PEACE Through EDUCATION
Fostering the culture of peace for the future by empowering women through education

Graduate Women International
Peace Through Education Conference
27 July 2019
Geneva, Switzerland

University of Geneva - Uni Mail
Boulevard du Pont-d'Arve 40, 1205 Geneva, Switzerland
Workshops and seminars will respond to one or more of the five sub-themes:

**Theme 1** How can education advance the status of women and girls worldwide and work towards preventing conflicts, protect the most vulnerable populations and transform societies?

**Theme 2**
How can curricula grow and change to support human rights and deconstruct patriarchal and other societal paradigms to bring about a culture of peace and non-violence?

**Theme 3**
What does it mean to live in a connected world, two-thirds of which are in conflict and how does this impact on our daily lives?

**Theme 4**
How can young professionals be empowered to understand and make connections between education, gender equality issues, culture change and environmental issues and what effects do these have on their careers, family lives and the planet?

**Theme 5**
What can graduate women do to influence a global society, working at the intersection of education, peace, advocacy and action in local, national and global policies?
# Table of Contents

SATURDAY 27 JULY 2019 PEACE THROUGH EDUCATION ............................................................................. 6
Workshop Summaries ................................................................................................................................. 13
Saturday, 27 July, 11:15 – 12:35 .................................................................................................................. 13
Theme 5 - Academic Women: their way to equality and parity of standing in the academic world (UK) ........ 13
Theme 1 - Building Peace through Education of Heart and Mind (Canada) .............................................. 13
Theme 2 - Unravelling the patriarchy within: facilitating courageous choices in pioneering women’s initiatives (India) ................................................................................................................................. 13
Theme 1 - Otherness & Belonging: Remaking Inclusive Spaces for All Women (New Zealand and Turkey) .. 14
Theme 1 - Link between Education and Gender Equality – the eradication of violence against women. (Israel) .................................................................................................................................................... 14
How to keep women at the top! .................................................................................................................... 15
Saturday, 27 July, 14:45 – 16:00 .................................................................................................................... 15
Theme 2 - Successful Strategies in Learning and Teaching Mathematics While Supporting Human Rights (India) ................................................................................................................................................ 15
Theme 5 - Mentoring for Peace and Development (Fiji) ............................................................................ 15
Theme 5 - The importance of Accessibility to Networks in a Crisis, and the Mission of GWI (Japan) ........ 15
Theme 5 - Hope for the Future (Turkey) ...................................................................................................... 16
Theme 2 - Breathe Free: Say NO - Stop Abuse (India) ............................................................................... 16
Theme 5 - Taking Action to Implement GWI Resolutions on Peace (USA, New Zealand) ....................... 17
WTO Session: "Women at Peace in Business" (World Trade Organisation) ................................................. 17
Saturday, 27 July 2019, 16:15 – 17:30 ........................................................................................................... 18
Theme 1 - Powerful Women are Happy Women (Turkey) ............................................................................. 18
GWI Education Committee - Using the GWI Gender Equality Toolkit ..................................................... 18
Theme 1 - The Impact of Education on the Culture of Peace and Development in Africa (Senegal) .......... 18
Theme 1 - Women and the Peace process in Sierra Leone (Sierra Leone) ................................................ 19
Theme 1 - A Peaceful Future Through Women and Girls’ Education (USA) .............................................. 19
Theme 5 - Teach Peace Project (Ghana) .................................................................................................... 19
Theme 5 - Taking GWI Forward after the First 100 years. Tools to attract young professional women. (Israel) .................................................................................................................................................. 19
Theme 5 - Labor rights of graduated professionals with a focus on gender bias in selection processes; work conditions and internships as well as pension systems. (El Salvador) ................................................................. 20
Seminar Abstracts ........................................................................................................................................ 21
Saturday, 27 July 2019, 11:15 -11:35 ............................................................................................................. 21
Theme 1 - Creating Agents of Peace through Non-Formal Education (India) ............................................ 21
Theme 5 - Heard the Voice of Women? The Contributions of the Turkish Women's NGOs on Legislative Change (Turkey) .......................................................................................................................... 21
Theme 5 - Experiences of women in leadership, a dream or nightmare the perspective from Ghana (Ghana) 22
Theme 5 - Women’s social mobility by education attainment? Experiences from Mexico, South Africa and Vietnam (Mexico, South Africa, Vietnam) .............................................................................. 22
Theme 2 - Global Education – Teaching and Curriculum Development for Peace Education (Australia) .... 23
Saturday, 27 July 2019, 11:40 – 12:10

Theme 1 - The Power of Immersive Education: Education & Peace in 21st Century (India)

Theme 1 - Investing in women’s education is the key to making peaceful societies in developing countries (El Salvador)

Theme 4 - Understanding the digital gender divide in Mexico (Mexico)

Theme 5 - Marginalization of Women and Its Effect on Peace Restoration in South-East Nigeria (Nigeria)

Theme 1 - Educating Women and Girls: A Panacea For Preventing Conflicts And Protecting The Vulnerable Populations (Nigeria)

Saturday, 27 July 2019, 12:15 – 12:35

Theme 4 - Empowering youth to internalise and spread gender parity through sexuality education (India)

Theme 2 - Achieving Peace through Democratic Citizenship Education: Narratives from Winneba, Ghana (Ghana)

Theme 5 - Mobilization of Young Graduate Women for Social Activities and a Peace Hike. Communication Challenges and Solutions: Vilnius, Lithuania (Lithuania)

Theme 2 - The Role of Indigenous Education for Peace and Sustainability: The Indian Context (India)

Theme 5 - Field Evidence of Nonviolent Civilian Protection Methods is Used by Women Advocates to Transform Conflict (USA)

Saturday, 27 July 2019, 14:45 – 15.05

Theme 5 - Bridgebuilding For Peace, Education & Advocacy: Creating A Winning Partnership (Nigeria)

Theme 2 - Curbing Violence Against Women through Lifelong Learning in Nigeria (Nigeria)

Theme 4 - Global Problems Addressed with Local Solutions: a Case Of NGOs Creating Environmental Awareness (India)

Theme 1 - Implementing Women ZONE (UNESCO) for Peace, Nutrition, Education and Matriarchal Systems Restoration (Senegal)

Theme 1 - Migration - Education - Integration? Challenges in educational work with refugees (Australia)

Saturday, 27 July 2019, 15:10 – 15:30

Theme 1 - Determining Educational Goals for Peaceful Coexistence: A Study Based on a Symposium of JAUW (Japanese Association of University Women) (Japan)

Theme 2 - The Paths of Education for Peace, Non-violence and Gender Equality in Higher Education Institutions in Latin America (Mexico)

Theme 5 - New Business models for Social Impact Entrepreneurship for 21st Century - Intersection of leadership for economic empowerment and global advocacy (USA)

Theme 1 - Advancing the Status of Women in Hong Kong through Education (Hong Kong)

Themes 4/5 - The Process of Commission on the Status of Women (CSW) in the quest for securing women’s rights

Saturday, 27 July 2019, 15:30 – 15.50

Theme 5 - Unleashing the Potential of Women: The Promise of Education for Peace (Lithuanian Antanina Gustaityte-Salciuvienė)

Theme 2 - Incorporating Peace Education in EFL (English as a Foreign Language) or Similar Curriculum as a Means of Ensuring its Implementation. (Egypt)

Theme 2 - The global campaign for peace and education incorporating human values (Egypt)

Theme 1 - Peace Through Educating Women for Social, Economic and political Change in India (India)
PEACE THROUGH EDUCATION
GWI 33rd Triennial and Conference | 27 July 2019

Theme 1 - Women Educators Empowering Change at Home for a Peaceful Society (India) ........................................ 38
Saturday, 27 July 2019, 15.15 – 16.35 ................................................................. 39
Theme 4 - Preparing women for leadership positions in Education in Ghana: Mentoring initiatives by substantive school heads (Ghana) ................................................................. 39
Theme 1 - Schooling Interventions: Keep the girls from dropping out and help the women re-enter education (India) ........................................................................... 39
Theme 5 - The Involvement of Women within Higher Education in Ghana. A case study of Higher Education Institutions in Cape Coast Metropolis. (Ghana) ................................................................. 40
Theme 1 - Mary has a Little Goat. A Holistic Social and Educational Enterprise (Uganda) ............. 40
Saturday, 27 July 2019, 16.40 – 17.00 ................................................................. 41
Theme 1 - The Role of Cinema in Education and the Struggle against Sexist Stereotypes: an account of an original Grenoble French experience (France) ..................................................................... 41
Theme 2 - Balancing the Institutional and Cultural Mindset of Patriarchy in Nigeria with Curriculum (Nigeria) 41
Theme 1 - Women, Girls and Technology Education (USA) ............................................................................... 42
Theme 1 - Peace Through Education: Perspectives of Gender and Girls Empowerment (Nigeria) .......... 42
Saturday, 27 July 2019, 17.05 – 17.25 ................................................................. 43
Theme 5 - What Can Graduate Women Do to Mitigate Suffering in Disasters (Japan) .................. 43
Theme 1 - Improvement in HIV/AIDS knowledge through Integrated intervention for sustainable development (India) ................................................................................................. 43
Theme 1 - Transitional challenges confronting heads of midwifery training colleges which affect human rights and sustainability in Western and Central regions of Ghana (Ghana) ................................................................. 44
Theme 2 - Understanding the Implications of Female Genital Mutilation (FGM) in Women Sexuality Through Women Education in Ebonyi State, Nigeria (Nigeria) ..................... 44
Poster Abstracts ................................................................................................... 45
Saturday, 27 July 2019, 11.15 – 12.35 ................................................................. 45
Theme 5 - Exploring Strengths of Gender Statistics and Indicators for Monitoring and Decision Making for Women's Policy (Australia) ................................................................. 45
Theme 1 / 4 - How the Voices of Youth Calling for Nuclear Abolition Can Reach around the World: A Case Report from an A-Bombed City, Nagasaki, Japan (Japan) ................................................................. 45
Theme 5 - Introducing new knowledge into higher education in Costa Rica – the value of graduate women networks (Costa Rica) ........................................................................................................ 46
Sunday, 28 July 2019 Panel presentation: Using our History to positively impact on the 21st Century ........ 47
Sunday, 28 July 2019 ............................................................................................ 48
GWI Day Workshops ............................................................................................. 48
Theme 5 - How to Create Collaborations Across NFAs and Leverage Resources to Address Mutual Concerns (Mexico, United States, Canada) .................................................................................... 49
Presenters ................................................................................................................ 50
8.00 - 9.00 Non-member Conference Registration  
9.00 - 9.15 Welcome and Introduction: President Geeta Desai  
9.15 - 10.00 Peace through Education  
   Keynote speaker: Zamaswazi Dlamini-Mandela, Human Rights Activist and granddaughter of Nelson Mandela  
10.00 - 10.45 Panel 1  
   The Evolving Roles of Education and Gender Equality in the Prevention and De-escalation of Conflict and in Building Sustainable Societies  
   Dr Barbara Moser Mercer, founder, In-Zone, University of Geneva  
   Dr Christelle Rigual, researcher, Gender Center, Graduate Institute  
   Adiba Qasim, student, Horizon Académique (Center for Integration of Refugees and Asylum Seekers)  
   Facilitator: Geeta Desai, President, GWI  
10.45 - 11.15 Morning tea break  
11.15 - 12.35 Seminar Papers | Workshops | Posters  
12.35 - 13.35 Lunch  
13.45 - 14.30 Panel 2  
   Global Awareness and Engagement: Understanding Our Global Economic, Social, Environmental Connectedness as a Path to Education and Development rather than as a Driver of Conflict  
   Dr Theresa Carpenter, Executive Director, Center for Trade and Economic Integration, Graduate Institute  
   Dr Jaya Krishnakumar, Professor of Econometrics, UNIGE UNHCR  
   Barbara Zeus, Education Specialist, UNHCR  
   Facilitator: Dr Katia Vladimirova, International Researcher on Sustainable Development, Politics and Ethics  
14.45 - 16.00 Seminar Papers | Workshops  
16.00 - 16.15 Afternoon Tea Break  
16.15 - 17.30 Seminar Papers, Workshops and Posters  
19.30 - 23.00 Swiss Culture Night Cruise on Lake Leman  
   For pre-registered, pre-paid participants. Boat will leave on time.  
   Meet at Genève-Pâquis-Rotonde ready to embark at 19.30
### SEMINARS / PAPERS

<table>
<thead>
<tr>
<th>Time</th>
<th>Venue</th>
<th>Speaker 1</th>
<th>Speaker 2</th>
<th>Speaker 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MR 030</strong></td>
<td>Raé Duff</td>
<td><strong>Theme 1</strong> Creating Agents of Peace through Non-Formal Education (India)</td>
<td><strong>Theme 1</strong> The Power of Immersive Education: Education &amp; Peace in the 21st Century (India)</td>
<td><strong>Theme 4</strong> Empowering Youth to Internalise and Spread Gender Parity through Sexuality Education (India)</td>
</tr>
<tr>
<td><strong>MR 040</strong></td>
<td>Dolores González Hayes</td>
<td><strong>Theme 5</strong> Heard the Voice of Women? The Impact of Graduate Women (Turkey)</td>
<td><strong>Theme 1</strong> Investing in Women’s Education for Peaceful Societies in Developing Countries (El Salvador)</td>
<td><strong>Theme 2</strong> Achieving Peace through Democratic Citizenship Education (Ghana)</td>
</tr>
<tr>
<td><strong>M 1150</strong></td>
<td>Shirley Gillett</td>
<td><strong>Theme 5</strong> Experiences of Women in Leadership - a Dream or Nightmare? (Ghana)</td>
<td><strong>Theme 4</strong> Understanding the Digital Gender Gap in Mexico (Mexico)</td>
<td><strong>Theme 5</strong> Mobilization of Young Graduates for Social Activities and a Peace Hike: Communication Challenges / Solutions (Lithuania)</td>
</tr>
<tr>
<td><strong>M 2193</strong></td>
<td>Jaya Dantas</td>
<td><strong>Theme 5</strong> Women’s Social Mobility by Education Attainment? (Mexico, South Africa and Vietnam)</td>
<td><strong>Theme 5</strong> Marginalisation of Women and its Effect on Peace Restoration in South East Nigeria (Nigeria)</td>
<td><strong>Theme 2</strong> Role of (Indian) Indigenous Economic Education for Peace and Sustainability (India)</td>
</tr>
<tr>
<td><strong>M 2170</strong></td>
<td>Ranjana Banerjee</td>
<td><strong>Theme 2</strong> Global Education - Teaching and Curriculum Development for Peace Education (Australia)</td>
<td><strong>Theme 1</strong> Educating Women &amp; Girls - a Panacea for Preventing Conflicts/ Protecting Vulnerable Populations (Nigeria)</td>
<td><strong>Theme 5</strong> Field Evidence of Non-violent Civilian Protection Methods is Used by Women Advocates to Transform Conflict (USA)</td>
</tr>
</tbody>
</table>
# WORKSHOPS

<table>
<thead>
<tr>
<th>Time</th>
<th>MS030</th>
<th>Theme 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.15</td>
<td>Louise McLeod</td>
<td>Academic women: Their Way to Equality, Parity in the Academic World (UK)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dr Gillian Hilton</td>
</tr>
<tr>
<td>12.35</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>MS050</th>
<th>Theme 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Shirley Randell</td>
<td>Building Peace through Education of Heart and Mind (Canada)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Joy Hurst, Grace Hollett, Brenda Robertson, Godelieve De Koninck</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>MR160</th>
<th>Theme 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Unravelling the patriarchy within: facilitating courageous choices in pioneering women's initiatives (India)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Shruti Sonthalia</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>MR170</th>
<th>Theme 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Nita Mawar</td>
<td>Otherness and Belonging: Remaking Inclusive spaces for ALL Women (New Zealand, Turkey)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sita Venkateswar, Shirley Gillett, Greta Mills, Emine Sebilcioglu</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>MR080</th>
<th>Theme 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Auditorium</td>
<td>Link between Education and Gender Equality - the eradication of violence against women (Israel)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ora Sharon</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>MR280</th>
<th>Theme 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Auditorium</td>
<td>How to keep women at the top!</td>
</tr>
<tr>
<td></td>
<td>Katharina Strub</td>
<td>Brigitte Mantilleri, Director, Gender Equality, University of Geneva</td>
</tr>
</tbody>
</table>

# POSTERS

<table>
<thead>
<tr>
<th>Time</th>
<th>MS 040</th>
<th>Linda Williams</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.15</td>
<td></td>
<td>Introducing new knowledge into Higher Education in Costa Rica - the value of graduate women networks (Costa Rica)</td>
</tr>
<tr>
<td></td>
<td>Thais M Córdoba</td>
<td></td>
</tr>
</tbody>
</table>

| Time   |                | How the voices of youth calling for nuclear abolition can reach around the world (Case study, Nagasaki, Japan) |
|--------|----------------|Dr Chizuko Suzuki|

| Time   |                | Exploring Strengths of Gender Statistics and Indicators for Monitoring and Decision Making for Women's Policy (Australia) |
|--------|----------------|Dr Miranda Y. Mortlock Dalma Jacobs|
### 14.45 - 16.00 SEMINARS | WORKSHOPS

<table>
<thead>
<tr>
<th>Time</th>
<th>Venue</th>
<th>Name</th>
<th>Topic</th>
<th>Speaker(s)</th>
</tr>
</thead>
</table>
| 14.45  | MR 030| Rae Duff              | Theme 5
Bridgebuilding for Peace, Education & Advocacy: Creating a Winning Partnership (Nigeria)
Florence Babalola-Smith | Theme 1
Determining Educational Goals for Peaceful Coexistence (Japan)
Dr Chizuko Suzuki |
| 15.10  | MR 040| Elise Russo           | Theme 2
Curbing Violence against Women through Lifelong Learning (Nigeria)
Prof Comfort Onifade
Dr Remi Aduradola | Theme 2
The Paths of Education for Non-violence and Gender Equality in Higher Education Institutions in Latin America (Mexico)
Dr Gloria Ramirez |
| 15.30  | M 1150| Eileen Focke-Bakker   | Theme 4
Global Problems Addressed with Local Solutions: An Attempt to Create Environmental Awareness (India)
Dr Sushma Moitra
Dr Nita Mawar | Theme 5
Shaila Rao Mistry |
| 15.30  | M 2193| Sita Venkateswar      | Theme 1
Implementing Women ZONE (UNESCO) for Peace, Nutrition, Education, and Matriarchal system’s values restoration (Senegal)
Rokhaya Daba Fall | Theme 1
Advancing the Status of Women through Education for Social Harmony (Hong Kong)
Dr Jackie Yan
Dr Anson Honghua Wang
Dr Janice Pan |
| 15.30  | MS 040| Rosa Maria de Serrano | Theme 1
Migration - Education - Integration? Challenges in educational work with refugees (Australia)
Prof Shirley Randell AO | Theme 4
The Process of the Commission on the Status of Women (CSW) in the quest for securing women’s rights (GWI)
GWI Board
UN Representative |
| 15.30  |       |                       | Theme 4
Women Educators Empowering Change at Home for a Peaceful Society (Ghana)
Irene Kafui Vorsah Amponsah |
### WORKSHOPS

<table>
<thead>
<tr>
<th>Time</th>
<th>Theme</th>
<th>Workshop Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>14.45</td>
<td>Theme 2</td>
<td>Successful Strategies in Learning and Teaching Mathematics while Supporting Human Rights (India) Dr Rahael Jalan, Swati Bedekar, Nandini Sonthalia</td>
</tr>
<tr>
<td>14.45</td>
<td>Theme 4</td>
<td>Mentoring for Peace and Development (Fiji) Maria Ronna Pastorizo-Sekiguchi, Sonia Khan, Elizabeth Fong</td>
</tr>
<tr>
<td>14.45</td>
<td>Theme 5</td>
<td>Accessibility of Networks in a Crisis, and the Mission of GWI (Japan) Reiko Aoki, Nobuko Akita, Yae Ko Sumi, Takeko Takata</td>
</tr>
<tr>
<td>14.45</td>
<td>Theme 1</td>
<td>Hope for the Future (Turkey) (presented in English and French) Dr Basak Ovacik, Rengin Turksoy, Sinem Celik Yardimci</td>
</tr>
<tr>
<td>14.45</td>
<td>Theme 2</td>
<td>Breathe Free : Say NO - Stop Abuse (India) Dr Anagha Lavalekar, Anjali Railkar, Anita Gurjar</td>
</tr>
<tr>
<td>14.45</td>
<td>Theme 5</td>
<td>Taking Action to Implement GWI Resolutions on Peace (USA, New Zealand) Kathleen Laurila, Amy Dowdle, Alice Dahle</td>
</tr>
<tr>
<td>14.45</td>
<td></td>
<td>Women at Peace in Business Anoush der Boghossian, World Trade Organisation, Trade &amp; Gender Focal Point</td>
</tr>
</tbody>
</table>

---

**MS030**

**MS050**

**MR160**

**MR170**

**MR2170**

**MR280**
### SEMINARS / PAPERS

<table>
<thead>
<tr>
<th>Time</th>
<th>Theme 1</th>
<th>Theme 2</th>
<th>Theme 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>16.15 - 16.35</td>
<td>Preparing Women for Leadership Positions in Education/ Mentoring Initiatives by substantive school heads (Ghana)</td>
<td>The role of Cinema in Education and the Struggle against Sexist Stereotypes: an account of a Grenoble, France experience (France)</td>
<td>What can Graduate Women do to Mitigate Suffering in Disasters? (Japan)</td>
</tr>
<tr>
<td></td>
<td>Dr Marie Afua Baah Bakah</td>
<td>Viariella Guyot</td>
<td>Kyoko Hirata</td>
</tr>
<tr>
<td>16.40 - 17.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17.05 - 17.25</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### SR 030 | Miranda Mortlock

<table>
<thead>
<tr>
<th>Theme 1</th>
<th>Theme 2</th>
<th>Theme 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparing Women for Leadership Positions in Education/ Mentoring Initiatives by substantive school heads (Ghana)</td>
<td>The role of Cinema in Education and the Struggle against Sexist Stereotypes: an account of a Grenoble, France experience (France)</td>
<td>What can Graduate Women do to Mitigate Suffering in Disasters? (Japan)</td>
</tr>
<tr>
<td>Dr Marie Afua Baah Bakah</td>
<td>Viariella Guyot</td>
<td>Kyoko Hirata</td>
</tr>
</tbody>
</table>

### MR 040 | Marian Myhill

<table>
<thead>
<tr>
<th>Theme 1</th>
<th>Theme 2</th>
<th>Theme 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schooling Interventions: Keep Girls from Dropping Out, and Help Women’s Re-entry (India)</td>
<td>Balancing the Institutional and Cultural Mindset of Patriarchy in Nigeria with Curriculum Development (India)</td>
<td>Improvement in HIV/AIDS Knowledge - Integrated Intervention for Sustainable Development (India)</td>
</tr>
<tr>
<td>Suvarno Gokhale</td>
<td>Nneka Chiedozie-Udeh</td>
<td>Dr Nita Mawar</td>
</tr>
</tbody>
</table>

### M 1150 | Shruti Sonthalia

<table>
<thead>
<tr>
<th>Theme 5</th>
<th>Theme 1</th>
<th>Theme 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Involvement of Women Leaders within Higher Education (Ghana)</td>
<td>Women, Girls and Technology Education (USA)</td>
<td>Transitional challenges confronting heads of midwifery training colleges in the Western &amp; Central regions of Ghana which affect human rights and sustainability (Ghana)</td>
</tr>
<tr>
<td>Gladys Ewurama Edumadze</td>
<td>Dr Magda Buhake Kaniki</td>
<td>Dr Nita Mawar</td>
</tr>
</tbody>
</table>

### M 2193 | Jaya Dantas

<table>
<thead>
<tr>
<th>Theme 1</th>
<th>Theme 1</th>
<th>Theme 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary has a Little Goat. A Holistic social and educational enterprise (Uganda)</td>
<td>Peace through Education - Perspectives of Gender and Girls’ Empowerment (Nigeria)</td>
<td>Understanding the Implications of Female Genital Mutilation (FGM) on Women’s Sexuality through Women’s Education (Nigeria)</td>
</tr>
<tr>
<td>Consolata Tumwesigye</td>
<td>Dr Remi Aduradola</td>
<td>Prof Anthonia Uzuegbunam</td>
</tr>
</tbody>
</table>
### WORKSHOPS

<table>
<thead>
<tr>
<th>16.15 - 17.30 per Workshop</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MS030</strong> Basak Ovacik</td>
</tr>
<tr>
<td>Powerful Women are Happy Women (Turkey)</td>
</tr>
<tr>
<td><strong>MS040</strong> Elise Russo</td>
</tr>
<tr>
<td>Shirley Gillett, Ranjana Banerjee</td>
</tr>
<tr>
<td><strong>MS050</strong></td>
</tr>
<tr>
<td>The Impact of Education on the Culture of Peace and Development in Africa (Senegal)</td>
</tr>
<tr>
<td><strong>MR160</strong></td>
</tr>
<tr>
<td>Women and the Peace Process in Sierra Leone (Sierra Leone)</td>
</tr>
<tr>
<td><strong>MR170</strong></td>
</tr>
<tr>
<td>A Peaceful Future through Women and Girls Education (USA)</td>
</tr>
<tr>
<td><strong>M2170</strong> Sahar Gamal</td>
</tr>
<tr>
<td>Teach Peace Project (Ghana)</td>
</tr>
<tr>
<td><strong>MR080</strong> Auditorium Eileen Focke-Bakker</td>
</tr>
<tr>
<td>Taking GWI Forward after the First 100 years. Tools to attract young professional women (Israel)</td>
</tr>
<tr>
<td><strong>MR280</strong> Auditorium Dolores Gonzalez-Hayes</td>
</tr>
<tr>
<td>Labor Rights of Graduated Professionals and Their Future Peace of Mind (El Salvador)</td>
</tr>
</tbody>
</table>
Workshop Summaries
Saturday, 27 July, 11:15 – 12:35

**Theme 5 - Academic Women: their way to equality and parity of standing in the academic world (UK)**

Based on research being undertaken in the United Kingdom this workshop will focus on how parity and equality of treatment for academic women employed in the world’s universities can be moved forward. There will be a Power point presentation on our research on the challenges faced by women working in academic life in universities, stories then and now. Attendees will then be asked to discuss in groups progress in their own countries, government actions and the challenges that they see are still holding back academic women’s progress. Each group will produce a list of actions that would improve the lot of university academic women across the world and those which would help developing countries to progress in this area. Attendees will leave the workshop with ideas as to how the furthering of the position of women in academia can be supported by GWI and NFAs.

Dr Gillian Hilton

**Theme 1 - Building Peace through Education of Heart and Mind (Canada)**

Recently, there has been an international focus on the caravans of migrants/asylum seekers making their way from Central America, Haiti, and Cuba towards the three North American countries (Mexico, USA and Canada). Out of the need to be vigilant regarding immigrant policies on the southern borders of each of the three North American countries, there has been an opportunity for the Federación Mexicana de Universitarias (FEMU), Women Graduates-USA (WG-USA) and the Canadian Federation of University Women (CFUW) to work together to find and publish accurate information in order to address human rights violations. This workshop gives an overview of migration into these three countries and demonstrates how to create such collaborations within GWI.

Joy Hurst, Grace Hollett, Brenda Robertson, Godelieve De Koninck

**Theme 2 - Unravelling the patriarchy within: facilitating courageous choices in pioneering women’s initiatives (India)**

This thought-provoking workshop will invoke a fresh awareness of the internalised worldviews that contribute unconsciously to the continuation of patriarchy in the work lives of women leaders. Through catalytic, embodied practices and illuminating enquiry we will explore how the learned patriarchal mindset manifests as self-sabotage, self-doubt, perfectionism, jealousy and competition within teams, radically diminishing the impact of pioneering initiatives. Participants will leave with greater awareness of their agency to transform mindsets, embody a new level of leadership, and maximise the potential of their initiatives.

Shruti Sonthalia
Theme 1 - Otherness & Belonging: Remaking Inclusive Spaces for All Women (New Zealand and Turkey)

GWI 2016 Resolution 5 addresses contexts of intolerance of minority groups to enable a more inclusive world. By positioning intolerance as something external in the world out there and using the language of tolerance rather than respect, the resolution fails to address some of the crucial internal factors that impact the effective operations and well-being of NFAs worldwide. This workshop draws on Frierian pedagogies, along with decolonisation and intersectional scholarship for the conscientization and learning that must occur internally to enable transformations to and within NFAs, to enable respect and acceptance as the basis for inclusive spaces and peaceful coexistence among a diversity of women.

Phase 1: Working in small, mixed groups, the first part of the workshop will apply a reflective/introspective stage, with the aim of articulating and identifying the ways in which various modes of privilege in which we are also complicit, serve to exclude, present barriers to access, curb opportunities and perpetuate inequity within our societies, rendering some groups ‘other.’

Phase 2: An opportunity for the different representatives of NFAs, individually and collectively, to speak to the specific challenges and issues they confront in their own contexts.

Phase 3: The final part of the workshop will have an action oriented focus, with the small groups organised as the different NFAs present at the conference, to come up with actions and plans to implement in our countries of residence, and follow through in our branches, that extend the concept of ‘belonging’ to all.

Sita Venkateswar, Shirley Gillett, Greta Mills, Emine Sebilcioglu

Theme 1 - Link between Education and Gender Equality – the eradication of violence against women. (Israel)

The Israeli society is heterogeneous, comprising a large number of ethnic groups and immigrants. The society fluctuates between tradition and modernism, as well as tension between religious sectors of the population and secular ones. Gender violence is prevalent on both ends of the social spectrum. In a patriarchal society, legitimacy is given to violence against women, while an equalitarian society threatens the status of men, giving them a feeling that they are losing control and hence they turn to violence.

An educational program has been designed based on a number of important principles to educate towards gender equality, beginning with preschool children and continuing through high school. The workplace must be a source of support and compassion that encourages woman to seek help in order to break out of the circle of violence.

This experimental program to prevent domestic violence has been done through the National Social Insurance Institute and the Ministry of Social Welfare. It is the first of its kind; violent men were isolated from their homes, lived in a shelter, and underwent specialized treatment while continuing to work. Discussion groups for young men will make them realize what causes them to act violently towards women. Workshops for young women will teach them how to cope with male aggression and violence. Participants will engage with elements of this educational program.

Ora Sharon
**How to keep women at the top!**

In this workshop I will discuss concepts presented in scientific literature and from my own experience. The workshop will be interactive; participants will be invited to develop solutions to move gender equality forward.

Brigitte Mantilleri  
Director, Gender Equality, University of Geneva

**Saturday, 27 July, 14:45 – 16:00**

**Theme 2 - Successful Strategies in Learning and Teaching Mathematics While Supporting Human Rights (India)**

Peace through education - The “Math Yes We Can” program

In a world increasingly dependent on science, technology and engineering, mathematics is a key to access professional careers. The goal of the program is to provide opportunities for young girls and disadvantaged youth to graduate from high school with a solid foundation in mathematics and make a successful transition to STEM fields in post-secondary education.

There is a strong relationship between educational achievement and economic well-being. Education is correlated with more choices and opportunities for employment, better health, higher income and thereby prosperity and peace!

Participants will assess the program and share experiences.

Dr Rahael Jalan, Swati Bedekar, Nandini Sonthalia

**Theme 5 - Mentoring for Peace and Development (Fiji)**

This workshop will explore the effective practices of mentoring to promote a culture of nonviolence and peace. It will delve into ways that foundations of a peaceful society such as equality, diversity, identity and inclusion, can be highlighted in the implementation of a mentoring programme that NFAs can design and organize back in their own countries.

Graduate Women (Fiji) will be sharing their experience in facilitating the Vital Voices Global Mentoring Walk every year in March during the International Women's Day week, as a simple case study.

Maria Pastorizo-Sekiguchi, Sonia Khan, Elizabeth Fong

**Theme 5 - The importance of Accessibility to Networks in a Crisis, and the Mission of GWI (Japan)**

This year, the 8th commemoration of the 3-11 disaster in Japan (March 11, 2011), our scholarship project aiding orphaned senior high students ended. All the recipients who were assisted financially monthly for three years to finish their high school education, or, if desired, for two years more to advance into the higher education, fulfilled their programs. The project was mainly funded by donations, including a lot from the former IFUW networks, and we were happy to observe that the project, well functioned and solidly organized, was able to develop the mission of GWI to achieve peace through education in the disaster.
In the workshop, following the presentation of such experiences, all the participants, separated into groups, will discuss the issues of the linkage as a means to reach the needs of the people in disaster areas. A wrap-up report from each group looking for a solution will close the session. The whole activity will provide the participants with an opportunity to raise their awareness to a potential crisis, to obtain adequate knowledge to cope with the crisis and to learn ideas and skills of organizing a project under the collaboration in order to bring a normalcy to the chaotic society in the crisis.

Reiko Aoki, Nobuko Akita, Yaeko Sumi, Takeko Takata

Theme 5 - Hope for the Future (Turkey)

The recipients of bursaries from the TAUW Istanbul branch learned social entrepreneurship with our new project, which aims to help them realise their dreams by thinking about their future careers and to go up to the highest levels. The girls, from different regions, were encouraged to become graduates and in addition to prepare themselves to move into decision-making positions in the future. With this project 169 bursaries reached 851 girls between the ages of 9-14 in 136 cities and towns across Turkey.

We will give information about the project and will show this as a role model for other NFAs. We believe education has a big effect in transforming societies and creating peaceful lives. The workshop will be both in English and French. After a PowerPoint presentation and question time the attendees will be divided into small groups. Handouts will be given. The groups will explore how the project can be adapted to their own NFA and regional needs.

Dr Basak Ovacik, Rengin Turksoy, Sinem Celik Yardimci

Theme 2 - Breathe Free: Say NO - Stop Abuse (India)

The workshop includes an activity based, highly interactive demonstration of a model training session for teachers/ volunteers working with primary school children to empower them to protest against abuse. This content and method adopted by a core team of women volunteers in India has proved to be effective in building significant awareness about abuse in more than 100,000 children in rural and urban sectors. The discussion followed invites pooling of efforts done across the globe with respect to the contents and methods used locally. This will help the volunteers in spreading the message with more rigor and clarity.

Dr Anagha Lavalekar, Anjali Railkar, Anita Gurjar
Theme 5 - Taking Action to Implement GWI Resolutions on Peace (USA, New Zealand)

All 26 GWI Resolutions on Peace issues will be reviewed by facilitators who will provide context for them in today's world including the relationship to SDG #16 Peace and Justice and #4 Education. Participants will divide into small groups to discuss how selected Resolutions could be addressed today by NFA members, developing specific projects and processes for advocacy that include the use of educational initiatives and advocacy actions to advance women-led peace efforts. Handouts directed to resources to assist in the issues entailed in the resolutions will be provided.

Kathleen Laurila, Amy Dowdle, Alice Dahle

WTO Session: "Women at Peace in Business" (World Trade Organisation)

Evidence suggests that creating a level playing field in terms of providing equal opportunities for men and women, increases productivity and boosts competitiveness which in turn impacts on economic growth and poverty reduction. It is also known that globally, the elimination of all forms of discrimination against women would raise per capita productivity by 40%.

Women entrepreneurs are an underutilized economic asset. The regulatory and institutional systems appear to inhibit their access to export markets, wherein they are disturbed, frustrated and in a conflicting environment. One of the reasons for this is the knowledge gap concerning access to information and training on trade rules, among others.

The session will examine the situation of women entrepreneurs within the business ecosystem as well as the social-economic environment. It will look at the impact of wars, armed conflicts or natural disasters on businesswomen, given that in many circumstances, women could already be in precarious economic situations.

Furthermore, the session will focus on the role of education in creating an environment where women are at peace in businesses. It will direct towards how education can be a useful tool to both fill the knowledge gap and support women entrepreneurs to grow and expand businesses reaching global markets, in a peaceful manner.

Further, it will also discuss on how conflicts destabilise their social environment, limiting their access to the formal economy and keeping them in an insecure environment and where trade can be a powerful instrument of economic empowerment, education and peace.

Ms Anoush der Boghossian, WTO Trade and Gender Focal Point
Theme 1 - Powerful Women are Happy Women (Turkey)

TAUW Kadikoy Branch has conducted a successful project for 3 years in collaboration with Kadikoy Municipality while supporting the project with its own resources. Members of the branch, handcraft experts and women from vulnerable groups work together and sew handcraft products. These products are sold at several events. This project has had an important effect in all the participating women’s lives. Women empower women with education and by working collectively with the motto “Powerful women are productive and happy women”. Thereby, this project contributes to a reality that “the more educated and powerful the women are, the higher the possibility of mentally and socially healthy generations to come” which forms the basis for peace. After a 20-minute presentation, the session will continue in an interactive manner the outcomes of which will inspire the participants. The participants in groups will share their ideas about this type of learning and projects that may be realized in their countries. These suggested projects will be voted on and the participants of the best project will receive gifts handcrafted by the handcraft experts. TAUW Kadikoy Branch will not let any participant leave without tasting the unique sweet treats of Turkish tradition.

Yasemin Dönmez, Berna Kir, Funda Savas Gun

GWI Education Committee - Using the GWI Gender Equality Toolkit

The Toolkit was designed to provide relevant information about gender equality so that workshops could be run by members of NFAs. There is an assumption that people, and especially young people, will know what the concept gender equality refers to and its significance in their own lives. This is very often an incorrect assumption. It is also important that the concept is given a global perspective to show both that the problem of gender inequality is not only found in some areas, between some groups of people but is a universal scourge; and also that international agencies such as the United Nations have designed international protocols and instruments in order to overcome an almost increasing level of gender inequality.

Ranjana Banerjee, Shirley Gillett

Theme 1 - The Impact of Education on the Culture of Peace and Development in Africa (Senegal)

A brief overview of the situation of tensions, crises and conflicts in Africa in relation to the number and proportion of girls and women in education introduces the workshop that will focus on some examples of tensions within families and communities, and some armed crises in targeted countries and regions. Some projects will be highlighted.

Participants will be asked to analyze the solutions so far implemented to resolve such tensions and crises, with a focus on the impact of Girls' and Women's Education in achieving peace and the guarantee of the sustainability of this peace, namely, socio-economic development for all.

Marie-Pierre Sarr, Rokhaya Daba Fall
**Theme 1 - Women and the Peace process in Sierra Leone (Sierra Leone)**

Women have historically played an important role in resolving conflict, and the involvement of women at every level is key to the development of a country. Around the world, women are the most victimised during any conflict. However, over the years women's requests have been largely neglected and they have in most cases been excluded from the negotiating table.

In 1994, drained by the civil conflict racking their country, women in Sierra Leone decided to take action for peace. Various women's groups including the Sierra Leone Association of University Women (SLAUW) came together and established the Sierra Leone Women's Movement for Peace (SLWMP).

This workshop looks at the women led initiatives that aided in bringing about peace and how we can continue to play a pivotal role in our different countries. It also looks into how women of all ages can learn from each other and collaborate to make an impact.

Linda R. Williams

---

**Theme 1 - A Peaceful Future Through Women and Girls’ Education (USA)**

Poverty, hopelessness, and a lack of opportunity are primary causes of conflict in the world. Women Graduate-USA presents a participatory workshop on how education advances the status of women and girls worldwide while preventing conflicts, protecting the most vulnerable populations and transforming society. Research shows education provides a significant impact on a girls’ future, her family and her community, increasing economic stability, decreasing trafficking and child marriage, reducing support of terrorism and militancy, and increasing empathy and tolerance. Workshop participants will explore ways to advocate for girls’ and women’s education within their local, regional, and global community.

Dr Johanna Sterbin, Dr Ingeborg Loetterle, Jacqueline Shahzadi

---

**Theme 5 - Teach Peace Project (Ghana)**

The workshop is to disseminate our experiences, insights and thoughts in respect of the Teach Peace Project which the GAUW has been engaged in, in partnership with the University Primary School, Cape Coast, Ghana. The workshop will be interactive, with a documentary shown from our first visit to the school. Activities included indoor games, talk on peace, a peace song and a peace video. These activities were facilitated by seven members of the Association in collaboration with two school teachers. The overall objective of the ‘Teach Peace Project’ is to encourage the school children to be ambassadors of peace and also bring unity in their schools and community, and ultimately establish a peace club in their school.

Joyce Atta-Quartey, Irene Kafui Vorsah Amponsah, Gladys Ewurama Edumadze

---

**Theme 5 - Taking GWI Forward after the First 100 years. Tools to attract young professional women. (Israel)**

The purpose of the workshop is to explore how to attract the younger generation to join Graduate Women affiliates and how to pass the reins of leadership into new hands. Achieving the goals of GWI depends on engaging and energizing young leaders.
I will demonstrate how in one year I succeeded in building an active chapter in Tel Aviv, a branch of the Israel Association of University Women. The activities of this branch are now widespread and involve the enthusiastic participation of 100 young women.

This topic is of universal interest and participants will be encouraged to explore solutions for their own countries.

Shiri Malca

**Theme 5 - Labor rights of graduated professionals with a focus on gender bias in selection processes; work conditions and internships as well as pension systems. (El Salvador)**

We present the problem for the graduated professional woman in the personnel selection process, in which they are evaluated with a patriarchal mentality due to their size, years, facial and racial traits and not for their academic preparation and experience. There is also the case of professionals who, to be fully authorized for the exercise of their profession, have to undertake a social year or internships without remuneration and are subjected to exploitation, abuse and sexual harassment. Furthermore, at the end of their productive work, women find themselves with unworthy pensions, the result of gender-biased systems that do not take into account equal conditions in relation to men, vulnerability and life expectancy. Participants will discuss these issues and propose public policies and measures that governments would have to adopt to correct the bias of job opportunities and pensions.

Dr Ana Mirella Schoenenberg Wollants, Fabiola Wollants, Dr Rosa Maria Mendoza de Serrano
Theme 1 - Creating Agents of Peace through Non-Formal Education (India)

Although Pune is a modern industrial city, it still has pockets where uneducated women reel under the pressure of strenuous household work, and their equally uneducated husbands try to make ends meet by doing unskilled jobs in shops, factories, and unorganized sectors. It is here that the cultural bias against women and girls is vividly seen, and is ultimately reflected in the society. There is a definite psychological reason for this. These women by themselves are unable to earn money because they lack the necessary formal education and money earning skills. So, their uneducated, but earning husbands feel superior to them. This false sense of superiority gives rise to inequality and domestic unrest. An effective solution, I thought, was to empower these women by teaching money-earning skills like sewing, knitting, crochet, ceramic work, ethnic art and crafts, survival English, elementary financial literacy etc. This would enable them to get part-time employments, or start small businesses from their homes. I started working towards developing entrepreneurial urge in them through my NGO Arbutus. I also started an on-going activity in UWA Pune, in 1995, for making such financially deprived girls and women, self-reliant. Thus through our efforts, they soon started earning money, and getting the much-needed self-respect in their own families and communities. We create opportunities for them to sell their products by organizing exhibitions. Recently, we organized Business Training Sessions for them through the students of a business school in Madragon University in Spain, during which they learnt the analytical tools for business improvement. This was followed by Marketing and Customer Management workshops. The paper shows the ways in which the problem of unemployment and poverty, stressed in SDGs, can be tackled across the world. This project is repeatable and sustainable in the true sense. Some case-studies are included.

Dr Meera Bondre

Theme 5 - Heard the Voice of Women? The Contributions of the Turkish Women's NGOs on Legislative Change (Turkey)

By the end of the 1980s, women’s rights had already become a controversial topic in Turkey. During this period, many feminist gatherings and campaigns that were designed to raise awareness of critical issues concerning the role of women in the family and violence against women took place. CEDAW, signed by Turkey in 1985, required the Turkish government to take numerous measures regarding gender equality. However, commencing in the 1990s, failure to meet the provisions of this agreement provided fertile ground for the germination of many women’s NGOs-WNGOs mobilizing for women’s rights.

This paper investigates the leadership of the women's NGOs (WNGOs) in Turkey regarding their contribution to the legislative decision-making processes in 2000s. It places a particular emphasis on the amendments made in the Civil Code and the Penal Code and examines the extent to which WNGOs were effective in achieving legislative change during this period.
This study analyzes the translation of women’s demands into policies through the activism engaged in by six WNGOs founded in the 1990s. Through these organizations, women from all walks of life were able to make a case for equal rights and raise their voice against violence and inequalities, both in the public and private spheres. In this regard, the amendments made to the Civil Code in 2001 and the Penal Code in 2004 remain crucial to understanding the function and the effectiveness of these WNGOs in building consensus for women’s rights and its correspondence in the legal sphere.

WNGOs have influenced the decision-making of parliamentarians and have thus made a major contribution to getting the law changed in favor of women’s rights. But now there are problems in the implementation of the law. The root of the problem is to change entrenched patriarchal behavior, norms and traditions. This can be done by education!

Dr Başak Ovacik

Theme 5 - Experiences of women in leadership, a dream or nightmare the perspective from Ghana (Ghana)

Most women in leadership positions feel subtly intimidated by both male and female personalities. In our Ghanaian setting, many women tend to shy away from leadership positions in society. This is a fundamental problem because they perceive many roadblocks to succeeding as a leader. In a patriarchal culture it is assumed that a man would be a more efficient leader compared to a woman. Many opportunities to rise through leadership ranks are presented to male counterparts. Women are not encouraged by society to take up leadership positions, leaving just a few brave women to conquer this quest. This research explored the barriers, opportunities, roles and perceptions of women in leadership positions. We wanted to know what the experiences of women in leadership are. A qualitative study using a structured interview was used to retrieve information from participants. This study was to help women share their experiences stemming from a Ghanaian perspective, the highs and lows of being a leader and methods of adaptation. Results from the study can influence policy and action by promoting programs that will encourage more women to take up leadership positions.

Dorothy Ewurabena Addo-Mensah

Theme 5 - Women’s social mobility by education attainment? Experiences from Mexico, South Africa and Vietnam (Mexico, South Africa, Vietnam)

This paper aims to provide an analysis of social mobility through education attainment for women from comparative perspective in three different countries: Mexico, South Africa, and Vietnam. In some points there is a common similarity in these countries such as the economic market liberalization and the policies of women empowerment that started from the 1990s. The post-Washington Consensus era in Latin America, the post-Đông mó period in Vietnam, and post-apartheid era in South Africa opened the possibility of social mobility especially for women in the context of development of more democratic societies. Preliminary finding all point towards wide and persistent gender gaps in Mexico, South Africa and Vietnam in terms of social mobility and education attainment. Finally, our findings might have an impact on public education policy in terms of development of actions preventing practices of gender discrimination.

Dr Lukasz Czarnecki
Theme 2 - Global Education – Teaching and Curriculum Development for Peace Education (Australia)

This seminar will present one particular model for developing a national school curriculum-based approach to embedding and supporting the teaching/learning of Peace Education.

It will examine the role, content and influence of the Australian national Global Education Project on tertiary teacher education students, school teachers and students and on the teaching of the Australian National Curriculum.

The Global Education Project (GEP) was introduced as a national curriculum initiative in the early 2000’s, but which was delivered at the state/territory level. It was designed to insert a broad K-12 ‘global citizenship’ approach in what is otherwise a clearly state/national school curriculum – and hence one that necessarily takes a subject-based and Australia-centric orientation. The GEP however took a wider focus by identifying five central teaching strands (‘learning emphases’) that reflected key broad international/global issues (eg, poverty, inequality, sustainability) and specific United Nation’s initiatives including Human and Children’s Rights, Education for All, diversity/equality, Sustainability Development Goals and Education for Peace.

The concept behind the GEP was to introduce students to these key global issues through all the curriculum areas and from K-12. So, from a student’s earliest school learning experiences, a global education approach would be embedded into the teaching of the standard school curriculum, rather than being presented as ‘special topics’.

As it is a ‘perspectives model’ approach, it is designed to augment, deepen and extend the standard curriculum and teaching approaches by providing teachers and students with planned positive and sustained opportunities to examine global issues, develop a deep understanding and consider ways of taking action as globally responsible citizens.

Focusing on the Education for Peace strand of the GEP, this presentation will outline the training of teachers to implement the approach, the pedagogical and curriculum initiatives taken, as well as an examination of some outcomes, that suggest this is an effective strategy to address peace education in a formal school setting.

Dr Marion Myhill
Saturday, 27 July 2019, 11:40 – 12:10

Theme 1 - The Power of Immersive Education: Education & Peace in 21st Century (India)

Education features in the Global Peace Index (GPI) report produced by the Institute for Economics and Peace (IEP). Peace through Education has been looked at from the same vantage point of formal education practices for many years. There is a dearth of empirical evidence on the contribution of education to peacebuilding. Smith (2010) points out, “There is a lack of impact evaluations and challenges relating to the methodological difficulty of measuring long-term outputs from education interventions”. This paper attempts to study the impact of immersive education on promoting a culture of peace using Allport’s contact hypothesis.

This Paper attempts to bridge the knowledge gap between the effects of cultural and study abroad exchange programs on the attitudes towards peace. At present, literature on peace-education is not all-encompassing and is tailored to suit the world-view of a particular culture. In a study by Bachner and Zeutschel (2009), it was found that exchange enhances one’s international perspective and supports the prospects of international peace and cooperation. Conflicts arise with a fear of the unknown and is normalised through a process of “Othering”. This ingroup and outgroup distinction between people is the biggest promoter of conflict. The simplest way to resolve this is through the de-constructing of the “Other”.

In a rapidly evolving global scenario, the nature of conflict is also changing. As a result, there is an increasing need to produce global citizens with a multicultural outlook. Through this paper, we would like to highlight the importance and the ease with which immersive education can change attitudes to mitigate conflict. It is capacity building which allows students to engage in the international market and establish relationships with people and organisations in other countries which are invaluable in terms of political and economic foreign relations. Thus, making it a win-win situation for all involved.

Sana Vaidya

Theme 1 - Investing in women’s education is the key to making peaceful societies in developing countries (El Salvador)

Analyzing the labor force of developing countries in its basic characteristics we find, among others, that the majority are men. Women contribute their effort in the category of reproductive work. The work of women in the domestic sphere is not considered “productive”.

Another feature of such labor force is to have just a basic educational level; in contrast, the requirements of education in a knowledge society are more demanding.

In deepening this characteristic, we observe within the labor force, that women have an ever lower educational level than men.

Developing countries must increase their production frontier, increasing the productivity of the labor factor and the capacity for innovation. To achieve this, it is necessary for the State to invest in education for the formation of human capital.

In developing countries there is a human contingent made up of women isolated from the labor market, confined to domestic, reproductive work, without contributing to national productivity at all.
Women in developing countries have a very important role as heads of household. A woman in this context influences the household taking income, forming a receptive base for the achievement of goals of the preventive policies of health, safety and formation of civic values. Educating women in developing countries is to invest in the formation of human capital. Incorporating women into the labor market would increase GDP, stimulate economic activity and lower the birth rate. This has occurred in advanced economies.

The problem in developing countries is that the education of girls in their life cycle is not encouraged. The state does not have public policies aimed at inserting women in productive work and in schools.

By not recognizing the importance of education for girls throughout their life cycle, early motherhood is encouraged, which guides the contribution of this mother-child to the biological level.

Through comparative and inferential statistical analysis, through transversal panels, cross sectional regression, which will allow comparison of the selected statistics of the different countries and their respective level of the Human Development Index, the research will try to demonstrate that human development has been improved in those countries that have incorporated their women into the labor market and have raised their level of education.

This method was used in a research in Central American countries; it is intended to apply to other countries with emerging economies in the world.

The result of the research will be to develop indicators that show without a doubt that the main strategy of human development must be EDUCATING GIRLS IN THEIR LIFE CYCLE, making compulsory the education of girls.

The conclusion is that women are the key to human development, because they have the ability to be linked to the economic and domestic spheres. This characteristic makes them a promoter of any change towards a stable and balanced society.

Dr Rosa María Mendoza de Serrano

**Theme 4 - Understanding the digital gender divide in Mexico (Mexico)**

To close the digital gender divide in Mexico through the education of Information and Communication Technologies (ICTs) will allow young women to benefit from their economic activities. To know the current status of the digital gender divide and to determine and develop actions or public policies that promote the digital inclusion of women, it is necessary to analyze the data on the current situation of women's use of ICTs. The National Survey on Availability and Use of Information Technologies in Homes in 2017 indicates that 50.8% of Internet users in Mexico are women (INEGI, 2018). However, the official statistical public data are not disaggregated by sex, specifically type of content, equipment used, intensity of use or level of income of the users. Currently, there is a consensus to point out that it is essential to get on the innovation wave to enrich the personal and professional development of women and promote their economic empowerment (OHCHR, 2016). Therefore, reaching full inclusion of women in the digital world is essential to achieve gender equality and fulfil the Sustainable Development Goals of the 2030 Agenda. In the Information and Knowledge Society, men and women can benefit from ICTs, although they do not make the same use of the digital world. The above is linked to the digital gender divide that refers to the differences between men and
women in access to computer equipment and in the use of electronic devices and the Internet (CEPAL, 2013). This paper seeks to review the current status of knowledge about the problem of the digital gender divide, to know the available sources about this topic in Mexico, to identify its importance for decision-making and to debate the answers, recommendations and public policies for a better practice with a gender perspective.

Nayana Guerrero Ramirez

**Theme 5 - Marginalization of Women and Its Effect on Peace Restoration in South-East Nigeria (Nigeria)**

Despite the qualities and skills of women in peace making and prevention of conflict, women are still not involved in peace making in Nigeria and the South-East in particular. This marginalization has affected development and societal resilience at local levels in South-East Nigeria. This paper therefore investigated the effects of marginalization of women in peace restoration in this area. The research adopted a descriptive survey design. The population consists of two thousand five hundred (2500) women; a stratified random technique from five states that make up South East Nigeria (i.e. fifty women from each state) was used. Semi-structured and scheduled interview questions, focus group discussion and scheduled oral interviews with women legislators and leaders of women associations in the five states were also used. The period of the study was six months duration from December 2018 to May 2019.

Prof Anthonia O Uzuegbunam

**Theme 1 - Educating Women and Girls: A Panacea For Preventing Conflicts And Protecting The Vulnerable Populations (Nigeria)**

Quality education, as it exists in three forms namely; formal, informal and non-formal, is essential for productive and peaceful societies. Providing women and girls with access to education is the key to sustainable economic and social development of any nation. While developed countries have achieved a great deal in this area with state-of-the-art inventions and innovations, developing countries are plagued with hunger and poor nutrition, conflicts and violence, use of women and girls as war shields to mention a few. Minority groups, in particular women and girls, are perpetually denied access to quality and appropriate education especially in the Northern part of Nigeria where unrest and insurgency thrive. This paper takes a critical review of the conditions of women and girls (including public health concerns) in the Internally Displaced Persons Camp (IDPs) in North Eastern Nigeria. In addition, there will be a review of advocacy groups in Nigeria most especially the Bring back Our Girls (BBOG) campaign groups and how they are creating a paradigm shift as a voice to the voiceless. One of the objectives is to create avenues for collaboration for women advocacy groups and sponsors with the grassroots and local authorities. It is to this end that non-formal education is encouraged from the grass root with suggestive use of Visuals, Audio-visuals and provision of basic amenities among others through networking of stakeholders and advocacy groups with local authorities as the first step in ensuring education of women and the girl-child. The paper concludes that the multiplier effects of educating a woman or the girl child would go a long way in preventing conflict and protecting the vulnerable groups in Nigeria.

Dr Adebayo Olufunke, Prof Comfort Onifade
Theme 4 - Empowering youth to internalise and spread gender parity through sexuality education (India)

Youth has tremendous potential to trigger social change. Gender parity is an area in which youth can contribute significantly. Gender roles have a strong relationship with sexual identity. Socio-cultural realities are instrumental in shaping the gender and sexuality stereotypes leading to a biased, conflicting and ignorant behaviour. This can lead to increased incidences of abuse, sexually risky behaviour patterns and gender-based violence. Shaping the adolescent minds to nurture healthy attitudes towards sexuality and gender parity needs time. Young adults can play a very crucial role in this change by establishing a constructive and rational dialogue with the adolescents. However first they need to be empowered to be instrumental in this change process. The present two-tiered experimental study is a successful attempt to empower youth through in-depth training in sexuality education and gender parity along with mentoring skills to become facilitators in spreading this message. At level one, impact of intensive training imparted to 115 youth from urban India in the two mentioned areas was studied through a repeated measures quasi experimental design. Three tools namely ‘Stepping into youth Knowledge test’, ‘Stepping into youth - Attitude test’ and ‘Stepping into youth - Gender Concepts test’ were used. At level two, the impact of a series of 20 classroom sessions conducted for the adolescents by these young adults was studied. Significant positive changes were noted on all the three variables at both the levels. The qualitative analysis of the youth facilitators’ FGDs supports the findings and indicates towards the change triggered in the adolescents through active engagement. This shows that young adults can play a crucial role in initiating positive social change aiming towards abolition of sexual abuse and gender inequality.

Dr Anagha Lavalekar

Theme 2 - Achieving Peace through Democratic Citizenship Education: Narratives from Winneba, Ghana (Ghana)

Though Ghana is touted as a beacon of peace in turbulent West Africa sub region, for many communities in the country, peace is a mirage. This is due to the conflicts arising from chieftaincy, political, land ownership, ethnicity, and religious issues. In Winneba (a town in the Efutu traditional area in Ghana), there has been a protracted chieftaincy dispute that erupts into acts of violence (affecting mostly women and children), usually during the celebration of their annual ‘Aboakyir’ (deer hunting) festival, always attracting the intervention of national security personnel. There has been virtually no work done on peace building in Ghana through Democratic Citizenship Education (DCE), hence this research. The study adopted a qualitative research design. It mainly explored the role that DCE plays in equipping people to deal with situations of conflict tolerantly to bring about peace. Using purposive and snowball sampling, the study examined the root causes of the seasonal conflicts in Winneba and how DCE can help resolve conflicts in that area. Among others, a major finding of the study was that the people of Winneba are yearning for peace and are prepared for any practical intervention that will bring a lasting solution to end their plight. The study recommends curricula based on the theory and practice of DCE, which is ‘a process of cultivating recognition and equality whereby people can progressively build their communities with enacting their rights and
responsibilities and a sense of co-belonging’. Pursuant to this, it is recommended that the Ministry of Education and all related ministries should have round table discussions and brainstorming sessions with personnel knowledgeable in DCE who will eventually come out with a policy that will adapt the curriculum in this study at all levels of education in Ghana.

Joyce Emma Atta-Quartey, Irene Kafui Vorsah Amponsah

**Theme 5 - Mobilization of Young Graduate Women for Social Activities and a Peace Hike.**

**Communication Challenges and Solutions: Vilnius, Lithuania (Lithuania)**

Lithuanian women are leaders in Europe according to their education criteria, but the effective realization of their education remains a relevant problem. Available research material shows what role the insufficient practical understanding of higher education of women and self-image plays here – not only as a tool for professional, but also for social power. A variety of subject-related issues, elaborated within the framework of the Association of Women of Lithuanian Universities is introduced in this work. The empirical experience of the LUMA Vilnius 2nd branch is presented using the communication tool, a website-blog “Išmintinga mama” (Wise Mother).

Already for more than 2 years, this website-blog has been successfully growing loyal followers mostly from Vilnius, but also from other Lithuanian cities. The goal is not only to involve them in sharing their own experiences and problems, but also to inbreathe their breakthrough to new activities, self-improvement, businesses; to inspire to create peace, first of all inside in relation with a person’s closest environment and then in a wider context.

The main ideological axis – search of synergy, applying integrated communicational tools in order to combine communication in the virtual space with real meetings with the website-blog followers. It was done with a blog in Facebook and the website (young mothers have the possibility to find information in their own time and in a quick way) and by holding seminars for mothers (for those who are missing social communication and collaboration in the motherhood period). The website-blog has a consistent structure, just the popularity of different rubrics varies, although the most followed are the out of the box ideas and their realization experiences.

During this presentation not only results of the investigation will be presented, but also a practical game will be played, revealing which of presented problems are common in Europe and which are more specific, sociocultural for us in Lithuania.

Ieva de Sousa

**Theme 2 - The Role of Indigenous Education for Peace and Sustainability: The Indian Context (India)**

Education can be defined as the process of acquiring knowledge and skills and formal education refers to teaching and learning which happens in a structured environment.

India being ruled by the British for almost two centuries, has traditionally followed the Western Education system and subjects taught at various levels of conventional and formal education in India have largely been the contribution of Western scientists and derived from Western curricula. The researcher being an Economist herself has
observed this particularly in the context of Economics knowledge imparted in the country at the higher education level.

The subject of Economics is extremely important in today’s context of financial crisis, economic disparity, gender inequality; to achieve sustainability and peace. Indian economic thinkers have contributed a lot to the study of income inequalities, removing gender disparities, conserving natural resources, and achieving economic independence, self-reliance and non-violence, both at the individual as well as macro-level. Such great contribution of these economists and social scientists can go a long way in solving these problems, not only in India, but can also be replicated in other developing countries facing similar problems.

This paper tries to explore the possibilities of including ancient and modern knowledge and principles in the existing Economics curricula, definitely not to supplant existing pedagogy and knowledge imparted, but to supplement it in order to make it more relevant to local economies, cultures, people and geographies.

The paper follows an exploratory and descriptive research methodology, trying to inquire into the economic principles of great Indian thinkers, social scientists, economists and policy makers to solve the current problems of economic crisis, gender and income inequalities, sustainability and to pave the way towards creating a culture of peace, equality, and prosperity. This will help blend modern scientific knowledge with indigenous and traditional wisdom and experiential knowledge.

Dr Kalyani Bondre

**Theme 5 - Field Evidence of Nonviolent Civilian Protection Methods is Used by Women Advocates to Transform Conflict (USA)**

Education is often pointed to as one of the most powerful tools to use in advancing global efforts to promote civilian protection and peace building, yet little emphasis has been found in research demonstrating that relationship. Furthermore, although both Education and Peace are individual Sustainable Development Goals, #4 and #16 respectively, the Indicators for each includes little explicit language about the other. With increasing armed conflict in the world, particularly internecine conflicts that are resulting in civilians having become the vast majority of the casualties and/or the displacement from their homes nearing an all-time high, the need for identifying "good practices" directly from the field is called for.

My work is related to the practice and verification of methods used to empower civilians at the local level in several countries so as to provide for their own communities’ protection while building ongoing peace strategy skills for problem solving without resorting to more violence. The methods used are particularly successful for the protection of women and children, while at the same time empower more women to take leadership roles in their communities.

Nongovernmental organizations, including members of GWI, are using the amassed field evidence of "good practices" and advocating for their greater use by policy makers determining civilian protection strategies. I will share an example of a process that was used by women's NGOs that contributed their testimony of successful nonviolent strategies for inclusion as a strategy for United Nations Peacekeeping Operations. Additionally, two national governments have incorporated nonviolent strategies into their foreign policies, and official reviews of UN SCR 1325 Women, Peace and Security, and
the Responsibility to Protect Doctrine now recognize the validity of local nonviolent methods as valuable tools for growing peace. GWI members can help make this happen through advocacy in their own countries.

Kathleen Laurila

Saturday, 27 July 2019, 14.45 – 15.05

Theme 5 - Bridgebuilding For Peace, Education & Advocacy: Creating A Winning Partnership (Nigeria)

Graduate women have been consistent in their push to close the gender gap. Joining them in this quest have been researchers, nations and organizations interested in building bridges to improve and ensure sustained peace through varied means which include but are not limited to education and legislative advocacy, in a bid to synergise and strengthen outcomes for our greater good.

Studies have shown that women's political participation and mentorship roles will bring about greater responsiveness to citizen needs and increased cooperation in our diverse communities. The drive for graduate women involvement in the political, policy making and educational processes will bring solutions to help alter perceptions imposed by our traditional societal norms. An educated woman at graduate level will be a perfect contributor of her courage, experiences and ability as a leader for positive social change. This should serve as an incentive to create structures with a focus for networks and opportunities needed to make this happen. It is an era of mobility, mutual understanding and long-term work to improve, plan, evaluate and design change initiatives for peaceful, strong, vibrant democracies. Synergies in our educational system and policy-making in communities and organisations will yield successful results in sustainable peace and to reduce conflict. To communicate sustainable peace, we should begin providing continuous messages to impact knowledge, skills, and self-worth to girls to have their voices heard from an early age.

“WOMEN PEACEMAKERS IN LOCAL ACTION FOR GLOBAL IMPACT” campaign should be launched in our respective communities to create awareness about the social psychological processes of halting conflicts and harmonising peaceful coexistence employing participatory, interactive, experiential and transformative approaches.

In promoting the implementation of these global partnerships, remarkable steps will be put in place regarding the gender gap from schools to boardrooms and translating these movements and campaigns into actions.

Florence Babalola-Smith

Theme 2 - Curbing Violence Against Women through Lifelong Learning in Nigeria (Nigeria)

Violence Against Women (VAW) has been a major issue of concern globally. This paper is an account of a research on the prevalence of various forms of VAW in rural households in Nigeria, the causes and welfare effects on women and their children. The study was based on data collected in a cross-section survey of households in selected
rural communities in Ogun State in Southwest Nigeria and Kwara State in North-central Nigeria. Multistage sampling procedure was used to select the targeted minimum sample of 270 rural households, 150 from Ogun State and 120 from Kwara State proportionate to the number of agricultural zones in the two States. Data on households socio-economic and demographic characteristics; sources, forms and communication strategies employed in intra-household conflict resolution; prevalence of various forms of VAW were collected by Focus Group Discussion (FGD), personal interview and observation methods. The data was analyzed using descriptive and inferential statistical methods, including multivariate regression analysis. Findings showed that at the source of VAW were: cultural beliefs, lack of effective communication, inadequate financial resources and infidelity. This borders on the issue of inadequate education as most of the respondents were not educated. This paper examined lifelong learning which has to do with continuous, self-motivated pursuit of knowledge either for personal or professional purpose and is believed to enhance social inclusion, active citizenship, self-sustainability and employability. The study therefore recommended lifelong learning for the women and their husbands to address the issue of VAW.

Prof Comfort Onifade, Dr Remi Aduradola

Theme 4 - Global Problems Addressed with Local Solutions: a Case Of NGOs Creating Environmental Awareness (India)

Global warming and pollution impact people worldwide. Every region has its own environmental challenges. Delhi is troubled by very poor air quality and water shortages. To achieve change and improvement, the best course of action is to start acting locally. The answer lies in sensitizing people especially the youth.

A project was started in 1993 by volunteers to spread environmental awareness amongst the youth. Interactive sessions, lectures and field visits were arranged. It was observed that students were aware of global problems that they learnt from schoolbooks. But on asking questions related to disposal of domestic sewage or garbage in Delhi, they were totally ignorant.

Air quality in Delhi dips to dangerous levels when crop residues are burnt in neighbouring states during winter. Residents suffer from respiratory problems and the problem is aggravated by fireworks during the festival of Diwali. Official orders and appeals to public have little impact. But these days school and college students register their protest. In the summertime, heavy dust storms have become a regular feature, and a major reason is cutting down of trees in the city. Protests by citizens include children as well.

The water supply in the city falls short of the demand. Extra water is pumped out from the ground. But this has led to lowering of the water table. Sewage treatment and solid waste management are other issues that need attention. Public cooperation is important. This is beginning to happen because the youth are starting to understand that there is no “away” where waste would go.

Environmental education is now a compulsory component of education at school and college level. NGOs have played a major role in this effort. UWA Delhi plans to take up the campaign, with reference to the environment and sanitation. Think clean and green.

Dr Nita Mawar
Theme 1 - Implementing Women ZONE (UNESCO) for Peace, Nutrition, Education and Matriarchal Systems Restoration (Senegal)

In 2013, in the heart of Central Africa Republic civil war, in order to reinforce and sustain United Nations Agencies’ role on providing support to vulnerable population, the concept of Women Zone (WZ) appeared as a solution.

The WZ is a safe, peaceful and empowering space for and managed by women to build and ensure population resilience to crises and recurring women and girls’ problems.

To break the chains of silence and inequality and to ensure health and nutrition to vulnerable populations, women, at all levels and circumstances, and in particular within sub-Saharan Africa, need a place of autonomy to freely express their viewpoints and be empowered. The concept is based on UNESCO principle of Culture of Peace and on the Clinton notion of “zone” that includes empowerment, with regard to Haiti assistance against natural disasters.

As long as equality and equity remain on the agenda, women will need “zones” within their community, village, school, work place and so on, in order to be safely empowered and participate according to their competency and aptitude in the society activities with the same consideration than their male counterparts.

Having experienced the concept briefly but successfully, in the harsh situation of Central African Republic, the author through “Governing African Development Association” improved on it and is willing to expand it all over sub-Saharan Africa. The four pillars, Civic Education, Resources Management, Health versus Nutrition, Food Security value chain that sustain the WZ allow for many different schema of the project.

Rokhaya Daba FALL

Theme 1 - Migration - Education - Integration? Challenges in educational work with refugees (Australia)

A global issue facing all countries in the world is human migration - the movement by people from one country or region to another with the intention of settling temporarily or permanently in the new location. Migration can be voluntary or involuntary. Involuntary migration includes forced displacement (deportation, slave trade, human trafficking) and flight (war refugees, ethnic cleansing). This paper discusses refugees, particularly those who are outside their country and cannot return owing to a well-founded fear of persecution because of their race, religion, nationality, political opinion, gender or membership of a particular social group. The education needs of refugees in four countries will be briefly touched on: the positive case of returning refugees to Rwanda; the case of displaced refugees fleeing to Bangladesh from Myanmar because of war; the situation in Germany where the government decided to take in one million refugees and the education efforts needed for integration; and a successful educational program with marginalised Hazara communities in Afghanistan will be considered as an example of how strengthening education within a country can support populations under threat of displacement. Research on the challenges of educational transitions for refugees in Australia will be reported. Finally, the imperatives of States’ responses to the 2030 Agenda for Sustainable Development that recognizes the contribution of migration to sustainable development and sets out 11 relevant targets and indicators relevant to migration or mobility for the 17 goals will be detailed, e.g. on trafficking, remittances and international student mobility.
It is expected that attendees will also provide examples of the challenges of educational work with refugees in their countries and canvas solutions to current problems of integration.

Prof Shirley Randell AO

Saturday, 27 July 2019, 15:10 – 15:30

**Theme 1 - Determining Educational Goals for Peaceful Coexistence: A Study Based on a Symposium of JAUW (Japanese Association of University Women) (Japan)**

How citizens are able to live together with others from different backgrounds in each community has long been considered as a key first step to building world peace (Hara J: 2003). On the other hand, the role of education for realizing such a peaceful coexistence has not been sufficiently understood, and what kinds of goals should be set up and what concrete viewpoints are to be taken for achieving this purpose have been little explored. This study attempts deliberating these issues by examining the current situation in Japan as presented at the 2018 symposium of JAUW: NFA representing Japan.

The authors first confirmed the significance of living together in a community for peacebuilding, based on reports on the actual practices undertaken in various communities throughout Japan by five activists and experts in such fields as inclusive education, foreign language teaching, community services, international cooperation, public policy making, and refugee supports. Each report from those experts was then further investigated to identify the difficulties and problems hindering the process of coexistence from being realized. Finally, how these problems could be solved was considered and discussed.

The series of analyses revealed several viewpoints in the field of education, important for realizing coexistence by overcoming obstacles. These viewpoints included such topics as ‘nurturing respect for all life’, ‘raising knowledge and awareness toward differences’, ‘fostering a consciousness of the social structure composed of the rich and the poor’, ‘overcoming prejudices’, and ‘cultivating a sense of compassion’. These viewpoints, furthermore, were inferred to be shared with those required for addressing gender issues. It was then conjectured that these viewpoints should be promoted on the basis of more universal values such as ‘social justice’ and ‘human rights’. The value of human rights, in consequence, was decided to be appreciated as educational goal for the world peace.

Dr Chizuko Suzuki

**Theme 2 - The Paths of Education for Peace, Non-violence and Gender Equality in Higher Education Institutions in Latin America (Mexico)**

The incorporation of human rights, gender, culture of peace and equality in the university curricula and in the management of Higher Education Institutions has not come a long way in Latin America, and in Mexico in particular.

Universities emerge from their origins as patriarchal spaces, whose foundations have been disciplines and careers but also administration and management. These spaces were constituted with an androcentric, misogynistic and excluding approach for women. When women gained access to the right to education, little by little Higher Education
Institutions incorporated women in different areas and disciplines. Even until the twentieth century there were university careers in which we only found men and exceptionally some women. At the end of the last century there was an important transformation with feminizing several disciplines and at the same time women were incorporated into higher education and can now even exceed the number of men. Within this framework, research spaces on gender issues also have emerged and specialized studies on the subject have emerged. Women are reclaimed in the history of various disciplines.

In the university curricula we also find important changes; however, in Latin America we have not yet recognized the obligation of Higher Education Institutions to train with a focus on human rights and under the principle of equality. In this paper I will examine the situation in Latin America and in particular, the case of Mexico, regarding the advances and obstacles to increase and transform the curriculum to support Human Rights and deconstruct the social and patriarchal paradigms to generate a Culture of Peace, Nonviolence and equality.

Dr Gloria Ramirez

**Theme 5 - New Business models for Social Impact Entrepreneurship for 21st Century - Intersection of leadership for economic empowerment and global advocacy (USA)**

Graduate women are a dynamic force in influencing accelerated advancement in politico-social economic structures locally, nationally and globally. This paper discusses how to combine and leverage economic, academic, business and other models for greater social impact in the 21st century.

Graduate women are empowered to bring transformational change in broad strokes and enable social impact through opening critical doors of opportunity and influencing pertinent public policy.

How do we galvanize ourselves from a linear approach of bringing change to waves of change and measured outcomes learning from examples of STEM-Institute and personal involvement? How do we benefit from leveraging experience from private sector, academia, government, and civil society to grow versatile leadership and build organizations with multi-dimensional target vision? We understand waves of Transformation at the infrastructure and the ideology level, through modeled pathways for social impact and capacity building with intent.

These approaches to building capacity at decision-making levels for women, diversities and millennials draw on examples from my personal service on significant boards at University of California and Department of General Services SBDC California, placed 6th in the global economies. Both highlight critical intersections of collaboration and demonstrate increased accessibility and impact on influencing vision and leadership.

Women are impacted differently so we need to build bridges of exchange amongst all diversity and genders to facilitate the transfer of knowledge on best practices and follow with measured analysis with global examples.
STEM’s Model closes the divide between private sector and civil society and government and brings together all high level decision makers to collaborate to create a better ecosystem using new models for Corporate Social responsibility for social impact.

Shaila Rao Mistry

Theme 1 - Advancing the Status of Women in Hong Kong through Education (Hong Kong)

Hong Kong is definitely a wealthy cosmopolitan city. However, injustice in economic, social and political realms has created problems for people who struggle every day to earn a hard living in an expensive city with probably the highest cost of living standard in the world, thereby frustrations and hostility abounds. Women’s career and life are far from ideal. They are facing problems of all kinds caused by social and familial pressures. The status of women in Hong Kong is too often overestimated because of the existence of a few high-ranking female officials, including the Chief Executive of the SAR Government. As a matter of fact, the ratio of women in the workforce lags behind mainland China and other countries in Asia. The real fact is that they are over-represented in low status jobs. It is difficult for career women to strike a balance between work and family life. Evidence shows that women in Hong Kong have to sacrifice more than men in order to achieve career success. All these problems are inextricably linked to education, especially higher education. As members of an association of university women, we believe that through education, women can truly understand their roles and contribute to the world in a broad and powerful way. Social harmony can be largely achieved when women’s socio-economic status is improved through education. The present talk will introduce the social and economic environment for women in Hong Kong and discuss how to advance the status of women through the improvement of education system in the society.

Dr Jackie Yan, Dr Anson Honghua Wang, Dr Janice Pan

Themes 4/5 - The Process of Commission on the Status of Women (CSW) in the quest for securing women’s rights.

The Commission on the Status of Women (CSW) is the principal global intergovernmental body exclusively dedicated to the promotion of gender equality and the empowerment of women. A functional commission of the Economic and Social Council (ECOSOC), it was established by Council resolution 11(II) of 21 June 1946.

According to the UN Women website, the CSW is instrumental in promoting women’s rights, documenting the reality of women’s lives throughout the world, and shaping global standards on gender equality and the empowerment of women. In 1996, ECOSOC in resolution 1996/6 expanded the Commission’s mandate and decided that it should take a leading role in monitoring and reviewing progress and problems in the implementation of the Beijing Declaration and Platform for Action, and in mainstreaming a gender perspective in UN activities. This paper looks to unpack how this is done, during the year and culminating in the annual two-week session. The role that GWI currently plays and how it and the NFAs could become more actively involved in the process to monitor, review and promote issues of women’s rights and lifelong learning is explored.

GWI Advocacy/UN Representative
Theme 5 - Unleashing the Potential of Women: The Promise of Education for Peace (Lithuanian Antanina Gustaityte-Salciuviene)

This paper introduces an early 20th century Lithuanian, wife, mother, author, women’s rights activist, president of the General Federation of Women’s Clubs (GFWC), Antanina Gustaityte-Salciuviene. Further, the paper outlines her life and achievements as a platform for discussion. It next explores the legal and social changes which have occurred in Lithuania and in the United State which present similar issues, dynamics, and conflicts that women face discerning between cultural identity, professional identity, perceptions and expectations. Then it details the need for thinking dispositions which support personal and identity growth and provides a recommendation for a curricular/social program. The recommended curricular program has been adopted by many schools in the United States, presenting and teaching dispositions required for an attitude and mind shift necessary for positive communication in family, school, and profession.

Dr Rima Binder

Theme 2 - Incorporating Peace Education in EFL (English as a Foreign Language) or Similar Curriculum as a Means of Ensuring its Implementation. (Egypt)

Changing current national curricula to bring about the culture of peace and non-violence has not been successful in different educational systems. The various reasons for this could either be the financial cost, the time needed to redesign new curricula, the political tendencies, the cultural heritage, or even other factors. To solve this problem, there is a need to find a practical, budget-friendly alternative that will ensure the immediate incorporation of peace education in any educational system. Thus foreign language classes become the only feasible solution. EFL is chosen as an example because English is already established as the language of globalization and a major factor in changing the mindsets of its learners. It has become the language of international communications, education, and acquisition of technology, as well as development in general (Zughoul, 2003). The result is that the number of non-native learners is increasing. It is currently estimated to be one billion and is expected to increase to 1.9 billion by 2020 (ihlondon, 2014). Another result is that EFL has become an integral part of the educational systems in non-native countries, particularly in developing countries.

Once certain factors are guaranteed, such EFL classes are the ideal environment to promote the culture of peace, as well as the other sustainable development goals. The most important factor is the well trained EFL teachers who could incorporate the different manifestations of the concept of peace in their own syllabuses. Focusing on the tertiary level ensures that the results of this incorporation are demonstrated sooner. Young people at this age are soon to be the future leaders and citizens of the world. A successful incorporation of peace education is guaranteed when this initiative is adopted by a network of two or more of the concerned international institutions such as GWI, Bibliotheca Alexandrina, CSW and UNESCO.

Sahar Gamal
Theme 2 - The global campaign for peace and education incorporating human values (Egypt)

Violence and extremism that prevail in the world in recent times is the result of deficiencies in the educational process in many countries of the world, as neglect in the education of children, especially girls, causes the formation of many families that are dysfunctional within society. Education in order to spread the culture of peace and tolerance in contemporary societies is an urgent necessity. Education is required today to combat the influence of factors leading to fear and exclusion of others and to help young people develop their capacity for independent opinion and critical and ethical thinking. Education, curricula and other educational materials are needed to promote understanding, solidarity and tolerance among individuals and the fight against violence and extremism. This is what UNESCO called for, stressing the need to improve the quality of school curricula by incorporating human values to achieve peace and social cohesion and respect for human rights and human dignity.

The global campaign for peace and education has two objectives: first, building public awareness and political support for the introduction of peace education in all areas of education; and second, training all teachers to teach for peace. This trend towards integrating the culture of peace into institutions and education is both an international and local demand. The aim of education is to develop the concepts of education for peace, a better human future and international cooperation and solidarity on the basis of justice, equality, interaction and mutual respect among all nations and peoples. Education is one of the most important means to overcome the evil of ignorance and hatred. Through education we are fully aware of and know other cultures and learn how to respect and appreciate cultural and religious differences. It allows convergence in another way rather than settling differences violently.

Prof Dr Thanaa Moustafa Darwish Ezz

Theme 1 - Peace Through Educating Women for Social, Economic and political Change in India (India)

Women if educated will bring economic development and prosperity to her community. Through education she is empowered, has improved life and health, dignity, honour and justice. She has a choice regarding a profession, to participate in leadership roles and the opportunity to help eradicate poverty. She develops improved self-confidence, independent thinking skills and leadership skills. Education has a multidimensional impact on communities removing obstacles to development and is instrumental in promoting equal opportunities. Women’s education therefore impacts on a woman’s future and also the future of her family, community, as well as at national and international levels. There is a reduction in infant mortality, child marriage, malnutrition, domestic and sexual violence and therefore it is a tool to promote peace. With education comes knowledge, power, security, safety and peace. It cultivates respect for other cultures. The ideal society will be where you have justice, personal wellbeing, security, peace. Where international sisterhood will prevail among humanity and in which people will experience love, self-sacrifice, tolerance, compassion, mercy and loyalty. Inner peace is through truth and justice and goodwill towards others.

India being a multi-ethnic, multi-religious, multi-linguistic and multi-cultural society means that diversity of all types is the very soul of India. The Human Rights Convention declares “Education must prepare a child for responsible life and effective participation in a free
society in a spirit of understanding, tolerance, equality of sub sexes and friendship among all people, all ethnic, national and religious groups.

I have established the Abeda Inamdar Jr College and Sr College for Girls with at present 10,000 girls of all caste, creed, religion, region and language being enrolled. I have also established various professional colleges with an enrolment of currently 27,000 girls in these institutes. In this paper I will discuss my experiences.

Abeda Inamdar

**Theme 1 - Women Educators Empowering Change at Home for a Peaceful Society (India)**

The woman is the first point of education for her children and society at large since ‘if you educate a woman you educate a nation’. The peace of mind and success the graduate woman enjoys in certain areas of her life is evident in her exposure to education.

Nonetheless, the remaining majority of non or partially literate women hinder or slow down the progress of the entire female species regarding certain cultural perceptions carried on from past generations. Among these is the quest to have a male child at all cost, otherwise the woman is ridiculed by fellow women or stands the chance of losing her husband. Also, the woman’s inability to ensure that all her children enjoy equal right at home (no stereotype roles) in every area of their lives is one major threat to realising equal right for all and the course of empowering women. A woman’s lineage also goes extinct due to marriage. The majority of women do not know how a male child is formed. They think marriage by ordinance requires a change of name.

Research was undertaken and a questionnaire administered to find out how women feel about certain of these cultural practices. This study revealed, for instance, that the majority of educated women believe female children are as important as the male children but they do still give different roles to them. Single women either want to maintain their names or add their husband’s name but not to drop their family name when married.

Evidently education enhances a change of mind on certain negative cultural perception/practices and improves a woman’s inner peace, mental and emotional wellbeing as a whole. Thus, there exists a direct relationship between being at peace with oneself and one’s environment by attaining peace through education and passing it on to our future generations.

It is recommended that women as first educators must be encouraged to boldly change their way of thinking and extend this knowledge to their children, especially daughters. Basic education should include how male and female children are formed. Women must consciously remove stereotype roles at home and reduce and space the number of children they have to ensure all children get quality education.

Irene Kafui Vorsah Amponsah
Saturday, 27 July 2019, 15.15 – 16.35

**Theme 4 - Preparing women for leadership positions in Education in Ghana: Mentoring initiatives by substantive school heads (Ghana)**

The debate about gender equity for women in education across schools in Ghana has heralded profound challenges to women’s expectations in mentoring other women into leadership. Breaking the glass ceiling in the women’s world of education and career advancement has been key; however, initiatives to encourage women to attain high level of education and leadership positions have largely failed to encourage personal mentoring activities of women on the job. This study sought to document the personal mentoring initiatives by women school heads in their desire to prepare other women teachers for administrative positions. Four (4) women secondary school heads granted in-depth interviews on their individual mentoring activities among female teachers. Their stories enumerated their challenges and successes with their initiatives. They also spoke of the professional benefits gained and the development of emotional intelligence. They included some negative outcomes, as well. Practical implications for mentoring women leaders were suggested.

Dr Marie Afua Baah Bakah

**Theme 1 - Schooling Interventions: Keep the girls from dropping out and help the women re-enter education (India)**

There are tens of thousands of girls and women in rural India who are still struggling for their right to education. Despite government encouragement they have to face the challenges of remoteness of location, non-availability of secondary schools and poverty. Jnana Prabodhini is a voluntary organization active in 100 villages in rural India for many decades. We are active in many women’s issues and are at present carrying out two important activities regarding education of girls and women.

Hostel for First Generation School-going girls: We run a residential hostel for girls whose education would discontinue if it were not for the hostel. These vulnerable girls are of age group 9 to 14 from remote, hilly, un-passable areas. They belong to a community where parents have had almost no schooling.

Mentoring Women Towards Graduation through Open University: These are rural housewives between 20 to 40 years who dropped out of school before their 7th grade. We are helping them get formal qualifications through Open University. Re-entering the formal education system is a very difficult task. But over the past 8 years, we personally reached out to more than 500 women and the result is that 180 have received certificates of 12th grade equivalent exam. Currently 11 are either pursuing graduation or have already graduated. Without our intervention, none of these women would have had a chance to continue their education.

Our planned interventions prevent the girls from exiting the formal education system while also helping older ‘dropped out’ women RE-ENTER the school system. These girls and women will become productive members of society and will be partners in the development of the society. It will advance their status and thus protect this most vulnerable population, transforming the society. This is a replicable model of intervention.

Suvarna Gokhale
Theme 5 - The Involvement of Women within Higher Education in Ghana. A case study of Higher Education Institutions in Cape Coast Metropolis. (Ghana)

Education which was previously centred on men has taken a great turn as greater number of females are pursuing higher education over the years. Nevertheless, the joy of upholding women esteem through education has proved futile since women leaders are crumbling in academia. This research focused on unveiling the reason for the falling numbers of women leaders in higher education in Ghana. The study focused on 30 women leaders in institutions of higher education today. A questionnaire was used to solicit the data which was analysed using SPSS version 25. This research contributes a deeper understanding of what women leaders in Higher Education come across on their way to the top leadership position by revealing the supports, challenges and experiences they have encountered. The study revealed that family supports, publishing of papers, scholarships and leadership seminars for women were great determinants for women leaders in academia. Despite these supports, discrimination was seen as the major factor preventing women from reaching higher leadership position. The study also showed that respondents who were able to reach higher leadership position made tough decisions, ensured higher transparency and accountability and had become role models for other young women.

It is recommended that more seminars and training on women empowerment and development should be held as well as provision of scholarships for women to pursue higher education.

Gladys Ewurama Edumadze

Theme 1 - Mary has a Little Goat. A Holistic Social and Educational Enterprise (Uganda)

Girls should have the same or even greater access to education as boys. This initiative (MHLG) targets girls and young women aged 6-25 to retain them in school until they graduate, by delaying early sex, teenage pregnancy and marriage. In Uganda, every fourth teenage girl aged 15-19 has had at least one pregnancy (UBOS), while 25 % of the 1.2 million pregnancies recorded annually in Uganda are teenage pregnancies (Ugandan Population Secretariat). Rural girls are the most vulnerable. Social cultural, economic, policy, ideological and political factors are great obstacles to women’s education in developing economies.

MHLG introduces and mentors girls and young women into smallholder goat farming supported by their families, for additional income to invest in their education and welfare until they quality. This holistic social enterprise agri-business package is delivered through facilitative approaches with a wide range of tailor-made girl-friendly activities.

Consolata Tumwesigye
Theme 1 - The Role of Cinema in Education and the Struggle against Sexist Stereotypes: an account of an original Grenoble French experience (France)

The AFFDU group from Grenoble (France), convinced that education plays a fundamental role in changing attitude, and thinking about how to work for peace in the world, decided to direct their actions towards young people. As cinema is, for most of them, one of the most successful medias, because it is the easiest to understand, the group decided to create an action named “Les Olympes du cinema”, in reference to the French AFFDU action “Les Olympes de la parole”, and to Olympe de Gouges, the celebrated revolutionary French woman, who wrote The Women’s Rights Declaration in 1791. This action was achieved through a partnership with the Melies Cinema in Grenoble, member of the French Federation FOL, an organization that promotes quality cinema for young people. Every year, a movie whose subject is adapted to life and youth problems, is selected from recent festival films; the choice is made by both AFFDU members and the director of Melies cinema. A dual purpose is pursued: first, equality between men and women, and second, empowering young people through writing in a personal and critical analysis of the film. To help the teachers, some advice (methodology and other documents) is given to them. A jury constituted by AFFDU members examines the student’s writings, and decides on the winners. Prizes are officially awarded, in a special ceremony where everybody is able to appreciate the importance of individual investment, and the enthusiasm of the participants.

The best critical analyses are collected and printed, in order to demonstrate the benefits of this action, and so young people may change their opinion and think about equality in relationship between girls and boys.

Vianella Guyot

Theme 2 - Balancing the Institutional and Cultural Mindset of Patriarchy in Nigeria with Curriculum (Nigeria)

The study investigated the content of gender equality in social studies curriculum in Nigeria. The objective was to determine the potential of the current curriculum to educate the young minds on the subject. It also assessed potential gender content in selected social studies textbooks used for teaching in Nigerian Schools. Thirty-five themes and eighty topics of the primary and junior secondary curriculum, together with textbooks were also reviewed using qualitative analysis method. Results showed that gender related issues, including similarity and differences between men and women were introduced in the primary four textbooks, which is age nine, although they were not captured elsewhere in the curriculum. Additionally, traditional roles that ascribed menial jobs to women were listed in the textbook. Similarly, primary six curriculum treated gender discrimination and its consequences under social and health issues theme. The study concluded that the concept as inherent in Social Studies curriculum and textbooks is inadequate to bridge the gap created by culture and other forms of unwritten ideology of male supremacy. Consequently, Graduate women International through the Nigerian Association of University Women is to drive its advocacy to the Nigerian Educational Research and development Council to press for curriculum revision. The concept of gender in the revised curriculum should be clearly stated from primary one, that is age six
to include topics like gender stereotyping, gender discrimination and consequences of traditional practices towards gender inequality.

Nneka Chiedozie-Udah

**Theme 1 - Women, Girls and Technology Education (USA)**

Education is the key to the development of a society and plays a crucial role in the advancement of women and girls worldwide. The role women play in their girls’ education goes beyond getting them into school but also ensuring they can learn in a safe environment and complete all levels of knowledge with the skills necessary to effectively compete in the labor market. Technology is the collection of techniques, skills, methods, and processes used in the production of goods, services or the accomplishment of goals. The implementation of Information and Communication Technology (ICT) is a significant tool that can be used as a new wave of activism emerging through social media for African women and girls. Girls and women must be supported in becoming technologically competitive, and they must gain a proper understanding of how to use it safely and effectively. However, in most African countries and especially in Congo women are not aware of the techniques, skills, and methods of technology. The problem is lack of infrastructure, poverty, government conflict, and discrimination. Africa has recently seen rapid growth in Internet access, but women are significantly underrepresented. Also, cultural barriers have lowered the status of women in society. It is essential to understand that technology and access to the Internet are vital to women’s empowerment across the continent and it is key to overcoming these barriers. When girls learn the necessary knowledge and life skills, it helps them navigate and adapt to a changing world, making decisions about their own lives and contribute to their communities and the world. Through ICT women and girls can gain knowledge and overcome barriers and become competitive in the job market and pull themselves out of poverty and win international support.

Dr Magda Buhake Kaniki, Dr Francisca A Ramoni

**Theme 1 - Peace Through Education: Perspectives of Gender and Girls Empowerment (Nigeria)**

The world is in a state of chaos with conflicts arising across family, societal and global levels at an increasingly alarming rates. Solutions to this state of affairs seem elusive at present owing to the occurrence of daring challenges manifesting in different quarters around the world hindering peace and peaceful co-existence. This paper therefore attempts to investigate causes of conflicts, violence, chaos and disharmony at home; bearing in mind that the home remains the central unit of the family particularly as the world now exists as a global village. The researchers also intend to contribute to this discussion by offering solutions / suggestions for global peace through education of girls and adults males and females at both formal and informal levels. Moreover, the paper aims at examining the macro effects of conflicts arising from the family unit on global peace. It is pertinent to note that conflicts arise at home because of observable challenges relating to communication and relationships. A research study was conducted in selected states of Nigeria to identify crucial causes of violence at home and its resultant effects on the family unit. Data was analysed using simple percentage to
enable the researchers to answer research questions set for the study. Results revealed that lack of education and inadequate communication were part of the major causes of gender-based conflicts in the home. The study concludes that the maintenance of peace at home at the family level can serve as a springboard for sustainable societal and global peace that the world is striving for in the 21st century. The study recommends that quality education should be made available to the population especially to girls and women.

Dr Remi Aduradola, Prof Comfort Onifade

Saturday, 27 July 2019, 17.05 – 17.25

**Theme 5 - What Can Graduate Women Do to Mitigate Suffering in Disasters (Japan)**

I have personally experienced the Great East Japan Earthquake in 2011. This presentation aims to share the lessons I have learned, because disaster may happen anywhere all over the world anytime and it may destroy daily lives.

Though I am an ordinary member, it is my mission to share my personal experience of surviving water and power outages while confronting my fear of death for my son and myself. I realize it is not usual to have an opportunity to give a presentation as a graduate woman when I did not suffer a great deal of damage. However, most victims cannot come to Geneva.

JAUW held a forum entitled ‘Let’s Talk about Natural Disasters’ in 2018. The five speakers of the forum were from different branches across Japan who had experienced big earthquakes at different cities, or major flooding. The last speaker was an activist who helped girls in disasters. We members discussed how it was important that there are women as policy makers to protect vulnerable people.

Later, I noticed the already existing Framework for Disaster Reduction included women’s role of stakeholders. Senior graduate women influenced the policy makers. Now, what should we do to make the best use of the framework? I am confident that we graduate women should never hesitate to be leaders against the societal paradigm that women should only be assistants. The leadership of women should be recognized as rather saving others than as being threatening.

Good role models show the younger generation they are helpful for others. People pass on their knowledge to the next generations through education in order to build a better society. Nobody can take away one’s increased education and knowledge in any situation. Reconstruction and mitigation of suffering in disaster start from education.

Kyoko Hirata

**Theme 1 - Improvement in HIV/AIDS knowledge through Integrated intervention for sustainable development (India)**

Women represent an increasing proportion of people living with HIV, pointing to a need for targeted intervention. This study aimed at documenting changes in knowledge of adolescent girls (AG) and married women (MW) through community health education intervention on reproductive health in the context of HIV/AIDS for sustainable development.
A need based intervention (health camps, exhibitions and workshops) with pre and post intervention assessment of knowledge on reproductive health (RH), HIV/AIDS used a 55 items structured questionnaire administered to AG: 133 and MW :69 from five clusters around the vicinity of University Women’s Association (UWA), Pune that conducted coaching for school drop-out AG. Consents obtained from MW and AG through their parents. Change in knowledge used non-parametric Mann-Whitney, paired t and chi square test.

Results: Knowledge scores of MW are higher than AG in all respects except RH in pre and post intervention and significant for safe-sex (SS) at post intervention (p value 0.02). Pre-to post changes in knowledge in AG was significant for HIV (p value 0.04) while it was non-significant for SS and RH. Women’s knowledge increased most for SS, followed by RH and HIV although, statistically non-significant. The changes in knowledge of mother to child transmission (MTCT) increased in MW and AG for pregnancy, delivery and breastfeeding, more so for MW (18%, 16% and 13% respectively), with about a tenth of girls not clear about MTCT, especially transmission during delivery.

Conclusion and recommendation: Positive outcomes in HIV/AIDS knowledge, safe sex, and reproductive health have been observed in women. This study underscores the significance of prevention intervention that should begin with adolescent girls and young women to bring effective behaviour changes for HIV prevention including safer sex practices, reproductive health, HIV/AIDS etc. Collaboration with established NGOs outreach program would pave way for continuum of an integrated intervention for sustainable development as ignorance is no more a bliss, it’s a health risk.

Dr Nita Mawar

Theme 1 - Transitional challenges confronting heads of midwifery training colleges which affect human rights and sustainability in Western and Central regions of Ghana (Ghana)

The study sought to investigate transitional challenges confronting heads of Midwifery Training Colleges in the Western and Central Regions of Ghana in the process of restructuring the schools from post-secondary to tertiary level employing the descriptive research design within the qualitative research paradigm. The study employed interviews to collect data from eight (8) women principals and their assistants and other twelve (12) midwifery school administrators revealed that increased leadership roles, financial constraints, inadequate teaching and learning materials, inadequate infrastructure and inadequate human resources were the major challenges that also affected human rights and sustainability. It has been suggested that Ministry of Health and Nurses and Midwifery Council should hold wider consultative meetings to get all stakeholders informed on the stage of transition and the challenges being encountered, organize the necessary structures that will reduce the encounters and promote the reform.

Marie Afua Baah Bakah

Theme 2 - Understanding the Implications of Female Genital Mutilation (FGM) in Women Sexuality Through Women Education in Ebonyi State, Nigeria (Nigeria)

Despite all previously proved health implications of Female Genital Mutilation (FGM)/Female Circumcision (FC) on women sexual functions, it is still widely practiced in many parts of the world especially in less developed communities where women
education is at risk, such as the Ebonyi State communities in Nigeria. Different studies have proved that FGM has frequent health and social problems like urinary or vaginal pain, infertility, haemorrhage and childbirth complications as well as constant conflicts among families of circumcised women. The worst victims are women aged 15-50 years (Cardwell & Orubuloye, 2006:233-257; Abdulcadira & Irion, 2011). This study therefore examined the relationship between women education and FGM towards the resolution of peace among the families/communities of females circumcised in Ebonyi State, Nigeria. A cross-sectional descriptive survey of 400 randomly selected women (18 years and above) was conducted in Ebonyi state, Nigeria. Interview-based questions were designed to provide information on the socio-demographic characteristics of the respondents together with their experiences on their sexuality. Perceptions of traditional birth attendants/traditional circumcisers were also examined to understand the justification for practicing FGM in the study area through in-depth interview (IDI) and focus group discussion (FGD). The duration of the study lasted for six months (October – April, 2018).

Prof Anthonia O Uzuegbunam

Poster Abstracts
Saturday, 27 July 2019, 11.15 – 12.35

Theme 5 - Exploring Strengths of Gender Statistics and Indicators for Monitoring and Decision Making for Women’s Policy (Australia)

All policy and decision making for economics, education, and peace studies depends on the use of relevant data. To compare data over time for transitions and persistence we require the appropriate statistics. A statistic is an estimate of a mean, median, a total, a proportion or a ratio, and its associated reliability. Estimates are presented to support a view or describe a group or make a comparison between groups for advocacy and action. In the world of big data, and facts and figures, we need to maintain rigour in what data we use. Survey data is often what we rely on. The design of the survey is often not questioned or not considered as relevant by those reporting the data; this may be due to a lack of training or the fact the data is entrenched in a system (it was used last time in a contract or in a policy document). Statisticians are trained in the design and analysis of data, and in rigorous research they are either part of the research team or are consulted to assess the quality of the data. The Australian Bureau of Statistics is recognised globally as having well designed surveys and highly trusted statistics. In this poster we highlight a number of estimates and describe their characteristics. We recommend the best estimates to report on the gender pay gap comparison and explain their properties. The principles reported here apply to all data collected for reporting and comparison. The recommendations presented here have a wide applicability and are relevant for gender comparisons and advocacy across all disciplines such as economics, education, and peace studies.

Dr Miranda Mortlock, Dalma Jacobs

Theme 1 / 4 - How the Voices of Youth Calling for Nuclear Abolition Can Reach around the World: A Case Report from an A-Bombed City, Nagasaki, Japan (Japan)

Achieving world peace is composed of various elements. Nuclear abolition is one big issue for realizing world peace, but also, how the war experiences in human history are
to be taught to younger generations as peace education is another essential topic. Certainly, this is the case for the only country in the world ever to have experienced atomic bombing, Japan. In one of the a-bombed cities, Nagasaki, peace education has been carried out centering around both understanding the a-bombing experience and considering how to create a new peaceful world. Furthermore, building peace education universally must go beyond the classroom, school and region, reaching individual citizens throughout the world.

This case report examines how an educational practice of sending high school student peace messengers to the UN was launched in Nagasaki in 1998, resulting in this action’s registration as a candidate for the Nobel Peace Prize for 2018, and how the yearly activity of collecting 10,000 citizens’ signatures against nuclear weapons has been developed, resulting in their being presented by the peace messengers to the UN every year since 2001, reaching over 1.7 million in 2018. This poster’s authors, the members of Nagasaki Branch of JAUW (Japanese Association of University Women), analyzed documents related to these two activities, which have continued for 20 years and have expanded throughout Japan as well as to other parts of the world, currently working together with another a-bombed city, Hiroshima. The authors interviewed the initiator teacher and adults who have guided and supported the youths in order to discover the important factors contributing to these peace education activities’ continuation, development, and success. The poster will clearly present also the remarkable fact that far more female students (89%) than male students have committed themselves to these practices and will discuss its background from the gender perspective.

Dr Chizuko Suzuki

**Theme 5 - Introducing new knowledge into higher education in Costa Rica – the value of graduate women networks (Costa Rica)**

The purpose of my participation is to emphasize the positive consequences gained throughout my long academic career from practicing the principles of the International Federation of University Women founded in 1919: to promote international friendship, cooperation and peace. These Graduate International Women principles have enabled us not only to promote education throughout life, but to use our experience as agents of change. I had the opportunity to create a special circle of influence by establishing with the National Associations of Asia, which contributed to promoting and supporting these fundamental principles. The network that I established produced great fruit in Costa Rican higher education, bringing Asian studies that were absent to the curriculum of the School of International Relations of the National University of Costa Rica. I became a pioneer and an agent of change through the international cooperation of university women from Japan, Korea, Hong Kong, Singapore and Thailand; The Women’s Association gave me the opportunity to pursue Asian studies at the City University of Hong Kong. This research culminated in the publication of my book, “The Significance of Costa Rica in Taiwan’s Diplomacy and the Competition from Beijing”. 1650 students from the School of International Relations have taken and passed Asia-Pacific courses that I introduced regarding the economic, commercial, diplomatic, and environmental policies of Japan, Korea, China, and Southeast Asian countries. This expanded education towards a better understanding of global reality gives the students not only better paying jobs but more importantly the opportunity to become agents of change. They are empowered to work efficiently towards solutions and policies that promote
peace at community, national and international levels. The Asia-Pacific education enables them to compete by producing quality work with the help of new technologies, improving collaboration and network capabilities while preventing conflicts and contributing to a connected world.

Thais M Córdoba

Sunday, 28 July 2019
Panel presentation: Using our History to positively impact on the 21st Century

Shaping GWI’s Future by Looking Through IFUW’s past (Dr Germaine Hannevart (1887-1977) (UK))

The paper looks towards GWI’s future by honouring the contribution to the IFUW of the Brussels-based teacher Dr Germaine Hannevart (1887-1977). It asks what questions Hannevart’s IFUW engagements raise about the nature of peace and about the peacebuilding activities of international women’s organisations, including as they work through supra-international organisations like the UN and when connecting with other international women’s organisations. It also asks how GWI might use individual, national, international and transnational histories of the type exemplified by Hannevart in shaping GWI’s future.

In 1939 Hannevart addressed the IFUW conference as IFUW vice-president and president of the Belgian Federation of University Women. Her speech linked nationalism and internationalism, education and peace, feminism and the international spirit, and complemented her 1936 IFUW address in which she touched on the role of education in fostering dictatorship or democracy. Feminist, educational and peace activism thread through Hannevart’s IFUW and wider commitments. From 1926 she convened the IFUW committee on the exchange of information about secondary education, from 1937 she was a member of the IFUW’s special committee for the emergency assistance of university women (forerunner of Hegg Hoffet) and from 1947 she convened the IFUW cultural relations committee, which dealt with education. In addition to her IFUW activities Hannevart campaigned nationally for the employment rights of Belgian married women (1934) and managed Basque children’s evacuation to Belgium during the Spanish Civil War (1937). More recently digitised sources show that in 1951 she came under fire in Korea as a member of a women’s commission investigating war crimes against women and children and chemical warfare. The paper ends by raising questions about how GWI might look to its past to shape its future by using the complexities that the digitisation of historical sources is bringing to IFUW history.

Professor Joyce Goodman
The Romanian “Maica Smara”, A Promoter of Peace as a Reason for Education (Romania)
The paper is focused on the personality and the major achievements of a very important Romanian teacher, a wonderful woman named Smaranda Gheorghiu, or “Mother Smara” (“Maica Smara”, in Romanian) as her friends called her because of her love for her pupils. Smaranda Gheorghiu (1857-1944) was a supporter of the idea of peace among peoples and, as vice-president of the Universal Women Alliance for Peace, and delegated by The Society of Romanian Teachers, she participated in the First Congress of Peace held in 1900 in Paris when she pronounced a very well documented speech, "The School Books". Her words were a proof that she was a defender both of women’s rights and peace and culture. In her speech, she identified peace as the best and brightest beacon to enlighten humanity, stating that any dispute has not to be resolved by wars and that young people have to be educated to avoid conflicts and to cultivate peace and cooperation. In 1913, she attended the Congress of Family Education and in 1931, the Congress of Outdoor Schools. The teaching methods proposed by Smaranda Gheorghiu were recognised by the international teachers’ community. She promoted her ideas about education as main way to reach a global peace, not only ex cathedra, but also through her poems, theatre plays and newspapers articles. Actively engaged in the socio-economic and political matters of her times, Smaranda Gheorghiu participated in the organization of the Universal Exhibition in Saint-Louis, United States, in 1904. In the same year, she made a travel to North Cape, being so, the first woman in the world who travelled to the North Pole. All these amazing actions, as well as all her life, made “Maica Smara” a model for today’s women in their efforts to establish a real peace in the world.

Dr Cristina-Elena Lascu

IFUW/GWI Historical Research Project: Fostering Peace and Sisterhood: from Past to Future (GWI Board)
This presentation highlights milestones in our IFUW/GWI history and provides pointers towards what the current and future generations could bring to the further development of Graduate Women International and its mission.

Louise McLeod

Sunday, 28 July 2019
GWI Day Workshops

Theme 5 - Impactful advocacy and policy for women’s alliances: examples from Australia (Australia)
Through this interactive and participatory workshop Professor Jaya Dantas and Professor Shirley Randell AO will provide an overview of the National Women’s Alliances in Australia funded by the Office for Women. AFGW is an active member of two of the six alliances and advocates for national changes that impact women’s education and rights. Jaya will share examples from her experiences in the areas of health, education and migrant women. Shirley will share examples on leadership, economic security and older
women. The workshop participants will be divided into groups and we hope to develop a simple framework for action and advocacy.

Prof Jaya Dantas, Prof Shirley Randell AO

**Theme 5 - How to Create Collaborations Across NFAs and Leverage Resources to Address Mutual Concerns (Mexico, United States, Canada)**

Recently, there has been an international focus on the caravans of migrants/asylum seekers making their way from Central America, Haiti, and Cuba towards the three North American countries (Mexico, USA and Canada). Out of the need to be vigilant regarding immigrant policies on the southern borders of each of the three North American countries, there has been an opportunity for the Federación Mexicana de Universitarias (FEMU), Women Graduates-USA (WG-USA) and the Canadian Federation of University Women (CFUW) to work together to find and publish accurate information in order to address human rights violations. This workshop gives an overview of migration into these three countries and demonstrates how to create such collaborations within GWI.

Prof Lucía Guzmán de Malo, Dr Elise Russo, Joy Hurst, Grace Hollett

**Theme 5 - Strengthening the Base to Influence a Global society (India, The Netherlands)**

The prerequisite of any organization’s ability to influence and empower the society is a vibrant multi-skilled, dedicated, and active membership. This ability is the very foundation from which graduate women can take up meaningful projects at the intersection of education, peace and advocacy, and achieve remarkable success. After setting a conducive atmosphere, we will involve the audience in an activity which has been specially designed to generate ideas for membership development. This will make the participants think, introspect, and will also urge them to take action for increasing membership and leadership, thus helping membership retention and recruitment.

Dr Meera Bondre, Dr Eileen Focke-Bakker
Presenters

Dorothy Addo-Mensah
Ghana

**QUALIFICATIONS:** MBA in Human Resource Management – University of Ghana

**EMPLOYMENT:** Retired Lecturer, University of Ghana

**CURRENT PROJECT OR ADVOCACY ACTIVITY:** Into Research activity in Democratic Citizenship Education for Non Formal Education in Ghana

**ORGANISATIONAL EXPERIENCE:** Post Retirement Deputy Registrar, Faculty of Law. College Registrar College of Agriculture and Natural Sciences - Ghana

**CONFERENCE / PRESENTATIONS:** Has attended a number of international conferences and presented papers on many occasions

Remi Aduradola
Nigeria

**QUALIFICATIONS:**
- PhD (Communication and Cultural Studies) 2010
- Master (Communication Arts) 2003
- Master in Business Administration (MBA) 1998
- Postgraduate Diploma in Management (PGDM) 1996
- B.Ed (Education and Language Arts) 1985

**EMPLOYMENT:** University Lecturer

**CURRENT RESEARCH ACTIVITY:** Communication and Gender / Child Studies

**CURRENT PROJECT OR ADVOCACY ACTIVITY:** VIOLENCE AGAINST WOMEN AND CHILDREN IN NIGERIA

**ORGANISATIONAL EXPERIENCE:** Positions held in the past 10 years in relevant professional and community organizations especially GWI: Active Member

**PROFESSIONAL OR SERVICE AWARDS and HONOURS:** B.Ed. (Hons.) 2nd Class Upper Degree.

**CONFERENCE PRESENTATIONS:** a number International and local

**PUBLICATIONS:** Numerous
Irene Kafui Vorsha Amponshah
Ghana

QUALIFICATIONS: PhD in Statistics

EMPLOYMENT: Lecturer, Counsellor and Researcher in Statistics and Applied Mathematics – Ghana University

CURRENT RESEARCH ACTIVITY AND ADVOCACY: STEM for Junior High School

ORGANIZATIONAL EXPERIENCE: Quiz Mistress and Stem Leader

AWARDS: Kwagyir Award of Excellence – Cash Prize

Attended International conference on Applied Physics and Mathematics – in Italy

CONFERENCE PRESENTATIONS/PUBLICATIONS: Has presented many papers at conferences and has a number of publications to her credit

Dr Marie Afua Baah Bakah
Ghana

QUALIFICATIONS:
- Ph. D. (Curriculum Design), University of Twente, Enschede, The Netherlands 2011
- M. Sc. (Educational Science and Technology), University of Twente, Enschede, The Netherlands 2007
- M. Phil. (Educational Administration), University of Cape Coast, Cape Coast, Ghana 2002
- B.Ed. (Foundations), University of Cape Coast, Cape Coast, Ghana. 1999

EMPLOYMENT:
- Senior Lecturer, Institute for Educational Planning and Administration (IEPA), College of Education Studies, University of Cape Coast, Cape Coast - April, 2013 to date

CURRENT RESEARCH ACTIVITY (if applicable):
Curriculum design tasks of pre-university school teachers and teachers of higher educational institutions in Ghana

PROFESSIONAL OR SERVICE AWARDS and HONOURS: Award to serve as an Exchange Staff at the Padnos International Centre, Grand Valley State University, Mitchigan, U.S.A. August–September, 2005

CONFERENCE PRESENTATIONS/PUBLICATIONS: Has presented many papers at conferences and has a number of publications to her credit

Joyce Atta-Quartey
Ghana

QUALIFICATIONS: BEd Home Economics, Diploma Science Education (Food Micro Biology), University of Cape Coast, Ghana

RESEARCH: Democratic citizenship education and non-formal education in Ghana
PROJECT: Mentorship and reading project at two Basic Schools

ORGANISATIONAL EXPERIENCE: Deputy Registrar/Faculty Officer, Faculty of Law (previously Deputy Registrar in College of Agriculture and Natural Sciences), University of Cape Coast

AWARDS: Long service

CONFERENCES: University of Cape Coast Home Economics Students

PUBLICATIONS: Articles in International Journal of Development Research and Quantitative Techniques and Open Journal of Social Science.

Florence BABALOLA-SMITH
Nigeria

EDUCATION AND ACADEMIC QUALIFICATIONS:
2013-2014: MSc Hydrography with Merit (FIG/IHO CATEGORY A), University of Plymouth (UK)
2011: IHO Cat “B” Hydrographic Surveying (Skilltrade-STC B.V, Rotterdam, Netherlands)
2004-2006: MSc (HONS) Surveying & Geoinformatics (Distinction), University of Lagos (NGR)
2000: MBA Marketing Technology, University of Technology, Owerri, Imo State, NGR
1. 2014 - Certificate of Proficiency in Personal Survival Techniques (STCW 95)
2. 2013 - National Powerboat Certificate (Level 2 Course) RYA
3. 2011 - IMO-STCW Basic Safety Training (STC B.V, Rotterdam, NL)
4. 2010 - 53rd Multibeam Sonar Training Course (Malmo, Sweden)
5. 2010 - 39th Dredging Engineering Short Course, Texas A & M University, Texas, USA
6. 2008 - APEC-Antwerp/Flanders Port Training Centre, Belgium (Dredging Technologies)
7. 2006 - Training Inst.for Dredging (TID), Kinderdijk, Netherlands: General Dredging Course

EMPLOYMENT HISTORY:
2018 – till date Manager (Hydro & Dredging)
2017 - till date Asst Project Supervisor JV(Lagos Channel Management Company)

PRIZE AND AWARD:

Dr Rima Kasuba Binder
Lithuania / USA

QUALIFICATIONS: PhD Columbus University, 2003.

EMPLOYMENT:
Retired
Northeastern Illinois University, Chicago
Serve as Professional Advocate for Families and Exceptional Children
Adjunct Professor Director Curriculum and Instruction, Barrington Public Schools. 1996-2003

CURRENT PROJECT OR ADVOCACY ACTIVITY
Revitalization of Lithuanian Garden at Friendship Botanic Gardens, Michigan City, IN. North American LUMA Chapter initiate and sponsor seminars on the status of women-psychological
well being, family relations, gender equity, Chaired Committee for Lithuanian’s 100 year Celebration of Independence –Celebration attended by 500.

ORGANISATIONAL EXPERIENCE:
President of LUMA (Lithuanian University Women Association North American Chapter)
Vice President Board of Directors Friendship Botanic Gardens
Chairman of Committee to Celebrate 100 years of Lithuanian Independence
Past President Illinois Association of Gifted Children
Past Chair Pastoral Council Notre Dame Parish, Michigan City, IN

PROFESSIONAL OR SERVICE AWARDS and HONOURS (If applicable):
Past President Award Illinois Association for Gifted Children
Distinguished Service Award Illinois Association for Gifted Children
Award of Excellence Barrington Community Unit School District
Award of Excellence Northeastern Illinois University, Department of Special Education

CONFERENCE PRESENTATIONS: A number internationally and locally especially on gifted children and topics related to gender equity, nurturing talent and tolerance.

PUBLICATIONS: Conference Papers

Dr Kalyani Bondre
India

QUALIFICATIONS: PhD in Economics
  • M.P.M. (Master in Personnel Management), a specialized course in Human Resource Management
  • Diploma in Computer Arts and Publishing

EMPLOYMENT: Faculty (Economics) at Institute of Management Development and Research and Symbiosis School of Economics. Visiting Faculty, Industrial Economics at Symbiosis School of Economics

ORGANISATIONAL EXPERIENCE:
  • Editor, The Linkpin, Magazine of the Institute
  • Coordinator, Students’ Exchange Programme with ESSCA, a leading Business School in France
  • Chairperson, Junior Placements Committee (Summer Internships) 2007-2013

PROFESSIONAL OR SERVICE AWARDS and HONOURS:
  • Rashtriya Gaurav Award, IIFS New Delhi, 2009
  • Phoenix Leading Lady Award in 2018

CONFERENCE PRESENTATIONS/PUBLICATIONS: Has presented many papers at conferences and has a number of publications to her credit.
Dr Meera Bondre
India

QUALIFICATIONS: PhD in Botany

EMPLOYMENT: Director, Arbo’s Engineering Pvt Ltd

CURRENT PROJECT OR ADVOCACY ACTIVITY:
- Working with women’s economic empowerment through non-formal education and skill development
- CIR of IFUWA (involved in projects as well)
- GWI Membership committee
- Invited as “Success Story Presenter” at UN Global Assembly, Women and the Environment: Partners in Life, November 1991 in Miami, USA
- Represented IFUW in 2014 (with members from New Zealand and Sierra Leone) at WWC, India
- Has presented many papers, and has numerous publications

AWARDS:
- Invited as “Success Story Presenter” at UN Global Assembly, Women and the Environment: Partners in Life, November 1991 in Miami, USA

CONFERENCES: Represented IFUW in 2014 (with members from New Zealand and Sierra Leone) at WWC, India

PUBLICATIONS: Has presented many papers, and has numerous publications

Dr Magda Buhake Kaniki
USA

QUALIFICATIONS: PhD

EMPLOYMENT: Director and owner at Little Twins Childcare

CURRENT RESEARCH ACTIVITY: Women, girls, and technology

CURRENT PROJECT OR ADVOCACY ACTIVITY: 1. I am a PhD candidate and my current dissertation research is “Cultural Heritage and Challenges in the Integration of the African Immigrant couples in the American society: Mental health and divorces”.

ORGANISATIONAL EXPERIENCE: WG-US Board member at large and Leader of Graduate/post graduate group within WG-USA. Also, the board member at large at Dallas Congolese Community organization.
PEACE THROUGH EDUCATION
GWI 33rd Triennial and Conference | 27 July 2019


PUBLICATIONS: The role of the African women in education

Nneka Chiedoze-Udeh
Nigerian Association

QUALIFICATIONS: M.Sc in Land Administration, University of Netherlands / PG Diploma in Education University of Lagos, Nigeria

EMPLOYMENT: With Nigerian Ports Authority

ORGANIZATIONAL EXPERIENCES: Manager with Lands and Estate management Department – NPA

Thais M Córdoba
Costa Rica

QUALIFICATIONS:  MSc

EMPLOYMENT: Professor at the National University of Costa Rica where I worked for forty-two years till my retirement, November 14, 2018. (Previously with the Technological Institute of Costa Rica).

CURRENT PROJECT OR ADVOCACY ACTIVITY: To publish the Memories of the V Latin American Meeting held in San José, Costa Rican, in June, 2017.

ORGANISATIONAL EXPERIENCE: Director of the think tank of Asian Studies at the School of International Relations since 2005, at the National University of Costa Rica until November 14, 2018.


PROFESSIONAL OR SERVICE AWARDS and HONOURS:

Honorary citizen of New Orleans, Louisiana, USA: Gold medal and the keys to the city. Delivered by Governor Ernest N. Morial on February 14, 1979.

Appointed General Consul of Costa Rica in the City of New Orleans, USA, 1974-1978, by the Chancellor Gonzalo Facio Segreda, Ministry of Foreign Affairs and Cult, and the President José Figueres Ferrer.

The medal of the Order Myriam Reynosa de Batres, on February 19, 2000, “for her tireless efforts in favor of strengthening and developing the Central American Federation of University Women (FECAMU) and for having contributed to reinforce the bonds of solidarity and friendship with the regional Federated associations.” Received the prize for her achievements in favor of the Central American women, while she served as Secretary General of the Central American Federation of University Women from 1998 to the year 2000.

My portrait was unveiled at the Gallery of ex-Secretary Generals of the Federation of University Women, in Guatemala, June, 2004. I received a plaque from the “Central American Federation of
University Women that gives this recognition to Thais, for her brilliant work in the unification of the Central American women." Guatemala, June 4, 2004.

In November 2005, the President of the Costa Rican Association of University Women, Master Nuria Marín Raventós, the President of the University of Costa Rica (UCR), Dr. Yamileth González García, and the international judge, Dr. Sonia Picado Segreda, first dean of the School of Law of the UCR, summoned the associates of ACMU and academics of the five state universities, to bestow on me the Medal “Honor to Merit Dr. Emma Gamboa”, for “her outstanding work as President of ACMU, for all the achievements reached in the country and abroad, representing with dignity the Costa Rican Association of University Women, and for having founded branches associations in three different cities of Costa Rica: Cartago, Heredia and Puntarenas in March 13, 2012”.

CONFERENCE PRESENTATIONS: A number of presentations relating to University Women in Latin America and Chinese Studies, an example being:

Exponent at the III Latin American Meeting of University Women was based in Cochabamba, Bolivia. The conference was titled, "The Multiple Roles of Women in the 21st century," from the 18th to the 23rd of September, 2015.


PUBLICATIONS: A number of books and articles relating to the connections between Costa Rica and Asia. These include, "Scenarios of the future in the policies of China and Taiwan in the XXI century," Dec. 2011. Anthologies were published for each of the courses of the Unit of Asian Studies.

Lukasz Czarnecki
Mexico

QUALIFICATIONS: PhD in Sociology UNAM National Autonomous University of Mexico

EMPLOYMENT:
• National Researcher Level 1, SNI-CONACYT
• National Autonomous University of Mexico PUEAA UNAM

RESEARCH AND ADVOCACY ACTIVITIES: Inequalities and poverty, gender issues in comparative cross country perspectives, Latin American countries

PUBLICATIONS: A number of articles, chapters. Has acted as Guest Editor.

Ieva de Sousa
Lithuania

QUALIFICATIONS: Vytautas Magnus University, Kaunas, Lithuania
Speciality – Public Communication Master Degree

EMPLOYMENT: Public Institution „GO VILNIUS“
Position: Chief Project Manager/Editor of publications representing Vilnius, Lithuania; project of Internet Site – Vilnius Events Mosaic

CURRENT RESEARCH ACTIVITY: preparing for pre-doctoral studies

CURRENT PROJECT OR ADVOCACY ACTIVITY - creator of website-blog “Išmintinga mama” (Wise Mother) & organizer-lecturer of seminars for mothers

ORGANISATIONAL EXPERIENCE (Positions held in the past 10 years in relevant professional and community organizations especially GWI):
- 2017 01 – until now: independant distributor for International Company „GNLD International“
- 2017 04 – until now: independant distributor for International Company „Young & Living“
- 2015 – until now: member of LUMA Vilnius 2nd sector

CONFERENCE PRESENTATIONS: Has presented papers at conferences and has a number of publications to her credit.

Gladys Ewurama Edunadze
Ghana

QUALIFICATIONS: MPhil. Educational Administration

EMPLOYMENT: Assistant Registrar, University of Cape Coast, Ghana

CURRENT RESEARCH ACTIVITY - The Involvement of Women Leaders within Higher Education in Ghana. A Case study in Cape Coast Metropolis.

CURRENT PROJECT OR ADVOCACY ACTIVITY - Reading Competition for Girls at Basic School level in the neighbouring towns around University of Cape Coast, Ghana.

ORGANISATIONAL EXPERIENCE:
- Assistant District Women’s Leader 2011-2018 Church of Pentecost-Ghana
- Graduate Women International - Project Community Member

PUBLICATIONS: She has a number of publications to her credit.
Prof Dr Thanaa Moustafa Darwish Ezz
Egypt

QUALIFICATIONS:
- PhD 1989, Faculty of Agriculture, Alexandria University, Egypt.
- Post-Doctor, Florida University, U.S.A

EMPLOYMENT: Professor of Pomology, Faculty of Agriculture, Alexandria University.

CURRENT RESEARCH ACTIVITY
- Bio-Fertilizer and Some Soil Amendments.

CURRENT PROJECT OR ADVOCACY ACTIVITY: Bina-Roy 2018.

ORGANISATIONAL EXPERIENCE:
- President of Egyptian Association of Graduated Women Alexandria.
- President of FUWA (Federation of University Women in Africa).

CONFERENCE PRESENTATIONS:
Various, including
1- Can We Have a Sustainable Future without Women's Leadership, as apart of the seminar program at the IFUW 31st Triennial Conference August 2013, Istanbul.
2- Managing Complexity in Egyptian Women Education (social, economic, cultural, environmental) a part of the seminars program at the IFUW 32nd Triennial Conference August 2016, CapeTown

PUBLICATIONS: has a number of publications to her credit.

Rokhaya Daba FALL
Senegal


CURRENT RESEARCH ACTIVITY: Women in development issues in traditional African society and evolution with introduced religion and colonization.

CURRENT PROJECT OR ADVOCACY ACTIVITY: Women Zone concept and implementation in various circumstances to empower girls and women for peace and development in Sub Saharan Africa countries.
ORGANISATIONAL EXPERIENCE: ICR of ASFDU; Finance Secretary of West and Central African Soil Sciences Association; External Relation Coordinator of Senegalese Citizenship Initiative; Deputy coordinator of Pan African Association Initiative; Deputy International Coordinator of West African Women Leaders Association.

PROFESSIONAL OR SERVICE AWARDS and HONOURS: UNEP Ambassador as member of the first Scientific and Technical Panel of Global Environment Facility (STAP/GEF).

CONFERENCE PRESENTATIONS: Dakar 23/10/2018: African Natural Resources Inventory, how to harmonize extraction Contracts. Cairo 2018 FUWA meeting: Sub regional Federations as the FUWA booster; Dakar 25/05/2018 (Africa Day): Women Leadership in Africa, historic, parity and perspectives;

PUBLICATIONS She has a number of publications to her credit.

Sahar Gamal
Egypt

QUALIFICATIONS: Diploma in English-Arabic Translation, Diploma in Applied English, B.A. in English Language and Literature, Faculty of Arts, Alexandria University (1990).

EMPLOYMENT: Head of English Language Instructors, AlAzhar University (Alexandria).

CURRENT PROJECT OR ADVOCACY ACTIVITY - Raising Awareness of Women’s Issues and SDGs 2030 Agenda, Egyptian Friends of Bibliotheca Alexandrina (EAFBA).


CONFERENCE PRESENTATIONS:
• “Utilizing University EFL Classes to Raise Awareness of Women’s Rights: AlAzhar University: A Case Study”, GWI 32nd Triennial Conference (2016).

Suvarna Gokhale
India

QUALIFICATIONS:
• M.A., Economics. (1991), Savitribai Phule Pune University
• Post Graduate certificate in Women’s studies (2005), at SPPU
• Diploma in Business Management, IMDR, Pune
• Trainers Training course For Rural Entrepreneurship Development, EDI, Ahmadabad
• M. Phil in Education (Ongoing)

EMPLOYMENT:
• Project Manager, Jnana Prabodhini Pune, India (1995 to present)
• Head of Rural women’s wing of Jnana Prabodhini
• Running multifarious activities for empowering rural women (Self Help Microcredit Groups, Self Employment, Leadership Development, Entrepreneurship Development,
Awards and Honors:
- Excellence Award, Rotary club of Pune Pride, Pune 2018 (2 more Rotary awards)
- Baya Karve Award (Karve Stree Shikshan Sancta) 2016
- Samajshikshak Award, Matrubhumi Vishwast Sanstha 2014
- Successful Women Honored by Reserve Bank India (CAB, Pune) 2013

CURRENT ADVOCACY ACTIVITY:
- Involvement in state level consultation of Gender Budget.
- Member of Harassment Committees:
  1) NABARD, Western Zone of India, 2) Central Bank, 3) Indian Bank

ORGANISATIONAL EXPERIENCE:
- Executive Committee Member : Jnana Prabodhini (JP)
- Founder member of Chalana: Network of State level Microcredit Institute.
- Member: Indian Federation of University Women (Pune)

CONFERENCE PAPER/ SYMPOSIUM PRESENTATIONS:
- INTERNATIONAL: 6, NATIONAL: 3
- Presented plenary/ invited speeches, and chaired sessions in state level conferences.

PUBLICATIONS:
- 4 books published as author.
- 3 Short Films on Transformation in Rural Women Through Self Help Groups
  More than 60 articles in magazines/ news supplements etc on Rural Women, Financial Literacy, Gender Budget and other gender issues.

Professor Joyce Goodman, MBE
UK

QUALIFICATIONS
- PhD, Manchester University, 1992
- M.Ed Manchester University, 1985
- Qualified Teacher Status (Nederlandse Ministerie van Onderwijs), 1979
- Certificate in Education (Qualified Teacher Status, Bristol University), 1968

EMPLOYMENT
- Professor of History of Education, The University of Winchester UK
- Former Assistant Vice-Chancellor and Dean, Faculty of Education, Health and Social Care, University of Winchester UK

CURRENT RESEARCH ACTIVITY: History of women’s education: women, education, national identities, (post)colonialism, internationalism and transnationalism; girls’ secondary education and women’s higher education

CURRENT PROJECT OR ADVOCACY ACTIVITY: A book on the history of women comparative educators and their advocacy of social change

PROFESSIONAL OR SERVICE AWARDS AND HONOURS
MBE (Member of the British Empire) for services to higher education
Honorary Trustee The Sybil Campbell Collection (BFWG)
Honorary Life Member of the International Standing Conference for the History of Education

CONFERENCE PRESENTATIONS: Many with a number relevant to the Conference such as
‘Though We Have the Vote We Still Have to Fight Every Point of Equal Opportunity and Equal Status’: Alys Russell, Suffrage Campaigning and Work for Graduate Women, 1888-1930, Education, College Women and Suffrage: International Perspectives, Royal Holloway University of London, 2018


PUBLICATIONS: Many with a number being relevant to the Conference Theme.

Nayana Maria Guerrero Ramirez
Federación de Mujeres Universitarias (FEMU)

QUALIFICATIONS:
• 2018-Present: PhD. Student in ADMINISTRATIVE SCIENCES Universidad Nacional Autónoma de México (UNAM)
• 2015-2017: MASTER IN BUSINESS ADMINISTRATION Universidad Nacional Autónoma de México (UNAM) 2006-2010: ECONOMICS & BUSINESS CERTIFICATE Institut D’études Politiques de Paris (Sciences-Po Paris)

EMPLOYMENT:
• October 2017- May 2018: Beleki Brands | Business Group Digital Strategy and Projects Advisor
• March 2016 – September 2017: saXsa | Data Science Company Project Manager

CURRENT RESEARCH ACTIVITY: Currently I am a PhD Student. My thesis theme is about: The economic empowerment of women entrepreneurs and the digital gender gap of the 2030 Agenda.

ORGANISATIONAL EXPERIENCE:
• 2018-Present. Member of the Federación de Mujeres Universitarias (FEMU). Mexican Federation of Graduate Women.
• 2018-Present. Member of Comisión Nacional de Mujeres Empresarias (CONUMUEM), National Commission of Businesswomen August 2017 - December 2017: Responsible member for the seminar on Business and Human Rights at the Cátedra UNESCO de Derechos Humanos de la UNAM.

Analytics para la toma de decisiones en las organizaciones con grandes volúmenes de datos". 
(Big Data Analytics model for decision making in organizations with large volumes of data)

CONFERENCE PRESENTATIONS: A number within Mexico

PUBLICATIONS: TIC: una herramienta para el empoderamiento económico de las mujeres 
(ITC: an instrument for the economic empowerment of women) UNAM FCA Publishing 2018

Variella Guyot
France

QUALIFICATIONS: Professeur agregée de lettres classiques (1975) Professor : Aggregation of 

EMPLOYMENT: Retired

ORGANISATIONAL EXPERIENCE: AFFDU- Grenoble group France/ French National 
Association for teaching classics.

CONFERENCE PRESENTATIONS: A number within Grenoble, France

Publications: Has a number of publications to her credit.

Kyoko Hirata
Japan

QUALIFICATIONS: Bachelor of Music and Bachelor of Literature

Retired

ORGANIZATIONAL EXPERIENCE: Member of Public Relations Committee - JAUW

Abeda Peerpasha Hussainy Inamdar
India

QUALIFICATIONS: M.Com

EMPLOYMENT: Managing Partner AHURA BUILDERS

OTHER ACTIVITIES: National Commission for Minority Education Institution; Committee Pre-
primary education, Senate University of Pune, Science and Technology

AWARDS: A number within India.(women’s education and human rights)

PRESENTATIONS: International and local

Dr Cristina-Elena Lascu
Romania

QUALIFICATIONS:
• Engineer - University POLITEHNICA of Bucharest - Faculty of Power Engineering, June 
1989
PEACE THROUGH EDUCATION
GWI 33rd Triennial and Conference | 27 July 2019

- **Journalist** - University of Bucharest, Faculty of Journalism and Mass Communication Sciences, June 1994

**EMPLOYMENT:** TVR (Romanian Television Broadcasting Corporation) – journalist (since 1994)

**ORGANISATIONAL EXPERIENCE:**
- Member in AFU Romania
- Vice President of AFU Romania, since April 2018

**CONFERENCE PRESENTATIONS:** A number, internationally and locally

**PUBLICATIONS:**
1. **O jumătate de secol cu Maurice Bejart (A Half Century with Maurice Bejart),** TimeOut Bucharest Magazine, September 2007

Romantism la Buşteni (**Romanticism in Buşteni**), “Plai străbun” Magazine, Bucharest, September 2018

Kathleen Wood Laurila
USA

**QUALIFICATIONS:** MA, Mass Communications and Journalism; Drake University, Des Moines, IA USA;

**EMPLOYMENT:**
- (Semi-Retired) Nonviolent Peaceforce, St Paul, USA and Geneva, Switzerland Foundations and Outreach Director Global nonprofit with field operations in South Sudan, Iraq, Myanmar, Bangladesh, Philippines
- (Retired) Iowa State University, College of Design; Ames, Iowa USA Adjunct Professor of Design 3

**CURRENT RESEARCH ACTIVITY:** Search for relevant articles, actions, research and news that pertains to WG-USA for posting on our website

**CURRENT PROJECT OR ADVOCACY ACTIVITY:** Coordination of Nonviolent Peaceforce Parallel Workshop and Side Events including the inclusion of women peacekeepers from South Sudan (6 years). Finishing role as WG-USA Advocacy Co-Chair; 2018 included 13 advocacy actions on federal government activities. Returning to CIR position as Co-Chair; preparations for delegation to Triennial Conference. Interviews of local Somali refugees in preparation of inclusion in NGO report for Period Universal Review for human rights violations

**ORGANISATIONAL EXPERIENCE:** • GWI: Nominations Committee (current); Financial/Dues Task Force Co-Chair (2017); Vice-President (2001 - 2007); SWC (1995 - 2001) • Women Graduates-USA: Co-Founder; CIR; Advocacy Co-Chair • American Association of University
Dr Anagha Lavalekar
India

**QUALIFICATIONS:** PhD (Socio-educational Psychology), MA Psychology, B.Ed, Postgraduate certificate in Women’s Studies

**EMPLOYMENT:** Director & Associate Professor, Jnana Prabodhini’s Institute of Psychology, Pune, India

**CURRENT RESEARCH:** Guiding five PhD students in their doctoral research.

**CURRENT ADVOCACY ACTIVITY:** Leading the women’s wing of Jnana Prabodhini

**ORGANISATIONAL EXPERIENCE:** Member, Executive Council Jnana Prabodhini Sanshodhan Sanstha (Research Society) and Jnana Prabodhini (JP). Member of various other committees/organisations

**AWARDS:** UGC Junior Research Fellowship 1994, Samaj Gourav Puraskar 2014, Keertan Sanjeevani Pushpalata Ranade Rashtreey Mahila Sanshadhak Puraskar 2016 (National Award for Woman in Research)

**CONFERENCE PRESENTATIONS/PUBLICATIONS:** Has presented a number of papers at conferences (international and national), presented plenary and invited speeches and chaired sessions in national conferences. 26 publications in peer reviewed journals, a number of books as author and/or editor and many articles published. Participated in media as an expert.

Dr Nita Mawar
India

**QUALIFICATIONS:** M.Sc. Anthropology, 1975 and PhD on Fertility Behaviour in women: patterns and perception of fertility & FP in women of Rajasthan 1986 Delhi University

**CURRENT RESEARCH ACTIVITY:** consultant at Texila American University, India for their PhD Program, KEM Hospital Research Centre Research Advisory Committee

**CURRENT PROJECT OR ADVOCACY ACTIVITY:** member of the R & D Cell of UWA, Pune working on issues of Sexual harassment in work place.

**ORGANISATIONAL EXPERIENCE:** Positions held in the past 10 years in relevant professional and community organizations especially GWI:
HoD Department of Social and Behavioral Research at National AIDS Research Institute. Carried out several research projects and training programs on Ethical issues in research.

PROFESSIONAL OR SERVICE AWARDS and HONOURS: Awarded Indo US Sc. Technology Forum scholarship for Science, Technology and Innovative 10 day Program at Harvard University’s Kennedy School of Government, Boston, USA April 2008


CONFERENCE PRESENTATIONS: (List up to 6 Conference presentations with dates)
A number of local presentations relating to her professional plus GWI conference in August 2016 where she presented a paper and conducted a seminar on behalf of PDC-GWI of GWI funded projects success stories, lessons learnt.

PUBLICATIONS: She has a number of publications to her credit.

Dr Rosa Maria Mendoza Hidalgo de Serrano
El Salvador

Qualifications: PhD Economic Sciences, Venezuela, Masters in Development Economics, USA and Masters Business Admin & Management, El Salvador

Employment: Specialist in Economic Studies/Analyst, National Treasury Ministry of Finance, El Salvador

Current Research Activity and Advocacy: Investment in women’s education is the key strategy for human development

Organizational Experience:
- Association of University Women of El Salvador (AMUS) - President since 2015. Previously held other offices
- College of Professionals in Economic Sciences; General Secretary of Board of Directors

Awards – Banco Industrial, AMUS Celebration (distinguished president), COLPROCE (distinguished economist), Salvadorian Association of Engineers and Architects

CONFERENCE PRESENTATIONS: Has presented a number

PUBLICATIONS: A number of articles

MS Shaila Rao Mistry
USA

QUALIFICATIONS: BS: Social Sciences, MA: Law and Sociology, MS: Social Policy and Administration, MSW: Social Work Fellow: Advocacy and Legislative Policy,

EMPLOYMENT: President Jayco MMI INC, an aerospace and medical device company which innovates, designs and manufactures for Fortune 500 companies. Founder President - STEM-Institute,
CURRENT RESEARCH ACTIVITY - Leadership for Economic Empowerment and Policy for Social Impact.

CURRENT PROJECT OR ADVOCACY ACTIVITY
- Recently collaborated on passing legislation on Women on Boards in California.
- Advocacy on writing policy to opening doors for women in business Department of General services California SBAC and University of California SDBAC

ORGANISATIONAL EXPERIENCE: National and International Directorships and Advisory board positions: Department of General Services California SBAC, University of California SDBAC; National Association of Business Women California; American Association of Univ. Women, Signatory on United Nations Women’s Economic Empowerment Body; UN Internet Governance Steering Committee; Leadership in Trafficking Legislation, California; Lead Charter on Human Rights and internet UN IRP Coalition.

PROFESSIONAL OR SERVICE AWARDS and HONORS: Top 20 Women to Watch, Orange Country Metro; Entrepreneur of the Year, South Asian Business Association and Network - Marco Polo Award: Entrepreneurship & Global Humanitarian Work Asian Business Association of Orange County; Lifetime Achievement Awards, National Association of Women Business Owners.

CONFERENCE PRESENTATIONS:
- Global Entrepreneur Summit 2017 India: presentations and panel interviews on National TV
- Global Summit of Women 2018 Australia: presented on New Models of Business and Social Impact showcasing her STEM work over last two decades.
- IFUW Mexico 2010 Economy, leadership and corporate responsibility

PUBLICATIONS: Has a number of publications to her credit in Various Journals, business discussion papers.

Dr Miranda Y Mortlock
Australia

QUALIFICATIONS:
- 2001 Grad Cert (Tertiary Education), University of Queensland, Australia
- 1988 PhD, Agronomy and Statistics, Kansas State Uni., Kansas, US.
- 1982 MSc. Plant Sciences, Wye College, University of London/Imperial, UK.

EMPLOYMENT:
- Current Honorary Senior Fellow in the Centre for Crop Science
- Queensland Alliance for Agriculture and Food Innovation (QAAFI)
- Consultant, training for postgraduates, statistical design and analysis

CURRENT RESEARCH: I support various statistical and Monitoring and evaluation projects in Queensland, Australia and Sub Saharan Africa in agriculture, development and reporting on SDG indicators.

CURRENT PROJECT OR ADVOCACY ACTIVITY:
Statistical work and online training for Australian Centre for International Agriculture (ACIAR)
ORGANISATIONAL EXPERIENCE:
- Accredited Statistician, Statistical Society of Australia,
- Chartered Statistician, Fellow of Royal Statistical Society (RSS). UK
- Past President of Statistical Society of Australia (Queensland Branch)
- Current Convener for Reporting on SDG4 Australian Federation of Graduate Women

CONFERENCE PRESENTATIONS: A number, internationally and locally

PUBLICATIONS: Many book chapters, and articles in Journals

Dr Marion Myhill
Australia

QUALIFICATIONS: PhD in Psychology, University of Western Australia, 1990
EMPLOYMENT: Retired Faculty of Education, University of Tasmania
CURRENT RESEARCH ACTIVITY - PhD Student supervision
CURRENT PROJECT OR ADVOCACY ACTIVITY - GWV Committee Heritage sector (Tasmania)

ORGANISATIONAL EXPERIENCE:
- Committee Member, Graduate Women Victoria, Australia (2018 -)

PROFESSIONAL OR SERVICE AWARDS and HONOURS: Fellow, Royal Society for the encouragement of Arts, Manufactures and Commerce, UK (FRSA (Life); Tasmanian Honour Roll of Women (elected 2006)

CONFERENCE PRESENTATIONS:
- Yunnan Normal University (Kunming, China, 2015) 'Internationalisation and World universities'
- Asia Pacific Network of Moral Education (APNME) (Fudan University, Shanghai, 2014) ‘Global Education’ (with K. Menzie)

PUBLICATIONS – Has presented many papers at conferences and has a number of publications to her credit

Dr Anthonia Ogo Uzuegbunam
Nigeria

QUALIFICATIONS: Ph.d Human Resource Management), University of Nigeria, /M.Sc (Public Administration), University of Nigeria / M.Sc (Political Science), University of Nigeria

EMPLOYMENT: Professor University of Nigeria
CURRENT RESEARCH ACTIVITY: CHILD RIGHTS ABUSE AND FEMALE CIRCUMCISION

CURRENT PROJECT OR ADVOCACY ACTIVITY: ADMINISTRATION DEVELOPMENT, E-LEARNING

ORGANISATIONAL EXPERIENCE:
- American Biographical Institute Raleigh (ABI Regional Deputy Director General
- Academy of Social Sciences, Nigeria - V. President
- Co-ordinator of Social Science Unit, School of General Studies, University of Nigeria, Nsukka, Niger

PROFESSIONAL OR SERVICE AWARDS and HONOURS:
- Merit Award as ADA IFE of St. Theresa's Catholic Parish, Ifite-Nnobi, Anambra State
- Ladies of St. Mulumba Nigeria National Award as A Worthy Achiever in recognition of her charitable services to humanity

CONFERENCE PRESENTATIONS: A number both internationally and local

Dr Adebayo Olufunke
Nigeria

QUALIFICATIONS:
- PhD Philosophy
- DR of Veterinary Medicine

EMPLOYMENT: Senior Veterinary Officer, Veterinary Teaching Hospital, and Programme Assusang (Gender Department) for ActionAid

AWARDS: Asst Veterinary Med students, training workshops resource person, peer education, women in science

PRESENTATIONS: Various and GWI 2016

PUBLICATIONS: Various relating to Veterinary Science - blood typing canines, butn out and other syndromes/ supporting the return back of the girls, school girls, women captive by insurgents

Dr Comfort ONIFADE
Nigeria

QUALIFICATIONS
- PhD (Social Studies) Ahmadu Bello University, Zaria / M. Ed. (Curriculum and Instruction) Social Studies Ahmadu Bello University, Zaria, Nigeria
- Postgraduate Diploma in Education: Ahmadu Bello University, Zaria, Nigeria

EMPLOYMENT: Professor - Federal University of Agriculture Abeokuta, Nigeria

CURRENT RESEARCH ACTIVITY: Effects of violence against women on the welfare of women and children in Kwara and Ogun States, Nigeria.

CURRENT PROJECT OR ADVOCACY ACTIVITY: Empowerment of women and girls through skills acquisition
ORGANISATIONAL EXPERIENCE:

- Coordinator of International Relation (CIR), Nigerian Association of University Women
- Assistant National Secretary, Nigerian Association of University Women
- President, Nigerian Association of University Women, Federal University of Agriculture Abeokuta Branch

PROFESSIONAL OR SERVICE AWARDS and HONOURS: Certificate of Honour for meritorious service as Head of Humanities Department, Demonstration Secondary School, Ahmadu Bello University Zaria from 1995 – 2003.

CONFERENCE PRESENTATIONS: A number on the topics of sustainable development, sexual practices linked with psychological development, and peace.

Dr Basak Ovacik
Turkey

QUALIFICATIONS:

- Yeditepe University PhD in International Relations 2018
- London School of Economics Bsc in European Studies 1998

CURRENT RESEARCH ACTIVITY: International Relations, Women Studies in Turkey

CURRENT PROJECT OR ADVOCACY ACTIVITY): Friendship Bridge Project, Hope for the Future Project

ORGANISATIONAL EXPERIENCE:

- GWI Vice President 2016-2019
- GWI Young Members International Co-coordinator 2013-2016
- LAC Committee Member of 31st Conference, Istanbul
- Turkish Association of Women – Founder and President of Istanbul Branch


Janice Jun PAN
Hong Kong

QUALIFICATIONS:

- Ph.D., Interpreting Studies, City University of Hong Kong, Hong Kong
- M.A., English Language and Literature (Interpreting Studies), Shanghai International Studies University

EMPLOYMENT:

Sep 2018 – present  Associate Professor, Translation Programme, Hong Kong Baptist University

Sep 2016 – now  Director, M.A. Programme in Translation and Bilingual Communication, Department of English Language and Literature, Hong Kong Baptist University
CURRENT RESEARCH ACTIVITY & PROJECT (selected):

1. Principle Investigator, *Interpreting into the B language: A corpus-oriented study of pragmatic markers in interpreted political speeches from Chinese to English*, Early Career Scheme (ECS)

ORGANISATIONAL EXPERIENCE (selected):

2. CIR, Hong Kong Association of University Women (HKAUW) (2019 – now)
3. Honorary Secretary & Executive Committee Member, Hong Kong Translation Society (HKTS) (2018 – now)
4. Honorary Secretary, HKAUW (2018 – 2019)
5. Executive Committee Member, HKAUW (2017 – now)

PROFESSIONAL OR SERVICE AWARDS and HONOURS (selected):

2018 President’s Award for Outstanding Performance as Young Researcher, Hong Kong Baptist University

CONFERENCE PRESENTATIONS: A number both internationally and locally

PUBLICATIONS: A number of articles

Dr Francisca Ramoni
USA

QUALIFICATIONS:

  - Institution: Texas Woman’s University, Denton-USA
- Masters of Science-2012. Major: Child Development
  - Institution: Texas Woman’s University, Denton -USA
  - Institution: Bundelkhand University, Jhansi-India

Professional:


Capital One University:

- Business Process Management-2017
- Control Testing for Solution Delivery -2012.
- Communication for Results-2011.

EMPLOYMENT:

Capital One Bank: Quality Assurance Analyst.
Texas Woman’s University: Adjunct Professor.

CURRENT RESEARCH ACTIVITY: Financial Literacy among Young Adults.

CURRENT PROJECT OR ADVOCACY ACTIVITY: Financial Literacy.
ORGANISATIONAL EXPERIENCE:
- **Leader:** Hispanic Network Academic Development –DFW Chapter
- **Founding Member:** Umoja Network –African American Chapter-DFW
- **Vocational Director:** Ageno Community International.
- **Chair:** Child Safety Committee –Policy Implementation, Lewisville Church.
- **School Board Treasurer:** Miller School
- **Board Member:** Clara Love Elementary School-Curriculum Review
- **Chairperson:** Children Reading Program-Richardson
- **Member:** National Society of Leadership and Success
- **Volunteer:** Family Financial Literacy Educator – Dallas and Plano Area

PROFESSIONAL OR SERVICE AWARDS and HONOURS:
- **Capital One Bank:** Blue Print Foreman Award-2018
- **Capital One Bank:** Servicing Award-Outstanding Achievement 2Q-2014
- **Capital One Bank:** Servicing Award-Home Loans
- **Who’s Who Among Students in the American Universities and colleges** -2012
- **Capital One Servicing Award** - May and November-2011

CONFERENCE PRESENTATIONS:
- WG-USA 2015 Annual General Meeting at Baltimore (Labor Trafficking).
- Lewisville Seventh day Church Women’s Conference-Women’s Day: Aggressive Behaviors among Teens

**Professor Shirley Randell AO**
**Australia**

QUALIFICATIONS:
- PhD Hon.DLitt, FACE, FIML, FAICD, MEd, BEd, DipREd, DipDiv

Is a global mentor, educator, trainer, author, company director, public speaker, change activist, ambassador, patron, and campaigner for human rights. 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, founded and was first Director of the Centre for Gender, Culture and Development at the Kigali Institute of Education.

ORGANISATIONAL: Has been IFUW Vice President: Membership, and member then Convener of the IFUW Projects Committee. She is currently a member of the Graduate Women International Special Committee on Project Development. Founder of the Ballarat Group of the Victorian branch of AFGW, the Vanuatu Association of University Women and the Rwanda Association of University Women. She is now President of Australian Graduate Women.


CONFERENCES: Many, internationally and local
Dr Gloria Ramirez
Mexico

QUALIFICATIONS: PhD in social Sciences University of Paris, France

EMPLOYMENT
- Chair holder of the UNESCO Chair on Human Rights
- Research – professor at Political Science Faculty

CURRENT RESEARCH ACTIVITY
- 1 Study of international mechanisms of women and their compliance in Mexico
- 1 Study of violence against women

CURRENT PROJECT OR ADVOCACY ACTIVITY
- Teacher training in women's rights
- Monitoring and study of violence against women in Mexico

ORGANISATIONAL EXPERIENCE:
- Delegate of FEMU/GWI at CEDAW
- Member of education group. GWI
- President the International Association of Educator for Peace.
- President of the Mexican Academy of Human Rights.

PROFESSIONAL OR SERVICE AWARDS and HONOURS:
- 2017 Recognition/ award Elvia Carrillo Puerto by the Senate of the Mexican Republic, for the work done for the equal treatment of Mexican women and their empowerment.
- 2012 National University award in Social Sciences. (UNAM)
- 2008 Special Recognition granted by the Representation of the UNESCO in Mexico.

CONFERENCE PRESENTATIONS AND PUBLICATIONS - Has presented many papers at conferences and has a number of publications to her credit

Dr Chizuku Suzuki
Japan

QUALIFICATIONS:
PhD: Graduate School of Medicine, Nagasaki University, Japan; Med Visiting Professor at Nagasaki Junshin Catholic University

CURRENT RESEARCH: A study of fostering critical thinking competence required for collaborative creation in international projects

CURRENT PROJECT OR ADVOCACY: Couleurire (NGO) advocating the coexisting society

ORGANISATIONAL:
- Chair of International Networking Committee, JAUW
- CIR for JAUW

AWARDS: JACET (Japanese Association of College English Teachers) for publication of project on good classroom practices in Japan
Sana Vaidya
India

QUALIFICATIONS: B.A (Liberal Arts) in International Relations. Double minor – Anthropology, Peace and Conflict Studies - Symbiosis International University – 2017

EMPLOYMENT: Junior Assistant Manager - The Standard Hardware Stores

CONFERENCE PRESENTATIONS:
• ‘Community partnerships and education: paving the way to sustainable development in India’ at the International Conference on Sustainable Development’ 2017, Ottawa, Canada
• Transforming India 2030: Strategies for Sustainable Development Goals’ organized by Symbiosis International University. Published in Conference proceedings.


Dr Anson Honghua WANG
Hong Kong

QUALIFICATIONS: Ph.D., Translation Studies, City University of Hong Kong; M.A., Foreign Linguistics and Applied Linguistics, Jiangsu University

EMPLOYMENT: Assistant Professor, School of Translation, Hang Seng Management College

ORGANISATIONAL EXPERIENCE (selected): 2014 – now Web Editor, Hong Kong Association of University Women

PROFESSIONAL OR SERVICE AWARDS and HONOURS (selected):
• 2013 Graduate Scholar Award, The Twentieth International Conference on Learning
• 2013 HKAUW Muses Foundation for Culture and Education Postgraduate Scholarship

CONFERENCE PRESENTATIONS: A number internationally and locally

PUBLICATIONS: A number

Jackie Xiu YAN
Hong Kong

QUALIFICATIONS: 1998. Doctor of Philosophy, University of Texas at Austin; 1993 Master of Education, University of Texas at Austin; 1988

EMPLOYMENT: July 2012 – Present Associate Professor, Department of Linguistics and Translation, City University of Hong Kong
CURRENT RESEARCH ACTIVITY: Principal Investigator, *Exploring the Needs of Visually Impaired People: An Investigation of Audio Description Practice in Hong Kong.*

CURRENT PROJECT OR ADVOCACY ACTIVITY (if applicable): Raising the awareness of the Needs of Visually Impaired People in learning and industrial production

ORGANISATIONAL EXPERIENCE: President, Hong Kong Association of University Women (HKAUW) (2018 – now); Executive Committee Member, HKAUW (2017 – now); Selection board member, HKAUW Scholarship (2015 – now)

CONFERENCE PRESENTATIONS: (selected) Keynote speeches at the International Forum on Translation, Cognition and Audio Description (IFTCAD) March and April 2019.

PUBLICATIONS: Numerous