



SALZBURG  
GLOBAL  
SEMINAR  
75<sup>th</sup> 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](mailto:aheugas@salzburgglobal.org)

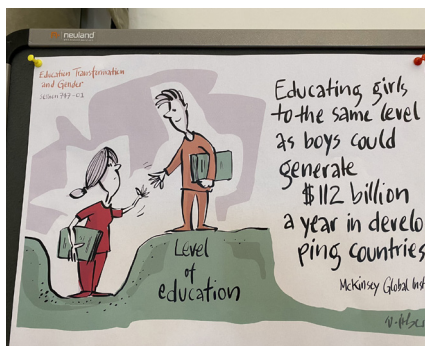
Whether writing articles or Tweeting, please make sure to observe the Chatham House Rule (information on which is in your Welcome Pack).

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](https://SalzburgGlobal.org/go/747-01).

We're updating our Facebook page [facebook.com/SalzburgGlobal](https://facebook.com/SalzburgGlobal) and our Flickr stream [flickr.com/SalzburgGlobal](https://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](https://instagram.com/SalzburgGlobal).

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



@cmmillett: Great to be at @SalzburgGlobal for education transformation & gender: better outcomes for everyone. Thanks @IrberWolfgang for capturing one of the points I made in the opening session #SGSedu

## Storytelling, Intersectionality, and Embracing Discomfort



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# "One Size Fits Men"

Making cities fit for women, using her personal experience as a South African woman, a woman of color, and a woman with a disability, Shanaaz Majiet gives the inaugural lecture for Salzburg Global's Center for Education Transformation

Aurore Heugas

**On Wednesday, 14 December, Shanaaz Majiet gave the inaugural lecture for Salzburg Global's Center for Education Transformation, titled *How a City Used Access to Education to Work for Women*.**

Livestreamed on Youtube, this lecture is the first of its kind for Salzburg Global. Shanaaz Majiet, Divisional Head of Learning and Development at the City of Tshwane Metropolitan Municipality, was the perfect fit to kick it off.

"The only way we can actually grow and hope to transform systems is by expanding our minds," opened Victoria Mars, Salzburg Global's Chairman of the board. An hour later, we all came out a little bit taller than we came in.

"I know first-hand that the world is not built for people who look like me... and much less roll like me." Shanaaz drew on her experience as a South African woman, a woman of color, and a woman with a disability to delve into the harsh realities.

"South Africa is one of the most unequal societies in the world. It's the rape capital of the world. Gender-based violence is one of our daily lived horrors. I'm sitting in this chair because of gender-based violence."

The 2018 World Bank report on inequality levels in South Africa confirms South Africans have the highest levels of inequality in the world. These are consistently higher among black South Africans, female-headed households, children, the unemployed, and the less educated.

These are the people that should be sitting at the table to effect change, but "democracy is not a level playing field.

It is biased against women."

Borrowing the words of Caroline Creado Perez in her book *Invisible Women*, Shanaaz addressed what needs to happen. "The world of work needs a wholesale redesign of its regulations, equipment and of its culture. And this redesign must be led by data on the female body, needs and female lives. Women's work, whether unpaid or paid is the backbone of any society and economy. It's about time we value it."

The only way for governments to prioritize women's issues is to increase their representation in positions of authority. But that means changing the unfit workplace to suit everyone.

Shanaaz went on to describe how South Africa maintains its inequality, whether through the gendering of the labor market, using women's biological attributes to discredit them, or through the exclusion of women and those who do not speak English as a first language.

Some of the solutions evoked by Shanaaz include things as simple as having protective gear in women's sizes, to harder ones, such as transforming societal gender norms.

What's next? "Getting a city to work for women is an important theme to keep alive to penetrate other domains in the city system. A safer city, centering women and looking at the gender data gap to consider what results and outcomes are vital to realizing a safer city."

But being leaders of change can be uncomfortable, even dangerous, as you go against what's accepted by the oppressing majority. Shanaaz expressed the importance of anchoring



self as not to get overwhelmed by the pressure and responsibilities. "I had to learn that I am not my job. When these roles end, who are you? What remains?"

Shanaaz advised finding your "allies" outside the workplace, people who will only ever have your best interest at heart because they do not have a stake in the promotion or opportunities you get. Finally, she suggested finding spaces in which you can "just breathe", whether that is taking a walk or as Shanaaz' colleague used to do "locking herself up in the bathroom for two hours."

# 3 Questions with Julia Sylla

Julia Sylla on Qatar Foundation International's partnership with Salzburg Global Seminar, her first time at Schloss Leopoldskron and the intersection between gender and language education

Douglas Leung



Photo by Kimberly Farmer on Unsplash

**Julia Sylla is the Director of Programs at Qatar Foundation International (one of the partners supporting this Education Transformation and Gender program) and has vast experience in language education. This is the first time that she has come to Salzburg Global Seminar's home, Schloss Leopoldskron.**

**Why did Qatar Foundation International (QFI) decide to partner with Salzburg Global Seminar and fund this program?**

QFI has had a long, several-year partnership with Salzburg because we find it really important to expand the voices and perspectives that all of us are thinking about and exploring in our work.

[...] We've been fortunate to be a partner in the Education Transformation series and Education for Tomorrow series and think about all the different elements that are being explored in these seminars. Gender transformation is certainly one that, as we know, is a part of our everyday lives, work and education, and really important to think about in the context of QFI's work as well – even though that's not the main focus necessarily, it's truly integral in everything we do.

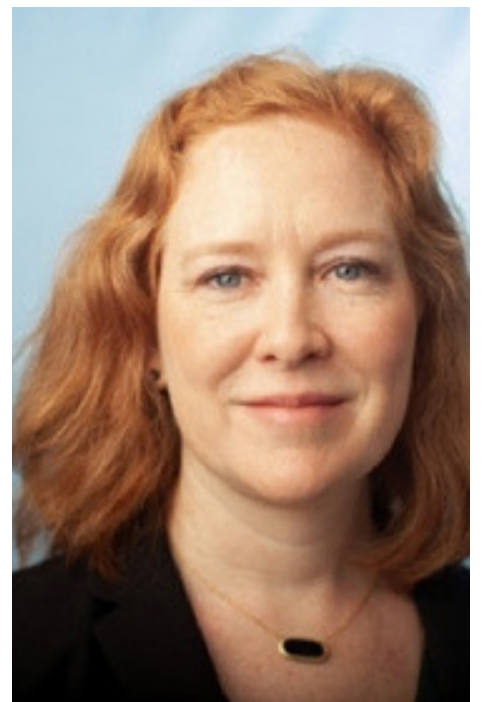
**What struck you the most when you first came to this place?**

I think, again, the perspectives and voices and the value that everyone brings to the conversation really has been impactful to me [...] And I think also reflecting on the last few years of being on Zoom essentially, or online, and the conversations that you can have. For example, the [Landscape Review] panel today [13th December]: we might have heard from the panelists and there might have been some Q&A at the end, but I think you miss the interactions afterwards at coffee and at meals. [...] And you never know what that might spark for you in your work, so that's really exciting.

**How do you see the intersection between gender and language education?**

There are a lot of questions in my mind. I think one is around the status of languages and of language teachers in education, and the fact that generally more women study languages than men. And is that a reason why it is often not given the same status and value as STEM? [...] And for languages, if there's an over-representation of women, what does that mean for

the status and value that's placed on it? And are we undervaluing [...] communication with each other and globally engaging with societies that can't access conversations in English? Are we undervaluing that opportunity to change gender dynamics and roles because we're closing off conversations with people [by] having them in a monolingual environment?



# Discussing Discomfort: The Panel on Intersectionality

How a panel on intersectionality evolved into a group-wide discussion, launched from the starting point of the topic of discomfort

Douglas Leung

When the three panelists walked onto the stage around noontime on Wednesday, they might have understandably been expecting to dominate the conversation on intersectionality for most of the hour ahead. Instead, the moderator, Salzburg Global Seminar's Corinna Nawatzky, sprung a surprise on them with the opening question, "What is something that has left you feeling a bit uncomfortable this week?"...and thus sprung into life a group-wide discussion approaching intersectionality from a myriad of perspectives.

## Kicking off with the panelists

The first to tackle the opening question was Mamello Sejake (the Advocacy and Communications Lead at the ATHENA Network in South Africa). Their immediate response was that discomfort can actually be productive if embraced with an open mind, before sharing their frank reflection that their moments of discomfort stem from being a black, South African, queer woman around white, Western, straight women.

They additionally raised a point that was repeated and seen as axiomatic by the other Fellows: we are all multi-faceted people – no-one exists, for example, as just a woman – and so all these identities must be taken into account. Building upon this, Charlotte-May Tomlinson (a student at the University of St. Andrews in Scotland) argued that everyone has their own life experiences, and therefore universal categories are irreconcilable with the unique nature of intersectionality for individuals.



Johanna Fajardo-Gonzalez (a Policy Specialist and Economist at the United Nations Development Programme in USA) confided that she had felt a bit uncomfortable talking about her personal experiences, especially as she is not used to discussing her female experience in a male-dominated field like economics. Her moments of discomfort also made her realize that she is usually in her comfort zone with people, namely economists, who think in the same way as her.

## Is there cause for optimism?

Corinna's prompt of an optimism/pessimism axis was discussed in smaller groups at tables. The ensuing debate among the whole cohort was far-reaching, riveting and, fittingly at times, a bit uncomfortable.

The moments of discomfort coincided with points of disagreement, but it was recognized that this is precisely how we learn from one another. For example, one table had approached the prompt from a different angle by labelling one axis for optimism on gender equality and the other for optimism on

education transformation. One Fellow asserted her optimism that gender equity will transform education, but not vice versa, whereas another believed that education can also help to bring about gender equity. The different views seemed to depend on what kind of education was being referred to: the education of now or the desired education of the future.

A kaleidoscopic range of other points were made, including the relationship between gender equity, female empowerment and politics; the use of intersectionality to identify layers both of repression and privilege; the systematic and structural nature of identities; and the very real nature of intersectionality through the telling of life stories.

Corinna raised a final idea of agency, or lack thereof, as a second axis intersecting with optimism, before the group broke up for lunch with plenty of food for thought, along with plenty of food for the appetite (which you can read more about on the following page...).

# Pots, Pans and Programs: The Man Behind the Buffets at Salzburg Global Seminar

Stepping behind the curtain of the culinary experience, Richard Huber, Schloss Leopoldskron's Head Chef, tells us all

Douglas Leung

**It is time to put a deserved spotlight on the main star working behind the scenes: Richard Huber, the Head Chef. We briefly took him away from his work in the kitchen, hidden away in the bowels of Schloss Leopoldskron, to ask him for an insight into the Salzburg Global Seminar program experience through a very different lens.**

During this week, we have all had the privilege of helping ourselves to a round (or two) of a buffet...breakfast, lunch and dinner. Fellows have greatly valued these meals together, which engender informal conversations and foster lasting relationships, especially after spending so much time virtually during the COVID-19 pandemic. All of this, however, would not be possible without a key element – the food.

## **“Mahlzeit”: An Austrian Welcome... With An International Flavor**

Richard recently joined Schloss Leopoldskron in August 2022. Since then, he has thrown himself wholeheartedly into his work, and none more so than at program time. This particular cohort boasts over 50 Fellows who have come from around 26 countries, which presents a unique challenge to Richard. His mantra is well-adapted to this though:

“We are international, we must work international, we must cook international in the kitchen.”

Alongside this, part of the experience of coming to Salzburg is the opportunity to try the local Austrian cuisine. Richard names a few traditional Austrian dishes he enjoys making for programs, such as the famous Wiener Schnitzel, Schweinsbraten and Backhendl



(fried chicken). In Austria, these are complemented with a chorus of “Mahlzeit”, the customary greeting at mealtimes.

Variation, to Richard, is “very important”. A delicate balancing act, then, between catering to an international audience and giving Fellows a taste of Austria must be maintained by the well-practiced hand of the Head Chef.

## **A window into the life and mindset of a Head Chef**

From the moment he starts work at 6am to prepare for breakfast, Richard describes it as “full gas” ahead in the kitchen until 2pm. His work during this time revolves around preparation, whether it be for lunch, dinner, or the next day. This, however, by no means entails compromising on the freshness of the food. Richard emphasizes that “we make [the food] as fresh as possible”, but there is still a relentless pursuit of constant improvement: “Our quality must go on higher, higher [...]”

We are all experts in this job in the kitchen and we can do it.”

Indeed, Richard's mentality is most evident when he reveals that his favorite part of being Head Chef is thinking of new ways to become even more efficient: “All the time in my job I think about how I can make this work simpler.” He brings up, as a source of inspiration, the story of the McDonald's brothers and their search for the quickest route around a kitchen for a burger to be made. Crucially though, Richard produces buffets that are in a completely different gastronomical league to hastily assembled burgers; the fact that he does so with fast food levels of efficiency speaks volumes for the extremely impressive job that he is doing.

We are all incredibly grateful to the work that Richard and all the kitchen staff supporting him do, an indispensable cog in the smooth running of the Salzburg Global Seminar program machine.



# The Craft of Storytelling

## Anna Hall and Ayomide Solanke on storytelling and Salzburg Global Seminar

Iva Genova

**Hope is the engine of action and change. Storytelling created out of curiosity and empathy is, Anna Hall and Ayomide Solanke tell us, the breeding ground for hope. And if we truly let it sink into both our private and civic spaces, it is a promise for a shared reality, for deeper questioning, and dialogue. Improvements in the world happen through a collaboration between storytellers, community activists, artists, and politicians.**

Anna and Ayomide are members of the Girl Rising family. Anna runs the Climate program working on the intersection of girls' education, gender equity, and climate change. Ayomide is a Future Rising Fellow whose new graphic novel "Idara's story" sheds light upon the connections between the consequences of the climate crisis and the violent acts against women and girls.

### Storytelling is a remedy

Ayomide's graphic novel "Idara's story" aims to counter some of the narratives in her home country of Nigeria. Through the essence of her work, she reminds us that storytelling has the power to counteract current medias' dysfunctional and damaging nature, and illuminate possibilities.

"I have seen pictures of starving children, pictures of famine, suffering, crisis. We see pictures of hopelessness when we tell African stories. I wanted to be able to tell African stories that germinate hope. I want to provide a survival story instead of a story of victimhood. So instead of telling the stories of victims, we tell the stories of survivors. To say, 'this is happening, but this is how the girls can get help.'"

Ayomide emphasizes how essential it is to behave honorably and with integrity towards our communities and serve as eloquent translators of their stories.

"Storytellers' burden is to tell their audience the stories as safe as possible, in a way that draws empathy and convince the audience that what

they say really matters. We should never tell other people's stories without consulting them first. If you want to tell the story of poverty in Nigeria, you cannot just sit in an office. You should tell the stories from the horse's mouth. You do not need to impress your audience. You just tell the truth!"

### We are hardwired for storytelling

In her work, and during her session, Anna addresses the importance of using storytelling as a tool to empower women and foster agency and confidence.

"Storytelling is innate to all of us but it is not a given that every single person will gravitate and have those skills at their fingertips. Girls often do not want to take up space or do not feel like they deserve to take center stage. That is why in the panel, we were talking about storytelling to help girls build a sense of agency, a sense of confidence, and voice, and to understand that their story has global relevance and that their lived experience matters so much.

"And then we need to get those stories out there in the world, whether that be in a very focused sort of policy advocacy kind of role or whether it is about changing norms or creating a more general kind of awareness. There are lots of levels on which the narrative of girls' education and climate change is crucial, and there are lots of different audiences for that: Can we get governments to put girls' education on their nationally determined contributions in climate negotiations? Can we get the wider public to really understand and internalize the fact that climate change is not just a technical challenge? It is a massive humanitarian crisis that will affect girls and women the most. It is 200 million girls' lives at stake between now and 2050 because of extreme weather, displacement, and all the things that are happening with climate change. It is not airy-fairy stuff to say that confidence and agency are literally lifesaving in this context if you imagine a girl in that situation of

extreme weather and climate crisis, and her needing to make decisions in real-time under pressure with her baby or her family."

### Storytelling, Girl Rising & Salzburg Global Seminar

"Our genesis was a documentary film. Girl Rising began as a group of filmmakers. It really crested at a moment when the power of girls' education was not well-known. So that became a phenomenon translated into 70 languages and millions of people were excited by the film. And then it became a nonprofit. So, for a long while, Girl Rising has been focused on using stories to help build voice and agency in girls and developing storytelling as a skill for adolescent girls and boys."

During our conversation, Anna shares thoughts on her experience at SGS during the Education Transformation and Gender program:

"It is just an incredible privilege and so enriching and really challenging in some ways. Partly for me, because my background is not education. I am a producer and storyteller. I work for an organization that is all about girls' education and I am learning. Being in the room with these extremely interesting people is slightly intimidating but also an incredible opportunity to learn a lot. Institutionally, there is just so much potential. I am really excited about the idea of writing stuff with either member of this cohort or for the Diplomatic Courier and collaborating with SGS. I hope this is the beginning of a long collaboration and relationship. I know that Ayomide, who is one of the Future Rising Fellows is buzzing with excitement about being here and it is an incredible opportunity for growth for her. And when I think about the fellows coming in larger groups to a setting like this, I just think: 'Wow, a lot of really incredible things could happen!'"

# Hot Topic: “What is an example of progressive policies for gender education?”

Iva Genova

“Gender education is not only inclusive of learners, but also of educational leadership. Ensuring placing policies that are supportive of women working in the education field enhances their experiences as educators, and directly reflects on their students as the main shapers of our future leaders. A clear example of this is maternity policies, where many countries and organizations do not support paid maternity leaves for educators’ post-birth beyond only three months. Similarly, very few implement any paternity leaves, which reflects an extremely-skewed gender injustice within the very own fabric of global educational leadership.”

## **Yasmine Ibrahim**

*Associate Director, Tomorrow's Leaders Graduate Program, The American University in Cairo, Egypt*

“What I found most interesting when looking at the link between gender policies and education is about access — things that sometimes people do not realize hinder access to women’s or girls’ education. For example, physical access to schools, accessible and safe transportation to schools. Another thing I found very interesting, especially working in South Sudan, was providing sanitary pads to girls so that they can continue to go to school during and after puberty. Some of the most progressive examples have been the ones dealing with everything that goes around the school, not just policies about what happens in the school, but also just building a road. Villages sometimes come together just to make sure that they have a safe road or a safe transport. It is all about community intervention.

## **Dina Wahba**

*Postdoctoral fellow, University of Salzburg, Austria*

“Anything that puts more balance in the playing field. Girls and women have been historically disadvantaged to the point where we now believe that we are less capable in many cases — certain jobs or STEM areas, for example. We need a policy that helps bring back our trust in our self-worth, our capacities, intelligence, and abilities. Something that goes back to the core, which is the basic education. The education that is given at the earliest ages, when we are finding out how the world works. For instance, when a little girl is thinking “maybe I should not go there because this is for boys” — it is at that point when we should start intervening and changing things. It also works at home. Sometimes it is the mother or the father who are perpetuating these gender stereotypes. So, starting at the most important stage when this could be done, is the early childhood education. Trying to just take out all these gender aspects and factors that are sometimes in the textbooks, perpetuating these stereotypes. We need to start looking at how they affect the consciousness and the awareness of children at that age. And this is the early formation of our brains, is what we will become later on in life. I think that that is a good time to introduce progressive policies in education.”

## **Blanca Villalon**

*Education and Social Affairs Counsellor, Mexican Delegation to the OECD, Mexico*



## #FacesOfLeadership

Iva Genova

I would want every child in Pakistan to have access to education, and the freedom to do what they want to do. To experience no boundaries, no limitations. To be able to explore what they want to do and have access to it, and to do that with courage and sense of belonging.

Future leaders need to have the courage to make change at grassroots level, not just be comfortable with what they see themselves to have, but to have the vision, to have everyone be an equal participant of it.

My driving force is that I am a woman, that I know that the women around me from my country have the ability, have the grit, have the perseverance to do so much more, that they are so capable and special. And that they can be full contributors in this world in a manner that is not just to meet the day but go beyond the day.

## **Shazia Kamal**

*Executive Vice President Outcomes, The Citizen Foundation, Pakistan*

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