

# Interdisciplinary Seminar Abstracts

30<sup>th</sup> IFUW Triennial Conference

Mexico City, Mexico

5-9 August 2010

## Seminar 1A: Advancing Gender Equality in Higher Education

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### GROUP 1

CONVENER: RONNI NIVALA

### *Restructuring Higher Education: Strategies of Women's Empowerment*

Ranjana Banerjee

Higher education is a training ground for professional course empowering women to cultivate skills necessary to succeed and challenge the patriarchal ideologies that perpetuate gender discrimination. Women's access to higher education will ensure societal development with economic growth and transformation, reducing poverty, ignorance and exclusion. India witnesses an alarming imbalance in higher education, with fewer female enrolments and a lack of professional diversity, participation and performance in multiple capacities. The invisibility of women is identified as a crucial category deserving attention in the education-equality paradigm. Theoretical academic education is inadequate in overcoming disparity and inequality. University education needs to implement flexibility and diversity in the curriculum, providing knowledge in key emerging fields with specially designed modules going beyond the stereotyped lessons. Higher education should exploit women's motivational level and power of critical thinking by redesigning education that emphasizes affordable career-oriented entrepreneurial activities for women's productive development. It must leverage women's skills and knowledge with effective use of information technology as a strategy of educational equality and empowerment.

Management technology and business administration are the main thrust areas. We need education to satisfy societal demands for wider options in learning subjects and train women for leadership and decision making roles by shifting the paradigm from emancipation to empowerment, visibility and capacity building; a curriculum to cater for maximizing women's potential, preparing them for the challenges of the century, and gender free higher education to cater for multidimensional dynamic excellent learning experiences, cultivating proficiency in women, preparing them as business leaders and entrepreneurs in the face of global competition.

\*Dr Ranjana Banerjee's PhD in Education from Calcutta University involved specialization in Women's Studies. She is a permanent Professor of Education at the University of Calcutta and Reader in Education at Loreto College, an affiliate of the U of C. The current CIR of the Indian Federation, she has held a number of IFUWA roles and also been active in Soroptimists and Ladies Study Groups. She is currently the Indian course coordinator for the International Partnership for Service-learning and Leadership, a US-based not-for-profit educational organization fostering study abroad programs that link volunteer service to the community and academic study.

### *Strategies for an Efficient Inclusion of Female Students in Higher Education*

María Gabriela Giornelli\*

In recent years, the number of students entering university has increased and the percentage of female students is about 60%. However, it can be appreciated that the number of graduates is lower than the number of entering students. This fact has remained throughout the years, without a concrete explanation of the causes for this lack of relation between the two figures.

Evidently, most of the group that start university, give it up. Moreover, among the group that finally graduates, there is an important percentage of students who stay at the university longer than the time provided by the curricula. In the case of female students, the number increases. Among other causes, they have to face early maternity and, in most cases, the responsibility of a one-parent family.

The lack of inclusion of students at the higher levels is a problem that affects both the university and the educational system in general. There is no difference between public or private universities and in both cases it results in important social, human and economic losses.

To identify the causes that hinder efficient inclusion helps lower the usual dropout figures through strategies that favour students' support and academic backing. This benefits the students, the institution and also the whole university system.

This project presents several strategies proposed in the context of the present-day university. It aims to establish a culture that values dedication, study and effort as a way of life. These values tend to lower dropping out by modifying the processes that favour it.

\*María Gabriela Giornelli, whose postgraduate qualifications are in Higher Education Teaching and Management, is Dean of the Faculty of Pharmacy and Biochemistry at the Universidad Juan Agustín Maza, Mendoza, Argentina. She is currently President of the Mendoza Association of FAMU (Federación Argentina de Mujeres Universitarias).

## ***Uncharted Waters: Perceived Leadership Attributes of Ghanaian Women in Higher Education Institutions – Lessons and Challenges*** **Mildred Asmah\***

In every aspect of socio-economic life, women face numerous obstacles to achieving fulfilled lives. Despite the benefits of women's active involvement in leadership, the usual male-dominance is found when one analyses access to leadership positions and responsibilities of authority. Obviously, few of the women who demonstrate the necessary leadership qualities, capability and resourcefulness are elected, selected or appointed into positions of authority. In this respect, Ghana's first woman Vice-Chancellor of a public University is significant.

In Ghana, despite the increasing number of women being appointed to executive or managerial positions, women still face fundamental problems in getting there, staying there and making changes. Although leadership gives them the opportunity to make suggestions on policy issues to political leaders and technocrats, leadership is said to be quite isolating for women as there are still so few female faces at or near the top of the career escalator. Nonetheless, as opportunities continue, more and more women assume leadership roles and a select few are actually making it to the top despite the odds against them.

This paper will report on a study that was intended to identify some invisible barriers preventing Ghanaian women from advancing to top-level leadership roles, despite their invaluable contributions to the economy. Empirical studies, policy papers and case studies were reviewed. Questionnaires were designed to gather data from within the University of Cape Coast and other selected Public Universities. The data analysis was in quantitative and qualitative forms.

\*Independent IFUW Member Mildred Asmah (MEd, MSc) is Senior Assistant Registrar in the School of Business, University of Cape Coast, Ghana. She has extensive administrative experience in Higher Education and a particular interest in the situation of women therein.

***Reaching the Top of the Coconut Tree: Challenges, progress and sustainability for women in academia and support services at the University of the South Pacific (USP)***  
**Elizabeth Reade Fong\***

The University of the South Pacific (USP) is one of two regional universities in the world that is owned by twelve Pacific governments. Staff are recruited internationally with capacity building programs in place for regional and international staff. A general consciousness of the need for gender balance has underpinned university recruitment and management but the application and sustainability of this consciousness has had a checkered history. There have been successes, but the challenges remain. Discussion will focus on the challenges faced by regional (Pacific) women and their experiences at the University in academic and professional arenas as they emerged from an evidence-based questionnaire complemented by information obtained from the Network of Women in Higher Education in the Pacific. In the Pacific *breaking the glass ceiling* is equivalent to reaching the *top of the coconut tree*: that can be exciting but slippery and always a challenge especially for women since it is generally men who climb for coconuts. Using this Pacific analogy I will discuss gender balance and advancement of women at the USP and will propose solutions as to how women can reach the fruit at the top of the tree, taking into account the academic, social, political and cultural environments in which they live and work!

\*Elizabeth Reade Fong holds a Masters degree in Library and Information Sciences. The Deputy University Librarian at the University of the South Pacific, she is a founding member of the Fijian Association of Women Graduates, a past President and a Trustee for FAWG since 2007.

**GROUP 2**

**CONVENER: ELIANE DIDIER**

***Encouraging young female students to choose science***

**Chia-Li Wu, Yu-Mei Lai\***

This is a report of a one-year project aimed at encouraging young female students to choose science as their future career. Under the project, three tasks have been accomplished: 20 panel discussions in junior and senior high school campuses particularly in remote areas, publication of two picture books, and a production of a 20-min film.

Each campus session begins with a short film, followed by 30-min talks by two women scientists from either academia or industry. The last part is a 30-min panel discussion. The two picture books are mostly based on the work experiences and life stories of the female scientists invited from various fields. With the intention of creating more materials for local students, the short film, named Nano Girls, has been made possible with the participation of members from Taiwan Gender Equity Education Association.

\*Professor Chia-Li Wu of the Department of Chemistry, Tamkang University, Taiwan holds a PhD from the University of Washington. She has substantial publications not only in her academic discipline of chemistry but also on gender issues. Yu-Mei Lai is a member of the Taiwan Gender Equity Education Association.

***The Role of Latin American Women in International Scientific Collaboration***

**Margarita Almada, Jane M. Russell and Shirley Ainsworth\***

Latin America carries out high level scientific research but contributes less than 4% to total world production of mainstream papers. Thus, it maintains a relatively low profile in the global arena in spite of the efforts to rectify this situation by the national and regional bodies of some countries and by the scientists themselves. One way in which researchers from the developing world seek to integrate into the global Knowledge

Society is through international collaboration. Information on the way gender issues are affecting participation in international projects is in short supply; nonetheless, this is an important issue that could shed light not only on the participation of women in international scientific projects, but also on whether current international policies are promoting increased global visibility for women scientists from developing countries.

The present study looks at the role played by women researchers in internationally co-authored mainstream papers from top academic institutions in three Latin American countries and compares this to their male colleagues at the beginning of this 21st Century (2000 – 2007). The picture resulting from an analysis of the quantitative scientometric indicators is contrasted with that provided by a qualitative policy analysis to assess if institutional and national policies that promote international collaboration could be seen to possess gender bias. Greater objectivity in the study is sought by linking scientometric indicators and policy analysis.

\*Dr Margarita Almada and Dr Jane Russell are Senior Researchers at the Center for Library and Information Studies of the National Autonomous University of Mexico, while Shirley Ainswoth is Chief Librarian of the University's Biotechnology Institute. While their initial degrees were respectively in Chemistry, Physiology and Biochemistry and Classics, all completed postgraduate studies in Library and Information Sciences in the UK. Dr Almada, whose interests are in Information and Society, is a past CIR and President of the Mexican Federation of University Women (FEMU) and currently member of its Board of Honor. Dr. Russell is an internationally renowned specialist in Scientometrics.

### ***Short Term Contracts and Gender*** **Shirley Anne Gillett\***

This paper looks at the discrimination in short term temporary and long term employment in relation to gender. A recent IFUW online discussion highlighted the struggles for equal employment opportunities for women teaching in academia. Participants in the discussion suggested from personal experience the common situation of females being employed proportionally in short term contracts more than in permanent positions. My paper suggests this is due to gender stereotypes and expectations that persist in educational, social and professional settings.

It will consider whether (and how) women favor a non-bargaining position; underplaying their skills; being kind; going the extra mile; not being hard-nosed; not asking for what they want; being a doormat; giving extra time. For many women the complications of family life and child/elder care compound these difficulties. The long-term outcomes of this are that women of ability do not move into positions of power such as that of policy making or of senior positions in the hierarchy and it is a self perpetuating story.

The paper will ground the qualitative and statistical evidence, including my own experiences, in the claims of Babcock and Laschever (2003) that culture is the culprit in discouraging women from negotiating on their own behalf and also in the theoretical analyses of gender in the work of educational theorists Noddings and Gilligan, in particular the role of relational and caring female characteristics. It will conclude by questioning how the gender employment experiences and statistics can be moved towards a more balanced and positive reality for women.

\*The topic of Dr Gillett's PhD was *Exceptional New Zealand Females*. As a Teaching Fellow in the University of Otago College of Education she is currently involved in a multi-institutional research project examining issues in Learning and Culture for international students in western universities. She is Coordinator for International Relations for the Otago Branch of the New Zealand Federation of Graduate Women.

***Being WiSER: The Centre for Women in Science & Engineering Research  
'Tinkering, tailoring and transforming' an academic organization  
Caroline Roughneen\****

Women are under-represented in academia, in particular in science, engineering and technology (SET) disciplines. This is an area that has received considerable attention over the past decade from both the academic community and policy makers. This paper will present the Irish response to this under-representation by introducing the 'Women in Science' Programme run by Science Foundation Ireland, one of Ireland's largest research funding bodies. The programme's objective is to encourage Higher Education Institutions to develop sustainable measures and practices which ensure women have equal opportunity to compete and advance in academia on the basis of their scientific expertise, knowledge and potential. The programme focuses on key areas of women's under-representation: 'recruiting' young women into engineering'; 'retaining' women in academic SET; and 'returning' women to academia.

The Centre for Women in Science & Engineering Research (WiSER), Trinity College Dublin, which was funded by the SFI Women in Science Programme will be presented. Using the 'tinkering, tailoring, transforming' theoretical cultural model, WiSER will be shown as a good practice Centre which works towards 'recruiting, retaining, returning, and advancing' women in academia. WiSER advances its goals through the implementation of initiatives operating on multiple-levels – from working with individual women in College to addressing the working culture of an academic institution. Practical solutions for addressing the under-representation of women in SET will be discussed. Recommendations will be made for implementing programmes to 'recruit, retain, return and advance' women in higher education in areas where they are currently under-represented.

\*Caroline Roughneen, the founding Director of the Centre for Women in Science & Engineering Research (WiSER), at Trinity College Dublin, holds an Honours Degree in Management Science & Information Systems Studies. She is the Irish national expert on the European Union's Helsinki Group on Women and Science.

## **Seminar 2A: Curricula for the Advancement of Women**

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**CONVENER: ANNE NÈGRE**

### ***Balancing Gender – A Working Curriculum for Creating Awareness in Higher Educational Institutions***

**Panna Akhani and Shyamala Nair\***

In India gender is markedly a system embedded differently in different social structures. Interpretations and reactions are class-specific. Gender therefore is defined and understood through a number of factors, cultural, monetary, social etc.

A good deal of onus for creating the required sensitivity to gender status and gender rights rests with Higher Educational Institutions which need to gear themselves accordingly to prepare appropriate programmes. Specific short term courses, surveys, workshops, train-the-trainer sessions will strategically disseminate such programmes to the grass-root level where modules for specific ally targeted age levels will condition students for guided reception while ensuring gender awareness. With continuous bombardment from popular media, children and adolescents fall victims to negative gender stereotypes which more often than not, escape correction.

Gender sensitization may be realized through course modifications, through lobbying in terms of text-book selections and through syllabus implementation. This paper aims to outline such strategies and analyze target-specific working models for a gender- inclusive curriculum in higher education.

\*Dr. Panna Akhani, Former President of the Indian Federation of University Women's Association (IFUWA) is currently Convenor of the Constitution Advisory Committee (IFUWA), Director and Secretary of the Women's Education Society, Nagpur and formerly Principal of L.A.D. & Smt R.P. College for Women, Nagpur.

Dr. Shyamala Nair, Former Secretary of the Indian Federation of University Women's Association (IFUWA) is currently Principal of the Lady Amritbai Daga & Smt. R.P. College for Women, Nagpur and co-convenor Women's Studies Cell of the College.

### ***Women and the Curriculum: Educational Reform in Quebec Canada***

**Liette Michaud\***

Education has been a provincial jurisdiction in Canada since Confederation (1867). The Council of Ministers of Education of Canada was established in 1967 to provide a collective voice on educational matters to federal government offices and agencies. Women's issues in education are not identified as a key activity in its latest action plan, LEARN Canada 2020. Is this attributable to the fact that more girls than boys are graduating from secondary school at present? In Quebec, a governmental network of women responsible for gender equality in more than 30 ministries and organizations is responsible, in part, for great progress: more women than men pursue post-secondary education and are least likely to drop out of school. However, on average, women in Quebec still earn less than men and more live in poverty. Traditional career choices prevail. Recent curriculum reform is student-centred and competency-based. Approved textbooks cannot contain sexual stereotypes. Religion courses have been dropped and replaced by courses in ethics and religious culture at the primary and secondary levels. Diversified pathways in secondary school include personal orientation plans, exploration of vocational training and entrepreneurship. Programs with bursaries encourage girls and women to choose vocational and technical training and professions in pure and applied science. The Ministry of Education has adopted a Policy and 10-year Action Plan: "Turning Equality in Law into Equality in Fact" and immigrants are given a publication called "Equal in every way" (available in 7 languages) dealing with gender equality. Both Ministers (Education and Immigration) are women.

\*Liette Michaud, a graduate in Literature and Education, is the Director of the translation department of the Ministry of Education, Recreation and Sports of Québec, Canada. A past President of South Shore University Women's Club (Montreal), an affiliate of the Canadian Federation of University Women, she is a member of the CFUW National Board (VP - Québec) and Chair of the National Committee on Education (2010-12).

### ***Women and Business Schools: Can we find good practices in France to be adapted in Southeast Asia?***

**Valerie Sabatier**

The emergence of the business school in the late nineteenth century has been the beginning of the irresistible spread of business education. The Wharton Business School, the first business school, charted the route for many other American business schools and later, after the Second World War, for other European business schools (Starkey and Tiratsoo 2007). In recent decades the number and role of female students has been the subject of debates in society. Today French business schools have an equal representation of genders. The new fields of development for business schools are now Asia, South America and Africa. Creating new curricula for emergent business schools, while respecting particularities of local countries, is a big concern.

The paper addresses the issue of how girls ending a master degree in a French business school anticipate their future in the economic world, in order to propose good practices for business schools in Southeast Asia. Our research is based on an adaptation of Morrison and Jütting's model (2005), linking social

institutions, access to resources, economic roles of women and national level of development; within a study of 150 students.

\*Valerie Sabatier holds three separate Masters degrees in Science (Biochemistry), Organizational Theory and Business Administration and is currently completing her PhD in Business Administration. Living between two worlds, she is Project Director of Laos Graduate Business Schools and teaches Business Plan, Innovation and Business Models at the Grenoble Ecole de Management.

### ***The Role of Online Education for the Advancement of Women*** **Jacqueline B. Shahzadi\***

As more colleges and universities in the United States and around the world enter the electronic age, more women are obtaining access to higher education. As an academic administrator and faculty member for the University of Phoenix, the largest online educational institution in the U.S., the presenter has a participant's knowledge of the ways that women are able to gain access to higher education and to leverage the components of electronic communication to the advantage of themselves, their families, and their employers. The University's internal Institutional Research Department has documented the rise in female enrolment, especially among single mothers, to the extent that women students are now in the majority among the 456,000 students currently enrolled. Women in remote areas and those with primary childcare responsibilities are among those women for whom higher education has seemed unattainable in the past. However, the availability of affordable personal computers and free computer access in libraries and community centers has opened opportunities for higher education for these women with astonishing rapidity.

\*Dr Jacqueline Shahzadi completed a Masters and PhD degree in Education after her initial graduation in Sociology. In 1978 she was awarded the Iran Government's Pahlavi Medal for outstanding contributions to the field of education in Iran. She is currently Chair of the College of Humanities at the Southern California Campus of the University of Phoenix. She has been active for many years in the American Association of University Women and since 2008 a Program Committee member of Women Graduates USA.

## **Seminar 2B: Moving Women into Decision Making: Achieving Equality**

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### **GROUP 1**

**CONVENER: JACQUELINE ODIADI**

### ***Mother's Summit: The Igbowomen Model and a Nexus to National Development.*** **Mercy Ifeyinwa Anyaegbu and Nwamaka Adaora Iguh\***

In Nigeria, Mothers' Summit, popularly known as 'August Meeting', is a concept common among women of the South East who are resident in Nigeria and indeed abroad. This meeting, usually organized during the month of August, is the exclusive reserve of married women. These Igbo-speaking women gather in their home towns in a grand meeting that lasts for days to discuss and deliberate on issues that affect them in common. Membership is compulsory. The meeting is structured in such a way that the women first meet in their villages and quarters to articulate ideas based on community development. From the second day, they converge at the central venue where all the women of the town will commence a five-day heated and fruitful discussion.

They have helped in different ways to erect town halls, community health clinics, civic centres, secondary schools etc. This forum affords women the opportunity to ensure that peace and love reign supreme in their communities. Understandably, several communities now plan their communal activities to fall within the meeting period. 'August Meeting' is a force to reckon with in Igboland. Many state governments now partner with these women groups. The Igbo women have carefully designed this forum to ensure they keep

their dignity intact in order to give womanhood the pride of place it deserves in national integration and development.

This proposal hopes to examine the workings of this women's group and proffer suggestions for shortcomings so discovered.

\*Mercy Ifeyinwa Anyaegbu holds a Masters degree in Library Science, postgraduate Diploma in Public Administration and Diploma in Law and is currently a doctoral student at the University of Nigeria. A lecturer in the Dept of Library and Information Science at Nnamdi Azikiwe University, Awka, she is also the Deputy Law Librarian. She is 1st Vice President, Nigerian Association of Law Libraries, and a member of the Editorial Board of the *Journal of Women & Minority Rights*.

Nwamaka Adaora Iguh holds a Masters degree in Law and lectures in the Law School of Nnamdi Azikiwe University, Awka, where she is undertaking doctoral studies. Like Mercy Ifeyinwa Anyaegbu she is a member of the Nigerian Association of University Women, Onitsha Branch (Anambra State).

### ***The Gap between Women's Education and Empowerment: the Case of Sudan*** **Ahmed Mustafa Elmulthum and Nawal Abdalla Adam**

Emphasizing the importance of education, employment and empowerment of women in Sudan, this paper provides some insights on female education, employment opportunities and consequent weaknesses in the empowerment of women. Simple descriptive statistics were employed to analyze the data on women's education and employment. Data from the Ministry of Higher Education in Sudan show substantial increases in the percentage of female students enrolled in Universities in Sudan from 1972/73 to 2002/03. However, gaining university qualification has not been accompanied by a comparable increase in women's representation in different sectors of the economy and in seniority levels. This is demonstrated by data from the University of Gezira.

In Sudan all labour legislation is based on equality between men and women. On paper, women have the right to compete for different jobs and be in senior positions. In reality, men have unannounced priority in employment. Sudan's employers prefer to employ men because they think men are more efficient. In addition, culture and traditions have a negative impact on assignment of women to senior jobs. This situation negatively affects the social and economic returns from women's education: many women lack the opportunity to participate actively in productive activities and decision-making processes. To achieve empowerment of women this paper recommends that women empower themselves through attaining higher educational levels and more training and development. Furthermore, women should establish women's organizations in different working situations to make their voice heard and bring about the desired benefits for themselves, their children and their communities.

Independent IFUW member Nagat Ahmed Mustafa Elmulthum holds a Ph.D. in Agricultural Economics from the University of Gezira, Sudan where she is now an Associate Professor in the Department of Agricultural Economics. An active member in the Sudan Agricultural Council, the Sudanese Agricultural Engineers Union and the Third World Organization for Women in Science, her research interests look at factors such as food security and nutrition, wage structures, agricultural policy, poverty and education, especially with regard to women.

Dr. Nawal Abdalla Adam holds a Ph.D in Business Administration from the University of Gezira, Sudan where she is an Assistant Professor in the Department of Business Administration. She is an active member in the University's small business research group. Her research interests include women and development, women's entrepreneurship and women in technology.

### ***Mastering a global language empowers middle-aged Chinese female leaders and professionals*** **Anne J.B.M. Geerdink\***

In present day China, English language forms an inevitable and valued part of school curricula from kindergarten onwards. When one foreigner appears in rural provinces, all children are pushed forward by their mothers to orally practice their memorized book-English.

Those mothers, 30 years or above, were born on the crossroads of societal change. Globalization became reality for China, meaning more international contact with westerners than was possible during one whole century. Local cultures communicated via the global language of the 21st century: English! Many young Chinese, born after the 'opening up' in 1979, are motivated and enabled to study this second language in the perspective of worldwide opportunities in career and welfare.

I noticed in the north-western province of Ningxia that professional women between 35 and 55 lacked communication skills in English. Their leadership positions in internationalising organizations depend on younger employees for global communication. So, traditional hierarchical relations in organizations might change under the influence of increasing international requirements regarding communication skills. These cannot be met now, as a result of their education in Maoist China and a widening gender-gap in Modern China. Many middle-aged professionals, experts in their fields, caring mothers, since Confucius and Mencius made them responsible for extended family members, need extra time and attention to learn to communicate in the new global environment. Position and power are to be gained by 'losing face' and learning oral Global English.

My hypothesis: Improving 'international communicative skills' in adult 'Master-classes' equals female empowerment in 'Booming China'!

\*Anne J.B.M. Geerdink holds a Masters degree in Social Pedagogy and Organizational Anthropology. Lecturing at the Medical University of Ningxia Autonomous Hui province in China in 2009 was time-out from her teaching position at a University for Professional Education in Business Management and Communication in Amsterdam. Her current cross-cultural research is in the empowerment through global communication of rural, older, female professionals and leaders, educated in China in the turbulent Maoist sixties and seventies. Her Conference participation is assisted by VVAO, IFUW's Dutch affiliate.

### ***Preparing Grass Roots Women for Parliamentary Office*** **Chitra Ghosh\***

India is one of the two largest democracies of the world, but Indian women still suffer serious handicaps. The success of a democratic society depends on both sexes having equality & control of power in all classes and castes. In 2008, only 18.4% of women were able to hold their own in representative organizations. Even today India is ranked 105<sup>th</sup> among 135 countries in this respect. But in spite of persistent illiteracy (the present ratio being 618 females to every 1000 males), 'Nari Adalats' (Women Courts) have been successfully conducted since 1997 in 12 rural districts of Uttar Pradesh. In these courts, which are supported by Human Resource Development Section of the Education Ministry, 12 women listen to complaints & deliver justice in cases like rape, child abuse, wife beating, lack of girl child's education.

To take this progress further, the 'mind set has to be changed & men have to be made more gender sensitive.' Three kinds of discrimination dominate – religious, social & gender based. Violence against women is still a deterrent to progress, so legal and constitutional information must be given to make them realize the power of social justice.

Encouraged by the success of the 'Mahila Adalats', NAWO (National Alliance of Women in India) has drawn up a scheme for training women, primarily from rural & smaller town areas, to become successful parliamentarians. The paper will discuss the training capsule & success of having such camps and also why we, the trainers, believe that it will lead to the qualitative and quantitative excellence of future participants in the Indian legislature.

\*Chitra Ghosh, a graduate in Economics and Political Science, is a Past President of the Indian Federation of University Women Associations and of IFUW. A retired Professor of Social and Political Theory, she has long been active as a speaker and writer on women's rights and in 1999 was awarded the 'Best Citizen of India' Award of the International Publishing House, Delhi.

## GROUP 2

CONVENER: KATHLEEN MUMFORD

### ***Steering Our Economy to Health: Perspectives of Women in Business and Entrepreneurs*** **Shaila Rao Mistry**

Women in business are becoming significant contributors to the GNP's of their nations. As entrepreneurs, they are decision makers and key influencers in their own right. They are a growing force to contend with, including playing key roles at all levels, and high level decision making. Their potential is far greater than currently recognized. This paper discusses their contributions within contexts of current global economic crisis, both in the formal economy and the informal,

We begin with perspectives of theoretical dynamics of cause and effect of current economic conditions. Questionable vision, values, leadership and poor decision-making and implementation lies at the core.

How do we ensure that we are heard; support and enable each other's success and work together to regain economic health? What innovative programs of education and networking can we offer? How can private and public sector work together to facilitate best practices and unity? What issues of interdependency of global markets impact society and community particularly struggling economies?

This paper draw together salient points of cause, process and experiences of this economic crisis from the perspective of women in business and of women entrepreneurs. What best practices should be employed by the captains of industry to steer the economy out of the recession. Perspectives of the small businesses, the backbone of economies will be highlighted. What are the perspectives and contributions of women as leaders and entrepreneurs in reinstating core value based decision making? How can we by example of leadership bring back stability and growth?

\*Shaila Rao Mistry holds Masters Degrees from London and Brunel Universities and the London School of Economics and is a Fellow of the Women's Policy Institute Sacramento. Currently President of Jayco Interface Technology, she is preparing a book on *How Woman Succeed - Models of Leadership* and working on Californian Legislation to ensure women business owners are consulted and heard at decision making levels. She has received multiple honours, both as a business woman and as a committed gender and human rights advocate, in which role she was instrumental in ensuring the passage of legislation on Trafficking in the State of California. Active in both the American Association of University Women and IFUW, she is Coordinator of the IFUW Next Generation project and has frequently represented IFUW at meetings of the UN Commission on the Status of Women.

### ***Women as Political and Economic Agents in Rwanda: A Global Paradigm of Achieving Sustainable Development through Women's Empowerment*** **Kagaba Mediatrice Mukabagema\* and Shirley Randell\***

Since the Rwandan genocide in 1994, the government of Rwanda has prioritized women as key agents in the achievement of sustainable development. Collaborations between government and civil society have resulted in women attaining prominent positions in politics, business and finance, education and civil society. Rwanda was featured in global headlines with the attainment of the highest percentage of women Parliamentarians in the world – 56%. This paper focuses on the quintessential role of economic and political empowerment of women in government efforts to move toward sustainable economic and political development for Rwanda. Drawing on the master's thesis written by Mediatrice Mukabagema, entitled "Women's Political Empowerment as an Instrument for Sustainable Development in Rwanda," and on the expertise in governance and gender empowerment of co-author, Shirley Randell, we argue that government-led policies and programs promoting equal representation of women in the political and economic arenas have been crucial to national development successes. Rwanda has experienced rapid development, which must be attributed to the premium role of women. Since 2007, Rwanda has been an active member of the East African community, a consortium of East African countries with Parliament and

trade agreements. Through Rwandan participation in the EAC, women's empowerment has become a key initiative in EAC programs, and Rwandan women ambassadors to the EAC have been instrumental players in the formation of this newly strengthened cooperative community. In this way, the role of women in Rwanda is a microcosm-level example of the importance of women's empowerment to successful and transformative sustainable development.

\*Kagaba Mediatrix Mukabagema was awarded her Masters degree (on women's cooperation in development processes) from Ewha Womens University, Seoul, Korea and is now an Assistant Lecturer, Public Relations Officer and Gender Focal Point at the National University of Rwanda.

Professor Shirley Randell AM, OA, PhD, holds degrees in Education from the universities of Papua New Guinea, Canberra and New England, Armidale, Australia. She is currently Director of the Centre for Gender, Culture and Development in Rwanda. A past Vice-President of IFUW, she has been active in building affiliate associations in Vanuatu and Rwanda, where she is Convener for International Relations. She is an Officer of the Order of Australia and a Fellow of the Australian Institutes of Management and Company Directors.

### ***Women's Light Shines On: A Documentary about Gender and Social Customs from Taiwan*** **Gender Equity Education Association** **Chin-Yi Yang and Wan-Ying Yang\***

(TGEEA) is an NGO consisting mainly of educators from all levels of schooling who are devoted to gender education. One of the goals of TGEEA is to create different kinds of teaching materials, such as books, documentary films, radio programs, and instructional website.

In 2005, TGEEA published a book, *Going Back to Mom's Home on the First Day of Lunar New Year*: traditionally married daughters can only be allowed to go back on the second day. In this book the writers (all TGEEA members) shared their life stories related to gender and social customs, hoping to change the dominant patriarchal customs and to recreate an equal culture. The book gave Jau-jiun Hsiao, chair of TGEEA from 2006 to 2008, courage to challenge the 100-year tradition of her big Hsiao family. With effort and conflict, in 2007 she became the first woman to preside over and lead the ancestor worship ceremony, thus rewriting the tradition which privileges males exclusively to worship and to receive the blessings.

TGEEA documented the action and the film *Women's Light Shines On* was released in 2009. The 34-minute film, with English sub-titling, serves as very good teaching material for schools as well as social education because this project is intended to affect custom-related policies. The presentation will show selected material from the film in a discussion of the rationale and effect of the project.

\*Chin-Yi Yang is Vice-Secretary General of the Taiwan Gender Equity Education Association(TGEEA).

Wan-Ying Yang is an Associate Professor in the Department of Political Science of National Cheng-Chi University, Taiwan, and Vice-President of the Awakening Foundation, the first women's movement organization in Taiwan.

### ***Equipping Girls and Young Women with Leadership and Decision-making Skills: the role of youth development programs*** **Kathryn Seymour\***

An increasing body of research reveals that positive youth programs, such as Guides and The Duke of Edinburgh Award, lead to important developmental outcomes for young people. These outcomes include equipping girls and young women with important life skills, such as how to be active participants in decision making. Exactly how youth programs achieve positive developmental outcomes has been a matter of intense international debate. The Youth Development Research Project examines what youth development practitioners, academics and young people say about how youth programs achieve positive developmental

outcomes. It also considers how this knowledge might be transformed into indicators of good practice. This paper introduces the resulting new framework of good practice in youth development and details the structures, functions, features and contexts of youth development programs that have been identified as most important for equipping girls and young women with important leadership and decision making skills. It concludes by discussing how the underlying concepts can be equally applied to other community, organisational and program contexts.

\*Kathryn Seymour, a graduate in Women's Studies and Social Science, is currently engaged in a full-time PhD in criminology at Griffith University, Brisbane, Australia. She is a past Coordinator for International Relations of the Australian Federation and a past member of the IFUW Membership Committee.

## **Seminar 3A: Education for Sustainable Development**

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### **GROUP 1**

**CONVENER: AYDEN BIRERDINC**

### ***Empowerment of Women as Leading Actors in Education for Sustainable Development*** **Yasemin Alptekin\***

UNESCO defines 'sustainable development' as 'a vision of development that encompasses populations, animal and plant species, ecosystems, natural resources and that integrates concerns such as the fight against poverty, gender equality, human rights, education for all, health, human security, intercultural dialogue, etc.' Similarly, the Delor Report (1997) deals with issues like life-long learning and learning transferable to real life as the kind of education we need in the 21<sup>st</sup> century.

This paper is a philosophical and theoretical review of the areas in which women need to develop the skills discussed in the Delor Report in combination with education of women as pertinent to education for sustainable development. The fact that we all share the planet earth as human beings creates a collective responsibility in caring for its well-being. However, due to the national nature of all education systems, the existing educational policies overlook the interconnectedness between local and global issues most of the time, and thus leave the young generations, especially women, unprepared for what awaits them in the real world. 'Education for sustainable development aims to help people to develop the attitudes, skills and knowledge to make informed decisions for the benefit of themselves and others, now and in the future, and to act upon these decisions.'

The paper will define ways in which women play a crucial role in developing those skills and the tools needed to create a better world through education for sustainable development.

\*Yasemin Alptekin holds a Ph.D. from Ohio State University in Global Education and Transnational Relations. Chair of the Educational Sciences Department at Yeditepe University, Turkey from 2004-9, she is currently on research leave as a visiting scholar in Washington, pursuing research on women's role in education, cross-cultural communication and inter-disciplinary studies in teacher education for global understanding. She has served as Vice-president and as Coordinator for International Relations in the Turkish University Women's Association (TUDK).

### ***Curriculum Design for Sustainable Agricultural Development in India*** **Kalyani Bondre\***

Organic farming has attracted the attention of academics, policy makers, and farmers as a means of achieving sustainable agricultural development. However, being highly knowledge intensive, it requires dissemination of knowledge to the actual users. This is perhaps one of the most important policy initiatives to spread organic farming for the benefit of the farming community.

Including this information in the curriculum, at least in rural areas, where most of the farming activities are carried out, would equip farmers to face the challenges of sustainability and profitability. However, in India, little effort has been made to devise curricula specially meant for the rural sector. The current research paper is based on the findings of a larger project, conducted as a part of my doctoral study. After interviewing almost 200 farmers in India, and conducting discussions with various other stakeholders in the society, such as educationists, agronomists, Government officers, research agencies, agricultural universities, NGOs, it was found that a huge scope lies for these entities in designing curricula for this sector.

The opportunity exists in the field of documentation of traditional practices, testing their validity in the current context, integrating practical knowledge in the curriculum, setting up model farms for students to see and study, bringing under one roof all the scattered knowledge and practices and establishing a strong link between research institutes, Government bodies, and farmers. Education is the key to improving the lot of farmers and moving towards a safe and green future.

\*Kalyani Bondre holds a Masters and PhD in Economics from the University of Pune, and a Diploma in Computer Arts and Publishing. She works in the Institute of Management Development and Research, Faculty of Economics. In addition, she is a member of the Research and Development Cell of the University Women's Association, Pune.

### ***Energy Conservation in the Presence of Poverty in Malawi: Is Education the Answer?*** **Effiness Mpakati Gama\***

According to UNESCO, 'education for sustainable development aims to help people to develop attitudes, skills and knowledge to make informed decisions for the benefit of themselves and others, now and in the future, and to act upon these decisions'. Most countries are now promoting education for sustainable development as one of the ways for achieving sustainability which embraces the social, environmental and economic dimensions of development. However, major problems still exist due to poverty levels.

A number of education programmes and activities in Malawi are being carried out to create awareness at different levels of society (e.g. education institutions and community development programmes) about energy conservation, which has become one of the global challenges to achieve sustainable development.

This paper considers those instances when people, in full knowledge of the consequences of their actions, are forced by poverty to ignore sustainable energy conservation measures. For example, due to lack of readily available sustainable energy alternatives, 85% of people in Malawi use biomass as a source of energy although they are aware that biomass production is responsible for deforestation. This has led to indiscriminate cutting of trees, endangering the sustainability of forest reserves which are diminishing at almost 8% annually.

As much as education programmes play an important role in providing insight on sustainable development, investment is needed in sustainable energy options for the poor. These may include extensive programmes promoting use of renewable energy sources like solar and wind energy. However, implementation of such programmes requires robust government policies and strategies that are fully supported by the international community.

\*Effiness Mpakati Gama holds a Postgraduate Diploma in Urban Housing Management from the Institute for Housing and Urban Development Studies, Netherlands, and an MSc in Environment and Development from Edinburgh University, Scotland. After a period of employment in the Malawi Housing Corporation, where she was Chairperson of the Housing Corporation Women's Association, she has returned to Edinburgh to pursue a PhD in construction, assisted by an AAUW scholarship. She is a member of the Scottish Federation of University Women.

## ***Enviroschools/ Kura Taiao: Insurance for a Sustainable Future***

**Heidi Mardon\***

Enviroschools/Kura Taiao began in the late 1990s, as a small community programme in Hamilton, New Zealand – it is now being called a national movement, with over one quarter of New Zealand schools involved. Developed with a strong bi-cultural and partnership approach, the programme supports students to work on real issues, with a range of different knowledge and perspectives. They plan, design and implement projects that create healthy, sustainable and resilient schools and communities.

Enviroschools and their communities are committed to long-term change and sharing experiences with each other, so that sustainability practices and actions deepen over time. Hundreds of living examples are now evident, showing that the outcomes of this approach go much wider than simply the formal education sector, and include ecosystem regeneration, financial benefits, social cohesion and inter-cultural understanding. The Enviroschools network is now working with an increasing number of international organisations that are looking to set up similar programmes in their countries.

The Enviroschools Foundation, a charitable trust, is the national support agency for the programme. Heidi Mardon, National Director, will share how and why the programme was developed, how the programme works in schools and communities, and the organisational structure that enables the programme to be so robust. She will show examples of some of the outcomes that are resulting from Enviroschools/Kura Taiao, and discuss which aspects of Education for Sustainability are particularly crucial if we are to deal with the environmental, economic and social challenges that face our communities, nations and planet.

\*Heidi Mardon holds degrees in Architecture from the University of Auckland, New Zealand, and Environmental Education from Griffiths University, Brisbane, Australia. Active in the field of environmental education and project development for 17 years, she is currently national Director of The Enviroschools Foundation in New Zealand and has co-authored *The Enviroschools Handbook (2005)*.

## ***University Social Responsibility: A Fundamental Paradigm in the Globalization Era***

**María Leticia Verdugo\***

Societies, engaged in economic globalization processes, confident of the new information and communication technologies and with new present and future challenges, such as the admission of people from other countries and the corresponding coexistence of different cultures, religions and customs, need citizens with ethical and responsibility principles.

In this paper, first of all, different concepts of University Responsibility are analyzed, including a unifying principle related to the social role of the universities, which is the attainment of a higher welfare in favor of society, through direct actions of the contents of lectures or special programs, considering the universities as a formation of lasting moral and ethical principles.

Practices of University Responsibility which have been carried out are also presented, and a special reference is made to the programs and organisms promoting such responsibility with regard to social sustainability.

Concluding, the importance of Social Responsibility as a fundamental element of the administration of the education given in the universities is assessed, considering that, in the current globalization era, it is essential to involve all the actors engaged in the teaching-learning process in an awareness dynamics regarding values and actions toward the consolidation of a global community.

\*María Leticia Verdugo Tapia, Past President of the Sonora Association of the Federación Mexicana de Universitarias (FEMU), holds a Masters of Business Administration degree and lectures at the University of Sonora, Mexico. Her international papers on the culture of universities and business include 'Evaluation of a Learning Organizational Culture as a Competitive Factor in Business Development' at the XIII European Congress of Work and Organizational Psychology, Stockholm, Sweden (2007). She is a member and past President of the Club Rotario Hermosillo Milenio (Women's Club).

## **GROUP 2**

### **CONVENER: BEVERLEY TURNER**

#### ***Silver Jubilee of a Battle that I Fought and Won to Save a Lake*** **Meera Bondre\***

1984-85 was a landmark year in the history of Pune's development. A lake in the city was leased out by the municipal corporation for constructing a five-star hotel. It is well-known that lakes reduce noise and help regulate temperatures. In addition, this was the lake on which I had made ecological and hydro-biological observations since 1969.

During my PhD research, I found some rare algae in the lake water, some being the first records from Maharashtra and India. A new variety to the world of science was also found. Diverse microscopic fauna-flora, trees, buffaloes, and man; a wide spectrum of life forms was seen here in perfect harmony. About 25 kilos of edible fish was harvested every day. Forty resident and eight migratory birds were already recorded. The area had the potential of being developed into a Fish Farm as well as a Bird Park. It was an example of a well-balanced eco-system.

I presented a paper in the All-India Symposium on Biology of Algae in February 1985, stressing the importance of preservation of this lake as a bio-reserve. It received enthusiastic approval. However, the Town Planning Department was going ahead with its plan. On April 9, 1985 actual pumping of water started. I sought the help of environmentally aware friends, approached the press, gave interviews, came on radio, and arranged an open-air lakeside laboratory for public awareness. Ultimately, the Urban Development Minister announced that the area would be preserved as a green belt. This ecological asset is now available for inter-disciplinary studies for future generations.

\*Meera Bondre specialised in Ecology and Hydrobiology for her MSc and received her PhD for a thesis on 'Biology of Algae from Western India'. A Director of Arbo's Engineering, she is also a Founder Trustee of the Arbutus Children's Cultural Centre, a non-profit Public Charitable Trust, working for education, awareness, training, research and networking for sustainable development. She received the prestigious national 'Bharat Jyoti Award' for her work in the area of Scientific Research, Environment Protection and Education. She has held several roles in the Pune Association of the Indian Federation and is currently its President.

#### ***The impact of Darwinian revolution in our conception of what is it to be a 'human being', and of our relationship with, and responsibility towards, the natural world*** **Margarita Ponce\***

This paper deals with the theoretical analysis of key concepts in the quest for a more just society within which human beings and the other living organisms sharing the Earth with them find equilibrium between their needs and the integrity of the environment. The meanings of the terms 'humanism' and 'person' will be briefly examined — since they are central in all cultures — as well as the characteristics considered —by some distinguished paleoanthropologists — necessary for any candidate to belong to the 'genus *Homo*'.

Plato and Aristotle show us what type of human being was the goal of the Greek *Paideia*. Then the arrival of Christianity changed the conception of man, although preserving the classical education. The intrinsic contradictions —as shown in Saint Augustine's writings— in this model make it non-viable, even with the

revival of humanism in the Renaissance and the scientific revolutions of the fifteenth, sixteenth and seventeenth centuries. The exploitation and destruction of the environment of the twentieth century is one of its results.

The core of this analysis is the revolution brought about by Darwin's *On the Origin of Species* (1859). His ideas changed radically the view of *what makes us human* and our consideration of all other living beings.

A new kind of humanism, which emphasizes the role of women in a better understanding of our close relation with, and dependence of, the natural world, is needed. Our responsibility in its preservation must be stressed. Ultimately the survival of humankind is at stake.

\*Margarita Ponce gained her PhD in Philosophy from the Universidad Nacional Autónoma de México. There she was a member of the Institute of Philosophical Research for fifteen years. Afterwards she worked in the industry field as Chief Executive Officer of *Calidad en Maquilas Plásticas* (Quality in Plastic Manufacture). In addition to philosophical books and papers she has published a number of short stories. She is a recent past President of the Executive Committee of the Federación Mexicana de Universitarias (FEMU).

### ***A Novel Example of Cross Discipline Education for Sustainable Development in Higher Education in UK***

**Cynthia Burek\* and Graham Bonwick**

Two examples of education for sustainable development across a large number of students are explained in this short presentation. The use of a research methods module within a department of Biological Science is seen as an example of best practise for teaching sustainable development across a wide range of interrelated disciplines. This is furthering the aim of the Higher Education Funding Council for England for increasing student awareness of what sustainable development is and how it impinges on all our work and research. Many of the students do not understand the meaning of the concept when starting the course but using the climate change driver they are encouraged to reflect on their own impact on environmental, economic and social practises. This work could be transferable to other institutions for raising awareness. The use of a work based learning module assessment is again used to evaluate the work placement sustainability and to assess the student's own impact on their contribution to this module.

\*Professor Cynthia Burek holds a personal Chair in Geoconservation at the University of Chester, UK, where she is Chair of the university's Environmental Task Force and Faculty ethics committee. A Fellow of the Geological Society of London and of the Higher Education Academy, she was for seven years a member, then Chair, of the British Federation (BFWG) Academic Awards Committee and in 2007 was elected Convener of the IFUW Fellowship Committee.

### ***Marketing Sustainable Development: Using Local Concepts for Attaining Global Efficiency***

**Danielle Lecointre-Erickson\***

This paper examines the current status of education for sustainable development and how it can be improved through marketing.

Today, goals have been set by the international community to drastically reduce gender and social inequality, disease and illiteracy. However, they are far from being met. But how can marketing help resolve the problem? 'Think local, act global': products, services and marketing techniques have to be adapted to different markets in order to be effective. Sustainable development, being a global concept, can be seen in the same light. What is the point of advertising a high cost, high technology, energy-saving vehicle in a country where the majority of the population earns under a dollar a day? What is the point of advertising primitive techniques for water purification in a country where clean drinking water is available at the turn of a faucet? Sustainable development, in order to be efficient, has to be adapted to the level of development.

Through the process of marketing segmentation, world markets can therefore be divided into three global segments: advanced countries, developing countries (not least developed), and least developed countries. Existing concepts are indicated, as well as the different cultural, economical, and political barriers that can hinder the progress of sustainable development. Since the concept is of international concern, thoughts are also presented on the roles of women in different communities, corporate social responsibilities, and how countries can interact and promote sustainable development.

\*Danielle Lecointre-Erickson graduated with honors in Applied Languages (English, French, Spanish) before completing a Master's degree in International Affairs and Marketing at the University of Angers, France. She is currently the Vice-President (2010-2012) of the AFFDU Paris group and the International Relations Coordinator at St. Edward's University in Angers, France.

## **Seminar 4A: Women's Human Rights: Key to Gender Equality**

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### **GROUP 1**

**CONVENER: TERRY OUDRAAD**

### ***A World in Motion: Trafficking of Human Beings from the United States Perspective*** **Camille Macdonald-Polski\***

The United States recognizes this tragedy and in eight years has created a Federal structure with roots in the Palermo Protocol and the Trafficking Victims Protection Act of 2000, a structure which is regularly reauthorized and strengthened. Accompanying this legislation is a mandatory annual report, 'Trafficking in Persons' (TIP Report) which reviews the status of trafficking worldwide. Importantly, it highlights emerging issues, currently, those involving children.

Four Federal bodies have oversight: The Departments of Justice, Health and Human Services, Labor and Homeland Security. In addition to these Departments, multiple Federal agencies are joined by NGOs to prevent, stop and prosecute these crimes. State laws have also been passed to support and strengthen Federal legislation on the local level. Unfortunately, all this effort barely touches the surface. The number of investigations, prosecutions and convictions are increasing, but are still too few compared to the number of victims trafficked over US borders, estimated to be between 14,000 and 18,000 persons annually.

To narrow the gap, strategies are being developed and will be reviewed. Currently, they include , but are not limited to:

- Domestic as well as international slave labor and teenage prostitution.
- Expanding coalitions along borders and internal trafficking routes
- Creating deeper links with ethnic communities that know 'who and where' there is activity.
- Networks of shelters and safe houses
- Programs for men who buy sex, the 'Johns'
- Community awareness, deeper and wider.

The United Nations Global Initiative to Fight Human Trafficking and the Blue Ribbon Campaign will be reviewed.

\*Camille Macdonald-Polski has been involved in monitoring and promoting awareness of trafficking in human beings, originally as a member of the AAUW Association International Affairs Committee, followed by Pennsylvania AAUW and currently as a founding member of the Program Committee of Women Graduates, the IFUW affiliate. She is a member of the Project Grants Committee of the Virginia Gildersleeve International Fund and a former Board Member. Her degrees are in music education and educational administration.

## ***Human Rights and Corporate Social Responsibility: The Role of Multi-National Corporations in the Protection of Women's Rights – The Case of Malawi*** **Margaret Nkhoma\***

Agreements between nations and multinational corporations operating in their territory that include the allocation of funding for 'corporate social responsibility' may have little or impact on women's rights because no gender analysis has taken place before the funds are put to use, despite the fact that the negative impact of environmental degradation, effects on climate, etc. that results from the activities of these corporations is experienced mostly by vulnerable groups like women and children and involves violation of their human rights. This is the case in Malawi, where despite the presence of a huge corporate responsibility fund as a result of various development projects targeting local communities, multi-national corporations have failed to effectively contribute towards women's rights and gender equality because of neglect of gender considerations and because social responsibility is not legally binding on these corporations.

The paper therefore, recommends a strong policy and legal framework with respect to corporate social responsibility, one in which legitimate expectations incorporate gender considerations as a core component to which multi-national corporations contribute so as to ensure that women as well as men benefit and violations of human rights are prevented. The paper further argues that engendering and implementing a strong legal framework for corporate social responsibility is achievable within the current income provided by multi-national corporations so that there is no need to be deterred by fear of financial implications.

\*Margaret Nkhoma, an Independent IFUW member, holds a Bachelor of Education from Chancellor College, University of Malawi, and a Master of Laws in International Human Rights and Humanitarian Law from Leeds University, UK. Previously employed as Parliamentary Committee Clerk for Gender in the Malawi National Assembly, she is currently Gender Officer with the United Nations Mission in Liberia.

## ***Education Alone is not Enough for Women's Rights – A Gender Analysis of Israeli Society*** **Rina Shachar\***

Israel is a multi-cultural pluralistic society that has absorbed millions of Jewish immigrants from all over the world. Since a gender analysis of female immigrant's years of education showed that a third of them were illiterate and that their rate of illiteracy was twice that of men, extensive investments have been made in migrant education and today the average education of women is 2 years more than that of men. This paper enquires why, nonetheless, the majority participating in adult education *even today* are women. What are the reasons for this phenomenon? What motivates female and male adults to study? What is the goal of their studies?

Preliminary comparisons show great similarity between the situation in Israel and Europe. Women achieve better results in all fields and all levels of education including higher education. However, despite this, the labor market is characterized by gender segregation and salary gaps of about 40% for the same position. Thus, education in itself is not a sufficient leverage to attain power in society. The obstacles connected to career and family conflicts should be eliminated and younger men still need to be educated towards equality.

Only integrative solutions will promote the empowering of women to achieve equality in all fields of life. The paper will recommend necessary solutions in the areas of formal and social education; taxation; working conditions; equality before the law and mandated equal representation in all government institutions.

\*Rina Shachar completed her PhD on the topic of *Mate Selection among Israeli Youth* at Bar-Ilan University, Israel, where she is currently a Senior Lecturer in the University's Ariel Center, which has assisted with funding for her participation in this IFUW Conference. A recent President of the Israel Association of University Women, she is currently a Member of the Board and Chairperson of the Educational Committee of the 'Movement for Peace and Gender Equality between Men and Women' and Co-chair of the Committee of the Status of Women in the International Councils of Jewish Women (ICJW).

## **GROUP 2**

**CONVENER: MINA SINGH**

### ***Sexual Violence as a Weapon of War: The Case in the Congo***

**Rhea Pretsell\***

The situation in the Democratic Republic of the Congo is the worst manifestation of violence against women in the world. Women and girls are experiencing indescribable suffering from rape, torture and mutilation. Their bodies have become the battlefield of the deadliest conflict since World War II. Yet, they are invisible because they are not valued, shamed because of the stigma of rape, and silent because their cries for help have fallen on deaf ears. Without basic human rights, Congolese women are unable to participate in society. They are isolated and abandoned. In this climate, any prospect of gender equality is inconceivable.

The conflict in the Democratic Republic of Congo continues in spite of the 2003 peace accords and the country's first free elections since independence, held in 2006. Fallout from the neighbouring Rwandan war and genocide of 1994 has provoked instability and insurrection. Undisciplined soldiers, both State and non-State, take by force whatever they can with complete impunity. And demand from the West for the country's rich supply of natural resources, especially coltan, is fuelling the conflict.

Why is the UN not responding on an adequate scale? Has the International Community given up on ending the conflict? There has been success in state building in other countries in Africa, particularly in West Africa, but the future of the DR Congo hangs precariously as the world watches. A strong will to pursue solutions for peace is needed. Basic human rights must be restored. Moreover, women must be empowered and brought into the peace process.

\*Rhea Pretsell is a graduate in Psychology from the University of Manitoba, Canada. Currently President of the Belleville & District Club of the Canadian Federation and Chair of the Status of Women and Human Rights Standing Committee for Ontario Council of CFUW she has been active in women's human rights as Chair the Three Oaks Foundation (A community shelter for women and their children) and Organizer (2004 -2008) of the National Day of Remembrance and Action on Violence Against Women Event.

### ***The Hermeneutics of Equality of Spouses within Marriage: A Tall Order for Nigerian Women***

**Carol Arinze- Umobi\***

Ingrained customary law practices over many years have underpinned the subordinate positions of women, resulting in inequality of spouses during marriages, and in post divorce situations, manifesting in issues of decision making, maintenance, custody of children, and adjustment of marital property upon divorce, and other allied rights of consortium. This has also tended to color the decisions of most Nigerian judges on the application of matrimonial causes brought before them, and ultimately is creating disenchantment with matrimony, even with Act marriages (i.e. marriages made under the legal code as distinct from those made under customary law).

Rights violations arising from these imbalances in spousal relationships are evident. This paper intends to beam a legal searchlight on the reasons for inequality in matrimony in both Act and customary law marriages, to identify dangers in factors that escalate the inequality effects, and make suggestions of intervention strategies reminiscent of international paradigms of development for family growth and advancements. The paper is intended to set off an alarm at the inherent dangers and is a call for situation analysis for the country of Nigeria and for Africa as a continent.

\*Carol Arinze-Umobi, Coordinator for International Relations for the Nigerian Association, holds a Master of Laws and a PhD from Nnamdi Azikiwe University, Nigeria, where she is a Senior Lecturer, heading the women and minority rights section. A consultant to the Federal Ministry of Women's Affairs and Youth Development for Nigeria's 3<sup>rd</sup> and 4<sup>th</sup> periodic reports on the Convention on

Elimination of All Forms of Discrimination Against Women, she represented the Nigerian Government in its UN defence of Nigeria's CEDAW implementation.

### ***The Right of Girls to be Free of School-based Gender Violence: Tanzania as a case in point*** **Bertha Edward Mkwelele\***

The paper will address measures for girls' social protection in schools, especially in poor developing countries. Social protection measures enhance the quality of lives and the realisation of children rights. Gender violence in primary and secondary schools is very often directed against girls, and this acts as a major obstacle to their obtaining education. Sex harassment for example curtails girls' educational development, consequently denying them their fundamental human rights of obtaining education

Sexual violence against children in schools also weakens the government efforts to combat HIV/AIDS. AIDS Commission for Africa identified social protection for AIDS orphans and vulnerable girls as a priority. HIV prevalence rates are relatively low in Tanzania, but it is mostly girls and young women at risk, with statistics indicating high risk for females between the ages of 15-24.

This paper will focus on the rights of children to protection and the right to learning without fear. It will address the situation that sexual violence in school premises increases rate of HIV infection among girls and young women between the ages of 15 – 24. Recommendations will be made on how to combat school-based gender violence, stressing the importance of providing resources to enabling understanding of the social and cultural factors that contribute to and propagate sexual violence between and against children, and what appropriate measures should be taken for future actions against gender violence in schools.

\*Bertha Edward Mkwelele holds an MA in Youth and Community Work from the Manchester Metropolitan University and an MSc in Social Research from the London Metropolitan University, UK. A prospective PhD student on the topic of the impact of HIV/AIDS pandemic on AIDS-orphaned girls' education development in sub-Saharan African countries, she works as a volunteer with Plan UK.

### ***Women in Domestic Violence in Nigeria: Gender Perspectives*** **Anthonia Ogo Uzuegbunam**

Theoretically, violence is a human rights issue, and human rights are fundamental to values of dignity, equality, non-discrimination and non-interference, and these cut across social, cultural, political, class, religious and geographical issues.

Violence connotes rough treatment, use of bodily force on others, especially unlawfully, to hurt or harm. It is also regarded as a human act of infliction, deprivation or discrimination resulting in or likely to result in unlawful physical, sexual, psychological harm, suffering or deprivation (UN, 1993). Human beings as well as property and resources are daily destroyed in millions.

While violence affects all human beings it has a gender dimension in that its victims are most often women and children: children are abused; women remain injured and humiliated.

The situation is not static. It is becoming perfectly obvious that the status of men is not what it once was. All over Nigeria, as in the world, historical changes have brought about a silent evolution in the relative power, influence and life expectancy of men and women. It is sad to note, nonetheless, that in many parts of Nigeria, women and girls are subjected to physical, sexual and psychological abuse that cuts across lines of income, class, religion and culture

The recommendations made in this paper for the elimination of domestic violence in Nigeria include the following: adoption of a concerted or integrated approach to decision-making and implementation.

\*Anthonia Ogo Uzbuegbunam holds a Masters degree in Social Anthropology and a PhD in Human Resource Management and Development Studies. She is a Senior Lecturer at the Worrying Centre, University of Nigeria, Nsukka, where one of her many roles is Finance Editor of the university's Journal of Liberal Studies. She is currently Second Vice-President of the Social Science Academy of Nigeria.