



SALZBURG
GLOBAL
SEMINAR
75th Anniversary

EDUCATION FOR TOMORROW'S WORLD

Education Transformation and Gender

Join in Online!

You can join in the conversation on Twitter with the hashtags [#SGSedu](#) and [#EducationPolicymakersNetwork](#) and see all your fellow Fellows [on Twitter](#).

If you're interested in writing either an op-ed style article for our website or the program report, or a personal reflection blog post while you're here this week, please email your submission to Salzburg Global's Communications Associate, Aurore Heugas: ahugas@salzburgglobal.org

Whether writing articles or Tweeting, please make sure to observe the Chatham House Rule (information on which is in your Welcome Pack).

We'll be updating our website with summaries from the panels and interviews with our Fellows, all of which you can find on the session page: SalzburgGlobal.org/go/747-01.

We're updating our Facebook page facebook.com/SalzburgGlobal and our Flickr stream flickr.com/SalzburgGlobal with photos from the session during this week and also after the program.

We will also be posting photos to Instagram instagram.com/SalzburgGlobal.

Use the hashtag [#SGSedu](#) on either Twitter or Instagram and we might feature your photos in the newsletter!



@HananBadr: Enjoying the @SalzburgGlobal conference on [#Education](#) [#Transformation](#) and [#Gender](#) with stellar experts from all over the world. proud to represent

@KowiSalzburg @PLUS_1622 tomorrow talking on journalism, storytelling and change.



Whole Systems Approach: Addressing Gender Inequalities Through Education

Salzburg, Austria – On Monday, December 12, 55 Fellows from 26 different countries gathered in Schloss Leopoldskron to attend Salzburg Global's Education Transformation and Gender: Better Outcomes for Everyone.

Education systems, like the societies in which they evolved, have been built primarily around the needs and skills of able-bodied, heterosexual, cisgender boys and men. Too often still, they perpetuate inequalities rather than helping to address them. The reasons for that are systemic and go beyond the individual or the community.

Following the UN Transforming Education Summit in September 2022 many education systems are about to embark on a process of profound transformation. This creates an opportunity to address long standing gender-related inequalities in systems and the chance for education to model

the kind of society in which everyone can thrive.

For five days, Fellows will discuss themes such as the purpose of education, reframing the experience of school, intersectional approaches, and whole system solutions, to name a few. This retreat-style gathering will also allow space for them to reflect and have conversations with people they might have encountered otherwise, in the hopes of sparking new ideas to bring home.

"This program is particularly dear to my heart. Not only is it bringing together an incredible cohort of Fellows, I also believe the intersections between gender equity, feminism, girls' empowerment and education are probably some of the most powerful ones to sustainably transform education," said Corinna Nawatzky, Associate, Salzburg Global Center for Education Transformation.



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Achieving Better Outcomes for Everyone Through Gender-Transformative Education

Catherine Millett opens the first session of Salzburg Global Seminar's *Education Transformation and Gender: Better Outcomes for Everyone*

“Imagine that you had at your fingertips the resources to double your nation's economic output, intellectual horsepower, and scientific, technical and medical knowledge; expand its research capabilities; improve the population's physical health and its social and emotional well-being; and extend life expectancy?

Would you do it? Put another way, why wouldn't you?

That “resource,” of course, is the female portion of every country's population. And the scenario I set forth is my not-so-subtle introduction to our work the next few days on achieving better outcomes for everyone through gender-transformative education.

Good afternoon! My name is Catherine Millett — my pronouns are she/her/hers — and I am a Senior Research Scientist and Strategic Adviser in the Policy Evaluation and Research Center at Educational Testing Service, or ETS. ETS, as you may know, is the world's largest private measurement company.

We are based in Princeton, New Jersey, in the United States, but we operate throughout the world. We've been in business a long time, so there's good chance that some of you have taken one of our tests — perhaps the GRE, the TOFEL, TOEIC or Praxis tests.

There's also a good chance that you've cited data from U.S. or international assessments that ETS has a role in designing and administering, such as the National Assessment of Education Progress (NAEP) in the United States or the Program for International Student Assessment — the PISA test.

Whether or not you've taken our tests or cited our research, I'm delighted to be here with all of you and with the wonderful Salzburg Global Seminar team. Congratulations to Dominic for being named the inaugural director

of Salzburg Global's new Center for Education Transformation.

The ETS–SGS collaboration has contributed so much cross-cultural knowledge and understanding, and produced the Education for Tomorrow's World series, through which we've developed invaluable professional partnerships and personal friendships.

Our partners this week are Qatar Foundation International; GirlRising; and Teach for All. And as always, we are excited to welcome back returning SGS fellows, and to welcome new ones.

As of June, ETS and SGS have collaborated on 15 programs in which more than 600 Salzburg Global Fellows representing 484 organizations from 83 countries have participated. Together, we've examined some of the most critical issues in education throughout the world, including:

- educational and social mobility gaps worldwide
- using data mining to improve teaching, learning and testing
- the importance of social and emotional learning
- language learning and integration in a globalized world
- education and workforce opportunities for refugees and migrants
- the impact of climate change on education
- and education in a time of Covid

Since 2017, the seminars have focused on at least one of the U.N.'s 17 Sustainable Development Goals, or SDGs, including: Quality Education; Decent Work and Economic Growth; Industry, Innovation and Infrastructure; Reduced Inequalities; and Peace, Justice and Strong Institutions. This week, we add another, SDG 5: Gender Equality.



We Each Have a Story

Each of us has a very personal education story. I'd like to share a bit of mine since it gives some perspective to the work we do in support of those whose education has been shortchanged by circumstance, history, politics or the happenstances of life.

As you may have noticed, I'm a White female citizen of a rich, powerful country. I'm also a cisgender individual, and I've taken full advantage of the academic opportunities made available to me. I've studied at some of the most selective institutions of higher education in the world, and I'm among the 1% of the world's population with a doctoral degree.

But the opportunities that I've made use of were made possible by the women in my family who came before me: my two grandmothers, Catherine and Mary, whose academic and professional prospects were cut short by having to go to work to support their families; and my mother, Joan, who was able to attend college, earn a nursing degree, a fellowship, and a master's degree.

Their experiences are no model of gender inclusiveness. But they do show that gender inclusiveness is not an abstraction for me, as I suspect is the case for many of you.

So Productive, So Positive, So Rare

Perhaps I overdrew the case earlier in suggesting that gender transformative education could double a nation's economic output. If I exaggerated, it wasn't by much. According to research by the McKinsey Global Institute, educating girls to the same level as boys could generate \$112 billion a year in developing countries.

More recently the Global Partnership for Education and the United Nations' Girls' Education Initiative, or UNGEI, asserts that, "If every girl received 12 years of free, safe and quality education, women's lifetime earnings could increase by \$15 trillion to \$30 trillion globally."

Those two data points use a binary comparison of gender. In that way, they underscore the need for research that more fully reflects how life is lived today for so many people in so many places.

If you haven't read the book "Invisible Women: Exposing Data Bias in a World Designed for Men," I recommend it. Caroline Criado Perez shows the immense value of analyzing data by gender and other historically overlooked characteristics.

In fact, one of the conditions that fosters an individual learner's success is a feeling of belonging. This week we will consider the role of gender in creating that sense of belonging, and perhaps the meaning of gender itself. Some of us may be more comfortable than others with those issues. But as our colleagues at Reimagine Gender put it, most Millennials and members of Generation Z view gender not as binary, but as existing along a spectrum. That's worth keeping in mind.

Given how central the school environment is in shaping a student's outlook and behavior, prioritizing gender equality in and through education could have transformative impact on societies. Research suggests that:

- each additional year of secondary education for girls is associated with an average 6% reduction in the risk of child marriage and teenage pregnancy
- armed conflict within a country is less likely to occur where there's gender parity in average years of schooling
- and that for every additional year of schooling a girl receives, a nation's strengthens its resilience to climate disasters by 3.2 points

All of which raises a question: If gender equity and equality in education are so productive and positive, why are they so rare? To varying degrees, every nation on earth falls short of ensuring equal educational opportunities for ALL of its people.

Here's another question: What if reaching those goals required or resulted in economic restructuring likely to produce winners and losers? And what if pursuing those goals resulted in the diminution of deeply held cultural, religious, economic and political traditions that have shaped communities for generations? And what if doing so deepened old divisions and opened new ones, even to the point of civil strife? And what if pursuing those goals raised expectations that political leaders proved unable — or unwilling — to deliver?

I'm not a political scientist, but those all seem like plausible scenarios, and probably typical of societies that undergo broad transformation. So we should think about them.

Nor is ETS a political consultancy. But we have been in the teaching, learning and testing business since 1947, so we have long experience navigating the political and cultural challenges of education.

We pay particular attention to racial, ethnic, income and gender gaps in equity and quality in education. Much of our research has focused on disparate, gender-based inputs and outcomes in teaching, learning, testing and access; tracking trends and progress; and designing policies and practices to close gaps. A quick survey of ETS publications identified nearly 400 written works that focused on gender since 1952.

All of which is to say that gender transformative education is very much a concern for us, and it is an area in which we have much to offer as well as to learn.

Achieving gender-transformative education entails ambitious targets. Last year, the G7 countries endorsed global goals of enrolling 40 million more girls in school, and 20 million more girls reading by age 10 over the following five years. Progress is certainly possible. In fact, between 2000 and 2020, 10 lower-middle-income countries reduced their populations of out-of-school girls by more than 75%.

But that was pre-pandemic. The challenges are even greater now, which is why gatherings like this are so important. They can help answer such questions as:

- Which systems are already offering models of gender-transformed education for the future?
- What does a whole-system or whole-school approach look like for gender-transformative education?
- How does gender impact education in emergency and crisis responses?
- How might curricula need to evolve in a gender-transformed education system?
- How do teaching and assessment need to evolve?
- What new dimensions of data would be most helpful to collect, disaggregate, and examine?

My hope is that as we consider some of these issues over the next few days, we also learn from each other and form and strengthen relationships across organizational, professional, and national boundaries. That's been a hallmark of seminars past, and no doubt will be of seminars future.

So thank you all for joining us. I cannot wait to begin working with you on addressing longstanding gender-related inequalities in education systems worldwide, and by doing so, help to create a social and institutional model in which EVERYONE can thrive and flourish. ”

Big Education Conversations: Teachers and Gender Biases

What are pressing issues in today's education systems and what should we address first? These are some of the questions Fellows of *Education Transformation and Gender: Better Outcome for Everyone* tried to answer

Aurore Heugas

How would you describe your favorite teacher? “attentive,” “caring,” “curious,” “loving.” These were only a few adjectives that Salzburg Global Fellows used during their Big Education Conversation.

The concept was conceived by Big Change and the Lego Foundation in the Chinese room of Schloss Leopoldskron during Salzburg Global's previous education program. It aims to support people and communities worldwide to discuss the purpose of education, priorities in their countries' education systems, and their commitment to transforming education.

Why are Big Education Conversations important? According to Big Change, reflecting on what education is really for lets different types of conversation emerge, surfacing underlying beliefs. These conversations are spaces where stakeholders can come together and identify or create alignment at different system levels. They also emphasize the importance of including young people as participants and as hosts/facilitators to model the shift in power agency we want to see in the system.

What was clear from the start of the Education Transformation and Gender program conversation is that education has the power to transform society. For children, education should not only be a way for them to gain knowledge, but to build character and discover themselves, leading them to become responsible citizens down the line.

What struck some of the participants is the gender biases that teachers themselves perpetuate. “When picking out textbooks, instructors think about who the writer is, how popular it is, how

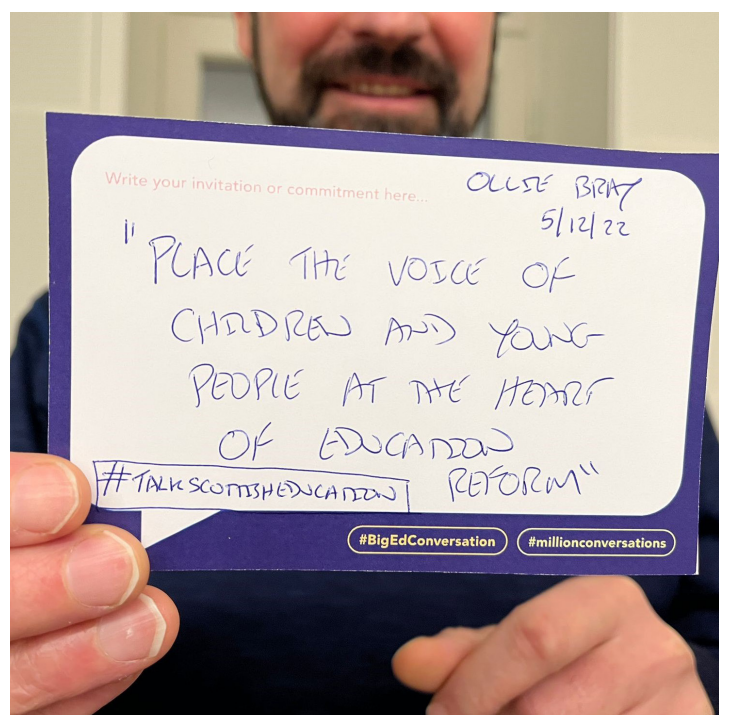
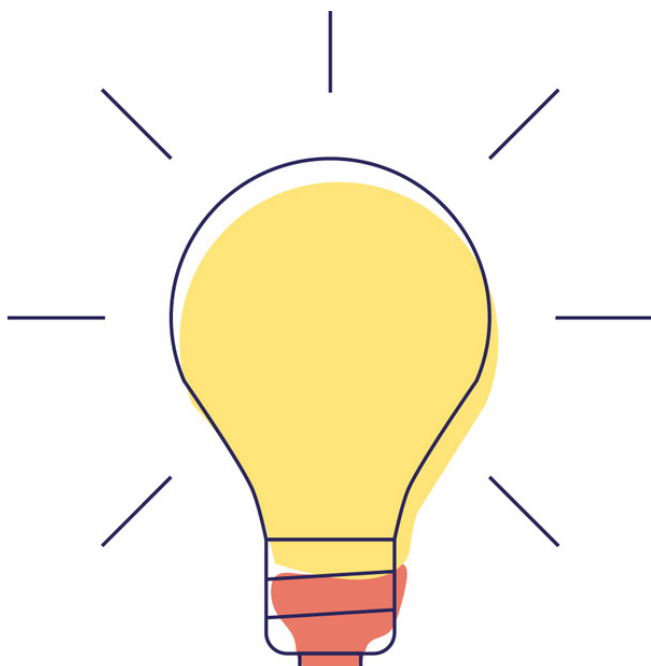
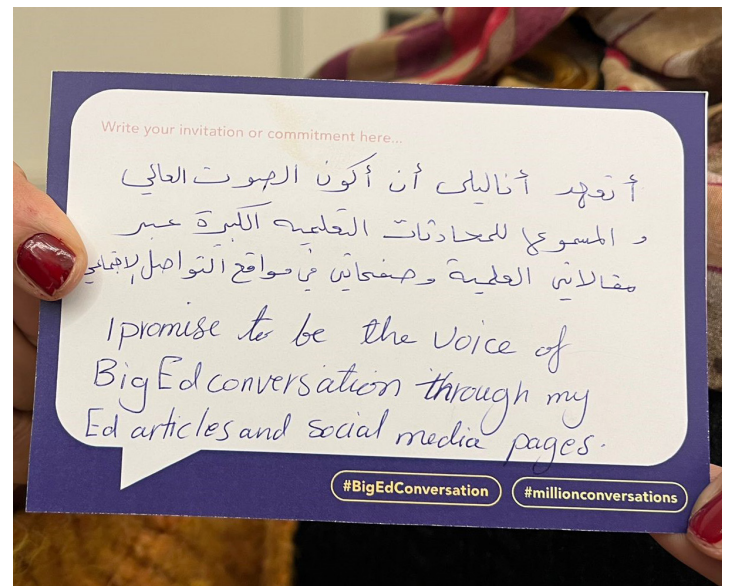
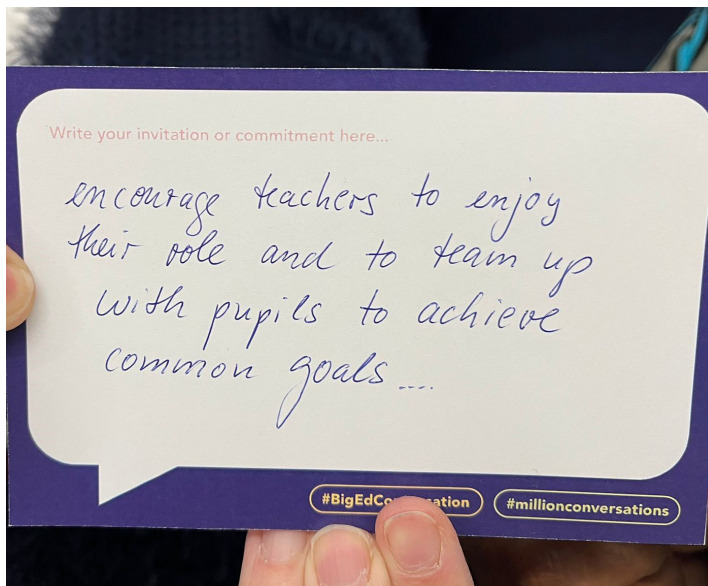
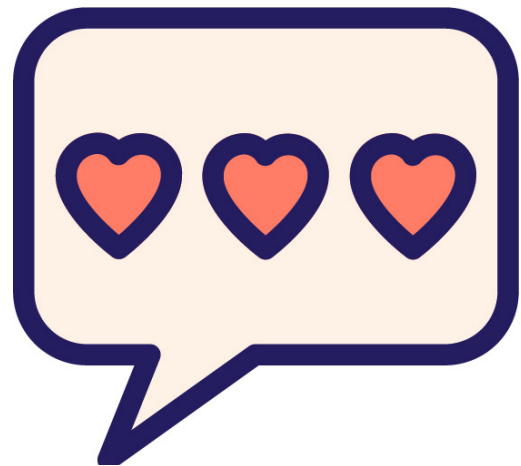
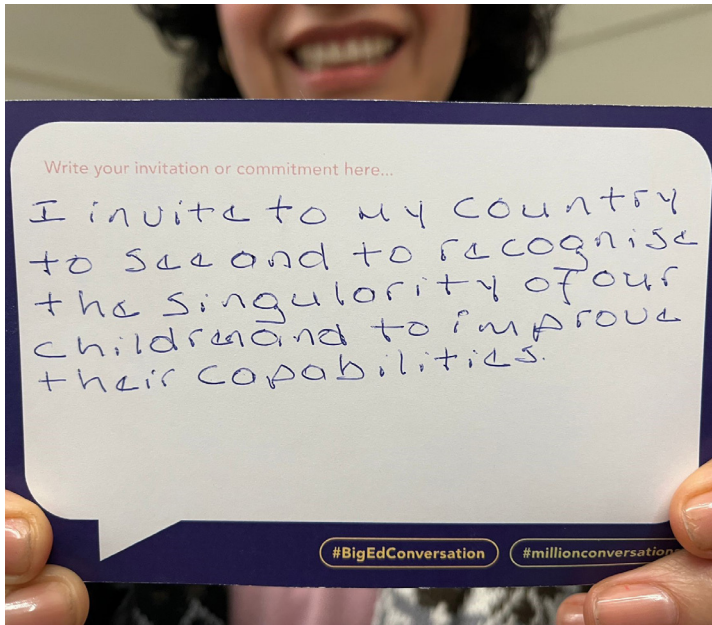


much color it has, not if it teaches about inclusivity. I am guilty of it myself.” What came out of that thought is that “trainers should be trained” on gender equality issues. Only then will they be able to reduce the biases they pass on to their students. The Scandinavian education system was evoked, praised for how valued it is internationally, and the focus on critical thinking it has, compared to other countries.

When asked what they would change about the education system, participants reflected on the idea that more than education, it is the whole society around it that needs changing first, which requires everyone's attention. For example, working with national health care systems to improve

mental health challenges, or improving infrastructure to make school more accessible.

A takeaway from the discussion is the crucial need for collaboration between children and teachers. Anyone who gets to have an input in project development feels more committed to it. It is no different with students. As one of the participants committed, “place the voice of children and young people at the heart of education reform.”



Rivers of Life: Embracing Femininity

Karen Edge and Romana Shaikh ask a question that drives to the heart of the matter: How can we learn to walk alongside each other, be present to what is happening in the world, and get the work done?

Iva Genova

Dr. Karen Edge has worked as an educator, researcher, and advisor for over 25 years. Karen's work demonstrates an unwavering commitment to promoting equality and justice by drawing on local and global evidence to drive change.

Romana Shaikh is the Chief Program Officer at Kizazi, a global non-profit that seeks to catalyze innovation in the design of school models to enable all children to thrive.

Part of the session you ran was called "River of Life." In what direction does your river of life flow?

Karen Edge: Some of the things we did today in the session have emerged out of trying to find a safe way to create discussions around things that are often really complicated. This is my sweet spot at the moment - finding ways to help people reflect on who they are, and how the choices they are making might very much unintentionally be influencing how successful they can be at helping others, or doing the great work they want to do.

Moving the flow towards gender justice means helping people see how that is their role in that responsibility - you should be mindful of gendered patterns that are happening in your office, and willing to act on [them]. For me, that is where my river is flowing.

Romana Shaikh: The intention is to come back home. Life conditions us, it shapes our behavior and choices and then we build up these defences, the wounds that we carry. I'm a Muslim woman, and I was born in 1988. And in 1992 there were anti-Muslim riots. And I remember my mum needed to wear a Bindi. Because when you wear a



Bindi, you identified as Hindu. She had to go with our neighbor a few buildings down to college and come back for work because it was not safe for her to go out. And I must have started school a year after that period. [...]

Imagine my parents sending their girls to school with that feeling that you never know what's going to happen, because my mom barely made it home that day when the riots happened. My dad was home. What are they going to do? They are not going to not send us to school. [...] When we started walking to school on our own, I had to reach school and call him. When I would leave school to walk back home, I had to call him. Every single day.

So, what does that do for me growing up? It takes me away from my sense of power, of independence. It's not really going to protect me. But so many of those things just happen to us in

our rivers of life and then we forget the source. So, my source is to be free, to be beautiful and lively, and independent of all of those things. [...] The river of life is for us to create the space held by women to slowly and gently just come back home into the body, and find that freedom again inside.

Through your work, you are studying the relationship between personal and systemic transformation. Could you share your findings with us?

RS: I will give you an example from Armenia. There is a school in a little village on the border. This September there was a bombing there, which is repeating from just two years back. It was really bad. What we started noticing in middle schools was that the boys in the classroom started getting very aggressive with their teacher. We started unpacking what was actually



Photo by J V on Unsplash

happening. What these boys were really reacting to was “we do not like our country because our country does not keep us safe.” So, it was not misbehavior. It was fear. Because in a few years, those boys will join the army. And the woman who was there cannot protect them. She was really helpless because she knows she cannot protect the younger generation. She has probably lost someone to the war as well, but she is still living in that country and wants to believe in it because she was born there, and her family is from there. And as we grow older, our roots become more important to us. But all these children see are soldiers outside the school window and that is frightening.

So, history and events should not be left outside the school door. They are in our bodies and we carry that in. So, in my work, every time we see this behavior, it is about stopping and asking: what is really going on, are there layers that we have not understood, can we work with that? You do not always have to go into the issue, it is too much sometimes. But at least you know there is a feeling in the body and we are working to calm the kids down, to calm the teachers down.

What is the solution?

RS: It is really about [...] shifting the way we live our life. I break that down - when I say school is masculine, I mean it is very structured. It is about one direction. There is no femininity in that. There is no responding, no space, no circles. And this is a big thing that we can change about school. It does not

have to be as rigid today. Children come to school and half the class is restless. Drop the math lesson and respond! So that is one sort of approach or set of skills that we try and teach the teachers - how about you first start every day with just 15 minutes of checking in? And then, do not forget that you are a human being under that teacher identity. These are little people in front of you, feeling a certain way. How do you want to respond to that? That ability is very natural. We just have built structures that have taken it away. The remedy is being able to listen, connect and have relationships.

How do you imagine a world that has embraced femininity?

KE: The influence of femininity in leadership means being able to be a leader where feelings are accepted. There is a movement towards being more authentic. A lot of that rests with being able to find and create the space for you as a leader and the people that you lead to just feel like it is okay to be a human being at work and everywhere else.

RS: I really think emotions are key. We talk a lot about women's empowerment, but I think we, as a society, have also dramatically disempowered men from being in touch with their emotions. I think women are the only ones who teach that here.



Hot Topic: “What do you hope to accomplish in the week ahead?”

Douglas Leung

“Given the presence of so many changemakers across the world in different contexts, I hope to learn a few things about myself better, my own identity and privilege better, and have my mental models and notions challenged by learning from the works of others. And walking out more inspired to go back to my work of serving 5.5 million children in Delhi”

Anurag Kundu

Chairperson, Delhi Commission for Protection of Child Rights (DCPCR), Government of Delhi, India

“I hope to be able to expand my horizon and also to expand my network, and to develop new ideas related to how education systems can be made more equal.”

Lara Zwittlinger

Research Assistant, University of Salzburg, Austria

I want to get to know as many people as I can; also, I want to know as many perspectives as I can. People from all around the world have a different perspective, different mindset, but they're all inclusive and open. And I want to know every single knowledge they have and experience that they can share.

Tomoo Nakayama

Project Officer, TOBITATE! Study Abroad Initiative, Japan

“I'd like to connect across a wide range of global leaders and education to see if we can understand, firstly, what the issues are, and then act on it, and see if we can decide a pathway forward. I'm not one to sit still and do nothing about something once we've identified what we can do. [...] We do know what to do – it's a matter of having the courage to take the steps and take action.”

Jojo McEachen

CEO, The Learner First, New Zealand



#FacesOfLeadership

Iva Genova

I believe that where women are at the heart of activism, of moving things, we are going to see positive changes. I believe that if women who truly believe in feminism, are given the mantle of leadership, and being put in the center of education, we are going to see a turnaround in the education system. Feminism does not just cater for one gender, it caters for every gender. So, the future of leadership in education that I want is feminist.

I want a society where every child is safe and has access to equal opportunity to be whoever and whatever they want to be. This is my driving force. I want every young person to be able to experience education beyond the four walls of the classroom, and to see that we can get educated by the places we visit and by the people we interact with.

Karimot Odebode

Poet and advocate Founder and Project Lead, Black Girl's Dream Initiative

Read more profiles in our series of #FacesOfLeadership online:

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