

# Breadth of Skills: Education Transformation

## 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 Director of Communications, Louise Hallman: [lhallman@salzburgglobal.org](mailto:lhallman@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/762-01](https://SalzburgGlobal.org/go/762-01).

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



@kellyryanbailey: So gorgeous that I cannot find words!



## Education Policymakers Network Marks the Return of In-person Programs

**Salzburg, Austria - “This is a moment we have been waiting for, for the last two years”, said Benjamin Glahn, Salzburg Global Seminar’s Vice President and COO at the opening session of the Education Policymakers Network program.**

After meeting online every six weeks since April 2021, participants coming from 21 different countries are finally in Salzburg for the first Salzburg Global Seminar in-person program since the beginning of the COVID-19 pandemic.

Throughout the five-day retreat-like program, this group of education policymakers will compare theory, policy and practice, opening up new perspectives and intense learning opportunities. The program will combine presentations by groundbreaking practitioners, cross-sector panel discussions, and curated conversations. Participants will also work in smaller focus groups that meet several times to develop ideas, arguments and new approaches in greater depth. Some of the goals the program is trying to

achieve are increasing the attention to the importance of holistic skills development within education systems, provide room for education policymakers to engage with their peers to discuss how to effectively reform their education systems, shape the debate and advance thinking and policy around breadth of skills and education reform and provide a means to draw upon cutting edge insights from Education Policymakers Network’s work.

Like the whole Salzburg Global team, Dominic Regester, Program Director, is looking forward to the week ahead: “It is fantastic to have so many members of the Education Policymakers Network in Salzburg after almost a year of working and learning together online. We have a great program with some amazing guest speakers and partners offering different contributions each morning and are then going to use the afternoons to co-create the agenda and all of the outputs for the second year of the Network. It is going to be a really exciting week!”

# “On the Threshold of Complete Reconstruction”

In the midst of war, Ukraine plans for the future of its education system and holistic learning

Mako Muzenda

**Education can be a silent victim of war and conflict. Amidst the need to protect and defend national sovereignty, the education system is faced with its own challenges. Educators and students alike must contend with the destruction of infrastructure, disruption of the school calendar and the psychological trauma of war. How does a country’s education system navigate through war? And when it ends, what is the best way to rebuild it?**

For Ukraine’s Ministry of Education and Science, these are no longer abstract questions but a harsh reality. Two months into Russia’s invasion of Ukraine, the country’s education system has suffered from military attacks, the immeasurable loss of life, and the approximate 5.2 million people who have fled as refugees. Dr. Oksana Savytska is a member of the Salzburg Global Seminar Education Policymakers Network and State expert with the Ministry of Education and Science, working specifically on pre-school education and psychological support. For her, Ukraine’s education system faces four major challenges: the destruction of educational infrastructure; the complete loss of, or limited access to the Internet; the retention and payment of teachers in areas where teaching has stopped completely and ensuring that students can graduate to the next grade of their curriculum.

As Savytska explains: “The system of pre-school education requires radical restructuring. These children are deprived of the possibility of full development. Conservative solutions should be replaced by flexible and adaptive options that do not require significant resource costs. After all, we have no right to lose this important



period of sensory development of the child if we want to have a well-considered future generation.”

The present focus is largely on addressing immediate concerns, with more than 900 educational facilities being either destroyed or damaged, and an estimated three million children requiring humanitarian assistance. But even now, the Ministry is looking towards post-war reconstruction and transformation of education in Ukraine. A significant area will be teacher training. “The emphasis in this training will shift to the methodical readiness of the teacher to accompany the child, psychological competence to maintain contact with the child, and motivate them to study,” says Savytska. There’s also integration of out-of-school education into the classroom. This move will not only improve the use of physical infrastructure, it will also encourage comprehensive learning

and development for children and adolescents.

Key to the comprehensive development of these students is social and emotional learning. In addition to addressing current disruptions to teaching, Ukraine’s education sector will also be part of a larger national post-war healing, teaching students the emotional frameworks and tools necessary to navigate trauma. “There are children who have received significant psychological trauma. There should be a system of training and support of educators to preserve and maintain their psychological wellbeing, as well as to support children,” Savytska explains. Although Savytska is unable to attend the program in person, she will continue to contribute to and benefit from its network, and bring those inputs to her work in the interventions for Ukrainian children and teachers.



# Thoughts From Our Partners

We were able to speak to several representatives of our partners to gather their thoughts on this week's program.

“ETS is one of the long-standing partners in the Education for Tomorrow's World Series and what's exciting about being here this week with policymakers is that our work to advance teaching, learning and assessment for learners worldwide is so informed and dependant on the work of policymakers.

They have such important roles to play in the education circumstances for young people and the people who support them in their schools, the teachers, the administrators, the parents and even just citizens in our communities. I think it's great that policymakers from many different countries are here talking about the challenges and opportunities that they see and also hearing what it's like in other countries and understanding the similarities, the differences and the opportunities.”

**Catherine Millett,**  
*ETS*

“ The LEGO Foundation team is excited to join the Education Policymakers' Network at Salzburg Global Seminar this April.

Currently, the education sector is facing strong headwinds. A sector, which remains underfunded and lacks prioritization, now faces additional challenges exacerbated by the pandemic. We recognize that if we wish to equip children with the breadth of skills they need to be creative, engaged, lifelong learners, we have to move beyond tinkering, and work towards transforming systems. We strongly believe in the important role played by policymakers and civil society organizations, in both setting and advancing the skills agenda.

There is an abundance of thought leadership in this space, especially on creativity, and social

and emotional learning. We know that many policymakers recognize the importance of skills, but often don't know how to transform their education systems effectively. The Education Policymakers' Network is therefore an effort to bring policymakers together in a peer learning platform, where they can learn from each other's experiences, good practices and solutions to the challenges which prevent children from nurturing the breadth of skills.  
(...)

This first in-person meeting is an exciting opportunity for us to share and learn from each other. We hope that all participants will come away more interested, informed, and inspired to advance the breadth of skills agenda for all children in their jurisdictions, and across the world.”

**Raj Roy Chowdhury,**  
*The LEGO Foundation*

“As a communications partner, what we were hoping to achieve through this program is that complex concepts about education become more mainstream. Education is an exercise that is not just looking for participants in the education environment but for the whole of society.

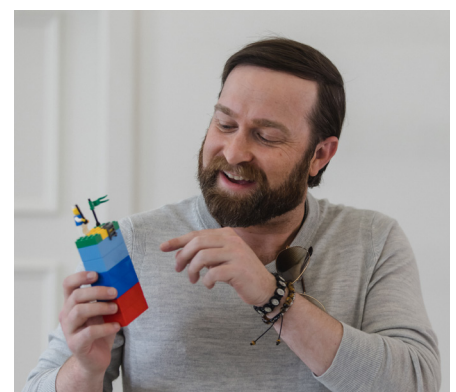
We are very interested in the “whole society approach” to solving issues in the education sector, so while we have the practitioners here, we want to be able to articulate what they're saying and doing to a wider audience because this wider audience is also a stakeholder in children's education and that includes the parent, the teacher, and society at large.”

**Ana Rold,**  
*Diplomatic Courier*

The Education Policymakers Network is also partners with Microsoft and Qatar Foundation International.

## Salzburg Snapshots

Photos from Breadth of Skills:  
Education Transformation



## Hot Topic:

# “What is one topic Network Members should be exploring in Salzburg over the next few days and why?”

Aaisha Dadi Patel

“I think one topic we can focus on is the psychological and physical development of children in the era of COVID-19. Because in my everyday life, I realize that the kids now have less opportunities to play outside, they are paying more attention to personal health and infection.”

### **Henan Wang,**

*Director, Training Department, National Training Center for Kindergarten, Ministry of Education, China*

“It is so important for us to be looking at breadth of skills. All nations should embrace their skills, and understand them, and know how to actualize them in their respective countries. There is lots of sharing that can be done. I want to see what other people are doing in other countries, and how nations understand their 21st century skills.”

### **Emis Njeru,**

*Deputy Director of Education, National Council for Nomadic Education, Kenya*

“I would love to know more about innovation in education, more about new trends in education, especially after the learning losses that occurred due to COVID-19, and learn more about the experience of education in different countries since we have people here from as far away as India and Kenya – how they managed in their countries continuously, and successfully.”



### **Laila Abu Qatousah,**

*Acting Head of the Educational Training Division, Ministry of Education, Jordan*

“My core interest has been the breadth of skills assessment, and I would love to engage this topic more, how it is being practiced in participants’ countries and how the concept itself is understood in their country, and to what extent their national education system has adopted it and given it the value that it deserves. In India and across the world, we are in a transition when it comes to our education systems because the pandemic has thrown new challenges.”

### **Shailendra Sharma,**

*Principal Advisor to the Director of Education, Government of NCT Delhi, India*

“Under this fellowship, we have created learning circles, and I went to the circle on early childhood education. So my concern within this field is how to transform early childhood education – again, going in line with breadth of skills. In many of our developing countries, this concept has not been well picked-up, and very few children attend early childhood education. We have to transform this to prepare young ones for the schooling system.”

### **Fred Musisi,**

*Adviser to the Department of Education, Uganda*



## #FacesOfLeadership

“For me, the most important thing is to improve the human condition. It’s not just important to have knowledge, but also to enhance human development. One lesson that came out of the pandemic, is identifying how crucial context is – that teachers recognize, ‘who is my student? How is the family’s condition, and situation – does the child have clothes, and food?’ All of these affect a child’s ability to learn. So pedagogically, pandemic times offer new options in order to understand what should be the objectives of the policy. How is the person, and how can their teachers and school offer them assistance if they need it?”

We have new opportunities to make and design policies, and we have to understand that children are at the heart of the policy. I am driven by the belief that your actions as a policymaker transform the lives of children. During my experience, I have been focused on transforming the lives of as many children as possible, giving the right attention and supporting development in order to promote significant learning.”

### **Constanza Alarcón,**

*Deputy Minister, Ministry of Education, Colombia*

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