



# GLOBAL CONCLAVE ON EDUCATION 2023

## CONCLAVE REPORT

19 JANUARY 2023,  
DOUBLETREE BY  
HILTON M SQUARE,  
DUBAI, UAE



# SCHOOLS FOR THE FUTURE



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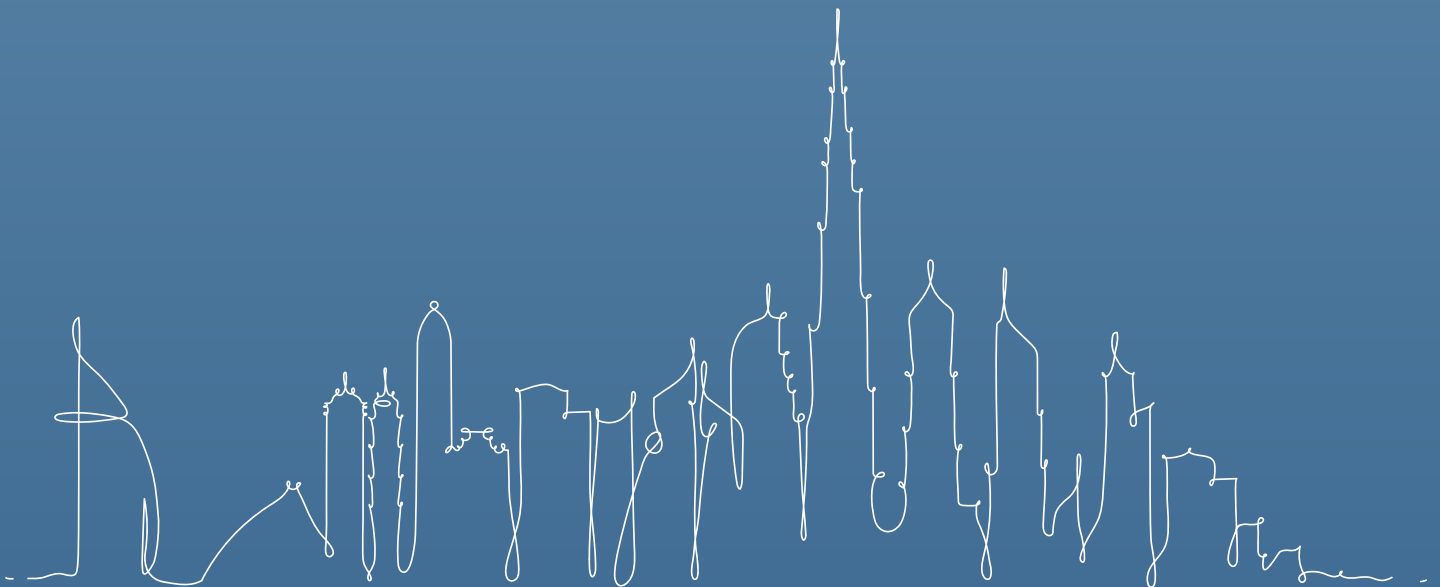
**GLOBAL CONCLAVE ON  
EDUCATION 2023**

**SCHOOLS FOR THE FUTURE**

ORGANIZED BY KYRA GLOBAL, DUBAI  
IN ASSOCIATION WITH  
AMERICAN UNIVERSITY IN THE EMIRATES, DUBAI  
COUNCIL FOR SOCIAL DEVELOPMENT, INDIA  
AND  
GLOBAL KNOWLEDGE ALLIANCE, AUSTRALIA

**CONCLAVE REPORT**

PREPARED BY  
**DR. POORNIMA M.  
MS. RAMANDEEP KAUR**  
COUNCIL FOR SOCIAL DEVELOPMENT, NEW DELHI, INDIA



19 JANUARY 2023 | 9.30 AM-6.00 PM  
DOUBLETREE BY HILTON M SQUARE, DUBAI, UAE

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# AN OVERVIEW

**A**t an unprecedented rate, the knowledge and information revolution and advancements in digital technology are changing our lives, work, the workplace, and the educational system. Schools and colleges cannot continue to be insulated from the effects of this dynamic as it plays out in society at large. The experience of 2020–2022 shows that schools and colleges are insufficient as the exclusive source of structured learning in their existing form. Digital technologies have shown their enormous untapped potential to provide education to millions of children and young people. However, the use of digital technology as an addition to or replacement for teacher-centric learning delivery brought additional issues, one of which was growing inequality, demonstrating the lack of a foolproof solution to learning issues.

Organising schools and colleges as effective learning environments that would equip the young to learn and work in the new knowledge-intensive world requires a new viewpoint in light of the rising knowledge society. In order to solve difficulties that are emerging in the modern era, we cannot employ outdated tools. Therefore the questions that arise here are — what would the shape of such learning spaces be? How would we transform the schools of

the present to meet the demands of the future world of work and learning?

The Education Conclave on “Schools for the Future” was planned as a global event to address these questions. The Conclave was created as a forum for collective creative exploration to redesign the learning spaces so that they effectively meet the demands of excellence in education without compromising on the values of equality and justice. The American University in the Emirates and Kyra Global, Dubai organised the Global Conference on Education 2023 on January 19 in Dubai, United Arab Emirates. The Council for Social Development, New Delhi, India participated as a knowledge partner for organising the event. The conclave was a day-long event conducted in hybrid mode with four thematic sessions: Teachers in the Emerging Knowledge Society; Leadership for Excellence; Skills for the Future; and Ed-Tech: Potentials and Pitfalls. More than 15 distinguished speakers from around the world shared their thoughts on the aforementioned issues. Educators, decision-makers in government policy, researchers, and representatives of public and private organisations attended the conclave. The proceedings of the Conclave and the key deliberations that emerged from the event are presented here.

# OPENING SESSION

## RAPPORTEUR:

**MR. GITESH SINHA**, Research Officer, Council for Social Development, New Delhi & **DR. POORNIMA M**, Assistant Professor, Council for Social Development, New Delhi



### **Dr. Abhilasha Singh,**

Vice President for Academic Affairs at American University in the Emirates (AUE), Dubai

**D**r. **Abhilasha Singh**, the Vice President for Academic Affairs at American University in the Emirates (AUE), Dubai, officially presided over the Conclave's inaugural session. She greeted the principal speakers of the opening session as well as other guests to the dais: Mr. K.P.R. Nair – Founder and Chairman, Kyra Global, Dubai, Prof. Muthanna G. Abdul Razzaq – President and CEO, American University in the Emirates, Ms. Tadu Mamu – Consul (Press Information, Culture and Labour), Consulate General of India, Dubai, UAE and Prof. R. Govinda – Distinguished Professor of the Council for Social Development, India. She also welcomed and thanked the prominent guests, faculty members, her colleagues from the AUE, fellow students, and other guests for coming to the Conclave.

She emphasised the need to improve the region's educational system and to advance its economy, and she stated that it is





**Mr. K.P.R. Nair,**  
Founder and  
chairman of Kyra  
Global, Dubai

now essential to talk about schools for the future. She added that discussing schools and the trends in transition from primary to higher education was our social responsibility. She also discussed about how the educational institutions dealt with their own existential crisis during the pandemic and how we changed our curricula and pedagogies in recent time. She pointed out about how the ontology of schools, colleges and universities had been called into question, as well as how the education sector had been considering a deep transformational change. She also spoke about the way, the importance of teaching and learning that is grounded on compassion, co-creation and understanding is acknowledged in the recent years. She stressed the paradigm change that has occurred in all educational endeavours, stating that this shift is focusing on humanising the educational sector, focusing on values in higher education, and moving towards creative ways of imagining education in the 21st century. She also emphasised that the objective is to generate graduates with strong thinking skills. With those brief words, she asked the speakers one by one to share

their thoughts and insights and also provided a brief introduction on the speakers.

### Introductory Remarks

All of the distinguished speakers and attendees were welcomed by **Mr. K.P.R. Nair**, founder and chairman of Kyra Global, Dubai, who also thanked them for offering their time to participate in the event. He stressed that this Conclave had the potential and aims for finding a solution to the problems that education faces today and transforming it to be future-focused. He emphasised Kyra Global's commitment in providing a forum for the constructive exchange of views and information on crucial topics affecting humanity on a worldwide scale. He also mentioned the intention of Kyra Global to have conferences in the future on subjects including corporate governance, food security, human trafficking, and health and wellness, all of which are of great significance to the entire globe, particularly to the UAE and the GCC nations. He considered the COVID-19 pandemic's impact and noted that a number of concerns needed to be resolved in order to guarantee a better and healthier future





**Prof. Muthanna G. Abdul Razzaq,**  
President and  
CEO of American  
University in the  
Emirates, Dubai

for schools. He claimed that this Conclave's vigorous debates and Q&A sessions would bring up important issues that would aid policy-makers in determining the best course of action for the area of education. He ended his speech by calling for constructive discussions after once more extending a warm welcome to the attendees, speakers, and participants—both in-person and virtual.

## Opening Address

The president and CEO of American University in the Emirates, **Prof. Muthanna G. Abdul Razzaq**, played a brief video outlining the university's vision, mission, and goals before briefly outlining the university's activities and the kind of academic programmes it offers. He discussed the necessity of empowering students and developing them as leaders so that they acquire critical thinking skills, have both an inside and outside perspective, and are capable of making choices. He also discussed how AUE is attempting to close the gap and stressed the need for high school graduates to have advanced and higher education. He continued by saying that if a university is able

to achieve that, many amazing ideas come from the students, and teachers have a significant role in it. The students should be given space for free thinking, and they should be encouraged, inspired, and motivated. He placed emphasis on the necessity for an educational revolution in terms of instructors, systems, curriculum, and technology. He emphasised the vision document created by the nation's leaders, which included a vision for education. He argued that all private sectors should set aside at least 1% of their budgets for academic research and emphasised the importance of changing the educational system beginning in kindergarten if one is to attain educational goals. He spoke about the integration of risk management, happiness, and healthcare management in future education. In order to realise the goal of an empowered education system, he underlined the necessity of hiring more efficient instructors and educators. This requires additional funding for services, infrastructure, R&D, and scholarships for students from underprivileged backgrounds in society and the economy. In order to do this, he emphasised that the education system as a whole needs to be transparent and periodically



**Ms. Tadu Mamu,**  
Consul (Press Information, Culture and Labour),  
Consulate General of India,  
Dubai, UAE

reviewed in order to include the necessary transformations. He advised the organiser to concentrate on how to put the Conclave's proposals into practise, to form a committee to oversee the process, and to conduct an evaluation of its progress at the Conclave the following year.

### Address of the Chief Guest

**Ms. Tadu Mamu,** Consul (Press Information, Culture and Labour), Consulate General of India, Dubai, UAE, extended her warm welcome to all delegates and participants and also conveyed the wishes of Dr. Amar Puri, Consul General, to the Conclave organisers and participants. She explained that he was scheduled to attend the Conclave but was unable to do so owing to unanticipated obligations. She recognised the significance of the time at which the future of education was being discussed and emphasised the value of fostering the development of young people since they will play a significant role in determining the direction of the world's agenda in the future. She discussed the digital learning strategy, which had a significant impact throughout the pandemic. She emphasised

the importance of striking a balance between the online and offline platforms. She conveyed her expectation that this aspect would be thoroughly discussed in the Conclave, and said that she would look forward to the discussions and recommendations that would result from this Colloquium.

She called attention to the large Indian diaspora, estimated at 3.5 million people, as well as the 120 lakh students enrolled in the 100 schools with Indian curriculum and 5 Indian universities in the UAE. She emphasised that the Indian Consulate in the UAE has a special education division that coordinates different schools, universities, test boards, etc. The Consul hopes to maintain this engagement and make a constructive contribution. She argued that students in Indian colleges and universities are a specialised group of human resources that are contributing to the economic growth of both the UAE and India. She further emphasised how these students are helping the consul to strengthen the cordial ties between India and the United Arab Emirates. She said that there is a very deep bond between India and the United Arab Emirates

in terms of business, culture, and politics. She continued by saying that the UAE continues to be a desirable location due to the welcoming environment and opportunities that the Indian diaspora has experienced there. She also discussed how highly qualified workers are now offered opportunities, which is very much in line with the goal of the UAE authorities, who have been working and directing to make the UAE a knowledge-based economy. She discussed how, in addition to being a financial centre, the UAE is also emerging as a worldwide educational hub and underlined how many significant international universities have chosen Abu Dhabi and Dubai as their hubs. She said that while UAE is a prominent financial centre and the second largest economy in the Gulf area, India is the major economy with the quickest rate of growth. She also said that India would be pleased to be a partner in all of these arrangements. She also discussed the G-20, being held under India's presidency this year, and said it offers the distinct opportunity to work on the topic of "One Earth, One Family, One Future," and strongly echoes the "*Vasudhaiva Kutumbakam*" philosophy, which has always considered the entire world as one. According to her, the G-20 offers a special opportunity for both nations to exercise strong leadership and address some of the most pressing global issues. She also discussed the 2020 World Expo, which the UAE organised, and how India participated admirably in the B2B and B2G meetings that were held. She emphasised that the focus of the entire engagement was to bring start-ups, and that there were over 700 start-ups present who had brought their goods and innovations for the world to see, including start-ups in the education technology sector. She commented that throughout the pandemic, the educational technologies had been extremely important or in short, had even disturbed the educational ecology. She emphasised that one of the significant effects of technology during the pandemic years that appealed to

and was popular with younger generations was the availability of online creative tools. She emphasised that the Consul's priorities include innovation and the development of young minds, and she invited the audience to work with the Consul on any creative ideas. She also discussed the historic news regarding the establishment of the renowned and esteemed Indian Institute of Technology (IIT) in Abu Dhabi. She ended her speech by praising the partners and organisers and stating her desire to continue working with the organisers.

## Virtual Address

In his virtual presentation to the group, **Mr. Frank Islam**, a member of the US Commission of Presidential Scholars and a prominent American civic leader, businessman, and philanthropist, said that in order to fully realise the promise of 21st-century education, schooling must be multi-faceted. He talked about the essential turning points in his edupreneurship journey and emphasised the distinctions between the terms "entrepreneur" and "edupreneur", as well as the necessity of edupreneurship and its role in creating schools of the future. According to him, edupreneurship is a subtype of entrepreneurship in which an edupreneur can come from any social class, regardless of educational background. An edupreneur is a business owner who uses and applies technology to develop new ideas, much like an entrepreneur, but primarily in the area of education. This could entail starting a business by developing a learning platform that provides Ed-tech services or instructional software. Elementary schools were running in hybrid mode during COVID-19 to help students who could not afford to use remote access to access digital learning tools.

He emphasised that many elementary school students in the US dropped six months to a year behind in their performance in courses like Math, Science, and English, according to





**Mr. Frank Islam,**  
Member of the US Commission of Presidential Scholars and a prominent American civic leader, businessman, and philanthropist

a study. Edupreneurship, which may provide technical solutions to guarantee seamless learning for school children, is required to address this issue. He also underlined the necessity for a user-centered paradigm for students, wherein specialised courses should be developed to help students master the professional skills necessary for a successful professional career. Mr. Islam discussed his educational and professional experience while reflecting on his personal journey from India to the US. He advised the participants to be perceptive and creative in order to create a

far more powerful educational system. In his closing remarks, he said that the transformative role of schools and colleges will be to mould studies, students, and society, and that educators have a significant influence on the structure of such educational institutions.

At the conclusion of the opening session, Prof. Abhilasha Singh, Vice President of Academic Affairs, AUE, welcomed Mr. Nair, Kyra Global, Prof. Muthanna Abdul Razzaq, AUE, and Prof. R. Govinda, CSD to honour the dignitaries on the dais with a memento and certificate.



# THE CONCLAVE

## RAPPORTEUR:

**MS. JAVA NAIR**, Senior Research Associate, Council for Social Development, New Delhi

### Conclave Programme

**D**r. **Poornima M.**, Assistant Professor, CSD in New Delhi, India, gave a succinct presentation on the setting, significance, subjects, and structure of the conclave. She discussed the Conclave's main goals and

emphasised that the event would centre on how to reform the current schools and colleges to match the expectations of the future world of work and learning environment. She added that the event would shed light on the types of leadership roles and responsibilities that would be desirable in creating the future schools as



**Dr. Poornima M.,**  
Assistant Professor,  
CSD, New Delhi

well as what the schools of the future could require from the teachers of tomorrow. The other topics up for discussion would be how education can give the next generation the skills they will need for the future and how technology can be both a tool for educating people and a barrier for those who are already disadvantaged. Overall, the conclave's main focus would be on examining the means, methods, and tactics to attain educational excellence while upholding the principles of equity and justice.

She discussed the various measures and strategies that were adopted on a global scale since the 1970s (Faure Commission Report, Delors Commission Report, Jomtien Conference, Dakar Framework, and Incheon Declaration), as well as how the Millennium Development Goals (MDGs) and later the Sustainable Development Goals (SDGs) have pursued the objectives of education. She expressed concern about the severe setbacks brought on by the COVID-19 pandemic, the stalling of decades of educational progress, and the emergence of new problems like learning deficits in children, rising dropout rates, issues

with early childhood development, setback in the education of girls, children with disabilities, and people from disadvantaged backgrounds, as well as problems with affordability and access to remote learning options. She thus expressed concern about the current education system's inadequacy to face the complex difficulties of the modern era and the perceived need for a new system of education. The Conclave's partner organisations had a brainstorming session to identify the essential themes that would best serve the goal of having a changed educational system. She explained the nature of the programme as she wrapped up her presentation.

### Keynote Address on Schools for the Future: Reconfiguring the Learning Spaces

The keynote presentation, "Schools for the Future: Reconfiguring the Learning Spaces", was given by **Prof. R. Govinda**, a distinguished professor at the Council for Social Development and a former vice-chancellor of the National Institute of Educational Planning and Administration

**Prof. R. Govinda**  
Distinguished Professor, CSD & Former VC, NIEPA, New Delhi





(NIEPA). He emphasised how, throughout the pandemic, the educational process was confined to four-walled classrooms. According to him, schools in the future need to develop plans for closing the ongoing knowledge-education divide. With the idea of “School in the Cloud”, he emphasised the necessity of revolutionising the conventional educational approach. He emphasised that in order to deal with classrooms that will be in open or hybrid settings, future schools would need new ideas, a new teaching grammar, and a new architectural style.

He highlighted how digital devices and digital learning strategies will be organically integrated into the life space of the future generations. He drew the attention of the audience to the usage of Artificial Intelligence in mapping the personalized learning pathways and strategies for every individual based on her/his social context, capacities and interests. At the same time, he pointed out that an overemphasis on rationality alone, technocratic reasoning, restrictive organizational structures and over-reliance on traditional approaches can restrict this potential.

With the increase in sensitization for digital learning during the pandemic, digital learning has become inseparable with the outburst of digital devices. However, gaps were observed for many marginalized students creating a deep digital divide. He emphasized that the future schools will no longer be centres for transmitting knowledge but will be centres that embrace diversity and sustainable living.

He emphasized that the future schools should become more humane and meet the demands of lifelong learning. The solution that he offered is to get into the concept of ‘living school’, which imbibes in youngsters a sense of belongingness, empathy and compassion. He emphasized on reconfiguring the learning spaces, by creating a new education ecosystem that balances both technology and classroom learning. The schools for the future should promote equity and must be inclusive where education must reach all.

At the conclusion of the session, Prof. Abhilasha Singh (AUE), Prof. Cornwell (AUE), and Mr. Nair presented certificates and mementos to each of the speakers.



## THEMATIC SESSION 1

# TEACHERS IN THE EMERGING KNOWLEDGE SOCIETY

### RAPPORTEUR:

**DR. NIVEDITA SHARMA**, Assistant Professor, Council for Social Development,  
New Delhi

**T**he session's moderator, Dr. Areej Ahmed, an assistant professor at the American University in the Emirates, reflected on the theme "Teachers in the Emerging Knowledge Society" and shared her thoughts on the crucial role that teachers play in the rapidly changing knowledge society before introducing the session's two speakers.

### AI and Education in the Era of ChatGPT

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The session's opening presentation focused on "AI and Education in the Age of ChatGPT" and was given by **Prof. William Cornwell**, Provost of American University in the Emirates, Dubai, UAE. He said that

in order to facilitate learning in the 21st century, teachers must be tech savvy in order to impart knowledge through digital tools and to mentor students in developing digital competences. He also underlined the need for education to be suited to the social context and environment. Students of emerging knowledge society must possess critical thinking and problem solving skills. He made the case that instructors must be lifelong learners themselves and continually enhance their knowledge and stay up with technological developments in the field of education in order to be effective educators. A teacher's teaching methodology can be greatly improved by attending professional development courses, adopting new techniques, and using creative ways.



**Prof. William Cornwell,**  
Provost of  
American  
University in the  
Emirates, Dubai,  
UAE

He discussed artificial intelligence (AI), which has been used for authoring software programmes, codes, customer support, marketing, and so on. It has sparked a revolution and can make a significant impact on education. One such freely available tool (Chatbot), called Chat Generative Pre-Trained Transformer (ChatGPT), can compose an orderly, grammatically correct essay using the appropriate style in less than 60 seconds. Like any other written essay, ChatGPT follows the standard format of presenting the subject in the first paragraph, emphasising essential points in the following three paragraphs, and summarising the three main paragraphs in the last paragraph. The essay produced in this way may resemble anything a human mind may come up with, but the contents produced by an AI-powered computer need to be checked for bias and relevancy. He pondered on the tool's advantages and disadvantages as described on the tool's official website while discussing his own experience with it. He emphasised that ChatGPT use by students must be forbidden since they could turn in assignments utilising the AI-enabled technology without making an

effort or understanding the material. Another difficulty is that the tool might not include any references or citations, which violates the rules against academic dishonesty and plagiarism. Prof. Cornwell provided examples of how and why ChatGPT can be utilised ethically.

He argued that as educators, it is our responsibility to distinguish between the human abilities that will be transformed and the new talents that will be needed to deploy these systems successfully. This will help us evaluate the work that AI accomplishes on our behalf. It is the duty of educators to help students learn new skills and comprehend the moral implications of employing AI systems. In the age of information explosion, when false information can be spread online for political or commercial purposes, there is a growing need to address the issue through moral reasoning and conscience, a set of abilities still solely held by humans to distinguish between true and false information. As he brought the session to a close, he stressed that AI may help with education if used fairly, but that its use needed to be assessed.

## Role of a teacher in the emerging knowledge society

The second speaker of the session was **Dr. Fazal H. Malik**, Pro Vice Chancellor, Amity University, Dubai who debated on the topic 'Role of a teacher in the emerging knowledge society'. He quoted a statement from Alvin Toffler's book 'Future Shock' that techno-centric innovations have brought about a radical change, but has not made a significant impact on our educational system or the way we learn.

While the world is in flux, our pedagogies and practices in teaching and learning are in perpetual inertia. In a society that is driven by shifting knowledge—making informed decisions, thinking critically, acting resiliently, adapting to fast-changing situations, empathising with people, and protecting the environment – are indispensable to make a sense of the world we live in.

The traditional role of a teacher as a potent information transmitter needs to

be reconsidered, according to Dr. Malik, in light of the changing circumstances. To create, mobilise, and apply knowledge, a teacher must be an inspiration. In order to satisfy the complicated demands of the rapidly changing world around us, a teacher must more importantly model a set of attitudes, behaviours, and values. Using three instances, he suggested that failing to redefine the function of a teacher in the current knowledge culture could result in illiterates who are rootless and compartmentalised in their education. Digital literacy and data literacy are increasingly important in the age of digital transformation and the rise of big data. The knowledge economy's foundational resource is this data. Teaching in the digital era entails utilising technology to improve students' learning experiences by utilising digital resources like online textbooks, videos, and interactive simulations to supplement conventional teaching techniques. It may also entail employing software to track students' progress and give them individualised feedback, such as learning management



**Dr. Fazal H. Malik,**  
Pro Vice  
Chancellor,  
Amity University,  
Dubai



systems and digital assessments. He further emphasised that as many new methods are being used in the digital age to improve the learning experience for students, we should adapt technology to build better pedagogies rather than rejecting and outlawing it. Examples include project-based learning, gamification, personalised learning, blended learning, and self-directed learning; Flipped classrooms are another. These learning processes are essential for preparing for the workforce of the future, which calls for a new set of skills and competencies as regular tasks are replaced by robots and AI.

The interdisciplinary approach to teaching and learning, which is crucial in a knowledge society where solutions to complex problems

are sought at the intersection of disciplines and domains, is another aspect of learning that Dr. Malik highlighted as one that our current teachers are ill-equipped to mentor. He emphasised that tremendous invention results from the fusion of liberal arts and technical literacy. Learning should provide students the autonomy, sense of direction, and skills they need to improve their own lives and the lives of others. Therefore, in this setting, a teacher no longer serves as a powerful knowledge provider; rather, he serves as a co-learner who facilitates a student’s agency, a sense of duty to engage in learning, and the ability to influence others. In a knowledge society, teachers must be able to identify the uniqueness of each learner, give them agency, and support them as they face numerous obstacles and opportunities. In summarising his points, Dr. Malik said that the pursuit of knowledge is a continuous process that must be incorporated into the new teaching philosophy rather than ending with graduation or leaving school.

Following the discussion, audience members asked questions that the presenters and the moderator answered in detail. The moderator and the speakers were honoured by Prof. R. Govinda with a memento and certificate at the session’s conclusion.



## THEMATIC SESSION 2

# LEADERSHIP FOR EXCELLENCE

### RAPPORTEUR:

**MR. SOURINDRA GHOSH**, Consultant, Council for Social Development,  
New Delhi

**D**r. **Nessrin Shaya**, Assistant Professor at the American University in the UAE, moderated the second session on “Leadership for Excellence”. She provided background information on the topic and stressed that education cannot be thought about without strong leadership. She greeted everyone and gave a quick introduction to the session’s two presenters.

### Leadership Learning – Developing the Next Generation of School Leaders

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The session’s opening speaker, **Mr. Jonathan Dale**, Director of the Centre for Educational Leadership at the University College of London, shared his perspectives on the function of leadership and teacher

development. After providing a brief history of the educational system, he pointed out several important concerns that demand careful consideration, which are: what do we know about school leadership? How will school management need to change to accommodate future schools? How can we support new educators? What problems does one face in the UK? He claimed that it is a significant difficulty that too many new teachers leave the field within the first two or three years after entering the field, therefore, how might leadership and teaching be made more professional?

During COVID-19, teaching and learning activities were carried out in a hybrid format, which resulted in a learning gap for some, argued Mr. Dale. Hence, he opined that we must plan schools for the future that





**Mr. Jonathan Dale,**

Director of the Centre for Educational Leadership at the University College of London

emphasise topics like environmental concerns, connection, and infrastructure. He discussed a problem that is common in the UK, which is: due to population demography, roughly half of all senior leaders quit their jobs. This puts enormous strain on training the next generation of leaders and teachers. Mr. Dale emphasised that Saudi Arabia is open to picking up lessons from other countries' experiences. The Saudis have a programme called Khebrat (which means "experiences" in Arabic), where they send some of their best educators to other systems around the globe. However, a strategy that succeeds in Shanghai, cannot be impartially applied to England. The effectiveness of an educational system is greatly influenced by the calibre of the teachers and principals who can thrive under the direction of school administrators. Distributed leadership, system leadership, and striking the correct balance between autonomy and responsibility are the essential components of more transformational school leadership.

The event came to a close with information on eight official programmes for school

leadership development that the UK has created at the national level. These free programmes are designed for school leaders and last between 12 months and 18 months. He further mentioned that "The Early Career Framework", a new initiative aimed at helping teachers become more professional educators, is a two-year induction programme that is required of all new teachers.

## Leadership in Education and Life

**Prof. Manzoor Ahmed**, Professor Emeritus at the BRAC Institute of Educational Development, BRAC University, Dhaka, Bangladesh, gave the second presentation of the session. He discussed the leadership challenge and the transformation in education. He claimed that since there is no perfect model, leadership and excellence cannot be discussed in an impartial manner. In light of the fact that leadership can be democratic, authoritarian, laissez-faire, or transformative, he emphasised the importance of identifying the crucial areas in education where this model can have



**Prof. Manzoor Ahmed,**  
Professor  
Emeritus at the  
BRAC Institute  
of Educational  
Development,  
BRAC University,  
Dhaka,  
Bangladesh

an impact. Excellence, on the other hand, refers to something that is remarkable, extraordinary, and superior to others. That idea has the drawback of making one blind to a form of social Darwinism, or the rule of the fittest. He underlined that excellence must therefore be suffused with a sense of morality, ethics, and values.

The adoption of the Millennium Development Goals, according to Prof. Ahmed, gave this millennium a great deal of optimism and confidence. The Sustainable Development Goals followed. Yet perhaps that optimism and confidence have diminished after twenty years. Two main existential crises are faced today which includes climate change and the global regression of democracy, human rights, and peace.

The Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP) study found that the SDGs are largely ambiguous about the importance of education. He then cited some facts from studies. According to a research by Education Watch (EW), 70% of Bangladeshi students

do not view their instructors as role models. For teachers to act as role models in the future, two aspects can be highlighted. First, in order to be effective leaders and mentors for their students, teachers must understand and be aware of the significance of ethics in education. They must also analyse their own perspective on values and ethics. This is something that should be covered in their training. Second, in order for teachers to become role models for their students in their own right, we need to rethink teacher's training, support them in raising their social status, and increase incentives. They must also receive help in order to act as intermediaries between the students and the internet or other digital technology. Tech-savvy students generally tend to come from wealthy backgrounds, while 90% of students in South Asia lack the resources to use these tools.

He mentioned that EW recommends two specific actions: (i) professional training and certification of teachers through a four-year post-secondary college programme; and (ii) nationalisation of teachers, not institutions, with required professional quality and



performance, with a standard rate of pay for all teachers, both state and private.

After the presenters answered the questions of the audience in a Q&A session, Mr. Nair, Kyra Global, presented a certificate and a souvenir to the moderator and speakers of this session. Thereafter, the attendees dispersed for lunch.



## THEMATIC SESSION 3

# SKILLS FOR THE FUTURE

### RAPPORTEUR:

**DR. AKHIL ALHA**, Assistant Professor, Council for Social Development,  
New Delhi

The post-lunch sessions were resumed with the third segment on the theme “Skills for the Future” which was moderated by **Prof. Mohammed Aboelenein**, Dean, College of Education, American University in the Emirates. He briefed the audience about the need to transform the traditional classroom structure so that youth of tomorrow are equipped with skills for the future. He then introduced the speakers of the session, Prof. Abhilasha Singh and Mr. Balasubramanian.

### Academia and SDGs

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In her presentation titled “The Academia and SDGs,” the first speaker, **Dr. Abhilasha Singh**, Vice President for Academic Affairs, American University in the Emirates, Dubai, highlighted how the world is undergoing rapid change and has now entered the

fourth industrial revolution (4IR), also known as the digital age. In recent years, the world has seen some important advancement. These changes are related to the COVID-19 pandemic, which brought about a global economic crisis, social unrest, and labour market distortions as a result. Several job kinds have been replaced or eliminated in recent years as a result of rising automation and technological advancement. She emphasised that the COVID-19 pandemic’s commencement was actually a blessing in disguise because it accelerated transformation in many areas, particularly in those related to employment and the job market, education, and skill acquisition. According to estimates, 42% of the layoffs brought on by the epidemic will be permanent, and 50% of students report feeling disconnected from their studies. The traditional business economy is slowly evolving into the knowledge economy, which





**Dr. Abhilasha Singh,**  
Vice President  
for Academic  
Affairs,  
American  
University in the  
Emirates (AUE),  
Dubai

is evolving into the machine economy. Some of the questions she has raised are: In such a case, would it be prudent to investigate how well higher education institutions (HEIs) are preparing their students for the labour market? Are HEIs prepared for or cut off from the demands and realities of the world's societies? According to her, it is crucial to re-evaluate the major objectives of HEIs in light of the fast evolving situation. There is a need to reinvent the teaching and learning process since the skills required for accessing the labour market are changing quickly, leading to a significant mismatch between the supply of talented individuals from HEIs and the demand for them on the labour market. The application (or applied element) of acquired knowledge will be more significant in the age of 4IR. Additionally, as technology will continue to advance at a much faster rate, it will be even more crucial to maintain learning and developing new abilities in order to cope up with the changing nature of the workforce and skill requirements. Old skills will also quickly become obsolete or superfluous as a result of this, making lifelong learning essential to maintaining employment.

Also, she stressed how the growing usage of artificial intelligence (AI) will eliminate many jobs that need repetitive work, including those of drivers, publishers, printers, farmers, cashiers, and others. The positions of managers, consultants, teachers, as well as those requiring decision-making, logic, and communication, are among those where humans will be able to maintain their comparative advantage. Data scientists, space pilots, ethical source managers, VFX designers, digital rehabilitation counsellors, and data investigators will all be in demand. Labs and libraries will be accessible online in the fast evolving global educational ecosystem. The importance of industry mentors will grow, and the proportion of full-time students will decline as the proportion of part-time students rises. The new motto will be "learn anywhere and anytime", with teachers playing more of a facilitation role and learning taking place outside of the classroom. Hires will be based on a candidate's skill set and competencies. Hence, she concluded by saying that certification and micro credentials will surpass degrees in importance. Unsupervised

learning will also be encouraged, along with problem-based, collaborative, competence-based, and blended learning.

## The Skills of the Future

In his presentation titled “The skills of the future”, **Mr. G. Balasubramanian**, a former director of the Central Board of Secondary Education in India, made the very clear point that the illiterates of the 21st century will not be those who cannot read and write, but rather those who cannot unlearn and relearn. Fast, Urban, Tribal, Universal, Radical, and Ethical are the core values of the future. Technology has recently acted as both a life mover and a learning mentor. Future abilities will be determined by limitless knowledge customisation, or more accurately, learning fragmentation. The educational process will extend beyond the walls of traditional classrooms, and instruction will be available anytime and anywhere.

He also stressed that machine learning would compete with human learning in the future and that future skills will captivate our minds in terms of synthesis, scale, and speed of learning. The self-learning curve will be steeper than the traditional learning curve in the coming years as technology and 4IR spread more widely (in conventional school learning system). Experimental learning will outperform conventional learning strategies in the digital age. He raised a question to audience: how can one remain prepared and relevant in the modern era? He answered by saying that this can be made sure of by maintaining physical fitness, embracing quality and accuracy, comprehending the universal range of applications, remaining grounded, and engaging in intelligent work and productivity. In his final statement, he predicted that in the years to come, schools will become skill centres with an emphasis on catering to learnability, pressure on assessment-free learning, and a preference for pedagogical intelligence over traditional pedagogy.



**Mr. G. Balasubramanian,**  
Former Director,  
Central Board of  
Secondary  
Education, India



As the presenters responded to audience questions and concerns, the session was adjourned. Dr. Ajay Shukla later presented a certificate and a souvenir to the moderator and speakers of this session.



## THEMATIC SESSION 4

# ED-TECH: POTENTIALS AND PITFALLS

### RAPPORTEUR:

**DR. SUSMITA MITRA**, Assistant Professor, Council for Social Development,  
New Delhi

The fourth thematic session focused on “Ed-tech: Potentials & Pitfalls” and was moderated by **Prof. Assem Tharwat**, Vice President for Research, American University in the Emirates. Prof. Tharwat gave a brief introduction to the subject and emphasised the importance of evaluating the effectiveness of Ed-tech companies and determining their future roles. He then introduced the session’s two speakers.

### Shaping the use of Digital Tech in Education: The Likely and the Desirable

The session’s opening speaker was **Prof. Tim Unwin**, Emeritus Professor at Royal Holloway University of London and UNESCO Chair in ICT4D. He touched on the fundamentals of Ed-tech in his presentation and said that

while the obsession with innovation is likely to last for some time, it will eventually hit catastrophe. Innovation is not solely produced by science, despite what the government, UN system, and business sector have emphasised. As Dr. Malik also noted in this conclave, we need social science and the humanities to address important concerns that science is unable to address. In digital technology, innovation is viewed as a crucial success component. He posed the question of whether the underprivileged could afford modern technology.

Most Ed-tech ventures have a propensity to choose an easy path to demonstrate success and get additional money from investors and governments, he claimed. Nonetheless, focusing on price is essential at this early stage for the initiative’s viability. Another crucial point he stated was the fact that we frequently compare scenarios involving



**Prof. Tim Unwin,**  
Emeritus  
Professor,  
Royal Holloway  
University of  
London and  
UNESCO Chair  
in ICT4D

education technology to scenarios involving none at all rather than to a similar alternative “spending”!

Prof. Tim contrasted the utopian and dystopian views of education technology. With the former Ed-tech, learning is possible anytime, anywhere, “poor” teachers are replaced by “excellent” technology, everyone has access to high-quality content, new learning methods are supported, and learning is tailored and affordable. The latter Ed-tech, on the other hand, increases inequality (leaving out those who cannot afford and/or access digital technologies), promotes “universal content” (with a single truth) that excludes diversity and minority views, places more emphasis on replication than on critical and creative thinking, mines children’s data for corporate gain, and isolates students from the natural world. He posed the question, “Where do you stand on the utopia-dystopian spectrum?” to the crowd.

Prof. Tim also concentrated on how these issues might affect schools in the future. Although schools will still exist in the future

thanks to digital technology, the learning environment will undoubtedly be challenging. Out-of-school children will be the most marginalised. Although they may still be underappreciated, skilled teachers are nevertheless crucial for effective learning. He said that Prof. Govinda had also underlined the risks of inequality and marginalisation, which will be further increased by the use of digital technologies in education.

He emphasised that in order to avoid repeating the same mistakes, the process must be as inclusive as possible going forward. In the future (post-COVID-19), a whole society approach should be used to deliver equity in education, enable access by creating resilient infrastructure for education, ensure appropriate pedagogies, and make wise use of technology (security, privacy, and data), especially for the marginalised sections. Prof. Tim cautioned that pilot projects should not be undertaken without a truly inclusive approach and that digital technology should not be introduced into classrooms until enough teacher-training has taken place.

He emphasised that, with the assistance of the private sector, digital technology may come to occupy a larger portion of the educational landscape in the future. The learning space within the classroom might change; while there may be numerous alternative learning spaces, it cannot in any way eliminate schools. Teachers' responsibilities could change. Although they will be crucial, good teachers may not be given enough credit. He emphasised, however, that unless the current digital divide is closed, education inequality may worsen and the most disadvantaged individuals may continue to be out of school.

### Ed-Tech: Boon or Bane?

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The second speaker of the session was Dr. Ajay Shukla, Managing Director (Middle East and India), Global Studies, Dubai, who underlined that we are attempting to imagine the future together through this global conclave. To do that, we must consider whether education technology is a benefit or a drawback, combine it with

the problem of prior learning, and then draw a judgement. He said that in order to envisage the future, it is necessary to take into account a few essential pillars, such as whether it is affordable for everyone or not; gender equality; whether the disadvantaged sectors are involved or not; and the quality of learning. He envisaged the benefits that education may have while emphasising effective interaction with students.

Dr. Shukla also emphasised how gamification features in educational technology's individualised lessons make learning enjoyable. Adaptive learning should incorporate learning validation into the curriculum. As digital talents can meet a large demand, he believed that technology needed to be scaled up immediately. For instance, if training is conducted digitally across the USA, a single training session can simultaneously serve all of the states. But, the issue in the current situation is that teachers lack sufficient training. The reality of the digital divide must be acknowledged. In his closing remarks, he acknowledged that unless that



**Dr. Ajay Shukla,**  
Managing Director (Middle East and India), Global Studies, Dubai





gap is closed, Ed-tech will only serve the upper layer and omit the bottom layer.

Once the presenters and the moderator answered the audience's questions, the session was over. Following that, Mr. Vishnukant Ramachandran felicitated the moderator and the speakers with a certificate and a souvenir.



# CLOSING SESSION

## RAPPORTEUR:

**MS. RAMANDEEP KAUR**, Research Associate, Council for Social Development,  
New Delhi

**A**fter the Conclave's sessions came to a close, **Prof. Govinda** acknowledged that all of the presentations had been highly interesting and illuminating in his closing remarks. He argued that we must have an optimistic outlook if we are to design our schools for the future. He highlighted some of the most important conversation topics that had come up, including ethics, happiness, empathy and the fact that they were not just about schools. He commented that this is an intriguing way that these issues had come up. He emphasised that the topic of education technology was not only covered in the previous session but also in other sessions, with an emphasis on how technology would change schools and universities in the future. He emphasised that technology may be a potent tool for altering education and can help in rethinking instructional strategies to better meet the requirements of all students. According to

him, AI, which might mean different things to different people, can be a Frankenstein to teachers. He also expressed concern about the state of schools today and the fact that many children worldwide do not receive an adequate education, and some do not receive any education at all. For a very big number of people, technology is still a long way off. We all concurred that schools need to adapt and adjust. We came to the realisation that the market might take control of the schools if we let technology drive it; rather teachers and school leaders should drive the technology, without losing the autonomy.

## Way Forward

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**Prof. Govinda** proposed that we continue the conversation and interaction after this Conclave and not just stop with one Conclave, but rather continue in a variety of other ways in the upcoming years. It is unusual for academia and publishers to





**Prof. R. Govinda,**  
Distinguished  
Professor, CSD  
& Former VC,  
NIEPA, New  
Delhi

collaborate on a single platform, therefore in order to maximise this opportunity, the rich discussion and presentation this Conclave is having since the morning should be turned into a book and disseminated widely.

**Prof. Abhilasha Singh,** AUE, further declared that this Conclave would mark the start of a new age. AUE would like to make it an annual event and work with Kyra Global again the next year. She also mentioned that the Conclave's proposals would be brought up for consideration in the following year. In her remarks, she recalled Mahatma Gandhi as saying, "We will become the change that we wish to see in others". She said that AUE and Kyra firmly feel that the Conclave was a great confluence of fresh ideas that closed with some necessary social obligations.

She affirmed that the Conclave was a fantastic opportunity to network, interact, and hear from the brightest minds. With these words, she expressed her gratitude to the Conclave's organisers, the team from Kyra, AUE, CSD, and Achromic Point, as well as the speakers, attendees, deans, faculty members, and students of AUE, as well as the moderators of various sessions. She concluded by thanking Mr. Muthanna Abdul Razzaq, the president of American University, and Mr. Frank Islam, a member of the Board of Trustees, for their support of this event, as well as Prof. R. Govinda for his academic leadership.

The Conclave's delegates and attendees were welcomed to the stage for a group portrait following the closing session.



Delegates and attendees of the Conclave

# ANNEXURE 1

## DETAILED LIST OF PARTICIPANTS

### Offline Participants

Mr. Aashish Verma, Director, Achromic Point

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Mr. Abbas

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Mr. Abdul Rasheed, Annamalai University

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Mr. Abdul Rehman, AUE

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Mr. Abdulla Kayed Abdulla Albaloooshi, AUE

---

Dr. Abhilasha Singh, Vice President for Academic Affairs, AUE, Dubai

---

Mr. Ahmed Ramzan, Gulf News

---

Dr. Ajay Shukla, Managing Director, Global Study, Dubai

---

Dr. Alaa Mushtaha, AUE, Dubai

---

Mr. ALI MANZoor, EduplusApp

---

Mr. Amitabh Upadhyaya, IDM International University, Sharjah UAE

---

Ms. Anjana Kumar, Gulf News

---

Mr. Anshul Gupta, SP Jain School of Global Management

---

Mr. Anuj Gupta, Manager - Inside Sales, Achromic Point

---

Dr. Areej Ahmed, AUE, Dubai

---

Mr. Arnav Dixit, Tathastu Global

---

Prof. Assem Tharwat, Vice President for Research, AUE

---

Ms. Ashima Kapur

---

Prof. Asma Salman, AUE

---

Mr. G Balasubramanian, Former Director, Central Board of Secondary Education

---

Ms. Deepa Rai

---

Dr. Dhruvad Mathur, S P Jain School of Global Management

---

Ms. Farah Taha, Co-Founder and Director

---

Ms. Farhana Ismail, Teen Confidence Coach/ NLP practitioner & speaker

Dr. Fazal malik, Vice Chancellor, Amity University

Dr. Federico Triolo , AUE

Prof. R Govinda, Distinguished Professor, Council for Social Development

Dr. Hazem Aldabbas, AUE

Ms. Haya

Mr. Hussein Mohammed Hammoodi Al- Dahlaki, College of Media and Mass Communication

Mr. Jai Verma, Protecti Global Holdings, Ltd.

Ms. Jamila Shaherwala, MSB Private School

Mr. Jana Choukeir, Beirut Arab University

Ms. Jiza Joy, Coordinating Editor, Konark Publishers

Mr. Josephat Gonsalves, Worldwide Connection General Trading LLC

Mr. Jonathan Dale, Director, UCL Centre for Educational Leadership

Mr. K P R Nair, Founder & Chairman , Kyra Global

Mr. Khalifa Jamal Abdulla Hadhoob Alshehhi, College of Media and Mass Communication

Mrs. Latha Ramachandra, Kyra Global

Prof. Manzoor Ahmed, Professor Emeritus, BRAC University

Mr. Mazen Ayman Mohamed Shabana, College of Media and Mass Communication

Dr. Meeta Malhotra

Dr. Mirza R. Baig, Dubai Pharmacy College for Girls

Prof. Mohammed Aboelenein, AUE

Prof. Mohammed Kirat, AUE

Mr. Mohamed Waleed Mohamed Albannay Alahmed, AUE

Mrs Molly Kaimal

Mr. Mukta Verma, Former KHDA officer

Prof. Muthanna G. Abdul Razzaq, President and CEO , AUE

Ms. Nafisa Arsiwala, MSB Private School

Dr. Nessrin Shaya, Assistant Professor, AUE, Dubai

Dr. Niel Oberholzer, AUE

Ms. Nupur Verma, Director, Achromic Point

Mr. Ola Arafah, Rewrite

Mr. Omar Abdulrahman A Aljuaili, College of Media and Mass Communication

Ms. Priya Kumar

Dr. Poornima. M, Assistant Professor, Council for Social Development

Dr. P. K. V. Kaimal

---

Dr. Rabeb Ben Abdallah, American University in the Emirates

---

Mr. Ravi Ramani, Stratfinity Ventures

---

Dr. Riad Al Chami, American University in the Emirates

---

Mr. Sabah Laith Mueen, College of Media and Mass Communication

---

Ms. Sara B. O. Alagha, College of Media and Mass Communication

---

Ms. Sedra Ahmed Ibrahim Ibrahim, College of Media and Mass Communication

---

Dr. Shambavi Rajagopal, Adjunct Faculty

---

Dr. Suja Sarah Thomas

---

Ms. Surabhi Gangwar, Assistant Manager , Achromic Point

---

Prof. Tim Unwin, Emeritus Professor, Royal Holloway, University of London & UNESCO Chair in ICT4D

---

Mr. Vishal Toshniwal, IMT Business School, Dubai

---

Mr. Vishnu Ramachandran, Kyra Global

---

Mr. Wabeel

---

Dr. Wael Ali, AUE

---

Dr. Walaa Fouda , AUE

---

Prof. William Cornwell, Provost, AUE

---

Mr. Yusuf Khan, GULF Today

---

Mr. Zakaria Hicham Khattab, College of Media and Mass Communication

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Dr. Zubaidah Al Dabbagh, AUE

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## Online Participants

Dr. Abdul Salam Khan, Amity University

Mr. Adel Ahmed, Amity University Dubai

Dr. Akhil Alha, Council for Social Development

Mr. Akram Haddad, Amity University Dubai

Ms. Aira Ashok, Sadbhavana World School

Mr. Anthony Paul Calado, Stonyhurst Southville International School

Ms. Aruna Panicker, Govt Service

Ms. Asma Bashir, FCHS

Mr. Ayman Alhawawsheh, American university in the emirates

Mr. Bala Kumble, Global Knowledge Alliance

Mr. D Bhattacharya, Ashoka University

Mr. Bhupinder Singh, SVKM'S NMIMS Deemed to be UNIVERSITY

Mr. Dev Dutt, Council for Social Development

Mr. Donnabelle Atienza, Stonyhurst Southville International School Malarayat

Mr. Frank Islam, Member, US Commission on Presidential Scholars, Civic Leader, Entrepreneur and Philanthropist

Mr. Gary Smith, Amity University Dubai

Mr. Gitesh Sinha, Council for Social Development

Mr. Harshit Pandit, GMG

Mr. Indrajit Sonawane, Pune Vidyarthi Griha's College of Engineering

Ms. Jaya Nair, Sr. Research Associate, Council for Social Development

Mr. Joseph kalai, Noark Eco Solutions Private Limited

Mr. Jihene Mrabet, Amity University, Dubai

Mr. Julius Pagdato, Southville International School and Colleges

Dr Kota Sreenivasa Murthy, Central University of Tamil Nadu

Mr. Kunal Chavan

Ms. Lama Musa, Zayed University

Mr. Layal Hmaid, American University in the Emirates

Ms. Mary Brigeet, The New Indian School

Mr. Masthan Devalapalli, CLRD

Mr. Mohd Fazil, Marketing

Prof. Muchkund Dubey, President, Council for Social Development

Ms. Nancy De Guia, Southville International School Affiliated with Foreign Universities (SISFU)

Dr. Neeta kohli, Delhi city school

Dr. Nitya Nanda, Director, Council for Social Development

Dr. Nivedita Sharma, Council for Social Development

Ms. Prabha Tewari, Council for Social Development

Ms. Pragati Agnihotri, Apeejay School International

Mr Rafeeq Rahim, The New Indian School

Mr. Raj Mirchandani, Capital books Pvt Ltd

Dr Raja Roy Choudhury, Darwin Platform Group

Ms. Ramandeep Kaur, Council for Social Development

Ms. Ranjana Narayan, Konark Publishers

Ms. Rati Diwan, Landmark Group

Ms. Rebecca J Dahl, American Leadership Board, LLC

Ms. Rekha Mishra, DSEU

Mr. Remedios Lagera, South SEED-LPDH College

Ms. Saad Rabia, Smart Book

Ms. Samahita Mukherjee, Independent

Dr. A. Senthamizh Kanal, Indira Gandhi National Open University

Mr. Shahid Aziz, Maulana Azad College of Engineering and Technology

Ms. Shahzia Khan, Amity University Dubai

Mr. Shiva Kumar, Strava Pharma

Mr. Sinjo Jolly Mathew, Education, South Mansfield College

Mr. Sourindra Ghosh, Consultant, Council for Social Development

Ms. Sukhpreet kaur Kaur, Sanatan Dharma College, Chandigarh

Ms. Sulfath Beevi, The New Indian School

Ms. Sumathi Ramu, PSGR Krishnammal College for Women

Mr. Sumit Jaiswal, University of Delhi

Dr. Susmita Mitra, Council for Social Development

Dr Syed Sardar Hussain, Cyprus Institute of Marketing Ajman

Mr. Tarun Basu, Kyra Global

Ms. Tatyana Gibbs, American University of Sharjah

Ms. Vidya Sasi, The Indian Public School

Mr. Wellington Katsenga, Aimity University

Ms. Yomna Tolan, American University in the Emirates

Ms. Zahra Abdallah, AUE

# ANNEXURE 2

## APPRECIATION FOR THE CONCLAVE

Congratulations for designing such a well-thought-out programme. I was also impressed with the level of debate.

**JONATHAN DALE - KEY SPEAKER**

(Director, UCL Centre For Education Leadership, London)



The maiden conclave brought together some thought leaders who contributed to a critical look at the state of affairs in education, leadership in this sphere, and generating relevant action ideas.

**PROF. MANZOOR AHMED - KEY SPEAKER**

Professor Emeritus, BRAC Institute of Educational Development, BRAC University, Dhaka, Bangladesh

Good to hear the views of people from India and the Middle East in matters in which I have a strong interest. The quality of speakers was high!

**PROF. TIM UNWIN - KEY SPEAKER**

Emeritus Professor, Royal Holloway, University of London, London & UNESCO Chair in ICT4D



I congratulate Kyra Global for organizing such an eye-opening conclave on education. It's really a great experience being an academician. Look forward to your upcoming events.

**DR ABDUL SALAM KHAN**

Assistant Professor, Amity School of Fine Arts, Amity University, Noida, India





The discussion about AI tools in education was more engaging. The questions asked during the Q&A session were on point and the answers were clear and helpful.

**JULIUS PAGDATO**

Southville International School and Colleges, Philippines

I was impressed with the speakers' expertise and the trending topics highlighted during the conclave.

**DR JIHENE MRABET**

Assistant Professor in Psychology, Amity University, Dubai



The discussions on Ed-tech and AI and their impact on learning were very interesting, plus the need to make learning more innovative.

**RANJANA NARAYAN**

Freelance Editor, New Delhi, India

The conclave was informative and the concepts that the speakers shared confirmed that we are on the right path.

**REMEDIOS D. LAGERA**

South SEED-LPDH College, Philippines



# ANNEXURE 3

## MEDIA COVERAGE

**We need to 'balance classroom, digital learning'**

**DUBAI:** Now that we are back to face-to-face learning, we need to focus on finding a balance between classroom and digital education, said the guest of honour Tadu Mamu, Consul (Press Information, Culture and Labour), Indian Consulate here.

She also highlighted the need to nurture young minds who will be instrumental in shaping the global agenda in the future.

She was speaking at the Global Conclave on Education, organised by Kyra Global in association with the premiere American University in the Emirates (AUE) and the Council for Social Development, New Delhi, here.

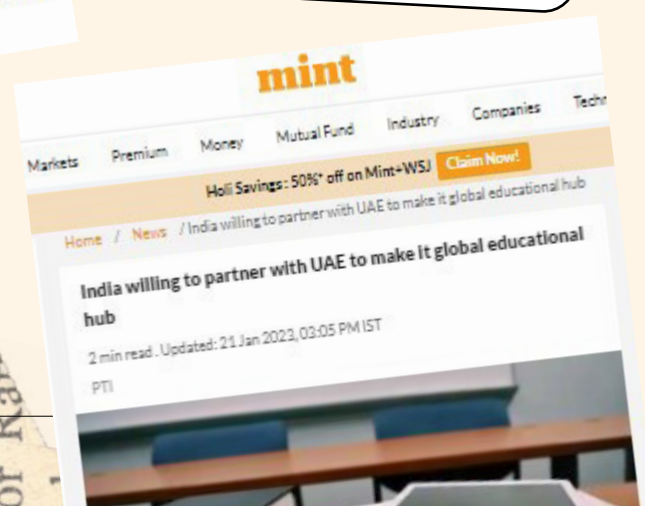
Thoughtfully titled, "Schools for the Future", the day-long hybrid event explored potential solutions to pertinent issues in education globally and stressed on the need to building and redesigning schools for the future without compromising on the values of equity and justice.

During his welcome note, K.P.R. Nair, Chairman of Kyra Global, Dubai resonated that the Conclave holds the promise towards finding a way forward in tackling the challenges that beset education in its current form, and making it more attuned towards the future.

In his opening remarks, Prof. Muthanna G. Abdul Razzaq, CEO and President of the American University in the Emirates (AUE), highlighted that the future of schools lies in the hands of efficient teachers and they should be equipped with the tools to support their students with practical learning.

While delivering the keynote speech, Prof. R. Govinda, Distinguished Professor, Council for Social Development, emphasised that the future schools should become more humane and meet the demands of life-long learning. The solution that he offered is to get into the concept of 'living school', which imbibes in youngsters a sense of belongingness, empathy and compassion. He emphasised reconfiguring the learning spaces, by creating a new education ecosystem that balance both technology and classroom learning.

Gulf Today, Staff Reporter





Dubai conference discusses future of schools

# Dubai conference discusses future of schools

Efficiency, innovative thinking by teachers stressed

Published: January 19, 2023 14:29  
Anjana Kumar, Senior Reporter



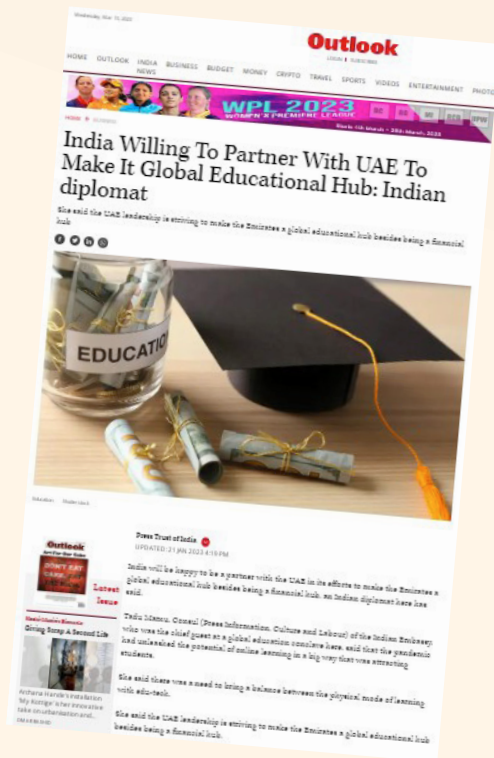
Prof. Muthanna G. Abdul Razaq, President and CEO, American University in the Emirates, addressing the Global Education Conclave 2023 in Dubai on Thursday.  
Image Credit: Ahmad Ramzan/ Gulf News

Dubai: A Global Education Conclave addressing critical issues in education around the globe was held in Dubai on Thursday, January 19.

The Education Conclave on the "Schools for the Future", organised by Kyra Global in partnership with The American University in the Emirates (AUE), explored potential solutions to redesign and build schools for the future.

The conference saw students, teachers, educators and leaders in edutech coming together to discuss the future of schools.

The day-long Education Conclave reflected on the ways to equip schools with tools to meet demands of the future of schools. Other points discussed revolved around teachers in the emerging knowledge society, leadership for excellence, skills for the future and the role of ed-tech: potentials and pitfalls.





# ANNEXURE 4

## EVENT GALLERY











PEDAGOGY  
JOB MARKET  
DIGITAL TECHNOLOGY  
EDUCATION FOR ALL  
SCHOOLS  
UPSKILLING  
ED-TECH  
INSTITUTIONS  
UNIVERSITY  
STUDENTS  
TEACHERS  
SKILLS  
PROFESSIONAL DEVELOPMENT  
SKILL DEVELOPMENT  
LEADERSHIP EXCELLENCE  
CLASSROOM  
ARTIFICIAL INTELLIGENCE  
BIG DATA  
FUTURISTIC SKILLS  
CHILDHOOD  
CHATBOT  
DIGITAL DEVELOPMENT  
TRANSFORMATION DROPOUTS

# EDUCATION

KNOWLEDGE ECONOMY  
CHATBOT  
HIGHER EDUCATION INSTITUTIONS  
REMOTE LEARNING  
EDUPRENEUR  
STUDENTS  
KNOWLEDGE ACQUISITION  
LIFE-LONG LEARNING  
MILLENNIUM DEVELOPMENT  
STIKS  
SCHOOLS  
DIGITAL LITERACY  
UNIVERSAL EDUCATION  
ONLINE LEARNING  
LABOUR MARKET  
GOALS  
EDUCATIONAL LEARNING  
INSTRUCTOR  
LEADERSHIP  
UPSKILLING  
SUSTAINABLE DEVELOPMENT  
LEARNING STRATEGY  
ENVIRONMENT  
LEARNING  
MICRO-CREDENTIALS  
GOALS  
INSTRUCTIONAL LEADERSHIP  
CHATCPT  
LEARNABILITY



# See you at the Global Conclave on Education 2024



KYRA

## KYRA GLOBAL

#2205, Dubai World Trade Centre, Sheikh Zayed Rd, Dubai, UAE  
Tel: + 971 52 684 2707 | email: [kpr@kyraglobal.com](mailto:kpr@kyraglobal.com), [info@kyraglobal.com](mailto:info@kyraglobal.com)  
website: [www.kyraglobal.com](http://www.kyraglobal.com)

