



**ISTANBUL
EDUCATION
SUMMIT**
TURKISH MAARIF
FOUNDATION

2nd ISTANBUL EDUCATION SUMMIT
**THE FUTURE OF SCHOOL:
POST-PANDEMIC NEEDS
OF EDUCATION**

SUMMIT REPORT

04-05 NOVEMBER 2022

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On Behalf of Turkish Maarif Foundation

Prof. Dr. BİROL AKGÜN

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This report covers summaries and highlights of opening speeches, high-level meeting, four sessions and one teachers' session of Istanbul Education Summit 2022. In addition, it includes the information about the edu-trends, exhibition of "Good Practices in Education", exhibition of the 3rd International Maarif Photograph Contest and award ceremony as side initiatives of the Summit. The views, themes and discussion points expressed in Istanbul Education Summit 2022 Summit Report are strictly those of the speakers and participants present at the summit, and do not reflect the official view of Istanbul Education Summit and Turkish Maarif Foundation.

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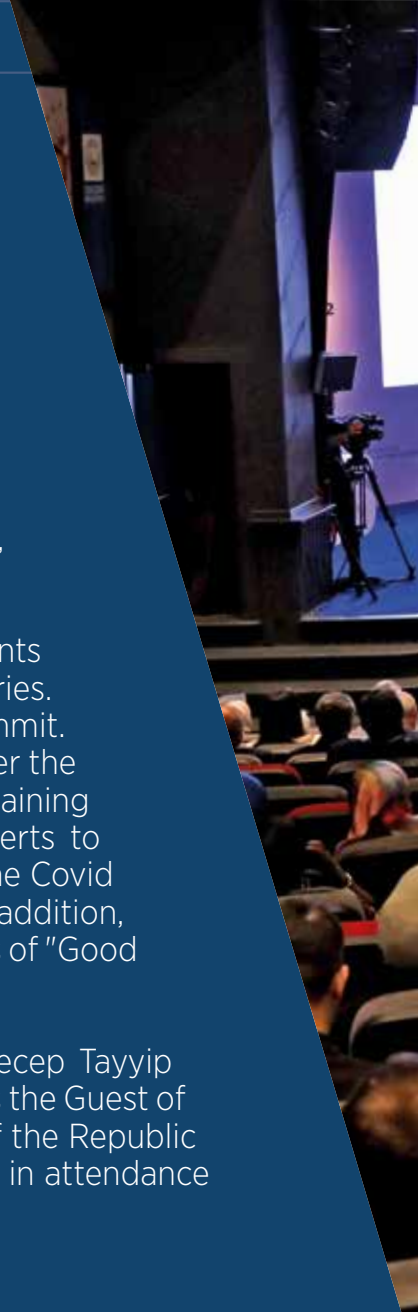
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2nd ISTANBUL EDUCATION SUMMIT

Istanbul Education Summit, which was held online for the first time in 2021 with the theme of “New Trends and Transformation in Education” by Turkish Maarif Foundation, convened face-to-face in Istanbul on 4-5 November 2022 to discuss “The Future of School : Post- Pandemic Needs of Education.” Istanbul Education Summit is an international platform, where future perspectives, theoretical approaches and practices regarding education are discussed.

The Summit operated within a global framework, addressing developments worldwide and facilitating the sharing of experiences from various countries. There were opportunities to discuss and learn at varying levels during the Summit. A high-level meeting hosted education ministers from different countries under the title of “The Future of School: Post-Pandemic Needs of Education.” The remaining four panels and one teachers' panel brought together academics and experts to discuss different aspects of the main theme: Back To School, The Future of the Covid Generation, Differentiated Education and Alternative Pursuits in Education. In addition, exhibition of the 3rd International Maarif Photograph Contest and presentations of “Good Practices in Education” from Maarif Schools in various countries were shared.

The Turkish Maarif Foundation is proud to announce that His Excellency Recep Tayyip Erdoğan, President of the Republic of Türkiye, attended the opening session as the Guest of Honor. Furthermore, Osman Sezgin, Deputy Minister of National Education of the Republic of Türkiye, and Birol Akgün, President of the Turkish Maarif Foundation, were in attendance to deliver the opening remarks.



2022 REPORT



PREFACE

Turkish Maarif Foundation, Türkiye's window into the world and international brand in education, diversifies and improves its educational activities by signing cooperation agreements with universities worldwide, publishing journals and books, and developing curricula and accreditation systems. Building on that experience and know-how, it launched the Istanbul Education Summit to facilitate debate on contemporary issues in international education, global trends in education, and future challenges, and to make necessary contributions in those fields.

The 2nd Istanbul Education Summit took place in person this year with the main theme "*The Future of School: Post-Pandemic Needs of Education.*" With the participation of education ministers from around the world, distinguished members of the national and international business communities, intellectuals, educators, academics, and experts, the Summit facilitated discussion on back to school, the future of the covid generation, differentiated education, and alternative pursuits in education. We are pleased to present a comprehensive report about the Summit, which took place with the uniting and cohesive influence of education. This report was prepared to contribute to the body of literature, ensure that the discussions guide international education today and in the future, and contribute to the development of education policy in the twenty-first century, as we continue to encounter new challenges.

I would like to take this opportunity to thank our president, His Excellency Recep Tayyip Erdoğan, as well as the minister of national education, Mahmut Özer, and the deputy minister of national education, Osman Sezgin, for their unwavering support for our foundation and for honoring us by attending the Summit's opening ceremony. I also extend my gratitude to the education ministers of Cameroon, Mali, Uzbekistan, and Zambia as well as the participating academics and experts for their invaluable contributions. Finally, I would like to express my appreciation to our Foundation's dedicated staff who worked very hard to plan, organize, and host this Summit.

I believe that this report, which includes the valuable perspectives of the Summit's distinguished speakers, will make a significant contribution to the education community.

BiROL AKGÜN

PRESIDENT OF
TURKISH MAARIF FOUNDATION





ISTANBUL
EDUCATION
SUMMIT
TUBITAK İZMİR
FÜRDÜKÜLÜK
FÜNDASYONU

2nd ISTANBUL EDUCATION SUMMIT

The Future of Schools
Post Pandemic
Needs of Education





ISTANBUL
EDUCATION
SUMMIT
TUBITAK MARMARIS
FOUNDATION

2nd ISTANBUL EDUCATION SUMMIT

The Future of S
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EXECUTIVE SUMMARY

Turkish Maarif Foundation brought together academics, decision-makers, experts, and distinguished members of the international education community for the 2nd Istanbul Education Summit, which took place in person this year with the theme of “The Future of School: Post-Pandemic Needs of Education.”

Thanks to the Summit Executive and Organizing Committee's hard work, the 2nd Istanbul Education Summit took place in Istanbul, the meeting point of continents, cultures, and civilizations. The main theme, *The Future of School: Post-Pandemic Needs of Education* was determined with an eye on the post-pandemic normalization process and the need to analyze new situations, which emerged out of the return to school, and the pandemic's impact. Whereas the Summit's high-level session hosted education ministers from various countries, the remaining sessions brought together experts from across the world to collectively address the main issues in education.

Following the high-level session, which featured the education ministers of Cameroon, Mali, Zambia, Uzbekistan, and Türkiye, the Summit continued with four sessions “*Back to School*,” “*The Future of the Covid Generation*,” “*Differentiated Education*,” “*Alternative Pursuits in Education*” and the teachers' panel.

The high-level session, which focused on *The Future of School: Post-Pandemic Needs of Education*, related to the post-pandemic needs of education and new paradigms that emerged out of change in educational activities. *Back to School* focused on the academic and social aspects of school to ensure the uninterrupted and effective continuation of restoring face-to-face instruction, whereas the teachers' panel addressed practical problems and proposed solutions. *The Future of the Covid Generation*, in turn, opened to discussion the experience of being a student amid socio-economic fluctuations. The third session, Differentiated Education, discussed the importance of developing digital skills in today's world, their application in education, and the need for innovative measurement approaches to test them. The final session, *Alternative Pursuits in Education*, addressed digital education opportunities and people seeking educational alternatives during lockdowns due to the pandemic.

As part of the Summit, six *Good Practices from the Maarif Schools* were shared with participants. There was also an exhibition of the works of our students, who ranked in the *3rd International Maarif Photography Contest*, and an award ceremony. Moreover, students and administrators from Maarif Schools worldwide have been hosted in Istanbul.

On behalf of Turkish Maarif Foundation, I would like to emphasize that we are pleased to have successfully organized this summit and present this comprehensive report to the education community. I would like to take this opportunity to extend my gratitude to the selfless members of the Istanbul Education Summit's Executive and Organizing Committee.

TUĞBA IŞIK ERCAN
Head of Editorial Board



TURKISH MAARIF FOUNDATION **IN THE WORLD**



Countries Where Education is Provided

51



Number of Educational Institutions

440



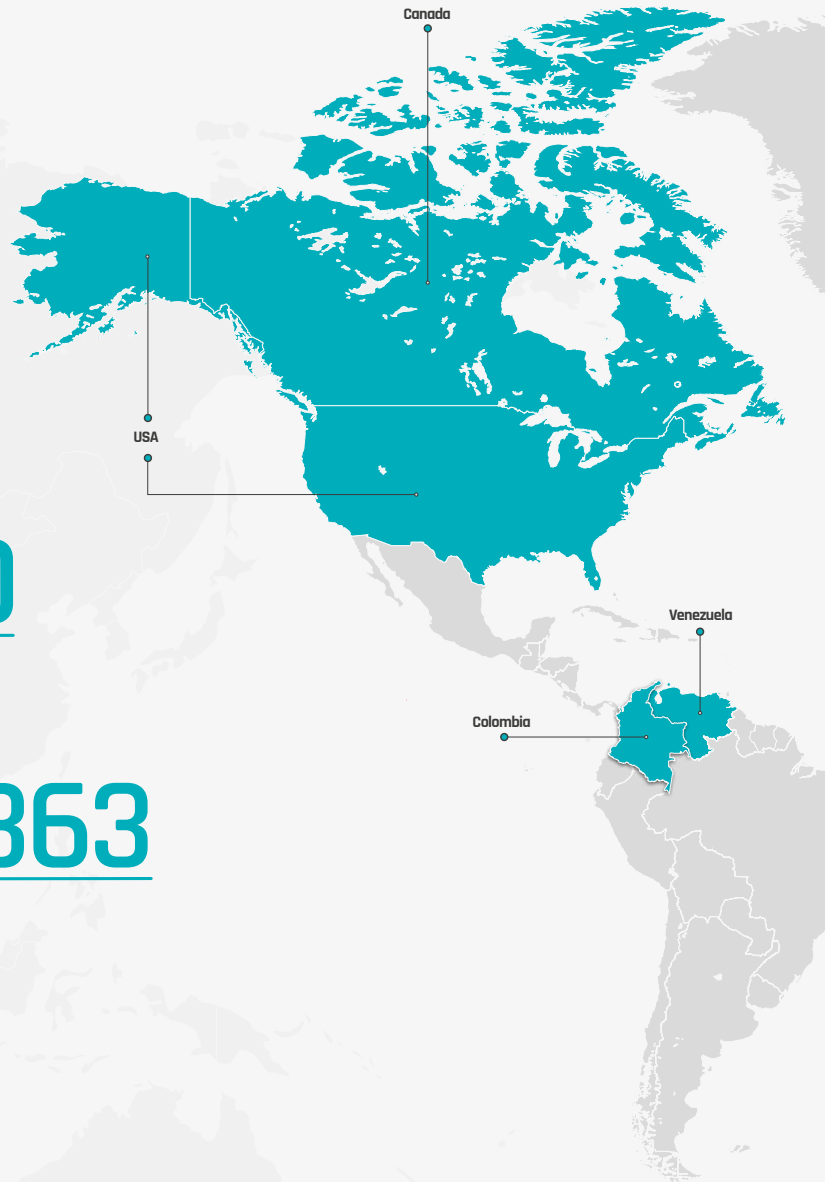
Number of Students

50.363



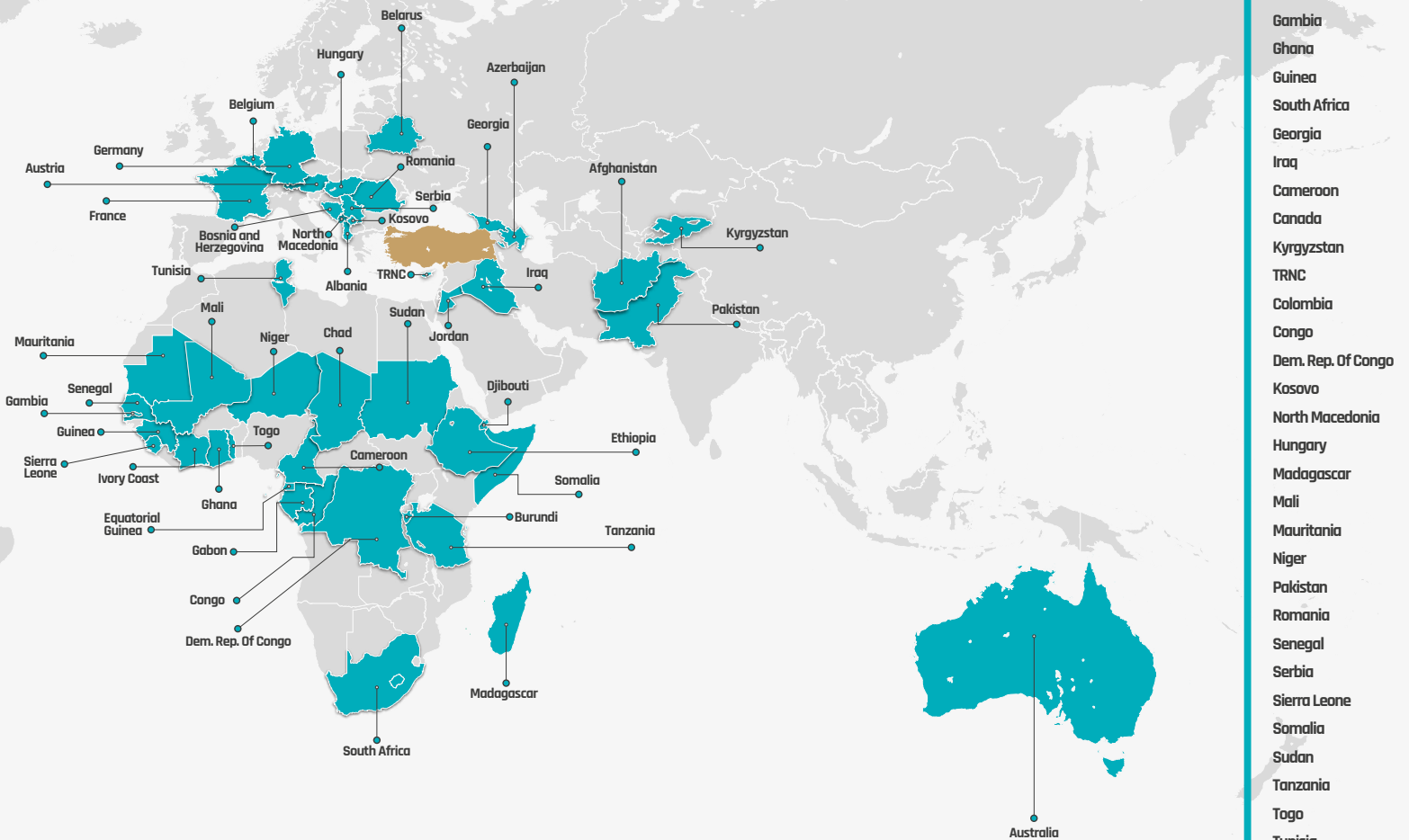
Number of Dormitory

39



105

Countries Where Official
Contacts Have Been
Established



- Afghanistan
- Germany
- USA
- Albania
- Austria
- Australia
- Azerbaijan
- Belarus
- Belgium
- Bosnia and Herzegovina
- Burundi
- Djibouti
- Chad
- Equatorial Guinea
- Ethiopia
- Ivory Coast
- France
- Gabon
- Gambia
- Ghana
- Guinea
- South Africa
- Georgia
- Iraq
- Cameroon
- Canada
- Kyrgyzstan
- TRNC
- Colombia
- Congo
- Dem. Rep. Of Congo
- Kosovo
- North Macedonia
- Hungary
- Madagascar
- Mali
- Mauritania
- Niger
- Pakistan
- Romania
- Senegal
- Serbia
- Sierra Leone
- Somalia
- Sudan
- Tanzania
- Togo
- Tunisia
- Jordan
- Venezuela

51

Countries Where Education is Provided

*November 2022





GUEST OF HONOR

Esteemed Ministers,
Distinguished Guests,

I greet you with my most heartfelt feelings, affection, and respect.

I am very pleased to host you in Türkiye on the occasion of our the Second Education Summit. I would like to welcome you all to beautiful Istanbul, the crossroads of cultures, civilizations and continents, and the pearl of all cities.

I wish the Summit to be auspicious and thank all our academicians, lecturers and experts who contributed to the summit with their valuable ideas. I congratulate all the institutions and organisations that contributed to the summit's organisation, along with management of Turkish Maarif Foundation.

As humanity, we are facing a challenge that started with the health crisis in the last two and a half years, and then emerged in different dimensions as well as the economy. The common opinion of our parents, teachers and other education stakeholders is that the days of the pandemic wreaked havoc on the education system. From reading habits to listening skills, from screen addiction to bilateral relations, our children are struggling with a wide range of issues to which they are not accustomed. We place emphasis on ensuring that our children in all grade levels continue their education life in a healthy, successful, and productive manner. With this approach, we are exerting effort in a variety of fields, from the improvement of the educational infrastructure to the strengthening of our teaching staff, and from the introduction of new methods to the enhancement of student skills.

Our goal is to cultivate successful, moral, and virtuous young people who will develop our country, have a voice in the world, and who are well-equipped, read, who conduct research, pose questions, and provide added value. As Türkiye, we call them the "Teknofest Generation". We are mobilising all of our state's resources to ensure that this generation, to whom we will entrust our future, is raised in the most equipped way not only academically but also spiritually. While doing these in our country, we never neglect our friends and brothers, and we place a premium on sharing our experience in the field of education with them.

Our Maarif Foundation plays a vital role at this point, by successfully representing our nation's values and universal principles beyond our borders. We are proud of our Foundation, which waves our country's education flag in six different continents and sincerely strives to raise good, successful, and well-equipped students.

I believe that the Second Istanbul Education Summit will make significant contributions to increasing the efficiency of our Foundation's work, as well as eradicating the pandemic's damage to the education system.

With these thoughts, I wish the summit success and once again greet you with respect.

I wish you the best of health.

RECEP TAYYİP ERDOĞAN
PRESIDENT OF
REPUBLIC OF TÜRKİYE

SUMMIT SPEECH

Osman SEZGİN

Deputy Minister of
National Education, Türkiye

Distinguished Ministers of Education,
Esteemed President and Members of Turkish Maarif
Foundation,

Valuable Teachers, who represent knowledge and
the domain of wisdom according to the following
principle: “The rank of wisdom is the highest of all
ranks.”

I greet you with love, respect, and fondness.
Welcome.

As you already know, the Minister could not be here
today due to the budget talks at the Parliament. He
sends his regards to his honorable counterparts,
Turkish Maarif Foundation’s esteemed staff, the
valuable teachers, and all participants. I am pleased
to share his greetings with you.

As you know, natural disasters and many extraordinary
situations occur in the world. In other words, we can
encounter a catastrophe at any point in time. What
matters is how resilient, careful, psychologically
tough, and flexible we train people to be. As such, one
of the main tasks of education must be to transform
crises into opportunities and give people hope.

The Ministry of National Education of the Republic of
Türkiye, which has approximately 19 million students
and 1.2 million teachers, acted very carefully and
cautiously during the pandemic to turn that crisis

into an opportunity. Our esteemed minister acted
with great foresight and delivered excellent services.
In particular, the importance that he attached to
vocational schools suggests that he almost felt the
pandemic coming and made preparations.

During the pandemic, Türkiye’s vocational schools
produced a large amount of cleaning supplies, surgical
masks, and other desperately-needed materials. They
not only produced them but also exported them,
once Türkiye’s needs were met. As a matter of fact,
we sent those items as gifts to many friendly nations.
At the same time, we distributed advanced tablets to
students in our country to overcome the challenges
stemming from the crisis. We organized summer
schools to compensate for the classes that students
missed amid school closures. In addition to schools,
Türkiye’s Science and Art Centers (BILSEMs) made
very serious contributions on that front. We took
that opportunity to address our shortcomings. Still,
none of those schemes could compete with face-to-
face education in terms of the relationship between
teachers and students. Nonetheless, the Ministry
of National Education launched television channels
to address shortcomings. Through the Education
Informatics Network (EBA), which we launched for
elementary, middle, and high school students, we
attempted to ensure equal opportunity in education
across the country. As you would surely agree,
however, it was impossible to communicate at the
same level everywhere. Accordingly, we attempted



to make up for everyone's losses through summer courses and Life-Long Learning programs designed to ensure that all age groups would have peace of mind and become psychologically resilient.

Education must have a philosophy. In line with that philosophy, it must have a methodology. That philosophy and methodology must ensure that no incident can hinder educational activities. If the system experiences any turbulence, it must be able to recover as soon as possible. From the standpoint of philosophy of education, the initial goal of education worldwide was to train people as "good citizens." However, the multitude and advanced level of communication and transportation tools led to the conclusion that being a "good citizen" was not enough. Instead, the new goal was to be a "world citizen." Our goals through the Turkish Maarif Foundation, which has educational institutions in 67 countries and educates people in 55 countries, are as follows: The first goal is to raise "good sons and daughters." In other words, children that respect their parents and accept their blessings. The second point is to raise "good citizens." The third and much more important point is to raise "good people."

A good person is someone that does not harm anyone or anything with their words or deeds. A good person is someone that wants for others what they want for themselves. A good person is someone that does not

want others to experience anything that they do not wish to experience themselves.

If the whole world were to abide by this principle as a philosophical method in education, there would be no more world wars or energy wars or famines or migratory movements. I urge the whole world to realign their philosophy of education to reach that goal - which is part of our culture.

Let me quote the words of Rumi, who embodies that philosophy of education and represents the "good" person:

**"Come, come again, whoever you are, come!
Heathen, fire worshipper or idolatrous, come!
Come even if you broke your penitence a hundred times,
Ours is the portal of hope, come as you are."**

And Yunus Emre, who lived in the same century, wrote the following:

**"We love the created
For the Creator's sake."**

As a member of a nation, which never had any colonies throughout history and nor stains of humanity, I welcome you all anew and ask you to raise "good people" through education.

I greet you with respect and love.

Thank you.

OPENING SPEECH

Birol AKGÜN

President of
Turkish Maarif Foundation

Honorable Minister,

Esteemed Ministers of Friendly and Fraternal Nations,
Valuable Members of Parliament and Mayors,

Members of Our Foundation's Board of Trustees,
Executive Board and Oversight Committee,

Dear Participants of Istanbul Education Summit,
Members of Our Foundation,

Distinguished Representatives of the Press and
Media, Ladies and Gentlemen Watching Us Live from
All Parts of the World,

Welcome to Istanbul Education Summit.

I wish that Istanbul Education Summit, which we are hosting for the second time, will make important contributions to international education. I extend my gratitude to the esteemed ministers, representatives of diplomatic missions, academics, students, and all stakeholders.

At the beginning of my speech, I mark the 99th anniversary of the Republic of Türkiye, which was proclaimed on 29 October 1923, and respectfully commemorate Ghazi Mustafa Kemal Atatürk, our Republic's founder, and his colleagues. As the Republic enters its 100th year, Turkish Maarif Foundation is proud to become a household name in international education and remains aware of its

responsibility under the "Türkiye's Century" vision that President Recep Tayyip Erdoğan has unveiled to ensure our country's determined and committed pursuit of its goals for 2023, 2053 and 2071.

Turkish Maarif Foundation represents Türkiye's window into the world in the field of international education. Turkish Parliament established our foundation by adopting a special law in 2016. Its purpose is to provide formal and non-formal education abroad on Türkiye's behalf to strengthen social and cultural bonds between the Turkish people and the population of other countries. Turkish Maarif Foundation has no secret political, ideological, or religious agenda. In truth, our Foundation's mission and activities are aligned with the objective of preserving lasting peace around the world per the United Nations Charter, the goal of promoting sustainable development through quality education, which the UN identified in its Vision 2030, and the OECD's "Education 2030" agenda. In this regard, Turkish Maarif Foundation serves to build a more just and liveable world through education.

We are currently operating 440 educational institutions in 51 countries. 418 of those institutions are at the K-12 level. Moreover, we have a university in Albania and 21 study centers in twelve countries. Our foundation collaborates with all educational institutions, educational authorities, and academic

that operate at the international level. In this context, we are in close contact with 105 countries worldwide. Having established offices in 55 countries, we provide quality education to more than 50,000 students in 51 countries on six continents with qualified teachers and administrators.

Turkish Maarif Foundation pays special attention to cooperating closely with the education ministries in all countries, where we have a presence or with which we are in contact. I must stress that we respect the education policy and curriculum of all countries and take into account the unique education needs of every nation. Our Minister of Education, who has kindly accepted our invitation to honor us today, would certainly concur. The curriculum, which our schools follow, are approved by the education ministry of the relevant countries. Most of the time, the curriculum of Maarif Schools are based on the curriculum of the relevant country. Additionally, our schools can implement international education programs with the approval of the relevant authorities. In this regard, as we complete the sixth year of our operations, I am pleased to inform you that we have created an original international education program by combining the experience that we have accumulated in 51 countries and Türkiye's experience in education. I believe that the International Maarif Program, or IM, will quickly become a source of inspiration for Maarif Schools as well as all institutions in the field of international education.

I want to underline that our Foundation's education strategy involves providing modern education to all students, regardless of the specific curriculum, along five pillars: Modern natural sciences, social sciences, information technologies, foreign language instruction, and local culture and values. We give special importance to teaching the official language of each country, where we operate, at a very high level to help students improve their language skills. At the same time, regarding the teaching of Turkish, we present a robust language instruction model to students, which involves textbooks and materials for different levels, for them to develop reading, writing, listening, and speaking skills altogether. In addition to Turkish and the local language, we find it important for our schools to teach foreign languages, which are spoken widely around the world. Accordingly, any student can graduate from Maarif Schools as a speaker of three languages. Let me add that we were honored to receive the Service to the Turkish

Turkish Maarif Foundation represents Türkiye's window into the world in the field of international education.

Language Award this year from the Turkish Language Institution for our work on the teaching of Turkish in line with international standards. I thank all my colleagues for their contributions.

Distinguished Participants,

Turkish Maarif Foundation does not present a single standardized education model to each country. The five pillars, which I mentioned earlier, form the basis of our high-quality education. Nonetheless, we also develop flexible modules to accommodate different regions and countries. We see each nation's history, culture, language, and experiences as valuable, and seek to incorporate that diversity into our curriculum as a source of wealth. That is why our international education network, which spreads across the world, closely monitors the latest debates, innovations, and developments in international education while striving to grasp and learn each country's unique educational contents. To encourage interactions across that robust education network, which our foundation has created, and bring together the world's experiences, we have been hosting Istanbul Education Summit for two years. The Summit, which we hosted for the first time last year with the main theme of "New Trends and Transformation in Education," will this year focus on "Post-Pandemic Needs of Education," with contributions from our distinguished speakers..

The Coronavirus pandemic, which started in December 2019 and quickly spread worldwide to become the most serious pandemic of this century, seriously undermined the global healthcare system's functioning as well as global governance processes in the areas of politics, economy, security, and education. The pandemic also influenced social life radically and

in many ways. Provided that schools were closed as a precaution against the pandemic, education has been one of the most controversial issues during the pandemic. Politicians, opinion leaders, the media, and parents faced a dilemma between strict isolation for public health and successfully combating the pandemic, and the need to continue education without interruption for adequately preparing the next generation for the future. All around the world, face-to-face education was suspended to combat the Coronavirus by lowering the infection rate and mitigating the pandemic's impact. Approximately 1.6 billion students have been affected by that situation.

Esteemed Guests,

Türkiye is pleased to have earned the international community's respect during this healthcare crisis, which caught everyone off guard, for having taken effective measures and precautions, and remained committed to international solidarity and cooperation. During this period, Türkiye adopted education policies and developed distance education tools to create various alternatives for students and parents. Despite the availability of alternatives, however, the lengthy closure of schools entailed challenges in our country, too, especially for parents. Indeed, the entire world experienced major difficulties in content development despite the breakthrough in technological tools for education. The question of equal access to those newly-developed contents, too, remains one of the main issues that we must consider vis-à-vis the pandemic's impact on education. Indeed, a gap emerged between those who had access to the Internet and technological tools and those that did not. It won't be easy to make up for those losses in the education of the COVID-19 generation, as that shortage shall have a life-long impact on the social welfare of that generation. According to UNESCO, those generations, which the pandemic impacted, face the risk of suffering an approximately \$17 trillion worth of income loss over a lifetime. That amount corresponds to 14 percent of the world's gross domestic product. That is why we must approach the demands for intergenerational justice, which have been on the rise in recent years, from that perspective.

Since its establishment, Turkish Maarif Foundation has taken into consideration all those risks to make significant investments in the infrastructure of education systems. Accordingly, we have developed

significant capacity and accumulate plenty of experience regarding distance education and LMS programs. Hence our foundation's ability to manage the crisis, which the Coronavirus pandemic caused, in a professional manner. During the pandemic, we successfully provided distance education to our students enrolled in all our educational institutions with various and rich methods by developing 13 applications and creating 500 virtual classrooms in line with the infrastructure of the country, where we operated. To establish whether our students experienced any education loss during the pandemic, our schools conduct academic and social studies, and offer the necessary support to our students in case they identify any shortcomings. I am sincerely grateful to all Maarif staff, our teachers in particular, who helped us manage this process in a healthy manner.

Dear Participants,

We all encountered an obvious situation during the pandemic: It is possible to create short-term alternatives to schools. It is possible to engage in distance education. Yet one cannot imagine a "deschooling society" (to borrow Ivan Illich's idea) under the current circumstances. As a matter of fact, one could argue that the importance of schools came to be appreciated more during the pandemic.

When it comes to going back to school after the pandemic, there are two main issues. First, there is the question of getting students, who were away from school for a long time, to warm up to the teaching environment anew and helping them become accustomed to the traditional educational climate. In many countries, studies have shown that students found it difficult to overcome the pandemic-era addiction to the Internet and the tendency to isolate themselves at home. While the education industry aims at "technology-based" education, regardless of the age and level of development of the students, the status quo stance of the classical school system also creates new debates among the administrators, teachers, and students in education. It is possible to think of those clashes between old and new as a paradigmatic crisis of the transition period. Either way, we could say that education administrators and politicians face a situation that they must manage carefully. The methodology and pedagogy of face-to-face education, which emerged in the 19th century in the form of classrooms, and

education that is in line with the realities of a digital world are different. Today, schools use smart board systems and digital educational materials, and ensure 24/7 communication between teachers and students. Even by the age of two, the new generation has had their first contact with technology. They can access information instantly. As such, they find learning in the classroom boring. The digital generation's attention span is short and they are easily distracted. That is why we must face the reality of Industry 4.0 and Society 5.0, which gains momentum in the post-pandemic world, and prepare our children better for the future.

The second issue, which relates to going back to school after the pandemic, is the residual psychosocial impact of the pandemic. That issue, which will be covered by various sessions as part of the Summit, must be carefully considered in the shoes of students, teachers, and parents. After all, some studies suggest that the pandemic's social and emotional impact will last a long time. As educators, we will have to work harder to ensure the emotional resilience of our children and improve their ability to cope with uncertainties.

Dear Guests,

Istanbul Education Summit is among those major platforms, on which all those issues are opened to discussion. We want the Summit to become a traditional international platform, where we discuss the fundamental problems of international education and new approaches. During this transition period, where we deal with complex problems under very difficult conditions, we sincerely believe in the necessity of finding original solutions and creating a room for collective discussion for the future of new generations. As a global brand in education, Turkish Maarif Foundation knows that the road to improvement, progress, and solutions goes through international cooperation and deliberations. That is why we subscribe to the idea of thinking globally and acting locally as an educational institution based in Türkiye.

At this Summit,

- We will open to discussion the future of schools, which were left without students during closures amid the pandemic, post-pandemic expectations, and the needs of education at the High-Level Meeting that will bring together the honorable ministers.



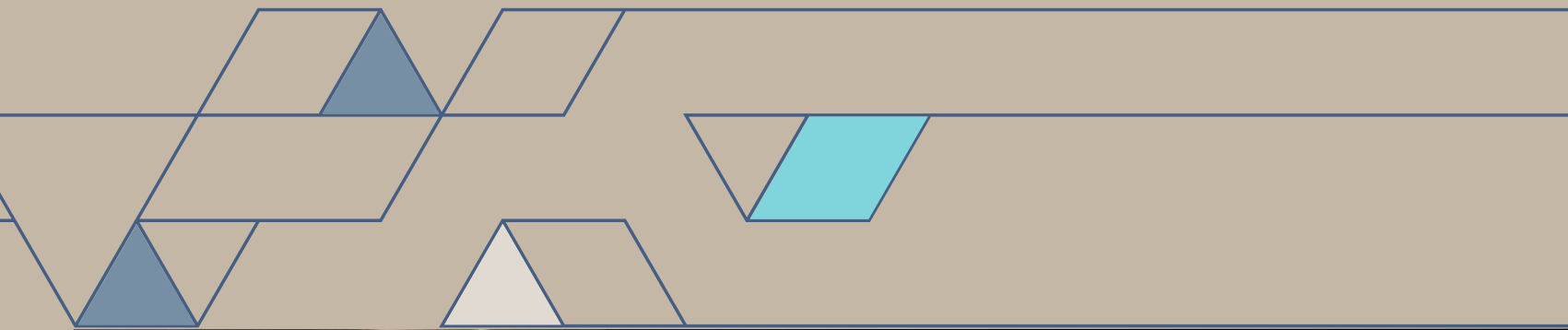
- We will talk about the return-to-school process from the standpoint of teachers, one of the main stakeholders of that process, at the Teachers Panel.
- We will discuss in detail the academic analysis of returning to school, the future of the COVID generation children and young people, whom the pandemic affected the most, differentiated education models, and the search for alternatives in education at four different panels.

To sum up, I extend my gratitude to all ministers, academics, and teachers that have participated in the Second Istanbul Education Summit. I am particularly grateful to our President, Minister of Education, Minister of Foreign Affairs, and our sponsors for their constant support. Last but not least, I thank the members of our Board of Trustees and Executive Board, who contributed to this Summit, and our Foundation's administrators at all levels as well as our staff, who are the unsung heroes here. I hope that the Summit will be successful and offer my respect to you all.

04 NOVEMBER 2022

DAY 1





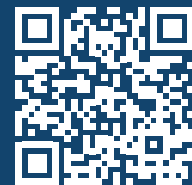
HIGH LEVEL MEETING SUMMARY

THE FUTURE OF SCHOOL: POST-PANDEMIC NEEDS OF EDUCATION

QUESTIONS

- ▶ How can we evaluate the education models, the course of education and the future of the school – which changed with the pandemic?
- ▶ If we talk about the changing post-pandemic competencies and qualifications of education stakeholders, which competencies could be argued to stand out?
- ▶ What is the impact of digital competencies, which increased during the pandemic, on education?
- ▶ How can the homeschooling model be evaluated on a platform where formal education is discussed?

Post-pandemic education, which has become a global issue, necessitates reshaping the "Future of School" to meet changing demands. Ministers of education from different countries all around the world, Republic of Cameroon by Pauline Nalova Lyonga, Republic of Mali by Sidibe Ousmane Dedeou, Deputy Minister of National Education of Republic of Türkiye by Osman Sezgin, Republic of Uzbekistan by Baxtiyor Saidov Odilovich and Republic of Zambia by Douglas Syakalima evaluated in the high level meeting topics that are pandemic's impact on education and training processes, the changing school models after the pandemic, the future of digital competences promoted by the pandemic and their relationship with education, extracurricular inclusive education processes, hybrid education models and the integrity of formal-informal and lifelong learning and home schooling.





**ISTANBUL
EDUCATION
SUMMIT**
TURKISH MAARIF
FOUNDATION

04-05 NOV'22



** Speakings of ministers are ranked in alphabetical order in the spelling of ministers' countries.*

Pauline Nalova LYONGA

Minister of Secondary
Education, Cameroon



Pandemic is an experience that affected all countries in the world, including Cameroon. One common characteristic was particularly important, and that characteristic is that it affected schools. It affected schools in a way that the head of state actually decided to protect all Cameroonians by closing all schools from kindergarten to primary to secondary education.

What happened is that the head of state decided to shut down all the schools. I think everybody knows that it's a very terrible feeling to know that you will be going for an undetermined period without school. At the time, I had just come into the Ministry of Secondary Education, and I was wondering how I would go around sitting down knowing that children would not go to school. So, I decided with the help of the political class that is the head of state of Cameroon, who was very involved in what was happening to the youths who gave us the encouragement, money, and funding to do something alternative. He agreed that schooling was going to go on but in a different manner which was through the adoption of distance education.

Cameroon had not done distance education at all, and this was the first time we were introducing our teachers to something very new because everybody knew that teaching by distance is not very easy. But some people thought it was easy because they thought it was just like standing in front of the television and telling a story, and yet, that was not it. This was a new experience for the teachers, so what did it involve? It involved that we had to teach. We had to train the teachers who were coming into this field. No sooner had we started than the teachers themselves understood that this was a whole new experience, in fact, needed to be trained on how to do this. They needed to train in how to communicate,

When you ask me how you did approach it, this is what we did by being bold, by finding the money, by training the teachers, and we did that.

they needed to train in talking to the students, they needed to train in editing their lessons, and they needed to train to do things totally differently. They discovered that you could not take a lesson and come and stand in front of students for 30 minutes and just give the lesson away. There are things you have to do, break the lesson into bits and bring in technology and make sure that you have the attention of the students. In fact, it was a whole new experience, as I said before.

So, the pandemic throws us all into a new experience. Apart from the fact that it closed some schools as it was not all the schools that were able to come on, we were able to train a few teachers as soon as possible to get into the whole business of teaching with technology. So that is a new thing, and we got into it, and you can think about the fact that in Africa, everybody will say, how are you going to do distance education when you don't have energy? There is no distance education without energy, so that was another problem, and nobody could believe us, of course, because we are in a situation where the

electrical light goes off any second, any time when you don't anticipate it, the lights go off if you don't have electricity at all. You know, therefore, how you are going to do education in that situation is very difficult. So, that was the main difficulty that we had, how to go about this. Second of all, you needed money because it meant a whole new system that

required new equipment to get into it. You needed money it was not planned for, so again, how do you do this? The political class had to be ready to engage in this new system. So, when you ask me how you did approach it, this is what we did by being bold, by finding the money, by training the teachers, and we did that.



Sidibe Ousmane DEDEOU

Minister of Education, Mali



Allow me to make a brief presentation of Mali's Education system. It includes two types of education. Formal and non-formal education. Formal education includes preschool education, basic education, general secondary education, technical and vocational education, and normal education. There is also special education for learners with special needs. There are 4,302,447 pupils (including 146,000 children in preschool education, 2,834,003 in basic education, 765,910 in basic education 2, 396,117 in general secondary education, 7,039 in technical secondary education, 139,250 in secondary vocational education, 14,128 in normal education). Non-formal education includes Development Education Centers (DECs), Integration Education Centers, Functional Literacy Centers (CAFs), and Women's Learning Centers (CAFé). There are 758 such centers, attended by 16,000 learners/listeners for every 1,000 supervisors.

A large number of children are out of school. They are given a second chance through the Centers using the Accelerated Schooling Strategy / Gateway (SSA/P). They follow a 09-month training course allowing them to integrate the formal school. There is also higher education with 70,000 students. Universities and big schools are managed by the Ministry of Higher Education and Scientific Research. Long before the COVID-19 pandemic, Mali was experiencing an unprecedented security crisis. This security crisis has had serious consequences on the Malian education system, leading to a learning crisis. Thousands of schools are non-functional due to insecurity, depriving thousands of children of their right to education. Indeed, despite the immense efforts made by the Government of Mali to secure the national territory, at the end of the 2021-2022 school year, in May 2022, there were 1652 schools closed, 495,600 students affected by these school closures.

All this shows that we are far from the objective we have set ourselves in the Ten-Year Programme for the Development of Education and Vocational Training (PRODEC2), whose implementation began in 2019 which I recall is to ensure the right of citizens to quality education and training through an inclusive education system, better adapted, coherent and functional.

The COVID-19 pandemic hit Mali in March 2020. On 19 March 2020, the Government of Mali decided to close institutions at all levels of education throughout the country. The reopening of the schools took place on 02 June 2020 for the examination classes and on 14 September 2020 for all other schools.

The two crises (security and health) have had the following consequences:

- Increasing budgetary constraints leading to funding problems in the education sector
- Dropping out of school: dropping out for various reasons
- The decrease in real learning time and upheavals in the school calendar of COVID-19 years
- The suspension of school feeding programs, which, in a context of fragility as in the context of the COVID-19 crisis and the security crisis, constitute important social safety nets for the most vulnerable families
- The increase in harmful child labor, economic exploitation, physical and sexual violence
- The demotivation of students and parents, psychosocial malaise or stress of parents and children

- In addition to these, there is a risk of recruitment of out-of-school/out-of-school children into armed groups.

The pandemic has revealed that there is a need to improve the resilience of our education system to crises and that it is difficult to continue with our traditional education system. It has led to the experimentation of new teaching and learning opportunities. These new orientations, in line with the desire to refound the State (to which the new authorities of the Transition of Mali are committed), require a restructuring of our education system. The foundations of this overhaul are already in the Ten-Year Programme for the Development of Education and Vocational Training. In the short term, the Government of Mali will:

- Develop distance learning to ensure the resilience of our education system.
- Increase the share of education in public spending and gross domestic product while identifying and implementing innovative financing;
- Initiate the process of academic excellence through the creation of high schools of excellence and further strengthen technical and vocational education;
- Significantly and sustainably improve the way teachers are recruited, trained, motivated, and deployed;
- Prioritize in our policies, actions, and funding the effective care of children with special educational needs, children living with disabilities, children living in rural areas, those whose parents have had little or no schooling, and those from poor families, as well as the increased participation of girls in secondary education and the strengthening of the basic skills of young adults who have left school, including literacy;

We recently had the opportunity to reaffirm all these priorities for Mali's education system at the Education Transformation Summit held on 19 September 2022 in New York. Solidarity at the global level, born of the COVID-19 pandemic, must be maintained. That is why we want to explore with Turkiye new avenues

Education can be a factor in the growth of economic wealth, the improvement of the health of the population, and even the quality of the institutions of the Republic. That's what we need in Mali.

of cooperation in addition to what is being done and is being done very well with the Maarif Foundation through the Maarif schools. This is the place for me, on behalf of the President of my country, Colonel Assimi GOÏTA, on behalf of all the authorities of Mali, to thank the authorities of Turkiye under the leadership of President Erdogan, who did not miss the 77th Session of the United Nations to point out that it is imperative to resolve the Malian crisis to avoid the conflagration of all the countries of the Sahel and the consequence can also be felt elsewhere in the whole world. I am also able to point out that the Ministry of Education of Mali has a privileged relationship with the Representation of the Maarif Foundation in Mali. Before coming to this Summit, I visited the Maarif schools that have just been relocated to brand new premises. It is also possible for me to mention this because it is, above all, a question of providing quality education in a safe environment for Malian children. The Maarif schools performed very well in the last exams: three out of the top ten are from Maarif Foundation schools. This is the place to thank them for the opportunity offered to us to participate in this Summit in order to pool our reflections on the challenges and prospects of education systems. We need new courses in technical and vocational education to train young people for the new needs of the market (automotive professions, electronics professions). Also, training teachers in the use of distance learning tools are becoming a necessity to support our desire to further integrate distance learning.

In conclusion, I would like to recall that education can be a factor in the growth of economic wealth, the improvement of the health of the population, and even the quality of the institutions of the Republic. That's what we need in Mali.

Osman SEZGİN

Deputy Minister of National
Education, Türkiye



The Republic of Türkiye is a truly powerful and great state. This is true in qualitative and quantitative terms. Today, we have 19 million students and 1.2 million teachers. As such, I believe that those numbers sufficiently express the scope and quality of what we are trying to do as well as the challenges we face.

First, I will briefly explain with the help of numbers what the Republic of Türkiye's Ministry of National Education has been doing. Subsequently, I shall attempt to discuss the shortcomings of today's education system, with the help of deduction, and answer the question: "What have we done wrong that the Coronavirus pandemic hurt us so badly?"

Our current Minister of Education, Prof. Mahmut Özer, previously served as deputy minister. During his tenure, Türkiye attached great importance to vocational high schools. Those schools had been seriously aggrieved in the past. Thanks to the hard work of our minister, the breakthrough that the vocational high schools experienced prepared us for the future and, specifically, the pandemic. I would like to take this opportunity to thank him for his service. During the pandemic, Türkiye's vocational high schools produced surgical masks for themselves as well as students and teachers around the country. Moreover, they produced and exported cleaning supplies to contribute to our nation's revenue. We sent some of the materials, which our students produced, as gifts to countries in our 'geography of the heart' that we love and view as friends. I am extremely pleased to share that with you.

Thinking about ways to deal with the pandemic, we set up television channels for primary, middle and high schools in three distinct fields. On those channels, we tried to constantly educate children and keep the morale of our teachers high. As you would

surely appreciate, however, it proved impossible to reach all parts of the country with television. To address that issue, we prepared 160 million copies of supplementary textbooks and shared them with our students. At the same time, we developed a system called Village Life Centers. In the villages, we tried to convert existing and idle buildings and use them to educate and rehabilitate the entire population and help people become more productive so that they could survive the pandemic more easily.

The schooling rate in Türkiye has never been higher during the Republican period. We have reached the 95-percent mark for kindergarten as well as primary, middle, and high schools. Obviously, this is a source of extraordinary happiness for us. Additionally, there are disadvantaged students whom we call special children. To ensure that the pandemic would not affect them negatively, we went to their homes and presented them with tools and supplements that they would use in one-on-one education.

We supported our teachers, who represent the most important component of education, professionally, career-wise, and in terms of morale and motivation through special activities. As we engaged in those activities with 19 million students and 1.2 million teachers, we distributed a significant number of tablets to address shortcomings and ensure equal opportunity in education for all students.

Those activities represented a reaction to a developing situation in order to mitigate the damage. It is impossible, however, for individuals or activities to be successful through reactionary steps. In other words, it is vital for us and the world to understand and explain how we ought to perceive, prepare for, and cope with situations like the pandemic by taking action to be prepared and revisit our educational philosophy and approach to education.

The Republic of Türkiye is happy to share its knowledge, love and opportunities with the ones it loves. Whenever there is a problem in the Balkans, people come to Türkiye. When there is trouble in the Middle East, migrants come to Türkiye. They come to Türkiye when there are problems in the Caucasus, too. Accordingly, this is a country that receives migrants. We employ that significant number of people as our guests and educate those students as well.

The question is whether the world had never faced such a crisis or trauma before. Throughout history, humanity experienced many sociological, financial, individual and psychological traumas and negative developments. How, then, have we overcome those challenges? For example, our country experienced eleven or twelve crusades in the 13th century. We also encountered a Mongol invasion, yet managed to train Rumi, Yunus Emre and Hacı Bayram-ı Veli during that difficult period. My point is as follows: This is not the first time that the world has encountered such a crisis. There will always be crises and catastrophes in human history. How should we shape our philosophy of education so that people can stay on their feet in the face of crises, turn those crises into opportunities, and perceive what is happening accurately? Unfortunately, that is a shortcoming of globalization and the current philosophy of education.

Even in the absence of the latest crisis, mainstream (or orthodox) psychology was referring to this period as the “age of depression.” The number of psychologists, psychological consultants and psychiatric medications increased significantly, yet we continue to face many problems. People have become extremely fragile, vulnerable and soft. The question is why. This is a very important issue that calls for a questioning of the philosophy of education. People do experience death or accidents. Earthquakes and global problems do occur. How can we keep our resilience in these circumstances? It is important to explore the answer to that question.

The behaviorist approach, which started with Ivan Pavlov in 1918 and continued with John Broadus Watson, tried to teach people through conditioning. Is it not necessary, however, to ask the following question? When one conditions human behavior, does one also condition their emotions, intelligence, creativity and will? Does it make sense to expect such an individual, who was conditioned in all those ways, to engage in innovative behavior and explore

We supported our teachers, who represent the most important component of education, professionally, career-wise, and in terms of morale and motivation through special activities.



or discover something? Could that person use an incident, which they encounter, to their benefit and turn crises into opportunities? The answer is no. That is why the world figured out by the 1990s that mistakes had been made. After eight or nine decades, they said: “Apologies, we were wrong to engage in behaviorist education.” Accordingly, there was an attempt to transition into constructivist education. I must confess that constructivist education is not great either, because behaviorist education could be likened to a manual watch and constructivist education should be imagined as a computer. In the end, that approach, too, views human beings as mechanical.

What we need is an education that recognizes people in a holistic way. It is necessary to incorporate concepts like attention, memory, intelligence, will, the controlled development of emotions, reason and heart –which have been forgotten amid action and reaction— into education. If we won’t teach our children that “challenging circumstances lead to great achievements” and give them a strong will to make the right choices at the right time and stand upright in the face of obstacles, then they won’t be human beings at all. Instead, they will be mechanical constructs. If we do not teach them about a balance of emotions, whereby they will be utterly devastated by some emotions and intoxicated with joy by others, and do not present them with the necessary human ideals, then how much can we benefit from them? In this regard, it is necessary to address those shortcomings of the current education system globally. We cannot reduce success in education to focusing on intelligence or special skills. There is the idea of wisdom in our culture. There is also reason, which has been abandoned in the realm of philosophy and could not become part of psychology. There is also logic. Beyond all that, there is the idea of heart. By incorporating those concepts into education, we can solve all those problems and overcome all those crises. Only then can we get somewhere in the name of the world and humanity.

Let us now try to understand and think together: What is an individual supposed to think in a situation where they are to mourn? According to existentialism, even suffering and pain are a valuable blessing, because one cannot know that one of their organs is failing in the absence of pain and suffering. Shall we, then, be devastated by our pain and suffering or should we see the existence of pain

There is the idea of wisdom in our culture. There is also reason, which has been abandoned in the realm of philosophy and could not become part of psychology. There is also logic. Beyond all that, there is the idea of heart.

as a blessing that treats a malfunctioning organ? It is true that the world experienced a global pandemic. The people that caused it, too, were faced with the same circumstances. Indeed, that situation has many negative sociological, psychological, financial and political impacts. How are we supposed to overcome that? We were supposed to be alarmed or turn that crisis into an opportunity by contemplating how we could benefit from it?

The pandemic confined us to our homes and abandoned us in our solitude. We were alone, but we grew accustomed with the family life that we had once forgotten. We also bolstered the communication within our families. As such, the pandemic was an important opportunity. In other words, we got to know each other once again, recovering from a situation where spouses and parents and children did not know each other. We rediscovered family life and the importance of parents and older brothers and sisters. In this sense, it was spectacular. An additional question is whether we would have overcome that crisis with greater strength, had we perceived our confinement as “selective solitude” and ventured into our inner world to discover ourselves and our



unfamiliar skills and secret powers – instead of kicking ourselves and complaining that the pandemic forced us to stay home.

None of those negative developments occur exclusively today. They existed in the past and we used to call them other things. In our culture, we refer to this current state of selective solitude as *uzlet* or *inziva* (isolation). It is a system of education. The same thing exists in the Far East, as it does here, and all the mystical approaches worldwide. In this sense, if people had trained in advance to use this selective solitude to discover their secret powers, and if the schools and the educational system had taught us

that in our educational system instead of taking the behaviourist approach, we would not be talking about these crises today.

The crisis entailed some political, economic, social, and psychological traumas and it is possible to remedy them through therapy. The main point, however, is for our schools to provide education with a humane, will-driven, rational and unconditional methodology and philosophy that put love and the emotional world at the center.

To sum up, I thank you all once again and offer my gratitude and respect to the Honorable Ministers for joining us.

Baxtiyor Odilovich SAIDOV

Minister of Public Education, Uzbekistan



It is a fact that the problems and restrictions, which the Coronavirus pandemic entailed worldwide, had a negative impact across the board. It would not be wrong to argue that education, in particular, experienced those negative effects. Unfortunately, we witnessed that absolutely no country's education system was prepared for an unexpected global crisis like the Coronavirus pandemic. Fundamentally, that was due to the absence of a single educational order in providing education.

Like other leaders, Uzbekistan's president, His Excellency Shavkat Mirziyoyev, launched an initiative to provide high-quality education to approximately 6.5 million students during the pandemic. The country also supported the work of hundreds of thousands of educators constantly, doing everything in its power to minimize the population's losses in education.

For example, the authorities filmed 13,085 classes amid the pandemic to promote equal opportunity in education for students enrolled in schools, which were in urban areas or remote parts of the country. Those classes were broadcast 24/7 on three television channels.

Uzbekistan paid the monthly salary of all teachers regularly and launched an online system, maktab.uz, to help students, teachers, and parents access televised classes with greater ease. That platform served as the only centralized online school in the country's education system.

We did not neglect the system of training and improving teachers either. To train educators capable of coping with contemporary challenges in education, we restructured the "professional standards for school teachers." In this regard, each educator is required to have at least seven practical

skills and competencies. Considering the rapid progress of education, the authorities abolished the periodical proficiency and reinforcement system (whereby teachers underwent proficiency training every five years) and replaced it with the continuous professional development system that enables each educator to develop seven practical skills based on their abilities and competencies.

Consequently, more than 500,000 school teachers accumulated professional experience continuously.

UNICEF has described those efforts as "the most effective education policy in the Commonwealth of Independent States (CIS) countries."

Briefly put, the Coronavirus pandemic compelled us all to revisit our approaches and attitudes toward education. We believe that the transformation and integration of education are crucial in the post-pandemic period. We maintain that the global integration of the school and education system represents the most significant problem in the post-pandemic period.

The Republic of Uzbekistan, too, took the pandemic and future challenges into account to adopt the national program for the development of popular education (2022-2026) to create a competitive school system capable of surviving such developments in the future.

Over the next five years, Uzbekistan plans to launch various important and responsible projects to make the profession of teaching more prestigious, channel international methods and experiences into our school and education system, create a favorable and inclusive learning environment for students, and fully digitalize that domain.

We have already taken steps to completely overhaul one of our country's largest universities to train educators. After all, it is a strategically-important issue for everyone to train young educators, who are in the process of joining the education system, in line with contemporary requirements. It is necessary to consolidate international partnerships and our cooperation with nearby countries to implement those plans.

Taking advantage of the opportunity, which today's summit has provided us, we can cooperate on the following:

Primarily, it is important to deepen our cooperation to train educators and add to their experience. It is a well-known fact that the quality of education is proportional to educators' level of knowledge and skill. That is why we believe that launching projects to facilitate cooperation in this area is crucial. Specifically, we give importance to improve the potential of science teachers in Uzbekistan.

The second point is to digitalize the education system and make electronic resources widely available. In this regard, Türkiye's experience is particularly important for us. Thirdly, it is important to create equal and inclusive learning environments and opportunities for students.

From our perspective, UNESCO's emphasis on no student should be left behind in education, represents the basis of any education system.

In this regard, one of the most important issue is to improve the performance of educators and create favorable conditions for disabled students.

The fourth point is to cooperate on improving our performance regarding skilled students. I want to emphasize that promoting closer cooperation on international science competitions, culture, creativity, and children's athletics is particularly important. I would like to take this opportunity to invite teams from all countries attending this summit to the international olympic tournament, which Uzbekistan's Khiva will host next spring in the name of Al-Biruni.

I am confident that our bilateral and multi-dimensional cooperation and integration will not only help us overcome the challenges, which the

Uzbekistan plans to launch various important and responsible projects to make the profession of teaching more prestigious, channel international methods and experiences into our school and education system, create a favorable and inclusive learning environment for students, and fully digitalize that domain.

pandemic created in education, but also contribute to the improvement of our human resources and, consequently, the living conditions of ordinary citizens.

Many thanks for your attention.



Douglas SYAKALIMA

Minister of Education, Zambia



Zambia experienced its first case of COVID-19 on March 18, 2020. This resulted in a directive to immediately close the schools on March 20, 2020, while the country was exploring ways to ensure the safety of all citizens, especially learners.

Multiple stakeholders came together to discuss solutions and measures to mitigate the situation, such as school closures and ensuring that there was no unnecessarily long disruption in education. After lengthy cross-sector deliberations and with the support of the Global Partnership for Education (GPE) COVID-19 and UNICEF's \$10 million COVID-19 relief fund, the Ministry of Education developed guidelines for mitigating the impact of COVID-19 in May 2020. This resulted in the opening of examination classes in June 2020 to test the implementation of the COVID-19 guidelines and ensure that learners in the examination classes did not fall too far behind and could stay on track in terms of the examination schedule.

The advent of COVID-19 exposed many education systems in Africa vis-a-vis the use of integrated models for education. Most countries embraced a model of schooling that proved insufficient during the school closures. We needed to implement remote learning plans involving multi-platform programs that combined online and offline lessons as well as television, radio, smartphones, and paper-based materials. The explicit policy was to reach disadvantaged households, including children with disabilities.

This will help bridge the existing digital divide between disadvantaged and privileged communities, and make our education system more resilient and inclusive by providing continuous learning opportunities at home. Furthermore, all children should be able to reach

flexible and accessible content. It is also necessary to improve the provision of remote learning by creating links between teachers and learners and embedding assessment and feedback mechanisms as well as CPD for teachers. Most of our teachers were glued to the traditional way of preparing lessons. They prepared physical lesson plans and implemented them in the classroom. This approach had no impact during the pandemic. With the advent of COVID-19, we saw teachers and learners develop new skills, such as internet-based competencies, uploading and downloading online materials, and digital skills. They frequently used tablets, computers, and smartphones. During the same period, the quality of learner support services has also improved.

The likelihood of a resurgence of COVID-19 cases requires governments to make plans to provide blended education, where schools in low-risk areas (such as the countryside) would remain open, while those in high-risk areas (like cities) would close and switch to remote learning during temporary closures.

The use of internet, radio, and television competencies became more widespread during the pandemic. However, I must say that those platforms were marred with a lack of internet connectivity in the country's most rural parts, which put teachers and learners at a disadvantage. It is necessary to improve internet connections, especially in rural areas, as this measure would ensure the effective delivery of lessons.

The competence to implement those models was not evenly distributed among teachers or learners. Most schools in urban areas had enough manpower and equipment to offer online classes and receive feedback. This was not the case in most of the country's rural areas. It is urgently needed to simplify the curriculum by prioritizing the teaching of minimal ICT competencies at

It is our unwavering belief that education is the best platform to ensure socio-economic progress, and governments can and must make education available to their citizens.

schools and colleges training teachers. Homeschooling is very delicate in the sense that it is difficult to monitor and determine the number of parents and learners that are fully motivated. It is necessary to put in place mechanisms to enable the management to determine the number of learners enrolled. It is also necessary to measure the performance of learners who are fully engaged in homeschooling as opposed to students who are not in face-to-face settings.

Another potential issue relates to the number of dropouts after the reopening of schools. School administrators must determine the dropout rate among homeschooled students and others.

Therefore, it is necessary for countries to devise their own plans to mitigate the devastating impact of COVID-19 on education. This requires creativity, planning, and additional investments. This became clearer when we realized that remote learning, which many believed to have been sufficiently effective in reaching all children during the school closures, had limitations. Although countries like Zambia developed multiple platforms for remote learning, which combined online lessons, television, and radio, and took steps to reach disadvantaged households, only children from wealthier and more educated families have benefited from remote-learning measures.

Nevertheless, it is our unwavering belief that education is the best platform to ensure socio-economic progress, and governments can and must make education available to their citizens.



BACK TO SCHOOL

QUESTIONS

- ▶ What kind of problems are commonly experienced in returning to school and adapting to face-to-face education after the pandemic?
- ▶ What are the pandemic's impacts on the social and emotional development of students? What are the responsibilities of education stakeholders in this regard?
- ▶ What are the important motivational factors in the transition of teachers and students to face-to-face education in the post-pandemic period?
- ▶ How can we evaluate the reflections of cooperation between education stakeholders on school culture?
- ▶ How have peer bullying and cyberbullying changed with the pandemic?

The online provision of education, which the COVID-19 pandemic's extraordinary circumstances required, distanced all stakeholders of education, especially students, from the culture of school. In order to resume face-to-face education effectively and without interruption, it is necessary to reconsider school – starting with its social aspect. This session has been focused on topics such as the social and emotional development of students in face-to-face education, increasing teacher and student motivation, peer bullying and cyberbullying, teacher cooperation, parental participation in education.





ISTANBUL EDUCATION SUMMIT
 ILLUMINATE LEADERS FOUNDATION

The Future of School
 Post-Pandemic:
 Needs of Education

**PANEL 1:
 BACK TO SCHOOL**



Semih Aktekin
 Professor, Faculty of Educational Sciences,
 Hacettepe University, Ankara, Turkey



Lera Boroditsky
 Professor of Cognitive Science,
 University of California, San Diego



David Stroupe
 Professor of Teacher Training and Science Education,
 Hanyang University, Seoul, South Korea



Sadettin Okfen
 Associate Professor, Faculty of Education,
 Hacettepe University, Ankara, Turkey



Dionne Cross Francis
 Professor of Educational Technology and Mathematics Education,
 University of North Carolina, Charlotte, NC, USA



D. A. Yahya Al-Hidabi
 Professor of Educational Sciences,
 Portland State University, Oregon, USA



Lera BORODITSKY

Lera Boroditsky is a professor of cognitive science at the University of California, San Diego. She conducts her studies on language and cognition by focusing on the effects between language, cognition and perception. Her research interests include knowledge and methods from linguistics, psychology, neuroscience and anthropology. Her articles and lectures have influenced the fields of psychology, philosophy, and linguistics in providing evidence and research against the idea that human cognition is largely universal, independent of language and culture. Selected as a Searle Researcher, Lera Boroditsky has received many awards, including the “NSF CAREER”, “Marr” and “McDonnell Scholar” awards. Boroditsky’s work, which also teaches popular science courses, has been featured in news and media outlets.



Professor of Cognitive Science,
University of California

I had a chance to travel around Türkiye in 2020, right as the pandemic was starting. That was a great historical site, a place where people had for the last 12,000 years or so come together, and the model was one person who stood in front of the class and talked, and the other people listened. That was the model, and in 2020, that model really broke for the first time. We were not coming together into these physical places together. It struck me what an incredible aberration that was in our history of education. But, of course, these aberrations also give us an opportunity to reflect from a historical perspective on how resilient humans are. Yet, it has been shown that we humans are incredibly resilient. Even though we have innovated and changed things for many years that we could look back on history, we would say these things are irrelevant, or wrong.

I hear a lot when people are trying to learn the language, and I do not have solutions for these problems. The first kind of ill-formed idea that students come to me with is the idea of being already behind. They say I have lost all this time. They feel discouraged because they feel like they have lost all this time with respect to language learning. The very best time to start learning is now, and the idea of being already behind is completely unhelpful in learning.

The other problem, students come to me often with are goals that are ill-formed. So, they will say if I start learning this language now, which they have decided it is too late. They say: “I will never be native-like.” What is the point? Are you trying to become an international spy? What reason could you possibly have for that to be the only goal of perfection because there are so many other levels of mastery that you could achieve in any subject that would be wonderful would be great?

The other idea that my students come to me with is kind of related. They say, “I have lost two years”, so it almost feels like they want to give up because they have lost two years, but these timelines we have are completely arbitrary.

It is not going to matter in my own experience. The point is to arrive at some set of goals that you like to master. How do we help our students not feel like they have lost two years, or they have to stick to some timeline? How do we free them from that the barriers that institutions create?

Holding people back but encouraging people to think about mastery of the stuff. That is important, and not worrying about fulfilling arbitrary goals may not be important to them, I just hope you think about some of these things, and I know that is brilliant.



The very best time to start learning is now, and the idea of being already behind is completely unhelpful in learning.



David STROUPE

David Stroupe is a teacher and science education professor, the associate director of STEM Teacher Education at the CREATE for STEM Institute, and the Director of Science and Society at Michigan State University. David is the recipient of the Exemplary Research Award for the American Educational Association's Division K (Teaching and Teacher Education), the Early Career Research Award and "Research Worth Reading" from the National Association for Research in Science Teaching and the National Science Teacher Association.



Professor of Teacher Education
and Science Education,
Michigan State University

Schools and STEM fields purposefully create a hierarchy of participation using race, culture, language, and economic class to limit minoritized students' possibilities. However, minoritized students in underserved schools bring important experiences, ideas, ways of knowing, and practices that expand the scope, purpose, questions, and values of STEM fields. Thus, one important disruption preservice teachers need to experience is that STEM fields are not naturally occurring modes of inquiry that humans innately possess.

In addition to disrupting preservice teachers' image of STEM fields, teacher educators need to help preservice teachers rethink the purpose and practices of teaching. We must build a new image of instruction in which teachers provide rigorous and equitable learning opportunities to all students using specialized practices and tools that are learned, developed, and adapted over time. One such framework that I have co-developed with Mark Windschitl, Jessica Thompson and Melissa Braaten is called Ambitious Science Teaching in which teachers:

1. Attend to culture and equity of opportunity for all students.
2. Anchor students' ongoing learning experiences in complex and puzzling science phenomena.
3. Use students' everyday ideas, experiences, and questions as resources within the classroom community to advance everyone's thinking.
4. Legitimize students' participation in, and co-development of ensembles of STEM practices to test ideas they believe are important to their developing explanations and models of the world.
5. Provide daily opportunities for students to reason through productive talk.

6. Provide students with access to specialized tools and routines, and co-develop tools and routines with students that support their attempts at STEM-specific forms of writing, talk, and participation in the activity.
7. Make student thinking public and subject to consideration by the classroom community.
8. Sequence learning experiences to help students integrate ideas together and revise their understanding of "big ideas" of STEM fields.

These interconnected elements provide a broad picture of teaching that helps disrupt preservice teachers' initial vision of the profession. To bring uncertainty to life, my colleague Amelia Gotwals and I co-developed an opportunity for rehearsals in our methods class at Michigan State University, dubbed "macro teaching" by one of the preservice teachers. Macro teaching is an extension of the popular "microteaching" experience that is common in preparation programs, in which preservice teachers try out a skill or strategy with a small group of colleagues or students for 10-15 minutes. Macro teaching builds on the idea of microteaching by providing preservice teachers with an opportunity to plan, teach, and reflect on an entire unit of instruction – 10 to 12 instructional hours – serving as the teacher to their peers in the methods class. Working in teaching teams of 4, we found that preservice teachers created opportunities to:

- Pause instruction to ask for instructional guidance from instructors and peers,
- Overcome a shared fear about the unpredictability of classroom talk as they used students' emerging ideas as resources for instruction, and
- See invisible features of STEM disciplines that students are expected to learn.

Minoritized students in underserved schools bring important experiences, ideas, ways of knowing, and practices that expand the scope, purpose, questions, and values of STEM fields.



Sadettin ÖKTEN

Saadettin Ökten is a writer and an emeritus Professor from Mimar Sinan Fine Arts University in Istanbul. He carries out many projects as well as educational and research activities in the field of structural engineering. He also specializes in the history and philosophy of science, culture, civilization, and the arts. He has many speeches and articles about the interaction between humans, society, and education. He emphasizes the importance of astonishment and wonder in education. He evaluated his studies on this subject with the History of Science, History of Building Technology, Urban Culture, and Urban Aesthetics courses he gave at different universities. In addition to his professional activities, he continues his interests in the field of culture and art.



Emeritus Professor and Writer,
Mimar Sinan Fine Arts University

This presentation shall describe a method of education based on the memoirs of three high schools teacher that served in Türkiye in recent history. The first teacher, Mahmut Celalettin Ökten, (1882-1961) graduated from Istanbul University in 1912 and began to teach at what was called the Istanbul Sultani the following year. The second teacher, Abdullah Mahir İz, (1895-1974) graduated from Istanbul University's School of Literature. He became a literature teacher that made contact with orientalist visiting Türkiye. The third teacher's official name was Osman Nuri, yet he referred to himself as Nurettin Topçu (1909-1975). This person graduated from the Istanbul High School for Boys before studying philosophy and art history at the University of Strasbourg and receiving a doctorate from the Sorbonne.

According to all three teachers, there is a hierarchy between knowledge, science, and wisdom. All three phenomena are unique to humans and were granted to humans by Allah. As they noted and according to the Islamic civilization, knowledge, science and wisdom represent the embodiment of Allah (Al-'Aleem, or the All-Knowing) on Earth. Accordingly, it is an opportunity and blessing for human beings to move from knowledge, science and wisdom toward Al-'Aleem. It is an Arabic word for teacher, muallim, refers to a person that teaches wisdom. In Islamic civilization, wisdom is associated with Allah.

The three teachers understood knowledge, science, and wisdom to mean that in their educational activities and provided their students with an education in wisdom and morality as a whole. The phenomenon of knowing covers the knowledge of the mind and the heart – in other words, systematic knowledge and morality. The three teachers, whose names were mentioned above, viewed teaching and learning as sacred acts. Indeed, they taught and

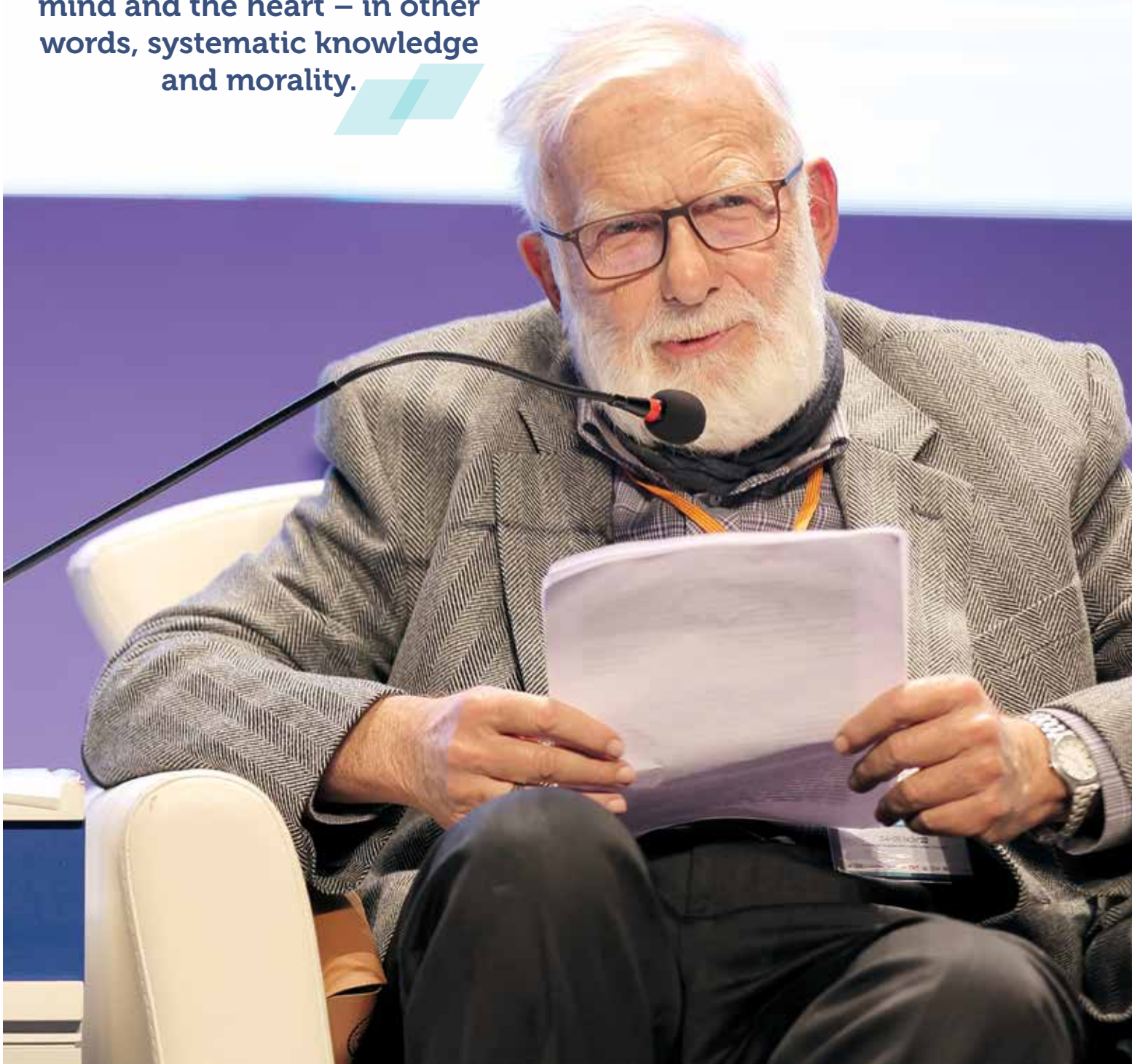
learned throughout their lives. They thought of their students and time (e.g. the duration of each class) as things with which they had been entrusted. They saw themselves as careful and responsible for teaching and setting an example for the young, unspoiled and innocent hearts and minds before them in a true, pure and elegant manner.

It was the teacher's duty to discover and unearth the mental abilities and emotional depth of each student and class. The teacher's duty, then, was to identify that average and spot those limitations. If the teacher's instruction fell below that average, they would have been lazy. Others would think that they neglected and underestimated their job. By contrast, demanding something from students, which was above the class average, would mean causing them distress. What mattered was each student's seriousness, hard work, and studies. The three teachers gave great importance to students being on the right path.

A teacher had a very important task to discover above-average hearts and minds however rare in the classroom, to develop a kind of affinity with them, and to work on those pure, clean, and strong areas. The three teachers pursued wisdom and morality together with their students depending on their environment and development. They opened their minds to empower their ideas and deepened their hearts to broaden their emotional horizons. They talked about those works and studied those individuals together.

The young person would graduate from school and move forward with their life in a different direction. Still, there were special times and emotions that would remain in their inner worlds. For the three teachers, the most beautiful of those emotions was to have passed on the sacred material, with which they had been entrusted, to a worthy person.

The phenomenon of knowing covers the knowledge of the mind and the heart – in other words, systematic knowledge and morality.



Dionne CROSS FRANCIS

Dionne Cross Francis is a Professor in the Culture, Curriculum, and Teacher Education Program at the University of North Carolina at Chapel Hill. Her research focuses on understanding the contextual, cultural, and teacher-specific factors that motivate teacher actions as they plan and instruct lessons in mathematics. She has been awarded the national K-12 Promotion of Education award for promoting STEM education from the 2014 Women of Color STEM Conference, the Oak Ridge Associated Universities' Junior Faculty Enhancement Award.



Professor of Educational Psychology
and Mathematics Education,
University of North Carolina

A lot of countries had model lessons that they provided access to students. If we think about it, a lot of them required resources that not all students were able to access. In addition to not being able to access the resources where they were provided, some of those resources were just not appropriate for students at grade levels. There was tremendous learning loss across multiple subjects. Mathematics, science, and reading are the ones that tend to be elevated to the top. There was a particularly significant learning loss because they spend a lot of time in school working on those particular subjects.

Another thing is dropout rates. Some students are returning to school. But because of the economic challenges that were experienced by some families, some students did not go to school, or they did not attempt virtual learning spaces.

A third and significant issue that is the social-emotional needs of our students. Over the last three to five years, even prior to the pandemic, the social-emotional learning and social-emotional needs of students have increased.

Another issue is the data would tell us that there was an increase in traumatic experiences in the home in terms of abuse etc., with parents and students, and children being at home for these long periods of time. These children were there and experiencing traumatic events.

One of the reasons that are important is that the data would suggest that the students in classes of teachers who are socially and emotionally healthy and who have had that training tend to do better. Thing that can be helpful for teachers in this space is to get support in thinking about how to care for themselves. The United States, Ghana, Jamaica, and South Africa are very different countries with very

different cultures that are struggling with the same problem, trying to stay on a similar trajectory for most of the spaces. What you see with all the countries that are trying to stay on the same trajectory of learning is that there are some who benefit and some who do not. The question is, who benefits if we continue this trajectory? In some ways, we are talking about the fact that there are issues related to the pandemic but not actively addressing the issues that were related to the pandemic.

Innovative ways of using the resources that we have, generating different kinds of resources, and thinking about the health and support, and development of our students and teachers in ways that are going to benefit those who have oftentimes been left behind.



Innovative ways of using the resources that we have, generating different kinds of resources, and thinking about the health and support, and development of our students and teachers in ways that are going to benefit those who have oftentimes been left behind.



Dawood Abdulmalek Yahya AL-HIDABI

Dawood Abdulmalek Yahya Al-Hidabi, Founder and Former President of the University of Science and Technology, Sana'a, from 1994 to 2007. He is also the Founder and President of the International Association for Talent Development. Currently, he is the editor-in-chief of three academic journals. Al-Hidabi is a member of the advisory boards and reviewer for several national and international journals in education. He works at the International Institute for Muslim Unity as director and is the chairman of the Islamic Agency for Quality Assurance and Accreditation of the Federation of Universities of the Islamic World (FUIW), which IIUM hosts. He engaged in consultancy and training for national and international organizations such as ministries of education and higher education, the World Bank, UNESCO, UNICEF, ISESCO, OIC, IIIT, and others.



Professor of Educational Sciences
International Islamic University

The pandemic disclosed the unethical dimension of world people because they have not paid attention to those who are suffering. Children in schools in most of the developing world are deprived of their own freedom and education human rights. It is a must to offer and access education equally to everybody. This unfair environment in the world could be seen. They serve only a minority. We have to look for fair and equal access democratization of education.

We are talking about something great which needs a global partnership. Local partners could help, but it will never ever be sufficient to bridge the gap and the deficiency in offering quality education. We must care for the holistic development of people. We are going to face more crises and more risk. We have to have an inbuilt mechanism of crisis and risk management in our educational institutions and in our societies so that we can help our societies. We have to create awareness among the whole world to work together to help our own people. We are living on the same planet, Earth. Everything is affected by our decisions wherever we are, regardless of our culture, religion, and language. Our children become uneasy dealing with it. So, how do we compensate for it? It is a must to mitigate to reduce the intensity and the level of suffering by offering services to families, teachers, and students. We have to support educators in acquiring social skills and relationships and how to manage behaviour management.


The fact is that we are all a learning community. We have to work together as one family. State and local partners should develop a culturally sensitive assessment. Also, we have to create new ways of assessment across the different school subjects. Maybe focus more on authentic and

alternative assessment rather than a knowledge base assessment. We have to think also the school curriculum to focus more on the most core things which would help people to become better citizens and also pursue their education in the future. We have to adopt a holistic and integrated balance approach to mitigate the great negative effect to improve the well-being of our students. We have to provide more therapeutic counselling services. We have to fight unfair discrimination and marginalization based on ethnicity, religion, language, and income. We have to adopt hybrid modes of learning and also focus more on what is needed in the market such as professional certification.

In short, we have to restructure the system in general. I have got only three concepts:

- 1- More support. This is about the emotional, social, academic, and technological. Everything for the family, the student, and the teachers.
- 2- Global partnerships for sharing and learning to help and make our offering more effective.
- 3- Adopting a holistic approach to the well-being and learning of our students.





We are living on the same planet, earth. Everything is affected by our decisions wherever we are, regardless of our culture, religion, and language.

TEACHERS' PANEL

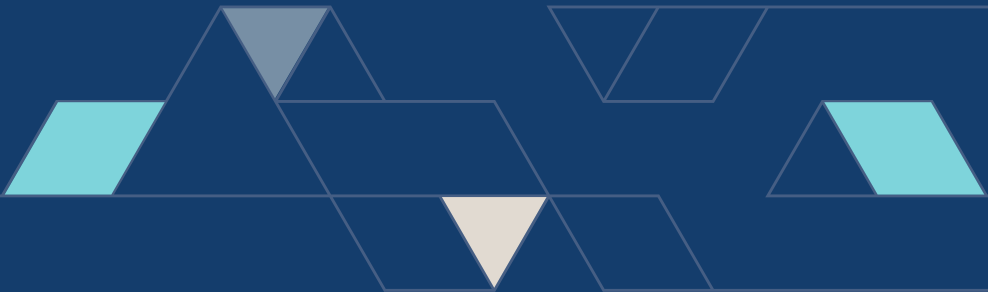
BACK TO SCHOOL

QUESTIONS

- ▶ Could you give us a phrase that describes your experiences about the pandemic?
- ▶ How did your school respond to the changing situation when the pandemic hit your country?
- ▶ How did you manage the teaching and learning process during the pandemic and what were the challenges that you faced as a teacher?
- ▶ How did you adapt yourself to the virtual education as a teacher?
- ▶ How did this new way of teaching impact your students?
- ▶ What you can say about the future needs of education in the post-pandemic period?
- ▶ How do you see the future of the Covid generation?
- ▶ How did you take action in your school?

The Covid-19 pandemic has forced all stakeholders serving in the field of education to act with an extraordinary effort to carry out their teaching activities. Distance education techniques and methods have been the tools that educational institutions quickly adapted and developed. In particular, teachers had to adapt the technology required by distance education to the lesson, acquire new skills such as assessment and evaluation methods suitable for the process and online teaching techniques or improve their existing skills. Students and parents also arranged their social lives by adapting to this process. It has become inevitable for teachers and school administrations to make innovations and take initiatives in the field in order to prevent the difficulties and learning losses encountered in the distance education period. It is important to convey the experiences of teachers who have faced the pandemic in the field in order to compensate for the loss of face-to-face education and to include innovative new teaching techniques in the normal learning processes.

In this panel, our teachers from Turkish Maarif Foundation Schools talked about the difficulties they encountered in their schools, the steps they took to cope with the difficulties, and the new techniques they used to carry out the process with effective teaching activities.



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Teachers' Panel



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**Teachers' Panel
Back to School**

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Head of the Ministry of National Education



YASEMİN YILDIRIM
Head of the Ministry of National Education



Christopher Ajayi
Executive Director of the International Centre for Education in Africa



MUSTAFA YILMAZ
Head of the Ministry of National Education



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Wafa SHARABATI

Wafa Sharabati is the General Manager of Baghdad Maarif Schools who has a 20-year experience in educational institutions in multi-cultural environment. Sharabati has master's degree in education from the University of Aleppo. During her career, she served as a coordinator and teacher trainer and contributed to developing language assessment and evaluation systems and developed a comprehensive preschool-level curriculum. In 2018 She joined Maarif Foundation as a senior expert in the department of Curriculum and Materials Development, where she was exposed to various educational systems in the countries where Maarif schools operate. She was appointed to Iraq in late 2019 as a school principal and later became the general manager of Baghdad branches. She initiated a project with the Iraqi Ministry of Education to extend bilingual education to the primary stage.



The pandemic was a great learning opportunity. Our experience in Iraq during the pandemic was special as it was the first country to start online education.

Iraq was the first among the neighbouring countries to be affected by the virus, and that put us in front of a real challenge. It was a matter of whether to be or not to be for us. We needed to take initiation and make a quick decision to start distance education. The headquarters was very responsive, and within a week or so, the platform was ready, and we officially announced that we were going to start online education. I think in every crisis, there is always an opportunity waiting for someone to take it, and I think we made the best of this opportunity.

Distance education was an important experience that brought a dramatic change to everyone's life, including teachers, students, and parents. Teachers needed to change their teaching style. They needed to find alternative tools to be able to cope with the new situation. On the other hand, the parents resisted because many were not confident with technology. In addition, the poor infrastructure of the internet in Iraq caused a lot of issues with connectivity. Another factor was that working parents needed to seek help from a friend or family member to stay with their children and aid them in logging into their online classes, the thing that disturbed their privacy. I think that in order to successfully bring about change, we need to empower those involved in it and give them the necessary tools to make it happen.

An important factor that contributed to the success of our experience in distance education is the regular follow-up to ensure high standards of education delivery, cooperation with teachers, and providing

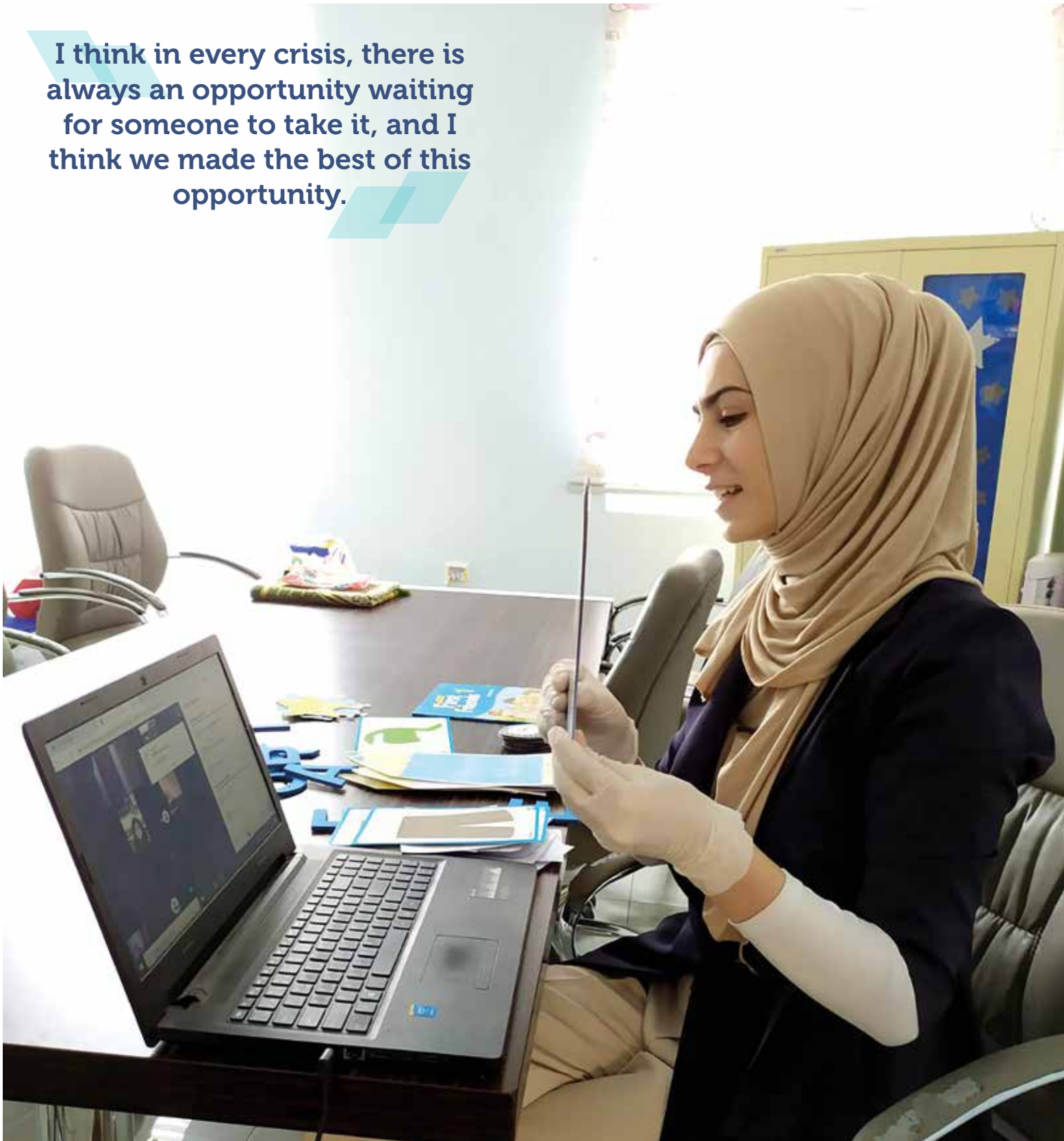
them with necessary training; the commitment of the teachers themselves and their perseverance made it a real success story.

After the pandemic, there were many negative effects on students at different levels. One of them was the social and emotional skills and also the decline in the academic performance of the students. Basically, the drop was in the core subjects, the mathematical and literacy skills. Therefore, we made a 2-year remedial plan in which we prioritized mathematical skills for the first year and literacy skills for the year after. We extended the time given to math, and we started analysing the prerequisites for each strand to compensate for the learning loss. Teachers were building on students' previous knowledge by checking what students already know and what they need to know, then covering the gap in between them before starting a new unit.

Regarding social and emotional issues, behavioural problems were noticed when students came back to school after more than a year of isolation. They became more self-centered, unwilling to share, and tough towards each other. Therefore, we needed to run teamwork activities to reinforce the team spirit through indoor and outdoor activities to get them to work collaboratively. The school played an important role in bringing students back to normal on the academic, social, and emotional levels after the pandemic.

In fact, the pandemic helped us, as teachers, to unlock our potential but to do so, we need to leave our comfort zone to search in order to find new approaches and new methods and adapt them to fit our context.

I think in every crisis, there is always an opportunity waiting for someone to take it, and I think we made the best of this opportunity.



Uzma SHABIH

Uzma Shabih is the school principal of Pak-Turk International Maarif Schools Khayabane Amen Campus. She has been among the advisors of many national and international students and school projects with the student groups she formed as the reflection of the field of mathematics learning to life. As a school principal, she adopts an educational approach that focuses on preparing a suitable learning environment, motivating all education stakeholders, and the cooperation approach.



Education Coordinator,
International Maarif Schools of
Pakistan

Due to the pandemic and school closure during those two years, Pakistani students suffered from learning loss. As per the experts, there was a learning loss of more than 40 million students across Pakistan. Immediate measures had to be taken up to revive back the education system. The NCOC- National Command and Operational Center in Pakistan, said that the schools could reopen after eight months after the first Covid wave. However, even if they reopen, they would follow the policy of 50% attendance on alternate days. This means another learning loss.

Then Pak-Turk Maarif International Schools and Colleges were pioneers in introducing digital education in Pakistan with a customized learning management system where synchronous and asynchronous, and hybrid methods were implemented. There are more than 27 schools in Pakistan and more than 13,000 students belonging to Pak-Turk Maarif International Schools and Colleges. Our education department in the Head Office and the Pakistani board of education were trying to figure out certain requisites and prerequisites for the implementation of this system, as not every family in Pakistan can afford digital tools. Immediate measures were taken, and within ten days, our learning management system started off. However, the curriculum had to be revised to fit the new system. Therefore, the teachers and parents were trained on how to opt for the system. The Education Department was working on the syllabus to provide digital resources that support the revised curriculum. Although the initial start was tough on everyone, including teachers and management, everyone worked day and night to cope with the new system.

In Pakistan, we realized that the pandemic caused a learning loss, so some measures need to be taken up. The

government of Pakistan initiated a tele-school system in which students from everywhere could connect to this digital learning system on TV where content-based recorded lessons were presented to students.

In our school system, we realized the need for training the teachers on new teaching approaches and methodologies. However, the results were not met as expected. Although teachers made so much effort, the students were not able to comprehend the content. Then at that point, we decided to go for data analysis to find out areas for improvement. We figured out that it was mainly the core subjects that required certain attention, like English, mathematics, and reading and comprehension. For example, in Mathematics when teachers were trying to teach Algebra 2 to students, they figured out that the students did not even know about Algebra 1. We took out some research on the internet on how we can meet up to those challenges. So, extra classes were given to certain students to bring them back to the required level. I believe instead of setting up certain targets for students to achieve, we need to let the students learn at their pace.

In fact, our teaching approach had entirely changed after the pandemic. It became more practical that gives more space for observation and independent student work. To meet future challenges, Pak-Turk Maarif International Schools and Colleges launched a great Teachers Development Programme for teachers in collaboration with the International University of Cerrahpaşa from İstanbul.

I believe unprecedented
times require
unprecedented solutions.



Christopher AYO

Christopher Ayo is a Tanzanian who is a Diploma holder in Information Technology. He is skilled in Child Protection as he went through the training and awarded certificates. He has been teaching Information Technology for the past 12 years which is a very important lesson as long it connects all other subjects as well as is a backbone of each aspect of human life apart from teaching.



Covid was a turning point. Our school was part of the community affected like any member of it. Then we analysed the situation and checked the resources we had in school and how they could help support our community. We started the program by recording lessons, but it was very difficult for teachers to accept that they would be recorded during lessons and share their videos with parents. Our management could overcome this obstacle by talking to the teachers, and then training was conducted to help them get ready. In fact, our resources were very limited, yet we could manage to run education successfully.

The second challenge was to convince parents, who had worries about how we could overcome this tough experience. We discussed with them that we must find solutions to move on with our education rather than getting stuck on the problem. Another issue was providing mobile phones to children as in Tanzania it was not allowed to own a mobile under a certain age. After a long discussion, some parents agreed to give their electronic devices to their kids while they were observing. This was a completely new experience, the first time it had been done in Tanzania.

Our school's experience was extended to other students who got our online links and started learning using our own system, and this helped us to get more students after Covid. Another challenge we faced was the limited number of students who had access to digital devices, with 75 to 80% of them were unable to continue their education. So, we came up with another measure; printing digital materials and sending them to our students. Assessment and evaluation of students on learned content was another problem. We came to realize that students had an

information gap and that we needed to start again after the pandemic.

In fact, we talked to the students that it's okay not to be okay. They have to learn to cope with some hard situations. At first, they were worried about their academic level, so we needed to enhance their self-confidence. We made them feel part of the solution and that we count on them to handle the situation. We did not want to give them directions or to make a decision instead of them because we believed they were the owners of the future.

They came up with a lot of ideas. We paired a student who had the opportunity to study online during the pandemic with another one who did not have the same privilege of working together. Students devoted some of their time to helping their peers on a daily basis. Within a very short period of time, most of the students were good and felt happy. They were happy after having this simple solution on how they were going to cover some stuff that they didn't cover previously.

As teachers, we started to train ourselves. We reminded ourselves that we should be role models for our students. Regardless of what happened, we had to move on, and we agreed to move on.

After this global experience with the pandemic, the world should invest more in research. We do not have to rely on one way of teaching when we have a lot of alternatives available. We need to be more flexible and creative to meet the expectations of the new era.



After this global experience with the pandemic, the world should invest more in research. We do not have to rely on one way of teaching when we have a lot of alternatives available. We need to be more flexible and creative to meet the expectations of the new era.

Vladimir LASICA

Vladimir Lasica studied philosophy and sociology at the University of Sarajevo. Having studied at the history department of the same university, Lasica had the opportunity to examine the history of Ancient Greece, Rome, and the Middle Ages in depth. He has translated two books from English to Bosnian, teaches Philosophy, History (IB) and Global Politics (IB) at the Sarajevo Maarif Schools.



Social Sciences Teacher,
International Maarif Schools of
Bosnia and Herzegovina

Regarding high school education, the problem is that students in high schools are not naturally as interested in learning as university, master or Ph.D. students. They want to escape from their responsibilities. It was a disaster at the beginning; I spent two weeks adapting. They did not want to switch on the camera, blaming the internet connection or saying that their camera did not work. Some of them were even playing video games during the session. I tried a few things, like giving them assignments, but they just copy-pasted from the internet or copied each other's work. I figured out how to solve this problem by giving each student a different assignment. I picked the books whose summaries they could not find on the internet, so they eventually had to do it themselves. The situation improved drastically because they started joining online classes more prepared. They even started to switch their cameras on because they wanted to have a conversation and establish proper contact, and we could eventually create a proper working atmosphere.

We should change it constantly. I think this is the key. Education started with books and with a human spiritual attachment to them. No pandemic can stop that attachment. However, we gradually detach ourselves from books. It is essential for students to learn that when they work regularly, they can have time to do many things they want to do. It worked, and the school lectures went even better after the pandemic when everyone went back to school. They had solid preparation, and I could continue to give similar assignments, and we could have a proper discussion in person.

The fundamental problem is that when teachers graduate from university, they stop reading, and this is when the learning process stops. As teachers, we

As teachers, we have to adopt the attitude of lifelong learning and share with our students how beautiful that lifestyle is.

have to adopt the attitude of lifelong learning and share with our students how beautiful that lifestyle is. So, whether pandemics come back or not in the future, whether the situation gets better or even worse, education will survive.

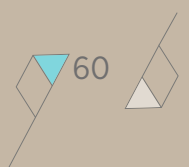
Our attachment to books is fundamental rather than various sophisticated deductive methods. There is an interesting phenomenon; didactic is constantly improving. However, students are getting worse day by day. Didactic is not fundamental. We should encourage our students to discover themselves through books, and eventually, the pandemic shouldn't be that much of a problem because we will have the solution.

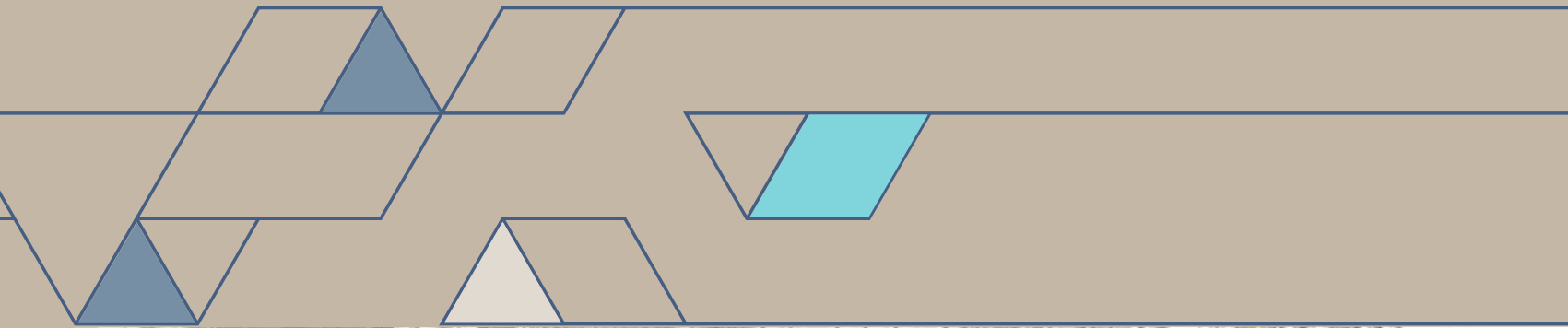
The fundamental thing is to focus on teaching them not information but principles. Information will be forgotten in time. We learned so many things in high school and even at university, but we forgot. Our focus should be on principles of how things are related to each other rather than enumerating physical things. They will forget who said what, but the relations between ideas and implications will be part of their understanding and this is how human thoughts develop throughout history. Once they understand, they will never forget. Facts can be forgotten, but principles never.



05 NOVEMBER 2022

DAY 2





2nd PANEL SUMMARY

THE FUTURE OF COVID GENERATION

QUESTIONS

- ▶ What are the advantages and disadvantages in the future of the pandemic generation?
- ▶ What measures should be taken to address the psycho-social challenges experienced by the Covid generation during the pandemic?
- ▶ How can we evaluate the changes in the career goals and expectations of individuals, who were students during the Covid pandemic?
- ▶ What are/will be the new occupational groups that emerged or developed during the pandemic?

Being a student at a time, when Covid-19 transformed the daily life of communities and disrupted educational activities, and starting one's professional career amid the pandemic and socio-economic fluctuations has been a challenging experience for the Covid generation. One wonders how the traces of this period will manifest themselves among the pandemic youth in the future.

The main theme of this session revolved around the future of the Covid generation, their careers, socio-economic and psycho-social situations.





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04-05 NOV'22



Andreas SCHLEICHER

Andreas Schleicher is Director for Education and Skills at OECD. He oversees PISA and other international instruments that have created a global platform for policymakers, 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 worldwide 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 honors 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.



Director for the Directorate of
Education and Skills, OECD

The pandemic has profoundly disrupted education, leaving behind those unprepared. We have also seen an incredible amount of innovation during this pandemic, not just technological but also social innovation. I learned to learn independently, discover new things, set my own learning goals, and monitor my learning process. Many teachers returning to their school leaders saying that during the pandemic, they discovered it was not enough to be a good instructor.

Today, you look up information on Google, and nobody will tell you what is right and wrong. Literacy is no longer about extracting knowledge. It is about constructing knowledge, a very different skill set, but the capacity to navigate ambiguity and manage complexity. Technology is great. It connects you with people who think, look, and work like you. It makes it more challenging to engage with alternative thinking, divergent viewpoints, and different opinions. It is once again about our ability to navigate the world's complexities, understand and appreciate alternative ways of thinking and working.

Istanbul Education Summit is a great place to start that conversation. It is about making education relate more to the entire society at a price. Education in the future will be much more about the entire society, and the price will be all part of this equation. Creating that conversation in schools is often very good for keeping students and the rest of the world outside. The more we can open schools up, the more we can bring the real world into the schools, the more we can connect the world of learning with the world of work.

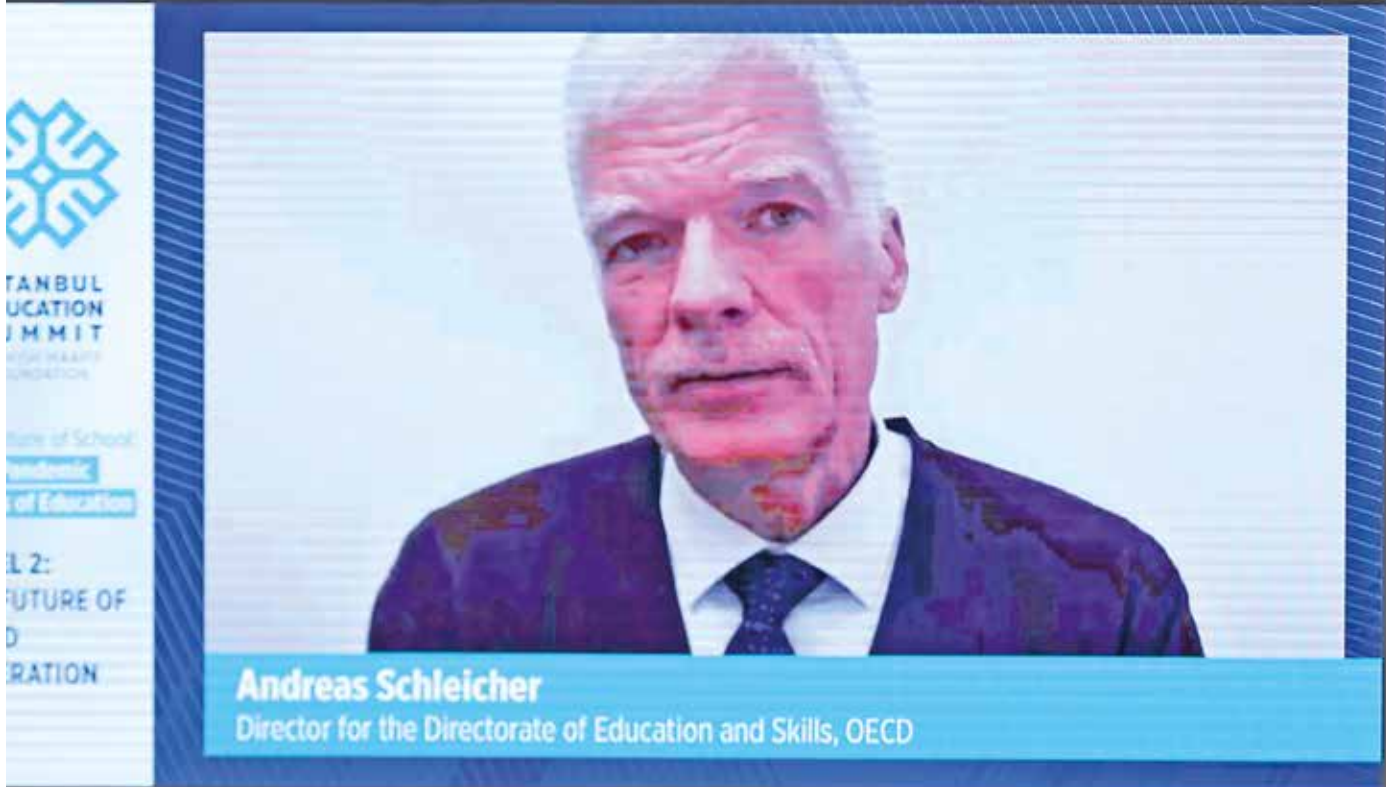
The OECD is about helping people see the world through different lenses and perspectives to

appreciate different ways of education. Some people see a ranking of countries. The purpose is to help us understand the strengths and weaknesses of different ways of educating students. How does success in learning play out across geography, social background, and gender? We need to develop an understanding to learn from and with each other. We need to capture the learning outcomes that are important for tomorrow as well.

We need to give more robust and deeper foundations for learning and the creative energy that interest young people to expand their horizons and understand the nature of the disciplines. The challenge for the future is not to teach more. The challenge of the future is to teach fewer things at greater depths to give young people a deeper understanding of what it means to think like a philosopher, what it means to think like a scientist, and to be able to look at problems through multiple disciplinary lenses. The next innovation is probably not going to come from a silo of a single discipline but from the capacity of young people to connect the dots where the ideas combined with different disciplines integrate.

Taking this stance, taking your own role, finding your role in the world, and refining it when tomorrow is different in this complex, volatile, and ambiguous world will be the most formidable challenge for education. We need to educate young people for their future, not just for our own past.

The more we can open schools up, the more we can bring the real world into the schools, the more we can connect the world of learning with the world of work.



Enila CENKO

Enila Cenko is Dean of the Faculty of Law and Social Sciences at the University of New York Tirana, Albania. She is a counselor and developmental psychologist with a Ph.D. in psychology from Clark University, USA. Her research focuses on child welfare, child abuse and neglect, child development, socio-cultural issues in human development, and youth mental health. Having received many awards and scholarships in psychology, Cenko is a member of various international organizations, such as the Psi Chi International Psychology Honor Society. Her academic studies continue.



Professor of Psychology,
University of New York Tirana

First and foremost, the pandemic sparked an increased fear of loss of life, thus bringing to attention, forcefully, one of the most basic human fears, based on which most other fears operate. Secondly, governments were forced to protect people's lives by undertaking a series of protective measures, such as lockdowns, national and localized quarantines, and social distancing rules. These measures reduced social connections and affected functioning at the level of another basic human need, that of social connectedness and belonging. These measures made many people isolated, lonely, bored, or helpless. They strained relationships or affected family functioning, leading to anger and aggression against children, partners, and family members (Piquero, Jennings, Jemison, Kaukinen & Kaul, 2021).

An increase in the experience of domestic and child abuse then further contributes to marked difficulties in terms of mental health functioning and a decrease in healthy and adaptive coping. Thirdly, the economic consequences of the pandemic have been quite drastic, with unemployment and poverty rates rising significantly at the global level (Mahler, Yonzan, Lakner, Aguilar & Hu, 2021), thus affecting human functioning at the level of basic need for safety and predictability. Unemployment, poverty, and adversity are known risk factors for mental health conditions. Additionally, the extended closure of educational institutions, such as schools and universities, has created situations where young people have missed out on learning experiences necessary for healthy development.

We need to understand and appreciate the intrinsic value of mental health and put time and effort into taking care of one's own mental health as well as supporting the mental health of others. Furthermore, we should consider mental health with the same

value and priority as physical health, including through enhanced social and financial measures and increased research support. Investments in mental health should be increased, not just to meet mental health needs but also through committed leadership, pursuing evidence-based policies and practice, and establishing robust information and monitoring systems. Transforming mental health is about reshaping the physical, social, and economic characteristics of our environments to better protect mental health and prevent mental health conditions. This transformational process is a multi-sectorial venture and requires collaboration and coordination. Key environments where action can be taken to reduce risks and build resilience are homes, where priority actions include eliminating intimate partner violence, preventing abuse and neglect of children and young people; enabling nurturing care for early childhood development; as well as protecting against household hardship through, for example, poverty alleviation programs.

Schools are another key environment where priority interventions include social and emotional learning programs as well as initiatives to counter bullying, discrimination, and violence. Additionally, it is important to invest in mental health literacy and provide training and resources to teachers, administrative staff, and other non-health-related professionals that work with youth to recognize mental health challenges, provide basic support, and provide a referral to medical and mental health services when needed. Ultimately, to adequately address the psychosocial impact of the pandemic on young people, it is essential to implement a holistic approach to mental health by recognizing the link between socioeconomic factors, such as unemployment, housing insecurity, and academic pressures and well-being.

Schools are another key environment where priority interventions include social and emotional learning programs as well as initiatives to counter bullying, discrimination, and violence.



Tahsin GÖRGÜN

Tahsin Görgün completed his undergraduate education at Ankara University Faculty of Theology, received his Ph.D. in Fiqh Procedure and Philosophy with his thesis titled *Sprache, Handlung und Norm (Language, Behavior, and Judgment)* at Berlin Freie Universität. After his returning to Türkiye, he started to work as a researcher at the Center for Islamic Studies (ISAM) and became an associate professor in 2004 and was interested in the religious, pedagogical, and social issues of the Turks living there during his stay in Germany. While continuing his work as a researcher and a member of the board of directors at ISAM, he worked as a visiting professor at Frankfurt Goethe University in Germany. He speaks Arabic, German, English, and French. Projects he works on: Ibn Khaldun's Metaphysics of Society, Ottoman Influence on the Socio-Political Formation of Europe, Philosophical Foundations of Science and Education in the Ottoman Madrasa, Hermeneutics and Philosophy of Language, Comparison of Islamic and Western Civilizations.



Professor of Philosophy,
29 Mayıs University

The pandemic caused many problems but also unveiled certain opportunities. As a matter of fact, one could make the following case: The pandemic made us face our existential circumstances, under which digital/virtual means assumed a determining position. The most important aspect of this software-generated domain was the ability of teachers and students to be in the same place without sharing physical space.

What interests us here is the ability of students, who are not in the same physical space as their teacher, to encounter a sound or image, depending on the circumstances, instead of a real person – and to build a relationship with that sound or image. At this point, we can argue that a change has occurred regarding the relationship between the teacher and the student. The “authority” that teachers derive from being in the same physical space has significantly diminished compared to the traditional classroom. The same goes for teachers. For this reason, students have expressed themselves in different ways.

It is a fact that a significant part of students' time at school and children's lives in the family are spent in a “software-generated” world. However, neither the schools nor the families were generally aware of this fact. At the very least, they were not paying enough attention to it. The pandemic shed light on the role of this seemingly irreversible process in our lives and forced us to face the following truth: The generation going to school today lives in a software-generated world in addition to the physical world. They will continue to live in the physical world and the artificial world in the future. The education system must therefore adapt to this fact.

Education must prepare students for life in this era.

The most important lesson of the pandemic is as follows: Education is not just an act of transmitting knowledge and skills. It is about people going through an education to realize that they have needs beyond that. The new environment, which is generated by the Internet, Twitter, Instagram and especially TikTok, represents an equally close or, under certain circumstances, closer relationship as their parents, siblings, local acquaintances, and friends. Their information universe and horizons go beyond their families, neighborhoods and schools – with which they interact physically. The use of digital means has also demonstrated the inadequacy of thinking of the classroom and the school as a physical space. Going forward, education will be offered partly with the help of digital tools and by taking advantage of the opportunities that virtual realms generate. It is inevitable to place “know how” as opposed to “knowing something” at the heart of education.

To discover the free individual and grasp it within its connection with what transcends humans in a responsible manner requires linking that responsibility –to the closest extent, including itself, physical objects, plants, live creatures, humans and man-made institutions and organizations— with the Creator from the standpoint of the responsibility that existence entails.

One of the lessons of the pandemic was people realizing that they could only exist together and through a certain synchronization of their actions. We must build a horizon of interest for each person and try to provide them with knowledge within that horizon before preparing them for employment –keeping in mind that preserving health is more important than curing diseases.

One of the lessons of the pandemic was people realizing that they could only exist together and through a certain synchronization of their actions.



Enrique GALINDO

Enrique Galindo is a professor of mathematics education at Indiana University Bloomington. His research focuses on teacher education, learning in technology-supported environments, and assessment and evaluation. He teaches courses on mathematics and pedagogy, secondary mathematics methods courses, and graduate courses for teacher educators. He has conducted professional development projects for teachers in K-12 to improve teaching and learning in STEM education, incorporate Project Based Learning, and contribute to developing their technological and pedagogical knowledge. He currently serves as President-Elect for the Association of Mathematics Teacher Educators (AMTE) in the US.



Professor of Mathematics
Education and Assessment and
Evaluation, Indiana University

One of the things is that we need to rethink how we tackle math, especially when we are trying to recover some gains. One approach that it is helpful is the viewpoint of the big ideas. Focusing on big ideas can be a way to help the students touch up on some of the learning that has been lost.

Another thing to consider is that when we went into using distance learning during the pandemic, teachers switched very quickly, that shows that we can make changes relatively quickly when there are conditions for that to happen. One change that we could make is to put more emphasis on student-centered learning. When we think about recovering and helping children catch up, one tendency may be to go back to teacher-centered learning, and that would be a big mistake. Focusing on student-centered learning will be very helpful because students can really develop an understanding of mathematical ideas, and this could be a great opportunity to get more teachers involved in student-centered learning.

Another thing we can do in mathematics is to continue taking advantage of technology. Many digital tools were used during the pandemic, but the majority of them were the tools that were used for communication for getting together virtually.

Another important dimension of digital tools in mathematics is to use tools that allow students to do exploration of mathematical ideas that allow them to take mathematical actions with technology. This is based on mathematics and receiving feedback. So, getting teachers to learn more about those tools that can be used to support mathematics learning is important.

It is also important to revise the curriculum. Many countries have learned that the curriculum may need to be revamped. For example, in the U.S., for many years, the highest-level course that students in high school take have been calculus class.

Since we now have access to digital technologies, it is important to have options for those over the age of 18 to complete their high school education. Even though we use digital technologies and distance learning during the pandemic, we should not have the feeling or the attitude that now we know how to do. There is a lot to be learned about using digital technologies. For distance learning and training in that area, people continue conduct research into the most effective ways to use these technologies.

We also need to think about structural problems. It is not just thinking about what teachers can do. Teachers are already overwhelmed with many tasks. Unless we can change some structural problems it would be very difficult to ask teachers to do even more.

Another idea is to get students to be taking ownership of their own learning. It is important to work with students to realize that the learning is in their hands. In addition to schools, there are many options today to continue learning and trying to get students to take ownership and be responsible for their own learning is important. The pandemic is an example of resilience. We can look back, and we feel most of it is behind us.

Another idea is to get students to be taking ownership of their own learning. It is important to work with students to realize that the learning is in their hands.



Carlos Alejandro VARGAS TAMES

He leads the Section of Teacher Development at UNESCO's Headquarters and the Secretariat of the International Task Force on Teachers for Education 2030. He is a sociologist of education who specializes in global education policy. He has worked for universities, civil society, international organizations, and local governments in Latin America and Europe implementing lifelong learning policies and analyzing their intersection with equity, inclusion, and social justice.



Chief of Section for Teacher Development, UNESCO

I will challenge the idea of recovery, and I will challenge the idea of learning losses. There is a lot that was learned during the pandemic, and I want to focus on the policy level, at the global level, and what these lessons were.

Firstly, education systems can be very heavy, can be very traditional, and can be very inflexible. But during the pandemic, we realized that education could change, and it doesn't necessarily take sometimes a master plan.

Secondly, we learned that teachers have the capacity to enable that change. Teachers can adapt educational provisions to changes in demands and in the most challenging contexts. Teachers adapted the curriculum, adapted the content, adapted the organization of learning, adapted diversified methods, and so on. This is also a realization that the transformation of education is within the hands of teachers as well.

The idea of what is foundational and what is the basic learning that we need changes according to context and circumstances. The actors that are the closest to this context and to these circumstances are teachers. They are the ones that have first-hand knowledge of what are the problems within their communities, within the learners, and who can adapt education accordingly. Teachers need to be supported, they need to be recognized, they need to be trained, and they need to be acknowledged as policymakers as well.

There is no transformation of education without teachers. There is a shortage of teachers; there are just not enough teachers in the world. According to our Institute the UNESCO, Institute for statistics, we need 70 million teachers to be recruited from now to

2030 if we want to achieve sustainable development goals. Huge number of teachers are required.

Teachers leave the profession because they do not find it very attractive. We usually think of they don't make enough money which is very true in many contexts. We need to think beyond the contractual and the remuneration and it has to do with how well we treat teachers, and it has to do with how we trust their pedagogical judgment of how we trust the knowledge that they have produced in the classroom and how we use that knowledge. If we want teachers to make a difference, to innovate in practice which we do, we need to grant them the autonomy and agency needed to do that.

This issue of moral autonomy has to do with teachers being able to participate in educational decision-making, as we said, not only in the classroom but when it comes to policy.

We should not undermine this idea of education also as a means for socialization, subjectification, how we form identities, preferences, ethical conduct. When we think about the losses and the gains, when we think about recovering or transforming, we need to strike a balance between adaptability and transformation. It is good that we are resilient. We need to strike that balance between adaptability and transformation if we really want to see changes in our education systems.



This issue of moral autonomy has to do with teachers being able to participate in educational decision-making, as we said, not only in the classroom but when it comes to policy.



3rd PANEL SUMMARY

DIFFERENTIATED EDUCATION

QUESTIONS

- ▶ How can the debate on the globalization and localization of the curriculum be evaluated?
- ▶ What can be the effects of digitalization on society and the psychological condition of the students?
- ▶ What will be the reflections and transformative effects of digitalization on education?
- ▶ Which studies could help improve the quality of digital materials?
- ▶ What are the innovative assessment and evaluation approaches in education?
- ▶ How can the effects of gamification in educational processes be evaluated?
- ▶ How will developing and changing technology shape adaptive learning?

In a globalizing world, the impact of technological developments lead to innovations every passing day in various areas, including education, the economy, healthcare and transportation. Adapting to those technological developments and using them effectively requires a social transformation. Adapting to the digital age basically requires acquiring and employing digital skills in a qualified way. Likewise, there is a need for innovative assessment and evaluation approaches that can test these competencies and skills. In web-based environments where individual learning differences can be tolerated, personalized adaptive education models are also a part of differentiated instruction. The reflections of Metaverse, which is a contemporary concept, on education is also an important discussion topic.

The participants of this session shared the view that innovative assessment and evaluation approaches, the multidimensional assessment of students, the effects of gamification on education, adaptive learning, improving the quality of digital materials, and the effects of virtual developments in the digital world on education.





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The Future of Education
Panel 3
Ministry of Education

PANEL 3:
DIFFERENTIATED
EDUCATION



Uğur Sak

Professor, Pedagogical Education,
Istanbul University



Christophe Dede

Professor of Educational Technology,
Istanbul University



Anatoly Dreksiyenko

Professor of International Comparative Education,
Istanbul University



İrfan Erdoğan

Professor of Educational Research,
Istanbul University



Elaine Wilson

Professor of Educational Science,
Istanbul University



Bukky Yusuf

Academy Consultant and Leadership Coach,
Istanbul



Christopher DEDE

Prior to becoming a Senior Research Fellow, he was the Timothy E. Wirth Professor in Learning Technologies at Harvard's Graduate School of Education. Dede is a Co-Principal Investigator of the NSF-funded National Artificial Intelligence Institute in Adult Learning and Online Education. He co-founded the Silver Lining for Learning initiative and developed a framework for scaling up educational innovations. He was honored by Harvard University as an outstanding teacher, and named a Fellow of the American Educational Research Association.



Professor of Educational
Technologies, Harvard University

The pandemic was a sea-change event for all of us, not because of the disease, which is fading into the background of all diseases, but because of the world's response to the disease, which was to shift to remote online interaction.

The world is irreversibly hybrid. We are never going back to where things were before the pandemic. People like working remotely; they like shopping remotely and getting food delivered. It means that all students need remote, online interaction as part of their education because otherwise, when they graduate, they're going to be at a disadvantage if they only know how to communicate face to face when the world is a hybrid world.

Remote learning complements face-to-face learning. It is not an inferior version of face-to-face. It is different in the way that an apple and an orange are different. Preparing for a hybrid world by taking advantage of what we have learned about remote online learning is a major challenge now for education.

Flipping the classroom is very valuable. Having all the presentational elements be done outside of when we can interact together, whether that interaction is face to face or online, because students showed that they value interacting with each other and the teacher so much that they are willing to put in the time to watch a presentation in advance because it opens up that opportunity to really have a rich discussion. Also, because the whole world now has installed infrastructure for online learning, experts are at your fingertips.

What online education does is a complement to face-to-face education because of that there are very rich data streams that come out of online learning

platforms that are apps or intelligent tutoring systems or social media or video conferencing.

A good teacher is also modeling how to be effective online, which is a major source of success in the new world after the pandemic.

The biggest impact of Artificial Intelligence on education is not how it changes teaching and learning but how it changes the outcomes that we must prioritize. We need to stop focusing on teaching nothing but reckoning because all of our high-stakes tests that we use to measure the success of our educational systems are reckoning.

Artificial intelligence does two kinds of things. It makes it easier to provide students with deep, interesting information and experiences, Artificial Intelligence systems, the performance simulations. On the other hand, there are sophisticated analysis methods for the data streams that artificial intelligence processes in near real-time can provide students and teachers with near real-time feedback on their performance. It is really personalization at scale. Students have voice and choice, as well as adaptive instruction, so that they are shaping what they are experiencing from a learning perspective and when and how it is being presented.

My hope is that this will be the opportunity for education to transform in a major way. We have new technologies to help us. We have immersive media to help us we have artificial intelligence coming in to help us, but at the end of the day, it is not a story about technology. Technology is never the solution. It is always the catalyst. We have a powerful catalyst, but the solution comes from people.

The biggest impact of Artificial Intelligence on education is not how it changes teaching and learning but how it changes the outcomes that we must prioritize.



Christopher Dede

Professor of Educational Technologies, Harvard University

Anatoly OLEKSIYENKO

Anatoly Oleksiyenko is a professor of education policy and comparative education at the University of Hong Kong. His work mainly focuses on the internationalization of higher education in post-Soviet and developing countries. Professor Oleksiyenko received his Ph.D. from the Ontario Institute for Educational Research at the University of Toronto. His book “Global Mobility and Higher Education” won the “Best Book Award” given by the CIES Study Abroad and International Student Special Interest Group in 2019. He has earned international accolades for several co-edited volumes and special issues, including International Status Anxiety and Higher Education: The Soviet Legacy in China and Russia. Professor Oleksiyenko has consulted many international organizations, such as UNESCO and OSF, on educational development projects and has written for Times Higher Education about international education.



Professor of International
Comparative Education,
The University of Hong Kong

We try to understand the commonalities of the lessons that we could draw from the experiences of academics and administrators. In general, three types of learning would be good to consider. There are three problem areas that are something to reflect on more in the future.

By individualized learning, I mean the differences in learning styles and situational and contextual variables involved in terms of how students are positioned in their households, communities, and institutions, as well as how the social construct admits them. The idea of individual rights or responsibility and individual learning is personalized on the one hand but also closely related to how the identity of an individual learner is constructed in this social and cultural context.

The second type is primarily about learning how to organize if we want future students to be skilled, more independent, autonomous, and self-organized. They need to learn those skills. Organizational learning is essential in the current curriculum because of how much responsibility we give away in classes or empower students to be responsible for themselves and vulnerable members of their communities or families.

Higher learning is not just about moving to higher levels of education. It is about more than just getting more credentials, certificates, diplomas, and degrees. It is primarily about improving one's spiritual and emotional capacities to handle crises, manage uncertainty, and sustain themselves, in addition to maintaining the closest people who might need more support, who are more vulnerable or disadvantaged, and who need routine care.

I will point to three problem areas in general terms. The first is values, the second one is agency and the

third is knowledge-making. Regarding values, it is about making choices between empathy, charity, and sacrifice on the one hand and selfishness, greed, anger, aggression, and xenophobia on the other. But sometimes, we see that all these values and beliefs are not in the system, which is what we observed. These institutions were much weaker regarding how they responded due to the crisis. It is about making choices and self-determination, but the determination for the right ends for our actions. Especially in the post-truth age, knowledge becomes essential for personal as well as communal and institutional survival. Analysis and synthesis of the data that would come out and the ability to hear what is right and wrong is important.

When even scientists do not know what is right and wrong, you see that kind of knowledge-making would require a lot of sound judgment and critical thinking. In particular, it is essential for academics, administrators, students, and the future of our institutions and communities. These types of learning are not separate in any way because personal development is a complicated process that combines the individual, the social, the local, and the global. We are increasingly in this complex world with many uncertainties, and the pandemic particularly emphasized the nature of global crises when we cannot be self-sustainable.

We have to learn from other cultures, from other people, and in that way, educate one person, an individual. In such a way, they are well-organized to take responsibility for the complexity of their organization, schools, government, colleges, or business. In this regard, it is essential to grow and learn more and higher, be organized for individual improvement, and be open to the world.

**Personal development
is a complicated
process that combines
the individual, the
social, the local, and
the global.**



İrfan ERDOĞAN

İrfan Erdoğan completed his undergraduate studies at Gazi University, Faculty of Education, and then his master's and doctorate studies at Columbia University in the USA. While continuing his duty at Istanbul University, İrfan Erdoğan was appointed as the chairman of the Board of Education. He researched the Vocational Education Development Project, the development of Social Sciences High School programs, the Transition to the Secondary Education System, the renewal of secondary education physics, chemistry, biology, foreign language, and history programs, and the transition to 100 points system and so on. He participated in the Council of Europe, representing Türkiye. İrfan Erdoğan, who examines, and monitors developments in education on a national and international scale, continues to share his evaluations, predictions, and analyses in panels and conferences, as well as in lectures at the university.



Dean, Professor of Educational Sciences, Boğaziçi University

From the standpoint of the student, differentiated instruction represents an external act. In other words, it is education experts or teachers that engage in differentiation. Such a notion of differentiation might give rise to a largely structured educational process.

It is necessary to ensure that instruction becomes different for the student instead of trying to differentiate instruction for the student. For being different is an internal vision. According to this vision, an individual is not turned into something different but becomes different itself. As such, it is necessary to design the entire system such that individuals can be different.

We need to establish schools that place learning, as opposed to teaching, at the center. It is necessary to enrich the education that occurs outside the school – not just at school. Furthermore, it is important to prioritize consolidated instruction over an approach rooted in some grades and levels. Accordingly, we must invent a vision and act of education based on the student as opposed to the program or the school.

Meanwhile, there are some obstacles before differentiated instruction. For example, the fragmentation of schools into grades hinders differentiation. Likewise, it is impossible to engage in differentiated instruction as long as centralized exams continue to exist.

Education is not only an individual issue but also a social, national, and even universal matter. By contrast, the ideal of differentiated instruction is related to the fact that education is mostly an individual question.

The classical definition of education, too, reflects the ideal of differentiated instruction: To educate is to

feed and help grow. It is about growing things – not filling the flowerpot. It is to raise the apple tree as an apple tree and the cherry tree as a cherry tree. Education is about taking something from within. If education is provided in line with those definitions, it will have been differentiated.

That is why we need to remember the fundamental notions about education to pursue the ideal of differentiated education. In this regard, it is necessary to know that the classical authorities on education and educational currents truly inspired differentiated education. Thinkers like John Locke and J.J. Rousseau promoted a kind of education that represented a system with room for differentiation. The “child-initiated” approach to education, which was rooted in the thought of these philosophers, essentially made way to differentiation. For example, one of the core teachings of that current – “to let grow instead of grow” – represents a point of departure that automatically facilitates differentiation. Likewise, different models like production schools and business schools, which rest on students’ level of activity, also promote essential differentiation.



An individual is not turned into something different but becomes different itself. As such, it is necessary to design the entire system such that individuals can be different.



Elaine WILSON

Dr. Elaine Wilson is a Professor in the Faculty of Education at Cambridge University and is the Dean of Homerton College. Elaine was a secondary school chemistry teacher in Bath and Cambridge and was awarded a Salters' Medal for chemistry teaching. She has also received two career awards for teaching in Higher Education; the University of Cambridge Pilkington Teaching Prize in recognition of excellence in University teaching and a National Teaching Fellowship in recognition of excellence in teacher education leadership. Elaine teaches Masters's students in the ELSI route and supervises Doctoral students. Her research interests include Implementation and Improvement Science, Education Reform, Teacher Education, and Digital Technology. Elaine has supported the implementation of international teacher reform programs. She has recently worked with teachers in India funded by the British Council and developed a teacher-led development program in Romania financed by the World Bank. Elaine has collaborated with the Norwegian Research Council since 2017.



Social inequality has been exposed, and we know that this has been accentuated by the effects of the pandemic. Students from already disadvantaged backgrounds have suffered the most through lack of access to good teaching and the social isolation experienced during the lockdown.

As we emerge from the restrictions of the pandemic, policymakers are now assessing the impact of COVID-19 on learning. However, there is a danger that in focusing on the negative dimensions of the pandemic. We will lose sight of the positive outcomes now being identified as we look back to what took place and forward to encourage hope for the future. Professor Nalova Lyonga reminded us of the 'amazing human response to a global crisis' with a sense of 'oneness' and a 'leveling' of experiences throughout the world. One important finding that we must carry forward is that teachers are the essential link in learning recovery. Education systems now recognize the vital role of good teaching in helping to recover lost learning. Learning recovery will take place when students and teachers come back to work together face-to-face in classrooms supported by digital tools. Education systems must prioritize teachers' growth and well-being and avoid blaming teachers for learning loss.

The importance of social and emotional dimensions of learning has been highlighted by recent OECD reports. Teachers who are functioning well and know their students, who work with parents, can help alleviate the debilitating effects of extreme anxiety and lack of hope among young people following the pandemic. Now, we all need to work together to redefine a "new normal" for teaching and learning in school settings. This must exploit the power of digital tools not as a replacement for a teacher but as a powerful tool to amplify good practice. We must be guided by experts in ethics and practice as to what

tools are fit for purpose. We must be clear about how digital tools are enhancing learning and not building biases in the system through flawed algorithms. The future looks bright if we can mobilize technical teams with instructional designers and pedagogy experts, and expert teachers to develop online resources that are fit for purpose.

Immediate actions; in face-to-face classrooms, identify individual students' requirements and modify school arrangements to allow time for this extra support. Set up extra face-to-face support systems for disadvantaged students. Work with parents to help amplify this support and keep children in school. Provide training and resources to schools to fund extra support for 'left behind' children.

Medium-term actions; Share digital tools and resources which can extend access to teaching beyond the school day. Collate and share resources developed during the pandemic and make these available through wider networks. Provide devices and good internet connectivity. Develop small targeted digital platforms to curate selected resources. Share pedagogic practices that ensure that classrooms are inclusive for all learners. Modify the curriculum and school day to allow autonomy to develop specific contextual short programs to motivate students. Rethink the purpose of the science education curriculum. Work with universities and subject knowledge experts to make the curriculum relevant for the post-pandemic digital world.

Longer-term strategic planning; Create and maintain teacher networks to share practice. Evaluate the impact of new ideas and approaches. Share these findings within wider networks. Bring together full-stack developers with instructional designers, pedagogy experts, and teachers to develop small digital platforms that are maintained and context-specific.

Education systems must prioritize teachers' growth and well-being and avoid blaming teachers for learning loss.



Bukky YUSUF

Bukky Yusuf works as an education consultant and leadership coach in London. Along with more than two decades of teaching experience, she has held leadership roles in public and private school settings focusing on professional development programs, effective teaching and learning strategies, and effective application of educational technologies. She has experience in strategic planning at the local level and providing professional development to educators. Bukky Yusuf participated in “The EdTech50 Schools” and “BETT Awards” programs as a jury member and served as an education board member on the “Innovate My School” platform. The Ministry of Education appointed her as the co-chairman of the EdTech Leadership Group. She was the co-editor of “The Big Book of Whole School Wellbeing,” published in October 2021.



Educational Consultant and
Leadership Coach, London

What was powerful is that we were able to engage families to help their child’s learning, particularly with the practical subjects. For things like art, the resources were sent to the children’s homes so the teacher would come online to draw the piece of art they had to model, and they could do it themselves.

Coaching means that you do not provide the leader with the answers. They will recognize the boundaries, so if you have school leaders who have experienced trauma or they have psychological issues that they’re dealing with, the coach will call-in additional support.

A good coach will allow a leader to do that and allow them to create that environment for their teams so that they can then move forward collectively. Helping a leader to remain engaged and to connect better with their teams through effective communication is also key. A good coach can help a leader know what their triggers are so that when they recognize if there are things that happen and bring about a feeling, they have strategies to contain those feelings for the time being and move forward.

Gamification within education, particularly these are gaming mechanics, could be collecting badge points and processing through different levels of learning content in order to create meaningful educational experiences. The key part of meaningful educational experiences. When I have seen it work well, it enables recall and retrieval of knowledge. This can help to build the learning foundations.

One of the powerful aspects of gamification is that it can allow students to receive immediate feedback. They can see what they have done wrong and done well and move forward.

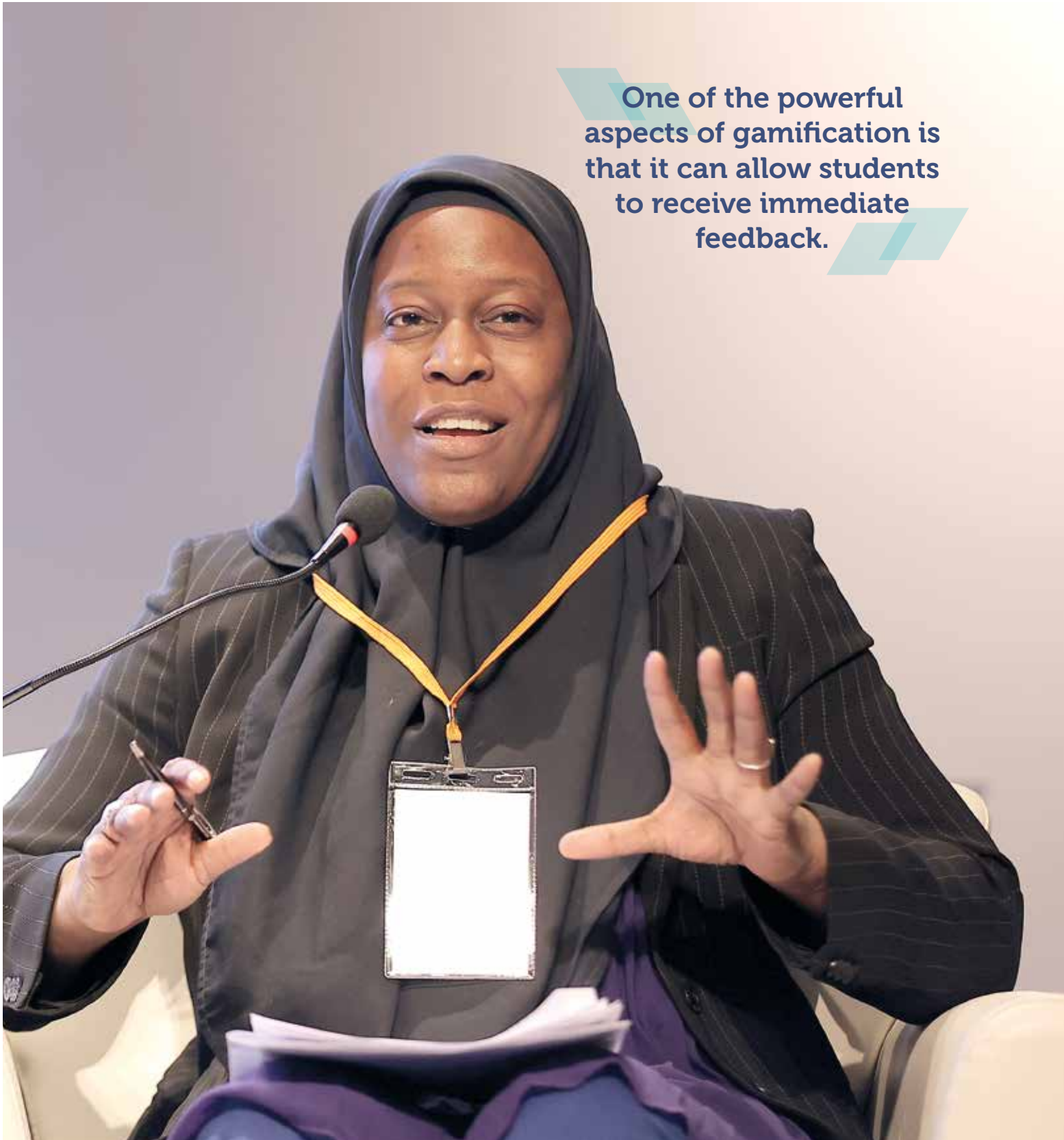
One of the things that could be an improvement with gamification is the differentiation aspect. There needs to be core knowledge that allows young people to review what they know and maybe apply skills linked to a curriculum. But if the young person know all the knowledge already, where’s the challenge for them to extend and apply?

There are two ways in which you could evaluate the impact of gamification. They could be through formative assessments. These are short assessments undertaken in the lesson that include homework and quizzes where the young people demonstrate their learning and collect badges to build their intrinsic motivation. You could have a summative assessment at the end of the topic, unit, or course where you can see what the young people learn.

My evaluative tool is that I ask myself these questions. First, what is the purpose of this game? If I do not see any relevance to the learning of the curriculum, as I said their time is precious; do not use it. I ask myself which knowledge will help them to review and apply. Which skills will it enable them to develop?

You can get young people to revise and memorize facts. There are better ways, but applying a skill is more difficult. What we need to have been gamification platforms or games that allow young people to apply the skills that they might be assessing.

You could measure children’s cognitive growth/ learning levels. But it depends on how you assess, and the quality of the assessment will give how meaningful the learning is. There has to be careful consideration about how the assessment format is undertaken.



One of the powerful aspects of gamification is that it can allow students to receive immediate feedback.

4th PANEL SUMMARY

ALTERNATIVE PURSUITS IN EDUCATION

QUESTIONS

- ▶ What are the effects of alternative pursuits in education on the future of the school?
- ▶ What was the role of the pandemic in transforming formal education?
- ▶ What is the importance of the master-apprentice relationship in alternative qualifications and their development?
- ▶ What is the role of certificates in replacing formal education in career-planning processes?
- ▶ How can the future of vocational education be evaluated?

Today, the fact that education provided in formal educational institutions does not appeal to the interests of all students, the inadequacy of the education provided or the desire to improve oneself in different ways inspire new pursuits for learning outside traditional schools and formal education. In the face of the 'diploma inflation', the importance of developing competencies with expertise and obtaining certificates are increasing. On the other hand, due to the pandemic, training on online platforms has also become widespread. In this session, the effects of certificate acquisition on students' development, the development of teacher competence with expertise, the effects of distance education on formal education and students, effective student career planning processes and mastery-based leadership, peer teaching through mentoring and vocational training had been discussed.



Panel 4

LIVE NOW



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Alternative Pursuits in Education



Scott Shireman
Global Head, Corporate HR, LinkedIn



John Schwartz
Head of Global Business
Development, IBM



Ömer Ayçi
Moderator, Professor
of Adult Education,
Istanbul Kültür Enstitüsü



Kemal Sayar
Professor of Engineering
Economics, Istanbul Kültür Enstitüsü



Syed Muzir Ahmad
Division of Educational
Technology and Teacher Training,
University of Peradeniya



Kader Kahye
Faculty of Education,
Development University



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04-05 NOV'22



John SCHWARTZ

John Schwartz serves as edX Head of Global Business Development. He is part of the team that drives edX's engagements with prospects and partners, including Foundations, NGOs, Corporations, and Governments, both local and international. John's career has been focused on driving business development for companies in various industries, including education technology, automotive, pharmaceutical, publishing, and finance. He also has experience in strategic marketing and branding with an emphasis on experiential design. John was a Board Member and Chief Strategist at Hudson & Cutler, a technology-driven marketing and communications company.



Head of Global Business
Development, EdX

In the current educational system, online learning is critical. The whole idea of providing this incredible content and democratizing education and making all this content available to anybody, anywhere in the world, regardless of socioeconomic status, religion, or geography to me, just feels right and important.

We are now opening the lifelong learning ecosystem to anybody, anywhere, and we are closing off that gap of people that were once smart enough to get into those elite schools and could also pay for it. In our current educational system, the need to embrace and grow and use it as a tool is critically important.

We were talking to people about the value of online education and digital disruption. You can imagine the pushback of people not believing how it was going to develop and how it was going to impact people. But the pandemic, as terrible as it was, was an inflection point.

Suppose you think about all the courses between our two platforms brought into the university system globally. Professors did not have time to make all these classes online. They were able to take existing classes in data science, data analytics, and machine learning, leadership and infuse them into their curriculum so those learners could continue with the least amount of disruption.

Online learning serves as a very valuable tool on many fronts. One, it increases access, but for university students, it is a huge benefit because it gives you flexibility in the classroom that you did not have prior. There are certain benefits of online learning and certain learning outcomes that are better online than in person, but they complement each other. It is the hybrid model. We are living in that world of being

learner-centric, meaning the learner where they are and using the tools that we have in both in-person classroom setting and online.

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Scott SHIREMAN

Scott Shireman has over twenty years of leadership experience in higher education, with deep expertise in international and online education. Before joining Coursera, he was an Associate Dean at UC Berkeley, where he led multiple programs to train the global workforce and increase access to UC Berkeley for students from around the world. He also previously served as the founding Chief Operating Officer of the Berkeley Resource Center for Online Education, an online education department that worked closely with faculty, schools, and colleges throughout the university to support online innovation and build online degree programs, certificates, and courses. He was the founding Executive Director of New Academic Ventures at Berkeley, a department created to work with faculty, schools, and colleges across UC Berkeley to develop innovative new graduate degree programs in business, engineering, and other disciplines.



Global Head,
Coursera for Campus

We know that universities around the world are preparing for online education with edX and Coursera. Companies just went through the same thing of moving to remote work, and that's not changing.

The amount of people working remotely now is far higher than in 2019 and is expected to increase. We are going into this era where companies are not bound to geographies when they are recruiting talent. Talent is distributed equally throughout the globe, but the opportunity has not been distributed equally throughout the globe. However, after the pandemic, we are going into an era where opportunity could be much more evenly distributed.

There is no need to say educate on Educational Technology students, their digital natives, the students that we are serving; they get it, but there is a need to educate the faculty and the staff.

MOOCs have a huge role to play just in the breadth of the curriculum. The fact that we have courses for students at all levels of ability and the fact that students may be, throughout their life, will not always be at a place where they can just go back to a traditional university having this available online. There is this huge need to really reorient how we think about education in this lifelong learning.

If you think about students where the language of instruction is not their native language, or perhaps students who are more introverted, or students who have anxiety, this is not a very good way for those students to demonstrate their understanding. If you move online instead, perhaps you have an asynchronous discussion forum where the instructor can post questions and students can take time.

Talent is distributed equally throughout the globe, but the opportunity has not been distributed equally throughout the globe.

They are taking online have an open discussion forum. No matter what time of day and where they are, geographically, they can reach out to thousands of different people and have that interaction and dialogue and replay what they did not understand or get answers.

We have found that employers value these certificates highly in terms of the likelihood of hiring applicants not only in Türkiye, but also around the world. It is very pragmatic in that sense benefit of these certificates when it comes to companies valuing them and valuing the skills.

We see companies around the globe are increasingly moving to skill-based hiring, meaning not necessarily are not just dependent on the credential or the degree and assuming that the person has the knowledge, but really looking to hire people who have demonstrated they have the skills. The certificates, whether it be from Coursera or edX, do a very good job of enabling the students to have something they can show.

This really will make a perceivable difference for hundreds of millions of people if they can just open their minds.



Kemal SAYAR

Kemal Sayar, who graduated from Hacettepe University Faculty of Medicine, continued his specialization education at Marmara University Faculty of Medicine, Department of Psychiatry. He was a visiting professor at McGill University as a The Scientific and Technological Research Council of Türkiye (TUBITAK). He worked as a visiting professor at the Department of Transcultural Psychiatry at McGill University, Canada. He became associate professor of psychiatry in 2000 and professor of psychiatry in 2008. He has been a consultant and referee in various national and international journals. He worked as a clinical chief in Bakırköy and Erenköy Mental Health and Neurological Diseases Hospitals. He is currently the head of the Department of Psychiatry at Marmara University Faculty of Medicine. In addition to his professional work, he prepared and presented the program called Labyrinths of the Spirit on Açık Radyo and Star TV and the Condition of Humanity on TRT.



Professor of Psychiatry,
Marmara University

During the pandemic, being deprived of organic and face-to-face education for such a long time has affected our students very negatively. Schools must put students through a detoxication process and provide them with education that is rooted in life itself. To boost children's resilience, parents must strive to look out for their spiritual needs, spend more time with them, and make more eye contact with them. We need to increase the amount of organic hours – the hours we spend looking into each other's eyes, sitting next to each other, and bonding our souls.

Instead of viewing knowledge as a stick, with which we beat others up, or a material element that helps us move up in the hierarchy among humans, could we use it as a leverage to enrich ourselves and our perspectives, better grasp the diversity in our world, respect others' right to life, and improve our empathy and intuition?

If education can change its axis, perhaps it could teach us to control our ego and limit our wants before dominating the environment. Our education system used to be called "instruction and nurture." We tend to focus on instruction excessively, yet do not pay enough attention to nurturing. This part is about nurture, as opposed to instruction. It refers to inspiring students to progress emotionally instead of just absorbing material knowledge as part of education. The main purpose of school must be to raise individuals with greater moral maturity that look out for the rights of others, are polite and aware of social decorum, and want to make the world a more beautiful place. Education should make us ask the following questions: What kind of world will our children inherit from us? How do we want our children

to contribute by receiving this kind of education? Alvin Toffler famously said that "the illiterate of the 21st century are not those who cannot read and write but those who cannot learn, unlearn and relearn." We need to unlearn certain things and restructure the curriculum. Digitalization provided us with many new opportunities. Many people, which used to lack the means, came to access information online. At the same time, however, we began to experience problems in distinguishing accurate information from the inaccurate. One cannot help but ask whether we are faced with a landfill of information. Conscious education asks questions and makes people ask questions.

The only way to make ourselves more valuable in education is to make others more valuable. Especially in developing countries, all Eurocentric content must be removed from the curriculum. In this sense, Türkiye –and the rest of the world– must deal with it. We should be able to develop a new education system that prioritizes our own issues, puts our problems at the center, and develops solutions to them. I believe that a single teacher can change many things. Our teachers as treasury hunters. Not every oyster contains a pearl, yet those who dive deep and desperately look for a pearl shall find it. In other words, a teacher's motivation and determination could reveal an individual that will perhaps make a very positive contribution to the world.

If we change ourselves instead of waiting for the system to change, we shall change the system more easily. Gandhi famously said: "Be the change you want to see in the world" – which is a beautiful insight. Let us take the first step. Let us start somewhere.

The only way to make ourselves more valuable in education is to make others more valuable.



Syed Munir AHMAD

Syed Munir Ahmad is a Professor of Education at the Institute of Education and Research, University of Peshawar, Pakistan. He received her Ph.D. from the University of Nottingham, England. He has authored and co-authored approximately 50 national and international research articles and has been on the research boards of state and foundation universities. His research focus on teacher education, primary and secondary education, leadership in education, home-school/family-teacher relations, parent participation in school, sociology of education, social justice issues, social and cultural capital, gender issues, the interaction between religion and culture, education and status in society and focuses on power.



Professor of
Educational Sociology and Teacher
Training, University of Peshawar

Many of children may not be in face-to-face communication. They are not serious in those classes, either. Making and strategizing in such a way that they are attentive as well as able to listen to us, decipher, decode, and assimilate what we communicate must be our main goal.

Partly it is because for many of them, or most of them, most of the content that is communicated in face-to-face communication is a theory for the sake of theory. That is one of the reasons, and since they have been right away from their early kindergarten, they have been conditioned to be able to internalize and memorize information, and that is the only way they can understand. When we try to make them put on another part of self-discovery, self-imagination, they find it difficult to grapple with, or they do not change the status quo.

The system, the teachers, the social fabric, and the cultural understanding and connotation take away their imagination and their creativity and put them on a different path. The path for them is just to memorize predominantly in our developing countries.

All of these led to students getting into isolation and not being able to communicate with their fellows and especially those that have did not have access to technology. So that was in the case of anxiety, depression, uncertainty, loneliness, and laziness on the part of students' seclusion, and which affected all of us. Then there are these socio-economic disparities.

Parents had a huge role, and parents came to an understanding. Many of them would have been

educating their children. Those that were not educated would have found themselves handicapped in terms of their children not going to school and not being able to educate because of the isolation that they were in.

Inclusiveness is relative in the sense that you use and bring along your own culture, sociological fabric, and structure as well. The way things are interpreted and taken in and laid out has an enormous impact on the way you treat children. In fact, it did have an impact on creating an inclusive environment for all children. However, that would have been not usually the case for most of the children because culture is part and parcel of the way we treat our children.

The individual attention that is given to each student, which is not usually possible, especially in our Public Schools or education system because classrooms are overcrowded with so many students that teachers find it difficult to provide each and every student with individual attention.

There are issues of specific learning difficulties. It is relatively unheard of in our developing countries because not many people, not many teachers, would know about our specific learning difficulties or disabilities. These kinds of differences make a child difficult to go through the hurdles and the problems that confront them. When they do not know that, they have a problem that is not a problem from their perspective, and the system wants to bring them to a particular level.

Inclusiveness is relative in the sense that you use and bring along your own culture, sociological fabric, and structure as well.



Kader KANEYE

Kader Kaneye graduated from Harvard University. He has more than 15 years of international work experiences in various continents and sectors (auditing, financial services, oil and gas, etc.). After all his experiences, he took action to provide quality education in Niger with his passion for creating opportunities for youth development. He founded the African Development University, the first non-profit university to prepare Niger and Francophone Africa's most talented youth to design and lead their nation's development as ethical and influential leaders in the public, private and non-profit sectors. His fields of work cover the development, higher education, and management sector.



President, African
Development University

What motivated me to create a private university? I was born and raised in Niger. My parents were very serious about education, and I studied like that without liking it until I got to high school and got a scholarship to study in France. That is where really my drive and my commitment to Niger came out. As I was studying economics and I was discovering these notions about growth development progress. I realized how fortunate I was to be there. I realized that the one thing that made a difference for me was the education I had. And I wondered how can, in the whole neighbourhood, only one person gets out of misery. Thus, I decided to come back. If we can save one person with the university but how many people can make a difference like one?

When I was there in the U.S., I switched from politics to social entrepreneurship. This idea was there for ten years. We started we started with 30 students five years ago. We have 400 students now.

This university was created to build the human capital that would develop the country. Students have access to the best content you can find in the world. They have access to the best content, but it is based on the foundations of our traditional African education, which means they learn to serve people, they learn to learn by themselves, they learn to think by themselves, and they learn to solve our local problems. The goal is to teach them what they could have learned if they had gone to France or to the U.S. Higher education is not an option for getting a job or something. It is an option to save this country, to build a new country based on our own terms.

Imagine that only four percent of your people should have higher education. There are two things to do; how do we expand the four percent to have more

people who qualify to lead? Second, how do we make sure they have the right education so they do not become monsters when they get to the top?

We have a three-year bachelor. There are some things that we consider core leadership. Leadership one is leading self-leadership, two is, leading others' leadership, and three is leading communities. They do it the first year, the second year, and the third year. The faculty we keep repeating the same thing for the whole three years. If you are here today, if you are in this university coming from this country, it means you are extremely privileged; you are the five percent of the people who have the most privilege in the country.

What you should use as a measure of your own success is how many people you help in your life. To help as many people as possible until the end of your life, you should keep going. The whole school environment and the culture and the faculty was designed everyone joined in to make it happen. Now, you can see it happen in different from the non-academic activities to whatever happens in the classroom to when they have town halls with me. You can see that in our alumni, they are really truly changing the country.



What you should use as a measure of your own success is how many people you help in your life and the higher number of people.



EDU-TRENDS

Edu-Trends was established within the scope of Istanbul Education Summit (IES) to raise questions about the effects of social, demographic, economic and technological trends on education and to support longterm strategic thinking and decision-making in education.

With Edu-Trends studies, Turkish Maarif Foundation aims to understand how education has changed, to observe ongoing trends, and to follow the development processes of edu-

1. Virtual Reality & Augmented Reality
2. Competency-based Education & Vocational Education
3. Flipped Learning
4. Gamification
5. STEM Education Approach
6. Adaptive Learning
7. Penetration of Digital Tools to Human Society

You can follow the content produced within the scope of Edu-Trends and current trend

ation. In this direction, with the principle of “valuing education,” it attaches importance to catching the competencies required to operate in the modern world, methods that will increase the quality of education, and current and future education perspectives.

The following topics will be discussed as Edu-Trends at Istanbul Education Summit panels:

8. Innovative Measurement and Evaluation Approaches
9. Internationalization of Curriculum
10. Post-Pandemic Educational Needs
11. Extracurricular Activities & Workshops
12. Alternative Credentials
13. Sustainability and Climate Awareness
14. 21st Century Skills
15. Teacher & Student Wellbeing

areas in education on our website and social media accounts.



GOOD PRACTICES IN EDUCATION

Turkish Maarif Foundation has taken many unprecedented steps and created good examples in education worldwide since its establishment. The “Good Practices in Education” project aims to promote communication and interaction among Maarif Schools, encourage the implementation of successful projects in other schools, and aggregate incoming content from various regions to enrich Maarif Foundation Content Pool.

This platform, which facilitates the learning and teaching processes with the help of innovative programs, materials, activities, and applications developed by our teachers, contributes to academic development, and promotes stronger communication among all stakeholders in education, forms an intercultural bond by bringing schools around the world closer with its impact. Based on that approach, the Good Practices in Education Working Group, which was formed in 2019, has been able to present more than 100 good practices at various events to date.

At the 1st Istanbul Education Summit, which took place in 2021, ten of the 48 best practices were presented to participants as well as educators worldwide through its website and digital platforms. The following year, the number of good practices reached 69. Six out of those were selected for a presentation via bulletins, magazines, and video posts. The teachers, who developed those good practices, have been invited to the Summit for experience-sharing and spoke with participants about their initiatives. The Good Practices in Education sharings enable students and teachers to enrich learning processes, develop a sense of belonging (in terms of groups and schools), and set positive examples to each other to become more productive through various projects. The good practices continue to be shared across all schools to promote the happiness and success of our students and enhance the value of our teachers' work.







Venezuela International Maarif Schools

THE GOOD PRACTICES THAT
WE PRESENTED AT THE 2nd ISTANBUL EDUCATION SUMMIT:

SCIENCE ACTIVITIES FOR PRODUCTIVE STUDENTS

While students gain the 21st century skills with the teams and projects they create, they also learn self-learning and thinking.

In Turkish Maarif Foundation Venezuela Schools, science festivals are held in all classes from primary school to high school in order to provide students with a learning experience and to transfer the interaction among science-technology-student through activities.

Students at the Science Fest create projects and activities that they are interested in the fields of Natural Sciences, Engineering and Technology, Social and Human Sciences, and exhibit their work. The goal of this event is to engage students of all ages in the activities, raise student awareness during the project, deepens students' curiosity on science and scientists, and raise their awareness through interactive applications that teach scientific thinking skills. Students consolidate their knowledge by using the Internet, information and communication technologies in order to do research and produce as part of their projects.

Students who come together to work on a common project understand the importance of time management and teamwork, and they recognize that group members must fulfill their responsibilities, respect and tolerate each other in order to complete a project on time and successfully.



Afghan-Turk Maarif International Schools

THE GOOD PRACTICES THAT
WE PRESENTED AT THE 2nd ISTANBUL EDUCATION SUMMIT:

EFFECTIVE COMMUNICATION IN SOCIAL LIFE

It is aimed for students to adopt and maintain the determination of academic success and values, to transfer them to lower age levels and to acquire them from upper age.

Turkish Maarif Foundation aims for students to socialize and increase their effective communication skills with the Effective Communication in Social Life project organized by the Afghan-Turk Maarif International Schools. The project is carried out under the name of Home/Color system and combines values in school and social life.

Students are placed in four different houses in the House/Color system by drawing lots. These houses are not only physical, but also contain social belonging and group consciousness. Each house has mentor teachers, house masters, logos and slogans. Students are observed both by their home counselor and by all other teachers and administrators. As a result of the observations, various criteria, such as the exemplary behaviors exhibited by the students, their achievements, and in-class performances, are evaluated and the students are scored accordingly. Also, a monthly target-value is determined for the houses they are in and students make houses earn points according to their own behaviors.

It is also aimed that the students at different levels in the school develop peer relations while interacting with students in other age groups who strive towards the same goal. Students metacognitively question their own behavior and realize that they need to contribute to the House they belong to, while taking responsibility by revealing willpower. The aim here is to develop the culture of coexistence with differences and living for common goals by creating an example of the society. This project sets an example for learning by living; and it is planned to strengthen the concept of socialization and the development of emotional skills in a healthy environment with this project. It is also intended to make our students aware of their responsibilities and to develop cultures of living together for common goals in the society.





*Democratic Republic of Congo
International Maarif Schools*

THE GOOD PRACTICES THAT
WE PRESENTED AT THE 2nd ISTANBUL EDUCATION SUMMIT:

OPEN SCHOOL DAYS

With Open School Days, students are given the opportunity to develop their harmonious working skills in groups, to achieve a goal in cooperation and solidarity, and thus to turn knowledge into a product with skill.

“We Learned Together” at the event organized to enable parents, one of the most crucial stakeholders of education, to contribute to the education process of students and to increase their dialogue with the school. In Democratic Republic of Congo International Maarif Schools of Turkish Maarif Foundation, parents and teachers work by putting the student at the center with “Open School Days,” and thus contribute to the education process of the students with their experiences.

In “Open School Days,” parents came to school and attended classes for three days just as students. Lessons are taught without any parent-student distinction. Parents also took part in the same activities as students. At the end of three days, a simulation graduation ceremony is organized by the students and teachers for the parents who attend the lessons and activities, and the parents are awarded with diplomas. Thus, it is ensured that the school-family communication is strengthened and the principle of lifelong learning is established. Students who strive for a common purpose with their families discovered that they can learn together with them. Furthermore, it is aimed that families realize that having a pleasant time together can be productive and of high quality, so they discover that their home can also be a learning place.

The Project contributes to the development of the relationship and communication between the school and the parents, to the increase of the support given by the parents to the education process, and to the creation of a common education language between the school and the home. Therefore, students have the opportunity to reinforce at home what they learn at school, and they make learning a lifelong process.



Ethiopian International Maarif Schools CMC

THE GOOD PRACTICES THAT
WE PRESENTED AT THE 2nd ISTANBUL EDUCATION SUMMIT:

INNOVATIVE PRESENTATION TECHNIQUES

The Project aimed for our students to develop their self-expression skills, reinforce their existing talents, increase their experience of using different research methods on different topics, and share this with their social circles by thinking creatively.

With the project entitled “Comparison of Ethiopian Culture and Turkish Culture with Innovative Presentation Techniques” at the Ethiopian International Maarif Schools CMC Campus, a one-year study, was carried out for our students to improve themselves in media literacy and develop their presentation techniques within the scope of the 21st century skills. The project aims to transfer the characteristics of Ethiopian and Turkish cultures to other students with innovative presentation techniques. As part of the project, our students are provided to develop their skills in media literacy, use of information technologies, research and development, prepare effective presentations, learn innovative presentation techniques, speak in front of the public, and conduct research on this particular subject.

As part of the project, students conducted in-depth research and made observations on Ethiopian culture, such as food, literature, art, geography, dance, family life, kinship relations, historical and touristic places, and cultural heritages; and they conveyed the results of their research to the audience with different presentation techniques.



*Pak-Turk Maarif
International Schools and Colleges*

THE GOOD PRACTICES THAT
WE PRESENTED AT THE 2nd ISTANBUL EDUCATION SUMMIT:

PARENT ACADEMY

The Parent Academy Program aims to keep parents in effective communication with the school, to involve the families in the education process, to inform them about the importance of their role and to increase their awareness of their responsibilities.

One of the common points of the educational activities carried out by Turkish Maarif Foundation in different countries is that the Foundation treats its students with a holistic approach. Involving the family in the education process and seeing it as an active stakeholder is an important part of this holistic approach. Of the parents assuming the decision-maker role in their children's lives causes their behavior to be taken as an example by the children. Furthermore, parents substantially shape their children's academic lives from the first day they start school to the day they graduate.

Turkish Maarif Foundation offers educational opportunities in six continent and the parent profile and family dynamics of the Foundation vary from country to country. Considering these differences, an analysis of joint needs is conducted with the Turkish Maarif Foundation Psychological Counseling and Guidance (PCG) personnel who work in different countries. PCG representatives are asked various questions about their experiences in communicating with parents, the relationships that children have with their parents, and the reflections of these relationships on the school. After the examination of the answers given, subject headings are determined for each country and rich training programs are organized.

In the scope of the program, webinars, classes/lectures and workshops are held with the participation of our parents during the year. The subject headings in these activities are: building social-emotional skills, a sense of curiosity, children's needs, parenting styles and decision-making, early development years, mentoring the child in challenging times, physical and cognitive changes in adolescence, and parents as part of the learning triangle.



*International Maarif Schools of Albania /
Elbasan*

THE GOOD PRACTICES THAT
WE PRESENTED AT THE 2nd ISTANBUL EDUCATION SUMMIT:

MAARIF TOWN

The students transformed knowledge into a skill with a material they produced, and transferred this skill to other students with an effective presentation.

“Maarif Town” is an interdisciplinary activity. The activity has enabled students to have different gains in the field of education, such as working together, producing a value from recycling products, and increasing their development of language.

With the “Maarif Town” event, students are given the opportunity to learn by living and develop their design-oriented thinking skills. To this end, “Maarif Town” was established in the garden of International Maarif Schools of Albania Maarif Elbasan with the building models prepared by the very students. The students themselves determined the structures they wish to have in this town, made three-dimensional designs of these structures and placed them on the city plan. In the role play setup, the students in the role of tourists taking a stroll at the town asked people for directions and reached the targets set by their friends.

In the model area that can be considered as an out-of-class learning environment, students both had a pleasant time and had the opportunity to express themselves and experience new learning areas by simulating real situations. A permanent learning process was prepared by asking students to take an active role in the simulations and use their social learning skills.

III. INTERNATIONAL MAARIF PHOTOGRAPHY CONTEST

“HAPPINESS”

Every year, Turkish Maarif Foundation organizes a photography contest with great interest from students and teachers from Maarif Schools. The third edition of the contest, whose main theme was ‘Happiness’, took place in September-October 2022. All Maarif students between the ages of 13 and 18 as well as all Maarif teachers competed in two distinct categories. Altogether, we received more than 800 submissions from Maarif Schools worldwide – which means that this year’s contest received a record number of submissions.

At the end of the contest, which received a lot of interest from students and teachers (who competed in their respective category), the first-prize winners were awarded Canon EOS 850D cameras. The second- and third-prize recipients received Canon EOS 250D and Canon 2000D cameras respectively. Moreover, Turkish Maarif Foundation gifted a copy of the world-famous photographer Ara Güler’s work, Istanbul, to all participant that ranked in the contest. The first-prize winners also received scholarships to participate in the Türkiye Summer School in 2023.

The award ceremony for students, who won prizes at the photography contest, took place at Istanbul Education Summit 2022. As such, Turkish Maarif Foundation organized a trip to Istanbul to all high-ranking students as an added benefit. An online award ceremony was held for teachers on 24 November on the occasion of Teachers Day. That ceremony, which the Turkish Maarif Foundation Chairman and President, Prof. Birol Akgün personally attended and addressed, received a lot of interest despite taking place online. All photographs, which were awarded prizes or honorable mentions, were exhibited in the foyer of Istanbul Education Summit 2022.

An international social-cultural event, the photography contest will take place again in 2023 with a new theme. As part of the contest, students and teachers are expected to express themselves and their art through photographs linked to the main theme. All participants receive a certificate of participation.

Top Three Submissions (Student Category):

First Prize: Pakistan, Shajar Zahra

Second Prize: Burundi, Rania Hasan

Third Prize: Afghanistan, Mustafa Rajabi

Top Three Submissions (Teacher Category):

First Prize: Pakistan, Waqas Khan

Second Prize: Tanzania, Ilknur Öztürk

Third Prize: North Macedonia, Slobodan Petrovski



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STUDENT CATEGORY | First Prize: Shajar Zahra-Pakistan



STUDENT CATEGORY | Second Prize: Rania Hasan- Burundi



STUDENT CATEGORY | Honorable Mention:
Azizullah Nazary - Afghanistan

STUDENT CATEGORY | Honorable Mention:
Aryen Ehsan - Afghanistan





STUDENT CATEGORY | Third Prize: Mustafa Rajabi - Afghanistan



STUDENT CATEGORY | Honorable Mention: Abdul Majid - Pakistan

STUDENT CATEGORY | Honorable Mention:
Tooba Qadery - Afghanistan



STUDENT CATEGORY | Honorable Mention:
Adila Mahdi - Ethiopia



STUDENT CATEGORY | Honorable Mention: Abrook Sileshi - Etiyopya

STUDENT CATEGORY | Honorable Mention:
Ruhid Mirzakhail - Afghanistan



TEACHER CATEGORY | First Prize: Waqas Khan - Pakistan



TEACHER CATEGORY | Second Prize: Ilknur Öztürk - Tanzania



TEACHER CATEGORY | Third Prize: Slobodan Petrovski - North Macedonia



TEACHER CATEGORY | Jury's Special Award: Abukar Osman Ahmed - Somalia

MODERATORS



Professor of Educational Management and Administration, Marmara University

Semih AKTEKİN

Semih Aktekin is the Rector of Nevşehir Hacı Bektaş Veli University. He served as the General Director of Higher and Foreign Education and the General Director of Teacher Training and Development. Aktekin is board member of Society Programs State Supervisory, UNESCO International Teacher Action Force Executive, the European Association of History Educators (EuroClio) and board member of the TALIS project run by the OECD.



Professor of Educational Management and Administration, Marmara University

Yusuf ALPAYDIN

Yusuf Alpaydın graduated from Boğaziçi University Guidance and Psychological Counseling Department in 2003 and his master's degree at the same university in adult education program. He completed his doctoral studies at Istanbul University in 2013 with his thesis on the relations between the higher education system and the labor market in Türkiye. Alpaydın continues his research and publications on education policies, education-employment relations, higher education, and science policy. He is a faculty member at Marmara University, Department of Educational Sciences, Department of Educational Administration.



Professor of Gifted Education,
Anadolu University

Uğur SAK

Uğur Sak served as the head of the department the Department of Education of the Gifted at Anadolu University. He served as the founding director of the Anadolu University Gifted Education Application and Research Center. Sak is a board member of the Asia-Pacific Federation on Giftedness, the European Talent Support Network qualification committee, and the International Society for the Study of Creativity and Innovation. He is author of the Selective ProblemSolving Model (SPS), the Creative Opposite Thinking Technique, the Anatolian Sak Intelligence Scale (ASIS), and co-author of the Scientific Creativity Test and Animated Scientific Creativity Test for Children (TOSCAC).



Professor of Adult Education,
Istanbul Medeniyet University

Ömer AVCI

Dr. Avci has been a member of the faculty in the department of life-long learning and adult education in the college of education at Istanbul Medeniyet University since 2015. He completed his master's in instructional technology at Northern Illinois University, U.S.A. in 2006. He continued his doctoral education at the same university in adult and higher education and earned his doctorate in 2012. Dr. Avci was a teaching assistant at literacy education department teaching college reading and study strategies classes at NIU between 2004 and 2012. Adult education, higher education, teacher training, culture, identity, and qualitative research methods are among Dr. Avci's research interests.



Education Coordinator,
International Maarif Schools of
Iraq

Wafa SHARABATI

Wafa Sharabati is the General Manager of Baghdad Maarif Schools who has a 20-year experience in educational institutions in multi-cultural environment. Sharabati has master's degree in education from the University of Aleppo. She was appointed to Iraq in late 2019 as a school principal and later became the general manager of Baghdad branches. She initiated a project with the Iraqi Ministry of Education to extend bilingual education to the primary stage.





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S P O N S O R S



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