

OECD Youth Week
OECD Future of Education and Skills 2030 panel discussion
23 September 2021 – 12:00-12:45 CEST

Speakers

Celina Færch (Denmark)



I am **Celina Jepsen Færch**, 21 years old and born in Denmark. I grew up in the Danish educational system where I attended four different schools, including two Danish boarding schools (*efterskole*), before I took the IB at the United World College in Germany. I am a strong advocate for student agency and self-efficacy; believing that we, students, are experts in our own experiences and that these are crucial for creating a functional, sustainable and progressive educational system. I just started my third year at The University of Hong Kong as a Politics major with a minor in Sociology and special interest in data science. I have participated in OECD Future of Education and Skills 2030 multi-stakeholder dialogues since 2017, and I led the project's student advisory group from 2019-2020.

Dzhafar Kabidenov (Kazakhstan)



Dzhafar Kabidenov is a senior student at the Nazarbayev Intellectual School of Physics and Mathematics in Almaty, Kazakhstan. Currently, he is the Secretary-General of the Central Asian "New Silk Way" International Model United Nations. A thing that is driving his enthusiasm for organizing and productively participating in resultative conferences, such as the OECD Future of Education and Skills 2030 Global Forum and launch events, is the understanding of the fact that through this process he already influences our society our society positively by motivating youth to contribute to our World's development! He always works under the motto of "I have to Involve Myself to a Better Future"; and he hopes that the new generations will continue making positive changes on the whole Earth further, having moral support from this instructing motto!

Dilay Kalmoğlu (Turkey)



My name is **Dilay Kalmoğlu**. I am an IB-DP Second Year student at MEF Schools of Turkey. I have been involved in the OECD Future of Education and Skills 2030 project since 2020, and I am currently chair of the Student Advisory Group. Growing up in Turkey, I have been able to observe the influences of different cultures integrated with and the dynamic structure of my country's education system. I believe that every students' voice- no matter what their socio-economic status, religion, and race are- deserves to be heard. Students' voices advocate a better improvement for future curricula that nourishes different students' needs and interests as we cannot talk about a "one size fits all" approach in education.

Soo-a Kim (Korea)



Soo-a Kim is seventeen years old –nineteen years old in Korea–, and born and raised in Korea. She is in graduation year in Goyang Global High School. She grew up in the Korean educational system and believes that Korean education plays a positive role in some aspects of education even though there are parts that need improvement. And she thinks it makes everyone think about the students and the role of education once more. She has participated in and spoke on panels at OECD Future of Education and Skills 2030 multi-stakeholder dialogues since 2019. She is very grateful to be part of this project and have the opportunity to discuss the curriculum and education as a student amid the confusion with the pandemic.

Tara Lumina (Indonesia)



My name is **Tara Lumina**, I am currently a junior high student at Santa Laursenia school in Tangerang, Indonesia. I am a newcomer in OECD forums and eager to positively contribute my views and experiences to international forums and discussions. Listening to the global community has been a great insight and exciting experience to me, and I hope I can also make a positive impact on our society.

Moderator

Miho Taguma (OECD)



Miho Taguma is a Senior Policy Analyst in the Early Childhood and Schools Division of the Directorate for Education and Skills at the OECD. She is currently the project manager of the OECD initiative Future of Education and Skills 2030. The project explored, together with governments, teachers, students and other education stakeholders, the different dimensions of 21st century competencies which education systems need to develop in students towards the world in 2030; and the project is currently exploring the types of learning environments and curricula that support the development of these. She has also led the OECD's work on Early Childhood Education and Care, and the Policy Review of Migrant Education; and she has worked on various projects, including Recognition of Non-formal and Informal Learning, E-learning in Tertiary Education, and education reviews in co-operation with UNESCO. She contributed to Economic Surveys for countries concerned with education. Prior to joining the OECD, she worked in the Education Sector of UNESCO.