

Choice, Voice, and Power : Increasing Gender Equality through Design



A RESOURCE PACKET FOR EDUCATORS

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Global Classroom Teacher's Workshop

January 31, 2019

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Using This Resource Guide

NOTE: Many of these descriptions were excerpted directly from the source website



Recommended Resource



Visual Media



Lesson Plan



Audio



English/Language Arts



Charts and Graphs



Fast Fact/Did You Know?

Find this packet and more at
world-affairs.org/program/globalclassroom

*GLOBAL CLASSROOM WANTS TO KNOW HOW YOU
HAVE USED THIS RESOURCE PACKET IN YOUR CLASS-
ROOM!*

EMAIL GC@WORLD-AFFAIRS.ORG

Upcoming Events with Global Classroom:

21 Century global Competence Workshop
(Session 2: Teaching Collaboration)

4:30 PM-6:30 PM

February 28, 2019

DESIGN WITH THE 90%

Improving Lives Around the World



Sept. 13, 2018-May 11, 2019
Always Free

Image: Kujia Kujia Self-Submit Feedback System, courtesy of Izore Anny Sybille

BILL & MELINDA
GATES foundation
DISCOVERY CENTER

Organized by
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HEWITT**

A Note on Learning Standards Presented in this Packet:

Three sets of standards have been linked to each of the learning objectives in this packet. The **Washington State K-12 Social Studies Learning Standards** and the accompanying Grade Level Requirements are the social studies standards for WA State.

The **College, Career, & Civic Life C3 Framework for Social Studies State Standards** are the standards published by the National Council for the Social Studies. Guiding the packet as a whole is the Framework for Global Learning created by the Asia Society and the Council of Chief State School Officers titled *Educating for Global Competence: Preparing Our Youth to Engage the World* (2011).

Cross-objective standards are listed at the beginning of the packet, and content-specific standards can be found after each learning objective.

The standards provided have been selected for relevance, but are not exclusive: many other standards, such as Common Core, may be applicable to the resources and learning objectives identified in this packet. The intention for this packet's organization is to provide educators with an idea of resources available and possible uses for resources. Users should feel free to create their own learning objectives and to select resources according to the specific needs of their classrooms.

WASHINGTON STATE K-12 SOCIAL STUDIES LEARNING STANDARDS

There are five EALRs in Social Studies, one for each of the discipline areas: civics, economics, geography, and history, and a fifth for social studies skills.



(1) Social Studies EALR 1: CIVICS

The student understands and applies knowledge of government, law, politics, and the nation's fundamental documents to make decisions about local, national, and international issues and to demonstrate thoughtful, participatory citizenship.

(2) Social Studies EALR 2: ECONOMICS

The student applies understanding of economic concepts and systems to analyze decision-making and the interactions between individuals, households, businesses, governments, and societies.

(3) Social Studies EALR 3: GEOGRAPHY

The student uses a spatial perspective to make reasoned decisions by applying the concepts of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environments.

(4) Social Studies EALR 4: HISTORY

The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes on local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.

(5) Social Studies EALR 5: SOCIAL STUDIES SKILLS

The student understands and applies reasoning skills to conduct research, deliberate, and form and evaluate positions through the processes of reading, writing, and communicating.

COLLEGE, CAREER, & CIVIC LIFE C3 FRAMEWORK FOR SOCIAL STUDIES STATE STANDARDS

The C3 Framework is organized into the four Dimensions, which support a robust social studies program rooted in inquiry.

The four Dimensions are as follows:

- (1) Developing questions and planning inquiries;
- (2) Applying disciplinary concepts and tools;
- (3) Evaluating sources and using evidence;
- (4) Communicating conclusions and taking informed action

C3 Framework Organization

DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRIES	DIMENSION 2: APPLYING DISCIPLINARY TOOLS AND CONCEPTS	DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE	DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED
Developing Questions and Planning Inquiries	<ul style="list-style-type: none"> Civics Economics Geography History 	<ul style="list-style-type: none"> Gathering and Evaluating Sources Developing Claims and Using Evidence 	<ul style="list-style-type: none"> Communicating and Critiquing Conclusions Taking Informed Action

Dimension 2 has four disciplinary subsections: **(1) Civics; (2) Economics; (3) Geography; (4) History**. Each disciplinary subsection has three to four additional categories, which provide an organizing mechanism for the foundational content and skills within each discipline.

Four Categories within Dimension 2

CIVICS	ECONOMICS	GEOGRAPHY	HISTORY
Civic and Political Institutions	Economic Decision Making	Geographic Representations: Special Views of the World	Change, Continuity, and Context
Participation and Deliberation: Applying Civic Virtues and Democratic Principles	Exchange and Markets	Human-Environment Interaction: Place, Religions, and Culture	Perspective
Processes, Rules, and Laws	The National Economy	Human Populations: Spatial Patterns and Movements	Historical Sources and Evidence
	The Global Economy	Global Interconnections: Changing Spatial Patterns	Causation and Argumentation

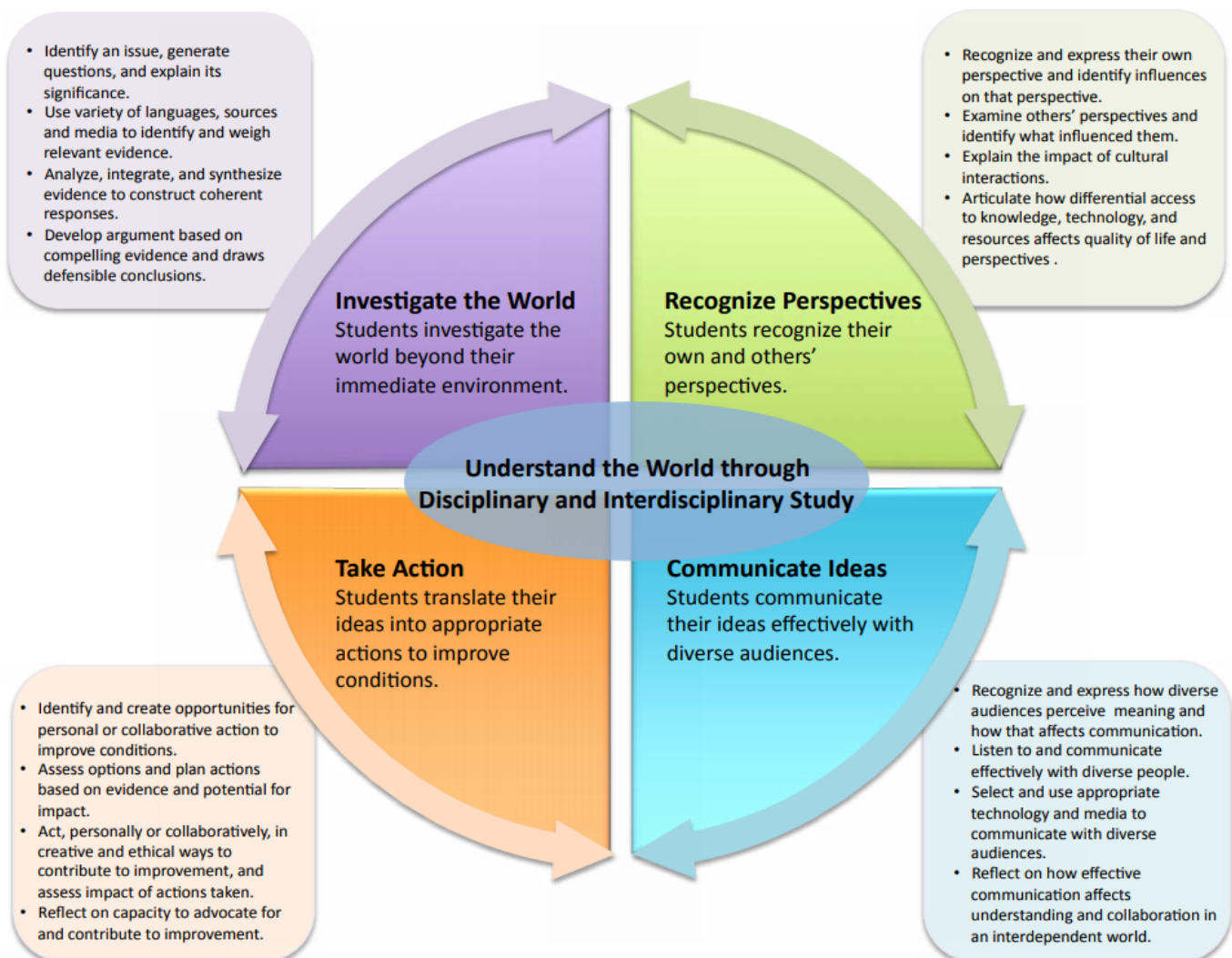
EDUCATING FOR GLOBAL COMPETENCE

Frameworks taken from *Educating for Global Competence: Preparing Our Youth to Engage the World* (Asia Society and the Council of Chief State School Officers 2011).

“Global competence is the capacity and disposition to understand and act on issues of global significance” (Chapter 2).

Globally competent students are able to perform the following four competences:

1. **Investigate the world** beyond their immediate environment, framing significant problems and conducting well-crafted and age-appropriate research.
2. **Recognize perspectives**, others’ and their own, articulating and explaining such perspectives thoughtfully and respectfully.
3. **Communicate ideas** effectively with diverse audiences, bridging geographic, linguistic, ideological, and cultural barriers.
4. **Take action** to improve conditions, viewing themselves as players in the world and participating reflectively.



Learning Objectives

Learning Objective 1: Students will be able to define and explain the purpose of human-centered design and describe its role in improving people's lives.

Learning Objective 2: Students will be able to analyze innovative design strategies and explain the role they play in supporting gender equality for women and girls.

Learning Objective 3: Students will be able to identify organizations (and businesses) using design strategies to address local or global issues, and explain their mission, goals, and success.

Learning Objective 4: Students will be able to develop a design strategy or innovation of their own and explain the following: How will it work? What issue will it solve? What resources, if any, will you need? How will your design be inclusive rather than exclusive? What challenges might you face?

Learning Objective 5: Students will be able to explain what sustainable development means and explore the role of gender in SDG (Sustainable Development Goal) #5 and the other 16 SDGs.

Learning Objective 6: Students will be able to explain how human-centered design connects to sustainable development initiatives locally and globally.

Learning Objective 7: Students will be able to analyze the role of statistics and sound data collection processes in defining problems and finding solutions to local and global issues.



Key Terms

Climate change: A change in global or regional climate patterns, in particular a change apparent from the mid to late 20th century onwards and attributed largely to the increased levels of atmospheric carbon dioxide produced by the use of fossil fuels.

Design thinking or Human centered design: A design methodology that provides a solution-based approach to solving problems. It's extremely useful in tackling complex problems that are ill-defined or unknown, by understanding the human needs involved, by re-framing the problem in human-centric ways, by creating many ideas in brainstorming sessions, and by adopting a hands-on approach in prototyping and testing.

Gender-based violence : Violence against women based on their perceived subordinate status (e.g., physical abuse, sexual assault, psychological abuse, trafficking).

Global health: An area for study, research, and practice that places a priority on improving health and achieving equity in health for all people worldwide. It emphasizes transnational health issues, determinants, and solutions; involves many disciplines within and beyond the health sciences.

Empathize: Understand and share the feelings of another.

Gender equality: Equal power and opportunities for men and women.

Gender gap : Discrepancy between men and women in the areas of health, education, political empowerment, and economic empowerment.

Gender parity: Relative access to resources for men and women, often used for education.

Millennium Development Goals: Eight international development goals have been renamed to the Sustainable Development Goals and changed from 8 goals to 17.

Impact investing : Is an exciting and rapidly growing industry powered by investors who are determined to generate social and environmental impact as well as financial returns. This is taking place all over the world, and across all asset classes.

United Nations: The United Nations is an international organization formed in 1945 to increase political and economic cooperation among its member countries.

Sustainable development goals: The Sustainable Development Goals (SDGs), otherwise known as the Global Goals, are a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity. The 17 Goals build on the successes of the Millennium Development Goals, while including new areas such as climate change, economic inequality, innovation, sustainable consumption, peace and justice, among other priorities.

Time poverty: Working long hours and having no choice to do otherwise. An individual is time poor if he/she is working long hours and is also monetary poor, or would fall into monetary poverty if he/she were to reduce his/her working hours below a given time poverty line.

Women's empowerment : The fostering of a woman's sense of self-worth, her decision-making power, her access to opportunities and resources, her power and control over her own life inside and outside the home, and her ability to affect change.

About the Speakers

Tracy Johnson

Senior Program Officer, Integrated Delivery, User Experience and Innovation
Bill & Melinda Gates Foundation

Tracy Johnson is a Senior Program Officer focused on user experience and innovation for the Bill & Melinda Gates Foundation's Integrated Delivery team. Tracy is responsible for creating a vision for how to best apply human-centered design across the Foundation's portfolio of grants as well as building capacity in this area. She does this through leading innovative end to end design programs addressing such issues as women's sexual reproductive health and social vulnerability of mothers and families, as well as by working with key donor partners on the development of design tools and resources, such as designforhealth.org. Prior to joining the foundation, Tracy had over 15 years of experience in applying anthropology and design to business problems and social on behalf of Fortune 500 clients as well as within many areas of international development, notably education, human rights, violence against women and children, and trafficking in persons. Throughout her career she has lived and worked throughout Thailand, Laos, Sri Lanka, Panama, France, Spain, Italy, China, and North America. She received her PhD in social and cultural anthropology from Columbia University.

María Veronica Buch and Melody Juarez with Maya Pedal Guatemala will be joining via video conference call to personally share their work.

Maya Pedal designs, manufactures, and distributes over 20 different models of bicimaquinas (bike-machines) made from recycled bicycles in Guatemala. First designs were humanpowered agricultural machines, later expanding to include a broad range of applications, from a bomba (water pump) that supplies water to local neighborhoods to a bicilicuada (blender) used to make shampoos. Easy to fabricate and maintain, these ingenious low-cost devices are made with a few bike parts and only require basic tools and a welder. The fully Guatemalan workshop supports micro-enterprises, energy independence, and sustainable development to improve the environment, health, productivity, and the economy of local families. For more information about Maya Pedal visit: <http://www.maya-pedal.org/>.

Ryan Hauck is the Director of the Global Classroom Program at the World Affairs Council and has 25 years of experience as a classroom teacher in Upper School Social Sciences. He currently teaches at Glacier Peak High School in Snohomish. Ryan completed his master's degree in Globalization and Educational Change from Lehigh's Comparative & International Education Department. He brings his own real-life experiences into the classroom so that his students begin to understand the value of cross-cultural understanding and humanitarian action.

Wendy Ewbank currently teaches 7th and 8th grade at the Seattle Girls' School, an independent girls' middle school highlighting anti-bias education and project based learning. A past president of Washington State Council for Social Studies, she continues to serve as program coordinator for their annual conference in Chelan. Wendy has taught Social Studies methods for the University of Washington Teacher Education program at both the elementary and secondary levels. She has attended study tours with the Goethe Institut (Germany), the Washington-Hyogo Institute (Japan), and the Turkish Cultural Foundation (Turkey). She has written curriculum for the Street Law Institute and co-taught their summer Supreme Court Institute.

Bill and Melinda Gates Profiles



Bill Gates

Bill Gates is co-chair of the Bill & Melinda Gates Foundation. Along with co-chair Melinda Gates, he shapes and approves grantmaking strategies, advocates for the foundation's issues, and helps set the overall direction of the organization.

Bill and Melinda Gates work together to expand opportunity to the world's most disadvantaged people by collaborating with grantees and partners. They also participate in national and international events and travel extensively to focus attention on the issues the foundation champions.

Gates began his major philanthropic efforts in 1994, when he created the William H. Gates Foundation, which focused on global health. Three years later, he and Melinda created the Gates Library Foundation, which worked to bring public access computers with Internet connections to libraries in the United States. Its name changed to the Gates Learning Foundation in 1999 to reflect its focus on ensuring that low-income minority students are prepared for college and have the means to attend. In 2000, to increase efficiency and communication, the two groups merged into the Bill & Melinda Gates Foundation.

In 1975, Gates left Harvard University in his junior year to focus on Microsoft, the company he founded with his childhood friend Paul Allen. As chief software architect and chairman, Gates led the company to become the worldwide leader in business and personal software, services, and solutions. In July 2008, Gates transitioned into a new role as chairman of Microsoft and advisor on some key development projects.

Gates grew up in Seattle with his two sisters. His father, William H. Gates Sr., is a co-chair of the foundation. The Gateses have three children.



Melinda Gates

Melinda Gates is co-chair of the Bill & Melinda Gates Foundation.

Along with Bill, she shapes and approves the foundation's strategies, reviews results, and sets the overall direction of the organization. Together, they meet with grantees and partners to further the foundation's goal of improving equity in the United States and around the world.

Through her work at the foundation over the last fifteen years, Melinda has seen first-hand that empowering women and girls can bring transformational improvements in the health and prosperity of families, communities and societies. In 2012, Melinda spearheaded the London Summit on Family Planning, which adopted the goal of delivering contraceptives to an additional 120 million women in developing countries by 2020. Her work has led her to increasingly focus on gender equity as a path to meaningful change.

The second of four children, Melinda grew up in Dallas, Texas. She received a bachelor's degree in computer science and economics from Duke University in 1986 and a master's in business administration from the Fuqua School of Business in 1987.

After joining Microsoft Corp. that year, she distinguished herself as a leader in the development of multimedia products and was later appointed Microsoft's General Manager of Information Products. In 1996, Melinda left Microsoft to focus on her philanthropic work and family.

Melinda lives with her husband and three children in Seattle, Washington.

History of the Bill and Melinda Gates Foundation

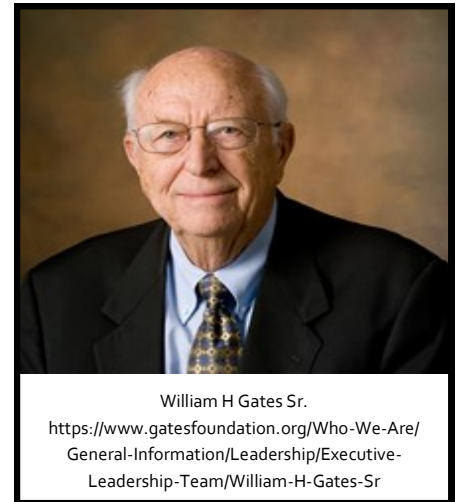


<http://innovation-village.com/bill-melinda-gates-foundation-seeks-to-fund-solutions-that-address-specific-challenges/>

Pre Bill and Melinda Gates Foundation History

<http://www.fundinguniverse.com/company-histories/bill-melinda-gates-foundation-history/>

Focuses on the pre-1999 (the year the combined foundation began) history of the Gates' philanthropy. Provides an in depth look at the motives of Bill and Melinda Gates, and how their previous philanthropy work eventually evolved into the Bill and Melinda Gates Foundation.



William H Gates Sr.

<https://www.gatesfoundation.org/Who-We-Are/General-Information/Leadership/Executive-Leadership-Team/William-H-Gates-Sr>

Timeline of the Gates Foundation

<http://history.hackeducation.com/2017/07/18/gates-foundation>

This timeline is more focused on the educational goals of the Gates Foundation as opposed to the global health work, but still provides valuable insight into the history of the foundation.

Gates Foundation 1994-2011

<https://docs.gatesfoundation.org/Documents/foundation-timeline.pdf>

While this timeline also includes a history of the Gates Foundation prior to its founding, it continues its account through 2011.

Lesson Plan!

Every year Bill Gates shares his annual letter, highlighting the work being done to help the world's poorest people. What goals do you think we should set to help improve the world for the next generation? What's your hope for 2030?

View the video: [My Hope for 2030](#)

Discuss different ways in which changes can be made globally, locally, and individually. Then, in small groups or as a class, work together to come up with your own list of goals for the future.



Fast Fact

The Bill and Melinda Gates Foundation was the result of the William H Gates Foundation and the Gates Learning Foundation merging into one entity. The William H Gates Foundation was primarily focused on advancing global health, while the Gates Learning Foundation was initially focused on improving internet access to public libraries and low-income families in North America.

DESIGN WITH THE 90%



Design with the 90%

September 13, 2018 - May 11, 2019

Design with the 90% demonstrates how individuals and organizations are using design innovation to address some of the world's most critical problems and improve lives. The 25 projects on view highlight how design is improving access to life's essentials – clean water, health care, education, and shelter – as well as increasing economic opportunities and strengthening communities.

Design with the 90% was organized by Cooper Hewitt, Smithsonian Design Museum, New York.

The Discovery Center is located next to Seattle Center. [440 5th Ave. N, Seattle, WA 98109](#)

Discovery Center Hours:

Tuesday–Saturday, 10am–5pm

Closed Sun and Mon and major US holidays.

Gates Foundation Discovery Center Tours:

Scheduling a guided tour of the Discovery Center is simple and free. Here are steps to schedule your next visit with your group.

1. Go to [DiscoverGates.org](#), and click "Book a free group tour"
2. Select a tour and fill out the information
3. You will hear back in 2-3 business days

Please schedule at least two weeks in advance. Bus subsidies are available upon request for schools who qualify.

Questions?

Email discoverycenter@gatesfoundation.org

Design with the 90%



Burn Cookstoves

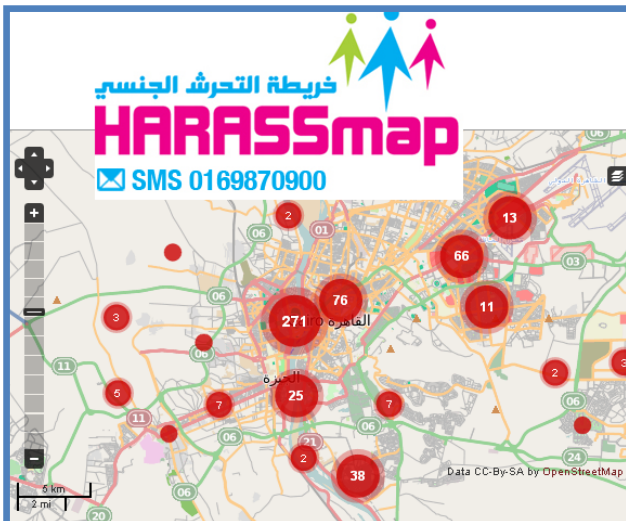
<http://www.burndesignlab.org/>

Burn Manufacturing creates cooking stoves that are efficient, durable, and affordable. Their mission is to create a safer and environmentally friendly cooking method.

Dharavi Diary

<http://www.dharavidiaary.org/>

It is a storytelling and technology education platform in India, who's mission is to empower girls and women who live in rural and poorer regions. This platform aims to create better problem solvers, innovators, and leaders.



Harassmap

<https://harassmap.org/en/>

Designed by four women this online reporting system works to end sexual harassment to build a safer society for everyone. This reporting system work by individuals reporting incidents via text message, noting the location, date, time, personal witness accounts, and interventions.

Design with the 90%



Heart Strings

<http://motherhealth.org/education/heart-strings/>

In most emerging and developing countries, 1,000 women die every day while they are giving birth or pregnant according to a United Nations Report. The Heart Strings is a color-coded bracelet which allows health attendants who can't read or write to monitor fetal heart tones in pregnant women.

Kasungu Maternity Waiting Room

<https://massdesigngroup.org/work/design/maternity-waiting-village>

This maternity waiting room are communal waiting homes which accommodate women near health facilities who have at risk pregnancies and offers women a protected, comfortable, and reserved space while they are pregnant or giving birth.



LifeStraw

<https://www.vestergaard.com/our-products/lifestraw>

More than 3 million children die from water-related diseases every year. LifeStraw is a water filter that converts any surface water into clean, safe drinking water. It is easy to use and carry and helps those who don't have access to safe drinking water and helps to prevent water related illnesses such as diarrheal disease.

Design with the 90%



Maya Pedal

<http://www.mayapedal.org/>

Maya Pedal is a Guatemalan NGO based in San Andrés Itzapa. They accept bikes donated from the USA and Canada which they either recondition to sell, or use the components to build a range of "[Bicimaquinas](#)", (pedal powered machines). Pedal power can be harnessed for countless applications which would otherwise require electricity (which may not be available) or hand power (which is far more effort).

SHE 28

<http://sheinnovates.com/>

SHE is helping women jumpstart social businesses to manufacture and distribute affordable menstrual pads. Coupled with health education and advocacy, girls and women will have even more productive lives than before.



SmartCane

<http://smartcane.saksham.org/>

SmartCane device is an electronic travel aid for the visually impaired which fits on the top fold of the white cane. It serves as an enhancement to the white cane and overcomes its limitations by detecting knee-above and hanging obstacles.

A Vision for Human Centered Design at Gates Foundation

Problem:

- We often conflate need with *demand*, with the result being that a lack of understanding of, and attention to *demand* leads to limited effort spent on understanding one's users
- Disruptive technology becomes the "go to" solution without a clear process of problem definition
- We move quickly to tech specs & do not confirm whether the planned solution fits into user experience, or drives the system or

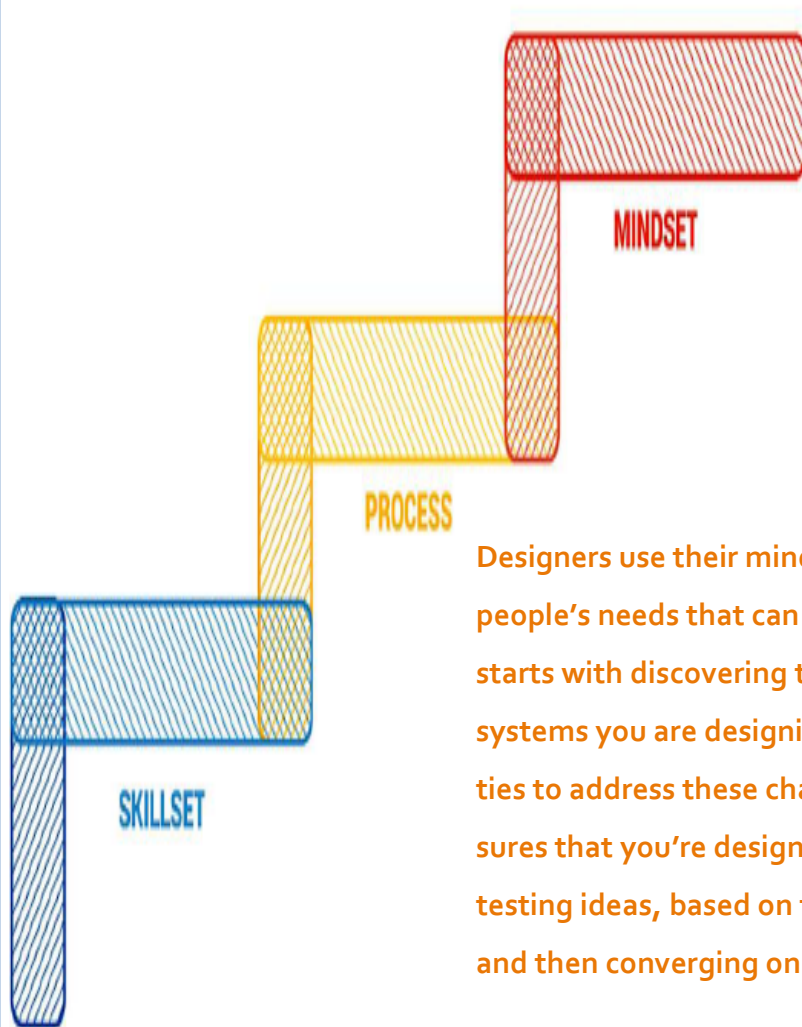
Vision:

- All teams agree that technologies in BMGF pipeline have potential for impact and are designed with the end user(s) in mind
- We all ask *Who, Where, How, and Why* before going to the *What*
- We develop our design muscle so that we use these approaches not just for product design, but for *developing strategy, focusing on experiences, and re-designing health care services and interventions*

What is the value that design brings to Global Health?



What is Human Centered Design?



The design mindset—reframing challenges and questioning assumptions—focuses on engaging people throughout the process of developing solutions for them. Design seeks to rapidly move from insights to action by translating learnings into concepts that can be tested, adopted, and improved directly with end users.

Designers use their mindsets and skillsets to develop solutions to people's needs that can be rapidly tested and refined. The first cycle starts with discovering the challenges and needs of the people and systems you are designing for, and then converging on opportunities to address these challenges and needs. The second cycle ensures that you're designing things the right way by developing and testing ideas, based on the opportunities identified in the first cycle, and then converging on and delivering a solution.

The diversity of design skills and titles can create uncertainty and confusion about what skills are needed to address particular global health challenges. While design, as a whole, seeks to apply different skills, based on specific challenges and across different project stages, individual designers typically possess a depth of knowledge in one or more design specializations.

What is Design Thinking



What is Design Thinking?

<https://www.oreilly.com/ideas/what-is-design-thinking>

This article explains the history of design thinking and where design thinking can take us.



Designing for Global Health Challenges

<https://blog.prototypr.io/designing-for-global-health-challenges-89b181eb1e96>

This article provides some material about the design and implementation of healthcare technology and how we can create better solutions and quality to reach our health care goals on a global scale.



Human-Centered Design in Global Health: A Scoping Review of Applications and Contexts

<https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0186744>

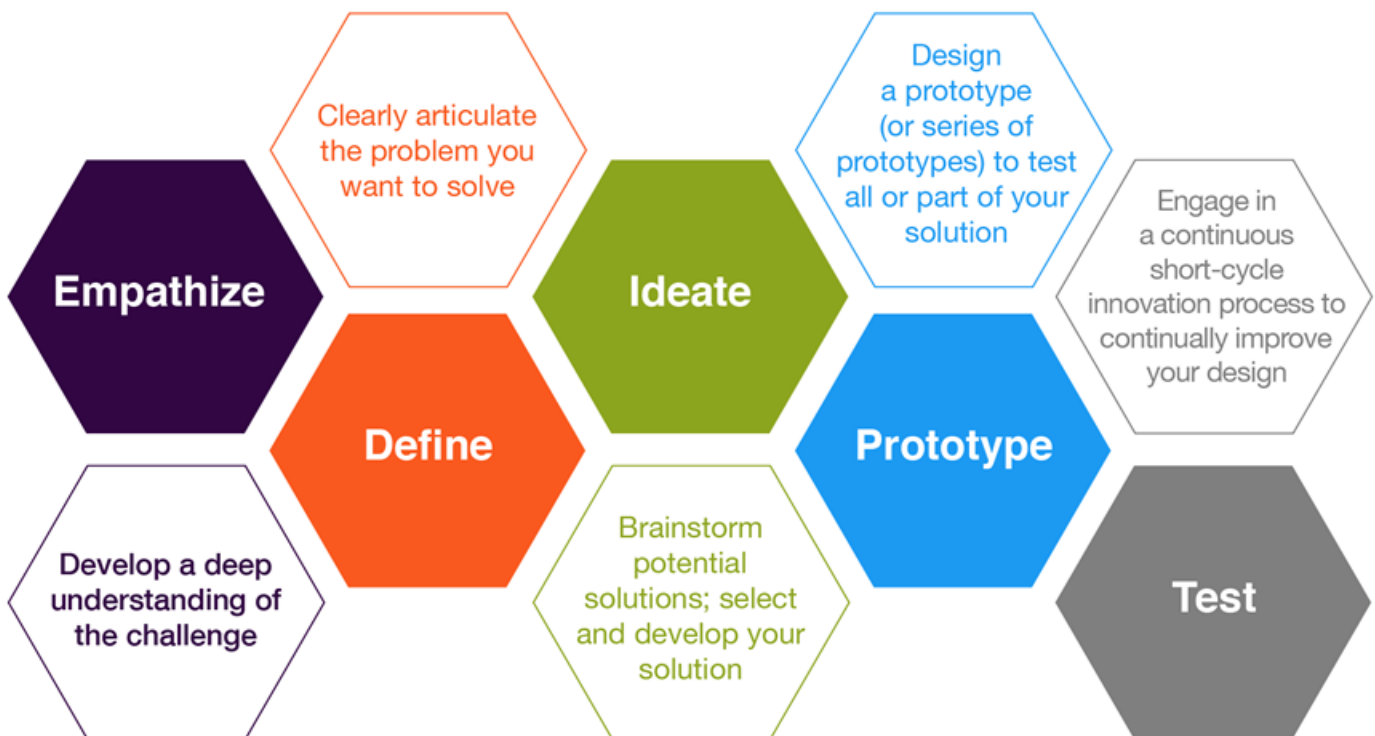
This journal article outlines ways that future projects can better integrate design thinking with global health research.



What is Design for Health?

<https://www.designforhealth.org/what-is-design-for-health/>

This website overviews the role designers play in improving healthcare products, technologies, and facilities, as well as patient awareness and engagement.



What is Design Thinking



Safe Public Spaces for Women and Girls

<http://www.endvawnow.org/en/articles/251-safe-public-spaces-for-women-and-girls.html>

This article overviews how to design safe public spaces for women and girls and it gives reasons why public planning is important in supporting the empowerment of women.



Why Aren't We Designing Cities that Work for Women, Not Just Men?

<https://www.theguardian.com/global-development-professionals-network/2016/oct/13/why-arent-we-designing-cities-that-work-for-women-not-just-men>

This article discusses how women and men use public spaces differently and gives suggestions on how to design public spaces to make them more accessible for women to use.



Lesson Plan Ideas!

Our Hungry Planet: Design thinking Challenge

<https://www.calacademy.org/educators/lesson-plans/our-hungry-planet-design-thinking-challenge>

This lesson plan helps educators facilitate a structured design challenge in their classroom related to food at home, at school, or in the community.

6 Design Thinking Projects that Inspire Students to Dig Deeper

<https://www.nureva.com/blog/education/6-design-thinking-projects-that-inspire-students-to-dig-deeper>

These easy activities challenge students to think critically, consider the needs of others and then develop solutions to solve real problems.

Lesson Plan: How "Impact Inventing" Could Solve Public Health Issues

<https://www.pbs.org/newshour/extra/lessons-plans/lesson-plan-how-impact-inventing-could-help-solve-public-health-issues/>

In this lesson plan students will watch the PBS NewsHour video "Could genetically engineered mice reduce Lyme disease?" and learn how impact inventing might solve this public health problem.



<http://chaingethecycle.org/places-2/guatemala/maya-pedal/>

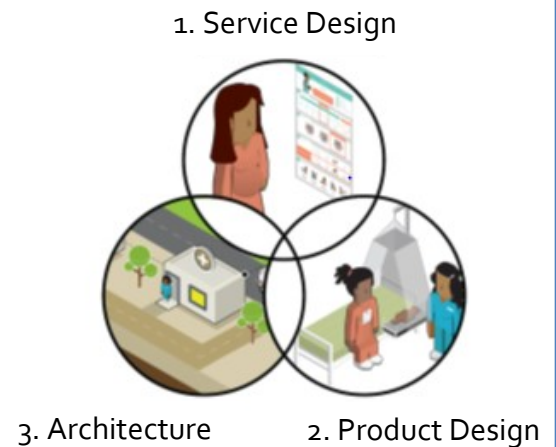
<http://www.worldwidecyclingatlas.com/stories/maya-pedal-association/>

http://www.sbbike.org/guatemala_maya_pedal_presentation

Design Project Example

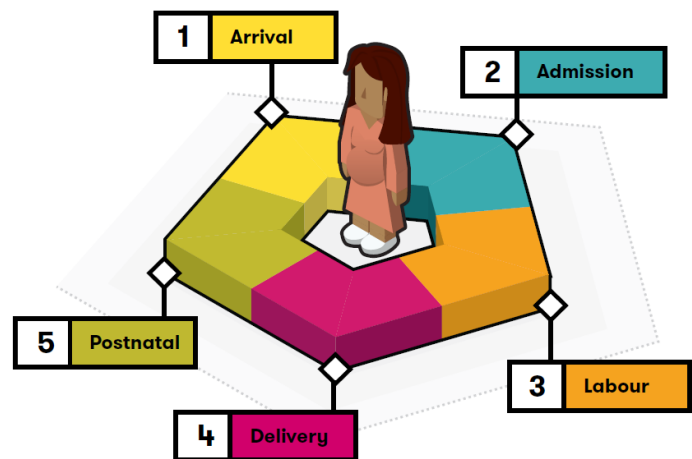
Lab. Our Ward : Re-thinking the birth experience

The Lab. Our Ward Innovation Project brings together expertise from the fields of **Product, service and architectural design**, in collaboration with maternal and new born health experts, to improve the birth experience in resource constrained settings.



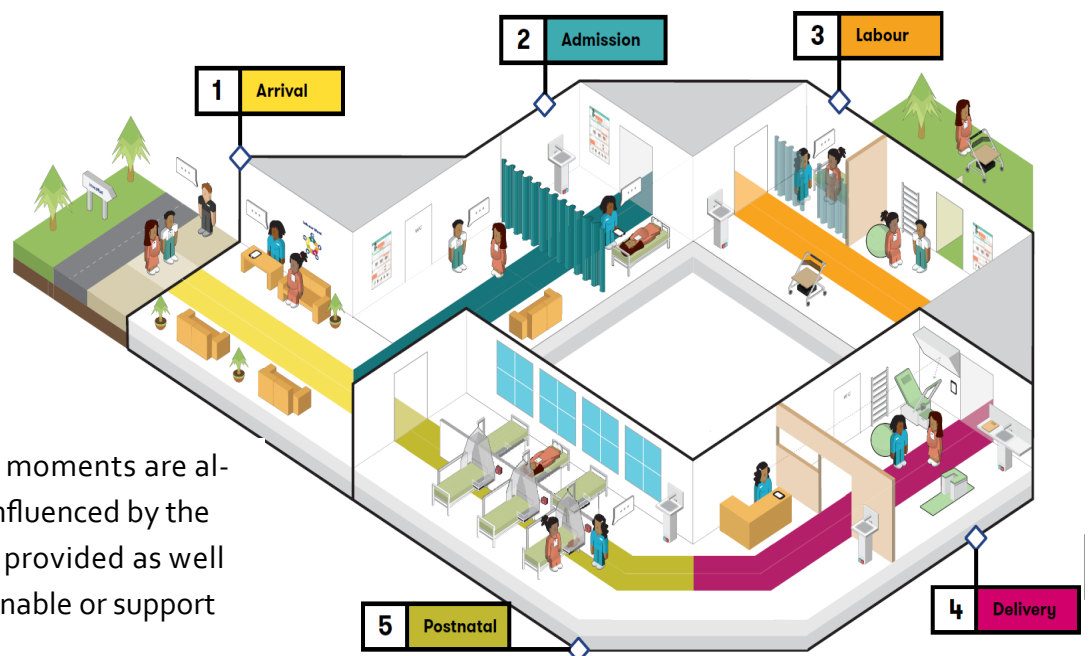
Journey Model

The Lab. Our Ward project uses the **Woman's Journey** through the facility - from her arrival to discharge - as the central concept to facilitate a safe and dignifies childbirth experience beyond just statistics and survival.



The Solutions

Services as experienced moments are always connected to and influenced by the **Space** in which they are provided as well as by the **Products** that enable or support the service provision.



Sustainable Development Goals



Sustainable Development Goals

<http://www.undp.org/content/undp/en/home/sustainable-development-goals.html>

The United Nations Development Programme provides resources for understanding the sustainable development goals and their role in the world's development.



About the Sustainable Development Goals

<https://www.un.org/sustainabledevelopment/sustainable-development-goals/>

This website provides detailed information on the 17 different Sustainable Development goals and examines the progress of each one.



A Look at the Sustainable Development Goals

<https://www.youtube.com/watch?v=5GondS3uRdo>

This short video reviews the 17 Sustainable Development Goals and the overall mission to end extreme poverty, fight inequality and injustice, and to fix climate change.



The Sustainable Development Goals (SDGs) Explained

https://www.youtube.com/watch?v=NkAvgL1_r1M

This short video presents the reasons for the Sustainable Development Goals and their significance.



SDG Media Zone

<https://www.pvpublic.org/sdgmediazone>

The SDG Media Zone is a platform for editors, bloggers, content creators and influencers to communicate innovations, partnerships, and discussions as a call to action for humanity to engage in the Sustainable Development Goals.



Can Architecture and Design Help Improve Women's Rights?

<https://www.zdnet.com/article/can-architecture-and-design-help-improve-womens-rights/>

This article gives you some ideas on how innovation in the architectural field can empower women and girls around the world (especially developing countries).

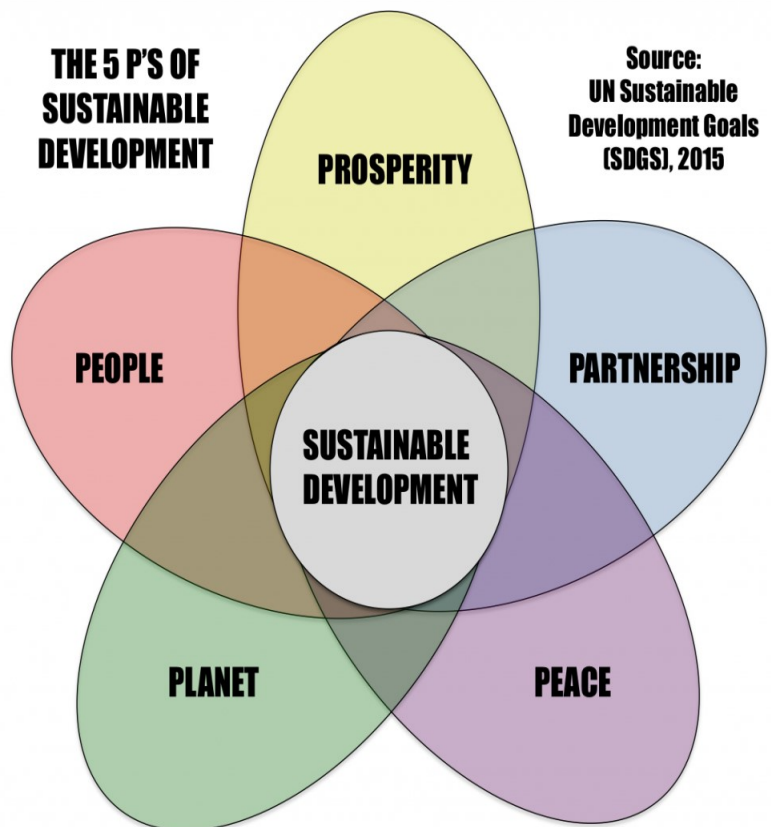


Activity Idea!

<https://go-goals.org/>

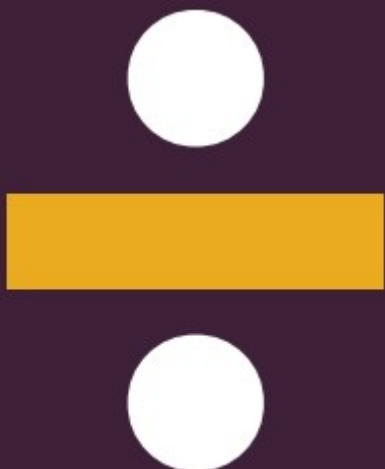
The goal of this board game is to help children around the world understand the Sustainable Development Goals in a child-friendly manner. Educators can find game rules as well as frequently asked questions and answers on how to play at the link provided.

THE 5 P'S OF SUSTAINABLE DEVELOPMENT



CC Wayne Visser 2015

<http://www.waynevisser.com/tag/5ps>



The world today is home to 1.1 billion girls under age 18. More than half of them live in Asia and a quarter live in Africa.

THE SDG GENERATION



Nearly nine in 10 girls today live in low- and middle-income countries – a pattern that is expected to continue through 2030.



70 million girls were born in 2015, beginning their lives just as the world embarks on the SDGs. These girls are expected to live on average 73 years. The expected life spans of girls born in low-income countries are almost 20 years shorter than those born in high-income countries.



Demographic projections indicate that while most regions will have a similar or smaller number of girls by 2030, the number of African girls will grow by 30 per cent between 2015 and 2030.

<https://www.unicef.org/gender/files/Harnessing-the-Power-of-Data-for-Girls-Brochure-2016-1-1.pdf>

Sustainable Development Goals



Highlights of the UN Sustainable Development Summit

<https://www.un.org/sustainabledevelopment/blog/2015/09/highlights-of-the-un-sustainable-development-summit/>

This video includes highlights from the UN Sustainable Development Summit.



The Sustainable Development Goals—Action Towards 2030

<https://www.youtube.com/watch?v=g-xdy1Jr2eg>

This short video discusses 17 Sustainable Development Goals and the significant role they have played in decreasing poverty around the world.



Transitioning from the MDGs to the SDGs

https://www.youtube.com/watch?v=5_hLuEui6ww

This video overviews the Millennium Development Goals, which were created with the focus of ending extreme poverty, and the transition to the Sustainable Development goals in 2015.



UN Sustainable Development Goals Overview

https://www.youtube.com/watch?v=M-iJMozm_Hg

This video gives an overview of Sustainable Development Goals and includes easy to follow graphics.



Gender Equality



How our Implicit Biases Fuel Gender Inequality, and Why We Need Empathy

<https://medium.com/disruptive-design/how-our-implicit-biases-fuel-gender-inequality-and-why-we-need-empathy-f57406ea5063>

This research project provides some information about the inhibition of women's leadership within the design industry and how implicit biases and silent influence creates a lack of diversity in positions of leadership.



What Works: Gender Equality by Design

https://scholar.harvard.edu/iris_bohnet/what-works

This book provides information on how we can de-bias people and organizations concerning gender.



The New War on Gender Studies

<https://theconversation.com/the-new-war-on-gender-studies-109109>

This article discusses global trends in gender issues and some concerns on how people meet the challenge of gender identity in the 21st century.



The Data Gender Gap You Don't Know About

<https://www.youtube.com/watch?v=ekW2U4JoN84>

We live in the information age: a staggering 2.5 quintillion bytes of data is created every day. Even so, some blind spots remain: we still don't know enough about the inequalities and injustices women and girls face every day.



How Getting Clean Water is a Gender Equality Issue

<https://www.cnn.com/videos/business/2019/01/20/charity-water-founder-ceo-gender.cnn-business>

This CNN business video shows that bringing clean water to developing countries can help women, who spend a significant portion of time fetching and carrying water, to reduce their time deficit and contribute to gender equality.



Gender Equality in Education

<https://www.youtube.com/watch?v=J1MkBNvAxvE>

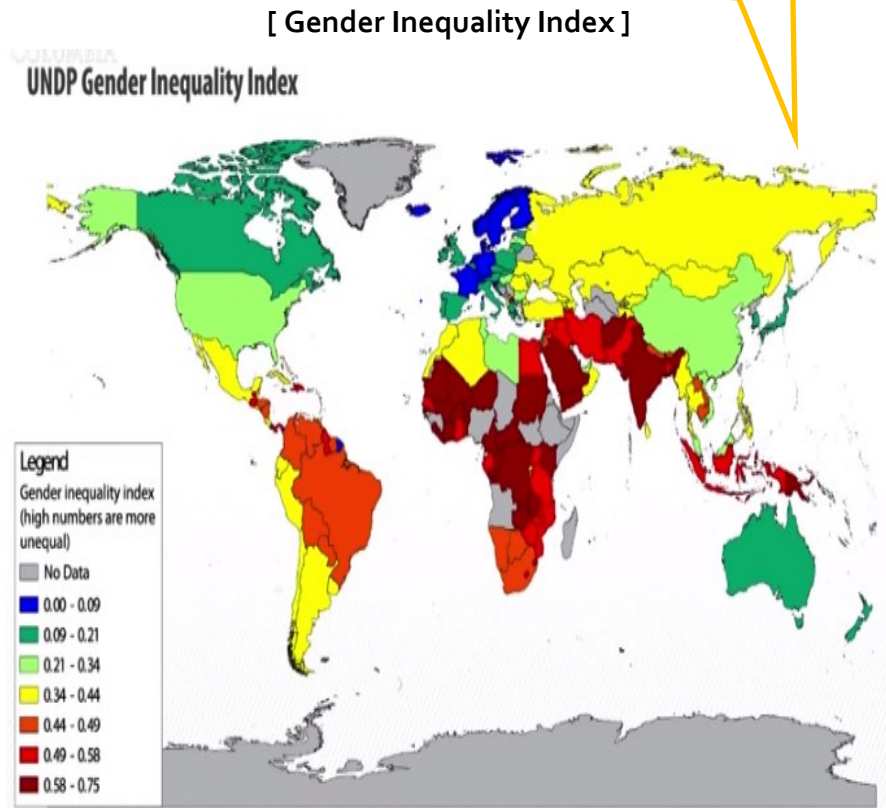
This short video educates people about how we can help give girls access to quality education and by doing so improve their standard of living.



Gender Equality overview

<https://data.unicef.org/topic/gender/overview/>

This page provides a comprehensive gender equality overview in regards to gender equality in childhood, adolescence, and adulthood.



High numbers are more unequal (Blue: low, Red : high)

Gender Equality



The World's Women 2015: Trends and Statistics

https://unstats.un.org/unsd/gender/downloads/worldswomen2015_report.pdf

This report overviews eight topics of policy concerns: population and families, health, education, poverty, etc. with statistics and analyses on these trends.



Gender Equality: Accelerating Progress and Opportunities for Everyone

<https://www.unicef.org/gender-equality>

Gender inequalities prevent children from reaching their full potential and narrows their mind and ambitions. This page presents reasons why gender equality is important and promotes strategies to prevent violence and discrimination against girls and women.



Harnessing the Power of Data for Girls

<https://data.unicef.org/wp-content/uploads/2016/10/Harnessing-the-Power-of-Data-for-Girls.pdf>

This document highlights the need for statistical data for girls to help bridge the information gap on where girls need support around the world. There are many areas that have sufficient statistical information, but there are many areas that require data collection to begin to bring girls out of poverty.



Girlforce: Skills, Education, and Training for Girls Now

<https://data.unicef.org/resources/girlforce-brochure/>

This brochure uses the most recent data to call attention to the fact that despite significant investment by the global community in the education of girls, many girls are not moving into the workforce.

[Gender Bottlenecks and Barriers, Options and Opportunities]

Gender Bottlenecks and Barriers

Women's and girls' lack of safety and mobility

Women's and girls' lack of resources and decision-making

Women's and girls' limited access to knowledge, info and tech

Gender division of labour between men and women, girls and boys

Masculine and feminine ideals and expectations

Gender Options and Opportunities

Government support, political will and resources for advancing gender equality

Local capacity and engagement of civil society, women's groups, young people (girls and boys)

Supportive male and female community leaders

Partnerships and systems for innovation, data and evidence

Complementary programming with UN agencies

INVEST IN GIRLS' EQUALITY



THE AVERAGE LIFE EXPECTANCY FOR WOMEN:

82 YEARS
IN **HIGH-INCOME**
COUNTRIES

63.1 YEARS
IN **LOW-INCOME**
COUNTRIES

64%

OF ILLITERATE
ADULTS ARE
WOMEN.



{ THAT'S
**2 OUT
OF 3** }

Girls and women spend **90%** of their **earned income** **on their families**, while men spend only **30-40%**



VIOLENCE



ONE IN FOUR WOMEN
is physically or
sexually abused
during pregnancy.

Globally, **NEARLY 40%** of murders
of women are
committed by an
intimate partner.

EVERY DAY, **39,000 GIRLS**
ARE FORCED INTO EARLY MARRIAGE.

THAT'S
27 GIRLS
A MINUTE

INCLUSION & PARTICIPATION



Women make up only
22% of Parliamentary
seats, and **8%** of the
world's executives.

95% of countries
have a male head
of state.



**WOMEN IN POWER = GREATER OPPORTUNITIES
FOR GIRLS' EDUCATION, HEALTH, AND EQUALITY**

WOMEN DELIVER

WHO WINS? EVERYBODY.

Women's Empowerment



8 Health Innovations Transforming Women's Lives Around the World

<https://mashable.com/2016/05/14/health-innovations-women/#JgHmkeorJZqg>

More than 800 women die every day in developing countries while giving birth. This article provides examples of and discusses technological innovations that are working to improve women's health.



Women's Empowerment: What Works

<https://onlinelibrary.wiley.com/doi/full/10.1002/jid.3210>

This paper identifies the reasons why and how women's life experiences have changed in recent history and explores what works in supporting women's empowerment.



Gender Equality and Women's Empowerment

<https://www.amherst.edu/system/files/media/0589/Kabeer%25202005.pdf>

This article discusses gender equality and women's empowerment. It highlights the ways in which education, employment, and political participation work toward the goal of gender equality.



Innovation for Women's Empowerment and Gender Equality

<https://www.icrw.org/wp-content/uploads/2016/10/Innovation-for-Womens-Empowerment.pdf>

This paper overviews how innovation can transform the lives of women, it explains how changed can be started by simple technology, shifts in social attitudes, or increased access for women to economic opportunities, savings and credit.



Gender Equality Means Empowering Women and Girls

<https://www.youtube.com/watch?v=nbhjXK2mMe8>

While the world has progressed toward gender equality and women's empowerment under the Millennium Development Goals, women and girls continue to suffer discrimination and violence in every part of the world. This video provides an in depth explanation of this.



Making Innovation and Technology Work for Women

<http://www.5050foundation.edu.au/assets/reports/documents/Makinginnovationandtechnologyworkfor-womencompressed.pdf>

This paper discusses the barriers that create the gender gap in innovation and technology and gives strategies to address them.



Global Strategy to Empower Adolescent Girls

<https://www.state.gov/documents/organization/254904.pdf>

This paper contains information on how to enhance girls' access to education, reduce their risk of child and early forced marriage and strategies to reclaim their rights.



<https://thehindu.com/opinion/being-bold-being-woman/>

Women's Empowerment



How Advancing Women's Equality Can Add \$12 Trillion to Global Growth

<https://www.mckinsey.com/featured-insights/employment-and-growth/how-advancing-womens-equality-can-add-12-trillion-to-global-growth>

This report found that the global GDP would increase \$12 trillion by 2025 by advancing women's equality.



Women, Energy, and Economic Empowerment

<https://www2.deloitte.com/insights/us/en/topics/social-impact/women-empowerment-energy-access.html>

This article shows the relationship between gender inequality, poverty, and access to modern energy.



How Markets Empower Women: Innovation and Market Participation

Transform Women's Lives for the Better

<https://www.cato.org/publications/policy-analysis/how-markets-empower-women-innovation-market-participation-transform>

This analysis explains how gender inequality and poverty are related, and how increasing women's power can change culture and the market.



International Women's Day: 3 Challenges Women Face Around the World

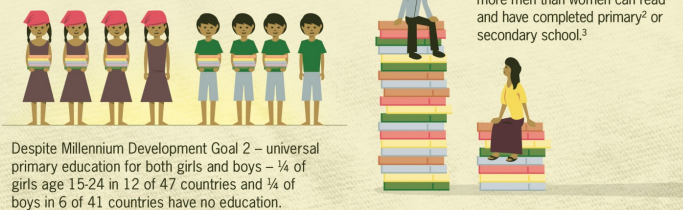
<https://www.csmonitor.com/World/Global-Issues/2013/0308/International-Women-s-day-3-challenges-women-face-around-the-world/Entrenched-perceptions>

Issues such as violence, inequality at work, and traditional expectations confront women on every continent around the world. This article overviews three of the most significant challenges women face.

RESOURCES FOR EMPOWERMENT IN WOMEN'S LIVES

No society can prosper without providing equal access to resources from women and men so that they are empowered to shape their own lives and contribute to their families and communities. Resources and opportunities that act as building blocks for empowerment include education, employment, and health care. Demographic and Health Surveys collected data on aspects of women's and men's access to resources in 47 countries during the years 2000-2012.

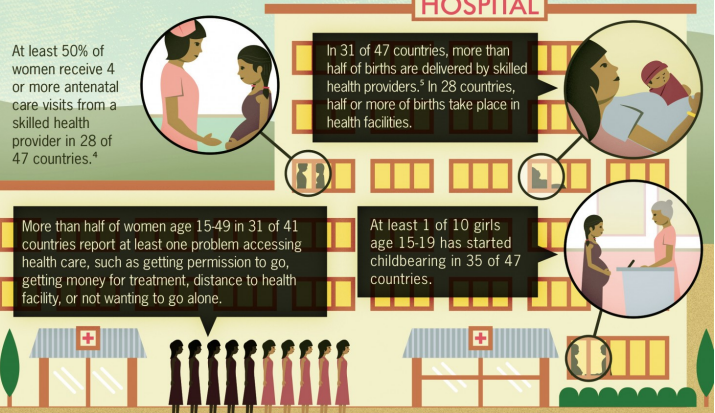
Education



Employment¹



Health Care



¹Respondents are women and men age 15-49.
²Respondents are women and men age 15-24.
³Respondents are women and men age 20-49.
⁴Respondents are women age 15-49 who had a live birth in the 5 years before the survey.
⁵Denominator is live births in the five years before the survey.

Read full report, Women's Lives and Challenges: Equality and Empowerment since 2000, at <http://measuredhs.com/publications/publication-0066-Other-Documents.cfm>
 Data from the following Demographic and Health Surveys: Armenia, 2000, 2005, 2010; Azerbaijan, 2006; Bangladesh, 2004, 2007, 2011; Benin, 2001, 2006; Bolivia, 2003, 2008; Burkina Faso, 2003, 2010; Burundi, 2010; Cambodia, 2000, 2005, 2010; Cameroon, 2004, 2011; Colombia, 2000, 2005, 2010; Cote d'Ivoire, 2005; AIS; Democratic Republic of the Congo, 2007; Dominican Republic, 2002, 2007; Egypt, 2000, 2005, 2008; Ethiopia, 2000, 2005, 2011; Ghana, 2003, 2008; Guinea, 2005; Haiti, 2000, 2005-06; Honduras, 2005-06; India, 2005-06; Indonesia 2003-03, 2007; Jordan, 2002, 2007, 2009; Kenya, 2003, 2008-09; Lesotho, 2004, 2009; Liberia, 2007, 2011; MIS; Madagascar, 2003-04, 2008-09; Malawi, 2000, 2004, 2010; Maldives, 2005; Mali, 2001, 2006; Moldova, 2005; Mozambique, 2003, 2009; AIS; Namibia, 2000, 2005-07; Nepal, 2001, 2008, 2011; Nigeria, 2003, 2008; Pakistan, 2005-07; Philippines, 2003, 2008; Rwanda, 2000, 2005, 2010; Senegal, 2005, 2010; Sierra Leone, 2008; Swaziland, 2006-07; Tanzania, 2003-04; AIS, 2004-05, 2007-08; AIS, 2010; Timor-Leste, 2009-10; Uganda, 2000-01, 2006, 2011, 2011; AIS; Ukraine, 2007; Vietnam, 2002, 2005; AIS; Zambia, 2002, 2005-06, 2010-11; Zimbabwe, 2005-06, 2010-11

WWW.DHSPROGRAM.COM

Women's Empowerment



Lesson Plan Ideas!

Women's Empowerment (Learning How to Lift as We Climb)

<https://kayewisewhitehead.com/2017/03/08/womens-empowerment-lifting-up-one-another/>

This lesson plan focuses on realizing the contributions and impact that women make to and on society. Students will answer the essential questions, why do women matter, why do women's rights matter, and what will you do to change your community?

Mission: Gender Equality

<http://cdn.worldslargestlesson.globalgoals.org/2016/06/4-Mission-Gender-Equality.pdf>

This lesson plan will help students to understand the definition of gender equality, to explore some of the causes and consequences of gender inequality, and to understand how to promote gender equality.

Empowering Women: Empowering Children

http://www.civicspace.eu/wp-content/uploads/2017/10/gender_equality_-_an_introduction.pdf

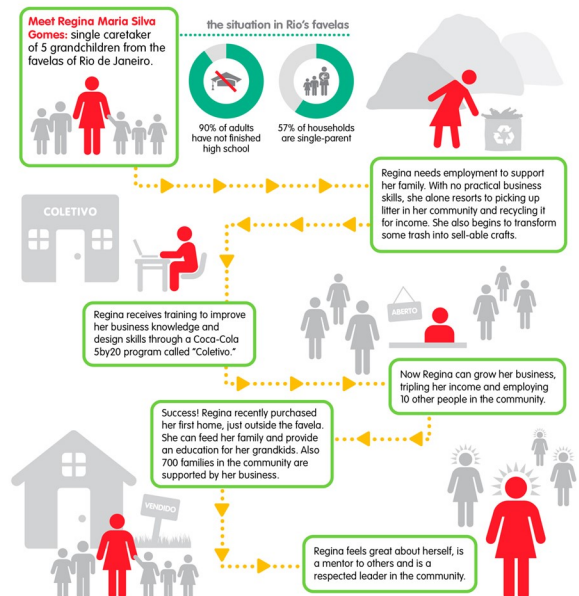
This lesson was designed as an introduction for students to explore gender equality issues. Students will understand basic facts about gender inequalities worldwide and identify main ideas about gender equality.

Empowering millions, one woman at a time.

There's an issue.

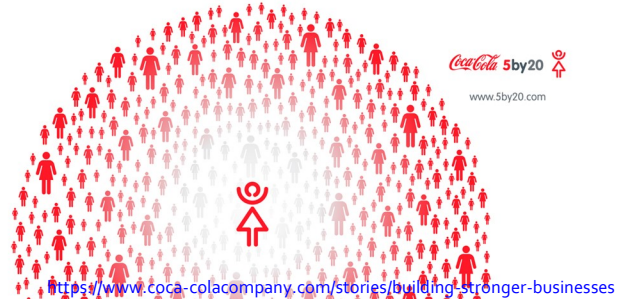


But there is hope. Here's just one story:



And that's just the beginning.

We started in 2010. We have now reached 300,000 women like Regina. Our goal? To empower 5 million women entrepreneurs by 2020.



What is Women's Empowerment?

<https://www.youtube.com/watch?v=nHlhM4YTbqo>

This brief video explains the meaning of Women's Empowerment and why it is vital to everybody in the world.



Women's Empowerment in Rural Karnataka

<https://www.youtube.com/watch?v=gLhHAMBIfRc>

This video shows the importance of how providing training programs such as tailoring, business skills, etc. can help women to enter industries and make them into independent earners in rural Karnataka.



Speech on Women Empowerment for Students

https://www.youtube.com/watch?v=TLz_v7b-uis

This speech on women's empowerment in India for students was given by Annapurana Ramakrishnan in 2017 at the Puducherry Digital Youth Summit.

Time Poverty



Time Poverty: The Gender Gap No One's Talking About

<https://www.youtube.com/watch?v=y7SLIYh3MGw>

Time is an essential resource, and women have less time in every country in the world than men. Melinda Gates discusses why we should care and what we can do to help.



'Time Poverty' Is a Real Issue For Women Everywhere, Says Melinda Gates

<https://verilymag.com/2016/02/melinda-gates-time-poverty-women-in-the-workplace-feminism-2502>

Do you know that many women are suffering from time poverty in the world? Melinda Gates gives an overview of time poverty and how we can teach women to overcome these challenges.



The Measurement of Time and Consumption Poverty in Ghana and Tanzania

<http://www.levyinstitute.org/publications/the-measurement-of-time-and-consumption-poverty-in-ghana-and-tanzania>

This research paper explains measuring time deficits and how it relates to poverty, which is known as the Levy Institute Measure of Time and Consumption Poverty (LIMTCP), and shows how these can be applied to countries like Ghana and Tanzania.



Gender, Time Use, and Poverty

<https://mpira.ub.uni-muenchen.de/11080/>

This paper provides information on time poverty and the relationship between the consumption-based measure of poverty and other development outcomes in Sub-Saharan Africa.



A Gender Analysis of 'Time Poverty'

<http://www.gprg.org/pubs/workingpapers/pdfs/gprg-wps-078.pdf>

This report explains how females in Africa have the substantial time burden of having to undertake regular work and domestic duties and are disadvantaged in market-based activities.



A Measure Whose Time has Come: Formalizing Time Poverty

<https://link.springer.com/article/10.1007%2Fs11205-015-1029-z>

This academic paper outlines the methodology for calculating time poverty and highlights the importance of time poverty as a way to measure progress in a society.



<https://mastercardfdn.org/young-africa-works-summit-report/vegetable-farmer/>

550 14

MILLION HOURS / DAY

Globally, girls aged 5–14 spend 550 million hours every day on household chores, 160 million more hours than boys their age spend. A girl aged 5–9 spends an average of almost four hours per week on household chores while older girls aged 10–14 spend around nine hours per week on these activities. In some regions and countries, these numbers are twice as high.

HOURS / WEEK

In the three countries with the highest prevalence of involvement in household chores, on average, more than half of girls aged 5–14 spend at least 14 hours per week, or at least two hours per day, on household chores (Somalia 64 per cent, Ethiopia 56 per cent and Rwanda 48 per cent).

50 2/3

% MORE TIME SPENT ON CHORES THAN BOYS

Worldwide, girls aged 5–9 and 10–14 spend, respectively, 30 per cent and 50 per cent more of their time helping around the house than boys of the same age. In some regions, the gender disparities can be even more severe: In the Middle East and North Africa and South Asia regions, girls aged 5–14 spend nearly twice as many hours per week on household chores as boys of the same age.

COOK AND CLEAN IN THE HOME

In countries with available data on chores by type, almost two thirds of girls aged 5–14 (64 per cent) help with cooking or cleaning the house. The second most commonly performed task among girls this age is shopping for the household (50 per cent), followed by fetching water or firewood (46 per cent), washing clothes (45 per cent), caring for other children (43 per cent) and other household tasks (31 per cent).

Time Poverty



Time Poverty: A Contributor to Women's Poverty?

<https://www.afdb.org/fileadmin/uploads/afdb/Documents/Publications/Time%20Poverty%20A%20Contributor%20to%20Womens%20Poverty.pdf>

This academic paper explains how to measure time poverty in poor countries and how to use surveys and tools to collect sex-disaggregated time-use data which scientists and researchers can use to measure the time deficit in different countries.



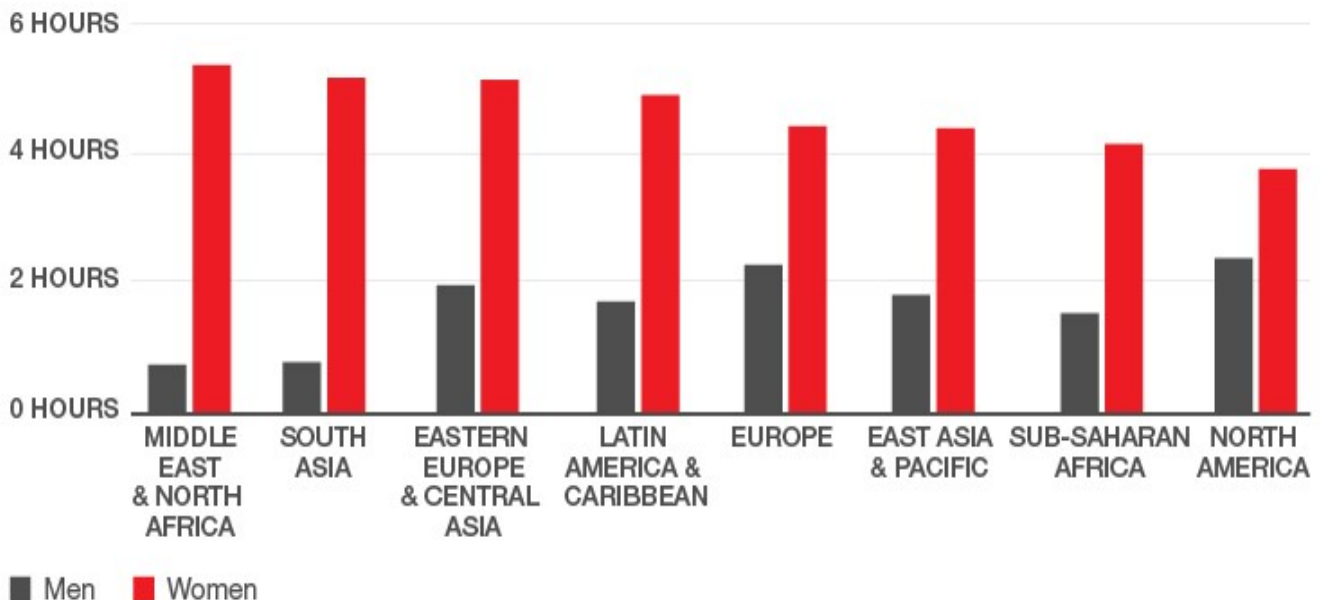
Time Poverty As a New Metric for Conversation

<https://blog.nature.org/science/2015/07/27/time-poverty-new-metric-conservation-qayuta-masuda-science/>

This article is an interview with a social scientist that explains the importance of considering Time Poverty as a way to measure human progress and not rely so heavily on GDP measurements.

IN EVERY PART OF THE WORLD, WOMEN SPEND MORE TIME ON UNPAID WORK THAN MEN DO

Unpaid work (hours per day)



Source: OECD (2014), Gender, Institutions and Development Database

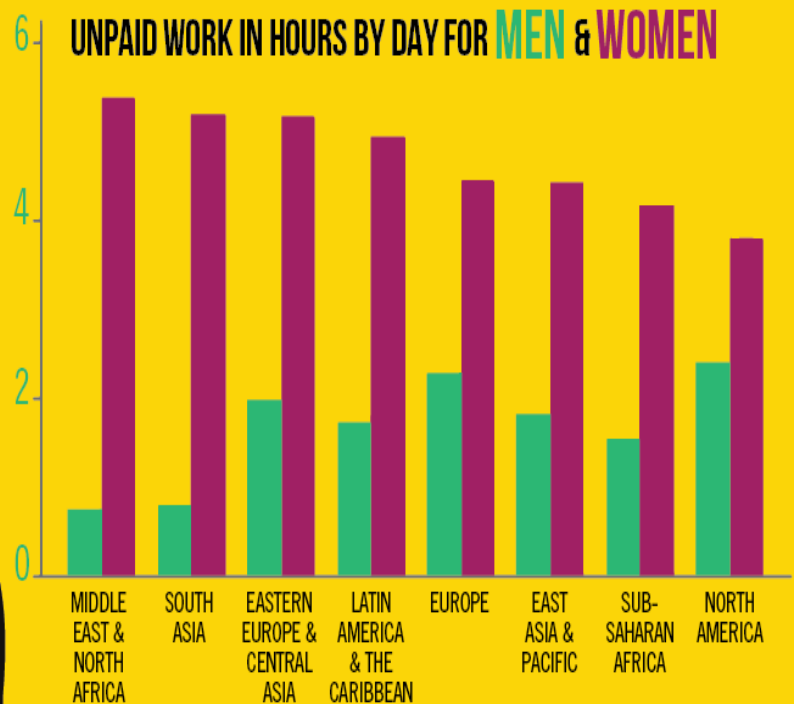
<https://alearningaday.blog/2016/10/17/sexism-and-cooking/>

INTRODUCTION TO TIME POVERTY

GHANAIAN WOMEN SPEND 22% MORE TIME ON
UNPAID WORK THAN PAID WORK



Around the world,
women bear a disproportionate burden of unpaid household work.



SOURCE: OECD (2014), GENDER, INSTITUTIONS AND DEVELOPMENT DATABASE.

Get Involved!

15 Organization Helping Women Around the World

<http://mentalfloss.com/article/534393/organizations-helping-women-around-world>

This article shows 15 different organizations from around the world that focus on helping women and children who need support.

10 Organizations That Empower Women You Need To Know About

<https://www.bustle.com/p/10-organizations-that-empower-women-you-need-to-know-about-57661>

This article introduces 10 different organizations that empower women. They focus on music and the arts which create the opportunities for young girls to get involved.

Care

<https://www.care.org/work/womens-empowerment/why-women-girls>

This organization focuses on improving women and girls education and expanding their economic opportunities.

Children's Alliance

<https://www.childrensalliance.org/>

This organization's mission is to improve the well-being of children by effecting positive change in public policies, priority, and programs.

Friends of Youth

<http://www.friendsofyouth.org/>

This local organization helps vulnerable children and families who need resources and skills to improve their standard of living.

Girls inc.

<https://girlsinc.org/>

This organization focuses on helping girls to learn their value, discover their strengths, and increase community awareness about equal rights.

GLOBALWA

<https://globalwa.org/about-us/who-we-are/>

This organization supports the global development community in Washington State and makes connections between private sector companies and nonprofits working in global development.

Pan American Development Foundation

<https://www.padf.org/girls-and-women/projects/>

The mission of this organization is to assist vulnerable and excluded people and communities in the Americas to achieve sustainable economic and social progress, strengthen their communities and civil society, promote democratic participation, and prepare for natural disasters.

Washington Women in Need

<https://www.wwin.org/about-us/>

This is an organization that provides health and education grants to low income women in Washington State.

Women's Funding Alliance

<https://wfalliance.org/>

This organization is based in Seattle and focuses on advancing leadership and economic opportunities for women and girls across Washington State.

Daring Women (May 21, 2019 _ Seattle Business Magazine Event)

<https://www.seattlebusinessmag.com/daring-women>

Seattle Business Magazine is holding their first event about Daring Women in Seattle on May 21st to share their stories on the challenges and triumphs in business and life.