



SALZBURG
GLOBAL
SEMINAR
75th Anniversary

EDUCATION FOR TOMORROW'S WORLD

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Education Futures: Shaping A New Education Story

COVID-19 Precautions

The health and safety of our program participants, hotel guest, and staff is of utmost importance to us, and we are taking a series of measures and precautions to protect you and all of us.

Thank you for helping to keep yourselves and others safe by testing. You are also welcome to wear a mask in group settings if that makes you feel more comfortable. For those who would prefer to participate virtually, a calendar invitation with a zoom link was sent to you via email.

In case you do test positive, please inform Dominic Regester (+43 664 7515 7246) or Corinna Nawatzky (+49 157 3013 7644) and call Reception. We will inform the local health authorities and will explain further procedures.



Join in Online!

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



@asmaalfadala: Day 3: of Education Futures: Shaping a new Education Story. What are the barriers to transformation @SalzburgGlobal #SGSEdu

Education Futures: Salzburg Global Fellows Reflect on Power and Practice

Salzburg, Austria - On Monday, participants of Education Futures: Shaping A New Education Story looked at power and practice.

In the first session, Power: Nothing About Us Without Us, a panel of four participants reflected on the connections between power, agency privilege and transformation through the sharing of personal experiences. Some of the big questions that emerged were: How do we change our relationship to power and agency? How do we learn to claim them, and how do we teach children that they have power and agency in their lives as well as in the classroom?

During the second session, participants turned their focus to how

the concepts behind transformation education translate into educational work in Practice: What needs to change and how to change it? The session, led by a new panel of Fellows, involved activities from participants, including deep breathing exercises, Fist to Five, and a poem writing exercise. All of these with one goal in mind: practicing new ways of communicating and thinking.

After discussing power and practice (see inside pages), Fellows moved on to seeking solutions at the Solutions Café. During their last two days at Schloss Leopoldskron, Fellows will discuss the barriers to transformation and move forward with their collective action.



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5 Questions with Louka Parry

While attending Education Futures: Shaping a New Education Story, Louka Parry hopes to hear from his fellow Fellows on his podcast The Learning Future

Aurore Heugas

Louka Parry is the Executive Committee Member of Katanga: The Global Alliance for SEL and Life, and CEO and Founder of The Learning Future, an organization that supports schools, systems and companies to thrive in tomorrow's world. He also hosts a podcast of the same name and hopes to hear from other Salzburg Global Fellows this week.

1 What is The Learning Future podcast?

The Learning Future explores what might be the emerging states of being, doing and knowing in our learning systems. And so we speak with the people creating it. They may be researchers, they might be practitioners, they might be entrepreneurs, innovators.

But really, what I'm most interested in is, you know, how do we pay attention to the promise and the possibility of transformation of actually, you know, shifting the way that we do things, letting go of the inherited models that no longer serve us. And so this idea of if the future is anything, it's going to be one filled with learning. Yeah, right. So what kind of learning? Lifelong life-wide, powerful. Transformational. "

2 How did you come up with the idea?

I spent six years in public education in South Australia as a teacher and a school principal. Okay. And then I spent four years in a consulting company, a start-up, and then when I left, I thought, well, what now? What am I most interested in? And it was this. It was the idea of coupling futures with wellbeing and futures with innovation. You know, how do we tap

into our real humanness? And I mean, so the work that we do at the Learning Future and the podcast is one of the things is that we work with school leaders, often school leaders and educators really to help support them, to continue that journey of learning to shift their own mindset in the school setting, because an evolving world calls for an evolving skill-set and evolving educator as well.

3 What were you like as a student?

Very creative, but also desperate to please. And so because of that, I found I did fairly well at school, I was just involved in everything, I was enthusiastic, and kind of the jack of all trades, king of none, and hopefully have evolved into jack of all trades, king of some. As a student, I kind of knew the game, I could see it and I played it, but I was still slightly confused why it didn't work for some people and for some of my siblings in particular, it didn't work very well at all.

Now as an educator, I can reflect back on that experience and see that traditional schooling forces us to cleave off some parts of ourselves. So we can't show up as fully human. And I really hope, through my contribution, small or big, that we can return to being fully human in the way that we design our schools and our social systems.

4 Who are you hoping to hear from?

I want to hear from everybody. This is the great thing about being here in Salzburg, the diversity of thought, and the diversity from where people come, their own journeys and the



roles they play. In my introduction, I said I'm interested in understanding transformation, but also allowing myself to be transformed. And so that's really happened through being deeply present. There's been some wonderful conversations that I've been a part of, and it's like, what do you let go of? You always hear 'learn more things', and I'm for that, I'm an educator. But it's also about, what am I letting go of? What mental model doesn't serve me anymore? What did I use to think, but now I think.

5 What have you let go of?

I really think at a personal level, it's kind of my attachment to outcome, it's almost like this very Daoist idea, we're committed to our work and then we need to let it go. How do I do my best work and then let it go? And the idea of self-forgiveness. The idea of power and agency. It's not just me having a good time, but I need to take responsibility for whatever communities it is that I serve and my own journey to be part of that change.

Power, Agency, and the Future of Education

A discussion on how to transform education puts people and experiences at the heart of change

Mako Muzenda

What does it mean to have power? And what does humanity's relationship with power translate into transforming education systems and ways of thinking? A four-person panel discussion convened on the second day of the Education Futures program to critically reflect on the connections between power, agency, privilege and transformation. Moderated by Vishal Talreja, co-founder of Dream a Dream, the morning session took participants through a space of learning personal experiences and analyses from Hugo Paul, Mavie Ungco, Romana Shaikh and Chris Purifoy.

Romana Talreja opened the panel discussion with a question: "What has been your own personal experience of encountering systemic values in your life?" For Shaikh, being a Muslim woman in India has undeniably influenced her relationship with power, agency and change. "When we talk about systemic injustices, it's not just something that happens to kids. It's (systemic injustice) left an impact on me, I'm left dysregulated.

While we talk about the systems outside, I'd like for us to explore the impact it's had on us on the inside," she explained. After all, people make up education systems and processes, from policymakers and educators to students, parents, and guardians. Each person brings their own experiences into educational spaces, and these spaces in turn impart experiences to these participants. What would it look like for education to prioritize and value these experiences? What would need to change for every person in the system to have positive experiences, to feel safe, recognized, and appreciated?

For Mavie Ungco, the change all

comes down to power and agency. Far from being rigid, the two are fluid, changing with different contexts and settings. Although she grew up poor, she had a home environment that believed in her abilities. This encouraged her sense of agency, but as she moved from secondary school to university, Ungco quickly realized that in order to negotiate being a university student in the Philippines from a poor background, she had to make a few changes.

As she puts it: "I figured out that there was a social capital that I could leverage. I had to speak a certain way. I had to act a certain way. I had to play the game first." But even then, there was the question of why. Why couldn't she exist in that space as she was? Why were people of similar backgrounds at a disadvantage in institutions of higher learning? Most importantly, how could she change that?

Using personal experiences to transform the system was a recurring theme for the panelists. It's certainly the case for Chris Purifoy. Growing up in the American South, he had fewer barriers to access than other panelists, but his family upbringing and education influenced his desire for transformation. "My father tried very hard to pull himself up from his bootstraps. He's my hero, he worked harder than anyone I know. But he never got ahead," says Purifoy.

Hard work alone isn't enough to overcome economic, social, and cultural hurdles: the future of education requires that everyone is on a level playing field and has the same access to resources and opportunities. It's also vital that different strengths and areas of interest are treated equally. Purifoy was a creative

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Salzburg Snapshots

Photos from Education Futures:
Shaping A New Education Story



child and creative student who didn't exactly fit into the traditional professions that his parents wanted him to pursue: "I always followed a non-traditional path. It was only later that I realized it was my superpower."

As one of the Youth Voices participating in the program, Hugo Paul was the last panelist to present his experiences. It was not an easy or comfortable process for him, but he's grateful that he was able to reflect how he's faced fewer systemic barriers and more opportunities. As he explained to the room: "Sometimes in a room, we have more or less power than others. If we want to collaborate effectively with

a lot of continents, we have to process our own power and agency. The most important is to make that visible to others." Changing power dynamics and encouraging agency in education have two sides. What will it take for those with power to relinquish it to those who don't?

How do we change our relationship to power and agency? How do we learn to claim them, and how do we teach children that they have power and agency in their lives and in the classroom? The conversation between the audience of Salzburg Fellows and the panelists didn't aim to find concrete answers to these

big questions. Rather, the panel presentations and the ensuing Q&A were meant to get all the participants to stop, think and be open to change. That openness is an integral first step in transforming education into a more holistic and nurturing system that values the people and relationships at its core. From understanding the needs of different contexts to encouraging students to pursue different fields and making classrooms safe spaces for people of different backgrounds, the session can form the beginning of a shift in perspectives and focus – a shift of which the effects will be felt long after the program ends.



Putting Transformation Theory in Practice

How can educators put concepts into action? All it takes is some creative activity!

Mako Muzenda



you are the change

Transformation is both theoretical and practical. After an insightful discussion about power and agency in the education system, the focus turned to how the concepts behind transformation education translate into educational work. It was time for another four-person panel, but it would be a little different.

After each panelist introduced themselves and their work, it was time for some activities. It started with Ryder Delaloye talking through an exercise on mindfulness and compassion, an approach that he works on as the Associate Director for Social, Emotional and Ethical (SEE) Learning at Emory University. Mindfulness is all about an “opportunity to cultivate emotional hygiene.” He wants the Fellows to take away the importance of training and developing a systems-thinking mindset centered on compassion towards others and the self. Defining compassion as alleviating the suffering of another person, centering a compassionate approach when working with others is important for co-regulation and advocating for a transformative agenda. Delaloye took participants through a deep breathing exercise, where he encouraged them to be aware of their surroundings, the people around them and themselves.

Next, it was Lisa Hanna’s turn. Her education journey could be summed up in one word: boxes. From being a student in a rigid schooling system in Northern Ireland to working as a teacher in Scotland for 20 years and now as Deputy Director for Scotland’s National Centre for Languages in the United Kingdom, Hanna strongly feels the need to ‘unbox’ education

and explore what are more open, free-thinking ways of teaching and learning could look like. Her teaching background is languages. “Language is so central to your identity. I think we can all agree that we feel the need for that (educational transformation),” says Hanna. Her activity required some movement: the room was split into two, with participants who agreed or disagreed with Hanna’s questions moving to the left (agree) or right (disagree). Some chose to stay in the middle, which became an unofficial neutral response. Her questions were simple: were participants currently using their first language during the program? Did they use the same language in the office as at home? And are language and cultural knowledge inseparable? The activity’s goal? To get people to think about how much language works in and shapes different contexts.

Emma Green’s activity was Fist to Five. It’s an activity she does with her children, and with the students she works with. Her work as a Trauma Response Coordinator for the New Mexico Public Education Department in the United States focuses on advocating for the physical, emotional and mental well-being of students. She had difficulties getting through high school because of a system that failed to recognize her needs beyond textbooks and good grades. As she puts it, “I feel like I was distracted by questions that didn’t matter to me. How can we all start asking the questions?” Fist to Five asks students the important questions: from a fist symbolizing zero to an open palm being a five, how were the Fellows feeling that day? What headspace were they in? Each person had an

imaginary talking stick, and everyone else would listen. The latter was just as important as talking. Giving people the space to express themselves shows them that they are valued and that it is a welcoming space for them.

The last panelist to present was Jigyasa Labroo, the cofounder and CEO of Slam Out Loud in Dharamshala, India. It was time for the Fellows to pick up pen and paper to write a three-sentence poem. Creativity is part of her life and her work. “Passion is a problem when children come from families where they can’t afford to be passionate. One of the best gifts I received growing up was the gift of art. My work is about creating safe spaces for children and them to tell their own stories,” says Labroo. She guided Fellows through the poem writing exercise, with the first sentence starting with an emotion of their choosing. Labroo chose love, starting hers off with ‘Love is...’. Then it was time to pick a color that best described them, and then a sound. For Labroo, this activity gives students the time to stop and really think about how they are feeling, and to express themselves in a creative way.

For all of the four panelists, the message was clear: putting transformation into practice requires new ways of communicating and thinking and giving students the space and freedom to express themselves and what they’ve learned. Small changes like a 10-minute activity can have a big impact on a child’s relationship with their peers, themselves, and their teachers. As the Practice session showed, change doesn’t have to be a chore.



Hot Topic: “Whose voices would you like to hear more from in education and why?”

Aaisha Dadi Patel

“It may be useful to listen more to, and systematically collect, the voices of direct stakeholders, like the students. The children, the youth, who are the main beneficiaries of many of the interventions that we are working on. In my experience in designing projects or trying to advise policymakers, I feel like we could do a lot more about collecting the information from students about their experiences, their constraints, the underlying challenges that prevent them from learning well, and their general well-being.”

Koji Miyamoto,
Senior Economist, World Bank, France

“I definitely want to hear more of the teacher’s voices in education. I think a lot of the time we either go top-down with the policymakers, or we come from the parents and the students, but the teachers are the ones who are responsible for implementing the change.

And so a lot of the time we hear things and think, ‘that’s not going to work’, but we’re forced to implement it and we don’t have the teacher buy-in so that’s not successful, and then the blame falls on the teachers. But if they would listen to our voices more, then perhaps we could have better options.”

Janine Jackson,
*Doctoral Student - Psychometrics,
Morgan State University, USA*

I’d really like to start hearing more teacher voices. I think we’ve had periods of time where we’ve been

really concerned with student voices, and parents and carers, and policymakers we listen to all the time, and I think we are at a point in the cycle now to listen to teachers. It was interesting listening to Andreas [] saying that unless we get buy-in from the people who want to affect the change, and unless they feel ownership and that they are part of the planning process, it is always going to flounder and never going to happen.

Lisa Hanna,
*Deputy Director, Scotland’s National
Centre for Languages, United Kingdom*

“I’d like to hear more from the national leaders. Leaders of governments – heads of state, presidents, prime ministers – should talk about education as much as they talk about other things, because I think they realize – or we should help them realize – that for many of the problems that they are facing, education is the solution.

So while education may not land us being the top story on the front page of newspapers, or the first thing they speak about, perhaps it should be, and transformation in education in education is really key to social change and to economic progress around the world.”

Michael Nettles,
*Senior Vice-President and Edmund W.
Gordon Chair of Policy Evaluation and
Research, ETS, USA*



#FacesOfLeadership

“I think redesigning systems where the voices of girls, youth and women, are at the front and centre. Systems where we see the values, the culture, of these young people, reflected through their learning and educational experiences. For education, especially on the African continent, to be transformed, we need to continue with the process of decolonizing our educational system to one that mirrors the values of our young people, because we have adopted so many models from so many different places, and Africa has contributed to the world of education.

We need to build on that rich knowledge and cultural heritage that we have as a people, and continue to take it further to make it applicable to 21st century ideologies. So, we need to create a system where young people and girls in particular have the voice to tell their stories their way; one that mirrors their values and ideals, where they can excel at all levels of society.”

Patrice Juah,
*Founder and Executive Director,
Martha Juah Educational
Foundation; Executive Committee
Member, Karanga, Liberia*

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