

مؤسسة قطر
Qatar Foundation



Unlocking human potential لإطلاق قدرات الإنسان

2021
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لإطلاق قدرات الإنسان Unlocking human potential

ABOUT WISE

WISE is an international, multi-sectoral platform for creative thinking, debate and purposeful action in education. Through both its biennial Summit and a range of ongoing programs, WISE promotes innovation and joint action to build the future of education.

WISE is an initiative of Qatar Foundation (QF), a non-profit organization working in education, research, and community development. Established in 2009 by Her Highness Sheikha Moza bint Nasser, chairperson of QF, WISE has grown from a Doha-based event to a world reference in new approaches in education. Gathering a global community of innovators and education leaders active in 200 countries across the world, WISE is providing a global platform for the development of new ideas and solutions to the most pressing challenges in education.

12

years

150

organizations, projects and start-ups representing

250M+

of beneficiaries around the world

Through its biennial Summit and international events, WISE has gathered

12k+

event participants

from over **150** countries,

5,400 organizations and

950+ speakers,

an active community of **55k+** members

150k+ social media followers.

Other WISE initiatives such as the WISE Awards have celebrated more than **60** winning projects from **30** countries, impacting over **200M** beneficiaries. The WISE Edtech Accelerator has praised more than **23** EdTech ventures from **15** countries helping over **14M** beneficiaries in **130** countries.

ABOUT THE SUMMIT

Held in the heart of Doha, Qatar, the WISE Summit will gather attendees in person and online from a vast variety of countries and sectors to network, collaborate, share effective practices and discover new ideas through interactive sessions, keynote speeches and debates.

The 2021 WISE Summit will take place on 7-9 December 2021.

Experts and innovators from around the globe will come together in Doha and virtually for the flagship event to tackle current education challenges with concrete solutions and with a commitment to giving a significant share of voice to the young and underprivileged.



“... every child on this planet deserves the chance to fulfill their boundless potential. And that’s why I wanted to be here at this important global Summit, a gathering focused on impact and inclusive growth.”

MICHELLE OBAMA
Former First Lady of the United States,
WISE 2015

WISE’s work spans multiple year-round projects and programs organized under five core pillars: **Innovation for Quality & Access, EdTech, Learning Ecosystems, Educational Leadership, and Learning Sciences & Well-being.**



“Through WISE and its mission to promote innovation in education, we are eager to share our innovative solutions with other organizations. Working together, we can make a difference for entire communities around the world.”

SHAKIRA MEBARAK
Singer-activist and founder of Fundación Pies Descalzados, WISE 2019

“You see a conference like this (...) creating the kind of convening power that we typically think of as coming from the great education centres in the Western World and to see it growing organically now, it’s been quite an extraordinary development.”

FAREED ZAKARIA
Columnist and CNN host, WISE 2017

THE 2021 SUMMIT

This year's edition will convene under the theme
"Generation Unmute: Reclaiming our Future through Education."

The COVID-19 pandemic has caused the greatest worldwide disruption since the Second World War and education has not been spared. Billions have been kept out of schools and colleges, while others are struggling to transition to the workplace.

In addition, the pandemic struck at a time when the world was already facing multiple crises from climate change to growing inequality, and political instability, issues of great importance particularly for the young and the underprivileged, who have borne the brunt of the disruption, putting their future on hold to keep the frail and vulnerable safe.

And yet, as the world looks ahead hopefully to the end of the pandemic and deliberates how to build back better, the voices of the young and underprivileged are conspicuously absent from the discussions. One might say their voices have been muted.

It's time to make things right. It's time to empower this muted generation and fully harness their energy and enthusiasm in order to address the multiple crises facing our societies so that we can together reclaim our future. **It's time to Unmute!**

[Discover our list of speakers](#)
[Find out more about our program.](#)

[REGISTER HERE](#)

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Unlocking human potential

**Generation
Unmute**

Reclaiming Our Future
Through Education

DEC
7-9
2021 | DOHA
&
ONLINE



ارفع صوتك

لنشيد مستقبلًا
قوامه التعليم

ديسمبر 7-9
2021 | الدوحة
عن بُعد 9

الراعي البلاطيني
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INNOVATION FOR QUALITY AND ACCESS

Today the education landscape is witnessing an influx of innovations in education all over the globe. Yet, the hardest-to-reach children are marginalized from receiving access to quality education due to linguistic, geographic, or cultural limitations. One of WISE's core pillars concerns ensuring equal access to quality learning for the entire student population: **how can we create a broader, fairer and smarter education system which makes better use of technology, people, data and evidence?** WISE has developed a series of programs to nurture innovation for quality and access; these include the WISE Prize, the WISE Awards and the WISE Emerging Leaders.



WISE PRIZE FOR EDUCATION

Established in 2011, the WISE Prize for Education is the first distinction of its kind to recognize an individual or a team for an outstanding contribution to education.

Dubbed “the Nobel of Education” by the media, its objective is to give visibility to education heroes around the world who have dedicated their lives to alleviating global education challenges.

The WISE Prize for Education laureate is announced at the global biennial summit’s Opening Plenary Session and receives the WISE Prize medal and \$500,000 (USD).

2019

LARRY ROSENSTOCK

CEO and founding principal
of High Tech High (HTH) United States

Mr Rosenstock has dedicated his life to rethinking and innovating in K-12 learning as a means of tackling inequality through education. He founded HTH in 2000, pioneering the concept of project-based education, and re-imagining the role of teachers and of 21st century skills through a network of 16 charter schools, serving over 6,000 students across four campuses.

<https://www.hightechhigh.org/>

After the Summit in 2019, Larry Rosenstock published a book alongside Jean Kluver and Jeff Robin titled ‘Changing the Subject’. Its purpose is to share highlights from High Tech High’s first twenty years. In doing so, they aim to describe, not prescribe: “This isn’t how to do it, it’s how we did it.”



This year’s prize will be announced during the opening ceremony of the 2021 Summit, which you can follow online at

<https://www.wise-qatar.org/wise-2021/registration-summit/>

“ 3 Questions with Larry...”

**_ What do you love
the most about working in education?**

L.R. : The best part about working in education is watching the development of young people. To see the creativity and sophistication of their work, and to hear about their passions, hopes, and dreams is the greatest reward.

**_ How can K-12 education
evolve to be a greater force for equality?**

L.R. : First, we have to provide equal opportunities to all children, which we are far from doing here in the US and elsewhere. Then, the quality of education must change so that it is relevant and engaging for all students. Students need to be collaborating, inventing, and creating new knowledge. Students should be the leaders of their own learning.

**_ What are you planning
on achieving in the future with HTH?**

L.R. : I have stepped back from the day to day operations of High Tech High, and will focus on spreading its practices of project based learning rooted in equity to schools and educators around the world.



Six outstanding and diverse laureates since the launch of the WISE Prize for Education.



2017 DR. PATRICK AWUAH

Founder and President of Ashesi University Ghana

Born in Ghana and educated in the United States, Dr. Patrick Awah is a former Microsoft engineer who's been transforming the higher education landscape in his home country and beyond for two decades. Ashesi University, the private, not-for-profit institution he founded, offers an interdisciplinary curriculum with a continual emphasis on leadership, ethics and entrepreneurship to educate tomorrow's business leaders in Africa. www.ashesi.edu.gh



2015 DR. SAKENA YACOobi

Founder of the Afghan Institute of Learning (AIL) Afghanistan

Dr. Yacoobi has worked for over twenty years to bring education to the most vulnerable people under extreme conditions of war, displacement, and oppression during the Taliban rule in Afghanistan. Dr. Yacoobi and the AIL have contributed to bringing health and education services to at least 12 million beneficiaries living in rural and marginalized areas of Afghanistan. www.afghaninstituteoflearning.org



2014 MS. ANN COTTON OBE

President and Founder of Camfed United Kingdom

For more than two decades, Ms. Cotton has led efforts to improve education opportunities for girls and young women living in marginalized communities. With Camfed, she spearheaded an internationally acclaimed model for girls' education, which has placed learning at the heart of development in Africa, and benefited over three million young people in Zimbabwe, Zambia, Ghana, Tanzania, and Malawi. www.camfed.org



2013 MS. VICKY COLBERT

Founder and Director of the Escuela Nueva Foundation Colombia

Ms. Colbert has pioneered, expanded and sustained educational innovation from different spheres: as Viceminister of Education of Colombia, UNICEF's Education Adviser for LAC and through Escuela Nueva, where she co-created an education model which places children at the heart of the learning process, transforming the traditional classroom while also promoting entrepreneurial skills. So far Escuela Nueva has impacted 5M+ students, 20,000 schools in rural Colombia and is replicated in 19 countries. www.escuelanueva.org



2012 DR. MADHAV CHAVAN

CEO of Pratham India

After studying in the United States, Dr. Chavan returned to his natal India where he worked in the slums of Mumbai as part of the National Literacy Mission. As a result, he co-founded Pratham, today the largest education NGO in India, initially focused on a simple formula to achieve mass literacy and numeracy learning in Mumbai, and today active in most of India's 29 states, addressing a number of pressing education needs, from literacy and pre-school education to special programs for vulnerable and working children. www.pratham.org



2011 SIR FAZLE HASAN ABED

Founder of BRAC (Building Resources Across Communities) Bangladesh

Sir Abed dedicated his life to social development. He started BRAC in 1972, today one of the largest NGOs in the world. For over four decades, BRAC has contributed directly to the education of more than ten million disadvantaged students across 13 countries in Asia, Africa, Europe and the Americas. www.brac.net

INNOVATION FOR QUALITY AND ACCESS

WISE AWARDS

Each year, the WISE Awards recognize and promote six successful and innovative education projects. Since 2009, WISE has received more than 4,500 applications from over 150 countries.

Today, 78 projects have been awarded, from a wide variety of sectors and locations for their innovation, positive contribution and ability to adapt and scale. They have impacted over 20 million beneficiaries worldwide.

The WISE Awardees gain global visibility through the Summit and WISE@ conferences, in WISE publications, and through the online platform, along with a prize of US \$20,000 (USD).

Launched in

2009

72

winning projects

150

countries since 2009

+ 4,200

applications or nominations



2021 WISE Awards winners



THE DELHI GOVERNMENT'S HAPPINESS CURRICULUM INDIA

CHALLENGE

India is among the least happy nations globally, having ranked 140 out of 156 at the World Happiness Index in 2019. The Indian education system has failed to address the well-being of its students, and still focuses on academic results. The Delhi government has implemented the Happiness Curriculum, which aims to achieve the three levels of happiness.

→ SOLUTION

The Happiness Curriculum creates a space in school curricula dedicated to well-being, happiness, mindfulness, critical thinking, and other important social-emotional skills. Their groundbreaking work has positively impacted **800,000 students** in **1,024 schools**, who became more involved and focused in class. **18,000 teachers** have been trained in the methodology, in addition to the **200 mentor teachers** and the **1,030 Happiness Curriculum coordinators**, prioritizing values and increased collaboration with their peers over academic success.



ONEBILLION HEADQUARTERS IN UK WITH GLOBAL OUTREACH

CHALLENGE

Millions of children and adolescents are not achieving minimum proficiency levels in reading and mathematics. Without critical foundational skills such as basic literacy, numeracy, problem-solving and critical-thinking, they will be unable to find productive employment or shape better futures for themselves, their families and their communities.

→ SOLUTION

Onebillion provides comprehensive, personalized learning software, which enables children anywhere in the world to become literate and numerate in their own language through onecourse and onetab. Each **30-40 minute lesson** is created for the user, based on their level, using a pool of thousands of learning units. **Since 2015**, the solution has been delivered to **167,171 children** worldwide through partner organizations in schools, communities or households



TRAUMA INFORMED SCHOOLS (TIS) TURKEY

CHALLENGE

In 2017, the Turkish government decided to transition all Syrian children into the public school system over the span of three years, which made it even more crucial for school authorities, particularly teachers and school counselors, to be given the tools and training to support Syrian children to thrive within the Turkish school system.

→ SOLUTION

Maya Foundation enriches the mental health and psychosocial support programs it develops for traumatized children every day, taking these programs to both children and their families and teachers, addressing the issue from a holistic perspective and spreading its activities to a wider audience. Since its inception, through training and workshops with educational staff and caregivers, TIS has reached **5,216 students** and **1,302 teachers** in **48 schools** across two provinces in Turkey.

2021 WISE Awards Winners



LET'S ALL LEARN TO READ

HEADQUARTERS IN COLOMBIA WITH OUTREACH IN LATIN AMERICA

CHALLENGE

Despite the near universalization of access to education, students in Latin America still struggle to learn how to read and write effectively. Structured support material and tutoring are not widely available, but there is evidence that this could help address the learning poverty, especially among the most disadvantaged students.

→ SOLUTION

Aprendamos Todos a Leer provides teachers with reading materials, training, and a grading system to allow all students to reach average reading levels. So far, the program has benefited **703,277 children** and teachers from public schools in Colombia and Panama, and it has been adopted in these countries as a public policy. Over **3,000 teachers** have been trained in innovative pedagogical strategies for the teaching of literacy.



TALEEMABAD

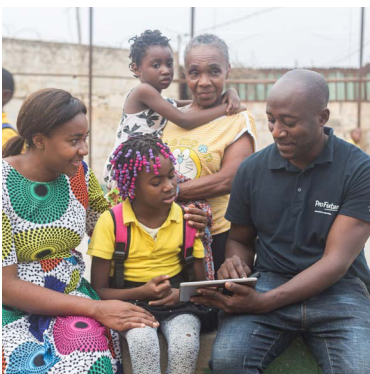
PAKISTAN

CHALLENGE

With few resources provided to public schools and with private school networks functioning mostly as money-making businesses, Pakistan's current education system leaves most of its young population without much of a grasp on basic math and literacy skills and most tend to drop out by the age of 9.

→ SOLUTION

Taleemabad provides highly localized and contextualized content aligned with the National Curriculum of Pakistan that teaches children English, Urdu, Maths, and Science across the K-6 spectrum. The platform is also accessible through the Taleemabad App, which has been downloaded **1.5 million times**, putting it top of the educational app charts in Pakistan. As a result of their media partnership with local TV broadcasts, the organization gains 5 million times total views per month.



PROFUTURO DIGITAL EDUCATION PROGRAM

HEADQUARTERS IN SPAIN WITH GLOBAL OUTREACH

CHALLENGE

Computer-assisted Learning (CAL) has demonstrated positive impacts on student achievement, especially helping teachers engage with students. However, in developing countries, access to hardware and connectivity is still limited, and educators often lack the skills to make meaningful use of technology.

→ SOLUTION

Focusing on teachers' training and support, ProFuturo helps strengthen their teaching practice and digital skills so they can offer the best education to their students. Since 2016, ProFuturo has reached **9,000,000 students**, **414,000 teachers**, and **8,400 schools** in **40 different countries**, with **97 partners**.

2021 WISE Awards Winners



Beneficiary focus

Isaac Ndegwa Kimaru used to be a law student. His mother resolutely supported him in joining a University of London program in Kenya. But Isaac got himself into bad company. In 2010, he was sentenced to 14 years of prison for car robbery. He thought his journey was over.

Two years into his sentence, he was introduced to Justice Defenders, a program that helped him resume his law studies from prison. Although he counted himself fortunate, Isaac had to study in a room he shared with 30 other inmates, using buckets and planks for a chair and desk.

Driven by his desire to help others the same way he had been helped, Isaac completed his degree. As a paralegal, he has been defending inmates who lack access to quality legal counsel. In the future, he hopes to be admitted to the bar to do even more.

WISE EMERGING LEADERS

WISE Emerging Leaders is a nine-month fellowship program that aims to cultivate the next generation of systems leaders in education with the tools, skills, community, and mindset required to transform their communities and change systems.

Each year, WISE collaborates with high impact organizations to nominate young education professionals from within their organizations or network to support their professional and personal development. Selected fellows aged 25-33 participate in a series of collaborative and interactive modules on topics ranging from ethical leadership to social innovation delivered by WISE, Recipes for Wellbeing and The Weaving Lab to increase the impact of their work and collaborate on pressing challenges.

The program includes:

- Access to expert-led masterclasses and webinars on key education topics;
- three residential trainings (two virtual, and, depending on the evolution of the COVID-19 pandemic, one in person) provided by WISE;
- and a project-development module through which participants will work with their organization to pilot and/or implement a project identified prior to, or during, the first residential session.



Here's what they had to say:

“The WISE programme prompted a mindset shift for me that I don't believe I would have been able to do this work without. I have an incredible like-minded community (now friends!) around the world who continue the gifts of the programme through their strength, support and practical tools and tips”

SAM BUTTERS,
Co-CEO, Fair Education Alliance (UK),
2019 WEL cohort

“I learnt more about the world, about education, about learning and about the goodness of humanity. It was and still is- through every chat, message, catch up sessions - a truly life transforming and forward thinking experience!”

CHRISTINA BWANA
Chief Operating Officer & General Manager,
Ubongo (Tanzania), 2020 WEL cohort



EDTECH & AI

In the midst of a catastrophe, opportunity can always be found. For the education sector, COVID-19 has truly shaken some of the fundamental elements of our schools and universities, prompting long-overdue questions around how we design the learning experience, classroom dynamics and the role of technology. Over the last decade, edtech has become increasingly prevalent in our schools and universities, however it is only now as we move towards truly hybrid models of learning, that we will see an acceleration of innovation that is set to redefine the way we teach and learn for the 21st century. Through WISE's second core pillar on edtech, we hope to support these new technologies come to the fore.



WISE ACCELERATOR

Launched in 2014, the WISE Edtech Accelerator program is designed to support the growth of young, innovative startups that aim to achieve positive impact in the field of education at scale.

Each year, the WISE team selects up to eight startups to take part in a 12-month program aimed at supporting their development and scaling.

Through bespoke mentorship and coaching, three international bootcamps and access to global networks, our cohort members have the opportunity to access leading experts in education, as well as potential investors.

Qatar as an Edtech hub

In the world of edtech, opportunities to test and develop innovation in real classrooms are almost a rarity, which often results in more mismatched technology than success.

We know what we want to build, but understanding what works and why in edtech is not always a given. With that said, WISE have chosen to launch their edtech testbed here in Education City this year, with three main objectives in mind:

- Provide local schools with ongoing access to new innovation, in turn raising the capacity of teachers and students
- Help entrepreneurs gain access to a unique testing ecosystem where our research can help them determine ways to improve their product
- Demonstrate Qatar's capability as an edtech hub, one of the first in the region

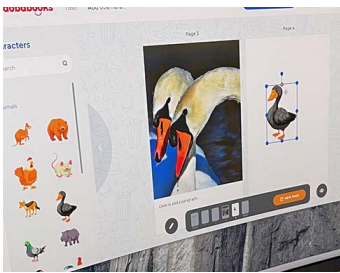


The 2021 WISE EdTech Accelerator Cohort



TINYIVY USA

- **In a nutshell:** Combining traditional learning tools such as flashcards and workbooks with their interactive platform online, Tynlvy develops curricula, technology and products so that students can learn to read faster, easier, and with more joy.
- **Traction so far:** Founded in 2019, Tynlvy has established partnerships with 11 schools across India and the US. Now Tynlvy are hoping to enter into further new partnerships within the US market and begin expanding across MENA.
- **Founder:** Zachary Silverzweig



BAOBABOOKS SWITZERLAND

- **In a nutshell:** Baobabooks is an easy-to-use and intuitive edtech platform where children, teens and young adults can write, illustrate and publish their own books and then share them with the world.
- **Traction so far:** Since its launch in 2020, Baobabooks currently works with over 15,000 students from around the world, including countries like Morocco and Pakistan.
- **Founders:** Peter Nicholson, Chelsea Colledge, and Olivia Fossali



SCHOTERS INDONESIA

- **In a nutshell:** Schoters provides admission and exam preparation, mock interviews and document translation to support students as they prepare to apply for places at international universities.
- **Traction so far:** To date, Schoters has served 500,000 users across Indonesia, of which hundreds of them were admitted into top universities in 30+ countries (including the likes of Cornell, UCL, Sorbonne, Kyoto University, Unimelb, among others).
- **Founder:** Dr Radyum Ikono and M Dzarnuji Aziz



SILABUZ PERU

- **In a nutshell:** Silabuz is a unique online coding school that connects students and professionals from Spanish-speaking countries with online courses to strengthen their 21st century competencies and develop the skills required to participate in our increasingly digital, global economies.
- **Traction so far:** Founded in 2018, Silabuz currently has 20,000 users across 15 countries, offering a unique service to members of the LATAM community.
- **Founders:** Alonso Mujica and Alejandra Puente

LEARNING ECOSYSTEMS

As millions of learners found themselves locked out of schools and universities due to the coronavirus pandemic, the world realized that effective learning does not rely solely on formal education systems. WISE's Learning Ecosystems pillar examines how stakeholders in a society (private sector, cultural institutions, community-led organizations) can collaborate with formal education institutions to enhance inclusive, accessible and effective learning opportunities for learners of all ages. How can we effectively co-design and steward a learning ecosystem? What are the main challenges and opportunities for collaboration? In which ways can learning ecosystems broaden and diversify learning opportunities and ultimately benefit learners?



LEARNING ECOSYSTEMS LIVING LAB (LELL)

Learning Ecosystems Living Lab (LELL) regularly brings together practitioners, experts, policymakers, and innovators from different regions to create a global community of practice and thought-leadership that identifies shared challenges and contextualized solutions in designing and implementing Learning Ecosystems to be applied in various global contexts.

Formats include workshops, webinars and opinion pieces written by global experts. The new initiative was launched virtually in December 2020 with LELL's first digital panel titled "Designing Vibrant and Purposeful Learning Communities."



"There is a knowledge gap on design principles and best practices in developing Learning Ecosystems. The Living Lab is an endeavor to bridge this gap by becoming a global design and innovation hub."

SÉBASTIEN TURBOT
WISE Senior Research Fellow

ACTION RESEARCH

In 2020, WISE launched a project combining research and collaborative co-design to develop a set of recommendations and tools for Qatar-based stakeholders interested in the creation of learning ecosystems.

This effort focuses on the following elements:

Evidence & Narrative: To develop a narrative and understanding of the education, learning, skills and civic challenges in Qatar that the development of a learning ecosystem would address.

Networks & Vision: To engage and activate key stakeholders to co-create a shared vision for action, thereby deepening local networks and relationships between key partners.

Tools & Blueprint: To develop a knowledge resource for education stakeholders invested in building coalitions of public, private and nonprofit entities towards a learning ecosystem, identifying emerging best practice and innovation.

DOHA LEARNING DAYS

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أيام الدوحة للتعلّم
DOHA LEARNING DAYS

In 2017, WISE launched the first edition of 'Doha Learning Days' (DLD), Qatar's first experiential learning festival. This year, on the 18-19 November 2021, alongside its distinguished partners, The Doha Learning Days (DLD) hosts a community event offering Qatar's youth, families and general public an opportunity to indulge in experiential informal learning.

DLD offers meaningful learning opportunities for the community through connecting people, partners, education stakeholders, formal education entities, and informal learning spaces. DLD expands what learning means by providing new, creative, exciting, meaningful, accessible, and experiential learning opportunities for everyone.

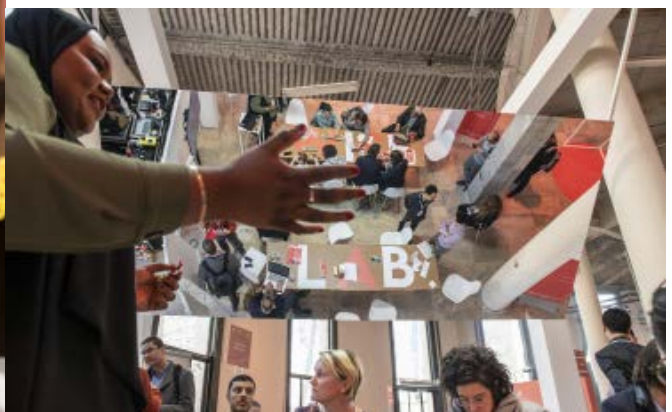
This year, DLD is organized under the theme 'Generation Unmute', and activities focus on empowering our youth through wellbeing and creative self expression. This is especially important for the youngest members of our community, who can now come together after an extended period of separation, to enjoy explorative learning among their friends and peers.

Activities include coding labs, wellness master classes, sensorial experiences, drumming, photography exhibitions and workshops, leadership masterclasses, hands-on science classes, LEGO Serious Play sessions, and many more.

In November 2020, DLD took place as a hybrid community program in Al-Wakra, Qatar, a member of UNESCO's Learning Cities' Network, and focused on **promoting social awareness, responsibility and innovation towards sustainability.**

By leveraging the WISE community and piloting innovation with local youth, DLD aims to:

- Promote highly interactive informal learning opportunities outside of physical/digital classroom contexts.
- Develop insights that can inform school curriculums and policy recommendations.



WISE LEARNERS' VOICE

Established in 2010, the WISE Learners' Voice program aims to empower learners to be future innovators in education by building education knowledge, as well as communication, entrepreneurship and leadership skills.

Through workshops, experiential sessions and creative exercises delivered by high-level mentors, learners design their own educational projects which are presented at the biennial WISE summit.

The current Learners' Voice community comprises **more than 200 Learners from over 60 countries** and diverse backgrounds and disciplines.

Since 2021, the program has shifted its focus towards middle school students based in Qatar, helping them improve their self-expression skills so they can voice their opinions and engage in civic participation.



“I won't be the same person I was before the WISE Learners' Voice experience because everyone brought something new to the table.”

ANA KAREN FETZER DE LEON
2013-2014 cohort, Guatemala

“It is a life-changing experience through which you can explore your own passions and skills more deeply, get to meet outstanding young people with a similar mindset, and be exposed to professional workshops and debates that open your eyes to fundamental issues in education.”

MARIEM FEKIH
2013-2014 cohort, Tunisia

EDUCATIONAL LEADERSHIP

Education systems around the world are trying to improve student learning outcomes by developing curricula, training teachers and improving assessment frameworks. However, few systems recognise that improving education also relies on strong leadership capacity in schools. This does not mean principals and senior leadership only; it includes teacher and student leadership as well. **How can school and system leaders, as well as youth and next generation education leaders, develop and influence sustainable education reform?** This WISE strategic pillar examines the role and responsibility of educational leadership in defining the future of learning.



ALL-IN

Research has shown that school leadership is one of the most important influences on student learning, and thus, a critical factor for improving the life and educational outcomes of children and the broader economic conditions of nations.

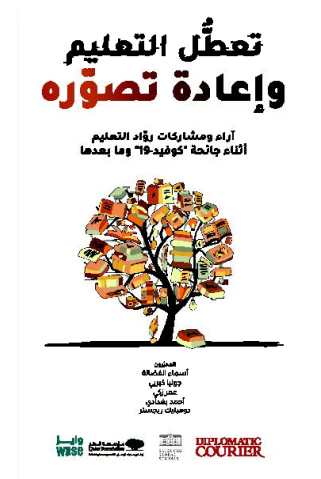
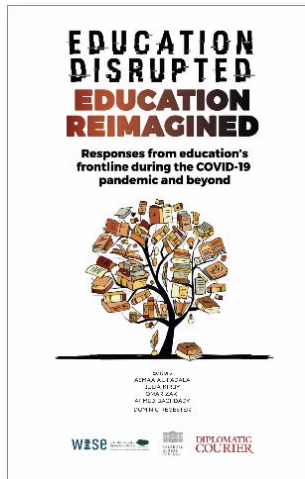
However, despite strong empirical evidence showing the importance of investing in school leadership, actual investment by governments and systems has declined in the last two decades.

This, coupled with a seismic shift in how we think about learning and schooling in the face of an ever changing future, particularly in the wake of the COVID-19 pandemic, has left many schools and systems deficient in the necessary leadership needed to nurture future-fit educators and learners as they navigate a path of increasing uncertainty.

The WISE Agile Leaders of Learning Innovation Network (ALL-IN) was established in 2017 as a global community of practice for educational leadership experts that research, design, and advocate for high quality school leadership policies that prepare and support school systems in educating the learners of today and the future. ALL-IN's diverse network of members come from over 25 countries in five continents around the globe and represent an array of public, private, and international organizations, including the World Bank Group, UNICEF, OECD and over 20 leading universities and colleges worldwide.

“At its core, a good education should be about gaining and continuously updating our understanding of four things: consciousness, civilization, ecology, and the cosmology that envelops them.”

STAVROS N. YIANNOUKA, CEO, WISE



Special Edition E-Book: Education Disrupted, Education Reimagined

In response to the massive disruption caused by world-wide school closures during the COVID-19 pandemic, WISE, in partnership with Salzburg Global Seminar, launched the convening series - Education Disrupted, Education Reimagined - in April 2020 to bring together key education stakeholders, including practitioners, policymakers and thought leaders, from over 98 countries in a three-part series of global conferences aimed at bringing the global education community together in the midst of what became the biggest education crisis in a generation.

One key outcome of the convening series was the publication of a WISE Special Edition E-Book, Education Disrupted, Education Reimagined: Thoughts and Responses from Education's Frontline During the COVID-19 Pandemic and Beyond. Based on the content shared during the event series, the E-Book tells the education story during the COVID-19 crisis in real time, through a collection of over 40 articles and essays written by key stakeholders on education's frontline during the crisis, including from schools, NGOs, governments, and international organizations. **To date, there have been over 20,000 downloads of the E-Book.**

The E-Book has now also been published in Arabic, reaching a wider audience than ever before.

EMPOWERING LEADERS OF LEARNING (ELL)

The WISE Empowering Leaders of Learning (ELL) program is a Qatar-based school leadership development program operated by WISE in partnership with Qatar's Ministry of Education and Higher Education that supports educators in their development of leadership for learning skills and to improve student outcomes.

At the core of ELL is improving instructional leadership in schools as a catalyst for systemic improvement to: guide school change processes to improve learning outcomes; empower educators at all levels with leadership skills and capabilities; and support and encourage the development of collaborative school environments where educators can openly discuss challenges and share best practices.



This year's ELL involves in-depth leader development and coaching work with four Ministry of Education and Higher Education Schools. The program also focuses on developing leadership-oriented mindsets and practices. Despite the challenges brought on by the COVID-19 pandemic, the program has been delivered successfully through an interactive mix of hybrid, in-person and digital synchronous and asynchronous learning, engaging school leaders in highly practical, authentic leadership work. Including individual and team coaching, cross-school learning sessions where leaders and leadership teams can engage with their peers at different schools, and one larger action-based leadership project taken up by the leadership team in their schools. Many of these new and innovative program delivery modes have proven to be so successful that even after the COVID-19 pandemic has subsided they will continue to be incorporated as best practices in future iterations of ELL.

LEARNING SCIENCES & WELL-BEING

Learning is a multi-faceted process that involves several actors: students, teachers, school leaders, and parents. While trying to improve learning under normal circumstances and ensuring continuity of education provision during crises, the well-being of these actors is often neglected. Curricula for 21st century skills continues to focus primarily on the academic subjects and on transversal skills such as critical thinking and problem solving while programs that support well-being tend to be extra-curricular. **How can we make well-being a core goal of education? More generally, what can learning sciences teach us about how health and education are connected? These are some of the questions that this strategic pillar, Learning Sciences & Well-being, examines.**



INNOVATION HUB

There has been an increasing global conversation and movement in education geared towards deeper learning and transformation to personalized, mastery-based learning of critical competencies for the modern world.

We have a range of innovative models of how to organize learning environments to meet this objective, but how do we help schools design for the future and support them in making this massive shift?

This is the question the Innovation Hub seeks to answer. A research, design and development hub, it works with schools to establish their own Innovation

Lab--a space to build prototypes and pilot innovative solutions and scale these innovations across the learning environment. These schools collectively form a network, where insights and innovations can be shared and collaboratively built.

For 2020-2021, the focus of the Lab has been to explore the features and impact of employing an Innovation Lab model in three case-study schools - two in Qatar and one in Australia - and researching the following areas of Learning Science:

- key structures to support the transition to personalized/mastery-based learning, including how to redesign learning environments to empower learners with agency
- innovations to capture and support the development of social and emotional learning and well-being across schools and learning environments
- empowering teachers as leaders and innovators in the classroom
- engaging parents and the entire learning ecosystem to support learning inside and outside the classroom.



WISE 2021 RESEARCH REPORTS

WISE Releases New Research Reports Addressing World's Critical Education Issues Ahead of 2021 Summit.

WISE has released 10 timely and comprehensive research reports, featuring action-oriented recommendations and policy guidance for stakeholders across the education industry. Produced in collaboration with recognized global thought leaders, the 2021 Research Series was informed by the unique challenges the COVID-19 pandemic presented to education across the globe.

Ranging from investigation into education theory to policy and practice in the context of Qatar's education system, the exploration resulted in locally-informed, globally-relevant research findings.

Here are some brief descriptions of the vital reports undertaken by WISE:

EMBEDDING INNOVATION LABS IN SCHOOLS AS A VEHICLE FOR TRANSFORMATION IN EDUCATION

In February 2020, WISE launched the WISE Innovation Hub as a platform and research collaborative to support schools in their effort to design their way to the future. While education reform has been a central focus for decades, in the last five years the conversation has shifted from reform to redesign—to transforming our fundamental model of teaching and learning from that of acquiring knowledge, to learner-driven personalized learning.

RWANDA LEARNING PARTNERSHIP: INSIGHTS ON SCHOOL AND SYSTEM LEADERSHIP DURING COVID-19

A learning partnership was developed with the Rwanda Basic Education Board (REB) to undertake rapid research on school and system leadership during the pandemic. The aim of the project was threefold: to shed light on the role that effective school and system leaders played during school closures and reopening in mitigating inequalities for the most vulnerable; to ascertain what essential leadership skills, competencies and behaviors leaders demonstrated to promote equity in delivery during and after the crisis; and to contribute to the emerging body of evidence of case studies in school leadership in the Global South.

EXPLORING EDUCATIONAL ECOSYSTEMS THROUGH THE LENS OF INTERMEDIARY ORGANIZATIONS: INSIGHTS FOR POLICY AND PRACTICE

As the research and work on educational ecosystems has grown, we now recognize a growing global trend that has positioned "intermediary organizations" in an oversized ecosystem role. The authors discuss how their research can help other such organizations to better consider and gain access to the kinds of ecosystem relationships and resources that are likely to prove important to their work and to positive impact on schools and students.

TEACHER WELLBEING: FINDINGS FROM A SCOPING LITERATURE REVIEW AND CASE STUDIES IN CAMBODIA, KENYA, AND QATAR

Challenges such as hard work, stress, anxiety, family issues and low income are just some of the reasons why teachers want to quit and this is particularly concerning at a time when the world needs more teachers. According to UNESCO in 2020 there were 94 million teachers worldwide, however to achieve SDG4, we need another 69 million teachers by 2030. So how do we keep the teachers we have? This session discusses how improving teachers' wellbeing is one way to tackle this teacher retention crisis.

REVISITING EQUITY: COVID-19 AND EDUCATION OF CHILDREN WITH DISABILITIES

Around April 2020, some 1.5 billion learners were out of school due to the COVID-19 pandemic. Although the shutdowns were difficult for all children, it was particularly bad for the most vulnerable groups including disabled children in low and low-middle income countries. This report - a joint effort between Cambridge University and WISE - is one of the first of its kind to explore how Covid-19 school closures impacted the education of children with disabilities of primary school going ages in Nepal, Ethiopia, and Qatar.

TECHNOLOGY OVERUSE AMONGST ADOLESCENTS IN QATAR – PRELIMINARY REPORT

The importance of technology in our lives has increased significantly and many of us use digital technologies for various purposes. In some cases, people use

digital technologies excessively to the extent that it might affect their health, education, or relationships within their families and with others. In this session, authors share preliminary findings from a study recently conducted in Qatar to understand how much adolescents use digital technologies and how their use of these technologies affects their lives.

DEVELOPING LOCAL LEARNING ECOSYSTEMS IN QATAR TO ADVANCE EQUITY, INCLUSION AND SOCIAL COHESION

The notion of a learning ecosystem recognizes that education and learning, and the provision of support for young people more generally, is a collaborative endeavor.

This research project aimed at better understanding the potential of learning ecosystems in Qatar, by mapping the nature of partnership working among different organizations, looking at educational practices and technologies, and identifying systemic structures that incentivize or hinder innovation and collaboration.

USING PROJECT-BASED LEARNING IN LOW RESOURCE CONTEXTS GLOBALLY: UNDERSTANDING THE CHOICES AND CHALLENGES

This research report addresses the topic of project-based learning (PBL) and investigates the challenges faced when implementing PBL, particularly in low-resource learning scenarios. In looking at teachers and school leaders' decision-making factors when designing PBL experiences, this report provides recommendations as to how PBL can be used in a variety of learning contexts.

ABOUT QATAR FOUNDATION

UNLOCKING HUMAN POTENTIAL

Qatar Foundation for Education, Science and Community Development (QF) is a non-profit organization that supports Qatar on its journey to becoming a diversified and sustainable economy. QF strives to serve the people of Qatar and beyond by providing specialized programs across its innovation-focused ecosystem of education, research and development, and community development.

QF was founded in 1995 by His Highness Sheikh Hamad bin Khalifa Al Thani, the Father Amir, and Her Highness Sheikha Moza bint Nasser, who shared the vision to provide Qatar with quality education. Today, QF's world-class education system offers lifelong learning opportunities to community members as young as six months through to doctoral level, enabling graduates to thrive in a global environment and contribute to the nation's development.

QF is also creating a multidisciplinary innovation hub in Qatar, where homegrown researchers are working to address local and global challenges. By promoting a culture of lifelong learning and fostering social engagement through programs that embody Qatari culture, QF is committed to empowering the local community and contributing to a better world for all.

For a complete list of QF's initiatives and projects, please visit: www.qf.org.qa

For any media inquiries, please contact: pressoffice@qf.org.qa

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Unlocking human potential لإطلاق قدرات الإنسان

CONTACT DETAILS

AND WISE SOCIAL NETWORK LINKS

WISE can connect you with leaders and innovators in education from around the world.

If you would like to interview a WISE representative or a member of the WISE Community, please submit your request to media@wise.org.qa. WISE also invites you to visit its Newsroom on the WISE website to access its latest news and download media assets.

<https://www.wise-qatar.org/about/#about-press>



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