Optimizing Talent - Closing Education and Social Mobility Gaps Worldwide: Higher Education and Lifelong Learning

SALZBURG GLOBAL SEMINAR

ETS · DeVry · Lumina FOUNDATION

Wednesday, October 3, 2012

SALZBURG DIARIES

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Session Chair, Michael Nettles, welcomes participants to the seminar.

SESSION OVERVIEW

Daring to think the unthinkable
Exchanging ideas, devising strategies to close the gap

By: Gerben van Lent

Yesterday, the third and last seminar in the series 'Optimizing Talent: Closing Educational and Social Mobility Gaps Worldwide' started. The focus this time is on Higher Education and Lifelong Learning and participants are asked to identify where educational and social mobility gaps still exist, what effect they have, why they persist – or even increase – with rapid economic change, and what steps can be taken to eliminate them.

From October 2 to 7 the second seminar on Optimizing Talent: Closing the Mobility Gaps in Education Worldwide will be convened in Salzburg, bringing again together participants from different countries to try to improve accessibility to education confront inequity and improve education quality.

With this three year effort to bind people worldwide who share the same commitment and dedication towards the injustices in society, 'who follow the need and don't suffer from lack of purpose', and with an anticipated possible extension to a world congress on access, equity and social mobility, it should become more easy to suppress the fear of

an unchangeable negative triple A- lack of Availability, Affordability and Accessibility.

We are challenged not only by this 'triple A' notion but also, amongst others, the notion that higher education supposedly sustains elitism; a theme that was hardly present when we discussed basic education. As it was succinctly put today: "They did go to college but left with nothing (except maybe debt)."

Whatever we come up with is embedded in the economic environment we live in. On the downside many economies are struggling these days leading to increased unemployment and cuts in funding for education including higher education. On the upside you could state that in most countries the value of higher education and lifelong learning for economic growth is undisputed and targets are set to include large percentages of the population that need to have post-secondary education diplomas of some sorts. This not only fosters inclusion but also supports diversity. In this respect it is worthwhile to quote from one of the introductory papers - Opportunities for All? The Equity Challenge in Tertiary Education by Jamil Salmi and Roberta Malee Bassett:

"A diverse and inclusive workforce is

necessary to drive innovation, foster creativity, and guide business strategies. Multiple voices lead to new ideas, new services, and new products, and encourage out-of-the-box thinking. Today, companies no longer view diversity and inclusion efforts as separate from their other business practices, and recognize that a diverse workforce can differentiate them from their competitors by attracting top talent and capturing new clients."

Besides exchanging information, ideas and best practices, a key objective of the Optimizing Talent series is to devise practical strategies and tactics for closing achievement gaps and to create a permanent means of addressing them over time and throughout the world, in developed and developing nations alike.

This is far from trivial and reminded me of a chapter of the book: 'The Universe in Zero Words' by Dana Mackenzie. For more than 2000 years it was undisputed that in geometry the shortest distance between two points is a straight line. Only in the 19th century a few mathematicians 'dared to think the unthinkable'. New geometries were designed with a different concept for the shortest distance as one of the results; can we follow in their footsteps?

53 participants from 31 countries have come to Salzburg. This is the third meeting in the Optimizing Talent series following on from the intial meeting in 2010 and 2011's session on Closing Educational and Social Mobility Gaps Worldwide in K-18 education.

KEY QUOTES

Tuesday's opening session was full of facts. Here, SGS Editor Louise Hallman pulls out the key statistics.

"In the US, four out of five wealthy 24-year-olds have a four-year college degree. Whereas if you look at low-income, in the bottom quartile, only one out of ten have a four-year college degree."

"In the USA, 22% of our workforce are what we call 'some college, and no degree'."

"80 percent of American children from the Black and Latino communities cannot read."

"China, which quintupled its number of tertiary graduates over the past decade, wants 20 percent of its entire population to hold tertiary degrees by 2020."

"Among OECD and G20 countries, the number of 25- to 34-year-olds with tertiary degrees leapt from 91 million in 2000, to 129 million in 2010...The OECD expects the number to exceed 200 million by 2020."

"In Chile, the rate of tertiary enrollment for the wealthiest quintile is almostfour times higher than for the poorest. In Argentina, it is five times higher; in Mexico, 18 times higher. "

"In the French-speaking countries of sub-Saharan Africa, the children of the richest quintile account for 80 percent of tertiary enrollment, while only 2 percent are from the poorest 40 percent of the population."

"Between 1994 and 2009, every social group in Britain increased its university attendance rate. Yet higher social groups outperformed lower ones by almost exactly the same amount each year, locking social mobility in place."

"Last year, tuition, fees, and room and board for one year at private, nonprofit four-year colleges and universities averaged $38,589."

"At public colleges and universities, which receive varying levels of state funding, the cost of a single year was $17,131 for a state resident."

"American students who earned bachelor's degrees in 2009–2010 from the private nonprofit four-year colleges at which they began their studies, 65 percent accumulated an average debt of $28,100."

Optimizing Talent - Closing Education and Social Mobility Gaps Worldwide: Higher Education and Lifelong Learning

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On our homepage (**www.salzburgglobal. org**), you will find daily content from our in-house communications team and session rapporteurs Gerben van Lent and Marybeth Gasman.

Our Twitter account is **@salzburgglobal**, hashtag: **#SGSedu**.

Our Facebook page, with daily photos is **www.facebook.com/SalzburgGlobal**

You can see videos from last year's session: **www.SalzburgGlobal.org/go/486videos**

Panellists Horeau, Carnevale and Salmi share their views on equity

Equity in Education: Treating all differences equally
Being different isn't wrong - different treatment is

By: Gerben van Lent

The basic idea underpinning the concept of triangulation (in social studies) is that the phenomena under study can be understood best when approached with a variety or a combination of research methods.

So in alignment with this principle the second day kicked off with three presentations intended to better understand the phenomena of equity and higher education.

The situation that underprivileged in a wide sense are faced with was characterized as "It is not wrong to be different. It is wrong to be treated differently if you are."

From a moral perspective it is relatively easy to support statements related to promoting social mobility and decreasing achievement gaps, but the environment in which this has to take effect is at best indifferent but more often not interested or even hostile.

Some macro societal aspects were presented that looked at the key issues from an external perspective. In this view education in general is seen as caught between capitalism and democracy. Whereas these huge concepts contradict one another in the sense that the first drives inequality whereas the second fosters equality they had a common cause against the (past) powers of the Church and nobility. Education in this view is one tool with which governments can address inequalities by redistribution of funds i.e. capitalism is the banker for democracy. The pressure on post-secondary education starts when education becomes human capital because of the connection to higher income potential.

One of many observations to this analysis was that governments could choose to address inequalities through taxes and providing services like low tuition fees

Whether you subscribe to this analysis or not, it underlines the necessity that the real advocacy for optimizing talent is not only within the educational community but towards the external decision makers. Last year already the statement was made "If you believe education is too expensive, try ignorance," which was sharpened this year by highlighting an Occupy Movement slogan: "One day the poor will have nothing left than to eat the rich". An alternative to this horror 'scenario' came from research done by the Empower European University projects that demonstrated the link between Equity in higher education and economic growth. Some ideas were shared about funding and cost sharing

against the background that "each EU government could fully fund each student with less than 0.1% of the European budget used to rescue banks!"

The concept of triangulation is also used as survey technique for accurate large-scale land surveying. Working groups kicked off their activities 'to survey' the immense 'landscape' related to optimizing talent in a Global perspective. Returning elements in the debrief were the need for data, are we too different to identify communalities, can we learn and or transfer solutions from one situation to another, what is the role of technology, we might need a 'marketing plan' for equity, can private education be a great solution for non-traditional learners or is asking money for tuition by default promoting inequality?

It is easy to say that solutions cannot work because we are different from one another or that situations are so different that you cannot treat them in the same way. However understanding one another's solutions first can already make a big difference and in the end the key question is who and how do we need to convince that we have to Close Educational and Social Mobility Gaps Worldwide.

Gerben's full post can be seen on www.salzburgglobal.org

A FELLOW'S OPINION

Who will educate low-income students?

By: Marybeth Gasman

Those who work in higher education or study higher education know that President Obama, as well as several national foundations, have rigorous goals for our nation in terms of increasing degree attainment. The question is: where will these new students be educated?

According to Anthony Carnevale, faculty member for Salzburg Global Seminar's "Optimizing Talent - Closing Educational and Social Mobility Gaps Worldwide" Session and professor at Georgetown University, these students will not be educated at the majority of four-year, predominantly white institutions. In his words, most of these institutions are striving to be more elite and are chasing money and test scores. Carnevale thinks that most of the movement and contributions in terms of degree attainment will take place at community colleges and for-profit institutions. I would argue that Minority Serving Institutions (MSIs) are aiding,

and have significant potential to aid, more low-income students and to contribute greatly to degree attainment in the US. There are over 560 MSIs today, including Hispanic Serving Institutions, Tribal Colleges, Black Colleges, and Asian Pacific Islander Serving Institutions. I would also argue that many of these institutions educate with an ethic of care that is vital in the lives of the students they serve. I'm not sure if or how for profit institutions, as Carnevale suggested, can educate with an ethic of care as mixing profit and education just does not work in my mind.

All too often Minority Serving Institutions are criticized for having lower graduation rates. However, these lower rates are indicative of the role that MSIs play in American society. Unlike many colleges and universities that ignore low-income and underprepared students (as well as students of color), MSIs consider these students part of their historic and current mission.

According to Carnevale, "efficiency crowds out equity" in American higher

education. Many PWIs appear intensely efficient -- with well-prepared students and high graduation rates -- yet in order to maintain this efficiency they cannot truly meet the needs of low-income, underprepared students. In order to educate these students, an institution often has to be comfortable with inefficiency and a bit of messiness; they have to be open to criticism. I am not making excuses for low graduation rates, but one cannot expect institutions that take risks in terms of the education of students to have the same graduation rates as institutions that take no risks.

If our goal is to increase the number of students earning college degrees, we should be applauding MSIs for their willingness to do the heavy lifting. Moreover, the public and private sectors ought to be investing in these institutions at a higher level. We need to stop, as higher education scholar Gary Rhoades, spending the least amount of money on the students that need it the most. Much of the gains in terms of higher education and equity in American society are to be made in MSIs.

Marybeth Gasman is a professor of higher education in the Graduate School of Education at the University of Pennsylvania.. She holds secondary appointments in history, Africana studies and the School of Social Policy and Practice.

The divine wisdom present deep within every human being

By: Gerben van Lent

Thursday saw us further exploring and deepening our understanding. You can learn here in a very short time span about a diversity of initiatives worldwide ranging from cooperation and harmonization initiatives of African Higher Education in the different regions and across the continent, setting up accreditation of prior learning systems in Moldova to voluntary-based teacher support activities in the Philippines, just to name a few.

Next to it there is exposure to and exploration of wider concepts and critical factors that are relevant for developing actions and strategies to address achievement gaps and social mobility of which I will highlight three:

Focus on learning outcomes and (the portability of) qualifications more than on institutionalized learning

When you shift the perspective from the institutions that offer learning opportunities to the learners and their perspectives and needs, then aspects such as what do I know and can do, what behavior and attitudes do I need to develop, where can I learn when I want to further my options, how do I know that what I learn has value for and will be recognized in the labor market or prepares me for continuous learning, need greater attention.

Mobility becomes a much wider concept then the current horizontal and vertical mobility between Universities, including now also elements like mobility from learning to work and 'back', mobility associated with labor migration, brain drain and/or brain circulation. Articulated transparent qualifications are increasingly relevant but when 140 countries have qualification systems then that in itself creates a new issue. The future might be more skills focused than qualifications focused. In this view, skills transferability is really essential and the balance between supply and demand oriented learning will shift. Higher education in its traditional form will continue to have an important place, but more as part of or choice within lifelong learning than as an end goal

Optimizing teacher talent for learner's success

Successful learning and providing opportunities for all to learn and to develop skills and talents will always be connected to those who facilitate the learning, in most cases the teacher. In many sessions and discussions in the Optimizing Talent series of seminars does this theme surface and this time the focus was on which quality assurance and 'accreditation' mechanisms could be identified that would nurture, grow and ensure availability of teacher talent. Exchange and sharing of best practices from the practitioners level up to the systemic level could be an important step in the right direction.

How to cater for the demand – New solutions

Whereas legacy learning systems in Europe and the US need to adapt to challenging economic situations, changing global positioning changing demographics and exclusion issues, the new big economies struggle with dilemma's related to the fast development of their economies, resulting in enormous needs quantitatively and qualitatively for growth in education and training at all levels. Some simple figures will illustrate this: The world has 7 billion people, 600 million 18 to 22 years-old, with some 180 million in traditional HE (30%). To achieve let's say 60% of some form of post-secondary training, you will need to cater for 180 million more. For a country like Brazil, this target would imply some 5 million extra learners. Coming back to paying attention to skills improvement of migration groups: In China alone some 200 million people from rural areas come as labor migrants to the industrial centers and will need continuous training to stay employable over time.

It is difficult to imagine that these numbers can be taken care of simply by growing the number of public universities so alternative models are needed especially if we want to include wider access opportunities – two examples: In Brazil a change in the regulations in the mid 1990's making it easier to set up private universities resulted in significant growth in student enrollment.

Another new and 'audience-challenging' approach that was presented is the University of the People. It was introduced as a tuition free online university with courses in business administration and computer science reaching out to those who can't afford a traditional form of tertiary education; the concept combining open educational resources, open source technology and the new internet culture with social responsibility of partners at organizational and individual level.

Coming back to the title of the blog: My choice is related to Mozart's opera Die Zauberflöte paying tribute to Salzburg's most famous citizen and it describes the symbolism embedded in the character Sarastro. Sarastro in the opera's libretto is literally: "our idol" and he makes "life always rejoice in greater wisdom". Let us aspire to be Sarastro's for the days to come.

A FELLOW'S OPINION

Mainframe vs. PC?
Higher education in 21st century

By: Marybeth Gasman

During an open discussion of the Seminar's participants, Jim Applegate, vice president for program development at Lumina Foundation for Education, urged the participants to think radically differently about higher education, using an analogy featuring the mainframe computer versus the personal computer (PC).

According to Applegate, while computer designers were working feverishly to make a better mainframe during the 1970s, there was another group of designers creating the PC. Those companies interested in the mainframe computers ignored this group; might have even chuckled at the group, wondering why they were spending all of their time on the PC. While the companies focused on mainframe computers were relegated to the back burner (with the exception of IBM), those companies investing in the PC thrived. They saw the future and it looked vastly different and was changing rapidly. They were ready.

Applegate used the analogy to set up a profound statement: "We need to fundamentally and radically change higher education and this change is going to make us uncomfortable." He noted that the "professor on the stage" model does not work for most students and that colleges and universities need to adopt new technologies to advance learning in multiple contexts and among multiple constituencies. According to Applegate, the only way to address the massive inequity in the United States is to change our educational practice – otherwise, we get the same outcomes, which are unacceptable.

The Lumina Foundation Vice President suggested that traditional colleges and universities invest in new technologies for learning, new settings for learning, and new methods of delivery. Interestingly, one of the other participants in the Salzburg Global Seminars, Shai Reshef who is the president and founder of the University of the People, might offer just the new format that Applegate seeks for educating more of the nation. The University of the People is a non-profit, online university (currently seeking full accreditation) that brings together 1500 students from 120 countries; most of these students are racial and ethnic minorities from impoverished countries with little access to higher education; 20% of the students are from the US (but of those over 50% are foreign born). Through use of the Internet and social media technologies, students can earn both associate and bachelors degrees at virtually no cost. Classes are taught by volunteer professors and involve intensive peer learning via an online and social media format. The only fees involved are attached to taking course final exams and if students cannot afford the fees, the University of the People has a 'micro scholarship program' that raises money to cover their costs from ordinary people interested in providing higher education to others. The University of the People brings together many new ideas that make traditional higher education educators and administrators highly uncomfortable (Didn't Applegate call for that?). It includes social media (which makes many faculty members cringe), peer-to-peer teaching, online classes (which many faculty members don't respect), micro scholarships, a volunteer teaching force (which some will hold suspect) and mass education.

Of course, as a tenured professor at a rather old and very established university, it is hard for me to jump up and down in support for a major change – a change that basically causes an earthquake through higher education – as Applegate suggested. However, a shockwave could be what is needed to get the attention of those in higher education that want to make a difference but who are afraid or unwilling to give up their comfortable spaces. I do think it is possible to keep what is best about American higher education while letting go of the antiquated practices that no longer equip us for success, let alone greatness, in the 21st century. Both Applegate and Reshef give us food for thought. Those of us that hold fast to traditional modes of learning might benefit from opening our minds and rethinking the delivery of higher education. It will make us uncomfortable but we certainly do not want to be "off in a room talking to ourselves as the world goes by" like the mainframe computer companies.
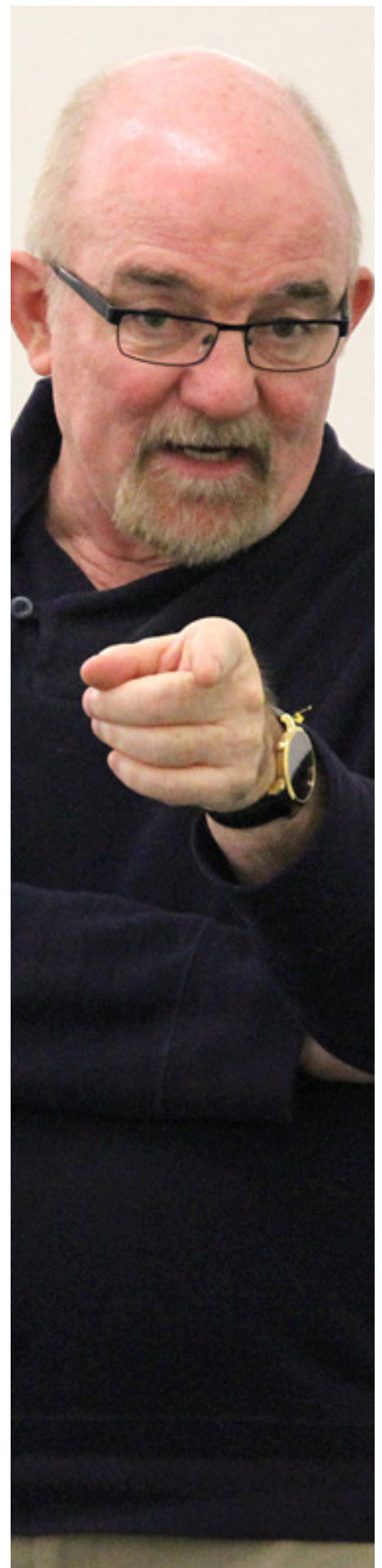
Jim Applegate introducing UoPeople

SALZBURG DIARIES

Banquet & breakfast

Please join us tonight for a reception in the Venetian Room at 18:15 followed by a Concert in the Great Hall beginning at 19:00. After the Concert we will have our farewell Banquet in the Marble Hall starting at 20:00.

Please do not forget to check your boxes at reception if you depart by shuttle. Breakfast is served tomorrow between 07:00 and 10:00. Please let our colleagues from reception know in advance if you would like an early breakfast on the day of your departure.

Catherine Millett from ETS with Zena Richards from TTP at Wits Uni

You have reached your destination
Navigating the route to optimizing talent

By: Gerben van Lent

These days when you start on a journey by car, often you use your navigator. First you ensure it is updated with the latest information, then you input the destination and you start to drive. Sometimes however you get into situations where you clearly get the wrong directions e.g. one-way traffic, or you are pointed in a direction that you are convinced is wrong or while you are definitely driving on a road the voice says something like "you have left the road, please try to locate the nearest road."

Friday provided another round of input and exchange with four plenary contributions and many smaller (group) interactions each acting as 'voices giving directions' on the journey to Optimizing Talent: Closing Educational and Social Mobility Gaps Worldwide and in the discussions 'situations' as hinted at above were encountered and addressed.

So this last time I will list a sample of these directions as indicators of the road we are travelling:

Some general systemic directions

Post school education is not just higher education, but there are all sorts of other forms that all of us should be supporting and develop links with so that more people can have some form of further training.

Let's avoid a system of stratification that benefits the elite institutions but leave out most other institutes.

We should have a total new approach to the 'age' of which you attend of higher education. We should shift to students from every age. Leave the notion of 'students are young'. You are never too old to learn. We need more flexible courses. You should be able to start full time, half time, quarter time over 3-5 years. Moving off campus, online. Open the system to many forms of learning. Consider to revolutionize recruitment of students: We should always be open to students that come from lower social backgrounds, weaker schools and to consider allowing them in with lower grades. We should reduce the gap between the best and the worst universities to stop growing disparity. If you allow a long tail of low quality universities than you sustain inequalities.

Greater emphasis on teaching right across our systems. Especially in universities. Professors need to teach also undergraduates. If we don't do that many young people will struggle and fail; good teaching is key. So also value added systems for higher education. So you can also take in weaker students.

Support of social mobility is also a responsibility of employers. Employers should support all universities and provide e.g. trainee opportunities, apprenticeship places etc. with

universities opening up to employers.

The Korean journey provided insight in a system that is strongly driven by Confucius traditions shaped in the history and culture of Korea and blended with western academic and economic principles. Social mobility issues in this setting include reinforcement of equality at the entry level of higher education and intensification of student support programs to improve the performance.

The research of **access to Higher Education in the post-Soviet States** that was presented provided a sociological analysis along three parameters massification, privatization of costs and inequality. Suggestions for new directions were given including:

Search for a new conceptual framework to look at higher education to replace the concept of higher education as a market/quasi-market and human capital theory (which finds more counter-arguments in recent economic research);

Change public and policy discourse on the basis of this new framework;

Do further interdisciplinary research and data collection and consider for transitional societies – to look for social consensus about the fair access to higher education and its funding.

The development and implementation of integrated academic and social support activities to help students adjust and cope with

life as a university student is a key element in the improvement of higher education progression rates in South Africa. The Targeting Talent Programme (TTP), located at the University of the Witwatersrand, which was presented aims at the improvement of graduate outputs by improving performance patterns. Some strategies on the basis of the project to date and related research to address some of the challenges experienced in this South African context were presented: increasing chances of success and retention in higher education through the improvement of teaching and learning approaches, adopting a more flexible curriculum design, the promotion of African languages in higher education to reflect multilingual South Africa, consideration of the shifting identities of learners from disadvantaged contexts as they transition within the post-apartheid context, increase student engagement that facilitates their academic success, and increasing resource allocation to university student support programs.

The journey for the Optimizing Talent series of seminars started two years ago when three broad objectives were formulated:

- Identify gaps and why gaps are persistent and even seem to grow
- Develop strategies
- Create a vehicle to operationalize these strategies

The idea was that the two seminars that would follow, would lead to an inspirational exchange of theories, best practices, success stories, framework concepts and critical factors taking into account and highlighting the diversity in cultural, economic and historical backgrounds but nevertheless anticipating that these differences would lead to enrichment rather than fragmentation.

If successful, the intent is to funnel the outcomes through three possible channels:

- Continue to address the themes of social mobility and achievement gaps as one strand in the series of World Congresses of Education that is anticipated
- Establish with various subsets of participants of the two seminars resource pools and communities on the web to ensure the process stays alive and to share success stories, strategies, best practices, etc. on an ongoing basis and to leverage peer review (formal/informal) to track progress.
- Where possible to form pressure Global or Regional pressure groups to inform and support advocacy and policy agendas.

In a few hours from now the 60 'drivers' at this seminar will expect to hear from the Chair of the seminar: "you have reached your destination".

Session Rapporteur Gerben van Lent, hard at work in view of the Untersberg

Session faculty member, Cecile Hoareau the University of Maastricht, speaks on equity in Europe

A FELLOW'S OPINION

Equity and Homogeneity
Caring for other people's children

By: Marybeth Gasman

In 2006, Lisa Delpit authored a powerful book titled Other People's Children. Although the majority of the book focuses on how school administrators often victimize students of color, she also notes that many people are comfortable with educating and supporting people like themselves. It is when people are confronted with 'other people's children' – children that often have different cultural backgrounds and look different from them, that some people become uncomfortable about supporting their education. Delpit's book and subsequent ideas remind me of discussions around educational success in countries such as Finland, Norway, and Sweden.

At the seminar 'Optimizing Talent - Closing Education and Social Mobility Gaps Worldwide', one of the speakers, Cecile Hoareau of the University of Maastricht, presented a paper pertaining to equity across Europe and as expected, according to her research, those countries with the greatest level of equity in higher education were Finland, Sweden, and Norway. These same countries have been the subjects of quite a few essays written in the United States as of late. All of these essays hail the Northern European countries as role models in both K-12 and higher education. And they are. In all of these countries, education is public, free, and high levels of equity have been

achieved. These countries are proud of their success and should be. Their success leads to one central question: How can this success be replicated?

While I think this is an important and admirable question and I also think that there are important lessons to learn, people tend to forget that Finland, Sweden and Norway are homogenous countries. When Cecile Hoareau was asked about this homogeneity, she claimed that the countries were becoming more diverse. However, the percentages of non-White immigrants to Finland, Sweden and Norway are tiny. For example, people from underdeveloped nations make up less than 1 percent of the Finnish population. In Norway, 3 percent of the population is made up of immigrants from non-Western countries such as Morocco, Somalia, Iran, and Turkey. And in Sweden less than ½ percent of the population is Somali, which is the only critical mass of people from underdeveloped nations.

Reflecting on Delpit's ideas, people are more comfortable taking care of and educating people who are similar to them in terms of race and culture. One of the secrets of success in homogenous countries is that they are homogenous. People feel comfortable with the government providing resources to the general public because the general public looks like them. Unlike these Scandinavian countries, the United States is hugely diverse and we often think that people of our race and class work harder and

know best. Many of us differentiate based on race and judge the quality of individuals by their race – even if we do not want to admit that we do. We also often feel that if one group of people gains access and resources that we lose something. Our diversity makes us stronger, but it also makes our system deeply complicated in comparison to homogenous Scandinavian countries. These complications are exemplified in European countries such as England and France, which are experiencing more and more diversity and the challenges of inequity that surface in racially and ethnically diverse nations. According to Laura W. Perna, a participant at Salzburg Global Seminar and Professor in the Graduate School of Education at the University of Pennsylvania, "Achievement of equity is influenced by the structures in which individuals of different groups are embedded, especially the extent to which individuals of different groups have the opportunity to be adequately academically prepared to enroll and succeed in college, the financial resources necessary to pay for college, and the information required to navigate their way into and through the higher education system."

In order to achieve success the likes of the Scandinavian countries, we need to give the opportunity that Perna discusses to all citizens and realize that our lives are deeply intertwined and that our success is linked to others. We also must realize that another person's gain is not our loss. There is room for multiple and wide success in our nation. Higher education must be seen as a public good rather than a mere individual or private gain in order for us to increase our attainment and be more competitive on an international stage. We need to care about 'Other People's Children.'

SALZBURG DIARIES

Memories of Salzburg Global Seminar
So long, farewell, auf Wiedersehen, goodbye!

Photos by: Rob Fish