



Photo courtesy Louise McLeod

Bina Roy Partners in Development 2017-2018



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

Bina Roy Partners in Development

2017 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 the **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.

Bina Roy Partners in Development Projects

2017 Funding Cycle

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|--------------|------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| Egypt | Egyptian Association of Graduate Women (EAGW) | <i>Illiteracy Eradication for Women & Girls & Learning Handicrafts for Income Generation</i> |
| Kenya | Kenya Association of University Women (KAUW) | <i>Capacity building through livelihoods skills among rural Women in Siaya County (extension of an existing project)</i> |
| Mexico | Federación Mexicana de Universitarias, A.C. (FEMU) | <i>Talks, presentations and primary attention on Oral Health and self-care focused to low income groups</i> |
| Rwanda | Rwanda Association of University Women (RAUW) | <i>Girls' Enhanced Learning Project in Rwanda</i> |
| Sierra Leone | Sierra Leone Association of University Women (SLAUW) | <i>Enhancing Girls' Retention for University Entry</i> |
| South Africa | South African Association of Women Graduates (SAAWG) | <i>Creative Writing for Gender Equality</i> |
| Turkey | Turkish Association of University Women (TAUW) | <i>Parent Empowerment and Student Coaching for Preventing Early School Leaving of Girls Before Secondary Education</i> |



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Egypt

Illiteracy Eradication for Women & Girls & Learning Handicrafts for Income Generation

The project aims to reduce illiteracy rates among 100 girls and women aged 15-40 years in Imbaza, Giza by providing literacy and numeracy classes and opportunities for vocational training. Participants who succeed at the end of the 6-month literacy and numeracy course will receive a certificate equivalent to year 6 of primary school, which will enable them to earn higher wages. In addition, those who achieve excellent grades in their finals will have the opportunity to attend a 2-month training course on producing handicrafts for income generation.

EAGW endeavours to:

- Reduce illiteracy rates among girls and women by providing non-formal basic education and opportunities for continuous learning and vocational training.
- Preparing the girls and women with vocational and entrepreneurial skills aimed at income generation.

Kenya

Capacity building through livelihoods skills among rural Women in Siaya County (extension of an existing project)

The project aims at addressing gender inequality and reducing poverty prevalence among rural women by improving the girl child education (primary and secondary schools). The project is an extension of an existing project (2016-2017) currently under implementation.

The new component of the project will focus on empowerment of mothers of girls attending primary and secondary school with knowledge and skills on livelihoods and income generation. Empowering women (mothers) with livelihood skills and income generation activities has proven as an option of increasing girl child school enrolment, attendance, retention and transition rates.

The first project discovered that majority of the girls dropping out of schools are affected by the conditions of the parents' inability to provide food and basic needs, mothers in particular. The mothers' empowerment through skills on income-generating activities will cushion girls from school dropouts associated directly or indirectly with gender inequality and poverty. Moreover, poverty in the area is the greatest contributor to HIV/AIDS infections and prevalence.

The main objective of the project is to provide livelihood skills training for a start-up group of 20 women so that the women can engage in income-generating activities that will reduce poverty and contribute to women's socio-economic development and access to education for girls within such households.

Mexico

Talks, presentations and primary attention on Oral Health and self-care focused to low income groups

Tooth decay, infections and diseases, such as cavities, gum diseases, loss of permanent teeth, for example, are present in about 90% of the world population, and Mexico is no exception.

Talks and presentations, especially to low income groups, by specialists in Dentistry, members of the Mexican Federation of University Women FEMU, seek to prevent many of these infections and diseases, through orientation and self-care. In spite of the Mexican Public Health Services, they are insufficient for such a large population as that of Mexico City with over 20 million inhabitants and huge social inequality.

This project will take place in Mexico City's Xochimilco community.

Rwanda

Girls' Enhanced Learning Project in Rwanda

The overall goal of the project is to increase girls' access to and participation in primary and secondary education.

The project objectives are aligned with the overall goal which is centered around enhancing girls' education in Rwanda. The specific objectives are to:

- i) Improve access and inclusive participation of girls in school.
- ii) Improve learning for girls on sexual reproductive health and care services.
- iii) Empower girls to claim their rights in order to fight violence against in and out of school.
- iv) Promote an effective schools/community dialogue on girl's health by use of existing community channels such as parent evenings, community councils and community work aftermath meetings and school clubs.

Sierra Leone

Enhancing Girls' Retention for University Entry

The main aim of the project is to support 100 adolescent girls in five (5) targeted secondary schools in the Western Rural and Urban Areas of Sierra Leone to complete their secondary education and encourage them to pursue higher education.

The project seeks to empower these girls through mentorship and guidance and counselling to stimulate girls interest to pursue tertiary education. In addition, girls will be empowered to speak up about the issues that are of concern to them, supported by boys who will become their allies.

The objectives of the project are:

Objective One: To establish measures to sustain the interest and development of appropriate behaviours and attitudes among 100 girls in SLAUW's selected school clubs and their parents for higher educational achievement leading to subsequent university enrolment by 2018.

Objective Two: To strengthen existing structures for mentoring, coaching, and monitoring 100 girls in SLAUW's selected school clubs by 2018.

South Africa

Creative Writing for Gender Equality

Goals:

- i) To enrich the understanding by youngsters of democracy, human rights and especially girls' and women's rights.
- ii) To develop creative writing skills.

Objectives:

- i) To hold discussions on the topics of democracy, human rights, gender equity, women's and girls' rights. This will include bringing in experts on these topics.
- ii) To Introduce relevant aspects of the South African Constitution and Bill of Rights, SA Laws relating to equality and against violence against women and children, various international protocols such as CEDAW and the UN 2030 Goals, and the African Union Platform.
- iii) Provide opportunities for written tasks on the selected themes.

Turkey

Parent Empowerment and Student Coaching for Preventing Early School Leaving of Girls Before Secondary Education

The main goal of the project is to lower early school leaving rates of girls from disadvantaged families with low support from parents by developing a collaborative model of parent empowerment and student coaching involving 10 volunteer NGO members and 10 volunteer university students. The Municipality of Muratpaşa District in Antalya will provide logistical and psychological counselling support.

This project will be an extension of the grant project supported by BAKA (the West Mediterranean Development Agency) and already in action for the empowerment of unemployed women of Zeytinköy, a disadvantaged region in central Antalya, which is afflicted with deep socio-economic problems.

Objectives:

- i) To execute a collaborative parent empowerment and student coaching program in the Zeytinköy region of Antalya for 20 female students from disadvantaged families who have a high risk of leaving school due to lack of family support.
- ii) To strengthen the intention of 7th or 8th grade girl students for continuing secondary education and improve academic performance as a result of the action, which is expected to make a positive impact on the attitude of at least 50% of parents and students towards attending secondary education.