



ISTANBUL
EDUCATION
SUMMIT
TÜRKİSH MAARİF
FOUNDATION

3rd ISTANBUL EDUCATION SUMMIT LEADING THE CHANGE IN EDUCATION

SUMMIT REPORT

17-18 NOVEMBER 2023

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Publisher

On Behalf of Turkish Maarif Foundation
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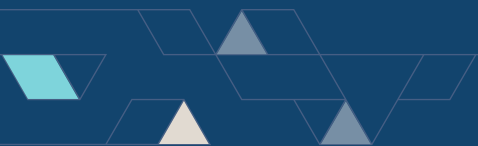
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This report covers summaries and highlights of opening speeches, high-level meeting, three sessions, school leaders' and youth session, keynote speaker and Century of Türkiye session of Istanbul Education Summit 2023. In addition, it includes the information about exhibition of "Good Practices in Education", exhibition of the 4th International Maarif Photograph Contest and award ceremony as side initiatives of the Summit. The views, themes and discussion points expressed in Istanbul Education Summit 2023 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.

CONTENTS



► PREFACE	
Birol AKGÜN <i>President of Turkish Maarif Foundation</i>	10
► EXECUTIVE SUMMARY	
Zeynep ARKAN <i>Board Member of Turkish Maarif Foundation</i>	12
► TURKISH MAARIF FOUNDATION IN THE WORLD	14
► SPEECH BY THE GUEST OF HONOR	
His Excellency Recep Tayyip ERDOĞAN <i>President of Republic of Türkiye</i>	16
► SUMMIT SPEECH	
Yusuf TEKİN <i>Türkiye, Minister of National Education</i>	18
► OPENING SPEECH	
Birol AKGÜN <i>President of Turkish Maarif Foundation</i>	22



► HIGH-LEVEL MEETING: LEADING THE CHANGE IN EDUCATION

SUMMARY OF THE SESSION

Fadhlina Binti SIDEK, *Malaysia, Minister of Education* 30

Tony Mwaba KAZADI, *The Democratic Republic of Congo, Minister of Primary, Secondary and Technical Education* 34

Naida Hota MUMINović, *Bosnia Herzegovina, Minister of Education of Canton Sarajevo* 38

► PANEL 1: THE CHANGE IN PHILOSOPHIES AND PARADIGMS OF EDUCATION

SUMMARY OF THE SESSION

Mark WINTERBOTTOM, *Prof. Dr., School of Education, University of Cambridge* 44

Maryam Jaffar ISMAIL, *Ph.D., Former Dean in School of Education, The State University of Zanzibar* 46

Charles REIGELUTH, *Prof. Dr., School of Education, Indiana University* 48

► YOUTH SESSION: TECHNOLOGY IN TOMORROW’S EDUCATIONAL WORLD

SUMMARY OF THE SESSION

Didem K. BAYRAM, *Senior Digital Strategist and Content Marketing Specialist* 52

Attila HAJKÓ, *School Leader, Hungary Maarif Schools* 54

Elvan Kuzucu HIDIR, *Member of the Board of Trustees & Chairman of the Board of Directors, Turkish Technology* 56





► SCHOOL LEADERS SESSION: LEADING THE CHANGE IN EDUCATION

SUMMARY OF THE SESSION

Francis BASS , <i>School Leader, Gambia Maarif Schools</i>	60
Bilijana ĐURĐEVIĆ , <i>School Leader, Serbia Maarif Schools</i>	62
Arber MORINA , <i>School Leader, Kosovo Maarif Schools</i>	64
Amy Louise SHAW MABROUK , <i>School Leader, Tunisia Maarif Schools</i>	66

► CENTURY OF TÜRKİYE SESSION: EDUCATION IN THE CENTURY OF TÜRKİYE

SUMMARY OF THE SESSION

Celile OKTEN , <i>Assoc. Prof., Deputy Minister, Republic of Türkiye Ministry of National Education</i>	72
Halil BERKTAY , <i>Prof. Dr., School of Humanities and Social Sciences, Ibn Haldun University</i>	74
Azmi ÖZCAN , <i>Prof. Dr., Department of History, Fatih Sultan Mehmet Vakıf University</i>	76

► PANEL 2: HOW TO PROTECT THE CRITICAL MIND IN THE AGE OF DIGITALIZATION

SUMMARY OF THE SESSION

Chi-Kin John LEE , <i>Prof. Dr., Chair Professor of Curriculum and Instruction, The Education University of Hong Kong</i>	80
Marenglen BIBA , <i>Prof. Dr., Computer Science, University of New York Tirana</i>	82
Douglas K. HARTMAN , <i>Prof. Dr., Technology & Human Learning, College of Education, Michigan State University</i>	84

► KEYNOTE SPEECH: LEADING THE CHANGE IN EDUCATION

SUMMARY OF THE SESSION

Charles FADEL, *Founder & Chairman, Center for Curriculum Redesign (CCR)* 88

► PANEL 3: SOCIAL CHANGES AND SUSTAINABILITY,
SCHOOL ARCHITECTURE, AND THE INSTRUCTIVE ROLE OF SPACE

SUMMARY OF THE SESSION

Hau Ming TSE, *Architect, Honorary Research Fellow at
Department of Education, Oxford University* 92

Maszlee Bin MALIK, *Prof. Dr., Chairman of the IAIS, Former Minister of Education, Malaysia* 94

Jennifer GROFF, *MIT Media Lab & CEO of Learning Futures Global* 96





► GOOD PRACTICES IN EDUCATION

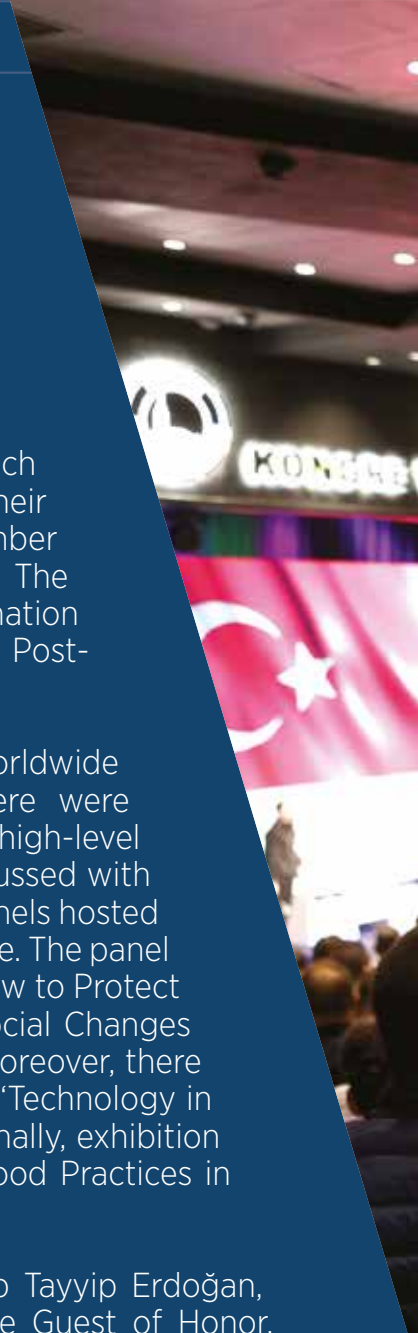
AFRICAN MAARİF SPORTS GAMES.....	101
SUSTAINABLE SCHOOLYARD PROJECT	103
LISTEN TO US – SCHOOL RADIO	105
SUPPORTING SOCIAL EMOTIONAL DEVELOPMENT IN SCHOOL CULTURE	107
ASK ARIF / USE OF TECHNOLOGY IN EDUCATION.....	109
A 4 LANGUAGE DICTIONARY – DICTIONARY PROJECT IN MULTILINGUAL SCHOOL CULTURE	111
MAARİF CAREER DAYS	113
IV. INTERNATIONAL MAARIF PHOTOGRAPHY CONTEST	114
MODERATORS	122
MEDIA REFLECTIONS OF THE ISTANBUL EDUCATION SUMMIT	124

3rd ISTANBUL EDUCATION SUMMIT

The Istanbul Education Summit, organized by Turkish Maarif Foundation, which aims to be a meeting point for institutions and actors distinguished by their international activities and efforts in the field of education, took place on November 17-18, 2023, in Istanbul, under the theme “Leading the Change in Education.” The summit was held online in 2021 with the theme “New Trends and Transformation in Education,” and its second edition with the theme “The Future of Schools: Post-Pandemic Needs of Education.” convened face-to-face in Istanbul.

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. In the high-level meeting of the summit, the topic of “Leading the Change in Education” discussed with the participation of education ministers from different countries. The three panels hosted academics and experts in the field to discuss various aspects of the main theme. The panel topics include “The Change in Philosophies and Paradigms of Education”, “How to Protect the Critical Mind in the Age of Digitalization: Staying as a Human” and “Social Changes and Sustainability, School Architecture, and the Instructive Role of Space”. Moreover, there were sessions under the name of “Education in the Century of Türkiye” and “Technology in Tomorrow’s Educational World”, and School Leaders session as well. Additionally, exhibition of the 3rd International Maarif Photograph Contest and presentations of “Good Practices in Education” from Maarif Schools in various countries were shared.

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. The opening speeches of the Istanbul Education Summit delivered by the Minister of National Education of the Republic of Türkiye, Prof. Dr. Yusuf Tekin, and the President of Turkish Maarif Foundation, Prof. Dr. Birol Akgün.



2023 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 3rd Istanbul Education Summit took place in 2023 with the main theme "Leading the Change in 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 the change in philosophies and paradigms of education, how to protect the critical mind in the age of digitalization: staying as a human and social changes and sustainability, school architecture, and the instructive role of space. The summit also hosted special sessions on the topics of education in the century of Türkiye vision, technology in tomorrow's educational world and school leaders session as well. 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, Yusuf Tekin, 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 Bosnia Herzegovina, Democratic Republic of the Congo and Malaysia as well as the participating academics and experts for their invaluable contributions. Finally, my special thanks to Dr. Zeynep Arkan, the coordinator of the Summit for her critical contribution. And also, 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

Leading the
Change in Educa

17-18 NOVEMBER'23



ISTANBUL EDUCATION SUMMIT

Leading the
Change in Education

17-18 NOVEMBER'23



EXECUTIVE SUMMARY

Turkish Maarif Foundation brought together faculty, policymakers, experts, and stakeholders for the 3rd Istanbul Education Summit, held in person under the theme 'Leading the Change in Education.' Thanks to the efforts of the Summit Executive and Organizing Committee, the event took place in Istanbul, a crossroads of continents, cultures, and civilizations. The theme aimed to foster collaboration among stakeholders, drive educational change, and promote an inclusive, equitable education system. High-level sessions hosted education ministers from various countries, while other sessions gathered global experts to address critical issues in education collectively.

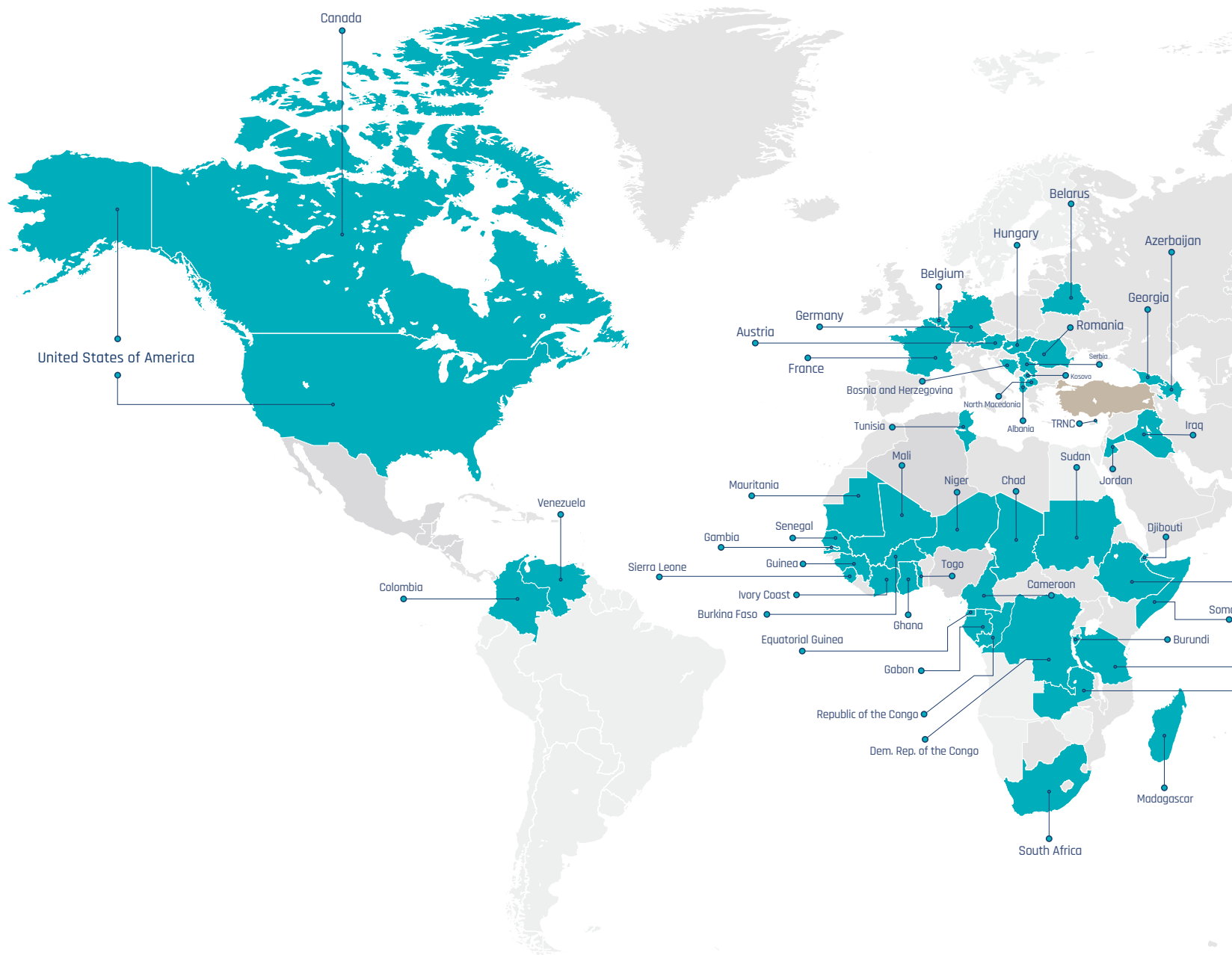
Following the high-level meeting, which featured the education ministers of Bosnia Herzegovina, Democratic Republic of Congo, and Malaysia, the Summit continued with three panels: *"The Change in Philosophies and Paradigms of Education"*, *"How to Protect the Critical Mind in the Age of Digitalization: Staying as a Human"* and *"Social Changes and Sustainability, School Architecture, and the Instructive Role of Space"* and Keynote session. Moreover, there were three specific sessions named *"Education in the Century of Türkiye,"* a youth session, *"Technology in Tomorrow's Educational World,"* and the *"School Leaders"* session.

The high-level meeting focused on *Leading Change in Education*, ensuring a more equitable and globally competitive society while managing change in education. The first panel, *"The Change in Philosophies and Paradigms of Education"* focused on hidden curriculum, affective variables, learner profiles, human values, and foresight of future education models to empower the design of instruction that align with future demands. In the second panel, *"How to Protect the Critical Mind in the Age of Digitalization: Staying as a Human,"* in turn, the role and importance of education in shaping critical thinking, fostering innovation, and imparting adaptability in line with the requirements of the digital age and the emerging societal paradigms were examined. The final panel, *"Social Changes and Sustainability, School Architecture, and the Instructive Role of Space,"* discussed the importance of the new architecture of schools and the instructive role of space and educational environments that are flexible, technologically equipped spaces that encourage collaborative learning. The session of *"Education in the Century of Türkiye"* addressed Türkiye's educational mission in the century ahead and the work that will provide quality, equal, inclusive, personalized learning that meets the demands of the age and places importance on originality, critical thinking for the students of Century of Türkiye. The youth session under the name of *"Technology in Tomorrow's Educational World"* was inspired by the potential of rapidly developing technology to transform our world and shape the future of education; the role of technology in the future education world was also evaluated. As part of the Summit, eight *Good Practices from the Maarif Schools* were shared with participants. There was also a heartwarming celebration of the works of our students, who ranked in the *International Maarif Photography Contest*, and an award ceremony. Moreover, students and administrators from the Maarif Schools worldwide were hosted in Istanbul, fostering a sense of excitement and support for our global educational community.

On behalf of the Organizing Committee of the 3rd Istanbul Education Summit, I am pleased to present this report to the global education community. The summit's discussions have sparked meaningful reflections and initiated changes in educational policies worldwide. By addressing key issues like the development of educational philosophies, critical thinking in the digital age, and the role of space in learning, we have set the stage for innovative, inclusive education models. As we look to the next summit, we remain committed to advancing these conversations and fostering sustainable improvements in global education systems for future generations.

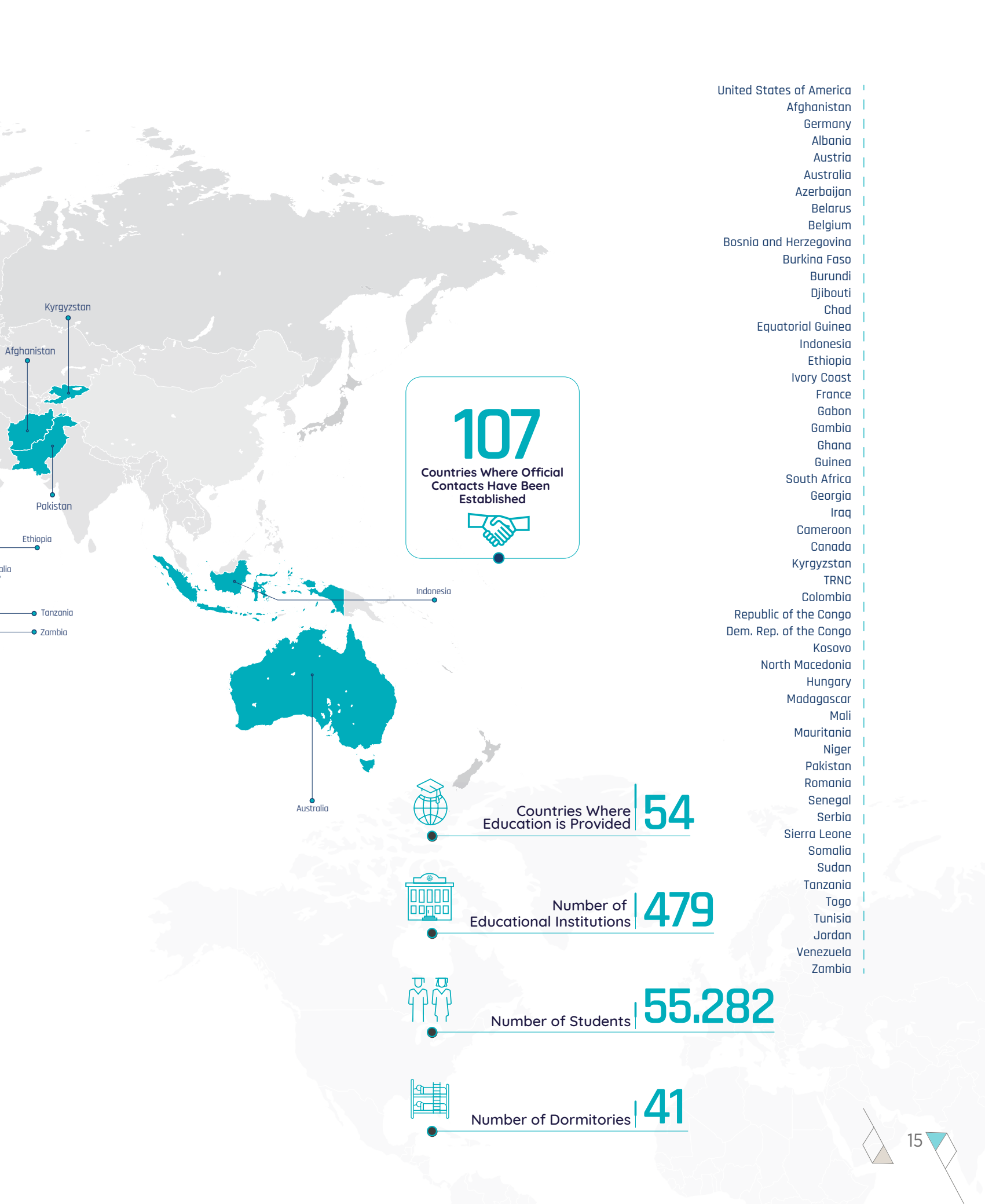
Associate Prof. Dr. ZEYNEP ARKAN

Head of Editorial Board



TURKISH MAARIF FOUNDATION IN THE WORLD

Turkish Maarif Foundation conducts teaching and learning activities in 54 countries with its more than 50,000 students and thousands of educators.





GUEST OF HONOR

Honorable Ministers

Dear members of our world of education, science and thought.
Distinguished guests

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

I hope that the 3rd Istanbul Education Summit organized by Turkish Maarif Foundation will be beneficial.

I would like to express my gratitude to all participants who contributed to the summit organized under the theme of "Managing Change in Education" with their valuable ideas. Our country, which has been the cradle of civilizations throughout history, has always been the first venue, for travelers of knowledge and wisdom with its libraries, healing centers, madrasahs, observatories and schools.

The beacons of knowledge and wisdom lit in this geography have illuminated the path of all humanity for centuries. Türkiye has become one of the global centers of attraction in education thanks to the progress we have made in science and technology in the last 21 years. We see that our Turkish Maarif Foundation is bringing the rich, propitious and deep-rooted experience of our country in the field of education to all corners of the world.

Today, our Foundation serves a total of 52 thousand students in 52 countries and plays an important role in raising qualified human resources in all countries where it operates. Our Foundation, which successfully applies international education methods along with the local curriculum, contributes to the development of communication between societies.

With these in mind, Turkish Maarif Foundation serves for the equal opportunities in education while eliminating the damage caused by FETÖ. We also provide the necessary support to our Foundation, whose works we follow with appreciation and are proud of its achievements. We will continue to be one of the biggest supporters of Turkish Maarif Foundation.

With these thoughts in mind, I sincerely congratulate all our foundation members who serve with sincerity, dedication and devotion in 52 different countries of the world from Democratic Republic of the Congo to Kosovo, from Colombia to Jordan, from South Africa to Somalia, from Afghanistan to Azerbaijan.

On behalf of my country and my nation, I would like to thank each and every one of you for waving Türkiye's education banner, often under difficult circumstances, taking many risks and dangers. I wish that the summit will be successful and I greet you with my most heartfelt greetings.

RECEP TAYYİP ERDOĞAN
PRESIDENT OF
REPUBLIC OF TÜRKİYE

17-18 NOVEMBER'23

SUMMIT SPEECH

Yusuf TEKİN

Minister of National Education,
Türkiye

Distinguished ministers, ambassadors, rectors, esteemed colleagues, friends, including the esteemed president and board members of the Turkish Maarif Foundation, valuable contributors to the foundation, esteemed academics among us, and our teacher friends, I would like to begin by extending my warm greetings and welcome to all of you. Welcome, everyone. I would also like to echo President Birol Akgün's sentiments and emphasize a few points.

Firstly, we are experiencing the centennial of significant changes in Türkiye's governance system with the establishment of the republic. Our President has declared the upcoming century as Türkiye's century, building upon the accumulated experiences of the past 100 years. Likewise, in the field of education, we are striving to contribute to the construction of Turkey's century through our educational system. Therefore, I would like to begin by congratulating and commemorating our Republic Day, which marks the beginning of this pivotal century for us. Additionally, we recently celebrated the 85th anniversary of the passing of the founder of our Republic, Mustafa Kemal Atatürk. I pay my respects to Atatürk and all the martyrs who have served this country; may they rest in peace. Furthermore, next week, on November 24th, we will celebrate Teachers' Day worldwide. On this occasion, we extend our congratulations to all our teachers.

Another topic that President Birol Akgün mentioned last week at the UNESCO General Conference, and one that I cannot overlook, is the theme of education for peace. Unfortunately, as we discuss education for peace, we are faced with a war of alarming proportions initiated by Israel. Due to Israel's attacks on schools, civilians, and hospitals, tens of thousands of our Palestinian brothers and sisters, including children, have been martyred. Therefore, I take this opportunity to remind the global community, represented here today, of their responsibility to work towards halting this war and establishing peace. Peace must be restored immediately, and Palestine must be recognized as an independent and free state within the international community.

After these reminders, I also want to express my happiness. Witnessing the transformation of the Maarif Foundation into a monumental institution serving over 50,000 students in 52 countries today from its inception in 2013 brings me great joy. I extend my gratitude once again to our Minister, Prof. Dr. Nabi Avcı, and our Minister İsmet Yılmaz, who worked with us during the foundation's establishment, as well as to Professor Dr. Birol Akgün, who has been leading the foundation since its inception, and to all my colleagues who have served on the foundation's board and management. May Allah be pleased with you all. Perhaps we may not fully realize the magnitude of



our achievements yet, but when we look back, we will undoubtedly be proud of the contributions we have made. I am experiencing that joy right now.

Our President, who was the Prime Minister at the time, said, "Let's do whatever it takes" when we presented this idea. After discussions on whether it should be an agency or a foundation, the idea of the Turkey Maarif Foundation emerged. We aimed to build an educational model that respects local values and references rather than imposing an imperial logic that could be exemplary to the international community in terms of education in Turkey. I have listened to President Birol's speech, and it precisely reflects such a structure. Therefore, I am particularly pleased to be among you today.

The educational philosophy of the Ministry of National Education and the Turkish Maarif Foundation is built upon the idea of nurturing good individuals equipped with the knowledge and skills of their time, capable of critical and analytical thinking and possessing a scientific perspective. This philosophy aims to raise individuals who are humane, environmentally conscious, respectful of human rights, physically, mentally, and spiritually healthy, moderate, knowledgeable about their history, patriotic, and just and compassionate. Another characteristic of the human profile we have embraced as our shared goal

As we manage the process of change in education, we must all strive together to ensure that every student has equal access and opportunities.



is to leave a sustainable world for future generations, to be a shared and peaceful individual.

We will witness together at the Istanbul Education Summit, which is being held for the third time today, the contributions we will offer to the future of this individual. Esteemed participants, today, at this consultative platform, the Turkey Maarif Foundation has brought together academics, experts, and representatives from the education sector. They have gathered institutions, organizations, and individuals distinguished by their international activities and achievements in the field of education. I hope that the Istanbul Education Summit will serve as a source where theoretical and practical approaches to the future of education will be evaluated at various levels and where ideas, knowledge, and experiences will be shared globally.

With the valuable ministers from different countries present here, I do not doubt that the consultations we will conduct on managing the changes in education, which constitute the theme of the summit, will serve the superior interests of both our children and all children around the world. In the panels to be held today and tomorrow, topics such as the transformation of educational philosophies and

paradigms, preserving critical thinking in the age of digitization, remaining human, societal changes and sustainability, and the role of school architecture and space in education will be discussed. Additionally, sessions on education in the Türkiye Century and the role of technology in the future of education will be held.

Esteemed guests, equality, and justice in education are indispensable for us. As we manage the process of change in education, we must all strive together to ensure that every student has equal access and opportunities. As the Ministry of National Education of the Republic of Turkey, our primary goal is to build an education philosophy based on justice and equality, where everyone has equal opportunities. It is crucial for both our teachers and our students to embrace our own reference values and to be able to uphold their own values while also embracing change and development.

I would like to conclude my speech by adhering to the timing of the session at 10:30, but there is one point I would like to open up for discussion particularly. That is the motto "The world is bigger than the five," expressing our President's active opposition to the dominant political system in the

world today. This motto can serve as a reference for the change that is the subject of this summit. The world is indeed undergoing a tremendous change right now. We notice some of these changes through technological advancements. What was considered a technological possibility five years ago is now seen as outdated. However, there are other changes and paradigms that we may overlook because we live within them. The construct of states is changing, and the construct of politics is changing. As our President said, the dominant political order in the world needs to change and adapt to this transformation. Economic debates are happening globally; the economic order is changing.

The world order built upon imperialism and colonialism is changing. Within all these changes, we, as individuals who contemplate the education sector, must also adapt to this process of change. In short, what I want to say is that in the newly established world order, we cannot express ourselves anymore with the references and systems produced by global imperialism. In this era of the Turkey Century, contrary to this general discourse and order, we must build a brand-new education system and philosophy based on our own reference values, our own cultural values, our own history, and our own human values, without missing out on the technological developments we are experiencing globally. Therefore, my expectation from this summit is not only to discuss these topics but also to create the main parameters of a brand-new education philosophy that reflects us and our culture and can educate our generation and our youth.

I invite not only from this summit but also beyond our valuable academics working in our universities and civil society organizations discussing education, our politicians, diplomats, and our colleagues who are disturbed by the global order in different countries to construct a philosophy that openly demonstrates that we exist in the new world order and that our values must also exist. We must all work together to implement this. Without extending my speech further, I hope that the summit, especially the framework I outlined in the last part, will be a parameter in our journey and contribute to us in this regard. I thank everyone who has contributed, organized, and attended here to listen. I hope the summit will be promising, and I extend my respects to all of you.

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17-18 NOVEMBER'23

OPENING SPEECH



Birol AKGÜN

President of
Turkish Maarif Foundation

Dear Minister,

Dear Ministers of our friendly countries,

Dear Members of the Board of Trustees, Board of Directors and Supervisory Board of our Foundation,

Dear participants of the Istanbul Education Summit,
Members of the Foundation,

Representatives of our press and media world,

Ladies and gentlemen who follow us live from all over the world.

Welcome to the Istanbul Education Summit, traditionally organized by our Foundation.

I would like to express my gratitude especially to our President Recep Tayyip Erdoğan, who visited the Istanbul Education Summit, which we held for the third time this year, with a video message despite his busy agenda and has not spared his support since the day we were founded, as well as the Ministers, diplomatic missions, administrators, academicians, students and participants from Türkiye and abroad who participated in our Summit.

At the beginning of my speech, I condemn the unlawful attacks and genocide carried out by Israel in Gaza; I hope that the world community will not remain insensitive to the human tragedy in Gaza, that

it will show interest and that an immediate solution will be provided.

Dear guests,

This year, we are celebrating the 100th anniversary of the Republic of Türkiye with enthusiasm and pride. On this occasion, I respectfully commemorate Ghazi Mustafa Kemal Atatürk and his friends, who are the founders of our Republic. As we enter our 100th year as the Republic of Türkiye, I would like to express that we are proud to be a "brand" in international education with the understanding of our role as Turkish Maarif Foundation in our country's strong and determined progress towards its 2023, 2053 and 2071 goals in line with the vision of the "Century of Türkiye" put forward by our President Recep Tayyip Erdoğan.

Turkish Maarif Foundation carries out activities within the framework of its mission of "to carry out competent educational activities based on the ancient wisdom tradition of Anatolia with the common knowledge of humanity all over the world" and the vision of "to be a pioneering and reliable Brand Educational Institution that educates virtuous individuals who will use their knowledge and wisdom for the peace and serenity of humanity". Our foundation was established in 2016 with a special law adopted by the Grand National Assembly of Türkiye. The aim of the Foundation is



to develop humanitarian ties between Türkiye and the peoples of other countries in the social and cultural fields by carrying out formal and non-formal education activities abroad on behalf of Türkiye. The mission and activities of our Foundation essentially coincide with the goals of "Quality Education for Sustainable Development" declared in the UN 2030 Vision Document and the goals stated in the OECD's "Education 2030" document to maintain lasting peace all over the world expressed in the founding charter of the UN. In this sense, Turkish Maarif Foundation serves to establish a more just and livable world through education.

We currently have 460 educational institutions in 52 countries. Of these, 437 are pre-primary, primary and secondary education, i.e. schools providing formal education at the K-12 level. We also have a university in Albania and 22 Study Centers in 13 countries. We provide quality and qualified education to more than 52 thousand students in our educational institutions spread over six continents with competent teachers and administrators in 52 countries. In addition, our Foundation cooperates with all other educational institutions, educational authorities and academicians operating in the international arena. In this context, we have established diplomatic relations with 107 countries of the world, and we are in close contact with them.

We are also developing the International Maarif (IM) program unique to our Foundation. IM will be a source of inspiration not only for Maarif Schools but also for every institution in the field of international education in a short time.



As Turkish Maarif Foundation, I must clearly state that we respect the educational policies and curricula of the countries we provide education to, and that we take into account the unique educational needs of the countries. In our educational institutions, the local curriculum of the country we are in is mostly considered and used. Apart from this, international education programs can also be implemented in our schools with the permission of the relevant governments. In addition, as a result of the combination of the educational experience we have gained in 52 countries and the educational experience of Türkiye, we are also developing the International Maarif (IM) program unique to our Foundation. I think that our program, which we abbreviated as IM, will be a source of inspiration not only for Maarif Schools but also for every institution in the field of international education in a short time. The IM Education Model is a set of programs that aim to raise virtuous people who will use their knowledge and wisdom for the peace and serenity of humanity. IM Education Programs incorporate philosophies, policies, and practices that ensure that all students, regardless of their diverse backgrounds, abilities, or characteristics, have equal access to quality education and feel valued and supported in the learning environment.

Dear participants,

Turkish Maarif Foundation is Türkiye's window opening to the world in education. As an international education network that reaches different geographies of the world, we closely follow the discussions, innovations and developments in international education on the one hand, and on the other, we strive to understand and learn the unique educational content of each country. We have been organizing the Istanbul Education Summit for three years in order to strengthen the interaction of this strong education network we have created as a foundation and to bring together the experience of the world.

We organized the First Istanbul Education Summit in 2021 with the theme of "New Trends and Transformation in Education"; We touched on the impact of digitalization on internationalization, internationalization of the curriculum, future of education, remodeling of education, education and social justice, education and development. We organized our second Summit in 2022 with the theme of "The Future of School, The Needs of Post-Pandemic Education". In the environment where we are experiencing the effects of the Coronavirus



Pandemic, which started in December 2019 and affected the world in a short time, on education; We discussed the psychosocial effects of the pandemic on students/teachers/parents and warming up students who have been away from the school environment for a long time.

The Third Istanbul Education Summit, which we will open and hold the first sessions today, will follow the theme of "Leading the Change in Education". At the summit, the struggle of human beings, surrounded by artificial intelligence, biotechnology and similar technologies, to maintain their ability to think critically and remain human in the age of digitalization will be discussed. In this context, human well-being and character development will be examined in the panels at the summit with the dimensions of educational paradigms, digitalization, social changes, sustainability and the instructive role of space.

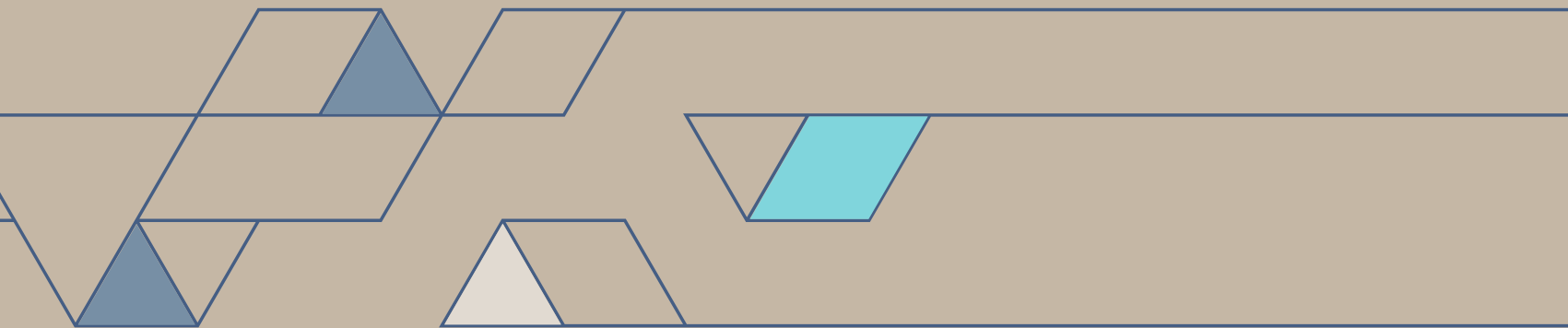
In the high-level session of the summit, the topic of "Leading the Change in Education" will be discussed with the participation of education ministers from different countries. In three panels that will follow, academics and field experts will be hosted to discuss different aspects of the summit's main theme. In the panels, the topics of "Change in Educational

Paradigms and Philosophies", "The Way to Maintain Critical Thinking Ability in the Age of Digitalization: Remaining Human", and "Social Changes and Sustainability, School Architecture and the Instructive Role of Space" will be discussed.

In addition to these, "Education in the Century of Türkiye", "Technology in the Education World of Tomorrow" and "School Administrators" sessions will also be held. In addition, it will be enriched with "Good Practices in Education" presentations compiled from Maarif Education institutions in various countries and the foyer area where various activities will be held.

With these feelings and thoughts, I would like to express my gratitude to our Ministers, academicians and teachers who participated in the Third Istanbul Education Summit and provided support. I would especially like to thank our President, Minister of National Education and sponsor organizations who have always supported us. Finally, I would like to thank the members of the Board of Trustees and the Board of Directors who contributed to the organization of this Summit, as well as the managers of our Foundation at all levels and all our employees, who are the hidden heroes. I wish the summit to be successful and I offer my respects to all of you.

17 NOVEMBER 2023
DAY 1



HIGH LEVEL MEETING SUMMARY

LEADING THE CHANGE IN EDUCATION

QUESTIONS

- ▶ What role do visionary leadership and innovative thinking play in driving meaningful change within educational systems?
- ▶ How does leading the change in education contribute to creating a more equitable and globally competitive society?
- ▶ How does a focus on developing critical thinking, creativity, and adaptability align with the goals of leading the change in education?
- ▶ What role does teacher professional development play in leading the change in education, and how can educators be adequately prepared for new approaches?
- ▶ How can visionary leadership in education drive meaningful change and reshape the learning experience for students?

Leading the change in education is a dynamic and transformative endeavor that holds the potential to shape the future of society. It requires visionary leadership, innovative thinking, and a commitment to creating an educational landscape that aligns with the evolving needs of learners and the demands of an everchanging world. Leading the change in education involves fostering a culture of collaboration, where educators, policymakers, parents, and students collaborate to design curricula that are relevant, inclusive, and empowering. By embracing this role, change leaders in education pave the way for a more equitable, forward thinking, and globally competitive society.

Ministers of education from different countries all around the world, Bosnia Herzegovina by Naida Hota Muminovic, Democratic Republic of Congo by Tony Mwaba Kazadi and Malaysia by Fadhlina Binti Sidek evaluated in the high level meeting topics that are role of visionary leadership and innovative thinking, how does leading the change in education impact on creating equitable and globally competitive society, roles of teacher professional development, visionary leadership and meaningful change for students' learning experience.



hina Binti Sidek



Fadhlina Binti SIDEK

Minister of Education,
Malaysia



Let me begin to introduce a brief review of my beautiful country, Malaysia, a unique country. We celebrate diversities; we have multi-ethnics, multi-dialects, and multiracial. Our specialties actually deal with how to manage diversity in our country. That is number one. Number two, when we talk about diversity, we must understand that we have so many things to deal with: the cultural background, the religious background, and the social background. Being the most complex ministry, being the first lady minister in education, and being a huge ministry, we have 5 million students in more than 10,000 schools in Malaysia. I look forward to this discussion to share the best practices from other countries, of course from my colleagues, and, of course, from Türkiye; thank you for the first round.

Hello excellencies, ladies and gentlemen. Change is a must. But the importance of change is not about you. You just change everything but how you navigate the change? My opinion would be whatever change we want to do the model compass should be our main navigation. We have to maintain that we talk about digitalization. Yes, we welcome the technology, we talk about artificial intelligence. Yes, we cannot just ignore technology, but we have to maintain that the moral values, the character values of the teachers and the children must be our utmost or our important values must be instilled in our children.

In that case, when we talk about the change that we need to address and the most important thing that policy wise that we must look. Of course, is always about the budget. Malaysia is dedicated to develop and equitable and globally competitive society and it is worth emphasizing that the Ministry of Education of Malaysia holds the primary position as the largest recipients of funds in the Malaysian 2024 budget. So, we are in the billions like them. This

We cannot talk about how to lead education, how to lead the change without the machineries, the people itself.

carries a significant responsibility in ensuring that the efficient utilization of the budget. Especially when it comes to promote equity and enhance our global competitiveness including in digital world.

The 2024 budget reinforces educational support for students aiming to provide equality and in education and promote global competitiveness with a substantial allocation designed to enhance and maintain various type of schools. With a specific focus not just on digitalization infrastructure but also enhancing infrastructure and support equipment for students with special needs. This reaffirm our commitment for equity and inclusion in education to ensure that no students left behind. We also start to build synergies and collaborations with industry. Among many streets in adversities and other countries especially to provide comprehensive education exposure and cultivate global competitiveness particularly in the field of science, technology, engineering and mathematics. We committed in fostering lifelong learning opportunities by integrating global



citizenship education into our curriculum. This incorporation will instill qualities such as resilience, growth mindset and the development of a future ready generation. We won a lot of awards. As evidenced by our receipt of the 2021 UNESCO when we what honorable accommodation for innovative educational responses to COVID-19. Furthermore, we resist that promoting the voices of young people through collaborative programs with any staff and the United Nations.

Our education system not just lack of funding but also lack of love. We must start education system with the love of the education, with the love of God and with the love of the people. Professor Yusuf, Minister of National Education of the Republic of Türkiye, has conveyed a very strong message to me. He told me that: "Sister, the message that we must pass on to the next generation is the message of brotherhood, is a message of peace education and the message of humanity and this would be our commitment for the next generation."

Can you name me one or what are the problems in this world that you really want to resolve one problem that you think that we need to resolve this problem? One problem in this world? Wars? Pollution? We got so many problems with that now. When we talk

about problems, we need problem solver. That's why in education system, we need to focus more on how to empower our students to become problem solvers, innovators and adaptable individuals who can actively contribute to build a sustainable the future. In Malaysia, we firmly believe in a result oriented and data-driven approach as demonstrated in the implementation of our Malaysian education blueprint. We have all these techniques, tools, dashboards, data visualization, change management and effective communication and these methods continuously monitor, evaluate and improve the performance and outcomes of our educational system. We calibrated with a wide and diverse network of stakeholders comprising students teachers, parents, school teachers, district education officers, state education departments and other related agencies, this is purposely designed to honest the collective efforts and contribution diversity to lead and bring out effective transformation of education which leads to positive change.

We cannot talk about how to lead education, how to lead the change without the machineries, the people itself. The most important role that we have to play is the role of the teachers and the teachers in is very crucial and vital. There is one beautiful tradition spell out by the great imam of Abu Hanifa. When he chose

his own teacher, Hamad bin Sulaiman, he set out some rules, some characteristics that this teacher must be ABC. What he found in Hamad bin Sulaimani that the men of authority, number 1. Number 2, that we must maintain values, ethics and navigate the future with love and ethics. The 3th one is patience in every occasion. The characteristic of the teachers are also important and played a vital role in this visionary leadership.

Our commitment to enhance professionalism and competencies is embodied in the teacher professionalism master plan 2.0 which underscores the development of well-rounded educators focusing on adaptability of new approaches facing domestic and global challenges. We are dedicated to empower teachers with technology competencies through continuous professional development. Nurtures ICT and 21st century skills as well as promote digital literacy using remote teaching resources. Ministry of Education of Malaysia has enabled and provides continuous upskilling opportunities in various areas to support and grow a professional community of passionate digital educators.

We continuously seeking to customize learning and teaching content where we are working very closely with UNICEF Malaysia in developing the teacher digital learning community platform. More than 2000 resources have been curated from the 4000 teachers who have completed the online training of which 49% are from rural schools which is now actively contributing to the resource bank guided by our digital education policy. We just launch our digital education policy. We modernize our education system and adapt it to the digital age. This is not only prepares our students for the challenges that head but also ensures that we are well equipped for a significantly different future.

We strongly believe and firmly believe that the process of maturing human capital should not revolve solely around examinations. Instead, it should thrive within a dynamic learning environment that is a holistic and motivating to keep students engaged in a meaningful way to achieve their own learning objective. We are looking forward for a holistic approach to guide our students for their future. In line with this vision, we have replaced major exams with a school based assessment system that aligns with our core educational goals. This shift allows

teachers to focus on developing a broader range of skills on competencies in students.

Our aim is to evaluate the extent to which young people acquire, a comprehensive knowledge and skills that will serve them in life and become a more compassionate global citizen. We have abolished the major exams in Malaysia so that we can focus on upbringing the children especially doing the holistic approach looking at the whole approach to what uplifting their potential. There we only one final exam that is the highest standard exam in Malaysia, the public exam, and the holistic approach we will concentrate on the assessment system.

I would like to end my speech on my discussion today with a little something that my father always told me when you become somebody one day, you have to make sure that the message that we always want to tell and share with the people is within this code “The best people of you who will always give the best to the people!” – Biz bir ümmetiz inshallah, essalam aleikum verahmetullahi”.

**We always want to tell and
share with the people is
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always give the best to the
people!”**



Tony Mwaba KAZADI

Minister of Primary,
Secondary and Technical Education,
The Democratic Republic of Congo



It is a great pleasure for me to be in Istanbul. Ladies and gentlemen, distinguished guests, and to the representatives of protocol on May 22, in the Democratic Republic of Congo, we have assigned them memorable and understanding and Türkiye and the Democratic Republic of Congo signed a memorandum of understanding and thanks to this MOU we are working together and we are going to exchange and share all the best practices in education. Turkish Maarif Foundation played a vital role for this. From Congo's sides the ministry was involved, and once again I would like to repeat that I am very pleased and honored to be here and we are now exchanging our views and experiences in the field of education.

Please always remember that visionary leaders in the field of education are actualizing a dream in the area of education, and if we define our goals, then we will be able to reach our goals. We are going to shape our desired teachers and we will be able to leave statistics. If you look at the education system, we see blockages like it is frozen, but again, the world is changing very rapidly, and there is a need for change, there is a need for renewal. Our education system has been static for a long time as we are exploited from Belgium after the first reforms, we have not changed our systems of these. All of this started during that time. That is our education system started in the colonized periods, and in 1962, we had post-colonialized reforms, and after 1963, we were able to reach our sovereignty in June 1960.

Our country abandoned the metropolitan system, and we have six years of primary schools and six years of secondary schools, and we divided them into groups. As of that time, we have had many reforms, and in our education system, we have didactic approaches. It is our utmost effort and goal to have didactic

approaches, and we are trying to develop the know-how of our students.

Thanks to these changes, our students will be able to serve to their nation and our vision has changed for as we are targeting 2016 - 2025 years this secretarial strategy of education and we have now strategic goals for education, and we can divide them into three groups: the first one is reachability. We need to widespread the education for and all of our students can reach education regardless of their ethnicity, regardless of their religion we would like to include, we will like to cover all of our students so that we will be able to create an equality in terms of reaching to education and for the food, the canteens of the schools are properly organized. In starting from 2016 according to our law, now the primary school is obligatory and free of charge; and for the last 13 years, this is ready, but we cannot apply it this is not enforced but after Mr. Felix came to power and now these decisions were adopted.

First primary schools are free of charge and mothers and fathers do not have any financial obligation or burden in terms of money. Because normally if 5 million students left homes as they did not have a money but now as the education is free of charge all of these students can reach education and with new facilities and new structures they are able to reach education and they are able to go to school. Thanks to this innovation we are able to reach this goal.

Secondly, for the learners, for the students we are going to provide education according to the international standards as desired by our people. We are in a war of hegemonia and it is coming from Rwanda. You know what is happening in Rwanda. The aim is that they are trying to attack the east

territory of our country and they are trying to attack our richness. We are looking for peace and of course the management system, governance systems are very important for us in terms of education. We are paying utmost importance to governance. We closed some of the schools and we trained many of our teachers and we also had young people in the team of the teachers in our ministry. We retired the elderly and we hired the young professionals in our ministry and you can see it in our ministry and in the public institutions. The curricula has changed as well for all of our and all of the students were included in the system especially in terms of creativity. Our education system is showing performance. In our endeavors so we have provided some nice targets for each city and we have created some strategies for them and the thanks to these strategies we can battle the movements at that time against our system. Our priority is to strengthen our weaknesses, we have to get rid of them and we hope that we can liberate the minds of the youth and we can prepare them for better tomorrow.

Digitalization is on the agenda for both communication channels and education channels. This is a parameter that we attach importance. I can say that especially during the Covid-19 crisis, as you would remember this, we were deeply affected by this crisis altogether and many education systems including us over heart at that time. We have seen the limits of our education system and the Covid-19 pandemic hits us very sharply. I will give you some idea about that; for example, three months the schools were closed in 2021-2022 all the curricula were stopped and all the programs ever halted due to the Covid-19 pandemic, we could not continue our training, our physical education and the classrooms and we could not continue our face to face communication and face to face education the schools were closed. Taking this opportunity, this chance we made some examinations and we were able to see the boundaries of our school system and we know that before Covid-19 that there was the issue of online education in some schools we know that. They were using the novel technologies and education systems about for the other countries and they were amazed like us because we did not have e-learning before or internet training education. Because the students were at home for three months and while they were facing these consequences, we were in despair there was a loss of motivation among the children and even distance learning you need to do something for these children. They will be able

Please always remember that visionary leaders in the field of education are actualizing a dream in the area of education, and if we define our goals, then we will be able to reach our goals.

to pose their attention to education otherwise, they would not continue at their education.

During Covid-19, we wanted the children to continue their education but we did not have any preparations beforehand, so because we did not know we are going to have such a crisis. We improvised our education and we wanted our students to spend their lives. Because we are 2.5 kilometers square country, we have over a 700,000 educators that we have over 30 million students so we have many students. We have the loss of Internet and the cost of electricity for example. We have taken a decision that we will have online education but it was really tough to reach everything online and we are talking about inequality and we are talking about social discrimination in big cities. For example, in metropolitan cities students were able to reach online education but for our students who are living in rural areas it was really tough for them to reach online educations so we need to have a permanent education system a resilient one that is why starting from today and maybe more than everything we need these technologies we need to benefit from these technologies. We need to include the new technologies into our education program and for example everyone should reach electricity, everyone should reach internet without any cuts so that we will be able to reach all of the students starting from the farthest point of the country. We need to have alternative mechanisms like tablets. Because in tablets may have their own internet and sometimes tablets do not need electricity all the time. We can have renewable energy systems especially for the electricity cards or internet interruptions what can we do before the cut offs. We need to work on this. We need to find alternative ways because the new technology has been imposed on us as our colleagues said. We need to pay attention to ethics and we need



to see that if something is against our culture, against our country's values then we need to get rid of them. For the distance learning education systems, we need to use them in a transformative manner. For example, think of a student. The physical interaction and face to face education is very important for both a student and the teacher. For example, that there should be maybe a hybrid way for this because we need to have interaction to be continued in the schools and the parents should also pay attention to follow up the students and it is really an important a task on the shoulders of the parents. The parents should spend some time because they are also the active players of the whole system. If something is planned in the school, the parents should follow up as well. The budget is also crucial importance.

We created allocated a budget for this and I would say that our budget on education is even more than a civil defense. But of course, budget is always limited and our government has allocated a fund for training and education. Thanks to this fund if we need something other than budget, we can benefit from this fund and we can overcome some difficulties. In our country, the Democratic Republic of Congo, this is the experience that we have so far.

For a change to happen we have to have an open vision and a strong and responsible leadership. The educational industry is such an industry that it constitutes the fundamentals and the most essential

structure in a state. Education makes a state a state and managing or leading or piloting the education industry is not something easy. You have to have a very open vision and also you have to demonstrate a political authority, you have to have the necessary tools and these tools build certainly help you to get to your destination.

In this vision, we have to include all of this because these are the means for reaching our targets. In my country for example that was the moment in which we went through a crisis in many industries including the education system and our education system kind of collapsed and with all the financial and technical expertise partners of our state. We began to reconstruct it. I would like to mention three different challenges here some challenges that we have to battle with, we have to overcome if you would like to improve the education structure.

The first challenge is the access. We have to increase the access. The second is the quality and the third is the governance. About the first challenge the access is very important. In my country, this became such a difficult challenge that only people from wealthy families were able to send their kids to school and the middle class families and the poorer families did not have any access to education. This was the case in Congo until 1980s. The state was unable to provide education to the children and they failed to create peace and non conflictual environments among

teachers for example. After the 1980s, the state began to regulate the system for education. They started to open new schools and increase the capacity of the existing schools. This was very important. It is all tied down to the economic structure of your country. You have to provide the budget for that. We had to increase the number of schools, we had to motivate the families to send their kids to school. In our first constitution dated 2006, the schools are around the schools were made free of charge. In 2019, when Felix Antoine was elected as a president and he reinstated the 43th article of the constitution and as of today all the schools in Congo are free of charge, and this helped us increase the number of kids in the schools.

Nowadays, we see that at the beginning of each school year the number of students are increasing. Especially in the primary school as of today, we have 7 million students in our country. Power presidents vision and his strong leadership made this possible. Because in this industry, as you know the private schools do exist as well and this industry has become a means of income for some investors but when you say all schools are free of charge it means war for them because what they want is to make money from education. Political authority this vision made it all possible for the people of Congo to have proper education and the president included the whole nation in this decision to make schools free of charge and this is the vision that I would like to express. It is very good and the participation is very important. The people need to be the part of this change as well. If you want to make the schools free of charge in a country and constitution article may not be the case may not be the only solution if the bureaucrats in your country are unwilling to apply it or comply with it. Increasing the number of schools is not the only problem and it is not the only challenge for the access of our school. The quality of education also plays an important role here because only going to a school would not fall your problems. You have to provide a higher quality of education, you have to plan your curricula, you have to implement some the internationally recognized programs in your country. This is very important in terms of the quality of education.

When we change the structure of our educational industry in our schools, we had to implement some sanctions, for example, sexual harassment at school or punishing children who violate school rules etc. We wanted to have a good governance as well. We



put forth a set of rules for school and this made school cleaner places. We did apply some principles for governance at school for example we adopted to principal for transparency and we really started to work very hard to provide transparency for education systems. Today, if you are sitting in your house, if you have a mobile phone and an internet connection, you will be able to get all the educational policies of the Congo State free of charge and whole transparent. All the students have educational endeavors and the teachers are learning something from this system. For example, something about their payrolls and how will they be the payment dates etc. This governance is very important for improving the education system for your country. It is very important. This governance starts with the prime minister or the president of the country and it goes down to school level administrative personnel as well. We have to divide our country two different regions and districts. In total we have more than 60 districts in the country. We have divided these districts and we organized some filed visits for these districts. We saw how they are doing, how we can include the teachers in this district within this process of change etc. It was a milestone for our education system and our education system in our country is changing in a good way. We have made some agreements with Türkiye, for the exchange of experience, exchange of information etc. Each side will do their best share on the areas that they are strong. If we can help each other, we can reach our target.

Naida Hota MUMINOVIĆ

Minister of Education of Canton Sarajevo,
Bosnia Herzegovina



I believe that we are celebrating diversity at the Istanbul Education Summit and this was all a dream I believe even before 2016 when Turkish Maarif Foundation has been established and everything really begins with a dream, with a vision. Bosnia and Herzegovina is in the Balkans. It has a long history of changes. It was a medieval state, a medieval kingdom, and it has its own church, the church of Bosnia, the Bosnian church; and by Vatican, it was seen as a heretic church, and many crusades have been launched against the Bosnian church but somehow the Bosnian establishment, the people and the rulers managed to avoid them. It was a unique technique, I think, of diplomacy and of flexibility probably.

Later we have a shared part of history with the Ottoman Empire and from that time we bear a tradition of one of the oldest formal schools. The Ghazi Husrev Bey madrasa was founded in 1537 and today we are so proud to have the heritage of one of the oldest schools in Europe. It is not the oldest in the European continent, but it is among the senior schools in Europe. And imagine what it was named after a woman Ghazi Husrev Bey's mother Selçuk Hatun it was the oldest Selçukiya madrasa her name was lost during history today at the school the madrasa modernized and transformed is called after its founder the Ghazi Husrev Bey.

Later, we belonged to the Austria-Hungarian empire after the Congress of Berlin. Between the first and Second World War, Bosnia was split between, and it was part of the Kingdom of Slovenians, Croats, and Serbs; and it was a very tough period, for it was an attack, I would say on diversity in Bosnia and Herzegovina. During the Second World War, Bosnia and Herzegovina has chosen the right side and it took part in anti-fascist fight against Nazism and fascism. It is unique and we are so proud of this. Sarajevo was occupied by the Nazis, and this is very

important to notice because we are talking about change and in education. You cannot think about any change in education without the global context the historic context. For example, Sarajevo was occupied by the fascist regime at the beginning of the Second World War and it remained occupied. When Jewish citizens were deported to concentration camps Bosnia and Herzegovina citizens and Sarajevo inhabitants the establishment very distinguished citizens made a declaration against this, so they urged to the authorities to stop the deportations. There were many signs of civil disobedience because the Sarajevo people wanted to stop this. This is a unique position nowadays because this position gives us the right and especially another moment in time when Jews and Muslims were deported from Spain in the 15th century. They were all welcomed in Sarajevo to which was a part of the Ottoman Empire then. Sarajevo showed hospitality back in the 15th century. These two moments in history give us such a unique position that we can today even preach about how important it is to choose the right side of history. This is why we have unique position and the duty to call for an immediate stop of war and attacks on the Ghazan people. Last, I was in Vienna. It was a General Assembly on a project called School Food for Change. And it was held in the Vienna Rathaus which is a city council and by the end of my address and I pointed out the two very unique moments in history there too. I reminded all educators and decision makers and policy and opinion makers that whenever we dream big dreams for our own children, students, learners and teachers we have to dream big dreams for the whole world for every child in the world. And I believe that this vision as a benchmark I would say as a standards will guarantee success. Only this vision that values do not belong to us there are common good and they have to be shared, expanded. They have to be transformed. Only this division will make any change possible locally and

globally. So, with this vision in mind, I believe that we will be able to educate new generations and, by the way, I have a problem with the the English word 'educate and education' it somehow seems to be so technical. It seems to be so narrow. It seems to be so achievement oriented. In Bosnian language and in Turkish too I think, there is another word. It's linked to the upbringing, it's linked to fostering the character, it's linked to opening minds. I believe that only by this vision in mind and by attaching to education, to achievement, the well-being and the development of the character strengths and values, we will be able to make a generation that will be able to know how to navigate through change. They cannot bring change, they can probably navigate through different scenarios.

Just briefly come back again to one of the oldest schools in Europe. In the foundation papers in the "Vakufname" of the Ghazi Husrev Beg's madrasa school, it is said that in this school there are going to be subjects taught and then there are subjects, and other subjects that time will demand. And it was the 15th century, I believe that today's time demands the knowledge about digitalization. Today's time demands digital skills and it is on us teachers, parents, educators ministers principals adults to make good use of technology and digital processes. Teachers were so shocked when ChatGPT was released. They felt so helpless. They said what can we do now, we cannot assign a single essay topic to our students for homework and this indicates that we are several steps behind the present moment as educational communities. This indicates that we have to make a very fast paradigm shift. This will urge educators all around the world to reshape the way they are posting homework assignments and the tests in general. This tool will make them be more creative and make us be more creative when teaching when leading our learners through their cognitive areas that we want to achieve with them. It is never a problem with digital tools because science gives us so many examples of misuse of science.

History is full of examples how scientific achievement can be used to damage the civilization to damage life the essential right to live phosphorus bombs; for example, our product of scientific labs of scientists' minds but it is up to us to foster a new generation of learners who will put a scientific achievement through the filters of ethics. They will have to stop and to think is it ethical, will it make damage to

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content in classrooms.
It is never about the
content in classrooms.
This is just one part of
education.**

**There are so many other
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the environment to other human beings to culture. Sarajevo was bombed. It was under a brutal siege from 1992 to 1996, and it was bombed on a daily basis. Libraries were burnt down. People who made the agenda for this destructive aggression very high-ranking academic persons. So, let us not be afraid of digital processes of digital tools. We have to use them for further development and we have to use them as an opportunity to show our students how we can use and misuse the digital tools.

Another thing to used digitalization in terms of improving the standards of values in our society is digitalization brings so many transparency to processes. It can be used and we have an example in the Sarajevo Canton with the enrollment in kindergartens Sarajevo Canton. This was one of the recent projects that we have done. We digitalized the process of enrollment in kindergartens. It was tough. It was very hard not because of technical requirements, we solved them. But because of the lack of readiness by parents to go into the digital process of getting a score under certain criteria and applying to a kindergarten without having to find the minister, the principle of the kindergarten anyone in the ministry without having to find a recommendation to enroll your child in a kindergarten. Because previously the practice was that you had very closed system of enrolling children into kindergartens. This was a damage to values too because we were talking about equal opportunities to education for both a physicians and doctors child and a nurses child and the teacher's child and a cleaners child. Equal opportunity means equal opportunity. You have the criteria, you have the score and then you apply. This is an example of how we realm used the process of digitalization in terms of improving and adopting our population the parents to new values.

It was very hard in the first year. Now they are all happy with it. They love it. They do not have to go and say "Please can you do me a favor I have a child at home and I need a place for him or her in the kindergarten?" I believe that together with our flexibility, raising awareness about what are the good and the bad sides of digitalization, by fostering resilience with our children's resilience in terms of how they use technology how much time do they spend there, does it harm their inner being, does it dehumanized or does it humanize? These are the questions that we have to ask as teachers, educators, ministers, parents every day. School is not about

By training the young learners to think about their steps to plan their steps and to make scenarios for the different futures, we will be able to wake them up and make a strong connection between their deeds what they are doing, their actions and the consequences they are producing.

content in classrooms. It is never about the content in classrooms. This is just one part of education. There are so many other opportunities outside the classrooms for teachers to use and to shape a better world. Developing and aiming at both achievement and performance and the well-being. So, by being attractive, by being competitive to all the anti-values we can develop a very resilient and the very aware educational system which means a future resilience and we are citizens of our countries and the world.

I believe that leadership as a skill should be dispersed and shared between decision makers, opinion makers and teachers. So, every change should come from bottom up, from classrooms up to the ministries but also top to bottom. So, it has to be a two- way conversation, then establishing new values and changing paradigms. When you think of museums and paintings in museums and in history textbooks, you will find monumental paintings of a crucial situation. I am talking about a huge map on a big table, and around this map you have people, rulers, statesman, military personnel looking at the map and choosing obviously a strategic plan, making a strategy, making a scenario. Such monumental seems should be

placed back into our teachers rooms. When visiting schools at home in Bosnia and Herzegovina and in other countries, I see a tendency of establishing separated teachers offices for individual teachers or subjects in groups. This will not bring us far. This will only bring us to a more fragmentized world, a more fragmented world. This will create learners who will have a very narrow perspective on the world. If every teacher remains in charge just for the subject he or she is teaching, this will lead to particularism and not to the wholeness in education. We have to bring back common spaces for teachers. We have to bring back the dialogue and the polylogue for teachers to gather around the map and to discuss and to develop team planning and team teaching strategies. They have to make a connection. A religious studies, has the role to filter some decisions and some classes done by the science teacher and vice versa. The science teacher has the role to filter the classes by religious teacher. Only by common planning, by team planning can be achieved learners and students who will be able to think about their own future. In one of the books about future studies, it says that people who do not plan their future are destined to suffer their future and this is a very bad position, it says, end of quote.

How do we make a new generation of students who will be able to plan their futures? First of all, by empowering teachers that they really have the consciousness that the future is in their classrooms. It is not just an empty phrase, an empty proverb. The future really is in their classrooms. How do we make it in terms of teaching techniques? We have to make learning more experiential. We can put signs and assignments to our students to develop future scenarios and there is not just one future. There are many futures possible. By training the young learners to think about their steps to plan their steps and to make scenarios for the different futures, we will be able to wake them up and make a strong connection between their deeds what they are doing, their actions and the consequences they are producing. And it is never about the first row of consequences. There is also a second order consequences, there is also a third order consequences, and as learners get older, as they mature, we can develop we can build on these strategies. We can start by helping our students plan their day to tomorrow. This will definitely strengthen their academic achievements because they will use different information from a very open source core. This will also develop their emotional intelligence. By



helping our students become aware that navigating through change that the attempts to create and recreate different paths for the future is in their own hands. I believe that. This could be the message. Let's empower teachers first, and then, the learners to realize that it is really in their hands. The tools how to navigate the futures, how to make different scenarios through the futures and once we become aware of this, I believe that we will have an enriched school life and we will have a world that is going to be a world with a balance of power and with equal opportunities to everyone. I believe that the Istanbul Education Summit is just such a monumental scene that will be seen later on once other people come as an opportunity for collaborative planning, making strategies and opening new and challenging ideas.

1st PANEL SUMMARY

THE CHANGE IN PHILOSOPHIES AND PARADIGMS OF EDUCATION

QUESTIONS

- ▶ What is the significance and methodology of incorporating human values into the education system in an era of phenomenal change driven by technological advancements?
- ▶ How can educators develop more stimulating, inclusive, and personalized learning experiences with the help of learner profiles? What potential drawbacks can this practice entail?
- ▶ Can we achieve a sense of purpose and fulfillment in students through a holistic approach to education?
- ▶ How can educational institutions successfully balance personalized learning while maintaining a standard curriculum?
- ▶ Is it possible for institutions to successfully incorporate affective variables into the education system, whilst aiming for academic excellence?

Education field has undergone a profound shift in paradigms and philosophies, leading to new perspectives and approaches. As educators begin to recognize the imperative for aligning educational models with the demands of the future, they are embracing new perspectives and approaches that prioritize holistic skill development, interdisciplinary learning, personalized curricula, and the integration of emerging technologies. An innovative approach, fueled by anticipation of technological and societal changes, empowers the design of education models that align with future demands.

This session discussed on various topics, including hidden curriculum, affective variables, learner profiles, human values and foresight of future education models.



change in
philosophies and
paradigms of
education

Leading the
Change in Education



ISTANBUL
EDUCATION
SUMMIT
FOUNDATION
FOUNDATION



Mehmet Özkan



Maryam Jaffer Ismail



Mark Winterbottom



Charles Reigeluth

3. ISTANBUL
EDUCATION SUMMIT

3. ISTANBUL
EĞİTİM ZİRVESİ

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3. ISTANBUL
EDUCATION SUMMIT



Mark WINTERBOTTOM

Professor Mark Winterbottom is Deputy Head of Faculty, at the Faculty of Education, University of Cambridge. He leads the secondary PGCE initial teacher education course, with particular responsibility for biology teacher education. Mark has a wide range of research interests, particularly in science education, teacher education and classroom environment. He has authored and contributed to a wide variety of school textbooks for 11-14, GCSE, and A level students, along with a number of books for teachers and Masters students in Education. Mark is a senior examiner at GCSE and A level, for UK and international qualifications, and regularly runs continuing professional development courses for teachers internationally.



Prof. Dr., School of Education,
University of Cambridge

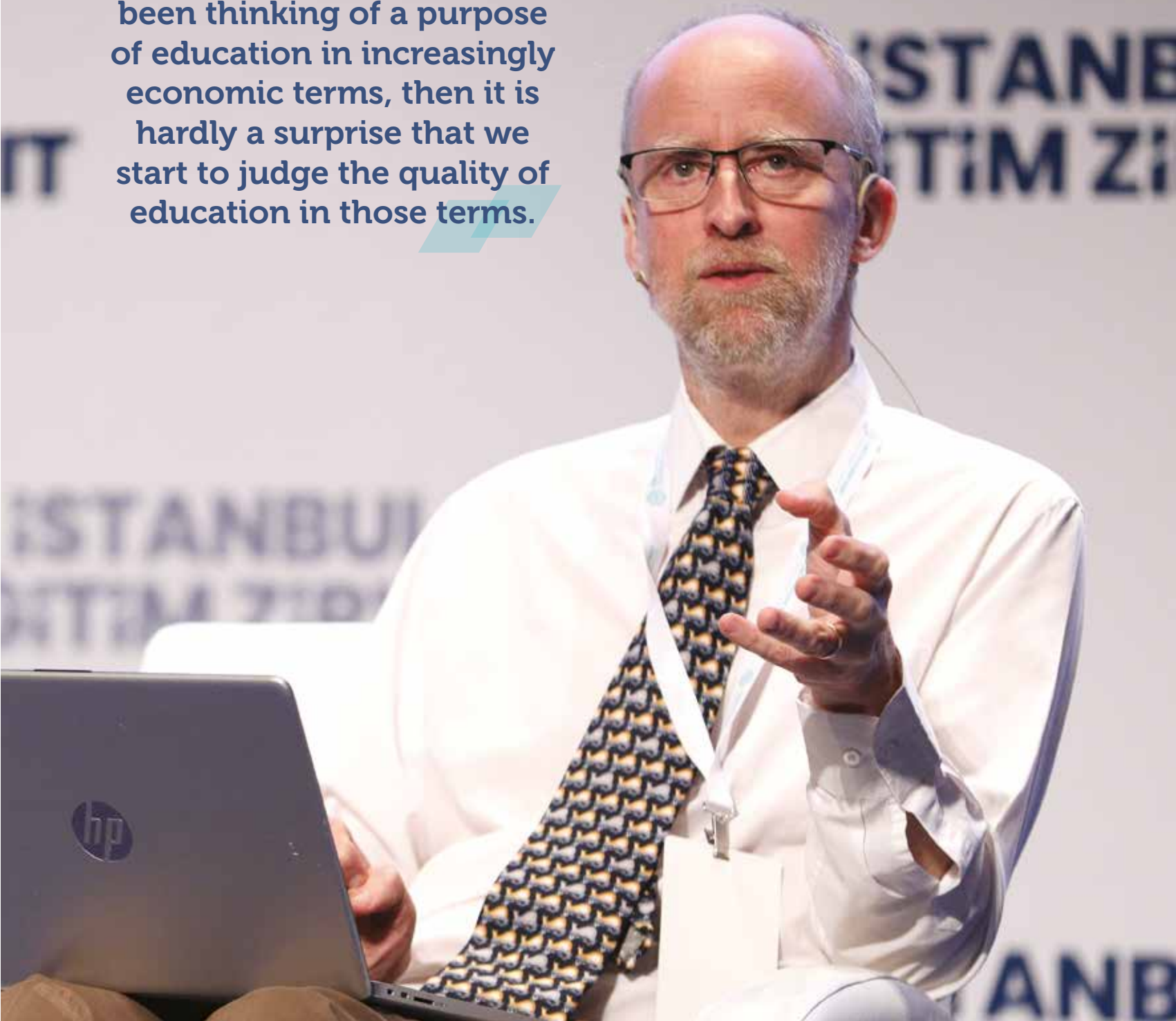
TIMSS and PISA have become increasingly important in evaluating education systems. When you look at how some countries define their aspirations for their children, you can see three things. It is about technology education. STEM education promoters often appear to adopt a salvation rhetoric claiming that STEM education should allow individuals and jurisdictions to be saved from economic disaster and prosper in terms of jobs and services. What you are seeing is a fundamental economic argument for education. It is all about the economics of the individual; it is about the economics of the country. All young generations should be educated to be technology-capable or STEM-capable. If we start to think of a purpose wrong if we have been thinking of a purpose of education in increasingly economic terms, then it is hardly a surprise that we start to judge the quality of education in those terms. That creates a problem because we move away from a holistic view of a child and we move towards a mechanistic entertainment-focused view of the child. That tests our ideas about what education is for. If it is to foster economic prosperity, what does that mean for us? It means that we will continue with PISA, exam results, and the chances of broader holistic education sitting alongside. Let's go further than that and consider the individual and their contribution. The contribution in the end might be economic, and that might be the output, but what about our contribution to society?

We move a little bit more toward what the child will gain and what the child will give and so maybe the purpose of education is to provide a preparatory education for those individuals who will become future technologists or work careers. Perhaps that is our benefit in terms of the technology education that we need to build, and that will lead to a functioning society, we are getting a little bit closer, if you like, towards something that feels more child centered. What that does for children is it gives students

those new ways of thinking, gives some powerful ways of analyzing and explaining, gives some power over knowledge, develops their criticality, and this knowledge enables them to follow and participate in debate. Hodson, in 2008, said he used the term universal critical scientific literacy, which carries with it a commitment to a rigorous analytical, skeptical, open-minded, and reflective approach to education. We value all those things to different extents for different ones of them depending on who we are and where we come from. The next one is to equip and benefit students in ways that positively impact their lives and help them navigate an uncertain future to advance a genuinely democratic society to enable citizenship. To equip students as agents of change in sociopolitical action to pass on reliable knowledge of the world because students are interested in something and may get excited about it. There is so much more to education and the shift, which I think is in process in different parts of the world to various extents. And we will resonate with other people in the audience to different extents, which is good if we want to say what education is for and where we should be going.

We can get caught up with technology by thinking it is very decent. It provides a student with us an opportunity to make sense of something. At its very superficial level, a teacher teaching something well to a student and the student thinking about it, not passively, actively thinking, is an opportunity to make sense of a dialogue with another group of students collaboratively learning. When we are testing technology and thinking about technology, we can simply ask if it will enable our students to make sense of something. I believe it can provide an equivalent opportunity to using a pen to talk, but it is all about whether or not it allows students to make sense of some key ideas.

If we start to think of a purpose wrong if we have been thinking of a purpose of education in increasingly economic terms, then it is hardly a surprise that we start to judge the quality of education in those terms.



Maryam Jaffar ISMAIL

Maryam Jaffar Ismail, PhD, is a senior lecturer and teacher educator with 35+ years of experience in teacher education. She served as the Dean of the School of Education at the State University of Zanzibar (SUZA) from 2014 to 2020. Maryam holds a B.A (Edu.) from the University of Dar es Salaam (UDSM), an M.Ed. (TEKSOL), and a Ph.D. in Teacher Education from Monash University, Australia. Her expertise includes ELT/EFL, TESOL, TEYL, TESL/TEFL, SLTE, TEKSOL, ELT teacher education, technology-enhanced learning, and language-in-education policies. She is also an education consultant at the Ministry of Education and Vocational Training (MoEVT) Zanzibar, leading various projects funded by organizations like SIDA and the Swedish Research Council. Maryam is active in education networks, including RELI and TALAST, and is involved in innovative practices such as TARL, LSP, and PBL.



Ph.D., Former Dean in School of Education, The State University of Zanzibar

The paradigms and philosophies that guide education have not remained static. The old paradigms, rooted in tradition, are facing the challenge of meeting the demands of a rapidly changing world. They have undergone a remarkable transformation, responding to the changing demands of our society and the challenges of our times. The landscapes of education have undergone a profound transformation.

The traditions that once anchored our educational systems are now confronted by the demands of an ever-changing world. This era, often referred to as Education 4.0, a learning approach associated with the fourth industrial revolution, aims to transform education in the future through cutting-edge technology and automation. This is an era that beckons us to embrace new trends and paradigms essential for societal and economic development.

We no longer see technology as a threat but as a powerful tool for learning. Virtual and augmented reality, artificial intelligence (AI), online platforms, online resources and other emerging technologies are opening doors to a world of possibilities, enabling personalized and immersive educational experiences. The 21st century witnesses a departure from teacher-centered instruction towards a student-centered paradigm that fosters critical thinking, creativity, innovation and problem-solving.

Modern era champions active learning and critical thinking. Students are no longer passive recipients but active participants in their educational journey. This paradigm shift empowers learners to explore their interests, fostering a passion for lifelong learning.

The focus has shifted from a teacher-centered approach to a student-centered, and from the mere

transmission of information to the cultivation of skills that empower students to solve real-world problems. Educators now consider a broader range of factors, including creativity, problem-solving abilities, and social-emotional skills when evaluating student progress. Currently assessment is more aligned with real-world skills and competencies. Traditional standardized tests are being supplemented with alternative forms of assessment (portfolio, group projects, practicum, internship, reflective practices, and self-assessments).

Lifelong learning is our compass in navigating the challenges and opportunities of the 21st century. With the advent of technology and online resources, education has become accessible anytime, anywhere. The 21st-century paradigm recognizes that learning is a lifelong endeavor. In a world of constant for change, the ability to adapt and acquire new skills is paramount. To remain relevant, to adapt and thrive in this dynamic world, we must embrace lifelong learning as the new standard.

The rigid structures of traditional classrooms are evolving into flexible learning environments, online learning, blended models and other innovative models and adaptive technologies which provide opportunities for personalized learning experiences. This flexibility accommodates diverse learning styles, allowing education to meet the individual needs of each student (personalized learning experiences tailored to individual needs or learners' profile).

We learnt that education is not solely about academic achievement and cognitive skills; it is about fostering resilience, empathy, and social skills. Students are being equipped not only with knowledge but also with the emotional intelligence needed to navigate the complexities of life and build positive relationships.

In the 21st century, knowledge is not confined to isolated subjects; it is interconnected. The new paradigm emphasizes interdisciplinary learning, encouraging students to make connections across various disciplines. Moreover, education is becoming more global, promoting cultural awareness and preparing students to address complex, real-world challenges that transcend borders.

My key takeaways highlighting the shifts in education paradigms and philosophies in response to the demands of the 21st century are:

- Great teachers remain the cornerstone of effective learning, technology presents an opportunity to support them, and is evident in teachers' roles, school designs, and educational administration.
- Formative assessments and a holistic view of student progress should be emphasized in the evaluation process. Tools and methods for assessment and evaluation should be reviewed and updated.
- Lifelong learning is essential due to the rapid pace of technological and societal changes, requiring continuous, adaptive education focused on transferable skills.
- Education's evolution extends beyond traditional classrooms, embracing flexible learning environments that accommodate diverse styles and provide personalized experiences.
- The changing landscape of the 21st century demands a dynamic, adaptable education system that prepares students not only for specific jobs but for a world requiring continuous learning, critical thinking, adaptability, and global awareness.
- Interconnected world should be a key priority in policies and practices.

As stakeholders, we play a crucial role in embracing these changes, ensuring that our educational systems are dynamic, inclusive, and capable of preparing individuals for the challenges and opportunities of the 21st century.

As stakeholders, we play a crucial role in embracing these changes, ensuring that our educational systems are dynamic, inclusive, and capable of preparing individuals for the challenges and opportunities of the 21st century.



Charles REIGELUTH

Dr. Charles M. Reigeluth is a distinguished educational researcher and consultant focused on paradigm change in education. He has a B.A. in economics from Harvard University, and a Ph.D. in instructional psychology from Brigham Young University. He taught high school science, was a professor at Syracuse University, was a professor at Indiana University for 25 years, and is currently a professor emeritus in the School of Education at Indiana University. He facilitated a paradigm change effort in a small school district in Indianapolis for 11 years. His latest books are *Instructional-Design Theories and Models, Volume IV: The Learner-Centered Paradigm of Education*; *Vision and Action: Reinventing Schools through Personalized Competency-Based Education*; and *Merging the Instructional Design Process with Learner-Centered Theory: The Holistic 4D Model*



Prof. Dr., School of Education,
Indiana University

There are two sides to the coin for leading paradigm change in education. Leaders need to know something about what changes to make, and they need to know something about how to make those changes happen. In other words, they need to understand what the new paradigm schools should be like and learn how to transform the current industrial-age paradigm schools into learner-centered ones. First, the schools were learner centered. This means that student progress was based on learning, rather than on a predetermined amount of time with all learners in a course required to move on at the same time, regardless of whether or not they had mastered the content.

In the Industrial Age, manual labor was predominant, so we did not need to educate many people to high levels and could not afford to. In contrast, knowledge work is becoming predominant in the digital age, and all aspects of life are becoming much more complex. Hence, we need to educate far more people at higher levels. Learning needs to be personalized rather than standardized. Some parts of the curriculum need to be required of all students, while others need to be personalized, along with pace and instructional methods. The student's role needed to change from passive (that is, learning by listening and reading) to active learning (that is, learning-by-doing, or project-based learning). Consequently, the teacher's role needed to change from sage on the stage to guide on the side. Technology can provide immersive learning environments to make projects highly motivating to students, and it can also offer tutorials to ensure efficient mastery and transferability of the needed skills and knowledge immediately before they are required during each project. Students can also help each other learn in team-based projects with collaborative learning, which will help prepare them for the workplace, where knowledge work is done primarily in collaborative teams. Students can be coached to be more self-directed learners, essential

for becoming effective life-long learners. All these features – competency-based education, personalized learning, project-based learning, collaborative learning, and self-directed learning, with the student as an active learner and the teacher as guide-on-the-side – are systemically interdependent. The Industrial-Age and Digital-Age paradigms of education are incompatible. We need to change our mental model of education to think in terms of continuous student progress, which means doing away with grade levels. Especially for younger students, educators must be concerned about their full, well-rounded development: cognitive, social, emotional, psychological, physical, and so forth. The most important result is not the system features you have implemented but the extensiveness of change in mindsets in the system's stakeholders. Without mindset change in stakeholders, no paradigm change can succeed in a school system because the teacher-centered mindset is incompatible with the learner-centered paradigm. Second principle is broad stakeholder involvement. It is essential to help many stakeholders evolve their mindsets about education, especially the opinion leaders in each stakeholder group – teachers, administrators, support staff, students, and parents.

Third principle is political support. You must have support from the leaders of all stakeholder groups so that no group will try to sabotage the transformation effort, but also because the transformation process will require considerable money and expertise. Fourth principle is whole-system transformation. If you do not change the entire system, the changes will not endure. Similarly, a school district can be split into two districts that operate independently, agreeing that students, teachers, and administrators can choose whichever paradigm they want. Those most interested in the learner-centered paradigm will be the pioneers who blaze the trail for those less committed to follow later.

We need to change our mental model of education to think in terms of continuous student progress, which means doing away with grade levels.



YOUTH SESSION

TECHNOLOGY IN TOMORROW'S EDUCATIONAL WORLD

QUESTIONS

- ▶ How does the integration of technology into education affect young people's motivation to learn?
- ▶ What ethical concerns or challenges may arise with the increasing integration of technology in education?
- ▶ How do digitalized education processes affect teacher-student interaction?
- ▶ How does technology assisted learning affect teamwork and collaboration among students?
- ▶ Access to digital resources can increase the diversity of learning materials. How does this diversity shape the learning experience of young people?

In the future of education, with the rapid advancement of digital tools and online platforms, students will experience a more personalized and interactive learning environment. Virtual reality, augmented reality, and artificial intelligence will become integral to the educational experience, offering immersive and engaging ways to comprehend complex subjects. However, while embracing these technological innovations, it's crucial to maintain a balance between digital interactions and face-to-face engagements. Ultimately, in the education world of the future, technology will be a catalyst for more dynamic, adaptable, and impactful learning experiences, equipping students with the skills they need to thrive in an ever-evolving world. The main theme of this session revolved around how rapidly evolving technology is transforming our world and how it could shape the future of education.



digital education
and videos in various languages



Didem K. BAYRAM

She spent her high school years at Robert College of Istanbul. She was admitted on a full scholarship to Yale University in the US. At Yale, she majored in American Studies and focused on critical race theory and the history of white supremacy. After graduation she returned to Türkiye and pursued a master's degree in İstanbul Technical University in Science, Technology, and Society Studies. She wrote her master's thesis on the racialization of the epistemological debates in American medical history. Her professional career started at TRT World and continued at TRT Dinle and Tabii media platforms. Later, she became the head of digital strategy and content for TRT 2, the art and culture channel, TRT 2 and has worked under the TRT brand for a total of 6 years. These days, Kaya Bayram is working on a book translation, and continuing her scholarly inquiry on the global history of racism, colonialism, and secularization.



Senior Digital Strategist and
Content Marketing Specialist

The basic premise of artificial intelligence or machine learning is that the algorithms are consuming large sets of data to find patterns and produce results. The problem is that these data sets are biased and not representative of everyone equally. Take language models like ChatGPT. It is being used more and more by all of us including the students. ChatGPT and other language models are trained using data from the internet. Anyone who has been on the internet for more than 2 minutes knows that anonymous comments sections and many online forums are reflective of the worst of humanity. Is it surprising that recently when people ask ChatGPT if Israelis deserve freedom the language model responded by saying “Yes”? Like all people Israelis deserve freedom. But when asked if Palestinians deserve freedom the model said as an AI lang model “I do not have personal opinions, feelings or beliefs and that it is a complicated issue.”

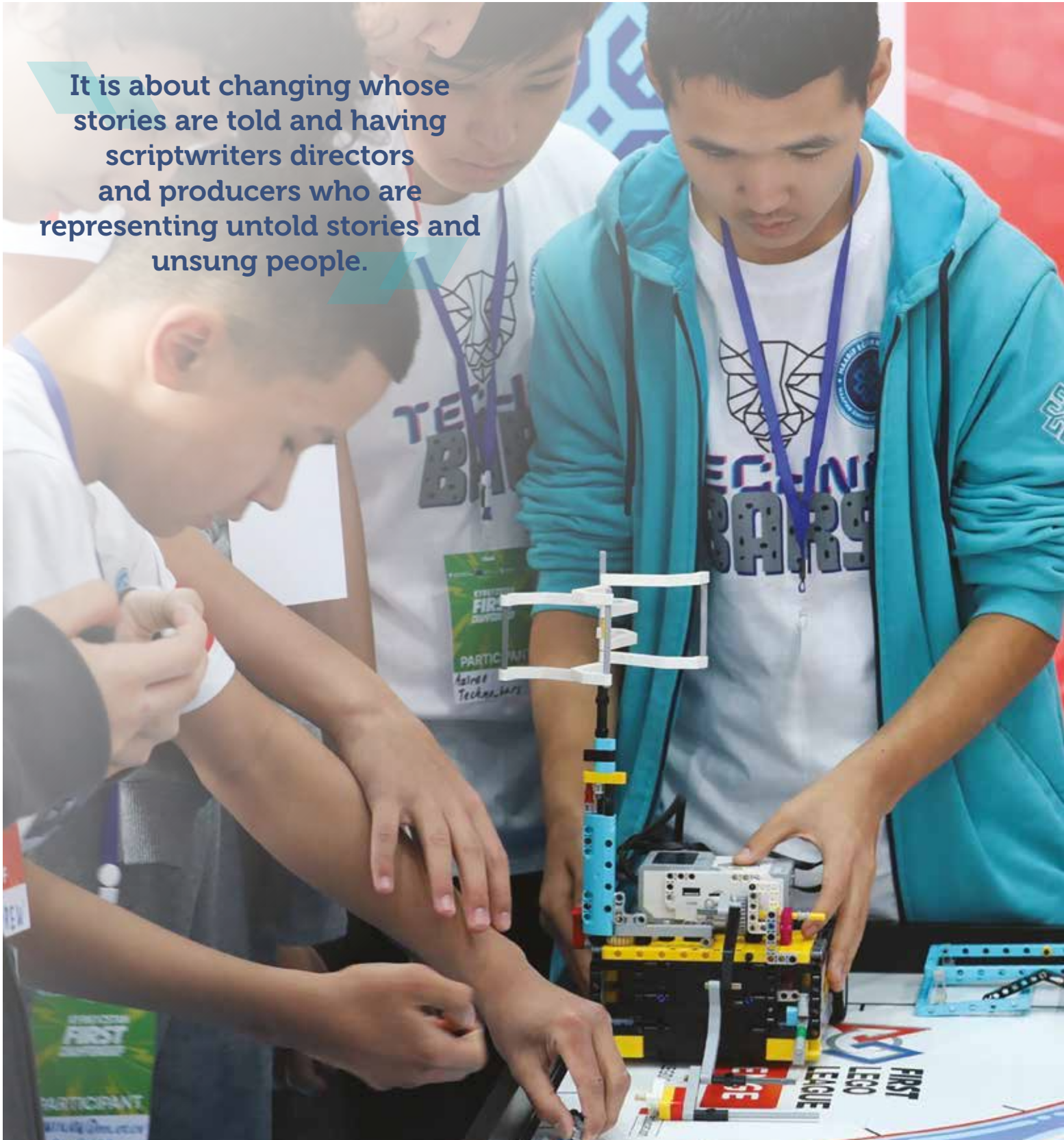
Bias in data sets is not the only issue. They are also incomplete. They do not represent all communities equally adequately. The biases that disadvantage some groups and privilege others neatly map onto the historical power dynamics between groups including between men and women, and white people over racialized people, and between colonizer and colonized. There is a growing number of scholars, educators, and activists thinking and talking about ethical AI and the decolonization of technology and education. The only way technology makes these predictions with current models is the data it is fed which put differently is just our collective past. And it is filled globally with inequality and discrimination against all kinds of populations. These technologies have a well-documented track record of bias outside of education as well. When you think of technology

in the classroom what do you imagine? On the one hand, you have high-end private schools handing out ipads to each student in a small class with a qualified instructor or smart boards and Zoom calls to experts living far away. On the other end of the spectrum, you have pre-recorded lectures watched either at home or in crowded classrooms without a teacher. The first step is to diversify the table from the first ideation stage to final execution, everyone from the makers of these technologies, producers, designers, engineers, and educators should reflect societies they serve. The data sets in which the models are trained, have to reflect the societies the models are serving. But diversification is not enough. We have to truly decolonize. It is about changing whose stories are told and having scriptwriters directors and producers who are representing untold stories and unsung people.

We have to be makers of technology. The role educators can play in this transformation is to encourage the students to turn into producers of technology rather than just consumers. But also, to become digitally literate. To not have automation bias and to apply our collective critical thinking to emerging technological innovations. We have to empower our young people with an understanding of world history that highlights our collective near past that is spilling into our current moment. If we do not decolonize our minds, we are doomed to repeat the same cycles and cannot possibly break away from the tired narratives imposed upon us.

In the end using inclusive pedagogical approaches, decolonizing curricula, and being critical of new tech is essential for a better future for all in and out of the classroom.

It is about changing whose stories are told and having scriptwriters directors and producers who are representing untold stories and unsung people.



Attila HAJKÓ

Attila Hajkó is a teacher of History and English language. He graduated from the University of Miskolc, Hungary, with a degree in History as a Philologist (BA) as a teacher of History, English language, and culture (MA). He has been working as a teacher and language trainer since 2015, offering courses in several ESP (English for Specific Purposes) areas for adults and teenagers, including information technology, accounting, and business communication. Since the establishment of the International Maarif Schools of Budapest, he has been working as a History and English teacher. Starting from February 2023, he has assumed the position of vice principal at the same school. He has gained expertise in teaching history in English within the school's bilingual program and also excels in taking care of issues related to educational and enrolment affairs, and in preparing assessments.



School Leader, Hungary
Maarif Schools

Over the past few decades, particularly in the aftermath of the pandemic, unbelievably fast-developing technologies have brought about rapid and fundamental changes in the field of education.

The adoption of new tools and equipment requires a considerable degree of collaboration and willingness on the part of teachers. Striking the right balance in the classroom and using technology in the appropriate measure is a notably complex task. The role of the teacher has never been more critical in this context. Consequently, we must take into consideration the available options and opportunities for utilizing technology in the 21st-century classroom.

According to the traditional approach, teachers bring a substantial number of printed materials, such as quizzes, cards, and paper sheets, into the classroom. In recent years, we have witnessed a growing trend in the use of various applications and platforms for educational purposes, ranging from interactive quizzes like Quizlet and Wordwall to 3D animations like the Hungarian MozaWeb. It is the responsibility of teachers to select the appropriate tools for their classes carefully. Finding the right balance in this regard is crucial. One of the major advantages of utilizing digital materials and tools is the diverse range of ways through which students can access the necessary learning materials.

Technological innovations have greatly facilitated in-class interactions among students in recent years. What is truly essential is the platforms and frameworks we establish for this kind of collaboration during lessons.

In the 21st century, one of the crucial tasks for teachers is to help students find the right sources of information. In any topic searched online, there is an overwhelming

amount of information available. One of the most important tasks for a teacher is to provide guidance to students in distinguishing between verified and unverified sources.

Technological innovations have significantly eased this collaborative process among students. This can be seen, for example, in jointly created essays, presentations, or project assignments. Students can work on the same document, simultaneously adding their ideas. This is an excellent way for brainstorming.

Technological innovations can greatly motivate students. However, it is important to note that maintaining a healthy balance in the use of technical devices during class is crucial.

It is the teacher's responsibility to plan lessons where technology has a defined role and is used in a goal-oriented manner.

QR codes can be created with just a few clicks, leading to online resources and making our lessons more interactive. If we physically place these codes in different locations, it can make our lessons more dynamic.

The most pressing ethical issue in 2023 concerning technology and education is artificial intelligence (AI). AI will fundamentally change our mindset about education. This new tool raises questions about the long-term viability of language learning, lexical knowledge, and the acquisition of text composition skills. We must raise the question: what role will this tool play in the future of education?



The adoption of new tools and equipment requires a considerable degree of collaboration and willingness on the part of teachers.

Elvan Kuzucu HIDIR

She studied at Bilkent University, Department of Electrical and Electronics Engineering, with a comprehensive scholarship and graduated with an undergraduate degree with High Honor. She continued with her master's degree in the same department at the same university. She was entitled to receive the Ministry of Industry and Technology's Technoenterprise Capital Support. She started her doctoral education as a research assistant in the Department of Electronics and Communication Engineering at ITU (Istanbul Technical University). She is currently in the doctoral thesis stage on the design of 5G and beyond secure communication systems. Since 2018, she has been a member of the TEKNOFEST Executive Board, responsible for technology competitions. She continues to serve as the Chairwoman of the Board of Directors and General Manager of T3 Foundation.



Member of the Board of Trustees
& Chairman of the Board of
Directors, Turkish Technology
Team

As it affects all those sectors, the rapid development of technology also transformed education. However, depending on how we integrate technology into education, the motivation of the students can be affected negatively or positively. It depends on how we integrate. I can give brief information about our T3 Foundation. This foundation was established in December 2016 by a group of entrepreneurs and some young professionals. As Turkish Technology Team Foundation we believe that to raise the voice of Türkiye for a better world, it is inevitable to realize the national technology initiative. As the Turkish Technology Team Foundation, we aim to help Türkiye realize the national technology initiative from the economic, science or educational aspects. Our target as T3 Foundation is especially the age group between 6 and 14. We are trying to create an out-of-school environment for the application of technology to education. When we read famous scientists' biographies worldwide, we can see that scientists have enthusiasm and curiosity about scientific activities from childhood. As T3 Foundation one of the most significant goals is to raise the interest of children in science, technology, mathematics, and engineering.

We make extensive use of educational technologies in our workshops, pieces of training within the scope of our Dene-Yap Technology workshops, Discovery campus project, and another project, the "Bilim Türkiye", which is a science centre project. In Dene-Yap Technology Workshop, which is a maker lab. We give 24 months of education in 11 different topics. These topics are related to technology, such as robotic coding, advanced robotics, electronic programming and IOT, aerospace technologies, energy technologies, and nanotechnology. Also, it includes software education, for example, software

programming, artificial intelligence, cyber security and so on. The type of education depends on the topic, especially robotic coding, electronic programming, and nanotechnology education given in the physical environment. However, in software programming, artificial intelligence, and the like, we give that education in online environments. We provide this education free of charge, and now, in every region of Türkiye, we have opened Dene-Yap workshops; the total number of students getting this education in Türkiye has reached 20,000. It is important. It is a special education and free of charge. However, we select those students with some elimination. There is a two-step examination, and we are trying to measure their creativity, critical thinking ability and so on. After giving the students, the perspective of project development with the idea of design-thinking, we teach them 3D designing software programs to teach prototype production methods. Then, we teach them to print their 3D design using 3D printers or CNC devices.

Also, those students can use laser marking devices to make their logos or brands on their 3D-printed prototypes. So, during the three- or four-month design and production course, we create awareness among the students about many different design and production techniques. We utilize various software and equipment in all our other courses in Dene-Yap Technology workshops as well. They get prototypes of their dreams. We transformed some abstract things into concrete things by using these platforms, so we see that those integration types for design and production positively affect most of the students' motivation. We observe that these applications, such as virtual laboratories, augmented reality applications, and simulations, also help to attract students' attention and affect the motivation.

In the integration of technology, we need to present equal opportunity since some households do not have access to computers or other technical equipment. We see the results of it, especially during the pandemic; maybe in a household, there are three children but only one tablet or computer.

As the Turkish Technology Team Foundation, we emphasize equal opportunity; we are trying to provide opportunities to every student from Edirne to Hakkari. We have many Dene-Yap technology workshops. These workshops have the same concept, and the educational contents are the same.



As the Turkish Technology Team Foundation, we emphasize equal opportunity; we are trying to provide opportunities to every student from Edirne to Hakkari.

SCHOOL LEADERS SESSION

LEADING THE CHANGE IN EDUCATION

QUESTIONS

- ▶ What role do visionary leadership and innovative thinking play in driving meaningful change within educational systems?
- ▶ How does leading the change in education contribute to creating a more equitable and globally competitive society?
- ▶ How does a focus on developing critical thinking, creativity, and adaptability align with the goals of leading the change in education?
- ▶ What role does teacher professional development play in leading the change in education, and how can educators be adequately prepared for new approaches?
- ▶ How can visionary leadership in education drive meaningful change and reshape the learning experience for students?

Leading the change in education is a dynamic and transformative endeavor that holds the potential to shape the future of society. It requires visionary leadership, innovative thinking, and a commitment to creating an educational landscape that aligns with the evolving needs of learners and the demands of an everchanging world. Leading the change in education involves fostering a culture of collaboration, where educators, policymakers, parents, and students collaborate to design curricula that are relevant, inclusive, and empowering. By embracing this role, change leaders in education pave the way for a more equitable, forward thinking, and globally competitive society.

In this panel, our school leaders from Turkish Maarif Foundation Schools talked about the visionary leadership, innovative thinking, and a commitment to creating an educational landscape that aligns with the evolving needs of learners and the demands of an everchanging world.





Francis BASS

Francis Bass has devoted over a decade to the field of education, currently serving as the Head of the Primary Department at Maarif International Schools of The Gambia. His unwavering passion for teaching has played a pivotal role in the school's outstanding success, fostering trust among parents. With experience in mission, government, private, and international schools, Francis possesses a comprehensive understanding of diverse primary education setups. In addition to his teaching career, Francis' commitment to holistic education is evident in the clubs he established within the schools, such as the Young Learners Club and Environment Club, which enrich students' academic experiences. Francis Bass served as the President of the Primary Teachers Association at The Gambia College School of Education, advocating for primary school students and educators.



School Leader,
Gambia Maarif Schools

Educational spaces' design and organisation play a significant role in enhancing active learning. It is a powerful instrument that can affect conscious and unconscious minds. Going to school should create that feeling of eagerness to learn and enhance creative thinking. However, research has proved that success in education has a lot to do with the environment. Educators, need to be more space creators and designers to allow students to work independently.

Some of the ways we can create, and design spaces include:

- Designing stairwells to show math equations and do wall art.
- Designing cafeterias to promote nutrition education
- Empty classes can be used for co-curricular activities, for example, math club and spelling bee.
- The garden areas can be utilized by engaging students in different ways of gardening. Example, mobile gardening.
- Unused areas by the playground can be used as a bantanba (which means a place in gambian communities where people gather and discuss important issues). It can serve as an ideal place with the right temperature and good air quality for the students to do group work and assignments.

Since the school is the place where students spend most of their time, we as school leaders need always to find ways to identify, design and make spaces in our schools attractive and conducive for the students.

Technology is the backbone of everything we do, including our education system. As such, it is challenging to do away from it. Although it has

Educators, need to be more space creators and designers to allow students to work independently.

some disadvantages, the advantages weigh more. An example is that the teacher may use computer-based instructions for fast learners while focusing on the slow learners. Looking at the traditional teaching methods, which need to be improved, the teacher does almost everything. He or she holds all the responsibilities and plays the role of the instructor. Literally, all information comes from him/her.

However, it has positives such as:

- Face-to-face interaction.
- Promotes active engagements.
- Allows teachers to connect with the students physically.
- It is easy to manage the classroom.
- It enhances social development.

To conclude, school leaders will, therefore, need to embrace the best of both to ensure a well-rounded education for the students.



Bilijana ĐURĐEVIĆ

She studied at the Faculty of Teacher Education in Belgrade, in the Department of Teacher Education. She speaks English and has a B2 level FCE certificate. After the master studies, she starts working in elementary school as a teacher in the classroom. She is currently employed as a deputy principal at the same institution which is now part of Maarif International Schools. She is a member of teams that monitor and influence the development of the institution and the system. Biljana is a co-author of the European project We all matter – integrative learning, which is supported by the European Union fund. In the course of her previous work, she regularly improves in various fields of education for 21st century and psychology of management.



School Leader,
Serbia Maarif Schools

School spaces, whether they are traditional classrooms, libraries, or innovative learning hubs, are more than just physical settings for educational activities. They are shaping the way students interact with their learning environment. We need to ask ourselves - What do students need? For example, we can say sports. But most of the students, after a while, will try to enroll in professional sports clubs if they really want to be successful players.

When you ask any teacher or principal, they might say that schools can offer weekend classes or workshops to reinforce or extend students' knowledge and prepare them for university. STEM workshops can be engaging and educational. Students can participate in hands-on experiments, robotics, or coding projects. Let's explore creativity - with different art, music, drama workshops, language courses, or cultural programs. How can students benefit from these activities, and how can the school benefit from them? I asked students and depending on their age I received different answers: they suggested artificial rock climbing, different types of construction activities, and gaming. Let's combine some of those activities so we can cover most of the topics they would love to contribute. Let's make a climbing wall and organize professionals to prepare us.

Moreover, such activities should be designed to cater to a range of interests and abilities, and they should be optional, allowing students to choose those that align with their passions and goals. Let's remember that the school's space is more than just walls and doors; they are the foundations of our students' aspirations. By listening to the voices of our students and embracing the opportunities afforded by technology, we can transform school spaces into

vibrant hubs of learning, empowering students to realize their full potential and shape the minds of tomorrow. Balancing digital resources and traditional methods requires a thoughtful, strategic process. By doing so, the school provides students with an education that prepares them for the challenges of the modern world and the future while preserving the values and effectiveness of traditional teaching methods.

We need to create a clear and comprehensive vision for the role of technology in education. What are our school's mission and values, and goals? How can we use a digital approach to fulfil them?

We need to invest in ongoing professional development for teachers to help them become proficient in using digital resources effectively. Our mission should be to help teachers improve their skills. As teachers, we need to recognize that the education landscape is constantly evolving, and we need to be prepared to adapt the balance between digital and traditional methods as new technologies and educational practices emerge.

In Maarif, we must encourage collaboration among educators to share best practices and lessons learned from integrating digital resources with traditional teaching methods.



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Arber MORINA

He currently serves as the Vice-Principal of the International Maarif Schools of Kosova. As the Co-founder and Executive Director of the NGO "Centre for Education, Research and Trainings 'Konika', Arbër is committed to ensuring the organization's mission through fundraising, communications, and strategic planning. He holds the role of a lecturer at AAB College in Prishtina, Kosovo. Notably, Arbër has also held the position of Principal at The British School of Kosova. Arbër served as the Chief of the Minister's Cabinet and Political Advisor to the Minister at the Ministry of Education, Science, and Technology, where he played a pivotal role in advising on education policies and managing ministerial activities and communication. He holds a Master of Science degree from the Rochester Institute of Technology and currently is a PhD candidate in the field of education.



Integrating digital resources with preserving traditional teaching methods and values is crucial for providing a well-rounded education. Here are some strategies for school leaders to achieve this balance:

- Define a clear vision for your school incorporating digital resources and traditional methods.
- Provide ongoing professional development for teachers to enhance their digital literacy skills.
- Offer training on effectively integrating technology into the curriculum while maintaining traditional teaching values.
- Align digital resources with the existing curriculum to enhance rather than replace traditional subjects.
- Foster student-centred learning using digital resources to cater to individual learning styles and paces.
- Encourage collaborative projects that combine digital and traditional elements, promoting teamwork and communication skills.
- Develop a balanced assessment strategy that includes both traditional assessments (such as exams and essays) and digital assessments (e.g., online quizzes and projects).
- Involve parents and the local community in discussions about the use of technology in education.
- Invest in reliable infrastructure to support the integration of digital resources.
- Ensure all students have equal access to technology to avoid creating disparities in learning opportunities.

- Reinforce the school's core values and traditional teaching methods as the foundation of education.
- Use technology to enhance these values rather than allowing it to compromise them.
- Seek feedback from teachers, students, and parents to make informed adjustments.

The physical environment in education plays a crucial role in shaping the overall learning experience and influencing student outcomes. Here are some critical perspectives on the importance of the physical environment in education:

- A well-designed physical environment can create a positive and motivating atmosphere.
- Varied physical spaces allow for different learning styles.
- The physical environment should encourage student collaboration and social interaction. Common areas, group study spaces, and communal facilities foster community and teamwork.
- Ergonomic furniture, proper lighting, and secure facilities provide a safe learning environment.
- Inclusive design considers the needs of all students, making the learning space welcoming for everyone.
- Schools should consider energy efficiency, waste reduction, and green spaces to teach students about environmental responsibility.
- Access to a well-stocked library and other learning resources is crucial.

- A flexible physical environment can adapt to evolving educational practices and technological advancements

In summary, effective space design in educational settings goes beyond aesthetics; it plays a crucial role in shaping the learning experience and can significantly improve student motivation, collaboration, critical thinking, and overall academic performance.

From traditional classrooms to innovative, technology-enhanced environments, the key takeaway is clear: the design of educational spaces plays a pivotal role

in shaping how students engage with and absorb information.

In essence, the transformation of educational spaces is not merely a physical change but a catalyst for a cultural shift in education. By recognizing the importance of fostering active learning and engagement, we set the stage for a future where students are not just recipients of information but active participants in their own learning journeys. As we continue to innovate and adapt, let us embrace the potential of educational spaces to inspire, motivate, and cultivate a love for lifelong learning among our students.



From traditional classrooms to innovative, technology enhanced environments, the key takeaway is clear: the design of educational spaces plays a pivotal role in shaping how students engage with and absorb information.

Amy Louise SHAW MABROUK

Amy Mabrouk is the Vice-Principal of the Maarif Primary and Lower-Secondary School in Tunis, Tunisia. She holds degrees from Keen State University and Antioch University. In 1981, she left her hometown of Boston, Massachusetts, and embarked on a transformative journey to Tunisia with Peace Corps Tunisia. As a Peace Corps Volunteer, she had the privilege of working in both the Special Education and University sectors. Her professional journey in Tunisia has been diverse, including Peace Corps Training Officer, owner, and principal of a preschool, and serving as the Director of the English Language Programs for AMIDEAST for over a decade. Each position highlighted different facets of education and the needs of students, reinforcing her belief that every student deserves the knowledge and opportunities that a solid educator and school system must provide.



School Leader,
Tunisia Maarif Schools

The design and organization of educational spaces can influence student engagement and active learning by creating flexible and versatile environments that can accommodate different types of learning activities and teaching styles. Schools can incorporate moveable furniture, technology-equipped collaboration spaces, and natural lighting to create dynamic and interactive learning environments that can adapt to the diverse needs and preferences of students.

Another successful approach to leveraging space's instructive role beyond classrooms is by incorporating outdoor learning spaces, such as gardens, outdoor spaces, and playgrounds. These spaces can provide students with opportunities for hands-on learning, sensory experience, and physical activity, which can enhance engagement, creativity, and overall well-being.

Our school hallways can be modified to become learning or social spaces where students can gather and share. Our libraries can become more than just tables, chairs, and rows of bookshelves. They can be reading corners, quiet spaces, and relaxing environment pockets that would encourage recreational reading in an inviting environment.

Additionally, the use of colour, texture, and aesthetics in the design of educational spaces can also impact student engagement and motivation. Research has shown that well-designed and visually appealing spaces can have a positive influence on mood, behaviour, and academic performance. By incorporating elements of biophilic design, such as natural materials, plants, and outdoor views, schools can create environments that promote relaxation, focus, and well-being among students.

Moreover, the accessibility and inclusivity of educational spaces are crucial factors that can influence student engagement and active learning. Schools should ensure that their facilities are designed to accommodate students with diverse physical, sensory, and cognitive abilities, providing assistive technologies, ergonomic furniture, and other resources to support their learning needs. By creating inclusive spaces that are welcoming and supportive of all students, schools can promote a sense of belonging, empowerment, and academic success among their diverse student population.

School leaders can effectively balance integrating digital resources with preserving traditional teaching methods and values through some of the below-mentioned strategies:

- Develop a clear vision. This vision should prioritize the goals of providing a well-rounded education for students while also ensuring that students learn important values and skills.
- Provide adequate training. This may also involve providing professional development opportunities, resources, and ongoing support.
- Encourage Collaboration. This can help to ensure that students receive a consistent and high-quality education across all subject areas.
- Monitor and Evaluate Impact: School leaders should regularly monitor and evaluate the impact of integrating digital resources on student learning outcomes. This can help identify areas for improvement and ensure that students are receiving a well-rounded education.

- Foster a Culture of Innovation: School leaders can create a culture of innovation where teachers are encouraged to explore new ways of integrating digital resources into their teaching. This can help to ensure that students are exposed to a wide range of learning experiences.

Overall, school leaders can effectively balance integrating digital resources with preserving traditional teaching methods and values by having a clear vision, providing training, encouraging collaboration, monitoring impact, and fostering a culture of innovation.



Schools can incorporate moveable furniture, technology-equipped collaboration spaces, and natural lighting to create dynamic and interactive learning environments that can adapt to the diverse needs and preferences of students.

18 NOVEMBER 2023

DAY 2



EGITIMDE İYİ ÖRNEKLER | LES BONNES PRATIQUES DANS L'ÉDUCATION



CENTURY OF TÜRKİYE SESSION

EDUCATION IN THE CENTURY OF TÜRKİYE

QUESTIONS

- ▶ How has education in Türkiye evolved over the past century, and what were some of the key milestones in its development?
- ▶ In what ways is the Turkish education system adapting to the challenges and opportunities of the 21st century, such as technological advancements and changing global dynamics?
- ▶ What are some examples of successful initiatives or programs that have aimed to enhance the quality of education in Türkiye in recent years?
- ▶ How does education contribute to Türkiye's competitiveness and global standing?
- ▶ What challenges does the Turkish education system currently face, and how can they be addressed to ensure continued progress in the next century?

Since the establishment of the republic, education has been a central pillar of Türkiye's progress and development. Notable reforms have been implemented to enhance literacy rates and broaden access to education, leading to a more informed and empowered society. In the contemporary era, Türkiye is adapting its education system to meet the demands of the rapidly changing world. Embracing technological advancements, the education landscape is shifting towards digitalization, personalized learning, increasing soft power and a greater emphasis on critical thinking and creativity. As Türkiye moves forward, education will continue to be a driving force, fostering innovation, inclusivity, and competitiveness on both national and international stages. The commitment for creating virtuous generation remains at the forefront of Türkiye's educational mission in the century ahead.

The participants of this session shared the view that key milestones in Türkiye's education, ways of Turkish education system adapting to the challenges and opportunities of the 21st century, examples of successful initiatives or programs that have aimed to enhance the quality of education in Türkiye, roles of education in Türkiye's competitiveness and global standing.





Celile ÖKTEN

She graduated from Boğaziçi University, Faculty of Arts and Sciences, Department of Turkish Language and Literature. She completed her master's degree in the Department of New Turkish Literature at Marmara University Institute of Turkic Studies and her doctorate in the Department of New Turkish Literature at Istanbul University. She conducted postdoctoral research on Language planning and Language policies at the University of Wisconsin. She worked as a co-coordinator in the Deep Approach in Language Teaching study, a project on the restructuring of Turkish programs in the University of Wisconsin and the United States Department of Education. She served as the deputy director of Yıldız Technical University-Turkish and Foreign Languages Application and Research Center. Ökten served as Educational Counselor in Bern in 2022-2023, and was appointed as deputy minister of the Ministry of National Education on 22nd June 2023.



Assoc. Prof., Deputy Minister,
Republic of Türkiye Ministry of
National Education

In the Century of Türkiye, we have implemented our understanding of education that respects our national and spiritual values, combines knowledge and skills, follows the learning and teaching methods of the age, carries innovative educational technologies to all levels of education, and puts the teacher, family and student at the center together. The factor that gives us strength here is our understanding that cares about "human" and "humanity". In addition, engineering subjects are widely included in our curriculum within the framework of science, technology, engineering and mathematics (STEM) education included in UNESCO's Global Education Monitoring Report. We aimed to close the gap between our children, who are introduced to technology, which is expressed as "digital native", as soon as they are born, and our education staff, who have encountered the technological culture called "digital immigrants".

In this context, within the framework of the National Artificial Intelligence Strategy Action Plan, we develop awareness-raising digital content on the basics of data science, algorithmic thinking, coding and artificial intelligence applied education and offer them to our teachers. The Teacher Information Network (ÖBA), where our teachers can receive professional development training and access content, is an important digital content platform in this sense.

By bringing together the accumulation of our past with the future, we carry out our digital transformations in education as not only consuming technology but also producing the best with technology. EBA, another digital education platform that crowns our educational technologies with its success, and which started broadcasting in 2012 and contains

different content for students, teachers and parents. In addition, with EBA Abroad, we reach our children, with whom we have a bond of heart, wherever they are in the world, and share all our course content with them. In 2023, we established the Public Education Centers Information Network HEMBA with the aim of transferring the courses in the Public Education Centers, which continue their activities within the scope of non-formal education on a national scale, to the digital environment and opening them to all our citizens in Europe, primarily in the Balkans.

While raising individuals equipped with the skills to meet the developing and changing needs that will serve the needs of the 21st century, we attach importance to international projects with our understanding of foreign policy in education. With the Electronic Platform for Adult Learning in Europe (EPALE) Project, we aim to create a basic platform by raising awareness and developing qualified content for adult education. We are establishing an educational diplomacy training by our Ministry in consultation with the esteemed Turkish Maarif Foundation and institutions/organizations such as YTB and TİKA, which are as valuable as you.

Türkiye has now reached a level that can be shown as an example to many countries with its education and training infrastructure and system. We now explain most of the modules in the training to different countries and share our experiences. In the Century of Türkiye, we are becoming a country that develops and produces many more models that preserve our originality in every field, especially in education.

3. İSTANBUL EĞİTİM ZİRVESİ

In the Century of Türkiye, we are becoming a country that develops and produces many more models that preserve our originality in every field, especially in education.



Ökten



Halil BERKTAY

Halil Berktaş has been a full professor at Ibn Haldun University since May 2017. He is currently in office as an emeritus professor since January 31, 2016. Berktaş earned his BA and MA degrees in Economics from Yale University (USA) in 1968, and his PhD in History from University of Birmingham, UK, in 1991. Berktaş's research interests include: historiography (general and Turkish); debates over pre-capitalist modes of production and theories of feudalism; attempts at conceptualizing the Ottoman social formation; the formation of Turkish nationalism and national memory; revolutions and military takeovers; the Turkish revolutions in comparative perspective; the human costs of modernity and the nation-state; remembering and forgetting; history curricula and textbooks in the Balkans; history of Marxism and socialism.



Prof. Dr., School of Humanities
and Social Sciences, Ibn
Haldun University

Türkiye's recent history is an example of late or delayed nation-state formation faced with crises and emergencies of all kinds involving the collapse of an empire and the challenging transition from the decline of the empire to a modern nation-state. This process of delayed transition, delayed nationalist, delayed nationhood brings with itself all kinds of dangers and all kinds of emergencies, including the prospect of partitioning and fragmented colonization, against which, both 19th-century Tanzimat modernization from above was intended as a remedy. Then the national struggle of 1919-22 and the formation of the promulgation of the modern republic.

That it engenders is a process of a very anxious and hurried catching-up agenda. And it goes hand in hand with a very practical, pragmatic sort of modernism and modernization. Türkiye never seems to have enough time for 19th-century Tanzimat elites, 20th century Young Turks, and then Republicans to sit down and think about what it is that they are doing, what are the intellectual and philosophical possible backgrounds, what are the implications from transferring from one kind of culture to another. It is in response to this kind of permanent emergency, a permanent crisis, that modern Turkish education.

The first agenda is importing the European army. The Empire is faced with the question of survival or extinction. You have to have a modern army, which means you have to have a modern officer core, and modern military schools are the first priority. All the rest of education is eventually subjected to or organized around or woven around that primary agenda of introducing modernity through military modernization. But this is what the new education does; it gives rise to a military-bureaucratic class formed through education, which then tries to call

forth a nation in its image. Again, through education, apart from the social, political, and economic consequences. It primarily served in this overall project of pragmatic modernization, including the political configurations it represents.

My wish for the second century of the Turkish Republic is to switch from learning for this or that sense of outside learning kind of purpose to practicing education for the sake of education and learning for the sake of learning in the sense of doing art for the sake of art.

I have two major problems with my students. One, reading; two, ferocity and competition in the class environments. I have been teaching in Türkiye for more than 50 years. Sorry to say that I have never ever confronted a classroom of students who are ready to respond to the readings when I ask any opening question about it. Have you done this reading? Have you done that reading, anybody? There is complete silence. Number one is because there is this prevailing social culture of not appearing too forward but retreating from seeming competitive into some kind of backwater of silent solidarity. Secondly, they do not know how to summarize, which has to do with their high school background. Thirdly, there is a hidden assumption that the teacher will go over the readings anyway, and that has to do with the role of the teacher, especially in Turkish secondary education at the middle school and high school levels. There is just one textbook, and the teacher will take the textbook. Open the chapter for that day and go over the textbook paragraph by paragraph.

This kind of secondary education dovetails into the deficiencies of university education. Higher education

will not really enable Türkiye to stand up and be competitive and Leading Edge on a global scale in the second century of the Republic. First priority, would be a comprehensive reform in secondary education based on a certain mental principle and based on one fundamental object that is effective. My mental principle is less is more. This has to be

reduced to fewer courses, more profound courses, and many more.

The idea of the teacher has to be replaced by rehabilitating and reconstituting the Prestige and credibility of the teacher as an autonomous intellectual.

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Azmi ÖZCAN

Professor Özcan is known in the international community for his research on Colonial History, Ottoman Modern History and South Asian Muslims. He is a graduate of Ankara University Faculty of Theology and İstanbul University Faculty of Law. Özcan earned his Master's degree in Middle Eastern Studies at the University of Manchester in 1986. As a researcher of İSAM, Özcan gave lectures at the University of London SOAS in 1990 after completing his doctorate on British-Ottoman Relations in the Department of History. He served as the Chairman of İSAM between 1996 and 1999, became an associate professor in 1997 and earned the title of Professor in 2002. Professor Özcan wrote four books published in the field of recent Ottoman History and penned down many articles in different languages. Professor Özcan currently is a Member of the Board of Trustees of May 29 University in İstanbul.



Prof. Dr., Department of
History, Fatih Sultan Mehmet
Vakıf University

Constitutions are concise and concrete legal texts that regulate the sovereign rights of the state, the hierarchy of official institutions, and the relationships between these institutions. Educational content began to appear in constitutional texts in the world generally from the 19th century onwards. There was no place for education in the Tanzimat Edict, a major step in constitutional developments, which was declared in 1839. The Reform Edict dated 1856, however, contained some articles regarding the educational policies and practices of the state. Kanuni Esasi, the Basic Law adopted on 23 December 1876, was an important turning point in terms of the constitutional development of the Ottoman Empire. The first of these is "Public education is free. Provided that they comply with the specified law, every Ottoman citizen is entitled to public and private education" (Art. 15). Another regulation regarding education is the article: "The first level of education will be compulsory for the Ottoman people, and its degrees and details will be determined by special regulations" (Art. 114). It was clearly stated in the article that the first part of education was compulsory for all Ottoman subjects; thus, in the General Education Regulation put into effect in 1869, the acceptance of four-year primary schools, which was the first part of education, was this time extended to everyone in accordance with the constitution. Article 18 of the Basic Law: "It is necessary for Ottoman subjects to know Turkish, which is the official language of the state, in order to be employed in the state departments" (Article 18), states that both the official language of the Ottoman Empire and implicitly education, and the language of instruction is Turkish.

Teşkilât-ı Esâsiye, which was put into effect in 1921, in the war conditions of an extraordinary period, had no

regulation about education understandably. But the Constitution of 1924, which was the first constitution of the new Republic of Türkiye, contained only one article regarding education: "Primary education is compulsory for all Turks and free in state schools" (Art. 87). Accordingly, primary education was compulsory for all Turkish citizens and free of charge in public schools. Another constitutional development is the text that was prepared after the 1960 military coup. "Providing the education and training needs of the people is one of the primary duties of the state. Primary education is compulsory for all citizens, boys and girls, and is free in public schools. The state provides necessary assistance through scholarships and other means to enable successful students who lack financial means to attain the highest levels of education. The state takes measures to make those who need special education due to their situation useful to society. The state ensures the protection of works and monuments of historical and cultural value."

By the 1961 constitution regarding education is about higher education (university). "Universities can only be established by the state and by law. Universities are public legal entities with autonomy. University autonomy is implemented within the provisions specified in this article and this autonomy does not prevent the prosecution of crimes and criminals in university buildings and annexes (Art. 120). Hence, in accordance with this article, all universities in Turkey have begun to be opened by law. Turkey's last constitutional experience was the 1982 text adopted after the September 12, 1980 coup. The first and most comprehensive of these is Article 42. Accordingly, "No one can be deprived of the right to education and training. The scope of the right to education shall be determined by law and regulation.

No changes have been made in the education-related articles of the constitution, which has changed many articles since 1982, except for a small regulation made in Article 24 in 2008. In the 100th anniversary of the Republic, the Turkish education system continues its activities within the framework of the constitutional foundations set out in 1982.

Educational content began to appear in constitutional texts in the world generally from the 19th century onwards.



2nd PANEL SUMMARY

HOW TO PROTECT THE CRITICAL MIND IN THE AGE OF DIGITALIZATION

QUESTIONS

- ▶ What precautions can educators take to ensure that the human element is not hindered while considering the potential for AI to automate administrative and academic tasks in education?
- ▶ Can new technologies be used to improve rather than replace interactions between teachers and students?
- ▶ How can educational stakeholders adapt their teaching strategies to fully utilize new technologies' potential to improve student engagement and learning outcomes?
- ▶ What collaborative efforts between educational institutions, private sectors, and government bodies can be established to support research and development initiatives that address future needs and opportunities?
- ▶ In education, what strategies can be implemented to foster interdisciplinary approaches that encourage students to apply futuristic thinking to real-world issues and develop solutions that span various academic disciplines?

In today's rapidly advancing digital landscape, the preservation of critical thinking skills stands as a paramount concern. As education adapts to the digital age and emerging societal paradigms, its role in shaping critical thinking, fostering innovation, and imparting adaptability becomes increasingly significant. Through a harmonious integration of technology and human values, the educational sphere can not only safeguard critical thinking but also progress in an ever-evolving world.

In this session, topics such as personalized learning, capacity building, adaptive learning and assessment, futuristic thinking of global scenarios for education, human artificial intelligence and metaverse evaluated.





Chi-Kin John LEE

Professor Chi-Kin John LEE is the President, Chair Professor of Curriculum and Instruction, Director of the Academy for Applied Policy Studies and Education Futures, Academy for Educational Development and Innovation, and Centre for Religious and Spirituality Education of The Education University of Hong Kong. He is also a member of the 14th National Committee of the Chinese People's Political Consultative Conference, the UNESCO Chair in Regional Education Development and Lifelong Learning (2019-2023; 2023-2027), and a Research Fellow of The Southeast Asian Ministers of Education Organization (SEAMEO). Professor Lee's research interests focus on curriculum and instruction, geographical and environmental education, life and values education, and teacher development and school improvement.



Prof. Dr., Chair Professor of Curriculum and Instruction, The Education University of Hong Kong

The post-COVID education landscape provides new opportunities for technology and AI: there is significantly more receptivity to online education and different forms of digital education. Teachers are now more skilled, schools are more prepared, and parents are more understanding. Yet, inequality is a great challenge regarding access and equipment availability. This means there are pros and cons to applying digital technologies in education, especially about equality (Haleema, et al 2022). Challenges of digital technology, especially as they relate to schools, curriculum, teaching, and learning, need to be confronted. As AI-generated tools make their presence felt, effective ways need to be developed for their use alongside equally important ethical approaches. ChatGPT, for example, can answer trivial questions, generate new computer code, or act as the back end of a chatbot. Tomorrow's teachers must be AI literate. They must be creative, and they must be problem solvers. Being a lifelong learner in this new context has a different and more exciting meaning. Creativity, problem-solving, and critical thinking are key 21st-century skills. They are complemented by collaboration, communication, and intercultural competencies (Wei et al., 2020). Digital learning competencies and their associated values are fundamental in this new age (Kennedy, Pavlova, and Lee. 2023). With this scenario, I have painted a background that remains the important issues of where this leaves humanity and human minds under the influence of digital technologies and their application to education:

In developing creativity of any kind, there are complicated interactions among teachers' beliefs, teaching approaches, and the learning behaviors of students (Huang & Lee, 2015; Tang et al., 2022; Huang, Lee, and Yang, 2019).

Problem-solving is at the heart of the critical mind - asking questions, taking a critical stance, exploring and evaluating responses, and using evidence to make ultimate decisions. In focusing on problem-solving and critical thinking, we need to understand better how these skills work in different cultural contexts and across varying levels of schooling (Gökçearslan, Solmaz, and Coşkun, 2017). From a curriculum perspective, we need to learn how to scaffold these skills for different ages and purposes. They may be generic skills, but the context in which they are implemented will impact their development and effectiveness. We need to spend more time defining and understanding the educational purposes of creative and critical thinking and problem-solving.

We need to call for peace and harmony as well as life, morals, and values education (Lee & Kennedy, 2019-Now and Lee & Kennedy, Forthcoming: Lee, Yip & Kong, 2021). There can be no progress in an unstable world. We need to support equitable and sustainable education for all. We should focus more on learning for teachers, students, and the whole community. We need to highlight that learning can take place individually, collaboratively (e.g., Chen and Chuang, 2021), and intergenerationally. It can take place inside and outside classrooms, through technology and AI, and at any time. Learning, technologies, and values should always be considered together.

As educators, we need to be part of that feature or education features with different pathways, not just responding to it but helping to create it. Technology and AI are not just for the future; they are here right now. We need to use them purposefully, productively, and always in the context of positive values. They can help create a great future for our children and the global world in which they will live together.

Technology and AI are not just for the future; they are here right now. We need to use them purposefully, productively, and always in the context of positive values.



Marenglen BIBA

Marenglen Biba is currently a Full Professor of Computer Science at the Department of Computer Science at the University of New York Tirana, Albania. He received his Ph.D. in Computer Science at the University of Bari, Italy and the Laurea Degree (5 years degree) Cum Laude in Computer Science from the same university. His main research areas are Artificial Intelligence and Machine Learning. Prof. Biba has participated in several European and national research projects on and is co-founder of several start-ups in information systems which have turned into successful companies in the field. Recently Prof. Biba is serving as a QA consultant in DG TAXUD for the European Commission.



Prof. Dr., Computer Science,
University of New York Tirana

The benefits of AI and generative AI are that we can focus on creativity and tasks typical of human beings rather than manual tasks. Computational power has grown exponentially in the last fifty years, and the capabilities of AI in recent years have made it possible for challenging tasks to be performed quickly. Functions that previously would be impossible or would take much time for humans, like analysing a vast number of documents and analysing massive amounts of data (big data), are now possible through AI tools.

AI has also brought some risks and a lot of complex problems that we need to deal with. The data we put are responsible for the results that these models will generate. This means that now we have a new problem: how to deal with the accuracy and correctness, trust and judge whether these models are telling the truth and decide whether a specific response is true or false. New implications are coming with AI, which not only we as computer scientists have to deal with, but all the community and all the other fields such as education, decision-making, politics, and so on have to deal with these issues.

We need to demystify AI because it is easy for us as computer scientists to understand these models' limitations, but this is not obvious to educators, teachers, students, and basically to everyone who is not a practitioner in AI or is not a practitioner in computer science.

How can we do this? We need to intervene first in the curriculum. In the curriculum, we need to design new courses to teach AI not only to AI students or engineering students but also to teach AI to everyone. We need to teach the use of AI to both teachers and students because both are essential elements of

the learning process. Teachers have to know when a specific model can be used, the advantages and disadvantages, and the students should know what the capability of an AI engine is and what the ethical implications are.

As educators, we should now focus more on how teaching and learning happen rather than on the final result. A test where the educator/the teacher asks for the outcome of a calculation is no longer valid because the students will get that result, they will try to find it, and they will find it. We should now think about how to inject AI into the learning and teaching process; doing this, will require time.

We should not see the AI agent as an enemy, but we should see it as a partner in the teaching and learning process. Once the intelligent agent gives the summarised information, this is the point at which we should invest effort. What does a student need to do now with these results? We need to cultivate skills that the AI agent does not have. Because the AI agent does not have self-awareness, context awareness, ethics, values, or a culture, so it is a robot. We must inject critical thinking into the students to interpret these results correctly. These skills are based on human judgment, ethics, values, and culture.

We need to do 'AI Ethics' because it's no longer the use of a computer that can create misinformation or safety or security problems, but the huge volumes of data that an intelligent agent is processing can lead to untrusted information.



We need to cultivate skills that the AI agent does not have. Because the AI agent does not have self awareness, context awareness, ethics, values, or a culture, so it is a robot.

Douglas K. HARTMAN

Prof. Dr. Douglas K. Hartman is a leading American scholar in the fields of educational technology and language learning. His research offers a vision of how educators and leaders can cultivate a critical mindset in students, workers, and citizens during this age of digitalization. Professor Hartman's co-authored book "Anlama Stratejileri: Dijital Etkinlikler ile Dört Temel Dil Becerisi" ("Comprehension Strategies: Four Essential Language Skills with Digital Activities") provides Turkish educators with a framework for using digital technologies to cultivate a critical mindset, whether teaching online, on-demand, or on campus.



Prof. Dr., Technology & Human Learning,
College of Education,
Michigan State University

One of the things I noticed as a new teacher was that there was considerable talk about being mindful and critical of the technologies that we were using. I wanted to make sure my kids had a kind of awareness and a kind of mindset. How would they provide information? What I would like to share with you is some work that colleagues are doing to help shape this kind of awareness, this kind of critique if you will. How can we create a kind of critical mindset, not just a mindset but a culture among the kids that we work with in classrooms?

I have become more interested in this, like the status of critical thinking worldwide. That kids in the US are aware of critical thinking and what it is but they are not using it. Not on a wide scale. They use it in school when they are prompted, but when they get out in the real world and use devices, they do not have that kind of challenge or critique in mind. This comes from a number of studies that the teaching that is occurring in American classrooms does not really cultivate a kind of critical thinking that transfers out into life, work, and the world. I have also looked at the data available for Türkiye. Critical thinking is mentioned as a goal, but there are few objectives when it comes to looking at the lessons. I have really committed myself and the colleagues I work with to thinking about what can be done and what we can do. We are developing a set of tasks that can be used across the grades and across the curriculum. How do we really help people understand how the algorithms of AI work and influence what we experience when we are online? We call these algorithmic awareness tasks.

If you can imagine three third graders sitting at desks, and they have in front of them three tablets. They're going to carry out this task on each tablet. We have

Google, Bing, and Yandex here. What the students will do is type in the same question in each search engine and so one question we have used is simply: "How tall is this mountain?"

What do you think Google's algorithms say about the height of the mountain? This is the number it puts forward in these third graders' searches. What do you think Bing says? Does it give the same number? No, it gives a different number. How can algorithms in the background work and provide a different answer to what we see as a factual question? What does it result in when we go to Yandex? Yet another answer. We could do this with other search tools, and we would come up with other numbers. These numbers are not widely varying, but they indicate that different sources and different kinds of information are being drawn upon to produce a result.

This helps develop a kind of algorithmic awareness that when I sit down on a computer and start using these tools, my mindset has to be skeptical. I have to be aware and alert that there's a kind of machine bias, machine orientation that is going to take me in certain directions and affect my learning experience. We challenge kids with a kind of image, and we ask them: Are these tools manipulating and guiding you in ways that you are not aware of? We want them to leave with this in mind so that going forward, they are aware; they have this kind of algorithmic awareness in mind. We say 'the devil is in the details' and that simply means that we have high things we want to do but when we get down to actually doing them, they are much more complicated, sophisticated, and difficult to do.

3. İSTANBUL EĞİTİM ZİRVESİ

I have to be aware and alert that there's a kind of machine bias, machine orientation that is going to take me in certain directions and affect my learning experience.



KEYNOTE SPEECH

LEADING THE CHANGE IN EDUCATION





Charles FADEL

He is a global education thought leader and author, futurist and inventor; founder and chairman of Center for Curriculum Redesign; chair education committee at BIAC/OECD; Member of OECD AI Experts group; co-author of “Artificial Intelligence in Education” (2019); “Four-Dimensional Education” (framework in 23 languages) and best-selling “21st Century Skills”. He has worked with education systems and institutions in more than 30 countries, and spent 25 years in technology management (M/A-COM; Analog Devices; and as founder of Neurodyne AI). Formerly: founder and president Fondation Helvetica Educatio (Geneva, Switzerland); Global Education Lead at Cisco Systems, visiting scholar at MIT ESG and Wharton/Penn CLO, project director Harvard GSE; member President's Council at Olin College of Engineering, angel investor with Beacon Angels. BSEE, MBA, seven patents awarded & one pending.



Founder & Chairman,
Center for Curriculum
Redesign (CCR)

Every time you see out of GPT4 or anyone what AI can do nowadays. You will see that people say, “It can pass this medical test, he can pass the SATs, he can pass legal tests.”

First of all, this is highlighting the fact that a lot of our tests are about memorization. Secondly, just because you can do a test does not mean you can do a task. What we are not saying is you do not need to know anything anymore; on the contrary, we are saying you have to sophisticate your understanding. We are not going to be in a situation where AI replaces us for quite a while. It is like any new technology; it is an amplifier. You can decide to use the amplifier to help yourself or refuse it, and then you are left behind.

It is going to do amazing new things, but not everything. This is what we have seen with machine learning. It means it has limitations, and from there, you can see, as you go into the human domain. It depends on how you train them, how you tweak them. And so to train them and to tweak them you have to present the data in a very nice way, very clean, whereas real life is a mess. It has limitations. AI has no agency of its own. It has no purpose of its own.

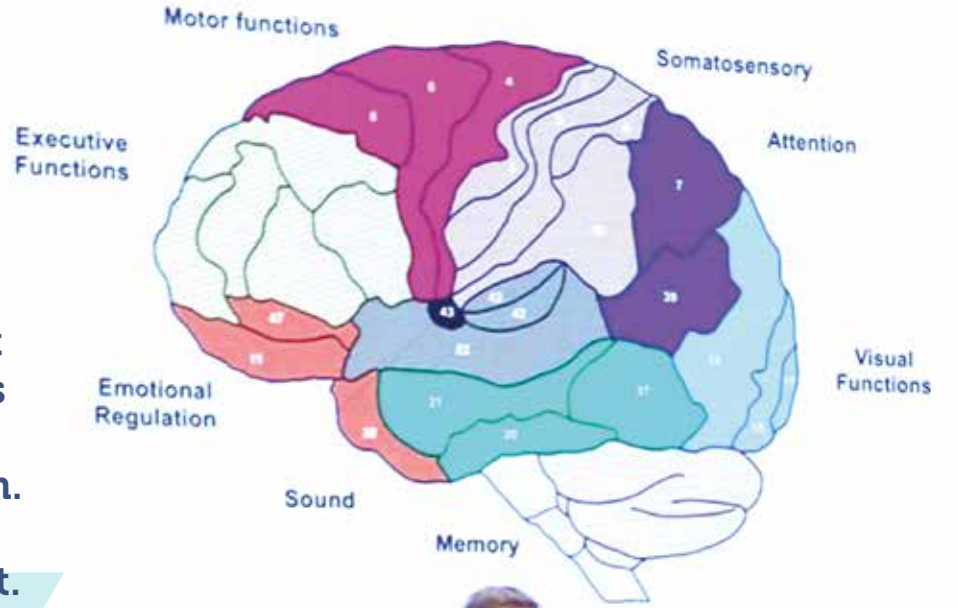
They already have three layers of identity. The first layer is how you train it and what data set. The data set colors what it says. If you train it on medical data, it is going to answer medical questions. It already has that level of identity. Second, you have the algorithm that you use. You can use different algorithms, and you going to respond in different ways; that is an identity. The third layer: agents. You can put an interface and have it converse with you in the way you want, a bit like Siri or some of these boxes. So he

can start talking to you with an angry voice, with a happy voice with whatever voice you want.

The leaves are the essential content that we typically teach. We need to teach the roots, the concepts. But we also need to modernize the disciplines themselves. Why do we teach so much trigonometry and so little statistics and probabilities? Why do not we teach world literature? Why do not we teach world history to give people a better understanding of the planet they are on? Digital literacy does not mean that everyone has to know how to code a machine learning system. It means you have to understand how to use it. You have to learn via projects. We have all done projects that have all stuck in our memory because they were engaging and motivating. The real world is about projects. The framework is the goals we need to personalize for the students. Even if you had a technology that did absolutely everything for you, you still would want some sense of purpose, some agency, some motivation for the students.

To conclude, you see a lot of disciplines go from being purely descriptive or qualitative to becoming more and more analytical. Think of biology a few decades ago, if you wanted to see the difference between species, you looked at beaks, you looked at feathers, etc. Now you do a DNA test, it becomes a lot more analytical. What you are seeing here is the emergence of education engineering, not engineering education. Education engineering, the same way you have civil, mechanical, electrical engineering, is the birth of education engineering.

Digital literacy does not mean that everyone has to know how to code a machine learning system. It means you have to understand how to use it.



3rd PANEL SUMMARY

SOCIAL CHANGES AND SUSTAINABILITY, SCHOOL ARCHITECTURE, AND THE INSTRUCTIVE ROLE OF SPACE

QUESTIONS

- ▶ What difficulties may be faced while involving students and teachers in the design process of creating educational spaces?
- ▶ Is it possible to break down traditional barriers in classrooms through principles of the new architecture of educational settings?
- ▶ How can schools and communities promote cultural understanding and diversity, fostering an inclusive and welcoming environment for immigrant students?
- ▶ How can educators address potential cultural biases and stereotypes, creating a learning environment that values and respects the contributions of all in a multicultural environment?
- ▶ What challenges and barriers do educators and schools face when trying to create a responsive and inclusive school climate, and how can these challenges be overcome through collaborative efforts?
- ▶ How can a friendly school environment for students be created with the new school architecture?

The modern approach to school architecture emphasizes flexible, technologically advanced spaces that promote collaborative learning and adapt to various teaching methods. Classrooms are designed to support collaborative learning, utilizing adaptable furniture and advanced technology. This innovative strategy recognizes the impact of physical space on behaviors and attitudes, promoting creativity and educational goals.

In this session has been focused on the new architecture of school and instructive role of space, sustainable education systems in the time of crises and responsive school climate and ecology.





Hau Ming TSE

Hau Ming is an architect, academic, and educator with over 20 years of experience in practice. She was educated at Cambridge, Bath, and the Architectural Association, London. After graduating, she worked for ten years at David Chipperfield Architects, where she was an Associate Director. Hau Ming joined the Education Department at Oxford University in 2010 as a research fellow and expert on the design of learning environments. Hau Ming Tse is currently a Norham Fellow at the Department of Education, Oxford University and acted as external adviser for the Group of National Experts on Effective Learning Environments, OECD and Department of Education, UK. She has published internationally on design and education. Her work explores the relationship between space, perception, and the environment, focusing on productive points of interaction and innovation between theory and practice.



Architect, Honorary Research
Fellow at Department of
Education, Oxford University

I want to talk about what the research says. When you ask a question, what difficulties may be faced when involving students and teachers in the design process? Policymakers most often say to us, students, teachers, head teachers, they change, they come and go. We should listen to students, teachers, parents, carers, the local community. Their perceptions matter, and their learning needs matter. The learning environment is simultaneously an individual experience and a community experience. The physical spaces of the school influence. How do students and their families and the community feel about their school culture? When you walk into your school, how does it make you feel? Is it warm and welcoming? Does it feel transparent and open? Is a space intimidating? Do I feel like I'm being watched, or am I a part of a big community? It's a space inspiring students, teachers, and head teachers to change.

The built design will have strong integrity and resilience and will be future-proof for a sustainable future. We talk about participation, engagement and co-creation as key components of pedagogic innovation. And the design of new practices when we design a new school. As one head teacher said to us, the design is a provocation. That is what happens inside that matters. In our methodology, we centered the project on multidisciplinary thinking. We wanted to understand how students and teachers experience their spaces. It led us to observe movement control agency engagement and interactions in the learning spaces through time and space. Not just in the classroom but in the social spaces in the school.

Design alone cannot transform practice. However, an alignment can promote pedagogic development and lead to innovation cycles. This change was caused

by time policy change and school leadership change. School design can be conceptualized as a tool. The practice of design also starts with a dream and a vision to design a new school, a new type of practice, and a new imagined future.

Post-covid, we have learned that teachers and students feel that the bricks and mortar of physical schools matter more than ever than before. Students value their friends in the community more than ever before. The question now is, how do we nurture the social environment for learning in a formal and informal way? Our school spaces help us nurture our sense of identity and belonging. Great spaces make us feel inspired that we matter and help us feel part of this greater community. Learning is very much a social practice. We can use digital and visual virtual capabilities now to expand beyond the limits of physical classrooms. You can virtually access museums worldwide, bring objects from the British Museum into rural classrooms in the opposite corner of the world, and bring an astronaut from the International Space Center into a science class anywhere in the world. At the same time, we can think about inclusivity and inequities. We can use digital and virtual capabilities to support access inclusion and give access to students with long-term illness and let them into the classroom from their hospital bed. Give personalized additional support for students with learning differences. Research points to school buildings that should nurture the social practice of learning. Flexible spaces to learn, to talk, to laugh, and just be together.

I think teachers can be great role models if we teach teachers to collaborate, creativity, and teamworking as models of the contemporary workplace.



Our school spaces help us nurture our sense of identity and belonging. Great spaces make us feel inspired that we matter and help us feel part of this greater community.

Maszlee Bin MALIK

Prof. Dr. Maszlee bin Malik previously served as the Minister of Education for Malaysia from May 2018 to January 2020 and was a Member of Parliament (MP) for Simpang Renggam from May 2018 to November 2022. Prof. Dr. Maszlee earned his Bachelor's degree from Al-Bayt University in Jordan and his Master's degree in Islamic Jurisprudence in 2004. He later completed his Doctorate in Good Governance from Durham University in the United Kingdom. Prior to his political career, Prof. Dr. Maszlee was a committed educator, teaching at the International Islamic University Malaysia from 2000 until 2018. He was also an active volunteer, serving as an advisor for multiple NGOs that help children with special needs. Currently, he holds a position as a Professor at the Faculty of Psychology and Social Sciences at the University of Cyberjaya, commencing March 2023.



Prof. Dr., Chairman of the IAIS,
Former Minister of Education,
Malaysia

IR 4.0 is reshaping the way things are done, and these changes are unfolding before our very eyes. People often say that the future is rife with circumstances that are volatile, uncertain, complex and ambiguous, I believe the future is already here. IR4.0 means innovation is no longer just an option for developing our respected countries; it is now an urgent call for progress. Preceding the covid-19 pandemic between 2018 and early 2020, Malaysia underwent reforms in its cyber and educational infrastructures. The underlying philosophy is to equip our children with the right digital skills, industrial knowledge, humanistic values, and the right attitude to deal with a world vastly different from the one we grew up in. First, a Digital Making Hub was implemented in schools to facilitate students and teachers in digital-making activities, providing training for teachers, and raising awareness among children about the importance of mastering digital tools. Additionally, from the 1st of July 2019, more than 450 thousand Malaysian government school teachers could share notes, post class updates and engage in various other learning-related activities on Google Classroom. The online platform underscores the significance of e-learning as an integral part of our learning tools in this day and age.

Using Artificial Intelligence, the strengths of each student will be matched with suitable fields or courses. I am pleased to say that we were on track to use Big Data and AI for the benefit of our children, especially in ensuring their future career and avoiding the mismatching of skills and talents.

We must equip our children with humanistic values needed for them to face challenges they will face in their future life. Problem-solving skills, teamwork skills, communication, leadership, and other similar

soft skills should be imparted to the student as early as their pre-schooling years.

The explosion of information due to the information revolution and global social media eruption has ironically brought about the rise of uncritical attitudes and mindsets in societies worldwide. We read more on the internet and other devices but we have become less wise in dealing with our environment. If they are not trained to think, complacency may weigh down their minds and misdirect them to be comfortable with what they know, without questioning anything, without digging deeper into the abyss of data. Education, more than the delivery of knowledge, should provide students with the adequate instruments to build critical minds. Today's rapidly changing world also demands us to reshape learning systems. Students today need to have a broader set of skills and knowledge that will enable them to succeed in an uncertain future.

Education is not an end in itself. It is the process of facilitating learning, the acquisition of knowledge, skills, values, beliefs, and habits. It serves as an effective vehicle for promoting peaceful living, rejecting violence, war, and conflict, subsequently safeguarding development sustainability. Our people are our resources and our youth are our future; these are changemakers for whom we are tailoring our learning systems.

We live in a world of accelerating change, volatility and hyper-connectivity. In a world defined by change, no one can afford to build a life around repetition. Through education we can encourage our youth to be contributors, active players, and instil values. Everyone must be given a chance to be a changemaker, which is the fruit of education.

Education is not an end in itself. It is the process of facilitating learning, the acquisition of knowledge, skills, values, beliefs, and habits.



Jennifer GROFF

Jennifer Groff, PhD is an educational engineer, researcher, and designer, whose work focuses on transforming education systems. She is the founder and CEO of Learning Futures Global, supporting organizations to design and implement their future-focused learning strategy, helping to engineer modern learning ecosystems and transform old ones. In 2020, she was the Innovation Fellow at WISE (Qatar Foundation) where she led the development of the Innovation Hub—a platform helping learning environments and education systems to transform for our modern world. Jennifer led leading-edge research at MIT on the design of innovative learning environments, learning technologies, game-based environments and assessments, and playful learning. Recently, she was the Chief Learning Officer for Lumiar Education, a network of innovative schools, and previously co-founded the international NGO the Center for Curriculum Redesign.



MIT Media Lab & CEO of
Learning Futures Global

First, we do not create schools and instructive spaces on their own. They are informed by our beliefs about learning, about learners and the purpose of school in education. We are moving to a new paradigm, and it is a whole new destination. One of the fundamental challenges we face is the progressive movement toward modern paradigms at a conceptual level. We are aligning in philosophy and general attributes of what that new paradigm needs to look like. When we step into our traditional learning environments, we revert rather consciously or unconsciously to the features and structures of the old paradigm. We must do the work to make explicit what we do believe and support about the new paradigm of education. Setting aside specific time to go deep into that design work that is required. Create the true vision for each country's education system both nationally and locally. Second premise, education is a complex system. It is why, it is so incredibly hard to change. Any learning environment is a rich interplay of designed variables including curriculum, the use of time, how adults and their time are leveraged to support that space, the intended pedagogy and many other factors. The what, when, how, why and who are inextricably linked in our designs and how we put all of those into practice.

We need to be able to go deep in curriculum and assessment design. We need to do the work to bring these pieces together into a coherent whole and how we are going to bring that to life. The research shows that the redesign of physical environments is not necessarily required to support modern pedagogies such as inquiry-based and project-based learning. The lack of access to modern environments in architecture should not prohibit schools and learning environments from pursuing those pedagogies and methodologies. At the same time, we also know that more open, flexible and adaptive environments can be richly supportive of these new ways of teaching

and learning. We know that structure creates function, and our environments influence and feed back to us different ways of working and interacting. We are moving into a time where the idea of the physical space is changing. The physical is no longer where we are in person but also where we are digitally. Learning can be happening everywhere. We also know that the physical structure of spaces can really support or inhibit innovation in schools. Flexibility, adaptability and personalized pathways are all hallmarks of the new paradigm of education and therefore we need to think broadly and systemically about how we utilize all of these pieces into a new model to support teaching and learning.

It is incredibly important that we include students and teachers in the co-design process. When properly supported and put in empowering structures to really do co-design work, they can be powerful partners to help bring us to this new destination. We have seen a lot of discussion and a lot of movement on schools bringing innovation practices into their environments. But usually that missing piece is moving it from practices we do to structured work, where they use it to get to a new model of teaching and learning.

It is our job to create safe spaces where they can blossom, they can bloom into self-awareness and self- agency and self-direction and collaborative engagement to take control inside a safe space.

A question is better than an answer if you get the right question. How can we empower our teachers to get involved in this work to collaborate explore learn together and build together where we want to go? How can we empower learners to have agency in this learning environment as co-owners of how we do teaching and learning?

It is incredibly important that we include students and teachers in the co-design process. When properly supported and put in empowering structures to really do co-design work, they can be powerful partners to help bring us to this new destination.



GOOD PRACTICES IN EDUCATION

Turkish Maarif Foundation Schools continue to make a name for itself with its in-school and out-of-school practices in the field of education all over the world, since the day it was founded. “Good Practices in Education” studies, which are the visible representations of Maarif School Culture in school practices and create a positive school climate by transferring intergenerational school culture, are in their 5th year as of 2023. Good Practice studies are carried out to increase communication and interaction between Maarif Schools, to disseminate successful studies among schools, to combine content from different regions on a single platform and share it with a wider community. This platform facilitates teaching and learning with the help of innovative programs, materials, activities, and practices developed by our teachers. It builds intercultural bridges by bringing together all schools worldwide through its impact. Good Practices that support the holistic development of students in the education and training processes conducted in Turkish Maarif Foundation Schools within the scope of Maarif School Culture have a roadmap operates in 5 stages. These stages are “Sharing Good Practices with the Commission, Categorizing Good Practices by Commission, Commission Review, Sharing with Educators around the World, Popularization and Following”.

Good Practice studies, which have been shared with educators since 2018, are enriched with new examples from different countries every year. Among the 67 studies in the Good Practices content pool, 8 were selected and were shared at the 3rd Istanbul Education Summit in 2023. A video presentation and exhibition of the good practices works selected for the summit be shown, and Good Practice Certificates were presented on behalf of their schools to our teachers and administrators who will participate in the good practice coordinators from the countries. Good Practices in Education continues to be shared with educators all over the world in order to promote students’ happiness and success and add value to the work of our educators.

We sincerely thank all our administrators, teachers and students who contributed the work of Good Practices in Education.





3 ISTANBUL
EDUCATION
SUMMIT
17-18 NOVEMBER '23

3 ISTANBUL
EDUCATION
SUMMIT





Maarif Schools of Mali

THE GOOD PRACTICES THAT
WE PRESENTED AT THE 3rd ISTANBUL EDUCATION SUMMIT:

AFRICAN MAARİF SPORTS GAMES

**10 Countries, 32 Different Schools, 1500
Athletes, 12 Sports...**

African Maarif Sports Games, hosted by Mali, with participants from 10 different countries. Within the scope of the project, programs have been created to organize competitions that contribute to the development of students who are talented in different branches of sports. 32 different schools and a total of 1500 athletes from 10 countries, including Ivory Coast, Gabon, Gambia, Guinea, Cameroon, Mauritania, Niger, Senegal, Togo and Mali, came together to compete in 12 different sports at the African Maarif Sports Games. In the Maarif Sports Games, 47 competitions were organized by 53 referees who are experts in their fields. In addition to team games such as football, volleyball, basketball, handball, 400-meter relay race, all competitors who succeeded in individual competitions such as 400-meter run, 100-meter run, javelin throw, shot put, long jump, high jump and swimming received their awards at the ceremony. 76 athletes who ranked in the individual games were entitled to receive medals. In the group games, 7 cups and 208 medals were awarded to the winning teams. Maarif Schools athletes ranked in 14 branches in athletics, 6 in swimming and 4 in team games and were entitled to receive a total of 30 medals.

The opening ceremony of the African Maarif Sports Games, which was followed by media organizations from many parts of the world, was attended by the President of Turkish Maarif Foundation Prof. Dr. Birol Akgün, the Minister of National Education of Mali Sidibe Dedeou Ousmane, the Minister of Youth and Sports of Mali Mossa AgAttaher, the Ambassador of the Republic of Türkiye to Bamako Murat Mustafa Onart and many guests.

After the opening ceremony of the Africa Maarif Sports Games, the sports-themed “African Youth Session” was held. In the session, the development of sport in Türkiye and Mali, the potential of young athletes and the social and cultural benefits of sports were discussed. Young athletes shared their ideas and thoughts throughout the session.



International Maarif Schools Togo



THE GOOD PRACTICES THAT
WE PRESENTED AT THE 3rd ISTANBUL EDUCATION SUMMIT:

SUSTAINABLE SCHOOLYARD PROJECT

Interdisciplinary learning is encouraged by diversifying educational spaces. Original and new designs made from idle materials pave the way for innovative thinking.

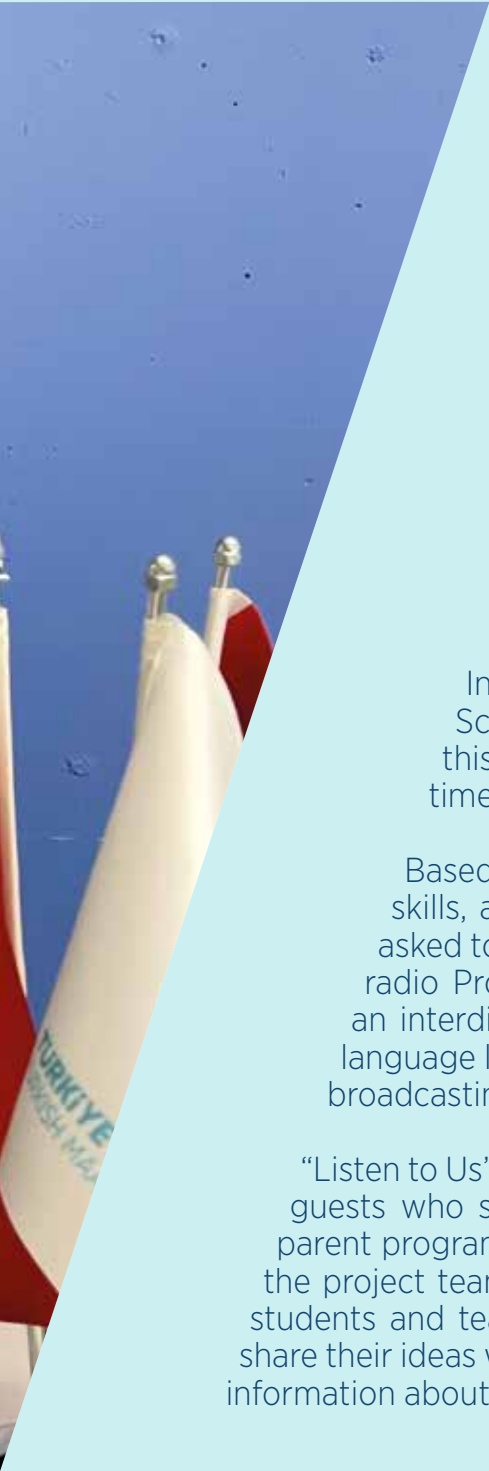
Sustainable Schoolyard Project was implemented with the aim of transforming the unused areas and the garden on campus into an educational environment, the unused areas at the back of our school buildings were converted into a garden for pre-school children.

Care has been taken to use recycled materials in garden decoration. Various activity areas have been created so that the children can work away from technology, intertwined with nature and according to their interests. As part of the objectives of IM programs for each class, a planting-form area has been prepared for students so that they can learn by doing and living.

Our students, who spend time with nature and increase their belonging to nature, are helped to adopt environmental awareness and recycling culture.



*International Maarif Schools of
Albania Tirana Maarif Campus
New York Schools*



THE GOOD PRACTICES THAT
WE PRESENTED AT THE 3rd ISTANBUL EDUCATION SUMMIT:

LISTEN TO US – SCHOOL RADIO

**With the experience of radio broadcasting,
our students have gained a new field to
express themselves.**

In Albania International Maarif Schools – Tirana Maarif Campus, New York Schools, the goal is to organize various activities and produce projects for this purpose to ensure that our students have an enjoyable and productive time in the common areas.

Based on the concept of “media literacy”, which is one of the 21st century skills, a project has been initiated with different activities where students are asked to research in this area. To ensure a participatory school culture, the school radio Project “Listen to Us” was implemented, which includes activities where an interdisciplinary approach is taken, such as continuing technology-enhanced language learning in a cultural context, learning concepts related to radio and radio broadcasting, and developing social relationships.

“Listen to Us” podcast radio; It has been a project that directs the campus agenda with guests who shape education, teacher sharing, presentations prepared by students, parent programs and songs published in foreign languages. Training was organized for the project team within the plan made while the project was being implemented. Our students and teachers, who took an active role in the project, had the opportunity to share their ideas with the radio, which has been valid in every period, and to learn technical information about today’s podcast culture and radio broadcasting.



Azaz Science and Technology High School

SUPPORTING SOCIAL EMOTIONAL DEVELOPMENT IN SCHOOL CULTURE

Protecting and Beautifying Our Society !

As part of the Maarif Culture course in their curriculum, the students of Turkish Maarif Foundation Azaz Science and Technology High School explore a different topic every week about their own culture and the cultures and civilizations of the world, the development of civilization and what modern culture entails. Our students, who study different topics in the course, produce discussions, debates, activities, and projects on these topics. In this way, the holistic development of students is to be supported from various perspectives.

Within the scope of the project, one of the academic topics was determined as “Protecting and Beautifying Our Society” and it was decided to include an activity that would support the social emotional development of our students. As a result of this sharing of ideas, our students stated that people who are aware of themselves will strive to beautify their society and all humanity, starting from their environment, and they have come up with ideas on how they can develop, beautify and protect their society.

Our students, researching what could be done with recycling this waste, realized that the birds that landed on the school windowsills were starving. They planned to develop a mechanism to efficiently utilize the recyclable waste they have and find a solution to the problem they observed. After the bird feeder was prepared for the birds in the garden, our students painted and recycled the vehicle wheels, which were also unused, and built flowerpots next to the seedlings in the garden. In the projects implemented under the title of “Protecting and Beautifying Our Society”; It is aimed for our students to be sensitive to their environment, be aware of problems and needs, participate in activities that improve their social and emotional development, and to develop their Turkish vocabulary and acquire the ability to act together in all of this.



*International Maarif Schools of Democratic
Republic of the Congo*



THE GOOD PRACTICES THAT
WE PRESENTED AT THE 3rd ISTANBUL EDUCATION SUMMIT:

ASK ARIF / USE OF TECHNOLOGY IN EDUCATION

**Ask Arif, the importance of the accuracy of
access to information as well as the speed is
emphasized.**

The Democratic Republic of the Congo International Maarif Schools has developed the “Ask Arif “ project for the effective use of artificial intelligence technology in the use of technology in education, in line with the principle of continuous development, which is one of the focuses of the Maarif Education philosophy. The project aimed to contribute to our students’ becoming individuals who better adapt to the changing and developing technology of the 21st century and spread it to all areas of their lives by internalizing it.

Ask Arif has been implemented with a technology cabinet in the school to increase the interest and curiosity of our students, to enable them to follow innovations in accessing information and to prepare the ground for them to use research techniques. In the selection of the project name, the word “Arif”, which means intellectual, which comes from the root of the word “Maarif”, was used, and it was aimed to contribute to our students’ sense of belonging to the school culture. Also to support this goal, a visual logo design and poster work were made.

The answers that the students found using the Ask Arif were discussed in the classrooms and it was encouraged to check the accuracy of the answers from diverse sources. Ask Arif, the importance of the accuracy of access to information as well as the speed is emphasized.



Maarif Schools of Sarajevo

THE GOOD PRACTICES THAT
WE PRESENTED AT THE 3rd ISTANBUL EDUCATION SUMMIT:

A 4 LANGUAGE DICTIONARY – DICTIONARY PROJECT IN MULTILINGUAL SCHOOL CULTURE

**Students who carried out the project won
the first place in the social sciences category
at the science fair held at the school.**

Students who were exposed to different languages during and outside the classroom developed the project idea “A 4-Language Dictionary: A Dictionary Study in Multilingual School Culture”. In this context, students were provided with different examples of dictionaries from different languages and encouraged to do research on what should be done to prepare a dictionary.

In the first part of the dictionary, each word has Turkish, Bosnian, English and Arabic meanings. For the selected words there are images related to the words. It has been ensured that the dictionary consists of words with concrete meanings suitable for different language levels. While conducting the study, it was given importance that the words chosen were the words that students frequently encountered in daily life. In the second part of the dictionary study, sample dialogues, educational terms, sentence patterns and verbs in daily life were included.

With the project, it is ensured that the multilingual school culture is supported, and the culture of sharing and cooperation is disseminated.



*International Maarif Schools of
Ethiopia Yeka Campus*



THE GOOD PRACTICES THAT
WE PRESENTED AT THE 3rd ISTANBUL EDUCATION SUMMIT:

MAARIF CAREER DAYS

With the Career Days, the holistic development was supported by inviting personalities who support the character development of our students.

As International Maarif Schools of Ethiopia - Yeka Campus, Maarif Career Days were held in order to support the post-graduation career development, to raise professional awareness of our students and to contribute to their professional career choices for our middle and high school students.

Maarif Career Days is planned as an organization where professionals who are experts in their fields and recognized by the country due to their professional careers, are invited. The opinions of our students were taken for the speakers, institutions and stakeholders who will take part in the career days and experts with a vision and mission that will contribute positively to the careers of our students were determined and invited by our school administrators.

The speakers who participated in the Career Days shared their inspiring career stories in the time determined for them. Workshop areas have been created in order to increase the sharing of experience by providing more detailed information to the listeners and students who are interested in their fields of expertise by providing individual meetings.

The counseling unit, which is in the coordination of Maarif Career Days, observed that students' awareness of professions increased in the class interviews it held. With the Career Days, the holistic development was supported by inviting personalities who support the character development of our students.

IV. INTERNATIONAL MAARIF PHOTOGRAPHY CONTEST

SOLIDARITY

The Photo Contest organized by Maarif Schools was held in September-October 2023 under the theme of "Solidarity." Over 400 photo entries were submitted from 29 different countries and winners were selected by jury. The contest featured two categories: one for students and another one for school staff, allowing participants to express themselves through photography.

The winner of the contest received the following prizes:

- First place winners were awarded Canon EOS 2000D 18-55 DC DSLR cameras,
- Second place winners were awarded CANON EOS 1200 18-55 DC DSLR cameras,
- Third place winners were awarded with KODAK AZ401 Astro Zoom Compact cameras,
- The Jury Special winners were awarded a digital wristwatch.

The award ceremony took place at the Istanbul Education Summit, accompanied by a cultural tour in Istanbul. Participants also received a certificate of participation.

Award winners (Student Category):

First Place : Ahmad Bashir Nasiri-Afghanistan

Second Place: Ajwa Fatima-Pakistan

Third Place : Ally Abdulhamid-Tanzania

Jury Special Award: Sayed Edrees Akbary-Afghanistan

Award winners (Staff Category):

First Place : Habibullah Moahhe, Afghanistan

Second Place: Samuel Seifu, Ethiopia

Third Place : Şükran Özcan, Mauritania







STUDENT CATEGORY | First Prize: Ahmad Bašir Nasiri - Afghanistan



STUDENT CATEGORY
Juri Special Award: Sayed Edrees Akbary -
 Afghanistan



STUDENT CATEGORY | Second Prize: Ajwa Fatima- Pakistan



STUDENT CATEGORY
Third Prize: Ally Abdulhamid
Tanzania



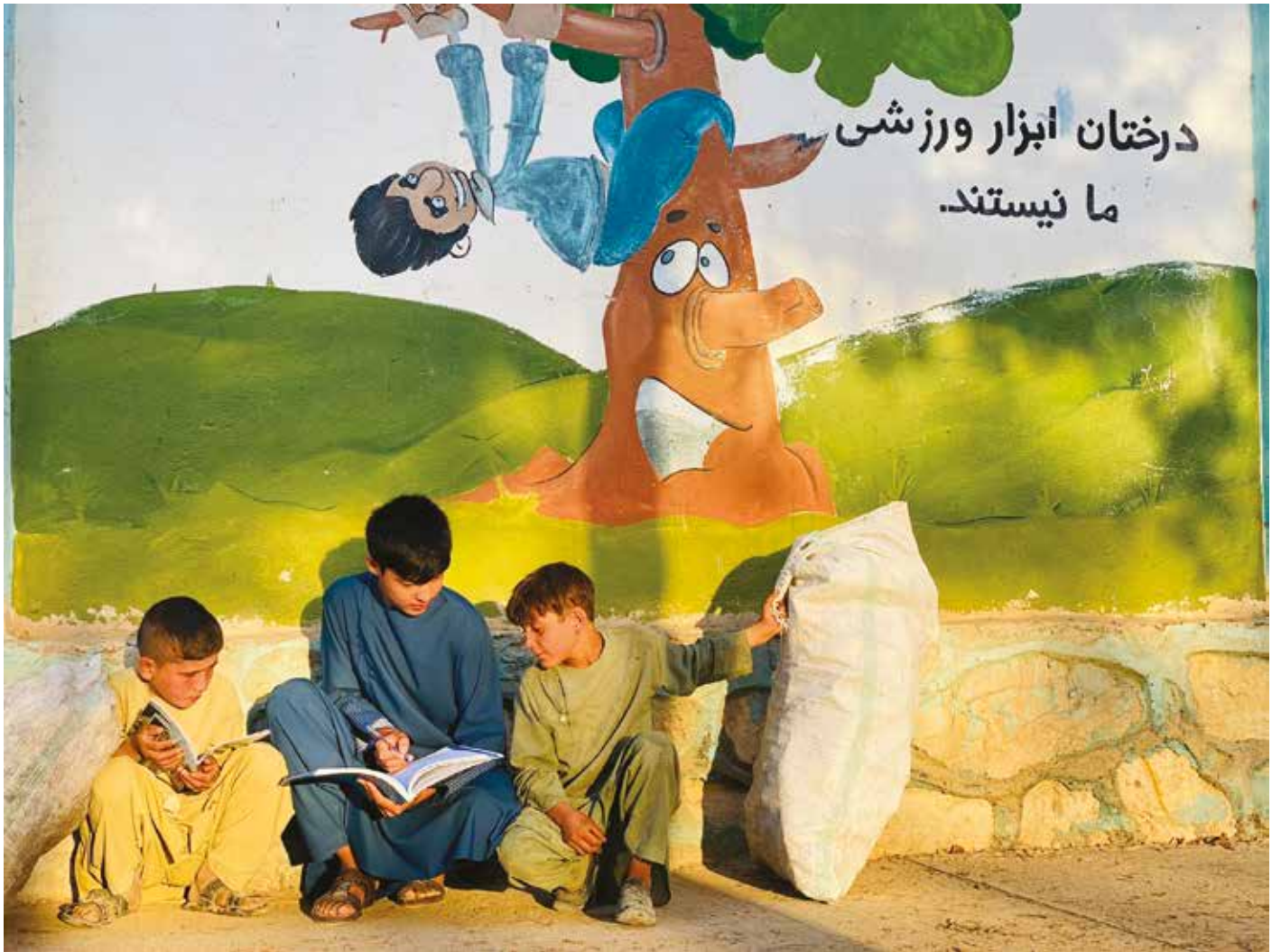
STUDENT CATEGORY

Honorable Mention: Abdul Aziz Muhibi
Ethiopia

STUDENT CATEGORY

Honorable Mention: Abdul Aziz Muhibi - Ethiopia





STUDENT CATEGORY

Honorable Mention: Ahmad Samim Basir Oghlu - Afghanistan



STUDENT CATEGORY

Honorable Mention: Bigzad Majidi
Afghanistan



STUDENT CATEGORY

Honorable Mention: Sayed Abdullah Quyash - Afghanistan



STUDENT CATEGORY

Honorable Mention: Hasibullah Rasooli
Afghanistan



STAFF CATEGORY
First Prize: Habibullah MOAHHE
Afghanistan

STAFF CATEGORY
Second Prize: Samuel Seiufu
Ethiopia



STAFF CATEGORY
Third Prize: Şükran Özcan
Mauritania

MODERATORS



Prof. Dr., President of the Board of Education, Republic of Türkiye
Ministry of National Education

Cihad DEMİRLİ

Prof. Dr. Cihad DEMİRLİ graduated from the Faculty of Technical Education at Fırat University with a bachelor's degree in the Computer Teaching Program in 2000. He received a master's degree in the field of Educational Technologies from Fırat University in 2003 and in 2007, he obtained a PhD degree from the Department of Educational Sciences. Between 2007 and 2010, he worked as an Assistant Professor in the Department of Computer Education and Instructional Technologies at the Faculty of Education, Fırat University. In 2010, he assumed the position of founding head of the Department of Educational Sciences at Istanbul Commerce University.

In 2014, he received the title of Associate Professor in the field of Curriculum and Instruction. He was appointed as a Professor in the Department of Educational Sciences at Istanbul Commerce University in 2020. On behalf of the Council of Higher Education, he was appointed to Turkish Maarif Foundation's Board of Trustees in 2016. He was appointed as the President of the Board of Education in 2021.



Prof. Dr., Turkish National Defence University and Executive Board Member at Turkish Maarif Foundation

Mehmet ÖZKAN

He is professor of International Relations at Joint War Institute, Turkish National Defence University in Istanbul and Executive Board Member at Turkish Maarif Foundation. Previously he has taught at universities in Colombia, Türkiye, Bosnia & Herzegovina in Turkish, English and Spanish. Along with the participation in many international conferences as speaker, discussant and participant. He worked as Executive Director of Maarif Foundation USA in New York (2018-2021) and founding Regional Director for Turkish Cooperation and Coordination Agency (TIKA) in Colombia and Director of International Center for Terrorism and Transnational Crime (UTSAM) in Türkiye (2014-2015). He held fellowships positions at SETA Foundation in Ankara; Institute for Defense and Security Analysis (IDSA), New Delhi, India; Center for Global Policy in Washington DC, USA and Cairo University in Egypt.

After studying in Türkiye, South Africa, Sweden, India and Egypt, he completed his PhD at Sevilla University, Spain. His academic interests are politics of Global South, religion and politics, Middle East, Horn of Africa, Latin American politics, radicalization, Turkish foreign and domestic policy.



Ph.D., School of Education, Ibn Haldun University

Mehmet Akın BULUT

Dr. Mehmet Akın Bulut has completed his BA in Boğaziçi University, Faculty of Education. He holds a doctorate degree in the field of Educational Technologies. He has the experience of directing 5 years of faculty training center (Innovative Learning and Teaching Center) that still continues. Currently he is the department head in Educational Sciences at Ibn Haldun University, he taught 'Information & Media Technologies', 'Adult Education and Lifelong Learning' and 'Educational Technologies' courses. He has published scholarly works on 'Digital Media Tools', 'Active and Digital Learning', 'Digital Leadership', 'Digital Education and Media Models'. He conducts training sessions on Media Literacy, Information Literacy, Human Resources, Flexible Hybrid Corporate Training, Teacher Training, E-learning design, Personnel Motivation Model, Active and Autonomous Learning Strategies at university, K12 and corporate level. He works as a trainer with international corporate firms such as Turkish Airlines and Turquaz Media. Having an interest in project management, he has been in several European Union, John Templeton and TÜBİTAK projects with coordinator, researcher and trainers roles.



Prof. Dr., Computer Science,
University of California
Santa Barbara

Çetin Kaya KOÇ

Çetin Kaya Koç received a B.S. (summa cum laude) degree in Electrical Engineering from İstanbul Technical University and a Ph.D. in Electrical & Computer Engineering from the University of California Santa Barbara. His research interests include cryptographic engineering, homomorphic encryption, and machine learning. Koç has positions in multiple organizations, and his research is funded by several institutions, performed within Koç Lab.

Koç is the co-founder of the Conference on Cryptographic Hardware and Embedded Systems (1999) which is the second largest cryptography conference in the world. Koç is also the founding editor-in-chief of the Journal of Cryptographic Engineering, published by Springer since 2011. Koç was elected as an IEEE Fellow in 2007 for his contributions to cryptographic engineering. His Google Scholar h-index is 45. Koç is also among the top 100 Turkish scientists with most citations. He received the prestigious International Fellowship for Outstanding Researchers award from TÜBİTAK in 2020.



Prof. Dr., School of
Education, Erciyes University

Mustafa ÖZTÜRK

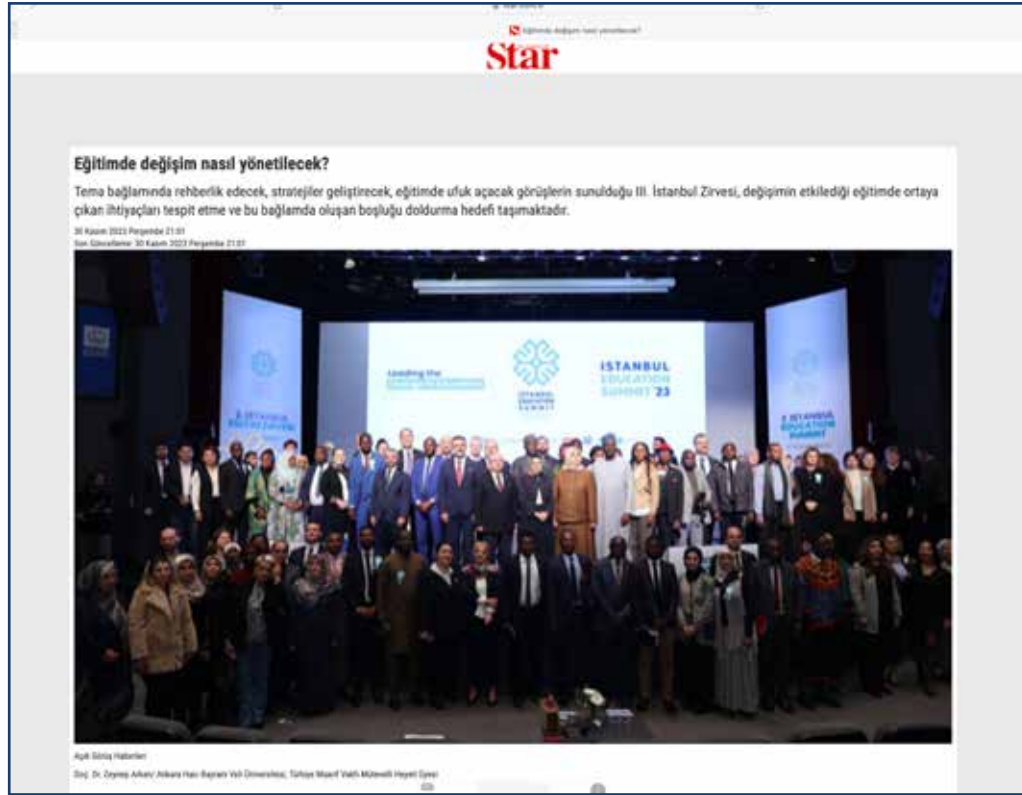
Prof. Öztürk is a faculty member at Education Faculty and the Director of Foreign Relations Office of Erciyes University. He holds an MA in School Improvement and Continuing Professional Development of Teachers from the University of Nottingham, UK. He received his Doctorate in Teacher Education from the same university in 2005. He is a member of Erciyes University Quality Commission and Strategic Planning Board. His field of work includes differentiated instruction, inclusive education, civic and human rights education as well as the pedagogy of teaching social studies, geography, and history. He worked in the development of several teacher and staff training programmes that include “training of Turkish primary school teachers on how to teach democracy and human rights”, “training of Turkish teachers on how to deal effectively with the challenges posed by students of foreign origin”, “training of Syrian teachers for effective instruction”, “training civil servants for social inclusion” and “social cohesion training for foreigners”. He worked as a coordinator, consultant or expert in many projects supported by organizations such as UNICEF, EU, Ministry of Family and Social Services, IOM, MATRA, and TÜBİTAK.



School Leader,
Tunisia Maarif Schools

Amy Louise SHAW MABROUK

Amy Mabrouk is the Vice-Principal of the Maarif Primary and Lower-Secondary School in Tunis, Tunisia. She holds degrees from Keen State University and Antioch University. In 1981, she left her hometown of Boston, Massachusetts, and embarked on a transformative journey to Tunisia with Peace Corps Tunisia. As a Peace Corps Volunteer, she had the privilege of working in both the Special Education and University sectors. Her professional journey in Tunisia has been diverse, including Peace Corps Training Officer, owner, and principal of a preschool, and serving as the Director of the English Language Programs for AMIDEAST for over a decade. Each position highlighted different facets of education and the needs of students, reinforcing her belief that every student deserves the knowledge and opportunities that a solid educator and school system must provide.



Assoc. Prof. Dr. Zeynep Arkan

Illustration: Cemile Ağaç Yıldırım.

Prof. Dr. Mehmet Özkan / Türkiye Maarif Vakfı Yönetim Kurulu Üyesi

Sadece Türkiye'nin değil bugün bütün dünyanın konuştuğu ana konulardan birisi eğitim meselesidir. Eğitim; her geçen gün kendisini dönüştüren, teknolojik gelişmelerle bir taraftan bilgiye ulaşımı kolaylaştırırken diğer taraftan beyinleri tembelleştiren bir etki yapması dolayısıyla çok boyutlu tartışmayı hak eden bir konu olarak önümüzde durmaktadır. Türkiye'de ise eğitim alanında birçok tartışma yapılmasına rağmen buna bir çerçeve çizmeye çalışan kurum olarak Türkiye Maarif Vakfı öne çıkmaktadır. Özellikle son üç yıldır İstanbul'da düzenlediği İstanbul Eğitim Zirvesiyle İstanbul'u küresel eğitim tartışmalarının merkezine oturtmaya çalışmaktadır. Peki eğitimi nasıl tartışmalı? Küresel dünya neye yoğunlaşıyor? Biz kendimizi nasıl konumlandırmalıyız?

ANA MERKEZDE İNSAN VAR

İşte bütün bu sorulara cevap aramak için 17-18 Kasım 2023'te Türkiye Maarif Vakfı tarafından organize edilen İstanbul Eğitim Zirvesi, eğitimin içeriği yanında metotlarının ve geleceğinin de tartışıldığı bir platform halini almıştır. ABD, Avrupa, Asya ve Afrika'dan yoğun katılımın olduğu bu zirvede herkesin hemfikir olduğu belki de en temel konu eğitim konusunda yapay zekanın rolüne vurgu yapmak ve onun nereye oturtulması gerektiğini tartışmaktır.



Prof. Dr. Mehmet Özkan



Assoc. Prof. Dr. Ridvan Elmas

YeniŞafak Q · · · · · Giriş yapın

Yapay zekâdan korkma okul müfredatına dahil et

 **Latife Beyza Turgut** · 04:00 10/12/2023, Pazar · G: 10/12/2023, Pazar
Yeni Şafak



Arşiv.

Yapay zekâyı öğretmenler rehberliğiyle okul müfredatına adapte etmenin önemli olduğunu vurgulayan Hong Kong Eğitim Üniversitesi Müfredat ve Öğretim Kürsüsü Başkanı Prof. Chi Kin John Lee, “Eğitimde eşitliği sağlamak için, yapay zekâ okuryazarlığının okul müfredatının bir parçası olması ve özellikle ülkeler arasında daha az gelişmiş bölgelerde okullara yeterli kaynak ayrılmasını sağlamak gereklidir” şeklinde konuşuyor.

Her gün hızla gelişen yapay zekâya dair pek çok haberle karşılaşıyoruz.
Yapay zekâ süratle hayatımızın her alanıyla bütünleşiyor.Olustrulan



Prof. Dr. Chair Professor of Curriculum and Instruction, The Education University of Hong Kong



T H A N K S

We sincerely thank our Board of Trustees and Board of Directors, Heads of Departments, Executive Board of Summit, Country Representatives and School Administrators for their unwavering support in the organization of the 3rd Istanbul Education Summit, and our colleagues who supported the work in cooperation and team spirit.

S P O N S O R S





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