GUEST EDITORIAL: Where to next for GWNZ?

Last editorial we noted the ease with which a new administration can turn back the critical advances women in the USA thought they had achieved in their fight for social justice and equity. What stops this kind of push back is action by members of organisations like ours.

GWNZ has been in existence for almost 100 years. Established in 1921 it was a product of its time. Key goals were to foster peace, fellowship and international understanding in the post-World War One era. While times have changed radically, along with how GWNZ operates, our aims remain the same. GWNZ works to empower all women and girls by promoting understanding and cooperation; supporting the international effort to get all females into and through primary and secondary school; reacts positively and decisively on issues pertaining to women and their status in society (particularly education related); and encourages research. These aims are as valid today as they were 96 years ago. We are still needed. But what do our members now need to do, to continue to fulfil our aims?

The women who founded GWNZ began by joining GWI almost immediately after our parent organisation was created in 1919. The two women who founded GWI were an American, Dean Gildersleeve from Barnard Women’s College at Columbia University, and a British woman, Prof Caroline Spurgeon from Bedford College in London. They met in 1918 when Prof Spurgeon was a member of a British delegation that went to New York with the intention of establishing closer relations between universities in the USA and Britain. A friendship grew between the women and with likeminded colleagues they decided to form an association of university trained women that would ‘contribute to understanding between nations.’ The international perspective was of great interest to us in New Zealand and still helps us in our efforts to enhance the status of women.

In the first half of the twentieth century the emphasis in GWI and GWNZ was on advocating for peace and cooperation. Networking was essential for the success of such a mission and internationally this was achieved in the main through regular conferences and granting
fellowships that enabled individual women to continue university studies in countries other than their own. GWNZ encouraged New Zealand women in university studies through awards and scholarships at the national level and in the many branches that were created throughout the country. Our major source of funding came from the hiring of regalia for university graduations. At the same time, because women in universities were still very much in the minority, GWNZ members met regularly through a network of branches to support each other in their work.

During the second half of the twentieth century international understanding remained a focus through GWI conferences and advocacy work at the United Nations. This was now augmented by developing and funding projects in less developed countries. In addition to GWI’s own fund raising and advocacy efforts, GWI’s more affluent member organisations were encouraged to twin and support sister organisations in less developed countries, to support the effort of enabling women and girls to continue their education. In New Zealand, we encouraged research, asked our politicians awkward questions, gathered evidence on the status of women and used this in continued advocacy for women in education. Now that women here were no longer a minority in tertiary studies, were juggling jobs and families, and with improving technology and the development of social media, there was less need for regular meetings to provide mutual support, and the branches began to close.

At the beginning of this, the twenty-first century, we have reached another milestone in the history of GWNZ. It is time for a change in how we operate. We must continue to do all we can to empower all women and girls by encouraging and making possible their education. But it is also vital that we facilitate communication between those who are fortunate enough to have received a tertiary education and thus continue the task of ‘contributing to understanding between nations’. Networking and communication remain the backbone of the practical steps we take, but how we go about this will change with the times.

As the older members of GWNZ are now ‘handing on the baton’ the organisation is looking to the women now reaching retirement, and to younger women, to take on the task of giving others the same opportunities they have had. Younger women are benefiting from the efforts of older graduate women who started the work of breaking into male hierarchies, male dominated boards, work areas formerly closed to women, unequal pay, unfavourable and inequitable treatment, and many other barriers. This work is not yet done.

Why take on this challenge? Because the gains women have made, including here in New Zealand, are not robust. The May editorial shows how President Trump has an agenda to roll back many changes, legislative and otherwise, that American women after a long hard fight achieved only three decades ago. The gains we take for granted here in New Zealand, including the opportunity for tertiary education for example, are too new and fragile to be assumed. We still, even here, do not have as strong a role in the economy or wider society as men do. Our voice and our message is not the norm. The struggle for equality and equity continues, and is entering the next phase.

We are looking to the next generation of graduate women to carry on the struggle for social justice. How this is done will be different from before, but by working together and staying alert to changes that may restrict women’s rights, advocating especially for women and girls' education and providing opportunities for those who like you, wish to contribute to society in a significant way, GWNZ will continue to make a real difference.

Bernadette Devonport, GWNZ President
From the President’s Desk......

Action Plan 2017

The National Executive 2016-2018 is half way through its term of office and, while implementing the Strategic Plan, is also in the process of reviewing what GWNZ is doing and how well. Accordingly, National Executive made this the focus of its June meeting. In a later newsletter, all GWNZ members will be receiving a more detailed outline of what National Executive is doing but as an interim measure, this is a summary of our deliberations to date.

National Executive reiterated that our key customers are ALL women and girls wishing to have life-long learning through formal education. GWNZ naturally focuses on women and girls in New Zealand but we are also active members of GWI. Our purpose is empowering ALL women and girls through education and research and to achieve our aim we work with those who provide the education and/or help us support women and girls to access education. They include (external) educational institutes, government, media, other aligned organisations such as NCW and (internal) branches, Individual members and awardee alumni.

To make GWNZ more responsive and efficient National Executive is considering implementing the following and we welcome your comments:

- Create up-to-date and good promotion of GWNZ (website, pamphlets, signs…) that dovetails with Branch advertising and reflects our new name;
- Provide a forum for discussion on social media; closed page- members discuss Public Affairs issues related to women and education; open page- to engage and attract a wider range of members (potential and current);
- Keep members better informed of National Executive responses on Public Affairs issues relevant to our purpose;
- Establish a network for awardee alumni and advocates;
- Determine what research is needed relevant to our purpose, and implement the research/data gathering needed.

To achieve these ideas will require resourcing and employing those with expertise. But National Executive is aiming to be well underway by the time of the AGM in September/October. Again, we welcome comments from you.

Bernadette Devonport
President

A new recruit (?) helping out at the whiteboard session in Palmerston North where a group of us (led by Jo Innes, and ably assisted by Loren Rutherford) discussed why GWNZ is still relevant.
Gender Equity: 35th session of the Human Rights Council

Speaking on behalf of Canada, Australia and New Zealand, at the 14 June 2017 panel discussion on the Human Rights of Women and on accelerating efforts to eliminate violence and discrimination against women and girls, Canada reminded the Council that everyone benefits from the end of all forms of violence against women and girls.

Canada said, “We have learned that everyone benefits from gender equality. Everyone benefits from a world without prejudice. Everyone benefits from the end – once and for all – of all forms of violence against women and girls. And because everyone benefits, it is especially critical to engage a group that is often overlooked – the men and boys who can truly be agents and beneficiaries of this positive transformation.

It is critical that communities engage men and boys to accelerate efforts to eliminate violence against women and girls. We know that violence against women and girls is rooted in historical and structural inequality in power relations between women and men. Harmful gender stereotypes have created environments conducive to inequality.

This requires that we all act. Let us move to a world where women and men teach their children the importance of gender equality. Let us move to a world where boys and girls do not hesitate to speak out against discrimination. Let us increase men’s involvement in gender equality and reducing violence using male influencers and role models. Together, we are a strong generation with a real possibility to change power relations between men and women and create lasting gender equality. This is why men and boys must boldly work alongside women and girls to combat this violence.

Men and boys can and must challenge rigid gender norms that impede the agency of all people. They must speak out against all forms of discrimination and violence. And they must work to hold each other accountable for behaviours and actions that can lead to violence. And not simply because men and boys have wives, daughters, or sisters. But rather because women deserve the full depth of respect, safety, and dignity, regardless of their relationships with men. Violence against women and girls is the world’s greatest and most persistent violation of human rights. Violence against women and girls is unacceptable in any form.

It is our duty as States, as partners, and as people – to make all forms of violence against women and girls a thing of the past”.

Stacy Dry Lara
Executive Director GWI
**Education (Tertiary and Other Matters) Amendment Bill**

A Bill currently under consideration is of significance to the provision of tertiary education in New Zealand. The Education (Tertiary and Other Matters) Amendment Bill aims to amend the Education Act 1999 in relation to tertiary education by updating legislation around running of tertiary organisations especially to the tertiary funding framework, accountability, monitoring of information collection, and oversight of provision. It is also intended to expand student protection provisions.

The Bill is considered by the Education and Science Select Committee [submissions closing 23 June 2017] and of significance to those interested in protection of students, funding equity, and international education.

The Bill would allow a school to take disciplinary action against international students if the action is in accordance with a written contract of enrolment between the student and the school. A new offence would be introduced where a person would be committing an offence by knowingly or recklessly making false representation of achievement that the student achieved a credit with penalty up to a fine of $10,000.

It also provides for funding grants in respect of an activity, approved program, or training scheme offered by one provider to need to be the same rate as funding to a directly comparable activity, program or training scheme offered by another provider. [There may be some difference in funding rates if the difference results from using a funding mechanism using a contestable funding process or is based on performance].

Arguments against the Bill focus on this as the prioritising of private for-profit providers. The Tertiary Education Union (TEU) for example argue that public institutions serve a different purpose to for-profit providers as they ensure a level of education provision throughout the country and that a fully contestable market-driven model would not ensure the same outcomes.

They go further and point out that this favours those strongest in their market control and will ultimately lead to more people being hired on insecure, short-term contracts. Arguably the majority of which could well be women [note our December 2016 editorial].

Graduate Women New Zealand Awaits the report back from the Select Committee which could make significant changes to future of New Zealand tertiary education.

*Pip Jamieson*
*Public Affairs Convenor*

The TEU also argue that in changing the funding model for tertiary education by shifting money from NZ’s public institutions into private organisations, the Tertiary Education Amendment Bill may well have flow on effects that may impact negatively on particularly women and women’s access to tertiary education. One example is that many of our public institutions have developed quality child care centres on site that provide easily accessible child care for staff and students. We know good reliable childcare supports particularly women’s access to tertiary study as well as supporting women in employment. For-profit providers have no incentive to establish quality child care for staff or students.

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GWI President Geeta Desai writes:

the GWI Board and I believe that the world's graduate women will lead the way in providing access to education for all women and girls and in preserving it as a human right, an enabling right, a public good in spite of those who would turn it into a commodity that in turn deprives women and girls of the right to education, economic independence and self-actualization.

GWI is therefore doubling down on its work on SDG 4 - Ensuring inclusive and quality education for all and promoting life-long learning

Tutorial: Understanding How You Can Drive the implementation of Sustainable Development Goal 4 (Education) in Your Community, City, Country

Part 1 - SDG 4 “A Distilled View”

What are Sustainable Development Goals (SDGs)?

Developed by the UN, its Member States, civil society and subject matter experts, the SDGs build on the momentum of the Millennium Development Goals (MDGs), continuing the most ambitious global human development program in the history of our society.

There are 17 SDGs that are integrated and indivisible and balance the three dimensions of sustainable development: the economic, social and environmental. The 2030 Agenda for Sustainable Development is a global inter-governmental commitment and a plan of action for people, planet and prosperity to accomplish these goals.

How is education articulated in the 2030 Agenda?

Education is central to the realization of the 2030 Agenda for Sustainable Development. SDG 4 - Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all– is a stand-alone goal with its 7 outcome targets and 3 means of implementation. And, SDG 4 has an universal agenda applicable to all countries both in the global North, as well as the global South.

Education is recognized as a goal that cuts across all other SDGs, driving their success. It is recognized within goals in health, gender equality, economic growth and employment, sustainable consumption and production, and climate change mitigation.

What are the underlying principles of SDG 4?

- Education is a fundamental human and an enabling right.
- Education is a public good. The state is the main duty-bearer in protecting, respecting, and fulfilling the right to education.
- Civil society, teachers and educators, the private sector, communities, families, youth and children all have important roles in realizing the right to quality education.
- Gender equality is inextricably linked to the right to education for all.
What are SDG 4’s Seven Outcome Targets for 2030?

- Ensure that all girls and boys complete free, equitable and quality primary and secondary education
- Ensure that all girls and boys have access to quality early childhood development, care and pre-primary education
- Ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education
- Substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship
- Eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable
- Ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy
- Ensure that all learners acquire the knowledge and skills needed to promote sustainable development

What are the three dimensions of Implementation for SDG 4?

- Build and upgrade education facilities for inclusive and effective learning
- Substantially expand globally the number of scholarships available to developing countries for enrolment in higher education
- Substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries

What is the relationship between SDG 4 and Education for All (EFA)?

SDG4 continues the EFA focus on quality basic education for all and broadens the agenda further to include post-basic education and training for youth and adults through equitable access to appropriate learning opportunities.

What is the Incheon Declaration?

It constitutes the commitment of the education community to Education 2030, entrusts UNESCO to lead, coordinate and be the focal point for education within the overall SDG coordination.

What is the Education 2030 Framework for Action?

The Framework for Action translates into practice the commitments made at Incheon at country, regional and global level and provides guidance for implementing Education 2030.

Question: What are the commitments that your country has made to the implementation of SDG 4?

Ask your National/ Federal/Central Department of Education or Ministry of Education!

Next part of the tutorial will be on country commitments. Prepare to be surprised!

From the Education Committee
Graduate Women International
Fellows’ Mid-Term Reports

From Holly McQuillan…

My PhD in sustainable fashion design practice at the Swedish School of Textiles, in Högskolan i Borås (University of Borås) Sweden, investigates new models and methods of design for zero waste fashion. The first 4 months of my PhD (which started at the end of January 2017) has involved several trips through Europe to present and undertake research, and participate in workshops to expand my skillset.

Background of this project: Zero waste fashion design practice explores ways and implications of eliminating textile waste from the production of clothing at the pre-consumer stage, specifically through pattern cutting. Typically, 15% of the cloth needed to produce a garment is wasted due to inefficient design, pattern cutting and production practices. In the context of the garment industry 15% waste equates to approximately 60 billion square meters of cloth discarded every year and with it all the resources that went into its production. Zero waste fashion design is artistic and pragmatic: It is sketching and construction, 2D and 3D, grounded in creativity, experimentation and resource use reduction. Ultimately it is a hybrid, holistic practice which links artistic human expression and pragmatic environmentalism. And we need hybrid fashion processes. “Zero waste fashion isn’t in and of itself good” - but maybe when viewed in this way, it can be.

Description of the Project: The project is divided into two phases. The first explores what is possible within an industrial framework through the application of zero waste practice in existing industry. This will take the form of a series of case studies with companies which are willing to explore with the researcher the design and production of highly efficient and/or zero waste cut-and-sew garments. Experiments with high selling “Iconic Garments” with relatively strict aesthetic and fit definitions - such as t-shirts and jeans – will be undertaken to explore how far it is possible to manipulate line and form while still maintaining the familiar concept of the original.

The second phase will challenge the edges of zero waste practice, explore the use of current technology which is under-utilized, as well as emerging processes to explore what the future of the fashion industry might be in the context of zero waste fashion design, perhaps proposing an alternative for the fashion industry. Additive production processes such as 3d knitting, as well as hybrid processes like the use of software and laser cutting, and others will be explored to experiment with how these (in tandem with textile engineering approaches such as fibre recycling) may ameliorate the transition to an enriched circular fashion economy.

Summary of research undertaken so far

So far in my research program I have begun designing a zero waste/low waste garment line for a major US based sustainable outdoor brand, and will be travelling to one of their factories in Columbia to meet with the staff manufacturing the zero waste garments I design. The goal is to upskill them in terms of understanding the goals of the project, while enriching my understanding of the limitations and opportunities faced in that particular context. This project has led to major support relating to the provision of key software for my project by the software developer.
I’ve worked in Turkey with one of the largest clothing companies in the world, engaged with two other companies to undertake case studies from mid-2017 on, and established links with two other companies who already practice zero waste design strategies in their product line, to interview. I have been developing relationships with museums who hold in their collections historical examples of low waste/zero waste garments that may be useful to my studies, and begun to teach at my university. I’ve presented my research so far at two symposia and have presented via skype to students in New Zealand at my old university. The funding has also supported an on-going research collaboration with fellow GWNZ Fellowship recipient Emma Fox Derwin for the design of a zero-waste chair utilising both zero waste form design and recycled textile materials, which contributed to our PhDs in different ways. I have completed a course for Project Management for PhD as part of the coursework for my PhD which has been invaluable. A paper about my research has been accepted into leading journal Fashion Practice, and a submission for a co-authored book chapter was accepted by the editor of a publication by Bloomsbury.

The funding provided by GWNZ has allowed me to move my family to Sweden and set us up for life here for the next 5 years. The opportunities this provides are difficult to quantify and lie in both the outcomes of my research, but also security for my family, something that as a main income earner for my family is extremely important. My children are learning Swedish, engaging with another culture and way of life. They both are going to school/daycare, and are making friends. It has been an incredibly difficult time also, the bureaucracy has been particularly frustrating, but we have now seen the end of the worst of that and can look forward to a time of relative ease.

Thank you very much (Tack så mycket in Swedish) for the opportunities this funding has helped provide me and my family. Without the generous support of GWNZ, my ability to move my family to the other side of the world to pursue my PhD would have been significantly hampered. I look forward to the rest of my time here in Sweden and hope to return to New Zealand in five years with a wealth of new knowledge and contacts.

Med vänlig hälsning (Best regards) Holly McQuillan

From Emma Fox Derwin…

My PhD research in Industrial Design at the Department of Design Sciences at LTH (Faculty of Engineering), Lund University investigates new propositions for flat pack furniture through conceptual ideas of ‘the familiar’ and ‘unfamiliar’, achieved by cross-pollinating with aspects of textile and fashion design/garment construction. The investigation centres on the areas of materiality, archetype, construction/technology, assembly and experiential use factors to introduce richer and more intuitive user product assembly experiences and sustainable manufacturing circularity to the field of flat-pack furniture, driving the typology forward and deepening the already established virtues of the flat-pack for ecological and economic benefit.

My PhD is a practice-based ‘artistic’ PhD, the first of its kind in Industrial Design at the Department of Design Sciences at LTH. This means my design practice work (the pieces of furniture and design work I make) will be examined alongside my written thesis monograph. This model is more congruent with a doctorate study in fine arts or architecture, however my work is based within the context of industry and will have practical significance for my discipline.
in an applied way. It is crucial, therefore, that I spend time at the University in Lund while maintaining my commitments in New Zealand.

During the first six months of my fellowship I developed new design practice work and undertook 11 weeks of research in Europe which included an exhibition of new design work in Milan, a compulsory course at LTH, refining the scope of my PhD, spending time at the Swedish School of Textiles in Borås and having initial meetings with key members of my industry including manufacturers and material producers. Next steps are to complete my Research Proposal, complete further design practice work and a further course for credit toward my PhD.

Being a recipient of an GWNZ Fellowship has enabled me to kick-start my PhD Study in Industrial Design at the Department of Design Sciences at LTH, Lund University in a way which otherwise would not have been possible. The research period in Europe which the fellowship funding supported has allowed me time and flexibility to develop relationships and meet with people significant to my research in Europe. This has led to securing project support from a world leading Danish textiles manufacturer and on-going research collaboration with fellow GWNZ Fellowship recipient Holly McQuillan for the design of a chair that contributes to both our PhD in different ways. I would like to extend my sincere thanks to GWNZ for their generous support of my work. It is greatly appreciated and has had a significant positive impact enabling me to undertake opportunities that would otherwise not have been available to me.

**Exploring Surrogacy in a New Zealand Context**

*From Hannah Gibson…*

I began my PhD in Cultural Anthropology at Victoria University of Wellington in April 2016 with the goal of exploring the practice of surrogacy within a New Zealand context. As a form of assisted reproduction, surrogacy is usually undertaken by heterosexual couples when the woman cannot, for a variety of reasons, carry a child, or by same sex male couples who desire to start a family.

Since I was awarded the Graduate Women New Zealand Fellowship in 2016, I have been immersed in my project and love every moment of the journey. I am currently busy with fieldwork. At the core of my research are intended parents desiring to have a child, who have often been through arduous journeys of heartache and pain before they find a woman willing to help them to create a family. Alongside the intended parents are those surrogates who altruistically (without payment) gestate a pregnancy with the intention of giving the baby to the couple or person they choose to help. I spend most of my time trying to understand my participants’ lives and experiences from their point of view which is at the heart of anthropological scholarship.

There are two forms of surrogacy in New Zealand. One is called Gestational whereby the surrogate carries the baby but does not donate any of her own genetic material (so the embryo is created with the sperm of the intended father/donor and intended mother/donor). This is heavily regulated and involves the expertise of fertility clinics and doctors, embryologists, ethical approval from a ministerial committee, lawyers, and counsellors. The other form of surrogacy is known as Traditional, whereby the surrogate usually becomes pregnant via home insemination using the sperm of the intended father and the surrogate’s own egg. This form has less input from the other actors mentioned above besides a lawyer when the baby is born, to help with the
adoption papers. For the purposes of my PhD I am exploring both Traditional and Gestational. The themes that have arisen thus far in my research include why people choose one form of surrogacy over the other; how people make procreative decisions in response to certain government regulations; the place of reproductive technology; the importance of genetics; the agency of women in making procreative decisions, and who is more likely to be able to access assisted reproductive technologies.

I have been tremendously lucky that with the funding that Graduate Women New Zealand awarded me, I have been able to travel and undertake the necessary fieldwork throughout New Zealand so that I can gather experience-based rich data for my thesis. Without the support, I would have been extremely limited in what I could have done. Now, I have had the freedom to apply myself and the outcome has been worth it. Within these past six months I have had the privilege of gathering a variety and multitude of stories about how families are made in contemporary New Zealand, as well as attending embryo transfers and scans.

It is extremely relevant to gather the stories, challenges, hopes and experiences of my participants for two reasons. One, surrogacy is somewhat stigmatised within the media and wider society, usually in part to news articles depicting those cases where it has gone wrong overseas, or the general discomfort people have with the idea of one woman intentionally carrying and giving over a baby. Thus, I hope that my research will help to raise awareness, educate people, and reduce the stigma attached to the practice. Secondly, policies and regulations that relate to surrogacy have typically been created with the best of intentions but may not always reflect the needs or issues that New Zealanders go through. By establishing what has worked and what has not worked for people, then we are one step closer to creating change or at the very least starting a dialogue about the best way forward. With more and more New Zealanders choosing to go overseas for assisted reproductive technologies, I believe that we can also better understand why they may choose this path when we explore the challenges at a domestic level.

In the next six months, my plan is to spend time in a fertility laboratory, interview lawyers, ministerial committees, and learn more about how Maori respond to infertility and whether they utilise assisted reproductive services. I also am planning for the arrival of a mobility dog!

Although I am still in the data collection period, I have had invitations to present my preliminary findings. I co-organised and presented at a symposium, and accepted an invitation to give a one hour seminar at Oxford University, UK and spend a day at Cambridge University with reproductive anthropologists and sociologists. These opportunities helped me to engage with and learn from other researchers in the field and hone my own research focus further.

I live with a complex and rare disease that causes chronic pain and reduced energy levels. Having received the financial help from Graduate Women New Zealand, I have been able to continue with my PhD without the need to find paid work, which would have made study impossible. In turn, I have had time to be an advocate for disabled graduate students who may have additional needs in the university environment. I regularly contribute to blogs about life as a sick PhD student, and have had a paper I co-wrote with my supervisor accepted for publication.

I want to thank Graduate Women New Zealand for their tremendous support and for believing in me and my project. I hope to carry out the rest of my fellowship with the determination and enthusiasm for learning that I have given over the previous six months.
Family Violence Summit  
(from Bindu Armstrong, Ministry for Women)

Hosted by Justice Minister, Amy Adams, and Minister for Social Development and Children, Anne Tolley, 120 people attended the summit, and at the time of ‘going to press’ 56 people also contributed to the discussion online. Closing date for discussion is Friday, June 16. Go to: Make a submission.

Keynotes and other speeches will be available from 19 June 2017 at www.justice.govt.nz/fv-summit.

Two frameworks were launched: The **Workforce Capability Framework** outlines the competencies, knowledge, skills and organisational support needed by the workforce to recognise and respond to family and sexual violence. It sets the benchmark expected of the workforce. The **Risk Assessment and Management Framework** outlines how to screen, assess and manage family violence risk, so that people get a consistent, effective response wherever they go for help. They are available online, or if you’d like a copy, email familyandsexualviolence@justice.govt.nz.

Over the next few months, the Risk Assessment and Management Framework will be tested by sector organisations, and at the same time supporting codes of practice, guidance and training will be developed. The Workforce Capability Framework is ready for everyone to test on the ground.

Sue Hobbs, who has worked in family violence prevention for over 30 years, and who developed the Safeguarding Adults Against Abuse (SAFA) integrated safety response, says the Summit was significant in that it raised the profile of older adults, disabled people, and adults with complex care and support needs. “The invisible community is not recognised well in the system. It was good to be able to highlight before Ministers and participants the reality of adults who (in the same way as children) are often not able to remove themselves from risk of serious harm.”

**A challenge for us all** As part of his personal reflection on the day, Shayne Walker from Otago University has thrown down a challenge he calls ‘Potential of the Present’ – an idea for a ground swell movement based on a simple, spreadable action. “What if we all went home from the Summit to our families and whanau and called a family gathering / meal to clarify our own beliefs and actions regarding family violence. The agenda could be:

- What is violence and is it ever acceptable?
- What is a coercive relationship?
- If we see it or are affected, who do we agree to talk to and what do we agree to do?
- How can we spread this conversation into each of our wider circles of friends and acquaintances?

“With some simple maths, 10 people can become 1,000,000 people. We can create a movement of discussion, knowledge and action. Let’s ask ourselves as leaders in the field – am I prepared to have this conversation in my own family and whanau?”

Shayne says if you like the idea “or want to talk about a better one”, please get in touch at Shayne.walker@otago.ac.nz.

The outcomes from the Summit and the online survey will feed into the work of the Ministerial Group on Family Violence and Sexual Violence.
FOR ANYONE IN, OR VISITING, WELLINGTON

GRADUATE WOMEN WELLINGTON WINTER SOLSTICE DINNER
Celebrating GWW’s 2017 Awardees

When: Wednesday 21 June 2017 at 6.30 pm

Where: Loaves & Fishes, Wellington Cathedral of St Paul
(free parking from 6pm - entry from Hill St)
RSVP to Sally Hasell sallyhasell@snap.net.nz or 021 506120 or 479 2068

Gender Equality in New Zealand - Making It Happen Series 2

The UN Women National Committee Aotearoa NZ invites you to hear about
- the impacts of the recent Equal Pay Settlement for care and support workers, and
- significant changes proposed to the current Equal Pay Act - will these changes really be a step towards gender equality in New Zealand?
Guest speakers include: Camilla Belich, Senior Associate at Bartlett Law and CTU Legal Advisor on Equal Pay; a care and support worker (to be confirmed); and others

Bring your lunch - tea and coffee provided

Location: VSA, Hillary Room, 77 Thorndon Quay, Wellington
Date: Monday 3 July
Time: 12.00 - 1.00pm
RSVP by 30 June 2017 to info@unwomen.org.nz
Donations to UN Women projects for Ending Violence against women and girls in the Pacific welcome
Thank you to VSA for offering use of their venue for this event.

FOR ANYONE IN, OR VISITING, AUCKLAND

The Women’s Bookshop has a series of events:

Elizabeth Smither Poetry Launch Tuesday 20 June 6pm in the shop

Ladies’ Litera-Teas - Sunday 3 September & Sunday 29 October, both from 1pm to 5.30pm, with a lavish afternoon tea We are doing TWO this year due to popular demand and because there are so many marvellous news books! Authors confirmed so far: Fiona Kidman, Fiona Farrell with a new novel, Elizabeth Smither, Mandy Hager with her brilliant adult novel Heloise, poet Selina Tusitala Marsh, former Women’s Bookshop staff member Michalia Arathimos with her first novel Aukati, & Dunedin poet & novelist Sue Wootten. Tickets on sale from Monday 17 July The Women’s Bookshop 105 Ponsonby Road, Auckland www.womensbookshop.co.nz  books@womensbookshop.co.nz  (09) 376 4399

Please advise us of key events and news from your award recipients, or members undertaking activities that promote our goals - email gaila@waikato.ac.nz with items for the July edition of GWNZ News by 1 July 2017

Disclaimer: While every effort has been made to ensure the accuracy of information in this newsletter, neither the Editors nor GWNZ accept liability for any errors of fact or opinion.