Bina Roy
Partners in Development
2024-2025
Project Summaries

Graduate Women International
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 leadership 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. BRPID projects have been generously supported by our dedicated donors and also through contributions from GWI NFAs around the world. For the 2024 round of funding, applications were received from Uganda, El Salvador, Nepal, Senegal, and Egypt.

These BRPID project applications focus on training women for a variety of skills. In Nepal, the goal is to provide arithmetic and literacy courses to illiterate women. In Egypt, provide health and nutrition classes. In Uganda, train women to make reusable sanitary pads. In El Salvador, train women to use AI. Finally, in Senegal, create green clubs and teach sustainable practices in schools.

Table of Contents

Uganda: Training Adolescents, Teachers and Parents in Luuka District in Making Reusable Sanitary Pads.................................................................3

Nepal: Women Empowerment through Education and Income Generation Activities ...............4

Egypt: The Impact of Egyptian Women’s Health at Different Age Stages on Economic Empowerment and National Income ...................................................5

Senegal: Environmental Citizenship Education in Schools ..................................................6

El Salvador: Artificial Intelligence to Boost your Professional Career ................................7

Selection Criteria, Implementation, Monitoring and Evaluation ...........................................8

Selection criteria..................................................................................................................8

Monitoring and evaluation...............................................................................................8
Uganda: Training Adolescents, Teachers and Parents in Luuka District in Making Reusable Sanitary Pads

This project aims to improve the personal health of women and girls, teaching them skills allowing for new sources of income. This would reduce early marriages among school-aged girls, and increase their retention in school for girls in the Luuka district, in Eastern Uganda. This will be done by training adolescents, teachers, and parents to acquire the skills to make reusable sanitary pads.

The project will be operated by the Association of University Women Uganda (AUWU) and is in partnership with the District Education Officer (DEO), District Health Officer (DHO) and other local leaders. They will be involved in mobilizing the local community for training and advertising of the project. The Busoga Kingdom under the Ministry for Gender, Children & Family Affairs will be involved in the implementation, monitoring, and evaluation program.

Situation Analysis:
The Luuka district is one of the most remote districts in Uganda with the highest poverty levels. An average family in Luuka district earns less than $1 US dollar per day. Due to poverty rates, families struggle to meet girls’ needs. As a result, many girls go without school supplies, sanitary pads, under garments and clothing. When girls are menstruating, they cannot go to school due to a lack of access to sanitary pads and personal health education specifically when it comes to menstrual hygiene. Girls in rural areas of Uganda also lack role models within their communities and are often involved in customary practices, which encourage early marriage and pregnancy. Many girls in rural Uganda are forced to drop out of school to get married to meet their basic survival needs. It was reported that the number of pregnancies among schoolgirls is increasing due to a lack of awareness and sex education. About 64% of girls who get married early and become teenage mothers do not complete their primary education level.

Specific Project Goals:
- Sensitize students, parents, and teachers on menstrual health and personal hygiene.
- Training students, parents, and teachers in making reusable sanitary pads.
- Career guidance and counselling for students, along with professional development for teachers.

Project Beneficiaries and Outcomes:
- Students, parents, teachers and the community at large will benefit from the project, through improved awareness and knowledge about menstrual health and personal hygiene.
- The reusable sanitary pads will be made and sold to other members in the community.
- The parents, teachers, and students, who will have acquired the skill of making reusable sanitary pads, will train other members of the community at a fee, providing new sources of income.
- Improvement in school sanitation facilities, improvement in school attendance for girls and reduction of school girl dropout rates, reduction in early marriages for school girls, and a change of attitude towards menstruation and personal hygiene, along with an improved value for education, are the main expected outcomes.

Timeframe: June 2024 to June 2025
Nepal: Women Empowerment through Education and Income Generation Activities

This project aims to empower illiterate women through education and income generation activities. The project will be implemented by the Nepal Association of University Women (NAUW), and will be undertaken in the Mahalaxmi Municipality, Siddipur which is an urban area located in Lalitpur district of Nepal. This project has been previously successfully implemented in Tokha, Chapagaun, Thaiba, Satungal and Bagdol. This project targets 30 illiterate middle-aged (30-45 years old) women, mostly from the Newar ethnic group. Local leaders will contribute to the implementation and monitoring of this project.

Situation Analysis:
The population in Siddipur is 8,194 of which 4,177 are female. The average literacy rate is 78% for female and 91% for male. The project aims to target these illiterate women. Although the legal age for marriage is 18 years old, most of the targeted female girls marry at the early ages of 14-16 years old. This trend is slowly changing, but these targeted women were married early and had many children. This impeded on their ability to become literate, which has ensued a variety of problems. The project aims to conduct three months of non-formal education, which will enable the women to be literate, enhance the skills they already have and learn new skills in order to generate an income for themselves and their families.

Specific Project Goals:
- Provide women with basic literacy skills through three months of non-formal education classes.
- Enhance women’s capabilities through different types of skill training as requested by the trainees.
- Teach women basic accounting and marketing skills.
- Provide training on the principle of “cooperative for ensuring saving and credit”, to ensure the project’s sustainability.
- Women will be actively involved in a Micro Credit Program to generate income.
- Provide women with seed money to produce and sell locally grown products.

Project Beneficiaries and Outcomes:
- After completion of the course, the women will be able to read and write in the Nepali language and do simple arithmetic.
- They will be economically empowered through income generating activities by using the skills acquired in the different training courses, which will be identified upon implementation. Including the selling of produce on local markets.
- The women will be able to understand the mechanism of saving and credit, basic accounting and marketing allowing for their empowerment and encouraging the development of their entrepreneurship, increasing household income.
- These women can continue training other women in the community.

Timeframe: June 2024 to June 2025
Egypt: The Impact of Egyptian Women’s Health at Different Age Stages on Economic Empowerment and National Income

This project aims to safeguard women’s health at different stages of their lives and ensure the efficient functioning of female organs by educating women on their health at different life stages. For this, the Egyptian Association of University Women (EAUW) will call upon specialized professors from the Higher Institute of Public Health, professors specializing in women’s health at the Women Centre in Alexandria, professors from the College of Agriculture specializing in medicinal aromatic plants and pomology, along with professors from the Department of Home Economics, and, finally, physical education coaches. With this expertise the EAUW will implement seminars and classes for 300 to 600 women aged between 22 and 55. Teaching the nutritional value of food components and balanced diets and the health benefits of physical activity and exercise. One of the aims being to reduce their intakes of vitamins and supplements, replacing them with plants, and reduce their red meat intake, replacing it with healthier alternatives, such as fish.

Situation Analysis:
Women-specific health needs are often overlooked. Women’s needs can be distinguished at many, if not all, age stages, these include menstruation, pregnancies, breastfeeding, and other various lifelong hormonal changes. The lack of tending to women’s health needs can have long-term developmental effects. These contribute to the discrimination and burdens faced by women in the labour market. In fact, women in Egypt’s private sector perceive 34% less wages than their male counterparts. Women are also subjected to social roles and accompanying expectations, such as the needs of the home, transportation, and nursery, which impede on her participation in the labour force. Moreover, in light of the current economy with high prices for vitamins and nutritional supplements, further burdening women economically, teaching a balanced diet and plant alternatives to supplements can alleviate this economic burden.

Specific Project Goals:
- Along with trainers and nutritionists, create programs for trainings, exercise, seminars and classes.
- To attend to women’s health by providing sports classes.
- Educate women on nutritional needs and nutritional value.
- Educate women on the health stages of their lives.

Project Beneficiaries and Outcomes:
- Increase awareness on health risks, such as nutritional health and the importance of exercise. Emphasize female specific health risks.
- Increase personal income of targeted women, by increasing health and living standards, which decreases risks of diseases and medical bills, for instance. In turn, increasing national income.
- Increasing female university graduation rates. In turn, decreasing female unemployment rates and the gender wage gap, allowing for economic empowerment.
- Targeted women become pioneers for health and can empower others.

Timeframe: June 2024 to June 2025
Senegal: Environmental Citizenship Education in Schools

This project aims to promote ‘eco-citizenship’ by training young women and girls in the complexity and fragility of the environment. Training them to participate locally and globally as bearers of the values of respect and commitment to responsible and sustainable behaviour. For this, the Association Sénégalaise des Femmes Diplômées des Universités (ASFDU) is partnering with the municipality of Dakar, the Heinrich Boll Foundation, the Ministry of the Environment, the Ministry of Education, academic inspectors, and various schools. The goal is to nurture an ability for environmental protection in 100 to 300 young women and girls by organizing recreational activities in nature, such as gardening, composting techniques, permaculture, organic packaging techniques, etc. This will involve mobilizing through collective investment actions repeated throughout the year to develop a ‘natural’ ability to environmental protection which will have a snowball effect throughout the community globally. This project consists of a theoretical and practical part. The theoretical part aims to inform, raise awareness, educate and provide participants with knowledge and understanding of environmental challenges by creating ‘green clubs’. The practical part aims to participate in recreational activities of reforestation, recycling competitions, and guided tours by the Ministry of the Environment.

Situation Analysis:
Senegal is ranked 21st most polluting country. The climate crisis needs to be at the forefront of today’s discussions. One key challenge is to reconcile environmental protection and sustainability with efforts for development and against poverty. Educational programs, but also teachers, are essential actors for environmental education. Education is imperative to ensure the survival of our planet, the sustainability of our resources, and the development of minds capable of understanding the world in its complexity and diversity.

Specific Project Goals:
- Create ‘green clubs’ in all four (4) partner schools, to ensure sustainable efforts from the schools’ governing bodies.
- Plant sixty (60) trees in the four (4) partner schools.
- Organize ‘recycling days’ with the targeted students.
- Develop a ‘natural aptitude’ for environmental protection.
- Provide information along 10 axes: food waste, liquid sanitation, solid waste management, theoretical introduction to recycling, vegetation, deforestation, and desertification, management of non-hazardous residual materials, reducing and replacing plastic products, combatting and adapting to climate change, and more.

Project Beneficiaries and Outcomes:
- Create ‘eco-citizens’, aware of the complexities and fragility of nature, able to participate locally and globally, and upholding values of respect and commitment to eco-responsible behaviours.
- Emphasize the development of natural abilities for environmental protection.
- Repetitive actions that will continue outside school settings, in the family environment and in daily lives.
- Snowball effect throughout the educational community. Extend project to other regional branches of ASFDU.
- On a social level, these operations will tend to increase the spirit of solidarity, mutual aid, the pleasure of good living, and living well together.

Timeframe: June 2024 to June 2025
El Salvador: Artificial Intelligence to Boost your Professional Career

This project aims to train Salvadoran women in the use of Artificial Intelligence. The aim being to make them more competitive in their careers, to level the playing field with men who do not face the same societal barriers regarding technology. This project will be operated by the Association of University Women of El Salvador (AMUS), making use of their training centre in the AMUS headquarters. This project will be possible with the help of AMUS' partners, including volunteer computer systems consultants, certified by Google, who will teach the first training and serve as advisers to the course. This project has five (5) phases, phase zero will come out of AMUS' budget to train two members initially. The subsequent five (5) phases will each train ten (10) women.

Situation Analysis:
According to a recent survey, 64% of Salvadoran women are under the impression that technology is out of their reach and is only for a target ‘advanced’ audience. While 64% of Salvadoran men believe technology is for all. These impressions place women at a disadvantage on the labour market. Moreover, training for artificial intelligence is very restricted and male dominated. Especially for women with limited economic resources, along with their lack of exposure to STEM fields, meaning they underestimate the importance of computer and digital literacy, impeding their ability and willingness to take advantage of job offers. A recent agreement between Google and the Salvadoran government to digitalize public services further pushes the urgency of getting everyone up to date on current technologies, to ensure a more equal playing field going forward.

Specific Project Goals:
- Training five (5) groups of ten (10) women to use Google’s workplace license: Cloud and Duet AI, in groups rotating every two months. After the year, promote the course at a competitive price.
- Train all 27 AMUS members, increasing their competitiveness on the labour market,
- Generate a process of trainers, where the trained women continue training more women at a competitive price.
- Increase NFA membership by demonstrating concrete advantages AMUS brings. An awareness session to join AMUS will be given.

Project Beneficiaries and Outcomes:
- Apply AI to communication, allowing for effective presentations, scientific inquiries and transmitting knowledge from our newly trained women.
- More women included in the technological field. More jobs accessible to women, allowing for higher incomes, personally and nationally.
- Bring AMUS exposure, recruit members, aim to increase membership by 50%.
- Share this project regionally, reactivating Federación Centroamericana de Mujeres Universitarias (FECAMU). Share this project in other similar developing countries.
- Establish a technological hub in El Salvador.
- After the year of training rotating groups of 10 women, promote the course at a competitive price to afford certification and licensing renewal.

Timeframe: June 2024 to June 2025
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 2024 projects will begin in June/July 2024.

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 the GWI Office and Project Development Committee 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 Project Development Committee look forward to bringing you news of successful projects and their achievements throughout the year.