



WEEK OF COMPASSION SUSTAINABLE DEVELOPMENT PROJECT REPORT

For Global Ministries

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SECTION 1: Basic Information

Area Office	Southern Asia
Date of Proposal Submission	Spring 2022
Project Title	Girls Learning and Leadership Program – Science Module (Education)
Project Period	10 months, beginning in June 2022
Name of Local Partner	Centre for Social Equity and Inclusion (CSEI)
Location- City/State/Country	New Delhi, India
Total Amount Received from WoC	US \$ 11,000
Person Completing Report	Annie Namala, CSEI Director and prepared by Global Ministries Resource Development
Contact Information <i>Phone, email</i>	Kelsey Cameron Rose 317-713-2571 kcameron@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 Girls' Learning and Leadership – Science Module project is focused on education. This is part of the larger objective of CSEI to support first generation learners from marginalized communities to cope better with their school curriculum. Given the absence of trained teachers in key subjects like English, science and math, children find it difficult to cope with the subject and eventually drop out of school. Even when they continue, they are not confident to take up science or other key subjects that can further their career.

This project focused on developing the science module to support girls' curriculum comprehension till grade 10. It interfaces between key Sustainable Development Goals – 4, 5, 1, and 10.

Primary Activities Implemented

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

1. Review existing modules and consolidating the module: The project worked with adolescent girls (called Girl Champions) from the Dalit, Tribal, and religious minority communities. To frame the module, the project team reviewed the Girl Champions' understanding in the Science curriculum for classes 8, 9, and 10. Even foundational comprehension was found lacking. Hence two knowledge partner organizations – Tan 90 and Eklavya Foundation – with expertise in hands-on practical and experiential methodology in science teaching were brought on board to develop and adapt the science modules. The project has built long-term engagement with the two knowledge partners to support CSEI in consolidating the module over the one-year period.

2. Training of Science Fellows and Girl Champions: The review of the science curriculum with the Girl Champions reflected very poor comprehension of the subject and their need for additional support. Hence the project took an intermediary step to recruit persons from the community who had completed their graduation as 'Science Fellows' along with the Girl Champions. The Science Fellows were formally trained by the knowledge partners and have the additional responsibility to train the Girl Champions in the community. The Science Fellows and the Girl Champions underwent 4 days of training across the two locations.

3. Setting up two science labs: Recognizing the need for long-term support to the community, CSEI set up two science labs in two locations (Purnea in Bihar and Shravasti in Uttar Pradesh) with the support of Tan 90. The labs provide basic tools, equipment, and materials in Physics, Chemistry, and Biology that meet the needs of the grade 10 curriculum. The labs are long term community investments to sustain science teaching-learning processes in addition to community interventions. Here children can be regularly brought to experience and experiment with science processes.

4. Outreach to schools and community: The Science Fellows have initiated science learning processes with 12 schools and 20 habitations. They work with children in classes 6-8 promoting their interest and understanding of science. Further to this, CSEI has acquired a science kit (Science in the Box) that can be taken to the community and practical lessons and experiments can be done. This step helps build and sustain the community interest in science. The engagement process at the community also exposes parents and community leaders to build their interest in science and commitment to their children's education. This also promotes community understanding on quality education, as most parents have very little formal education and can demand better quality from the local schools.

5. Field visits: The project team organized field visits during the setting up of the science labs and in initiating the community outreach program. There was much enthusiasm from the community. Additionally, we were able to reach out to local schools who have expressed their interest in being engaged.

Challenges and Actions 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. A key challenge encountered was the very poor comprehension of science curriculum among school going Girl Champions from marginalized communities. The CSEI realized the students need longer term direct support to build their capacities and to facilitate peer learning. Hence the project additionally on-boarded six Science Fellows across the two locations. They had graduated already and hence were able to pick up the training more easily. They were trained along with the Girl Champions with the additional responsibility to directly support the Girl Champions and support the community outreach program.

2. Civil society space is quickly shrinking in India. New administrative mechanisms have come in place that need to be taken on board in engaging community organizations.

3. Children became busy when the schools reopened after the pandemic. They also had to catch up with two years of learning loss from the school lockdown. This delayed CSEI processes by about three months, which are planned to catch up in the quarter from April to June 2023 at no additional costs.

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.

The CSEI set up two science labs with the knowledge partner Tan 90 at the community level. These labs provide more sustained and institutional support for practical, hands-on science teaching and learning. Having the commitment from Tan 90 for continued support in two more quarters, CSEI hopes to build a more robust mechanism for science learning.

Photo 1 – Understanding magnetic field

Photo 2 – Building electric circuits

Photo 3 – Community encouraged to see practical science

Photo 4 – Training of the Fellows

Photo 5 – Media Coverage

Photo 6 – Community awareness on science





शिक्षा के कौशल को बढ़ाने के लिए सेंटर फॉर सोशल इक्विटी एंड इंकलूजन द्वारा भिनगा श्रावस्ती में विज्ञान प्रयोगशाला की स्थापना

रोजाना टाइम्स

ऑफिशियल नव्य चौधरी

जनसंघ श्रावस्ती शिक्षा के कौशल को बढ़ाने के लिए सेंटर फॉर सोशल इक्विटी एंड इंकलूजन (सी एच ई आई) द्वारा भिनगा श्रावस्ती में विज्ञान प्रयोगशाला को स्थापना की गई है। शिक्षा उद्योग विभिन्न परीक्षा और मुलाकात जहां के विद्यार्थी में विद्यमान कमी जहां से इस ई आई के कौशल, नए विज्ञान प्रयोगशाला के द्वारा सुनिश्चित और बेस्ट-ऑफ-द-सेक्टर को प्रोत्साहित रहे कौशल को नए विज्ञान

प्रयोगशाला के द्वारा छात्रों को नए नए विज्ञान कौशल को बढ़ाने के लिए सेंटर फॉर सोशल इक्विटी एंड इंकलूजन का प्रमुख उद्देश्य समाज के ऐसे वर्गों को शिक्षित व नौकरियां देना है। यह टेकनोलॉजी में एक उच्चतम धूमिल है। इस युग में एजुकेशन एक ऐसा व्यवसाय है जिसके माध्यम से हमें अपने स्वयं के जीवन को बेहतर बनाने की जरूरत है और यह पीढ़ी दर पीढ़ी चलना चाहिए है। सरकार भी कई योजनाएं चला रही है देश के ऐसे वर्गों के लिए जो उच्च शिक्षा नहीं ले पाते हैं। क्योंकि उन्हें अपना ज्ञान नहीं होता कि क्या क्या करना

है। मुलाकात जहां छात्र क्या क्या कि एजुकेशन क्षेत्र में यह मुलाकात को करने वाली है एक अज्ञान है। इस प्रकार शिक्षा को अपना करने के लिए और समाज के उपयोग नहीं शिक्षित करने के लिए सेंटर फॉर सोशल इक्विटी एंड इंकलूजन (सी एच ई आई) संस्था करने दिनों से अतिशय, अल्पसंख्यक मुस्लिम और अनुसूचित जाति व जनजाति के लिए काम कर रही है, जहां जल्दी शिक्षा के कार्यक्रम संभव नहीं हो पाते हैं, इसके पहले भी सेंटर प्रायुर्विध



कार्यक्रम पर सी एच ई आई द्वारा एक अधिमान सफलतापूर्णक चलाना जा रहा है जो समाज के विद्यार्थी वर्ग के बच्चों को शिक्षित

करना आ रहा है, इस प्रयोग के माध्यम से बच्चे इसका लाभ उठा रहे हैं और अपना भविष्य बना रहे हैं।



Short- and Long-Term Results

In the short-term, the project provides an opportunity for children from marginalized communities to experience the thrill of seeing and doing science experiments and seeing science in practice. It relates to them and their lives. It evokes curiosity and interest in science. It also removes the fear and bias against science learning which is high among girls and marginalized children.

In the medium/long term, the CSEI sees two clear results. Since setting up the labs and using the 'Science in the Box' kit, the CSEI has been able to evoke community interest in witnessing science. When the process was taken to the community, many community leaders took part in setting up the science labs. This will create a better environment in the community to support science learning among their children.

The CSEI had requests from local schools and the local self-governance bodies to work with them. This will provide more medium/long term results from the project.

Having the Science Fellows who can better engage with schools and also directly support the Girl Champions provides the project with more long-term sustained support.

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.

CSEI has been education advocates over the years and collectively works to promote state accountability on promoting education for children from the marginalized community. CSEI has reviewed issues of social exclusion and discrimination, financial challenges pushing children into labor, and gender challenges pushing girls out of schools. While these are very important in themselves, CSEI overlooked first generation learners' learning challenges, which also leads to students dropping out of school. Very few civil society organizations are engaged in this process as they are technical. However, in the light of CSEI's three years of experience, this is an extremely central piece that cannot be left to experts. Civil society organizations and community leaders are best placed to reach out to the 'last mile' children so that 'no one will be left behind' as is the aspiration under the SDGs. Hence this work is new, and civil society organizations have much to learn from knowledge partners.

Quantitative Results

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

PEOPLE Served <i>Avoid Duplicate Counts between Categories</i>	# of People Served	Comments or Description
Women <i>age 18+</i>	50	They are community leaders from Tribal, Dalit and religious minorities across the 20 habitations and Science Fellows who support the process.

Men <i>age 18+</i>	30	Community leaders from Tribal, Dalit and the religious minority community across the habitations, schoolteachers, and Science Fellows.
Youth <i>age 13-18</i>	1050	This includes youth in grades 8, 9, and 10 across 20 habitations/10 schools, both girls and boys. Most youth belong to Dalit and the religious minority community.
Children <i>age 0-13</i>	200+	This includes Tribal children in a residential school where they are being taught by community youth while preparing them for admission to schools of excellence.
Families/Households	400	Families of peer learning circles and Girl Champions from the 20 habitations.
Disabled		Not tracked
Other: <i>specify such as employed, unemployed, immigrants, etc.</i>		3 community-led organizations embedded in Dalit, Tribal and the religious minority community.

ACTIVITIES Implemented <i>-Specify Activities-</i>	# of Activities or Service Units	# of Participants or Beneficiaries <i>If applicable</i>	Comments or Description
<i>Orientation Training</i>	<i>2 total trainings - 1 each in two separate locations</i>	<i>30 Girl Champions and 6 Science Fellows</i>	<i>4 days residential training by knowledge partners in two locations</i>
<i>Review of materials and fine-tuning of teaching-learning materials</i>	<i>Once prior to use</i>	<i>N/A</i>	
<i>On-boarded Eklavya foundation, which has experience in science learning.</i>	<i>One new member of the project staff</i>	<i>One</i>	<i>Eklavya will work CSEI in the medium term to take the process forward with the community.</i>
<i>Purchase of 'Science in Box' kits for outreach to community</i>	<i>Two kits purchased</i>	<i>N/A</i>	

<i>Two community science labs set up</i>	<i>2 Science labs with tools, equipment, and chemicals to do hands-on experiments</i>	<i>On weekly basis about 30-40 students on average explore science in each lab</i>	
<i>Outreach to children</i>	<i>6, 7, and 8 class children in 12 local schools</i>	<i>About 1,650 children</i>	<i>The Science Fellows get a hands-on experience in engaging with school children</i>
<i>Outreach using the "Science in the Box" kits</i>	<i>Weekly, two days lab for school going children</i>	<i>25 children in a week</i>	<i>Local school going children experiment with science learning in the labs</i>

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

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.

A financial report is attached.

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

CSEI received \$11,000.00 toward this project, which totaled INR-871,310. The project was slated for 10 months from June 2022 to March 2023. The time period of the project was delayed by three months as i) CSEI had to put in an intermediary layer of Science Fellows to support Girl Champions and ii) when schools re-opened, children were caught up in extra classes to catch up the two years lost time during school lockdown.

CSEI was able to raise additional resources for setting up the two science labs and accessing the community Science in the Box kits.

The receipt was INR 871,310 and the expenses till 31st March 2023 are INR 570,943. A balance of INR 254,057 is available to us. A plan for the use of these remaining funds prior to June 2023 is included in the financial report.