



# Bina Roy Partners in Development 2018-2019 Final Report Summaries



GWI thanks its donors for their generous support and funding for this important work.



## Bina Roy Partners in Development 2018-2019 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 during this round of funding were 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 2018 round of funding, the GWI selected five projects from Egypt, Ghana, Nepal, Sierra Leone and Turkey.** These BRPID project applications focused on entrepreneurial knowledge and skills for disadvantaged women (citrus production in Turkey; horticultural and artisan skills in Egypt), STEM participation 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).

Through the 2019 cycle of BRPID projects, the lives of **more than 2,000 women and school aged children, a majority of them young women and girls**, have been positively impacted. GWI thanks its donors for their generous contribution to the excellent projects presented thereafter.





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

### Project Summary

This project aimed 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 specific goals of this projects were to:** prepare graduate girls and women with vocational and entrepreneurial skills to generate income; decrease the unemployment rate of graduate women in the region of Alexandria, promote regional craft skills and upgrade the situation of graduate women in the community.

**Number of women and girls expected to benefit from the project at its inception:** Two hundred to three hundred women are expected to benefit from these training courses. By extension, other universities are expected to be benefit indirectly.

### Final report summary

From August 2018 to June 2019, EAUW Alexandria provided **265 graduate women** from different faculties with the opportunity to participate in multiple training courses including: flower arranging (25 participants), dried flowers (25 participants), mushroom production (35 participants), oriental rug making (30 participants), porcelain making (35 participants), indoor plant production (20 participants), dairy production (40 participants), roof garden production (20 participants), landscaping (20 participants) and winter vegetable crops and vegetable production (15 participants). Proposed training courses were selected based on market availability and motivational interests related to the fields of horticulture and agriculture.

As mentioned in their midterm and final reports, the project's conveners met before holding each course with the prospective project evaluators, the project team, trainers, future trainees and community leaders. Training courses lasted from three to eight days depending on the type of activity, with three hours of class instruction and hands-on training each day. Each course began with a theoretical introduction to the activity, followed by practical lessons. Some training courses, such as the mushroom production training programme, the oriental rug making training programme or the indoor plants production programme included field visits to local businesses, where the trainees were able to learn first hands from professionals and exchange with them. Each course concluded with an exhibition of the final production of the trainees. EAGW met the proposed project timeline and number of trainees.





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*Flower Arranging Training Programme*



*Oriental Rug Making Training Programme*



*Mushroom Production Training Programme*





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*Indoor Plant Production Training Programme*



*Porcelain Making Training Programme*



*Dairy Production Training Programme*



## Ghana: Girls Science Clinic

### Project Summary

This project aimed 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 took place at the University of Cape Coast and was 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 specific goals of this project were to:** sensitize the participating students, teachers, parents and guardians about the need to increase the representation of women and girls in STEM fields in order 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.

### Final report summary

**More than 200 schoolgirls from four different junior high schools** took part and directly benefited in the project, which exceeded by far the initial target of 80 school aged girls as set out by the project proposal. Fifty boys were also allowed to participate in the project as to not exclude them. The training is expected to impact several hundred other women and girls from the local community through participation in the open-day exhibition, the effect of word of mouth and leading by example within the community. The GAUW organized a Science Clinic on 19 September 2018 at the College of Agriculture and Natural Sciences, University of Cape Coast, Ghana. The purpose was to build the interest of junior high school students, especially the girls, in mathematics and science subjects and encourage them to study science related programmes at the highest level.

Around 90 students, accompanied by their teachers, attended this opening ceremony. Mrs. Mildred Asmah gave the welcome address and the purpose of the programme. She outlined the objectives of the science clinic and challenged the children, especially the girls, to develop a special interest in the study of science. She also stressed on the importance of studying science emphasizing that science is an all-round subject that helps us to understand the phenomena of our world and universe. She added that science is everywhere and calling attention to the technology and the products of science surrounding us every day. In addition, she advised the female pupils to develop interest in the sciences, study it very well, become scientists and not end up as teenage mothers.

The Chairperson, Professor David Essumang, the Dean of the College of Physical Sciences, UCC, in his acceptance speech expressed his pleasure about the clinic and how it will benefit the students especially the girls. Prof Essumang encouraged the girls not to let their domestic chores be an obstacle in their quest to achieve their dreams. He further stated that girls could even achieve better than their male colleagues if their studies are taken seriously. Five short presentations given by university professors in the fields of agriculture, biology, physics and mathematics closed this first part of the day.





As part of the second half of the day, pupils were divided into four groups to take part in practical laboratory sessions. They took turns in the practical sessions by visiting laboratories and performing simple experiments to introduce them to the fields of Chemistry, Biology, Physics and Mathematics & ICT. Pupils also participated in a Science and Mathematics Quiz Competition. Prizes were awarded to the winners. During the final part of this day-long clinic, the pupils visited the University Botanical Garden under the supervision of the Officer in charge of the Botanical Garden.

The second phase of the clinic took place on 21 March 2019, in the form of an open day exhibition of projects conducted in groups. The aim, according to the projects leaders was “to promote more creativity among the target school children and encourage them to be innovative using simple tools around them”. The exhibition was followed with more hands-on scientific experiments for the children in all fields of STEM. Prizes were awarded to the best projects presented during the exhibition.

A short survey was conducted by the project facilitators after the first science clinic to evaluate the impact of this first phase of the project. The results revealed a heightened interest in STEM subjects by the participants. According to the project conveners, the girls were highly encouraged and motivated to take the study of science seriously and envisage pursuing their studies in one of the STEM fields. Some comments from the participants after the clinic were:



*Group photo of the participating school pupils, teachers and GAUW members*

“Science is very interesting”, “I can now study science without being afraid”, “I did not know that I could also do experiments in science”. The survey further allowed the project conveners and members of GAUW to identify potential participants in their science mentorship programme, as they pursue science subjects in Senior High School.



*Laboratory sessions with facilitators*



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*Section of the participating schools at the GAUW Science Clinic*



*Visit to the University Botanical Garden*



*Dr. Rosemary Twum, challenging the girls to take their ICT studies seriously*



*Experiments in the chemistry lab*



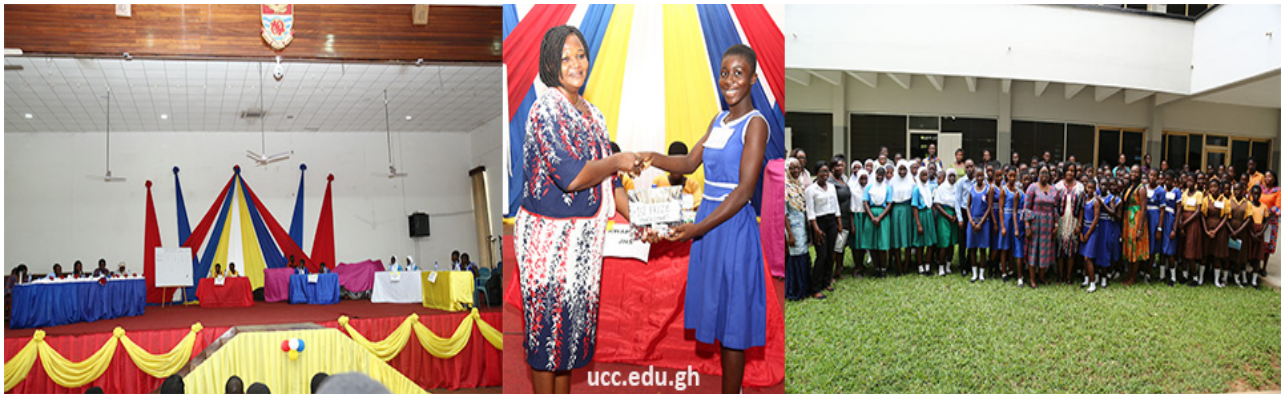
*Experiments in the physics lab*





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*Science and Mathematics Quiz Competition*



*Exhibition of pupils' innovative project work with judges going round to score the presentations*



## Nepal: Education Empowerment in Community Schools in Tokha

### Project Summary

This project aimed 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.

#### The specific goals of this project were:

- 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.

### Final report summary

This project raised the quality of education in five community schools in the municipality of Tokha for 1500 students and their 50 teachers. Amongst the five target schools, two are all-girls schools. **In the three other mixed-gender schools, about 60% of pupils are girls.** This number is expected to grow exponentially to thousands through the positive impact it will have on the community as a whole and as the router will be used in the subsequent years for other cohorts of children.

All five of the industrial routers have been installed in five schools of the Tokha Municipality, thus meeting the initial goal of the project.

The project conveners have also organized a workshop on educational empowerment with teachers, IT assistances and Principals and representatives of the five target schools as well as delegates from the Tokha Municipality, including the Deputy Mayor, IT Office and Education Office. This full day workshop provided an opportunity for open discussion and collection of feedback on the impact of the IT devices installed in the five target schools.

The project's committee has found significant changes in the students and the teachers as well. The students and teachers have found it very easy to get the educational materials and guide books. The schools have found it handy to display the educational videos and materials through a projector to reach children in groups. Because no internet connection is needed for the reading and displaying of the content of the router, it is easy and fast for the teachers to access and use the content of the router, which can be updated through Internet as well. Thorough evaluation of the success of the project has shown an increase in the students' performance after the implementation compared to their results before the installation of the routers.

The conveners noted that they have not encountered any difficulties so far in carrying out the project, perhaps due to the long involvement of NAUW in the Tokha municipality and the local community.





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*Router and projector installed in the Baudeswar School*



*Router and projector installed in the Saraswati School*



*Router and projector installed in the Chandeswari School*



*Project team members, Deputy Mayor of Tokha. Workshop coordinator and workshop participants*



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

### Project Summary

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

This project was 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.

#### The specific goals of this project were 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 further aimed to create community role models who will** impact directly thousands of other girls and women within the community.

### Final report summary

The project's committee has evaluated that the project reached more than **200 hundred pupils in two schools**, mainly girls, and the same amount of community members, thus going beyond the 100 pupils and 100 community members anticipated.

The objectives of the project were achieved in the sense that pupils, parents and teachers gained knowledge about various aspects of GBV in school and their community. The project provided both teachers and pupils with a free and safe space to express their thoughts and concerns. The project started with initial visits to the schools selected for the project in order to meet the principals, teachers and parents. The participants for the training were selected by the school among parents, teachers, junior and senior pupils.

The training workshop successfully empowered the trainees to gain knowledge about gender-based violence, how to better prevent it and protect women and girls in the school and the community. A brief opening ceremony was conducted, followed by a workshop which was divided in six sessions:

- Session 1: Concept definition: sex, gender, human rights, sexual and reproductive health and Rights, GBV and school related violence.
- Session 2: Understanding school related violence: causes and consequences.
- Session 3: Strategies for preventing and responding to school related violence.
- Session 4: Experience Sharing. During this particular session, several pupils were able to inform the participating teachers and school administrators of violations and occurrences of gender-based violence that happened to them and/or that were currently happening in the school and the community.





- Session 5: Action Planning.
- Session 6: Evaluation and closing.

The workshop was conducted in coordination with SLAUW, the ministry of basic and senior secondary school, western rural division, the family support unit (FSU) of the Sierra Leone Police Force and the Planned Parenthood Association of Sierra Leone.

At the end of the workshop, a core team comprising teachers, parent and pupils was set up to organize activities for information sharing about the project.

To further ensure that the message of the project reaches as many pupils and community members beyond the number of regular attendees, school clubs were set out by participants with the support of the project conveners to carry out sensitization and awareness raising activities on the topic in school, at home and in the community in general. These activities included drama and role play based activities on GBV and discussion during school assemblies on GBV.

The project will continue after the project period as the principals of the two target schools have invited SLAUW to continue their awareness and sensitization activities in the schools.

*Ministry official making a statement at the workshop*

*Group pictures of the workshop conveners, trainers and trainees*



## Turkey: Citrus Products Processing and Marketing Education

### Project Summary

The aim of this project was 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 was orchestrated by the **Turkish Association of University Women (TUKD) Adana Branch** in partnership with the Saricam University Faculty of Agriculture. The city of Adana is located in the Saricam 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 were 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.

### Final report summary

Because of the elections in Turkey, the municipality of Cukurova, which was initially selected for the conduct of the project encountered difficulties with the arrangement of the classrooms and transportation to conduct the project in their district. The project's conveners consequently had to contact another municipality of the Adana region to organize the classroom and transportation of the trainees.

Through this vocational training programme, **25 disadvantaged women** were selected to acquire basic financial skills and skills related to citrus production, which is one of the most dynamic fields of employment in the region, where the global rate of unemployment for women rises above 20%. The project conveners interviewed multiple applicants and selected 25 middle-aged unemployed women from the district. Most of them are married and have at least one child. Of those 25 women, 22 successfully completed the programme and received their completion certificate.

The main part of the project took place over three months, from December to February, corresponding with the peak of the citrus production season in Adana, Turkey.

In those three months, the main part of the training programme was conducted at a rate of five to six days per week and provide the students with a mix of theoretical and practical lessons.

Theoretical classes investigated both the basis of business management and the main theoretical elements of understanding related to citrus production. Trainees learned about standards of hygiene for their workshops, the principles of food preservation and acquired general biology and physics knowledge related to food, such as proteins, vitamins, minerals and the main physical and chemical reactions that happen during the citrus cooking process.





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Hands on activities and training included learning about fruit and vegetable preparation and preprocessing and the preparation of jams and marmalades.

Trainees also receive training regarding business communication, law, finance, sales and marketing. 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.



*Trainers and trainees in their classroom in the Saricam municipality of Adana*



*Trainees presenting and selling their products at a local market fair.*



*Presentation during a theoretical class*



*Trainers and trainees in their classroom in the Saricam municipality of Adana*