



Bina Roy Partners in Development 2016-2017



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

Bina Roy Partners in Development

2016 Funding Cycle

Introduction

The BRPID programme supports locally-developed and locally-run projects initiated by Graduate Women International (GWI) national federations and associations (NFAs) 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.

The programme began in 1978 and was later renamed in honour of Dr Bina Roy, educator and former President of GWI from India.

To date over half of NFAs have participated in BRPID, either as project sponsors or donor partners.

Funding

The Bina Roy projects are supported by donations from **VGIF (www.vgif.org)** and from different member federations and associations around the world.

Oversight

GWI's Special Projects Committee oversees BRPID, selecting projects, monitoring their progress and providing advice when requested. Committee discussions 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 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.

Ghana:

Harnessing girls' potential in education

Ghana Association of University Women (GAUW)

The project aims to empower 60 school girls with critical knowledge and skills so that they will be able to overcome the barriers that confront them and also complete their education successfully:



The girls will gain an understanding of the concept and theory of gender. They will be exposed to gender roles and their impact. They will be empowered to evaluate decisions which affect their lives and enabled to make informed choices in life.

The girls will also be introduced to mentorship which would provide continuous support for continued development and empowerment to pursue their goals.

India

Women's Economic Empowerment through Education and Income -Generation Projects

Indian Federation of University Women's Associations (IFUWA)

The main aim of this project is to increase the socio-economic development for girls and

The project goals are to:

- Impart income generating skills to girls and women: Keeping in view chronic unemployment and underemployment. Ultimately the project aims to increase job opportunities for girls and women in the selected project areas, along with Income Generation (self-employment).
- Increase the income of project participants: Care will be taken to ensure that increased income will be in the hands of women and girls. The project mechanism will include consultation and participation at all stages of project execution.
- Impart skills in personality development and leadership and achieve self-reliance by the participating target groups.



Kenya:
***Capacity building through livelihoods skills among
rural Women in Siaya County***

Kenya Association of University Women (KAUW)

The project aims to address gender inequality, to reduce the severe poverty level experienced among rural women, and to actively contribute towards the achievement of [Kenya Vision 2030](#).

The main objective of the project is to provide livelihood skills training for 30 women heads of households so that the women can engage in income-generating activities that will reduce poverty and contribute to women's social-economic development and access to education for girls within such households.



Empowering rural women with skills to reduce poverty will contribute towards breaking the poverty cycle and open up opportunities for women's active participation in social, economic and political decision making processes in their communities.

Mexico:

***Talks and presentations on Oral Health and
Self-Care focused to low income groups***

Federación Mexicana de Universitarias, A.C. (FEMU)

The goal of this project is to reduce the percentage of tooth decay and oral infections and diseases by advising/teaching proper oral health hygiene and preventive measures to a local population, primarily low income groups.

Each individual's case is recorded then followed up to verify improvements or, when necessary, channel to public health institutions. In this manner, the local community population learns basic oral hygiene skills and gains an understanding of the importance of adequate measures to avoid severe oral disease complications.



Nepal

Economic Empowerment of Disadvantaged Women in Rural Households

Nepal Association of University Women (NAUW)

The goal of the project is to empower disadvantaged rural women by providing them with basic literacy through non-formal education classes and to enhance capability of women through different types of skill training required for initiating home based cottage industries.

The projects' main target group consists of 40 illiterate women who did not have the opportunity to go to school due to early marriage, poverty and childbirth. The project supports the women in accessing the market for their products and helps to increase their knowledge of basic finance and marketing to improve their socio-economic status.



Nigeria

Empowering Illiterate from Benue State Women of Nigeria (extension of existing project)

Nigerian Association of University Women (NAUW)

The goal of the project is to improve and consolidate the financial positions of 50 illiterate women for greater productivity and participation in decision making in their communities. The project aims to ensure a long lasting economic independence of the target women.

With funding from GWI in 2011 and 2014, NAUW has increased literacy classes for the group, impacted modalities for obtaining soft loans and organised classes for basic leadership skills.



Sierra Leone *Community Initiative for Retention of Girls in School*

Sierra Leone Association of University Women (SLAUW)

The overall goal of the project is to promote the retention of girls in secondary schools and tertiary levels and support them to be achievement oriented through education by end of 2017. The girls are empowered to become more assertive, confident and determined to pursue their educational career and will be equipped to make meaningful contributions to community and national developments.

The girls attend educational camps with women achievers and share experiences in focus group discussions. Their parents and community stakeholders are also involved in the process. The project activities also include community meetings and visits, trainings on the right to education and radio discussions on the barriers to girls' education.



Uganda

Gender sensitisation of school laboratory technicians

Uganda Association of University Women (UAUW)

The aim of the project is to enable laboratory technicians to develop and use gender responsive methodologies that ensure equal participation and involvement of both girls and boys in laboratory activities and learning processes. The project has been initiated to boost girl's interest in laboratory practical work and to address the poor performance of girls in science-related projects.

The main activities include organising gender sensitivity workshops for laboratory technicians from 20 Kampala district schools. They are provided with information on how to encourage girls' participation and involvement during practical laboratory work. The participants' experiences and findings of the project are documented and shared with education stakeholders and other schools. This will enable the sensitization of a wider group of laboratory technicians at local and national level.

