



SALZBURG
GLOBAL
SEMINAR
75th Anniversary

EDUCATION POLICYMAKERS NETWORK

Breadth of Skills: Education Transformation

Join in Online!

You can join in the conversation on Twitter with the hashtags [#SGSedu](#) and [#EducationPolicymakersNetwork](#) and see all your fellow Fellows [on Twitter](#).

If you're interested in writing either an op-ed style article for our website or the program report, or a personal reflection blog post while you're here this week, please email your submission to Salzburg Global's Communications Associate, Aurore Heugas: ahugas@salzburgglobal.org

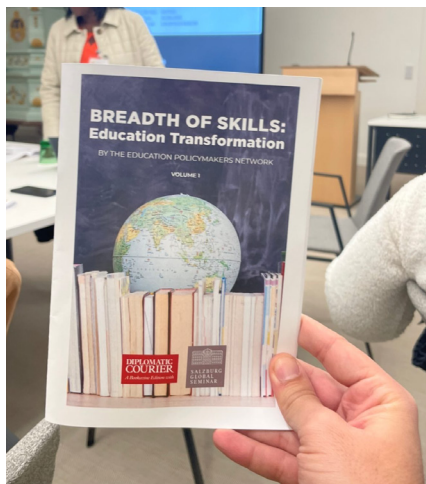
Whether writing articles or Tweeting, please make sure to observe the Chatham House Rule (information on which is in your Welcome Pack).

We'll be updating our website with summaries from the panels and interviews with our Fellows, all of which you can find on the session page: SalzburgGlobal.org/go/762-02.

We're updating our Facebook page facebook.com/SalzburgGlobal and our Flickr stream flickr.com/SalzburgGlobal with photos from the session during this week and also after the program.

We will also be posting photos to Instagram instagram.com/SalzburgGlobal.

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



@renanferreira on Instagram



Education Policymakers Network Members are Back in Salzburg

Salzburg, Austria – On Monday, December 5, members of Salzburg Global Seminar's Education Policy Network gathered in person for the second time this year at Schloss Leopoldskron, home of Salzburg Global Seminar.

Launched in April 2021, this group of reform-minded educated policymakers from 21 different countries have been meeting online and in-person to discuss and collaborate on a range of projects to support and sustain education reform around the need to develop a breadth of skills – cognitive, creative, physical, social and emotional – in young and school-aged learners.

Over the course of the week, network members will yet again pick each other's brains in the hopes of

sparking new ideas in the breadth of skills agenda to advance education transformation. Two learning circles have been formed, allowing members to collaborate on essays, to collaborate on essays, reflecting the outcomes of the discussions, and published into an e-book, in collaboration with the Diplomatic Courier.

"We are delighted to welcome the Education Policymakers Network back to Salzburg for the second time. 2022 has seen a huge increase in the attention being paid to Education Transformation and we are keen to explore how the breadth of skills agenda supports the transformation agenda in Network members' countries," said Dominic Regester, Program Director.



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Big Education Conversations for Big Education Transformation

What is the purpose of education and how to we transform it? These are questions the members of the Education Policymakers Network tries to answer

Aurore Heugas

How would you describe your favorite teacher? “kind,” “compassionate,” “human,” “encouraging.” These were only a few adjectives that Salzburg Global Fellows used during their Big Education Conversation.

The concept was conceived by Big Change and the Lego Foundation in the Chinese room of Schloss Leopoldskron during Salzburg Global’s previous education program. It aims to support people and communities worldwide to discuss the purpose of education, priorities in their countries’ education systems, and their commitment to transforming education.

Why are Big Education Conversations important? According to Big Change, reflecting on what education is really

for lets different types of conversation emerge, surfacing underlying beliefs. These conversations are spaces where stakeholders can come together and identify or create alignment at different system levels. They also emphasize the importance of including young people as participants and as hosts/facilitators to model the shift in power agency we want to see in the system.

What was clear from the start of the EPN’s conversation is that education is a human right that everyone should have access to. Education should also expand the potential of every child, recognizing their individual qualities.

All participants agreed that the lack of play in education hinders the learning process. “If teachers and students have fun, you have space for creativity and

development.”

What struck many participants is that the issues stay the same no matter the generation. The world around us changes at an increasingly rapid pace, yet education does not reflect that. The implementation of public policy was also discussed. Teachers welcome external help, but it should have a clear purpose and be easy to understand to be easy to teach.

A takeaway from the discussion is the crucial need for collaboration between children and teachers. Anyone who gets to have an input in project development feels more committed to it. It is no different with students. As one of the participants committed, “place the voice of children and young people at the heart of education reform.”

Vienna's Diplomatic Academy Comes to Salzburg

Network members benefitted from Salzburg Global’s first collaboration with Vienna’s Diplomatic Academy

Douglas Leung

Salzburg Global Seminar and the Education Policymakers Network had the privilege of welcoming Sonja Rauschütz, the Founder of the Vienna School of Negotiation, to lead a workshop on “Training Negotiation and Influencing Skills for International Senior Education Policymakers.”

Most of the session dealt with the six personality types proposed by the Process Communication Model (PCM). Sonja explained the PCM through the analogy of a six-story condominium, where each personality type represents one floor. The personality type of the ground floor is a person’s “base”

personality that one most often accesses through the “contact” door. The cornerstone of the PCM is the ability to access all six personality types via the metaphorical condominium elevator, which emphasizes the need to adapt one’s communicative strategies to another personality type. Not only should we “treat other people how they want to be treated”, but also “how we say it is more important than what we say”.

This, ultimately, drew attention to how the transactional dimension of negotiations extends toward the relationship between the people

negotiating. Thus, understanding human psychology, such as our stroke-driven nature, is key to successful negotiations.

Like the breadth of skills that this Network has been advocating, Sonja equipped the Fellows not with rigid, right-or-wrong tactics, but rather with a tool that can be applied in different contexts. It is now the Fellows’ prerogative to decide how they wish to use it to influence education policy in their respective countries.

Unfolding Language in Classrooms and Life

In conversation with Salzburg Global, Kolosa Nonkenge brings classrooms, communities and education policy to the forefront

Iva Genova



Kolosa is a research associate at the Department of Basic Education in South Africa. Her projects include the Reading Support Project which was an early grade reading project to improve reading and writing in the Home Language and English First Additional Language and Reading Anthologies to improve reading at home and in the classroom.

How does the breadth of skills agenda connect with your work and more specifically with the Reading Support Project?

The breadth of skills approach serves as the foundation of our work. Without it, children would not be able to improve their literacy, to become wholesome or fully developed members of society as much as they like to lay out their potential. It is important for instilling confidence and self-awareness. In this age that we live in, it is essential that children, at the early stages before they get to the higher grades, have confidence and a strong sense of self. In South Africa, we have “quintiles one to three” schools, or “no-fee paying schools” where children do not pay school fees because they can't afford to. Those are the most disadvantaged kids in society, who make up the

majority of learners in the country. Working in research, that informs policy and is informed by the policy, is key. Advocating for SEL (Social and Emotional Learning) at the foundation of education can really have a big impact on children's education.

One of the main arguments for SEL is that people learn better when they have a sense of belonging and when they feel good about themselves. How do you see that play out in South Africa?

You will not be able to feel good about yourself if you don't know how to read or interact and if you don't have the required social-emotional skills. It influences how people show up in society, the way they present themselves, and the opportunities that they can therefore access. It is imperative that we allow everyone to have equal access to education and learning opportunities that focus on socioeconomic learning. Whereas the focus tends to be on traditional education - mathematics, reading, and literacy, social-emotional skills are essential because you need confidence in order to read, speak well and present yourself well in the world. [...] There's a

recent study that we called “Thrive by Five” which is looking at making sure that all children in South Africa thrive and have all these social-emotional skills they need before they enter primary school.

Does the breadth of skills work in all 12 different languages in South Africa, or primarily in the English context?

In the research unit at the National Department of Education, we realized that children learn best in their mother tongue. The breadth of skills approach has now been made into all the official languages. [...] African languages are very nuanced and complex. Just translating things directly from English does not do the language justice. They need to be written in African languages [...] so that children are learning and communicating in their mother tongue before they transition to English. [...] Furthermore, given that the African languages in South Africa were overlooked, and English and Afrikaans were made the main languages, I think this approach is rebuilding. Once you can learn in your own language, transitioning to English and other languages is easier.

Hot Topic: “How does the breadth of skills agenda support education transformation in your country?”

Douglas Leung

“We are recovering from the influence and the impact of Coronavirus, [e.g.] the learning loss. So, the breadth of skills helps me a great deal to learn what the best practices are, and to see what the neighboring countries, other countries are doing to accelerate learning, to bridge the gap between students...And it has been actually a great opportunity to learn from the rich experiences of other educators in other countries and also to map what is being done in my country, in Jordan, and also to provide positive feedback to other countries also to learn from what we did. And, all in all, this will help our students to learn, to grow and to catch up with what they missed, and to focus on their goals in the future, and to be global citizens ultimately where they can actually give and at the same time take, so they can give what they have and take what is good from others.”

Laila Abu Qatousah

Educational Specialist, UNICEF, Jordan

“I think that India also has recently adopted the new national education policy, and this national education policy makes a huge departure from the earlier approach, earlier practices, where this holistic knowledge acquisition was a primary focus. Now, what we are talking about is the holistic development of child, where knowledge, skills and attitude should be given due weightage in the overall academic pursuit. So, I think with respect to breadth of skills, it becomes very important for us because we have in Delhi also our happiness curriculum, which emphasized upon building strong

social-emotional skills of children. We also introduced a couple of more “mindset” curriculums, as we call it, basically enabling the child to acquire, say, a certain kind of thinking, to critically reflect upon his or her own thoughts, to be able to make sense of what she or he feels appropriate. So overall, I think breadth of skills actually comes at the core of academic discourse now. And because we have already been doing something on it, in Delhi we are more prepared to take it to the next level.”

Shailendra Sharma

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

“We are facing a lot of unemployed youth whom we think that, if we continue this current system, we will actually create more and more unemployed youth straight out there. But we think this [breadth of skills] agenda of changing the curriculum into providing the people, providing the children, [with] more skills – life skills – will actually enable them to have more self-employed [opportunities] than the current situation. So, it's really the Minister of Education and all education staff roles [who] are actually enforceive towards achieving the breadth of the skill in our country.”

Salvatory Alute,

Pre-Primary Education Coordination Officer, President's Office of Regional Administration and Local Government, Tanzania



#FacesOfLeadership

Iva Genova

“Since I am a teacher, I always want people to succeed. I want them to look at me as a role model for my students, showing them they can always achieve whatever they want to in a free world.

One is by giving examples of successful stories that inspire us. [...] Stories of people who have succeeded through education. In our cases, where we are not blessed by so many resources, education is the only tool that can bring about equality. We are a society that is divided into social classes, into political classes. Then you have these kids of the everyday society who would also wish to achieve but because of the structural breakdowns, and their inability to break them, the only way [they] can succeed is through education. We try as much as possible to give them the best they can get so that in future they can also succeed.”

Fred Musisi

Adviser, Department of Education, Kingdom of Buganda; Senior Lecturer, Muteesa Royal University, Uganda

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