



TAKE UP SPACE

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Jumpstart for Juniors Program

Theory of Change

January 12, 2020 marked 10 years since the 2010 earthquake exacerbated the complex economic challenges that Haiti had been facing for a long time. The local government's efforts combined with international institutions' interventions facilitated the implementation of multiple strategies to drive Haiti's recovery. However, little attention has been paid to the social aspect of development. Gender inequality as a variable has been particularly neglected

While the outcomes of these development strategies were gender-differentiated, research showed that 45% of households are female headed (UNIFEM, 2010). Therefore, women empowerment is embedded in Haiti's uprising. Yet, policy making is not a sustainable approach to mitigate gender inequality. The Human Development Theory says that empowerment is the key (Padgett & Warnecke, 2011)

The Human Development Theory (HDT) is a "people-first" theory that emphasizes people as a society's wealth as opposed to its monetary resources. HDT covers all aspects of development, including budgeting, trade, savings and investment, fiscal and monetary policy, and social services and safety nets for the poor, among others (ul Haq, 2008). HDT argues that empowerment enables disadvantaged demographic groups to participate in and influence their own development process

Hypothesis

The empowerment that will arise from having more representation in Business and STEM will enable women in Haiti to become drivers of gender equity and leading citizens of a democratic, peaceful, and productive society where they have the power to effect transformational changes

Objectives

- 1) Introduce young girls aged between 12 to 14 years old to Business and STEM. Age range was chosen because it is a pivotal age for their cognitive development. Key milestones include starting to set personal goals, challenging assumptions, and embracing justice/equality causes (Verywell, 2019)
- 2) Create a burgeoning network of female prepared to challenge the status quo and become pioneers of change in both Business and STEM
- 3) Ensure that these young girls will not miss the new wave of STEM and the golden age of Business by starting to remove the digital gender divide and tackling gender segregation in these fields. We want to prepare the next generation of women who will become the leading front of Haiti's future in Business and STEM by equipping them with right tools early on. As the information age is accelerating, we want to take the first step ensuring that Haitian women will add value to the global discourse about Business and STEM

Insights from academic papers

On the importance of STEM summer programs for Black girls

Lane and Id-Deen's paper sought to understand how Yosso's (2005) community cultural wealth (CCW) framework may be implicated in the experiences of Black women and girls in STEM programs. Only 3 forms of capital are discussed as they emerged as themes in the data

- **Aspirational capital:** Participants' low economic status motivated them to persist in STEM. They were even more motivated when told that a STEM degree would enable them to provide for their family members
- **Social capital:** Working with one another enabled participants to find peer support and to stay connected beyond the duration of the program
- **Familial capital:** A sense of belongingness to both their families and the program communities they joined instilled in them the desire to persist in their academic pursuits. Academic excellence, a particular source of pride in participant's families, was one of the reasons why they had received unconditional support from their families and spurred them to perform well

Implications for STEM program developers

- Communicate STEM program benefits to both parents and students. Emphasize economic gains and other long term benefits
- Create family-like and supportive learning environments where participants can meet each other outside of the classroom and where they are comfortable interacting with their instructors just as they would with their guardians
- Communicate to parents the need for them to encourage them at home. If possible, during award ceremonies, invite parents to come cheer for them

Insights from Business program evaluation

Taking Your Place: Exploring Technology and Tomorrow, was offered to 7th- through 10th-grade girls during the summer. Its primary goal was to expand awareness of life-career choices by introducing these girls to the technical and non-traditional paths.

- Applications were advertised through local newspapers and recruitment was done in partnerships with different schools
- The program included career-related and self-concept-building contents. Demonstration components included field trips to local businesses with opportunities to interact with employees. Hands-on components included changing an automobile tire. The counseling components included discussions of women's representation in non-traditional spaces and panel discussions with women working in these areas
- Staff members were trained & familiarized with their role prior to the program

Local partner

We will partner with BANJ, a coworking space in Port-au-Prince. The company provides space and logistical tools for growing ideas from origination to execution. The company further describes itself as a hub for entrepreneurship and a stimulating environment facilitating research, teamwork, and learning. BANJ's philosophy aligns with the one of the visions of this program to instill leadership and entrepreneurial skills in young girls. By partnering with BANJ, we believe that we will receive effective guidance, support, and have access to a network of people driven by entrepreneurship, business, and STEM

Implementation phase (major steps)

- Pick dates after the virus is contained
- Send interest forms and recruit participants/ volunteers
- Coordinate with speakers
- Conduct survey at the end of program for future rounds
- Ensure sustainability by connecting participants to local mentors

Citations

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