



## **“Connection”**

**The SGIS Annual Conference 2023 hosted by Institut Florimont, Geneva,  
March 24 and 25**



## Welcome by Frazer Cairns

*Connection lies at the heart of any good education.*



While performance and examination grades continue to receive interest by politicians in the media, so much of the important work in schools is driven by the idea of helping young people to connect with themselves, to connect with others and to connect with the world around them. As we continue to emerge from the Covid Pandemic into a world increasingly defined by online communication, and affected by misunderstanding, mistrust, conflict and poor decision making, the themes of this year's SGIS conference seem more compelling than ever.

SGIS is incredibly grateful to Institut Florimont and its staff for so generously opening its doors to us. We hope that you will find the sessions interesting. We hope that in them you will find ideas that will challenge you, and encourage you to go back to your schools on Monday and change something for the better. We also hope that the time that you will spend in the next two days will help you make links to other people similarly willing to make a change.

*La connexion est au cœur de toute bonne éducation.*

Alors que les notes de performance et d'examen continuent de susciter l'intérêt des politiciens dans les médias, une grande partie du travail important dans les écoles est motivée par l'idée d'aider les jeunes à se connecter avec eux-mêmes, à se connecter avec les autres et à se connecter avec le monde qui les entoure. Alors que nous continuons à émerger de la pandémie de Covid dans un monde de plus en plus défini par la

communication en ligne et affecté par l'incompréhension, la méfiance, les conflits et la mauvaise prise de décision, les thèmes de la conférence SGIS de cette année semblent plus convaincants que jamais.

Le SGIS est extrêmement reconnaissant à l'Institut Florimont et à son personnel de nous avoir si généreusement ouvert ses portes. Nous espérons que vous trouverez les séances intéressantes. Nous espérons que vous y trouverez des idées qui vous mettront au défi et vous encourageront à retourner dans vos écoles lundi et à changer quelque chose pour le mieux. Nous espérons également que le temps que vous passerez au cours des deux prochains jours vous aidera à établir des liens avec d'autres personnes également disposées à faire un changement.

*Frazer Cairns*

Chair SGIS



## Welcome by Sean Power

How often, in our frenetic, fast paced lives do we stop and reflect on the fundamental importance of ‘human connection’?

Our conference will give us a welcome space to explore this in detail. I passionately believe that if we are to make a difference to the lives of our young students we must develop, together, a mutual understanding of the three aspects of ‘connection’ in schools:

Firstly...sustainability. Secondly...diversity, equity, and inclusion. Thirdly...well-being and personal growth.

The last area is particularly close to my heart. In an increasingly fast paced and competitive educational and professional world, I believe it is essential to ensure that our students do not miss the most seminal encounter of all, the one they must have with themselves.

It is this ‘connection with oneself’ that will serve students well in finding their way in the world and influence for the good, the issues of their time. They will have the drive to make a difference and to have the capacity to understand others as they are.

As educators we are privileged and honoured to work with young people in shaping tolerant and empathetic adults.

Sean Stephenson once said,

‘Communication is merely an exchange of information, but connection is an exchange of humanity.’

We embark on a great adventure of learning with our students, and ultimately, with our compassion and kindness they will define their own way of life, their own connections.

Let us go forward with these aspirations for our students and forge real ‘connections’ between ourselves...

Enjoy the conference!

Quand prenons-nous le temps, dans nos vies trépidantes, de réfléchir à l'importance fondamentale du « lien humain » ?

Cette conférence nous permettra justement d'explorer ce sujet en détail. Pour faire une différence dans la vie de nos jeunes élèves, nous devons développer une compréhension mutuelle des trois aspects du « lien » à l'école :

Premièrement... la durabilité. Deuxièmement... la diversité, l'équité et l'inclusion. Troisièmement... le bien-être et le développement personnel.

Ce dernier domaine me tient particulièrement à cœur. Dans un monde éducatif et professionnel de plus en plus rapide et compétitif, je crois qu'il est essentiel de veiller à ce que nos étudiants ne manquent pas la rencontre la plus marquante de toutes, celle qu'ils doivent avoir avec eux-mêmes.

C'est cette connaissance de soi qui permettra à nos élèves de trouver leur chemin et de laisser une empreinte positive en ce monde. En ayant développé une relation avec eux-mêmes, ils auront la volonté de se mettre au service de leur communauté et la capacité d'accepter les autres tels qu'ils sont, sans jugement.

En tant qu'éducateurs, nous avons la plus belle des missions : celle de former des adultes tolérants et empathiques. Dans cette grande aventure qu'est l'école, il nous appartient donc d'aider nos élèves à se découvrir pour ensuite découvrir les autres et le monde.

Sean Stephenson a dit un jour, ‘*Communication is merely an exchange of information, but connection is an exchange of humanity.*’

Sur ces mots qui résument à merveille mon propos, je vous souhaite une bonne conférence, créatrice de nouveaux liens !

*Sean Power*

Directeur général de l'Institut Florimont

## **Thank you.....**

A huge thank you to Institut Florimont for hosting this year's conference, to Sean Power, Director and his team especially Nicolas Stettler and Boris Drahusak

A big thank you too to Steven James for his usual excellent work with the exhibitors and to TTS for sponsoring the lanyards for the delegates.



# Conference information

## Getting there.....

Welcome to the SGIS Annual Conference 2023.

### 1. Conference venue

The Annual Conference on **Friday 24<sup>th</sup> and Saturday 25<sup>th</sup> March** will take place at the Institut Florimont, Lancy, Geneva, Avenue du Petit-Lancy 37, 1213 Petit-Lancy  
**+41 22 879 00 00**

- Geneva amazing experiences map available at the Institut Florimont for delegates who wish a longer stay in Geneva.

### 2. Hotels suggested by Institut Florimont:

- Hotel Ibis, Chemin des Olliquettes 8, 1213 Geneva  
+41 22 709 02 00
- Hotel Ibis Budget, Chemin des Olliquettes 6, 1213 Geneva  
+41 22 709 02 20

3. **An apero** will take place at Institut Florimont immediately following the close of conference day on Friday March 24<sup>th</sup>.

### 4. Transport and Travel to and within Geneva

Transport: The nearest airport is Cointrin (Geneva)

The link for Geneva public transport is <http://www.tpg.ch/en/web/site-international>  
Here you will find all transport information and local transport maps.

**Buses:**

**From Geneva take Bus 19, 2 (Les Marbriers) Bus 22, 23 (Chemin du Bac) Tram 14 or bus 21 (Petit-Lancy-place)\***

**From the airport take Bus 28, 23 (Chemin du Bac)\***

(\*There will be student guides at the bus stops 45mn before the beginning of the conference and 30mn after the start of the conference to guide delegates to the school).

Transport Network Mobility Ticket

Visitors staying at certain hotels in Geneva should receive a Mobility Ticket when checking in. Some hotels issue a room reservation confirmation stamped with “Mobility Ticket.”

Taxis: Taxiphone +41 22 33 141 33 (credit cards and cash).

Car Parking:

There is no parking at the school. The nearest parking is;

**Parking Louis Bertrand (500 meters) \*** You will have to pay car parking fees at this car park.

**5. Weather**

<http://www.meteosuisse.admin.ch/>

**7. Restaurants recommended by Institut Florimont:**

- L'Entrecôte Couronnée
- L'Odeon
- Café des Négociants
- Buvette des Bains des Pâquis



# Programme

## Friday 24<sup>th</sup> March

**08:00-08:30**

**Registration**

**08:30-08:45**

**Opening ceremony**

**08:45-09:45**

**Keynote: Valerie Hannon - “Thriving as purpose”**

**09:50-10:20**

**Refreshments and visit exhibitors**

**10:25-11:25**

**Eeqbal Hassim**

*Intercultural learning and global competences: Conceptual frameworks*

**Amy Bray**

*The Power of 10: empowering young people to find Another Way*

**Christina Bornatici**

*Attitudes towards gender equality and discrimination against young women: where does equality stand in Switzerland?*

**Mecky McNeil**

*Let's talk about mental health*

**Jonas Haertle**

*The role of SGIS to member schools to realise sustainable development goals (SDG's)*

**Remy Lamon (IB)**

*A better understanding of your school as a learning organisation*

*French sessions*

**Steven Derendinger**

*Parlons de santé mentale!*

**Elise Buckle**

*Urgence climatique: quels outils pour agir dans nos écoles et communautés?*

**Michel Wozniak**

*Travailler la mémoire en y prenant du plaisir*

**Florimont Fun sessions: Guitar music and ceramic art**

*(these sessions are limited to 10 persons each and will be on a sign up system only)*

**11:30-12:30**

**Giulia Carbone**

*“The nature, People and Climate nexus: what is it and what actions we can take to address the three interconnected crises”*

**Sean Lionadh**

*LGBTQ Aye!: how LGBTQ+education is shaping Scotland.  
Scotland is the world leader in LGBT education. Get a glimpse into the approach of Scottish schools to queer themes, students coming out, and a personal account of growing up from gay artist Sean Lionadh*

**Mecky McNeil**

*How are you? Supporting young people in distress*

**Eeqbal Hassim**

*Intercultural learning and global competences: teaching and learning strategies*

**Christophe Ott**

*Less is more – aligning your efforts to best support change in schools*

*French sessions*

**Steven Derendinger**

*Comment ça va? Soutenir les jeunes en détresse*

**Christina Bornatici**

*Attitudes envers l'égalité des genres et discrimination des jeunes femmes: où en est l'égalité en Suisse*

**Remy Lamon**

*Mieux comprendre son école en tant qu'organisation apprenante ?*

**Florimont Fun sessions: Music (discovery of Garage Band software) and Boxing**

*(these sessions are limited to 10 persons each and will be on a sign up system only)*

**12:35-13:35**    **Lunch and networking**

**13:40-14:40**    **Alice Richard**

*Developing transformational skills for sustainable development*

**Amy Bray**

*The Power of Ten: empowering young people to find Another Way*

**Jenny Mosley**

*Positive playtimes – a key to unlocking fitness, fun and friendships*

**Jeff Bradley (NEASC)**

*Hot off the press: NEASC ACE learning 2.0*

**Monika Fryzika**

*Inclusive recruitment toolkit – a practical guide for building inclusion in your recruitment practice*

*French sessions*

**Christophe Ott**

*Less is more – Aligner vos efforts pour mieux soutenir le changement dans les écoles*

**Sébastien Montessuit**

*Trouver sa voie dans un monde incertain...principes et pratiques pour aider nos élèves*

**Elise Buckle**

*Diversité, inclusion, et resilience: les clefs silencieuses de transformation de la société vers la durabilité*

**Florimont Fun sessions: Press art and Escalade and STEAM (Laser)**

*(these sessions are limited to 10 persons each and will be on a sign up system only)*

**14:40-15:40**

**Keynote English: Julia Maton-Lefevre** – *“Treating the planet as if we intended to stay”*

**Keynote French: Jenny Ebermann** – *“Organisations conscientes – redonner de l’importance aux collaborateurs et \*trices”*

**15:40-18:10**

**Claire Drury: Senior management session** (including afternoon refreshment break)

*What is leadership behaviour?*

*Why develop leadership behaviour in schools?*

*The steps to achieving results*

*Enablers, blockers & the role of Heads of School*

**15:40-16:05**

**Afternoon break – visit exhibitors**

**Florimont Fun sessions: Art design and Fencing**

*(these sessions are limited to 10 persons each and will be on a sign up system only)*

**16:10-17:10**

**Jenny Mosley**

*Staff wellbeing – putting our own wellbeing first so we have the energy to care for others*

**Julia Marton-Lefevre**

*Discussion: treating the planet as if we intended to st*

**Alice Richard**

*Harnessing the power of play to bring sustainability to life*

**Valerie Hannon**

*Transforming schools through design principles*

**Olivia Roth (CIS)**

*Advancing school improvement: School choice through accreditation pathways.*

*French sessions*

**Sara Ruiz**, Organisation suisse d'aide aux réfugiés (OSAR)

*A qui accorder la protection en Suisse?*

**Elise Buckle**

*Urgence climatique: quels outils pour agir dans nos écoles et communautés?*

**17:15-18:15**

**Jenny Mosley**

*Support wellbeing and help children enjoy lessons by making FUN a priority*

**Jenny Ebermann**

*Practical mindful communications workshop*

**Jessica Minahan**

*Increasing student engagement and reducing oppositional behaviour*

**Sean Lionadh**

*Expressions of diversity: using poetry to explore ourselves and our values. Artist and poet Sean Lionadh delivers a highly interactive workshop exploring the medium of poetry to explore our identities and celebrate our diversity, laying out empathy building exercises which can be taken home and shared with students.*

*French sessions*

**Sara Ruiz**, Organisation suisse d'aide aux réfugiés (OSAR)

*A qui accorder la protection en Suisse (repeat session)*

**Elise Buckle**

*Diversité, inclusion, et resilience: les clefs silencieuses de transformation de la société vers la durabilité*

**Apero 18:15 – 19:30**



## **Saturday 25<sup>th</sup> March**

**08:30-09:00**    **Welcome refreshments and visit exhibitors**

**09:00-10:00**    **Keynote English: Jessica Minahan** – *Practical Strategies for Reducing Anxiety and Challenging Behaviour in the Classroom*

**Keynote French: Izumi Takase** – *Leadership- du Vertical à l'Horizontal*

**10:05-11:05**

**Jenny Mosley**

*Quality circle times for recovery, resilience and respectful relationships*

**Jessica Minahan**

*Practical strategies for reducing anxiety and challenging behaviour in the classroom –Part 2*

**Eeqbal Hassim**

*Intercultural learning and global competences: curriculum continua*

**Alban Mayne**

*Is creating a purpose-led company easier?*

*French sessions*

**Julia Marton-Lefevre**

*Traiter la planète comme si nous allions rester*

**Michael Wozniak**

*Structurer la pensée en la rendant neuro-ergonomique avec le Mind Mapping*

**Jenny Ebermann**

*Atelier pratique sur l'intelligence émotionnelle*

**11:05-11:30**

**Refreshments and visit exhibitors**

**11:35-12:35**

**Jenny Mosley**

*Staff wellbeing – putting our own wellbeing first so we have the energy to care for others (repeat session)*

**Sean Lionadh**

*LGBTQ Aye!: how LGBTQ+ education is shaping up in Scotland*

*Scotland is the world leader in LGBT education. Get a glimpse into the approach of Scottish schools to queer themes, students coming out, and a personal account of growing up gay from artist Sean Lionadh.  
(repeat session)*

**Jessica Minahan**

*Increasing student engagement and reducing oppositional behaviour*

**Alban Mayne and Pierre Quintard**

*Can business and a NGO truly work together?*

*French Sessions*

**Alice Richard**

*Exploiter le pouvoir de jeu pour donner vie à la durabilité*

**Anne-Cecile Turner**

*Les fondamentaux du développement durable*

**Izumi Takase**

*Le pouvoir de l'encouragement – l'esprit "Ganbare"*

**12:40-13:40**

**Lunch and visit exhibitors**

**13:45-14:45**

**Sean Lionadh**

*Expressions of diversity: using poetry to explore ourselves and our values. Artist and poet Sean Lionadh delivers a highly interactive workshop exploring the medium of poetry to explore our identities and celebrate our diversity, laying out empathy building exercises which can be taken home and shared with students (repeat session).*

**Eeqbal Hassim**

*Intercultural learning and global competences: approaches to assessment*

**Amy Bray**

*The Power of Ten: empowering young people to find Another Way*

**Valerie Hannon**

*Transforming schools through design principles (repeat session)*

*French sessions*

**Alban Mayne**

*Est-ce que créer une entreprise à mission est plus facile?*

**Anne-Cecile Turner**

*Le développement durable adapté à l'éducation*

**Alice Richard**

*Développer des compétences transformationnelles pour le développement durable*

**14:50-15:50**

**Jenny Ebermann**

*Practical resilience workshop*

**Monika Fryzika**

*Inclusive recruitment toolkit - a practical guide for building inclusion in your recruitment practice (repeat session)*

**Jenny Mosley**

*Support wellbeing and help children enjoy lessons by making FUN a priority*

*French sessions*

**Alban Mayne et Pierre Quintard**

*Une entreprise et une ONG peuvent-elles vraiment travailler ensemble?*

**Anne-Cecile Turner**

*Meilleurs cas, exemples concrets de projets durables*

**Izumi Takase**

*Comment mange-t-on un éléphant?*

## Speakers bios and session information by topic



### **Jeff Bradley, NEASC**

Before starting as a Director for the NEASC Commission on International Education, Jeff served as a NEASC Commission Member and Visitor from 2009-2015. From 2008-2016, he was a partner at Educators' Collaborative, an executive search and consulting firm, assisting schools worldwide with leadership recruiting and development, strategic planning, and governance. In 2012 Jeff co-founded OESIS Group – a US and international partnership of K-12 thought leaders and practitioners aimed at sparking conversations and innovations to support best practices of teaching and learning in an increasingly globalized world. Jeff was founding Director of School Year Abroad/Italy and served as Headmaster of TASIS-The American School in Switzerland. He earned both his BA (Philosophy) and MA (English Literature) from Georgetown University.

### **Sessions:**

#### *Hot off the Press: NEASC ACE Learning 2.0*

After five years of inspiring schools to transform themselves into 21st-century learning environments with ACE Learning 1.0, NEASC is launching ACE Learning 2.0. in 2023. Join us to explore the refreshed ACE Ecosystem, and new resources and learn about key improvements. ACE Learning 2.0, the latest version of our accreditation protocol which provides a framework for schools to envision the next steps in their evolution toward becoming a highly impactful, high-performing learning community. The presenters will share the new materials, highlight some of the key improvements and then lead the participants through several activities where they can explore the Learning Principles more deeply. Learners will choose a few prompts and provocations from the Learning Principles and discuss them with individuals from other schools, modeling the internal reflection process used by NEASC schools.

Learning objectives:

- Learners will be introduced to the new ACE Ecosystem 2.0
- Learners will explore one of the new ACE Learning Principles
- Learners will discuss several prompts and provocations from within the ACE Learning Principles and ground them in their own work.

How might participants translate your session into action to have impact in schools?

Schools that are engaged with NEASC and ACE Learning will get a sneak peek at the new ACE Learning 2.0 which will allow them to begin to plan for their future accreditation cycle. Participants who are not at a school engaged with ACE will get a flavor of what ACE Learning is about and they may if they wish sign up for future training to become a NEASC visiting team member.



### **Claire Drury**

Claire Drury is an experienced Learning and Organisational Development Consultant, Coach and Facilitator. She designs and delivers behavioural development programmes and partners with intact leadership teams to reinforce and sustain existing cultures or ignite culture change. Prior to becoming an independent consultant in 2005, Claire was Head of Learning & Development at a global financial services firm. She designed and implemented a wide range of behavioural development programmes, appraisal systems, competency frameworks and 360degree feedback assessments, plus talent and graduate programmes.

#### **Session:**

*What is leadership behaviour? Why develop leadership behaviour in schools? The steps to achieving results. Enablers, blockers and the roles of the Heads of Schools*



### **Remy Lamon IBO**

After a career as a Middle Years Programme and Diploma Programme teacher in various countries (Switzerland, China, United Kingdom), as well as a member of school leadership teams and as an author of educational books, Remy is now working as IB World Schools Senior Manager. This department was established in 2017 to support authorized schools in delivering quality education. The two main roles of the department are to be the voice of schools within the IB to advocate for their needs and to evaluate schools in a supportive manner to create opportunities for each school to grow. Rémy is there to support schools in their development and implementation of their IB programmes.

Après une carrière d'enseignant du Programme d'éducation intermédiaire et du Programme du diplôme dans divers pays (Suisse, Chine, Royaume-Uni), ainsi qu'en tant que membre d'équipes de direction d'établissements scolaires ou rédacteur d'ouvrages pédagogiques, Rémy travaille en tant que Responsable confirmé du Service

des écoles du monde de l'IB. Ce département, créé en 2017, a pour mission d'aider les établissements autorisés à dispenser une éducation de qualité. Les deux rôles principaux de ce département consistent à être la voix des établissements scolaires au sein de l'IB afin de défendre leurs besoins et à évaluer les établissements de manière solidaire afin de créer des opportunités de développement pour chaque établissement. Rémy est là pour aider les établissements dans leur développement et leur mise en œuvre des programmes de l'IB.

### **Sessions:**

#### *A better understanding of your school as a learning organisation*

In a school, the main purpose of a continuous reflection process is to ensure that the school continuously develops its capacity to implement practices that have a greater impact on student outcomes through the development of teachers' and leaders' expertise. Schools engage in collaborative reflection to deepen their understanding of what works well in their context and what needs to be developed. This helps the school, as a learning community, to develop intentionally and strategically so that resources and efforts can be allocated effectively. During this presentation, participants will collaboratively explore the concept of what it means to be a learning organisation. This will be done in the context of the IB 2020 Standards and Practices.

#### *Mieux comprendre son école en tant qu'organisation apprenante*

Dans un établissement scolaire, l'objectif principal d'un processus de réflexion continu est de s'assurer que l'établissement développe en permanence sa capacité à mettre en œuvre des pratiques qui ont un impact plus important sur les résultats des élèves grâce au développement du savoir-faire des enseignants et des dirigeants. Les établissements s'engagent dans une réflexion collaborative pour approfondir leur compréhension de ce qui fonctionne bien dans leur contexte et de ce qui doit être développé. Cela aide l'établissement, en tant que communauté d'apprentissage, à se développer de manière intentionnelle et stratégique afin que les ressources et les efforts puissent être alloués efficacement. Durant cette présentation, les participants exploreront en collaboration le concept de ce que signifie être une organisation apprenante. Cette réflexion sera menée dans l'optique des Normes de mise en œuvre et applications concrètes des programmes de l'IB de 2020.





**Olivia Roth, CIS**

Olivia is a teacher, school and organisational leader, and a lifelong learner. She has taught in and led departments and schools in South Africa, England, and Bahrain. She worked as a teaching and learning consultant in the UK before taking up a role as an adviser for the Department for Education's National Strategies for School Improvement. She is both a schools evaluator and a school improvement champion. Prior to joining CIS, her role as CEO of British Schools in the Middle East (BSME) brought about significant organisational growth and development in the region. She is currently completing her MBA in Educational Leadership.

Olivia prides herself on being a collaborative colleague, coach and mentor. School improvement work is not only a strength, it's what she enjoys most; the development of training and development resources for schools plays a key part in her commitment to school improvement. She also recognises the balance required between the support and challenge required to affect change.

**Sessions:**

*Advancing school improvement: school choice through Accreditation Pathways*

The purpose of accreditation is school improvement, but what if your route to accreditation gave your school community a choice? Choice to focus on the areas that matter to your students. Choice to invest time, energy and resources in ways that move your strategic priorities forward as your school achieves accreditation. The Council of International Schools (CIS) is offering re-accreditation pathways to help schools do just that. Learn how your school can engage in Pathway 2 accreditation.



### **Christoph M. Ott**

Dr. Christoph M. Ott is a member of the Board of the Leysin American School, a university lecturer, and the Managing Director of Quality Schools Certificate, a Swiss-based quality certification for schools. He has extensive enrollment management experience in international markets and guiding organizations to achieve long-term goals. Forward-thinking and innovative strategic thinker with the ability to build cross-functional teams, develop comprehensive programs, and improve service quality. Christoph is skilled at introducing new and innovative ideas into secondary education and implementing them through empowerment, motivation, and inspiration.

Dr. Christoph M. Ott est membre du conseil d'administration de la Leysin American School, chargé de cours d'université et directeur général de Quality Schools Certificate, une certification de qualité Suisse pour écoles. Il possède une vaste expérience de le marketing international et d'orienter des organisations à atteindre des objectifs à

long terme. Penseur stratégique et innovant, il est capable de constituer des équipes pluridisciplinaires, de développer des programmes et d'améliorer la qualité du service. Christoph est capable de lancer des initiatives novatrices dans l'enseignement secondaire et de les implementer à travers la responsabilisation, la motivation et l'inspiration des collaborateurs.

#### **Sessions:**

##### *Less is more - aligning your efforts to best support change in schools*

Duplication of work due to running multiple quality systems (such as ISO and accreditations) can create change fatigue, undermine staff morale and, ultimately, hinder the evolution of a school.

The goal of this session is to highlight ways to align these different quality systems and have them feed off and complement each other. Schools emphasize this approach benefit from a climate open and ready to change. This session is given jointly with Jeff Bradley, Director for Accreditation and School Improvement of NEASC.

##### *Less is more - aligner vos efforts pour mieux soutenir le changement dans les écoles*

La duplication du travail due à la gestion de plusieurs systèmes de qualité (tels que l'ISO et des accréditations) peut créer un épuisement face aux changements, saper le moral du personnel et, en fin de compte, entraver l'évolution d'une école.

L'objectif de cette session est de mettre en évidence les moyens d'aligner ces différents systèmes de qualité et de faire en sorte qu'ils se

nourrissent et se complètent mutuellement. Les écoles qui mettent en avant cette approche bénéficient d'un climat ouvert et prêt au changement. Cette session est donnée conjointement avec Jeff Bradley, directeur de l'accréditation et de l'amélioration des écoles de NEASC.

# Wellness



## Steven Derendinger

Steven delivers mental health courses in French for pro mente sana since 2019. In addition to mental health promotion and prevention, he works in Lausanne as an independent sex therapist, sexual health counsellor and Breathing Coordination MDH practitioner.

Steven has Master of Arts, a Diploma of Advanced Studies in Sexual Health recognized by Sexual Health Switzerland, and a certification in Clinical Sexology and Sex Therapy recognized by the Swiss Society of Sexology.

Steven worked since 2019 on the adaption in French of the Mental Health First Aid courses (Adults, Youth, Managers) in Switzerland. He leads the French instructors training team and is an experienced instructor.

Internet links:

<https://ensa.swiss/fr/premiers-secours>

<https://bienatoi.ch>

## Sessions:

### *Parlons de santé mentale !*

La santé mentale dans les écoles, l'ampleur du problème.

Ce qui impacte la santé mentale des jeunes : mythes et réalité.

Promouvoir la santé mentale dans les écoles : interventions fondées sur des preuves.

Orienter vers une aide professionnelle : ressources de soutiens en Suisse.

Soigner les soignants : prendre soin de soi n'est pas égoïste.

Action collective : créer un réseau de soutien au bien-être dans la communauté SGIS.

### *Comment ça va ? Soutenir les jeunes en détresse*

Introduction à ROGER : cadre de soutien fondé sur des données scientifiques.

Études de cas réels : travail en petits groupes sur des études de cas en utilisant ROGER.

Retours et réflexions : discussion en groupe et partage d'idées et de soutien.

Mise en œuvre de l'action : création d'un cadre de soutien dans votre école.



### **Jenny Ebermann**

Ayant grandi à Bruxelles et vivant en Suisse depuis plus de 13 ans, Jenny Ebermann est une Leader, Coach et Formatrice internationale, innovatrice et visionnaire. Ayant un bagage en sport, économie et management, Jenny travaille présentement en tant que Directrice Exécutive pour la Suisse d'une ONG mondialement reconnue.

Avec plus de 17 années de gestion efficace d'équipes multiculturelles, diverses et virtuelles, elle possède une expertise variée au sein de différentes entreprises et organisations, notamment dans le secteur public, en Organisations Internationales, ONGs et grandes multinationales (B2B/ B2C) dans différents pays et continents.

En tant qu'ancien Membre du Conseil d'Administration de l'Association Européenne des Approches basées sur la Pleine Conscience ([www.eamba.net](http://www.eamba.net)) et en tant que Membre active de l'Association MBSR en Suisse (<https://www.mindfulness.swiss>), Jenny est passionnée en ce qui a trait à la pleine conscience, la communication et le leadership au niveau local et international.

Détenant un CAS et un Diplôme en Coaching ainsi qu'ayant des certifications additionnelles en communication interculturelle, leadership, formation et médiation, Jenny apprécie de pouvoir travailler moyennant des outils systémiques et basés sur la pleine conscience.

Par ailleurs, elle est formée en pleine conscience pour *adultes* par l'Université de Bangor, UK et adhère aux Standards de Qualité anglais. Pour les *enfants/adolescents*, Jenny s'est formée auprès de [mindfulschools.org](http://mindfulschools.org) (États-Unis) et est certifiée Eline Snel ("Mindfulness matters") aux Pays-Bas.

Grown up in Brussels and living in Switzerland for over 13 years, Jenny Ebermann is an international innovative and visionary Senior Leader and Personal Development Professional. Originally with a sports, economics and management background, Jenny currently works as CEO for Switzerland for a renowned NGO.

With over 17 years of successful multicultural, cross-functional, virtual team and organisational management, she possesses hands-on experience in the Public Sector, International Organisations, NGOs and Multinational Corporations (B2B/ B2C) in various countries and continents.

As a former Board Member of the European Association for Mindfulness Based Approaches ([www.eamba.net](http://www.eamba.net)), as well as active Member of the Swiss MBSR Association (<https://www.mindfulness.swiss>), Jenny is passionate about mindfulness, communications and leadership in international and local settings.

Holding a CAS as well as a Diploma in Coaching and having additional certifications in intercultural communications, leadership, training and mediation, Jenny enjoys working with systemic, mindfulness-based methods.

She is trained in mindfulness for *adults* by Bangor University, UK and adheres to the UK Mindfulness-based teacher training organisation's good practice guidance. Concerning *children/adolescents*, Jenny has been trained by mindfulschools.org in the US and is certified by Eline Snel, from the Dutch Academy for Mindful Teaching (AMT).

### **Sessions:**

#### *Keynote: Organisations conscientes – redonner de l'importance aux collaborateurs et \*trices*

Selon certaines analyses mondiales, un accent clair sur les valeurs, le bien-être et le leadership centré sur l'humain est en train d'émerger, ce qui rend les organisations vivantes - et également attrayantes pour les nouveaux et nouvelles employé(e)s ainsi que pour le personnel existant. Le monde change rapidement actuellement ; tout devient plus incertain, plus rapide : à commencer par la manière de communiquer ou de consommer, le digital mais aussi les changements environnementaux. La pandémie nous a finalement montré à quel point nous sommes vulnérables en tant qu'êtres humains. Tout cela a un impact sur les organisations et les personnes qui les composent. Mais qu'est-ce qu'une « organisation consciente » et comment peut-elle être mise en œuvre ? Cette intervention vous donnera un aperçu sur une manière différente de traiter les organisations où les employé(e)s apprennent à gérer leurs peurs et l'organisation elle-même devient une sorte d'organisme vivant qui a sa propre énergie et suit son propre objectif.

#### *Mindful organisations – putting people center-stage*

According to global analyses, a clear focus on values, well-being and human-centered leadership is emerging, which make organisations alive - and also attractive for new and existing employees.

The world is changing rapidly currently; everything is becoming more uncertain, faster: starting with the way of communicating or consuming, the digital but also environmental changes. The pandemic has also ultimately shown us how vulnerable we are as human beings. All of this impacts organisations and the people within it.

But what is a “Mindful organisation” and how can it be implemented? This key note speech will give you insights into a different way of dealing with organisations whereby people learn to handle their fears and the organisation becomes a kind of living organism that has its own energy and purpose.

#### *Atelier pratique sur l'intelligence émotionnelle*

À l'aide d'un outil d'auto-évaluation concernant l'intelligence émotionnelle, une auto-réflexion et une discussion seront menées. Quelles sont mes zones de confort typiques, que puis-je améliorer et comment ? Les participant(e)s repartiront avec des outils pratiques et concrets.

*Practical emotional intelligence workshop*

Using a self-assessment tool for emotional intelligence, self-reflection and discussion will be led. Which are my typical comfort zones, what can I improve and how? Participants will go out with some very practical tools.

*Practical mindful communications workshop*

Why is mindfulness so important when it comes to communications? After a short theory input, we will be working very practically to experience ourselves what this means for our daily lives as teachers, administrators or leaders in school.

*Practical resilience workshop*

Resilience is a dynamic process that allows us to manage challenges successfully. Looking at it from a resource orientation perspective and after a short theory input, we will be working on our basic attitudes.



### **Mecky McNeil**

Dr Mecky McNeil is a British-qualified doctor and general practitioner, experienced in looking after adults and children with a range of mental illnesses, including anxiety, depression, eating disorders and schizop, and caring for suicidal and acutely psychotic patients.

Part of the team at Pro Mente Sana since 2019, Mecky helped to developed the ensa Mental Health First Aid English courses for adults and youth in Switzerland. Mecky leads the English instructor training team and is an experienced instructor.

Mecky currently collaborates with UNICEF and Z Zurich Foundation on a global project aimed at supporting young people's mental health.

Hyperlinks:

<https://ensa.swiss/en/first-aiders/>

<https://www.unicef.org/partnerships/z-zurich-foundation>

**Sessions:**

*Let's talk about mental health*

Mental health in schools, the scale of the problem.

What impacts the mental health of young people: myths or fact?

Safeguarding mental health in schools: evidence-based interventions.

Signposting to professional help: resources for support in Switzerland.

Taking care of carers: self-care isn't selfish.

Collective action: creating a wellbeing support network across the SGIS community.

*How are you? Supporting young people in distress*



Introduction to ROGER: Evidence-based framework for support.

Real life case studies: small groups work through case studies using the ROGER framework.

Feedback and reflection: whole group discussion to share ideas and support.

Implementing action: creating a support framework in your school.



### **Jessica Minahan**

Jessica Minahan, MEd, BCBA, is a licensed and board-certified behavior analyst, special educator, as well as a consultant to schools internationally ([www.jessicaminahan.com](http://www.jessicaminahan.com)). Jessica has over seventeen years of experience supporting students who exhibit challenging behavior in urban public-school systems.

She is the co-author of *The Behavior Code: A Practical Guide to Understanding and Teaching the Most Challenging Students* (Harvard Education Press, 2012) and author of *The Behavior Code Companion: Strategies, Tools, and Interventions for Supporting Students with Anxiety-Related or Oppositional Behaviors* (Harvard Education Press, 2014).

### **Sessions:**

*Keynote: Practical strategies for reducing anxiety and challenging behaviour in the classroom*

With up to one in four children struggling with anxiety in this country, overwhelmed adults are in need of a new approach as well as an effective and easy-to-implement toolkit of strategies that work.

Through the use of case studies, humorous stories, and examples of common challenging situations, participants will learn easy-to-implement preventive tools, strategies, and interventions for reducing anxiety, increasing self-regulation, accurate thinking, and self-monitoring in students.

*Practical strategies for reducing anxiety and challenging behaviour in the classroom - part 2*

When a student is misbehaving, our focus should be on determining what skill the student is lacking and using interventions to build the requisite skills. What's more, you cannot change your behavior unless you are aware of it! Without the often-overlooked skill of self-monitoring, students remain reliant on adults to monitor and manage their behavior. Learn how to teach behavior instead of managing it by explicitly teaching requisite skills including self-monitoring.

### *Increasing student engagement and reducing oppositional behaviour*

Among the many reasons new teachers leave the field within their first five years, disruptive students are on the top of the list. Without intervention, these children are at risk for poor performance, diminished learning, and social/behavior problems in school. Overwhelming, negative, and inaccurate thoughts can contribute to student disengagement. When this is the case, traditional suggestions such as incentives, offering breaks, graphic organizers, or even checklists will not help the student initiate an activity. As a result of this workshop, participants will be able to easily implement preventive tools, strategies, and interventions for reducing oppositional behavior, increasing work engagement, initiation, persistence, and self-monitoring.

### *Increasing Student Engagement and Reducing Oppositional Behaviour (Session to be repeated)*

Among the many reasons new teachers leave the field within their first five years, disruptive students are on the top of the list. Without intervention, these children are at risk for poor performance, diminished learning, and social/behavior problems in school. Overwhelming, negative, and inaccurate thoughts can contribute to student disengagement. When this is the case, traditional suggestions such as incentives, offering breaks, graphic organizers, or even checklists will not help the student initiate an activity. As a result of this workshop, participants will be able to easily implement preventive tools, strategies, and interventions for reducing oppositional behaviour, increasing work engagement, initiation, persistence, and self-monitoring.



## **Jenny Mosley**

Jenny Mosley is a national and international educational consultant, author and publisher. Based in the UK, with 45 years of experience in schools. Jenny has developed her 'Golden Model' approach for Early Years and Primary, interweaving rafts of key ideas promoting staff and pupil wellbeing, listening systems, positive behaviour, school values and calmer lunchtimes and playtimes. With the aim of creating safe learning communities where all children and adults feel valued, respected and listened to, Jenny is in great demand for her inspiring talks and motivational workshops. Jenny's key areas of expertise include staffrooms, classrooms, dining halls and playgrounds. All of Jenny's systems promote wellbeing in schools. Her 'Five Wells for Wellbeing' were adopted by the National College for School Leadership, UK.

Jenny has taught MEds in Education at two universities and her work has been featured many times in the press and aired on the BBC. Jenny travels tirelessly to work with staff and children in schools across the UK

and internationally.

More recently, Jenny has created therapeutic training resources aimed at School Recovery and continues to create online resources so that schools can access her support for positive relationships, respectful school communities, speaking and really listening to each other and, importantly, fun, games and enjoyment at school.

[www.circle-time.co.uk](http://www.circle-time.co.uk)

### **Sessions:**

*Staff wellbeing – putting our own wellbeing first so we have the energy to care for others (session to be repeated)*

“Yesterday I was clever, so I wanted to change the world. Today I am wise, so I am changing myself.” – Rumi

Too many adults ignore their own wellbeing needs during term time. With a clear link between adult and child wellbeing, adult wellbeing needs to be high on school agendas.

Jenny's passionate belief is that we each need our own Personal Care Plan to recharge our energy and joy levels. We need to be certain that we have sufficient energy to actively support others, even more - so during times of crisis and recovery. Mindfulness and fun are uplifting

touchstones of her philosophy. It's important to reach out and share our experiences in a supportive, non-judgemental forum. Jenny will be talking about the importance of leading by example. The over-used but dazzling "Be The Change You Want To See" (Gandhi) is key – we cannot tell people how to be – we need to inspire them! Jenny will introduce her highly acclaimed Five Wells for Wellbeing and to help us consider a raft of ideas to help us care for ourselves and others within our community. We need energy and empathy to be effective early years practitioners, teachers, assistants, administrators, leaders to build caring, strong, inclusive relationships with others. We need to start the process with a commitment to ourselves.

### *Positive Playtimes – a key to unlocking fitness, fun and friendships*

Having positive, enjoyable playtimes can make the world of difference to a child. We can encourage children to help take responsibility for their playtimes and to connect more positively with each other. Jenny will explain some strategies that can be used to encourage good quality play and a range of positive behaviour strategies that we can engage in to help children show more respect to lunchtime staff and each other. The qualities of co-operation, inclusion, community and belonging can all be nurtured through play and playground activities.

When adults encourage children to learn and play traditional and new games, this can support better learning, good friendships and teamwork. Jenny will discuss how everyone can have their own interests in a busy playground and the importance of Playground Zoning. One fifth of a child's school life is spent in the playground, if they are not happy there, then they are not happy at school.

*"Those who play, rarely become brittle in the face of stress or lose the healing capacity for humour."*

Dr Stuart Brown, founder, National Institute for Play

### *Support wellbeing and help children enjoy lessons by making FUN a priority*

When children are asked about learning, they respond in a very straightforward way – "It should be fun". They want teachers to teach well, be firm – but the added magic is a teacher's ability to create fun. Aristotle wrote "there is no learning without laughter coming from the classroom." More recent research claims laughter increases feelings of wellbeing, reduces tension and stress hormones, adds joy and creates positive attitudes.

Fun means engagement plus doing and learning what has meaning and purpose. When children are having fun, they turn on their effective information processing and long-term memory storage and information is better retained.

Jenny's presentation will also highlight her Five Skills Strategy to show how you can engage children in a range of energising games and activities to help them keep focussed, motivated and wanting to learn and take educational risks. There will be a range of exciting ideas to help

pupils relax, engage or energise and have fun so you can create a classroom or setting ethos that truly is conducive to effective learning.

“Tell me and I forget, teach me and I may remember, involve me and I learn”. Benjamin Franklin

### *Quality Circle Times for recovery, resilience and respectful relationships*

This presentation will show how schools can set up three explicit listening systems to help develop children’s social, emotional and spiritual intelligence, support PSHE and mental health. It is important, especially in times of recovery, for children to be ‘heard’ in an empathic and caring community.

How can we motivate young people to internalise moral values so they can make good behavioural choices? With emphasis on how to help children communicate better with each other, explore problems and solutions, develop empathy, and to care about the wider community around them... Jenny will look at how regular Circle Times, in the hands of skilled facilitators, can meet these aims.

Jenny will explain how her unique Five Steps approach and the Five Ground Rules can help teachers structure safe and solution focused discussions. This presentation introduces inspirational ways to make circle times exciting and vibrant for children. The power of fun and games can help us all learn!!

In Jenny’s ‘Gold Award’ schools – they hold regular circle times for staff too!

*“I do support Circle Time; used well, it is an invaluable dynamic within a vibrant Recovery Curriculum, which after all, is a vital framework in this time of great trauma for our children... we need to ignite some of the approaches we have lost... and urgently”.* Barry Carpenter, Founder of the Recovery Curriculum, Headteacher.

### *Nurturing the wellbeing of challenging or troubled children ‘beyond’ the normal motivational strategies*

*‘The one who most needs us – is often the one who most repels us’ Jenny Mosley*

Today’s children are vastly complex, and their needs can often shake our confidence in ourselves. It is important that dealing with these children doesn’t take huge swathes of our precious time and energy, away from the children who always uphold the values and ethos of your class. Jenny has been working in schools for over 48 years and has developed a range of strategies to help create more inclusive classrooms. In this workshop, aimed at early years and primary teachers, she will highlight some of her tried and tested strategies.

Jenny will draw upon the highly acclaimed book she wrote with Dr Zara Niwano; ‘They’re Driving Me Mad,’ LDA.



## **Izumi Takase**

*Empowering Parents, Educators, Leaders and Teams  
With creative, practical and experiential resources in today’s fast changing world.*

Izumi Takase is a Swiss Licensed Trainer and Career Coach. She founded iPositiveLINC in October 2016. She worked for 20 years at a Swiss Human Resources, Consultancy in Geneva. As a Senior Consultant, she supported the private industry sector, public institutions such as universities (Geneva, Lausanne, Neuchatel, The Graduate Institute), and schools (Ecolint).

Currently, she is a corporate trainer (P&G, HP, Ferring, Givaudan ...), the Moser School (certified as Positive Discipline Lab School) and trains primary and secondary teachers in Geneva and Nyon. She also works with the Geneva Public Schools (DIP), HEP (Haute Ecole Pédagogique BEJUNE) and GIAP (Groupement Intercommunal pour l'Animation Parascolaire).

Izumi facilitates workshops in English and French for parents and educators, management development interventions, Teambuilding workshops, addressing communications and conflict management, and change management issues.

Izumi is also a Coach for professionals and parents/educators to improve communication and interpersonal skills, bringing a better awareness of who you are, where you fit, and what you want today and tomorrow. Coaching sessions include improving confidence, communication, and team leadership skills based on encouragement and positive reinforcement.

She is a certified swiss federal trainer and certified in the methodology founded by Dr Jane Nelsen’s ‘Empowering People in the Workplace’ and ‘Positive Discipline’ for parents/educators. Since 2018, Izumi has been a member of the School Governor at the Geneva English School.

Izumi is Swiss with Japanese origins and alumni of Ecolint. She speaks fluent English, French and Japanese. Her style is multicultural, creative, open and fun, and as a former triathlete, she never gives up!

She lives in Geneva with her husband and son.

LinkedIn: <https://www.linkedin.com/in/izumi-takase-49245847/>

Website: <https://ipositivelinc.com/>

Izumi Takase est formatrice et Job Coach. Elle a fondé iPositiveLINC en octobre 2016.

Dans une autre vie, elle a été consultante pendant 20 ans dans une société suisse renommée en ressources humaines, conseil et recrutement à Genève.

Elle a accompagné les entreprises privées, les institutions publiques telles que les universités (Genève, Lausanne, Neuchâtel, The Graduate Institute), ainsi que les écoles (Ecolint).

Actuellement, elle est 'corporate trainer' en entreprise (P&G, HP, Ferring, Givaudan ...), à l'école Moser (certifiée Positive Discipline Lab School) et travaille avec les enseignants du primaire et du secondaire en suisse romande. Elle collabore avec les écoles publiques de Genève (DIP), la HEP (Haute Ecole Pédagogique BEJUNE) et le GIAP (Groupement Intercommunal pour l'Animation Parascolaire).

Izumi a régulièrement dispensé des formations en leadership, y compris des ateliers de cohésion d'équipe, abordant les compétences de communication, gestion de conflits et gestion du changement, qui figurent aujourd'hui au cœur de son activité.

Elle travaille principalement avec la Discipline Positive et 'Empowering People in the Workplace' fondée par Dr Jane Nelsen et Dina Emser. Depuis 2018, Izumi est membre du comité de direction à GES (Geneva English School) à Genève.

Izumi est suisse d'origine japonaise. Elle parle couramment l'anglais, le français et le japonais. Elle est multiculturelle, créative, ouverte et, en tant que ex-triathlète, tenace !

Elle vit à Genève avec son mari et son fils.

LinkedIn: <https://www.linkedin.com/in/izumi-takase-49245847/>

Website: <https://ipositivelinc.com/>

Empower People and Teams in the Workplace

### **Sessions:**

#### *Keynote: Leadership: du Vertical à l'Horizontal*

Diversité, équité et inclusion - connexion et collaboration avec les autres. Comment les écoles, et dans les familles, peuvent-elles reconnaître, promouvoir et utiliser la richesse de leurs communautés ? Quelles sont les compétences qui favorisent à créer un environnement d'acceptation et d'appartenance ?

Au fur et à mesure que les relations démocratiques prennent place dans les écoles, les familles et dans le milieu du travail, les outils nécessaires pour un leadership efficace évoluent.

Dans cette session interactive, nous allons explorer ensemble, les implications des relations verticales et prendre conscience des compétences nécessaires au leadership dans une société plus horizontale (holacratique).

## *Valoriser et renforcer les compétences – ‘Inclusive Leadership’*

Comment donner du sens à son travail et développer la connectivité ? Comment s’assurer que toutes et tous sont aligné-es sur les mêmes objectifs et restent motivé-es si on ne les voit presque plus ? Au final, quel lien sommes-nous en train de recréer entre nous à travers une crise? Aujourd’hui, nous sommes plongés dans l’action. Les émotions, la fatigue, le stress, c’est à peine si nous les vivons : il faut toujours aller « de l’avant ». Nos besoins fondamentaux, tels que la joie et la satisfaction, sont quotidiennement remis en question. Ces conférences s'adressent à tous les publics, qu'ils travaillent à la maison ou qu'ils partagent leur temps entre le travail sur place avec des contacts restreints, ou en tant que parent/éducateur essayant de jongler entre la vie familiale et le travail, avec des enfants en bas-âge ou avec des adolescents.

### Objectifs

Par le biais d’une conférence interactive, pratique et informative, répondre à quelques-uns des besoins et demandes exprimés lors de sondages effectués en 2020 auprès des employés.

Les participants vont acquérir au moins 3 outils et concepts applicables de suite.

Fournir aux participants un espace pour échanger, créer des liens et avoir un sentiment d’appartenance.

Les participants repartiront avec

Une approche pour soutenir collègues et famille socialement et émotionnellement, pendant les périodes d’incertitude (SEL – Social and Emotional Learning)

Des outils concrets et pratiques applicables dans leur entourage pour trouver des solutions.

Une perspective sur la gestion des défis, en utilisant les dernières découvertes dans la neuroscience.

Le pouvoir de l’encouragement – l’Esprit ‘Ganbaré’

Ces périodes d’incertitudes sont propices au découragement. Passer à l’action, essayer de nouvelles choses deviennent difficiles.

Nous allons pratiquer l’encouragement sincère et authentique, et ayant un sens.

L’encouragement :



- Apporte la prise de conscience, confiance et action.
- N'est pas nécessairement destiné à rendre les choses parfaites.
- S'apprend avec de la pratique.

### Objectifs

Acquérir et pratiquer les 4 types d'encouragement.

Comprendre ce qu'est un encouragement authentique, et ce qui ne l'est pas.

*Comment mange-t-on un éléphant ? (Petit à petit !)*

Surcharge mentale : ne pas perdre la tête, un vrai défi !

Quelle est la cause principale et comment peut-on le réduire ?

Comment faire face, la prochaine fois que vous vous retrouverez enseveli sous une montagne de tâches ?

### Objectifs

Comprendre avec une mise en situation et de la pratique, comment transformer le sentiment d'accablement, en un sentiment plus encourageant.

Ceci permet d'avoir les idées plus claires et de décider comment gérer votre emploi du temps.

## Michel Wozniak



- Ingénieur en Informatique et Systèmes d'Informations et Ingénieur Européen en Informatique et Systèmes d'Information - Spécialisation en Intelligence Artificielle
- Titulaire du module "Comportement Organisationnel" du MBA en Intelligence Artificielle de l'université de Cumbria (UK) et du Robert Kennedy College (Zurich, CH)
- Titulaire du Brevet Fédéral de Formateur Suisse
- Seul Master Trainer PNL francophone au monde pour Richard Bandler
- Seul Grand Master Trainer Tony Buzan francophone au monde (Mémoire, Mind Mapping, Lecture Rapide)
- Vice Président du groupe Tony Buzan International, Représentant exclusif du Groupe pour l'Europe
- Vice Président de l'ONG Brain Trust pour l'éducation des enfants défavorisés
- Gérant de Michel Wozniak Sàrl et propriétaire de la marque OptimiStra®

### Sessions:

*Travailler la mémoire en y prenant du Plaisir*

*Structurer la pensée en la rendant neuro-ergonomique avec le Mind Mapping*



## **Sébastien Montessuit**

Après des études de sciences économiques en France puis en économie du développement à Genève (IUHEID), avec pour objet d'étude l'exclusion sociale au Burkina Faso, j'ai intégré l'Institut Florimont en 2002. J'y enseigne l'économie, le droit et les sciences politiques. Je crée en 2012 un bureau d'orientation qui accompagne dans leurs projets plus de 400 élèves chaque année.

A côté de mon travail à Florimont, j'anime des ateliers en "intelligence collective". Je suis aussi instructeur d'apnée (Aida) et fustier (Log Builder). Dans des collectifs citoyens, j'ai créé et animés des projets liés à la transition vers plus d'autonomie et de résilience. Dans l'orientation, le cœur de mon métier est la rencontre avec les jeunes et leurs projets d'avenir - l'essence de ma profession - pour révéler chacun à ses talents.

### **Sessions:**

*"Trouver sa voie dans un monde incertain... principes et pratiques pour aider nos élèves"*

En croisant expérience et réflexion, je veux inviter chacun à prendre conscience, quelle que soit sa fonction dans l'école, de l'importance de son rôle dans le projet de vie de chaque élève. En dépassant le côté stratégique et compétitif qu'on associe spontanément à l'orientation des élèves, il sera question ici de voir comment, concrètement, l'on peut aider les jeunes, en douceur, à se révéler à eux-mêmes.

# Sustainability



## **Amy Bray**

Amy Bray is Director of Another Way, a UK environmental education charity she founded when she was 16. Through Another Way, she has planted over 30 000 trees, has given talks on climate change, plastic pollution and sustainable living to schools, community groups, businesses and events, and has created numerous resources and certifications to empower people to live more kindly with our planet. Amy is a committee member for the UN Decade of Ocean Science, and has received a number of prizes including the Cumbria Woman of the Year in 2019 and the UK Prime Minister's Point of Light Award for her work. She is currently in her third year studying Marine Biology at the University of Exeter.

Amy will talk about her experiences as a young campaigner at school, her story founding Another Way, how young people can be equipped with the tools they need to help solve the climate crisis, and how we can all make a difference. She will also describe Another Way's new Power of Ten project, a network that will bring together young changemakers from around the world and provide them with the skills and resources to carry out successful environmental projects in their schools. She will also talk about how teachers can support their students in becoming empowered young people with the skills they need to lead and thrive in the environmental or social justice sector.

## **Sessions:**

### *The Power of Ten: empowering young people to find Another Way*

Young people today are faced with an overwhelming global polycrisis; disconnect from nature, poor mental and physical health, climate change and biodiversity loss, conflict and economic instability. How do we help young people convert the natural anxiety and fear that stems from this into agency and empowerment? Amy will explore how she found her footing at school in environmental campaigning, the barriers that she faced and the solutions that would have helped her. She will pull from her experience working with schools across the UK to try to equip teachers with the knowledge to support their students in becoming proactive, creative and confident campaigners in the environmental and social justice space and explain how Another Way's Power of Ten movement will facilitate that.



## **Elise Buckle**

President of Climate & Sustainability, Co-Founder of SHE Changes Climate, Advisor to the UN

Elise Buckle is President and Director of Climate & Sustainability, a platform of collaboration for change-makers focusing on partnership development for climate, people and nature. She is also the Co-Founder of SHE Changes Climate, an initiative focusing on women empowerment, and Board Member of the Climate Action Accelerator.

Elise is highly committed to making this world a better place for people and nature. She has been working in the field of sustainable development and climate change for nearly twenty years and truly believes in radical collaboration, skillful diplomacy and movement building.

Her vision is that we can all work together as One team for One Planet, going beyond logos, egos and institutional boundaries to address the planetary emergency and shift towards a systemic transformation for climate, people and nature.

She is working both at global and local levels: “thing global, act local” is her preferred mode of action.

At COP26 in Glasgow, she hosted and moderated the COP26 Nature Day focusing on cities and regions, sharing best practices with mayors and local leaders around the world for a nature positive and climate neutral recovery.

She is currently advising the COP27 Presidency team on inclusiveness and diversity. She has been advising the UN on the 2030 Sustainable Development Agenda with a focus on partnership development for Climate, People and Nature.

She is also the Founder and President of Climate & Sustainability, a platform for collaboration for change-makers. She developed and grew the Planetary Emergency Partnership from 30 to 300+ partners during the emergence of the COVID 19 crisis and is now coordinating the green and nature positive recovery partnership.

She was the senior advisor to Dr. David Nabarro, a high-level diplomat appointed by the Secretary General to develop the Nature-Based Solutions coalition co-led by China and New Zealand for the UN Climate Action Summit in New York in 2019. The coalition was joined by 33 countries and more than 200 public and private partners. Previously, she worked for Climate Action Network International as Special Projects Director and was responsible for leading three global initiatives: the Climate Vulnerable Forum Summit, the Step Up campaign, and the Shift-SEA project for shifting financial flows towards clean energy access in South East Asia.

She also worked as the special Advisor to Ambassador Khan, Chief Negotiator of the COP23 Presidency, a very inspiring woman who led the Talanoa Dialogue as an inclusive multi-stakeholder dialogue designed to raise climate ambition and accelerate action.

She coordinated and led several global campaigns on climate policy and innovative finance with WWF during the G20 French Presidency, WBCSD for the Low Emissions Solutions Conference during COP22, and on CSR with the finance sector at UNI Global Union.

She attended most COPs since 2005 when she went to Montreal for the Members of the European Parliament, but she is also passionate about local action and grassroots mobilization, including by empowering women and mentoring youth leaders.

She served as a local politician at the City Council of Nyon, as a Member of the Jury of the Sustainability Prize and a co-founder of the inter-party Climate Group at the Council.

Earlier in her career, she worked in the humanitarian and development field with a focus on building resilience for local communities in Latin America and Central Asia.

Active and enthusiastic, she thrives in multi-cultural teams and enjoys developing collaborative partnerships with a wide range of stakeholders to harness global excellence and championship for a sustainable future.

She holds a Masters in Environmental Policy Planning and Regulation from the London School of Economics and a Masters in International Relations and Development from the Institute of Political Studies (Sciences Po Paris).

Elise is originally from France. She lived in Canada, Chile, Tajikistan, UK and worked in Africa and the Middle East. She now lives in Switzerland with her husband and two children. She loves connecting to nature, mountaineering, yoga and doing outdoor activities with family and friends. Elise is also a writer, the author of two books, and has been teaching for various universities and international schools.

LinkedIn: <https://www.linkedin.com/in/elise-buckle/>

Websites: [www.climate-sustainability.org](http://www.climate-sustainability.org) and [www.shechangesclimate.org](http://www.shechangesclimate.org)

Twitter: <https://twitter.com/elisebuckle>

### **Sessions:**

*Urgence climatique: quels outils pour agir dans nos écoles et communautés? (repeated)*

*Diversité, inclusion et résilience: les clefs silencieuses de transformation de la société vers la durabilité (repeated)*



### **Julia Carbone**

Giulia is the Director of the Natural Climate Solutions Alliance, a platform supported by WBCSD and the WEF, bringing together public and private stakeholders to identify opportunities and barriers to investment into carbon credits in new, and existing markets, to increase financing for natural climate solutions.

Previously Giulia served as Deputy Director of the Global Business and Biodiversity Programme at the International Union for Conservation of Nature (IUCN). During her tenure at IUCN, she headed projects in renewable energy, tourism, sport, agri-food, apparel, mining, infrastructure, and oil and gas sectors. She also convened numerous multi stakeholder processes, such as the Aluminium Stewardship Initiative, bringing together global companies in the aluminium value chain and civil society organizations, that led to the first global aluminium sustainability standard. She designed the Cerrado das Aguas Consortium, uniting Nespresso and other global coffee companies with local stakeholders to collectively tackle land restoration; and coordinated the Western Gray Whale Advisory Panel, enabling scientists to provide independent advice to oil and gas

representatives and NGOs.

At UNEP, Giulia was coordinating the Tour Operators' Initiative, the first tourism initiative for sustainability, connecting tour operators and three UN agencies.

Giulia has a Master of Science degree from the London School of Economics in marine policy (1993), a Master's in environmental engineering from the Turin Polytechnic (1991), a Bachelor of Arts in economics from the University of California, Santa Barbara, USA (1990) and a Laurea in geography from the Università di Genova, Italy (1997).

She is based in Morges, near Lausanne, where she lives with her husband and two children.

### **Session:**

*“The Nature, People and Climate nexus: what is it and what actions we can take to address the three interconnected crises”.*

The session will provide an overview how the three crises are connected and the roles of different actors to address them.



## **Jonas Haertle**

Chief, Executive Director Office, UN Institute for Training and Research (UNITAR).

As the Chief of the Executive Director Office, Jonas Haertle develops and oversees strategic projects for the UN Institute for Training and Research (UNITAR), one of the United Nations' official training organizations, and advises its Executive Director on strategy, mission and activities. From 2010 to July 2018, Mr. Haertle was the Head of the Principles for Responsible Management Education (PRME), an initiative founded by the United Nations Global Compact and leading business school associations. He led the global secretariat and build PRME into the world's largest initiative on responsible management education. From 2007-2010, he was the global lead of the UN Global Compact's Local Networks in Latin America, Africa and the Middle East. Mr. Haertle has written and contributed to a number of publications and academic articles on corporate sustainability and responsible education and serves on the advisory boards of a number of education organizations. He holds a master's degree in European Studies of Hamburg University in Germany. As a Fulbright scholar, he also attained

a MSc degree in Global Affairs from Rutgers University in the USA.

### **Session:**

*The role of SGIS member schools to realise the sustainable development goals (SDG's)*





### **Julia Marton-Lefèvre**

Julia Marton-Lefèvre was Director General of IUCN from 2007 to 2015. Prior positions include Rector of the UN affiliated University for Peace; Director of LEAD International and Director of the International Council for Science. She currently serves on the boards of NGOs, foundations, universities and corporations, and chairs the Board of Trustees of the Alliance of Bioversity International and CIAT; the Tyler Prize for Environmental Achievement; the Critical Ecosystem Partnership Fund; the Villars Institute Foundation and the Strategic Advisory Council to the French think tank, IDDRI. The government members of IPBES elected Julia as a member of the IPBES Bureau in 2019. She has been on the board of ASU's Global Institute of Sustainability since its inception, and serves on the Executive Committee of the Global Futures Conference. She lectures regularly on environment & sustainable development topics in various universities including Yale University where she was the Edward P. Bass Distinguished Visiting Scholar in the Environment.

Julia was the recipient of the AAAS Award for International Cooperation in Science, and has been honoured by France as Chevalier de la Légion d'Honneur and as Officier de l'Ordre National de Mérite; by Monaco as Officier in the Order of St Charles; by Korea with a presidential citation, and by Hungary with the Pronatura award. She received the Lifetime Achievement Award from the Global Council for Science and the Environment.

Julia was born in Hungary, educated in the United States and in France, and having lived in several continents, considers herself a global citizen.

### **Sessions:**

- Keynote:** *Treating the planet as if we intended to stay*
- *Discussion: treating the planet as if we intended to stay*
  - *Traiter la planète comme si nous allions rester*



## **Alban Mayne and Pierre Quintard**

Alban is the co-founder of [Beauty Disrupted](#), conscious beauty for all genders, designed in Stockholm and carefully crafted in the South of France. All Beauty Disrupted products, from shampoo to body wash and shaving, come as luxuriously lathering solid bars that smoothly follow the contours of the human body. Beauty Disrupted haircare and beauty bars are 100% plastic free, certified vegan and completely free of harsh ingredients. The bars come in beautiful packaging made of recycled cardboard and are produced using 100% renewable energy.

Each of Beauty Disrupted's haircare and beauty bars avoid at least 2 plastic bottles. Beauty Disrupted donate 20% of our profits to organizations that protect the planet and combat climate change and are b-Corp certified.

Previously Alban spent 20 years in the tech industry at HP in various senior international sales and marketing roles and at Logitech as GM across EMEA and APAC. While putting a lot of effort in driving sustainability in these companies, Alban wanted to put sustainability truly at the center of his professional life. When he and his co-founder, Svante Holm came across an article in Forbes that stated that about 80 Billion plastic bottles of shampoos and conditioners are trashed every year and less than 10% are actually recycled, many ending up in the Ocean, they decided to quit their tech careers and created Beauty Disrupted. Alban holds a MBA from Northwood University, a BA from SKEMA Business School, and completed Business Sustainability Management programme at Cambridge in 2019. Alban is also vegan, in love with the ocean and its inhabitants and volunteering at Sea Shepherd NGO.



## **Pierre Quintard, Président du Jane Goodall Institute France.**

Président de l'association depuis 2017. Lancée Par le Dr Jane Goodall, Messagère de la paix auprès des Nations Unies, L'Institut mène des actions de terrains en Afrique pour la préservation de la biodiversité et le bien-être des populations locales dans une approche holistique. Dans ce cadre, l'égalité homme-femme, l'accès à l'éducation et aux emplois durables font partis des actions menées par l'Institut. JGI développe également le programme Roots & Shoots, un programme éducatif présent dans une centaine de pays et permettant aux jeunes de mener des projets environnementaux et à dimension sociale. Dans ce cadre et grâce à sa capacité de mobilisation des jeunes à travers le monde, L'institut Jane Goodall mène de nombreuses actions et campagnes en faveur de la paix, de la préservation environnementale et des hommes.

Après un début de parcours en tant qu'ingénieur, Pierre Quintard rejoint Merrill Lynch en tant que VP où il travaille pour les différentes activités bancaires du groupe. En 1994, il fonde le Groupe Braintec et lance quelques sociétés dans les nouvelles technologies. En 2006, il rejoint Atos-Euronext pour développer les activités commerciales. En 2014, Pierre fonde la société Invoxis qui développe des systèmes de renseignement à destination des banques et des grandes entreprises pour lutter contre le financement du terrorisme.

Aujourd'hui Pierre accompagne des startups technologiques et à impact dans leur financement et développement. (Cleantechs, sociétés à impact) Il est également advisor de fonds d'investissement et à l'initiative du fond d'investissement BT&I (Blue Territories & Innovation) qui investit dans des sociétés à impact selon les principes de l'économie bleue.

### **Sessions:**

#### *Is creating a purpose-led company easier?*

Alban Mayne co-founder of premium and committed brand, Beauty Disrupted will share his experience about creating a purpose-driven company and explain why he thinks B/D strong company values and commitment helped the development of the company and overcome some barriers.

Presenter: Alban Mayne, Beauty Disrupted co-founder [beautydisrupted.com](http://beautydisrupted.com)

<https://www.instagram.com/beautydisruptedglobal/>

#### *Est-ce que créer une entreprise à mission est plus facile?*

Alban Mayne, co-fondateur de la marque de beauté premium et responsable Beauty Disrupted, partagera l'expérience vécue lors la création de son entreprise à impact et expliquera pourquoi il pense que les valeurs fortes et les véritables engagements sociétaux et environnementaux de son entreprise ont facilité le développement de Beauty Disrupted et à passer certaines barrières de l'entrepreneuriat.

Intervenant: Alban Mayne, Beauty Disrupted co-founder [beautydisrupted.com](http://beautydisrupted.com)

<https://www.instagram.com/beautydisruptedglobal/>

#### *Can a business and a NGO truly work together?*

Pierre Quintard, president of the Jane Goodall Institute in France and Alban Mayne, co-founder of premium beauty brand, Beauty Disrupted, will share their experience and views on NGO and companies collaboration.

Presenters: Pierre Quintard, President of JGI France, Alban Mayne, co-founder of Beauty Disrupted

<https://www.janegoodall.org/>  
beautydisrupted.com <https://www.instagram.com/beautydisruptedglobal/>

*Une entreprise et une ONG peuvent-elles vraiment travailler ensemble?*

Pierre Quintard, président du Jane Goodall Institute France et Alban Mayne, co-fondateur de la marque de beauté premium Beauty Disrupted, vont partager leur expérience et leur perspectives sur comment une Organisation Non Gouvernementale et une entreprise peuvent collaborer.

Intervenants: Pierre Quintard, Président du JGI France, Alban Mayne, co-fondateur de Beauty Disrupted

<https://www.janegoodall.org/>  
beautydisrupted.com <https://www.instagram.com/beautydisruptedglobal/>



**Alice Richard**

Alice Richard is a sustainability catalyst, designing and leading inspiring learning experiences that help bring sustainability and meaningful content to life. As a former innovation consultant, United Nations staff member, and product designer, Alice's career has been built around products and collaborations that drive positive change. Today, with her sustainability training company Co-CREATE ImpACT, she provides services to a wide range of educational institutions, non-profit organizations, and corporations. She runs Sustainable Development Goal training for the United Nations, designs game-based approaches to energy sustainability for the European Commission and gets big businesses such as Oracle to 'think out of the box'.

She has worked with a number of international schools in Switzerland including Le Rosey and Ecolint, as well as higher education institutions such University of St Gallen and Boston University, nurturing students changemaking skills and using play to explore the consequences of our actions.

Alice brings together genuine passion for making the world a better place with her 20+ years of experience and expertise to advance sustainability on a daily basis with inclusive, energising and thought-provoking training.

Website: <https://cocreateimpact.com/>

LinkedIn: <https://www.linkedin.com/in/alice-richard/>

## Sessions:

### *Développer des compétences transformationnelles pour le développement durable*

Pour transformer le monde, nous devons nous transformer nous-mêmes. Les défis mondiaux auxquels l'humanité est confrontée sont de plus en plus complexes, avec des crises qui s'enchaînent et se croisent. Nous, les humains, sommes le problème. Il existe une vision de ce qui doit se passer et un plan d'action mondial appelé les Objectifs de Développement Durable (ODD), mais le monde ne progresse pas actuellement vers ces objectifs. Nous n'avons pas la capacité intérieure de faire face à nos problèmes. Il est essentiel de sensibiliser les élèves à notre monde, mais nous devons aller plus loin. Nous devons passer d'une vision extérieure à une perspective intérieure et développer les compétences transformationnelles nécessaires pour contribuer à une société plus durable. Cette session présentera les Inner Development Goals (IDGs) (une boîte à outils de compétences transformationnelles pour le développement durable), explorera le changement d'esprit que nous devons faire et comment les enseignants peuvent agir comme un modèle en soutenant le développement intérieur des élèves. Venez avec un esprit ouvert pour cette session interactive.

### *Developing transformational skills for sustainable development*

In order to transform the world, we need to transform ourselves. The global challenges facing humanity are increasingly complex, with the cascading and intersecting crises. We, humans, are the problem. There is a vision of what needs to happen and a global plan of action called the Sustainable Development Goals (SDGs), but the world is currently not making progress towards these goals. We lack the inner capacity to deal with our problems. Educating students about our world is critical, but we need to go further. We need move from an external focus, to an inside perspective and develop the transformational skills needed to contribute to a more sustainable society. This session will introduce the Inner Development Goals (IDGs) (a tool kit of transformative skills for sustainable development), explore the mind shift we need to make and how teachers can act as a role model in supporting students' inner development. Come with an open mind for this interactive session.

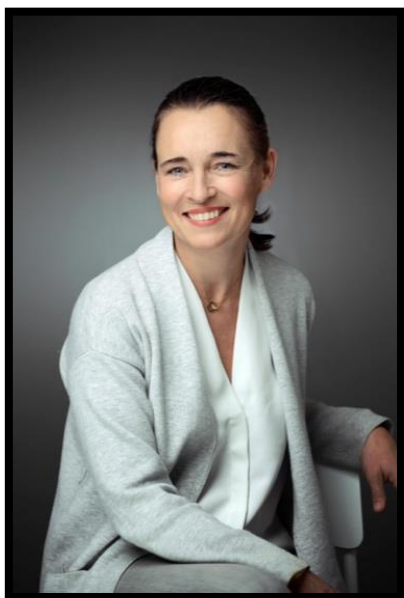
### *Exploiter le pouvoir du jeu pour donner vie à la durabilité*

Les jeux sont plus qu'un simple moyen amusant de faire participer vos élèves. Le jeu est un outil de transformation qui a le pouvoir de transmettre un contenu significatif et de motiver les élèves à agir pour faire progresser la durabilité à l'école et à la maison. Le développement durable est un sujet vaste et complexe, qui est souvent abordé d'une manière qui est à la fois lourde en contenu et centrée sur des problèmes individuels. Mettre le jeu au service de la durabilité démontre la nature interconnectée des défis auxquels nous sommes confrontés et souligne la nécessité d'adopter des approches systémiques. Les jeux offrent des environnements attrayants permettant d'explorer, d'expérimenter, d'apprendre et de co-créeer de différentes manières, ce qui entraîne des changements de mentalité, des modifications de comportement et des

actions positives. Nous jouons à des jeux depuis l'aube de l'humanité et, dans la culture romaine antique, un seul mot, "ludus", signifiait école, jeu et jeu de société. Aujourd'hui, en tant que société, nous jouons à plus de jeux que jamais, mais les utilisons-nous suffisamment en classe? Venez assister à cette session ludique sur l'utilisation des expériences d'apprentissage par le jeu pour former les futurs champions de la durabilité.

### *Harnessing the power of play to bring sustainability to life*

Games are more than just a fun way to engage your students. Play is a transformative tool that has the power to convey meaningful content and motivate students take action to advance sustainability both inside school and at home. Sustainability is a vast and complex topic, which is often conveyed in a way that is both content heavy and focused on individual problems. Harnessing play for sustainability demonstrates the interconnected nature of the challenges we face and highlights the need for systems thinking approaches. Games offer engaging environments to explore, experiment, learn and co-create in different ways, leading to mindset shifts, changed behaviours and positive action. We have been playing games since the dawn of humanity and in ancient Roman culture, there was one word 'ludus' that had the meaning of school, play and boardgame. Today, as a society we play more games than ever before, but are we using them enough in the classroom? Come along to this playful session about using gamified learning experiences to nurture future champions of sustainability.



### **Anne-Cecile Turner (session info coming shortly)**

Sustainability Expert

Leader in Water and Ocean preservation

Specialist on systemic change and system-thinking approaches

Passionate about creating real change in the world

Speaker

Coach

Anne-Cécile is an award-winning sustainability expert. Experienced in driving positive change through international platforms, her work is supported by her impressive qualifications and training from The **Tavistock Institute**, **Harvard's** Executive Leadership Program and **WWF**. With more than twenty years of experience on a global scale in marketing, sponsorship and management, she has worked with some of the world's biggest names including NGOs, media outlets, sporting events and international brands. She created **Blueshift** an agency specialised in sustainability consultancy in 2009. In 2011 Anne-Cécile joined the **Race for Water Foundation** as director. The Foundation's core aim was to identify, implement and promote solutions for a new social circular economy around plastic waste, in doing so preserving water and our oceans.

2016, she joined the **Volvo Ocean Race** as Sustainability Programme Leader, in order to assist the event in its journey to reduce its environmental impact, optimise its sustainability potential and use the power of the race to create positive change on to our oceans health. Since 2019 she is pursuing the innovative sustainability programme developed on the Volvo Ocean Race, now called **The Ocean Race**. She has created a platform for change, engaging world leaders, Academia, Institutions, private sector, scientists and philanthropists to accelerate ocean health restoration.

She is currently Co-Founder of **The SHIFT** a global sustainability agency leader in creating positive solutions for businesses, NGO's, world events organisers. The SHIFT experts support organisations in designing and implementing positive transformation for planet and people.

# DEI



## **Christina Bornatici**

Christina Bornatici completed her studies in international relations and socioeconomics at the University of Geneva. Since 2015, she is a researcher at FORS - the Swiss Center of Expertise in Social Sciences, where she is involved in the development of European research infrastructures. Since 2018, she is also a PhD candidate at the University of Lausanne. Her research interests lie in the field of gender equality, where she mainly focuses on attitudes towards gender equality and couples' work-family organisation. In 2022, she published an comprehensive report on the situation of young women in Switzerland under the mandate of the Federal Commission for Women's Issues.

Christina Bornatici a effectué ses études en relations internationales et en socioéconomie à l'Université de Genève. Depuis 2015, elle est chercheuse à FORS - le Centre de compétences suisse en sciences sociales, où elle participe au développement d'infrastructures de recherche en Europe. Depuis 2018, elle est également doctorante à l'Université de Lausanne. Ses intérêts de recherche portent sur l'égalité des genres. Elle s'intéresse

notamment aux attitudes envers l'égalité des genres et à l'organisation travail-famille des couples. En 2022, elle a publié un vaste rapport sur la situation des jeunes femmes en Suisse sur le mandat de la Commission fédérale pour les questions féminines.

## **Sessions:**

### *Attitudes towards gender equality and discrimination against young women: where does equality stand in Switzerland?*

Despite significant progress, equality between women and men is still not achieved in Switzerland, even for the younger generations. In her presentation, Christina Bornatici will first focus about young women in education and on the labour market in Switzerland. The social scientist will then show that the persistence of inequalities between women and men is linked, among other things, to cultural norms and to people's attitudes towards gender equality. Indeed, attitudes towards gender equality, in particular the social roles attributed to women and men, play an important role in the choices and behaviour of individuals. Based on her own research, she will present the evolution of attitudes towards gender equality in Switzerland over the last 20 years, and how younger generations differ from older generations in this respect. Finally, based on various research studies in Switzerland, she will explain how the attitudes towards gender equality of students, their parents and teachers can influence students' career aspirations and educational choices. Teachers have a role to play!



### *Attitudes envers l'égalité des genres et discrimination des jeunes femmes : où en est l'égalité en Suisse?*

Malgré d'importants progrès, l'égalité entre femmes et hommes n'est toujours pas atteinte en Suisse, même pour les jeunes générations. Dans sa présentation, Christina Bornatici mettra d'abord l'accent sur la situation des jeunes femmes dans la formation et sur le marché du travail en Suisse. La chercheuse en sciences sociales montrera ensuite que la persistance des inégalités femmes-hommes est entre autres liée aux normes culturelles et aux attitudes des individus envers l'égalité des genres. En effet, les attitudes envers l'égalité des genres, notamment les rôles sociaux attribués aux femmes et aux hommes, jouent un rôle important dans les choix et les comportements des individus. Sur la base de ses propres recherches, elle présentera ainsi l'évolution des attitudes envers l'égalité des genres en Suisse au cours des 20 dernières années, et en quoi les jeunes générations se distinguent des générations plus anciennes à cet égard. Enfin, s'appuyant sur différentes recherches effectuées en Suisse, elle expliquera comment les attitudes envers l'égalité des genres des élèves, de leurs parents et de leurs enseignantes et enseignants peuvent influencer les aspirations professionnelles des élèves et leurs choix de formation. Les profs ont un rôle à jouer !



#### **Monika Fryzika**

Monika was born and grew up in London and read Law at the University of Birmingham. She has worked in search and recruitment within the education sector since 2007, leading the international and independent schools consultancy division at The Times Educational Supplement (now TES Global) and subsequently for independent search firms and directly with schools. This has included working with individual schools, Boards and 'not for profit' organisations as well as large multinational school groups, investors, education providers and school brand international expansion & start up projects; creating whole school HR and recruitment plans and appointing to executive & senior support function roles. As such, her network covers both the educationalist and commercial & operational side of school leadership.

Alongside her work in search, Monika specialises in delivering training on best practice recruitment, recruitment strategy & retention and process management.

#### **Sessions:**

*Inclusive Recruitment Toolkit – A practical guide for building inclusion into your recruitment practice (Session will be repeated)*

In December 2021, Society launched an Inclusive Recruitment Toolkit – a succinct compendium of practical actions that organisations can consider and challenge themselves with in order to refine and improve their recruitment approach. Society drew the content from its own executive search practice and conversations with others committed to inclusive recruitment.

During this session, members of Society’s Schools and Colleges Practice will speak about how they developed the toolkit and discuss and debate its recommendations.

The session will be broken into three parts:

Defining key terms including Equity, Diversity and inclusion

The Business case for diversity in the workplace

Practical steps and considerations during each stage of the recruitment process including; Campaign Development, Candidate Attraction and Assessment and Selection.



### **Valerie Hannon**

Valerie Hannon is a global thought leader, inspiring systems to re-think what ‘success’ will mean in the C 21st, and the implications for education. The co-founder of both [Innovation Unit](#) and of the [Global Education Leaders Partnership](#), Valerie is a radical voice for change, whilst grounded in a deep understanding of how education systems currently work.

After a distinguished career within education, Valerie now works independently to support change programs across the world. She has advised governments and worked with systems and schools on every continent, working with some of the most challenged as well as the leaders in education innovation.

Valerie advised the OECD on its *Education 2030* project. She is a regular keynote speaker and facilitator at international conferences and workshops, drawing upon her substantial research and publications.

Valerie was the Australian Learning Lecturer for 2020 on the subject of *The Future School*. The resulting book *FutureSchool* is published by Routledge. In 2021 she received the Edufuturists’ award

for Outstanding Achievement in Education.

Valerie is the Chair of the Haringey Education Partnership and a Trustee of Apps For Good.

### **Sessions:**

*Keynote: Thriving as purpose*

Giving careful, fresh thought to overall purpose is the key to finding coherence - as well as dynamism and energy - in strategic planning. In this keynote session, Valerie will outline how re-thinking what thriving means in the conditions of the C21st can underpin a new sense of direction to schools; and how it can draw together seemingly disparate themes such as DEI, sustainability and well-being

*Transforming schools through design (session will be repeated)*

If 'thriving' constitutes the answer to 'why?', this workshop outlines an answer to the question 'how?' Drawing on her research for the recently published book FutureSchool (Routledge 2022) Valerie will show how schools around the world are adopting design principles to move towards becoming organisations that are fit for the future. She will outline strategies and approaches that these schools are using, and consider how these might be adapted in the SGIS context.



**Eeqbal Hassim**

Associate Professor Eeqbal Hassim is an internationally recognised expert in intercultural education, the development of complex capabilities, and education in transnational contexts. He is an independent education consultant and an Honorary Principal Fellow at the Melbourne Graduate School of Education (MGSE), The University of Melbourne.

Eeqbal is an Intercultural Development Inventory (IDI)® Qualified Administrator. He works extensively with schools, school systems and school organisations, both internationally and across a range of curricula. He has collaborated with the Council of International Schools (CIS) on a broad range of research, intercultural learning, global citizenship, and diversity, equity, and inclusion projects over the last seven years.

He is also a member of the CIS Board Committee on I-DEA (Inclusion via Diversity, Equity and Anti-racism).

**Sessions:**

*Intercultural learning and global competences: conceptual frameworks*

Participants will examine common conceptual frameworks that influence the interpretation of intercultural learning, evaluating how these frameworks can expand or limit the development of global competences.

### *Intercultural learning and global competences: curriculum continua*

Participants will examine curriculum continua that can assist with the advancement of intercultural learning and the development of global competences, focusing on learning that is transformational, deep, and targeted at social transfer/action.

### *Intercultural learning and global competences: teaching and learning strategies*

Participants will examine teaching and learning strategies that work, or have the potential to work, to support intercultural learning and the development of global competences.

### *Intercultural learning and global competences: approaches to assessment*

Intercultural learning and the development of global competences comprise a broad range of complex competences. Participants will examine emerging approaches to the assessment of complex competences, including frameworks, methods and continua that enable identification of possible next steps.



### **Sean Lionadh**

Sean Lionadh is an award-winning poet, filmmaker and speaker from Glasgow, Scotland. His short film, *Time for Love*, which explores the experience of modern day homophobia was seen by more than 16 million people online when it was released by BBC. When visiting schools, Sean uses his work as a starting point for discussions on empathy, queer identity and experience, and allyship.

#### **Sessions:**

- *LGBTQ Aye: how LGBTQ+ education is shaping up in Scotland*
- *Expressions of diversity: using poetry to explore ourselves and our values*



## **Sara Ruiz**

(Organisation suisse d'aide aux réfugiés (OSAR))

Having completed a Bachelor of Arts in Spanish Literature and a Master's degree in German Literature, I worked as a middle school teacher and as an adult educator for German. At the same time, I was finalizing my Federal Trainer Diploma. I then worked a couple of years as a social worker. Nevertheless, my predilection area being migration and integration, I started looking for an opening in the vast world of NGOs.

Luckily for me, I didn't have to look for a long time. I've started working for the Swiss Refugee Council in January 2021 as a training co-manager in French-speaking Switzerland.

### **Sessions:**

*“A qui accorder la protection en Suisse?”*

Les participant-e-s vivent les différentes étapes de la procédure d'asile en Suisse, investi-e-s des rôles de parlementaires ou de fonctionnaires. Il leur est ainsi demandé de déterminer les critères visant à accepter ou à rejeter une demande d'asile et de se prononcer sur la requête d'une personne réfugiée. Avec le témoignage d'un-e intervenant-e sur son propre parcours de réfugié-e ».

*“Who can hope for the protection of Switzerland”*

Participants reflect on the different stages of the asylum procedure in Switzerland. They are questioned about the reasons for fleeing and the criteria for accepting or rejecting an asylum application in Switzerland. Includes a testimony by a refugee”.