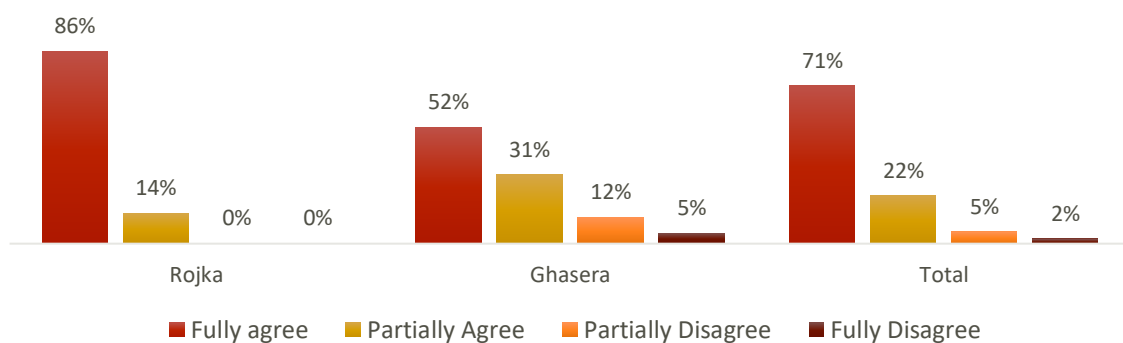


Chart 9 shows that 71 per cent of the girls ‘fully agree’ that they have been eating healthy food and another 22 per cent ‘partially agree’ to the same. It is evident that a higher percentage (86 per cent) of girls from Rojka ‘fully agree’ to the same as compared to Ghasera (52 per cent). Girls have brought changes to their diet by including eggs, milk, and black gram. Their perception of healthy food as expensive has also changed among mothers. The adoption of a new diet is higher in Rojka than in Ghasera. Upon asking, a few girls from Ghasera mentioned that they eat these suggested food items whenever available to them. This can be further validated by the differences in household incomes in both villages.



## *Awareness of gender equality and rights*

Most of the girls feel that discrimination based on gender exists in their society. They feel it is wrong that they and their sisters are engaged in all the household chores while their brothers do not contribute. In Ghasera, upon asking what they are good at, some girls named a house chore like washing dishes. Upon further probing, 2-3 girls mentioned that they do not like it much, but it is their share of work.

Both Rojka and Ghasera have conservative communities and covering the head is not a choice for even younger girls. For playing football, girls now take off their dupattas and tie them around their waists before initiating the game. Upon asking what they would wear in case of a match outside, they unanimously said lower and a T-shirt. They mentioned it as a way to express themselves.

Boys in both villages felt that girls are better at both studies and sports, yet they end up doing most household chores. Though most of these boys were also engaged in at least some household chores like sweeping in the mornings. It is the elder boys who do not help with house chores. Boys believed that if the girls played well, they would bring fame to the village and family. Though they constantly wonder why they do not get to play. It was heartening to see such a positive attitude among the young boys evolving.

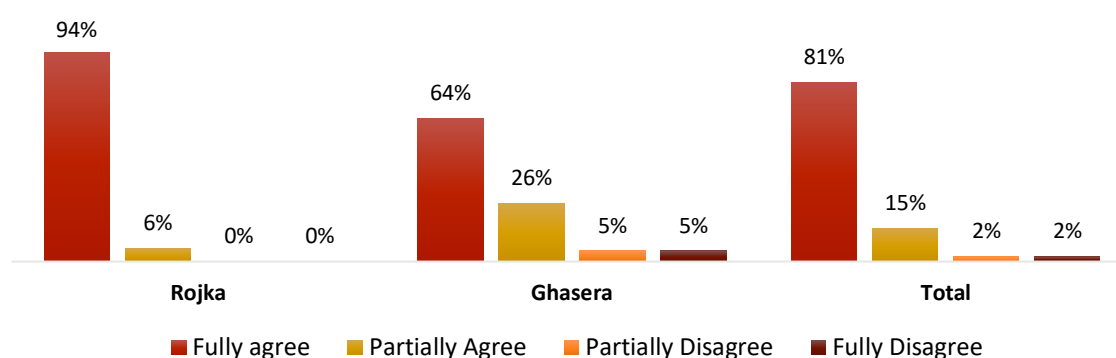


Only a few mothers had seen their daughters play. They had no issues with girls of a certain age playing but would not let a girl play if she grew older or her body matured early. It is still preferred that they play indoor games. Though all the mothers in Rojka feel that the school in the village should go up to 12<sup>th</sup> standard so that their daughters can study in the village itself. However, in Ghasera, only a handful

of mothers were interested in getting their daughters educated even till the 12<sup>th</sup> standard. They felt that the environment was not very conducive for girls and boys might lure them to run away.

In Ghasera, girls also mentioned that boys were usually very reluctant to give up the common ground for girls to play football. The co-ed primary school share the premises with boys' senior secondary and girls struggle to access the ground as a safe space because of poor management in school. Girls said that now they have learned, and they have just come together to beat these boys who trouble them. As a CEQUIN staff informed that some girls were also discouraged to play by their schoolteachers.

**Chart 10 – Percentage of Girls Reported Getting Encouragement from Their Mothers to Play Football**  
(Rojka, n=51; Ghasera, n= 42; Total, n= 93)



Girls mentioned how they do not like playing with boys as it is “wrong”. Some mentioned that boys would hijack the game and would run away with the ball. The coaches and other team members shared that initially, the girls were hesitant to run or to kick. Football was looked upon as a boys’ game. Girls shared that they are now confident that they play better than boys.





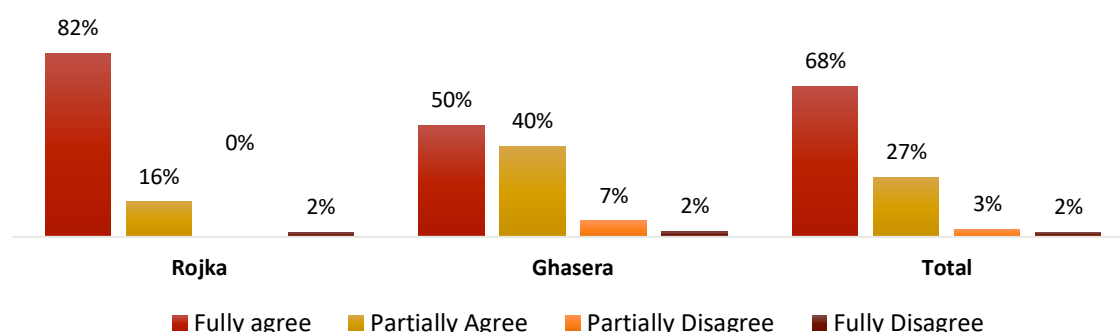
One of the CEQUIN staff mentioned that now girls are more open to getting photographed and enjoy getting clicked in groups. Similarly, dancing and singing were also tabooed but now they do participate in school events and parents take pride in it.

Chart 10 shows that 81 per cent of the girls ‘fully agree’ on getting encouragement from their mothers to play football. A total of 96 per cent of the girls either ‘fully’ or ‘partially’ agree on getting encouragement from their mothers to play football. The ‘full’ agreement reported in Rojka (94 per cent) is higher than that in Ghasera with 64 per cent.

CEQUIN’s earlier interventions of functional literacy and women collectives in Rojka have helped strike a rapport and make the mothers aware. Another intervention of running a help desk, in Rojka has brought in a lot of good faith from the community. Visibility through association with Roop Automotive Ltd. (CSR operating in Rojka for the past many years) and office location in Anganwadi centre in the centre of the village also contributed to building trust within the community.

As shown in Chart 11, ninety-five per cent of the girls either ‘fully’ or ‘partially’ agree that their parents have high aspirations for both daughters and sons equally. The percentage of girls reporting ‘full’ agreement on the same is higher in Rojka with 82 per cent as compared to Ghasera with 50 per cent. The percentage of girls who got married young in Ghasera is also higher than that of Rojka. A mother in Ghasera mentioned how a family got reported and police intervened to stop an underage marriage, just a few months back.

Chart 11 – Percentage of Girls Reported Parents with Equal Aspirations for Daughters and Sons  
(Rojka, n=51; Ghasera, n= 42; Total, n= 93)



### Case 2 – Asifa wins her mother’s support

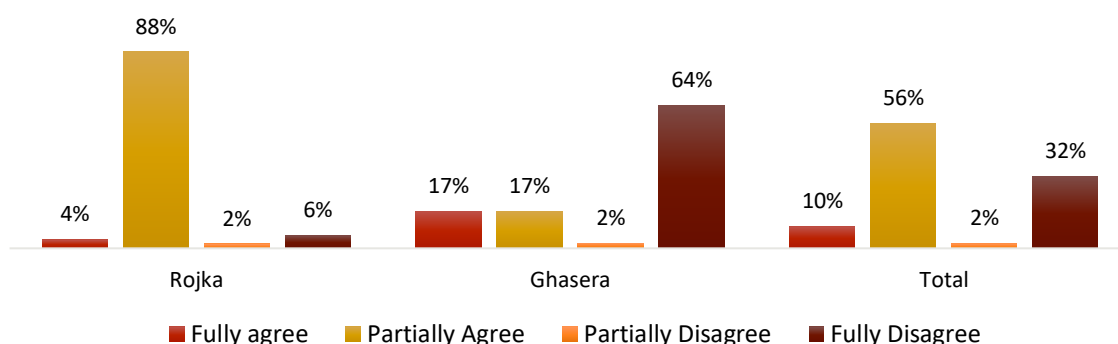
**Asifa** (name changed) has recently started playing football with the CEQUIN team in Ghasera. She is yet to choose between doctor and football player as a profession. Her mother wants her to study at least till 12<sup>th</sup> standard or to go to college, whatever she desires. She said, “*Ye padhe toh hum jawange iske sath jahan kahegi.*” (If she would want to study, I would go with her wherever she would want me to.)

Her mother has not seen her play but hears that she indeed plays well. She takes pride in her daughter winning awards for various co-curricular activities including dance. She feels that daughters should be educated, “*Mewat ki ladki kuch karegi toh naam hoga ki gareeb ki beti kuch ki hai*” (If a girl from Mewat belonging to a poor family would achieve something, it will bring fame to us). Though she is a little scared of the atmosphere in the area. However, she is assured that educated girls do not elope.

*“Padhi likhin ko aankh aa jave. Vo na bhaagein” (Educated girls have the wisdom not to elope away), she said.*

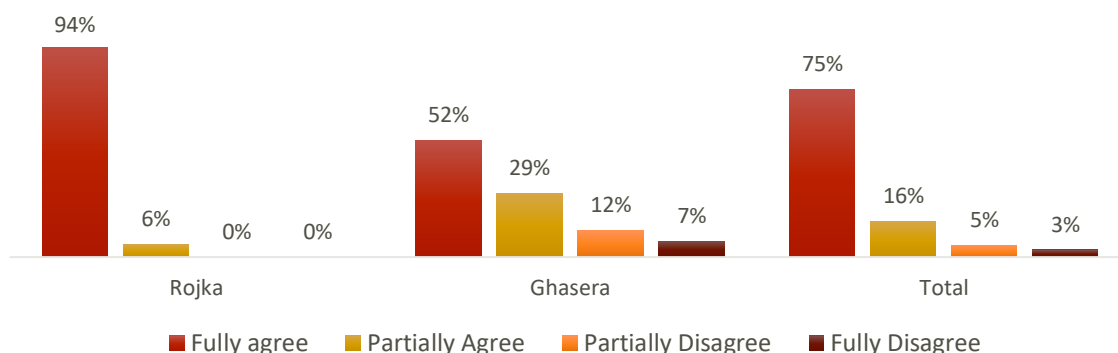
Asifa’s brother said that she is good both at her studies and playing. If she does well in life, it will bring dignity to the family. Little embarrassed he also accepted that she contributes to the household chores more than he does. Asifa is also an academic position holder in her class. She takes inspiration from Sana the peer educator of CEQUIN.

**Chart 12 – Percentage of Girls Reported Equal Contribution by Girls and Boys in Household Chores**  
(Rojka, n=51; Ghasera, n= 42; Total, n= 93)



As depicted in **Chart 12**, only 10 per cent of girls ‘fully agree’ on having an equal contribution by both girls and boys in household chores. Fifty-six per cent of the girls ‘partially agree’ with the same. This figure is as high as 88 per cent in Rojka. On the contrary, 64 per cent of the girls in Ghasera ‘fully disagree’ with the statement.

**Chart 13 – Percentage of Girls Reported Receiving Their Required Things at Home**  
(Rojka, n=51; Ghasera, n= 42; Total, n= 93)



As shown in **Chart 13**, seventy-five per cent of the girls ‘fully agree’ to receiving the things of their requirement and choices at home whereas three per cent ‘fully disagree’ with it. Ninety-four per cent of the girls in Rojka ‘fully agree’ to receive things of their requirements and choices at home as compared to Ghasera with 52 per cent. The percentage can be attributed to the economic difference in both villages, Ghasera being vulnerable. Another important factor contributing to Chart 10, Chart 11 and Chart 13 is the number of children per family. One woman, a mother of 12 children, seemed very indifferent to her daughter playing. She mentioned that for the longest period, she did not know that her daughter plays football. She also added that how poor economic condition of the family has led to various decisions, where they had to marry off their four daughters in groups of two out of which the younger daughter had to bear the brunt of early child marriage. The demand for dowry in the case of young girls is also slightly less.

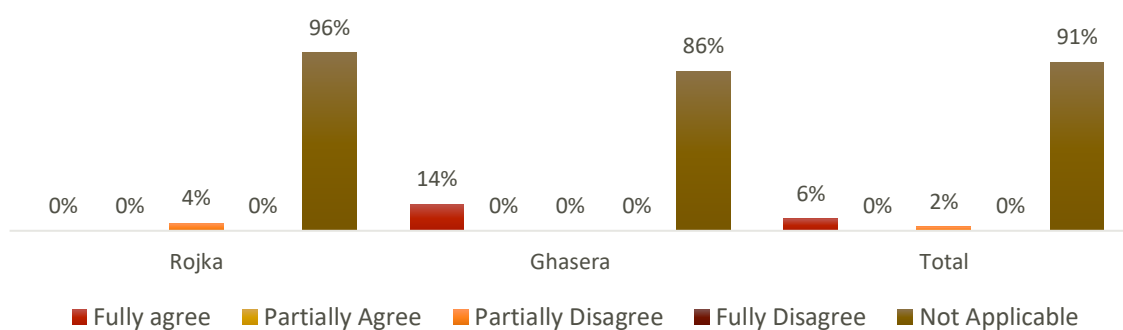


### Case 3 – Farhana, championing gender equality, starting with herself

**Farhana** (name changed) is a standard VI student and has topped her class in the recent annual exam. She wants to become a soldier and fight for her country, which still is perceived to be a male profession in the region. She said her backup option is to become a football player. She thinks there should be no discrimination based on gender, but she feels that is not a reality, even for her. She said, “*Vahi mitti se bante hain sab toh unhe kuch bhi jyada ya kam kyun*” (*We are all made equal so why do they deserve more than us*). She said that she knows of families who differentiate between their sons and daughters and give daughters tea instead of milk. She added, “*Agar mere ghar mein aise karein jab dudh kam howe toh main na lu kuch. Main toh lad jaun aur bhaag jau.*” (*If my family does that when there is less milk, I don’t take anything. I demand half the milk, or I just leave*). Farhana loves to play football and goes for a run on the hill every morning. She religiously includes black gram, eggs, and milk in her diet. She encourages other girls to join in and play football. She does not have to contribute to the household chores as she has elder sisters doing it, but she is aware that she might have to once they are married. Though she has a huge reservation regarding interacting with boys as she feels it is ‘wrong’. She is among the first few girls who started taking off their dupattas to play football.



Chart 14 – Percentage of Girls Reported Practicing Relevant Hygiene During Menstruation  
(Rojka, n=51; Ghasera, n= 42; Total, n= 93)



All the girls identify with the common professions like doctor, nurse, soldier, teacher, etc. Girls are not yet able to precisely articulate what they aspire to be. Though some girls are very confident about becoming national football players. All the girls we interacted with, loved to study, and wanted to be financially independent. They are quite ambitious.

The girls look at CEQUIN mobilisers, peer educators and coaches as role models. In Rojka, some girls also considered a girl as a role model, who studied to be a medical practitioner but got paralysed due to an accident and worked in the village itself. Rojka has more such female role models to offer than Ghasera as a few girls have at least finished school. This can be contributed to years of exposure from outside employees in the Industrial area, previous interventions of other CSRs and foundations in Rojka and proximity to the town of Sohna.



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Chart 15 – Percentage of Girls Reported High Aspirations  
(Rojka, n=51; Ghasera, n= 42; Total, n= 93)

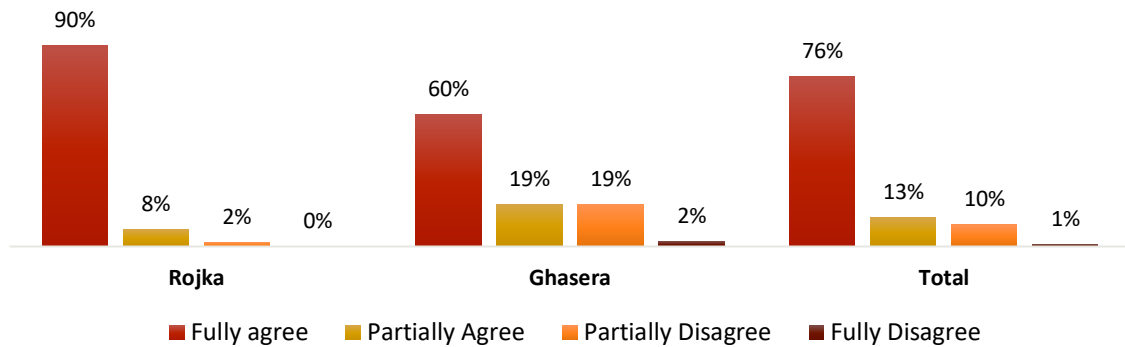


Chart 16 – Percentage of Girls Reported Being Asked to Become Class Monitor and/or Team Captain  
(Rojka, n=51; Ghasera, n= 42; Total, n= 93)

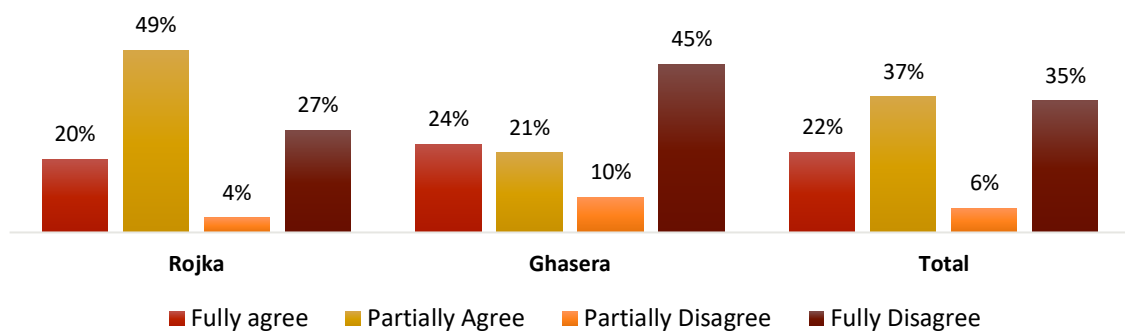
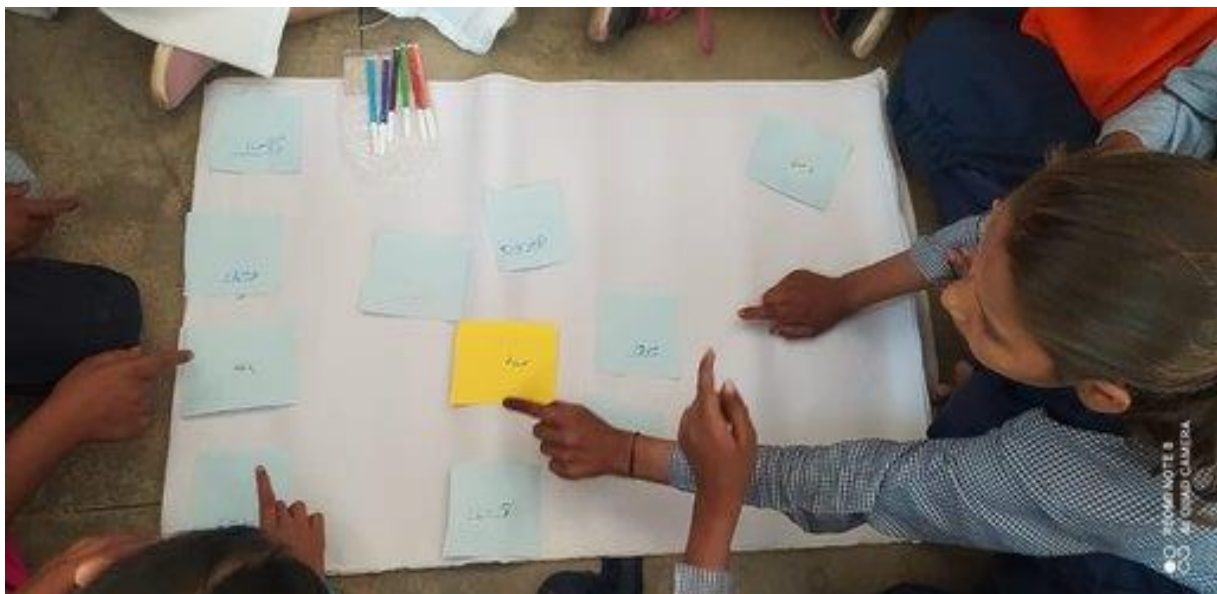


Chart 16 shows that 59 per cent of the total girls reported either ‘full’ or ‘partial’ agreement’ on being asked to take the positions of the class monitor and/or team captain. This figure is much higher in Rojka (60 per cent) as compared to Ghasera (35 per cent).





**Case 4 – Saniya has a long road ahead toward gender equality**

**Saniya** (name changed) is one of the six children of Ameena. She is the youngest girl among the six. She wants to grow up to be a football player. She is also one of the rank holders in her class and enjoys playing football. She loves to watch stories on her father's mobile. Her elder sisters played badminton (with the help of another CSO, SRF), interstate as well. The other two girls (both sisters) also played but got married early. Hence, they also had to quit because of their mobility issues. They dropped out of school after 5<sup>th</sup> standard. Her mother, Ameena feels that Saniya can play till the time she is young. She fears that Saniya might have to drop out early as she looks more mature than her actual age and this would attract an unwanted male gaze. She seemed quite disappointed with the fact that the early child marriages were stopped by police, making them lose money they had spent on the marriage and breaking off the relationship, resulting in members of the family going to jail.

**Case 5 – Muskaan continues her education journey amidst uncertainty**

**Muskaan** (name changed) is 11 years old and studies in class V at a school in Rojka. She has recently started playing football. She is ambitious and aspires to be independent in future. She loves playing football and wants to pursue it as a career. She has incorporated exercise into her morning routine, which she does at home. She also eats chana, milk and eggs daily now. She got 3<sup>rd</sup> rank in her examination result recently. She has two elder sisters and two brothers. She feels that she gets support from her family for playing football and pursuing her other passions.

Her mother, Khushbu told us that her sisters also studied till 8<sup>th</sup> standard before they dropped out. According to her, this is the highest level of education they allow to girls in their family. She feels that the environment is not so conducive for girls. *“Humein izzat jyada pyari hai.”* (We care for our dignity more.), she said. She added, *“Mai silai sikhaungi ise jaise badi ladki ne seekha di aur phir shadi kr denge”* (I will make her learn to stitch as our elder daughters did and then marry her off). Upon being asked whether she feels it is important for girls to be educated and self-reliant to be secure in future, she said, *“Inke papa chalan na de ghar mein toh aadmi ka kare, tu bta. Kaun si bairbani aise karegi. Mene bhej di kahin toh kehne lage ki tairi kaisi izazat hui jo tane bahar bhej dei.”* (It doesn't matter as her father wouldn't let me take any decisions. No wife would go against her husband's will. If I let her go somewhere, he would ask how I dared send her out).

**Mobility**

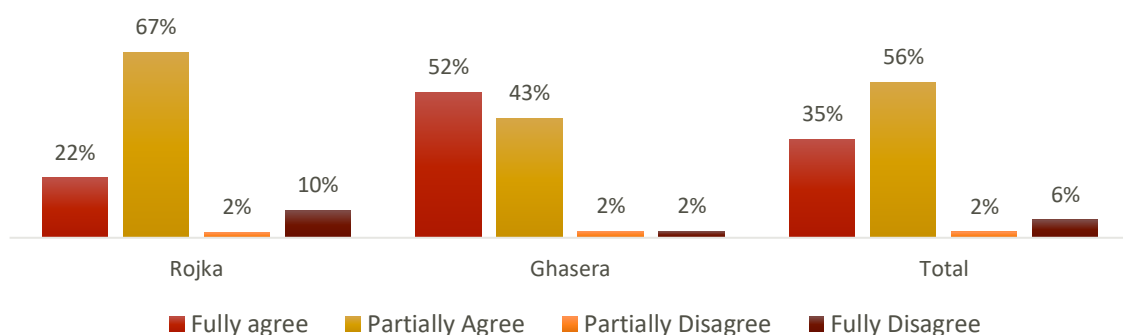
The Daily Activity Schedule exercises with the girls show that they go to Masjid twice a day, to school, to play nearby, alone or with a group of friends if available. This has been the same for years now. The restriction on mobility in both villages is almost at the same level. This could be attributed to the age group of the girls and gender-based regulations. The mobility of girls in Rojka has increased due to the clearance of a forest patch on hills for laying down railway lines. With the place being safe now, the girls in Rojka have started running on the hills in the morning which is an addition to their daily schedule. Though running as an intervention has been introduced by CEQUIN but the access to the place is a result of a railway line construction. The variation in mobility differed based on household rules. Some girls are not allowed to go out of the house for other purposes including playing, apart from going to school and Madrasa.



In Ghasera, some girls have started to go to the market to buy vegetables and other groceries. One of the staff members of CEQUIN mentioned that when school was closed, she asked girls if they would be able to come to a ground on the outskirts of the village (where they usually would not go) for sessions. All the girls agreed at once and said that they would walk there together. This indicates interest in football leading to increased confidence and attitude towards mobility.

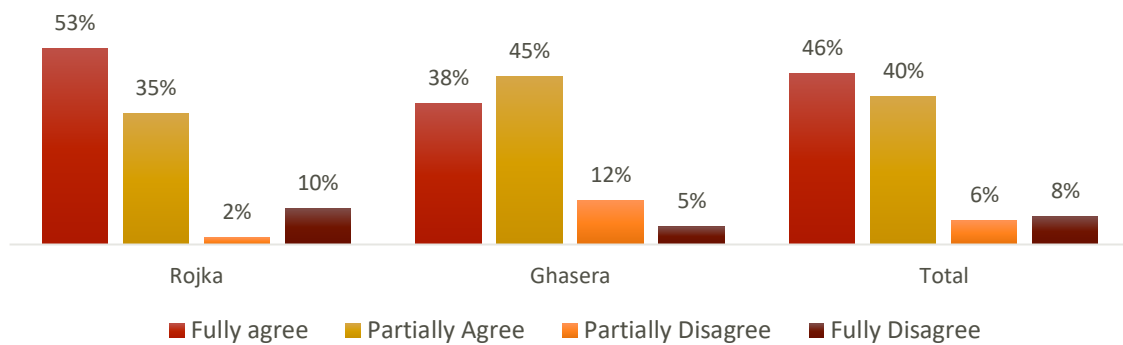
As displayed in [Chart 17](#), thirty-five per cent of the girls ‘fully agree’ that they travel outside their homes for various other purposes without any fear whereas 56 per cent of the girls ‘partially agree’ with the same. Eighty-nine per cent of girls in Rojka and 95 per cent of girls in Ghasera either ‘fully’ or ‘partially’ agree that they travel outside their homes.

**Chart 17 – Percentage of Girls Reported Traveling Outside Homes for Other Purposes**  
(Rojka, n=51; Ghasera, n= 42; Total, n= 93)



As shown in [Chart 18](#), forty-six per cent of the girls ‘fully agree’ to be able to play outside without fear while another 40 per cent ‘partially agree’ to the same. Eight per cent ‘fully disagree’ with going outside to play without fear.

Chart 18 - Percentage of Girls Reported Going Out from Home to Play Without Fear  
(Rojka, n=51; Ghasera, n= 42; Total, n= 93)



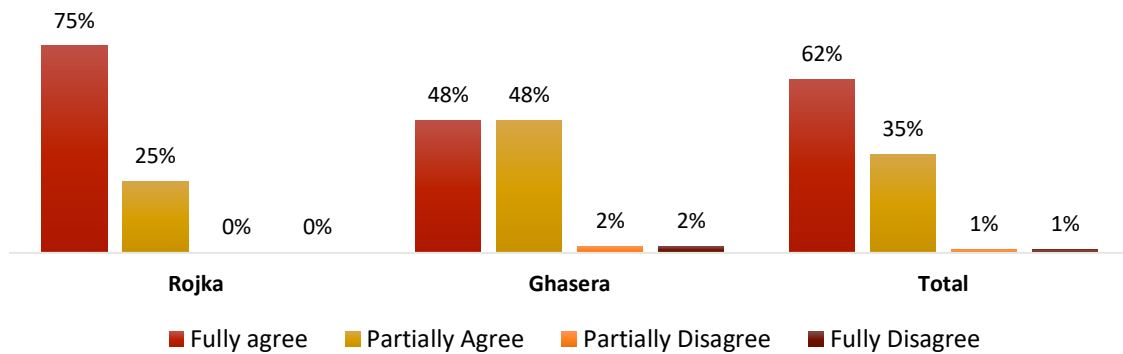
### Social networking

It seems like girls now have developed leadership skills and a collaborative approach towards each other. Otherwise, they would limit their playing circle to a few girls in their neighbourhood and school and would keep fighting over petty issues. Now, they help and support each other while playing football. Some girls mentioned that they now have friends from other communities as they play football together. A girl in Ghasera shared her learning from Continuous Engagement (CE) session that a good monitor (perceived as a leader) unites people and is impartial in behaviour. Since the school in Rojka has started taking football sessions, the girls and boys play together in different teams. This seems like a good initiative to collaborate where both genders could grow up to be more sensitive towards each other.





Chart 19 – Percentage of Girls Reported Confident About Making New Friends  
(Rojka, n=51; Ghasera, n= 42; Total, n= 93)



As Chart 19 displays, almost three-fifths of the girls (62 per cent) ‘fully agree’ that they are confident about making new friends. It points out that 75 per cent of the girls in Rojka ‘fully agree’ that they are confident about making new friends whereas the corresponding figure in Ghasera is 48 per cent. Only two per cent of the girls surveyed either ‘fully’ or ‘partially’ disagree in Ghasera.

Chart 20 – Percentage of Girls Reported Participating in Events and Programmes  
(Rojka, n=51; Ghasera, n= 42; Total, n= 93)

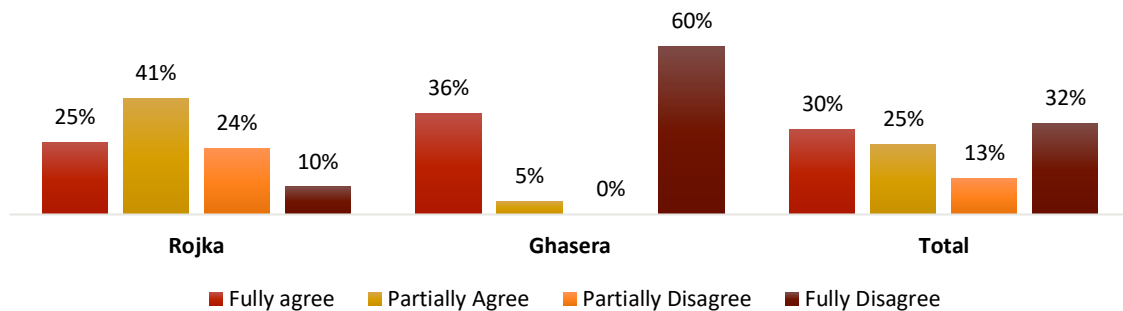
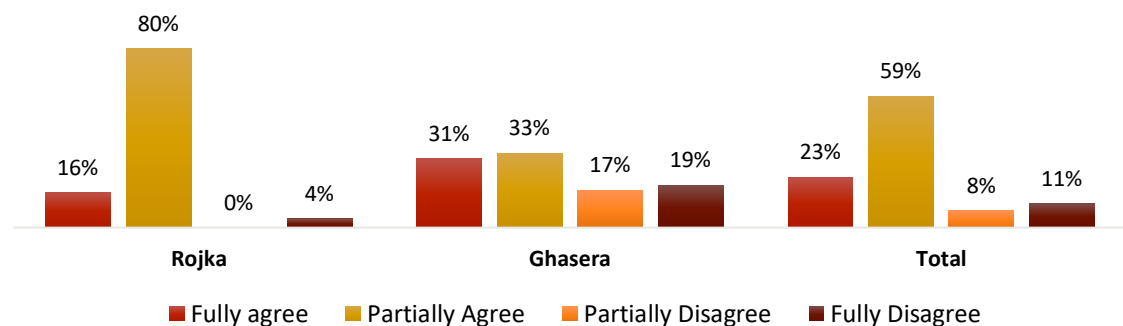


Chart 20 shows that 30 per cent of the girls report their full agreement and 25 per cent report partial agreement on participating in events and programmes in the schools and villages organised by others including events organised by CEQUIN. However, 32 per cent ‘fully disagree’ about having participated in any events and programmes organised by others. In Ghasera, this figure goes up to 60 per cent.

Chart 21 – Percentage of Girls Reported Confident About Interactive with Boys  
(Rojka, n=51; Ghasera, n= 42; Total, n= 93)



As displayed in **Chart 21**, girls in Rojka report being more confident talking to boys than the girls in Ghasera. A total of 83 per cent of girls either ‘fully’ or ‘partially’ agree on being confident about interacting with boys. This change could be contributed by schools in Rojka taking positive gender-differentiated efforts to engage with both girls and boys through constructive mechanisms.

## Emerging Trends and Recommendations

### *Emerging Trends*

The Kickstart Equality programme is being implemented by CEQUIN in the Rojka and Ghasera villages of Nuh district, Haryana. Since the programme interventions started only a few months ago, the interim impact assessment study refrains from making any firm conclusion. Instead, the study identifies a few emerging trends which can be taken into consideration by CEQUIN for setting the future direction of the programme.

The relevance of the programme objectives, strategies, and the theory of change as articulated and designed by CEQUIN cannot be overstated. Given the socio-demographic context in these villages, the choice to prioritise the initial interventions with the girls looks like a prudent approach. Also, prioritising girls’ education as an entry point to deepening interventions for gender equality is indeed a valuable contribution. Consequently, introducing football as means for mobilising the interests of girls and challenging the existing gender stereotypes subtly is appropriate to the context.

Although the study did not focus much on the effectiveness and efficiency of CEQUIN’s interventions, it noted the adaptability with which CEQUIN is implementing the programme. An effort to mainstream girls playing football in the school with support from the schoolteachers along with improving educational achievements and learning outcomes might go a long way to institutionalise the interventions in local schools eventually.

Due to a variety of reasons, the current intervention in Rojka was preceded by a few months than Ghasera. Although it might be premature to conclude, however, the findings preliminarily indicate that due to longer exposure to CEQUIN’s interventions in Rojka (such as women’s functional literacy programme, *Mohalla Pathshala*, etc.) as well as the investments made by other CSR programmes, the outlook of the participating girls towards schooling and studies, interaction with other non-family members, participation in events and festivities organised outside homes as well as in sport and physical activities, and other social skills such as assuming leadership in schools and other collectives were much forthcoming as compared to Ghasera. The difference between the participating girls from both villages is also the contribution of the socio-economic context of these villages. Since Rojka has been an established industrial area since the 1980s and is near Sohna town, the economic opportunities are more. Additionally, the exposure to the outside world through working in these industries has brought in a lot of social and lifestyle changes in the residents of the village. According to Census 2011, 92 per cent of the working population in Rojka described their work as main work (Employment or Earning more than 6 Months) while that in Ghasera was just 71.5 per cent. The varied sources of income, higher level of education, less population, relatively smaller family size and focus by the government through Smart Gram Initiative have contributed further to widening the gaps between two villages on many accounts.

Thus, parameters like the high motivation of mothers, less restriction in mobility, lesser engagement of girls in household chores, high adoption of healthy food habits, etc. are quite evident in Rojka. However, it is not to suggest that the participating girls in Ghasera are way behind those from Rojka, with some exceptions like the attitude towards schooling and studies, the level of comfort in interacting with peers from the other gender, and the degree of articulating the future aspirations.

While a considerable number of participating girls from both villages reported their liking for playing football and having acquired basic football skills well, a higher percentage of girls from Rojka perceived gaining stamina and physical strength by playing football and participating in physical activities as compared to Ghasera. This finding requires further investigation, as some contextual factors such as lack of access to good health services and nutritious food could contribute adversely to this factor. This is somewhat corroborated by the responses received from the girls in Ghasera about eating nutritious food which was lower than Rojka. The difference can further be attributed to past interventions like a functional literacy programme, setting up a help desk, and formation and facilitation of women collectives, of the CEQUIN team in village Rojka. One aspect, where the girls from Ghasera marginally outnumbered those from Rojka was the perception and/or actual behaviour regarding mobility outside the home. The girls from Ghasera reported better mobility as compared to Rojka when it comes to going out to get some errands done.

It is evident from the interactions with the girls, boys and mothers that playing football and engaging in associated physical activities outside the home has had a significant positive ripple effect not only in the lives of the girls but also in their families. The strategy to select girls in the age group of 8-12 years is apt to the context as the girls are in their formative years and a positive intervention like this can help them develop a strong life-long path for themselves. They have not yet internalised gender-based social and cultural barriers but at the same time have started observing and acknowledging these barriers. The restrictions imposed on young girls in this age group from families and society are also less.

The preliminary analysis suggests that CEQUIN's Kickstart Equality programme's intervention triggered positive changes in both villages. However, as these are the early months of the interventions a definitive attribution and association might not be conclusive.

## *Recommendations*

It is of critical importance to engage with elder boys and men in the long run as it is the social atmosphere that is always responsible for parents making their daughters quit school. To support this, it was an observation in Rojka, there are multiple isolated spots on the way towards school, where boys and men smoke weed (*ganja*). A greater sensitivity among boys and men is critical to foster a public space where girls and women feel safe.

Since the sessions with the CEQUIN team (both football and CE) are limited both in terms of frequency and period per session, the support from schools may amalgamate the efforts to bring out a synergy. Rojka school is very supportive of the cause and teachers take the initiative to engage with students differently, using videos, teaching sports like kho-kho and football, etc. Such possibilities should be explored with Ghasera school as well. The school staff do not seem to take enough effort to maintain discipline in the school. Accessing the school ground and creating a safe space for girls to play becomes a challenge there. Meeting with higher authorities may help the case.



For the efforts to get translated into a substantial change, it is equally important to engage with other family members, especially mothers. Thus, CEQUIN's strategy to form Mothers' Groups is appropriate to the context. Further, the scope of engaging differently with younger mothers (18-30 years) can also be explored where more deep-rooted issues like family planning, self, and leadership, etc. can be discussed. However, for deeper and lasting changes in the attitudes and behaviour of both parents (not only the mother), a few additional strategies might also be helpful, particularly engaging with the fathers. The sensitisation of male members of the family including brothers is equally important. The engagement of these stakeholders should be considered a necessary and urgent intervention for the sustainability of the programme as these girls would be vulnerable to dropping out of school very soon. Since, opinion leaders in the village, like religious leaders, local politicians, etc. have an important stake in society's functioning and hold a position of respect and wisdom, the possibility of engaging with them can be explored. Since the issue to be addressed is very complex and sensitive, training of all CEQUIN staff (including the field staff) on the issues and other creative methods (including games and art-based methods, etc.) to sensitise the community should be done.

Girls who receive education are more likely to lead healthy and productive lives. Hence, the intervention of supporting school-dropout girls to avail education through open schooling and learn virtually from volunteers can also be scaled up in these villages. CEQUIN may consider introducing some indoor sports activities for elder girls as they face greater restrictions from their families. While football-based interventions would continue to push the boundary in the long run, this will at least keep the elder girls engaged in the short run.

During FGD in Rojka, a mother shared how two of her elder daughters who played badminton (even in different states) had to stop because the partner girls from the village got married and the intervening organisation's project got over almost at the same time. Hence mobility became an issue for them. Another mother shared that her 11-year-old daughter physically appears to be older like a 15-16-year-old girl. Hence, she is not comfortable with the idea of her running in open spaces. It is in this context, engaging in other indoor games as a strategy with elder girls and/or to keep engaging with the dropout girls so the investment gone into the girls does not fizzle out.

Since Ghasera has a high population (almost four times that of Rojka) and socio-economic conditions are relatively non-conducive, it is ideal to first saturate one or two clusters in the village to be able to compare the progress of both villages. Alternatively, more resources (both financial and human) have to be invested in Ghasera.

## Annexure 1 – Participatory Survey Tool

1. मेरा नाम .....
2. मेरी उम्र (साल में)
  - <8
  - 8-10
  - 11-12
  - >12
3. मेरे गाँव का नाम
  - रोजका
  - घसेरा
4. मैं स्कूल जाने के लिए बहुत उत्सुक/बेताब रहती हूँ।
  - पूरी तरह से सहमत
  - आंशिक रूप से सहमत
  - आंशिक रूप से असहमत
  - असहमत
5. मैं गाँव और स्कूल में आसानी से नए दोस्त बना लेती हूँ।
  - पूरी तरह से सहमत
  - आंशिक रूप से सहमत
  - आंशिक रूप से असहमत
  - असहमत
6. पढाई में मेरा अच्छे से ध्यान लगता है।
  - पूरी तरह से सहमत
  - आंशिक रूप से सहमत
  - आंशिक रूप से असहमत
  - असहमत
7. मैं विश्वास के साथ स्वतंत्रता दिवस (15 अगस्त) या गणतंत्र दिवस (26 जनवरी) जैसे सब उत्सव और मौकों पर भाग लेती हूँ।

- पूरी तरह से सहमत
- आंशिक रूप से सहमत
- आंशिक रूप से असहमत
- असहमत

8. जरूरत होने पर मैं अपने टीचर से बिना झिझक के सवाल पूछ लेती हूँ।

- पूरी तरह से सहमत
- आंशिक रूप से सहमत
- आंशिक रूप से असहमत
- असहमत

9. मैं बिना झिझक के अपने गाँव के लड़कों से बात-चीत कर लेती हूँ।

- पूरी तरह से सहमत
- आंशिक रूप से सहमत
- आंशिक रूप से असहमत
- असहमत

10. मुझे फुटबॉल खेलना सबसे ज्यादा पसंद है।

- पूरी तरह से सहमत
- आंशिक रूप से सहमत
- आंशिक रूप से असहमत
- असहमत

11. मैं फुटबॉल खेलने में अच्छी हूँ।

- पूरी तरह से सहमत
- आंशिक रूप से सहमत
- आंशिक रूप से असहमत
- असहमत

12. मुझे लगता है कि फुटबॉल खेलने से मेरी सहनशक्ति और ताकत बढ़ रही है।

- पूरी तरह से सहमत
- आंशिक रूप से सहमत
- आंशिक रूप से असहमत



- असहमत

13. मुझे हमेशा क्लास में मॉनिटर या टीम में कप्तान के पद के लिए चुना जाता है।

- पूरी तरह से सहमत
- आंशिक रूप से सहमत
- आंशिक रूप से असहमत
- असहमत

14. मैं बड़े होकर कुछ बनकर अच्छे मुकाम पर पहुंचना चाहती हूँ।

- पूरी तरह से सहमत
- आंशिक रूप से सहमत
- आंशिक रूप से असहमत
- असहमत

15. मुझे फुटबॉल खेलने के लिए मेरी अम्मी से बढ़ावा मिलता है।

- पूरी तरह से सहमत
- आंशिक रूप से सहमत
- आंशिक रूप से असहमत
- असहमत

16. मेरे माता पिता, मुझे और मेरे भाई दोनों को कुछ बनाकर अच्छे मुकाम पर देखना चाहते हैं।

- पूरी तरह से सहमत
- आंशिक रूप से सहमत
- आंशिक रूप से असहमत
- असहमत

17. मुझे लगता है कि मैं और मेरे भाई घर का काम बराबरी से करते हैं (जैसे कि, बर्तन धोना, सब्जी लाना, इत्यादि)।

- पूरी तरह से सहमत
- आंशिक रूप से सहमत
- आंशिक रूप से असहमत
- असहमत

18. मैं खाने में रोज पौष्टिक आहार जैसे दाल, अंडा, चना, दूध, फल, इत्यादि लेती हूँ।
- पूरी तरह से सहमत
  - आंशिक रूप से सहमत
  - आंशिक रूप से असहमत
  - असहमत
19. मुझे मेरी जरूरत का सामान जैसे कि सेनेटरी पैड, कपड़े, कॉपी, मिठाई, अंडे, इत्यादि घर पर माँगने से आसानी से मिल जाता है।
- पूरी तरह से सहमत
  - आंशिक रूप से सहमत
  - आंशिक रूप से असहमत
  - असहमत
20. मैं माहवारी के लिए सभी अच्छी आदतों का पालन करती हूँ जैसे कि पैड या धूप में सुखाये कपड़े का इस्तेमाल, उसको समय पर बदलना, खुद को पानी से धोना, इत्यादि।
- पूरी तरह से सहमत
  - आंशिक रूप से सहमत
  - आंशिक रूप से असहमत
  - असहमत
  - NA
21. मैं बिना डर के घर के बाहर जैसे कि मस्जिद, बाज़ार, लकड़ी लाने, खेत, पशु चराने, इत्यादि अकेले जा सकती हूँ।
- पूरी तरह से सहमत
  - आंशिक रूप से सहमत
  - आंशिक रूप से असहमत
  - असहमत
22. मैं बिना डर के घर के बाहर जैसे कि दौड़ करने, खेलने, इत्यादि अकेले जा सकती हूँ।
- पूरी तरह से सहमत
  - आंशिक रूप से सहमत
  - आंशिक रूप से असहमत
  - असहमत

23. मुझे फुटबॉल खेलते हुए समय।

- 1-3 महीना
- 4-8 महीना
- >8 महीना



## Annexure 2 – Questionnaires for Focus Group Discussion and In-depth Individual Interviews

### 1. Participatory Appraisal

Rozka- River of life - for aspirations, enabling factors, obstacles, etc.

Ghasera – Mobility Mapping - *Then attach the person accompanying on the map and ask them if they feel they can access any of these places alone without fear (markets, bank, outstation, forest, fields, hand pumps, schools, etc.)*

*\*Daily activity clock and dream mapping added later*

### 2. Guide for FGDs and Individual Interviews

#### Girls

- i. Ice Breaker activity
- ii. Introduction with names, ages, and classes
- iii. Do you come to school daily? How many leaves have you taken this month? For what purpose? Has it changed in the last 6 months?
- iv. What are the top three things that you love about attending school? (*Firstly, take all the answers and then arrange them based on priority by consensus*)
- v. What is your favourite subject and why? Do you also read it at home? How many hours? At what time of the day? Does anyone help you with your studies at home? Has it changed in the last 6 months?
- vi. What are the co-curricular activities (public speaking, dance, singing, speech, etc.) in school? Have you ever participated in the school's co-curricular activities? Has it changed in the last 6 months?
- vii. Do you ever collaborate with boys in your class? Sports, co-curricular activities, academics? Has it changed in the last 6 months?
- viii. What are the occasions when you interact with your teachers? Has it increased in the past 6 years?
- ix. Do you approach these teachers for asking questions? Whom do you ask questions at home? *Ask for examples to understand what type of questions.* Do you feel comfortable approaching these people? What exactly?
- x. Who are your latest friends? Have you made any new friends in the last 6 months? How and when? Are any of them boys?
- xi. Do you use a smartphone? How often? For what purpose?
- xii. What did you use to play when football wasn't introduced by CEQUIN? Do elder girls play these games with you? Why not? Do boys their age play outside?
- xiii. Since when you started playing football? What motivated you to play? Supporting factors, like family, mother, etc.?
- xiv. Do you like playing football?
- xv. On the days, when CEQUIN Team doesn't conduct sessions, do you still get to play football? Would you like to? What stops you?
- xvi. One thing that you learned in the CEQUIN sessions? *Ask some questions about football rules. And assess the increase in confidence. Confidence can also be observed by asking about the sessions they have been part of*

- xvii. Do you have monitors in your class? Is any one of you a monitor? What kind of qualities one should have to become a monitor? (*Captain of the team*)
- xviii. Do you have any female role models in the village?
- xix. What do you love about yourself? What do you want to improve upon? *Academic, physical, skill, etc.*

### Boys

- i. What is your name? Which class do you study in?
- ii. Do you like studying? Are you regular at school?
- iii. Do you like playing? Are you part of any teams in school or the village?
- iv. What do you want to be in future?
- v. Do girls also play with you? Why not? What else do they do?
- vi. Have you seen girls playing football in school? Is it new to you?
- vii. Does your sister also come to play?
- viii. Why does she play football? Does she enjoy it? How did it start?
- ix. Are there any positive things about her playing (both in her and the view of family/society) and any negatives? (*It can be across the table*)
- x. What else do you see stored for your sister in future?
- xi. What do you think of girls coming out to play? Is it good?
- xii. Where do you play when they play on the ground? Are there enough grounds for both the boys and girls to play?
- xiii. Do you have any friends from school who play football?
- xiv. How active are they in academics? Have you seen any improvement in their attendance, attention, behaviour, and activeness in class, or school?

### Mothers

- i. What is your name? How many family members do you have?
- ii. What do you and your husband do?
- iii. What standard do your children study in?
- iv. Are you aware of your daughter playing football in school?
- v. Have you seen your daughter play? Do you want to?
- vi. Is it common for girls to engage in sports in school in the village?
- vii. How did she start playing?
- viii. How do you feel about her playing? (*Proud, okay, It's fine, good for her, etc.*) How do family and neighbours react to it?
- ix. Have you noticed any changes in her diet, discipline, interest in studies, confidence, openness, activity, etc. in the past 6 months? (*It can be across the table*)
- x. At her age, what were you doing? Do you feel that times have changed? In what respect?
- xi. What future do you see for your daughter? Education, sports, marriage, job etc.

### Schoolteachers

- i. What is the school curriculum like?
- ii. Students' attitude towards studies and homework?
- iii. Parents' attitude towards students, especially girls?
- iv. Unique efforts/initiatives taken to enhance learning?
- v. The attitude of the target group (girls) towards education, sports and other co-curricular activities? Any differences noticed in girls in terms of attention in studies, leadership, hesitation to ask questions, etc?

**CEQUIN Staff and Coaches**

- i. Initiation and evolution of the programme in Mewat
- ii. Experience in Ghasera and Rojka
- iii. Personal lives and association with CEQUIN (village-based staff and coaches)
- iv. Changes in girls' attitudes and behaviour based on their observations
- v. Changes in attitude and behaviour of other stakeholders like mothers



## Annexure 3 – List of People Interviewed

<b>Sl. No.</b>	<b>Name of the participant</b>	<b>Role</b>
1	Naseem	CEQUIN Staff
2	Shameem Ahmed	CEQUIN Staff
3	Mohd. Yunus	CEQUIN Staff
4	Busra	CEQUIN Staff
5	Shakunat	CEQUIN Staff
6	Zulfia Masood	CEQUIN Staff
7	Mala	CEQUIN Coach
8	Mantasha	CEQUIN Coach
9	Rajbala	CEQUIN Staff
10	Daljeet	Rojka Teacher
11	Dharmendra	Rojka Teacher
12	Manish	Ghasera Teacher
13	Himanshi	Participant girl
14	Sarhana	Participant girl
15	Sahanjum	Participant girl
16	Sanobar	Participant girl
17	Mantasha	Participant girl
18	Sadia	Participant girl
19	Saima	Participant girl
20	Sarmeen	Participant girl
21	Nazia	Participant girl
22	Afsana	Mother
23	Savita	Mother
24	Afsana	Mother
25	Rashida	Mother
26	Jamsheeda	Mother
27	Basmina	Mother
28	Khaironisha	Mother