



HIGHLIGHTS FROM 2019 WISE SUMMIT

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PIPPA AND JL

Schools Week's commissioning editor JL Dutaut and senior reporter Pippa Allen-Kinross made the trip to Doha to attend WISE 2019. They both attended sessions and carried out interviews with delegates from across many different countries and areas of education during the conference on November 20 and 21, with Pippa arriving a day early to visit Education City and the Qatar National Library (see p15). This year, WISE hosted more than 3,200 educators, decision makers and education experts from over 100 countries.



Introduction

Schools Week went on a trip to Doha in Qatar to cover the World Innovation Summit for Education (WISE) 2019. As well as probing some of the ideas and insights about teaching and education from around the world, we also learnt a little more about what it means to be human (the conference's theme this year).

Our coverage begins on page three, where you can find out a little more about WISE and hear from its chief executive Stavros Yiannouka, who questions whether technology is taking education in the right direction.

As well as offering a glimpse into the opening and closing ceremonies, we have interviews with some of the most interesting and innovative voices in global education.

On page ten we speak to Dominic Regester, a programme director at the Salzburg Global Seminar, while on page six Canterbury Christchurch University fellow Manzoorul Abedin discusses encouraging teachers to think beyond the bounds of their disciplines. See page 14 for an in-depth discussion with Michael Pollack, chair of Educate Girls.

Other topics discussed with high-profile interviewees from around the world include mental health in schools, empowering teenage girls to prevent radicalisation, the importance of social emotional learning and how much of a say pupils should get in their school experience.

Pages 12 and 13 gives you the low-down on

the winners of the WISE awards – including the coveted WISE Laureate. While on page 17 we look into an exciting new initiative to help refugees and other out-of-school children access education.

To hear what our interviewees make of the conference's theme of 'what does it mean to be human', check out page 18.

And if you're curious about what attending WISE would be like, page 19 gives a taster into delegates' opinions on the event.

Thanks for reading!

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PIPPA ALLEN-KINROSS

WISE: A brief history

The World Innovation Summit for Education celebrated its tenth anniversary this year in Doha – but what is it, and what does it want to achieve?

WISE is an international, cross-sector organisation which emphasises creative thinking, debate and purposeful action in improving education around the world, most famously through its biennial global summit in Doha.

The organisation aims to “transform education through innovation”, and provides a global platform for the development of new ideas and solutions to revitalise worldwide education practice.

It was established in 2009 by the non-profit Qatar Foundation for Education, Science and Community Development, and its patron and chair is Sheikha Moza bint Nasser, a member of the Qatari royal family.

The WISE community is a network of education stakeholders from 100 countries that share ideas and collaborate to seek creative solutions to meeting the challenges facing education.

At the WISE summit in Doha, thousands of teachers, decision-makers and influential experts from the public and private sectors address evolving challenges in the field of education, with discussion ranging from educating refugees to the advancement of artificial intelligence and the best ways to communicate with pupils.

For its tenth anniversary WISE picked the theme of “unlearn relearn: what it means to be human”. Through this, WISE aimed to examine the impact that the advance of technology and instantaneous



Her Highness Sheikha Moza bint Nasser, State of Qatar

spreading of information has had on education, and how life-long learners will need to be able to constantly re-evaluate what they need to learn and who they want to be.

Each summit sees projects from around the world recognised for their ground-breaking work in education, with one earning the coveted commendation of Wise Laureate, and a \$500,000 prize (see p12-13).

Sessions include keynote speeches, interactive panel discussions, hands-on workshops, special interest sessions and informal meet-ups.

A “majlis”, the Arabic word for “a sitting place”, is organised at the event, as an exhibition space where sponsors can set up stalls, while “learning labs” are available for local students to experience new approaches to learning.

The summit is also an opportunity for partners of WISE to publish new reports into education, with eight published at this year’s WISE (see p16). Readers of the reports can meet the authors in the majlis to ask any burning questions about their work.

WISE also used its conference this year to promote the work of the Education Above All Foundation, which announced its aim to bring millions more hard to reach out-of-school children in countries around the world into education and unveiled a prototype temporary classroom space, designed by the late Zaha Hadid, to reach refugees and other displaced children (see p17).

The next WISE summit will be held in November 2021.

PIPPA ALLEN-KINROSS

‘An iPad isn’t enough for a human education’

In a conference that questioned what it means to be human, World Innovation Summit for Education (WISE) chief executive Stavros Yiannouka pondered whether technology is taking education – and civilisation – in the right direction.

Yiannouka, who has been the head of WISE for seven years, said the theme had been chosen because “we need to be having a conversation about whether we’re happy with ... the kinds of humans that we could end up being”.

“It’s incumbent on us to take this kind of helicopter view and ask ourselves ‘what does it mean to be human? What do we want it to mean?’ And then obviously feed that back into education, because education is powerful.

“Education drives civilisation. Without education, there is no civilisation. There is no technology, there is no higher-level thinking that allows you to have these kinds of conversations.

“A lot of people are looking to technology to solve some of these issues that have to do with the fact that we seem to be putting kids in schools that aren’t really teaching them very much. Again, I think before we rush to embrace some



Stavros Yiannouka

technological panacea, I think it’s incumbent on us to really understand what it is realistic to expect of technology.

“If you don’t have good teachers who are trained

and properly compensated and motivated, I don’t know if an iPad or a computer on the wall is going to do very much to help.

“Part of our agenda is really to try and demystify some of these things.”

This year WISE hosted more than 3,200 educators, decision makers and education experts from over 100 countries, but Yiannouka said he was keen to encourage the attendance of more speakers from the global south – including Asia, sub-Saharan Africa and Latin America.

And despite several famous names addressing the conference – including pop star Shakira, Sopranos’ actor and Bruce Springsteen’s E Street Band member Steven Van Zandt, and the President of Armenia Armen Sarkissian – Yiannouka insisted there was never an intention to turn WISE “into a kind of festival that attracts large numbers of celebrities”.

“My view is that the more of us that are out there talking about education, the more of us that are out there recognising education, the more of us that are out there putting resources into education, the better.

“Education is not a zero-sum game.”

PIPPA ALLEN-KINROSS

Opening ceremony: How to flourish in an AI world

The World Innovation Summit for Education 2019 kicked off by questioning the nature of humanity, and what our future holds in a world of artificial intelligence.

The opening ceremony on Wednesday, November 20, included an address from Max Tegmark, a professor of physics at the Massachusetts Institute of Technology and president of the research organisation Future of Life Institute.

He argued that artificial intelligence has many positive uses in education, but warned some – like excessive monitoring of pupils or replacing teaching staff – are more controversial, and said it was necessary to draw a “red line” for acceptable and unacceptable uses of technology.

“How do we educate our students to flourish in this ever more AI dominated world? What jobs do we want to educate them for so they will still get jobs, and jobs that won’t immediately get automated away?” he asked.

“We want to educate them for jobs that are creative, require unpredictable elements, involve human contact and preferably are not repetitive structure jobs that have very little human contact and get automated very soon.”

He added: “Artificial intelligence is giving ever more power to the individual. That brings ever more responsibility to the individual as well.

We want to make sure we educate our students so they make the right choices about how to use that power.

“What do we really want it to mean to be human in the age of AI? This is a question we need to educate our students to ask themselves. We need to educate them to stop asking ‘what will happen in the future’ and start asking what they want to happen in the future.”

The ceremony was closed by Dr Nicholas Christakis, a professor of social and natural science at Yale University and co-director of the Yale Institute for Network Science.

Christakis argued that humans as a species have “evolved to be good and to have these wonderful abilities” like kindness, friendship, love, cooperation and teaching, which have been embedded into our genetic code to enable us to live in functioning societies.

Although many animals learn from each other, he said humans have the ability to do something



Max Tegmark

“remarkable” by teaching each other things.

“This is very rare in the animal kingdom, that we set out to teach each other how to do things. This capacity lies at the core of all of our wealth. Our capacity to accumulate knowledge and transmit it is exceptionally rare and is what makes us capable of being a cultural animal.”

He added: “Societies are beautiful despite their failures. This is not just idle optimism. Rather, it’s a recognition of the fundamental good that lies within us.

“The arch of our evolutionary heritage is long, but it bends towards goodness”.

JL DUTAUT IN CONVERSATION WITH ROSE LUCKIN

‘EdTech is still a bit of a Wild West’

Data is a ‘New World’ that has made a few people a lot of money, and not necessarily for the good, warns professor of learner-centred design at the UCL Knowledge Lab, Rose Luckin.

An early artificial intelligence (AI) adopter, Rose Luckin has seen a paradigm shift over the past two decades.

“When I started, we were looking at how you build systems to teach using AI. Now, it’s not about replacing. It’s much more about augmenting, supporting, helping.”

What’s brought about that shift? “I came to studying AI after having been an educator, and I can remember thinking, I don’t know why they’re not talking to more teachers. Gradually over the years, we’ve moved as a community to a greater realisation that you need to think of it more as an ecosystem. We’re going to have a system, but where does the educator fit?”

Has the AI utopianism of teaching robots been tempered by a genuine valuing of teachers, or recognising by what’s achievable now? “It is a bit of both. Certainly, within academia it is genuinely an increased valuing of the broad repertoire of skills and expertise a good teacher has.”

But Luckin is also concerned with the ethics of AI. That’s why she founded the Institute for Ethical Artificial Intelligence in Education.



Rose Luckin

She adds: “There are some good companies, but let’s be frank, not everybody is developing what they’re doing ethically in a way that values teachers.”

It’s an interesting tension at the heart of her work, to be both a keen user and promoter of these technologies – she runs a hub for educational technology startups – and to actively seek to set parameters for its use.

“I do a lot of work with startups and SMEs, and we need to help them to not be the next big company that isn’t behaving in an ethical way. It’s been a bit of a Wild West.”

But there is little point in wishing the

technology away. “The problem is the world is changing around us. We all need to be lifelong learners because our job won’t be the same for long.”

But it’s not all doom and gloom. I ask whether AI makes education all the more necessary?

“Absolutely. It makes the role of the educator even more important. And when you look at the analysis of which jobs will go, in the main, educators are predicted to be very low risk of replacement.”

That’s the kind of paradigm shift teachers can get behind.

'We have to prepare kids to control screens'

Today, former government minister Najat Vallaud-Belkacem's focus is on the risks artificial intelligence poses to opportunity for all. "We all have to be optimistic and lucid," she says, a pause after "optimistic" emphasising her great concerns for education systems.

JL DUTAUT



"Our technical and vocational systems are redundant"

Now CEO for global affairs at opinion research specialists IPSOS, Najat Vallaud-Belkacem was France's first female education secretary. Her tenure was defined by her drive to develop equal opportunity policies. She has also launched and co-directs the Gender Equality and Public Policy programme at the Paris Institute of Public Policy.

While she is cautiously optimistic about artificial intelligence (AI), she is on the record as having compared popular anxiety about it with public concern over climate change. She believes policy makers have a duty to combat alarmism.

"Only education can protect us from the harms of AI," she says, "but only education can prepare us for making the most of it." Such a realistic attitude makes her next words even scarier: "We are not ready for it."

By we, she means politicians and policy makers, and society as a whole. Nowhere is this more evident for her than in our education systems.

"Our technical and vocational systems are redundant," she claims boldly. "We haven't recognised the depth of the impact."

She points to two major challenges. The first is division over whether and how education

should respond. The second, "a massive divide between what citizens and policy makers think about AI".

In respect of the latter, Vallaud-Belkacem points to recent research by IPSOS for the World Economic Forum that indicates that "the more people are exposed to AI, the more worried they are about it."

According to the poll, which quizzed over a 1,000 adults in each of 27 countries, 41 per cent of adults globally are worried about AI. More precisely, they are worried about its uses, with 40 per cent saying government use should be further restricted (24 per cent thought it shouldn't), and 48 per cent in favour of greater regulation of company use (and only 20 per cent against).

Perhaps more worrying, Vallaud-Belkacem says that "45 per cent of citizens favour a tax on automation, but when we asked MPs in the UK, fewer than 20 per cent of them do."

This gap in perceptions is dangerous, she maintains, because it "feeds a populist politics of 'disconnected elites'".

As minister of education, Vallaud-Belkacem

oversaw expenditure of billions of euros to bring technical and vocational education up to speed with state-of-the-art facilities, and improving digital resources in schools and colleges.

"Every investment brings about these debates about whether that is what schools should do," she says with an air of frustration. "The argument goes that young people already spend too much time in front of screens and schools should be a sanctuary – a place away from all of that."

These arguments are never far from the surface in England's schools sector, but perhaps because of their clear vocational and technical remit colleges appear less subject to it.

But Vallaud-Belkacem is unequivocal that the debate itself – in whatever phase of education – is part of the problem. "Having been minister for education, I am convinced this is what schools should do. Young people will need to control these screens, to control machines, and we have to prepare them for that."

The message to policy makers is clear: their role in managing expectations and facilitating a substantial transition is vital, and the education and skills sector is a crucial staging ground.

JL DUTAUT IN CONVERSATION WITH

Manzoorul Abedin



Manzoorul Abedin is in his element at WISE, bringing together education's big questions with practical applications that could re-humanise the teaching profession.

WISE is a place where big ideas and detailed practical application sit side by side in comfort. For Canterbury Christchurch University research fellow, Manzoorul Abedin, whose Epistemic Insight initiative was awarded £1.5m earlier this year, getting the 'big questions' into England's classrooms is all about developing practice.

Abedin's project is reintroducing teachers to thinking beyond the bounds of their disciplines.

"It's not about co-curricular or interdisciplinary," he says. "We don't want to bring in topics or themes but to create a discussion where teachers – and from them to their students – will understand the value of how different subjects work and overlap."

It's about learning the nuances of language – such as why evidence means something different in science to what it means in history – to impart the tools we need to make sense of the world. One way to do this is to create the time for teachers to visit each other's classrooms, a deceptively simple practice to get to some very big questions.

"Looking at different subjects as impermeable pedagogical units is a problem. There is a false perspective about the nature of science, for example. Scientific thinking needs to balance a number of perspectives and not just go in one way."

Education itself is a case in point. Abedin says a one-way perspective on how data can be used to improve schools is responsible for this academic isolation. "This is a global phenomenon, that you will look at the success or failure of a school by its results. This has led to a loss of democratic thinking from customers that become too test-oriented."

In that context, there is no need to ask about the nature of science, or any subject. "The nature of science is included in the curriculum but historically it is not being tested. It's normally the experimental part of the course that gets tested."

In turn, we end up with "a pedagogy that is governed by how you can better prepare children



"Looking at the success of a school by its results has led to a loss of democratic thinking"

for tests", he adds.

It's knowledge of a kind, but epistemic it isn't. To Abedin, it is "not even disciplinary knowledge".

He is concerned about the impact on the teaching profession. "When I talk to teachers, one point that I almost invariably see is that they love teaching. But most of them are bored or not feeling well because of the work they do that is related to teaching, but is not teaching."

The threat of the artificial intelligence (AI) revolution being discussed all around us here is that it will be applied in the same way as the technologies that have created this problematic paradigm.

Abedin responds: "A robot's way of thinking will always be the way of thinking of the person or group or corporation that created it."

He adds the risk is that AI will be deployed to do the wrong kinds of things. "If you bring it in to look at teachers' performance in a more systematic way, you will probably make things worse. More systems will take the life out of the profession."

But there is potential too. Abedin is not opposed to a certain amount of scripting, of simplifying routine tasks like marking, as long as it doesn't come to define the whole of the pedagogical process.

"There is obviously a need to memorise certain facts which can be tested with an automated system, but it is the creativity part which matters, and the idiosyncratic, individual qualities that define a particular teacher which make the profession so diverse and great."

PIPPA ALLEN-KINROSS

'Teachers and pupils must come together to learn'

Teachers should listen to their pupils more – including involving them in deciding how lessons are delivered. That's the view of Daisy Mertens, a Dutch primary school teacher and top 10 finalist in this year's Global Teacher Prize. She is part of a movement to ensure that children are equal partners in the school community.

Mertens is part of the social innovation group Number 5 Foundation, based in the Hague, Holland, where she is part of the High Five Project to create "cultural behavioural change".

Her argument is based on the 12th article of the United Nations' convention on the rights of the child, which states that children have the right to express their views and have them considered seriously.

She said: "Are we really listening to children in the classroom and in schools?"

"Emancipation is when you are making decisions together and really listening to children.

"In most cases, as adults, we think we know best because we have all the knowledge and all the experience, but actually I think it's about working together – the adults and the children – to achieve the goal.

"Then I think what happens is children become the critical thinkers in their own

learning process."

Mertens said primary-aged children could have their views discussed on topics including the positive environment and safety of schools, playground activities and ways to raise money for charity.

Although pupils should not have the power to choose which lessons they study in the curriculum, she said they should be involved in deciding the forms of the lessons and what the content looks like.

"It's all about learning and creating a learning ecosystem. That learning ecosystem gives you more perspectives and more tools in the end. The only time you have to put in is having the real dialogue and listening to each other, but listening gives you so much.

"When you come together, you are the school: it is not only the teacher who is the school. We can't do it alone as adults. We need that energetic, open-minded view.

"It all comes from a base of equality. What does it really mean to listen to children?"

The group is now looking at the best ways to create and train dialogue leaders, to ensure schools are asking open questions and allowing pupils to address the challenges they face.

"We are now building on it to really know what



Daisy Mertens

is the most effective and powerful way to have the dialogue sessions, to achieve together and create innovation and change."

Louka Parry: 'Social emotional learning is central to future education'

PIPPA ALLEN-KINROSS

Louka Parry has embarked on a mission to bring social emotional learning to schools across the globe as he calls on teachers to "transform" their idea of education.

Parry, who became a headteacher at the age of just 27 in his native Australia, argues that schools should be preparing pupils to deal with the world by nurturing their "core human capabilities – to do things that computers cannot do."

That includes critical thinking, communication, ethical decision-making and social awareness.

"Social emotional learning is probably one of the most powerful things we can enable students to have," he said.

"This is what every single system, every single country, needs to do in the world to really try and transform the ways that we live, work and learn.

"The status quo is not working for almost a majority of students. We've got a 19th century education model, taking place in 20th century buildings, to prepare young people for the 21st century.

"I think that social emotional learning is part of the future of education. In fact, I think it's the central part."

Parry, head of The Learning Future argued that



the definition of success can no longer be "getting a good score on that test", as the linear path of education to work to retirement has disappeared in the modern world.

"If somebody has got ideas of meta-learning, and the ability to continue to unlearn and relearn – to use the entire theme of this conference – then that is what is going to matter most.

"If you can't be agile, if you can't adapt yourself to different contexts culturally, linguistically or in a workforce, you're just not equipped to navigate the modern world."

Though it has proved controversial in the UK, Parry is also a firm supporter of character

education being taught in schools.

Parry said: "We need people not just to be great employees or entrepreneurs," he says. "We need them to be great human beings as well.

"I think it's indefensible to say, no, maybe we shouldn't teach young people about empathy.

"The point is there are universal human values that we should teach."

Parry, who is working with the Salzburg Global Seminar on the movement and has set up an online "global alliance" called Karanga, said he wants to build a global ecosystem of schools focused on social emotional learning.

"All good teachers are doing some elements of this already. The challenge sometimes is that it's disjointed. It's not aligned, there isn't any kind of values ecosystem. It comes down to how we quantify education.

"How can we advocate for an enabling environment where there is less focus on the standardised knowledge base metrics, and more of an understanding of who we are as human beings and how we contribute back to humanity?"

"It's not just about being better at the current paradigm, it's about transforming the paradigm."

Unlearn Relearn

What it means to be human

Global change increasingly captures our attention, challenges us, and bends the trajectories of our lives. As new ideas and information both good and bad spread instantaneously, education stakeholders everywhere are pressed to take dynamic approaches to teaching and learning that give coherence and meaning. As a fundamentally social, relational activity, learning is driven by our innate curiosity about the people and places we interact with.

We are life-long learners in a world of constant flux, called on to re-evaluate why, what, and how we learn, and where necessary to unlearn and relearn. We must explore the full breadth of knowledge and skills to meet needs known and envisioned, and in ways that reflect our unique individuality and humanity. The best of education calls on our core traits of resilience, creativity, empathy and collaboration to thrive in our interconnected and interdependent world.

Through these we can learn to make sense of complexity, to address competing agendas, and to find solutions to urgent existential challenges. Through education we reach for our full potential, and discover what it means to be human.

10

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JL DUTAUT IN CONVERSATION WITH

Dominic Regester

Dominic Regester is programme director of the Salzburg Global Seminar, a non-profit organisation that hosts programmes on global topics including education. JL Dutaut asks him about his work

Why is social and emotional learning (SEL) important now?

The starting point was an economic analysis of whether young people were being prepared to do the jobs that won't be automated in the economies of tomorrow, and there's really a place now for the sorts of skills the World Economic Forum, Brookings and McKinsey are saying will be at premium in a couple of years' time.

Similarly, there's a lot of talk about a mental health epidemic. One in five girls in secondary school in England self-harmed in the past 12 months. There is good evidence that shows how early introduction of SEL programmes can help young people develop the mental architecture to find their way through or around debilitating mental health challenges.

What's education's role in responding to social problems, whether local, national or global?

SEL competencies are relevant to future employability, in terms of academic attainment – for the most disadvantaged students in particular – and for all sorts of issues around identity and self-confidence. There is a good crossover between SEL and social emotional programmes for students who have experienced trauma too.

If there is a set of accepted interventions that can help prepare young people for the challenges they face, that feels like the very essence of what education is for.

Many would argue that curriculum time is full, that schools aren't designed or equipped to deal with all of society's problems. If we want schools to do it, where does it fit in?

Context is so crucial to the successful implementation of SEL programmes. The same is true of where you situate it in the curriculum. There's a really interesting experiment going on in Delhi at the moment with the happiness curriculum they started two years ago. They introduced different mindfulness activities at the start of each school day, and it really focuses the students' attention on their identity as students. Irrespective of how complicated or challenging mornings might have been before



Dominic Regester (centre)

"You can teach social and emotional learning - and you can absolutely assess it too"

they get to school, they come into the school and regroup themselves as a student. It's had a really interesting academic impact already.

Is the proof of the pudding in academic results in the end?

You can teach SEL and you can absolutely assess it. The ways in which it may be assessed are disruptive for conventional assessment. It would not make sense to try to assess someone's team working ability through a high-stakes test, because all sorts of different factors can affect performance. It needs to be something that you demonstrate repeatedly.

What are the challenges of moving from policy decision to classroom implementation?

First, every system is grappling with teacher preparation for SEL because that's not how teachers have been trained. Second is curriculum, and part of the solution is recognising extracurricular learning as a way of developing

SEL competences. And third is assessment.

So is it time to start ranking countries on their social and emotional skills, PISA style?

One of the really interesting things about SEL is that a lot of the innovation in this area is happening in countries that are not PISA high-performers. There's this really equitable space for knowledge transfer from the global south to the global north, as well as north-south. You've got great things happening in India, Kenya, Mexico. A programme that started as a violence reduction initiative in schools is now nationwide in Ukraine, and Gambia has a great life skills curriculum too.

The education systems England is emulating are the PISA-topping countries like Finland, Singapore and Hong Kong. But it feels like England is looking at those countries as they were circa 2005, rather than as they are and the direction they're going. All of them are involved in SEL.

PIPPA ALLEN-KINROSS

'There is no marker of vulnerability'

Olivia Cayley, head of the Compass project at the Tony Blair Institute for Global Change, talks about how empowering teenage girls can be the best way to overcome radicalisation...

Compass has been running for four years in secondary schools in East London and Luton, and is now embedded in six schools.

A pilot project at the Tony Blair Institute for Global Change, it aims to support and raise the aspirations of teenage girls in communities affected by deprivation, hate crime, long-term unemployment and terror-related activity, by connecting them with professional mentors, universities and helping them learn about women's rights and power.

"We're trying to instil those lifelong skills about what it means to be resilient, confident, open-minded, change-making at heart," said Compass head, Olivia Cayley. "These young women are really ambitious, really driven, but unfortunately, in the UK, they exist in a society that works against them.

"We don't target one type of ethnic background. There is no marker of vulnerability. We don't know what those things are. They come from all different ethnic and religious communities. That's why we reflect the demographics of the schools we work in."



Olivia Cayley

Pupils take part in the project for one year, usually beginning at the start of Year 10. They are connected with female mentors across all industries and ethnic and religious backgrounds, while three university partners – King's College London, the University of Surrey, and St Mary's University Twickenham – deliver workshops with the girls and their parents about access to higher education and addressing misconceptions about moving away from home and safety on campus.

The pupils are also taken to the Women of the World festival in London and on a tour of the Houses of Parliament where they are taught how to access policy makers and politicians and advocate for change.

Compass is neither funded by nor affiliated with the government's counter-terrorism programme Prevent, and although schools select girls to take part, the pupils must agree to do so themselves. Cayley said the project has not had any push back from parents or wider communities.

"We're really transparent about the aims of the project and its roots and who we are as an organisation. I think that's crucial to building trust, and I think that's where the Prevent agenda didn't always get it right."

The Institute is currently looking to create a new project that will be similar to Compass, but focus on targeting boys in deprived areas, where there is a lack of social mobility and opportunity, who could be vulnerable to radicalisation by the far right.

"The far right is really gaining traction and we're not looking at it enough, or quickly enough. There is still so much conversation – and rightly so – about the Islamic terror-related narrative, but we really need to pay attention."

'Well-being is great for kids – but it's great for teachers too'

PIPPA ALLEN-KINROSS

A GCSE in wellbeing could soon be on the way for English schools, but Andy Cope, a self-described "happiness expert", explains why teachers' mental health must not be overlooked.

Cope, who leads the Art of Brilliance training organisation and has a PhD in positive psychology, said wellbeing should be on the national curriculum.

His organisation has written a wellbeing GCSE programme which is being trialled in schools, and is hoping it will be formally ratified.

"Lots of headteachers talk a good talk around wellbeing," Cope said. "And then they continue to work the kids until they break, and then when the kids break we spend massive amounts of money fixing them.

"If wellbeing were an actual subject, in which they learned about resilience, mindfulness, gratitude and kindness, then they wouldn't break. They would have strategies to cope with the world as it is.

"I think the most obvious thing that's missing in education is wellbeing as a subject."

The GCSE has seven modules – including physical wellbeing, resilience and mindfulness – with pupils asked to create a portfolio of their self-development for each. Cope said it is being trialled in a "couple" of secondary schools which

have placed wellbeing lessons as a regular slot in their timetables.

"Schools haven't got the time to put wellbeing on the curriculum. Because of the pressures of league tables, they're so busy doing maths and English that mindfulness is falling off the edge.

"So it needs to be a subject. It should be a subject, it should be taught. It's more important than maths and English, in my mind."

But wellbeing is not only for pupils. The Art of Brilliance also runs training sessions to help teachers learn coping strategies and improve their mental health.

"My whole thing is around emotional contagion," says Cope.

"Emotions are in an open loop – everybody's logging on and capturing each other's emotions.

"So a teacher on a good day is not just affecting their own life. They're affecting and improving the kid's happiness, and improving the kid's family's happiness at the same time. That's massive. So if the teachers aren't feeling inspired, if they're not feeling energised and motivated, then the whole thing cascades.



Andy Cope

"Looking after yourself is the least selfish thing you'll ever do. Because when you think about that ripple effect, it's your gift to the world, right? When you're feeling great, when a teacher is feeling on top, that ripples through the staffroom, through the kids and through the community.

"Our Brilliant Schools philosophy is really about a three-pronged approach: getting the teachers to feel amazing, getting the kids to feel amazing, and getting parental engagement as well."

WISE Award winners from all

Every year, the WISE Awards identify and promote six outstanding innovative projects addressing key global education projects.

Each winning project receives a prize of \$20,000, as well as being given support and publicity by WISE and having the opportunity to present at the summit at Doha.

The awards were launched in 2009, and have so far recognised 66 projects. They have received over 3,700 applications or nominations from over 150 countries in the last 10 years.

This year's awards recognised projects in America, the UK, India and Brazil which aim to address educational challenges around the globe.

Nine finalists, who missed out on the awards themselves, include the Stawisha Leadership Institute which trains teachers in Nairobi, Career Aware which provides career counselling and support for pupils in India, and Dost Education, which promotes parental engagement in early child development through toolkits for schools, audio content and software.

Find out more about the winners below.



The Awards winners to the left of Her Highness Sheikha Moza bint Nasser are:

Osmar Terra (Programa Criança Feliz)
 Megan Lees-McCowan (Family Business for Education)
 Tim Howarth (United World Schools: Teaching the Unreached)

The Awards winners to her right are:

Pooja Taparla (Arpan's Personal Safety Education Programme)
 Elizabeth Dearborn Hughes (Akilah Institute)
 Hal Speed (Micro:bit Educational Foundation)

AKILAH INSTITUTE (US - RWANDA)



The Akilah Institute is a non-profit college for women based in Kigali, Rwanda. Its curriculums are based on 21st-century skills, personalised learning, ethical leadership and sustainability.

Since the college was formed in 2010, it has accredited three diplomas, built a technology platform to match students and graduates with career opportunities, launched a professional development institute and created a campus culture that celebrates creativity, innovation and leadership.

More than 900 students have taken diplomas in hospitality and tourism management, information systems or business entrepreneurship.

The institute is now increasing its enrolment and opening new campuses across Africa and Asia.

MICRO:BIT EDUCATIONAL FOUNDATION (UK - GLOBAL)



Micro:bit is a not-for-profit organisation which provides pocket-sized computers to help pupils learn coding, designing and programming.

The organisation works with governments, broadcasters, educators and businesses around the world to provide access to entry level technology, but enables pupils to develop mastery of complex principles using the device.

A UK study by the BBC found 90 per cent of students said the micro:bit showed them anyone can code, and 86 per cent said it made computer science more interesting. Seventy per cent more girls said they would choose computing as a school subject after using the micro:bit.

ARPAN'S PERSONAL SAFETY EDUCATION PROGRAMME (INDIA)



Arpan addresses child sexual abuse, and provides prevention and intervention services to children and adults in India.

Its personal safety education programme is a life-skills education programme that provides age-appropriate information to identify, refuse and report unsafe situations, works with adults to create awareness and provide skills to keep children safe, and supports children with a safe space for disclosure and counselling.

Arpan focuses on prevention as well as healing, and aims to work with 9,000 children and 3,000 adults in the next three years. It is currently piloting an online learning programme and is working to try and ensure the programme is included in school curriculums.

PROGRAMA CRIANÇA FELIZ (BRAZIL)



Translating as the Happy Child Programme, Brazil launched its early-childhood development programme in October 2016. It is one of the largest home visiting programmes in the world, and creates a network of protection and care services for vulnerable pregnant women, mothers and children.

The programme focuses on home visits to strengthen families and coordination between local, state and national services, and works on early intervention before early childhood development can be negatively affected by poverty.

The home visiting programme has trained over 20,000 home visitors and 3,000 supervisors, and reached nearly 500,000 children and pregnant women.

over the world



Pooja Taparla reciving her award

JL DUTAUT IN CONVERSATION WITH THE WISE PRIZE FOR EDUCATION 2019: LARRY ROSENSTOCK



Her Highness Sheikha Moza bint Nasser and Larry Rosenstock

Larry Rosenstock and I start our conversation about school choice, charter schools and their English equivalent, free schools. When I mention no-excuses schools, he's quick to the quip. "We're a lots of excuses school."

This year's WISE laureate has had a long and industrious career. Today he is CEO and founding principal of High Tech High, an organization that was set up in 2000 and now runs 12 schools in California, and is the brainchild of Silicon Valley royalty.

What made him the ideal man for the venture was his lifelong commitment to raising expectations for vocational students everywhere.

But it was more than that. Rosenstock has seen through the oft-promised but never-delivered 'parity of esteem' between vocational and academic educations.

"You'll never have it for as long as they stay separate," he says. "They have to be together. There's no other way."

And High Tech High models that. "We get people early on publishing books, doing videos, building things. It's extraordinary what kids are capable of."

Rosenstock started his 11-year teaching career as a teacher of carpentry in Cambridge (Massachussetts), at a school where he briefly became principal.

He then moved across the road for a couple of years to the Centre for Law and Education, where he blithely engaged in nothing less than changing federal law pertaining to special education and vocational education.

He had an advantage. A seasoned teacher by then, he had also studied law.

"I was licenced in special education, because I taught carpentry, and the way the demography works, you end up spending time with specialised students who get pushed into those areas," he said. "I also taught for a while at Harvard psychiatric hospital, for which I needed the same thing."

But his main focus was on vocational education, and his work on the School-to-Work Opportunities Act was driven by a passion to improve the lot of his students.

"YOU'LL NEVER HAVE PARITY OF ESTEEM FOR AS LONG AS THEY STAY SEPARATE"

"We worked from this idea that if kids are going to be exposed to vocational education, we had to try to elevate it, so you're not just doing a narrow curriculum of banging nails or something."

His first teaching job had been "in a school that was over six floors. The carpentry students were on the bottom floor, and the more academic you were the higher up you were. Just like a fancy apartment building." There's a real sense that he still feels the injustice keenly.

Something else he hasn't forgotten is the litany he and his legal co-workers devised for the sector, a mission statement he recites faultlessly.

"Students will gain strong experience in and understanding of all aspects of industry, including finance, planning, management, underlying principles and technology, labour issues, community issues, health and safety issues and environmental issues as they pertain to the industry as well as federal legislation."

"I can't remember my kids' names as well as that," he adds.

UNITED WORLD SCHOOLS: TEACHING THE UNREACHED (US - MYANMAR, CAMBODIA AND NEPAL)



The educational charity partners with local communities and supporters around the world to establish primary schools and help children access education in remote communities and regions.

The charity creates community schools in remote villages, and recruits and trains local teachers who can deliver lessons in the children's own dialects. It also forms a local body of parents to oversee the schools, ensuring they are community-owned projects.

Once the schools open they are partnered with other schools in more affluent countries, who fundraise to support the ongoing costs. The model has so far given over 25,000 children the chance to attend school for the first time.

FAMILY BUSINESS FOR EDUCATION (UK - SIERRA LEONE)



The project, run by UK charity Street Child, provides tailored support packages for children at risk or out of school and their families.

Trained social workers target marginalised children with counselling and family mediation, while a support package helps parents to create sustainable sources of income to help the child stay in school. Parents receive business planning and training support, following by a grant depending on the size of the family, and enrolment in a 20-week matched savings scheme.

Street Child has used this model with 22,000 children in Sierra Leone, and studies show an average 85 to 90 per cent retention in school two years after the support has ended. The project has expanded into Liberia and Nigeria.

JL DUTAUT

JL DUTAUT IN CONVERSATION WITH

Michael Pollack

On the second day of the WISE conference, focus shifted from the fourth industrial revolution to global efforts to cut the number of out-of-school children. Michael Pollack, chair of Educate Girls, is at the forefront of that work, and has little time for yesterday's first-world problems

Educate Girls is an NGO [non-governmental organisation] that works in some of the remotest parts of India. Day one of WISE was about responding to the fourth industrial revolution. Is that a threat or a potential benefit for girls' economic empowerment?

There are first-world issues, and then there are developing world issues. In the first world, we're talking about massive technology platforms that are global in scale, used by educated people, and the ethics behind the increasing knowledge of how your brain works, and the use of that to monetise ad revenue. That's a first-world issue. It's so far removed from trying to get a girl in a village in India into primary school to learn basic Hindi.

On a very basic level, we're using smartphones for surveys. With that, we know exactly where all the schoolgirls are, and we can audit the government's work. We can also track learning outcomes in schools. So technology is a massive enabler. It allows us to scale.

But you have to have money to be part of the technical revolution. It's a high-class problem.

What can high-performing systems learn from the interventions the NGO has run?

That presumes knowledge of what the issues are with high-performing systems. The entire reason we're successful, fundamentally, is it's a grassroots organisation.

We go out to these villages – we're in 14,000 villages right now – and in each one we have a local village champion. So it is all local people that understand the local dialect and traditions. By keeping it local, we are engaging the community as a whole. We try changing the norms inside the village.

What's beautiful about India is that the entire system is actually set up to have children, even girl children, be enrolled in school. You're not dealing with a culture that is opposed to female education and female literacy. This is more just an issue of a mindset change from illiterate parents putting their children into school rather than doing household chores. It's community mobilisation on a mindset level change.



"The technological revolution is a high-class problem"

Is that mindset spread equally across villages?

It is unequal. What we've realised is that the pockets of out-of-school children tend to be clustered in specific types of villages. So we believe that 40 per cent of out-of-school children are in 5 per cent of villages, and we believe we can get over one and a half million children enrolled back into school in the 35,000 villages we're going to in the next five years. We've enrolled 900,000 over the past twelve.

What are their success rates once they're enrolled in school?

93 per cent retention.

This is primary education. What is their access to secondary after that?

We're only starting right now to really look at out-of-school girls in secondary education, which is a totally different market. Once you get a girl who

has hit puberty and you say now it's time to be re-enrolled back into school, the expectations are changed. We piloted that and it's part of our five-year plan, but it's a far more expensive, more intense and longer-duration project.

Safina Husein [Educate Girls founder and director, and 2014 WISE Award winner] talked about 'high-hanging fruit'. What does this mean?

Five to ten years ago, only one out of 100 girls in rural India graduated from 12 standard. If you want to talk about reducing birth rates, increasing income levels, the whole path towards moving away from life is this cyclical story of doing your duty and fulfilling your role and moving towards agency and taking control of your own body, of your own income... I mean, that's the high-hanging fruit, and it has to start somewhere.

PIPPA ALLEN-KINROSS

Behind the scenes at Education City

A short journey from the centre of Doha lies Education City – a collection of universities and schools on a sprawling 2,500 acre learning campus.

Created by the Qatar Foundation which founded WISE, the campus consists of nine universities. Six of these are campuses of American universities – including Georgetown, Northwestern and Texas A&M – while two are European based, including a campus of University College London. It also hosts multiple schools, including special needs schools, a music academy and a “bridge” programme that helps give secondary school pupils the skills needed to take English-language degrees.

Stavros Yiannoukas, chief executive of WISE, said the idea behind Education City was to “create a global platform for education where the world could have discussions, form partnerships and collective action towards addressing some of the challenges that we face in education”.

“We know we are entering – we probably are already there – a world where people are going to have to change careers frequently, they are going to have to reinvent themselves in order to stay engaged and stay productive.

“So how can we have that motivation and resilience to be able to do that again and again is going to become a key issue we’re going to need to address.”



View over Education City towards central Doha

Mayan Zebeib, chief communications officer at the Qatar Foundation, said the future of learning is “personalised education” and ensuring learning is relevant to students.

“To find out the passions of every child and the motivation of every child, this will require a lot of dedication and teachers who will understand and support that quest for learning.”

Northwestern University, based in Illinois, has had a campus in Doha since 2008 which boasts state-of-the-art communications and journalism training facilities, including production and performance spaces, a fully automated broadcast newsroom and a media innovation lab including virtual and augmented reality technology.

The dean of Northwestern University in Qatar, Everette Dennis, said the 400 students at the university come from 51 countries around the world.

“We’re proud of the program we have. We’re bringing American-style education to the state of Qatar.

“Our goal is to make sure our students can live and work anywhere in the world. They are truly global and digital citizens.”

Education City is also home to the Qatar National Library, which opened in April 2018. As well as online resources, the library boasts more than one million books and half a million ebooks, periodicals and newspapers.

Cities of Learning: It’s all about connectivity

JL DUTAUT

The Royal Society for the encouragement of Arts, Manufactures and Commerce’s (RSA) associate director, Rosie Clayton, talks about transitioning from the guild economy to the gig economy.

What are Cities of Learning?

It’s an idea that the RSA has been working on to build on concepts such as UNESCO learning cities and the Cities of Learning Initiative in the US. The idea is that, across places, learning happens everywhere in formal, informal, and non-formal online spheres. How do we start to connect up different forms of learning to improve progression and access to learning? We’ve just launched pilots in Bristol and Plymouth and it’s all about connectivity. We work with city leaders, businesses, education providers and universities to develop a vision for lifelong learning and skills for that city, that place.

What is the aim?

It is about connecting out-of-school learning and online learning with in-school learning, so thinking about how 14-year-olds learn by YouTube but also learn through hobbies they have outside of school as well as what goes on in school. We’re developing a digital platform to enable that to be visible, and building a holistic

picture about what their achievements are.

Does that give young people new routes to accreditation?

That’s the idea. We’re using digital open badges, which are a form of recognition. We’re creating badges around informal learning and online learning, so that young people can gain accreditation for the different types of learning that they take part in outside of school, but also working with schools to badge up areas of the curriculum that aren’t currently recognised by existing qualification frameworks.

So, a bit like Damian Hinds’s activity passport?

That’s one iteration of it.

How are the badges quality-assured?

Digital badges are designed around the open-badges standard, which is a global standard for what they are and what they look like. Cities of Learning is an RSA and City and Guilds innovation project, so we’re working with them to validate certain badges that we issue in our pilot cities.

Why is this necessary now?

The idea with digital badges in general is that they allow you to exhibit skills and knowledge and capabilities in different contexts and have the



Rosie Clayton

transferability of a passport so that you can take your learning with you throughout life. For young people, that’s going to be important in the new economy.

And then, what’s the appropriate kind of scale to respond to today’s challenges, to have the ability to be responsive and adaptive? What we’ve seen in Brighton and Plymouth is that they have highly networked systems, providers that have good relationships, and they’re able to be quite flexible and agile. They want to line up their education system, employment and economic spheres, and wellbeing and sustainability are key themes in each city.

PIPPA ALLEN-KINROSS: THE RESEARCH REVIEW



8 major research reports debuted in Qatar

Eight new research reports were produced in collaboration with experts around the world for WISE 2019 – covering everything from athletes' access to education to wellbeing and leadership.

The Innovation Unit, based in the UK, published its report on Local Learning Ecosystems: Emerging Models (report one). The report explores the potential of learning ecosystems – described as communities of interdependent organisations working together – through both a review of recent writing on the subject and nine case studies of initiatives in this area. It found that the movement towards learning ecosystems is “full of potential for a transformation in how learning happens”, but warned that this is still in the early stages and faces “formidable challenges to evolve into a new normal”.

Durham University's study on Evaluating the Impact of Global Citizenship Education on Young People's Attitudes Towards Equality, Diversity and Tolerance (report two) was published at the conference. The research examines the implementation, measurement and success of global citizenship education as a response to the challenges of the 21st century around the world. This includes examining the impact of citizenship on young people's attitudes and its importance in international policy discourse and academic research. Although it found citizenship can have a positive impact on students, it warned that there was a “level of ambiguity” about some parts of the subject and the way it was taught in different contexts. In some countries it had the opposite effect to that which was expected, with students becoming more likely to disagree with equal rights or diversity.

Ohio University studied Global Sport Development Systems and Athletes' Access To Education (report three) across the world. The research explores elite sport development systems and aspects of educational attainment and opportunities for athletes in national sport development systems in the US, UK, Russia, Senegal and Qatar. It looked at the best practices used to ensure athletes gain viable education experience and career development for life after competitive sport.

The US-based Institute of International



Education's report Global Competition for Talent: a Comparative Analysis of National Strategies for Attracting International Students (report four) was also published at WISE. The report aimed to create a full portrait of the current state of global higher education for students studying away from their home country, including the range of opportunities available for increasingly mobile students but also the changing immigration and recruitment policies around the world.

Promoting Youth Well-Being through Health and Education: Insights and Opportunities (report five), a study from America's RAND Corporation, seeks to erode the division between education and health. The report found that although well-being frameworks that integrate education and health do exist, too few have been examined rigorously to reveal exactly how outcomes for both sectors can be achieved together.

The University of Pennsylvania studied the Pursuit Of Institutional Excellence In Higher Education (report six).

The report looked at the ways in which some universities – not top-ranked institutions –

pursue and achieve excellence in local contexts.

Carnegie Mellon University Qatar's report was into Language Policy in Globalized Contexts (report seven).

The report urged educators to raise awareness about how language is used in society and focus on the unique benefits each language can bring to education, with particular warnings about the negative impact of current language policies on speakers of both minority languages – who face fewer opportunities – and majority languages such as English, with students in the UK and US increasingly less likely to study other languages.

Finally, America's Northwestern University published its report on Educational Leadership: a Multi-Level Distributed Perspective (report eight). The study advocates a move away from the conventional, centralised leadership structure in schools towards a more distributed model.

All eight research reports can be accessed on the WISE website:

www.wise-qatar.org/research-reports/

PIPPA ALLEN-KINROSS

Shakira: Helping kids beats winning Grammys

A pledge to ensure all worldwide primary education and the debuting of temporary classrooms designed for refugees and displaced pupils were unveiled at WISE.

The conference was also addressed by pop star Shakira, who spoke about the work her charity Fundacion Pies Descalzos (Barefoot Foundation) does to help impoverished children in her native Colombia into education.

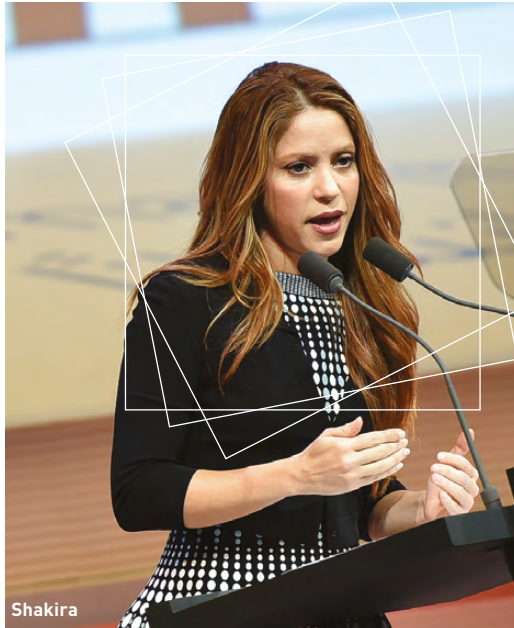
The patron and chair of WISE, Qatari royalty Sheikha Moza bint Nasser, also unveiled a new goal for her foundation – the Education Above All Foundation – to work with governments to bring the number of children not attending school in certain countries down to zero.

She said: "Education Above All is launching a new strategy to be implemented in selected countries, with the aim of ensuring the number of out-of-school children in these countries reaches zero.

"Through doing this, we can prove that nothing is impossible if we determine that education truly is above all."

The foundation, which aims to ensure universal primary education for every child, claims to have enrolled 10 million out-of-school children globally.

Pop star and philanthropist Shakira said she formed the Barefoot Foundation as soon as



Shakira

her music career became successful, having witnessed extreme poverty while growing up in Colombia.

The charity builds state-of-the-art schools in remote areas, and creates early childhood development and teacher training programmes. She used her speech at WISE to pledge to help 64,000 more children out of school or at risk of dropping out into the education system in the

next three years.

"I realised that most of the issues that children face in my country have a common denominator in the lack of access to quality education," she said

"To me, it became crystal clear that education was the shortest way to give all these kids a fighting chance of improving their circumstances of life, because education is a great equaliser.

"It's one of the most rewarding things I've done in my lifetime, even more so than winning Grammys."

Education Above All also announced a partnership with Zaha Hadid Architects and Qatar's Supreme Committee to transform the way temporary classroom spaces are created for refugees, displaced children and other communities with no access to permanent structures, with a prototype classroom featured at the conference.

The structures will be used during the 2022 Fifa World Cup in Qatar, before being dismantled and reconstructed into classrooms. The converted classrooms will be sent to countries around the world, including Cambodia, Cameroon, Colombia, Jordan, Lebanon, Mali, Myanmar, Palestine, South Sudan, Sri Lanka, Turkey and Uganda.

The closing ceremony: 'The revolution is taking place right now'

PIPPA ALLEN-KINROSS

WISE 2019 was brought to a close by focusing on the importance of the arts and supporting each other in learning and relearning.

Sopranos actor and founding member of Bruce Springsteen's E Street Band, Steve van Zandt, took to the stage to discuss his work as founder of the Rock and Roll Forever Foundation and its Teach Rock initiative, which uses music and the arts to help engage pupils in other subjects.

He was joined on stage by poet and UNHCR goodwill ambassador Emtithal Mahmoud, and WISE's chief executive Stavros Yiannouka.

Van Zandt said: "I think we have to recognise the revolution is taking place right now and we have to unlearn all of our teaching methods and start all over.

"I think we have to do it ourselves, and support teachers wherever we can directly and locally and give them what they need. Pay them what they deserve. Fund them. Recognise teachers as being as important as our military, our police, our firemen. They are on the front line every day in the war against ignorance."

Teach Rock has been advocating for STEM lessons to become STEAM – with the A of Art added into the curriculum – and Van Zandt said the state of New Jersey has now agreed to ensure the arts are included in all of its classes.

"We should be surrounding kids with every possible thing and finding their inclination and



encouraging it," he said.

"We need to stop dragging kids into our own ideas of what they should be doing. They're coming with gifts already.

"I think that requires smaller classrooms, it requires teachers that are taught a bit differently. And it requires accepting the fact that testing is not learning.

"With the world changing as it is, I just feel very, very strongly that it's important that we teach kids how to think, not what to think."

Yiannouka said WISE's aim is to "amplify that message that an educated world is a healthier, a more prosperous, a more peaceful and fairer world".

"We cannot leave anyone behind. Not because we cannot afford it, this is not a question of funding. But because leaving people behind and especially children is a stain on our conscience."

Mahmoud, who earned a standing ovation for her poem about a visit to Sudan, appealed to the conference to be "advocates" for each other.

"You're all going to go to different places where you have access that I might not have access to, the person sitting next to you might not have access to those spaces.

"Be the advocate for the person sitting next to you. Be the advocate for me, be the advocate for people that we are trying to educate and that we learn from ourselves."

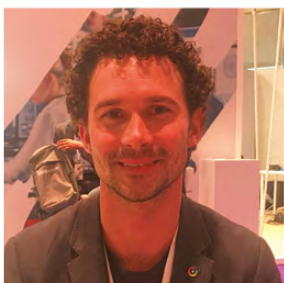
WHAT DOES IT MEAN TO BE HUMAN?

This year's conference focused on what it means to be human. So we asked some of the star attendees that question. Here's what they said ...



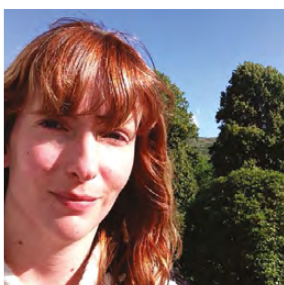
Andy Cope from Art of Brilliance

“What it means to be human to me is to be the best I can be to set an example and create a ripple of happiness to the people around me. My great-grandchildren won't know my name. But what I'm hoping is, what being human is, they will have inherited at least something good from me.”



Louka Parry, founder of The Learning Future

“To understand all good learning happens as a social act and the ability to continue to learn and fail. To demonstrate and use your social skills, your emotions, and understand who are you are and how you make a positive contribution.”



Rosie Clayton, associate director at the RSA

“It's about the relationships you build. It's about being social, and being here to learn. Being innately curious and innately interested in others.”



Daisy Mertens, primary school teacher in Netherlands

“That you are really open to other human beings... What really is needed for every child and every person is a basic need to relate to others, feel competent and have autonomy. Underneath that, for me there is a base of unconditional love. What it means to be human, it's about openness.”



Manzoorul Abedin, senior lecturer of education at University of West London

“For me, it's understanding and empathy. It's not just about being skilled and competent but going beyond that to have the critical knowledge of when to use it and when not to use it.”



Olivia Cayley, director of Compass at the Tony Blair Institute

“This is tricky. To me being human means the ability and responsibility to continue to reflect on and seek to improve our contribution to others around us and the world as a whole.”

VOX POPS



AMIRA SAADI
Marketing manager at
London Academy Doha

QATAR

In Qatar our education is very good, but we still need the psychology and sociology for the kids which is really missing. At WISE we can have contact with people from all over the world to see what we can do and involve in our

projects for education. I had lots of discussion with people here and got lots of contacts. I think it won't stop here after WISE, we're going to find some partnerships and training for the next generation.



FARASHA ABDUL JALEEL
Economics specialist at
Georgetown University,
Qatar

INDIA

I have been here before. Last time was in 2017. I loved it the last time. I was finishing my masters degree and I was ready to march into the unknown. I was so enlightened just being here. Now I'm actually here as an educator. I have a long way to go, but now I'm back

here again to polish what I'm doing now. It's exciting to meet practitioners in the industry. I get to see practitioners, small scale NGOs, organisations that work in conflict resolution. I think that will help me as an educator in the classroom.



JOSH SCHACHTER
Founder and director of
CommunityShare

USA

This is my first time here. Just being able to connect with people and hear their perspectives on their challenges in education. We all live within our own worlds and tend to get self-obsessed, so

it's amazing to see how people are meeting new challenges in different ways and how you can build on that. It reminds me of how important it is to reach out.



WENDY NAGEL
Director of resource
mobilisation and
communications at Aflatoun
International

HOLLAND

It was amazing to see Shakira in real life, but it was amazing what she said too. She said a few things I totally agree with. I seriously believe education is the

most useful tool we can have to make a change in the world. It's been really interesting. I have learnt lots of new things, especially about refugees and how we can help them.



MANOS ANTONINIS
Director of Global Education
Monitoring Report

FRANCE

It's my second WISE. I am wiser. I enjoyed it so much the first time I decided to come again. We were launching a publication, our first regional report on migration displacement in education in the Arab states. I have been trying to meet people non-stop, that's the whole beauty of it. The plenary events

are quite entertaining and enjoyable and full of good ideas. I really appreciated the prize this year. I think symbolically it was very important because it recognises the importance of merging the academic and the vocational and artistic strands'.



PETER MARTIN
Instruction design
specialist at College of the
North Atlantic – Qatar

CANADA

It's my first WISE. It was a professional development opportunity. I've enjoyed it immensely. There was a wonderful variety of learning opportunities presented with the different workshops, but more than that the opportunity to meet so

many interesting people from around the world has given me a lot of ideas that I can take back to my work practice. There were some really good talks on internationalism and diversity I enjoyed. I would most definitely come back again.



TWEETS #WISE19

Mario Ferro @Mario4Change

Reflecting on #WISE19: 1) we need to find ways to measure #softskills; 2) the time for Income Sharing Agreements #ISA has come and @wedu_global is ahead of the game in Asia; 3) great people all over the world are working to revolutionize #education and the future is bright.

Slim Masmoudi @mas_slim

#WISE19 is an amazing multicultural learning experience with people coming from more than 100 nationalities. Broadening the base and blending the mind were successfully achieved to give new models for education.

Pukhraj Ranjan @PukhrajRanjan

Reflecting on the past one week with a heart full of love, a mind full of learnings and a soul fully content. Thank you @WISE_Tweets for having me in the first ever Emerging Leaders cohort. It has been a life changing experience.

Deena Newaz @Dan29Deena

I thought this week in Doha was going to be all work and delivering a good program. Unsurprisingly, it has been all about reconnecting, nurturing and learning from various communities of changemakers I am proud to be a part of! I am ending the #WISE19 with a full heart and mind.

Joanne McEachen @joannemceachen

My take home from #WISE19 is to hear the @KarangaGlobal call - to wake up, to remember, to become who we are meant to be. To love, to honour, to cherish and believe that every child has their own gift. When we join these gifts together, humanity is magnificent.

Sam Butters @sam_butters

Big theme of #WISE19 has been the need for cross-sector/cross-government collective action on the education system to ensure "all" #children thrive. This is exactly what 150 organisations of @_TheFEA call for as a commitment in the December #uk #Election2019

Steven W Anderson @web20classroom

If a child fails at learning, we can't expect them to change. It's almost an unreasonable ask of them. What needs to change are the questions we as educators ask ourselves. What did I do wrong? What can I do differently? #wise19

Rotimi Olawale @rotexonline

Thank you seems inadequate! I have had a fantastic time at the WISE summit. I go back home with three takeaways. 1. Outcomes funding holds some promise 2. Lots of interesting innovation, Architecture by kids stand out 3. Partnerships/collaboration works #WISE19

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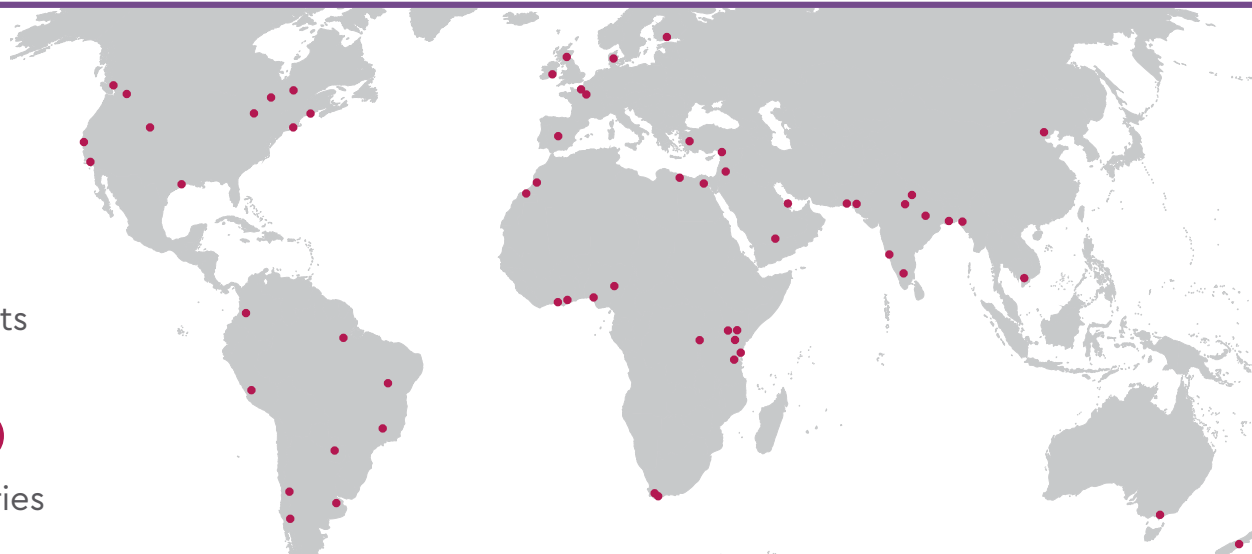
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About the World Innovation Summit for Education (WISE): WISE was established by Qatar Foundation in 2009 under the leadership of its Chairperson, Her Highness Sheikha Moza bint Nasser. WISE is an international, multi-sectoral platform for creative, evidence based thinking, debate, and purposeful action in education. Through the biennial summit, collaborative research and a range of on-going programs, WISE is a global reference in new approaches to education.