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SESSION REPORT

Getting Smart: Measuring and Evaluating Social and Emotional Skills



EDUCATION FOR TOMORROW'S WORLD

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Getting Smart: Measuring and Evaluating Social and Emotional Skills

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Introduction

Twenty-first century jobs will require 21st century skills, and according to the World Economic Forum's Future of Jobs Report, "emotional intelligence" will be one of the top 10 job skills expected from employers in 2020. With new technologies such as artificial intelligence hurtling countries at all stages of economic development towards a "Fourth Industrial Revolution," how we prepare this current generation of learners to be the next generation of workers is an increasingly important issue.

While most national educational systems pay great attention to academic, technical and vocational skills, emerging evidence in education, psychology, neuroscience and economics suggests that social and emotional skills can also be developed to help improve academic achievement, reduce negative behaviors, and enrich interpersonal relationships. More systematic approaches to cultivating social and emotional skills could therefore have long-term benefits for learners, schools and colleges, and workplaces. To put such approaches in place, reliable data and relevant standardized testing and assessment frameworks will be essential.

To address this issue of a changing economic landscape, the shifting understanding of what is important in education and work, and the growing need to develop testing and metrics to measure student attainment and development in these new areas, Salzburg Global Seminar, in partnership with ETS (Educational Testing Service), convened the session *Getting Smart: Measuring and Evaluating Social and Emotional Skills*, December 4 to 9, 2016 at Schloss Leopoldskron, Salzburg, Austria, as part of its multi-year series *Education for Tomorrow's World*.

Education for Tomorrow's World seeks to address systemic challenges and opportunities for re-shaping education to prepare for the societies and work of the future. The series was conceived as part of the long-running





1. Michael Nettles

2. Clare Shine

3. John Lotherington

collaboration between Salzburg Global Seminar and ETS in recognition of the fact that in order to identify talent and foster success across our societies, assessment science and practice, along with predictive analytics will need to become drivers for change. The 2015 session, *Untapped Talent: Can Better Testing and Data Accelerate Creativity in Learning and Societies?* explored these issues, focusing especially on the use of data in prediction, analysis, and driving change.

The 2016 session *Getting Smart: Measuring and Evaluating Social and Emotional Skills* built on the outcomes of the 2015 session. The five-day program brought together forty education leaders and other stakeholders from around the world to explore the challenges and benefits of fostering SEL (Social and Emotional Learning), including how this will affect the development of academic skills and more general testing of learners' abilities. Emerging evidence in education, psychology, neuroscience, and economics suggests that SEL skills can also be measured and developed to help improve academic achievement, reduce negative behaviors, and enrich interpersonal relationships. Cultivating SEL skills through a more systematic approach could therefore have long-term benefits for learners, schools and colleges, and workplaces.

Policymakers, educators, innovators and researchers benefited from structured exchanges to identify the state of the evidence, policy challenges and viable solutions for measuring and enhancing SEL skills. Participants approached this topic in session-wide discussions and smaller breakout groups to consider how best to strengthen social and emotional skills through education policy, curricular development, assessment, and whole school policies.

This report presents key points of discussion, debate and learning from the Salzburg session, as well as the final recommendations.

1. Catherine Millett,
Michael Nettles and
Koji Miyamoto

2. In-sook Lee and Eun-su Cho

3. Mary Goretti Nakabugo and
Heinrich Dirk



“Investing in social and emotional learning is just as important as investing in cognitive skills.”

What is “Social and Emotional Learning”? Why is it important?

According to CASEL, the Collaborative for Academic, Social, and Emotional Learning, “Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.” But what makes SEL important for education, employment, and societies-at-large?

Research shows that SEL contributes to better self-esteem, mental health and stress management, and helps develop greater perseverance and resilience. In today’s world of competition, bullying, and high-stakes testing in the classroom and of economic and political turmoil outside of it, being able to withstand the related shocks and stresses – for both students and societies-at-large – is more important than ever. Research also shows that SEL contributes to better classroom behavior. Children with more developed social and emotional skills are more empathetic and co-operative with their peers, meaning that SEL development can significantly positively impact bullying in schools as well as conflict navigation and resolution. SEL can also help improve cognitive abilities such as memory, leading to greater academic success throughout schooling, from pre-K to graduate school. “Investing in social and emotional learning is just as important as investing in cognitive skills,” declared Koji Miyamoto, senior economist at the World Bank’s Education Global Practice, at the opening of the session *Getting Smart: Measuring and Evaluating Social and Emotional Skills*.

In January 2016, in its *The Future of Jobs* report, the World Economic Forum (WEF) identified **10 skills you need to thrive in the Fourth Industrial Revolution**

- | | |
|------------------------------|----------------------------------|
| 1. Complex problem solving; | 6. Emotional intelligence; |
| 2. Critical thinking; | 7. Judgment and decision making; |
| 3. Creativity; | 8. Service orientation; |
| 4. People management; | 9. Negotiation; and lastly |
| 5. Coordinating with others; | 10. Cognitive flexibility. |

As big data, self-learning algorithms, artificial intelligence, and robotization grow in prevalence and disrupt the labor market, those skills that cannot be easily digitally replicated, such as creativity, people management and emotional intelligence, will be more highly valued: “Overall, social skills...will be in higher demand across industries than narrow technical skills, such as programming or equipment operation and control.”



The social skills WEF considered valuable to the work place were:

| | |
|--------------------------|---|
| Coordinating with Others | Adjusting actions in relation to others' actions. |
| Emotional Intelligence | Being aware of others' reactions and understanding why they react as they do. |
| Negotiation | Bringing others together and trying to reconcile differences. |
| Persuasion | Persuading others to change their minds or behavior. |
| Service Orientation | Actively looking for ways to help people. |
| Training/Teaching Others | Teaching others how to do something |

Elena Arias Ortiz, Ann Mroz, Michaela Horvathova and Heejin Park consider the past and future of SEL

As one participant remarked in Salzburg, “Machines can’t yet perform social and emotional learning – social and emotional learning separates the humans from the robots.”

Developing students’ social and emotional skills positively affects not only the students’ development and employability but also society-at-large. As Michael Nettles, senior vice president of ETS stated in his opening remarks, “Being a good, empathic, thoughtful, even-tempered person able to work with others will make you happier, healthier, and more productive.” Ultimately, SEL can help to reduce crime rates, improve integration of migrant and minority communities, and alleviate societal marginalization.

Educators and policymakers need to now not only recognize the importance of these skills for the future labor market, but also devise means to develop these skills in today’s students – and measure that development. Improving SEL necessitates inter-sectoral, interdisciplinary, and even international collaboration, drawing on expertise from not only education, but also psychology and neuroscience, among others.

“Machines can’t yet perform social and emotional learning – social and emotional learning separates the humans from the robots. ”

Words Matter

As participant in the December 2016 session, Richard D. Roberts, together with co-authors Jonathan E. Martin and Gabriel Olaru, outlined in the report *A Rosetta Stone for Noncognitive Skills Understanding, Assessing, and Enhancing Noncognitive Skills in Primary and Secondary Education*, different education and employment think tanks and academics have adopted different terms for the skills encompassed in Social and Emotional Learning.

For example, the Partnership for 21st Century Skills (P21) has popularized the “4C’s”: **critical thinking, communication, collaboration, and creativity.**

The Collaborative for Academic, Social, and Emotional Learning (CASEL) has instead promoted their five “competency clusters”: **self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.**

Harvard academic Tony Wagner highlighted in his best-selling book, *The Global Achievement Gap*, seven “Survival Skills”: **problem-solving and critical thinking, collaboration across networks and leading by influence, agility and adaptability, initiative and entrepreneurship, effective written and oral communication, accessing and analyzing information, and curiosity and imagination.**

The US National Research Council has grouped a much longer list of competencies into three clusters: the Cognitive, the Interpersonal, and the Intrapersonal. “Grit” is another term being widely touted in this sphere at this moment. As was also presented in Salzburg, the OECD uses the terms interpersonal engagement, relationship enrichment, emotional regulation, task completion and intellectual engagement.

Roberts et al maintain that these (and other) collections of skills still all relate to the “Big Five” **personality traits: conscientiousness, agreeableness, emotional stability, openness, and extraversion.**

These multiple different terms and clusters thereof can cause confusion for policymakers, educators, employers, parents and students to know which skills they should be developing.

Despite the widespread agreement that SEL skills are as important to a child’s (and an adult’s!) development as academic and technical abilities, the group of 40 participants in Salzburg did not try to adopt one taxonomy for the purposes of the meeting. The challenges around measurement were equally true for all of the taxonomies that were referenced during the meeting.





ABOVE: Carmel Cefai and
Tonia Carasin

LEFT: Richard Roberts

What evidence do we have and what do we need to promote SEL?

Positive attitudes and behaviors towards self, school, and society are developed through SEL. Research has shown that students who took part in controlled SEL programs see improved classroom behavior, have better self-esteem and management of their stress, and fewer instances of depression. Evidence increasingly shows the importance of social and emotional learning and its impact on other, cognitive skills – or as a participant in Salzburg put it: “If we invest in the heart, it will help the head.”

Researchers also expect that future employers will put greater emphasis on “human” skills such as communication, collaboration, and creativity as we enter the “Fourth Industrial Revolution,” making SEL vital for success in the workplace of tomorrow as well as the classroom of today.

Yet ambivalence towards SEL remains with some parents, educators, policymakers, and students questioning how much, if any, time it should be given in the curriculum. There is also a persistent ignorance about where SEL skills are most needed and valuable. SEL is not just necessary in schools; these skills must be practiced elsewhere also, and used throughout a person’s life, not just their education. Hundreds of SEL programs are currently being studied, but it is not enough to know if SEL programs work, but how, why and for whom as different results can be found in different contexts. Why is it that students who took part in a music-led SEL program exhibited greater empathy than those who were in the control group drama-led SEL program?

“If we invest in the heart, it will help the head.”

“Songwriting is a unique way of encoding memory.”

SEL programs alone do not see positive effects – they need to be well-planned, well-taught, and well-implemented. How can we produce better evidence to answer these questions and to support stronger arguments for the promotion and nurture of SEL?

Research has shown that SEL programs are more effective when they are integrated into the general curriculum and taught by classroom teachers rather than by external experts. While they benefit hugely from such programs, adolescents often find it hard to engage in top-down SEL programs; educators need to engage them in both the program design and implementation.

Evidence to support SEL can be found and built upon from many sectors beyond just education: much can be learned from studies focusing on neuroscience, psychology, health and economics, such as the impact of SEL on physical as well as mental health (e.g. mindfulness reduces heart pressure) and how cost effective this can be for society-at-large.

Responsibility for building this evidence base lies not only with policymakers and researchers, but also with NGOs, teachers, and parents.

Music and SEL

The arts can play a huge role in enhancing and nurturing SEL, none more so than music. Neuroscience research shows that music activates all four parts of the brain: the frontal lobe that controls behavior and emotions; the parietal lobe that integrates sensory and visual information; the temporal lobe that processes language and stores long-term memories; and the occipital lobe, home to the visual cortex. It is partly for this reason that, beyond the typical classroom, music has been used in helping war veterans with PTSD.

Working together with gold-selling and Grammy Award-winning songwriters, the US veterans taking part in the “Songwriting with Soldiers” initiative draw on their experiences in war and the difficulties of returning home to produce not just music but songs with powerful lyrics. Every time a person remembers an incident it moves from long-term memory to working memory. The process of

recalling troubling memories and traumatic experiences and turning them into songs enables the PTSD-suffering soldiers to change how they remember such experiences. “Songwriting is a unique way of encoding a memory,” explained neuroscientist, musician and law school dean Harry Ballan at the Salzburg session (RIGHT).

Music therapy has been shown to be beneficial in other areas. Research has shown some non-verbal autistic children can become verbal through musical exercises that help expand parts of the brain. If music is to be adopted into SEL programs, it is important to recognize that creation holds more benefits than appreciation. Even just six weeks of piano lessons has greater and longer-lasting cognitive benefits than attending weekly classical music concerts throughout a lifetime.

Intergenerational SEL

“To develop social and emotional skills in children, we need to develop it in adults too. It’s an inter-generational effort. We are demanding that kids be self-aware, and that they make responsible decisions, but we – adults – are not good examples of this. I realized that we need to start educating adults too, not just kids and teenagers. Because this is the first time we are working on it intentionally and explicitly..”

When you convince teachers that developing social and emotional skills is beneficial, it’s important that you prove it. They need to witness this development themselves, as they

might never have experienced this before. So, you need to go back and start a reflection process with them and ask them about the problems they have in day to day life. Usually, they will need social and emotional skills to solve these kinds of problems. It’s easy to convince them, but you need to train them to help them understand the social and emotional development, because they might never have experienced or been taught about it. ”

Tonia Casarin (BELOW) wrote *I Have Monsters in my Tummy*, a children’s book designed to help kids identify their emotions. She believes social and emotional learning is important for both students and teachers.



INTERVIEW

Graham Robb: “You’re giving a language to children to think about constructive ways to manage their conflicts or turmoil”

Chair of Trustees of the Campus School and former Head Teacher of multiple schools discusses an alternative to traditional punishment.

In the UK, racism and extremism are on the rise. Hate crimes increased 58% in 2016 compared to 2015. This trend is mirrored in other countries such as the US, where there is also a spike in hate crimes. Applying the traditional justice system to crimes of this nature is difficult to execute, and unlikely to yield significant results.

Graham Robb, Chair of Trustees at The Campus School, believes a new approach to administering justice and discipline is the answer. While attending the Salzburg Global and ETS session *Getting Smart: Measuring and Evaluating Social and Emotional Skills* he shared his thoughts on how to better use social and emotional learning (SEL) in this area.

Robb advocates for “Restorative Justice,” (RJ) a process in which someone who does harm to another person, rather than being punished or treated as a criminal, is invited to take part in a conference involving them, the victim and other important figures, including parents and teachers. The conference follows a clear script with all participants fully briefed in advance; consideration is given to the time frame after the incident in which the conference should take place, and even the order of participants’ arrivals is choreographed to minimize the possibility of further conflict. It is an opportunity for those involved to discuss their feelings, come to terms with the incident, and discuss how best to avoid it in the future. The process fosters empathy, and is designed to help people, particularly adolescents, understand other people’s perspectives of the incident and how it made them feel.

Robb, who has implemented the system in the high schools at which he served as head teacher,

has seen “very high levels of satisfaction from the victims and perpetrators of incidents – they say it’s a fair process.” He continues, “Importantly, it’s proven to lead to a reduction in future behavior that causes harm.” Genuine feelings of remorse and freely offered apologies are common – an often-absent outcome of traditional disciplinary measures involving children and teenagers.

RJ promotes and amplifies the perpetrators’ SEL skills development. When used in schools, “the child realizes the impact they have on the people around them – that’s empathy straight away,” says Robb. It helps to give people, especially children and teenagers, a voice in ways they didn’t have before. As Robb explains: “You learn to name emotions; you’re giving a language to children to think about constructive ways to manage their conflicts or turmoil.” The SEL aspect of RJ is undeniable, and critical to its effectiveness: “It’s about communication skills, managing conflicts, managing emotions, empathy, and problem solving.”

Robb believes RJ would be especially effective in countering the trend of hate crime – a crime that evidences a distinct lack of SEL skills.

However, he acknowledges some challenges in the wider implementation of the process; the media especially presents an obstacle. “They’re likely to attack [RJ], saying people get away with crimes with just a ‘slap on the wrist’ or an apology,” explains Robb. This creates political pressure, and politicians are forced to respond to it. “This isn’t what RJ is about.” RJ is not about retribution but rather preventing similar behavior and incidents from happening again, and promoting understanding.



Unfortunately, viewing RJ as “soft” remains an obstacle for its wider implementation.

Despite difficulties in implementation, the advantages are clear: it is an alternative to the “adversarial system” of the courts, one that reduces re-offending, can be evaluated, and is seen favorably by victims and perpetrators alike. In contemporary times, when the world seems to be in great need of empathy and other SEL skills, the value of Restorative Justice is evident.

In addition to improving the SEL skills of the individuals involved in the process, RJ can also provide wider societal benefits, especially when it is pursued instead of escalating a matter to the police and courts. Keeping potential young offenders out of the judicial system and improving their behavior helps to reduce future costs in court proceedings and incarceration.

Robb presented RJ as a case study at the session in Salzburg. Following his interactive workshop, which involved Fellows “hot-seating” him on his experiences of implementing this process in schools, Robb in turn appealed to Fellows to give him curricular advice and guidance for the new school – The Campus in north London, UK – that he is helping to establish. The school will exclusively serve students who have been removed from the conventional education system for behavioral reasons and aims to provide students with a “holistic” and supportive learning environment where “Your past can be history, not a career plan.”

As session co-organizer Catherine Millett of ETS remarked: “This is exactly what a Salzburg Global Seminar program is all about.” Exchanging knowledge and best practice the world over.

How do we measure SEL?

To build the evidence needed to promote social and emotional learning (SEL), we need to better measure SEL. The importance of the more cognitive skills-based subjects has partly been driven by the importance of their assessment and the subsequent rankings of schools and whole countries' education systems in various national and international rankings. This has led to the proposal that perhaps social and emotional learning would be taken more seriously if it too were quantified, tested and measured.

Whether SEL can – and indeed should – be tested is still very much the subject of heated debate, as was seen in Salzburg. While the assessment of SEL would likely help raise its profile and perceived value, it could also lead to a narrowing of skills or a universal understanding and expectation of students' "soft skills" regardless of cultural or country context. It must also be recognized that assessment is not the only motivation for teachers (or students and their parents). As one participant remarked, the ultimate goal is not to quantify and measure SEL but to nurture these skills. What other alternative incentives should be considered and adopted? "Do we teach it for the sake of teaching or teach because it can be measured?" they asked, only somewhat rhetorically.

Absent of other incentives, if "what is measured is treasured" is true, then how should we measure social and emotional (SEL) skills? Given the benefits of developing social and emotional skills, educators are now considering how best to assess and improve these skills, but as one participant in Salzburg put it: "There's a reason why these skills are known as 'hard-to-measure skills.'"

The aforementioned "Big Five" personality traits (openness to experience, conscientiousness, extroversion, agreeableness, and neuroticism) are often used as a framework for SEL assessments. Another panelist labeled them as "openness, relationship with others, self-management, agreeableness, and emotional resilience." The labels of these skills are often changed depending on for whom the tests are being conducted, e.g. "agreeableness" can be re-framed as "cooperativeness" in a workplace test. These slightly different terms for similar traits can cause confusion. "We suffer from a 'jingle jangle' fallacy," remarked Tatiana Filgueiras, director of Edulab21 at the Ayrton Senna Institute, with different names being used for the same traits by different stakeholders. She further added that the field is facing a "jingle, jangle, *jungle* fallacy," whereby researchers and policymakers "misplace a tree with the whole forest," meaning that they conflate the meanings of terms rather than recognizing that some are facets of another. For example, she explained, "responsibility" should be seen as a facet of "conscientiousness" and not a replacement term with the same meaning. Thus, standardization

“There’s a reason why these skills are known as ‘hard-to-measure skills.’”

of terminology remains unlikely given the differing priorities of the various stakeholders, making comparable testing in different contexts difficult.

Many tools for assessing SEL skills, such as personality inventories, rely on self-reporting, asking the person tested to rate themselves and their skills. However this can lead to concerns of “fakeability,” especially if the tests become more high-stakes. The higher the stakes, the more likely the test-taker will alter their answers to fit what they perceive to be the “correct” answer desired by the test-givers. Different assessment designs, such as “forced choice” assessments (asking the test-taker which of several specific traits is most or least like them) and “situational judgment tests” (presenting the test-taker with realistic, hypothetical scenarios and asking them to identify the most appropriate response for them) can lead to a more precise measurement and more comparable data. Combining this self-reporting data with results from other tests, such as ratings completed by teachers and parents, can lead to even more precise measurements. Testing students in isolation, however, can reduce the opportunity to evaluate the “social” side of SEL; combining teachers’ observations can provide further precision than ratings alone. “Gamifying” assessment methods may be another means to test the more social aspects of SEL. These combinations of assessments are especially important when assessing younger children who are unable to perform the self-assessments. As SEL development is important at all ages from early childhood through pre-school, primary, secondary and up to university and then beyond, into lifelong learning, testing should be appropriate for each stage.

Richard Roberts, Tatiana Filguerias and Meesok Kim explore the terms used to describe and the tools used to measure SEL



“The science has to be equitable.”

Makondelele Makatu, Sunah Kim and Mary Goretti Nakabugo listen to Catherine Millett and Heinrich Dirk during the Knowledge Cafe

Data from ratings and observations can then be combined further with other datasets, enabling insights to be drawn on how students’ performance in SEL assessments correlates to their academic performance or potential for criminal behavior, for instance. However, as with any use of larger datasets, caution must be exercised to not conflate correlation with causation. In formulating these assessments, contextual differences, such as diversity in cultural or socioeconomic backgrounds, will also need to be carefully considered and addressed. As session chair Michael Nettles in his opening remarks remarked: “The science has to be equitable.” An expert working group in Salzburg highlighted the need take into consideration local contexts, especially regarding prioritization, appropriate terminology and capacity constraints. Local capacity could determine whether a SEL program should be embedded in the curriculum or offered as a standalone program; implementation of these programs would then in turn determine the measurement system (methodology, frequency, reporting, etc.) to be adapted.

Beyond enabling social and emotional learning to rise in importance on the public education agenda, to what end would such assessments and measurements be carried out? Concerns were raised in Salzburg about the “accountability” attached to testing; what would be considered a “good” score and how might that reflect on the teachers and schools? Would a PISA-like ranking for SEL be developed – would that even be desirable? Trying to attain high scores can detract from the larger goal of SEL: to develop students into productive workers and citizens. While research does indicate that higher SEL correlates to lower instances of criminal behaviors, having “high” emotional intelligence does not always mean that the student is a “good” person. Bullies often score highly on “theory of mind” tests as they are skilled social operators who use the dynamics of a group to their own ends. “Bullies are skilled manipulators in a social settings,” remarked one participant.





The Salzburg working group recommended that measurement of SEL be both low and high stakes: low stakes at the school level and high stakes at the more central levels. In schools, these low-stakes assessments should be a combination of student self-assessment (a questionnaire with rubrics), a mediated assessment (student performance tasks), teacher assessment (a questionnaire with rubrics about the student), and parent assessment (another questionnaire with rubrics). At the city level, state level or federal level (depending on who is running the program), there needs to be more high-stakes assessment with thorough analysis and diagnosis of the design, implement, and evaluate specific programs and interventions to develop SEL. Successful, insightful, and actionable measurements require buy-in from multiple stakeholders, from students, teachers and parents to policymakers, civil society and the media. However, these different stakeholders buy-in at different speeds and efforts to accept and adopt SEL – and the measurement thereof – needs to accommodate this. With schools and students starting to suffer from “assessment fatigue,” policymakers have a tough job convincing them to carry out yet more testing. Keeping assessments low-stakes will help to not deter students and teachers. Communicating with parents about the importance of SEL to their children’s employment prospects can help to gain their support. Ensuring the data is comparable across large groups of students will improve its usability for policymakers. Communicating the importance and value of SEL to media, perhaps by inviting them to observe such exercises as restorative justice [see interview with Graham Robb on page 14], will help the media then communicate this value to the general public.

Koji Miyamoto

“Bullies are skilled manipulators in a social settings.”

Salzburg Recommendations

A working group on the measurement of SEL identified several goals:

- Create awareness and measurement tools that can potentially trigger changes at the system level;
- Develop formative assessments that are contextualized and relevant for local needs and standards;
- Create consensus around the key skills to be productive members of the society; and
- Ensure coherent reporting systems that provide useful information for all stakeholders in education and training (teachers, principals, community, employers, etc.).

To meet these goals, they highlighted a number of key principals for SEL measurement:

- Different instruments should be developed for each age group;
- Measurement should rely on instruments that enhance feedback and reflection;
- SEL assessment should move from fixed measurement to multiple evaluations over time, or continuous evaluation;
- SEL assessment should combine multiple perspectives, from different actors: self-assessment, peer assessment, two teachers (at least) and parents, to gain greater precision; and
- Measurement systems should be based on low-stakes assessment at the school levels but use high-stakes assessments at the central level.

Gerhard Pulfer, Toshiaki Sasao and Sunah Kim during a working group discussion



Should SEL be measured and assessed? If so, how?

“The purpose of assessment needs to be clearly defined first. If it is simply to evaluate social and emotional skills of students, I don’t think it’s very meaningful. If we try to bring out educational effects through transforming evaluation methods, it could impede the original goal of furthering SEL development as students tend to focus on achieving a better score in the new evaluation system. We could learn much more if we discuss how we can develop more efficient ways to improve social and emotional learning through the assessment process.”

Chanpil Jung
Secretary General and Founder,
Future Class Network,
Republic of Korea

“To find more practical, relevant and simple ways of measurement – that is part of the reason why I came to this seminar. For our project in Bangladesh, we try to encompass both qualitative and quantitative measurement. Along with qualitative research methods such as class observation, focus group discussion, and in-depth interview, we use Ages & Stages Questionnaires that have been specially adapted for the Bangladeshi context. Though the method might differ from countries, I think we still need a global standard for the assessment.”

Sakila Yesmin
Research Associate,
BRAC Institute of Educational
Development, Bangladesh

“I think social and emotional learning should be measured to make sure that students are not only learning traditional competencies, such as math or literacy, but that they are educated more broadly to become a productive member of society and good citizens. I’m not sure if we should measure them in the high-stake assessments like other areas, as they are different, but we should definitely monitor if some specific programs are having an impact on their mission of developing these competencies.”

Elana Arias Ortiz
Education Senior Associate,
Inter-American Development Bank,
Costa Rica



“Social and emotional skills aren’t skills that we acquire and then we’ve arrived – it’s a lifelong journey.”

Who is responsible for developing SEL?

If social and emotional learning (SEL) is accepted as important and thus should be developed, who is responsible for leading this development? If social and emotional skills are indeed teachable and learnable, how should they be taught? As one participant in Salzburg rightly pointed out, social and emotional learning does not start and end in the classroom. “Social and emotional skills aren’t skills that we acquire and then we’ve arrived – it’s a lifelong journey.”

While the formal categorization of SEL might be recent, skills such as grit, resilience, communication, and empathy have long been present in schools’ curricula. These skills used to be primarily developed through participation in music and the arts, helping students develop perseverance through practicing an instrument, confidence through performing on stage, and resilience through repeated auditions, for instance. However, in many countries, these subjects are being squeezed out and sacrificed in place of greater emphasis on more “valued” subjects such as math, science, and literacy. “We’re removing the ‘joy of learning,’” warned one participant. “You can teach a child to recite a poem but that won’t give them empathy.”

The social aspect of SEL should also not be overlooked, pointed out another participant; the whole school environment is a vital component in nurturing SEL, with the school’s principal especially important in establishing a school’s ethos. How schools tackle issues such as bullying can have a huge impact on how students manage relationships and conflicts in the future. Much of both schools’ and researchers’ focus on bullying is on the victim and the perpetrator, but the roles of bystanders and enablers can be just as important. Schools should focus on peer support – encouraging students to intervene when they see bullying happening and to comfort victims – as not only will this improve the learning environment, enabling students to thrive academically, but also instill “good” values in students in their lives to come.

To ensure that schools are able to developing good social and emotional skills, there needs to be an investment in social and emotional teaching. This could come in the form of both pre-service training, incorporating it into university teacher training courses, and in-service training, further developing the skills of those already in the profession through short courses and seminars. Ensuring good practice also necessitates incorporating opportunities for teachers to provide feedback on their training and administrators to provide feedback to teachers on their and their students’ performance. Evaluations should be both quantitative and qualitative. The buy-in of teachers unions is also important.

As important as SEL is in schools, however, social and emotional learning does not start in school; the home environment is vital important to a child's early development. Programs are being developed in several countries to help parents understand the importance of verbally and emotionally engaging with their children from early age, such as Home Interaction Programme for Parents and Youngsters (HIPPY) in Israel. "Mothers and fathers need to speak to babies as soon as they can – to play with them, take them out, be with them in the house, rather than just in front of the TV," explains Ayelet Giladi, manager of Early Childhood programs at the Research Institute for Innovation in Education at the Hebrew University of Jerusalem and multi-time participant in Salzburg sessions. This fosters SEL development and it helps prepare the children for relationships with other people in their future.

There exists in some contexts a political divide over approaches to SEL. As session co-chair Michael Nettles said in his opening remarks in Salzburg: "I can see [in the US] conservatives viewing social and emotional interventions as politically correct coddling of children who would benefit more from some old-fashioned discipline... And I can see progressives viewing SEL, with its emphasis on behavior, as a way for conservatives to infect the curriculum with conservative morality." There is thus an argument that as social and emotional skills can be viewed as values (rather than skills), community groups such as churches and other elective extra-curricular activities should take the lead in developing SEL, rather than public schools. Certainly SEL can be further developed through participation in such groups and activities, but the general sentiment in Salzburg was that this should be complementary rather than supplementary to the work of public education systems.

“Mothers and fathers need to speak to babies as soon as they can – to play with them, take them out, be with them in the house, rather than just in front of the TV.”

A Fellow considers the point of view of the teacher in a “restorative justice” exercise



If SEL is indeed to be as important to future employers as researchers currently forecast, then policymakers have a key role to play in ensuring that these skills are developed so that future workers can be productive and, in turn, the economy can grow. Policymakers can take the lead in testing programs before implementing these across public education systems. Central government should also keep in mind the broader picture around SEL: these skills are not only beneficial to the student in their education and employment, but for society-at-large. This broad picture view is what is helping to drive the promotion of SEL in South Korea, following the 2014 MV Sewol tragedy [see page 28].

Who should take the lead and be responsible for children's SEL development?



“We have to move from a position where SEL development is seen as a responsibility of the individual teacher in teaching it, to the responsibility of the whole school, in partnership with the parents of the children at the school and also the community around the school – because children are social beings, and social learning takes place in all of those contexts, not just the school context.”

Graham Robb
Chair, Trustees of the Campus School, UK

“If we take everything into account, there are a lot of partners that are connected to child development. SEL development can start with parents, educators or people in the community. We need to ask parents to understand the meaning of child development in their social and emotional skills, and give them tools to do it at home and outside of the school. It's also important to use a lot of professional bodies, such as NGOs, that will bring their knowledge into the school and help them achieve their goal.”

Ayelet Giladi
General and Academic Manager, NCIW Research Institute for Innovation in Education, Hebrew University of Jerusalem, Israel





“Before the children enter primary school, their family plays the main role in SEL development. However, once their formal education begins, school environments have a greater impact on it. It also depends on the aspects of development we are looking at. For example, children’s home environment affects the development of emotional stability, while their school environment has a greater impact on the development of morality.”

Meesook Kim
Senior Research Fellow, Korean Educational Development Institute, Republic of Korea

“The development of SEL starts pretty much from the time you were born. A lot of that happens intuitively – the conditions at home drive a lot of that development. But the key is how you nurture that once you go into formal education. That’s the challenge. And that’s where we need a really good and informed group of people to nurture the development, so that it becomes complete.”

Baldev Singh
Director of Education, Imagine Education, UK



“I don’t think any one person or group is responsible. I think there are a lot of people who need to take part in it. Parents, teachers, family members, people in the community, and we also need to make sure that our policymakers and government officials are thinking about it, even though they might not have a direct influence on children.”

Catherine Millett
Senior Research Scientist, Policy Evaluation and Research Center, ETS, USA



How can SEL help marginalized students?

Children become marginalized for a variety of reasons, be that poverty, poor health, family instability, lack of access to education, or the stigma of crime and punishment. None of these factors exists in isolation, as was pointed out by participants in Salzburg – they in fact “compound each other” and can “spiral, going from bad to worse.”

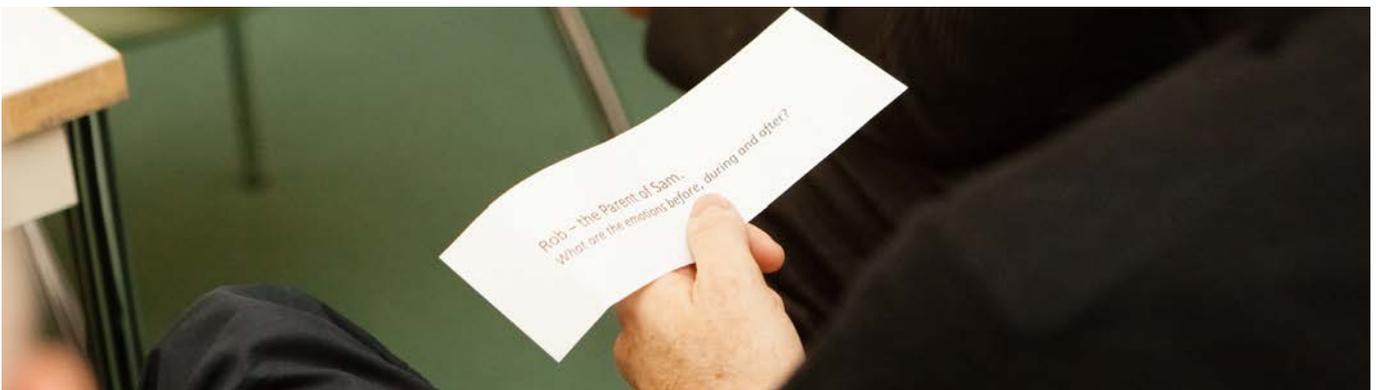
Schools, social workers, community groups, and the legal system all have roles to play in helping students and their families to breakout of this “spiral.”

However, that is not to say that these disparate parts work together in concert – in fact they can often find themselves in contradiction or conflict with each other, promoting their approach above others’. “Children need their own tools,” stated one participant. Equipping them with social and emotional skills is a vital “tool” in helping to build children’s own resilience and coping mechanisms.

Building SEL into the school curriculum can help build this resilience from an early age. Engaging community groups in SEL can help parents and families outside of school settings (especially those who might be reluctant to engage or have had previously bad experiences with schools). SEL has an especially important role to play in the rehabilitation of young offenders in the justice system, helping them to “resist the slide into reoffending.”

To address the SEL needs of marginalized children, one of the working groups in Salzburg proposed designing a one-day local or regional seminar program that could rolled out and scaled up. The target participants for these seminars would be practitioners, including teachers, health and social workers, professionals in the criminal justice system, researchers from the region, representatives from the state, parents associations, and equally important: children and youth representatives.

The seminars would be held locally, in order to ensure a focus on the local context, but would also draw on global research and understanding. The proposed program would start with a local context understanding session, looking at different marginalized groups in the locality and the existing national policies, before moving on to discuss the role of SEL in preventing and responding to marginalization, and concluding with discussions on how to build partnerships to develop programs and enhance individual interventions. It was advised not to start discussions with “how can these programs be funded?” but instead scope what partnerships could be built in local contexts. The goal of such a program would be to not only build a shared understanding of the current situation in the region, but ultimately to design interventions and build partnerships to improve SEL practices, especially with respect to marginalized groups.



Salzburg Recommendations

The participants of the Salzburg session proposed the following recommendations to improve the teaching of SEL:

- Create a SEL “micro-credential” for teachers;
- Make use of online interactive experiences such as Second Life to offer more SEL opportunities in schools with fewer resources;
- Establish a global community of learning and practice dedicated to SEL;
- Develop performance tasks for primary and early years’ SEL skills development;
- Create “good parent” badges and guides for parents to help them nurture their children’s SEL development in the home/outside of school;
- Start SEL in early years education to increase the benefits in later years;
- Better communicate the value of SEL programs to policymakers, teachers, and the global community.



FEATURE

Suicide and sinking tragedy show why social and emotional skills are so important for students in Korea

Korean students and experts explain why SEL education is gaining greater importance in the competitive country

South Korea has the highest suicide rate in the Organisation for Economic Co-operation and Development (OECD), and the second highest globally, with 28.7 people per 100,000 taking their own lives in 2013 alone*. The importance of image in Korea, media coverage of celebrity suicides, and poor mental health care are among the reasons cited as reasons why so many Koreans choose to take their own lives. These factors play a role, but many also cite the education system, and the competitive culture surrounding it, as another critical factor.

The theory holds weight; in Korea, the youth suicide rate in the country is abnormally high. Suicide is the biggest killer of Korean teenagers, those in their twenties, and those in their thirties.

The Korean education system is highly competitive; there is a huge emphasis on performing well in school and going to good universities. Korean high school students average sixteen hours a day of school-related activities, either in school or in *hagwons* – after-school programs for additional education. Even cultural pursuits, such as learning an instrument, can become competitive. Many researchers believe this complete devotion to education undoubtedly contributes to the high rate of suicide.

The influence that education has on wellbeing has been an important issue at the Salzburg session *Getting Smart: Measuring and Evaluating Social and Emotional Skills*. Participants have looked in-



depth at how education systems can be improved by better developing students' Social and Emotional Learning (SEL). During the session, Salzburg Global Seminar spoke with Korean participants and staff about the effects that their education system has on students, and to look at how SEL might be able to improve this.

Bina Jeon, a student in Korea and **Yoojin Hong** (ABOVE), a graduate, can attest to the need to utilize and teach more SEL skills. Both worked as interns at Salzburg Global Seminar, and say they found high school very stressful and competitive, and neither was happy. "When I had problems or felt stressed, the school didn't provide me support – I found my support at home or with friends," says Jeon. Hong's experience was worse – she found that the competitive system affected her friendships, leaving her isolated from her friends if she or they achieved a higher grade. She "grew apart from her best friend from the moment she got a significantly higher grade than her." It is not difficult to see how a culture of education like this may, in extreme cases, lead to children making rash and irreversible decisions.

* Latest data available for Korea, according to the OECD (2017), "Suicide rates (indicator)." <https://data.oecd.org/healthstat/suicide-rates.htm>

Eun-su Cho (RIGHT), a philosophy professor in the top Korean university, Seoul National University, attended the session not to further her own academic research but to “find ways to improve her undergraduate and graduate students’ lives.” She says many of her brilliant students, with the top grades, are very quiet – they’re reserved and they don’t open up. The core of this is that they have “very little confidence.” This is not the attitude she wants her students to have.

Cho wants students to “have ideas about the future, society and their fellow citizens.” She argues that facilitating more SEL education would give students a chance to show who they are and to understand themselves better, which would build their confidence, and ultimately create better students and future leaders.

Heejin Park (BELOW), a research fellow focusing on character education at the Korean Educational Development Institute, believes that things are changing in Korea, and they are starting to see the benefits of SEL skills. Park cites the 2014 *MV Sewol* tragedy as an important revelation for Koreans. The incident saw nearly 300 high school students drown when their ferry sank on a school trip and it made many in Korea realize that they may not be teaching students to think critically. Park asks if lives could have been saved had the students been taught to “think more autonomously.” She believes that



the tragedy brought about public support for new legislation calling for more social and emotional learning, making sure that teachers are more engaged with their students and that they go further in teaching critical thinking and life skills.

Cho, Jeon and Hong all paint a dismal picture for the lives of students in the Korea, but it is worth considering the facts. In their latest PISA results (published during the Salzburg session), the OECD ranked Korea as the seventh best country in the world for both math and reading. Their education in cognitive subjects is exceptional, but the hard truth of Park’s point remains: sometimes it is not enough to just teach students to excel at math and literacy. SEL development is increasingly being recognized as important for students and into adulthood.



Korean education is opening up to the positive effects of SEL. For example, in light of attending this Salzburg Global-ETS session, Cho says she has “more of a sense of mission – it’s been a really valuable opportunity, and I’m looking forward to applying what I’ve learned with my own students, but also trying to help implement it more widely on campus.” However, with such deeply ingrained ideas, culture, and norms surrounding the education system, it remains to be seen whether the implementation of these ideas will spread beyond those who participated in Salzburg.

How can we best advocate for SEL?

To promote social and emotional learning in schools, it is vital to secure the support of a wide variety of stakeholders from parents to policymakers – but how? Those working to promote social and emotional learning (SEL) often face arguments against implementing SEL programs. Such arguments, as offered in a rhetorical exercise in Salzburg, include:

- “We’ve lost discipline and order! Children need to know their place. Life is tough, not ‘fun’ or ‘soft.’ Students need to be ready for that and have hard skills – not soft.”
- “Social and emotional learning programs are an invasion into our private lives. The moral education of our children is the responsibility and choice of parents, as well as churches and communities – not schools. Entrusting our children’s SEL development to schools makes them too powerful, and minimizes role of wider community.”
- “Data collection of personality tests leads to profiling! And these tests can faked or manipulated.”
- “Social and emotional learning programs are promoting a liberal, globalized agenda, and trying to universalize morals and values.”
- “Schools are for teaching reading, writing and arithmetic; SEL programs take valuable time away from this.”

Catherine Millett and John Lotherington lead a mock “memo to the minister” exercise



Knowing what reasoning can counter these arguments – and which messages resonate with different audiences – will help significantly advance SEL in schools, homes and the wider community. When dealing with politicians, key points to keep in mind are that the Minister of Education may not have much of a background in education (beyond their own personal experience many years ago) and politicians can often be short-sighted and more focused on their re-election than long-term change. Developing programs than can be easily explained and communicated to a wider public and offer some immediate evidence of improvement – while appealing to their ego and legacy – might persuade skeptical ministers.

1. Dominic Regester delivers his table's "memo to the education minister" on why SEL should be funded

2. In-sook Lee and Francois Steyn

3. Jim Harris



What would be the most effective argument we could use to convince Ministers of Education to promote Social and Emotional Learning?

“What governments like is evidence. You need to have evidence showing that social and emotional skills in children can have an impact on school achievement and also building a more just society. But we need to show them how as well. We need to provide them with compelling examples of how we can do it, from which they can be inspired, and can try to integrate into their own system.”

Aline Villette
Senior Initiatives Manger, LEGO Foundation, France



“First of all, SEL helps, besides the individual, to build empathy between people and cultures, which will lead to social cohesion and interculturalism. Secondly, it will be very cost-effective on the budget, because less money will be spent on remediation and we will spend very little money on prevention. Finally, we need quality education that is more relevant to today’s society.”

Carmel Cefai
Director, Centre for Resilience and Socio-Emotional Health at the University of Malta, Malta

“The main way to convince a minister is to think about what parents and teachers really care about. It is obviously the academic success of children, but it is also about their wellbeing. Many examples of bullying, cyberbullying or, in extreme cases, suicide, have been shown the lack of wellbeing among students these days. Sharing these indicators would help to show them why SEL is an important topic.”

Artur Taevere
Founder and CEO, Beyond, Estonia





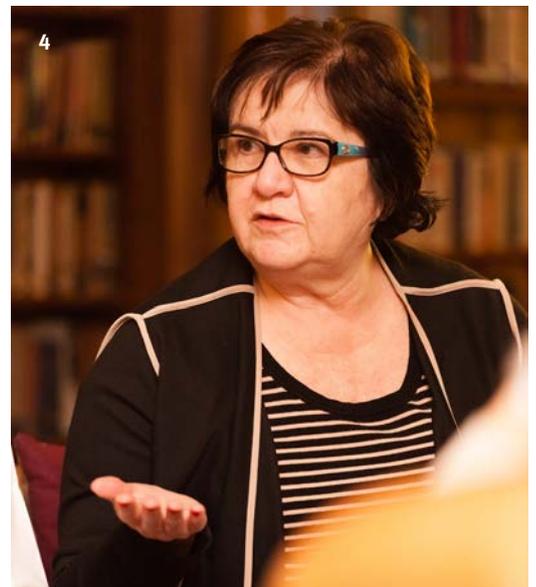
“I don’t think there is a single answer to the question, as it really depends on the context. The arguments I would use in a high-income country would be very different from the ones I would use in a low-income country or for education in emergencies. So it depends on the context, on the education system and place – whether you go for the economic argument, whether you go for the argument that is about foundational skill for enabling cognitive learning or a holistic child development.”

Gerhard Pulfer
Grant Manager, Porticus, Austria

“When we talk to policymakers about SEL, there are three important aspects to the argument. First, SEL correlates strongly with employability skills. A range of studies shows the importance employers attach to this kind of skillset alongside traditional subject knowledge. The second argument relates to a country’s capacity to engage with the Sustainable Development Goals (SDGs). Research shows that the population needs SEL skills to better deal with the challenges that SDGs are meant to mitigate. The final argument relates to education attainment. The impact SEL can have on student wellbeing and confidence correlates directly with it.”

Dominic Regester
Formerly Senior Schools Adviser, British Council, UK
Now Program Director, Salzburg Global Seminar, Austria





1. Hanako Shimamura

2. Helen Cowie

3. Celeste Simoes

4. Renata Miljevic-Ridicki

Salzburg Statement on Measurement for Social and Emotional Learning

One key takeaway from the Salzburg session was the co-creation of a “Salzburg Statement.”

The initial draft was written by a small but international and multi-disciplinary team in Salzburg, drawing on several different areas of expertise, before it was presented in plenary to the wider group for their input at the closing of the session. Later revisions were then made in the weeks following the December 2016 session. The final co-written text is presented on the following pages.

The Salzburg Statement on Measuring and Evaluating Social and Emotional Skills

A CALL TO ACTION

Social and emotional skills are crucial for the wellbeing and happiness of every child. They are relevant for educational outcomes, for employability prospects and for addressing the kinds of global challenges that the Sustainable Development Goals seek to address.

Social and emotional skills can help societies meet the needs of all of their young people, their families and communities and in the long term save governments money. Despite this there is still much more focus on cognitive and academic skills development in schools and higher education. We, the participants of the Salzburg Global Seminar session *Getting Smart: Measuring and Evaluating Social and Emotional Skills* (December 4 to 9, 2016), believe that global education policy and practice now needs to focus on the development of the whole person from earliest childhood to emerging adulthood.

Social and emotional skills are basic human capabilities that allow individuals to manage their emotions, work with others and achieve their goals.¹ They can be taught and improved, and they can be measured using a blend of different approaches. Social and emotional skills interact with other skills such as academic skills.

The *Salzburg Statement on Measuring and Evaluating Social and Emotional Skills* is to be accompanied by a comprehensive report on the conversations and topics addressed at the session to be published in 2017.

Visit: www.SalzburgGlobal.org/go/566

One of the main reasons for the historic lack of engagement with social and emotional skill development in schools relates to issues of measurement. It is a feature of education policy around the world that the majority of teachers' time in school focuses on the delivery of their curriculum, which has traditionally been organized around things that could be measured. Latest developments in social and emotional skills measurement allow these skills to be measured meaningfully within different education systems. These measurement tools enable school systems around the world to advocate for systemic change that involves incorporating social and emotional learning programs.²

Principles and Recommendations

MEASUREMENT

There is no single instrument that precisely measures social and emotional skills. Therefore, multiple methods – such as self-reports, teacher, parental and peer evaluations, task performance tests, situational judgment tests and administrative records should be employed. We anticipate that self-reports will remain the principal evaluation tool but they need to be complemented by a range of complementary instruments such as anchoring vignettes and forced choices.

Policymakers and school leaders can use these measures to assess social and emotional skills at the system level. Teachers and parents can employ both formative and summative assessments to improve learning and teaching. These stakeholders can take an active role in the customization and deployment of social and emotional learning measurement tools while keeping in mind contextual differences and scalability. There may be differences in the relevant types of social and emotional skills as well as appropriate assessment methodologies across countries and populations groups.

REPORTING

Social and emotional skill measures should produce data and information that can be reported in a way that enables key stakeholders to take action to deliver quality education. Reporting should:

- **Understand the needs of all students** including the most marginalized and at risk;
- **Encourage educators** to embed effective social and emotional development interventions;
- **Inform parents** and guardians on how to support social and emotional learning at home;
- **Inspire policymakers** in education and other sectors including health and social policy;
- **Trigger community leaders** to mobilize resources for the development of social and emotional skills; and
- **Promote public understanding** and trigger widespread media interest in social and emotional learning.

WHAT NEXT?

While acknowledging the substantial progress made over the last few decades to improve the measurement of social and emotional skills, there is still a considerable amount of investment and work needed from policymakers, practitioners and researchers.

- **Researchers** need to expand the domain coverage, improve validity and reliability and ensure cross-cultural comparability of measurement instruments; and to enhance the knowledge base on what works to improve social and emotional learning;
- **Practitioners** can better integrate the knowledge base on social and emotional skills in assessment, learning and teaching practices; and
- **Policymakers** can make greater use of measurement and demand better information about social and emotional skills.

¹ Each of these three higher-order constructs contain lower-order facets such as emotional awareness and emotional acceptance (managing emotions), assertiveness and communication skills (working with others) and goal setting and task engagement (achieving goals). This framework is consistent with many other frameworks that characterize social and emotional skills. For instance, the framework by the Collaborative for Academic, Social and Emotional Learning (CASEL) includes self-management (managing emotions), relationship skills and social awareness (working with others), responsible decision-making and self-awareness (achieving goals) as core components. A framework by KIPP Schools include self-control (managing emotions); zest, optimism, gratitude and social intelligence (working with others); and grit and curiosity (achieving goals).

² There is a debate as to whether social and emotional skills should be tested as part of international comparative studies like PISA. One argument is that there are now valid frameworks and measurement instruments which make such testing possible, yielding meaningful, comparative results. The

results could inform policymakers where social and emotional skills are being successfully enhanced or where policy and educational institutions might need to pay more attention. Such use would also lend greater legitimacy to social and emotional skills being focused on alongside the “hard” skills such as mathematics. People require all such skills in order to flourish in the 21st Century, and this presents a challenge to testing regimes that focus too narrowly.

A contrary argument, however, is that on a large scale, social and emotional skills cannot be tested in the same way as knowledge and skills in academic subjects. They argue that the measurement instruments are not yet cross-culturally and linguistically comparable. Moreover, they are often context specific and present a challenge for automated assessment. SEL for example, is often best exhibited in groups - peers, families, communities – and therefore do not reveal optimal data when derived from individual's responding to standardized testing prompts. A concern is that the inclusion of social and emotional skills in global assessments would lead teachers to “teach to the test” toward coachable responses rather than pay attention to the development of the whole person.

Next Steps

Since the December 2016 session *Getting Smart: Measuring and Evaluating Social and Emotional Skills*, Salzburg Global Seminar and ETS have continued their collaboration to take this work forward.

Salzburg Global and ETS are working with partners including the World Bank, the Inter-American Development Bank and the British Council to develop a regional workshop series in 2017-18 to continue to explore issues around SEL, starting with Santiago, Chile in late 2017, then Amman, Jordan in Q1 of 2018 and Princeton, NJ, USA in Q2 of 2018. The December 2018 *Education for Tomorrow's World* session in Salzburg will also return to SEL to take stock of how the debate has moved forward over the previous two years. More information about these workshops will be posted on the Salzburg Global website as they develop.

Salzburg Global Seminar has circulated the *Salzburg Statement on Measurement for Social and Emotional Learning* throughout its global Fellowship network and to selected institutions.

The Statement's recommendations continue to inform Salzburg Global's work in its multi-year series *Education for Tomorrow's World*. The goal of the series is to advance global education policy and supply-/demand-side innovation. Program lenses include: the future of work and employability; the science of learning; tackling inequality, health and wellbeing; and education and soft power.

Sandeep Panday and
Catherine Millett



The next session in the series, to be held in December 2017, will be *Springboard for Talent: Language Learning and Integration in a Globalized World*. The session will look at the overarching topic of language learning through a number of different lenses including soft power, place in the curriculum, migration and integration, language learning for people in adversity, language learning as a global competence and for participation in a global society, and innovation and technology in language learning.

Approximately 50 scientists, researchers, educators, child development specialists, policymakers, thought leaders on labor market, immigration and integration issues, and stakeholders from technology, innovation, media, culture and the arts will gather together at Schloss Leopoldskron. Envisaged outcomes are to advance interdisciplinary understanding of these key issues and enable practical collaborations between researchers, practitioners, and the communities they serve.





Fellows and staff of Session 566 – *Getting Smart: Measuring and Evaluating Social and Emotional Skills*



- 1. Hye-Won Lee

- 2. Ferdousi Khanom

- 3. Heinrich Dirk

- 4. Eleanor Busby

- 5. David Wilsey

- 6. Carolina Flores

APPENDIX I

Media Resources

Daily Recaps

Day 1 – Social and Emotional Investment

salzburrglobal.org/go/566/newsletter-day1

Day 2 – Advancing Social and Emotional Learning

salzburrglobal.org/go/566/newsletter-day2

Day 3 – Measuring Social and Emotional Learning

salzburrglobal.org/go/566/newsletter-day3

Day 4 – “Make schools great again!”

salzburrglobal.org/go/566/newsletter-day4

Features

Graham Robb – “You’re giving a language to children to think about constructive ways to manage their conflicts or turmoil”

Chair of Trustees of the Campus School and former Head Teacher of multiple schools discusses an alternative to traditional punishment

salzburrglobal.org/go/566/robb

Suicide and sinking tragedy show why social and emotional skills are so important for students

Korean students and experts explain why SEL education is gaining greater importance

salzburrglobal.org/go/566/korea

Ayelet Giladi – SEL is important for everyone, from children and parents, to soldiers and refugees

Israeli early childhood expert reflects on her own SEL development and her work in the field

salzburrglobal.org/go/566/giladi

Michael Nettles – Why the “Whole Child” Matters

ETS Senior Vice President and multi-time Salzburg Global Fellow on why measuring social and emotional learning is important

salzburrglobal.org/go/566/nettles-intro

Video Interviews

Tonia Casarin – Literature to Foster Social Emotional Learning

Educator-entrepreneur and author of children’s book *I Have Monsters in my Tummy* talks about parents’ role in teaching their children social and emotional learning skills

salzburrglobal.org/go/566/casarin

Carmel Cefai – Educational Changes to Accommodate Growing Intercultural Changes

Psychology professor at the University of Malta talks about education changing to accommodate growing intercultural challenges. He discusses the necessity for Social and Emotional Learning bring relevance to the “test of life”

salzburrglobal.org/go/566/cefai

Helen Cowie – Peer Support in Solving Bullying

Emerita Professor at the University of Surrey, in the Faculty of Health and Medical Sciences and a Fellow of the British Psychological Society, shares her belief in peer support to solve bully victims' self-silencing reactions

salzburgglobal.org/go/566/cowie

Michael Nettles – Social Emotional Skills in Curriculum

Senior vice president and the Edmund W. Gordon chair of Educational Testing Service Policy Evaluation & Research Center discusses the idea that social and emotional skill measuring holds just as much weight in education as other, harder skills

salzburgglobal.org/go/566/nettles-video

Koji Miyamoto – Healthy Living through Social Emotional Skills Education

Senior Economist at the World Bank talks about how social and emotional learning is linked to healthy living in all aspects of life

salzburgglobal.org/go/566/miyamoto

Elena Arias Ortiz – Social Emotional Learning in Economic Progress

Economist Senior Associate of the Social Sector Department at the Inter-American Development Bank talks about the potential of social emotional learning to decrease dropouts and increase employment in Latin America

salzburgglobal.org/go/566/ortiz

Heejin Park – Critical Thinking Encouraged by Social Emotional Learning

Research Fellow at the Korean Educational Development Institute (KEDI) talks about the lack of social and emotional learning in Korea leading to non-critical thinking. She believes that teaching students social emotional skills can save lives.

salzburgglobal.org/go/566/park

Gerhard Pulfer – Post-trauma Recovery with Social and Emotional Learning

Grant manager at Porticus, Austria talks about the introduction of social and emotional learning in critical contexts for individuals who are recovering from traumatic experiences.

salzburgglobal.org/go/566/pulfer

Baldev Singh – Making Social and Emotional Learning Integral to Education Systems

Director of Education at Imagine Education, UK talks about the need to integrate social and emotional learning in education. He believes the answer is to make it integral, rather than just an element, to the educational system.

salzburgglobal.org/go/566/singh

Richard Roberts – Building Social Emotional Learning Measurements

Vice President and Chief Scientist at the Professional Examination Service's Center for Innovative Assessments explains the "Big Five" psychological characteristics

salzburgglobal.org/go/566/roberts

To view all the session's resources, including a suggested reading list, please visit:

salzburgglobal.org/go/566

APPENDIX II

Session Agenda

Day 1

15:30 Welcome

Clare Shine, *Vice President and Chief Program Officer, Salzburg Global Seminar*

Michael Nettles, *Senior Vice President and the Edmund W. Gordon Chair, Policy Evaluation & Research Center, Education Testing Service (ETS)*

15:50 Introductions of Participants

John Lotherington, *Program Director, Salzburg Global Seminar*

17:30 Interview

Michael Nettles, *Senior Vice President and the Edmund W. Gordon Chair, Policy Evaluation & Research Center, ETS*

Koji Miyamoto, *Senior Economist, Education Global Practice, the World Bank*

in conversation about the session objectives with:

Catherine Millett, *Senior Research Scientist, Policy Evaluation & Research Center, ETS*

18:00 Table Discussions

18:30 Tour of Schloss Leopoldskron

19:30 Dinner

Day 2

09:00 Session 1

Past and Future: Why have social and emotional skills been relatively neglected in the past? How and why might those skills be of increasing importance in the future?

Ann Mroz, *Editor, TES*

Elena Arias Ortiz, *Economist Senior Associate, Social Sector Department, Education Division, Inter-American Development Bank*

Heejin Park, *Research Fellow, Korean Educational Development Institute*

Michaela Horvathova, *Consultant, Directorate for Education and Skills, OECD*

Followed by discussion and Q & A

11:00 Session 2

How strong is the evidence base for social and emotional learning?

Where is further research most urgent?

Tonia Casarin, *Educational Entrepreneur and Consultant*

Carmel Cefai, *Founding Chair, ENSEC, Director, Centre for Resilience and Socio – Emotional Health, University of Malta*

Makondelele Makatu, *Senior Lecturer, Psychology, University of Venda*

Followed by discussion and Q & A

12:30 Lunch

14:30 Session 3

Learning from neuroscience – case study: music

Harry Ballan, *Dean, Professor of Law, Touro Law Center*

Followed by discussion and Q & A

16:15 Session 4

Learning from justice – case study: restorative justice in schools

Graham Robb, *Chair of Trustees, the Restorative Justice Council, London*

Followed by discussion and Q & A

17:45 The Salzburg Statement

Introduction of objectives and process

19:30 Dinner

Day 3

09:00 Review

09:15 Session 5

How do we best measure social and emotional skills?

Tatiana Filgueiras, *Director,*

EduLAB21, Instituto Ayrton Senna

Richard D. Roberts, *Vice President*

and Chief Scientist, Professional

Examination Service's Center for

Innovative Assessments

Meesook Kim, *Senior Research*

Fellow, Korean Educational

Development Institute

Followed by discussion and Q & A

11:15 Session 6

Which further practical tools are needed for scaled-up implementation and change?

Hye Won Lee, *Research Fellow,*

Korea Institute for Curriculum and

Evaluation

Helen Cowie, *Emerita Professor,*

Faculty of Health and Medical

Sciences, University of Surrey; Fellow,

British Psychological Society

Dominic Regester, *Senior Schools*

Advisor, Education and Society,

British Council

Baldev Singh, *Director of Education,*

Imagine Education

Followed by discussion and Q & A

12:45 Lunch / Free Afternoon

20:30 Open Space Knowledge Exchange / Case Clinics

Participants and Faculty post questions or discussions they want to have with others. People self-organize into groups around the topics they are most interested in.

Day 4

09:00 Review

09:15 Knowledge Café

Knowledge café with six stations offering specific expertise in social and emotional learning: participants move every 30 minutes among stations. Each table has a facilitator who gives a brief impulse talk on the topic, leads the discussion, and records major points to be posted to the whole group.

11:15 Session 7

Social and emotional learning for marginalized groups – Debate: transformational or palliative? Followed by discussion and Q & A

12:45 Lunch / MH

14:30 Working Groups

One group developing the Salzburg Statement, others developing frameworks for going global in 2017

16:30 Peer Coaching

19:00 Dinner

20:30 Fireside Chat

A testing time for democracy?

Implications for civic education

Russell Riley, *Associate Professor and Co-Chair of the Miller Center's Presidential Oral History Program, University of Virginia, USA*

Day 5

09:00 Review

09:15 Rework Statement and Frameworks

11:30 Working Groups

Continued.

12:30 Lunch

14:00 Review of Salzburg Statement and Plenary Presentations of Frameworks

15:30 Next Steps

17:00 Cultural Excursion to see the Salzburg “Krampus”

19:30 Reception

20:00 Banquet Dinner

22:00 Concert

Day 6

07:30 Breakfast

This day is a departure day only.

Check-out time is 11:00 a.m.

APPENDIX III

Participants (Titles and bios correct at time of session – December 2016)



Elana Arias Ortiz, *Costa Rica*

Elena Arias Ortiz is an education senior associate at the Inter-American Development Bank (IDB). She joined IDB in 2011 as part of the Young Professional Program, and her first rotation was in the Competitiveness and Innovation Division. Since then, she has been part of the Education Division. Before joining IDB, she worked as a consultant for the World Bank, UNDP, and the European Commission. Her research focuses mainly on economics of higher education and technology in education. Her publication record includes international peer-reviewed journals. Elena holds an M.A. in Economic Analysis and a Ph.D. in Economics, both from the Université libre de Bruxelles (ULB).



Harry Ballan, *USA*

Harry Ballan (Ph.D.) is dean and professor of law at the Touro Law Center, a law school which focuses on immersive experiential learning in trial courts. Prior to this he was a senior partner at the international law firm of Davis Polk & Wardwell LLP. Harry is also a director of the Institute for Music and Neurologic Function (IMNF), founded by Oliver Sacks. He is engaged in numerous research projects on music and the brain and has used therapeutic music to treat hundreds of patients with psychiatric and neurological disorders. At IMNF, he is the director of the program for PTSD and Traumatic Brain Injury in Veterans, in which capacity he has worked with the U.S. Veterans Administration and Congress. Harry has taught at Yale, Columbia and NYU Universities. He was a student at the Conservatoire Américain, and is a Fellow of the Tikvah Advanced Institutes. He holds a B.A., M.A., M.Phil. and Ph.D. from Yale University, and a J.D. from Columbia University. He is a Fellow of Salzburg Global Seminar.



Eleanor Busby, *United Kingdom*

Eleanor Busby is a journalist at the Times Educational Supplement (TES). At the magazine, she covers unions, teachers' pay and conditions, curriculum, assessment, and admissions. Prior to joining the TES, she worked as a news reporter at the daily regional paper the Cambridge News where she became their court reporter and digital specialist. Eleanor received her B.A. in English Literature from the University of Exeter and her M.A. in Newspaper Journalism from City University in London.



Tonia Casarin, *Brazil*

Tonia Casarin is an educator entrepreneur who is dedicated to developing social and emotional skills in adults, adolescents, and kids. She is the writer of "I Have Monsters in my Tummy", a children's book designed to help kids identify their emotions. Tonia has also developed a method to help parents and teachers address kids' emotional issues. This program was selected by a social startup accelerator in 2016 to address social and emotional development in poor communities. Tonia also works as a consultant and TEDx speaker. As a TEDx speaker, she addresses the relevance of incorporating social and emotional skills into the curriculum in order to build better individuals, professionals, citizens, and ultimately, a better world. She received her M.A. in Adult Learning, Leadership and Educational Leadership from Columbia University Teachers College.

Carmel Cefai, Malta

Carmel Cefai (Ph.D.), FBPS, is the director of the Centre for Resilience and Socio-Emotional Health at the University of Malta. He is also the joint honorary chair of the European Network for Social and Emotional Competence, joint founding editor of the International Journal of Emotional Education and associate editor of Emotional and Behaviour Difficulties. His research interests are focused on how to create healthy spaces which promote the resilience, wellbeing and psychological wellbeing of children and young people. Carmel has led various national, European and international research projects in mental health in schools, children's wellbeing and resilience education. His recent publications include RESCUR Surfing the Waves - A Resilience Curriculum for Early Years and Primary Schools (2015) published in seven languages, and Social and Emotional Education in Primary School: Integrating Theory and Research into Practice (2014).



Eun-su Cho, Republic of Korea

Eun-su Cho is a professor of Buddhist philosophy in the Department of Philosophy at Seoul National University in Korea. She taught in the Department of Asian Languages and Cultures at the University of Michigan before she joined SNU in 2004. She received her Ph.D. in Buddhist studies from the University of California, Berkeley, with a dissertation on comparative philosophical study on the meanings of Buddha's Word in India and China. Eun-su works broadly in various aspects of Korean Buddhist philosophical tradition – notable thinkers, intellectual tradition of knowledge, and discussions on ethical subjects.



Helen Cowie, United Kingdom

Helen Cowie is emerita professor at the University of Surrey, UK, in the Faculty of Health and Medical Sciences and a fellow of the British Psychological Society. She has numerous publications in refereed journals on the subject of mental health and youth, emotional development, bullying, cyberbullying and peer support. She has authored and co-authored a number of influential books, including Managing School Violence (with Dawn Jennifer, Sage Publications), New Perspectives on Bullying (with Dawn Jennifer, Open University Press), From Birth to Sixteen (Routledge) and Bullying Among University Students (with Carrie-Anne Myers, Routledge). Understanding Children's Development (John Wiley), co-authored with Peter K. Smith and Mark Blades, now into its 6th Edition, remains one of the most popular undergraduate texts in the field. Helen received her M.Sc. (hons) in Psychology from Glasgow University.



Heinrich Dirk, South Africa

Heinrich Dirk is a project manager at Via Afrika, Media24 Books, South Africa. Via Afrika is a leading publisher of educational material in South Africa, and has moved into the digital space with their product offering Tabor Maths, a unique mathematics program developed in the U.S.A. His role entails the implementation of Via Afrika's tablet-based primary school mathematics program in the South African education market. To him, there is no greater pleasure than witnessing an individual unlock their true potential and he firmly believes technology provides this vehicle on a much larger scale. Prior to Via Afrika, he ran his own mathematics tutoring service integrating his interest in technology and the educational hardware sector. Heinrich was responsible for providing technological solutions to schools and teachers by assisting teachers in becoming comfortable with technology to empower their teaching and improve learning outcomes.





Carolina Flores, Chile

Carolina Flores is a sociologist and Ph.D. in Public Policy who has developed and managed research in the field of education for the last 15 years. Currently, she is the head of the division of studies at the Education Quality Agency in Chile, where she is in charge of developing research around the topic of quality of education, implementing a number of international studies in which Chile participates (such as PISA and TIMSS), and measuring and evaluating social and personal skills among students. Formerly, she worked as an assistant professor of Sociology at the Pontificia Universidad Católica de Chile. Carolina's research experience is primarily focused on the topics of school segregation, school choice, and quality of education.



Tatiana Filgueiras, Brazil

Tatiana Filgueiras is the director of Edulab21 which is a Center of Innovation, Research and Evaluation at the Ayrton Senna Institute. In partnership with 1,200 Brazilian cities, the Ayrton Senna Institute is a Brazilian non-profit organization that develops public policies. Prior to joining the Institute in 1999, Tatiana was coordinator for UNESCO's Chair in Education and Human Development. She has also been the leader of several projects including the first OECD High Level Policy Forum which, in partnership with the Brazilian government, gathered 14 ministers of Education to discuss the importance of social-emotional skills for school and life outcomes. She was also the manager of the committee led by Viviane Senna that set the performance goals for the Brazilian education system, which were adopted by the federal government and are now monitored biennially at the school level.



Ayelet Giladi, Israel

Ayelet Giladi is the general and academic manager of early childhood programs at the NCIW Research Institute for Innovation in Education at Hebrew University of Jerusalem, Israel. She is also a professor at Kibbutzim College, where she teaches her students how to talk about values in order to recognize sexual abuse in children. She is a pioneer and recognized expert on the abuse of young children. She conducts research on the issue, consults with a variety of organizations, and conducts training on sexual abuse at an early age. She is the author of numerous prevention programs that are widely used in kindergartens as well as public and private schools throughout Israel. In addition, she is the founder and director of the Voice of the Child Association for the prevention of sexual abuse among young children. Among her clients are young children with visual impairments, children from various religious backgrounds, new immigrant children, especially from Ethiopia, and Arab children. She is the author of book chapters and several articles in professional journals about the sexual abuse of young children. She has been featured on Israeli television, radio programs, and newscasts as well as in Israeli newspapers. She has spoken about sexual abuse at an early age to the Knesset (Israeli parliament) and at international conferences in the US and the UK, and she trains family judges, physicians, nurses, psychologists, educators and schools administrators, social workers, parents and children on the issue. Ayelet holds a Ph.D. in sociology education from Anglian Ruskin University in the UK.

Jim Harris, *United Kingdom*

Jim Harris is an art historian and Andrew W. Mellon Foundation teaching curator in the University Engagement Program of the Ashmolean Museum of Art and Archaeology at the University of Oxford. A specialist in late-medieval and early-Renaissance polychrome sculpture, his remit at Oxford is to explore the use of the Ashmolean collections in cross-disciplinary teaching and research and to advocate for object-led teaching as a complement to traditional text-based pedagogy. Over the past four years, he and his colleagues have developed teaching collaborations with departments as diverse as English, Medicine, Geography and the Saïd Business School. Beyond Oxford, Jim has been invited to speak on teaching with objects at Yale, the Universities of Pennsylvania and Wyoming, at the Courtauld Institute of Art in London and the Institute of Fine Arts at New York University. He is chair of trustees for an educational charity, Our Hut, dedicated to teaching about architecture and the built environment in primary and secondary schools and is co-founder with Dr. Senta German of Agile Objects, a new startup with Oxford University Innovation, providing support and expertise in object teaching to university museums and collections in the USA, UK and elsewhere.



Michaela Horvathova, *Slovakia*

Michaela Horvathova is a consultant in the Directorate for Education and Skills at OECD. She is currently working in the Policy Advice and Implementation (PAI) division where she is contributing to the OECD Education Policy Outlook and reviewing various education systems of the OECD countries based on the PISA, EAG, PIAC and TALIS indicators. Michaela started at the OECD within the Centre for Educational Research and Innovation (CERI) where she worked on the Dutch curriculum project 'Onderwijs 2032' and wrote four papers that were published by the Dutch Ministry of Education to guide their process of curriculum reform. She has also contributed to the 'Education 2030' project that aims to develop internationally validated framework of key competencies for improving academic, economic and social outcomes of students and to prepare them for the future. She came to the OECD with a diverse set of experiences in the field of education. Prior to the OECD, she worked with a team of teachers and educators to establish the Central European Leadership Academy in Slovakia and designed core curriculum and co-curricular activities to develop the students' skills and attitudes that will prepare them for work and life beyond. Previously, she worked for a foundation in Brazil that aims to increase access and quality of education. She holds an M.A. in International Education Policy from the Harvard Graduate School of Education. While at Harvard, she worked at the Centre for Curriculum Redesign in collaboration with OECD on developing the character education framework.



Chanpil Jung, *Republic of Korea*

Chanpil Jung is the secretary general and founder of Future Class Network (FCN), Republic of Korea. FCN is a community of educators and supporters who understand 21st century education and change classrooms as the final frontier for educational innovation. Before he launched FCN, he worked as a journalist, making documentary films since 1994. He filmed 11 documentary series about 21st century education innovation. While making these films, he realized the power in teachers sharing their successful experiences with other teachers. Since October 2016 he has worked full-time to achieve his new goal – to shift the public education paradigm. FCN has successfully expanded nationwide at an exceptional speed. As of now,



12,700 member teachers have tried out the new approach in the short period of only two years. He is accelerating changes at a policy level. The Korean Ministry of Education adopted Future Class Network's teaching method as part of its education policy. He was selected as an Ashoka fellow this year for the accomplishments described above.



Ferdousi Khanom, *Bangladesh*

Ferdousi Khanom is working as a lecturer for the M.Sc. Early Childhood Development (ECD) Program at the BRAC Institute of Educational Development, BRAC University (BIED, BRACU). She has more than 16 years' work experience in the field of early childhood development. She joined BIED in 2007 as an education specialist and was responsible for researches on early childhood development. In addition to the academic program, she is coordinating the BRAC Play Lab Project and is also working on other early childhood development related projects. Her responsibilities for these projects include designing curricula, developing play-based models, designing training manuals and materials, and the facilitation of training. Prior to joining BIED, BRACU she worked as outreach project manager of the Sisimpur Project at Nayantara Communications (co-producer of Sesame Street, Bangladesh) from 2005 to 2007. Her responsibility was to supervise partner NGOs, develop training manuals and educational materials, and facilitate training sessions. Ferdousi also worked as project manager at Phulki, an NGO that works for women empowerment and child development, and was responsible for the management of different projects on early childhood development.



Meesook Kim, *Republic of Korea*

Meesook Kim is a senior research fellow at the Korean Educational Development Institute (KEDI) and an adjunct professor at Ewha Womans University in Seoul, Korea. Her research interests include young children's language and cognitive development, cultural influences on communication and learning styles, gifted and talented education, and education for international understanding. She is currently working as a principal investigator of OECD Education and Social Progress project in Korea and also serves as a deputy director of KEDI Journal of Educational Policies. She has previously served in various positions in academia and government-funded institutes including an assistant professor at Washington State University, the president of Pacific Circle Consortium, and the director of National Research Center for Gifted and Talented Education. Meesook received her undergraduate degree from Ewha Womans University (majoring in English Language and Literature) and received her M.Sc. in Human Development and Ph.D. in Education from the University of Rochester, USA.



Sunah Kim, *Republic of Korea*

Sunah Kim is an associate professor of the Applied Art Education Department at Hanyang University, Seoul, Korea. Her research interests focus on art teacher preparation, multicultural art education, and qualitative research methodology. Currently, she is the president of the Society for Art Education of Korea, and the regional councilor of the International Society for Education through Art (InSEA). She has been involved in several projects of the Korea Institute of Curriculum and Evaluation as a researcher in the process of developing the 2009 and 2015 Revised National Art Curriculum. As a senior researcher, she has conducted numerous projects funded by Korea Arts & Culture Education Service in regard to developing systems for formal

and informal arts education. Sunah majored in painting at SUNY Buffalo (M.F.A) and studied art education at Syracuse University (Ph.D).

In-sook Lee, *Republic of Korea*

In-sook Lee is a professor in the Department of Education at Sejong University, Korea. Prior to this she worked as a researcher at the Korean Educational Development Institute (KEDI) and as a human resources development professional at an insurance company. She has authored six books in the field of Educational Technology, and her most recent research interests include emotional dimensions in the learning process, especially within social media and media-enhanced environments. She has also served as the President of the Korean Society for Educational Technology (KSET) where she proposed and initiated the KSET-sponsored Association for Educational Communications & Technology (AECT) Cross-Cultural Award. Her effort has been highly recognized as facilitating active cross-cultural research in the international Educational Technology society. As a recognized leader in the educational field in South Korea, In-sook has served various ministries and national organizations as a non-executive board member, research advisory committee member, policy advisory board member, and research monitoring committee member.



Hye-Won Lee, *Republic of Korea*

Hye-Won Lee is currently a research fellow at the Korea Institute for Curriculum and Evaluation (KICE). As an English language teacher educator, she has taught at several universities in Korea. Since 2006, she has been working at the Korea Institute for Curriculum and Evaluation (KICE). Her research interests include foreign language pedagogy (English language education), national curriculum development and educational policy, multicultural/multilingual education, learning support for underachievers, classroom interaction, and Global Citizenship. Hye-Won received her Ph.D. in English language education from the University of Southampton, UK, in 2002.



Makondelele Makatu, *South Africa*

Makondelele Makatu (Ph.D.) is a senior lecturer in Psychology at the University of Venda, South Africa. Her research interest is in youth and women's psychology. She has worked on several community projects and published more than fourteen research articles in both national and international scientific peer reviewed journals. She is a member of the Organization for Women in Science for the Developing World (OWSD), is an EXCO member of the South African Young Academy of Science (SAYAS), has obtained a fellowship status Teaching Advancement at University (TAU), and is a fellow in the Africa Science Leadership Programme (ASLP). Her current community research project focuses on developing responsible citizens amongst in-school youth. The project will identify and promote the socio-emotional skills that will develop in-school youth as responsible citizens, not only for their benefit, but for society in general. Makondelele has successfully supervised and co-supervised eight M.A. and four Ph.D. students.





Renata Miljević-Ridički, Croatia

Renata Miljević-Ridički (Ph.D.) is a professor of Developmental Psychology at the Faculty of Teacher Education of the University of Zagreb. She is also currently the chair responsible for research for the European Network for Social and Emotional Competence (ENSEC). In July 2013, she was one of two chairs and organizers of the 4th ENSEC conference held in Zagreb, Croatia. She was also the project team leader for Croatia of the international LLP - Comenius project RESCUR – A Resilience Curriculum for Early and Primary Schools in Europe (2012-2015). She has presented her papers at numerous international conferences and is the author of various books and papers published in relevant scientific journals, including the book: Miljević-Ridički, R., Maleš, D., Rijavec, M. (1999). *Education for Development*. UNICEF and Naklada Slap. Renata is a member of the Crisis Intervention Team of the Society for Psychological Assistance.



Catherine Millett, USA

Catherine Millet is a senior research scientist in the Policy Evaluation and Research Center at ETS. Her research focuses on the factors leading to postsecondary access and success for first generation, low-income, and minority students. She is also the chair of the Global Access to Postsecondary (GAPS) Executive Committee. Dr. Millett has led four major evaluations focused on college access and success. One project funded by the Robert Wood Johnson Foundation was the evaluation of the “New Careers in Nursing” Program conducted by the American Association of Colleges of Nursing (AACN). This program focused on expanding opportunities in nursing through accelerated second bachelor’s degree programs. Another project, funded by Princeton University, examined Princeton University Preparatory Program’s (PUPP) work with local public high school students to prepare for selective college admissions and success. A third project, funded through the U.S. Department of Education’s Investing in Innovation (i3) grant, was the evaluation of “The Gaining Options for College Collaborative” program which worked with public high school students in Erie, PA and Louisville, KY to prepare them for college admissions. For a decade, she co-led the evaluation of the Goldman Sachs Foundation’s Signature Initiative “Developing High-Potential Youth” which sought to prepare students for selective universities in the U.S., Ireland, England and South Africa. Catherine earned her bachelor’s degree in economics from Trinity College, Hartford, CT; an Ed.M. in administration planning and social policy from the Harvard Graduate School of Education; and a Ph.D. in public policy in higher education from the University of Michigan. Catherine is a Fellow of numerous Salzburg seminars.



Ann Mroz, United Kingdom

Ann Mroz is the editor and digital publishing director of Times Educational Supplement (TES). She began her role at TES in September, 2013. Prior to working at TES, she worked at its sister publication, Times Higher Education, beginning in 1994, where she held a number of roles.

Koji Miyamoto, Japan

Koji Miyamoto is a senior economist at the World Bank's Education Global Practice. He has been working on policy research designed to foster skills for well-being and social cohesion. His recent analytical focus has been on social and emotional learning. He is currently co-managing the World Bank's STEP program which is a large scale household survey which includes measures of cognitive, socio-emotional and job-related skills. He is also contributing to the World Bank's education projects in Europe, Central Asia and Latin American regions. Before joining the World Bank, he was the project manager of the Education and Social Progress project at the OECD Centre for Educational Research and Innovation (CERI).



Mary Goretti Nakabugo, Uganda

Mary Goretti Nakabugo (Ph.D.) is a member of the senior management team of Twaweza East Africa, which works on enabling children to learn, citizens to exercise agency, and governments to be more open and responsive in Tanzania, Kenya, and Uganda. One of Twaweza's flagship programs is called Uwezo, Africa's largest annual citizen assessment of children's learning levels. She heads the Twaweza Uganda office and manages the Uwezo program in Uganda. Prior to joining Twaweza, her major work experience has been in the higher education sector. She worked as a senior lecturer and acting director of higher education studies at the University of KwaZulu-Natal in South Africa, and as senior lecturer and head of the Department of Curriculum, Teaching and Media at Makerere University, Uganda. She has also worked as education research fellow to the Irish-African Partnership for Research Capacity Building, based at Mary Immaculate College, University of Limerick in Ireland, and as visiting professor to the Centre for the Study of International Cooperation in Education at Hiroshima University in Japan. Her research interests focus on education and international development, teacher education, assessment for learning, curriculum development and what works to improve learning outcomes in developing countries. Mary Goretti holds a Ph.D. in education from the University of Cape Town, South Africa.



Michael T. Nettles, USA

Michael Nettles (Ph.D.) is senior vice president and the Edmund W. Gordon chair of ETS's Policy Evaluation & Research Center (PERC). His research covers a broad spectrum of education policy topics including educational assessment, student achievement, access and equity, and financing higher education. His publications as well as his advisory board service record reflect his broad interest in public policy, students and faculty, educational opportunity, achievement and assessment at the elementary, secondary and postsecondary levels. In August 2014, President Barack Obama appointed Michael to the President's Advisory Commission on Educational Excellence for African Americans. He has served on the Board of Directors of the National Center for the Improvement of Educational Assessment (NCIEA) and been a member of the International Advisory Committee on Education Quality at the Human Sciences Research Council (HSRC) in South Africa. While on the faculty at the University of Michigan, Michael was appointed by two US Secretaries of Education to serve on the National Assessment Governing Board (NAGB), which oversees and develops policies for the National Assessment of Educational Progress (NAEP). He served on NAGB for a decade, three of those years as the vice chair of the Board. He also served for eight years on the College Board of Trustees. Michael earned his Bachelor's degree in political science at the University of Tennessee, Master's degrees in



political science and higher education at Iowa State University, and a Ph.D. in education at Iowa State University. He is a Fellow of numerous Salzburg seminars.



Sandeep Pandey, *India*

Sandeep Pandey is a social activist in India. His areas of interest include education for underprivileged children, upholding of human rights, empowerment of marginalized communities, struggles for strengthening of democracy, the right to information for transparency and accountability, governance, the right to food, employment guarantees, tribal rights, and struggles against exploitation of natural resources for corporate profit. He has undertaken long peace marches for nuclear disarmament, communal harmony, and India-Pakistan friendship. He has been to jail for campaigning against ground water exploitation by Coca Cola in India, and against the construction of a large dam. He serves as the vice-president of the Socialist Party of India. Sandeep holds a Ph.D. in mechanical engineering from the University of California, Berkeley, USA. He is a fellow of numerous Salzburg Seminars.



Heejin Park, *Republic of Korea*

Heejin Park is a research fellow at the Korean Educational Development Institute (KEDI)—a governmental think tank for research on educational policy and practice in the Republic of Korea. Prior to joining KEDI she served as a visiting professor, lecturer and researcher at the University of Pittsburgh, United States and Kyunghee University, South Korea. Her main research areas are education policy issues, including character education, 21st key competencies, educational equity and equality at the national and international level. Her recent publications include *Factors Influencing the Key Competencies of Middle School Students in South Korea*; *Foreign Mothers' Cultural and Social Capital and Maternal Involvement in Their Children's Education*; *Minority Students' Access to Higher Education in an Era of Globalization*, et al. Heejin holds an M.A. from Alice-Salomon Fachhochschule in Berlin, Germany, and a Ph.D. in education from the University of Pittsburgh.



Gerhard Pulfer, *Austria*

Gerhard Pulfer is the grant manager for the philanthropic organization Porticus, and is responsible for their programmes and projects in the Middle East region and Turkey. Porticus's portfolio in that region focuses strongly on transitioning out-of-school Syrian refugees into certified, public education and on providing social and emotional learning and psycho-social support for children living in extremely adverse conditions. The programme aims to establish learning matrices and measurement tools for cognitive and social & emotional learning outcomes in Education in Emergencies. He has accumulated many years of experience in the Middle East through his service with UNDP in Palestine. Furthermore, he managed the portfolio of the Austrian Development Agency in Asia and the Middle East for several years. Gerhard holds a Ph.D. in political sciences from the University of Vienna.

Dominic Regester, *United Kingdom*

Dominic Regester is a senior schools adviser for the British Council, working on global programme development, partnerships and research, all with a particular focus on 21st century skills. Prior to this he was deputy director of Education for the British Council in East Asia from July 2013 – July 2015. He was based in Jakarta and was responsible for British Council work with schools and technical and vocational colleges across thirteen countries and territories in East Asia, with a particular focus on the ASEAN region. Before that he spent five years in Bangladesh as School Programmes Development Manager for the British Council in South Asia, working primarily with Afghanistan, Bangladesh, Nepal, Pakistan and Sri Lanka. Dominic has an M.A. in Education and Development from the UCL Institute of Education in London.



Graham Robb, *United Kingdom*

Graham Robb is chair of Trustees of the Campus School. Opening in North London in 2018, the school is specifically for those young people convicted by Court and supervised by the Youth Offending Teams on community orders or as needed on post release from custody. Prior to this, he was a head teacher of secondary schools in England, including the Drayton school which was a pioneer for Restorative Justice (RJ) in schools, and the Safer School Partnership with Police. From 2004 - 2012 Graham was a Board member of the Youth Justice Board (YJB) for England and Wales, and, in 2007, was Interim Chair of the YJB. From 2008 - 2012 he chaired the secure accommodation work of the Board and represented YJB on youth crime prevention work in London. He has also been chair of the RJ Council in the UK since 2012 – a membership body but funded by Government to improve the quality of RJ practice in all settings. Graham is on the Education Advisory Board of one Young Offender Institution, leading RJ development work in another, and has also worked with partners in Europe, Canada and the Middle East on RJ developments, specifically in schools.



Richard D. Roberts, *United Kingdom*

Richard Roberts (Ph.D.) is vice president and chief scientist at the Professional Examination Service's Center for Innovative Assessments in New York City, New York. A former National Research Council Fellow (1996-1998), he has also been a senior lecturer at the University of Sydney (1998-2003), and a managing principal research scientist at the Educational Testing Service (2003-2014). Across these various organizations, he has worked on traditional human assessments (e.g., Armed Services Vocational Aptitude Battery [ASVAB]) as well as new assessments related to emotional intelligence, big data, the gamification of education, multimedia assessments, cross-cultural competence, cognitive biases, and noncognitive skills (e.g., teamwork). His main area of specialization is psychological and educational measurement with a special emphasis on developing and researching innovative new item types for the assessment of both cognitive and noncognitive factors. He has published over a dozen books, and about 200 peer-review articles and book chapters on diverse sub-disciplines of these topics, including, education, psychology, business, medicine, health policy, and wind engineering. Richard received his Ph.D. in Psychology from the University of Sydney.



* Dominic Regester was appointed Program Director at Salzburg Global Seminar in 2017.



Toshi Sasao, Japan

Toshi Sasao is a social and community psychologist, professor of psychology, education and peace studies at the International Christian University (ICU), and an elected Fellow of the American Psychological Association. He directs ICU's Peace Research Institute and coordinates the Interdisciplinary Peace Studies Program. For over 25 years, he has been teaching and researching in the U.S., Poland, Japan, and South Korea. His current research interests include evidence-based social and community interventions in ethnic and cultural communities and schools with a focus on social justice, social capital and psychosocial resources; innovative research and prevention evaluation methods in community and school settings; pedagogical strategies and issues in multicultural contexts; and institutional and individual well-being in schools, work settings, and communities. His publications include *Gang Violence and Substance Abuse: A Multicultural Approach* (Sage), *Japanese Handbook of Community Psychology* (University of Tokyo Press), *International Community Psychology* (Springer), *Critical Readings in Social Psychology* (Seishin Shobo Books), *An Introduction to Community Psychology* (Minerva Books), *APA Handbook of Community Psychology* (American Psychological Association), *Liberal Arts Education and Colleges in East Asia* (Springer). Toshi earned a Ph.D. from the University of Southern California and a B.S. and M.Ed. from the University of Washington.



Hanako Shimamura, Japan

Hanako Shimamura is a Ph.D. candidate in the Department of Education at the University of Oxford. She specializes in early childhood development and has been involved in the field as a teacher/teacher advisor for the past 10 years. Her research focuses on the quality of early childhood education programmes and its impact on the development of children's self-regulation, social-emotional competencies, and academic skills. Hanako received her M.Sc. in Child Development and Education from the University of Oxford.



Celeste Simões, Portugal

Celeste Simões is an assistant professor at the Faculty of Human Kinetics, University of Lisbon. She is a researcher and co-coordinator of the Social Adventure Project, and is a member of the Environmental Health Institute Research Center, Faculty of Medicine of Lisbon. Her work focuses on social and emotional competences, resilience, health promotion and education, as well as risk behaviors in adolescence. She has coordinated several projects, both local and international, to study various factors associated with these fields that resulted in publications and presentations at national and international events. Currently she holds a number of university management positions and is one of the chairs of the European Network for Social and Emotional Competence. She has also been the chair of the 5th edition of the biennial Network Conference. Celeste holds a degree in special education and rehabilitation, an M.A. in social psychology, and a Ph.D. in special education, in the area of risk behaviors in adolescence and aggregation in education sciences.

Baldev Singh, *United Kingdom*

Baldev Singh is the director of education at Imagine Education, an organization that focuses on interventions that bring about systematic, scalable and sustainable changes. They drive their work through a Smart Nation approach which provides strategies for developing both skills and behaviors which enable citizens to build learning communities across all aspects of the economy and society. Exploring and developing innovative assessment (www.lengo.it) is central to the R&D work they do at Imagine. Mr. Singh is part of a team which is involved in national education transformation projects in Brunei and Egypt. Baldev has worked with the British Council over the past ten years and has provided consultancy in over 40 countries on human and organizational capacity building projects.



Francois Steyn, *South Africa*

Francois Steyn (Ph.D.) is a senior lecturer at the Department of Social Work & Criminology at the University of Pretoria, and a research fellow at the Centre for Health Systems Research & Development at the University of the Free State. His doctoral thesis dealt with the theoretical underpinnings of interventions aimed at children in conflict with the law, and his research interests span the domains of risk and resilience in (criminal and non-criminal) vulnerable groups. He has published more than thirty research articles and chapters in books, and has co-authored more than thirty policy reports for, among others, the World Health Organization, the World Bank, and the international development/cooperation agencies of Canada, Ireland, United Kingdom, Flanders, Germany, and Japan. Francois was recently re-elected to serve as an editor of the *Acta Criminologica*, the academic journal of the Criminological and Victimological Society of Southern Africa (CRIMSA).



Artur Taevere, *Estonia*

Artur Taevere is an educator and social entrepreneur. As founder and CEO of Beyond, he works with schools supporting the development of students' wisdom and empathy, problem solving and teamwork skills. This involves designing innovative learning resources, and supporting teachers' professional development. Previously, he served as the vice president of Teach For All, an international education charity, building a network of teachers and education leaders in 30 plus countries. Artur is also a governor of School 21 in London, a new, state-funded, mixed, 4 to 18 school set up to prepare all children for success in the 21st century. He was part of the team setting up the Good Deed Foundation, a launch-pad for innovative social enterprises in Estonia, and Noored Kooli, building a movement of leaders to ensure that all children in Estonia have the opportunity to attain an excellent education.



Aline Villette, *Switzerland*

Aline Villette is a senior initiatives manager for the LEGO Foundation within the Learning through Play in Early Childhood programme. She has developed expertise in international cooperation and programme management in the education and early childhood development sector through 12 years experience working overseas, in Senegal, Mali, Vietnam, Jordan and Burundi; where she coordinated programmes in the field of early childhood development including parenting and access to quality early childhood development centers. Aline has a comprehensive understanding of early childhood development issues in developing countries and challenges in implementing program to impact early childhood development results.



For the LEGO Foundation, she is the partnership manager of the Play Labs Project implemented by BRAC. The project aims at piloting a low cost play based early childhood development centers approach with expected high level impact on whole child development, in particular social and emotional skills.



David Wilsey, USA

Dave Wilsey directs the Master of Development Practice (MDP) degree at the University of Minnesota Humphrey School of Public Affairs, where he is also a member of the graduate faculty. The MDP program is highly interdisciplinary, with an emphasis on building practitioner competencies and skills for sustainable development. He is fascinated by the ways that people build and adapt livelihood strategies using social, natural and other resources. His focus has led to the study of business and finance, conservation biology (M.Sc.) and then interdisciplinary ecology (Ph.D). David spent five years with UMN Extension developing and implementing forestry and small farms programs with Minnesota's Native American communities. Through these combined experiences he has collaborated with numerous agricultural and forest-based communities and contexts around the world. His career has largely existed at the boundaries of academic disciplines and of cultures.



Sakila Yesmin, Bangladesh

Sakila Yesmin has been working as a full time faculty member and research associate at the BRAC Institute of Educational Development (BIED) since January 2009. She has been working in the field of child development for 16 years in both national and international organizations, and is trained in psychological assessment and psychotherapy. She is also overseeing the Centre for Psychosocial Wellbeing. Sakila works on and supervises M.A. programs in mental health and early childhood development, short courses on frontline counselling and training, and on implementing the early childhood development and psychosocial model. She works as a principal investigator for several research projects, developing low cost intervention for the wellbeing of underprivileged children, adolescents and mothers and validating psychological tools in Bangladesh. She works on a multitude of other projects, including early childhood development and psychosocial counselling support for adolescents and Rana Plaza victims. Sakila earned a B.Sc, an M.Sc in psychology and an M.Phil in developmental psychology from the University of Dhaka. She also did a second Master's study in international health at three universities in Germany, the UK, and Sweden (Erasmus Mundus Master Program) and earned a post graduate diploma in health economics and public health.

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***Dominic Regester** was appointed as Program Director in 2017 and will take over the running of the series.

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Louise Hallman is the editor at Salzburg Global Seminar. In her role she creates, commissions, and edits content for SalzburgGlobal.org; edits, writes and designs Salzburg Global’s session brochures and reports; contributes features to external publications; liaises with visiting members of the press; oversees the management of the organization’s social media platforms; and manages other in-house publishing and marketing projects. Her reports for Salzburg Global have covered topics including the future of the post-“Arab Spring” Middle East, European regional cohesion, Asian regional co-operation and sustainability, philanthropy in times of crisis, the right to health care, LGBT human rights, and education reform. She also leads the production of the annual President’s Report, a.k.a. *The Salzburg Chronicle*. Louise holds an M.A. (Hons) in international relations and Middle East studies from the University of St. Andrews, UK, and an M.A. (with distinction) in multimedia journalism from Glasgow Caledonian University, UK.

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Salzburg Global Seminar

Salzburg Global Seminar is an international non-profit organization founded in 1947 with a mission to challenge present and future leaders to solve issues of global concern. More than 30,000 people from nearly 170 countries have participated in our programs over seven decades.

Our vision is to shape a better world by forging breakthrough collaborations to bridge divides. Salzburg Global designs multi-year programs to accelerate human, urban and conflict transformation and help organizations and change-makers achieve results at scale. We convene outstanding people across generations and sectors, aiming to catalyze transformative impact and long-term engagement through alliances, networks and projects on the ground. Our work is sustained through strategic partnerships, earned income and philanthropic support.

Our secluded and inspiring home at Schloss Leopoldskron in Salzburg, Austria – built in 1736 by the Archbishop of Salzburg, restored by the Salzburg Festival’s co-founder Max Reinhardt, used by Hollywood for sets in *The Sound of Music*, and now an award-winning hotel – allows us to welcome all participants in conditions of trust, openness and creativity.

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