



Global Practicum Opportunity Form

Learn more about Emory's Global Field Experience, a fund that students can apply for to cover travel costs [here](#). More information on hosting a student is [here](#).

Please e-mail this completed form **as soon as possible (ideally before Oct 31st)** and send it back to Dr. Matthew Freeman (matthew.freeman@emory.edu) & Dr. Joanne McGriff: (joanne.a.mcgriff@emory.edu)

1. Contact (person who will review applications)
 - a. Name of organization: Save the Children
 - b. Contact Name: Jeanne Long
 - c. Contact Email: jlong@savechildren.org
 - d. Contact Phone: 202-794-1676

2. Project description
 - a. Project Name: #ConstruyeIgualdad / #WeSeeEqual
 - b. **Project Description:** In 2018, the Save the Children Mexico initiated a program aimed at promoting gender equality and health for school-age girls and boys in Mexico. “#WeSeeEqual: Transforming Gender Norms among School Children” project is implemented in schools to reach very young adolescents ages 9-11, in grades 4-6 in four states in Mexico. The project integrates puberty education with gender norm formation through curricula called Choices. Choices is a gender norm curricula developed by Save the Children that has been adapted to a number of countries. The Choices package aims to move a community towards social and behavior change with regards to adolescent's gender equity with the goal to improve boys' and girls' access to information and reflective activities that challenge restrictive gender norms and promote gender equity. The intervention focuses on teacher training and integration of gender and early sexuality education in the public schools system.
 - c. Project Location / Country: Mexico City, Mexico

3. Student engagement
 - a. Describe student role in the project:
 - i. Analyze two cohorts worth of program monitoring data and knowledge, attitudes and practices (KAP) surveys from children and teachers to identify potential gaps in programming.
 - ii. Use quantitative data and findings to develop a small qualitative study that will inform potential curricula, training or other program improvements.
 - iii. Submit IRB protocol for qualitative research and secondary data analysis.



- iv. If interested, there is thesis potential with the project. The project will collect three cohorts worth of data through November 2019 (baseline and endline of each cohort, following the same girls and boys in each individual cohort).
- b. Expected deliverables:
 - i. Approved IRB protocol (May)
 - ii. Preliminary program recommendations based on qualitative research (August)
 - iii. One published manuscript (qualitative, quantitative or mixed-methods) based on data collected. (TBD)
- c. Specific skill requirements (qualitative, survey design, including language):
 - i. Must be proficient in Spanish – ideally fluent
 - ii. Must have taken qualitative methods and must be enrolled in qualitative analysis
 - iii. Must have strong biostatistics skills. The current survey data creates four index variables to be analyzed over time to assess our program effectiveness.
- d. Is the Project paid or unpaid? Is there any in-kind support (e.g., housing)?
 - i. Unpaid, though some funds may be made available to cover additional costs of transcription.
- e. Timeline (students are typically available to travel to the site between May and August, but can work with the team both before and after this work):
 - i. In the spring, the student would work remotely with the DC and Mexico teams to design the qualitative study and ensure IRB approval is completed before arriving in Mexico.
 - ii. The student must be able to travel to Mexico ASAP in early-to mid-May because the school year ends in July and we will lose access to students and teachers.
- 4. What should students submit when applying (CV, cover letter)?
 - a. Please send a CV, cover letter and writing sample.
- 5. Emory University faculty contact (if any):