



Diversity in Research: a catalyst to innovation in science education

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Abstract

The 2030 Agenda for Sustainable Development was adopted by all United Nations Member States in 2015. 17 Sustainable Development Goals (SDGs) form the basis for this agenda. This agenda clearly shows that global partnerships are needed to solve world-wide problems. Besides, solving these problems should be approached in a holistic way, as improving health and education, reducing inequality, stimulating economic growth, tackling climate change and protecting biodiversity must go hand-in-hand. The United Nations Sustainable Development Goals show us where to go. Adopting these goals means finding ways how to reach these goals. Diversity in Research and Education is narrowly lined to the United Nations Sustainable Development Goals 4 (Quality education), Goal 5 (Achieve Gender Equality and empower all women and girls), Goal 10 (Reduced Inequalities) and Goal 17 (Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development). These

SDGs are closely interrelated as e.g. closing gender gaps is necessary to ensure inclusive and equitable quality education. As the past has shown us, gender and other inequalities do not fix themselves, and have even deepened due to the Covid pandemics. There is a need for a complete cultural change, systematic and coordinated actions, education and strong political commitment by all actors involved. Gender equality is not only a matter of concern for women; it must matter to all of us. We need all talents. Mixed, non-homogenous teams, with a good representation of a broad range of competences and background are more productive, more innovative, smarter and more collaboration-oriented. Such collaborations enhance the quality of our teaching and research, better contribute to social needs and help in the development of new business. For this reason, an action plan for gender balance and enhancement of cultural and other diversities is needed. Ensuring diversity, equity and inclusion (DEI) in organisations, networks, consortia, collaborations and global science projects and programs is critically important to improve diversity in research and in science education. These latter two go hand-in-hand.

Keywords: diversity, equity, inclusion, research, science education

Introduction

In the past five years, countries have made very little progress in reaching gender equality goals. Gender inequalities persist in all areas of social and economic life and across countries. Young women in OECD countries generally obtain more years of schooling than young men, but women are less likely than men to engage in paid work. Gaps widen with age, as motherhood typically has marked negative effects on gender pay gaps and career advancement. Women are also less likely to be entrepreneurs, and are underrepresented in private and public leadership positions. The trend observed over the years has always been inequality between men and women in power sharing and decision making at all levels. Insufficient mechanisms at every level particularly in politics and socio-economic development of women has hampered their promotion and advancement in all sphere of life especially women from the developing nations. As the past has also shown us, gender inequality does not fix itself. There is a need for a complete cultural change, systematic and coordinated actions, education and strong political commitment by all actors involved. Should quotas for management positions in universities be considered ? Gender equality is not only a matter of concern for women; it must matter to all

of us. We need all talents in play. Increasing gender equality and diversity should start with education at the early ages, that is at primary and secondary schools as well as in the class room at universities. This chapter discusses how the United Nations' sustainable development goals could help in building and promoting a workforce of varied backgrounds; how education in the science classroom can contribute to meet the diversity, equity, inclusion en belonging (DEIB) goals, how the way teams at the workplace are composed and collaborate can strengthen this and how to reinforce DEIB goals for women human rights in political participation.

Diversity in research and education embedded in UN SDGs

In September 2015, member nations adopted the United Nations' sustainable development goals (UN SDGs), agenda 2030 (UN, 2015). These are sets of goals with actionable plans geared towards a holistic and sustainable transformation of the world as we see it (www.sdg.un.org). This agenda shows: 1. That global partnerships are needed to solve world-wide problems and 2. That problems should be approached in a holistic way, as improving health and education, reducing inequality, and stimulating economic growth, tackling climate change and protecting biodiversity must go hand-in-hand. The United Nations Sustainable Development Goals show us where to go. Adopting these goals means finding ways how to reach these goals.

The UN SDGs quality education (Goal 4), gender equality (Goal 5), decent work and economic growth (Goal 8), reducing inequalities (goal 10), peace, justice and strong institution (goal 16), and partnership for the goals (goal 17) are pivotal in the drive to use diversity in research as a catalyst for innovations in science education. They provide the much-needed action plans which could bridge the diversity gaps. The UN SGDs could facilitate diversity in science education in a number of ways: grooming a competent and capable workforce through quality education for everyone irrespective of gender, color or demography; encouraging the education of the girl child, protecting and promoting the rights of women; excluding discrimination at the workplace; providing equal opportunities; building strong institutions, and advocating for a level playing ground for all. These are some examples of how the UN SDGs could help in building and promoting aa awesome workforce of varied backgrounds.

i. Quality Education

The provision of quality education as well as equal opportunities for learning is the crux of UN SDG 4- Quality Education. According to the Universal Declaration of human rights, Education is a fundamental human right. It ensures the development of a well-rounded human being. Education is the key to ending poverty and moving up the social ladder (UNESCO, 2020). Hence, quality education is a powerful empowerment tool for equipping an informed workforce. Especially in Science, Technology, Engineering, and Mathematics (STEM). Education is also a prerequisite for understanding other individual rights. Education is therefore not only a tool for liberation but an even more powerful tool for enlightenment and self-discovery. Quality education not only liberates people but it is also a tool for empowerment. Therefore, while there's a concerted effort to provide quality education for all, the UN SDGs should also be incorporated in schools and higher institutions curriculum to empower the informed workforce, thereby closing the diversity gap. In recognition of this fact, the Times Higher Education (THE) in 2018/19 launched the impact ranking to provide a showcase of work done by higher institutions in delivering the SDGs. This ranking has shown a positive response from universities and other higher institutions of learning in implementing the SDGs and invariably encouraging and grooming a diverse and competent workforce. The Joint statement of Global university leaders on the 2030 agenda for sustainable development signed by 58 Vice Chancellors from 30 countries in Zhejiang University, China is a testament to the positive effects of the impact rankings. Government policies have also contributed to the success of the UN SDGs implementation in the Universities. For instance, the Green New Deal and Digital New Deal Initiatives of the South Korean government helped improve the UN SDGs 4 (Quality Education), 5 (Gender Equality), and 10 (Reduce Inequalities) in South Korean Universities. The implementation, therefore, improved the impact rankings of South Korean Universities in the 2021 impact rankings of THE. Despite all efforts, UNESCO projects that only 6 of 10 young people will have access to quality education by the year 2030, with a good number of young people out of school as girls. This projection is not encouraging because those who are likely going to be out of school are the poor, minorities, discriminated persons based on gender and possibly the disabled. To achieve the diversity in quality education, it is imperative on all government of the world to strive to make education accessible to all and sundry to leverage on the diversity of talents, worldviews and abilities.

ii. Gender Equality and Reducing Inequality

Encouraging the education of the girl child is also critical to realizing equity and diversity in science education. This is the focus of gender equality enshrined in UN SDG 5. While the education of women has slightly increased in recent times, the Global Partnership for Education (GPE) estimates that about 130 million girls are still out of school. Cultural norms and practices, early / forced marriages, child labor and school-related gender-based violence like sexual violence, school mates bullying and physical violence perpetrated by teachers are among the barriers to the girl child education. Women and girls represent half of the world's population and by implication half of the world's potentials. It is a gloomy picture where half of the world's potentials are suppressed from development. Thus, equalizing learning opportunities across gender and demographics will not only balance out the gender inequality as currently obtainable in every sphere of life but also will reduce inequalities (Swartz et.al., 2019). Encouraging the education of the girl-child therefore is imperative for building the required workforce, especially in science education and teaching. However, the rights of these girls and young women must be protected, especially in cultures where women are considered inferior to men. Also, decent policies should be put in check to implement strategies for the protection of vulnerable groups. This vulnerability could be political, administrative, financial, and cultural biases or a combination of some or all of the above. Overcoming these challenges is required to ensure equality in the workplace (Smith et.al., 2015). Competence should be promoted against gender and other criteria for choosing a leader.

iii. Peace, Justice and strong Institutions

“It would be futile to build lasting development without peace and security”

Omar Bongo.

Goal 16 advocates for peace, justice and building of strong institutions. The scramble for the scarce resources has given rise to conflicts, and in most cases, the weak, children and women suffer during crisis. Thus, in order for development in research to progress, there must be peace. For the achievement of diversity in education, research and development, there must be lasting peace. Such lasting peace is encouraged by strong institutions. These strong institutions are the opposite of strong individuals. The sustainability of a system is dependent on strong institutions such as security systems like the police force, the judiciary etc. Strong institutions are the hope of common man. Strong institutions restrict the power of individuals hence, it is within the

ambit of strong institutions that diversity can be created and sustained. The caste system is a typical example of a societal problem which solution must emanate from the society but with strong institutional backup. The caste systems restrict the upward mobility of some people. UNICEF estimates 250 million people worldwide affected by the caste system. UNICEF, 2022). Some popular global caste system includes the Indian Varnas, the Tamil castes of Sri Lanka, the Somalian Hugal, Moorish castes of Morocco, Tuareg Inaden of Berber ethnic group, Songbun caste of North Korea, and the Edo caste of Japan (Drew, 2022). Locally within Nigeria, the Osu caste system in Igbo land and Almajiri system of the Northern Nigeria are semi-caste system restricting upward mobility of individuals. Although politically the caste system has been abolished in many cultures, strong institutions are required for total liberation of the victims.

iv. Partnership for the goals

For a wholesome growth and sustainable development, partnership for the goals is very necessary. These goals are interdependent on each other and true diversity requires fulfilment of all the goals. While we advocate for equal opportunities and equal playing grounds, only well-fed and healthy individuals can make competent workforce. Hence the individual, family unit, communities, religious institutions, educational institutions, companies and governments are all encouraged to work together to achieve a safe world that would allow individuals to strive to be better.

The UN SDGs, have developed actionable plans to foster diversity and inclusiveness in all spheres of life. However, conscious efforts should be made on the part of individuals to ensure compliance and effective realization of the goals. To ensure adequate representation in the science teaching team, certain incentives could be given to lure the underrepresented groups especially young girls and women into the STEM (science, technology, engineering and mathematics) pipelines. Efforts should be concentrated in teaching outside the classroom, creating science based extra-curricular activities, science fairs, outreaches and similar events to encourage interests in sciences. Indigenous efforts also should be incorporated.

Embedding diversity, equity, inclusion and belonging in the science classroom.

According to the notable quote by James Baldwin that says “not everything that is faced can be changed, but nothing can be changed until it is faced”, it is high time the topical issues around diversity, equity, inclusion and belonging (DEIB) be faced and reformed for us to actualize cardinal continental and global mandates such as the United Nations sustainable development goals and the African Union’s Agenda 2063, which embodies “the Africa we all want and deserve” (African Union 2021). The exclusion of women and girls from the mainstream of STEMM undermines the gender parity, equality and equity we all yearn for (Babalola et al., 2021). And as such in order to incorporate these key developmental strategies in our science classroom to encourage both female and male students equally to take careers in STEMM, all hands must be on deck to ensure that every bit of these terms is integrated into the curricula from early childhood through primary, secondary and to tertiary education (AAUW 2020; Inside Education 2021; UNICEF 2020; UNESCO 2021). To ensure everyone fully understands the meanings of these topical terms, a brief definition of each of them is given as follows from the perspectives of Ortiz and August (2021); Fuentes et al. (2021) and Okolie et al. (2022):

DIVERSITY: This is the collective and individual expression of all of our diverse identities and differences (including those related to race, ethnicity, gender, sexual orientation, gender identity, national origin, tribe, caste, socioeconomic level, and thinking and communication styles). Diversity tends to be linked with creativity and scientific advancement. According to (Schmailing et al., 2016, "Science may suffer if the genders are not fairly represented, as well as the intersectionality of race, ethnicity, and nationality with gender."

EQUITY: This works to ensure that everyone is treated with the same amount of respect and values as their peers and receives equal opportunities and equitable access to resources and information. This in our opinion is only feasible in a setting based on respect and dignity.

INCLUSION: This is the practice or policy of giving persons who may otherwise be excluded or marginalized, such as those with physical or intellectual disabilities and members of other

minority groups, equal access to opportunities and resources. Each person's voice matters, hence no one should be asked to speak on behalf of the group as a whole.

BELONGING: It ensures that everyone in a group or community feel relevant or important and that he/she has a role to play for the advancement and benefit of all and sundry. No one should be diminished, discriminated against, short changed or left out as a result of any shortcoming, disability, inability or any physical challenges as the case may be. In the science classroom, every learner should be given equal opportunities to express himself/herself and also given room to improve and upgrade through proper mentorship and support, should there be lapses or gaps in learning paces. Structures aiming to support various groups of people including those of diverse religions, abilities, genders, ethnicities, races and sexual orientation see diversity, equity, inclusion and belonging (DEIB) as three interconnected values Sundiatu Dixon-Fyle et al., (2020).

The diversity, equality, inclusion, and belonging (DEIB) function focuses on the characteristics, experiences, and working methods that distinguish individuals (such as age, race, religion, disability, and ethnicity) as well as how companies might capitalize on those characteristics in support of corporate goals Bryan H. and Bill S., (2021). A school can become a safe and supportive environment for all by promoting and embracing diversity, equity, inclusion, and belonging (DEIB), which aids students in growing intellectually and socially. The road to DEIB, however, is one without a destination because it can always be enhanced for genuine, long-lasting transformation. There are workable ways to promote DEIB projects in the scientific classroom, which is crucial (and frequently overwhelming) given how vital these initiatives are right now Grubbs V., (2020)

According to the report by Ortiz and August (2021) and the study by Okolie (2022), science educators need to be intentional about encouraging equal interest and participation in the classroom and beyond from students by ensuring these strategies are incorporated into their instructional periods to foster meaningful and productive conversations around DEIB mandates. Educators also must adopt responsive pedagogical styles that will pull everyone into the mainstream of STEMM without biases and exclusion, and they are:

1. Assign a point person yet encourage collaboration

It is a good idea to designate someone to oversee the school's DEIB initiatives. Someone steering the ship can keep things moving and of course if everyone isn't initially on the same page. Having said that, support from school organizations is also crucial. Featured investors and ambassador nominations for a committee that develops initiatives to support diversity in the classroom are two strategies for raising awareness.

2. Every student should be given a voice and an opportunity to be heard and seen

When thinking about ways to encourage diversity in the classroom, it is crucial to listen to what students have to say. Give students the chance to interact and discuss DEIB subjects and events first. Then make sure that student forums are welcoming, polite places where everyone may freely express their ideas without fear of repercussion. Allowing them to talk and share their ideas which promotes that freedom of expression that enhances their confidence and acceptance. Often, an adult's presence may simply be necessary to steer discussions and provide clarification.

3. Allow for self-reflection

Periods of self-reflection are important to accomplish learning goals. Information on topics like "the importance of diversity in the classroom" can be presented at the beginning of a session in order to get participants thinking about their own opinions. These self-reflection sessions must be with constructive criticism and free of accusations, just like the aforementioned student forums. They are intended to challenge people to see things for themselves rather than to instruct others on how they should change.

4. Progress should be evaluated using measurable key performance indicators (KPIs)

The objectives of diversity, equity, inclusion, and belonging cannot be achieved in just a single day. Hence schools must decide how they will track, evaluate, and monitor students' achievements. For instance, questions on inclusion can usually be found in engagement surveys. Once standards have been created, outcomes can be compared frequently to make sure

the objectives are being achieved. Be aware that although development could appear slow at first, success is inevitable with perseverance and diligence.

5. Normalize discussions around biases

Biases are inevitable regardless of your age, background or gender. By normalizing conversations about biases and ingrained thought patterns, we can raise awareness and lessen defensiveness. Conversely, when bullying or shaming is present, kids could hide their genuine opinions, sentiments, and identities. A student's style of thinking will start to change as they become more conscious of their prejudices, and it will only get better from there.

6. Inclusion of families and the community

Parents and families provide a crucial viewpoint on the needs, abilities, and qualities of their children. Schools become more familiar with their students and better equipped to satisfy their needs by working with families because of the major role they have to play. Collaboration with families can take several forms, such as inviting parents to take part in DEIB events and encouraging them to express their thoughts. A diverse and inclusive school depends heavily on the community as well. Students spend a lot of time in their communities outside of school, where they work, play, go to events, and feel more comfortable and accepted. It is appropriate to incorporate the community in schools to help students feel more welcomed, such as by inviting a local company owner to speak on career day or in any other extracurricular activities organized by the school.

7. Diligence and resilience

Every organization has critics, and you might discover that yours aren't afraid to oppose DEIB initiatives. But you have to remain diligent and resilient. Always ask for and welcome input, as your critics may have some of the most valuable suggestions. Additionally, it is wise to get in touch with and establish connections with DEIB education experts as they have some of the greatest recommendations.

8. Ensure your employee benefits/incentivization cater to a diverse workforce

It is crucial to make sure that one supports diversity, equity, inclusion and belonging from within if one wants to promote them throughout the institution. Offering perks to employees that take into account the demands of a diverse workforce is part of this. Flexible benefits are good since they give employees a variety of pre-selected advantages from which to pick.

9. Celebrate the beauty in diversity

Celebrate the unique traits in every learner/educator. Take time to observe the demographics of the students in your course, and look for opportunities to make connections. Geography plays a huge role in cultural similarities, so search for local, regional, or state monuments and historical artifacts to have students discuss, and celebrate their diverse perspectives. Tapping into the power of diversity asks students to ponder their individual contributions to the class and metacognitively examine the ways in which their experiences inform their worldviews. Commemoration of cultural, national, regional, international and global anniversaries also forms a good platform to integrate our differences into the learning environment thereby fostering that acceptance and tolerance of one another despite the divides that arise from them. For instance, Africa day is celebrated every May 25 annually and this brings together the nations in the continent in the spirit of unity and furthermore strengthens the ties among their citizens wherever they reside, learn or work (African Union 2021).

10. Purposeful Mentorship Programmes to encourage interest in STEMM subjects

Educators should design robust programmes aimed at providing leadership and mentorship roles from successful scientists in academia, industry and government to students across board to inspire them to develop keen interest in science subjects. Debates, symposia, boot camps and virtual programmes with informative contents that will encourage young people to take careers in science for sustainable development should be add-ons for to build the confidence of students in science subjects. According to a report by Inside Education (2021) recruiting more female educators in science subjects will encourage girls to consider taking successful careers in STEMM.

11. Inability and disability in the classroom can be a learner's barrier to development and growth-help cushion them

For the physically challenged learners, there should be provisions and enabling environment to encourage their full participation in curricular activities, for instance visually impaired, autistic and physically challenged students must have all resources necessary for seamless learning in a highly dynamic science class room. These facilities will ensure that no one is restricted from having a dream career in science because of any physical barrier imposed on them from birth or as a result of accident. Given all the highlights above, it is unequivocally clear that for diversity, equity, inclusion and belonging to be integrated into the science classroom for sustainable development and actualization of key global mandates, everyone from the family unit, society, government, NGO, education sector, educators, students and entire world must be purposefully involved (Wang and Degol 2017; Botella et al., 2019; African Union 2019; AAS 2020; UNICEF 2020) to make our world livable.

Diverse organisations and teams show increased performance

Harnessing the unity and strength of a well-embraced diverse group of people produce a team with innovative ideas stemming from their wealth of varied professional, educational, and social experiences. In a scientific setting, such diverse groups usually produce new research methods, new insights, and expertise, hence providing new and innovative solutions to perceived problems (Smith et.al.,2015). Achieving this dynamic and diverse team is a major problem given the underrepresentation and exclusion of certain groups of people generally referred to as the underrepresented group (Carson et.al., 2019). Grounds of exclusion or facets of diversity include gender, age, demographics, skin colour, ethnicity, religion, disability, background, socioeconomic status, area and level of expertise, skill sets, sexual orientations, thought processes, and life experiences. While these attributes are required for a strengthened workforce, they have also formed the basis of exclusion in many other instances. Therefore, to fully harness the innovativeness of a dynamic diverse group, there's a need for a robust and encompassing inclusion action plan to overcome these diversity informed biases.

Striving to increase workplace diversity is a good business model. A McKinsey report (Hunt et al., 2015) performed research among 366 public companies and found a relationship between diversity in the higher management and boards, and financial returns. In recent years a body of research has revealed more benefits of workplace diversity: non-homogenous teams are smarter (Rock and Grant, 2016). Collaborating in teams with colleagues who are different from yourself may challenge your brain to overcome its ways of thinking and sharpen its performance. People from diverse backgrounds might alter the behaviour of a group's social majority in ways that lead to improved and more accurate group thinking (Rock and Grant, 2016). Diverse research groups have been found to have more citations, access more grants and produce better results (Swartz et.al., 2019).

Diverse teams, if well managed, are more creative and effective. With more perspectives and talents, there is more problem-solving and analytical capacity to tackle issues (Van der Zee & Van Oudenhoven 2000). It should be noted, however, that this advantage can mainly be achieved if a considerable percentage of the staff consists of people with different backgrounds. This positive effect can be explained by the fact that team members in ethnically diverse teams complement each other's knowledge better. As a result, they may also learn more from their fellow team members.

There will be challenges when working on diversity, one of which is that working with broad teams is not a natural process or development. Similar views also lead to more uncertainty in social interactions and collaborations. It is therefore necessary to develop a targeted approach when working on diversity and provide clear guidance.

Moreover, diversity and inclusiveness should be encouraged in employment opportunities to accommodate the underrepresented groups. Multi-disciplinary teams should be maintained at all times. We should create better awareness of individual biases and prejudices and advocate for a paradigm change. It is also imperative to develop clear and comprehensive mode of assessment of policies, delivery methods and learning outcomes. And to keep pushing, unlearning, relearning to position ourselves as role models.

With regard to the integration of employees with a different background, psychosocial safety (PSA; psychosocial workload) is very important. Only when it is safe to think and be different can you show and use this. It is safe if you dare to do unsafe things, such as introducing things that deviate from the current approach or beliefs. In this area too, an employer should pursue a policy aimed at preventing PSA. Confidential counselors can play an important role in this. They can offer low-threshold and safe support to employees and advise the organization on how to reduce PSA within the organization.

How to reinforce DEIB goals for women human rights in political participation

Women and men share some common aspirations as to fundamental rights and freedom but it cannot be denied that there are significant differences between men and women. These differences arise from their biological variances as well as from the different roles and vulnerabilities arising from their biological differences. Also socialization processes and consequent roles and vulnerabilities associated with those roles do play a role such as physical, social, political, economic and environmental vulnerability.

It is the pursuit of diversity, equity, inclusiveness and belonging (DEIB) that has given rise to Conventions including those activities of the United Nations which tend to affirm or condemn certain practices once a decision or sets of decisions have been taken usually by UN member states or nations. To that extent Women Human rights are captured as enshrined in International Law which give them a clear position. Goal 5 of the UN SDGs is important to stimulate policy makers to adopt inclusive policies and implement such accordingly to embrace the women in the mainstream politics without discrimination. Intensive efforts should be geared towards developing the appropriate laws and conventions to enforce this. This is a call on the area of implementation which can no longer be set aside.

Also, it is the joined forces of women to end all forms of disparities which will encourage equity in operation. The universal declaration of human rights has been the basic international statement of inalienable and inviolable rights to all members of the human family. Despite this

declaration and decades later after the adoption of the 2005 World Summit Outcome the objectives of the Beijing Declaration were reaffirmed and where a platform was set for actions supporting “Progress for Women is progress for all”, we are still advocating for the elimination of discrimination against women because violence against women is a very serious human right issue. Embedding diversity, equity and inclusion of women will enhance the overall political participation of women in modern day society. Once it is embraced, the issue of gender equality (gender mainstreaming), women empowerment and women rights will follow noting that “Women rights are Human Rights” will turn out to be effective.

Politically the treaty on the Convention on Economic, Social and Cultural rights recognizes the right to work and have free choice of employment, the right to fair wages to form and/or join unions, social security, to adequate standards of living, freedom from hunger, health and education. Nevertheless, we cannot conclude that diversity, equity and inclusion of women is currently being realized. While the convention on Civil and Political rights recognizes the right of every human person to life, liberty, security of persons and property, to privacy, to freedom from cruelty, inhuman and degrading treatment and from torture, we see women die, suffer health issues as a result of female genital mutilation, toxic marriages where women have died because society couldn't let them go for the shame of separation or outright divorce. From different spheres of life we observe that women are discriminated against, in terms of marital separation or divorce; it is like a taboo (high mindedness irrespective of the cause of the effects). In places of work women in unionism or politics are considered over bearing. Even when women are promoted based on their merit/credibility it will always almost be considered as a “bottom power” promotion thereby we find women inclusion, diversity and equity as the contemporary relevance of our society almost not possible. There is persistent and increasing burden of poverty on women especially in our cline. Lack of DEI has produced unequal access to, or inadequate educational and training opportunities of good quality at all levels. Environment according Harold and Margaret Sprouts are integral part of the society and everyone is affected politically, socially and otherwise. However, women and girl-children are actually more vulnerable than others in terms of climate change or any form of environmental degradation.

Amnesty International postulated that Human Rights are actually Women Rights talking about the severity of female genital mutilation (FGM) that varies from different culture to another. Five types of mutilation are identified according to Innocenti Digest 2008. The UN World Conference on Human Rights of 1993 posits this concerning the girl-child:

“supports all measures by the United Nations and its specialized agencies to ensure the effective protection and promotion of human rights of the girl-child. The world conference urges states to repeal existing laws and regulations to remove custom and practices which discriminate against and cause harm to the girl-child.”

This qualitative analysis bothers on the internationalization of embedded diversity, equity, inclusion and belonging (DEIB) and women political participation across the globe. The discrimination against women has bred poor participation of women in the definition of economic structures, politics, policies and implementation.

In conclusion despite diversity, equity, inclusion and belonging of women are anchored in law, conventions and treaties, they are currently not realized in society. Embedding these values will enhance the overall political participation of women in modern day society. Once it is embraced, the issue of gender equality (gender mainstreaming), women empowerment and women rights will follow noting that “Women rights are Human Rights” will turn out to be effective.

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