



SALZBURG
GLOBAL
SEMINAR
75th Anniversary

EDUCATION FOR TOMORROW'S WORLD

Issue 3 | Thursday, May 5, 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: 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.

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!



@ryangawn: Duck-building, skills and playful learning! @rajdeep_rc has some fun @SalzburgGlobal #sgsedu #transformingedu



Education Futures: Last Days in Salzburg for Education Leaders

Salzburg, Austria - Wednesday marked the last day of Education Futures: Shaping A New Education Story. The last two days were spent first discussing all the barriers that prevent education transformation.

The last day of the program was partly spent with Fellows divided throughout Schloss Leopoldskron into six working groups. The aim was to work through everything they had discussed during the week to develop ideas and frameworks to effect change beyond the program. During the afternoon, all the working groups convened one last time to present their findings and discuss the next steps as a group.

Corinna Nawatzky, Program

Associate, shared her takeaways from the past two weeks of education programs: "Last week and this have been the first two in-person programs I have had the pleasure to work on. The appetite for collaboration and shared learning have been incredibly inspiring, to say the least, and it is exactly that kind of mindset we need to achieve what stood at the center of both programs: true education transformation.

It is this approach of working together across all demographics, areas of expertise, and levels of experience that is crucial to change education in a way that creates the kinds of societies we need to survive and thrive in this century."



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In conversation with George "The Poet" Mpanga

The poet, spoken-word artist, and Ph.D. student talks about his transformational journey through his art and research

Mako Muzenda

You've been a poet for several years. How did you get involved with Salzburg Global Seminar?

It was through one of my Ph.D. supervisors, Dr. Karen Edge. She's been a friend of mine for years, and she's constantly teased out my ideas about education and tried to find opportunities to plug me with a broader education network. So that's how I ended up here.

What is your Ph.D. about?

My Ph.D. is on all the unrecognized value that goes on in our day-to-day lives, taking black music as a starting point. So black music, like other elements of black culture, is born out of histories and language linguistic practices and geographies and migration. Everything we go through leads to this music. I've been fascinated by it because although a lot of agency has been taken away from black people in so many ways, no matter where we end up in the world and no matter why we end up there, we come up with these musical forms that take over the world time and time again, generation after generation.

When you look at it, what you realize is that music is our way of responding to society and to the world. And this is probably a superpower that we've inherited from our ancestors. In my life, I've seen music achieve things that no government has been able to do for us. I've seen it heal whole communities. I've seen it join communities that were otherwise antagonistic, and most importantly, I've seen it educate. I've seen it educate the world about the black experience. In my own life, it's educated me with the skill set to be

able to create a career for myself, a career in which I'm able to educate in a creative way. I'm really interested in looking at all the value that comes out of this cultural practice and what that might indicate about unrecognized value in day-to-day life in general.

Apart from your Ph.D. and your research, how do you connect the work that you do as a poet and your background in music with education?

I use my poetry to try and model different forms of education. In the most practical sense, I impart knowledge from my podcast and poetry in general. I always use poetry as a vehicle to communicate the most pressing ideas I have on my mind. This really became clear to me about nine years ago when I did a poem for Formula One. I had to download a lot of information and turn the poem around in about 24 hours. At the same time, I was in the middle of my final exams at university for my undergrad. The process of taking in that information and turning it into poetic form was complemented by revision, even though they were different subject matters. That's when I realized that I could teach myself how to do this with anything and teach others how to do that as well. So there's the practical side of imparting information, but there's also this other thing. Haven't you always found it easier to learn the lyrics to your favorite song? Any text that you been presented with a course?

Yes, definitely!

We've all experienced that. What does that mean? What is it about this creativity that opens our minds that



allows us to feel and retain better than other forms? Through my poetry, I try and show how my mind works and possibly how your mind works. I try to show a range of disciplines. I try to show that this is not just a niche part of the study of the English language. I have used my poetry to explain neuroscience, to explain probability mathematical problems, politics, and history. Those are the main ways it connects.

You were part of a panel discussion on "The Case for Transformation." As a Ph.D. student, a poet, and as a human being, what was it like for you being in that space and participating in that discussion?

Wow. It was a really validating experience because of who was here and because we were also sitting next to a roomful of experts, practitioners, real people, parents as well. I don't feel as established as many of these guys, but the mandate I gave myself was just to be my truth and try to help others with my truth. I felt like that experience was just that. It's something that I really wish for all learners.



I hope that through this educational journey, through that engagement, this space of education, they get a chance to make sense of their experiences, and they get a chance to invite others to connect with their experiences. That was one of the first things that we did at the discussion. I heard such forward-thinking contributions from my fellow panelists. And great listeners make great facilitators. It was such a great listening audience. I felt so highly validated, highly motivated, very hopeful and optimistic.

What do you want to take with you from the program, and what do you hope you left behind for other participants?

I want to take with me the awareness of all the good work that people around the world are doing because we were lucky to have an international staff gathering here. I want to retain that awareness and I want to see these conversations that we've had, these presentations, the seeds that were planted. I want to nurture those seeds and follow the thread. I want to see the combination of all this work. There are a few things I've tried to communicate. The first is the idea of the educator's journey being premised on the lived experience. As with my

Ph.D., I'm all about recognizing the value of the lived experience.

If we can establish synergy between our lived experience and analytical tradition, if we can do that effectively, we'll be able to connect our lives with the lives of those around us. We'll be able to think about our communities and our societies as a joined-up experience as opposed to, "my life is just my secret."

The role of creativity in education, I hope I've advocated for that. I really want us to do both tonight to really drive the point.

Decolonized education. Growing up, I always felt like that was just one of those unfair processes that have been left for black people to figure out. It's actually everyone's problem. One of the earliest points I made (at the panel) is that any system – but especially an education system – is undermined by these contradictions. If this is supposed to be about inquiry, how can we continue to ignore the legacy of colonialism? Imperialism is slavery. Everyone is implicated, especially in the West. I really hope I've represented these points. I'm optimistic because there were good people around the room today and the past couple of days.

Salzburg Snapshots

Photos from Education Futures:
Shaping A New Education Story



Barriers to Transformation

Aaisha Dadi Patel

A panel of education leaders explore the potential barriers that prevent change in education



Tuesday morning kicked off with a panel examining some of the issues creating hurdles in education reform. Speakers pointed to examples they have encountered in their journeys and work to uncover elements that have worked and elements that haven't in different education systems around the world.

Featuring Alex Beard, Head of the Global Learning Lab at UK-based Teach For All, Sucheta Bhat, CEO of Dream a Dream in India, Gillian McFarland, Deputy Director of Education Recovery in England's department of education, and World Bank Senior Economist Koji Miyamoto (based in France), the panel was moderated by Aida Ridanovic, the Director of Communication and

External Affairs at Qatar Foundation International.

Systemic issues, attitudes towards change, and cultural idiosyncrasies were highlighted as some of the factors that can affect the successful implementation of strategies that aim to change parts of existing systems. Panelists spoke from their own experiences, talking about the failures they have seen along the way and the ways in which they have learned from them, in order to recalibrate the solutions to suit the contexts they are in.

Resource constraints, particularly in developing nations, present a number of hurdles when it comes to putting into place some of the potential changes that could adapt systems and benefit students. When it comes to evaluating the stakeholders

in education systems, changing their roles and degree of inclusion, particularly at decision-making level, has the potential to build lasting change. By including parents and teachers in certain processes, and thereby giving them purpose in the broader system as opposed to viewing them as passive, participants may accelerate a lasting way forward.

An understanding of the purpose of change, and mindfulness of the context in which these changes are operating may unlock a more sustainable implementation of reforms, benefitting students in the long-run. While the cost of inaction is very high, the results of participation in an ecosystem will yield positive and lasting change.

Youth Participants Look to the Future

Aaisha Dadi Patel

Presenting the young leaders already shaping education today



Education Futures: Shaping a New Education Story saw a number of stakeholders from across the board come together to engage in discussions about how to look at and revitalize education, as we envision transforming education systems.

Key to these engagements were the voices of the young people present in the program, who offered critical feedback and shared their hopes and aspirations, speaking on how the work they currently do is leading them in the direction they envisage for the future of education.

In 2020, Jorina Sendel, 21, founded a non-profit organization in Germany, Lern-Fair, which provides free tutoring for students all over the country. This initiative ties in with her goals to see a more accessible education system, where education can be given to all people equally as a tool to help them progress in their lives. “Hopefully people can consider that people have really different backgrounds. And the way we transport this tool towards

them must be different, due to their different backgrounds,” she said. While her work is changing lives, she wants to see it evolve so that instead of it dealing with problems in the education system, it treats “the origins of the problem.”

23-year-old Hugo Paul has a similar goal: accessibility. “It’s great to have more and more innovation, but it needs to become more available in a public way,” he said. A member of the Youth Council of the Learning Planet Institute in France, Hugo emphasizes youth consultation and involvement in decision-making at an organizational level across the board to highlight youth voices. Beginning September 2022, he will set out on a one-year journey to study and draw from learning communities worldwide, in places as far as Greenland and Nepal.

Jigyasa Labroo, 30, CEO and Co-Founder of Slam Out Loud, encourages children across India to use creative visual and performance arts to build their confidence. In her own words, Jigyasa’s work is “re-

imagining what artistic education that enables children to find their own voice can look like.” Her hopes for the future? A world “where education that considers the voice and spirit of a child is no longer perceived as radical, where learning and joy come before knowledge and certifications.”

Across Austria, Switzerland, and Germany, Eva Keiffenhein, 29, supports first-generation students through her NGO, Speed Up, Buddy. Eva, who is based in Vienna, co-authored Big Change’s A New Education Story, and dreams of a future where children maintain their “innate love for learning.” For Eva, acknowledging schools as “learning ecosystems” will better foster children into living their true potential. “I envision schools that don’t separate children by age, that acknowledge different kinds of knowing and knowledge beyond our rational thinking,” she said.

Presenting the Future of Education

On the last day of the program, working groups share with and learn from each other

Mako Muzenda



After days of intense conversations, deep thinking, and fun activities, it was time to close the program with a presentation. Six groups, working both in-person and virtually, came together to share what they have learned, and how they have used the information and knowledge exchange from discussions and panels to come up with ideas and frameworks. Six groups presented the result of their research, conversations and planning.

3 Horizons: the three-person presentation started with an outline of the future, "The future I want for education." The group aimed to "boldly go where no education system has gone before" by using the 3 Horizons model. The current state of education and the vision of the future represent the first and third horizons, with the second horizon being the transition phase. This horizon is the most important and is where most of the participants in the program currently work. The question they left for the room to reflect on is how to find alternative voices, marginalized people and different experiences in the transitional work to ensure that future vision.

Power, agency, trust and voice: the group presented three products: a statement, a set of principles, and a model for use and one to inform future practice. Their presentation outlined a key conclusion: the global education system is working for some but leaves too many behind. The disparity in access to education between the Global North and the Global South has been exacerbated by COVID-19, with children in the latter region facing

the possibility of being left behind. Who gets to sit at the table, who gets a voice? The group presented a set of principles to address this disparity: to slow down; meet people where they are; don't let perfect get in the way; focus on the purpose. The model they created is a framework of enquiry to guide how to engage in discussion. It asks the participants how to rebalance power, who is involved and excluded from that process, how do we listen, and how do we step aside?

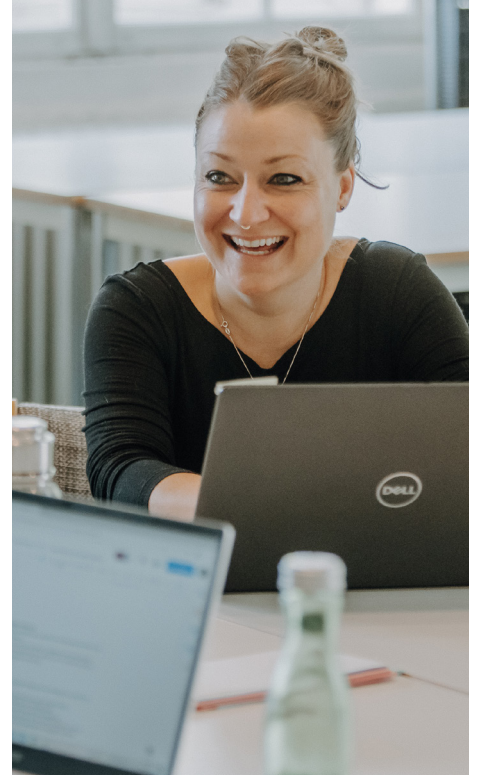
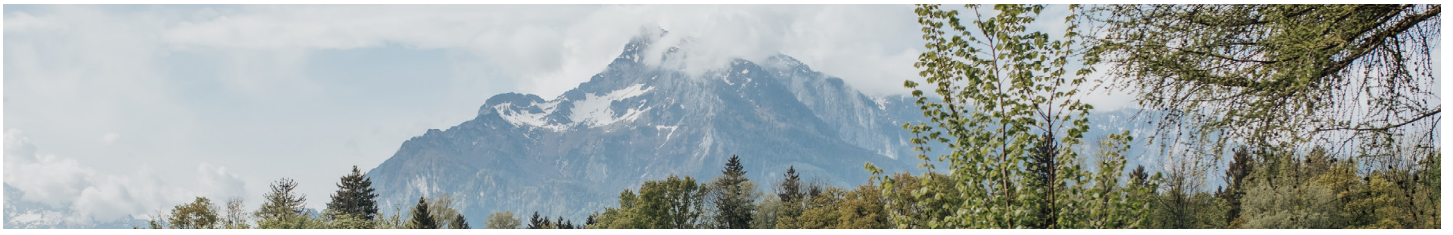
Teachers: the group started their work by drawing on three resources: Children's Health Scotland's SHANARRI, the United Nations Rights of the Child and the Sustainable Development Goals. For them, the future of education must include the health and wellbeing of teachers, as well as making it an attractive profession. Positioning educators alongside students is essential for education transformation. Creating a statement focused on how teachers can feel appreciated and valued, the group emphasized that healthy, happy teachers are integral for healthy, happy students.

Youth: the group started their presentation with a question: why do we need youth in the process of transformation? Inviting participants to add their answers onto Mentimeter, an interactive presentation software. The main answers? Youths are the future, they bring in different perspectives, and represent the hope for a transformed education system. The next question: how do we include them in that process of transformation? The group established a set of seven

principles to guide policymakers and educators in including young people in important conversations and strategic planning. Suggestions included inviting more students to programs such as Education Futures, as well as giving them room to lead in spaces for transformation. They ended their presentation with a challenge for the participants: to sign a pledge to include more youths in their education work and meetings.

Public engagement: what would public demand for a transformed education system look like? The group has some ideas. First off, a hub that would collect resources, strategies, and tools to build demand for education. There is a need for a collective demand and unified urgency by for example getting different stakeholders and groups to come together creates a unified front or tapping into the networks and experiences of organizations such as Big Change.

Our Shared Purpose and Call to Action: guided by the fourth Sustainable Development Goal and guided by the effects of COVID-19, a looming global economic crisis, and climate change, the group has decided a different way to move forward. Co-creation will be at the heart of their work, and they invited participants to contribute their research and perspectives to a shared document. The ultimate goal is to produce a call to action to be published widely, calling on political, social and economic actors to invest in transforming the education sector.



Hot Topic:

“What are the biggest barriers to education transformation?”

Mako Muzenda

“The biggest barrier would be ensuring that we implement and succeed in existing policies and learning outcomes. As much as we see the need to transform, we are stifled by the need to implement so that learners are able to pass and exit examinations.

It’s still a system of assessment, and as long as we don’t change that, it’s difficult to transform. You want to change but you also need to ensure that learners perform. It’s the same at all levels, simply because we’re chasing to get things done and we don’t take the time to reflect on how to transform.”

Glynis Schreuder,

*Acting Director for Curriculum FET,
Western Cape Education Department,
South Africa*

“I think alignment on what transformation is, a shared understanding of transformation amongst all who have a shared interest in a successful education system, and the will to actually do something about it.

We need to get realize how important transformation is, how urgent it is. Young people don’t stay young forever, and a great education is the best set-up for life. Reinforcing that message in the system unlocks everything else.”

Jamie Webb,

Lead Connecting Funders to Support Transformation, Big Change, United Kingdom

“I think the biggest barrier is the mindset that we cannot transform completely. It’s generally how we’re used to thinking inside the box and we are just not able to go out of it because of our experiences and work limitations.

We are used to just thinking inside a box and we just do not realize the boundaries of that box, we are not able to break them. If we are able to see those boundaries, then I think we will break that and transform our education system.”

Vaibhav Jindal,

Senior Consultant, Ministry of Education, India

“I believe the biggest barrier is the way we have defined success today. The success of the education system is defined by very narrow parameters that work for very few kids and doesn’t include and encompass the breadth and depth of the challenges that our young people are facing and the potential they have across the world.

If we were to only reimagine the purpose of education to thriving which includes all children, we could remove the barriers of what stops education systems transforming.”

Suchetha Bhat,

CEO, Dream a Dream, India



#FacesOfLeadership

“What I believe the most is that we have to give room for dialogue. So often at the HundrED we are working with different education systems around the world. There are many similarities, there are far more similarities than there are differences.

They often don’t recognize that others are working with the same issues and there would be so much they could be learning from other policymakers and other systems when they have more time and space for dialogue.

We want to protect our education system from quick, ad hoc changes that are coming through the politicians and political parties. We should be seeing the bigger picture of what the purpose of education is. That should be the starting point for creating policies to take them away from the political space.”

Lasse Leponiemi,

Executive Director, HundrED, Finland

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Creating Systems - Creativity Matters Report Series

Children need creative skills to thrive. But our education systems don't always leave room for creativity. How can we change that? We asked the policymakers who are already working on it.



The LEGO Foundation has been an instrumental partner to Salzburg Global's education programs, bringing the world of play to education leaders.

In 2020, the foundation came out with a report to answer: "Why does creativity matter?"

The report explores different aspects of creativity and its importance for learning, from defining creativity itself to thinking creatively about assessment and ways to collaborate with international organizations for support, to name a few.

"All around the world, policymakers are looking at how to make learning more creative and transform education systems. So we spoke to five of them: from Australia, Japan, Scotland, Thailand, and Wales. In this report, we find out how they reshaped their systems to put creative play at the heart of the school curriculum."

[Read more](#)

The LEGO Foundation

Creating Systems

> How can education systems reform to enhance learners' creativity?



CREATIVITY MATTERS NO. 2

Education Wordle:

SCAN ME



Scan this QR code and guess the word of the day! If you need a clue, that word is included several times in the newsletter...

