WEEK OF COMPASSION SUSTAINABLE DEVELOPMENT PROJECT REPORT

For Global Ministries

Please type or print clearly. Return electronically to Week of Compassion.

SECTION 1: Basic Information

Area Office	Southern Asia
Date of Proposal Submission	May 5, 2023
Project Title	*Building a Secondary Level Math Module to Promote Girls' Learning and Leadership*
Project Period	June 2023-March 2024
Name of Local Partner	Centre for Social Equity and Inclusion (CSEI)
Location- ***City/State/Country***	Delhi State, India
Total Amount Received from WoC	US $11,280
Person Completing Report	Binish Nafees Jake Brooks from Global Ministries' Resource Development department

Contact Information *Phone, email*	Jake Brooks (317) 713-2562 jbrooks@dom.disciples.org

SECTION 2: Project Summary

Project Goal

Referring back to your original proposal, what is the overall goal of the project? If your plans have changed from the original proposal, please describe.

The overall goal of the project is to build a Secondary Level Math Module to Promote Girls' Learning and Leadership.

This project is part of CSEI's larger objective of building secondary level curriculum modules in English, Math, Science, and Digital Learning to support adolescent girls from marginalized communities. The modules will empower the girls to complete their secondary schooling successfully so they can move on to higher education, skill training, or employment.

The specific objectives are:

1. To build and support a community-based learning environment.

2. To create mathematics learning opportunities for school-going children from vulnerable communities.

3. To develop an innovative teaching methodology in Math.

Primary Activities Implemented

Describe administrative and programmatic activities implemented in your request for funding.

1.**Identified knowledge partner with expertise and tested methodology in Math:** We identified Aavishkaar (https://www.aavishkaarcenter.org/), located in Himachal Pradesh, as the knowledge partner with proven expertise and methodologies to enhance the capacities of fellows in mathematics. Aavishkaar specializes in making mathematics engaging and accessible, while fostering creativity and critical thinking among learners. Their proficiency in curriculum development and hands-on learning pedagogy ensures that mathematics is taught in a relevant and effective manner.

CSEI worked with Aavishkaar to adapt and fine-tune the mathematics module to build the capacities of the Community Fellows (CFs) selected for the math program. Aavishkar partnered with CSEI from January 2023 to February 2024.

CSEI also engaged with Jodo Gyan (https://www.jodogyan.org/) to complement the methodology of Aavishkaar with tools and materials. Math learning kits to teach-learn in 12 schools were made available to the CFs.

2.Identified and selected Community Fellows: 12[1] individuals who met the eligibility requirements were identified and proceeded through the selection process, which included group discussions and individual interviews. Site leads selected these individuals through extensive field visits and community interactions. Some of the chosen fellows had prior teaching experience and are passionate to improve the learning levels of children from their communities.

The selected Community Fellows were trained over a year-long period. Initially, 12 community fellows, meeting the required criteria (ten fellows from Shrawasti and two from Purnia) underwent training through a blend of face-to-face and weekly online sessions. However, we faced challenges as three fellows dropped out from the program.

3.Capacity building of Community Fellows[2]

The first three-day in-person workshop was conducted from the 19th to the 21st of December 2022. SSK Lucknow hosted 12 community fellows, 2 mentors, 2 Site Leads, the CSEI program team, and Aavishkaar's team. The workshop aimed to assess the basic Math and facilitation skills of the 'Community Fellows' and familiarize them with the learning approach, foundational concepts, and values. The workshop covered various topics aimed at enhancing participants' understanding of math instruction. Sessions included baseline assessments, introductions, exploration tasks using tools and material such as 'Make 30 and 100 Chart', and hands-on activities with tools like '5 & 10 Frames', 'Ganit Mala', and 'Base 10 Blocks'. Participants also engaged in activities focused on understanding value using Base 10 blocks-- place value, story problems, and traditional addition and subtraction methods. The workshop emphasized building essential skills through activities like 'Build - Draw - Write' and conducting demo classes. Additionally, participants played math games and had opportunities for doubt clarification. Feedback was gathered through a Google form to improve future workshops and establish effective ways of working in online mode.

A second three-day workshop was held on the 22nd-24th of May 2023, aimed at the introduction of middle math discourse and review of primary modules. The workshop included introductions on middle math discourse with special focus on fractions, mapping NCERT content, exploring different models of

[1] *CSEI proposed to select a total of 15 fellows, however we had challenges in finding candidates meeting the criteria and hence we launched the program with 12 fellows.*

[2] *The capacity building events held prior to June 2023 are supported through other funding sources; they are mentioned here as they are an important part of each fellow's learning journey.*

fractions, teaching operations like multiplication and division, and creating assessments tools for classrooms.

The final review of the program was held on March 4-5, 2024, at ISI Delhi. Attendees included members from CSEI, fellows, mentors, and site leads from Shrawasti and Purnia. The session began with introductions and an overview of the one-year pilot program. Site leads discussed program experiences, challenges, and future plans. Presentations were given by Shrawasti and Purnia teams, highlighting school selections, challenges faced, and strategies employed. Challenges included community engagement, resource utilization, and curriculum coverage. Strategies such as community meetings, regular field visits, and adapting teaching methods were discussed. The workshop also served as an opportunity to conduct a final review of the middle math modules and discussion with CFs. The CFs also prepared lesson plans for middle math discourses such as decimals, integers, percentages, and fractions, aiming to reinforce understanding and address confusion. The emphasis was on continual improvement, documentation of practice, and collaboration among teams to overcome challenges and enhance the effectiveness of the program.

4.Piloted, tested, and finalized Math module: During the reporting periods, 10 modules with their sub-themes were completed and finalized. As Aavishkar did not provide print versions of the modules, CSEI finalized them internally in consultation with the Community Fellows. With Aavishkaar being more conversant with the primary module, CSEI took up the task of developing the middle and secondary math modules in-house. Each module underwent drafting, piloting with CFs, and finalization by the team. Additionally, the modules were translated into Hindi to facilitate community-level use.

CSEI addresses educational disparities by offering a structured learning approach, particularly aimed at children from marginalized communities struggling with math. We aim to ensure comprehensive understanding by visualizing mathematical concepts. To achieve this, we have developed two distinct modules: Primary and Middle Math. The Primary Math module focuses on fundamental concepts such as Number Sense, Addition, Subtraction, Multiplication, and Division. It comprises 30 detailed lesson plans with corresponding worksheets. The Middle Math module delves into more advanced topics like Integers, Fractions, Percentages, Decimals, and Mensuration. It includes 19 comprehensive lesson plans and relevant worksheets.

The module framework prioritizes interactive and engaging methods, emphasizing real-world applications and visualization techniques to enhance understanding and retention. Inspired by Aavishkar, our approach aims to alleviate ‘math anxiety’ and make learning relatable. The lesson plan structure follows four steps: "Suno" encourages curiosity and connections, "Dekho" emphasizes visualization, "Karo" promotes collaborative problem-solving, and "Abhyas" facilitates independent practice. This methodology fosters critical thinking, creativity, and inclusive learning environments, ultimately boosting students' mathematical proficiency and confidence.

5.Implemented the math module in Bihar (Purnia) and Shravasti (Uttar Pradesh).

i) Selection and Gaining Permission from Schools: Our district partners actively selected schools and approval was obtained from 12 local government schools to pilot and test the innovative math modules. These schools were carefully chosen keeping in mind that the majority of children attending are from marginalized communities.

ii) Finalizing Classes and Schedules in Schools: Each Community Fellow took regular classes in grades 6, 7 and 8, where they supported children to build an understanding of mathematical concepts through visualization and coping with their curriculums. The Community Fellows enhanced their own understanding of math and built their skills in math pedagogy in creative ways.

iii) Teaching-Learning Process: CSEI employs a tailored teaching methodology which includes weekly online classes with our partners to supplement learning. The CFs teach in classrooms daily for two hours, making Math interactive and engaging for students. CFs check the progress of students periodically and adjust our teaching methods as needed.

iv) **Community Engagement in UP**: CFs engage with the community to encourage parental involvement in education. They conduct regular home visits and community meetings to address concerns, like low attendance and turnout of children at schools, build trust, and convince parents to send their children to school.

v) **CSEI Team Working with the CF:** CSEI collaborates closely with CFs to streamline implementation and ensure effective pedagogy. Our team provides training and support to CFs, equipping them with the necessary skills like developing lesson plans, and evolving student assessment tools and resources to facilitate learning sessions. The team works with CFs to finalize instructional modules.

A year-long piloting of the math module was conducted in Shrawasti, UP and Purnia, Bihar. The pilot covered around 1500 + school-going children studying in class 6th, 7th, and 8th standard.

6. Monitoring by CSEI

i) **Baseline of children:** At the beginning of the program and academic session, a baseline was conducted on a total of 377 students spanning across grade levels (6th, 7th, and 8th). The baseline assessments were conducted to gauge student's initial proficiency levels in mathematical skills. These assessments provide valuable insights into students' strengths, weaknesses, and areas needing improvement. By establishing a baseline, CFs were able to tailor instructions and interventions to meet student's specific needs, monitor progress over time, and adjust their teaching strategies accordingly. Following are the highlights of the assessment:

1. **Low accuracy:** At the baseline, 29% of students exhibited a weak level of mathematical learning and skills, totaling 106 individuals.

2. **Moderate accuracy**: Following the low accuracy group, 57% of students demonstrated a fair level of mathematical learning and skills, totaling 216 individuals.

3. High accuracy: Lastly, 14% of students displayed a strong level of mathematical learning, totaling 55 individuals

ii) Survey of Schools:

As part of the program, all CFs conducted comprehensive surveys in their respective schools. These surveys aimed to map out the total number of children enrolled for the academic year and dropouts, with a careful disaggregation based on gender and social identity. This data collection process provided valuable insights into the demographics of the student population within each school and efforts to bring the dropouts to school. The compiled lists from these surveys have been documented and are included as annexures for reference.

iii) Periodic monitoring:

Each community fellow operates under the close supervision of our site lead (SL) and is assigned a mentor for tracking and follow-ups. To ensure effective oversight and support, fortnightly monitoring meetings are conducted in the district partners office. During these meetings, each fellow shares their progress on assigned tasks, classroom attendance, discusses challenges encountered, and collaborates on planning for the upcoming weeks. The CFs take their weekly learning classes from the site lead's office, to ensure full participation with better internet connectivity. This also provides an opportunity for peer support, as CFs collaborate to clarify doubts and address any classroom-related challenges. This approach fosters a supportive environment where fellows can learn from each other's experiences, exchange ideas, and enhance their teaching practices.

Each CF is an integral part of a district WhatsApp group established for coordination, information sharing, and updates from their respective classrooms. Daily classroom updates are shared by CFs with the site lead and mentor through this platform.

Furthermore, each CF is included in a WhatsApp group formed by our knowledge partner, where all class-related information, including class links, learning materials, assignments, class presentations, and homework, is shared. Additionally, a Google Classroom platform is created for CFs to submit assignments and share feedback.

To ensure alignment and communication at a broader level, monthly review meetings are held between knowledge partners, site leads, and the national team. These meetings serve as forums to share updates, track progress, and address any challenges faced during program implementation.

i**v) Field visits**

Periodic field visits are conducted by the National team and monthly field visits by the site lead and mentor to each school/community/habitation. During these visits, the visiting team/site lead engages with school authorities, School Management Committee (SMC) members, and parents of the school-going children. These field visits serve multiple purposes:

1. **Monitoring Program Effectiveness:** The site lead assesses the effectiveness of the program implementation by observing classroom activities, student engagement, and the overall learning environment. Interactions with school authorities also provide an opportunity to discuss program progress, share updates, and gather feedback for continuous improvement.

2. Addressing Field-Related Challenges: Any challenges faced during program implementation are identified and addressed on the spot, ensuring smooth operations and timely resolution of issues.

3. Engagement with SMC Members and Parents: Engaging with SMC members and parents helps in building rapport, fostering community involvement, and garnering support for the program.

Overall, field visits play a crucial role in monitoring program implementation, maintaining communication with stakeholders, and ensuring the program's alignment with the needs and expectations of the community.

7. Documentation: The documents finalized consist of two distinct modules focusing on foundational mathematics: Primary Math and Middle Math. The modules are annexed for referral.

The Primary Math module is designed to build a strong fundamental understanding of mathematics. It covers essential topics such as Number Sense, Addition, Subtraction, Multiplication, and Division. Each topic includes 30 comprehensive lesson plans along with corresponding worksheets to reinforce learning.

On the other hand, the Middle Math module targets more advanced concepts necessary for strengthening mathematical skills. It includes topics such as Integers, Fractions, Percentages, Decimals, and Mensuration. This module provides 19 detailed lesson plans and relevant worksheets to facilitate understanding and practice.

These modules are designed to prioritize interactive and engaging methods, emphasizing real-world applications and visualization techniques to enhance understanding and retention. Additionally, both modules have been translated into Hindi to facilitate the use of community fellows in regions where Hindi is commonly spoken, ensuring accessibility and inclusivity in educational outreach efforts.

Challenges and Action Steps Taken to Resolve

Summarize what organizational and environmental (political, social, infrastructural, etc.) challenges arose during this past year that hindered the project achievement of its goals. Also, include how the project/program addressed them.

1. **Difficulty in finding female candidates for Math fellowship** - The fear of math, especially among girls, posed a major challenge in finding female fellows who had math as one of the subjects in their graduation levels. This aversion to mathematics presents a significant barrier in finding female community fellows. Out of 12 fellows we had 3 females and 9 males.
2. **Huge learning gaps among community fellows** A baseline was conducted for each fellow before the beginning of the program based on their understanding of content, mindset, and pedagogy. The findings of the assessment are shared below:

Understanding of Content:

- Poor: 27.78% of assessed participants scored poorly in understanding content.
- Moderate: 72.22% of assessed participants demonstrated a moderate level of understanding in at least one area of content.

Mindset:

- Poor: 46.15% of assessed participants exhibited a poor mindset.
- Moderate: 53.85% of assessed participants showed a moderate mindset.

Pedagogy:

- Poor: 58.33% of assessed participants displayed weaknesses in pedagogy.
- Moderate: 41.67% of assessed participants demonstrated a moderate level of pedagogical understanding.

The baseline assessments conducted among community fellows revealed significant learning gaps, particularly in their understanding and pedagogical skills. These deficiencies were attributed to the fellows' educational background which suffered from rote learning methods, inadequate teaching resources, and a shortage of qualified staff. To address these deficits, the modules underwent multiple revisions and iterations. It was observed that poor learning levels persisted across all age groups, with high school and college graduates displaying similar learning levels. While the current modules aimed to tackle these gaps, it became evident that more long-term interventions were necessary to effectively bridge the deficit.

3. **Fellows dropping out -** The community fellowship program started with a total of 10 fellows from Shrawasti and 2 from Purnia. We had three fellows drop out of the program. By the end of the program a total of 9 fellows will be completing the fellowship, 7 from Shrawsti and 2 from Purnia.
4. **Schools/communities dropped when CFs dropped-out** - One of the major hurdles we faced was the dropout of fellows from our program. When fellows drop out, it not only affects their own progress and development but also poses a risk of disengagement within their communities and schools. Their absence disrupted the continuity of support and guidance they were providing to students, leading to potential setbacks in the educational journey of the children they were working with.
5. **Initial hostilities from the authorities, school, and community -** At the outset of the program, fellows encountered the obstacle of being unable to teach in schools without obtaining consent letters from the Block Education Officer (BSA). This requirement posed a significant challenge as it hindered the immediate implementation of our initiatives. However, leveraging the intervention and networking skills of our site leads, we were able to overcome this. Through their previous engagements with district authorities, they successfully obtained the necessary

permissions from the authorities, enabling our fellows to commence teaching activities in the schools.

6. **Parents lacked confidence in school** - Fellows encountered hostile behavior from parents while they were conducting home visits. These visits were aimed to persuade parents to send their children regularly to school. While after repeated visits and counseling when fellows were able to bring these children to school, schoolteachers were reluctant to take their responsibility of teaching these children as they have abysmally poor learning levels, leading to some children being expelled again. Casteist and biased attitudes of teachers often resulted in higher absenteeism among Muslim, SC, and ST children, with some being directed to madrasas instead of mainstream schools. Shortage of staff often forced fellows to spend significant time in schools and support in administrative work.

SECTION 3: Project Results

Client/Participant Success Story or Details of a Program Achievement

Please share a client success story or a program achievement from this project. The success story or the program achievement should be related to program activities implemented and should convey the need or impact of the project. If using a client/participant success story, please keep client confidentiality in mind. If available, include pictures as attachments to your report.

Please refer to the annexure Fellow Stories

Short- and Long-Term Results

Realistically link program activities to the difference they are making. Describe how the project's activities are making a difference in the short and long term for both the client and the community.

Short term:

i) **Math modules piloted and finalized.** A year-long pilot was conducted across 12 schools for class 6th, 7th, and 8th. Two modules aimed at teaching fundamental and middle level mathematics were finalized in this period. The Primary Math module focuses on establishing a solid understanding of basic math concepts like Number Sense, Addition, Subtraction, Multiplication, and Division. It includes 30 detailed lesson plans and corresponding worksheets. Conversely, the Middle Math module targets more advanced topics such as Integers, Fractions, Percentages, Decimals, and Mensuration, offering 19 comprehensive lesson plans and relevant worksheets. Both modules prioritize interactive and engaging teaching methods, emphasizing real-world applications and visualization techniques to enhance learning. Additionally, they have been translated into Hindi to ensure accessibility for community fellows working in Hindi-speaking regions, promoting inclusivity in educational outreach efforts.

ii) **12 schools engage positively with creative math pedagogy.** The engaging methodology and a yearlong process led to a change in perception among the teachers, school authorities, community members, and

parents as they realized that Math can be relevant, contextual, and interesting for students. The implementation of this engaging methodology has been accompanied by observable improvements, including increased attendance, active participation in the classroom, and a deeper understanding of mathematical concepts. These positive outcomes have been observed across both pilot districts, indicating the effectiveness and potential impact of the adopted pedagogical approach.

iii) **29 teachers in schools impacted and responded positively to the program.** The program has garnered positive responses from 29 teachers across the 12 schools, indicating its positive impact. These teachers have shown eagerness to adopt the innovative methodologies introduced by the program and have displayed enthusiasm for their implementation. Their favorable feedback reflects their openness to the program's objectives and signifies potential enhancements in pedagogical practices within the schools.

iv) **Enhancement in students' learning proficiency**. The comparison between baseline and endline assessments reveals notable shifts in the distribution of students across different learning levels. The most significant change occurred among the children with low learning levels, where there was a sharp drop from 106 to 10. This substantial decrease indicates a remarkable enhancement in students' learning proficiency, reflecting the effectiveness of support and guidance provided by the program. Similarly, children with moderate learning levels saw an increase from 216 to 248, suggesting continued progress in this aspect of learning. In terms of children with high learning levels, there was an increase from 55 at baseline to 95 at endline, indicating significant improvement in thoroughness, accuracy, and precision among students. For clarity, the total number of endline assessments is less than the total number of baseline assessments due to students dropping out of the program for various reasons.

vi) **380 parents convinced about sending children to school and learning.** In our initial community interactions, parents commonly cited their children receiving less or no attention from teachers as a primary reason for school absenteeism. This neglect often prompts children to prefer staying at home or assisting their parents with household chores or work. Parents lament witnessing their children playing outside during school hours, knowing that their educational prospects are being jeopardized. Addressing these underlying issues was crucial for fostering a conducive learning environment and ensuring the retention of students in schools. The commitment of our fellows extended beyond simply bringing children from marginalized backgrounds back to school; they undertake the additional responsibility of transforming mathematics from a dreaded subject into one that is intriguing, visually stimulating, and engaging for all. Through the utilization of teaching learning material and toolkits, they have revolutionized teaching methodologies, particularly in mathematics, leading to improved learning outcomes. This innovative approach has not only fostered increased interest in the subject but has also resulted in tangible academic improvements. Consequently, 380 parents are now motivated to encourage their children towards education and actively contribute to sending them to school.

vii) **Positive transformation and enhanced confidence in Community Fellows**. The fellowship has brought about a notable positive transformation in the community fellows, evident in their display of improved teaching skills, leadership qualities, and the establishment of a prominent presence within the

community. They have forged strong connections with all stakeholders, earning the trust of community members, parents, etc. Furthermore, teachers at schools commend the fellows' contributions, expressing high satisfaction with their collaborative efforts.

Long-term:

i) CSEI has math modules that can be replicated and adapted by individuals, community-based organizations, facilitators, etc.

ii) CSEI has built in-house capacity to develop, pilot, adapt, and fine-tune math modules

iii) CSEI plans to reach out to more Community Fellows and communities with the math module

iv) Adolescent girls can be equipped to learn and excel in math and even study it for higher education, which provides better opportunities for employment

v) Can influence the local school administration to use and adapt the modules and methods

Best Practices*:*

Please Identify and Describe processes or practices that you implemented in this project that were successful, and that you recommend for use in similar situations.

1. **Engagement of Knowledge Partners** Collaborating with organizations like Aavishkaar and Jodo Gyan, which specialize in innovative teaching methodologies and curriculum development, proved effective in enhancing the capacities of community fellows in mathematics. This approach ensured that fellows were equipped with relevant skills and resources to deliver innovative methodologies to school-going children.

2. **Community-Based Selection Process** Implementing a selection process for community fellows ensured that individuals with a genuine passion for improving learning levels in their communities were chosen. This approach helped in identifying committed individuals who could effectively engage with students and parents and evolve as role models in their community.

3. **Comprehensive Capacity Building Program** Intensive training workshops for community fellows provided fellows with the necessary knowledge and skills to deliver engaging math lessons. These workshops covered various topics, including foundational concepts, teaching methodologies, and assessment tools, and most importantly providing feedback, review of their performance and addressing any challenges thereby empowering fellows to become effective educators.

4. **Adaptation and Iteration of Modules** Regularly piloting, testing, and finalizing math modules based on feedback from community fellows and stakeholders allowed for continuous improvement and refinement. This iterative process ensured that the modules were tailored and contextualized to the specific needs and contexts of the target communities, maximizing their relevance and impact.

5. Community Engagement and Parental Involvement Actively engaging with community members and parents through home visits, community meetings, and regular communication helped in building trust and garnering support for the program. By addressing concerns and highlighting the importance of education, fellows were able to motivate parents to send their children to school and actively participate in their learning journey.

6. Regular Monitoring and Support Establishing a robust monitoring system through fortnightly meetings, periodic field visits, and online communication channels ensured continuous support and guidance for community fellows. This approach facilitated the identification of challenges and the implementation of timely interventions to address them, thereby enhancing the effectiveness of the program.

Quantitative Results

Provide *"numeric indicators" of your work in serving people and implementing project activities.*

PEOPLE Served *Avoid Duplicate Counts between Categories*	**# of People Served**	**Comments or Description**
Women *age 18+*	*34*	*Community leaders from Tribal, Dalit and religious minority communities, schoolteachers, and math fellows.*
Men *age 18+*	*77*	*Community leaders from Tribal, Dalit and religious minority communities, schoolteachers, and math fellows.*
Youth *ages 13-18*	*150+*	*This includes students in grade 8 from all 11 schools, encompassing both male and female students. Majority of these*

		students hail from Dalit and religious minority communities.
Children *ages 0-13*	*1500+*	*This includes students in grade 5, 6 and 7 from all 11 schools encompassing both male and female students and the children from tribal communities who are being taught math by mentors in the community itself to prepare them for admission to school of excellence.*
Families/Households	*380*	*This includes families of the students across all 11 schools and the children from the community center.*
Disabled		
Other: *specify such as employed, unemployed, immigrants, etc.*		

ACTIVITIES Implemented *-Specify Activities-*	**# of Activities or Service Units**	**# of Participants or Beneficiaries** *If applicable*	**Comments or Description**
Face to face workshops	*3*	*15* 3*	*All fellows, mentors, and Site Leads undergone face to face* **3 face to face supported by other funding sources*

Fellowships	*1*	*12*	*Fellowship was provided to community fellows*
Module compilation	*2*		*Two math modules compiled and fine tuned*

Examples of Activity Descriptions: food distribution, legal assistance, training, workshops, clinical services, TB screening, intakes, pigs raised, wells dug, school supplies provided (units), etc.

Please refer to the link for annexures
https://drive.google.com/drive/folders/1UryIvWgLlkqAC_Vvnl3yww-1MFMLOf3N?usp=share_link

SECTION 4: Financial Management

Required Attachment: How was funding used?

Provide a financial report of how gifts were put to use in support of your project. A template for this financial report is attached for your reference. Any report that does not follow this template will not be considered a completed report and not eligible for applying for WOC Sustainable Development grant.

The project was budgeted for INR 15,10,000 (US $ 18,120). Of this, CSEI received INR 9,12,949 (US $11,280) from Week of Compassion. The total expenditure of the project was INR 14,06,618 (US $ 17,380.67). CSEI deployed funds from other sources (Malala Fund, Bread for the World). A detailed breakup of the income and expenditure statement is attached.

If expenses differ from the original proposal, please explain variances here:

There is no variance. It is in keeping with the budget proposed in the proposal.

Unaudited Utilization Certificate

Project Title & No :	Building Secondary Maths Module to Promote Girl's Learning and Leadership
Sponsoring Agency:	Week of Compassion
Project Period :	1st June 2023 to March 2024
Reporting Period :	1st June 2023 to March 2024

Particulars		**Amount(INR)**		
			1 INR= Dollar	80.93
Opening Balance as on 01/06/2023				
Receipts :				
Grant - In Aid	$11,280.00	912,949.00		
Total (A)		912,949.00		

	Budget item	**Budget**		**Expenditure from Week of Compassion**	**Expenditure from other sources**	**Total Expenditure**		**Variance With Remarks**
		In Dollar	**In INR**	**In INR**	**In INR**	**In INR**	**In Dollar**	
1	**Building math modules**	Amount ($)	Amount	Amount	Amount	Amount	Amount ($)	
1.1	Facilitation and expert support	$3,000.00	250,000.00	250,000.00		250,000.00	3,089.09	
2	**Training Maths Fellows**							
2.1	3 day In-person workshops with Maths fellows	$1,080.00	90,000.00	122,030.00		122,030.00	1,507.85	
2.2	Field support visits	$480.00	40,000.00		39,523.00	39,523.00	488.36	Field travel has been supported by other projects - Bread for the World (BftW)
3	**Community Outreach**						-	

3.1	Fellowship for 15 Maths fellows for 10 months	$9,000.00	750,000.00	255,000.00	305,000.00	560,000.00	6,919.56	We had challenging in finding Math fellows according to criteria so we initiated with 12 fellows and later 3 fellows dropped. Initially math fellows were supported by Malala from June to September and from Oct 23 onwards from Week of Compassion
3.3	Internet - travel-review costs	$360.00	30,000.00	11,558.00	23,770.00	35,328.00	436.53	Some travel supported by Week of Compassion and some by BftW
4	**Coordination-Monitoring costs**					-	-	
4.1	Administration	$3,000.00	250,000.00	140,329.00	125,191.00	265,520.00	3,280.86	Some Admin expenses supported by Week of Compassion and some by BftW and Malala
4.2	Consumables	$1,200.00	100,000.00	134,217.00		134,217.00	1,658.43	
	Total Budget	**$18,120.00**	**1,510,000.00**	**913,134.00**	**493,484.00**	**1,406,618.00**	**17,380.67**	

	Total Money received from Week of Compassion		912,949.00	$11,280.00
Less	Exp utilized till March 24	913,134.00	913,134.00	$11,283.01
	Surplus/Deficit			-$3.01