



Terre des hommes

Helping children worldwide.

ENDLINE EVALUATION OF PROJECT PROMOTING GENDER JUSTICE AND EQUITY USING TRADITIONAL SPORTS LIKE KABADDI IN GIRLS AND ADOLESCENTS IN WEST BENGAL



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We also thank the project team at Praajak for aiding with the field assessments and supporting the creation of this report with their consistent inputs. We further acknowledge the support given by the Terre des hommes Foundation team for sharing their expertise and facilitating this endline assessment from initiation.



EXECUTIVE SUMMARY

SPORT HAS THE POWER TO CHANGE THE WORLD. IT HAS THE POWER TO INSPIRE. IT SPEAKS TO YOUTH IN A LANGUAGE THEY UNDERSTAND. SPORT CAN CREATE HOPE WHERE ONCE THERE WAS ONLY DESPAIR.

~ NELSON MANDELA

In West Bengal, India, Terre des hommes Foundation has developed a gender transformative intervention in partnership with Praajak, a local organization, with the intention of empowering girls who are at risk of or affected by unsafe migration. From 2019, Terre des hommes and Praajak have been engaging with 60 communities in the cities of Siliguri, Malda, and Berhampore. This participatory project enlists the girls, boys, parents, local authorities, governmental organizations, in an integrative approach towards creating sustained impact on the girls while ensuring they have a supportive community in which they can thrive. It utilizes kabaddi, a common sport in India to build a more protective and inclusive community for girls.



The project did face a lot of challenges during the COVID-19 lockdowns in 2020 & 2021. Kabaddi classes being cancelled, and the learning barriers created by school closures posed problems that the team had to actively overcome. Despite these challenges, the project strengthened the children's collectives by giving them the opportunity and skills for leadership & team-building.

To assess the change in scenario, niiti Consulting was approached to conduct an endline evaluation in 2022, with a broad objective of assessing whether the program has achieved the goals of:

- Improving the life-skills and self-efficacy of the adolescent girls
- Fostering participation of boys through collectives, to prevent discriminatory practices and unsafe migration within their families and communities
- Increasing girls' knowledge of, and access to, local schemes, services and livelihoods.
- Promoting and strengthening of support networks and mechanisms for girls at community level.

To determine whether the project achieved its potential for gender transformation, niiti conducted primary research in Siliguri, Malda, and Berhampore:

| Surveys | Focus Group Discussions | Key Informant Interviews | Other Data Collection Tools Used: |
|---|--------------------------|--------------------------|---|
| Reaching 332 Girls  202 Boys  | Reaching 100 individuals | Reaching 4 stakeholders | Transect Walks, Role Play, Kabaddi Match, Time Use Analysis |

Capitalizing on Kabaddi

Kabaddi forms the heart of Praajak's work.

70% of the girls enjoyed attending these sessions merely for the fact that they get to play Kabaddi

highlighting why the choice of this game was key to the project. All the girls who participated had overwhelmingly positive feedback about the sessions: especially about their team members, and safety of the sessions.

The objective is to ensure that the skills learnt from the game translates to their everyday life. This impact was abundantly clear.

Camaraderie



Girls from different backgrounds played together, and shared learnings, and supported each other. They dropped each other home, and were ready to lend items.

Expanding boundaries



Sport helped the girls access more of the public spaces: they spent time outside their homes & schools; some even travelled outside for school tournaments.

Speaking Out



Team-work and coordination required for the sport had an impact on their real life: with the girls being more open to communicating problems & protest against issues regarding their safety.

The sessions have had an impact on the girls' communication skills: with **81% being confident to talk in groups, and only 13% claiming they would not be comfortable with public speaking at all**. During the endline research, it was observed that the girls are very helpful to their team members, going as far as dropping some of the younger members home before going their own way. However, reliance on the trainers was found to be low.

Kabaddi is a sport every household recognizes. It's an inexpensive sport that requires little in the way of equipment, land, and infrastructure. It's the best sport to ensure maximum reach, while ensuring minimal investment in a rural or semi-urban geography in West Bengal.

70% of the children had participated in sports tournaments and competitions, with 10% of the girls claiming they want to pursue a future in sports (compared to the 0% in the baseline).

Impact of the Study Circles

While the Kabaddi sessions are only for the girls, Study Circles are held for both the boys and the girls. These sessions raise awareness about migration, employment, safety issues, laws protecting children, and tools to combat any issues the children face.

This is reflected in the awareness level about government schemes. There's almost universal awareness about relevant government schemes among the boys and the girls. Compared to the baseline, there's remarkable improvement in awareness about gender-based violence and child protection laws among boys and girls.

Building Ties with Community

The project has also generated some agency in the girls, especially when it comes to building ties with the community to counter the risks of child marriage, violence, and abuse. It was established that the family is the biggest source of support for both boys and girls. The boys felt a lot more supported by their social circles, in comparison to the girls, with over half of the boys claiming they feel encouraged by their family & friends. **It is to be noted that 94% of the girls felt their family supports them in their education and pursuit of extra-curricular activities. When it comes to friends, majority of the girls made friends in school, and that's where they spent time with them.**

Safety in public spaces is a key aspect of improving community relations. **While over 70% of the children felt that their locality was safe for them, when asked, they could pick out several aspects that made public spaces unsafe for them. The biggest threats identified were theft, public alcoholism, and public gambling.**

Knowledge of safety measures is a key development here: especially awareness and trust in the Childline number (1098) and other authorities.

Impact on other aspects of life

Compared to the baseline, a larger portion of the children want to pursue higher studies as a part of their future plan. To this extent, a number of them have also undergone external training/skilling program independent of Praajak.



have undergone training on livelihood skills, financial literacy, and entrepreneurship. This is a huge leap from the baseline: in which 10% had undergone training in livelihood skills alone.

Fulfillment of OECD-DAC Criteria

As an evaluation framework, the OECD-DAC Criteria was used to analyse the project critically. Based on the criteria, the project showcases the following attributes:

Relevance:

The children dwell in slums & shanties in neglected areas of the cities, and the parents are homemakers or work predominantly in the unorganized sector. The project's objective of empowering girls & sensitizing boys is relevant, given the vulnerable geography.

Coherence:

The program does a good job connecting the children with existing programs & laws that benefit them. The awareness levels about legal rights, policies, Anwasha clinics, Childline have increased significantly since the baseline.

Impact:

The impact of the project on the girls has been substantial. The girls and boys demonstrate increased awareness about rights, self-defense, understanding of gender biases, etc. The inclusion of boys, mothers, and the larger community has also bolstered the impact on the girls.

Effectiveness:

The stakeholders have resolved community problems through joint social action, including protests and demonstrations. The study also shows that girls & boys who dropped out during the pandemic went back to school.

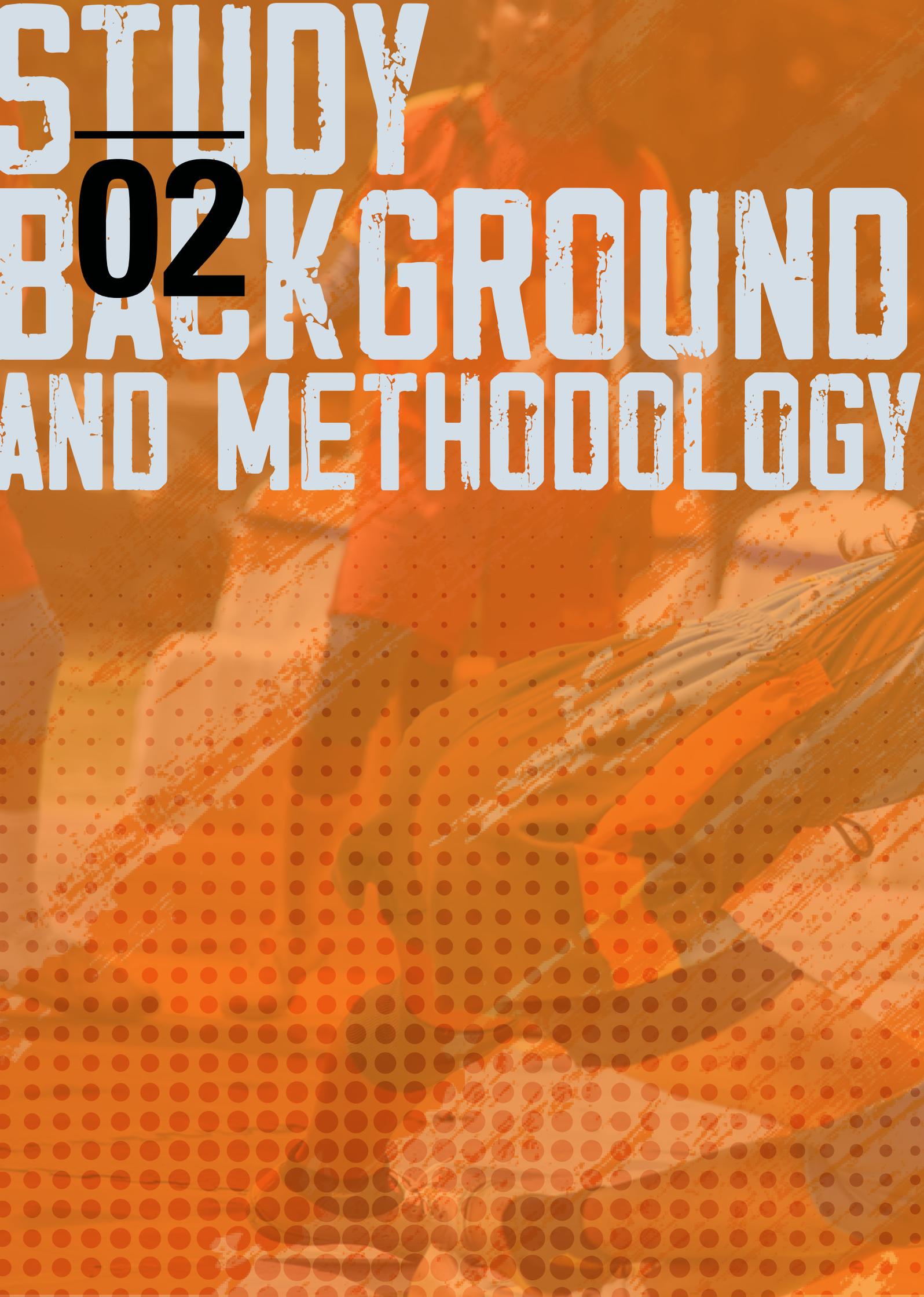
Sustainability:

The structure of the classes themselves ensure sustained interest of the girls in the sport. The beneficiary girls have started to take on leading-roles within the project. The community is involved in an active role in the project as well, ensuring that the project can have a sustained impact in the long-run.

Gender transformative action can take a long time, and this project has taken a well-measured leap towards changing harmful norms and practices that could impact the children of West Bengal. The goal is to move onwards and upwards, and towards that extent, we made the following recommendations:

- Increase engagement with the other gender, through organized play and mixed cohorts, so as to improve cohesiveness of the program
- Empower the girls further through self-defense sessions, continued training from professional coaches, and linkage to economic skilling
- Instead of initiating work in phases, engage with the target population in one-go, as behavioural impact increases with time.
- Ensure quality control to get the most out of beneficiary volunteers.
- Create an enabling environment by strengthening advocacy efforts

STUDY 02 BACKGROUND AND METHODOLOGY

The background features a person wearing a white lab coat and orange gloves, working with a large, light-colored object. The entire scene is overlaid with a grid of semi-transparent orange dots. The text is rendered in a bold, white, distressed font, with the number '02' in a solid black font.



2.1

STUDY BACKGROUND

Gender transformation approaches actively examine, question, and change rigid gender norms and imbalances of power. It aspires to tackle the root causes of gender inequality and reshape unequal power relations; it moves beyond individual self-improvement, especially among girls and women towards redressing the power dynamics and structures that serve to reinforce gendered inequalities.

A Snapshot of the Area

West Bengal Ranks 4th

among Indian states when it comes to outbound migration, according to the 2011 Census. Most of this migration happens among the men, which has a significant impact on the family structures and the roles the women play in the households.

West Bengal Ranks 4th

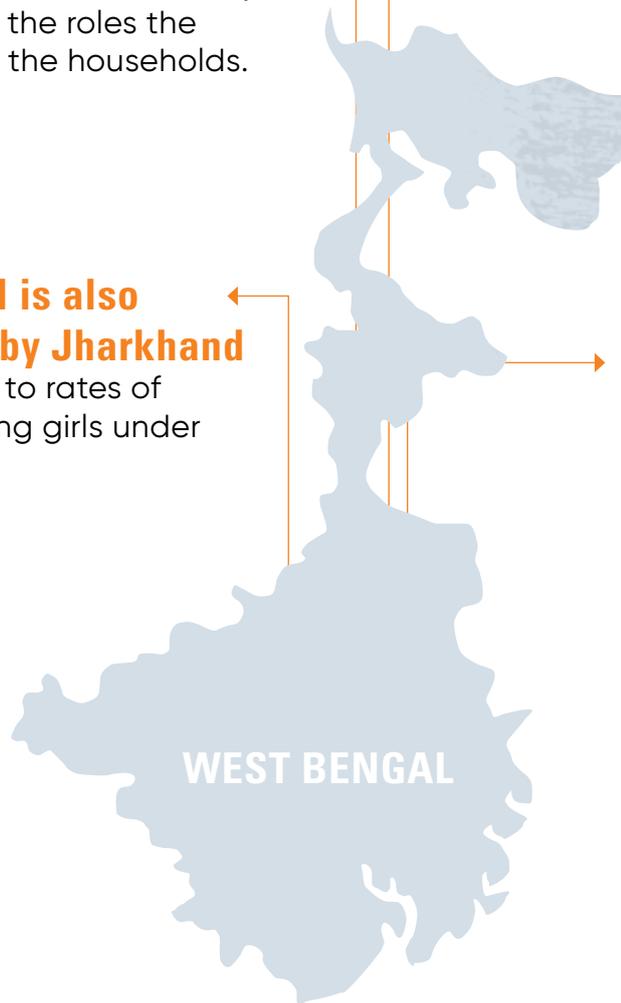
in crimes against minors, registering a sharp 35% increase in the same, in the years between 2019-2021.

West Bengal is also beaten only by Jharkhand

when it comes to rates of marriage among girls under 21 years.

A study conducted by UNICEF

during the pandemic showed that the parents were constantly torn between wanting to adhere by laws regarding child marriage, while also wanting to avoid adolescent dangers of trafficking, runaways, or tarnished family honor.



In West Bengal, India, Terre des hommes Foundation has developed a gender transformative intervention in partnership with Praajak, a local organization, with the intention of empowering girls who are at risk of or affected by unsafe migration. From 2019, Terre des hommes and Praajak have been engaging with 60 communities

in the cities of Siliguri, Malda, and Berhampore.

The specific cities that Praajak operates out of were chosen because of their proximity to the Bangladesh border, which makes these cities a corridor of migration. Moreover, the incidences of child marriage

and trafficking are highest in these areas. Praajak utilizes a multi-pronged strategy to empower girls using sport.

Praajak utilizes kabaddi, a well-known and much enjoyed sport, to build the girls' life skills and self-efficacy, while at the same time developing a more protective and inclusive community for them. This is done by engaging the girls in sports activities: which improves their physical and mental well-being, while developing the skills of team-work, confidence, decision-making, and self-efficacy. At the same time, study circles are held to increase awareness about gender-based issues, safety issues, and risks of unsafe migration, thereby giving the girls a safer environment to apply their skills in.

The project also engages boys, by promoting their awareness about safety & migration through the study circles held regularly. The team works with parents as well, to ensure that there's an enabling environment being built at the household level itself. This is a key part of promoting a safer, more protected environment for all the girls, while developing a community-based psychosocial support for the children.

Other key stakeholders include governmental entities and sports bodies who can assist in developing a more robust support system for the girls. By advocating with sports associations, the team ensures that girls get the opportunity to play Kabaddi on a competitive basis. Linkages with Anwasha clinics help increase the girls awareness & health.

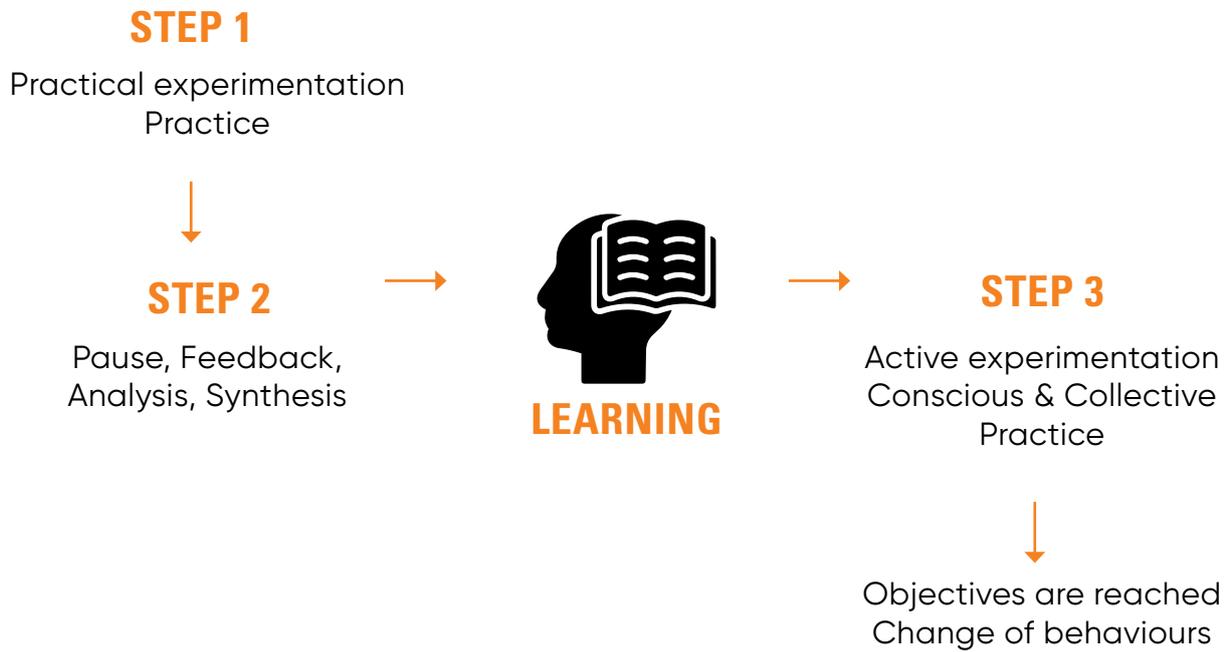
2.2

OBJECTIVE OF THE ENDLINE EVALUATION

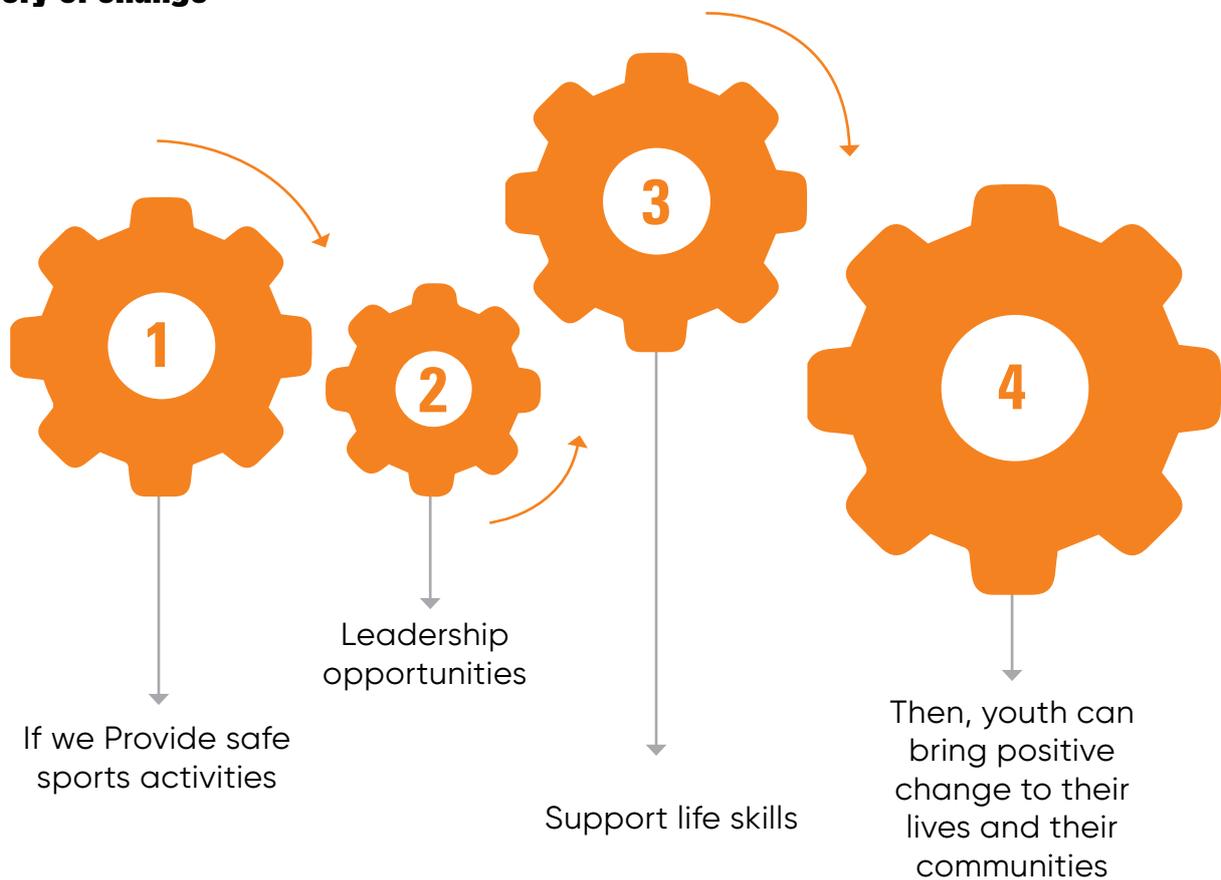
To assess the impact of Praajak's Kabaddi-focused interventions on children and adolescents to promote gender justice and equality.



Experiential learning process followed in the project



Theory of change





2.3

STUDY DESIGN

The study used a mixed method in design which adopted both quantitative and qualitative approach to answer the study objective. The assessment team followed certain steps to ensure the participation of all stakeholders. These were as mentioned below -



Review of existing documents.



Shortlisting indicators; determining questions that would reflect on the indicators



Field Visits for fulfilling the following - Survey, FGDs, KIs, MSC, direct observation and triangulation



Determining the goal, objectives and learning questions



Designing of data collection tools for each type of stakeholder

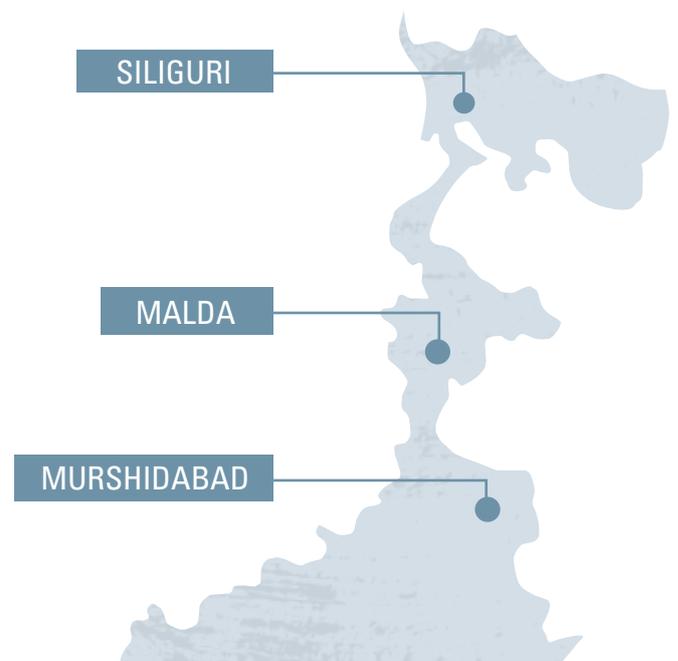


Collection of anecdotal evidence.

2.4

STUDY SETTING AND LOCATION

The team looked at both primary and secondary sources of data pertaining to the project implemented by Tdh partner Praajak in three districts of West Bengal. They were



2.5

SAMPLE SIZE AND SAMPLING TECHNIQUES

The following table elaborates on the number of Survey respondents, FGDs, KIIS and other tools used.

The survey reached 534 respondents which is 34 more respondents than targeted. Randomized sampling was used to select the survey respondents. FGDs

and KIIs were used to collect information and fathom perception of nearly 100 individuals. For the qualitative research, purposive sampling was used.

| Data collection tool used  | Questionnaire Survey (Girls)  | Questionnaire Survey (Boys)  |
|---|--|---|
| Number Expected | 300 | 200 |
| Number Reached | 332 | 202 |

The following tables elucidate further on the data collection tools used other than surveys.

| Key Informant Interviews (4 nos)  | Focus Group Discussions (10 nos)  | Other Primary Data Collection Tools  |
|--|---|--|
| <ul style="list-style-type: none"> • Ward Councilor, Malda • School Principal, Malda • Sports Association Member, Berhampur • Anwasha Clinic Counsellor, Berhampur | <ul style="list-style-type: none"> • Girls, Surya Sen Colony, Siliguri • Boys, Surya Sen Colony, Siliguri • Mothers, Surya Sen Colony, Siliguri • Girls and Boys, Siliguri • Girls and Boys, Mahananda Pally, Malda • Volunteer Animators, Berhampur • Girls, Berhampur • Boys, Berhampur • Girls and Boys, Berhampur • Family members, Berhampur | <ul style="list-style-type: none"> • Transect Walk-2 • Role Play - 2 • Kabaddi Match - 1 • Time Use Analysis-1 • Document Check |

2.6

DATA COLLECTION

Both quantitative and qualitative data was relied on to arrive at the findings. The data collection methods used to collect primary and secondary data includes:

Primary data include



Survey



Focus Group
Discussions



Key Informant
Interviews



Transect
Walks



Most Significant
Change Identification

Secondary data include



Research



Review of MIS

2.7

DATA ANALYSIS

Analysis of data was done in three layers to arrive at the findings. Data collated from existing MIS, data collected through surveys and on ground observation/face to face interaction were overlaid to arrive at the results. Standard mixed methods of quantitative and qualitative data analysis were used like aggregation, averaging

and comparative static analysis as found suitable.

The sample size reached through the survey tool was 534 girls and boys which is more than 25% of the population targeted, to keep the Margin of Error at 5%.

Several FGDs were conducted with the girls in the 3 geographies to determine the change that they see in their lives due to the project interventions. These changes were further probed to identify the actual change and then prioritized. Finally, those changes that emerged multiple number of times were regarded

as the Most Significant Change. Recommendations made in the report are based on data analysed, field observations and niiti's understanding of the sector from its experience with similar other projects.

2.8

EVALUATION FRAMEWORK: OECD DAC CRITERIA

To assess the impact of Praajak's Kabaddi-focused interventions on children and adolescents to promote gender justice and equality.



Relevance



Coherence



Effectiveness



Efficiency



Impact



Sustainability

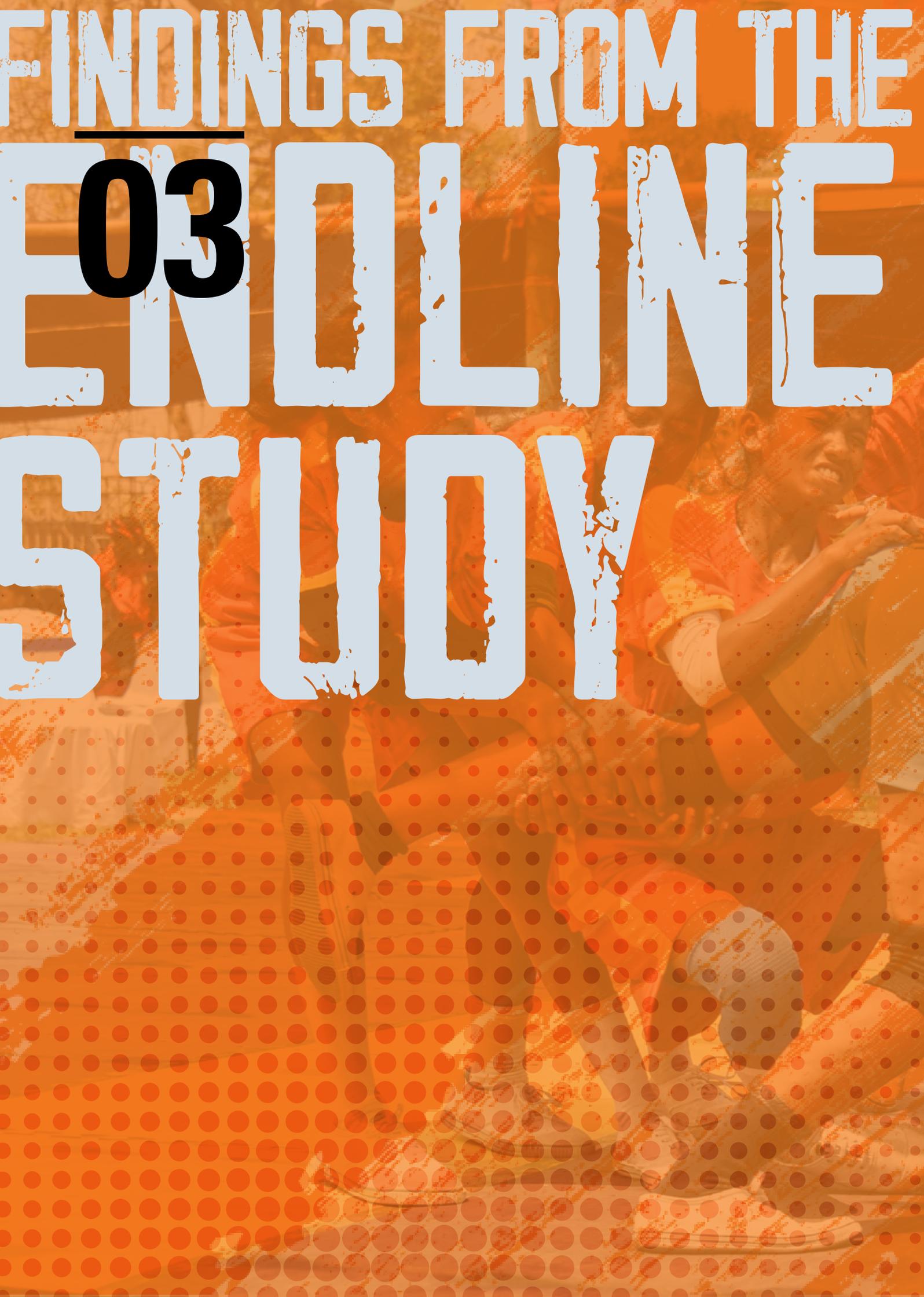
All evaluation questions and analysis has been done being cognizant of the OECD-DAC criteria and has reflected on this in the section on findings. A separate

section brings forth the conclusion of the evaluators with regard to all of them except for efficiency that was outside the scope of the assignment.

2.9

ETHICAL CONSIDERATIONS

The research & assessment followed all the necessary ethical considerations required of a project working with children. All the processes were in adherence with Tdh's Child Safeguarding Policy & Global Code of Conduct.



FINDINGS FROM THE **03** ENDLINE STUDY

3.1

DEMOGRAPHICS AND SITUATIONAL CONTEXT

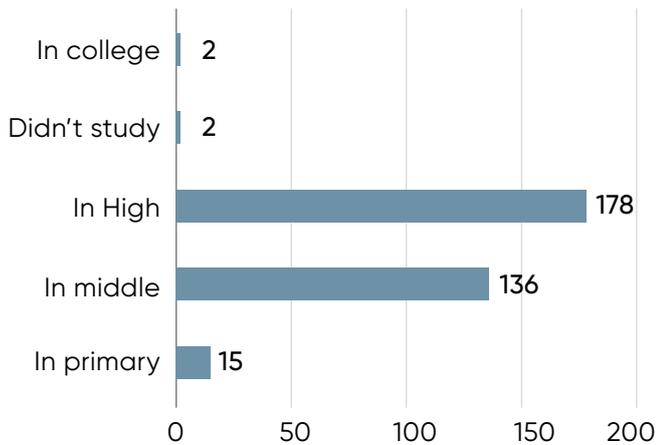
A total of 534 children were surveyed from three cities: Siliguri, Malda, and Berhampore. Most of the respondents were from Berhampore (236), and 90 were from Siliguri. The children were between the ages of 10-21. Majority of the children were between the ages of 10-18, and 68 were above 18 years of age.

Table 1: Age of the Respondents

| Age | Girls  | Boys  |
|--------------|---|--|
| 10-18 years | 273 | 193 |
| 18 and above | 59 | 9 |

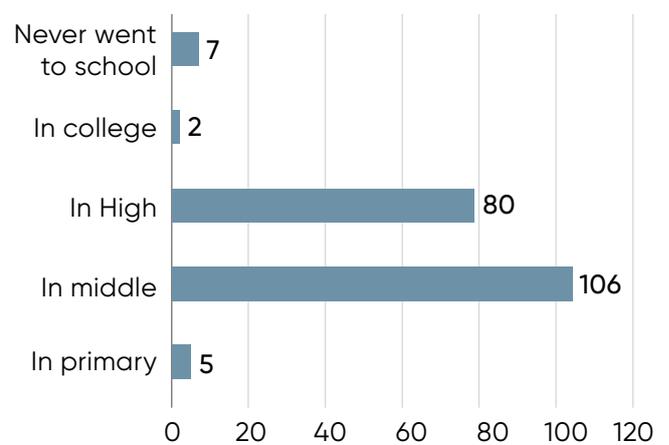
Most of them were still in school, and a few were studying in college. Among the girls, a majority were in high school, and 2 of them reported having dropped out of school

Figure 1: What the girls are studying



Among the 202, majority were in middle school (5th–8th standard), and 7 reported that they don't go to school.

Figure 2: What the boys are studying



Of the children surveyed, majority lived with their parents. 91% of the children lived with their parents. 9% reported to having a single parent raising them.

Figure 3: Household members with whom the girls lived

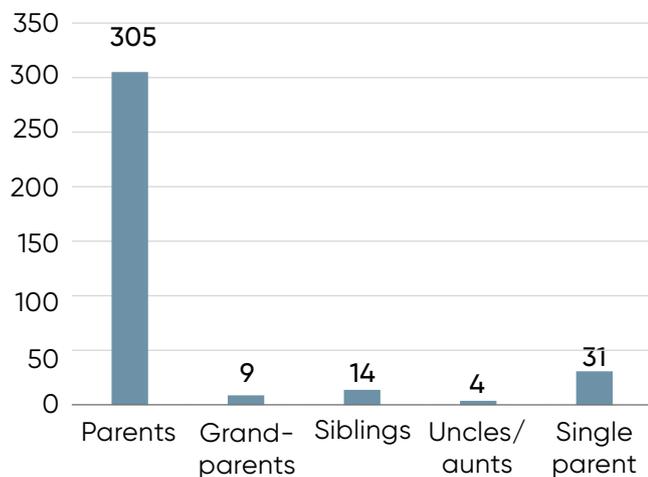
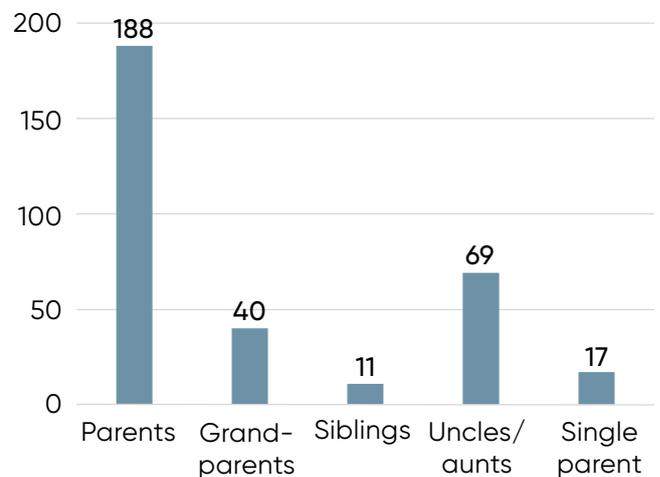


Figure 4: Household Members with whom the boys lived



We also surveyed the children on the responsibilities of the family members, specifically:



Who is the breadwinner of the family?

A majority (60% of the girls and 66% of the boys) reported that the father was the breadwinner of the house. In about 1/3rd the families, both the parents were financial contributors as well.



Who is the decision maker?

About 60% of the children reported that their father was the main decision-maker in the household. 31% of the girls and 21% of the boys claimed that decisions were made by both parents. The mother was the main decision maker in only 15% of the families.



Who does the household chores?

The responsibility of household chores overwhelmingly falls on the mothers: with 72% of the girls and a whopping 82% of the boys stating that the mothers do the majority of the household work. Fathers handle the household work in less than 9% of the responses.

3.2

CHILDREN'S ENGAGEMENT THROUGH SPORTS AND LEARNING SESSIONS

It is well established that there exists discrimination in the ability of all genders using public spaces optimally. This emanates from socio-economic disadvantages stemming from discrimination between genders for generations together. One way of easing the problem is to utilize sports to empower the disadvantaged. The Tdh partnership with Praajak is built on the objective of utilizing sport to empower girls, and build

a protective and inclusive community for them, thereby reducing their risk of unsafe migration. Kabaddi was the sport chosen to this extent.

Praajak holds kabaddi sessions for the girls. Of the 332 girls surveyed, only 12% had not participated in a kabaddi session (even though they had heard of it). A majority of the girls (192 of them) always attended the sessions.

WHY KABADDI?

The impact sports can have on building communities and preventing dangerous practices has been established. But why kabaddi, specifically? According to the Project Manager at Praajak, it is because of how widely known the sport is in West Bengal.

It's a well-recognized sport that children are willing to come out and play, and the familiarity of the sport extends to the parents as well. Furthermore, it is a resource-lite sport that doesn't require too much of an investment on the part of the players or the organizers. It doesn't require special shoes or accessories and it can be played in a small ground.

Figure 5: Responsibilities of household members: Boys

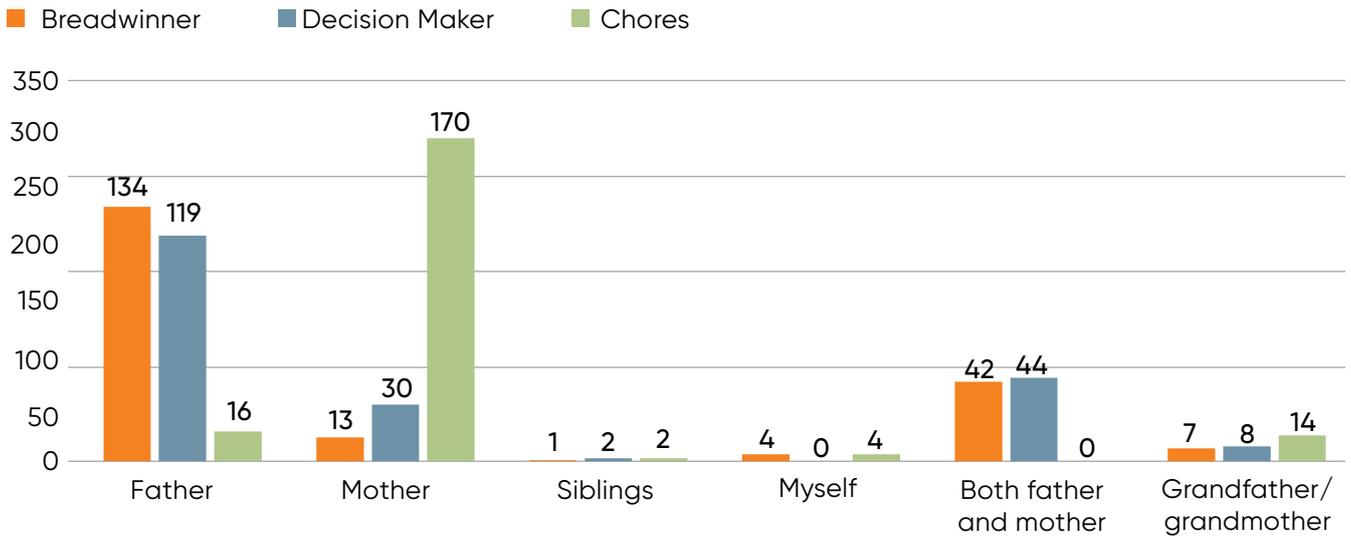


Figure 6: Responsibilities of household members: Girls

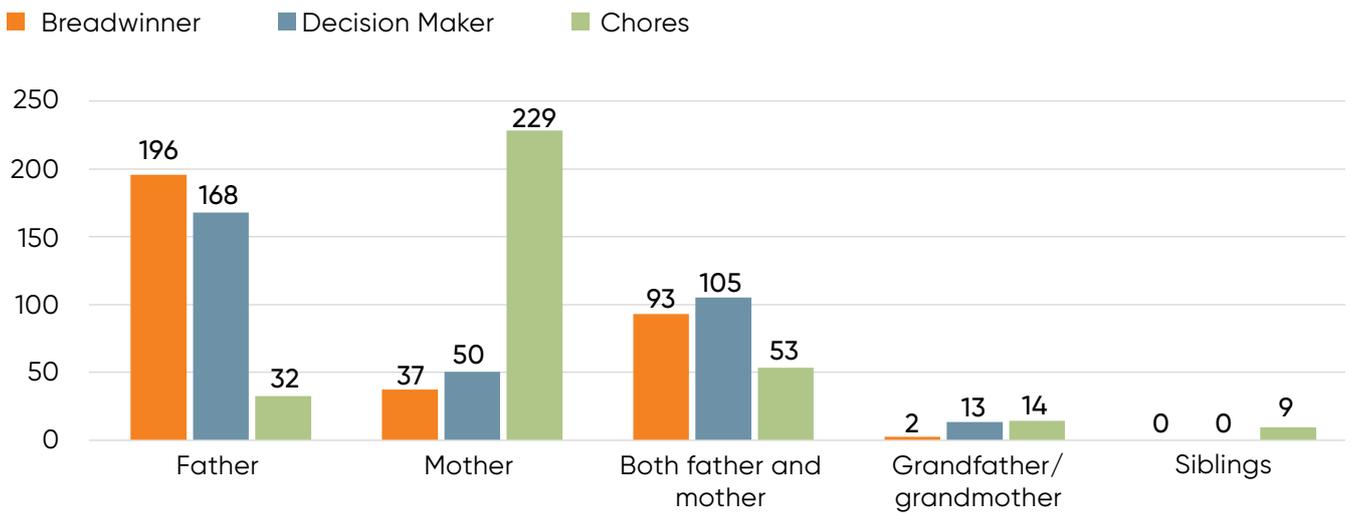
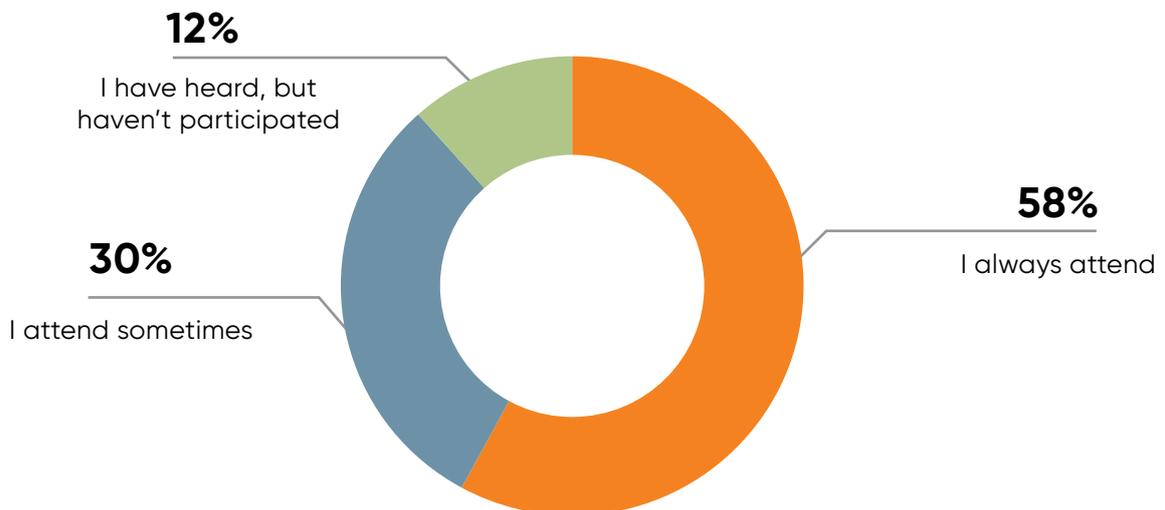


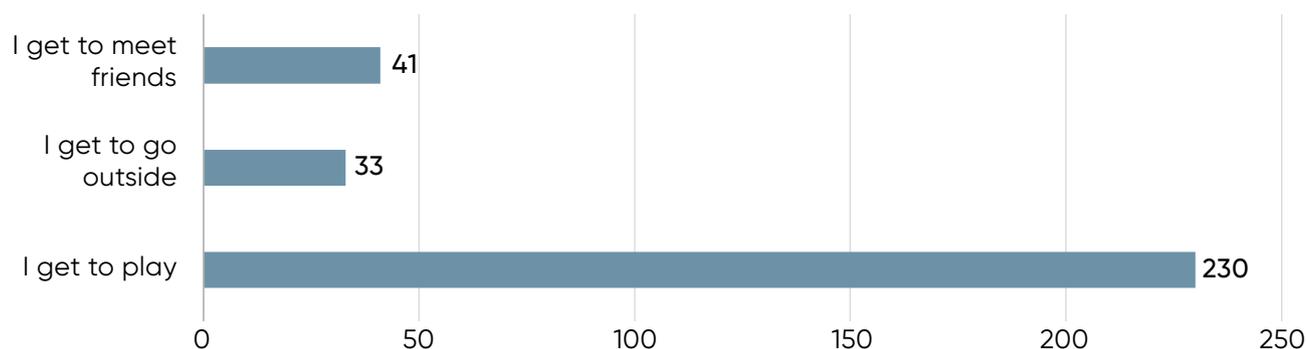
Figure 7: Do you attend kabaddi activities?



A significant majority of the girls liked attending the kabaddi sessions because of kabaddi itself: because they got to play. To a lesser extent, the girls liked attending the sessions because they got to meet their friends and because they got to leave their houses as well.

There is a remarkable amount of camaraderie among the girls during the sessions. When the survey was being conducted, it was observed that the girls were open and willing to share. Some girls had forgotten their water bottles, so others shared their bottles with them. There were some younger girls who had to be dropped home, so the older girls walked home with them before going their own way.

Figure 8: Why do you like kabaddi session?



The girls' attitude about the kabaddi sessions is overwhelmingly positive:

with over 93% of them agreeing on the all following attributes about the sessions.

Social Connection



Kabaddi aiding better team work
Ability to resolve conflicts well with teammates

Roles & Identities



Ability to respect differences among people
Desire to recruit more to join Kabaddi

Justice



The practice location is safe and accessible
An open and accepting sports program for all

Hopes & Meaning



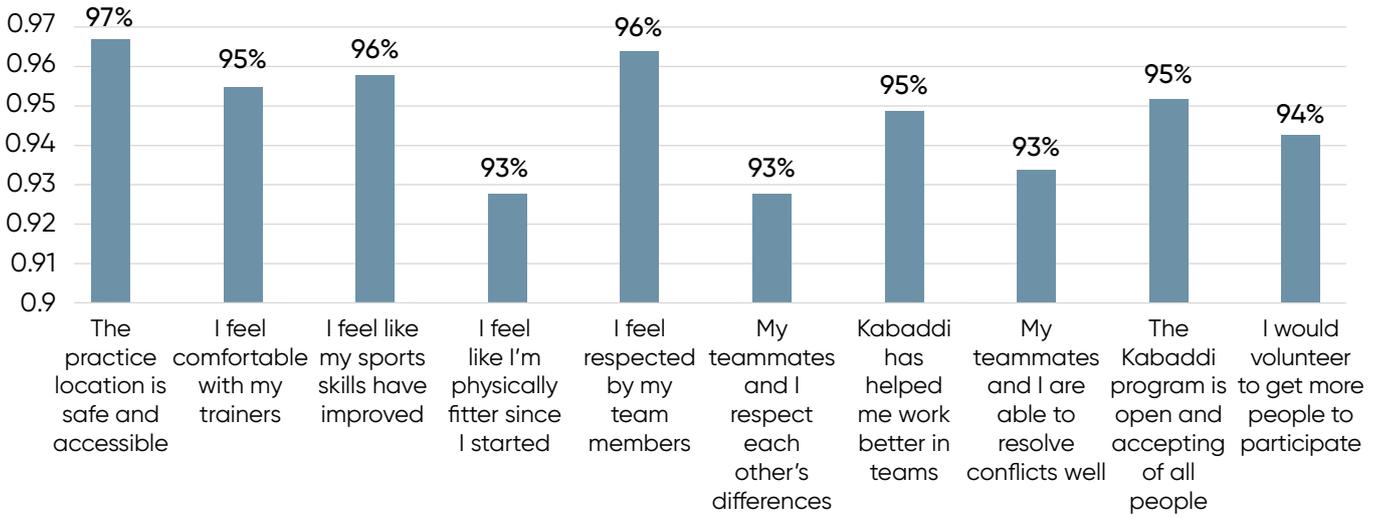
Improved sports skills
Improved physical fitness

Safety & Security



High level of comfort with trainers

Figure 9: Perception about Kabaddi activities*



*Multiple choice question on the survey.

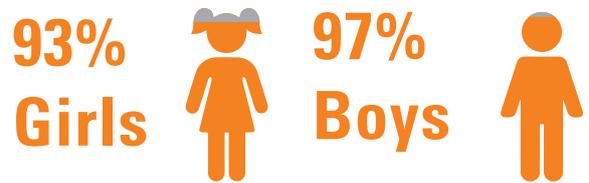
During the survey, those who said they have not participated in the kabaddi activities at all were asked for a reason why. Some of the reasons included the fact that they were not interested in kabaddi, or that they had not been

selected to be a part of the sessions. However, after some more questioning, it was revealed that even those who had not been selected frequently got an opportunity to play the sport at some point.

Participation in study circle

Study circles are held for both boys and girls. These study circles comprise of knowledge building and sensitization sessions around gender, sex, rights, violations, recourses etc. There are 13 planned sessions for each study circle. Every girl or boy attending gets to express their viewpoint during these sessions. The play-way and interactive methods

used during these sessions make them interesting and impactful.



attended the study circles.

The official term is 'study circle' but the term wasn't widely recognized by the boys & girls, who preferred to use the term 'sessions' instead.

Figure 10: Boys attending study circle

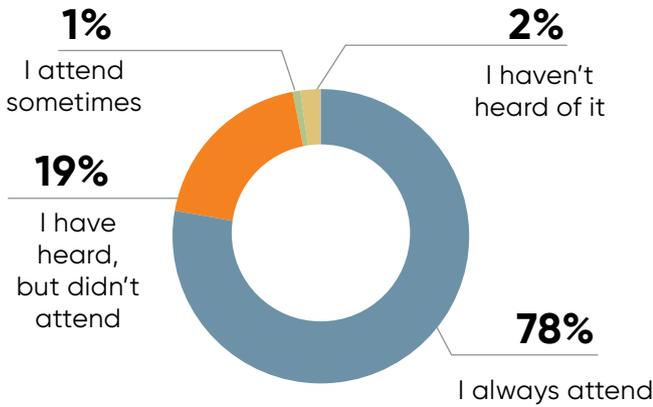
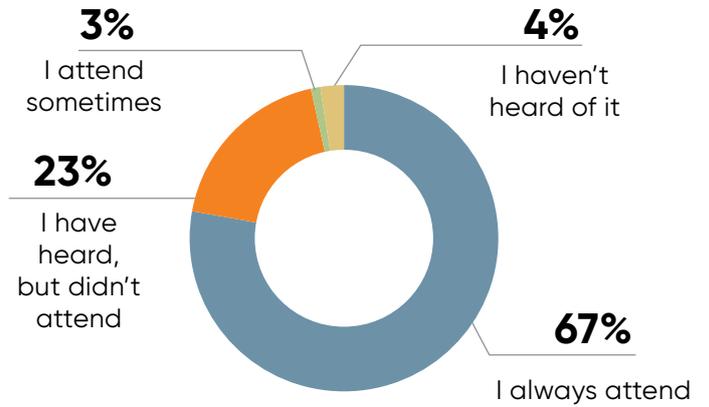
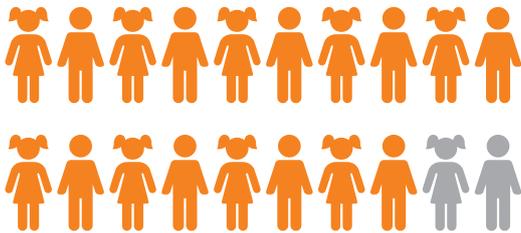


Figure 11: Girls attending study circle



For half the boys (compared to only 1/4th of the girls), the prospect of making new friends was a big draw.

For a whopping 90% of the girls & boys,



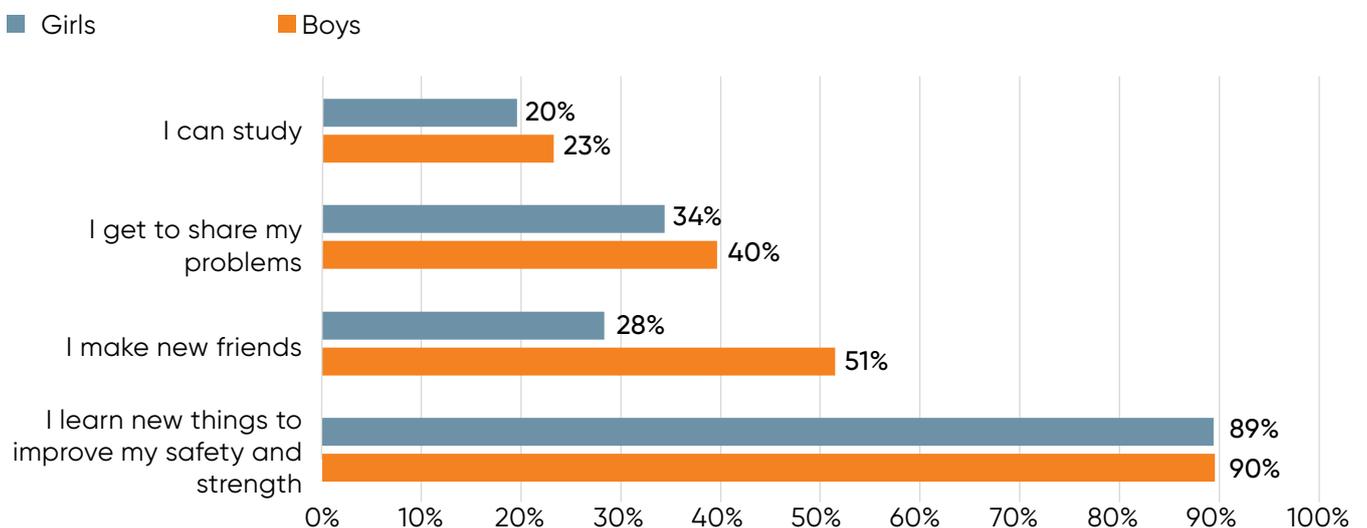
the main benefit of the sessions was the fact that they got to learn new things to improve their strength and safety.



I have learnt a lot from these sessions. I learnt what are my rights, my physical differences, about gender and sex, and about Childline from these sessions."

~ a girl from Malda.

Figure 12: Why do you like the Praajak study circle?



The respondents had some ideas about what they would like to do in these study circles in the future. This included:



More team-work



Spoken English



Lessons on self-understanding



Community and society related topics

3.3

PILLAR OF WELL BEING: SOCIAL CONNECTION

How much support do the children get from their social circles? Do they feel connected to the same? As discussed previously, majority of the children (91%) live with their parents, and about 12% live with other family members (like grandparents, siblings, or uncles and aunts).

Family forms the first level of social protection for the children, with 74% of the girls, and 67% of the boys turning to their family when they have a problem. Among those who turn to others for help when they face a problem, 89% felt that their problem gets solved when they seek help.

Figure 13: Who do the girls go to with a problem

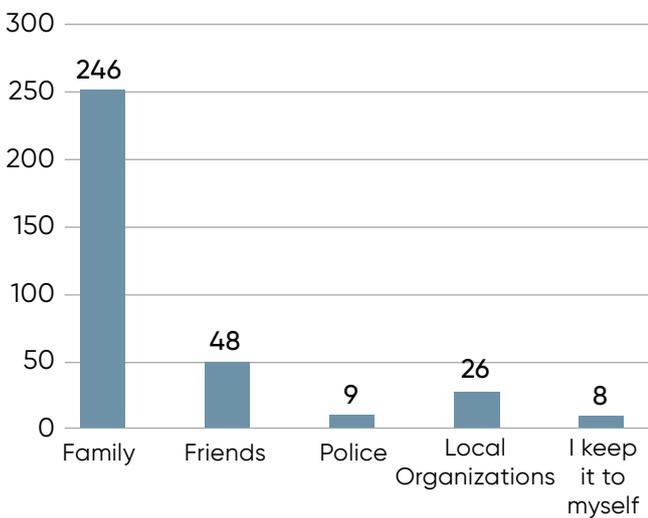


Figure 14: Who do the boys go to with a problem

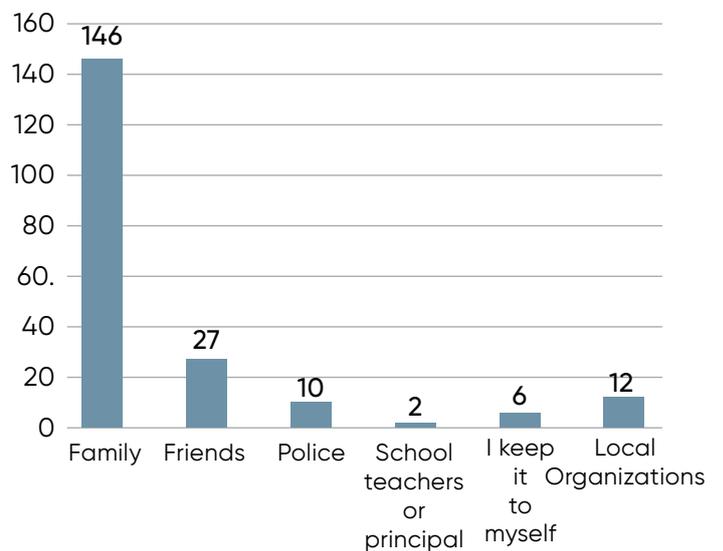
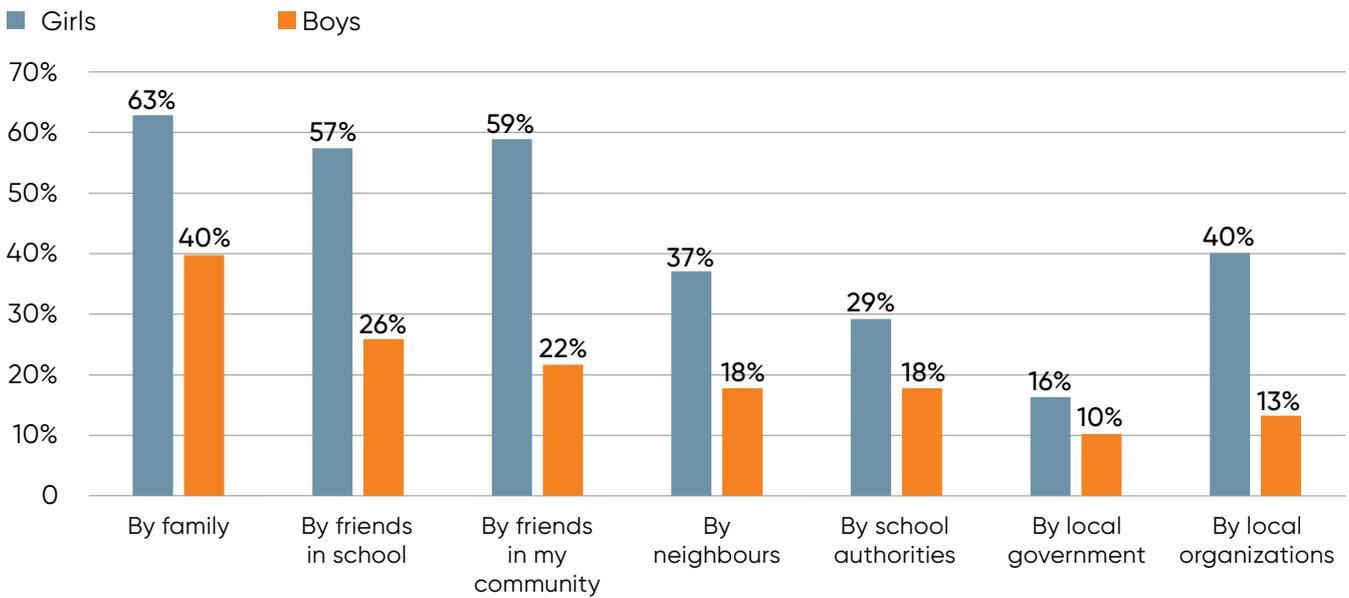


Figure 15: Who do you feel supported by in the community?



The children also find support and encouragement from various sources. Surprisingly, the boys felt a lot more supported by their social circles than the girls did, with over half the boys stating they feel supported by their friends (in school and in their community), and

40% stating they feel supported by local organizations. However, the girls did feel that they had good support from their parents in specific situations. 95% of the girls felt that their family supports their education, and 93% claimed their family supports their extra-curricular activities.

3.3.1 Key Skills Demonstrated:

Social Circles: Friends

Are the girls displaying an ability to make friends, and expand their social circle? A majority (57.5%) of the girls made friends in school, and that’s where they spent time with friends as well. Kabaddi & study sessions also formed a good arena for them to make friends, with 25% making friends there.

About 12% of the girls spent time with their friends after the sessions were over. Only 10% felt they could spend time with their friends in public areas.

Figure 16: Where do you make friends?

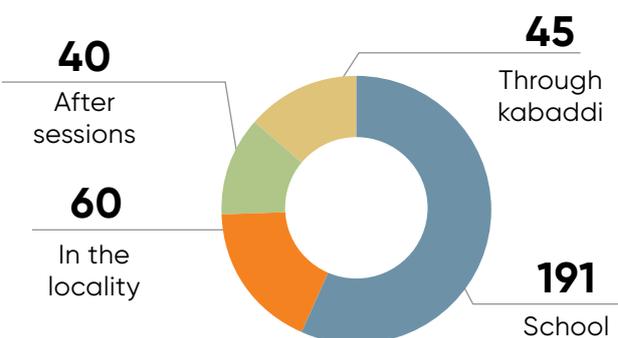
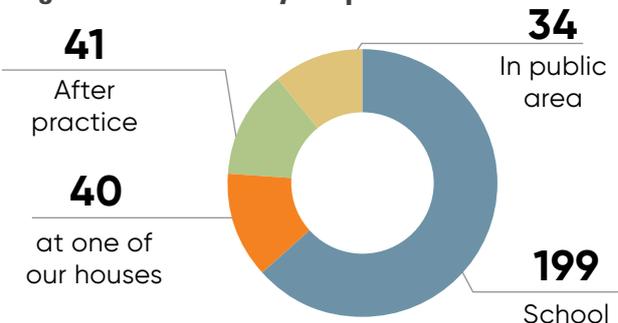


Figure 17: where do you spend time with friends?



Towards empowerment and resilience



Experiential learning process followed in the project



PSYCHOSOCIAL WELL-BEING

(support 5 pillars of well-being)



PSYCHOSOCIAL RESILIENCE

(self and collective efficacy for transformative actions)



RIGHT-BASED PARTICIPATION

(dignified and informed participation in the 5 well-being pillars)



EMPOWERMENT

(practiced agency within opportunity structure)



AGENCY

(strengthen personal or group's assets and capacities)



3.4

PILLAR OF WELL BEING: ROLES & IDENTITIES

Under this pillar, we consider the personal strengths and competencies the children have that give them a sense of worthiness and identity

3.4.1 Key Skills Demonstrated:

Personal Growth



58% of girls and 68% of boys travel to and from school on their own, displaying a good amount of independence.



Only 14% prefer sticking to the status quo and not changing convention (compared to the 55% in the baseline)



55% of the girls reported they are curious to know new things and do new activities.

Aditi, a college student from Berhampur, cherishes her revived relationship with her mother.



My relationship with her was very strained. She's the primary breadwinner of the family, working as a cook in 4 households. When she came back after being out the whole day, she was not available to listen to my gossip and complaints. This caused a drift between us.

Now, after sessions and counselling so many girls, I return home so tired. When my brother approaches me with his gossip and complaints, I feel too exhausted.

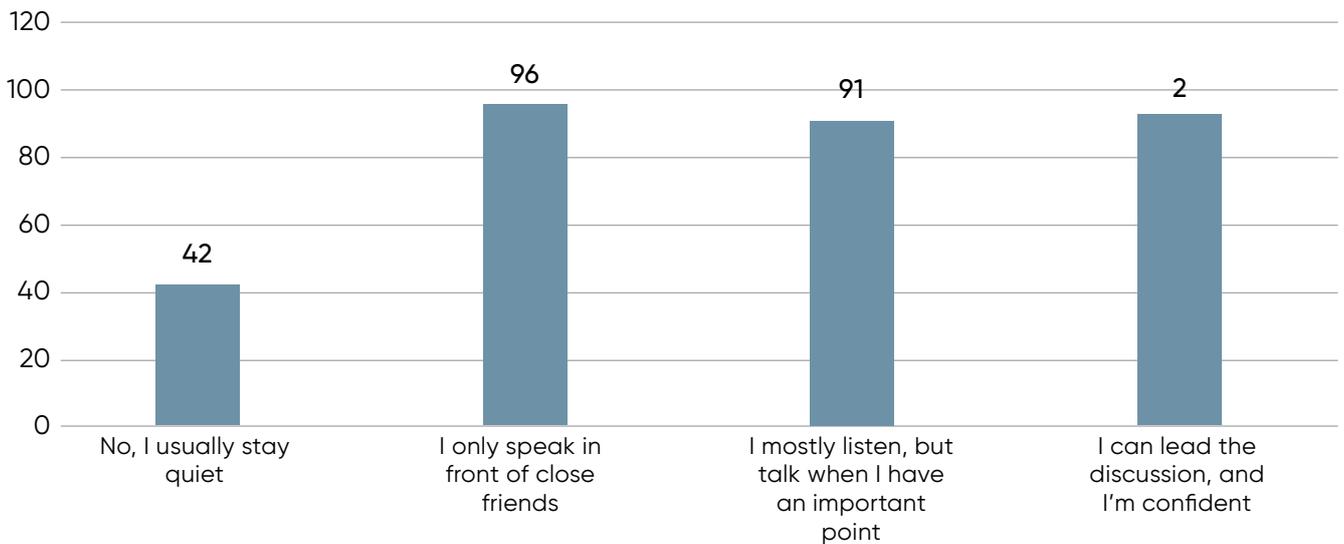
But since I realize his point of view, I try to balance it out. I also understand my mother's plight now!"



Communication

- 81% chose 'talking in a group' as their preferred way of communicating, compared to the 6% that prefer one-on-one.
- Only 13% say they are not at all comfortable with public speaking, preferring to stay quiet instead. 28% are confident that they will be able to lead the discussion when speaking in public.

Figure 18: Comfort with public speaking: Girls



Engaging with people

Co-operating with other people is a key-skill that Praajak’s study circle sought to develop. In the baseline, it was observed that the cooperation skills, like helping & supporting people had to be developed, especially since the children only displayed good skills in engaging with their friends, while playing with them. In the endline, we found that a portion of the girls were ready and willing to help others once they were done with their work. 46% of the support extended towards family members, with a significant amount also helping their friends and their peers in study circle/ kabaddi sessions. Comparing this to the baseline, where 50% of the girls said they 'sometimes' help people once they are done with work, and 50% said they

would help a friend, there isn't much of a change when it comes to the cooperative skills showcased by the girls. The amount of co-operation and dependence on teachers/trainers is still low, as only 14% mentioned that they get clarifications when in doubt.



I would not stay at home all day and never helped my mother with her chores. I have begun staying at home and helping my mother"

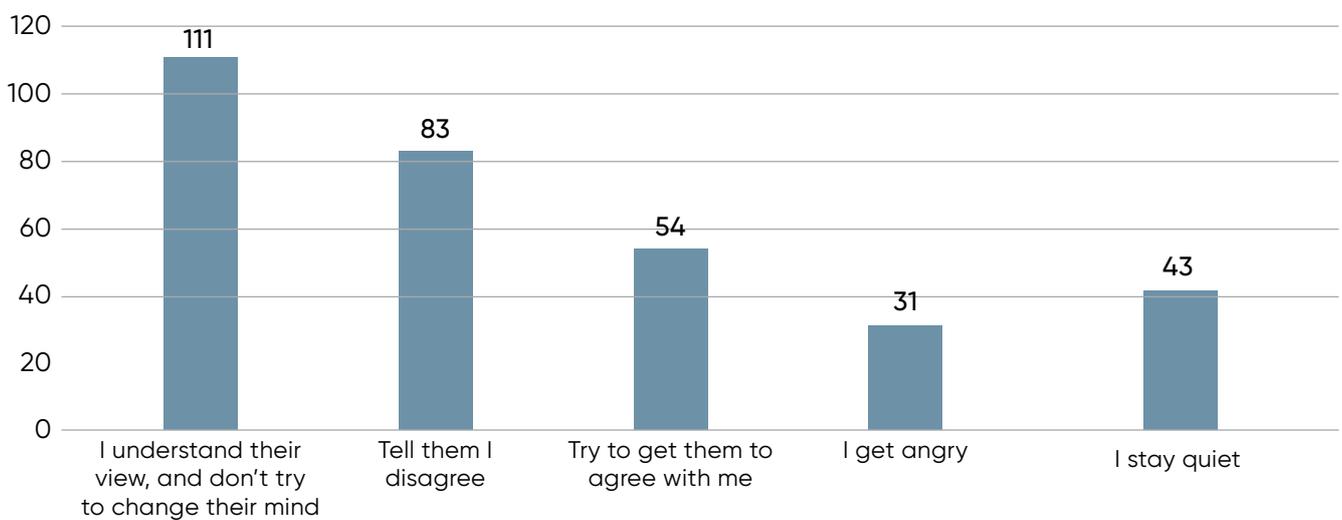
~ a girl from Surjasen Colony, Siliguri

Conflict resolution

Conflict resolution is an important part of emotional management, especially in situations where there are disagreements. To get a clearer idea, we asked the girls two questions:

1. What do they do when they disagree with somebody?
2. Are they able to control their anger?

Figure 19: What do the girls do when they disagree with others?

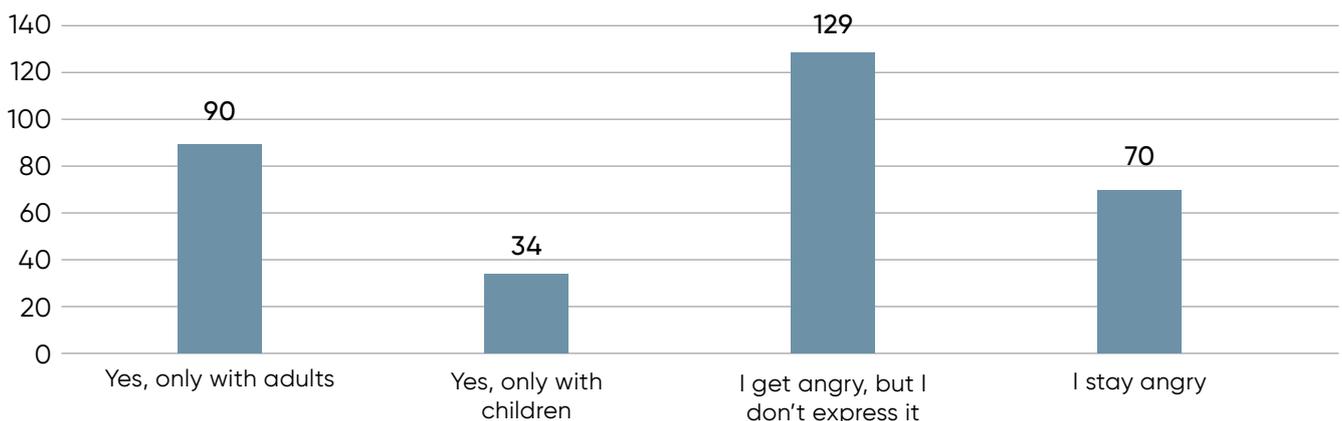


1/3rd of the girls said that they understand that some people have different opinions, and do not try to change their mind, compared to the 16% that would try to get the others to agree with their point of view.

Only 31 of the girls mentioned that they would get angry, if they had a

disagreement. This leads us to the next question: what happens when the girls get angry? 90 of the girls said they can control their anger, but only with adults, whereas 34 stated they could only do that with other children. 38% of the girls said that they get angry, but don't express it.

Figure 20: Are you able to control your anger?





“I used to get very angry and this would happen very often. I have learnt how to control my anger. The sessions attended taught me how each of us are different and thus how our perspectives are also different. I also learnt to listen to others. With these realisations, I have been able to control my anger”

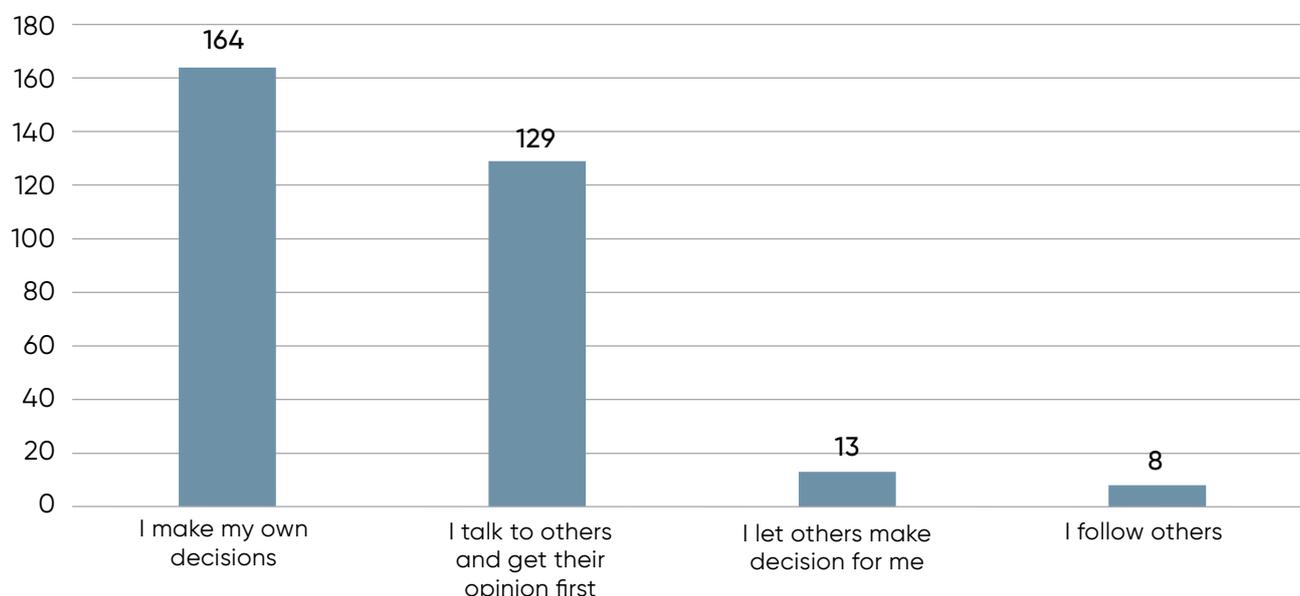
Decision making

None of the girls (and only about 4 of the boys) thought of themselves as the decision-makers in their own household, where parents (especially the fathers) held that power. However, in arenas where they did have a say, 50% of the girls opined that they made their own decisions, whereas only 6% left that decision up to others.

72% thought about the negative and positive aspects before making a decision. While the amount of girls making their own decision has increased

(compared to the 1/4th of the girls who were confident in their own decision making skills in the baseline), the girls do seek out the support of others for safety purposes. 90% of the girls mentioned discussing things with their confidantes before coming to a decision, in order to ensure their safety. **The project has persistently encouraged reflection among the targeted girls through a variety of methods.** This perhaps has influenced their mind that encourages them to discuss and think through before arriving at any decision.

Figure 21: How the girls make decisions



Activities engaged in school

Have the effects of the Kabaddi sessions and Praajak study circle extended beyond the confines of the sessions themselves? To explore this, the survey sought to find out whether the children engage in any social or team activities in their schools.

81%  **Girls** **69%**  **Boys**

take part in some social/team activities in their school



89% of the girls

professed to having some leadership experience. While majority of this leadership experience was in school activities, some of it was also in their community.

The impact of these school activities is apparent. A ward counsellor spoke about how they can spot the difference between the students who attend Praajak sessions and those who do not, because of the level of articulation skills and clarity of thought they display. The school principal also spoke about how students who have attended Praajak sessions talk through their conflicts and problems and come up with solutions on their own, as a group.



3.5

PILLAR OF WELL BEING: JUSTICE

This pillar considers how the children negotiate their power relations with society, especially when it comes to discrimination, legal rights, and respect.

The first thing we explored is the children's **perspective on equality.**

-  **99%** of the children agree that education is equally important for girls and boys

- **99%**  **Girls**
 - **87%**  **Boys**
- agree that men and women should share household responsibilities equally

Under this pillar, we consider the personal strengths and competencies the children have that give them a sense of worthiness and identity

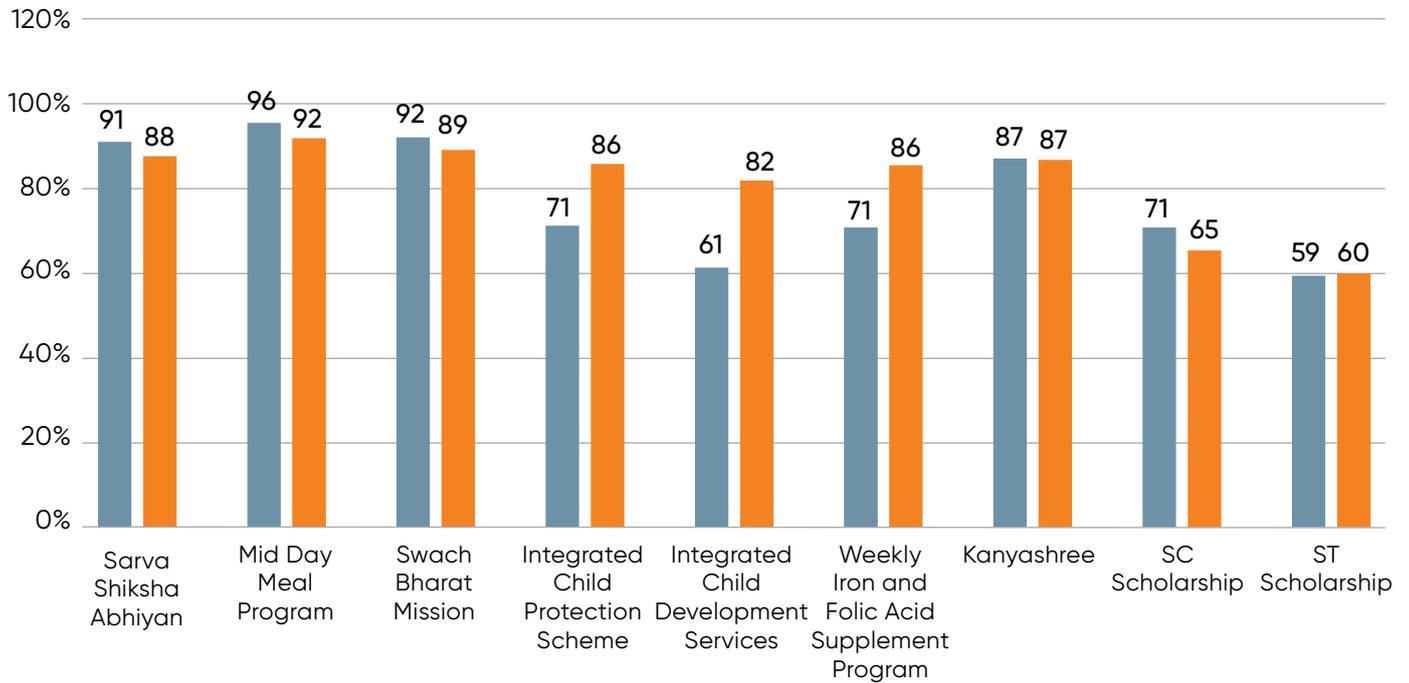
3.5.1 Key Skills Demonstrated:

Awareness about legal rights & responsibilities

A vast majority have a clear understanding about government schemes. The lowest awareness is about the Scheduled Caste/Scheduled Tribe (SC/ST) scholarships, and about Integrated Child Development Services. The boys displayed higher awareness than the girls on Sarva Shiksha Abhiyaan, Mid Day Meal Program, Swacch

Bharath Mission, and SC Scholarships. Girls possessed more awareness (in comparison to the boys) on Integrated Child Protection Schemes, Integrated Child Development Services, Weekly Iron and Folic Acid Supplement, and the ST Scholarship.

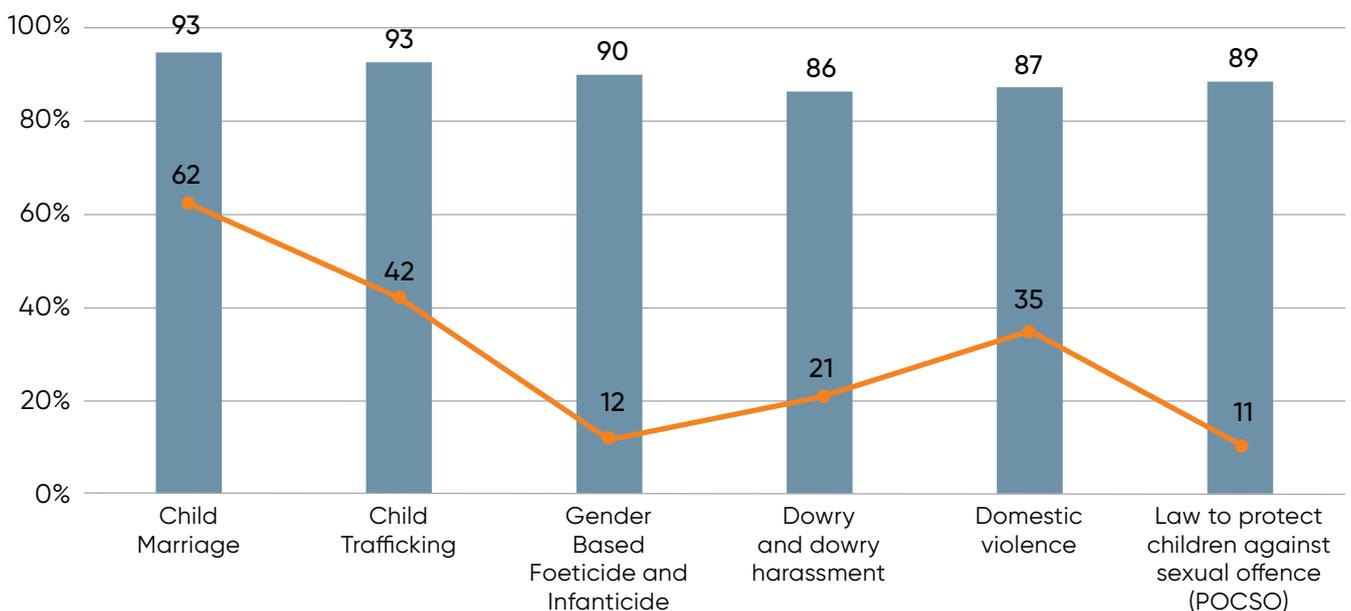
Figure 22: Awareness and usage of government schemes



The survey delved into the girls' awareness about laws pertaining to child & women safety and protection. There has been a significant improvement in

the girls' knowledge on these laws, when compared to the baseline, as displayed in the following graph.

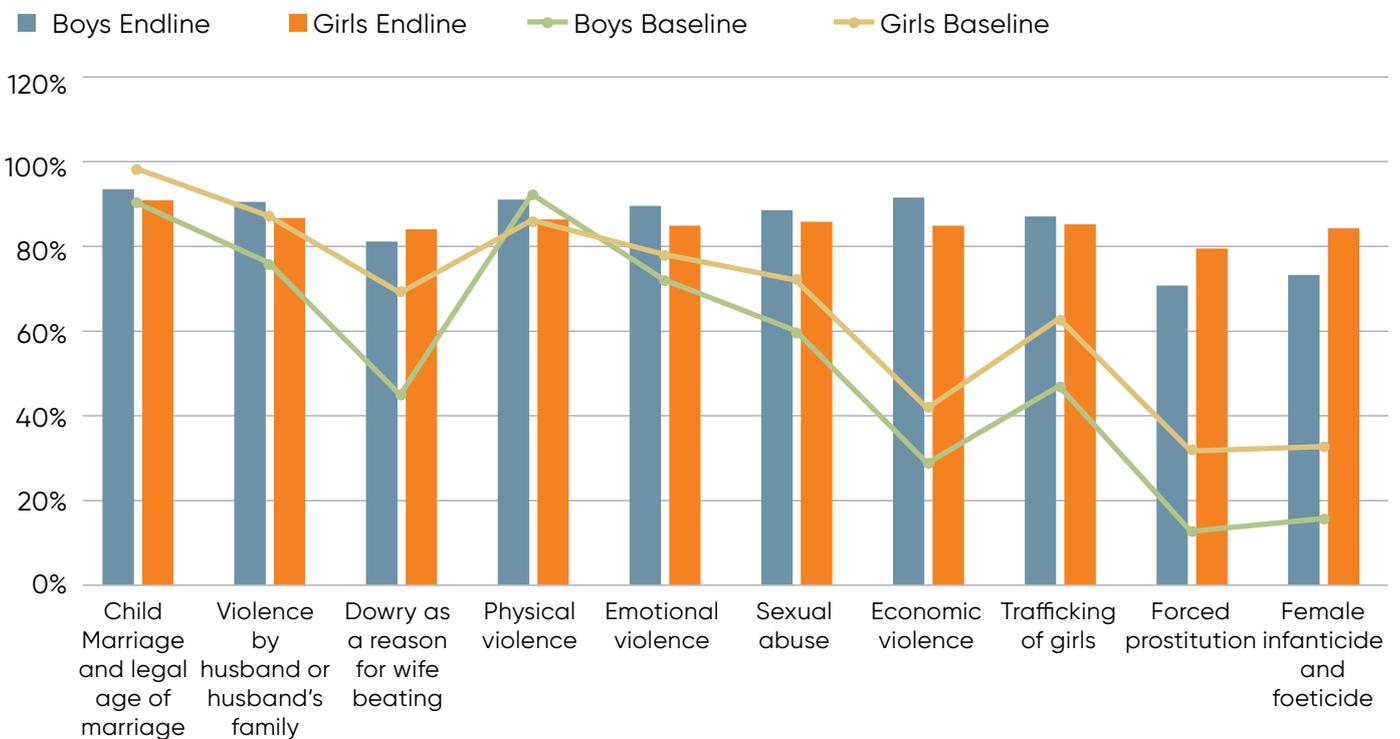
Figure 23: Awareness about laws about the following (Girls)



Gender-based violence (GBV) and awareness of the same is key, especially when it comes to preventing unsafe practices from occurring in the future. While awareness levels about child-marriage, marital violence and physical violence have held steady, the knowledge about dowry, emotional violence, sexual abuse, economic violence, trafficking of children, forced prostitution, and female

infanticide has increased notably. The girls (in the baseline) depicted higher amount of knowledge about all forms of GBV, in comparison to the boys (with the exception of physical violence). In the endline, boys displayed a higher level of awareness about forms of GBV (other than dowry, forced prostitution, and female infanticide) when compared with the girls.

Figure 24: Awareness about gender based violence

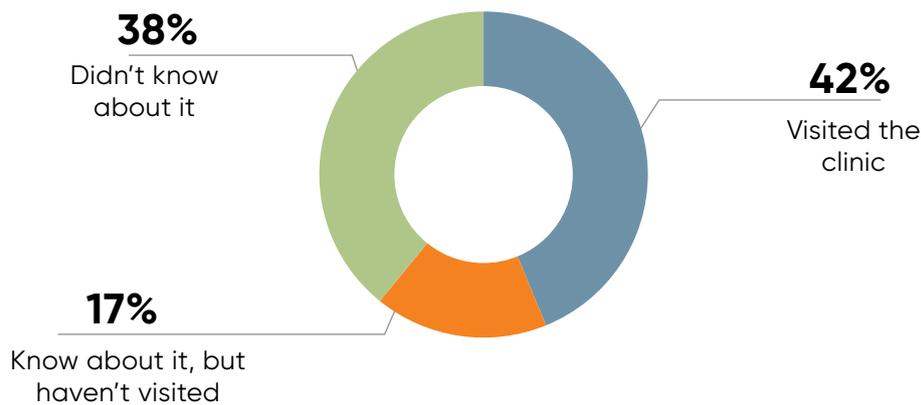


Shomashri almost became a child bride at 14, when a 52 year old goon attempted to marry her. She escaped this plight, with the help of her family and police. Once she joined the sessions, she learnt about her legal rights, and what to do in crisis situations. She found strength in her friends and Praajak's field leaders. Years later, when she got a call from the goon saying he was going to kidnap her to make her his bride, she made her answer loud and clear: she was going to call the Childline and put him behind bars. The goon didn't dare to show up after hearing that."

Another key arena explored was awareness and usage of Anwasha clinics by the girls. The knowledge about Anwasha clinics¹ have gone up tremendously. Only 4% of the girls were aware about the existence of Anwasha

clinics during the baseline: this number has increased to 62% in the endline. 42% of the girls had visited the clinic, and 17% were aware of the clinic, but hadn't visited one.

Figure 25: Have you used Anwasha clinics?



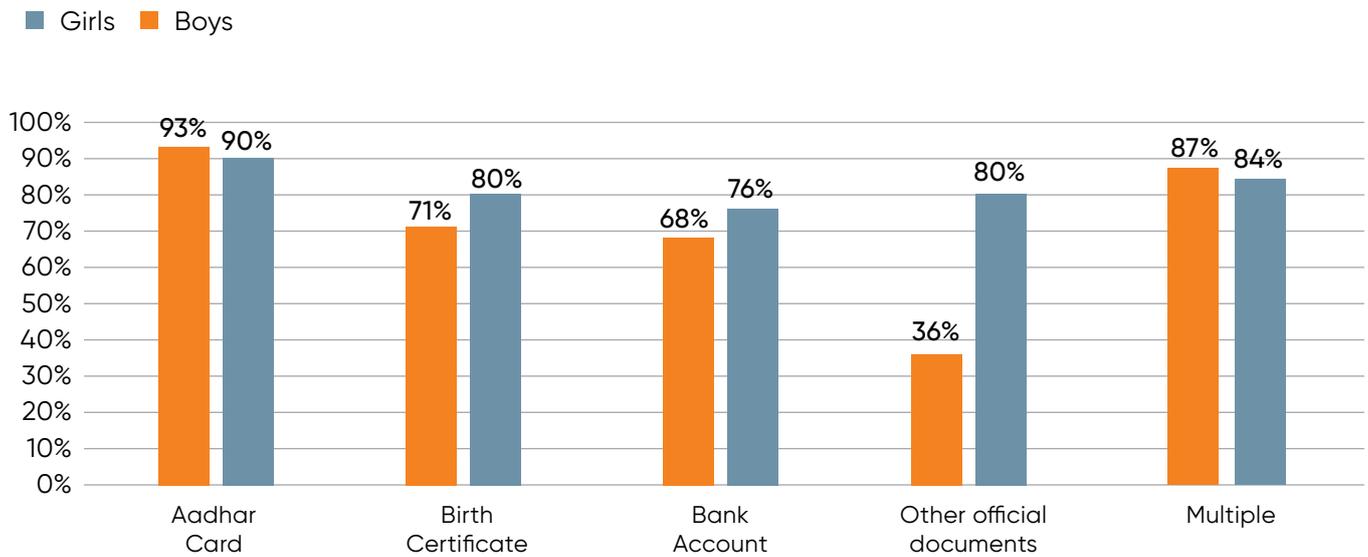
The children's access to 'identity' documents also forms a crucial part of this pillar, as it gives them access to a wide range of social services and ensures that they remain within formal legal structures. 100% of the children have some form of identity documentation, with around 85% having multiple forms of documentation. There isn't much variation from the baseline in this regard. However, what has changed significantly over the project implementation period is how they have begun using these documents. Many children have used their identity cards, especially Aadhar to open bank accounts and to further apply for relevant government schemes and entitlements. Some of them have also got wrong information in their identity documents corrected. Some children have

become so aware of these processes that they now handhold others from their neighbourhood in applying for Aadhar or getting their documents updated with correct information



The Anwasha Clinic Counsellor at Berhampur regards Rampa, the field staff, as being excellent at her work. She says "Rampa is capable of counselling the girls. She knows their issues because the girls confide in her. This is the foremost requisite of counselling and she gives very matured and balanced advice without losing objectivity"

¹ In West Bengal, Anwasha Clinic is an initiative to provide counseling and medical facilities to the adolescents relating to menstrual problems, puberty, unwanted pregnancy, depression among others. The program focuses on making adolescents participative towards healthy development by identifying the problem and creating awareness.

Figure 26: Forms of identity documents (boys and girls)

3.6

PILLAR OF WELL BEING: HOPES AND MEANING

This pillar covers the existing opportunities and aspirations the children have for their future and the steps they can/have taken towards making this happen. Compared to the baseline, a higher portion of the children are interested in getting a job. While none of the children reported an interest in pursuing sports during the baseline, 10% reported an interest in doing so during the endline.

Can the boys aspire for a better future in their own localities? The survey explored whether the boys thought they had enough opportunities in their localities for their future aspirations. While 83% of them felt there were enough opportunities for education, only about half the boys felt there were enough employment and entrepreneurship options.

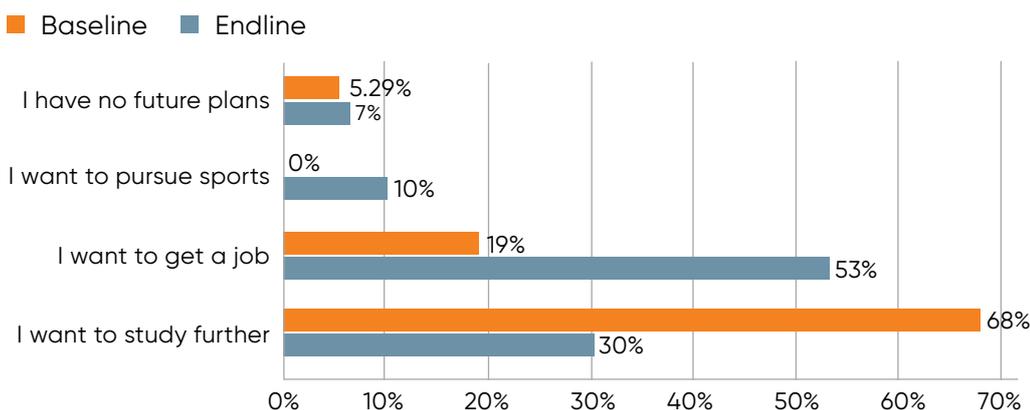
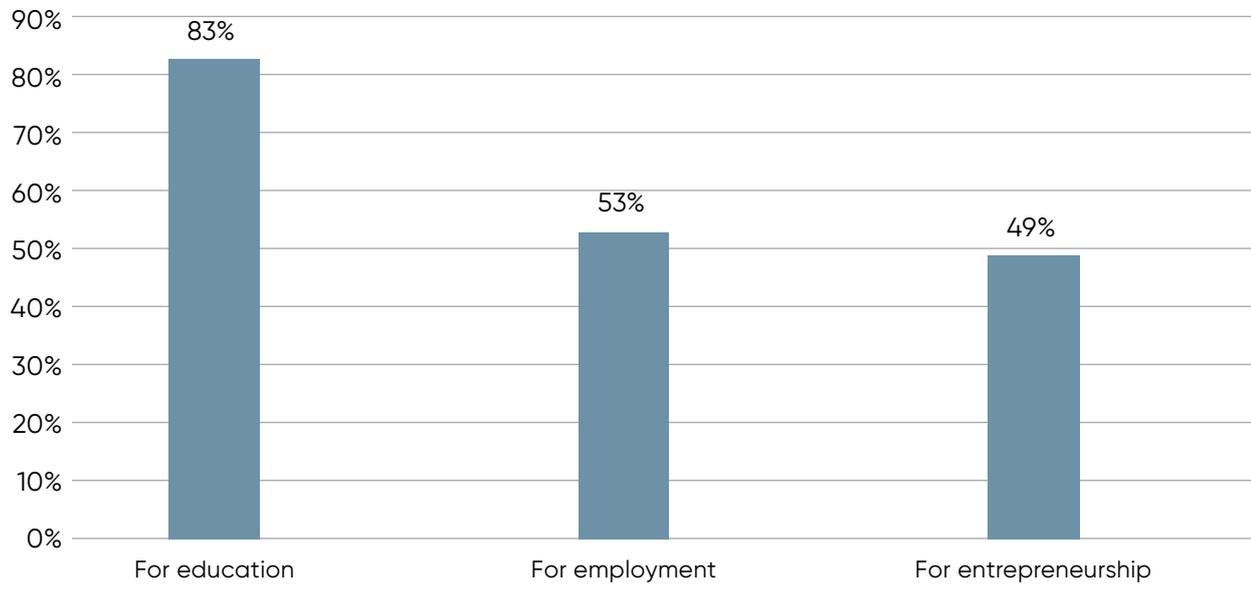
Figure 27: Future aspirations of boys and girls

Figure 28: Do you think there are enough opportunities in the neighborhood?



3.6.1 Key Skills Demonstrated:

Engagement in sports outside the sessions

• **Only 28%** are members of other sports clubs or associations indicating that though youth clubs are very prominent institutions in West Bengal that are found in every neighbourhood, they have had relatively low influence on the target population.

• **70%** have claimed to have participated in sports tournaments and competitions (at some level, even if it is an inter colony match), which indicates that their involvement in Praajak sessions has had an impact on their sports ambitions and participation beyond this circle alone.

External Training

The future aspirations of the girls and boys have been established: but what steps have they taken towards the same? Attending any form of external training or skilling is instrumental in building a pathway towards a career, especially given the poor economic conditions of the area.

- 82% girls have undergone some kind of training/skilling program outside of school, compared to 77% boys. Livelihood trainings proved to be the most popular.
- 72% of the boys and 75% of girls had undergone livelihood training. This is in comparison to 10% (total for girls and boys) who had done livelihood training during

the baseline.

- None of the children in the baseline had undergone any form of financial literacy or entrepreneurship training. In the endline, 35% had undergone financial literacy training, and 37% had completed entrepreneurship training, so there's a significant increase in both those arenas.

Figure 29: External training done by boys

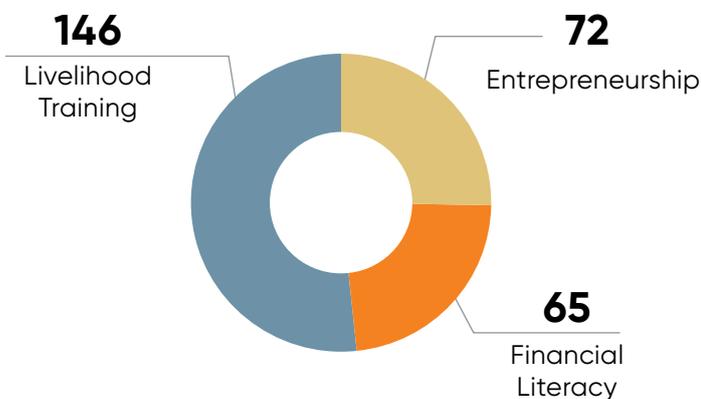
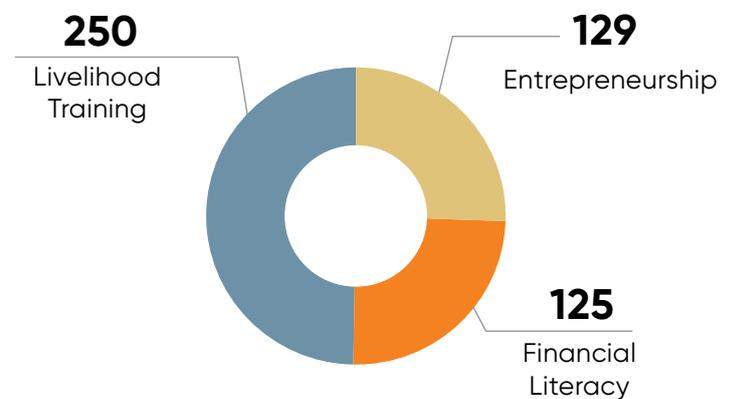


Figure 30: External training done by girls



Some of these external training sessions were found by Praajak and the children were linked to the training they wanted. Some of the children went out and found some of these programs independently as well.

3.7

PILLAR OF WELL BEING: SAFETY AND SECURITY

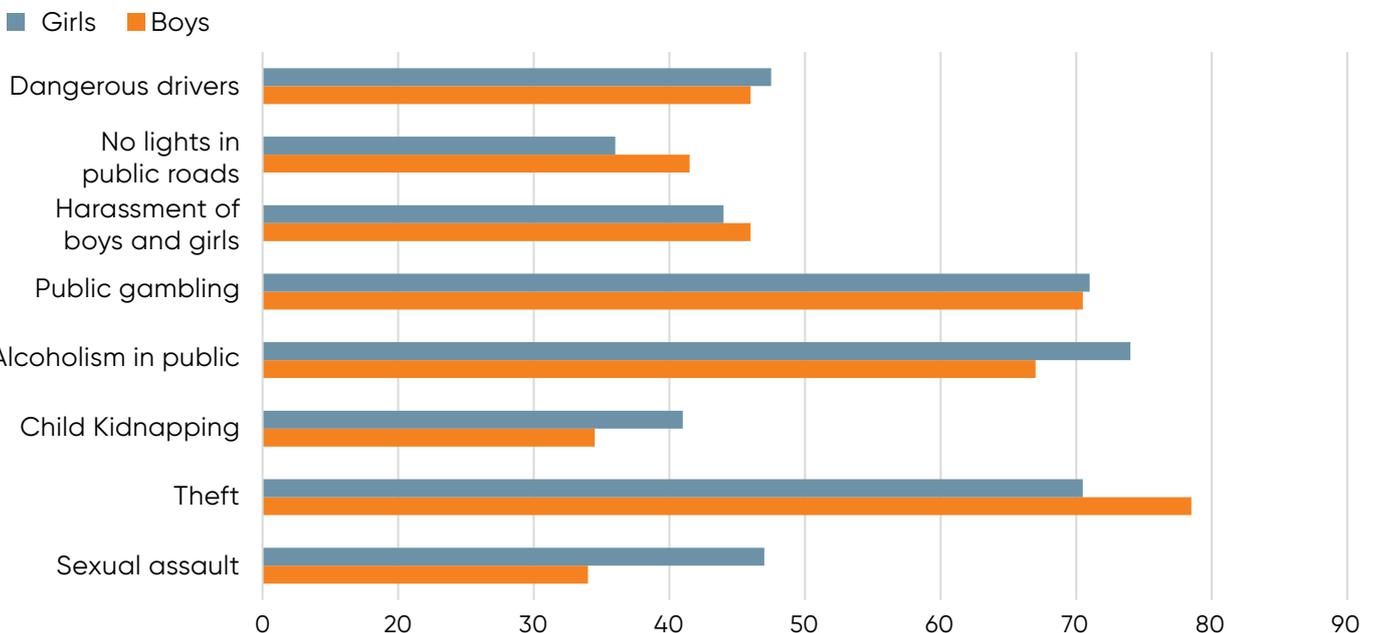
Under this, we survey the children’s ability to assess their own safety & surroundings. We also delve into their ability to understand and tackle these risks

How safe is the locality for the children?

30% of the girls (compared to 23% boys) felt that the locality was unsafe. When asked if they felt the locality was safer for boys than for girls, a larger portion of the girls thought that statement was true (65% of the girls assenting, as compared to 59% of the boys). Despite feeling that their locality was safe for them, the children were able to generate several things that make the area unsafe for

them. For the girls, the biggest threats were public alcohol consumption, and public gambling. Reportedly, there were certain pockets of space where people would gather to play cards and gamble. For the boys, theft was the biggest concern. Among the other issues reported were sexual assault, child kidnapping, dark roads without street-lights, reckless drivers, and harassment of the children.

Figure 31: Why do you feel unsafe in your locality?



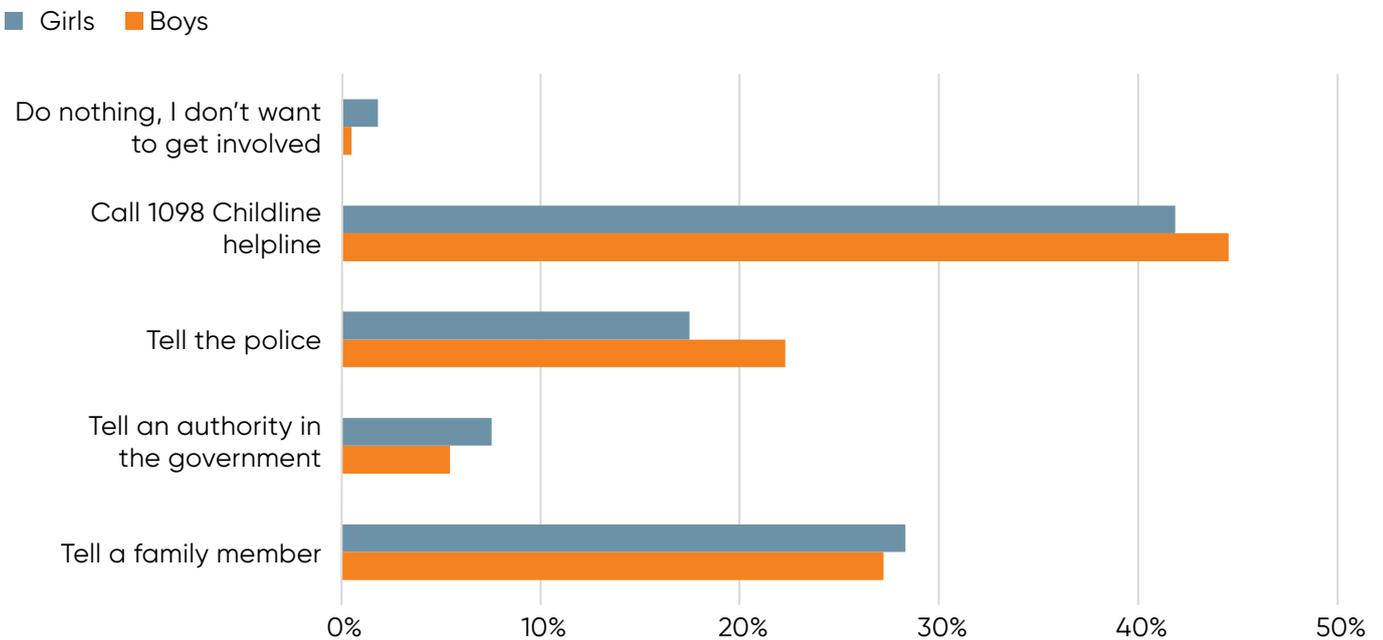
3.7.1 Key Skills Demonstrated:

Who do they go to when their safety is threatened?

To tackle any risks, the children might face in the neighbourhood, awareness about the various safety nets available to them is imperative. The survey questioned what the children would do in case they

witnessed a crime. Majority of the children (43.5%) turn to the 1098 Childline helpline as their first line of defense, followed by telling a family member (28%).

Figure 32: Who do you go to if you witness a crime?



Awareness and trust in the Childline number (1098) is a key development here. There has been a notable increase in the same: with 42% of the girls stating they will call the helpline in risky situations, compared to the 7% in the baseline. The children's awareness about the childline number, police number, and their rights made them feel very empowered. They discussed about their Joint Action sessions, where they discussed what issues they can resolve by calling the Childline.



Sukhomoni, a student of standard IX goes for tuition everyday. That particular day, she and two other girls from the same colony were returning from their tuition classes. They took the highway instead of the winding lanes to get home. The road was deserted and it was around 8 PM in the evening. "4 young men, eve-teasers, were following us on their bikes, and I was confident that we three could fight back if they crossed their limits. I wasn't scared. We didn't run for our lives. I had my retaliation plans ready. I also knew that I could call the Police or the Childline. "

According to Sukhomoni, the other two girls (who didn't attend the sessions), never took that route again, but Sukhomoni continues to take it when convenient for her, because she is confident about her ability to protect herself.

What safety precautions do they take?

A vast majority of the children (over 85%) are aware of the various safety precautions they can take to protect themselves from violence, child abuse, and unsafe migration. There's been remarkable increase in the awareness about these safety precautions, when compared to the baseline.



Figure 33: Safety Precautions

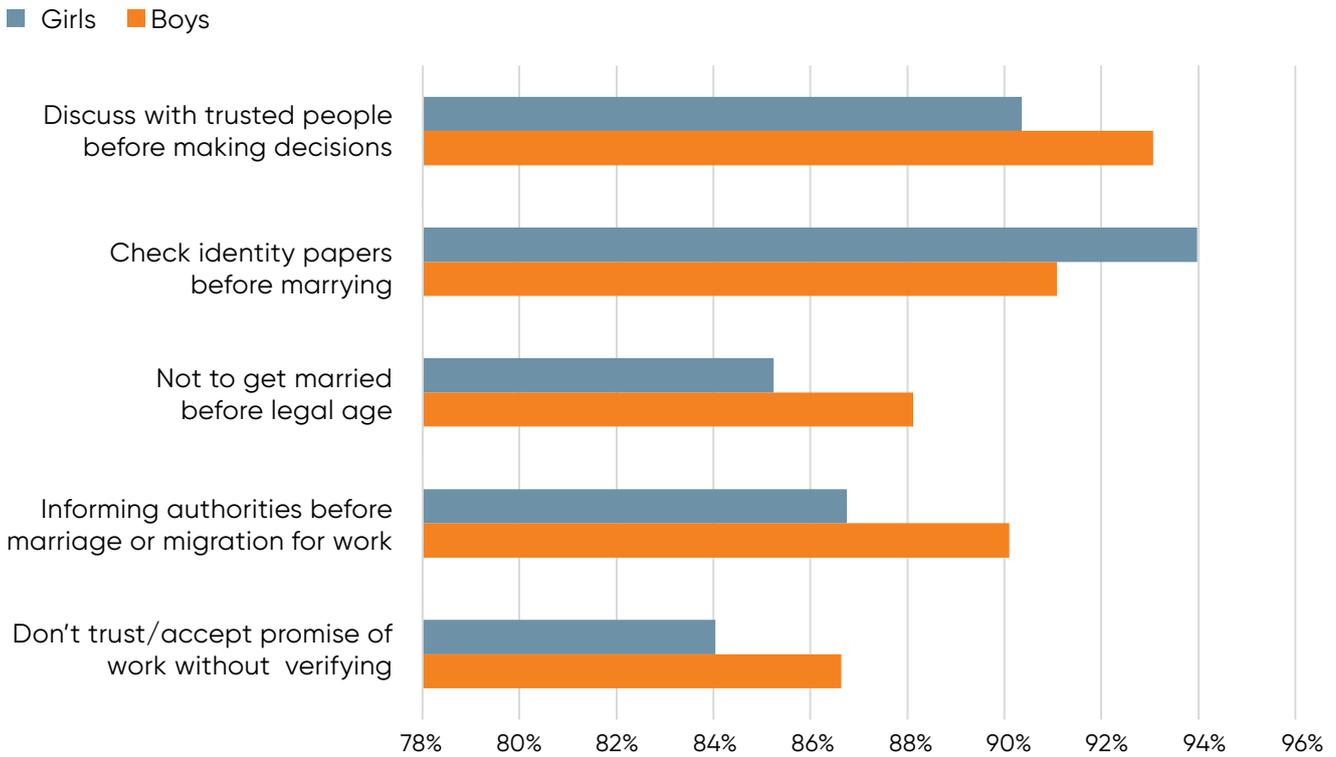
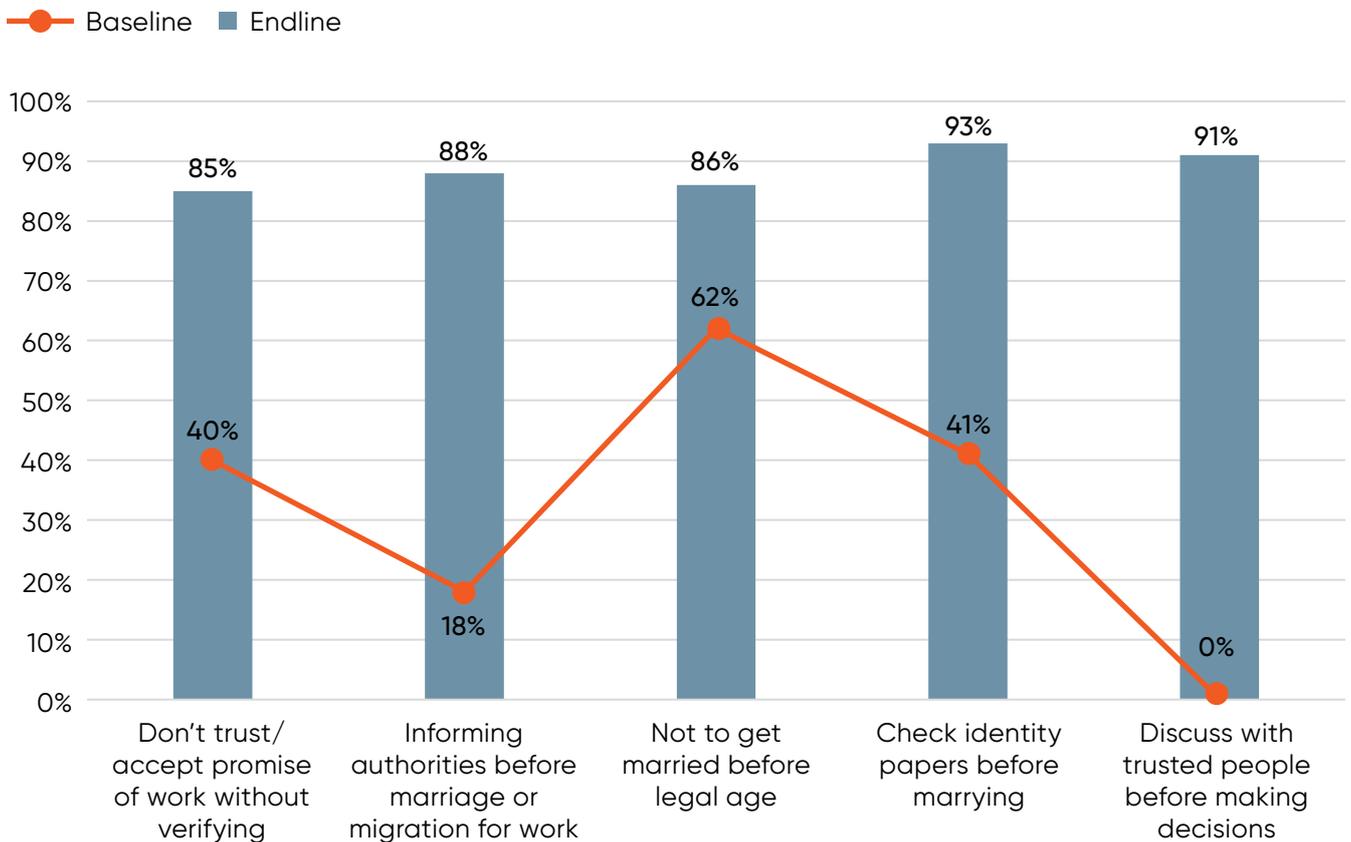


Figure 34: Safety Precautions (Boys and Girls)



MOST 04 SIGNIFICANT CHANGE

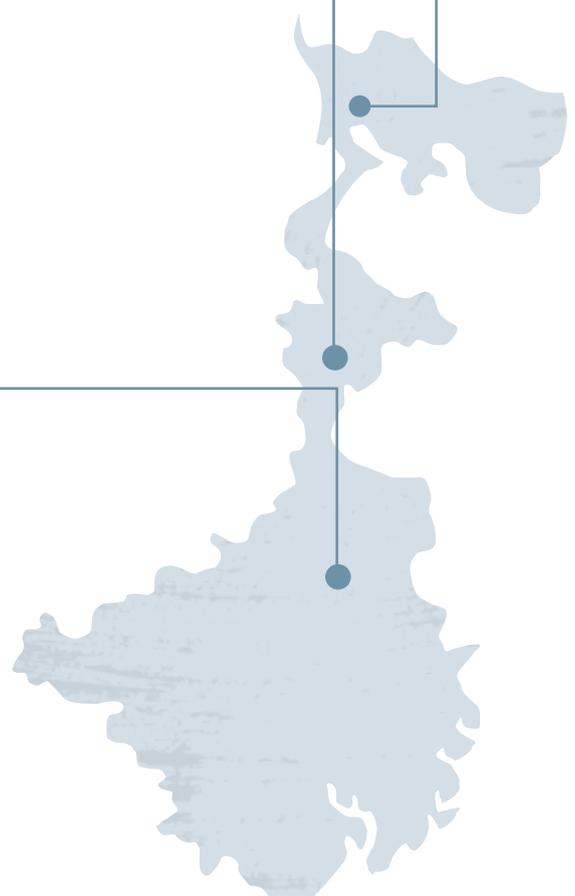
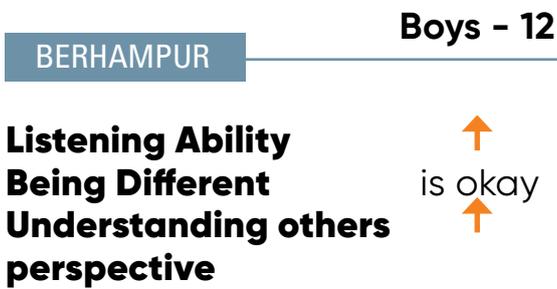
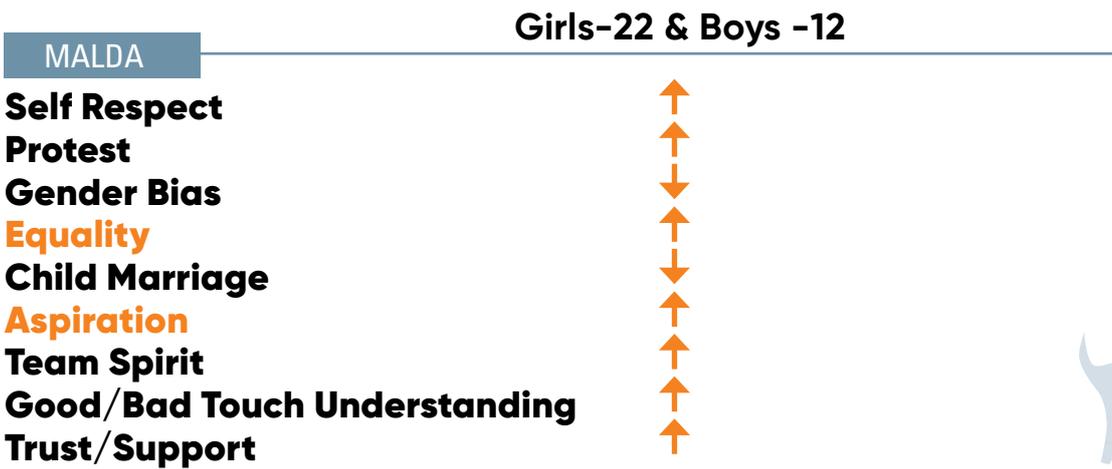
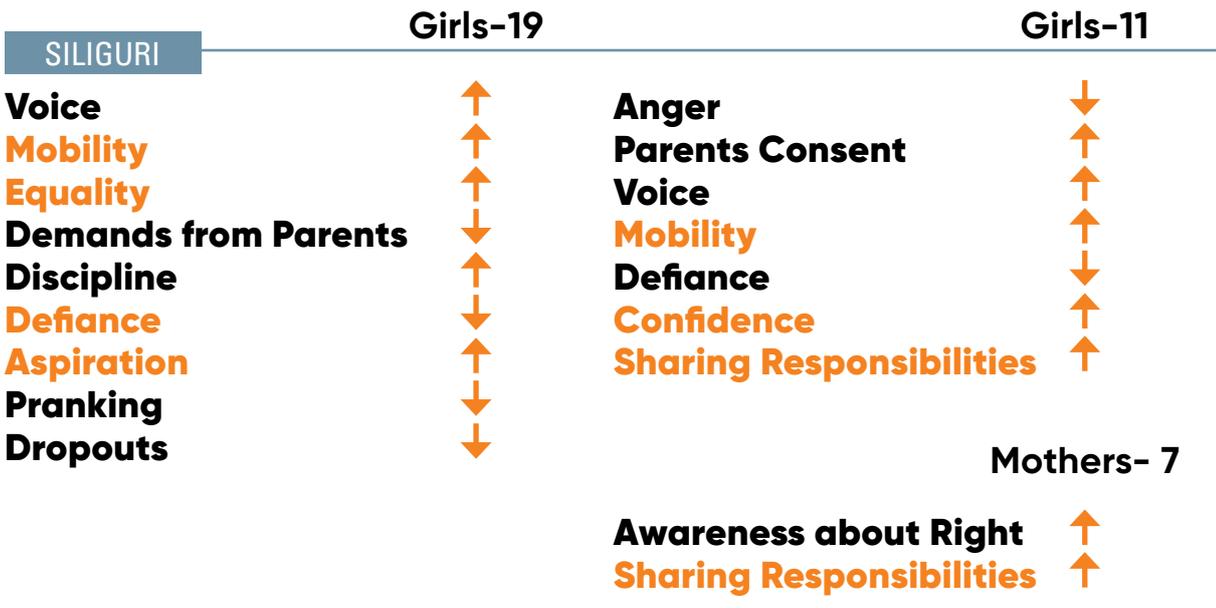




KABADDI FOR
EMPOWERMENT

The Most Significant Change (MSC) Method emphasizes on reflection and helps one capture the change that is difficult to understand through numbers. In the episodal FGDs that were conducted during the field visits, beneficiaries were asked to define the changes that they see in themselves or in their lives in comparison to the time when they had not associated themselves with Praajak and its activities. The shortened lists of Most Significant Change identified by girls in different geographies are tabulated and analysed.

KABADDI FOR
EMPOWERMENT



Some amount of probing was done to help the beneficiaries think deep. These were listed and prioritised. Those that emerged repeatedly have been underlined and texted in green in the adjoining MSC Summaries. Thus one may conclude that by increasing access to public spaces and intervening in gender transformation, the project increased mobility, confidence, aspirations, ability and willingness to share responsibilities on one hand and made them less defiant and more equal to the boys on the other. Some instances that were cited include

permission given to girls to play Holi or go out to play kabaddi in the afternoon or early evening were denied to them for generations in the neighbourhoods where they live. Apart from these, most girls eagerly looked forward to taking joint action to resolve some individual or community problem. Stories narrated and incidents cited bore testimony to the changes that many underwent over a period of time.



ANALYSIS USING THE 05 OCEC-DAC CRITERIA





Directorate of Public Health

NOW YOU ARE ON
SURVEILLANCE
IN & CHECK!

ONE IS ALWAYS
THE GATE A
IS NO

The OECD-DAC developed six evaluation criteria in order to assess the merits of an intervention. This assessment looked into the criteria of Impact, Effectiveness, Relevance, Coherence, and Sustainability. It did not consider the Efficiency criteria, since financial assessment was outside the scope of work.

5.1

RELEVANCE

Is the intervention doing the right things, responding to beneficiaries and their needs?

The targeted population belong to a vulnerable community living in tier II cities of West Bengal. They dwell in slums or shanties. The mothers of most girls and boys are either housewives or domestic workers. Most fathers earn their living as semi-skilled workers, unskilled workers, hawkers and petty shopkeepers. Since they live in by lanes of neglected settlements in the cities,

the neighbourhood is not very safe as evident from the survey responses. Under such circumstances, mobility and access to public spaces are reduced especially for girls. Under such circumstances, the design of the project to empower girls and sensitize boys to increase their access to public spaces and improve mobility is relevant.



Even as a small child, we girls are only allowed to play in the streets in front of our houses. As we grow, this also reduces. But after learning through the Praajak sessions, we girls even in our late teens go to the field which is more than a kilometer away to play kabaddi. And we play until sunset without fear."

~ an adolescent girl from Jyotinagar, Siliguri

5.2

COHERENCE

How well does the intervention fit with existing laws and interventions?

The program does a good job of providing a connect between the children and the existing programs/laws that enable them. The awareness levels about government schemes, gender-based violence and laws against the same are quite high among those surveyed. It is also clear that the awareness about legal rights, Childline, and Anwasha clinics have

increased manifold since the baseline study was conducted.

The impact of the increased awareness about the Childline and their rights is apparent, as evidenced in a number of stories presented in this report. The connection to Anwasha clinics is a best practice in increasing the access to existing infrastructure for the girls.

5.3

IMPACT

How well does the intervention fit with existing laws and interventions?

The impact of the project on the target population has been substantial. The increase in awareness about rights, ways to defend, understanding and acknowledging gender biases faced or physical and sexual abuses encountered were iterated by the girls throughout the project and many of them have been documented. Apart from this, the inclusion of boys, mothers and the larger

community through multiple socio-cultural events and awareness sessions created a more inclusive social space for the girls. The increased awareness about laws and the increased mobility and freedom enjoyed by the girls resulting from the various interventions of the project reduced incidences of child marriage significantly amongst them.

5.4

EFFECTIVENESS

The extent to which the intervention achieved, or is expected to achieve, its objectives, and its result

Several protests and demonstrations have been organized by groups of girls and boys from the target population to resolve community problems or individual problems. Mostly done in the form of joint social action, these succeeded

in resolving the problem or at least in reaching a truce. Incidences of some girls and many boys who had dropped out of school during the pandemic going back to school also shows effectiveness of the project.

5.5

SUSTAINABILITY

Will the benefits of the project last?

Beneficiary girls are taking on the mantle

The girls who have attended the sessions are starting to take on the mantle. Some of them have become Praajak staff, session leaders, and assistant coaches.

has also extended to celebrations, like 'Basantotsav"', 'Sharodotsav' and Independence Day, where the community has organized these events with only the guidance of Praajak.

Engaging the larger community

There are several ways in which the larger community is being engaged in the outcomes of the project. Beneficiary groups conduct 'Joint Action', independently, where Praajak is only informed about the activities, instead of being involved in an active role. This

Another key factor is the concept of volunteer animators. These are individuals who work spontaneously, when the community approaches them with certain problems.

Best practices followed

There are a number of practices that ensure and sustain the interest in the program. The approach of engaging the children only 1-2 hours during the weekends, when they have the free time is a great practice that keeps the interest level high, while also ensuring the investment level is manageable for the children. Collaborating with other government departments is a win-win situation for both, as seen in the case of Anwasha clinics. Streamlining the processes to ensure that the interested and meritorious girls get a chance to

participate in the Kabaddi training organized by the sports association helps expand the benefits of the program. The strategy to institutionalise the game of Kabaddi beyond being a means for improving access to public spaces and gender equality, has been very successful. The sports federation at the district level has begun taking keen interest in the game on one hand and the aspirations of the girls from the game has increased on the other.



CAPITALISATION

06
OF

KABADDI



A group of girls are playing Kabaddi under a tent. They are wearing orange and blue tracksuits. The background is a blurred outdoor setting with trees and a tent structure. The text is overlaid on the image in white with a slight shadow.

Kabaddi practice has evolved as a safe space for the participants and coaches to learn, share, and grow. Physical and emotional safe spaces created through the Play-Reflect-Play model² practiced in this project have enabled transparent behavior and communication among group members and activity facilitators.

The game has improved physical fitness and agility on one hand and a sense of values, discipline, rules, fair play and defense among girls on the other. It has increased their understanding and respect for teamwork and camaraderie and made them more confident. Understanding and experiencing frustration and success together are key elements in this process of empowerment.

The clear physical barriers, entrances and exits along with methods of effective safeguarding and critical analysis learnt through the game have direct relevance with real life situations faced by girls. Several instances of objection to abuse faced by these girls were reported after they became confident about their ability to protest.

It was observed how girls from different religions played the game together and shared learnings. The sport as mentioned earlier can be played in a small open ground which is easily available in any neighbourhood. It also does not require any expensive accessories. The community is also familiar with the game and approves of their girls playing it.

Incidences of some girls getting selected for district matches and travelling outside for sport has increased aspirations of many to play the game seriously and consider the sport as a profession.

Kabaddi thus can be capitalized as a sport that can encourage gender transformation by building a network for the girls who feel worthy, respected and hopeful. It increases mobility and access to public spaces. It also equips the girls to face and prevent challenging and uncomfortable situations.

² This model developed by Tdh suitably combines methods to promote physical and psycho-social well-being. Thus, while learning physical exercises and the game of kabaddi, the girls also learnt communication, emotional management, creative thinking and responsibility. After every game, they would sit in a circle to reflect and analyse the game and relate it to real life situations. Then they would identify mistakes and strategies to resolve/face challenges. These they would again use to play another game.

CREATING AN AGENCY FOR GIRLS

07





Agency in girls refers to the capacity of women and girls to take purposeful action and pursue goals, free from the threat of violence or retribution. A growing body of evidence suggests that seeking to shift gender norms (informal rules that impose expectations about behavior that are dependent on gender) relies much on improvements to women's agency (their ability to define and act on goals, make decisions that matter to them, and participate in the economy and public life).

³ <https://www.povertyactionlab.org/sites/default/files/publication/reshaping-adolescents-gender-attitudes.pdf>

While agency is difficult to measure, several studies⁴ have aimed to define direct and indirect indicators of agency. A summary of the same is shared below.

Direct indicators of agency:



“Power within” (a term that includes aspirations; self-efficacy, or belief in one’s ability to achieve goals; and attitudes towards gender norms). These could include improvement in girls’ self-efficacy, confidence, and reduced their acceptance of restrictive gender norms



Household decision-making. These could include economic independence brought through microcredit, savings, unconditional transfers, and multi-component poverty alleviation programs,



Freedom from violence: These include enablement of women through improved socio-economic status or ability to or improvements in property rights laws and the justice system’s capacity to address domestic violence.

Indirect indicators of agency:



Timing of marriage and childbearing: These could include changed perceptions about girls’ abilities and opportunities that encourage girls and young women to delay pregnancy.



Contraceptive use: These include more direct control in family planning for women or encouraging more gender-equitable attitudes among men increasing contraceptive use.



Labor force participation: These include more access to and improved participation in the labour market, income generation and self-employment by women



Participation in politics and in community decision making: These include increased women’s participation in politics and community decision-making.



Participation in groups and ties in the community: These include role of women and their decision making in community

⁴ https://www.povertyactionlab.org/sites/default/files/Appendix_gender_what-works-to-enhance-womens-agency_march-2020.pdf



It is evident from the project that several indicators that reflect on creation of agency for girls were fulfilled. The interventions have largely succeeded in igniting the power within majority of the girls. The close association between the volunteer animators of the project, the project staff and the target community led to immediate interception whenever incidences of child marriage, violence or abuse were heard. The voluntary initiative of the beneficiaries to take 'Joint Social Actions' to resolve individual or community problems also bear testimony to their participation in groups and close ties with the community. Thus one may conclude that the project has initiated an agency in girls that needs to be built and sustained for it to mature.

RECOMMENDATIONS

08





It is known that gender transformative approaches take time, but if consciously practiced, they can challenge many discriminatory norms and practices that commonly exist in society. This project has thus successfully challenged many norms and practices. The impromptu enactment⁵ on menstruation by girls in front of a mixed group of boys, girls, animators and evaluators during the Endline Field Visit is a case in point bearing evidence of the shift in mindset that has happened.

⁵ During the Enline Assessment field visit at Malda, girls were asked to showcase through a roleplay something significant that they have learnt through the sessions. In this they spoke about menstruation and how this should not restrict mobility of girls. It also brought out how staining clothes during this time is common and shouldn't be regarded as a taboo.

Broadly, gender transformative approach considers six essential elements, which are interconnected and mutually reinforcing.

- Understand and address how gender norms influence children throughout their life-course, from birth to adulthood;
- Strengthen girls' and young women's agency over the decisions that affect them, as well as to build their knowledge, confidence, skills and access to and control over resources;
- Work with and support boys, young men and men to embrace positive masculinities and to promote gender equality, while also achieving meaningful results for them;
- Consider girls, boys, young women and young men in all their diversity when identifying and responding to their needs and interests;
- Improve the very living conditions especially the social position (value or status) of girls and young women;
- Create an enabling environment (including with policies) where all stakeholders work together to support children and youth on their journey towards gender equality.

However, the evaluation team felt that if certain aspects of the interventions could be strengthened further, the target community would benefit further.

01 Increase engagement with the other gender –

While the project already has an inclusive approach, it was felt that increasing involvement of (boys and fathers) could improve decision making, mobility and safety of girls. While the boys are included in the celebrations and the Joint Actions, they were not involved in the organized play. It was found that the boys wanted to join the organized games with Praajak. Thus, if they are given some opportunity to play kabaddi with Praajak or were involved along with girls in other games then cohesiveness is likely to improve.

02 Build mixed collectives (boys and girls) -

A mixed cohort of girls and boys can be collectivized to lead some of the project activities beyond the project period. With shared responsibilities, these sensitized minds can improve division of labour at home along with encouraging joint decision making.

03 Empower the girls further –

While the game of kabaddi has built life skills of the girls and taught them the power of teamwork but in real life several challenges especially those like sexual abuse are faced in isolation. To prevent such incidents, if some skills of self-defense are also taught, the girls will be able to defend themselves further.

04 Behavioural shift takes time, hence begin at one go

It is understood that gender transformation takes time. Thus instead of selecting and initiating work with the target population in phases (as was done in the said project), it is advisable to start work with the entire target community at one go, so that every individual target gets equal amount of time for assimilating new thoughts and behaviour and in applying them to their own lives and in their social domains.

05 Ensure quality control

The project has thrived by involving several beneficiary volunteers. These beneficiary volunteers also lead study circles and initiate Joint Action. As is known, several aspects around gender equality and safety are covered during these sessions. These also include discussions around rights. Many of the topics discussed have high chances of getting diluted or misinterpreted due to conscious and unconscious bias that exists in all human beings. To prevent any dilution or misinterpretation, quality control and monitoring mechanisms need to be put in place. On the other hand, this spread of knowledge through beneficiary volunteers is very useful in sustaining the project objectives beyond the period of funding. Thus to balance out the pros and cons of this approach, it is advisable to strengthen the abilities of the volunteer beneficiaries and set systemic quality control mechanisms.

06 Professional coaching

It was observed that no sustained mechanism was designed in the project to ensure that the girls continue to receive training from professional coaches. At present, the Praajak staff or the beneficiary volunteers were coaching the girls. This is likely to dilute quality and interest overtime. Instead, if a mechanism of coaching could be determined whereby the girls contribute to receive guidance from the professional coach in definite periodicity while they continue the way they are playing regularly, maybe new girls would join the game on one hand and interest would be sustained on the other.

07 Economic empowerment

It is important that the girls become empowered economically as well. To achieve this, linking them to skilling programs and other income earning opportunities is important. This was a relatively weaker link of the project that can be structured and organized better. This along with training on financial literacy over sustained sessions can ensure better economic management by the girls in future.

08 Enabling Environment

The project has successfully advocated with many stakeholders as was evident during the interaction with some of the key influencers. However, it was felt that advocacy efforts could be strengthened further first to make the Childline robust and reliable, and the law and order system responsive.



QUESTIONNAIRE

09

FOR
GIRLS





Agency in girls refers to the capacity of women and girls to take purposeful action and pursue goals, free from the threat of violence or retribution. A growing body of evidence suggests that seeking to shift gender norms (informal rules that impose expectations about behavior that are dependent on gender) relies much on improvements to women's agency (their ability to define and act on goals, make decisions that matter to them, and participate in the economy and public life).

³ <https://www.povertyactionlab.org/sites/default/files/publication/reshaping-adolescents-gender-attitudes.pdf>

1. My name is
2. I live in Siliguri/Malda/ Berhampur
3. My age is 5/6/7/22
4. I am currently:
 - a. Studying in school
 - b. Studying in college
 - c. Working
 - d. Working and studying both
 - e. Staying at home
5. If you are not studying, what standard did you leave school in?
 - a. Didn't go to school ever
 - b. Class I-V
 - c. Class V-VIII
 - d. Class IX-X
6. I left school because:
 - a. I don't like studying
 - b. I have to earn money
 - c. I have to take care of my family
 - d. I can't afford school fees
 - e. I was forced to leave school
 - f. My family migrated
 - g. Others
7. Who all live together your family live together?
 - a. Grandparents
 - b. Father
 - c. Mother
 - d. Both Parents
 - e. Siblings
 - f. Uncles/Aunts
8. Does any family member work from some other place?
 - a. Yes
 - b. No
9. Who is the breadwinner in your house?
 - a. Father
 - b. Mother
 - c. Father & Mother both
 - d. Brother/Sister
 - e. Me
10. Who is the decision maker in your household?
 - a. Father
 - b. Mother
 - c. Father & Mother both
 - d. Grandparent
 - e. Brother/Sister
 - f. Me
11. Who does the household chores in your house?
 - a. Father
 - b. Mother
 - c. Siblings
 - d. Grandparents/other family
 - e. Me
12. I think that men and women should share household responsibilities equally.
 - a. Yes, both should share
 - b. No, both should not do same work
13. Does your family support you in your education?
 - a. Yes
 - b. No
 - c. Some of them do
 - d. I don't study
14. Does your family support your extra-curricular activities?
 - a. Yes
 - b. No
 - c. Some of them do
 - d. I don't do any

15. I think education is equally important for both girls and boys.

- a. I agree
- b. I don't agree

16. Do you take part in any team/ social activities in your school?

- a. Yes
- b. No

17. What are these activities?

- a. Sports Activities
- b. Cultural Activities
- c. Leadership Activities
- d. Others

18. Where do you make friends?

- a. In school
- b. In your locality
- c. Through study circles
- d. Through Kabaddi

19. Where do you spend time with your friends?

- a. In school
- b. In one of our houses
- c. After sports practice
- d. In a public area

20. What do you want to do in the future, after you're done studying?

- a. I want to study more
- b. I want to get a job
- c. I want to pursue sports
- d. I want to get married/start a family
- e. I don't have any plans for the future

21. Have you taken up any training/ skilling program outside of school?

| | | |
|--|--------|-------|
| Livelihood Skills | Yes/No | From |
| Financial Literacy (managing money, investing) | Yes/No | From: |

| | | |
|--|--------|-------|
| Entrepreneurship (developing and managing a business venture) | Yes/No | From: |
|--|--------|-------|

22. When I'm facing a problem, I go to:

- a. My family
- b. Police
- c. Local organization
- d. School teachers or principal
- e. Friends
- f. I keep it to myself

23. Do you think your locality is safe for you?

- a. Yes
- b. No

24. Do you think the locality is safer for boys than for girls?

- a. Yes
- b. No

25. Why do you feel unsafe in your locality?

- a. There have been cases of rape/ sexual abuse
- b. There have been cases of theft
- c. There have been cases of kidnapping/missing children
- d. The people living here consume alcohol and misbehave
- e. The people living here gamble
- f. There are bullies (boys/girls)
- g. There is no proper lighting after dark
- h. There are rash drivers
- i. Others

26. Do you travel alone to/from school?

- a. Yes
- b. No
- c. I don't go to school

27. What steps do you have to take to be safe?

- Be confident
- Not travel alone
- Learn self-defense
- Protest against wrong
- Ensure lighting
- Not get lured by others
- Know who to call for help
- I don't know how to be safe

28. Who do you go to when you feel unsafe and want to fix it?

- Parents/Family
- Police
- Community Organization/ NGO
- Childline number
- School authority
- Local influential person
- Local government office

29. When you go to the above person with your problem, do you feel like your problem was resolved?

- Yes
- No
- To some extent

30. In the past, have you attended a Prajaak study circle?

- I always attend
- I attend sometimes
- I have heard of it, but haven't attended
- I haven't heard of it

31. If you haven't attended study circle, why?

- Parents didn't allow
- I'm not interested
- I don't have the time

32. If you have attended the study circles, why do you like it?

- I learn new things important for my safety
- I make friends
- I can share my problems
- I can study

33. What do you want to do in the study circle that is not done currently?

34. In the past, have you attended Kabaddi activity?

- I always attend
- I attend sometimes
- I have heard of it, but haven't attended
- I haven't heard of it

35. If you have attended Kabaddi, why do you like it?

- That is how I get to play
- That is how I can get out of home
- That is how I can relax
- That is how I get to meet friends
- I haven't attended kabaddi

36. If you haven't attended, why?

- Parents didn't allow
- I'm not interested in Kabaddi, but I would be interested in ____ sport
- I'm not interested in sports
- I don't have the time
- I was not chosen to join
- Others

37. If you have attended the Kabaddi activity, what do you think of these statements?

| | |
|---|------------|
| The practice location is safe and accessible | True/False |
| I feel comfortable with my trainers | True/False |
| I feel like my sports skills have improved | True/False |
| I feel like I'm physically fitter since I started | True/False |

| | |
|---|------------|
| I feel respected by my team members | True/False |
| My teammates and I respect each other's differences | True/False |
| Kabaddi has helped me work better in teams | True/False |
| My teammates and I are able to resolve conflicts well | True/False |
| The Kabaddi program is open and accepting of all people | True/False |
| I would volunteer to get more people to participate | True/False |

38. Are you a member of any other sports clubs, or associations?

- Yes
- No

39. Have you participated in any tournaments or competitions?

- Yes
- No, I didn't have the opportunity
- No, I was not allowed to participate

40. I currently have:

- An Aadhar card
- A birth certificate
- Any other identity proof
- A bank account

41. Do you know about these government schemes? Which have you taken advantage of?

| Scheme | I am aware | I am not aware | I have used | I have not used |
|---------------------------------------|------------|----------------|-------------|-----------------|
| Sarva Shiksha Abhiyan | True/False | | | |
| Mid Day Meal Program | | | | |
| Swach Bharat Mission | | | | |
| Integrated Child Protection Scheme | | | | |
| Integrated Child Development Services | | | | |

| | | | | |
|---|--|--|--|--|
| Weekly Iron and Folic Acid Supplement Program | | | | |
| Kanyashree | | | | |
| SC/ST Minority Scholarship | | | | |
| Others | | | | |

42. Are you aware of Anwasha clinics?

- Yes, I have used them
- Yes, but I have never used them
- No, I have not heard of them

43. In order to maintain your safety, do you make sure that you:

| | Yes | No |
|---|-----|----|
| Don't trust/accept promise of work without verifying | | |
| Informing authorities before marriage or migration for work | | |
| Not to get married before legal age | | |
| Check identity papers before marrying | | |
| Discuss opportunities with someone you trust | | |

44. Do you have knowledge about the types of gender based violence?

| | Yes | No |
|---|-----|----|
| Child Marriage and legal age of marriage | | |
| Violence by husband or husband's family | | |
| Dowry as a reason for wife beating | | |
| Physical violence (including beating, slapped, getting hit with objects) | | |
| Emotional violence (criticism, verbal abuse) | | |
| Sexual abuse (eve-teasing, rape, taking and being used in pornography) | | |
| Economic violence (like not allowing women to work, taking the women's earnings forcibly) | | |
| Trafficking of girls and boys | | |
| Forced prostitution | | |
| Female infanticide and foeticide | | |

45. If you answered yes, how do you know about them?
- Someone I know faced such things
 - I myself faced such things
 - I see such things in my neighbourhood
 - I see such things in my family
 - I haven't heard about the above

46. Do you know about the laws against the following?

| | | |
|--|-----|----|
| Child Marriage | Yes | No |
| Child Trafficking | Yes | No |
| Gender Based Foeticide and Infanticide | Yes | No |
| Dowry and dowry harassment | Yes | No |
| Domestic violence | Yes | No |
| Law to protect children against sexual offence (POCSO) | Yes | No |

47. If you have ever seen any of the above crimes, or if you see them in the future, what will you do?
- Tell a family member
 - Tell an authority in the government
 - Tell the police
 - Call 1098 Childline helpline
 - Do nothing, I don't want to get involved
48. Are you comfortable with public speaking, or having group discussions?
- No, I usually stay quiet
 - I only speak in front of close friends
 - I mostly listen, but talk when I have an important point
 - I can lead the discussion, and I'm confident
49. What is your preferred way of communicating?
- Talking in a group
 - Giving a speech
 - Talking one-on-one
 - Writing it down
 - Others

50. If you disagree with others, how do you handle this?

- I understand their view, and don't try to change their mind
- Tell them I disagree
- Try to get them to agree with me
- I get angry and walk out
- I get angry and misbehave
- I remain quiet

51. Do you help people when your own work is done early?

- I help my family members
- I help my friends in school
- I help my friends in study circle/ sports club/Kabaddi
- I don't help anybody

52. How do you make decisions?

- I make my own decisions
- I talk to others and get their opinion first
- I let others make decision for me
- I follow others
- Others

53. When you get into an argument, are you able to control your anger?

- Yes, only with adults
- Yes, only with children
- I get angry, but I don't express it
- I get angry and walk out
- I get angry and misbehave

54. Which of these statements are true for you?

- I always think positive and negative before making a decision
- I always ask teachers and trainers doubts to get clarity
- I am curious to know new things and do new activities
- I like to follow the status quo, and not change the convention

55. Have you taken on any leadership positions in your school or your community?

| | | |
|-------------------------|--------|----------|
| In school | Yes/No | Explain: |
| In Kabaddi/study circle | Yes/No | Explain: |
| In your community | Yes/No | Explain: |

56. Do you feel like you are supported and encouraged by your community?

- a. By family
- b. By friends in school
- c. By friends in my community
- d. By neighbours
- e. By school authorities
- f. By local government
- g. By local organizations
- h. By others
- i. No, I don't feel supported by anyone

QUESTIONNAIRE

10

FOR
BOYS



Agency in girls refers to the capacity of women and girls to take purposeful action and pursue goals, free from the threat of violence or retribution. A growing body of evidence suggests that seeking to shift gender norms (informal rules that impose expectations about behavior that are dependent on gender) relies much on improvements to women's agency (their ability to define and act on goals, make decisions that matter to them, and participate in the economy and public life).

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 - b. Studying in college
 - c. Working
 - d. Working and studying both
 - e. Staying at home
5. If you are not studying, what standard did you leave school in?
 - a. Didn't go to school ever
 - b. Class I-V
 - c. Class V-VIII
 - d. Class IX-X
6. I left school because:
 - a. I don't like studying
 - b. I have to earn money
 - c. I have to take care of my family
 - d. I can't afford school fees
 - e. I was forced to leave school
 - f. My family migrated
 - g. Others
7. Who all live together your family live together?
 - a. Grandparents
 - b. Father
 - c. Mother
 - d. Both Parents
 - e. Siblings
 - f. Uncles/Aunts
8. Does any family member work from some other place?
 - a. Yes
 - b. No
9. Who is the breadwinner in your house?
 - a. Father
 - b. Mother
 - c. Father & Mother both
 - d. Brother/Sister
 - e. Me
10. Who is the decision maker in your household?
 - a. Father
 - b. Mother
 - c. Father & Mother both
 - d. Grandparent
 - e. Brother/Sister
 - f. Me
11. Who does the household chores in your house?
 - a. Father
 - b. Mother
 - c. Siblings
 - d. Grandparents/other family
 - e. Me
12. I think that men and women should share household responsibilities equally.
 - a. Yes, both should share
 - b. No, both should not do same work
13. What household work do you think should be done by:
 - a. Men should do outdoor work
 - b. Women should do indoor work
 - c. Both men and women can do all kinds of work
14. I think education is equally important for both girls and boys.
 - a. I agree
 - b. I don't agree
15. Do you take part in any team/ social activities in your school?
 - a. Yes
 - b. No

16. What do you want to do in the future, after you're done studying?
- I want to study more
 - I want to get a job want to get married/start a family
 - I don't have any plans for the future

17. Have you taken up any training/skilling program outside of school?

| | | |
|---|--------|-------|
| Livelihood Skills | Yes/No | From |
| Financial Literacy (managing money, investing) | Yes/No | From: |
| Entrepreneurship (developing and managing a business venture) | Yes/No | From: |

18. Do you feel like you have enough opportunities in your current locality?

| | | |
|---|--------|-------|
| Livelihood Skills | Yes/No | From |
| Financial Literacy (managing money, investing) | Yes/No | From: |
| Entrepreneurship (developing and managing a business venture) | Yes/No | From: |

19. Do you feel like you have enough opportunities in your current locality?

| | | |
|----------------------|--------|--|
| For education | Yes/No | |
| For employment | Yes/No | |
| For entrepreneurship | Yes/No | |

19. When I'm facing a problem, I go to:
- My family
 - Police
 - Local organization
 - School teachers or principal
 - Friends
 - I don't go to anybody

20. Do you think your locality is safe for you?

- Yes
- No

21. Do you think the locality is safer for boys than for girls?

- Yes
- No
-

22. Why do you feel unsafe in your locality?

- There have been cases of rape/sexual abuse
- There have been cases of theft
- There have been cases of kidnapping/missing children
- The people living here consume alcohol and misbehave
- The people living here gamble
- There are bullies (boys/girls)
- There is no proper lighting after dark
- There are rash drivers
- Others

23. Do you travel alone to/from school?

-
- Yes
 - No

24. What steps do you have to take to be safe?

- Be confident
- Not travel alone
- Learn self-defense
- Protest against wrong
- Ensure lighting
- Not get lured by others
- Know who to call for help
- I don't know how to be safe

25. In the past, have you attended a Prajaak study circle?

- a. I always attend
- b. I attend sometimes
- c. I have heard of it, but haven't attended
- d. I haven't heard of it

26. If you haven't attended study circle, why?

- a. Parents didn't allow
- b. I'm not interested
- c. I don't have the time

27. If you have attended the study circles, why do you like it?

- a. I learn new things important for my safety
- b. I make friends
- c. I can share my problems
- d. I can study

28. What do you want to do in the study circle that is not done currently?

29. I currently have:

- a. An Aadhar card
- b. A birth certificate
- c. Any other identity proof
- d. A bank account

30. Do you know about these government schemes? Which have you taken advantage of?

| Scheme | I am aware | I am not aware | I have used | I have not used |
|---------------------------------------|------------|----------------|-------------|-----------------|
| Sarva Shiksha Abhiyan | True/False | | | |
| Mid Day Meal Program | | | | |
| Swach Bharat Mission | | | | |
| Integrated Child Protection Scheme | | | | |
| Integrated Child Development Services | | | | |

| | | | | |
|---|--|--|--|--|
| Weekly Iron and Folic Acid Supplement Program | | | | |
| Kanyashree | | | | |
| SC/ST Minority Scholarship | | | | |
| Others | | | | |

31. In order to maintain your safety, do you make sure that you:

| | | |
|---|-----|----|
| Don't trust/accept promise of work without verifying | Yes | No |
| Informing authorities before marriage or migration for work | Yes | No |
| Not to get married before legal age | Yes | No |
| Check identity papers before marrying | Yes | No |
| Discuss opportunities with someone you trust | Yes | No |

32. Do you have knowledge about the types of gender based violence?

| | | |
|---|-----|----|
| Child Marriage and legal age of marriage | Yes | No |
| Violence by husband or husband's family | Yes | No |
| Dowry as a reason for wife beating | Yes | No |
| Physical violence (including beating, slapped, getting hit with objects) | Yes | No |
| Emotional violence (criticism, verbal abuse) | Yes | No |
| Sexual abuse (eve-teasing, rape, taking and being used in pornography) | Yes | No |
| Economic violence (like not allowing women to work, taking the women's earnings forcibly) | Yes | No |
| Trafficking of girls and boys | Yes | No |
| Forced prostitution | Yes | No |
| Female infanticide and foeticide | Yes | No |

33. Do you know about the laws against the following?

| | | |
|--|-----|----|
| Child Marriage | Yes | No |
| Child Trafficking | Yes | No |
| Gender Based Foeticide and Infanticide | Yes | No |

| | | |
|--|-----|----|
| Dowry and dowry harassment | Yes | No |
| Domestic violence | Yes | No |
| Law to protect children against sexual offence (POCSO) | Yes | No |

34. If you answered yes, how do you know about them?

- a. From news/radio/facebook
- b. From study circle
- c. From family
- d. From friends
- e. Others

35. If you have ever seen any of the above crimes, or if you see them in the future, what will you do?

- a. Tell a family member
- b. Tell an authority in the government
- c. Tell the police
- d. Call 1098 Childline helpline
- e. Do nothing, I don't want to get involved

36. Do you feel like you are supported and encouraged by your community?

- a. By family
- b. By friends in school
- c. By friends in my community
- d. By neighbours
- e. By school authorities
- f. By local government
- g. By local organizations
- h. By others
- i. No, I don't feel supported by anyone

i West Bengal 4th in India in crimes against minors: Kolkata News - Times of India. <https://timesofindia.indiatimes.com/city/kolkata/west-bengal-4th-in-india-in-crimes-against-minors/articleshow/94139641.cms>

ii Home Ministry Names Worst State In India In Terms Of Child Marriage Among Girls: NDTV. <https://www.ndtv.com/india-news/home-ministry-names-worst-in-india-in-terms-of-child-marriage-among-girls-3412984>

iii UNICEF Global Programme to End Child Marriage: India Country Profile. <https://www.unicef.org/media/111381/file/Child-marriage-country-profile-India-2021.pdf>

iv Census of India 2011. <https://censusindia.gov.in/census.website/data/census-tables>.

FAMILY FGD QUESTIONNAIRE

1. How long have you lived in this neighborhood?
2. How many of you in the family?
3. Which one of you is the financial decision maker in the household? Who makes the decisions about household (like important purchases, family decisions)?
4. Are you currently working? If yes, what do you work as?
5. Who else works in the family?
6. Are your children currently studying? If so, what are they studying?
7. If your children are not studying, what made them drop-out?
8. What are your aspirations for your:
 - a. Sons
 - b. Daughters
9. Who does the household work? Do you share the responsibility?
10. Do you think that educating girls is as important as educating the boys?
11. Do you think it is important for children to play sports?
12. Do you think both girls and boys should be allowed to play sports?
13. Do you think that the neighbourhood is safe for your children? Is it safe for the girls, or the boys?
14. If there is a problem within the community, for safety, who do you go to? Government, police, family-friends, local influential person
15. Have you gone to any of the above for resolving problems in the community? Do you feel like the issue got resolved?
16. Are you aware of any of these government programs, and have you used them for your children?

| | |
|------------------------------------|---|
| Sarva Shiksha Abhiyan | Integrated Child Development Services |
| Mid Day Meal Program | Weekly Iron and Folic Acid Supplement Program |
| Swachh Bharat Mission | Kanyashree |
| Integrated Child Protection Scheme | SC/ST Minority Scholarship |
| | Others |

17. Have you heard of Praajak's group for girls or boys in your area? Does anybody in your family attend this?
18. Do you know what topics get discussed in these groups? Did any Praajak team member discuss this with you?
19. Do you know about Kabaddi for girls, organized by Praajak? Do your children attend this?
20. How does it make you feel, if your child participates in Kabaddi?
21. Have you seen any changes in your children since they have joined the group, or Kabaddi?

KII QUESTIONNAIRE - SCHOOL CABINET MEMBERS/SPORTS CLUB OFFICE BEARERS/WLCPCS/VLCPCS/OTHER INFLUENCERS

1. What is your name?
2. What are you a part of- School Cabinet/ Sports Club/ Municipality/ Ward Office/ WLCPCs/ VICPCs/Others?
3. How long have you been associated with the relevant work?
4. Note gender, age bracket
5. Capture photo
6. What do you think has been the most important achievement of Praajak through the Kabaddi project?
7. What change do you see in the community?
8. Do you see any problems in the way the community is involved?
9. What do you think could have been done better?
10. Who according to you are the champion girls and why?
11. Who according to you are the champion boys and why?
12. Who are the champions in the communities (apart from girls/boys) and why?
13. What impact did the project have in your work/duties?
14. How can you help in sustaining the initiative if the project stops?

KEY INFORMANT INTERVIEW WITH PRAAJAK

1. What kind of services do you provide?
2. How do you recruit people to join the study circle/Kabaddi groups?
3. Is there a reason why you turn anybody away from joining?
4. What are the common problems you witness in the boys who are joining the groups? How does the project plan account for these problems?
5. What are the common problems you witness in the girls?
6. Have you had to change the pedagogy based on the locality? How have you changed it?
7. Are you working with formal entities to ensure the children get what they need? If so, what formal entities are these? Government orgs, other community orgs?
8. What is an area of improvement you haven't been able to tackle yet?

KEY INFORMANT INTERVIEW WITH PRAAJAK

This questionnaire will be administered during FGDs with girls, boys and families

1. What changes did you observe in girls/boys/ in yourself in the last 1 year?
2. Let us prioritise these changes
The 1st 4 changes will be picked up for further questioning.
3. Why did you rank them higher than the others?
4. In how many did you see this change?
5. How do you think this change happened?
6. Who were the important factors/ catalysts for this change?
7. Do you think this change will lead to some greater change in future? What, how?
8. How do you think such changes can be ensured?

GLOSSARY

List of Abbreviations

| | |
|----------|--|
| Tdh | Terre des hommes Foundation |
| OECD | Organisation for Economic Co-operation and Development |
| OECD-DAC | Organisation for Economic Co-operation and Development= Development Assistance Committee |
| SC/ST | Scheduled Caste/Scheduled Tribe |
| ICDS | Integrated Child Development Services |
| GBV | Gender-based violence |
| MSC | Most Significant Change |
| POCSO | Protection of Children from Sexual Offenses |

Glossary of Terms

| | |
|---------------------------------------|---|
| OECD-DAC Criteria | Criteria established by OECD to determine the merit of a project |
| Anwasha Clinic | A West Bengal initiative to provide counselling and medical facilities to adolescents relating to menstrual and other health problems |
| SC/ST Scholarships | Scholarships intended for students belonging to scheduled Castes & Scheduled Tribes |
| Integrated Child Development Services | Scheme targeted at improving health, nutrition, and education of children & women |
| Integrated Child Protection Scheme | A collection of schemes designed to secure the safety and protection of children |
| Sarva Shiksha Abhiyaan | Government scheme aimed at universalization of elementary education |
| Mid Day Meal Program | Country wide school meal program to improve nutritional standing of school-age children |
| Swacch Bharath Mission | Programme to improve sanitation & waste management |
| Weekly Iron and Folic Acid Supplement | Program to address high levels of anemia among adolescent girls and boys in India |
| Kanyashree | A West Bengal state initiative to improve the lives of girls from economically disadvantaged backgrounds |
| POCSO | An act to protect children from sexual assault |
| Childline | A 24/7 free, emergency phone service for children in need |

