



SALZBURG
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EDUCATION FOR TOMORROW'S WORLD

Issue 1 | Monday, May 2, 2022

Education Futures: Shaping A New Education Story

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](#).

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



@cmmillett: Thanks @louise_hallman for the #leopoldskron tour for @SalzburgGlobal fellows



Education Futures: Education Leaders Meet in Salzburg

Salzburg, Austria - Over 50 Salzburg Global Seminar Fellows representing six continents convene at Schloss Leopoldskron. These education leaders have only met twice online, but are now going to spend four days getting to know each other and coming up with ways to improve and reimagine education systems around the world.

The highly interactive program is structured around thought-provoking presentations, curated conversations, informal interactions, knowledge exchange, and practical group work. The process seeks to combine theory, policy, and practice across sectoral silos, opening up new perspectives and learning opportunities. Participants will also work intensively in focus groups, allowing for in-depth group work on key issues.

The program aims to produce a Statement or Manifesto for the future

of education in this decade. This will build on the global research *New Education Story: Three drivers to transform education systems and could include pathways, commitments to action, and additional case studies.*

Dominic Regester, Program Director, is hopeful about the outcome: "This program is really exciting for many reasons, not least because so many of the participants also lead education networks or are organizing other events that will or might connect with an Education Transformation agenda – I am really optimistic about the potential to develop a stronger sense of common purpose as we advance this work and the messages we can deliver to people who hold power and influence. This needs to be done without individual or institutional ego, so it is the message and the ideas which take center stage."



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To Reshape Education, Seize the Crisis

Catherine Millett opens the first session of Salzburg Global Seminar's *Education Futures: Shaping a New Education Story*

“Good afternoon! Welcome to Salzburg Global Seminar and to “Education Futures: Shaping a New Education Story.” My name is Catherine Millett, and I am a Senior Research Scientist and Strategic Advisor in the Policy Evaluation and Research Center at Educational Testing Service (ETS) of Princeton, New Jersey, in the U.S.A.

Shaping a new education story is an immensely important subject, and I'm excited to be here to explore it with some of the best minds in education.

But as important as that is, let me first say how wonderful it is to be back here, in person, at SGS, after a forced two-year hiatus.

ETS and SGS have worked closely over the past 12 years. In the beginning ETS was the sole funder of education programs. Our collaboration helped launch what is now called the education and work program strand, through which we have developed invaluable partnerships and friendships. We are delighted to have such partners as Qatar Foundation International, Wise and Porticus Foundation here with us. We are also thrilled to have new partners with us today — Big Change and The LEGO Foundation. And, we are excited to welcome back returning SGS fellows — and to welcome new SGS Fellows.

And congratulations to SGS on celebrating its 75th anniversary and on the appointment of Ambassador Martin Weiss as its next President... As it happens, ETS is ALSO celebrating its 75th anniversary this year, and will soon have a new leader.

I cannot wait to begin working with you on ways to address one of the signal challenges facing humankind: transforming education systems throughout the world so that they are

organized and equipped to prepare every young person for THEIR futures — and for our COLLECTIVE future.

But no pressure.

Seizing the Opportunity of a Crisis (...)

In the darkest days of the pandemic, many of us pointed out that for education, the flip side of the Covid crisis was the opportunity for TRUE transformation — for change beyond the incremental reforms of adjusting curriculums, test content, and professional development.

Will we lose that momentum and urgency now that the pressure has eased, and revert to norm? Has that already happened? Here's how the authors of the Big Change report “A New Education Story” put it:

The drive to restore and reinstate what was there before the pandemic is understandable ... However, undeniable inequalities that existed in learning were also massively accelerated by the pandemic. In many places, gaps widened; progress was halted or reversed; and the impact of poverty amplified, adversely affecting millions of children — was laid bare for everyone to see.

Two of the authors — Caireen Goddard and Eva Keiffenheim — are here today. As they and their co-authors pointed out:

Education systems around the world are at a crossroads; a moment of huge challenge and opportunity when, perhaps more than at any other time in living memory, decisions made now about what happens next for learning, will have deep and lasting effects for the future.

Elements of a Functioning System



My organization, ETS, exists to create opportunity through research, assessment and the development of products and services to improve teaching and learning. That mission is what brought us together with SGS to develop the “Education for Tomorrow's World” series.

The series has brought together researchers, scholars, educators, practitioners, policymakers and thought leaders from around the world to exchange ideas, learn from one another, and bring insights and ideas back home. What we have brought back to ETS has been invaluable, especially in such areas as:

- the use of test data to accelerate creativity in learning and societies
- the cultural and educational role of language learning
- education and workforce opportunities for refugees, migrants and displaced populations
- the impact of climate change on education
- and the fundamental importance of social and emotional learning

Those are among the hallmarks of a high-functioning education system aligned with the needs of the 21st Century.

At the same time, advances in the learning sciences and development of new technologies are opening vistas into how learners learn and think, and giving us opportunities to design assessments that support learner-centered learning; that are meaningful teaching and learning tools in and of themselves; and that empower learners with ownership of their lifetime learning journeys. Digital credentialing and comprehensive learner records are just two examples, and I hope we get a chance to talk about them.

But technology can also be a destructive thing, especially for young people still in the process of developing their sense of self and where they fit in relation to peers and the world at large. The human brain develops more slowly than advances in technology. The lag time is fraught.

In the United States, we are experiencing a sharp rise in teenage mental illness and suicide, a trend that predates the pandemic. It would be wrong to blame it on Snapchat, Tiktok, Instagram and iPhones. But there's no doubt that social media and screen time are interfering with learners' social development and emotional wherewithal, and creating emotional pain.

As our colleague Alex Beard puts it, "[I]n this age of AI, we've to turn our attention away from our devices and instead invest everything we have in developing ourselves."

Transforming Assessment

If we are going to transform education, then we are going to transform assessment. For assessment to serve personalized learning, it needs to recognize that learners learn and express their knowledge and skills differently and in their own time.

At ETS, we are moving beyond high-stakes, summative tests, and focusing instead on supporting learner-centered, competency-based, and culturally and socially relevant teaching, learning and assessment. Personalized Systems of Instruction consisting of formative, diagnostic and instructionally embedded assessments have shown to be far more suited to the academic and workplace demands of the

21st Century than the traditional, hidebound systems of the past — more likely to strengthen equity, and more likely to promote learner success.

At ETS's Policy Evaluation and Research Center where Michael and I work, we are developing several projects in this area:

- We are working with Vitae, a public charity in the UK, to introduce and promote use of its Researcher Development Framework in the U.S.. It will aid prospective and current graduate learners in understanding the skills they will need to develop; document their command of those skills; and present their skills and knowledge to tertiary education audiences, employers and other important stakeholders.
- In the U.S., we are working with the Mastery Transcript Consortium to learn more about a rising movement to turn away from reliance on transcripts as we largely know them — dry, sterile documents listing course names and grades — and toward a more multi-dimensional, holistic reflection of learners as unique individuals, and the goals they set out for their learning — all in a format and medium that best conveys what they know and can do.
- In formative assessment, we are working with AREA9 Lyceum in Denmark to develop a new tool we call Abubble. It uses formative assessment questions and data points on engagement and meta-learning to continuously assess both the learner's knowledge and confidence; help determine what content the learner should meet next; what activity to deliver to the learner; and how best to help the learner when help is required.
- And finally, in higher education, we are collaborating with numerous institutions and stakeholders on improving admissions in the U.S. through such approaches as holistic assessment of applicants.

A Shift in Perspective

The starting point for student-centered learning, however, is not on an external tool or test. It is within

ourselves: To transform assessment and education, we need to shift our traditional frame of reference — ranking and sorting students — to a learner-focused perspective and an understanding of the importance of learning how to learn.

Dr. Edmund Gordon, our frequent collaborator, put it this way in the 2013 report "A Vision for the Future of Assessment," commissioned by ETS to help reconceptualize the entire assessment enterprise:

The pedagogical challenge will be less concerned with imparting factual knowledge and more concerned with turning learners on to learning and the use of their mental abilities to solve ordinary and novel problems.

Time for Change

In the United States as elsewhere, we have devoted enormous resources over at least half a century in the effort to achieve equity in education for ALL learners, regardless of their gender, race, ethnicity, culture, family income or geographic location. And yet demographically based gaps in performance and opportunity — in school, work and life — persist, at great cost to individuals, families, communities and countries.

It seems that the current system of education has reached its limit in the ability to produce equity across population groups. That being the case, if and when the Covid-19 virus fully recedes, I hope that education and assessment aren't among the things that return to normal. (...)

So much of what we have worked on, toward and for here at SGS and in our home countries has prepared us for seizing the opportunity of this crisis so that we CAN walk lightly, with little luggage, to a better place. We know what works, we know what doesn't work. And I look forward to our work together to make education work the way it SHOULD work for ALL learners.

Thank you very much for your time and attention. I look forward to meeting each and everyone of you this week. ”

The Case for Transformation

Education leaders panel discuss the moral, structural and human development case for education transformation

Aaisha Dadi Patel



The dynamic opening discussion for Education Futures: Shaping a New Education Story saw panellists focusing on the case for transformation. The structure of the session and the questions the panellists addressed had come out of the online preparatory sessions two weeks ago. The discussion was framed as a big picture opening discussion focused on the moral, structural and human development case for education transformation.

Caireen Goodard, director of impact at Big Change, celebrated poet and spoken-word artist George Mpanga (George the Poet), and UNESCO senior project officer Noah Sobe spoke on a panel moderated by Salzburg Global's Dominic Regester, dissecting questions related to the discussion topic: the case for transformation.

A broad topic, all the speakers considered different facets of how there is an increasing urgency

around the need for education transformation.

Caireen highlighted the ways in which transformation remains a 'human endeavour', emphasizing that thinking about transformation requires a long-term vision. She spoke to examples of other participants' work in this space, particularly Dream a Dream's collaboration with the government of Delhi in India around the Happiness Curriculum run by, a program now integrated into the syllabus that emphasizes students' mental health and holistic well-being.

This moved the conversation into a discussion about political economy and the kinds of cross sectoral partnerships that are needed. Noah said that "Education is deeply cultural, social, and economic" – there will be a political economy component involved in education transformation and those advocating for it need to understand this. Thinking more broadly will equip stakeholders in

education to come up with ways that work better overall. "To change how we do school and education, we need to change why we do school and education," he said. Instead of discarding things that may not be working, look at ways to reimagine them. "We are not flipping the dinosaur, but changing the shape of it."

George drew on his own experiences to highlight that school needs to reflect the multiple identities and histories of the population. "If you can't get to the crux of what is not making sense, then it feels like school is distracting you from the real questions," he said. George suggested that a blend of structured and unstructured learning, which invites students to engage with all parts of their identities and provide feedback based on that, will lead to more engaged students who are able to reconcile all parts of themselves at school, without having to separate who they are from what they do.



The Ingredients of Successful Education Transformation

Aurore Heugas



On Sunday evening, Andreas Schleicher, Director for the Directorate of Education and Skills at the OECD in Paris, joined a discussion via zoom, moderated by Anthony Macay, CEO of the National Center on Education and the Economy.

In the session titled What Works and Why? Ingredients of Successful System Transformation, Andreas outlined the importance of reimagining existing education systems to make them more holistic. As he explained, “we can achieve new goals within existing structures.” Following Andreas’ presentation there were case studies from Peru shared by Franco Mosso and from Thailand shared by Thantida Wongprasong.

The Áncash Effect

The Áncash Effect is a Coalition between public, private, and civil sectors with a shared vision and action to pursue sustainable educational system change. Huari, a small town in the Áncash region, scored as the highest quintile in delays in school attendance, while 6 out of 10 primary school students do not understand what they read and 9 out of 10 secondary school students do not master basic age-level competencies in math.

To address these issues, The Ancash Effect was created in 2017 and started out with trust-building, approaching students and families in 15% of the system’s classrooms, and implementing a pilot program on teacher professional development to identify local educational leaders.

After a year, students in intervened classrooms had already grown in their

learning and socio-emotional skills indicators. Communities also started to have a new understanding of quality education. As their involvement grew, so did the initiative, and a new regional measurement system called the Regional Unit for Measurement of Quality Learning (URMECEA).

Since 2019, more than 50 student-led community projects have been created, which is the primary goal of the Ancash Effect. “Running programs won’t transform systems; developing relationships will,” explained the session panelist. The project values partnerships for adaptation and long-term results as opposed to forced rigid reforms, adapting to the specific region and the needs of its communities, rather than adopting projects that worked anywhere else.

The Learning Coin project

Another panelist presented the “Learning Coin” initiative, a UNESCO Bangkok project in collaboration with the Foundation for Rural Youth to support vulnerable youth in Thailand to pursue their studies.

In Thailand, there are 670,000 out-of-school children, many of them choosing to work to support their families financially.

The Learning Coin project created an app called LearnBig, allowing children to read over 1000 books and textbooks in multiple languages on tablets provided through the initiative. “Their daily reading efforts, including the number of reading hours spent, reading consistency and answers submitted via the application, are all logged and analyzed with the specific algorithms of the LearnBig system,” explained the panel participants.

These children’s activities are calculated with the aim of providing scholarships for their parents. Through reading and learning, students can earn up to 800-1200 baht (26-40 USD) each month, accounting for 10% of their family’s income. There is even a bonus available for high-performing learners, awarding them with a “growth bonus score.”

What started as a UNESCO pilot project expanded to an initiative in several Thai provinces in partnership with the Equitable Education Fund (EEF), along with more than 800 teachers, learners, volunteers and parents participating in the program.

So far, the main outcomes of the projects include improved examination scores from students who joined the program, 454 students were supported to read, and earned scholarships, although due to challenges increased by the pandemic, more than 50% of them are still not considered active students. What was noticed however, is the effectiveness of the financial incentive. The more frequent scholarships are awarded, the more motivated students are to read.

Although, according to the panelist, “for many students, a non-financial incentive such as encouragement, recognition of achievement and support from teachers are equally essential to the monthly scholarship.” So far, none of the 454 learners have dropped out of the project, according to the UNESCO Institute for Lifelong Learning. They continue to participate in non-formal education and are on track to receive a completion certificate from the Thai Ministry of Education, which can be used to enroll in formal education or apply for jobs.

Hot Topic: “What is the most pressing issue for the future of education?”

Mako Muzenda

“Since I work in the area of climate, I would say the most pressing issue is the conjunction of three crises: social, economic and environmental crises. I think that the climate crisis is going to shape our world if we don’t just act already, and that it’s going to have an impact on education. I would say those three crises.”

Lucia Vazquez,
CEO, Educación y sostenibilidad, Spain

“The most pressing issue for the future of education is the future of independent thought. We are so reliable now on technology and digitalization that we completely forgot independent thinking. Another big threat to the future of education is the current state of mind of the entire world. Instead of us coming together, we’re finding more and more ways to divide ourselves. This is basically what we’re teaching our children.”

Aida Ridanovic,
Director of Communications and External Affairs, Qatar Foundation International, Croatia

“I think the most pressing issue is that we need to redefine what foundational learning is. Currently it’s so focused on basic numeracy and literacy, and

education cannot stay relevant if it stays like that. It needs to transcend that, it needs to include skills like Social and Emotional Learning, psycho-social support, arts and curiosity. It needs to be delivered in a more meaningful, responsive way.”

Gerhard Pulfer,
Portfolio Manager for Education in Displacement, Porticus, Austria

“For me the biggest issue is teacher burnout. The ability for education to have the social benefit that is implicit in the activities of schools and educational systems is completely undermined as teachers lack the capacity, tools and resources to address the external challenges that they face, such as teacher compensation, agency and a lack of purpose. Burnout occurs on a psychological and emotional basis. This wave of burnout is creating a significant crisis that erodes the relationship between teachers and students.”

Ryder Delaloye,
Associate Director for Social, Emotional and Ethical (SEE) Learning, SEE Learning, United States of America



#FacesOfLeadership

“The most important part for me is that education be for everyone. I’m really convinced that everybody deserves this chance, and everybody should have equal access to education. I come from Germany and access to education is quite easy, but what’s not taken into consideration is that people come from completely different backgrounds.

It doesn’t automatically mean that everyone can use that education in the same way. So my personal goal is that everyone is able to use education for themselves, that education is accessible for everyone, and that they understand how to use it and what to make of it.”

Jorina Sendel,
Board Member, Lern-Fair, Germany

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