



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: aheugas@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!



@Ayo_Phenom: I have had a mind-blowing week @SalzburgGlobal

transforming Education summit, staying at the beautiful Schloss with very intelligent minds. Thanks to

@girlrising for yet another beautiful opportunity. I have many insights to work with:)

A Week of Discussions and Reflection for Better Outcomes



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Developing Leaders

Wan Fariyah Ahmad Fahmy talks about her experience at Salzburg Global, enriched by immersive conversations and powerful convenings – a place she describes as a sanctuary, bringing people together

Ive Genova



Wan is the global head of Girls Education at Teach for All, Malaysia.

“Over the course of those five days, I have been challenged, encouraged, enriched and nourished by the content, but also the conversations and the relationships that I have been so privileged to be a part of. When I think about the partnership between Teach for All and Salzburg Global Seminar, I am very grateful that we have had this opportunity to grow and develop together. There is so much that we can accomplish together, especially if we

think about leveraging each other's resources and networks. Ultimately, it is about bringing people together towards common goals, recognizing the diversity of our experiences. I asked this question to Alexis yesterday. “What are the outcomes in schools that you are hoping for when you invest in convening fellows together?” And it is very much a long-term investment into the power of people's potential. This is what we share, that investing in human capital and human development is not something that will be immediately visible. When we think about the

similarities between Salzburg Global Seminar and Teach for All, they are very much about developing leaders. Building from that base is incredible because I look at how the fellows who have been associated with SGS have found sanctuary and community. If that is what we can all look forward to, then I am very much hoping for the opportunity for more of my colleagues to experience the transformative power of such convenings.”

3 Questions with Marta Encinas-Martin

Marta Encinas-Martin on the OECD's collaboration with Salzburg Global Seminar, an upcoming STEM education conference in Spain and how this program might influence that conference.

Douglas Leung

Marta Encinas-Martin is a Gender Education Ambassador at the OECD, whose work particularly focuses on bringing more girls into STEM careers. As part of this, she is currently involved in developing the STEM alliance, a multi-stakeholder initiative of governments, businesses and universities. Marta sat down with us to talk about, on the one hand, this program as a participant, and on the other, an upcoming conference as an organizer.

Douglas Leung: Why did the OECD want to collaborate with Salzburg Global Seminar and support this program?

Marta Encinas-Martin: We've been working with Salzburg [Global Seminar] through Dominic [Regester] now for a long time. This is [...] a great collaboration we are having. So, we thought of focusing this seminar on gender equality in education, a topic we work on, and that will be fantastic. And we could continue this collaboration, obviously to bring it to Madrid [for an upcoming conference] and to all the other events that we will be having of course.

DL: The OECD is organizing a conference with the Ministry of Education in Spain for November 2023 – could you tell us a bit more about it?

ME-M: So, the idea of the conference came in order to see how we can put some visibility on the work the OECD is doing on gender equality and education. And we are working specifically with Spain in a STEM alliance that they have created, bringing together businesses, employers, civil society, universities



and the government [...] to bring more girls into STEM, and therefore more women also into these careers, particularly in engineering and computer science. So, we work with them in organizing a workshop. And because Spain is having the European presidency in the second quarter of 2023, we thought it would be a good idea to convene at this conference. Spain is an example of a progressive country [and] a very feminist country, having many laws that are in favor of women, so we thought Madrid will be an excellent [place] to do such a conference.

DL: Will you be taking anything that you've learned from this program into the planning and design of that conference?

ME-M: For me, Salzburg Global Seminar has been really eye-opening because working on gender in general and in education is very wide, so we cannot risk not to focus and therefore not to be able to move forward the gender equality in education more. So, it's helping me to see how we can reframe the conference in which we can bring some steps forward that all countries could implement.

A Picture Paints a Week's Worth of Conversations

Wolfgang Irber on the power of art to tell stories and what he has learnt from listening in on conversations as inspiration for his illustrations

Douglas Leung

A point that has been reiterated throughout this program is the importance of telling people's stories and lived experiences. Creating narratives, however, does not happen solely through words. We talked to Wolfgang Irber, the illustrator who has been producing drawings based on the program this week, about how he uses his visual art to document conversations.

This is not the first time Wolfgang has used his artistic talent to represent the ongoings at conferences, whether at Salzburg Global Seminar or elsewhere. He says that what he has noticed at all of these is that people forget words quickly and end up going around in endless circles. This is where his art comes in: "It helps to visualize key topics and key messages [in order] to make them stick and make them kind of prominent and help people progress in the discussion."

In Wolfgang's view, people have short-term memories for words – except for stories. He echoes a sentiment expressed by a Fellow during one of the sessions that "our brain is hardwired for stories". His recognition of the irrevocable importance of stories is only underscored further by the ability of art to convey and enhance messages: "The story is also in our days the most powerful tool, and if you can combine a story with a picture, it becomes even more powerful."

The insightful nature of Wolfgang's drawings is reciprocated by the enlightening conversations that he has had the opportunity to listen to this week. He admits that he had never really considered issues of gender and education before, but this program has illuminated for him the indelible mark of the "demon of gender inequality" left on women, such that he now "really



admire[s] this endless war [women] are fighting in order to get this [demon] killed".

The irony of this piece, of course, is that it is using someone else's words to tell Wolfgang's story, and so it is perhaps more appropriate to end with two of his favorite illustrations from this week and his own words to describe them instead.

Wolfgang's favorite illustrations from this program

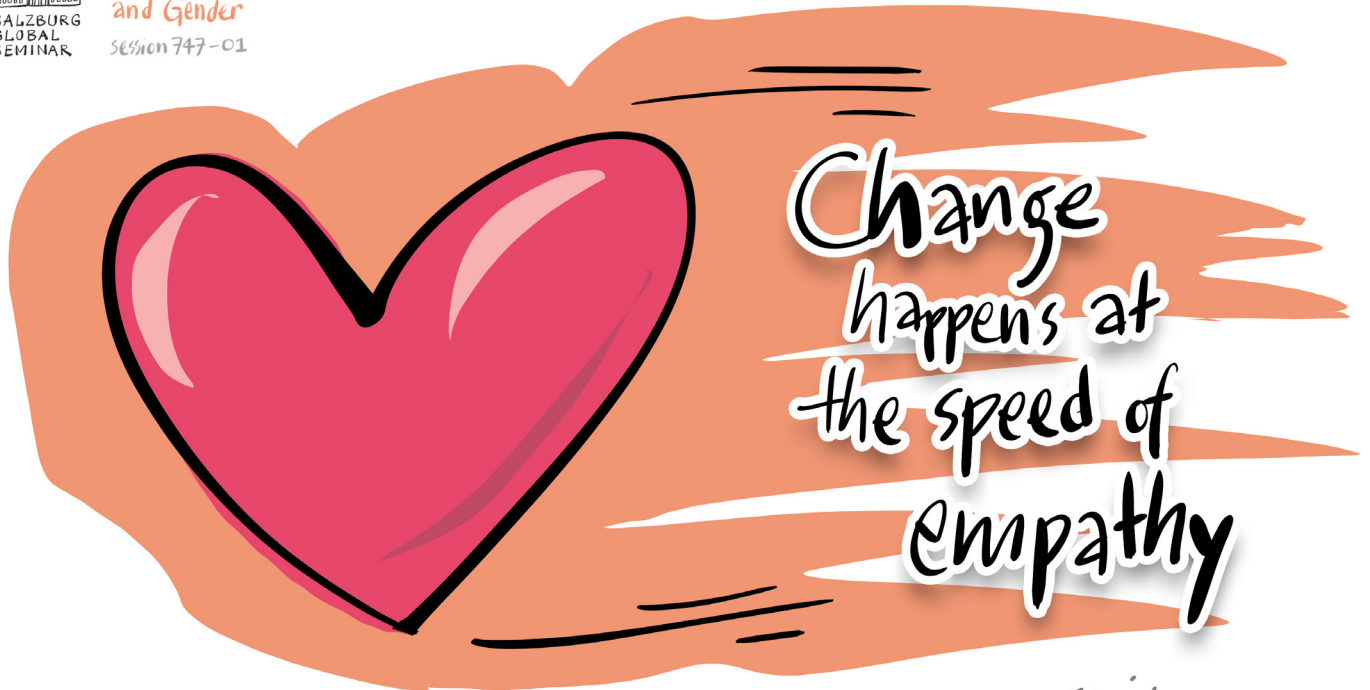
"There's one I think it is summarizing quite well what is happening with this gender inequality. It is showing a scale where there are pretty much all the boys and girls, the boys already at a higher level, the girls are at the lower level. And the men are now pushing the carriage with the girls up and the women are pulling the carriage with

the boys down. [...] I got some feedback [from the Fellows], so I was redrawing it. [...] So, there needs to be a change in the way we are educating people, but also the social norms need to be changed. But this is, as I said, the demon they are fighting against."

"There's another one that I like very much, because it's a bit funny. It's where a boy is [holding] a toy, pretty much a puppet, maybe a Barbie, and the father is saying, "Boys don't do that!", and the girl is playing with the car, and the mother is saying, "Girls don't do that!" And this is all about education. This is the way how we educate girls and boys. Immediately when you see a boy, we have kind of a "boyish" behavior towards him. And if you see a girl, we have kind of a "girlish" behavior towards her."



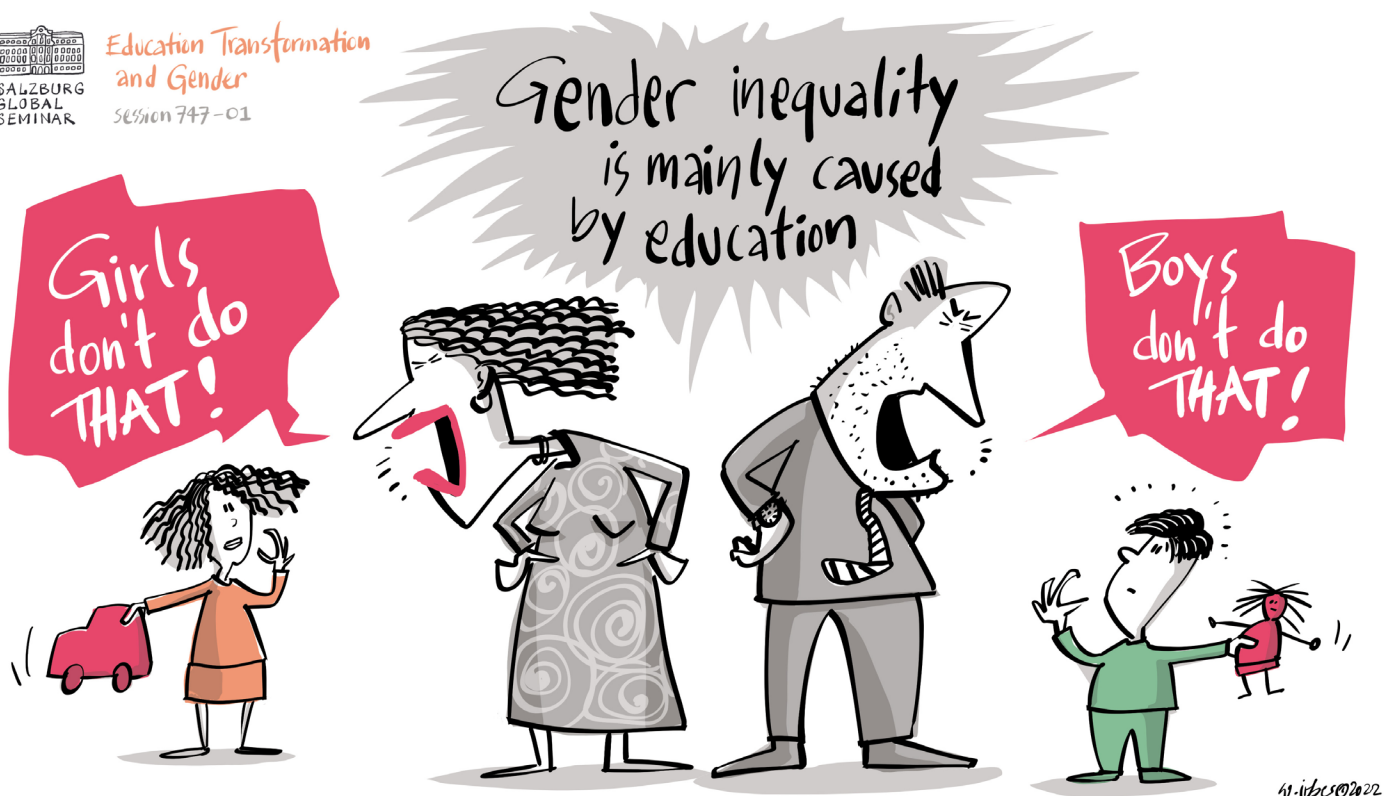
Education Transformation
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Session 747-01



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Reimagining the World through a Feminist Lens

A conversation with Ashlee Burnett on what a feminist world would look like, incorporating LGBTQ+ history in classrooms and bridging the gap between research and policy

Iva Genova

Ashlee Burnett is the founder of Feminitt Caribbean, an Intersectional Caribbean Feminist NGO where she leads a dynamic and passionate core team and volunteers that uses education, social good, and conversation to advance Gender Justice in the Caribbean.

Iva Genova: What would reimagining the world through a feminist lens look like?

Ashley Burnett: The world would look inclusive. In it, people do not have to disclose their identities for the sake of being respected. They do not need to say: “I have a disability, so I may need to have these accommodations,” because those things are already provided, because we are considerate of the different types of people that exist.

I think a feminist world will also be a world that is kind and there is love at the center, which sounds like really abstract things. But I remember reading “The Emergent Strategy,” discussing that if we had love at the center of everything that we do, it can transform organizing. It can transform how we engage each other. You are meeting people where they are at, you are making them feel safe to question and to just not know. And you are able to provide them with the resources for them to know. This is what a feminist world would look like — one in which we are slow to anger and then quicker to peace. Just the possibility of those things being within reach gives me hope. Ultimately, it would be a liberated world regardless of who you are.

IG: What should conversations on intersectionality, gender, and sexuality look like for societies to embrace them?

AB: How do we incorporate the LGBTQ+ history in classrooms and public spaces? I have seen jokes that people said, “Oh my god, the alphabet people”

but they just do not understand what queerness means. They just think it is about sexuality. It is really important for us to learn about ourselves and our history. It was not a big focus, at least from my experience in high school, where I learned about powerful women and those who were defying norms in history.

There are people who would have led a rebellion back in slavery from the Caribbean, who fought, and they were always women. There are men too, but a large amount of them who fought for freedom are women. And that is queer, right? [...] So, I think if we are able to learn more about our history and how strength is not synonymous to masculinity, that is something that is within all of us. [...] One of the barriers is definitely language and how language has been co-opted in certain spaces to mean different things. But if you go back to the roots of that and really unpack our history, it helps us and it has to happen from the classroom because we learn in depth about other people’s history. You have to learn about yourself, you have to see yourself. I think it allows us to delve into deeper conversation and a greater appreciation for differences.

Another issue is how we think about love. We place a lot of emphasis on love being something that has to be like romantic and heteronormative. But if we unpack love too, it is just that human connection and being able to see somebody in all their forms and still appreciate them. I am in love with my friends regardless of their gender. I feel like that can be transcended to just other people. You meet people for short times but you see them and if we are able to kind of shift love, I think that can help, too.

IG: How can we bridge the gap between academic research and policymaking on issues of systemic inequality and discrimination?



AB: One, academia helps you to name things. You do your research, you can name it. That is why there is all these theories and these complex ways of understanding.

The first thing that has to happen is language has to be simpler and more accessible. A lot of policymakers are not experts in gender or even in education, even though they are working in education. And so, they are not going to pick up a research article to read it. And if they do, the language is inaccessible or it is just difficult to understand and apply to contexts. There needs to be a body of work that is accessible in that way with language, as well as guidelines into how to make this research that is context specific, because most times, we adopt things wholesale.

We also need more collaboration. Policymakers have to recognize that they do not know everything, even though they are creating the policy, and are the ones that are requesting or initiating the research. [...] They need to collaborate with NGOs to be able to ensure their policies are responsive.

Small Tables, Big Issues at the Solutions Café

A summary of the multitude of conversations facilitated by the nine hosts of the Solutions Café

Douglas Leung



Tuesday afternoon might be a time to grab a cup of coffee at a café with friends, but things are done slightly differently here at Salzburg Global Seminar. Idle gossip and cappuccinos were replaced by stimulating conversations and notebooks in the Solutions Café, which sought to reframe the experience of education.

The menu on offer at the Solutions Café easily rivalled the variety of drinks at any café, with Fellows moving between discussions on girls in STEM, the exclusion of boys and sex education as seamlessly as they did between espressos and Americanos during coffee breaks over the week.

Girls' experience of academic subjects

One table explored why girls might be less interested in STEM, with various possible reasons offered, such as a lack of female role models in STEM and a fear of seeming less attractive if they pursue “manly” STEM subjects. This was intrinsically linked to the table on

language education, which looked more broadly at the value that are placed on different subjects for girls as opposed to boys.

Away from the contents of the academic curriculum

Education encompasses much more than academic subjects. For example, the table on sex education highlighted how the lack of sex education creates an environment of violence, intolerance and misconceptions, which dovetailed with another table's discussion on power dynamics in gender relations across a diverse range of genders. One table also considered strategies for implementing culturally responsive education, taking into account wider contexts beyond the school grounds, that could open up new opportunities for girls.

Boys in and out of school

The question of how to help boys who have been excluded from school in

England was approached by one table in terms of how an education system can be inclusive and adapt to the needs of all children. A discussion of boys underperforming and dropping out of school also emerged at another table on the classroom experience in Pakistan, which has been focusing on increasing girls' participation in school.

The role of teachers and assessment

A crucial part of the education experience is the teacher. One table tackled how teachers can break unconscious biases in classrooms, such as when dealing with rebellious behavior or influencing subject choices. Another one dealt with assessment, especially its current ethos of exclusion instead of seeking to elevate all students and different ways of thinking. It is a particularly exciting prospect that the ideas circulated on this table will help to shape ETS' conference on assessment and standardization in April 2023.

Hot Topic: “What should feminist convenings look like?”

Iva Genova

“As an African male, I must say that a feminist gathering for me is an opportunity to learn a lot more about what it means to be a woman and what the contributions of women have been. But more importantly, to interrogate my own conceptions of womanhood and to educate myself about how to best deal with the issues that patriarchy have imposed on women and hopefully to contribute to developing a more equitable society.”

Harry Kuchah

*Lecturer in Language Education,
University of Leeds, UK*

“What grounds my feminist scholarship is the idea of situated knowledge — why is it you know what you know, how have you come to know this? I know different things than what you might know and that what somebody else in the room might know because of where I grew up, where I went to school, and the experiences that I have had. We need to understand where people are coming from and why it is they do or do not know something. And then to share information graciously because maybe we have not all had the same opportunities or the same exposures to

knowledge. Feminist convenings for me need to be rooted in that understanding of anybody's situated knowledge and for everyone understand that their knowledge is not universally shared and is also not necessarily right, perfect or better than other people's.”

Louise Hallman

Writer, editor, Gender Studies Graduate student, Austria

“Feminist gatherings directly help to advance gender equality by creating a much more inclusive, cooperative, and protected climate for developing your thoughts as is the case in „normal“ conferences. Feminism can be used as a lens to look at different topics that don't necessarily have to do something with gender in the first place, and can also help to give voices to marginalized groups by creating this more sheltered climate. I think I never experienced a more supportive and cognitively stimulating energy before.”

Lara Zwitterling

Research Assistant, University of Salzburg, Austria



#FacesOfLeadership

Douglas Leung

“I find inspiration in the youth that I work with [...] Their resilience; their creativity; how, in spite of adversity, they don't stop being kids, they don't stop being children. They don't stop giving up on hope and aspirations.

And I think our job as leaders is to create an environment where they continue to have that hope and find those opportunities, or create those opportunities [that] enable them to reach [their] goals.

[...] We're very happy with the 10,000 kids that we're working [with] in Central America, but there's millions of other kids that are not reaching these opportunities. So, it's a challenge to sometimes think about the bigger picture and feel that you have a long way to go to have that kind of impact. [...] But we never know...these kids that we're working with right now eventually will become the leaders of society. And wherever they are, hopefully they'll be able to expand the work.”

Maritza Trejo

*Regional Education Director,
Glasswing International, El Salvador*

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