



**ISTANBUL
EDUCATION
SUMMIT**
TURKISH MAARIF
FOUNDATION

New Trends and Transformation in Education

25-26 November '21

www.istanbuleducationsummit.com

SUMMARY

NEW TRENDS AND TRANSFORMATION IN EDUCATION

Istanbul Education Summit will be held on 25-26 November 2021 by Turkish Maarif Foundation. Whereas “New Trends and Transformation in Education” will be the theme of this first summit, future events shall focus on other areas over the next years.

The Istanbul Education Summit is an international platform that aims to be a meeting point for people and institutions with outstanding activities and works in the area of education – where future perspectives, theoretical approaches and practices are opened to discussion. It will operate within a global framework that covers worldwide developments in the education sector and facilitates the exchange of experiences from different countries.

There will be plenty of opportunities for discussion and learning at different levels throughout the Summit. The High-Level Session will facilitate a debate on “New Trends in Education” by Professor Mahmut Özer, the Minister of National Education of the Republic of Turkey, as well as education ministers from different countries. The remaining six panels will bring together the world’s leading entrepreneurs, academics and experts to discuss various other aspects of the same general theme. As such, those panels will address the Impact of Digitalization on Education, Internationalization of Curriculum, the Future of Education, Remodeling Education, Education and Social Justice, and Education and Development. Moreover, a virtual exhibition will feature “Good Practices in Education” videos from Maarif Schools in various countries and additional content will be made available to participants regarding innovations in education as “Edu-trends”.

The opening remarks of the Istanbul Education Summit will be delivered by the President of the Republic of Turkey, His Excellency Recep Tayyip Erdoğan, and the President of Turkish Maarif Foundation, Professor Birol Akgün.



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AGENDA



**ISTANBUL
EDUCATION
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25 NOVEMBER 2021

10:00 - 10:30 GMT

Welcoming Speeches
Keynote Speeches
Opening Speeches

11:00 - 12:00 GMT

HIGH-LEVEL MEETING: NEW TRENDS IN EDUCATION

12:30 - 14:00 GMT

PANEL 1: THE FUTURE OF EDUCATION

14:30 - 16:00 GMT

PANEL 2: INTERNATIONALIZATION OF CURRICULUM

16:30 - 18:00 GMT

PANEL 3: THE IMPACT OF DIGITALIZATION ON EDUCATION

26 NOVEMBER 2021

12:30 - 14:00 GMT

PANEL 4: EDUCATION AND DEVELOPMENT

14:30 - 16:00 GMT

PANEL 5: REMODELLING EDUCATION

16:30 - 18:00 GMT

PANEL 6: EDUCATION AND SOCIAL JUSTICE

E-Exhibition

Edu Trends

Closing Remarks

NEW TRENDS AND TRANSFORMATION IN EDUCATION

25 November 2021
10.00 - 10.30 GMT



GUEST OF HONOUR

RECEP TAYYİP ERDOĞAN

PRESIDENT OF
THE REPUBLIC OF TURKEY



KEYNOTE SPEECH

MAHMUT ÖZER

MINISTER OF NATIONAL EDUCATION,
THE REPUBLIC OF TURKEY



OPENING SPEECH

BİROL AKGÜN

PRESIDENT OF THE TURKISH
MAARIF FOUNDATION

HIGH-LEVEL
MEETING



**ISTANBUL
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NEW TRENDS IN EDUCATION

The high-level session with ministers of education from different countries will feature the emerging global trends in education.

The most fundamental aim of education, as ancient as the history of humanity, is to promote the gaining of knowledge, values and skills by students, and to contribute to their betterment in terms of thoughts, emotions and behavior. Indeed, the sustainability of the world's future is directly linked to the existence of qualified 'education systems' and 'educated individuals'.

Educational paradigms underwent certain changes in our time, which gave rise to new definitions and concepts related to education. Indeed, 21st-century skills have been categorized as Learning and Innovation, Digital Literacy, and Life and Career Skills. At this time, educational processes must be transformed in a way that allows them to support those paradigms. This session will therefore facilitate a discussion on the effects of ongoing changes and innovations on individuals, societies, and education systems in the age of digitalization.

Discussion Themes

- What are the most crucial developments in education in the 21st century?
- How should we assess the social, cultural, and economic impact of educational developments on society?
- How was education in the past? Keeping in mind the newest trends in education, what does the future hold?
- How can we read the impact of the current pandemic on innovations in the area of education? What could be the long-term consequences of this process?

HIGH-LEVEL MEETING

NEW TRENDS IN EDUCATION

25 November 2021

11.00 - 12.00 GMT



MAHMUT ÖZER

MINISTER OF NATIONAL EDUCATION,
THE REPUBLIC OF TURKEY



**BUTHAINA BINT ALI
AL JABR AL NUAIMI**

MINISTER OF EDUCATION
AND HIGHER EDUCATION,
THE STATE OF QATAR



EVIS KUSHI

MINISTER OF EDUCATION,
SPORT AND YOUTH,
THE REPUBLIC OF ALBANIA



MAMOUDOU DJIBO

MINISTER OF HIGHER
EDUCATION,
THE REPUBLIC OF THE NIGER

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PANEL



**ISTANBUL
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THE FUTURE OF EDUCATION

Education is among those areas, where transformations occur most rapidly in an ever-changing and ever-developing world. The improvement of educational capabilities, coupled with scientific developments, called for digitalization and an innovative approach in education. The COVID-19 pandemic, in particular, gave rise to a fresh perspective on education around the globe. This session will evaluate new approaches to the future of education and facilitate a debate on that issue within the framework of digital literacy and real-life experiences for students as well as the application of knowledge, the creation of products and projects, and changes in examination and certification processes.

Discussion Themes

- How will technology shape the education of the future? How will students respond to that transformation?
- What is the role of artificial intelligence in providing education in line with the aptitude of students with the help of 'adaptive learning' today?
- How was education in the past, and how will it be in the future? What do we need to catch up with the future?
- What do we need to take into consideration in educational activities in order to ensure the success of holistic education?
- What kind of guidance is needed for students to learn how to learn?
- In light of the 'extra-school education' and 'deschooling society' debates, what will the traditional education system look like in the future?

PANEL 1

THE FUTURE OF EDUCATION

MAARIF STORIES

25 November 2021

12.30 - 14.00 GMT

VISION OF STUDENTS



**ANDREAS
SCHLEICHER**

**DIRECTOR FOR THE DIRECTORATE
OF EDUCATION AND SKILLS, OECD**

Andreas Schleicher is Director for Education and Skills at OECD. He initiated and oversees PISA and other international instruments that have created a global platform for policy-makers, researchers and educators across nations and cultures to innovate and transform educational policies and practices.

He has worked for over 20 years with ministers and education leaders around the world to improve quality and equity in education.

Before joining the OECD, he was Director for Analysis at the International Association for Educational Achievement (IEA). He studied Physics in Germany and received a degree in Mathematics and Statistics in Australia. He is the recipient of numerous honours and awards, including the "Theodor Heuss" prize, awarded in the name of the first president of the Federal Republic of Germany for "exemplary democratic engagement". He holds an honorary Professorship at the University of Heidelberg.



SELÇUK ŞİRİN
**PROFESSOR OF APPLIED PSYCHOLOGY,
NEW YORK UNIVERSITY**

Selçuk R. Şirin, Ph.D. is a Professor of Applied Psychology at New York University. Dr. Şirin studies the lives of marginalized children and ways to increase professionals' ability to better serve their educational and mental health needs. He is the recipient of Teaching Excellence Awards from Boston College and New York University, the Young Scholar Award from the Foundation for Child Development for his work on immigrant children, the Review of Research Award from the American Educational Research Association (AERA) given in recognition of an outstanding article published in education, and winner of the Prize for Social Engagement from Jacobs Foundation for his innovative work with refugee children. He served on the American National Academies of Science committee on Supporting Parents of Young Children. He is the author Muslim American Youth (with Michelle Fine) in the US and four bestselling books in Turkey: Turkey in Crossroads, A Dream for Turkey, Raising Children and Raising Adolescents.



PASI SAHLBERG
**PROFESSOR OF EDUCATION
POLICY, UNIVERSITY OF
NEW SOUTH WALES**

Pasi Sahlberg is a Professor of Education Policy at the University of New South Wales in Sydney. He is a Finnish educator who has worked as teacher, policy-maker and adviser to several governments around the world. He has held senior education expert posts at the World Bank in Washington, DC, at the European Commission, and at Finnish Government. Pasi is recipient of Grawemeyer Award in the U.S. (2013), Robert Owen Award in Scotland (2014), Lego Prize in Denmark (2016), Rockefeller Foundation's Academic Writing Residency in Bellagio, Italy (2017), and Dr Paul Brock Memorial Medal in Australia (2021). His recent books are Let the Children Play, In Teachers We Trust, and Finnish Lessons 3.0. Pasi was a visiting professor at Harvard University in 2014-2016 and holds adjunct professorships at the University of Helsinki and the University of Oulu in Finland.



**SIR ANTHONY
SELDON**
**FORMER VICE-CHANCELLOR,
UNIVERSITY OF BUCKINGHAM**

Sir Anthony Seldon, former Vice-Chancellor of The University of Buckingham, is one of Britain's leading contemporary historians, educationalists, commentators and political authors. He was a transformative head for 20 years, first of Brighton College and then Wellington College. He is author or editor of over 40 books on contemporary history, including the inside books on the last four Prime Ministers, was the co-founder and first director of the Institute for Contemporary British History, is co-founder of Action for Happiness, honorary historical adviser to 10 Downing Street, UK Special Representative for Saudi Education, a member of the Government's First World War Culture Committee, was chair of the Comment Awards, is a director of the Royal Shakespeare Company, the President of IPEN, Chair of the National Archives Trust, is patron or on the board of several charities, founder of the Via Sacra Western Front Walk, and was executive producer of the film Journey's End.



BEM LE HUNTE
**PROFESSOR & DIRECTOR OF
TEACHING AND LEARNING,
THE UNIVERSITY OF
TECHNOLOGY SYDNEY**

Bem Le Hunte is half Indian, half English, and an Australian by choice. She has been published globally to critical acclaim and has written articles and scripts for film. Bem is the author of four novels, short stories and poems – as well as a writer and thinker on transformative learning, creativity and storytelling. Her novels, The Seduction of Silence and There, Where the Pepper Grows, have become number one bestsellers and have been published internationally to critical acclaim. Her latest novel, Elephants with Headlights has just hit the shelves! She's also an Associate Professor at the University of Technology Sydney, where she's the founding Director of the Bachelor of Creative Intelligence and Innovation, a trans-disciplinary, future-facing degree that teaches creativity across 25 different disciplines.

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PANEL



**ISTANBUL
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INTERNATIONALIZATION OF CURRICULUM

It is possible to address the needs of different countries and, at the same time, make available learning environments that take into account individual and regional differences among students, with the help of internationalized programs. International institutions, which engage in educational activities in many countries, serve communities with different languages, cultures and ethnic backgrounds on multiple continents by implementing a range of programs.

This session aims to examine multiculturalism, multilingualism, and differentiation methods that consider students' needs within the context of the internationalization of education programs.

Discussion Themes

- What features do international education institutions highlight in their learner profiles, and how are they reflected in their education and training processes?
- What opportunities do multicultural and multilingual programs offer?
- What is the best way to strike a healthy balance between the spread of international curricula and the preservation of individual and national diversity?
- On the process of an international curriculum design, what should be considered?
- How can the 21st-century skills be effectively associated with curricula?

PANEL 2

INTERNATIONALIZATION OF CURRICULUM

MAARIF STORIES

25 November 2021

14.30 - 16.00 GMT

CURRICULUM THROUGH THE EYES OF WORLD TEACHERS



**LAVINYA
STENNETT**

**FOUNDER AND CEO,
THE BLACK CURRICULUM**

Lavinya Stennett is a writer, activist, and Founder and CEO of The Black Curriculum. Graduating with a first class from School of Oriental and African Studies (SOAS), she has most recently authored a paper exploring Maroon ecology in Jamaica and Brazil. Lavinya was recently named as one of the Sunday Times 50 Women of the Year and was awarded Trailblazer of The Year by Hello Magazine, as well as featuring in Vogue, and GQ for her activism. The Black Curriculum is a social enterprise founded in 2019, working to teach and support the teaching of Black history all year round, aiming to empower all students with a sense of identity and belonging. Lavinya is currently writing her debut book on Black History 'Omitted' due out for publication in Spring 2023.



AYŞEN GÜRCAN

**MEMBER OF THE BOARD OF
TRUSTEES, TURKISH MAARIF
FOUNDATION**

Professor Gürçan graduated from Anadolu University Faculty of Communication Sciences in 1986, received her PhD in Educational Technology. In 2006-2011, she worked as the Prime Ministry General Director of Family and Social Research, who was later appointed as a Professor at the Department of Educational Sciences at Istanbul Commerce University where she worked as the director of the Neighboring and Surrounding Countries Research and Application Center at the university. She served as the Minister of Family and Social Policies in the 63rd Election Government. After the establishment of the 64th Government, she was appointed as the Chief Advisor to the President. Professor Gürçan has publications in educational sciences, teacher education, measurement and evaluation, techno-psychology, and family education.



**FERNANDO
M. REIMERS**

**FORD FOUNDATION PROFESSOR
OF PRACTICE IN INTERNATIONAL
EDUCATION, HARVARD UNIVERSITY**

Fernando M. Reimers is the Ford Foundation Professor of the Practice of International Education and Director of the Global Education Innovation Initiative and of the International Education Policy Masters Program at Harvard University. He is an expert in the field of Global Education, his research and teaching focus on understanding how to educate children and youth so they can thrive in the 21st century. He is a member of UNESCO's independent commission on the Futures of Education. He has written or edited forty-two academic books on education and several children's books. His most recent publications include education in COVID-19 pandemic. He is currently conducting a study of 31 educational innovations generated during the pandemic which can advance positive educational disruption.



PETE DUDLEY

**ASSOCIATE PROFESSOR IN
EDUCATION LEADERSHIP,
UNIVERSITY OF CAMBRIDGE**

Pete Dudley is an education leader, researcher and system reformer. He taught in UK schools and abroad holding leadership posts locally, nationally and internationally, in all cases promoting oracy based learning and collaborative improvement. He directed the UK Government's Primary National Strategy (2006-11) and pioneered self-improving 'networked learning community' systems, including creation of sixty London schools-led, not-for-profit 'Camden Learning' (2017). He is the president of the World Association of Lesson Studies since 2016, his oracy based Research Lesson Study handbook is used widely in Europe and Central Asia. Now, he is Assoc. Professor in Education Leadership at Cambridge University and helps lead 'Oracy Cambridge' and has recently founded Camtree: a global platform for teacher research.

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PANEL



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THE IMPACT OF DIGITALIZATION ON EDUCATION

A rapid and comprehensive process of digitalization is underway globally. Technology impacts many aspects of our lives, bringing about certain changes and transformations. This session will address those innovations, which digitalization triggered in the education sector alongside all other aspects of human life, as well as the opportunities that easy and quick access to information generate – and what impact they have on education systems.

Discussion Themes

- What kinds of advantages have the digitalization and internationalization of education brought to national education systems and education?
- In what ways can the hybrid education model be an opportunity for students? And how can they take advantage of this opportunity?
- How will teachers augment their own professional development to help students learn digital skills?
- What opportunities do AI, AR, and VR technologies offer in education?
- What role do digital games play in education?
- What characteristics define successful students in the era of digitalization?
- How are digital education platforms transforming the conventional understanding of education?

PANEL 3

THE IMPACT OF DIGITALIZATION ON EDUCATION

25 November 2021
16.30 - 18.00 GMT

KEYNOTE

HALUK GÖRGÜN
CHAIRMAN, PRESIDENT AND CEO,
ASELSAN



MICHAEL STEVENSON

SENIOR ADVISOR, PROGRAM
FOR INTERNATIONAL STUDENT
ASSESSMENT (PISA), OECD

Michael Stevenson is Senior Advisor of PISA (Programme for International Student Assessment) at the OECD. His responsibilities include innovation, strategy and support for governments. He is leading the development of the long-term roadmap for the Program for International Student Assessment (PISA). He also leads the High Performing Systems for Tomorrow initiative, on education in the age of machine intelligence. From 2007-2013 Mr Michael was Vice President, Global Education at Cisco Systems. During this time he founded the Global Education Leaders Partnership, which he now co-chairs. Mr Michael began his career at the BBC, initially in television current affairs, later as BBC Secretary and Director of Education. He went on to lead strategy, communications and technology at the UK Department for Education in London.



PUNYA MISHRA

ASSOCIATE DEAN & PROFESSOR,
OFFICE OF SCHOLARSHIP &
INNOVATION, ARIZONA STATE
UNIVERSITY

Dr. Punya Mishra is Associate Dean of Scholarship & Innovation and Professor in the Division of Educational Leadership & Innovation in the Mary Lou Fulton Teachers College at Arizona State University. He has also an affiliate appointment in the Herberger Institute for Design and the Arts. He is internationally recognized for his work in technology integration in teaching, the role of creativity and aesthetics in learning, and the application of design-based approaches to educational innovation. He has received over \$7 million in grants; published over 100 articles and edited 3 books. He is an award-winning teacher, an engaging public speaker, as well as an accomplished visual artist and poet.



UMAR SAIF

FOUNDER AND CEO,
SURVEYAUTO.COM & CHIEF DIGITAL
OFFICER, JANG/GEO MEDIA GROUP

Dr. Umar Saif is the founder and CEO of SurveyAuto.com. He works as the Chief Digital Officer of the Jang/Geo group and the Chief Investment Officer of Khudi Ventures. He is also an advisor to the United Nations Development Programme (UNDP) in Pakistan. Dr. Saif received his PhD in Computer Science in 2001 at the University of Cambridge and worked at MIT for several years before returning to Pakistan. He has received the MIT Technovator Award, Mark Weiser Award, IDG Technology Pioneer Award, and the British Council Outstanding Alumni Award. Dr. Saif was awarded Sitara-i-Imtiaz in 2014, one of the highest civil awards by the government of Pakistan. In addition, he was named among the 500 most influential Muslims in the world consecutively between 2015-2020.



ERIC SHENINGER

ASSOCIATE PARTNER WITH
THE INTERNATIONAL CENTER FOR
LEADERSHIP IN EDUCATION (ICLE)

Eric Sheninger is an Associate Partner with the International Center for Leadership in Education (ICLE). His works are on leading and learning in the digital age as a model for moving schools and districts forward. These studies have led to the formation of the Pillars of Digital Leadership, a framework for all educators to initiate sustainable change to transform school cultures. Main focus of his works is using research and evidence-based practices to empower learners, improving communications with stakeholders, enhancing public relations, creating a positive brand presence, discovering opportunity, transforming learning spaces, and helping educators grow professionally in the digital age. Eric Sheninger has received numerous awards and acknowledgements for his work.



SÜMEYYE CEYLAN

CO-FOUNDER AND MANAGING
PARTNER, USTURLAB

Sümeyye Ceylan is graduated in Mathematics from the University of Vienna. She defended her master thesis in Fourier Analysis and did a second master in Pedagogy at the University of Vienna. During her stay in Vienna, she took Astronomy courses from Kuffner Observatory. In 2013 She enrolled in Philosophy PhD at the Department of Philosophy, Istanbul Medeniyet University.

Her main academic interests are science education, philosophy of mathematics, logic, history of science, STEAM education and social entrepreneurship. After finishing her studies in Vienna, she returned to Turkey in 2012 and wanted to create a more child-friendly, play and imagination-driven education methodology. Therefore, Ceylan established Usturlab, a social enterprise that produces content, plays, toys, and games for children to learn and design scientific exhibitions.

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PANEL



**ISTANBUL
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EDUCATION AND DEVELOPMENT

Education, which improves human capital, is the single most important element in the economic, social and cultural development of any given society. Ensuring equal access to opportunity in fundamental educational activities would serve to train virtuous and skilled people, whom the world desperately needs.

This session will focus on improving the current state of education within the context of political economy, designing the future of education to serve the improvement of human capital around the world, determining anew basic educational needs with an eye on changing demand for employment, promoting equal access to high-quality education, and the potential of international educational institutions in those areas.

Discussion Themes

- What should be the educational standards for developing nations, with an eye on their projections of the improvement of human capital, and what should that include?
- What are the effects of strengthening human resources through education on the macroeconomic vulnerability levels of countries?
- How will changing global and regional employment areas impact the reorganization of education?
- How can education be planned to provide opportunities for upward social mobility?
- What is the role of humanitarian aid in the field of education for long-term development?
- How do investments in education change since the UN Sustainable Development Goals

PANEL 4

EDUCATION AND DEVELOPMENT

MAARIF STORIES

26 November 2021

12.30 - 14.00 GMT

CATCHING EQUAL OPPORTUNITY IN EDUCATION



ERKAN ERDEMİR

**RECTOR, UNIVERSITY OF
NEW YORK TIRANA**

Professor Erkan Erdemir graduated from the Anadolu University, Faculty of Economics and Administrative Sciences, Department of Labor Economics and Industrial Relations in 1996. He received his master's degree from the Osmangazi University in 2000, and his Ph.D. degree from the Anadolu University in 2007. He spent a year at the University of Illinois at Urbana-Champaign College of Business as a visiting scholar between 2010 and 2011. After returning to Turkey, he worked at Istanbul Sehir University until 2020. He joined Maltepe University as a faculty member in 2020. He is currently the rector of the University of New York Tirana in Albania.



ADEEL MALIK

**GLOBE FELLOW IN THE ECONOMIES
OF MUSLIM SOCIETIES, UNIVERSITY
OF OXFORD**

Professor Adeel Malik is Globe Fellow in the Economies of Muslim Societies at the Oxford Centre for Islamic Studies and an associate Professor in Development Economics at the University of Oxford's Department of International Development. He received his doctorate in economics from Oxford University as a Rhodes Scholar. Professor Malik's research articles have been published in the Journal of European Economic Association, European Journal of Political Economy, Journal of Development Economics, Oxford Economic Papers, World Development, Review of International Political Economy, and Modern Asian Studies. His most recent contribution to the field is a co-edited volume, *Crony Capitalism in the Middle East: Business and Politics from Liberalization to the Arab Spring*, published by Oxford University Press in 2019. Malik's research has been featured in the CNN, Financial Times, the New York Times, Washington Post, Project Syndicate, Foreign Policy, and Foreign Affairs.



ARJEN WAL

**PROFESSOR OF TRANSFORMATIVE
LEARNING FOR SOCIO-ECOLOGICAL
SUSTAINABILITY, WAGENINGEN
UNIVERSITY & UNESCO CHAIR
OF SOCIAL LEARNING AND
SUSTAINABLE DEVELOPMENT**

Arjen Wals is a Professor of Transformative Learning for Socio-Ecological Sustainability at Wageningen University, where he also holds the UNESCO Chair of Social Learning and Sustainable Development. Furthermore, he is a Guest Professor at the Norwegian University for the Life Sciences (NMBU) and holds an Honorary Doctorate from Gothenburg University in Sweden. His work focuses on enabling, supporting and assessing ecologies of learning that foster sustainable living by inviting more relational, ethical and critical ways of knowing and being. He writes a regular blog that signals developments in the emerging field of sustainability education: www.transformativelearning.nl



RAJA MAZNAH

**PROFESSOR OF
INSTRUCTIONAL DESIGN
AND TECHNOLOGY, SULTAN
QABOOS UNIVERSITY**

Dr. Raja Maznah Raja Hussain is a Professor in the field of Instructional Design and Technology at Sultan Qaboos University in Umman. She has a mission to improve learning in higher education through the Scholarship of Teaching and Learning (SoTL). She believes that an excellent academic is a leader who is creative and innovative, always searching for ways to improve her practice with the purpose of helping students to learn.

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PANEL



**ISTANBUL
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REMODELLING EDUCATION

In the 21st century, it is important to have education programs suitable for individuals' needs that emphasize taking individual responsibility in learning and support learning by experimenting and continuous self-development. This session will facilitate a discussion about the search for a new blueprint for education (in light of recent developments regarding the remodeling of education), life-long learning, gamification in teaching, hybrid learning, and interdisciplinary and transdisciplinary learning.

Discussion Themes

- What is the place and importance of interdisciplinary and transdisciplinary education in today's world?
- How can digital immigrant teachers interact better with their digital native students in the context of interdisciplinary and transdisciplinary education?
- What is the best method of learning in the digital world from the perspective of life-long learning skills?
- What is the “flipped learning” model as a pedagogical approach that focuses on individual learning? How should it be applied?
- What is the impact of gamification models in education on student success and practice?

PANEL 5

REMODELLING EDUCATION

26 November 2021

14.30 - 16.00 GMT

KEYNOTE

İBRAHİM KALIN

PRESIDENTIAL SPOKESPERSON,
THE REPUBLIC OF TURKEY



MICHAEL HANSEN

SENIOR FELLOW, BROWN
CENTER ON EDUCATION POLICY,
BROOKINGS

Dr. Michael Hansen is a Senior Fellow in the Brown Center on Education Policy at the Brookings Institution and holds the Herman and George R. Brown Chair in Governance Studies. A labor economist by training, he has conducted original research on a wide array of education policy issues, with a specialization in teacher policy and school accountability. Dr. Hansen's research has been published in a variety of academic journals and books, and his research findings and commentary have been covered by national media organizations. Hansen is a co-author of the new book, "Teacher Diversity and Student Success: Why Racial Representation Matters in the Classroom" (Harvard Education Press, 2021).



CAROLINE JENNER

CHIEF OPERATING OFFICER,
JA WORLDWIDE

Caroline Jenner began her career as an entrepreneur and joined Junior Achievement (JA) as a volunteer in Slovakia in the 1990s. She went on to lead the founding of JA Europe in 2002 where she was CEO for 17 years and established the Entrepreneurial Skills Pass (a microcredential for teenagers). Caroline joined as Chief Operating Officer, (COO) for JA Worldwide in February 2020. Caroline has spoken at numerous conferences and events including the World Economic Forum, the OECD, and the Global Education & Skills Forum and is a frequent panelist and moderator. JA Worldwide is one of the world's largest youth-serving NGOs, reaching 10 million students annually. JA prepares young people for employment and entrepreneurship, delivering hands-on experiential learning. The JA network includes more than 100 member countries, and the organization celebrated its centennial in 2019. Caroline is a dual citizen (Canada and Belgium) and is based in Brussels.



TONY WAGNER

SENIOR RESEARCH FELLOW,
LEARNING POLICY INSTITUTE

A globally recognized expert in education, Tony Wagner is currently a Senior Research Fellow at the Learning Policy Institute, founded by Linda Darling-Hammond in 2015. Prior to this appointment, Tony held a variety of positions at Harvard University for more than twenty years. In 2021, Tony joined the Board of Better World Ed, an education nonprofit on a mission to help you(th) love learning. Tony is a frequent speaker at national and international conferences and a widely published author. His work includes numerous articles and seven books, including three best-sellers. Tony served as the Strategic Education Advisor for a major new education documentary, "Most Likely to Succeed," which had its world premiere at the 2015 Sundance Film Festival. He also collaborated with noted filmmaker Robert Compton to create a 60 minute documentary, "The Finland Phenomenon: Inside The World's Most Surprising School System" in 2010.



RUPERT WEGERIF

PROFESSOR OF EDUCATION,
UNIVERSITY OF CAMBRIDGE

Professor Rupert Wegerif is a member of the Faculty of Education at the University of Cambridge and director of the Digital Education Futures Initiative at Hughes Hall, Cambridge. He is on the steering group of the Cambridge Educational Dialogue Research Group and co-convenor of the argumentation, reason and dialogue Special Interest Group (SIG) of the European Association of Research on Learning and Instruction (EARLI). He has received numerous large grants and is highly cited for his books and articles researching the use of technology in education and developing a new theory of education for the Internet age.



MUSTAFA AYKUT

CHAIRMAN OF THE FUTURISTS
ASSOCIATION

Mustafa Aykut started his professional career as R&D researcher and lecturer. He took active roles in the design, development and deployment of digital mobile communications systems in the global R&D centers of Alcatel and Ericsson. He joined Turkcell to build and lead an R&D department in 2003. He is now in charge to serve as principal advisor to the BoD and CEO for advanced technologies. Mustafa Aykut is a member of Foresight Educators Group, the Association of Professional Futurists, the World Future Society, the HundrED Academy. In addition, he is also a board member of the Knowledge Economy Association and ITU-ETA Foundation.

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PANEL



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EDUCATION AND SOCIAL JUSTICE

Social justice in education is the first concept that comes to mind when it comes to ensuring the sustainability of social development. At this point, national education systems are expected to prevent students' demographic traits (e.g. native language, gender, migration background and the education/socioeconomic level of their family) from becoming an obstacle before their self-betterment and ideals. This session will facilitate a detailed discussion of the possibility of nations developing more inclusive and fair education policies and practices to minimize foreseeable impacts in the long run.

Discussion Themes

- On distance education, what can be done to solve the problems of students' access to education, considering socioeconomic differences?
- What kind of measures should countries take for equal opportunities in education within the framework of UN Sustainable Development Goals?
- What can be done to increase girls' access to education on a global scale?
- What steps are the OECD and the IEA taking (or expected to take) to put in place fairer measurement and evaluation methods?
- How should policymakers engage the question of inclusive education in the post-pandemic era?
- What is the significance of international education in reaching sustainable development goals?

PANEL 6

EDUCATION AND SOCIAL JUSTICE

26 November 2021
16.30 - 18.00 GMT

KEYNOTE

TAWAKKOL KARMAN
NOBEL PEACE LAUREATE



URVASHI SAHNI
FOUNDER AND CHIEF EXECUTIVE
OFFICER, STUDY HALL
EDUCATIONAL FOUNDATION

Dr Urvashi Sahni is a social entrepreneur, women's rights activist, and educationist leading expert in school governance, curriculum reform, and teacher training with a special focus on girls' education and gender equality. She founded Suraksha (a women's rights organisation), DiDi's (a social enterprise for sustainable livelihoods for women), and the Study Hall Educational Foundation. Dr Sahni is an Ashoka Fellow, a non-resident fellow at the CUE at The Brookings Institution, U.S.A., and a former member of Rajasthan's Chief Minister's Advisory Council. In 2017, she was declared the Social Entrepreneur of the Year India by the Schwab-Jubilant Bhartiya Foundation. Dr Sahni is leading 'The UP Collective', a consortium of NGOs in Uttar Pradesh to galvanize their efforts in realising the SDGs. PHD Chamber of Commerce has conferred the 6th Astitva Samman 2021 to Dr Urvashi Sahni for the commendable work done by her special focus on girl's education & gender equality.



RORY ROBERTSHAW
CHIEF OF EDUCATION,
UNICEF TURKEY

Rory recently joined the UNICEF team in Turkey from the Iraq office. As Chief of Education he leads programming relating to systems strengthening and improving access and quality of education in humanitarian and developmental contexts. Before joining UNICEF, Rory worked with the UNESCO Office for Iraq as the Education Programme Specialist managing their education portfolio including projects relating to the roll out a national Education Management Information System, the reform of the national TVET system; Prevention of Violent Extremism through education; and leading the education elements of the Revive the Spirit of Mosul initiative. Rory has also work in the UK, Central Asia and in southern Africa on education, skills and local economic development. Rory holds degrees from the University of Westminster, University of the Western Cape (RSA) and the Open University.



MUHAMMAD SAYUTI
SECRETARY OF THE COUNCIL FOR
HIGHER EDUCATION AND RESEARCH
AND DEVELOPMENT, MUHAMMADIYAH
FOUNDATION CENTRAL BOARD,
INDONESIA

Muhammad Sayuti received his PhD from the University of Newcastle, Australia in Vocational Education and Training, and is an expert in higher education and vocational education in Indonesia. As secretary of the council, Mr. Sayuti plays an important role in managing 165 tertiary education institutions (universities, institutes and academies) of the more than 10 thousand education institutions (pre-school; primary; secondary; tertiary) under the Muhammadiyah Foundation. He also served as a Member of the National Accreditation Board for School and Madrasah (BAN S/M) at the Indonesia Ministry of Education, Culture, Research and Technology. He teaches in the Masters Program on Vocational Education and Training of Universitas Ahmad Dahlan, Indonesia.



MUHSİN KAR
PROFESSOR OF ECONOMICS,
ANKARA YILDIRIM BEYAZIT
UNIVERSITY

TURKISH MAARIF FOUNDATION

Turkish Maarif Foundation contributes to enhancing cultural and civilizational interaction and paving the way for achieving the common good as a non-profit public educational foundation. It works in every country in order to carry out effective activities at every stage of education from pre-school to higher education.

EDUCATION

In line with its vision of being an education foundation, Turkish Maarif Foundation opens formal education institutions of all types and at all levels, from pre-school to higher education. The foundation is active in different academic and cultural fields via opening non-formal education institutions and facilities such as courses, study centers and cultural centers as a support.

EDUCATIONAL SUPPORT

Turkish Maarif Foundation establishes libraries, laboratories, arts and sports facilities as complementary elements of education. It supports the career planning of its graduates with its Career Tracking and Guidance System.

PUBLICATIONS

Turkish Maarif Foundation establishes educational publications. TMF develops, produces and publishes educational programs and contents, and supports R&D activities through scientific research on educational methods, practices, contents, and curricula. TMF publishes periodical and non-periodical publications, organizes symposiums, conferences and workshops, and cooperates with institutions and organizations operating in the field of education.

SCHOLARSHIP AND HOUSING

Turkish Maarif Foundation provides educational grants, cash supports and in-kind supports with educational materials such as books, clothes, computers and software support to the students in all levels of education from pre-school education to university. TMF establishes facilities such as dormitories and lodging that will meet the needs of people who provide educational services and study in its educational institutions.

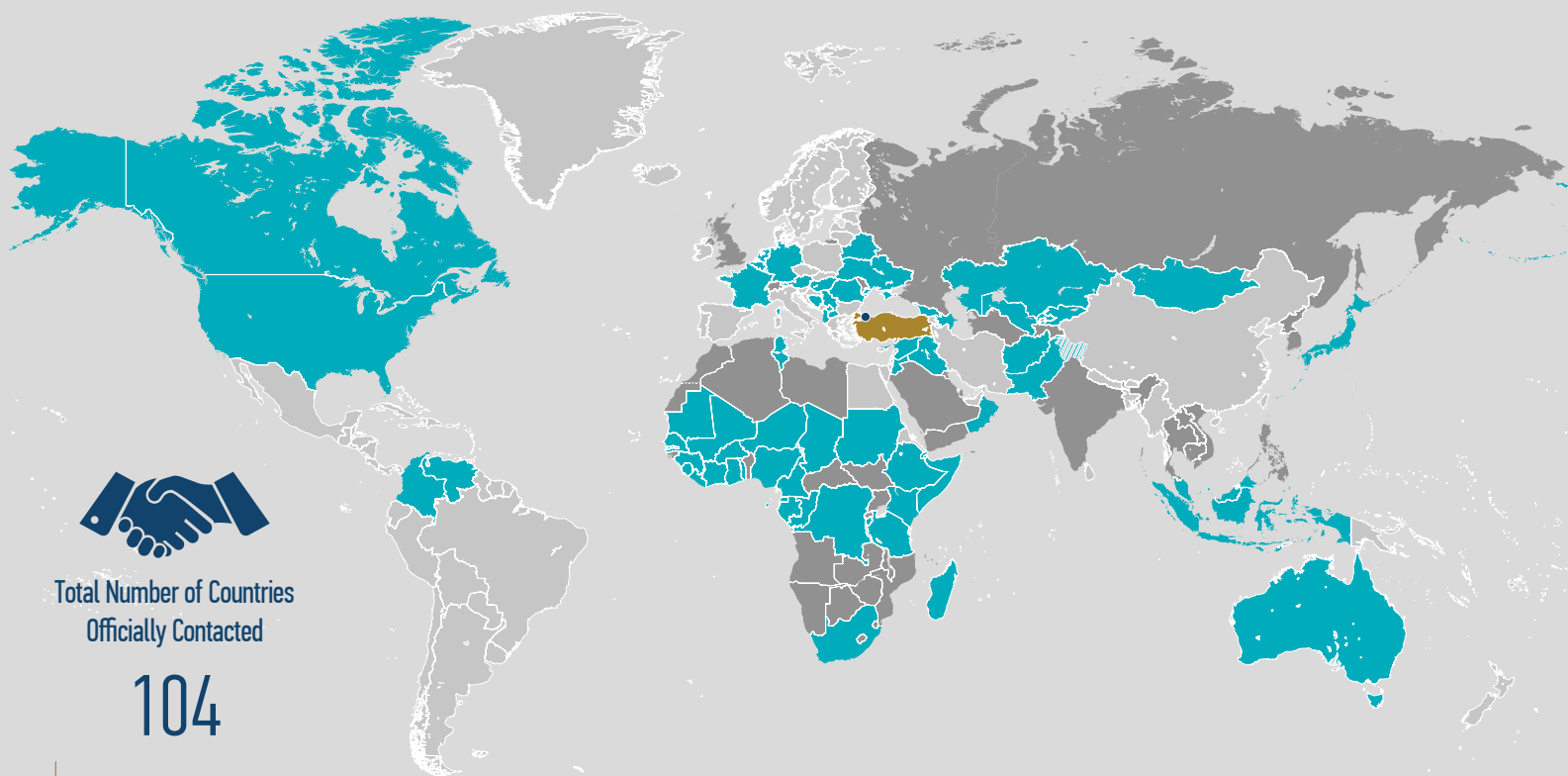
TURKISH MAARIF FOUNDATION IN THE WORLD

Turkish Maarif Foundation; As a result of official contacts with 104 countries around the world, it carries out activities in 67 countries.

Turkish Maarif Foundation continues its activities with a total of 45,000 students in 377 schools, 1 university and 14 education centers in 47 countries.



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SUMMIT**



67 Countries with Activity

37 Countries with ongoing official contacts

USA • Afghanistan • Germany • Albania • Australia • Austria • Azerbaijan • Belarus • Belgium • Bosnia and Herzegovina • Burkina Faso • Burundi • Djibouti • Chad • Equatorial Guinea • Indonesia • Ethiopia • Ivory Coast • France • Gabon • Gambia • Ghana • Guinea • Republic of South Africa • South Sudan • Georgia • Netherlands • Iraq • Japan • Cameroon • Canada • Kazakhstan • Kenya • Kyrgyzstan • Colombia • Democratic Congo • Congo • Kosovo • TRNC • Liberia • Luxembourg • Hungary • Madagascar • North Macedonia • Malaysia • Mali • Mongolia • Mauritania • Niger • Nigeria • Uzbekistan • Pakistan • Romania • Sao Tome and Principe • Senegal • Serbia • Sierra Leone • Somalia • Sudan • Syria • Tanzania • Togo • Tunisia • Ukraine • Oman • Jordan • Venezuela

Countries Where FETO Affiliated Institutions Were Taken Over(19):

Afghanistan • Chad • Equatorial Guinea • Ethiopia • Ivory Coast • Gabon • Guinea • Cameroon • Democratic Congo • Congo Mali • Mauritania • Niger • Pakistan • Somalia • Sudan • Tunisia • Venezuela • Iraq

Angola • Benin • Botswana • Birleşik Krallık • Algeria • Morocco • Paletine • Philippines • Guinea-Bissau • India • Switzerland • Cambodia • Qatar • Union of Comoros • Korea • Kuwait • Laos • Lesotho • Libya • Malawi • Moldova • Mozambique • Namibia • Central African Republic • Rwanda • Russia • Singapore • Saudi Arabia • Swaziland • Tajikistan • Thailand • Turkmenistan • Uganda • Vietnam • Yemen • Zambia • Zimbabwe

Country	Educational Institutions	Dorm
Afghanistan	49	12
Albania	6	-
Australia	3	-
Austria	1	-
Belarus	1	-
Belgium	2	-
Bosnia and Herzegovina	4	-
Burundi	4	-
Cameroon	14	4
Chad	6	1
Congo	4	-
Côte d'Ivoire	4	-
Dem. Rep. of Congo	3	-
Djibouti	2	-
Equatorial Guinea	4	-
Ethiopia	18	2
France	1	-
Gabon	4	-
Gambia	4	-
Georgia	4	-
Germany	2	-
Ghana	2	-
Guinea	10	2
Hungary	3	-
Iraq	14	-
Jordan	-	1
Kosovo	7	-
Kyrgyzstan	4	-
Madagascar	4	-
Mali	21	1
Mauritania	9	-
Niger	9	2
North Macedonia	4	1
Pakistan	86	10
Romania	7	-
Senegal	13	-
Serbia	2	-
Sierra - Leone	3	-
Somalia	7	3
South Africa	3	-
Sudan	6	-
Syria	2	-
Tanzania	12	3
Togolese Republic	4	-
Tunisia	5	-
USA	4	-
Venezuela	9	-
Total	393	42



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