



**PILOT PROJECT:
FULL EVALUATION REPORT**

DEAFKIDZ GOAL!



2019-23

Funded by:



Mentored by:



Implemented by:



Submitted by:



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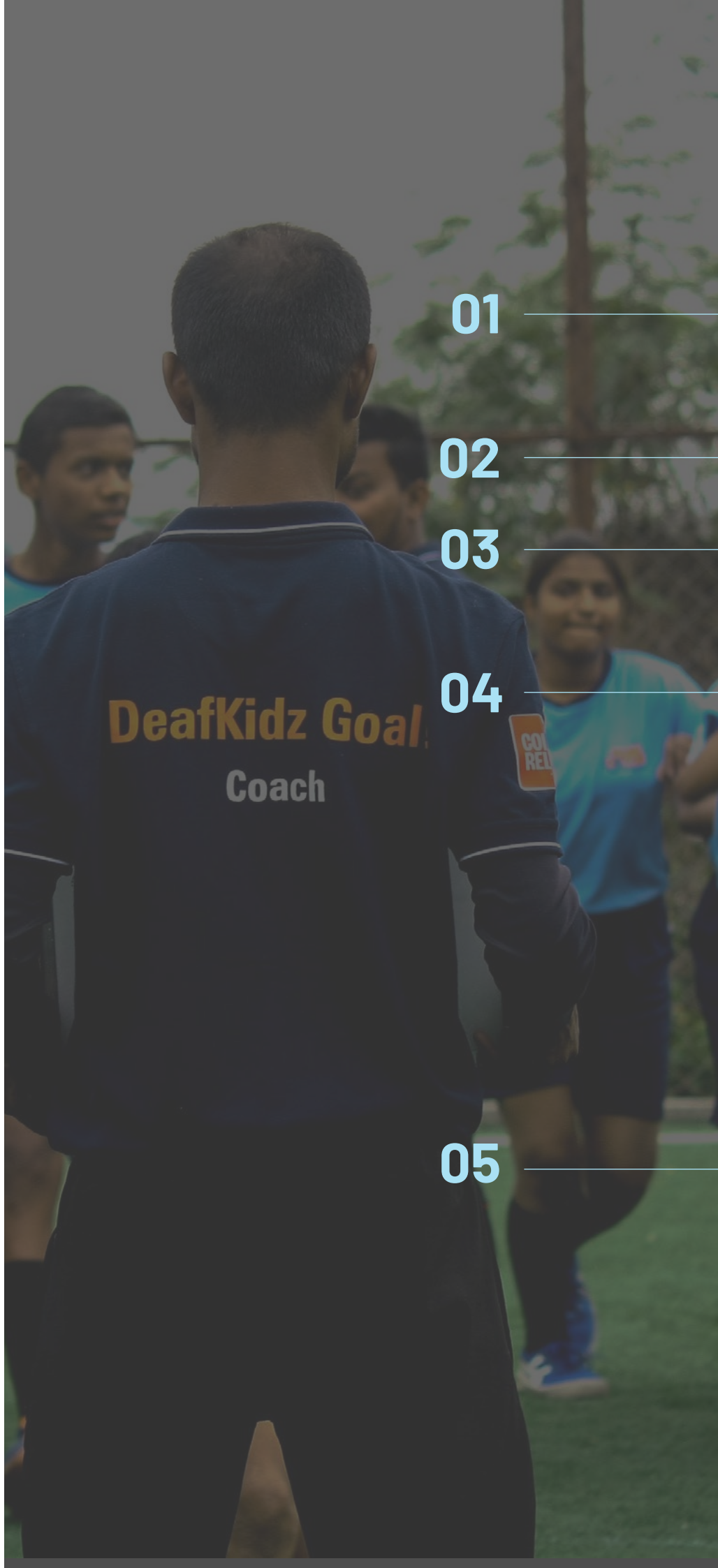
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The niiti study team is deeply thankful to the Deaf Children and Young People (CYP) from Nagpur and the surrounding areas in India who candidly shared their life stories, challenges and aspirations. We are grateful to their families and teachers who welcomed us and gave us a glimpse of their needs, lifestyles and goals.

We are also grateful to the project team and management of Slum Soccer whose dedication and humility touched our hearts.

To DeafKidz International and especially to Jaz who believed in us and guided us patiently throughout the endline evaluation, we are obliged. To Jane, who patiently interpreted our conversations we wish to let you know that your contribution was crucial. To Comic Relief and all the knowledge seekers and fundraisers who may evaluate this report, we thank you for helping DeafKidz International and Slum Soccer transform the lives of so many deaf and bring hope to the lives of many more Deaf Children and Young People (CYP) and their families.





LIST OF ABBREVIATIONS

AIDS	Acquired Immune Deficiency Syndrome
AIFF	All India Football Federation
ATM	Automated Teller Machine
CEO	Chief Executive Officer
CYP	Children & Young People
DKG	DeafKidz Goal
DKI	DeafKidz International
FGD	Focussed Group Discussion
GBV	Gender-Based Violence
HA/ CI	Hearing Aids/ Cochlear Implants
HIV	Human Immunodeficiency Virus
ID	Identity Document
ISL	Indian Sign Language
IT	Information Technology
KII	Key Informant Interview
MCQ	Multiple Choice Questions
MEL	Monitoring, Evaluation and Learning
MHM	Menstrual Hygiene Management
NGO	Non-Governmental Organisation
OECD-DAC	Organisation for Economic Cooperation and Development-Development Assistance Committee
PT	Physical Training
SRHR	Sexual and Reproductive Health Rights
SS	Slum Soccer
UK	United Kingdom



DeafKidzGoal! project won “Football for Good” Award in World Football Summit 2022

The innovative & inclusive DeafKidzGoal! project by Slum Soccer won the prestigious “Football for Good” Award 2022 in World Football Summit. This project was implemented in partnership with DeafKidz International, UK and supported by Comic Relief, UK. The award was presented to Slum Soccer CEO- Dr. Abhijeet Barse at a glittering ceremony held in Seville, Spain on September 29, 2022. WFS is the international event of the football industry, gathering the most influential professionals to discuss the most relevant topics and generate business opportunities.



Dr. Abhijeet Barse, CEO, Slum Soccer after receiving the prestigious 'Football for Good' Award for the DeafKidz Goal! Project in the World Football Summit in Spain in 2022



Dr Abhijeet Barse among the Award Winners at the World Football Summit, 2022



EXECUTIVE SUMMARY

DeafKidz Goal! is a collaborative initiative that uses football to skill deaf individuals in Nagpur, India. The project, spearheaded by DeafKidz International (DKI), a champion of deaf children and adults' well-being and education, continued for 4 years. It was implemented by a not-for-profit called Slum Soccer and was funded by Comic Relief.

The collaboration between DKI and Slum Soccer aimed to enroll & train deaf adults as football coaches through Slum Soccer's tailored curriculum.

The first objective was to make Slum Soccer as an organisation deaf aware and deaf sensitive. The thrust of the project was to further the education of deaf children and young people (CYP) by inculcating life skills among them. The project also strived to cultivate confidence & leadership traits, culminating in co-working opportunities for several deaf young people as football and life skill coaches.

Employing a mixed-method design, the Endline Evaluation Study led by niiti Consulting (an independent, third-party, social enterprise) was conducted in July 2023, applying both quantitative and qualitative methods. The evaluation process included reviewing existing documents, defining learning questions, selecting relevant indicators, creating data collection tools based on stakeholder categorisation, conducting field visits for surveys, focus group discussions, interviews, observations, triangulation, and gathering anecdotal evidence. The Organisation for Economic Cooperation and Development-Development Assistance Committee (OECD-DAC) criteria were used to assess the worthiness of the project.

The study found that the project is very relevant for a city like Nagpur and its surrounding areas first because

of the lack of awareness about deaf people and the absence of deaf role models for the deaf community in the geography. Further, given the lack of deaf inclusion in sports, and limited employment opportunities available to the deaf community in India, this pilot project brings new avenues of skilling for the deaf people and opens up opportunities for employment. These have the potential to secure the financial independence of deaf people in times ahead.

The project is coherent with existing interventions and laws. In the project, the participants were taught about the same through special sessions. The study found that participants displayed a good knowledge of legal provisions, and were cognizant of their fundamental rights. They also knew about Childline.



The intervention has had a phenomenal impact on a variety of stakeholders. First, because of the DeafKidz Goal! project, a recognised organisation like Slum Soccer entered the disability space for the first time.

As this was a first-time experience with the deaf community, a model of using football to direct the energies of the deaf youth and improve their life skills got tested and built.

Many parents and the communities where the deaf coaches and the CYP lived were also positively impacted by the project. **For the parents, it gave hope about their children's future; and for the communities, it increased awareness about deaf people.** Several

schools that participated in the project understood the modern methods of engaging deaf people as opposed to the traditional methods of oralism and rote-based education.

DeafKidz Goal!'s strength lies in its deep ties with the community itself. The programme continued even during the COVID pandemic and the resultant shut-downs with tweaks in the implementation plan. During this time, the programme built personal relationships with the parents to convince them to send their children for training, once the lockdowns had been lifted. **The DeafKidz Goal! nurtured young deaf people to be the ambassadors for the project.** This had a significant influence on the deaf community which now had deaf leaders. As a result, more CYPs are forthcoming to join the initiative. This improves the prospects of successful expansion of the project in the future.



Some of the findings that emerged from a survey that the evaluation conducted with 29 deaf CYPs and discussions with another approximately 70 stakeholders of the project are summarised below.

01

Deaf CYP gained confidence across categories. The percentage of deaf CYP feeling they are not equal to hearing children **dropped from 32% to 10% in the endline.**

02

The choice for team captain changed from friends to 'Best Football player' when baseline & endline results are compared. This showcases the learnings they have had during the programme and their increased team spirit.

03

In endline, majority of deaf children were sure that hearing people respected them, with only 14% claiming otherwise, as against a significant 35% during baseline. This reflects that football tournaments along with other interventions promoted integration between deaf and hearing participants.

04

97% of the deaf CYP were aware of their fundamental rights as a citizen, no one stated that they weren't aware, as against 2% during the baseline, depicting a huge change.

05

During endline, only 10% of deaf CYP responded that they were not comfortable sharing their issues, as against 72% during the baseline. This supportive ecosystem is a good

development showcasing how well-protected they feel now.

06

A majority of the deaf CYP realised the positive changes in themselves ever since they started attending football and life skills sessions organised at the Slum Soccer Academy. **Over 85% of the respondents saw an increase in their physical fitness, whereas over 75% felt the sport encouraged positive thinking.**

07

65% of deaf CYP wish to financially support families, indicating aspirations of a productive & independent future.

08

The project succeeded in creating an inclusive environment for deaf people **where they freely communicated in ISL not only with other deaf people but with many hearing people.**

09

The efficacy of deaf coaches in instructing deaf children has been observed. **The project has thus created ambassadors or role models for the deaf CYP.**

10

The programme extended beyond football, **teaching English and computer skills to enhance earning potential.**

However, evidence and interaction revealed that a significant number of deaf CYP experienced delayed education compared to hearing peers, sometimes over 4 years. Their mothers were mostly homemakers or involved in low-income jobs along with their fathers and both were busy making ends meet. Thus, many parents did not find time to include their deaf children in society. Nor did they know sign language. Also, the majority of the teachers in the deaf schools had undergone special education but were not well-versed in Indian Sign Language. A mix of oralism, gestures and some signs were used to communicate. This it was felt was an area of emphasis in the way forward. Also, some other learnings from the way the DeafKidz Goal! **Project empowered the deaf individuals, combining athletic training with life skills and community engagement led the evaluation team at niiti Consulting to recommend the following:**



Prioritise and champion Indian Sign Language



Explore further avenues to improve football skills and opportunities



Have more football tournaments where the deaf people and the hearing play together to help inclusion of the deaf people in the larger society



Integrate career guidance into the project in the future



Scale-up the project in the present geography and initiate it in new geographies in India



THE RESULTS TABLE AT A GLANCE

● Target Numbers

● Achieved Numbers

2019 – 2022 (3 YEARS)

OUTCOME 1:

Slum Soccer will be better equipped to support deaf children and young people (CYP)



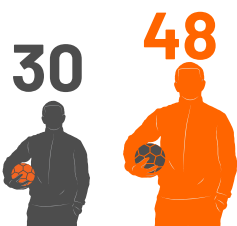
OUTCOME 2:

Deaf children and young people (CYP) will have increased life skills including personal safety

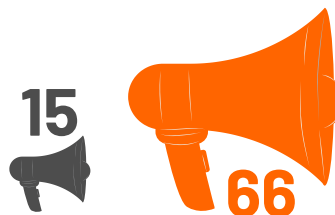


OUTCOME 3:

Deaf children and young people (CYP) will develop leadership skills



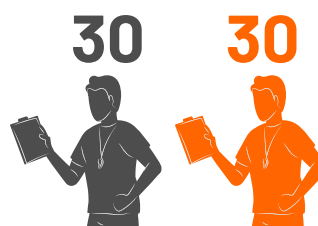
30 deaf CYP will progress from the Life Skills programme to complete the Leadership course (Game Changers)



15 deaf CYP will become ambassadors for the project

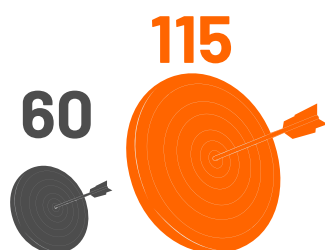


Deaf CYP who take part in the leadership course report having increased confidence, positivity and leadership skills

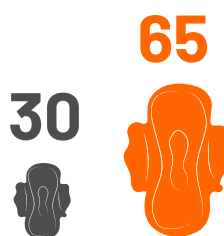


Deaf leaders 'graduate' will go on to lead their own sessions

ONE-YEAR EXTENSION (2022-2023)



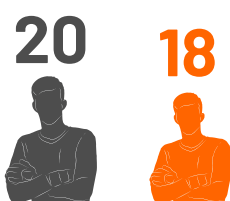
60 new registered deaf CYP for the life skills programme (DeafKidz programme)



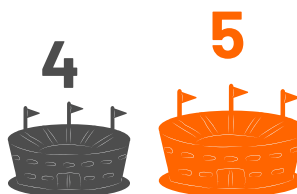
Menstrual Hygiene Management (MHM), GBV and SRHR workshops for 30 deaf girls



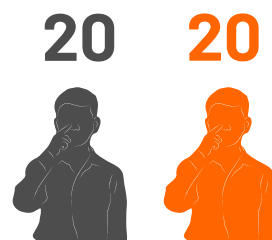
Refresher training workshop for deaf coaches



Leadership training workshop for 20 new registered deaf CYP



4 x inclusive football tournaments to foster the integration of deaf and hearing CYP and to promote deaf awareness and the power of inclusion



(Covering more than 55 people)

Deaf sensitisation and introduction to basic Indian Sign Language workshops for 20 families of deaf CYP to improve communication between the participants and their family support network

KEY ACHIEVEMENTS

65%

of deaf CYP wish to financially support their families

97%

of the deaf CYP were aware of their fundamental rights as a citizen, as against 2% during the baseline.

Over

85%

of the deaf CYP saw an increase in their physical fitness, and over 75% felt the sport encouraged positive thinking.

Only

10%

of deaf CYP responded that they were not comfortable sharing their issues during endline, as against 72% during the baseline.



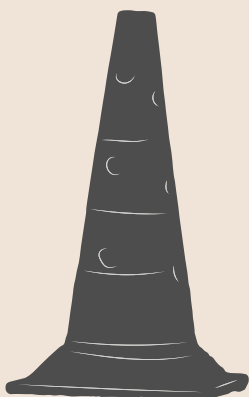
Community-based sessions continued to reach deaf children and young people (CYP) **throughout Covid while deaf schools were closed!**



A member of the **Slum Soccer staff completed official Indian Sign Language Interpreter training** to become a qualified interpreter!




The DeafKidz Goal! project team can now **sign ISL fluently to communicate with deaf people** involved in the project!



DeafKidz Goal! was **selected as part of the Commonwealth Games promotions** in Birmingham UK!



STUDY BACKGROUND



Any transformative approach actively examines, questions, and influences rigid societal norms and imbalances that arise from a lack of awareness. DeafKidz Goal! sought to achieve this transformation of deaf children and young adults, using football as a means of development. The project moved beyond increasing awareness of the deaf community, by influencing their parents, teachers, and communities to different extents. For the individual

self-improvement of the deaf participants, the project imparted life-skill training to help them recognise and address their opportunities with confidence. This was augmented through leadership skills development: which allows the deaf trainees to, in turn, inspire their peers, and other children & youth.

The DeafKidz Goal! project was implemented by a not-for-profit organisation called Slum Soccer in Nagpur and surrounding areas in India.

How did the idea of DeafKidz Goal! come about ?

For Jaz Mann, a Senior Programmes Lead at DeafKidz International and a profoundly deaf person himself, the shortcomings of being a deaf person are a lived experience. Thus, Jaz makes constant effort through a variety of means to improve the lives of the deaf people, especially in underprivileged societies where the missed opportunities of life usually magnify. To Jaz, an Indian by birth, who himself played for the Derby Deaf Football Club in the UK, empowering the deaf people in India through football was almost a natural choice. Slum Soccer a not-for-profit organisation headquartered out of a tier 2 city called Nagpur in India that had proven how football can transform the lives of children and youth, was found to be a good fit for piloting the project. Thus began the story of the project “DeafKidz Goal!” in India. The collaboration between DeafKidz International and Slum Soccer to roll out the project successfully over 4 years was a grand success. The intent, flexibility and hard work of both organisations made the pilot successful.



Jaz Mann, Senior Programmes Lead at DeafKidz International

Slum Soccer's Founder Prof. Vijay Barse along with the management strongly believe that the very act of kicking a football is therapeutic in nature.

Using its indigenous football training model, Slum Soccer builds life skills, camaraderie, acceptance, confidence, and discipline among its trainees.

Through football, it also raises general awareness on issues such as financial savings, nutrition, HIV/AIDS, hygiene, child rights, etc. Frequent training programs are held to tackle important topics, including importance of formal education, football development, Youth Leadership, COVID-19, Rights, Inclusion, Menstrual Hygiene and Awareness, and more.

This project called DeafKidz Goal!, funded by Comic Relief was implemented over 3 years (2019/20 – 2021/22). Later it was extended for another 1 year (2022/23), given that the pandemic upset the world and interrupted life all around. It successfully trained a cohort of deaf people to become coaches who are now themselves delivering life skills programmes to marginalised deaf children through the platform of football using the natural language of communication of the deaf people. It empowered the deaf children to develop their educational potential and undergo leadership training course to become champions and role models. The project has established referral pathways for deaf children about their self-protection and safety needs. Further, the project successfully



integrated the deaf people and hearing children to reduce the stigma/taboo relating to deafness. For Slum Soccer who were working with the deaf people for the first time, the entire journey was

an enriching learning experience that everyone cherishes. As an organisation, it was a new avenue of work to which they have committed themselves now.

This report is a result of a study commissioned by DeafKidz International to niiti Consulting Pvt Ltd, to conduct an independent third-party Endline Evaluation of the DeafKidz Goal! project in July, 2023.





ENDLINE EVALUATION APPROACH AND METHODOLOGY

The objective of the study was to **evaluate the implementation of DeafKidz Goal! project at the end of 4 years (3 years + 1 year extension)**, in which DKI & Slum Soccer sought the development of deaf children and adults through football.

The study used a mixed method in design, adopting both quantitative and qualitative approaches to determine the developmental trajectory of the DeafKidz Goal! project.

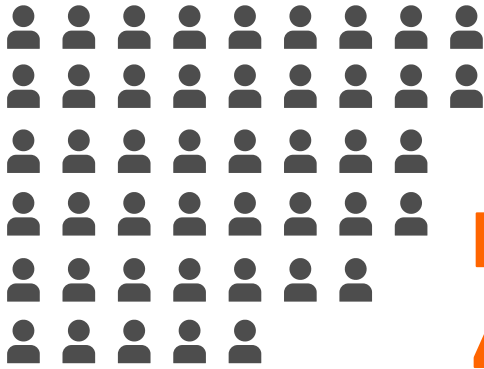
Through an optimal variety of engagement strategies that combined informal conversations with formal discussions, surveys and interviews, the evaluation team ensured participation of all stakeholders of the project.

The steps followed during evaluation were as under :

- **Review of existing documents**
- **Determining the goal, objectives, and learning questions**
- **Shortlisting indicators: determining questions that would reflect on the indicators**
- **Designing data collection tools after stakeholder stratification**
- **Field Visits for fulfilling the following - Survey, focus group discussions, key informant interviews, direct observation and triangulation**
- **Collection of anecdotal evidence**

The evaluation relied on a sample of respondents chosen from different strata of interventions undertaken to conclude about the target population covered by the project. Other means of evaluation like review of documents, formal and informal interactions with different project stakeholders were undertaken to gauge the success of this pilot project in India.





Purposive sampling was used to select the survey respondents. Focus Group Discussions (FGDs) and Key Informant Interviews (KIIs) were used to collect information and fathom perceptions of

nearly 46 individuals.



STAKEHOLDER

DKI (DeafKidz International)

Slum Soccer

D/Deaf CYP (Children & Young People)

Parents /Caregivers

Principal/School Teachers

Social Welfare Office Bearers



SAMPLE REACHED

1

7 Team Members

29 Surveyed ,
26 in FDGS

4

5

1

Both quantitative and qualitative data were relied on to arrive at the findings. The data collection methods used to collect primary data included

- Survey
- Focus Group Discussions
- Key Informant Interviews
- Demonstration of Life Skill Session
- Demonstration of Mixed Group (boys and girls) football



Group picture after football demonstration by Deaf CYP with representatives from niiti, DKI & Slum Soccer

Details of Stakeholders covered through Key Informant Interviews and Focus Group Discussions during the evaluation are detailed in the table

Focus Group Discussions

Principal and teachers of Mook Badhir Nivasi Shala, Saoner (Deaf & Dumb Residential School, Saoner)

Principal and teachers, Bharat Muk Vidyalyaya (Bharat Deaf School), Nagpur

Deaf CYP (Children & Young People) (5 batches)

Deaf Coaches (2 batches)

Slum Soccer Project Staff

Parents of Deaf CYP (2 batches)

Key Informant Interviews

Prof. Vijay Barse

Founder, Slum Soccer

Dr. Abhijeet Barse

CEO, Slum Soccer

Jaz Mann

Senior Programmes Lead,
DeafKidz International

Sajid Jamal

Project Manager, DKG!

Mahima Barse

Project & MEL Coordinator, DKG!

Pankaj Mahajan

Project Coordinator, DKG!

Shivani Chaudhari & Shiba Markas

Sign Language Interpreters, DKG!

Mr. Pravin Mondhe,

District Assistant Social Welfare Officer

The data collection tools used to obtain secondary data include

- Research
- Review of existing documents
- Review of baseline
- Review of outcome tracking sheet

Analysis of data was done in three layers. Data collated from existing outcome tracking sheets, 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 **29 Deaf CYP**.

The Organisation for Economic Cooperation and Development-Development Assistance Committee (OECD-DAC) has defined six criteria for evaluation of a development programme, to identify the merit of an intervention to make accurate evaluative judgements for the future. These are:



Relevance



Impact



Coherence



Sustainability



Effectiveness



Efficiency

The evaluation was cognizant of the OECD-DAC criteria, and the results are elucidated in the first section of findings. It brings forth a summative inference of the evaluators with regard to all of them except for efficiency which was outside the scope of the assignment. Outcome-wise analysis delineating the project follows thereafter.

The recommendations made in the report are based on the data analysed, field observations and niiti's understanding of the sector from its experience with other projects involving sports as a medium of transformation, and those enabling and empowering the deaf people.

ETHICAL CONSIDERATIONS

The research & assessment followed all the necessary ethical considerations required of a project working with children and young people. All the processes were in adherence with the regulations laid down in the following documents:

- DeafKidz International Child Protection Policy
- DeafKidz International Data Protection Policy
- DeafKidz International Code of Conduct
- DeafKidz International Safeguarding Vulnerable Adults Policy
- DeafKidz International Whistle Blowing Policy





FINDINGS AND ANALYSIS



ANALYSIS USING ORGANISATION FOR ECONOMIC COOPERATION AND DEVELOPMENT–DEVELOPMENT ASSISTANCE COMMITTEE (OECD–DAC) CRITERIA

The OECD-DAC criteria is an evaluation metric developed by the OECD-DAC to assess the merits of an intervention in a holistic manner. The DeafKidz Goal! Project was evaluated on the basis of the OECD-DAC criteria except for that on efficiency since financial assessment was outside the scope of the endline evaluation framework mutually determined by DeafKidz International and niiti Consulting.



RELEVANCE

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

The targeted population of the project were the deaf children and young people, and their hearing peers in Nagpur, India. There was a lack of deaf inclusion in sports, and due to the limited number of employment opportunities available to the deaf community in India. Thus, **sports training could open up new avenues for jobs and secure economic independence of the deaf people involved.** It also provided a unique, social way of integrating the hearing and deaf communities. There are quite a few deaf schools and inclusive schools in and around Nagpur city, implying a significant presence of the targeted deaf CYP in the area as well. All these factors made the project very relevant to the geography chosen and the beneficiaries targeted.



COHERENCE

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

Sports in India, especially at the grassroots level, has been enjoying the spotlight, especially due to government sanctioned programs, such as Khelo India. The government of India has also recently recognised the importance of including persons with disabilities in sports through programs like Awareness Generation and Publicity Scheme of the Government of India, which seeks to create facilities for Persons with Disabilities to participate in sports, and National Fund for Person with Disabilities, which focuses on recognising and supporting persons with disabilities who are excelling in sport.¹ **The DeafKidz Goal! programme was a good fit within the broader government vision and interventions, and has evolved to become a good model for grassroot sports development.**

¹ https://www.nhfdc.nic.in/upload/nhfdc/Persons_Disabilities_31mar21.pdf

Furthermore, raising awareness of legal protections and rights that was an important component of the project, and the participants learnt about the same through special sessions during the project. To the evaluation team the deaf CYP displayed knowledge of legal provisions and their fundamental rights. Majority were aware about the Childline.



Impact

What difference does the intervention make?

The intervention has had a phenomenal impact on a variety of stakeholders. First, because of the DeafKidz Goal! project, a recognised organisation like Slum Soccer entered the disability space for the first time. As this was a first-time experience with the deaf community, a proven model of using football to direct the energies of the youth living in slums towards positivity was applied. **This community, which is deprived of equal opportunities in life because of exclusion, got an opportunity to play.**

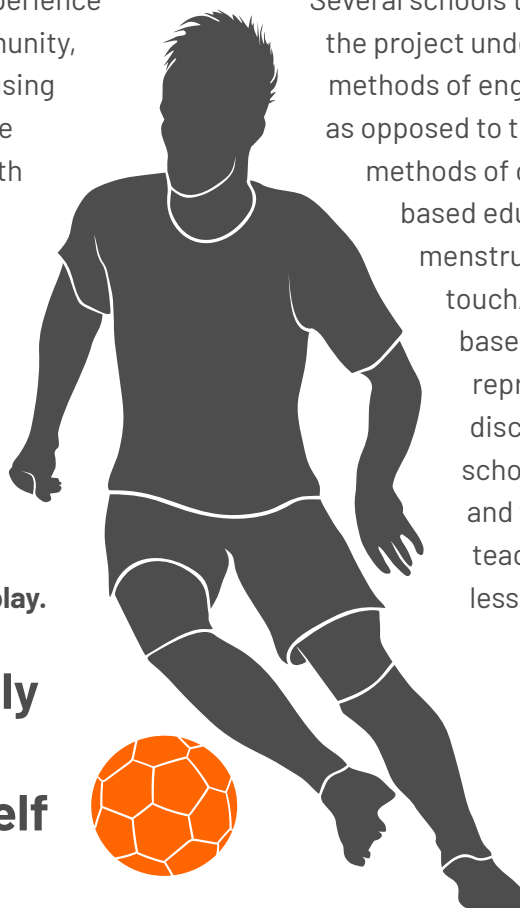
As Slum Soccer rightly puts it, the act of kicking a ball is in itself a liberating feeling.

This is something that the CYP who participated in the project enjoyed. It is through football and the various other interventions (like those on life skills undertaken during the project) that the CYP have grown more confident about themselves and their future. This was evident among those who frequented the Slum Soccer turf to play the game.

Many parents and the communities where the deaf coaches lived were also positively impacted by the project.

For the parents, it gave hope about their children's future; and for the communities, it increased awareness about deaf people.

Several schools that participated in the project understood the modern methods of engaging deaf children as opposed to the traditional methods of oralism and rote based education. Topics like menstrual hygiene, good touch/bad touch, gender-based violence, sexual reproductive health were discussed openly in these schools for the first time and were accepted by the teachers as important lessons in life.





Glimpses of football sessions with school & community



EFFECTIVENESS

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

The project succeeded in fulfilling all the targets determined at inception. It is true that the COVID-19 pandemic disrupted the activities and strategy of the project for a while but it could not dampen the project in any way. It led the implementers to change their modus operandi, by using the community instead of the school as a launching platform for the deaf participants. The first few months were challenging, especially with limited access to interpreters. However, the success of the project in training inhouse interpreters over the course of the project, and nurturing deaf adults as deaf coaches proved to be very effective in meeting the project objectives. The emphasis of the Slum Soccer management in building a team with the right attitude, as iterated by their CEO, Dr. Abhijeet Barse, has gone a long way. To cite an example, the

innovative introduction of a new format of football where the deaf players and the hearing players play together is a story of successful and effective inclusion.



SUSTAINABILITY

Will the benefits of the project last?

DeafKidz Goal!'s strength lies in its deep ties with the community itself. The project continued during the COVID pandemic and the resultant shut-downs with little alteration of the implementation plans. During this time, the project team built personal relationships with the parents to convince them to send their children for training, once the lockdowns were lifted. Moreover, DeafKidz Goal! empowered young deaf people to become ambassadors for the project. These ambassadors exerted influence over deaf community as leaders and continue to do so. As a result, more CYP are forthcoming to join the initiative. This improves the prospects of successful expansion of the project in future.



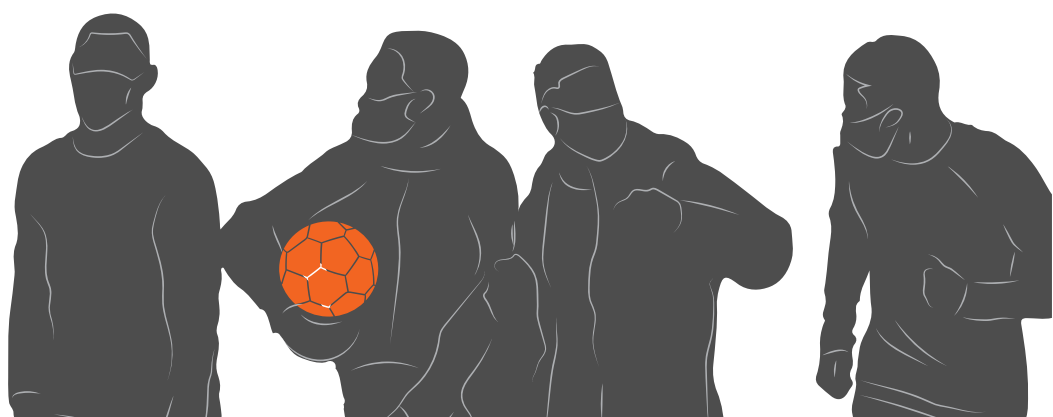
DKG Team interacting with community during COVID times

The project did not restrict itself to the boundaries of Nagpur city but reached out to deaf schools in the surrounding areas, to ensure maximum participation of deaf CYP. Both of these factors have enhanced the outreach of the project, which will definitely contribute towards its sustenance.

Through the deaf awareness training, the project enabled Slum Soccer to become a more inclusive and a deaf-aware organisation that is now committed towards improving the lives of the deaf CYP beyond the DeafKidz Goal! project.

To sum up, it can be said that the skilling of 15 young men to become coaches with an E License, the inhouse skilling of a project staff who undertook

a full-fledged interpretation course from a premium institute in Mumbai, the training of another staff through online classes and videos to learn ISL, the skilling of deaf adults to become coaches are incredible stories of success that add to the sustainability of the project. The fact that many of the deaf CYP regularly visit the Slum Soccer office looking for an opportunity to play without being called also prove their comfort with the place and the people as their second home where they love to come to play and to interact with so many others of their kind, to giggle and mingle without any hesitation or worry. The safe place and space created is the biggest achievement of the project that is likely to lead more CYP to the organisation, only to benefit from the same.



OUTCOME 1:

SLUM SOCCER WILL BE BETTER EQUIPPED TO SUPPORT DEAF CYP



TARGET I :

100 Slum Soccer Staff And Partner Associates Will Be Deaf Aware

ACHIEVEMENT: As against the targeted 100 people, 170 slum soccer staff and partner associates have become deaf aware.

The entire Slum Soccer Academy is a deaf friendly space now. No one looks around to gape at anyone signing instead of speaking. Props and tools like small portable white boards and markers are kept handy for anyone to use who fails to communicate through signs. The organisation has sensitised the community around as well. The drivers of shared autorickshaws (a popular three-wheeler vehicle used as public transport) commuting children from the bus stop to the academy are also at ease as are the shopkeepers nearby.

Some staff members went an extra mile to become proficient in the Indian Sign Language.

Slum Soccer has Shivani who is proficient in Indian Sign Language

An ex-student of Slum Soccer & now the full-time Sign Language Interpreter in the project, Shivani Chaudhari was so inspired by the project that she did a fulltime 2-year Interpretation Course at Ali Yavar Jung National Institute Of Speech And Hearing Disabilities Divyangjan in Mumbai. Slum Soccer sponsored this young lady who is now an asset to the organisation. She is a qualified interpreter as well as a football coach in the DeafKidz Goal! project.

Most importantly, she is a 'friend' to most deaf CYP associated with DeafKidz Goal!.



Shivani assisting a football coaching session on-field

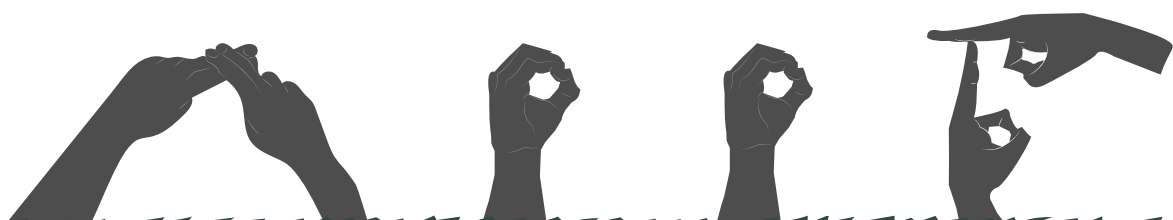
A life Coach: Shiba

Shiba Markas is one of the coaches who underwent deaf awareness & ISL training as a part of the DeafKidz Goal! Throughout the project implementation period, she has learnt a great deal about how to motivate both deaf children and their parents. In fact, now, she has become a mediator between parents and deaf kids whenever a problem arises between them. She counsels the parents when they won't let the children take sporting lessons. She also counsels the children on personal issues affecting them. A phenomenal example of how language barriers can be broken, Shiba is a role model for all of us to follow and now one of the official Sign Language Interpreters in DeafKidz Goal!.



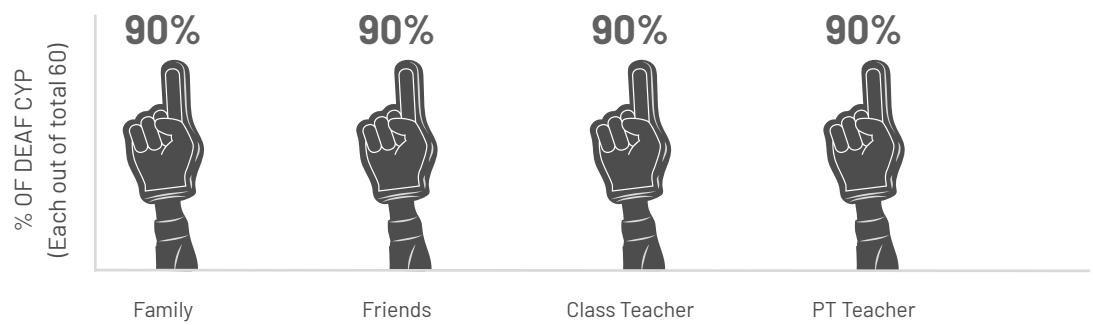
Shiba (left-most person) assisting communication on field

While it was heartening to know that the deaf people associated with Slum Soccer have strong personalities like Shivani and Shiba (Sign Language Interpreters) to support them, it was important to understand who the CYP feel most supported by. Thus, in the survey, when asked who respects their knowledge & ability, and encouraged them, deaf friends at football topped the list yet again at 93%, followed by deaf friends in school & locality at 83%. Over half the respondents felt supported & respected by their football coaches, siblings, and school teachers. Hearing friends ranked last in this list: with only 1/3rd the respondents feeling respected by their hearing peers, surprisingly, parents also ranked low, with only 44% believing their parents supported and respected their abilities.



Baseline Data

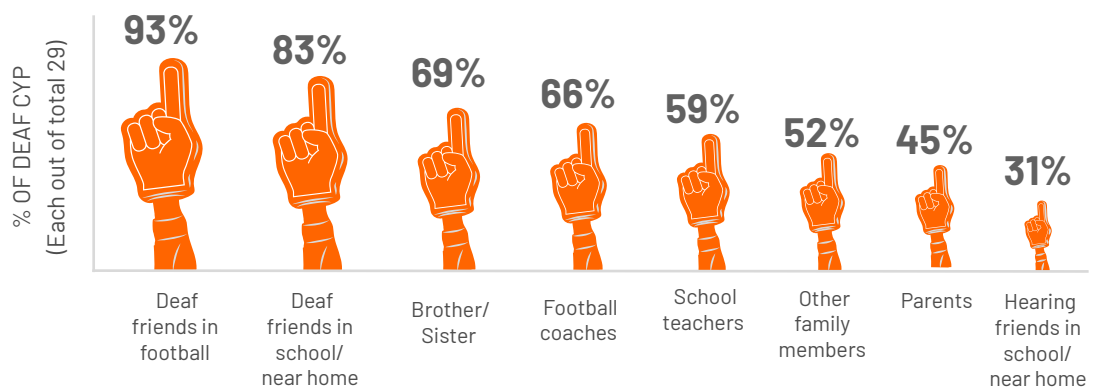
Who do you think respects your knowledge and capability?



TYPE OF PEOPLE WHICH DEAF CYP INTERACT WITH

Endline Data

Who do you think respects your knowledge & capability or support/encourage you?



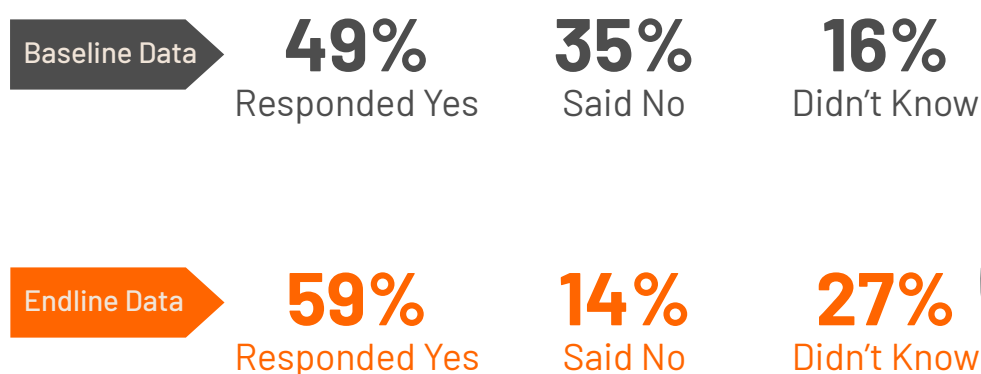
TYPE OF PEOPLE WHICH DEAF CYP INTERACT WITH

It is clear that while the deaf CYP thought that they can equally interact with family, friends, class teacher and PT teacher during baseline, their perception of communication has evolved during the DeafKidz Goal! project period. During the Endline, deaf friends in football followed by those in school/near home stood out as those with whom they interact most.



On enquiring whether the CYP felt included and respected within a hearing population, interactions didn't reveal any strong pushback. Two questions in context asked through the survey showed that from the perspective of deaf CYP, **59% were sure hearing people respected them while a good 73% of the respondents felt that they respected hearing people. Interestingly, in the baseline, 49% opined that hearing people respect them while 100% had opined that they respect hearing people.** This transition of thoughts could have evolved from the fact that the deaf CYP were more conscious about their deaf identity now than they were earlier.

Do you think hearing people respect you?

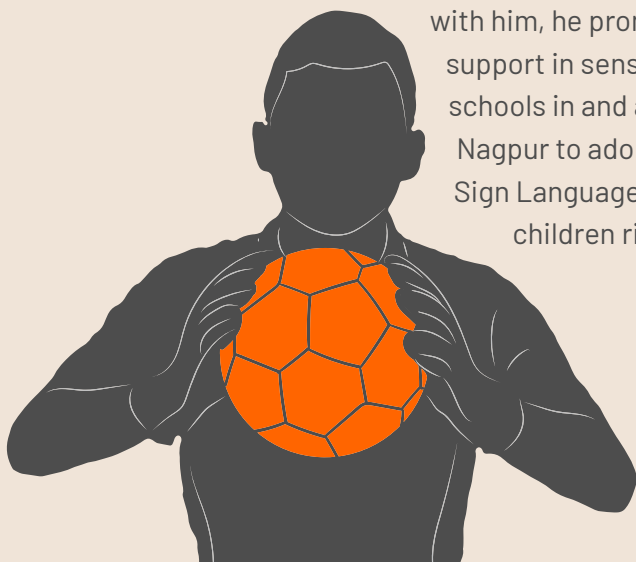


Social Welfare Officer rendering support

We found a friend of Slum Soccer in **Mr. Pravin Mondhe, Assistant Welfare Officer.** Mr. Pravin Mondhe has not only attended football tournaments played by the deaf CYP but also encouraged their progress in schools. In an exclusive meeting with him, he promised to support in sensitising deaf schools in and around Nagpur to adopt Indian Sign Language so that language development is ensured for all deaf children right from school.



DKG! team members with Mr. Pravin Mondhe (Assistant Welfare Officer) post the meeting



ACHIEVEMENT: Deaf CYP cited a positive experience of integration through 6 football tournaments held.

In the DeafKidz Goal! project, the targeted deaf CYP got the opportunity to first learn the game of football and then participate in tournaments that were watched by both hearing and deaf people. This increased expectations of both the deaf people and the hearing from the deaf people and made them an integral part of the general community. To gauge whether the deaf looked at themselves in isolation or as an integral part of a football tournament, the survey questioned the deaf CYP on 'Who was the most important to win a football tournament'. Equal emphasis was laid by the respondents on the goalkeepers, defenders, strikers, and coaches, but more importantly,

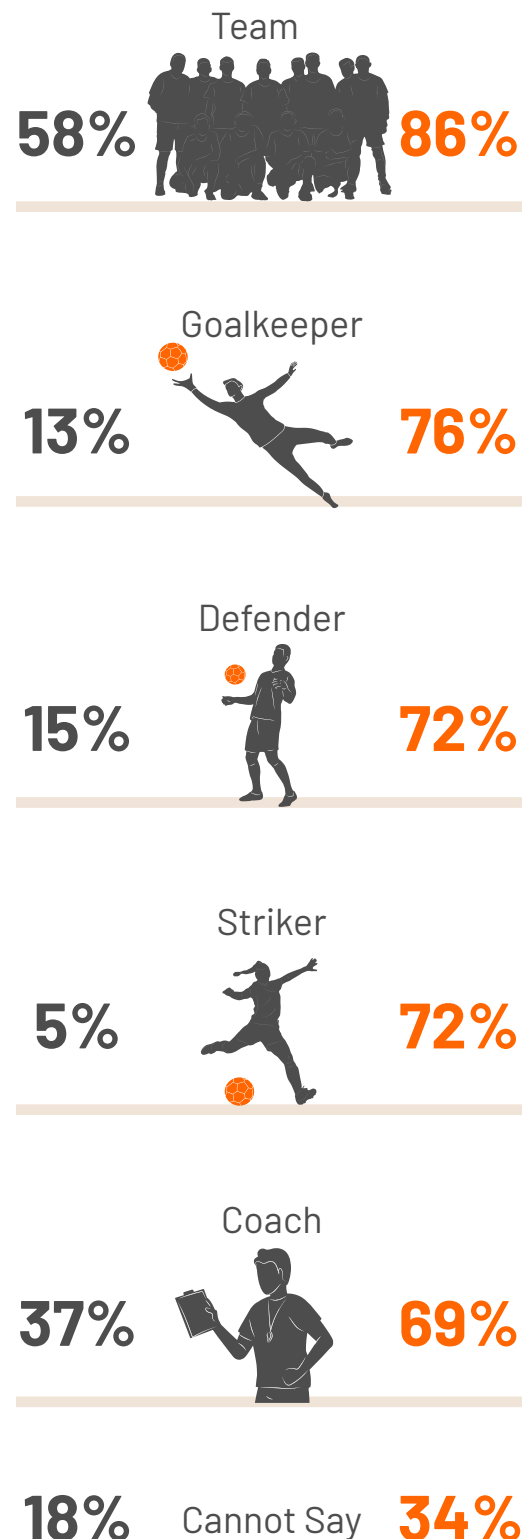
86% of survey respondents (the highest percentage) mentioned that the **entire team was important.**

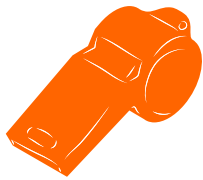
All of these metrics have seen an increase since the baseline, showing that the project has helped the CYP feel integral and gain a deeper understanding of the sport, and of the importance of teamwork and support. Interaction with the deaf CYP both through formal discussions and informal talk made it evident that the game of football was important to them. For some, it was important to win with the right team of players, but for many others it was a feeling of liberation and confidence that they cherished.

To win a football tournament who is most important?

Baseline Data

Endline Data





TARGET II:

15 Deaf people will be trained to become coaches

ACHIEVEMENT: Surpassing their target of 15 deaf people to be trained to become football coaches, DKG team trained 22 of them, who got their E-License certification in football coaching from AIFF (All India Football Federation)!

Sustenance – Accolades to the Deaf Coaches

A good project is successful only if it can sustain itself beyond the project period. It seems that Slum Soccer was very clear with the objective of sustainability right from the initial days of the project. With an innovative approach and a clear understanding that the deaf youth could mature into coaches, Slum Soccer gave them first a leadership training and then sent them to Mumbai to qualify for the E License of football coaching that would enable them to coach other deaf children below 12 years of age. A team

of 15 coaches are now ready and are gradually taking charge of the challenge of continuing to teach football to deaf CYP. Slum Soccer has already tested this model by training Sheetal Kimmatkar and Shyam Raghushie, both deaf people who have been traveling to different schools to teach life skills and football to the deaf children. In a city where sign language interpreters are lacking, Sheetal, otherwise a deaf magician and Shyam who earns his



living by ironing clothes in a laundry shop have fulfilled the vacuum. They train the children and the youth and act as referees during the matches. The young boys who have obtained the E License learn from Shyam and Sheetal (the first two Deaf Football Coaches at DeafKidz Goal!), the skills of motivation as well as football coaching.



Deaf Football Coaches- Shyam Raghuse & Sheetal Kimmatkar

ACHIEVEMENT: Nearly 140 Refresher training workshops for Deaf coaches have been conducted for the deaf coaches in addition to them getting E-License.

The deaf coaches have undergone training at Slum Soccer on a weekly basis over the last 4 years. Thus, on an average it can be said that they have undergone approximately 140 refresher training workshops.



Deaf E-License coaches from Slum Soccer certified by AIFF



TARGET III:

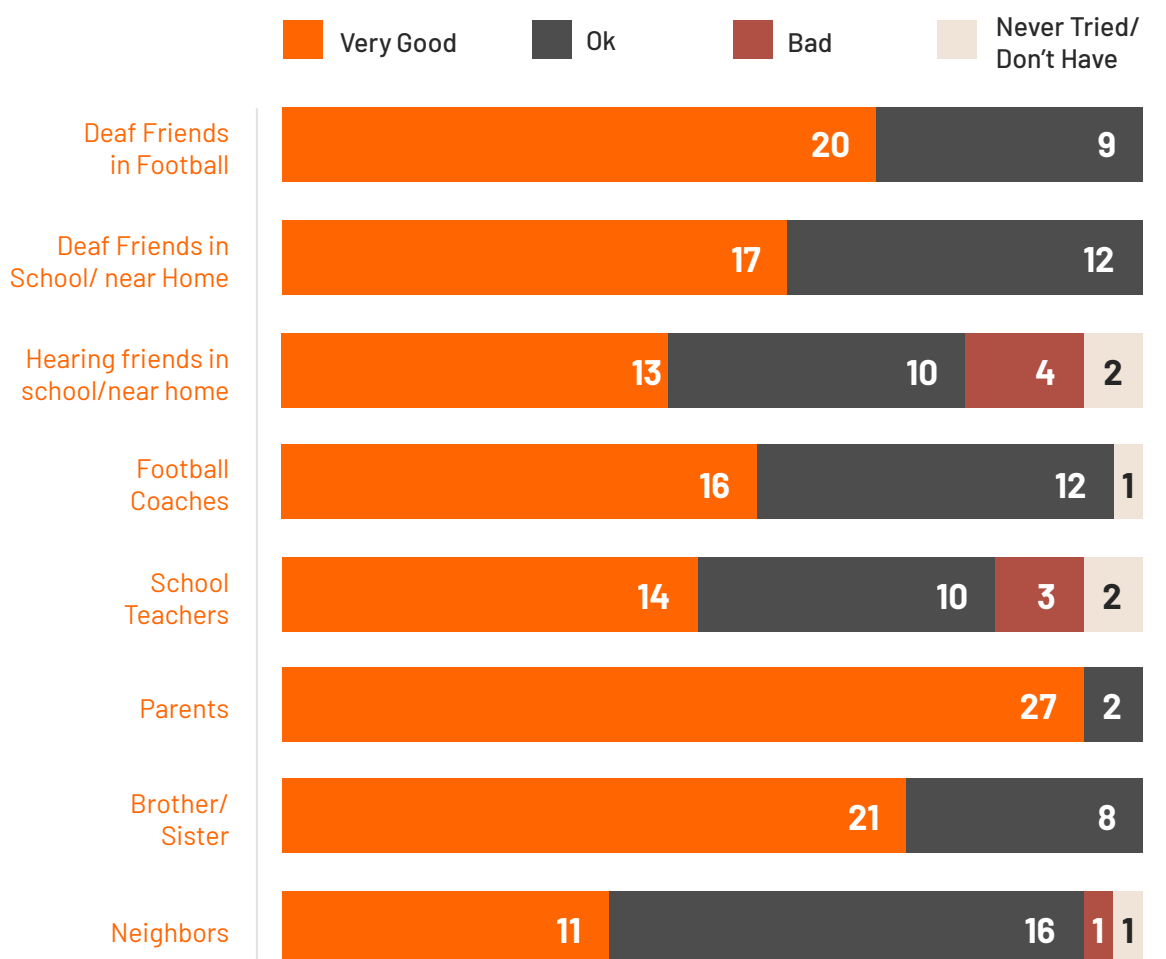
Deaf CYP cite a positive experience of integration through football tournaments

DeafKidz Goal! had a significant impact on the peer relationships between the participants.

Peer support becomes very important, especially if they share Sign Language as a commonality. Peer connections become crucial during adolescent years, when young adults will turn to their peers for advice & motivation.²



Rate your relationship with the following people:



Of the children and adolescents surveyed, the majority stated they had very good relationships with their parents and siblings, with no one reported any bad

² <https://academic.oup.com/jdsde/article/25/2/153/5734496>

relationships with the same. The greatest source of outside support came from deaf friends made through football: with 20 individuals reporting they had very good relationships with their football friends. The most fraught relationships were with the neighbors (with only 11 individuals claiming to have a very good relationship with them) and with hearing friends in school or neighbourhood (where 6 children reported they had a bad or non-existent friendship).

Research shows that greater exposure to a wider variety of social groups can benefit deaf people: since it is through these interactions with diverse groups that they can develop a deeper sense of their deaf identity and reflect the same to their hearing peers.³ The tournaments executed by the DeafKidz Goal! project to integrate the deaf people with the hearing world were thus extremely pertinent.



Deaf & Hearing CYP gathered for Football tournament

³ <https://ncrtm.ed.gov/sites/default/files/library/706/J305.1501.01F.pdf>

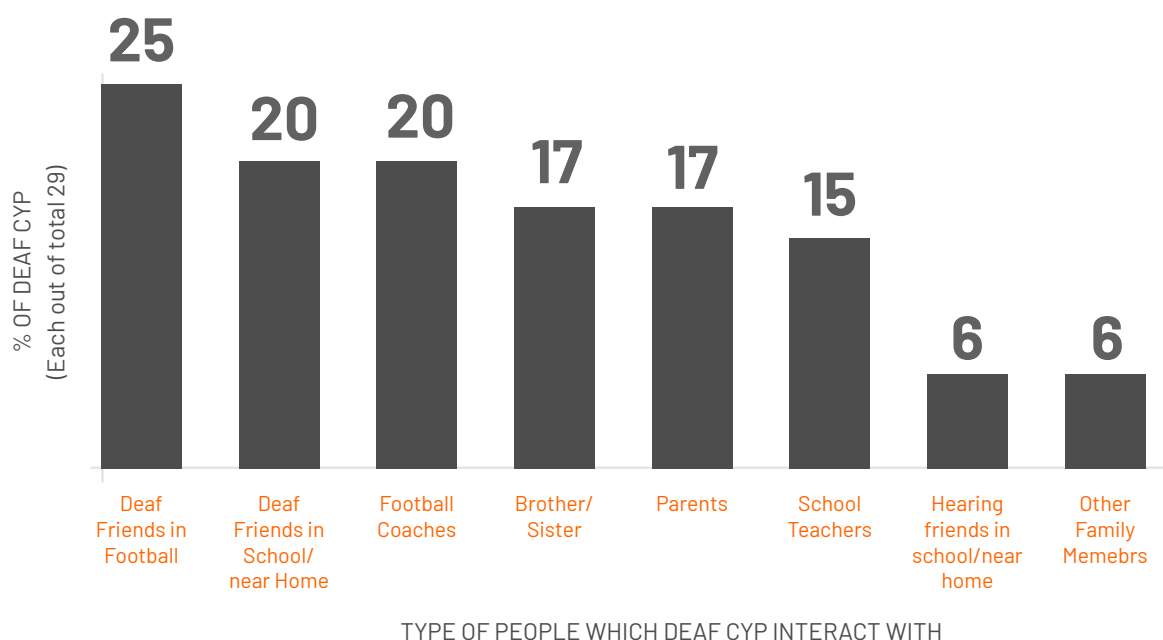


OUTCOME 2: DEAF CYP WILL HAVE INCREASED LIFE SKILLS, INCLUDING PERSONAL SAFETY

The thrust of the DeafKidz Goal! project has been to further education of deaf CYP by inculcating life skills in them. Slum Soccer with the help of DeafKidz International thus designed a comprehensive curriculum to impart life skills to the deaf CYP using football among other things. During the Focus Group Discussions when deaf CYP were asked what did they learn, majority thought **time management and communication** were important skills taught to them. According to a few, **ability to follow instructions and problem solving** were also valuable learnings.

The evaluation team realised that communication was yet another skill that participation in project has helped foster in the deaf CYP. Through the life skill sessions, the deaf CYP understood ways of communication along with its importance. They also learnt how to follow instructions for smooth completion of any given task and the art of listening to others. Usually, communication is a big barrier faced by deaf people in India, especially due to the lack of Indian Sign Language (ISL) proliferation among the hearing population. This has affected the socialisation & inclusion of the deaf community, especially with the hearing world. To understand whether this was true for the deaf CYP who had been a part of the DeafKidz Goal! project, the survey probed into who were the deaf CYP comfortable communicating with.

You can easily communicate with?



As evident from the graph, majority of the respondents felt most confident communicating with their deaf friends in football (86%), followed by their deaf friends in school or neighbourhood and their football coaches (both 69%). More than half the respondents felt they could communicate easily with their parents, siblings and school teachers. The lack of inclusion faced by deaf children and young people became further evident when they confided that they felt the lowest level of comfort when communicating with hearing friends in their school and neighbourhood, and with other family members.

One of the biggest benefits of using sports as a platform to skill was that it inherently enhances camaraderie & team building. These skills improve integration and inclusion, both very important for the deaf people.



**Tayyaba in action
on-field**

Tayyaba, includes herself first and her deaf peers for a more integrated society

Tayyaba, a profoundly deaf girl born to a family of 7 living in a slum in the fringes of Nagpur was left to grow up in isolation. Though she went to a deaf school but her parents and especially the father rarely communicated with her. She was 17 years old and yet she didn't know what her father did. Once

empowered through the Slum Soccer interventions, Tayyaba wanted the interpreters to help her douse her curiosity about her father's profession first. On realising the need for communication, an empowered

Tayyaba now creates new pathways of gender equality and inclusion for herself and her deaf peers.

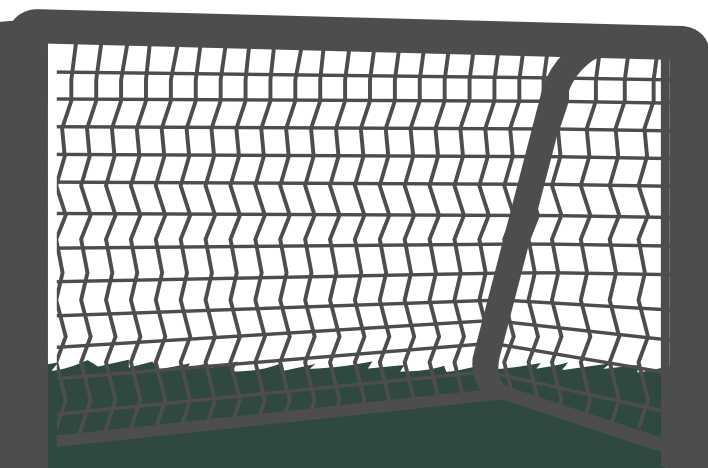
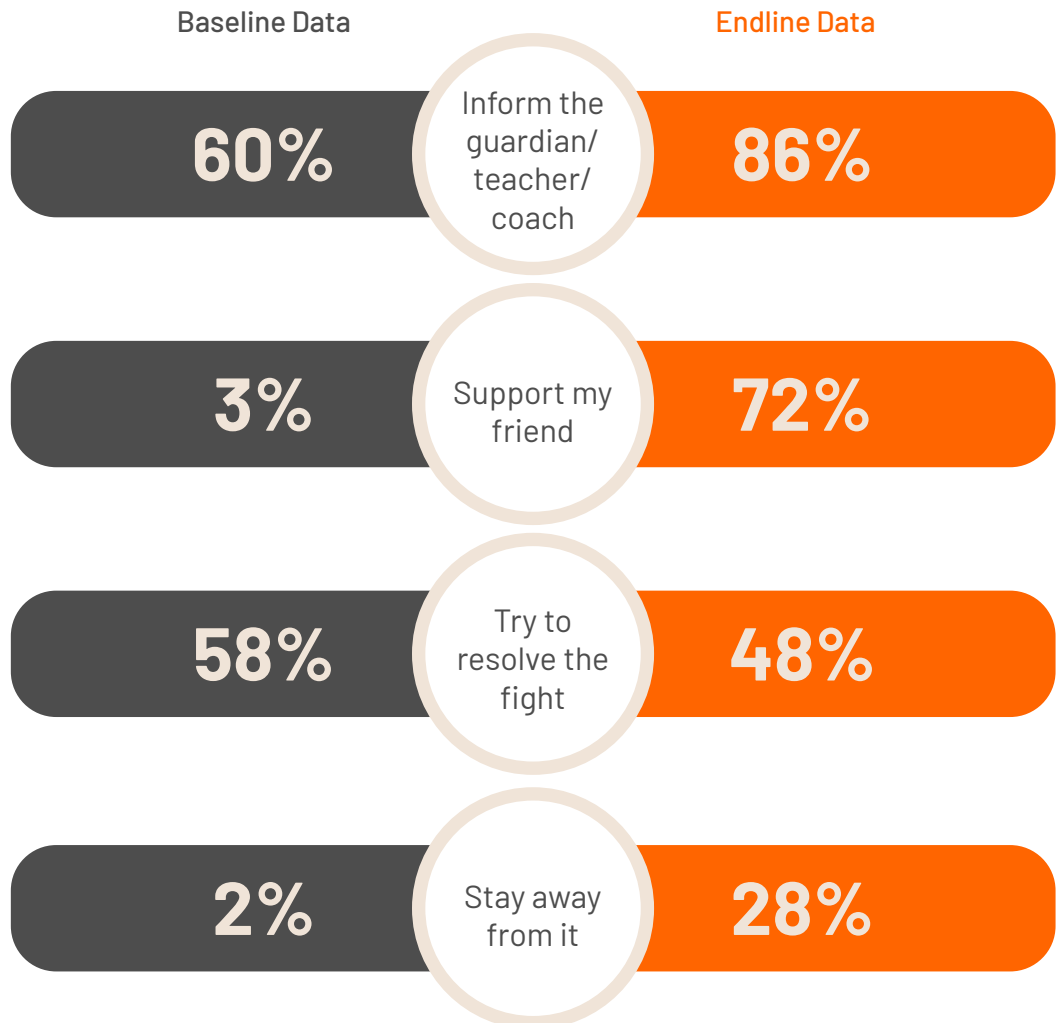


“I never imagined my daughter would take me to task by complaining to her coaches Chhaya and Shiba about my not communicating with her sufficiently and for ignoring her needs. Now, she is also interested to know how we make ends meet!”

-Tayyaba's Father

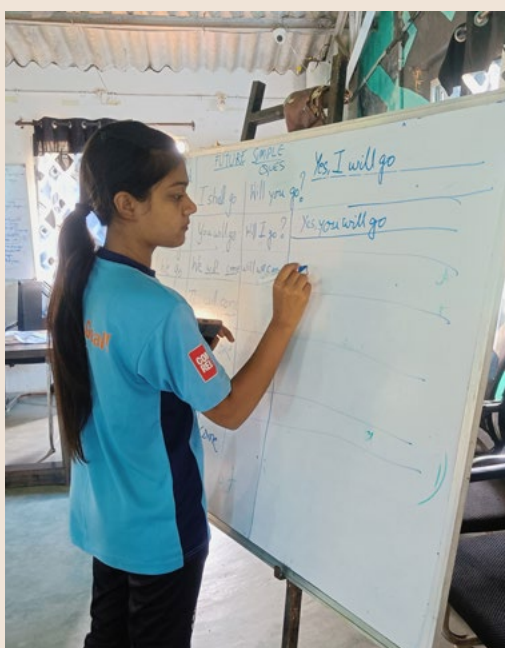
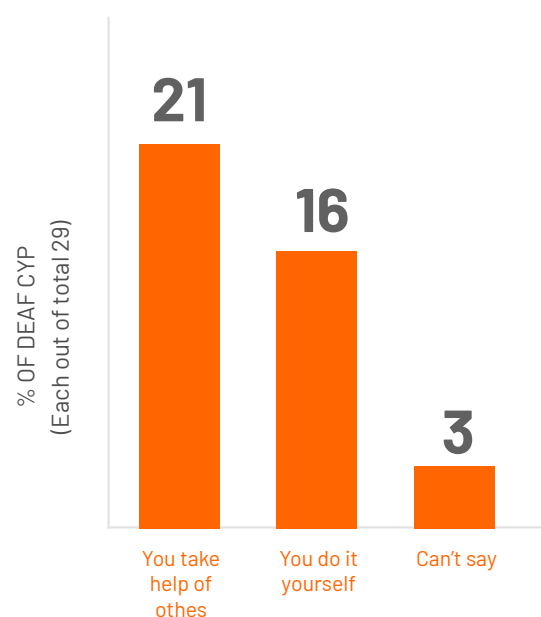
Of the 29 respondents who revealed their response on seeing friends fighting, 25 opined that they would seek help of authority figures (like the coach, teachers, or a guardian), 21 said that they would stand in support of their friend in such a situation, with only 8 out of the 29 saying they would stay out of it entirely. Each metric has had significant improvement since the baseline.

When I see my friends fighting I :



To understand how the deaf people dealt with problem solving some related questions were asked. The discussions indicated that while some were very keen to help, some were aloof. Both groups however confided they would first attempt to understand the problem before offering help. This showed that the life skills training had made them savvier than before. Majority of them realised as is evident from the survey that they still require help from others to complete an assignment.

If you are given an assignment :



Dipali during a life-skills session

A nose pin, a topknot hairstyle and a soft smile makes Dipali stand out in a crowd. Born to a deaf father, who runs a small tea stall, this girl of 21 is ambitious. She lost her mother only a year back to an unfortunate incident but this did not curb Dipali's aspirations. She finishes off all household chores and goes for her computer classes. Despite a busy schedule she squeezes in some time to play football because it makes her feel confident and happy. She says time management is something she does constantly and she has learnt its importance along with that of clear communication from the life skills sessions.



TARGET I:

180 Deaf CYP will access the DeafKidz Goal! Programme

ACHIEVEMENT: 170 against a target of 180 deaf children and young people in the first 3 years and another 115 against a target of 60 in the 4th year had access to the DeafKidz Goal! Project (In total, 285, against the targeted 240)

The DeafKidz Goal! project was initiated with the aim of **involving 180 deaf CYP from Nagpur and adjoining areas**. The strategy was to find these deaf CYP from the deaf schools. However, with the onset of the pandemic COVID 19 schools closed down for a long time (nearly 2 years). Under such circumstances, the project changed its strategy and started identifying the deaf CYP in the communities. This effort was much more time and energy consuming but the dedicated team was successful in involving 170 deaf CYP through football and life skill sessions in the first 3 years. In the 4th year of the project (that was the extension year) that was an extension the team targeted to reach out to 60 new CYP. Against the target set they could involve 115 CYP this year through the engagements Slum Soccer did with deaf schools.

“Instead of staying at home after school and not doing anything else, I get to come and learn football.”

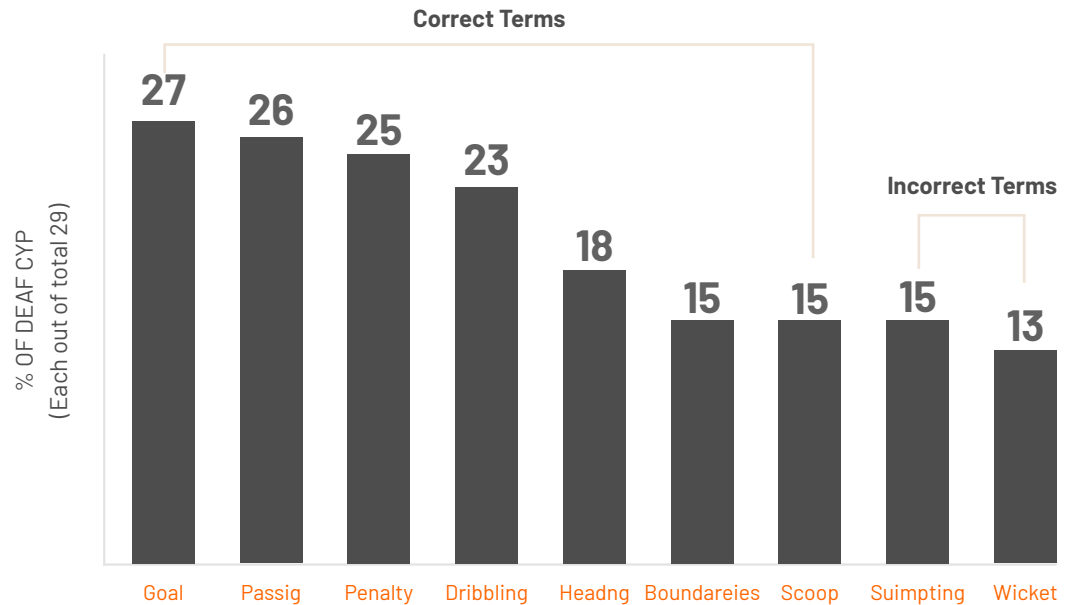


That was one thought shared by a number of children and adolescents interviewed. Through football, they could get out of their homes, make friends, learn a sport, and utilise their time in a productive manner. The youth of the project were involved using a variety of strategies including frequent home visits. Some learnt about the project through teachers, interpreters, and family, while some learnt directly through schools.

It is known that the opportunity to play football attracted the deaf CYP to the project. Thus, the approach was to give them ample opportunity to handle the football. When spoken to, the deaf CYP were clear that it is both the opportunity to play and to interact with more deaf people using their natural language that attracted them to the Slum Soccer Academy. The evaluators thus asked them questions around football to gauge their confidence levels. It was found that most deaf CYP had good knowledge of the sport, even though there were some gaps. They were made to play football in different formats. One of these were that related

to the Homeless World Cup. Thus, during the survey 83% selected the option that said a football team had 11 players.

Select the words that are used in football



Have you participated in any football tournaments or competitions?

An incredible 97% of the respondents had participated in football tournaments and competitions prior to the survey.

A majority of the children and adolescents interviewed had seen positive effects from being a part of the football team.



3% Respondent didn't have the opportunity

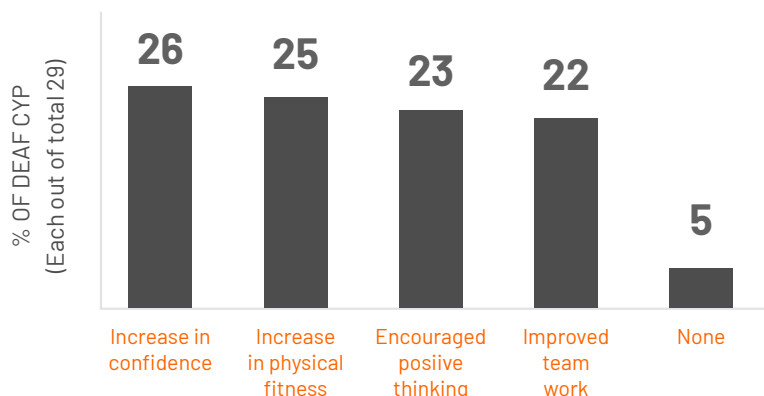
0% Respondents were not allowed to participate



Over 85% of the respondents

saw an increase in their confidence levels and physical fitness, **whereas over 75%** felt the sport encouraged positive thinking, and improved their teamwork levels.

How do you think football helped you?



“We follow a holistic teaching approach for our deaf students, making them confident & interactive. However, a deaf child, Rijoy Tandekar, wasn’t getting involved either in studies or sports or other activities. We just thought he was an introvert child. However, after his participation in Slum Soccer, he became very active, was selected in the main team and improved a lot in studies.”

- Mrs. Mahashabde (Headmaster, Mook Badhir Nivasi Shala, Saoner)

ACHIEVEMENT:
5 inclusive football tournaments were held to foster the integration of deaf & hearing CYP and to promote deaf awareness and the power of inclusion.

The project was ambitious in thinking that it would host tournaments where teams of deaf and hearing people would play together. To make this a reality Slum Soccer had to innovate the way the game is played. Sajid Jamal, the Project Manager of DeafKidz Goal! at Slum Soccer shared that **instead of 1 referee, these matches had 4 to 5 referees.** Different coloured flags were used give instructions to the deaf people on the field.

The referees were also a mix of hearing and deaf people.

The hearing CYP were taught some basic signs that they may need to use with their deaf team mates while playing the match. On a lighter note, he also shared that the referees who were much older than the players in terms of age had to



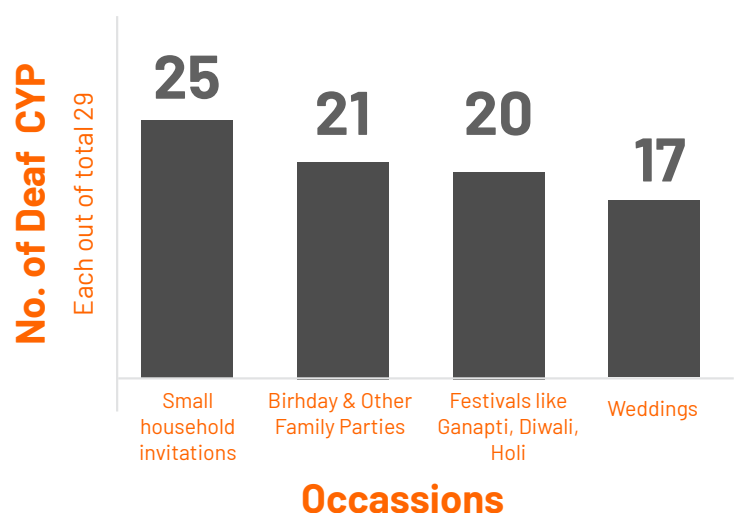
run faster than the players to show the flag because the whistle became useless. Though with certain hiccups, but what evolved out of these inclusion matches were priceless. First, both the deaf and hearing people realised the capabilities of one another, the viewers who witnessed the match especially the hearing ones could witness that certain taboos about the deaf people were baseless. The cheering groups comprising of deaf and hearing people had the same emotions and expressions but different methods to cheer their folks. The deaf and hearing coaches of DeafKidz Goal! noticed that the deaf and hearing children co-operated well during the inclusive games.

Further, for a handful, it initiated a new friendship beyond language barriers between the deaf and hearing people.

Such friendships and inclusions go a long way for the deaf people who are often isolated from social functions right from their childhood. Frequently, persons with disability are excluded from social activities, either due to accessibility or even stigma. In order to understand whether the deaf CYP faced such isolation, the survey enquired whether they attended social functions.

Which Of The Following Events Do You Attend?

It was really encouraging to learn that a majority of the respondents attended social events: including larger social settings like weddings, and festivals.



Inclusion through football

They love playing with the hearing...because the match is more competitive. When asked individually Arbaz, Gaurav, Harshad, Aamir, Alok, Juned and Manish were of the same opinion. These boys acknowledge that the hearing people are more skilled than they are and agreed to play a football match in a format that the deaf CYP could follow.

In the inclusion match organised by Slum Soccer, there were 4 referees with flags of different colours to indicate to the players. Most deaf CYP were placed in forward positions and thus the hearing passed the football to them to strike the goal.



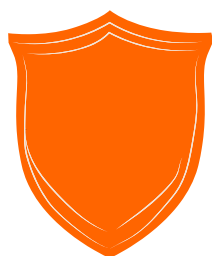
Glimpses of Inclusion matches in progress (above & below)



This kind of inclusion introduced through a game of play has had a phenomenal influence on the minds of both the deaf and the hearing people. Understanding and acknowledging differences in perspectives is something they have learnt. That the objective of the project was to play and feel liberated rather than play and win was very clear.

During the evaluation, when a deaf group (a mix of girls and boys) demonstrated a game of football for some 10 minutes, it was observed that girls were placed as goalies. Suman, one such goalie, missed defending a few easy shots...but it was heartening to see none of the boys discouraged her from trying.

The evaluation study concluded that the Inclusive football tournaments were among the star achievements of the project. Throughout discussions with coaches, CYP, and Slum Soccer members, many instances of great team cooperation between deaf and hearing team members were found. According to the CYP, their confidence increased when they played with hearing children. In fact, the boys preferred these mixed matches more.



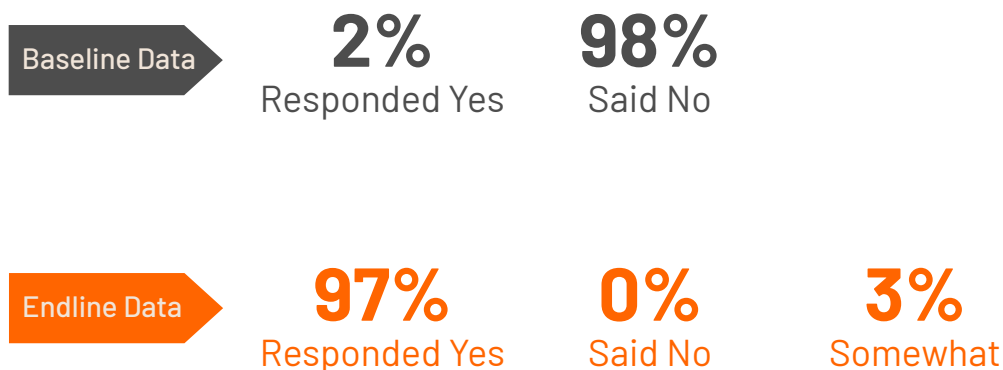
TARGET II:

Deaf CYP report increased learning of keeping safe skills through football coaching

ACHIEVEMENT: : 170 Deaf CYP reported increased learning of keeping safe skills through football coaching.

The football coaching that happened in different combinations, of girls and boys exclusively and in mixed groups was used to impart skills around safety as well. It is known that the deaf because of their language barrier are more vulnerable to abuse including sexual abuse. The project thus made a conscious attempt to promote safety of the deaf CYP. It also made them aware of their fundamental rights as a citizen of India. On comparing responses from the deaf CYP during baseline and endline studies, it was found that 97% of the children and young people were aware of their fundamental rights as a citizen during endline as against 2% during the baseline.

Are you aware of your fundamental rights as a citizen?



The socialisation and awareness provided by DeafKidz Goal! had definitely had an immense impact on the CYP's awareness of their own rights.

Are you aware about good touch and bad touch?



Awareness about 'good touch and bad touch', another important understanding among children and adolescents for their safety was also probed upon. During Focussed Group

Discussions with girls, it was found that a significant number all were familiar with these terms and also knew

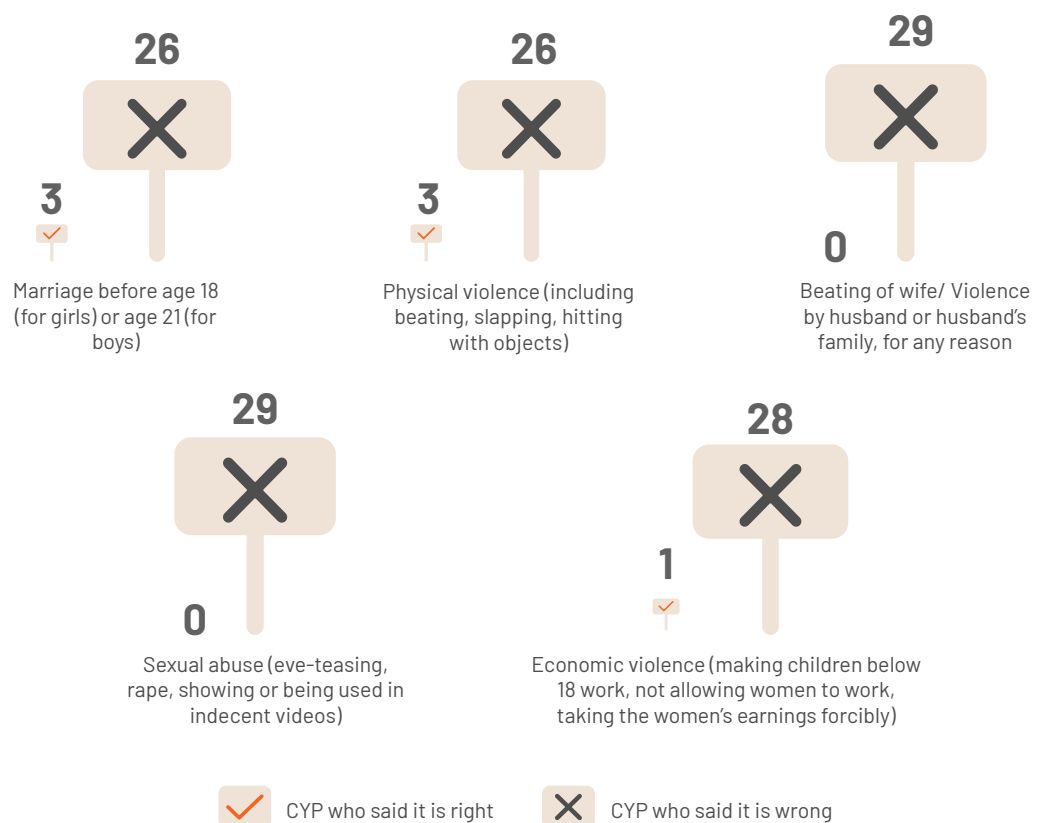
how to respond to a bad touch. In the survey that had both boys and girls, 76% of the respondents were aware of the principles of good touch and bad touch.

The study gauged the awareness levels about various safety issues & laws.

The group's awareness of these social problems and the laws regarding the same are extremely high.

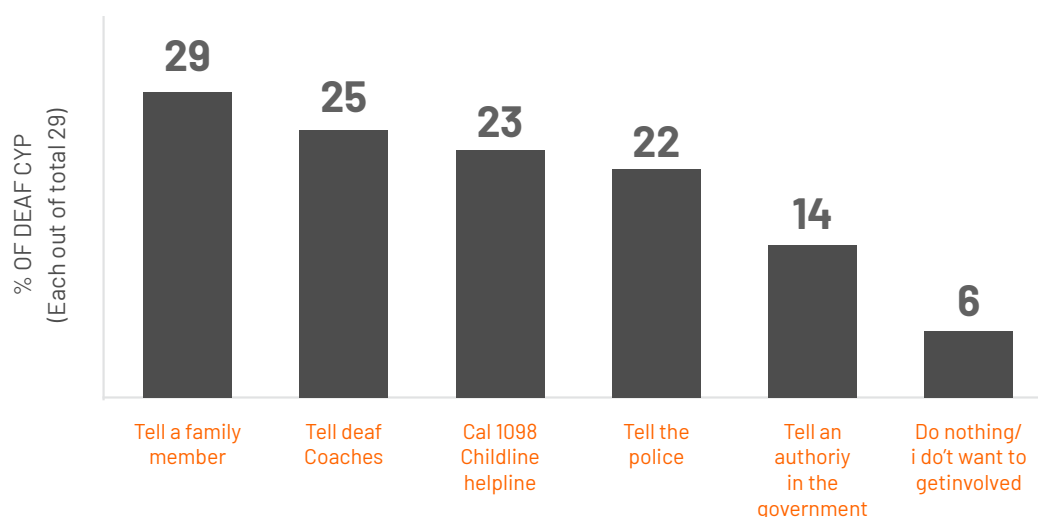
- Close to 100% were aware about the negativity & illegality of physical violence, sexual abuse (including eve-teasing, indecent videos), and economic violence (including making minors work, not allowing women to work, etc.).
- 26 out of the 29 survey respondents were aware of the legal age of marriage (18 for girls and 21 for boys), and that marital abuse (physical and other abuse by husband and husband's family) is wrong.

Awareness of various safety issues and laws

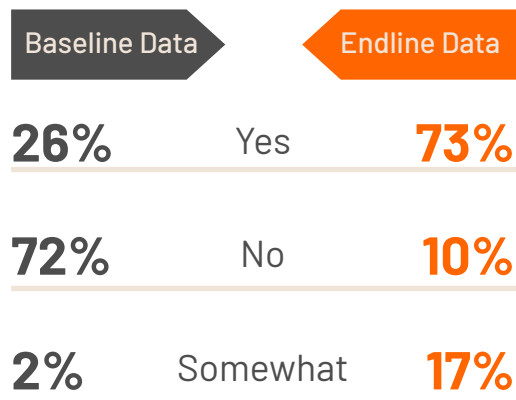


Most of the respondents were aware of what to do if they witnessed any of the above issues in their lives, including telling a family member, or a deaf coach, the police or the government. This came out clearly during the interactions and further through the survey 23 out of the 29 said they would call the Childline number in need. Curiously, 90% of the respondents knew the correct Childline number (1098), when asked, and 79% stated they would call the Childline number if they saw something illegal happen, but only 48% said they would use it for themselves.

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



I feel confident in sharing any problem with other

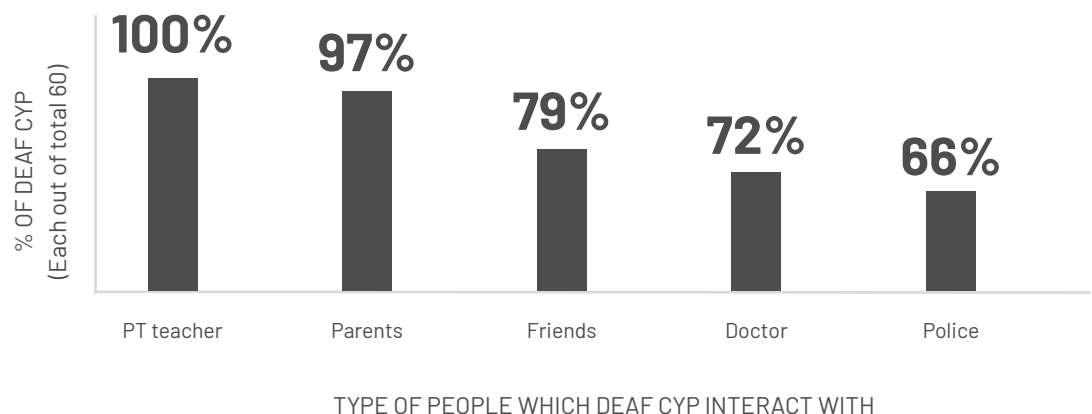


The issue of safety is also closely linked to the support system available for the vulnerable. To understand whether the deaf CYP were comfortable sharing their problems, 73% assented that they were comfortable sharing their issues, and 17% were somewhat confident of the same. This showed a remarkable improvement, since 72% of the CYP respondents in the baseline felt that they could not share their problems with others.

100% of the respondents asserted that they would turn to their deaf friends if they felt unsafe. 28 out of the 29 also relied on their families. Football coaches, school teachers, and police were held in confidence by the group.

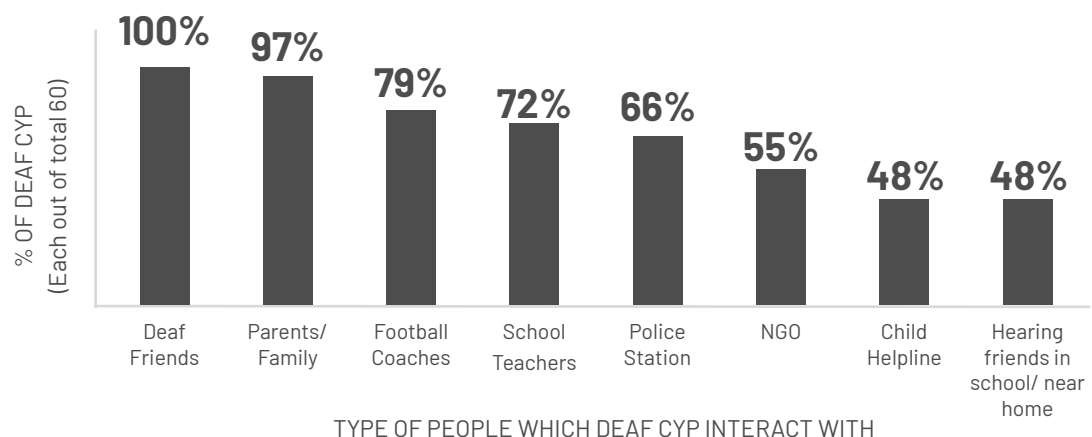
Baseline Data

In case of any bad incident who do you prefer to take help from?



Endline Data

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



The evaluation study thus found evidence of the strong camaraderie built within the deaf community, especially within those deaf people playing football. This has strengthened their support systems along with understanding of safety.



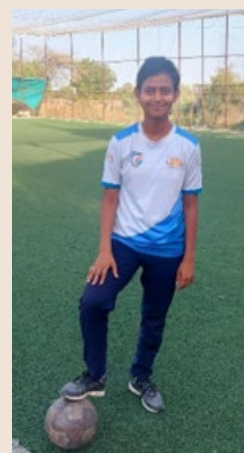
Deaf CYP enjoying together during one of the training sessions

ACHIEVEMENT: Deaf sensitisation and introduction to basic Indian Sign Language workshops were held for 20 families of deaf CYP (covering 55 people) to improve communication between the participants and their family members.

The project was conscious that the biggest barrier for the deaf people was language. This is because the hearing have always tried to teach the deaf people to speak instead of learning to sign themselves. This has also been true for families and teachers of the deaf people. In order to improve this scenario, the project intended to influence the families and teach them basic Indian Sign Language to help them communicate with their children. Some sessions were undertaken where parents were taught ISL by the Slum Soccer interpreters. The evaluation team also evidenced that wherever the mother or some other caregiver in the family had taken keen interest in the child's development and had learnt to sign, the child excelled among the peers.



Deaf Sensitisation through ISL training for parents



Nidhi at her home with her runner medals & trophies & posing with football at Slum Soccer field



Nidhi with her mother & aunt, at her home

Learning to communicate with a deaf child is the greatest gift that any parent can give to their deaf heir. It is well known that language development of a child happens at an early stage of life and it is important to develop the communication skills of a deaf child as early as possible, so that the learning trajectory in life proceeds

uninterrupted. Nidhi's mother,

a graduate, gave her child Nidhi this gift right from the beginning. She sat with Nidhi during her lessons in school to learn sign language, the natural language of the deaf people. Nidhi, today is a national champion in athletics. She competes not only with the deaf people but also with her hearing counterparts. Her father, who has a Masters in English Literature is their guiding light who never felt disheartened for a single day ever since Nidhi's birth. Her parents have remained conscious about her studies, her diet and her overall upbringing, working towards their ambition of having their daughter win a medal at the Paralympics.



ACHIEVEMENT: Menstrual Hygiene Management (MHM), Gender-Based Violence (GBV) and Sexual and Reproductive Health Rights (SRHR) Workshops held for 65 Deaf girls, as against targeted 30 deaf girls!

In the fourth year of the project, Slum Soccer embarked on a new trajectory to sensitise the deaf CYP on Menstrual Hygiene Management (MHM), Gender Based Violence (GBV) and Sexual and Reproductive Health Rights (SRHR) through school. These topics were never taught in deaf schools though they are very pertinent in today's world especially for vulnerable communities like the deaf. To understand how effective these workshops were the evaluation team questioned the students on some of these topics. It was found that school children who attended these workshops had become aware of them while the CYP who were no longer in school were still unclear and uncomfortable talking about these, as typical in the Indian family setup.



Menstruation Awareness poster pasted in the lunch-area of Slum Soccer premises

School Children were aware of Menstrual Hygiene Management (MHM), Gender-Based Violence (GBV) and Sexual and Reproductive Health Rights (SRHR)

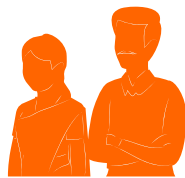
Mantasha and her friend Yashasree study in a very old school for deaf people in India called Bharat Muk Vidyalaya. This is a school where oralism is still in practice more than ISL, but one where the principal and the teachers have found value in sensitising the girls on menstrual hygiene and gender-based violence. This is one of the 6 schools in which Slum Soccer conducted menstrual hygiene awareness sessions.



Yashasree & Mantasha

A bubbly young girl Mantasha knows that her deafness cannot hold her back in life. She is willing to learn anything new. Her friend, Yashashree, is no less driven. A karate champion, this girl could demonstrate a kata without any hesitation before the evaluators with confidence. Awareness and responsive parents were the two factors common in these girls that helped them take life in a stride.

They learnt a number of new things about menstrual hygiene, including the fact that they can play during their periods. Mantasha confided that while her mother was uncomfortable talking about menstruation, she convinced her that it was a natural phenomena and nothing to be ashamed of.



TARGET III:

Parents, carers, or school staff notice an improvement in life skills

ACHIEVEMENT: Parents, carers & school staff noticed an improvement in life skills of 170 Deaf CYP during the course of the project.

Association with the DeafKidz Goal! project was a win-win situation for both the deaf CYP and their families and schools.

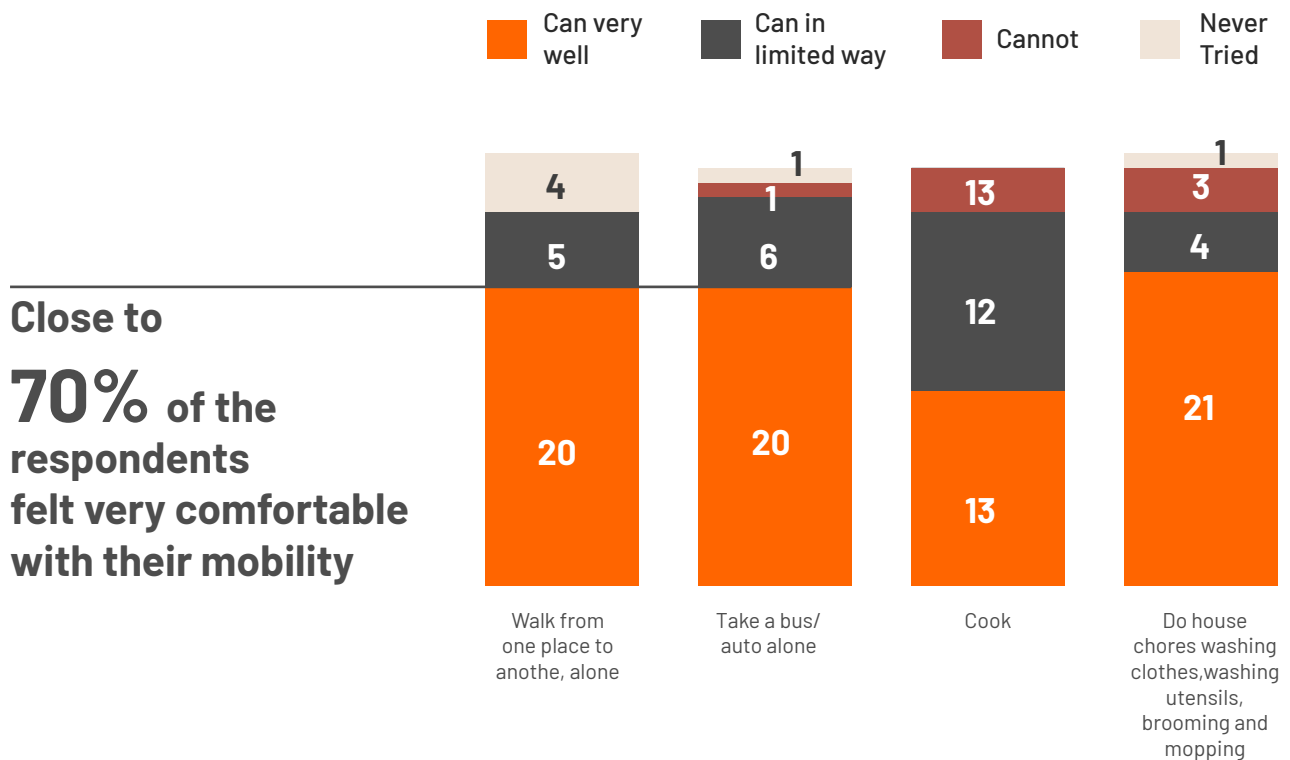
The CYP grew more confident about themselves and this became evident to the parents and teachers. Many of them who would drop their children to the academy towards the beginning of the project were now confident with allowing their children to travel alone. The deaf CYP when asked whether they could carry out household chores independently including buying a long list of things gave an affirmative response. Those had bank accounts and were allowed by their parents could also withdraw money from the bank or ATM. These seemingly 'soft' skills go



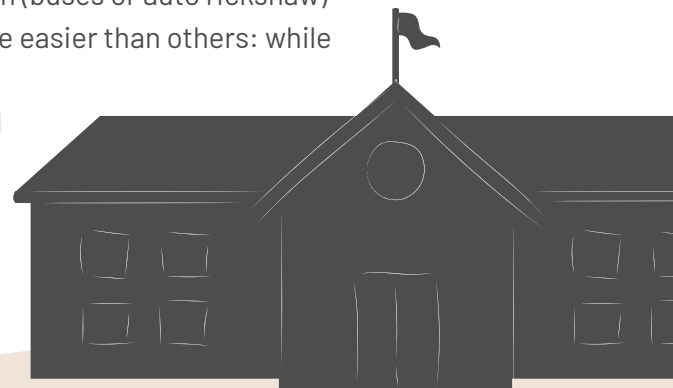
a long way in determining how well a person can integrate and function in school & social settings, and in the future, their workplaces.

The survey also probed on these factors that made parents and teachers feel anxious about deaf children's capability of leading independent lives.

How well can you do each of the following activities?



It was found that the children and youth surveyed displayed good control over their life skills that were noticed by parents and care givers. Close to 70% of the respondents felt very comfortable with their mobility including walking to their destinations or taking public transportation (buses or auto rickshaw) alone. Some household chores proved to be easier than others: while 21 claimed that they could wash clothes & utensils, and clean the house, only 13 could cook without limitations.



Schools & parents have been a frequent challenge for DeafKidz Goal! coaches, as their consent is necessary for the children's participation in the program. Often, parents tend to be overprotective of their deaf children, especially if they want to venture out on their own. This is especially true for parents of girls, who are skeptical about allowing them to play a sport where there's a chance they'll play with boys' teams, due to fear of abuse.



DeafKidz Goal! Team at Bharat Muk Vidyalaya, interacting with Principal & Teachers

According to Dr. Abhijit Barse, Slum Soccer's CEO, they had to work hard to convince the deaf schools, especially for long-term engagement, as the schools were worried about whether this would distract the students from their education, since this might take up more of their time. The schools interviewed as a part of this study agreed to the project because they had limited facilities and time to train the students in football, issues they were sure Slum Soccer could overcome.

The schools' faith in the project has continued to grow: in fact, the teachers & students of one of the schools worked together to level a ground to be used as a football ground, indicating that they were convinced about the benefits reaped from the project. The teachers noticed clear improvements in the deaf children who engaged with DeafKidz Goal! The students took more initiative than before, and were more active in school. Football also helped them focus on their studies better and lowered their frustration levels.

A mission driven approach can lead to wonders – Deaf school at Saoner

The deaf school at Saoner in Nagpur (Mook Badhir Nivasi Shala, Saoner) pioneered in their efforts towards integration. They celebrate every festival, decorate the school to welcome the students after their holidays and take them for exposure

visits. The school of 50 students have visited markets, banks and taken a ride on the metro rail. All teachers who are special educators reach out to the parents to ensure there is no communication lag. A determined and mission driven management guides and handholds the school in every step to ensure that every child of the school look forward to being there as a second home and find opportunity to grow and flourish as a confident and able individual.

The school has been participating actively in the DeafKidz Goal! project and they feel satisfied with the collaboration.

OUTCOME 3: DEAF CYP WILL DEVELOP LEADERSHIP SKILLS



TARGET II:

30 DEAF CYP WILL PROGRESS FROM THE LIFE SKILLS PROGRAMME TO COMPLETE THE LEADERSHIP COURSE

ACHIEVEMENT: 48 deaf CYP progressed from the Life Skills programme to complete the Leadership course (Game Changers) during the first 3 years. Leadership training workshop held in the extension year for 18 new registered deaf CYP, against the targeted 20.

All Deaf CYP who took part in the leadership course, reported having increased confidence, positivity & leadership skills!

Instilling leadership skills in participants can have multiple benefits. Not only do leadership skills enhance a person's ability to navigate their professional and social environments with confidence and success, they can also inspire future generations, thereby creating a pipeline of well-equipped deaf leaders for the future as well.

DeafKidz Goal! imparted leadership training to 48 young adults who thereafter started assisting the coaches in the delivery of sessions.

What do the CYP & coaches perceive to be important skills a leader must impart?

The importance of possessing time management skills was stated by the deaf participants (especially since one of the trainees had to delay his licensing because of not attending the classes on time).

Specific to football, the coaches felt some of the most important skills they had to learn were about how to motivate the deaf kids to join & continuously attend the games. Equipment management was another skill highlighted as being important.

To build aspirations and increase the socialisation opportunities the deaf children and young people received, Slum Soccer took the children out for exposure visits to IT companies and other workplaces. This helped the kids see beyond the bubble they have lived in, and gave them a gentle introduction to a work environment, so as to avoid any cultural shocks in the future.



TARGET II:

DEAF CYP WHO TAKE PART IN THE LEADERSHIP COURSE
REPORT HAVING INCREASED CONFIDENCE, POSITIVITY AND
LEADERSHIP SKILLS

The deaf leaders once trained realised that inclusion was a very important aspect of their lives and lot of it depended on their ability to communicate. When asked what characteristics make for a good leader, 72% emphasised on a leader's ability to include everyone, as well as have clarity on what is to be done. The leadership qualities most esteemed by the group were both inclusiveness & decisiveness.

Choose who is a good leader

72%

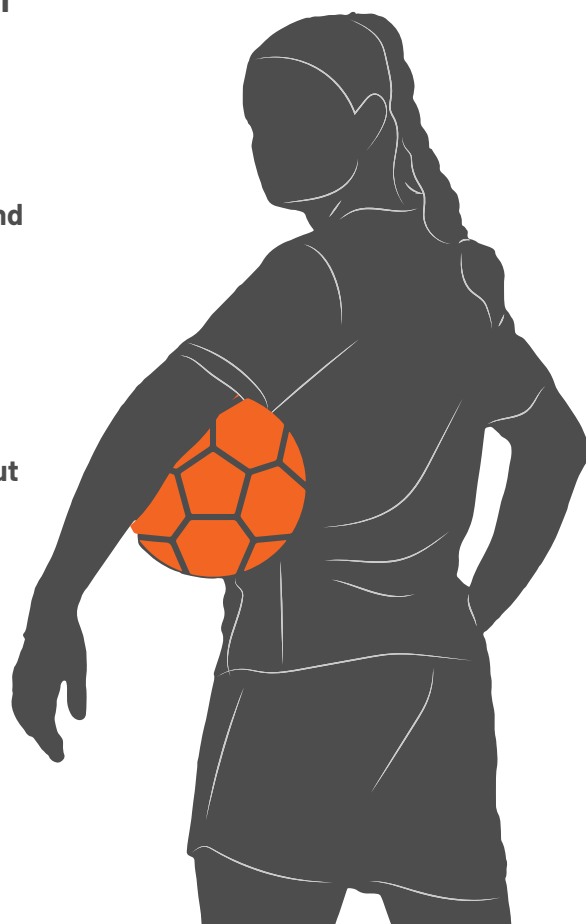
Chose One who knows **what to do and includes everyone**

21%

Chose One who knows **what to do but does not include everyone**

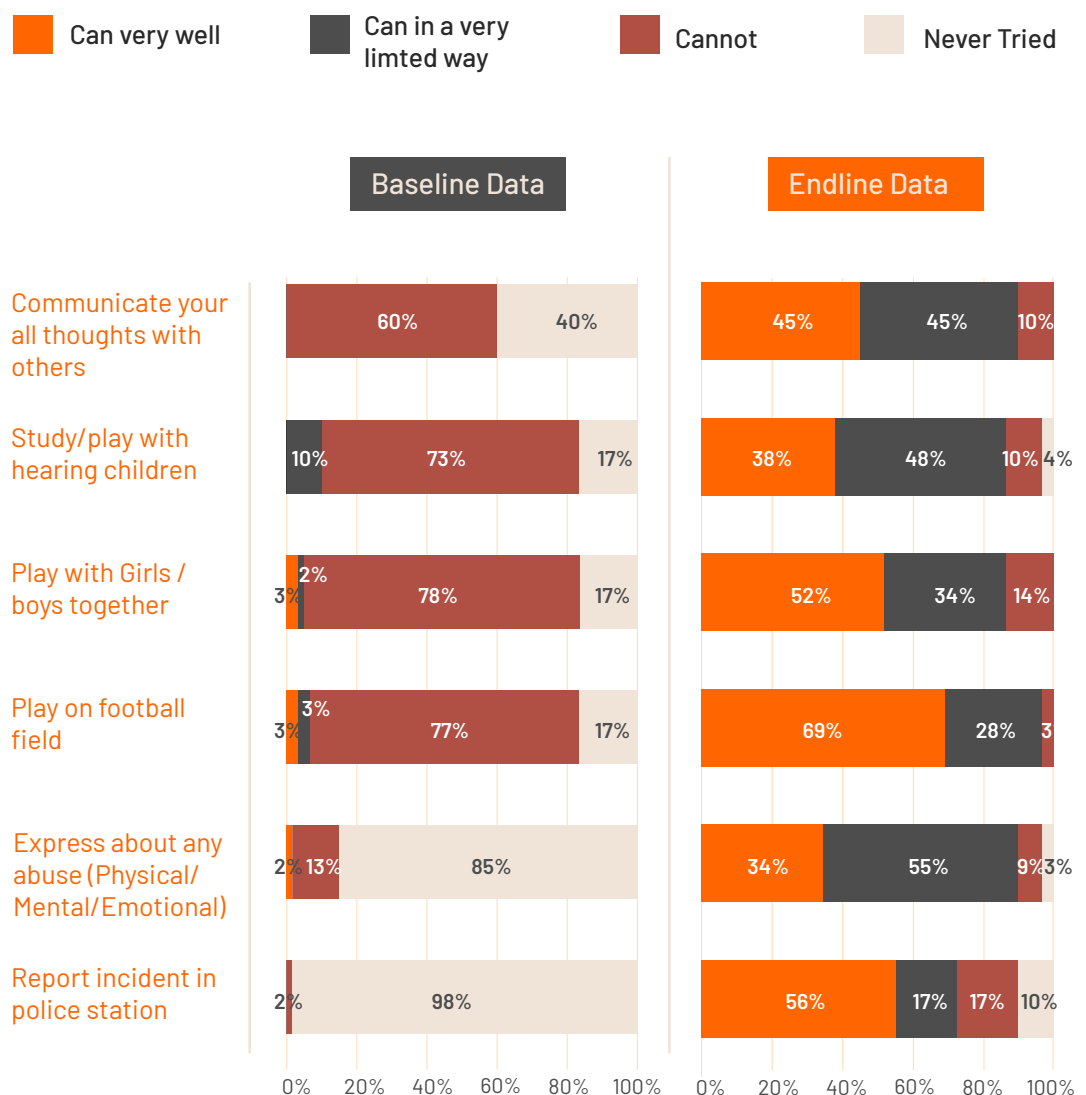
7%

Chose One who **includes everyone but doesn't not what to do**



To measure the confidence level of those involved in the program, we measured their comfort with doing some basic activities with different sets of people. The respondents were most comfortable playing on a football field, with 69% agreeing they can do that very well. A majority were also very comfortable playing in a co-ed fashion, and in reporting incidents to the police. The areas in which more of the young adults had trouble were in communicating all their thoughts to others & socialising with hearing children. Another area of difficulty was in expressing about any abuse (physical, mental, or emotional): with 19 responding that they could only do it in a limited fashion or not at all.

How confidently can you do the following activities?



On comparing with the baseline, an increase in deaf CYP's confidence in every single category can be seen, which shows that

the project increased, not only their confidence, but their ability to push their personal boundaries and grow as a person.

Deaf children and young people (CYP) have developed leadership skills



Vijayadas posing in his football gear



Ravidas in an on-field life-skills session

Meet these two brothers from Saoner and you know that they are born leaders. While attempting the survey during the endline evaluation, Vijay took 10 minutes to answer 70 multiple choice questions and then promptly got up from his seat to help others who were slower than him. Also, when asked by the evaluators as to who was his favourite at Slum Soccer, this astute young man with diplomacy skills immediately named the evaluators who he had just met.

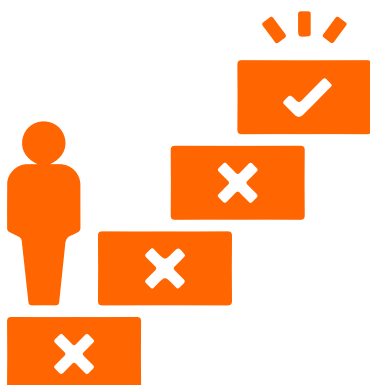
"I want to prove to the society to vest faith in our abilities and give us opportunities to learn and prove ourselves worthy. I would also like to continue encouraging more deaf children to adopt an active life, help them break the barrier of disability and bring new perspective in their parents mind."

- Vijayadas

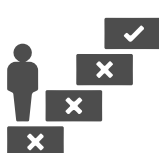
Ravi, the elder of the two brothers said that he felt capable as much as the hearing of his age. In fact, it was the deaf brothers who had taught their father and uncle the ills of tobacco and alcohol and stopped them from consuming them. Their father, who is pretty tall in physique, humbly says that I learn from my sons every day.

Do I continue to try hard even after experiencing failure or making mistake?

90%
Said YES



10%
Said
Somewhat



0%
Said NO



Acknowledging that a leader has to continuously explore and solve problems, the survey wanted to understand the mindset of the deaf CYP in this regard. Hence, when asked whether they continue to try hard and change the results after making a mistake or failing at a task, 90% responded in the affirmative. This positive change in the deaf people may be because they had leaders to follow.



TARGET III:

15 DEAF CYP WILL BECOME AMBASSADORS FOR THE PROJECT

ACHIEVEMENT: 66 deaf CYP have become ambassadors for the project, as against targeted 15.

A big vacuum in the lives of deaf CYP was lack of role models to look up to. Though there are successful deaf people in India but they are only a few and those who exist are not well known to the others. The DeafKidz Goal! project thus aimed at nurturing some deaf CYP to become ambassadors. As Mahima Barse, the Project and M&E Coordinator for DKG! pointed out, this target was overachieved. 22 trained coaches and 44 youth leaders were now ambassadors for the project. Along with them are another 16 deaf CYP who assist the existing coaches. Together they are motivating other deaf CYP and fostering aspirations of many. To reaffirm whether the ambassadors were raising expectations of the deaf people, when the survey asked whether they were interested in teaching football to others, 76% showed eagerness to do so and 55% were eager to become captains.

Would you like to teach football to others?



Do you want to become the captain of the team?

55%
Said Yes

24%
Said No

21%
Said Maybe



A true deaf ambassador

Amit Soni, a deaf young adult volunteered to help Slum Soccer during COVID to distribute food ration to the needy deaf people in his locality. This association grew stronger as he got involved in the DeafKidz Goal! interventions. Amit helped Slum Soccer identify a football ground in the vicinity and clean it up to make it suitable for football. This ground is now used every morning by the deaf CYP to play football, many of who may not even know the role this Samaritan played in making their lives happier.



Amit posing in the community field

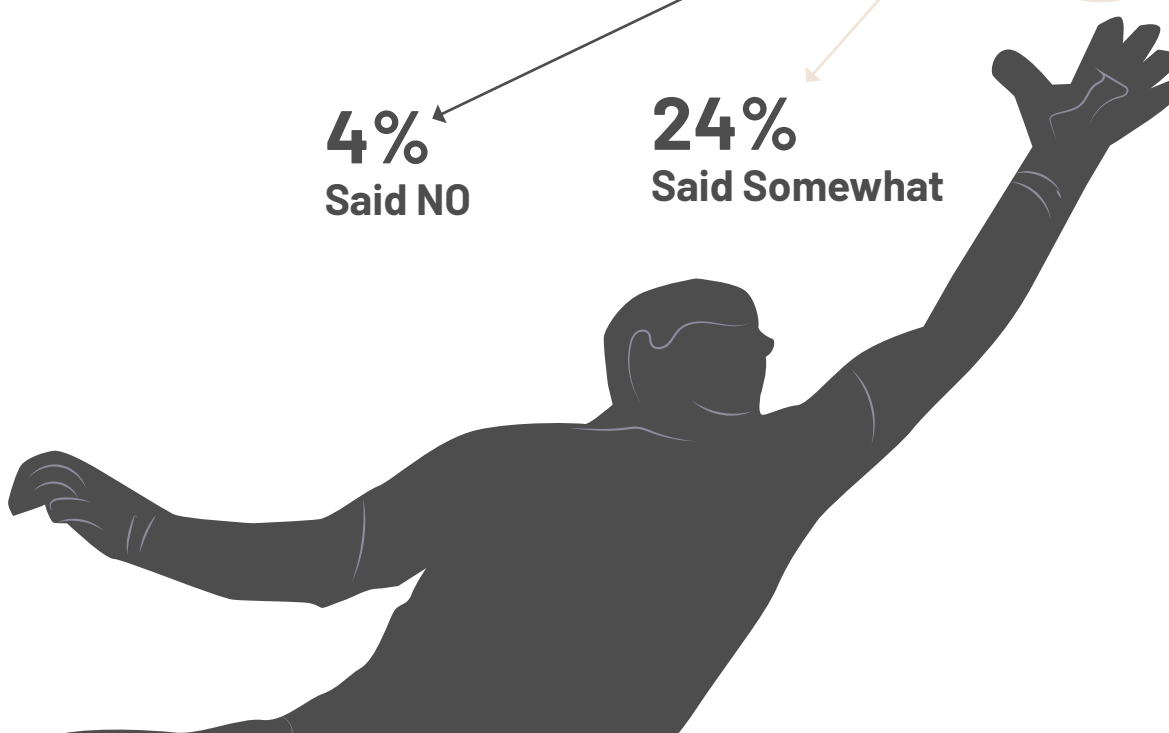
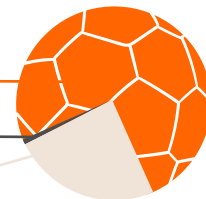
Also, when asked whether they had role models to look up to, 72% gave a positive answer indicating the success of the project in creating ambassadors/role models.

Do you have deaf leaders or role models, you look up to?

74%
Said YES

4%
Said NO

24%
Said Somewhat



“My sons, who are deaf, now teach me to not consume tobacco & alcohol. They tell me their ill-effects. Consequently, I have quit all kinds of addictions.”

- Father of Deaf brothers- Vijaydas & Ravidas



TARGET IV:

DEAF LEADERS GRADUATE WILL GO ON TO LEAD THEIR OWN SESSIONS

ACHIEVEMENT: 30 Deaf leaders 'graduate' went on to lead their own sessions

The 30 deaf leaders are either leading or assisting sessions at various schools and at Slum Soccer Academy. Of these 15 of those who got E License are also getting trained in computer and spoken English skills. The latter, though not planned in the project, are being executed to strengthen the leaders who have evolved from the project and ensure sustenance of the project beyond the implementation period in the first phase.



A friendly picture of Deaf CYP, post a match



CONCLUSION AND RECOMMENDATIONS

The potential of the deaf CYP harnessed through the DeafKidz Goal! project has been significant. For the first time in this geography, the project used sports as a medium to empower deaf people. Apart from fulfilling all the outcomes outlined in the project design, the project succeeded in creating an inclusive environment for the deaf people where they freely communicated in their

own natural language not only with other deaf people but also with many hearing counterparts. The project has undoubtedly built aspirations of many deaf children and young people that would need a guiding light.

Some of the significant achievements of the project has been as follows -

- Improvement in physical and mental well-being of those deaf CYP who have been actively involved
- Development of skills of team-work, confidence, decision-making and self-efficacy of the targeted deaf people.
- Development of deaf ambassadors and coaches to teach, guide and handhold other deaf CYP
- Increased awareness about time management, importance of communication, gender-based issues, menstrual hygiene, safety issues and risks.

Some potential avenues of change that can be further explored include:

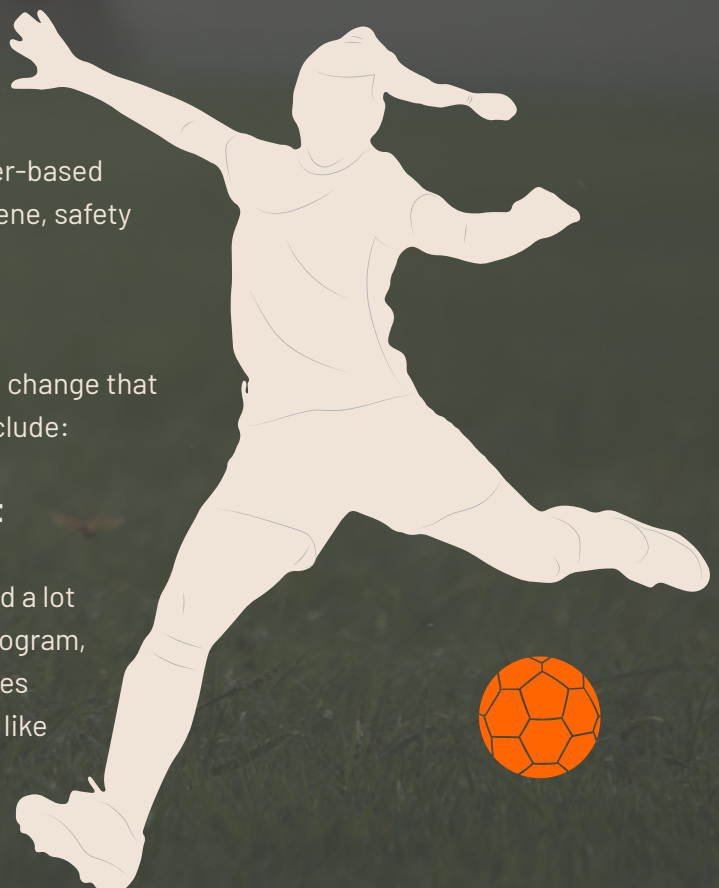
Scaling up in different geographies

While Nagpur has benefited a lot from the DeafKidz Goal! program, there are several other cities and towns where a project like this could be beneficial. This project can be used as a model for different

cities/organisations to adapt, so that the benefits can spread to a lot more deaf children and young people across India.

Prioritising and championing Indian Sign Language

There's potential of improving communication between deaf children and young people and their families by training the caregivers/ close family members in Indian Sign Language, which will help resolve a lot of issues faced at the household level. Sensitising schools about the importance of development of sign language at early stages of life, by citing stories of deaf role models, could help the schools understand the importance of the language, and take steps to be more inclusive of the same.



Exploring further avenues to improve football skills and life skills

This could include Identifying some good deaf players and honing their skills further. Another suggestion would be to encourage a Play-Reflect Play model comparing real life situations right in the middle of the game, to further enhance life skills of the deaf people.

Taking the deaf matches to the mainstream

Playing more inclusion matches in different neighbourhoods to sensitise the community about deafness and the importance of sign language could be a unique way of promoting the project in different localities. This could act as a recruitment tool, while also raising awareness. Very importantly, this is

an impactful method of increasing awareness about deafness and showcasing that capabilities of deaf people are equal to that of hearing, when given equal opportunities.

Holistic planning for the future

The life skills and leadership training provided during the project have empowered many young deaf people who now want to find suitable employment. Under such circumstances, providing career guidance and workplace readiness training by Slum Soccer or some collaborator could help those deaf young people achieve more in life. This should also involve parents, so that parents also regard their deaf children and young people as strengths and not a liability.



ANNEXURES

ANNEXURE

01 SURVEY QUESTIONS

Deaf CYP Survey

Bilingual survey was used- having both ISL & English, with visual cues. Refer to survey here.

BASIC DETAILS

- | | |
|--|--|
| <p>01 Your Name</p> | <p>10 Do you have deaf relatives in your family?</p> |
| <p>02 Your Gender</p> | <p>• Yes <input type="radio"/></p> |
| <p>03 Your age</p> | <p>• No <input type="radio"/></p> |
| <p>04 Your present class/last class attended</p> | <p>• Don't know <input type="radio"/></p> |
| <p>05 Student ID under DeafKidz Goal! Project</p> | <p>11 Which of the following you use/ used?</p> |
| <p>06 Where do you live?</p> | <p>• Hearing aids <input type="radio"/></p> |
| <p>• Village <input type="radio"/></p> | <p>• Cochlear implants <input type="radio"/></p> |
| <p>• Town <input type="radio"/></p> | <p>• Both <input type="radio"/></p> |
| <p>• Nagpur City <input type="radio"/></p> | <p>• None <input type="radio"/></p> |
| <p>07 Were you born deaf?</p> | <p>12 What kind of school do you go to/ used to go to?</p> |
| <p>• Yes <input type="radio"/></p> | <p>• Deaf School <input type="radio"/></p> |
| <p>• No <input type="radio"/></p> | <p>• School with all disabilities <input type="radio"/></p> |
| <p>• Can't say <input type="radio"/></p> | <p>• Inclusive School (Mostly hearing kids, but accommodations done for deaf people) <input type="radio"/></p> |
| <p>08 Did you become deaf at later age?</p> | <p>• Regular School (All hearing kids & no accommodations for deaf people) <input type="radio"/></p> |
| <p>• Yes <input type="radio"/></p> | <p>13 How do you communicate with people?</p> |
| <p>• No <input type="radio"/></p> | <p>• Sign <input type="radio"/></p> |
| <p>• May Be <input type="radio"/></p> | <p>• Talk <input type="radio"/></p> |
| <p>09 How did you become deaf?</p> | <p>• Some gestures <input type="radio"/></p> |
| <p>• Illness <input type="radio"/></p> | <p>• I don't communicate with people <input type="radio"/></p> |
| <p>• Accident <input type="radio"/></p> | <p>• Other, please specify</p> |
| <p>• Others, please specify</p> | |

14 Does your family support you in your education?

- Hearing aids ☐
- Cochlear implants ☐
- Both ☐

15 Does your family support you in your activities apart from studies & school?

- Yes ☐
- No ☐
- Some of them support ☐
- I don't do any ☐

16 Which of the following do you attend?

- Weddings ☐
- Birthdays & other family parties ☐
- Festivals like Ganpati, Diwali, Holi ☐
- Small household invitations ☐
- None of the above ☐

BASIC DETAILS

17 Relation with Deaf friends in football

- Very Good ☐
- Ok ☐
- Bad ☐
- Never tried/Don't have ☐

18 Relation with Deaf friends in school/ near home

- Very Good ☐
- Ok ☐
- Bad ☐
- Never tried/Don't have ☐

19 Relation with Hearing friends in school/ near home

- Very Good ☐
- Ok ☐
- Bad ☐
- Never tried/Don't have ☐

20 Relation with Football coaches

- Very Good ☐
- Ok ☐
- Bad ☐
- Never tried/Don't have ☐

21 Relation with School teachers

- Very Good ☐
- Ok ☐
- Bad ☐
- Never tried/Don't have ☐

22 Relation with Parents

- Very Good ☐
- Ok ☐
- Bad ☐
- Never tried/Don't have ☐

23 Relation with Brother/Sister

- Very Good ☐
- Ok ☐
- Bad ☐
- Never tried/Don't have ☐

24 Relation with neighbours

- Very Good ☐
- Ok ☐
- Bad ☐
- Never tried/Don't have ☐

25 Do you have deaf leaders or role models, you look up to?

- Yes ☐
- No ☐
- Somewhat ☐

30 How confidently can you express about any abuse (Physical/Mental/Emotional)?

- Can very well ☐
- Can in a limited way ☐
- Cannot ☐
- Never tried ☐

KNOWING CONFIDENCE LEVELS

26 How confidently can you communicate your all thoughts with others?

- Can very well ☐
- Can in a limited way ☐
- Cannot ☐
- Never tried ☐

31 How confidently can you report incident in police station?

- Can very well ☐
- Can in a limited way ☐
- Cannot ☐
- Never tried ☐

LIFE SKILLS

27 How confidently can you study/play with hearing children?

- Can very well ☐
- Can in a limited way ☐
- Cannot ☐
- Never tried ☐

32 Can you walk from one place to another, alone?

- Can very well ☐
- Can in a limited way ☐
- Cannot ☐
- Never tried ☐

28 How confidently can you play with Girls /boys together?

- Can very well ☐
- Can in a limited way ☐
- Cannot ☐
- Never tried ☐

33 Can you take a bus/ auto alone?

- Can very well ☐
- Can in a limited way ☐
- Cannot ☐
- Never tried ☐

29 How confidently can you play on football field?

- Can very well ☐
- Can in a limited way ☐
- Cannot ☐
- Never tried ☐

34 Can you cook?

- Can very well ☐
- Can in a limited way ☐
- Cannot ☐
- Never tried ☐

35 Can you do household chores like washing clothes, washing utensils, brooming and mopping?

- Can very well ☐
- Can in a limited way ☐
- Cannot ☐
- Never tried ☐

LEADERSHIP SKILLS

36 Do you want to become the captain of your team?

- Yes ☐
- No ☐
- May Be ☐

37 If you were to choose a captain in your team, who would you choose:

- Yourself ☐
- Best friend ☐
- Any girl/ boy ☐
- Best football player ☐
- Others, please specify

38 Would you like to teach football to others?

- Yes ☐
- No ☐
- May Be ☐

39 Choose who is a good leader?

- One who shows what to do and includes everyone ☐
- One who knows what to do but does not include everyone ☐
- One who includes everyone but does not know what to do ☐

COMMUNICATION & MAINSTREAMING

40 You can easily communicate with?

- Deaf friends in football ☐
- Deaf friends in school/ near home ☐
- Hearing friends in school/ near home ☐
- Football coaches ☐
- School teachers ☐
- Parents ☐
- Brother/Sister ☐
- Other family members ☐

41 You can share your personal thoughts/discuss issues etc. with?

- Deaf friends in football ☐
- Deaf friends in school/ near home ☐
- Hearing friends in school/ near home ☐
- Football coaches ☐
- School teachers ☐
- Parents ☐
- Brother/Sister ☐
- Other family members ☐

42 Do you respect hearing people?

- Yes ☐
- No ☐
- Somewhat ☐

43 Do you think hearing people respect you?

- Yes ☐
- No ☐
- May Be ☐
- Can't say ☐

44 Who do you think respects your knowledge & capability or support/ encourage you?

- Deaf friends in football ☐
- Deaf friends in school/ near home ☐
- Hearing friends in school/ near home ☐
- Football coaches ☐
- School teachers ☐
- Parents ☐
- Brother/Sister ☐
- Other family members ☐
- Others, please specify

48 Are you aware about good touch and bad touch?

- Yes
- No
- Somewhat

49 Mark as right or wrong:
Marriage before age 18 (for girls) or age 21 (for boys)

- Right ☐
- Wrong ☐

50 Mark as right or wrong:
Beating of wife/ Violence by husband or husband's family, for any reason

RIGHTS & SAFETY

45 Are you aware of your fundamental rights as a citizen?

- Right ☐
- Wrong ☐

- Yes ☐
- No ☐
- Somewhat ☐
- Can't say ☐

51 Physical violence (including beating, slapping, hitting with objects)

- Right ☐
- Wrong ☐

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

- Parents/Family ☐
- Deaf friends ☐
- Football coaches ☐
- Hearing friends in school/ near home ☐
- School teachers ☐
- Police station ☐
- Child Helpline ☐
- NGO ☐

52 Sexual abuse (eve-teasing, rape, showing or being used in indecent videos)

- Right ☐
- Wrong ☐

53 Economic violence (making children below 18 work, not allowing women to work, taking the women's earnings forcibly)

47 I feel confident in sharing any problem with other?

- Right ☐
- Wrong ☐

- Yes ☐
- No ☐
- Somewhat ☐

54 What number will you dial to call Child Helpline?

- 1055 ☐
- 100 ☐
- 1098 ☐

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

- Tell a family member ☐
- Tell deaf coaches ☐
- Tell an authority in the government ☐
- Tell the police ☐
- Call 1098 Childline helpline ☐
- Do nothing, I don't want to get involved ☐

TEAMWORK & PROBLEM-SOLVING

56 How often do you help others without being asked?

- Never ☐
- Sometimes ☐
- Often ☐
- Always ☐

57 To win a football tournament who is most important

- Goalkeeper ☐
- Striker ☐
- Defender ☐
- Coach ☐
- Team ☐
- Can't say ☐

58 If you are given an assignment

- You do it by yourself ☐
- You take help of other, Specify who ☐

59 When problem arises I

- I share with parents/teachers ☐
- I take help from friends ☐
- I try to solve problem myself ☐
- None ☐
- Others ☐

60 When I see my friends fighting, I:

- Stay away from it ☐
- Support my friend ☐
- Try to resolve the fight ☐
- Inform the guardian/teacher/coach ☐

61 I continue to try hard even after experiencing failure or making mistake?

- Yes ☐
- No ☐
- Somewhat ☐

62 I can do all activities which other children of my age normally do?

- Never ☐
- Sometimes ☐
- Often ☐
- Always ☐

63 I feel am equal to hearing child?

- Yes ☐
- No ☐
- Somewhat ☐

64 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 ☐
- Others, please specify ☐

RIGHTS & SAFETY**65** Can you control your anger?

- Yes, very much ☐
- Yes, somewhat ☐
- No ☐
- I don't get angry usually ☐

66 Has your eating habit changed?

- I have become conscious of what I eat ☐
- I eat regular meals ☐
- I try to have a balanced diet ☐
- I eat unhealthy most of the times ☐

67 Do you agree that practising safe sex will reduce unwanted pregnancy and prevent HIV infection?

- Yes ☐
- No ☐
- I don't know about this ☐

68 Do you agree menstruation of girls and women is natural and nothing to be ashamed of?

- Yes ☐
- No ☐
- Somewhat ☐

69 Select the words that are used in football

- Penalty ☐
- Stumping ☐
- Passing ☐
- Dribbling ☐
- Boundaries ☐
- Wicket ☐
- Goal ☐
- Heading ☐
- Scoop ☐

70 How many players, play in a football team

- 18 ☐
- 11 ☐
- 16 ☐
- 9 ☐
- 7 ☐

71 Have you participated in any football tournaments or competitions?

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

72 How do you think football has helped you?

- Increase in confidence ☐
- Increase in physical fitness ☐
- Encouraged positive thinking ☐
- Improved team work ☐
- None ☐
- Others, please specify ☐

FUTURE PROSPECTS**73** What will you want to do in future?

- Job at good company ☐
- Job at govt institution or school ☐
- Start a business ☐
- Football player ☐
- Football coach ☐
- Not do anything ☐
- Others, please specify ☐

75 How will you support your family?

- Helping in household chores ☐
- Earning money and contributing ☐
- I cannot support ☐
- Others, please specify ☐

74 Do you want to build any of the following skills?

- Computer Skills ☐
- Leadership Skills ☐
- English ☐
- Business Skills ☐
- ISL ☐
- Teaching ☐
- None ☐
- Others, please specify

02 FGD & KII QUESTIONS

Deaf CYP FGD

All participants

01	Do you use hearing aids or cochlear implants? Do these help in hearing? How much?
02	What has been your experience using HA/CI while playing football? Does it help or does it obstruct?
03	Whether you were worried about developing muscles and becoming tanned?
04	What is menstrual hygiene? Do you know about periods?
05	How are your days different when you have periods? Do you go to school/play football?
06	Do you know about good touch/ bad touch? What will you do in case someone touched you inappropriately?
07	How do you co-operate with one another?
08	How do you show respect to one another?
09	What work does your mother do?
10	What work does your father do?
11	How do you show teamwork while playing football?
12	Have you started to feel more confident after being part of DKG Project?
13	Have you started to feel more respected after being part of DKG Project?

Other questions

01	Your favorite place to visit?
02	Level of education?/ Age/ Class?
03	Future aspirations?
04	How long in DKG project?
05	Do you respect hearing people?
06	Who and how do you communicate to, at home?
07	Where did you learn ISL?
08	Do you read?
09	Languages known?
10	How did you develop your English understanding skills?
11	How did you come to join SS?
12	Experience during COVID
13	Eating habits

14	Favorite SS people
15	Other sports
16	How well is your football skill?
17	What else do you do apart from studies, football?
18	Who are the other deaf people in the family?

Inclusive match participants

01	Was the inclusive match between hearing people vs deaf people? Or a mixed team? How many players were deaf and how many were hearing?
02	Did any deaf player score a goal?
03	Who you think should become captain of football team? And why?
04	Did the hearing pass the ball to the deaf CYP?
05	Did the deaf CYP pass the ball to the hearing?
06	Do you think hearing people respect you? If no, why?
07	What was good and bad about the inclusive match?
08	What was good and bad about the inclusive match?
09	How do you co-operate with one another/ show teamwork?
10	How do you show respect to one another?

Leadership training participants

01	Do you think you possess leadership qualities? If yes, give examples?
02	What did you learn at YLP?
03	How do you demonstrate leadership with your deaf friends' group in DKG, while playing football or otherwise? Give examples.
04	Do you demonstrate leadership qualities at home? Like taking initiative to get household items/ pick up a relative/ take any household or community responsibility?
05	Have you started to feel more confident after being part of Leadership training in DKG Project?
06	Have you started to feel more respected after being part of Leadership training in DKG Project?
07	Do you think hearing people respect you? If no, why?
08	What changes have you seen in yourself after taking the leadership training?
09	How do you think you are better & more mature than other deaf kids of your age/ level?

Deaf Coaches

01	Your journey before joining DKG?
02	When did you join the program? When did you become football coach?
03	Why do you think you were chosen to become a football coach and not others?
04	How do you feel is a deaf coach better suited for deaf kids, than hearing coaches?
05	Apart from teaching football, what other responsibilities do you have in the DKG Program?
06	Are you being paid any stipend?
07	Apart from teaching football, what other work do you do?
08	Do you think you can & will play as a professional football player?
09	Do you think you can & will pursue teaching football as a lifelong profession?
10	How do you identify which player is talented?
11	Any other remarks

Programme Lead- Jaz Mann

01	Why football & not any other sport or intervention?
02	Do you think similar outcomes can be obtained from other sports as well? Say badminton, especially for girls, given that sound would have negligible role in the sport.
03	Why factors made you choose India and Nagpur?
04	Do you have similar projects for Deaf kids, happening elsewhere as well? If yes, where & what kind?
05	What have been the challenges & favorable factors, specific to Indian context, in project execution?
06	For you, what has been a personal win? The day when you thought, that ohh, this was so wonderful, I & my team, we are doing the right thing. It can be before or during the project.
07	If you had to redo this project, what would you have done differently?
08	Feeling about Deaf kids
09	How do you measure outcomes?
10	Plans for scaling

Parents

All parents

01	How did you get to know about your child's deafness? Share about your child's upbringing/ schooling.
02	Did you agree in one go for your kid to participate in the program? If no, what were your apprehensions about?

03	What finally made you agree to let your kid participate?
04	How do you communicate with your kid? How often?
05	Do you or anyone in the family sign? If yes, does the kid communicate the most with the signing member?
06	What kind of communication happens with the kid in the family, in day-to-day life? Food, basic needs, emotions, school homework etc.?
07	What do you or others in the family do to communicate & support your child better?
08	What have you learnt from the Deaf Awareness workshops at DKG?
09	What has been your observation of changes in your child over the period of his/her participation in the project?
10	What's your occupation?

Leaders' parents

01	Do you think your child demonstrates leadership qualities at home? Like taking initiative to get household items/ pick up a relative/ take any household or community responsibility?
02	Do you feel your deaf child seems better than or more mature than the other deaf children of his/her age/ level?

Slum Soccer Top Management

Slum Soccer Founder (Prof. Vijay Barse)

01	Why football?
02	Why did you choose this project?
03	What has been your organisational gain?
04	How do you plan to sustain the initiative?
05	Do you work with any other form of disability?
06	Any key challenges
07	Any plan for upscaling

Slum Soccer CEO

01	How did you build the team for the project?
02	Challenges faced in the project team building process?
03	Any hindrance from hearing CYP or their parents for including the deaf people in the Inclusion match?
04	What course corrections did you have to make?
05	What has been your organisational gain?

06	How do you plan to sustain the initiative?
07	Any key challenges
08	Any plan for upscaling
09	If you were to redo the project, how would you implement it differently?
10	Other remarks

Deaf School Teachers & Principals

Teachers

01	What mode of teaching is used to teach the deaf kids?
02	How do you communicate with the deaf kids?
03	Do you or anyone in the school sign? Or does the school provide an interpreter? How often? Does the kid communicate the most with the signing member?
04	What kind of communication happens with the deaf kids in the school, apart from studies?
05	What do you or others in the school do to communicate & support deaf children better?
06	Have you attended DKG's Deaf Awareness workshops? What have you learnt from them?
07	What has been your observation of changes in the kids who participated, over the period of their participation in the project?
08	What else, in your view, can be incorporated in the project?
09	Strength of students/ teachers

Principals

01	Did you agree in one go for deaf kids in your school to participate in the program? If no, what were your apprehensions about?
02	What finally made you agree to let your deaf kids participate?
03	What efforts does the school make to communicate & support deaf children better?
04	What has been your observation of changes in the kids who participated, over the period of their participation in the project?
05	What else, in your view, can be incorporated in the project?
06	School funding pattern
07	School status of facilities
08	School history
09	Sourcing of deaf students
10	Future of your kids?
11	Other remarks

Deaf School Teachers & Principals

01	Your journey till DKG Project started
02	Your journey in DKG Project
03	Hearing coaches
04	Some rules of communication with the deaf people
05	How can we make a space deaf friendly?
06	Show us some of the safeguarding tools developed
07	What are some of the aide memoirs created?
08	For you, what has been a personal win? The day when you thought, that ohh, this was so wonderful, I & my team, we are doing the right thing.
09	What do you do to ensure every deaf kid feel included?
10	What methods do you adopt differently to coach the deaf kids vs hearing kids?
11	How are the pre & post-game interactions different for deaf & hearing kids?
12	Did you attend Deaf Awareness sessions?
13	Can you communicate with a deaf person now, without hesitating?
14	How would you define your level of comfort in communicating using ISL?
15	Any failures/ learnings? Future plans?
16	Other remarks

03 DEAF KIDZ GOAL! TEAM



Sajid Jamal
Project Manager



Pankaj Mahajan
Project Coordinator



Mahima Barse
Project Coordinator



Shyam Raghushe
Deaf Football Coach



Sheetal Kimmatkar
Deaf Football Coach



Shivani Chaudhari
Sign Language Interpreter



Shiba Markas
Sign Language Interpreter



www.slumsoccer.org



www.deafkidzinternational.org