



world innovation summit for education

مؤتمر القمة العالمي للابتكار في التعليم

DOHA QATAR
DEC 10
7-9

P R O G R A M M E

an initiative of  *الأساس*
Qatar Foundation



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Welcome to the second World Innovation Summit for Education (WISE) in Doha. Innovation, creativity and best practices in education are key to the success of this Summit. Last year when we met there was great enthusiasm and a momentum was built. We need to use this momentum to create sustainable and practical programs and strategies for many years to come. Now is the time to act. So let us work together to actively establish a global network of experts, civil societies, private and public sector organizations and institutions to influence the future of Education.

Qatar Foundation created WISE for this very reason: not merely as a Summit but also as a platform to stimulate dialogue and collaboration among the many individuals and organisations committed to education and to inspire the most original and effective new ideas. WISE 2010 will pursue its vision of sustainable innovative education that reaches out to those most in need, and helps improve the quality of education for all.

The United Nations Millennium Development Goals are the internationally agreed platform for promoting equality, ending poverty and hunger, respecting the environment and promoting healthy lifestyles. The MDGs can only be achieved through Education. WISE is providing a timely opportunity to think about the importance of education as the pillar of sustainable development. Let us seize this opportunity.

I am delighted that you are now part of the growing and active WISE community. It is my sincere hope that this Summit will spark your imagination and inspire your contribution.



Her Highness Sheikha Mozah Bint Nasser Al Missned
Chairperson
Qatar Foundation



*We have made great
strides toward our goals
for WISE over the past
year*



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

I am proud to welcome you to the second World Innovation Summit for Education (WISE) and pleased that Qatar is hosting such a distinguished gathering. You count among the most prominent figures who care about education, hailing from more than 100 nations. It is this global diversity of WISE that is both its distinguishing feature and a major source of strength.

Sustained by the vision of Her Highness Sheikha Mozah Bint Nasser Al Missned, the overarching mission of Qatar Foundation is to accelerate human development through education, scientific research, and cultural and community projects. WISE is one of the most ambitious of these, encouraging our emerging network of global education leaders to think differently in confronting the challenges of building the future of education.

Beyond the annual Summit, WISE has kept its promise to provide concrete solutions in education, with both global and regional initiatives which empower people to participate in society and attain a higher quality of life. We have made great strides toward our goals for WISE over the past year, highlighted in the results of the Ministerial Colloquium on Quality of Education in the Arab World, the WISE education leadership programme, and our active role in the Education Summit at the World Economic Forum for the Middle East and North Africa in Marrakesh, Morocco.

Last year, delegates praised the international character of the Summit, the variety of participants' backgrounds and the strong emphasis on innovation, synergy and collaboration. They commended the 10 strategic priorities for education that emerged from the debates, and the importance attached to concrete action embodied in the WISE Awards for innovative education.

Continued

*The perennial
theme of WISE is
“Building the future
of education”*

The perennial theme of WISE is “Building the future of education”. The evolving complexity of this venture requires a response which is collaborative, international and highly flexible, engaging with new technologies, sharing best practices and rethinking funding models. Our actions need to bridge the gap between formal and informal learning, and embrace life-long learning.

Our two sub-themes this year are “Improving Education Systems” and “Exploring Innovative Trends”. The first addresses the need to modernise, reinforce, and expand inherited education systems. The second sub-theme focuses on developments in educational theory and practice, some of which have emerged from surprising places. In this period of global austerity, WISE 2010 includes an extra Plenary Session on “Funding Education”.

WISE is grateful to its Partners: Agence universitaire de la Francophonie; Association of Commonwealth Universities; Institute of International Education; International Association of University Presidents; Rand Corporation; and our new Partner, UNESCO, the United Nations Educational, Scientific and Cultural Organization.

We also thank our private-sector Sponsors for their invaluable support: Qatar Petroleum, ExxonMobil and Microsoft.

I hope you will take some time to enjoy the friendship of your colleagues and the hospitality of Qatar during your days in Doha for WISE.

With best wishes,

His Excellency Sheikh Abdulla bin Ali Al-Thani, PhD
Chairman of WISE
Qatar Foundation

RECENT WISE ACHIEVEMENTS

- Ministers from 17 Arab states signed the Doha Declaration, establishing transparent, ongoing evaluation of their education systems, at The Ministerial Colloquium on Quality of Education in the Arab World, co-organised by Qatar Foundation as an initiative of WISE, with the Arab League Economic, Cultural and Scientific Organisation (ALECSO) and The World Bank. September.
- *Learning World*, a weekly educational magazine programme, developed by Euronews with WISE, has launched broadcasts in 10 languages, with a potential to reach 333 million households in 153 countries. September.
- WISE offered 12 university presidents from Bangladesh, Colombia, Egypt, Ghana, India, Iraq, Pakistan, Palestine and Sudan a customised program in higher education leadership and management, in cooperation with the International Association of University Presidents (IAUP) and the Institute of International Education (IIE). October.
- WISE Chairman Dr Abdulla bin Ali Al-Thani co-chaired a special Education Summit at The World Economic Forum on the Middle East and North Africa in Marrakesh, Morocco. October.

WISE 2010 New Features

- Exhibit Area showcasing initiatives of WISE.
- More opportunities for networking throughout designated spaces.
- “Spotlight” sessions where WISE participants share their insights and experiences.

WISE 2010 Special Sessions

- Release of the 2010 results of the Programme for International Student Assessment (PISA).
- A special workshop with Agence universitaire de la Francophonie: Rebuilding the Education System in Haiti. Examines case studies following the devastating earthquake of January 2010, and formulates recommendations for policymakers.



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1 • PROGRAMME

- 3-Day WISE Programme At a Glance
- Full Programme: Plenary and Breakout Sessions
- Additional Features
- Biographies: Speakers and Moderators



3-Day WISE Programme

At a Glance

Tuesday, 7 December 2010

Day 1

Welcome

9.30-10.30	▶	Opening Plenary Session: Buiding the Future of Education	
10.30-11.00	▷	Coffee and Networking	
11.00-12.30	▶	Breakout Sessions: Improving Education Systems	
		1.1 Shared Values	1.2 Education and Reconciliation
		1.3 Learning from Reforms of National Education Systems	1.4 Access to Quality Education for All
12.30-14.30	▷	Lunch Break	
14.30-16.00	▶	Plenary Session: Improving Education Systems	
16.00-16.30	▷	Coffee and Networking	
16.30-18.00	▶	Breakout Sessions: Improving Education Systems	
		1.5 Leadership Models	1.6 Assessment and Education Improvement
		1.7 Designing Adaptable Curricula	1.8 Human Capacity Development

Wednesday, 8 December 2010

Day 2

9.00-10.30	▶	Plenary Session: Funding Education	
10.30-11.15	▷	Coffee and Networking	
11.15-12.45	▶	Breakout Sessions: Improving Education Systems	
		1.9 Skills for the 21 st Century	1.10 Open Education Models
		1.11 Multistakeholder Partnerships in Education	1.12 Creating Teachers for Tomorrow
12.45-15.30	▷	Lunch Break - Other Sessions and Networking Opportunities	
15.30-17.00	▶	Breakout Sessions: Exploring Innovative Trends	
		2.1 Appraising the Impact of ICT	2.2 Social Entrepreneurship in Education
		2.3 Creative Arts in Education	2.4 New Perspectives for the Media in 21 st Century Education
17.00-19.30	▷	Networking Opportunities	
19.30-22.00	▶	Gala Dinner and WISE Awards Ceremony	

Thursday, 9 December 2010

Day 3

9.00-10.30	▶	Plenary Session: Exploring Innovative Trends
10.30-11.15	▷	Coffee and Networking
11.15-12.45	▶	Breakout Sessions: Exploring Innovative Trends
2.5		Lessons from Cognitive Science
2.6		Games for Serious Learning
2.7		Learning through Mobile Devices
2.8		Social Media: Trends in Collaborative Learning
12.45-15.00	▷	Lunch Break - Other Sessions and Networking Opportunities
15.00-16.00	▶	Closing Plenary Session



Full Programme

Plenary and Breakout Sessions

Tuesday, 7 December 2010

Day 1

Welcome

9.30-10.30



Opening Plenary Session: Building the Future of Education

The underlying premise of WISE is that education is paramount in enabling mankind to navigate the risks, challenges and opportunities of our rapidly changing world. The ability to transform knowledge into sophisticated understanding and imaginative action is the core discipline that enables us to anticipate evolution in all fields, from geopolitics to ecology, energy needs to distribution of wealth, climate change to demographics and health. By anticipating change and its possible consequences, we are better able to implement responsible and sustainable stewardship of our societies and the world.

We need to conceive, incubate and rescale new educational paradigms, and we need to share best practices internationally. We need to rethink the very nature of learning, knowledge building, critical thinking and creativity, and this approach needs to be embedded in career paths characterised by flexibility and adaptability. We must build new coalitions of multiple stakeholders, extending far beyond the traditional boundaries of education. The raison d'être of WISE is to bring together people from diverse backgrounds to seek innovative change in global education which will invest humanity with the capacity to confront the critical challenges of our times.

Official Welcome by Her Highness **Sheikha Mozah Bint Nasser AL MISSNED**,
Chairperson of Qatar Foundation

Introduction to WISE 2010 by H.E. Dr **Abdulla bin Ali AL-THANI**, Chairman of WISE, Qatar Foundation

Moderator

Ms **Nima ABU-WARDEH**, journalist and broadcaster, presenter of BBC World's Middle East Business Report

10.30-11.00



Coffee and Networking

1.1 Shared Values

Humanity is made up of richly different national and cultural identities and we are more than ever interdependent, confronting the same global problems and opportunities, with a responsibility to cherish and sustain our planet and its resources. The urgent challenge facing educational establishments is to instil students with a deep-seated understanding of this heterogeneity and interdependence. Comprehending global citizenship – its values, duties, responsibilities, knowledge and skills – is therefore a mission for education everywhere and at all levels. Internationalisation needs to be introduced into school curricula and international exchange programmes have an important role to play in developing respect and understanding of human diversity.

Speakers

H.E. **Sheikha Al-Mayassa bint Hamad bin Khalifa AL-THANI**, Chairperson, Qatar Museums Authority Board of Trustees, and Chairperson, Reach Out to Asia (ROTA) (Qatar)

H.E. Dr **Mohamed El-Aziz BEN ACHOUR**, Director General, Arab League Educational, Cultural and Scientific Organization (ALECSO) (Tunisia)

Prof. **H. Russel BOTMAN**, Rector and Vice-Chancellor of Stellenbosch University (South Africa)

Moderator: Prof. **Yvon FONTAINE**, President, Agence universitaire de la Francophonie (AUF) (Canada)

1.2 Education and Reconciliation

In post-conflict zones, reconciliation between past and present, individuals and communities, can sometimes take several generations. For a long time it has been considered the task of governments to promote this process, but the part that education has to play needs to be re-evaluated and enhanced, as do the resources and methods available to teachers. In various parts of the world, for example, schools that mix children from previously hostile communities have proven highly effective. There are many other examples of reconciliation initiatives in post-conflict zones that deserve study and duplication.

Speakers

Dr **Fanie DUTOIT**, Executive Director, Institute for Justice and Reconciliation (South Africa)

Prof. **Brandon HAMBER**, Director, The International Conflict Research Institute (INCORE), University of Ulster (UK)

Ms **Joke VAN DER LEEUW-ROORD**, Founding President and Executive Director, the European Association of History Educators (EUROCLIO) (The Netherlands)

Moderator: Dr J. **Michael ADAMS**, President-Elect, International Association of University Presidents (IAUP) (USA)

1.3 Learning from Reforms of National Education Systems

Throughout the world, national education systems are undergoing reform to adapt to the challenges, opportunities and needs of their communities. Some of these reforms are replicable, adjustable and scalable. In this session we will benefit from the insights of policy-makers into how reform processes are designed and implemented and the obstacles they may encounter. It is important to learn from examples of educational reforms that have been successful, but also from those that have failed.

Speakers

Ms **Sabah AL-HAIDOOS**, Education Institute Director, Supreme Education Council (Qatar)

Dr **Kiyong BYUN**, Associate Professor, College of Education, and Vice-Director, Higher Education Policy Research Institute, Korea University (Republic of Korea)

Rt. Hon. **Charles CLARKE**, Former UK Secretary of State for Education and Skills (UK)

Prof. Dr **Fasli JALAL**, Vice-Minister of National Education (Indonesia)

Moderator: Mr **Mourad EZZINE**, Education Sector Manager, Middle East and North Africa, The World Bank (Washington, D.C.)

1.4 Access to Quality Education for All

Progress is being made against the Millennium Development Goal of providing primary level education to all children, and the numbers of learners engaged in secondary education are also increasing. However, measurements simply of the proportions of children and young people attending school, college or university do not tell the whole story. Metrics that address the quality of learners' experience in education are required and perhaps also metrics that assess the impact of that education on learners' lives and opportunities.

This session will reflect on how the quality of education is measured. It will discuss the consequences of benchmarking these measurements within and between countries, and how the resulting information can be used to focus and implement quality-oriented reforms.

Speakers

H. E. **M.A. BABY**, Minister of Education and Culture, Government of Kerala (India)

Dr **Carol BELLAMY**, Chair of the Education for All/Fast Track Initiative and former Director, UNICEF (USA)

Dr **Bálint MAGYAR**, Member of the Governing Board, European Institute of Innovation and Technology, former Minister of Education (1996-1998; 2002-2006) (Hungary)

Dr **José David WEINSTEIN CAYUELA**, Vice-President of Education, Fundación Chile, and former Minister of Culture (Chile)

Moderator: Prof. **John WOOD**, Secretary General, Association of Commonwealth Universities (ACU) (UK)

12.30-14.30	▷ Lunch Break
14.30-16.00	▶ Plenary Session: Improving Education Systems <p>The “Future of Education” must be built on existing foundations and therefore involves improving those systems that have served us well. Continuous improvement has become a personal and societal expectation in all fields, including education. High expectations are a critical element of success for individuals, schools, communities, colleges, universities and countries. Improvement is associated with extending the benefits of education to all, but also with enhancing the performance of institutions and individual students. At every level we need to focus on areas for improvement, the use and consequences of national and international metrics to measure performance and benchmarks that influence aspirations. We shall also consider steps to reach and support all learners, including resourcing of education, and debate how new curricula and assessment strategies can enhance the relevance and impact of learning.</p> <p>Keynote speakers</p> <p>Prof. E. Nigel HARRIS, Vice-Chancellor, The University of the West Indies (Jamaica)</p> <p>Mr Michael STEVENSON, Vice-President, Global Education, CISCO (UK)</p> <p>Dr Qian TANG, Assistant Director-General for Education, UNESCO (Paris)</p> <p>Moderator</p> <p>Mr Mike BAKER, education journalist, broadcaster and author (UK)</p>
16.00-16.30	▷ Coffee and Networking

16.30-18.00

Breakout Sessions: Improving Education Systems

1.5 Leadership Models

Leadership plays a crucial role in determining the success or failure of institutions and learners. In this session we shall examine that role and reflect on the steps we should take to improve and share existing leadership models at every level of schools, colleges and universities, and – where necessary – forge new models of leadership.

Speakers

H.E. Prof. **Abdullah bin Abdul-Rahman AL-OTHMAN**, Rector, King Saud University (Kingdom of Saudi Arabia)

Dr **Patrick G. AWUAH**, Founder and President, Ashesi University (Ghana)

Mr **Toby SALT**, Deputy Chief Executive and Strategic Director for School Leadership Development, National College for Leadership of Schools and Children's Services (UK)

Moderator

Dr **Allan E. GOODMAN**, President and CEO, Institute of International Education (IIE) (USA)

1.6 Assessment and Education Improvement

Traditional assessment has been equated with written exams, concentrating on a small area of the curriculum, which must be taken individually, at a particular time and place. A growing number of educationalists are coming to believe that skills and competencies are at least as important an outcome of education as knowledge, and there is a requirement for new data and monitoring systems to measure these. In this session we shall examine innovative approaches to assessment that are taking hold in many countries and promising to improve achievement.

Speakers

Mr **Steen LASSEN**, Senior Adviser, Department of General Upper Secondary Education, Ministry of Education (Denmark)

Dr **Barbara MEANS**, Director, Center for Technology in Learning, SRI International (USA)

Dr **Martina A. ROTH**, Director, Global Education Strategy, Research and Policy - Corporate Affairs Group, INTEL Corporation (Germany)

Mr **Ian WHITMAN**, Head of the Programme for Co-operation with Non-Member Economies, Directorate for Education, OECD (Paris)

Moderator

Dr **Charles A. GOLDMAN**, Senior Economist, RAND (USA)

16.30-18.00



Breakout Sessions: Improving Education Systems (continued)

1.7 Designing Adaptable Curricula

Many innovative curriculum models and approaches can be found across all regions of the world. In this session we shall reflect on curriculum models and their varying degrees of flexibility, assessing which are most appropriate for 21st-century learner needs, taking account of both local and global environments.

Speakers

Mrs **Kiran BIR SETHI**, Founder-Director, The Riverside School (India)

Mrs **Vicky COLBERT**, Founder and Executive Director, Fundación Escuela Nueva (Colombia)

Dr **Dennis LITTKY**, Co-Founder and Co-Director, Big Picture Learning (USA)

Moderator

Dr **Patti McGill PETERSON**, Senior Associate, Institute for Higher Education Policy (IHEP) (USA)

1.8 Human Capacity Development

Initiatives by international organisations and others have been designed to increase the capacity of education systems so that they can meet new challenges. These have included teachers' career development, professional mobility and team management. This session will address strategies for capacity building in national and international contexts.

Speakers

Dr **Frannie LÉAUTIER**, Executive Secretary, African Capacity Building Foundation (Zimbabwe)

Dr **Tarek SHAWKI**, Director, UNESCO Regional Bureau for Sciences for the Arab States (Egypt)

Mr **Fred van LEEUWEN**, Secretary General, Education International (Belgium)

Moderator

Mr **Mike GIBBONS**, CEO, Richard Rose Federation (UK)



Wednesday, 8 December 2010

Day 2

9.00-10.30



Plenary Session: Funding Education

With increasing numbers of students at every level of education, the challenges of funding and the pressures upon finances have been steadily growing. Add the global economic crisis and continuing economic instability and the challenges are clear.

Education forms at least part of the solution to current economic issues, so reducing provision is simply not an option. Innovative funding mechanisms will need to be found to sustain and develop education.

To date, education has been funded in a range of ways, including financing of students by their families, by private organisations and by governments.

The influence and impact upon education of new funding methods should also be considered. It seems reasonable to expect that if individuals contribute more they may take a different approach to the purpose of education, the subjects they choose to study and their expectations of the opportunities that will ensue.

This session will reflect on the economic case for education, options for financing it at different levels and their impact upon expectations of the benefits of education. It will include examples of policies and practices designed to sustain and develop education systems and institutions.

Keynote speakers

Mrs **Irina BOKOVA**, Director-General, UNESCO (Paris)

Dr **Scott COWEN**, President, Tulane University (USA)

Moderator

Mr **Mike BAKER**, education journalist, broadcaster and author (UK)

10.30-11.15



Coffee and Networking

11.15-12.45 ▶

Breakout Sessions: Improving Education Systems**1.9 Skills for the 21st-Century**

Much good work has been done to identify “21st-century skills” - such as learning-to-learn, critical thinking and creative knowledge-building - some of which are new and related to digital technologies, while others have long histories stemming at least from the teachings of Socrates and Plato. In view of the current pace of change and the continuous need to adapt, these skills must now be made relevant to the concept of lifelong learning. How can this best be achieved? New learning, curriculum and assessment strategies are being formulated, as well as collaborations that focus on building and systematising skills in formal and informal contexts. This session will highlight examples of these and discuss their implementation and development.

Speakers

Dr **Katerine BIELACZYK**, Deputy Head and Associate Professor, Learning Sciences Lab., National Institute of Education (Singapore)

Mr **Ahlin BYLL CATARIA**, Executive Secretary, Association for the Development of Education in Africa, and member of the governing board, UNESCO Institute for Lifelong Learning (UIL) (Tunisia)

Prof. **Khalil S. HINDI**, President, Birzeit University (Palestine)

Mr **Marc PRENSKY**, writer and consultant in education and learning, author of *Teaching Digital Natives: Partnering for Real Learning* (USA)

Moderator: Prof. **Ekkehard NUISSL von REIN**, Director, German Institute for Adult Education/Leibniz Center for Lifelong Learning (Germany)

1.10 Open Education Models

Technology is helping to drive a world in which there are greater opportunities for sharing information, for participating in its production and for accessing and using that information. These opportunities have started to be taken up within education by students, teachers and organisations.

Where there are opportunities there are, of course, also challenges. In this session a range of issues will be debated which are associated with technology-supported, innovative and open education models. These include access to, validation and copyright of materials, as well as the organisational and commercial implications of their adoption.

Speakers

Ms **Cecilia D’OLIVEIRA**, Executive Director, MIT OpenCourseWare (OCW) (USA)

Prof. **Asha Singh KANWAR**, Vice President, Commonwealth of Learning (Vancouver)

Prof. **V.N. Rajasekharan PILLAI**, Vice Chancellor, Indira Gandhi National Open University (IGNOU) (India)

Moderator: Mr **Michael TRUCANO**, Senior ICT and Education Policy Specialist, The World Bank (Washington, D.C.)

1.11 Multistakeholder Partnerships in Education

While the private sector has long participated to an extent in public education, “Multistakeholder Partnerships” (MSPs) are now making an increasingly important contribution to sustaining and developing education throughout the world. Partnerships can take many different forms. By creating novel public and private-sector coalitions, issues of governance, management and funding can be viewed in new and original ways. Furthermore, MSPs have an impact upon educational vision and direction in terms of curriculum and pedagogies. How are needs assessed, partners selected and partnerships implemented and monitored? Are there models for these hybrid mechanisms? This session examines different kinds of MSPs, best practices, the challenges they face, the contribution they make to generating significant educational innovations and the opportunities they present for the future.

Speakers

Mr **Jacob KRAGH**, President, LEGO Education (Denmark)

Dr **Sylvie LAINÉ**, General Managing Director, Fondation Nationale Entreprise et Performance (France)

Ms **Suzanne McCARRON**, President, ExxonMobil Foundation and General Manager, Public and Government Affairs, ExxonMobil Corporation (USA)

Prof. **Clifford Nii Boi TAGOE**, Former Vice-Chancellor, University of Ghana (Ghana)

Moderator

Mr **Salvatore NIGRO**, Chief Executive Officer Europe, Education for Employment Foundation (Spain)

1.12 Creating Teachers for Tomorrow

The role of teachers and the skills they require are changing as learner expectations and access to information grow. In addition, the balance of emphasis between knowledge acquisition and skills development is changing with a growing focus on 21st-century skills. Teachers of tomorrow have new opportunities to develop pedagogies which enable realisation of the potential of each learner, which work across subjects and disciplines, and which engage and motivate learners.

This session will focus on the professional development needs of 21st-century teachers, both in preparation for teaching and as they develop their practice.

Speakers

Prof. **Jophus ANAMUAH-MENSAH**, Executive Chair of Teacher Education in Sub-Saharan Africa (TESSA) and Director, School and Community Science and Technology Studies (SACOST), University of Education, Winneba (Ghana)

Prof. **Stephen HEPPELL**, founder heppell.net, and Professor, Bournemouth University, Chair in New Media Environments (UK)

Mr **Tim RYLANDS**, innovative educator (UK)

Moderator: Mr **Andrew BETHELL**, Vice-Chair and Director of External Affairs, TeachersTV (UK)

12.45-15.30	▶ Lunch Break – Other Sessions and Networking Opportunities
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15.30-17.00	▶ Breakout Sessions: Exploring Innovative Trends
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2.1 Appraising the Impact of ICT

Many advocates of technology encourage its use across the curriculum, but we need to know more about the impact of ICT on learning through successful and failed examples. This session will look at how ICT influences learning and how we can harness digital technology to improve learner outcomes.

Speakers

Dr **Se-Yeoung CHUN**, President, Korean Education and Research Information Service (KERIS) (Republic of Korea)

Dr **Kentaro TOYAMA**, Senior Researcher, School of Information, University of California, Berkeley (USA)
 Prof. **Daniel A. WAGNER**, Professor of Education, and Director, National Center for Adult Literacy (NCAL), International Literacy Institute (ILI) and Literacy.org, Graduate School of Education, University of Pennsylvania (USA)

Moderator

Prof. **Tim UNWIN**, UNESCO Chair in ITC4D, Professor of Geography, Royal Holloway, University of London (UK)

2.2 Social Entrepreneurship in Education

Social entrepreneurship has led to new models and collaborations that not only provide authentic learning opportunities but, in doing so, address some of our current challenges and improve the world around us. Experience of these new models can lead to higher levels of learner motivation and engagement as well as the development of social conscience and a new sense of purpose. There are many examples of innovative learning practices and models emerging from the most challenged communities. This session will address examples of social enterprise and explore how these can best be developed to support learning and society.

Speakers

Mr **Rodrigo BAGGIO**, Founder and Executive Director, Center for Digital Inclusion (Brazil)

Dr **Safiqul ISLAM**, Director of BRAC Education Programme (Bangladesh Rural Advancement Committee) (Bangladesh)

Mr **Bunker ROY**, Founder-Director, Barefoot College - Social Work and Research Center (India)

Moderator

Dr **Brian STECHER**, Acting Director, RAND Education (USA)

2.3 Creative Arts in Education

For a long time, the creative arts were losing ground in schools and universities to skills considered to be more useful and lucrative in competitive global markets. However, that tendency is beginning to reverse and educational establishments are changing their approaches to learning, sometimes quite radically, by giving more room to arts, sports and creativity in the curriculum. It is now being realised that encouraging creativity contributes greatly to producing balanced citizens who are capable of thinking independently, challenging conventional wisdom and understanding others. Moreover, creativity is not a hermetic faculty but a multi-disciplinary resource, inspiring ingenuity and originality in all realms of life. This session examines some of the leading practices in educational establishments throughout the world alongside innovative practices which have developed in other contexts.

Speakers

Prof. **Simonetta CARBONARO**, Humanistic Marketing, Design Management, University of Borås, The Swedish School of Textiles (Sweden)

Prof. **Rita IRWIN**, President of the International Society for Education through Art (InSEA) (Canada)

Prof. **Elaine THOMAS**, Vice-Chancellor, the University for the Creative Arts (UK)

Moderator

Prof. **John TARRANT**, former Secretary General, Association of Commonwealth Universities (ACU) (UK)

2.4 New Perspectives for the Media in 21st-Century Education

What are the development strategies of major international media groups in the education field? The media have great potential for contributing to the advancement of education. As in game design, they use powerful and persuasive tools and techniques to entertain and inform. Can these tools and techniques be applied legitimately and successfully to teaching and learning?

Speakers

Prof. Dr. **Alexander FEDOROV**, Pro-Rector, Taganrog State Pedagogical Institute, and President, Russian Association for Film and Media Education (Russia)

Mr **Yoshihiko HIBI**, Executive Director, Learning Media Division, NHK Educational Corporation (Japan)

Ms **Liliane LANDOR**, Controller Languages, BBC Global News, BBC World Service (UK)

Mr **Lucian SÂRB**, Director of News and Programmes, Euronews (France)

Moderator

Mr **Richard LINDLEY**, veteran British television journalist (UK)

17.00-19.30 ▶ Networking Opportunities

19.30-22.00 ▶ Gala Dinner and WISE Awards Ceremony



Thursday, 9 December 2010

Day 3

9.00-10.30



Plenary Session: Exploring Innovative Trends

It is vital to explore the most innovative educational research and practices in both developed and developing countries because they have potential for pushing forward the frontiers of education and effective learning.

The traditional strategy for expanding high-quality education has been to build more schools and employ more teachers. However, the high cost of this solution limits it to the most affluent nations. What at first may seem “off-the-wall” ideas, emerging from different corners of the world, show potential for reinventing learning and overcoming financial and geographical obstacles. They may bring about new, low-cost, participative learning models in the most deprived areas through, for example, mobile technology. Alternatively, advances in cognitive science may offer insights into the processes and functions of learning, or games technologies may be integrated into education. These innovations could well be the first tentative steps towards major advances in the design and delivery of education. The real challenge will be to share, manage and upscale these quantum leaps in thinking.

Keynote speakers

Mr **Martin BURT**, Founder and CEO, Fundación Paraguaya and Co-Founder, Teach A Man To Fish (Paraguay)

Lord **David PUTTNAM**, Chairman, Futurelab (UK)

Mr **Anthony SALCITO**, Vice-President – Worldwide Education, Microsoft (USA)

Prof. **ZHOU Qifeng**, President, Peking University (People’s Republic of China)

Moderator

Mr **Mike BAKER**, education journalist, broadcaster and author (UK)

10.30-11.15



Coffee and Networking

11.15-12.45

Breakout Sessions: Exploring Innovative Trends

2.5 Lessons from Cognitive Science

Through neuroscience, modern imaging technology and cognitive science, great advances have been made in understanding how the brain works and influences our behaviour. This new body of knowledge is beginning to be applied to how we approach learning and teaching. This session addresses cognitive science, what we understand of it, and questions how we can and should apply this to assist learning and learners.

Speakers

Prof. **György GERGELY**, Professor of Psychology, Cognitive Development Center at the Central European University (Hungary)

Dr **William M. JENKINS**, Chief Scientific Officer and Founder, Innovation and Research Department, Scientific Learning Corporation (USA)

Dr **Barbara WANCHISEN**, Director of the Board on Behavioral, Cognitive, and Sensory Sciences and of the Committee on Human-Systems Integration, National Research Council (USA)

Moderator: Prof. **Daniel ANDLER**, Chair of Philosophy of Science and Epistemology, Université Paris-Sorbonne, and member of the Institut universitaire de France (France)

2.6 Games for Serious Learning

Many regard play as a vital part of learning because it is engaging, entertaining, social and can lead to innovative approaches and solutions. The use of games in education has a very long history. However, games technology has evolved rapidly in recent years and now takes many forms - from strategy games to simulations, role-play to virtual worlds. Games may teach anything from foreign languages to complex organisational or problem-solving skills. Online games entail a high degree of interactivity. In this session we will reflect on state-of-the-art developments in games technology and ask how the worlds of game development and education can work together to stimulate and fully involve learners.

Speakers

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

Mr **Ntiedo (Nt) ETUK**, Co-Founder and Chief Executive Officer, Tabula Digita, Inc. (USA)

Mr **Derek ROBERTSON**, National Adviser for Emerging Technologies and Learning, Learning and Teaching Scotland (UK)

Moderator: Mr **Bruce DIXON**, Director, Preston Dixon Consulting (Australia) and Founder and President, Anytime Anywhere Learning Foundation (USA)

2.7 Learning through Mobile Devices

How can near-universal access to mobile telephony support learning? Cell phones have been used to support assessment, provide access to content and build learning networks. Mobile solutions could play a major role in the future, especially in developing countries.

Speakers

Mr **Esko AHO**, Executive Vice-President, Corporate Relations and Responsibility, Nokia Corporation, and former Prime Minister of Finland (Finland)

Ms **Jessica COLAÇO**, Manager, iHub (Nairobi's Innovation Hub) (Kenya)

Mr **John DAVITT**, education innovator and digital toolmaker, NewTools.org (UK)

Mr **David PROSSER**, Head of Programmes for Asia, BBC World Service Trust (UK)

Moderator

Mr **Dan BUCKLEY**, Director of Research and Development, Cambridge Education (UK)

2.8 Social Media: Trends in Collaborative Learning

The growth of social media - from Facebook to Twitter, from Flickr to Youtube - has provided a host of new opportunities for collaborative learning and, at the same time, raised questions about access. What influence do social media have on the nature of learning and how can education best join forces with them to support learners?

Speakers

Mr **Dan SUTCH**, Head of Development, Futurelab (UK)

Prof. **François TADDEI**, Geneticist and Systems Biologist at the National Institute of Health and Medical Research (INSERM), and Director of the Centre for Research and Interdisciplinarity at Paris Descartes University (France)

Dr **Constance YOWELL**, Director of Education, Program on Human and Community Development, MacArthur Foundation (USA)

Moderator

Mr **David WHEELER**, Managing Editor, *The Chronicle of Higher Education* (USA)

15.00-16.00



Closing Plenary Session – Keynote Speech

Keynote Speaker

Jeffrey SACHS, Director of The Earth Institute, Quetelet Professor of Sustainable Development, and Professor of Health Policy and Management at Columbia University; Special Advisor to United Nations Secretary-General Ban Ki-moon (USA)

Moderator

Ms **Nima ABU-WARDEH**, journalist and broadcaster, presenter of BBC World's Middle East Business Report (UAE)





Additional Features

This year, in addition to a full programme of Plenary and Breakout Sessions, WISE incorporates a variety of complementary features to present innovative educational practice, improve networking opportunities and provide alternative session formats to allow participants to work in smaller groups and contribute actively to producing practicable solutions. In addition to an Exhibit Area, there are Workshops on specific educational issues or projects, involving interested and potentially interested parties, Spotlight sessions, in which an individual briefly presents his or her project or ideas, and two Extra Sessions. These features are introduced in the pages that follow. Please refer to the updated programme available at the Sheraton for exact times and venues.

EXHIBIT AREA

The Exhibit Area is a lively place to meet, network, enjoy a buffet lunch or coffee break in company with the other WISE participants. Organised into four zones – **CONNECT, SHARE, INSPIRE** and **ACHIEVE** – it also highlights different facets of the global WISE initiative, community and projects in engaging ways.

The **CONNECT** zone presents the WISE initiative's latest developments and includes a Qatar Foundation corner, a World Digital Library kiosk and a WISE Partners corner. There is also a focus on the Ministerial Colloquium on Quality Education in the Arab World, which took place in Doha in September 2010, and the newly created WISE education leadership programme.

The **SHARE** zone brings to life the collaborative spirit of the WISE community – a place to share insights and ideas. It highlights the forthcoming WISE collaborative Internet platform, an interactive hub for the WISE community, and includes a "Learners' Voice" workspace. Twenty students, including 10 Qatar-based, are attending the conference as full delegates with a mission to provide learner perspectives in Summit sessions and to work on a specific project of their choice related to "Building the Future of Education". They are also interviewing WISE participants to incorporate a wide international spectrum of views into their work and reflections. This is a first step for learners to play an active role in the burgeoning WISE community.

The **INSPIRE** zone presents different points of view on the future of education, inspiring attendees to tackle educational challenges and think creatively and “out of the box.” It displays video interviews with visionary education experts and incorporates a demo stage for live Spotlight sessions, notably by our WISE Awards 2010 Laureates.

The **ACHIEVE** zone is dedicated to concrete educational accomplishments, in line with the action-oriented dimension of WISE and its strong focus on on-the-ground projects. Here the WISE Awards initiative is presented, with special features on the 2009 Laureates and the 2010 Awards, including opportunities for participants to meet the 2010 Laureates. Here too, there is a corner devoted to the exciting and unique partnership between Euronews and WISE to produce *Learning World*, a series of wide-ranging documentaries about educational projects and ideas from around the world.

In short, the Exhibit Area is for you, the WISE participants – a place where the WISE community becomes a living reality.

WORKSHOPS

Workshops are highly interactive and focussed sessions, of varying format and length, designed to allow roundtable discussion on very specific aspects of education involving interested parties. Some will complement Breakout Sessions in the main programme. Here are the themes they will address.

Rebuilding the Education System in Haiti: A Case Study

This Workshop, prepared in partnership with Agence universitaire de la Francophonie (AUF), will tackle the particularly severe education challenges now encountered in Haiti. In a first session, WISE attendees will be invited to listen to a presentation on the state of the education system in Haiti and discuss concrete and innovative case studies of rebuilding education systems there and possibly in other disaster-affected zones. A second session, involving a smaller number of individuals, will focus on formulating precise recommendations and involving their organisation or themselves in rebuilding the education system in Haiti.

Sustainability in Educational Institutions

In this Workshop coordinated by EduServ International, participants will examine three types of sustainability in educational institutions: educational, financial and physical. They will explore the actions taken by schools in case studies, discuss them, suggest alternatives that could have been more effective and identify pre-emptive actions that would have helped solve the problems in a better way. Using a basic list of Key Indicators of Institutional Sustainability (KIIS), participants will examine the sustainability of their own educational institutions with the aim of generating innovative ideas for enhanced sustainability.

Nurturing Every Seed: Using System-Level Transformation to Improve Education

Microsoft's Partners in Learning Program is a 10-year, \$500-million commitment to help teachers and school leaders use technology in the classroom more effectively. Partners in Learning addresses these issues through the Innovative Schools Program, which provides free tools and training for any school leader worldwide, with nearly 3,000 schools participating. This Workshop will give an overview of the program and what has been learned in more than seven years of deep engagement with all stakeholders in education systems around the world.

Education 3.0 Leading Indicators Diagnostic

The Education 3.0 Leading Indicators Diagnostic survey produced by Cisco draws on the best available thinking on the direction that education needs to pursue, including the latest education research on 21st-century learning, school reform, teacher professional development, information and communication technology (ICT) literacy, education leadership, and technology. This Workshop will be a facilitated process that draws on the Education 3.0 Leading Indicators Diagnostic Survey to provide detailed information regarding where a system – network of schools – or a district stands in relation to Education 3.0 ideals in each of the four Education 3.0 Framework Pillars: 21st-Century Curriculum, Pedagogy, and Assessment; High-Quality Infrastructure and Technology; Adapted System Reform; as well as Leadership, People, and Culture.

Effective Monitoring and Evaluation of the Use of New Technologies in Education

This Workshop will bring together leading experts from the Education Impact network to reflect on the monitoring and evaluation of the use of new technologies in education and help identify the main reasons why such monitoring and evaluation are often relegated to positions of less importance. Participants will propose practical recommendations that will lead to greater use of effective monitoring and evaluation.

SPOTLIGHT SESSIONS

In Spotlight sessions, a single individual briefly shares their inspiring project, ideas or experiences. Here are the Spotlight sessions scheduled for WISE 2010.

2010 WISE Awards Laureates

Each of the six outstanding WISE Awards 2010 Laureates will give a 10-minute Spotlight session on their project, focussing on concrete methodology and success stories and showing how they are genuinely "Transforming Education". They were selected from hundreds of applications from 89 countries and address urgent educational issues in highly original ways, sometimes potentially challenging or changing whole educational systems. The six winning projects all stand out as shining examples of how creative thinking and resolute action can have a remarkable impact on educational practice.

Design for Change Contest – 2010

Kiran Bir Sethi, Founder and Director of The Riverside School in India, will talk about the “Design for Change” 2010 Contest for school children. In 2009, the “Design for Giving” School Contest was launched through a simple toolkit - in eight regional languages. School children across India were encouraged to participate in a one-week project to change some aspect of life in their own communities. As a result of the overwhelming response to the simplicity of this idea, in 2010 the Contest has gone global as the “Design for Change” Contest. The toolkits have been printed in Spanish, Finnish, Mandarin, Bahasa and Braille, besides 10 regional Indian languages. Twenty-four countries across the globe are participating in the Contest - thus making it the largest movement of change by children.

EXTRA SESSIONS

High-Level Meeting on the Central Role of Education to Achieve the Millennium Development Goals (MDGs)

This special event will be an opportunity to discuss and assess the requirements for reaching the internationally agreed development goals. The focus will be on the two education-related MDGs and the goals of Education for All (EFA). The discussions will provide an opportunity to focus on critical needs and challenges faced by countries farthest from reaching the MDGs and EFA goals, such as countries in conflict, post-conflict and post-disaster situations.

2011 United Nations Economic and Social Council’s Annual Ministerial Review: Regional Preparatory Meeting

On the sidelines of WISE a preparatory regional meeting for all participants from the Arab world is being held involving UNDESA, UNESCO, UNICEF and the Economic and Social Commission for Western Asia (ESCWA). The Annual Ministerial Review (AMR) is a function of the Economic and Social Council (ECOSOC) mandated by Heads of State and Government at the 2005 World Summit to assess progress made towards the Millennium Development Goals (MDGs) and the United Nations Development Agenda (UNDA), and to help scale up and accelerate action to realise the development agenda by serving as a global high-level forum. The next UN ECOSOC Annual Ministerial Review will focus on “implementing the internationally agreed goals and commitments in regard to education” and will be held in Geneva in July 2011.

PISA Results Announcement

In this Session, a representative from the OECD will present the much-awaited results of the assessment which took place in 2009 that will be released on 7 December 2010. The Programme for International Student Assessment (PISA) is a major internationally standardised assessment that was jointly developed by participating economies and administered to 15-year-olds in schools. Tests are typically administered to between 4,500 and 10,000 students in each country. Three assessments have so far been carried out and published (in 2000, 2003 and 2006), encompassing the 34 OECD member countries and 40 partner countries and economies.





2 • WISE AWARDS

- Awards Presentation
- Laureates
- Biographies: International Jury

WISE Awards

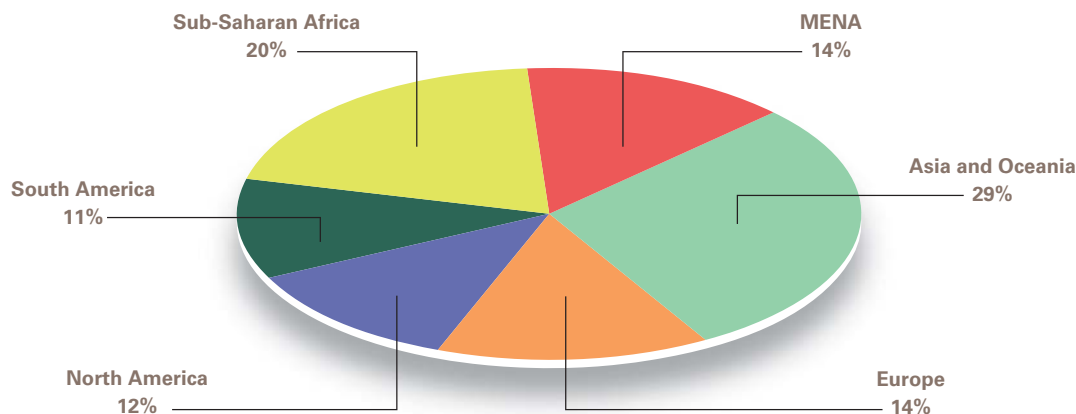
Innovative Education Practice Awards

Under the theme of “Transforming Education: Investment, Innovation and Inclusion”, the 2010 WISE Awards set out to showcase and reward outstanding innovative educational projects that have had a significant impact in transforming education through sustainable investment strategies, innovative processes and technologies and effective policies and practices promoting inclusion and diversity.

Applications were invited from individuals or teams from all educational sectors and all countries in the world.

Projects were required to meet 10 general criteria: educational transformation, sustainable investment, innovation, inclusion and diversity, quality of education, scalability, partnership and participation, monitoring and evaluation, dissemination and clarity of proposal.

Hundreds of applications from 89 countries were considered. The following pie chart shows the percentage of projects submitted by area:



The projects were of high quality and diversity, ranging from training teachers in sub-Saharan Africa to providing laptops for children in Peru, delivering responsible history teaching in Bosnia-Herzegovina, Croatia and Serbia and a Canadian-based programme helping student refugees. Profiles of the 30 finalists and their projects may be found on the WISE website (<http://www.wise-qatar.org>).

A Pre-Jury of 15 educational experts appraised the submissions and selected 30 finalists, announced on 31 August 2010. A high-profile International Jury, consisting of seven of the world's most eminent experts in education, then convened to select the six Laureates. The Chairman of the Jury was Dr Abdulla bin Ali Al-Thani, Chairman of WISE, Qatar Foundation. (For biographies of the International Jury members, see page 104.)

The six outstanding Laureates were announced on 15 November 2010. Each will receive a Prize Award of \$20,000 at the WISE Gala Dinner in Doha on 8 December 2010. They will also have the opportunity to showcase their projects in the course of the WISE Summit and a space dedicated to their remarkable achievements exists in the Exhibit Area. As with the 2009 Laureates, their work will be promoted by WISE with a view to nurturing cross-cultural collaboration and the replication of initiatives that have had a significant impact on societies.

In this second edition of the WISE Awards, the quality and diversity of submissions was, once again, a strong indication that pioneering educational ideas are constantly being put into practice throughout the world. The WISE Awards initiative remains committed to championing these outcome-oriented projects, bringing them the attention they deserve.

Laureates



Mushtaq Chhapra

The Citizens Foundation, Pakistan

Mushtaq Chhapra is the Chairman and a founding Director of The Citizens Foundation (TCF), a non-profit educational organisation in Pakistan. Born and based in Karachi, he is a well-known personality in the country's business circles. While he has manufacturing concerns in Pakistan, he is a philanthropist at heart and is involved with many charities in the areas of health, food security and art. He also serves as the honorary Consul General for the Nepalese Embassy in Karachi.

The Citizens Foundation (TCF) is one of the largest non-profit organisations in Pakistan in the field of education. Since it was founded in 1995, it has run a professionally managed network of 660 purpose-built schools in the poorest rural areas and most neglected urban slums of Pakistan. TCF's mission is to promote mass-scale quality education at the primary and secondary levels in an environment that encourages intellectual, moral and spiritual growth. TCF's long-term goal is to build 1,000 schools in Pakistan.

The TCF model is based on the principle that education for the poor should not be poor. TCF schools are equipped with spacious and fully furnished classrooms, and all essential facilities for a stimulating learning environment. Schools can be reached by walking, students pay what they can afford and all teachers are female. Nearly half of TCF's 92,000 students are girls. The programme has created more than 7,000 jobs, including 4,800 positions for female faculty members, and has a volunteer force of over 1,000. Every year, TCF, which has received the highest rating by the Pakistan Centre for Philanthropy, holds teacher-training courses. TCF would like to create a franchise model that could be replicated by like-minded groups.

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Meet Mushtaq Chhapra and discover The Citizens Foundation at the WISE Awards Comer during the Summit.



Cecilia d'Oliveira

MIT OpenCourseWare, Massachusetts Institute of Technology, USA

Cecilia d'Oliveira, Executive Director of MIT OpenCourseWare (OCW), has worked for the programme since 2002. She leads a team of 20 professionals working closely with MIT faculty and with external groups to advance the adoption of the OCW approach worldwide. Cecilia d'Oliveira has been part of the MIT community for over 30 years, initially as a student and subsequently as a member of the MIT staff in positions involving the use of information technology in support of MIT's education, research and administrative programmes.

MIT OpenCourseWare (OCW) is a large-scale, web-based publication of educational materials from virtually all MIT courses. OCW provides free and open access to core content – syllabi, lecture notes, course calendars, problem sets and solutions, exams, reading lists and assignments – from MIT courses, representing 33 academic disciplines and all five MIT schools. As of August 2010, materials from more than 2,000 courses, virtually the entire curriculum of the Institute, were available. The site also offers full video recordings of lectures from 34 courses, dozens of complete textbooks, and numerous simulations, animations and sample code files. Its Highlights for High School portal identifies and links to 2,600 resources for advanced high-school study.

To date, this global initiative has been visited by over 100 million individuals from more than 215 countries, territories, and city-states around the globe. Materials have already been translated into at least 10 different languages. More than 200 other universities have adopted the OCW approach to sharing their own course materials, publishing the content of 11,000 additional courses.

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Meet Cecilia d'Oliveira and discover MIT OpenCourseWare at the WISE Awards Corner during the Summit.

Laureates |



Ayla Goksel

Mother Child Education Program (MOCEP), Turkey

Ayla Goksel is CEO of ACEV, a Turkish NGO working in early childhood, female literacy and parent training, and of the Özyegin Foundation, which provides financial aid to students, builds educational facilities and founded Özyegin University. She holds a BSc from the University of Bath and an MSc from the London School of Economics, and has received fellowships from Johns Hopkins University and Harvard University. The Mother Child Education Program (MOCEP) is a sustainable early childhood education (ECE) programme that aims to educate and support preschool children from under-resourced communities by training the mother in her role as a “first educator” through group discussions and mother-to-child learning exercises for a period of 25 weeks.

MOCEP, founded in 1993, is a nationwide project operated in collaboration with the Turkish Ministry of National Education (MoNE). This cost-effective (US\$15 per individual) programme uses such existing community resources as MoNE facilities and teachers.

The programme, which has been replicated in several European and Middle Eastern countries and reaches over 400,000 people, has been shown to have a positive, long-lasting impact on mothers and children: participating children were more likely to go beyond compulsory education and demonstrate better cognitive and social development patterns into young adulthood than comparable children who did not participate. Studies have also shown that the programme’s effects on employment and education lasted into young adulthood. MOCEP has inspired a number of other projects in Turkey, including a Father Support Programme and a TV programme for parents and young children.

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Meet Ayla Goksel and discover MOCEP at the WISE Awards Corner during the Summit.



Nnaemeka Ikegwuonu

The Smallholders Farmers Rural Radio (Farm 98.0 FM), The Smallholders Foundation, Nigeria

Nnaemeka Ikegwuonu, a leading social entrepreneur, is Executive Director of The Smallholders Foundation, a social development organisation he founded in 2003, when he was 21. Through Smallholder Farmers Rural Radio, he develops and broadcasts daily agricultural, environmental management and market information radio programmes in the local Igbo language. He has participated in numerous international forums, is a member of many professional organisations and has won a number of awards for his work, including the YouthActionNet/Starbucks Shared Planet Youth Award 2009 and the Rolex Award for Enterprise – Young Laureates Program 2010.

The Smallholders Farmers Rural Radio broadcasts educational radio programmes on crop cultivation, livestock rearing and soil management 10 hours a day in the local Igbo language to inform and educate its 250,000 small-farmer listeners and improve their agricultural, environmental management and market access capacity.

The educational radio programmes cover erosion and flooding control, farm and household management, food safety, nutrition, HIV/AIDS, agriculture, combating malaria and farm safety. They also deal with such topics as application of fertilisers, pesticides and insecticides; rainwater harvesting; treadle pumps; and small-scale irrigation management. Illiterate small farmers learn about methods for accessing hybrid seeds, reaching national and international markets, export documentation, and accessing finance and microcredit facilities. The household income of 65% of the station's listeners has risen, and they have increased their crop output.

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Meet Nnaemeka Ikegwuonu and discover The Smallholders Farmers Rural Radio at the WISE Awards Corner during the Summit.

Laureates



Neil Turok

AIMS Next Einstein Initiative, the African Institute for Mathematical Sciences, South Africa

Professor Neil Turok earned his PhD at Imperial College, London. In 1997 he was appointed to the Chair of Mathematical Physics at Cambridge University, and in 2008 he moved to the Perimeter Institute for Theoretical Physics in Canada as its new Director. He has been awarded Sloan and Packard Fellowships, the 1992 James Clerk Maxwell medal, the TED Prize and a Most Innovative People award from the World Summit on Innovation and Entrepreneurship. Born in South Africa, he founded the African Institute for Mathematical Science (AIMS) in 2003 and is the current Chair of its board.

Since 2003, AIMS has been training talented students from across Africa in a partnership arrangement between Cape Town's three local universities and the universities of Cambridge, Oxford and Paris XI. AIMS students study for an innovative, broad-based postgraduate diploma in mathematical sciences, which provides them with the skills, connections and confidence to go on to leadership careers in academia, industry or governance.

Students benefit from teaching by top academics from around the globe and tutors who are available throughout the year. AIMS has built a 24-hour learning environment where students, lecturers and tutors live, work and eat together, and have constant access to computing and library facilities and resident researchers.

Since 2003, the AIMS centre in South Africa has graduated 305 students from over 30 countries: 33% of them are women, 77% still live in Africa and 95% have gone on to Masters and PhD programmes. AIMS provides full bursaries to all students.

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Meet Neil Turok and discover AIMS Next Einstein Initiative at the WISE Awards Corner during the Summit.



Tove Romsaas Wang

Rewrite the Future, Save the Children, UK - leading for Save the Children International

Tove R. Wang is CEO of Save the Children Norway and Chair of International Save the Children's first global campaign, Rewrite the Future, which focusses on education for children affected by armed conflict. She has 30 years of experience in international development, with broad experience in the areas of leadership, organisational development, strategic planning and child rights programming, including 10 years of field work in Yemen, Sri Lanka and Zimbabwe. She holds a Master of Public Health degree from Johns Hopkins University.

In 2006, concerned about the appallingly low number of children in school in conflict-affected and fragile states (CAFS), Save the Children launched Rewrite the Future, a major global campaign to get three million of these children into school and improve the quality of education for a total of eight million. In addition to working directly in over 20 countries, Save the Children lobbied governments, donors and international agencies to recognise the crucial role education plays in protecting these children and to take special measures to increase educational resources for them.

Four years on, Save the Children's programme work has succeeded in getting 1.4 million children into school. The quality of education for more than 10 million children has also improved through teacher training and by working with teachers and education ministries.

Many key players in the field once thought it was too complicated to deliver education in CAFS. Thanks to the project's campaigning work and the Education for All Global Monitoring Report, this is no longer the case.

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Meet Tove Romsaas Wang and discover Rewrite the Future at the WISE Awards Corner during the Summit.

Biographies

International Jury

H.E. Dr **Abdulla bin Ali Al-Thani**, Chairman, WISE Awards 2010 International Jury. See his biography on p. 41.



Prof. **Jophus Anamuah-Mensah**, Executive Chair of Teacher Education in Sub-Saharan Africa (TESSA), and Director of School and Community Science and Technology Studies (SACOST) at the University of Education, Winneba (Ghana)

Session: **Improving Education Systems • Creating Teachers for Tomorrow**

→ Day: **Wednesday, 8 December 2010** – Time: **11.15-12.45**

Jophus Anamuah-Mensah, Ed.D., is Executive Chair of Teacher Education in Sub-Saharan Africa, and the Director of School and Community Science and Technology Studies (SACOST) at the University of Education, Winneba (UEW), Ghana. He was for nine years the Principal and Vice Chancellor of the University of Education, Winneba, the first university in Africa dedicated to teacher education. He has taught and researched in science education from kindergarten to the university level. He has contributed greatly to the development of open distance learning in Ghana and was the chair of the committee that produced a blueprint for an open university for Ghana.

He established the Centre for SACOST in 2000 and the Department of Early Childhood Care and Development in 2005 at UEW. He also set up the National Centre for Research into Basic Education to provide evidence-based information that addresses issues covering the 11 years of basic education, i.e., from kindergarten to junior high school. In 1996, he started a PhD programme at the University of Cape Coast, which became the yardstick for similar programmes in other areas. He is the chief architect of Ghana's current educational reform, which introduced Early Childhood Development (ECD) into the formal curriculum and placed emphasis on science, technology, innovation and skill development.

In 2006, Professor Anamuah-Mensah was given the country's second highest award, the Order of the Volta, by the President of Ghana. In 2010, he received an award from the Ministry of Women and Children Affairs of Ghana for his dedication to the cause of Ghanaian children. In 2009, a book, *Teaching and Education for Teaching in the Era of Globalisation in Developing Countries: Essays in Honour of Prof. Jophus Anamuah-Mensah*, was written by colleagues in recognition of his work in education.



Dr **Judith S. Eaton**,

President of the Council for Higher Education Accreditation (CHEA) (USA)

Dr Judith S. Eaton is President of the Council for Higher Education Accreditation (CHEA), the largest institutional higher education membership organisation in the United States. A national advocate and institutional voice for self-regulation of academic quality through accreditation, CHEA is an association of 3,000 degree-granting colleges and universities and recognises 60 institutional and programmatic accrediting organisations.

Dr Eaton has served as CHEA's President since 1997, one year after CHEA's formation. Under her leadership, CHEA has emerged as a major voice in discussions of higher education and accreditation. As the only organisation focussed exclusively on accreditation, CHEA serves as a reliable and comprehensive source of information on accreditation and as an effective representative of member institutions.

Prior to her work at CHEA, Dr Eaton served as Chancellor of the Minnesota State Colleges and Universities, where she was responsible for the leadership and coordination of 32 institutions serving more than 162,000 students statewide. Previously, she was President of the Council for Aid to Education, Community College of Philadelphia and the Community College of Southern Nevada, and served as Vice-President of the American Council on Education. She also has held full- and part-time teaching positions at Columbia University, the University of Michigan and Wayne State University.

CHEA works with the presidents and chief academic officers of colleges and universities, accreditors, policy-makers and higher education leaders around the world, providing authoritative information and leadership on issues related to accreditation and quality assurance, the federal government-accreditation relationship and enhancing public confidence in accreditation. CHEA is the only private-sector body in the United States that "recognises" U.S. institutional and programmatic accreditors for quality, scrutinising them and affirming that they meet CHEA's quality standards.



Mr **Mike Gibbons**, CEO, Richard Rose Federation (UK)

Session: **Improving Education Systems • Human Capacity Development**

→ Day: **Tuesday, 7 December 2010** – Time: **16.30-18.00**

Mike Gibbons' career in education and public services began in 1972, teaching English and Drama in a large comprehensive school in the West Midlands. In 2002, four headships later, he joined the Senior Civil Service as the founding Lead Director of The Innovation Unit. The Innovation Unit was inspired by the Secretary of State for Education and the Prime Minister as a way of connecting the ambition of government with the expertise of the country's best and most innovative educational practitioners here and abroad. In 2006 Mike became The Innovation Unit's first CEO when it subsequently became independent of government. The Unit, with its unique mission of connecting practitioners with policy makers, now has links with education in all parts of the globe. In 2009, he was asked by the Minister for Schools, Jim Knight, to become the Chief Executive of The Richard Rose Federation in Carlisle after one of the Federation's academies was placed in "special measures" by Ofsted.

Mike has deep experience in school leadership. He now leads a federation of academies. Previously he led four large schools, three in the Midlands and the North, and then became Principal and Chief Executive of a 3-18 International School in Brussels with students from 65 different countries. He is a founder member of the Governing Council of the National College for School Leadership.

He speaks extensively in the UK and internationally on innovation and reform in education and public services and has worked with a wide range of agencies and organisations, both public and private. In December 2008, he was part of the government's delegation to the International Education Leaders Dialogue in Melbourne. In 2007 he spoke on Innovation and Reform at the Public Services Summit that happens in tandem with The Nobel Peace Prize ceremonies.



Prof. Dr **Fasli Jalal**, Vice-Minister of National Education (Indonesia)

Session: **Improving Education Systems • Learning from Reforms of National Education Systems**

→ Day: **Tuesday, 7 December 2010** – Time: **11.00-12.30**

Before being appointed Vice Minister of National Education to the Republic of Indonesia in January 2010, Professor Fasli Jalal worked as Director General in three Directorate Generals: the Directorate General for Non-Formal Education and Youth (DGNFEY), 2001-2005; the Directorate General for Quality Improvement of Teacher and Education Personnel (DGQITEP), 2005-2007; and the Directorate General for Higher Education (DGHE), 2007-2010.

Fasli Jalal began his governmental career in 1991 as the Head of the Department of Nutrition, Bureau of Health and Nutrition, National Planning and Development Board (Bappenas), Republic of Indonesia. He was then appointed by the Minister of Education to become one of the Special Expert Assistants to the Minister in the area of Educational Resources in 2001.

During his professional career, Fasli Jalal has worked actively with international organisations such as the World Bank, the Asian Development Bank (ADB) and the International Monetary Fund (IMF) as a consultant and has attended training courses held by these organisations. He has often represented Indonesia as a keynote or invited speaker at various conferences and seminars. Fasli Jalal has an avid interest in youth education development and always gives a warm welcome to youth organisations that need advice or guidance. He is also still active as a counsellor at Canada World Youth Alumni Association of Indonesia. In 2001, he was awarded The Most Outstanding Alumni from Canada World Youth, Montreal.

Fasli Jalal still writes and edits articles, journals and books. His special interests include education, early childhood education and nutrition. Collaborating with the World Bank, he recently published a monograph on teachers' education. He completed his PhD in Nutrition from Cornell University, USA, in 1991. He has also been a Professor in Clinical Nutrition at Andalas University, West Sumatra, since 2009.



Dr **Abdul Waheed Khan**

President, Talal Abu Ghazaleh Business University (Kingdom of Bahrain)

Former Assistant Director-General for Communication and Information, UNESCO

Dr Abdul Waheed Khan, who is currently the President of Talal Abu Ghazaleh Business University, Bahrain, and Senior Adviser to the Arab Open University, was the Assistant Director-General for Communication and Information of the United Nations Educational, Scientific and Cultural Organisation (UNESCO) from July 2001 – 2010. In this capacity, Dr Khan was responsible for leading UNESCO's programme on "Building Inclusive Knowledge Societies", the primary focus of which was to harness the potential of Information and Communication Technologies (ICTs) to enhance access to quality education, facilitate the acquisition of scientific knowledge, promote cultural and linguistic diversity and foster digital opportunities for social and economic inclusion through public-private partnerships.

Dr Khan has worked for several international organisations including UNFPA, UNDP, FAO, UNESCAP, ADB and the World Bank. He coordinated UNESCO's contribution to the World Summit on the Information Society (WSIS) (Geneva 2003 and Tunis 2005) and represented UNESCO at major international events and fora in the field of information and communication.

Prior to joining UNESCO, Dr Khan served as the Vice-Chancellor (President and CEO) of the Indira Gandhi National Open University (IGNOU); Chairman, Digital Opportunity Trust (DOT), Canada; Chairman, Development Communication (India); Member, International Advisory Committee, University of Wisconsin, USA; and Member, International Advisory Board, Wawasan Open University, Malaysia. He has contributed to the boards of various national and international bodies. In 2008, Dr Khan was made an Honorary Fellow of the Commonwealth of Learning. He has received several distinctions and awards and is the author of a number of books and articles published in various academic journals.

Born in 1947, and of Indian nationality, Abdul Waheed Khan holds a Ph.D. in Mass Communication from the University of Wisconsin, Madison, USA.



Prof. **Zhou Qifeng**, President, Peking University (People's Republic of China)

Session: **Exploring Innovative Trends • Plenary – Exploring Innovative Trends**

→ Day: **Thursday, 9 December 2010** – Time: **9.00-10.30**

Prof. Zhou Qifeng graduated from the Chemistry Department of Peking University in 1970 and received a Ph.D. degree in February 1983 from the Department of Polymer Science & Engineering of the University of Massachusetts Amherst, USA. He then returned to Peking University, teaching in the Chemistry Department. In 1986, he became Associate Professor and, in 1990, Full Professor, serving as the Chair of the Department of Polymer Science and Engineering until November 2008. In 1995 he became Executive Vice-Dean of the Graduate School of Peking University and Vice-Provost of Peking University until 2001 when he served joint appointments as the Director of the Ministry of Education's Graduate Students Affairs Office (then Director-General of the Division for Academic Degrees and Graduate Education), the Office of the Academic Degrees Committee of the State Council, the China Academic Degrees & Graduate Education Development Centre, the General Affairs Office of the 985 Project, as well as the Office of the Inter-Ministerial Coordination Group of the 211 Project.

In 1999 he became an academician of the Chinese Academy of Sciences. In 2003 he was made a member of the Academic Degrees Committee of the State Council (a position he continues to hold), of which he was Deputy Secretary-General from June 2003 to July 2004. In 2004 he also became a Standing Committee Member and Vice-Chair of the Chemistry Division of the Chinese Academy of Sciences. From 2004 to 2008 he was the President of Jilin University and, in November 2008, was appointed President of Peking University. He has published a few internationally acclaimed books and over 200 papers. President Zhou has received many honours for both teaching and research. He is also a deputy of the National People's Congress of the People's Republic of China.

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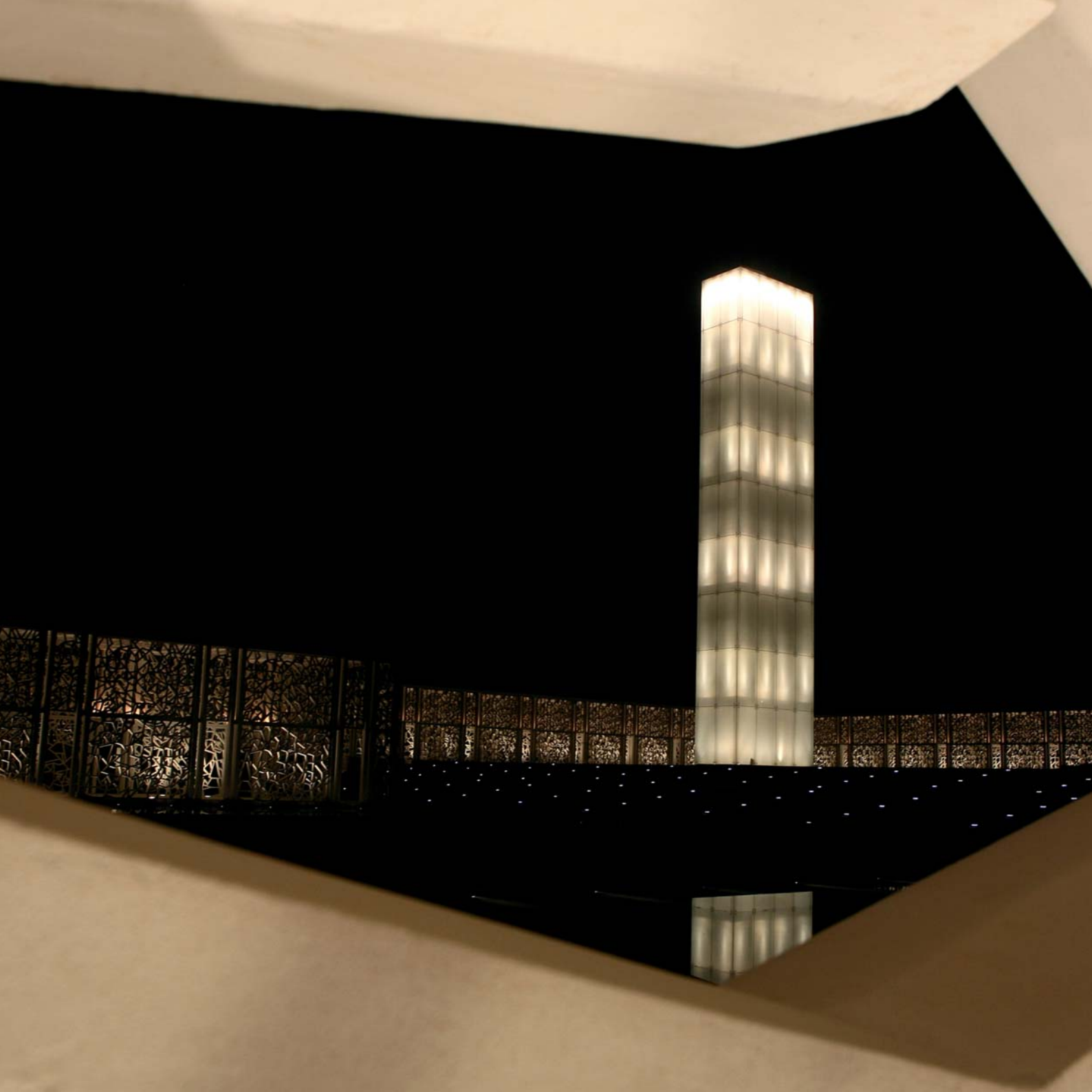
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An abstract sculpture made of large, light-brown, angular blocks, creating a complex geometric structure with deep shadows and highlights. The sculpture is set against a dark background, and a small, ornate metal railing is visible in the lower-left corner.

3 • ORGANISER AND PARTNERS

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Qatar Foundation

“The sharing of knowledge, ideas and values is the noblest way to transcend barriers. In this sense, globalisation is the architect, which constructs academic bridges across cultural and geographical landscapes.”

Her Highness Sheikha Mozah Bint Nasser Al Missned

Qatar Foundation for Education, Science and Community Development is a private, non-profit organisation that is helping to deliver Qatar’s vision for a long-term, sustainable economy by making Qatar a leader in innovative education and research.

It was established in 1995 by His Highness Sheikh Hamad Bin Khalifa Al-Thani. Her Highness Sheikha Mozah Bint Nasser Al Missned is the Chairperson of Qatar Foundation and the driving force behind its initiatives. Her active engagement in education and social reform has helped to establish Qatar as the region’s leader in these areas.

Education

Education City is Qatar Foundation’s flagship project. Located on a 14-million-square-metre site on the western edge of Doha, it is home to a wide range of education and research initiatives. It also houses the branch campuses of some of the world’s leading universities.

Education City was designed to be a focal point for educational excellence in the region and a forum for collaboration. It offers a synergistic environment where its members can share facilities, cooperate on research projects and forge relationships with businesses and other organisations in the public and private sectors.

Each of the world-class universities at Education City has been carefully selected. The campuses are full-fledged branches of the parent university and the admissions standards, curricula and degrees granted are identical to those of the home institutions. Through these institutional partnerships, Qatar Foundation aims to make Education City an international leader in progressive education and cutting-edge research.

The first of the Education City branch campuses, **Virginia Commonwealth University School of the Arts in Qatar** (VCUQatar), opened in 1998. It was established to provide the highest level of design education and training for the citizens of Qatar, the Arabian Gulf region and beyond. The degree programmes combine contemporary approaches to design adapted to the cultures of the region. VCU is one of the leading research universities in the US and is renowned for its great school of art and design.



VCUQatar offers students the opportunity to earn a Master of Fine Arts in Design Studies or a Bachelor of Fine Arts degree in fashion design, graphic design, interior design and painting and printmaking. Its newly launched MFA in Design Studies is the first graduate programme in design in the Gulf region. The college nurtures creativity and innovation and prepares its graduates for leadership roles in the professional field of their choice (website: www.qatar.vcu.edu).

Weill Cornell Medical College in Qatar (WCMC-Q) is the first American university to offer an MD degree outside of the US. Part of the Weill Cornell Medical College in New York, WCMC-Q opened at Education City in 2002, and it is preparing the next generation of physicians to take their place among the highly skilled workforce in Qatar and the region.



As an Ivy League school, Weill Cornell belongs to an elite group of American universities renowned for their academic excellence. It is committed to top-quality patient care and research at the frontiers of biomedical science. WCMC-Q offers an integrated programme of pre-medical and medical studies, with an early introduction to patient care and opportunities for research experience (website: www.qatar-weill.cornell.edu).

Since 2003, **Texas A&M University in Qatar** (TAMUQ) has offered Bachelor of Science degrees in chemical, electrical, mechanical and petroleum engineering. In addition to engineering courses, it provides instruction in science, mathematics, liberal arts and the humanities. Texas A&M programmes are renowned in the USA and the university is committed to training engineers who are equipped to lead the next generation in engineering discovery (website: www.qatar.tamu.edu).



Carnegie Mellon University (CMU-Q) opened its first international branch campus in Qatar in 2004. Undergraduate students may choose from three of the university's most prestigious programmes: computer science, business administration and information systems. They also have the option to take part in a number of pre-college programmes. With more than a century of academic excellence and innovative research behind it, Carnegie Mellon University has a deserved reputation as a global leader in education with real-world applications. It is continuously top-ranked and respected worldwide (website: www.qatar.cmu.edu).



Georgetown University School of Foreign Service in Qatar (SFS-Qatar) opened in 2005 and teaches a four-year degree programme leading to a Bachelor of Science in Foreign Service. SFS-Qatar builds on a 200-year old university tradition of educating men and women for leadership roles in the global arena. Students major in international politics, but the course of study includes economics, government, literature, philosophy and theology. It is designed to prepare graduates for leadership positions in a variety of fields in the public, private and not-for-profit sectors. (website: www.qatar.sfs.georgetown.edu)



Northwestern University in Qatar (NU-Q) offers the top-ranked journalism programme in the USA, it is also one of that country's leading private research and teaching universities. Since 2008, the Qatar branch campus has offered programmes in journalism and communications, and plans to offer a pre-college preparatory programme.



The NU-Q Journalism Programme, with concentrations including print, broadcast and multimedia, leads to a Bachelor of Science in Journalism degree awarded by Northwestern's Medill School of Journalism. The Communication Programme, with curricular offerings in communication theory, history, and industries and media technologies and practices, leads to a Bachelor of Science in Communication degree with a major in media industries and technologies awarded by Northwestern's School of Communication (website: www.qatar.northwestern.edu).



HEC Paris is a graduate school of management located near Paris, France. As a member of Qatar Foundation's Management Education and Research Centre (MERC), HEC Paris in Qatar offers executive education programs and carry-out research activities. MERC provides education and conduct research in management, through its participating member institutions. It also sets the strategies, defines and reviews the objectives of Qatar Foundation and the national needs.

Also located at Education City is the **Faculty of Islamic Studies**, an international centre for Islamic thinking and dialogue that is committed to enhancing research into Islamic culture. The faculty offers a General Diploma in Islamic studies and MA programmes in Islamic studies (with a specialisation in contemporary fiqh), Islamic finance and public policy in Islam (website: www.qfis.edu.qa).



The **Academic Bridge Program** (ABP) at Education City is a post-secondary school programme that helps students in the transition from high school to university. ABP was a pioneer in the region in providing a coeducational opportunity for young men and women. Its mission is to provide top graduates of high schools in Qatar and elsewhere in the region with the academic and personal skills needed for success in high-quality English-language university programmes, particularly the universities in Education City (website: www.abp.edu.qa).



Founded in 1996, **Qatar Academy** offers a high-quality education for boys and girls from pre-school age to university entrance level. Its faculty and staff are dedicated to preparing students for further education and adult vocations through the pursuit of academic excellence. Its International Baccalaureate World School programme is accredited by the New England Association of Schools and Colleges and the Council of International Schools (website: www.qataracademy.edu.qa).

Almost 2,500 students are currently studying at Education City and almost half of the university students are Qatari. The remainder come from throughout the Gulf region and around the world. In all, students, staff and faculty at Education City represent 45 different nationalities.



Science and Research

Science and research are core pillars of the work of Qatar Foundation, a commitment that was affirmed in 2006 with the establishment of Qatar National Research Fund, which provides strategic funding to researchers at all levels in the public, private and academic sectors.

Research took a leap forward with the establishment of the Qatar Science & Technology Park (QSTP) in 2004. This state-of-the-art facility offers 45,000 square meters of office and laboratory space. It aims to fuel Qatar's knowledge economy by encouraging companies from around the world to develop and commercialise their technologies in Qatar, and by helping entrepreneurs to launch start-up technology businesses.

World brands such as EADS, ExxonMobil, GE, Microsoft, Rolls-Royce, Shell and Total are among the companies that have committed to research and development activities there. QSTP, for its part, is investing heavily in venture capital, seed funds, entrepreneurial training and business incubation programmes.

Another unique research partnership is Sidra Medical and Research Center, a specialty teaching hospital that is scheduled to open in 2011. Sidra will offer world-class clinical care, medical training and biomedical research and will be the primary teaching venue for Weill Cornell Medical College in Qatar. Sidra and Weill Cornell - together with Hamad Medical Corporation, Doha's public healthcare provider - will collaborate on innovative public health initiatives.

Qatar Foundation has also partnered with the RAND Corporation to create a non-profit organisation, the RAND-Qatar Policy Institute. RAND works to improve policy and decision making and address critical issues in the public and private sectors through in-depth, objective research and analysis.

Community Development

Qatar Foundation supports a range of community development work, including several exciting broadcasting ventures. *The Doha Debates* is a public forum for dialogue modelled on the Oxford Union debates and broadcast on the BBC. QatarDebate aims to foster open discussion and debate among students in Qatar and across the Middle East. *Lakom Al Karar*, meaning “The Decision is Yours” in Arabic, is a televised programme featuring discussions between young people and decision-makers in Qatar. Al Jazeera Children’s Channel is a pan-Arab youth television channel that aims to balance entertainment with education.

Other well-known community development initiatives include Reach Out To Asia (ROTA), a charity focussed on community development projects in Asia. It places particular emphasis on basic, quality primary education for children and adults.

Al Shaqab is a visionary new equestrian venue featuring world-class facilities and comprehensive educational resources. A unique concept in the equine world, its mission is to promote the highest standards in the breeding and showing of Arabian horses, as well as to provide innovative educational and competitive opportunities in all of the equestrian arts.

The Qatar Philharmonic Orchestra was created in 2008 to enhance community and culture within Qatar and throughout the region and bring a message of peace to the world via the union of eastern and western music.

Other community organisations initiated by Qatar Foundation include the Doha International Institute for Family Studies and Development, the Qatar Diabetes Association, the Cultural Development Center and the Social Development Center.





Partners



United Nations
Educational, Scientific and
Cultural Organization

Qatar Foundation has established partnerships with six international institutions involved in major education issues and has associated them closely with the WISE event. These Partners have collaborated with Qatar Foundation to conceive high-quality debates and workshops. Furthermore, they are helping to enhance this initiative through their international networks.



Agence universitaire de la Francophonie (AUF)

Agence universitaire de la Francophonie (AUF) is a multilateral association of approximately 700 tertiary education institutions in 81 countries spread throughout the world. AUF endeavours 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.

With nine regional offices, AUF is present on every continent, with more than 420 agents stationed in 63 branch locations. Through its global reach, AUF has an enormous capacity to mobilise (particularly in the Southern Hemisphere) the expertise and resources of its networks and member institutions, especially in the following regions: Africa, America, Southeast Asia, Central and Eastern Europe, Western Europe and the Arab world.

As a partner to institutions for higher education and research, AUF operates by means of several collaborative programmes, designed specifically to support research and education through (i) encouraging and facilitating scientific collaboration; (ii) training the future leaders of development; (iii) supporting research and excellence; and (iv) sharing international expertise.

AUF's extensive network has proved very valuable in working with universities and in providing support to higher education projects through the exchange of international expertise. Furthermore, AUF's capacity to mobilise its networks of knowledge transfer and exchange offers considerable promise in finding possible solutions to issues such as ICT in education, global sustainability, conflict resolution, civil rights and minorities, university governance and education markets.



"As WISE has the ambition to deal with the challenges of education for the 21st century through inter-cultural dialogue and academic excellence, the Agence universitaire de la Francophonie (AUF) has offered its expertise and its knowledge on the field to the Qatar Foundation. AUF is delighted to join this Summit that will allow its members to share experiences and to exchange rich innovations and reflections with other partners."

Prof. Bernard Cerquiglini
Chancellor, Agence universitaire
de la Francophonie (AUF)

The Association
of Commonwealth
Universities

Association of Commonwealth Universities (ACU)

Established in 1913, the Association of Commonwealth Universities (ACU) is the oldest inter-university network in the world. Today ACU combines the expertise and reputation of over ninety years' experience with new and innovative programmes designed to meet the needs of universities in the 21st century.

Over 500 institutions in 37 countries are currently in membership and ACU is expanding to be fully representative of the range of public and private universities throughout the Commonwealth. ACU's universities share Commonwealth values, including freedom of expression, a common language and many similarities in organisation and management. The Association forms an extensive network to facilitate internationalisation and share problems, solutions and best practice across a variety of higher education environments. As higher education becomes ever more international, the benefits of membership of the ACU are now greater than at any time in its hundred-year history.



"I am personally delighted that the Association of Commonwealth Universities continues to be a partner in WISE. It is an outstanding initiative that is at the forefront of educational thinking. The impact of higher education on the aspirations and culture of society as we face ever-increasing global challenges is immense. The ACU is a unique network of members who are willing to take their responsibilities in this field seriously by forming critical mass clusters, sharing best practice, looking to exploit new technologies and preparing themselves for future scenarios."

Prof. John Wood
CBE, FREng, Secretary-General,
Association of Commonwealth
Universities



Institute of International Education (IIE)

The Institute of International Education is among the world's largest and most experienced international exchange organisations.

An independent non-profit organisation established in 1919, IIE is dedicated to increasing the capacity of people to think and work on a global basis. The Institute's 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.

Through many years of experience, IIE has developed efficient systems and best practices to implement scholarship, exchange, and leadership development programmes worldwide. IIE programmes are characterised by a commitment to excellence, diversity, and technological innovation; extensive networks within the higher education community in the United States and abroad; and a highly experienced staff combining strong programme management skills and detailed world area knowledge.

IIE implements more than 200 international exchange programmes benefiting over 25,000 men and women from 175 countries. Foremost is the world-renowned Fulbright Program, which IIE has administered on behalf of the U.S. Department of State since the programme's inception in 1946. The Institute serves corporations, foundations and government agencies worldwide. In addition to implementing a number of strategic, large-scale scholarship and training programmes, IIE strengthens and links institutions of higher education, conducts research on student mobility to inform educational policy, and provides emergency assistance to students and scholars. IIE's Center for International Partnerships assists institutions to develop highly effective partnerships worldwide.



"WISE is the Davos of Education. We applaud the Qatar Foundation for their vision to create this groundbreaking new initiative. WISE brings together influential leaders from around the world to address major educational challenges and explore innovative solutions."

Dr. Allan Goodman
President and CEO, Institute of
International Education (IIE)



International Association of University Presidents (IAUP)

Founded in 1964, IAUP is the world's pre-eminent organisation 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.

IAUP was responsible for the Year of Peace initiative adopted by the United Nations and continues to co-sponsor a committee of the United Nations on conflict resolution and peace.

IAUP holds NGO and ECOSOC status at the United Nations with formal consultation rights at UNESCO. It works closely with other organisations, such as the World Bank, to enhance educational opportunities and build higher educational capacity around the world.



"IAUP continues as an enthusiastic partner with the Qatar Foundation in evolution of the visionary, breathtaking WISE initiative. In 1920, H.G. Wells, wrote that, 'Human History becomes more and more a race between education and catastrophe.' IAUP applauds the Qatar Foundation for its global leadership."

Dr. J. Michael Adams

President-Elect, International Association of University Presidents (IAUP)



RAND Corporation

Since 1948, the RAND Corporation has operated as an independent non-profit organisation. RAND's mission is to help improve policy and decision-making through research and analysis. Of the approximately 1,600 people working at RAND, more than 950 are part of the research staff. RAND researchers represent nearly every academic field and profession, from engineering and behavioural science to education, medicine and economics. A wide range of sponsors commission RAND to conduct research that meets their needs, as well as fulfilling RAND's mission.

Since 1970, RAND has also operated an innovative and respected graduate school specialising in public policy analysis. The Pardee RAND Graduate School (PRGS) is the world's leading producer of Ph.D.s in public policy analysis.

RAND's three principal U.S. locations are Santa Monica, California; Arlington, Virginia; and Pittsburgh, Pennsylvania. A fourth office is located in Boston, Massachusetts. The RAND Gulf States Policy Institute has offices in Jackson, Mississippi, and New Orleans, Louisiana. RAND Europe is located in Cambridge, UK and Brussels, Belgium. The RAND-Qatar Policy Institute is in Doha, Qatar.



"RAND is pleased to partner with the Qatar Foundation to continue the WISE initiative for a second year. The WISE forum provides a valuable international meeting place for leading educational policymakers, practitioners, and scholars. By recognizing and promoting innovations to meet educational challenges around the world, WISE is filling an increasingly important international need."

Dr. James Thomson
RAND President
and Chief Executive Officer



United Nations Educational, Scientific and Cultural Organization (UNESCO)

UNESCO works to create the conditions for dialogue among civilizations, cultures and peoples, based upon respect for commonly shared values. It is through this dialogue that the world can achieve global visions 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 strategies and activities. Thus UNESCO's unique competencies in education, the sciences, culture and communication and information contribute towards the realization of those goals.

UNESCO's mission is to contribute to the building of peace, the eradication of poverty, sustainable development and intercultural dialogue through education, the sciences, culture, communication and information.



© UNESCO / Michel Ravassard

"Since taking office just over one year ago, I have met with some 100 education ministers and numerous Heads of State in all regions. Across the world, countries are making impressive efforts to lift barriers for the most disadvantaged, to expand learning opportunities and to maintain spending on education despite the economic downturn. But five years away from the target date for reaching the Millennium Development Goals, the international community has to reinforce its partnership for education – the key to sustainable development. Together we must better show that education is a condition for improving livelihoods and health, for empowering girls and women and for recovering from crises. For education to really make a difference, we must encourage innovation, whether in terms of harnessing technology, reaching the excluded, training teachers, running schools or securing additional financing through innovative mechanisms. By bringing together influential stakeholders, WISE provides a dynamic forum for debating and sharing state-of-the-art knowledge on educational development. UNESCO welcomes this ambitious initiative, which fully supports our Organization's top priority: achieving Education for All."

Mrs Irina Bokova,
Director-General, UNESCO



Media Partners



Al Jazeera Network

Journalism of Depth

For 14 years, Al Jazeera has provided international audiences with pioneering coverage of the world's most important global events. Al Jazeera's mandate is to deliver journalism that has depth, while providing context for the transformative changes taking place across the globe. We highlight stories from under-reported regions from all corners of the world that are too often overlooked by other media. Our reporters tackle issues that involve the many dimensions involved in understanding issues in their cultural, social, educational, as well as political contexts. With a diverse newsroom employing more than 55 different ethnicities, and with more than 65 bureaus around the world, Al Jazeera is committed to diversity both inside and outside the newsroom.

At Al Jazeera we put the human being at the centre of our news agenda and look beyond the centers of power to examine issues that are shaping the world. We were the first international broadcaster to have a news bureau dedicated to the coverage in Somalia. Following the devastating earthquake in Haiti we opened a bureau in Port-au-Prince reporting on the day-to-day lives of the Haitian people. Over the last weeks, we have expanded our coverage from Southern Sudan to bring insights into the upcoming referendum. Al Jazeera was also the first international broadcaster to air analytical coverage and programs on the leaked documents on U.S. operations in Iraq.

In an ever-changing world where borders are often the source of differences and conflict, Al Jazeera continues to aspire to be a bridge between cultures and to empower people with insight on key issues pertaining to their lives.

We take this opportunity of supporting WISE in its efforts to foster innovative solutions to international education issues.

Al Jazeera Network

Euronews



Euronews is a leading international news channel as well as a full multimedia platform for viewers on the move. The channel covers world news in 10 languages: Arabic, English, French, German, Italian, Persian, Portuguese, Russian, Spanish and Turkish.

Every 30 minutes, Euronews provides an up-to-the minute news bulletin with the day's top news, sport, business and European affairs and live breaking news. Euronews complements core news services with current affairs and lifestyle programming.

Euronews broadcasts into more than **333 million households in 153 countries** via cable, digital satellite and terrestrial channels.

Euronews is the **N°1 International news channel** with a **6 million** daily audience in Europe. In addition, according to the latest EMS survey that focuses on decision makers, **Euronews ranks number 1** in weekly reach with 16.2% vs. 15.6% for CNN International.

All Euronews' programmes are also available online at www.euronews.net.

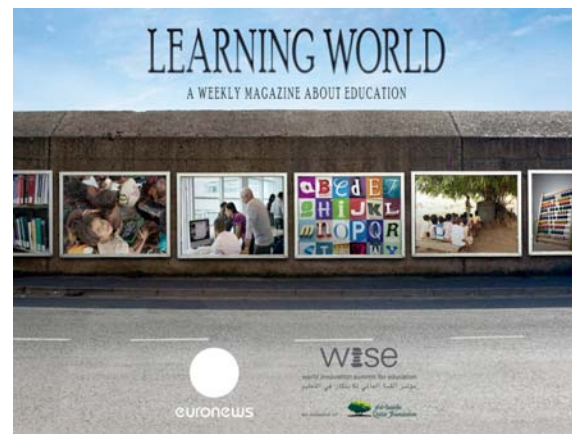
Euronews is honoured to support the second edition of the World Innovation Summit for Education, taking place in Doha from December 7th to 9th 2010. Euronews will cover the Summit in its programmes and promote this initiative worldwide on air and online.

At Euronews, we believe that education is the challenge of the 21st century and a pillar of societies all around the world and as such strikes a chord with people across the planet whatever their background.

In the framework of a partnership with Qatar Foundation, Euronews, since September 24, 2010, has been broadcasting **Learning World**, a new programme dedicated to education.

Learning World, a weekly 8-minute show, will be on air for one year. Each programme will revolve around 3 stories of 2-3 minutes each from around the globe about the main issues in education and will surprise, inform and entertain.

Learning World is also available anytime on demand at <http://www.euronews.net/learning-world/>







Sponsors

ExxonMobil Corporation



ExxonMobil in Qatar

ExxonMobil Corporation is the world's largest publicly traded integrated petroleum and natural gas company. We operate facilities and market products around the world, and explore for oil and natural gas on six continents. Meeting the world's growing energy needs requires an integrated set of solutions, and ExxonMobil is committed to accelerating gains in energy efficiency in our own operations, expanding all commercially viable energy sources, and developing technology to help mitigate the growth of emissions associated with energy use.

The Corporation has enjoyed a strategic partnership with the State of Qatar dating back to 1935. ExxonMobil Qatar Inc. (EMQI) is a subsidiary of ExxonMobil Corporation and is the interface point within Qatar for all ExxonMobil affiliated activities.

ExxonMobil affiliates participate in numerous gas-related projects in Qatar, including Ras Laffan Liquefied Natural Gas Company Limited (RL I, RL II, RL 3), Qatar Liquefied Gas Company Limited (QG I and QG II). Additionally, ExxonMobil affiliates participate in Al Khaleej Gas (AKG), which is currently producing. ExxonMobil affiliates' participation in Qatar's LNG ventures ranges from 10% to 30% and is the only foreign shareholder in AKG. ExxonMobil is also a participant in the Laffan Refinery through its affiliate, ExxonMobil Qatar Refinery Limited.

Qatar Petroleum (QP) and ExxonMobil Chemical Qatar Limited, a subsidiary of ExxonMobil Corporation, have signed an agreement to progress the development of a world-scale petrochemical complex in Ras Laffan Industrial City, Qatar. In addition, ExxonMobil Research Qatar Limited is an anchor tenant at the Qatar Science & Technology Park, conducting research in areas of common interest to the State of Qatar and ExxonMobil.

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 within the State of Qatar. Towards these goals, ExxonMobil affiliates provide a wealth of resources, including technology, operational best practices, financial strength and human resources, while working under the highest safety, health, environmental and ethical standards. ExxonMobil affiliate operations in Qatar also support local communities and participate in a multitude of educational, social, cultural, sporting and economic activities.

EMQI recruits graduates from Qatar University and other local universities and colleges. Simultaneously, an ExxonMobil team identifies and hires potential Qatari national employees from universities around the world. Recruited employees are provided on-the-job training and formal training both at the local and international levels.

ExxonMobil's partnerships with Qatar Petroleum will continue to play a key role in Qatar's rapid transformation into the world's largest supplier of reliable LNG.



Qatar Petroleum

State-owned Qatar Petroleum (QP) is responsible for all phases of Qatar's oil and gas industries, within the country and overseas. It was established as Qatar General Petroleum Company (QGPC) in July 1974 and renamed in January 2001. QP's Chairman, Abdullah Bin Hamad Al-Attiyah, is also the head of the Ministry of Energy & Industry and, since 2007, the Deputy Prime Minister of Qatar. 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 are led by a community engagement program that supports 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.

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 underserved communities around the world. Microsoft aims to foster local innovation 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.





4 • INFORMATION ABOUT QATAR

Qatar

Geography

Qatar is a peninsula of 11,437 square kilometres located halfway down the west coast of the Arabian Gulf. The territory includes several islands, including Haloul, Sheraouh, Al Beshairiya, Al Safliya and Al Aaliya. The coastline covers 563 kilometres with shallow coastal waters in most areas, as there are many coves and inlets. The terrain is flat and rocky, covered with golden sand flats and dunes. There are some exceptional low-rising limestone outcrops in the north and northwest. With its natural beauty and plentiful resources such as petroleum, natural gas and fish, Qatar has become a popular place to live.

The Desert

Contrary to what one might expect, Qatar's desert landscape is rich in delicate plants and flowers that flourish with the arrival of the annual rains between October and April. In 2002, a UNESCO survey identified 371 species – mostly ephemerals, annuals, woody dwarf perennials, a few species of tree and perennial grasses. Among the trees is the Sidr tree, a sturdy, deep-rooted tree appreciated by humans and animals for its shelter and shade. The Sidr is the symbol of Qatar Foundation for Education, Science and Community Development (QF). The desert is also home to many animals, such as snakes, lizards – including the spiny-tailed Dhub Lizard, up to three feet long, which never drinks water, having special glands to help its body dispose of uric acid. There are also gerbils, Ethiopian hedgehogs – capable of devouring whole snakes – and the oryx, a large antelope with long straight horns. The Bedouins' traditional desert companions include the handsome Arabian horse – the oldest of all horse breeds – camels, falcons and salukis (sight-hunting hounds).

Demography

The most recent estimates put the population of Qatar at more than 1.5 million, nearly double the figure recorded in the 2004 census. While 50% of Qatar's inhabitants reside in Doha, the capital of Qatar, other major cities and employment centres include Al Khor, Mesaleed, Dukhan, Ras Laffan and Al Wakra.



Climate

Qatar has a moderate desert climate. Summers are hot, especially in coastal areas, with temperatures reaching as high as 55°C. However, during the winter season, from November to March, the climate is pleasantly mild, with low humidity, occasional scarce rainfall and average day temperatures of between 20° and 30° C, while nights can be rather cool at 10° to 15° C.

Language and Religion

The official language of Qatar is Arabic, but English is widely spoken and understood. Islam is the official religion of the country, and Shari'a (Islamic Law) is the principal source of legislation.

History

Archaeological evidence proves that Qatar was inhabited as early as 10,000-8,000 BCE. In the middle of the 1st century CE, Pliny the Elder referred to the nomads of the area as the "Catharrei" – an apparent reference to their constant search for water. One of the earliest maps, The Map of Ptolemy in the 2nd century CE, shows the word "Catara" at the head of the bay. Islam swept through the entire Arabian region in the 7th century. Throughout medieval times, Qatar was mostly independent, experiencing a rich flow of ideas and peoples from Africa, South and Southeast Asia and the Malay archipelago. During the 16th century, Qataris aligned with the Turks to drive out the Portuguese. Subsequently, along with the entire Arabian Peninsula, they fell under the nominal rule of the Ottoman Empire for four centuries – with the real power and control remaining in the hands of the sheikhs and princes of local Arab tribes. In the 19th century, the British used Qatar as a stopping-off point en route for India. At this time, the Al Khalifa clan ruled the northern Qatari peninsula from the island of Bahrain. When Qatari rebels rose against the Al Khalifas, the latter sent a massive naval force to Al Wakrah, in violation of the 1820 Anglo-Bahraini Treaty. The British diplomatic response set in motion the forces that would lead to the emergence of the Al Thanis as the future ruling family and Qatar's status as an independent sovereign state, declared on 3 September 1971.

The Emir

Sheikh Hamad Bin Khalifa has made many significant contributions to his country in areas such as foreign relations, creating greater business and investment opportunities and the expansion of its hydrocarbon resources. The educational and cultural developments in Qatar are areas that are also of great interest to the Emir. His son, HH Sheikh Tamim Bin Hamad Al Thani, has been appointed Heir Apparent.

Qatar's National Flag

The national flag is maroon with a broad vertical white stripe at the pole, the two colours being separated with a nine-point serrated line which indicates Qatar as the ninth member of the "reconciled Emirates" of the Gulf, after the 1916 Qatar-British Treaty. The white colour signifies the internationally recognised symbol for peace. The maroon colour symbolises the blood shed during the several wars that Qatar has undergone, particularly in the second half of the 19th century. The flag's resemblance to the Bahrain flag is due to their shared past and intertwined history since the 1800s.





Qatar's Government

The Emir is the ruler of Qatar. He appoints the prime minister and ministers. The Council of Ministers (Cabinet), the supreme executive authority in the country, assists in implementing the general policies of the State. A 35-member Advisory Council debates economics, political and administrative matters referred to it by the Cabinet. The constitutional development of Qatar has kept pace with the rapid development and economic growth of the country. The first provisional constitution was issued in 1970 and amended in 1972 upon independence. In April 2003, an overwhelming 96.6% of Qatari voters said "yes" to a draft permanent constitution which became effective on 8 June 2005, transforming Qatar into a democracy and setting the tone for other Arab governments to make their own reforms, based on giving more political power to their citizens. In 1999, free elections were held to form a 29-member Central Municipal Council (CMC) for the first time in Qatar's history – and women were allowed to vote and run as candidates. CMC elections (held every four years) took place here on 1 April 2007. This election precedes broader parliamentary elections.

Economy

Qatar - with proven gas reserves of over 900 trillion standard cubic feet in its North Field and oil reserves of over 15.2 billion barrels - has one of the fastest growing economies and highest per capita incomes in the world. In just decades, the country has developed into a major global supplier of energy and is set to become the largest exporter of liquefied natural gas (LNG) in the world and a world leader in gas-to-liquids (GTL) production. By 2011, the North Field Development Project is aiming to produce 77 million tons of LNG. While developing its huge hydrocarbon reserves, Qatar has also diversified its economy, and emphasis is being placed on private-sector industrial development and tourism. Investment laws allow for up to 100% foreign investment in projects related to agriculture, industry, leisure, tourism, health, education and the exploitation of natural resources, energy or mining – subject to dispensation from the Ministry of Economy and Commerce. Together with Qatari partners, who hold a 51% interest, foreigners can invest in all sectors except banking, insurance, commercial agencies and real estate. The country's official currency is the Qatari Riyal (QR), which is divided into 100 Dirhams.

International Relations

Qatar's Ministry of Foreign Affairs strives to establish and develop close direct ties with all peace-loving countries and peoples of the world. It is keen to participate actively in efforts to deal with the concerns and challenges that the Gulf region encounters. Qatar was actively involved in the discussions leading to the foundation of the Gulf Cooperation Council (GCC) and has hosted a number of their Supreme Council Summit Meetings. Qatar has 40 diplomatic embassies and six consulates abroad, while over 50 foreign Diplomatic Missions are represented in Qatar. In February 2007, Qatar was nominated by the Asian Group at the United Nations for UN Human Rights Council membership. It is a member of: the United Nations (UN) and its subsidiary global organisations; the Organisation of Petroleum Exporting Countries (OPEC); the Organisation of Arab Oil Exporting Countries (OAPEC); the International Monetary Fund (IMF) and the World Bank; the World Trade Organisation (WTO); the World Intellectual Property Organisation (WIPO); the Organisation of Islamic Conference (OIC); and the Arab League.

Doha

Doha is Qatar's capital city, the nation's economic and political hub and its principal port. The city hosted the first ministerial-level meeting of the Doha Development Round of World Trade Organisation negotiations and the 2006 Asian Games, the biggest Asian Games ever held. It is also home to the country's largest oil and gas companies, including Qatar Petroleum, QatarGas and RasGas.

Thanks to Sheikh Hamad Bin Khalifa's modernisation programme, Doha is experiencing rapid development, gradually moving away from its dependence on the oil and natural gas industries towards, for example, a new focus on education, with Qatar Foundation's creation of Education City, an area devoted to research and education, and the World Innovation Summit for Education (WISE).

The city was founded in 1825 under the name Al-Bida. Its present name comes from the Arabic *ad-dawha*, "the big tree" – a reference to a prominent tree that must have stood on the site of the original fishing village. Doha was made Qatar's capital city under the British protectorate in 1916, and remained so after independence. The Moorish-style Alkout fortress, in the city centre, was built in 1880 in what was then the outskirts of Doha.

In the early 20th century, the economy was largely dependent on fishing and pearling. In the 1930s, the introduction of Japanese cultured pearls plunged the region into economic depression. However, Qatar's fortunes turned in the late 1930s, when abundant oil reserves were discovered. Today, the majority of the city's residents are expatriates, mostly from South Asian countries – India, Pakistan, the Philippines and Bangladesh – with large numbers from the Levant Arab countries, North Africa and East Asia. It is also home to expatriates from the United States, Canada, France, South Africa, the United Kingdom, Australia, and many other countries.

Among its important institutions are Government House, the University of Qatar and Qatar National Museum, housed in the Fariq Al Salatah Palace. Since 1996, Doha has been the headquarters and broadcasting centre for the Arabic satellite television news channel, Al Jazeera.

Prominent modern sites include the unusual 300-metre Aspire Tower, overlooking the Doha Sports City complex, and the handsome seven-kilometre palm-tree-lined Corniche, flanking the turquoise waters of the Gulf, a popular place to relax, stroll and take in the view.

Innovative new building projects are also under way, such as Dubai Towers – set to be the tallest skyscraper in Qatar at a height of 437 meters – and The Pearl-Qatar, an artificial island spanning nearly four million square metres, a residential estate available to foreign nationals for freehold ownership.



Information about Qatar

Museum of Islamic Art

Doha's magnificent Museum of Islamic Art, designed by Pritzker Prize laureate I. M. Pei, opened in late 2008. It is the first museum of its kind in the Arabian Gulf, with a total area of 35,500m². On an island of reclaimed land at the south end of Doha Bay, it seems to rise magically out of the waters – clad in Magny and Chamesson limestone from France and Jet Mist granite from the United States. It houses a splendid collection of artworks dating from the 7th to the 19th centuries, covering the whole range of Islamic art, including manuscripts, ceramics, metal, glass, ivory, textiles, wood and precious stones from three continents. Some of the highlights of the collection include a 9th-century earthenware bowl with an ornamental Kufic inscription from Iraq, a 10th-century cast bronze fountain head in the form of a doe or hind from Spain, a 984-986 CE cast bronze astrolabe by Hamid Ibn Al Khidr Al Khujandi made in Iran or Iraq, the Timrud Chessboard Garden silk carpet dated between the 14th to 16th centuries, probably from Samarkand, and a carved emerald amulet from India, circa 1696 CE. The Museum of Islamic Art is fast becoming a major attraction and also boasts an education wing, with facilities for students and research scholars.

Museum website:

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



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