

Women's Education Worldwide
Leaders in women's education from around the globe

Organizational Meeting
Bellagio Study and Conference Center
August 20-24, 2007

Participants

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Program

Monday, August 20

Arrival

7:00 P.M.: Cocktails

7:30 P.M.: Dinner

Introductions and Meeting Objectives

Carol Christ, President, Smith College

Joanne Creighton, President, Mount Holyoke College

Tuesday, August 21

8:00 A.M.: Breakfast available

9:30 A.M.: Panel: Founding a Women's College: Challenges Faced by Emerging Institutions

Kathryn Bindon, Royal University for Women

Hoon Eng Khoo, Asian University for Women

Haiifa Jamal Allail, Effat College

Caroline Ndarua, Kiriri Women's University of Science & Technology

1:00 P.M. Lunch

2:30 P.M. Panel: Sustaining a Women's College in a Co-Educational World: Challenges in Older Institutions

Maureen Aitken, Women's College, University of Queensland

Beverly Tatum, Spelman College

Kazuko Matsuzawa, Kobe College

7:00 P.M. Cocktails

7:30 P.M. Dinner

Wednesday, August 22

- 8:00 A.M.: Breakfast available
- 9:00 A.M. Sharing Institutional Data (see p. 12)
Susan Lennon, Women's College Coalition
Haiifa Jamal Al-Lail, Effat College
- 10:30 A.M. Shaping an Advocacy Role for WEW, part 1 (see p. 17)
Amelou Reyes, Philippine Women's University
- 11:30 A.M. Sharing Best Practices (see p. 25)
Susan Bourque, Smith College
Lakshmi Devi, Shaheed Rajguru College of Applied Sciences for Women
- 1:00 P.M. Lunch
- 2:30 P.M. Models for Joint Programs (see p. 31)
Behjat Al Yousuf, Dubai Women's College
Donal O'Shea, Mount Holyoke College
Encarnacion Raralio, Philippine Women's University
Jesse Lytle, Mount Holyoke College
- 7:00 P.M. Cocktails and Dinner with participants from concurrent Bellagio conference, *Liberal Education in the Arabian Peninsula: A Planning Meeting*

Thursday, August 23

- 8:00 A.M.: Breakfast available
- 9:30 A.M. Mission and Structure of Women's Education Worldwide (see p. 35)
Carol Christ, Smith College
Joanne Creighton, Mount Holyoke College
- 11:00 A.M. Planning Future Meetings (see p. 36)
Saskia Avalle, Collegio Nuovo
Paola Bernardi, Collegio Nuovo
Howard Reed, Dubai Women's College
- 1:00 P.M. Lunch
- 2:30 P.M. Shaping an Advocacy Role for WEW, part 2
Joanne Creighton, Mount Holyoke College
- 7:00 P.M. Cocktails
7:30 P.M. Dinner

Friday, August 24

Departure

Bellagio Conference Application

Women's Education Worldwide (WEW) is a new organization bringing together the presidents of women's colleges and universities from around the world, their chief academic officers, and leaders in women's education. WEW seeks to become an internationally recognized advocate for women's education and advancement worldwide. Women are urgently needed as leaders in politics, government, and business, as well as in science, engineering, public health, and technology. Women's colleges have a long record of producing leaders in these fields. Increasing the collaboration among the world's leaders in women's education will help advance this crucial agenda.

In this application, we seek support for a conference to firmly establish WEW as an organization, formalizing our mission statement, our organization, and our procedures. Specifically, we want to achieve the following goals:

- Establish a structure for the organization
- Establish a template for sharing data about our institutions and about women's education in our countries
- Determine the most effective way to share best practices in the development of women's leadership
- Develop models for multiple forms of exchange among our students and between students and alumnae
- Develop models for joint programs

Background and Significance

In June of 2004, Mount Holyoke College and Smith College organized a meeting of the presidents and chief academic officers of women's colleges and universities from around the world. No such meeting, to our knowledge, had ever been held; indeed, there was not even a comprehensive listing of such institutions. The response to the invitation was gratifying; forty-seven participants, including twenty-nine heads of colleges and universities from five continents, attended. They included colleges from the United States, now well into their second century, and colleges from the Middle East and Africa, now in their first decade.

We focused our discussion on two topics: sharing the critical issues for each of our institutions and defining challenges and best practices for the education of women in science. Mount Holyoke and Smith did not plan this meeting with the intention that the group would establish a continuing organization, but discussion was so rich and rewarding, and the response was so enthusiastic, that the group determined to meet again.

While recognizing not only the wide variances among our institutions in age, size, wealth, and circumstances, but also differences in the severity and nature of the challenges to women's education and advancement in our countries, we nonetheless found much common ground. We could agree, for example, on the need to develop students' self-confidence and leadership and to

combat gender inequity, discrimination, and cultural and financial barriers to women's access to education.

Dr. Haifa Reda Jamal Al-Lail, dean of Effat College in Saudi Arabia, said that educators at her college "think about what women lack with respect to the political arena" and affirmed her institution's commitment to a deeper discussion about preparing women for leadership.

Kyungsook Lee, president of Sookmyung Women's University in Korea, spoke of her institution's success in working with corporations to develop leadership training programs and in using the Internet to reach women who would otherwise not have access to education.

Carol Christ, president of Smith College, commented on the shortage of women in science and engineering. Professor Sheila Widnall of MIT emphasized this same concern in a keynote address about the great need and opportunity for women in those fields.

Our other keynote speaker, Amartya Sen, winner of the Nobel Prize in Economics and Lamont University Professor Emeritus at Harvard University, argued that basic education for women holds the potential for "facilitating radical social and economic changes that are so badly needed in our problem-ridden world." Giving empirical evidence that basic literacy and numeracy enable women not only to find their voice in the family, village, and beyond, but also to improve substantially their own quality of life and that of their children, he claimed that the availability of women's education provides the single most important indicator of the quality of life in a country.

The group held its second meeting at Dubai Women's College in the United Arab Emirates in January of 2006. (Lists of participants in both meetings are attached to this proposal.) We concentrated our discussions and presentations at this meeting on the topic of women's leadership. We discovered that we all had much to learn from the models that had proved successful at each other's institutions. We therefore determined to form a continuing organization with the following goals:

- To advocate for women's education worldwide
- To share best practices
- To foster exchange among our institutions, and particularly among our students

Although periodic face-to-face meetings would continue to be important, we determined that we needed to explore how most effectively to create and employ an electronic network that could provide a continuous and live resource for exchange among us.

We decided that the next step should be a planning meeting at which a smaller group of us developed a structure for the organization and models for exchange, both live and virtual. It is this meeting that we are asking the Rockefeller Foundation to sponsor at Bellagio.

The synergy derived from a well-prepared and well-focused face-to-face meeting can move an agenda forward effectively. The Rockefeller Foundation's long standing appreciation of the benefits of such international exchange, debate, and discussion about pressing global issues

shapes the mission and program of the Bellagio Study and Conference Center. Our conference on women's education worldwide will focus on a core issue critical to equality and international development.

A detailed description of each of the objectives for our planning conference now follows. Prior to the planning meeting, teams of members drawn from at least two institutions will prepare preliminary background documents and a proposal on each of the issues.

Detailed Description

1. Establish a structure for the organization

A necessary first step in establishing WEW as a world-wide voice is determining the mission and structure of the organization, criteria for membership, and location and means of support. It will be particularly important to assess the asymmetries in the development of women's post-secondary education and their consequences for us. Some countries have well-developed traditions of women's post secondary education and many women's colleges—for example, the United States, Korea, Japan, and India--; others, where education for women developed in a co-educational context, as in many countries in South America, or where women's colleges were closed, as in China, have none (although a new state-funded institution, China Women's College, the first women's college in the communist era, is less than ten years old). Other new women's colleges have emerged in Saudi Arabia, Bahrain, Kenya, and the Sudan, among other places, and a new Asia University for Women, to be based in Bangladesh, is now in the planning stages. Given these differences in educational culture and history, how can our group most effectively use our resources to advocate for women's education worldwide? What are the points of greatest leverage for us?

Although we do not anticipate an elaborate organization, we do need to identify an institutional location—a “mother-ship,” if you will--and means of support. We have not charged fees for affiliating with this organization. Mount Holyoke has set up and maintained a website: <http://www.mtholyoke.edu/proj/wew/cpmfer.html>. Expenses of the first two conferences were largely funded by the host institutions, with participants paying for their own travel. The Ford Foundation offered grants in aid for travel of presidents from developing countries who wished to attend the Dubai conference. We have had some discussion with the Women's College Coalition in the United States, which might be willing to serve as an umbrella organization. We need to assess the benefits and drawbacks of this possibility.

2. Establish a template for sharing data about our institutions and about women's education in our countries

To share information usefully and efficiently, and to facilitate exchange among our institutions, we need to develop a data template. Such a template would have two purposes. First, we want to share uniform data about our institutions. Secondly, we would like to find a way of assessing and comparing the state of women's education in our countries. This question involves

determining which questions are most relevant and locating the best data sources. Ideally, we would like to develop a yearly report card that we could use to assess the state of women's education in our countries. Much of the relevant data exists; our task is deciding what is most useful, identifying, and collecting it. Prior to the conference, we will solicit input on the structure and content of the template from all participants.

3. Determine the most effective way to share best practices in the development of women's leadership

One of the most powerful discoveries of our meeting in Dubai was how much we could learn from each other's best practices. New colleges and universities in the Middle East were particularly interested in the model of liberal arts education that has been developed in the United States. United States colleges were particularly interested in the innovative ways in which colleges in the Middle East were integrating work experience into the curriculum. Dubai Women's College and Sookmyung Women's University in Korea had developed particularly innovative ways of using technology.

We want to develop a way of sharing our best practices, not merely in conversation but on a website through which we can share them within our institutions and use them as models.

The area most critical to our mission, and where we feel we have most to learn from each other, is the development of women's leadership. We have discovered that we do this in very different ways. Student government, for example, is important in the United States, but is less so in some other countries. Dubai Women's College impressed many of us with the entrepreneurial opportunities it provides its students; campus opportunities to develop business experience and technological competence are linked directly to the curriculum.

We feel that we can all make our institutions better if we could share best practices in a way that we could transport them to our institutions. Such sharing is relatively frequent among institutions of higher education in the United States through higher education organizations, conferences, and publications. There are few existing structures for sharing best practices internationally, and none in the critical area of women's higher education, which has so much consequence for the well being of countries.

4. Develop models for multiple forms of exchange among our students and between students and alumnae

Out of the first meeting of Women's Education Worldwide have emerged many promising new connections and exchanges of students and faculty. For example, Dubai Women's College applied for and received a grant from the United States State Department to fund a visit to Dubai of four Mount Holyoke students to offer a week-long leadership training workshop for Dubai Women's College student council members. The workshop was a powerful learning experience for both sets of students, who learned much about each others' cultures, perspectives, and values. The panel presentation about their experiences that the Mount Holyoke and Dubai Women's

College students made to the conference led us to understand what a powerful resource even short student exchanges could provide.

We determined that one of the most important purposes of our organization should be to bring our students in contact with each other. We could imagine multiple kinds of exchanges from electronic—video pals, for example, or virtual projects—to short face-to-face projects, such as the leadership training program, to international study tours, to an international student leadership institute. We would like to establish a set of models, mediated through a website, which would enable our institutions to engage our students in such exchanges.

Mount Holyoke and Smith are already planning to host a student conference, parallel to the conference for presidents, to bring delegations of our students together. We will use this conference as a way of getting student ideas about the kinds of exchange that would be most engaging to them.

We also want to explore the possibility of developing a virtual network through which our students can establish connections with alumnae for advice and mentoring. Many American institutions have developed such networks between their own students and alumnae; we would like to explore whether we might create an international model that would provide similar benefits.

5. Develop models for joint programs

We want to use our time together to explore models for various kinds of joint programs among our institutions. Ideas include on-line course exchanges, sabbaticals at each other's institutions, faculty, student, and staff exchanges. We want to continue to learn from each other, to understand one another better, to share our best wisdom, and to bring our communities closer. For example, Mount Holyoke College and the Royal University for Women of Bahrain are currently exploring an exchange program focused on their programs in education. We will want to learn from that effort, and it may be a useful starting point for our discussions.

Attached is a proposed program for the meeting. We imagine a conference in which we will work the entire time as a group of the whole. In order to make each session productive, teams made up of representatives from at least two of our institutions will prepare a proposal for each of our defined objectives, available to each of the participants in advance of the meeting. These proposals will provide a starting point for the discussion in Bellagio. We will also devote some time to planning our next conference, which the Collegio Nuovo in Pavia, Italy, has already agreed to host in 2008.

Our goal for the meeting that we propose at Bellagio is to build on the richness and momentum of two highly rewarding conferences to establish an organization through which we can increase our leverage in several ways.

We want to define our mission and our activities in the terms and through the means that will provide the most effective and efficient way of sharing information, best practices, and resources.

We believe that we all have the opportunity of making our institutions better through learning about how sister institutions have addressed similar challenges.

We also believe that by developing more opportunities for our students, faculty, and staff to work with each other, we will enrich their experience and their understanding of other cultures. Partnership and communication will open many opportunities for our students to understand the multifaceted complexities of this new, global century.

6. Become an internationally recognized voice for women's education worldwide

Finally, and most ambitiously, we aspire to be voice for the great unfinished agenda for the 21st century: the education and advancement of women worldwide. We believe that the collective power of our institutions is great. By working together, we can encourage progress on crucial social issues. We are dedicated to advancing educational opportunities for women across ethnic, racial, generational, and socio-economic groups within each of our countries and across the world. We believe that when women are educated, all of society benefits—whether in terms of economic productivity, public health, or an engaged citizenry. Women are the greatest underutilized natural resource. Education is the key to unlocking that potential.

Since the first women's colleges were established in the nineteenth century in the United States and in Europe, they have been powerful forces for social change. In the past two decades, new women's colleges are springing up, in parts of the world in which women have historically had less access to education. An enduring partnership now among women's colleges would benefit all of us, providing tools to make our institutions better and increasing our understanding of each other.

Sharing Institutional Data
Wednesday, August 22, 2007

Haifa Jamal Al-Lail, Dean, Effat College
Susan E. Lennon, Executive Director, Women's College Coalition

The complexity of options associated with data sharing:

1. The holistic vision of the benefits associated with data sharing (see attachment 1).
 - For what purposes are data needed?
 - What are the data that are needed?
 - What are the sources through which to obtain data?
 - What are the venues through which to disseminate data?
2. The logic, and collection and processing activities and models involved in data sharing (see attachment 2)

For what purposes are data needed?

- Internally, institutions need data in order to make better decisions: About the types of programs they offer and/or need to offer (vis a vis mission and market demands), and about investments they need to make in academic programs as well as in such functional areas as admissions and advancement, as well as collaborations and exchanges.
- Externally, women's colleges need data in order to make the case and advocate for the education and advancement of women: To prospective students and their families, high school and college advisors, policy makers, the media, foundations, and other opinion leaders.

What are the data that are needed?

- Building on the types of data that were collected by Women's Education Worldwide in 2004, the following data capture a snapshot of women's colleges, both individually and collectively:

Name of institution
Country
Curriculum (i.e., undergraduate, graduate)
Control (i.e., private, public)
Affiliation (e.g., religious)
Key contact (e.g., president, principal, dean + assistant)
of female undergraduate students
of female graduate students, if appropriate
male undergraduate students, if appropriate

male graduate students, if appropriate
Top fields of study
% of science, engineering, technology and math majors
Age distribution
Full time versus part time
Time to completion
First generation
Financial aid
% of applicants who enroll

- Quantitative data captured over a period of time (e.g., the most recent five [5] years), describe trends. Consider the variable age: In the U.S., for example, the fastest growing segment is students age 25+. Their distinctive needs – from recruitment and retention strategies to academic programs, academic and student support services, flexibility in course scheduling and degree completion requirements, financial assistance, and childcare services, etc. – have enormous impact on institutions. Benchmarking outcomes to measure return on investment of resources – from personnel to technology – is critical, especially in such functional areas as admissions and advancement. Best practices can be drawn from both trend and benchmarking analyses.
- The kind of data that the National Council for Research on Women (www.ncrw.org) collected and distributed through *Gains and Gaps: A Look at the World's Women*.
- Key contact information at women's colleges. If we don't know about existing women's colleges, or if we do not know how or are unable to contact them, we cannot connect, engage, and partner with them. Access to technology continues to be a barrier to participation.
- The kinds of quantitative and qualitative data that are not (yet) available, largely because there is precious little research being done on women's education. (The Women's College Coalition has developed a research agenda that identifies cutting edge research areas, research options and data sources [including doctoral dissertations and collaborations with such groups as the National Council for Research on Women] as well as external funding. In preparation for its fall 2007 annual meeting, the Coalition is conducting an on-line survey (www.womenscolleges.org/survey) to solicit information that might describe other data needs for both emerging and older women's colleges.

What are the sources through which to obtain data?

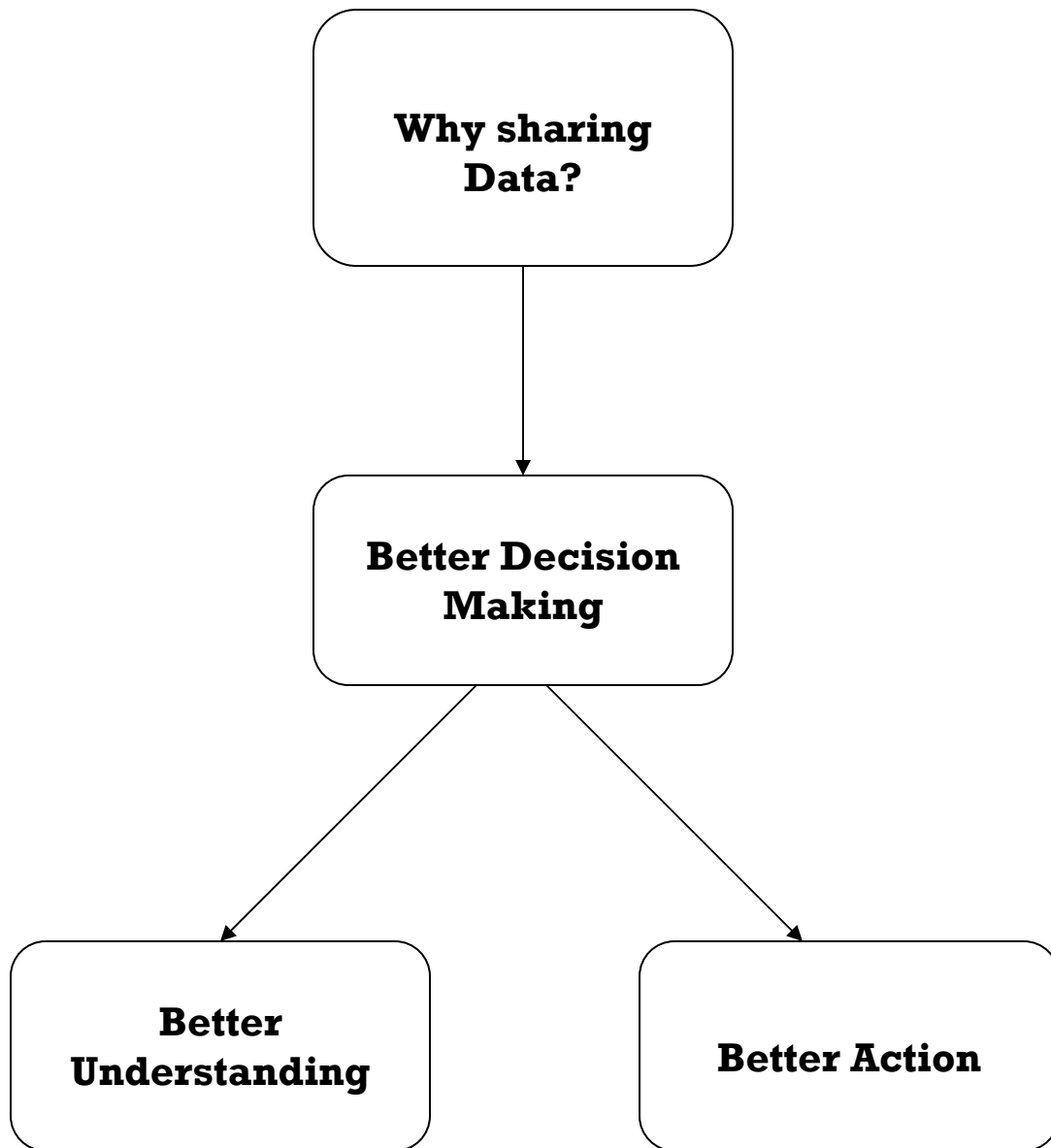
- While self-reported data – even with detailed specifications – invariably reflect some institutional interpretation and therefore are somewhat variable, they might best meet the need for information for women's colleges around the world.
- Other sources of data, especially those necessary to develop both a yearly “report card” on the state of women's education around the world and advocacy initiatives,

include such organizations as the National Council for Research on Women (which comprises 100+ research centers; NCRW's *Gains and Gaps* focuses on literacy, school enrollment, college/university education, and educators), the United Nations, The World Bank, the International Monetary Fund, NAFSA and foundations.

(The research agenda of the Women's College Coalition draws upon common sets of data known as IPEDS from the National Center for Education Statistics, CIRP data from the Higher Education Department, NSSE data from the National Survey of Student Engagement, as well as an alumnae survey that draws upon an existing data set on public institutions and flagship public universities. We will be able to make a nationally normed case for the unique value of women's colleges. Are there similar sources worldwide?)

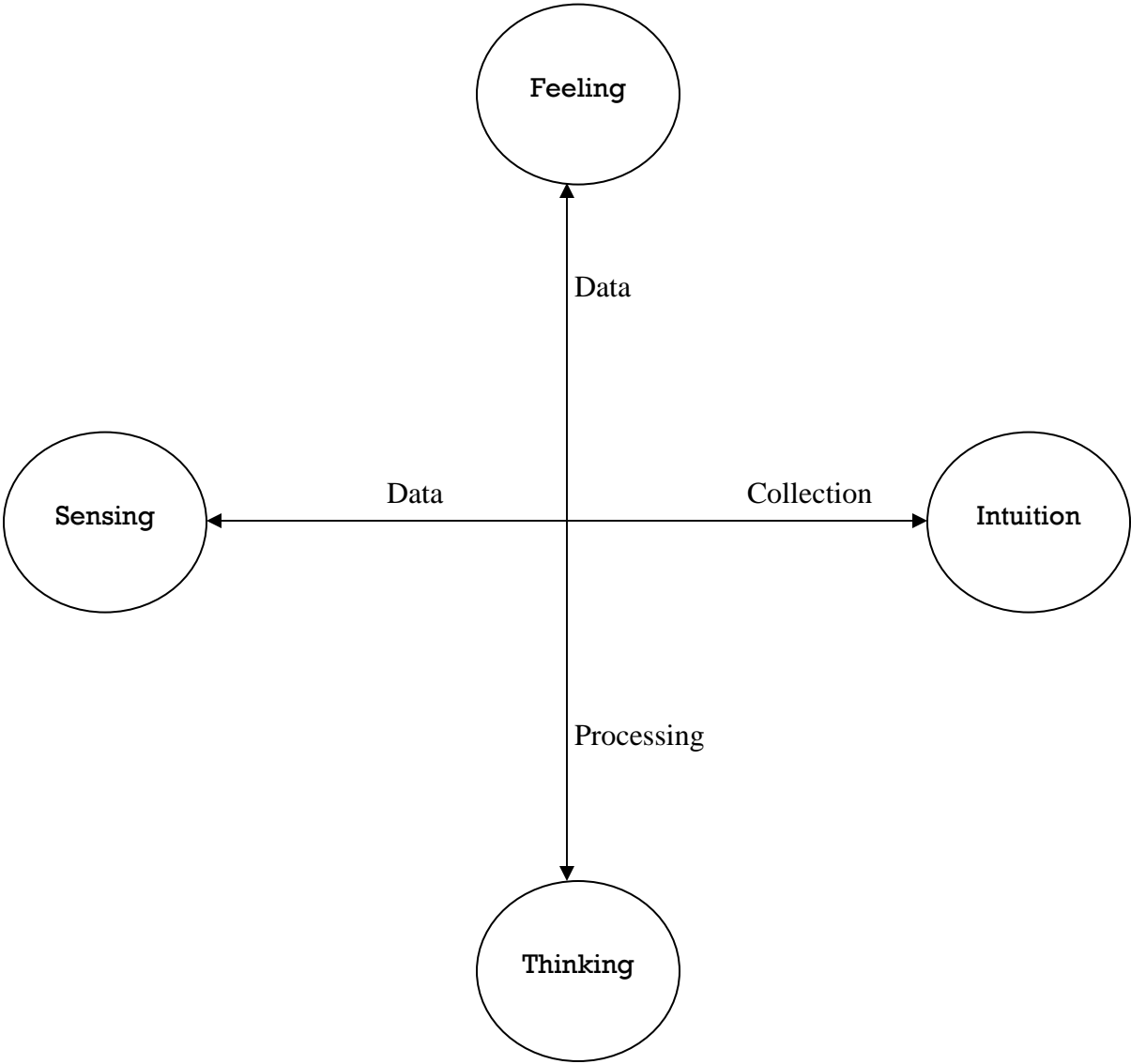
What are the venues through which to disseminate data?

- Web sites – including those for women's colleges, such data partners as NCRW, and advocacy groups and associations including the Women's College Coalition (www.womenscolleges.org) – through portals dedicated to the education and advancement of women around the world, are the prime venue for disseminating both data and reports to diverse constituents, including prospective students and their families, high school and college advisors, policy makers, the media, foundations, and other opinion leaders.
- Advocacy initiatives – in which data are translated to action – are another highly effective venue.



What is involved in decision making?

- 1- Data collection (sensing/intention)
- 2- - Data Processing
- 3- (thinking/ feeling)



WOMEN'S EDUCATION WORLDWIDE: OUR ADVOCACY ROLE

by Dr. Amelou Benitez Reyes¹

"Women's empowerment and their full participation on the basis of equality in all spheres of society, including participation in the decision-making process and access to power, are fundamental for the achievement of equality, development and peace."

--Beijing Declaration and Platform for Action

"The world is [also] starting to grasp that there is no policy for progress more effective than the empowerment of women and girls."

--Former UN Secretary-General Kofi Annan

Introduction

Thank you for this opportunity to share with you my own experience of advocacy for women's education. This sharing is a summary of my proposal to the IAUP, which has been approved and accepted by the Executive Committee, to be mobilized and institutionalized soon as the IAUP Commission on Women's Education.

With our consensus, The World Education Worldwide shall serve as the advocacy and implementing arm of global and national networks to promote women's education, through mainstreaming initiatives in academic development through networking and collaboration among universities and colleges worldwide.

We propose for WEW's Advocacy Role through women's education

VISION: Promoting the advancement of women through strengthening women's education in universities and colleges worldwide

MISSION: Strengthening WEW advocacy role for women's education: Creating a global networking of Colleges and Universities on Women's Education

Academic institutions, particularly women's universities, act as catalyst to bring attitudinal changes among men and women towards the goal of gender mainstreaming. The goal of gender mainstreaming is gender equality. The mainstreaming strategy can ensure that the gender

¹President, The Philippine Women's University-Manila and Quezon City Campuses; President, The Philippine Women's College of Davao; President, Women's Studies Association of the Philippines; President, National Council of Women of the Philippines; President, ASEAN Confederation of Women's Organizations
Commissioner and Former Chairperson, National Commission on the Role of Filipino Women (Philippine government machinery for the advancement of women)

equality objective influences other policy areas (i.e., poverty alleviation, food security, social reform, resource allocation, etc.).

Target organizations for WEW advocacy are:

1. different women's colleges and universities, not only in the Philippines but other parts of the world, particularly Asia Pacific;
2. women presidents, not necessarily of women's colleges and universities in the Philippines. (Currently there is a list among the schools and colleges in the Philippines. We do not yet have a list in other parts of the world);
3. those higher educational institutions who have course offerings in Women's Studies Programs;
4. other higher educational institutions are interested in promoting women's education, in both exclusively-for-women universities and in co-educational institutions.
5. industry who can provide global competencies through work-integrated learning, to enhance employability, advance professional and career development.

Guiding Principle for WEW's Advocacy Role

Educational institutions are challenged to take their rightful role in facilitating the empowerment of women. This involves a "reorientation on various educational processes and efforts, and the will to bring about the desired transformation in this vital area to maximize the human resource development for a better and more equitable society."

Essential to the rationale above is that "without engendering development, development is endangered." This statement provided the link between gender equality and development.

Women's empowerment involves a wide range of development interventions in all aspects. The most important intervention is women's education. Women's education is a prerequisite to any form of empowerment undertaking. Thus, there is a need for us to act as advocates for the empowerment of women through the integration of women's education in their respective action plans.

Empowerment of women is a prerequisite to gender equality. Empowering and gender equality measures for women mean building women's capacities and responding to strategic interests and practical needs of women, particularly those in poverty and extremely difficult situations. Women need to gain access to training, technology, credit, information and markets.

One of the critical elements in attaining **engendered development** is women's empowerment. Women's empowerment is needed in order for them to develop their talents and potentials so that they can effectively contribute in nation building. However, the building block to realize the genuine empowerment of women is still a gradual process despite the presence of major international instruments such as the Beijing Platform for Action (BPFA), Millenium Development Goals (MDGs) and the Convention on the Elimination of Discrimination against Women (CEDAW).

These international instruments were translated into policies, programs and projects at the national and local levels by various governments and other stakeholders.² Significant achievements were attained as a result of these initiatives but the deeply rooted cultural, traditional and sex-stereotyping roles of women remain to be major obstacles to women's empowerment.

Proposed Objectives for WEW's Advocacy

With Women's Education Worldwide, we can develop an effective collaboration towards promoting women as leaders in fields still dominated by men. We can discuss ways to ensure both access and quality as an educational institution, sustain an educational mission that runs counter to the dominant trends in the higher education marketplace to promote a balanced approach to work and family in women's lives, and to advocate effectively for the unfinished agenda of women's education and advancement. At this forum, we sound a call for networking and affiliation with other women's colleges/ universities, associations and alternative organizational strategies for WEW.

The major advocacy objectives are the following:

- a) To advocate for the elimination of gender balance in universities through:
 - Legislation requiring universities to be accountable for equal opportunities programs, action plans and outcomes; and
 - Leadership by the national body of universities in promoting, facilitating opportunities for women and change of attitudes
- b) To advocate for the elimination of gender bias in curricula, methodologies and teaching practice that perpetuate gender inequalities and develop specific curricula and materials on gender equality for both boys and girls at all levels of education.
- c) To foster institutional exchange among faculty and students in various women's institutions, colleges and universities as well as those that offer women's studies and gender education
- d) To develop and organize international conferences and seminars
- e) To document best practices in women's education for dissemination and for possible replication
- f) To actively participate in global and national networks.

First, educational institutions must "walk the talk" by playing a leading and proactive role towards gender equity through:

- Gender-fair language
- 'Gender Audit' in our respective institutions
- Curricular review to ensure that content materials and teaching strategies do not reinforce gender bias nor gender tracking in our schools.
- Gender fair policies.
- Use Herstory to make women visible in historical documentation and in the development process
- Women's studies courses, programs and research

² See page X for information on international policies.

- Building networks with other academic institutions, government agencies, business and industry.

Building Networks. Specific steps in establishing linkages with other institutions and strengthening partnerships are as follows:

- To establish a database of our respective institutions and our partner institutions and women leaders who made a difference
- To create a network of Leaders in Women's Education who are interested to advocate the global advancement of women's education.
- To recruit women's colleges and universities, especially those who have course offerings on women's studies program and other higher educational institutions that are interested in promoting women's education in both exclusively for women universities and in co-educational institutions.
- To encourage colleges and universities to provide both the undergraduate and the graduate students enrolled in these various women's colleges and universities to have direct communications with those who are currently registered or engaged in women's studies research or community outreach programs.
- To create a worldwide directory of Women's Colleges and Universities who maybe interested in institutional exchange programs for faculty and students in particular disciplines and degree programs (i.e., reactivating the IAUP President's Exchange Program, by inviting women's presidents, women's chancellors, women deans.
- To organize an Advisory Committee of women presidents who will tap regional contacts to increase membership and eventually leadership.
- To foster institutional exchange among faculty and students in various women institutions, colleges and universities as well as those that offer women's studies and gender education.
- To share best practices (programs, projects and activities) that have successfully promoted women's education and leadership

Rationale for Establishing the IAUP Commission on Women's Education

The MDGs, BPFA and CEDAW have identified the academe/ educational institution as one of the major stakeholders in concretizing and translating into action these international instruments. As leaders of our universities, we are mandated to contribute to the global efforts to address the issue of gender inequality, particularly in women's education.

The IAUP-IAU held its own conference on women's leadership in higher education at the beginning of the new millennia. They asked the question: *How thick is the glass ceiling? How have women broken through it in terms of leadership?* Their final report (Eva Egron-Polak, 2003) stated that the cultural obstacles (i.e. marginalization, biases in evaluation criteria and promotion practice, male-centeredness of universities and related scientific bodies) and personal obstacles (i.e., balancing family and professional life and life cycle issues) still exist. It also stated that concerted efforts at the government, institutional and, national levels are needed to break this glass ceiling.

There is still a long way to go to break the glass ceiling. Several studies and proceedings of past conferences that discussed women's status in education revealed that gender inequalities in education are still a continuing struggle. **During the IAUP Executive Committee Meeting in Vienna August 2006**, the IAUP had agreed to address these through the Committee on Women's Education. Through the Committee, IAUP's strategic role to play in influencing policies and practices of universities worldwide will hopefully increase the many possibilities for women in higher education.

Over the past decades, the National Commission on the Role of Filipino Women (NCRFW), which is the Philippines' national machinery for the advancement of women, has had active interaction with the academe, specifically the Women's Studies Association of the Philippines (WSAP), the Philippine Women's University (PWU) and its affiliate, the Development Institute for Women in Asia-Pacific (DIWA), University of the Philippines Center for Women's Studies, TESDA Women's Center, and Miriam College Gender and Development Institute. Their common concern is the promotion of women's leadership and advancement.

PWU's Commitment and Leadership in Women's Education

In the Philippine Women's University, we are proud to say that we are forefront in the promotion of women's leadership and advancement with our many involvements in government, academia and community. Our university was founded in 1919 on the vision of preparing your women homemakers for professional leadership to assume multi-faceted roles for service in the community and in the establishment of the new republic. Today, we at the PWU have recalled this commitment to new women's leadership in the new millennium—to transform society toward a culture of peace and sustainable development. In simple words we aim for women's education that promotes spirituality, ethical professionalism and pride in cultural heritage.

Women's education as a PWU brand is person-oriented, caring, nurturing, participatory and consensus-building; it values these feminine attributes rather than the masculine way of objectivism, confrontation and hierarchies. Whether men or women, the essence of women's education nurtures students into becoming transformative leaders for sustainable development, who cater to the following spiritual dimensions: valuing Motherland, Mother Church and Mother Earth.

The Challenge

The multitude of gender issues in education and training has been the focus of gender and development policies and programs in the education sector. We urge WEW to strengthen its commitment to the development of human potential through women's education, by ensuring gender mainstreaming for women's empowerment, gender fair education for women and men.

I have presented several concrete activities that will start the institutionalization of WEW's advocacy role. I invite each of you to review and comment. I believe that many of us, through our educational institutions and networks, have done much in the areas discussed—and yet we know there is more to be done.

Thank you for your kind attention. Good day.

Background and Information Sources:

1995 Beijing Platform for Action

Issues that confront education and training of women as stipulated in the 1995 Beijing Platform for Action:

1. Equal access to education
2. Eradication of illiteracy among women
3. Non-discriminatory education and training
4. Adequate resources for education and training
5. Access to vocational training, science and technology and continuing education
6. Lifelong education and training for girls and women
7. Leadership, professional growth and career advancement
8. Gender education, women's empowerment and gender mainstreaming for social transformation

UN Commission on the Status of Women – 50th and 51st Sessions

The UN Commission on the Status of Women, in its 50th session (Mar 2006) urged Governments and, as appropriate, the United Nations system, the international financial institutions, other international institutions and academic institutions, and other relevant stakeholders, to take the following actions.

In the area of Education:

- a) Require all educational institutions to put in place policies aimed at preventing violence and harassment of girls and women, which include complaints mechanisms, and monitor the effectiveness of such policies;
- b) Provide training for teachers on gender stereotypes, and work with communities to address the underlying causes of inequality and discrimination;
- c) Eliminate gender bias in curricula, methodologies and teaching practice that perpetuate gender inequalities and develop specific curricula and materials on gender equality for both boys and girls at all levels of education;
- d) Increase the access of girls and women to education and training on science and technology, including on ICT.

(Source: Commission on the Status of Women, 50th Session,
27 February – 10 March 2006: Draft Agreed Conclusions, pp. 3-4)

In the area of decision-making process:

The UN Commission on the Status of Women reaffirmed the Beijing Declaration and Platform for Action on women in power and decision-making, which emphasized that, without the active participation of women and the incorporation of women's perspective at all levels of decision-making, the goals of equality, development and peace cannot be achieved, and that

women's equal participation is a necessary condition for women's interests to be taken into account and is needed in order to strengthen democracy and promote its proper functioning;

The UN CSW recognized that efforts are needed by all stakeholders to create an enabling environment for *de facto* gender equality in decision-making.

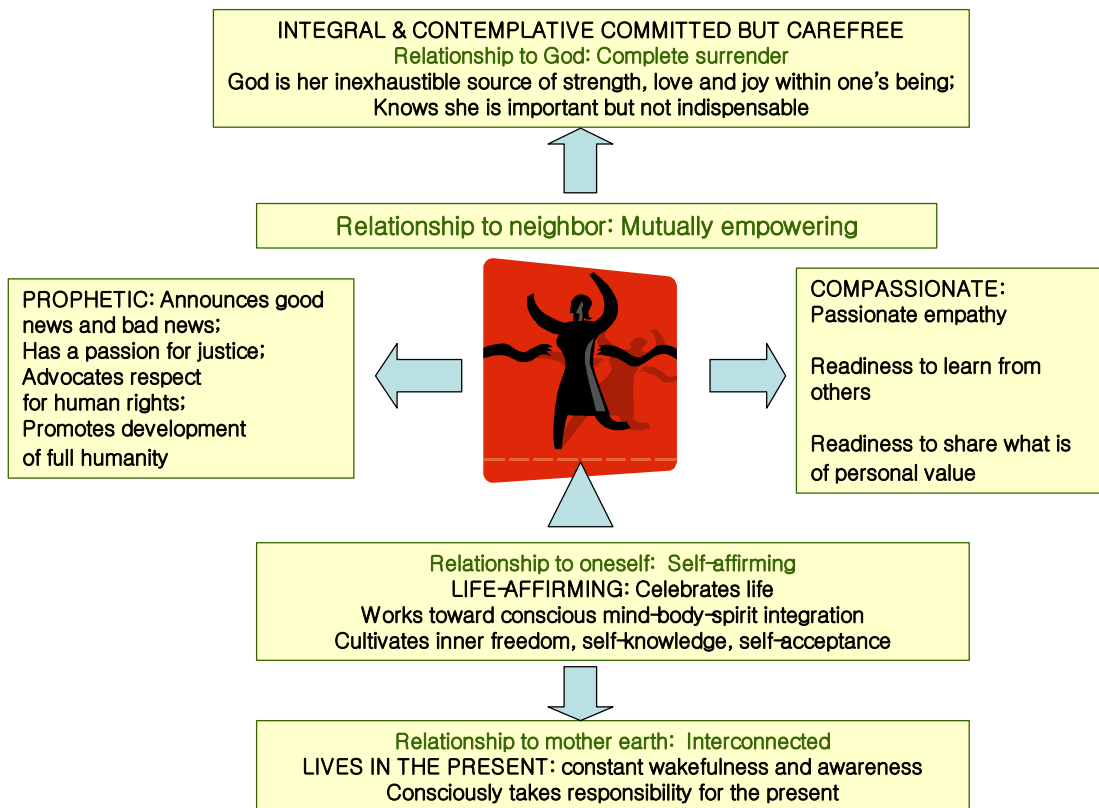
Following are actions urged by the UN CSW that are of specific relevance to academia:

- d) Ensure women's equal access to employment opportunities, productive resources, information and education and training, including leadership training, in order to facilitate their full and equal participation in decision-making processes at all levels;
- f) Facilitate networking among women in decision-making compositions at all levels including in academia, trade unions, the media and civil society organizations;
- g) Encourage men in decision-making positions to promote gender equality and empowerment of women and support women's participation and leadership in decision-making processes at all levels;
- h) Promote efforts to eliminate stereotypes, including education and training programmes and in the media, and encourage the portrayal of positive images of women as leaders in all areas of life;
- j) Facilitate research on the conditions under which the influence of women in decision-making positions or policy outcomes is increased, and women's leadership at all levels is enhanced, and disseminate lessons learned and good practices;
- v) Promote recruitment and career-development programmes that equip women with managerial, entrepreneurial and technical skills to enable them to assume decision-making positions at all levels and areas, especially in economic-decision-making;
- y) Strengthen research, monitoring and evaluation of progress in the participation of women in decision-making processes at all levels, including the local level, in particular in areas where there is a dearth of information, such as the economy, media trade unions, through the development of standardized methodology for systematic collection of gender-specific data and statistics disaggregated by sex.

(Source: Commission on the Status of Women, 50th Session, 27 February – 10 March 2006, Draft Agreed Conclusions: Equal participation of women and men in decision-making processes at all levels, pp. 3-4)

The 51st Session of the United Nations Commission on Status of Women held last March 2007 focused on the **elimination of discrimination and violence against the girl-child**. Elevating the cause of the world's girl children now make it imperative for us as educators to increase our contributions towards their true empowerment as future leaders of tomorrow. Our efforts in this regard need to be institutionalized especially as girl children gain more and better access to higher education.

A TRANSFORMATIVE WOMAN LEADER



Leadership Preparatory Paper: Sharing Best Practices
Wednesday, August 22, 2007

Susan Bourque, Provost, Smith College
Lakshmi Devi, Princiupal, Shaheed Rajguru College of Applied Sciences for Women

The creation of women leaders is claimed as the historical legacy as well as the contemporary raison d'être of women's colleges. It is a common theme in our mission statements and an explicit part of our goals whether we are located in Africa, Asia, the Middle East or the United States. Thus, we the members of the Women's Education Worldwide network are committed to sharing our best practices for developing women leaders and enhancing the potential for women's leadership. We are committed to helping women become global enlightened citizens, recognizing that they live in a world that has become a global village.

Among the questions we will want to pursue at the Bellagio meeting are the following:
How do we define leadership? Is it a particular set of behaviors, or moral or ethical qualities?

1. As institutions, colleges and universities, how have we defined women's leadership?
2. To what extent can we support the claim that our institutions prepare women leaders or prepare women for leadership? What data can we provide that support our claims?
3. To what extent do we understand the mix of factors in our institutions that contribute to women's capacities for leadership?
4. What lessons can be learned from our shared and separate experiences?
5. What will be effective ways of sharing this information as the network expands?

In the sections below we provide two brief descriptions of how two of our institutions have approached the question of leadership. The first is from Shaheed Rajguru College of Applied Sciences for Women, India and the second from Smith College, Northampton, Massachusetts. These different conceptions and approaches seem to us a good starting point for our discussion of varied approaches each of our institutions is likely to take to this important concern.

From Lakshmi Devi, Principal and Head, Shaheed Rajguru College

Who is a leader?

The first and foremost question arises as to who is a leader? A leader is a person who is able to lead a group of individuals to realize or achieve a particular goal. The goal has to be broad and holistic, not narrow. If we want to help our students become leader we have to identify the qualities essential to become a good leader. For us at Shaheed Raiguru College a good leader is one who works selflessly to achieve a particular goal. Thus a selfless leader is able to leave a culture of excellence in the organization. As the famous Chinese mystic Lao-tzu puts it:

True self-interest teaches selflessness

Heaven and Earth endure because they are not simply selfish,

But endure on behalf of creations.

The wise leader, knowing this keeps egocentricity in check and by doing so,

Becomes even more effective.

Enlightened leadership is service and not selfishness.

The leader grows and lasts longer by placing the well being of all above the well being of the self alone.

What are the qualities of a good leader?

The character of leaders should be exemplary; then only will sub-ordinates follow them. They have to be role model themselves. Practice rather than preaching should be the code word for an ideal leader. The main attributes of a leader should be that one should have the knowledge of the job, the knowledge of the self, and the ability to deal with people and bring out the best from one's team by allowing the expression of their full potential. The leader should have good communication skills. As a leader one must also understand the strengths and weaknesses of the self and the team members. The leader must possess a high degree of emotional intelligence. She should also have confidence, motivation and enthusiasm to initiate new projects, should be the repository of the human values, and should have the courage to take decisions at the right moment and have the will power to persist.

What are the various strategies to help girls and young women become good leaders?

1. Learn from the good practices in different regions of the globe
2. Impart value based education
3. Create an environment that includes a holistic and shared vision and goal.
4. Develop commitment and dedication
5. Teachers should be role models
6. Teach students how to work in teams or groups
7. Develop a curriculum that allows girls to become economically independent
8. Develop a concept of selfless service for the under-privileged
9. Provide students with good technical know-how to handle technical jobs.
10. Develop motivation and enthusiasm to carry out a project.
11. Develop confidence and good communication skills.
12. Develop good physical, mental and spiritual health.
13. Develop innovative and creative skills.
14. Help students realize themselves and develop self knowledge
15. Develop the virtue of selfless love
16. Develop and nurture emotional intelligence competencies
17. Help students become self-learners, inculcate the habit of reading and create an environment so that they develop love for the subject
18. Train students to take responsible positions at work and help them acquire the skills to balance work and family life
19. Train student to become the enlightened citizens of tomorrow

Opening the Dialog on "best practices"

Shaheed Rajguru College of Applied Sciences for Women, India.

We are a College of Applied Science a very new concept in itself and initiated for the first time in India in 1989. This was a great advantage in that a new college could be molded as was required. I was appointed as the Principal of the College. We started with three applied science

degree courses, Electronics, Instrumentation and Food technology. We have now added Computer Science and Biomedical Sciences. The curriculum which was given to me in the first instance was not appropriate for meeting the requirements of the industries we sought to serve. So we had to change the curriculum immediately. This was done with a lot of urgency by the University of Delhi on my request. Once the curriculum was in place we could also introduce a large number of practical sessions and we put very good infrastructure in place within a short time, - thanks to the willingness of the state government to provide us with adequate grants. We also had regular seminars with the leaders of the industries where we hoped to place our students so as to understand their needs and modify our curriculum accordingly. We also send our students for internships in these industries twice for 8 weeks each time. This helped the students in two respects: first it made them understand the working of the industries and second, the industries came to realize the potential and skills of our students as a result of knowing the interns.

We also have regular seminars as a part of our curriculum and self defense workshops which instills confidence in the students. The teachers are dedicated to our mission and become role models for students and thus both teachers and graduates carry the same values with them wherever they go. The students also study a course on 'Women, Science and Society', which makes them sensitive to gender issues.

To develop innovative and creative skills we ask the final year students to develop novel food products, which are not commercially available in the market. The other students in the earlier years develop and design projects that help them learn to work in teams. All the students are given hands on training on sophisticated instruments and makes them adaptable to newer technologies. One of our instrumentation students who was employed by a leading pharmaceutical company was asked to take training when the new microprocessor controlled instrument (similar to High Pressure Liquid Chromatography) arrived in their laboratories. Though there were many senior colleagues present, they found that, though still a young girl, our student had the confidence that she could handle it better than anybody else. Today we are very happy that these young women have become leaders in their own right and are occupying leadership positions in various leading industries with just an undergraduate degree. More than 106 industries take our students for internship and more than 83 industries have given them placements. Some of the students also pursue higher studies and wherever they go they are leaders, teaching the others. We have a very strong alumnae group which meets every year and helps in advising and recruiting our students.

An added advantage of Shaheed Rajguru College of Applied Sciences for Women is that the Centre for Entrepreneurship and Career Oriented Program, University of Delhi is housed in the college. I am the Honorary Director for the Centre which conducts short term skill oriented programs and the Centre provides an added advantage to our students who can take courses in the Centre to upgrade their skills in various areas. In addition a CISCO local academy is also located in the Centre and it is an add-on course for the students of electronics, instrumentation and computer science. This makes our students technically competent in their field of study and adds to their ability to become enlightened leaders who can adapt globally.

Lastly, I have received feed-back from a large number of my students and I would like to quote one:

Ms Remya, alumna of the College writes:

Well if you believe in mixing business with pleasure then RCAPS is the place to be. When one leaves school, he/she is looking forward to the college years of freedom and fun, a getaway from the strict regime of school. So like every other "freshr" this is how I pictured my college days would be. Little did I know that my dream was one dimensional and the remaining dimensions of reality was yet to be seen. CAPS (as it was then called) was my parents dream come true as it coupled a professional degree in a school like atmosphere along with the fact that it was a girls college. Although I had my inhibitions for just the same reasons (the school like discipline) it gradually disappeared when I became a part of this college. The four years spent here have been the most valuable to me both professionally and personally. I wouldn't say that it has been a joy ride all through but rather a journey where I had to work hard to get what I want and where I learned how to balance my studies and fun; so that when I came out of college I was more confident, career focused and definitely ready to face the challenges of life. College apart from imparting the technical know-how also helped in developing self - confidence through various Interaction Programmes with eminent people in the Industry; via Seminars and Guest Lectures etc. Principal Madam herself is a living example of a hard working and committed person and her values percolate down to the students making them sincere and sought after employees wherever they work. Technical capability accompanied by strong values go a long way towards making students successful in their various endeavours.

Susan C. Bourque, Provost and Dean of the Faculty, Smith College

Smith College's mission statement reads in part as follows: "Smith College educates women of promise for lives of distinction. A college of and for the world, Smith links the power of the liberal arts to excellence in research and scholarship, *developing leaders for society's challenges.*" (emphasis added)

Over the college's 135 year history the definitions of appropriate leadership roles for women have changed dramatically, but the college's mission to prepare women for achievement in a broad range of fields has persisted. Often the academic fields where our graduates have achieved leadership roles were initially deemed inappropriate for women. Because students at women's colleges could prepare for fields such as law, economics, politics, science, mathematics and more recently engineering, the overall curriculum has been the basis for developing women's leadership. The opportunity for high quality preparation and rigorous study to prepare for professional schools and careers were the basis for giving women the technical expertise and intellectual confidence to assume leadership roles. With respect to pedagogy within the college, the focus of the faculty was necessarily on the development of women students and all opportunities for research with faculty members or leadership in co-curricular life on campus are the purview of women students. Thus, the intellectual and social environment within the college is, ideally, conducive to the assumption of women's intellectual capacity to lead and the experience of seeing women in leadership positions.

Even while the curriculum and the social structure of the college remain the main components of the environment for the development of leadership, at Smith today we have also developed two additional programs with a specific focus on preparing women for leadership. The Lewis leadership program and the Women and Financial Independence program provide specific attention to the skills we associate with fostering leadership and provide additional opportunities for students to practice and employ these skills. Below are descriptions of each program.

Smith College

Lewis Leadership Program

"Every Smith graduate will reach a point where she can make a difference in her community by her ability to lead—to move a group to action on some important issue. Most women learn to lead on the job; this program gives them a head start." – Alice Hearst, Associate Professor of Government and Director of the Leadership Program

One of the distinguishing characteristics of Smith women is that they want to make a real difference in their communities -- professionally, politically and socially. While the entire Smith experience provides the opportunity to develop many of the essential skills for doing that -- the ability to think clearly about complex issues, to see several sides to an issue, to reason analytically, to find solutions for complex problems -- the Leadership Program enhances the intellectual abilities and technical skills Smith women will need for successful leadership in college and long afterward.

The Phoebe Reese Lewis Leadership Program enhances the intellectual abilities and technical skills Smith women will need for successful leadership in college and long afterward. During two interterms, program participants attend all-day workshops led by faculty members and professionals, develop an understanding of group dynamics, improve their oral presentation skills, learn negotiation tactics, practice techniques to manage conflict, and sharpen their ability to manage resources while addressing real community problems.

The program provides nearly 160 hours of training. First-year courses focus on effective group interaction, oral communication skills and complex problem solving; second-year courses tackle conflict resolution, negotiation, resource planning and organizational management.

Between the two interterm sessions, participants apply newfound talents in internships related to their interests. Past participants have held internships at the National Institutes of Health, the White House, and in homeless shelters, art museums, newspapers, law offices and advertising agencies throughout the country. They have worked in businesses of all types, in governments at all levels, and for a variety of nonprofit organizations.

Women and Financial Independence (WFI)

While practical knowledge of financial matters is important for everyone, it is particularly important for women, and especially young women. Women live longer than men, they spend twice as many years in retirement compared to men, yet they are less likely to have a retirement plan. Saving at a young age is essential to providing a comfortable retirement lifestyle. At a

given level of income, young women save less than men, and they are more likely to have larger credit card debts.

For too long women have been told not to worry about money, that "someone else will take care of all that ."The reality is you are not truly independent until and unless you are financially independent. Financial matters are not something to be left to others.

The goals of the WFI program are threefold:

1. to increase awareness of the importance of financial literacy among undergraduate women at Smith. Regardless of your career plans, knowing how to manage your own finances, and having a broad understanding of factors that affect the world economy, is essential for every woman's long-term financial stability.
2. to give our students the knowledge and a set of practical tools with which to tackle life's financial decisions. Our course offerings are designed to be useful to every Smith student, no matter what her major is.
3. to give our students the necessary hands-on experience to synthesize lessons learned in our non-credit courses. Memorization alone is insufficient; only when the lessons are applied are they truly internalized. To this end WFI sponsors the student-run Smith College Investment Club, which began meeting in October 2002, and we continue to offer students opportunities to put WFI's lessons into practice, through conferences and workshops on and off-campus.

Along with the non-credit courses offered, we have a Resource Center, where Smith students can come and learn more about whatever aspects of financial education interest them. The Resource Center offers daily issues of major financial newspapers, magazines and educational materials in a relaxed atmosphere, and is equipped with computers to facilitate students' online research and access to up-to-the-minute financial data. In addition, student workers are an essential and integral part of our program. They are available to assist interested individuals all day at the Resource Center.

Next Steps

Smith students and alumnae tell us that it would be useful for the college to focus on the challenges women face in trying to balance family and professional obligations. We at the College also recognize that the utility and urgency for such conversations vary over a woman's life course. Thus we are in the process of developing a new program, entitled "Women's Narratives of Success" which will allow our students and alumnae to reflect on the challenges they face and the solutions they have found to bring balance and wellness to their lives. Addressing this point of pressure in women's lives(as well as men's) seems to us to be a critical component in allowing women to maximize their contributions to their communities and professions.

Possible collaborations and joint programs among WEW institutions
Wednesday, August 22, 2007

Behjat Al Yousuf, Dean of Information Technology, Dubai Women's College
Don O'Shea, Dean of Faculty, Mount Holyoke College
Encarnacion Raralio, Vice President, Philippine Women's University
Jesse Lytle, Assistant to the President, Mount Holyoke College

What follows are some suggestions, to begin discussion, of possible forms of collaboration and, in particular, joint programs among our institutions.

Probably no single model or strategy will work for all of us, so we should be looking at a combination of models. Moreover, models that involve all, or even most, of our institutions are likely to be too cumbersome, so we focus on programs between two and three institutions. Absolutely critical to any facilitation of exchanges will be a listing by all our members of their academic calendars.

Faculty visits:

Perhaps the simplest forms of collaboration would involve visits by faculty members at one institution to another. Such visits would likely give rise to programmatic cooperation. They would also pave the way for student exchanges. Faculty visits could be structured and funded in different ways. Some likely models are as follows.

- a. Two-way exchanges: each institution would pay their own faculty member, who teaches at the host institution. The host institution would help with housing and arrange for office space. This would work best in fields where faculty members are from the same discipline, but where differences among individuals or countries would enrich curricula. It would also work in extra-curricular areas pertaining to leadership and quality in educational management.
- b. Long-term visits: a faculty member is granted a leave from home institution to teach at another WEW institution. The home institution might provide travel and benefits. The host institution would pay a salary and help with housing.
- c. Short-term visits: these are particularly good when academic schedules do not coincide. In this case, one or more faculty members from an institution where classes are not meeting might visit an institution where classes are in session, and participate in a variety of experiences. Such visits might also be beneficial for teachers (or professors) in training and for recently graduated students, and might serve to help our institutions globalize our offerings.
- d. Joint projects: identify areas of collaboration within programs where faculty members from both institutions (and perhaps students) work on a joint project together. One could imagine fruitful collaborations in the areas of media production, pure and applied research and publishing papers.

Student visits:

a. Exchanges: We could start a series of programs modeled on existing exchange programs where students from one of our institutions might attend another for a semester by paying home school tuition and a supplement for travel. Instead of trying for one-one exchanges between pairs of institutions, we could use a pooled model (like the twelve-college exchange in the Northeast US) where each institution balances net inflow from all other schools in the consortium with net outflow to other schools. We would need to address course equivalencies based on our accreditation bodies.

b. Conferences: Some programs could be open to large groups, others would be better developed between pairs or small groups of interested institution. Perhaps we could arrange a get together of student government leaders or of able science students. We might be able to combine a physical meeting with an online event. We could also imagine conferences building cultural understanding, women's entrepreneurship and empowerment (in ICT, for example). There are many student conferences in the world, which suggests we should think about how WEW can facilitate worthwhile opportunities that otherwise may not be available.

- The common ground among WEW institutions and their students may allow for unusually powerful programs: e.g. the MHC leadership development programs at DWC and Porta Nevia.
- WEW provides an immediate peer group, which simplifies planning and outreach.
- As an umbrella organization, WEW could try to tap grant funding otherwise unavailable to individual students or institutions, allowing for broader participation.

Some notable models:

- MHC leadership development programs: Mount Holyoke has twice sent groups of four students to participate in leadership training conferences, once at Dubai Women's College and again at Porta Nevia in Italy. This was an immensely powerful experience for all involved (<http://www.mtholyoke.edu/proj/wew/links.html>).
- DWC: Insight Dubai: Insight Dubai is an interactive leadership conference in which female students from around the world actively participate with young women from the Middle East to discuss issues of government and culture relevant in today's global world. The participants are introduced to Arabic culture, debate controversial leadership and gender issues with expert guest speakers, and play active roles in simulations such as a Majlis and a Shariah Law Court. (<http://dwc.hct.ac.ae/insight-dubai/index.shtml>)
- WEW Global Leadership Conference: Slated for June 10-13 and hosted by MHC, Smith, and perhaps Wellesley, this program will be open to students from all WEW institutions and beyond. It will include a range of lectures/keynotes, smaller presentations, and leadership development/skill-building sessions.
- Women as Global Leaders, Zayed University: While not a WEW member, Zayed hosts a biannual, large, high profile conference at its Abu Dhabi campus. Guests are often notable (Mary Robinson, the queen, e.g.), but its scale comes with predictable tradeoffs: lack of intimacy, personal attention, etc.
<http://www.zu.ac.ae/leadership2006/program.aspx>

c. Mediated by technology:

- Connecting classrooms. The “pen pal” model has been successfully implemented via the Internet on many campuses. Language instruction is an obvious area, where paired classes offer practice partners in the target language. The videoconference format available at some institutions allows for synchronous discussions between or among groups, making joint seminars/lectures possible (if constrained by time zones). Inter-class connections are no doubt best arranged by the faculty involved, but we could try to assemble some sort clearinghouse that would allow interested faculty to connect with each other.
- E-learning. One could imagine e-learning courses shared among institutions, or open to cross-enrollments, for credit or not.
- Social forums. We could provide chat rooms or other such venues for students to connect around areas of interest: academic, personal, or otherwise.

Curricular and programmatic cooperation.

a. Course collaboration: We can imagine using technology to create links between students in courses at different institutions. For instance, a two courses at different institutions might have a common virtual meeting once a month, or even once a week. We could experiment with sharing on-line courses.

b. Curriculum development: Could we imagine joint development of curricula around areas of common concern? Given the nature of group, issues relating to women and things global seem particularly promising. For example: women's education, women's leadership, women's history, social issues and policy of particular interest to women, biology of women, national differences in gender roles? On global issues, we might try to develop curricula that explore national and regional differences in sustainability.

c. Internships: In some areas, such as teacher education, a post-secondary semester spent abroad might serve as a good internship experience for a recent graduate and be of value to the hosting institution. The student might be paid a modest living stipend by the host institution. We could even imagine enhancing some programs (especially practical ones such as teacher-training, communications, nursing) with an international experience.

d. Language: Possible areas in which exchanges might allow us to help one another are in language instruction. At the moment there is a huge shortage of Arabic instructors in the United States. Likewise, there is a shortage of English instructors in China and Japan. Demand for Japanese, Korean and Hindi/Urdu outstrips the supply of instructors. Faculty and student exchanges might provide opportunities for enriching language instruction on home campuses with the presence of native speakers of foreign languages.

e. Other curricular areas that seem ripe for collaboration are any disciplines with a comparative dimension (area studies, political science, literature) and any disciplines with a global dimension (environmental studies, public health, etc).

f. We could also imagine sharing strengths of particular institutions. For example, we could begin by having each of our institutions can put forward two to three of our strong academic programs and women studies' interest and the probable modes of collaboration to the body and from this list, each could indicate his/her preferences.

Mission and Structure of WEW
Thursday, August 23, 2007

Carol Christ, President, Smith College
Joanne Creighton, President, Mount Holyoke College

Women's Education Worldwide (WEW) is a new organization bringing together the presidents and chief academic officers of women's colleges and universities from around the world and other leaders in women's education. The mission of WEW is to share best practices, to collect and disseminate data about women's colleges, to foster exchange among our institutions, and to advocate for women's education worldwide.

Membership: is open to accredited colleges and universities and organizations across the globe that have as a primary mission the education and advancement of women. There are no dues.

Member organizations are

- Invited to the WEW biennial meetings
- Represented on the WEW website
- Encouraged to participate in WEW initiatives

Leadership: an executive committee will have a three-year term: 2007-2010. It will include the past host institutions, the upcoming host institution, and two at-large members.

Meetings: will be held every other year, hosted by one of the member institutions who will cover some of the meeting expenses. Travel and other expenses will be the responsibility of each institution. WEW will continue to seek the help of foundations on travel costs.

Administration and Website: Mount Holyoke College will continue to offer administrative services and to host the site from 2007-2010. Thereafter, this matter will be reviewed by the Executive Committee.

Affiliations: WEW will seek to connect and cooperate with other organizations that bring together women's colleges and/or are committed to the education and advancement of women.

WEW Affiliate Institutions

1. [**Agnes Scott College**](#)
Decatur, Georgia, USA
2. [**Ahfad University**](#)
Omdurman, Sudan
3. [**Alverno College**](#)
Milwaukee, Wisconsin, USA
4. [**Asian University for Women**](#)
Pahartali, Chittagong, Bangladesh
5. [**Banasthali Vidyapath**](#)
Rajasthan, India
6. [**Barnard College**](#)
New York, New York, USA
7. [**Bay Path College**](#)
Longmeadow, Massachusetts, USA
8. [**Bennett College**](#)
Greensboro, North Carolina, USA
9. [**Brescia University College**](#)
London, Ontario, Canada
10. [**Bryn Mawr College**](#)
Bryn Mawr, Pennsylvania, USA
11. [**Collegio Nuovo**](#)
Pavia, Italy
12. [**Dubai Women's College**](#)
Dubai, United Arab Emirates
13. [**Effat College**](#)
Jeddah, Saudi Arabia
14. [**EPF Ecole d'Ingenieurs**](#)
Paris, France
15. [**Ewha Women's University**](#)
Seoul, Korea
16. [**Fatima Jinnah Women University**](#)
Rawalpindi, Pakistan
17. [**Fondazione Rui**](#)
Rome, Italy
18. [**Fujian Hwa Nan Women's College**](#)
Fuzhou, People's Republic of China
19. [**Ginling College, Nanjing Normal University**](#)
Nanjing, People's Republic of China
20. [**Hollins University**](#)
Roanoke, Virginia, USA
21. [**Kiriri Women's University of Science and Technology**](#)
Nairobi, Kenya
22. [**Kobe College**](#)
Nishinomiya, Japan
23. [**Lady Shri Ram College for Women**](#)
New Delhi, India
24. [**Lucy Cavendish College**](#)
Cambridge, United Kingdom
25. [**Mills College**](#)
Oakland, California, USA
26. [**Mount Holyoke College**](#)
South Hadley, Massachusetts, USA
27. [**New Hall**](#)
Cambridge, United Kingdom
28. [**Ochanomizu University**](#)
Tokyo, Japan
29. [**The Philippine Women's University**](#)
Manila, Philippines
30. [**Royal University for Women**](#)
Kingdom of Bahrain
31. [**Saint Mary-of-the-Woods College**](#)
Saint Mary-of-the-Woods, Indiana, USA
32. [**Scripps College**](#)
Claremont, California, USA
33. [**Shaheed Rajguru College of Applied Sciences For Women, University of Delhi**](#)
Delhi, India
34. [**Smith College**](#)
Northampton, Massachusetts, USA
35. [**Sookmyung Women's University**](#)
Seoul, Korea
36. [**Spelman College**](#)
Atlanta, Georgia, USA
37. [**St. Hilda's College**](#)
Oxford, United Kingdom
38. [**Tokyo Women's Christian University**](#)
Tokyo, Japan
39. [**Trinity University**](#)
Washington, D.C., USA
40. [**Wellesley College**](#)
Wellesley, Massachusetts, USA
41. [**Wilson College**](#)
Chambersburg, Pennsylvania, USA
42. [**Women's Christian College**](#)
Chennai, India
43. [**Women's College, University of Queensland**](#)
Brisbane, Australia
44. [**Women's College, University of Sydney**](#)
Sydney, Australia
45. [**Women's Institute of Technology, Development, and Culture \(WIT\)**](#)
An international consortium
46. [**Women's University in Africa**](#)
Harare, Zimbabwe