

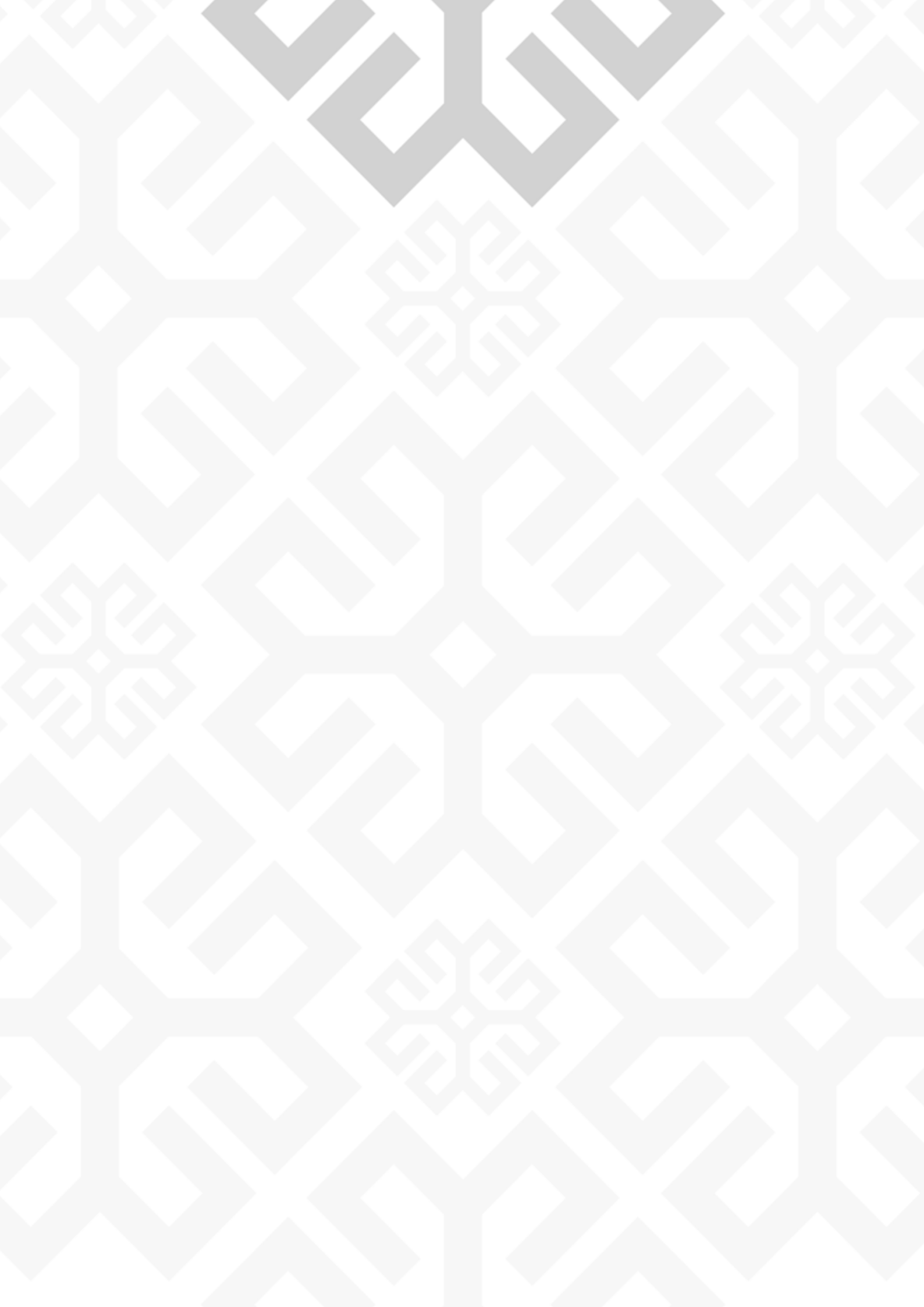


**ISTANBUL
EDUCATION
SUMMIT**
TURKISH MAARIF
FOUNDATION

NEW TRENDS and TRANSFORMATION in Education

Summit Report 2021

— 25 - 26 November 2021 —
www.istanbuleducationsummit.com



NEW TRENDS and TRANSFORMATION in Education



**ISTANBUL
EDUCATION
SUMMIT**
TURKISH MAARIF
FOUNDATION

— 25 - 26 November 2021 —
www.istanbuleducationsummit.com

© ISTANBUL

EDUCATION SUMMIT

ALL RIGHTS RESERVED

PUBLISHER

TURKISH MAARIF FOUNDATION
APRIL 2022

EDITORIAL BOARD

TUĞBA IŞIK ERCAN
AHMET TÜRK BEN
ALİ ÇİÇEK
KENAN ÇAPIK
M. FATİH PEHLİVAN
DOÇ. DR. RIDVAN ELMAS
DR. SELÇUK AYDIN
DR. YUNUS EMRE GEDİKLİ

CONTRIBUTORS

BEKİR BİLGİLİ
ENES TECİM
ESRA SÜZEN
M. EREN UYGUR
NUR CENGİZ
SANİYE YALÇIN
SELDA SERT
SERTAÇ GALİP GENÇ
SÜMEYYE ÇAĞLAR
YUSUF İHSAN TÖKEL
ZEKİYE AYHAN

DESIGN BY

EKREM US

CONTACT

ALTUNİZADE MAH. FAHRETTİN
KERİM GÖKAY CAD. ERDEM SOK.
NO:5 ÜSKÜDAR-İSTANBUL / TÜRKİYE
PHONE: +90 216 323 3535
MOB: +90 536 267 7810

ISTANBULEDUATIONSUMMIT



@ISTANBUL_SUMMIT

info@istanbuleducationsummit.com

www.istanbuleducationsummit.com

PRINT BY

ERKAM BASİMEVİ, İSTANBUL

ISBN: 978-605-73840-5-8

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

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

There are plenty of opportunities for discussion and learning at different levels throughout the Summit. The opening remarks of the Istanbul Education Summit are delivered by the President of the Republic of Türkiye, His Excellency Recep Tayyip Erdoğan as a honouree speaker following the speech of the President and Chairman of Turkish Maarif Foundation, Professor Birol Akgün. The Keynote Speech of the Summit is delivered by Professor Mahmut Özer, the Minister of National Education of the Republic of Türkiye, which is followed by High-Level Session participation of education ministers from Qatar, Niger, and Albania. The remaining six panels bring together the world’s leading entrepreneurs, academics, and experts to discuss various other aspects of the same general theme. As such, those panels address the Impact of Digitalization on Education, Internationalization of Curriculum, the Future of Education, Remodeling Education, Education and Social Justice, and Education and Development.

In addition to sessions of the Summit, a virtual exhibition features “Good Practices in Education” videos from Maarif Schools in various countries, and additional content are made available to participants regarding innovations in education as “Edu-trends”.



**ISTANBUL
EDUCATION
SUMMIT**
TURKISH MAARIF
FOUNDATION

NEW TRENDS and TRANSFORMATION in Education

This summit report includes summaries and highlights of opening and keynote speeches, high-level meeting and six sessions of the Istanbul Education Summit 2021. In addition, it includes the information about the edu-trends and e-exhibition (good practices in education) as a side initiatives of the Summit. The views, themes and discussion points expressed in the Istanbul Education Summit 2021 Summit Report are strictly those of the speakers and participants present at the summit, and do not reflect the official view of the Istanbul Education Summit and Turkish Maarif Foundation.

CONTENTS



PREFACE

10

Birol Akgün,
Chairman and President of the Turkish Maarif Foundation



EXECUTIVE SUMMARY

12

Tuğba Işık Ercan,
Head of Editorial Board



SPEECH BY THE GUEST OF HONOR

14

His Excellency Recep Tayyip Erdoğan,
President of the Republic of Türkiye



HIGH-LEVEL MEETING: NEW TRENDS IN EDUCATION

16

Summary of the Session

Keynote Speech: Mahmut Özer, Minister of National Education of Türkiye

18

Evis Kushi,
Minister of Education, Sport and Youth, the Republic of Albania

20

Buthaina Bint Ali Al Jabr Al Nuaimi,
Minister of Education and Higher Education, the State of Qatar

21

Birol Akgün,
Chairman and President of the Turkish Maarif Foundation

22

Mamoudou Djibo,
Minister of Higher Education, the Republic of the Niger

23



CONTENTS



THE FUTURE OF EDUCATION

24

Summary of the Session

Andreas Schleicher, Director for the Directorate of Education and Skills, OECD

26

Selçuk Şirin, Professor of Applied Psychology, New York University

27

Pasi Sahlberg, Professor of Education Policy, University of New South Wales

28

Sir Anthony Seldon, Former Vice-Chancellor, University of Buckingham

29

Bem Le Hunte, Professor & Director of Teaching and Learning, The Uni of Technology Sydney



INTERNATIONALIZATION OF CURRICULUM

30

Summary of the Session

Lavinia Stennett, Founder and CEO, The Black Curriculum

32

Ayşen Gürçan, Member of the Board of Trustees, The Turkish Maarif Foundation

33

Fernando M. Reimers, Ford Foundation Prof of Practice in International Education, Harvard Uni

34

Pete Dudley, Associate Professor in Education Leadership, University of Cambridge

35



THE IMPACT OF DIGITALIZATION ON EDUCATION

36

Summary of the Session

Keynote Speech: Haluk Görgün, Chairman, President, and CEO, ASELSAN

38

Michael Stevenson, Senior Advisor, Program for Int Student Assessment (PISA), OECD

39

Sümeyye Ceylan, Co-Founder and Managing Partner, Usturlab

40

Punya Mishra, Associate Dean & Professor, Office of Scholarship & Innovation, Arizona State Uni

41

Umar Saif, Founder and CEO, SurveyAuto.com & Chief Digital Officer, Jang/Geo Media Group

42

Eric Sheninger, Associate Partner with the Int Center for Leadership in Education (ICLE)

43



EDUCATION AND DEVELOPMENT

44

Summary of the Session

Erkan Erdemir, Rector, University of New York Tirana

46

Adeel Malik, Globe Fellow in the Economies of Muslim Societies, University of Oxford

48

Arjen Wals, Professor of Transformative Learning for Socio-Ecological Sustainability, Wageningen University & UNESCO Chair of Social Learning and Sustainable Development

49

Raja Maznah, Professor of Instructional Design and Technology, Sultan Qaboos University

50

CONTENTS



REMODELLING EDUCATION

52

Summary of the Session

Keynote Speech: **İbrahim Kalın**, Presidential Spokesperson, The Republic of Türkiye

54

Tony Wagner, Senior Research Fellow, Learning Policy Institute

56

Rupert Wegerif, Professor of Education, University of Cambridge

57

Caroline Jenner, Chief Operating Officer, JA Worldwide

58

Michael Hansen, Senior Fellow, Brown Center on Education Policy, Brookings

59

Mustafa Aykut, Chairman of the Futurists Association

60



EDUCATION AND SOCIAL JUSTICE

62

Summary of the Session

Keynote Speech: **Tawakkol Karman**, Nobel Peace Laureate

64

Urvashi Sahni, Founder and Chief Executive Officer, Study Hall Educational Foundation

65

Rory Robertshaw, Chief of Education, UNICEF Türkiye

66

Muhammad Sayuti, Secretary of the Council for Higher Education and Research and Development, Muhammadiyah Foundation Central Board, Indonesia

67

Muhsin Kar, Professor of Economics, Ankara Yıldırım Beyazıt University

68



EDU

70

TRENDS



E-EXHIBITION

74

GOOD PRACTICES IN EDUCATION





PASI
SAHLBERG



EVIS KUSHI



H.E. RECEP TAYYİP ERDOĞAN



SIR ANTHONY
SELDON



AYŞEN
GÜRCAN



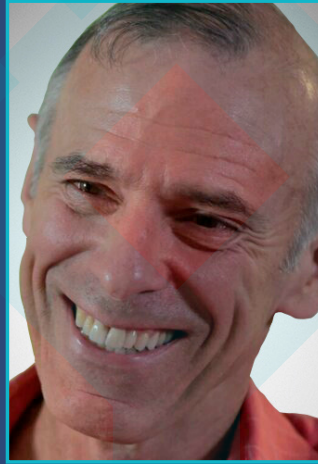
MAMOUDOU
DJIBO



URVASHI
SAHNI



HALUK
GÖRGÜN



TONY WAGNER



UMAR SAIF



BİROL AKGÜN



İBRAHİM
KALIN



ERKAN
ERDEMİR



ADEEL MALİK



CAROLINE
JENNER



FERNANDO REIMERS



MUHSİN KAR



BEM LE
HUNTE



MUSTAFA
AYKUT



**RICARDO
SABATES AYSA**



**SÜMEYYE
CEYLAN**



LAVINYA STENNETT



**MAHMET
ÖZER**



**MICHAEL
HANSEN**



**RORY
ROBERTSHAW**



PETE DUDLEY



ARJEN WALS



SELÇUK ŞİRİN



TAWAKKOL KARMAN



**PUNYA
MISHRA**



**RAJA
MAZNAH**



**MICHAEL
STEVENSON**



**BUTHAINA BINTALI AL JABR
AL NUAIMI**



**RUPERT
WGERIF**



**ERIC
SHENINGER**



**ANDREAS
SCHLEICHER**



**MUHAMMAD
SAYUTI**

PREFACE

The Turkish Maarif Foundation, established in 2016 by the Grand National Assembly of Türkiye to engage in formal and non-formal educational activities overseas, provides international educational services from preschool to higher education worldwide, in line with humanity's shared heritage and values. The Foundation has consistently increased the number of countries where it provides educational services. As of December 2021, the Foundation operates in 67 countries and, thanks to its 416 educational institutions and 43 dormitories, has become Türkiye's global brand in education.

The Foundation diversifies and improves its educational activities by signing cooperation agreements with universities worldwide, publishing periodicals and books, and developing curricula and accreditation systems. Based on this experience and know-how, it has initiated the Istanbul Education Summit to discuss contemporary problems in international education, global trends in education, and future challenges and to make necessary contributions in these areas.

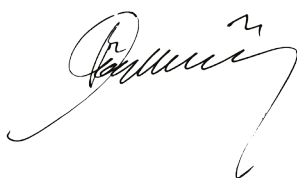
The Turkish Maarif Foundation successfully hosted the Istanbul Education Summit for the first time this year with the theme of "New Trends and Transformation in Education," and we are pleased to present you with this comprehensive summit report. The Istanbul Education Summit facilitated debate on new trends in education, the future of education, the internationalization of curricula, the impact of digitalization on education, the relationship between education and development, the remodeling of education, and the relationship between education and social justice. Ministers of education worldwide, distinguished members of national and international business communities, intellectuals, educators, academics, and experts made many eye-opening and beneficial presentations during the sessions. We have prepared this report to contribute to the existing body of literature and ensure that these presentations and discussions will guide international education both today and tomorrow and contribute to the development of education policy in the twenty-first century, as we keep facing new challenges.

We aim to continue to host the Istanbul Education Summit, which took place online this year due to the coronavirus pandemic in Istanbul, one of the world's leading capitals of culture and civilization. Over the upcoming years, this summit will become a global meeting point for addressing global developments in education and sharing experiences among various countries.

I would like to take this opportunity to thank His Excellency President Recep Tayyip Erdoğan, who has always supported the Foundation's work and honored us by attending the Summit's opening ceremony, as well as our Minister of National Education, Professor Mahmut Özer. Moreover, I extend my gratitude to the education ministers of Albania, Qatar, and Niger, along with the participating academics and experts, for their invaluable contributions. I offer my love, respect, and appreciation to our Foundation's dedicated staff, who worked very hard to plan, organize, and host the summit.

I believe that this book will contribute to the education community with the valuable perspectives of respected speakers of the summit.

Biröl Akgün
Chairman and President of the Turkish Maarif Foundation



EDITORIAL BOARD ISTANBUL EDUCATION SUMMIT



There has been a strong emphasis on the need for change in the core of our learning and reform curriculums in the light of twenty-first-century skills such as creative thinking, imagination, collaboration, and cognitive flexibility



EXECUTIVE SUMMARY

The Istanbul Education Summit (IES) 2021, a two-day virtual event organized by the Turkish Maarif Foundation, gathered academics, decision-makers, experts, and distinguished members of the international education community for the first time under the theme “New Trends and Transformation in Education.”

The opening speech was delivered by Professor Birol Akgün, Chairman and President of the Turkish Maarif Foundation, followed by the Guest of Honor, His Excellency Recep Tayyip Erdoğan, the President of the Republic of Türkiye. His Excellency Mr. Erdoğan highlighted the vision and contribution of the foundation to Türkiye’s humanitarian foreign policy. The opening session continued with Keynote Speech of Professor Mahmut Özer, the Minister of National Education followed by the high-level session.

The summit held six sessions and one high-level session with the education ministers from Qatar, Albania, Niger, and Türkiye. Following the high-level session under the theme “New Trends in Education,” the summit continued with the themes “the Future of Education,” “Internationalization of Curriculum,” “the Impact of Digitalization on Education,” “Education and Development,” “Remodeling Education” and “Education and Social Justice.”

The need for “new paradigms” in education was one of the prominent discussion themes related to each session of the summit. We have hitherto been raising our future generations with the curricula of the past, whereas COVID-19 has shown us the urgent need for bold and structural decisions and transformation. The question of whether COVID-19 will go down and humanity has shortly returned to its old habits or as an opportunity to create radically different, permanent, and sustainable strategies remain unanswered.

Another highly contentious question is how technology will shape the future of education. The benefits of technology have been widely acknowledged, vigilance was seen as more critical so as not to dissuade from the core mission of education, subtly defined as “wisdom” or “removing of the veil.”

Increasing teacher training programs and new means of access to knowledge worldwide have been considered two sides of the same coin. In addition, the challenge of balancing national identities and cultures with the quest for internationalizing the curricula has been another sensitive agenda.

Overreliance on traditional systems in education policies in the face of the rapidly transforming labor market creates a huge discrepancy. In this sense, there has been a strong emphasis on the need for change in the core of our learning and reform curriculums in the light of twenty-first-century skills such as creative thinking, imagination, collaboration, and cognitive flexibility. While doing this, planners and policymakers should be alert to the profit-oriented education projects and alleviate the threats while benefiting from the promising opportunities.

The Turkish Maarif Foundation, Türkiye’s international education institution, proudly presents this comprehensive summit report to the service of the education community. Primarily, our gratitude to our distinguished speakers of the summit who bring their invaluable expertise and experience around the table and engaging in such fruitful, constructive, and open discussions throughout the summit. Moreover, interests of the participants and followers of the summit reached more than six thousand people all around the world which motivates us for the following years to contribute the field more. On this occasion, we would like to take the opportunity to thank Professor Birol Akgün, whose full support to summit from the beginning, and Professor Aşkın Asan (former member of Board of Trustees of Turkish Maarif Foundation), the ambassador of Türkiye to Indonesia, for her pioneering role in realizing this summit and the dedicated members of the Istanbul Education Summit Organizing Committee. We wish to meet you again at IES 2022.

Tuğba Işık Ercan
Head of Editorial Board



RECEP TAYYİP ERDOĞAN
PRESIDENT OF THE REPUBLIC OF TÜRKİYE

Using digital technologies, the International Maarif Schools have provided education and training services uninterrupted during the coronavirus pandemic



GUEST OF HONOR

Distinguished ministers and dear guests, I greet you with my most heartfelt feelings and affection.

I hope that the Istanbul Education Summit, organized by the Turkish Maarif Foundation, will be beneficial. I want to express my compliments to the management of the Turkish Maarif Foundation and to all our public institutions and organizations that have contributed to the organization of this momentous summit. I believe that this summit, which is being held with the theme of “New Trends and Transformation in Education,” will serve as an international platform for discussing educational approaches and practices. I want to express my gratitude, on behalf of my country and people, to everyone who will offer contributions to the summit with their invaluable ideas.

Dear guests, the Turkish Maarif Foundation is one of our organizations that effectively represents Türkiye and our nation’s values, as well as global principles, beyond our borders. This foundation is committed to sharing the intellectual wealth acquired through the Anatolian tradition of knowledge and wisdom with young minds from worldwide. Thus, it contributes to developing virtuous and qualified generations for humanity’s common future, peace, and prosperity. We are delighted to witness the accomplishments of the Turkish Maarif Foundation following this mission since its establishment.

Today, our Maarif Foundation serves about 50,000 students via 416 educational institutions established in 47 countries across six continents. Members of the Turkish Maarif Foundation continue their work with tremendous sacrifice and devotion in the world’s most challenging and critical locations. The Maarif Foundation is critical not only in redressing the harm caused by disgraceful FETÖ members but also in ensuring equal educational opportunities in the countries where it operates. Our Maarif schools contribute to the world’s transformation and development, as well as to the strengthening of friendship, by applying both local and international curricula. With these efforts, Türkiye also contributes to the goals of “Quality Education for Sustainable Development” announced in the UN Vision 2030 Agenda.

Using digital technologies, the International Maarif Schools have provided education and training services uninterruptedly during the coronavirus pandemic. Our foundation has also proved its quality in its educational mission with resolute dedication in such a critical period. We see that the schools of the Maarif Foundation are highly appreciated in the countries where they are located, not only for the quality of education they provide but also for their dedicated staff. Both the heads of states and governments we receive in our country and our interlocutors during our visits abroad frequently express their gratitude for the presence of the Maarif Foundation in their countries. On behalf of our country, we are proud of your achievements, and without a doubt, as members of this great nation, you will do even better as the years pass. Without a doubt, the way to accomplish this is to work hard, keep up with the innovations in education, and embrace the universal without forsaking the local.

We need to promote an understanding that respects local needs and values while competing globally. As a country with no stain of colonialism in its history, I believe that the Turkish Maarif Foundation will lead the way in reinforcing the educational vision that puts people and nature at the center. I hope that the Istanbul Education Summit will be a turning point in determining this foundation’s roadmap and increasing its levels of success. I hope that this summit will be successful, and I thank everyone who has contributed to its organization. I want to express my gratitude to all members of this foundation who serve with sincerity, devotion, and passion in 47 countries. I say, may Allah be with you, and I wish you all the best in your efforts.

HIGH-LEVEL MEETING NEW TRENDS IN EDUCATION



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



Global trends and practices in education were addressed by ministers of education from the State of Qatar, the Republic of Albania, and the Republic of the Niger and by the Chairman and President of the Turkish Maarif Foundation during the session. The topics of competency-based learning, professional development of teachers, inclusive education, online learning, sustainable development goals, special education, citizenship, and the culture of peace were covered by the distinguished ministers. Educational paradigms have undergone certain changes with time, which gave rise to new definitions and concepts related to education. Indeed, twenty-first-century skills have been categorized as skills of learning and innovation, digital literacy, and career skills. At this time, educational processes must be transformed to support such paradigms.

Her Excellency Evis Kushi stated that the COVID-19 pandemic is considered a major global challenge that affects every aspect and segment of society, particularly in education. She reminded audiences that educational institutions had been mostly maintained and served students through distance learning, including in Albania. Moreover, Her Excellency Buthaina bint Ali Al Jabr Al Nuaimi approached online learning from a different angle. She highlighted that the Qatari experience with online learning and personalized learning has been developed during the pandemic, which can be a good example for other countries. Learning methods have extended beyond the conventional time, place, and practices with technological developments and the forced conditions of the pandemic.

Professor Birol Akgün, Chairman and President of the Turkish Maarif Foundation, underlined that individual needs would be highly crucial in the future because of the latest developments in education. This has the potential to transform and change the forms

of traditional schooling. In adapting to this process, educational institutions must improve skills for this new age together with students' families.

Her Excellency Evis Kushi particularly highlighted the teachers' professional development. She underlined the decisive role of the professional development of teachers for educational reform, which has been applied in Albania in accordance with the supply-demand system. Based on teachers' needs, programs are coordinated at regional and national levels. His Excellency Mamoudou Djibo touched on the challenges linked to COVID-19, which has weakened the capacity and resilience of the Nigerien educational system, and how crises and catastrophes interrupted pedagogical continuity.

Overall, global trends in education have undergone radical changes, particularly with the COVID-19 pandemic. Educational paradigms need to be reconsidered from different perspectives, and operational systems and definitions need to be read-dressed. New skills such as competency-based learning, online learning, sustainable development goals, and citizenship are required. As part of inclusion in education, programs for special education students should be increased. At the same time, teachers' professional development is another area to be invested in more heavily. Teachers' education and training should be improved, and professional development should be provided for teachers by governments. The role of teachers in education is extremely important and will affect the future of students. As a result of COVID-19, the digitalization of education has forced teachers to gain new digital skills for online learning. Teachers should be endowed with digital skills apart from their traditional teaching methods. It seems that this is not an option; it is an obligation under these circumstances for keeping pace with the new era.

KEYNOTE SPEECH



PROF. MAHMUT ÖZER
MINISTER OF NATIONAL EDUCATION,
THE REPUBLIC OF TÜRKİYE

I greet you with love, respect, and affection.

The Turkish Maarif Foundation, which carries out its activities at all levels, from preschool to higher education, in all corners of the globe, from Asia and Europe to the America, Africa, and Australia, sets an example to the world in the field of international education. As our Foundation's president has pointed out, the Turkish Maarif Foundation is active in 67 countries. It serves as our nation's gateway to the world in international education by bringing together our ancient civilization's tradition of learning and wisdom with humanity's shared values and cultural heritage.

In addition to providing formal education, the Turkish Maarif Foundation offers non-formal education by opening community centers, offering courses, and launching cultural centers to contribute to the development of individuals in all aspects of life. One of the main goals of the Turkish Maarif Foundation is to ensure that each student not only gains academic success but also becomes "a good person." Humanity's most powerful weapon against all kinds of evil, including violence, discrimination, alienation, and hate crimes, is education which ensures that young people, who will shape the future, become "good" people and transform society. The foundation focuses not only on academic development and success-based education but also on the social and emotional development at the center of education.

At the same time, within a short period, the Turkish Maarif Foundation reached a level at which it can compete with already established international education institutions thanks to its unique curricula, educational programs, scientific studies, and R&D activities. Three hundred ninety-nine schools, a university, and fourteen education centers in various countries worldwide provide education on par with international standards today. By teaching local, international, and our nation's language, history, and culture, the Turkish Maarif Foundation builds permanent bridges among young people worldwide through this common culture in the foundation. It makes a major contribution to the internationalization of education.



The primary goal of education policy in our country and worldwide is to decrease the inequalities that the pandemic has created among students and cure the loss of learning opportunities



Esteemed participants and dear guests, we are all witnessing major social, political, and economic changes and transformations in the twenty-first century. As information and communication technologies undergo rapid changes, we experience developments like climate change, natural disasters, wars, and migration that shake the world's foundations.

The global shock experienced simultaneously by almost all parts of the world due to the coronavirus pandemic in 2020 was unprecedented in history. That pandemic, which has claimed millions of lives, has entailed a major global crisis in the world of education and for education systems, just as it affected healthcare, the economy, and society. Sharing healthcare experiences and standing with solidarity during the pandemic should spread to the field of education to educate the new generations that will shape the future of the world. Indeed, education and healthcare are the main areas that humanity must focus on at this time. In light of the pandemic, it is also necessary to discuss the future of education.

The Istanbul Education Summit, which is hosted by the Turkish Maarif Foundation, brings together researchers from around the world for that purpose and, therefore, has the potential to make a significant contribution to ongoing efforts to develop a vision for humanity's future. The deepening of existing inequalities in education causes one of the greatest dangers facing the entire world today. The primary goal of education policy in our country and worldwide is to decrease the inequalities that the pandemic has created among students and cure the loss of learning opportunities. We must make major efforts to mitigate the pandemic's devastating impact on our children's educational progress as well as their physical, social, and emotional development. We must draw necessary lessons from the pandemic, improve the readiness of education systems for emergencies, and, in this regard, strengthen our national and international solidarity.

Distinguished guests, we must strive to ensure that every single child gains access to high-quality education by working with public institutions, universities, and non-governmental organizations at the national and international levels. Let us not forget that children and young people, who will build the future of this world, constitute our most valuable human capital.

I extend my gratitude to the Turkish Maarif Foundation's executives for hosting this event, bringing together esteemed experts, and facilitating experience-sharing with them. I hope that the Istanbul Education Summit will guide our education policies. I thank all participants in advance for their contributions.



We must make major efforts to mitigate the pandemic's devastating impact on our children's educational progress as well as their physical, social, and emotional development





EVVIS KUSHI

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

❁ *Educational* reforms are crucial improvements for adaptation to the development of society, technology, and our vision for the future. Albania has initiated and implemented deep reforms aimed at modernizing the education system, increasing, and improving the quality of education, ensuring inclusion in education, and equipping the younger generation with the necessary skills for the labor market, sustainable living in global cities, and citizenship and a culture of peace. The competency-based reformed curriculum for pre-university education focuses on the development of lifelong learning and key competencies. Teachers' professional development has also been considered another critical dimension of this reform. The continuous professional development of teachers in Albania has been organized according to the supply-demand system, and based on the teachers' needs, programs are offered at regional and national levels.

❁ The COVID-19 pandemic is considered a major global challenge that has affected every aspect and segment of society, particularly in education. Our ministry (Ministry of Education, Sports, and Youth in Albania) swiftly shifted to distance learning for all grades. Students access courses on national television and through various platforms such as Google Classroom, Google Hangouts, and Zoom, and communication between students and teachers was established in virtual classrooms. A new online platform was also built and new learning materials in line with the requirements of distance education were consecutively published.

❁ Despite all our efforts, we faced some challenges, and we developed new ways to cope with them. Online learning reduces students' interest, inclusion, interaction, and research work. These are essential for the implementation of effective schooling. The classroom environment creates cooperation and stimulates interest and motivation among students. Online learning makes it difficult to improve students' achievement, especially for students with disabilities. During the development of classroom learning, students with learning difficulties achieve the expected learning outcomes in the same way as other students. Our dedicated teachers, as well as assistant teachers, were outstandingly engaged in this process.

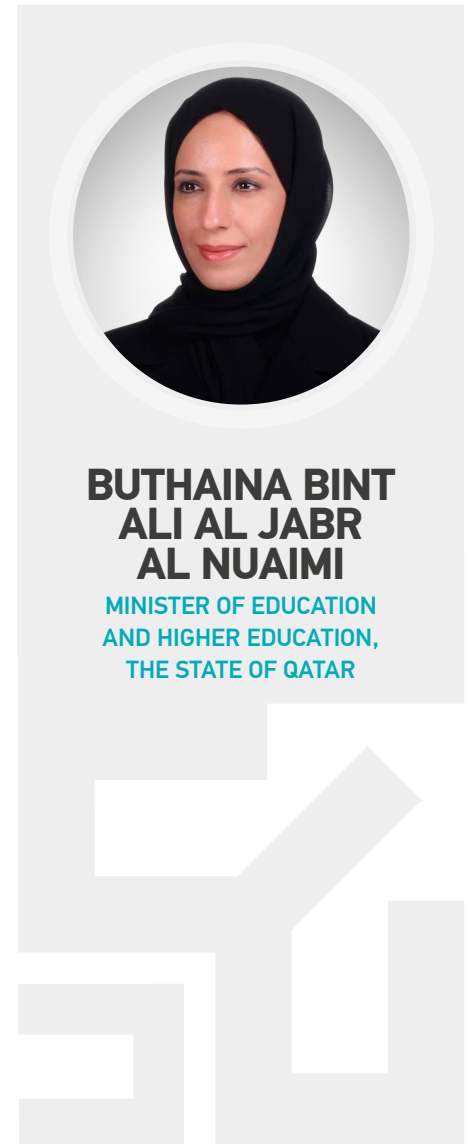
❁ One of our primary goals is the digitalization of the education system in order to adapt the technological developments and improve the quality of teaching and learning. Moreover, making further contributions to education is through the creation of a knowledge-based society by offering online access to education for all students and teachers.



Making further contributions to education is through the creation of a knowledge-based society by offering online access to education for all students and teachers



- ❁ Education is one of the key pillars of the Qatar National Vision 2030, and it is critical for achieving sustainable development goals across all sectors. One of the greatest strengths is having a shared vision for quality education and a strategy that will enable us to achieve the objectives we set for ourselves. Teacher education and development programs have been our central focus.
- ❁ Promoting research and innovation in our schools is also a key strategy that we have implemented. To this end, we organize annual competitions and exhibitions where students share their work and participate in both national and international research projects. We are also investing in specialized education programs for gifted and talented students as well as for students with disabilities and special needs. We believe in the importance of offering a variety of programs that meet the individual needs of all students.
- ❁ One of the challenges that we are facing is the scarcity of talent. I think this is not unique to Qatar. Most professional educators do not choose to pursue careers in the teaching profession. To keep talented educators within the system, we have been implementing scholarship programs to encourage teachers to join this profession. We have also introduced professional specialization and development programs to equip and upskill teachers to join the professional field. We are continuously developing new strategies to promote the teaching profession.
- ❁ During the distance learning period, we have realized the importance of personalized learning. Learning has extended beyond conventional time and space, giving students flexibility. One of the key advantages is parents' increased engagement, which has become part of the children's learning experience. It has promoted independence for students, and we have successfully managed to integrate them into e-learning processes. Based on our experience, I can say that a solid e-learning strategy can provide flexibility and personalized education at the same time.
- ❁ We believe that teacher quality is critical for students' continuous progress and advancement. This is one of the areas in which we have heavily invested, and through educational research programs, we have facilitated the emergence of new methods in schooling.



**BUTHAINA BINT
ALI AL JABR
AL NUAIMI**

MINISTER OF EDUCATION
AND HIGHER EDUCATION,
THE STATE OF QATAR

During the distance learning period, we have realized the importance of personalized learning. Learning has extended beyond conventional time and space, giving students flexibility





BİROL AKGÜN

CHAIRMAN AND PRESIDENT OF
THE TURKISH MAARIF FOUNDATION

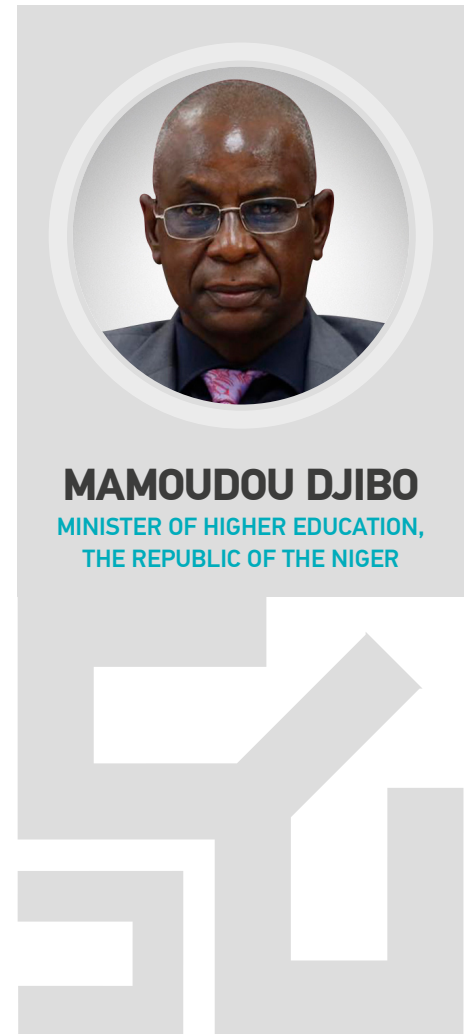


The importance of face-to-face education, however, is undeniable. Therefore, I think we will gradually increase hybrid education models, and they will be much more common in the future



- ❁ We, as Türkiye, have about 25 million students; 17 million of those are at the K-12 level, and several million more are above that. We have a young population, especially within the last 20 years, and Türkiye has taken many steps to improve opportunities in education for the newer generations. The schools' physical capacities, quality, and technological infrastructures have been significantly improved. Means of access to technology have been increased by providing students with tablets and other devices.
- ❁ During the pandemic, the transition to e-learning platforms was challenging because our students, teachers, and systems were not fully ready for such an immediate action. Students' access to the internet, especially those living in rural areas, has been a problem. We have put great effort into addressing these challenges, and the crisis management department within our ministry played an active role in maintaining continuity of education.
- ❁ Currently, Türkiye is gathering its National Education Council. This platform will be beneficial in developing new perspectives and strategies for our education system. The pandemic has taught all of us the importance of crisis management. As we are still struggling with the pandemic, we must be ensuring continuity in education. In this new era, technology has been an indispensable part of our lives, and we will continue to use these systems. The importance of face-to-face education, however, is undeniable. Therefore, I think we will gradually increase hybrid education models, and they will be much more common in the future.
- ❁ Individual needs will be decisive in the future of education. New methods and strategies might be considered a threat to traditional schooling. However, we see such novelties as new opportunities for the betterment of our education systems. For instance, some countries reduced the weekly school days to four or three days. We should all be open to new insights and be ready to embrace exemplary models.
- ❁ Education and training for teachers, especially utilizing digital systems, are highly crucial in contemporary development. Children are being heavily influenced by social media platforms. Therefore, teachers should be endowed with the skills to direct students' focus and attention appropriately and ensure strong student communication.
- ❁ As teachers and parents, we have to adapt to this new era and improve our skills to deal with contemporary challenges as well as opportunities. We must be resilient in this mission. The pace of change and transformation is incredible, but it is our responsibility to determine the direction of this change. I think the most powerful tool for a successful transformation is increasing the investments in teacher education and training programs. This should be a top priority for governments, ministries, and international educational institutions.

- ❁ Educational systems throughout the world have been tested by several crises, each one bigger than the other. However, we must continue pursuing Sustainable Development Goal Number 4, which is ensuring equal access to quality education for all and promoting lifelong learning. The dramatic impact of COVID-19 and nations' capacities to cope with it are crucial issues to discuss in this summit. We have already been struggling with several crises in the world and they have been further accelerated by the pandemic. Especially within the last decades, we have been experiencing major changes in every walk of life. Technological progress provided enormous opportunities, but some nations have been victims of change in general. Niger is one of those that continue to manage the disruptive outcomes of the pandemic while at the same trying to increase the use of technology for the betterment of its future generations.
- ❁ This health disaster has profoundly affected our working habits, social life, and our living conditions, as well as our education systems, and we all had to make an immediate transition to the intensive use of technology and communication systems. Online learning platforms, courses, evaluation methods, and new skills for learning have all been new opportunities for us and new challenges. All these changes and innovations subsequently brought about the need to question our conventional methods and philosophical approaches to education. We must rethink the interconnected nature of education, economics, and social development.
- ❁ I congratulate the Turkish Maarif Foundation for this initiative of bringing respected scholars, entrepreneurs, and policymakers together again. I am also very happy to see that the Turkish Maarif Foundation attaches great importance to increasing its educational projects in African countries, including Niger, where we face many internal and external challenges.
- ❁ At the external level, COVID-19 has dramatically influenced the resilience of the Nigerien education system due to its weak capacity and scarcity of resources. We are struggling with so many crises and catastrophes while trying to ensure pedagogical continuity. Due to daily terrorist attacks, we are having difficulties in maintaining security. In certain regions of the country, we have had to close about 500 schools. At the local level, we are doing our best to cope with the disruptive effects of COVID-19 on our education system.



MAMOUDOU DJIBO
 MINISTER OF HIGHER EDUCATION,
 THE REPUBLIC OF THE NIGER



***Technological
 progress provided
 enormous
 opportunities, but
 some nations have
 been victims of
 change in general***



THE FUTURE OF EDUCATION



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



Contemporary technological developments have been faster than ever before, leading to new discussions about the future of education and how schooling will adapt to change, particularly regarding the necessary skills and competencies. Although it is recognized that digitalization in education is revolutionary regarding the emergence of new means of learning, the role of socialization, face-to-face interactions, and peer learning are still crucial aspects of school life. It has also been widely argued that education being understood as merely transmitting knowledge to students as passive recipients makes it impossible to acquire such skills and limits the multi-faceted development of individuals.

Andreas Schleicher underlined the importance of being better equipped, more resilient, more sensitive, and more open to alternative scenarios for the future. For him, the more we open our minds, the more we gain a thinking capacity that allows synthesizing diverse scenarios and being prepared for the future. Schleicher's recommendations for younger generations were essential in terms of the life-long learning process. In addition to being good in academic fields, young people need to be at peace with themselves, be able to live with different people in their environments, and be open to diverse cultures, ways of thinking, working styles, and interests. Making better choices between the present and the future and seeing the bigger picture require the establishment of a more meaningful relationship, which is possible by learning to live together.

Professor Selçuk Şirin identified the pandemic as a "crisis that can be a good teacher," revealing the limits of remote learning and the significance of socialization in education. Moreover, he highlighted the Hope Project that he carried out in a refugee camp with Syrian refugees in Türkiye before the pandemic, sharing his thoughts on that experience and how the joy of learning that can take place outside in a good facility

where students are allowed to play with each other on their own terms is much better than anything digital. He emphasized that, in today's world, educators and parents compete with game companies with billions of dollars to attract children's attention. Thus, children's natural environments should be made at least as attractive as video games.

Sir Anthony Seldon, on the other hand, underlined that a school system that is much more fun, stimulating, sensitive, giving, and integrated with society could only be established through collaboration. For more creative and collaborative education involving students, the community, and parents, who are often excluded from school systems, we must establish a forward-looking system that prioritizes cooperation.

Professor Bern Le Hunt argued that the future of education is shaped by curiosity and creativity with the significance of the social aspect of life. She also underlined the role of experiments in the learning process and advised that students should be endowed with the ambition to try and take risks, see things differently, and question freely.

Professor Pasi Sahlberg pointed out the importance of empowering students to redesign education and school altogether. According to him, student participation, voice, and active involvement regarding what they will learn, what they want to learn, and how they want to change the world are all crucial for the future of education. He cited climate change campaigns by young people as exemplary practices and called on adults to embrace and motivate the promising potential of younger generations who could do great things, often much greater than what we give them.

The participants of this session shared the view that empowering a culture of lifelong learning requires more flexible, multicultural, development-oriented, and multidisciplinary education systems.

Highlights



ANDREAS SCHLEICHER

DIRECTOR FOR THE
DIRECTORATE OF EDUCATION
AND SKILLS, OECD

Andreas Schleicher is Director for Education and Skills at OECD. He initiated and oversees PISA and other international instruments that have created a global platform for policy-makers, researchers and educators across nations and cultures to innovate and transform educational policies and practices. He has worked for over 20 years with ministers and education leaders around the world to improve quality and equity in education. Before joining the OECD, he was Director for Analysis at the International Association for Educational Achievement (IEA). He studied Physics in Germany and received a degree in Mathematics and Statistics in Australia. He is the recipient of numerous honours and awards, including the "Theodor Heuss" prize, awarded in the name of the first president of the Federal Republic of Germany for "exemplary democratic engagement". He holds an honorary Professorship at the University of Heidelberg.

- ❁ In a video in which students of the Turkish Maarif Foundation conveyed their views on the future of education, they said, "knowledge will not make us unique. It is our capacity to imagine, to create, to build, to take responsibility, to communicate, and to collaborate." Also, several students spoke about the role that technology would play in their learning environments. I think the Maarif students have already expressed what is essential in education as learning by playing, having fun, and integrating learning and evaluation in a much better way than we currently do. These are highly central skills that will be highlighted in PISA assessments in the future. In these assessments, we will be focusing on these points as well as learning in the digital world and creative thinking.
- ❁ As the students said, we need to educate them for their future, not our past. What the students said about the teachers of the future was also remarkable: "Teachers' roles should be less as instructors and more as mentors, more as coaches and designers to provide innovative learning environments." Again, that is close to the aspiration of PISA, where we look very closely at the quality of the relationships between students and teachers.
- ❁ When we take the PISA perspective into account, for instance, recently, there has been a shift in the understanding of curriculum from the reproduction of content to empowering the capacity of students to apply what they have learned. This is one of the distinguishing features of the transition from content knowledge to competence. Skills such as decision-making and creativity will be much more important than knowledge in the upcoming period. For this, student-oriented systems that focus on young people's abilities are crucial. Students should be given space and freedom for such interactions. We see that teachers do a lot at this point. They support the production and use of new technologies. Therefore, teachers should not be actors who give up easily. They need to support students.
- ❁ There is potential for transformation in education these days, but that potential will not be realized independently. We were unable to learn adequately from many previous crises, and we fell back into our old habits. I hope people will learn a positive lesson from the COVID-19 crisis and have the courage to do things differently. The pandemic has clearly warned us that education is not just a transfer of knowledge. Instead, education is always an experience based on interaction. Thus, the quality of relationships will remain decisive in a technology-based world. Even though the COVID-19 crisis has created formidable challenges, particularly regarding inequalities, it has also created an opportunity to develop new education systems.
- ❁ We can make education much more fun with technology. We will see this happen in the future. We should not forget that education is a social environment, not a commercial one. Relationships in this social environment with technology will be much more productive.

- ❁ What we have learned so far is that crises can also be very good teachers. With the COVID-19 crisis, socioeconomic disparities have been made more visible and the impacts more severe, especially for the least advantaged segments of societies. During this period, education systems were also tested. We have witnessed a rapid transition to online education. Many millions of students have switched to online platforms, but this education will not have a future. Online education will not be the primary education method of the future. This is an optimistic point of view.
- ❁ All research on education reveals the importance of early childhood. Children need stimulation for brain development from birth, and they do not receive this in many homes around the world today. Therefore, there is a gap among children, or in other words, a huge delay for many students when they start school at the age of 6. We call this the “school readiness” gap. Unless we address this, we will not be resolving problems in education systems.
- ❁ Schools in the past could be any place where you learned and got content, but right now, schools are social environments. If you look at the twenty-first-century skills of creative thinking, imagination, collaboration, and cognitive flexibility, none of those skills are currently at the core of our learning or curricula. Students need meaningful relationships with others. They have to develop collaborative skills. Content flexibility is also vital for democracy, and democratic culture is necessary for us to be able to understand differences and develop empathy with people who do not seem to be like us.
- ❁ There are a couple of studies now showing how the pandemic has put children at risk emotionally and psychologically. There is increasing anxiety, depending on the age of the child. For example, in the early years of first or second grade, some children have not had a meaningful classroom environment for a year or two. That is a significant portion of their life, and if you are 5, 6, or 7 years old, the loss of learning is huge. We know that education without considering psychology would be a futile effort because it has been discovered that children go to school not just for learning but also for social and emotional needs.
- ❁ Overall, human development has three domains: the cognitive domain, physical domain, and social and emotional domain. The physical domain is the one where an open environment and basic human intuition are essential. To minimize the negative effects of the lack of the physical domain, schools can develop some forms of exercise. The cognitive domain, referring to what schools are designed for, can still be addressed through online platforms, but there is almost nothing for the social and emotional domain. Hence, children’s social and emotional needs go unattended.

Highlights



SELÇUK ŞİRİN

PROFESSOR OF APPLIED
PSYCHOLOGY, NEW YORK
UNIVERSITY

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

Highlights



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

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

- ❁ Stakeholders have been and will continue to be involved in the education system, such as the governments that are responsible for education, the teachers practicing the profession, the organizations conducting educational services, and then, of course, the economy and industry. In addition to these, I would like to see the following three key stakeholders be decisive in the future.
- ❁ First is the active role of students and children, even in policymaking processes. They have much to say about how schools should be organized and even what should be included in the curriculum. I would like to see more of a voice given to the students in the future and be more engaged in co-designing education and educational policies.
- ❁ Second is the role of teachers and principals, the educators in our communities. It is often said that teachers and school leaders are already included in policymaking. That is true, and some countries do it much better than others. However, in the future, if we are really thinking about the holistic development of education, we must clearly define the roles of educators, teachers, and principals in having agency in many other things than just those that are directly related to what they do in schools. I believe that much of the quality concerns in many education systems regarding teaching quality and leadership quality could be significantly resolved by engaging educators directly in policy, not just in policy dialogues.
- ❁ The third one is the role of communities in decision-making processes. I would like to see communities be given back this role, which they used to have in many countries, as owners and designers of their own schools.
- ❁ What is done in schools directly affects teachers and students. It is important to ensure that education leaders make direct contributions to the improvement in the quality of education. Also, practical strategies should be developed to increase students' sense of ownership and belonging. In other words, there should be a school-centered system; students should take active roles in the design of schools, and teachers should also take roles at this point. I think that education policies will change in many parts of the world. Governments' most common involvements are in healthcare and education, but education is a highly crucial field that should not be in the sole hands of policymakers.
- ❁ Lastly, it is essential for our systems to ensure equality as well as quality in the future. I think the issue of equality is important for the design of the system. Education systems that focus on equality and quality will be able to cope with such crises more easily in the future.

- ❁ We have to be pioneers in education and provide smart suggestions globally. National leaders need to understand the extraordinary downsides of artificial intelligence very quickly. As pioneers of change, you should not just be conducting tests in exam halls, where students sitting passively in rows write individual answers. We can have a system that will provide lifelong education and transform the youth, their families, and their communities.
- ❁ The building we call a school has many dimensions. Artificial intelligence shows us that we have smart schools, just like smart transportation developed in smart cities. However, there is also a considerable risk in this approach. We have to let go of the idea of building better than what has been done in the past. For more creative and more collaborative education involving students, the community, and parents, who are often excluded from school systems, we must establish a forward-looking system that is highly imaginative, prioritizing cooperation.
- ❁ There is no guarantee that COVID-19 would cause a fundamental change in education at this point. What history has taught us is that great events like wars and depressions can be catalysts for change. However, we cannot predict that this would happen with certainty.
- ❁ These education systems were unfortunately produced in the nineteenth century. In the world of the twenty-first century, these concepts do not work. There are many reasons for this. As we know, technology has advanced very fast, but our education systems do not seem to be aware of this development. What we need to see with change is the creation of more humane and holistic education systems instead of being trapped in a nostalgic past.
- ❁ Schools need to be places that teach how to be a human being, achieve goodness, and be a good person. Starting even earlier than the age of three, we should teach children how to live in harmony with the world and nature. In this context, I think artificial intelligence is important. Thanks to artificial intelligence, students will be provided with much better education, especially in science, in the future.
- ❁ Artificial intelligence will play a crucial role in the construction of smart schools. This also has risks, of course. When we look at computer games, billions of people are playing games. Teens interact much more in games than in classrooms. Using these tools, we can build systems that engage students in biology, physics, and economics. In order to prevent the risks that might stem from games or other smart technologies, we need leaders who will utilize them for the benefit of society. If we can do this properly, young people will be able to learn twice or three times as fast.
- ❁ It is clear that schools are places where content is forcibly transferred. Therefore, there should be a much more efficient education system where schools are places of active and interactive learning along with problem-solving and social activities. Technology and artificial intelligence can successfully be utilized to reach this goal.

Highlights



SIR ANTHONY SELDON

FORMER VICE-CHANCELLOR,
UNIVERSITY OF BUCKINGHAM

Sir Anthony Seldon, former Vice-Chancellor of The University of Buckingham, is one of Britain's leading contemporary historians, educationalists, commentators and political authors. He was a transformative head for 20 years, first of Brighton College and then Wellington College.

He is author or editor of over 40 books on contemporary history, including the inside books on the last four Prime Ministers, was the co-founder and first director of the Institute for Contemporary British History, is co-founder of Action for Happiness, honorary historical adviser to 10 Downing Street, UK Special Representative for Saudi Education, a member of the Government's First World War Culture Committee, was chair of the Comment Awards, is a director of the Royal Shakespeare Company, the President of IPEN, Chair of the National Archives Trust, is patron or on the board of several charities, founder of the Via Sacra Western Front Walk, and was executive producer of the film *Journey's End*.

INTERNATIONALIZATION OF CURRICULUM



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

International institutions engaged in educational activities in many countries on multiple continents have implemented a series of programs to provide services to communities of different languages, cultures, and ethnic backgrounds. The purpose of this session was to discuss multiculturalism, multilingualism, and differentiation methods that take into account the needs of students in the context of the internationalization of educational projects and the repercussions of developing an international curriculum.

Lavinia Stennett underlined the importance of learning Black history and being part of the Black community. She also focused on the prioritization of disadvantaged groups within the curriculum. Moreover, she discussed the role of social media in the learning process by identifying it as “the biggest teacher” in the contemporary world.

In addition, Professor Ayşen Gürcan explained how the Turkish Maarif Foundation established its learner profile in preparation for the International Maarif Program, which can be applied in various countries and cultures. Moreover, Professor Gürcan touched on the concept of lifelong learning for improving teachers’ training and abilities beyond time-based and location-based transfers of knowledge.

Professor Fernando M. Reimers discussed the role of educators in teaching people how to be in sync with complexity and complex word that cannot be understood with one story. He pointed out that COVID-19 has helped educators learn how to deal with complexity, how to analyze and overcome complicated situations. He also discussed UNESCO’s recent report about the future of education by highlighting the culture of education is changing, which requires a co-construction process with professionals, students, families, and teachers altogether.

Dr. Pete Dudley highlighted the importance of learning a language properly so that children can cope with linguistic barriers in our hyperconnected world. He also pointed out the possibility of developing an international curriculum with the collaboration of teachers who have experience teaching in different locations and cultures. Furthermore, he stated that the pandemic offered an opportunity to see the other side of the coin and reach information in various ways.

In short, the internationalization of curriculum has become a serious agenda item for educators as well as policymakers, particularly with the COVID-19 pandemic. However, the requirements and needs of students along with the learning experiences of different cultures, are crucial aspects to evaluate from a comprehensive perspective. Thus, professionals and stakeholders from all over the world should increase their collaboration and share their experiences.



In short, the internationalization of curriculum has become a serious agenda item for educators as well as policymakers, particularly with the COVID-19 pandemic



Highlights



**LAVINYA
STENNETT**
FOUNDER AND CEO,
THE BLACK CURRICULUM

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

- ✿ Black history is going to be everywhere because it is a huge part of Britain's history. Every person needs an opportunity to understand the fullness of British history so that they can actively see themselves as part of the community and make a change. We offer a program to learn our curriculum through teacher training and direct workshops with the Black curriculum. Over the past two years since we have set up, we have been able to reach over 3500 teachers directly, and we have trained them.
- ✿ In terms of designing a curriculum or designing initiatives where students can actively be engaged, it is important to know where these young people were at first. When we look at the disadvantaged groups, as someone who spent time in the care system, I can say that only 4 percent of care leavers end up going to university.
- ✿ It is crucial to analyze the outcomes first, understand what your people are saying, and ensure there are parallels between different communities so that we can get a fuller picture and then make decisions. It is true that we need diversity in education, or we need inclusion, but what is being promoted or what is being fueled should be elaborated critically. I think bringing together conversations from different backgrounds about the realities we experience is decisive in curriculum design.
- ✿ Insightful points have emerged around sharing networks, as well as the internationalization of curricula, particularly by sharing learning and, more importantly, sharing theoretical approaches. One of the key assumptions is the awareness that the world is interconnected. For example, the Black curriculum actually started in New Zealand. When I was studying there, it was really apparent to me that they had an approach and a model, particularly in primary schools. The curriculum included Māori history, as well as the issues surrounding colonialism.
- ✿ This approach is not something that has been taken seriously in primary schools in the UK. In fact, our approach here was to not speak about race because it is too sensitive of a topic, or the British Empire, for example, is not a topic that we really delve into. It is highly important that we understand how the world is interconnected not only through these systems, but also think about climate change and how these things really interact. It is evident in our contemporary world, for example, that countries in the Caribbean are connected to issues that are happening in Africa, as well as Europe and the rest of the world.
- ✿ Social media is the main teacher right now. Students returning home from school go straight to their phones and learn from what smartphones offer them. Therefore, in terms of building a teaching program, we have to understand how social media influences our young generations and how they learn through those platforms.

- ❁ The International Maarif Program embodies all qualities that all stakeholders – teachers, administrators, students, and parents – accept. In other words, those actors who are part of the education are expected to act in line with the qualities identified in the learner’s profile at all times so that the system may operate meaningfully and yield results.
- ❁ Changes in the philosophy of knowledge require us to focus more on the qualities of students rather than information. In other words, they call for an investment in people. That is because transmitting information has ceased to be important. The transformation of knowledge into skill and talent is now far more significant.
- ❁ There are four main parameters in the Maarif learner profile. First, learners can take advantage of their intelligence, minds, and abilities to think. Secondly, learners can manage themselves, make qualitative decisions, and learn how to rule by their will. Thirdly, social learners can develop as conscientious learners who engage in communication with their conscience, with the truth, and with the people around them. Finally, learners will manage their time and be active in time management as well as the management of their emotions and thoughts. Our system was developed based on those four foundations, and each foundation was associated with four attributes.
- ❁ The Turkish Maarif Foundation operates within different cultures, in different parts of the world, and in different languages. As such, there ought to be a standard according to which the institution shall engage in educational activities in diverse places. In this regard, we had to identify our fundamental approach and, by extension, create a roadmap after developing the International Maarif Program. We identified three focal points in this area. The most important aspect of an internationally designed program involving many different countries and cultures is that it is human-oriented, an approach that puts people at the center, trusts students, trusts teachers, and believes itself to be completely and perfectly equipped thanks to its competence. The second point is to focus on development. That is about attaching importance to improving students, teachers, parents, and all other stakeholders in their respective fields. Finally, the third issue is to translate cultural differences and cultural multitude into a form of wealth.
- ❁ We are entering a period where the school environment will change, and teachers will assume new roles as students encourage their own creativity. Our societies are no longer limited to schools. There are an increasing number of sources of information other than schools. As such, we need to come up with certain methods to improve access to accurate information. Possibly the most suitable method is to increase the number of lifelong education centers and teacher training programs to develop a shared understanding. It is important that the Teachers Academy continue its activities with models geared toward improving skills and problem-solving abilities rather than facilitating the transfer of information alone.
- ❁ We need to develop models to improve students’ active engagement and critical and analytical thinking skills, as well as promote sharing and communication by using different methods. We must also translate different practices on the local level into a source of wealth at the center and renew our systems of education based on shared values. Changes in the philosophy of knowledge also require us to focus more on the qualities of students rather than information. In other words, they call for an investment in people.

Highlights



AYŞEN GÜRCAN

MEMBER OF THE BOARD OF
TRUSTEES, THE TURKISH MAARIF
FOUNDATION

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

Highlights



FERNANDO REIMERS

FORD FOUNDATION PROFESSOR
OF PRACTICE IN INTERNATIONAL
EDUCATION, HARVARD UNIVERSITY

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

- ✿ The global pandemic showed us the fragility and vulnerability of human life on this planet. The pandemic has also changed the socio-economic context of schools. Therefore, an opportunity emerged for teams of teachers within schools to ask themselves what it is that we should help our students understand and be able to do?
- ✿ Educational change does not merely happen when governments decide to make it happen. Instead, as UNESCO's report shows, the culture of education changes when teachers, students, parents, and the entire society have a conversation and come to an agreement about what it is that students should learn and be able to do and take care of. We all need to develop capacities and identities that are deeply rooted in our local communities and our traditions, but that can also help us understand that we are members of a much bigger tribe, a tribe that is familiar, that we are members of a human species that is either going to survive together or perish together on this planet.
- ✿ We need to professionalize the practice of experimentation and innovation in the curriculum so that they become more similar to how we are tackling this pandemic. In education, we often expect teachers to carry the burden of the world on their shoulders. This pandemic is making it increasingly evident that it is not a realistic expectation. It is rather a more comprehensive task that requires active involvement and engagement of all stakeholders from government to social levels. We need all kinds of collaboration among humans and the kinds of organizations that are going to help us resolve complex challenges.
- ✿ There are obviously more skills that I could say are important, but in my view, two fundamental skills help us deal with the very difficult and complicated world that this pandemic has generated. We need to teach people to be in sync with complexity. We should help them appreciate that the world is not sovereign, in particular, and inoculate them against the possibility of manipulation by the brainwashing of demagogues of all political persuasions who are going to try to utilize them and bring them into a world in which individual freedoms are reduced.
- ✿ On the other hand, everybody understands that one of the things that technology gives us is the possibility to organize across bureaucratic boundaries. I think it is imperative to balance the development of the capacities of individuals to take care of themselves and their lives, develop a notion of the common good, of the shared good, and educate students to collaborate for common global goals. I think this is one of the imperatives of our time.

- ❁ One of the problems about curriculum is that, in education, a lot of the things we do in the classroom, we do unconsciously. The classroom is so fast-moving and unpredictable, and you have got 30 or more children thinking different things. As a teacher, you are making decisions very fast, and you tend to rely on what is called tacit knowledge for the decisions you make.
- ❁ Also, it is imperative that in the international curriculum, we critically evaluate the skills that have to be passed on to children and also be able to critically assess the hidden powers and dynamics that oppress certain people and favor others. A particular focus on each student is a powerful tool for collaborative inquiry and the development of curricula. Usually, you can never see how certain aspects of the curriculum may be excluding students or actively oppressing them.
- ❁ Children can learn things and resolve problems that the brightest could not have done alone, and we know that knowledge will stay with them because they have constructed it together. You can even neuro-scientifically image the development of the brain to see this. Therefore, I would put the vital elements of literacy and collaborative learning into an international curriculum.
- ❁ As the video on Maarif teachers' views on curricula around the world said, social media serves as a new school, and we need an international curriculum for the people who run social media platforms around the world to prevent the echo chambers that they seem to create, where people listen to people with similar ideas, or people, and very often young people, end up finding themselves bullied through social media.
- ❁ I think we need an international curriculum, not just for educators but for all of us as a wider society. There is a need to extend learning beyond school and recognize that we are all learning throughout our lives as lifelong learners. I would strongly argue that an international curriculum is now possible.



Children can learn things and resolve problems that the brightest could not have done alone, and we know that knowledge will stay with them because they have constructed it together



Highlights



PETE DUDLEY

ASSOCIATE PROFESSOR IN
EDUCATION LEADERSHIP,
UNIVERSITY OF CAMBRIDGE

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

THE IMPACT OF DIGITALIZATION ON EDUCATION



What kinds of advantages have the digitalization and internationalization of education brought to national education systems and education?



In what ways can the hybrid education model be an opportunity for students? And how can they take advantage of this opportunity?



How will teachers augment their own professional development to help students learn digital skills?



What opportunities do AI, AR, and VR technologies offer in education?



What role do digital games play in education?



What characteristics define successful students in the era of digitalization?



How are digital education platforms transforming the conventional understanding of education?



A rapid and comprehensive process of digitalization is underway globally. Technology impacts many aspects of our lives, bringing about certain changes and transformations. This session addressed those innovations, the transformative role of digitalization in the education sector alongside all other aspects of human life, and the impacts of easy and quick access to information on education systems.

In this regard, Professor Haluk Görgün, in his keynote speech, emphasized the importance of accessing information in the digital age and learning how to transform information into skills. Concepts such as automation, robotics, and artificial intelligence will be on our daily agendas in the near future. While utilizing technology, however, we should always maintain our human focus. Our digital education projects should be configured in line with individual needs and aspirations, treating individuals as social and psychological beings. Similarly, Sümeyye Ceylan stressed how important social and emotional skills are for individuals to function in society and employment. She argued that current education systems conduct performance-based numerical evaluations, losing sight of what it means to be human.

Digitalization of education plays an important role in improving the quality of education. However, as Michael Stevenson underlined, better student performance does not result from filling classrooms with technological devices. Intelligent teaching systems should involve each student in the learning process. Such an inclusive method develops problem-solving skills and creates novelties in an interdisciplinary perspective.

Professor Punya Mishra also shared his critical views of evaluation systems. According to him, evaluation methods for teachers, students, and schools need to be changed completely.

It is an undeniable fact that students want their voices to be heard. Eric Sheninger touched on crucial points concerning students' active involvement in learning and decision-making processes. In addition, equal opportunities should be ensured in classrooms and schools. Equal opportunity requires personalization and customization for the needs of each student.

High-quality content, equipment in the classroom, and interactions between the student and the teacher are three key elements in education and training. For an ideal learning environment, Dr. Umar Saif suggested revisions of educational texts by adding more games, animations, and simulations to ensure children's active interaction.

Michael Stevenson emphasized the decisive role of education in dealing with the social, economic, and political complexities of the contemporary world. According to him, "education generates solutions we desperately need for our deepest problems, be it social, economic, or political."

The main theme of this session revolved around how to balance the opportunities provided by new technologies with improving the social and emotional skills of students. In this sense, quality education entails a holistic approach that also reflects the Turkish Maarif Foundation's philosophy of education, i.e., the inseparable triad of knowledge, skills, and values.

KEYNOTE SPEECH



HALUK GÖRGÜN

CHAIRMAN, PRESIDENT,
AND CEO, ASELSAN

We are witnessing an extraordinary technological revolution: the construction of a man-made digital universe. The pandemic can be considered as the catalyst of the digital revolution. We are experiencing an era of digital transformation in education. With the digital transformation, the world is rediscovering educational methods. Our schools are not places where information is transmitted to passive recipients; they are places where knowledge will be transformed into skills. Schools will continue to exist in the future, but they will play more critical roles in education and especially in terms of acquiring new skills through changing methods.

Digital education platforms are radically changing traditional educational approaches. The new revolutionary technology of the near future known as the “metaverse” is a clear example. We are now entering an era of the metaverse, where artificial intelligence, augmented reality, physical reality, and highly advanced sensor and communication technologies come together. The metaverse will open the doors to such an era for us that we will not only benefit from the resources of the digital world to gain skills and knowledge, but we will also become a part of it.

It is now certain that this revolutionary technology will provide new opportunities in the field of education, as well. As ASELSAN, we are intensively utilizing the offerings of the digital world in our educational activities and training programs. We manage our learning and development activities holistically through a single digital system. In order to provide ASELSAN employees with the training they need with the support of e-learning and enable them to access learning and development easily, we launched the Learning and Development BİL-GE Platform in 2019.

Concepts such as augmented reality, artificial intelligence, and mixed reality are entering our lives. In this context, we are developing digital solutions for our employees’ activities, using artificial intelligence and augmented reality. With BITES, one of the subsidiaries of ASELSAN, we offer high-technology contributions to digital training activities.

Individuals, companies, and countries that keep up with the digital change in education will become the leaders of the future. If we know how to access the right information in the digital age and learn how to turn this information into skills, we will enjoy a much easier and safer future intertwined with concepts such as automation, robotics, and artificial intelligence.

With the digital transformation, the world is rediscovering educational methods. Our schools are not places where information is transmitted to passive recipients; they are places where knowledge will be transformed into skills



- ✿ The importance of classroom equipment for education has always been discussed. Nevertheless, it was also observed that better student performance is not gained merely by stacking up technological equipment in classrooms. In today's traditional education systems, various new materials are offered to teachers, but very few of them contain elements that support innovative pedagogies.
- ✿ A transformation will take place in education with the new generation. We can describe this transformation as "intelligent teaching systems." Besides the emergence of a system in which every student will be involved, a new educational ecosystem will emerge where interdisciplinary content will be included. Technology has not changed education systems as much as it has changed healthcare or other sectors over the last 100 years. However, it will be possible to talk about a real transformation in education with the next generation.
- ✿ Technology will create a new world completely different than the current one. In this context, let us talk about the robot revolution. Nobody wants teachers to disappear from the classroom. Therefore, it is necessary to establish a balance between the roles and influences of teachers and technology in schools. At this point, smart education systems can come into play in supporting teachers. The main concern in the change and transformation of education ecosystems is the performance of global giants and regional companies. The profit-oriented projects that these companies offer to students, schools, and governments are major sources of problems. The projects presented by these institutions always create inequalities. We have been facing serious challenges as we try to draw our roadmap. One of them, and perhaps the most important one, is setting new goals and priorities.
- ✿ Machines can think like humans to a certain extent. However, the focus should be on how people develop their own intelligence and how they can mix with and complement machine intelligence. In the framework presented for machine intelligence and human intelligence, there is a common intelligence that humans share with machines, and this type of intelligence can be called academic intelligence. That is related to the way we understand the world. However, two different bits of intelligence are unique to humans. One is social intelligence, and the other is the intelligence of self-understanding.
- ✿ "How will human development happen in a world of artificial intelligence?" is a big question. What should people learn so that they can continue to improve? Based on these questions, we found some competencies for human intelligence. The first important skill is adaptive problem-solving. I am talking about diversifying our understanding and behavior towards problems and troubles. The second competency is ethical decision-making. This skill can also be called the ability to compare your interests with others. To be more specific, this skill is essentially a cognitive and a wise way of thinking. Compared to humans, machines are quite unsuccessful in this regard.
- ✿ The issue of education has not been discussed much for a long time. It has just been discussed in the context of a single parameter in the last 30 years, and that parameter was youth literacy. As can be seen, we could not achieve what we wanted in education in the areas of science, mathematics, and literature. Despite all this, can we make education the engine of the world? This is an important but still unanswered question.

Highlights



MICHAEL STEVENSON

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

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

Highlights



SÜMEYYE CEYLAN
CO-FOUNDER AND MANAGING
PARTNER, USTURLAB

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

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

- ❁ Digital platforms are increasingly entering education systems. The rapid change in technology makes it necessary for students to acquire new skills, and the concept of lifelong learning applies to everyone. We need to renew ourselves daily. It has become a necessity for all of us, especially those who are not digital natives, to actively engage in technology. Nevertheless, it is not always easy for everyone to cope with this change. For this reason, education systems need to be modeled in a way that allows all citizens to develop their skills.
- ❁ Nowadays, programming and coding have come to the fore. The reality is that if we want to eliminate discrimination, we need skills such as communication, critical thinking, problem-solving, personal resilience, and self-reflection as much as we need the positive sciences. Existing education systems make numerical evaluations and neglect social concepts. I think the impact of digital tools on the enrichment of education is undeniable, but we should not neglect the other skills that I have mentioned. Our social and emotional skills are highly decisive in making it easier to develop digital skills.
- ❁ Social and emotional skills are left in the background by many institutions. However, studies show that they are fundamentally necessary for children. Cognitive skills should be in second place, and social skills should be in first place for the development of children. These competencies can be exemplified as getting in touch with oneself, listening to others, controlling emotions, and engaging in dialogues with other people. These features play crucial roles in the formation of our future.
- ❁ Emotional and social skills have five basic competence areas: self-awareness, self-regulation, social awareness, relationship skills, and responsible decision-making. If we want to apply these skills and competencies in the school ecosystem, we should not pack social and emotional skills into one box because institutions usually turn these skills into lessons. These social and emotional skills are vital. Therefore, they should be considered integral to the curriculum and teacher training. Social and emotional skills need to be practiced in a more moderate environment rather than a competitive one.
- ❁ At this point, it would be appropriate to give two examples. How do we apply these skills in the school setting? A mathematician can make social and emotional skills part of the lessons. For example, the teacher can trigger children's empathy by asking questions while showing a graph of salaries. Another example can be given from history lessons. During these lessons, discussions can be held on the problems or social and psychological factors that might have shaped the motivations of historical figures. Let us ask how a historical person could have made a decision better or worse. This is an easy way to build empathy.
- ❁ I would like to share an experiment. We developed a so-called forest explorer program. This program is built on the premise that nature is the best teacher and technology. We take nature walks in the closest place to the educational institution. Meanwhile, we are trying to strengthen our other abilities to alleviate our shortcomings. For example, we close our eyes and try to listen better. When an 8-year-old boy opened his eyes, he said that the resolution of the forest was very high. As can be understood, with COVID-19, children were exposed to too much technology and identified nature experiments through technological terms.

- ❁ Digitalization has been discussed for decades, but why are the changes brought about by digitalization not occurring in education? Everything in the art, economy, healthcare, and business sectors has changed with technology, but we do not see such a pattern in education. This is due to too much focus and reliance on traditional systems.
- ❁ We place technological innovations in traditional boxes and try to use technology in our traditional education systems. You may have the technology, but you need to use it efficiently and innovatively in education. If you do not change the system in which the technology works, nothing will change. Creativity and innovation should be valued, but the system does not attach importance to these values. Therefore, this problem needs to be resolved first. As a good example of the efficient use of technology in education systems, a 13-year-old child can take lessons on archeology, which is his field of interest, and benefit from the technology. It shows us that using technology efficiently can have positive results.
- ❁ Although we live globally, the local context is still crucial. Balancing these two requires more emphasis on hybrid systems. The pandemic has presented an opportunity for hybrid models. It has caused us to throw away all the previous assumptions in education. However, we should not forget that a school is a place of social and emotional development where many students may have a hot meal and chat and communicate with each other. While discussing the hybrid system, we should also look at the missions of schools. Being able to take some courses online does not make these features of the school unimportant.



We place technological innovations in traditional boxes and try to use technology in our traditional education systems. You may have the technology, but you need to use it efficiently and innovatively in education. If you do not change the system in which the technology works, nothing will change



Highlights



PUNYA MISHRA

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

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

Highlights



UMAR SAIF

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

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

- ✿ During my education, there was talk of giving tablets and computers to every child in developing countries. I have been working with the government of Pakistan for the last ten years. I am the Punjab region manager. With Society 5.0, the use of technology may be important in low-income and troubled countries such as Pakistan. There are 53,000 schools in Punjab, operating within a single schooling system. There are 13 million children in these schools. An additional 22 million children cannot go to school due to financial difficulties.
- ✿ It is obvious that technology can play a positive role in all countries. To provide access to education, especially in lower-income areas, we initially thought about providing more equipment and tablets to the schools in need. However, we realized that the solution was more complex. To deal with this problem, we conducted an interesting experiment in Punjab. We took the textbooks, which were mostly of low quality, and converted them into digitized textbooks. The idea was not simply to transform hard copies into softcopies. Instead, we added video content, animations, simulations, and games that children could interact with. As a result, we created rich digital content from level 1 to level 12 and published it all on our website, including the app that we developed. However, we did not see the outcome we expected.
- ✿ The next experiment was to equip classrooms with relatively low-budget technologies, such as providing teachers with 80-dollar tablets and putting LCD screens in some of the classrooms. Then we provided a script of instructions to each of the teachers, aiming to help them generate stronger interaction with the students. In this intervention, we did three things: we created more interactive and easily accessible content for the textbooks; we equipped the teacher, not the student; and we trained the teacher with instructions on how to deal with the materials that we created. The result was remarkable. Overall, we had 74 percent of improvement in science and math. This experiment can be considered as an example of how technology, when utilized effectively, can contribute to success.
- ✿ Technology brings benefits to all. Especially in higher education levels, we have seen so many successful models in various universities and colleges. Perhaps in the future, we will separate diplomas and tests from teaching and skills. Education in the sense of transmitting knowledge is the last thing to consider because there are many factors in the school environment.
- ✿ The effective use of technology has the potential to radically transform the way we understand education. Especially in low-income countries, it can be successfully utilized to create impact and generate access to quality education for all.

- ❁ The PISA results show that there is no correlation between the intense use of technology and academic success. When we look at where we are in education, the standardized ways of learning and leadership do not change, although technology changes. When you look at the game-changing world, revolutionary things happen. But do we focus on innovative solutions instead of traditional ones? We must focus on this question.
- ❁ We have education systems and training methods that are highly traditional and that were designed for the realities of the past. We focus on one type of teaching. This is the method of teaching everyone. In this method, students who do not understand the lesson are disconnected from the class. Those who find the subject easy to comprehend lose their interest in the lesson. Parents received education in a system similar to that of their children. If we want transformational change, we must focus on developing new ways of learning.
- ❁ Furthermore, we should revisit the concept of equality in education. In schools, all children do the same thing at the same time and in the same way. Although this method has been embraced to maintain equality among students, it has always created other adverse outcomes. From a broader perspective, equality in education refers to “equality of opportunity,” which moves us towards the concept of equity. Equity means that all kids get what they need, when and where they need it. Equity not only empowers our learners; it also empowers families so that they can become better equipped to help their kids be successful. This can be achieved through personalization. Personalization moves from what we teach to whom we teach and emphasizes the ownership of learning. Every child is unique in talents and skills. If we put kids on a linear path, we are not creating an equitable culture for them. Therefore, in order to ensure equity in education, it is necessary to build a personalized system that responds to the different needs of each child.
- ❁ If we want to fix things in education, it is necessary to be honest about where we are in the first place. In addition, everyone should be open to feedback. We need to know how to obtain competencies based on skills. The formation of a mindset is critical for skills to reach competence. There should be a condition whereby we have a purpose while bringing innovation in education. It is extremely important that we guide our students to think and practice in a changing world.
- ❁ Another issue is that we respond to the needs of all students. When you talk to students, you can understand that they want their voices to be heard. We must allow students to make a choice. For example, we should listen to whether students want to study online or face-to-face. Some students prefer online learning because of school bullying, and some may prefer face-to-face education. I think we should apply practices that work in education. These practices will provide guidance to families.
- ❁ When we think about equity, we should think beyond granting admission to colleges. We have so many occupations, different interests, tastes, talents, and skills in society. Therefore, we must make sure that we are creating equitable cultures not just in the classroom but also in our systems. We have created learning academies that any student could join. Different types of competencies such as STEM, arts, literature, and global leadership are offered to the students. Thus, individuals who reach levels of competence in various fields will contribute to the empowering of an equitable culture.

Highlights



ERIC SHENINGER

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

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

EDUCATION AND DEVELOPMENT



What should be the educational standards for developing nations, with an eye on their projections of the improvement of human capital, and what should that include?



What are the effects of strengthening human resources through education on the macroeconomic vulnerability levels of countries?



How will changing global and regional employment areas impact the reorganization of education?



How can education be planned to provide opportunities for upward social mobility?



What is the role of humanitarian aid in the field of education for long-term development?



How did investments in education change since the declaration of the UN Sustainable Development Goals?

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

This session covered the themes of social and economic development, education policies, redesign of education, the UN Sustainable Development Goals (SDGs), ecology and development, the necessity of mobility, and the importance of self-learning and lifelong learning. Teaching methods and programs that are in line with the needs of the twenty-first century, individual responsibility in learning, and continuous self-development were investigated from a holistic perspective.

Professor Arjen Wals argued that although the concept of development is usually defined in economic terms, it has to be viewed from a broader perspective for a better understanding of the role of education in national development. Professor Wals placed particular emphasis on ecology as integral to political, cultural, and economic development. It is crucial to raise individuals endowed with ecological awareness.

Dr. Adeel Malik cited some of the early education systems and institutions in the Muslim world that embraced holistic pedagogies emphasizing the interconnection between humans and nature. According to him, we need to move away from the worldview where one wins, and the other loses. In this context, his references to the educational institutions in Cyrenaica, Konya, and

Kashmir appear as exemplary historical practices that should be taken into account.

Professor Raja Maznah stated that educational technologies should focus more on education than the technological side. Professor Maznah built her perspective upon the significance of educational pedagogy, which is highly underestimated compared to educational technologies. The main point in innovative teaching is not to transfer knowledge but rather to teach how to learn. Peer education is decisive in this sense. Professor Erkan Erdemir, on the other hand, approached the subject in terms of protecting human resources. Professor Erdemir suggested investment strategies that will motivate graduates to stay in their home countries and serve their own nations. Innovation and standardization processes are among the important ones, but these should be reconfigured in line with countries' own structures.

As a result, education should not be for economic development purposes only. Existing result-oriented education systems should be reconfigured for achieving combined success both in academic and social, and psychological terms. That is the way to achieve sustainable development on individual and social levels. The most important point in innovative education is not the teacher's teaching but rather the student's learning. Thus, students should be treated and motivated as individuals who can contribute to their own development and the development of their countries and the world with a holistic approach. Development at the local level will contribute to development at the global level in the long run.

Highlights



ERKAN ERDEMİR
RECTOR, UNIVERSITY OF
NEW YORK TIRANA

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

- ✿ Higher education institutions contribute to society in two main ways: teaching and research. To achieve international standards and goals in terms of research and teaching, first of all, we need to start by improving the local conditions. We need to have an ecology of different institutions supporting research and teaching activities in universities. In this sense, higher education institutions should work closely with governments, other universities, and all civil actors to foster the institutional infrastructures of their countries.
- ✿ Institutions should increase cooperation and new engagements by adopting global standards through external accreditation and quality assurance systems like AACSB, EQUIS, and others in addition to their internal quality standards. Secondly, they should increase academic cooperation with other institutions offering high standards in research and teaching to enrich the experiences of academic staff as well as students. Improving online and hybrid teaching through virtual learning systems and combining their curricula with massive open online course resources are also necessary steps to take.
- ✿ A good degree is always considered a passport to a better job. Graduates of high-ranking universities are looking for job opportunities abroad. Young generations pursue careers in other developed countries. Similar things happen in the business sector. Companies invest in human capital and develop HR training programs, and then the employee leaves the company for better opportunities. I think this is the biggest challenge for transitional economies like Balkan countries. While you invest in the higher education field to support national development, the most talented graduates with international skillsets are moving to other countries for their careers. That is the reason why efforts to develop higher education should go hand in hand with efforts in economic development. Universities should focus on research and innovation activities alongside teaching to support economic development. A university could act as an entrepreneur to make contributions to society. Universities should increase funds for innovation projects not only for their profits but also for the greater purposes of society.
- ✿ Another issue regarding the improvement of the performance of universities is the standardization processes to increase the efficiency of higher education institutions. We usually tend to think that learning from the experiences of best cases or adopting some well-known teaching tools and techniques is the most viable way to be a good university. Still, these kinds of accreditation systems or standardization processes are primarily crafted in developed countries. They could also have their own drawbacks or bring some difficulties for countries that have different cultural backgrounds or economic conditions. Therefore, universities should also work on adjusting and customizing these best practices as well as the UN SDGs according to their countries' potential to use them in favor of their countries.
- ✿ Universities can act as entrepreneurs to invent new models or approaches in translating SDGs into their societies. Higher education institutions can be good entrepreneurs focusing on the cultural transformation of societies by adopting different perspectives from different fields such as business and sociology and can support them in developing their own paths to attain the SDGs.



Highlights



ADEEL MALIK

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

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

- ❁ When we think about education and development, we primarily consider economic rates of return or market expansion. I think we need to step back a bit and revisit education as a nation-building project. Although it provides instrumental outputs, education in itself has an intrinsic value. We need to think of education as a wholesome experience. Aristotle subtly defined the role of education: "Education of the mind without education of the heart is no education at all." This is part of realizing and understanding who we are. That is important especially when we focus on our relationships with nature and other human beings.
- ❁ Some of the early education systems in the Muslim world provide us with exemplary practices. If you think about the Sanusi of Cyrenaica, these were big Sufi orders creating large agricultural establishments and operating educational establishments. They were playing key roles in increasing economic opportunities and engaging in dispute resolution. In education in Konya, for example, in various places, Rumi's teachings took root among craft guilds. The craftsmen were members of the guilds where they were acquiring skills and other forms of knowledge as well. If you think about Mir Sayyid Ali Hamadani in Kashmir, he had two different zones of engagement. The kargha and the khanka were places for engaging in craftsmanship as well as religious learning. These were highly embedded experiences.
- ❁ If we were to think of education and development in broader terms, we would need to consider the wholesome experience of education. It is not just the education of the mind but also the education of the heart. Education of the heart is education that really creates enlightened individuals, and that is extremely important in these present times because our interactions and policies, whether at the individual or national level, should avoid zero-sum games, or development at the expense of another, where if I lose then somebody else will win. We should think beyond the zero-sum view of the world, and that requires regulations in education policies that target goals beyond instrumental outputs.
- ❁ In many Muslim countries, the elites and anybody else who could afford private schools did not send their children to public schools. Now public schools are no longer means for upward mobility. Madrasahs provide free education, especially to the children of the least well-off, but the pedagogical methods in madrasahs and the education system in general face so many challenges. Now there is a lot of discussions all around the world about reforming madrasah education. The key concern is to rethink the relevance of the early Muslim experience of educational development and moral economy for contemporary social, political, and economic development and pedagogical standards.

- ❁ Investment in education is critical since everyone needs to have access to quality education, and it needs to be made available to all people all over the world. Access to quality education remains inequitably distributed, and increased investments can play a key role in improving access to education. Fundamentally, we recognize that investing in education can contribute to sustainable development when attention is paid to new forms of teaching and learning that serve people and the planet. Social development, cultural development, economic development, ecological and environmental well-being, are all interconnected and need to be balanced.
- ❁ This implies that educational access and innovation cannot just be about the economy or preparing young people for work. Developing competencies in our society that will lead to social, economic, and cultural development while abiding by ecological boundaries is another important point. We need to support the well-being of generations as well as our planet by developing ecological support systems that are attentive to climate and biodiversity. Education may become part of the problem when it only focuses on economic development and ignores other aspects. Put bluntly, schooling, that does not reflect on the consequences for social, economic, cultural, and ecological development, is not always better and can in fact do more harm than good.
- ❁ At the same time, it must be recognized that the world of work is shifting. All changes in our society require new kinds of jobs and competencies. Therefore, we also need new forms of economic development that are more circular and collaborative and less pre-occupied with continuous growth and expansion. We should gradually move away from fossil fuel-based technologies toward other types of technologies that come from renewables. We already see a radical shift in the labor market; therefore, we should develop new methods to nurture our next generations so that they will be prepared for new careers and vocations. Besides, there are no lifetime jobs anymore.
- ❁ Our education systems should provide flexibility that provides easy adaptation to this ever-changing labor market. While doing this, we should always keep in mind that education is not just to prepare for work or increase employment. It is more about contributing to the development of the self. It is also about having a sense of identity, connecting with the surrounding social and physical environment. It has to do with a culture of learning nourished by curiosity and passion for knowing. Beyond the scales of quantitative testing, we need to create more space for intrinsic learning, well-being, happiness, and the creation of meaningful lives.
- ❁ I think it is important that we pay attention to the SDGs. SDGs should be a means for thinking in a more integrative and holistic way and seeing how everything is interconnected. We are good at teaching making distinctions, drawing boundaries, and creating categories and disciplines, but we are not good at developing a holistic perspective that will allow our future generations to see the world in its unity, its interconnectedness, and its diversity.
- ❁ Our schools and universities have a big role to play in developing such an understanding. What we do here, in how we think and act, inevitably creates an impact on people else living somewhere else in the world. Likewise, what people do elsewhere in the world shapes how can live our lives here. These interconnections, along with an ethic of care about others, people here and far away, but also about future generations and other species, are at the core of understanding and, indeed, living sustainable development.

Highlights



ARJEN WALS

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

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

Highlights



RAJA MAZNAH

PROFESSOR OF INSTRUCTIONAL
DESIGN AND TECHNOLOGY,
SULTAN QABOOS UNIVERSITY

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

- ❁ For years, education policies focused on utilizing audiovisual materials and other technologies of learning to close the gap in access to learning and make sure that everyone had access to resources and lessons delivered to as many people as possible around the world. Now, we see that the role of educational technologies is even more important and specialized, especially during the pandemic. Day by day, new technologies are emerging, but unfortunately, we cannot see a significant change in the development of new pedagogies or new ways of teaching.
- ❁ We should not let new fascinating technologies divert us from the very core aim of education. We should seriously think about how to change the way we learn. In that sense, the role of teachers is decisive, and their efforts can create an impact. Teachers are the ones who will develop innovative teaching approaches and continuous learning methods and create a culture of lifelong learning. They can and should redesign courses and learning experiences that meet the needs of each learner. Innovative teaching should allow the learner to have autonomy over his or her choices and provide opportunities to choose the kinds of courses, skills, and competencies.
- ❁ Another dimension is providing opportunities for collaboration. For learners to learn together, peer-to-peer interaction is highly important. It is where students are learning from each other, making mistakes together, and making meaning of what they are learning through reflection. Reflection is a skill that we usually do not teach our students.
- ❁ Teachers' active involvement can transform students' negative attitudes into positive ones. Students will no longer be passive recipients of information; they will rather develop their skills as active learners, and learning will become a motivating and fun activity. Hence, each individual learner will contribute to the building of a community of critical thinkers. Self-directed students and evidence-based teaching can radically transform societies. Such local models gradually increase the sharing of exemplary practices around the world, and this promotes the emergence of new insights.
- ❁ Restructuring higher education is not an easy job. It would involve intensive collaboration in society and industry with a careful analysis of whether what we are producing in higher education is what is really needed for nation-building. We should rethink the ways of making higher education accessible without having to go to a university. Such an attempt will facilitate opportunities for everyone to have higher education. Therefore, restructuring higher education does not merely involve building infrastructure. The focus should be on how to create opportunities for lifelong learning and how to increase social mobility that includes university, society, and industry.



REMODELLING EDUCATION



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



The twenty-first century has witnessed tremendous innovations and developments in all fields of life, and this rapid transformation has radically shaped our needs and living standards. Education should also be updated according to the various needs of individuals. Professor İbrahim Kalın, the Presidential Spokesperson of The Republic of Türkiye, began his keynote speech by underlining the purpose of education, the perspective of wisdom, and the possibilities of new technologies in the digital age. Focusing on these terms, he maintained that new technology and possibilities in schooling are highly beneficial for better education. Using technology in education increases the quality of education and the acquisition of the culture of learning.

Similarly, Professor Rupert Wegerif emphasized that we are in a time of transition. We are moving from a global print-based education system to a global internet-based education system based on dialogue. Dialogue is more than knowledge. It is about relationships and interactions. Dialogic education is partly about restoring goodness and wisdom.

Dr. Tony Wagner also indicated that the world no longer cares how much our children know. Knowledge, growing exponentially, and constantly changing like every internet-connected device, has become a mere commodity. What the world cares about is not what our kids know but what they can do with what they know. The future will not be driven merely by knowledge but rather by the challenge of creative problem-solving and skills and the dispositions to deal with them. At this point, students are expected to constantly improve themselves in twenty-first-century skills such as problem-solving, critical thinking, and technology literacy.

As Dr. Mustafa Aykut emphasized, to have children adapt to tomorrow's digital world, we need to transform the traditional education system into an interdisciplinary education system. Interdisciplinary education allows the student to learn by making connections between ideas and concepts across different disciplines. Looking at a problem from multiple perspectives, both human and technical, requires asking the right questions. Students learning in this way can apply knowledge gained in one discipline to another to deepen the learning experience.

In addition to the students' competencies, the necessity of teachers being open to innovations is one of the issues that has gained importance in the COVID-19 pandemic. As Dr. Michael Hansen pointed out, the need to focus on training teachers and helping them grow and learn, and to bring more people into the teaching profession, is clear because these are things that we need for an innovative future. Not only do we need innovation, but we also need talent, and we need people to be there, to be part of that innovation. When teachers are active participants in the innovation process, they will be able to understand the new generation more easily.

As Caroline Jenner pointed out, the next generation will be the first digital generation. Entrepreneurship, creativity, and innovation will be integral to schooling. Awareness of ecology and the environment, global citizenship, entrepreneurship, career development, and transversal interdisciplinary interests will be common concerns, and better collaboration between business and education will be sought.

KEYNOTE SPEECH



İBRAHİM KALIN
PRESIDENTIAL SPOKESPERSON,
THE REPUBLIC OF TÜRKİYE

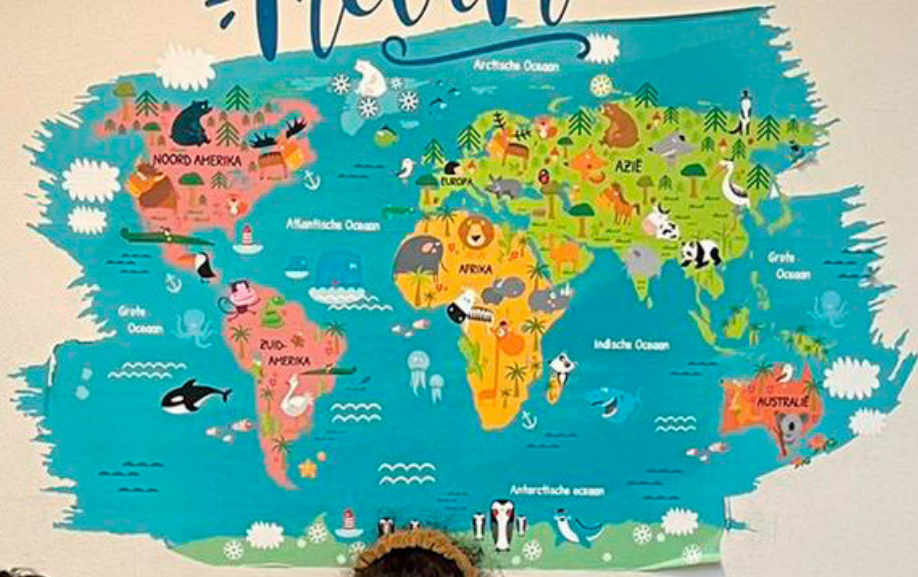
What is the purpose of education? I think, regardless of time, space, and the medium used, the goal of education is to make human beings good people. That is the bottom line. The goal is not simply to gather information or impart knowledge. We usually confuse information with knowledge and knowledge with wisdom. Ultimately, the goal is to teach ourselves how to be good people in the broader sense of the term, in the sense of being good, in the sense of being true, in the sense of being right, in the sense of being beautiful, in the sense of being gracious, in the sense of being beneficial to other people. That should be the bottom line; it should be the ultimate goal of education at every level, whether you teach it in elementary school or graduate school or you teach yourself in any environment.

The etymology of the Arabic words for education, “ilm” and “talim,” comes from the same word as “sign,” “alem,” and to teach is to point to that which is to be understood. Interestingly, a “muallim,” a teacher, is someone who points to the sign. Again, interestingly, the word for the universe or the world is “alem” in Arabic, and it comes from the same root again, so the whole universe is assigned to be read, to be discovered, to be understood so that we can be good.

The most knowledgeable man of his time, Socrates, claimed in a rather sarcastic way that the only thing he knew was that he did not know. To be able to say that one should combine knowledge with wisdom and that Socrates had that, in fact, is another indication of the meaning of education. Muslim scientists and scholars such as al-Farabi, Ibn Sina, Ibn Rushd, al-Ghazali, and many other luminaries of traditional Islamic culture and civilization represent the same tradition of being in pursuit of wisdom. Scientists, philosophers, poets, architects, historians, linguists, and others; all strived in this way to reach a perspective of wisdom so that they could be good in the widest sense of the term.

What is the purpose of education? I think, regardless of time, space, and the medium used, the goal of education is to make human beings good people

Metamo



Highlights



TONY WAGNER

SENIOR RESEARCH FELLOW,
LEARNING POLICY INSTITUTE

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

- ❁ My favorite quote is from Einstein, who said that the formulation of the problem is often more essential than the solution. I think what we are grappling with here is the framing of problems in education today.
- ❁ We live in the innovation era. The world no longer cares how much our children know. Knowledge has become a mere commodity, exponentially growing and constantly changing like every internet-connected device. What the world cares about is not what our kids know but what they can do with what they know. Content knowledge still matters, but skills matter more, and motivation or dispositions matter most. Thus, if we reframe the problem in education, then I think we can reimagine a very different kind of system.
- ❁ When we fundamentally reimagine the world, we should keep in mind that we no longer live in a world driven merely by knowledge but rather by the challenge of creative problem-solving and the skills and dispositions needed for that. That paves the way for reimagining how teachers prepare, how schools are organized, how we certify our graduates, and how we can engage community organizations and businesses in helping prepare young people. To be very clear, we are not just preparing young people for the world of work. I believe our job is to prepare our future generations for active and informed citizenship, and for lifelong learning.
- ❁ We have inherited a system that does not properly respond to the necessities of the contemporary era. We have heavily invested in content knowledge and specialization. The ability to master complex material is important, but skills, motivation, and disposition matter more. Currently, our education system is time-based. We do not focus on what is mastered or what skills and competencies we have developed. Too much emphasis on content knowledge in secondary and post-secondary schools has negative outcomes, as well. We all know that most students forget content knowledge as soon as the test is over. Therefore, we have to fundamentally reimagine what a secondary diploma is and even the diplomas for post-secondary levels.
- ❁ The diplomas that we grant should be certificates of mastery rather than certificates of certain time served in school. In other words, we have to focus on merit-based measurements for learning. I am currently involved in an international project called the Mastery Transcript Consortium, which is involved in granting an entirely different kind of secondary transcript. It chronicles students' development of core competencies that can be tracked through a digital portfolio where you can see evidence of progressive mastery and proficiency over time.
- ❁ Designing experiments to test hypotheses, analyzing results, and presenting findings represent a process of providing kids with foundational skills and content knowledge on which they can build. These students are highly motivated to make a difference, willing to resolve formidable challenges inherited from previous generations. They will acquire the specific content knowledge they need and develop the foundational skills required to deal with it.

- ✿ We have previously failed by being a bit too enthusiastic about solutions. Without thinking about whether we knew all the answers and without properly researching them, or, in other words, without design-based research, we failed to explore the consequences. Thus, my first emphasis is, in keeping with Socrates, that “we do not really know, but we need to find out.” We need to do some serious research to provide evidence of often unexpected impacts for policymakers.
- ✿ What excites me is the potential of the internet and of new technologies to support peer-to-peer learning and to support a global context for education, and this applies not only to students. It also applies to teachers. We can develop interactive systems if we have a large community of people researching things that will elevate the best and most exciting new practices. It will be about joining a community of practice that could be global. Obviously, it could be local as well, as some teaching issues are local. In this way, we could transform professional development for the digital age.
- ✿ Dialogic pedagogy is the skill of asking good questions. Knowledge is not a fixed thing. It is always an answer to the questions that we ask, and we ask those questions in dialogue – in dialogue with each other, in dialogue with scientific communities, but also, in a sense, in dialogue with nature.
- ✿ Thus, dialogic pedagogy is about two main things. One is teaching young people and students how to engage in learning through dialogue, how to ask good questions, how to become better at learning together through dialogues. Secondly, it is about joining what I call the long-term dialogues of culture or global dialogues.
- ✿ Education is joining a living network, joining a dialogue where you are empowered to participate. This dialogic model of education is highly relevant to the affordances of the internet age and is a way of transforming it. Using the internet should be one of the core skills as well as literacy and numeracy. We should teach learning together with others, and then we can join diverse learning communities online. There are an infinite number of possible communities we could join supported by open education resources.
- ✿ We are in a time of transition. We are moving from a coherent global print-based education system to a coherent global internet-based education system that will flourish with dialogue. Dialogue is more than knowledge. It is about relationships. Goodness and wisdom are the aims of education, and we can only achieve them through dialogic education.
- ✿ Dialogic education is kind of a relationship with the cosmos. “Cosmos” is a Greek word referring to everything we know. Through education, we are drawn into this relationship. We are expanding the dialogic space by bringing more things into the dialogue, and that, I think, is the essence of wisdom. The essence of wisdom is seeing things from multiple perspectives and having multiple ways of understanding, and that is the most relevant and necessary thing in our internet age.
- ✿ I think we should create a system where people can go in and out of learning and teaching, and teaching others, and share inquiries in online communities of practice. Through the dialogic learning process, you learn how to be a good group facilitator and how to lead a project-based team in an inquiry to come up with a solution or a new product.

Highlights



RUPERT WEGERIF

PROFESSOR OF EDUCATION,
UNIVERSITY OF CAMBRIDGE

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

Highlights



CAROLINE JENNER

CHIEF OPERATING OFFICER,
JA WORLDWIDE

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

- ❁ The digital age does not merely represent complete reliance on technology and the dismissal of knowledge from the past. Our focus should be on how to learn better from the past in order to innovate and move forward. This is something that teachers need to be trained to do well as they learn to use the new digital tools that are available to them.
- ❁ The audience in the classrooms today, the generation between the ages of 5 and 25, is referred to as Generation Z, and they can be defined as the first digital generation. They have an innovative mindset, prefer to pursue their own choices, and are motivated by entrepreneurship. They are also the ones who must focus on full-time schooling, but also they are more interested in their own social environment and their own interests. Global citizenship, entrepreneurship, career development, and transversal interdisciplinary interests shape their dispositions, and they expect more collaboration between the business and education sectors. However, the traditional subject-focused approach conflicts with their interdisciplinary interests and motivation. Working in teams and blended learning are more appealing to this digitally-oriented generation.
- ❁ Another important task is to encourage young generations to initiate local startups in the vocational education space, motivating them to start their own businesses as one of the ways to develop their skills or follow their innovative ideas in that particular specialization.
- ❁ We should also explore and reimagine how blended learning and workplace learning could be game-changers. It would be a gift to young people in vocational education to be much more thoughtful about how we collaborate with business and industry and the educators themselves.
- ❁ Confidence is crucial in learning. It is the awareness that you can do it, that you fall on your face a few times, but you eventually solved the problem, and you got back up again, and you realized the risk was not as bad as you thought it was. That gives people the self-efficacy and agency that they need to succeed later in life, and the only way you can get that is through the real-world experiences that the flipped learning model can give you. This model does not simply refer to online versus face-to-face education. It is highly associated with the environment outside the classroom. People around you, mentors or different role models or subject matter experts, provide you with feedback in various ways and from backgrounds that you would not normally get in the classroom.
- ❁ NGOs play a crucial role in facilitating the resources needed in educational processes. Governments and policymakers should involve all actors and NGOs in the ecosystem in order to develop effective alternatives for the needs of our future generations. For sustainable educational models, schools, NGOs, technology companies, and policymakers should all collaborate.

- ❁ Technology-oriented professions are gaining importance day by day. Along with these developments, teachers also need to be able to adapt to the updates. Teachers who can use technology interactively will be able to acquire the necessary skills for life. In a world surrounded by ever-changing technological advancements, it is important to deal with contemporary problems by encouraging students to become specialists in the fields in which they are motivated and interested.
- ❁ The next step should be to promote teamwork among individual specialists. Obviously, an interdisciplinary perspective is essential, yet I have doubts about the efficiency of that approach within the last decades. There have been calls for integrative learning systems such as STEM, but common practice is still by and large based on math versus science. Therefore, the best way is to lean forward with a specialized approach and encourage the development of teams to work together to solve problems. It requires intensive use of team-building exercises in education through the development of emotional and social skills so that students can work together, identify problems, and productively work on teams to benefit from each team member's strengths. This could be followed by organizing larger projects that require executive functioning skills.
- ❁ Computer science education can build skills for life when it is conducted with interactive methods. Acquiring skills in computer science is not merely about programming; it is more about understanding how the internet works. It is about keeping yourself safe in a digital world. It is about being able to provide and access government services and to engage in the twenty-first-century economy. Lastly, it is not just for programmers or for those in high-end tech engineering jobs. It has become necessary for every citizen to acquire a certain level of computer science education.
- ❁ Computer science is quite uniquely poised to offer many skills, and we should encourage the adoption of computer science education on a universal level precisely because it helps students with executive functioning skills, planning skills, working on teams, and bringing different components together. I would argue that the solution for the interdisciplinary nature of problems worldwide is to maintain individual expertise while at the same time preparing students to work in a multidisciplinary approach that should be embedded within education systems to deal with complex economic, environmental, and social challenges.
- ❁ By virtue of models such as flipped learning, online courses can be productively assembled to create a learning experience. However, the outcomes differ depending on the levels of education such as primary education, adult education, or vocational education or on the subjects such as math, chemistry, or writing skills. Online or face-to-face education generates different results in these fields. In terms of the efficacy of these media, face-to-face is preferred most commonly as an instructional method. It is seen as the best method, and smaller class sizes are always preferred. However, emerging research shows that having online courses or the ability to do flipped instruction provides distinct benefits compared to traditional and straightforward face-to-face lecture-style instruction.

Highlights



MICHAEL HANSEN

SENIOR FELLOW, BROWN
CENTER ON EDUCATION POLICY,
BROOKINGS CAROLINE

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

Highlights



MUSTAFA AYKUT
CHAIRMAN OF THE FUTURISTS
ASSOCIATION

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

- ❁ The world is rapidly changing, and almost every sector changes simultaneously. This pace of change plays a decisive role in our mental, social, and psychological behaviors. Initially, education receives its share in this changing environment, necessitating some arrangements in our understanding of education itself.
- ❁ For our children's adaptation to tomorrow's digital world, we need to change traditional education systems in line with a more interdisciplinary perspective. Interdisciplinary education allows students to learn to make connections between ideas and concepts across diverse disciplines. At the same time, existing educational programs are failing to offer the skills needed in today's workplace, which need to enable young people to play active roles in society as innovators and entrepreneurs. New-generation students have highly different and unusual interests compared to previous generations. Therefore, we must work hard to make our old-fashioned education system fit the necessities of the near future.
- ❁ I think there will be no absolute need for the physical presence of the teacher as a real human being in the future. It might be an avatar or hologram. AI driven holograms, augmented and virtual reality metaphors, and many other similar things will be able to provide personalized digital education. Students will have the opportunity to test their skills in real-time constantly. They will be able to correct their shortcomings quickly. Teachers will only guide them to the best resources for students to learn a particular course unit.
- ❁ Teachers as facilitators will need to measure students' performances and evaluate whether students have acquired the necessary skills. These teachers will allow them to handle the challenges they meet. They will help enrich students' knowledge, supporting curiosity, awareness, imagination, actions, and sharing capacities. They will contribute to the consolidation of human values. The teacher will be a mentor.
- ❁ Digital skills and education for new professions must be incorporated by adding technological advances to the learning process and generating new qualifications. The level of digital skills necessary to achieve jobs in the future will be very crucial. From the perspective of rising economies, digital skills are linked with high-status jobs. In order to improve employability, we need to revise education policies and training efforts, which should focus on digital skills.

- ❁ There are four key priorities for skill policies to facilitate an increase in employment opportunities. First, education should equip all students with basic digital skills as well as solid literacy, numeracy, and problem-solving skills to use ICT effectively. Second, education systems need to assess better and anticipate changing skills to adapt programs and pathways that emerge and guide students toward choices that lead to good outcomes. Third, it is not just sufficient for students to have the skills needed for the digital economy; they must fully use those skills to reap their benefits in terms of higher productivity and greater competitiveness. And lastly, as demands for new professions change continuously, comprehensive and compatible education for students to keep up with new requirements is very crucial.
- ❁ The COVID-19 crisis has also shown a significant strain on students when it comes to skills such as resilience, creativity and entrepreneurship, self-leadership, and problem-solving, which have become more important than ever in the past years. Schools should give students a wide range of new skills, such as the use of social media, on-line communication tools, strategies for task self-management, flexible timetabling, and desktop research.



For our children's adaptation to tomorrow's digital world, we need to change traditional education systems in line with a more interdisciplinary perspective. Interdisciplinary education allows students to learn to make connections between ideas and concepts across diverse disciplines



EDUCATION AND SOCIAL JUSTICE



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

The first concept that comes to mind when thinking about the sustainability of social development is social justice in education. At this point, national education systems are expected to consider the demographic characteristics of students – for example, their native language, gender, ethnicity, education level, or the socioeconomic level of the family. In this session, the possibility of nations developing more inclusive and fair education policies and practices to minimize foreseeable impacts, in the long run, was discussed.

The session started with the keynote speech of Nobel Peace Laureate Tawakkol Karman. Karman underlined the role of education in achieving the UN Sustainable Development Goals. According to her, inclusive and quality education as the fourth goal is the most decisive goal in achieving the other 16 goals.

Dr Urvashi Sahni's speech addressed questions related to girls' access to education and measures and policies for ensuring equal opportunities within the framework of the UN Sustainable Development Goals. The pandemic increased inequalities and social gaps in all aspects, not limited to gender. Therefore, inclusive education focused on generating equal access should be at the top of the agenda of education policies.

Rory Robertshaw addressed the issues related to ensuring equal educational op-

portunities within the framework of the UN Sustainable Development Goals. Given the risks of a pandemic, it is necessary to consider what can be done to address the challenges of student access to education caused by socioeconomic differences and how measurement and evaluation systems could be developed with cooperation among nations.

Dr Muhammad Sayuti highlighted the role of vocational education in eliminating socioeconomic disparities and the importance of increasing girls' access to vocational education. According to Sayuti, assessment and evaluation approaches should be effectively used in vocational education for a fairer and more innovative future.

Professor Muhsin Kar addressed the issues related to the restructuring of education systems to eliminate injustice and socioeconomic inequalities. He underlined the importance of increasing investments in education for the post-pandemic period. Awareness of the disruptive outcomes of the pandemic will orient policymakers toward developing new strategies for budgetary allocations in educational services at both national and international levels. This will contribute to the increase in more inclusive and accessible quality education in the long run and will serve the realization of sustainable development goals.

KEYNOTE SPEECH



**TAWAKKOL
KARMAN**

NOBEL PEACE LAUREATE

Everything starts with education. It is the gateway to every success and change. It plays a key role in development. There can be no development without education. A good education provides a solid foundation for growth, progress, and a decent life. Any separation between the two often yields bad outcomes. The UN Sustainable Development Goals (SDGs) are a significant agenda. In 2012, I was one of the 26 members of the organizing committee for the SDGs. After extensive discussions, we identified 17 SDGs. The fourth goal was about education: ensuring inclusive and quality education for all and promoting lifelong learning.

Education is the key that allows many other sustainable goals to be achieved. When people are able to access quality education, they can break out of the cycle of poverty. Educated minds contribute to reduced inequality; they empower more healthy and sustainable lives.

Education is crucial in fostering tolerance between people and contributing to peace and peaceful coexistence. It also empowers people by giving them the courage to participate in their societies in fighting corruption and injustice. It gives them the ability to contribute to accountability in governance. Inclusive and quality education for all is one of the most potent and stable means of achieving sustainable development and sustainable peace at the same time.

There are many challenges in education and development. One of the most crucial challenges is the growth of armed conflict and other emergencies in several countries around the world. Along with high poverty rates, these have led to a significant increase in the number of children out of school. Violent conflicts pose the greatest development challenges in the world. Children are often on the frontlines of this violent conflict. The rise in violent extremism and radicalization represents a significant threat to us. I believe that education can consolidate peace within countries experiencing multiple conflicts and challenges. It is the central key to achieving and sustaining peace. When educational service is characterized by exclusion and inequality, it can exacerbate conflict. Therefore, deliberate efforts need to be made to put necessary policies and strategies in place to maximize the positive effects of education.

The threat to education is no longer the case merely for developing countries or countries at war. Since the outbreak of COVID-19, it has also spread to rich and stable countries. We need to protect education, which means supporting teachers, funding schools, and taking care of students, which requires establishing economic justice that allows parents to send their children to school. We need collective action to protect education from potential threats and risks such as terrorism, war, armed conflict, and extremism, and also from poverty and disease. As the international community, we need to make substantial efforts to protect education.

Education is the key that allows many other sustainable goals to be achieved. When people are able to access quality education, they can break out of the cycle of poverty. Educated minds contribute to reduced inequality; they empower more healthy and sustainable



- ❁ We have a very strong bias against educating girls, and that comes from a prevailing patriarchal mindset grounded on the premise that girls do not need to be educated because they are going to be our mothers and wives and homemakers. I think that mindset needs to be changed in a way where we include and perceive and recognize girls as citizens along with being good mothers and homemakers. They should also be treated as equal participants in nation-building and citizenship, and they should learn to perceive themselves as equal citizens in a democracy.
- ❁ Girls are the ones with the least access to digital devices. In low-income families, male family members usually claim privilege over digital devices. However, it is crucial to ensure that girls also have connectivity to educational content. Moreover, all teachers should have access to educational materials so that teachers in remote areas can be connected with more resourceful and better-trained teachers in urban areas, thereby obtaining support from their colleagues and facilitating teaching and learning in their local areas more effectively. This entails increasing the digital means of accessing education.
- ❁ Providing access to digital literacy for remote populations, and especially for women, is highly crucial. Most of the time, women are excluded and deprived of accessing education. Technology is the new literacy, and that is why women should be actively involved in digital platforms and gain digital literacy. They must be digitally literate if they are going to join the workforce.
- ❁ We should not just look at the symptoms or address the symptoms. We must go to the root causes. We must include community education as well because unless we change patriarchal mindsets and caste-centered or classist mindsets, we will not achieve the kind of equality that we are hoping to achieve in a democracy. Therefore, we must expand the scope of education and increase educational facilities. We should develop a culture of lifelong learning where we include adults, communities, and parents in the learning process. We must organize campaigns for recruiting the excluded people and people from lower castes or families, and we must bring learning spaces closer to make education more accessible.
- ❁ We must bring our curriculum up to date. The traditional curriculum will not serve our future needs. Twenty-first-century skills require a radical shift in our focus and a change in the content of what we teach. We must include lessons on social justice and equality in our curricula and in programs for teachers' professional development.

Highlights



URVASHI SAHNI

FOUNDER AND CHIEF EXECUTIVE
OFFICER, STUDY HALL
EDUCATIONAL FOUNDATION

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

Highlights



**RORY
ROBERTSHAW**
CHIEF OF EDUCATION,
UNICEF TÜRKİYE

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

- ❁ If you walk into a school in many parts of the world, it will be such a familiar environment that you would not see a huge difference between the classrooms in the 1800s and the classrooms today. We are using the same model, but the world has changed fundamentally. Therefore, it is time to come to terms with the fact that school is not fit for the purpose anymore.
- ❁ Inclusion, by its nature, is about reaching a variety of different target groups that are otherwise being left out of educational processes. One of the troubles with education statistics is that they tend to be aggregated to look at gross enrollment rates but what we need to do is break it down into more finite details to understand what the patterns underneath tell you about children.
- ❁ Children with disabilities, deprived economic backgrounds, and gender discrimination are highly sensitive issues to deal with, and I think we can see this in many contexts and ways. I recently worked in Iraq, and through data disaggregation, I made an intriguing finding on girls' participation in the southern part of the country. At the upper secondary level, there was a significant suspension of education. The analysis showed that there was a whole set of complex drivers for that in the way that we have just heard questions about or pressures for early marriage and fulfilling household duties, perceptions of the value of education, questions about safe travel to school, and questions about hygiene in school settings. Also, however, one of the motivations in that community was related to the economic decisions made by families. For the poorest families, there was a need to decide because the family did not have enough money to cover the costs of all their children's participation in education, and it was typically the girls who were decided to be left behind.
- ❁ COVID-19 has profoundly impacted education in many countries regardless of their levels of economic development. Schools shut for prolonged periods, and the solution was to bring forward online education technologies. There was a strong response that got many kids back into learning in a very different setting than what they were used to. However, what we also saw was the introduction of digital exclusion, and again, that played out in terms of gender and income. We can see that poorer families who have problems paying for connectivity are less likely to have devices or TVs to pick up satellite channels and so on.
- ❁ We are hurtling through a new period of economic change with new types of modern industries. This also changes the nature of employment possibilities. If we look at the older cohort and see the links between education and economic participation, we see that the education system must adapt and change for those at risk of not having an education or employment in their adult lives. We need strategies and approaches to include them, as well.

- Equal access to high-quality vocational education is one of the most important prerequisites for teaching and addressing social and economic disparity. In particular, developing countries are unable to provide high-quality or standardized vocational education in remote and rural areas. A similar situation is seen in regions far from industry and centers of economic growth. Unfortunately, we are unable to send teachers to remote areas. Teachers at vocational schools would be reluctant to be deployed to remote locations with fewer supporting facilities. This is very clear, and this is about the role of the government. Without commitment and measures, socioeconomic disparity or gaps will persist because education, as we are aware, is an important instrument for social mobility by creating opportunities for skilled individuals to work or start their businesses.
- The second objective of vocational education is to educate or train students and foster their motivation to start their businesses as entrepreneurs. This objective is more challenging because it demands different ways of managing certain situations and different ways of teaching. Fostering entrepreneurs requires specific approaches, especially in instilling basic knowledge, perceived value, and the skills to start their own businesses. High-quality teachers are vital for this objective. Most developing countries demand more entrepreneurs, but we can see from statistics that fewer entrepreneurs are present in developing countries. The creation of more entrepreneurs in remote, rural, and non-industrial areas would reduce social and economic disparity.
- There is a cultural challenge in vocational education. Parents often tend to prevent their girls from engaging in technical or manual labor, so we need to talk to parents and convince them to build equal opportunities for girls in the future. They should have the required skills for better jobs and salaries. Building parental awareness is one of the necessary efforts to increase girls' access to vocational education.
- The scale of vocational education should be increased not only for facilitating new entries of the workforce into the industry but also for promoting entrepreneurship. Vocational education is a flexible model for girls. Women can be looking after their families and, at the same time, have career plans. In that sense, educating them as entrepreneurs will provide them with more flexible opportunities. They can work from home; they can do online jobs while at the same time fulfilling responsibilities like looking after children. This flexibility is highly significant, and then they can also start businesses on small scales.

Highlights



MUHAMMAD SAYUTI

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

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

Highlights



MUHSİN KAR

PROFESSOR OF ECONOMICS,
ANKARA YILDIRIM BEYAZIT
UNIVERSITY

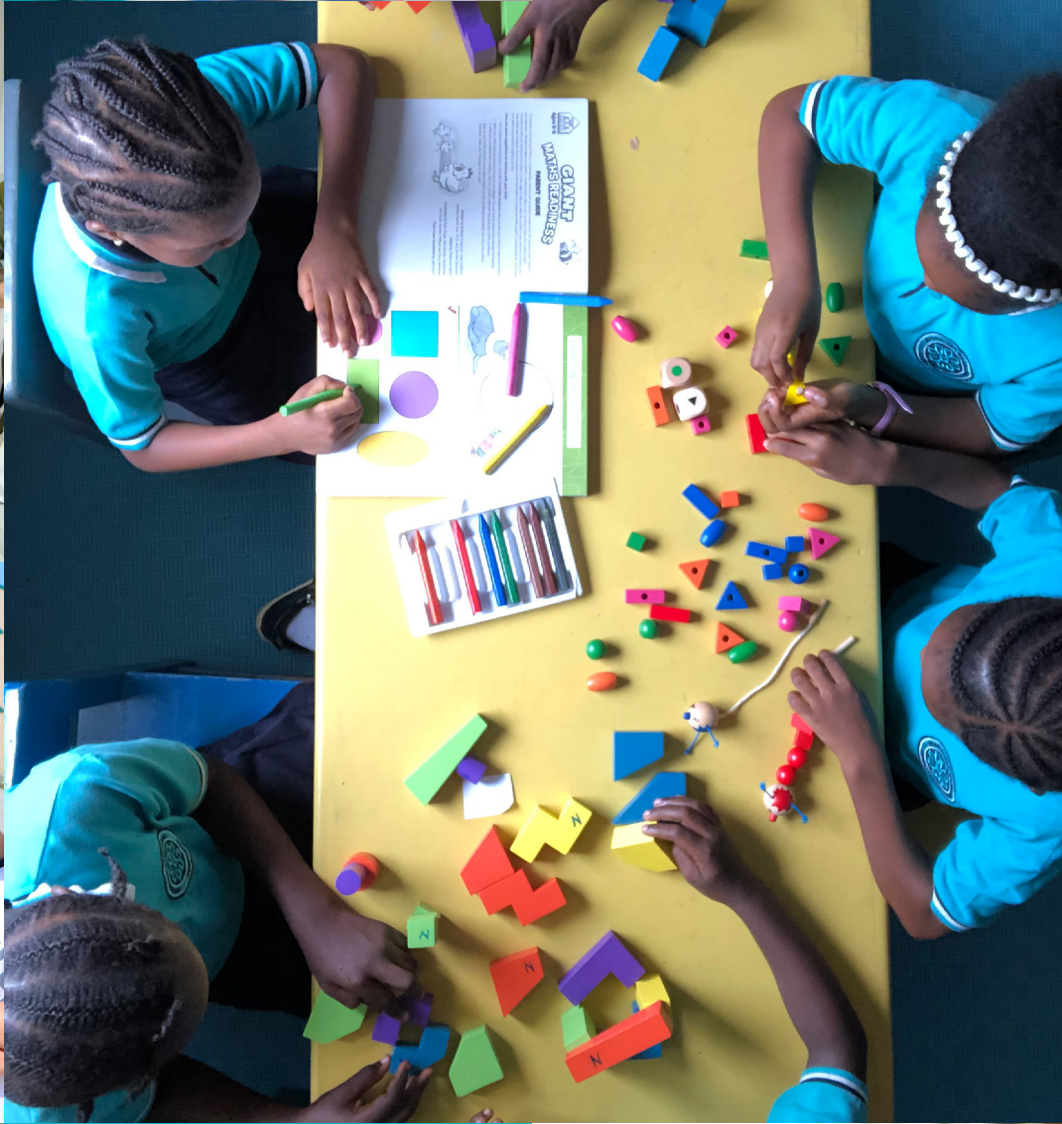
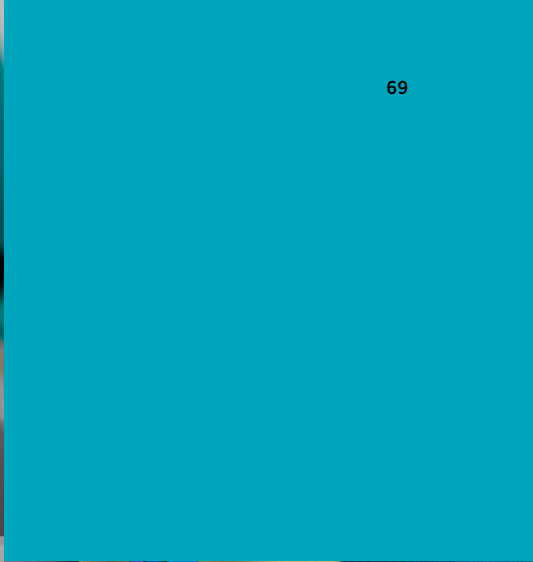
Muhsin Kar completed his bachelor's degree at Ankara University in Economics; his MA degree in Economic Development from the University of Leicester; and his Ph.D. in Economics from Loughborough University. Professor Kar was a visiting researcher at the University of Southern California and continued his academic works in the Departments of Economics at Kahramanmaraş Sütçü İmam University, Çukurova University, Necmettin Erbakan University, and Ankara Yıldırım Beyazıt University in where still works as a lecturer. He supported the projects by the State Planning Organization (SPO) and TÜBİTAK. He also took a role as a Bologna Expert in the Bologna Project supported by the National Agency and carried out by the Council of Higher Education (CoHE; YÖK). He has been serving as President of the Turkish Higher Education Quality Council (THEQC; YÖKAK) and Board Member on behalf of the Inter-University Council (ÜAK) since January 2022.

- One of the essential features of inclusive education is for all children without prerequisites. All students should be accepted in the classroom and be able to access knowledge in line with their abilities and interests so that all of them can achieve their goals. They might have different capabilities and might have various goals. Schools should be designed to provide students with opportunities to achieve their visions and dreams, and students with different abilities should have specific teachers in line with their dispositions. Since each student will have different needs, educators should guide diverse needs and demands.
- With the understanding of crisis management during the pandemic, all countries strived to successfully overcome challenges by any means at their disposal. As we know, the pandemic is still ongoing, but we cannot give up on education during the pandemic.
- We need to look at how we can leverage our current experiences for inclusive education. We should approach education from a holistic perspective. We should support initiatives to improve the social and emotional needs of students, especially those with special needs. We also must focus on students' diverse backgrounds and collaborate with different stakeholders, NGOs, and governmental organizations to meet the needs of students with special needs and difficulties and students from disadvantaged backgrounds.
- The pandemic has also increased the rate of dropouts from school. Authorities need to take action to encourage a return to school. We have to attract such students to the benefits of schooling and develop motivational events and programs. Another crucial task is to alleviate learning losses. Educational institutions must develop strategies for compensating for the learning losses that emerged mainly during lockdowns. An inclusive support system will minimize students' social, emotional, and spiritual deprivation.



All students should be accepted in the classroom and be able to access knowledge in line with their abilities and interests so that all of them can achieve their goals. They might have different capabilities and might have various goals





EDU TRENDS



EduTrends is established within the scope of the Istanbul Education Summit (IES) to support long-term strategic thinking and decision-making in education. It provides an overview of key economic, social, demographic, and technological trends and raises relevant questions about their impact on education. Examining the future of education in the context of global trends in education has two primary purposes: The first one is to position education in the transformations taking place in the economic, social, and technological fields better. Education should evolve to continue fulfilling its mission of supporting the development of individuals within the framework of formal and non-formal education. A better understanding of how education has changed is an essential first step in this direction. Secondly, observing the ongoing trends allows us to think about the potential of education to shape them and take shape with them. Education can potentially impact the quality of life of disadvantaged students by providing the competencies needed to operate in the modern world now and in the future. In this context, the pandemic has done the effect to be carried out under the title EduTrends even more critical.

Many posts have been made and are still being made on social media and the website regarding the 20 trend fields identified by the Turkish Maarif Foundation for the Istanbul Education Summit (IES) organization held in 2021.

EduTrends fields are prepared under the following headings:

1. Skill-Centered Education
2. Holistic Learning
3. Child Psychology in the Digital Age
4. New Trends in Language Education
5. Innovations in Educational Materials
6. Educational Management and Planning
7. Big Data-Blockchain Practices in Education
8. Values Education
9. Discourses of People Who Have Become an Authority in Education about the Future of Education
10. Differentiated Learning
11. New Approaches in Preschool Education
12. Game-based Learning
13. Statistics of Countries during the Pandemic Period

14. The Impact of the Pandemic on the Child
15. STEM (Science, Technology, Engineering, Mathematics)
16. Education Statistics of Countries
17. Innovative Approaches Produced by Countries
18. Innovative Science Teaching
19. Innovative Teaching Techniques
20. Innovative Measurement and Evaluation Approaches (Current Topics in the field)

The trend areas of the Istanbul Education Summit, which was held in November 2021 with the theme of New Trends and Transformation in Education, and the topics determined by scanning the education literature to capture the current and future education perspective, are the topics that have come to the fore with the evolution of the understanding of education into a structure that focuses on improving individuals in all aspects.

The EduTrends working group came together to carry out the process in a more institutional framework and continues its work in the new period. In this context, a road map of the studies to be carried out has been prepared. In this context, it is planned to continue the process through such goals:

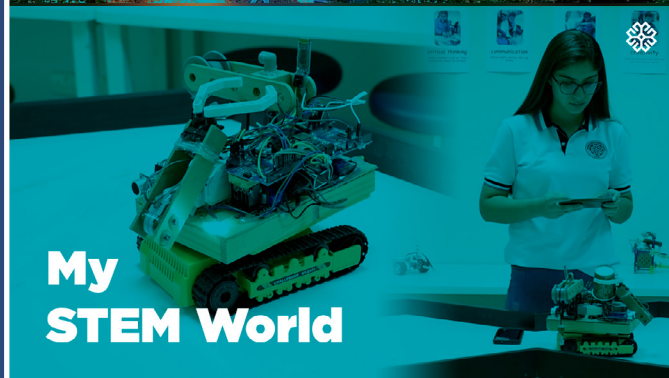
- ❁ To contribute to the determination of the content and speakers of the summit organizations planned to be held in the future,
- ❁ Publication of at least one study every week within the framework of standard templates prepared,
- ❁ The content produced is compiled at certain periods and converted into a digital /printed publication,
- ❁ Making IES website and social media accounts more active to reach more people.

You can follow the content produced within the scope of EduTrends trend areas on our website and social media accounts.



E-EXHIBITION

GOOD PRACTICES IN EDUCATION



The E-Exhibition platform, identified as a “Good Practices in Education,” is carried out to disseminate successful educational activities at the K-12 level and create a resource for the Turkish Maarif Foundation.

The following criteria used the selection of Good Practices in Education:

- Studies carried out by the Headquarters,
- Studies evaluated during field visits of Turkish Maarif Schools,
- Studies carried out according to the demands of the education institutions from the Headquarters,
- Within the scope of the study, the studies sent from the field or prepared by the Headquarters (i.e., a seminar, an activity, a lesson taught with different methods, the written documents prepared) are examined by the Commission of Good Practices in Education, converted into standardized “Good Practice” format and published on the distance education platform.

Workflow of the Process



Within the distance education platform, there are 5 different categories according to the types of Good Practices. These practices are classified under these categories and made available to users registered in the distance education system at regular intervals.

Although the categories of Good Practices in Education are as follows, they can be updated according to potential changes in needs in time:

- Digital Contents (videos, digital applications, etc.)
- Educational Guidance Studies (studies prepared by the headquarters, etc.)
- Written Materials (manuals, bulletins, etc. prepared by the field workers)
- Projects (volunteering activities, scientific projects, competitions, etc.)
- Events (seminars, festivals, workshops, etc.)

With the publication of Good Practices on the distance education platform, significant developments have been achieved in issues such as increasing the rate of accessibility by enabling more people to benefit from the studies done, inspiring others with the finished study, and increasing the exchange of experience.

The contribution of our field participants to Good Practices in Education have been increasing gradually. It is thought that disseminating these examples to all our schools will contribute to the goal of “Quality in Education” in the 2020-2023 Strategy Document.

In order for this whole process to provide more benefits to the Maarif Schools, the current corporate infrastructure must be improved. In this context, the roadmap of the studies to be carried out to make the Turkish Maarif Foundation stronger in the education sector has been determined as follows:

- Publishing at least one good example every week within the framework of the standard templates, hanging it on the walls of the Headquarters of the Foundation, adding it to the international education magazine and education bulletin, thus creating awareness to make it possible to be applied in all countries. As a result, it is expected to create a competitive environment among schools of the Foundation in different countries.
- At the end of each year, country-based, organized studies are compiled and turned into a portfolio called “Almanac of Good Practices in Education.”
- Creating an international website where only Good Practices will be published. The creation of a reference site that serves the whole world will increase the accessibility of the studies done.
- Organizing an International Symposium on Good Practices in order to carry the studies to a more global dimension.

To date, the following studies have been published in order:

Afghanistan

- House Coloring System
- “First Robotics” Competition
- Pen City Human

United States of America

- Process Management of Distance Education

Albania

- Educational Entertaining School Garden
- Online Matura Course

Australia

- Electronic School Newspaper

Bosnia and Herzegovina

- KOMEK-Maarif Art
- Minecraft Project

Republic of Burundi

- Competitions in Painting, Music, Dance Categories
- Spelling Bee

Democratic Republic of the Congo

- Open School Days

Equatorial Guinea

- Maarif Talks

Republic of Iraq

- Weights and Balloons Event
- Behavior Management Education



- In-Service Training
- Meeting of the Cultures
- STEM Lab and Robotics

Federal Democratic Republic of Ethiopia

- Interdisciplinary Group Studies
- Teachers in the Kitchen
- Parent Interviews

Republic of Kosovo

- Parenting Seminars
- “Good Idea” Magazine
- Minecraft Project
- Teacher Training Project

Republic of North Macedonia

- Mehmet Akif Ersoy Poetry Program
- Minecraft Project

Republic of Mali

- Let's Meet
- Word Board
- Book Reading Activity
- Logo Design Contest
- National Library

Islamic Republic of Mauritania

- Reading With My Family

Republic of the Niger

- Baccalaureate Exam Success

Islamic Republic of Pakistan

- MISMO Studies
- Process Management of Distance Education

Romania

- Disability Awareness Day
- Greengrocer Event
- Brotherhood of Fairy Tales
- OneNote App
- Teacher Education
- Yunus Emre Quiz Contest

Republic of Senegal

- Literature Meetings

Federal Republic of Somalia

- MAGIS Exam Success
- Social Activity Hour
- Career Days

Republic of the Sudan

- Children's Festival

Republic of Tunisia

- Science Events

Good Practices published within the scope of the 2021 Istanbul Education Summit are as follows:

- My Dear Garden, *the arrangement of the school garden in a way that can contribute to children's learning and fun*
- Distance Education Process, *studies on the distance education process at the foundation headquarters during the pandemic and its implementation in different regions in the field*
- The Adventure of a Magazine, *the creation of a literary magazine, all of which are managed by students*
- My STEM World, *STEM labs with students*

**“GOOD PRACTICES” AND “MAARIF TALKS” PUBLISHED
WITHIN THE SCOPE OF THE 2021 ISTANBUL
EDUCATION SUMMIT ARE AS FOLLOWS:**

GOOD PRACTICES	My Dear Garden	The arrangement of the school garden in a way that can contribute to children’s learning and fun
	Distance Education Process	Studies on the distance education process at the Maarif Foundation headquarters during the pandemic and its implementation in different regions in the field
	The Adventure of a Magazine	The creation of a literary magazine, all of which are managed by students
	My STEM World	How students made innovative designs with the STEM lab

MAARIF STORIES	Story of the Photo	The story of the winner of the International Maarif Photo Contest on “Education in the Days of Pandemic” is presented
	Vision of Students	We asked students from different continents and countries: -What do you think education will be like in the future?
	Curriculum through the Eyes of Teachers	We asked teachers from different continents and countries: - When you think about the professions and skills of the future in the program you apply, What do you find useful? - What should be considered primarily in the program in which individual differences are taken into account?
	Achieving Educational Equity	Perspectives of students from different countries who have equal opportunities in education

ISTANBUL EDUCATION SUMMIT

ORGANIZING BOARD

PROF. DR. BİROL AKGÜN
PROF. DR. AHMET EMRE BİLGİLİ
PROF. DR. AŞKIN ASAN
PROF. DR. AYŞEN GÜRCAN
PROF. DR. CİHAD DEMİRLİ
PROF. DR. NEVZAT ŞİMŞEK
DR. HASAN TAŞÇI
TUĞBA IŞIK ERCAN
AHMET TÜRK BEN

EXECUTIVE BOARD

TUĞBA IŞIK ERCAN
AHMET TÜRK BEN
İPEK COŞKUN
ALİ ÇİÇEK
MEHMET METE
DOÇ. DR. RIDVAN ELMAS
SAİT KARAHASAN
SEMİHA SARIÇAM
DR. YUNUS EMRE GEDİKLİ
HAKAN KANBUR
M. FATİH PEHLİVAN
ÖMER ÖZÇELİK

ONLINE SUMMIT ORGANIZERS

DR. SELÇUK AYDIN
ENES ERBAY
EKREM ASLAN
MUHAMMED SELEŞ
MUSTAFA TAŞÇI

MODERATORS

RUMEYSA ÇODAR
SÜMEYYE CEYLAN

SPONSORS

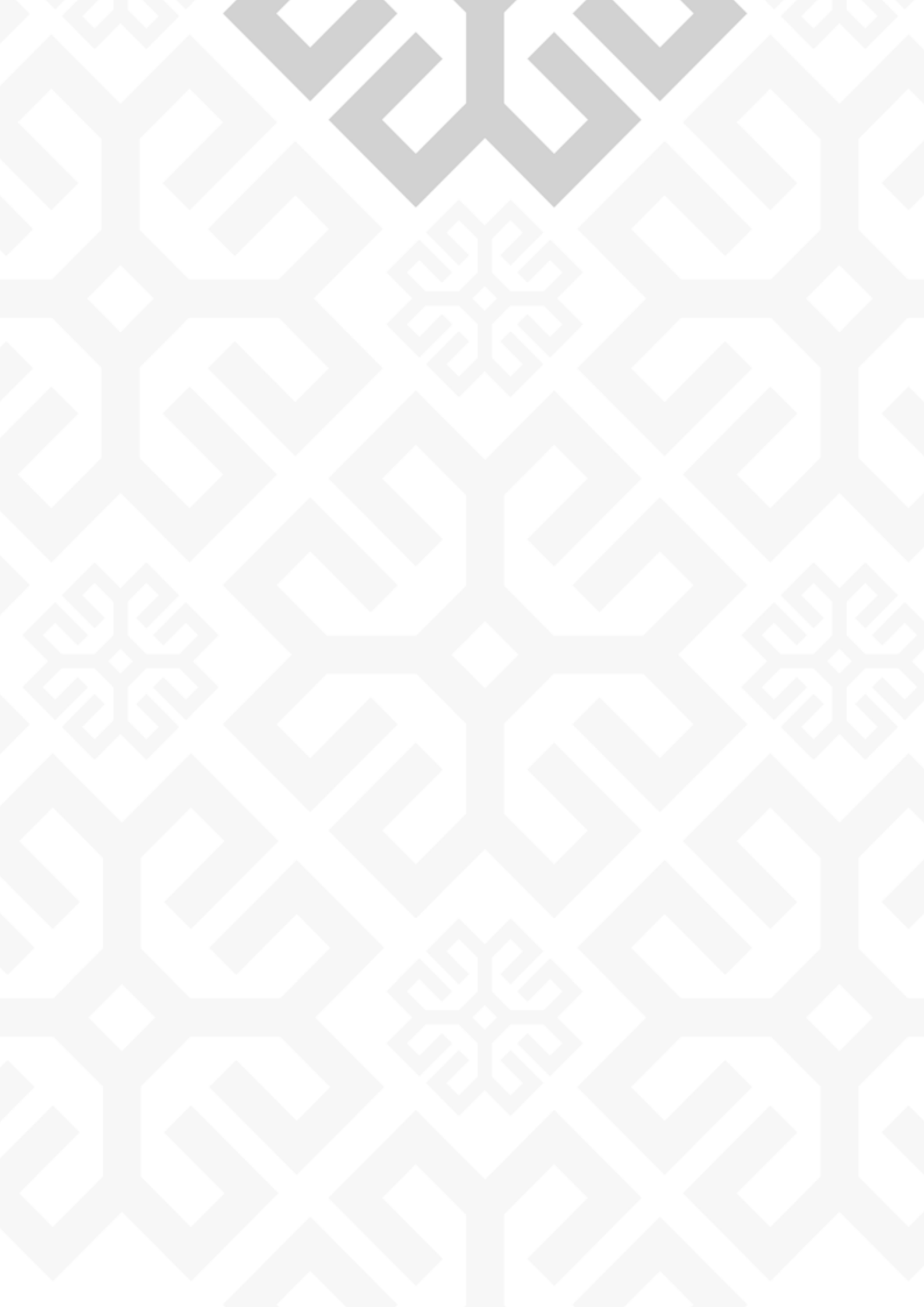


ISTANBUL
CHAMBER OF
COMMERCE 1882

TRT



ANADOLU AGENCY





**ISTANBUL
EDUCATION
SUMMIT**
TURKISH MAARIF
FOUNDATION