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# Bina Roy Partners in Development 2017-2018 Final Report Summary



*Graduate Women International  
thanks VGIF for the generous  
support and funding for this  
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## Bina Roy Partners in Development 2017 Funding Cycle Final Reports Summary

The Bina Roy Partners in Development Programme (BRPID) is a grants mechanism of Graduate Women International (GWI). BRPID began in 1978 and was later named in honour of Dr. Bina Roy, educator and former GWI President from India.

The Bina Roy projects are supported by generous donations from the VGIF ([www.vgif.com](http://www.vgif.com)). BRPID grants are awarded on a competitive basis to National Federations and Associations (NFAs) in countries with a Gross National Income of less than US\$ 12'616 per annum and who are fully paid members of GWI. To date, over half of the GWI NFAs have participated in BRPID, either as project sponsors or donor partners.

For the 2017 round of funding, the GWI Projects Committee selected seven projects from **Egypt, Kenya, Mexico, Rwanda, Sierra Leone, South Africa and Turkey**.





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## Oversight

GWl's Special Projects Committee oversees BRPID, selecting projects, monitoring their progress and providing advice when requested. Committee discussion proceeded by email with a reading period for all applications and then several rounds of comments and decision-making co-ordinaries by the Chair. On all occasions, any committee member from an applicant country was welcome to read the project proposal but excused from the final decision-making process.

## Selection Criteria

Projects are selected according to pre-established criteria. These include: relevance of project to GWl's overall mission, adequate stakeholder consultation, development of logical aims and SMART (Specific, Measurable, Actionable, Realistic and Time-bound) objectives, how the proposed project activities address needs and integrate monitoring and evaluation project quality. In addition, applicants need to respect agreed application formulae and to submit a mid-term report six months after the beginning of their projects.



## Egypt: Illiteracy Eradication for Women and Girls and Learning Handicrafts for Income Generation in Cairo

Egyptian Association of University Women Cairo Branch (EAUW)

### Project Summary

The project aimed to **reduce illiteracy rates among 100 girls and women aged 15-40 years in Imbaza, Giza** by providing literacy and numeracy classes and opportunities for vocational training. Participants who succeeded at the end of the literacy and numeracy course received a certificate equivalent to year six of primary school, which will enable them to earn higher wages. In addition, participants also had the opportunity to attend a training course on producing handicrafts for income generation.



*Students and Conveners during one of the literacy classes*

### Final report summary



*Women and girls from Imbaza, Giza, attend their first literacy class*

From October 2017 to February 2018, EAUW Cairo has provided **21 women and girls** with **illiteracy and basic numeracy classes**. Those classes involved teachers and supervisors from the local community, the Cairo-based Supervisor of the Adult Education Department of the Egyptian Ministry of Education, as well as members of EAUW Cairo, in partnership with the Illiteracy Eradication Committee of the local Rotary International District.

The 21 women and girls were classes were divided into two groups for an improved and more efficient learning experience. **Classes ran for two hours a day, four days per week; each group attended one arithmetic class and three Arabic classes per week.** Once a month, the students from the two groups were additionally taught some **easy and low-cost skills to help them save money and generate a small supplementary income** for their families. The skills classes included sessions about, how to make homemade soap and detergents, how to make sweets and how to sew and decorate pillow cases.

The final exams result of the two illiteracy and numeracy classes are extremely positive, as **100% of all students passed the final exam with success and received their literacy certificate** which will enable them to earn higher wages.





From April to Mid-May 2018, EAUW Cairo further provided 23 women and girls with crochets lessons as another opportunity to learn new income generating skills for two hours every night, three times a week. After the Ramadan, the illiteracy and numeracy teachers and crochets trainers were invited to present, along with some of their trainees to present their output to EAUW Members at the EAUW Cairo Headquarters.



*EAUW Cairo further provided 23 women with a crochet training course from April to Mid-May 2018*

## Kenya: Capacity Building through Livelihood Skills Development among Rural Women in Siaya County

Kenya Association of University Women (KAUW)

### Project Summary

The project aimed to **address gender inequality and reduce poverty prevalence among rural women by improving the girl child education** at the primary and secondary level.

The project focused on the **empowerment of mothers of girls attending primary and secondary school knowledge through livelihood skills and income generation**, in order to increase girl child school enrolment, attendance, retention and transition rates.

The main objective of the project was to provide livelihood skills training for a start-up group of **30 women** so that the women can engage in income-generating activities that can reduce poverty and contribute to women's socio-economic development and access to education for girls within such households.

### Final report summary

Due to bad weather and political issues, the project's implementation has been postponed from August 2017 to March 2018. Nevertheless, these unexpected difficulties did not prevent the project's conveners from fulfilling their objectives of **providing 30 householders with girls attending primary and/or secondary school with livelihood skills training, including poultry keeping, fruit trees and exotic seedlings production, potatoes vines and banana suckers production and sale.**

As initially explained by KAUW in its detailed project application, the direct beneficiaries were: Women from poor households that slept hungry on many occasions due to a lack of regular income, widows with girls in schools and low-incomes, the mothers of girls attending primary or secondary school and prone to school dropout due to socio-economic difficulties, mothers with HIV/AIDS and one or more girls in primary or secondary school standing at risk of school dropout. **The number of beneficiaries is expected to rise as the activities are still ongoing with the targeted women being able now to train other women.**



All 30 women took part in the fruit trees and exotic fruit seedlings training and participated in the production of yellow passion, mangoes, oranges, citrus, pawpaw and exotic eucalyptus. Earlier outputs of their production have been selling well, giving the women impetus to plant more seedlings to sale during the next rainy season. Currently, the 30 women are selling the potatoes vines that they produce to local farmer. Furthermore, amongst those 30 women, 10 are now **producing chicken feeds**, 10 are practicing **mixed-bred poultry keeping** and another **five women are selling banana suckers**.



*Target women producing potatoes vines*

The 30 target women were also provided with training on agricultural production, horticulture and agri-business. As part of the project, **KAUW organized several theoretical and practical training sessions on agriculture production on horticulture, growing indigenous vegetables, seeds selection and the use of appropriate pesticides to reduce diseases using modern agronomic skills and technologies**. The thirty target women were also trained and encouraged to embrace climate smart farming and agri-business, including for instance the building of value chains with reduced post-harvest loss of fresh vegetables.

As the programme was based on a holistic objective of improving girl's school attendance through the empowerment and welfare of their mothers and household holders, **KAUW also provided their target group with six training sessions aimed at raising awareness of the importance of women's rights, children's rights including land and property rights and the need to eliminate retrogressive cultural practices jeopardizing the women's and their children's rights**.

Furthermore, **KAUW initiated and participated in three awareness and sensitization forum on health issues** that directly touch women in the target area, such as HIV/AIDS and a rising risk of cancer.

The final results of the project are more than positive and highlight the positive impact that the project had on girls' school attendance, food security, economic empowerment. **As a result of the project over 20 girls in primary schools and six in secondary schools have not dropped out of school**. According to the local school teachers, the project, by empowering the mothers to generate an income and produce their own food as allowed their girls to stay in school since this reduces the risks of food insecurity and poverty in their households. The women indeed used part of their production for their own consumption as they did in the first project put in place by KAUW. **The target mothers who regularly experienced food insecurity before participating in the project have become food secure, having at least two meals a day.**



*Project coordinators, local leaders and women from the project's target group planning the way forward for the project, March 2018*





Such benefits were reported individually by the 30 target women, such as Salome Okumu who provided a heartfelt and inspirational testimony: *"I qualified as a beneficiary because of the burden I had. My two girls in class 5 and six respectively were always out of school due to lack of food (poverty and food insecurity). We fetched firewood and burned charcoal for sale, with the sole purpose of buying food for the family. There was no time my girls went to school continuously. The project has trained /given me skills on horticulture production because I had prior knowledge on farming. Currently, I am actively participating in agro-business. I sale tomatoes and engage in table – banking. My children have been attending school on a daily basis and their performance have greatly improved. Although the project has come to term, the skills I have acquired has strengthened me culturally, socially and, economically. I have joined the saving and loaning cooperatives. I will never look back, thanks to KAUW and God bless the donors."*

## Mexico: Talks, Presentations and Primary Attention on Oral Health and Self-Care Focused to Low-Income Groups

Mexican Federation of University Women (FEMU)

### Project summary

The goal of this project was to **promote dental hygiene and reduce oral infections and diseases in children between two to six years in Mexico City's Xochimilco community**. Tooth decay, infections and diseases, such as cavities, gum diseases, loss of permanent teeth are present in about 90% of the world population. Despite the work accomplished by the Mexican Public Health Services, substantial social inequalities and the size of the Mexico City population prevent many Mexicans from accessing basic and affordable oral healthcare. **Specialist in dentistry, members of FEMU seek to prevent many of these infections and diseases through talks, presentations, orientation and self-care classes to low-income families.**



Mirella Feingold, FEMU's Executive President and project coordinator offering a little girl her free dental hygiene kit



Graduate students teaching children about oral hygiene

The specific objective of the project was indeed to **teach the target group basic oral hygiene knowledge and skills** and to raise their awareness on the importance of adequate hygiene to avoid severe oral disease complications. This was achieved by **offering oral hygiene practice and information, free of charge from August 2017 to June 2018 in four-hour sessions to groups of 20 preschoolers, their parents and teachers. Members of each of those**

**target groups requiring primary dental attention were examined by the dentists and dentistry professional free of charge during those sessions.**



## Final report summary

From August 2018 to June 2018, FEMU has successfully conducted **10 oral hygiene information sessions** in a primary school located in the Xochimiclo community. Each of the **4-hour sessions** gathered a group of 20 young school children and their families.

During those sessions, **more than 120 children** have received:

- **free primary dental attention**
- **a free oral hygiene kit (including toothpaste, a toothbrush, floss and mouthwash)**
- **practical information on oral and dental hygiene**

Each session was conducted by a group of 19 graduate social services students advised by three preventive dentistry teachers and one FEMU coordinator. Some of the materials as well as advice on the conduct of the sessions were provided by members of the Mexican Association of Women Dentists and members of the UNAM School of Dentistry.

**In order to encourage adults to attend the sessions with their children, free oral examinations and oral services were also offered to parents in a side building while children were taking part in the information sessions.** Each individual's case was recorded and followed up to verify improvements or, when necessary, channel to public health institutions.



*Parents receiving free dental examinations and care*

**In total, the project has directly benefited 172 persons in total, including 80 girls in vulnerable situation from low-income families who do not have access to oral health services.** As of now, FEMU is determined to pursue the project and continues to provide periodical check-ups to their target groups in the Xochimiclo community.

For more information about the project, we invite you to view the following [video](#), put together by FEMU.





## Rwanda: Girls Enhanced Learning Project in Rwanda

Rwanda Association of University Women (RAUW)

### Project summary

The overall goal of the project was to **increase girls' access to and participation in primary and secondary education.**

The project objectives were aligned with the overall goal, centered around enhancing girls' education in Rwanda. The specific objectives were to 1) improve access and inclusive participation of girls in school 2) improve learning for girls on sexual reproductive health and care services 3) empower girls to claim their rights in order to fight violence against women in and out of school 4) promote an effective schools/community dialogue on girl's health by use of existing community channels such as parent evenings, community councils and community work aftermath meetings and school clubs.

### Final report summary



Josiane Umutoniwase, Workshop facilitator

During the preparatory phase of the project, RAUW formed partnerships with four partner schools through official communication letters. **RAUW successfully engaged parents, education leaders and school administration in each of the four school through a community dialogue known as Umugoroba w'ababyeyi to raise awareness of the importance of girls education and to discuss their role in keeping girls in school.**

**A focus group discussion was organized and conducted between RAUW members and the school teachers to discuss the main challenges faced by girls at school and outside of school.** Among topics explored, the focus group discussed the importance of teachers talking about sexual and reproductive health issues with students at any given and appropriate occasion since sexual and reproductive health issues are not usually given adequate attention. RAUW members provided the teachers with the teaching guides that RAUW prepared for the training sessions for their own reference and for use going forward.

**Another discussion was organised to bring together different stakeholders including the school administration, parents and the local education officer.** The discussion with the parents led to important recommendations on how to strengthen relationships between parents and teachers, how can parent communicate better with their children, boys and girls alike, on the topic of sexual and reproductive health. The teachers also committed to strengthen the school clubs, where open discussions on the topic can be conducted with the support of RAUW members to facilitate the discussion.



In each of the four target schools, RAUW conducted three training sessions on sexual and reproductive health for students, one information session specifically tailored for teachers and a final inspiration talk session during which women leaders and role female role models were invited to share their personal stories as students, mothers and professionals with the target students. The main message



*Target Students from Masaka II school, located in the Kicukiro District during one of the workshops*

from the speakers was centered on encouraging the girls to seize the opportunity to develop into empowered and independent women through the transformative power of education. During this plenary session, the girls were encouraged to overcome all the challenges that may lead them to drop out of schools and were reminded of the need to protect themselves from violence and the importance of knowing their bodies and their rights. After the sessions, the attending girls reflected on the training sessions and its topic through drama, songs and games. **The training was delivered by four RAUW members and a girl-centered expert, who volunteered to support the training sessions alongside the RAUW members.** The trainings were delivered using a simplified module, adjusted from two national sexual and reproductive health training manuals: 12+ programme and Grow Up Smart, a manual specifically designed for teaching adolescent girls. The implementing team took time to revise the manuals and identified the most important topics to be addressed within the scheduled time.



*Target Students from Masaka II school, located in the Kicukiro District*  
imbedding sexual reproductive health in their agenda, instead of establishing new clubs. The school administration expressed its willingness to help with the arrangements of integrating the topic in the existing clubs.

In an effort to continuously engage and educate young girls on their sexual and reproductive health, RAUW was supposed to create school clubs to support the institutionalization of this agenda. However, the project's coordinator found that the selected schools already had functional clubs that may accommodate the idea of

**A grand total of 722 girls between the age of 10 and 14 directly benefited from the programme and the training it provided. A further 60 individuals, including parents, education officers and teachers in the selected schools were further reached and benefited**



from the community dialogue engaged by RAUW on the importance of girls' education. The project is also more than likely to have indirect beneficiaries through information sharing among peers.

**The positive impact on the girls' knowledge of sexual and reproductive health was measured by a pre and post sessions quizzes designed and administered during the training sessions.** As projected, the trainees absorbed and retained new information of the topic. **On average, the girls' knowledge related to sexual and reproductive health registered a 20% increase between the pre and post sessions quizzes.** The project also provided striking evidence that sexual and reproductive health and knowledge remain taboo across Rwandan society, thus also highlighting the crucial need for such projects supporting changes in the mindset of young girls and enhance their knowledge and confidence to talk about their sexual and reproductive rights. The involvement of the parents on the project gave a change to remind parents about their role in supporting their girl children and guiding them in learning about their sexual and reproductive health and rights.

**The knowledge acquired was report by the target students and the teachers as very useful to the girls.** For example, RAUW reported the words of one of the girls, who said *"my mother has never talked to me about menstruation. I have learned about it from my peers only but now that you have explained it better, I know how to protect myself from unwanted pregnancies and sexually transmitted diseases"*. GS Muyange, head teacher at the school of Kicukiro said: *"We teach about sexual and reproductive health in classes as a lesson but girls don't relate quickly to what that means. A safe space with girls and different individuals enables them to talk and ask questions more openly"*.

RAUW wishes to expand the project to more schools in Rwanda and will be planning a fundraising campaign to that end. This item was discussed by the RAUW General Assembly in September 2018.

For more information about the Girls Enhanced Learning Project in Rwanda, we invite you to view the following [video](#), put together by RAUW.





## Sierra Leone: Enhancing Girls' Retention for University Entry

Sierra Leone Association of University Women (SLAUW)

### Project summary

**The main aim of the project was to support 100 adolescent girls in five targeted secondary schools in the western rural and urban areas of Sierra Leone to complete their secondary education and encourage them to pursue higher education.** The project sought to empower these girls through mentorship and guidance and counselling to stimulate their interest to pursue tertiary education. In addition, girls were empowered to speak up about the issues that are of concern to them, supported by boys who will become their allies.



*Counselor engaging the girls at St. Raphael's Secondary School in Waterloo, Western Rural District*

The objectives of the project were: 1) to establish measures to sustain the interest and development of appropriate behaviors and attitudes among 100 girls in SLAUW's selected school clubs and their parents for higher educational achievement leading to subsequent university enrollment by 2018. 2) to provide educational materials and other resources to the 100 targeted girls to empower them to excel in school and pursue tertiary level studies.

### Final report summary



*SLAUW project convener, Rosaline McCarthy and St Raphael's Secondary School students*

As a result of the high rate of poverty and high cost of core text books for subjects such as Mathematics, Physics, Chemistry, Biology, Accounting, Business Studies and English Language, SLAUW bought these textbooks. As the project funds could not cover the purchase of individual copies for each girl, several copies of each textbook were bought and distributed to the five target schools' libraries to allow the targeted schoolgirls to access them easily. SLAUW additionally provided every schoolgirl with study guides to help them improve their comprehension of the core textbooks. These guides give a step by step approach to understand the textbooks and answer exam questions appropriately.

**SLAUW has organized discussion meetings with school authorities in every target school to discuss the level of support required by the girls and the**

**way school authorities can engage in the project and provide the schoolgirls with additional support within the school environment and on a day to day basis.**



Additionally, SLAUW has conducted **presentation meetings about the project in the five target school clubs**. During those meetings, the targeted schoolgirls were able to discuss with the project coordinators what they have gained from the project in terms of increased school performance, punctuality, parental support, personal hygiene and sanitation. **The girls also held club meetings every other week independently in order to discuss among themselves the importance of education and knowledge and help one another with their studies.**



*Students from the St Raphael's Secondary Schools*

According to SLAUW, the most successful aspect of the project was the transformation that occurred in the girls after they became members of their local school club. According to Rosaline McCarthy, SLAUW project convener *"one could easily tell the difference by the way they articulated their concerns, their level of confidence to discuss with their teachers and the effect of their interaction with other pupils in the school"*. The project will continue and will be sustained through ownership of the process by the beneficiaries who were closely involved in all aspect of the project's implementation. The project will be extended to the Junior Secondary School to enable younger girls to start learning different study and life skills that will be useful for them during and after secondary school.



## South Africa: Creative Writing for Gender Equality

South African Association of University Women (SAAWG)

### Project summary

The main goal of the project was to **enrich the understanding by youngsters of democracy, human rights and especially girls' and women's rights whilst at the same time developing their creative writing skills.** The project aimed to achieve this goal by pursuing main objectives including 1) to hold discussions on the topics of democracy, human rights, gender equity, women's and girls' rights. This includes bringing in experts on these topics 2) to introduce relevant



*Conveners and target students of the Creative Writing for Gender Equality project, a Bina Roy Partners in Development Programme project put in place by the SAAWG Cape Town Branch*

aspects of the South African Constitution and Bill of Rights, South African Laws relating to equality and against violence against women and children, various international protocols such as CEDAW and the United Nations 2030 Goals and the African Union Platform and 3) provide opportunities for written tasks on the selected themes and assist with publishing.

### Final report summary

**SAAWG provided 23 girls between 15 and 16 years of age with creative writing technique and a democracy/bill of rights, gender equality training programme** as well as with a safe and creative space for the participants to reflect on their own experiences or information gained from their communities. Hazel Bowen, SAAWG Project Convener and SAAWG Cape Town Branch President was assisted by Dr Dorian Haarhoff. A former English professor at the university of Namibia, Dr. Haarhoff now runs his own creative workshops. The two projects coordinators had the participants writing at each session.

At the beginning of the project, the 10 target girls completed baseline questionnaires and signed a letter of commitment to the project. Their parents were informed of the characteristics and benefits of the project via an official letter. In October, the girls attended a discussion session on the South African political structure and prevailing legislation as well as three creative writing and storytelling morning-sessions by Dorian Haarhoff. The project resumed in April with more creative writing and awareness raising sessions.

The process of the creative writing component was divided by Dr Haarhoff into a number of stages. These included Stages 1 and 2: An intensive three-day Creative writing and Crafting programme including a half day recap. The texts writing and the crafting stage began in 19 May 2018 with Stage 3: Dr Haarhoff facilitated the process through a number of writing prompts to stimulate creativity. The young women wrote individual pieces, exploring their personal story and related gender issues from different angles. Here are some of the themes that feature in their writing: The way you grew up – your personal story... what you saw in the home/community that disturbed/inspired you as a girl/young woman...which women

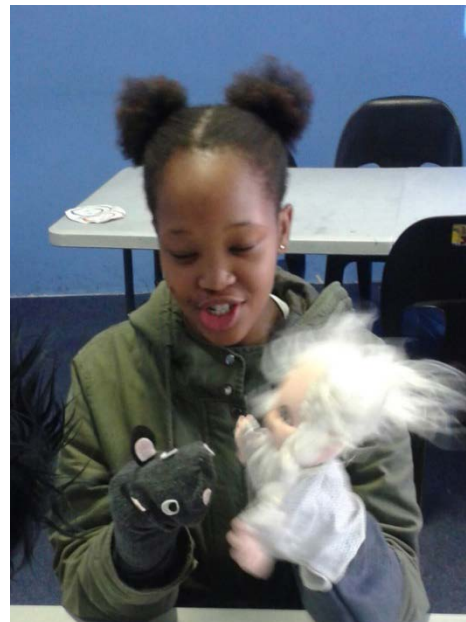




you admired... the career you'd like for yourself. Prof Gertrude Fester provided some background input on the SA women's fight for Women's Rights to be part and parcel of the new dispensation and in the South African Constitution (i.e. in 1996).

The gender equality component of the project took the form of building on from what the participants already knew. Circle and wheel mapping were frequently used. By looking at the relevant international protocols which South Africa has signed, it was hoped to provide a global perspective to the component. Discussion took place on the various issues and ended with looking at why there remains such a barrier to gender equality and lack of women's and girls' rights. The participants were also asked to think of solutions to these barriers and also to envision the world they would like to move into as adult women. This linked into what was being discussed and written about in the creative writing component – and then further developed by both facilitators.

As the school year in South Africa starts in January and ends in December, the target students group varied between the end of the 2017 school year and the start of the 2018 school year. In 2017, 9 girls took part in the project and 14 in 2018. Of those, 6 target girls had their writings included in a book, named "Claiming our Space...Changing the World", officially launched on Saturday 6 October by SAAWG. This event gathered the young authors, and their family members, representatives from the University of the Western Cape, members of the SAAWG Cape Town Branch, as well as Dorian Haarhoff, the creative writing consultant who coordinated the creative writing aspects of the project.



*Creative writing and South African Political Structure classes led by Hazel Bowen and Dr Christian Haarhoff.*



## Turkey: Parents Empowerment and Student Coaching to Prevent Early School Leaving of Girls Before Secondary School in Antalya

Turkish Association of University Women (TAUW) Antalya Branch

### Project summary

**The main purpose of this project was to lower early school leaving rates of girls from disadvantaged families with low support from parents by developing a collaborative model of parent empowerment and student coaching** involving 10 volunteer NGO members and 10 volunteer university students. The municipality of Muratpasa District in Antalya will provide logistical and psychological counselling support.

This project was an extension of the grant project supported by BAKA (the West Mediterranean Development Agency) and already in action for the empowerment of unemployed women of Zeytinköy, a disadvantaged region in central Antalya, which is afflicted with deep socio-economic problems.

The main objective was to execute a collaborative parent empowerment and student coaching programmes in the Zeytinköy region of Antalya for 21 female students from disadvantaged families who have a high risk of leaving school due to lack of family support. **The special aim was to strengthen the intention of 7<sup>th</sup> or 8<sup>th</sup> grade girl students for continuing secondary education and improve academic performance as a result of the action, which is expected to make a positive impact on the attitude of at least 50% of parents and students towards attending secondary education.**



*Group visit to the Museum and Park, 30 January 2018*

### Final report summary

The project action started in September 2017 by forming the team of volunteer branch members and university students wishing to take part in the project. **The 20 branch members who volunteered were grouped in 10 sub-teams. Each sub-team is responsible for two parents and two students.** At least one sub team branch member participates in the regular group activities. The 10 volunteer university students were recruited amongst the 50 university students who recently received a scholarship from the TAUW Antalya Branch.

**Target students were selected from three sources:**

1. Children and relatives of women enrolled in the BAKA project conducted by TAUW Antalya Branch in Zeytinköy since the beginning of 2017.
2. Girl student taking the free tutoring classes provided by the Zeytinköy Information and Training Center of Muratpasa Municipality.
3. Girl students at the Inonu Secondary School, the closest school to the targeted disadvantaged families.



After obtaining their contact information, each student and parent was interviewed before being allocated to their volunteer sub-teams by groups of two parents and two students. **The target students group is composed of 21 girl students including two 6<sup>th</sup> grade students, 11 7<sup>th</sup> grade students and eight 8<sup>th</sup> grade students, with three pairs of sisters and 19 parents.** All the parents are mothers, except for one grand-mother, one aunt and one sister.



*Fall vacation meeting, 20 January 2018*

In the initial application form there were only five collective and five sub-group activities besides one orientation meeting and two follow-up meetings with the parents, scheduled for the Fall and Spring Terms of the project. In the final form of the project, TAUW has largely exceeded these original plans by conducting six collective activities (instead of three initially planned) in the first five months (Fall Term) of the Project, and four collective activities (instead of two planned initially) during the Spring Term, besides five sub group activities performed as planned. The final list of the projects group and sub-group activities is as follow:

1. Welcome and social lunch at the University Campus on 22 October 2017
2. Projection of the historical movie “Ayla” at Cinema Laura on 18 November 2017
3. Theatre outing at Antalya State Theater on 2 December 2017
4. Bowling on 23 December 2017
5. Seminar on “Adolescent Body and Psychology” and celebration of the Fall Term Vacation on 20 January 2018
6. Visit to Antalya Museum and Ataturk Park on 30 January 2018
7. Four sub-group visit to the company of a business woman on 10 March, 17 March, 24 March and 31<sup>st</sup> March 2018
8. Attendance to Ballet Performance – Four Seasons Music by Vivaldi on 7 April 2018
9. Spring Picnic on 21 April 2018
10. Poster Painting activity on 26 May 2018
11. Project Closing Meeting on 21<sup>st</sup> June 2018



*Afternoon at the movie, 18 November 2018*

**So overall, 10 collective activities, 5 sub-group activities and one orientation meeting for parents were performed (compared to 5 collective and five sub-group activities and one orientation meeting initially planned).** As to the follow up meetings planned with parents, the first one was performed as home visits or cafe meetings by the respective volunteer groups. The follow up for the second term of the Project was performed

by each volunteer sub-group during collective activities. The volunteers found enough time to discuss with the parents about the improvements in the attitudes of the students.

The separate activities as well as the project were subjected to a substantial monitoring and evaluation process during every meeting of the TAUW Antalya Branch board meetings taking





place every other week. This strong and professional monitoring and constant evaluation of the project's implementation and outcomes allowed the projects conveners to identify precisely the positive outcomes of the project on the attitude with regards to the attitude and academic performances of the target students. For instance, **project volunteers were asked to fill in a Student Evaluation Form for each student. They expressed their opinion about the change in the attitudes, behaviour and intentions of target students and parents towards the Project activities, project group, education and university.** Their evaluations regarding students and parents are summarized below.

The target student group is comprised of 12-13-year-old girls, just at the critical age of adolescence. At the beginning of the Project, most of them displayed typical attitudes of self-consciousness, keeping a distance from the Project team members, trying to cling to their close friends in the group, having difficulty in expressing their feelings and socializing with new people. The female university students in the



*Welcome and social lunch*

volunteer team were the first people with whom they could communicate. Presence of young female university students in the volunteer group facilitated the socializing process of the target group. They could more easily identify and adopt them as role models. At each activity they first looked for their university student volunteers before saying hello to the other volunteer group members. **Especially after the Seminar on Adolescent Psychology in January 2018, the target students gradually changed their behavior, becoming friendlier to the volunteer team, expressing themselves better, looked more self-confident in socializing.**

**A majority of the students had good academic records during the academic year. Only four students (out of 21) had year-end grade averages below 80, and even those students passed to a higher class.** Most of the students maintained or improved their academic performance compared to last year. There were only five students who had severe drops in academic performance, but two of these still had high grades, and one had mediocre grades. There were only two students who had deteriorated low grades. The Project team has decided to follow these students more closely next year and provide them academic help if needed.

**The overall evaluation of the Project team about being part of the project was quite positive.** The volunteer university students all expressed satisfaction with the role they played for the target students. They all valued the experience they gained in this social project, which helped them to discover their strengths. The volunteer branch members also expressed satisfaction with the achievement of project objectives. They all enjoyed being together with the target group, being able to provide guidance to the students and parents. All the efforts they spent seemed quite worthwhile to each of them.

**Congratulation to all project for the successful completion!**