



Sustainable Development Application Form

Direct any questions regarding development projects to Rev. Vy Nguyen, Executive Director. Please return this form by email.

Submitting Partner: Global Ministries		Date Submitted: April 3, 2023	
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Name of Contact: Dr. Sarosh Koshy		Title: Global Relations Minister, Southern Asia	
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Project Name: Building a Secondary Level Math Module to Promote Girls' Learning and Leadership			
Local Partner: Centre for Social Equity and Inclusion (CSEI)			
Location: areas within New Delhi, India			

Person at DOM responsible for and accountable for this project: Sarosh Koshy

Partner's History/Relationship with the Project:

Centre for Social Equity and Inclusion (CSEI) was formed in 2009 and is located in New Delhi, India. CSEI works to strengthen democracy and development by increasing the stakes for excluded and marginalized people in social, economic, and cultural rights within the context of broader human rights. Recognizing the lack of focused work with children and young people from marginalized communities, CSEI initiated its work bringing them across social identities. Key focus areas include leadership building, social and gender identity affirmation, rights to education, employment, and participation in governance from the social equity and inclusion lens to address the ongoing exclusion and discrimination against them. CSEI collaborates with community leaders and community led organizations to strategically work in the area of education and youth empowerment in their communities given their potential to promote sustainable development.

***CSEI Vision:** 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 fulfil their responsibilities to live in fellowship, dignity, and liberty. Towards this, CSEI puts our energy to promote 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.*

CSEI is a value-driven organization, and both the board and team have proven commitments to social justice and inclusion. We recognize and respect diversity as the common heritage enriching our communities and society. They believe in the inherent work and dignity of every person and our struggle is against all forms of exclusion, exploitation, violence, and discrimination towards women and girls and marginalized communities in society. They believe young women and men have the potential to create the 'world we want' and should be provided quality education, growth opportunities, and due spaces for participation. As an organization, CSEI practices democratic decision-making, transparency, and accountability in all our engagements.

1.1 A decade of promoting youth equity forums

CSEI has over a decade of experience in creating space and voice for young women and men from the socially excluded (SE) and marginalized communities in the development and democratic space. The core intervention with the young people includes promoting their 'learning and leadership' and building youth groups at the community and youth equity forums (YEF) at the state level. The youth program invites young people to become YEF fellows and join a two-year journey of personal growth and learning, exposure and internship, implementing community

action programs, and designing and leading campaigns. Each fellow also facilitates a community youth group of 20-25 girls and boys in their community. The youth program was initiated in Bihar in 2012 and in Delhi and Uttar Pradesh in 2018.

Commented [KJW1]: Sounds like an incredible approach!

60 young people in Bihar have completed the fellowship program and facilitated over 3,000 young people who are part of community youth groups across 135 habitations in 12 districts. The state level YEF is formed by two representatives from each community youth group (one girl, one boy) who regularly meet and design community action programs and campaigns for their members. 94 young fellows are part of three State YEFs doing a two-year leadership journey in 2022-24 (54 in Bihar, 20 in Delhi, and 20 in UP); 50% being young women. The community youth group and state YEFs are youth-led and youth focused bodies.

1.2 Strengthening Community Led Organizations

An important dimension of CSEI is our partnership with civil society organizations led by members of SE communities (CLOs - community-led organizations)^{1,2}. CSEI is able to share its learning, expand its scope, and reach the most marginalized children and youth spread across the country in partnerships with CLOs. The partnerships are important to create a wider momentum to sustain the empowering interventions with marginalized girls and boys. CSEI is active in linking community led organizations in forums and networks on the right to education, civil society strengthening, and promoting community generated data to make the voices of marginalized communities 'heard and count.'

1.3 Promoting community generated data with marginalized communities

National data sets present limited disaggregated data on the status and progress of marginalized communities, CSEI actively engages with marginalized communities to generate community level data to track their progress and do evidence-based advocacy. During 2020-2022, CSEI worked with UNICEF India to generate community data on the impact of COVID 19 and access to social protection measures across 32 districts in India. About 1,000 community youth, about 70% of them women, participated to generate the data.

1.4 Promoting the Sustainable Development Goals (SDGs)

CSEI has been active in promoting the SDGs in India, particularly linking marginalized communities to the SDGs. In collaboration with the Wada Na Todo Abhiyan (WNTA- <https://www.wadanatodo.net/>), CSEI conceptualized the '100 Hotspots: socially excluded communities and SDGs in India' to help marginalized communities build their understanding on the SDGs and track their progress and use it to influence the governments at the local and national levels.

CSEI is a visible and strong voice for rights and entitlements; visibility and participation of young women and men from the SE and marginalized communities; a resource organization in conceptualizing and piloting social equity-inclusion strategies; an active core group member in advocacy networks on education and governance in the country, which further encourages civil society organizations from the marginalized sections. They are part of the sustainable development goals (SDG) forums at the national and global levels, with a special focus on promoting community generated data on vulnerable communities under the 'leave no one behind' (LNOB) focus.

Section II Girls Learning and Leadership Program (GLLP)

2.1 Girls doubly excluded from education and employment opportunities

Girls and women from the Dalit, Tribal, and other marginalized communities face challenges at every step in their lives. In addition to their gender disadvantages, they face discrimination and violence on the basis of low caste status, ethnicity, or religious identity. Girls/women are triply burdened owing to their gender identity, social identity, and poverty, which is further amplified by others of disability, geographies, languages, sexual orientation and many more.

Socially excluded communities and families are highly patriarchal in their structure and functioning. The approach to a girl's growth and development is to ensure the welfare of the family and conform to social norms. Early on, they are obliged/forced to do household chores, care for siblings and the elderly, and provide financial support

¹ <https://docs.google.com/document/d/1StR4uzSbUvkZFnMPgnKKzu3eHTjv6iqE/edit>.

² CSEI undertook a study of civil society organizations promoted and led by Dalit, Tribal and Muslim women and men leaders in 2012. The study highlighted the role and contribution of these organizations in empowering the communities to address deep-rooted discrimination and disadvantages of SE communities. CLOs are in close rapport with the communities and have sustained their work despite many obstacles.

through family and wage labor. Allowing young girls freedom, mobility, and choices threatens their social and cultural norms.

Families fear violence against adolescent girls, both from within the community and from dominant caste/community members and strictly control their movements. They fear sending them to distant places for education or employment. Getting girls married early is taken as a strategy to prevent any 'untoward incident' and to fulfil parental responsibility.

Families living on daily wages or migrant labor take their daughters along with them, disrupting their education and engaging them in child/early labor. This curtails the education, growth, and development of girls and adds undue physical and mental stress on them at a young age. It blocks opportunities to develop their thoughts and ideas to pursue their dreams and aspirations.

2.2 COVID pandemic aggravated education exclusion for marginalized girls

The COVID pandemic and lockdown has further aggravated poverty of families in India. It is estimated that over 10 million people lost their employment during the second wave, particularly marginalized community members, and primarily engaged as daily wage workers and migrants in the informal sector.³ The first casualty in these families is girls' education - forcing them to drop out of education and contribute to the household income and care economy. 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.⁴ The Malala report⁵ found 71% of girls engaged in care work during the pandemic as against 38% boys; 79% boys reported spending time on leisure activities as against 60% girls; 56% boys spent time on their studies against 46% girls. Marginalized girls have poor access to phones and internet for on-line education. Many were uncertain about resuming schools when they eventually re-opened.

In August 2020, CSEI initiated an 18-month pilot program of 'learning and leadership' for over 1,000 girls across 60 habitations in Bihar and Uttar Pradesh. 20 modules for 50 hours were developed for the same - 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.

60 Girl Champions (GCs) were identified at the habitation level who were trained on various learning modules in person and virtually. The GCs organized Peer-Learning Circles (PLCs) at the community level and shared their learning with over 1,000 girls in their habitations. Important feedback from community leaders and the girl champions were their challenges to cope with key school curriculum, particularly English, Science, and Math. There is a combination of factors that lead to this – absence of adequate and trained teachers in these subjects in the schools and the lack of family support being first generation learners. Many could not afford additional coaching. In 2021-22, the second program was taken up and expanded to 75 new habitations across Bihar, Delhi, and UP. It focused on 75 Girl Champions who further reached over 1,050 young girls from Dalit, Tribal, and Muslim minority girls. Based on the feedback, the second phase included English and life-skills including digital skills in addition to the social and gender affirmation and leadership modules.

2.3 Building the Science Module with support from Global Ministries/Week of Compassion

In Spring 2022, CSEI was sanctioned proposal by Global Ministries under the Sustainable Development, which further contributed to this intervention. With this support, they initiated the 'Science Module in secondary education to promote girls' learning and leadership.' CSEI engaged with two knowledge partners – Tan 90 and Eklavya Foundation to build hands-on experiential science modules with marginalized children, especially girls, that

³ <https://www.businesstoday.in/latest/economy-politics/story/income-of-97-households-declined-since-covid-19-pandemic-began-cmie-298381-2021-06-01>

⁴ UNICEF, COVID 19: <https://www.unicef.org/india/press-releases/covid-19-schools-more-168-million-children-globally-have-been-completely-closed>.

⁵ Champions for Girls Education, Malala fund; Girls education and COVID 19 in India, November 2020, [COVID19_GirlsEducation_India.pdf](https://www.cseindia.org/COVID19_GirlsEducation_India.pdf)

can make science real, relevant, and interesting to children. Two community-based science labs have been set up in Bihar and Uttar Pradesh and 'science in the box' science kits that can build the curiosity and interest among community in science. This has been almost the first time children and communities have had such engagement with science in their lifetime.

Description of Project

A brief description of the project (agricultural, health, water, micro-credit, education, community development, etc.):

The Building a Secondary Level Math Module to Promote Girls' Learning and Leadership project is an education project. During 2022-2025, CSEI is keen to build secondary level curriculum modules in English, Science, Math, and Digital skills to promote interest and skills among marginalized children, especially girls. They have begun the process in English, Science, and Digital Skills. Through this proposal, we wish to build the modules in Math.

The project will identify and work with 'Knowledge Partners' and will provide training support to Math Fellows in the community with the expertise, capabilities, and perspectives they need to succeed as community educators and leaders. Through a combination of in-person training workshops, as well as online training sessions and materials, fellows receive ongoing support during the Fellowship period. Fellows acquire pedagogy via knowledge partners (such as lesson planning, vision framing, and classroom culture) and content instruction. They also start to form the attitudes and beliefs necessary to promote transformative change in the educational system. During training, they put their teaching skills to work at a community or school.

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

Through this project, the following populations will be impacted:

- Rural children and communities who constitute the socially excluded and discriminated communities in India – Dalits, Tribals, and Religious Minority communities. This project has a special focus on adolescent girls in the community.
- Adolescent children, aged 14-18 years, particularly girls from Dalit, Tribal, and religious minority communities. They will gain confidence and hands-on support to comprehend and cope with their school curriculum in Math.
- Younger children, school children aged 6 to 14 years, in community and schools have opportunities to do Math in creative ways, promoting their interest in the subject.
- Graduates, community workers, and civil society organization leaders are able to explore opportunities to build education curriculum into their arena of work. They are provided with Mathematic kits in their work.
- Teachers in schools, parents, and community leaders in the habitation witness alternate and creative ways of teaching and learning Math and promote a learning environment for their children.

How many persons are/will be served? (please give as specific a figure as possible)?
<p>Immediate Direct outreach:</p> <p>i) 15 Math Fellows from marginalized community enhance their skills to promote math with marginalized children, especially girls.</p> <p>ii) 200 Adolescent Girls studying in classes 8,9,10 supported to enhance their comprehension to cope better in their schools in Math.</p> <p>iii) Over 1,000 children (boys and girls) in classes from 6 to 8 classes in 12 schools gain basic understanding and enjoy Math.</p> <p>iv) 20 habitations and 12 schools are oriented in Math, and parents and community leaders enjoy the Math sessions in their communities.</p> <p>Medium-term Direct Outreach</p> <p>i) 20 civil society organizations with outreach to approximately 10,000 adolescent girls with whom the modules are shared and disseminated to further use in their communities.</p> <p>Long-term Outreach:</p> <p>CSEI will develop the hands-on modules with knowledge partners in English, Science, Math, and Digital skills and make them 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.</p> <p>CSEI will anchor a ‘community of practitioners’ to sustain building and adapting curriculum modules.</p>
Key Objectives:
<p>The program’s objective is to accomplish the following:</p> <ol style="list-style-type: none"> 1. To build and support a community-based learning environment. <p>Community engagement will create a learning-enabling environment for the children. Further, when community leaders and parents see the methodology, they will recognize the added value and support their children. We have very positive response from the parents and community in reaching out in earlier modules in English and Science.</p> <ol style="list-style-type: none"> 2. To create mathematics learning opportunities for school-going children from vulnerable communities. <p>Make available Math kits, Math experiments, Math community events, and school events to create interest and build the creativity of children towards Math; also help them overcome the fear for Math.</p> <ol style="list-style-type: none"> 3. To develop an innovative teaching methodology in Math. <p>Document and capture the processes to fine tune the teaching – learning method in Math for children to complete 10th grade in school.</p>
Key Activities:
<ol style="list-style-type: none"> Identify knowledge partner with expertise and tested methodology to enhance teachers’ capacities, particularly in mathematics. The knowledge partner will have experience in developing Math modules and implementing them with civil society organizations. They will provide the necessary training and support CSEI in adapting and fine-tuning the module to be relevant to the children and girls who are part of this project. Pilot the modules with marginalized children in Bihar (Purnea) and Shravasti (Uttar Pradesh). In Purnea, we will be working with tribal children who have fallen behind in their education. Further, they are more

comfortable in their tribal language and less in the state language. The community anchor and Math fellows have the added role to support the children in their learning.

3. On-board 15 fellows meeting the eligibility criteria: The Math fellows are located in the two districts and the majority belong to tribal, Dalit, and religious minority communities. They know the community and understand the educational challenges faced by the children and hence will keep an ear to the ground to support them. Being community members, they have a good rapport with community leaders and are able to influence them in support of the project objectives.
4. Eligibility criteria for identification of fellow:
 - i) Candidate must be at least 18+ years old
 - ii) A graduate degree in a quantitative discipline is desirable
 - iii) Passionate for teaching and providing additional math learning support to school-going children from vulnerable communities
 - iv) Should give a minimum commitment of one year
5. Provide pedagogy training and take process to community and classrooms: The project will enhance the capacities of the Math Fellows and the community anchor and provide critical support to the children. Being long-term invested in the community, they sustain and carry forward the interventions beyond the project cycle.
6. Document, capture experiences, and finalize modules that can be further consolidated and made available to the community at large.

Duration of Project: 10 months

Project Budget

Total Budget: \$18,120

Amount Requested from Week of Compassion: \$ 11,280

Is this a one-time request or an on-going request?
 This is a one-time request for developing a math module, which in total is part of an on-going five-year project for CSEI.

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

This is part of an on-going project in CSEI from 2021 to 2025 to develop hands-on modules in English, Science, Math, and Digital Skills among children from marginalized communities. The modules in English and Digital Skills, each with similar sized budgets to this request for developing the Math module is completely funded by the Malala Fund of the United Kingdom (25%) and Bread for the World in Germany (25%).

Modules in English and digital skills were developed in 2021 and are in the process of consolidating for further distribution in 2023. The Science Module was initiated in 2022 with support from Global Ministries/Week of Compassion and will also be consolidated by the end of 2023 as well. With this support, CSEI will take up the Math module, which is to be completed by 2024. Lastly, by 2025, CSEI hopes to build all four modules and make the entire collection available for the wider community.

Please list partners who are funding this project:
 Malala Fund, UK
 Bread for the World, Germany

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<p>Does this project/partner receive funding from UCC OGHS, if so how much? This partner and/or project is not currently receiving funding from UCC OGHS.</p>
<p>What is the overall percentage of funds requested that will be used for administration/overhead? None of the funds requested will be used for project administration.</p>
<p>Please attached a detailed, itemized budget and cost breakdown for the requested funds. A detailed budget and cost breakdown for requested funds is attached.</p>
<p>Dates and project names of previous proposal submissions: In Spring 2022, CSEI received a sustainable development grant for \$12,000</p>
<p>How do you plan to monitor and evaluate the project and its objectives? Additionally, please provide a report back to Week of Compassion on the project. (Please note that future funding is contingent upon reporting. In addition to reporting, please provide stories of transformation and photos.)</p> <p>Monitoring: The Project is coordinated and closely monitored by the Project Coordinator of the Girls' Learning and Leadership program and has an overall responsibility for the project. At the community level, three women community anchors manage the day-to-day implementation of the project. The senior team supports and monitors the project through monthly review meetings.</p> <p>The knowledge partner provides technical support and conducts a base-line assessment followed by assessment at the end of particular sessions and gives feedback to CSEI. This helps us to track the regularity and performance of the Math fellows.</p> <p>The project team further has a monthly virtual call with the three community anchors to troubleshoot. Community anchors provide monthly progress reports. Field visits are also undertaken to review the impact of the project. Case studies, photos, and video clips on impact will be collected from the project sites.</p> <p>Reporting to Week of Compassion: The Project coordinator will track the project closely. Internal monthly reports, photos, and data will be collated. The senior team of CSEI will closely support the researcher-coordinator in planning and design and will be part of the training program. The CSEI Director will provide the final report to Week of Compassion with support by the project researcher-coordinator. Ms. Monika, CSEI Finance Manager, will coordinate the financial transactions and report on them.</p> <p>CSEI currently envisages sending a project completion report at the end of the project. Further shorter-period project and finance reports can be shared, if required.</p>
<p>If granted, is there a deadline by which to receive funding? The project will begin as soon as funds are received.</p>
<p>If granted, please provide full information for how (wire transfer, check, etc.), where, and to whom funds should be sent: Global Ministries PO Box 1986 Indianapolis, IN 46206</p> <p>Designation: Math Module to Promote Girls' Learning and Leadership project of Centre for Social Equity and Inclusion (CSEI) in India</p>

