



# Bina Roy Partners in Development 2019-2020 Project Summaries



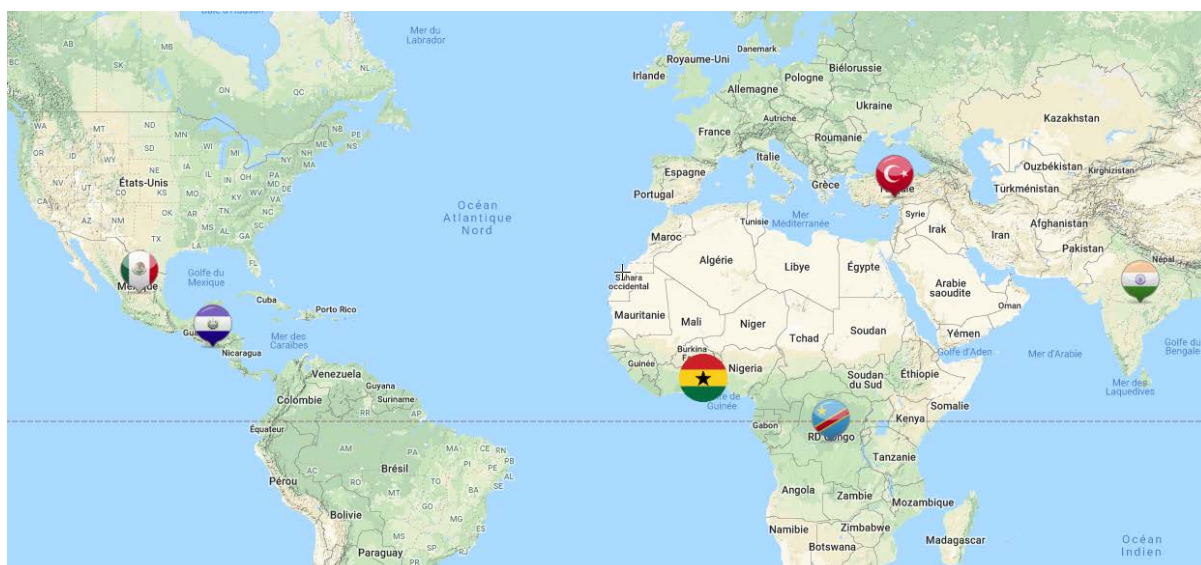
GWI thanks its donors for their support and funding for this important work.



## Applications Summary

### 2019 Bina Roy Partners in Development

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) and that will galvanize and 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.



For the 2019 round of funding, the selected projects are located in the **Democratic Republic of Congo (DRC), El Salvador, Ghana, India, Mexico and Turkey.**



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## Congo: Empowerment of school girls in Kinkole, rural area in Kinshasa through a mentorship programme



This project will be carried out by the Congolese Association of University Women (ACOFDU) and will **reduce early drop out from school and absenteeism through a mentorship programme of girls from rural Kinkole.**

Kinkole is a city 40km from the centre of Kinshasa. Conveniently located along the Congo river, Kinkole has become an important touristic area. Due to the cost of education, thousands of girls from 9 to 18 years old in

Kinkole must work informally to earn an income, enabling them to go to school but also to help support their families. This situation exposes girls to higher risks of school dropout as they are sometimes forced to miss class to work. Because they are not in school, girls are further exposed to high and unnecessary risks of gender-based violence, early and forced marriage and trafficking. To contribute to the reduction of those risks and to decrease the rate of school dropout amongst school aged girls in the area, ACOFDU will extend its existing mentorship programme, created in 2016 in Kinshasa, to the Kinkole area.

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

- Increase awareness of school girls and parents on the high risk to which girls are exposed when they are not in school and working alone on the Kinkole market
- Promote retention of girls in school and support them towards the achievement of their desired educational goals
- Equip school girls with a good understanding of the concept of gender and sexual violence and teach them how to report occurrences of sexual harassment and GENDER-BASED VIOLENCE
- Provide school girls with access to information for their professional development after school and improve their self-image

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

ACOFDU is planning to train twenty (20) **mentors from the Kinkole community** and to organize mentorship programmes for a hundred (100) **school girls, from ten different public schools.** ACOFDU will also organize **immersion sessions to allow the school girls to spend time in an existing company where women are working and holding leadership positions,** in order to present the girls with relatable role models from within their communities. ACOFDU will further organize **sensitization sessions to raise awareness of the importance of girls' education amongst the parents and community leaders.**

The mentors who will be trained during the project will in turn train other mentors to ensure the sustainability of the project and its continuation past the funding period.





## El Salvador: Workshops in Human Rights with Emphasis on the Rights of Women and Childhood for its dissemination among the Salvadorian Population



This project will **train women in the field of human rights with emphasis on the rights of women and children to in turn disseminate this knowledge with as many Salvadorian women and girls as possible.**

According to the 2018 Salvadorian National Survey of Violence Against Women (ENVCM), one woman out of 10 in El Salvador has been of victim of Gender-Based Violence in her lifetime. Salvadorian experts recommend training the entire population about

women's rights and provide women and girls with training and safe spaces to become aware of their rights.

The project will consist of two phases. First, members of AMUS and graduate and professional women close to the association will **receive training on the basics of human rights, women's rights, children's rights and their protection.** The training will be provided through several workshops taught by university professors specialized in the aforementioned fields. After receiving their training, the initial group of trainees of the project will carry out the second phase of the project by **in turn training female teachers and students from two secondary schools located in disadvantaged and underprivileged communities** in order to:

- Train local women in those communities to become trainers and disseminate information about women's rights further in their communities.
- Raise awareness of the importance of the rights of women and children.
- Provide women with the knowledge and skills to defend their rights.
- Provide women with a safe space to share their experiences; and support and assistance when faced to occurrences of Gender-Based Violence.

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

**Thirty (30) members of AMUS and another forty-five (45) graduate and professional women close to AMUS** will participate in the initial training phase. In turn, they will volunteer in two different high school to provide training to both female teachers and students. AMUS expects to **train forty-two (42) female teachers and a hundred and fifty (150) low income students from the Queen's Secondary School in San Salvador. Sixty (60) female teachers and two hundred (200) female students in their last year of study at the Walter Deininger Secondary Urban Public School in Cojutepeque, El Salvador, 50 km from the capital San Salvador.** As every trainee will, in turn, be able to train other women and girls from their community, the potential impact of the project is exponential.



## Ghana: Harnessing Girls Potential in Technical and Vocational Education and Training (TVET) in High Schools in the Central Region of Ghana

This project will empower female students enrolled in TVET high schools in Cape Coast with critical knowledge and skills to enable them to overcome the barriers posed by gender-based discrimination and prejudices and support them in the successful completion of their education.



Even though women are slowly closing the gender gap in business and management, women in TVET continue to be severely underrepresented. A study conducted by Arhin and Amedahe (2011) on female participation in technical education and career choices in the Cape Coast Metropolis pointed out that one in six women were pursuing a technical study programme in the three technical institutions visited by the researchers. The results of this research informed the basis of this project, developed and carried out by the Ghana Association of University Women (GAUW)

This project will **allow women and girls in TVET study programme to overcome gender-based discriminations and barriers** by fulfilling objectives to:

- Provide women and girls in TVET high schools with basic understanding of the concept and theory of gender and equip them with critical knowledge and skills through gender education and sensitization.
- Expose them to the importance of gender roles and their impact on their career choices.
- Train them to enhance their leadership skills and entrepreneurship abilities.
- Provide them with a safe space to discuss and share their common experience as women and girls evolving in a male dominated field.
- Organise discussion meetings between the target students, teachers, high school leaders and local technical professionals (mechanics, garage owners, carpenters, local craftsmen) to raise awareness of the many barriers preventing young women from pursuing TVET training and technical professional.
- Raise awareness of the importance of opening the gates to TVET training to all women and girls by producing a short documentary to be shared in the local community and beyond.

GAUW expects to provide training and mentorship to women and girls between the age of 16 and 18 and pursuing TVET studies in four target schools located in the Cape Coast Area.



## India: Enhancing Employability Skills for Empowerment of Girls and Young Women



This project will be carried out by the **Indian Federation of University Women's Association (IFUWA)** and their local branch in Delhi, India. The main objective of the project is to **enhance employability skills among girls and young women to achieve economic empowerment**. As pointed out by IFUWA; the increased enrollment of women and girls in higher education has not been transferred in higher participation in the labor force for women, which is considered as an important ingredient in

enhancing women's empowerment according to Dr. Amartya Sen's Capability approach. Despite higher enrollments and improved access to education for women it has been observed that young women entering the labor force might often lack employability skills thus hindering their potential for economic empowerment. In order to support the entering of young women and girls on the labor market in India by enhancing their employability skills, IFUWA will provide girls and young women from economically marginalized backgrounds with employability skills training and individual mentoring and support.

The employability skills that IFUWA seeks to foster in the beneficiaries have been divided between non cognitive employability skills and cognitive employability skills:

- Non-cognitive employability skills
  - Health through nutrition
  - Environmental awareness
  - Personal development (self-esteem, self-confidence, ability to conceptualize and think critically and independently)
  - Self esteem
  - Self confidence
  - Ability to conceptualize
  - Ability to think independently
- Cognitive employability skills
  - Awareness of government programmed
  - Financial awareness and inclusion
  - Banking skills (ability to use e-money, make a bank transfer, use an ATM)
  - Digital skills
  - Entrepreneurial skills
  - Legal awareness and human rights

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

IFUWA expects to help **100 to 125 young women and girls from economically marginalized backgrounds in the Delhi area** through participation in employability skills workshops provided by local subject experts and through individual support and mentoring provided by trained members of IFUWA.



## Mexico: Workshops on Human Rights and Criminal Law with a Gender Perspective.

This project will be carried out by the **Mexican Federation of University Women (FEMU)**. The main goal of the project is to **encourage and raise awareness of the importance of Human Rights of Women in Mexico City in order to teach women and girls about their rights and how to exercise and protect them.**

The **specific objectives** of the project are to:

- Spread awareness of the importance of Human rights and women's rights amongst women and girls in Mexico City, including the right to health, sexual and reproductive rights, the right to water, freedom of work, indigenous rights.
- Provide women and girls with knowledge of legal mechanisms to ensure the preservation and protection of their fundamental rights.
- Provide sensitization about Gender-Based Violence and crimes against women, how to prevent them and how to protect victims.



These objectives will be pursued through the creation of monthly workshops addressed to the general public including women and girls from teenagers to older women, representatives of local and federal authorities, government authorities and relevant members of the private sectors. The workshops will be prepared by Guadalupe Valdes, member of FEMU, human rights defender and specialist in criminal law. FEMU will invite speakers with relevant experience in each workshop's topic to share their knowledge with the audience. The impact of the workshop on the attendees will be measured through a weekly assessment consisting of five questions on the topic of the session. A certificate of attendance will be provided to all who fulfill the requirements of the weekly assessment questionnaire.

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

FEMU expects around 300 women and girls to benefit from the project by participating in person in the 13 monthly workshops on human rights and women's rights protection. As each monthly workshop will be recorded and live streamed through FEMU's Facebook page, FEMU expects that more women and girls will benefit from the information shared during the workshops.





## Turkey: Workshops on family-based empowerment of girls to prevent school dropout of girls before secondary school



This project will be implemented by the **Turkish Association of University Women (TAUW)**. The main goal of the project is to **lower early school drop out rates of girls from disadvantaged families who have minimal support from parents by developing a collaborative model of parent and student coaching**. The municipality of Muratpasa District in Antalya will provide logistical and psychological counselling support.

This project is the continuation of the BRPID project conducted by TAUW Antalya Branch in 2017. This previous project improved the skills and motivation of families in the same area with respect to providing support to their daughters for continuing their secondary education. Mentoring was provided to mothers only. This new component of the project seeks to complete the missing link in the previous project by including fathers and male relatives in the programme. The project seeks to implement a rehabilitation programme for a group of families selected from a socio-economically disadvantaged neighborhood and in which school attendance for girls tends to be very low, to change the attitudes and behavior of parents towards schooling of girls and create family units that serve as positive role models in their community.

The programme will be composed of six workshops conducted by psychologists and seven collective social activities organized by the project's team as a means of constructing mentoring relations for the parents and coaching relations for the girl's students. One volunteer NGO member from TAUW Antalya Branch and one volunteer female university student will be assigned to each family. They will be in charge of keeping contacts with the families, establishing good relations to provide mentoring to the parents and coaching to the target students.

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

The main target audience consist of the thirty (30) mothers and fathers from fifteen (15) local families with one or more girls registered in the 4<sup>th</sup> to 8<sup>th</sup> grade of two local schools: Inonu Primary School and Gultekin Primary School. They will participate in the training workshops and collective activities together with their daughters.

The second main target audience consists of the at least 15 girl students from the 15 selected families. They are expected to beneficieate from the project through the attitudinal change that will be encouraged in their families and that is in turn expected to positively impact their school attendance and results records as well as their chance to pursue their education.

Sisters and brothers of the target students are also expected to beneficieate from the project through the expected change of attitudes that the workshop seeks to foster in their families.



## 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 goals 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 2019 projects will begin in June/July 2019.

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 are 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.

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.