

BUILDING THE FUTURE OF EDUCATION

“WISE is based on the practical awareness that the challenges in education are no longer bound by countries’ political boundaries and, therefore, its mandate is international.

WISE recognizes that the challenges facing the world community have never been greater - that we need innovative solutions not achieved by traditional approaches alone. WISE asserts that the desire to innovate is, in fact, an innate human need to shape and improve our environment.”

Her Highness Sheikha Moza bint Nasser,
Chairperson, Qatar Foundation

wise

world innovation summit for education
مؤتمر القمة العالمي للابتكار في التعليم

an initiative of  مؤسسة قطر
Qatar Foundation

WELCOME FROM THE CHAIRMAN OF WISE

I enthusiastically welcome your interest in the WISE initiative because, as a journalist, you play a very special role in our community and beyond. Only the media have the capacity to reach out and explain the critical role of education in the development of societies and the welfare of individuals, and to convince our multiple stakeholders that education must and can be transformed if we are to overcome our challenges.

The theme of the 2011 WISE Summit “Changing Societies, Changing Education” has been chosen to emphasize the central position of education in our lives. It is one of the main pillars of social and economic growth in developed and developing countries, and it empowers people to create a better, more sustainable world.

Many countries have made tremendous progress in increasing access to education in the past few decades. However, there is a huge and growing gap between the systems we have today and the models we need in order to equip today’s learners to be tomorrow’s problem solvers. Innovation is therefore crucial if education is to meet the many pressing demands being placed upon it, and if it is to satisfy our aspirations for a better life for all.

Since 2009, the World Innovation Summit for Education (WISE) has been a collaborative platform for creative thinking and the sharing of best practices. Its international and multi-sectoral approach, bringing together a wide range of people to exchange ideas and share experiences at our annual Summit and in our year-round initiatives, offers fertile ground for the blossoming of innovation.

However, this spirit must spread far beyond the annual Summit and take root in communities around the world as well as among policy-makers. The three days of the WISE Summit present a treasure trove of opportunities to motivated journalists who believe in the power of their profession to make a difference. We are relying upon you, as skilled communicators, to find the people, the issues and the arguments which will be interesting and appealing to your audiences.

Over the last three years, WISE has achieved a significant amount both at the annual Summit and through its growing list of projects on the ground. Please join us by spreading our message and helping us turn ideas into actions.

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

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innovation in education is a priority

Education is the divider between those who are able to make a social contribution and those who are not. It is the passport to inclusion and opportunity, for individuals and communities, in the developed and developing worlds. At the same time, countries are making intensive efforts to address the major challenges of modern times, including: poverty, unemployment, inequality and conflict. Education is the cornerstone of most strategies to address these issues.

However the education models we have today do not meet the needs of our changing world. If this difference is to be addressed, innovation in

education needs to be recognized as key to development and growth. At a time of rapid globalization, the issue must be approached in a manner which is both international and multi-sectoral. WISE offers a platform for global discussion of innovation in education.



A HIGH RETURN ON INVESTMENT

- Education is one of the most profitable investments a nation can make for its people. It improves the quality of life of individuals and is one of the contributors to growth and development.
- For example, an average increase of 25 PISA (Programme for International Student Assessment) points in all [OECD](#) (Organisation for Economic Co-operation and Development) countries would imply an aggregate gain of OECD GDP of USD 115 trillion over the lifetime of the generation born in 2010.
- Several studies also show a strong correlation between higher test scores and higher wages. A study of 14 OECD countries shows that one-point increase in test scores in the International Adult Literacy Survey (IALS) was associated with 15-20 percent higher earnings.

TOO MANY ARE LEFT BEHIND

- About 17% of the world's adults – 796 million people – still lack basic literacy skills, nearly two-thirds of whom are women.
- The total number of children not in school decreased from 106 million in 1999 to 67 million in 2009, and has stood at this level ever since.
- Nearly 6.2 million students in the United States between the ages of 16 and 24 in 2007 dropped out of high school without obtaining a regular diploma. In 2009 over 6 million students in the European Union dropped out before completing their secondary education. In half of the least developed countries in the world at least two out of five children in primary school drop out before the last grade.

ENDLESS OPPORTUNITIES

New technologies and discoveries in the humanities offer many opportunities that were unimaginable 10 years ago - such as distance learning with mobile phones or integrating schools into a virtuous circle of economic and social development for local communities.

These new ways of thinking can have a positive impact on all aspects of education: easier access to education, better-quality education, but also improvement of curricula, assessment of the education models and out-of-school learning.

“Education plays a huge part in the development of individual potential. Education is about bridging the gap between what you are today and what you have in yourself to become tomorrow.”

Gordon Brown,
Former Prime Minister of the United Kingdom



what makes WISE unique

The World Innovation Summit for Education (WISE) was created by Qatar Foundation for Education, Science and Community Development in 2009 under the patronage of its Chairperson, Her Highness Sheikha Moza bint Nasser. WISE is a year-round initiative -dedicated to pushing forward innovation in education- and builds up to a global Summit in Doha, Qatar, once a year.



3 PROGRESSIVE VALUES

Innovation For WISE, innovation is about finding new ways to think about challenges, and therefore new ways to address them. New technologies may be of assistance.

Diversity WISE brings together a multi-sectoral community of thought leaders and practitioners from all over the world, working at different levels, to look at what inspires them and how they promote innovation.

Action WISE focuses on action-oriented learning and collaboration, and aims to share best practices to stimulate new ideas and innovative ways of thinking.

ACTIVE ON MANY FRONTS

- An Annual Summit – 3 days of debate and dialogue in Doha, Qatar (Insert 3)
- The WISE Prize for Education, which recognizes an individual or a team for an outstanding, world-class contribution to education (Insert 4)
- The WISE Awards which celebrate best practices in education from around the world (Insert 5)
- The WISE Book - *Innovation in Education: Lessons from Pioneers around the World*- which focuses on how innovation happens and looks at inspiring projects (Insert 6)
- Learners' Voice – a group of young global learners who are actively involved in the WISE community (Insert 7)
- The WISE collaborative web platform which offers online access to enriched content, including best practices, news and social networking tools at www.wise-qatar.org
- Learning World -developed in partnership with Euronews- a weekly magazine program on education issues
- The WISE Haiti Task Force, established to help that country in rebuilding its education system after the devastating earthquake of January 12, 2010.

A GLOBAL COMMUNITY

The WISE community has over 9,000 active members in 152 countries: 35% are academics, 18% are representatives of NGOs or associations, 18% come from politics or institutions, 15% come from the private sector and 14% are from the media. These education stakeholders work together to seek innovative solutions to today's educational challenges and share best practices and ideas.

"At WISE we talk not only about primary education or education for all, we talk about innovation, we talk about higher education, about knowledge-based societies, because, after all, everything is about knowledge, about empowerment of people through education, and I think WISE makes an important contribution to this logic and thinking."

Irina Bokova,
Director-General of UNESCO



WISE 2011

“Changing Societies, Changing Education”

The annual WISE Summit brings together over 1,200 decision makers and practitioners from 104 countries, including 150 speakers who will debate in 60 sessions. Together, they discuss, debate and challenge traditional education models and shape effective change based on a global, long-term outlook. WISE 2011 takes a close look at the interconnections between education and other sectors.

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ONE STEP AHEAD

Under the theme “[Changing Societies, Changing Education](#)”, the Summit attendees will consider how education can be more relevant and effective in addressing current global challenges (social, economic, political, and those relating to sustainable development). They will also shape a vision of the kind of world that could come about if innovative ideas in education were put into practice.



NOVEMBER 1: BROADEN HORIZONS

Day 1 explores the processes of innovation itself - in education and other fields. Speakers from the corporate, health, environmental and artistic sectors share their knowledge of how innovation happens. Debates and discussions aim to establish why innovation is so difficult in education and how to generate innovative approaches in this field. The day's program also includes the announcement of the first winner of the WISE Prize for Education (Insert 4) and an address by the Laureate.

NOVEMBER 2: LEARNING FROM EXPERIENCES

Day 2 is fully focused on education and seeks to identify the success factors for innovation in this sector. Experts and practitioners review and analyze best (and worst) practices ranging from national reforms to small-scale projects. They highlight the key drivers to achieve effective reforms. The day will end with a Gala Dinner to celebrate the winners of the 2011 WISE Awards (Insert 5).

NOVEMBER 3: THE FUTURE IS NOW

Day 3 looks at prospects for the future of education. In an ever-changing world, the challenge for education is not only to catch up with technological revolution and new patterns of behavior, but also to anticipate the next ones and prepare for them. A range of speakers with backgrounds in new technologies, innovation and the creative sector investigates promising trends and insights, and how education might facilitate their realization.

The WISE 2011 Summit is social-media-friendly, offering interactive participation and virtual attendance through live streaming on the WISE website, Twitter feed and networking tools.

“I want to congratulate WISE for its leadership not only in education but in innovation in education, because the commitment to education, and to bringing new technologies to bear on it, are what makes its contribution so powerful.”

Jeffrey Sachs at WISE 2010,
Director of the Earth Institute, Columbia University, USA,
Special Advisor to United Nations Secretary-General Ban Ki-moon



the world's first major prize for education

The WISE Prize for Education, announced at WISE 2010, rewards an individual or team for an outstanding, world-class contribution to education. The Laureate's achievements should have had a significant, lasting impact on education at any level, and should demonstrate an inspiring and visionary approach. The first Laureate will receive \$500,000 (US) and a gold medal at the WISE 2011 Summit.

RAISING THE STATUS OF EDUCATION

By establishing an award of similar standing to those that already exist in science, literature, peace and economics, the [WISE Prize](#) aims to place education at the top of the international agenda and to increase global awareness of its crucial role in all societies.

INVOLVING A WORLD-CLASS JURY

The WISE Prize for Education [Jury](#) is composed of five eminent individuals who have reached the highest levels of achievement in their fields. They have proven themselves professionally and as world citizens, and they are committed to education, human rights and a sustainable future for our planet.

Dr. James H Billington, Librarian of Congress, USA: "The WISE Prize for Education is important because it sends a valuable signal, placing education, and specifically innovation in education, on the same level as other important fields."

H.E. Naledi Pandor, Minister of Science and Technology, MP, South Africa: "I believe the Qatar Foundation is doing excellent work in contributing to the global endeavor of quality education for all."

Prof. Jeffrey D Sachs, Director of the Earth Institute, Columbia University, USA: "The WISE Prize greatly increases international awareness of education and will, without a doubt, inspire future generations."

Mrs. Fatma Rafiq Zakaria, Chairman of the Maulana Azad Educational Trust, India: "By rewarding innovative practices WISE is helping to create a consortium of people who will build the power-web of the future of education."

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

www.wise-qatar.org

wise prize
for education



H.E. Naledi Pandor and Mrs Fatma Rafiq Zakaria

"The WISE Prize is a major annual prize to honor those who have made an outstanding contribution to the cause of education."

H.E. Sheikh Abdulla bin Ali Al-Thani, Ph.D.,
Chairman of WISE, Qatar Foundation; President, Hamad Bin Khalifa University;
Vice President, Education, Qatar Foundation



best innovative practices in education

wise awards 11

world innovation summit for education مؤتمّر القمة العالميّ للابتكار في التعليم

Since 2009, the annual WISE Awards have identified, showcased and promoted innovative educational projects from around the world. Once again this year they recognize six practical innovations under the theme of Transforming Education: Investment, Innovation and Inclusion. The winners will be celebrated at the WISE 2011 Gala Dinner on 2 November.

IDENTIFYING BEST PRACTICES IN EDUCATION

By spotlighting some of the world's most innovative educational projects, the WISE Awards facilitate their geographical spread and replication, contributing to change and improvement in education. The winning projects receive \$20,000 (US) and are given international exposure for their achievements. In addition to recognition by eminent experts from the education sector, the project leaders have an opportunity to give a presentation of their project at the WISE Summit. They benefit from international media coverage associated with WISE, and have opportunities to promote their projects online via the WISE website, the WISE Awards blog and social media.



www.wise-qatar.org/awards

"The exposure that WISE offers has given us huge visibility and opportunities for potential new partnerships. At the time of receiving the WISE Award in 2009, Nanhi Kali was supporting the education of 50,000 underprivileged girls. Today we reach out to 70,000 girls, and with help from the WISE community we hope we can reach our target of supporting 500,000 girls."

Sheetal Mehta, for Nanhi Kali
Mahindra Trust (2009 Laureate)



the WISE book, a world tour of innovation

A new WISE publication entitled *Innovation in Education: Lessons from Pioneers around the World* looks at how innovations happen, focusing on successful initiatives, especially winners and finalists of the WISE Awards. The book looks at the people behind the projects, how they innovate and when it is time to scale up. The decision to commission the work was announced at the WISE 2010 Summit. WISE invited innovation specialist Charles Leadbeater and renowned photographer Romain Staros Staropoli to conduct research on the ground which resulted in this unique volume, published by Bloomsbury. Its international release date is 2012, but the author will make a presentation at WISE 2011.



THE FIRST OF ITS KIND

This pioneering project is the first publication to document innovative best practices in education around the globe. It is a colorful combination of field research and creative documentary photography.

SIX MONTHS WITH EDUCATION PRACTITIONERS

The author and photographer spent a lot of time on the ground, visiting a number of projects, some of which are located in remote rural areas. Sixteen of these projects are featured in the publication.

The WISE Book visits Brazil, Canada, Colombia, Holland, India, Jordan, Morocco, Palestine, Paraguay, Qatar, South Africa, Turkey, Uganda, and the USA. It highlights innovations aimed at opening up access to education for different groups and examines competencies that are needed for the future, such as skills for sustainability, intercultural understanding, creativity and cooperation.

THE AUTHOR

[Charles Leadbeater](#) is a leading authority on innovation in education, based in the UK. He has advised companies, cities and governments around the world on innovation strategy. In collaboration with Annika Wong, Leadbeater wrote *Learning from the Extremes* – a report on innovative approaches to education.

Romain Staros Staropoli is a photographer who is passionate about travel, people and life stories. His work was brought to light at the exhibition “Run to the Moon” in 2008 in Paris, Berlin and Amsterdam. His sense of aesthetics gives a strong identity to this project.

“The WISE Book aims to make people see that it is vital to accelerate and take innovation in education to scale globally. Education, especially when it is combined with access to technology, gives people a tremendous sense of hope. If education systems disappoint that hope, then young people will grow frustrated. It is important to find new ways to make high-quality learning available at a low cost to millions of young people.”

Charles Leadbeater



learners' voice, students take the stage

Too often educational policies are implemented without taking into consideration the thoughts and needs of those who are most concerned – the students. Thirty students from around the world have won the right to play an active role in WISE 2011 after taking part in a rigorous competitive process.

2011 MOVERS AND SHAKERS

The learners are between the ages of 18 and 25 and have demonstrated an interest in education and other development issues through their involvement and engagement in local, national and global projects and programs.

They have the opportunity to play an active role in the 2011 Summit by:

- Taking part in Summit Sessions as speakers and panelists
- Meeting global thought leaders
- Working together on a project
- Leading workshops
- Interviewing speakers and attendees in a dedicated film studio
- Blogging and tweeting about the event

WORLDWIDE BUZZ

This year, applications to join Learners' Voice came from

Africa: Cameroon, Ghana, Kenya, Namibia, Nigeria, Senegal, Sierra Leone, South Africa, Tanzania, Uganda

Arab League: Egypt, Iraq, Jordan, Palestine, Qatar, UAE, Yemen

Asia: Bangladesh, China, India, Indonesia, Malaysia, Pakistan, Philippines, South Korea, Vietnam

Europe: Austria, Belgium, Bosnia and Herzegovina, Croatia, Czech Republic, Denmark, Hungary, Iceland, Italy, Norway, Portugal, Romania, Russia, Spain, Switzerland, UK

Latin America: Argentina, Brazil, Chile, Haiti, Jamaica, St. Lucia, Trinidad and Tobago

North America: Canada, USA

ENERGIZING 2010 SUMMIT

During the WISE 2010 Summit, Learners' Voice conducted video interviews with speakers and attendees, and posed questions about many aspects of education. They also posted their thoughts on the Learners' Voice blog and animated a spotlight session.

The learners' enthusiasm, fresh perspectives and full involvement were much discussed during the 2010 Summit – as the following comments show:

"Some of the best speakers of the conference at Learners' Voice - impressive!"

"Learners' Voice was a great addition this year. They should get involved with social entrepreneurs as well as policy issues from now on."

<http://learnersvoice.tumblr.com>



"Ask young people what they want their education to be."

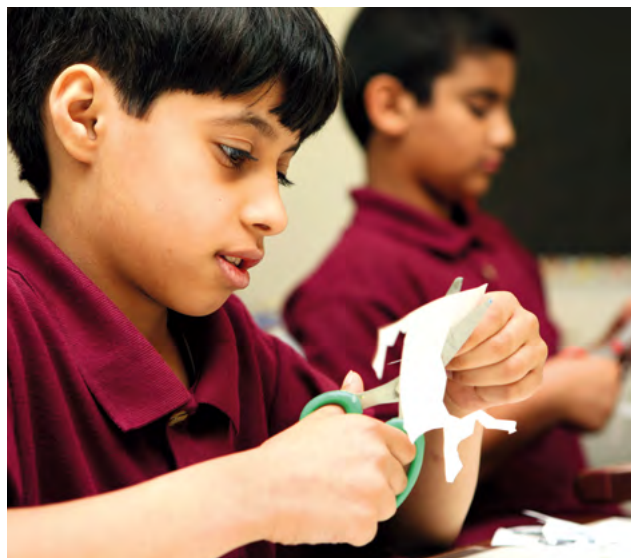
Carol Bellamy, Chair of the Board of Directors
Education for All / Fast Track Initiative



education and change in the Arab world

FOCUS ON DEBATE 1.4, DAY 1

Countries across the Arab region are experiencing fundamental change initially inspired primarily by the younger generation. The Arab world has a burgeoning youth population – two-thirds are under the age of 30. These young people are more educated than previous generations and have higher expectations in all aspects of life. However, their ambitions are often thwarted by the region’s weak job market. How can current changes in the Arab world translate into future opportunities?



A BETTER EDUCATED YOUTH...

- In the last 30 years the population of the Arab region has more than doubled, surging from 173 million in 1980 to 352.2 million in 2009, and it is projected to reach 428.4 million by 2020. The “youth bulge” is expected to increase to 73 million in 2015 (INSEAD). Between 2000 and 2020, the labor force in the Arab states will have expanded by 75% (World Bank).
- Many Arab countries have spent heavily on education in order to provide schooling to larger numbers of people. Over the past 40 years, countries in the region have allocated an average of 5% of GDP and 20% of government expenditure to education.
- Illiteracy has decreased throughout the region, yet the situation remains a worry in some countries. From an average of 70% in 1970, illiteracy rates among female youth fell to 26% in 2000, with Yemen at 35%, Morocco 33%, and Egypt 30%.

... FACING QUALITY AND SKILLS ISSUES

- The number of universities in Arab countries increased from 233 in 2003 to 385 in 2008 (including 115 private universities). However, only two of them were featured in the 2011 top 500 Academic Ranking of World Universities by Shanghai Jiao Tong University: King Saud and King Fahd University of Petroleum & Minerals from Saudi Arabia.
- According to the World Bank and the OECD, there is a chronic oversupply of university graduates. However, in both oil importing and exporting countries, the skills required by private companies generally are not met by either the vocational or higher education systems.

... AND GROWING UNEMPLOYMENT

- Today, the Arab region struggles with one of the highest rates of youth unemployment in the world, a situation which is exacerbated for youths between the ages of 15 and 24. This age group represents 23.7% of the overall population (Deloitte, November 2010).
- In Egypt, overall unemployment stands at 8.9%, but at 25.4% for those under 25. In Tunisia, overall unemployment is at 14.2% and youth unemployment at 30.3% (IMF, 2011).

OPPORTUNITIES FOR THE FUTURE

- Changes in the Arab region could boost the region’s economies by creating growth, improving the quality of government and presenting opportunities for a young, growing population. Growth of 3.9% is projected – 4.9% for oil exporting nations and 2.3% for oil importing nations. (IMF)
- Innovative strategies for education will be required to provide more graduates with the skills they need to obtain employment. New technologies offer possibilities for transformation: 87% of young Arabs (ages 15 to 29) now have access to a cellular phone, compared to 79% in 2009; 22% have access to the Internet at home, compared to 19% in 2009 (Silatech Index, April 2011). These technologies also offer new platforms for association, networking, the exchange of ideas and self-expression, or even pursuing higher education and training through distance learning.

preventing dropout, motivating and engaging students

FOCUS ON DEBATES 2.3 & 2.6, DAY 2

Dropping out of education is a major issue in both developing and developed countries. Reasons for dropout, however, vary greatly. In some cases students may be motivated but other factors prevent them from attending school, such as the need to contribute to family income, the cost of school books and uniforms, or even poor health. In other cases students feel that what they are learning in school and university is not always relevant to their daily lives or personal interests. Therefore the first challenge in reaching learners at risk of dropping out, or who are already out of school, is to understand the barriers to participation in learning.



DROPOUT: FILLING THE GAP

- EU: In 2009 more than 6 million young people, 14.4% of all 18 to 24 year olds, left education and training with only lower secondary education or less. 17.4% of them completed only primary education (EU Commission 2011).
- US: In 2007 nearly 6.2 million students between 16 and 24 dropped out of high school without obtaining a standard diploma (Left Behind in America: The Nation's Dropout Crisis, 2009). At the same time students' aspirations for their schooling are high: Of 42,754 student respondents to the High School Survey of Student Engagement in 2009, 91.4% expect to attain at least a high school diploma.
- Less developed countries: Children are starting primary school in greater numbers than ever before but dropout rates are significant and in many countries lead to low levels of primary school completion. In Benin the primary school completion rate in 2005 was 62% (although it increased from 38% in 2000). In Bangladesh the primary school completion rate has remained at around 60% since 2000 (UNESCO 2010).

BEST PRACTICE N° 1: LEARNING AND EARNING

- [The Self-Sufficient School](#), developed by Fundación Paraguaya, was a WISE Awards Winner in 2009. This is a new model of vocational education providing high-quality, affordable education to chronically poor young people.
- The school transforms young farmers into financially successful "rural entrepreneurs" by integrating the teaching of traditional high school subjects with the running of 17 small-scale, on-campus rural enterprises.
- These enterprises generate enough income to cover 100% of the school's operating costs, including depreciation - about US\$ 300,000 per year. Find out more [here](#).

BEST PRACTICE N° 2: CONNECTING STUDENTS TO THINGS THEY LOVE

- The Big Picture Company is a nonprofit education reform organization that seeks to catalyze vital changes in American education. It operates 128 high schools across the United States, Canada, Australia, Israel and the Netherlands. Big Picture schools offer unique models for education that combine personal attention in the classroom (attendance 3 days a week) with real-world internship experiences.
- Its co-founder, [Dennis Littky](#), Speaker at WISE 2010 in the Designing Adaptable Curricula session, believes that students should take responsibility for their own education, and curricula should take into account what students are interested in and passionate about.
- Big Picture's numbers speak for themselves – in the U.S., Big Picture's schools boast a cumulative 92% graduation rate. Find out more [here](#).

learning through play

FOCUS ON DEBATE 3.2, DAY 3

Play is essential for healthy development as it appears to facilitate linkages of language, emotion, movement, socialization and cognition. Much effective learning occurs through play and games; storytelling and simulations can motivate students, offer instant feedback on performance, and help learners develop higher-order abilities. Such methods can be used to teach anything from foreign languages to complex organizational or problem-solving skills. How can we effectively design and integrate games and simulations (ICT- and non-ICT-based) into education programs?



BEST PRACTICE N° 1: INSPIRING PRESCHOOLERS

The first years of a child's life are when the brain grows the most. So early education is crucial as it lays the foundations for personal and social development. In Germany, the Wiesengrün nursery combines fun and games with learning techniques to encourage infants to learn autonomously. The approach is based on the belief that you are never too young to do scientific experiments. Children have a first introduction to physics using food coloring, paper, water and sugar. This is the basis of the Montessori method: respecting the child's natural instinct to learn and develop. The teacher supervises and provides materials such as brushes and paint. Find out more [here](#).

BEST PRACTICE N° 2: ENCOURAGING CHILDREN'S CREATIVE CONFIDENCE

Former primary school teacher Tim Rylands uses not only the Internet but all kinds of digital technology to reach pupils and inspire them, especially those who do not respond well to traditional educational methods. Rylands uses the adventure video game *Myst* to inspire children's creative confidence in many areas of the curriculum - writing, speaking and listening, music, thinking skills, collaboration, interaction. He believes it is vital for teachers to keep up to date with the new technology their pupils may be using outside the classroom. By prioritizing communication through games, his imaginative and encouraging style of teaching allows children to express their creativity and make significant gains in attainment. Find out more [here](#).

BEST PRACTICE N°3: MAKING SCIENCE FUN

[Dr. Arvind Gupta](#), visiting scientist at the Inter-University Centre for Astronomy and Astrophysics at Pune University (India), became internationally popular by making the learning of science fun through simple toys. "*Science principles are best understood if children can see them in a toy which they can play with*", he says. "*School kids can do great science with little money and resources. They have an innate ability to see patterns in little things around them, and they love making action toys that spin, fly, whistle, jump, and hop.*" For the last 25 years, he has been teaching students to make toys from simple materials - slippers, matchboxes, broomsticks, ball-point pen refills, film cans, old bicycle tire tubes. The "cricket cap" made from an old newspaper is a favorite with children. In the process of paper-folding they learn aspects of practical geometry. Another example is the levitating pencil toy, which gives students a glimpse of how high-speed magnetic levitation (mag-lev) trains work.

mobile learning, anytime, anywhere

FOCUS ON DEBATES 3.1 AND 3.4, DAY 3

Blended learning is about learning anytime, anywhere and at any level. It requires a rethinking of the skills that are most important for “learning to learn” in different contexts. It is based on mixing independent and classroom-based learning in order to help learners maintain skills and reinforce lifelong learning. Mobile learning is a part of blended learning. It supports access to learning in geographically remote areas or assists underserved population groups. It is also a valuable education tool in developed countries.

MORE PEOPLE WITH ACCESS TO MOBILES

- By the end of 2010, there were 5.3 billion mobile cellular subscriptions worldwide, including 940 million subscriptions to 3G services.
- Access to mobile networks is now available to 90% of the world population and 80% of the population living in rural areas.
- In developed countries, the mobile market is reaching saturation levels with on average 116 subscriptions per 100 inhabitants at the end of 2010.
- At the same time, the developing world is increasing its share of mobile subscriptions - from 53% of total mobile subscriptions at the end of 2005 to 73% at the end of 2010. (The World in 2010, ICT Facts and Figures, Nielsen)

WORLDWIDE POTENTIAL

- The advantages of mobile phones are constant availability in most places, relatively low and falling cost, and their positive lifestyle image for children and young people.
- Mobile Learning can greatly support the dissemination of educational content. It can bring learning to the individual, both in developed and developing countries, even in conflict regions, complementing traditional teaching concepts.

A BEST PRACTICE WITH MOBILES: BBC JANALA (WISE AWARDS 2011 WINNER)

- BBC Janala uses mobile phones to enable millions of people to learn English in a simple and affordable way. At a cost of just 50 paise (0.004 UK pence) per minute, BBC Janala provides daily three-minute audio lessons, via an interactive voice response service, to people who want to improve their English language skills.
- As of September 2011, there were more than 15 million calls to the BBC Janala mobile service, and more than 250,000 English audio lessons downloaded from the mobile Internet site (bbcjanala.com/mobile). Seven out of eight users of this service have shown language improvement. Find out more about BBC Janala [here](#).

“WHAT CAN YOU LEARN FROM A CELL PHONE? ALMOST ANYTHING!”

- This is the credo of [Marc Prensky](#) (who spoke at WISE 2010, in the Skills for the 21st Century session), writer and consultant in education and learning.
- According to him, we live in an era of accelerating change and we need to help kids - “Digital Native” learners - live in the future: “Rather than fight the trend of kids coming to school carrying their own powerful learning devices, why not use the opportunity to their educational advantage?”
- He believes that languages, literature, writing, storytelling, and history are just a few of the subjects that can be taught through voice technologies. In schools, SMS can be used to conduct pop quizzes or math tests, to carry out student opinion polls and check understanding, and to make learners aware of current events for class discussion. Having a browser in the cell phone puts a dictionary into the hands of every student and gives them instant access to Google, turning their cell phones into research tools.
- And this is just a brief insight into the multiple learning opportunities that mobiles can offer. Find out more about Skills for the 21st Century [here](#).



biography of the chairman of WISE

H.E. SHEIKH ABDULLA BIN ALI AL-THANI, PH.D.,
CHAIRMAN OF WISE

His Excellency Sheikh Abdulla bin Ali Al-Thani is President of the new Hamad Bin Khalifa University in the State of Qatar where he is leading the evolution of an international consortium of elite universities into an integrated center of academic excellence. He is also Vice President, Education, at Qatar Foundation and Chairman of the World Innovation Summit for Education (WISE), the leading global forum for innovative practice in education.

The World Economic Forum recently named Dr Al-Thani a Young Global Leader for his regional role in education reform and innovation. In 2010 Dr Al-Thani co-organized a Ministerial Colloquium on Quality of Education in the Arab World which committed 17 Arab states to a common evaluation system of basic education.

The partners of Hamad Bin Khalifa University are Virginia Commonwealth University School of the Arts in Qatar; Weill Cornell Medical College in Qatar; Texas A&M University at Qatar; Carnegie Mellon University in Qatar; Georgetown University School of Foreign Service in Qatar; Qatar Faculty of Islamic Studies; Northwestern University in Qatar; HEC Paris in Qatar; UCL in Qatar.

Among a diverse range of education-related initiatives, Dr Al-Thani is a board member of the Qatar Leadership Centre, an initiative of His Highness Sheikh Tamim bin Hamad Al-Thani, Heir Apparent of the State of Qatar. Dr Al-Thani is a member of Qatar's Supreme Education Council which oversees reform at the K-12 level. He launched the project to build Qatar Foundation's national library which will house one of the largest collections in the Arab world.

He serves on the Executive Council of the World Digital Library at the Library of Congress in Washington, and on the Governing Board of the UNESCO Institute for Lifelong Learning in Hamburg. Dr Al-Thani serves on the Board of Trustees of the American University of Beirut and on the Board of Advisers of the James A. Baker III Institute for Public Policy of Rice University in Houston. He is a Board Member of the Palestine Happy Child Center which promotes the welfare of traumatized children.

After receiving his doctorate in Civil Engineering from the University of Southampton (UK), Dr Al-Thani taught engineering at Qatar University; he now serves as chair of the Executive Board and as a member of the Board of Trustees.

Dr Al-Thani is a board member of Nakilat, the national gas shipping company and a vital link in the LNG supply chain for the State of Qatar.



Qatar Foundation, unlocking human potential

Qatar Foundation for Education, Science and Community Development aims to support the transition of Qatar from a carbon economy to one based on the development of knowledge. It was established in 1995 by His Highness the Amir Sheikh Hamad bin Khalifa Al-Thani. Her Highness Sheikha Moza bint Nasser is Qatar Foundation's Chairperson and driving force. Qatar Foundation structures its actions around three pillars: Education, science and research, and community development.



EDUCATION

Qatar Foundation is bringing world-class education, work experience and career opportunities to Qatar so young people can develop the attitudes and skills required for building the new economy and society. Qatar Foundation provides education at every level, from elementary school through university. With a total of nearly 4,000 students representing some 90 nationalities, the campus is home to some of the world's best educational institutions, in state-of-the-art facilities.

SCIENCE & RESEARCH

Qatar Foundation encourages the pursuit of knowledge and the development of new technologies. Central to this approach is combining national research with expertise from abroad to build networks that will yield home-grown solutions for Qatar and the region. It is also building a pure and applied research base to help universities and businesses collaborate in translating ideas into commercial realities.

COMMUNITY DEVELOPMENT

While Qatar Foundation supports Qatar in its transition to a knowledge-based economy, it is also helping build the kind of society that will best complement this new era. Community development involves working with partners to foster a progressive society, to enhance Qatar's cultural life and protect its heritage, and to address immediate social needs, both within the country and abroad.

<http://www.qf.org.qa/>



الكويت
Qatar Foundation

WISE partners



AGENCE UNIVERSITAIRE DE LA FRANCOPHONIE (AUF)

Agence Universitaire de la Francophonie (AUF) is a multilateral association of approximately 800 tertiary education institutions in 94 countries throughout the world. AUF endeavors to contribute to development through respect for cultural variety and action guided by the tri-partite mission of the university: learning, research and service in the community.

www.auf.org



ASSOCIATION OF COMMONWEALTH UNIVERSITIES (ACU)

The Association of Commonwealth Universities (ACU) is the oldest inter-university network in the world (established 1913). Today, membership extends to over 500 institutions across 37 countries. ACU combines its expertise and reputation with new and innovative programs designed to meet the needs of universities in the 21st century. ACU universities share Commonwealth values, including freedom of expression, a common language and many similarities in organization and management.

www.acu.ac.uk



INTERNATIONAL ASSOCIATION OF UNIVERSITY PRESIDENTS (IAUP)

Founded in 1964, IAUP is the world's pre-eminent organization of university chief executive officers (presidents, rectors and vice-chancellors). IAUP's mission includes providing a worldwide vision of higher education, sponsoring effective networking between university leaders, and promoting peace and international understanding through education.

<http://iaup.org>



INSTITUTE OF INTERNATIONAL EDUCATION (IIE)

The IIE is among the world's largest international exchange institutes. An independent, non-profit organization established in 1919, IIE is dedicated to increasing the capacity of people to think and work on a global basis. Its vision of "Opening Minds to the World" is based upon the belief that international educational exchange forms the strongest basis for fostering the mutual understanding necessary for worldwide peace and progress. IIE implements more than 200 international exchange programs benefiting over 25,000 men and women from 175 countries.

www.iie.org



RAND CORPORATION

The RAND Corporation is a non-profit institution that helps improve policy and decision-making through research and analysis. RAND focuses on the issues that matter most, such as health, education, security, law and business, the environment, and more. With a research staff consisting of some of the world's preeminent minds, RAND has been expanding the boundaries of human knowledge for more than 60 years. More than 10,000 RAND reports, commentary, videos, and podcasts are available online at www.rand.org.

Learn more about RAND's work on education policy at www.rand.org/education.



UNESCO

United Nations Educational, Scientific and Cultural Organization (UNESCO)

UNESCO works to create the conditions for dialogue among cultures and peoples, based upon respect for commonly shared values. It is through this dialogue that the world can take forward a new vision of sustainable development encompassing observance of human rights, mutual respect and the alleviation of poverty - all of which are at the heart of UNESCO's mission and activities. The broad goals and concrete objectives of the international community – as set out in the internationally agreed development goals, including the Millennium Development Goals (MDGs) – underpin all UNESCO's activities. Every day, UNESCO works in education, the sciences, culture, and communication and information towards the realization of those goals.

www.unesco.org

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ExxonMobil

EXXONMOBIL QATAR

ExxonMobil, the largest publicly traded international oil and gas company, uses technology and innovation to help meet the world's growing energy needs. ExxonMobil holds an industry-leading inventory of resources, is the largest refiner and marketer of petroleum products, and its chemical company is one of the largest in the world.

ExxonMobil's relationship with the State of Qatar goes back decades. ExxonMobil Qatar Inc. is a subsidiary of Exxon Mobil Corporation and is the interface within Qatar for all ExxonMobil affiliated activities.

Working as a joint venture, Qatar Petroleum and ExxonMobil are developing the world's largest non-associated natural gas field, making Qatar the world's largest exporter of liquefied natural gas to markets across the globe. Through these ventures, we have helped develop 12 of the 14 LNG facilities which liquefy natural gas, some of the world's largest LNG ships to carry it to distant markets, and three terminals where the liquefied gas is regasified and distributed for local use in power plants, factories and homes.

Additionally, ExxonMobil is the only foreign participant in two domestic gas development projects - Al Khaleej Gas and Barzan. ExxonMobil is also a participant in the Laffan Refinery through its affiliate, ExxonMobil Qatar Refinery.

At ExxonMobil, we share Qatar's view that advancements in technology will play a critical role in meeting the energy demands and challenges of the future. With this in mind, ExxonMobil Research Qatar was established as an organization to conduct research in areas of common interest to the State of Qatar and ExxonMobil. Currently, scientists and researchers are pursuing a number of projects in the areas of environmental management, water reuse, LNG safety and coastal geology.

ExxonMobil embraces the Four Pillars of Qatar's National Vision 2030 of Human, Social, Economic and Environmental Development and strives to support the Pillars in our various partnerships with the State of Qatar. To this end, ExxonMobil supports local communities and participates in a multitude of educational, social, cultural, sporting and economic activities.

ExxonMobil recruits graduates from Qatar University and other local universities and colleges while also identifying and hiring potential Qatari national employees from universities around the world. Recruited employees are provided formal and on-the-job training at local and international levels.

Few nations in the world offer a more encouraging environment than the State of Qatar. We are proud to have been there since the beginning of Qatar's remarkable journey, and we are honored to work with the State of Qatar and with Qatar Petroleum every day to develop the country's energy industry and contribute to the community.

<http://www.exxonmobil.com/Corporate/>

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State-owned Qatar Petroleum (QP) is responsible for all phases of Qatar's oil and gas industries, within the country and overseas. It was established as Qatar General Petroleum Company (QGPC) in July 1974 and renamed in January 2001. QP's Chairman, Dr. Dr. Mohammed Bin Saleh Al-Sada, is also the head of the Ministry of Energy & Industry. QP is the third largest oil company in the world by oil and gas reserves.

QP's varied administrative and production activities are carried out onshore in Doha, Dukhan, Mesaieed and Ras Laffan Industrial Cities. Its offshore areas include a number of drilling platforms and production stations, the North Gas Field and the major storage facility on Halul Island. QP's interests cover exploration and drilling, production, refining, transportation and storage, and extend to derivatives and by-products of the oil and gas industries.

The corporation's strategy for hydrocarbon exploration and new development is through Exploration and Production Sharing Agreements (EPSAs) and Development and Production Sharing Agreements (DPSAs). These have enhanced oil and gas reserves through new discoveries and the development of existing fields. QP is responsible for setting production levels in the various fields and ensuring that Qatar's exports remain within its OPEC quota.

QP produces crude oil, associated gas and condensates from two offshore fields in Qatari waters, Maydan Mahzam and Bul Hanine, with two oil and gas production stations.

Qatar has huge reserves of natural gas in its North Field, discovered in 1971. It is the largest non-associated natural gas field in the world, with reserves estimated at around 900 trillion standard cubic feet. QP is active in the North Field, operating the North Field Alpha project and a DPSA with ExxonMobil for the Al Khaleej Gas Project (AKG).

In recent years, QP has been involved in many new projects, including: the Dolphin Project to connect the natural gas networks of Oman, the UAE and Qatar with the first cross-border natural gas pipeline in the Gulf region; the ownership and operation of the South Hook LNG terminal in the UK and the Isola de Porto Levante LNG terminal off the coast of Italy; the completion of Qatargas Trains 6 and 7 and RasGas Train 7 in Ras Laffan; and the development of oil refineries in Panama and Tunisia.

QP's target production of natural gas for 2012 is about 8.7 Tcf, nearly six times greater than 2005. This increase will fuel the growing requirements of domestic industry, LNG export, exports through the Dolphin pipeline, and several gas-to-liquids projects.

In December 2010, Qatar reached the milestone production figure of 77 million tonnes per year of LNG – by far the largest LNG capacity in the world. A 77Mta task force was formed comprising Qatargas, RasGas and Ras Laffan Industrial City (RLIC), led by QP, to celebrate this achievement. These celebrations were led by a community engagement program supporting the four pillars of the Qatar National Vision 2030 for the social, economic, environmental and human development of the country under the leadership of The Emir, His Highness Sheikh Hamad bin Khalifa Al-Thani.

<http://www.qp.com.qa/en/Homepage.aspx>

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Microsoft®

Microsoft is proud to be a partner of the World Innovation Summit for Education because it addresses two subjects that are very dear to us: Innovation and Education.

We believe that Education is the cornerstone of economic opportunity, so any efforts to help young people realize their full potential must begin there. Microsoft is committed to helping improve the quality of teaching and learning, and helping people of all ages learn valuable new skills. We continue building on these efforts with a broad range of education solutions, targeted where the need is greatest, and focused on equipping schools, teachers and students with a comprehensive set of innovative educational tools.

Once a community has a strong education system, it is better able to develop its workforce and lay the groundwork for further economic growth. Opening the world of computing to other languages and cultures - and helping enable creative technology solutions that meet unique local and business needs - can translate directly into new opportunities for under-served communities around the world. Microsoft aims to foster local innovation both through knowledge transfer - empowering individuals and businesses with technology skills and supporting a healthy local software ecosystem - as well as by providing tools and technologies that broaden access to technology, build local skills capacity and enable new businesses.

A strong technology infrastructure makes communities more appealing to local, regional and global businesses and investors and helps bolster economic growth and global competitiveness, as well as stimulating jobs and personal achievement. Through technology access programs and support for local software economies, Microsoft is committed to helping increase growth and economic development through effective use of technology, and supporting local hardware, software and services companies.

This is not just a point solution that is delivered to a community which is then left to its own devices. It is about creating long-lasting outcomes where success comes when that community is able not only to survive but to thrive on its own, with students and adults getting the education and training they need, local companies being formed and prospering, and jobs being created by and for the community.

In conclusion, we at Microsoft believe that people, in the 21st century and beyond, will realize their full potential by transforming education into enhanced innovation in local communities, enabling the creation of jobs and opportunities in a sustainable manner.

www.microsoft.com