



wise

world innovation summit for education  
مؤتمر القمة العالمي للابتكار في التعليم

# Annual Report 2012



# Annual Report 2012

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# Foreword

The fourth World Innovation Summit for Education (WISE) was held in Doha, Qatar, November 13 to 15, 2012. I am proud to present this Annual Report on the Summit, including a review of WISE activities throughout 2012.

WISE was launched by Qatar Foundation for Education, Science and Community Development in 2009 upon the initiative of Qatar Foundation Chairperson, Her Highness Sheikha Moza bint Nasser. The aim was to create a groundbreaking international and multi-sectoral platform for innovative thinking, debate, collaboration and effective action to build the future of education. It is our belief that without high-quality education, humanity cannot address the urgent and unprecedented challenges that now face the world. Thanks to the global WISE community of education stakeholders, our ambition is becoming a tangible reality. WISE is now the premier education Summit on the international agenda. Beyond the annual event, it has become the focus of a year-round conversation on pioneering change in education and – through a growing number of concrete initiatives – a driving force behind positive transformation on the ground.

The Summit began with the welcome address of Her Highness Sheikha Moza bint Nasser, followed by an opening panel discussion. The morning session of day 1 concluded with the presentation of the 2012 WISE Prize for Education by His Highness Sheikh Hamad bin Khalifa Al-Thani, Amir of the State of Qatar, to Dr. Madhav Chavan. As Co-Founder and CEO of Pratham, the largest non-governmental provider of basic literacy and numeracy in India, Dr. Chavan's innovative low-cost, community-based and scalable volunteer programs have expanded over a 20-year period, and today benefit a large number of underprivileged children in his country, and in Pakistan, Kenya, Tanzania, and Ghana.

The high point of the 2012 Summit came on day 2 with the announcement by Her Highness Sheikha Moza bint Nasser of Educate A Child, a global effort to achieve real progress in delivering quality education to the millions of children who miss out on even basic instruction due to poverty, conflict, natural disaster, and prejudice. Through strong partnerships, Educate A Child has already begun to share innovative solutions that can be scaled up to deliver sustainable education to children in many countries. In Her Highness's words, "*Educate A Child will reignite the world's commitment to the hardest-to-reach children, the forgotten children.*"

The theme of WISE 2012 was "Collaborating for Change." Many facets of this central theme were explored through lively Plenary Sessions, Debates, Focus Sessions, and a variety of other interactive session formats and Workshops. The spirit of collaboration was in evidence throughout the Summit, proving once again how diversity of experience becomes a powerful source of motivation. The process does not stop with the conclusion of the Summit; more and more WISE community members are connecting and cooperating throughout the year.



At the WISE Gala Dinner we celebrated six new WISE Awards winning projects, and I am delighted that the Awards community now numbers 24 inspirational best practices. The WISE Haiti Task Force reported on its support of successful educational projects in Haiti which are already having a significant effect on the reconstruction of the damaged educational system in that country. At a time of massive youth unemployment in many countries, we launched a second WISE Book, *Learning a Living: Radical Innovation in Education for Work*, which explores the relationship between education and employment, focusing on 15 high-impact initiatives that inspire hope. A further 30 learners joined the growing international community of WISE Learners' Voice students, and - with both 2012 and 2011 learners attending the Summit - their contribution was greater than ever, bringing a unique and dynamic dimension to the global debate.

I would like to thank sincerely our six institutional partners, two sponsors and seven media partners for their support. My thanks also go out to all of our speakers, moderators and attendees. Their energy, commitment and passion have helped make WISE what it is today: an exciting demonstration of the human potential for collaboration, innovation and far-reaching change. Though we are still at the beginning of this adventure, WISE is already a major platform for one of humanity's most crucial challenges – inventing a bold new deal for education in our complex, vulnerable world.

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



WISE

Initiatives



# Introduction to WISE Initiatives

Since its beginning in 2009, WISE has been promoting effective educational projects through a commitment to innovation, empowerment, and concrete action. In addition to the rallying-point of the annual Summit, WISE works year round through an expanding range of programs to support diverse international endeavors. These programs are presented here:

- The 2012 WISE Prize for Education
- The 2012 WISE Awards Winning Projects
- 2012 Learners' Voice
- WISE Haiti Task Force
- WISE Books
- Learning World



# The 2012 WISE Prize for Education



*"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

Major international awards already exist in fields such as economics, peace, the sciences and literature. The annual WISE Prize for Education is the first to recognize an individual or team of up to six individuals for an outstanding, world-class contribution to any level or area of education. It is raising awareness of education's task as the catalyst of progress in all fields by shining a light on the achievements of exceptional figures. WISE Prize for Education Laureates are honored as global role models and ambassadors.

The 2012 WISE Prize for Education was awarded by His Highness Sheikh Hamad bin Khalifa Al-Thani, Amir of the State of Qatar, to Dr. Madhav Chavan. As Co-Founder and CEO of Pratham, the largest non-governmental provider of basic literacy and numeracy in India, Dr. Chavan's innovative low-cost, community-based and scalable volunteer programs have expanded over a 20-year period, and today benefit a large number of underprivileged children in his country, and also in Pakistan, Kenya, Tanzania, and Ghana.

Dr. Chavan has worked to bring civil society, the corporate sector and government together to assist in school enrolment initiatives; his breakthrough Read India program has had a lasting impact. He has led the implementation of a comprehensive monitoring and evaluation system, conducted by dedicated volunteers. This has provided the foundation for an annual national survey to measure the provision and quality of education, and which has become an indispensable tool for policy makers.



His Highness Sheikh Hamad bin Khalifa Al-Thani, Amir of the State of Qatar, awards the 2012 WISE Prize for Education to Dr. Madhav Chavan.

Dr. Chavan's dedication to his cause has greatly improved the lives of many; he is a shining example of how original ideas when implemented with fervor, intelligence and perseverance can transform human lives on a grand scale.

A short film about Dr. Chavan presented during the ceremony included these words:

*"Imagine someone creating an education network that welcomes millions of children and their teachers. Imagine doing this at low cost, using untapped resources and forging productive partnerships. Imagine reaching and maintaining high professional standards through dedicated volunteer teachers. Imagine a chain reaction of education spreading from one city to an entire nation and beyond. Now imagine that one education pioneer made this possible. Madhav Chavan has devoted over two decades to helping the most deprived in India to access education so that they can claim their place in society."*

In his speech at the WISE 2012 Closing Plenary session, Dr. Chavan said:

*"Some 25 years ago I saw that new thinking was needed to improve the lives of the millions of underprivileged in my country. Many individuals and organizations have contributed to what has been achieved, and I share this tribute with them. WISE is pursuing a similar mission on a global scale, and I applaud its bold vision and inclusive approach. This Prize is a major landmark that reminds me how much more remains to be done. It is an enormous honor for me to be recognized by this unique community of innovators, and I hope to perform my duties as a global ambassador for education to the best of my ability."*

In 2011, the inaugural WISE Prize for Education was awarded to Sir Fazle Hasan Abed. Over more than 40 years Sir Fazle Hasan Abed has developed BRAC, a Bangladesh-based NGO, into a broad initiative dedicated to empowering the neediest through education. BRAC has benefited many underprivileged people across three continents.

The WISE Prize for Education Laureate is chosen following a review of nominations by a high-level Committee, which

passes the most deserving to the WISE Prize for Education Jury of seven distinguished individuals (see below), which then chooses the Laureate. The Laureate receives an award of \$500,000 (US) and a gold medal. Though only in its second year, the Prize is already receiving international recognition as the world's preeminent honor in the realm of education.

## The 2012 WISE Prize for Education Jury

- Dr. James H. Billington, Librarian of Congress, USA
- H.E. Naledi Pandor, Minister of Home Affairs; MP, Republic of South Africa
- Mrs. Mary Robinson, Chair of the Mary Robinson Foundation – Climate Justice; President of Ireland (1990-97), Republic of Ireland
- Prof. Jeffrey D. Sachs, Director of The Earth Institute, Columbia University, USA
- Mrs. Fatma Rafiq Zakaria, Chairman of the Maulana Azad Educational Trust, India
- Prof. Zhou Qifeng, President of Peking University, Deputy of the National People's Congress of the People's Republic of China
- Dr. Abdulla bin Ali Al-Thani, Chairman of WISE, Qatar Foundation; Chairman of the Jury, Qatar

# The 2012 WISE Awards Winning Projects

Each year the WISE Awards identify, recognize and showcase outstandingly innovative projects that are helping transform communities through sustainable practices while promoting inclusion and diversity.

Following this fourth round of WISE Awards there are now 24 WISE Awards winning projects which together constitute a growing pool of exemplary models. WISE continues to promote WISE Awards winning projects through web documentaries ([www.wise-qatar.org](http://www.wise-qatar.org)) and *Learning World* programs, and by offering them a web platform and public speaking opportunities. This promotion encourages the replication of the projects elsewhere.

In 2012 hundreds of applications were received from a total of 89 countries under the general theme of "Transforming Education".



A higher proportion was deemed to be eligible in the initial screening compared to previous years. The graphic above shows the percentage of projects submitted by geographical area.

The projects covered all levels of education, from pre-primary to tertiary, and included lifelong and informal learning, special needs, teacher training and vocational education. The range of activities was also very broad.



The submissions were assessed by a Pre-Jury of 15 education experts and the 24 finalists were announced in August. The WISE Awards Jury, comprising seven eminent individuals, convened for the rigorous task of selecting the six winning projects. H.E. Sheikh Abdulla bin Ali Al-Thani, Chairman of WISE, Qatar Foundation, served as Chairman and as a member of the Jury.

The six winning projects were announced in September 2012. At the WISE Gala Dinner on November 14, the project representatives received a trophy and an award of \$20,000 (US).

In 2012, one of the WISE Awards was for the applicant project that had best delivered innovative financing of primary education. This reflected the support of Qatar Foundation Chairperson Her Highness Sheikha Moza bint Nasser for the United Nations Millennium Development Goal (MDG) 2 on achieving universal primary education and was designed to stimulate innovative projects targeted at achieving MDG 2. The successful project comes from Bangladesh, where solar-powered floating schools ensure year-round primary education to students in flood-prone areas, even during the height of the monsoon period.

Project representatives presented and discussed their projects at a Summit session on November 14. WISE is committed to promoting their work in order to stimulate collaboration, and to promote the replication and expansion of outstanding practices that have had a positive impact on societies.

# Previous WISE Awards Winning Projects

## 2011

- Creative Partnerships (UK)
- BBC Janala (UK, Reach: Bangladesh)
- Connexions (USA, Reach: global)
- Teacher Education in Sub-Saharan Africa (TESSA) (UK, Reach: Sub-Saharan Africa)
- School-Business Partnerships (Morocco)
- SueñaLetras (Chile, Reach: Latin America and Spain)

## 2010

- The Citizens Foundation (Pakistan)
- Mother-Child Education Program (MOCEP) (Turkey, Reach: international)
- The Smallholder Farmers Rural Radio (farm 98.0 FM) (Nigeria)
- MIT OpenCourseWare (USA, Reach: global)
- Next Einstein Initiative (AIMS-NEI) (South Africa, Reach: International)
- Rewrite the Future (UK – leading for Save the Children International, Reach: international)

## 2009

- Project Nanhi Kali (India)
- Escuela Nueva (Colombia, Reach: international)
- Curriki (USA, Reach: global)
- Distance Learning in the Amazon Forest (Brazil)
- The Self-Sufficient School (Paraguay)
- Widows Alliance Network (WANE) (Ghana)



# 2012 Winning Projects

## Generational Change through Education, Cambodian Children's Fund (CCF), Cambodia

Generational Change through Education, an initiative of The Cambodian Children's Fund (CCF), has changed the lives of more than 1,000 families who live and work in a deprived area on the outskirts of Phnom Penh by treating education as a primary, basic need.

The project cares for children and their families in four residential schools, a community medical center, a day care center, a maternal care program and outreach programs. Residential schools offer safe accommodation, healthcare, clean water, hot meals, vitamins, and accelerated learning opportunities to nearly 450 children aged 6 to 18.

The families were driven by extreme desperation to live and work in one of the most impoverished and environmentally toxic places in the world. They survive by scavenging through garbage for scraps to sell to nearby recycling plants, while under constant threat of violence, sexual abuse, trafficking, and disease.

Many children in Cambodia are unable to attend school due to family work obligations. This is particularly so in isolated rural villages that have no provision for education, healthcare, or clean water. To serve these children CCF has also built three satellite schools, with simple classrooms, within the villages.

The curriculum taught in CCF schools integrates Khmer public education with English-language literacy. Children participate in computer training (including web design), the arts, community service, and other learning activities. They have opportunities to travel and attend leadership conferences, visit colleges, and learn entrepreneurial skills.

CCF was established in 2004 by a US expatriate, and Cambodian staff and volunteers now run the programs and are building long-term sustainability. CCF also helps children who attend public school and is involved in early childhood programs, leadership training, and vocational education.

Project representative:

Mr. Scott Neeson, Executive Director, Cambodian Children's Fund



Child beneficiary of the Cambodian Children's Fund

## Cristo Rey Network Corporate Study Program, The Cristo Network, USA

The Cristo Rey Network's Corporate Work Study Program gives low-income students instruction and support in its high schools, combined with paid work experience. It provides knowledge and skills which are needed to succeed both at college and in the modern workplace, and the hope of a secure and prosperous future.

Cristo Rey students work five days per month in an entry-level job in a white-collar company, where employers serve as guides and mentors in the same way as teachers in the classroom. Their pay for this work goes toward their school tuition costs.

The organization's sustainable revenue model, which does not rely solely on traditional fundraising or government funding, offers an affordable, high-quality alternative to private education, which is prohibitively expensive for low-income families, and to the public schools system. In the 2011-12 school year, Cristo Rey students earned \$37 million (US) to support their education.

Ninety-five percent of students are young people of color and the average family income is \$35,000 for a family of four. Eighty-five percent of those who graduated in the classes of 2008-2011 have enrolled in college.

The Cristo Rey Network Corporate Work Study Program was launched in 1996, and now consists of 25 college preparatory high schools across the USA, serving 7,400 students and partnering with 1,700 companies.

Project representative:

Father John P. Foley, Executive Chair, The Cristo Rey Network (USA)



Cristo Rey student

# 2012 Winning Projects

## PSU Educarchile, Fundación Chile, Chile

PSU Educarchile is the first free, online college preparation program in Chile. It prepares young people to take the obligatory University Admission Test (PSU – Prueba de Selección Universitaria), combining the delivery of essential content with a flexible and interactive digital platform.

Historically, preparation for the PSU test has been in paid-for classes at a physical facility. Through innovative digital tools such as websites, texts, mobile phones, and social networks, PSU Educarchile now reaches 1.2 million low-income students every year, many in remote areas, reducing the country's socio-economic and geographical opportunity gap.

Content is distributed through the country's Internet providers and mobile phone networks, which receive over 120,000 individual visits a month, with a growth rate of 13 percent per year.

The initiative's website gives students unlimited access to educational content, including more than 57,000 questions and answers, and online practice tests that allow them to track their progress. They can also communicate with teachers and design personal lesson plans.

Since its launch in 2006, PSU Educarchile has decentralized and improved the quality of Chilean education. The program encourages learners to share, build knowledge and collaborate with one another, and it is supported by national and regional governments, as well as the country's main telephone companies and communications media.



Educarchile students

Project representative:  
Ms. Ana María Raad, Director of ICT and Education, Fundación Chile  
(Chile)

## RoboBraille, Synscenter Refsnaes – National Center for Blind and Partially Sighted Children, Denmark

RoboBraille converts textual educational materials into formats such as Braille, mp3 files, structured audio books, e-books and visual Braille for the blind and partially sighted, and others with special needs. It is an e-mail and web-based service that is available free of charge to non-commercial users without registration requirements. Alternative format texts are time-consuming and costly to produce, and expensive to obtain. RoboBraille therefore enables students with special needs to be included in mainstream education.

RoboBraille began in 2004 as a Danish service for blind students and teachers, and has grown to become a global service. It currently handles between 1,000 and 2,000 daily user requests from all over the world in many languages: Arabic, Danish, English, German, Polish, French, Italian, Lithuanian, Dutch, Portuguese, Slovenian, and Spanish. The ultimate objective is to create an unlimited supply of educational materials in Braille, DAISY and other accessible formats.

RoboBraille has helped transform education for the visually impaired and those with reading difficulties by giving students and teachers greater self-sufficiency; providing a round-the-clock service; protecting the privacy of its users, as the service is fully automated; and offering an easily accessible service that does not require special computer skills.

Project representative:  
Dr. Lars Ballieu Christensen, Senior Advisor, Synscenter Refsnaes  
(Denmark)



Blind child reading Braille produced by RoboBraille on a Pronto device

# 2012 Winning Projects

## Satya Bharti School Program, Bharti Foundation, India

The Satya Bharti School Program provides a holistic education, free of charge, to underprivileged children, particularly girls, in rural India.

Bharti Foundation, which launched the initiative in 2006, partners with state governments to complement the nation's education agenda. The program has impacted more than 62,000 children, nearly half of them girls and three-quarters from minority communities, in the last six years and currently reaches over 37,500 children in 750 host and neighboring villages.

The program has raised awareness among parents and communities of the need for high-quality education, and it is helping develop a generation of socially conscious and confident citizens. It organizes campaigns to address issues such as illiteracy, substance abuse, child marriage, and the status of widows, which benefit the community at large and closely connect children to their society.

The Satya Bharti School Program generates economic opportunities for villages through regular school-based activities which employ local people and help them supplement their income.

The program is a replicable model of high-quality education for rural India.

Project representative:  
Mr. Rakesh Bharti Mittal, Co-Chairman and Life Trustee, Bharti Foundation (India)



Innovative learning materials used at a Satya Bharti school

## Solar-Powered Floating Schools, Shidhulai Swanirvar Sangstha, Bangladesh

*This project received special mention for innovative financing of primary education*

The non-profit organization Shidhulai Swanirvar Sangstha introduced solar-powered floating schools in Bangladesh to ensure children's uninterrupted education even during the height of the monsoon. In addition to "Transforming Education," the initiative was judged to have best provided innovative financing of primary education.

From the outset the guiding principle was that if children cannot come to school, then school should come to them. The floating school is a combination of school bus and schoolhouse. The boats collect students from riverside villages, dock at a final destination and provide on-board small-group instruction. After class the boats take students back to their homes and then go on to pick up other groups. Each boat school has a classroom for 30 students, an Internet-linked laptop, a library and electronic resources, and provides basic primary education up to grade four.

The laptop in the classroom encourages students to learn about new technology, use email, and visit online educational websites. The solar lighting makes the school schedule flexible, and after school many students take home a recharged, low-cost solar lantern. The lanterns provide light at night by which children can study and women can stitch quilts to earn extra income. In the evenings the boats project educational programs onto large sail cloths which people can watch from their own courtyards

The project is funded from multiple sources, including crops, fisheries and the conversion of kerosene lanterns into solar-powered lanterns. The initiative has helped develop "solar water farming" to safeguard food supplies and ensure a year-round income for families in flood-prone

areas, as a result of which the nutritional and health status of children has improved.

Parents and villagers also receive on-board training in children's and women's rights, nutrition, health and hygiene, sustainable farming, marketing systems and climate-change adaptation, for example the planting of flood-resistant rice and sugarcane varieties.

Almost 70,000 children have benefited since the start of the project in 2002.

Project representative:  
Mr. Mohammed Rezwan, Executive Director, Shidhulai Swanirvar Sangstha (Bangladesh)



A solar-powered floating school

# 2012 Learners' Voice



Learners' Voice students with H.E. Sheikh Abdulla bin Ali Al-Thani, Ph.D., Chairman of WISE

*"WISE Learners' Voice is another example of a small but active hub, which is making a large impact. Our expanded group of Learners will undertake new activities as international educational activists. We will ensure that their fresh thinking spreads to the broader WISE Community and beyond."*

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

WISE Learners' Voice brings the views of students to the task of rethinking education. The program builds their advocacy skills to ensure that leaders and decision-makers hear their all-important voices, and it supports their growth as change-makers in education. The program 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 collaborative teams. The current Learners' Voice community consists of 78 Learners aged 18 to 25 who were recruited in 2010, 2011 and 2012.

Follow the Learners on their blog:  
<http://learnersvoice.tumblr.com>

**Mr. Martin De Angelis**  
WISE Learner, 2011 (Argentina)

*"One of the things we feel is that first, we have been treated as equals and that even though we do not have as much experience, what we have to say is relevant."*

**Ms. Yara Darwish**  
WISE Learner, 2012 (Qatar)

*"An initiative that the learners wanted to do at this conference is to have people make not a contract, but rather a promise that they will hear the voice of the youth."*

**Ms. Noor Doukmak**  
WISE Learner, 2011 (USA)

*"Why not have a Teachers' Voice as well as a Learners' Voice?"*

**Mr. Ronel Lefranc**  
WISE Learner, 2011 (Haiti)

*"The motivation is to make a change in your community or country or in the world as a whole."*

**Ms. Anne-Martine Augustin**  
WISE Learner, 2010 (Haiti)

*"This is teamwork and I really enjoy working with all the others and I am really proud to be part of the Learners' Voice program."*

**Mr. Ponce Ernest Samaniego**  
WISE Learner, 2011 (Philippines)

*"Learners' Voice invigorated and reignited my passion regarding what I and other young people can do. I think that the most important thing is that it is about the belief in human potential."*

A Learners' Voice student in conversation with Sir Fazle Hasan Abed, Founder and Chairperson of BRAC (Bangladesh) and 2011 WISE Prize for Education Laureate



# 2012 Learners' Voice

WISE Learners' Voice is now a year-round program. Throughout 2012, the Learners' Voice students conducted collaborative research on increasing access to education through innovation, and some of them visited two WISE Awards winning projects: School-Business Partnerships (Morocco) and the Self-Sufficient School (Paraguay). They also participated in major international events to network with thought leaders, experts and policymakers, such as the 6<sup>th</sup> World Youth Congress in Rio de Janeiro and the 11<sup>th</sup> Youth Assembly at the United Nations in New York. At the latter, they were awarded a grant from the Resolution Project to both fund a mentorship program for young people in Haiti and gain advice on how to run a social venture. They also conduct regular online webinars.

At the WISE Summit the Learners offered their insights into education and the learning experience as panel speakers and participants. Prior to WISE 2012, they held a seminar at Hamad bin Khalifa University student center which included training sessions with previous learners, a mentorship workshop, communications and social media sessions. They learned about speaking, interviewing, reporting from a global event, and how to be an ambassador of the WISE initiative.

During the Summit, they participated as speakers in several sessions and held their own debates. On day 2, in "Learners' Voice: Lessons from the Field," the 2011 Learners shared insights gained from their intensive year of learning about on-the-ground innovations.

On the same day, a workshop organized by 2012 Learners was devoted to four themes: Education and Technology, Education in Emergency Situations, Multi-Stakeholder Partnerships, and Relevance and Quality in Education. On day 3, the new Learners took part in a "Learners' Voice 2012" session in The Forum, discussing what it means to be a learner. They also had their own booth in the Majlis where WISE participants were encouraged to sign a pledge to commit to the Learners' Voice initiative, "Collaborate For Us, With Us," via a social

media campaign. Throughout the Summit they interviewed personalities, experts and practitioners. These videos can be viewed on their dedicated blog.

The Learners' Voice program continues to evolve and grow, bringing a unique dynamism to the WISE initiative.

Follow the Learners on their blog:  
<http://learnersvoice.tumblr.com>



Learners' Voice students with H.E. Sheikh Abdulla bin Ali Al-Thani, Ph.D., Chairman of WISE, at the 2012 Opening Plenary Session

# WISE Haiti Task Force

The WISE Haiti Task Force aims to help rebuild the education system in Haiti, following the earthquake in January 2010. The creation of this collaborative venture was announced at the 2010 WISE Summit. The Task Force identifies innovative educational initiatives in Haiti that have proved to be successful on the ground. The idea is to listen to what Haitians have to say about what works best in their country rather than trying to impose programs from elsewhere. This unique approach empowers the people of Haiti, giving them a major role in the country's reconstruction.

In 2011, the WISE Haiti Task Force identified 20 best practices from various sectors of the country's education system. The case studies were presented at a seminar entitled "Rebuilding Education in Haiti: Sharing Local Success Stories and Global Experiences" in the country's capital, Port-au-Prince, September 2011. These successful initiatives reflect the vitality of the Haitian society and provide practical insights for policy developments.

At the 2011 WISE Summit, a "WISE Haiti Task Force Working Group" Workshop convened to discuss the findings from the seminar together with next steps. In 2012, the WISE Haiti Task Force's mission entered a second phase, focused on examining ways of scaling up certain initiatives.

The WISE Haiti Task Force has created a partnership with FOKAL (Foundation for Knowledge and Liberty), an organization led by former Haitian Prime Minister, Michèle D. Pierre-Louis. The aim of this collaboration is to support successful education projects in Haiti and foster their development, replication and scaling up, while taking into account public policies. The WISE Haiti Task Force members have selected initiatives from the 20 case studies that will receive financing to enable them to expand. There are presently 7 grantees and 17,800 children and students and 380 teachers are benefitting from this action. From the beginning, the Haitian Ministry of Education has participated as a key institution in support of WISE Haiti activities.



Collège de Cote Plage

The selected projects are Collège de Cote Plage for primary and secondary education, Paradis des Indiens for primary education, Matènwa Community Learning Center (MCLC), DEMA (Ansanm pou yon Demen Miyò an Ayiti – Together for a better future in Haiti), Higher School of Computer Electronics (École Supérieure d'Infotronique d'Haïti), Gros-Morne Green Schools Network and Kay Sainte Germaine. The WISE Haiti Task Force believes in the cross-fertilization of Haitian and international educational initiatives in order to create links and encourage different ways of thinking that are productive and beneficial for everyone involved.



Classroom, Gros Morne Green School



# WISE Books

WISE has produced two books which explore the challenges facing education in equipping individuals and communities for 21<sup>st</sup>-century life, and which identify possible solutions in a variety of outstandingly innovative projects around the world.

The second WISE Book, *Learning a Living: Radical Innovation in Education for Work*, explores the relationship between education and employment. It considers how the interface between work and learning is changing due to issues such as globalization, recession, new technologies and shifting demographics. Too often, students emerge from current education systems poorly equipped for the contemporary workplace.

The book focuses on projects and inspiring personal stories that have emerged from 14 high-impact initiatives that were identified through the networks of the WISE community, including WISE Awards winners.

Weaving together case studies, interviews, statistical data and photographs, it tells a powerful and timely story about the potential of innovation to transform the complex relationship between education and learning, and work and the workforce.

The book covers diverse projects, including the network of schools created by the NGO BRAC whose Founder and Chairman, Sir Fazle Hasan Abed, was the first WISE Prize for Education Laureate in 2011, and several former WISE Awards winning projects, such as Widows Alliance Network for Sustainable Economic Development in Ghana; The Smallholder Farmers Rural Radio in Nigeria; and Al Jisr School-Business Partnerships in Morocco.

WISE commissioned three innovation specialists – Valerie Hannon, Sarah Gillinson and Leonie Shanks – to research and write this topical study which is illustrated by the work of award-winning photographer Reza Deghati.

*Learning a Living* was presented at the WISE 2012 Summit; the book was officially launched in London in February, 2012.

The first WISE Book, *Innovation in Education: Lessons from Pioneers Around the World*, was launched at WISE 2011. It examines 16 pioneering projects that have succeeded in transforming people's lives through education, and it looks at some of the common features of innovation, how innovation happens, and when and how to scale up.

WISE invited writer and innovation expert Charles Leadbeater and photographer Romain Staros Staropoli to visit the people behind the projects in order to find out how ideas have been turned into actions that work at scale. This inspiring publication reveals the stories of how these initiatives developed and grew to benefit both learners and communities, and raises awareness of the crucial need for innovation in education worldwide.

Both books can be obtained online through Bloomsbury or Amazon.



The first WISE Book, *Innovation in Education*

Photographs from three of the projects discussed in the second WISE Book, *Learning a Living: Radical Innovation in Education for Work*



The leisure and sporting facilities at Infosys, Mysore, India, overlooked by the company offices. Infosys trains thousands of its engineers at this Global Education Centre.



The Akwamufie Widows Association, Ghana, with Akumaa Mama Zimbi, founder of the Mama Zimbi Foundation and of the Widows' Alliance Network (WANE). WANE helps widows find employment and support in a country where widowhood is seen as a curse.



The Microbiology Lab at 2iE, Burkina Faso. 2iE is a public-private university that shifts the educational focus from academic engineering to real-life engineer-entrepreneurship.

# Learning World

WISE continues to partner with Euronews in producing *Learning World*, a weekly TV magazine on education. Broadcasting to all continents in 11 languages, *Learning World* can reach some 330 million households. Most programs revolve around three brief stories – often with a common theme – and highlight education issues around the globe that surprise, inform and entertain.

Each new episode brings to light fresh examples of diverse approaches to learning around the world, as well as problems encountered and solutions devised by visionary individuals. Subjects range from exploring the needs of gifted children in Portugal and the United States, to teaching Burmese immigrant children in Thailand, education challenges in Palestine and Somalia, how very different societies cope with autism, and a wide variety of other topics.

The increasing impact of ICT on education is frequently investigated and the program has featured several WISE Awards winning projects. What is a “school with no walls”? How can Yemeni families living on two dollars a day pay for their children’s education? How and why are students taught to cultivate green tea in China? How do students benefit from teaching their younger peers? The series looks into these questions and many others.

*Learning World* contributes to raising public awareness of the vital importance of education in empowering individuals and communities, and of the potential of grassroots innovators to imagine and create a better world. *Learning World* is becoming a library of unusual stories about best practices that can inspire replication and adaptation.

View *Learning World* programs on the WISE website or the Euronews website.







WISE

2012 Summit  
Collaborating for Change

# 110 SPEAKERS





## The WISE Majlis and the QNCC

Since 2011, WISE has taken place in the Qatar National Convention Center (QNCC) at Qatar Foundation's extensive campus on the western edge of Doha. The façade of this impressive, state-of-the-art building features a huge steel representation of a Sidra tree, the symbol of Qatar Foundation, supporting the canopy of the building. The QNCC houses a 2,300-seat theater, three tiered auditoriums, 52 meeting rooms, 40,000m<sup>2</sup> of exhibition space and an array of cutting-edge conference facilities. The central, open space of the QNCC is home to *Maman*, the giant steel sculpture spider by Louise Bourgeois. During the Summit, the area becomes the WISE Majlis, a popular gathering place for social interaction and informal meetings.

At WISE 2012, the Open Program – including Forum, Spotlight, WISE Initiatives and Common Ground sessions – took place here. The Majlis also hosted WISE booths: WISE Exchange, WISE Online, WISE Booth, Learners' Voice, WISE Awards, WISE Books and Qatar Foundation. There were booths for various organizations and a Media Corner, representing Al Jazeera, Euronews and Qatar Radio, in addition to an Information Desk, a Business Center and an Internet Lounge.

"Collaborating for Change" was the theme of the 2012 Summit. Nowhere was this collaborative spirit more evident than in the Majlis where the international WISE community came together on a personal basis to catch up with old friends, make new friends, and exchange the latest news, views and ideas on education – a focal point for genuinely global perspectives.



# WISE Summit Program

## Collaborating for Change

### Day 1

#### Opening Plenary Session

Collaborating for Change

#### WISE Debates

- 1.1 Education and Society:  
Listening to Learners
- 1.2 Education and the Environment:  
Supporting Sustainability
- 1.3 Education and the Workforce:  
Matching Skills and Needs?
- 1.4 Education and Sports:  
Building Well-Being
- 1.5 Education and Cultures:  
Balancing Global and Local?
- 1.6 Education and Community:  
Fostering Local Development

#### Special Address

Mr. Andreas Schleicher: – Learning in the 21<sup>st</sup> Century  
– Policy Lessons from Across the World

#### Thematic Plenary Session 1

Educating for Our Times

#### The Forum

Identifying What Works in Environmental Education

#### WISE Initiatives

WISE Book Presentation

### Day 2

#### Launch of Educate A Child

H.H. Sheikha Moza bint Nasser

#### WISE Debates

- 2.1 Real-World Learning:  
Bringing Education to Life
- 2.2 Early Childhood Education:  
Starting Off Right
- 2.3 Education and Finance:  
Evaluating Innovative Models
- 2.4 Learners' Voice:  
Lessons from the Field
- 2.5 Remote Areas:  
Expanding Access
- 2.6 New Entrants:  
Diversifying Providers

#### WISE Focus Sessions

H.E. Datin Paduka Seri Rosmah Mansor: Sustainable and Quality Education for the Future: Malaysia's Experience Through PERMATA

Prof. Stanislas Dehaene: How the Brain Learns to Read and How We Can Improve Reading Education

Dr. Helene Gayle: Overcoming the Complex Barriers that Inhibit Access to Education

#### The Forum

Education and Media: What Are the Educational Responsibilities of the Media?

#### WISE Initiatives

The 2012 WISE Awards Winning Projects

#### Gala Dinner and WISE Awards Ceremony

### Day 3

#### Thematic Plenary Session 2

Building a Learning World

#### Special Address

Mr. Conrad Wolfram: Stop Teaching Calculating, Start Learning Math

#### WISE Debates

- 3.1 (Collaborative Debate) Learning Societies:  
Forging New Links
- 3.2 (Collaborative Debate) Sharing Success:  
Adopting and Adapting Innovation
- 3.3 Toward a New Landscape:  
Designing Education Futures

#### The Forum

Learners' Voice 2012

#### WISE Initiatives

WISE Haiti Task Force

#### Closing Plenary Session

Closing Address and Announcements

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#### Other WISE 2012 Sessions and Activities (Common Ground Sessions, Spotlight Sessions, Workshops, Collaborative Workshops)

Sponsors, Partners and Media Partners



DAY 1

## Collaborating for Change

Opening Plenary Session - Day 1

The WISE 2012 Opening Plenary Session began with a Welcome Address by Her Highness Sheikha Moza bint Nasser, Chairperson, Qatar Foundation. Her Highness emphasized the need to establish a culture of innovation in education through cooperation and coordination to move closer to achieving the United Nations pledge to provide all children with primary education by 2015.

H.E. Sheikh Abdulla bin Ali Al-Thani, Chairman of WISE, then introduced the theme of WISE 2012 and reviewed the achievements of the year.

A panel discussion followed to identify the biggest issues now facing education, the ways in which education should prepare for the future, and the struggle to move forward toward the goal of universal primary education.

Finally, H.E. Sheikh Abdulla bin Ali Al-Thani announced the winner of the 2012 WISE Prize for Education: Dr. Madhav Chavan, Co-Founder and CEO of Pratham in India. Dr. Madhav Chavan was presented with the Prize by His Highness Sheikh Hamad bin Khalifa Al-Thani, Amir of Qatar.



# Collaborating for Change

## Opening Plenary Session - Day 1

## Opening Plenary Session - Day 1



**Her Highness Sheikha Moza bint Nasser**  
Chairperson, Qatar Foundation

*"If we can deal with the problems of education and strengthen the fact that it is everyone's right then we will eliminate a lot of social, economic, political and security problems."*

**H.E. Sheikh Abdulla bin Ali Al-Thani**  
Chairman of WISE

*"In its short history, WISE has identified many islands of excellence. All over the world, individuals and organizations are doing wonderful work, often in difficult circumstances, and we must learn from them."*

**H.E. Ms. Irina Bokova**  
Director-General, UNESCO (Paris)

*"I think that education is becoming the big issue for the 21<sup>st</sup> century if we want to bridge the gap between poverty and prosperity and between sustainable development and the destruction of our environment."*

**H.E. Dr. Andrey Fursenko**  
Assistant to the President of the Russian Federation (Russian Federation)

*"The big change for the whole world is that modern society demands different knowledge, approaches and competences from what today's education provides."*

**Mr. Andrew P. Swiger**  
Senior Vice President, ExxonMobil Corporation (USA)

*"One of the most important things that any nation, company or entity can do is to develop people who are also critical thinkers."*

**Ms. Mishal Husain**  
Journalist and News Reporter (UK)  
Master of Ceremonies



# Education and Society:

## Listening to Learners

Today, learner engagement, motivation and the personalization of learning are common topics of conversation on education. In this debate, the panelists discussed whether we listen to young people enough when shaping and influencing their learning, and concluded that there is much room for improvement. At the same time, learners are exercising more control over their education through the online world. The panelists discussed the implications and potential dangers of students' learning through an online environment, rather than in school settings.

To tackle these issues, teacher training is all-important. Students need teachers who can collaborate and productively facilitate their use of technology, and who can engage and excite them about realistic workplace choices as well as lifelong interests. They need well-trained teachers whom they can respect and emulate. The panel discussed the importance for young people to learn social awareness, and to participate as citizens locally and globally. In the context of the expanding uses of technologies and social media, the panelists considered how educators can increase young people's participation in their own learning process through creative collaboration.



## WISE Debate 1.1 - Day 1

### Ms. Martha Kimweri

WISE Learner 2011 (Tanzania)

*"I think that learners are not that much involved in decision making, in what they want to do or study."*

### Ms. Ayo Obe

Chairperson, Board of Trustees, Gorée Institute; Legal Practitioner and Partner, Ogunsola Shonibare (Nigeria)

*"Yes, you do need to involve young people, but you have to give them the foundation on which they are going to make choices which are relevant to themselves."*

### Dr. Jacek Strzemieczny

Founder and President of the Board, Centre for Citizenship Education (Poland)

*"We hope to train future teachers in a better way, but the crucial question is what to do with existing teachers ... new teachers could learn from previous teachers what to do in the classroom."*

### Mr. Tony Mackay

Executive Director, Centre for Strategic Education (Australia)  
Moderator

*"If schools don't know how to harness technology to support greater engagement of young people, young people will learn and act in an online environment, with the help of social media, and they will move into society as active people but not necessarily through the support, education or preparation of their schools."*

## WISE Debate 1.1 - Day 1



# Education and the Environment:

## Supporting Sustainability

This debate began with a discussion of the metrics used to measure environmental sustainability and attitudes to nuclear safety in Japan following the Fukushima disaster. The importance of environmental education, from a young age, was emphasized as was the need to avoid isolating environmental issues from economic and social issues. Social responsibility needs to be nurtured and the desire to commit to a cause encouraged.

Ideally, sustainability should be a core theme in all education, with an enquiry-based approach, but the paradox is that we live in a culture where people do not practice it. Entrepreneurs should also be encouraged to get involved in environmental initiatives. For social change to happen, we need public awareness, community-level activity, and policy. Both education and sustainability must be lifelong, and everyone, whether individuals, communities, corporations or governments, has responsibility for this.



## WISE Debate 1.2 - Day 1

### Prof. Jusen Asuka

Director, Climate Change Group, Institute for Global Environmental Strategies (IGES); Professor of Environmental Policy, Center for Northeast Asian Studies, Tohoku University (Japan)

*"If we admit responsibility, then everything will change."*

### Dr. David Nostbakken

Lecturer, Carleton University; President, China Green Channel International (CGCI); Senior Executive Vice President, Ecology Global Network (Canada)

*"I think that education relating to the environment starts at kindergarten, not at university."*

### Ms. H. Elizabeth Thompson

Assistant Secretary-General, Executive Coordinator, UN Conference on Sustainable Development Rio+20; former Minister for Energy and Environment of Barbados (Barbados)

*"Environmental education really is education about life and preparing for every aspect of our social and economic existence."*

### Dr. D. D. Guttenplan

Journalist and Education Writer, *International Herald Tribune* (UK/USA)  
Moderator



## WISE Debate 1.2 - Day 1





# Education and the Workforce:

## Matching Skills and Needs?

In this debate, the panelists addressed the unemployment crisis caused by both a real lack of demand for workers in the context of economic downturn, and a lack of workers with the needed skills for those jobs that are available. Part of the solution may lie in relationships between higher education and the labor market, vocational training and apprenticeship programs. The education system fails if it does not lead to employment. Moreover, certain skills, such as science and math and digital skills, are not being sufficiently developed. There is a lack of global thinking and a need for greater female participation in the workforce.

The increased speed of change has led to a greater need for adult learning geared to a world where people have a greater number of jobs over their lifetimes. Panelists also discussed training models for older workers. Education providers, employers, students and government should work together to meet society's emerging needs. Better teacher training is key, and it is important to train people in soft skills and work directly with employers.



## WISE Debate 1.3 - Day 1

**Dr. Christine Evans-Klock**  
Director, Department for Skills and Employability,  
Employment Sector, International Labour Organization  
(Geneva)

*"Seventy five million young people between the ages of 15 and 24 are unemployed, and that's just the tip of the iceberg."*

**Dr. Mona Mourshed**  
Partner and Leader, Global Education Practice, McKinsey  
and Company (UAE/USA)

*"Employers, education providers and youth live in parallel universes ... and the youth don't know where to look, they are simply lost in the middle of all this."*

**Mr. Khozema Z. Shipchandler**  
Vice President and Chief Financial Officer for the Middle  
East, North Africa and Turkey, GE Global Growth and  
Operations; Company Officer, General Electric (USA)

*"It's an employer's responsibility to create an environment of constant learning and constant challenge."*

**Mr. Michael Trucano**  
Senior ICT and Education Policy Specialist, The World  
Bank (Washington)  
Moderator



## WISE Debate 1.3 - Day 1

# Education and Sports:

## Building Well-Being

What should be the place of sport in education? Starting from this question, the panelists in this debate discussed the various values of sport, including communication and teamwork, and the indispensable experiences it provides for learning about life. After considering the view of sport in the Arab World and the Middle East, they pointed out its ability to integrate people from different parts of society, including the disabled and marginalized, and break down barriers.

Promoting women in sport is also an important issue, particularly in countries where traditionally they have not been allowed to participate. Sport can also influence students' lifestyle choices and create motivation, friendly competition and a spirit of collaboration. It builds character and allows people to test their limits and try to overcome them, to make friends and develop mental tenacity. How should sport be integrated into a typical school curriculum? How can one motivate young people to participate? These issues, and the increasing scientific evidence that sport enhances brain function, were touched on in this fascinating debate.

## WISE Debate 1.4 - Day 1

### Mr. Hassan Abdullah Al-Thawadi

Secretary-General, Qatar 2022 Supreme Committee (Qatar)

*"The strong point about sport is its ability to integrate people."*

### Sir Philip Craven

President, International Paralympic Committee (UK)

*"True sport, with its values, can really illuminate the minds of very young children."*

### Mr. Paul Tagliabue

Senior of Counsel, Covington and Burling LLP; former Commissioner, US National Football League; Chair, Board of Directors, Georgetown University (USA)

*"Sport is a cycle of preparation and performance, which is what life is about in a sense."*

### Mr. Anver Versi

Editor, African Business and African Banker (UK/Kenya)  
Moderator

*"No matter how difficult it might be for children to get education, the one thing they'll do is kick a ball around ... and derive huge pleasure out of it, without any encouragement from anyone."*

## WISE Debate 1.4 - Day 1



# Education and Cultures:

## Balancing Global and Local?

The panelists discussed the effect that globalization is having on cultures and languages, and the danger of creating a world of uniformity. The increasing dominance of English may threaten other languages, but it also endangers the English language as a sophisticated tool of expression. At the same time, access to all knowledge through the Internet can enrich local culture and empower it to go global.

How can we motivate people to learn languages? How does learning languages, and studying in foreign countries, help us reflect on ourselves and learn more about our own culture? Globalization should be less about consumerism and more about truer human values and to achieve this we need to develop the skills required to identify sources of trustworthy information. Gender imbalance is still an issue in many parts of the world, and even in Wikipedia where white males write most of the articles.

The debate concluded with an address by H.E. Emine Erdoğan, wife of the Prime Minister of the Republic of Turkey, who talked about how education and culture can help shape our lives and the importance of a globalization that safeguards, rather than eliminates, our differences.



## WISE Debate 1.5 - Day 1

### Prof. Mamadou Diouf

Leitner Family Professor of African Studies; Director, Institute of African Studies, Columbia University (USA/Senegal)

*"Young Senegalese rappers sing that New York and Paris are suburbs of Dakar."*

### Ms. Susan H. Gillespie

Vice President, Founding Director, Institute for International Liberal Education, Bard College, Annandale-on-Hudson (USA)

*"By learning another language you learn so much about your own."*

### Mr. Frank Schulenburg

Global Education Program Director, Wikimedia Foundation (Germany)

*"Our vision ... is to create a world where every single person on the planet has access to the sum of all knowledge."*

### Dr. Bruno della Chiesa

Faculty Member, Harvard University Graduate School of Education; Head of International Studies, Ulm University ZNL (USA/Germany/France)  
Moderator

### H.E. Emine Erdoğan

(Closing remarks), Wife of the Prime Minister of the Republic of Turkey

*"Our ability to swim forward in the sea of globalization without drowning depends on the delicate but strong balance that we build between education and culture."*

## WISE Debate 1.5 - Day 1



# Education and Community:

## Fostering Local Development

How can we have effective collaboration between the education sector and the community? Panelists from very different countries and backgrounds explored how collective civic engagement is built on a foundation of confidence and trust. Productive collaboration will come from government as enabler rather than prescriber. People are stronger when they join forces; networks therefore help ensure that diverse organizations work effectively together. Education goes beyond schools and should be relevant, so local communities need to engage with schools and focus on what their needs are. This includes working toward the job market and operating under conflict conditions.

Different ways of persuading people to work together were discussed. Some may find in education a way to leave deprived communities; but education could also lead to opportunities in communities, encouraging them to stay. Ensuring continuous participation depends on addressing the issues that are important to both the schools and the local populations.

## WISE Debate 1.6 - Day 1

### Mr. Roderick Allen

Superintendent of Learning and Achievement, Learning Division, British Columbia Ministry of Education (Canada)

*"Education is not about taking what you've learnt and going somewhere else. It's trying to drive improvements in your own local communities as well, local and global."*

### Mr. Farooq Burney

Director, Al Fakhoora (Qatar)

*"One of the approaches that we take is integrating all the key partners."*

### Ms. Natacha Costa

Executive Director, Associação, Cidade Escola Aprendiz (Brazil)

*"A community of people can only be engaged by something that is meaningful for them."*

### Mr. Abner Septiembre

Coordinator and Co-Founder, Association of Townspeople of Vallue; Founder, Eco-Mountain Organization (Haiti)

*"You have to find the common ground in order to create a climate of confidence."*

### Ms. Freda Wolfenden

Director, Teacher Education in Sub-Saharan Africa (TESSA); Associate Dean, Faculty of Education and Language Studies, The Open University (UK)  
Moderator

*"We need understanding at a deep level of the communities that we are working with."*

## WISE Debate 1.6 - Day 1



Mr. Andreas Schleicher

# Learning in the 21<sup>st</sup> Century: Policy Lessons from Around the World

In this Special Address to WISE 2012, Mr. Andreas Schleicher described how skills have become the central currency of 21<sup>st</sup>-century economies. Yet we have unemployed undergraduates and employers say they cannot find people with the right skills. What do we need from education? Creativity, critical thinking and judgment are now more important than knowledge and new approaches are required to develop them for contemporary contexts.

Mr. Schleicher compared past and present approaches to education, and presented often dramatic PISA research on the global education system showing which countries are achieving success in education and why. He considered the current decline in demand for manual and routine cognitive skills, and noted research indicating that skills development is far more effective when the world of learning and the world of work are integrated.

The PISA research shows that levels of education spending do not explain performance differences: two countries with similar spending levels can achieve very different results. The assumption that rich countries produce well-educated students and poorer countries poorly-educated ones is totally false. In Finland and many Asian countries, quality education is provided equably, regardless of social background. Success is now going to those nations that are swift to adapt and open to change.

From the importance of a new type of teacher to innovations in pedagogy, from the need for collaboration with industry, to the role of technology and life-long learning, Mr. Schleicher's address ranged widely over the global educational landscape, and was grounded in firm and persuasive evidence, setting the priorities for education policy makers the world over.

## Special Address - Day 1

Mr. Andreas Schleicher

Advisor to the Secretary General on Education Policy,  
Deputy Director for Education, OECD (Paris)

*"Success is much more about ways of thinking, including creativity, critical thinking and judgment. It is about ways of working, collaboration, teamwork, people and connecting. It is about the kind of social, cultural tools that enable us to engage with the world."*

Mr. Jon Snow

Broadcaster and Journalist (UK)  
Presenter



# Educating for Our Times

## Thematic Plenary Session 1 - Day 1

## Thematic Plenary Session 1 - Day 1

The first Thematic Plenary Session, which followed Andreas Schleicher's Special Address, began by addressing the purpose of learning. The participants considered how learning empowers individuals to live and work in society and fulfill their human potential, and the role of education in equipping people with an intellectual framework to deal with a complex future world. Extending access to education through ventures such as BRAC and preparing for lifelong education are essential. The importance of common values, human development and an education that is both general and specific were discussed.

Questions from the floor addressed creative innovation, the balance between hard work and fun, the need for quality teachers, the responsibility of the individual and the state, and motivating teachers and improving their status. Overall, this session drew together the threads of the day's different debates and highlighted the need to build a "new deal" for education that will improve quality of life, employability, social engagement and personal development.

### Sir Fazle Hasan Abed

WISE Prize for Education Laureate, 2011; Founder and Chairman, BRAC (Bangladesh)

*"We have been well satisfied with the teachers' motivation and performance in our school system."*

### Dr. Monique Canto-Sperber

President, Paris Sciences et Lettres; former Director, Ecole Normale Supérieure (France)

*"We want individuals who are able to understand the complexity of the world and work to keep this world alive, whatever the threats and difficulties that are looming."*

### Dr. Arne Carlesen

Director, UNESCO Institute for Lifelong Learning in Hamburg (Germany/Denmark)

*"The future we want in relation to education is moving from education for all to lifelong learning for all and lifelong learning for all involves other sectors."*

### Mr. Ponce Ernest Samaniego

WISE Learner, 2011 (Philippines)

*"I am not closer to learning than everyone else. I believe we are all lifelong learners."*

### Mr. Jon Snow

Broadcaster and Journalist (UK)  
Moderator



# Identifying What Works in Environmental Education

The panelists in this Forum session discussed what doesn't work in environmental education and addressed effective strategies. "Hand, heart and mind" sustainability projects focus on learning by doing and many governments are now placing disaster mitigation elements into school curricula. Do we need to change minds first, before behavior changes? Do we have to change how we think about competition to solve the problem? Do we need to move toward a different form of civilization?

The format of this session encouraged audience participation, and there were many interventions from the floor. How can we connect with people's emotions to accelerate change? Should we focus on societal and economic, in addition to environmental, sustainability? Can people be incentivized to preserve the environment on the grounds that they are improving their lives? How much development is enough? These and other questions, along with the panelists' responses, were addressed in this wide-ranging discussion.

## The Forum - Day 1

**Mr. Ahmed Almeer**  
WISE Learner, 2012 (Qatar)

*"Students will remember about 10 to 20 percent of what they read but they'll remember about 80 percent of what they do."*

**Prof. Paul Clarke**  
Co-Director and Founder, Pop-Up Foundation; Professor of Education, St. Mary's University College; Director, Sustainable Leadership, Mott MacDonald/Cambridge Education (UK)

*"Is there a different form of human progress and human civilization that we need to migrate towards rapidly if we are going to get across this century?"*

**Dr. Fumiyo Kagawa**  
Research Director, Sustainability Frontiers (UK/Japan)

*"Democratic participation is important but also it takes time. Because we face this urgency, do we need strong intervention from government or laws to allow certain behaviors rather than others?"*

**Dr. D. D. Guttenplan**  
Journalist and Education Writer, *International Herald Tribune* (UK/USA)  
Moderator

*"My children are terribly concerned about the environment except when it affects their own rooms. They may think that the whole planet needs to be cleaned up but that doesn't mean they want to put their pajamas away. Can we get people to change their minds without changing their behavior? Is it behavior that we really care about or do we need to change minds first?"*

## The Forum - Day 1



# WISE Book Presentation

## WISE Initiatives - Day 1

The 2012 WISE Book, *Learning a Living: Radical Innovation in Education for Work*, explores the relationship between education and the world of work. Commissioned by WISE, it focuses on case studies and inspiring personal stories that emerge from 15 high-impact innovative projects around the world identified through WISE community networks. Lead author, innovation specialist Valerie Hannon, presented the book and discussed questions such as how we can bridge the gap between the jobs that are available and the skills needed to match them, and the importance of embedding skills in values and shifting from the consumption of knowledge to the production of a better world.

The photographer Reza, whose work illustrates the book, talked about the inspiring project leaders he met. Two of those project leaders then described their projects. Mervi Jansson-Aalto explained how working life was brought into the classroom in Finland, allowing entrepreneurs to work with students and teachers, prompting a shift in attitudes to vocational training. Fareah Ahmad Al-Saqqaf explained how her organization, LoYAC, instilled a work ethic in Kuwaiti students and spread new values among young people. The session ended with a Question and Answer session with the audience, moderated by Valerie Hannon.



**Ms. Fareah Ahmad Al-Saqqaf**  
Founder, Chairperson and Managing Director, LoYAC (Kuwait)

*"Introducing a true work ethic among the youth was one of our greatest challenges in Kuwait."*

**Ms. Valerie Hannon**  
Lead author, WISE Book; Board Director, Innovation Unit (UK)

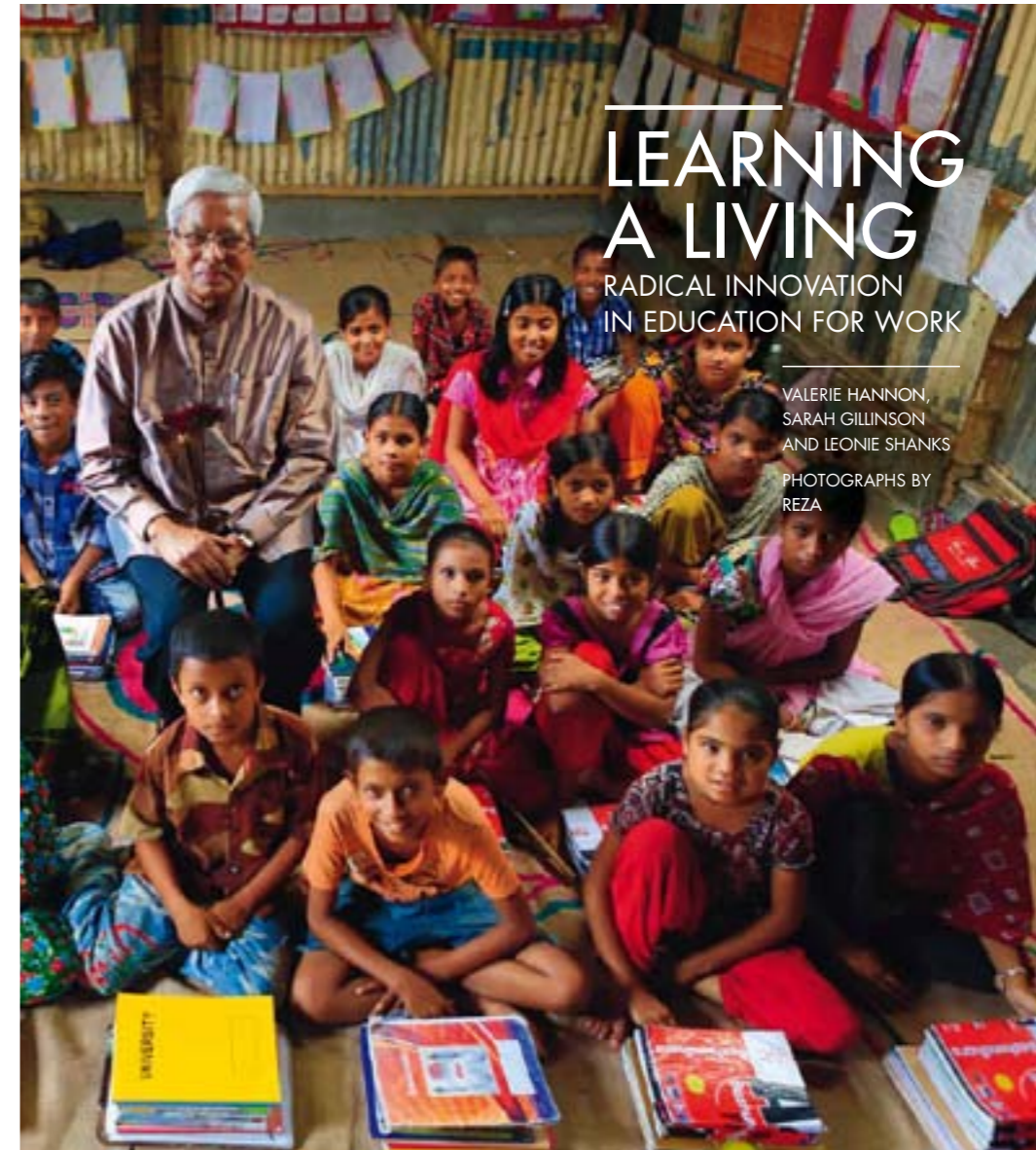
*"We need to dissolve this notion that everything that matters happens in a classroom. On the contrary, we know that young people's learning is far from bounded within the classroom and much of their important learning happens elsewhere.... Schooling is our enemy and it's our friend. It's a very complex question."*

**Ms. Mervi Jansson-Aalto**  
Head of Learning Solutions, Innovation Manager, InnoOmnia (Finland)

*"In Finland, everybody knows us for the good PISA results. After PISA, 52 percent of our youth now choose the vocational route.... It's about doing things in real life."*

**Reza**  
Photojournalist (France)

*"I have seen, one by one, the silent heroes of humanity. Because this is how the 21<sup>st</sup> century is going to change."*







## Launch of New Global Education Initiative

Educate A Child

On day 2 of the WISE 2012 Summit, Her Highness Sheikha Moza bint Nasser launched a new global initiative. Educate A Child is partnering with expert global organizations to bring high-quality education to the hardest to reach – the 61 million primary-school-age children who are currently denied a basic education, 28 million of whom are in conflict zones worldwide.

The launch featured high-level ambassadors, advocates, partners and supporters from the worlds of government, education and development, as well as people who work with these children on the ground.

Educate A Child already supports 25 projects in countries across Africa, Asia and the Middle East and has reached 500,000 children. It seeks to encourage innovation and creativity, sharing solutions that can be scaled up to reach millions of children and deliver sustainable long-term education.

Her Highness Sheikha Moza bint Nasser said:

*“Educate A Child will reignite the world’s commitment to the hardest to reach children, the forgotten children. Our mission is to turn attention back to the disadvantaged children of today, who could become the confident and talented adults of tomorrow, if we just give them the opportunity.”*

Some progress has been made towards the Millennium Development Goal of universal primary education (MDG2), but not enough. Educate A Child aims to bring renewed momentum to global efforts, offering the gift of quality education to some of the most deprived children in the world.





# Launch of New Global Education Initiative

## Educate A Child

Plenary Session - Day 2

**Mr. Fazle Hasan Abed**

WISE Prize for Education Laureate, 2011; Founder and Chairman, BRAC (Bangladesh)

*"It is important that children enjoy education and learning. I think that is what BRAC has shown."*

**Ms. Carol Bellamy**

Chair of the Board of Directors, Global Partnership for Education; former Executive Director, UNICEF (USA)

*"One of the most important things you can do for a child in an abnormal situation is to try and bring some normality into their life. That is why education is so critical in these conflict and post-conflict areas."*

**H.E. Ms. Irina Bokova**

Director-General, UNESCO (Paris)

*"This Educate A Child initiative wants to go to the countries, to the most remote areas, to go to those who are deprived, to go to those who, because of their gender, because they belong to some minority, of poverty, of distance, location, are denied the right to education. These people may be the future discoverers, the future scientists, the future doctors, the future Secretary Generals of the United Nations."*

**Rt. Hon. Gordon Brown**

United Nations Special Envoy on Global Education; MP, former Prime Minister (UK)

*"You can survive for 30 days without food, and you can survive for three days without water, and you can survive for eight minutes without air, but you cannot survive for a second without hope."*

**Mr. Kevin Cahill**

Chief Executive, Comic Relief (UK)

*"We find that if the narrative is powerful enough, if we are creative enough in the ways that we reach people, people will reach out and show their commitments to and their interests in supporting fellow global citizens."*

**Mr. Etienne Faïtcho**

Minister of Primary Education and Civic Education (Chad)

*"What is our top priority? Today, we have more than a million children between the ages of six and 11 who are out of school."*

**Mr. Filippo Grandi**

Director, United Nations Relief and Works Agency (UNRWA)

*"Education is extremely important in a situation of refuge, of exile, to defend, build and maintain both the collective and individual identity of people."*

**Mr. António Guterres**

High Commissioner for Refugees, UNHCR (Portugal)

*"I think Educate A Child and Her Highness' initiative is particularly important for an imaginary country that we could call Refugeeland. This is a country with about 11 million people, just taking UNHCR mandates into account."*

**Mr. Harvis Mohammed Huel**

Representative of Qatari youth (Qatar)

*"Children around the world ask, 'When is the right time for us to have the right to education?' Her Highness Sheikha Moza bint Nasser has taken the initiative to tell children that the right time is now."*

**Mr. Rakesh Bharti Mittal**

Vice Chairman and Managing Director, Bharti Enterprises; LifeTrustee and Co-Chairman, Bharti Foundation; Co-Chairman, the Advisory Board, Bharti School of Telecommunication Technology and Management (India)

*"I very strongly believe if you educate a girl, you educate a family and you educate future generations."*

**Ms. Suad Shariff Mohamed**

Teacher, Kakuma refugee camp (Kenya)

*"I told my dad, 'Let me finish my education first. After finishing my primary education, I will be able to earn more than you could get for a dowry.'"*

**Ms. Mercy Musomi**

*"In Kenya, Girl Child Network works with marginalized girls, and a percentage of boys. It is one thing in Africa to be a girl - it is worse when you are a girl with disabilities."*

**Ms. Ita Sheehy**

Senior Education Officer, UNHCR (Switzerland)

*"Once a person crosses a border, the average duration of the person's life as a refugee is 17 years. That is what we can expect. That is a whole lifetime of education and beyond."*

**Mr. Charles Tapp**

Senior Replenishment Advisor, Global Partnership for Education (UK)

*"One of the very exciting things, I think, from the launch of this initiative with Educate A Child is the way we are able to start bringing in new sources of financing to work alongside some of the existing financing in a much more coherent and targeted way."*

**Ms. Mishal Husein**

Journalist and News Reporter (UK)  
Moderator

# Real-World Learning:

Bringing Education to Life

Too often learning is passive and theoretical. What does a shift to real-world learning look like in terms of curriculum and pedagogy? The panel discussed how real-world situations are brought into the classroom, providing participative education that is relevant to real issues. Sometimes the rigidity of the system makes this difficult; teachers can be remote from the real world, reproducing the same methods they experienced in the classroom. So teachers must be at the center of any attempt to change curriculum and pedagogy.

In Singapore, teacher training has greatly improved by building skills through collaborative learning. By contributing to communities, teachers deepen their values and connection. In Palestine, with insufficient funding for teacher retraining, the educational system struggles to succeed. You can develop in-service courses for dealing with real-world situations, give teachers free training or create training courses involving technology. By developing learning objects, the teacher no longer needs to be the only source of knowledge, but becomes the facilitator of learning.

## WISE Debate 2.1 - Day 2

## WISE Debate 2.1 - Day 2

**Ms. Noor Doukmak**  
WISE Learner, 2011 (USA)

*"Wellbeing is more important than learning physics or chemistry or biology."*

**Mr. Marwan Tarazi**  
Director, Center for Continuing Education, Birzeit University (Palestine)

*"We have to think of a model where without good teachers you can do something. You need to think of this model for the developing world."*

**Prof. Paul P. S. Teng**  
Dean, Graduate Studies and Professional Learning, National Institute of Education, Nanyang Technological University (Singapore)

*"If you can't take students to real-world situations, how do you then bring real-world situations into the classroom?"*

**Mr. Tony Mackay**  
Executive Director, Centre for Strategic Education (Australia)  
Moderator



# Early Childhood Education: Starting Off Right

WISE Debate 2.2 - Day 2

WISE Debate 2.2 - Day 2

How is children's brain development relevant to education today? The panelists in this debate considered the brain's remarkable plasticity throughout life, and the factors that can hinder brain development. In particular, they discussed the distinct periods of sensitivity to learning in early childhood. Early formal teaching may produce little benefit; other forms of learning are far more important at this stage, especially social interaction. Early transition to day-care can benefit language and social development.

What role can we expect educators to play and how can we ensure parents understand the importance of early childhood education? It is important to create a stimulating environment, so parents should work in partnership with schools. Early childhood education should be coupled with adult education. If this is done, children perform better academically, have fewer development problems and are less likely to fall ill. So investment in early education is an investment in the future. Mass technology has some value, but we should not lose sight of the varying potentials and needs of children.

**Ms. Buthaina Al Nuaimi**  
Executive Director, Pre-University Education, Qatar Foundation (Qatar)

*"When children play in the day-care center they develop both cognitively and socially."*

**Prof. Colin Blakemore**  
Professor of Neuroscience, Oxford University; Honorary President, Association of British Science Writers (uk)

*"Ultimately neuroscience will inform education at a very deep level."*

**Ms. Samphy Ky**  
Executive Director, Krousar Yoeung (Cambodia)

*Learning is playing and playing is learning, and that is the awareness that we want to develop."*

**Mr. Leonardo Yáñez**  
Program Officer for Latin America, Bernard van Leer Foundation (The Netherlands/Venezuela)

*"Early childhood education has to be more holistic."*

**Dr. Bruno della Chiesa,**  
Faculty Member, Harvard University Graduate School of Education; Head of International Studies, Ulm University ZNL (USA/Germany/France)  
Moderator



# Education and Finance:

## Evaluating Innovative Models

The debate began by asking what role public-private partnerships could play in extending learning opportunities. Panelists went on to discuss online university programs and the democratization of world-class education through ICT. Innovative educational models and workable partnerships are also helping achieve higher rates of education. However, does increasing reliance on private education increase inequality and how can acceptable quality be ensured?

Innovative funding mechanisms exist as do programs for assessing policies on private sector education. Governments tend to resist outside help, though NGOs are playing a vital role in local contexts and the relationship between government and the private sector is key. New funds have been developed, and governments are providing more resources, though the challenge is to meet the requirements of higher levels of education. Once again, online education has great potential in this respect.

The debate was followed by a special address by H.E. Datin Paduka Seri Rosmah Mansor, wife of the Prime Minister of Malaysia, who spoke of the global need for quality education and Malaysia's own efforts in this respect.



## WISE Debate 2.3 - Day 2

## WISE Debate 2.3 - Day 2

### Dr. Talal Abu-Ghazaleh

Chairman and Founder, Talal Abu-Ghazaleh Organization (TAGorg); Chairman, TAGIUNI (Jordan)

*"My vision is to democratize world-class education through harnessing the wonderful capabilities of ICT."*

### Dr. Madhav Chavan

Laureate, 2012 WISE Prize for Education; CEO and President, Pratham Education Foundation (India)

*"Education is too important to be left to governments alone."*

### Mr. Chris Cook

Education Correspondent, *Financial Times* (UK)

*"It's better to have a class with 50 kids and one very good teacher than two classes half the size with two not very good teachers."*

### H.E. Datin Paduka Seri Rosmah Mansor

Wife of the Prime Minister of Malaysia (Malaysia)

*"Investment in early education has a snowball effect as it can make subsequent education much more effective, enhancing school performance and reducing the need for repetition of grades."*

### Dr. Harry Anthony Patrinos

Lead Education Economist, The World Bank, (Washington, D.C.)

*"We need more diversity of supply, more innovative models, more partnerships and we need partnerships that work."*

### Mr. Anver Versi

Editor, *African Business* and *African Banker* (UK)  
Moderator



# Learners' Voice:

## Lessons from the Field

In this session, five 2011 WISE Learners' Voice students discussed their activities over the past year and their research into the problem of providing access to quality education. They identified barriers to education in diverse countries, such as shortages of teachers or inadequate access to ICTs, and highlighted the need to empower people to produce their own educational resources. Among the priorities in education are properly qualified teachers, encouragement to pursue informal education alongside formal education, attention to national identity and moral values and an understanding of local requirements. In a culture of learning, education should transcend the classroom. The call for greater prestige for the teaching profession was made repeatedly, and the Learners shared a belief that travel and intercultural experience contribute greatly to education. However, the Learners' duty is to go back and take action in their local communities. The WISE Learners' Voice community is growing fast and this was a revealing opportunity to hear views on education from student perspectives.

## WISE Debate 2.4 - Day 2

## WISE Debate 2.4 - Day 2

### Mr. Mohammed Al-Jaberi

Student of Physics and Chemistry, Université d'Evry Val d'Essonne, France; 2011 WISE Learner (Yemen)

*"It is important to have all of the needs of the community inside the educational system."*

### Ms. Maryam Al-Kuwari

Student of International Relations and Politics, Qatar University; 2011 WISE Learner (Qatar)

*"The main challenge is the shortage of teachers, especially in Africa and South and Western Asia."*

### Ms. Al Jawhara Al-Thani

Student of Culture and Politics; WISE Learners, 2011 (Qatar)

*"I think we see teachers as civil servants but most people tend to leave out the 'civil' part and just refer to them as servants of society. I think they play a much more important role than that."*

### Ms. Naa Ayeleyssa Quaynor-Mettle

Student of Business Administration, Ashesi University College, Ghana; WISE Learner, 2011 (Ghana)

*"Having a multidimensional cultural experience is highly important and it does contribute to your educational and lifelong learning experience."*

### Mr. Niwa Rahmad Dwitama

Student of International Relations, Universitas Indonesia; WISE Learner, 2011 (Indonesia)

*"We have so many different perspectives on education, but what matters is how we develop our own perspective into reality because learning is always a process."*

### Dr. Thomas Cassidy

Fellow, Education Impact (USA)  
Moderator



# Remote Areas:

## Expanding Access

The debate looked into the formal, non-formal and informal learning strategies that have proved successful in hard-to-reach rural communities that are deprived of easy access to schooling. This includes strategies to bring young drop-outs back into formal education and the network of BRAC schools and libraries in Bangladesh. The panel also considered mobile learning in remote areas, teacher support, literacy programs and empowering women and girls. In all cases, engaging with the local community is an important factor.

Customized interactive technology and digital materials are playing an increasingly important role in reaching and enabling these communities, as are older technologies such as radio. This is one of the areas that BBC Education and UNESCO are developing. Public policies need to be defined to deal with these remote areas. Working with mothers and getting girls into schools are high priorities and a major and persistent problem is the shortage of teachers in remote parts of the world.



## WISE Debate 2.5 - Day 2

### Dr. Safiqul Islam

Director, BRAC Education (Bangladesh)

*"We really believe that learning materials play a fundamental role in terms of quality education."*

### Mr. Saul Nassé

Controller, BBC Learning (UK)

*"In rural communities, with the ability of social networks to start connecting people up, the fact that someone is geographically isolated becomes less and less important."*

### Mr. Francesc Pedró

Chief, Teacher Development and Education Policies, UNESCO (Paris)

*"Increasingly, we tend to use the kind of technologies that are not foreign to the context in which we are expected to operate."*

### Mr. Chetan Sharma

Founder, Datamation Foundation Trust; Founder and CEO, Datamation Group (India)

*"One strategy that we adopted was educating the mothers, educating the families, empowering them with regard to the importance of education in their lives."*

### Ms. Freda Wolfenden

Director, Teacher Education in Sub-Saharan Africa (TESSA); Associate Dean, Faculty of Education and Language Studies, The Open University (UK)  
Moderator

*"We want people to enter teaching. We don't want it to be a profession of last resort."*



## WISE Debate 2.5 - Day 2

# New Entrants:

## Diversifying Providers

New players, from high-tech manufacturers to IT start-ups and social entrepreneurs, are attempting to find and fill gaps in educational provision. However, some people question their legitimacy as educational providers. How should these offerings be best monitored and controlled so that they contribute to attaining national and international goals for access and quality of learning? The panel in this debate discussed how we should address the growing skills gap, put the learner at the heart of the process, support open innovation, and scale up best in-class ideas.

Collaboration among various providers and rigorous learning assessments are essential. Accessibility and affordability are major issues. Technology can help but is not limited to web-based offerings: radio and mobile phones have enabled excellent initiatives. We should overcome the fear that technology will displace teachers, and train teachers to use that technology. New entrants must provide an environment conducive to learning, with educational services designed around technology. In this process, every challenge is an opportunity.



## WISE Debate 2.6 - Day 2

### Dr. Subraya Beleyur Manjappa

Vice President and Dean, Global Education Center, Infosys Technologies Limited (India)

*"Can we create a virtual university, school or college? Are there any success stories available? No. So that means that technology can be used as a tool, a supportive agent."*

### Dr. Matthew Kam

Senior Technology Strategist for Education, International Development Program, American Institutes for Research (AIR); Founder, Mobile and Immersive Learning for Literacy in Emerging Economies (MILLEE) in India (USA)

*"We need to bring the human touch more into technology design."*

### Ms. Tamara Minick-Scokalo

President, Europe, Middle East and Africa (EMEA) Region, Interim CEO, Pearson International (USA)

*"Now more than ever we need to scale best in-class education ideas to impact more learners around the world faster."*

### H.E. Naledi Pandor

Minister of Home Affairs, MP, Member of the WISE Prize for Education Jury (South Africa)

*"When we bring technology into schools, we often think of learners and not the teachers. I think we need to turn that around a bit."*

### Mr. Michael Trucano

Senior ICT and Education Policy Specialist, The World Bank (Washington)  
Moderator





H.E. Datin Paduka Seri Rosmah Mansor

## Sustainable and Quality Education for the Future: Malaysia's Experience Through PERMATA

In this WISE Focus session, Her Excellency Datin Paduka Seri Rosmah Mansor, the wife of the Prime Minister of Malaysia, talked about the millions of children throughout the world who are left behind by education and the global problem of illiteracy. Often children are pulled out of school to help the family earn a living. There is a great need for relevant, quality education that is holistic, a prerequisite for sustainable and responsible development. Malaysia has achieved near universal school enrolment thanks to the government's investment of 21 percent of the country's total budget in education.

However, there should be greater investment in early childhood education and lifelong learning. Under the banner of PERMATA, H. E. Datin Paduka Seri Rosmah initiated the Early Childhood Education and Care (ECEC) program in 2005. With the theme "Every child is precious," the program refers to children as "jewels of the nation" that need to be shaped and polished to bring out their brilliance and true beauty. Special attention is paid to children from rural areas and disadvantaged urban backgrounds. Studies have shown that through early childhood education the cycle of underachievement can be broken. The ECEC program now helps more than 27,000 children. The PERMATA program also helps gifted children through the performing arts and religious studies. H. E. Datin Paduka Seri Rosmah outlined the various PERMATA projects designed to engage and empower young people in Malaysia, and pledged the support of her project for the Educate A Child initiative of Her Highness Sheikha Moza bint Nasser.

WISE Focus Session - Day 2



H.E. Datin Paduka Seri Rosmah Mansor  
Wife of the Prime Minister of Malaysia

*"Investment in early education has a snowball effect as it can make subsequent education much more effective, enhancing school performance and reducing the need for repetition of grades."*

Prof. Stanislas Dehaene

## How the Brain Learns to Read and How We Can Improve Reading Education

In this Focus session, Prof. Stanislas Dehaene explained how cognitive psychology and neuroscience have begun to isolate the neuronal mechanisms of literacy using brain-imaging techniques. During reading acquisition, our brain circuitry recycles several of its pre-existing visual and auditory areas in order to reorient them to the processing of letters and phonemes. The nature of this "neuronal recycling" process helps explain many childhood difficulties in learning to read. Our growing understanding of the child's brain has important consequences for how education should be optimally organized.

How does literacy acquisition change the anatomy of the brain? Essentially, reading creates an interface in the brain between vision and the already established spoken language system of the child. Words compete with faces for recognition in the so-called "letterbox" area of the brain which has learned the shapes of the letters it knows and connected them to meaning and speech sounds, changing the way the cortex codes the phonemes of language. These findings demonstrate that the teaching of letter-to-sound correspondences (phonetics) is the fastest way to acquire reading and comprehension, decisively rejecting the idea of "whole word" recognition, once a popular approach to early reading. Literacy or numeracy acquisition games have been designed with this in mind. Giving children more sleep is important for consolidation of learning. Why do children sometimes write backwards, in "mirror writing"? What is dyslexia? How does cursive writing change the brain's circuitry and help children to read? These are some of the fascinating topics addressed by Prof. Dehaene in his talk and the subsequent Question and Answer session.

WISE Focus Session - Day 2



Prof. Stanislas Dehaene  
Chair, Experimental Cognitive Psychology, Collège de France; Director, Cognitive Neuroimaging Unit, INSERM-CEA (France)

*"Teachers know more about the workings of their car than they do about the workings of the brains of their children."*

Dr. Helene D. Gayle

# Overcoming the Complex Barriers that Inhibit Access to Education

In this WISE Focus session, Dr. Helene Gayle presented CARE's work on overcoming barriers to equitable education around the world. CARE is a 70-year-old international humanitarian organization with a mission to end extreme poverty, working in 84 countries, and reaching more than 120 million people in 2011. Its work is comprehensive, with an emphasis on education; CARE programs provide access to education for over five million. The empowerment of girls and women through developing leadership skills is at the core of its work, with the attendant benefits of better access to critical services, improved health outcomes and economic livelihoods of individuals, communities, and – ultimately – countries.

While better information about the causes of marginalization is needed, barriers to girls' education are clear. These include low social status, high domestic workload, lack of relevant and quality education, early marriage, non-engaged communities and poor school safety and sanitation. CARE programs address these problems, working to raise awareness of the fundamental importance of girls' education to the economic well-being of the community as a whole. The presentation included a video about CARE's activities and was followed by a Question and Answer session.

WISE Focus Session - Day 2



Dr. Helene D. Gayle  
President and CEO, CARE USA (USA)

*"Education is a key enabler to lifting individuals, communities and societies out of poverty."*



# Education and Media:

## What Are the Educational Responsibilities of the Media?

For millions of people the media are the main window to understanding their environment and the world they live in. But the 24-hour news cycle, media competition and the Internet have transformed the ways information is produced and disseminated. Many mass media have become driven by consumer demand, “democratized” and open to all, presenting both risks and opportunities. How do the media today perceive their educational responsibilities? What strategies are they developing to fulfill the trust placed in them by society?

The panelists considered why education is low on the media’s agenda and not considered to be appealing. One reason is that education is a long-term subject; health news, by contrast, may receive more coverage because of its element of drama and immediacy. The difference may also be related to political cycles. Education might get more attention if it were presented as a jobs-related issue, in the context of business news. In our multi-platform age, however, there are many specialist publications for those interested in education and there is strong demand for long-form journalism on the subject. The market-driven media can still be an accidental educator; publications must meet the demand if people want more information on a particular story.

## The Forum - Day 2

### Mr. Brian Kelly

Editor and Chief Content Officer, *US News & World Report* (USA)

*“The Internet is one of the most powerful things we’ve ever seen so the question is: how do you harness it and make it work for you?”*

### Ms. Gardenia Trezzini

Editor-in-Chief, *Euronews* (Italy)

*“The fundamental values of journalists and educators are the same. You have to know your subject, be credible, trustworthy and serious and you have to understand and then explain.”*

### Mr. Anver Versi

Editor, *African Business* and *African Banker* (UK)

*“I don’t think we are so important as information providers.... In fact there is information overload. A lot of people now want information explained to them or analyzed.”*

### Mr. Jon Snow

Broadcaster and Journalist (UK)  
Moderator

*“We are living in an age of opportunity and high risk in terms of distorted information. “*



# The 2012 WISE Awards Winning Projects

Each year, the WISE Awards identify and promote six innovative educational projects that are having a transformative impact on societies. In this WISE Initiatives session, each of the six 2012 WISE Awards winning project representatives gave a short presentation, followed by a Question and Answer session. The presentations detailed the educational challenges the projects are addressing, the impact they are having and the concrete solutions they are providing to transform education.

The 2012 winning projects came from Bangladesh, Cambodia, Chile, Denmark, India, and the USA. They are all in their various ways highly innovative and, while responding to local problems, have great potential for replication and scaling up. Thus, their influence has the potential to spread beyond national borders and, in the case of RoboBraille – a web-based service – globally. The fascinating stories behind these projects illustrate well the kind of inspiring, pioneering and life-changing ventures that WISE is dedicated to promoting. There are now 24 such projects in the WISE Awards community.

## Wise Initiatives - Day 2

### Dr. Lars Ballieu Christensen

Senior Advisor, Synscenter Refsnaes - National Center for Blind and Partially Sighted Children of Denmark (Denmark)

*"In my country we have close to 100 percent inclusion of the visually impaired and people with different reading impairments... because we have invested a lot of time and energy in conversion technology, digital library technology and so on."*

### Mr. Scott Neeson

Director, Cambodian Children's Fund

*"The most recent initiative is to start building very basic schools right in the heartland of the slum areas."*

### Rev. Joseph Parkes, S.J.

Chair of the Board, Cristo Rey Network; President, Cristo Rey New York High School (USA)

*"We were unique because no other high school system in the United States had students working one day a week to pay for their tuition."*

### Ms. Ana María Raad

Director of ICT and Education, Fundación Chile (Chile)

*"We are trying to reach those students who don't have the same opportunities as those in Santiago. Today we are reaching more than one million students per year."*

### Mr. Mohammed Rezwan

Executive Director, Shidhulai Swanirvar Sangstha (Bangladesh)

*"I thought if the children cannot go to school for lack of proper transportation, then the school should come to them by boat."*

### Ms. Mamta Saikia

Vice-President, Bharti Foundation (India)

*"We give quality education to underprivileged children completely free of cost in the villages of India."*

## Wise Initiatives - Day 2





## Gala Dinner and WISE Awards Ceremony

Day 2

The WISE Gala Dinner took place on the evening of Wednesday, November 14, 2012, at the Qatar National Convention Center. It was attended by Her Highness Sheikha Moza bint Nasser, Chairperson of Qatar Foundation, and by the WISE speakers and participants. Her Highness, accompanied by H.E. Sheikh Abdulla bin Ali Al-Thani, Chairman of WISE, presented the 2012 WISE Awards trophies to representatives of the six winning projects. Guests enjoyed a performance of arias from Mozart's *Le Nozze di Figaro*, and American spirituals, by the widely-acclaimed soprano Barbara Hendricks, as well as music by the Syrian composer and violinist, Maias Alyamani, accompanied by the Qatar Philharmonic Orchestra, under the baton of the Croatian conductor Ivo Lipanovic.





## Building a Learning World

Thematic Plenary  
Session 2 - Day 3

What would a learning world look like if it were perfectly built? Would it be virtual or real? Technology is full of potential but many marginalized children do not have access to it; education is about “high touch” as much as “high tech” because schools are social institutions with high levels of interaction among children. So the future calls for varying degrees of blended learning. In higher education, universities have a responsibility to ensure quality content and the state should evaluate materials. Many universities are already offering rich online content and certificates.

In this second Thematic Plenary Session, the panelists envisioned how education around the world might look in 20 years’ time. The opportunities for innovation are immense but problems such as lack of electricity in remote areas persist. The teaching of ethical values is essential. Education in the future will be based on new ways of collaboration that bring great diversity into the mix while remaining relevant to local needs. How can educators continue to be good role models? What kind of partnerships will underpin education? This session drew together many of the threads of WISE 2012 in its conclusions concerning the intertwined roles of technology and teachers.

DAY 3



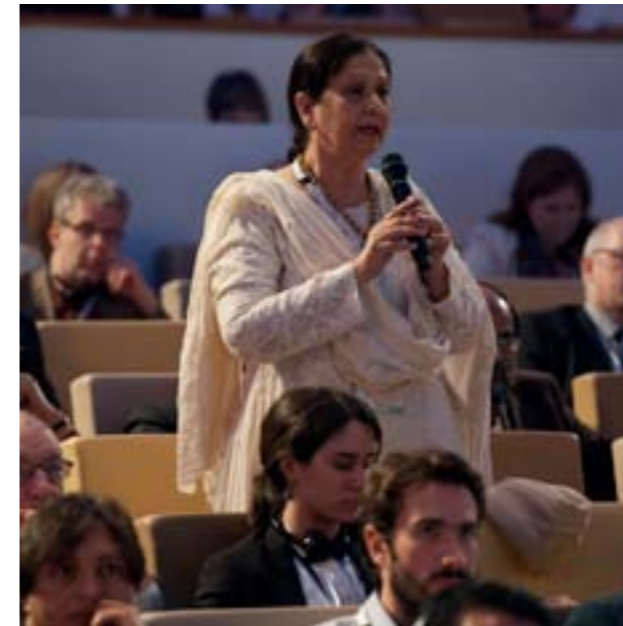
**Prof. Roberto Carneiro**  
President, CEPCEP – Research Centre on Peoples and Cultures, Portuguese Catholic University; former Minister of Education (Portugal)  
*“You tend to look at the I and T in ICT, but C is the fundamental letter – Communication.”*

**Mr. Rakesh Bharti Mittal**  
Vice-Chairman and Managing Director, Bharti Enterprises; LifeTrustee and Co-Chairman, Bharti Foundation; Co-Chairman, the Advisory Board, Bharti School of Telecommunication Technology & Management (India)  
*“While virtual schools have been talked about for a very long time, they cannot in any way substitute or replace physical schools.”*

**Prof. Bingqi Xiong**  
Education Expert; Professor, Shanghai Jiao Tong University; Vice-President, 21<sup>st</sup>-Century Education Research Center (China)  
*“E-learning is only one part of our project. We also have complementary face-to-face teaching.”*

**Ms. Gabi Zedlmayer**  
Vice President, Sustainability and Social Innovation, Hewlett-Packard Company (Switzerland/Germany)  
*“Children already use technology but it is absolutely not embedded in the way we teach.”*

**Mr. Jon Snow**  
Broadcaster and Journalist (UK)  
Moderator



Mr. Conrad Wolfram

# Stop Teaching Calculating, Start Learning Math

In his Special Address, the eminent mathematician, physicist and technologist Mr. Conrad Wolfram explored the questions, “Why do we have a chasm between the two maths: the math in education and the math outside?”, “Why are we learning math?” and “What is mathematics?”

Math is increasingly important in our world, driving our economies, yet in education we waste time getting students to do the calculating that computers should be doing. The better we can automate and empower the calculation, the better we can problem-solve and the higher level the problems can be.

Mr. Wolfram addressed assessment, the imminent ubiquity of computing devices, improved ways to interface with computers, and massive open online courses (MOOCs). He argued that programming should be a crucial part of a more practical and conceptual early math education, and a real-world math based on computers. A huge shift is needed in science, technology and math (STEM) education toward standing on the power of automation. He ended his presentation with a challenge by asking which countries would be the first to adopt a computer-based approach, and leapfrog others in STEM.

**Mr. Conrad Wolfram**  
Mathematician, Strategic Director, European Co-Founder and CEO, the Wolfram Group (UK)

*“We do not want students to be third-rate computers. We want them to be first-rate problem solvers.”*

**Mr. Jon Snow**  
Broadcaster and Journalist (UK)  
Presenter





# Learning Societies:

Forging New Links

Learning ecosystems are centered around learners rather than institutions and involve tearing down walls between formal and informal learning to create blended learning opportunities. They can be both local and global through open participatory learning environments online. The participants discussed how the total learning environment might collaborate more effectively to expand the scope and quality of education for learners of all ages and across all socio-economic groups.

The participants gave their personal definitions of the learning ecosystem and provided examples. Effective learning ecosystems look for the most relevant knowledge and rely on constant questioning, sharing and innovation. Participants discussed the role of government and the key role of teachers as curators of learning environments that are often being transformed by mobile digital technology. They also considered that reliance on digital technology can also magnify inequalities. The importance of the open data movement was stressed along with the need to invest to reach out to learners, such as those in remote areas without access to technology and other key tools, who do not have the benefits of an education.



## WISE Collaborative Debate 3.1 - Day 3

### Mr. Gwang-Jo Kim

Director, UNESCO Regional Bureau for Education in Asia and the Pacific in Bangkok (Thailand)

*"We still expect government to play a major role, if not a leading role."*

### Dr. Geoff Mulgan

Chief Executive, Nesta (National Endowment for Science, Technology and the Arts); former CEO, the Young Foundation (UK)

*"The risk of the Internet era is that it is so strong on data that it may even weaken our powers of judgment and wisdom."*

### Dr. Michelle Selinger

Director, Education Practice, Cisco International Limited (UK)

*"We should be looking at assessment in new ways, because students can create so much with this technology."*

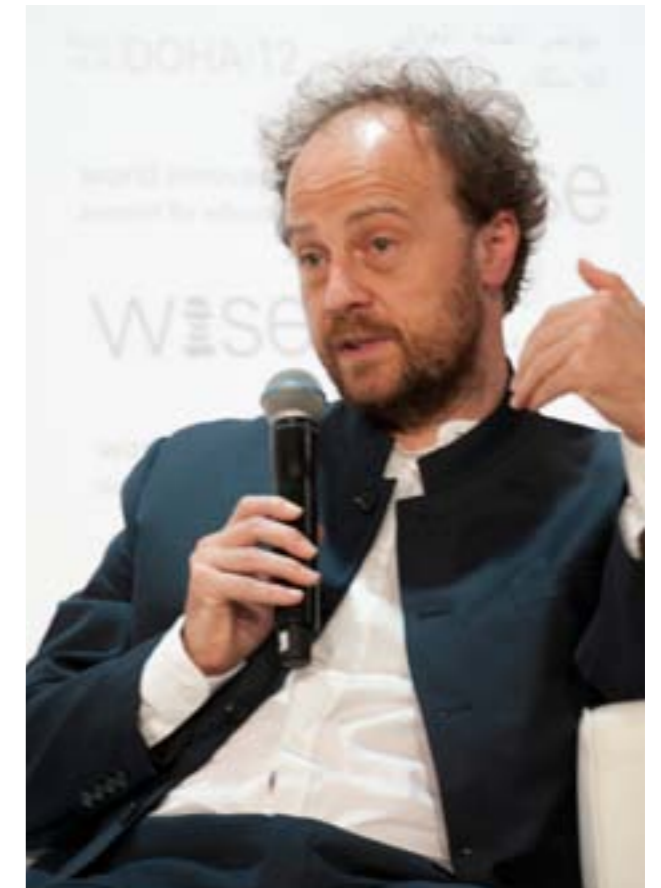
### Dr. François Taddei

Genetician and Systems Biologist; Director of the Centre for Research and Interdisciplinarity, Paris Descartes University (France)

*"The more open data we have, the easier it is going to be for everyone to contribute to collective intelligence."*

### Dr. Anthony Jackson

Vice President for Education, Asia Society (USA)  
Moderator



# Sharing Success: Adopting and Adapting Innovation

Identifying, sharing and replicating effective practice is a key improvement strategy, but it does not necessarily follow that innovations can always be successfully transplanted. The participants discussed constraints to adopting and adapting new models, and under what conditions the process is most effective. What lessons did they learn from trying to develop an innovation that could work in different local settings?

In India, Nanhi Kali has brought education to thousands of girls from marginalized communities through basic infrastructure and teacher training programs. In the USA, Cristo Rey created a unique secondary school model where students work one day a week to finance their education; it has grown into a sophisticated network. In Medellín, Colombia, an NGO has built an exemplary school for this troubled community. From these diverse perspectives, the subjects of replication, adaptation, quality assessment, the role of government, funding, innovation, leadership, goals and the communication of best practices were discussed.

## WISE Collaborative Debate 3.2 - Day 3

## WISE Collaborative Debate 3.2 - Day 3

**Dr. Manuel Manrique Castro**  
Regional Director Medellín, CINDE Foundation (Colombia/  
Peru)

*"In emerging, third-world countries, the state is a critical actor in the education arena."*

**Ms. Sheetal Mehta**  
Trustee and Executive Director, K. C. Mahindra Education  
Trust - Nanhi Kali (India)

*"We don't rely on technology because there is no access to technology."*

**Rev. Joseph Parkes , S.J.**  
Chair of the Board, Cristo Rey Network; President, Cristo  
Rey New York High School (USA)

*"The founders created their model. How much are they willing to let go of the way they created their model and let another group adapt it?"*

**Mr. Tom Bentley**  
Deputy Chief of Staff to Australian Prime Minister, Julia  
Gillard; past Director, Demos (Australia)  
Moderator

*"Better application of innovation is desperately needed if we are going to meet learning needs and fulfill learning rights around the world."*



# Toward a New Landscape: Designing Education Futures

WISE Collaborative  
Debate 3.3 - Day 3

WISE Collaborative  
Debate 3.3 - Day 3

What kinds of education systems and structures are we trying to build? What needs changing and how will it be accomplished? What about evaluation and access to the required knowledge and resources in diverse contexts around the world? These questions are the starting point on a speculative journey in which the panelists considered what will be required in education, what skills will be taught, and how.

How should a village school look in 2032? What will be happening in the classroom? Who will be driving the curriculum? The key may be a social consensus for a holistic approach to education, suggesting a shift in responsibilities to a broader range of stakeholders, and a move away from exams toward an evaluation of children's interests and development. Regions will face diverse challenges of demographic changes. There may be a shift to a focus on learning outcomes, and more flexible choices in vocational education and in lifelong learning. Especially for children and youth, the virtual world cannot replace the rich learning opportunities of the social environments of schools. These are just some of the questions and ideas that emerged.

**Ms. Aïcha Bah Diallo**  
Chair, Forum of African Women Educationalists (FAWE)  
(Guinea)

*"We have to tap into the potential of every child."*

**Prof. Georges Haddad**  
Director, Education Research and Foresight (ED/ERF),  
Education Sector, UNESCO (Paris)

*"The challenge for education for the future is to address the possibility of educating and learning in a lifelong perspective."*

**Mr. Peter Thiele**  
Head of Division - Policy Issues of Initial and Continuing  
Vocational Training; Deputy Director, Vocational Training  
Policy, Federal Ministry and Research (Germany)

*"What counts is the learning outcome of the individual, never mind where you learned or how long you learned."*

**Mr. John B. Mahaffie**  
Co-Founder and Principal, Leading Futurists LLC (USA)  
Moderator



# Learners' Voice 2012

In this final Forum session, five 2012 WISE Learners' Voice students discussed how "Learners' Voice" should be defined, and how students can collaborate with educators to make their voices heard in schools locally, nationally and globally. What is the most important thing in education? What skills do learners need to ensure that their voices are heeded? The Learners talked about teacher quality, instilling a love of learning, developing analytical skills and the ability to express one's opinion and how to apply what they had learned at WISE in order to make a difference. Lastly, they reviewed the subjects that they would like to have heard more about during the Summit.



## The Forum - Day 3

**Ms. Najla Al Khalifa**  
Graphic Design Student, Virginia Commonwealth University; WISE Learner, 2012 (Qatar)  
*"This is the beginning of a very great year of action."*

**Ms. Ragda Awad**  
Computer Systems Engineering Student, Birzeit University; WISE Learner, 2012 (Palestinian Territory)  
*"Younger students should be taught that they have to share their voices, give their feedback and their opinion."*

**Ms. Jenna Brashear**  
Public Policy and Education Student, Vanderbilt University; WISE Learner, 2012 (USA)  
*"Learners' Voice is being as inclusive and expansive as possible, bringing everyone to the table to collaborate."*

**Ms. Ewa Iwaszuk**  
Economics and Business Student, University College London; WISE Learner, 2012 (Czech Republic/Poland)  
*"The Polish education system is heavily knowledge-based. So it's all about cramming and you're rarely asked to voice your opinion. Often it's not even welcome if you have an opinion."*

**Mr. Taoufik Mousselmal**  
Innovation and Entrepreneurship Student, University of Warwick; WISE Learner, 2012 (UK/France)  
*"This is an amazing opportunity to see what goes on outside your country, see what has worked and what hasn't, and take away ideas and implement them."*

## The Forum - Day 3



Representatives of the WISE Haiti Task Force, established at WISE 2010 to help rebuild the Haitian education system following the earthquake of that year, reported on the progress of the initiative, and presented two films. The panel, composed of various education stakeholders, discussed how they collaborated to identify 20 best educational practices in Haiti to foster and scale up as standards of excellence. The common characteristics of these initiatives were discussed as well as English language learning programs, the goal of full participation of children in education – including the disabled – and the role of youth education.

Participants considered the role of WISE Learners' Voice in collaboration with the Task Force, and initiatives that involve computer technology and vocational training. The Ministry's five-year education plan is aimed at adopting and replicating innovation. The Task Force's work has built social cohesion and helped foster awareness among Haitians of their connection to the larger global society, while finding local solutions. Born out of crisis, the initiative is creating a learning ecosystem for schools and for the greater society, substantially based on private sector innovation with sustainability and competition embedded in the design.

**Mr. Patrick Attié**

Co-Founder and Vice-Dean, École Supérieure d'Infotronique (Haiti)

*"Complexity in Haiti is present everywhere. If you want to solve a problem there are a thousand others before this one can be solved."*

**Mr. Jean-Eric Aubert**

Coordinator, WISE Haiti Task Force; President, SIGN Institute (France)

*"If we are able to do something relevant with some impact in Haiti, it could be useful for the broader WISE community."*

**Ms. Dominique Hudicourt**

Executive Director, Tipa Tipa Foundation (Haiti)

*"The WISE initiative comes at a crucial moment in the history of education in Haiti."*

**Dr. Frannie Léautier**

Executive Secretary, African Capacity Building Foundation (ACBF); former Vice-President, The World Bank (Zimbabwe/Tanzania)

*"In the case of Haiti we saw in real life how you can learn from crises."*

**Dr. Michèle D. Pierre-Louis**

President, Fokal Foundation, former Prime Minister (Haiti)

*"A sense of solidarity in a very fragmented society is important."*



# Closing Address and Announcements

## Closing Plenary Session - Day 3

The Closing Plenary Session began with the panelists' discussion of what they had gained from participating in WISE 2012, and included questions from the floor. The conversation ranged across the need for partnership and collaboration, education in poor countries, teacher training, funding, the Educate A Child initiative, the link between education and the community and the need to be innovative and creative in our approach to education.

The 2012 WISE Prize for Education Laureate, Dr. Madhav Chavan, made an impassioned speech about the role of environment and family in a child's upbringing and the importance of collaborating now to take the initiative in education.

Lastly, H.E. Sheikh Abdulla bin Ali Al-Thani, Chairman of WISE, considered the highlights of the WISE 2012 Summit and the progress of the various WISE Programs and encouraged participants to convert the energy of the Summit into results by collaborating for change.



**H.E. Sheikh Abdulla bin Ali Al-Thani**  
President of Hamad Bin Khalifa University, Chairman of WISE (Qatar)

*"Getting every child into school is an essential step in our mission of building the future of education. Without it, our progress in other areas will be limited."*

**Ms. Carol Bellamy**  
Chair of the Board of Directors, Global Partnership for Education; former Executive Director, UNICEF (USA)

*"We have so much to do in the poorest countries, to make sure that education systems work."*

**Dr. Madhav Chavan**  
Laureate, 2012 WISE Prize for Education; CEO and President, Pratham Education Foundation (India)

*"The fundamental lesson in what we have done is: start walking, keep walking and do not give up."*

**Ms. Yara Darwish**  
Student of Journalism, Medill School of Journalism, Northwestern University in Qatar; WISE Learner, 2012 (Qatar)

*"We cannot simply go and transplant knowledge or take knowledge and dump it into another country, because that is not the way education will thrive."*

**Mr. Martin De Angelis**  
Student of Political Science, University of Buenos Aires, Argentina; WISE Learner, 2011 (Argentina)

*"The WISE Prize and Awards show that to be innovative does not mean that you need money right here, right now. Your ideas are for free and ideas will bring the money, rather than the money bringing the ideas."*

**Mr. Jacob Kragh**  
President, LEGO Education (Denmark)

*"Inherently, children are good learners; we just have to make sure that we do not disconnect them from their inner will to actually take that curiosity out and learn about the world around them."*

**Ms. Mishal Husain**  
Journalist and News Reporter (UK)  
Moderator





Other WISE

Sessions 2012

# e4e Initiative for Arab Youth

## Spotlight Session

In this Spotlight session, Dr. Dahlia Khalifa described how the e4e Initiative for Arab Youth of the World Bank Group is addressing youth employability in the Arab world. The e4e Initiative aims to provide youth with skills that are relevant to the marketplace by investing in education, engaging stakeholders, and enabling solutions so that Arab youth earn a better future. The Arab region has the highest youth unemployment rate in the world and the lowest labor participation rates; employers cannot find the skill sets they require among young workers. The same problem affects African and South Asian youth, and youth in Southern Europe. e4e seeks to break this vicious circle through private sector investment in education, collaboration, training, and advocacy.

**Dr. Dahlia Khalifa**  
Regional Head, e4e Initiative for Arab Youth, International Finance Corporation, World Bank Group (Egypt)

*“Core to this mission is the role that the private sector in particular can complement in the provision of more quality and relevant skills for Arab youth.”*

# A Wonderful Journey:

## To Create a Unique International University through International Collaboration

## Spotlight Session

In the globalized and connected world, learning and teaching behavior and methods have been changed dramatically by the explosion of knowledge and the revolution of telecommunication technology. It is time to rethink the value, function, organization and operation of the university in the new era to follow changes in society and meet its demand for talent. XJTLU (Xi'an Jiaotong Liverpool University) is a unique joint university established in China in partnership between two strong, world-renowned higher education institutions: Xi'an Jiaotong University and the University of Liverpool. XJTLU is exploring the new university and education model through blending the best practices and essences of Western and Eastern higher education in the light of future development trends. Professor Youmin Xi presented the international cooperative model of XJTLU and the challenges, experiences, and lessons of its exploration. The Question and Answer session addressed the university's relation to industry, the degree of control of the two parent universities, and the use of English as the language of teaching.

**Prof. Youmin Xi**  
Executive President of Xi'an Jiaotong Liverpool University, Pro-Vice-Chancellor, Liverpool University (China)

*“We have changed from knowledge feeding to student-centered education.”*





# Youth Empowerment in Post-Conflict Areas in Africa

## Spotlight Session

Dr. Kimmie Weeks focused on African countries that have recently emerged from civil war, and are rebuilding and educating children who have taken part in armed conflict. He referred to his own childhood experience during the Liberian civil war and living in extreme poverty in a refugee center. Dr. Weeks described the difficulties of the post-war effort to move from “Gunpowder to Chalk”. He explained how his organization, Youth Action International, helps children return to normalcy, equips teachers with materials and curricula, and provides vocational training programs for young women. The Question and Answer session addressed the healing process in Liberia, the present situation in Mali, the dangers of a culture of dependency on humanitarian aid, and peace education.

**Dr. Kimmie Weeks**  
Founder and Executive Director, Youth Action International (YAI) (Liberia)

*“I remember clearly watching as a child as my own country completely melted away and disintegrated.”*



# Education Challenges When All Students Have Laptops and Connectivity:

## Plan Ceibal Uruguay

## Spotlight Session

Uruguay is the only country where all students in public education between grades 1 and 9 receive their own laptop and have connectivity in their education facility. Dr. Brechner presented this social inclusion program, which costs \$100 per student per year, and discussed the new opportunities and challenges to schools and teachers. Programming is taught and evaluation takes place online. Videoconferencing is used to teach local teachers English and teaching materials are made available in digital format. Collaboration using technology appears in different forms, and personalization of education can be achieved, while teachers remain an essential part of the program. Questions from the floor concerned improvements in performance as a result of Plan Ceibal, the role of parents and families, and how other countries can be helped to implement similar programs.

**Dr. Miguel Brechner**  
President, Plan Ceibal (Uruguay)

*“If you think of Plan Ceibal as a movie, it’s a comedy for the children, a drama for the parents and a tragedy for the teachers.”\**

\* Dr. Brechner went on to describe how parents and teachers learned to come to terms with the plan.



# The Teachers We Need and the Instruction They Want:

## Teacher-Centered Professional Development

Good teachers matter and are the single largest contributor to students' academic success. Though we know the characteristics that comprise good teaching, we still too often provide professional development that fails to help teachers become better at their craft. Ms. Mary Burns outlined a systemic approach to teacher professional development based on the types and models of professional development teachers say are most effective. The Question and Answer session touched on several further issues: treating teachers as intellectuals, teacher training in Singapore, Indonesia and Gambia, and working with teachers in the poorest conditions.

## Spotlight Session

### Ms. Mary Burns

Project Director/Senior Technology Specialist,  
Education Development Center (USA)

*"At this conference about innovation, if we don't start working with our teachers and giving them the same opportunities that we give athletes, we will never have successful innovation."*

# IMC Weekend School:

## Motivation-Directed Education

## Spotlight Session

Ms. Heleen Terwijn talked about the IMC Weekend School, a school providing supplementary education for students in underprivileged neighborhoods in the Netherlands. In a three-year program, volunteer guest teachers from a wide variety of disciplines present their jobs to students of a receptive age (10-14 years). At the nine Weekend Schools, which are entirely funded by the corporate sector, civil society (guest teachers, sponsors, academic researchers, Weekend School alumni) joins forces to combat social exclusion and to encourage students to shape their social roles positively. Research shows Weekend School's impact on students' motivation, future perspectives, self-confidence, and connectedness to society. Ms. Terwijn also recounted H.H. Sheikh Moza bint Nasser's visit to the Weekend School. Her theory is that "motivation plus real-life education leads to motivation for life."

### Ms. Heleen Terwijn

Founder-Director, IMC Weekend School (The Netherlands)

*"I thought, wouldn't it be great to create a place where we actually keep the enthusiasm of 10-year-old children alive? ... The key of the Weekend School is that both for the children and the guest teachers it is really a joy to work together."*



# Promoting Early Childhood Care and Development in Rural China

Millions of children under six in rural China do not have access to quality early childhood care and development (ECCD) services. Since 2007, Right To Play China has been developing tailored operational models by building dynamic relationships with government agencies and non-governmental organizations across China to promote ECCD in 15 provinces, reaching more than 250,000 children, including rural children, migrant children and those affected by natural disasters. Mr. Wei Wei focused his talk on the program for children in rural areas of China – which aims to reach 380,000 children – and the challenges it faces, such as using local trainers and local resources or developing a mobile ECCD service for extremely remote areas. Questions for Mr. Wei Wei concerned international partnerships, educating parents and caregivers, and the conditions required to promote ECCD in South Sudan.

## Spotlight Session

**Mr. Wei Wei**  
National Director, Right to Play China (China)

*"It is extremely important to recognize the diversity in culture and also locally available materials."*



# Gamification: A New Future for Learning?

## Spotlight Session

The use of games and play has been a part of education since the earliest times. Games are becoming more pervasive, and the use of social play and gamification, the use of game metaphors and processes to engage people, is becoming widespread. This talk investigated how gamification may shape learning in the future and set a new digital agenda for schools, colleges and universities. The Serious Games Institute in Coventry develops, evaluates and validates game-based approaches to learning. Professor De Freitas presented a game to support child evacuation from buildings, a game dealing with sexual coercion issues, and a game that explores various disciplines in the environment of ancient Rome. The audience posed questions on strategies for evaluation, game-based learning for teacher professional development, the use of gaming for testing, and the difference between educational and entertainment games.

**Prof. Sara De Freitas**  
Director of Research, Serious Games Institute, Coventry University (UK)

*"We're going to be using much more interactive media - games, social software, mobile technologies and applications - and that's going to open up new ways of engaging children into learning as well."*



# Empowering the Global Filipino through Social Media

## Spotlight Session

In 1999, Ms. Rina Lopez-Bautista founded the Knowledge Channel Foundation Inc. (KCFI) which envisions a world that is just and peaceful, where all children and other learners have access to quality basic education. Through K Channel television, the K Channel website – kchonline.ph – and K Channel on-demand, KCFI is working towards the realization of this dream by delivering education materials to both educators and learners. The Knowledge Channel Foundation Inc. (KCFI) is a not-for-profit organization that operates the Knowledge Channel (K Channel) and kchonline.ph, the first and only TV and online media tandem primarily focused on the Philippines' basic education curriculum. Following the Department of Education curriculum as guide, KCFI brings K-12 and alternative learning subjects and concepts to life on TV, the Internet and video on demand in classrooms, learning centers, and homes. Questions concerned the challenges that had to be overcome, the timing of TV programs, the funding of the program, and interactivity during broadcasts.

**Ms. Elvira "Rina" Lopez-Bautista**  
President and Executive Director, Knowledge Channel Foundation Inc. (Philippines)

*"We created an educational TV channel that would supplement learning in public schools, especially in areas where there is a lack of teachers, a lack of learning materials and a lack of hope."*

# The Role of Education in Economic Development

## Spotlight Session

Mr. Douglas Beal has been leading a Boston Consulting Group effort on sustainable economic development which resulted in a recent report (published after this Spotlight session). The BCG identified 10 indications of the well-being of a population: income, economic stability, employment, income equality, civil society, governance, health, education, environment and infrastructure. They then identified metrics to measure how well 150 countries are doing in creating well-being for their populations according to these dimensions. One of the most important dimensions turned out to be education and skills development. Extremely good educational improvements can occur even in countries that are not doing so well economically. However, education and skills development is one of the most important factors driving long-term economic growth. Mr. Beal gave a detailed demonstration of the importance of education in sustainable economic development using comparative research that is highlighted in the new report. The report is designed to help leaders of governments with their own strategies.

**Mr. Douglas Beal**  
Partner and Managing Director, The Boston Consulting Group (USA)

*"We all know that GDP, while it is important, is not the only thing that really measures the well-being of a population."*



# Learning for Well-Being

## Workshop-1.1

How can we be more effective in our efforts to promote change in education? How can we inspire new approaches that put the focus on learning for well-being? The Workshop began with a presentation of two specific initiatives for systemic change: The Elham Palestine Inclusive National Partnership and the European Policy Glossary for Learning for Well-Being. Participants shared their insights and relevant experiences.

### Facilitators

**Prof. Marwan Awartani**  
Professor of Mathematics; Co-Founder and Secretary General, Universal Education Foundation; Chairman, the Arab Foundations Forum (Palestine)

**Mr. Daniel Kropf**  
Co-Founder and Executive Director, Universal Education Foundation (Belgium)

# The INEE Minimum Standards:

## Working Collaboratively to Ensure Quality Education in Crisis and Crisis-Prone Contexts

The Inter-Agency Network for Education in Emergencies (INEE) is an open global network of over 7,500 members who work collectively to ensure for all persons the right to quality education and a safe learning environment in emergencies and post-crisis recovery. This Workshop showcased some of the Network's achievements including the INEE Minimum Standards for Education, a global tool which articulates a framework and concrete strategies for ensuring quality education and learning, used in over 110 countries by humanitarian agencies, donors and Ministries of Education. The Workshop asked participants to consider emerging and ongoing challenges in the field of education in emergencies. Participants discussed strategies to address these challenges collaboratively and reflect on how to strengthen the ability of INEE as a network to promote and support this concerted work.

### Facilitators

**Dr. Lori Heninger**  
Director, Inter-Agency Network for Education in Emergencies (INEE) (USA)

**Mr. Essa Al Mannai**  
Director, Reach Out to Asia (ROTA) (Qatar)

## Workshop-1.2



# Teachers:

The Most Important Catalyst for Success and Innovation in Education

Teachers' continuous professional growth, which consists of both core contents and state-of-the-art pedagogies, is recognized as a key factor resulting in innovative student-centered teaching and learning practices. This Workshop focused on enhancing professional collaboration of competent and skilled teachers and on defining the core qualities of future educators. The participants collected and co-created effective models for teachers' professional development using best practices from their experience and jointly innovating new practices. The Workshop derived insights from teacher training and on-the-job embedded professional development programs used in the world-renowned education system in Finland.

## Workshop - 1.3

### Facilitator

**Ms. Elise Tarvainen**  
Director, Global Operations, EduCluster Finland Ltd.  
(Finland)

# Learning Societies:

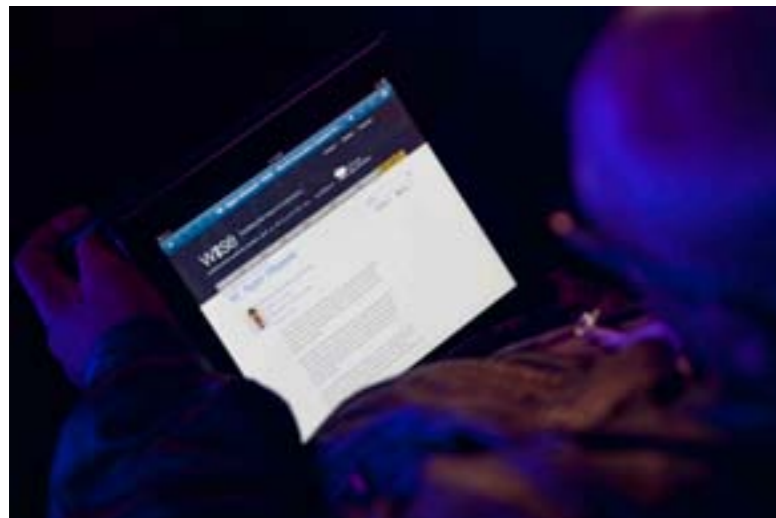
Forging New Links

The learning ecosystem encompasses all forms of education in formal, non-formal and informal contexts, as well as various sectors. In many cases these methods and players are not coordinated, and potential learning gains are not being realized. In this Workshop, preceding the related Debate that was held on November 15, participants were invited to identify the opportunities and challenges for designing a learning ecosystem where players were able to collaborate more effectively to expand the scope and quality of education for learners. The proposed methodology mixed simulation, reporting and discussion. The Workshop's findings were further discussed during the debate the following day.

## Collaborative Workshop - 1

### Facilitator

**Mr. Anthony Jackson**  
Vice President for Education, Asia Society (USA)



# Designing Education Beyond Borders

## Workshop -2.1

If Steve Jobs, Larry Page or Mark Zuckerberg designed a classroom, would it be a room?

This is not a question about iPads, iPods or iPhones but a reflection on the notion of design. When Apple launched the iPhone they redefined an entire industry. They did the same with the iPad. To achieve this they looked at the market in a new way – not as it was, but what it could be. The result was innovative and disruptive. If we were designing a classroom today would it necessarily be a room? How would we approach the task? What questions would we ask and what would we be attempting to solve? In thinking about design we must ask a simple but profound question: What is its purpose? The Workshop began with a short introduction by the host who posed a series of questions about how various constituencies including leading designers, artists, politicians, children and industrial capitalists, might design a classroom.

### Facilitator

**Mr. Graham Brown-Martin**  
Founder, Learning Without Frontiers (LWF) (UK)



# What Is a Creative Education and Why Is It Important?

## Workshop -2.2

Most governments in the world now realize that innovation will be the main driver of future economic growth and yet struggle to identify ways of nurturing creativity in children and young people. However, without creativity young people struggle to be the innovators of the future. This practical Workshop gave participants a clear understanding of what simple and powerful classroom techniques will develop the creative generations of the future.

### Facilitator

**Mr. Paul Collard**  
Chief Executive Officer, Creativity, Culture and Education (CEE) (UK)



# Learners' Voice 2012

## Workshop -2.3

# Girls' Education in the Next Decade:

## What We Learned, Unlearned and Need to Do to Move Forward

## Workshop -3.1

This Workshop was organized by the 2012 WISE Learners. It was devoted to four themes: Education and Technology, Education in Emergency Situations, Multi-Stakeholder Partnerships, and Relevance and Quality in Education.

You can follow the Learners on their blog: <http://learnersvoice.tumblr.com/> and on Twitter, #WISElearners

This Workshop was based on a “speaker circle” model that relied on the expertise and experiences of individuals in the audience. After opening remarks by the Workshop facilitator, which framed the progress made and challenges ahead, individuals were given an opportunity to put topics they wished to address with other participants in a basket. The facilitator then chose topics and each speaker whose topic was chosen had six minutes to address the audience concerning lessons learned and/or essentials for advancing girls’ education in the coming decade. The audience then had four to five minutes to pose questions to the speakers. After a number of topics had been addressed, the Workshop concluded with participants choosing and developing three of their own Millennium Development Goals (MDGs) for advancing girls’ education, and discussing what needs to be done to achieve these goals.

### Facilitator

**Dr. Jane Benbow**  
Vice President and Director, International Development Program, American Institutes for Research (USA)





# Sharing Success:

## Adopting and Adapting Innovation

Identifying, sharing and scaling up effective practice from innovation is key to educational improvement, but it does not occur easily. In this Workshop, which preceded the related Debate that was held on November 15, participants discussed effective strategies for scaling up innovations and spreading effective practices. These include sharing knowledge, redesigning systems, better matching strategies with local needs and supporting potential adopters as they take on new approaches. Findings from the Workshop were further discussed during the debate the following day.

## Collaborative Workshop -2

### Facilitator

**Mr. Tom Bentley**  
Deputy Chief of Staff to Australian Prime Minister, Julia Gillard; past Director, Demos (Australia)

## Collaborative Workshop -2



# Common Ground Sessions

In Common Ground sessions, a core of up to 10 participants sat in a circle and engaged in informal discussion of a topic of shared concern. There was a group leader but no principal speaker. The sessions promoted exchanges in focused conversations and provided opportunities for people to gather together to discuss common interests.

The topics were as follows:

## Day 1

- Challenges to the Education of Girls: Lessons from the Indian Sub-Continent
- Civil Society and Education Reform: Monitoring the Impact
- Distance Learning
- Do Open Learning Resources Improve Teacher Effectiveness and Student Outcomes?
- Encouraging Innovation and Entrepreneurship in the Arab World
- Education from Emergency to Development

## Day 2

- Earn As You Learn
- Creating New National Standards for Both Teachers and School Leaders
- Learning for Well-Being: Learning About Cultures

## Day 3

- Do We Fear Innovation?
- Engaging Students from Underprivileged Neighborhoods
- Environmental Education in Africa: Lessons Learned
- Teachers' Education: The Multiplier Effect
- Engaging Students through Collaboration



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