

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.

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.

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



@ferreirinharij: It was very special to spend these days in Salzburg/Austria meeting with educators and educational leaders from various countries. (...) (translated from Portuguese)



What's Next?

Salzburg, Austria - It is departure day for members of Salzburg Global's Education Policymakers Network. Thursday was the last day of the program and a day dedicated to reflecting on the week's sessions and planning for the next steps.

It had been a year of meeting online every six weeks to discuss and collaborate on a range of topics to support and sustain education reform around the need to develop the breadth of skills agenda. Monday was the first time Fellows got to meet in person, diving deeper into those topics than ever before.

There are several exciting projects coming for the education experts, such as an eBook in partnership with the Diplomatic Courier, coming out in mid-June, that will highlight essays written by the collaborating Fellows

and the work they have been doing not only during the week, but throughout the year since the beginning of the network in April 2021.

Kelly Ryan Bailey and her podcast mini-series will highlight individual members and their work, her goal being to make that expert research available to a different audience. All of these publications look to spread this international knowledge beyond the education policymakers audience, aiming to appeal to anyone interested in education at large. This week's meeting launched more travel plans and meet-ups throughout the year to examine education systems in their respective countries.

As we look to the future, the world of education already seems brighter with this diverse group of education policymakers at its head.

A Victory for Infant and Toddler Care

New legislation in Connecticut will boost funding for early childcare, The Education Policymakers Network played a part

Mako Muzenda



The ultimate goal of the Education Policymakers Network is to connect policymakers across the globe to work, plan and learn from each other. One of these policymakers is Beth Bye, who has worked in early childhood care and education for three decades. She has served in Connecticut's House of Representatives and helped create the state's Office of Early Childhood, which she now leads.

The House just passed legislation that will expand funding for infant and toddler care. The funding agreement would invest \$25 million in early years development, making childcare for infants and toddlers more accessible for families and increasing the rates for child caregivers. It's a vital boost for a sector that was hit hard by COVID-19. A workforce deficit has been exacerbated by a lack of childcare support. To make matters worse, the

deficit in infant and toddler providers in Connecticut has increased since the beginning of the pandemic. With one in four of the state's working households having children under the age of 6, there was an urgent need to address the lack of support for childcare.

The legislation will be Connecticut's most significant investment in infant and toddler care in 25 years. For Bye, the effects of this funding program will go beyond the children. "In terms of equity, some families do shift work and childcare can help with that. If you can't access infant and toddler care, then children get inconsistent care and parents won't get the help and support they need," says Bye. Although Bye had long been involved in education advocacy and policy, she credits an interaction with a fellow EPN member during a breakout room session for a shift in perspective – a shift that influenced her role in

working on getting the new legislation passed. As she explains: "It was at one of the Salzburg Global Seminar meetings. Monika (Lutke-Entrup) was in one of those breakout rooms, and she mentioned how accessible early childhood care is in Germany. It (Bye's advocacy for the funding) would not have happened at all this way without that learning circle and the comments from Monika."

The legislation is a big victory for early childhood advocates and policymakers. Not only does it speak to the collective effort of administrators, legislators and advocates in Connecticut, but it is also a testament to the power of harnessing the EPN's network and resources. As the in-person program comes to an end, the networks and connections established through the program will continue to expand and translate into transformative education policies.

Education Chronicles

Diplomatic Courier in partnership with Salzburg Global to publish eBook showcasing the work of education policy experts from the Education Policymakers Network

Aurore Heugas

The Education Policymakers Network has several partners, including the LEGO Foundation, Qatar Foundation International, Microsoft, and the Diplomatic Courier. Through these partnerships, the work of the members gets to be shared beyond their direct networks.

The latest opportunity comes from the Diplomatic Courier and the publishing of an eBook, compiling the work of members. Ana Rold, Founder and CEO of the Diplomatic Courier, explains the idea behind the eBook. “We started this partnership because we wanted to communicate to a wider audience as well as a policy audience how practitioners and Fellows are working towards solutions, especially during the disruptive period that we’ve had in the past two years.”

As Ana described, while education was already in a disruptive mode, COVID-19 only accelerated these issues. “The idea behind an eBook is to create an anthology of voices, to aggregate all of the intellectual property and intelligence that has been percolating in this week’s meeting but also over the course of a year.” This is the first of several eBooks, and will capture the work that has been done so far, setting the tone for what happens next.

That publication actually builds from another Salzburg Global and Diplomatic Courier collaboration project during the pandemic. Along with another partner WISE, the book called Education Disrupted, Education Reimagined chronicled the work of Fellows along with a real-time reporting of events within the education sector, from school closures to how students, parents, teachers and educators were adapting and recalibrating to fit this new normal. “It was a model that really helped

us understand how powerful these anthologies can be, because they can inform a much wider audience, not just a specific one”, said Ana. That eBook has now been downloaded more than 48,000 times.

Who will this eBook be addressed to? According to Ana Rold, while not everyone might be interested in education policy issues, there is actually a wider mass appeal, since education as a whole is an issue for all. “We used to think that education was a transaction between teachers and students and that was it, but when we take the formal education apart and look at all the components, we see that learning happens everywhere.” In the past two years especially, with children learning remotely, parents have had a front-row seat to what happens in the classroom, creating a wider audience than ever before interested in education. “And obviously, because our audience tends to be policy and leadership-oriented, we want first and foremost to go to that audience because those are the human capital investors. We want them to be on board with what’s happening with those trying to effect change in the sector.”

What’s next for the publication? “This week had been great in getting us not just organized with our production schedule, but for the Fellows to meet each other in person to discuss,” reflected Ana. Most of the content from the Fellows should be finished by the end of next week, with the aim for a launch in mid-June, coinciding with the partners launching an education channel, which “apart from the eBook, will be a year-round platform and opportunity for the Fellows to continue publishing.”

Salzburg Snapshots

Photos from Breadth of Skills:
Education Transformation



The Road Ahead

As the program comes to a close, the Education Policymakers Network looks to the future

Mako Muzenda and Aisha Dadi Patel

As the in-person program concluded on Thursday afternoon and Network Members prepared for their return journeys to their home countries, together they considered the question: what's the next step for the Education Policymakers Program?

The months ahead present opportunities to continue collaborations, strengthen networks, and explore new ways of learning and sharing.

Big ideas introduced in the course of the week, including mega trends that will affect society, and terminologies introduced by UNESCO frameworks, indicate a new light to shape the thinking coming out of these sessions. Fellows now look to how they can implement and support change in their home countries as a result of their collaborations at Salzburg Global Seminar, in partnership with the Lego Foundation.

For the Fellows, deconstructing the idea of what it is that comprises “breadth of skills” will help them plot new ways of looking at idea-creation and solutions, particularly against the backdrop of continuing transformation. Throughout the week, discussions around changes in teaching and learning as a result of the pandemic provided a keyhole into what the future of education systems can look like.

After invigorating breakaway sessions in the Max Reinhardt Library and the Chinese Room, participants gathered in the Fellows Hall for an in-depth discussion on a timeline for the rest of 2022, and to discuss the outcomes of the in-person program. Fellows agreed it had been such a worthwhile experience that they wanted more of



it; more time for discussions, more work in the learning circles, and more speakers and presentations to represent different regions. There was also an emphasis on the importance of assessments and reflexivity in learning groups and discussions, with a general agreement to move around the groups in order to get different perspectives on the five thematic areas.

Once Fellows had reflected on the past few days, it was time to discuss the next steps and come up with a timeline, which consists of four key events.

The first is another meeting in June to check in on the outcomes of the in-person program and the virtual learning groups. August will

be an opportunity for members to visit each other's countries to gain a better understanding of each other's education systems. The Seminar has 12 travel bursaries for 2022, with the priority given to members who joined virtually. Then come roundtable discussions and presentations of country case studies within the groups.

In December, everyone will be back in Salzburg for a final in-person program, with publication outputs expected in the early part of 2023.

As Program Director Dominic Regester highlighted, “At its heart, the network has four key goals: amplify, exchange, influence, catalyze.”

Hot Topic: “What next step to advance the breadth of skills agenda would you like to see your country take?”

Aaisha Dadi Patel

“Colombia is interested in starting a new route. We are working to transform the assessment mission. I think that if we get that transformation, we can improve our critical thinking, achieve better results, more creativity, and we can offer different opportunities to teachers, to families, and to students. I think in my context, we need to find options in order to develop real strategies, because we are talking about change, but we do not yet have the strategies. We have a big challenge because each region designs their own pedagogical projects. The ministry of education offers general guidelines, but each community builds their own projects. So the idea is that our communities understand the characteristics of the projects. If we do that, we can offer more ideas.”

Angela Nocua,

Advisor to the Deputy Minister of Education, Colombia

“In Delhi, we took a step a couple of years back and launched a ‘Happiness Curriculum’, the first of three mindset curriculums that we launched. It was intended to move beyond the focus of knowledge acquisition, rather acquiring the skill of being more aware of one’s emotions, being able to express oneself, and be more emotionally resilient, to get students in the right frame of mind for learning. This is implemented across all government schools, from kindergarten to grade 8, and we have put the ‘happiness class’ at par with any other scholastic class. So we have been able to diversify. Going

forward, we have introduced two more curricula – entrepreneurship curricula, and citizenship development. So how emotionally you see yourself, to what extent you become a problem-solver and critical thinker, and how you see yourself in society. So these are the range of the issues that are covered, and all three of these curricula cover behavior, practicing to change and improve it.”

Shailendra Sharma,

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

“I really want to advise my colleagues in Tanzania to integrate the breadth of skills in the curriculum because we need to emphasize 21st-century skills. These relate directly to breadth of skills, and now I understand how we can integrate breadth of skills thinking into teaching; maybe in the content, or maybe in the pedagogy. In Tanzania, we are in the process of modifying the curriculum, from pre-primary to secondary school, and I think maybe it’s the right time now to put my ideas forth in the development of new curricula. We need to develop age-appropriate instructional material for young children; this could be a great avenue to incorporate breadth of skills instructional materials for effective teaching and learning for young children.”

Hawa Selemani,

Senior Education Officer, Ministry of Education Science and Technology, Tanzania



#FacesOfLeadership

“For my job, I deal with colleagues in the industry. What we’re working on is how to reduce learning loss post-COVID. This is part of a policy on learning recovery, trying to come up with ideas to reduce loss through homework support, summer schools, intensive courses and giving the students skills they missed during COVID.

I also took a gap year and joined UNESCO as an Advisor for Arab countries on education. I’ll be working closely with decision makers and ministers on formulating their policies. I’m doing my best to pass the priorities of this period, which are enhancing the retention of students in school and bringing ideas on quality education and strengthening capacity at the ministry. All of this will formulate a better policy adapted to the needs based on data and information.”

Fadi Yarak,

General Director of Education, Ministry of Education, Lebanon

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