

ATAFOM

Education For Integration - Learning Without Borders



"The success of every action begins in the head."

Şakir Yavuz

Founder & President
ATAFOM University
International

www.ATAFOM.university
newsletter@ATAFOM.university

Celebrating
the Vision
Behind
ATAFOM
Happy Birthday

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PEOPLE
KNOWLEDGE
OPPORTUNITIES
A BETTER WORLD

ATLANTIC
AFRICAN
ORIENTAL
MULTICULTURAL

*A Vision
People
A Brighter
Tomorrow*

ATAFOM[®]
UNIVERSITY

*"The success of
every action
begins in the head."*

Şakir Yavuz

President & Founder
ATAFOM University International

20 SEPTEMBER 2026

HAPPY BIRTHDAY
ŞAKIR YAVUZ

PRESIDENT & FOUNDER
ATAFOM UNIVERSITY INTERNATIONAL

HAPPY BIRTHDAY

ALLES GUTE
ZUM GEBURTSTAG

DOĞUM GÜNÜNÜZ
KUTLU OLSUN

JOYEUX
ANNIVERSAIRE

FELIZ
CUMPLEAÑOS

BUON
COMPLEANNO

GĚZUAR
DITĚLINDJEN

С ДНĚМ
РОЖДЕНИЯ

जन्मदिन मुबारक हो

عيد ميلاد سعيد

Dear President Şakir Yavuz,

On the occasion of your birthday, we honour a visionary,
innovator and bridge-builder whose belief in the power
of education connects people, cultures and continents.

May health, happiness, strength, vitality and God's blessing
accompany you on the journey ahead and grant you the time
to continue turning your visions into reality with foresight,
determination and success.

With our highest appreciation, deepest respect,
and warmest wishes.

ATAFOM University International Family

**EDUCATION
FOR INTEGRATION**

Learning Without Borders

Connect. **Learn. Succeed.**

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DIFFERENT ORIGINS. SHARED KNOWLEDGE. ONE HUMAN FUTURE.

A LIFE THAT CANNOT BE REDUCED TO A SINGLE TITLE

Some biographies can be understood through a profession, a company, or a single outstanding achievement. The life of President Şakir Yavuz defies such simplification. Athlete, master, educator, entrepreneur, technology visionary, university founder and international bridge builder are not separate identities that merely coexist. They form a continuous development in which one principle repeatedly emerges: human potential grows when discipline, knowledge, responsibility and opportunity are brought together.

This continuity is essential to understanding President Yavuz. ATAFOM University International did not emerge as an isolated project after the entrepreneur had already arrived. Nor did its educational philosophy begin only when the institution received its name. Its roots reach much further back — into the discipline of sport, the responsibility of teaching, the experience of building organizations and the reality of living and working across cultural boundaries. Issue 43 treats digital transformation, work, automation and artificial intelligence. The birthday in the same month is not an ornament on that theme. It is the occasion to ask how one life made the theme institutional.

The occasion is therefore more than a celebration. It is a chance to see the continuity among the individual, the institutions, and the philosophy that joins them.

BEFORE THE UNIVERSITY, THERE WAS THE TEACHER AND THE MASTER

Long before President Yavuz became the founder of an international university, education already held a central place in his life — even though his first classroom was not a lecture hall.

ATAFOM's official biography documents an extensive background in competitive sport and martial arts, as well as the establishment of President Yavuz's first sports school in 1985. ATAFOM also records that, between 1984 and 2006, President Yavuz personally trained more than 21,000 sports students worldwide. These figures are remarkable, but their deeper significance lies elsewhere: they represent years devoted not only to personal achievement, but to teaching; not merely to competition, but to the development of others.

A master is not defined solely by technical superiority. Mastery acquires its true meaning where knowledge is passed on, discipline is developed and another person can be empowered to grow beyond their starting point. In this sense, the educational impulse that would later shape ATAFOM was already present in President Yavuz's earlier life.

The environment that President Yavuz sought to create through sport was also founded on a principle of inclusion. ATAFOM's own institutional history describes the ambition to create opportunities unrestricted by culture, nationality, religion, social status or background.

**"The future university
was still years away.
The idea behind it was not."**

”

DISCIPLINE BECOMES AN ENTREPRENEURIAL METHOD

The transition from sport and teaching to entrepreneurship did not erase this formative discipline. It transferred it to another dimension.

Perfect Timing Holding today presents itself as a multinational and multidomain corporate group operating across numerous industries, with business experience tracing back to 1880. The Group's business activities are now organized into seven overarching areas:



Within such a structure, entrepreneurship cannot be reduced to establishing individual companies. It becomes a task of managing complexity: different industries, cultures, time horizons, risk structures and forms of expertise must be coordinated within an overarching strategic framework.

Here the method is visible. PTH's official positioning emphasizes analysis, preparation, technological competence, productivity and the deliberate use of time and resources. President Yavuz's principle - "The success of every action begins in the head." - is not a slogan. It is a sequence: thought before decision, decision before implementation, implementation only where responsibility can still be named.

The connection to education is already apparent here. Both entrepreneurship and education are based on development over time. Neither can be shaped sustainably through impulsiveness. Both require learning, adaptability, and the ability to connect knowledge with action.



FROM MULTINATIONAL EXPERIENCE → TO A PHILOSOPHY OF INTEGRATION.



President Yavuz's biography has unfolded across borders, cultures and different professional environments. This international dimension is not incidental to ATAFOM; it is one of the institution's intellectual foundations.

ATAFOM's official account describes a university conceived as an educational institution without borders, intended to provide equitable educational opportunities for young people from different countries, cultures, languages, nationalities, religions and social backgrounds. The same institutional account dates the inception of this university vision to 2004, thereby distinguishing the original concept from the later phases of institutional development.

An institution can have a legal beginning, an academic beginning and an intellectual beginning — and these moments need not coincide.

For President Yavuz, the intellectual starting point emerged from a much older question: how can structures be created in which differences do not lead to exclusion? The answer became Education for Integration.

In this philosophy, integration is not a more courteous word for internationalization. Internationalization can place people from different countries in the same network. Integration asks whether the difference itself can do work — whether people can learn across cultural boundaries without relinquishing identity; whether knowledge can cross a border without becoming empty; and whether education can create belonging without demanding uniformity.

Its practical expression is an education in which students learn to work across cultures, connect knowledge across disciplines, and contribute without surrendering their identity.

This is why the terms Atlantic · African · Oriental · Multicultural carry a meaning that extends far beyond a geographical description. Together, they define a university identity founded on connection.

When a **Vision Takes Institutional Form.**



Every serious founding vision eventually faces the test of institutional structures.

Ideas must become curricula. Values must be reflected in governance. International ambition must survive contact with academic practice. Technology must become infrastructure. Opportunity must take form in administration, teaching, examinations and continuity.

ATAFOM University International is that transition: from conviction to institution. Current materials identify President Yavuz as Founder & President and name the mission Education for Integration.

Founding a university is not founding a company under another name. A university carries obligations across generations. It must protect academic standards, foster intellectual independence, keep the founding mission alive after the founding generation, and place the student at the center of its reason to exist.

For President Yavuz, ATAFOM therefore represents more than another institutional achievement. The university is the point at which decades of experience in teaching, organization, entrepreneurship, and intercultural engagement converge in an educational mission.



WHEN A FOUNDER'S VISION BECOMES A SHARED INSTITUTIONAL MISSION

The strength of a founding vision is measured by whether it can leave the founder's hands.

A university grows stronger when vision becomes shared responsibility. Academic leadership must interpret the mission; faculty must turn it into teaching and scholarship; administration must turn principle into reliable structure; partners must extend reach; students give the institution its public meaning by turning opportunity into competence and contribution.

President Yavuz's role as founder is to set a direction others can carry without waiting for him. By equipping academic leaders, faculty and staff to put founding principles into daily practice, the vision leaves the page and enters the institution.

Leadership becomes enduring when it develops the **capability** and **confidence** of others.

A founder's enduring achievement is the capacity he builds in others to advance the mission with competence, conviction and shared responsibility.



PERFECT TIMING HOLDING: SCALE, DIVERSITY AND THE DISCIPLINE OF CONNECTION

The same discipline is visible at a different scale.

Perfect Timing Holding's corporate profile describes expertise across numerous industries and positions the organization as a technology-oriented international platform with roots dating back to 1880.

The significance of this multidomain structure lies not solely in its economic breadth. Operating within these seven Business Divisions creates an exceptional leadership challenge: each division has its own professional, regulatory, technological, and market requirements. At the same time, an international orientation demands cultural intelligence as well as business acumen.

The ability to connect such areas requires more than diversification. It requires synthesis.

Synthesis rather than separation is the same habit that stands behind Education for Integration. Sectors can belong to one ecosystem without becoming one product. Cultures and fields of knowledge can be joined without being flattened into a uniform mold.

The recurring principle is therefore not expansion for its own sake. It is connection with a purpose.

CONIASOFT: WHERE TECHNOLOGICAL AMBITION MEETS INFRASTRUCTURE

At ConiaSoft the same habit meets infrastructure.

ConiaSoft identifies itself as Perfect Timing Holding Software Technologies Corporation: a globally oriented Turkish software company whose teams include developers, designers and engineers from different countries. In the Group structure it belongs to the Business Division Technology.

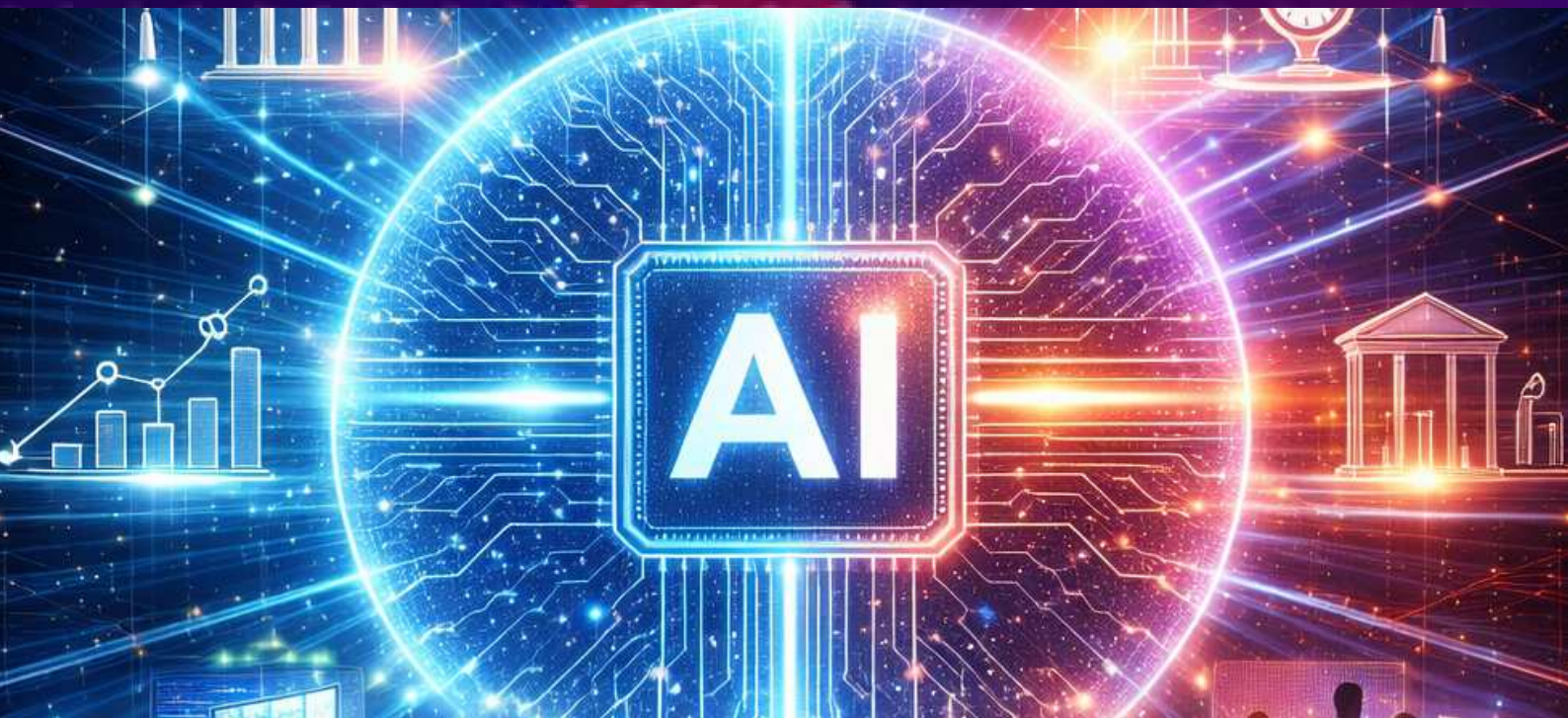
Yet ConiaSoft's significance extends beyond software products. Its public communications also document the development of data center and data storage infrastructure in Erzurum, placing physical digital infrastructure alongside software expertise.

A serious technology strategy cannot exist solely at the application layer. Software requires infrastructure. Artificial intelligence requires computing power, data architecture, storage, connectivity and security. Digital sovereignty increasingly depends on the ability not only to consume technology services, but also to operate and control the infrastructure on which they run.

Viewed from this perspective, ConiaSoft represents an important element in President Yavuz's broader development: the transition from using technology as a tool to regarding technological capability as strategic infrastructure.

Equally significant is President Yavuz's public statement at ConiaSoft: future technologies should be developed so that human beings can control them and use them to make life easier. Capability without that control is not a strategy. It is a handover.

For education, the implication is exact. Students must be prepared to question outputs, evaluate evidence, and take responsibility for decisions made with technological assistance. That is not an accessory to ATAFOM's mission. It is the mission, restated for a digital age.



FROM TECHNOLOGICAL CAPABILITY TO HUMAN JUDGEMENT

Issue 43 is devoted to Digital Transformation: Shaping Education, Work & Leadership for a Changing World. The interface among ATAFOM, PTH and ConiaSoft is the issue's working diagram.

ConiaSoft addresses the technological dimension: how software, AI-powered systems and infrastructure are conceived, developed and deployed. Perfect Timing Holding addresses the organizational dimension: how technology, capital, expertise and sectoral knowledge are coordinated across domains. ATAFOM addresses the human dimension: how people are prepared to understand, evaluate and use those systems under their own name.

Together, these complementary roles connect technological capability, practical application and the education of people capable of directing both responsibly.

Artificial intelligence can accelerate analysis, generate content, automate processes and support decisions. Data centers can host those systems. Software can reorganize an institution's work. None of this answers the only question that finally matters:

What should be done with this capability, and who takes responsibility for the consequences?



Education is indispensable here because the machine will not do this part. Transformation without human development raises capability and leaves judgement where it was. Automation can raise efficiency and still have no purpose. Artificial intelligence can multiply options and still cannot accept moral responsibility for the choice.

For President Yavuz, the bridge between technology and education thus becomes one of the most significant bridges of all.

RECOGNITION AS AN OUTCOME, NOT A GOAL

External recognition has accompanied this journey, but it should be understood in its proper context.

In 2026, President Yavuz received the African Leadership Impact Excellence Award at the 15th African Leadership Magazine Persons of the Year Ceremony in Accra, Ghana. African Leadership Magazine expressly recognized his contributions to the development of higher education, institutional leadership, and cross-sector innovation in Africa and beyond.

The award matters for ATAFOM because it places the work in an African leadership frame that does not originate in the university's own communications.

Earlier marks — among The Most Inspiring Leaders to Watch in 2024 in Sheridan, Wyoming, USA, and Excellence in Finance in 2020 in Dubai, United Arab Emirates — belong to the same record.

Awards are evidence of a journey. They are not the destination. The story is not significant because honors were given. The honors are significant because they recognize work already done.

THE BRIDGE BUILDER AS A MODEL OF LEADERSHIP

The designation “bridge builder” is therefore more than a ceremonial title. It describes a recurring pattern in President Yavuz's life.

The master creates a bridge between knowledge and students. The entrepreneur creates a bridge between an idea and its implementation. The multinational leader builds bridges between industries, markets and cultures. The university founder builds bridges between people and educational opportunities. The technology visionary creates a bridge between the human will to shape the world and digital capability. And the person with an integrative mindset builds bridges across differences without pretending that those differences do not exist.

This matters because 2026 is a year of connection without cohesion. Technology links people in seconds while societies remain divided. Information travels globally while understanding stays local. Artificial intelligence widens access to knowledge while trust in knowledge grows harder to keep. Economies intertwine; opportunity does not.

In such a world,
building bridges
is not a decorative metaphor.
It is a **leadership competence.**



20 SEPTEMBER 2026: A BIRTHDAY WITHIN A LARGER STORY

A birthday marks the passage of time. The institutions associated with President Yavuz show what can be made of time.

Across sport, enterprise, technology and education, the settings have changed while the commitment to developing people and expanding opportunity has endured. The continuity lies in the questions that have guided this journey.

How can capability be developed? How can opportunities be expanded? How can technology remain under meaningful human control? How can different cultures participate without being reduced to uniformity? How can institutions carry a founding vision forward through the people they empower? And how can education empower people not only to enter the future, but to help shape it responsibly?

These questions constitute the true continuity.

THE CIRCLE CLOSES — AND OPENS AGAIN

The story began with a teacher and a master. And ultimately, it returns to education. Herein lies the deeper circular structure of President Yavuz's journey.

Sport instilled discipline. Teaching transformed discipline into responsibility for others. Entrepreneurship translated responsibility into organization. International entrepreneurship transformed organization into intercultural experience. Technology translated scale into digital capability. ATAFOM transformed these accumulated experiences into an educational mission.

And the digital age now brings the entire journey back to its original question:

**What kind of person
must education
help to develop?**



Not merely a person who can operate technology. Not merely a person who can achieve economic success. Not merely a person who possesses information.

But a person capable of connecting competence with judgement, ambition with responsibility, identity with openness, technological capability with human values, and individual achievement with a contribution to society.

Here, the circle closes. And here, the next one begins.

A Tribute to President Şakir Yavuz

President & Founder, ATAFOM University International

 **20 September 2026**

On the occasion of President Yavuz's birthday, ATAFOM University International honors not only a founder, but an enduring idea: that education can connect what geography, history, culture, business, and technology all too often separate.

The enduring achievement of a bridge builder is the opportunity he creates for others to cross — and the confidence he gives them to build further.

And the most lasting achievement of a founder is not solely the institution that carries his original vision. It is the people who are empowered to carry that vision forward.



ŞAKIR YAVUZ

The Bridge Builder



Master



Educator



Entrepreneur



President



Founder



Bridge Builder

ATAFOM University International

Education for Integration • Learning Without Borders.

Celebrations & Global Days



**HAPPY BIRTHDAY · ALLES GUTE ZUM GEBURTSTAG ·
DOĞUM GÜNÜNÜZ KUTLU OLSUN · JOYEUX ANNIVERSAIRE ·
FELIZ CUMPLEAÑOS · BUON COMPLEANNO · GĚZUAR DITĚLINDJEN ·
С ДНĚМ РОЖДЕНИЯ · जन्मदिन मुबारक हो · عيد ميلاد سعيد**



ŞAKIR YAVUZ
PRESIDENT & FOUNDER

Dear President Şakir Yavuz,

On the occasion of your birthday, we honour a visionary, innovator and bridge-builder whose belief in the power of education connects people, cultures and continents.

May health, happiness, strength, vitality and God's blessing accompany you on the journey ahead and grant you the time to continue turning your visions into reality with foresight, determination and success.

With our highest appreciation, deepest respect, and warmest wishes.

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Education for Integration · Learning Without Borders

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Happy Birthday ~ Alles Gute zum Geburtstag ~
Doğum gününüz kutlu olsun ~ Joyeux anniversaire ~
Feliz cumpleaños ~ Buon compleanno ~ С днём рождения
~ जन्मदिन मुबारक हो ~ عيد ميلاد سعيد

DEAR VICE PRESIDENT MR. ZÜLFÜ CANPOLAT,

On this meaningful and joyful occasion, we extend to you our heartfelt congratulations, deepest respect, and sincere appreciation.

Your wisdom and commitment have made an important contribution to the continuous development and international growth of ATAFOM University International.

Through your dedicated engagement and your passion for Education for Integration – Learning Without Borders, you continue to build lasting bridges between people, cultures, knowledge, and opportunities around the world.

May this new year of your life bring you and your loved ones abundant health, happiness, peace, prosperity, and continued success.

May you celebrate many more wonderful years filled with strength, inspiration, and meaningful achievements.

With our highest appreciation, deepest respect, and warmest wishes.

ATAFOM University International Family

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Happy Birthday ~ Alles Gute zum Geburtstag ~
Doğum gününüz kutlu olsun ~ Joyeux anniversaire ~
Feliz cumpleaños ~ Buon compleanno ~ С днём рождения ~
जन्मदिन मुबारक हो ~ عید میلاد سعید

DEAR VICE PRESIDENT
MR. MARK E. HUSEBY,

On the occasion of your birthday, we would like to extend to you our warmest congratulations, sincere appreciation, and best wishes.

Your dedication, experience, and unwavering commitment make an invaluable contribution to the growth and success of ATAFOM University International.

Your engagement and passion continue to inspire our global community and strengthen our mission of Education for Integration – Learning Without Borders.

May this special day bring you joy, good health, happiness, and many more years filled with success, new opportunities, and meaningful achievements.

Thank you for being an important part of the ATAFOM family.
We wish you a wonderful birthday and a bright year ahead.

With highest respect and warmest wishes,
ATAFOM University International Family

Connect. Learn. Succeed.

Education for Integration - Learning Without Borders

Digital Transformation

Education as the Foundation
of a Changing World



Digital Transformation

Education as the Foundation of a Changing World

The ATAFOM perspective on work, leadership and the human capabilities that make **technological progress** worthwhile.



A university can put every lecture online and still leave its approach to education unchanged. An organisation can automate an inefficient procedure and simply carry out that inefficiency faster. Digital transformation begins when institutions examine the purpose of their work and redesign it around better outcomes for the people they serve.

For ATAFOM University International, this is an educational responsibility. Students need the knowledge to understand new technologies, the confidence to work with them, and the judgment to decide how they should be used. Institutions need the same capacity.

The promise of Education for Integration is to connect learning with opportunity across borders while preserving the human relationships and academic standards that make education valuable.

Beyond Putting Processes Online



Digitisation changes the medium: a paper form becomes an electronic form. Transformation changes what happens next. If a university moves admissions online but applicants still receive conflicting instructions, the central problem remains. A more meaningful change would connect the application, review and communication processes so that students understand what is required and staff can resolve difficulties promptly.

The same principle applies to teaching. A recorded lecture can extend access, but access alone does not establish understanding. Students need opportunities to question, practise, receive feedback and demonstrate what they have learned. Technology becomes educationally useful when it strengthens that process.

This distinction gives leaders a practical test. Before adopting a system, they should be able to explain whose experience will improve, what improvement means and how they will recognise it. The number of platforms acquired says little about the quality of an institution's transformation.

Preparing People for Work That Changes



The International Labour Organization's 2025 assessment estimates that one in four workers worldwide is in an occupation with some exposure to generative AI. Exposure is a measure of potential technological reach, not a forecast that those jobs will disappear. The study identifies transformation as the more likely outcome because occupations continue to involve tasks requiring human participation. [1, 2]

That distinction matters for education. A profession is a changing combination of activities. Software may assist with drafting a financial report, while the professional must investigate questionable assumptions and explain the implications to a client. Automating one activity changes the demands placed on the others.

Universities should therefore prepare students to understand a discipline deeply enough to adapt its methods. A graduate who knows only the sequence of steps in one application is vulnerable when that application changes. A graduate who understands the underlying problem can evaluate a new tool and recognise when its answer is unsuitable.

This does not make disruption painless. Some roles may contract, and people may need support to move into different work. An educational response must take those transitions seriously. Adaptability becomes a real opportunity when learners have time, guidance and access to further study.

Digital Competence Must Become Applied Understanding



Digital confidence can be misleading. A person may navigate an interface fluently while misunderstanding the data it displays. A polished AI response may conceal an unsupported claim. Familiarity with a tool needs to be accompanied by the ability to examine evidence, recognise uncertainty and protect information.

UNESCO's AI Competency Framework for Students offers a useful reference. Its twelve competencies span a human-centred mindset, AI ethics, techniques and applications, and system design. This places technical learning within a wider account of human agency and responsibility. [3]

For ATAFOM, that perspective can inform practical assignments across disciplines. A finance student could test an AI-assisted forecast against alternative assumptions. An information technology student could examine whether a proposed system exposes personal data. An international project team could investigate how language and local context change the interpretation of the same information.

These are opportunities to make understanding visible. Students should be able to explain their choices, identify weaknesses in the tools they use and revise their conclusions when the evidence changes. Assessment can reward that reasoning alongside the quality of the final result.

Integration Requires More Than Connectivity



A digital connection can bring people into the same classroom without giving them equal conditions for learning. Reliable internet, suitable devices, language proficiency, accessibility and the time available for study all affect participation. Educational design must account for these differences.

The European Commission's 2026 State of the Digital Decade assessment illustrates the gap between technological progress and the capacity to benefit from it. More than 60% of Europeans now have at least basic digital skills, yet shortages of ICT specialists remain significant. Smaller businesses also face barriers involving skills, data access, infrastructure and resources. [5] For ATAFOM, the wider lesson is that expanding connectivity must be accompanied by sustained investment in people's ability to use it.

Education for Integration gives ATAFOM a clear way to approach this challenge. Integration requires students to encounter different perspectives and learn how to work through them. An international classroom becomes valuable when its diversity contributes to the learning itself.

Consider a shared assignment on introducing a digital service in different communities. Students might compare infrastructure constraints, cultural expectations and the needs of intended users. Their task would be to justify an approach appropriate to each setting.

Such work develops technical understanding together with the ability to listen, negotiate and cooperate.

Flexible access to materials, clear instructions and opportunities for feedback can support this participation. They should be considered alongside live teaching. The educational question is whether students can engage meaningfully and meet the required standards, wherever they begin.

Leadership Must Make Change Trustworthy



People are more likely to contribute to change when they understand its purpose and have a meaningful opportunity to raise concerns. Leaders need to explain how a new system affects responsibilities, what support will be provided and how problems will be addressed.

Within a university, this includes preparing faculty as well as students. Teachers need time to evaluate tools, adapt assignments and establish appropriate boundaries for their use. Policies become useful when they help resolve real situations, such as protecting confidential information or determining whether a student can independently explain submitted work.

UNESCO's AI Competency Framework for Teachers gives this preparation a concrete foundation. It identifies fifteen competencies across five dimensions, encompassing a human-centred approach, ethical practice, technical foundations and applications, pedagogy, and professional learning. [4] For ATAFOM, this suggests that faculty development should address how AI changes teaching and assessment as well as how particular tools operate.

Transformation should also be judged by outcomes that matter. Faster administration is worthwhile if it helps students receive timely support. A new learning platform earns its place if it improves participation or understanding. Increased activity on a dashboard is not, by itself, evidence of either.

Leadership connects these decisions to institutional purpose. It sets priorities, accepts responsibility for trade-offs and ensures that those affected by a change have a route to question it. Trust grows when people see that concerns lead to examination and, where necessary, correction.

The University Across a Lifetime



A degree provides an intellectual foundation that should remain useful as particular technologies change. Yet graduates will also encounter problems that their initial education could not anticipate. Universities can help by making continued learning a more accessible part of professional life.

For ATAFOM, possible pathways include focused professional study, interdisciplinary projects and opportunities for experienced practitioners to contribute to teaching. Such approaches require clear academic expectations and realistic commitments from learners and faculty. Their value lies in connecting new knowledge with the questions people face in practice.

Collaboration between education and technology organisations can enrich this work. The relationship between ATAFOM and CONIASOFT offers a context in which practical questions about systems can inform academic inquiry. The university's contribution is to examine those questions critically and help students develop knowledge that travels beyond any single product or employer.

EDUCATION OF THE INFRASTRUCTURE

Digital infrastructure depends on people who can operate it, question its design and improve it. Investment in networks and software therefore needs a corresponding commitment to education. Otherwise, institutions risk acquiring capabilities they cannot sustain or use responsibly.

The mission for ATAFOM is to help learners become capable participants in this transformation. That means grounding technical competence in scholarship, connecting international access with meaningful participation and sustaining the capacity to learn throughout a working life.

The measure of progress is what people become able to understand and accomplish. When education expands that capacity, digital transformation can serve a larger purpose: giving more people a meaningful part in shaping the world they share.

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5. European Commission, State of the Digital Decade 2026. See the official report package and its summary of digital skills and business adoption barriers. <https://digital-strategy.ec.europa.eu/en/policies/2026-state-digital-decade-package>

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EDUCATION FOR INTEGRATION

ACADEMIC YEAR 2026/27

ATAFOM UNIVERSITY COURSE OFFERINGS

BACHELOR COURSE OFFERINGS

FIRST SEMESTER // WINTER SEMESTER 2026/27



Welcome to ATAFOM University International

Empowering Global Minds. Building a United Future.



At ATAFOM University International, we believe that true education is a journey that connects hearts, minds, and cultures. More than just academics, we offer an experience that inspires **unity**, fosters **innovation**, and cultivates future **global leaders**.



Guided by the visionary leadership of Şakir Yavuz, our university lives by the motto "**Education for Integration**." We're creating a worldwide community where students from every background come together to learn, grow, and transform their potential into purpose.



Our online classrooms are vibrant hubs of **diversity**, where bold ideas are celebrated, global perspectives are shared, and lifelong friendships begin. Whether you're just starting your academic path, upskilling for career advancement, or seeking intellectual enrichment, ATAFOM offers programs designed for today's world—and tomorrow's challenges.



Here, education is more than textbooks and lectures. It's a gateway to meaningful impact in an interconnected world. Our commitment to **excellence**, **innovation**, and **cultural understanding** shapes not only careers but character.



Join ATAFOM University International—where learning has no borders, and your global journey begins.

Discover the programs that are redefining international education.

BACHELOR COURSE OFFERINGS

FIRST SEMESTER // WINTER SEMESTER 2026/27



ACADEMIC YEAR 2026/27



KNOWLEDGE
TODAY



SKILLS
TOMORROW



OPPORTUNITIES
GLOBALLY



A BRIGHTER
TOGETHER

A GLOBAL MINDSET
A BRIGHTER TOMORROW



- Bachelor of Arts in Media and Communications (B.A.) at the Faculty of Arts
- Bachelor of Arts in International Business Development (B.A.) at the Faculty of Economics
- Bachelor of Science in Information Technology (B.Sc.- IT) at the Faculty of Technology
- Bachelor of Science in STO/ IPO (B.Sc.) at the Faculty of Initial Public Offering

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Basics of AutoCAD



Basics of Graphics Designing



Basics of Backend Development (Using Django)



Basics of Blockchain



Basics of Data Analysis



Basics of Java



Frontend Development - Level One: Beginner



Frontend Development - Level Two: Intermediate



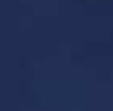
Frontend Development - Level Three: Advanced



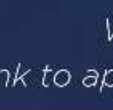
Frontend Development - Level Four: Expert



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Generative AI for Everyone



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Basics of Software Engineering Principles

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Understand



JUDGEMENT
Evaluate



APPLICATION
Create



IMPACT
Contribute

DIFFERENT
PERSPECTIVES.
SHARED
KNOWLEDGE.
ONE HUMAN
FUTURE.

*Learn.
Connect.
Grow.
Thrive.
Together.*

CONTRIBUTE
CREATE
VERIFY
APPLY
LEARN

Education for Integration

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FUTURE-PROOF YOUR CAREER WITH AI

The ATAFOM Thesis, Blueprint and Roadmap

How higher education develops professional intelligence and teaches students to amplify it through artificial intelligence.

A student entering university today has a reasonable question: what will my education enable me to do when AI can already write, calculate, analyse and generate code? The answer must give the student a practical direction. It must explain why learning matters and how that learning can become a lasting source of professional capability.

ATAFOM University International is the setting in which the educational approach proposed here can be put into practice. Its starting point is the student's development: learning a discipline, acquiring its language and methods, and becoming capable of making informed decisions. AI can extend the reach of that preparation when students learn to direct it, question it, and verify what it produces.

To future-proof a career is to develop the capacity to keep learning and contributing as work changes. No degree can guarantee permanent employment security. A rigorous education can, however, provide a foundation from which students learn new tools, take on unfamiliar problems and demonstrate the value of their work.

THE THESIS

Higher education develops professional intelligence: the knowledge, language, reasoning and judgment of a chosen discipline. Guided practice with AI can amplify that intelligence by helping students explore alternatives, test ideas, and accomplish work whose quality they can explain and defend.

The degree represents a structured foundation. The competence developed through it is the student's professional "superpower". AI extends its reach when the student knows how to use the assistance intelligently. That benefit comes through study and practice; possessing a qualification alone does not produce it.

This gives ATAFOM a clear educational purpose. Students should leave with both a professional foundation and the ability to carry it forward through changing technologies. The measure of success is what they become capable of understanding, questioning, and doing.

LEARNING THE LANGUAGE AND LOGIC OF A PROFESSION

A university teaches students how to think through substantive knowledge. Facts, concepts and scholarship give reasoning something to work with. Students learn to reach conclusions of their own by examining evidence and using the methods appropriate to their field.

Each discipline introduces a particular language. Lawyers learn to examine authority and competing interpretations. Doctors learn to organise clinical information and consider alternative explanations. Scientists formulate testable hypotheses. Journalists investigate sources and seek corroboration. Professional fluency includes understanding what would make an answer reliable and what would count against it.

This preparation changes the conversation a student can have with AI. An informed question can specify assumptions, identify constraints, and ask for evidence. The student can recognise when a response misses the problem or relies on an unsuitable method. The value of disciplinary language lies in the understanding behind the words.

For ATAFOM, software engineering and financial engineering provide complementary examples. Their convergence in fintech demonstrates how students can connect different forms of professional reasoning.

SOFTWARE ENGINEERING AND FINANCIAL ENGINEERING IN PRACTICE

CODE | ANALYSE | INNOVATE | CREATE REAL-WORLD SOLUTIONS



A software engineering student learns about algorithms, data structures, architecture, testing, and security. These subjects develop ways of reasoning about a system's intended behaviour and possible failures. AI may suggest code, but the student needs to examine whether it handles invalid inputs, protects information, and behaves dependably when its components interact.

A financial engineering student learns to work with cash flows, probability, valuation and risk. AI may help construct a model, but the student must understand its assumptions and investigate how the result changes under different conditions. A precise calculation can still be based on an unsuitable representation of the problem.

The fintech engineer brings these disciplines together. Software must implement financial reasoning accurately, and the reasoning itself must suit the intended use. Students need to examine both the model and the mechanism through which it operates.

A repayment calculator offers a manageable starting project. The student defines the interest and repayment assumptions, works through a sample calculation, and explains the intended result. AI can then assist with an implementation. The student compares the code's output with the independent calculation and tests changes in the inputs. The exercise connects financial understanding with engineering discipline.

THE BLUEPRINT FOR ATAFOM

The blueprint begins with disciplinary foundations and connects them to problem definition, judgment, practical application and continuing development. Each element has an educational purpose. Students need knowledge to reason with, a clear problem to address, standards for evaluating answers and opportunities to put their understanding to work.

Faculty provide the guidance that connects these elements. They can ask students to explain why an assumption was chosen, introduce a case that challenges a familiar method and provide feedback on the reasoning as well as the result. Assessment should make individual understanding visible, including when AI has contributed to the submitted work.

The OECD Digital Education Outlook 2026 supports an important distinction here: improved performance with AI does not necessarily establish learning. Its review of emerging evidence also finds that purposeful educational use can support learning. [1] That distinction gives the proposed blueprint a practical test: does the activity develop a capability the student can use again?

An ATAFOM learning sequence can therefore combine independent work, AI-assisted exploration and an explanation of the final decision. The approach allows students to benefit from technology while developing the knowledge needed to evaluate that benefit.



THE ROADMAP FROM STUDENT TO CAPABLE PRACTITIONER

The first stage is to establish a foundation. Students learn the concepts and vocabulary of their discipline and solve introductory problems independently. They demonstrate progress when they can explain an idea clearly and apply it correctly without relying on a supplied answer.

The second stage is to learn to direct AI. Students frame a task with a clear objective, relevant context, assumptions, and constraints. They compare the responses to different questions and explain why a more precise formulation produced a more useful result. The learning lies in understanding the problem well enough to direct the assistance.

The third stage is to challenge and verify. Students check consequential claims against reliable sources, independent calculations, or tests. They investigate alternative explanations and learn to recognise uncertainty. A response becomes useful when there is a sound reason to rely on it.

The fourth stage is to build something with a defined purpose. This might be a financial model, a software component, or a small fintech application. Students document the assumptions, explain the methods, and test the result against the requirements. The project gives their knowledge a concrete application.

The fifth stage is to demonstrate ownership. Students explain where AI helped, which suggestions they rejected, and what they changed. A professor or practitioner can introduce a new condition and ask them to adapt the work. Their ability to respond provides evidence that the understanding belongs to them.

The final stage is continuing development. Students seek feedback, investigate new methods, and tackle progressively less familiar problems. Their portfolio can show increasing independence and complexity. The roadmap becomes a habit of professional learning that continues after graduation.

MAKING PROGRESS VISIBLE

For the fintech student, the repayment calculator can become a small portfolio project with documented assumptions, tested code, and a discussion of limitations. The student might compare repayment schedules, investigate an unexpected result, or explain why a particular input is outside the model's intended scope.

The strongest evidence is the connection between the result and the student's reasoning. Can the student reproduce a calculation, locate an error, and explain the consequences of changing an assumption? Can the same concept be applied to another case? These questions give faculty and prospective collaborators something more meaningful to assess than a polished interface.

A useful everyday practice follows the same pattern. Attempt the problem, explain the reasoning, ask AI to challenge it, and verify the proposed changes. Then explain the answer independently and use the concept in a new situation. Students can begin this practice with modest tasks and extend it as their knowledge grows.

CONIASOFT AND ATAFOM CONNECT LEARNING WITH TECHNOLOGY

As a sister company, CONIASOFT offers a natural connection between technological development and ATAFOM's educational mission. Their complementary perspectives create opportunities to link academic understanding with the practical work of designing and developing software.

Potential case studies, demonstrations, and collaborative projects could help students see how professional teams translate requirements into dependable systems. Classroom questions can contribute to useful exchanges about design decisions, user needs and the reasoning behind technical choices.

This relationship can help students appreciate the skill and care involved in technological development while giving their studies a clearer professional context. The shared opportunity is to connect capable technology with capable people through constructive engagement.

HUMAN INTELLIGENCE EXTENDED THROUGH AI

The relationship can be symbiotic in a practical sense. AI contributes explanations, alternatives and assistance; the educated person provides direction, context and judgment. The quality of the exchange depends on the student's willingness to investigate and learn from it.

Human intelligence develops through that engagement when students become better able to frame questions, identify weaknesses and make informed decisions. Progress can be earned through attentive study, testing, and feedback. The path is available through ordinary educational work, pursued with increasing depth.

ATAFOM's task is to make this progression intentional: develop the student's professional intelligence, teach the student to amplify it through AI, and assess the resulting competence. The degree establishes the foundation. The learner gives that foundation practical force.

The answer to career preparation with AI is to build expertise, practise directing powerful tools, and produce evidence of what one can do. As technology changes, the student continues to learn. That is how education becomes a lasting source of professional strength—and how AI can help extend its reach.

Source and Editorial Note

[1] OECD (2026). *OECD Digital Education Outlook 2026: Exploring Effective Uses of Generative AI in Education*. OECD Publishing, Paris. <https://doi.org/10.1787/062a7394-en>

The thesis, blueprint, and roadmap are presented for ATAFOM's consideration and implementation. Specific exercises and collaboration opportunities are proposed. The OECD reference supports the distinction between AI-assisted performance and learning; the professional-adaptability argument is developed here and does not imply guaranteed employment outcomes.

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Prof. David Grzan
Vice Rector
Dean
Faculty of Initial Public Offering
ATAFOM University International

www.ATAFOM.university
contact@atafom.university

PRESIDENT'S QUOTE OF THE MONTH

EDUCATION
FOR
INTEGRATION
LEARNING
WITHOUT
BORDERS

“ Digital transformation is not about replacing people with technology.
It is about **empowering people through technology.**

Artificial Intelligence and automation are transforming how we learn, how we work and how we lead. But technology alone should not determine the future we want to create.
Human intelligence, responsibility, creativity and values must remain at its centre.

The future belongs to those who combine digital capability with human judgement, who are prepared not merely to adapt to change, but to shape it. Education must therefore do more than prepare people for the jobs of today. **It must empower them to learn continuously, think independently, act responsibly and lead confidently** in a world of constant transformation.

At ATAFOM University International, this is what Education for Integration means in the digital age: **connecting knowledge with technology, innovation with responsibility, and people with opportunities across borders, cultures and generations.**

Because the most powerful transformation is not what technology changes around us.

It is what education enables us to change within ourselves and, through our actions, in the world.

”

Şakir Yavuz

President and Founder
ATAFOM University International



KNOWLEDGE
TODAY



INNOVATION
TOMORROW



OPPORTUNITIES
GLOBALLY



A BRIGHTER
TOGETHER



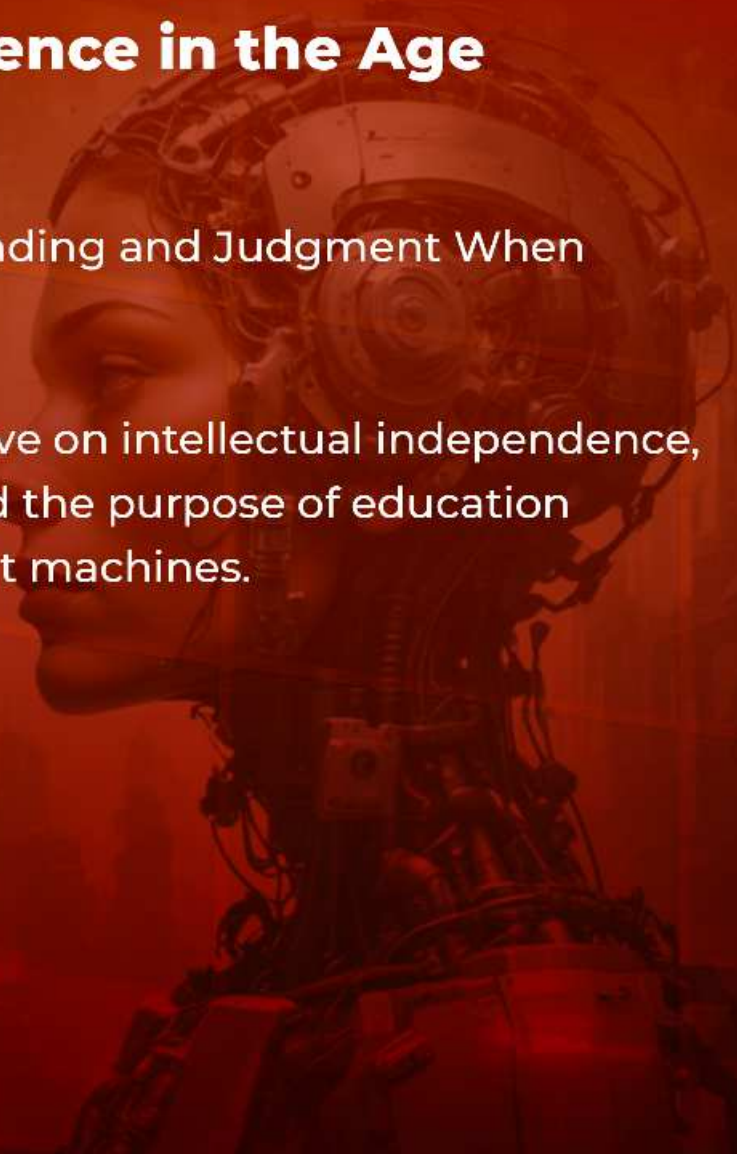


THINK PIECE

Human Intelligence in the Age of Automation

Developing Understanding and Judgment When Answers Come Easily

An ATAFOM perspective on intellectual independence, responsible action and the purpose of education in a world of intelligent machines.



Human Intelligence in the Age of Automation

Developing Understanding and Judgment When Answers Come Easily

An ATAFOM perspective on intellectual indepgmence, responsible action and the purpose of education in a world of intelligent machines.



A student submits an impressive analysis. Its structure is clear, its language assured and its conclusions persuasive. Then the professor changes one assumption and asks the student to explain what follows. The answer to that question may reveal more about the student's education than the submitted paper.

This is a hypothetical classroom encounter, but it captures a real educational challenge. When AI can produce sophisticated work, the quality of an output cannot by itself establish the understanding of the person presenting it. For ATAFOM University International, the central task is to develop people who can use technological assistance while continuing to think, question and take responsibility for their conclusions.

THE DIFFERENCE BETWEEN AN ANSWER AND AN EDUCATION

The OECD Digital Education Outlook 2026 draws an important distinction between improved task performance and learning. Its review of emerging evidence finds that general-purpose generative AI can help students produce better work without necessarily developing their independent capability. Tools used with a clear educational purpose can support learning more effectively. The way assistance is designed and used matters. [1]

This finding challenges a convenient assumption: that completing more work, more quickly, must mean learning more. Education develops a capacity that the learner can carry into another situation. A student who can reproduce an explanation has accomplished something different from a student who can recognise when that explanation no longer applies.

For ATAFOM, a useful response would be to make reasoning more visible. Students could explain how they reached a conclusion, defend it against an objection and apply it to a changed case. AI assistance can form part of that process, provided that the student remains able to account for the work.

KNOWLEDGE GIVES JUDGMENT SOMETHING TO WORK WITH

Critical thinking requires knowledge of the subject being examined. A student cannot reliably identify a misleading financial assumption, an implausible historical claim or a faulty technical explanation without understanding the relevant discipline. Access to information makes that foundation useful in new ways; it does not make it unnecessary.

An AI response may suggest a direction for inquiry. The learner still needs to examine evidence, distinguish a source from an assertion and understand why competing interpretations differ. Verification is an intellectual activity. It requires knowing what would count as a satisfactory reason to accept a claim.

This is why universities should preserve sustained reading, practice and discussion. The effort involved is part of how students build the knowledge needed to evaluate assistance. A technology that removes an unnecessary obstacle can help learning. Removing the very reasoning an assignment is intended to develop can defeat its purpose.

AGENCY IS A PRACTICE

Human agency becomes meaningful through decisions: defining a problem, choosing a method, questioning advice and accepting responsibility for the consequences. It is not secured merely by placing a person at the end of an automated process and asking for approval.

UNESCO's Guidance for Generative AI in Education and Research places human-centred adoption within a wider concern for educational suitability, privacy and inclusion. [4] For a university, these concerns belong inside teaching practice. Students should learn to consider whose information a tool processes, whose circumstances an answer overlooks and whether the proposed use serves the learning objective.

Consider a student evaluating a proposal for a community project. AI might prepare a persuasive case based on general assumptions. The student must investigate local needs and identify whose views have not been heard. A recommendation becomes responsible only through that engagement with the people and circumstances it affects.

Confidence in using AI should therefore include the confidence to disagree with it. Students need opportunities to explain why they accepted some suggestions and rejected others. The purpose is to develop considered choices that remain open to correction.

WORK WILL CHANGE AND CAPABILITY MUST TRAVEL

The International Labour Organization's 2025 working paper and accompanying research brief estimate that one in four workers globally is in an occupation with some exposure to generative AI. This is potential exposure, not a prediction of equivalent job losses. Because occupations contain tasks requiring human input, the research identifies transformation as more likely than wholesale replacement. [2, 3]

The educational implication is to prepare students for changing combinations of work. A professional may spend less time producing a first draft and more time checking assumptions, resolving ambiguity or explaining a recommendation to someone whose interests are affected.

It would be unwise to promise that any particular task will remain permanently beyond automation. A stronger foundation is the ability to understand a field, learn new methods and judge their appropriate use. That capacity can travel across tools and roles, even when particular employment opportunities change.

Preparation for work must also include cooperation. Expertise becomes useful through communication with colleagues, clients and communities. Graduates need to make their reasoning understandable to people who bring different knowledge and priorities to the same problem.

INTEGRATION REQUIRES ENCOUNTER

ATAFOM's philosophy of Education for Integration gives this work a broader purpose. An international learning environment can help students discover how their assumptions are shaped by language, experience and culture. Such differences become educationally valuable when students examine them together.

Technology can translate a sentence without resolving the disagreement behind it. It can connect a group without establishing trust. Students learn those dimensions of cooperation by listening carefully, asking for clarification and working through conflicting interpretations.

An assignment involving students from different contexts could ask them to assess the same proposed digital service. They might discover that an efficient process in one setting excludes people in another. The learning would lie in explaining those differences and developing a response that takes them seriously.

This connects intellectual independence with intellectual humility. Independent thinkers remain willing to revise a view when another person reveals something they have missed. Integration depends on that willingness as much as it depends on connectivity.

SOME QUESTIONS REQUIRE DELIBERATION

AI can contribute information and arguments to questions about leadership, fairness or institutional responsibility. The existence of a fluent answer does not settle what a community ought to value or which trade-offs it should accept.

A university should provide room for these questions to be examined carefully. Students need to encounter disagreement without treating every difference as an error to eliminate. They should learn to distinguish a factual uncertainty from a conflict of values and recognise when a decision requires both evidence and consultation.

This work takes time. Reflection, dialogue and experience are part of education's substance. Their value cannot always be measured by how quickly a task is completed. A thoughtful change of mind may represent more learning than an immediate, polished response.

DIGITAL MATURITY IS AN EDUCATIONAL AIM

Digital maturity means being able to decide when assistance is useful and how much reliance is appropriate. A mature learner can use a tool productively while recognising the need to investigate, practise independently or seek another person's expertise.

The OECD argues for selective use of generative AI that supports cognitive effort and preserves the human relationships central to education. [1] In an ATAFOM classroom, this could mean combining independent analysis with AI-supported exploration and a discussion in which students explain what changed in their thinking.

The measure is the learner's developing capability. Can the student frame a worthwhile question, assess the evidence and act with an understanding of the consequences? Can that understanding be carried into unfamiliar circumstances?

The purpose of education extends beyond preparing a person to produce work that looks accomplished. It is to develop a person capable of understanding and directing that work. For ATAFOM, human intelligence in the age of automation is an educational responsibility: helping students become informed participants in shaping change, with the judgment to make their participation count.

Sources and Further Reading

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CONIASOFT

CONIASOFT AND AI



CONIASOFT & ATAFOM UNIVERSITY INTERNATIONAL

From Tools to Judgment

How AI Is Changing
Work, Leadership and the University

Artificial

Intelligence is no longer a new instrument on the desk. It is a development that is rearranging how we work, learn, communicate, lead organizations, and make decisions. The question before CONIASOFT and ATAFOM University International is therefore not technical. It is human.

When we speak of Artificial Intelligence today, we are no longer describing a novelty. We are describing a force that changes both the tools of professional life and the role of the human being in business, science and society.

Does

*AI change only our instruments —
or does it also change our role?*

It changes both.

AI Is Changing Work

Tasks that, only a few years ago, appeared reserved for human judgment are now performed or supported by machines. AI analyzes large volumes of data, drafts text, translates languages, generates software code, supports research, automates business processes, and supports decision-making.

At a software company such as CONIASOFT, the shift is already operational. Traditional development is being rewritten in real time. Developers no longer write every line of code alone. They work with systems that generate code, identify errors, prepare tests, produce documentation, and propose alternative solutions.

That collaboration changes the profession. The developer is moving from executor to architect, controller, and responsible designer of intelligent systems. We do not need less human competence. In many areas we need a different — and higher — competence. The more powerful the technical system becomes, the more important the human capacity to understand, verify and evaluate what it produces.



AI Is Changing Leadership

AI is not only changing work. It is changing the management of processes and companies.

Leadership has always meant deciding under uncertainty. Today, AI supplies leaders with more information, analysis, forecasts, and recommended courses of action than any previous generation of tools. That is a genuine opportunity. It is also a new risk: what happens if organizations begin to transfer not only analysis, but responsibility, to the machine?



AI can prepare a decision.

AI can analyze alternatives.

AI can recommend a course of action.

AI cannot assume responsibility.

Responsibility remains a human office. For that reason, AI competence is becoming an essential leadership competence. A leader need not program these systems. A leader must understand what they can do, where their limits lie, and when their results must be questioned.

The University Question

This is where ATAFOM University International enters the argument. Universities may be transformed more deeply than companies. Traditional education was built to transmit knowledge, reproduce it and assess it. Knowledge is now available in seconds. A student can ask an AI to summarize a text, explain a scientific subject, produce a translation, write program code or assemble arguments for an academic discussion.

The question is therefore no longer whether AI belongs on campus. The question is what a university is for when information is no longer scarce.

What does university education mean in a world in which knowledge is available through AI at any time?



ATAFOM's answer cannot be a ban. It must be formation. Students must be able to use AI competently, critically, and responsibly. The decisive assessment is not "Did the student use AI?" It is "Did the student understand, verify, and take responsibility for what was produced with AI's support?" That is a fundamental difference — and it should reshape how we teach, how we examine, and how we define academic integrity.

From AI Competence to AI Judgment

We often speak of AI competence, or AI literacy: the ability to understand and operate these systems. Necessary as that is, it is not sufficient. The higher capacity is AI Judgment — the ability to assess a situation and decide:



For an internationally oriented university, that competence is not optional. ATAFOM graduates will work in a globalized environment in which cultures, legal systems, economic interests and social values meet. Technical skill without ethical and contextual judgment is incomplete. What we must form is a combination: AI competence, critical thinking, ethical use, responsible AI governance, and responsible global leadership.

A New Collaboration Between Humans and Machines

Will AI replace human beings? In certain activities, yes. That question, however, is too narrow. The more useful question is how we will organize collaboration between humans and AI.

We have spoken for decades of Human Resources. We may now need to think in terms of Human-AI Resources — not as a slogan, but as a design problem. Organizations will no longer arrange only human competencies. They will have to combine human and artificial capabilities.



WHERE AI IS STRONG

Speed, scale, pattern recognition, information processing and automation.



WHERE HUMAN BEINGS REMAIN STRONG

Experience, creativity, social intelligence, contextual understanding, value orientation and responsibility.

The decisive management task follows from that contrast: How can these capabilities be combined so that people and AI together produce better results than either could produce alone?

CONIASOFT and ATAFOM- Two Perspective, One Task

Here the vantage points of CONIASOFT and ATAFOM University International meet.

CONIASOFT asks the technological question: How do we develop and integrate intelligent systems? ATAFOM asks the educational and societal question: How do we educate people to use those systems competently and responsibly? Enterprises ask the practical question: How can AI make us more productive, innovative and competitive?

Those three questions belong in one cycle.



Develop the technology. Educate the people. Apply the technology in practice. Evaluate results and impact. Return that experience to technology and to education. That cycle is a working model for closer cooperation among technology companies, the university and business — and it is already the logic that joins CONIASOFT's systems work to ATAFOM's academic mission.



Who Controls AI?

Enthusiasm is not a substitute for governance. Who controls the data? Who writes the rules? Who reviews the output? Who decides when AI may be used? Who answers when something goes wrong?

This is why responsible AI governance is required — not as a bureaucratic brake on innovation, but as the condition of trust. Technological progress and responsibility are not opposites. On the contrary: the more powerful a technology becomes, the more important the responsibility for its use.

The more powerful the technology, the more important the responsibility for its use.

The Real Challenge

The greatest challenge of Artificial Intelligence is therefore not simply to develop ever more powerful machines. It is to educate people who are at once more competent and more responsible. People:

01



who can use AI **without becoming dependent** on it;

02



who can obtain information faster **without surrendering critical thought**;

03



who can let AI prepare a decision **without surrendering responsibility** for that decision; and

04



leaders who measure technological progress not only by economic efficiency, but by its effect on **people and society**.

CONCLUSION

1

Work will change. Shape it.

AI will fundamentally change the world of work. The task is not to stop that change, but to shape it responsibly.

2

Education must change with it.

When information is abundant, knowledge alone is no longer decisive. The scarce capacities are critical evaluation and responsible application.

3

Leadership remains human.

AI can analyze, recommend and support. Human beings must decide — and assume responsibility for the decision.

The question that will stay with us, now and in the years ahead, is this:



*The most successful organizations will not replace people with AI.
They will combine human intelligence, experience and responsibility
with the capabilities of Artificial Intelligence.*



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CONTACT

ATAFOM University International
Public Relations and Communication Department
Email: newsletter@atafom.university
Website: www.ATAFOM.university

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“The success of every action
begins with the head.”

Şakir Yavuz

*Founder & President
ATAFOM University international*

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