



# Bina Roy Partners in Development 2018-2019 Project Summaries



*Graduate Women International  
thanks VGIF for the generous  
support and funding for this  
important work.*



## 2018 Bina Roy Partners in Development

### Projects summaries

The Bina Roy Partners in Development (BRPID) programme supports locally-developed and operated projects initiated by Graduate Women International (GWI) National Federations and Associations (NFAs) aimed to empower women and girls through education and leadership development. BRPID grants are awarded on a competitive basis to NFAs in countries with a Gross National Income of less than US\$12,616 per annum and who are fully paid members of GWI. All projects are in line with GWI's mission towards lifelong education, advancement and participation in leaderships and decision-making for women and girls.

BRPID began in 1978 and was later renamed in honour of Dr. Bina Roy, educator and former GWI President from India. Given the historical relationship between VGIF and GWI, and their collaborative strategy, BRPID projects have been generously supported in the amount of \$15'000 by VGIF and also through contributions from GWI NFAs around the world.

For the 2018 round of funding, applications were received from **Egypt, Ghana, Nepal, Sierra Leone and Turkey**. These BRPID project applications focus on entrepreneurial knowledge and skills for disadvantaged women (citrus production in Turkey; horticultural and artisan skills in Egypt), STEM involvement for young female students (Ghana), gender-based violence education and prevention in schools (Sierra Leone) and the advancement of children's learning methods through technology (Nepal). An application was submitted by **Cameroon** but they did not meet eligibility requirements.



### Table of Contents

Grant Request Summary .....	2
Egypt: Practical Education for Graduate University Women and Support to Egyptian Artisan Communities .....	2
Ghana: Girls Science Clinic .....	3
Nepal: Education Empowerment in Community Schools in Tokha .....	4
Sierra Leone: Mobilizing Communities to Address Gender-Based Violence in schools and communities (a case study of Waterloo Rural Community) .....	5
Turkey: Citrus Products Processing and Marketing Education .....	6
Selection criteria, implementation, monitoring and evaluation .....	7



## Egypt: Practical Education for Graduate University Women and Support to Egyptian Artisan Communities

This project aims to **increase job opportunities, encourage self-employment and to empower graduate women and girls** from the region of Alexandria, Egypt by providing them with practical training courses related to horticulture, food technology and manufacturing crafts.

The project will be operated by the **Alexandria Branch of the Egyptian Association of University Women (EAUW)** and is an extension of the Intilaaqah project in Egypt. This Shell sponsored initiative launched in January 2004 offers training, advice and support to young nationals between the age of 18 to 32 who wish to start their own businesses.

### The specific goals of this projects are to:

- Prepare graduate girls and women with vocational and entrepreneurial skills aimed at income generation.
- Decrease the rate of unemployment of graduate women in the region of Alexandria.
- Promote regional craft skills and upgrade the situation of graduate women in the community.

Participants will be offered the opportunity to take multiple training courses. Proposed training courses were selected based on market availability and motivational interests related to the fields of horticulture and agriculture and include the following activities:

- |                               |                         |
|-------------------------------|-------------------------|
| • roof gardening              | • leather manufacturing |
| • production of dried flowers | • candle making         |
| • Oriental rug making         | • glass drawing         |
| • mushroom production         | • flower arranging      |

The selected participants will choose from this wide range of income-generating activities, according to their personal interests and career plans. Training courses will be held from three to eight days depending on the type of activity, with three hours of class instruction per day and hand-on training. Each training course will begin with a theoretical introduction to the activity, followed by practical lessons. Some training courses, such as the mushroom production training programme, will include field visits to local businesses. Each course conclude with an exhibition of the final production of the trainees.

### Number of women and girls expected to benefit from the project:

- This project targets graduate women from different Egyptian universities wanting to enrich their skills through vocational training. **Two hundred to three hundred women** are expected to benefit from these training courses. By extension, other universities are expected to be benefit indirectly.

**Timeframe: June 2018 to June 2019**



## Ghana: Girls Science Clinic

This project aims to **introduce girls to Science, Technology, Engineering and Mathematics (STEM) disciplines** and **encourage girls and young women to pursue science related programmes at the highest level.**

The project will take place at the University of Cape Coast and will be run by members of the **Ghana Association of University Women (GAUW)**, in partnership with official entities such as the Centre of Gender Rights and Advocacy of the University of Cape Coast and the Ghana Education Service of Cape Coast. The NFA members will be divided into a three-member supervisory project team and a two-member monitoring and evaluation team. Four GAUW members will serve as resource persons in the science disciplines.

### **The specific goals of this project are to:**

- Sensitize the participating students, teachers, parents and guardians about the need to increase the representation of women and girls in STEM fields to foster development and economic growth.
- Create a supportive environment which will boost the confidence of girls in STEM subjects.
- Increase the representation of women and girls in STEM education, academia and professional career choices.
- Contribute to women and girls socio-economic development through STEM.

This project will **provide Jr. High School aged girls with the opportunity to participate in STEM workshops** on the prospect of choosing science related programmes and career paths. During these workshops, the girls will participate in the following activities:

- Engage with female role models who will help enhance their self-confidence to pursue science courses at the highest level.
- Conduct science projects in peer groups of five.
- Present their projects to the rest of the group as well as to their community, during open-day presentations. Book prizes will be awarded to the best projects.
- Participate in a field trip to selected science laboratories, meant to expose the girls to hands-on practical sessions and the reality of working in a science laboratory.
- Complete an occupation inventory practicum before and after the workshops as a means to evaluate the impact of the STEM workshops on the girls' educational and professional prospects and to assess their likelihood of choosing a science-based career.

### **Number of women and girls expected to benefit from the project:**

- **Eighty (80) school girls** (20 girls from four different Jr. High Schools) will partake and benefit from this project, which is expected to impact several hundred other women and girls from the local community through open-days, exhibitions, and the effect of word of mouth and leading by example within the community.

**Timeframe: June 2018 to June 2019**





## Nepal: Education Empowerment in Community Schools in Tokha

This project aims to **lessen the gap between quality of education in private and public schools in the Nepalese municipality of Tokha** by increasing the quality of education in five community schools using a creative ICT-based education system.

In Nepal, the educational performance of community schools is significantly inferior in comparison to the level of performance of private schools. Lack of physical infrastructures, textbooks, centralized curriculum, as well as a lack of constructive pedagogical strategies, poverty and social exclusion are the major factors contributing to the poor performance of Nepalese community schools.

### **The specific goals of this project are:**

- Decrease the digital gap between private and public schools in the Tokha municipality.
- Develop interactive learning behaviors through ICT-based knowledge techniques.
- Provide secure, access to textbooks network accessible offline storage router.
- Provide safe internet access as a learning environment for students in Tokha.

The project has materialized because of the community relating needs to NAUW. **The project will:**

- Integrate educational materials accessible from an offline network via a secure router.
- Provide internet connectivity for the selected community schools.
- Populate the router with digital textbooks that can be accessed offline to provide the children with quality and diverse reading materials at any time. The router will also allow teachers access to educational materials such as games, apps, audio lectures and educational videos installed in the memory card of the device.
- Set up a monitoring and evaluation team, consisting of a project director, two executive members of NAUW and an expert from the community. The team will conduct regular monitoring and evaluation of the project by analyzing the performance of the students before and after the implementation of the project.

The provision of internet access will open the school students and teachers to the outside world and reduce the digital divide between rural and urban areas as well as between privileged and more disadvantaged schools. Exposing children from disadvantaged schools to innovative ICT-based education system enables them to acquire digital skills and knowledge beneficial to the furthering of their education opportunities.

### **Number of girls expected to benefit from the project:**

- This project will raise the quality of education in five community schools in the municipality of Tokha for girls as well as boys. This number is expected to grow exponentially to thousands through the positive impact it will have on the community as a whole.

**Timeframe: June 2018 to June 2019**



## Sierra Leone: Mobilizing Communities to Address Gender-Based Violence in schools and communities (a case study of Waterloo Rural Community)

This project aims to **reduce gender-based violence against girls in Waterloo, a city in the Western Area of Sierra Leone** and the capital of the Western Area Rural District.

This project will be realized and monitored by the **Sierra Leone Association of University Women (SLAUW)** in partnerships with the Planned Parenthood Association and the Family Support Unit of the Sierra Leone Police. SLAUW is a member of the Education for All Sierra Leone Coalition (EFA-SL). This coalition will move forward all advocacy issues raised during the project period and reinforce the messages so that policy attention and action at community level even beyond project specific locations can be ascertained.

Gender-based violence in schools in Sierra Leone is one of the most prevalent violation to girls' rights despite numerous awareness-building campaigns to draw attention to the issue. It is observed that girls and community members in Sierra Leone are widely unable to identify what gender-based violence is and report it effectively. Most of the population is not aware of the existence of specific referral pathways and protocols for gender-based violence. As pointed out by SLAUW, it is common for girls in high schools and higher institutions of learning to be enticed into in transactional sex (sex for grades) without being aware of their rights.

### **The specific goals of this project are to:**

- Reduce gender-based violence in the targeted community.
- Create awareness among about the danger and detrimental consequences of gender-based violence on the education of school girls.
- Enable school girls, members of the community and school authorities to identify and report effectively occurrences of gender-based violence.

### **The project will:**

- Provide a framework for understanding the basic concepts of gender-based violence to reach the proposed model of prevention.
- Educate, prevent and create awareness about gender-based violence in the schools of this rural community through meetings, dialogues and information sharing with schoolgirls, community members and school authorities.
- Provide participants with training workshops on topics such as the identification and reporting of gender-based violence, sexual reproductive health and rights, teenage pregnancy and early marriage.

### **Number of women and girls expected to benefit from the project:**

- This project will raise awareness about the negative impact of gender-based violence among a minimum of **one hundred school girls, fifty school authorities and one hundred community members. The project will create community role models who will impact directly thousands of other girls and women within the community.**

**Timeframe: June 2018 to June 2019**



## Turkey: Citrus Products Processing and Marketing Education

The aim of this project is to **empower socially and economically disadvantaged women through vocational training while supporting the transmission and knowledge of traditional citrus production techniques** in the region of Adana, Turkey.

The project will be realized by the **Turkish Association of University Women (TUKD) Adana Branch** in partnership with the Cukurova University Faculty of Agriculture.

The city of Adana is located in the Cukurova districts, where the majority of Turkish citrus production is concentrated. The production of citrus including lime, lemon, orange, grapefruit and mandarin is growing in the region thus increasing employment opportunities in the sector, especially with regards to packaging, preservation and processing.

### **The specific objectives of this project are to:**

- Provide livelihood skills training for disadvantaged women so they can engage in income-generating production and marketing of traditional Turkish citrus.
- Increase self-confidence and social inclusion opportunities.
- Enable participants to gain employment in citrus production or assist them in the creation of their own citrus-related business.
- Maintain the traditional production of citrus products which tend to be forgotten.

Participants will be composed of women aged 18 to 50 who immigrated from rural areas and who are now living in Seyhan and Cukurova districts. The project specifically targets women who did not get an education beyond the primary level, poor widows, divorced, disadvantaged and those who depends on others financially and socially.

The training programme will last for three months, at a rate of five to six days per week and provide the students with a mix of theoretical and practical lessons. At the end of their training, the participants will receive a completion certificate. TUKD will then assist the women with the marketing and selling of citrus products by negotiating with different stakeholders to enable the women to set up their own sell stands at local markets, carnivals and fairs, touristic locations and hotels.

### **Number of women and girls expected to benefit from the project:**

- Through this vocational training programme, **twenty-five (25)** disadvantaged women will acquire the skills to work in one of the most dynamic fields of employment in the region, where the global rate of unemployment for women is above 20%

**Timeframe: 10 December 2018 to 28 February 2018 at the peak of the citrus harvest.**



## Selection criteria, implementation, monitoring and evaluation

### **Selection criteria**

Projects are selected according to pre-established criteria. These include: relevance of project to GWI'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 of project quality. In addition, applicants need to respect agreed application formulae. Implementation of the 2018 projects will begin in June/July 2018.

Each project will be implemented by members of the local NFA in close partnership and consultation with the local community and various stakeholders.

### **Monitoring and evaluation**

Each project includes a monitoring and evaluation plan, conducted by members of the NFAs. The monitoring and evaluation is based on the targets, benchmarks and SMART objectives defined prior to the projects' implementation to monitor progress in achieving outcomes and impact.

Each project is required to submit a mid-term and a final report, complete with pictures and full detailed analysis. Progress reports will be submitted to VGIF and recognition given in the annual report and in any public communications on the BRPID projects.

GWI regards evaluation as a crucial step for the BRPID projects. Through a comprehensive evaluation process, GWI and the projects committee will:

- ensure that the projects remain in line with our mission and objective
- enable our NFAs to improve future projects through feedback of lessons learned
- provide a basis for accountability, including provision of information to our donors, stakeholders and to the public

GWI, NFAs and the Special Projects Committee look forward to bringing you news of successful projects and their achievements throughout the year.