
The World Academy for the Future of Women: A global model to women's leadership

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Abstract

The United Nations Education, Scientific and Cultural Organization estimate that over 40 million girls worldwide are not being given the same educational opportunities as boys. The World Academy for the Future of Women (WAFW) leadership preparation program for young women is a non-profit organization dedicated to improving girls' and young women's access to education and increasing the inclusion of women in our global society. The WAFW's mission is to empower women to discover their passion and purpose through a global leadership development program. This manuscript discusses the fully volunteer model of the WAFW, the next steps to be conducted in the expansion of the WAFW, as well as the in-depth findings from the participant and facilitator survey. Overall, survey responses indicated high rates of participant and facilitator knowledge of the vision, mission and goals of the WAFW, and value in continuing the WAFW.

Keywords Educating young women, Education equality, Leadership education

Paper type: Empirical Paper

1. Introduction

Women's empowerment and the promotion of gender equality are key to achieving sustainable development. Greater gender equality can enhance economic efficiency and improve other development outcomes by removing barriers that prevent women from having the same access as men to human resource endowments, rights, and economic opportunities. Giving women access to equal opportunities allows them to emerge as social and economic actors, influencing and shaping policies that are more inclusive. Improving women's status also leads to more investment in their children's education, health, and overall wellbeing (2012, <http://data.worldbank.org/topic/gender>; p. 1).

As a society, and in some countries by law, we are obligated to provide equal opportunity education for all students. Yet, in many parts of the world educational opportunities for female students are not provided at the equal level as those provided to male students; in some countries, they are not available at all (Martin, 2013). In fact, the United Nations Education, Scientific and Cultural Organization reports that over 40 million girls worldwide do not have the opportunity to attend primary school like their male counterparts (2007). As of 2006, a half a billion girls between the ages of 6-11 were not enrolled in school (Cameron, 2012; Lewis & Lockheed, 2006). The circumstances of women and girls wield dire consequences for women's access to educational and economic opportunities and services, marginalizing their ability to gain equality and improve the overall quality of life for their families and communities. For example, the United Nations International Children's Emergency Fund (UNICEF) found that while women perform 66% of the world's work and create half of the food, they earn but 10% of the income, and only 1% owning any property (UNICEF, 2007).

The discrimination against women is far-reaching and epidemic. Violence, abuse and exploitation against women is an accepted practice in large sectors of the world, including first-world countries (Amnesty International, 2009). Women in first-world countries are still fighting for equality in the workplace. For example, when the Equal Opportunity Commission (2014) reviewed the leadership positions at Google, they found that 87% of the engineers are men, 79% of the managers are men and of its 36 executives, only three (8%) are women. In institutions of

higher education, where liberal thinking is generally embraced, Moss-Racusin, Dovidio, Brescoll, Graham, & Handelsman (2012) found that discrimination also exists in the hiring practices of higher education faculty. Moss-Racusin and colleagues' research reviewed the science faculty hires at Yale University in 2012 to determine if bias existed in selection of science faculty. Unfortunately, their study revealed that bias towards male candidates existed within both male and female faculty committee members. In the United Kingdom, Kabeer (2005) found that only 18% of Parliament members are female. According to the Women's Institute for Policy Research (2013), female full-time workers make \$.78 for every dollar earned by men. There is no doubt that women have the skills to lead in the workplace (NCES, 2012), yet the issue seems clear that even with the skills to lead and create comparable quality work, discrimination of an economic nature still exists.

Due to the plight of girls around the globe, there has been a growing push by international organizations to improve the educational opportunities for girls and women. By the year 2000, girls' and women's education became a priority for international organizations (Vaughn, 2010) who shared the common goals of improving access to education for girls and getting girls to attend school in equal numbers to their boy peers (Chismaya, DeJaeghere, Kendall, & Khan, 2012). The organizations, including the Education for All campaign, the Fast Track Initiative, and the Millennium Development Goals (Vaughn, 2013) are and continue to be dedicated to the advancement gender equality in education.

Research from around the globe indicates a strong connection between education, social development and economic growth. Banyard (2010) found that children in Africa are 40% more likely to live beyond the age of 5 if their mothers are educated at least to the primary level. When reviewing the impact a primary education can have on girls, de Guevara & Hernandez (2012) found that

"Elementary education provides the possibility of modifying girls' futures, particularly if the school becomes a place where there is dialog between custom and equity. Therefore, in order to build more promising futures for Indigenous girls', teachers and planners in elementary education must take into consideration the girls' social and cultural environments to encourage

their participation in formal education” (p. 127).

In addition to the findings of de Guevara & Hernandez, Kabeer found that

Education increases the likelihood that women will look after their own well-being along with that of their family, it can bring about changes in cognitive ability, which is essential to women’s capacity to question, to reflect on, and to act on the conditions of their lives, and that educated women also appear less likely to suffer from domestic violence. (p. 16)

Essentially, educating this marginalized population can provide women with a sense of empowerment that has implications for socio-economic and cultural well-being (Seeberg, 2008; Seeberg, 2014; Seeberg & Lou, 2012).

In 2000, the United Nations developed a 15-year action agenda to address pervasive international issues related to poverty, equality, education, health, the environment and the need for global partnership development. Issues of violence and discrimination against women still receive much attention, particularly in 2014. While valued and respected, the work that has been done in the past 15 years has not resolved the enormous issues described in the initial United Nations Millennium Development Goals (UNMDG). The current data have not shown a significant or sufficient decline related to these critical human needs. Although resources and solutions already exist that would address these issues, the key and missing component is women in leadership roles. Women do not have access to education, health services and other essential services to have a healthy productive life. Gender equality has still not been achieved. Until women have greater representation in government, society, business, education, health and community, the possibility of achieving these goals is compromised.

In light of the devastating information reported concerning women and girls and the opportunities provided them, the World Academy for the Future of Women (WAFW) was created in 2009. The WAFW theoretical framework is aligned with the Women Empowerment principals which state

- Establish high-level corporate leadership for gender equality

- Treat all women and men fairly at work - respect and support human rights and nondiscrimination
- Ensure the health, safety and well-being of all women and men workers
- Promote education, training and professional development for women
- Implement enterprise development, supply chain and marketing practices that empower women
- Promote equality through community initiatives and advocacy
- Measure and publicly report on progress to achieve gender equality

The purpose of the WAFW is to advance and accelerate women's leadership worldwide. It is the mission of the WAFW to empower women through the discovery of their passion, purpose and path to success, calling forth the full expression of human possibilities through collaborative and inclusive partnerships. The program has been built on the concept of partnership and volunteerism (<http://wafw.org>) and is a huge step in preparing young women to inspire, empower and engage others to achieve their goals. The WAFW is offered to universities as a series of learning modules. Students who demonstrate the desire for leadership roles apply to become members and participate in learning modules and leadership development experiences. The WAFW believes that by activating the natural leadership qualities within women and girls, young women will be able to find their voices and develop their strength and confidence to become members of the larger global voice that is working to meet the UNMDG).

The main components of the program are the facilitators who deliver the leadership content, the mentors who support the members in the program and universities that partner with the organization to provide the room and board for the facilitators. For the past five years, the WAFW has worked in partnership with the SIAS International University and has grown to include the first year Academy, the second year Advanced Academy, the third year Academy in Action, and the Men's Academy for the Future of Women. The WAFW selects university students from various schools of study at the university who demonstrate leadership qualities. The application process involves an application, letters of recommendation and documentation of commitment to the program by promising to give at least 8-10 hours a week to the WAFW in addition to their undergraduate studies. A key component of the Academy is the eight modules

of study that are designed to explain the meaning and purpose of the United Nations Millennium Development Goals. The eight modules are: Module 1: Creating Possibilities; Module 2: Your Leadership: Discovering and Exploration; Module 3: Embracing Passion and Purpose; 4: Community Building; Module 5: Capacity Building; Module 6: Project Development; Module 7: Project Implementation; and, Module 8: Legacy of Your Leadership. Volunteer facilitators who have served in leadership roles in business, industry, medicine and education present the modules to academy members. The facilitators attend a three-day conference that prepares them to deliver the content of the modules at a university with whom WAFW partners.

The intent of our study was to gather initial data on the value of the Academy. The evaluation component of WAFW was undertaken to determine, through survey research, the members' knowledge, perceptions and opinions about the WAFW.

2. Methodology and Finding

The population for this study consisted of the 420 students who had been enrolled and completed the WAFW. The sample was the entire population. The sample was contacted through email message and asked to participate in the survey. The survey was sent to all the 420 students in the population. A follow-up reminder to complete the survey was sent at the end of two weeks with a third request to complete the study sent at the end of four weeks.

The population of this study was 420 WAFW members between the ages of 18-25 and 100 facilitators between the ages of 31-79. This study was conducted through an e-mail contact list that contained all current and past WAFW members from various schools of study at SIAS University, and 100 WAFW volunteer facilitators. A team of five young women in Zhengzhou, China assisted in the project by collecting the e-mail addresses and sending them to the researchers. Two surveys were used; one for WAFW members and one for WAFW facilitators. The researchers contacted all members using the email addresses supplied by the university. A second email was sent reminding members to complete the survey, followed by a phone call from the Sias University team members. After making three attempts to contact all members, 335 of the 420 WAFW members (80%) accessed the survey through the Qualtrics link provided

to them on the survey. Of the 363 who began the survey, 247 completed the survey showing a 68% completion rate. The facilitators were contacted via email and asked to access the survey also available through the Qualtrics link. While 100 facilitators were contacted, 40 facilitators completed the surveys. As with the participant email retrieval difficulties, the authors found it challenging to obtain all the email addresses of the facilitators as no central data base existed.

SIAS International University, Zhengzhou, China is the first solely American-owned University in Central China. The university combines the concepts of Chinese and Western educational philosophies as it aims to develop opportunities for students make contributions to the modernization and economic development of China. The President of SIAS University provides great support to the WAFW by providing room and board for facilitators, space for classes and university assistance to the program. The WAFW curriculum has been delivered for the past five years.

According to Ary, RJacobs, Razavieh & Sorenson (2006), in survey research, investigators ask questions about peoples' beliefs, opinions, characteristics, and behavior. The survey questionnaire is widely used as a source of data in studies in sociology, business, psychology, political science, and education (p. 400). The surveys were developed with the WAFW Board of Directors over an eight-week period and were based upon the mission, vision, oath, and module content.

Two surveys were conducted using Qualtrics on line software; one survey for the WAFW members and one for the WAFW facilitators. The WAFW members' survey consisted of 47 questions. Six questions asked for demographic data. Questions seven through twelve asked about university status questions while questions thirteen through nineteen asked graduate school status. Questions twenty and twenty one asked why members choose the Academy and how long they participated. Question 22 asked members to describe the most significant moment in their program, and questions twenty three to forty seven used a Likert scale to determine member's perceptions and knowledge about the WAFW. The survey was conducted using an online survey software product and remained open for six weeks.

The facilitator survey was based on the same mission, vision, goals and activities as the participant survey. The facilitators were asked to provide demographic information of gender, age, length of time s/he had been a facilitator, number of times s/he had facilitated a module, and if s/he had attended the Women's Symposium at Sias University which is designed and hosted by the WAFW. The facilitator survey consisted of 21 statements in a Likert scale format and three open ended questions.

Student Results

Table 1 presents the demographic characteristics of the participant's sample.

Table 1: Demographic Characteristics of the Sample

Variable	Category	Percentage
Gender	Male	13
	Female	87
Graduation	Yes	49
	No	50
Program	Business program	35
	Language	13
	Technology Program	8
	Nursing	7
Scholarship	Education	6
	Yes	31

WAFW participants

The average age of the respondents was 21 years old, and most (87%) were female. When asked about graduation from the university, 49% had graduated and 50% had not graduated. All participants were either current WAFW members or WAFW alumni. The survey participants were freshmen, sophomores, juniors, seniors in college or had already graduated. The distribution across freshman, sophomore, junior and senior years of study was almost even. Data on specific majors were most common amongst WAFW members and alumni were not

gathered, however, the majority of the students reported being in a business program (35%), language study (13%), technology programs 8% of the respondents, 7% of respondents were from nursing and 6% from education. The researchers believe that part of the limitations of conducting international research is the fact that often times the first language of the researcher differs from that of the individuals involved. In this study and for this question in particular, language and translation issues appear to be partially the reason for the lack of responses.

The final section of the WAFW participant survey involved 24 questions with Likert scale responses. This paper conducts a principal component Analysis with varimax rotation from selected responses. Factor analysis was used to identify the cluster of intercorrelated variables (calls factors). It is a tool for analyzing the structure of the interrelationship (correlations) among variables and helps to verify the conceptualization of the construct. Factor loading shows the correlation between each variable and the degree of correspondence between the variable and the factor as well. The high value of factor loading shows how well the variable is representative of that factor. Hair et al. (2006) suggested that for differing sample size, there are significant differences in factor loadings. As the sample size in this study is 247, a cut off value of factor loading as 0.55 and above is significant. This means that cross loading between factors occurs when another factor has value of factor loading as .55. If the items are persistently having cross loading, it has to be deleted.

The majority (93%) of respondents indicated knowledge of the vision, mission and goals of the WAFW. However, only half of the participants knew of the WAFW's focus on successful implementation of the United Nations Millennium Goals 2 and 3 – Achieve Universal Primary Education and Promote Gender Equality and Empower Women. Additionally, 50% of the WAFW members were aware of the U.N. Millennium Goals, thus indicating that the findings were directly related to the questions of knowledge of the U.N Millennium Goals.

The responses overall indicate value in continuing the WAFW. Ninety three percent of the respondents knew and believed in the oath, a one page oath where the participants swear to act ethically and according to the all the ethical rules of the WAFW. After completing the instructional modules almost 88 % of the young women believed they had inner strength that

would allow them to be global leaders and that WAFW was critical to being a successful woman. Similarly, 88% of the WAFW members understood how to utilize the problem solving skills learned and to generate new strategies and approaches to solve global problems.

The Likert scale survey for the participants included the question in the Appendix 1 that is provided at the end of the manuscript.

Facilitator Results

With a completion rate of 40% being typical of the population in age and gender, the response rate for the facilitator survey is deemed acceptable. Table 2 presents the demographic characteristics of the facilitator's sample.

Table 2: Demographic Characteristics of the Sample

Variable	Category	Percentage
Gender	Male	0
	Female	37
Age	31-35	14
	36-43	5
	44-50	5
	50-59	41
	60-69	32
	70-79	3
Have been facilitator	3 month to 1 year	53
	1 year to 2 years	14
	2 years to 3 years	17
	3 years to 4 years	8
	4 years to five years	8
Have facilitated a module	Have not	54
	One time	41
	Two times	5

All survey respondents were women. Facilitators, on average, were between 50-59 years old. A majority of the respondents (73%) were between 50-69 years of age. More than half of

the facilitators began facilitating in the three months to one year before responding to the survey, followed by facilitating for two to three years (17%), one to two years (14%), and finally eight percent of the facilitators reported volunteering for three years to four years and another 8% four to five years. A total of 46% of the respondents have taught at least one module (41% one time, 5% two times) and 54% have never facilitated a module.

Facilitators answered Likert-scale questions related to their perceptions and knowledge about the WAFW curriculum, evaluation and facilitation. Results indicate that 97% of the respondents believe the modules cover the leadership topics that will allow participants to become empowered women and 100% believed in the importance of the power of developing leadership capabilities that will allow women to fully engage in our global future. When asked about solving global problems, 92 % of the respondents agreed that the Academy is critical to assuring women are equal partners in solving our global problems and 95% understand the importance of leaving a legacy. Half of those who facilitated a module at Sias University reported that she would volunteer for another facilitator assignment. See Appendix 2 provide at the end of this manuscript.

3. Discussion and Outcomes

The survey closed and findings are still being mined for meaning. The data present some interesting preliminary findings. The average age of the WAFW member respondents was 21 years old and 87% being female. As previously discussed, 49% of the WAFW member respondents had graduated from college and 50% had not graduated. The distribution across freshman, sophomore, junior and senior years of study was almost even with a slight majority of members being in their sophomore year.

The outcomes of this study were many. Specifically, the young people who participated in the study assured the WAFW executive board that the need for such a program is great. The responses indicated the program supported many young women who had not yet found their leadership voice and in so doing, the WAFW provided them with newfound strength to complete their college education. The students who participated were definitely the beneficiaries of the

curriculum as the results show, over 40% of the participants continue to graduate school and the number of external internships in the WAFW increased from 1 in year 3 to 9 in year 5. Ninety percent of the participants reported that the WAFW allowed them to learn to follow and express their passion. The authors believe that the other benefits of having such a highly educated group of young women also benefit the planet. For example, projects completed during the five years of WAFW include a project that provides lunch to children who otherwise would not be fed, a project that partners college students with young school age children with disabilities for learning opportunities that is truly building a more inclusive culture, and a project that has provided water to a village where none had been. These projects are but three of the projects that have evolved from WAFW in the past five years and are huge accomplishments.

Two interesting facts that are indicated by the data are that only 31% of the members received a scholarship and that the majority of the members who had graduated were either in graduate school or applying to be in graduate school. The scholarship was surprising to the WAFW Board of Directors, as they had perceived scholarship to be a main reason for participation. Yet when asked further in the survey why the members joined the WAFW, the majority (90%) of responses indicated a desire to discover their passion, purpose and path to success. The issue of attending graduate school also was interesting as it had not been an intention of the WAFW and yet seemed logical for young leaders to choose advanced education. The early lack of knowledge to the UNMDG was not surprising, as the young people involved in the survey had not been exposed to them prior to the WAFW. Many of the participants were following cultural precedence of parents making choices for them in terms of education and majors. The authors believe the findings indicate that the participants, like many other young people their age, do not know what they are fully capable of achieving and having the experiences in the WAFW helps guide them to their best potential.

The WAFW is a total volunteer, grass roots effort. The facilitators involved in the project pay all their costs, from facilitator induction to plane fare to the country where the WAFW is housed. The qualitative responses from the facilitators were enlightening and already have led to change. A cadre of facilitators who donated three days of their time, travel, and expenses redesigned the curriculum modules to include an evaluation component. The survey being

discussed in this manuscript has been redesigned and will be used in a pre and post-test fashion to gather data from the new class of participants during Module 1 and again in Module 8. The former facilitator training has been completely modified and now will be an orientation to the WAFW with preparation in delivering the modules in the project.

The work presented in this manuscript is data collected for the first time in WAFW history. We have learned a tremendous amount about the project and the research activities that will help us produce more and different data in the future. For example, we would like to be able to match the facilitators with the participants each year to get more in depth, qualitative information from both groups.

4. Limitations

Considering the scope of this research project, the limitations are few. One main issue was having two different languages spoken. Even with the participants speaking English, the interpretation of some of the questions may have been confusing. We base this assumption on the number of written responses that were left empty. In terms of reliability and validity, we were using the surveys for the first time. We were unable to pilot the surveys, as we did not have a comparable population.

5. Impact of study on WAFW

The findings of the two surveys have been presented to the executive board of the WAFW. As the WAFW matures, builds on its five years of experience and finds its footing in implementing the leadership work for young women around the globe, the executive board has used the findings of these surveys and changes have been made. We conducted our first full curriculum review of the modules in summer of 2014. The curriculum review led to a reevaluation and a redesign of the modules, the addition of an evaluation component for each module and, a change in the professional development provided the facilitators. The study led to a pre and posttest model being used for the sixth year participants that entails surveying them during module 1 and at completion of the last module 8.

6. Conclusions

Our mandate as members of the WAFW is to provide young women opportunities to expand and express their leadership behaviors. While cultural differences do play a role in how this mandate is achieved, it is gratifying to find a program such as the WAFW that has been providing young women (and now men) free and appropriate opportunities to become leaders in our global society. While the U.N. Millennium Goals were to be solved by the end of 2014, we are far from that goal. Creating a program that provides leadership preparation for young women and men is surely a step in the right direction. To provide opportunities to learn that gender equity is a key component of sustainable global development and for women to be empowered to be equal members in a developed society is a critical step forward for all. We are passionate believers in the potential of educated young women and look to the future when all girls and young women will have the opportunities for education, as do the young women who participate in the WAFW.

We know that there are still horrendous problems facing young women around the world today and we know we still need to work for global solutions so that all women will be treated equally. As Sheryl Sandberg states in her book, *Lean In: Women, Work, and the Will to Lead* (2013), “being aware of a problem is the first step in correcting it” (p.81)

7. Limitations

Several challenges arose from this task, including obtaining up-to-date e-mail addresses, overcoming the limited ability to send e-mail information about the survey from the United States into China, compensating for the language barrier associated with working with a team who spoke Mandarin when the researchers did not, overcoming the limited ability of the participants to respond to the survey written in English, and compensating for the knowledge that the participants lacked the physical presence of the researcher to answer any questions the young people might have about the survey in person.

Disclosure of Conflict of Interest:

The University of Central Florida defines conflict of interest as, “A potential conflict of interest exists when a university employee’s Significant Financial Interest (SFI), which is defined by the regulation as anything of monetary value including salary, equity interest, and/or intellectual property rights could directly and significantly affect the DESIGN, CONDUCT or REPORTING of research.” No conflict of interest exists for the authors of this paper. No gain of any type is expected from this publication. For transparency sake, the lead author is a member of the executive board of the World Academy for the Future of Women and completed this research during a full academic sabbatical award. She is a nationally recognized scholar and as a professor has conducted numerous surveys without conflict.

Research Involving Human Participants and /or Animals:

“The Institutional Review Board (IRB) of the University of Central Florida is organized and operates in compliance with the U.S. Department of Health & Human Services (DHHS) and Food & Drug Administration regulations for the protection of human subjects, State of Florida law, and the University of Central Florida policies for the conduct of human subject research. The lead author has been trained and certified in the human subject policy and procedures. This survey research was conducted using an on-line survey tool. No human subjects were harmed.

Informed Consent:

Informed consent was obtained from all subjects who participated in the survey. The on-line survey software provides an option for individuals to opt out of the study for any reason. No subjects were identified in the analysis or report of this project.

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Appendix 1: Likert scale questions for the participants

#	Question	Strongly agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Total Responses	Mean	Per
23	The purpose of the World Academy for the Future of Women is to advance and accelerate women's leadership worldwide.	129	58	5	1	0	193	1.32	97%
24	The mission of the Academy is to empower women through the discovery of their passion, purpose and path to success	133	53	6	1	0	193	1.31	96%
25	The goal of the Academy is to fully engage in a new future for women worldwide providing women opportunities to become equal partners on the global playing field.	115	63	15	0	0	193	1.42	92%

26	The Academy is focused on preparing women and men for leadership roles that assist in achieving the United Nations	93	74	22	4	0	193	1.59	87%
27	The Academy is focused on preparing women and men for leadership roles that assist in achieving the United Nations Millennium Development Goals (UN-MDG)	94	78	18	3	0	193	1.56	89%
28	I was aware of the United Nations Millennium Goals before I applied to the Academy.	32	53	44	21	4 3	193	2.71	44%
29	The Academy is designed to advance the role of women in campus, community, country and global leadership.	105	73	15	0	0	193	1.47	92%
30	The Academy has been successful in advancing the role of women in campus, community, country and global leadership.	71	82	32	6	2	193	1.78	79%
31	The Academy meets an urgent need to empower young women to be equal members in our society.	93	76	21	2	1	193	1.58	88%
32	The Academy focus on gender equality is a key component of sustainable development globally.	80	87	24	2	0	193	1.64	87%
33	The Academy utilizes problem solving and creative thinking to generate new strategies and approaches.	93	76	21	3	0	193	1.58	88%

34	The Academy projects focus on basic human needs.	80	81	27	5	0	193	1.68	83%
35	The Academy modules helped me to meet the Academy goal.	96	84	13	0	0	193	1.5	93%
36	When I finished the leadership modules I had inner strength and confidence to pursue making change in my community.	87	80	25	1	0	193	1.6	87%
37	I understand the power of developing leadership capacities.	91	84	18	0	0	193	1.55	91%
38	I am able to identify my personal leadership style.	60	96	35	1	1	193	1.79	81%
39	I have a personal mission statement.	67	97	25	4	0	193	1.73	85%
40	I have identified my emotional intelligence key strengths.	48	103	39	3	0	193	1.87	78%
41	I have used my emotional intelligence in my leadership activities.	60	98	31	3	1	193	1.79	82%
42	I have the knowledge needed to establish an effective active research plan.	57	92	41	2	1	193	1.86	77%
43	I have the skills to complete an action research plan.	60	92	34	7	0	193	1.83	79%
44	I understand the importance of leaving a legacy.	80	91	18	4	0	193	1.63	89%
45	I believe the Academy is critical in my being a successful woman.	93	74	21	2	3	193	1.62	87%

46	I believe the Academy has taught me to imagine a world where live their lives fully expressed to transform future generations.	97	84	11	1	0	193	1.5	94%
47	As a member or alumni, I pledge to support the World Academy for the Future of Women in the future to the best of my ability.	129	60	3	1	0	193	1.31	98%

Appendix 2: Likert scale questions for the facilitators

	5	4	3	2	1	total	mean	per
I believe in the importance of the power of developing leadership capacities that will allow women to fully engage in our global future	36	1	0	0	0	37	1.03	100%
The modules cover the leadership topics that will allow participants to become empowered women	18	15	1	0	0	34	1.5	97%
I understand the importance of leaving a legacy	25	10	2	0	0	37	1.38	95%
I believe being a facilitator for the Academy has taught me to imagine a world where women leaders are critical to transforming future generations	14	14	2	0	0	30	1.6	93%
I believe the Academy is critical to assuring women are equal partners in solving our global problems.	19	15	1	2	0	37	1.62	92%
I have identified my personal leadership style	21	12	2	1	0	36	1.53	92%
When I finished teaching the leadership module I was assigned I felt successful	15	3	0	0	2	20	1.55	90%
I have a personal mission statement	21	12	2	2	0	37	1.59	89%

A consistent evaluation component across all modules is needed	18	10	2	1	1	32	1.66	88%
The leadership modules focus on gender equality is a key component of sustainable development globally	18	7	3	1	1	30	1.67	83%
I pledge to support the World Academy for the Future of Women in the future to the best of my ability	16	13	6	1	0	36	1.78	81%
The leadership modules utilize creative thinking to generate new strategies and approaches.	10	16	6	1	0	33	1.94	79%
I have identified my emotional intelligence key strengths.	19	8	5	3	0	35	1.77	77%
I believe the accommodations for my time as a facilitator were comfortable.	7	7	3	1	1	19	2.05	74%
The leadership modules utilize problem solving to generate new strategies and approaches.	8	15	6	3	0	32	2.13	72%
The accommodations for my time as a facilitator made me feel safe.	8	5	4	1	1	19	2.05	68%
The meals provided while I served as a facilitator met my needs	4	9	3	2	1	19	2.32	68%
Three days training is more than enough time to complete the facilitator's training	4	17	5	3	3	32	2.5	66%
A consistent format is needed across all modules	14	8	7	4	1	34	2.12	65%
I believe the facilitators are the most important aspect of the World Academy for the future of women program	8	15	11	1	1	36	2.22	64%

I would volunteer to facilitate a module if I could have a person team teach with me	5	15	10	1	2	33	2.39	61%
I would volunteer for another facilitator assignment	9	3	10	1	1	24	2.25	50%
The preparation prior to teaching for the WAFW in another country was sufficient for me to feel ready to teach the module	5	8	6	9	1	29	2.76	45%
I was comfortable with the materials I was given to prepare for teaching the modules in another country	3	9	7	9	0	28	2.79	43%
I would like to expand my role as a facilitator and offer an internship to a year 3 Academy member	1	4	12	4	3	24	3.17	21%
I measured the impact of the module on the participants learning through a specific evaluation	2	2	10	4	2	20	3.1	20%