

# Monitoring and Evaluation Report

2020-2021



# Monitoring and Evaluation (M&E)



## Introduction

We first implemented our Monitoring & Evaluation Framework back in 2019 as a way of assessing the performance of projects and programmes at Baale Mane, and to evaluate their long-term impacts. It remains our aim to use these tools to not only measure the impact of our work but to also identify emerging trends which may require further actions or changes in our approach.

The monitoring and evaluation system is designed to measure our impact in the 4 key areas of **Survival, Protection, Development, Participation**.

Whilst there are 4 key tools used in our framework, the global pandemic and the impact on every aspect of our work, has meant we have had to work with limited data this year.

**Here is a summary of the tools we have used for 2020 - 2021:**

1. **Self-assessment Survey** - filled out by younger girls, transition girls, independent girls, alumni & staff
2. **Development Report** - filled out for each girl by our external programme partners. As many of our programmes were either delayed or adapted, only a few external programme partners participated
3. **Health Report** - whilst immediate health issues were addressed, regular monitoring data from medical professionals was not available. Counselling did continue to take place, but these reports remain confidential
4. **Comprehensive Checklist** - filled out annually by key Baale staff members to measure our maintenance and provision of a safe home environment, transport and clothing

# Our Framework

The structure of Baale Mane and what we aim to provide for the girls is based around the following framework. This framework builds upon the four pillars of The United Nations Convention on the Rights of the Child, an internationally ratified human rights treaty which sets out the rights of children.

The four categories of Survival, Protection, Development and Participation are central to our programmes and integrated into the daily life at Baale.

**We aim to provide the following resources to all girls at Baale Mane -**

## **SURVIVAL**

- Food & nutrition
- Water
- Home & facilities
- Utilities
- Garden

## **PROTECTION**

- Safety & security
- Hygiene
- Health & medical care
- Clothing
- Transport

## **DEVELOPMENT**

- School education
- English Language
- Computer skills
- Extra tuition
- Counselling

## **PARTICIPATION**

- Sports
- Creativity
- Life skills
- Job readiness
- Cultural activities

Our programmes are designed with this framework in mind, and are therefore evaluated based on successes in meeting the needs of the girls for their survival, protection, development and participation needs.

The Monitoring and Evaluation tools investigate these key aims and evaluate our impact in these areas.

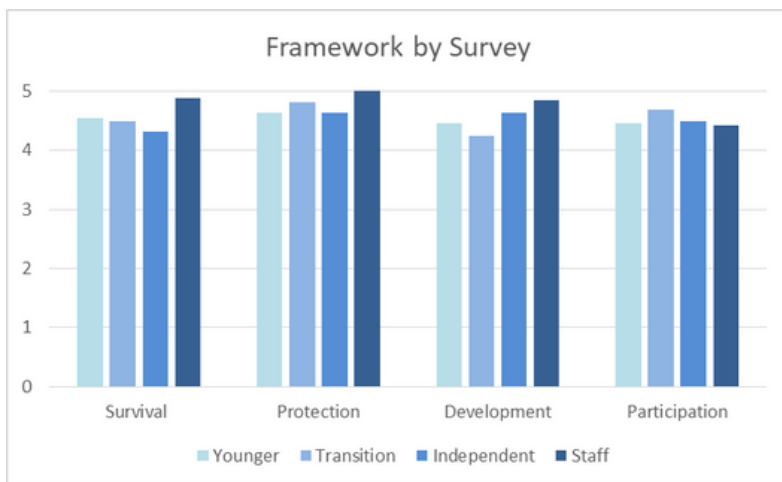
# Self-assessment Survey

The **self-assessment survey** aims to record data from the individuals connected to Baale Mane about their personal development and insights into the programmes over the previous year.

It is filled out on an annual basis by five groups of people:

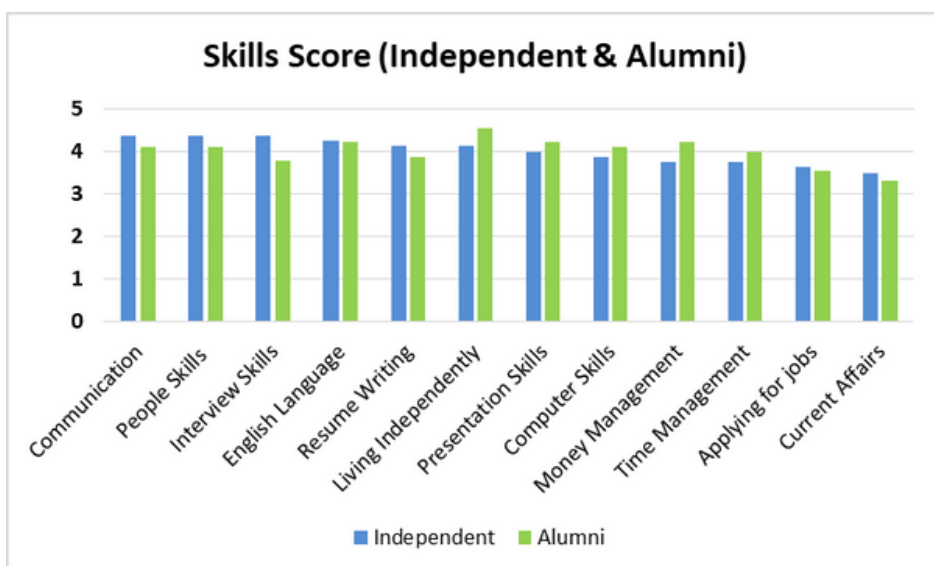
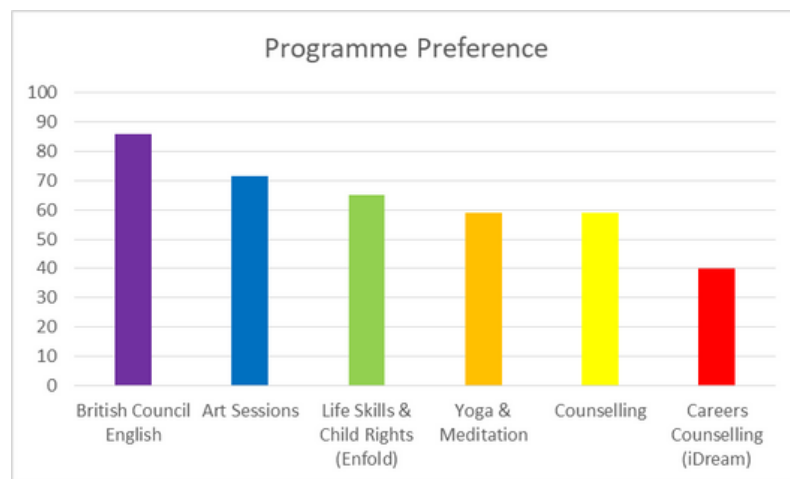
1. Younger girls (aged 8-15, residential at Baale Mane)
2. Transition girls (aged 15-18, residential at Baale Mane)
3. Independent girls (aged 18-22, at college in Bangalore)
4. Alumni girls (Baale Mane graduates)
5. Staff (all individuals employed by Baale Mane)

## OVERALL DATA



**Graph 1:** Overall mean scores in the 4 core framework areas as rated by younger girls, transition girls, independent girls and staff from 1 (disagree) to 5 (agree)

**Graph 2:** Overall programme preference for the common programmes that are organized for the both the younger girls and the transition girls

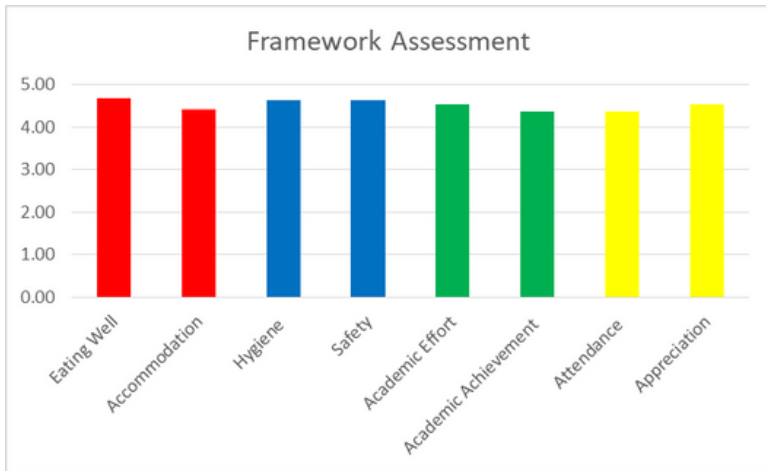


**Graph 3:** Results of the independent and alumni girls' rating of their confidence in various skills from a range of areas on a scale of 1 (disagree) to 5 (agree)

# Self-assessment Survey

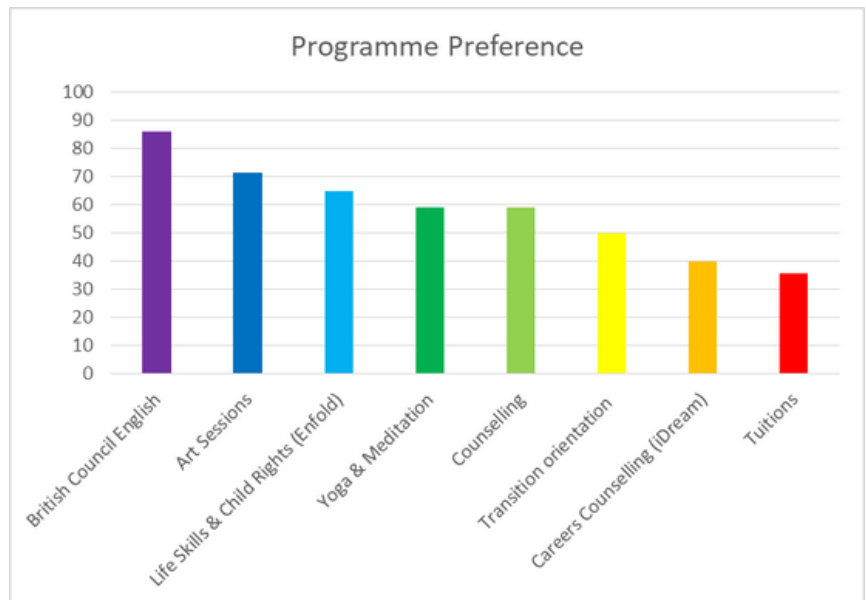
## YOUNGER GIRLS

The younger girls (girls aged 8-15) were each asked to fill out a self-assessment survey about their experiences of programmes at Baale Mane over the past year and their own personal development.



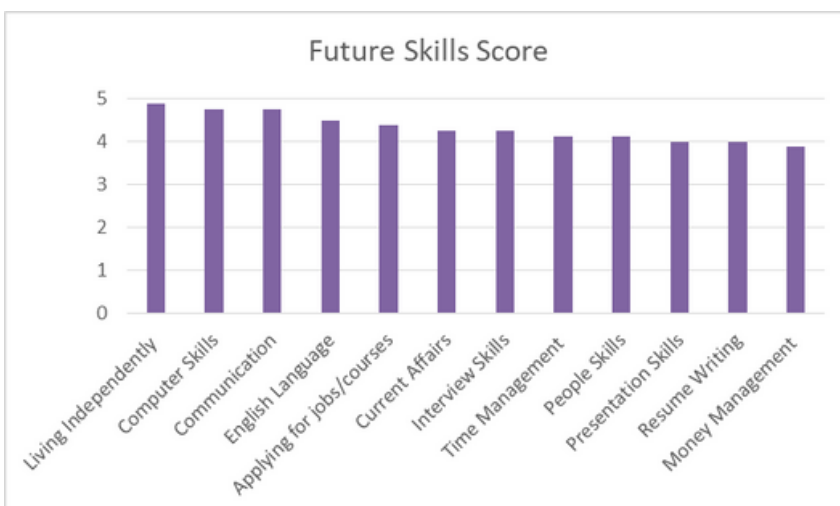
**Graph 1:** Mean results of the younger & transition girls' abilities in the core framework areas, rating their own performance in each area on a scale of 1 (disagree) to 5 (agree)

**Graph 2:** Percentage of younger & transition girls who selected each programme when asked which programmes they enjoyed. While all the programmes were attended by younger & transition girls, the Transition Orientation Programme was attended only by the Transition girls



## TRANSITION GIRLS

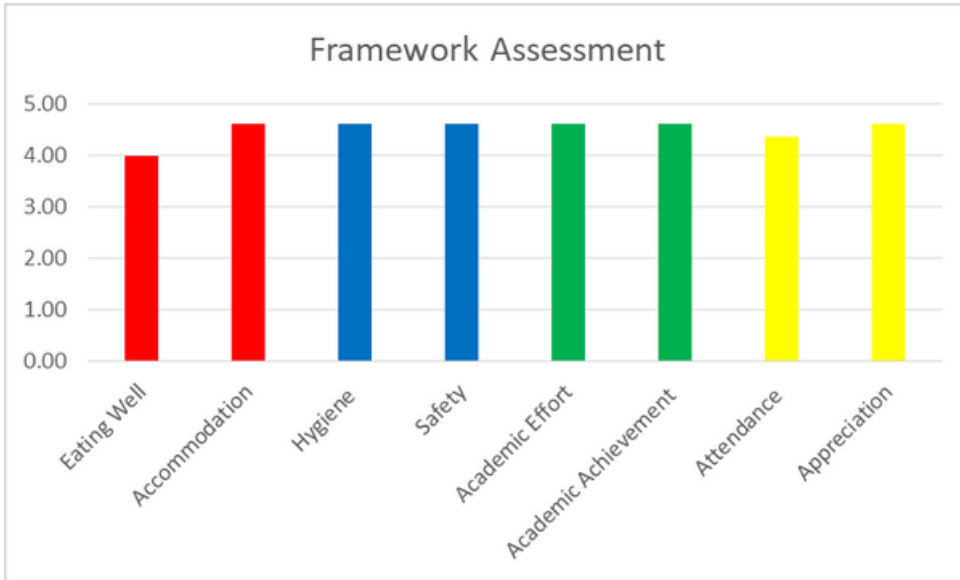
The transition girls (aged 15-18) are those who have completed their 10th grade & are pursuing Pre-university courses or an equivalent Diploma. They were combined with those of the younger girls, for Graph 1 and Graph 2. They were asked an additional question on 'Confidence in Life Skills and Job Readiness', with results recorded in graph 3.



**Graph 3:** Results of the transition girls' rating of their confidence in future skills on a scale of 1 (disagree) to 5 (agree)

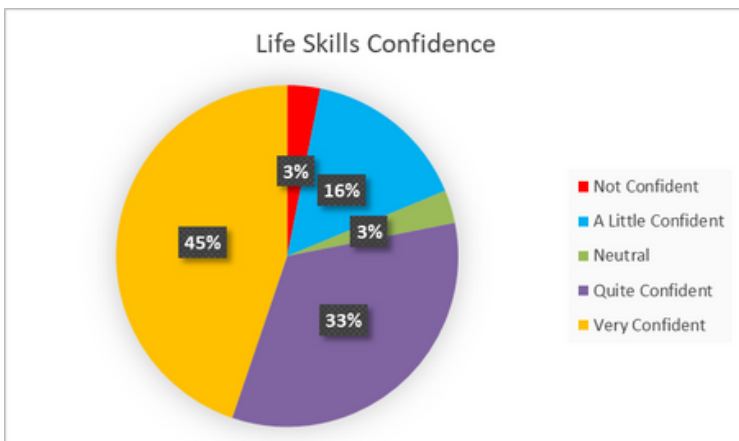
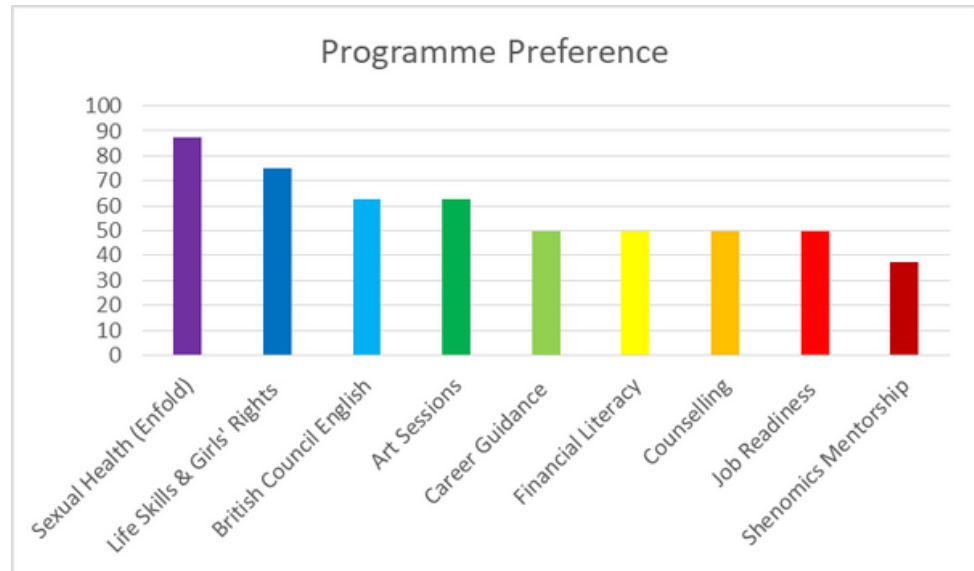
# Self-assessment Survey - Independent Girls

The independent girls (girls aged 18-22, who are studying in college or vocational course in Bangalore city) were each asked to fill out a self-assessment survey about their experiences of programmes at Baale Mane over the past year and their own personal development.



**Graph 1:** Mean results of the Independent Girls' abilities in the core framework areas, rating their own performance in each area on a scale of 1 (disagree) to 5 (agree)

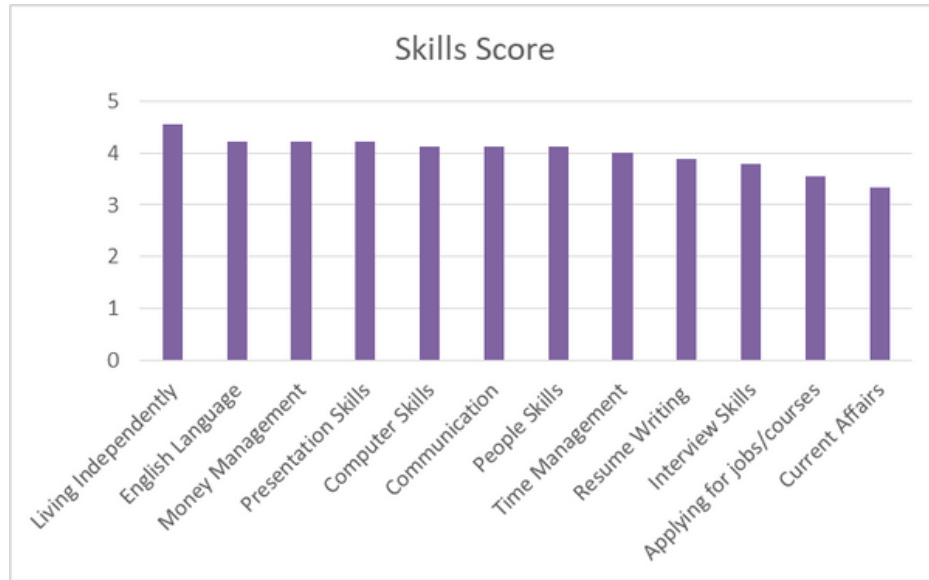
**Graph 2:** Percentage of Independent Girls who selected each programme when asked which programmes they enjoyed.



**Graph 3:** Overall results of the Independent Girls' rating of their confidence in life skills and job readiness, in various areas like - Living Independently, Computer Skills, Communication, English Language, Applying for Jobs, Current Affairs, Interview Skills, Time Management, People Skills, Presentation Skills, Resume Writing and Money Management

# Self-assessment Survey - Alumni Girls

The alumni girls (who have completed their vocational or college courses and graduated from Baale Mane support) were each asked to fill out a self-assessment survey about their experiences of programmes Baale Mane ran for them as part of the alumni programme and their current circumstances and skills.



**Graph 1:** Results of the alumni girls' rating of their confidence in skills from a range of areas on a scale of 1 (disagree) to 5 (agree)



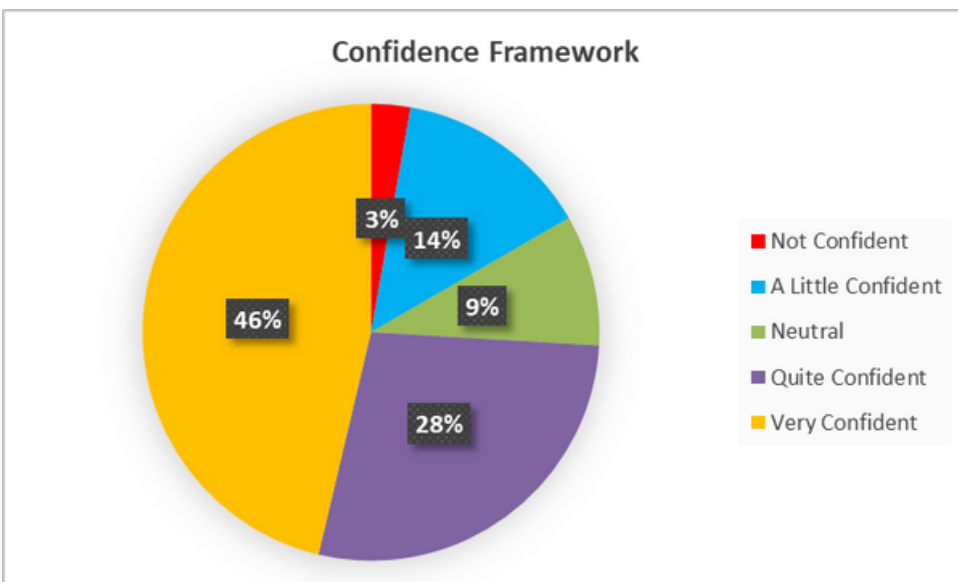
Every single one of our Alumni Girls who took the survey have indicated that they would like to give back to Baale Mane in some way (e.g. volunteering, passing on skills/knowledge, monetarily)



78% of our alumni girls already give back to their communities

## Alumni Employers in 2020-2021 include -

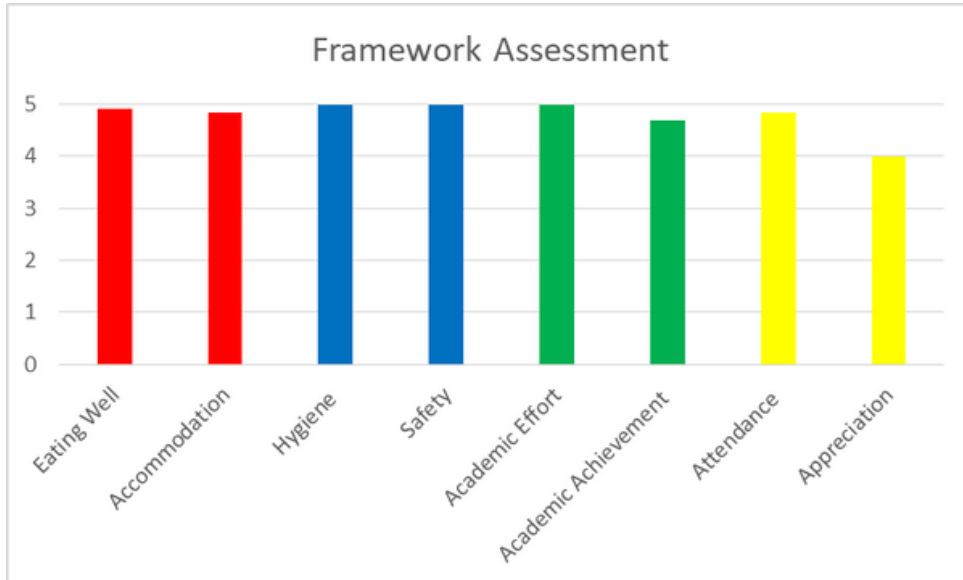
- Ernst & Young
- Enchanting Travels
- MA Braganza & Associates
- Bevin Traders
- New Age Styles Salon
- Rootbridge Fundraising



**Graph 2:** Overall results of the rating of the Alumni Girls' confidence in life skills and job readiness, in various areas like - Living Independently, Computer Skills, Communication, English Language, Applying for Jobs, Current Affairs Interview Skills, Time Management, People Skills Presentation Skills, Resume Writing and Money Management

# Self-assessment Survey - Staff

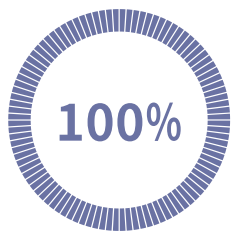
The staff (employed in 2020-2021) were each asked to fill out an assessment survey of the girls' abilities and performance in the core framework areas. We also asked them about their own skills, support for further development, and any suggestions for improvements.



**Graph 1:** Mean results of the staff's assessment of the girls' abilities in the core framework areas, rating the girls' performance in each area on a scale of 1 (disagree) to 5 (agree)

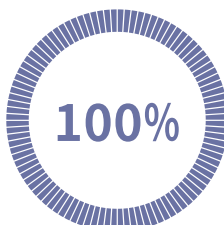
## The staff attended sessions on the following topics -

- Overview of Child Rights
- Overview of Child Protection
- Introduction to Restorative Practices



All the staff believe they are utilising their skills well in their work at Baale Mane

All the staff report receiving support to develop their skills further



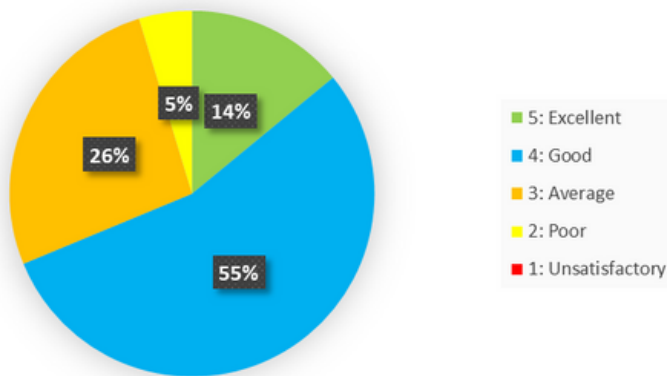


# Development Report

The development report aims to record data from the programme providers who run supplementary education programmes at Baale Mane. For 2020-2021 we received feedback forms from -

- English Programme (British Council)
- Tuition (Baale Tutors)
- Art sessions (Art Teacher)

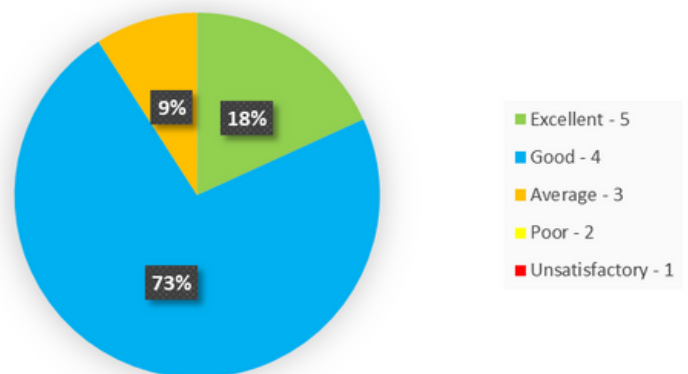
## Overall Grade - English Programme



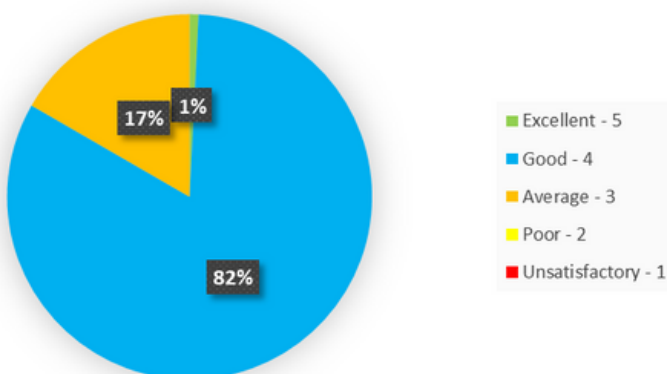
**Graph 1:** Overall results of the girls' performance in English classes, assessed by British Council teachers. These grades are a combination of Effort and Achievement in the English Programme.

**Graph 2:** Overall results of the girls' performance in Tuition, assessed by the providers in each subject. These grades are a combination of Effort and Achievement, averaged for each subject.

## Overall Grade - Tutoring



## Overall Grade - Art

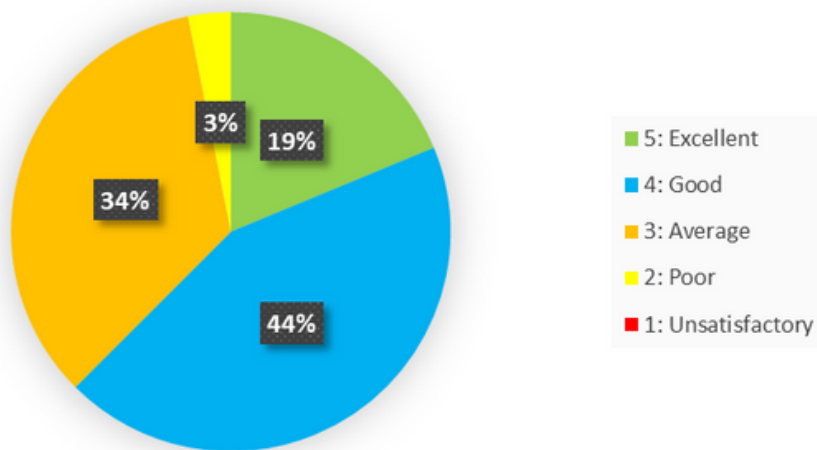


**Graph 3:** Overall results of the girls' performance in Art, assessed by the art teacher. These grades are a combination of Effort and Achievement in the art sessions.

# Development Report - English Programme

Early in 2021, British Council ran a long-term online course on a weekly basis, for the Younger Girls as well as the Independent Girls. These sessions focused on communication skills, grammar, sentence construction, vocabulary and creativity. They built on the previous annual programme where the focus was on their English reading, writing, speaking and listening skills. The programme ensures the girls have year-round English learning to gradually develop their skills.

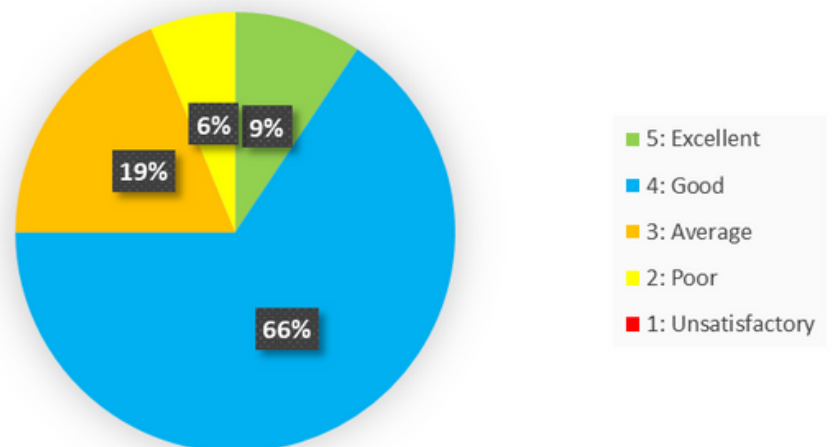
## Effort - English Programme



**Graph 1:** Overall results of the girls' effort in annual English classes, assessed by the British Council tutors.

**Graph 2:** Overall results of the girls' achievement in annual English classes, assessed by the British Council tutors.

## Achievement - English Programme



Feedback from teachers on participation & effort in English sessions -

- "Must volunteer to answer questions more often in class."
- "Was an active participant in class and took part in all class activities."

Feedback from teachers on achievement in English sessions -

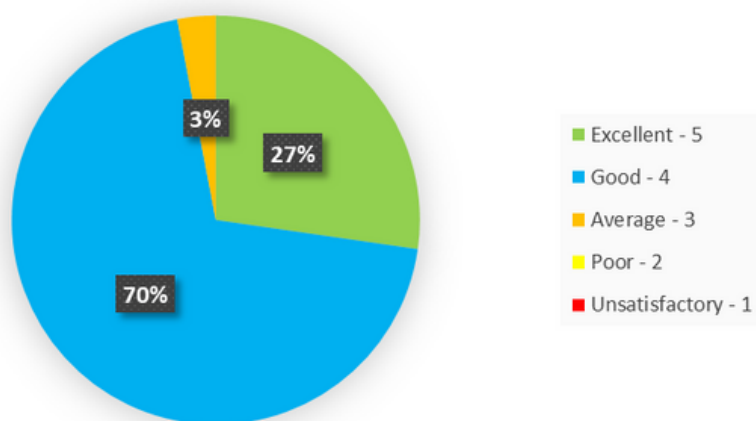
"An enthusiastic participant who contributed meaningfully to classroom discussions. Showed good progress through the course across most sections but sometimes needed support with writing and listening tasks. Especially enjoyed speaking and reading activities & could also grasp grammar concepts well."

# Development Report - Tuition

Due to the difficult backgrounds of many of our girls, they are often behind on their schooling at the time of joining Baale Mane. Many younger girls require additional support to ensure they are brought up to speed with school curriculums. For the older Baale Mane girls, achieving well in exams is vital to their university or vocational course acceptance.

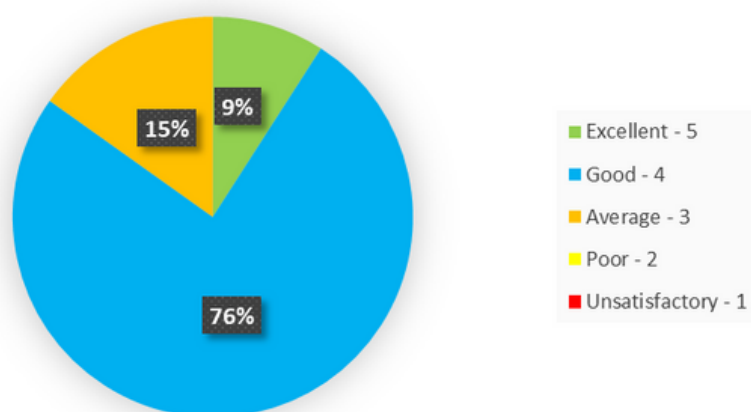
During 2020-2021, we offered online tuitions for our girls in subjects they were struggling with, including Mathematics, Accounts, Economics, Business Studies, English, Social Science and Science. We had 3 tutors who helped the girls throughout the week with additional support during times of their exams.

## Grade for Effort - Tutoring



**Graph 1:** Overall results of the girls' effort in tutoring, assessed by the tutors from various subjects.

## Grade for Achievement - Tutoring



**Graph 2:** Overall results of the girls' achievement in tutoring, assessed by the tutors from various subjects.

Feedback from teachers on students' participation & effort in tuitions:

- "Regular and attentive in class."
- "Should put more effort in learning new things."

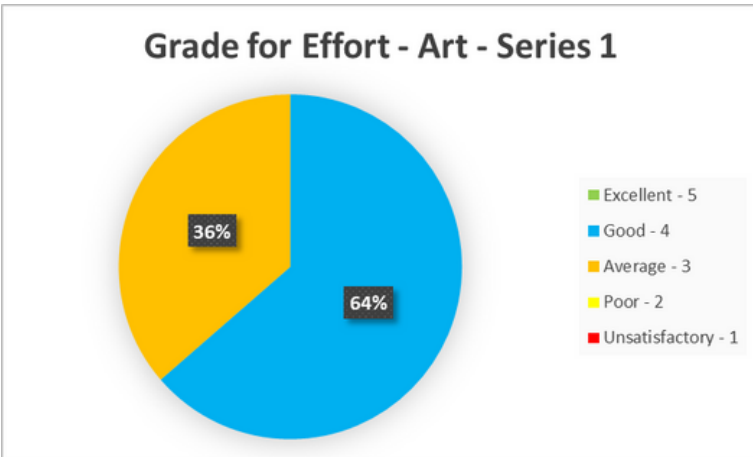
Feedback from teachers on students' achievement in tuitions:

- "Hardworking - is improving each day."
- "Aim-oriented . Good listener."

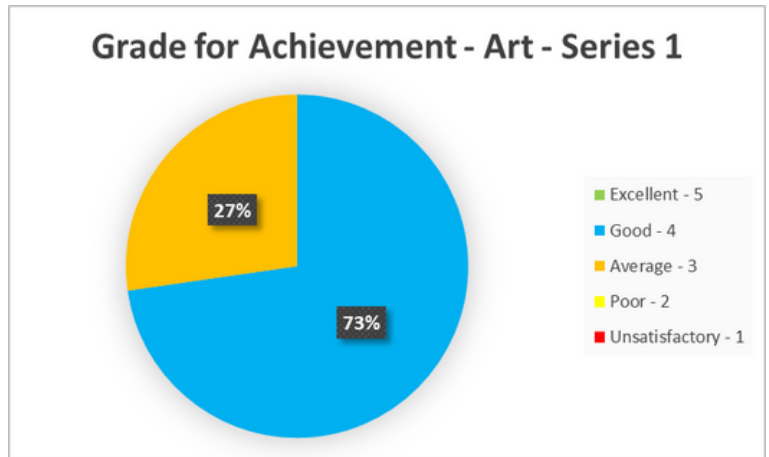
# Development Report - Art

In 2020-2021, we organized various online art sessions for the girls. They are very fond of art, and we actively encourage them to explore their creativity. There were 2 series of art sessions conducted by the same teacher, for which we were able to get feedback

In Series 1, all the participants learnt the basics of line drawing, drawing still objects, blending colours, zentagle art, drawing sceneries & shading.

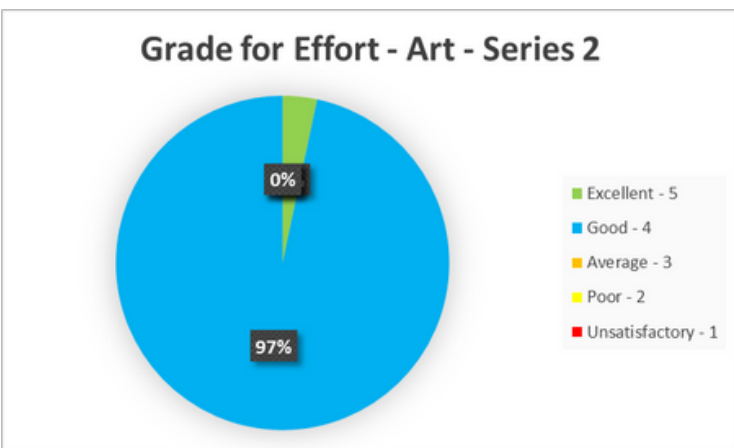


**Graph 1:** Overall results of the girls' effort in art, assessed by the art teacher

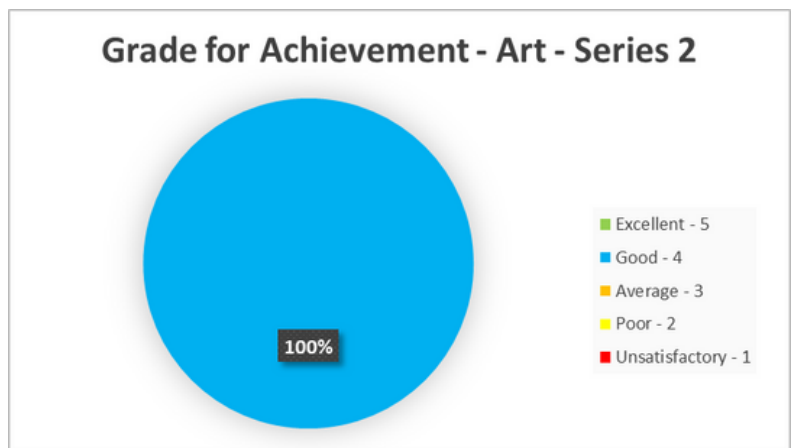


**Graph 2:** Overall results of the girls' achievement in art, assessed by the art teacher

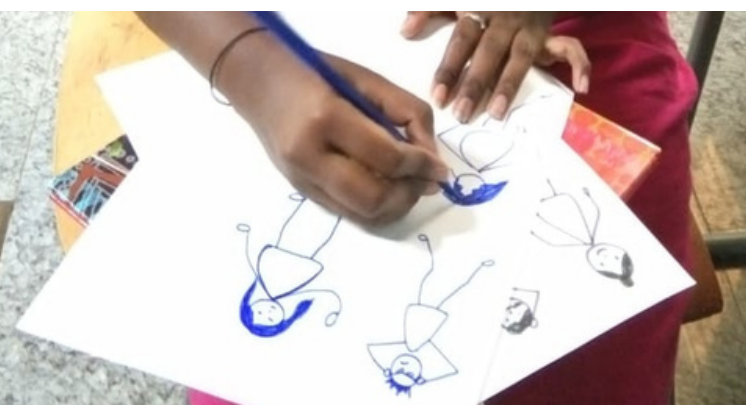
For Series 2, the participants were divided into 2 batches. The Junior Batch learnt basic doodling, decorative floral drawing, colouring & drawing animals. The Senior Batch learnt doodling, mandala art, hot-air balloon drawing & colouring.



**Graph 3:** Overall results of the girls' effort in art, assessed by the art teacher



**Graph 4:** Overall results of the girls' achievement in art, assessed by the art teacher



# Development Report

Apart from the sessions mentioned above, we also ran the following programmes -

**Enfold** - they ran a programme focused on different topics: life skills, sexual health, child rights and girls' rights. Through these interactive & informative sessions, all the girls learn a range of skills which will help them as they mature into independent young women. The sessions are run separately for the Younger Girls, Transition Girls and Independent Girls - each covering age-appropriate topics. The sessions were conducted online once a week.

**Financial Literacy** - online financial literacy classes for the older girls were conducted by a senior financial research analyst. Important topics like banking, personal taxes, savings, financial management were covered.

**Mentorship** - we worked with Shenomics on a mentoring programme as part of their 'Lead Like a Girl' project, which they run for high performing young women in corporate organisations. Each of our independent girls were paired with one of these young women. Our girls got valuable advice on how to develop their job readiness skills and improve their personal development through skills such as time management and leadership training.

**Why Waste?** - we partnered with Why Waste? (India's largest youth led movement working towards water conservation) to educate the girls about water conservation, our role in it, and had conversations with their founder Garvita Gulhati. The girls learnt about water conservation and had to come up with solutions for a village facing water problems. They also participated in a book reading session for 'The Sustainability Stories' storybook for children.

**iDream Careers** - the girls attended an annual career guidance programme. At the beginning psychometric assessments were conducted to understand individual aptitude and interest levels. Post that, rounds of group career counselling and 1-on-1 career counselling was conducted.

**Yoga & Meditation** - the girls practice yoga every morning with the senior girls leading them. They also attended virtual meditation & yoga sessions with Jacquie - a volunteer trainer.

## Corporate Volunteering -

- **Firstsource Solutions Private Limited** ran a session for the girls about how to better understand emotions through puppet-making. They also ran a session teaching the girls how to make Origami art.
- **Moody's** ran several sessions to help the Pre-University College and Independent girls to learn Business English, writing emails and resumes. They also built a reading circle to read books.
- **Microsoft** conducted an interactive geography session for the girls about the seven wonders of the world. The session was geared towards helping the girls get a better understanding of world geography.

# Academic Grades

## SCHOOL - YOUNGER GIRLS

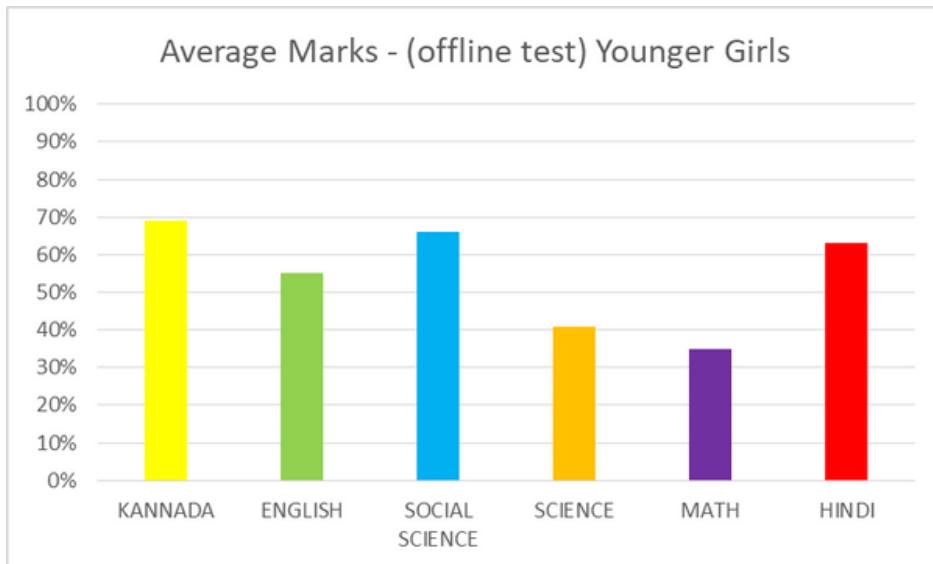
The Baale Mane girls attend schools in either English or Kannada medium.

### Academic Interventions -

- We identified 4 girls whom we felt needed additional interventions to improve their academic performance. We worked with an organisation called Prayatna Centre for Child Development to complete learning assessments for these girls, and moved 2 girls to Kannada medium schools based on their recommendations. We continue to work with all these girls.
- There are 7 girls whom we moved from St. Anne's School to Vivekananda School during the last year. While they have adjusted and are managing well, with more time and data we will be able to track performances better.

100%

All of the younger girls were promoted to the next class

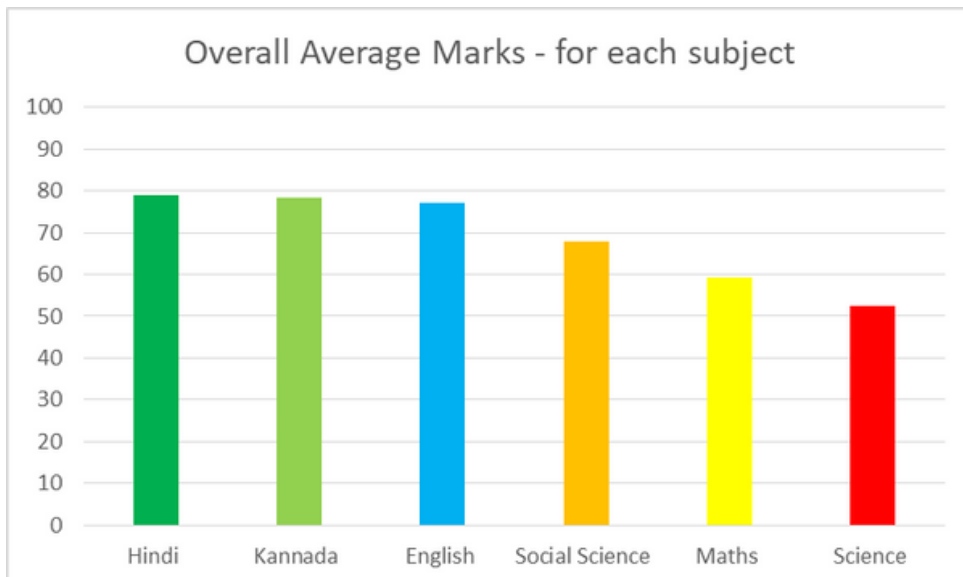


**Graph 1:** Average marks obtained by the younger girls in **9th grade & below** in the first offline test conducted after in-person school began

## SCHOOL - SSLC - 10th GRADE

In 2020-2021, we had 9 girls attempt the 10th grade exam. 7 girls attempted the exam for the first time. It was the second attempt for 2 girls.

We are pleased to share with you that all of them have successfully passed their exams!



**Graph 2:** Subject-wise overall average marks for 9 students.

# Academic Grades

## PUC - TRANSITION GIRLS

After the girls complete their 10th grade, they can choose to study either Vocational Courses or attend Pre-university College.

### **1st PUC -**

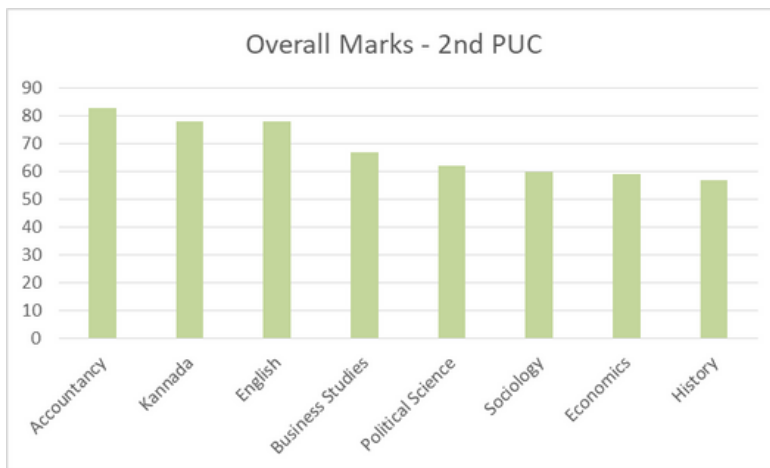
- 3 of 3 girls successfully completed their 1st PUC with fantastic results
- 2 girls are pursuing Commerce - CEBA - Computer studies, Economics, Business Studies and Accountancy
- 1 girl is pursuing Science - PCMB - Physics, Chemistry, Mathematics and Biology



**The overall marks of the 3 girls who completed their 1st PUC exams!**

### **2nd PUC -**

- 2 of 2 girls successfully completed their 2nd PUC
- 1 girl was pursuing Arts - HEPS - History, Economics, Political Science & Sociology
- 1 girl was pursuing Commerce - HEBA - History, Economics, Business Studies & Accountancy



**Graph 1:** Overall marks for the girls who successfully completed their 2nd PUC

## DEGREE - INDEPENDENT GIRLS

We had 10 Independent Girls in this period. All of them successfully progressed to the next level of study/internship/work -

- 3 girls started their 1st year of degree and chose to do either BA in Psychology or BCom
- 1 girl was pursuing her 2nd year of degree in BBA in Aviation at SIMS College
- 2 girls were in their 3rd/final year of degree in BCom and BA
- 1 girl was interning at Taj Hotel while pursuing her final year degree in Hotel Management
- 2 girls were in post degree support and started their internship with EY & Shadhika
- 1 girl completed her job readiness and skill development program at ICICI and got a job in the textile retailing industry

# Health Report

The health report aims to record data about the health of each residential girl at Baale Mane to ensure their wellbeing is maximised, and to record any health concerns. It would normally be completed by professionals from each of the relevant fields: Medical Report (Doctor), Nutrition Report (Nutritionist) & Counsellor Report (Baale Counsellor). Although we were unable to complete the regular health report in 2020-2021, we have shown below the support that has been provided during this period.

## **MEDICAL**

We take the health of the Baale girls very seriously. In 2020-2021, although we were unable to have the regular medical check-up due to COVID, anyone who needed any medical attention was given help on a priority. Regular COVID check-ups were conducted. COVID awareness sessions were conducted by Government doctors, our residential staff & corporate supporters who ran sessions on health & hygiene. The Child Welfare Committee had online sessions where they spoke to the girls about their health and COVID awareness & ensured them support. While we take any girls who are more seriously sick to the hospital, we also have a sick room on the Baale site. While our staff & girls above 18 years have got COVID vaccinations, as soon as girls 18 years and below are allowed to be vaccinated, we will get it done.

## **NUTRITION**

The kitchen staff at Baale work hard to provide the girls with 3 healthy meals a day, containing all the vitamins, minerals and proteins that are needed to grow up healthily. To ensure each girl is meeting their suggested body mass index, we also record their height and weight every 6 months to see if we need to provide supplements or additional support. Enfold ran sessions for the girls on eating right, eating healthy, exercising etc. We are actively searching for a nutritionist to visit Baale Mane on a regular basis to assess the nutrition levels of the girls.

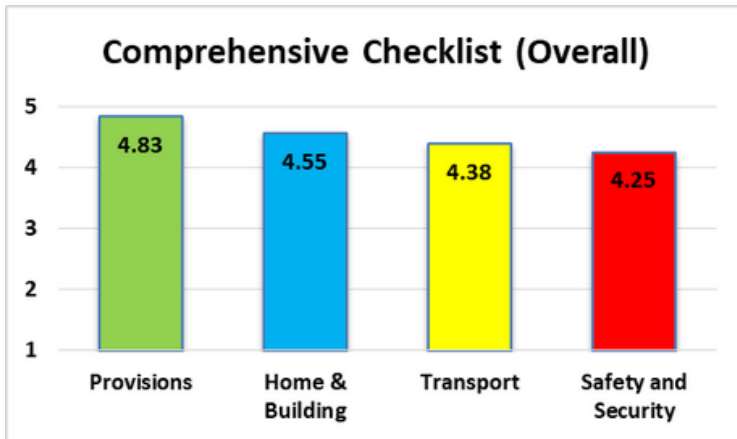
## **COUNSELLING**

Many of the Baale Mane girls come from difficult backgrounds, and have experienced trauma or abuse in their past. To ensure the girls have an external individual to talk to about these issues, as well as regular concerns that accompany growing up, we previously had a counsellor who visited Baale Mane on a weekly basis. We later changed the sessions to be online and during 2020-2021, the counsellor held sessions twice every week whenever possible. She has met with residential girls, independent girls, alumni girls, staff, as well as families of the girls when needed. The girls can sign up to attend the sessions on their own accord. The care team can also refer girls who are having any specific difficulties. From time to time further psychiatric support might be recommended, and this is arranged on an individual basis.



# Comprehensive Checklist

The comprehensive checklist aims to record data about the Baale Mane site, including its buildings, grounds & transport to assess the safety & security of the home. Last year we solicited feedback from an internal Baale Mane representative, from a trustee and from an external evaluator. As there were multiple COVID lockdowns as well as our own precautionary measures restricting visitors to the home, we have had to take a slightly different approach this time. The checklist has been completed by our Head of Operations, and separately by two members of our residential care team.



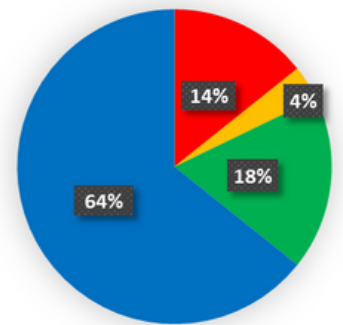
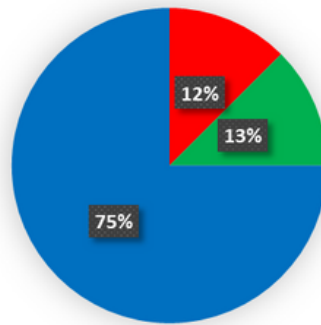
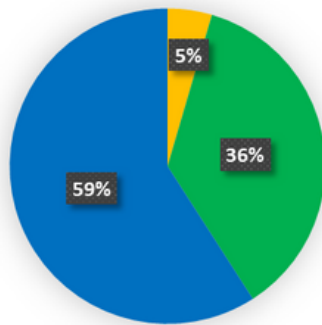
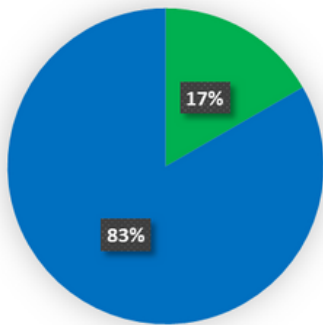
**Graph 1:** Mean results of the comprehensive checklist in the areas of 'Provisions', 'Home & Building', 'Transport' and 'Safety & Security'. Rated on a scale of 1 (disagree) to 5 (agree) in answer to various statements for each.

## PROVISIONS

## HOME & BUILDING

## TRANSPORT

## SAFETY & SECURITY



**Graph 2:** Agreement with statements within the four categories of 'Home & Buildings', 'Safety & Security', 'Transport' and 'Provisions', on a scale of 5 (agree) to 1 (disagree).

Whilst the ratings in all 4 areas are good, there are some issues in relation to Safety & Security and Transport which require further action.

KEY	
Agree	<span style="color: blue;">■</span>
Slightly Agree	<span style="color: green;">■</span>
Neutral	<span style="color: yellow;">■</span>
Slightly Disagree	<span style="color: orange;">■</span>
Disagree	<span style="color: red;">■</span>

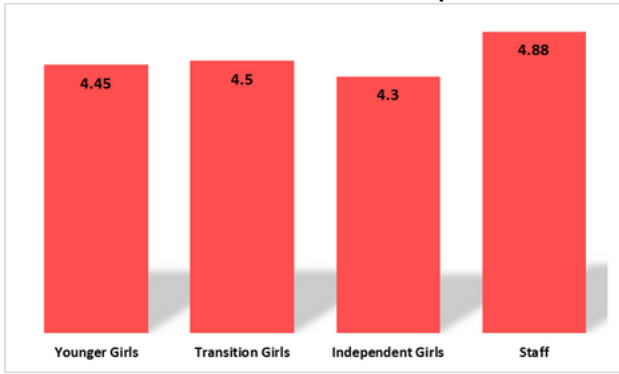
## KEY RECOMMENDATIONS

- Home & Buildings - "We may need to have one more helper for cleaning purposes."
- Safety & Security - "Emergency facility for nighttime."
- Transport - "We need the vehicles to be cleaned more."

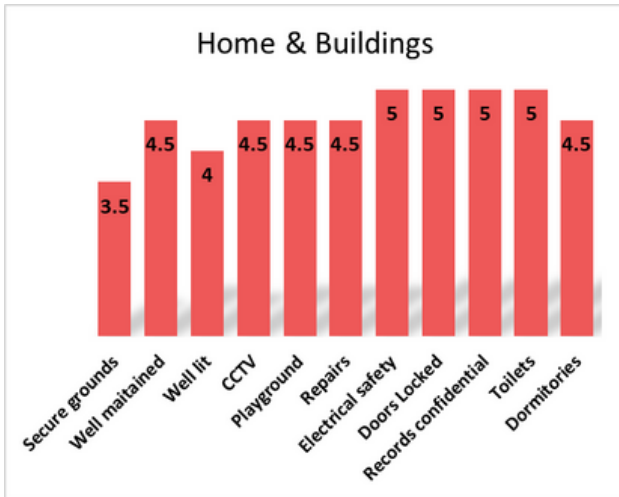
# Framework Evaluation

## SURVIVAL

Self-assessment Survival Report

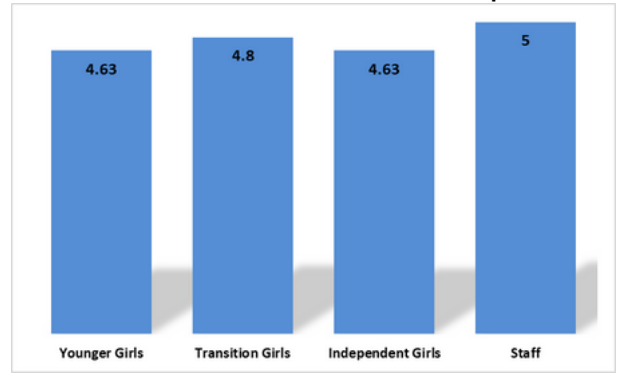


Home & Buildings

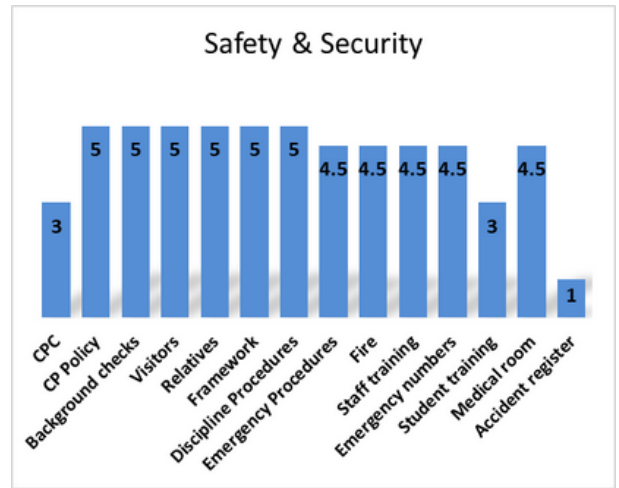


## PROTECTION

Self-assessment Protection Report

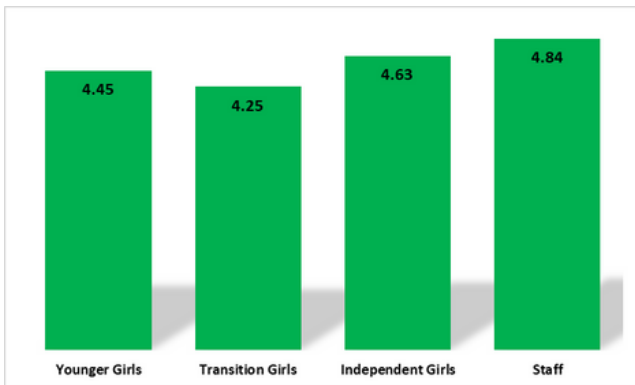


Safety & Security



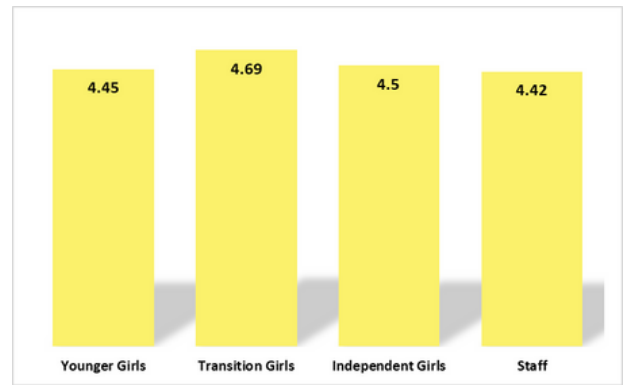
## DEVELOPMENT

Self-assessment Development Report

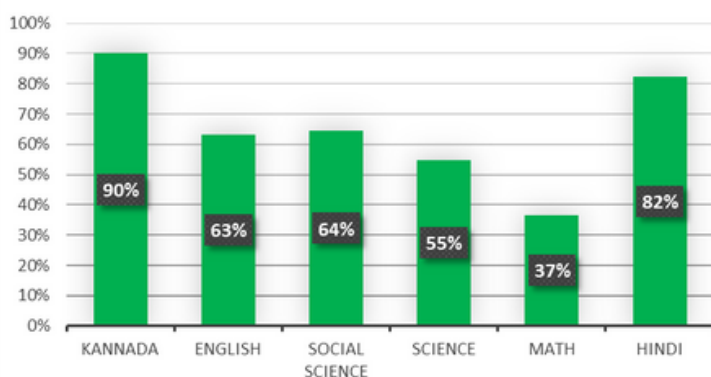


## PARTICIPATION

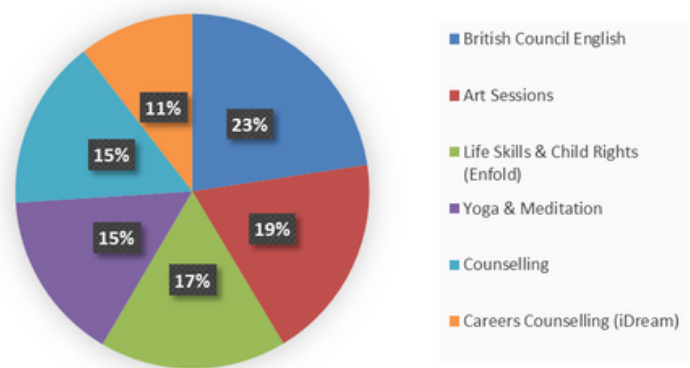
Self-assessment Participation Report



Average Marks (online test) - Younger Girls



Sessions Preference - Residential Girls



# Progress on actions identified in 2019 – 2020 report

## Survival

- Review CCTV requirements ✓
- Complete medical & nutrition check-ups – work in progress

## Protection

- Review transport safety ✓
- Staff member to drive in emergencies – work in progress
- Counsellor and counselling training ✓
- Staff training & skill building – work in progress

## Development

- Regular review of academic achievements ✓
- Improvement plans for tutoring sessions ✓
- Improvement plan for computer training – work in progress
- Technology for on-line classes ✓
- More Kannada language books – work in progress

## Participation

- Create Alumni network ✓
- Programme preferences for Independent girls ✓
- More arts, dance & singing classes – work in progress
- Enhance programmes with low scores – work in progress
- Improve transition programme – work in progress



# Actions outstanding from last year & new actions identified in 2020 - 2021

## Survival

- Complete medical & nutrition check-ups for the girls
- Annual health check for the driver(s)
- Cleanliness of both the facility and the vehicles
- Monitoring of kitchen activities

## Protection

- Staff member to drive in emergencies
- Staff training & skill building
- Review security arrangements (especially at night)
- Review provision of First Aid equipment and training
- Train girls on how to report unsafe situations
- Accident register

## Development

- Continue to review academic achievements & support plans
- Recommence in-person classes when possible
- Improvement plan for computer training
- More Kannada language books
- Introduce English reading programme

## Participation

- More arts, dance, sports & singing classes
- Enhance programmes with low scores
- Improve transition programme
- Ensure girls are punctual for sessions
- Organise outings and trips for the girls



Thank you for reading our Monitoring and Evaluation Report for 2020-2021.

We are pleased that in spite of the pandemic, we were able to improve on a lot of the changes that were suggested in our previous report. Similarly, we will strive to ensure that the changes & improvements that have emerged from this report will be attended to in the best way possible. We will re-evaluate our successes and improvements next year. We are happy with our ability to deliver our programmes in a manner that meets all 4 areas of our framework.

We would like to extend our heartfelt gratitude to our programme partners, staff & girls who participated in the surveys - your responses are integral to our Monitoring & Evaluation success.

We would also like to thank our partner organizations who help us make an impact.

For any questions or comments, please contact Sanjna Achayya on [sanjna@baalemane.org](mailto:sanjna@baalemane.org)