

# 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 Communications Specialist, Aureore Heugas: [ahugas@salzburgglobal.org](mailto: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/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!



@shail2018: Attending the [#EducationPolicymakersNetwork](#) conference hosted by @SalzburgGlobal in Austria this week



## Education Policymakers Network Members Convene for One Last Day of Sessions

**Salzburg, Austria - Throughout the past three days, Members of Salzburg Global Seminar's Education Policy Network have discussed numerous ways in which education systems around the world can improve.**

While only a few days, the outcomes of the meetings will be disseminated through an eBook in partnership with the Diplomatic Courier, and a podcast mini-series, diving into how these education leaders from around the world got into their field and how the Network might have impacted the way they work. Program Director Dominic Regester reflects on these last few days, looking forward to the day still ahead:

"The Network has been meeting online every six weeks for about a

year now, looking at different critical factors in advancing the breadth of skills agenda. They have self-organized into five different learning circles where they have discussed additional factors for change.

What has been really exciting about this week is connecting the Network to a much wider agenda about Mega Trends in different societies around the world, about the big shifts in education that would be needed to advance the 2030 agenda, and I am really excited about our final day together and how we can connect the structure that we have with the work that we want to do when designing a very forward-facing plan for the next two years at the Education Policymakers Network."

# Beyond the Classroom: Museums as a Learning Space

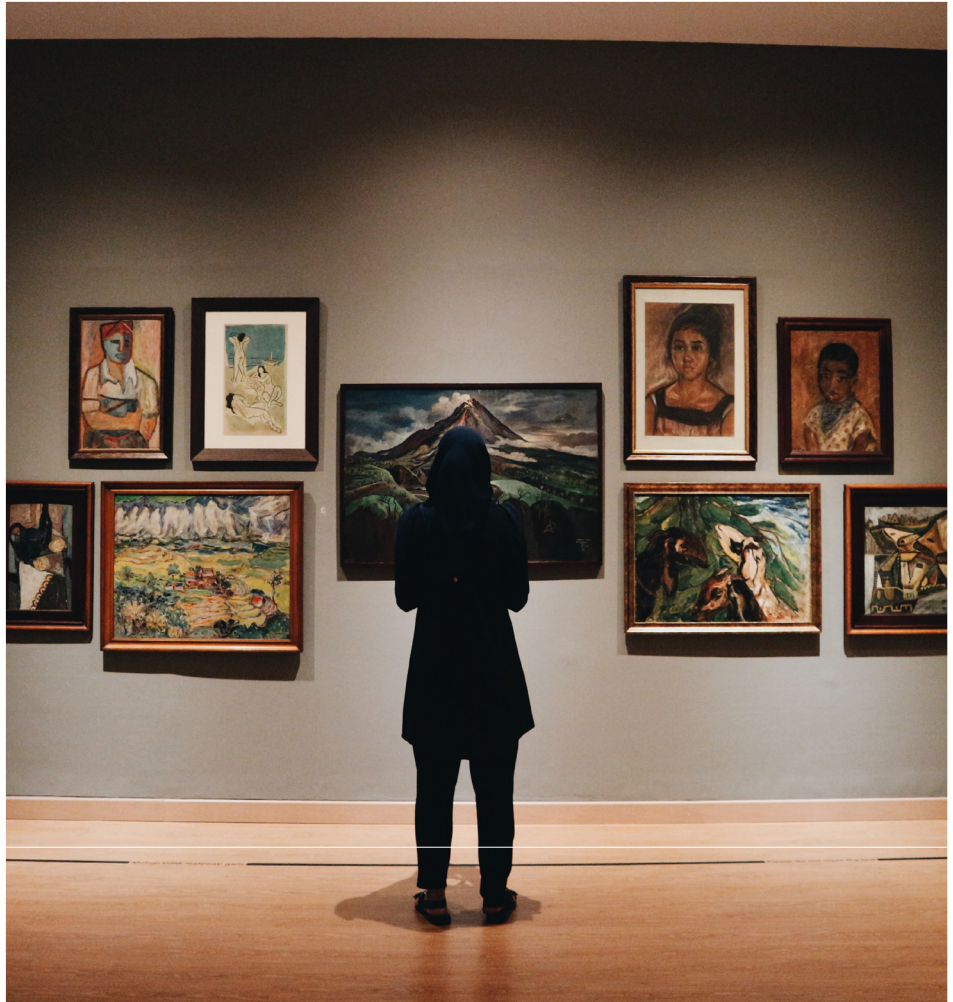
How can museums work with a national curriculum? Barbados has some suggestions

Mako Muzenda

**Cultural heritage is both a simple and complex thing to define. It is both tangible and abstract, an indelible part of community and national identity, belonging and cohesion. As education policymakers heard in Salzburg, “Cultural heritage is an expression of a living community, passed down from generation to generation. By understanding what heritage is, your community will value it.”**

How does cultural heritage form part of childhood education? In a presentation focused on accessible learning and cultural heritage, participants of the Education Policy Network program were walked through the work of museums in Barbados. There are over 55,000 art and history museums worldwide, with institutions such as the Louvre or the Metropolitan Museum of Art often held as the standard of what a museum should be and its positioning in society. But what if there could be a stronger connection between museum spaces, education and cultural heritage?

Museums have a social responsibility to their communities to be an educational resource. It’s a belief reflected in the work of Barbados’ Museum and Historical Society, as well as the country’s Ministry of Education, Technology and Vocational Training. A collaboration between the two organizations will improve the use of museums in supporting and reviewing the school curriculum. The Historical Society has created programs for students, from special guided tours and theater internships to interactive games where children can learn about Barbadian history. By extending education beyond classroom walls, students get a dynamic understanding of their



history and identity: “You learn by experiencing, by doing. Learning is active mental work and not passive reception.”

Cultural heritage is deeply connected to a community’s relationship with itself and others. It’s inseparable from Social and Emotional Learning: each needs the other for the development and growth of students. As conversations about historical legacy and contested pasts continue across cultural and geographic borders, incorporating cultural heritage into an educational curriculum requires the tools and insights that social and emotional learning skills offer. Some participants shared experiences of how a lack of these skills led to tension and conflict

during classroom discussions on sensitive historical topics, with others highlighting how different countries have fared in including cultural heritage in the school system.

Ultimately, teaching children about their community’s customs, cultural norms and history will empower them with a stronger sense of self, a stronger connection to their surrounding environment and a better ability to connect and share with others. As participation in the session’s discussion showed, it is through spaces such as the Education Policymakers Network that people in the education sector can learn from each other and create new ways of rethinking education.



# 5 Mega Trends Shaping Society

Aaisha Dadi Patel

**What will the world look like in 2050? Opening the Breadth of Skills: Education Transformation session on Tuesday morning, Ana Rold, CEO and Founder of the [Diplomatic Courier](#) and [World in 2050](#) presented her vision of that world.**

As navigating post-pandemic life takes shape, examples from history provide a blueprint for how transformative and enlightening change can come about; Ancient Greek history and the Renaissance illustrate how moments of darkness can give birth to illuminating moments of light.

Considering the idea of “[The Next Normal](#)” means acknowledging these broader phenomena, their interconnectedness, and evaluating what their trickle-down effects are on a number of sectors of society – including education.

“Massive change and great uncertainty produced diverging schools of thought: those who wanted to reverse time and return to normal and those who got busy building the future. We are in the Next Normal school of thought,” explains [World in 2050](#).

In her presentation [Mega Trends: Forces shaping our societies](#), Ana Rold described the five key trends that will be transformative for our long-term future.

## 1 Exponential technologies radically reshaping the world

Just as the Industrial Revolution heralded changes that shape how the world works now, more than 200 years on, technology and its constant advancement are changing the world by the day.

## 2 Disruption from climate change

Evaluating new forms of energy sources and making moves to live more sustainably is taking rise as we grapple with the effects of global warming on the planet.

## 3 The workplace cares less about education, more about skills

The world of work is changing; employers want skilled workers, regardless of the qualifications that they hold. This change is slow, however, there is a dissonance between what employers say and their approaches in going after people.

## 4 Societal distrust and fragmentation

We are living in an age of misinformation and distrust. With an abundance of information out there, it has never been more challenging to ensure accuracy, and this breakdown in trust begets suspicion and inaccuracy. As one speaker said, “education is the vaccine to these issues.”

## 5 Democratic and governance institutions are under pressure

The scourge of misinformation is causing a weakening of institutions, as people develop growing mistrust and changing views of their leaders and governments.

[World in 2050](#) convenes stakeholders from the private and public sectors through their signature innovation challenge - the Olympics of Innovation - a series of public global summits and private forums, innovation labs, research papers and reports, and digital and print media. To find out more, [click here](#).

## Salzburg Snapshots

Photos from Breadth of Skills: Education Transformation



# Let's Talk About Skills Baby

Let's Talk About Skills Baby, how a podcast born from a diagnosis, advocacy and resilience is helping listeners become better educators, parents and people

Aurore Heugas

**Kelly Ryan Bailey is the Founder and CEO of Skills Baby that produces the podcast Let's Talk About Skills Baby. The podcast's name is an homage to the popular '90s song but with a different conversation in mind. From the name only, we could deduce that it's about skills, but what does that entail exactly? "it's really about leaders that are innovating in education and in employment."**



Kelly's idea for the podcast sparked a few years ago, in 2016. Kelly was working to help startups grow in the space of labor market data and technology, understanding the skills of what makes a person unique, what makes a particular role within an organization different, and what types of skills are being trained in educational content. 2016 is also the year Kelly had a burnout, at the same time as her five-year-old daughter was diagnosed with dyslexia, ADHD, and anxiety.

"I discovered that she had not actually said a word to her teacher from the time school started in September to Christmas time in December. They actually didn't know whether she had a speech impairment or what was going on, and it was at this moment, as I was trying to figure out why she wasn't participating or even speaking in class, that I realized she couldn't read any words and she couldn't write any words. I knew that she struggled in grade school, but it felt like it happened very quickly, and I wanted to help her figure out how to be successful".

That discovery in 2016 was the beginning of a two-year fight for her daughter's voice and well-being in

the classroom. "The way the teachers, the administrators, the doctors, even coaches within sports teams that we had her involved in interacted with her, the way they talked to her was shocking. She was being punished for acting out. She was labeled as a bad child because she couldn't sit still and hold her hands when in fact, if anyone had understood, they would have known that she needed to move to be able to hear.

"Her way of learning is very different. Every child's way of learning is different. We have created an education and especially public education in the US to fit the masses, and they've assumed that the masses are the type of young students that can sit in a chair and listen to directions. That is actually not the typical student. And she was so far from the typical student", said Kelly.

What struck her is the lack of life skills, such as awareness or empathy, being displayed by well-meaning adults. "Dyslexia is actually a beautiful thing that creates an individual that is more creative, that can think outside the box, than can problem-solve, that understands where their deficiencies lie. My daughter has strengths and weaknesses, just like we all have." This sparked the idea of Kelly's podcast to

have this conversation, not only about skills for education, but for everyday human interaction, empowering adults and children alike to be uniquely themselves, without being defined by their ability to pass a test or get good grades.

"Everything society told you never made sense, to her and to me, so together we went through this life exploration and learning about ourselves. As I learned, I helped her discover about herself and that there are actually more times that the world is wrong than you and your feelings are wrong."

Created in 2020, Kelly's last push to create Let's Talk About Skills Baby was the beginning of the pandemic. Like many of us, Kelly had more time on her hands and decided it was the perfect moment to spend it on a passion project.

She and her daughter's self-discoveries bring us now to Salzburg at the Education Policymakers Network meeting. Kelly is creating a mini podcast series dedicated to the members, all education experts from around the world. She also hopes to capture some of the work that the network has produced since its beginning in April 2021 and how that has affected their own work outside of the program, disseminating that knowledge and impact to a broader audience, that might not have access to this research, helping them make better decisions in their field.

"I always love to understand how people have come into their profession, because it is typically a story similar to mine that they're passionate about, an experience that changed their lives and changed their viewpoint."







# Discussing the Future of Education

A 2021 UNESCO report outlines a roadmap for education futures

Aaisha Dadi Patel and Mako Muzenda

**Wednesday morning opened with the session Education Futures – Education Transformation and a presentation from Noah Sobe, senior program officer on the UNESCO Future of Innovation and Learning team. In 2021, the organization compiled a report, *Reimagining our futures together: A new social contract for education*, seeking to find solutions to two simple questions: what will the education sector look like in 2050, and what needs to change in order to achieve that vision?**

“We are between a past and futures – a past that shows we have come a long way in education over the last 75 years, but progress has been uneven and many gaps are from the exclusions and injustices of yesterday,” said Noah Sobe.

Noah went on to expose some of the report’s contents, which flag a number of elements, including the commercialization of education and digital divides in developing countries. The report instead suggests a new contract that includes three key elements in order to move forward.

## 1. Foundational principles

This emphasizes the importance of expanding the right to quality education and strengthening it as a public good.

## 2. Renewing how learning is organized

A number of key components make up the organizational structure of learning. To list a few of them: pedagogy, curricula, teaching, schools and broader educational ecosystems.

“If being educated means living unsustainably, we need to recalibrate our notions of what education should do,” said Noah.



## 3. Action and actors

Global collaboration, integrating stakeholders from across the board, is integral to building a new social contract and transforming education. “Digital technologies should aim to support - and not replace - teachers and schools,” said Noah. “This is a call for renewal, not to start from scratch, but to base our efforts off of what we know.”

In the second half of the session, Network Members split into four groups, guided by two prompts. The first was to discuss future trends in connection with the previous day’s presentation on mega trends and education policy and practice. The second prompt was to highlight what the report gets right and identify any areas to improve. Here are some of the key takeaways:

**Financing of education:** “It’s not just about the money you get, it’s about how you manage it. Good money management also builds trust in institutions. And then there are taxes.

Even in good years, people are so anti-tax because of distrust in institutions. It’s hard for schools to get the money they need.”

**Digital learning and transformation:** “We need to define and establish a plan to better communicate the possibilities of digital learning. Sometimes policymakers have a vision, but teachers and parents have their own vision.”

**Teaching and the teaching profession:** “In terms of increasing attractiveness to the teaching profession, what’s missing is incentives. Benefits would make the teaching profession more attractive. There’s also a difference between perceived teacher shortage and job shortage. There’s an interesting situation in Uganda where there is a surplus of teachers, but there aren’t any jobs.”

**Learning and skills for life, work and sustainable development:** “We believe that there should be more focus on recovery programs. “We should focus on ASK: Attitude, Skills and Knowledge.”

# Hot Topic: “What is a mega trend that we need to focus on?”

Mako Muzenda

“The idea of focusing on competencies as opposed to just rote learning is critical. We should just allow rote learning to die. What the learner is able to do is more critical than what the learner knows. Just having knowledge and not having the opportunity to use that knowledge to do something, for me that’s not education. World over, the focus has been on the acquisition of knowledge at the expense of allowing this child to process that information and apply it in real-life settings.”

**Grace Maina,**

*Deputy Director, Kenya Institute of Curriculum Development, Kenya*

“There are some obvious ones, like the climate crisis, but one that we don’t think a lot about is what you might call a demographic deficit. So actually making sure people are informed and taking part in that process, but that’s really hard to explain to kids. If I was to define what the most important megatrend is, it would be to never assume that all the megatrends have been covered. One of the dangers of mega trends is concentrating on those, and you miss the next big thing.”

**Oliver Bray,**

*Strategic Director, Curriculum, Pedagogy, Assessment and Innovation, Education Scotland, United Kingdom*

“Democracy being weakened is for me the most important. We’ve been living in a very weird time in terms of institutions and human rights protections. I believe we should strengthen our institutions to make sure that democratic regimes are still strong. It’s time for us to come together as young leaders and educational activists around the world to make sure that the next generations will understand their role. Schools are essential for that. They should promote debate and critical thinking and different ways to be more involved in defending democracy and liberty.”

**Renan Ferreira Carneiro,**

*Secretary of Education for Rio, Brazil*

“I think it’s technology. Technology is a major one where no one is left behind. Whether you accept it or not, it will change you. So we should look at it as the one positively; we should not try to avoid it. Of course, we have to know its limits: technology depends on our surroundings. We have different localities and different environments. Although some things are similar, we are also different. You should make technology for your own use.”

**Salvatory Alute,**

*Pre-Primary Education Coordination Officer, President’s Office of Regional Administration and Local Government, Tanzania*



## #FacesOfLeadership

“I’ve been really lucky because I’ve seen policy from three sides. I’ve worked on the ground as a toddler teacher. I was an advocate testifying to get more resources into childhood education, and I ran for Office in my community.

While I was on the local school board, we passed a policy where West Hartford would expand access to pre-schools. When I moved to the Senate, I became Chair of the Budget, which gave me the ability to make some changes. We were able to pass a bill creating the Office of Early Childhood.

Now I’m an administrator in the Office, in a different policy perspective. Being here is incredible, talking to people with an international view that I wouldn’t get in the United States.”

**Beth Bye,**

*Commissioner, Connecticut Office of Early Childhood, United States of America*

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