



Graduate Women International

GWI Triennial 2019-2022

From Growth to Sustainability

Conference Day

13 November 2022



From Growth to Sustainability
11-13 November 2022

- 1** The change we need: Youth as leaders and change makers for modern adaptability to achieve and implement SDG 4.
- 2** Graduate women at the grassroots level: Localizing the SDGs through capacity building, awareness raising, outreach, community dialog, data collection, training and support.
- 3** Addressing general and systemic inequality in education; developing and influencing policy.
- 4** Beyond the basic skills (reading, writing and arithmetic): Promotion of education for peace, health, civics, culture and the arts, ecology, and sports, social and vocational skills.
- 5** COVID-19: Compensating for the effects of COVID-19 on education for women and girls; how to adapt and move forward.



GWI 34th Triennial 2022

“From Growth to Sustainability”

*The Theme for the GWI Triennial Meeting 2022 and the related sub-themes for the workshops and seminar papers resulted from input by the NFAs during the GWI Organization Development process Phase I with a focus on **SDG4: Inclusive, Equal and Quality Education for all.***

The COVID-19 pandemic has set women’s and girl’s rights to education back by 20 years. The United Nations has made a call to action to accelerate the accomplishments of the 2030 Agenda and the Sustainable Development Goals. GWI understands that graduate women have many resources to offer towards achieving SDG 4 – academic background, range of skills and competencies, analytical thinking, critical decision-making abilities, strong work ethics, relevant work experiences and personal commitment.

GWI Triennial 2022 – Workshops and Interdisciplinary Seminars Sub-Themes

Theme 1: The change we need: Youth as leaders and change makers for modern adaptability to achieve and implement SDG 4.

Theme 2: Graduate women at the grassroots level: Localizing the SDGs through capacity building, awareness raising, outreach, community dialog, data collection, training and support.

Theme 3: Addressing general and systemic inequality in education; developing and influencing policy.

Theme 4: Beyond the basic skills (reading, writing and arithmetic): Promotion of education for peace, health, civics, culture and the arts, ecology, and sports, social and vocational skills.

Theme 5: COVID-19: Compensating for the effects of COVID-19 on education for women and girls; how to adapt and move forward.



Conference Day Schedule:

All times are given as Geneva Time, Central European Time (CET).

Session 0 Time: 13h00 CET

Conference Day Opening

Session 1 Time: 13h15 CET – 90 minutes (choose 1 event)

Event Type	Event Number	Event Description
Workshop	1 Theme 2	<i>Localising the SDGs: GWI Young Members Network, the SDGs Ambassadors</i> Young Members Network: Sudha Srivastava (UK), Dr Başak Ovacik (Turkey)
Workshop	2 Themes 3/4	Enhancing women’s empowerment by developing competence in discussing social issues in a universal language of English Dr Valerie Anne Wilkinson (Japan), Kei Foran (Japan)

Session 2 Time: 15h00 CET – 90 minutes (choose 1 event)

Event Type	Event Number	Event Description
Seminars	4a Theme 4	<i>Citizens from the cradle: Sowing the seeds of Peace</i> Malvina Segovia (Paraguay)
	4b Theme 3	<i>I came to you as a co-learner: Living with Blocks and Filters in Japan</i> Dr Valerie Anne Wilkinson (Japan)
	4c Theme 4	<i>How to Take Advantage of Being a Woman in the Workplace</i> Dr Marité Mehr (Spain) <i>Moderator: Glenda Hecksher</i>
Workshop	5 Theme 4	<i>Hope for the Future</i> Dr Başak Ovacik (Turkey), Emine Tuba Sahin (Turkey)
Workshop	6 Theme 2	<i>Graduate Women and the Localisation of the SDGs to the grassroots in Nigeria</i> Dr Kehinde Grace Adeosun (Nigeria), Professor Comfort Onifade (Nigeria)

Session 3 Time: 16h45 CET – 60 minutes

GWI Programme	Video Presentations from GWI fellowship awardees and recipients for Teachers for Rural Futures
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Session 4 Time: 18h00 CET – 90 minutes (choose 1 event)		
Event Type	Event Number	Event Description
Workshop	7 Theme 4	<i>Gender and Women. Promoting peace through arts</i> Glenda Hecksher (Mexico)
Workshop	8 Theme 1	<i>Capacity Training Workshop for Youths as Change Makers for Equal and Quality Education for all in Nigeria</i> Professor Emily Ayo-John (Nigeria), Dr Comfort Otegbeye (Nigeria)
Workshop	9 Theme 4	<i>How To Empower Women Beyond Basic Skills</i> Nuray Akmeric (Turkey), Zekiye Mihcioglu (Turkey)

Session 5 Time: 19h45 CET – 90 minutes (choose 1 event)		
Event Type	Event Number	Event Description
Seminars	10a Theme 5	<i>Women and Girls in Care Work during the COVID-19 pandemic and post-pandemic effects in Mexico (in Spanish)</i> Dr Gloria Luz Alejandre (Mexico)
	10b Theme 4	<i>Teaching beyond the Canon (or how hip hop can decolonise syllabi and inspire students to co-create and commit to learning)</i> Dr Rachel Anne Gillett (Netherlands)
	10c Theme 4	<i>Intergenerational leadership steering education through climate change</i> Shaila Rao Mistry (USA)
	10d Theme 1	<i>SDG 101, Introduction to the SDGs</i> Dr Başak Ovacik (GW I VP Fundraising) Moderator: Dr Başak Ovacik
Workshop	11 Theme 2	<i>Women Graduates-USA & Institute of International Education (IIE) Scholar Rescue Fund (SRF) Partnership</i> Maryella Hannum (USA), Laura Christoffersen (USA)
Workshop	12 Theme 5	<i>Social behaviour while facing COVID-19 (in Spanish)</i> Dra Teresita Ledezma de Calderon (Bolivia), Dra. Gloria Artovar Ossio (Bolivia)



Session 6 Time: 21h30 CET - 90 minutes (choose 1 event)		
Event Type	Event Number	Event Description
Seminar	13a Theme 3	<i>Women's Organisations are diminishing. Why is that?</i> Alyson Manning (New Zealand)
	13b Theme 3	<i>Assessing the Gender Gap in Academia and the Effects of COVID-19</i> Rae Duff (New Zealand)
	13c Theme 5	<i>COVID-19: Compensating for the effects of COVID-19 on education for women and girls; how to adapt and move forward</i> Rosa Maria Mendoza Hidalgo (El Salvador)
	13d Theme 1	<i>Tackling Growing Inequalities in Education in New Zealand and Sierra Leone</i> Yeabu Tholley (Sierra Leone), Dr Shirley Gillett (New Zealand) <i>Moderator: Sudha Srivastava</i>
Workshop	14 Theme 3	<i>How we do Advocacy - Fighting for Social Justice with Education</i> Heather Oxman (Canada), Kathy Wosnick (Canada)
Workshop	15 Theme 4	<i>Educating the new generations for a more equal, peaceful, and sustainable world.</i> Malvina Segovia (Paraguay), Noemí Castillo (Panama), Dr Marité Mehr (Spain)

Session 7 Time: 23h15 CET - 90 minutes (choose 1 event)		
Event Type	Event Number	Event Description
Workshop	16 Theme 4	<i>Learning for Life: Enhancing social citizenship</i> Dr Linda Robertson (New Zealand), Dr Sian Halcrow (New Zealand)
Workshop	17 Theme 5	<i>An international Bank for women, a way to compensate for the inequity that deepened COVID-19</i> Ana Milagro Marroquín Funes (El Salvador), Rosa Maria Mendoza Hidalgo (El Salvador)
Workshop	18 Theme 2 English and Spanish	<i>Educating the Nature Mindset for the UN SDGs: A Motivational Synergy to Solve the Climate Crisis -- "Educar una mentalidad impregnada de Naturaleza para las Metas de Desarrollo Sostenible de la ONU (UN SDGs): una sinergia motivacional para resolver la crisis climática"</i> Laura Rojo MacLeod (USA), Midge Delevan (USA)

Session 80 Time: 01h45 CET
Conference Day Close



Workshop Descriptions

Session 1 13h15 CET

Workshop 1

Young Members Network (YMN)

Sudha Srivastava (UK)

Dr Başak Ovacik (Turkey)

Title: *Localising the SDGs: GWI Young Members Network, the SDGs Ambassadors*

Description: The aim of the workshop is to increase awareness about the UN Sustainable Development Goals (SDGs) in general, as well as sharing the contribution of the GWI Young Members Network SDGs Ambassadors to the implementation and localization of the SDGs. The workshop will provide an opportunity to contribute to the discussion via the break-out rooms with a designated leader and share country-level experiences. A call will be made for further action/collaboration.

The workshop is a next level of YMN dedication and work towards SDGs after conducting a four-week SDGs Ambassador training series. The workshop is open to all members of GWI.

Workshop 2

Dr Valerie Anne Wilkinson (Japan)

Kei Foran (Japan)

Title: *Enhancing women's empowerment by developing competence in discussing social issues in a universal language of English*

Description: This workshop consists of two sessions. The first part begins with a report of actual cases happening in Japan by the session leader. The aim is to generate questions and discussion, raising our awareness of inequality in education. We identify and share possible causes of this through a group discussion. After a short discussion following our discussion the second session facilitated by the session leader will engage participants in dialogue about a variety of global topics, fostering self confidence through self-presentation in English. This method surely counteracts the mindset embedded in the native language: English presentation skills build empowerment.

Workshop 3

Shruti Sonthalia, India

Title: *Caring for our Educators: Building Resilience, Wellbeing and Future Readiness*

Description: Covid-19 pandemic created the largest disruption of the education system in history, impacting 1.6 billion learners in 190 countries. Teachers were at the forefront educating a generation coping with a rapidly changing world while they themselves had to adapt, be creative, and shift roles. Coaching stands out as an effective methodology for educators to align their leadership styles to the current demands of their role. Our experience suggests that participation in coaching programmes is associated with increased goal attainment, resilience, wellbeing and reduced anxiety. This workshop provides a platform to explore different methodologies to support educators be future ready.



Session 2 15h00 CET

Workshop 5

Dr Başak Ovacik

Title: *Hope for the Future*

Description: There is a deep inequality in education in our country. As TAUW, we developed a sustainable project and affected more than 1000 children in 3 years. With our ongoing project, TAUW explains the importance of getting education and graduating from university to children living in different parts of the country. In addition, this project aims to raise awareness of children about the environment and society. Our scholarship students carry out this project, they receive training first and become instructors themselves. When our scholarship students go to their own villages during the summer vacation, they get in touch with local children and form a group. They come together every day to give trainings and explain the SDGs and how they will be implemented. She accompanies the children in their villages, communicates with them, answers their questions about education, the environment and guides them to become a citizen of the world.

In this workshop, we will talk about the content and achievements of our project and discuss the practices of the participants in their own countries.

Workshop 6

Dr Kehinde Grace Adeosun (Nigeria)

Professor Comfort Onifade (Nigeria)

Title: *Graduate Women and the Localisation of the SDGs to the grassroots in Nigeria*

Description: Women are breaking new grounds, rising up to the horizon and taking up new challenges here, there and everywhere. Women have a vital role to play in achieving the SDGs at the grassroots levels to support women, boys and girls. However, there is a need for graduate women to be knowledgeable about SDGs to be able to create the awareness among rural women hence the need for the training workshop. Members from different branches would be involved in the training while participants will be grouped to come up with feasible ways to achieve the goals.

Session 4 18h00 CET

Workshop 7

Glenda Hecksher (Mexico)

Title: *Gender and Women. Promoting peace through arts*

Description: Through the exhibition of my sculptures, which address issues of peace and non-violence, I intend to carry out a dialogue with all the participants regarding the importance of art and culture to promote the education of women and peace.

Art and culture will be taken as the axis to preserve peace as the main premise for living: internal peace and peace with our closest environment. From this approach, each participant will take the knowledge learned to build peace with nature, in their NFA and peace among the family, peoples as well as nations.



Workshop 8

Professor Emily Ayo-John (Nigeria)
Dr Comfort Otegbeye (Nigeria)

Title: *Capacity Training Workshop for Youths as Changemakers for Equal and Quality Education for all in Nigeria*

Description: Youth and children comprise a greater percentage of the society hence they are formidable agents of change to achieve Inclusive, Equal and quality Education for all (SDG 4). This training workshop aims to achieve SDG 4 through awareness creation for youths in leadership positions at the secondary and tertiary levels including national students' association. The objective is to help give the youth necessary skills to make them become change agents with respect to SDG 4 in Nigeria. The workshop participants will be divided into three groups to discuss and then present the feasibility and activities necessary to achieve SDG 4.

Workshop 9

Nuray Akmeric (Turkey)
Zekiye Mihcioglu (Turkey)

Title: *How to Empower Women Beyond Basic Skills*

Description: TUKD Umitkoy Branch in cooperation with ICF Turkey and its volunteer member coaches are conducting a project. They give trainings to the mother of our bursary students with the aim to strengthen them while supporting their daughters on the other side. The project is being realized with a pattern of 6 meetings, once a week for 4 hours. In each meeting, women learn how to improve awareness of their inner strengths and capabilities, how to communicate safely and freely in a non-violent way, and how to get rid of communication accidents. The main aim is to empower women with soft skills that are not taught in general education. At the end of each implementation, as a major impact, women gain self-confidence and learn how to appreciate themselves and their children.

Session 5 19h45 CET

Workshop 11

Maryella Hannum (USA)
Laura Christoffersen (USA)

Title: *Women Graduates-USA and Institute of International Education (IIE) Scholar Rescue Fund (SRF) Partnership*

Description: An overview of IIE-SRF's support for women scholars. Founded in 2002, IIE-SRF is the only global program that arranges and funds fellowships for threatened and displaced scholars at partnering higher education institutions worldwide. Women Graduates-USA has partnered with IIE-SRF to support two scholars to date. Conference participants will hear from IIE about the international SRF and from two scholars who have benefitted from the partnership between IIE-SRF and WG-USA. The first WG Scholar is from Yemen and currently continuing her research at a university in Canada. The second WG Scholar is from Afghanistan and is located at a university in California.



Workshop 12

Dra Teresita Ledezma de Calderon (Bolivia)
Dra. Gloria Artovar Ossio (Bolivia)

Title: *Social behaviour while facing COVID-19*

Description: COVID-19 is nowadays the biggest challenge, it is already changing our attitudes and behaviors, thus forcing people, companies and governments to make decisions that requires decisions with the best judgment under uncertainty. In South America there were, until November 13, 2020, a total of 10.21 million cases of COVID 19, Bolivia represents 1.40% with more than 142 thousand cases.

These epidemics threaten not only lives, but all aspects of society, from trade to transport, education, services, employment. During the quarantine, thousands of Bolivians began to isolate themselves in their homes, the measures began to be extreme from authorities, such as proper hand washing, less physical contact among others.

This new social behavior seeks to change habits, generating very "automatic" decisions that sometimes are not the best.

Since the outbreak of COVID-19, all forms of violence against women and girls have intensified, especially domestic violence, women and girls who experience domestic violence are increasingly isolated from the people and resources that can help them.

This workshop shows what we can do to take care of our mental health and help others.

Workshop will be presented in Spanish.

Session 6 21h30 CET

Workshop 14

Heather Oxman (Canada)
Kathy Wosnick (Canada)

Title: *How we do Advocacy - Fighting for Social Justice with Education*

Description: Develop resolutions into national policy. Turn that policy into action plans by assembling the energy of women in concerted campaigns. They learn about the issue; educate decision makers about the issue; help change decision maker's positions and help to form legislation. This workshop will take participants through the internal and external process of member education and decision maker education about one issue related to a successful advocacy campaign.

Participants will share their own experiences of advocacy development throughout the workshop as we compare processes, successes and lessons learned.

Workshop 15

Malvina Segovia (Paraguay)
Noemí Castillo (Panama)
Dr Marité Mehr (Spain)

Title: *Educating the new generations for a more equal, peaceful, and sustainable world*

Description: A 90-minute interactive workshop in which participants will reflect upon the aims of education in today's world, as well as understand the need to go beyond the fundamental skills towards a more



comprehensive approach. Through experiential activities, they will learn tools and skills necessary to educate the new generations in the pursuit of cognitive, socio-emotional, and behavioral objectives with the physical, moral, social, emotional, spiritual and aesthetic dimensions in mind. We will also explore the guiding principles, key competencies and learning objectives to help build a culture of peace and pave the path to sustainability.

Session 6 21h30 CET

Workshop 16

Dr Linda Robertson (New Zealand)

Dr Sian Halcrow (New Zealand)

Title: *Learning for Life: Enhancing social citizenship*

Description: Although mastering basic skills such as reading, writing and arithmetic is universally accepted as essential in education, the question of what else is necessary to ensure that students develop important skills and a well-rounded overview of the world they live in, needs to be explored. We argue that the most effective approach to learning occurs with inquiry-based settings where students have agency in their exploration of the world and experience the creation of knowledge themselves. This approach is essential to the development of self-directed, life-long learners who acquire deeper knowledge and enhanced social citizenship. This interactive workshop will explore how we can enhance learner-centred approaches from different international perspectives.

Workshop 17

Ana Milagro Marroquín Funes (El Salvador)

Rosa Maria Mendoza Hidalgo (El Salvador)

Title: *The study presents the vulnerability of women after the world crises caused by the COVID 19 pandemic and wars, worldwide, in the last century, It is investigated what has been done to face the social deficiencies caused by this.*

It is about demonstrating that for the dimension of the problem there is no social structure that supports the development of women, which has caused a deficit in social security and assistance policies.

The feasibility of creating a Bank for the development of women is presented to cover their needs, and to support women to overcome all their vulnerabilities by making credit parameters more flexible, for example, loans for studies, home purchases, consolidating debts, and starting businesses, at low rates, broad terms, and with wider age ranges.

It would be a bank that provides financial resources for all the needs that women have, the financing needs of women, that are outside the programs offered by commercial and development banks up to now including the areas of microfinance and entrepreneurship.

Workshop 18

Laura Rojo MacLeod, USA

Title: *Educating the Nature Mindset for the UN SDG's: A Motivational Synergy to Solve the Climate Crisis*

Description: Recognizing the urgent need to view our rich planet through different eyes, the eyes of nature, the Nature Mindset provides a portal, a practice, and a core value for implementing the UN Sustainable Development Goals. Recognizing the need for co-solutions for the climate crisis, participants receive information on a set of existing and valuable solutions implementable at system, community, and personal



levels. Participants will be able to share examples of solutions from their location. The purpose is to provide women with a framework to use in educating for immediate change, namely in decision makers, within their communities to create organic and diverse social-ecological systems to create organic and diverse social-ecological systems.

SEMINAR PAPERS

(in alphabetical order)

Dr Gloria Luz Alejandre (Mexico)

Title: *Women and girls in care work during the COVID- 19 pandemic and post-pandemic effects in Mexico*

Abstract: During the period of more than two years that the Covid-19 pandemic has occupied us, the situation and risk conditions to which women have been exposed have been growing and it is essential to identify the affectation they have suffered, as well as the immediate effects on the development processes of post-pandemic women and girls in Mexico. In particular, the issue of care became the most significant aspect during the lockdown in times of the pandemic, making the work of women and girls a constant of exploitation and violence. Therefore, it becomes essential to study the effects on women and girls of this intensification of exploitation and abuse processes in their own homes in Mexico.

This seminar paper will be presented in Spanish.

Rae Duff (New Zealand)

Title: *Assessing the Gender Gap in Academia and the Effects of COVID-19*

Abstract: Women are under-represented in all disciplines and all levels of academia, especially in the most senior positions in New Zealand Universities despite being just as, if not more, productive. The inequalities and representation of women have worsened due to COVID-19. Women are submitting fewer research papers, dropping enrolments in university programmes, missing from pandemic-related committees, and experiencing pressure during lockdown periods to take on traditional caregiving and domestic responsibilities.

Female academics are routinely engaged in care activities for their students, colleagues, institutions, and families, yet care is often overlooked in the performance-oriented culture of academia. Although these care tasks are at the heart of their daily work at universities, they are invisible. Women take on more service and/or greater teaching loads, thus reducing their ability to obtain the same research achievements as their men counterparts. In NZ, indigenous Māori women experience a “double bind” of discrimination owing to their gender and race/ethnicity, compounding difficulties in their pursuit of excellence in academia.

This seminar presents the findings from NZ Massey University Palmerston North and Victoria University of Wellington’s researchers using data from publicly available databases on NZ academic staff, to find solutions to retain and promote women academics who already face disparities regarding merit, tenure, and promotion.



Dr Rachel Anne Gillett (Netherlands)

Title: *Teaching beyond the Canon (or how hip hop can inspire student learning)*

Abstract: This paper takes seriously the challenge of sub-theme 4 to examine how to teach beyond the “three Rs” and to transcend the focus on “the basics” which has sometimes limited and constrained teachers to “teach to the test.” In the past educational programs designed to assess student competency on these basics has had an exclusionary effect, notably along lines of class, race, and gender. This paper suggests that moving beyond “canonic” texts and approaches in history teaching can facilitate inclusion and co-creation. It reflects on a case study in which the presenter used hip hop in a variety of classroom settings to teach conventional historical topics – revolution, global trade and the industrial revolution. In this case, using a French hip hop video depicting France’s involvement in the slave trade to open up a discussion of the French Revolutionary slogan and promise of “Liberty, Equality, Fraternity” stimulated energetic student engagement and critical thinking about the Revolution. The paper draws on anecdotal evidence, student responses and commentaries. It offers the suggests that inclusive approaches using ‘non-canonic’ material can inspire students to commit to learning and reveal their analytic skills (ie they show students they they already have the “basics” in their analytic toolkit by going outside traditional learning materials.) The paper ends by asking, however, whether hip hop is the best option to use for a gender-inclusive classroom? In the Q and A the presenter can answer questions about how she is working to introduce this approach on a broader scale than the individual classroom.

Rosa Maria Mendoza Hidalgo (El Salvador)

Title: *COVID-19: Compensating for the effects of COVID-19 on education for women and girls; how to adapt and move forward*

COVID-19 exposed the poor public health service, likewise the economic depression from which we still suffer the consequences, has caused greater unemployment. Greater dedication of women to the care of their home, greater acts of aggression inside their homes, suspension of their studies, etc.

In today’s society, advanced and developing countries, women structurally play a role, substituting social security policies, through home care, this means that they cannot engage in productive activities or advance in their education. This, which is already structural, deepened with the measures to stop the pandemic.

It is necessary to give a realistic vision of the vulnerability of women in global crises, and how difficult it is for a woman to get out of these crises alone. If we look for what society offers to support women, covering all the vulnerabilities that prevent them from progressing, we will see that there is no social, educational or financial structure that supports their efforts.

There are support programs for women entrepreneurs, in which if a minority is supported who have their business already developed, but those who have to face a situation of starting a productive activity, there is nothing, the one that needs financing to finish paying debts, sometimes linked to house mortgages and payment of children’s education, those who face widowhood, there is nothing.

It is necessary to create social and financial structures that guarantee the lives of these women that the world crises destroy them. A structure is needed that allows access to forums with very low rates, without so many restrictions on age, marital status, guarantees, that allow women who want to overcome their problems to do so on their own. For this reason, we propose an international bank for the needs of the woman.



Alyson Manning (New Zealand)

Title: *Women's Organisations are diminishing. Why is that?*

Abstract: Is the voice of women being replaced by the voice of diversity?

Women's voices began to become noticeable in the second half of the 19th Century through their campaigning for their right to vote. Ellen Carol DuBois (Cornel University Press, 1978/1999) claims that the impact of British suffragettes was a final phase of the American movement of feminism and suffragism in the United States.

In the 1950s, magazines promoted the return of women to the kitchen. Yet the 1960s saw the rise of the Women's Liberation movement worldwide and establishment of women's ministries in the NZ government. Women's voices for women's rights became louder and stronger. However, these rights are being challenged, especially in light of the latest American Supreme Court decision to make abortions illegal and remove the right of women to control what happens to their bodies.

During this time frame many women's groups arose to support women on their quest for equality and recognition and provided them with a platform with which to be heard. These groups have provided a training ground to encourage, empower and equip women. However, these groups are losing members and are finding it hard to attract younger members due to an apparent irrelevance. In 2018 Greta Thunberg rose to prominence in her call to the awareness of climate change. As a medium, social media was used to highlight the injustices of climate change and consequently many school children throughout the world felt encouraged to lead protests.

This paper seeks to explore the emergence of power and place women gained in the latter half of the 19th century and how, in the early 21st Century, women's voice for women is transitioning to global issues. If this is proven to be so, how then has the transition of women's voices for women transferred to voices for the diverse?

Dr Marité Mehr (Spain)

Title: *How to take advantage of being a woman in the workplace*

Abstract: We are used to hearing and talking about the disadvantages we face as women. Fortunately, especially in recent years, much has been written and talked about women being better leaders than men. The fact that we are very proud of this means that we are willing to accept that there are differences in cognition and behaviour between the sexes. Throughout my whole career I was almost always the only woman in the groups I worked with. Luckily, I learned early the advantage of my feminine qualities because it is not about imposing your will, but about achieving gently and at the same time with assertiveness, emotional intelligence, creativity and intuition, as well as using your communication skills and patience, that you motivate people and make your goals the common goals of the team.

This seminar paper will seek to highlight the importance of educating and preparing girls and young women to make a significant contribution in the workplace through the development and enhancement of social and professional skills that take these differences very seriously into account. This is also very important from the point of view that it is not enough to have women in power, it is essential to have "feminine" women in power.



Shaila Rao Mistry (USA)

Title: *Intergenerational leadership steering education through climate change*

Abstract: Millennials and young professionals are under-represented in critical decision making, funding allocations, education, technology, and management. Youth are key drivers to accelerate and deliver sustainable development to impact education, health, economy, and environment. Despite young women and girls being disproportionately affected by climate change and its impact on education, environment, and survival, they are denied full inclusion in leadership roles, including technology, innovation, gender equity financing, education, and climate change.

Equitable inclusive leadership in these sectors, and in policy making is critical to finding solutions and investing in the future. Recent research and trends show that inclusion of age and gender diverse leadership produces better outcomes in all sectors. This seminar paper provides, a framework of action based on research with examples of success in education, business, finance, and other sectors, including legislative action initiated to open doors of opportunity in US and globally.

Theoretically, Generation Equality Forum, GEF, Paris 2021 and Conference of the Parties COP 26 Scotland 2021, both established importance of women and millennials, yet avoided their inclusion in actualization of target goals. Males continue to be over-represented on all constituted bodies such as climate process with only 33 % women government delegate, indicating to lack of progress. Funding, financing, policy, and leadership shift will mitigate a future that is here already. Today millennials already actively drive technological advances in education delivery, incorporated in embedded Selective Emotional Learning SEL. Similar advances are needed in food production, environment, ecology, and renewable energy to drive positive change. Leadership today can accelerate age inclusive leadership for the future.

Intersectional disruptive change and inclusivity of young professionals in leadership levels in all sectors is critical. How do we equip our youth with leadership skills for a future that is already here? Do educators deliver transformative education? Are pipelines of leadership open to innovative ideas?

Dr Başak Ovacik (Turkey)

Title: *SDG 101, introduction to SDGs*

Abstract: The aim of this seminar is to provide basic information about the SDGs. Most people do not know what the SDGs are. I will explain the social, economic and environmental aspects of the issue and give some ideas on how we can make our world sustainable and give examples of how to be a good citizen. I will make a PP full of photos from all over the world. Every country has different obstacles and problems, but there is only one solution. The key to sustainability is education. If we explain its rationale with basic information, GWI members will raise awareness and take steps to protect the planet and ensure peace and prosperity. Everyone needs to do their part to achieve the goals; governments, the private sector, civil society and youth groups.

There is no planet B. It is in our hands! We need to provide lifelong education to young people and raise awareness. We need the changemakers among us at GWI.



Malvina Segovia (Panama)

Title: *Citizens from the cradle: Sowing the seeds of Peace*

Abstract: The pandemic brought about both challenges and opportunities for families and schools in lockdown. On the one hand, we had to find a way to reconcile working at home with caring for the children, and on the other hand, we needed to mitigate the stress and anguish caused by the global situation that we had to live through. In many cases, the very challenges posed by the quarantine represented the great opportunity to rethink the aims of education and the importance of the first years. The work-life balance, the reorganization of the routines, the guidelines for living together, and the possibility of installing healthy and sustainable habits allowed a substantive growth in the homes and an interesting change in families' dynamics.

Today, at the threshold of a "new normality" we look back almost with anticipated nostalgia and see that the "golden" time with our children at home, which was beautiful and left deep marks in our family memory, will never come back. Then the question arises about the lessons learned, the mistakes and the successes, the joys, and the anxieties. We now realize that everything we did in these two years, in some way, contributed to constructing walls to protect and bridges to connect. Having known human fragility and vulnerability lead us to explore new paths, set new goals and embrace new needs to build a healthier, more peaceful, and sustainable future. The children of today are the citizens of tomorrow. Are we a real aid to their lives?

Yeabu Tholley (Sierra Leone) and Dr Shirley Gillett (New Zealand)

Title: *Tackling Growing Inequalities in Education in New Zealand and Sierra Leone*

Abstract: Education plays an important role in the political, social and economic divisions that have recently characterized the world. Despite the many analyses of education and its political consequences, previous research has not investigated sufficiently whether government policy favours certain groups.

A good-quality public/state education is liberating for individuals. It can also be an equalizer within society. Education should be free, universal, adequately funded, with well-supported teachers, and accountable public oversight.

Policy makers across many countries of the developing world have noted the urgency of addressing inequality in education. However implementing an inequality-reduction agenda will require creating political space for such change. Making policies for redistribution viable will require specific actions for inequality reduction in education, such as facilitating civic engagement and inclusive participation — especially of vulnerable groups and socially marginalised populations.

The common presumption about educational inequality is that it resides primarily in those students who come to school with inadequate capacities to benefit from what education the school has to offer. That schools can be structured such that students routinely receive dramatically unequal learning opportunities based on their social status is simply not widely recognized. If the academic outcomes for minority and low-income children are to change, reforms must alter the calibre and quantity of learning opportunities they encounter. These efforts must include equalization of financial resources, changes in curriculum and testing policies, and improvements in the supply of highly qualified teachers to all students.

These points will be underpinned by Bourdieu's theory of cultural capital and given practical illustrations from looking at education in New Zealand and Sierra Leone on tackling societal structures and other cultural norms that reinforce educational inequalities.



Dr Valerie Anne Wilkinson (Japan)

Title: *"I came to you as a co-learner: living with blocks and filters in Japan"*

Abstract: Over the years, women's decisive participation in the highest executive levels of government and corporate management shows that women bring necessary capacities to the table, to moderate, facilitate, and mediate. But are women fairly represented in Science, Technology, Engineering, and Mathematics? Careful cultivation of women in tertiary S.T.E.M. education in these times is necessary. I teach Electrical and Electronic Engineering students in a 3rd year Academic English class. I only have one shot, a sixteen-week class with 110 students.

Our seven-year research project is about "developing the growth mindset" in students, through "flipped" learning with poster presentations. This past year, the few Japanese women students in the enormous class are exemplary, bringing valuable experience and insight to the research, because they stepped forward. One student said, "I never have a chance to talk in English." She regularly shows up for the free Q&A opportunity we give. One student, a senior, told us of her assignment to be team leader in her freshman year. Her articulate explanation of her experiences and what she learned from her mistakes helped us codify our current research. "Teams with leaders learn English better."

This year, we asked that those who wish to lead a team note it in the self-introduction. As the first class ended, one student hurried back to say she forgot to write that she wanted to be a leader. As the class progressed her role became central to the flow of information among the students, between the TA and the team leaders, and with the "teachers" of the class.

I am here to show my respect for all the modest, unassertive academic Japanese women who have befriended me, taught me, and put up with me. I thought I came to Japan to teach; I came to grow up.



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