



TOOLKIT

Women's Empowerment Through a HOLISTIC Approach to EDUCATION

Papers presented at a GWI CSW63 parallel event in collaboration with Global Campaign for Education, held on 11 March 2019 at 4.30 pm in Blue Room, 4 W 43rd Street, New York

GRADUATE WOMEN INTERNATIONAL (GWI)

GWI advocates for women's rights, equality and empowerment through access to quality secondary and tertiary education, and training up to the highest levels. Our vision is 100% of girls and women in the world achieving education beyond primary school. GWI provides a global voice for women graduates, working for the adoption and implementation of international agreements that will protect and benefit ALL girls and women. GWI also develops and implements fellowships and projects, which aim to increase gender empowerment by supporting girls' and women's access to **quality** education through cooperation between the GWI Board and voluntary committees, our national members (NFAs), and our international staff at headquarters in Geneva, Switzerland. GWI enjoys special consultative status with ECOSOC and is an active advocate with the United Nations, UNESCO and other international agencies. These agencies play an important role in supporting country governments to develop and implement policies to reduce inequality and stimulate development.

GLOBAL CAMPAIGN FOR EDUCATION a coalition of over 80 organizations, promotes access to quality education as a human right and mobilizes the public to create political will in the U.S. and internationally to ensure universal access to quality education worldwide. The Global Campaign for Education works to end the global education crisis by ensuring that States deliver the right of all to a free, quality public education. Members are in almost 100 countries

PARALLEL EVENT:

The CSW63 Priority theme of social protection systems, access to public services and sustainable infrastructure for gender equality and the empowerment of women and girls highlights essential components of women empowerment. This panel discussion emphasized the need to incorporate these components into a holistic plan that supports the personal development of women for a meaningful achievement of gender equality/women's empowerment and in turn, the SDGs. A discussion of case studies shows that education can become truly transformative when it is not narrowly- defined within the context of the workplace or economy but to women's human rights and personal empowerment.

INTRODUCTION

This topic was chosen as it follows on from the vision of both organisations by emphasising that access to education is both an internationally recognised human right, as well as a fundamental enabler to achieve economic growth, human development, peace and stability, and recognising that girls and women are particularly vulnerable. There are many specific needs which should be taken into consideration when developing policy or providing services and infrastructure.



Quality curricula should include the seven domains of learning: *physical well-being; social and emotional; culture and the arts; literacy and communication; learning approaches and cognition; numeracy and mathematics; science and technology; and the meeting of any specific needs.*

The concept of a HOLISTIC approach is becoming widely acknowledged. AND it is essential when planning is undertaken. There are TWO important components – 1) ensure that the issue/situation is looked at as BROADLY as possible – problem identification and analysis, possible consequences and all stakeholders identified: 2) ensure that a GENDER LENS has been applied. This will result in any specific gender needs being adequately addressed.

EDUCATION POLICY – without a gender-lens being applied to the relevant issues policies adopted can leave a gaping hole in adequate implementation. An example would be security on a campus: issues of sufficient lighting from dormitory/parking areas to the library for female students to access the library at all times that the library is open. This has often been raised by female students.

All problem-solving / major decision making must, we know, start with a deep analysis of the broader context of a problem. This is what we have in mind when talking about a holistic approach to education – whether pre-primary, basic or higher/further education.

BUDGET – We hear all too often that MONEY WAS THROWN AT THE PROBLEM : With very little success being achieved.

In South Africa at the dawn of the new democratic parliament, women MPs ensured that the annual government budget was further analysed into the Women's Budget and the Children's Budget. How would the policies and allocation of resources affect these specific groupings? Some other countries have also introduced these special budgets, but the practice seems often to be sporadic or shortlived.

Other issues would include :

DISABILITIES

SAFETY AND SECURITY (including lighting, toilets)

PERSONAL HYGIENE

TRANSPORT

ACCOMMODATION

SELECTION CRITERIA

HUMAN RESOURCES POLICIES

Actually, the list is very long ...

The following papers provide specific instances and ways in which a HOLISTIC approach has been applied/could be applied in a variety of circumstances. The speakers presented input on research which has been undertaken and provided case studies to illustrate the aspects being highlighted. These examples were drawn from various parts of the world to give the panel discussion a truly global perspective. Participants were introduced to a more systems approach to education in meeting the holistic needs of a person (the student and community participant) while planning is undertaken to provide sustainable infrastructure, policies and social protection systems. They gained an understanding which was based on actual experiences which have been monitored and evaluated



TOPICS COVERED/ PAPERS AVAILABLE

Prof Shirley Randell and Nsanga Sylvie Rwiyereka : The Rwandan government's holistic approach to policy development

Prof Jaya Dantas Audits/analyses/urriculum development/policy development

Nayana María Guerrero Ramírez PhD Student : Empowering Women and Girls Through A Holistic Approach To ICT Education

Nolwazi Ncube PhD student; Policy and Technology around Sanitary Dignity

Jennifer Rigg Executive Director of the Global Campaign for Education-US (GCE-US) : A Supportive Enabling Environment and the Right to Education

QUESTIONS AND DISCUSSION

WRAP UP

By Louise McLeod GWI VP Marketing

Holistic education is a philosophy of education based on the premise that each person finds identity, meaning, and purpose in life through connections to the community, to the natural world, and to humanitarian values such as compassion and peace giving attention to experiential learning, and places significance on "relationships and primary human values within the learning environment." Holistic education attempts to integrate all ways of learning that are available to us. It is also to ensure that "no one is left behind" in any way that can be avoided.

As you have heard our panelists discuss, a more inclusive approach to education is necessary especially for the most vulnerable female populations but to also address specific needs. Investing in education for girls and women through their life course, and indeed in every aspect of a woman's life, is critical to reducing inequality and stimulating development.

Our panelists today discussed various approaches to providing a holistic experience to education and the empowerment of women and girls. To sum up:

A supportive, enabling environment for women and girls in Rwanda provides access to finance and social protection, prioritizes girls' rights to education and increases the decision-making capabilities of women especially when it comes to political empowerment.

The empowerment of women and girls needs to include the promotion of curriculum development in science and technology along with gender and empowerment policy development in the public service. Mentoring and support are also critical especially for refugee and displaced women and girls. Women continue to face the challenges of digital inclusion in education and still face barriers to their access to ICTs that many countries are attempting to grapple with and eliminate.

The very fact of being a woman creates difficult situations in all aspects of life that are not readily understood by men. Sanitary dignity involves the necessity of having access to private sources of water and areas for personal sanitation along with access to reusable sanitary supplies and innovative use of organic forms of sanitary wear. These are of particular importance to girls who often are not able to attend school during their menstrual periods.



Barriers to holistic education for women and girls include equitable universal access to quality education, education in emergency/crisis settings and inclusive education (including for the disabled). Career gender stereotyping and socio-cultural norms that typecast men and women into different professions have resulted in a distinctive gender gap in certain sectors, where women are particularly under-represented especially in innovation-related industries.

It is necessary to provide an interdisciplinary, holistic approach to tackling human rights and education issues related to girls and women. And we can do this by:

- Ensuring government policies, services and infrastructure have been planned holistically
- Creating, funding and implementing programmes that ensure women and girls can access quality education throughout their life span and from all available educational sources, whether formal or informal.
- Working to limit influence of cultural and traditional practices on girls' and women's right to education.
- Promoting equal opportunities and the realisation of human rights for all through providing training in basic human rights, including women's rights, and funding to support the realisation of those rights.
- Assisting access to education in those sectors of society where women and girls are most marginalised through natural disaster, war, genocide and post-conflict dislocation.

GWI CSW63 PARALLEL EVENT :

BRIEF CURRICULUM VITAE: PRESENTERS

Professor Jaya Dantas is Dean International in the Faculty of Health Sciences and Professor of International Health at Curtin University in Western Australia. Dr. Dantas has worked for 30 years in India, Kenya, Uganda, Rwanda, Timor Leste and Australia and has undertaken consultancies in Pakistan, Kosovo, Sri Lanka, Singapore and South Africa. In 2015, 2016, 2017 and 2018, Jaya was a delegate to the Commission on the Status of Women at the UN in New York and presented at the Churches Centre of the United Nations. In 2013, she was made a Fellow of the Public Health Association of Australia. She is currently the Vice-President of Graduate Women, Western Australia, a council member of the Australian Federation of Graduate Women. In the last decade, she has been involved in research projects in Australia, India, Rwanda, Timor-Leste and Uganda with a focus on refugee and migrant women. In her research and practice, Jaya has learned that context and culture are central to understanding how women respond to their complex situations and achieve the empowerment, resilience and agency required for improving education and health for themselves and their families.

She is a member of GWI affiliate AFGW (Australia).

Nolwazi Nadia Ncube holds a MS.Sc (Sociology) from University of Cape Town (UCT) and undertook Exchange semesters at the University of Freiburg, Germany and Jawaharlal Nehru University, New Delhi. She was awarded merit-based UCT International Student Scholarship, achieved a distinction in Social Movements, Society & Workers Master's Class (2013) Her Dissertation title was Narratives of the transnational student. She is currently a PhD candidate (Sociology), University of Aberdeen (UoA), Elphinstone Scholar, PhD Scholarship Programme. Dissertation (working title): Matabele mother-daughter narratives of menstruation. In 2019 she was the Professor Debra Gimlin Prize winner and UoA Development Trust Student Support Fund awardee.



She is the founder in 2015 of Save the Girl Child Movement (flexi-time). In 2018 she was a Delegate, Global Scholars Symposium at the University of Oxford (Rhodes House) under the theme Navigating Uncertainty and Guest speaker at the University of Leeds, Finding Africa initiative's Theorising Africa: Reviewing a History of Ideas. A forthcoming Publication is, Ncube, Chimbwanda & Willie 'Citizenship Alterities: the Case of Birth Registrations in the Tongogara Refugee Camp of Zimbabwe'. Opinion editorial for the April issue of the Regional Network on Equity in Health in East and Southern Africa (EQUINET) newsletter titled, "Making Markets work for Menstrual Health: Overcoming the 'Dignity Deficit'. Available [online]: <http://www.equinet africa.org/newsletter/issue/2018-04-01>

Since 2018 she has been a member of GWI affiliate, ZAUW (Zimbabwe).

Nayana María Guerrero Ramírez, is a doctoral candidate in Administrative Sciences at the National Autonomous University of Mexico (UNAM). She is currently developing research on the digital inclusion of women. She holds a Master's degree in Technology Administration from UNAM and a Bachelor's Degree in Business Administration from the Monterrey Institute of Technology and Higher Education (ITESM). She has a certificate in Economics and Business, carried out at the Institute of Political Studies in Paris, France. She has taken various courses and trainings on gender, business and women's human rights.

Nayana has coordinated and directed innovation projects and new technologies in private companies, Sistemas Abiertos X Sistemas Abiertos (saXsa) and Beleki Brands. She founded Bodachera, a bridal concept and directed La crêpe de la crêpe, a system of impulse products franchises. In the area of dissemination, he has given conferences and courses in different universities and organizations, related to the promotion of gender equality and information and communication technologies in the business world.

She has been part of the Delegation of the mission of Mexico, at the Sixty-second session of the Commission on the Status of Women (CSW62). She has also been a member of the Civil Society Delegation in the 70th session of the Committee on the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) and participated as a member of the GWI on the occasion of the Universal Periodic Review of Mexico at the UN Human Rights Council in November 2018. She has received several distinctions, among which the National Award of Professional Excellence, 2018 edition by the National Chamber of Women.

She is a member of GWI affiliate, FEMU (Mexico).

Professor Shirley Randell AO (Order of Australia), (PhD, Hon.DLitt FACE, FIML, FAICD, Med, is an award-winning global mentor, educator, trainer, author, company director, public speaker, change activist, ambassador, patron, and campaigner for human rights. She has provided specialist technical assistance to governments and agencies in Africa and the Asia Pacific Region over the last 20 years as a leading expert in public sector and institutional reform, teacher education, gender mainstreaming and human rights in developing countries. In 2010, with the encouragement of Rwandan women parliamentarians, Shirley founded and was first Director of the Centre for Gender, Culture and Development at the Kigali Institute of Education. Shirley was an Australian Inaugural Women of



Influence in 2012, a TIAW World of Difference Awardee in 2013 and the John Storey Lifetime of Achievement in Leadership Awardee in 2018. She gives public speeches all over the world

Shirley has been a past World Vice President of IFUW (now GWI), She is currently a member of the GWI Special Committee on Project Development. She was founder of the Ballarat Group of the Victorian branch of AFGW, the Vanuatu Association of University Women and the Rwanda Association of University Woman where she is still deputy CIR. Shirley is also CIR of The Australian Association of Graduate Women New South Wales branch. (AFGW)

Jennifer Rigg is the Executive Director of the Global Campaign for Education-US (GCE-US). GCE-US, a coalition of over 80 organizations, promotes access to quality education as a human right and mobilizes the public to create political will in the U.S. and internationally to ensure universal access to quality education worldwide. Jennifer brings over 20 years of experience, including international education and development, public policy, coalition building, strategic communications and public management. Previously, Jennifer was the Director of Policy & Partnerships and Interim Executive Director at the 1,000 Days Partnership. At Save the Children, Jennifer led policy and advocacy on education, early childhood development, nutrition and food security, livelihoods, microfinance, and aid effectiveness. Jennifer has also worked with CARE, United Way Worldwide, and the Nancy Bell Evans Center on Nonprofits & Philanthropy at the University of Washington. She received an MPA and graduate certificate in International and Community Development Policy and Management from the University of Washington, a certificate in Nonprofit Leadership and Management from the University of Wisconsin/Learning Institute for Nonprofits, and a BA in International Studies/Political Science from Emory University.

Nsanga Sylvie Rwiyereka

Nsanga Sylvie is a Rwandan feminist passionate about Girls' education and Women's health. Currently working as a digitization expert for the government of Rwanda and supporting programs aimed at closing the gender digital divide. As a social justice activist, she serves on different civil society organisations boards including, Graduate Women International-Rwanda as the Advocacy and Membership Convener, and President and Co-Founder of the Womanhood Academy, a feminist Women Information and Resource Center. Prior to that, she led the Rwanda National Youth Council as the Secretary General where she tirelessly advocated for youth and girls friendly policies. She also served as UNICEF Girls Education facilitator under UNICEF's Girls Education Movement program. In addition to that, she is an online activist addressing publicly GBV and inequalities rooting from the Rwandan and African patriarchy culture. Her research interest links ICT to gender equality and women's issues.

SOME FURTHER RESOURCES

Towards a more holistic approach in teacher education

A holistic approach to multilingual education: Introduction

Promoting multicultural education: A holistic approach

Rethinking the use of video in teacher education: A holistic approach

Holistic Learning: A Teacher's Guide to Integrated Studies.

JP Miller - 1990 - ERIC



... Integrated studies implies a holistic approach to learning and a curriculum that has the capacity to combine three positions on the function of schooling: transmission of facts, skills, and values; transaction or dialogue ... *Ontario Institute for Studies in Education*

Human learning: An holistic approach

Sustainable Education: Re-Visioning Learning and Change.

High stakes, high performance: Making remedial education work.

... It also argues that changing demographics, burgeoning technologies, and a faltering public education system have led to increased illiteracy ... (it is recommended that authorities should) provide a holistic approach to programs ...

Holistic Education: Principles, Perspectives and Practices. A Book of Readings Based on "Education 2000: A Holistic Perspective." CL Flake - 1993 - ERIC

In 1991 a conference of holistic educators produced "*Education 2000: A Holistic Perspective*," a statement of what education should be and an examination of holistic theory. This book expands that work with 59 articles exploring the principles of holistic education and describing holistic education programs. Holistic education calls for creating a sustainable, just, and peaceful society in harmony with the Earth and its life.

<http://www.teach-nology.com/teachers/methods/holistic/>

Holistic Education is a methodology which focuses on preparing students to meet any challenges they may face in life and in their academic career. The most important theories behind holistic education are learning about oneself, developing health relationships and positive social behaviors, social and emotional development, resilience, and the ability to view beauty, experience transcendence, and truth.

Holistic Education takes current cultural influences such as the media and music and teaches younger people how to be human, since said cultural influences do not. It conceptualizes questions regarding the biggest challenges in life and how to overcome obstacles, achieve success, and what basic concepts need to be learned first in order to accomplish all of those later on in life.

Understanding that support which once came from traditional families, religion, or old tribes no longer exists, holistic education seeks to modify learning of human goodness, personal greatness, and the joy of living both in trials and in successes. Pressure from competition in school, after-school activities, and the social pressure to look a certain way, as well as the violence which typically accompanies school children both physically, psychologically, and emotionally, takes away from a child's ability to learn. Holistic education rectifies this.

Holistic education notes that children need to not only develop academically, but develop the ability to survive in the modern world. They need to be able to rise and meet challenges presented to them in the future and contribute to the world in which they live. This type of learning is said to begin during childhood. Children need to learn to first value themselves, their worth, and recognize their abilities and how to be able to do what they want in life. Doing what they want ties into the relationships that they build and how they treat those relationships. Holistic education teaches children about their immediate relationships with their friends and family as well as social development, health, and intellectual development. The idea of resilience is a learned quality, not one which is inherent and thus children must be taught to face difficulties in life and overcome them. The last concept inspires children to observe truths, natural beauty, and the meaning of life.



Teachers working in this alternative education system focus their teacher resources and lesson plans on learning more than just academics in their classroom, leaving the positive impact on children altering their behavior and outlook on life for the best. Study skills should be demonstrating respect and the ability to work within a given structure instead of trying to fight it and being opposed. Teachers support conflict and fear as much as friendship and happiness as a basic and natural part of life which children need to master.

Holistic education aids children by working at their pace. Instead of maintaining that all children work at the same level and speed, holistic education takes the creative outlook on education and academics and provides children with a pace attributed to their individual needs to avoid boredom, a loss of interest, or frustration.

Hazel Bowen

GW: VP for Education and Advocacy

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