



Sustainable Development Application Form			
Submitting Partner: Global Ministries		Date Submitted: Spring 2022	
Address: PO Box 1986	City: Indianapolis	State: IN	Zip Code: 46206
Name of Contact: Rev. Dr. Deenabandhu Manchala		Title: Executive for Southern Asia, Global Ministries	
Phone Number(s): 216-736-3205		E-mail Address: manchalad@ucc.org	
Project Name: Girls' Learning and Leadership Program – Science Module Local Partner: Centre for Social Equity and Inclusion (CSEI) Location: Delhi, India			
Person at DOM responsible for and accountable for this project: Deenabandhu Manchala			
Partner's History/Relationship with the Project: Centre for Social Equity and Inclusion (CSEI) was registered in 2009 in Delhi, India. CSEI was founded by members who seek to take forward three decades of Dalit rights work in India and promote social equity and inclusion for children and young people from the Dalit, Tribal, Muslim, and other marginalized communities. CSEI is a partner of the Christian Church (Disciples of Christ) through Global Ministries. In 2017, the Disciples Woman-to-Woman-Worldwide delegation visited youth centers of the CSEI and supported their work in the following year.			
Vision-Mission: <i>CSEI envisions 'a just and inclusive society where every human being has equal opportunities, equitable resources, and adequate capabilities to harness their potential, realize their rights, and fulfill responsibilities to live in fellowship, dignity and liberty'. Toward this, CSEI puts their energy into promoting the socio-economic, educational, and cultural rights of socially excluded children and youth through learning, leadership building and participation, in collaboration with community-led organizations, through advocating for inclusive policies and provisions to promote equitable outcomes and social justice.</i>			
CSEI engagement with youth: CSEI has over a decade of development interventions with young girls and boys from socially excluded and marginalized communities in Bihar, Delhi and Uttar Pradesh, India. The engagements include promoting youth-led community youth groups and state level Youth Equity Forums among Dalit, Tribal, and Muslim youth. The state youth forums organize their learning and campaigns around four major themes: <ol style="list-style-type: none"> i) Constitution literacy and rights campaign from 26th November (Constitution Day) to 26th January (Republic Day) ii) Zero discrimination in school education and All children in schools from February to April iii) Access to higher education through Higher Education Link Program (HELP) from May to July iv) Community entitlements action program from August to October. 			
Youth fellowship holders are identified and supported through a two-year journey in 'experiential education' of learning-reflection-action where they enhance their learning and leadership. To date, 5000+ young people have been connected into State Youth Equity Forums. Of this total, 50% of the fellows are girls, and they occupy leadership positions equal to boys in the forum. The entire process is supported by community led organizations that have long-time rapport and engagement with the marginalized communities. They also provide the long-term sustainability of the process.			
CSEI engagement in the Sustainable Development Goals: CSEI has used the SDG framework, particularly the 'leave no one behind' (LNOB) principle to promote visibility and inclusion of the marginalized communities into the SDG			

framework. CSEI collaborates with Wada Na Todo Abhiyan (WNTA - <https://www.wadanatodo.net/>), a civil society platform, to promote community disaggregated data (CDD) and to track the progress of vulnerable communities on SDG indicators through the '100 Hotspots-SDGs and socially excluded communities in India' project. The project focuses on making voices heard and count from vulnerable communities across India. CSEI is associated with the national and global SDG forums and processes.

Learning continuity for girls from marginalized communities during COVID pandemic: During the pandemic, schools in India remained closed for over two years from March 2020 and all learning shifted to online mode. UNICEF estimated that 247 million children enrolled in elementary and secondary schools in India were impacted by the school closure adding to the six million girls and boys who were out of school even before the pandemic.¹ Girls from marginalized communities were worst affected by the school closure. Girls had fewer opportunities to access instruments for online learning, were more occupied by care work at home and less time to engage in their studies. A study by the Malala fund² found 71% of girls engaged in care work during the pandemic as compared to 38% of boys; 79% of boys reported spending time on leisure activities as against 60% of girls; 56% of boys spent time on their studies against 46% of girls. Given the increased poverty and unemployment in families, many girls expressed uncertainty about resuming schools when they re-opened.

CSEI initiated an 18-month pilot program, the 'Girls' Learning and Leadership Project (GLLP)' in August 2020 to provide learning continuity and to build confidence. The project focused on girls given the complexity of gender, caste, and patriarchy challenges for girls' education. The project reached out to 1,200 girls across 60 habitations in Bihar and Uttar Pradesh. Peer-educator girls (called Girl Champions) were identified in each habitation and were oriented with learning and awareness building sessions on - i) affirming self and social identity, ii) building awareness on constitution and legal provisions, iii) enhancing agency and gender equality among girls, iv) adolescence, sexual and reproductive health rights, v) life skills, leadership and decision-making by girls, vi) rights and access to education, vii) skills to use computer, social media and search engines, viii) pandemic and COVID appropriate behavior in the community. The process also included inclusion games, community mobilization, community events and festivals and education campaigns. The training was hands-on and the girl champions further organized sessions with a group of girls in their habitations. Girls were exposed to these issues for the very first time and reported the process was very innovative and interesting.

Initiating curriculum modules to complete secondary schooling: During the review of the program in October 2021, the young girls studying in 8th through 12th grade constantly raised their learning challenges in coping with their school curriculum. In particular, they reported challenges in coping with Science, English, Mathematics (SEM) subjects. A large number of young girls and boys drop out of secondary schooling because they find it difficult to cope with their school curriculum. Study reports 25% of Scheduled Tribe girls, 17% of Scheduled Caste girls drop out at secondary education level compared to 10% of General caste students³. 32% of girls in the 14-18 years age group are not enrolled in schools compared to 28% boys.⁴ Dropping out is the end of the road to their social mobility and personal development. It diminishes their self-confidence, adding to their humiliation, and closing further avenues and opportunities before them. Parents are also discouraged when their children do not complete school grades and cannot make a difference in their lives.

To address this challenge, CSEI has envisioned a project to develop and adapt curricular learning modules in English, Science, and Mathematics from 2021-2025. Each subject curriculum will be creatively organized to provide foundational and functional modules based on curriculum content from 6th to 10th grades to help them successfully complete their secondary schooling. Successfully completing their schooling opens higher education and skills

¹ UNICEF, COVID 19: <https://www.unicef.org/india/press-releases/covid-19-schools-more-168-million-children-globally-have-been-completely-closed>.

² Champions for Girls Education, Malala fund; Girls education and COVID 19 in India, November 2020, [COVID19_GirlsEducation_India.pdf](#)

³ <https://news.careers360.com/udise-plus-education-minister-ramesh-pokhriyal-nishank-school-dropout-sc-st-obc-class-10>

⁴ Anjela Taneja, The high dropout rates of girls in India, Mint, 31st jan 2018

training opportunities, promotes their confidence and enhances their self-worth. It will provide them new opportunities at various points in their life and livelihood.

The curriculum development work in English language has been initiated from December 2021 and we wish to take the curriculum work in Science through this process.

Rationale for focusing on girls: The Girls Learning and Leadership project is specially focused on adolescent girls from marginalized communities as they face multiple barriers of gender, patriarchy, caste, and poverty in pursuing their learning and life opportunities. We are keen to incorporate the gender dimensions in developing the learning modules and methodology. However, in disseminating the modules and further community outreach, the process will engage equally with girls and boys. Once finalized, the module and methodology will be shared with civil society organizations working with marginalized communities and on education. CSEI will anchor a process of creating a community of practitioners and will handhold the process to help them adapt the modules and methodology to reach the children in the communities.

Description of Project

Name of Project (agricultural, health, water, micro-credit, education, community development, etc.):

The Girls' Learning and Leadership – Science Module project is focused on education. Through this project, CSEI seeks for all children from socially excluded and marginalized communities to complete secondary schooling (SDG4⁵) with special focus on girls (SDG5⁶), access higher education and career opportunities and contribute to reducing poverty (SDG1⁷) and inequality (SDG10⁸).

CSEI is convinced that education is the sure means of empowering young people from marginalized communities to expand their life and career/employment opportunities; participate in the social and political life in the country and contribute to their communities.

Target Population (children, women, farmers, urban poor, etc.):

Adolescent girls, aged 14 to 18 years from Dalit, Tribal and Muslim communities in 3 states of India

How many persons are/will be served? (please give as specific a figure as possible)?

Immediate Direct outreach:

- i) 30 adolescent girls (Dalit, Tribal, Muslim) oriented and trained to review and deliver the module in 30 habitations
- ii) 600 adolescent girls (Dalit, Tribal, Muslim) with whom the modules are disseminated and piloted in 30 habitations (20 girls form peer-learning groups in each habitation)
- iii) Over 1,000 boys and girls exposed to the module and take part in community science experiments across 30 habitations

Medium-term Direct Outreach:

50 civil society organizations with outreach to approximately 25,000 adolescent girls with whom the modules are shared and disseminated to further use in their communities.

Long-term Outreach:

CSEI will make the modules available to civil society organizations and networks working on education and support them through virtual and in-person trainings to support marginalized children in their communities to complete secondary schooling successfully. CSEI will anchor a 'community of practitioners' to sustain building and adapting curriculum modules.

⁵ Sustainable Development Goal 4 – ensure inclusive quality education and lifelong learning opportunities for all

⁶ Sustainable Development Goal 5 – achieve gender equality and empower all women and girls

⁷ SDG 1 – end poverty in all its forms everywhere

⁸ SDG 10 – reduce inequality within and among countries.

Key Objectives:

1. Assemble and simplify the Science curriculum at secondary school level with experts and practitioners.
2. Pilot the Science module and methodology and adapt them to evoke love and interest in science among girls from marginalized communities in India.
3. Share and disseminate the module and methodology with civil society organizations and education networks to support children completing secondary schooling.

Outputs:

1. Foundational and functional Science module at secondary school level
2. Three community leaders committed to Science learning with their communities.
3. 30 Girl Champions who become capacitated as peer-educators in their communities.

Key Activities:

- i) Preparatory phase - Gather national secondary school science curriculum, identify civil society education practitioners in Science education, identify school teachers and experts to support the project.
- ii) Get commitment from three women community leaders (Dalit, Tribal and Muslim) to anchor and pilot the Science modules in their communities.
- iii) Build an action-research team of 30 adolescent girls studying in 9th -12th grade from three communities to review and adapt the modules and materials.
- iv) Organize a 4-day training to build understanding and interest in the action research team of 30 girls.
- v) Pilot the module/methodology with 600 adolescent girls studying in classes 6-10 across 30 habitations and fine-tune the modules and methodology over a three-month period.
- vi) Closely monitor the adaptability of the module and methodology through regular interactions and field visits.
- vii) Fine-tune / finalize the modules and methodology.
- viii) Share and disseminate the modules and methodology with 50 civil society organizations that work with children on education.
- ix) Short-list organizations who would like to use it in their communities and plan for further supporting them.
- x) CSEI will anchor a 'community of practice' with leaders/organizations over the coming years to include the additional dimension of curriculum learning in supporting girls' complete education through 12th grade.
- xi) Timely reviews, monitoring and reporting both visual and written.

Duration of Project:

The project outlined in this proposal will take place over ten months. During this time, CSEI will develop, pilot, and fine-tune the module and methodology.

Project Budget**Total Budget:**

The budget and request seeks to support only the creation and implementation of the Science module, which is one component of the Girls Learning and Leadership Program. The budget for these activities totals \$11,100.

Amount Requested from Week of Compassion: \$11,100

Is this a one-time request or an on-going request?

The current 10 -month period will build and fine-tune the Science module and methodology. Based on the success and implementation of the module, a second-year request may be presented to continue this module's use more broadly with civil society organization partners in additional communities.

Is the project financially supported by ecumenical or outside partners? If so, what percentage does it cover for this project?

This project is part of CSEI's overall project to build a secondary school curriculum in English, Science and Mathematics from 2021-2025. This budget covers the cost of making the Science module (about 10%) of the overall project.

Please list partners who are funding this project:

The overall project and English component is supported by Echidna Giving (<https://echidnagiving.org/>). Malala fund will support the work on Mathematic module (<https://malala.org/>).

Does this project/partner receive funding from UCC OGHS, if so how much? The Centre for Social Equity and Inclusion does not receive funding from UCC OGHS.

What is the overall percentage of fund requested that will be used for administration/overhead?

About 9% of the budget is spent on administration and travel.

Please attach a detailed, itemized budget and cost breakdown for the requested funds.

Please see attached budget.

Dates and project names of previous proposal submissions: This is the first proposal submitted to support the work of Centre for Social Equity and Inclusion.

How do you plan to monitor, evaluate, and report back to Week of Compassion? (Please note that future funding is contingent upon reporting. In addition to reporting, please provide stories of transformation and photos.)

Implementation and Coordination: The project is coordinated at the project level by the Researcher-Coordinator. The community leaders anchor and oversee the community outreach with the three sites. The community leaders have had a good rapport with their community over a number of years. They identify the thirty Girl Champions and the 600 girls across 30 habitations who become part of the action-reflection team to adapt the modules and methodology. The community leaders will have a close overview of the project implementation and provide monthly reports to the project coordinator.

Narrative – both written and through pictures – in addition to a financial report will be provided at the conclusion of the project in Spring 2023.

If granted, is there a deadline by which to receive funding?

No. CSEI is able to start the project once the funding is received.

Project Budget

Girls Learning and Leadership Project – Science Module Centre for Social Equity and Inclusion						
		Unit cost (INR)	No of units	Period	Total Cost (INR)	Total Cost (USD)
1	Building the Science Module					
1.1	Review of existing materials with experts and practitioners	30,000	1	1	30000	\$400
1.2	4-day Orientation of 30 (Dalit, Tribal and Muslim) Girl Champions	5000	30	1	150000	\$2,000
2	Community outreach					
2.1	Community outreach to 600 adolescent girls in 30 habitations	2500	30	1	75000	\$1,000
2.2	Science kits for 30 habitations	5000	30	1	150000	\$2,000
2.3	Support person costs in 5 locations	5000	3	3	45000	\$650
2.4	Researcher & Trainer (70%)	30000	1	10	300000	\$4,000
3	Admin-Finance Costs					
3.1	Travel costs	10000	1	3	30000	\$400
3.2	Admi-finance costs	25000	1	1	25000	\$350
3.3	Consumables, communication	20000	1	1	20000	\$300
	Total Budget				825,000	\$11,100