

LEARNING TOGETHER:

A Toolkit for Monitoring & Evaluating Programs for Adolescent Girls



Learning
Community



EMpower

Enriching young lives in emerging markets

ACKNOWLEDGEMENTS

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SECTION 1: Introduction

Adolescence is a critical period of transition from childhood to adulthood for most girls. It is a time when situations, choices and opportunities can shape a girl's life. For many girls, this period is also a difficult rite of passage as they face cultural restrictions, increased risk of violence, less access to education, poorer health outcomes and fewer income-generating opportunities. While adolescence for boys generally brings more freedom, girls in many cultures and societies are restricted to the domestic sphere. Many youth programs across the world are trying to reach out to adolescent girls to provide them with help and support: However, any program to empower adolescent girls must be designed with them as the target audience and active participants. Girls tend to receive maximum benefit in the programs where they feel free to express themselves, participate actively and take on leadership roles that they might not otherwise feel confident enough to undertake. This toolkit helps organizations to better plan for and to monitor girl-centered programs.

In 2012, EMpower envisaged an initiative called the 'Learning Community' to address the unique needs of adolescent girls. This toolkit was borne out of and inspired by EMpower's work with its eight partners in Mumbai who are striving to improve the lives of adolescent girls and young women and are members of the Learning Community. It is challenging to find tools or develop processes that adequately map and convey the situation of adolescent girls in a community, as well as measure the impact of a program on their lives. This toolkit is designed to help meet these challenges and engage girls as partners in the process.

This toolkit is comprised of innovative, participatory tools and strategies designed to:

- measure changes in girls' lives
- understand the girls' situation in the communities where they work
- measure the impact of a program
- showcase the value of girl-led interventions within a program



About the Learning Community

The Learning Community for Adolescent Girls in Mumbai was formed to share resources and learning to create a larger platform to empower girls. The aim of this community is to make essential interventions for girls so that they become proactive in public life and develop leadership skills to directly address the barriers they face. The first cycle of the Learning Community ran from 2012 to 2013 when four grantee partners of EMpower—**Vacha, Akshara, Aangan and Vidhayak Sansad**—worked together to form this community. In 2013 and 2014 four more organizations—**CORO, Dosti, Stree Mukti Sanghatana** and the **Young Women Christian Association**—joined the Learning Community. This network aims to enable the member organizations to initiate concerted efforts to increase the leadership and presence of adolescent girls within their communities. Moreover, it focuses on building the skills and capacities of the organizations while also empowering the girls to choose, design and implement impactful interventions. The two main components of this program are:

- 1) **Girls Leadership:** Adolescent girls from the member organizations are provided leadership training after which they execute projects in their communities to address issues of restrictions, mobility and public safety for girls.
- 2) **Mentorship:** Mentors within each organization are provided training on leadership, project management and mentoring skills so that they can effectively train girls and serve as the next line of management within their own organizations.

The content of this toolkit is based in part on the knowledge gathered during the first three years of the Learning Community. It was designed to bring together best practices in program planning for girls from a dedicated set of practitioners and organizations. Because of the association of this toolkit with the Learning Community, most of the forms and activities described in this toolkit refer to this program. This toolkit was written primarily for organizations working with girls, but it can be easily adapted for use by other groups and individuals working with youth.

The first version of this toolkit was created during the preparation of a monitoring and evaluation plan in the second year of the Learning Community. Later on, it was felt that the tools needed to be refined and modified to better suit the needs of girls, to measure results effectively and to optimize the implementation of the monitoring and evaluation plan. Therefore, in the third year, the existing tools were reviewed and some new tools were created with the help of monitoring and evaluation expert Bonnie Shepard. This modified toolkit was developed for a comprehensive impact assessment of programs, participants, mentors, organizations, communities and the overall value of the Learning Community.

What is this toolkit and who is it for?

This toolkit is a combination of questionnaires, forms, activity sheets and checklists to monitor and evaluate programs meant for adolescent girls. It can be used by anyone who is running a program and trying to improve program impact. In addition, it can be useful for people who are designing a program, developing a proposal to work with girls or for staff working directly with girls who require fresh ideas on how to create and sustain program activities. The toolkit can be used by the following people:

- **By people and organizations** planning a girl-centred program
- **By participants** to express their opinions about a program
- **By mentors, facilitators and executive directors** to assess the performance of the participants
- **By monitoring and evaluation teams** to measure outcomes for girls

Why should I use this toolkit?

To ensure effective monitoring of a program, it is important to track implementation and outputs systematically, and measure the effectiveness of the activities. This toolkit draws on a range of methods and activities that can yield an evidence-based understanding of the effects, limitations and strengths of a program. Focus in this toolkit is placed on tools of evaluation that place learning first and foremost, and stress the girls' capacity to be agents of change in their community. The forms within this toolkit help to document participatory processes that facilitates the monitoring and evaluation of a program in partnership with the girls and mentors. The tools also help girl participants to report how they feel about a program and how their lives have changed as a result of participating in the program. The tools are designed to be easily understood and used by adolescent girls.

This toolkit helps in:

- Understanding and measuring the changes in girls' lives after participating in a program—both intended and unintended (for example, you might discover that a program for mobility and safety of girls also improves their communication with parents)
- Measuring if a program is achieving its objectives (for example, one can measure if the program increases girls' self-confidence and assertiveness and how exactly the program helps to develop girls' leadership)
- Learning more about the problems or challenges faced by girls (for example, why girls do not access public places, or why it's difficult for your program to enroll /retain girls)
- Gaining insight into processes of community change led by the girls
- Gathering information that can be used to inform parents, stakeholders, donors and other actors about the realities of girls' lives and the need to further invest in them

This toolkit serves the following purposes:

- To provide information about each tool, its purpose and utility
- To provide detailed instructions about:
 - Applying the tools
 - What is being measured and why
 - Who should be included in various stages of a program
 - When and how to collect data
 - How to document and measure impacts
- To help in planning and prioritizing time and activities by identifying program components

How do I use this toolkit?

This toolkit contains 14 different tools which are described in detail in Section 3. Each tool includes the following information:

Description of the tool.

Purpose of the tool by sketching out the main objective and key uses for the tool.

Timeframe of the project, stating when gathering information with the tool would be most useful in the program cycle.

Materials required for each tool.

Who will administer the tool, including guidance regarding who is responsible to conduct the session and who will fill out the forms.

How to use the tool to assist the practitioner to gather the relevant information.

Instructions for facilitators to assist them in administering the activity.

How to analyse/measure data to map the impact of the program.

Notes on additional guidance to the practitioner or facilitator.

SECTION 2: How to Plan a Program for Adolescent Girls

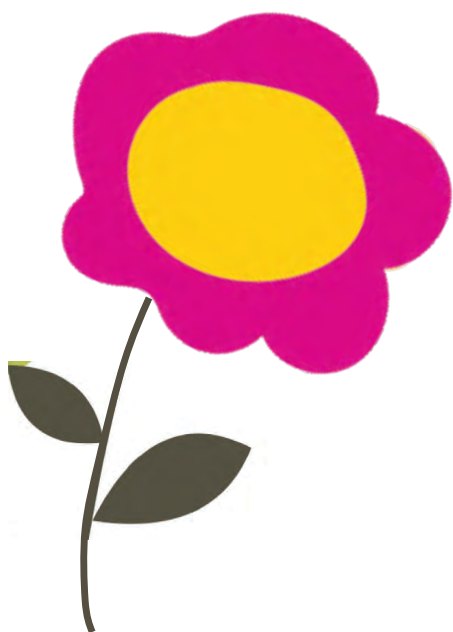
This section illustrates the various steps involved in developing strategies and approaches needed to plan a program for adolescent girls. It will explicitly guide you in developing and defining the main components of your program. The planning instructions were adopted from EMpower's "Guide to Program Evaluation."

Where to Begin

Step 1: Define your target population. This is a critical step where you decide which girls you will work with during the program. Not all adolescent girls are the same and the issues that they face are specific to their age, location, culture and other life circumstances. Your program structure will depend on the answers to these questions.

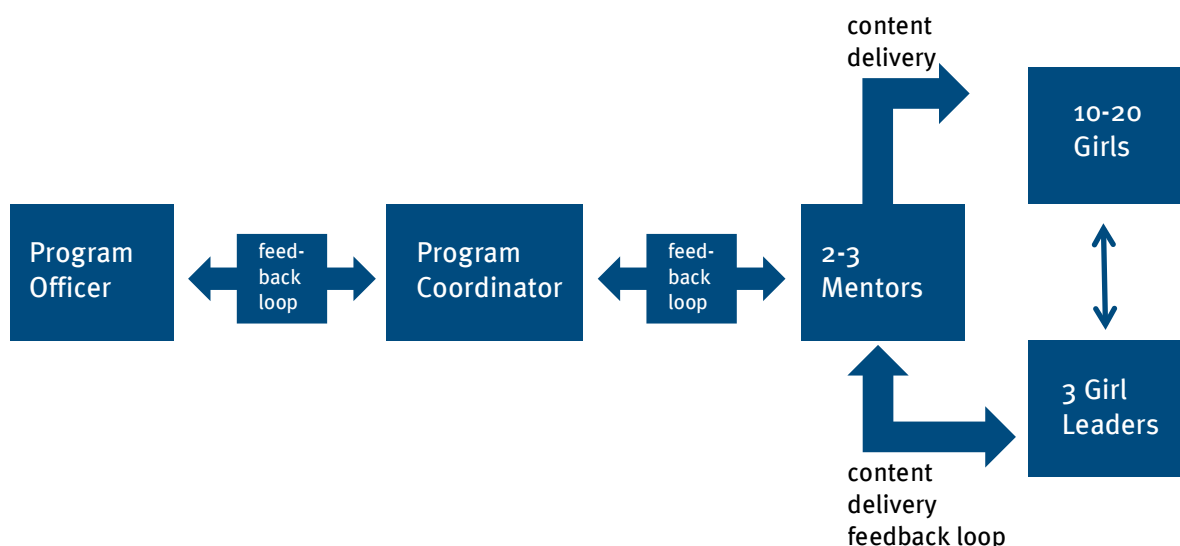
Step 2: Assign sufficient time for staff training at the start-up period of the program:

- **Training program staff**, such as mentors, in facilitation skills is critical for them to be able to work effectively with girls. Mentors could be female youth, ideally a few years older than the target girls.
- **Using mentors to train adolescent girls is important.** Organizations may also use senior mentors to train new mentors. When properly trained, mentors can impart leadership skills to girl participants as well as enable them to engage with the larger community, while closely monitoring the activities and reporting to the program staff.
- It is necessary to have **dedicated program staff** to manage the overall implementation of the program. Ensuring a process of feedback among program officers, mentors and girl leaders helps in effective implementation and running of the program.



A sample structure of program staff is illustrated below.

Figure 1: Sample staff structure for an adolescent girls program



Step 3: Create a timeline for your program and design various activities by keeping in mind the specific needs of adolescent girls. This involves deciding how you will recruit the girls, how and where will you train them and what time and days of the week/month will encourage maximum participation.

A sample structure of a 12 month program is given below:

Figure 2: A sample timeline for a 12-month program for adolescent girls

1) Launch phase (1 st month):
• Training for mentors • Training for girls: Workshops for girls on leadership and monitoring and evaluation skills. Finalization of action plan and tools for implementation by girls and mentors.
2) Implementation phase (2 nd – 7 th month): Implementation of activities and plans prepared by girls and mentors. Monitoring of the girls through monthly and weekly meeting by mentors.
3) End of Implementation phase (8 th month): Girls and mentors share their experiences, achievements and make plans for documentation of their activities.
4) Concluding Event (10 th month): Organize a concluding event where the girls and mentors present their work. A yearbook can be prepared to document the experiences and achievements of the girls.
5) Launch of M&E report (12 th month): Data collected at baseline and endline can be analysed to assess the performance of the program. The results can be documented through a monitoring and evaluation report.

Step 4: Mentors can guide girls to prepare activity plans, timelines and budgets for their interventions. Activities for engaging the community could include the following types:

Figure 3: Activities for a 12-month program for adolescent girls

Action-based Activities	Participatory and Consultative Activities	Awareness Creation	Breaking Stereotypes
These are activities led by girls which help in drawing attention to the issues faced by girls in a community. Examples include rallies, protests and flash mobs.	These activities help in building the necessary linkages between girls and key community members. This helps in creating a local support system for girls. Examples include stakeholder consultations, health camps, fairs and dialogues with different institutions.	These activities are aimed at imparting necessary information to the community. Examples include events such as film screenings and street plays.	These activities may involve girls coming out of their gendered roles and claiming their space within the community. Examples include girls playing outdoor sports or activities that are restricted to boys.

Monitoring & Evaluation Basics

Monitoring and evaluation (M&E) helps to chart the success of your program and to map the process of how girls benefit from participating in your program. It involves collecting information on both the activities of your program and the participants. Two kinds of M&E processes are discussed below:

Process evaluation assesses program implementation and seeks to measure:

- What activities were carried out.
- How many young people your program reached, and who they are (age, gender, ethnicity, economic status, etc.).
- How satisfied program participants are with the program and what their suggestions are for improvement.

Outcome evaluation seeks to capture changes in the focus population (such as young people, adults who work with young people or other important people in young people's lives) as a result of your program. It answers questions like:

- How has the program changed people's knowledge, attitudes, skills or behaviours?
- What are the impacts on individuals, organizations and the community as a result of their participation in the program?
- What did participants learn from each other?

M&E tools help in keeping track of the results and impacts of a program. Two kinds of monitoring tools which can be used are discussed below:

Monitoring and Learning tools (pedagogical tools): These tools are designed to convey important insights on leadership and project planning, which allow girls and mentors to improve their understanding of self and problems being addressed by them. These include self-reflection forms, illustrative tasks, group exercises and presentations to express and document their responses.

Monitoring & Evaluation tools: These tools are designed to measure selected indicators to determine whether the program has achieved its intended objectives. It also helps in collecting information from the participants and target audience to know how a program has benefitted them. These tools measure indicators such as:

- Change in leadership and planning skills in girls
- Increased leadership and mentoring skills of mentors
- Increase in the understanding of self and the issues and problems facing girl participants
- Impact on individuals, community and organizations
- What participants learnt from each other

SECTION 3:

Tools for Monitoring & Evaluation

This toolkit is comprised of the following 14 tools:

Tools for Adolescent Girls

Monitoring and Learning Tools	Monitoring and Evaluation Tools
1) Planning and Budget Sheet	1) Understanding Self Form
2) Moment of Change	2) Planning Skills Form
3) Life Line	3) VACO Form
4) Dice Game	4) Community Checklist
5) Social Network Mapping	

Tools for Mentors

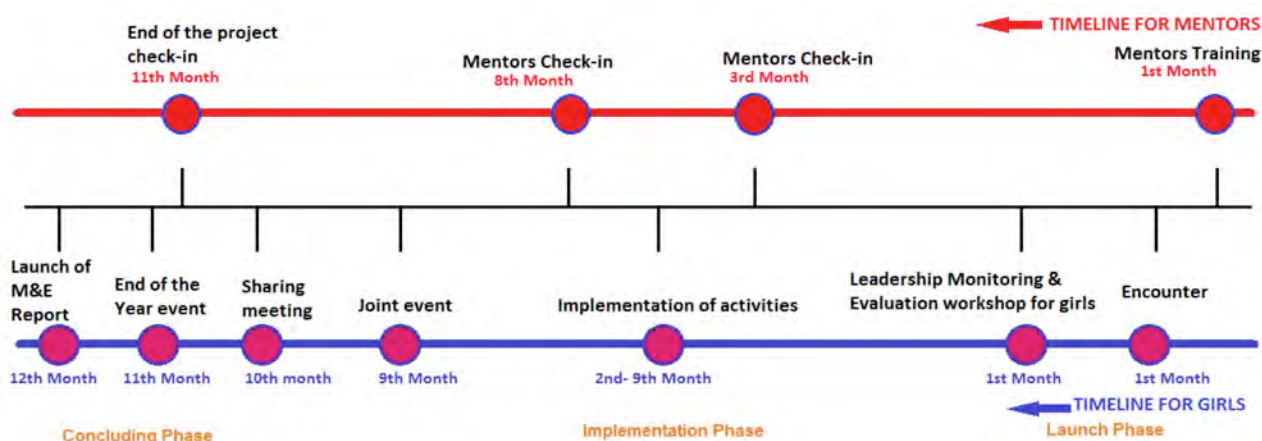
Monitoring and Learning Tools	Monitoring and Evaluation Tools
1) World Café	1) Self-evaluation Form for Mentors
	2) Mentor Reflection Sheet
	3) Planning Skills Form
	4) Form for Senior Staff to Evaluate Mentors



Timeline for Program Activities

The figure below shows the timeline for activities and tools discussed in the following section.

Figure 1: Timeline for activities within a program for adolescent girls



Timeline for the Learning Community and Use of Tools

1) Mentors

Phase	Tool applied	Purpose	Activity
Mentors' Training, 1 st month	Self-evaluation form for Mentors Baseline section of the form is administered to mentors	To measure mentor's understanding of adolescent girls at baseline To measure mentoring skills at baseline	Mentors of all the member organizations are introduced to the Learning Community, and are trained in mentoring and project planning.
Face-to-Face Check-in (implementation phase), 3 rd and 8 th month	In-person meeting	To track the progress of girls To learn from each other how their girls' activities are going, what has worked and what hasn't	Mentors do a face-to-face check-in during the third month to discuss how the process is going and another in the eighth month to plan the joint event.
End of Project Check-in, 11 th month	Self-evaluation form for Mentors Endline section of the forms is completed by the mentors	To measure change in the mentor's understanding of adolescent girls at endline To measure change in mentoring skills at endline	After the implementation of activities, mentors share their experiences from the Learning Community interventions. They also do a face-to-face check-in to make future plans.
	Mentor Reflection Sheet Completed by the mentors at endline	Mentor's assessment of self	
	Planning Skill Form Completed by the mentors at endline	To measure the increase in project planning skills	
	World Café This exercise is conducted with mentors	To measure what have they learned from each other	

2) Girls

Phase	Tool applied	Purpose	Activity
Encounter, 1 st month	Understanding Self Form Baseline section of the form is completed by the girls	To measure: Understanding of self at baseline Self-esteem and self-efficacy at baseline Leadership skills at baseline	Ten girls from each organizations are introduced to the Learning Community. They discuss and select theme for the year
Leadership, Monitoring & Evaluation Workshop, 1 st month	Planning Sheets Baseline section of the form is completed by the girls	To create: Activity plans, objectives and budget Intended changes in community Estimated activity budget Level of project planning skills at baseline	Girls attend a training on leadership, monitoring and evaluation skills. They work in groups on selected themes and prepare a timeline for their project. During this workshop they plan their activities, budgets and prepare an M&E plan
	Social Network Mapping This tool is completed by the girls	To measure the social network of a girl in the community	
Implementation Phase, 2 nd - 9 th month	Life Line This tool is completed by the girls	To measure moments of empowerment and disempowerment experienced by the girls	During this phase the girls implemented their projects
	Community Checklist This tool is completed by the girls and mentors after the implementation of each activity	To measure impact on the community	
Joint Event, 9 th month	Community Checklist This tool is completed by the girls and mentors after the implementation of each activity	To measure impact on the community	During this phase the girls from all the organisations implement an event together
Sharing Meeting (end of implementation phase), 10 th month	Moment of Change This is completed by the girls at endline	Changes in the participants, their personal life and public life as the result of participation in the Learning Community	In this meeting, all the girls present their activities, share their experiences with other girls and create communication materials for reporting their project
	Dice game A group activity is conducted with girls at endline	To share stories and insights about each girl's life	
	Understanding Self Form Endline section of the form is completed by the girls	Changes in the understanding of self at endline Change in the level of self-esteem and self-efficacy at endline Change in the level of leadership at endline	

Phase	Tool applied	Purpose	Activity
Sharing Meeting (continued)	Planning and Budget Sheets Endline section of the form is completed by the girls	Achievements and outcomes Impacts of activities on the community Utilization of the budget	
	Planning Skills Form The tool is completed by the girls	Level of project planning skills at endline	
	VACO Form This is used by mentors to assess each girl at endline	How a girl used her voice and capabilities in the Learning Community	
Concluding Event, 10th month		The Learning Community Yearbook is launched	All girls and mentors conclude their activities by presenting their work and achievements throughout the year

Activity 1: Mentors Training

Mentors Training

Objectives:

- To train the mentors
- To create a platform for mentors from all the member organizations to meet and interact with each other
- To improve their mentoring skills and understanding of issues relevant to adolescent girls

Logistics:

- Decide a time and place mutually convenient for all the groups
- Make sure that the venue has adequate space for activities
- If it is a residential training, then make sure all the mentors can reach the venue easily
- Ensure that the required stationary, equipment, forms and contact information are in place before starting the session
- Delegate responsibilities to the mentors and organizers for arranging transport, food, water, activities, hygiene and sanitation

Schedule of Activities:

- Introduction
- Baseline data collection
- Session on how to understand the problems and issues faced by adolescent girls

Process

DAY 1

Step 1: On the first day, introduce the program. Ask the mentors to introduce themselves through an activity.

Step 2: Ask the mentors to complete the baseline section of the Self-Evaluation Form for Mentors.
break for lunch

Step 3: Conduct a session on understanding adolescent girls. Use group discussions and role play to initiate conversations in groups. Wrap up the session and conclude the day.

DAY 2

Step 4: On the second day, focus on mentoring skills. Ask the participants to list the mentoring skills that they have observed in their facilitators. Ask them to write down what skills they would like to develop in themselves and why those skills are important.

break for lunch

Step 5: Assign topics and ask the participants to work in groups. Instruct each group to participate in a role play senario about situations based on the day to day work where they need to encourage girls, resolve conflicts and communicate with relevant stakeholders in the community. Follow it up with each group giving feedback to others.

Step 6: Conclude the session by soliciting mentor's feedback on the training.

Self-Evaluation Form for Mentors

Description: This tool was created by EMpower – The Emerging Markets Foundation. The Self-Evaluation Form for Mentors contains eight questions. There are two sections within each question: one to be filled at the baseline and other to be filled at the endline. This form measures mentors' skills, such as an increase in leadership skill, planning skills, and level of understanding of various issues relevant to adolescent girls.

Purpose: The aim of this form is to measure the increase of mentoring skills in mentors.

Time frame: Baseline, Mentors Meeting, 1st month
Endline, End of the Project Check-in, 11th month

Who will administer this tool: Facilitators will administer this tool with mentors.

Materials Required: Copies of form and pens

Directions:

- 1) Each mentor will fill in this form
- 2) This form contains questions to be filled at the baseline and the endline separately

Instructions for Facilitators

- 1) Ask mentors to fill in the form
- 2) Remind them to put their name, organization, date and age as required in the forms
- 3) Collect all the forms for analysis

An Example of a Completed Self-Evaluation Form for Mentors

- 1) Have you worked with adolescent girls before? If yes, where and what was your role?
Yes. I worked with a group of 23 adolescent girls who completed a life skills program in my organisation. I helped them develop a presentation.
- 2) While working in the field I am comfortable when I am.... (please check all that apply)

An example of a mentor showing increased capacity

BASELINE	ENDLINE
i. Walking in the community ☒	i. Walking in the community ☒
ii. Talking to the people of the community ☐	ii. Talking to the people of the community ☒
iii. Taking sessions with adolescent girls ☐	iii. Taking sessions with adolescent girls ☒
iv. Taking sessions with adults ☒	iv. Taking sessions with adults ☒
v. Dealing with the police, BMC personnel, and other government officials ☐	v. Dealing with the police, BMC personnel, and other government officials ☒
vi. Taking pictures in the community ☐	vi. Taking pictures in the community ☒
vii. Holding public meetings ☐	vii. Holding public meetings ☐

Example of a mentor showing no change in her capacity

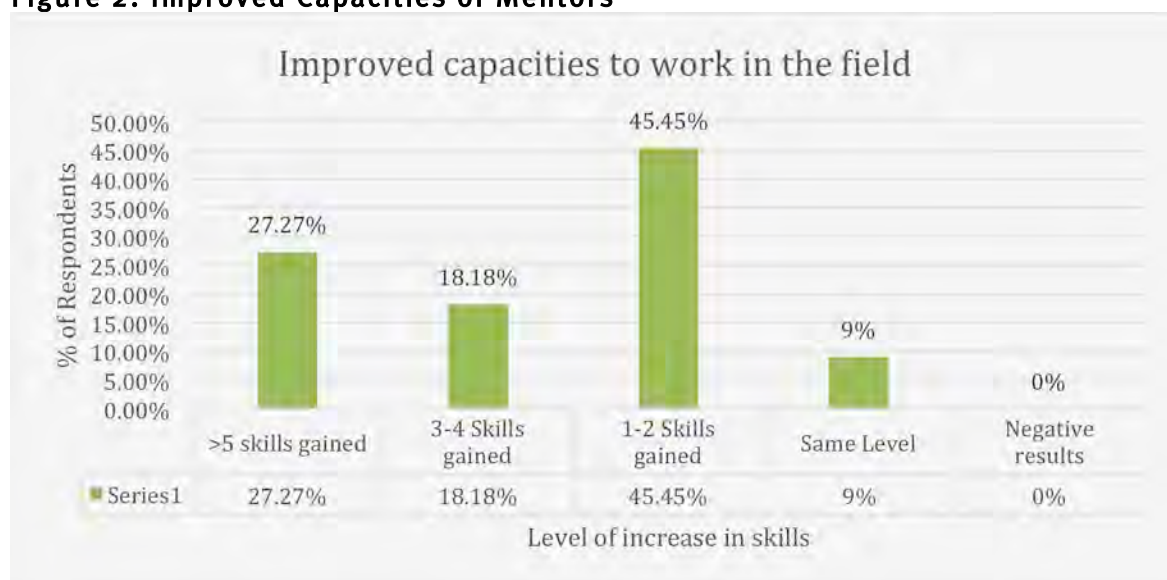
BASELINE	ENDLINE
i. Walking in the community ☒	i. Walking in the community ☒
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iii. Taking sessions with adolescent girls ☐	iii. Taking sessions with adolescent girls ☐
iv. Taking sessions with adults ☐	iv. Taking sessions with adults ☐
v. Dealing with the police, BMC personnel, and other government officials ☐	v. Dealing with the police, BMC personnel, and other government officials ☐
vi. Taking pictures in the community ☐	vi. Taking pictures in the community ☐
vii. Holding public meetings ☐	vii. Holding public meetings ☐

Example of a mentor showing negative results

BASELINE	ENDLINE
i. Walking in the community ☒	i. Walking in the community ☐
ii. Talking to the people of the community ☐	ii. Talking to the people of the community ☐
iii. Taking sessions with adolescent girls ☐	iii. Taking sessions with adolescent girls ☐
iv. Taking sessions with adults ☐	iv. Taking sessions with adults ☐
v. Dealing with the police, BMC personnel, and other government officials ☐	v. Dealing with the police, BMC personnel, and other government officials ☐
vi. Taking pictures in the community ☐	vi. Taking pictures in the community ☐
vii. Holding public meetings ☐	vii. Holding public meetings ☐

By comparing the responses provided by mentors at baseline and endline, this question measures the increase in the capacity of mentors to work with adolescent girls, the community and different stakeholders in the field by simply counting the number of ticks at the baseline and comparing that number to the number of ticks at the endline.

- 1) Compare the skills ticked by participants at baseline and endline
- 2) Count the number of skills gained by the mentor
- 3) Display the results of a group of mentors through a graph—see the sample graph below that illustrates capacities of mentors after participating in the Learning Community

Figure 2: Improved Capacities of Mentors

The data in this graph are the actual results from the third year of the Adolescent Girls Learning Community in Mumbai. For more information, please contact india@empowerweb.org.

3) Are there any differences in the risks faced by boys and girls?

An example of a mentor showing excellent results

BASELINE	ENDLINE
Risk faced by girls I) Risk of violence at home ☐ II) Risk of violence in streets ☒ III) Health risks (including pregnancy, HIV, alcohol, substance abuse) ☐ IV) Risk of dropping out of school ☐ V) Risk of exploitative employment ☐ VI) Early/child marriage ☐	Risk faced by girls I) Risk of violence at home ☒ II) Risk of violence in streets ☒ III) Health risks (including pregnancy, HIV, alcohol, substance abuse) ☐ IV) Risk of dropping out of school ☒ V) Risk of exploitative employment ☐ VI) Early/child marriage ☒
Risk faced by boys I) Risk of violence at home ☐ II) Risk of violence in streets ☐ III) Health risks (including HIV, alcohol, substance abuse) ☐ IV) Risk of dropping out of school ☐ V) Risk of exploitative employment ☒ VI) Early/child marriage ☐	Risk faced by boys I) Risk of violence at home ☒ II) Risk of violence in streets ☒ III) Health risks (including HIV, alcohol, substance abuse) ☐ IV) Risk of dropping out of school ☐ V) Risk of exploitative employment ☒ VI) Early/child marriage ☐

An example of a mentor showing mixed results

Risk faced by girls

- I) Risk of violence at home ☐
- II) Risk of violence in streets ☒
- III) Health risks (including pregnancy, HIV, alcohol, substance abuse) ☐
- IV) Risk of dropping out of school ☐
- V) Risk of exploitative employment ☐
- VI) Early/child marriage ☐

Risk faced by boys

- I) Risk of violence at home ☐
- II) Risk of violence in streets ☐
- III) Health risks (including HIV, alcohol, substance abuse) ☐
- IV) Risk of dropping out of school ☐
- V) Risk of exploitative employment ☒
- VI) Early/child marriage ☐

Risk faced by girls

- I) Risk of violence at home ☐
- II) Risk of violence in streets ☒
- III) Health risks (including pregnancy, HIV, alcohol, substance abuse) ☐
- IV) Risk of dropping out of school ☐
- V) Risk of exploitative employment ☐
- VI) Early/child marriage ☐

Risk faced by boys

- I) Risk of violence at home ☐
- II) Risk of violence in streets ☐
- III) Health risks (including HIV, alcohol, substance abuse) ☐
- IV) Risk of dropping out of school ☐
- V) Risk of exploitative employment ☒
- VI) Early/child marriage ☐

An example of a mentor showing poor results

Risk faced by girls

- I) Risk of violence at home ☐
- II) Risk of violence in streets ☒
- III) Health risks (including pregnancy, HIV, alcohol, substance abuse) ☐
- IV) Risk of dropping out of school ☒
- V) Risk of exploitative employment ☐
- VI) Early/child marriage ☐

Risk faced by boys

- I) Risk of violence at home ☐
- II) Risk of violence in streets ☒
- III) Health risks (including HIV, alcohol, substance abuse) ☐
- IV) Risk of dropping out of school ☐
- V) Risk of exploitative employment ☒
- VI) Early/child marriage ☐

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- VI) Early/child marriage ☐

Risk faced by boys

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- II) Risk of violence in streets ☐
- III) Health risks (including HIV, alcohol, substance abuse) ☐
- IV) Risk of dropping out of school ☐
- V) Risk of exploitative employment ☐
- VI) Early/child marriage ☐

By comparing the responses provided by mentors at baseline and endline, this question measures a mentor's understanding of issues affecting adolescent girls and boys.

The responses are scored using a three-point scale:

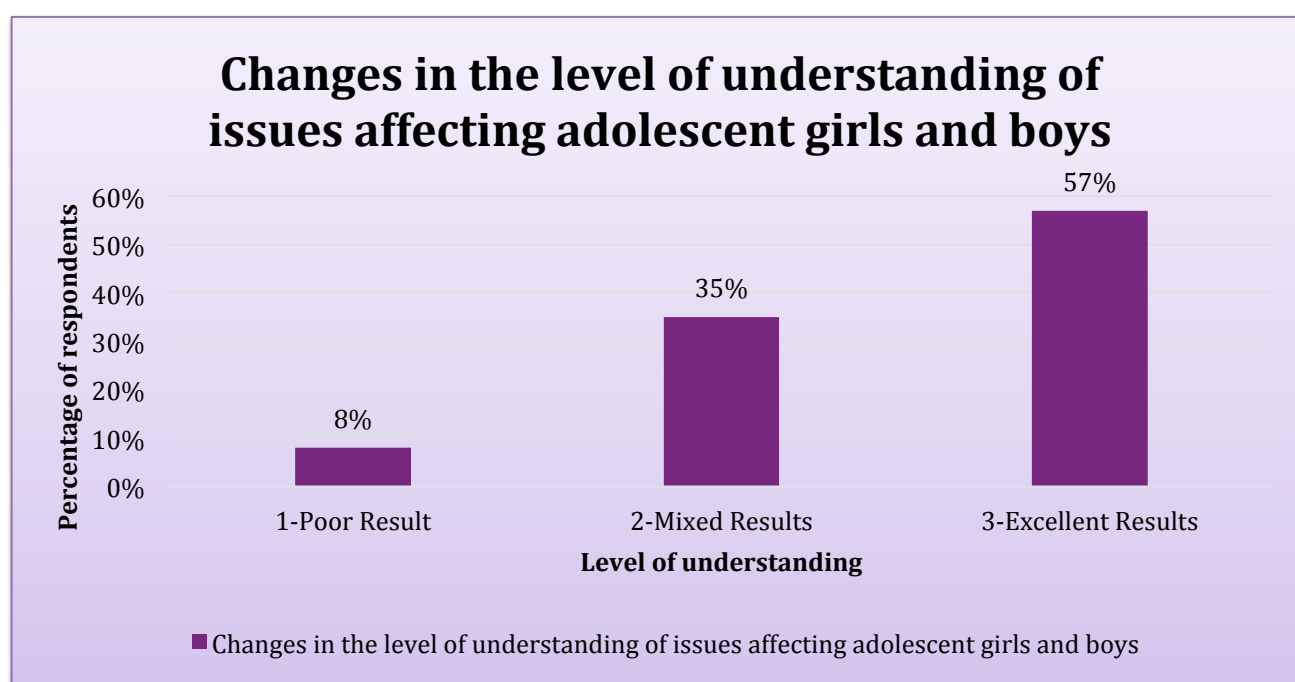
Score 1-Poor Results

Score 2- Mixed Results

Score 3- Excellent Results

- 1) Compare the set of risks faced by girl and boys as ticked by participants at baseline and endline.
- 2) Count the number of options ticked at endline to see if they have shown an increase, decrease or no change in their understanding of issue affecting adolescent girls. As shown in the examples above, if a participant has not fulfilled her goals, assign a score of 1 (poor result); if the participant has partially fulfilled her goals, assign a score of 2 (mixed results); if the participant has completely fulfilled her goals, assign a score of 3 (excellent result).
- 3) Display the result of a group through a graph, as seen in Figure 3, which illustrates the improved understanding of gender issues affecting adolescents in mentors.

Figure 3: Changes in the Level of Understanding of Issues Affecting Adolescents



4) Goals for my girl participants

An example of a mentor showing an excellent result

BASELINE – Goal I have for my girls is.....

ENDLINE – Have you fulfilled this goal?

My goal is to help girls to organise a rally, street play, community meeting and flash mob

Completely	☒
Partially	
Not at all	

Please explain: *I have fulfilled my goal completely by helping girls organise all the events— rally, street play, community meeting and flash mob— successfully.*

An example of a mentor showing a mixed result

BASELINE – Goal I have for my girls is...

ENDLINE – Have you fulfilled this goal?

My goal is to enable girls to increase their understanding of restrictions and claim their place in public by engaging with community members and parents.

Completely	
Partially	☒
Not at all	

Please explain: *In my opinion I have only fulfilled my aim partially. They engaged with parents, but did not effectively engage with other key stakeholders. They increased their visibility in public by organising a community meeting, but this has sparingly increased their mobility in their community. Of the total 10 girls, three girls did not participate in the activities.*

An example of a mentor showing a poor result

BASELINE – Goal I have for my girls is...

ENDLINE – Have you fulfilled this goal?

My goal for the girls is to assist them in implementing their project plans. I want them to improve their safety and mobility by mobilising other girls in the community and bringing solutions to the problem of eve-teasing.

Completely	
Partially	
Not at all	☒

Please explain: *In my opinion I have not achieved my goal for the girls. They were not able to implement their plans and mobilise other girls in the community.*

By comparing the responses provided by mentors at baseline and endline, this question measures to what extent has a mentor been able to fulfil the objectives set at the baseline for girls.

The responses are scored using a three-point scale:

Score 1-Poor Results

Score 2- Mixed Results

Score 3- Excellent Results

- 1) Compare the responses provided by participants at baseline and endline.
- 2) As shown in the examples above, if a participant has not fulfilled her goal, assign a score of 1 (poor result); if the participant has partially fulfilled her goal, assign a score of 2 (mixed results); if the participant has completely fulfilled her goal, assign a score of 3 (excellent result).
- 3) The results for all the mentors can be shown through a graph, as seen in Figure 4, that illustrates the extent to which mentors fulfilled their objectives for girls, themselves, for the community and learning from each other.

5) Goals for yourself

An example of a mentor showing an excellent result

BASELINE – Goal I have for myself is...	ENDLINE – Have you fulfilled this goal?						
<i>I want to improve my communication skills. I want to develop expertise in gender issues, project management and community work.</i>	<table border="1"> <tr> <td>Completely</td><td>☒</td></tr> <tr> <td>Partially</td><td></td></tr> <tr> <td>Not at all</td><td></td></tr> </table> Please explain: <i>I have improved my communication in Hindi. I can understand the problems of girls and support them to overcome the challenges. I spoke to the parents of girls and helped them in getting the support of their family to participate in the program. I worked in two different communities.</i>	Completely	☒	Partially		Not at all	
Completely	☒						
Partially							
Not at all							

An example of a mentor showing a mixed result

BASELINE – Goal I have for myself is...	ENDLINE – Have you fulfilled this goal?						
<i>I want to:</i> a) <i>Improve my writing skills</i> b) <i>Improve my computer skills</i> c) <i>Improve my leadership skills</i>	<table border="1"> <tr> <td>Completely</td><td></td></tr> <tr> <td>Partially</td><td>☒</td></tr> <tr> <td>Not at all</td><td></td></tr> </table> Please explain: <i>I have improved my leadership skills.</i>	Completely		Partially	☒	Not at all	
Completely							
Partially	☒						
Not at all							

An example of a mentor showing a poor result

BASELINE – Goal I have for myself is...

ENDLINE – Have you fulfilled this goal?

I want to improve my skills in interacting with government officials and writing applications.

Completely	
Partially	
Not at all	☒

Please explain: *I have not improved my skills .*

By comparing the responses provided by mentors at baseline and endline, this question measures to what extent has the mentor been able to accomplish the objectives set at the baseline for herself.

The responses are scored using a three-point scale.

For instance:

Score 1- Poor Results

Score 2- Mixed Results

Score 3- Excellent Results

- 1) Compare the responses provided by participant at baseline and endline.
- 2) As shown in the examples above, if a participant has not fulfilled her goal, assign a score of 1 (poor result); if the participant has partially fulfilled her goals, assign a score of 2 (mixed results); if the participant has completely fulfilled her goals, assign a score of 3 (excellent result).
- 3) The results can be illustrated through a graph, as shown in Figure 4.

6) Goals for your community

Example of a mentor showing an excellent result

BASELINE – Utilizing the program network, I will bring the following changes to the community...

ENDLINE – Have you fulfilled this goal?

I want to mobilise a group of mothers to support the girls in implementing their project.

Completely	☒
Partially	
Not at all	

Please explain: *I mobilised a group of 20 mothers who supported the girls in implementing 3 projects.*

Example of a mentor showing a mixed result

BASELINE – Utilizing the program network, I will bring the following changes to the community...

I will engage with community members and convince them to allow their daughters to go out and work towards preventing eve-teasing in the streets.

ENDLINE – Have you fulfilled this goal?

Completely	
Partially	☒
Not at all	

Please explain: *Some people in the community allowed their daughters to go out, but they have not lent support to our activities to end eve-teasing in the streets.*

Example of a mentor showing poor result

BASELINE – Utilizing the program network, I will bring the following changes to the community...

Through the projects planned by my girls, the men and women in ward M/E would support the girls from the waste picking community to access the resources and spaces that girls belonging to the upper caste enjoy.

ENDLINE – Have you fulfilled this goal?

Completely	
Partially	
Not at all	☒

Please explain: *We did not implement our project in ward M/E.*

By comparing the responses provided by mentors at baseline and endline, this question measures to what extent has the mentor been able to accomplish the objectives set at the baseline for carrying out measures to bring changes to the community through projects led by girls.

The responses are scored using a three-point scale.

Score 1-Poor Results

Score 2- Mixed Results

Score 3- Excellent Results

- 1) Compare the responses provided by participant at baseline and endline.
- 2) As shown in the examples above, if a participant has not fulfilled her goal, assign a score of 1 (poor result); if the participant has partially fulfilled her goals, assign a score of 2 (mixed results); if the participant has completely fulfilled her goals, assign a score of 3 (excellent result).
- 3) The results can be illustrated through a graph, as shown in Figure 4.

7) Goals for learning from other organisations

Example of a mentor showing an excellent result

BASELINE – Looking at the Learning Community network, I would like to learn.....

I would like to learn how to coordinate with different groups, make a budget, implement actions and train girls.

ENDLINE – What have you learned from other organisations?

Completely	☒
Partially	
Not at all	

Please explain: *I coordinated with all the mentors, helped and trained girls to prepare budget and implement their plans*

Example of a mentor showing a mixed result

BASELINE – Looking at the Learning Community network, I would like to learn...

I would like to learn how to use the internet and social media from others.

ENDLINE – What have you learned from other organisations?

Completely	
Partially	☒
Not at all	

Please explain: *I have learned how to use the internet, but I do not know how to use social media.*

Example of a mentor showing a poor result

BASELINE – Looking at the Learning Community network, I would like to learn...

I want to learn how to engage with the community from other organisations.

ENDLINE – What have you learned from other organisations?

Completely	
Partially	
Not at all	☒

Please explain: *I worked with girls, but I did not work with the community.*

By comparing the responses provided by mentors at baseline and endline, this question measures what did she learn from the program network during her training and participation?

The responses are scored using a three-point scale.

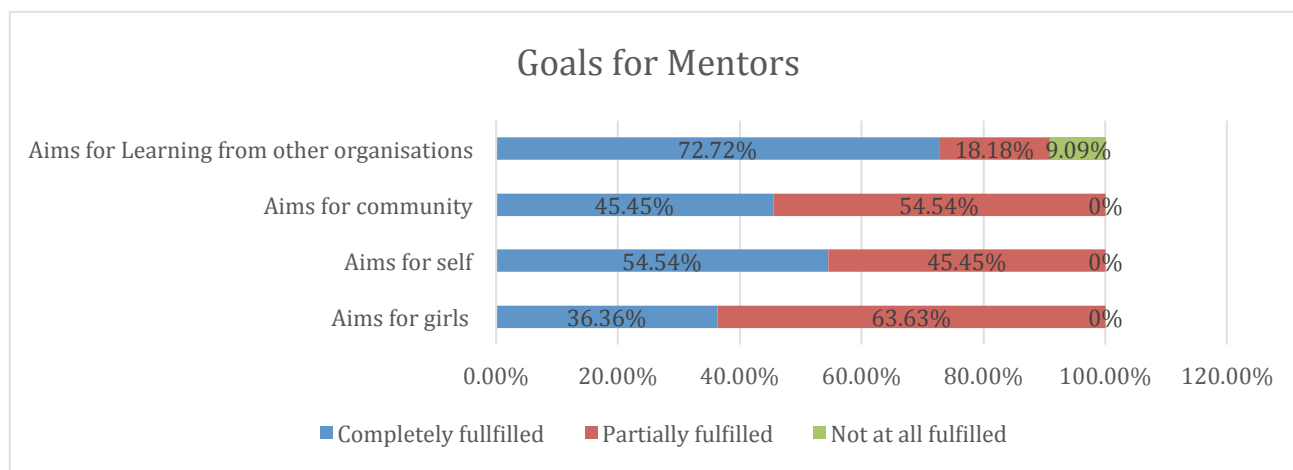
Score 1- Poor Results

Score 2- Mixed Results

Score 3- Excellent Results

- 1) Compare the responses provided by participant at baseline and endline.
- 2) As shown in the examples above, if a participant has not fulfilled her goal, assign a score of 1 (poor result); if the participant has partially fulfilled her goals, assign a score of 2 (mixed results); if the participant has completely fulfilled her goals, assign a score of 3 (excellent result).
- 3) The results can be illustrated through a graph as shown in Figure 4.

Figure 4: Goals Fulfilled by Mentors



Activity 2: Girl Engagement

Encounter

Objectives:

- To introduce the program to girls
- To create a platform for girl leaders from all the member organizations to meet each other and interact
- To enable girl leaders to identify and priorities issues for the implementation phase

Logistics:

- Decide a time and place mutually convenient for all groups (preferably a Sunday as girls can come without missing school)
- Make sure that the venue has adequate space for activities
- Delegate responsibilities to the team of mentors and organizers to arrange transport, food, water, activities, hygiene and sanitation

Schedule of Activities:

- Introduction
- Baseline data collection
- A session on understanding gender/ discrimination against girls
- Selection of issues by girls for implementation phase
- Selection of three girl leaders from each organization

Process

Step 1: Introduce the program and explain the purpose of this training. Ask the girls to pair up and get to know each other. Each girl in the pair will introduce her partner to the group.

Step 2: Ask the girls to complete the baseline tools facilitated by mentors.

Step 3: Screen a short documentary/ film appropriate for the girls to facilitate discussions on gender-based discrimination. Ask them to form groups and initiate discussions on topics such as: “because I am a girl...”, “if I were a boy...”, “things I like about being a girl/ things I do not like about being a girl”.

break for lunch

Step 4: Start with an energizer. Ask girls to do different actions: walk, sit, sleep and run as a boy/ as a girl. Follow it up with a discussion on gender-based discrimination.

Step 5: Mentors moderate a session with girls from their organization. Ask girls to shortlist two issues that they would like to work towards bringing change in their community. Also ask them to elect three girl leaders from each organisation.

Step 6: Conclude the activity. Ask the girls to rate the day on a scale from 1-10 for the various components such as logistics, facilitation and utility of the training to them.

Understanding Self Tool

Description: This tool was developed by EMpower and Vacha Trust. The Understanding Self Tool is a form which contains both open-ended and closed-ended questions. It measures the changes in the level of self-esteem, self-efficacy, self-concept and leadership skills in girls. It also measures their ability to defend girls' rights to safety and mobility.

Purpose: The aim of this exercise is to measure each girl's understanding of self and changes in the level of leadership skills by comparing the responses at baseline and endline.

Time frame: Baseline, Encounter, 1st month
Endline, Sharing Meeting, 10th month

Who will administer this tool: Mentors will administer this tool with girls.

Materials Required: Copies of form and pens

Directions:

- 1) Each participant will fill out this form.
- 2) Each form contains six questions.
- 3) Each question has two sections—one to be filled at baseline and the other to be filled at endline.

Instructions for Facilitators:

- 1) Explain all questions to the participants after distributing the forms.
- 2) Ask them to fill out this form. Remind each girl to put her name, organization, date and age as required in the form.
- 3) Explain which sections to fill at the baseline and endline.
- 4) Collect all the forms from girls after they fill out baseline sections and make sure to provide them with the same form at the end of the implementation phase so that they can fill out the endline section on the same form.

Sample of a Completed Understanding Self Tool Form

- 1) I am pleased that I can do this...

An example of a girl showing an excellent result

BASELINE	ENDLINE
<i>I am pleased that I can study and do household chores. I think I am a good daughter.</i>	<i>I am pleased that I can go outside and do something to change my community. I can now speak without fear to my parents about how I feel about my life. I know how to prepare a budget and plan any event.</i>

An example of a girl showing a mixed result

BASELINE	ENDLINE
<i>I can give a speech and train a group of girls to do a protest march.</i>	<i>I can train my group to do a street play. I can communicate with community members.</i>

An example of a girl showing a poor result

BASELINE	ENDLINE
<i>I can help my friends and make posters.</i>	<i>I want to change myself, but I feel so confused.</i>

By comparing the responses provided by participants at baseline and endline, self-confidence can be measured.

Baseline: Ask girls to think and write about what they believe they are able to do. Probe them to think about their skills.

Endline: Ask girls to think and write about what they believe they are able to do now.

The responses are scored using a three-point scale.

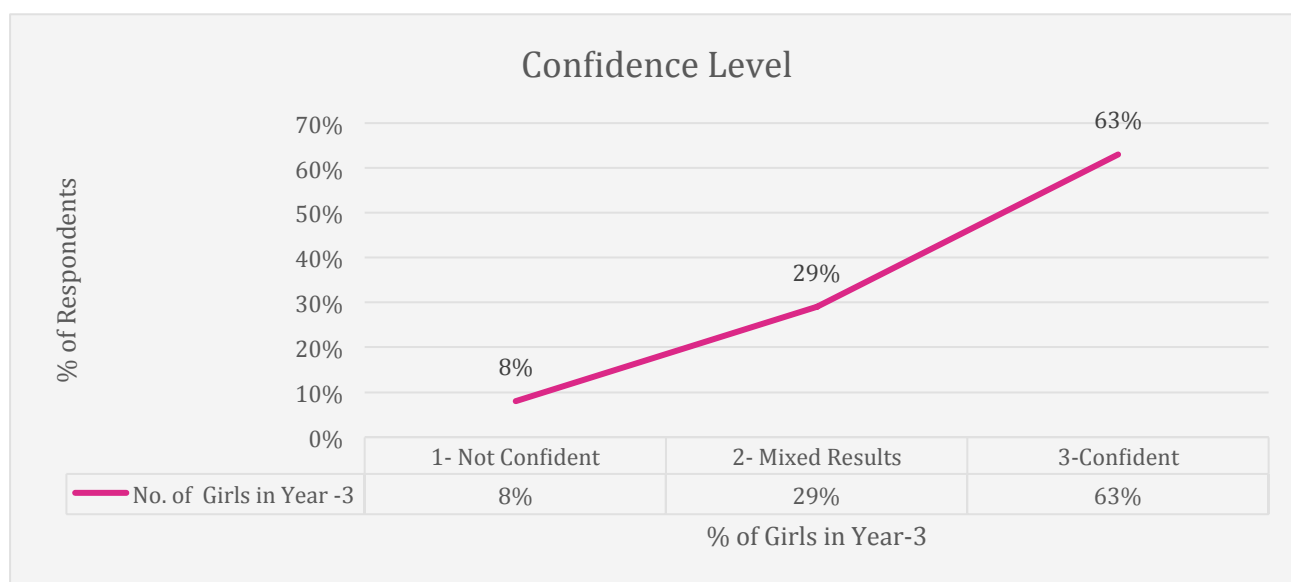
Score 1-Poor Results

Score 2- Mixed Results

Score 3- Excellent Results

- 1) Compare the responses provided by participants at baseline and endline.
- 2) As shown in the examples above, if a participant has not fulfilled her goal, assign a score of 1 (poor result); if the participant has partially fulfilled her goals, assign a score of 2 (mixed results); if the participant has completely fulfilled her goals, assign a score of 3 (excellent result).
- 3) Result for all the girls can be displayed through a graph as shown below.

Figure 5: Confidence Level of Girls



2) I like these qualities in me...

An example of a girl showing excellent results

BASELINE	ENDLINE
<i>I like that I am sensitive towards others and I apologize when I am wrong.</i>	<i>I like that I can stand up for myself and demand my rights. I am brave and frank. I have fought against violence. I can freely talk to anyone and go anywhere without fear. I no more hesitate to talk with boys. I can even speak to the police. I am happy that I want to be a lawyer.</i>

An example of a girl showing mixed result

BASELINE	ENDLINE
<i>I like that I am confident, beautiful and everyone likes me.</i>	<i>I like that I am cute, confident and my friends think that I am good.</i>

An example of a girl showing poor result

BASELINE	ENDLINE
<i>I like that I am intelligent and always score well in exams. My parents think that I am a decent girl.</i>	<i>I don't know what I like about myself and I am worried about what people will think about me.</i>

By comparing the responses provided by participants at baseline and endline, this question measures the self-concept of a girl after completing the Learning Community activities.

Scoring

The responses are scored using a three-point scale.

Score 1-Poor Results

Score 2- Mixed Results

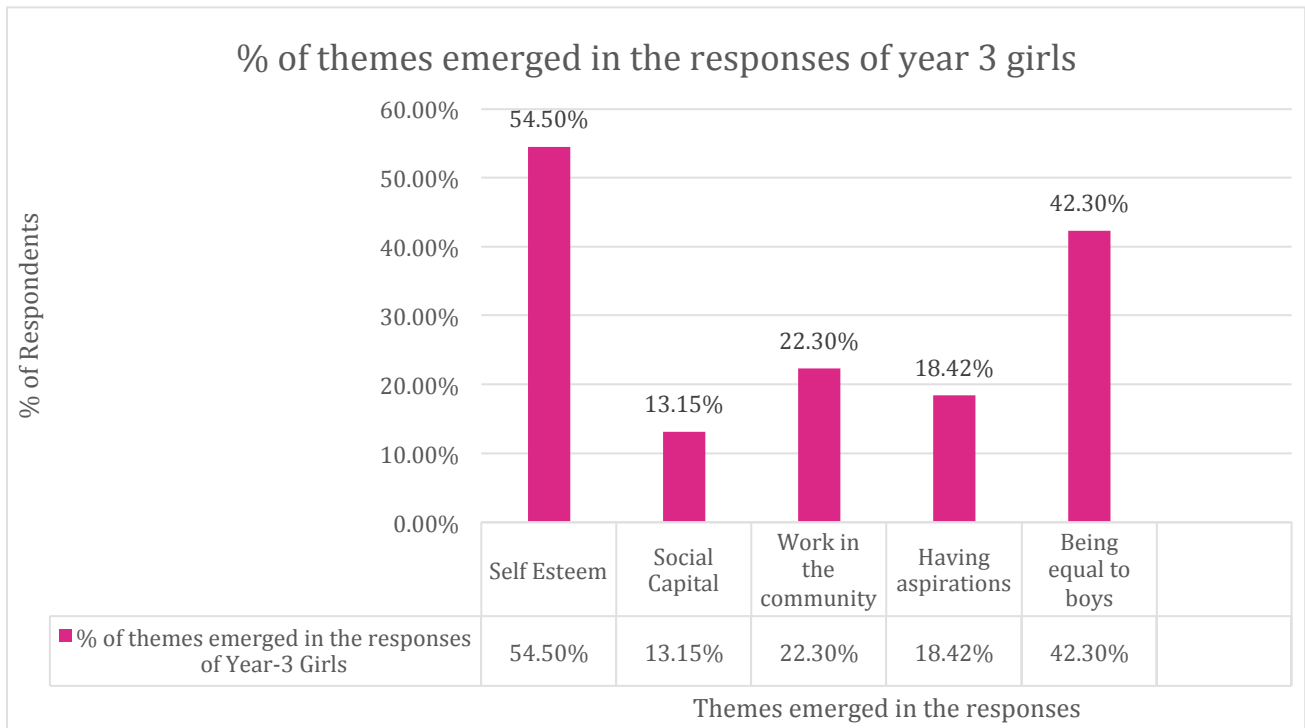
Score 3- Excellent Results

- 1) Compare the responses provided by participants at baseline and endline.
- 2) As shown in the examples above, if a participant has not fulfilled her goal, assign a score of 1 (poor result); if the participant has partially fulfilled her goals, assign a score of 2 (mixed results); if the participant has completely fulfilled her goals, assign a score of 3 (excellent result).

Thematic Analysis

- 1) A thematic analysis of the responses should be conducted to identify the nature of self-efficacy at the individual level. For the Learning Community, the girl participants selected issues of restrictions, mobility and public safety to address in their communities, therefore, it is expected that they would report changes related to their improved mobility, role and presence in their community.
- 2) Analyse the narrative accounts of the girls and identify the recurrent themes. Do a tally of these themes to understand the kind of changes they identify in themselves. If we look at the response provided above by the girl showing an excellent results, it reflects the following themes: self-esteem, increased mobility, aspirations and improved communication skills.

The results can be displayed as shown in Figure 6.

Figure 6: Nature of Improvement in the Participants

3) When I address a group I...

An example of a girl showing improved communication skills

Baseline		Endline	
i)	Stammer ☒	i)	Stammer ☐
ii)	Look at the ceiling ☐	ii)	Look at the ceiling ☐
iii)	Look at the floor ☒	iii)	Look at the floor ☐
iv)	Shake my legs ☒	iv)	Shake my legs ☐
v)	Sweat in my palms ☒	v)	Sweat in my palms ☒
vi)	Swing sideways frequently ☐	vi)	Swing sideways frequently ☐
vii)	Cough a lot ☒	vii)	Cough a lot ☐
viii)	Put my hands on the face/tuck hair behind my ears repeatedly ☒	viii)	Put my hands on the face/tuck hair behind my ears repeatedly ☒
ix)	Cry ☒	ix)	Cry ☐
x)	Swallow repeatedly as throat becomes dry ☒	x)	Swallow repeatedly as throat becomes dry ☐
xi)	Speak very fast ☐	xi)	Speak very fast ☐
xii)	Speak very low so that it is hard to hear me ☐	xii)	Speak very low so that it is hard to hear me ☐
xiii)	Get tongue-tied (so nervous I'm unable to speak) ☒	xiii)	Get tongue-tied (so nervous I'm unable to speak) ☐
xiv)	Forget what I want to say ☒	xiv)	Forget what I want to say ☐
xv)	Any other ☐ please write	xv)	Any other ☐ please write

An example of a girl showing no change

BASELINE		ENDLINE	
i)	Stammer ☒	i)	Stammer ☒
ii)	Look at the ceiling ☐	ii)	Look at the ceiling ☐
iii)	Look at the floor ☒	iii)	Look at the floor ☒
iv)	Shake my legs ☐	iv)	Shake my legs ☐
v)	Sweat in my palms ☐	v)	Sweat in my palms ☐
vi)	Swing sideways frequently ☐	vi)	Swing sideways frequently ☐
vii)	Cough a lot ☒	vii)	Cough a lot ☒
viii)	Put my hands on the face/tuck hair behind my ears repeatedly ☒	viii)	Put my hands on the face/tuck hair behind my ears repeatedly ☒
ix)	Cry ☒	ix)	Cry ☒
x)	Swallow repeatedly as throat becomes dry ☐	x)	Swallow repeatedly as throat becomes dry ☐
xi)	Speak very fast ☐	xi)	Speak very fast ☐
xii)	Speak very low so that it is hard to hear me ☐	xii)	Speak very low so that it is hard to hear me ☐
xiii)	Get tongue-tied (so nervous I'm unable to speak ☒	xiii)	Get tongue-tied (so nervous I'm unable to speak ☒
xiv)	Forget what I want to say ☐	xiv)	Forget what I want to say ☐
xv)	Any other ☐ please write	xv)	Any other ☐ please write

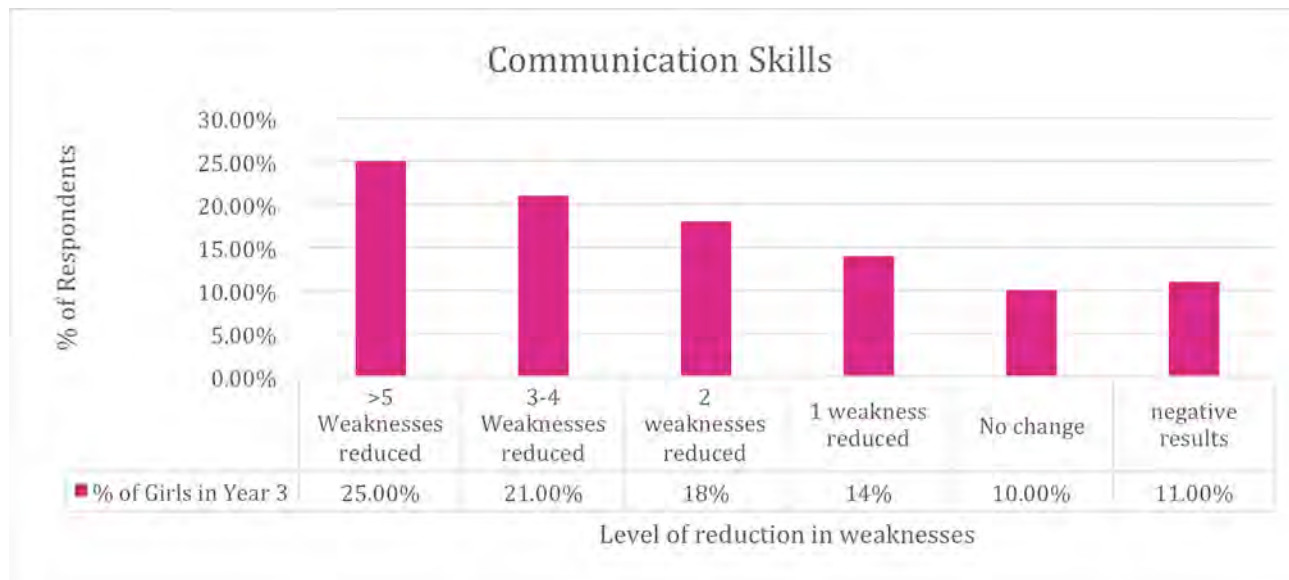
An example of a girl showing a poor result

BASELINE		ENDLINE	
i)	Stammer ☒	i)	Stammer ☒
ii)	Look at the ceiling ☐	ii)	Look at the ceiling ☐
iii)	Look at the floor ☐	iii)	Look at the floor ☒
iv)	Shake my legs ☐	iv)	Shake my legs ☐
v)	Sweat in my palms ☐	v)	Sweat in my palms ☐
vi)	Swing sideways frequently ☐	vi)	Swing sideways frequently ☐
vii)	Cough a lot ☒	vii)	Cough a lot ☒
viii)	Put my hands on the face/tuck hair behind my ears repeatedly ☐	viii)	Put my hands on the face/tuck hair behind my ears repeatedly ☒
ix)	Cry ☐	ix)	Cry ☒
x)	Swallow repeatedly as throat becomes dry ☐	x)	Swallow repeatedly as throat becomes dry ☐
xi)	Speak very fast ☐	xi)	Speak very fast ☐
xii)	Speak very low so that it is hard to hear me ☐	xii)	Speak very low so that it is hard to hear me ☐
xiii)	Get tongue-tied (so nervous I'm unable to speak ☒	xiii)	Get tongue-tied (so nervous I'm unable to speak ☒
xiv)	Forget what I want to say ☐	xiv)	Forget what I want to say ☐
xv)	Any other ☐ please write	xv)	Any other ☐ please write

By comparing the responses ticked by participants at baseline and endline, this question measures an essential skill: speaking to a group or in public.

- 1) The checklist filled by the girl is representative of the kind of challenges she faced while speaking in public before and after joining the Learning Community.
- 2) Count the weaknesses she ticked in the baseline and compare it with the endline to see if a girl has reduced the challenges she faces while speaking in public. In the above example, where a girl has shown increased communication skills, she has reported 10 weaknesses in the baseline and two weaknesses in the endline, indicating reduction in weaknesses.
- 3) The results can be illustrated through a graph as shown in Figure 7.

Figure 7: Improvement in Communication Skills



- 4) When I see a girl being harassed by a bunch of boys in my community I most likely will...

An example of girl showing excellent results

BASELINE	ENDLINE
i) Run away ☒	i) Run away ☐
ii) Shout at the boys ☐	ii) Shout at the boys ☒
iii) Ignore and walk away ☐	iii) Ignore and walk away ☐
iv) Gather other people in the community and settle the matter ☐	iv) Gather other people in the community and settle the matter ☒
v) Discuss with my mentors and use proper strategies to solve this issue ☐	v) Discuss with my mentors and use proper strategies to solve this issue ☒
vi) Any other ☐ (write in what you would do)	vi) Any other ☐ (write in what you would do)

An example of girl showing mixed results

BASELINE	ENDLINE
i) Run away ☐ ii) Shout at the boys ☐ iii) Ignore and walk away ☐ iv) Gather other people in the community and settle the matter ☐ v) Discuss with my mentors and use proper strategies to solve this issue ☒ vi) Any other ☐ (write in what you would do)	i) Run away ☐ ii) Shout at the boys ☐ iii) Ignore and walk away ☐ iv) Gather other people in the community and settle the matter ☐ v) Discuss with my mentors and use proper strategies to solve this issue ☒ vi) Any other ☐ (write in what you would do)

An example of a girl showing poor results

BASELINE	ENDLINE
i) Run away ☐ ii) Shout at the boys ☐ iii) Ignore and walk away ☐ iv) Gather other people in the community and settle the matter ☒ v) Discuss with my mentors and use proper strategies to solve this issue ☐ vi) Any other ☐ (write in what you would do)	i) Run away ☒ ii) Shout at the boys ☐ iii) Ignore and walk away ☐ iv) Gather other people in the community and settle the matter ☐ v) Discuss with my mentors and use proper strategies to solve this issue ☐ vi) Any other ☐ (write in what you would do)

By comparing the responses ticked by participants at the baseline and endline, this question measures their ability to defend girls' rights to safety and mobility without being harassed.

Baseline: Ask the girls to tick the options they would most likely follow if they see a girl being harassed in their community.

Endline: Ask the girls to tick the options they would follow if they see a girl being harassed in their community.

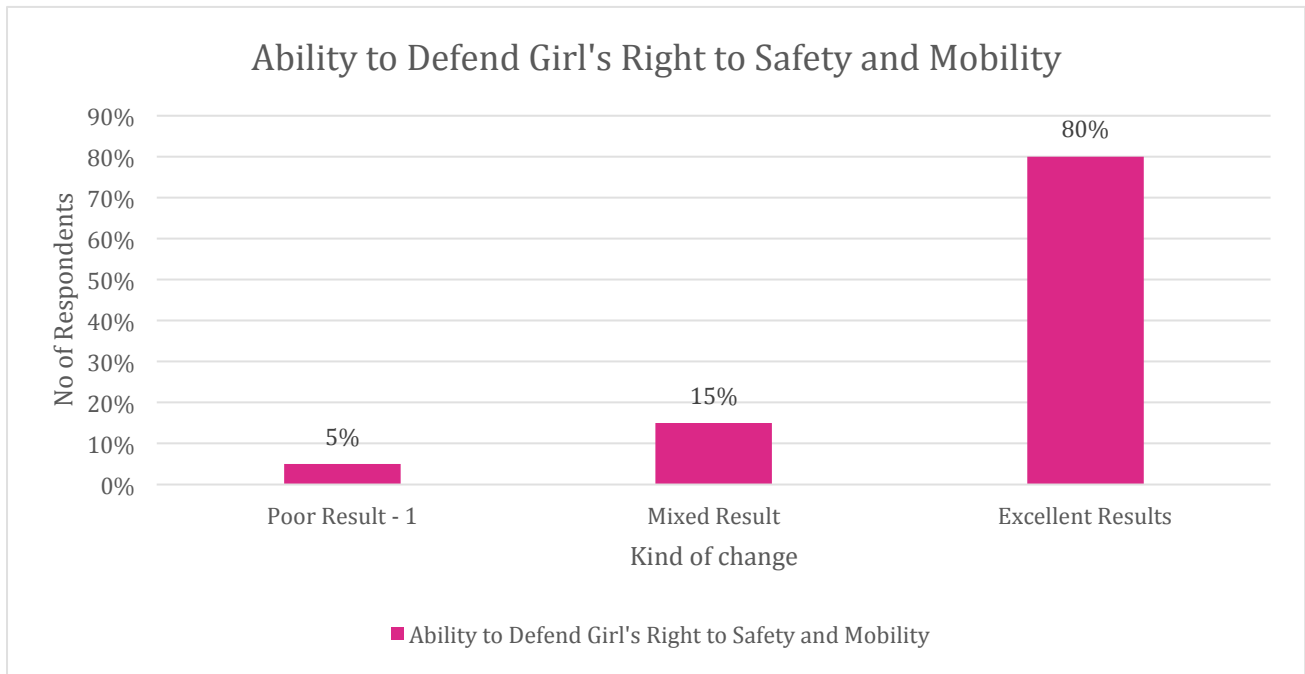
Scoring: The responses are scored using a three-point scale.

Score 1- Poor Results

Score 2- Mixed Results

Score 3- Excellent Results

- 1) Compare the responses provided by participants at baseline and endline.
- 2) As shown in the examples above, if a participant has not fulfilled her goal, assign a score of 1 (poor result); if the participant has partially fulfilled her goals, assign a score of 2 (mixed results); if the participant has completely fulfilled her goals, assign a score of 3 (excellent result).
- 3) The results can be displayed through a graph as shown in Figure 8.

Figure 8: Improved Abilities to Defend Girls' Right to Safety and Mobility

2) What can boys do that you cannot? What can you do that boys cannot?

An example of a girl showing an excellent result

BASELINE

Boys can dance and go outside whenever they want. They do not have to do any household chores, and they get more money from parents. They can play in public spaces. Girls cannot go to watch movies.

ENDLINE

There is nothing called girls' work or boys' work. Girls can study and become whatever they want. They should ask for their rights and freedom from family and community. They can prevent harassment through campaigns. They have demands and needs just like boys and elders. They can speak to the media and perform in public.

An example of a girl showing a mixed result

BASELINE

Boys are stronger than girls. They can protect girls.

ENDLINE

Boys are powerful and can walk outside without fear.

An example of a girl showing a poor result

BASELINE

Boys and girls are equal and parents should not discriminate.

ENDLINE

Boys can abuse girls, but girls cannot abuse boys.

By comparing the responses provided by a girl at baseline and endline, this question measures a girl's understanding of her roles and abilities vis-a vis boys.

Scoring

The responses are scored using a three-point scale.

Score 1- Poor Results

Score 2- Mixed Results

Score 3- Excellent Results

- 1) Compare the responses provided by participants at baseline and endline.
- 2) As shown in the examples above, if a participant has shown poorer understanding of gender roles at the endline, assign a score of 1 (poor result); if the participant shows a mixed understanding of her gender role, assign a score of 2 (mixed results); if the participant shows and excellent understanding of her gender role, assign a score of 3 (excellent result).
- 3) The results can be displayed through a graph as shown in Figure 9.

Thematic Analysis

- 1) A thematic analysis of the responses should be conducted to identify the nature of improvement in understanding of gender roles at the individual level. In the Learning Community, the girl participants were trained to improve their leadership in their communities to address the restrictions to mobility and public safety. Therefore, it is expected that they would report empowered gender roles after completing the program.
- 2) Analyse the narrative accounts of the girls and identify the recurrent themes. Do a tally of these themes to understand the kind of changes they identify in the gender roles. If we look at the above response provided by the girl showing excellent results, it reflects the following themes: access to resources, power, freedom and mobility, which is an improvement in her understanding of gender roles.
- 3) The results are displayed in Figures 10.

Figure 9: Improvement in the Girl's Understanding of Gender Roles

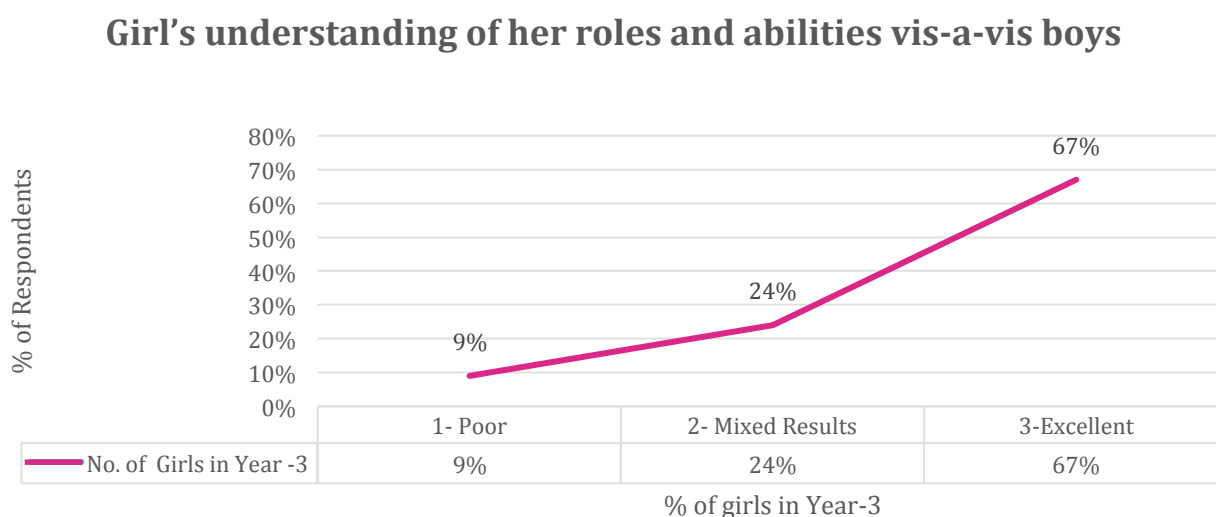
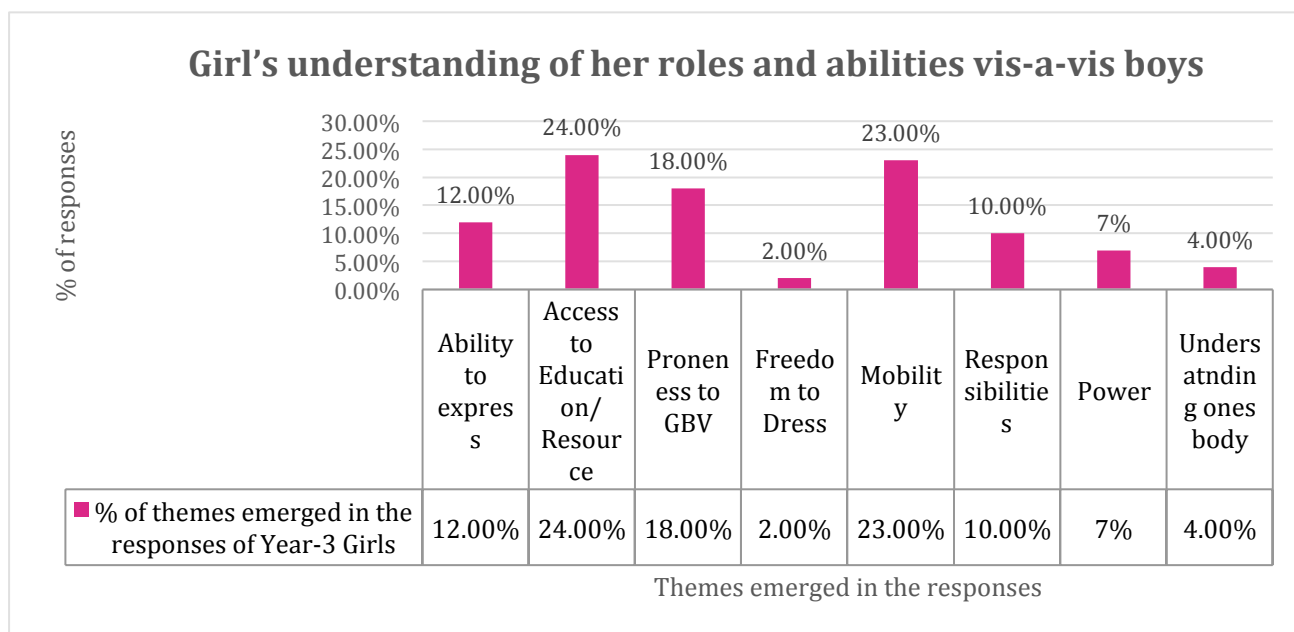


Figure 10. Nature of Improvement in the Understanding of Gender Roles



Activity 3

Leadership and Monitoring & Evaluation Training for Girls

Objectives:

- To provide leadership training to three girl leaders (selected from a group of 10)
- To provide them training on how to prepare an activity plan, M&E plan, budget and timeline for implementing a project

Logistics:

- Decide a time and place mutually convenient for all the girl leaders
- Make sure that the venue has adequate space for activities
- Make sure that all the required stationary, equipment, forms are in place before starting the session
- Delegate responsibilities to the mentors and organizers for arranging transport, food, water, activities, hygiene and sanitation

Schedule of Activities:

- Introduction
- Baseline data collection
- Preparation of activity plans, budget sheets and timeline by girls
- An activity focussing on leadership development

Directions:

Step 1: Start the session by welcoming the girl leaders. Explain the objectives of the training.

Step 2: Conduct a session on project planning. Ask mentors and girls from each organization to work in a group and plan their project. Ask each group to prepare an activity plan, M&E plan, budget sheet and timeline for their interventions.

Step 3: Mentors guide the girl leaders to make sure that their project plans are specific, measurable, attainable, realistic and tangible (SMART).

Step 4: Ask the girls to fill out the baseline section of the Planning and Budget Sheet.

Step 6: Make this session as interactive as possible. Use activities such as energizers and songs in between to keep up the enthusiasm of the participants.

Planning and Budget Sheet

Description: This tool was developed by EMpower. The Planning and Budget Sheet contains sections for girls and mentors to write their activity plan, create a timeline, prepare a budget for events and set goals for the project. This form is divided into two sections: baseline and endline.

Purpose: The aim of this exercise is to let participants gain experience of project planning through creating activity plan, budget, timeline, goals and deliverables for their project.

Time frame: Baseline, Leadership and Monitoring & Evaluation Workshop, 1st month
Endline, Sharing Meeting and End of the Implementation Phase, 10th month

Who will administer this tool: Mentors/Facilitator will administer this tool with girls.

Materials required: Copies of form and pens

Directions:

- 1) Girls and mentors from an organization will form a group.
- 2) Each group will be provided a form.
- 3) This form has two sections- one to be filled at baseline and the other at the endline.
- 4) Baseline: The form comprises tables where each group writes a list of activities, materials required and budget. In addition they will also prepare an M&E plan in which they create a timeline for their project and describe the expected results and how they will achieve their goals.
- 5) Endline: The form comprises tables where each group would write the activities carried out, expenditure, and outcomes.

Instructions for Facilitators:

- 1) Make sure that mentors and girls from each organization should work together.
- 2) Remind them to put their names, organizations, date and age as required in the forms
- 3) Explain them which sections to fill at the baseline and endline.
- 4) Collect all the forms after baseline sections are filled and make sure to provide them the same forms at the end of implementation phase so that they can fill the endline section on the same form.

A Sample Completed Planning and Budget Sheet

Girl Leader Names: Saba Sheikh, Poonam, Nausheen Bano

Mentor Names: Shabana Siddique

Organization: Vacha

Date: 08/02/ 2015

BASELINE

Q1.What is the change that you would like to see in your community?

We want to get all the toilets in our community repaired.

We want to ensure clean and safe community toilets for girls and women.

Ask them to think about the problems they face in their community. They should write what kind of transformation they intend to bring in their communities.

BASELINE
Q2. Activity 1 <i>Street play on the issue of sanitation and girls' access to toilets.</i>
Q3. How will this activity help the community change? - <i>Rallies and street plays will help us in creating awareness about the issue of girl's access to community toilets.</i> - <i>It will help as mobilize other girls to form a pressure group to work on this issue.</i> - <i>We will conduct a discussion with community members on this issue after play and get their support through a signature campaign. We will submit the signatures to the Municipal officer.</i> - <i>We will prepare a charter of demand and speak with community leaders to get the non-functional toilets repaired.</i>
Q4. What steps are needed? - <i>Arrange a theatre workshop to prepare a play.</i> - <i>Perform street play in 8 areas within our community and take signatures of the community members</i> - <i>Create a pressure group of 30 girls and carry out a community mapping.</i> - <i>Conduct a public meeting with community leaders to discuss the issue.</i> - <i>Meet with Municipal Officer to discuss the issue, submit signatures and charter of demands and urge them to take actions to repair the non-functional toilets.</i>
Q5. What things will you need to buy/pay for? (later estimate costs for these) - <i>Hire a theatre trainer</i> - <i>Music instruments, costumes and props for the play</i> - <i>Stationary</i> - <i>Medical Kit</i> - <i>Refreshment</i>
Q6. How many people would you reach? <i>1200</i>
Q7. How will you know whether this activity had the effect you hoped for? What information will you collect? - <i>Positive feedback from community members</i> - <i>People willing to participate in signature campaign to support our cause</i> - <i>Girls from the community join our pressure group to work on this issue</i> - <i>Community leaders lending us support to meet officials in the Municipal Corporation</i> - <i>Municipal Corporation takes action to repair all the community toilets</i> - <i>We will do a community mapping with the pressure group to find out: the number of non-functional toilets, what kind of problems girls face when they use the toilets, which places in the community do they feel unsafe and why?</i>

Q8. What may be the challenges and how might you overcome them?

Most of the parents might not let girls to join our pressure group. We will conduct a parents meeting and tell the parents about this issue and how we would like to solve problems which will benefit every girl and women in community. We will request them to allow their daughters to join the campaign.

Questions 1 to 8 are to be filled at baseline. Ask the girls to fill in each section. Explain to them the importance of this process. Probe them to think of how these activities correspond to the changes that they wish to see in their communities. Ask them to think about how they will engage with community members and how many people will be reached. Urge them to think of ways to measure the effect of each activity such as visible changes in the community, steps taken and solutions to the problem achieved.

ENDLINE

Q9. Did you achieve all your aims for this activity? How many people did you reach?

Yes we achieved all our aims. We reached out to 1500 people through our activities

Q10. What were your biggest achievements? List three important achievements.

- *Government authorities repaired 17 community toilets and girls's access to clean and safe toilets have increased*
- *Our Campaign was covered in Newspapers*
- *Pressure groups of women formed who are working on different issues related to sanitation in the community*

Q11. What did you not achieve?

We wanted to do a photo exhibition in one of the ward on the occasion of International Women's Day.

Q12. Why do you think that is?

We were not able to do this as we did not get permission from the authorities to book the venue.

Questions 9-12 are to be filled at the endline. Explain all the questions to them after distributing forms. Ask girls to refer to their responses provided at baseline and fill out the endline section by indicating if they were able to fulfil their goals/targets. If yes, ask how this was achieved and what the most important result was; and if not, ask what were the challenges.

Budget Sheet	Example	Activity 1
Q13. How much will this activity cost you? Think about all the things that you will need to buy or pay for and then list them, along with their cost for each activity	250 copies of survey $= 2 \times 250 = 500/-$ Lunch for 15 trainees $= 50 \times 15 = 750$ 20 pens = 150/- 20 posters about survey = 1500/-	1) Theatre Workshop- Rs 3000 2) Travel – Rs2000 3) Music instruments- Rs2500 4) Refreshment- Rs 5000 5) Costumes- Rs 1000 6) Medical Kit- Rs 300 7) Stationary- Rs 800
Total cost for each activity	$500+750+150+1500 = 2900/-$	Rs 14600/-
Total budget amount requested (add up all the costs for each activity)	Activity 1 = 2900/- Activity 2 = 5000/- Total = 7900/-	Total Budget for Activity 1- Rs 14600
Mentor sign off		Approved
Executive Director at your organization		Approved

Q14. ENDLINE: Did you meet your budget expectations? How much money did you spend? How much money is left?

Yes.

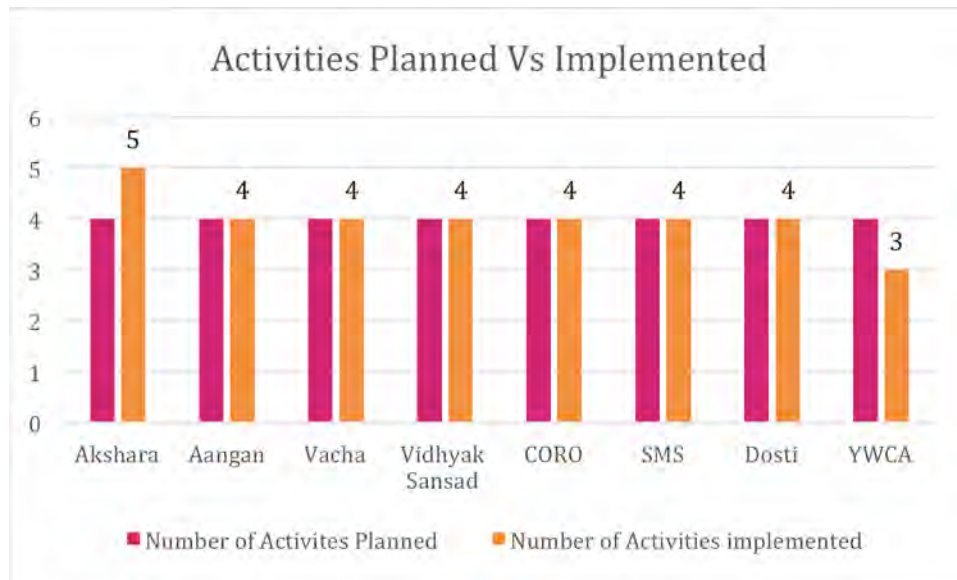
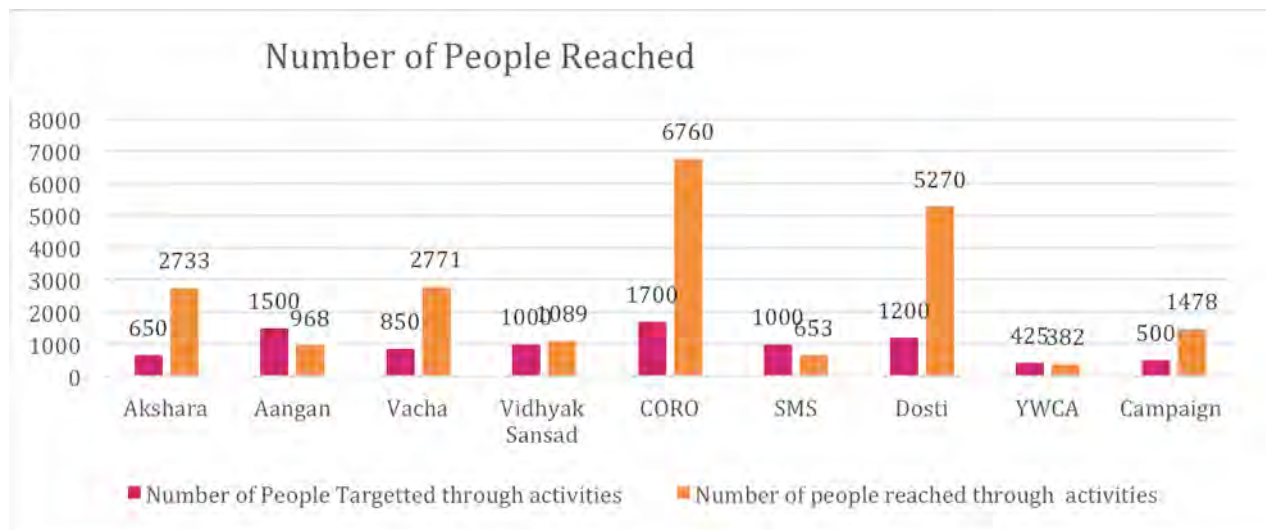
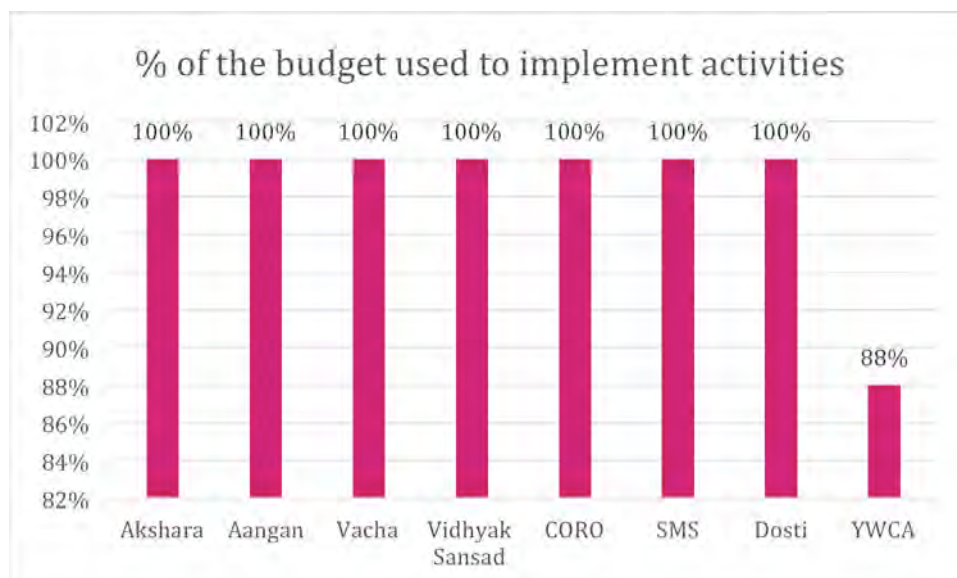
We spent Rs 146000

Question 13 must be filled out at baseline. Ask girls to prepare a budget for the activities they planned. Probe them to think of the material they require and expenses during the implementation of the activity while writing their budgets.

Question 14 must be filled out at endline. Ask participants to look at the budget planned and assess if they were able to carry out the activities within budget.

Notes

- 1) Summaries of each organisation's planning and Budget sheet can be used for documentation of the program.
- 2) The completed planning and budget sheets can be assessed to measure the following impact:
 - What kind of activities are conducted?
 - How many girls implemented these activities?
 - How many people in the community were directly and indirectly reached through an activity? What kind of changes were observed in the community?
 - Did girls use the activities to exercise their leadership and planning skills?
 - Did girls claim the public space in their community? If yes how?
- 3) Results can be displayed through graphs as shown in Figure 11, 12 and 13.

Figure 11. Activities Planned and Implemented**Figure 12. Total Outreach****Figure 13: Budget Utilized for Implementing Activities**

Social Network Mapping

Description: This tool was developed by EMpower. Social Network Mapping is a tool to identify the key actors in the community whom a participant trusts. This activity gives an idea of the social network of the girls.

Purpose: The aim of this exercise is to understand the social network of a participant.

Time frame: Leadership and Monitoring & Evaluation Workshop, 1st month

Who will administer this tool: Mentors will administer this tool with girls.

Materials required: Copies of the form, pens and different color markers

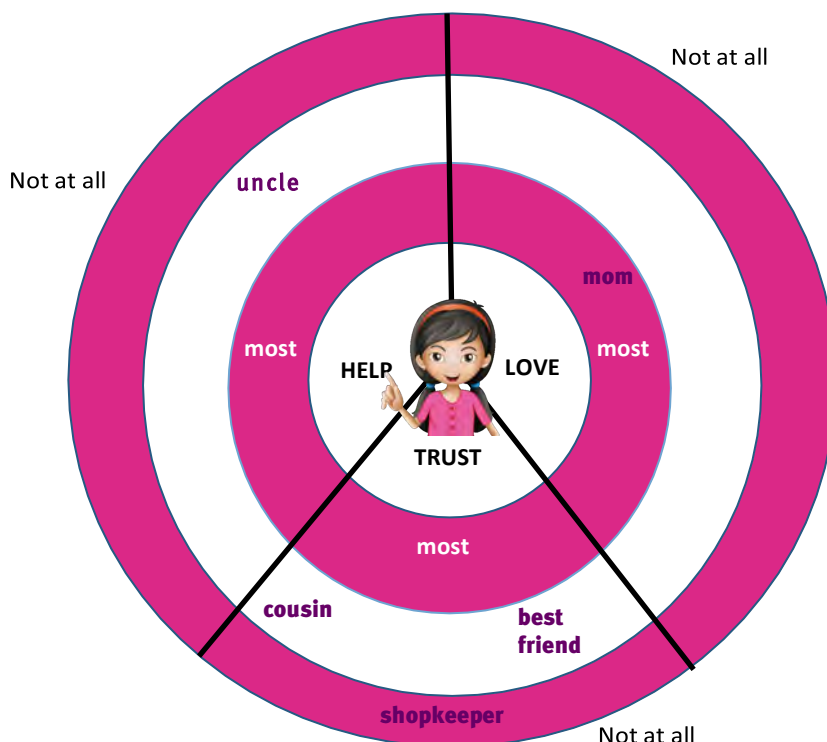
Directions:

- 1) The facilitator will ask each participant to write the names of people who they think they are close to, or who they trust or who helps them the most.
- 2) At the centre of the form, the participants are asked to make a figure that represents themselves.
- 3) A participant should write the name of people on the concentric circles from a scale starting from most trusted/loved/helpful at the centre to the least trusted/loved/helpful appearing away from the centre.

Instructions for Facilitators:

- 1) Ask girls to add their name, age, organisation and date on the charts/sheets.
- 2) Collect all the sheets after the activity.
- 3) Take a photo of the sheets as it is easier to save and circulate.

Figure 13: A Sample of Completed Social Network Map



Activity 4

Implementation of Projects

Objectives:

- To implement a project on the themes selected by girls during the leadership and monitoring & evaluation training.
- To engage with the community through events and activities.

Logistics:

- Decide a time and place for the event/activity.
- Make sure that all the required stationary, equipment and forms are in place before starting the event.

Schedule of Activities:

- Implementing the event
- Filling out the Community Checklist

Directions:

Step 1: Girls will implement the activities they planned during leadership training.

Step 2: Girl leaders and girls should be responsible for organising the event, seeking approval for the space from relevant authorities and implementation of the activity.

Step 3: Ensure that each event addresses the theme selected by girls and has adequate means to interact and engage with community members.

Step 4: After each event, mentors will sit with girls to fill out the Community Checklist form.

Step 5: Ask girls to reflect on what have they learnt and what will they do differently.

Step 6: Mentors should use social media tools—like Facebook and Twitter—to broadcast and document the event.

Life Line

Description: This tool is taken from the Girl Effect's Insights Toolkit (www.girleffect.org/media?id=3208). Life Line is a visual narrative tool that helps girls reflect on moments in their life. Girls will use this tool to mark the moments of empowerment and disempowerment in their life. This tool helps to understand the ebb and flow of girls' lives.

Purpose: The aim of this exercise is to visualize the moments of empowerment and disempowerment in each participant's life.

Who will administer this tool: Mentors/Facilitator will administer this tool to girl leaders.

Time frame: Implementation Phase, 2nd – 9th month

Materials required: Sheets, charts and different coloured markers

Directions:

- 1) Give sheets and markers to the girl leaders.
- 2) Each girl will draw a line representing her life by highlighting important events during the program.
- 3) Every time the line forms a peak it shows positive moments, achievements and happiness. When the line forms a valley, it shows the challenging moments and disappointing periods when the participant felt low.
- 4) Ask them to put words and picture next to the peaks and valleys to represent how they felt during that part of their life.

Instructions for Facilitators:

- 1) Explain the activity to girls.
- 2) As an example, draw a sample line on the board.
- 3) Ask them to fill out each and every section of the sheet and include their name, age, organisation and date.
- 4) Collect all the sheets after the activity.
- 5) Take a photo of the final sheets as it is easier to store and circulate.

Notes:

- 1) Life Line focuses on drawing rather than text, making it easier for participants to depict their life.
- 2) It helps in understanding the highs and lows and can be further explored to assess what factors led to empowerment and disempowerment of adolescent girls, especially as they grow older.

Figure 14: A Sample Completed Life Line Form

Name: Ansari Nausheen Age: 15 Grade: 7th Number of Family Members: 7 Organisation: Angan Trust Place: Govandi

Our first two activities were successful. People appreciated my team and they clapped. I felt confident and I want to do more. I love my team.

I think I can bring solution to the problem that girls face in Govandi. People in my community are proud of me. My friends come to me if they have any problem.

My mother scolded me and did not allow me to attend a meeting at the Learning Community. I missed meeting my friends.

While conducting the survey on restrictions and public safety, one of the women said that our efforts will not bring any change in our community. I felt very

Community Checklist

Description: Community Checklist contains both close-ended and open-ended questions. It will be used after the implementation of each activity. This form will help in gathering data about how the community responded to the activity and its impact on community members and girls.

Purpose: The aim of this exercise is to map the community participation in a program.

Time frame: Implementation phase, 2nd to 9th month.

Who will administer this tool: Girls with the help of mentors will fill out this checklist for each activity implemented.

Materials required: Copies of form and pens

Directions:

- 1) This form should be filled out by girls and mentors together for every activity.

Instructions for Facilitators:

- 1) Remind them to put their name, organization, date and location as required on the form.
- 2) Collect all the forms for analysis.

A Completed Community Checklist

Organization: <i>Akshara</i>	Activity: <i>Occupy Street</i>	Location: <i>Poddar Library</i>															
Date: <i>12 September 2015</i>	Time: <i>11 am</i>																
1. Who participated in this activity <table style="width: 100%; border: none;"> <tr> <td style="width: 20%;">i. Girls</td> <td style="width: 10%; text-align: center;">☒</td> <td style="width: 70%;">How many - <i>60</i></td> </tr> <tr> <td>ii. Boys</td> <td style="text-align: center;">☒</td> <td>How many _____</td> </tr> <tr> <td>iii. Staff Members</td> <td style="text-align: center;">☒</td> <td>How many - <i>3</i></td> </tr> <tr> <td>iv. Community People</td> <td style="text-align: center;">☒</td> <td>How many - <i>5</i></td> </tr> <tr> <td>v. Any other</td> <td style="text-align: center;">☐</td> <td>How many _____</td> </tr> </table>			i. Girls	☒	How many - <i>60</i>	ii. Boys	☒	How many _____	iii. Staff Members	☒	How many - <i>3</i>	iv. Community People	☒	How many - <i>5</i>	v. Any other	☐	How many _____
i. Girls	☒	How many - <i>60</i>															
ii. Boys	☒	How many _____															
iii. Staff Members	☒	How many - <i>3</i>															
iv. Community People	☒	How many - <i>5</i>															
v. Any other	☐	How many _____															

2. Who saw this event?

- | | | | |
|------|------------------|-------------------------------------|--|
| i. | Girls | ☒ | How many - 80 |
| ii. | Boys | ☒ | How many - 60 |
| iii. | Staff Members | ☒ | How many - 9 |
| iv. | Community People | ☒ | How many - 600 |
| v. | Any other | ☒ | How many -200 (staff from nearby government offices) |

3. After watching this event...

- | | | | |
|------|---|--------------------------|--|
| i. | People agreed with our message | ☐ | How many- 200 |
| ii. | People clapped | ☐ | How many- 900 |
| iii. | People participated and asked questions | ☐ | How many - 95 |
| iv. | People lent their support for the event | ☐ | How many - 80 |
| v. | Any other | ☐ | How many - 8 (policemen and policewomen) |

4. Some positive remarks for this event were...

A women in the community said: "These girls have done amazing work. I have visited this street library for the very first time in past 20 years."

5. Some negative remarks for this event were...

"It is indecent for girls and women to sit in street libraries among men."

6. Because of this event there is increased mobility/decreased restriction for girls because...

Our efforts led to increased access and presence of women and girls in all the libraries.

7. What has changed for the for girls in the community as a result of this event...

Now, in all the street libraries one day in a week is reserved for girls and women.

8. I will follow this up by...

We would like to do this campaign in other areas of Mumbai.

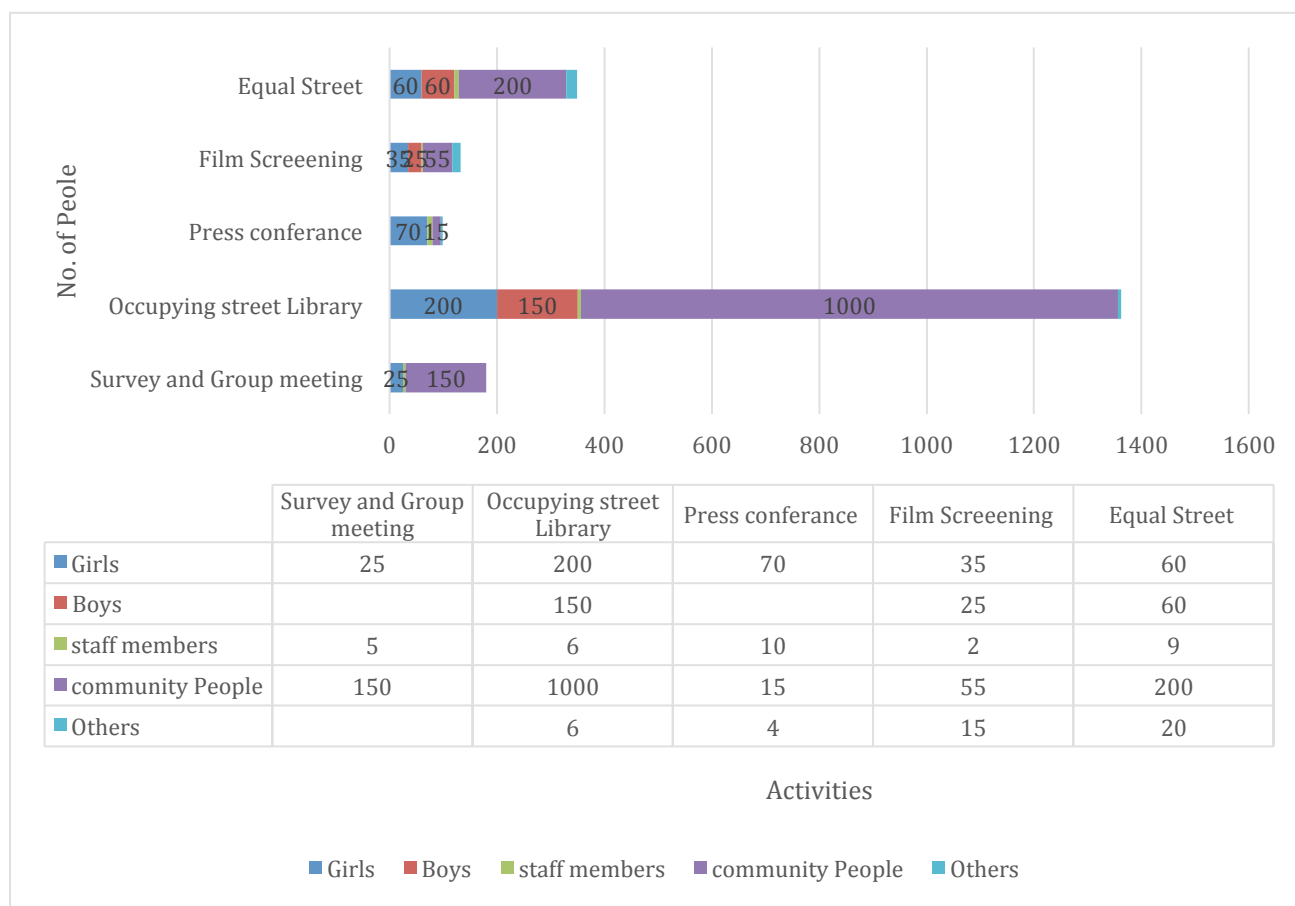
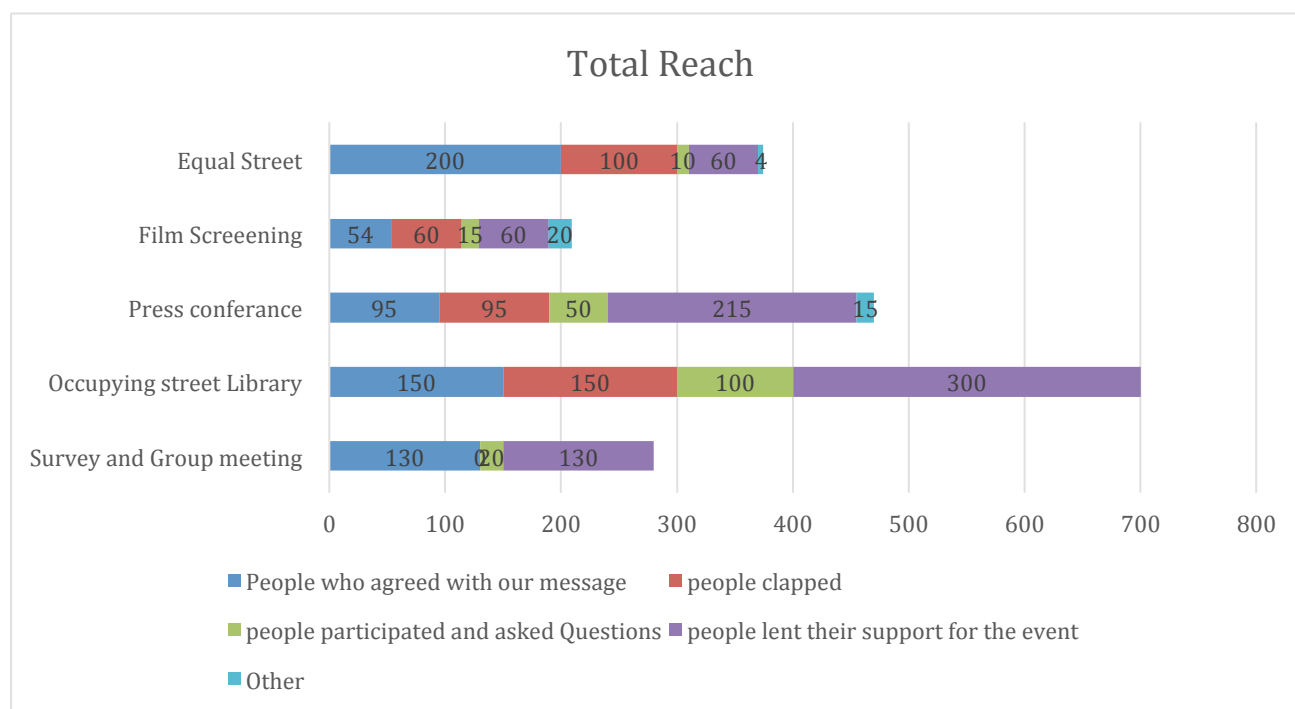
9. I will change the following for my next activity

- | | |
|-----|---|
| i. | <i>I would like to do a similar campaign on public tea stalls.</i> |
| ii. | <i>I would like to start a Facebook page on this campaign and create a book club to discuss issues of restriction on girls and women.</i> |

Measuring the Results

The data gathered through this checklist is to measure the following:

- Number of people participated and reached through the activities.
- The changes visible in the community due to an event/intervention led by girls.
- The findings can be illustrated through graphs as shown in Figures 15 and 16.

Figure 15: Number of People who Participated in Akshara's Activities**Figure 16: Total Reach of Akshara's Activities**

Activity 6

Mentors Check-in

Objectives:

- To create a platform for mentors from all the member organizations to meet and coordinate with each other.
- To facilitate mentors to plan the activities and guide the girls.

Logistics:

- Decide a time and place mutually convenient for all the mentors.
- Make sure that the venue has adequate space for activities.
- Make sure that all the required stationary, equipment and forms are in place before starting the session.
- Delegate responsibilities to the mentors and organizers for arranging transport, food, water, activities, hygiene and sanitation.

Schedule of Activities:

- Mentors check-in could be held 2-3 times a year
- Welcome
- Introduction
- Mentors discussion
- A session on social media

Directions:

Step 1: Introduce the purpose of the check-in to mentors.

Step 2: Ask them to sit in groups. Conduct a group discussion on how mentors will coordinate plans and activities. Ask mentors to discuss and prepare a course of action for the implementation of the events.

Step 3: Conduct a session on social media tools. The session will focus on how to use social media tools for their projects.

Step 4: Make this session as interactive as possible.

Activity 7

Sharing Meeting

Objectives:

- To share the achievements and experience with the each other.
- To collect endline data for M&E.

Logistics:

- Decide a time and place mutually convenient for all the groups.
- Make sure that the venue has adequate space for activities.
- Make sure that all the required stationary, equipment and forms are in place before starting the session.
- Delegate responsibilities to the mentors and organizers for arranging transport, food, water, activities, hygiene and sanitation.

Schedule of Activities:

- Introduction
- Baseline data collection,
- Sharing by each group for 7-8 minutes
- Preparation for yearbook
- Collection of endline data

Directions

Step 1: Start the session by welcoming the participants and explain the objectives of the session.

Step 2: Invite each group to share their experiences and achievements for about 7-8 minutes. Facilitate a discussion after each presentation and ask other participants to give feedback.

Step 3: Ask the girls and mentors to complete the endline forms: Moment of Change worksheet, Understanding Self form, Planning Skills form, VACO form. Facilitator can also use dice game and social network mapping exercise.

Step 4: Conduct a session with girls and mentors to plan the yearbook. Every year girls prepare a yearbook in which they talk about their work and achievement. During the sharing meeting all the girl participants with their girl leaders and mentors work on the content of the yearbook.

Step 5: Urge them to think about how they will present their achievements in the concluding event. Provide them with a few tips on making an effective and engaging presentation.

Step 6: Collect all the endline forms and creative pages designed by girls.

Moment of Change

Description: This tool was developed by Lydia Holden, director of Kahani Communications (www.kahanicommunications.com). The Moment of Change worksheet is a narrative tool, which consists of three questions that ask a girl to describe her life before joining the program, what has changed in her life after joining the program and what she learned as a result of participating in the program. Each girl records the changes that she observed in herself as a result of participating in the

Purpose: The aim of this exercise is to obtain a narrative account of the transformation felt by each participant.

Time frame: Sharing Meeting, end of Implementation Phase, 10th month

Who will administer this tool: Mentors/Facilitator will administer this tool with girls.

Materials required: Copies of form and pens

Directions:

- 1) This form should be filled out by girls.
- 2) Girls will answer three questions on the changes they have seen in themselves over the course of the program.

Instructions for Facilitators:

- 1) Explain all questions to the girls after distributing the forms.
- 2) Ask them to fill out all the sections.

A Sample of a Completed Moment of Change Form

Name: Qamarunissa

Age: 13

Year in School: 9th

Family Members: 14

Organisation: Aangan

Village/City: Govandi

Q1. What was my life like before joining the program?	Q2. What is my life like after joining the program?	Q3. What did I learn about myself, my community, my world?
Response of a girl showing excellent results		
<i>I never used to talk with boys and I lacked the confidence to go out and perform any activities.</i>	<i>After I joined the Learning Community I have gained a lot of confidence to speak in front of a large number of people. Now I am not scared of going outside and participate in rallies and street plays. Today I can stand proudly and say that I am a girl and equal to boys.</i>	<i>I have learnt that I can openly talk and wish that every girl in this world should bring this change in herself.</i>

Response of a girl showing mixed results		
What was my life like before joining the program? <i>I was a girl who wanted to do something in my life so that my parents can be proud of me.</i>	What is my life like after joining the program? <i>After I joined the Learning Community I want to do activities so that my parents can be proud of me.</i>	What did I learn about myself, my community, my world? <i>I like spending time with my friends at the Learning Community.</i>
Response of a participant showing poor results		
What was my life like before joining the program? <i>I was a girl who wanted to help other girls in my community. I wanted to be a teacher.</i>	What is my life like after joining the program? <i>I feel that I cannot change everything.</i>	What did I learn about myself, my community, my world? <i>I have to be an obedient girl to be safe in my neighbourhood.</i>
Ask the girl to think of what her life was like before joining the program. Ask her to describe how she thought of herself, her community and her world.	Ask the girl to write down in what ways her life changed after joining the program. Ask her to describe how she thought of herself, her community and her world.	Urge the girl to write down the things she learnt about herself which she did not know before. What did she learn from others? What did she learn about her community and society?

By comparing the narrative responses provided by a participant these questions measure positive self-transformation in a girl participant after attending the Learning Community.

Scoring

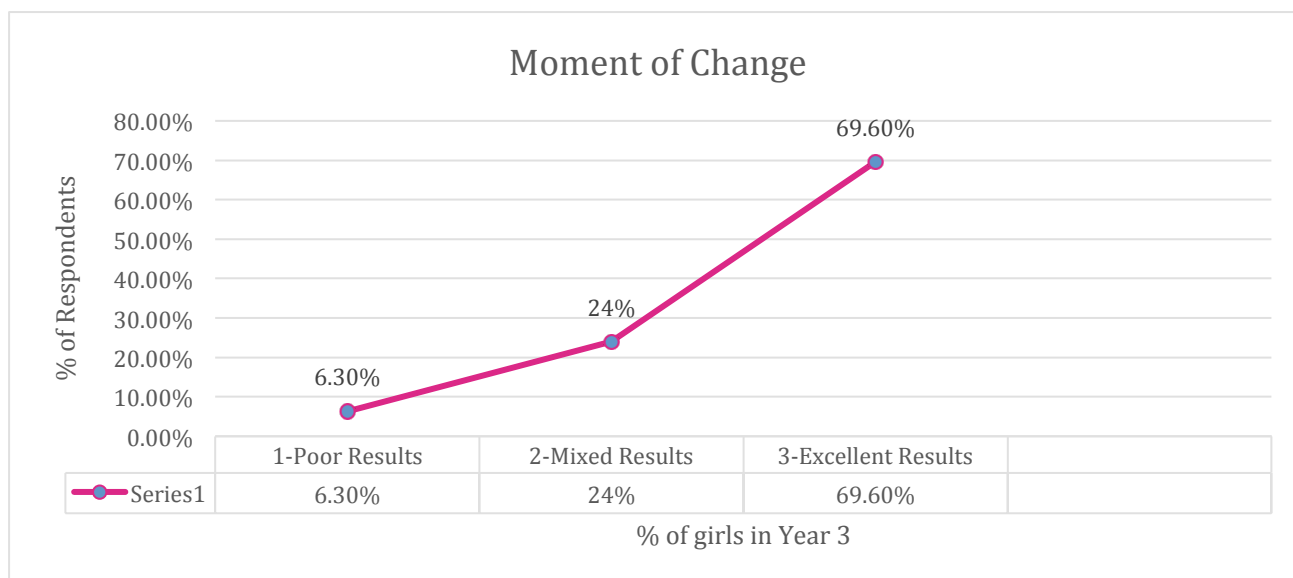
The responses are scored using a three-point scale.

Score 1- Poor Results

Score 2- Mixed Results

Score 3- Excellent Results

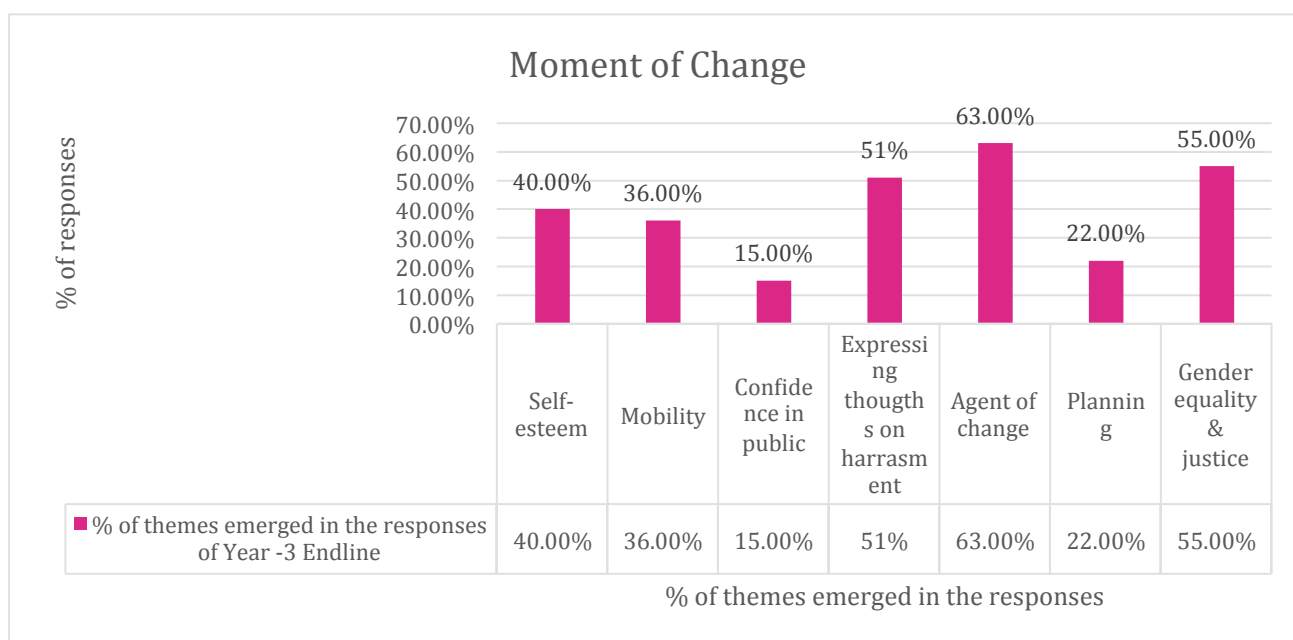
- 1) Compare the responses provided by participants before and after completion of the program.
- 2) As shown in the examples above, if a participant has shown a poorer self-concept at the endline, assign a score of 1 (poor result); if the participant displayed similar self-concept at the endline, assign a score of 2 (mixed results); if the participant showed improved self-concept, assign a score of 3 (excellent result).
- 3) Results can be displayed through a graph in the Figure 17.

Figure 17: Self-Transformation in the Girls

Thematic Analysis

A thematic analysis of the responses should be conducted to identify the nature of self-transformation at the individual level. For the Learning Community, the girl participants selected issues of restrictions, mobility and public safety, therefore, it is expected that they would report changes related to their improved mobility, role and presence in their community.

The narrative accounts of the girls should be analysed and recurrent themes should be counted and tallied to understand the kind of changes they identified in themselves. For instance, in the above response of the girl who displayed excellent results, the following themes are reflected: improved communication skills, increased mobility and improved notion of gender equality. Results can be displayed through a graph as shown in Figure 18.

Figure 18: Moment of Change

Dice Game

Description: This tool was developed by Lydia Holden, director of Kahani Communications (www.kahanicomcommunications.com), and modified by EMpower. The Dice Game is a participatory activity used to ignite discussions between girls in a group on six topics. Each girl in the group rolls the die and shares her thoughts on the topic correlating to the face number of the die roll.

Purpose: The aim of this exercise is to get the responses of the girls on topics that allow for deeper self understanding.

Time frame: Sharing Meeting, end of Implementation Phase, 10th month

Who will administer this tool: Mentors/Facilitator will administer this tool with girls.

Materials required: Dice, flipcharts, pens and different coloured markers

Directions:

- 1) Groups of 4-6 girls are formed.
- 2) The girls are then given one die, which they each take turns rolling.
- 3) Each number on the face of the die represents a different subject to talk about; for each number, there is a corresponding word written on flipchart paper:
 - 1: Dreams (future aspirations)
 - 2: Changes (in the community)
 - 3: Successes
 - 4: Challenges
 - 5: Happiness
 - 6: Equality (between girls and boys)
- 4) The girl who rolls her die first tells her group what she thinks about the word that she has rolled; a group member writes down her thoughts on the flipchart paper.
- 5) The game continues until all the girls have a chance to express their thoughts on all six pieces of paper.
- 6) The winning team is one where all girls have written on all six pieces of paper.

Instructions for Facilitators:

- 1) Explain the activity to girls
- 2) Ask them to keep track of time
- 3) Make sure each of the girls is provided the opportunity to express her thoughts

Notes:

- 1) This tool helps girls develop a better sense of self
- 2) The answers on the six different pieces of flip chart paper can be used to understand the views of participants about themselves.

Planning Skills Form

Description: This tool was created by EMpower. The planning skills form contains 11 questions that measures the level of project planning skills of the participant. Each participant ticks the skills attained during the program and indicates the level of those skills.

Purpose: The aim of this exercise is to measure the project planning skills of the girls.

Time frame: Endline, Sharing Meeting, 10th month

Who will administer this tool: Mentors will administer this tool with girls.

Materials required: Copies of form and pens

Instructions for Facilitators:

- 1) Explain all questions to the participants.
- 2) Ask them to fill out all the sections in the form. Remind them to put their name, organization, date and age as required on the forms.
- 3) Collect all the forms after baseline sections are filled out and make sure to provide them with the same form at the end of the implementation phase so that they can fill out the endline section on the same form.

A Sample of Completed Planning Skills Form

- 1) While working in the program I have developed the following abilities:

- i. Plan an event ☒

Very much	Much ✓	Some	Little	Very little
-----------	-----------	------	--------	-------------

- ii. Make a budget ☒

Very much ✓	Much	Some	Little	Very little
----------------	------	------	--------	-------------

- iii. Make a presentation ☒

Very much	Much	Some ✓	Little	Very little
-----------	------	-----------	--------	-------------

- iv. Talk with police, municipal personnel and other government officials ☒

Very much	Much	Some	Little ✓	Very little
-----------	------	------	-------------	-------------

v. Ability to work with different people ☒

Very much ✓	Much	Some	Little	Very little
----------------	------	------	--------	-------------

vi. Ability to manage time and meet deadlines ☒

Very much	Much	Some ✓	Little	Very little
-----------	------	-----------	--------	-------------

vii. Ability to coordinate with a team ☒

Very much	Much ✓	Some	Little	Very little
-----------	-----------	------	--------	-------------

viii. Capacity for generating new ideas (creativity) ☐

Very much	Much	Some	Little	Very little
-----------	------	------	--------	-------------

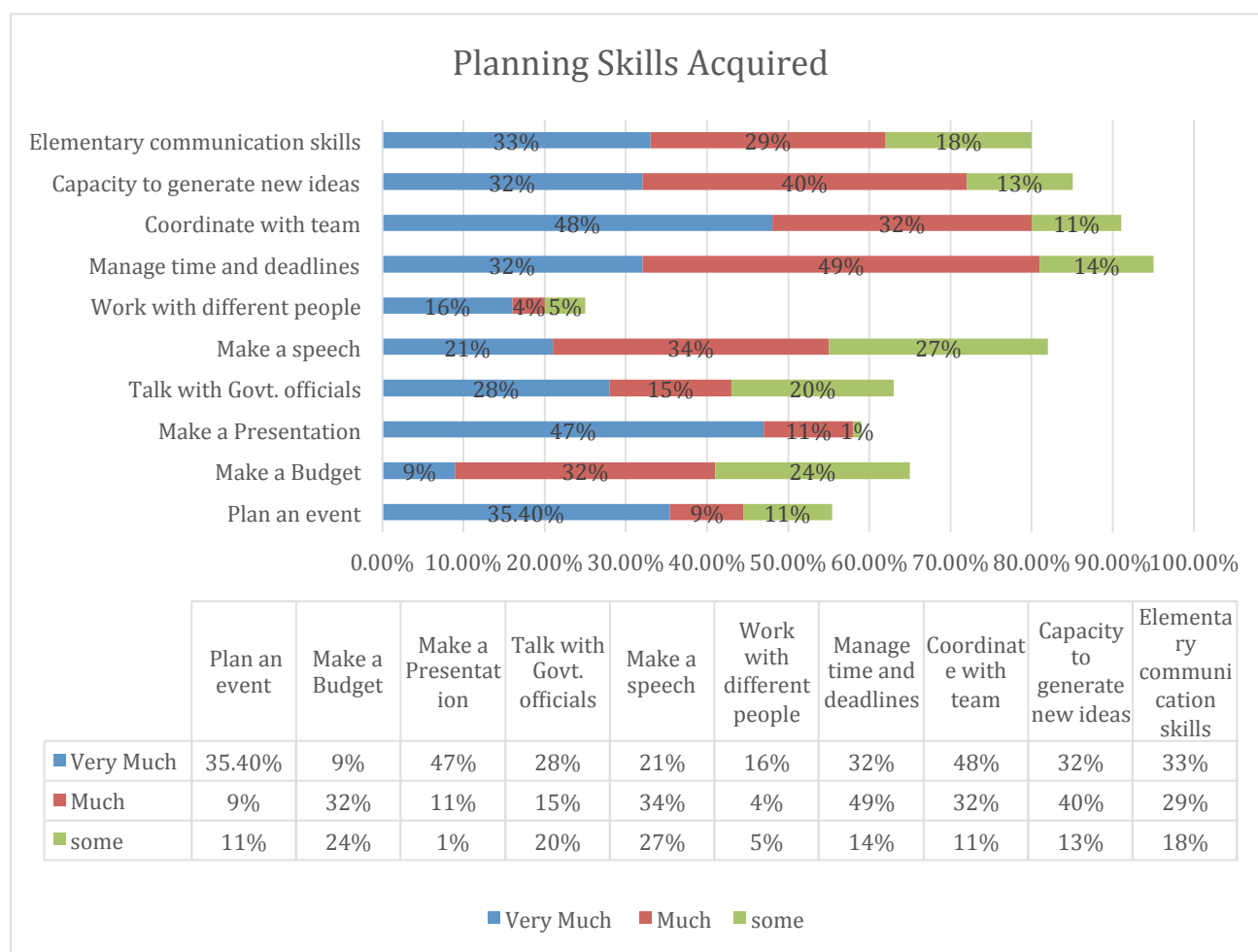
ix. Elementary communication skills (writing, sending emails, making a PowerPoint presentation) ☒

Very much	Much	Some	Little ✓	Very little
-----------	------	------	-------------	-------------

x. Any Other _____

Very much	Much	Some	Little	Very little
-----------	------	------	--------	-------------

- 1) Ask the girls to tick the abilities they feel that they have developed after participating in the program. For every ability ask them to mark the level from 'very much' to 'very little' that they feel they achieved.
- 2) Results can be displayed through a bar chart as shown in Figure 19.

Figure 19: Planning Skills Acquired by Girl Participants

VACO Checklist

Voice, Action, Comportment & Opportunity

Description: This tool was developed by the MS Foundation for Women, New York (www.forwomen.org) and was modified by EMpower. VACO stands for Voice, Action, Comportment and Opportunity. This checklist measures incremental (that is, small) changes in behaviours that show how a girl can develop into a more confident person and leader.

Purpose: The aim of this exercise is to measure the different ways in which a girl uses her voice in the program.

Time frame: Endline, Sharing Meeting, 10th month

Who will administer this tool: Mentors will fill out this checklist for each girl.

Materials required: Copies of form and pens

Directions:

- 1) Distribute the forms to all the mentors.
- 2) This form contains four section to be filled out by mentors for each girl.

Instructions for Facilitators:

- 3) Remind them to put the name of each girl, her organizations, date and age as required on the form.
- 4) Collect all the forms for analysis.

A Sample Completed VACO Checklist

1) VOICE

- i) Speaks in public ☒
- ii) States her opinions about injustice, discrimination or prejudice ☐
- iii) Participates in group discussions ☒
- iv) Defends her own point of view in a constructive manner ☐
- v) Speaks to a person in authority with confidence ☒

2) ACTION

- i) Takes responsibility in programs or activities ☐
- ii) Supports other girls who have difficulties in the group ☒
- iii) Suggests /presents her ideas and thoughts for activities ☐
- iv) Stops conflict between other girls ☒
- v) Mobilizes other girls to engage in activity ☐
- vi) Resists pressure from other girls to go along with something she doesn't agree with? ☐

3) COMPORTMENT

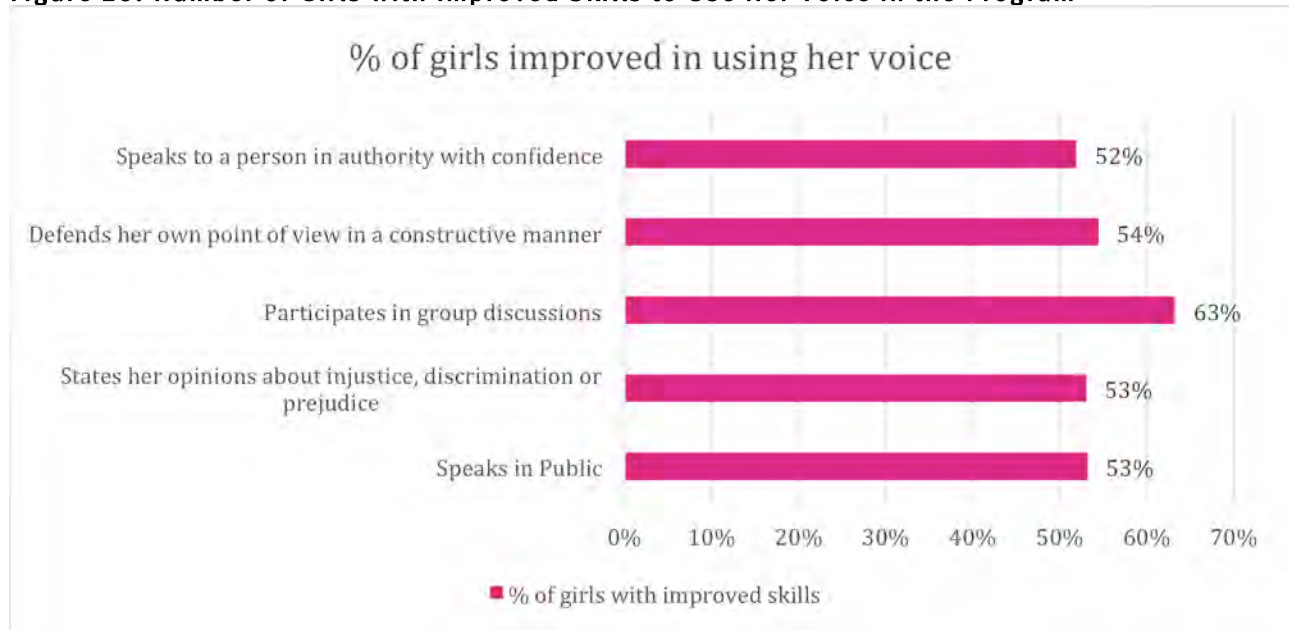
- i) Listens to the peers in group ☐
- ii) Participates in the activities ☐
- iii) Has comfortable body language ☐
- iv) Pays attention to facilitators ☐

4) OPPORTUNITY

- i) Volunteers to do challenging tasks ☐
- ii) Suggests ways to do things creatively ☐
- iii) Initiates new tasks and follows up ☐
- iv) Takes initiatives using technologies ☐
- v) Takes initiative with senior officials/leaders ☒
- vi) Conducts outreach in the community with confidence ☐

- 1) Mentors will tick these options to indicate the ability of a girl to use her voice in different ways.
- 2) Results can be displayed through a graph as shown in Figure 20.

Figure 20: Number of Girls with Improved Skills to Use Her Voice in the Program



World Café

Description: This tool was developed by Elizabeth Lank in the 1990s and has been modified for the Learning Community by EMpower. World Café is a participatory tool used in the program to initiate discussion in a group on a given topic. It begins with participants expressing their views on a topic at different tables, with participants switching tables periodically and getting introduced to the previous discussion at their new table by a 'table host.' A cafe ambience is created in order to facilitate conversation.

Purpose: This tool is intended to provide focused discussions on the outcomes of a program. The conversations prompted through this process can help to gather perspectives that can be used to understand the strengths and gaps of a program.

Time frame: End of the Project, Mentors Check-in, 11th month

Materials required: Flip charts, post-it notes, pens, tables and a buzzer

Who will administer this tool: Senior Mentor will administer this tool with mentors.

Process:

- 1) Each of the mentors is given a stack of Post-it notes and a pen. They are then assigned to a table.
- 2) Each table has a flipchart on which the topic is written.
- 3) The aim for mentors is to discuss the topic shown on the flipchart for 5-7 minutes with their group before writing down their thoughts and sticking it onto the flipchart paper.
- 4) After 10 minutes a buzzer will go off and they will switch tables.

Table topics revolve around the question: What have you learnt from the Learning Community at the...

- 1) Individual Level
- 2) Organizational Level
- 3) Community Level
- 4) What have you learnt from other organizations in the network?

Sample of Completed World Café Discussions

Individual Level

Working with the girls in the Learning Community has helped me to understand program planning. I have understood the importance of consulting my group and mobilising girls to achieve good results.
Mentor, Aangan

Organisational Level

I have used the activities of the Learning Community in programs run by my organisation to work with girls. I used the Social Network Mapping form in one of the workshops for the girls conducted in CORO.
Mentor, CORO

Community Level

I have learnt the importance of interacting with the guardians of girl participants and making them an important stakeholder in the program. I think it is important because once the program is completed they play a significant role in influencing the future of a girl.
Mentor
Akshara

Learning From Each Other

I learnt different ways of presenting and communicating our work from other organizations, in particular from Akshara and Aangan. From CORO I learnt how to engage boys in the Learning Community activities.

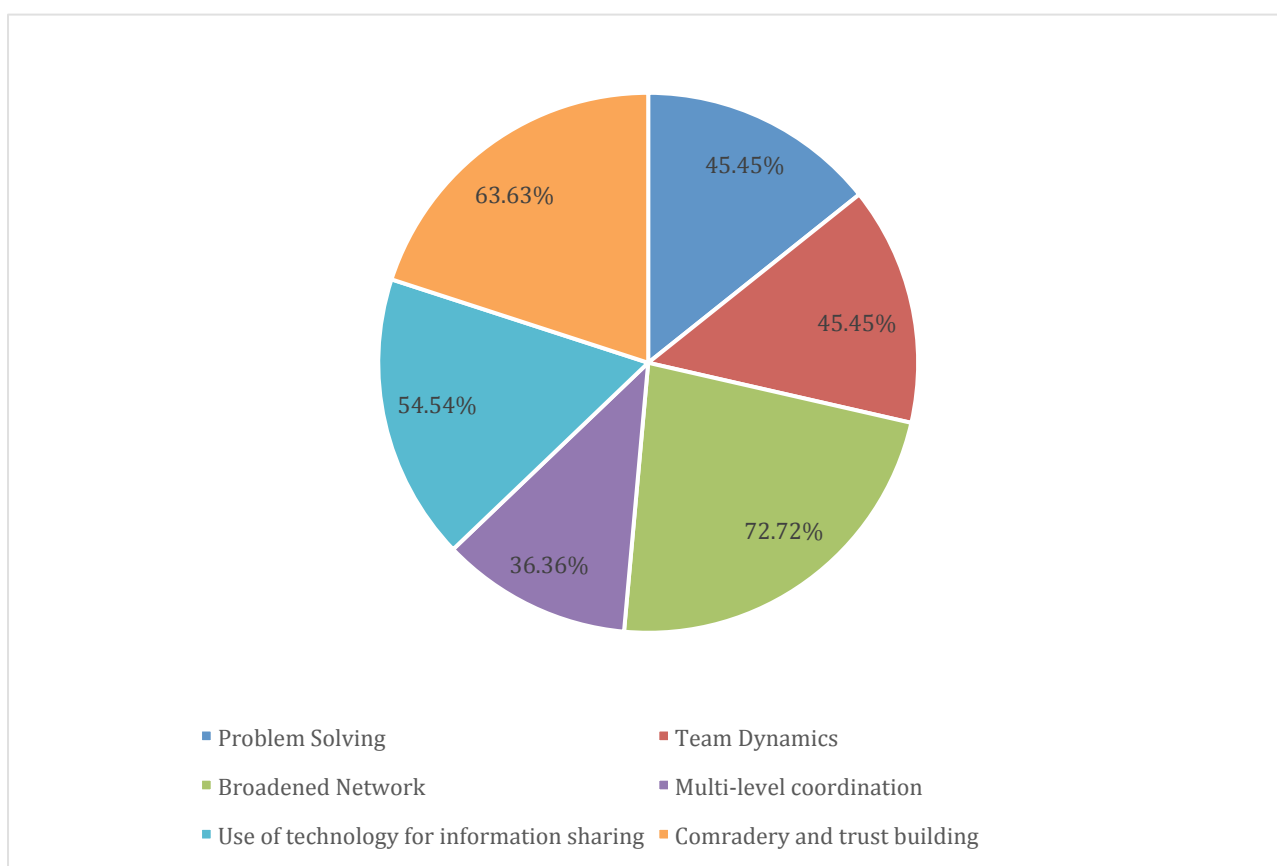
Mentor

Vacha

Thematic Analysis

- 1) A thematic analysis of the responses should be conducted to identify the nature of understanding and improvement in the capacities of mentors at the individual level, organisational level, community level and what they have learnt from each other.
- 2) The narrative accounts of the mentors should be analysed and recurrent themes should be counted and tallied to understand the kind of changes they identified in themselves.
- 3) Results can be shown through a pie-chart as shown in Figure 21.

Figure 21: Nature of Improvement Observed by Mentors



Form for Senior Staff to Evaluate Mentors

Description: This tool was prepared by EMpower and Bonnie Shepard. This form has two questions that will be answered by the executive directors of each organisation to evaluate mentors. In addition, it assesses how each organisation has benefitted from the program.

Purpose: The aim of this form is to measure the increase in mentor's competencies and organisational capacity as a result of the program.

Time frame: Endline, end of the Mentors Check-in, 11th month

Who will administer this tool: Executive Directors of each organization will fill out this form for each mentor.

Materials required: Copies of form and pens

Directions:

- 1) Distribute the form to the executive directors of each organization.
- 2) This form contains two questions to be filled out by the executive director of each organization for evaluating mentors.

Sample of a Completed Form for Senior Staff to Evaluate Mentors

Q1. Has this mentor shown progress or improvement in any of the following areas? (Please tick)

Planning

1. Takes responsibility for activities ☒
2. Mobilizes other girls to engage in activities ☐
3. Displays capacity to coordinate activities ☒
4. Displays decision making and problem solving skills ☐
5. Manages time and meets the deadlines ☐
6. Displays networking skills ☐
7. Reflects improved technical skills ☐

Comments: *She has taken responsibilities of other activities in the organisation and has shown improvement in her coordination skills.*

Being a Team Player

1. Listens to the girls and colleagues ☐
2. Displays patience and understanding ☐
3. Shows interest in the activities ☐
4. Shows increased confidence ☐

Comments: *N/A*

Leadership

1. Displays the ability to lead a team ☐
2. Displays improved mentoring skills with the girls ☒
3. Takes initiative and challenging roles within the organisation ☐
4. Suggests creative ways of doing things ☐
5. Has this person been given a more senior position in your organisation due to her performance in this program? ☐
6. Do you believe she is more likely to be promoted in the future due to increased capabilities? ☐

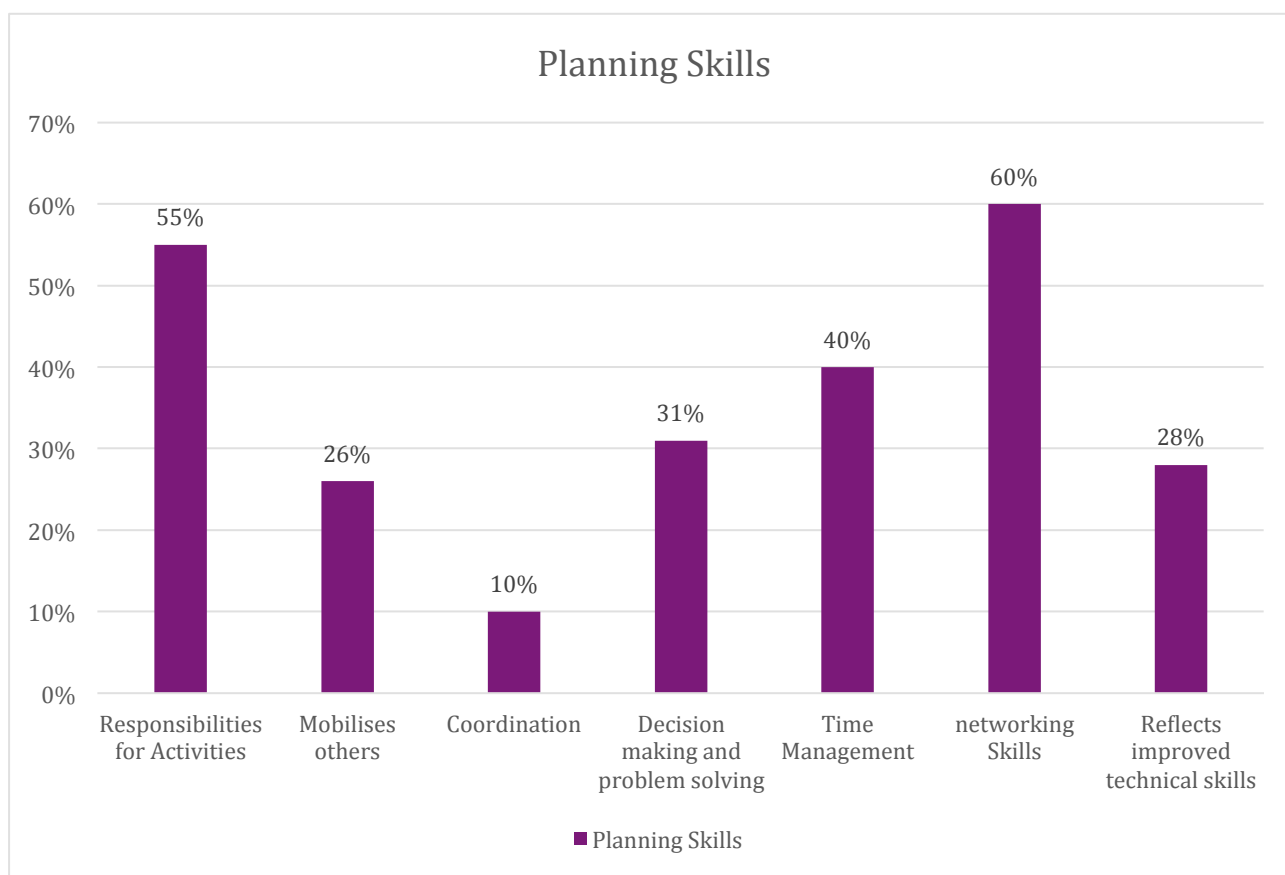
Comments: After joining the Learning Community, she has shown improvement in her mentoring skills, especially her ability to work with girls.

Q2. Has your organization benefited from your engagement in this program? Please explain.

Yes. The projects implemented by girls have received positive remarks from the community members and was covered in the local newspaper.

- 1) This form measures the improvement in the capacity of mentors at the organisational level.
- 2) The findings can be illustrated by a graph as shown in figure 22.

Figure 22: Planning Skills Acquired by Mentors



Mentor Reflection Sheet

Description: This tool was developed by EMpower. The Mentor Reflection sheet has seven open-ended questions to be filled by mentors at the endline to review and assess their own performance.

Purpose: The aim of this form is to measure the increase in mentor's competencies.

Time frame: Endline, end of project at Mentors Check-in, 11th month

Who will administer this tool: Facilitator will administer this tool with mentors.

Materials Required: Copies of form and pens

Directions:

- 1) Distribute the sheets to all the mentors.
- 2) Ask them to fill out the sheet.

Instructions for Facilitators:

- 1) Remind them to put their name, organization, date and age as required on the forms.
- 2) Collect all the forms for analysis.

A Sample of a Completed Mentors Reflection Form

1) My work as a mentor opened my eyes to...

To the problems that adolescent girls face in their home and communities. I have realised how important it is to work towards increasing their leadership in their community.

2) A capability I see in myself now that I didn't before I started as a mentor...

I can speak in public and manage several activities at a given time.

3) The best part about being part of this program and working with the girls is...

I am perceived as a mentor by girls and community members. They treat me with respect and appreciate me for the work I do in the community.

4) One area I still need to work on is...

I need to work on my presentation skills and computer skills. I want to learn Excel now. I need to improve my writing skills in Hindi and English.

5) Have you been given any additional responsibilities at your organization because of this program? (yes / no + explanation)

Yes. I have participated in a meeting to plan an event with my colleagues.

6) The biggest change I see in my community due to this program is...

Earlier only mothers would support the girls to participate in the Learning Community. Now their fathers and brothers too are helping the girls. I am happy to see that they are proud of their daughters.

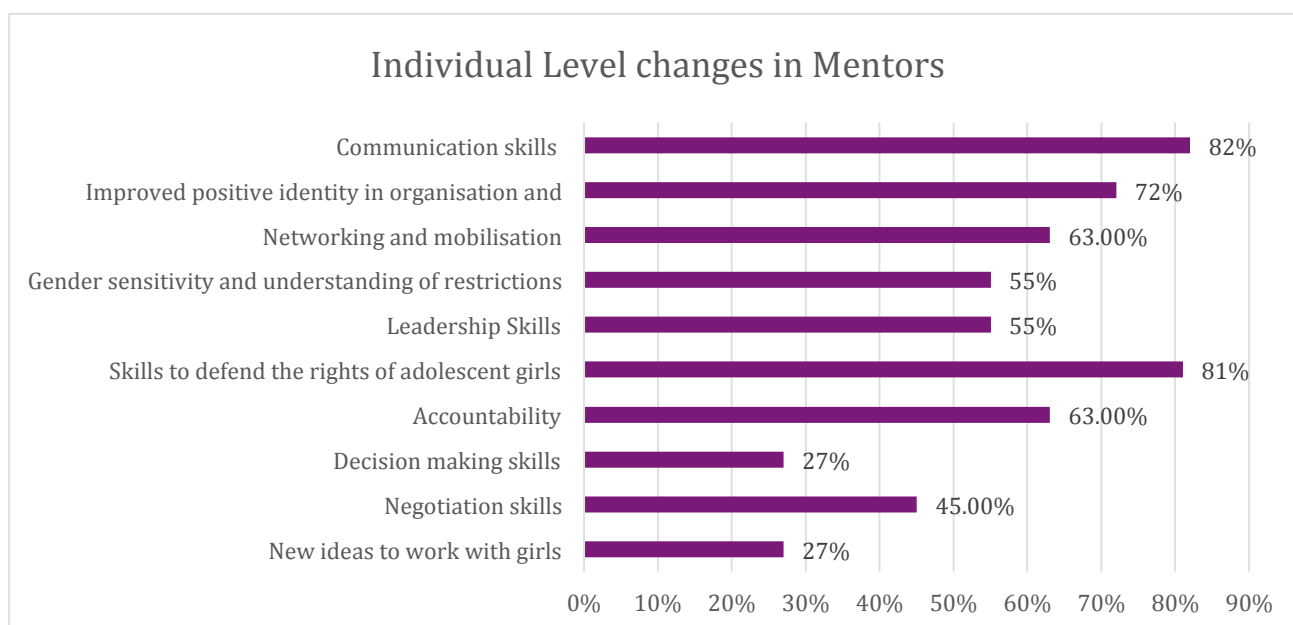
7) Working with other organisations in this program has made me appreciate...

The importance of being in a network. Even when I thought something was impossible my fellow mentors would support me to make it possible.

Thematic Analysis

- 1) A thematic analysis of mentors' responses to each question is conducted to identify the kind of transformation reported by mentors in their capacities, skills and working culture in their own organizations after being a part of the Learning Community.
- 2) The narrative accounts of the mentors should be analysed and recurrent themes should be counted and tallied to understand the kind of changes they identified in themselves.
- 3) Results can be shown through a graph as shown below in Figure 23.

Figure 23: Transformation in the Abilities and Capacities of Mentors



Planning Skills Form for Mentors

Description: This form has 12 questions to be filled out by each mentor at the endline. It helps in assessing their planning skills such as their ability to plan an event, prepare a budget, make presentations, prepare M&E plans, communicate with various people, guide the girls and manage time.

Purpose: The aim of this form is to measure the increase in mentor's project planning and implementation skills.

Time frame: Endline, end of the Project Check-in, 11th month

Who will administer this tool: Mentors of each organisation will fill out this form.

Materials required: Copies of forms and pens

Directions:

- 1) Distribute the forms to mentors.
- 2) This form contains 12 question to be filled out by each mentor.

Instructions for Facilitators:

- 1) Remind them to put their name, organization, date and age as required in the forms.
- 2) Collect all the forms for analysis.

Sample of a Completed Planning Skills Form for Mentors

- 1) Endline: Please rank any abilities that have improved while working in this program.

- I) Plan an event ☒

Very much	Much	Some	Little	Very little
✓				

- II) Make a budget ☒

Very much	Much	Some	Little	Very little
		✓		

- III) Make a presentation ☒

Very much	Much	Some	Little	Very little
✓				

IV) Talk with police, municipal corporation personnel and other government officials ☒

Very much	Much	Some	Little	Very little
✓				

V) Make a speech ☒

Very much	Much	Some	Little	Very little
	✓			

VI) Monitoring and evaluation ☒

Very much	Much	Some	Little	Very little
		✓		

VII) Write a report ☒

Very much	Much	Some	Little	Very little
		✓		

VIII) Ability to manage time and meet deadlines ☒

Very much	Much	Some	Little	Very little
			✓	

IX) Ability to coordinate with other organizations and girls ☒

Very much	Much	Some	Little	Very little
✓				

X) Capacity for generating new ideas (creativity) ☒

Very much	Much	Some	Little	Very little
			✓	

XI) Elementary communication skills (writing, sending emails, making PowerPoint presentations)

□

Very much	Much	Some	Little	Very little

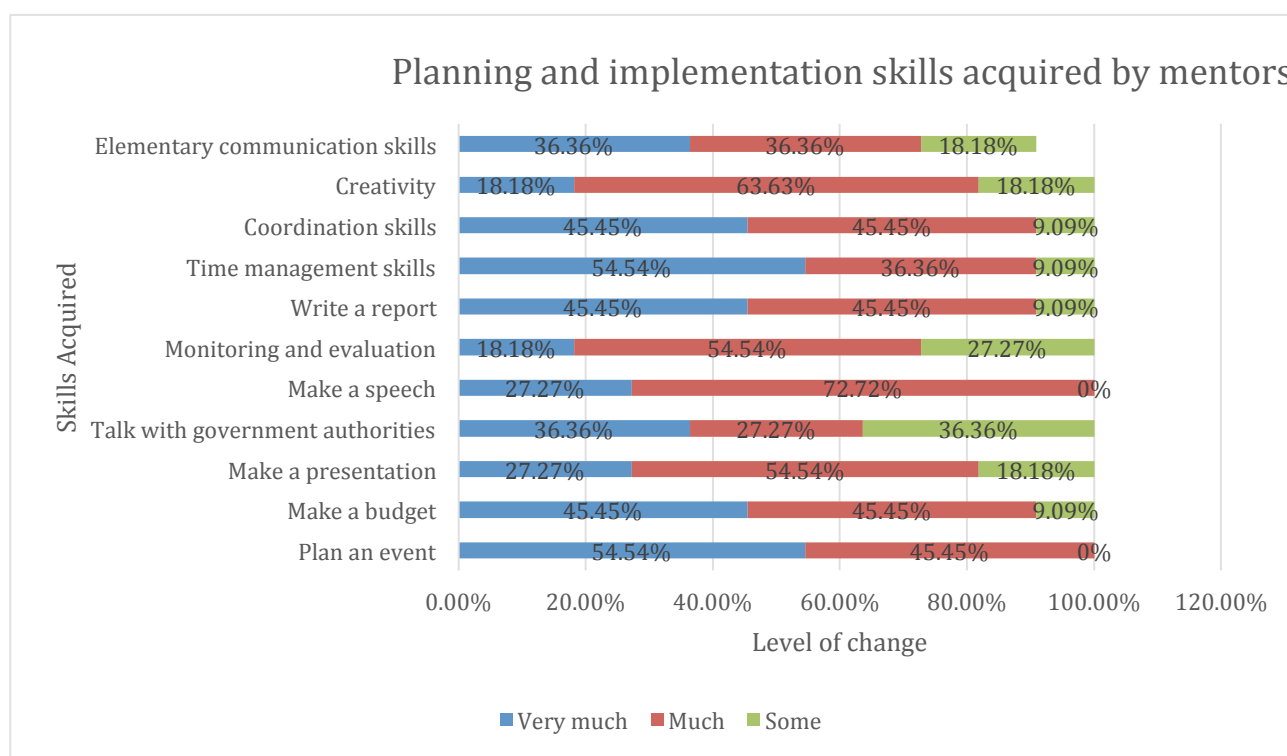
XII) Any Other _____ (please explain)

Very much	Much	Some	Little	Very little

This form measures the planning skills developed in each mentor and the changes in level of the skills at the endline.

The results can be illustrated through a graph as shown in Figure 24.

Figure 24: Planning Skills Acquired by Mentors



SECTION 4: Sample Forms for Girls

Monitoring and Learning Tools	M&onitoring & Evaluation Tools
1) Planning and Budget Sheet 2) Moment of Change 3) Life Line 4) Dice Game 5) Social Network Mapping	1) Understanding Self Form 2) Planning Skills Form 3) VACO Form 4) Community Checklist



Understanding Self Form

Name:
Organisation:

Age:
Date:

1) I am pleased that I can do this...

BASELINE	ENDLINE

2) I like these qualities in me...

BASELINE	ENDLINE

3) When I address a group I...

BASELINE	ENDLINE
i) Stammer ☐ ii) Look at the ceiling ☐ iii) Look at the floor ☐ iv) Shake my legs ☐ v) Sweat in my palms ☐ vi) Swing sideways frequently ☐ vii) Cough a lot ☐ viii) Put my hands on the face/tuck hair behind my ears repeatedly ☐ ix) Cry ☐ x) Swallow repeatedly as throat becomes dry ☐ xi) Speak very fast ☐ xii) Speak very low so that it is hard to hear me ☐ xiii) Get tongue-tied (so nervous I'm unable to speak) ☐ xiv) Forget what I want to say ☐ xv) Any other ☐ please write	i) Stammer ☐ ii) Look at the ceiling ☐ iii) Look at the floor ☐ iv) Shake my legs ☐ v) Sweat in my palms ☐ vi) Swing sideways frequently ☐ vii) Cough a lot ☐ viii) Put my hands on the face/tuck hair behind my ears repeatedly ☐ ix) Cry ☐ x) Swallow repeatedly as throat becomes dry ☐ xi) Speak very fast ☐ xii) Speak very low so that it is hard to hear me ☐ xiii) Get tongue-tied (so nervous I'm unable to speak) ☐ xiv) Forget what I want to say ☐ xv) Any other ☐

4) When I see a girl being harassed by a bunch of boys in my community I most likely will...

BASELINE	ENDLINE
i. Run away ☐ ii. Shout at the boys ☐ iii. Ignore and walk away ☐ iv. Gather other people in the community and settle the matter ☐ v. Discuss with my mentors and use proper strategies to solve this issue ☐ vi. Any other ☐ please write	i. Run away ☐ ii. Shout at the boys ☐ iii. Ignore and walk away ☐ iv. Gather other people in the community and settle the matter ☐ v. Discuss with my mentors and use proper strategies to solve this issue ☐ vi. Any other ☐ please write

5) What can boys do that you cannot? What can you do that boys cannot?

BASELINE	ENDLINE (Look at the things that you wrote: Do you still feel that you cannot do the same things?)

Signature:

Place:

Date:

Planning and Budget Sheet

Baseline and Endline

Girl Leader Names:

Mentor Names:

Organization:

Date:

Activity Plan

BASELINE			
What is the change that you would like to see in your community?			
Activity 1	Activity 2	Activity 3	Activity 4
How will this activity help the community change?	How will this activity help the community change?	How will this activity help the community change?	How will this activity help the community change?
What steps are needed?	What steps are needed?	What steps are needed?	What steps are needed?

What things will you need to buy/pay for? (later estimate costs for these)	What things will you need to buy/pay for? (later estimate costs for these)	What things will you need to buy/pay for? (later estimate costs for these)	What things will you need to buy/pay for? (later estimate costs for these)
How many people would you reach?	How many people would you reach?	How many people would you reach?	How many people would you reach?
How will you know whether this activity had the effect you hoped for? What information will you collect?	How will you know whether this activity had the effect you hoped for? What information will you collect?	How will you know whether this activity had the effect you hoped for? What information will you collect?	How will you know whether this activity had the effect you hoped for? What information will you collect?
What may be the challenges and how might you overcome them?	What may be the challenges and how might you overcome them?	What may be the challenges and how might you overcome them?	What may be the challenges and how might you overcome them?

ENDLINE			
Did you achieve all your aims for this activity?	Did you achieve all your aims for this activity?	Did you achieve all your aims for this activity?	Did you achieve all your aims for this activity?
What was your biggest achievement? List three important achievements	What was your biggest achievement? List three important achievements	What was your biggest achievement? List three important achievements	What was your biggest achievement? List three important achievements
What did you not achieve?	What did you not achieve?	What did you not achieve?	What did you not achieve?
Why do you think that is?	Why do you think that is?	Why do you think that is?	Why do you think that is?

Budget for Girl Leader Activities

	Example	Activity 1	Activity 2	Activity 3
How much will this activity cost you? Think about all the things that you will need to buy or pay for and then list them, along with their cost for each activity	250 copies of survey $= 2 \times 250 =$ 500/- Lunch for 15 trainees $= 50 \times 15 =$ 750 20 pens = 150/- 20 posters about survey = 1500/-			
Total cost for each activity	500+750+150+1500 = 2900/-			
Total budget amount requested (add up all the costs for each activity)	Activity 1 = 2900/- Activity 2 = 5000/- Total = 7900/-			
Mentor sign off				
Executive Director at your organization				
ENDLINE: Did you meet your budget expectations? How much did you spend? How much money is left?				

Social Network Mapping

Name:

Age:

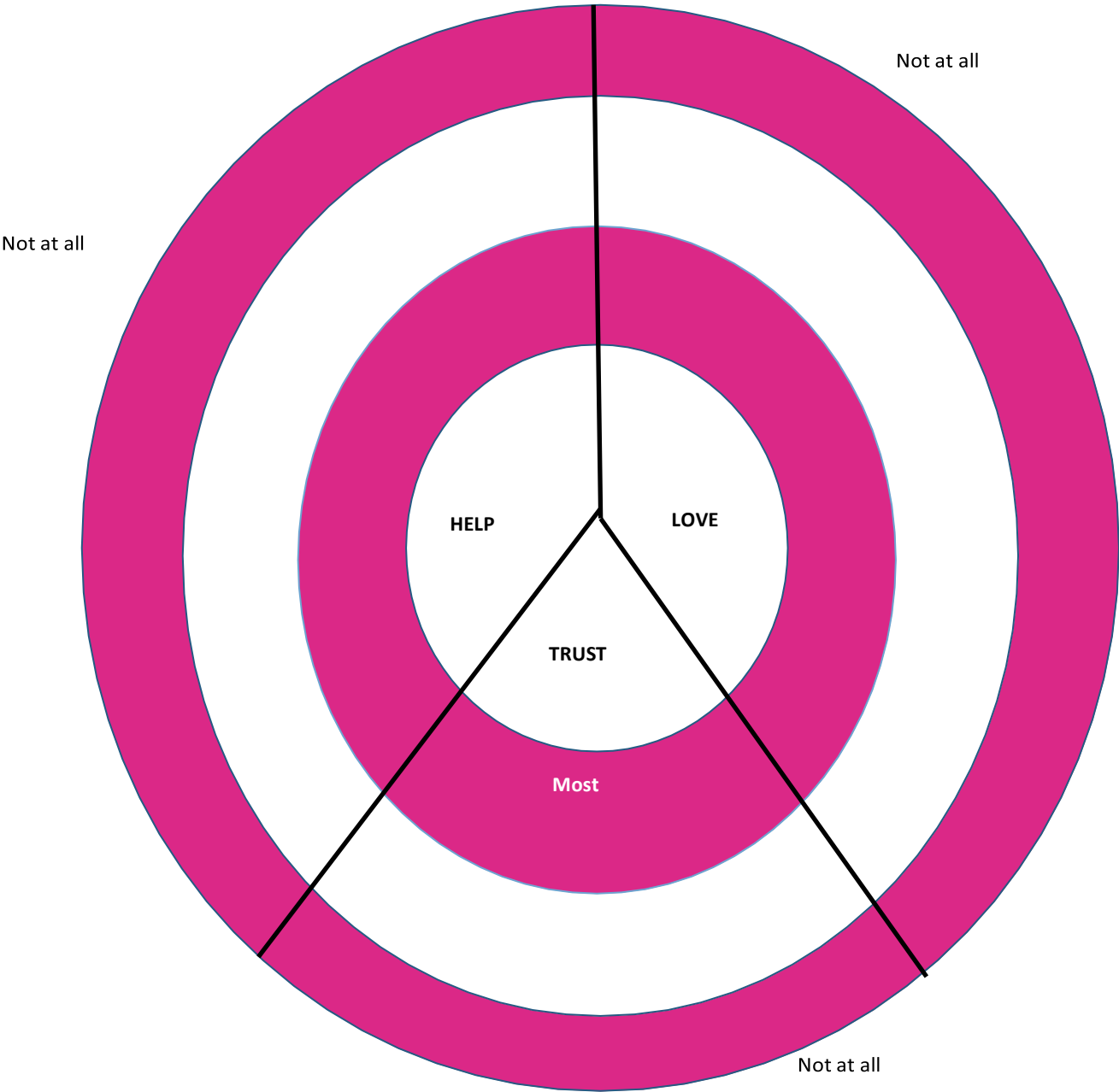
Village/City:

Year in school:

Family Members:

Organization:

Date:



Planning Skills Form

Endline

Name:
Organisation:

Age:
Date:

1) While working in this program I have developed the following abilities:

i. Plan an event ☐

Very much	Much	Some	Little	Very little
-----------	------	------	--------	-------------

ii. Make a budget ☐

Very much	Much	Some	Little	Very little
-----------	------	------	--------	-------------

iii. Make a presentation ☐

Very much	Much	Some	Little	Very little
-----------	------	------	--------	-------------

iv. Talk with police, BMC personnel and other government officials ☐

Very much	Much	Some	Little	Very little
-----------	------	------	--------	-------------

v. Ability to work with different people ☐

Very much	Much	Some	Little	Very little
-----------	------	------	--------	-------------

vi. Ability to manage time and meet deadlines ☐

Very much	Much	Some	Little	Very little
-----------	------	------	--------	-------------

vii. Ability to coordinate with team ☐

Very much	Much	Some	Little	Very little
-----------	------	------	--------	-------------

viii. Capacity for generating new ideas (creativity) ☐

Very much	Much	Some	Little	Very little
-----------	------	------	--------	-------------

ix. Elementary communication skills (writing, sending emails, making PowerPoint presentation) ☐

Very much	Much	Some	Little	Very little
-----------	------	------	--------	-------------

x. Any Other _____

Very much	Much	Some	Little	Very little
-----------	------	------	--------	-------------

Moment of Change Worksheet

Who is she?

Name:

Age:

Village/city:

Year in school:

Family members:

What was her life like? (before)

- What are some challenges your family faced over the years?
- What was your average day like?
- Can you tell me about an event that happened in your life before [CBO] that you still think about?
- What did you think would happen in your future (dreams, plans, etc.)?

What is her life like? (after)

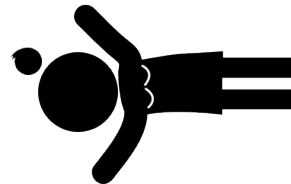
- What did you learn at [CBO]?
- How is your life different now?
- Tell me about your average day.
- What is your favorite memory of something that happened at [CBO]?
- What hopes and dreams do you have for yourself now?

What did she learn (about herself, her community, her world)?

Why & how did it happen?

Where did it happen?

When did it happen?



Intervention by CBO

Voice Action Comportment Opportunity (VACO)

to be completed by the mentors for each girl

Mentors Names:

Organization:

Date:

	Name: Age:	Name: Age:	Name: Age:	Name: Age:	Name: Age:	Name: Age:
VOICE						
1) Speaks in public						
2) States her opinions about injustice, discrimination or prejudice						
3) Participates in group discussions						
4) Defends her own point of view in a constructive manner						
5) Speaks to a person in authority with confidence						
ACTION						
1) Takes responsibility in programs or activities						
2) Supports other girls who have difficulties in the group						
3) Resists pressure from other girls to go along with something that she does not agree with						
4) Stops conflict between other girls						
5) Mobilizes other girls to engage in activities						
6) Resists pressure from other girls to go along with something that she does not agree with						
COMPORTMENT						
1) Listens to the peers in group						
2) Participates in the activities						
3) Has comfortable body language						
4) Pays attention to facilitators						
5) Shows interest in the activities						
6) Shows respect for other girls						

OPPORTUNITY						
1)	Volunteers to do challenging tasks					
2)	Suggests ways to do things creatively					
3)	Initiates new tasks and follows up					
4)	Takes initiatives using technologies					
5)	Takes initiative with senior officials/leaders					
6)	Conducts outreach in the community with confidence					

Community Checklist

Organisation:	Activity:	Location:
Date:	Time:	

1. Who participated in this activity

i. Girls ☐ How many _____

ii. Boys ☐ How many _____

iii. Staff Members ☐ How many _____

iv. Community People ☐ How many _____

v. Any other ☐ How many _____

2. Who saw this event

i. Girls ☐ How many _____

ii. Boys ☐ How many _____

iii. Staff Members ☐ How many _____

iv. Community People ☐ How many _____

v. Any other ☐ How many _____

3. After watching this event

i. People agreed with our message ☐ How many _____

ii. People clapped ☐ How many _____

iii. People participated and asked questions ☐ How many _____

iv. People lent their support for the event ☐ How many _____

v. Any other ☐ How many _____

4. Some positive remarks were:

5. Some negative remarks were:

6. Because of this event there is reduced restrictions/increased mobility:

7. What has changed for the for girls in the community as a result of this event:

8. I will follow this up by:

9. I will change the following for my next activity:

- i. _____
- ii. _____
- iii. _____
- iv. _____

SECTION 5: Sample Forms for Mentors

Monitoring & Learning Tools	Monitoring & Evaluation Tools
6) Planning and Budget Sheet 7) Moment of Change 8) Life Line 9) Dice Game 10) Social Network Mapping	5) Understanding Self Form 6) Planning Skills Form 7) VACO Form 8) Community Checklist



Self-Evaluation Form for Mentors

Baseline and Endline

Name:

Age:

Organisation:

Date:

BASELINE

1) Have you worked with adolescent girls before? If yes where and what was your role?

2) While working in the field I am comfortable when I am... (please check all that apply)

BASELINE	ENDLINE
i. Walking in the community ☐	I) Walking in the community ☐
ii. Talking to the people of the community ☐	II) Talking to the people of the community ☐
iii. Taking sessions with adolescent girls ☐	III) Taking sessions with adolescent girls ☐
iv. Taking sessions with adults ☐	IV) Taking sessions with adults ☐
v. Dealing with the police, BMC personnel, and other government officials ☐	V) Dealing with the police, BMC personnel, and other government officials ☐
vi. Taking pictures in the community ☐	VI) Taking pictures in the community ☐
vii. Holding public meetings ☐	VII) Holding public meetings ☐

3) Are there any differences in the risks faced by boys and girls?

BASELINE	ENDLINE
Risks faced by Girls I) Risk of violence at home ☐ II) Risk of violence in streets ☐ III) Health risks (including pregnancy, HIV, alcohol, substance abuse) ☐ IV) Risk of dropping out of school ☐ V) Risk of exploitative employment ☐ VI) Early/child marriage ☐ Risks faced by Boys I) Risk of violence at home ☐ II) Risk of violence in streets ☐ III) Health risks (HIV, alcohol, substance abuse) ☐ IV) Risk of dropping out of school ☐ V) Risk of exploitative employment ☐ VI) Early/child marriage ☐	Risks faced by Girls I) Risk of violence at home ☐ II) Risk of violence in streets ☐ III) Health risks (including pregnancy, HIV, alcohol, substance abuse) ☐ IV) Risk of dropping out of school ☐ V) Risk of exploitative employment ☐ VI) Early/child marriage ☐ Risks faced by boys I) Risk of violence at home ☐ II) Risk of violence in streets ☐ III) Health risks (HIV, alcohol, substance abuse) ☐ IV) Risk of dropping out of school ☐ V) Risk of exploitative employment ☐ VI) Early/child marriage ☐

5) Aims for your girls

BASELINE – Aim I have for my girls is:	ENDLINE – Have you fulfilled this aim?	
	Completely	
	Partially	
	Not at all	
	Please explain:	

4) Aims for yourself

BASELINE – Aim I have for myself and my personal project is:	ENDLINE – Have you fulfilled this aim?	
	Completely	
	Partially	
	Not at all	
	Please explain:	

6) Aims for your community							
BASELINE – looking at the program network, I would like to make the following change in the community:	ENDLINE – Have you fulfilled this aim?						
	<table border="1"> <tr> <td>Completely</td> <td></td> </tr> <tr> <td>Partially</td> <td></td> </tr> <tr> <td>Not at all</td> <td></td> </tr> </table>	Completely		Partially		Not at all	
	Completely						
	Partially						
Not at all							
Please explain:							

7) Aims for learning from other organisations							
BASELINE – looking at the program network, I would like to learn:	ENDLINE – What have you learned from other organisations?						
	<table border="1"> <tr> <td>Completely</td> <td></td> </tr> <tr> <td>Partially</td> <td></td> </tr> <tr> <td>Not at all</td> <td></td> </tr> </table>	Completely		Partially		Not at all	
	Completely						
	Partially						
Not at all							
Please explain:							

Mentors Reflection Sheet

Endline

Name:

Age:

Organisation:

Date:

1) My work as a mentor opened my eyes to...	
2) A capability I see in myself now that I didn't before I started as a mentor is...	
3) The best thing about being part of this program and working with the girls is...	
4) One area I still need to work on is...	
5) Have you been given any additional responsibilities at your organization because of this program? (yes/no + explanation)	
6) The biggest change I see in my community after participating in this program is...	
7) Working with other organisations in this program has made me appreciate...	

Planning Skills Form

Name:
Organisation:

Age:
Date:

1) While working in the program I have developed or improved the following abilities:

I) Plan an event ☐

Very much	Much	Some	Little	Very little
-----------	------	------	--------	-------------

II) Make a budget ☐

Very much	Much	Some	Little	Very little
-----------	------	------	--------	-------------

III) Make a presentation ☐

Very much	Much	Some	Little	Very little
-----------	------	------	--------	-------------

IV) Talk with police, municipal corporation personnel and other government officials ☐

Very much	Much	Some	Little	Very little
-----------	------	------	--------	-------------

V) Make a speech ☐

Very much	Much	Some	Little	Very little
-----------	------	------	--------	-------------

VI) Monitoring and evaluation ☐

Very much	Much	Some	Little	Very little
-----------	------	------	--------	-------------

VII) Write a report ☐

Very much	Much	Some	Little	Very little
-----------	------	------	--------	-------------

VIII) Ability to manage time and meet deadlines ☐

Very much	Much	Some	Little	Very little
-----------	------	------	--------	-------------

IX) Ability to coordinate with other organizations and girls ☐

Very much	Much	Some	Little	Very little
-----------	------	------	--------	-------------

X) Capacity for generating new ideas (creativity) ☐

Very much	Much	Some	Little	Very little
-----------	------	------	--------	-------------

XI) Elementary communication skills (writing, sending emails, making PowerPoint presentation)



Very much	Much	Some	Little	Very little
-----------	------	------	--------	-------------

XII) Any Other _____ (please explain below)

Very much	Much	Some	Little	Very little
-----------	------	------	--------	-------------

World Café

Endline

The aim of this exercise is to answer the following question:

What kind of changes/ transformation do you see after joining this program?

Each of the mentors is given a stack of Post-it notes and a pen. They are then assigned to a table. Each table has a topic written on flipchart paper. The aim is for mentors to discuss the topic on the flipchart paper for 5-7 minutes before writing answers down and sticking the Post-its onto the flipchart paper. After 10 minutes a buzzer will go off and mentors will switch tables.

The topics are:

- Individual Level
- Organizational Level
- Community Level
- What have you learnt from other organizations in the network?

Form for Senior Staff to Evaluate Mentors

Name:

Organisation:

Date:

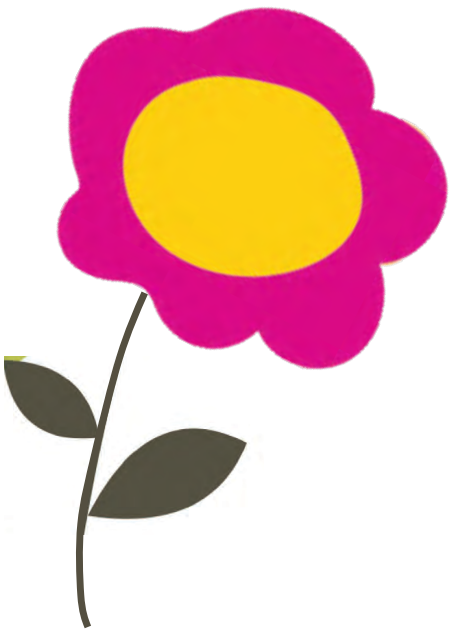
Q1. Has this mentor shown progress or improvement in any of the following areas? (Please tick)

	Mentor's Name: Age:	Mentor's Name: Age:
PLANNING		
1) Takes responsibility for activities		
2) Mobilizes other girls to engage in activities		
3) Displays capacity to coordinate activities		
4) Displays decision making and problem solving skills		
5) Manages time and meets the deadlines		
6) Displays networking skills		
7) Reflects improved technical skills		
Comments:		
BEING A TEAM PLAYER		
1) Listens to the girls and colleagues		
2) Displays patience and understanding		
3) Shows interest in the activities		
4) Shows increased confidence		
Comments:		

LEADERSHIP		
1) Suggests creative ways of doing things		
2) Initiates new tasks and follows up		
3) Has this person been given a more senior position in your organisation due to her performance in this program?		
4) Do you believe she is more likely to be promoted in the future due to increased capabilities?		
5) Displays the ability to lead a team		
6) Displays improved mentoring skills with the girls		
7) Takes initiative and challenging roles within the organisation		
Comments:		

Q2) Has your organization benefited from this program? Please explain:

SECTION 6: Forms for Girls in Hindi



Understanding Self Form

Name नाम:

Age उम्र:

Organisation संस्था:

Date दिनांक:

- 1) I am pleased that I can do this...
मैं खुश हूँ की मैं यह कर सकती हूँ...

BASELINE	ENDLINE

- 2) I like these qualities in me...
मुझे खुद की ये बातें पसंद हैं...

BASELINE	ENDLINE

3) While I address a group I... गट में सत्र लेते समय या बात करते समय मैं...	
BASELINE	ENDLINE
i. Stammer ☐ हकलाती हूँ ii. Look at the ceiling ☐ छत की तरफ देखती हूँ iii. Look at the floor ☐ जमीन पर देखती हूँ iv. Shake my legs ☐ पैर हिलाती हूँ v. Sweat in my palms ☐ हथेली पर पसीना आ जाता है vi. Swing sideways frequently ☐ बार बार दोनों बाजू हिलती हूँ vii. Cough a lot ☐ बहुत खासी आती है viii. Put my hands on the face/tuck hair behind my ears repeatedly ☐ चेहरे पर बार बार हाथ लगाना, बालों को कान के पीछे करना जैसी हरकते बार बार करती हूँ ix. Cry ☐ रोती हूँ x. Swallow repeatedly as throat becomes dry ☐ गला सुख जाता है xi. Speak very fast ☐ बहुत जल्दी जल्दी बोलती हूँ xii. Speak very low so that it is hard to hear me ☐ बहुत धीमे से बोलती हूँ ताकि मुझे कोई सुन न सके xiii. Get tongue-tied (so nervous I'm unable to speak ☐ मैं बोलही नहीं पाती हूँ xiv. Forget what I want to say ☐ क्या बोलना है वह भूल जाती हूँ xv. Any other ☐ please write इसके अलावा और कुछ	i. Stammer ☐ हकलाती हूँ ii. Look at the ceiling ☐ छत की तरफ देखती हूँ iii. Look at the floor ☐ जमीन पर देखती हूँ iv. Shake my legs ☐ पैर हिलाती हूँ v. Sweat in my palms ☐ हथेली पर पसीना आ जाता है vi. Swing sideways frequently ☐ बार बार दोनों बाजू हिलती हूँ vii. Cough a lot ☐ बहुत खासी आती है viii. Put my hands on the face/tuck hair behind my ears repeatedly ☐ चेहरे पर बार बार हाथ लगाना, बालों को कान के पीछे करना जैसी हरकते बार बार करती हूँ ix. Cry ☐ रोती हूँ x. Swallow repeatedly as throat becomes dry ☐ गला सुख जाता है xi. Speak very fast ☐ बहुत जल्दी जल्दी बोलती हूँ Speak very low so that it is hard to hear me ☐ बहुत धीमे से बोलती हूँ ताकि मुझे कोई सुन न सके xii. Get tongue-tied (so nervous I'm unable to speak ☐ मैं बोलही नहीं पाती हूँ xiii. Forget what I want to say ☐ क्या बोलना है वह भूल जाती हूँ xiv. Any other ☐ please write इसके अलावा और कुछ

- 4) When I see a girl being harassed by a bunch of boys in my community I most likely will:
जब बस्ती में लड़को की गैंग किसी लड़की को छेड़ती है तो ज्यादातर मैं:

BASELINE	ENDLINE
i. Run away ☐ भाग जाऊंगी ii. Shout at the boys ☐ लड़को पर चिलाऊंगी iii. Ignore and walk away ☐ ध्यान न देते हुए वहाँ से चुपचाप चली जाऊंगी iv. Gather other people in the community and settle the matter ☐ बस्ती के बाकि लोगो को जमा करूँगी ताकि मामले को सुलझाऊँगी v. Discuss with my mentors and use proper strategies to solve this issue ☐ अपने मेंटर से बात करके कुछ रणनीति बनाऊंगी ताकि मामला सुलज सके vi. Any other ☐ please write इसके अलावा और कुछ	i. Run away ☐ भाग जाऊंगी ii. Shout at the boys ☐ लड़को पर चिलाऊंगी iii. Ignore and walk away ☐ ध्यान न देते हुए वहाँ से चुपचाप चली जाऊंगी iv. Gather other people in the community and settle the matter ☐ बस्ती के बाकि लोगो को जमा करूँगी ताकि मामले को सुलझाऊँगी v. Discuss with my mentors and use proper strategies to solve this issue ☐ अपने मेंटर से बात करके कुछ रणनीति बनाऊंगी ताकि मामला सुलज सके vi. Any other ☐ please write इसके अलावा और कुछ

- 5) What can boys do that you cannot? What can you do that boys cannot?
ऐसा क्या है जो लड़के करते हैं और आप कर नहीं सकते ?
ऐसा क्या है जो आप करती हो और लड़के नहीं कर सकते ?

BASELINE	ENDLINE (Look at the things that you wrote, do you still feel that you cannot do the same things?) साल के शुरुआत में आप ने लिखी हुई चीजों को देखिये। क्या आपको अभी भी लगता है की आप वे चीजे नहीं कर सकते हैं या आप उसे बदलना चाहोगे

Signature सही:

Place जगह:

Date दिनांक :

Planning and Budget Sheet

Girl Leader Names लीडर के नाम:

Mentor Names मेंटर के नाम:

Organisation संस्था:

Date दिनांक:

Baseline

What is the change that you would like to see in your community? आप आपकी बस्ती में क्या बदलाव देखना चाहते हो ?			
Activity 1 गतिविधि १	Activity 2 गतिविधि २	Activity 3 गतिविधि ३	Activity 4 गतिविधि ४
How will this activity help the community change? यह गतिविधि आपको किस तरह से बस्ती में बदलाव लाने के मदद करेगी ?	How will this activity help the community change? यह गतिविधि आपको किस तरह से बस्ती में बदलाव लाने के मदद करेगी ?	How will this activity help the community change? यह गतिविधि आपको किस तरह से बस्ती में बदलाव लाने के मदद करेगी ?	How will this activity help the community change? यह गतिविधि आपको किस तरह से बस्ती में बदलाव लाने के मदद करेगी ?
What steps are needed? बदलाव लाने के लिए आपको कौन कौन से कदम लेने होंगे?	What steps are needed? बदलाव लाने के लिए आपको कौन कौन से कदम लेने होंगे?	What steps are needed? बदलाव लाने के लिए आपको कौन कौन से कदम लेने होंगे?	What steps are needed? बदलाव लाने के लिए आपको कौन कौन से कदम लेने होंगे?
What things will you need to buy/pay for? (later estimate costs for these) इसके लिये आपको क्या चीजें खरीदनी होंगी ?	What things will you need to buy/pay for? (later estimate costs for these) इसके लिये आपको क्या चीजें खरीदनी होंगी ?	What things will you need to buy/pay for? (later estimate costs for these) इसके लिये आपको क्या चीजें खरीदनी होंगी ?	What things will you need to buy/pay for? (later estimate costs for these) इसके लिये आपको क्या चीजें खरीदनी होंगी ?

How many people would you reach? यह गतिविधि द्वारा आप कितने लोगों तक पहुंचेंगी ?	How many people would you reach? यह गतिविधि द्वारा आप कितने लोगों तक पहुंचेंगी ?	How many people would you reach? यह गतिविधि द्वारा आप कितने लोगों तक पहुंचेंगी ?	How many people would you reach? यह गतिविधि द्वारा आप कितने लोगों तक पहुंचेंगी ?
How will you know whether this activity had the effect you hoped for? What information will you collect? आपने की हुई गतिविधि का आप के मुताबित असर हुआ है की नहीं यह जानने के कौनसी जानकारी लेंगे ?	How will you know whether this activity had the effect you hoped for? What information will you collect? यह गतिविधि द्वारा आप कितने लोगों तक पहुंचेंगी ?	How will you know whether this activity had the effect you hoped for? What information will you collect? यह गतिविधि द्वारा आप कितने लोगों तक पहुंचेंगी ?	How will you know whether this activity had the effect you hoped for? What information will you collect? यह गतिविधि द्वारा आप कितने लोगों तक पहुंचेंगी ?
What may be the challenges and how might you overcome them? इस गतिविधि करते वक्त आपको क्या दिक्कतें आ सकती हैं? उसका सामना आप कैसे करेंगे?	What may be the challenges and how might you overcome them? इस गतिविधि करते वक्त आपको क्या दिक्कतें आ सकती हैं? उसका सामना आप कैसे करेंगे?	What may be the challenges and how might you overcome them? इस गतिविधि करते वक्त आपको क्या दिक्कतें आ सकती हैं? उसका सामना आप कैसे करेंगे?	What may be the challenges and how might you overcome them? इस गतिविधि करते वक्त आपको क्या दिक्कतें आ सकती हैं? उसका सामना आप कैसे करेंगे?

Endline

Did you achieve all your aims for this activity? इस गतिविधि को लेकर आपके सारे लक्ष पूरे हुए ?	Did you achieve all your aims for this activity? इस गतिविधि को लेकर आपके सारे लक्ष पूरे हुए ?	Did you achieve all your aims for this activity? इस गतिविधि को लेकर आपके सारे लक्ष पूरे हुए ?	Did you achieve all your aims for this activity? इस गतिविधि को लेकर आपके सारे लक्ष पूरे हुए ?
What was your biggest achievement? इस गतिविधि के वक्त आपकी सबसे बड़ी सफलता क्या थी ? कोई ३ बताइये	What was your biggest achievement? इस गतिविधि के वक्त आपकी सबसे बड़ी सफलता क्या थी ? कोई ३ बताइये	What was your biggest achievement? इस गतिविधि के वक्त आपकी सबसे बड़ी सफलता क्या थी ? कोई ३ बताइये	What was your biggest achievement? इस गतिविधि के वक्त आपकी सबसे बड़ी सफलता क्या थी ? कोई ३ बताइये
What did you not achieve? आपका कौनसा लक्ष पूरा नहीं हुआ ?	What did you not achieve? आपका कौनसा लक्ष पूरा नहीं हुआ ?	What did you not achieve? आपका कौनसा लक्ष पूरा नहीं हुआ ?	What did you not achieve? आपका कौनसा लक्ष पूरा नहीं हुआ ?
Why do you think that is? आप के मुताबित लक्ष पूरा ना होने के कारन क्या हो सकते हैं ?	Why do you think that is? आप के मुताबित लक्ष पूरा ना होने के कारन क्या हो सकते हैं ?	Why do you think that is? आप के मुताबित लक्ष पूरा ना होने के कारन क्या हो सकते हैं ?	Why do you think that is? आप के मुताबित लक्ष पूरा ना होने के कारन क्या हो सकते हैं ?

Budget for Girl Leader Activities

	Example उदाहरण	Activity 1 गतिविधि १	Activity 2 गतिविधि २	Activity 3 गतिविधि ३
How much will this activity cost you? Think about all the things that you will need to buy or pay for and then list them, along with their cost for each activity. आपको पुरे साल काम करने के लिए क्या क्या चीजें खरदिनी पड़ेगी उसका लिस्ट तैयार करें हर गतिविधि के अलग लिस्ट बनाए और कितने पैसे लगेंगे यह लिखिए	250 copies of survey = 2×250 = 500/- सर्वे फॉर्म के २५० जेरॉक्स कॉपी = 2×250 = 500/- Lunch for 15 trainees = 50×15 = 750 १५ प्रशिक्षितों का दोपहर का खाना = $50 \times$ 15 = 750 20 pens = 150/- २० पेन = 150/- 20 posters about survey = 1500/- सर्वे के ५० पोस्टर = 1500/-			
Total cost for each activity हर गतिविधि का कुल खर्चा	500+750+150+1500 = 2900/-			
Total budget amount requested (add up all the costs for each activity) पूरे काम का खर्चा ? (सारी गतिविधि के खर्चे का टोटल करें)	Activity 1 = 2900/- Activity 2 = 5000/- Total = 7900/-			
Mentor sign off मेंटर के हस्ताक्षर				
ED at your organization एक्सिक्यूटिव डायरेक्टर के हस्ताक्षर				
ENDLINE: Did you meet your budget expectations? आपकी अपेक्षा के मुताबित खर्च हुआ ? कितनी रकम बची हुई है ?				

Girls Social Network Mapping

Name नाम:

Age उम्र:

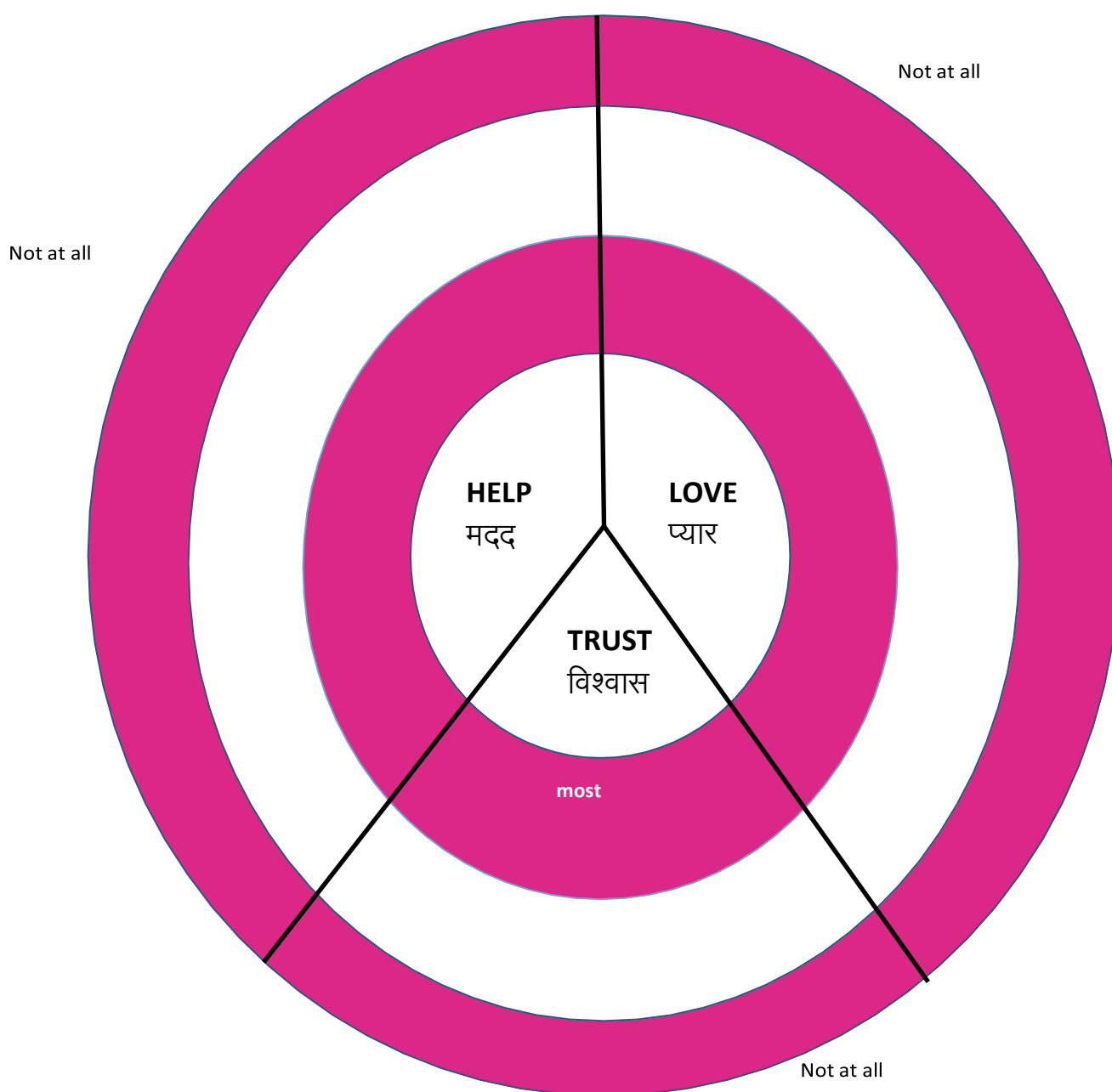
Village/City गाँव / शहर :

Year in school शैक्षणिक वर्ष:

Family Members परिवार के लोग:

Organisation संस्था:

Date दिनांक:



Planning Skills Form

Endline

Name नाम:

Age उम्र:

Organisation संस्था:

Date दिनांक :

2) While working in this program I have developed the following abilities

एल सी प्रकल्प में काम करते वक्त मुझमें निचे दिए हुए कौशल्य का विकास हुआ

i. Plan an event कार्यक्रम का आयोजन करना ☐

Very much बहुत अच्छे से	Much अच्छे से	Some ठीक	Little कम	Very little एकदम कम
----------------------------	------------------	-------------	--------------	------------------------

ii. Make a budget बजट बनाना ☐

Very much बहुत अच्छे से	Much अच्छे से	Some ठीक	Little कम	Very little एकदम कम
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iii. Make a presentation प्रेजेंटेशन करना ☐

Very much बहुत अच्छे से	Much अच्छे से	Some ठीक	Little कम	Very little एकदम कम
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iv. Talk with police, BMC personnel and other government officials ☐

पोलिस या सरकारी कर्मचारी से बात करना

Very much बहुत अच्छे से	Much अच्छे से	Some ठीक	Little कम	Very little एकदम कम
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v. Ability to work with different people दूसरो के साथ काम करने का कौशल्य ☐

Very much बहुत अच्छे से	Much अच्छे से	Some ठीक	Little कम	Very little एकदम कम
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vi. Ability to manage time and meet deadlines ☐

समय सीमा को ध्यान में रखकर काम पूरा करने की क्षमता

Very much बहुत अच्छे से	Much अच्छे से	Some ठीक	Little कम	Very little एकदम कम
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vii. Ability to coordinate with team ☐

टीम के साथ समन्वय करने की क्षमता

Very much बहुत अच्छे से	Much अच्छे से	Some ठीक	Little कम	Very little एकदम कम
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viii. Capacity for generating new ideas (creativity) ☐

नए विचार उपलब्ध करने की क्षमता

Very much बहुत अच्छे से	Much अच्छे से	Some ठीक	Little कम	Very little एकदम कम
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ix. Elementary communication skills (writing, sending emails, making PowerPoint presentation)

प्राथमिक संवाद कौशल (लिखना, ईमेल करना, पावर पॉइंट प्रेजेंटेशन करना) ☐

Very much बहुत अच्छे से	Much अच्छे से	Some ठीक	Little कम	Very little एकदम कम
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x. Any Other इसके अलावा और कुछ _____

Very much बहुत अच्छे से	Much अच्छे से	Some ठीक	Little कम	Very little एकदम कम
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Moment of Change

Who is she?

Name नाम:	Age उम्र:	Village/City गाँव/शहर:	Year in School शिक्षा का साल	Family Members परिवार में लोग
What was her life like? (before) एल सी में जुड़ने से पहले उसकी जिंदगी कैसी थी ? 		What is her life like (after)? एल सी में जुड़ने से बादमें उसकी जिंदगी कैसी हैं ?		
Why and How did it happen? क्यों और कैसे हुआ ?		What did she learn about (herself, her community, and her world?) उसने अपनी खुद के लिए , अपनी बस्ती के लिए और अपनी दुनिया के लिए क्या सीखा ? 		

Voice Action Comportment Opportunity (VACO)

To be completed by the mentors for each girl

यह फॉर्म मेंटर को हर एक लड़की के लिए भरना है।

Mentors Names मेंटर का नाम:

Organization संस्था का नाम:

Date दिनांक:

	Name नाम: Age उम्र:	Name नाम: Age उम्र:	Name नाम: Age उम्र:	Name नाम: Age उम्र:	Name नाम: Age उम्र:
VOICE आवाज़/ राय					
Speaks in public लोगों के सामने भाषण देना					
States her opinions about injustice, discrimination or prejudice अन्याय, भेदभाव और पक्षपात को लेकर अपना मत लोगों के सामने रखती है					
Participates in group discussions गट चर्चा में सहभाग लेना					
Defends her own point of view in a constructive manner अपनी बात का रचनात्मक तरीके से बचाव करना					
Speaks to a person in authority with confidence अधिकारियों से आत्मविश्वास के साथ बात करती है					
ACTION					
Takes responsibility in programs or activities कार्यक्रम या गतिविधि की जिम्मेवारी लेना					
Supports other girls who have difficulties in the group अपने गट की बाकि लड़कियों को मुश्किली / परेशानी के वक्त मदद करना					

Suggests /presents her ideas and thoughts for activities गतिविधि अपने विचार व्यक्त करती है/ प्रदर्शित करती है					
Stops conflict between other girls गट की बाकि लड़कियों के बिच के टकराव को दूर करती है					
Mobilizes other girls to engage in activities कार्यक्रम के लिए बाकि लड़कियों को जमा करती है					
Resists pressure from other girls to go along with something that she does not agree with अगर किसी लड़की की बात से वह सहमत नहीं है तो उसका विरोध करती है					
COMPORTMENT					
Listens to the peers in group अपने गट के बाकि के साथी की बात सुनती है					
Participates in the activities गतिविधियों में हिस्सा लेती है					
Has comfortable body language					
Pays attention to facilitators फैसिलिटेटर की बातों पर ध्यान देती है					
Shows interest in the activities गतिविधियों में दिलचस्पी लेती है					
Shows respect for other girls बाकि लड़कियों का सम्मान करती है					
OPPORTUNITY					
Volunteers to do challenging tasks अपनी इच्छा से चुनौतीपूर्ण काम करती है					

Suggests ways to do things creatively काम करने के रचनात्मक तरीके बताती है					
Initiates new tasks and follows up					
Takes initiatives using technologies उपकरण का उपयोग करके नए काम की पहल करती है					
Takes initiative with senior officials/leaders लीडर और वरिष्ठ अधिकारियों के साथ उपक्रम लेती है					
Conducts outreach in the community with confidence बस्ती में आत्मविश्वास के साथ काम करती है					

Community Checklist

Organization संस्था:	Activity गतिविधि:	Location जगह:
Date दिनांक:	Time समय:	
1. Who participated in this activity यह गतिविधि में किन किन लोगों ने सहभाग लिया था? vi. Girls लड़कियाँ ☐ How many कितने _____ vii. Boys लड़के ☐ How many कितने _____ viii. Staff Members स्टाफ़ मेंबरस ☐ How many कितने _____ ix. Community People बस्ती के लोग ☐ How many कितने _____ x. Any other इसके अलावा कुछ और ☐ How many कितने _____		
2. Who saw this event आपका कार्यक्रम किन लोगों ने देखा? vi. Girls लड़कियाँ ☐ How many कितने _____ vii. Boys लड़के ☐ How many कितने _____ viii. Staff Members स्टाफ़ मेंबरस ☐ How many कितने _____ ix. Community People बस्ती के लोग ☐ How many कितने _____ x. Any other इसके अलावा कुछ और ☐ How many कितने _____		
3. After watching this event आपका कार्यक्रम देखने के बाद vi. People agreed with our message ☐ How many कितने _____ लोग हमारी बातों से सहमत हुए vii. People clapped ☐ How many कितने _____ लोगो ने ताली बजाई viii. People participated and asked questions ☐ How many कितने _____ लोगो ने हिस्सा लिया और सवाल पूछे ix. People lent their support for the event ☐ How many कितने _____ लोगो ने कार्यक्रम का समर्थन किया x. Any other ☐ How many कितने _____ इसके अलावा कुछ और		

4. Some positive remarks were कुछ सकारात्मक टिप्पणी ये थी

5. Some negative remarks were कुछ नकारात्मक टिप्पणी ये थी

6. Because of this event there is reduced restrictions / increased mobility
इस कार्यक्रम की वजह से कुछ पाबंदियां कम हुई / गतिशीलता बढ़ी

7. What has changed for the for girls in the community as a result of this event
इस कार्यक्रम की वजहसे बस्ती में लड़कियों के लिए क्या बदलाव आया?

8. I will follow this up by.....
मैं इसका फॉलो अप इस तरह से करूँगी

9. I will change the following for my next activity
आगे की एक्टिविटी / गतिविधि के लिए मैं यह बदलूँगी

v. _____

vi. _____

vii. _____

viii. _____

SECTION 7: Forms for Mentors in Hindi



Self-evaluation Form for Mentors

Baseline and Endline

Name नाम :

Age उम्र :

Organisation संस्था का नाम:

Date तारीख:

BASELINE

Have you worked with adolescent girls before? If yes, what was your role (write briefly)?

क्या आपने कभी किशोरियों के साथ पहले कभी काम किया है ? अगर हाँ, तो कब और कहाँ? आपका उसमें क्या रोल रहा था ?

While working in the field I am comfortable when I am (please check all that apply) बस्ती में काम करते वक्त मैं यह चीजें सहजता से कर सकती हूँ..	
BASELINE	ENDLINE
viii. Walking in the community ☐ बस्ती में घूमना	VIII) Walking in the community ☐ बस्ती में घूमना
ix. Talking to the people of the community ☐ बस्ती में लोगो से बात करना	IX) Talking to the people of the community ☐ बस्ती में लोगो से बात करना
x. Taking sessions with adolescent girls ☐ / किशोरियों के साथ सत्र लेना	X) Taking sessions with adolescent girls ☐ किशोरियों के साथ सत्र लेना
xi. Taking sessions with adults ☐ बड़े लोगो के साथ सत्र लेना	XI) Taking sessions with adults ☐ बड़े लोगो के साथ सत्र लेना
xii. Dealing with the police, BMC personnel, and other government officials ☐ पुलिस, म्युनिसिपल और बाकि सरकारी अधिकारियों के साथ काम करना	XII) Dealing with the police, BMC personnel, and other government officials ☐ पुलिस, म्युनिसिपल और बाकि सरकारी अधिकारियों के साथ काम करना
xiii. Taking pictures in the community ☐ बस्ती में तस्वीरें निकालना	XIII) Taking pictures in the community ☐ बस्ती में तस्वीरें निकालना
xiv. Holding public meetings ☐ पब्लिक मीटिंग का आयोजन करना	XIV) Holding public meetings ☐ पब्लिक मीटिंग का आयोजन करना

Are there any differences in the risks faced by boys and girls?
लड़के और लड़कियों को जिन खतरों का सामना करना पड़ता है क्या उनमें कुछ फर्क है ?

BASELINE	ENDLINE
Risks faced by Girls खतरे जिनका लड़कियाँ सामना करती हैं VII) Risk of violence in home ☐ घर में होने वाली हिंसा का खतरा VIII) Risk of violence in streets ☐ सड़क पे होने वाली हिंसा का खतरा IX) Health risks (including pregnancy, HIV, alcohol, substance abuse) सेहत को लेकर खतरे (गर्भावस्था, एड्स, दारू , नशा) X) Risk of dropping out of school स्कूल में से निकल जाने का खतरा XI) Risk of exploitative employment काम के जगह पर होने वाली हिंसा का खतरा XII) Early/child marriage बचपन में या छोटी उम्र में शादी होने का खतरा Risks faced by Boys खतरे जिनका लड़के सामना करते हैं VII) Risk of violence in home ☐ घर में होने वाली हिंसा का खतरा VIII) Risk of violence in streets ☐ सड़क पे होने वाली हिंसा का खतरा IX) Health risks (including pregnancy, HIV, alcohol, substance abuse) सेहत को लेकर खतरे (एड्स, दारू , नशा) X) Risk of dropping out of school स्कूल में से निकल जाने का खतरा XI) Risk of exploitative employment काम के जगह पर होने वाली हिंसा का खतरा XII) Early/child marriage बचपन में या छोटी उम्र में शादी होने का खतरा	Risks faced by Girls खतरे जिनका लड़कियाँ सामना करती हैं VII) Risk of violence in home ☐ घर में होने वाली हिंसा का खतरा VIII) Risk of violence in streets ☐ सड़क पे होने वाली हिंसा का खतरा IX) Health risks (including pregnancy, HIV, alcohol, substance abuse) सेहत को लेकर खतरे (गर्भावस्था, एड्स, दारू , नशा) X) Risk of dropping out of school स्कूल में से निकल जाने का खतरा XI) Risk of exploitative employment काम के जगह पर होने वाली हिंसा का खतरा XII) Early/child marriage बचपन में या छोटी उम्र में शादी होने का खतरा Risks faced by boys खतरे जिनका लड़के सामना करते हैं VII) Risk of violence in home ☐ घर में होने वाली हिंसा का खतरा VIII) Risk of violence in streets ☐ सड़क पे होने वाली हिंसा का खतरा IX) Health risks (including pregnancy, HIV, alcohol, substance abuse) सेहत को लेकर खतरे (एड्स, दारू , नशा) X) Risk of dropping out of school स्कूल में से निकल जाने का खतरा XI) Risk of exploitative employment काम के जगह पर होने वाली हिंसा का खतरा XII) Early/child marriage बचपन में या छोटी उम्र में शादी होने का खतरा

Aims for your girls मेरी लड़कियों के लिए मेरे लक्ष्य							
BASELINE – Aim I have for my girls is..... मेरी लड़कियों के लिए मेरा यह लक्ष्य है	ENDLINE – Have you fulfilled this aim? क्या आपका लक्ष्य पूरा हुआ ?						
	<table border="1"> <tr> <td>Completely पूरी तरह से</td> <td></td> </tr> <tr> <td>Partially कुछ हद तक</td> <td></td> </tr> <tr> <td>Not at all थोड़े भी नहीं</td> <td></td> </tr> </table> Please explain:	Completely पूरी तरह से		Partially कुछ हद तक		Not at all थोड़े भी नहीं	
Completely पूरी तरह से							
Partially कुछ हद तक							
Not at all थोड़े भी नहीं							

Aims for yourself आपके खुद के लिए उद्देश्य							
BASELINE – Aim I have for myself and my personal project is..... मेरे खुद के लिए और खुद के प्रोजेक्ट के लिए मेरा लक्ष्य है कि	ENDLINE – Have you fulfilled this aim? क्या आपने यह लक्ष्य पूरा किया?						
	<table border="1"> <tr> <td> Completely पूरी तरह से </td> <td></td> </tr> <tr> <td> Partially कुछ हद तक </td> <td></td> </tr> <tr> <td> Not at all थोड़े भी नहीं </td> <td></td> </tr> </table>	Completely पूरी तरह से		Partially कुछ हद तक		Not at all थोड़े भी नहीं	
	Completely पूरी तरह से						
	Partially कुछ हद तक						
	Not at all थोड़े भी नहीं						
Please explain							

Aims for your community मेरी बस्ती को लेकर मेरा लक्ष्य है कि							
BASELINE – looking at the Learning Community network, I to make the following change in the community..... लर्निंग कम्युनिटी के नेटवर्क के साथ जुड़कर मुझे मेरी बस्ती में यह बदलाव लाना है	ENDLINE – Have you fulfilled this aim? क्या आपने यह लक्ष्य पूरा किया?						
	<table border="1"> <tr> <td> Completely पूरी तरह से </td> <td></td> </tr> <tr> <td> Partially कुछ हद तक </td> <td></td> </tr> <tr> <td> Not at all थोड़े भी नहीं </td> <td></td> </tr> </table>	Completely पूरी तरह से		Partially कुछ हद तक		Not at all थोड़े भी नहीं	
	Completely पूरी तरह से						
	Partially कुछ हद तक						
	Not at all थोड़े भी नहीं						
Please explain:							

11) Aims for learning from other organisations

लर्निंग कम्युनिटी के बाकि संस्था से सीखने का मेरा लक्ष्य है कि

BASELINE – looking at the Learning Community network, I would like to learn.....

लर्निंग कम्युनिटी के साथ जुडकर मुझे यह सीखना है

ENDLINE – What have you learned from other organisations?

लर्निंग कम्युनिटी की बाकि संस्थाओं से आपने क्या सीखा?

Completely

पूरी तरह से

Partially

कुछ हद तक

Not at all

थोड़े भी नहीं

Please explain:

Mentors Reflection Sheet

Endline

Name नाम:

Age उम्र:

Organisation संस्था:

Date दिनांक:

My work as a mentor opened my eyes to... मेरे मेंटर के काम ने मुझे यह नई समझ दी	
A capability I see in myself now that I didn't before I started as a mentor... मेंटर बनने के बाद मैं खुद में यह क्षमता देखती हूँ	
The best part about being part of this program and working with the girls is.... इस प्रकल्प और लड़कियों के साथ काम करने में सबसे अच्छी बात यह थी की.	
One area I still need to work on is... एक ऐसी बात जिस पर मुझे अब भी काम करना होगा	
Have you been given any additional responsibilities at your organization because of this program? (yes / no + explanation) इस प्रकल्प के वजह से क्या आपको आपकी संस्था में और भी ज्यादा जिम्मेदारी दी गई है ? (हाँ / नहीं + समजाए	
The biggest change I see in my community after due to this program is... इस प्रकल्प के बाद मेरी बस्ती में सबसे बड़ा बदलाव यह देखा	
Working with other organisations in this program has made me appreciate... दूसरी संस्थाओं के साथ काम करने के वजह से मैंने यह सराहना सीखा.	

Planning Skills Form

Name नाम:

Age उम्र:

Organisation संस्था:

Date दिनांक:

While working in the program I have developed or improved the following abilities:

इस प्रकल्प में काम करने के बाद मुझमें निचे दी गई क्षमताओं का विकास हुआ / या क्षमताओं में सुधार आया

XIII) Plan an event कार्यक्रम/प्रसंग का आयोजन करना ☐

Very much बहुत अच्छे से	Much अच्छे से	Some ठीक	Little कम	Very little एकदम कम
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XIV) Make a budget बजट बनाना ☐

Very much बहुत अच्छे से	Much अच्छे से	Some ठीक	Little कम	Very little एकदम कम
----------------------------	------------------	-------------	--------------	------------------------

XV) Make a presentation प्रेजेंटेशन करना ☐

Very much बहुत अच्छे से	Much अच्छे से	Some ठीक	Little कम	Very little एकदम कम
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XVI) Talk with police, municipal corporation personnel and other government officials ☐

पोलिस या सरकारी कर्मचारी से बात करना

Very much बहुत अच्छे से	Much अच्छे से	Some ठीक	Little कम	Very little एकदम कम
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XVII) Make a speech भाषण देना ☐

Very much बहुत अच्छे से	Much अच्छे से	Some ठीक	Little कम	Very little एकदम कम
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XVIII) Monitoring and evaluation मॉनिटरिंग और मूल्यांकन ☐

Very much बहुत अच्छे से	Much अच्छे से	Some ठीक	Little कम	Very little एकदम कम
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XIX) Write a report रिपोर्ट/अहवाल लिखना ☐

Very much बहुत अच्छे से	Much अच्छे से	Some ठीक	Little कम	Very little एकदम कम
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XX) Ability to manage time and meet deadlines समय सीमा को ध्यान में रखते हुए काम पूरा करने की क्षमता ☐

Very much बहुत अच्छे से	Much अच्छे से	Some ठीक	Little कम	Very little एकदम कम
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XXI) Ability to coordinate with other organizations and girls लड़कियों और संस्थाओं के साथ समन्वय करने की क्षमता ☐

Very much बहुत अच्छे से	Much अच्छे से	Some ठीक	Little कम	Very little एकदम कम
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XXII) Capacity for generating new ideas (creativity) नए विचार उपलब्ध करने की क्षमता ☐

Very much बहुत अच्छे से	Much अच्छे से	Some ठीक	Little कम	Very little एकदम कम
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XXIII) Elementary communication skills (writing, sending emails, making PowerPoint presentation) प्राथमिक संवाद कौशल्य (लिखना, पावर पॉइंट प्रेजेंटेशन करना, ईमेल करना) ☐

Very much बहुत अच्छे से	Much अच्छे से	Some ठीक	Little कम	Very little एकदम कम
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XXIV) Any Other इसके आलावा और कुछ _____ (please explain) (समजाएं)

Very much बहुत अच्छे से	Much अच्छे से	Some ठीक	Little कम	Very little एकदम कम
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World Café

Endline

The aim of this exercise is to answer the following question: What kind of changes/ transformation do you see after joining this program?

Each of the mentors is given a stack of post it notes and a pen. They are then assigned to a table. Each table has a topic written on a flipchart. The aim is for mentors to discuss the topic on the flipchart paper for 5-7 minutes with the other mentors on the table before writing it down and sticking it onto the flipchart paper. After 10 minutes a buzzer will go off and they have to switch tables.

The topics are:

- Individual Level
- Organizational Level
- Community Level
- What have you learnt from other organizations in the network?

इस गतिविधि का मुख्य उद्देश्य एल सी प्रकल्प में जुड़ने के बाद मेंटर में क्या बदलाव आया यह जानना है। हर एक मेंटर को पोस्ट इट और स्केच पेन दिया जाएगा। उनहे अलग अलग टेबल दिए जाएंगे। हर टेबल पर एक विषय लिखा होगा। हर टेबल के मेंटर के गट को वह विषय पर एक दूसरे के साथ ५ से ७ मिनट चर्चा करनी है और उसके बाद उन मुद्दों को पोस्ट इट पेपर पर लिखना है। दस मिनट के बाद एक बज़र बजेगा जिसके बाद उन्हें दूसरे टेबल पर जाना है।

विषय :

- वैयक्तिक स्तर पर बदलाव
- संस्था के स्तर पर बदलाव
- बस्ती स्तर पर बदलाव
- नेटवर्क की बाकि संस्थाओं से क्या सीखा ?

Form for Senior Staff to Evaluate Mentors

Name नाम:

Organisation संस्था:

Date दिनांक:

Q1. Has this mentor shown progress or improvement in any of the following areas? (Please tick)
आपकी संस्था के मेंटर ने निचे लिखी हुई कौनसी बातों में सुधार आया है/ विकास हुआ है?

	Mentor's Name: मेंटर का नाम	Mentor's Name: मेंटर का नाम
	Age: उम्र	Age: उम्र
PLANNING आयोजन		
Takes responsibility for activities एक्टिविटीज में जिम्मेदारी लेती है		
Mobilizes other girls to engage in activities एक्टिविटीज के लिए लड़कियोंको जमा करना		
Displays capacity to coordinate activities एक्टिविटीज का समन्वय करने की क्षमता दिखती है?		
Displays decision making and problem solving skills निर्णय लेने और समस्या सुलजाने की क्षमता दिखती है		
Manages time and meets the deadlines समय मर्यादा को ध्यान में रखकर काम करना		
Displays networking skills नेटवर्किंग कौशल्य दिखता है		
Reflects improved technical skills तकनीकी कौशल्य प्रतिबिंब होता है		
Comments:		
BEING A TEAM PLAYER टीम का हिस्सा होते हुए		
Listens to the girls and colleagues अपने सहकर्मी और लड़कियों की बात सुनती है		
Displays patience and understanding धैर्य और समझदारी दिखता है		

Shows interest in the activities एक्टिविटीज में दिलचस्पी लेती है		
Shows increased confidence आत्मविश्वास में बढ़ावा हुआ है		
Comments:		
LEADERSHIP		
Suggests creative ways of doing things काम करने के नए तरीके बताती है		
Initiates new tasks and follows up		
Has this person been given a more senior position in your organisation due to her performance in this program? एल सी प्रकल्प में अच्छा काम करने के वजह से क्या उसे संस्था में वरिष्ठ पद दिया गया है ?		
Do you believe she is more likely to be promoted in the future due to increased capabilities? क्या आपको लगता है की भविष्य में उसकी क्षमता बढ़ने से प्रमोशन मिल सकता है ?		
Displays the ability to lead a team टीम का नेतृत्व करने की क्षमता रखती है		
Displays improved mentoring skills with the girls लड़कियोंको मेंटर करने की क्षमता बढ़ी है		
Takes initiative and challenging roles within the organisation संस्थाके काम में चुनौती भरी कामों में हिस्सा लेती है		
Comments		

Q2) Has your organisation benefited from this program? Please explain.

आपकी संस्था को क्या इस प्रकल्प के वजह से कुछ फायदा हुआ है ? अगर हाँ तो क्या.



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