1974 Wellesley College establishes the Center for Research on Women (CRW)

1976 CRW holds International Conference on Women and Development, the first such gathering in U.S.

1979 CRW founds the School-age Child Care Project (later to become the National Institute on Out-of-School Time)

1981 Wellesley College establishes the Stone Center for Developmental Services and Studies (SC)

1983 CRW launches Women's Review of Books

1987 CRW founds the National SEED (Seeking Educational Equity and Diversity) Project on Inclusive Curriculum

1987 SC initiates the Open Circle program for social-emotional learning for grades K-5

1992 CRW researches and writes How Schools Shortchange Girls

1992 CRW launches major initiative on sexual harassment in schools

1995 The Wellesley Centers for Women (WCW) is formed by the joining of the Center for Research on Women and the Stone Center for Developmental Services and Studies

1995 The Jean Baker Miller Training Institute is established to examine and advance Relational-Cultural Theory

2001 WCW receives NGO (Non-Governmental Organization) status from the United Nations

2002 WCW holds first-ever Human Rights Tribunal on Domestic Violence and Child Custody

2004 WCW organizes groundbreaking international conference on gender violence

2005-2006 WCW leads two projects on gender and science, technology, engineering, and math funded by National Science Foundation

2007 WCW and UNICEF cosponsor innovative conference in Bangkok on women's rights and children's rights

2009 WCW co-sponsors major policy research conference in Washington, DC

2009 WCW celebrates 35 years of research and action

For more highlights from WCW’s history, visit www.wcconline.org/milestones.
This spring we are kicking off a year-long celebration of the 35th anniversary of the Wellesley Centers for Women (WCW). It is an exciting, yet somewhat bittersweet milestone. The economic situation is grim, and a poor economy hits the most vulnerable the hardest. Families already struggling to stay afloat are finding it harder everyday to put food on the table and to care for their children and aging parents. Yet at the same time there is palpable hope for significant, positive changes around issues we here at WCW have worked on since our founding. There is more attention to child care, renewed interest in work/family balance, public dialogue on educational equity, and a clear focus on the human rights of women around the world. Working in an environment of hope is energizing, despite tight funding.

This issue of Research and Action Report offers a glimpse of new work and a review of some of our achievements (see a full list of milestones at www.wcwonline.org/milestones). The newest entry on this list is our April 2nd conference, Achieving Equity of Women: Policy Alternatives for the New Administration, held in collaboration with the Institute for Women’s Policy Research in Washington, DC. (page 2). The conference was designed to move women’s issues forward by sharing and disseminating information and facilitating partnerships among organizations and policy makers. Rather than focusing on a single issue such as healthcare or education, the conference brought together experts on four of the most critical issues facing women today: economic recovery, early care and education, availability and access to health care, and retirement and Social Security—issues that overlap in many ways but that are too often addressed in isolation. The conference was a tremendous success and I am hopeful that the energy and ideas generated will continue.

Finally, I am asking each of you to complete our online survey at www.wcwonline.org/reportsurvey. Challenging economic limitations confront every organization. At WCW we want to share our work in the most useful and affordable ways. We do not want to make cuts that will result in limiting the effectiveness of our dissemination and outreach. We need your input—what materials do you find helpful, what formats do you prefer, what publications and/or events do you feel we could eliminate without losing important connections? Your feedback today will help us as we move forward.

I look forward to seeing many of you during this year of 35th Anniversary celebrations and I thank all of you for your support over these past decades.

FROM THE EXECUTIVE DIRECTOR

Research & Action Report

Once a year or twice a year?
More brief updates?
More long articles? Less of each?
We need your input... please tell us what you think:

www.wcwonline.org/reportsurvey
WCW Co-sponsors Dynamic Research Policy Conference in DC

“ACHIEVING EQUITY FOR WOMEN POLICY ALTERNATIVES FOR THE NEW ADMINISTRATION,” a one-day conference held April 2nd in Washington, DC at the Henry J. Kaiser Family Foundation’s Barbara Jordan Conference Center, brought key policymakers and leading researchers together to address critical issues facing American women. Organized by the Wellesley Centers for Women (WCW) and the Institute for Women’s Policy Research (IWPR), the symposium focused on issues of retirement, Social Security, and aging; women in the economic recovery, early care and education; health care quality, cost, and access.

The dynamic line-up of speakers—key policymakers and leading researchers—shared important insights and practical applications which the 200+ attendees could use. Among the speakers at the conference and closing reception were:

HILDA SOLIS, Secretary of Labor, U.S. Department of Labor
CAROLYN MALONEY, U.S. Representative, Connecticut 3rd District
ROSA DELAURA, U.S. Representative, New York 14th District
Jared Bernstein, Ph.D., Deputy Economist, Office of the Vice President
Heidi Hartmann, Ph.D., President, Institute for Women’s Policy Research
Maya Rockeymoore, Ph.D., President and CEO, Global Policy Solutions

The full list of speakers and the agenda can be viewed at: www.wcwonline.org/dcconference.

The Retirement, Social Security, and Aging panel featured, from left to right: Dora Lee Loughlin, M.D., M.P.H., FAAPC, COUNSELOR FOR PUBLIC HEALTH AND SERVICES, OFFICE OF THE SECRETARY, DEPARTMENT OF HEALTH AND HUMAN SERVICES; Cathy Schonis, Ph.D., SENIOR VICE PRESIDENT, RESEARCH AND EVALUATION, COMMONWEALTH FUND; Anna Siragusa, Ph.D., VICE PRESIDENT AND DIRECTOR OF WOMEN’S HEALTH POLICY, KALIEY FORD FOUNDATIONS; and moderator Vivian Fitt, M.D., DIRECTOR, OFFICE OF RESEARCH ON WOMEN’S HEALTH, NATIONAL INSTITUTE OF HEALTH.

The Early Care and Education Panel featured, from left to right: Danielle Lerner, EXECUTIVE DIRECTOR, CHILD CARE AND EARLY EDUCATION POLICY, THE CENTER FOR LAW AND SOCIAL POLICY; Mildred Warner, Ph.D., PROFESSOR IN THE DEPARTMENT OF CITY AND REGIONAL PLANNING, COLUMBIA UNIVERSITY; and Nancy Marshall, E.I.D., SENIOR RESEARCH SCIENTIST AND ASSOCIATE DIRECTOR, WELLESLEY CENTERS FOR WOMEN.

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DISABILITY RIGHTS, GENDER, AND DEVELOPMENT: A RESOURCE TOOL FOR ACTION
Rangita de Silva-de Alwis, LL.M., S.J.
Disability Rights, Gender, and Development: A Resource Tool for Action provides valuable insights on the theory and practice of human rights-based approaches to development. It contributes to this body of knowledge by designing innovative approaches to the implementation of the Convention on the Rights of Persons with Disabilities (CRPD) gender-and-child sensitive development activities. Building on existing expertise in other human rights conventions, with a focus on welfare linkages among the CRPD, the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), and the Convention on the Rights of the Child (CRC), the resource manual is designed to provide an instructional analysis of the different treaties and build capacity among all stakeholders to use the normative frameworks of the different conventions within a holistic framework of interrelated rights.

PAM ALEXANDER has an article in press for the American Psychological Association’s journal, Psychological Trauma. “Childhood Trauma, Attachment, and Abuse by Multiple Partners” will be included in a forthcoming issue.

LINDA CHARMARAMAN authored “The importance of audience and agency for representation: A case study of an urban youth media community,” to be published in a forthcoming special volume of the Sociological Studies of Children and Youth: Children and Youth Studies for Themselves. The article documented how under- and mis-represented youth of color reclaimed voice and agency by utilizing media as a cultural and technological tool to combat prevailing media stereotypes about urban youth.

IMPORTANT OF RACE-ETHNICITY: AN EXPLORATION OF ASIAN, BLACK, LATINO, AND MULTIRACIAL ADOLESCENT IDENTITY
Linda Charmaraman, Ph.D. and Jennifer M. Grossman, Ph.D.
This mixed-method study used a grounded theory approach to explore the meanings underlying the important adolescents attach to their racial-ethnic identities. The sample consisted of 925 ninth through twelfth grade students from Black, Latino, Asian American, and Multiracial backgrounds. Thematic findings identified a broad range of explanations for adolescents’ racial-ethnic centrality, ranging from pride and cultural connection to ambivalence and colorblind attitudes. Open-ended responses also varied in their use of racial or ethnic terms to describe their backgrounds. While racial ethnic groups differed in reported levels of racial-ethnic centrality, few group differences were identified in participants’ thematic explanations, with the exception of distinctions within the Multiracial group and across gender. Those findings highlight the diversity of adolescents’ attachment to their racial-ethnic centrality as well as the many communalities across groups of color, expanding prior work emphasizing mainly Black racial-ethnic identity. They also suggest the need to further explore differences across gender and among Multiracial subgroups, whose variability may affect their communalities.

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CONGREgATING TO CREATE URBAN YOUTH ACTIVISM THROUGH COMMUNITY MEDIA PRODUCTION
Linda Charmaraman, Ph.D.
This case study explored how San Francisco Bay Area adolescents were empowered through adult-scaffolded media arts activities and, in the process, reimagined themselves as active citizens engaged with their communities. Through analyzing interviews, field observations, and media artifacts of 14 participants (ages 15-19) over a period of 18 months, three main themes emerged from the triangulation of data: (1) development of self-expression through voicing personal and political views; (2) increasing cultural capital through group ownership; and (3) celebration of diversity within the community. By providing practical recommendations to youth media organizers, this case study may also be of use to teachers, administrators, after-school coordinators, community organizers, and adolescent researchers who are committed to informing educational opportunities for marginalized youth populations.

Jean Baker Miller is one of the biographies recently added to the Biographical Dictionary of Women Psychologists created by Brigitte Nellke. This is an international, non-commercial, electronic dictionary of distinguished women psychoanalysts, scholars, and practitioners. A link to the U.S. portion of the index can be found at: www.psychanalysts-estudios.de/index.html/wa_biografien.html

Lisa Fortuna, MICHELLE PORCHIE, and Margarita Alpina co-authored “A qualitative study of clinician’s use of the Cultural Formulation Model in assessing posttraumatic stress disorder” to be published in Transcultural Psychiatric. This article describes use of the Cultural Formulation Model (DSM-IV-TR) to provide a framework for improving the diagnostic assessment of Posttraumatic Stress Disorder (PTSD) in culturally diverse patients. Data come from the Patient Clinician Encounter Study (Margarita Alpina, PI), a multi-site study that examines the process of clinical decision-making during an initial clinical intake session.

“Emergence of communication: words, grammar and first conversations,” authored by WENDY WAGNER ROBISON and Kathleen McCarthy, is included in Revised Infant Toddler guide to language development and communication. J.R. Lally, P.L. Mangone, & L.L. Young-Holt (Eds.). Sacramento, CA: California Department of Education.

“Measurement uncertainty in racial and ethnic identification among adolescents of mixed ancestry: A latent variable approach,” has been accepted for publication in Structural Equation Modeling. Authors are: ALLISON TRACY, SUNMU EKUIT, MICHELLE PORCHIE, Jo Kam, LINDA CHARMARAMAN, JENNIFER GROSSMAN, INEKE CEDER, and Heidi Vanguer Garcia.
A NEW MODEL: BUILDING BRIDGES BETWEEN RIGHTS MOVEMENTS TO ADVANCE A COMMON PLATFORM OF ACTION

Project Director: Rangita de Silva-de Alwis
Funded by an anonymous source

Women and children with disabilities face double, triple, and multiple discrimination, neglect, humiliation, and stigmatization. The disadvantages women and children with disabilities face in the Asian region are amplified by factors such as race, poverty, social status, and other identities. The Convention on the Rights of Persons with Disabilities, which creates a paradigm change by conceptualizing disability as a human rights issue, provides a powerful framework to hold duty bearers accountable to the rights of all stakeholders including women and children with disabilities. This project will focus on in-country programs in Cambodia, Nepal, and Bangladesh and will focus on Constitutional and law reform, new litigation based on multiple discrimination, and reporting to the international community. These domestic programs will be scaled up to a regional project in India and an Asian regional Task Force on Women, Children, and Disability will come out of the May 2009 program in Mumbai. This model illustrates the way in which an innovative model put into place in three countries can be replicated in other countries in the region and inform international norm creation.

CREATING A FAMILY COURT ADVOCACY TRAINING CURRICULUM FOR BATTERED MINORITY AND IMMIGRANT WOMEN

Project Director: Monica Driggers
Funded by the Boston Women’s Fund

The research team will develop and pilot-test a new family court advocacy-training curriculum for service providers who work with battered immigrant and minority women. This project is intended to directly affect the lives of battered immigrant women by empowering them with substantive, strategic knowledge. If, through their advocacy, the team can teach these women how to best navigate the court system without formal legal assistance, they will become informed consumers of the justice system; better able to insist on fair treatment; and more skilled in accessing the resources that will help them rebuild their lives and regain their sense of security. The content of this curriculum will be based on the results of the researcher’s recent study that revealed the intersecting race, class, and gender biases that battered immigrant and minority women face during divorce and custody proceedings. The team will work with the Massachusetts Office of Victim Assistance to create the curriculum and to hold one pilot “train the trainers” session. The curriculum will be distributed to every domestic violence service group in the Greater Boston area as well as courts, cultural organizations, and relevant professional organizations.

STUDY OF IMPACT OF 1:1 PC PROJECT

Project Director: Georgia Hall, Jule Demersy
Funded by Educational Systems International Inc. (ESI)

This participatory evaluation expands the Centers’ international and education research by examining the impact of technology on teaching and learning in Cairo, Egypt. The project looks at the use of individual student laptop computers and smart-boards in public and private schools in Cairo, including President Mubarak’s designated Reform Schools. The results will be timely since many schools are interested in implementing or expanding 1:1 PC initiatives. A WCW researcher will be on site in Cairo through the Spring of 2009 collecting data.

DATING VIOLENCE PREVENTION PROGRAMS IN PUBLIC MIDDLE SCHOOLS: A COLLABORATIVE MULTI-LEVEL EXPERIMENTAL EVALUATION

Project Director: Nan Stein
Funded by: National Institute of Justice
Prime Organization for Award: Police Executive Research Forum

This study is designed to help increase the capacity of schools to prevent Dating Violence/Harassment (DV/H). The long-term goal of this study is to help prevent dating violence, sexual violence, and sexual harassment by employing the most rigorous methods to evaluate strategies for altering the violence-supportive attitudes and norms of youth. The study will evaluate the relative effectiveness of a multi-level approach to DV/H prevention programming (in terms of knowledge, attitudes, intended behavior, behavior, and emotional safety of youth participants) for middle school students in 57 middle schools in a large urban school district.

ADOLESCENT RELIGIOSITY, FAMILY RELATIONSHIPS, AND RISKY SEXUAL BEHAVIORS

Project Directors: Allison Tracey, Jennifer Grossman
Funded by: National Institutes of Health, National Institute of Child Health and Human Development
Prime Organization for Award: Salem State College

This research project is a longitudinal study of religiosity, family relationships, and sexual risk-taking, using secondary data from the National Longitudinal Study of Adolescent Health (Add Health.) The main objective is to investigate a construct, shared religiosity with family, derived from adolescents’ and their parents’ responses to three religiosity items in the Add Health data from adolescent social capital from family and to their social motivations and behaviors. Although our primary interest is in adolescents’ early sexual behavior, we will take advantage of Add Health’s longitudinal data and explore how these early experiences of shared religiosity and family social capital (e.g., perceived support, communication and shared values/visions, shared activities) might influence sexual histories into late adolescence and young adulthood.

spotlight on funding

WASHINGTON, D.C. — The National Institute on Out-of-School Time (the Institute) and the National League of Cities’ Equity and Diversity Project received additional funding from the Ten-Year Endowment Fund to support their work on preventing depression among at-risk adolescents. ERIKA KATES received support from Urban College of Boston to create a longitudinal tracking system and to examine student outcomes.

The Institute received additional funding from the United Way of Massachusetts Bay and Merrimack Valley, City of Cambridge, Agenda for Children, Evaluation of Learning for Quality Initiative, Boston Public Schools, The Department of Extended Learning Time, AfterSchool, and Services, New Jersey After 3, Inc., Capital Region Economic Council, Framingham Public Schools, and, United Way of Massachusetts Bay.

PEGGY MCINTOSH and the National SEED (Seeking Educational Equity and Diversity) Project received additional funding from the Ten-Year Endowment Fund and from various individuals.

The JEAN BAKER MILLER TRAINING INSTITUTE at the Wellesley Centers for Women received gifts from various individuals.

MICHELLE PORCHE received additional funding for the Collaborative Language and Literacy Instruction Project from the Ohio Educational Development Center. Porche also received supplemental funding from the New Hampshire Charitable Foundation to support her work on addressing traumatic stress among resettled refugee youth.

NAN STEIN received additional funding from the Human and Civil Rights Division of the National Education Association (NEA) to redesign training modules used by NEA Cadre leaders on issues of harassment and bullying.

The WOMEN’S REVIEW OF BOOKS received general operating support from the Massachusetts Cultural Council.
New Postdoctoral Scholar Joins WCW

Corinne McKamey recently joined the Wellesley Centers for Women (WCW) as a postdoctoral research scholar. McKamey completed her Ed.D. at the Harvard Graduate School of Education in 2005. Her dissertation, “You gotta make Washington High like you,” qualitatively examined the ways that immigrant students from nearly 20 different countries described and constructed cultures of caring in their Boston public high school. One section of this work documented the ways that students collaboratively engaged with their teachers and peers about issues that students cared about—for example, legitimacy, gender and racial equality, and academic success.

These cultures of care provided spaces for students with a diverse range of ethnicities, social positions, and experiences to express and attend to their individual and collective needs as learners and participants in a larger school community.

Prior to graduate school, Corinne was a secondary science teacher and curriculum developer in several public, urban schools in San Antonio, TX. During her graduate school studies, McKamey was a researcher on Harvard Project ASSERT (Assessing Strengths and Supporting Affective Resistance in Teaching)—a study that examined teachers’ beliefs about how race, class, and gender informed their relationships with students. More recently she has collaborated with Michelle Porche, WCW senior research scientist, on the Centers’ SISTEM (Success in Science, Technology, Engineering, and Mathematics) project. Funded by the National Science Foundation, SISTEM aims to increase understanding of the underlying factors behind the under-representation of girls and women in STEM fields. In addition, it is exploring factors related to the lack of under-represented minority boys in STEM.

Nan Sten, Ed.D., senior research scientist at the Wellesley Centers for Women, has been invited to participate in a new collaborative project between the Minnesota Center Against Violence and Abuse (MNCASA) and the Office on Violence Against Women (OVW). The organizations are creating a national network of experts who can help shape media and policy approaches to national issues concerning violence against women. The network will be part of the Rapid Response Project, which is designed to quickly provide accurate research and context to legislators, reporters, and policymakers. The Rapid Response Project will: (1) provide research-based support for national statements on violence against women in response to requests by OVW or other governmental and nongovernmental organizations; (2) inform the national media discussion about violence against women; and (3) prepare for issues that are likely to arise in the near future.

Appointments

Judith Jordan, Ph.D., director of the Jean Baker Miller Training Institute at the Wellesley Centers for Women, has been elected to Fellow Status in the Psychotherapy Division of the American Psychological Association (APA). Fellow status in APA is awarded to psychologists in recognition of outstanding contributions to psychology.

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The Women’s Sports Leadership Project

The Women’s Sports Leadership Project, led by Laura Pappano, writer-in-residence at the Wellesley Centers for Women, is a new initiative at the Centers. The project’s overarching goal is to collect, analyze, and disseminate information on gender disparities in organized athletics for the purpose of articulating a new vision of female leadership that legitimates and connects athletics, experience to off-field skills. In connecting athletics with economic, social, and political power, this project seeks recognition that organized athletics has a democratic role and responsibility to promote gender-equitable policies and practices.

The project includes research components related to:
• Collecting and analyzing data on ticket prices for college sports
• Considering the implications of athletic rule differences between men’s and women’s “versions” of sports
• Articulating legal barriers that remain (despite passage of Title IX)
• Articulating and gathering broad recognition for the burdens and value of the female athletic experience

Traumatic Stress & African Refugees in New Hampshire

Michelle Porche, Ed.D., senior research scientist at the Wellesley Centers for Women, and colleagues Lisa Fortuna and Stanley Rosenberg, have released the final report of the Community Dialogue and Needs Assessment for Addressing Traumatic Stress among Resettled African Refugee Youth in New Hampshire www.wcconline.org/nhrrefugee. The project utilized interview and community dialogue strategies for integrating youth, family, provider, school, and community knowledge and expertise towards addressing refugee mental health needs especially as it relates to trauma and in the context of resettlement. Youth and their families were seen at the center of this dialogue as critical informants and participants in intervention planning. This is part of an ongoing effort for dissemination of results locally to stakeholders and more widely to researchers and practitioners audiences. Results will be used to develop pilot intervention projects for resettled youth and families.

Continued on page 10
Enhancing Youth Workers Professional Development in NYC

Over the past two years, the Department of Youth and Community Development (DYCD) in New York City has convened a series of meetings with stakeholders representing academia, technical assistance providers, community-based organizations (CBO), DYCD staff, and other city agencies. Facilitated by Ellen Gannett, M.Ed., director of the National Institute on Out-of-School Time (NIOST) at the Wellesley Centers for Women, and NIOST trainer Marta Cerecer, these meetings offered the opportunity to think collectively about how the City’s professional development system for youth work professionals might be strengthened. The information will guide the RFP process for the Department of Youth and Community Development, outcomes, and expectations for youth programming and will develop professional development training opportunities for youth workers in DYCD funded CBOs. The end result is the development of a set of core competencies for youth work professionals in elementary and after-school programs.

New Online Training for Out-of-School-Time Providers

The National Institute on Out-of-School Time (NIOST) at the Wellesley Centers for Women is pleased to announce that interactive online training for the powerful evaluation tool, Survey of Afterschool Youth Outcomes (SAYO), is now available for purchase on NIOST’s website. SAYO measures outcomes in eight areas that research suggests are linked to long-term positive development, and academic and life success. SAYO uses brief pre- and post-participation surveys to collect data from day-school teachers and afterschool staff in a “menus” approach. SAYO and the Assessing Afterschool Program Practices Tool (APT) comprise the Afterschool Professional Assessment System (APAS), which allows users to focus on evaluating specific, observable practices rather than more general quality characteristics. SAYO surveys are easy to administer and the SAYO training offers step-by-step instructions that show program staff how to collect data effectively and responsibly, and how to analyze, interpret, and use their results for long-term program improvement. For more information, visit www.naoin.org or call 781-283-2547.

UPCOMING PRESENTATIONS

ERIKA KATES will present “Barriers to Education for Low Income Women of Color and Immigrants in Boston” at the Annual Conference of the Society for the Study of Social Problems in San Francisco, CA in August. The conference theme is Race, Ethnicity, and the Continuing Problem of the Color Line. Learn more: www.sssp1.org

MICHELLE PORCHE CORINNE MACKMAY and Peter Wang will present “Positive Influences of Education and Employment on Aspirations of High School Girls to Study Engineering in College” at the Annual Meeting of the American Society for Engineering Education in Austin, Texas in June. Learn more: www.asee.org

JENNIFER GROSSMANN and MICHELLE PORCHE will present “Perceived Intrinsic and Extrinsic Barriers to Urban Adolescents’ STEM Engagement” at the Annual Meeting of the American Psychological Association in Toronto, Canada in August. At this meeting, Porche will also co-presenter “That Trauma and New Adjunctive: African Resettled Refugee Youth in Rural New Hampshire” with Lisa Fortune and Stanley Rosenberg. Learn more: www.apa.org

RECENT PRESENTATIONS

SUSAN MCGBEA BAILLEY offered remarks at “Post- Election: What’s Next for Women and the Media,” a special program in New York, NY organized by Wellesley Centers for Women (WCW), which honored Michelle Bernard, Michelle Caruso-Cabrera, Ellen Levine, Diane Sawyer, and Lynne Shan in November. The program can be viewed online at www.wcwonline.org/videos. Bailley offered a keynote, “Gender Equitable Education,” at the National Organization for Women-Massachusetts Annual Meeting in Cambridge, MA in December. She also served as moderator for “Early Childhood and Education Linking Research, Practice, and Policy,” a program sponsored by WCW and held in Seattle in February.

LINDA CHARMARAMA presented “Adolescent Notions of Social Justice and Feminism: An Exploratory Case Study of a Girl’s Media Program” at the annual meeting of the American Educational Research Association in San Diego, CA in April, where she discussed how a specific journalism mentoring program nurtures girls’ development through a social justice educational media framework.

ELLIE GANNETT presented on APAS and Workforce Issues at the Beyond School Hours National Conference in San Francisco, CA in February and at the National AfterSchool Association Convention in New Orleans, LA in April. She presented on After School Quality (ASQ) for Summer Programming at the National Conference on Summer Learning in Chicago, IL in April. In March, Garnett was a presenter during Harvard University Divinity and Outreach in Mathematics and Engineering symposium for administrators and educators in Massachusetts and the Greater Boston area.

TRACY GLADSTONE made two presentations on preventing depression in at-risk children at the National Biennial Meeting of the Society for Research in Child Development in Denver, CO in April. Both were part of a symposium entitled Prevention of Depression in Youth: Importance of the Family Context.


LINDA HARLING served as the co-co-chair of the Human dignity & Human Relations Workshop on Human Rights at Columbia University in New York, NY in December, which attracted more than 50 scholars, activists, and practitioners from across the country and around the world. She was also moderator of the evening program which was open to the public.

JUDITH JORDAN served on a panel opened by He Hollins, the NH Data Team, and the Social Indicators Research at the Meditation and Psychotherapy: Cultivating Compassion and Wisdom conference organized by Harvard Medical School’s Department of Psychiatry in Boston in May.


The Jean BAKER Miller Training Institute at the Wellesley Centers for Women held its Relational Mindfulness Workshop at Wellesley College in March. This workshop explored how mindfulness, as it is evolving from Buddhist psychology, can contribute to Relational Cultural Theory (RCT) and the practice of psychotherapy.

SALLIE DENNING and NANCY MACKAY from the Open Circle program at the Wellesley Centers for Women presented a workshop, “What’s Emotion Got To Do With It? Linking Social and Emotional Development with Academic Success,” at the Massachusetts School Counselors Association in April.

LAURA PAPPANO, co-author ofPlaying With Fire: Why Separate Is Not Equal in Sports, joined with documentary filmmaker Theresa Mooney (Girone) to Three Little T (At Thirty) to speak on ‘A Historical Perspective on Women’s Athletics’ at Yale University in February. The talk was sponsored by WCW’s Van Y Food Women’s Intercollegiate Sports Endowment and Resource, and included a discussion with student athletes about their recent success in sport. Pappano, a former Van Y Field Hockey player, is currently working on ‘The Women’s Sports Leadership Project at WCW.

FLAVIA PÉREZ presented at numerous conferences during the fall season on her work with immigrant and minority children, families, and communities in the area of public and community health. She presented on two panels at the American Public Health Association annual conference, San Diego, CA in October: “Success stories: Community-based public health efforts to affirm, politics, policy, and public health,” and “Mental Health Reform: Eliminating Disparities and Creating Health Equity.” In December, she co-presented two papers on health education at the Medical Education for the 21st Century—Teaching for Health Equity in Havana, Cuba. Also in December, she co-presented an oral-based approach for teaching public and cultural health and community development at the National Institutes of Health Summit: The Science of Eliminating Health Disparities in National Harbor, MD. In April, Pérez presented a study on language and the education of Stewart children at the Biennial Meeting of the Society for Research in Child Development in Denver, CO.

MICHELLE PORCHE CORINNE MACKMAY and Judy Chu presented “High School Students’ Masculine and Feminine Gender Ideology and College and Career Readiness,” at the Biennial Meeting of the Society for Research in Child Development in Denver, CO.

NAN STEIN was a presenter on the panel, “Keeping Rights Alive in Our Public Schools,” presented on a program organized by the American Civil Liberties Union of Massachusetts in February in Boston, MA. In April, she presented on “What’s the Difference a Word Makes—Social Harassment or Bullying?” What’s the Law to Do with It?” at the National Education Association’s 2009 Women’s Summit: Achieving Gender Equity for Women and Girls in Education in Washington, DC. Stein presented “Bullying and Victimization Among Students in Special and General Education Curricula” during a symposium on Risk, Resilience, and Intervention Training School Related Maladaptive Behaviors at the American Educational Research Association in San Diego, CA in April.

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Some of the cover stories for recent issues of magazines popular with young teenage boys include ‘15 Ways Sex Makes You Prettier’ and ‘A Shocking Thing: 68% of Teens Do It.’ ‘Grand Theft Auto,’ a video game especially popular with teenage boys, allows the gamer to have sex with a prostitute in a stolen car and then murder her. The latest version sold six million copies in its first week and grossed five hundred million dollars.1

I sat down recently to talk about the sexualization of children way back in the late 1960s, when I began my work on the image of women in advertising. The first version of my film ‘Killing Us Softly,’ made in 1979, included an ad featuring a very young girl and the slogan ‘You’re a Haulton woman from the very beginning.’ I knew something was happening, but I had no idea how bad it was going to get.

Rapid advances in technology have made readily available to all the fabulous, these devices make pornography not just accessible, but inexorable. Twenty percent of all Websites are pornographic sites and twenty-five percent of all search engine requests are for pornography.2

Images that previously belonged to the world of pornography are now commonplace in many families and newspapers, and television commercials, online. Today’s children are bombarded with graphic sexual content that they cannot fully process or understand and that can even frighten them. Developmentally incapable of interpreting it as adults, children are especially conditioned to do this, as they learn that sexualized behavior and appearance are often rewarded by society.

But sexualization is also harmful to boys. Men who have been conditioned to judge women by the current standard of beauty and to compare real women with the idealized images in the popular media and pornography often find it difficult, if not impossible, to feel empathy for women. These men may find it impossible to have deep and fulfilling intimate relationships with their partners, with their children, with anyone. More and more research, including research on the brain, is attesting to the importance of attachment for all human beings, men as well as women.3 Yet boys are still socialized in a way that makes attachment and intimacy more difficult to achieve. This is a very high price to pay.

Sexualization fosters sexist attitudes and encourages sexual violence. It is also very likely that the sexualization of children is part of the context of increase in child pornography, sex trafficking, and the sexual abuse of children.4

When sex in the media is talked about, it is often criti- cized from a puritanical perspective—there’s too much of it, it’s too blatant, it will encourage kids to be promiscuous. Sex in commercial culture has far more to do with trivializing and objectifying sex than with promoting it, more to do with consuming than with connecting. The exploitation of our children’s sexuality is in many ways designed to promote consumption, not just in childhood but throughout their lives. Sexualized women aren’t intended to sell our children on sex—they are intended to sell them on shopping. This is the intent of the marketers—but an unintended consequence is the effect these images have on real sexual desire and real lives.

It is critical to address this from a progressive point of view, a point of view that does not deny the sexuality of children and teenagers that refuses to allow it to be colonized by marketers or demonized by the right. It is the corporate exploitation of our children’s sexuality that is disgusting and dangerous, not the sexuality itself. We need more honest and open information about sex, not less.

The most important parents thing they can do for their chil- dren is to connect deeply and honestly with them. The research is clear—good parent-child relationships create the resilience that prevents dangerous, acting-out behaviors in our chil- dren. Of course, this comes as no surprise to people familiar with the work of the Wellesley Centers for Women.

Today there is a grave disconnect between the values caring adults want to convey to children about sex and sexuality and the messages conveyed by the popular cul- ture. In the past the prevailing cultural messages were more compatible with the values and goals that most parents hold for their children. As the late George Gerbner, one of the world’s most respected researchers on the influence of the media, said, ‘For the first time in human history, most of the stories about people, life, and values are told not by parents, schools, church, or others in the community who have something to tell, but by a group of distant conglomerates that have something to sell.’

The sexualization of childhood is a public health problem that goes far beyond the home. It affects all of us. And it is increasingly a worldwide problem. The world is fast becom- ing a global marketplace controlled not by governments but by transnational conglomerates interested only in profit and willing to exploit children, even to hijack their sexuality, in pursuit of it.5

Although there is a great deal that we can do as individ- uals, we cannot solve this problem until we act together to change the world our children live in.

We need to encourage citizen activism and protests. We need to teach media literacy and sex education in our schools. We also need to learn and to teach about healthy relationships, what Jean Baker Miller called ‘growth-foster- ing connections.’6

We don’t lack information about what is necessary to cre- ate a healthier environment for our children. What we have lacked is the political will to achieve it. Perhaps now, with new leadership, this can change. Indeed it must change. As Nelson Mandela said, ‘We must turn this world around—for the children.’


JEAN KILBOURNE
Edd., senior scholar at the Wellesley Centers for Women, is interna- tionally recognized for her pioneering work on alcohol and tobacco advertising and the image of women in advertising. Her newest book, So Sexy So Soon: The Sexualization of Childhood and What Parents Can Do to Protect Their Kids, co-authored with Diane E. Levov, was published in 2008. Her book, Can’t Buy My Love: How Advertising Changes the Way We Think and Feel won the Distinguished Publication Award from the Association for Women in Psychology in 2000. She also is known for her award- winning documentaries Killing Us Softly, Slim Hope, and Calling the Shots.
work on early child care and after-school is one way we address these issues, but we’ve also led the way in examining the stresses associated with both women’s and men’s roles at home and in the workplace. Work and family are not women’s issues, they are men’s and women’s issues.

Since our earliest years we’ve helped raise awareness and shape the public dialogue on gender equitable education. We have maintained a steady focus on the under-representation of girls and women in science, technology, engineering, and mathematics — and on the subjects now known as STEM. One of the very first projects here, in 1975, was a project on women and math headed by Alice Shaffer, a math professor at Wellesley College. Today, one of our newest projects is funded by the National Science Foundation and focuses on girls and STEM. How School Shortchanging Girls, published in 1992, is credited with influencing federal legislation on girls in science and math and inspiring community-based programs in these fields for girls across the country.

Other school-related problems we’ve focused on include peer sexual harassment, teasing, and bullying. Our research has raised public awareness on these serious issues in schools not only in the U.S. but around the world.

Diversity is a critical aspect of educational equity that we’ve done a lot of work on. You can look at questions of gender without also considering race, class, and sexual orientations — all classifications by which people are judged and compartmentalized and held down. Under the leadership of Peggy McIntosh, we’ve undertaken work on white privilege. Peggy and the training program she directs, the National SEED [Seeking Educational Equity & Diversity] Project, have worked on diversity issues with tens of thousands of teachers across the nation and in 11 other countries. We’ve also worked to improve the well-being of young children and adolescents. Our Open Circle program helps promote the social, emotional, and academic development of children through supportive, safe, and respectful learning communities in elementary school. And our work through the Stone Primary Prevention Initiatives program focuses on research and evaluation designed to prevent the onset of mental health concerns in children and adolescents.

Work on women’s psychological growth and development has been another hallmark of the Centers. Jean Baker Miller and her colleagues looked at the importance of relationships and connections and developed Relational-Cultural Theory. Their work turned many of the traditional assumptions of psychology upside down, demonstrating that women are not “too codependent,” not “too interdependent,” but that relational tendencies are a strength. Women bring to relationships that all people need—a model for men as well as women. The Jean Baker Miller Training Institute is continuing and expanding this work.

Our work on women’s leadership has taken a variety of forms — for example, identifying factors that help women succeed and organizing and sponsoring the annual Women’s Leadership Institute that now helps hundreds of women’s organizations.

Our report on Critical Mass on Corporate Boards identified that at least three women were needed on a corporate board in order for the board to truly benefit from their contributions and perspectives. Our leadership institutes for women in after-school care, which we held for many years, were designed to strengthen this essential vocation and to empower its practitioners, who are often undervalued and underpaid. And of course all our work for gender equitable education is tied to the fact that young girls can prepare for leadership through the freedom and encouragement to speak up and speak out, and feel confident and comfortable doing so.

Right here at the Centers, we’re getting some very impressive data regarding the young women who’ve come for a year or two of our post-doctoral training program and then gone on to do some wonderful things. They’re demonstrating a kind of “thought leadership” that’s influencing their academic fields and, in some cases, public policy programs. They’re young, but my bet is that some of them are going to move to the top of their fields.

CLEARLY, LOTS OF PROGRESS HAS BEEN MADE, WHICH ISSUES DO YOU SEE AS MOST PRESSING NOW—FOR THE CENTERS, AND FOR THE WOMEN’S MOVEMENT?

I am unhappy to say that many of the concerns we’ve worked on for the last 35 years remain pressing issues. In some ways, we’ve leapfrogged on the easy ones. For the most part it’s no longer a question of equal access for women and girls in terms of law. But what happens once you’ve gotten access to an educational program or an employment opportunity? Barriers, sometimes subtle, remain and biases linger.

Meanwhile, a woman still earns only 78 cents to a man’s dollar and the average minority woman is paid little more than 74 cents. A woman is still more likely to work at some point in her life and have no paid leave. The balance of work with family life has always been important issue for the women’s movement and for the Centers.
than half of what the average white male receives. Single mothers are especially vulnerable to job loss, and victims of domestic violence show lower employment rates than other women. So improving the economic security of women and families remains a major concern. In terms of work-family balance and the equal sharing of responsibilities for daily living, we still have a long way to go. Too often things like child care are assumed to be the responsibility of the individual when solutions lie in community-wide responses. Gender-role stereotypes are still strong, even if slightly less pervasive, and equity in education has not yet been achieved. This must be a major concern for all of us who care about the future of our nation.

Unfortunately, gender violence, in all aspects of the lives of women and girls, remains a critical barrier, not only to physical and psychological health, but to employment and education. Our work on family violence in the U.S. military led to the new policies and programs on prevention and intervention for the Navy, and in 2004 we held an international conference on understanding violence against women. Continued work on the causes, consequences, and prevention of gender-based violence is urgently needed, not only in the U.S. but around the world.

WHAT INITIATIVES DO YOU SEE THE CENTERS UNDERTAKING? We’ll continue to work on the matters of social policy, economic security, and the educational concerns we have focused on since our founding, including those I’ve just mentioned. We’ll be doing more international work. We’ve built strong relationships with the U.S. Department of State, agencies of the U.N., non-governmental organizations, and legal advocates across the globe. We’re not trying to become an international research center in a traditional sense, but rather we are and will continue to work as part of the global women’s movement. We want to make sure that our work in the U.S. is informed by work going on in other parts of the world, and at the same time be helpful to women in other countries by sharing what we’ve learned here.

We’re reaching beyond our present concentration of work with women leaders across Asia to do more in the Middle East, Africa, and Central Asia, pursuing the question of women’s human rights in a way that’s focused and intellectually sound.

The framing of many women’s issues as human rights issues is a relatively new and critically important framework. Human rights are broader than civil and political rights. Our programs using law and policy-making to support the rights and the welfare of women and children are important and very exciting for all of us.

An essential part is women’s leadership. I believe that the only way some of the changes that need to happen will happen is with women leading the way.

WHAT ABOUT FUNDING FOR THESE NEW INITIATIVES? It’s very much needed. Despite the fact that we’ve been quite successful in getting some of our international work going, it’s still a struggle to keep it funded. We need people with expertise in Africa and Latin America so that we can successfully extend significant work in these areas. We also need the infrastructure, the administrative support for this work. That kind of support is especially important as we do more internationally, because all sorts of issues such as travel, visas, and transferring funds are more complex and expensive.

We also need an economist who can bring the perspectives and insights of this field to our research. New work and investments in scholars such as an economist often require seed funding. Our track record is strong in this respect. For example, 19 years ago when issues of sexual harassment in schools were barely acknowledged, we appealed to our individual donors for funds to help us bring Nan Stein, one of the few in the country with expertise in this area, to the Centers to investigate the ways these issues played out in classrooms. The generous support of WCW friends provided initial start up funds for her research. Almost 20 years later Nan is still pursuing issues of gender violence and bullying in schools, work that has been funded by grants from public and governmental programs for many years.

The international work of Rangita de Silva-de Alwis CAME TO WCW three years ago with only partial funding, but with many innovative and exciting projects in mind. Because we had a generous Keon International Understanding Fund to draw on, we were able to supplement Rangita’s salary for the first year or so until she, too, was able to fund her work from outside sources. An initial investment in cutting-edge work is critical, once the work is started and the findings disseminated, major funding can be secured by writing proposals to governmental agencies and private foundations.

WHAT DOES THE UNIVERSAL DECLARATION OF HUMAN RIGHTS PROVIDE FOR CITIZENS OF THE WORLD? RD: We are marking the 60th anniversary of the Universal Declaration of Human Rights (UDHR) and all that has grown from it—most especially the nine human rights treaties. The Convention of the Elimination of Discrimination against Women (CEDAW) and the Convention on the Rights of the Child (CRC) are two of the most important progeny of the UDHR. They are also the two conventions that shape and define most of the human rights work that we are engaged in here at the Wellesley Centers for Women (WCW). When I examine each of the human rights treaties in a holistic framework, I see the core values that interrelate and form the overarching themes of all of the human rights norms. These commonalities are as follows: 1.) equality of all persons; 2.) participation— the participation of all persons including women, children, and persons with disabilities; 3.) inculcability, which means all of these rights are equal, there is no hierarchy among rights, and lastly, accountability. These treaties can be used to hold accountable all those bearers and stakeholders so that right holders have a remedial cause of action. These values shape and transform our work here at WCW.

NOT EVERY COUNTRY OR COMMUNITY HAS THE INFRASTRUCTURE OR THE RESOURCES THEY NEED TO IMPLEMENT CHANGES THAT REFLECT THE TREATIES. HOW DO YOU USE THESE FRAMEWORKS WHEN YOU WORK WITH GRASSROOTS ADVOCATES TO PROMOTE WOMEN’S HUMAN RIGHTS? RD: We look at the treaties in a very strategic and operational way in order to actualize the rights at a concrete level. We first do a needs assessment in consultation with our partners on the ground—that are the most urgent pressing needs, what
are the most vulnerable communities, what are the emerging new developments in law and policy, what are the opportunities and entry points for reforms, what is the most compelling issue, and what, to some extent, is the issue that will have the most transformative impact? As an example, the Asia Cause Lawyer Network (ACLN) was born out of the need for women human rights lawyers to come together and share strategies in order to strengthen not only their independent, individual work but also their collaborative action. What I found from the needs assessment is that we need a strong network of women’s human rights lawyers who can address women’s human rights in and outside of the court. This network augments their voices, scales up their work to a regional level, provides a clearinghouse of information and builds a platform for very cutting-edge work that they do individually and collaboratively on the domestic and regional level.

**CAN YOU TELL US MORE ABOUT THE CENTERS’ NEWEST WORK ON THE RIGHTS OF WOMEN, AND CHILDREN, WITH DISABILITIES?**

RD: Yes, the unique work of the ACLN; the Women and Children, the Human Rights Relationships in Asia program; and the China Gender and Law projects provided us with valuable incubators for some of our newest initiatives. For example, we have chosen two members of the ACLN network, the Bangladesh National Women Lawyers Association, the Forum for Women, Law, and Development in Nepal, and Mekea Strey in Cambodia, with whom we are exploring the intersections and the multiple grounds of discrimination against women with disabilities. Together with the United Nations Population Fund (UNFPA) and the United Nations Department of Economic and Social Affairs (DESA), we developed a resource tool, Disability Rights and Gender and Development. Portions of it have been translated into Nepalese, Cambodian, and Bangla, and the UNFPA and DESA have distributed the manual widely among different UN agencies and UN country offices. This manual also served as an important resource for our recent, very exciting programs. In partnership with the Bangladesh National Women Lawyers Association, WCW developed the first conference on implementing the CRPD in Bangladesh held in January. For the first time, this initiative rallies women, children, and disability rights groups together to focus on revising the current disability welfare law, to challenge discrimination based on multiple grounds of gender and disability, and to build common cause on reporting to human rights treaties on the status of women and children with disabilities. The conference was a tremendous success. High-ranking government members including the Attorney General of Bangladesh and the Ministry of Social Welfare participated. The program and recommendations that grew from the conference created the impetus for the government to initiate the law revision process in compliance with the new treaty. Our partners are working with the government in leading the law revision process. Immediately after the Bangladesh conference, WCW collaborated with the Forum for Women, Law, and
Development—the premier women’s rights organization in Nepal—to mobilize the women’s, children’s, and disability rights movements at a conference there. The symposium brought together various representatives of Nepal’s new Constituent Assembly, including the Speaker of the Constituent Assembly, parliamentarians from different minority ethnic communities, and two parliamentarians with disabilities. A major result now is that the new Constitution includes disability as a prohibited ground of discrimination. And provisions in the Civil Code that discriminate against women with disabilities, both on the grounds of gender and disability, will be challenged in court. In May, we worked with Mekea Strey, an NGO fighting for women’s rights in Cambodia, and its titular head, Mu Sochua, the former head Minister of Women’s Affairs, to build a coalition similar to the ones in Bangladesh and Nepal. Here we aim to build momentum for both the passage of the disability law that was recently forwarded to parliament and the implementation of this law on behalf of women and children with disabilities. We are also developing guidelines and recommendations for the decrees and sub decrees that will flow from this law. We are also working on important recommendations that look at violence against women as both a cause and consequence of disability and disability as a determinant of poverty. In most of these countries the face of poverty is often that of a woman with disabilities.

**WHAT ARE THE NEXT STEPS TO MOVING THIS NEWEST HUMAN RIGHTS WORK FORWARD?**

RD: Our work at WCW aims to advance the local to the global. The goal is to scale up the domestic pilot projects to a regional program in India and then to inform the CEDAW, CRC, and CRPD treaty bodies to examine the recommendations made at the domestic and regional levels, and to analyze the interconnectedness and cross-cutting nature of the treaties, so that the treaty body recommendations can be animated by a bottom-up process. Next February we will publish a report on this new model and will work with our partners to distribute it in different regions of the world. Our goal is to adopt and replicate this model as a best practice.
In November, RANGITA DE SILVA-DE ALWIS, LL.M., S.J.D. served as a moderator at the Conference on Legislative Reform to Achieve Human Rights held in New York, NY. Presentations provided an opportunity for representatives of participating organizations to showcase their current work on legislative reform and discuss challenges and opportunities to achieve human rights, specifically those of children, and the UN’s Millennium Development Goals (MDGs). Earlier that month, her work was presented at the Dialogue on National Monitoring of Human Rights Treaties, also in New York, NY.

In January, de Silva-de Alwis traveled to Bangladesh and Nepal for the disability rights conferences outlined in the previous article. The following month, she presented a discussion on Women’s Rights Advocacy in China at The Harvard Project for Asian and International Relations: Social Policy, Culture, Belief, and Gender in a Changing Asia program in Cambridge, MA.

As a member of the advisory board of the United Nations Evaluation Group (UNEG), de Silva-de Alwis attended the Workshop on Gender Equality and Human Rights Evaluation Guidance held in February in New York, NY. In April, she attended the Geneva meeting held on Mainstreaming Disability and MDG Policies, Processes and Mechanisms. The UNEG is a professional network that brings together the units responsible for evaluation in the UN system, including the specialized agencies, funds, programs and affiliated organizations, decided to develop guidance on integrating human rights and gender equality perspectives into evaluation within the UN system.

In March, de Silva-de Alwis attended the International Conference on Violence Against the Girl Child held in The Hague. The conference focused on violence against the girl child in the home and family. In May, she traveled to Cambodia for work to build disability rights coalitions before then traveling to India for the Asia Cause Lawyer Network Steering Committee Meeting and Seminar on Disability Rights for Women.

PAM ALEXANDER, Ph.D., traveled with a group of Wellesley College faculty in January to Mysore, and Mumbai, India on a trip sponsored by the Bernstein Fund for Global Education. The focus of the trip was to develop research partnerships with Indian scholars and practitioners in each individual’s area of interest. With contacts facilitated by Dr. R. Indira from the University of Mysore, Alexander met with several women’s agencies that focus specifically on helping women who are victims of domestic violence, including Mahila Samakhya Karnataka and Shakthi Dharma. She also met with Teesta Setalvad who is a Mumbai-based civil rights activist and the Women’s Centre in Mumbai.

NAN STEIN, Ed.D., traveled to Sundsvall, and Osterund, Sweden in May for the Mid Sweden International Network for Gender Studies (MING) inaugural meeting focusing on women’s health and welfare. There Stein presented one of three open lectures on “What a difference a word makes,” and she participated in several network meetings, school workshops, and consultations with scholars. The objectives of the MING network include constituting a creative interdisciplinary meeting place for researchers interested in health and welfare from a gender perspective in a broad, interdisciplinary sense, in order to improve and develop knowledge in this area of research, including strengthening internationalization in the network.
Shaping a better world through research and action.