

wise

world innovation summit for education
مؤتمر القمة العالمي للابتكار في التعليم

NOV
1-3 | DOHA | 11

FINAL REPORT

an initiative of



مؤسسة قطر
Qatar Foundation



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Qatar Foundation

Foreword: H.E. Sheikh Abdulla bin Ali Al-Thani, Ph.D. 4
WISE 2011 Summit: Key Figures 6
Noted at WISE 2011 8

Day 1 

Opening Plenary Session
Changing Societies, Changing Education. 12
 The WISE Prize for Education and
 Sir Fazle Hasan Abed’s Address 18
WISE Debates • Education, Innovation, Development
 1.1 - Rethinking Education in Development. 24
 1.2 - Overcoming Challenges: Lessons from Other Sectors. 28
 1.3 - Adapting to the Future World of Work 32
 1.4 - Education and Change in the Arab World 36
 The WISE Haiti Task Force 40
 1.A - Reforming Education: Mission Impossible? 44
 1.B - How Does Innovation Happen? 48
 The QNCC and the WISE Majlis. 52
WISE Debates • New Models for Innovation
 1.5 - Supporting Collaboration through Online Platforms? 56
 1.6 - Measuring Progress. 60
 1.7 - Creating a Change Culture 64
 1.8 - Developing New Approaches to Leadership. 68
Thematic Plenary Session - Rethinking Innovation in Education . 72

Day 2 

Thematic Plenary Session - Achieving Effective Reform 78
WISE Debates • Learning from Best Practices (Part 1)
 2.1 - Learning from Game Changers 82
 2.2 - Supporting and Empowering Educators. 86

2.3 - Motivating and Engaging Students	90
2.4 - Identifying Common Denominators of Successful Innovation	94
Special WISE Session - Funding Education	98
2.A - Simple Ideas, Big Results.	104
2.B - WISE Awards 2011 Winners' Panel Discussion 1 & 2	108
WISE Debates • Learning from Best Practices (Part 2)	
2.5 - Scaling-up: the Right Approach?	116
2.6 - Preventing Drop-Out, Bringing Learners Back in	120
2.7 - Exploring Alternative Financing in Developing Countries.	124
2.8 - Redefining the Role of Social Entrepreneurs in the Learning Ecosystem	128
The 2011 WISE Awards Winners	132
Gala Dinner and WISE Awards Ceremony	136

Day 3

Thematic Plenary Session - Designing Education for the Future	142
The WISE Book.	146
WISE Debates • Emergent Innovations	
3.1: Mobile-Learning for the Hard to Reach.	150
3.2: Learning through Play	154
3.3: Nurturing Creativity	158
3.4: Learning Anytime, Anywhere	162
3.A: Role of the Media in Education.	166
3.B: Learners' Voice 2011	170
Learners' Voice.	174
Closing Plenary Session	178
The Rt. Hon. Gordon Brown's Remarks (excerpts)	182
Other WISE 2011 Sessions and Activities.	184
Sponsors	186
Photo References	Inside Back Cover

Foreword

The third World Innovation Summit for Education (WISE) took place in Doha, Qatar, from 1 to 3 November, 2011 and I am delighted to present this Final Report on the event.

WISE began in 2009 in response to the conviction of Qatar Foundation Chairperson Her Highness Sheikha Moza bint Nasser that access to relevant, high-quality education is essential in preparing individuals and communities for the challenges of an uncertain future. The ambition was to create a global collaborative platform to foster positive transformation in education at all levels, and I believe the seeds we have sown over the past three years are bearing fruit. The annual Summit is now a landmark event on the international calendar; the global multi-sectoral WISE community is steadily increasing in size, scope and effectiveness; and the growing number of WISE initiatives are having a real and enduring impact on people's lives.

An important highlight of the Summit was the presentation of the inaugural WISE Prize for Education. This Prize, the first of its kind, is raising awareness of the critical role of education in all societies. At the end of the Opening Plenary Session His Highness Sheikh Hamad bin Khalifa Al-Thani, Amir of the State of Qatar, awarded the specially minted gold medal to Sir Fazle Hasan Abed, Founder and Chairman of BRAC.



H.E. Sheikh Abdulla bin Ali Al-Thani, Ph.D.
Chairman of WISE
Qatar Foundation

Over four decades Sir Fazle Hasan Abed has brought the benefits of education to millions of underprivileged people across three continents, and his vision and achievements are an inspiration to us all.

The 2011 Summit theme was “Changing Societies, Changing Education” and the rich and varied program consisted of Plenary Sessions, interactive Debates, WISE Focus Sessions featuring first-hand accounts of successful projects, and guided WISE Workshops. Collaboration is central to WISE, and I was repeatedly struck by the energy and inventiveness that are released when people with different experience and skills converge to seek solutions to shared problems. Its importance was emphasized in former UK Prime Minister Gordon Brown’s impassioned plea on the final day for the creation of a global education fund to help achieve the UN Millennium Development Goal of universal primary education.

WISE has always been action-oriented and its list of achievements is growing yearly. The WISE Haiti Task Force presented its findings on successful initiatives to rebuild the education system there, while the six latest WISE Awards winning projects joined this community of innovators who are transforming lives in various ways, locations and circumstances. Her Highness Sheikha Moza announced that one

of the 2012 Awards will recognize a project for innovative financing of basic education. The first WISE Book, *Innovation in Education: Lessons from Pioneers around the World*, was unveiled at WISE; it showcases groundbreaking projects, and seeks to define the motivations and methodologies of successful innovators.

Thirty students took part in the Learners’ Voice program this year, playing an active role as full Summit delegates, and adding insight, depth and diversity to the debates. Learners’ Voice is now a year-round program which enables young people to make themselves heard, to become co-constructors of their learning, and to spread the messages of WISE throughout the student world.

I extend my sincere thanks and appreciation to our six institutional partners, our three sponsors and our seven media partners for their support. And it is above all thanks to the dedication and enthusiasm of our speakers, chairs and attendees that WISE is fast becoming such a source of new ideas and a force for change. Their commitment is the essence of the WISE community and the driving force of our global mission of building the future of education.

Abdulla bin Ali Al-Thani, Ph.D.

Chairman of WISE
Qatar Foundation



WISE 2011 Summit

139

speakers

955

international attendees
from 102 countries

113

journalists from
46 countries

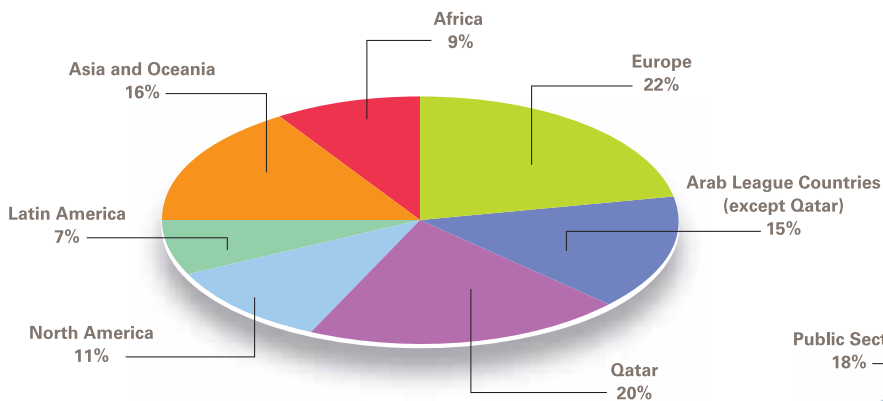
70

sessions over
three days

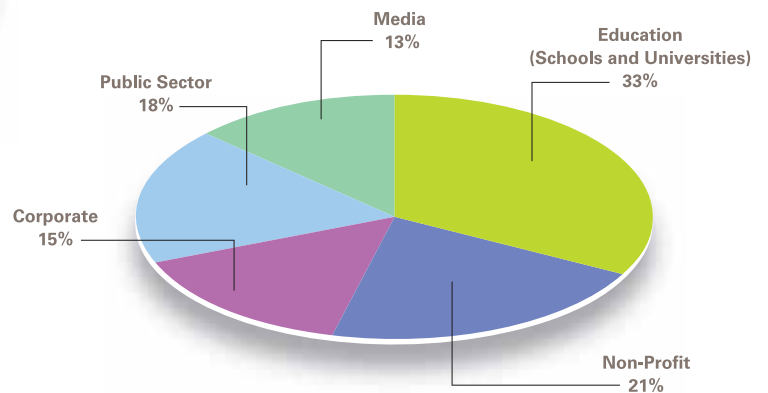
Key Figures

WISE 2011 took place at the new Qatar National Convention Center (QNCC) in Doha from November 1 to 3, 2011. Some 1,200 influential thought leaders, decision makers and education stakeholders from many sectors, disciplines and countries came together to explore innovative ways of delivering relevant, high-quality education in our fast-changing world.

Attendees by geographical region



Attendees by field



“The idea that knowledge is simply transferred downward from experts is outdated.”

Jimmy Wales, Wikipedia, USA

“Minds on the margin are not marginal minds.”

Prof. Anil K. Gupta,
National Innovation Foundation, India

“All of us are attending to the key objectives of the MDGs. You have a set of criteria upon which you regularly report. I think they have focused the minds of government.”

Her Excellency Naledi Pandor, MP, Minister of Science and Technology, South Africa

Noted at

“Precisely because education is a global challenge, improving it requires a global commitment.”

Dr. Abdulla bin Ali Al-Thani, Chairman, WISE

“Access can mean very little unless there is quality involved.”

Dr. Rosa-María Torres del Castillo,
former Minister of Education, Ecuador

“My goal [is] to empower women, to empower locals, to change what society perceives, and to change the fear... of success, education, and intelligence.”

Sarah Buhmaid, Learners' Voice participant and student, Weill Cornell Medical College, Qatar

“In so many countries... education is not relevant and learners are not acquiring the skills that they need in order to be productive.”

Reeta Roy, Mastercard Foundation,
Malaysia/USA

“If we can provide [our youth] with the tools they need, they will be able to build their societies, transform them, and live in a peaceful world.”

Her Highness Sheikha Moza bint Nasser, Chairperson, Qatar Foundation

WISE 2011

“I have been to endless meetings on innovative financing for education. This is the first one that actually began to connect the dots across from the financing tools to using finance better, and using financing for innovation.”

Carol Bellamy, Global Partnership for Education, USA

“Students are in a class which is the largest service system in the universe, and today the whole world cares about client satisfaction. How come education is an exception?”

Prof. **Marwan Awartani**, Acting President, Al Quds University, Palestine

“Education is the most powerful tool and the most important catalyst for change...”

Sir **Fazle Hasan Abed**,
WISE Prize for Education Laureate

“In my view, we should now create a global fund for education, in the same way that we have a global fund for health.”

Rt. Hon. **Gordon Brown**, MP, former Prime Minister, United Kingdom



Day 1

TUESDAY NOVEMBER 1, 2011



PLENARY

Opening Plenary Session

Changing Societies, Changing Education



S P E A K E R S • Her Highness **Sheikha Moza bint Nasser**, Chairperson, Qatar Foundation • His Excellency **Sheikh Abdulla bin Ali Al-Thani**, Ph.D., Chairman of WISE, Qatar Foundation • Dr. **Vartan Gregorian**, President, Carnegie Corporation (USA) • Her Excellency **Naledi Pandor**, MP, Minister of Science and Technology (South Africa) • Prof. **Jeffrey D. Sachs**, Director of The Earth Institute, Columbia University; Special Advisor to United Nations Secretary-General (USA)

MASTER OF CEREMONIES • Ms. **Kirsty Lang**, broadcaster and journalist (UK)

I. Welcome by WISE Chairman

Dr. Abdulla bin Ali Al-Thani: Education should prepare individuals and societies for the challenges of an uncertain future.

“Education is a passport to both inclusion and opportunity, yet too many today do not have that passport. Precisely because education is a global challenge improving it requires a global commitment. We must apply all of our best talents from all countries and all sectors of society. The problems cannot be fully addressed by government and educators alone.”

Education has become a central pillar of Qatar’s political strategy. *“Inspired by the vision of Her Highness Sheikha Moza bint Nasser, the Qatar Foundation launched WISE in 2009 as a platform to help create a new vision for the future of education. From the beginning WISE has focused on a transformational improvement in education, at all levels, using an action-oriented, collaborative approach.”*

The WISE Awards have showcased 18 innovative educational projects. The WISE Haiti Task Force has identified successful initiatives which are models for rebuilding that country’s education system. We have unveiled the first WISE publication, an international study of innovation in education. Our Program for Education Leadership has offered customized mentoring to recently appointed university leaders from 18 countries. This year we have 30 Learners’ Voice participants. We have also begun a second series of *Learning World*, a TV magazine program developed

in partnership with Euronews, and re-launched our online web platform.

“A critical part of our collective response must be to provide a relevant education whose outcomes will help our young people navigate these difficult times and equip them for productive lives. As individual freedoms increase, civic responsibilities also grow and we must prepare young people for an active role in shaping society. From the outset, WISE has championed education, not for its own sake, but because we see it as essential to life.”

Our aim this year is to explore the connections between education and various sectors, and to address the challenges of development and economic growth.

.....
“From the outset, WISE has championed education, not for its own sake, but because we see it as essential to life.”

II. Interview with Qatar Foundation Chairperson

Kirsty Lang: *“I would like to welcome Her Highness Sheikha Moza bint Nasser to hear her comments about WISE. Now, I should say that Her Highness is also the Chairperson of Qatar Foundation for Education, Science and Community Development. She is a Special Envoy for Basic and Higher Education for UNESCO. She also has many, many other roles in the field of education. Your Highness, you are the driving force behind WISE. We would not be at this conference if it were not for you.”*

H.H. Sheikha Moza bint Nasser: *Good morning. I am very happy to have you all in Qatar. I am very happy to have you all at WISE. I would like to thank you for your participation in this conference. I hope that over the coming three days we will have open debates and productive discussions, and I hope that they will all be crowned with success.*

Kirsty Lang: *Where does your passion for education come from?*

H.H. Sheikha Moza bint Nasser: *I am a strong believer in the power of education and the ability of education to transform the lives of individuals and societies. Education also involves multi-dimensional issues. Imagine how much good-quality education can achieve in teaching the tools of critical thinking and problem solving to our youth. It instills in them the confidence that they need to reach out to others and, at the same time, to be confident and secure within. Also it helps them to be proud of their identities, their heritage and their culture. Quality education can enable our individuals and our youth to be empowered economically. Of course, empowerment of individuals will result in strong economies in the end. Quality education can teach our youth the art of citizenship. We have seen this; we have seen how much our youth today are aware of their rights and their needs. They are able to voice their opinions in a very civilized way. We have seen it in the Arab streets; we have seen how the youth were able to face their challenges with optimism and courage as well. You see how much education can offer us? That is why I believe in education and that is why I think education has power when we utilize it in the right way - and at the right time as well.*

Kirsty Lang: *I know that one of the things you are particularly keen on is looking at innovation, at best practice, and how important that is in transforming education, in transforming society. What role do you think WISE can play in achieving that?*

H.H. Sheikha Moza bint Nasser: *As you know, my passion and the objective that I want to achieve is quality universal education for all, especially for those in conflict areas. WISE can achieve a great deal because so far the issues of education are being dealt with as they were in the 19th century and the 20th century. WISE is a 21st-century platform where innovative ideas and best practices can come together and be explored. WISE is also a multi-sectoral platform where NGOs and governmental entities, experts, businesses, parents and individuals can come together, exchange ideas and learn from each other. WISE is an innovative platform for innovative ideas. We created the WISE Prize, and the WISE Awards as well, to give visibility to education needs. It was also to give prestige and status to educators and those who are working in the educational domain. Unfortunately, so far, education is not getting the respect or the attention that it deserves. I think WISE can offer a lot as we utilize it and gear it towards our needs.*

Kirsty Lang: *What about this region? As we have already heard this morning, there are huge challenges because of the changes and the upheavals there have been. What can WISE and the lessons of WISE teach us about this region?*

H.H. Sheikha Moza bint Nasser: *I think this region is the region with the greatest needs when it comes to WISE's benefits and outcomes. As you know, the main challenge that we are facing here is: how can*

we offer our young people the meaningful future which they really deserve and really need? As you know, most of the population in the region is young. Sixty per cent of our population is under the age of 30. Unfortunately many of our citizens are still out of classrooms, especially in the conflict areas. Half of them are girls. Unfortunately the unemployment rate in the Middle East and North African area is one of the highest in the world. We still need 50 million jobs over the next few decades. How can we solve this? I think we need to address those problems with more innovative ideas and creative means. I think that can be addressed through education and through innovation in education. It is a challenge that all of us have to face, but it is important to look at this demographic - or at the youth bulge - as a demographic profit, not a demographic burden. If we can provide them with the tools that they need they will be able to build their societies, transform them and also live in a peaceful world.

Kirsty Lang: *Your Highness, thank you very much. I am very glad to say that you have agreed to stay with us for the rest of the panel. Let us welcome our three other panelists onto the stage."*

III. Panel Discussion

Kirsty Lang: What was the aim of your open letter to the Obama administration?

Dr. Vartan Gregorian: Our group of higher education leaders urged the administration to start with universities in renovating the education infrastructure and everything related to education. Unfortunately they did not follow our advice. I was inspired in drafting the letter by President Abraham Lincoln's establishment of land grant universities during the US Civil

War in 1863. Education is a necessity, not a luxury, even in bad times. *"In terrible times, you still have to think of important things for the future. This is not out of reaction, but of planning."*

Kirsty Lang: How important is education in the development of your economy?

Minister Naledi Pandor: The link between schools and higher education is even more critical now because researchers have to come through the school and university system and we have to collaborate to ensure we have enough good people to build that base of undergraduates moving to advanced degrees. *"Without that filter from the school system your ambition is actually curbed tremendously so the relationship is absolutely vital."*

Kirsty Lang: Do governments tend to see education as a cost rather than an investment?

Prof. Jeffrey D. Sachs: *"Every society better put education as its most central focus. It has the highest return for the economy and the highest return for society. There is no way to have a country of good governance or a prosperous economy in the 21st century without an educated population."*

Kirsty Lang: Will we reach the second Millennium Development Goal (MDG) of universal primary education by 2015?

Minister Naledi Pandor: Not all countries will reach that goal. South Africa has parity at primary and secondary levels but the statistics are different for the majority of African countries. The MDGs were ambitious but they have focused

.....
"There is no way to have a country of good governance or a prosperous economy in the 21st century without an educated population."

governments on what needs to be done. Those countries capable of doing so have begun to achieve them and the others have lagged behind, and they are the ones that need help.

Kirsty Lang: How did you decide on 2015?

Prof. Jeffrey D. Sachs: *“These are goals that were adopted by the member states of the United Nations and they were drawn up during a number of conferences during the 1990s. There is nothing hard about achieving these goals; we could still achieve all of these goals by 2015. What has happened though is that powerful countries have reneged on their promises. The United States is spending 30 times more on the military than it is on development assistance. It does not get security out of that. It is just a profound misallocation of national efforts....”*

Poor countries are doing a lot. Traditional leading nations are no longer leading; new donor countries need to step up and do their part.

Kirsty Lang: What is your call to action for this Summit?

.....
“I think we have to look for more innovative, creative ways of applying our education to the new and different mentalities of today.”

H.H. Sheikha Moza bint Nasser: *“I think we have to look for more innovative, creative ways of applying our education to the new and different mentalities of today. We have to stop using those old, obsolete methods for those young, talented individuals. Education is not just about the MDGs; it is a lifelong goal that all of us have dedicated ourselves to achieving.”*

We can use technology to improve the quality of education, but we also need to build infrastructure and provide better training for our teachers. Education must be centered on the student and it should be directed to the abilities and needs of each individual.

IV. WISE Prize for Education

Dr. Abdulla bin Ali Al-Thani: WISE is dedicated to inspiring progress in education, the field underlying all human endeavor. The Prize raises awareness of the role of education in societies and creates a platform for innovative and practical solutions. An international committee made a preliminary selection from the hundreds of nominations received and the Jury made the final selection. The Laureate found original ways to bring the benefits of learning to millions of underprivileged over four decades. The inaugural WISE Prize for Education goes to Sir Fazle Hasan Abed and is presented by His Highness Sheikh Hamad bin Khalifa Al-Thani, Amir of the State of Qatar.

Sir Fazle Hasan Abed, Founder and Chairperson of BRAC: It is an honor and a privilege to receive this recognition. It does not belong to me alone but to education. BRAC has contributed to the reduction of infant mortality in Bangladesh, we have helped to lift 1.5 million families out of extreme poverty and we have provided high-quality private education to 5 million poor children, and it is this that I am most proud of. Education has unlocked new opportunities for all these people. *“Education is the most powerful tool and the most important catalyst for change.”*

.....
“Education is the most powerful tool and the most important catalyst for change.”



The 2011 WISE



Prize for Education

and Sir Fazle Hasan Abed's Address

"It is our aim that this Prize should raise global awareness of the crucial role of education in all societies, and create a platform for innovative and practical solutions that might help alleviate some of the challenges which education faces around the world."

Her Highness Sheikha Moza bint Nasser, Chairperson of Qatar Foundation

"I am guided by an ideal of a world free from all forms of exploitation and discrimination. Education is the answer to this quest."

Sir Fazle Hasan Abed

His Highness Sheikh Hamad bin Khalifa Al-Thani, Amir of the State of Qatar, awarded the first WISE Prize for Education to Sir Fazle Hasan Abed, Founder and Chairman of BRAC, at the end of the Opening Plenary Session.

In his citation of the Laureate, WISE Chairman H.E. Abdulla bin Ali Al-Thani, Ph.D. said: *"Fazle Hasan Abed's life and career embody the values of WISE. He recognized that education is a passport to social inclusion and opportunity. He discovered a successful formula, and he adapted and expanded it – first in Bangladesh and then in other countries. As a direct consequence millions of people around the world lead healthier, happier and more productive lives. The Jury saw him as an ideal WISE Prize Laureate."*

Strong Foundations and Sustained Growth

Sir Fazle Hasan Abed founded BRAC in 1972 to address the humanitarian crisis which followed Bangladesh's struggle for independence from Pakistan. He has spent over 40 years developing BRAC into a broad initiative dedicated to assisting the neediest to gain skills and empowerment through education. BRAC has contributed directly to the education of more than 10 million young people from pre-primary through to secondary levels. BRAC is now active in nine other countries in Asia, Africa, and Latin America and is one of the largest non-governmental organizations in the world, providing a wide range of education programs which have benefited nearly 140 million individuals.

The WISE Prize for Education

Established by Her Highness Sheikha Moza bint Nasser, Chairperson of Qatar Foundation, the WISE Prize for Education recognizes an individual or team of up to six people for an outstanding, world-class contribution to education.

The WISE Prize is the first global prize to recognize world-class contributors to education at a similar level to other major prizes for science, literature, peace or economics.

The Laureate receives an award of \$500,000 (US) and a gold medal.





The following is the full text of the speech made by Sir Fazle Hasan Abed – Founder and Chairman of BRAC, and the first WISE Prize for Education Laureate – at the Closing Plenary Session of the WISE 2011 Summit.



Excellencies, ladies and gentleman, good afternoon. It is a matter of great honor and privilege for me to be standing before you today to deliver this address. Over the ages the Arabian Peninsula has seen great spiritual and intellectual ferment and served as a vital conduit for the spread of secular knowledge and spiritual values to the wider world. Therefore it is only fitting that the WISE Summit be held in Qatar. Ladies and gentlemen, we have all gathered here because of a shared belief in the importance of education in addressing inequities present in our world today. I have discovered time and again in my four decades of work with BRAC that education is the fundamental catalyst for change. Today I will talk about how we at BRAC used education as one of the central themes in addressing the issue of inequity over the last four decades.



In these difficult financial times, as more and more people rise up to speak for the 99%, occupying the streets across various cities of the world, the issue of inequity has been thrown into the forefront of world politics. How do we begin to address this? At the time of BRAC's inception 40 years ago three-quarters of Bangladesh's population was illiterate. The first development plan for BRAC aimed to bring 100% literacy to the adult population of 200 Bangladeshi villages. The progression from adult literacy to the education of children occurred



naturally in the course of addressing inter-generational poverty. The poor state of primary education in Bangladesh in the 1980s prompted us to start second-chance schools for disadvantaged children.

Our pilot began with 22 non-formal primary schools and a design that would address the challenges linked to gender, proximity, affordability and flexibility that was required for children from poor illiterate households. What emerged from the pilot was a highly innovative, low-cost model in primary education. Our one-room, one-teacher schools each enrolled about 30 children, a majority of them girls. Children were taught the basic primary curriculum and took part in all curricular activities. The focus was on making the process of learning enjoyable.





Children from the poorest families who had never enrolled or had dropped out of formal schools were enrolled and provided with educational materials and supplies for free.

Ladies and gentlemen, though we are here to celebrate innovation we must accept that innovation alone is not enough. In a world rife with poverty and deprivation, addressing any widespread problem requires reaching a significant scale. Once we were convinced of the effectiveness of our school model we expanded nationally. We also grew vertically to address different needs. We started pre-primary schools for early starts and schools for ethnic minority children and those with special needs. In order to address high drop-out rates at the secondary level we provided training for teachers and high-school headmasters and high-school administrators.

As we continued to approach our work through life-cycle events, in 2001 we set up BRAC University in an attempt to produce leaders who would be responsive to the needs of the poor. Beyond addressing that social need, the creation of knowledge was prioritized at the University through the setting up of several postgraduate institutes for research in areas critical to Bangladesh's development.

Ladies and gentlemen, these experiences that I have just shared with you demonstrate the process of constant innovation which we employed at BRAC to overcome inequities in Bangladesh's educational sector. Our model was one that could be adapted to the context of any developing country, and BRAC itself has expanded beyond Bangladesh to nine countries across Asia, Africa and the Caribbean. I am

proud to state that BRAC is now the largest private secular education provider in the world with 30,000 primary schools, 15,000 pre-primary schools. To date nearly 5 million children, 60% of them girls, have graduated from BRAC schools and an overwhelming majority of them have gone on to public school systems performing, on average, better than their mainstream peers.

I could talk to you at great length about our work but not be able to explain the pride I felt meeting Methu, the daughter of a Bangladeshi brick field worker, as she was about to go to university abroad on a scholarship facilitated by BRAC. I would not be able to adequately convey the excitement on Methu's face at the possibility that lay ahead of her, having come this far from the one-room, one-teacher BRAC school in her village in a remote corner of Bangladesh.

Ladies and gentlemen, let me take this opportunity to highlight three issues for the future for education innovators, thought leaders and policy makers. Until recently the issue of Early Childhood Development (ECD) has been dealt with primarily in the context of health and nutrition. Equally important at this stage are opportunities for attachment, learning through exploration, discovery and stimulation, as these ensure the child's cognitive, motor, language and emotional development. The clock is ticking. Unless proactive effort is made in both research and the practical application for ECD and teacher training, the development window will close for 200 million children under the age of five. I consider Early Childhood Development to be the next frontier for educational development in developing countries.



Ladies and gentlemen, the world around us is becoming increasingly complex and fast-paced, and traditional social structures are dissolving rapidly. It is becoming essential for us to equip our children with the social and emotional tools necessary to navigate through life. These essential skills of the 21st-century workforce enable us to tackle difficult situations and make decisions that are socially effective. They promote teamwork and more effective organization, and enhance harmony in families and greater gender equality. I believe that the education of the future must take into account the necessity of building these social and emotional skills.

Ladies and gentlemen, I believe that technology has the potential to truly democratize education. I envision a world where even the poorest student in the remotest corner of the world will be able to learn from the world's best teachers because technology will have overcome financial barriers just as it has overcome geographical barriers. They will also be

able to participate in the creation and perpetuation of ideas and human experience. The education of today must prepare the citizens of tomorrow to thrive in this interconnected world. In the developing world it will be important to keep this future in mind so that this does not become yet another type of exclusion for our children. This means investing now in the right tools and technologies to ensure universal access.

Ladies and gentlemen, let me conclude with a two-and-a-half-thousand-year-old quote from Confucius: *"When knowledge is extended the will becomes sincere. When the will is sincere the mind is correct. When the mind is correct the self is cultivated. When the self is cultivated the clan is harmonized. When the clan is harmonized the country is well-governed. When the country is well-governed there will be peace throughout the land."* Thank you for your attention.

Debate

Rethinking Education in Development



SPEAKERS • Sir **Fazle Hasan Abed**, Founder and Chairperson, BRAC (Bangladesh) • Ms. **Carol Bellamy**, Chair of the Board of Directors, Global Partnership for Education; former Executive Director, UNICEF (USA) • Prof. **Georges Haddad**, Director, Education Research and Foresight, Education Sector, UNESCO (Paris)

CHAIR • Ms. **Reeta Roy**, President and CEO, Mastercard Foundation, member of the board, Global Health Council (Malaysia/USA)

I. Panel

.....
Education systems will have to recognize that they will need to create generalists, although the need for specialists will remain.

Carol Bellamy: Firstly, education systems will have to recognize that they will need to create generalists, although the need for specialists will remain. The skills needed are problem solving, critical thinking and entrepreneurship. Secondly, we increasingly live in a borderless world where less will be done in physical institutions.

.....
 Thirdly, education will have to better support human beings to engage globally and cross-culturally.

Georges Haddad: Students find it increasingly difficult to believe that time passed at school accumulates cognitive capital for the future. The lack of adequate portrayals of professions means that many cannot see their way to devoting time and effort to attaining such objectives. This link has been lost, just as stable roles have been replaced by an infinite variety of tasks. Education has to aim not only at young people but at the population as a whole, taking account of those constraints and addressing the multitude of disciplines as well as specialties.

Sir Fazle Hasan Abed: Learning will increasingly be done through other processes and in other locations. Information and Communication Technology makes

it possible to provide the best educational opportunities to everyone. It is possible that universities have survived over the centuries where other institutions did not because they have been able to create leaders, or respond to the evolving needs of society. However, we now want good citizens, not just leaders.

Sir Fazle Hasan Abed: I brought some language teachers from New Zealand and math teachers from Holland and England to develop a curriculum and materials for the poorest primary school children because I wanted to get the best for them. Then I thought about talking to people in Bangladesh about what kind of society we wanted to build. I also went to Japan to find out how the farmers there were educated in how to measure progress.

Georges Haddad: My goal has always been to develop in students the capacity to be critical, rational, creative and innovative. The role of education is not to impose knowledge. Technology will make knowledge increasingly accessible but the question is how to develop critical abilities so as not to take all of it for granted.

.....
Information and Communication Technology makes it possible to provide the best educational opportunities to everyone.

Carol Bellamy: Education leadership demands much more attention. Education should be much more of a community endeavor, giving it broader ownership. We do need specialists but they will have to be flexible.

Georges Haddad: Children who use technology are very dependent on it, meaning that they are lost when it fails, and the challenge for education is to learn to learn, to unlearn, and to keep one's mind available to make the necessary efforts at all levels. We also think that knowledge is available, but it is an illusion; people think that making knowledge available is the same thing as acquiring it.

.....
Education for girls is the most important investment one could make in any society because of its multiplicity of outcomes.

Sir Fazle Hasan Abed: Education for girls is the most important investment one could make in any society because of its multiplicity of outcomes.

Carol Bellamy: The gap in terms of the access for girls and boys to primary school has closed dramatically in developing countries, although this is not the case in secondary school. Girls do better

than boys in developed countries but this is not replicated in developing countries, mainly because they are still doing the other tasks in addition to education.

II. Questions and Answers

From the floor: Is increasing university tuition fees a good way to ensure their survival?

Georges Haddad: Access to higher education should be offered to all who have the capacity for it. We have to rethink the social contract to make it more equitable, because education should never become a market.

From the floor: Will education be a driver of change, or will it be driven by other drivers of change, and how can we solve the problem that women achieve better results in many countries while not being as employable?

Sir Fazle Hasan Abed: The needs of society will drive educational requirements in the future, whether these needs are technologies for alternative energy, nanotechnology or medical needs arising from increasing longevity.

Carol Bellamy: Women are still undervalued in terms of what they can contribute, and childbearing and its implications have not been fully taken into account. There is a long way to go but I remain optimistic.

From Twitter: Professor Haddad, how do we cultivate critical thinking and creativity in school?

Georges Haddad: We have to rethink how we teach and give more value to the teaching profession. We need to build new curricula which are adapted to the challenges of creativity. You cannot be creative if you do not have confidence, and this is a major challenge for the school system.

Sir Fazle Hasan Abed: An incentive system within the broader society needs to be created to encourage creativity.

From the floor: How do you see the role and presence of NGOs as evolving, and how will they manage their conflicting agendas? How do you promote education in developing countries without the participation of the private sector? Children know what to do with the technology; the problem is access.

Carol Bellamy: There is more attention on the part of international organizations to being supportive of the educational programs of the countries they

work with. They can also provide policy dialogue and technical assistance, but long-term sustainability depends on the countries themselves.

Sir Fazle Hasan Abed: Historically, education was created by religious institutions and not governments. Governments only became involved in the 19th and 20th centuries. We need governments to mobilize resources, and we need the private sector,

as well as individuals, to come up with good quality educational institutions.

.....
Education should not become just a market for profit.
.....

Georges Haddad: Education should not become just a market for profit. The only challenge is

one of quality and we should involve all stakeholders to ensure that. However, it is becoming more of a market, especially in developing countries.



Debate

Overcoming Challenges: Lessons from Other Sectors



S P E A K E R S • Senator **Cristovam Buarque**, Member of the Brazilian Federal Senate; Former Minister of Education (Brazil) • Mr. **Jonathan Mitchell**, Chief Operating Officer, CARE USA (UK) • Hon. **Irene Ovonji-Odida**, International Board Chair, ActionAid International; human rights lawyer (Uganda)

C H A I R • Dr. **Elizabeth King**, Director of Education, the World Bank (Washington, D.C.)

I. Panel

Irene Ovonji-Odida: I have a problem with the term social entrepreneurship because the challenge is discovering what constraints affect a development issue, such as education, and finding a solution. Furthermore, an integrated approach is needed and by focusing on terminology one may miss some aspects. Our perspective is more of a rights-based one which mobilizes the various parts of society in civic action.

Jonathan Mitchell: Terms like this are useful for synthesizing learning but the key is to focus on the real cases of overcoming development challenges and that should come from a real feeling in the communities themselves. NGOs and governments are in many ways supporters and mobilizers, not leaders.

.....
The first question is how to bring the state and private sector together to the benefit of the public.

Cristovam Buarque: The first question is how to bring the state and private sector together to the benefit of the public. For example, today in Brazil 12 million families receive an allowance on the condition that their children attend school. This innovation came from the private sector.

Jonathan Mitchell: One example of government picking up new ideas is in Egypt, where CARE

worked with the local authorities to enable girls to obtain birth certificates in order to continue at school.

Irene Ovonji-Odida: The advantage of working with government is their ability to scale up programs. The extent of innovation depends on the process of engagement because in some cases capacity or resources are lacking. Civil society and the private sector can work to build up the demand side and hold government to account.

We have learned over time that we need a holistic approach to a range of issues, including environment of school and home, and governance. Clear legal standards are also essential for holding government and other sectors to account. It is important to look at the contribution that women can make and address gender disparities.

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We need a holistic approach to a range of issues, including environment of school and home, and governance.

Jonathan Mitchell: We work across a range of sectors, such as microfinance, where understanding the underlying issues and a long-term view are essential. We can learn from pilot projects which are often led and initiated by women’s leaders, but it is often possible to pull together parties with convergent interests.

Lessons from Other Sectors

Cristovam Buarque: There is more of a problem with inequality of health and education than of income, and I have been promoting the idea of healthcare at home by financing small groups of professionals to visit homes to carry out health checks.

II. Questions and Answers

From the floor: How can we obtain more support for education from the private sector? What is the link between household food insecurity and education outcomes?

Irene Ovonji-Odida: There is a direct link between food insecurity and education outcomes, which is why it is important to have food programs which enable children to come to school. One of the core challenges for education is financing, and a case needs to be made to establish a correlation between educational success and policy outcomes. This requires research and documentation.

Jonathan Mitchell: The private sector wants a market to sell its products and services, so investing long term in education will have a huge return. We should move beyond some of the traditional relationships to more innovative solutions.

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WISE could advocate a global funding program for education, similar to the Marshall Plan.
.....

Cristovam Buarque: One has to try initiatives on a small scale. WISE could advocate a global funding program for education, similar to the Marshall Plan. We have to modernize the classroom and, through that, modernize society.

From the floor: How do you make government more inter-sectoral so that innovations can be handled between ministries? What are your views on access to third-level education? How do we use your initiatives to force governments to work inter-sectorally?

Jonathan Mitchell: District authorities tend to be much more interested in the development of their region, and they often have good mechanisms for inter-sectoral cooperation. Regarding higher education, sometimes the barriers are quite simple and can be addressed if they can be identified.

Irene Ovonji-Odida: The approach we take in working with government is to enter through the national development program in coalition with other stakeholders at a national level. It is important to engage with families and communities so that they recognize the value of education.

Cristovam Buarque: We have to innovate in politics as well as education, and ensure the new generation of politicians has a global outlook and is not just looking for votes.

III. Priorities

Cristovam Buarque: We need a global plan to put all children into good schools, and Doha is a place to try that.

Jonathan Mitchell: We take the learning and collective power we have here to say something more at global level.

Irene Ovonji-Odida: We can learn from communities how to make education relevant to them, something that can translate directly into better lives for them, by promoting capacity and resource-building.



Debate

Adapting to the Future World of Work



S P E A K E R S • Mr. **Aref F. Hussein**, General Director, Al-Nayzak Association for Extra-curricular Education and Scientific Innovation (Palestine) • Mr. **Ponce Ernest Samaniego**, Participant, WISE Learners' Voice; Co-Founder and CEO, Outliers (Philippines)

C H A I R • Mr. **Michael Stevenson**, Vice President for Global Education, Cisco (UK)

I. Introduction

Michael Stevenson: Globalization, demographics and technology are changing the world of work. What we are looking for are, firstly, 21st-century skills such as critical thinking, collaboration, communication and creativity, and complex problem solving in real time, often with others and with proficiency in Information and Communication Technology. Secondly, we need a global mindset, with proficiency in languages and cultural awareness, and being a team player. Thirdly, we need entrepreneurial skills.

II. Panel

Aref F. Hussein: It is not so much that schools have failed in igniting creativity but that they did not start to do so. Education, especially in our region, is focused on memorizing content and passing

Education has missed the main goal of building skills for future employment.

..... exams. It is not about skills but about information, and education has missed the main goal of building skills for future employment. Everyone is talking about schools motivating critical thinking, problem solving, innovation, creativity, moving from teacher to

student-centered education and using modern technology. However, if you go to a school in a small village you will see the same old model. You need to

work with future teachers and students to create an educational system that is more open, less centralized, and gives students the opportunity to develop their talents.

Michael Stevenson: Our approach was to rebuild the education system by rethinking all of its components: teaching and learning techniques, training, leadership, governance, management and metrics. It is a profound challenge to prioritize higher-order capabilities and requires a systematic approach to reform. What is the potential for that?

Aref F. Hussein : We are far from this in Palestine but there is the potential for this in other countries such as Malaysia or Singapore. The most important aspects are the mentality and culture of a society concerning education. There are two possible approaches. One is a state-driven reform of policy, which costs money because it needs different kinds of expertise and understanding. Another is starting to work with small groups of students to create success stories which can be role models.

Ponce Ernest Samaniego: Entrepreneurship is about breaking the mindset among young people who tend to see it as not being cool. It is also about accepting failure. The school system punishes people for making intelligent mistakes instead of rewarding them.

Aref F. Hussein: We need a deep belief in high risk and high return. The traditional path of education does not necessarily lead to job creation. It needs real entrepreneurship which is connected to improving the daily life of the people and to a real need in the society. We have to work to convince people to implement policies from today in order to create enough jobs to keep up with the demographic demand.

Governments should base their approach on logic, not on the interests of large companies. Where policy is weak because it is donor-driven or contradictory there is a lack of vision, and therefore a lack of trust between the public sector, the private sector, NGOs and civil society organizations. We have to build this trust and find a common interest.

III. Questions and Answers

From the floor: Do you see any change in the way governments approach this issue?

Aref F. Hussein: NGOs can repeat mistakes which are often blamed on governments. However, in Palestine we lack human resources, but there are changes under way. For example, we are collaborating with the government in developing the new curricula and a lot of e-learning capacities are becoming available. We are trying to work with small groups to make a change, although we lack resources.

Ponce Ernest Samaniego: New innovations should come from the private sector because a government monopoly in this area is not very efficient. One government initiative in the Philippines

was to create entrepreneurship clubs in high schools but the problem was that they had little to do with moving society forward. The infrastructure that pushed me forward was created by venture philanthropists.

From the floor: Do you see a problem in bringing together business and education?

Michael Stevenson: In most parts of the world where I have worked I have ceased to see a problem in business working with education. I mostly find educators to be very generous, open-minded and looking for help wherever they can find it, and they are wise enough to walk away when they see a problem. How do we ensure this world is open to women as well?

Aref F. Hussein: The corporates investing in education are speaking a different language from both the educators and the entrepreneurs. We occasionally succeed in making the three parties agree but it is very difficult. We have low drop-out rates in schools and high performance levels in university for women, and more women are now starting companies than men. We have to work to change the mentality of stakeholders to effect this change.

Ponce Ernest Samaniego: The acceptance that everyone has their own interests is at the core of social entrepreneurship. You need to discover the motivations of these corporations and through that we can also answer other needs.

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The acceptance that everyone has their own interests is at the core of social entrepreneurship.
.....

From MyWISE: How can digitally illiterate adults survive in a digital working world?

Aref F. Hussein: Using technology is one thing and using it to improve life is another. The new generation is not really interacting and participating in human civilization. It is using technology in order to be advanced rather than to make life easier. It is important to be aware that, while we want to use technology and cooperate with the big technology companies, we want it to serve us, not to serve it.

Michael Stevenson: We are seeing a need to put higher-order capabilities at the heart of school systems at all levels. Also, we need to equip people to go on learning throughout life. This should be a common experience throughout the world and not just in the wealthier countries.



Debate

Education and Change in the Arab World



wise

World Innovation Summit for Education
مؤتمر القمة العالمي للابتكار في التعليم

NOV 1-3 | DOHA 11

S P E A K E R S • Dr. **Muhammad Faour**, Senior Associate, Carnegie Middle East Center (Lebanon) • Mr. **Salah-Eddine Kandri**, Manager, Consumer Services – EMENA and e4e Project Leader, International Finance Corporation (Morocco) • Dr. **Tarik Yousef**, CEO, Silatech (Qatar)

C H A I R • Dr. **Ibrahim Saleh K. Al-Naimi**, Chairman, the Doha International Center for Interfaith Dialogue (DICID); former President of Qatar University (Qatar)

I. Introduction

Ibrahim Saleh K. Al-Naimi: Millions of young Arabs feel humiliation, hopelessness and resentment. Educational failures are an important part of the crisis. Despite investment this is the region with the world’s highest youth unemployment rate. Young people wait a long time before finding their first job. So why are education systems in the Arab world performing so badly?

II. The Employment Agenda and Reform

Salah-Eddine Kandri: One out of four young people who are looking for work are unable to find it, and the situation is worse for female jobseekers, with an unemployment rate of more than 30% among female

The region needs to create 35 to 40 million jobs just to sustain the current employment rate.

graduates. The region needs to create 35 to 40 million jobs just to sustain the current employment rate and another 15 million to reduce the unemployment rate to the global average. It will need to create 40 to 45 million additional jobs if it is to increase workforce participation from 35% to the 50% global average. The supply of relevant post-secondary education is limited with only 15% to 20% of young people enrolled in private education. In addition to the lack of hard skills, most employers express dissatisfaction with soft skills such as problem solving, communication and teamwork. The second challenge is that

only 20% of graduates from high school are in vocational training, well below the international average. Thirdly, the region has a lower proportion of post-graduate students. Finally, the model of provision is still based on memorization and lectures with little opportunity for group learning and internship.

Muhammad Faour: Although we can talk generally about the failure of educational reform in most Arab countries there are important variations between countries, between urban and rural areas, and between public and private schools. Education reforms created important gains in primary and secondary education. The problem remains one of quality, particularly when looking at performance indicators, teacher qualifications, assessment and citizenship skills. All Arab countries score below scale average in international standardized tests, even the most proficient students. There is a problem with governance at both central and school level. Teachers in Arab countries have low status and the delivery methods that are being used are another problem. Why are standards still so low if it is not a cultural issue? Can we improve education without raising teaching standards?

The problem remains one of quality, particularly when looking at performance indicators, teacher qualifications, assessment and citizenship skills.

III. Opportunities and Challenges

Tarik Yousef: The reform agenda has gained very little traction. There has been moderate support but limited investment over the past 10 years, but the Arab Spring could elevate the education reform agenda into a long-term commitment. Many of the symptoms, such as low educational achievement, weak outcomes, skill mismatches and drop-outs, reflect a mix of incentives and institutions which are of long standing. Accepting the premise that incentives and institutions need to be reformed, from family to government level, requires commitments to serious reform. These are not popular and are

long-term, which is why the Arab Spring could provide the impetus for comprehensive reforms of education.

.....
The Arab Spring could provide the impetus for comprehensive reforms of education.
.....

Ibrahim Saleh K. Al-Naimi: How can we provide a good education to meet these needs? How can we overcome the problem of poor teacher training?

Tarik Yousef: The possibilities for change are greater than at any other time. The principal actors are young people and one of the core demands is education. Things will get worse before they get better but in an open political space we can debate everything and push for ambitious reform projects.

Salah-Eddine Kandri: The Arab Spring has created a unique opportunity for educational reform. The new leaderships are more willing to work with other stakeholders, to rethink the curriculum and define priorities for the future, preparing people for jobs in the private sector.

Muhammad Faour: To provide high-quality education we need to recruit qualified teachers and retain them through incentives, raising the status of teaching and providing pre-service and in-service training and continuous professional development.

Salah-Eddine Kandri: Governments have invested a lot in vocational training but it has not reached its potential. Morocco and Oman have made progress, for example in engaging the private sector and providing students with internships. But most countries in the region are not succeeding because higher education has a status that vocational training does not, and certain jobs are looked down upon.

IV. Questions and Answers

From the floor: Can education be effectively reformed in the Gulf countries where there is a lack of academic freedom?

Tarik Yousef: It is not the case that revolutionary change is the only way to modernize. If the expectations and incentives in the Gulf countries could be aligned, some of these outcomes might be achieved. The GCC countries are also in some senses leading the way in involving the private sector to solve unemployment.

From the floor: There is a high level of skills migration in the region, which can itself result in reforms. The mindset of policymakers needs to change and, unless quality is improved, access enhanced and costs reduced, we will not capitalize on the opportunities.

Muhammad Faour: The resistance of policymakers is a challenge and we will need creative ways to overcome it.



Salah-Eddine Kandri: We should avoid the idea of the policymaker as the initiator of change. The focus has to be on reforming rigid incentives and institutions. Comprehensive reform is about reform of the labor market, schools and governance, and involving the public.

Muhammad Faour: Cultural homogeneity in the Arab world is not an obstacle to developing education. Political systems may present some obstacles but we now have a golden opportunity for reform.

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The unemployed need a work-readiness program, preparing them with soft skills and for transition to the workplace.

Salah-Eddine Kandri: The whole region is facing similar challenges. The unemployed need a work-readiness program, preparing them with soft skills and for transition to the workplace.

From the floor and Twitter: How can institutions in the region interact with those in Africa to raise awareness of the differences?

Can we improve education without raising the status and quality of teachers and of the teaching profession?

Muhammad Faour: All research shows that the quality of education is strongly associated with the

quality of teachers. Governance and accountability are also important elements.

Salah-Eddine Kandri: Governments in the region are already investing more but the question is what to spend the money on. This is linked to governance, the type of institution that we need to have and the incentive system. With regard to girls, the challenge is to provide access to continued education and equal opportunities post-graduation.

V. Conclusions

Muhammad Faour: There is a light at the end of the tunnel. The Arab youth have the capacity to initiate and lead change.

Salah-Eddine Kandri: The drive and commitment of our youth shows we have a bright future ahead of us.

Tarik Yousef: I am optimistic we may see profound educational reform in the next 5 to 10 years.

The WISE H



Haiti Task Force

In 2011, the WISE Haiti Task Force (see boxed text on page 43) developed 20 case studies of innovative educational best practices in Haiti from various sectors of the country's education system. They were presented at the seminar "Rebuilding Education in Haiti: Sharing Success Stories and Global Experiences" in Port-au-Prince, September 28-29, 2011. These successful initiatives reflect the vitality of Haitian society and provide useful insights for policy approaches.

The seminar brought the 20 innovators together with government officials, representatives of civil society, the private sector and the international community. Among the attendees were members of UNESCO, Agence universitaire de la Francophonie (AUF), the World Bank and the African Capacity Building Foundation, as well as WISE Awards winning project representatives Martin Burt (The Self-Sufficient School, Paraguay) and Carolyn Bancroft (Escuela Nueva, Colombia). The seminar closed with an address by Michel-Joseph Martelly, President of the Republic of Haiti.

At WISE 2011, a "WISE Haiti Task Force Working Group" Workshop convened to discuss these findings and the way ahead. The Task Force's mission has entered a second phase in which it will examine ways of expanding and scaling up successful

initiatives and reinforcing the capabilities of the projects concerned. In the words of H.E. Sheikh Abdulla bin Ali Al-Thani, Ph.D., Chairman of WISE: *"The WISE Haiti Task Force will move to a new phase to*



become a catalyst for change, working through the successful projects which we have identified there and coordinating with other partners to develop and implement best practices in education. We believe that achieving synergies between initiatives is the most effective and efficient way for WISE to implement its mission of education."

In practical terms, the WISE Haiti Task Force will work more closely in partnership with FOKAL, under the leadership of its Founder and President, Dr. Michèle D. Pierre-Louis, former Prime Minister of Haiti. This should soon make it possible to set up an operational team to coordinate the 2012 action plan which is firmly centered on the implementation of concrete projects, direct funding to educational projects, and expert collaborations between Haiti projects and WISE innovators. The original members of the WISE Haiti Task Force will continue serving at a strategic level.



The WISE Haiti Task Force



3



"We were extremely honored when His Excellency Dr. Al-Thani announced last year that he was creating an international Task Force to help rebuild the Haiti education system after the earthquake, which indeed so badly damaged the whole education system... You can see that WISE is a very important meeting place for us and it is important that all these dots that are being connected exemplify what the WISE platform means."

Dr. Michèle D. Pierre-Louis, President, FOKAL;
former Prime Minister, Haiti



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6

WISE has helped foster new synergies for Haiti in several other ways:

- In 2011 two Haitian university leaders attended the WISE Program for Education Leadership: Dr. Jocelyne Trouillot, Co-Founder of Caraïbe University, and Dr. Evenson Calixte, Assistant Dean of the School of Science, Engineering and Architecture at Quisqueya University.
- Three Haitian students participated in the Learners' Voice program at WISE 2011.
- Four young Haitians have started a three-year course of study at the Self-Sufficient School in Paraguay where incomes from on-campus businesses allow the school to be completely self-financing. The plan is that some of them will start self-sufficient schools when they return to Haiti.
- In October 2011 faculty and students in Haiti gained access to the Massachusetts Institute of Technology (MIT) OpenCourseWare through the MIT Mirror Site Program. MIT OpenCourseWare is a 2010 WISE Awards Winner.
- The first WISE Book, *Innovation in Education: Lessons from Pioneers around the World*, was launched at the 2011 WISE Summit. All proceeds from the sale of this publication will go to the WISE Haiti Task Force.



7

Creation of the WISE Haiti Task Force

At the 2010 WISE Summit Dr. Abdulla bin Ali Al-Thani, Chairman of WISE, announced the creation of a special WISE Haiti Task Force, a collaborative venture involving:

- From Haiti: Jacky Lumarque (Quisqueya University), Samuel Pierre (Reflection and action group for a new Haiti, GRAHN), and Dr. Michèle D. Pierre-Louis (FOKAL).
- From WISE Partner institutions: David Atchoarena (UNESCO), Yvon Fontaine (AUF), and Charles Goldman (RAND).
- And: Jean-Eric Aubert (senior consultant for international organizations), Vicky Colbert (Fundación Escuela Nueva), and Frannie Léautier (African Capacity Building Foundation).

The mission of the WISE Haiti Task Force is to help rebuild the education system in Haiti following the catastrophic 7.0 magnitude earthquake of January 12, 2010.

Debate

Reforming Education: Mission Impossible?



S P E A K E R S • Dr. **Tayseer Al-Noaimi**, Former Minister of Education (Jordan) • Dr. **Üstun Ergüder**, Director, Education Reform Initiative; Emeritus Professor, Sabancı University (Turkey) • Dr. **Ishrat Husain**, Dean and Director, The Institute of Business Administration; Former Governor of Pakistan's Central Bank (Pakistan)

C H A I R • Dr. **Neal King**, Secretary General, International Association of University Presidents (USA)

I. Introduction

Neal King: The global population has reached 7 billion, with more and more young people. There are huge demographic shifts. The access of girls and women to education at all levels is an important issue and we need funding for education around the world.

II. Panel

Tayseer Al-Noaimi: Many reform programs have been implemented worldwide but the big question is whether they are achieving their intended goal. Experience shows that their success varies from one

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Reform takes time, effort and patience, and one of the lessons is that piecemeal approaches will not work.

country to another and that there is no single recipe because the social and economic context is often a determinant. Reform takes time, effort and patience, and one of the lessons is that piecemeal approaches will not work. We need a holistic and systemic approach, and we need to be visionary about the type of education children will need to prepare them for the future. Therefore we need home-grown initiatives, a tailor-made approach to reform, school-based improvement models as opposed to system-wide strategies, and accountability to parents and local communities. Teachers need support and incentives. Education needs to be put in its proper context of

socio-economic development because reform is not just a technical exercise; it is about linkages and alignment. The current approach focuses on engineering inputs which are not translated into changes in the learning environment. Intervention should be at the process level.

.....
A young population is an asset when educated properly, so education policy in these parts of the world is extremely important.

Üstun Ergüder: A young population is an asset when educated properly, so education policy in these parts of the world is extremely important. Technology is an important part of education but we need to think about how we use it in education by developing the proper procedures. There is a divide in universities between the students and the older generation, and levels of resistance to technology vary, although time will probably take care of this issue. Education is a unique policy area which does not lend itself easily to reform because in many cases it plays the role of instilling the ideology of our nations.

Ishrat Husain: Studies show that investment in education of women has a high level of economic and social benefit because women spread the collateral benefits of education over the entire family. These benefits make it the most attractive investment

among competing demands. Despite this, cultural, religious and political issues affect the success of such initiatives. The advocacy of NGOs and political parties is crucial to persuading decision makers to carry out reforms. The correlation between education and rates of employment is being optimized by globalization, technology, mobility and intensification of production.

III. Questions and Answers

Neal King: How do we influence the decision makers?

Tayseer Al-Noaimi: It is about creating a culture of change and adopting a communication strategy involving advocacy. This strategy requires champions for reform. People also need to see that it is working. It is a full policy cycle, and a continuous process of involvement and the sharing of information. One of the fatal mistakes of a reform program is to neglect sustainability, so education has to be seen as a social process to bring about better citizens.

Üstun Ergüder: NGO activity, which is evidence-based, is extremely important, along with establishing deep dialogue with the policymaking process. You have to open the doors and windows of ministries to fresh air coming in from the marketplace. Establishing credibility is also very important so that the evidence you show is taken seriously.

You have to open the doors and windows of ministries to fresh air coming in from the marketplace.

Ishrat Husain: The benefits of education investment are long-term and highly diffused so there must be a national consensus among political leaders that it is of long-term benefit. To make change you need a vision and a strategy spread over 20 or 25 years.

Üstun Ergüder: NGOs should help build consensus through evidence based on serious research.

Ishrat Husain: Standards in education can become standardization in the long term, killing innovation. We have to revisit the outlook where everything is an input for growth. Education has to improve social capital by creating citizens who believe in democracy, in equal opportunity and in themselves.

From the floor: We need to change education, not just to improve its quality. We have enough evidence but politicians pay no attention. Civil societies go beyond NGOs and include social, youth, indigenous and women's movements. We need to change political culture and work towards an informed citizenship. Are there aspects of education that are globally applicable? What can we do in the Arab world in the absence of a vibrant civil society?

Tayseer Al-Noaimi: We can benefit from many best practices, whether teacher training, ICT, advocacy or consensus building, although there is no one recipe for reform across all contexts.

Üstun Ergüder: It is very difficult to measure the impact of civil society on policy. Patience and long-term vision are essential. Models cannot be exported but lessons can be learned.



Debate

How Does Innovation Happen?

REGZA

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TITLES

SPEAKERS • Dr. **Sungchul Chung**, President, Science and Technology Policy Institute (Republic of Korea) • Prof. **Anil K. Gupta**, Co-ordinator, SRISTI and Honey Bee Network; Executive Vice Chair, National Innovation Foundation; Business Professor, Indian Institute of Management of Ahmedabad (India) • Mr. **Marc Prensky**, writer and consultant in education and learning, author of *Teaching Digital Natives: Partnering for Real Learning* (USA) • Mr. **Asif Saleh**, Director of Communications, Head of the Social Innovation Lab, BRAC (Bangladesh)

CHAIR • Prof. **John Tarrant**, Former Secretary General, Association of Commonwealth Universities (UK)

I. Introduction

John Tarrant: Where do good ideas come from? There is often a gap between ideas and their implementation. Can we help close that gap? With any innovation there is a risk of failure. How does our attitude to failure impact upon innovation? What lessons from innovation in the wider sense can be carried forward into education?

II. The Origin of Innovation

Marc Prensky: Some of the best ideas come from one person's vision, which is often shared and taken on by other people.

Sungchul Chung: Inventors are often portrayed as isolated, independent people who seldom interact with other people, but good ideas come from human interaction rather than isolated inspiration.

Anil K. Gupta: People such as farmers and artisans are no less capable of producing great ideas. They have social networks, but they often try to hide an innovation because it may be ridiculed. Good ideas also come from people trying to solve an institutional problem, from children, and indeed from anywhere.

Asif Saleh: I agree that good ideas can come from anywhere but it is also important to define what innovation is. Social innovation is about having a deep awareness of a social problem and coming up with

a solution. It is important to create a space for innovation and a process to scale it up.

III. Turning Ideas into Innovation

Sungchul Chung: Scientific ideas often need technological and financial support as well as entrepreneurial capability, but this requires tremendous resources so government support is essential.

Marc Prensky: Ideas need to be encouraged and given money but government wastes a lot of money which would be just as easily provided by the private sector.

Asif Saleh: BRAC has a social innovation laboratory and started a non-formal schooling system. The process of innovation requires four elements: a deep awareness of the problem; the idea itself; external knowledge of the situation; and research mobilization. Innovation is nothing if it is not scaled.

Anil K. Gupta: Scale should not be the enemy of sustainability. You need to benchmark innovations, add value through research, and find risk capital. Innovation, investment and enterprise often do not converge in one person or place and that is why the transition costs need to be reduced.

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Social innovation is about having a deep awareness of a social problem and coming up with a solution.

How Does Innovation Happen?

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Ideas need to be put out into the marketplace to see how people react to them.

Marc Prensky: Ideas need to be put out into the marketplace to see how people react to them. Technology allows people to do this without great government support.

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From the floor: Qatar Foundation's *Stars of Science* initiative is a program that takes young people and works across the innovation cycle - from proof of concept to engineering, design and business, obliging the innovators to put on different hats.

Sungchul Chung: People are often not encouraged to translate ideas into innovation: this translating is not easy and requires additional research and engineering, which is sometimes very expensive. So another mechanism is required, and here government intervention is important.

IV. Failure

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Risk is an intrinsic element so societies which are tolerant of failure are conducive to innovation

Sungchul Chung: Risk is an intrinsic element so societies which are tolerant of failure are conducive to innovation, but that may not be true for latecomer countries like Korea that began in the 60s and 70s by imitating other countries rather than creating new technologies.

Marc Prensky: You never get anything perfect the first time. Feedback and continuous improvement lead over time to good innovation. Investors should recognize that only some innovations will succeed and a lot of different investments need to be made.

Asif Saleh: The key question is whether one learns from failure and disseminates that knowledge.

Anil K. Gupta: We need a taxonomy of failures. There are conceptual failures, failures of resources and team failures – not having the right people to convert ideas into practice. Another type of failure is giving up too soon. Risk aversion can be overcome when we decide to reward genuine efforts, alternative concepts and good execution plans.

From the floor: Innovation should be encouraged at a young age because young people are capable of taking risks and can tolerate failure much more easily. Older people take fewer risks.

From the floor: In Iceland, the Ministry of Education had a deliberate policy of “Do, then think” – a fantastically liberating phrase. It helped them get their online learning off the ground very quickly.

V. Conclusions

Marc Prensky: We should think about how to do things in new ways and the best way to do that is to listen to young people.

Asif Saleh: Take risks and manage innovations.

Anil K. Gupta: Minds on the margin are not marginal minds, and incentives can also be non-material and group-based.

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Minds on the margin are not marginal minds.

Sungchul Chung: Education has to build capacity so people can easily absorb changes in technology and knowledge.



The QNCC and



the WISE Majlis

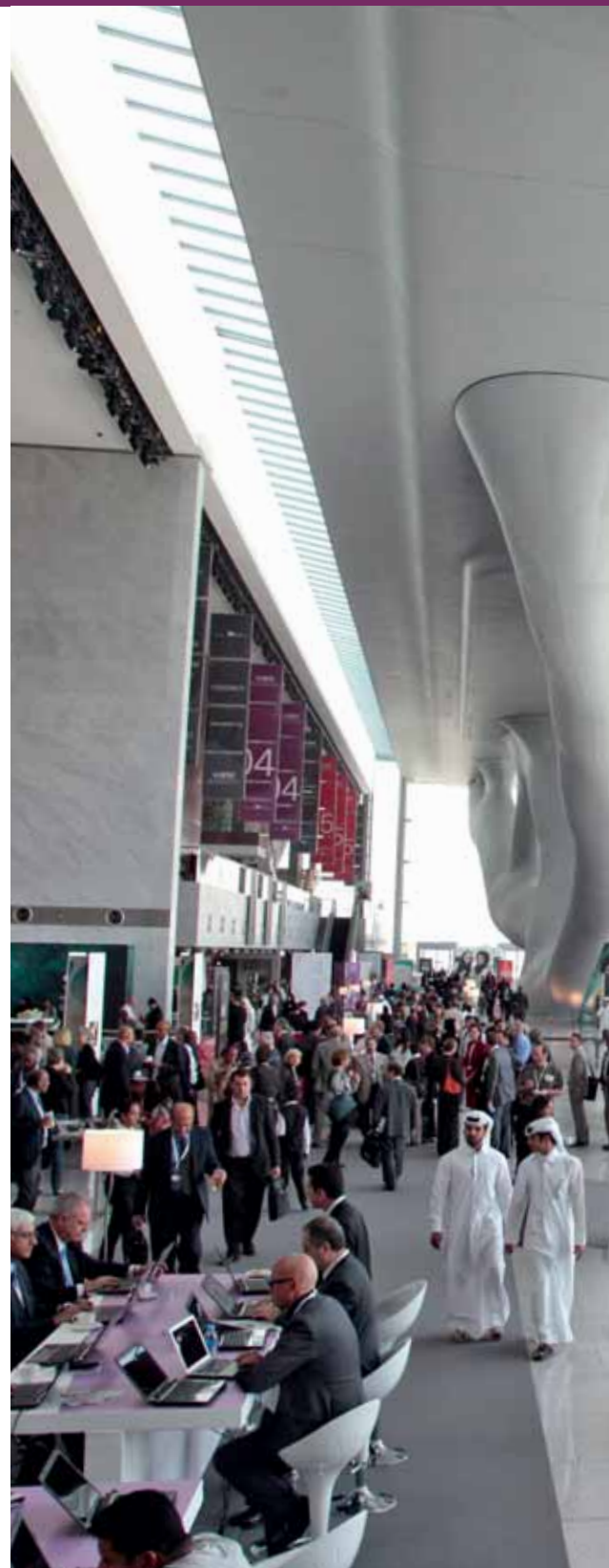
WISE 2011 took place in the spectacular new Qatar National Convention Center (QNCC) at Qatar Foundation's campus on the western edge of Doha. Designed by leading Japanese architect Arata Isozaki, it is the first facility of its kind built to the gold certification of the US Green Building Council's Leadership in Energy and Environment Design (LEED) rating system. Its main façade features a massive steel representation of a Sidra tree, the emblem of Qatar Foundation, which supports the canopy of the building. The QNCC holds a 2,300-seat theater, three tiered auditoriums, 52 meeting rooms, 40,000 m² of exhibition space and many other state-of-the-art facilities.



The Arabic word *majlis* – “sitting place” – is used to refer to various types of gathering places, whether in the home or in the greater community. Just as the *majlis* is central to Arab life as a setting for social exchange, the WISE Majlis was at the heart of the Summit and brought participants together on a relaxed, informal basis. Divided into five areas for lively Debates and Focus Sessions, it was also the venue for demonstrations and “speed networking” during the lunchtime Open Program.

Area 1 of the Majlis was dominated by “Maman,” the giant metal spider sculpture by Louise Bourgeois. This focal point hosted booths dedicated to the WISE Initiative, Qatar Foundation, Qatar Foundation Radio, MyWISE, Learners’ Voice, Euronews and Al Jazeera. Elsewhere in the Majlis were booths of the World Digital Library, Qatar’s Supreme Education Council and Bloomsbury Qatar Foundation Publishing, publisher of the WISE Book *Innovation in Education: Lessons from Pioneers around the World*. During the three days of the Summit, the WISE Majlis embodied the community spirit of WISE, a place where participants from over 100 countries could get to know each other on a personal basis, and share news, views and ideas about education in a truly global environment.

The QNCC and the WISE Majlis





Debate

Supporting Collaboration through Online Platforms?



S P E A K E R S • Prof. **Richard Baraniuk**, Director and Founder, Connexions; Victor E. Cameron Professor of Electrical and Computer Engineering, Rice University (USA) • Ms. **Catherine Ngugi**, Project Director, Open Educational Resources (OER Africa) (Kenya) • Mr. **Ilkka Tuomi**, Founder and Chief Scientist, Oy Meaning Processing Ltd. (Finland)

C H A I R • Mr. **Ed Bice**, Chairman and CEO, Meedan; Co-Chair of the United Palestinian Partnership (USA)

I. Introduction

Ed Bice: Given the historic events across the Arab region over the past year it is appropriate to discuss inspiration itself as a pedagogical imperative, as well as global collaboration through education software as something fundamentally revolutionary, and how they might contribute to improving society. We must think about innovating the very form of the text. Access via language should be foremost in the design platform and we must think about access and authoring tools supporting multilingual Open Educational Resources (OER). Finally, we have an opportunity for true global education where students are empowered to become teachers and to co-develop global competencies.

knowledge can be relevant and productive, and innovation can happen. However, technology in itself does not generate any specific outcomes. Failures to transform education with technology have often resulted from misunderstandings about the nature of both education and technology. You have to change the context to create useful outcomes with technology. Open platforms for education enable socially distributed and continuous learning, and also facilitate social and innovative knowledge and meaning creation. They will eventually revolutionize education, but we need to transform educational institutions.

Catherine Ngugi: We have worked closely with faculty in African universities who are committed to improving the curricula and the quality of education. It is now increasingly accepted that neither the quality of technology itself nor its ability to facilitate collaboration is dependent on whether the source coding is openly shared or not. The role a platform plays in promoting either a cohesive sharing of ideas or a jumbled exchange depends as much on the extent to which the users are equipped and willing to use it as on the technical quality of the platform. OER can revive higher education standards, make curricula current and relevant, and foster collaboration. The essence of OER is an open license permitting the adaptation and re-use of educational materials

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When we try to store and process knowledge using computers, we tend to miss the social and physical content.

II. Panel

Ilkka Tuomi: Knowledge is contextual and, because of that, it is difficult to digitize. When we try to store and process knowledge using computers, we tend to miss the social and physical content. Skills and knowledge do not reside in individuals but are borrowed from the social and

material environment in the process of learning, and this is why the social dimension of the Internet is crucial for learning. It creates a social system where

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In developing countries, broadband connectivity at an affordable rate is essential.
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in different contexts. What faculty may need to focus on is how they influence the way content is shared, because it will be shared. We must accept that, as with any new technology, there will be successes and failures, and that both will make a significant contribution. In developing countries, broadband connectivity at an affordable rate is essential.

Richard Baraniuk: Online platforms promise the opportunity to build a globally distributed knowledge base that connects people and ideas with unprecedented access, but today they only provide a means for relatively uncoordinated sharing. The OER movement is going through two stages: a fixation on the free side followed by an appreciation of its openness, and currently we are in the first. The free stage is not about building the bridges we need to build a common knowledge base, and there are two roadblocks to reaching that stage. The first is the lack of standardization of intellectual property licenses, and the lack of technology standards and compatibility. It is not possible to either share or even effectively search across incompatible platforms, and this makes it difficult to create a thriving ecosystem. Therefore there has to be some degree of standardization in both areas.

Ed Bice: What does Linux have to teach the educational community?

Ilkka Tuomi: By standardizing the core interfaces early on, the community was able to keep innovating at the periphery. Therefore innovation requires a careful balance between change and stability.

Richard Baraniuk: Linux is open for everyone to use, so the ecosystem can include individuals,

universities and large companies. Computer software company Red Hat, for example, lived in a symbiotic relationship with an open source platform and other entities want to get involved but are shut out by non-commercial licensing. Ignoring this fact shuts out a large part of the ecosystem.

Ed Bice: Have you any examples of institutional policy influencing whether OER becomes integral to educational practice?

Catherine Ngugi: Encouraging improved teaching and learning practices and improving delivery requires a passion for engagement and resource development for use outside class time. For example, the health faculty in a university in Ghana worked with the fine arts faculty to develop DVDs, resulting in a far higher level of engagement among students. An institutional policy which insists on provision of equipment and access, along with support, is essential to ensuring this kind of learning will take place. Governments need to ask what they need education to do, and therefore what sorts of skills are needed.

Ed Bice: Is OER where we should be spending our energy, or should we focus more on simply connecting teachers, students and classrooms?

Richard Baraniuk: I see OER as a bedrock on which to invent new structures. Teachers will want to take and share something so OER is the foundation for that.

Ilkka Tuomi: The cost of these technologies has declined dramatically, meaning that countries which did not dream of having broadband 10 years ago can expect to have it in a few years.

Ed Bice: Connecting people can have important outcomes. For example, the poor French language skills of students at a Seattle school improved hugely after linking up with a school in Senegal.



Catherine Ngugi: Higher education in Africa used to involve travel, but this is no longer necessary for the collaborative endeavor to succeed.

III. Questions and Answers

From the floor: Can you elaborate on how openness can move from an exchange of ideas to a knowledge base?

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Thinking about open, rather than free, communication is about changing your mindset

Richard Baraniuk: Thinking about open, rather than free, communication is about changing your mindset from a fiscal dollar mindset to an impact or a people mindset, and that is the only time you can promote and engage a community to push the development of knowledge further.

From the floor: What are your ideas on developing commercial services around OER while keeping it open?

Catherine Ngugi: We were approached by someone in the process of setting up a new university in Uganda which would draw students from conflict

areas, with the expectation that they would pay a fee to enroll. Our discussions involved supporting them in developing a curriculum based entirely around OER.

Ilkka Tuomi: It is not easy to say whether the distinction between commercial and non-commercial makes sense from an end-user viewpoint. However, it is essential to get the key players in the ecosystem involved. I can imagine there would be some ecosystems where commercial players would not be needed, but if you try to replace existing educational systems you will probably need commercial involvement. The critical aspect of OER is the ability to use it productively for your own purposes, so social openness is key.

Richard Baraniuk: Building a self-sustaining OER ecosystem that endures for a long time will require private-sector involvement.

Ed Bice: We are very early in this open education movement. The one certainty is that OER is succeeding and continuing to grow, and the platforms and tools will require innovation to meet global needs.

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OER is succeeding and continuing to grow, and the platforms and tools will require innovation to meet global needs.

Debate

Measuring Progress



S P E A K E R S • Dr. **Ann Doucette**, Director, The Evaluators’ Institute; Director, Midge Smith Center for Evaluation Effectiveness; Research Professor, The George Washington University (USA) • Mr. **Uwen Robert Otu**, President, African Youth Movement (Nigeria)

C H A I R • Dr. **John Vorhaus**, Co-Director, National Research and Development Center for Adult Literacy and Numeracy; former Director, the Wider Benefits of Learning Centre, Institute of Education – University of London (UK/Germany)

I. Data Gathering

Uwen Robert Otu: The African Youth Movement started as an environmental NGO in 2002 and much later its scope was expanded to incorporate other aspects of sustainable development including education, poverty and health. Gathering evidence has been a challenge because awareness of climate change is at a low level. It requires creating trust between the various groups you want to survey. We need to persuade children to take education seriously because, even where the technology is

available, it is not used seriously. We need to ensure stakeholders see things from our perspective. The policymakers need to get things right or else any amount of agitation will make no difference. You need to influence policy and the way you do that is by engaging with them.

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The policymakers need to get things right or else any amount of agitation will make no difference.

Education and its challenges are universal even though context and method might be different. You need to look first at whether the teachers are qualified and can deliver. This is a priority because science education and performance levels have declined in Sub-Saharan Africa. Infrastructure is also essential because otherwise the tools will not be of any use. “Views from the Front Line” was an environmental

project using multi-stakeholder research. It involved assessing the views of communities on the threat from environmental disasters and found that young people from 9 to 12 and people older than 60 were very pessimistic. We held roundtables with them and sent a report to the government, which incorporated most of our recommendations into a national working plan and sent it to the National Emergency Management Agency.

Government policy cannot be influenced without credible data. For example, the university qualification exams showed for two consecutive years that 80% of science students were failing, and that was enough for the government to act. One of the challenges is lack of trust among the people you want to work with. Another is that most local authorities do not have the capacity to understand or engage with issues, so capacity building is needed. Corruption is another issue we have had to deal with.

II. Evaluation

Ann Doucette: Implementing reform requires objective evidence so that we can adopt it on a broader scale. The numbers have to tell a story. We are working with scarce resources so we need a concentrated effort to determine whether we are achieving the anticipated results in terms of educational reform. Hopefully our educational reforms

will be joined to policy and the policies will be institutionalized. Evaluation only works where there is actionable data and it has to be available when policy

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Reforms should not be linked solely to literacy and numeracy but also to soft skills.

decisions are made. Reforms should not be linked solely to literacy and numeracy but also to soft skills, which are not necessarily reflected in achievement tests. Evaluation is very complicated and it is better to collect thorough and more rigorous data on a few concepts than to try to measure everything. We need to look at the pedagogical approach and it is not enough to impose technology without ensuring that a learning strategy is in place. A community involvement is required and such emphases have to be included in addition to the standardized achievement tests.

The real metric is when we should expect change to occur when implementing a new approach. Teachers need some time to become accustomed to new teaching approaches, and that is the most appropriate time to measure. Failure to pay attention to this can often lead to disappointing results and we have to educate policymakers on this.

III. Message

Uwen Robert Otu: Education, change and innovation should not be left to experts. Everyone should be involved.

Ann Doucette: Education is very complex and we need to understand the mechanisms of change that include communities, parents, teachers and children.

IV. Questions and Answers

From the floor: Have you any strategies to deal with donor agencies that do not want to fund evaluation?

Uwen Robert Otu: Donor agencies need to know if you have a track record and expertise before committing funds.

Ann Doucette: They often require the collection of accounting data but they do not tell us if the interventions are working.

From the floor: How can we get data on attitudes?

Ann Doucette: Regarding such things as attitudes, they are best measured in terms of qualitative approaches because researchers need to understand what the shared meaning is.

Uwen Robert Otu: Data on such things can give you evidence of whether your intervention has worked.

From the floor: How would you build an educational system using a metric to identify the kinds of things you want it to do?

Uwen Robert Otu: What matters is not having one educational model but knowing what the changes are that we wish to see. Schools are not the only places where education happens; in many places it goes on informally.

Ann Doucette: I would move away from a right-or-wrong proof of learning to one where the child would demonstrate it, and work with teachers to provide ways to interpret that.

John Vorhaus: Writing is an example of a particular challenge when it comes to needing learners to demonstrate something and not simply tick a box.

From Twitter: Do some approaches to measuring performance also stifle innovation?

Ann Doucette: In the US there is a lot of criticism about teachers who do not engage with the curriculum but “teach to the test”

Uwen Robert Otu: Some of the MDGs are too strict for developing countries, so indicators and benchmarks could work against the intended goals.



From the floor: Have you tried any metrics for measuring soft skills such as creativity?

John Vorhaus: In England, instruments are being designed to measure “soft outcomes” like confidence, self-esteem and self-worth, and eventually their relation to educational progress.

Ann Doucette: Assessing extra dimensions such as soft skills tends to put a lot of pressure on teachers, so we created a network of master teachers who would assess these aspects, and that worked.

Uwen Robert Otu: I have never been involved in creativity measurement.

John Vorhaus: Self-reporting can be unreliable but there is evidence that testimony from learners themselves is valuable data.

From the floor: Is it not true that, while imperfect, we must use the indicators we have if we want to scale things up?

Ann Doucette: We have to identify and use mechanisms that will push educational reform and optimize learning. Indicators are proxy representations of the child’s learning trajectory and we have to contextualize those.

From the floor: Is the US educational reform based on standards and tests a success, and is Barack Obama successful with his “race to the top”?

Ann Doucette: A lot of states do not include the standardized test scores in the school scores, which has serious consequences for children. “Race to the top” is mostly rhetoric at the moment.

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***There is evidence
that testimony
from learners
themselves is
valuable data.***
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Debate

Creating a Change Culture



S P E A K E R S • Mr. **Bowman Heiden**, Director, Design Innovation Institute, Qatar Foundation (Qatar) • Prof. **Philip S. Khoury**, Associate Provost and Ford International Professor of History, Massachusetts Institute of Technology (MIT); Chairman, Board of Trustees, American University of Beirut (USA) • Mr. **Koji Omi**, Founder and Chairman, Science and Technology in Society (STS) Forum; former Minister of Finance (Japan)

C H A I R • Mr. **Özgür Bolat**, Researcher and Faculty Member, Bahcesehir University; Researcher, Leadership for Learning Center, University of Cambridge; Columnist, *Hürriyet* newspaper (Turkey)

I. Panel

Philip S. Khoury: Some have argued that the conservative nature of universities has allowed them to stay around as long as they have compared to

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Seventy-five percent of the oldest institutions in the Western world are universities. However, they can no longer afford to remain so conservative.

businesses. Seventy-five percent of the oldest institutions in the Western world are universities. However, they can no longer afford to remain so conservative as they have to embrace change to survive and do so in a more deliberate and structured manner to maintain their international leadership.

Faculty control is also becoming a relic of the past, as senior administrators have managed to gather more control and authority

over time. They have done this by gaining increasing control over the resources coming from donations. Faculty still have control over the curriculum and research focus, but the senior administration is increasingly organizing research and capacity-building initiatives and providing administrative support in return for participation.

Another trend is the movement of US universities abroad, and sending more of their students abroad, and this is increasingly a top-down activity. The challenge these universities face is how to continue attracting talent. Secondly, the government is no longer able to fund the research university. Finally,

online learning brings the future of the residential campus into question.

Koji Omi: The fundamental concept of the STS Forum is to strengthen the advantages and control the drawbacks of science and technology. The STS Forum enables all the stakeholders to meet and discuss science and technology from their own perspectives rather than leaving the solutions to science and technology engineers.

The eighth meeting on October 2, 2011 brought 800 participants from 80 countries, regions and international organizations together to exchange ideas on the future of science and technology. During the period of economic growth in the 1980s, education focused mainly on assimilating knowledge and technology from abroad, but for its next stage of development, during the 1990s, it had to stand on its own in terms of research. The government of Japan issues a science and technology plan every five years, and these plans emphasize the importance of original and basic thinking as drivers of progress.

Cooperation between universities, private companies and public research institutions is now vital to incubate new technology and promote global economic development. Education in Japan has moved from memorizing and imitation towards creativity and innovation, but there is more to do in

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Education in Japan has moved from memorizing and imitation towards creativity and innovation

Creating a Change Culture

this respect. Exposure to different cultures and ways of thinking is also important in nurturing ideas, and one of the government programs supports young researchers in traveling to study in other countries. The educational culture needs to change in the direction of developing creative and innovative thinking.

Bowman Heiden: The system of wealth creation in the developed world operates according to a specific paradigm, but a knowledge economy is no longer about control of the factors of production but control of knowledge, which can create a lot of wealth and change the power structures of society. However, the developed world has not built up the industrial frameworks that would facilitate the move to a knowledge economy. This raises the issue of what it means to become an industrial country where industrialization is giving way to knowledge-based business. Qatar has a strong national vision to transform the country from a carbon-based to a knowledge-based economy. A number of things are important when leading change. You have to lead by example, to be genuine, to explain why, and to try to achieve success without sacrificing your integrity or the dignity of others. We have an ethical duty to innovate and to be a good leader you have to care about other people more than yourself.

Özgür Bolat: How did you work on capacity building?

Philip S. Khoury: MIT is involved in the Middle East and Asia in helping to start up research universities, identifying talent and working with the administration to recruit. This helps us strengthen our own curriculum.

II. Questions and Answers

From the floor: What would you do to create change cultures among professors and administrators?

Philip S. Khoury: An administration cannot succeed without bringing the faculty along with it. Today it is more top-down, so incentive structures have to be developed to persuade faculty that these projects are driven by curiosity rather than financial considerations.

From the floor: In the knowledge economy, to what extent is the workplace changing in terms of doing as opposed to thinking?

Bowman Heiden: The knowledge economy is now more about how knowledge can be bought and sold, and how the value of such an asset depends on the person managing it.

Koji Omi: Problem solving is necessary for university graduates, and the extent to which they teach this will decide the level of the university.

Philip S. Khoury: The “learning-by-doing” model, rather than simply theorizing, is widespread.

From the floor: Why do universities now need to adapt more quickly than heretofore?

Philip S. Khoury: Universities are no longer an exclusive domain for knowledge creation, so we have to make sure they do not go out of business.

From the floor: How did you prepare people for change?

Bowman Heiden: Preparing people for change involves inspiring them to push through the early stage where things are difficult and to realize that it is useful.

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The knowledge economy is now more about how knowledge can be bought and sold, and how the value of such an asset depends on the person managing it.

Philip S. Khoury: You need sustainability as well as preparedness in order to prepare people for change.

From the floor: Do institutions need a culture of change or of continuous improvement and development?

Bowman Heiden: We must ride the two horses of incremental change and doing things completely differently.

From Twitter: What does the developing world have to teach the developed world about change?

Philip S. Khoury: Both the developing and developed worlds need to find partnerships for collaboration in the face of challenges, and that will teach us how to be better partners than we have been.

Koji Omi: Sometimes policymakers have to persuade people to drink the bitter medicine that is in fact good for their health in the long run. Leadership and persuasiveness are necessary.

From the floor: Early childhood education should be the focus for the future.

From the floor: Would it be possible to take a leadership position in universities in order to connect research more to regional problems?

Philip S. Khoury: The question of whether we are solving the problems that are necessary is now arising everywhere, and I think we need a mix. The Arab world lacks outstanding research universities. The shift should be in the direction of solving relevant problems but we should not give up the notion of basic research.

From the floor: Is change less an end in itself than part of a process, and shouldn't it be institutional rather than individual?

Bowman Heiden: Change is a means, and you have to keep the ends in sight, which is why the mission of our new institution is to create quality of life.

Özgür Bolat: University innovation seems to have been limited to increasing tuition fees. Is there an alternative?

Philip S. Khoury: We need to make universities more affordable and accessible, but there are other ways to avoid increasing fees, such as becoming more efficient in administration and generating resources.

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We need to make universities more affordable and accessible.

From the floor: The projected growth in world population to 9 billion in 2050 requires a change in culture and mindset in both developed and developing countries.



Debate

Developing

New Approaches to Leadership



S P E A K E R S • Mr. **Paul Colditz**, CEO, Federation of Governing Bodies of South African Schools (South Africa) • Mr. **Wayne Davies**, Senior Executive, Human Resources, Middle East, North Africa, and Turkey, General Electric (UK) • Ms. **Josephine Green**, Trends Expert, Beyond20: 21st-Century Stories; former Senior Director of Trends and Strategy, Philips Design (UK)

C H A I R • Dr. **Allan E. Goodman**, President and CEO, Institute of International Education (USA)

I. Introduction

Allan E. Goodman: More people are presently enrolled in higher education than attended universities in the whole of human history. In the past decade an additional 40 million children have entered school. However, present models of leadership cannot meet the challenges ahead.

II. Panel

Paul Colditz: We have made progress in access to education but we are not making the same progress in quality of education. The principles of leadership will remain the same: values, competence and compassion. No leader has all the answers and there will need to be collaboration and learning. Parents, the primary educators of children, need to become more responsible for the education of children, but systems and governments also need to give them the opportunity to become involved in formal education.

Josephine Green: The major visionaries were people who helped us through a transition because they carried a new message. Leadership is in crisis because people increasingly do not want to be led. A lot of leaders are

locked into a hierarchical model that has collapsed and the only way to move forward is to work together collaboratively so that we learn collectively.

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Leadership is in crisis because people increasingly do not want to be led.

Wayne Davies: The workforce of today has vastly different expectations and beliefs and the challenge is to prepare the workforce of tomorrow for leadership. We need to redefine leadership traits, such as collaboration, and so the connections between business and education will need to be strong. We need to understand the values, beliefs and motivators for women in leadership.

Josephine Green: The young do not fit into the old system and women, while empowered by education, tend to realize that the corporates do not speak their language. Behavior is determined by context and it is very difficult to free yourself from that behavior. Transitional leaders of the future need to identify the change agents, such as women and the young, and enable them to drive the future.

Paul Colditz: Parents are change agents and can make a huge difference in terms of the oversight of school governing bodies. That is a challenge for the future but one where we have made great progress.

III. Questions and Answers

From the floor: What would Paul regard as empowerment for women?

Paul Colditz: We see more enrolment and success on the part of women in higher education, and they take it more seriously. However, we still have huge challenges outside education.

Developing New Approaches to Leadership

From Twitter: Is there a difference in leadership between developing and developed countries?

Josephine Green: A new, decentralized development model is emerging which we are importing from China and India, and which involves communities and stakeholders rethinking production and lifestyles.

Wayne Davies: What we see in developing countries is a natural entrepreneurial spirit and the challenge is to equip them for the fast pace of growth.

What we see in developing countries is a natural entrepreneurial spirit.

Josephine Green: Howard Gardner's research identifies 10 different intelligences, ranging from the rational/logical/linear to bodily-kinesthetic, interpersonal and intrapersonal. Our societies give most attention to the rational/logical/linear, so it is hard for people with other qualities to emerge as leaders.

Paul Colditz: The difference with emerging countries is less one of a model of leadership than of a stronger drive by society and NGOs to get involved in leadership and direct matters where governments seem to fail to take the necessary lead.

From the floor: There is a big difference between developing and developed countries: the leadership in developing countries is under a lot of pressure because of high uncertainty.

Josephine Green: We will be in a permanent state of uncertainty in the future, and maybe the values that seem difficult will be the ones we will need in order to lead and manage.

From the floor: Parents and teachers cannot teach a new, technologically literate generation any more, and maybe this is part of the leadership gap.

Paul Colditz: Regarding empowerment, a good leader would recognize that people have power that just has to be unleashed and, regarding technology, parents remain as role models for children in confronting change.

A good leader would recognize that people have power that just has to be unleashed.

From the floor: Following the Arab spring, people do not dare do business top-down anymore in the Arab world, only bottom-up. A lot of people need to be retrained for leadership. What collaborative models and initiatives can emerge from the involvement of all these stakeholders?

Wayne Davies: You need to be contemporary in your use of technology and media in order to stay in touch with people, whether in academia or in business. Regarding collaboration, we need to bridge the gap between business and education.

Josephine Green: You need to develop a collective vision among people who now have to work together, and to think of the new skills you need and how to achieve them.

Paul Colditz: Leadership now has to be focused on the relationships between people and opportunities for the followers.

Josephine Green: I do not agree that people ultimately want to be led but I think people are not confident enough yet to self-organize, so forms of transitory leadership will emerge.

From the floor: How do you expect someone who is used to power to change their approach?

Wayne Davies: Influence to drive change is much more important today so we are seeing a huge cultural switch in values.

Josephine Green: The older structures gave us many things, though they are increasingly irrelevant. The elites are still pursuing the classical definition of success – wealth, power and status - and it is causing us a lot of problems.

Wayne Davies: One of the challenges of business is to cope with a certain amount of risk.

Paul Colditz: Leadership is not about power. We have had revolts against the financial leaders and the big corporates.

From the floor: Is it fair to say that leadership does not listen to or collaborate with young people?

Paul Colditz: It is true that leaders do not listen to or collaborate enough with the young, and the young are now taking the lead.

Josephine Green: We are in a unique moment where so much is changing, enabled by young people - not the leaders - who have made the evolutionary leap.

Wayne Davies: Leaders are scared and do not know how to communicate, and the challenge is to equip the next generation of leaders to do so.

From the floor: What strategies work in building trust and transparency between leaders and people?

Leaders increasingly have to earn leadership, particularly with young people.
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Paul Colditz: People must know that a leader has credibility, reliability and integrity.

Josephine Green: Leaders increasingly have to earn leadership, particularly with young people, and trust can only be gained by being consistent in your thought and actions.

Wayne Davies: Trust is personal and is about authenticity and sincerity. Employees are increasingly selective about who they want to work for.

Josephine Green: There is a whole movement based on authentic leadership, providing a personal journey for the leader so that he or she can be in the moment.

From the floor: Have you any thoughts on aesthetic knowledge? How do we prepare people to be engaged in a type of leadership which is vested in the relationships within groups, not in authority figures? Can you teach leadership?

IV. Conclusions

Wayne Davies: You cannot teach leadership, but you can work with leaders and equip them with skills and tools to build on their base capabilities.

Josephine Green: We will have many different models of leadership. We cannot teach it, but organizations can begin to explore concepts of leadership to fit a diverse world. We need to take risks and experiment with these models.

Paul Colditz: There will always be iconic leaders but groups will become more important in the process.

PLENARY

Rethinking Innovation in Education



S P E A K E R S • Ms. **Denise Aguiar Alvarez**, Director, Bradesco Foundation (Brazil) • Prof. **Yin Cheong Cheng**, Vice President (Research and Development) and Chair Professor of Leadership and Change, The Hong Kong Institute of Education; President-elect, World Educational Research Association (China) • Prof. **José Mariano Gago**, Board Member and former Chairman, International Risk Governance Council; former Minister of Science, Technology, Information Society and Higher Education (Portugal) • Mr. **Steven Lawrence Geiger**, Chief Operating Officer, Skolkovo Foundation (Russia/USA) • Mr. **Anthony Salcito**, Vice-President, Worldwide Public Sector – Education, Microsoft (USA)

CHAIR • Mr. **Stephen Cole**, Presenter and Correspondent, Al Jazeera English (Qatar/UK)

I. Introduction

Stephen Cole: How can we address the needs of the 81 million unemployed youths around the world, the 67 million children not in school, or the 16 million children under 18 orphaned by AIDS? How can we prepare learners for a world where information is increasing exponentially by 66% each year and climate change is affecting young people, 88% of whom live in developing countries? What are the goals of innovation in education? How should we rethink innovation and where should we look for innovations to emerge?

II. Innovation in Education

Denise Aguiar Alvarez: Innovation is essential and schools cannot be left out of the equation. The teacher is the key to innovation.

José Mariano Gago: Education has changed enormously. The number of students enrolled in higher education increased from 100 to 150 million in the last decade with resultant political and economic changes. The scale and the social and economic expectations of education are changing enormously. Mature systems are being increasingly exposed to a huge change in factors affecting education, such as healthcare.

Anthony Salcito: Technology is part of the answer but there is a tendency to start with the easiest solutions, such as the acquisition of technology, rather

than how to use it effectively. We need to focus on scaling innovation, which technology can help with, but we have to think critically about the questions we need to ask. Education has to change along with societal change and the need for innovation must change likewise.

Yin Cheong Cheng: We have to consider the paradigm shift involved. The first wave of innovation emphasized innovative solutions to improve the internal processes in order to deliver knowledge successfully from teacher to student, but since 1990 the aim of education has become provision of a service to stakeholders. We have to fully understand the paradigm shift before deciding on policies.

Steven Lawrence Geiger: The overarching goal of education is the betterment of mankind and the uplifting of civil societies. As the pace of life increases, the need for, and adoption of, innovation has to keep pace as well.

Denise Aguiar Alvarez: Innovation should make teaching better, but it does not always happen because some teachers do not want to embrace technology. *“The teacher is used to operating on a human level.”* Sometimes it is difficult for students to pay attention to teachers because they are proficient with technology whereas the teachers are not.

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“The teacher is used to operating on a human level.”

Anthony Salcito: One of the reasons teachers resist technology is often because the core of the education model is content delivery and assessment. Technology deprives the teacher of the role of delivering content in a set way. We need to enable schools to think more broadly about skills that are not purely content-driven and when we do that, teachers will be more critical than ever to supporting the technology.

Denise Aguiar Alvarez: Students find it hard to pay attention to teachers because they can do everything with technology.

Yin Cheong Cheng: The mindset of our teachers may not be updating to the new learning model of continuous self-learning and creativity. We need to bridge this gap. We emphasize the hardware but do not have a full understanding of the paradigm shift.

José Mariano Gago: Political leadership is critical because it is necessary to break the social divide that restricts countries to IT without training engineers, nurses or doctors who have to interact with people.

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“One of the challenges that most countries are facing is how to integrate informal education with education. It is about combining what happens outside school with what happens inside school.”

Steven Lawrence Geiger: The backing of top-level decision-makers is necessary to overcome the internal resistance of many groups to new educational methods.

José Mariano Gago: *“One of the challenges that most countries are facing is how to integrate informal education with education. It is about combining what happens outside school with what happens inside school.”* Innovation requires freedom to innovate and that

requires a system which encourages it. You cannot teach innovation, but you can learn by example and socialize it.

Anthony Salcito: A lot of the current content initiatives are just about automating traditional content and we have not thought about transforming learning opportunities. Instead of creating digital versions of everything we have in the physical world, we need to think about the core.

Yin Cheong Cheng: There are three major indicators for future innovation: helping students benefit from materials input from around the world, ensuring that learning has local relevance, and releasing the potential of individual students.

Denise Aguiar Alvarez: Technology brings people together and helps children write more.

Steven Lawrence Geiger: Innovation from the industrial side is just as important as innovation in education. Part of our task is to plug the gap between basic research and marketplace needs by educating industry about innovative research.

Anthony Salcito: You need a balance between more commercial and more long-term “blue-sky” research financed by foundations and governments, with a feedback network for the former.

José Mariano Gago: There is almost no relationship between undergraduate studies across the world and research, as there was before the Second World War, and it is also strange that, with the capacity for students to interact worldwide, there is no education policy program for peace and tolerance.

Stephen Cole: Educational reform and innovation have been based on a model of competition. How do newer models of collaboration fit in with that?



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“How can we attract the private sector to work together with the public sector to create a platform which is knowledge-intensive and supported by technology?”

aspect of innovation may promote tolerance and peace.

Stephen Cole: Where does innovation come from and where should we look for it to emerge?

Yin Cheong Cheng: Innovation comes mainly from cultural rather than technological change.

Yin Cheong Cheng: “How can we attract the private sector to work together with the public sector to create a platform which is knowledge-intensive and supported by technology?”

Stephen Cole: What would be an effective innovation ecosystem?

José Mariano Gago: A lot of extraordinary projects are being conducted which are locally based, but knowledge of their existence requires an international environment. This international

Denise Aguiar Alvarez: Innovation is about rethinking education, so we need a cultural change.

José Mariano Gago: The culture and values of science are critical, because it involves values which are integral to any democratic society. Proximity between scientists and non-scientists, the technical and non-technical professions, and schools is increasingly important.

Steven Lawrence Geiger: Innovation will come mainly from international collaboration between researchers in science and technology.

Anthony Salcito: Education leaders should focus on celebrating the work of teachers, building the right environments for students to contribute, and scaling the innovation process. *“We need to embrace the education process so we can create a breadcrumb trail to find innovation once we have it.”*

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“We need to embrace the education process so we can create a breadcrumb trail to find innovation once we have it.”



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We will build the future of

Day 2

WEDNESDAY NOVEMBER 2, 2011



PLENARY

Achieving Effective Reform



S P E A K E R S • Sir **Michael Barber**, Chief Education Advisor, Pearson; former Head of the Global Education Practice, McKinsey (UK) • Mr. **Tom Bentley**, Deputy Chief of Staff to Australian Prime Minister Julia Gillard; past Director, Demos (Australia) • His Excellency **Luc Chatel**, Minister of National Education, Youth and Community Life (France) • Mr. **Shamsh Kassim-Lakha**, Founding President, Aga Khan University; Member of the Higher Education Commission of Pakistan; Founding Chair of the Board, Pakistan Centre for Philanthropy (Pakistan) • Dr. **Jacek Strzemieczny**, Co-Founder and President of the Board, Center for Citizenship Education (Poland)

C H A I R • Mr. **Stephen Cole**, Presenter and Correspondent, Al Jazeera English (Qatar/UK)

I. Introduction

Stephen Cole: How do we bring improvement to entire school and education systems for all children and not just for a few? Many countries have increased spending but still have not made significant progress. How are reform efforts being played out around the world and how are teachers brought on board? We will also explore how to balance the roles of education ministries and of teachers in schools who have to implement change. Should the vision for reform expand to include other stakeholders? What is “whole-system reform”?

II. Panel

Michael Barber: Whole-system reform means putting together a combination of changes at once to transform the learning opportunities of all children in the system, ensuring best practices and innovation are combined. Giving schools autonomy and giving them good head teachers matter, but the government and stakeholders have to decide national strategy, how to get good teachers into the system, the minimum standards you want children to achieve and how funding is distributed through the system. *“Education systems should learn from each other and other industries.”*

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“Education systems should learn from each other and other industries.”

Luc Chatel: Each country needs to continuously adapt its system

but there also needs to be a global vision. The reform of the French universities started in 2007 – making them more autonomous and modifying their governance – and had two levels: day-to-day and structural. For too long there has been a focus on ensuring that a certain age level should reach a certain level of education, but the system must guarantee concrete results. This is the best response to the crisis of youth unemployment in a certain number of countries. Therefore the idea is to adapt the system to each student and ensure they are as autonomous as possible.

Tom Bentley: *“The idea of personalization is essentially that we could build education systems which are capable of responding to the individual talents and potential of each student.”* However, to do this, systems have to be consistent and to have minimum standards, goals, objectives and accountability. Bringing together the promise of each with the need to deliver for all is the central tension in whole-system reform.

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“The idea of personalization is essentially that we could build education systems which are capable of responding to the individual talents and potential of each student.”

Shamsh Kassim-Lakha: The most important thing is political will. The most difficult reforms to deliver are in education and health. The way to create political will is to have a long-term vision and

Achieving Effective Reform

to mobilize the public and, most of all, those who deliver education.

Michael Barber: Our McKinsey study showed that the most successful improving systems had political leaders in position for educational reforms lasting about six years. You need a national story about how education is part of the change that transcends political parties. Then you need results that make people confident you are on the right track.

Jacek Strzemieczny: Educators cannot wait for government to initiate reforms. It can be done in the form of small, local initiatives, but later it can also influence the entire system from the bottom up. The role of government is to set up the right system but then to leave space for other actors.

Luc Chatel: It is very difficult to have a top-down approach because local players also need to be given leeway. For example, 300 of our middle schools are autonomous in recruitment and teaching projects. We are experimenting with this and it is perhaps not the worst direction to take.

Stephen Cole: Jacek, can you tell us about the Center for Citizenship Education?

Jacek Strzemieczny: We needed more civic competency for young people and could not accomplish it through traditional teaching methods. Students are engaged through project work.

Tom Bentley: The central aspect of a system capable of continuous improvement is transparency and this is key to the long-term reform agenda in Australia. For example, the “My School” website provides a lot of information to the public about schools.

Shamsh Kassim-Lakha: Two types of reform have made a major difference in developing countries: governance and the exam system. If you create good role models and benchmarks you may be able to get better reforms.

Luc Chatel: It is impossible to effect reforms without the consultation and agreement of teachers. However, while dialogue with the trade unions is important, it is up to the government to decide.

Michael Barber: The strategy needs to vary according to the capacity of the existing teacher force. Further, the quality of direct communication, a focus on core strategic elements, consistency about the priorities, and capacity building are crucial to effective reform.

Tom Bentley: I have reservations about our ability to craft institutional strategies to deliver sophisticated reform, firstly because the institutional systems are adept at resisting change and momentum is inevitably lost.

Shamsh Kassim-Lakha: Whoever is helping create reforms should ensure momentum is created within a system. Empowerment of teachers and head teachers is key.

Jacek Strzemieczny: We want to increase social capital by developing skills and attitudes to this end. Trust and cooperation are essential so it is important to leave space for other players such as non-governmental organizations or local communities to participate and interact with schools.

Luc Chatel: *“The teacher in front of his class or the principal of a school is better equipped than a minister to decide on the teaching method best suited to the students.”* Therefore teachers need room to maneuver to adapt to the changes.

Tom Bentley: In any country children spend most of their waking hours outside school so we need to think about the wider environment as well as the school in shaping their learning potential.

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“The teacher in front of his class or the principal of a school is better equipped than a minister to decide on the teaching method best suited to the students.”



Michael Barber: The role of governments is to make sure everyone is educated to a new higher standard in the 21st century. Professional autonomy needs to be within a collaborative culture and the leaders of reform should create challenges to the system. Aid programs should support country-led programs.

Luc Chatel: Education systems adapt constantly and teachers are often the first to ask for reforms. Everyone needs to buy in to reform.

Jacek Strzemieczny: Individual teachers and principals need to cooperate in focusing on the learning process.

Tom Bentley: Governments need to mobilize support for these improvements while staying open to new sources of energy and dynamism.

Shamsh Kassim-Lakha: We could use the Trojan Horse of technology to smuggle in science.

III. Questions and Answers

From the floor: Why has government performance in terms of literacy been poor in spite of their commitments?

Jacek Strzemieczny: It is time to change the testing systems because we do not know how to empower teachers and students.

Michael Barber: All systems need to know what children are doing at different ages using clear,

simple tests. In England the system has improved on the whole but the issue is that it did not improve quickly enough.

From the floor: What will online learning do in terms of reform if it brings learning to the home and does away with schools?

Tom Bentley: Online learning can add value to every dimension of the learning process, enrich assessment and empower learners and teachers, but it has to be worked into the broader strategies.

Debate

Learning from Game Changers



J. FOLEY

S P E A K E R S • Dr. **Naif Al-Mutawa**, Creator, THE 99; Clinical Director, The Soor Center for Psychological Counseling and Assessment (Kuwait) • Rev. John P. Foley, Executive Chair, the Cristo Rey Network (USA) • **Reza**, Founder, Ainaworld; photojournalist, *National Geographic* (Iran/France) • Ms. **Bruktawit Tigabu**, General Manager and Co-Founder, Whiz Kids Workshop; 2010 Rolex Young Laureate (Ethiopia)

CHAIR • Mr. **Anthony MacKay**, Chair, Innovation Unit (UK); Chair, Australian Institute for Teaching and School Leadership; CEO, Centre for Strategic Education (Australia)

I. Introduction

Anthony MacKay: Innovation and change come both from within the broader system of education and from outside. “Game changers” is an expression used to describe both people and practices. We are not just talking about best practices but “next practices,” or innovation. What is the project that has brought you here and allowed us to call you a game changer? Later we shall talk about the conditions for success and the challenges you encountered.

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**“Game changers”
 is an expression
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 practices.**

II. Projects

Naif Al-Mutawa: I am the Clinical Director of The Soor Center for Psychological Counseling and Assessment in Kuwait and creator of THE 99, the first group of comic superheroes born of an Islamic archetype. When people self-identify as extreme we have a big problem so I set out to create a comic book based on secular archetypes from different countries and put into place positive, peaceful messages. We had to ensure that the concept and characters were global in nature and that the intellectual property was protected. A TV series will start in January so something that came out of Kuwait has gone global.

Reza: After 30 years as a photojournalist covering conflict all over the world I realized that the main

destruction occurring is that of culture and human relations, whereas most NGOs are focused on rebuilding. I thought that the 21st century needed new NGOs which trained people to take hold of their own destinies. The main concept was to train people, mostly women, to create high-level media in their own countries, starting in Afghanistan. We bring education to the people using 21st-century technology. We are educating people through the power of images and communication tools.

John P. Foley: I was in Peru for 34 years, and one day was requested to organize a secondary school for the Latino community in Chicago, which was exclusively for needy students. Having hired a consultant to give us ideas on how to pay for it, the one we decided on was to find jobs for the students. They worked for one day a week to pay 60 to 70% of the costs of their education. The result was that students grew in self-esteem, self-knowledge and hope for the future, and became excited about going to school. We started in 1996 and today the Cristo Rey Network has 24 schools with five more in the pipeline.

Bruktawit Tigabu: We started Whiz Kids Workshop in 2005 because there is no pre-school system in Ethiopia and children come to school with no preparation. The idea was to create television programs to provide quality education to children at home. We are reaching about five million children at the moment.

Learning

from Game Changers

Bruktawit Tigabu: We put everything we had into making the program successful, we had a supportive environment, and we were the first to create such programs using the local language. The main factors were our commitment and the support we received. We now also do programs for older age groups.

Naif Al-Mutawa: The first factor was the believability of the project and the person behind it. The idea of a psychologist and businessperson raising funding to create psychological archetypes made sense. The second was the partnerships we made. Thirdly the storylines are constructs which were readily available in popular culture but are secular versions of scriptural archetypes. What I am sharing is what Islam shares with the rest of humanity.

Reza: The first step was to train people to use the tools of communication, but then the local people used these tools to tell their own stories, especially the women's stories which had not been told by journalists. We trained dozens of Afghan women to become filmmakers with the result that they have made over 30 documentaries that have been shown all over the world. We did similar things with magazines, radio and mobile cinema. Twenty-first-century education will be done through images because that way you can talk to everyone. The challenge now is to teach people to read them.

John P. Foley: Our system opens the door to the future these kids have, one that they never believed possible. The National Student Clearinghouse tells us that 82% of graduates from 2008 to 2010 have gone on to college and 87% of those have gone on to second-year college. Our first goal was to open a school, the second to get the kids through high school, the third to get them into college, and now it is to get them to finish with a degree.

III. Questions and Answers

From the floor: What mistake did you make that you wish you had not? What was your greatest challenge? Reverend Foley, how do you avoid students missing classes if the students have to work?

John P. Foley: The week is structured in such a way that they do not miss classes.

Naif Al-Mutawa: When you do something new you will always be attacked. THE 99 was banned in one instance but that changed when we received funding from an Islamic bank in 2007, and our US broadcaster is nervous, although it is to be broadcast in many other countries.

Bruktawit Tigabu: The biggest challenge is funding the program and I made a mistake in starting two other shows before securing funding for the first.

Reza: When you are a pioneer with a project that has never existed before you have to find real people to help you and not trust the big organizations because they have a hidden agenda and are politically motivated. I raised money by auctioning my prints and cameras.

John P. Foley: The biggest mistake I made was to underestimate the children and the biggest challenge is to make up six years of work in four years while they are out working 20% of the time.

From the floor: In THE 99 how were you able to get so close to the characters, emphasizing their advantages and shying away from their disadvantages? How do you convince people that stories change their lives and opportunities? What is the ideal scale of your initiatives to have impact?

Naif Al-Mutawa: In THE 99 each hero has a power but also human flaws, and we emphasize the value of teamwork and multiculturalism. With THE 99 heroes we talk about whether their power is relevant



to solving the problem at hand. Having role models that are perfect does a disservice to children because we all have imperfections.

Bruktawit Tigabu: Our programs also try to encourage drop-outs to stay in school and bring about behavioral change.

Anthony MacKay: While addressing the last question about scale, can you talk about your effects on the wider learning system?

Naif Al-Mutawa: The more role models teachers and others are exposed to, the more change is likely to happen. We are focused on licensing the core content and reaching the stage where it is financially self-sustaining.

Bruktawit Tigabu: Regarding scalability there is nothing to stop us, because what makes it popular is the fact that the content is relevant to the culture and it is in the local language. We have done programs in Kenya, Somalia and Sudan, so it is scalable if the resources are there.

John P. Foley: We hope to educate 20,000 kids in the next 10 years so we have not thought about scaling back. However, I hope that someone discovers in our

system something that is applicable to education in general.

Reza: Parents should be the first role models for children rather than looking elsewhere. We need to rethink education for the 21st century because we have seen a total revolution in how children learn. We are transforming local people into the real actors of their own destinies and there is no limit on this.

Anthony MacKay: Doing this work inspires others and could actually change the wider game, genuinely transforming education.

Debate

Supporting and Empowering Educators



S P E A K E R S • Mr. **Larry L. Harlan**, Corporate Citizenship and Community Investments Manager, Exxon Mobil Corporation (USA) • Mr. **Nathan Kerr**, Geography and Social Studies Teacher, Howick College (New Zealand) • Dr. **Alexei Semenov**, Rector, Moscow Institute of Open Education (Russia) • Dr. **Florence Tobo Lobe**, President, Rubisadt Foundation (Cameroon)

C H A I R • Ms. **Freda Wolfenden**, Director, Teacher Education in Sub-Saharan Africa (TESSA); Associate Dean, Faculty of Education and Language Studies, The Open University (UK)

I. Introduction

Freda Wolfenden: Teachers are central to high-quality education systems. We shall discuss how we can provide professional development opportunities for teachers so that they can best support learners in 21st-century schools and a rapidly changing environment. What is a successful teacher?

II. Teaching

Nathan Kerr: We need people who believe they can make a difference in the life of students. There are four types of “e-teachers”: “Energy teachers” need to believe that they are the most critical element in a student’s development. “Ethics teachers” go to great lengths to get better learning outcomes and are interested in the students’ emotional intelligence. “Enterprise teachers” seek to change the status quo of schools. “Environmentalist teachers” are dedicated to the betterment of the student.

We need people who believe they can make a difference in the life of students.

Florence Tobo Lobe: We focus on girls from 11 to 19. The teachers need to have a desire to change things and move forward, to be motivated, to be confident to meet people in the world around them so that they can talk to a wide range of people, and they need to be bright enough to understand both the standard curricula and the one we have

designed. Furthermore, they need to be able to understand the concepts we are teaching, and that science and technology are essential for the development of Africa.

Larry L. Harlan: We need to go out and find a new generation of scientists and engineers who are ready to take on the new challenges, and there is not enough focus on STEM (Science, Technology, Engineering, Mathematics) and writing skills around the world. We are trying to develop really good science and math teachers who will be motivated and will get the best from the students. We work on programs to motivate teachers, to rejuvenate their energy, and to continue to develop students who will lead tomorrow’s innovations.

Alexei Semenov: The teacher is a master of learning and our students need to be lifelong learners. The position of the teacher has shifted from being someone who knows everything and delivers knowledge to students, to being in the position of a learner - meaning that teacher development prepares teachers to demonstrate the process of learning to students. The fact that students master new technologies better than teachers is an opportunity for teachers to be in the position of a learner.

Teacher development prepares teachers to demonstrate the process of learning to students.

III. Development

Freda Wolfenden: Can you describe a successful professional development experience that you have had?

Nathan Kerr: When I bring in a new program or course I will monitor the impact it has on the students' learning. That enables you to see concerns not so much as obstacles but as challenges. Students can bring a lot of insight and know-how into the teaching side of the equation, so working alongside them will enable teachers to learn a lot more about themselves. Teachers should see themselves as researchers as well as teachers.

Florence Tobo Lobe: Development is a continuous process and once you know that, you can develop a critical mindset and know that you can acquire more knowledge. Furthermore, that means you have to work together in order to renew the way you teach, develop the curriculum and learn from your failures and other people's experiences.

Alexei Semenov: There can be no collaboration without a network of facilitators and mediators between different educational communities and schools, and technology can facilitate this by enabling networking and the creation of an information space nationally and globally.

Larry L. Harlan: You can either entice teachers to come to professional development or make it a requirement. You need the best and most experienced teachers to provide training; you need to make sure the teachers will go back invigorated to their classrooms; and you need to make the experience appealing. ExxonMobil puts together three one-week teaching academies each summer, teaching about 300 teachers at each academy.

IV. Motivation

Freda Wolfenden: How do we motivate teachers who might be giving up their own time to participate in opportunities for development and collaborate with other teachers?

Alexei Semenov: What is taught should be relevant and connected with the teacher's everyday practice. Being appreciated by parents and the community is also rewarding.

Freda Wolfenden: Florence, you encourage your teachers to feel they are making a difference to their country. How can you extend that outside your foundation?

Florence Tobo Lobe: By example. Our annual summer camp involves many teachers who have to go out into the real world and prepare activities for the visitors.

Nathan Kerr: We need teachers who firmly believe they can make a difference in students' lives. Sometimes teachers do not realize how great an impact they have.

Larry L. Harlan: We need to respect teachers and give them the credit they are due.

Alexei Semenov: Schools should be much more open and visible to the outside world, and there should be a way to formally recognize teacher achievement.

Florence Tobo Lobe: Teachers do not have good conditions but they need to feel proud about bringing change into people's lives.

V. Questions and Answers

From the floor: Is teacher training alone enough to create change?

Florence Tobo Lobe: Revolutions do not start on a large scale; people see where to go and do it.

Larry L. Harlan: Learning can spread cultural change, although in an evolutionary, not a revolutionary way.

Alexei Semenov: Sometimes support by national authorities is enough to start change.

Nathan Kerr: Some of the greatest social reformers are in the education system and they are driven by the wish for a better life for everyone.

From the floor: How do you empower teachers in villages with no electric light or running water?

Larry L. Harlan: Teachers cannot teach and students cannot concentrate if they are hungry or cold. You have to look at the whole package.

Teachers cannot teach and students cannot concentrate if they are hungry or cold.

Nathan Kerr: What got us through a power cut once was focusing on the students without using the high-tech equipment, and they appreciated this.

Freda Wolfenden: Many teachers in Sub-Saharan Africa want materials and ideas on how they can use the environment to support the children’s learning.

From the floor: How do we deal with situations where different schools teach different values? How do we empower educators to help the most vulnerable? What results do you see in Russia after the reforms and how do you resist corruption in the system?

Florence Tobo Lobe: The fact that people have the same beliefs does not mean they will act the same way. An environment where there is transparency and flexibility can help individuals to develop their own ethical sense.

Larry L. Harlan: You standardize how you do business or teach by being as transparent as possible. Also it is important to keep educational standards high.

Nathan Kerr: We have done a lot of work on ethics in the context of new technologies and the harm they can do. We also have various programs for looking at our at-risk students, involving early intervention and working with families, and many communities get involved themselves.

Alexei Semenov: Russia is doing worse in terms of educational funding than other countries and this tends to be due both to processes within the country and to worldwide trends.

From Twitter: How do we apply reward policies to teachers?

Nathan Kerr: Regarding rewards, enterprising teachers do not tend to stay long in the profession, but there are ways to get them to do so, such as paying them more, fast-tracking their careers, and travel opportunities.

Larry L. Harlan: We sponsor a program through the National Math and Science Initiative in the US where, if students achieve a certain score, both teacher and student receive financial compensation.

Alexei Semenov: How we measure teacher quality is important and approaches such as added value, as used in the UK, can help in this regard.

Florence Tobo Lobe: One of the main rewards for teachers is when students succeed despite difficult conditions.

Debate

Motivating and Engaging Students



S P E A K E R S • Ms. **Al Jawhara Hassan Al-Thani**, Participant, WISE Learners' Voice; Student, Georgetown University School of Foreign Service (Qatar) • Mr. **Tim Rylands**, Innovative Educator (UK) • Ms. **Magdalene Storsveen**, English and Science Teacher, Åretta Ungdomsskole (Norway) • Prof. **Zhu Qingshi**, Founding President, South University of Science and Technology of China (China)

C H A I R • Mr. **Graham Brown-Martin**, Founder, Learning Without Frontiers (UK)

I. Introduction

Graham Brown-Martin: Motivating and engaging learners is at the core of what being a teacher is all about. Yet our western societies celebrate passivity and consumption, and our teachers have become factory workers who are rewarded for motivating learners to pass assessments that are measurable but bear no relation to learning. Technology only reinforces existing practice and mediocrity. We need to encourage a new generation of creative innovators to re-invent our future.

Magdalene Storsveen: Studies have shown that the pupils who are struggling in school today in primary and secondary education are the boys, and we need to fix that.

Tim Rylands: I have been working to help schools find different ways to engage, motivate and inspire children because there is so much more to learning than picking up information.

Al Jawhara Hassan Al-Thani: We need to stop seeing students as all having the same aspirations and start addressing individual needs. Students are as capable of contributing to a classroom as teachers and it needs to be a more dynamic learning environment.

In China every year about 20% of university graduates cannot find a job.

Zhu Qingshi: In China every year about 20% of university graduates cannot find a job and the

number of high school students applying for university is declining. The goal of our new university is to build the students' abilities to meet the requirements of industry and a changing society.

II. Reforming Education

Graham Brown-Martin: What would you do about student disengagement?

Zhu Qingshi: Education must be useful and interesting to students. University students have come to feel that their education is useless because their economic value is not enhanced by it. The rapid growth of the Chinese economy has made this problem acute.

Al Jawhara Hassan Al-Thani: What the system needs to realize is that distractions cannot be removed from the classroom, but rather that these distractions should be used as a means to connect with the students and engage them. Most teachers find smartphones to be a big distraction but many people are using them to find facts, so they should be allowed if they contribute to education. All means should be made available to someone who wants to go to university but it should be the same if they want to do something else.

Most teachers find smartphones to be a big distraction but many people are using them to find facts.

Motivating and Engaging Students

Magdalene Storsveen: You will have the same problem as you have in China if too many people are pushed through college and university; too many overqualified people and no way to pay them.

Tim Rylands: The biggest responsibility is to engage and motivate teachers, and part of this involves

Some teachers fear losing their role as information imparter to the new technologies.

..... keeping up with the creative methods students use to learn. Education seems to have come to a stop in some people's minds while society has moved on. Some teachers fear losing their role as information imparter to the new technologies.

Magdalene Storsveen: One goal could simply be to motivate the bored students to come to school and, to do so, the teacher needs to know that the world is changing. Testing should be used by teachers to diagnose what students need but not to define a standard. It is important to set goals for them to aim at and work with them to reach it.

Al Jawhara Hassan Al-Thani: Public school education in this region has not provided what it should have done. There is heavy dependency on private school education and external curricula are being used to measure success. There needs to be a national curriculum catering to both international and local students. It is important to maintain your native language and cultural identity.

Zhu Qingshi: One of the issues in China is to transform the economy from manufacturing to more creative and innovative endeavors, and this requires highly qualified people. The Chinese government decided to reform education to meet the requirements of this transformed economy.

Tim Rylands: Teachers can be scared when it comes to technology so they should be honest about it. On the other hand if they do know how something

works, they sometimes have to pretend they do not, because the discussion that ensues is when some of the best learning takes place.

Magdalene Storsveen: The problem is that the ICT system in my school does not work.

III. Questions and Answers

From Twitter/MyWISE: What is the best way to motivate students who might have different educational goals?

Magdalene Storsveen: Schools need engaging teachers who are motivating and motivated. The curriculum needs to be differentiated to cater for all students.

Graham Brown-Martin: There is no point in throwing more technology at education. We need an entirely new operating system for learning.

From the floor: Schools should change from being sources of information to skill centers that engage students with problems going on around the world to ensure that they use their skills correctly even if they drop out.

Tim Rylands: Many children become disengaged from school early on and maybe schools should change from teaching information to teaching children how to know what they will do.

From the floor: How do you engage students doing online courses?

Graham Brown-Martin: We can certainly engage young people online with video games, which is now a huge industry. Equally there is a big difference between a digitized curriculum and a digital curriculum.

Zhu Qingshi: Online courses are very useful but the real problem is to teach students how to solve problems, and this is best done face to face.



Al Jawhara Hassan Al-Thani: Online courses can bring out motivation in a student to pursue something they are interested in.

Tim Rylands: Games have the power to motivate and inspire because they engage on many different levels and we should try to build those elements into the education system. We use peaceful, immersive games to inspire children’s writing, problem solving, and so much more. As for home or online learning, it is not the teacher’s role to moderate and guide concentration.

Magdalene Storsveen: Boys who play the online game *World of Warcraft* have excellent English because they communicate in English with other players all over the world.

From the floor: I believe we need creativity fine-tuning rather than reform and students are losing interest because classrooms are no longer real. We need to take the classroom into the community and apply what they have learned.

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Children today are smarter than they ever have been and society is not catering to this change.

Al Jawhara Hassan Al-Thani: In all professions we have to adapt to changing times. In education, nothing has been done to bring the curriculum into the 21st century and to individualize it. Children

today are smarter than they ever have been and society is not catering to this change. Reform has to happen on a daily basis to keep everything in our lives relevant.

Magdalene Storsveen: We need to change the education system so that it is useful to us. The system is old-fashioned and does not retain the better staff.

From the floor: What changes have been made to assessment systems worldwide to address skills other than memorization and 21st-century challenges?

Zhu Qingshi: Performance cannot be assessed simply by a series of numbers.

Al Jawhara Hassan Al-Thani: Assessment systems are good as checkpoints for the development of basic skills but when you reach a certain level of education creativity should take over.

Tim Rylands: We need assessment to ensure that what we are doing to motivate our students is having an impact, but it is a tragedy that we cannot measure creativity in the same way.

Magdalene Storsveen: Testing is good - not for the sake of testing, but to help move students forward.

Debate

Identifying Common Denominators of Successful Innovation



S P E A K E R S • Mr. **Stephen Harris**, Principal, Northern Beaches Christian School; Founder Director, Sydney Centre for Innovation in Learning (Australia) • Mr. **Jørn West Larsen**, Headmaster, Hellerup School (Denmark) • Prof. **Rajani Paranjpe**, Founder and President, Doorstep School (India) • Representative for H.E. Dr. **Hamid Reza Haji Babaei**, Minister of Education (Iran)

C H A I R • Mr. **Charles Leadbeater**, innovation expert and author of the WISE Book, *Innovation in Education: Lessons from Pioneers around the World* (UK)

I. Introduction

Charles Leadbeater: Stephen Harris is principal of one of the best schools in the world for making evident in its daily practice a philosophy that learning should be collaborative and participative. Jørn Larsen’s school in Denmark also has a highly engaged and participative philosophy of learning that is reflected in the structure and layout of the school. Like a lot of people around the world, Stephen and Jørn are reinventing school. Rajani Paranjpe is a radical innovator and is trying to take education to children who will never get to school.

II. Innovation

Stephen Harris: The key thing with my school was to create a new paradigm and part of this was to develop virtual, physical, social and mental spaces as creatively as possible. We are discovering that the more you focus on empowering teachers, providing new spaces and professional development, the more they are open to change. We have seen teachers change from content deliverers and mentors into practitioners of what they teach, and by shifting their focus from behavior to the delivery process

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We have seen teachers change from content deliverers and mentors into practitioners of what they teach.

they are becoming creative directors of every day and of every lesson, resulting in deeper involvement by the students.

Rajani Paranjpe: The most important thing was our idea of taking education to the doorsteps of children because so many of them either never go to school, staying at home to do household chores, or drop out early. Our objective was to go to the children and at least teach them basic literacy which we define as being able to read a newspaper. One challenge we faced was that a lot of them did not have fixed free time, because every family had different schedules. We came up with the idea of an open class, where children could come and study when they had time. We also came up with a “school on wheels” bus so that children could be catered for where no facilities were available for study.

Jørn West Larsen: Hellerup School focuses specifically on how the individual child learns, and to that end we come up with objectives for each child and evaluate the child closely. It is a flexible, open learning environment without classrooms, and children like working there. ICT is used extensively and integrated into the projects, and it is used to communicate between teachers, students and parents. By breaking down traditional structures we can prepare the children better not only for next year but also for 2020 or 2040.

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We come up with objectives for each child and evaluate the child closely.

Charles Leadbeater: We can see common themes between these very different projects: innovation

as an evolutionary unfolding process; all emphasize “pull” not “push,” attracting people to learning; all use space in innovative ways.

III. Rationale

Jørn West Larsen: The municipality developed a shared vision of how education should prepare for the future. There was also a continuous process in which the students designed the education space. We also consult the students day by day in many ways. I was even interviewed by the students for my new job.

Rajani Paranjpe: I realized the importance of education through my contact with people and my research activities, such as a project to see if radio messages on health and immunization advisory posters were comprehensible. India has many different languages, and many people cannot even read one of them. Furthermore, the schools were there but many of them were traditional ones and did not cater to the needs of large numbers of children.

Stephen Harris: I went to seven different schools and they felt like prisons. My vision is that every child in the world not only deserves education but is capable of deep engagement, and schools have to change everything so that this is made possible. We have to be passionate and relentless and have a shared vision which everyone in the organization understands.

Charles Leadbeater: When innovating, what is the single most important thing that you have focused on?

IV. Priorities

Jørn West Larsen: Our children have to follow the same curriculum as the other schools in

Denmark, but the difference is the close relationship between the student and the teacher, which is based on teamwork.

Rajani Paranjpe: The most important aspect of what we do is to adapt to the children’s needs in every respect: curriculum, how we teach and reach out to them, and whatever we do for them.

Stephen Harris: We focus on creating a holistic environment where both relationships and the needs of the individual child are key.

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The most important aspect of what we do is to adapt to the children’s needs in every respect.
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V. Questions and Answers

From the floor: Professor Rajani Paranjpe, can you see your programs being adopted nationally?

Rajani Paranjpe: It is not humanly possible for one person to reach everyone, and I do not see the government adopting such a program. However, I do see hope for others to get together and reach out to more children.

Charles Leadbeater: Rajani’s idea has influenced other NGOs, such as Pratham in India, to take up similar ideas.

Stephen Harris: We work in Rwanda, which has the same problem of children out of school. For rural areas of developing countries we have to put the thinkers on the terrain to find possible solutions.

From the floor: Stephen Harris, how do you recruit staff that will help unleash innovation in students?

Stephen Harris: You have to reverse the paradigm: first doing, then thinking; first modeling the change, then deprogramming the new teachers.

Charles Leadbeater: How do you get from the high concepts about collaborative learning to making sure it actually happens?

Jørn West Larsen: My job is to trust the teachers to work together and develop each child. Innovation is not a matter of new buildings but of a new mindset and ideas.

From the floor: Do you agree that technology only ever works when applied outside the traditional classroom?

Rajani Paranjpe: I am not opposed to technology, but there is little sense in using laptops where there is no electricity and its effect is not yet proven. However, the written word is proven and it is more interactive than radio or television. One must use means which are appropriate to the conditions.

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You need to break down the division between school and the outside world.

Stephen Harris: You need to break down the division between school and the outside world, and technology has to be put into an everyday context.

Jørn West Larsen: We are studying how the younger children use the technology to see where they do or do not benefit. We view the older children as learning everywhere, and the teacher's role is to be a consultant.

From Twitter: How long has it taken you?

Jørn West Larsen: Ten years.

Rajani Paranjpe: Twenty years.

Stephen Harris: It takes 5 or 10 years to invent.

From the floor: Mr. Harris, how many children did you get into school in Rwanda?

Stephen Harris: Our work in Rwanda is only starting, and our goal is that all 55 schools in that district should be brought straight into the 21st century without a laborious process of system reform.

Charles Leadbeater: A representative of the Iranian Minister of Education will now give an outline of attempts at innovation and the reform program of that country.

VI. Iranian Minister of Education's Remarks

Representative of H.E. Dr. Hamid Reza Haji Babaei: The country has overcome the hardships imposed by the changes resulting from the Revolution as well as the sanctions and threats of some powers. The number of schools has increased from 50,000 to 150,000 and the enrollment rate for 6 to 11-year-olds increased from 65% to 99% between 1979 and the present. Quranic education centers, libraries and centers for intellectual development have been set up. The establishment of non-government student organizations is a new development, designed to increase student involvement. A variety of student councils and groups have been set up to further the partnership process. The Ministry publishes around 1,000 books in 170 million copies every school year, and 40 million copies of magazines on extra-curricular subjects are published for various levels. Peer education, descriptive assessment, teacher participation, prevention of learning disabilities and summer camps are among measures taken to decrease drop-out rates and underachievement. Twenty thousand schools have been equipped with ICT along with distance-learning facilities. Research activities have been promoted at schools along with various health initiatives.

Special Session

Funding Education

Innovative Funding to Achieve Millennium Development
Goal 2 (Universal Primary Education)



S P E A K E R S • Her Highness **Sheikha Moza bint Nasser**, Chairperson, Qatar Foundation • Ms. **Carol Bellamy**, Chair of the Board of Directors, Global Partnership for Education; former Executive Director, UNICEF (USA) • Senator **Cristovam Buarque**, Member, Brazilian Federal Senate; former Minister of Education (Brazil) • Mr. **Nicholas Burnett**, Managing Director, Results for Development, UNESCO (Paris) • Ms. **Reeta Roy**, President and CEO, The MasterCard Foundation, Member of the Board, Global Health Council (Malaysia/USA)

CHAIR • Ms. **Paula Yacoubian**, Journalist and TV Presenter, Future News Network (Lebanon)

I. Introduction

Paula Yacoubian: Welcome to the WISE Special Session on Innovative Funding for Education to Achieve Millennium Development Goal 2 (MDG 2). Improving educational access and quality is a topic that concerns us all. In the context of the current financial crisis the international community will have to use all available resources for education in more effective and innovative ways. At a time when developed countries are running deficits, new sources of financing and investing in education must be created. You are here today to exchange ideas and share best practices in order to reinforce and coordinate current efforts, identify the most useful and realistic ideas, and develop them into concrete initiatives.

II. Panel

Nicholas Burnett: *"We are here to discuss a very small but very crucial portion of global financing on education. Globally, something like \$2.5 trillion (US) is spent on education. The international flows - aid and other types of flow - for education are something like \$14 billion out of that whole \$2.5 trillion. That \$14 billion is pretty influential and could be, as I hope we shall discuss, a lot more influential. That \$14 billion breaks down into two elements: about \$12 billion of official development assistance, which comes from bilateral*

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"Globally, something like \$2.5 trillion (US) is spent on education."

donors, and about \$2 billion from everywhere else. These are donors who are not recorded through the OECD Development Assistance Committee mechanism, such as corporations and private foundations, such as the one Ms. Roy heads. The very interesting question is: What further role might that \$2 billion play and is this number big enough?" Any new mechanisms should not consist of reallocations and they should increase the international profile of education. There are big increases in aid from emerging countries and foundations, but at nothing like the level of the health sector, and there is increasing funding from corporations. The question is: How can they be joined up and influence the more traditional sources?

Chair: What can we do to make faster progress in achieving the MDG in education?

H.H. Sheikha Moza bint Nasser: We should look at education as affecting our lives in general and one way to approach it might be in terms of a business plan with targets, measureable outcomes and Key Performance Indicators. It should be flexible and adaptable to the needs of every time and circumstance. *"I know that one of the pressing problems of education is meeting the MDG 2 target in countries where there is conflict. Children are living in areas in conflict or emerging from conflict.*

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"Children are living in areas in conflict or emerging from conflict. They constitute two-thirds of our population target for MDG 2."

They constitute two-thirds of our population target for MDG 2. If we could address this population we would be able to tackle and achieve two-thirds of our population target. I think this is very important because it will free them from the misery and poverty they are living in. It will also build their nations and will introduce a culture of peace and reconciliation. Those countries are in most need of such a culture to move forward and leave the past behind."

Chair: Can innovative mechanisms of financing make a real contribution in assisting developing countries to mobilize additional resources?

Carol Bellamy: There is a lot of talk about innovative financing and too little about financing for innovation. Senator Buarque's cash transfer initiative had a better impact on getting children into school. The majority of financing in the long run will come from domestic governments so we should look at how to use the funding better by identifying the innovation first.

Chair: Can you tell us more about what you did in Brazil to get good results in education?

Cristovam Buarque: We implemented an obvious way of bringing children to school, namely giving an allowance to families who could not afford to send them. Mexico then implemented the same program but linked education with health and nutrition, and Brazil has done likewise. *"Education has to be seen as the solution to our problems today, even global, financial, economic, ecological and social problems. Education is the solution. If we have this commitment, it is time to do for education what the world did after World War II for industry and economics. Perhaps we need a Doha Plan for education in the world."*

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"Education has to be seen as the solution to our problems today, even global, financial, economic, ecological and social problems."

Chair: What is missing in the current situation in terms of mobilizing support from different sectors to fund education for all?

Reeta Roy: My answer is "trust." Collaboration also takes innovation, and it needs a level of trust and understanding between the different parties. We need to understand outcomes as well as targets, and there needs to be a level of transparency and accountability. *"Particularly important for this topic is working with young people and investing in education with the purpose of connecting them to the economy so that they can be productive, contribute to the economy and be agents of change, particularly when you work with very marginalized young people."* We need to engage young people in both the design and the evaluation of programs.





Nicholas Burnett: Targeting and effectiveness are both of key importance but there are four major emerging ideas for funding mechanisms. Bonds have not been used much in education but could be issued nationally and internationally, including diaspora bonds. A second mechanism is consumer contributions such as an international tax. Thirdly, there is impact or value investing for private investors who want both a financial and social return. A fourth mechanism would enable education to receive proceeds from a financial transaction tax.

III. Questions and Answers

Chair: *“Thank you, Mr. Burnett. Now I would like to open the floor for discussion. I can see we have lots of interventions and questions. I would like to acknowledge also the presence of the WISE Awards winners in the audience. Your Highness, would you like to comment at this point?”*

H.H. Sheikha Moza bint Nasser: *We all know the importance of education. We are not here to discuss the importance of education. This panel is about innovative financing of education. Innovative financing can be used for all sectors and not just health. It is time to apply it to education. That is what*

we are here to discuss. We want to find new ways for innovative financing of education.”

From the floor: Have you had experience in directing student contributions? We need to start combining our efforts and trying to bring innovations into the equation so that finance can be directed where it is needed. We need to finance innovative educational models and support them on the ground. For example, the private sector could become a community supporting education through training students, not just providing finance.

Reeta Roy: We are looking at a number of mechanisms such as self-financing schools, long-term microfinance, making vocational centers more market-relevant, and at education and training to connect young people directly to employers. *“There is a vast amount of experimentation that is happening. It is on a small scale. One of the great challenges for all of us is to create an evidence base with the intention of scaling up.”*

Cristovam Buarque: We have to connect young people to school by innovation and by that means create innovation in society. We need a global effort to lock funding to education.



H.H. Sheikh Moza bint Nasser: Maybe we should link incentives to innovation in education rather than funding every kind of education. We are not just talking about education appropriate for the market, but education that encourages critical thinking and flexibility.

From the floor: Perhaps a select committee could be appointed to ensure that projects are handled in the right way, with accountability and trust. What mechanisms can be developed to bridge the gap between humanitarian and development financing?

Carol Bellamy: We haven't paid enough attention to the effective use of conventional financing. *"We have got to change the mindset of funders to understand that education in emergencies is development. It is not just an emergency response."*

From the floor: Is it an appropriate time to invest in financing for emerging democracies?

H.H. Sheikh Moza bint Nasser: It is the appropriate time and we have to ensure that we are applying methodologies that are meeting the needs of young people. *"We cannot afford to go back to the long traditional way of learning and educating. We have to make sure that our methodologies meet the needs and requirements of young minds. They use social media and they do not accept the traditional ways of learning."*

From the floor: Perhaps we should think about building capacity not in the recipient countries but in

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"We have to make sure that our methodologies meet the needs and requirements of young minds."

the donor countries, such as giving young people experience teaching in developing countries. Perhaps WISE should assist South Sudan, which has the worst education indicators in the world, as it is doing for Haiti. Could we forgive debt in a way that required governments to put it aside in an education fund? An anemic or malnourished child cannot focus on learning, so it is necessary to combine health with education. We should also pay attention to where the money goes in conflict zones. How can we ensure that funding is aligned and directed toward a strategic objective?

Paula Yacoubian: What are the panelists' closing thoughts?

Reeta Roy: A global teaching corps would be a very exciting initiative.

Cristovam Buarque: We need new and innovative schools and school designs.

From Twitter: Are there other ways of achieving progress towards MDG 2?

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“We know education reduces under-five mortality, so health and education are related.”

Carol Bellamy: “I have been to endless meetings on innovative financing for education. This is the first one that actually began to connect the dots across from the financing tools to using financing better, and using financing for innovation.” There is some limited capacity to do debt financing.

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 Regarding health and education, Merck are doing a de-worming program in conjunction with education. “We know education reduces under-five mortality, so health and education are related.”

Nicholas Burnett: We are talking about three things. There is innovative financing where many

mechanisms are being developed and need further support. Effective spending involves targeting, going for what works and what is needed, and accountability. Thirdly, partnerships need to be made much more effective.

H.H. Sheikha Moza bint Nasser: “First of all, I am very excited about our discussions here today. I am sure that these ideas and thoughts will be gathered

and considered. I am going to try as much as I can in a very systematic way to work with WISE to focus more on MDG 2. We will do that in several ways. We are going to have side sessions with MDG 2 themes that will focus the discussions and enable us to get some concrete outcomes, which will hopefully be taken seriously

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“I am going to try as much as I can in a very systematic way to work with WISE to focus more on MDG 2.”

by WISE attendees and transformed into projects and implementation. After that we will dedicate one of the six WISE Awards to those achievements for MDG 2. Next year there will be a WISE Award for the best achievement in innovative financing. That will continue every year with a different theme and a different Award in line with our objectives. I am very optimistic. I know that we can do it together through a global partnership to achieve our goals, not just for MDG 2 but for lifelong education for all of us.”

Debate

Simple Ideas, Big Results



S P E A K E R S • Mr. **Vasily Bogin**, Co-Founder and Principal, New Humanitarian School (Russia) • Dr. **Rana Dajani**, Founder and Director, “We Love Reading”; Director, Center of Studies, Hashemite University (Jordan) • Dr. **Brij Kothari**, President and Co-Founder, PlanetRead (India)

C H A I R • Mr. **David Wheeler**, Editor at Large, Global, *The Chronicle of Higher Education* (USA)

I. Panel

Rana Dajani: The kind of reading that is lacking in the Arab world is reading for pleasure. Our research showed us that children do not read because they lack the experience of being read to, so we used

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Children do not read because they lack the experience of being read to.

the local mosques in Jordan to read aloud and distribute books to children. The “We Love Reading” program has trained 420 women readers who have established 100 libraries to cater to the different neighborhoods. This also

brings the community together and empowers the child to come to an activity that he or she enjoys. The model has spread throughout the Arab world and elsewhere.

Brij Kothari: Our “PlanetRead” program is about reading for pleasure and making illiteracy impossible. One strategy is to subtitle Bollywood songs on television, to which 700 million people have access.

Vasily Bogin: At the New Humanitarian School the idea is to see students as subjects, not objects, of education and therefore to improve what is perceptible. We have students make audiotapes and videotapes of themselves reading so they can analyze their actions and speech and improve it. They also discuss with teachers how they give lessons so that they too can improve their performance. The aim is to make them think about how and why they

are doing things and to understand any form of activity according to three types of thinking: verbal, imaginative and abstract.

David Wheeler: Can these great ideas be moved to other places and how do you do that? Brij, how did you take a small idea and spread it across a big, diverse place like India, and have you tried to spread it to other countries?

Brij Kothari: The idea came from watching subtitled Spanish films and I thought that if they used Spanish subtitles I could learn the language better. We found that the impact of subtitling Hindi films doubled the number of functional readers coming out of primary school over a period of five years. There is interest in taking this idea to other countries such as Nigeria. It is already being done in 10 languages in India and we are proposing that it be done for all song-based programming in all languages. We came up with the idea of creating animated stories with subtitles for children that could be translated into different languages.

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We found that the impact of subtitling Hindi films doubled the number of functional readers coming out of primary school.

Rana Dajani: “We Love Reading” is a very simple and cost-efficient model that simply involves training one woman per neighborhood

to read aloud and giving her books as a seed library. Secondly, the woman in charge is independent, meaning that she is incentivized to keep it going, while we only provide a network. Thirdly, every woman we train has to train someone else and we have found that libraries have begun in Saudi Arabia, Lebanon, Tunisia, Turkey, Malaysia and other countries. The children take the books home to read and they exchange them when they return. The target group is ages four to ten. You have to make children love to read because movies by themselves are not enough to create an imagination and increase vocabulary.

Brij Kothari: You need a love for reading and the technical skill to be able to read. However, we have to consider how to get 600 million people in India to be able to read and to love reading, which is a huge challenge. The technical part of it is integrated into something they already love to do, which is to watch movies.

Vasily Bogin: We can teach reading if we combine technologies. Children like to see things whereas it is more difficult to use verbal thinking. Our aim is to combine the different types of thinking. For example, we use dramatized versions of books with subtitles but without sound to encourage the children to interpret the dialogue according to what they see on the screen.

Rana Dajani: Our different projects address interlocking issues. Our model is a grassroots approach that empowers people and the libraries become platforms for the dissemination of any kind of awareness program. For example, we are designing stories for children about the environment. Participating in such a scheme for one year is enough to give children a lifelong love of reading.

Brij Kothari: English-language movies with English subtitles are doing wonders for teaching

the language in India. These simple ideas are the low-hanging fruit that policy makers can run with because they do not require a lot of money to implement.

Vasily Bogin: We can encourage children to be subjects of learning, for example by writing and illustrating stories themselves and knowing the authors they are reading.

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These simple ideas are the low-hanging fruit that policy makers can run with.
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II. Questions and Answers

From the floor: Can you clarify what you said about adult learning?

Rana Dajani: I meant that it is difficult for parents to change their habits so we focus on just one adult to ensure that future generations learn to love reading.

From the floor: I think you should also involve parents in the program.

From the floor: Is Mr. Bogin's program offered free to students and, regarding "We Love Reading," is there a way to ensure that the content of the books is suitable?

Vasily Bogin: The students are taught not just to know things verbally but to be able to perform them, so we use the principles in the state curriculum.

Rana Dajani: We target the parents indirectly. The children take books home and mothers come to the mosque to see what we are doing. However, we did not want to focus on the parents because we wanted a low-cost program which would spread rapidly. We choose the books appropriate for the children for the seed libraries and we have a list of recommended books for the librarians.

From the floor: It is important to invest in mothers who can read. Do you see any difference in the data between the child and adult response, Dr. Kothari?

Brij Kothari: We found that the interaction between what is learned in school and what happens at home is critical so children in school advance very quickly. Adults advance much more slowly but they do make progress.

From the floor: Are you using social media to scale up?

Rana Dajani: We use social media for networking between the librarians in the neighborhoods and we are developing a mobile network between them.

Brij Kothari: Social media are critical in what we do because if the content is good it will spread. Our online children's books are getting more and more views. Audience, you have heard three ideas, but even when ideas are powerful and do not cost a lot there can be resistance. Would some of you like to comment on where that resistance is?

From the floor: We are driven by the desire for success so the first resistance could be: "Can I do it? How much does it cost?" But if the idea proves to be successful, easy, inexpensive and sustainable, people will follow. We should have a global TV channel just to address great ideas and success stories.

Rana Dajani: It is not about resistance but about believing in yourself and your idea.



Debate

WISE Awards 2011

Winners' Panel

Discussion 1



S P E A K E R S • Mr. **Mohammed Ashrafuzzaman**, BBC World Service Trust (UK) • Prof. **Richard Baraniuk**, Director and Founder, Connexions; Victor E. Cameron Professor of Electrical and Computer Engineering, Rice University (USA) • Ms. **Freda Wolfenden**, Director, Teacher Education in Sub-Saharan Africa (TESSA); Associate Dean, Faculty of Education and Language Studies, The Open University (UK)

CHAIR • Dr. **D. D. Guttenplan**, journalist and educator; premier writer for the Education section, the *International Herald Tribune* (USA)

I. Panel

Freda Wolfenden: My project, Teacher Education in Sub-Saharan Africa, is primarily about improving the quality of education for teachers working in basic education in Sub-Saharan Africa. We have developed open-content materials to improve classroom practice and about 400,000 teachers are using them.

Mohammed Ashrafuzzaman: Our project, BBC Janala, teaches Bangladeshi people English through a multi-platform approach – television, a newspaper, a website, mobile phones, CD-Roms and other printed materials – with a target of reaching 25 million people over nine years.

Richard Baraniuk: Connexions is an open-source education project which today is a library of 1,000 e-textbooks constructed out of little building blocks making them easy to customize. All the content is free and open source, and can be built on by the community over time.

D. D. Guttenplan: Are we heading for a two-tier world where rich students have tutorials and classes, and people in the developing world are competing with a curriculum accessed through a mobile phone or computer?

Richard Baraniuk: There is the potential for a two-tier system in the US, so it is not just an issue between the developed and developing world. However, e-learning will take off with those with

least resources and we have to ensure they have access to the best opportunities as well.

D. D. Guttenplan: If somebody accesses English through BBC Janala, how do they get teaching support?

Mohammed Ashrafuzzaman : We have developed magazine programs for all the platforms and found that the teachers themselves were also using the content as a resource in the classroom.

Freda Wolfenden: The starting point for planning any curriculum should be student learning rather than the teacher, so the increasing availability of distance education should be seen as positive.

D. D. Guttenplan: Maybe technology is making contact time obsolete or changing what it is used for.

Richard Baraniuk: Maybe technology is changing what contact time means, so these communication tools might not just be replacing the professor but adding value.

Freda Wolfenden: Many university students might not have a very high-quality learning experience, so technology might make it possible for students to learn in smaller groups.

.....
E-learning will take off with those with least resources and we have to ensure they have access to the best opportunities as well.

D. D. Guttenplan: Why does BBC Janala use a newspaper?

Mohammed Ashrafuzzaman: Despite the high penetration of electronic media our users wanted to access printed media.

D. D. Guttenplan: How has feedback from users influenced the way the Connexions courseware is shaped?

Richard Baraniuk: We recognized the importance of allowing people in the community to edit the content and we find that much of the material is being improved in this way, for example in electrical engineering.

D. D. Guttenplan: What works in electrical engineering may not work with, for example, evolution.

Richard Baraniuk: Quality control is vital here, so we have a system of peer review involving professional organizations and companies to ensure the content is accurate.

D. D. Guttenplan: Has TESSA enabled Africa to produce educational material for export?

Freda Wolfenden: The material has been developed by African educators. The idea has been exported elsewhere, but the content is highly contextual, so it needs adaptation. Open Educational Resources (OER) make it much easier for people to contribute to global knowledge.

Richard Baraniuk: People in the developing world often contribute very high-quality materials.

.....
Open Educational Resources make it much easier for people to contribute to global knowledge.

II. Questions and Answers

From the floor: How are things like socialization, civic engagement and tolerance addressed through digital content?

Freda Wolfenden: All learners are members of multiple communities and participation in those will help in the development of such attributes.

.....
Motivating the autonomous learner was a big challenge for us.

Mohammed Ashrafuzzaman: Motivating the autonomous learner was a big challenge for us, so we used the media to encourage people with examples of success stories. We are also piloting learning circles which show people how to learn together.

Richard Baraniuk: Information technology allows kids to be engaged with people not only locally but also globally.

From the floor: What is the role of games in terms of OER and future learning delivery?

Richard Baraniuk: Games are an exciting way to engage students in exploring the knowledge base.

Mohammed Ashrafuzzaman: When high-end handset penetration increases there will be an opportunity for games to play a role in education.

Freda Wolfenden: The available technology is limited and most of our teachers engage with our content in print form, but we hope to start using games as connectivity improves.



Debate

WISE Awards 2011

Winners' Panel

Discussion 2



S P E A K E R S • Mr. **Mhammed Abbad Andaloussi**, Chairman and CEO, Injaz Al Maghrib; Founder, Al Jisr; Ashoka fellow (Morocco) • Mr. **Paul Collard**, Chief Executive, Creativity, Culture and Education (UK) • Mr. **Ricardo Rene Rosas Diaz**, Director, Center for the Development of Inclusion Technologies; psychology lecturer, Pontificia Universidad Católica (Chile)

CHAIR • Dr. **D. D. Guttenplan**, journalist and educator; premier writer for the Education section, the *International Herald Tribune* (USA)

I. Panel

Mhammed Abbad Andaloussi: Al Jisr was set up in Morocco to involve businesses in education and stimulate the entrepreneurial spirit in the framework of a stakeholder board which develops an action plan and organizes extracurricular activities to prepare students for employment.

Ricardo Rene Rosas Diaz: At the Center for the Development of Inclusion Technologies in Chile we have developed software for disabled children, especially for deaf children, helping them grasp that reading involves a representation of the sounds of the letters. It is called Sueñalettras.

Paul Collard: Our Creativity, Culture and Education program in the UK puts creative professionals into schools, not to teach but to work on innovative solutions to problems in the schools.

D. D. Guttenplan: We all want to encourage innovation, but are we chasing it too hard and neglecting basic skills like reading and writing?

Paul Collard: We do a lot of research to assess the impact of our program and have shown that it did not distract from raising standards but in fact improved exam results.

D. D. Guttenplan: Ricardo, how do you translate sign language into written language?

Ricardo Rene Rosas Diaz: Sign language does not translate directly to written language, so deaf people must learn writing as a second language.

D. D. Guttenplan: Mhammed, are educators receptive to bringing business people into the classroom?

Mhammed Abbad Andaloussi: It took time to get business and education to collaborate on developing skills such as imagination, teamwork and entrepreneurship, and even starting real companies with the students, but now the teachers appreciate it.

D. D. Guttenplan: Is there not a risk of disappointing students if society does not make a social or economic commitment to fulfill their hopes?

Mhammed Abbad Andaloussi: A lot of measures have been undertaken to improve the quality of school education but they have failed, so an innovative approach was needed. Our project has transformed the students' lives.

D. D. Guttenplan: Is your method applicable to every sign language, and did you learn things when developing it that are applicable to other languages and teaching methods?

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I learned that deaf people think differently and their sign language is totally different from an oral language and very rich.
.....

Ricardo Rene Rosas Diaz: The software is very flexible and has all the required tools for adapting it to other sign languages and learning styles. I learned that deaf people think differently and their sign language is totally different from an oral language and very rich.

D. D. Guttenplan: Paul, what kind of problems do your creative people have to solve?

Paul Collard: One innovation was that we had a games designer work with the students after school, holding free online seminars with American games writers to help the children solve problems in their games writing. This led to their reintegration into an IT course and the rest of their studies as well.

D. D. Guttenplan: You have all brought different publics into education. What does society need to do to make schools more open to these kinds of initiatives?

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Entrepreneurship should be part of the curriculum, we need a culture of voluntarism, and we need to learn how to offer incentives to teachers.
.....

Paul Collard: There are two barriers that need to be overcome: you need to provide some training to adults to build their capacity to work in schools, and the community should always be present in the schools.

Ricardo Rene Rosas Diaz: The challenge for underdeveloped countries is to take proper care of disabled people.

Mhammed Abbad Andaloussi:
We need three things: entrepreneurship should be part of the curriculum, we need a culture of

voluntarism, and we need to learn how to offer incentives to teachers.

II. Questions and Answers

From the floor: Can deaf children using these programs be understood in other cultures? Is this also a tool for inclusive education? How do you engage parents to be partners of your program?

Ricardo Rene Rosas Diaz: The program allows children to learn not only their own sign language but others as well, and it can also be used inclusively, although deaf children are really speaking a different language from hearing children. The program also helps the hearing parents of deaf children to learn sign language.

From the floor: Has most of your support come from the public or private sector, and has the government been a help or a hindrance?

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Paul Collard: The government provided the money in our case. The problem is that children are not listened to in the design and evaluation of education, and that is why education is failing most young people. We have had a difficult relationship with government because we ask fundamental questions about what is happening in the rest of education.
.....

Ricardo Rene Rosas Diaz: The initial program was financed by the private sector but we also had grants from the Inter-American Bank and UNESCO, along with government support. The government had no project for deaf people and we are helping to build it, so our relationship with them is very good.

Mhammed Abbad Andaloussi: We first had to sign an agreement with the Ministry of Education to enable us to enter schools and provide training. The Minister wrote to all Moroccan schools telling them to welcome business into the classroom. However, we do not receive money from the government.

D. D. Guttenplan: We have talked about forging alliances with different groups, bringing society into schools, and lowering the walls between the disabled and schools and education. How would things be different in your project if the students had a larger voice?

Mhammed Abbad Andaloussi: We faced a lot of problems in the beginning because parents were not convinced, but by the end of the year the children had convinced them and helped them with their own business ambitions.

Ricardo Rene Rosas Diaz: It is very important that the parents understand very early that their children are disabled, otherwise they do not learn to speak.

Paul Collard: The fundamental change will be a rethinking of the concept of a teacher to being a manager of learning who asks what children need and goes to find it.



Debate

Scaling-up: the Right Approach?



S P E A K E R S • Mr. **Martin Burt**, Founder and CEO, Fundación Paraguaya (Paraguay) • Ms. **Wendy Kopp**, CEO and Co-Founder, Teach for All; CEO and Founder, Teach for America (USA) • Ms. **Farida Lambay**, Vice Principal, College of Social Work – Nirmala Niketan; Co-Founder and Trustee, Pratham (India)

CHAIR • Prof. **Mark Berends**, Professor of Sociology and Director, Center for Research on Educational Opportunity, University of Notre Dame (USA)

I. Introduction

Mark Berends: Farida Lambay is Co-Founder and Trustee of Pratham, the largest NGO working for millions of underprivileged in-school and out-of-school children in rural and urban areas of India. Martin Burt is the Founder and CEO of Fundación Paraguaya, an NGO devoted to promoting entrepreneurship amongst the world’s poor by replicating the financially sustainable school model. Wendy Kopp is the CEO and Founder of Teach for America as well as CEO and Co-Founder of Teach for All. Teach for America recruits recent graduates to make a two-year commitment to teach in high-poverty US settings. Teach for All is a global network of organizations in 22 countries who are passionate about the TFA model.

II. Panel

Wendy Kopp: Teach for All’s programs are tackling the fact that where children are born determines their educational prospects. Only 8% of children under the poverty line in the US will graduate from college by age 24 versus 80% of those in the top quartile; 5% of those in rural China will graduate as against 75% in the cities. Our programs enlist the most promising future leaders in addressing that problem.

Martin Burt: The problem in many South American countries is that while a lot of poor children have

access to education students still drop out because of the poor quality of the schools. Therefore it is not just about access but quality. We are testing the idea of incorporating entrepreneurship and financial literacy into the curriculum and having school enterprises generate income that finances the school and provides students with the skills they need.

Farida Lambay: Quality, rather than access or enrolment, is the problem in India: the reading, writing and arithmetic skills of 42 to 45% of children in the fifth grade are well below standard. Our aim is not to substitute but to supplement government efforts and we operate in every state to ensure that access and quality are priorities. We have a big program called Read India and conduct the Annual Status of Education Report which looks at how to measure learning outcomes.

Mark Berends: What is your approach to scaling up?

Martin Burt: We are committed to going to 50 countries in 10 years. The students learn by doing and make money. Our objective is to make students ready for work, to find partners in other countries and ultimately for government to incorporate social innovation into the government schools’ curriculum.

Farida Lambay: Our research has shown us that when children learn from where they are rather than where they need to be, they learn much faster and this has yielded visible results. We think

Where children are born determines their educational prospects.

Scaling-up: the Right Approach?

the government should take up this work, which it sometimes has. The problem in scaling up is maintaining quality.

Wendy Kopp: We are working to build a critical mass of leaders who will work for change. The critical mass element is important: Teach for America has grown from 1,000 to 9,000 teachers presently in the midst of their two years.

Mark Berends: Is scaling up really the right approach or can it inhibit the innovations and the ideas that you hope to have?

Wendy Kopp: Every organization needs to be clear about its theory of change. We have a moral imperative to address such large issues on the scale at which they exist but not every organization would do so by creating more programs.

Martin Burt: Sometimes you can scale the operational model, sometimes the program, and sometimes the philosophy.

Farida Lambay: Pratham has not scaled up the program so much as the idea so that the government and communities can take it up on a much larger scale.

Mark Berends: What are the biggest challenges you have had in scaling up your reforms and what strategies have you learned from?

Farida Lambay: Regarding challenges, reform is a slow process and the problems we are dealing with are complex. However, we have learned that you can demonstrate something, let it stabilize, and scale it up. Another challenge has been lack of political will and you have to be very tolerant and persuasive. Also you need the right people at government and community level. Finally the 4% of children who are out of school are a challenge for us.

Martin Burt: The biggest challenge we have had is that people tend to confuse the obligation of the state to provide education with its having a

monopoly on it so we need to empower people in communities to get involved and make reforms.

Wendy Kopp: Staff capacity is always a challenge and one of the biggest lessons has been the need to build our own leadership pipelines. Another challenge is scaling without losing entrepreneurship. We have created a model that is adaptable to diverse contexts and have created a network that spreads best practices while fostering local innovation.

Mark Berends: How do you know that you have quality of implementation and that, with local adaptation, the original idea is not somewhat lost?

Martin Burt: Quality implementation has to be contrasted with impact. The question is whether the students have been empowered at the end of the educational program and whether we have affected the curriculum and evaluation so they are useful to themselves and society.

Farida Lambay: Quality is part of accountability and the learning guarantee is a very important measure of that.

Wendy Kopp: We have worked to ensure alignment through building deep understanding of the model and its principles between the partners. The culture of mutual support, data gathering across the network, and the tools and leadership building we provide are all elements that drive alignment.

Mark Berends: How do you view accountability?

Wendy Kopp: The ultimate criterion is whether third-party evaluations achieve long-term impacts.

Martin Burt: Accountability is assured when principals know they will be evaluated on the outcome.

Farida Lambay: We have tests for outcomes so the volunteers know where they stand and can take remedial action. We also have evaluations at different

levels within the organization, as well as collaborating with universities on external evaluation.

III. Questions and Answers

From the floor: Have you assessed your program in terms of cost-effectiveness?

Farida Lambay: Our administrative costs have never exceeded 7% and, in terms of scale, we are not spending more than \$5 (US) per child.

Martin Burt: The cost per student is covered 100% by the class and we have found that the social return on investment is \$2.50 (US) for every \$1 spent.

Wendy Kopp: Teach for America's growth has been fuelled by community interest, growing the budget by 30% a year.

From the floor: Do you use value-added measures of performance and what models do you use?

Wendy Kopp: A number of US states are using this method to evaluate the effectiveness of teacher providers.

Farida Lambay: Parent committees are intended to monitor teacher and school performance.

Martin Burt: Because our students come from poor households we evaluate whether classrooms and school enterprises are effective.

From the floor: What are some of the negative effects of scaling up and how do you address them?

Martin Burt: The successful students are ultimately those who can unleash all their potential so the challenge is to scale while maintaining quality.

Farida Lambay: One of the downsides is that you make people aware that they must go to school but there are no places.

Wendy Kopp: Effecting transformational gains is an intense experience for children and there needs to be a holistic approach.

From the floor: Should education not be about more than preparing students to make money?

Martin Burt: I agree that there are different approaches and our model is for those who want it.

From the floor: What is quality, and is education really about that?

Martin Burt: Our objective is to develop a curriculum that leads to work and employability.

Wendy Kopp: We are very focused on excellence and equity.

From the floor: What did you do to make scale successful?

Farida Lambay: We looked at simple, demonstrable results and if they were positive we scaled them up.

Martin Burt: Our strategy is to find the right partners in each country to develop the model.

Wendy Kopp: Teach for India is dramatically influencing Teach for America, Teach First and Teach for All through its innovation. They are still at a small scale but are growing.

We looked at simple, demonstrable results and if they were positive we scaled them up.
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Debate

Preventing Drop-Out, Bringing Learners Back in



S P E A K E R S • Ms. **Carolyn Acker**, Founder, Pathways to Education (Canada) • Ms. **Aïcha Bah Diallo**, Chair, Forum of African Women Educationalists (FAWE); Chair, the Network for Education for All in Africa; former Minister of Education (Guinea) • Dr. **Mercedes Zamora Collazo**, Academic Advisor of the Literacy and Education Chair for Young Adults, Latin American and Caribbean Pedagogical Institute (Cuba)

C H A I R • Dr. **Jean-Michel Blanquer**, Director General for Schools, Ministry of Education (France)

I. Introduction

Jean-Michel Blanquer: Drop-out is one of the main problems of school systems around the world, possibly revealing their failures. There are a lot of causes behind drop-out, including social reasons and problems before, in and after school. We have drop-outs at different ages and in different contexts, so let us define the term and discuss what we can do to prevent it and what we can do to get drop-outs back into schools or special structures.

II. Definition and Factors

Aïcha Bah Diallo: Dropping out is due to multiple and interlinking factors and it is a process rather than an event. Ten million children drop out of school every year in Sub-Saharan Africa.

Ten million children drop out of school every year in Sub-Saharan Africa.

..... Tackling this requires, firstly, addressing socio-cultural factors such as poverty and patriarchal attitudes. The Forum of African Women Educationalists (FAWE) has given bursaries to 146,000 children to help them come to school. Advocacy was required at community level to prevent girls from marrying early, and we were involving parent-teacher associations in running the schools. Secondly, it is important to have adequate schools near the home, and these have to be safe and secure, with water and sanitation, as well as

infirmaries and providing one meal a day. Regarding teachers, FAWE has given them in-service teacher training so that they are gender responsive. Learning materials and curricula have to be developed according to the context of the learner. Also, we have a program to combat gender violence by encouraging children to write plays about their problems and learn to live together.

Carolyn Acker: When I was running the Regent Park community care center in the largest and oldest social housing project in Canada there was an increase in violence despite our investment of resources. We then developed a vision called “community succession,” meaning that the young people would become the future staff of the health center. We learned that there was a 56% high school drop-out rate with only 20% going on past secondary level. Using action research we found that all the children lacked the same things: academic support, social support, money for travel to school or for lunch and clothes, and any hope of going on past secondary education. They lived within a culture of failure so we needed to turn that around somehow.

Mercedes Zamora Collazo: The factors influencing dropping out go beyond students and teachers to the community and family, and education – including adult education – can help eliminate these. There are geographical problems where the school is too far

Preventing Drop-Out, Bringing Learners Back in

away. The lack of social resources is another factor, along with cultural issues where children do not feel that they identify with what they learn. Children also do not go to school because they need to work to survive. The literacy campaign in Cuba raised people’s awareness of the importance of education, and parents would send children to school because they knew that was the only way to improve their way of life.

III. Socio-Economic Measures

Jean-Michel Blanquer: What material solutions are there to drop-out and, to accompany these measures, how do we make people aware of their responsibilities?

Carolyn Acker: The public education system in Canada is outstanding but socio-economic status is the most important factor in success. We learned that the drop-out rate for those of middle income and higher was 6 to 11 %, but for those in the lowest income bracket it is 50 to 60%. We worked with the parents and children in Regent Park and they signed a contract with us allowing us to collect data, as the program is results-driven. We offer tutoring and give bus tickets and lunch vouchers but only if they attend, so accountability is built in. Group mentoring helps build social skills, negotiation

..... and collaboration. Each student-parent support worker monitors a group of 50 students, giving support and encouragement. Five years after the program started the drop-out rate went from 56 to 11 % and post-secondary attendance from 23 to 80%. There are now 11 programs across the country and 4,300 students are receiving this support.

Five years after the program started the drop-out rate went from 56 to 11% and post-secondary attendance from 23 to 80%.

Aïcha Bah Diallo: Education systems, especially basic education, are the responsibility of government so they have to have a vision, transform it into a policy involving all stakeholders, and mobilize funds. Research told us that early marriage and pregnancy were removing girls from the educational system so we tracked girls from year five. We talk to the parents if the girls are absent at the start of year six, and it works. We were able to bring back 35 of them in 1991. We lobbied parents using television and radio to send girls back to school after pregnancy and were able to bring back 125 in three years. All African countries have this policy today. There is also the non-formal approach through education centers for basic education and skills’ training, from which people can return to the formal education system. As a minister I had to negotiate with teachers’ unions to redeploy teachers to where they were needed.

Mercedes Zamora Collazo: There must be adult literacy and opportunities for continuing their studies, together with teacher training. We also take into account the cultural and linguistic context in our programs, so we have different versions – nine of the Spanish program, and various English and native-language versions, depending on the country – because failure to understand the language of the educational program is often the main problem resulting in drop-out. Furthermore the diagnosis cannot be only from the academic viewpoint, because we also have to know how students feel and live, and interaction between teacher and student is essential to discover what the real issues are.

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We also have to know how students feel and live, and interaction between teacher and student is essential to discover what the real issues are.
.....

IV. Questions and Answers

From the floor: Is there a reason your programs could not be more effective?

Carolyn Acker: There are students who struggle but there is also a problem with transience in low-income communities, so you lose a child when the family moves. We aim for 100% but continue to get the normal distribution. However, I am quite satisfied with how we are doing.

Aïcha Bah Diallo: It is a process which never finishes. Regular data collection is a problem in Africa and that poses challenges for research.

Jean-Michel Blanquer: We can identify the 10 to 15% of children who are likely to drop out in future from the age of four or five, so actions have to be concentrated on children of this age. At present, it is difficult to go below the average drop-out rate of 10% we see in most countries because these children's problems were not addressed at an earlier age.

Carolyn Acker: The role of the student-parent support worker is to create a good relationship. We need to look at the places where privilege is concealed.

From the floor: What challenges did you face in working with diverse communities?

Carolyn Acker: All the families wanted their children to graduate and move to secondary school. We celebrated the diversity so we did not have that problem.

From the floor: Does lack of food in the household contribute to dropping out and early marriage, and has this improved?

From Twitter: What are the most effective strategies for stopping girls from dropping out of secondary school?

Aïcha Bah Diallo: A hungry child cannot concentrate so it is important to work with NGOs to give grants to parents so they can feed the family and pay school fees. Our bursaries help a lot in this regard. FAWE has created dormitories for girls rescued from early marriages but it has proved difficult to replicate in other countries.

From the floor: There are four different categories of out-of-school children: those who never enrolled; those who did not attend; those who enrolled late; and drop-outs. We have to design an individual approach based on each one of these. All government departments with social protection policies have to address how education functions.

Jean-Michel Blanquer: Drop-out differs in different countries. In Africa, the drop-out age can be 5 to 7 whereas in northern countries it is generally 15 to 16. Also we have to address three different aspects of the problem: material, psychological and intellectual.

From the floor: Children who do not have a good start in primary schooling get left behind. In the first year, we should ensure that all children have the competencies required. Primary and secondary education should be free.

Aïcha Bah Diallo: The best way is to start early and build on what the child knows. We should get rid of exams at the lower level.

Education is the only way to be free.

Mercedes Zamora Collazo: Education is the only way to be free.

Debate

Exploring Alternative Financing in Developing Countries



S P E A K E R S • Dr. **Yero Baldeh**, Lead Policy Advisor for the Vice Presidency of Sector Operations, African Development Bank (ADB) (Tunisia) • Mr. **Iqbal Noor Ali**, Senior Advisor, Aga Khan Development Network (AKDN) (Pakistan/USA) • Dr. **Wang Rong**, Director, China Institute for Education Finance Research, Peking University (China)

C H A I R • Mr. **Desmond Bermingham**, Director, Education Global Initiative, Save the Children International (UK)

I. Introduction

Desmond Bermingham: We will talk about financing that is different from mainstream government financing and traditional donor financing. This is not “instead of” government financing, but additional - helping to promote predictability, transparency, accountability and innovation in the education sector.

II. Experiences

Yero Baldeh: The African Development Bank (ADB) provided basic education financing up to 2008 but has since changed its emphasis to higher education, science and technology. The aim throughout has been to put resources where they matter, using budget support operations to ensure there is a good public finance element to ensure effective resource use. Domestic resource mobilization is about making sure that existing resources are used efficiently before alternative financing is sought. Creating the desired outcome requires a timetable, transparent processes and policy reform. The ADB is able to leverage additional financing for its operations and makes room for participation by the private sector, foundations and individuals. It is also looking at alternative financing from the diaspora.

Iqbal Noor Ali: The Aga Khan Foundation (AKF) and the Aga Khan Development Network (AKDN) have been providing education for over 100 years. The government has primary responsibility for funding education but the role of non-state players, particularly

in primary education, is growing, although it is insufficiently supported. Many of these players provide education to children from low-income families, and poor families are increasingly prepared to pay something towards education if it means value, better access, accountability, and the improvement of service provision. Between 10% and 40% of children go to non-state provided education, depending on the country. Studies indicate that when family income, particularly women’s income, increases, more of it goes into family education than elsewhere.

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When family income, particularly women’s income, increases, more of it goes into family education than elsewhere.

Wang Rong: Alternative sources of funding should be looked at in terms of three levels: the source of funding, the mechanism for channeling funding, and the financial management reforms for enhancing accountability. The innovations for these different levels have different political requirements. Funding reform, in China at least, cannot be isolated from the entire tax and financial system. For example, the urban education surcharge is a 2 to 3% levy on enterprises and there are tax reliefs for donations to educational institutions. The most important source of revenue aside from government funding is tuition fees collected directly from students.

Exploring Alternative Financing in Developing Countries

III. Added Value

Desmond Bermingham: Is there scope for alternative financing to help mainstream government financing to be more effective? Or is there no added value from alternative sources?

Yero Baldeh: There is added value from the private sector as they are very good at innovation and governance structures, so improvement of processes and systems in education would be an added value besides funding. The use of private equity funds is one catalyst for driving the private sector to invest in Africa and there is no reason why it should not work in education.

Iqbal Noor Ali: There is a range of solutions, many of which are country and even context-specific, and we have had experience with all of them. There is mutual accountability in public-private partnerships (PPPs) so it seems to be a better approach.

Wang Rong: The Chinese government has made greater efforts during the second stage of reform to enforce commitments at various levels, such as prioritization of spending on compulsory education, and it has also taken more responsibility for expenditure on compulsory schools. However, the recent reform has tended to undermine local ownership of schools in some cases.

IV. Questions and Answers

From the floor: How will alternative finance deal with the issue of the constitutional right to education? Private-sector involvement in terms of PPPs tends to be more about facility management than education. Are collective clusters of education cities useful or not? Does the ADB only focus on basic education? Have any African countries benefited from alternative financing? Was Dr. Baldeh talking about the African diaspora around the world or within the continent? Has the AKDN worked in Latin America?

Yero Baldeh: On the question about basic education, the ADB shifted its emphasis in 2008 to higher education, science and technology, although we are still funding basic education through our budget support operations. Since we started working at this level, the private sector has become involved in enhancing Mali's ICT capability. The bank does not work directly with the diaspora but we help our regional member countries if they request it.

Iqbal Noor Ali: The UN Charter's guarantee of free education is the reason why we see funding as primarily the role of government. Our experience is that PPP involvement can be more substantive and meaningful than just facility management. We do not work in Latin America and have no plans to expand beyond the areas we are already covering: primarily South and Central Asia, and Sub-Saharan Africa.

Wang Rong: It is vital to reinforce government commitments to financing education, especially in developing countries. The Chinese government set the objective of increasing expenditure to 4% of GDP but it has not been reached yet.

From the floor: How do we close the inequality gap in terms of access and provision in Africa without placing additional financial burdens on the average African? Are there any international mechanisms to pressurize governments in developing countries to finance education? Not all governments are able to pay, so perhaps it is necessary to charge those who can pay for secondary education. Also, it is hard to attract funding because there is a perception that education is not innovative enough. Why has the ADB shifted to supporting higher education? What are the differences between the two phases of education reform in China? What

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It is vital to reinforce government commitments to financing education, especially in developing countries.
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is your reaction to the Working Group on Innovative Financing’s proposals on how innovative financing can support education?

Wang Rong: In China the first stage of reform was diversification and decentralization, relying on tuition fees from students; the second stage was rediversification and recentralization, relying more on government funding.

Iqbal Noor Ali: The primary responsibility remains with government. I do not see the private sector putting money into budgets, but there are ways to improve budget management and there is the demonstration effect when you work with government.

Yero Baldeh: Although the strategic report commissioned by the ADB identified a comparative advantage in investing in higher education, and in science and technology, our financing instruments can give governments latitude to invest in basic education.

From Twitter/MyWISE: Which of the various innovative forms of financing strike you as both sustainable and scalable?

Iqbal Noor Ali: Blended financing, a combination of equity, debt, concessional loans and grants, can reduce the cost of higher education. Also, we have to create better economic growth because when families have more money they spend on education.

Yero Baldeh: PPPs give a better leveraging effect in terms of investments, and educational outcomes

.....
PPPs give a better leveraging effect in terms of investments and educational outcomes also improve.

also improve. However, the most sustainable source is domestic tax-based financing. There is also high potential for diaspora bonds but only if the environment is right.

Wang Rong: Post-compulsory educational institutions should be partially self-reliant and autonomous.

From the floor: Is there any correlation between payment of tuition fees and the quality of the school or the education received? The importance of research funding has not been considered. Can the ADB give a concrete example of development assistance for education in Africa, and are there any legally binding safeguard mechanisms to ensure that projects are finalized? Philanthropy is a proven source of support that should be looked into because education and health are its two main attraction areas.

Yero Baldeh: The ADB’s strategy for higher education is to help in establishing centers of excellence in Africa and that has started happening. The bank has recognized the importance of philanthropy, although sometimes it is difficult to achieve country-driven programs.

Iqbal Noor Ali: Governments have a role in creating an enabling environment for the private sector, and the non-state player needs to be included in national strategies where they are involved in improving education programs.

Wang Rong: We need a nurturing policy environment where people have a say in educational policies. Regarding tuition, we adopted a two-track tuition scheme where those with higher scores were not charged and those with lower scores were, and this turned into one track where both were charged.

Debate

Redefining the Role of Social Entrepreneurs in the Learning Ecosystem



S P E A K E R S • Mr. **Mhammed Abbad Andaloussi**, Chairman and CEO, Injaz Al Maghrib; Founder, Al Jisr; Ashoka fellow (Morocco) • Ms. **Gloria De Souza**, Founder, Parisar Asha Environmental Education Centre; Member of the Board of Directors, Ashoka Foundation (India) • Dr. **Carlos Alberto Torres**, Professor and Division Head of Social Sciences and Comparative Education, UCLA; Founding Director, Paulo Freire Institute (Argentina/USA)

CHAIR • Dr. **Darleen Opfer**, Director, RAND Education; Distinguished Chair in Education Policy, RAND Corporation (USA)

I. Introduction

Darleen Opfer: With the focus on Education for All, education provision by non-state providers has grown exponentially. In Morocco Mhammed Abbad Andaloussi launched an NGO, Al Jisr,

With the focus on Education for All, education provision by non-state providers has grown exponentially.

meaning “The Bridge”, which mobilizes businesses to adopt schools and upgrade the quality of their provision. His project is one of this year’s WISE Awards Winners. Gloria De Souza’s Parisar Ashar Environmental Centre in India translates the government-mandated curriculum into an experiential learning

system focused on skills’ development for applied learning and sensitive growth in attitudes and values that make the learner a conscious conserver of our global environment. Dr. Carlos Alberto Torres is Professor of Social Sciences and Comparative Education, and Director of the Paulo Freire Institute.

II. Advantages and Roles

Darleen Opfer: What are the advantages of education provision by social entrepreneurs and NGOs, and what roles should they play in the development of a learning eco-system?

Mhammed Abbad Andaloussi: Education at the moment tends to ignore business, teamwork, creativity and entrepreneurship, but even the

government now believes that school should be the concern of all and that everyone should be involved in improving the quality of education.

Gloria De Souza: India has Secondary School Certificate state board schools, the Indian Certificate of Secondary Education board schools, and the Central Board of Secondary Education schools. The latter two are expected to provide better quality education. The environmental approach is the answer to providing a meaningful education because it ensures that the curriculum corresponds to the learning environment. The government cannot provide a quality education on its own and, while it is not easy to work with government, it is important to do so.

Carlos Alberto Torres: Social entrepreneurs have the two great advantages of flexibility and opportunity. Firstly, they can start institutions anywhere and change their operations according to market demands and prevailing legal rules. However, for the few social entrepreneurs that succeed there are many that fail and, when they do so, a lot of time, energy and money go with them. There has been a proliferation of diplomas with little or no worth and this limits the value of quality diplomas. Secondly, regarding opportunity,

Social entrepreneurs have the two great advantages of flexibility and opportunity.

Redefining the Role of Social Entrepreneurs in the Learning Ecosystem

entrepreneurs can address clear or hidden market needs. However, recruiters have been known to use inflated claims about career placement to increase enrolment and are sometimes accused of being paid bonuses based on recruitment numbers. Ninety per cent of for-profit revenue in the US comes from grants and student loans. Finally there is the question of equity.

Mhammed Abbad Andaloussi: Today we cannot offer jobs to everyone arriving on the labor market and even offering incentives has not resulted in the creation of businesses. We need to stimulate the entrepreneurial spirit in students when they are in secondary school, and the best trainers are executives from the private sector.

Gloria De Souza: The learning ecosystem consists not only of policymakers and planners but also of those who devise the curriculum, teachers, parents and the community, and the social entrepreneur should be working with all of these groups to ensure that the quality of learning is high. We have to ensure that what is offered in curricula and in-service training avoids rote learning and emphasizes experience and application. We are providing education through English to children from homes where no English is spoken, to give them what they consider they require as individuals and citizens.

III. Issues

Darleen Opfer: How do we deal with the tension between the need for education and the government's inability to meet the need that is being filled by social entrepreneurs, along with issues that have sometimes arisen around accountability and profit-making?

Mhammed Abbad Andaloussi: Schools have been frustrated that their contributions are not recognized, so we need to emphasize the role of the education

ministry. The problem is that we do not communicate enough with our ministry partners and we need to ensure that they are owners of the process.

Carlos Alberto Torres: The problem we are facing is that people are taking advantage of the opportunity to make a profit instead of providing education.

Gloria De Souza: Financially marginalized students need to receive the right education from the beginning and to be given the same opportunity to develop as everyone else so that they can compete on a level playing field with those who have been able to buy education. Social partners and entrepreneurs should be looking at how to work with the government to provide high-quality education for all.

IV. Creating Dialogue

Darleen Opfer: How do we create dialogue and coordination between government and social entrepreneurs and NGOs?

Carlos Alberto Torres: Smart regulation would mean that for-profit providers should share the losses when students default. Secondly, there would be an eligibility test for attending college. Thirdly, there should be laws to make educational funding a priority through, for example, financial transaction taxes. Finally, there should be a compact between civil society and the state to ensure education is neither regulated completely by the market nor the state.

Mhammed Abbad Andaloussi: Our agreements should indicate the commitment of each party. Entrepreneurship, financial literacy, life skills and leadership should not be considered as extra-curricular and there should be a new approach to the curriculum to include such skills to facilitate collaboration.

Gloria De Souza: Our experience has been that what we have to offer the schools has raised the

standards and we have reason to hope that the Indian government is taking an interest in ensuring quality in education. With another NGO, Naandi, we are currently looking at how we can scale quality education all over the country.

V. Addressing Concerns

Darleen Opfer: How should we address the concerns to allow these initiatives to flourish?

Carlos Alberto Torres: We need a new social partnership, including social movements, to attack this problem.

Mhammed Abbad Andaloussi: We need to focus on selecting, training and motivating good teachers and coming up with ideas to create partnerships with them.

.....
Gloria De Souza: The quality of teachers ultimately decides the quality of education.

The quality of teachers ultimately decides the quality of education.

.....

VI. Questions and Answers

From the floor: Is providing business education at secondary level a wise strategy?

Mhammed Abbad Andaloussi: We need to start stimulating the entrepreneurial spirit from primary school and using an approach of “learning by doing.”

Gloria De Souza: You need a strategy to determine what needs to be taught and the strengths and weaknesses of every student. Students should be given a diet of confidence and education that makes them lifelong learners.

From the floor: Can social entrepreneurs originate within the system or be given positions of power within the system?

Carlos Alberto Torres: There is always a dynamic between the inertia within government institutions and the fact that bureaucrats reproduce themselves. However, forces from outside can open up opportunities.

Mhammed Abbad Andaloussi: We have not been encouraging social entrepreneurship sufficiently and we also need to develop a culture of volunteerism.

From the floor: What practical examples can be used to train students to become risk takers?

Mhammed Abbad Andaloussi: When we ask a business executive to go to a school it is always with a teacher, and they learn from each other.

From the floor: Can you give a precise definition of a social entrepreneur?

Carlos Alberto Torres: A social entrepreneur is someone with initiative and imagination who tries to help a community with a particular problem, taking advantage of political, intellectual and economic resources to do so.

Gloria De Souza: A social entrepreneur is someone who wants to use all their abilities to take risks in finding solutions to social problems.

Mhammed Abbad Andaloussi: A social entrepreneur has to be passionate and to be able to transmit that passion.

The 2011 WISE



Awards Winners

Under the theme of “Transforming Education: Investment, Innovation and Inclusion” the 2011 WISE Awards set out to identify, recognize and showcase outstanding innovative projects that have had a transformative impact on education through effective, sustainable policies and practices while promoting inclusion and diversity.



Above: BBC Janala - © BBC World Service Trust

Left: Teacher Education in Sub-Saharan Africa (TESSA)
©The Open University

The six representatives of the winning projects were: Paul Collard for Creative Partnerships, Creativity, Culture and Education (CCE) in the UK; Mohammad Ashrafuzzaman for BBC Janala, BBC World Service Trust, Bangladesh; Richard Baraniuk for the web platform Connexions, Rice University, USA; Freda Wolfenden for Teacher Education in Sub-Saharan Africa (TESSA), The Open University, UK, operating in Africa; Mhammed Abbad Andaloussi for Al Jisr School-Business Partnerships in Morocco; and Ricardo Rene Rosas Diaz for SueñaLetras, Center for the Development of Inclusion Technologies (CEDETI), based in Chile and deployed in Mexico, Uruguay, Costa Rica and Spain.

Information about the winning projects, including video interviews with their representatives, can be found on the WISE website (www.wise-qatar.org) and you can also visit the WISE Awards blog (<http://awardsblog.wise-qatar.org>).

There was a dedicated WISE Awards booth at the Summit and representatives spoke in a Focus Session and Debate devoted to their projects, and in a number of other sessions. WISE will continue to promote and monitor their achievements as it has done for the previous 12 winners.

For full details of the applications process for the 2012 WISE Awards visit: www.wise-qatar.org



Creative Partnerships - © Creativity, Culture and Education (CCE)



Mhammed Abbad Andaloussi



Mohammad Ashrafuzzaman



Richard Baraniuk



Paul Collard

The 2011 WISE Awards Winners



Connexions - © Rice University, licensed under a Creative Commons Attribution license



Al Jisr School-Business Partnerships - © Al Jisr



Ricardo Rene Rosas Diaz



Freda Wolfenden



Sueñalettras - © CEDETI



Gala Dinner and WISE Awards Ceremony

The WISE Gala Dinner was held at the Qatar National Convention Center on the evening of Wednesday, November 2, 2011, and was attended by Her Highness Sheikha Moza bint Nasser, Chairperson of Qatar Foundation, and by the WISE speakers and participants. Her Highness, accompanied by His Excellency Sheikh Abdulla bin Ali Al-Thani, Chairman of WISE, presented the 2011 WISE Awards trophies to representatives of

the six winning projects. During the WISE Awards Ceremony the guests enjoyed a program of entertainment highlighting the growing community of best practices represented by the WISE Awards projects. The program featured photographs from the WISE Book, *Innovation in Education: Lessons from Pioneers around the World*, and music performed by the Qatar Philharmonic Orchestra and the Fayha Choir of Lebanon.





wards





Day 3

THURSDAY NOVEMBER 3, 2011 

PLENARY

Designing Education for the Future



S P E A K E R S • Prof. **Marwan Awartani**, Professor of Mathematics; Acting President of Al-Quds University; Secretary General of Universal Education Foundation, Chairman of Elham Palestine and Chairman of the Arab Foundations Forum (Palestine) • Dr. **Cheick Modibo Diarra**, astrophysicist; President, Microsoft Africa; Founder, Pathfinder Foundation for the education and development of Africa (Mali) • Ms. **Valerie Hannon**, Board Director, Innovation Unit (UK)

CHAIR • Mr. **Stephen Cole**, Presenter and Correspondent, Al Jazeera English (Qatar/UK)

Followed by remarks by the Right Honourable **Gordon Brown**, MP, former Prime Minister (UK)

I. Overview

Stephen Cole: Could our panelists share with us some of the messages they have received in the course of the 2011 WISE Summit?

Marwan Awartani: The WISE community is developing an ambitious reform agenda based on innovation. Here are some of the messages I have received from the Summit. Firstly, the thinking is that students should be seen as citizens living in a small society during almost half their waking lives for a period of 12 years.

“One obvious right is the right to a voice. Students are in a class which is the largest service system in the universe, and today the whole world cares about client satisfaction. How come education is an exception? We rarely think about how students feel: perceptions, concerns and perspectives about

“We take it that we know better and they should just sit there and be happy, passive learners.”

..... what they learn, how they learn, why they learn and from whom they learn. We take it that we know better and they should just sit there and be happy, passive learners.”

..... Schools will act as incubators for civility, civic engagement and citizenship, both local and global, and should foster freedom of thought and expression.

Secondly, education is an enabler for individual and collective wellbeing and sustainability. Therefore it is very important to nurture sound practices and behavior patterns that will help children make the right choices.

Thirdly, learning should be collaborative, joyful, meaningful, interactive, relational, fundamentally human, fostering navigational capacity, critical thinking, problem solving, creativity, entrepreneurship, self-esteem, curiosity, imagination, autonomy, enquiry and a desire and capacity for learning. Education should be more affordable and inclusive, more accessible for girls and the less privileged, and more personalized. Curricula need to be multi- and trans-disciplinary, and schools need to be learning communities and should support heterogeneity rather than uniformity. We should not be obsessed by standardized exams because they do not work.

Valerie Hannon: Three insights have stood out. *“One is that we are talking now about learning and not focusing in on schooling. That is a fundamental shift to make.”* Secondly, talk of a reform agenda is not the same as addressing issues of transformation, but we should focus on both. Thirdly,

“We are talking now about learning and not focusing in on schooling.”

Designing Education for the Future

the curriculum is not a package to be delivered; we need to be thoughtful about what knowledge is valuable in what context. The critical insight from many delegates is that eco-literacy, learning how to live on this planet and retain life here, will move to the center of our focus.

Cheick Modibo Diarra: I see three areas for possible innovation. Firstly, our curricula should take into account the developmental stages of children since we know a lot more about how a child’s brain develops. Secondly, we should think about using computer models of whatever scenario we are studying to allow children to conceptualize and visualize concepts. Thirdly, we could create economies of scale enabling everyone to access quality education.

II. Visions for the Future

Marwan Awartani: The education system seems to be based on almost untouchable constructs.

.....
“Education is the slowest learner in the world.”

“Education is the slowest learner in the world.” Dismantling this complex, interconnected system will allow fundamentally new approaches and not cosmetic changes. The real challenge is

to build a movement for transforming education around a new universal charter.

Stephen Cole: Does technology threaten local cultures?

Cheick Modibo Diarra: I do not think technology threatens cultures. We might have to leverage technology to connect all the knowledge we have about different subjects and put it in a broader context. Instead of threatening, it will act as a glue to permit broader and deeper views of problems.

Stephen Cole: If learning becomes more personalized, open and diverse, how can we measure learners’ progress?

Valerie Hannon: Personalization is not the same as individualization. It is possible to address some of the fundamental issues as to which aspects of knowledge we decide are essential for young people, but we are still poor at developing well-tuned assessment systems. Learners need to be fundamentally involved in designing the learning opportunities they want. Teachers need to be involved in designing learning opportunities based on our knowledge of how learners evolve. Alongside creating better schools we need to develop and enable different models. However, when you shift from one paradigm to another, the new paradigm is not necessarily more effective immediately, so system leaders need to be simultaneously hospice workers to a dying system and midwives to a new system, and develop a powerful case for change while incubating the best examples from a whole range of actors.

Cheick Modibo Diarra: *“Before we talk about who should get involved in designing the school of the future, what we need to do first of all is get the communities involved. They need to define the school of the future.”*

.....
“What we need to do first of all is get the communities involved.”

III. Questions and Answers

From the floor: What is the key challenge for the future of education?

Marwan Awartani: The main challenge is to capitalize on the informal and experiential learning that is taking place all the time. Having only one system that is certified as proper learning cannot work.



From the floor: How should the system adapt to meet the needs of lifelong learning?

Valerie Hannon: We are talking about a shift from the school to a community of learners where everybody, including the parents, is capable of accessing resources and playing a full role in their own continuing development. *“The teachers, the practitioners, the meta-educators and the para-educators within the school system need to be learners too. They need to be modeling that system in which we all continue learning, continuously. The*

.....
“The key to it is that we assume the identity of learners throughout our lives.”

key to it is that we assume the identity of learners throughout our lives.”

From Twitter: Will the biggest divide in future be between the haves and have-nots in education?

Cheick Modibo Diarra: The international community has set the Millennium Development Goals. Hopefully we can find creative and innovative ways to give everyone access to a quality education by putting all our resources together to create economies of scale so that even the have-nots can afford quality education.

From the floor: What is your vision of the roles of technology and school in the learning society?

Valerie Hannon: Technology is not a silver bullet. We should think about it like clean running water.

From Twitter: Have you examples of innovative and scalable ways to enable lifelong learning that are affordable?

Marwan Awartani: The “Palestine Inspires” initiative is supported by national and local partnerships, and aims to improve the schools by engaging all stakeholders and replicating innovative initiatives.

Stephen Cole: How can members of WISE create momentum?

Cheick Modibo Diarra: They can focus on the access issue and keep in mind the dynamic aspect of learning, because most of the skills required for jobs of the future are not even known today and we need to innovate continuously.

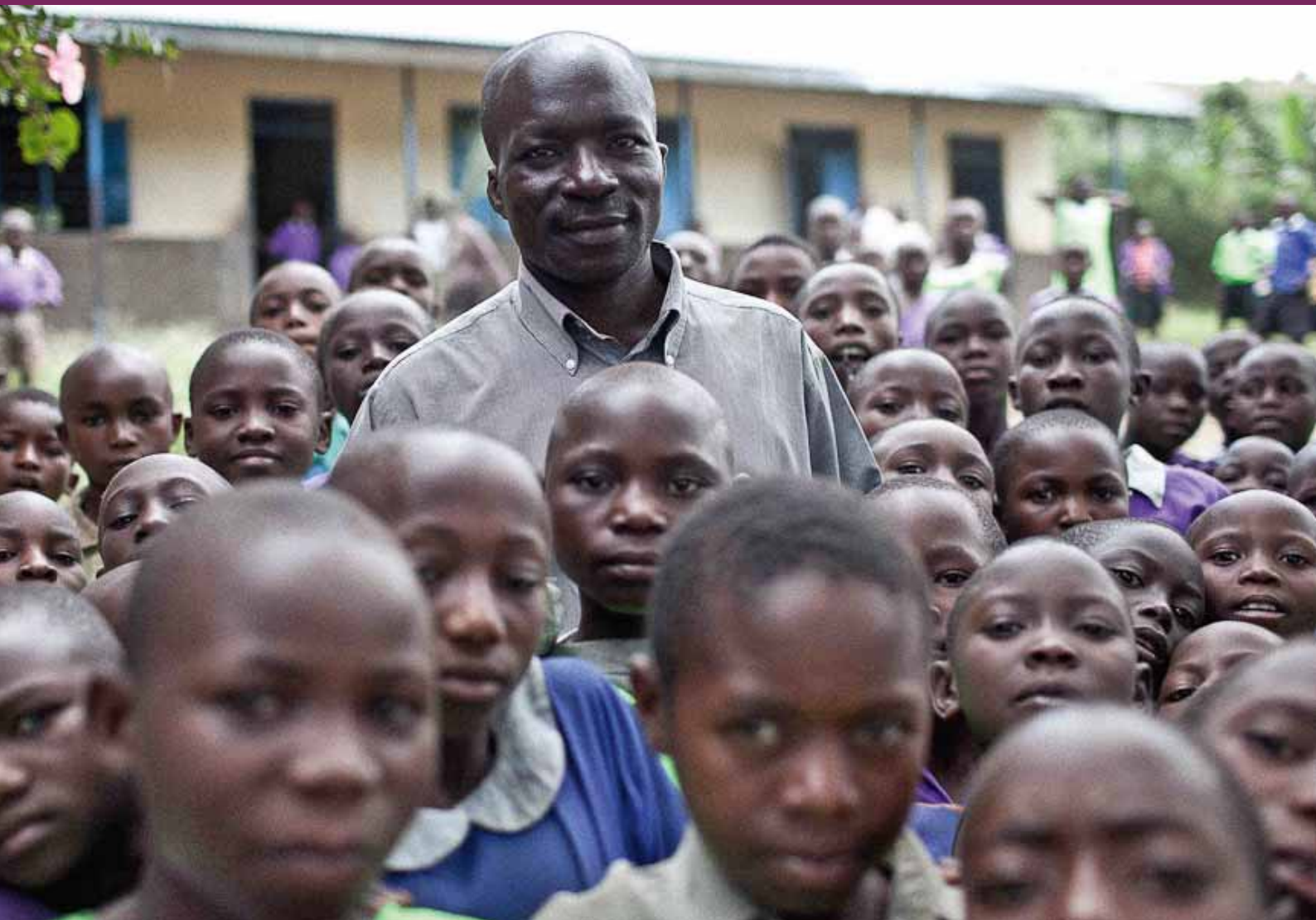
Valerie Hannon: We need to make a case for change that has meaning for people where they live, and to create a sense of possibility by emphasizing the meaning and potential of projects.

Marwan Awartani: WISE can create a learning community and a portal for applicable projects and initiatives, invest in start-ups, help take them to scale, and lead a global movement for a world education “Spring”.

IV. The Importance of Education

Read excerpts from the Rt. Hon. Gordon Brown’s remarks on page 182.

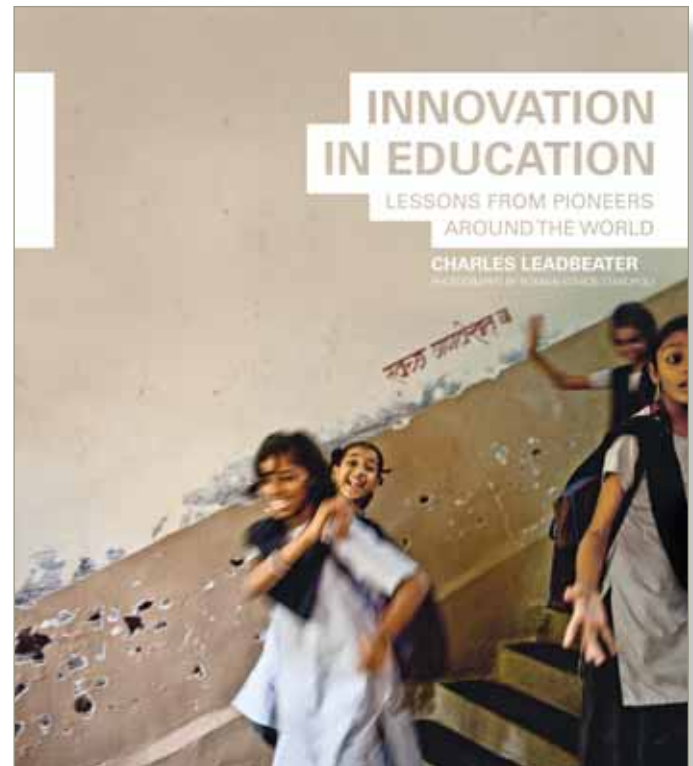
The WISE



Book

The first WISE Book *Innovation in Education: Lessons from Pioneers around the World* (Bloomsbury Qatar Publishing) was launched at the 2011 Summit with a dedicated booth and Focus Session. It was also presented at the Learning Without Frontiers Conference and Festival in London, January 25-26, 2012. The book explores innovative educational initiatives, including those of WISE Awards Winners and finalists, and identifies the lessons that can be learned from them. It reports on the best practices which were uncovered and on the factors that successful innovations have in common.

WISE commissioned author and innovation expert Charles Leadbeater to visit projects around the globe, meet the remarkable people behind them, as well as the beneficiaries, and to write this work on the basis of his research. He was accompanied by photographer Romain Staros Staropoli, some of whose pictures are reproduced here.



The WISE Book



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Debate

Mobile-Learning for the Hard to Reach



S P E A K E R S • Ms. **Shabnam Aggarwal**, Co-Founder, MILLEE; Founder, The Teach Tour (USA) • Ms. **Laurie Butgereit**, Java developer, Internet of Things Engineering Group; principal Technologist, Meraka Institute, Council for Scientific and Industrial Research (South Africa) • Prof. **Tim Unwin**, CEO, Commonwealth Telecommunications Organization; Emeritus Professor, Royal Holloway, University of London (UK)

C H A I R • Prof. **John Traxler**, Professor of Mobile Learning and Director of the Learning Lab, University of Wolverhampton; Founding Director, International Association for Mobile Learning (UK)

I. Panel

Laurie Butgereit: In South Africa a company called MXit has been offering Internet chat for the last 10 years. The country has about 20 million MXit users, mostly teenagers, and we started a math homework helpline using this chat system, the Dr. Math project. We now have about 30,000 primary and secondary pupils who talk to volunteer tutors from local universities.

Tim Unwin: I have become more pessimistic over time about the extent to which ICT can empower learners because it could do much more than it has. The latest figures from the International Telecommunication Union show that the differences in terms of access and use between the most and least developed countries are increasing.

.....
***Cell phones
 are going to
 leapfrog all other
 technologies.***

Shabnam Aggarwal: Cell phones are going to leapfrog all other technologies. MILLEE makes games for cell phones with the aim of entertaining, teaching English and accessing the poor at the same time. The

initial focus was on teaching children, which turned out to be the wrong emphasis, and now the focus is more on adults using technology as an assistant rather than a primary tool.

John Traxler: Who are the hard to reach?

Laurie Butgereit: The hard to reach for us were initially teenagers and we bypassed the teachers altogether. However, more and more people came into the user group who were outside this target, such as children from schools with no math teacher, or from rural areas, so our definition has broadened.

Tim Unwin: People with disabilities constitute a large group that needs support and mobile devices can help them participate fully. Those living and working on the streets and the elderly are two other significant groups.

Shabnam Aggarwal: The initial definition was child-focused and, while I still think children in most rural areas are hard to reach, the adults are the ones who will be teaching the children and they are even more difficult to reach because they have no place to convene.

John Traxler: What are the constraints in reaching the hard to reach?

Tim Unwin: Some societies limit women's access to mobile phones. One of the constraints is our imaginations because we need to ask who will really benefit from this technology and what we can do about it. Also, research on products for the disabled is very expensive.

Laurie Butgereit: Our biggest barrier is the shortage of tutors because we are not using the technology to deliver preexisting content.

Shabnam Aggarwal: Infrastructure and cost are both issues as well as human capital, because teachers are often not trained to use the technology.

John Traxler: Why do we consider mobile learning to be so good and appropriate?

.....
Seventy seven per cent of people in the world have direct access to a mobile phone.

Shabnam Aggarwal: Seventy seven per cent of people in the world have direct access to a mobile phone.

Laurie Butgereit: Mobiles are the only way we will reach teenagers and children because most of them have one. Not only can

we help them with their math, but we can also try to help them get into university.

Tim Unwin: Mobile devices seem to be used far too much for accessing content when they are primarily communication devices, and there is real potential for creating networks of learners.

John Traxler: Where do you see the barriers?

Laurie Butgereit: There is a shortage of experts who want to volunteer their time.

Tim Unwin: People in education need to focus far more on the learning needs of the poor and marginalized as well as those of the entire community. Secondly, the market may be able to cater to the needs of the majority, but states still have responsibility for their people, so we should work with them to support delivery of learning through mobile technologies.

Shabnam Aggarwal: Value for money in terms of connectivity will be very powerful as an enabler, and

we need to bring content to the devices. Regarding policy, governments are coming around slowly to the idea.

II. Questions and Answers

From the floor: Does the panel see voice recognition with artificial intelligence – for example the remarkable Siri on the iPhone 4 – as a real answer to replacing the warm-body non-scalable tutor-teacher?

Laurie Butgereit: Human-to-human communication sells Dr. Math in our case. There are lots of initiatives in South Africa that have phones accessing digital content, especially with mathematics. However, those phones are costly. We are running Dr. Math on low-end WAP phones, and maybe what you are proposing is an ideal situation where everybody can have a smartphone, but it is not where we are at right now in South Africa.

Shabnam Aggarwal: There are huge implications with Siri and there is a lot still to be done with it.

From the floor: What do your organizations do to ensure effective communications so that their goals are actually attained in terms of the hard to reach?

Shabnam Aggarwal: We at Digital Green try to encourage deep group discussion between farmers in rural India about the agricultural topic they have learned so they can decide whether they will adopt particular practices. Classroom learning and community are very important in communication.

From the floor: How do you bring mobile technology to those of lower socio-economic status?

Laurie Butgereit: We stick to text. Cell C has zero-rated communication with MXit and currently Vodacom is in discussions on that. However, we are talking about 20 US cents a megabyte and a child is not going to type in a megabyte talking to Dr. Math.

Tim Unwin: We need to drive prices down to enable educational solutions at real value for money.

Laurie Butgereit: The tutors themselves often look things up and send just the text to the students, having removed the images.

John Traxler: In the UK the network operators sell text messages in bulk to the entire university sector.

From the floor: How important is literacy to mobile literacy, especially when as a mode of communication it depends a lot on text messaging?

Shabnam Aggarwal: TV is obviously much more pervasive, especially for the illiterate. There are voice abilities on cell phones, so quite a bit can be done over the cell phone for illiterate people. TV has images. Digital Green also uses images, because they are really powerful, and presently the cell phones used by the rural poor do not have the ability to display video and images.

From the floor: Do censorship and education from the government impose a restriction on mobile learning?

Tim Unwin: One of the really interesting things about technologies, particularly mobile devices, is that people can use them in a very bottom-up way. However, at the same time, the powerful can use that to control and understand what the people are doing by monitoring digital traffic.

We are letting the teenagers drive the conversation. The kids ask the questions and we help them.
.....

From Twitter: What are the pedagogical issues to consider in mobile learning initiatives?

Laurie Butgereit: We are letting the teenagers drive the conversation. The kids ask the questions and we help them.

Tim Unwin: The balance between teachers and learners is changing, and that creates new things.

Secondly, so much use of digital technologies in learning has emphasized downloading content and people just regurgitating it. That is not what education is about.

From Twitter: What is the agenda for the next five years?

Laurie Butgereit: We are looking at increasing our participation from 30,000 to a million children in two years.

Shabnam Aggarwal: Hopefully 3G will be far more accessible and smartphones will begin to trickle down. The future of education with regard to mobile phones will involve a lot more of the students defining the pedagogy for themselves and defining their own curriculum.

Tim Unwin: We want to progress towards ensuring everybody has access to the potential of what the rest of us have. Secondly, we are trying to develop learning solutions for the most marginalized and for people with disabilities. Above all, we should listen to the needs of learners.



Debate

Learning through Play



S P E A K E R S • Dr. **Ela Eckert**, Vice-President, German Montessori Society (Germany) • Dr. **Zoran Popović**, Associate Professor in computer science and Director, Center for Game Science, University of Washington; Founder, Foldit (USA)

C H A I R • Mr. **Bruno della Chiesa**, Senior Analyst and Project Manager, Centre for Educational Research and Innovation, OECD (Paris)

I. Playing the Glass Bead Game

Bruno della Chiesa: Findings from brain research and cognitive neuroscience can shed new light on old issues, raise new questions, and inform debates. We consider a dialogue to be necessary between the neuroscientific and educational communities on an international level in order to answer questions of a technical, social, ethical and political nature. We have learned more about the brain and how it works in the last 20 years than ever before so we cannot ignore this.

.....
We have learned more about the brain and how it works in the last 20 years than ever before.

This is the result of the impact technologies have made on the study of the learning brain, especially where brain plasticity and periodicity are concerned. Learning was considered for decades to be merely a cognitive process but the more we learn about the brain, the more we discover how much emotion influences it. Innovations such as wearable optical topography allow us to measure activity in the neocortex. The brain is a lifelong learning device. There are optimal periods for learning, but not critical ones, meaning that you can learn anything at any age and some things are learned better as an adult. The remarkable plasticity of the brain makes remediation from learning disorders possible.

Because reading and writing are relatively new human activities they are not evolutionally hard-wired. The older you get, the better you are at learning semantics and vocabulary. A Finnish team has been able to discover dyslexia in one-year-old children and can conduct phonemic training to improve decoding skills. Could learning and play be one and the same? Hermann Hesse's novel *The Glass Bead Game* is about learning through play, centered on a mind game that brings together knowledge, skills, beauty, art, faith and many other things.

II. The Montessori Approach

Ela Eckert: The essentials of play are that it is voluntary, not time-limited, gives joy, is autonomous, and is self-organized. Maria Montessori, based on observation of children from many cultural backgrounds, arrived at the conclusion that it was important to let children learn according to their developmental needs, and to take in both the positive and the negative impressions from their environment. She identified what she termed "polarization of attention," later called "the flow phenomenon" by the psychologist Mihaly Csikszentmihalyi. Her concept was that there has to be a specific learning environment depending on the age group.

It is essential to let the children choose what they want to learn in this environment according to their

Learning through Play

inner development and interests, and neuroscience can confirm this. The Montessori experiment showed that children could concentrate from a very early age, and be responsible for taking care of their own environment and be independent within it. It is essential, in the case of young children, for the environment to be well-structured and carefully prepared. The approach to learning is to teach context and not just facts, as in traditional schooling. A learning environment is no longer appropriate for children from 12 to 18; they need to have a study center where they look at the practical side and then study the theory.

III. Game Learning

Zoran Popović: Our approach is similar to that of Montessori in that it does not start with theory but with people, giving them the incentive structure to discover things for themselves. Our research project began with the question of how people who know nothing about biochemistry could solve difficult problems in it. The result was Foldit, an elaborate mass-scale social online game where you try to compress a complex structure into as tight a space as possible. More than three-quarters of the top 20 players had no background in biochemistry.

The biggest achievement of the game was to raise novices to the level of experts, which has enabled them to publish papers in *Nature* three times in less than two years, which no lab in the world can match. The science has been accelerated through a large number of people being able to achieve a high level of performance on this problem. The question is whether we can do the same for education. We are trying to use a game to give us data on how best to teach children science, technology and math, and this takes the form of an online world, accessible

from anywhere in the world, which can gather millions of samples of all possible confusions and, by varying the game, model the best set of challenges for each child. This can also be used in a classroom. The teacher can see how much the game thinks a child understands a complex expression and what aspects might best be presented to the child as problems.

This presents the possibility of eliminating the need for homework and examinations, because they are assessed within the game. The key question is how effective it is in terms of translation to real-world problems. The way to test this is whether the same problems can be solved in a very different game context. Foldit shows that collective intelligence works because people contribute different skills.

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Foldit shows that collective intelligence works because people contribute different skills.

IV. Questions and Answers

Bruno della Chiesa: Ela, could you tell us how the notion of “flow” relates to play and learning?

Ela Eckert: Montessori spoke of “polarization of attention” in children when they are totally absorbed by a task. The psychologist Csikszentmihalyi studied the same thing in adults and found out that when people have challenges that are appropriate to them – neither too much nor too little – their personality enters a “flow”.

From the floor: Is the Montessori method used for the poor?

Ela Eckert: Montessori is not just for rich countries. It has been applied in Tibetan villages since the 1960s and some African countries are working with it also.

From the floor: Would this play method qualify you for higher education?

Zoran Popović: We have been measuring the ability of children to apply what they have learned. People can get a high school diploma without understanding the key concepts so there is something more fundamental involved than passing exams.

From MyWISE: Should games not focus on the social aspect and playing with peers?

Zoran Popović: After they have understood the concepts the children are invited to participate in the active development of the games, so they contribute to the social development of those children passing through the same process.

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**Autistic children
 are some of the
 best game players
 in the world.**

From the floor: Are you thinking of developing games for autistic children?

Zoran Popović: Autistic children are some of the best game players in the world so it seems like a natural challenge for them.

From the floor: Life itself is not about play.

Zoran Popović: Games themselves are not necessarily frivolous, but can teach persistence and empowerment. Perhaps the virtual world can provide what is not otherwise available.

From MyWISE: Do you have statistical evidence of the advantage of the Montessori method over others?

Ela Eckert: There has been an empirical study published on the method, *Montessori: The Science behind the Genius* by Angeline Lillard.

From the floor: What role could game-playing have in solving problems such as illiteracy?

Zoran Popović: We are looking at ways to foster language and creativity through gameplay, and the focus is on accessibility through phones.

From the floor: Did you see whether children could apply their game learning to the real world?

Zoran Popović: We will be looking for schools to cooperate in gathering data.

From the floor: Have you any ways of measuring the success of the Montessori method for secondary school children?

Bruno della Chiesa: That needs a separate debate.

From the floor: Is the Montessori method appropriate for teaching disabled children? Will using computer games for learning not deepen the disability of autistic children?

Ela Eckert: Many Montessori schools accept disabled children and there are centers for severe disability as well.

Zoran Popović: There is the potential that virtual worlds do not develop the dimension of social interaction, but at the same time it might empower them to learn they can do all these things.

From the floor: How can you guide educators to help students learn through your games?

Zoran Popović: We are developing classroom use of the games.

Nurturing Creativity



Build the future through education
Anele

Education plants the seeds for the future
W. K. Aggrey
U.K.

"Since there is a market for carbon credits, there could also be one for education credits."
- Steen Jorgensen
the World Bank

By opening access to information to individuals around the world, without imposing any one culture over the rest.
Maurice DeLuca
New York
Patricia Rodriguez
Cuba

By ensuring 100% is in school by 2015

Education must respond to the needs of the people to live in dignity and prosper

Moving economic centre of world
education
to Florida

Asha-Rose Migiro
Deputy SG, United Nations

Education is vital for any sustainable development. It empowers people and brings equity, justice and coherence in any society.
Kofi Annan, D.G. UNESCO

King

Ask young people what they want their world to be

"No talent should remain undiscovered"
- Gerhard Schröder
Former Chancellor of Germany

S P E A K E R S • Mr. **Paul Collard**, Chief Executive Officer, Creativity, Culture and Education (UK) • Dr. **Young Jin Ko**, State Superintendent, Gyeongnam Provincial Office of Education (South Korea)

CHAIR • Prof. **John Wood**, Secretary General, Association of Commonwealth Universities (UK)

I. Introduction

John Wood: The creative process is very elusive and includes attitude, culture, whether we encourage or discourage, and the systems we use for teaching. Creativity attacks norms and challenges things we hold dear. Does schooling, with its emphasis on right answers, stifle innovation? Is creativity helped or hindered by wealth? What is the impact of culture and new technologies such as 4G? How far can we encourage open innovation?

II. Panel

Paul Collard: The Creative Partnerships program has been working for eight years in England, trying to unlock creativity in children and young people. Creativity has moved steadily up the political agenda in the developed world as politicians see the connection between it and innovation. However, we have found that it inevitably causes conflict with the current education system and poses fundamental questions about how we teach. It is often seen as a desirable extra in education, but our experience is that that does not work. When the OECD (Organisation for Economic Cooperation and Development) holds the PISA (Programme for International Student Assessment) tests in science,

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Creativity has moved steadily up the political agenda in the developed world.

math and literacy, they also establish the level of interest in the subject and “self-concept” – individuals’ knowledge and perceptions about themselves in academic achievement situations – which reflects their degree of confidence in the subject. Finnish children score highest in science but they are the least interested of all the OECD countries. Confidence and interest are the best indicators of whether the child will go on to have a career in that subject. The current education system does not work and has to change, and reorganizing how the classroom is managed will do this and unlock the creativity of young people.

Young Jin Ko: In South Korea the State Superintendent is directly elected by the residents for four years. This is my second term and my office is in charge of the kindergartens, elementary, junior high and senior high schools. There are 540,000 students and 45,000 teachers, and the annual budget is about \$3.5 billion (US). My office defines creativity under three themes: singing, exercise and reading, which seem to be basic activities but in fact are essential. We seek happiness and develop our minds through music; we build our strength and health through exercise; and we find creativity, information and knowledge through reading. Through education Korea has developed quite rapidly. There can be no education without creativity and we have a number of programs to cultivate it.

Nurturing Creativity

III. Questions and Answers

From the floor: Mr. Collard, is there innovation in terms of how we transmit our values across generations, ways that are more democratic and participatory and more dependent on the content rather than the authority? Dr. Ko, you stated that you are elected. Could you explain that further?

Young Jin Ko: We have direct elections for provincial superintendents. It is a difficult process in many ways because, since all 3.4 million residents have the right to vote, I have to find out what kind of policies they want and develop the right educational system and some kind of consensus.

From the floor: We need to change the perception of creativity within a culture because norms can often hinder the processes of the unconscious mind.

From the floor: You asked if wealth is a hindrance to creativity. A common view is that need is the mother of creativity and in the Gulf Cooperation Council countries that results in young people not feeling they need to be creative. We are looking for alternative values to money in the bank.

From the floor: There are many ways in which to exemplify developed creativity and we need to develop a research sector that reflects all kinds of disciplines. Artists explore knowledge through different means of representation and a survey in the US shows that those individuals have hybrid careers and high levels of satisfaction and civic engagement.

From the floor: Creativity is not a subject to be taught. It has to be embedded in the learning process, but the issue is how to integrate it. We need a paradigm shift. How do we educate the educators to nurture creativity in students?

John Wood: That is a hard issue to tackle when you have assessment systems that are very rigid. Students should question what they are told.

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Students should question what they are told.

From the floor: In physics, when a system is in a critical condition the system will self-organize to get out of that condition. To teach creativity we have to put students in a critical condition so that they will self-organize to create many ideas.

From the floor: Education has to be holistic and to nurture the imagination, and it also has to be contextual so that the student sees how the pieces come together. We provide courses on sustainable development for engineering students to give them the values and context. When they are later let loose on projects, this fires their creativity.

John Wood: In our engineering courses the women students appreciated the values and the fact of reaching out to disadvantaged people. They became more engaged by the courses than the men.

From the floor: Creativity is a talent like any other and the values of the society are a big factor in whether it will develop or die. It also requires empowerment, whether in terms of resources or knowledge.

From the floor: In a world where what gets tested gets taught, what are the objective measurements of progress in encouraging creativity?

From the floor: Creativity is educated out of us through compartmentalization. The Pan-African University requires everyone to take courses in creativity, innovation, values and leadership.

IV. Conclusion

Paul Collard: The communication of values is an important issue because to nurture creativity you need open, democratic and participative classrooms so that the children can live the values. Defining creativity is the starting point in measuring it, and we need to develop a language which teachers can use to identify it.

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Creativity should be instilled in programs from kindergarten to postgraduate level and it should involve a different approach.
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Young Jin Ko: Creativity is to be found everywhere in the education system and the most important aspect is how deeply involved teachers are in teaching and how they teach. Creativity should be instilled in programs from kindergarten to postgraduate level and it should involve a different approach. We have to focus on the students who did not give the right answer as well. The

best teacher is the parent and a lot of Korean parents show deep interest in their children's education.

John Wood: A social revolution is happening where students access information in the classroom that may be counter to what is taught, challenging the authority of the teacher or lecturer.



Debate

Learning Anytime, Anywhere



S P E A K E R S • Dr. **François Taddei**, Genetician and Systems Biologist, National Institute of Health and Medical Research; Director, Centre for Research and Interdisciplinarity, Paris Descartes University (France) • Dr. **Rosa-María Torres del Castillo**, Educationalist, specialist in learning communities and lifelong learning; former Minister of Education and Cultures in Ecuador (Ecuador) • Dr. **Ruth Wallace**, Senior Lecturer, Centre for Social Partnerships in Lifelong Learning, Charles Darwin University, Northern Territory (Australia)

C H A I R • Mr. **Graham Brown-Martin**, Founder, Learning Without Frontiers (UK)

I. Introduction

Graham Brown-Martin: What is lifelong learning?

Helen Keller said that life is a succession of lessons which must be lived to be understood, but Gloria Steinem said that the first problem for all of us, men and women, is not to learn but to unlearn. Often lifelong learning is used as shorthand for adult learning, which takes place once one has completed formal education, but the term should not be limited in this way. Lifelong learning takes place at any time or place in one's life and also beyond our formal learning institutions through a variety of media, and in a blended approach. Lifelong learning is complex when we consider the formats, visions, reasons and motivations for this learning.

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Often lifelong learning is used as shorthand for adult learning, which takes place once one has completed formal education, but the term should not be limited in this way.

II. Definition

Graham Brown-Martin: How would you define lifelong learning?

Rosa-María Torres del Castillo: Our ideologies about education are so strongly school-centered that people think of lifelong learning in terms of schools, and only in terms of adults, whereas it simply acknowledges that we learn all our lives.

Ruth Wallace: It means we can recognize that learning is about whole communities, families, the young and the old being able to learn together and from each other. We must also understand why and how people learn, as well as what.

François Taddei: Access to information is no longer limited and we have to know what information to seek and what to do with what we find. We need the critical ability to enable us to be proficient lifelong learners.

Graham Brown-Martin: International organizations all have their own different views of lifelong learning. Why is there this confusion amongst them?

Rosa-María Torres del Castillo: There are differences but also commonalities. Most international agencies think of it as an economic development strategy and the focus tends to be on adults rather than early childhood. The European Commission set five goals to be met by 2010 and all are related to formal education. Unfortunately the EU has not met these goals. We want to go beyond this narrow understanding of lifelong learning and acknowledge that there are other learning systems: home, the media, Internet, the workplace, the family. Schooling is important but that is not all there is, and not all teaching produces learning.

Learning

Anytime, Anywhere

III. Cultural Issues

Graham Brown-Martin: What are the cultural issues we must be aware of when putting lifelong learning into other communities?

Ruth Wallace: We are doing a lot of work on adult education in remote communities and it involves understanding that people have cultural responsibilities in how work and learning are managed. Therefore it means going beyond a very thin understanding of how learning and schools function to how culture integrates with it. The use of multimedia has been very useful in this regard as it enables us to create layered representations of knowledge and to offer a space in which to talk about it, how it happens and how it is authorized.

Rosa-María Torres del Castillo: The expansion of ICT has tended to strengthen what Paulo Freire called “the banking model of education” where the teacher knows everything and the learners know nothing, and teaching is like depositing a check in a bank. We are seeing the globalization of this model with global teachers and passive learners, and cooperation is seen as a north-south model, never as south-north. The major actor behind this model is the World Bank: local communities have what the World Bank calls “wisdom” whereas it has real knowledge, and we question that model.

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***If I give you
 knowledge I still
 have it.***

François Taddei: The banking model is flawed. If I give you money then I do not have it; if I give you knowledge I still have it. There are innovations happening all over the world. You have to empower people so that they understand how to produce data, what this data means, how to use this to produce relevant knowledge, and what collective

wisdom can emerge. Learning through research has to be accessible because everyone can contribute knowledge that is scientifically relevant. Zoran Popović created an online game to do something like this but there are many more problems we could solve in this way using collective knowledge. We want to make this ability to create knowledge available to children everywhere.

Ruth Wallace: Lifelong learning is about people taking control of learning in their communities, so being able to use devices for learning and having a real-world application for it is crucial. The challenge for the education system is to reintegrate this because accreditation tries to get rid of a lot of the diversity.

IV. Applications

From Twitter: What are the innovative applications of lifelong learning in countries where most children do not go to secondary school, as in Sub-Saharan Africa?

Rosa-María Torres del Castillo: There is a lot of talk about access but it means very little unless it is accompanied by quality. The right to education is not the right to go to school but the right to learn throughout life. I reject the idea that there are 21st-century skills that are universal, because survival is increasingly becoming a skill.

François Taddei: There are examples of innovative applications from India. One is a mobile-based game created to educate about HIV prevention. This has had 50 million downloads, has been translated into different languages and adapted to different cultures. Another involves the installation of computers in the walls of slum areas, enabling communities to learn together and build knowledge through sharing information. There is another example where Indian



farmers make their expertise in local practices widely available.

Rosa-María Torres del Castillo: I visited a group of people in Botswana that rejects school because they are a cultural group that never punishes children and communicates with them through dialogue.

V. Questions and Answers

From the floor: Is there a certain kind of schooling that everyone needs to pass through?

Graham Brown-Martin: How is lifelong learning accredited?

Ruth Wallace: We are accrediting the ways people engage and represent their learning. The question of “what” is learned changes throughout life. The problem with accreditation is that we have been very bad at doing it.

François Taddei: You need to be able to read, in the sense of decoding things; to write, in the broader sense of producing content through ancient or modern technologies; and to count, in the sense of having a scientific outlook.

From the floor: How do you suggest we organize technology to solve real problems? How do new insights into learning feed into lifelong learning?

Rosa-María Torres del Castillo: We can derive a lot of important knowledge from neuroscience to make a case for lifelong learning. The problem is that it is not available in teacher training or even in the mindsets of policymakers. We should go out and see the innovation and creativity that is already there, especially among the poor, who are born problem solvers because they have to be. We should change our school systems so that the poor can develop those capacities instead of inhibiting them, which is what happens now.

François Taddei: Neuroscientists are looking at how we can read and count, and using that knowledge they have developed games that improve these skills. Science works through community, so if poor people can connect through technology they can solve problems affecting them in their daily lives.

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We should go out and see the innovation and creativity that is already there, especially among the poor, who are born problem solvers because they have to be.
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Debate

Role of the Media in Education



SPEAKERS • Mr. **Luc Bronner**, Editor in Chief, Society and Politics, *Le Monde* (France) • Mr. **Philippe Cayla**, Chairman of the Executive Board, Euronews S.A. (France) • Mr. **Suneet Johar**, Associate Vice President, The Times of India Brand (India)

CHAIR • Dr. **D. D. Guttenplan**, journalist and educator; premier writer for the Education section, the *International Herald Tribune* (USA)

I. Background

D. D. Guttenplan: The *International Herald Tribune* is the global edition of *The New York Times* and covers education around the world. It is frequently used by English-language schools and colleges. The Education section focuses mainly on professional and postgraduate education.

Suneet Johar: The role of *The Times of India* in education comprises revenue generation, information, and corporate social responsibility. Education advertising generates around \$60 million (US) per annum. Furthermore, the student edition covers more than 2,000 schools with over 600,000 copies per day, five to six days a week. There is a free *Education Times* supplement every Monday. We also run a program which guides students through the Delhi University admission process along with an adult English-language initiative called Teach India. In India knowledge of English can double or triple your salary potential.

Luc Bronner: *Le Monde* has been producing content for teachers, students and parents for years. Circulation is about 300,000 copies each day with two million hits on its website. Education is one of its strategic issues for the coming years and it is a subject about which everyone has an opinion.

Philippe Cayla: Euronews broadcasts in 11 languages and reaches about 350 million people. It

is the most-watched international news channel in Europe. It began the *Tell Me More* program some years ago, aimed at helping people improve their knowledge of foreign languages, and a year ago launched *Learning World*, a magazine program about education everywhere in the world, in association with Qatar Foundation. We are going to continue *Learning World* next year because the number of people showing an interest in it is increasing greatly.

II. Role and Challenges

D. D. Guttenplan: What do you think the role of the media in general is?

Suneet Johar: Firstly, the media can impact policy. The latest census figures for India show 72% literacy and drop-out rates are quite high. The Right to Education Act and the issues it raises have been highlighted in *The Times of India* and other media. For example, private schools have to reserve a quarter of their places for underprivileged children and we are reporting on the resistance to this measure.

Luc Bronner: We have three different goals. Firstly, we have to provide information about education policies and debates. Our goal in the coming electoral campaign is to inform the debate and decode the candidates' programs. Secondly, we have to offer the best services to our customers and during the

next year we will be implementing educational services for our readers. Thirdly, we try to offer teaching and learning materials.

Philippe Cayla: We do not pretend to influence policymakers, because we have an international reach. Instead we try to create a community and we send journalists to other regions of the world to identify unique experiences. We combine satellite TV with debates on social media such as Facebook and Twitter. Some universities in the US and Europe are in fact using our programs in their courses.

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Are we really necessary in a world which can communicate directly?
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D. D. Guttenplan: Are we really necessary in a world which can communicate directly?

Philippe Cayla: We are reliable and people know that the stories are reliable and valid.

Luc Bronner: The challenge for us is to remain reliable even when being confrontational. We try to keep the best journalists on educational issues to ensure quality.

Suneet Johar: We can also contribute scale. In Teach India we found that a lot of poor children were not getting educated, and most of our readers are from the middle and upper income classes. So we linked up with NGOs and placed 100,000 of our readers as volunteer teachers in slums.

D. D. Guttenplan: Is education an area that is difficult for journalists?

Suneet Johar: We do not concentrate on bad news. Our approach to education is optimistic. We did have problems with Teach India with a 90% drop-out of teachers within three months, so we had to re-organize the concept.

Luc Bronner: Historical and sociological knowledge are very important for understanding the French debates around education.

Philippe Cayla: It is important to reach the larger audience of students and to present stories of interest to them.

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It is important to reach the larger audience of students and to present stories of interest to them.
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III. Next Steps

D. D. Guttenplan: What features of education that are just over the horizon are of interest to you? For me this would be the increasing role of the private sector in providing education, the value of credentials and the future of institutions in an age of online learning, and the increasingly global nature of education with considerable student and teacher mobility.

Philippe Cayla: It will be important to use the Internet to increase access to education, and use the diversity of experience across the world to develop educational methods.

Luc Bronner: We will be able to improve the educational system in coming years with new technologies. Democracy is also key.

Suneet Johar: One of the key challenges in India is to ensure that students who finish high school become graduates and postgraduates. We should also allow for-profit education in India.

IV. Questions and Answers

From the floor: What are the ethical similarities and differences between the educational system and the media, and how can we ensure that what we read is more than just an interpretation? Is there a need for a metric for the media to ensure it has

social responsibility? At *The Times Educational Supplement* we have a website where teachers upload resources and we have had 100 million downloads. Do the media have a role as a platform where teachers can share information?

Suneet Johar: We have very close ties with teachers, principals and deans, who provide counseling to students both through the papers and online. We also have face-to-face counseling for students transitioning to university education.

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One of our missions is to explain the complexity of the world and it is the same with teachers.

Luc Bronner: Journalism is not a science. One of our missions is to explain the complexity of the world and it is the same with teachers. There is no difference between the way public and private media cover subjects in France. We could create something like a social network to share teaching best practices.

Philippe Cayla: Concerning ethics, teachers and journalists share much the same values, although perhaps journalists work with a short-term vision. Regarding reliability, we check and re-check information in 11 different languages, which increases reliability. Regarding metrics, there is the European Media and Marketing Survey, for example, which defines the audience profile, but it does not look so much at content. We also have an education platform, which is the *Learning World* platform on the Euronews site.

From the floor: Are there specialized educational reporters or can anyone become an educational correspondent? What are your views on media that cannot operate freely? Has the role of supplements that rely on advertising revenue affected educational coverage?

Suneet Johar: We have roughly 100 dedicated educational correspondents. Secondly, 90% of revenue in India comes from advertising, so if an advertiser is also an educational client you have to be very careful in your coverage.

Luc Bronner: We have six dedicated education reporters producing different content. In France the proportion of advertising revenue is quite low so we do not suffer from that problem very much. However, the public administration often tries to influence coverage. Finally the private sector is quite weak so the relationship between the media and the education industry is not that difficult.

Philippe Cayla: We have around six full-time and part-time dedicated education correspondents. Regarding journalistic freedom, we have close ties with the organization Reporters Without Borders and sometimes do specific reports on this issue. We have very strict laws in France which prohibit advertising in the same field as the content so we are not too concerned by this.



Debate

Learners' Voice 2011



S P E A K E R S • Mr. **Abbas Mahmood**, Strathmore University (Kenya) • Mr. **Mohammed Al-Jaberi**, Université d'Evry-Val d'Essonne, France (Yemen) • Ms. **Ivica Alpeza**, University of Mostar (Bosnia and Herzegovina)

C H A I R • Ms. **Noor Doukmak**, Massachusetts Institute of Technology (MIT) (USA)

I. Experience of WISE

Noor Doukmak: I am a sophomore at MIT, studying mathematics. I expected to find direction as to how best to contribute to global education and my experience of WISE is that I am now more aware of what is being discussed globally about education. The most important thing to take away from this Summit is to ensure I maintain a connection with the students and to be in the classroom, as that will ensure a solid grasp of what is going on in the world.

Mohammed Al-Jaberi: It is an honor to be among the 30 students who came from around the world to represent learners at WISE. Every person has his or her own contribution to make. My experience of previous conferences is that policies were advocat-

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 ed but nothing would necessarily be done. However, I learned here that innovation can come out of both poverty and wealth. Slums in India or Brazil can make people question their living conditions and create amazing solutions, and wealthy countries like Qatar can stimulate investment in

I learned here that innovation can come out of both poverty and wealth.

mindsets. At WISE, there is a fascinating relationship between different generations and everyone is very approachable.

Ivica Alpeza: I study economics at Mostar University in Bosnia and Herzegovina. I am also a member of

the Organising Bureau of European School Student Unions. I came here initially to network on how to deal with education matters and to see whether students are considered to be equal stakeholders. We organized workshops about social entrepreneurship and advocacy and tried to show how non-formal education methods can be implemented. Non-formal methods enable a dynamic approach and cater to a variety of learners. The world is quite small when it comes to education because we are all faced with that problem. The future of education goes hand in hand with its purpose, to educate people for life.

Abbas Mahmood: It was interesting to meet fellow learners and discuss social entrepreneurship, because it was a platform to discuss and exchange ideas. I was interested in discovering the mindset in the Arab world. I am glad that Qatar realizes that education is a pressing matter to be addressed. The interviews we conducted at WISE can be found on the Learners' Voice blog. The ad hoc sessions on social entrepreneurship and advocacy organized by Learners' Voice were especially engaging and fruitful. We need to encourage governments to change their

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We need to encourage governments to change their attitude to education, from viewing it as a cost to seeing it as an investment.

attitude to education, from viewing it as a cost to seeing it as an investment.

II. Questions and Answers

From the floor: What do you think is the main problem our generation faces, and how would you address it?

Mohammed Al-Jaberi: The lack of empowerment of young people is one of the most crucial issues.

Ivica Alpeza: Promoting student rights to education, facilities and transportation would facilitate solutions to adult problems.

Abbas Mahmood: In Kenya studying education does not have the same prestige as studying medicine, but it should. We need to revitalize our sense of the value of education.

From the floor: Considering the job market's demands is a big challenge for students.

From the floor: The education system needs to look at the different ways that students now acquire information.

From the floor: It is a fallacy to assume that all parts of the world are facing the same challenges and it is inaccurate to say that there are fewer activists for education. You are confusing entrepreneurship with activism.

Mohammed Al-Jaberi: We do not need international statistics or organizations to take action but volunteerism is crucial. Learners have to be motivated to follow their passion.

From the floor: How are you going to build on this network in the coming years?

From the floor: We have opened a Facebook page to stay in contact with each other.

From the floor: Maybe as learners we could work on one project for a year and present it at the next Summit.

Noor Doukmak: The MyWISE network is also an opportunity for us to connect.

From the floor: Do you think the classroom is becoming increasingly irrelevant or even obsolete?

Abbas Mahmood: We need to prepare our generation to face the global challenges.

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The MyWISE network is also an opportunity for us to connect.

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From the floor: Student apathy is a problem. Creating a critical mindset requires teachers to engage students critically in the class, otherwise they are not going to participate or attend.

From the floor: The challenges will be different in different parts of the world. For example, India has a serious shortage of teachers, whereas one of the problems in the Gulf region is lack of motivation.

From the floor: How have schools helped or failed you in recognizing your talents?

From the floor: My university law course in Tanzania is too theoretical and has failed to give me practical knowledge of what I am to do in my future career.

Ivica Alpeza: Regarding the contribution made by schools, their purpose should be to educate students for life and they should equip you to investigate things on your own. Learning environments are not about facilities but about happiness.

From the floor: Hopefully the debate in future could be extended to students in secondary school, not just in college.

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Learning environments are not about facilities but about happiness.
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From the floor: Schools are falling short in that they do not show students how to translate the things they teach into real life.

From the floor: There should be more student programs within WISE. Presently, we are 2.5% of the attendees at the Summit.

From the floor: It is important to link education to the job market and 21st-century skills are important too.

From the floor: We need to understand how to apply universal standards of education without ignoring cultural and other boundaries, and ensure that we give everyone the same high quality of education



Learners'



Voice

Learners' Voice integrates young people into the WISE community and enables them to share their perspectives and bring the WISE initiative to the attention of the younger generation.

The program engages the aptitudes and skills of learners from around the world to support their emergence as change makers in education. It is based on the conviction that when students are co-creators of their learning environments they become active participants, invested in the process as individuals and as members of cooperative teams.

Thirty participants were selected from 21 countries to take part in the 2011 program. They attended sessions at WISE 2011, spoke from the floor, blogged on session themes, led Workshops on "Youth and Social Entrepreneurship" and "Youth and Advocacy," and summed up their views in a lively interactive Debate in the WISE Majlis at the end of the Summit. They conducted 29 video interviews with attendees which can be viewed on the WISE Learners' Voice blog (www.learnersvoice.tumblr.com). For the first time, eight students were included in sessions as speakers.



Learners' Voice





At the Closing Plenary Session Dr. Abdulla bin Ali Al-Thani, Chairman of WISE, made the following announcement:

“The Learners’ Voice will become a year-round program with an emphasis on developing advocacy skills among selected young people. Their voices will be heard more clearly in those places where they can make the greatest difference. It is important to hear from students so that we can learn from them, because they are the future of education. They will become an indispensable link between WISE and the learning community.”



PLENARY

Closing Plenary Session



SPEAKERS • Ms. **Sara Buhmaid**, Learners’ Voice participant; student, Weill Cornell Medical College in Qatar (Qatar) • Dr. **Fasli Jalal**, Former Vice Minister of National Education, Indonesia (Indonesia) • Dr. **Michèle Pierre-Louis**, President, FOKAL; former Prime Minister, Haiti (Haiti) • Mr. **Jimmy Wales**, Founder, Wikipedia (USA)

MASTER OF CEREMONIES • Ms. **Kirsty Lang**, broadcaster and journalist (UK)

ADDRESS • Sir **Fazle Hasan Abed**, Founder of BRAC, WISE Prize for Education Laureate 2011 (Bangladesh)

CONCLUSION • His Excellency **Sheikh Abdulla bin Ali Al-Thani**, Ph.D., President of Hamad Bin Khalifa University; Chairman of WISE (Qatar)

I. Introduction

Kirsty Lang: A consensus has emerged that we need a paradigm change in education. Our panel includes three real game-changers who have been instrumental in pushing through big changes in the face of huge obstacles.

II. Lessons

Kirsty Lang: In creating Wikipedia, how did you ignore those who said you would never be able to do it?

Jimmy Wales: The open-source software community believed that what we did with Wikipedia was possible and the nay-sayers did not know we existed, and that made it easier in the early stages.

.....
“We are the fifth most popular website in the world.”

“Today... we are the fifth most popular website in the world and we have over 420 million people using the site every month. I thought it could be big but I never really imagined how high it could go.”

Kirsty Lang: How do you overcome all the obstacles to tackling the Sisyphean task of rebuilding the education system in Haiti?

Michèle Pierre-Louis: I decided 12 years ago to get involved in education and community development

via a systematic approach, which is why I created the Early Childhood Education project. Our trainers work with an innovative program and this model has been adopted by the Ministry. Then we worked on a library program, solar energy, connectivity, and the provision of computers for children.

Kirsty Lang: How did you make teaching an attractive profession again to young people in Indonesia?

Fasli Jalal: Five years ago the salaries of teachers in Indonesia were low, as were their qualifications. We enacted a law in 2005 to ensure that all 3.4 million teachers would be upgraded to undergraduate level and, on graduating from teacher training, they would go through a teacher certification process, at which point their salary would be doubled. About 500,000 teachers are going through the upgrade process each year and 300,000 go through the certification process. The issue at the moment is how to incentivize teachers as most of their funding goes towards salaries. *“School will be a place for joyful learning, for student-centered learning and also relevant to the surroundings and culture.”*

.....
“School will be a place for joyful learning, for student-centered learning and also relevant to the surroundings and culture.”

Closing Plenary Session

Kirsty Lang: Sara, what are your dreams for the future?

.....
“I hope to achieve my goal to empower women, to empower locals, to change what society perceives.”

Sara Buhmaid: During my time at medical school I became very passionate about equal opportunities for women to pursue higher education, so I took part in the student recruitment team. I hope to take this message further. *“I hope to achieve my goal to empower women, to empower*

locals, to change what society perceives, and to change the fear that society has of success, education and intelligence.”

III. Next Steps

Kirsty Lang: What are the next steps for Wikipedia?

Jimmy Wales: *“Our original vision statement was to create a free encyclopedia for everyone in the world in their own language, so we have very large projects in all of the European languages including English. We also have very large projects in Chinese and Japanese.”* The Arabic component is not one of the largest. It currently has 150,000 entries and we want to increase that to 500,000 and beyond.

Sara Buhmaid: Have you thought of directing Wikipedia at different levels of education?

Jimmy Wales: We are not focusing on having different levels but instead encourage the community to make the first paragraphs of entries as accessible as possible. The idea that knowledge is simply transferred downward from experts is outdated. Professors should find lacunae or mistakes in Wikipedia and ask students to research them.

Kirsty Lang: How has the WISE network helped you in Haiti?

Michele Pierre-Louis: We presented 20 case studies in September of what has worked through the

WISE Haiti Task Force. People we met here last year came to Haiti to support us and exchange their experiences, and they are already making connections between schools in Haiti and their foundations. *“You can see that this is a very important meeting place for us and it is important that all these dots that are being connected exemplify what the WISE platform means and also how we can project ourselves for the future years to come.”* The empowerment of women is very important as there is still so much to be done. There is such a drive for learning in Haiti as every family knows it is the way out of poverty.

.....
“You can see that this is a very important meeting place for us.”

Kirsty Lang: What are your next steps in Indonesia?

Fasli Jalal: We will have nearly 600,000 retiree teachers in the next 10 years, and the challenges will be choosing the next generation of teachers and improving the training process. Continuous professional development is also essential and it might be a good idea for WISE to hold a conference on best teaching practice.

Sara Buhmaid: How would you train your teachers to harness the creativity of their students and how do you embed a sense of lifelong learning in a student?

Fasli Jalal: The first step is to develop a holistic learning environment in order to develop creativity in 0 to 6-year-olds, secondly to focus on quality teaching at primary level, and thirdly to have continuous professional development.

Sara Buhmaid: *“We as learners ask how this conference would have been different if each of our attendees had taken time out of their busy schedule and sat in a school classroom in their own local community.”*



IV. Address by the WISE Prize for Education Laureate

For the full text of Sir Fazle Hasan Abed's address, see page 20.

Conclusion

H.E. Sheikh **Abdulla bin Ali Al-Thani**, Ph.D., President of Hamad Bin Khalifa University; Chairman of WISE

We have had an intense and exciting three days, been energized by many new ideas, practices and experiences, and have heard about the WISE community creating a paradigm shift in education. Many opportunities have emerged for constructive collaboration across continents and disciplines. I am confident that the prestige of the WISE Prize for Education will grow and benefit our cause in many ways.

We hope these three days have raised your awareness of the critical connection between education and development, and of the exciting innovations taking place across the world. It is vital to consolidate

the momentum of our achievements. WISE will support the Millennium Development Goal on the attainment of universal primary education and next year one of the Awards will recognize a project in the field of financing basic education. Learners' Voice will become a year-round program with an emphasis on developing advocacy skills. It is important to hear and learn from students because they are an indispensable link between WISE and the learning community. The WISE Haiti Task Force will become a catalyst for change, working with partners to develop and implement best practices in education. WISE will produce a second publication on the subject of innovation in education. Lastly, your participation on our web platform is creating a year-round, virtual forum for the WISE community. *"Please take the spirit of the WISE initiative back to your countries and become actively involved as ambassadors of WISE."*

.....
"Please take the spirit of the WISE initiative back to your countries and become actively involved as ambassadors of WISE."

Gordon Brown's Remarks, WISE 2011

The Right Honourable Gordon Brown, MP, former UK Prime Minister, addressed the 2011 WISE Summit, making an impassioned plea for a global education fund to help reach the 2nd UN Millennium Goal of universal access to primary education. The following are excerpts from his address, which can also be viewed on the WISE website (www.wise-qatar.org).

"We know that we are in a new world and this is what your conference has been about. You judge a company now not by its physical capital but by its intellectual capital. You judge a country not by its reservoirs of mineral resources but by its reservoirs of human talent. We know also that the wealth of nations no longer depends, as Adam Smith used to say, on trade. It depends on the quality, the intellectual capability, the knowledge and skills, the training and the education of millions of people in that country.

"We know that if we are marching on behalf of education for all, we are marching not just for education for all; we are marching for prosperity for all. We know because education... is so important to individual autonomy that when we march for education for all, we are not just marching for education for all; we are marching for liberty and freedom for all. We know, because of the importance that we attach to equality of opportunity in education, that when we march for education for all, we are not just marching for education, but for equality for all. We can listen to Amartya Sen and Martha Nussbaum about capabilities and how we can increase people's capabilities.

That should be the desire of people in public policy. Then we are marching not just for education but for dignity for all.

"We know, as people concerned with education, that education unlocks opportunities not just in education but in every other area. We know that, for example, a girl who is at school is far less likely to marry young and far less likely to have a child that dies in childbirth. She is far less likely to contract HIV/AIDS. She is far more likely to be able to work and far more likely to be able to escape poverty as a result of that. We know that our education goal, the Millennium Development Goal of education for all, will reduce child poverty, reduce maternal mortality and reduce infant mortality. It will reduce HIV/AIDS, reduce the lack of economic opportunity that exists in so many countries and reduce poverty.

"Therefore it is something of a goal that can change not just education but can change the rest of the world, a goal that unlocks opportunity in every area. Therefore I want to make a plea today about a plan that we need to take us from here to 2015. We must not give up on the idea that in four years' time we could have every child at school.

"We know it is now impossible, I am afraid, to achieve the Millennium Development Goal that would cut infant mortality by half. We are too far away. We know, tragically, that it is impossible, despite all the changes, to change a situation where 350,000 mothers are dying each year from maternal mortality. It will not change quickly enough, even if the figures go down, to meet even that Millennium Development Goal.

“We know we have not achieved the Millennium Development Goal on gender equality and we should not give up on any of these. However, there is one goal that we can achieve if we work hard, change policy and make sure that everybody is mobilized to that effort. We can achieve the Millennium Development Goal on education by 2015. We can reinforce in people’s minds that when the world makes a promise, it is not a promise that is casually set aside and betrayed for millions of children in future generations. It is a promise that we will do everything in our power to keep.”



“We must hold national governments to their promises to provide the funding, both in development aid and, of course, the funding that individual developing countries’ governments have promised for education in their own areas. Where countries fall behind we should be telling them that this is not acceptable, because this is not simply about them and their generation, it is about future generations. However, we should do more.

“In my view we should now create a global fund for education, in the same way that we have a global fund for health that has made enormous advances in tuberculosis, HIV/AIDS and vaccination and, of course, in polio and malaria. We should have what we do not have at the moment, a global fund for education. That would allow people in the private sector and the public sector, philanthropists, people in charities and private companies to affiliate. They would make it possible to create a focus for momentum to 2015.”



“We are in a position, as a group of educationalists, teachers, NGOs and people concerned as businesses about education, to make that huge difference. We now need a plan for 2015, a plan that is about

teachers, about infrastructure and about technology. It is a plan that identifies the great gaps that have got to be bridged and how we deal with the problems of child labor and child brides. We must deal with the problem of children who are disabled and what we do about them, as well as child soldiers. However, we also need to bring the world together to create a momentum about education that is equivalent to the momentum that we have about health and other very important issues for our world.”



“I know the plans that many of you have for innovation and for transformation. These plans are absolutely massive for the future and education is at that turning point. Between now and 2015 we have got a momentous challenge. We have to prove that we can awaken the world to the need that every child in the 21st century should be at school. We have the opportunity to do it. We can make all the difference. When Cicero, the great Roman Senator, spoke in Rome, he made these brilliant speeches before the Senate. People turned to each other and said, ‘great speech’. However, when Demosthenes, who was a great Greek orator, spoke in Ancient Greece, people turned to each other afterwards. They did not say ‘great speech’, they said, ‘let’s march’.

“We should be marching for education for all. It is the task of this generation. Think of it this way. For the whole of the history of the world until now we have only developed some of the talents of some of the people. We have the chance, if we deliver education for all, to develop for the first time all the talents of all of the people. We can be the first generation in history to deliver for every child the right that they should have had long ago, that every child should have the chance of education. Let’s march to do it. Thank you very much.”

Other WISE 2011 Sessions and Activities

In addition to a full program of Debates and Plenary Sessions (summaries are presented in this Final Report), WISE 2011 featured other sessions and activities during the lunchtime Open Program. Focus Sessions involved a series of speakers offering presentations of innovative best practices and/or viewpoints from leading practitioners, followed by questions from the audience. In WISE Workshops, participants in small groups exchanged ideas and collaborated around key issues for education and innovation. Projects or initiatives were presented at Demos in a practical and informative manner.

These additional sessions and activities are listed below. For more details of a particular session or activity, including videos of Focus Sessions, see the 2011 WISE Summit Program at: wise-qatar.org/program/2011.

Day 1

WISE Focus Sessions

- 1.1:** The Social Outcomes of Learning
- 1.2:** Haiti Task Force: Rebuilding the Education System in Haiti
- 1.3:** Culture and Learning
- 1.4:** WISE Awards 2011 Winners

WISE Workshops

- 1.1:** Building the Knowledge Economy: Human Capacity Development through Scholarship Programs (IIE)
- 1.2:** 21st-Century Skills: The Changing Demand of the Labor Market (RAND)
- 1.3:** Youth and Social Entrepreneurship (Learners' Voice)
- 1.4:** The 3 Es – Education, Environment and Energy (Learning Without Frontiers)
- 1.5:** Knowing What You Know: Assessment in the 21st Century (Promethean Planet)
- 1.6:** The New Work of Teachers (AUF)

Other Activities

- Speed Networking
- Demo: Your Better Life Index (OECD), Lorena Sanchez
- Meet WISE Innovative Teachers

Day 2

WISE Focus Sessions

- 2.1:** WISE Book Launch
- 2.2:** Innovative Training for Primary School Teachers in Sub-Saharan Africa
- 2.3:** New Methods to Improve Engagement and Learning (Part 1)
- 2.4:** Innovative Best Practices

WISE Workshops

- 2.1:** Beyond Rankings: Classifying Diverse Institutions of Higher Education Globally (IIE)
- 2.2:** Innovative Learning Ecosystems (Ashoka)
- 2.3:** Youth and Advocacy (WISE Learners' Voice)
- 2.4:** Doctorates, Development and Brain Drain (ACU)
- 2.5:** The School is Dead: Long Live the School (Centre for Strategic Education)
- 2.6:** Haiti Task Force Working Group

Other Activities

- Demo: Flexible Learning for Open Education (FLOE): Paving the Way Towards Inclusive OERs, Jutta Treviranus
- Demo: MIT OpenCourseWare, Cecilia d'Oliveira
- Demo: Dr. Math, Laurie Butereit
- Demo: Mobile Learning from New Zealand, Nathan Kerr
- Meet the WISE Book team

Day 3

WISE Focus Sessions

- 3.1:** New Methods to Improve Engagement and Learning (Part 2)
- 3.2:** Education in Emergencies (ROTA/INEE)
- 3.3:** Presentations: UNESCO, Microsoft
- 3.4:** Empowering Learners with Special Needs (+ Demo)

WISE Workshops

- 3.1:** Leading Change in Education (xperidox)
- 3.2:** Reading Literacy in a Digital World (Education Impact)
- 3.3:** Innovations in Digital Didactics: Bridging Cultural Divides (IAUP)
- 3.4:** Challenges for Lifelong Learning Policy and Implementation (2e2f Agency)
- 3.5:** Innovations in Institutionalized Education Systems (Ministry of Education, France)

Other Activities

- Demo: SueñaLetras, Ricardo Rene Rosas Diaz
- Demo: Digital Game-Based Learning, Marc Prensky
- Demo: Learning for All, Lizbeth Goodman
- Demo: Serious Games, Sara de Freitas
- Demo: Beyond a Game! Tim Rylands
- Demo: The Bloodhound Project, Richard Noble
- Meet the WISE Awards community

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ExxonMobil, the largest publicly traded international oil and gas company, uses technology and innovation to help meet the world's growing energy needs. ExxonMobil holds an industry-leading inventory of resources, is the largest refiner and marketer of petroleum products, and its chemical company is one of the largest in the world.

ExxonMobil's relationship with the State of Qatar goes back decades. ExxonMobil Qatar Inc. is a subsidiary of Exxon Mobil Corporation and is the interface within Qatar for all ExxonMobil affiliated activities.

Working as a joint venture, Qatar Petroleum and ExxonMobil are developing the world's largest non-associated natural gas field, making Qatar the world's largest exporter of liquefied natural gas to markets across the globe. Through these ventures, we have helped develop 12 of the 14 LNG facilities which liquefy natural gas, some of the world's largest LNG ships to carry it to distant markets, and three terminals where the liquefied gas is regasified and distributed for local use in power plants, factories and homes.

Additionally, ExxonMobil is the only foreign participant in two domestic gas development projects - Al Khaleej Gas and Barzan. ExxonMobil is also a participant in the Laffan Refinery through its affiliate, ExxonMobil Qatar Refinery.

At ExxonMobil, we share Qatar's view that advancements in technology will play a critical role in meeting the energy demands and challenges of the future. With this in mind, ExxonMobil Research Qatar was established as an organization to conduct research in areas of common interest to the State of Qatar and



ExxonMobil. Currently, scientists and researchers are pursuing a number of projects in the areas of environmental management, water reuse, LNG safety and coastal geology.

ExxonMobil embraces the Four Pillars of Qatar's National Vision 2030 of Human, Social, Economic and Environmental Development and strives to support the Pillars in its various partnerships with the State of Qatar. To this end, ExxonMobil supports local communities and participates in a multitude of educational, social, cultural, sporting and economic activities.

ExxonMobil recruits graduates from Qatar University and other local universities and colleges while also identifying and hiring potential Qatari national employees from universities around the world. Recruited employees are provided formal and on-the-job training at local and international levels.

Few nations in the world offer a more encouraging environment than the State of Qatar. We are proud to have been there since the beginning of Qatar's remarkable journey, and we are honored to work with the State of Qatar and with Qatar Petroleum every day to develop the country's energy industry and contribute to the community.

Qatar Petroleum



State-owned Qatar Petroleum (QP) is responsible for all phases of Qatar's oil and gas industries, within the country and overseas. It was established as Qatar General Petroleum Company (QGPC) in July 1974 and renamed in January 2001. QP's Chairman, Dr. Mohammed Bin Saleh Al-Sada, is also the head of the Ministry of Energy & Industry. QP is the third largest oil company in the world in oil and gas reserves.

QP's varied administrative and production activities are carried out onshore in Doha, Dukhan, Mesaieed and Ras Laffan Industrial Cities. Its offshore areas include a number of drilling platforms and production stations, the North Gas Field and the major storage facility on Halul Island. QP's interests cover exploration and drilling, production, refining, transportation and storage, and extend to derivatives and by-products of the oil and gas industries.

The corporation's strategy for hydrocarbon exploration and new development is through Exploration and Production Sharing Agreements (EPSAs) and Development and Production Sharing Agreements (DPSAs). These have enhanced oil and gas reserves through new discoveries and the development of existing fields. QP is responsible for setting production levels in the various fields and ensuring that Qatar's exports remain within its OPEC quota.

QP produces crude oil, associated gas and condensates from two offshore fields in Qatari waters, Maydan Mahzam and Bul Hanine, with two oil and gas production stations.

Qatar has huge reserves of natural gas in its North Field, discovered in 1971. It is the largest non-associated natural

gas field in the world, with reserves estimated at around 900 trillion standard cubic feet. QP is active in the North Field, operating the North Field Alpha project and a DPSA with ExxonMobil for the Al Khaleej Gas Project (AKG).

In recent years, QP has been involved in many new projects, including: the Dolphin Project to connect the natural gas networks of Oman, the UAE and Qatar with the first cross-border natural gas pipeline in the Gulf region; the ownership and operation of the South Hook LNG terminal in the UK and the Isola de Porto Levante LNG terminal off the coast of Italy; the completion of Qatargas Trains 6 and 7 and RasGas Train 7 in Ras Laffan; and the development of oil refineries in Panama and Tunisia.



QP's target production of natural gas for 2012 is about 8.7 Tcf, nearly six times greater than 2005. This increase will fuel the growing requirements of domestic industry, LNG export, exports through the Dolphin pipeline, and several gas-to-liquids projects.

In December 2010, Qatar reached the milestone production figure of 77 million tonnes per year of LNG – by far the largest LNG capacity in the world. A 77Mta task force was formed comprising Qatargas, RasGas and Ras Laffan Industrial City (RLIC), led by QP, to celebrate this achievement. These celebrations were led by a community engagement program supporting the four pillars of the Qatar National Vision 2030 for the social, economic, environmental and human development of the country under the leadership of The Amir, His Highness Sheikh Hamad bin Khalifa Al-Thani.

www.wise-qatar.org

WISE Partners



Photo References

The WISE Haiti Task Force, p. 40-43:

1 > Louverture Cleary Girls School, Croix-des-Bouquets • 2, 6 & 7 > Higher School of Computer Electronics of Haiti (ESIH), Port-au-Prince • 3 > Initiative for Cultural Development (IPDEC, Cayes City), member of FOKAL network library • 4 > TIPA TIPA Program, improving the quality of public kindergartens • 5 > Ciné Institute, Jacmel, Haiti's only cinema school

The WISE Book, p. 146-49:

1 > Headmaster and pupils, primary school, Uganda • 2 > "We Love Reading" project, Amman, Jordan • 3 > Shine literacy program, South Africa • 4 > The IMC Weekend School network, The Netherlands • 5 > Staff, the Shafallah Center, Doha, Qata • 6 > Classroom, Uganda • 7 > Nanhi Kali classroom, Mumbai, India • 8 > A student, Massachusetts Institute of Technology (MIT) • 9 > A student, San Francisco Self-Sufficient School, Paraguay

Speakers in Debate Photos:

p. 4 > H.E. Sheikh Abdulla bin Ali Al-Thani, Ph.D. • p. 10 > H.H. Sheikh Hamad bin Khalifa Al-Thani, Sir Fazle Hasan Abed • p. 12 > Ms. Kirsty Lang, H.H. Sheikha Moza bint Nasser • p. 18-23 > Sir Fazle Hasan Abed • p. 24 > Ms. Carol Bellamy • p. 28 > Dr. Elizabeth King, Senator Cristovam Buarque • p. 35 > Mr. Aref F. Hussein • p. 36 > Dr. Ibrahim Saleh K. Al-Naimi • p. 39 > Dr. Ibrahim Saleh K. Al-Naimi, Mr. Salah-Eddine Kandri, Dr. Muhammad Faour, Dr. Tarik Yousef • p. 44 > Dr. Neal King, Dr. Tayseer Al-Naomi, Dr. Üstun Ergüder, Dr. Ishrat Husain • p. 47 > Dr. Tayseer Al-Naomi • p. 51 > Prof. Anil K. Gupta • p. 56 & 59 > Mr. Ed Bice, Prof. Richard Baraniuk, Ms. Catherine Ngugi, Mr. Ilkka Tuomi • p. 60 > Mr. Uwen Robert Otu • p. 64 > Mr. Özgür Bolat • p. 67 > Mr. Bowman Heiden • p. 68 > Dr. Allan E. Goodman, Mr. Paul Colditz • p. 72 & 75 > Prof. Yin Cheong Cheng, Mr. Anthony Salcito, Ms. Denise Aguiar Alvarez, Mr. Stephen Cole, Prof. José Mariano Gago, Mr. Steven Lawrence Geiger • p. 78 > H.E. Luc Chatel, Sir Michael Barber • p. 81 > Dr. Jacek Strzemiesczny, H.E. Luc Chatel, Sir Michael Barber • p. 82 > Rev. John P. Foley, Ms. Bruktawit Tigabu • p. 86 > Dr. Alexei Semenov, Dr. Florence Tobo Lobe • p. 90 > Mr. Graham Martin-Brown, Prof. Zhu Qingshi, Ms. Al Jawhara Hassan Al-Thani, Mr. Tim Rylands, Ms. Magdalene Storsveen • p. 98 > H.H. Sheikha Moza bint Nasser, Senator Cristovam Buarque • p. 100 > Ms. Reeta Roy • p. 101 > Mr. Nicholas Burnett, Ms. Carol Bellamy, H.H. Sheikha Moza bint Nasser, Senator Cristovam Buarque, Ms. Reeta Roy • p. 104 > Mr. Vasily Bogin, Mr. David Wheeler, Dr. Rana Dajani, Dr. Brij Kothari • p. 108 > Mr. Mohammad Ashrafuzzaman • p. 111 > Mr. Mhammed Abbad Andaloussi • p. 112 > Dr. D. D. Guttenplan, Mr. Ricardo Rene Rosas Diaz • p. 115 > Dr. D. D. Guttenplan, Mr. Paul Collard • p. 116 > Mr. Martin Burt, Ms. Wendy Kopp • p. 120 > Ms. Carolyn Acker • p. 124 > Dr. Wang Rong • p. 128 > Ms. Gloria De Souza, Dr. Carlos Alberto Torres • p. 138-9 > Mr. Mhammed Abbad Andaloussi, Mr. Mohammad Ashrafuzzaman, Dr. Richard Baraniuk, H.H. Sheikha Moza bint Nasser, Mr. Paul Collard, Mr. Ricardo Rene Rosas Diaz, Ms. Freda Wolfenden, H.E. Sheikh Abdulla bin Ali Al-Thani • p. 140 > Rt. Hon. Gordon Brown • p. 142 & 145 > Mr. Stephen Cole, Prof. Marwan Awartani, Ms. Valerie Hannon, Dr. Cheick Modibo Diarra • p. 154 > Dr. Zoran Popović • p. 162 > Dr. Rosa-Maria Torres del Castillo, Dr. Ruth Wallace • p. 170 > Mr. Abbas Mahmood, Mr. Mohammed Al-Jaberi • p. 181 > Mr. Jimmy Wales, Dr. Michèle D. Pierre-Louis, Dr. Fasli Jalal

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