**Feedback from my professor:**

This is a thorough, detailed, and complex proposal. One thing that could be interesting to add is an analysis of power -- we can't study poverty in South Sudan without looking at the historical effects of colonialism. So, what are the broader issues at play here as well? Also, looking at your two sources here, they seem to be quite broadly related to your topic. Since you are researching the specific relationship between gender and education in South Sudan, make sure that your sources discuss these particular ideas in depth, rather than as a side-note. Great start overall!

Poverty and Education for Women in Southern Sudan

**Question One**

**What is your specific, narrow topic for your research project? What is the particular angle you will take on this topic? For example, if you choose to research homelessness, will you explore causes? effects? programs to address it? homelessness in a particular geographical area? amongst a particular group (women, war veterans, etc.)?**

The topic that I am going to narrow down in my research project is poverty and education for women. Specifically, I will focus on how poverty is quite dominant in third world countries especially Southern Sudan which is a country located Africa continent and the way it affects education. Furthermore, I will research on features that depict a certain country is experiencing poverty. Also, I will research on various ways in which the Southern Sudan government can use to eradicate poverty.

**Question Two**

**Why have you chosen this topic? What intellectual, academic, and personal stake do you have in this topic?**

I have chosen to research this topic concerning poverty and education for women in third world countries especially in Southern Sudan since it has gone to an extent that many women are illiterate in this country. During my preliminary research regarding poverty and education in Southern Sudan, I came across various articles and journals that had voluminous information concerning poverty in Southern Sudan. There are various facts about poverty in Southern Sudan that I found in the articles and journal. First, Southern Sudan has more than one-third of the world’s poorest people whose highest percentage comprises of women. Second, in 2013 according to the report that was published by Gallup World, the ten countries in the world whose citizens were living on or less than $ 1.25 per day were residents of third world countries in Africa and the highest number came from Southern Sudan who majority were women.

Third, almost one in three women who live in Southern Sudan is illiterate. Fourth, citizens of Southern Sudan almost more than half of the population do not have access to schools. Fifth, women and children are adversely affected by war which Southern Sudan commonly experiences which in turn makes them to lack of access of education. Lastly, in Southern Sudan there are some cultures that still do not value women’s education.

Thus the above facts that I learnt in various journals and articles concerning poverty made me to develop interest in researching how poverty have adversely affected women’s education in Southern Sudan in my research project.

**Question Three**

**What questions do you have about this topic that you hope your research will answer? Be sure that your questions focus on the specific topic you propose above (don’t ask general questions about the topic).**

My research study focuses to answer five questions regarding poverty and women as well as their education in Southern Sudan. What are the causes of poverty in Southern Sudan? What are some of the ways in which poverty can be eradicated in Southern Sudan? Does the respective government in Southern Sudan formulated and implemented enough measures that can reduce or eradicate poverty particularly on women? What are the features that postulate that women are living under poverty and how their education is affected? Why do women and children become more victims of poverty as compared to men? Lastly, why do some cultures still do not value women education?

**Question Four**

**What kinds of information or sources do you think you will need to answer these questions? Be as specific as possible. For example, what kind of scholarly data will you need? In what fields of research?**

There are various sources of information regarding poverty and women and the way it affects their education in Southern Sudan that will be quite beneficial to my research. Southern Sudan government records would be quite vital in providing relevant statistics showing distribution of poverty among women and the way their education is adversely affected. Food and Agriculture organization records would also be critical in my research since they will avail relevant statistics of hunger across the world and especially in Southern Sudan. Also, World Bank Development indicators records would also be relevant in postulating statistics regarding poverty among women in Southern Sudan. Another one is Census Bureau Income report of certain countries that indicates the level of poverty in their respective countries. United Nations Educational, Scientific and Cultural Organization (UNESCO) records would also be vital in describing how education of women who live in Southern Sudan has been negatively been affected. Lastly, I would use information from consumer price index and inflation report of Southern Sudan to indicate various changes of consumer basket.

**Question Five**

**When searching in library catalogues and online databases, what keywords or key terms will you use in your search that you think will help you find the information you need? List as many keywords as you can, separated by commas. Remember, list keywords or phrases, not full sentences.**

Specific words that I will use in my research to facilitate me to find appropriate information concerning poverty are: facts about poverty, women poverty, apathy, dependency culture, poverty alleviation, poverty reduction, poverty eradication, chronic poverty, absolute poverty, poverty line, relative poverty, subjective poverty and environmental poverty (Williams 4).

**Question Six**

**Most of your research and writing will be done outside of class time. What plan do you have for getting your research and writing done this quarter? Tell me how you will fit 15 hours of research and writing into your life.**

In order to complete this research project and writing effectively, I plan to be spending two hours early in the morning during weekdays on researching as well as writing my research project. I would be waking up at 8:00am in order to get adequate two hours of reaching and writing project. In addition, I would be spending three to four hours during the weekends focusing on the research and writing of my research project. Furthermore, I would make good use of the e-learning portal that is provided by our campus library to assist me with the relevant materials that is necessary for my research project.

**Question Seven**

**What have you already found out about this topic through your preliminary research? Be specific about the kinds of materials you’ve already consulted and what you found out. Name at least two sources you’ve consulted and read: name the title, author, and publication. Write out what new information you found out.**

Waldstein, S. R., Moody, D. L. B., McNeely, J. M., Allen, A. J., Sprung, M. R., Shah, M. T., ... & Zonderman, A. B. (2016). Cross-sectional relations of race and poverty status to cardiovascular risk factors in the Healthy Aging in Neighborhoods of Diversity across the Lifespan (HANDLS) study. *BMC public health*, *16*(1), 1.

This article has provided me with statistics that illustrate the distribution of poverty across the world. In this article, I have found out that approximately more than 80% of the globe’s population lives in countries where there are income disparities such that the richer keeps on accumulating lots of wealth while the poor are becoming poorer. Furthermore, this article explains further that more than half the population of women in Southern Sudan is illiterate. Specifically, culture is the one that undermined women education.

Panel, UN High Level. "A new global partnership: Eradicate poverty and transform economies through sustainable development." *New York, NY: United Nations* (2013).

This journal has provided detailed information concerning various ways in which poverty can be eradicated or reduced. First, appropriate education should be offered to children so as to equip them with technical skills which they can use to start an entrepreneur business. Second, women and children should be empowered by being shown the various ways in which they can use to eradicate poverty. Third, funds should be availed to women and youths so as to avail capital that is required to start a business entity. Lastly, basic services such as education, health, electricity and water should be availed to each and every person across the globe so as to alleviate poverty.

Work Cited

Panel, UN High Level. "A new global partnership: Eradicate poverty and transform economies through sustainable development." *New York, NY: United Nations* (2013).

Sandhu, Manmeet Poonam, and Jennifer Goodnight. "Community Handwashing Guide: Utilizing Available Resources to Initiate a Handwashing Intervention." *World Medical & Health Policy* 6.1 (2014): 39-50.

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