



INTERNATIONAL SOCIETY FOR KEY WOMEN EDUCATORS
DELTA KAPPA GAMMA™

EUFORIA

Edition 54, Spring 2020

Dear friends in Europe, Here is EUFORIA 2020, the spring edition. I hope you are all coping in this difficult times we are going through. In this newsletter you can i.e. read about capter meetings, conferences, teachers shortage, distance learning, coping with the corona virus, enjoying art, women rights, committee works various activities of the participating countries.

Thanks to Ingibjörg Jónasdóttir the Regional Director, Kathrin Hodgson, Elisabeth Stärner, Marianne Skardéus, Thi Finkemeyer, Terttu-Triin Tomusk, Ria Logdenberg, Helga Magnea Steinsson, Magnea Kristín Helgadóttir, Erna Gunnarsdóttir and Ingibjörg Elsa Guðmundsdóttir for your contribution. Best wishes to you all.



Helga Thorlacius, Iceland

Europe

From the Regional director



Dear sisters

Now when our lives have been turned upside down, it is necessary to remember that it is just going to last a moment when thinking of a lifetime. I know it can be difficult but we can support each other, try to do something inspiring, listen to good music or read a good book, go for walks and get some fresh air, and pick up the telephone!

Now some of you are cancelling your meetings, but is it possible to stream a lecture or a talk?

I am so optimistic that I believe we will gain something out of these disruptions that we face. We will learn and find out ways to change or make the changes easier for us to handle in the future.

Let us bring some good news and happiness to our lives, support each other, show that we care.

Our International President Cathy Daugherty has sent us some information I urge you to read. Please remember that we are all in this together and we have to find ways to carry on. Please let us share how. I do believe in you all.

Ingibjörg Jónasdóttir
Europe Regional Director 2018-2020

The International Speakers Fund

The International Speakers Fund is one of the opportunities DKG offers. It facilitates exchange of Society speakers and helps to unite women educators of the International DKG Society.

Members submit an application to become a speaker and are on a selection list for two biennium. State organization presidents review the list and apply to the ISF committee for funding to bring the speaker to them.

I urge you to put your name down to this list. In your speaker application you are asked to complete it in English but if you are presenting to other countries that speak your language, you can describe your topics and descriptions in English *and* your native language. Write your description to make others excited about your topic. You are asked for names and email addresses of your Chapter President, State Organization President, and someone who has seen you speak. The travel of an approved speaker is paid for by the International Speakers Fund and the housing and meals are taken care of by the host state organization.

Further information and applications are available at DKG.org

Ingibjörg Jónasdóttir
Europe Regional Director
Member of the ISF Committee

Great Britain



Forum Committee Meeting – 1-3 November 2019

Last November, the Forum Committee held their second, and final, physical meeting of the biennium. We met in the beautiful city of Tallinn. Our Estonian member, Terttu-Triin Tomusk, made hotel arrangements on our behalf. Ria Logtenberg and I were sharing, so we decided to take a stroll to an area of the city that had been recently renovated, with a large number of unusual ‘buildings’, including railways cars and shipping containers, containing cafes and restaurants. Needless to say, walking is a thirsty occupation, so we were very glad to find a warm and inviting bar that provided us with a welcome and very large glass of red wine!



We found our way to Terttu-Triin’s flat, which had been previously owned by her grandmother. She kindly gave us many examples of traditional Estonian food, and it was a pleasure to renew acquaintances at the end of a long day of travelling.

As is usual on the Friday evening, we began work on the main Agenda, so that we would have more time to discuss lengthier items on the Saturday.

On Saturday morning we met together at the Tallinn French School – a short walk from our hotels – apart from Iida Hyvönen who had organised her own hotel at some distance, somewhere in the heart of the extensive shopping area – she does love to shop! We began work immediately but then interrupted our own meeting to join another.

We had been invited to join the Estonian History and Civics Teachers' Association at their yearly conference - held in the same location as ours. At the opening ceremony, Terttu-Triin and Ingibjörg Jónasdóttir both spoke, thanking the Association for their invitation and explaining the purposes of DKG. Terttu-Triin gave out copies of a DKG leaflet from Estonia for publicity.



The EHCTA invited us to join them for lunch and we were able to talk with them and share experiences – though my Estonian was sadly lacking. Fortunately, their English was superb.



We continued with our meeting during the afternoon, spending much time on two items that had been deferred from the Forum meeting in Iceland in July 2019 – the future of EuForia and the European website. (*Full minutes of the meeting are available for you to view on the European website.*) The meeting closed at 5:00 pm – that's a long time to be taking minutes!

We returned to our hotels to freshen up and then met again – with one or two husbands – at the Peppersack

Restaurant in Tallinn Old Town. It was very much in the tradition of the restaurant I remember from the Regional Conference in Tallinn in 2017 – but with more light and slightly more familiar food – and we had a really enjoyable evening there.

For those members leaving later on the Sunday morning, Terttu-Triin arranged a little walk through Tallinn Old Town to show her favourite places. Not being one of life's shoppers, and having a relatively early flight, I declined – but I think Iida went!



I would like to give a big thanks to Terttu-Triin for making the arrangements on our behalf and making sure we had maps so that even I couldn't get lost - well, I might have done, had I not had Ria beside me every step of the way.

For anyone who is considering being nominated to be a member of the Forum Committee, I can recommend it. There is a fair amount of work, but the opportunity to spend time with our European friends, in a very informal way, is priceless. I have been a member now for four years – the first two as Chair – and I have learned so much.

Kathrin Hodgson – Great Britain
Member of the Forum Committee – 2017-2020



Sweden



On the 8th of March 2020, a Manifestation was held in Skövde (Sigma), Sweden

International Women's Day (IWD) is celebrated on the 8th of March every year around the world.[3] It is a focal point in the movement for women's rights and commemoration of the day, today ranges from being a public holiday in some countries to being largely ignored elsewhere. In some places, it is a day of protest; in others, it is a day that celebrates womanhood.

In Skövde, Sweden, a large manifestation was held with the participation of represent from several of the political parties, the Women's Lobby, Women's Shelter Organization *Tranan* and DKG.



The manifestation started with an Art Exhibition: Women in the Art followed by 80 women strong march through the streets of the center of the City. The marching women expressed loudly that they wanted Equality (Equal jämställda) and this Now (nu).

During the march the name of the streets were changed and replaced by names of strong women who have been of working for women's rights, like, Astrid Lindgren, Rosa Parks, Marie Curie, Elise Ottesen-Jensen, Christabel Pankhurst and many others.

The march ended up in front of the Court House where coffee was served and Marianne Skardéus, living in Skövde, presented DKG and then talked over the topic Why Single-gender Societies are needed today. With examples from developing countries and European as well as countries she reasoned why the Women need to support Women even in the 21. century.



The Manifestation ended up in a theater café where an excellent performance was given over the life of Ester Blenda Nordström (1891-1948)- feminist and the first journalist that worked in the spirit of Günter Wallraff long before was named.

Below: An art installation in the hall of the House of Culture in Skövde. An exhibition of bras saying: One bra for each woman that was killed last year – 310.



Marianne Skardéus

Sweden



New European Forum Committee 2020-2022

The European Forum is made up of members from each of these countries: Norway, Sweden, Finland, Iceland, The Netherlands, Great Britain, Germany and Estonia. The representative group is called the Forum Committee. The goals, amongst others, are to:



- unite the European members and celebrate their diversity
- to give opportunities to discuss issues of educational importance
- to find ways to accomplish these goals and turn them into action

Check our European website ([www. dkgeurope.org](http://www.dkgeurope.org)) if you would like to know more about the history of the European region or if you would like to know more about the Strategic Action Plan for 2018-2020.

The members of the European Forum Committee (EFC) are selected by each member country and work together for one biennium; then a new committee is selected. The new EFC members for the biennium 2020-2022 are:

Country	Name
Estonia	Reeli Tänavsuu
Finland	Pia Nyman
Great Britain	Evelyn Goodsell
Germany	To be decided
Iceland	Guðrún Edda Bentsdóttir
Norway	Astrid Skaaland
The Netherlands	Jacqueline Müller
Sweden	Ewa Johansson

Ewa Johansson (Sweden) has agreed to be the new chair of the European Forum Committee. Reeli Tänavsuu, Evelyn Goodsell and Guðrún Edda Bentsdóttir are all willing to be minute takers. The new EFC treasurer is going to be decided.

The “old” EFC is now going to hand-over information, the current Strategic Action Plan (SAP) and much more, to make the transition as smooth as possible. We wish them good luck for the new biennium!

Elisabeth Stärner, chair of the European Forum Committee 2018-2020

Germany



Art by our DKG sister Helga Reinders

On the 8th of March, which also coincides with the International Women's Day, we had the honor to be invited to the Vernissage of three artists who displayed their work in the former train Station of Westerstede.

It was an art exhibition of our DKG sister Helga Reinders together with two other artists Aleida Zuch and Elke Balschun who had been members of the "group 93" founded by a reknown artist Joachim Jaenicher-Emde who himself studied in the Art Academy in Düsseldorf of Gerhard Richter. After making a name for himself nationally as well as internationally and receiving awards even from countries like Japan etc. he returned to his home land "Ostfriesland" and opened a studio in

1993 for all those who were interested, find joy and were ready to critically deal with reality.

He was their mentor and they learned to paint naturalistic as well abstract paintings, sometimes on a given topic or theme or sometimes of their own imagination using different techniques and possibilities to express themselves. The ladies have been learning under him for over twenty five to thirty years before the studio closed in 2016 due to personal reasons of the artist.

The Vernissage was open with a speech from Helga and accompanied by a cellist Angelina Bönisch who is a member of a symphony orchestra and also a baroque orchestra .

She played three pieces of music:
Sicilienne from Maria Theresia von Paradise
(1759- 1824)



A lullaby Lalai - Schlaflied Zumba Wachwerden? (1989-)
El Chocho, Tango from Angel G.Villoldo (1868- 1919)

The lullaby is a song of protest and it is dedicated to 50 Women in Iran, two of whom were pregnant. This song was to prevent them from being sentenced to death but sadly they were all murdered under Chomeni in 1989.

The paintings are not exhibited in any order or theme but they are a collection that had emerged over the past 25 to thirty years.

Like Helga had mentioned in her introductory speech, "Beauty is in the eye of the beholder" and each person who views a picture develops his or her own thoughts and makes questions about the painting.

A painting can be seen from different angles or aspects: factual, emotional, inquiring, composition or even from a scientific angle.

It is certainly more difficult to analyze a painting which is drawn abstractly.

For example "Hohes Licht"

Each of these three artists were given the same theme but each had her own interpretation when painting. What each artist has thought when painting these pictures may not be important to the viewer but these are their own interpretations that give meaning to their pictures.

E.g. Helga's painting with fragment of gunny bag to be seen behind the cellist. The term High light (Hohes Licht) might come to our mind perhaps as the top of the Swiss Alps or a linguistic statement but there is more to it. High Light is for "understanding" as a metaphore to describe Godliness, philosophically seen as the "highest", for light, time or eternity. It is often mentioned in literature and lyric.



In the picture from Aleida Zuch "Haarig" (hairy), one can see the back and tail of a pig drawn painstakingly in the manner of the "old masters" in the baroque style using layer after layer of glaze making it very naturalistic.



The "Magnolia" painted by Edith Barschun is unusual to a viewer's eye as the flower is painted almost at the right border below instead in the center. She has used egg tempera and acrylic paints before she later learned to paint in oil at this studio.

This painting is done by Helga.

It shows “ Magic woman” suitably displayed on the international Women’s day with two magic women in front of the painting. Marika Heimbach on the left and the artist Helga Reinders standing on the right.



The picture on the left is named “Rhine’s daughters”.

The paintings of these three artists at the exhibition reflect their artistic works and testify the long process of finding their own way to express themselves.

It was very interesting, educational and we enjoyed it.

Thi Finkemeyer
Delta Chapter, Germany

Estonia



Distance Learning: An Estonian Experience

A bit more than two weeks ago the government in Estonia made the decision to close the schools. Or rather close the schoolhouses, because the process of learning and teaching continues - at home (here is the homepage of the Estonian Ministry of Education with the information: <https://www.hm.ee/en/spread-covid-19-recommendations-educational-institutions>). The expression used for the situation is “distance learning”. This has been the case in many countries across the Europe as the COVID-19 continues its’ march over the globe.



What can one say about this new situation in connection to education in Estonia? Well, it’s certainly different. Estonia as a whole is a rather computerized country. Meaning that most of the people here have smartphones (but not all), there’s internet connection (either land or WiFi) covering most of the areas (but not everywhere) and almost all of the schools use web applications (such as ekool (eschool in english) and Studium) to provide an easy way for parents, teachers and children to collaborate and organize all the information necessary for teaching and learning (if you wish to learn more about those web applications you can do so here: ekool and studium (<https://e-estonia.com/solutions/education/e-school/>)).

So in general Estonia is better prepared for a period of learning and teaching going on through digital channels - a lot of the informational exchange (like information about classes, homework, marks, communication with students and parents, etc) was digital before (and has been for quite several years already). This experience has led to Estonia (along with Finland, Denmark, Iceland, Latvia, Lithuania, Norway and Sweden) offering its digital

education solutions for free to support other countries. The list of internationally available tools is here: <https://education-nation.99math.com/>.

Of course, using digital tools means that there must be hardware to run the software on. Like I said previously, there is some kind of internet connection in *most of* Estonia and *most of* the people have smartphones, tablets, laptops or computers - but not all.

In answer to that problem there has arisen an initiative in Estonia - it's called "A Computer For Each Pupil". The organizers of the initiative posted an appeal to all the people who have laptops, tablets or computers that they do not use or need. The idea is to either gift or lend those appliances to children in need of them (there's a Facebook group: <https://www.facebook.com/groups/235540370826723/> and webpage <https://igalekoolilapselearvuti.ee/>).

The telecommunication firms have also made their contributions by offering different deals and offering some free services.

So one can say that in Estonia the situation with distance learning is quite good. At least most of the pupils and students have a chance to study, contact their teachers if they need help or additional instructions, send finished homework to teachers and get feedback to their efforts.

But what about the problems? Because of course there are problems, even leaving aside the possible problems with internet connection and availability of computers. What are children, parents and teachers saying? The answers are really not surprising.

Pupils and students miss their friends and classmates, because, as they say now, internet is really not the same as being really together (and here one might start talking about the good/useful parts of this whole experience). They miss a chance to ask the question and get the answer right away, because even streamed live broadcast lessons from teachers are not quite the same as being in the same classroom. Also, surprisingly (or perhaps not) a good portion of them says that there is too much work/lessons in different online platforms and they would like to have more work that can be done with a textbook and workbook. And of course they complain about tired eyes, tired fingers, aching necks and backs.

Parents (who in lot of cases are trying to work from home) miss their friends and colleagues, but also the silence and not trying to juggle at least three things (being a parent, being a teacher and being an employee) at the same time. In addition to that there is the problem of not enough computers (if you have at least two school age children that need to do their homework in addition to you and your spouse needing to work from home - well, it's

definitely difficult). Also, parents miss school meals - because those are made by somebody else and the dishes are also cleaned by somebody else. Of course, there is the ever growing problem with unemployment and smaller income that makes a free hot school meal a very much needed thing.

Teachers miss school. They miss their pupils and their colleagues. They miss the chance to talk and teach without the separation of the screen. They miss immediate face to face interaction. As one of my colleagues wrote: "I did not become a teacher because I like sitting at home making videos and article-like school-homework instructions - if I liked that I would be a youtuber instead."

So I think that we are most of us ready to get physically back to school. But when will that be possible? No one knows for sure. Perhaps that "being in the dark" is the most difficult part of this time.

As for the good aspects of this whole experience (in addition to getting a lot of experience with different digital tools and platforms which will be a lot of use in future also) in my opinion the main three are:

getting to know your family, leaning on each other, working together, spending time together (because really, there is no other option);

learning to see your smartphone or tablet (or laptop, or computer) as a tool for work rather just as a plaything or entertainment centre;

learning to use (as a pupil or student, as a parent, as a teacher) different digital tools that are available to us, getting into the joy of discovering new possibilities of making our work - and this whole process of giving and receiving an education - easier.

Let us hope that we will come out of this experience wiser and more prepared to face the unexpected situations in the future.

Terttu-Triin Tomusk
Saue Gymnasium,
Estonia

The Netherlands



Message from the Ministry of Education and Science in the Netherlands (school year 2019-2020).

“Increasing teacher shortage a threat to equal opportunities in education

There is a large shortage of teachers, especially in primary education. The shortage will increase further in the coming years and will affect almost all sectors of education. The teacher shortage is unevenly distributed across the country and among groups of students. Schools with more pupils with a non-Western migration background have more difficulty filling their vacancies. The teacher shortage is therefore a threat to equal opportunities in education”.

Various measures have been taken to address this teacher shortage. One is the campaign: "Working in education, the job of your life". (www.debaanvanhetleven.nl). Working in education is just as beautiful, intense, rewarding and versatile as life itself.

That is the idea behind: "Working in education. The job of your life. "

Employers, unions, municipalities, educational partners, teachers and the Ministry of Education, Culture and Science have joined forces for this initiative. Together we want to improve the image of working in education, so that education professionals get the appreciation they deserve.

The campaign targets teachers, school leaders and other educational staff, as well as students, potential students and the general public. In this way, we are building a bright future for education together.

Hereby three positive stories that will enhance the image of the profession.



MINI SOCIETY

Daisy Mertens (32), teacher at primary school De Vuurvogel in Helmond and also one of the ambassadors, calls the name of the initiative ambiguous. "I have the job of my life, but I am also in a profession where we can change lives."

Mertens, almost the world's best teacher last year, thinks it's time for people to see what "we really do." "Because that is more than tinkering and cleaning up panties. That is often the image that people have of primary education. "

A range of initiatives are necessary for example strike, Mertens emphasizes, but parallel to those actions you also want to show positivity. "It's so beautiful that you have an impact on a child with everything you say or do. My class is actually a mini-society that I can participate in. "

BEST CHOICE EVER

Ismail Aghzanay (28), English teacher at the Rotterdam Design College is just as enthusiastic. "I want to show again how beautiful education is," he enthuses on the phone. "That is not happening enough now. The news is negative and one-sided. " Aghzanay initially wanted to become a comedian and even combined his teaching for a few years with success on the stage (two years ago he was in the finale of the Camaret cabaret festival). "But I could no longer combine the two and wanted to make a choice." The choice was education. "It's the best choice I've ever made."

He summarizes what makes education so beautiful: pupils who now take steps they would not have taken otherwise, such as continuing their studies, believing in themselves again, and helping young people in society. "For example, a student once said," I had lost the meaning of the word "family," but when I got to know you, I learned what family means. "

Very proud

Berghoef adds: "I am very proud of being a teacher without reservation. I also want to engender that in students and teachers in training. I am clear-headed enough to know that our profession is also just a profession, but we can be more proud. "

Questions:

Are there any shortages in your country?

What measures is your government taking?

Please respond to this article in the next edition of Euforia.

The Netherlands, Dr. Ria Logtenberg,
lecturer at the University of Applied Science,
Pedagogical Academy
Hanzehogeschool Groningen.

Iceland



Iceland State Organization – What's new?

The State Organization in Iceland felt renewed after the International Conference, that was held in Iceland in summer 2019. The lectures were inspiring and made us more aware of how schools and in fact all education must be highly relevant to our lives at each point in time. It showed us how important it is to prepare for the future, not the past.



Our theme Professional Research and Practices with focus on how it can enhance the learning society with an emphasize on the 6 C's: Character education, Citizenship, Collaboration, Communication, Creativity and Critical thinking proved to be very relevant to us all and is even more relevant to the situation we are all dealing with now, the collapse of our societies because of the Corona Virus. It is interesting to see how easy it is to relate the 6 C's to what is happening in the world now.



Collaboration and communication are vital within our societies to fight the battle with the virus. We must communicate and inform about the threat, about what is happening, about how to protect us, pass the word on, discuss what is needed, comfort each other, We must collaborate all as one with the health care system and all sectors of that system have to collaborate if we want to be successful in this battle. The governments must be onboard also otherwise there will be no victory. We as citizens must collaborate to keep the rules and help each other to remember the rules we are to abide by. Creativity is needed to find ways to survive and even enjoy quarantine, ban on gathering of groups or curfew. And we must find creative ways to teach our children under these circumstances, when they

may not be able to go to school or kindergarten. Critical thinking is needed more than ever to evaluate information and not fall for false news about new medicine or cure invented by scumbags that are out for easy money. We need to defend the vulnerable groups in our societies the elderly people, the poor and the sick. And we need to defend our democracies in these times of turbulence. And hopefully we have been building up characters in our education systems because we certainly need strong characters to go through this pandemic with all the stress and shocks it brings. Never have the 6 C's been as important to our professional and personal lives. Let's hope that this situation will also bring something good, we may gain new insights into our ways of living that can be a basis for us to rebuild our societies after the pandemic. This invisible threat with very visible consequences might have the power to teach us something.

The Icelandic State Organization decided in the executive plan for 2019-2021 to focus on media-literacy. Life was easy when we all used libraries for our work and in education. Now we use the web more and more to search for information and information on the web is both good and bad or rather true and false. It has always been important to be able to assess information, but never as now in modern times, when we all spend a lot of time on-line where the rules are new and sometimes there are no rules. At the Executive Board meeting last autumn we got a representative from the Icelandic Media Commission to talk to us. The Media Commission is an independent administrative committee under the Minister of Education, Science and Culture. The Media Commission carries out the supervision according to the Media Law and attends day-to-day administration in the fields covered by the law. The lecture was very informative and interesting. F. ex. we were told that a recent research by MIT showed that false news spread 6 times faster on the web than correct information and the consequences are greater and last longer. Our attention was brought to the need to be aware of the collection of personal data by big companies and how personal data is used in many ways. It was the manager of the Media Commission that shed light on these important things with us. Some of the chapters have continued the discussions about these matters in their meetings.



We had planned our spring conference in the beginning of May, but due to circumstances decided to delay it until September. We will continue discussing the media-literacy with focus on false news in September. We feel the need to make more of our members aware of these matters.

I would like to mention another emphasis of our executive plan for 2019-2021. We decided to follow the example of the International DKG Society and see if we could make a Strategic Plan for 10 years. We started the discussions at the Executive Board meeting last autumn and planned to carry on in an extra meeting in connection with the Spring Conference. We had to delay that meeting also and we now hope to be able to meet in connection with the conference in September. At the meeting of the executive board we discussed how we can strengthen DKG in Iceland. The following list is a very short summary of the emphasis that were made:

- 1) It is important that the program of each chapter is interesting, diverse and up to date.
- 2) Invite new members with diverse backgrounds into the chapters.
- 3) Encourage members to be active within chapters, nationally and internationally.
- 4) Increase cooperation and information flow between chapters. Organize meetings between chapters.
- 5) Introduce DKG in Iceland publicly and for potential members in many ways by using the all the opportunities we get and use electronic media as best we can. Organize open events about educational matters. Be visible in the discussions about education in Iceland. Encourage cooperation between societies in Iceland that have similar goals and policy as DKG.

This was just the beginning. Now it is up to us to continue and see if we can elaborate the discussion and agree on a strategic plan for the next 10 years. It will take time and many discussions to get to that point.

I had the opportunity to visit Brazil in March. A guide that took us through Brazil city told us that the natives of Brazil taught children the importance of the invisible, because spirits are an important element in the native lives. She showed us an example of how it was done. The child is asked to hold his/her hand over nose and mouth until the child is out of breath. When the child is trying to catch the breath, it is asked: "What was missing?" The child would answer that air was missing. Can you see the air? The child would answer: No, I cannot see it. The adult would then conclude by telling the child that although invisible, air is essential to our lives.

This story has been with me since I heard it. This is such a powerful way to teach about the importance of the invisible. And I think that a lot of what makes up a good society is invisible. The danger is that the invisible part of each society is not nurtured in the same way as the more hands on and visible things we do. Making a program for a meeting is a hands on task to do. It is easy to see it, experience and evaluate it. But how can we nurture and strengthen the friendship in our chapters, the respect for each other, the helpfulness and the fondness between the members? I hope we will be able to discuss this in our work ahead.

Ingibjörg Elsa Guðmundsdóttir
State President of Iceland.
Alpha Chapter

“Why are teachers not just called helpers? They are always helping us!”

The International Teachers’ Day is celebrated annually all over the world on 5 October. For the past few years the Akureyri divisions of The Delta Kappa Gamma Society International (Beta and Mý) have pooled their resources and prepared a celebration intended to create a venue for teachers to meet, exchange ideas and to draw attention to the importance of education. Teachers from all levels of education attend and take part. The DKG divisions in Akureyri consist of active teachers from all levels of education, hence a cooperation with the local schools is quite convenient.



The first convention in Akureyri was held in 2016 with the aim of socially enhancing educational progress. The main aim has been to discuss the teaching profession theoretically as well as concentrating on the human aspect of the profession. Attendees eat together and enjoy live performances by some local performing artists. In the end conclusions are reached and eventually sent to various institutions concerned with education.



The heading of this year’s convention was: “When Do the Dreams of Teachers and Students Meet?” Dýrleif Skjöldal, a local kindergarten teacher, gave a talk about instances in her professional work when she has seen her dreams come true. Videos of teachers and students describing their dreams and aspirations coming true were shown, much to the amusement of the audience.

Then, participants exchanged ideas on the subject in small groups. There was a distinct correlation between the live-and video inputs and the conclusions of the group work. The dreams of teachers and students meet in mutual trust, well being, games, hands-on activities, motivation, self-induced learning and student

empowerment. Last but not least was the rewarding experience when a teacher meets an old student who is doing well in life, both personally and professionally.

In the spirit of the convention's theme, a local duo of two teachers put together a very humorous program based on the intricacies of the Icelandic language and the changing times.



Magnea Kristín Helgadóttir Mý chapter Iceland
and Erna Gunnarsdóttir Beta chapter Iceland



Chapter meetings in rural Iceland

Zeta chapter is situated in East Iceland with 19 members who live in different towns around the east coast. Meetings are held in each of the member towns and sometimes between towns. Two to four members are responsible for each meeting, which consists of a word of inspiration, DKG goals and minutes of the last meeting. About four to five meetings are held over the winter, but never in December and January due to bad weather conditions.



We usually start our programme in September when we make our strategic plan for the winter according to the DKG board goals and strategic plan. We begin meetings by reminding ourselves about the DKG goals, beneficial funds and DKG forms and rituals. We often invite women to come and join us to experience DKG. Many of these women become members later on. The meetings are from 17:00hrs-19:00 hrs, and end with a light meal.

Meetings also take place at the workplaces of DKG women which can be very different, from museums to all levels of the schools system. There is usually a lecture from a chapter member or from a women from outside the chapter who has recently finished their PhD or Masters degree. The Zeta women are teachers at all school levels, counselors and even women who have completed art studies and even theology studies in line with DKG's goals that women in all areas of education can be found there.

The main challenge for Zeta Chapter meetings is the distances the women must travel between towns. Women often have to drive for one to two hours to attend a meeting. We drive together in our own cars as we do not have suitable public transport available, and if the weather forecast suddenly changes, the meeting is cancelled.

Happily this does not often happen, but in April one year we held a meeting in Stöðvarfjörður at Petra's Stone Museum where we had a lecture about the museum by the granddaughter of Petra who founded the stone museum and collected stones from the mountain above her town. We had a good time in the small village. While we were having a light dinner at the end of the meeting, we noticed that it had started to snow. Earlier that day, the weather had been bright and there was only a light covering of snow on the ground.

We left late in the day and some of us had to drive over a long mountain road to get back home. On the way back, the driving conditions worsened and a heavy snowfall troubled us. We formed a convoy of three cars, but we were not able to drive very fast as there was a lot



of snow on the road and bad visibility. We finally reached the road junction where the mountain road goes to Fljótsdalshérað, where many Zeta women live. Unfortunately, the mountain road had been closed due to heavy snow. It was, of course, very inconvenient but they decided to settle down by the nearest fjord for the night!

Part of Zeta Women in Petra's Stone Museum

Those of us who live a bit farther along the coast drove easily through a new tunnel between two of the fjords, just a few months before we would have had to drive over a 600metre high mountain road.

When the mountain road opened the next day they headed home, but our members' troubles were not over, they were delayed due to cars being stuck in the snow here and there on the way. They had to help push cars out of the snow drifts and of course they did that gladly 😊. They made their way at last to their hometown and back to work nearly 24 hours after they left to join the Zeta meeting that month.

Even though we have to cancel meetings due to bad weather and long distances we really enjoy meeting each other and are proud of being DKG women in these remote areas in Iceland. We wish DKG women in Europe all the best and hope you have enjoyed reading these lines about meetings in the Icelandic Zeta chapter.



Zeta women providing help with stuck cars on their way home at last.

Helga Magnea Steinsson Zeta chapter
Educational and Career Counselor

