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Poverty Ends with a Girl

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Research Goals:

- To research and better understand the challenges that women and girls face in the developing world.
- To promote awareness of these issues at Clemson and in South Carolina.
- To empower people in taking a culturally-sensitive role in promoting gender equality worldwide.

This semester we are working on projects surrounding advocacy and education. We split into two teams to develop curriculums. One curriculum will be used by our group as a guide for educating internationally-focused Clemson organizations about the importance of promoting gender equality in their overseas work, and the other curriculum will design a culturally-sensitive, globally adaptable gender studies curriculum for adolescent girls.

Promoting Gender Equality through Global Development

A curriculum to facilitate inclusive planning and gender sensitivity in international aid work.

“Development cannot be delivered in a vacuum. Water, energy, agriculture and health all affect men and women differently. These differences are not barriers but opportunities to maximize the impact of our work by delivering development in a more targeted, effective and sustainable way.” – USAID

Curriculum Topics:

- Discussing Development Failures
- Why Gender Equality Matters for Development
- Planning For Gender Barriers
- Gender Sensitivity Scorecard
- Creating a Girl-Centered Plan of Action

Example: Planning for Gender Barriers

Your aid group has been working for many years in a village to get more children enrolled in school. After five years of work, you realize that, while your project has increased the number of children attending school, most children attending school are boys. You decide to launch a new initiative to specifically increase the number of girls enrolled in school.

What are your first steps in launching this initiative?

What are some questions you should get answered before beginning work?

How can you involve the community in this process?

After talking with a variety of villagers, including women and girls, you discover that there are multiple barriers preventing girls from attending school. These barriers include:

1) Spending hours each day gathering water
2) Responsibilities for domestic chores, such as caring for younger children
3) Limited desire on the part of fathers, who control household finances and decisions, to send daughters to school

What are your next steps? How do you revise your initiative given this information? Do you change your goals or timeframe?

What are your first steps in launching this initiative?

Making Gender Equality Awareness an Integrated Part of School Curriculum

Goal: To create an adaptable lesson plan for international schools and children of all ages that promotes gender-inclusive ways of thinking.

With the group has focused its first wave of lesson plans for a South Carolina high school audience, the goal is to have an adaptable lesson plan for international schools and kids of all ages – primary and secondary. These after-school or one-time lessons are intended to last around 1 hour on each lesson covering one topic. Each lesson will be comprised of a guided dialogue and either a group game, self-discovery through individual research, or opportunity for creative/artistic expression.

These lessons incorporate self-discovery with the use of technology or group access when available. When addressing preconceived stereotypes and prejudices, we particularly encourage students to question the topics brought into class by asking a few “why” questions. As much as possible, we want to give students the tools to come to conclusions on their own. Each lesson will cover no more than one topic and some topics may take more than one session.

Topics

- Recognizing and dispelling gendered expectations in education and career-aspirations
- Recognizing and dispelling gendered expectations in characteristics/personality traits
- Empowering the rights of individuals to personal space, privacy, and consent
- Establishing what a healthy relationship looks like and determining warning signs of unhealthy relationships
- Discovering the history of gender equality movement/laws and policies.

Beta Version of Curriculum available at: http://DevelopingEquality.weebly.com