



KED

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We Continue the Exchange

Cecilia Aronsson

KED Network Director

cecilia.aronsson@kunskapsskolan.com

So, we are back. We can do a lot more than we could five months ago. And we know more than we did then. Things and skills that we have learned from being thrown into a situation no one could predict.

It is difficult to point at the benefits of this viral meltdown without sounding stupidly positive. But online debating and online adult education are just two examples of activities that flourish in the middle of the pandemic, both highlighted in this Newsletter.

Things must be done differently, but they do not have to stop. As Kenneth Nyman, who has worked with Kunskapsskolan since its start 20 years ago, points out: The KED Network has never been more important than it is now. And there are plenty of ways to continue the exchange of expertise and experience with colleagues globally.

The KED Teacher Exchange Program 2020/21 is launching now. If you are working as a teacher at a KED school in any of our networked countries, you can send me your application today. In this

seventh round of the Program, participants will stay at their own houses and meet their exchange partners digitally. However, the essence of the teacher exchange will be the same – spending time with a new colleague, exploring a research question relevant to you and your school, discovering the power of the KED Network and the potential to involve your students in further global activities. Traveling looks different today, but we have not stopped moving.

Brand New Kunskapsskolan Enköping

Cecilia Aronsson
KED Network Director



Kunskapsskolan Enköping opened its doors in 2001. Now the school has moved a few meters into a new building completed for them in less than a year. The new school has capacity for 630 students in Year 4–9.

The purpose of the move into new spaces is to provide a better learning environment for students in the KED Program. The new school comes with a new sports hall and a large courtyard with areas for various activities.

The design of the new school follows Kunskapsskolan’s established principles for rooms for learning – spacious, open, and light. Playfulness is another concept that has inspired the construction.

This school year, Kunskapsskolan will have 550 students. The number of students is set to increase gradually as

a larger number of students enter grade 4 and 7 each year.

When you enter the school, you sense the fragrance that characterizes a completely new house – fresh wood and untouched equipment crisp from the factory. The characteristic Kunskapsskolan colors have been augmented by pale pink, blue and green pastels on walls and furniture to instill a calming ambience.

The school has three levels. On the ground floor, you find the dining hall, café and rooms for art and craft. Students in Year 4–6 work on the first floor, and the top floor is for Year 7–9. There are rooms and spaces for learning in different size and layout to suit students’ and teachers’ needs in different working situations.

What does it mean to you to move into this new school building?

“The colors are much brighter, and it feels calmer than in the old school. There’s also much better space for us to sit and work and now we have somewhere to go during break,” say Erik and Milian, Year 9 student at Kunskapsskolan Enköping.

Head of School Lars Jonsson comments:

“The improvement is remarkable. I’m particularly happy to go from the temporary pavilions for Year 4–5 to an entire floor in the main building for grades 4–6. The whole team is motivated, and we look forward to receiving many visits here as soon as the pandemic subsides.”

Battling Corona with Karona

Rupa Chauhan

Head of School, Kunskapsskolan International, Gurgaon



As the world learned to navigate through numerous versions of a lock-down and gain some semblance of normalcy, students of Grade 9 at Kunskapsskolan International, Gurgaon (KI) launched a self-driven initiative this summer; Debate Karona – a collaborative venture between KI and Behes, a non-profit initiative.

Karona is a pun on the word Corona. In Hindi, Karona means to do. The thought process of the team Karona was to invite renowned schools within India along with their peers in KED schools in Sweden to participate in two days of intense debating, public speaking, and reasoned expression. Seeing the socio-economic conditions prevailing because of the pandemic, the students driven by their sense of social responsibility joined forces towards the fundraiser Rahat Relief initiated by the NGO Goonj. Funds raised through participation fees and voluntary contributions would be utilized by Goonj to provide the needy with necessities.

37 teams, including five from Kunskapsskolan Örebro and Enköping, actively participated on both days, battled their contentious views in many dialogues and won accolades.

All teams showed their mettle in the three debating rounds and displayed the power of coherent rhetoric besides their oratory faculties.

Like comrades in war, the participating teams, Chips (Age 10+) and Chunks (Age 14-18), turned their research and analytical skills to very good account on the opening day of Debate Karona. Innovative names of the teams caught our attention, such as Fifty Shades of Debate and Ammi jaan kehti thi, koi bhi debate asaan nahi hoti aur rebuttal se bada koi dharm nhi hota (translation: My mother says no debate is easy and engaging in a rebuttal round is the highest duty of a debater).

Debate Karona picked up steam on day two of deliberations and arguments by competing teams. Some interesting motions debated upon were: “Caterpillars should be acknowledged only when they become butterflies”; “It is important to fall in order to rise”; “The internet in making it easier to be ignorant”; “Life is beautiful”.

“Empathizing, remaining open-minded and learning to respect other people’s opinions and thoughts are valuable traits we learned today,” a participant summed it up aptly.

Besides exhibiting the fundamental skills of argumentation and debate, what was endearing was each participant’s approach to the competing team members – appreciative, with a tremendous sense of camaraderie. As F. Scott Fitzgerald once said, “The test of a first-rate intelligence is the ability to hold two opposed ideas in mind at the same time and still retain the ability to function.”

This was exemplified in the debating rounds today where the debaters flexed their analytical muscles to find a chink in the opponent’s armor. Joar Vik from Kunskapsskolan Enköping was awarded the third place in the Most Consistent Speaker rankings and Malin Hermansson from Kunskapsskolan Örebro was awarded the tenth place in the Best Speaker rankings.



Mr Kunal Bhadoo, Member of the Board for Kunskapsskolan India, congratulated students for endeavoring to promote life skills via a debate tournament and thinking of the less fortunate through the fundraiser. At KI, we look forward to making this an annual event, not only to encourage and engage debaters but also to continue taking forward the students’ support of social causes.



What You Learn from Debating Online

Lisa Faber Andersson
Student, Kunskapsskolan Enköping

It was a regular school day, and we were called for a big gathering in the assembly hall. The teachers started talking about a debate tournament to be held the following weekend, hosted by an organization in India. The hosts invited competitors from KED schools in India and Sweden. Anyone could sign up. We got both excited and nervous. Eleven of us signed up.

The teachers said it was a big opportunity and could increase our confidence, widen our knowledge, and improve our English, problem-solving and teamwork skills. On top of that, our ability of speaking in front of people and ways of expressing ourselves could be developed.

We were quite nervous and a bit unprepared, but one of our teachers gave us some tips and tricks. He said:

“Most importantly, believe in yourself! Even though you might make a few mistakes, it will be alright. If you believe in yourself, it will also be visible to the adjudicator and make you more likable. And make sure to have a good time.”

Soon enough, the day arrived. We gathered at school and started preparing ourselves. Computers were set up, pencils and papers started spreading around the tables, time flew by and suddenly, the debate would start.



We logged on to our computers, joined the Google Meet link and “met” the adjudicator and opponents. The first subject we were going to discuss was revealed: “Does Google make you clever or not?”

We got assigned if we were for or against the motion. Our timers were set for 15 minutes, and we started gathering information. When time was up, the debate could start. First, a person from the team for the motion would argue. Then there was a one-minute break, and a person from the team against the motion got to express their views of the subject. Then it would continue like that, taking turns with one person from each team at a time, until everyone had debated.

The adjudicator would decide a winner, lead us to the next debate and the teams would thank and wish each other good luck in upcoming debates. During the first day of debates, everyone got to debate three times. “Does friendship cost more than it is worth?” was another subject. The teams with the most points qualified for the next rounds. To our happy surprise, all our school’s teams qualified for the quarter finals.



And what the teachers told us was true. We had worked together as a team, widened our knowledge in different subjects, improved our English, created a new perspective of things, gained a lot of rhetorical confidence, and had lots of fun. Even though we were quite nervous at first, everyone quickly got excited, happy, and proud of what we had achieved. All of us could see the improvements and joy that we got.

I absolutely recommend you try online debating. Even though it might seem scary and out of your comfort zone, it is worth a try. Anyone can do it, and the outcome will be better than expected. Mistakes will be made, and no one is perfect, but you will grow as a person and have a lot of fun, and for me, that outweighs any risk of making a mistake.





Kunskapsskolan's founder Peje Emilsson actively supports SkillEd India's first labs for vocational training together with corporate partners such as Oriflame.

SkillEd Empowers India

Rajiv Mathur

CEO, SkillEd India, India

SkillEd India is a joint venture company of Kunskapsskolan Education and Manav Rachna Educational Institutions that helps individuals acquire the right skills for specific jobs. SkillEd India uses the same methods and tools as Kunskapsskolan does when it comes to K-12 education in Sweden, India and globally with relevant adjustments made to suit the budgets and requirements of the stakeholders involved.

SkillEd India operates in three areas:

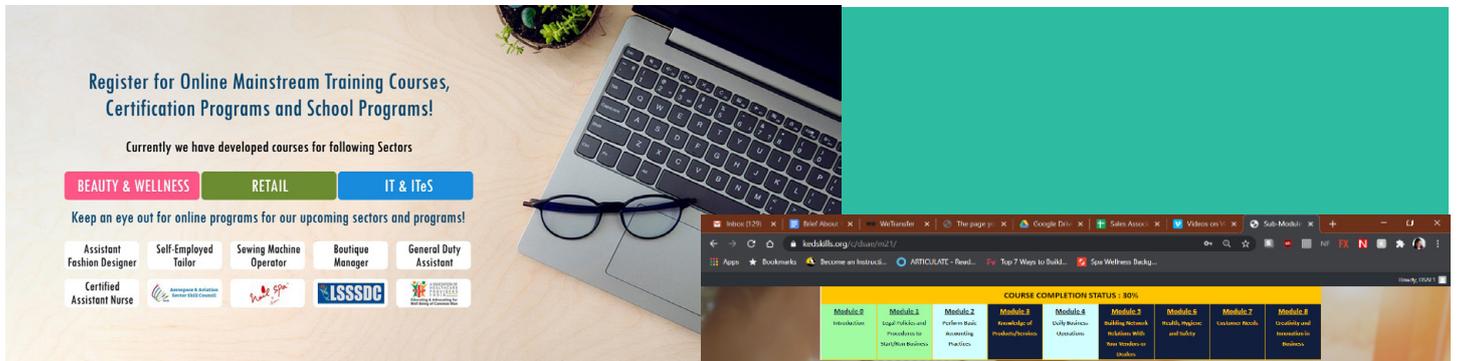
1. Design and development of digital skill training content, using the methods of the KED Program.
2. Vocational education leading to employability of potential school dropouts in Indian government schools. We use CSR funds to establish and operate vocational labs.
3. Design and delivery of various skill development programs for the corporate markets focusing on India and the Middle East.

SkillEd India develops courses for multiple sectors targeted to individuals, training organizations, companies, and schools. All courses are empowered by methods of the KED Program and compliant with the national standards set for the various job roles. Currently we have online courses available in three sectors: retail, beauty & wellness, and IT. We are preparing new courses for the healthcare sector, apparel, aerospace & aviation, and life sciences. In addition, we developed a short, animated awareness film on "Increasing Immunity during Covid-19 using Ayurveda" for Ministry of Ayush, part of the government of India.



SkillEd India currently provides digital vocational content to 14 Schools with more than 5,000 students.

Skilled Empowers India, cont.



Access to our digital content is available via the national portal of National Skill Development Corporation (NSDC), our own website and websites of retail and beauty & wellness sector skill councils. The digital content is housed in an interactive, device agnostic and secured platform with features such as dashboard to monitor trainee and batch progress, and report generation for different stakeholders. The system has an AI enabled integrated online assessment platform. In addition, its AI engine records the learning patterns online and compiles a formative assessment to guide a final online evaluation of each learner.

Our school program for providing employability skills using the KED learning methodology is operated in public private partnership. The Indian

state government of Haryana together with private companies like Sony, Oriflame, Honda Two Wheelers, NSDC and Orient Electric support us to do a pilot in 100 government schools. Currently there are 14 Schools with more than 5,000 students getting access to digital vocational content for six job roles within retail, beauty & wellness, and IT, built on a Learning Portal. Over 700 vocational teachers have been trained to deliver training based on the Learning Portal and the other tools of the KED Program.

Skilled India provides Sony India with trained retail associates for their showrooms across India. We are also conducting training and certification of the workforce of companies in UAE and Abu Dhabi.

We cooperate with India's NSDC in everything we do. Skilled India is its designated knowledge partner for providing digital vocational content and a member of its India International Skill Center Network.



India's National Skill Development Corporation values SkillEd's Learning Portal solution for vocational training.

Visit us on <https://www.kedman.in/>
or for more information write to us on info@kedman.in.

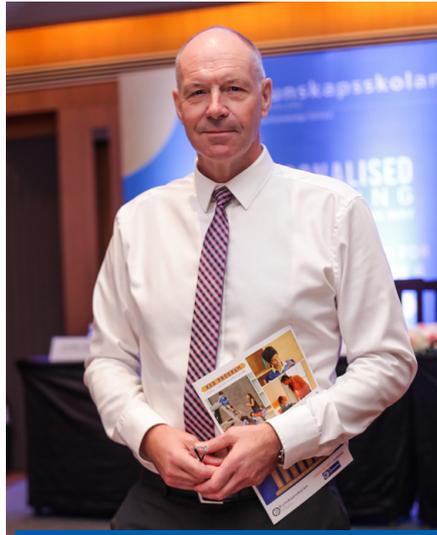
20 Years and Counting

Cecilia Aronsson
KED Network Director

This fall, it is 20 years since the first KED schools opened in Sweden. A few people have been working for Kunskapsskolan from the start. Kenneth Nyman, now the Director of International Operations, is one of the pioneers.

Tell us how it all started, Kenneth

In 1999, I worked as the Head of School at Enskedefältets skola in Stockholm. I was contacted by a headhunter who approached suitable candidates to fill positions at the new school group Kunskapsskolan. Their plan was to start several schools in Sweden with the first four in Tyresö, Norrköping, Täby and Skärholmen. My colleague Camilla Conradzon and I found them to be very professional and determined and had a good meeting with the founder Peje Emilsson. So, we both started working for Kunskapsskolan in April 2000. Our job was to design an efficient organization for the schools. The two teachers Birgitta Ericson and Torbjörn Bindekrans started at the same time, and they developed the complete teaching and learning model that is unique to Kunskapsskolan to this day.



Kenneth Nyman
Director of International Operations

What was your first job with Kunskapsskolan?

I started as Head of School at Kunskapsskolan Tyresö. The following year, I became Head of School at Kunskapsskolan Nacka.

What other roles have you had within the company over the years until now?

In 2002, I became regional director for all Swedish KED schools in the Northern region. My responsibility was to secure the quality level of the schools' work with the KED Program and to start more schools. When I started working with the international operations of Kunskapsskolan in 2014, I managed 18 Swedish KED schools. Over the years, I have handled our trainee program to develop future leaders for Kunskapsskolan. Many of our present Heads of School have participated in that.

And what is your current position and area of responsibility?

As the KED Director of International Operations, my duty is to secure that the KED Program and the entire KED Framework are implemented correctly in all countries outside Sweden. I'm in close contact with each country and its local management, and I visit them regularly. My focus is on India, the Netherlands, Saudi Arabia, and England, but I'm also part of the team that look for new partners for the KED Program in additional countries.

What makes Kunskapsskolan a working place that you want to stay with for so many years?

Firstly, I completely share the owners' values and view of education. I have had the privilege to follow Kunskapsskolan's growth and I always feel appreciated for what I do. Perhaps most importantly, that I've been lucky to work with so incredibly skilled people that have inspired me.



20 Years and Counting, cont.



From the students' perspective, why should you choose Kunskapsskolan?

We see each student as an individual. We approach each student with the greatest respect and try to figure out their strengths and potential for development. Our teachers are driven, and our Heads of School know how to support the teachers. The KED Program and KED Framework ensure high quality of education. As a student at a KED school, you not only reach high academic results, you also develop skills that will benefit you as a lifelong learner.

If you can pick one precious memory from your time with Kunskapsskolan, what is it?

Let me pick two: The day when we opened the doors to the first students at Kunskapsskolan Tyresö – unforgettable. And when my sons Simon and Anton started at Kunskapsskolan Nacka – touching.

And now that we are going through a lot of turbulence due to the situation in the world, what is your recommendation to team members and colleagues in the global KED Network?

The KED Network has never been more important than it is now. Reach out to your colleagues. Support their work and let them support you. Working so much independently as we do nowadays is challenging for everyone, but still, we can exchange so much competence and support.

What do you expect of the next 20 years in your life?

That's entirely up to me. Life is what I make it! I want life to be as unpredictable, challenging, and fun as it has been so far.

And in Kunskapsskolan's life?

Kunskapsskolan has been a success from the start twenty years ago. Of course, there have been difficulties and challenges along the way, but we are exceptional at solving problems. We are value driven and everyone in the team knows their goals. That's Kunskapsskolan's greatest asset. I feel hopeful about the future and believe that the KED Program will be more and more appreciated every year.