



Program

09:00 Registration

09:30 Welcoming Remarks

Heather Lewis, President, CFUW-Ottawa
Katharine Im-Jenkins, Chief Programs Officer, WUSC • EUMC

09:40 The Global Picture of Girls' & Women's Education: The Sustainable Development Goals and Canada's Policy Framework

This morning's presenters will provide a global picture for education and explain the role of the United Nation's Sustainable Development Goals (SDGs) and Canada's Feminist International Assistance Policy in advancing education for women and girls.

Louise McLeod, Vice President, Marketing, Graduate Women International
Julia Dicum, Deputy Director, Education, Global Affairs Canada
Heather Lewis, President, CFUW Ottawa
Moderator: Barbara Newbegin, Board Member, CFUW Ottawa

10:40 Coffee Break

11:00 Young Women's Perspectives on Education for Refugees

The world is at risk of losing the potential of millions of women, who face enormous barriers to pursuing an education due their refugee status. Our panelists have overcome those barriers themselves, and will share how having access to quality education has empowered them to create positive change in their own lives, and in the lives of others.

Dammee Sero, Graduate, University of Waterloo
Basma Haj Ali, Student, University of Ottawa
Moderator: Katharine Im-Jenkins, Chief Programs Officer, WUSC • EUMC

12:00 Lunch

01:00 Important Global Trends for Girls' and Women's Education

Our afternoon speaker will review important global trends in education for girls and women, including areas of success and areas that still require improvement.

Huguette Labelle, former President, CIDA
Moderator: Barbara Newbegin, Board Member, CFUW Ottawa

01:30 Group Discussions

Select a group to join an in-depth discussion on a topic that interests you. See the attached document for a full description of each group.

02:30 Report Back from Group Discussions

Hear the highlights of each group discussion presented by our facilitators.

02:45 Closing Remarks

Heather Lewis, President, CFUW-Ottawa
Katharine Im-Jenkins, Chief Programs Officer, WUSC • EUMC

03:00 Reception

Join us for a reception to continue exchanging ideas, and to enjoy the company of fellow students, educators, development professionals, and education advocates of all kinds.

Please note the reception will be held in the Councillors Lounge on the second floor.



Group Discussions

Groups 1 & 2: Education for Refugee Girls and Women

Refugees face specific barriers to learning, including disruption to their education when fleeing, and a lack of access to education in countries of asylum. In countries of asylum, the challenges of learning in a new language of instruction and a new curriculum, as well as the quality of education overall are common issues.

Possible Questions for Discussion:

- *How can we ensure education is a high priority in a humanitarian/ conflict situation?*
- *What can we learn from refugees themselves about their specific needs and hopes for education?*
- *What are best practices in refugee education?*

Facilitators: Dammee Sero, Graduate, Wilfrid Laurier University & Stephanie Leclair, Senior Manager, WUSC • EUMC

Groups 3 & 4: Teacher Training

Teachers in developing countries, and particularly in crisis-affected contexts, are often untrained and overwhelmed by large classroom sizes. Their students have diverse needs, including psycho-social support. Promoting gender equality in the classroom requires teachers to use gender-responsive pedagogies that foster a learning environment that is safe and stimulating for both girls and boys.

Possible Questions for Discussion:

- *How can we best prepare teachers with the knowledge, skills and attitudes to take on this responsibility, especially given the challenges of large classroom sizes?*
- *Are there examples of gender responsive pedagogies, tools, activities and resources that could be leveraged across organizations, programs, contexts and settings?*
- *What are some examples of teacher professional development in a crisis or conflict setting, and how do they differ from traditional teacher professional development?*

Facilitators: Brenda Wallace, past President, CFUW & Stephanie McBride, Education Advisor, WUSC • EUMC

Groups 5 & 6: Advocacy at the Global Level

There are many critical issues that the global community is grappling with - from climate change to migration, to health and economic development. How do we make the case for education for women and girls?

Possible Questions for Discussion:

- *Who are the key decision-makers that Canada and Canadians should seek to influence on the global stage?*
- *What are effective advocacy strategies and tactics to raise awareness and understanding on the global stage?*

Facilitators: Louise McLeod, Vice President, Marketing, Graduate Women International & Huguette Labelle, former President, Canadian International Development Agency

Groups 7 & 8: Advocacy in Canada

For lifelong education of women and girls to remain a high priority in Canada's policy and practice, we need to ensure that decision-makers understand the issue and its importance well.

Possible Questions for Discussion:

- *Who are the key decision-makers in the Canadian context that we need to reach out to and influence?*
- *What are some successful advocacy strategies and tactics in the Canadian context?*

Facilitators: Valerie Wright, Grandmothers Advocacy Network; Diane Woods, Grandmothers Advocacy Network; & Susan Russell, Member, CFUW-Ottawa

Groups 9 & 10: Disability and Inclusive Education

Planning for disability-inclusive education is a global imperative. There are between 93 - 150 million children living with a disability. In low- and middle-income countries, it is estimated that as many as 33 million children with disabilities are out of school. Stigma and discrimination, combined with a lack of data, compounds the problem.

Possible Questions for Discussion:

- *How can we learn more about the different needs of girls and women with disabilities?*
- *Does technology offer any opportunity to address the needs of learners with disabilities?*
- *In the context of resource-constraints, how do policy-makers and educators address the needs of learners with different abilities?*

Facilitators: Evelyn Kissi, PhD Candidate, York University & Andre Okunzuwa, Specialist, Disability Inclusive Development, Hope and Healing International