

ATAFOM

Education For Integration - Learning Without Borders



Up Close – Exclusive Interview with

Zülfü Canpolat

Vice President of the ATAFOM University International

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ATAFOM UNIVERSITY INTERNATIONAL OFFICE OF EXTERNAL COMMUNICATIONS

The Future of Capital Markets:

Opportunities, Innovations, and the STO/IPO Advantage in 2026

Convergence. Technology.
Private Markets. Tokenization.
A new era of capital is here.
Are you ready?



55,000+
Listed Companies
Globally



\$20T+
Alternative
Investments
Universe



1,200+
Unicorns Valued
Over \$4.3T



A New Generation
of Leaders. Smarter
Markets. Better
Future.



GLOBAL CONVERGENCE

Public & private markets
converge, unlocking
new liquidity and
investment pathways.



AI-DRIVEN INTELLIGENCE

AI transforms research,
risk management,
and decision-making
for smarter outcomes.



TOKENIZATION & DIGITAL ASSETS

Blockchain and digital
assets enable greater
access, transparency,
and efficiency.



THE STO/IPO ADVANTAGE

Stronger companies,
better governance,
and early access to
value creation.



SUSTAINABLE GROWTH

Responsible investing
drives long-term
value for people
and planet.



The Future Of Capital Markets: Opportunities, Innovations, And The STO/IPO - Security Token Offering/Initial Public Offering Advantage In 2026

At ATAFOM University International's Faculty of Initial Public Offering, we train the next generation of finance professionals to master the interconnected worlds of capital formation, public markets, and alternative investments. Capital markets — the engine of global economic growth — are undergoing a profound transformation in 2026. From the explosive growth of private markets and AI-driven efficiencies to tokenization, regulatory evolution, and a resurgent IPO landscape, understanding these dynamics is essential for aspiring leaders in investment banking, private equity, venture capital, STO/IPO strategy, and beyond.

Capital Markets in 2026: A Landscape of Convergence and Opportunity

Global capital markets in 2026 reflect a blend of resilience and selective momentum. After years of volatility, activity is resuming across equity, debt, and private capital channels with greater scrutiny and fundamentals-driven decision-making. IPO volumes have strengthened, with the U.S. market showing its best opening quarter since 2021 and large offerings in technology, healthcare, industrials, and consumer sectors performing well. Private markets, however, continue their dominance, with private assets exceeding \$22 trillion and companies staying private longer — often 16 years or more — to scale before considering public listings.

Key forces shaping the market include:

The Rise of Private Markets and “Private for Longer”: Private companies are larger, more mature, and command higher valuations, with over 1,200 unicorns globally valued at more than \$4.3 trillion. Private placements, continuation vehicles, evergreen funds, and secondary liquidity solutions are providing enhanced access and monetization options for investors, employees, and early backers.

AI as a Transformative Catalyst: Artificial intelligence is reshaping everything from trading and research to risk management and deal execution. AI-powered tools enable faster insights, predictive analytics, and operational efficiencies, while AI infrastructure, automation, and monetizable platforms attract strong investor interest. Capital spending on AI continues to drive earnings growth and sector leadership.

Tokenization and Digital Asset Convergence: Blockchain technology and asset tokenization are gaining serious traction, enabling fractional ownership, faster settlement, and new forms of liquidity for private equity, bonds, funds, and real assets. This convergence of traditional finance with decentralized technologies is opening doors to broader investor participation and 24/7 market access.

Private Credit Expansion: Once a niche, private credit has become a core pillar of finance, offering flexible financing alternatives and attractive yields amid evolving interest rate environments.

Regulatory and Geopolitical Influences: Evolving regulations, potential deregulation signals, and geopolitical considerations are influencing cross-border flows, compliance requirements, and market access. ESG factors, cybersecurity, and global compliance harmonization remain critical.

These trends create a virtuous cycle: stronger public market activity improves valuation benchmarks and risk appetite, while robust private markets fuel innovation and provide alternative pathways for capital raising and exits.

Why Capital Markets Mastery Matters for STO/IPO Professionals

In the STO/IPO phase, companies must navigate multiple capital formation strategies simultaneously. Capital markets knowledge enables founders, executives, and advisors to:

- Evaluate the optimal timing and structure for an IPO versus strategic acquisitions, divestitures, or private funding rounds.
- Build scalable financial models, governance frameworks, and investor-ready narratives that appeal to both private and public market participants.
- Leverage emerging tools — AI for due diligence and forecasting, blockchain for transparent reporting, and tokenized securities for innovative fundraising.
- Understand liquidity mechanisms, from traditional exchanges to private secondary markets, continuation vehicles, and digital asset platforms.

At ATAFOM, our curriculum deeply integrates capital markets with STO/IPO and IPO preparation. Students develop practical skills in valuation, financial modeling, regulatory compliance, corporate governance, and the application of cutting-edge technologies such as smart contracts, decentralized finance, and AI-enhanced analytics.

Preparing Leaders for the Capital Markets of Tomorrow

The global capital markets ecosystem — encompassing over 55,000 listed companies and a booming alternative investments universe approaching or exceeding \$20 trillion — offers unprecedented opportunities. Convergence across public and private markets, traditional and digital assets, and human judgment with machine intelligence is redefining how capital is raised, allocated, and deployed.

Prof. David Grzan, Dean of the Faculty of Initial Public Offering, observes: “Our programs go beyond theory. We equip students to thrive in the real world—building teams, securing funding across public and private channels, leveraging transformative technologies, and making strategic decisions that turn STO/IPO companies into market leaders, whether through IPOs, M&A, or innovative capital structures.”

Whether you choose our **Bachelor of Science in STO/IPO (B.Sc.), 3-, 6-, or 9-month certification courses**, or the **One-Year Diploma**, you will gain comprehensive, hands-on expertise in capital markets, IPO readiness, due diligence, transaction support, and alternative investments.

Join ATAFOM University International and become part of the future of finance. STO/IPO, IPO, capital markets innovation, and alternative investments converge here.
ATAFOM Makes It Possible!

Our future needs a stable and strong economy. A strong and stable economy requires highly educated economists and finance professionals.

ATAFOM Makes It Possible by producing highly educated leaders in capital markets.

Ready to master the evolving capital markets and shape the next wave of IPOs and investments? Explore our programs today at the Faculty of Initial Public Offering.

Suggested Sources for Further Reading:

JPMorgan Asset Management: Alternative Investments Outlook 2026 (for private markets AUM ~\$20T)

McKinsey Global Private Markets Report

EY or similar on IPO market stabilization and 2026 pipeline

BlackRock or Preqin insights on private credit and tokenization trends

Prof. David Grzan

Vice Rector

Dean

Faculty of Initial Public Offering

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**African
Leadership**
Magazine

**AFRICAN
LEADERSHIP
ORGANIZATION
EVENTS**

**African[®]
Leadership**
Magazine
A publication of African Leadership Organization

ŞAKIR YAVUZ

THE 15TH AFRICAN LEADERSHIP MAGAZINE
PERSON OF THE YEAR - POTY 2026

“INNOVATION IN EDUCATION AS A TOOL FOR
EMPOWERMENT AND NARRATIVE OWNERSHIP”

Extraordinary Commitment To Global Education



Behind every global recognition lies a story of perseverance, dedication, and a vision that guides years of consistent effort. The work of Şakir Yavuz, President and Founder of ATAFOM University International, reflects precisely this kind of long-term commitment. His leadership journey demonstrates how a clear belief in the transformative power of education can lead to meaningful international impact and lasting institutional development.

Over the years, President Yavuz has dedicated himself to advancing the idea that education should not be limited by geographical borders, cultural differences, or institutional boundaries. Instead, he has consistently promoted a model of education that is accessible, collaborative, and globally connected. Through his initiatives and leadership, ATAFOM University International has gradually evolved into a dynamic international platform where universities, academic institutions, scholars, and students can interact, exchange knowledge, and work together toward shared goals.

In today's interconnected world, such initiatives are more important than ever. Global challenges—from technological transformation to sustainable development—require collaborative thinking and interdisciplinary approaches. Educational institutions play a crucial role in preparing future generations to understand and address these complex issues. By fostering international cooperation, platforms like ATAFOM contribute to the creation of a global academic environment where ideas can be shared freely and innovative solutions can emerge.

One of the most distinctive aspects of President Yavuz's leadership is his emphasis on "building bridges between continents." Rather than focusing solely on regional initiatives, he has consistently pursued a global perspective, encouraging institutions from different cultural and academic traditions to engage with one another.

Through ATAFOM's initiatives, institutions that might otherwise have limited opportunities for interaction are brought into meaningful dialogue. Academic conferences, forums, and collaborative programs organized or supported by ATAFOM allow educators, researchers, and students to exchange ideas and establish lasting professional relationships.



Such activities contribute significantly to strengthening the global academic community. They create spaces where knowledge can circulate more freely and where educational innovation can be encouraged through shared experiences and mutual learning. President Yavuz's leadership philosophy is rooted in the belief that education is not merely an academic pursuit but a "powerful catalyst for social progress and international cooperation". Education equips individuals with the knowledge, skills, and critical thinking abilities necessary to contribute positively to their societies. At the same time, it fosters understanding among cultures and encourages dialogue between communities with different perspectives and traditions.

This philosophy has shaped the strategic direction of ATAFOM University International. Rather than limiting its focus to traditional educational activities, the institution actively seeks to build partnerships that promote global engagement and knowledge exchange. By doing so, it supports a broader vision of education as a tool for connecting societies and fostering peaceful cooperation.

A particularly notable moment in this journey was the recognition at the African Leadership Magazine Persons of the Year Awards 2026, held in Accra, Ghana. The event, organized by the African Leadership Organisation, celebrates individuals whose work has contributed significantly to leadership, development, and international cooperation. For President Yavuz, this recognition was not merely a personal accolade but a reflection of the broader mission pursued by ATAFOM University International. It highlighted the value of leadership that prioritizes cooperation, inclusivity, and global engagement in the field of education.

The award also underscored the growing relevance of educational initiatives that connect institutions and communities from different parts of the world. As higher education increasingly embraces international collaboration, organizations like ATAFOM play an important role in facilitating dialogue and building partnerships.

For members of the ATAFOM community, President Yavuz's work serves as a reminder that progress in education often depends on the willingness to think beyond conventional boundaries and to pursue innovative approaches to cooperation.

Looking ahead, the mission that guides ATAFOM remains focused on strengthening international academic connections and expanding opportunities for collaboration. New partnerships, academic initiatives, and global forums will continue to play a central role in the institution's activities.

In this context, the extraordinary commitment demonstrated by President Yavuz stands as both an inspiration and a guiding example. His work illustrates how visionary leadership in education can contribute to building a more connected and cooperative world. Ultimately, the story of ATAFOM University International and its Leadership is a reflection of a larger truth: that education, when guided by collaboration and openness, has the power to bring people together, encourage mutual understanding, and create pathways toward a more sustainable and inclusive global future.



African Leadership Magazine

AFRICAN LEADERSHIP ORGANIZATION EVENTS

African Leadership Magazine
A publication of African Leadership Organization





CELEBRATIONS & GLOBAL DAYS



Prof. Dr. Nevers Sekwila Mumba

Dean of the Faculty of Political Science
ATAFOM University International

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

Dear Prof. Dr. Nevers Sekwila Mumba!

On this special occasion, we extend our warmest wishes for a joyful and distinguished birthday, along with a year marked by continued success and exemplary leadership.

In your role as Dean of the Faculty of Political Science, your unwavering dedication to education, governance, and intellectual growth serves as a source of inspiration to students and colleagues alike.

Your contributions to academic excellence and global political discourse stand as a testament to your vision, integrity, and steadfast commitment.

May the year ahead bring you good health, fulfillment, and continued accomplishments as you advance along your remarkable journey.

ATAFOM – My Better Future



**Kurban Bayramınız mübarek olsun ~ Frohes Opferfest ~
Joyeuse fête de l'Aïd ~ Feliz Eid ~ ईद मुबारक ~
С праздником Курбан-Байрам ~ عيد مبارك**

A celebration of joy and blessings!

Dear members and friends of ATAFOM University International,

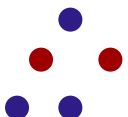
On the occasion of the blessed Feast of Sacrifice, Eid al-Adha, we would like to extend our warmest greetings to you.

This special occasion stands for devotion, solidarity, and humanity. It reminds us to take responsibility for one another, to share, and to work together toward building a better future.

May this blessed Eid fill your home with love, happiness, and peace, and grant you and your families health, confidence, and renewed strength.

In the spirit of ATAFOM – Education for Integration – we believe that, especially in times of global challenges, unity, respect, and shared values are more important than ever.

**ATAFOM University International
Education for Integration - Learning without Borders**





In this day increasingly connected world, communication technologies play a vital role in shaping education, innovation, business, and global cooperation. On World Telecommunication and Information Society Day, we recognize the importance of digital communication and information technologies in promoting inclusive development and connecting people across borders.

Modern telecommunication systems and digital platforms continue to transform how societies learn, interact, and share knowledge. From online education and virtual collaboration to global networking and technological innovation, access to information and communication technologies has become essential for progress in the digital age.

At ATAFOM University International, technology and digital communication remain important pillars of global education and academic integration. Through international collaboration, digital learning platforms, and technology-focused programs, ATAFOM continues to support accessible, future-oriented education in an interconnected world.

This day also reminds us of the importance of reducing the digital divide and ensuring that technology serves as a tool for inclusion, opportunity, and sustainable development for all.



ATAFOM UNIVERSITY COURSE OFFERINGS

BACHELOR COURSE OFFERINGS

FIRST SEMESTER

WINTER SEMESTER 2026/27

ACADEMIC YEAR 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.

FIRST SEMESTER WINTER SEMESTER ACADEMIC YEAR 2026/27

- ◆ Bachelor of Arts in Media and Communication (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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Write to us for any queries: contact@ATAFOM.university

Link to apply: <https://atafom.university/apply-to-atafom2/>

15 IT CERTIFICATION COURSE OFFERINGS:

- ◆ Basics of Python
- ◆ 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
- ◆ Database and SQL
- ◆ Generative AI for Everyone
- ◆ Deep Learning and Neural Networks
- ◆ Basics of Software Engineering Principles

Visit us: www.ATAFOM.university

Write to us for any queries: contact@ATAFOM.university

Link to apply: <https://atafom.university/apply-now-it-certification-course/>

ATAFOM LANGUAGE ACADEMY COURSE OFFERINGS:

LEARN ENGLISH

ATAFOM LANGUAGE ACADEMY
Communication Made Easy
— Online —

English language courses are available at ATAFOM Language Academy, with options for different proficiency levels, ranging from ALA I to ALA II.

- ◆ ALA-A0 as Pre ALA-A1: Starter
- ◆ ALA-A1: Beginner Level
- ◆ ALA-A2: Elementary Level
- ◆ ALA-B1: Pre-Intermediate Level
- ◆ ALA-B2: Intermediate Level
- ◆ ALA-C1: Upper-Intermediate Level
- ◆ ALA-C2: Advanced Level
- ◆ ALA-BE I: B2 Business English I (Requires minimum language level of ALC-B2)
- ◆ ALA-BE II: C1 Business English II (Requires minimum language level of ALC-C1)
- ◆ ALA-BE III: C2 Business English III (Requires minimum language level of ALC-C2)
- ◆ ALA-IT English



Visit us: www.ATAFOM.university

Write to us for any queries: contact@ATAFOM.university

Link to apply: <https://atafom.university/language-academy/>

FACULTY OF INITIAL PUBLIC OFFERING CERTIFICATION COURSE OFFERINGS:

The Faculty of Initial Public Offering at ATAFOM University International brings you multiple STO/IPO certification programs along with the Bachelor of Science in STO/IPO (B.Sc.).

The certification programs begin every month. Find your best match here -



**3 - MONTH
STO/IPO
CERTIFICATION
COURSE**

FLEXIBLE LEARNING INDUSTRY CERTIFIED PRACTICAL INSIGHTS



**6 - MONTH
STO/IPO
CERTIFICATION
COURSE**

FLEXIBLE LEARNING INDUSTRY CERTIFIED PRACTICAL INSIGHTS



**9 - MONTH
STO/IPO
CERTIFICATION
COURSE**

FLEXIBLE LEARNING INDUSTRY CERTIFIED PRACTICAL INSIGHTS



**1 - YEAR
STO/IPO
CERTIFICATION
COURSE**

FLEXIBLE LEARNING INDUSTRY CERTIFIED PRACTICAL INSIGHTS

At ATAFOM University International, we are committed to providing an education that blends modern innovation with academic excellence. Our goal is to equip students with the knowledge, skills, and practical experience needed to succeed in today's fast-changing world.

With a strong emphasis on global perspectives and real-world learning, we ensure that our students are not only prepared for their careers but also for leadership in an interconnected society.

Visit us: www.ATAFOM.university

Write to us for any queries: contact@ATAFOM.university

Link to apply: <https://atafom.university/apply-to-atafom2/>

A portrait of a middle-aged man with short, dark hair, smiling slightly. He is wearing a light-colored, patterned blazer over a dark-colored button-down shirt. The background is a textured, light blue-grey color with faint, overlapping circular patterns. The text 'FOUNDER & PRESIDENT' is overlaid on the lower part of the image in large, white, bold, sans-serif font.

FOUNDER & PRESIDENT

President & Founder
ATAFOM University International

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

**Şakir Yavuz**

President & Founder

ATAFOM University International

Helped him pave a way to create the university offering an inclusive education. He is firmly convinced that the children of this world with different cultural backgrounds and countries of origin as well as languages should have the same right to education. He has set himself the task of giving young people access to university education of the highest international quality and with equal opportunities, in the conviction that success requires permanent concentration, strong motivation and extreme commitment.

At ATAFOM University International, "Education for Integration" is developed, taught and lived. The team of internationally renowned professional teachers and experienced staff at ATAFOM University International will meet the highest international standards and will do everything possible to meet and exceed all of our students' expectations and educational goals as they embark on undergraduate studies or learn the English language when they enroll in ATAFOM Language Academy.

The digital innovation and knowledge campus of ATAFOM University International - ConiaSoft Online Campus, which accommodates everyone who is willing to learn, makes it possible to create educational bridges between all continents.

Şakir Yavuz

President & Founder

ATAFOM University International

PRESIDENT'S QUOTE OF THE MONTH

“



The central question is not whether Artificial Intelligence will transform the world—this process of transformation is already underway. What is decisive, rather, is whether we possess the collective capacity and the normative courage to shape this development in a responsible, equitable, and purpose-driven manner.



The sustainable and common-good-oriented use of Artificial Intelligence presupposes that human beings do not merely act as users, but as reflective and responsible architects who continuously refine intelligent systems, critically examine them, and ground them in ethical principles.



Against this backdrop, the future of intelligent systems should be consistently human-centered, ensure global inclusion, and be informed by interdisciplinary perspectives that extend beyond purely technological approaches.



At ATAFOM, we uphold this perspective and are actively working to establish the corresponding structures and modes of thought.



With this objective in mind, we *have already begun*.

”

Şakir Yavuz

Founder & President

ATAFOM University International

A portrait of Zülfü Canpolat, Vice President of ATAFOM University International, wearing a dark suit, white shirt, and patterned tie. The background is a light-colored brick wall. The image is overlaid with a semi-transparent purple filter and a large, faint circular graphic.

ATAFOM UNIVERSITY

Up Close with Zülfü Canpolat
Vice President
ATAFOM University International

The Transformation Of International Education: Institutional Network Structures, Global Collaboration, And Structural Transformation

Zülfü Canpolat, as **Vice President** at ATAFOM University International, plays a key role in the strategic development of international collaborations and institutional network structures. Within this role, he contributes to the development of sustainable cooperation frameworks among institutions and organizations from the fields of science, business, and society, and to the shaping of transnational partnerships.

As a university with an international orientation, ATAFOM offers its academic programs in online, in-person, and hybrid formats, integrating them with a focus on international collaboration and institutional network building among institutions from science, business, and society.

The adopted approach considers education as a globally accessible public value that is not limited by national, social, or cultural boundaries. In this context, education is regarded as a fundamental mechanism that promotes accessibility regardless of origin, skin color, gender, or religious affiliation, and aims to support structural equality of opportunity.

At the core of this approach is the development of strong networks and transnational cooperation architectures that go beyond project-based collaboration and aim for long-term structural impact. Canpolat's work is directed toward creating connection points that enable sustainable international cooperation and anchor it permanently at the institutional level.

The field of international education is undergoing a profound transformation shaped by globalization, digitalization, and increasing institutional interdependencies. Traditional models of knowledge transfer are increasingly being complemented by network-based and transnational cooperation structures.

In this context, accessibility, quality assurance, and structural integration are becoming increasingly important. Educational institutions are required to redefine their roles and position themselves as integral parts of global knowledge ecosystems.

In this interview, Zülfü Canpolat assesses current developments, strategic priorities, and future perspectives in the context of international education cooperation.

ATAFOM Newsletter: Mr. Canpolat, how would you define your role at ATAFOM University International?

Zülfü Canpolat: *As Vice President, my role is the systematic development and strategic structuring of international networks and institutional collaborations.*

My focus is on initiating and sustainably establishing transnational partnerships between universities, other academic institutions, organizations, and companies. I see this role not as operational program development, but as creating institutional frameworks that enable sustainable cooperation.

The objective is to build a robust international network that goes beyond project-based interactions and generates lasting structural value.

ATAFOM Newsletter: What is the core vision of ATAFOM University International?

Zülfü Canpolat: *Our founder Şakir Yavuz's vision is based on the concept of "Education for Integration."*

This approach views education as an integrative mechanism that promotes international cooperation and social cohesion. The goal is to create a structure that enables structural interaction between different education systems and institutions from science, business, and society.

In this context, education is understood not only as knowledge generation, but also as a means of contributing to global integration through the creation of institutional connections.

ATAFOM Newsletter: What role does international cooperation play in your daily work?

Zülfü Canpolat: *International cooperation forms the core operational and strategic dimension of my work.*

My focus is on developing, strengthening, and sustainably advancing institutional partnerships, as well as expanding global networks that connect different fields. It is crucial that collaborations are not only formal but also functional and sustainable in the long term.

Sustainability, institutional reliability, and mutual trust are key elements in this process.

ATAFOM Newsletter: What are you currently focusing on?

Zülfü Canpolat: *We are currently focusing on the strategic expansion and qualitative deepening of international cooperation structures.*

This includes establishing new partnerships in different geographic regions and further developing existing networks. At the same time, we are working on structured interaction formats that make institutional dialogue more systematic and efficient.

ATAFOM Newsletter: What advantages does this international approach offer students?

Zülfü Canpolat: *Students gain significant advantages through access to transnational networks and intercultural experience environments.*

This enables them to combine academic and practical perspectives and develop competencies required on a global scale.

These networks also open up new opportunities for academic and professional development.

ATAFOM Newsletter: What are the main challenges currently faced in international education?

Zülfü Canpolat: *One of the main challenges is balancing international accessibility with academic quality assurance and cultural diversity.*

Different regulatory systems, academic standards, and social contexts must be aligned while maintaining the integrity of existing structures.

This requires a high level of strategic coordination and intercultural sensitivity.

ATAFOM Newsletter: How do you assess the role of digitalization?

Zülfü Canpolat: *Digitalization is one of the key enablers of international cooperation.*

It eliminates geographical distances, supports the coordination of complex networks, and facilitates access to institutional resources.

It also enables effective connections between different societal and institutional domains.

ATAFOM Newsletter: How do you foster innovation within the institution?

Zülfü Canpolat: *Innovation emerges through the interaction of different groups of actors within international networks.*

The convergence of perspectives from science, practice, and business forms the foundation for new solution approaches and structural developments.

We support this process through collaboration-based platforms and dialogue-oriented structures.

ATAFOM Newsletter: What distinguishes ATAFOM from other international educational institutions?

Zülfü Canpolat: *ATAFOM stands out due to its strong emphasis on institutional network building and structural collaboration.*

The university integrates academic education activities with a focus on international cooperation among institutions from science, business, and society.

This approach enables adaptability to changing conditions and the development of innovative cooperation models

ATAFOM Newsletter: What are your personal goals as Vice President?

Zülfü Canpolat: *My goal is the sustainable strengthening of international networks and the establishment of long-term institutional partnerships.*

In this context, the priority is to create structures that can be continuously developed and generate long-term impact

ATAFOM Newsletter: How do you see the future of international education?

Zülfü Canpolat: *The future of education will be shaped by transnational cooperation and institutional network structures.*

Educational institutions will act as part of global knowledge networks and work together with different societal domains to address global challenges.

In this context, international cooperation will become one of the fundamental pillars of modern education systems.

ATAFOM Newsletter: What role do collaborations with companies play?

Zülfü Canpolat: *Collaborations with companies expand the institutional framework by integrating practice-oriented perspectives.*

This creates a strong link between academic knowledge and economic application and supports cross-sector collaboration.

ATAFOM Newsletter: How do you deal with cultural diversity?

Zülfü Canpolat: *Cultural diversity is a fundamental element of international cooperation.*

It enriches different perspectives, enhances intercultural competencies, and improves the quality of collaboration.

Therefore, a respectful and conscious approach to diversity is essential.

ATAFOM Newsletter: What motivates you in this field?

Zülfü Canpolat: *My primary motivation is building institutional structures and actively advancing international cooperation.*

The creation of sustainable networks and the opportunities they generate for people and institutions are the main driving forces behind my work.

ATAFOM Newsletter: What message would you like to convey to readers?

Zülfü Canpolat: *Sustainable development requires openness, collaboration, and a willingness to embrace different perspectives.*

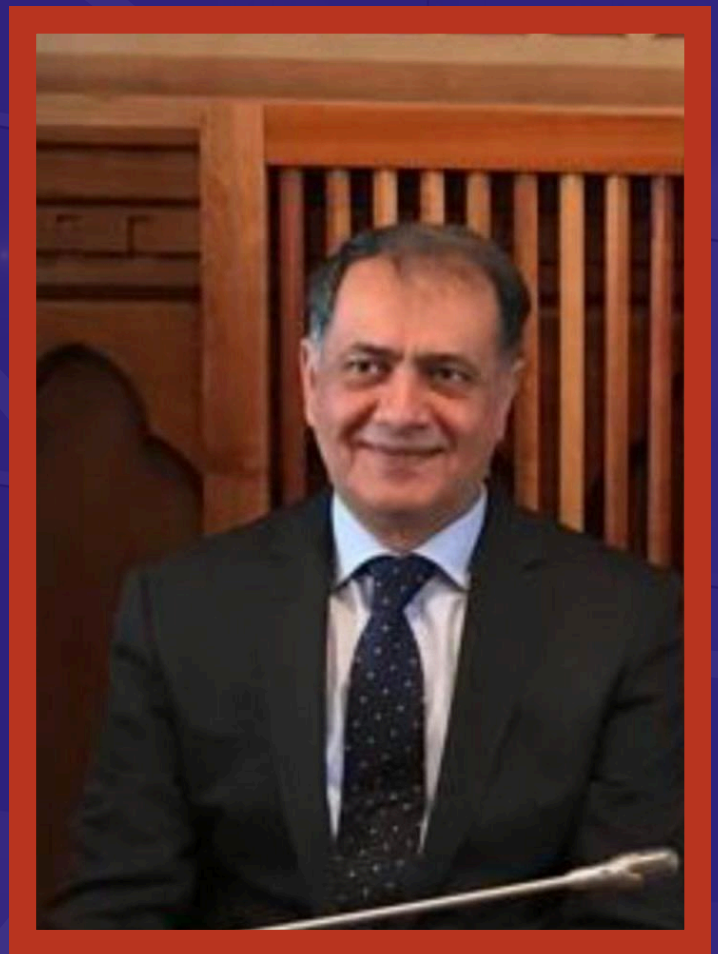
The future depends on the ability to share knowledge and jointly develop solutions to global challenges.

Conclusion

Zülfü Canpolat represents an approach to international education that is structural, collaborative, and systematic.

Through the development of sustainable network structures among institutions from science, business, and society, his work aims to expand global access to education and strengthen international cooperation.

His work demonstrates that the future of education depends on the sustainable integration of different institutional and societal domains and the joint development of solutions.





THINK PIECE

Artificial Intelligence and Society

Power, Governance and
Human Capability in the
New AI Order



Artificial intelligence has moved beyond the status of a promising technology. It is now a system-shaping force: reorganizing capital allocation, transforming labor markets, accelerating scientific discovery, and testing the capacity of institutions to govern fast-moving innovation. The pace of adoption is no longer marginal. Stanford's 2025 AI Index reports that **78% of organizations used AI in 2024**, up from **55% in 2023**, while the share using generative AI in at least one business function rose from **33% to 71%** in a single year. At the same time, global private investment in generative AI reached **\$33.9 billion in 2024**, and U.S. private AI investment climbed to **\$109.1 billion**, far ahead of China (**\$9.3 billion**) and the U.K. (**\$4.5 billion**).

What makes this moment historically significant is not simply the diffusion of AI, but the concentration of its underlying power. UN Trade and Development warns that the global AI economy could reach **\$4.8 trillion by 2033**, yet the benefits of that expansion are likely to be distributed unevenly. In 2022, **just 100 companies accounted for 40% of global corporate R&D spending in AI**, while the **United States and China together held 60% of AI patents** and produced roughly **one-third of global AI publications**. This means the central question for 2026 is not whether AI will matter, but whether the international order can shape it toward inclusion rather than asymmetry.

A New Phase: From AI Innovation To AI Infrastructure

The global AI race is entering a more capital-intensive phase. The frontier is no longer defined only by models and applications, but by semiconductors, compute capacity, cloud dominance, energy access, and data governance. The International Energy Agency now projects that global electricity consumption from data centres will **double to around 945 TWh by 2030**, with demand growing about **15% per year** from 2024 to 2030. In parallel, electricity generation needed to supply data centres is projected to rise from **460 TWh in 2024 to over 1,000 TWh in 2030**. In other words, AI is not only a software story; it is increasingly an infrastructure and energy story.

This has strategic implications for governments, universities, and firms alike. Countries with strong research ecosystems but weak compute, energy resilience, or digital sovereignty may find themselves structurally dependent on a small number of platform providers. For higher education, this is especially important: universities are no longer simply preparing students to use AI tools; they are operating inside an economy increasingly shaped by who owns the infrastructure of intelligence. That is why the future of AI must be discussed not only in terms of productivity, but also in terms of public capability, resilience, and institutional autonomy.

AI Governance: The Move From Principles To Enforcement

The governance debate has matured considerably over the last two years. What was once a largely normative conversation is now becoming operational. In the European Union, the **AI Act entered into force on 1 August 2024**. Its first provisions, including rules on **prohibited AI practices and AI literacy obligations**, began applying on 2 February 2025. Rules covering general-purpose AI models became applicable on **2 August 2025**, while the Act becomes fully applicable on **2 August 2026**, with some high-risk product rules extending beyond that date. This staged implementation matters because it marks one of the first serious attempts to move from voluntary principles to enforceable obligations at scale.

At the international level, governance is also widening beyond the EU. The **Council of Europe's Framework Convention on Artificial Intelligence and Human Rights, Democracy and the Rule of Law**, adopted in 2024 and opened for signature the same year, represents the first international legally binding treaty designed to ensure that AI systems remain consistent with human rights, democratic principles, and the rule of law. In parallel, the **OECD AI Principles**, first adopted in 2019 and updated in 2024, continue to shape policy design across advanced and emerging economies, while the OECD's new **AI Observatory Index** aims to measure national AI readiness more systematically. Together, these developments signal a clear shift: governance is becoming measurable, comparative, and increasingly tied to implementation capacity.

Yet the core governance challenge remains unresolved. Regulation is advancing unevenly across jurisdictions, while innovation is scaling transnationally. That creates a structural mismatch: AI models, cloud infrastructure, and cross-border data flows move faster than most legal systems. Effective governance in this context requires at least four capacities: **technical literacy inside public institutions, credible risk classification, cross-border interoperability, and independent oversight informed by evidence**. OECD's AI Incidents Monitor and NIST's Generative AI Risk Management Profile are important because they begin to supply the practical architecture for that evidence-based oversight. NIST's profile, released in 2024, identifies **13 generative-AI risk areas** and more than **400 possible actions** for risk management.

Ethical AI: Beyond Compliance, Toward Legitimacy

Ethics in AI cannot be reduced to corporate language about "responsible innovation." The deeper issue is legitimacy. Systems that influence hiring, lending, public services, health decisions, or educational assessment must be not only technically effective but socially justifiable. This requires robust attention to **bias, explainability, contestability, privacy**, and the preservation of meaningful human agency.

UNESCO has consistently argued for a human-centered approach to AI in education and public life, and its broader work reflects a principle now gaining global consensus: when AI affects life chances, opacity is not a neutral design choice.

The practical frontier of ethics is now moving into sector-specific governance. In health, for example, the World Health Organization's European office has emphasized that AI adoption depends on credible health-data governance, public trust, and safeguards against poor-quality data that could produce harmful outcomes. In education, the same logic applies. Ethical AI is not simply about whether a model is powerful; it is about whether institutions can verify fairness, explain outcomes, set boundaries, and preserve accountability when automated systems are wrong. In this sense, ethics is not an external restraint on innovation. It is the condition under which innovation remains publicly defensible.

Education And AI: The Strategic Domain

If governance determines the rules of AI, education determines the distribution of agency within an AI-shaped society. This is why education is not a peripheral theme in the AI debate; it is the strategic domain through which societies decide whether AI becomes broadly empowering or narrowly extractive. The labor-market evidence is clear. The World Economic Forum's Future of Jobs Report 2025, based on more than **1,000 global employers** representing over **14 million workers** across **55 economies**, finds that **39% of workers' core skills are expected to change by 2030**. It also estimates that by 2030, global labor-market transformation could involve **170 million new jobs created and 92 million displaced**.

These numbers carry two implications for universities. First, AI literacy must extend beyond computer science. Lawyers, teachers, managers, designers, health professionals, and public administrators all need the capacity to understand the limits, risks, and uses of AI in their domains. Second, the premium is shifting from static credentials to adaptive capability: critical thinking, data judgment, ethical reasoning, communication, and interdisciplinary fluency. UNESCO's recent work reinforces this direction. In 2025 and 2026, it expanded its guidance by advancing AI competencies for teachers and reporting that **two-thirds of higher-education institutions have or are developing guidance on AI use**, while **nine in ten respondents** in its survey reported using AI tools in their professional work. Its **AI Competency Framework for Teachers**, updated in 2026, defines **15 competencies across five dimensions**, including ethics, pedagogy, foundations of AI, professional learning, and a human-centered mindset.

This is the point at which higher education must become more ambitious. Universities should not simply react to AI by writing integrity policies or permitting selected tools in coursework. They must redesign curricula, faculty development, assessment models, and research training around a more fundamental premise: the graduates of the next decade will work in institutions where AI is embedded in workflows, decisions, and knowledge production. The question is whether they will remain passive users of opaque systems, or become professionals capable of governing, questioning, and improving them.

The Social Contract Of AI

The real challenge, then, is societal rather than purely technological. AI is redistributing not only productivity, but also voice, leverage, and dependence. Advanced economies and large firms currently hold the greatest advantages in compute, talent density, and capital formation. OECD data show firm-level AI adoption rising to **20.2% in 2025** across countries where data are available, up from **14.2% in 2024 and 8.7% in 2023**. But aggregate adoption alone is not the right benchmark. The more important measure is whether societies are building inclusive capability: trusted institutions, broad-based digital skills, credible public safeguards, and pathways for smaller economies to participate in value creation rather than merely consume imported intelligence.

For institutions such as ATAFOM University, this is where mission becomes strategy. A serious educational response to AI must combine **policy literacy, ethical reasoning, technical fluency, and global perspective**. It must also insist that innovation and human development are not competing goals. The strongest institutions of the coming decade will be those able to produce graduates who can translate between technology and society: people who understand regulation and entrepreneurship, data systems and human rights, automation and dignity. In that sense, the university is not standing outside the AI revolution. It is one of the places where its civic meaning will be decided.

Conclusion

Artificial intelligence is often described as a race. That is only partly correct. It is also a test of institutional seriousness. The countries, firms, and universities that will lead in the AI era are not simply those that adopt tools fastest, but those that can align innovation with legitimacy, capability with inclusion, and scale with responsibility. The evidence now points in one direction: AI is expanding rapidly, governance is hardening, educational demands are rising, and the global distribution of power in this field remains highly unequal. The strategic task for 2026 is therefore clear: to shape AI not merely as a market opportunity, but as a human and institutional project worthy of public trust.

A graphic of the letters 'AI' in a light blue, sans-serif font, centered within a square frame that resembles a microchip or circuit board. The frame has small squares at the corners and vertical lines on the sides. The background is a dark blue with a complex circuit board pattern of lines and dots.

AI

CONIASOFT AND AI

AI In The Field Of Tension Between Governance,
Ethics And Education

Artificial intelligence (AI) has evolved from a technological tool to a fundamental method that increasingly determines the design of economic, social and organizational processes. It operates in a wide variety of areas – from industry and healthcare to administration and education – and unfolds its strength in particular where large amounts of data, complex decisions and high dynamics come together.

With this growing importance, three dimensions are coming to the fore: **AI Governance, Ethical AI, and Education and AI.**

They form the basis for a responsible, sustainable and traceable use of AI.

What makes this moment historically significant is not simply the diffusion of AI, but the concentration of its underlying power. UN Trade and Development warns that the global AI economy could reach **\$4.8 trillion by 2033**, yet the benefits of that expansion are likely to be distributed unevenly. In 2022, **just 100 companies accounted for 40% of global corporate R&D spending in AI**, while the **United States and China together held 60% of AI patents** and produced roughly **one-third of global AI publications**. This means the central question for 2026 is not whether AI will matter, but whether the international order can shape it toward inclusion rather than asymmetry.

AI as a systemic infrastructure – and the need for governance

Governance is referred to here as a general term for the management of administrative administrations or also for the management of companies.

It is therefore a general control and regulation system in the sense of structures with a defined structural and process organization.

AI systems enable automated pattern recognition, data-driven decision-making processes and real-time analyses. They support

- Optimization,
- The formulation of forecasts
- Decision-making in a variety of application fields.

Precisely because AI is increasingly making decisions with far-reaching effects, clear **AI governance is becoming** indispensable. This includes:

- **Transparency and traceability** of models and decisions
- **Accountability structures** within organizations
- **Auditability and compliance** with regulatory requirements
- **Risk management for AI systems**, including monitoring and continuous validation.

AI must not operate as a black box, but must be designed as a controllable and verifiable infrastructure with clearly defined objectives and user-oriented rights, management and system consistency.

Ethical AI: Security, Fairness and Privacy

In addition to efficiency gains, the use of AI also entails fundamental ethical questions:

1. Security and abuse

AI improves the analysis of complex patterns and can be used to detect anomalies and threats.

At the same time, new risks are emerging:

- Data poisoning
- Manipulation by adversarial inputs
- Model Exfiltration

An ethical approach here requires "**secure by design**" – security must be an integral part of AI development.

2. Fairness and non-discrimination

AI-based decisions must not create systematic disadvantages, for example in selection, evaluation or allocation processes.

- Bias Analysis and Fairness Metrics
- Explainable Models (Explainable AI)
- Clear criteria for automated decisions

3. Data protection and auditability

The use of large and diverse data sources leads to tensions between knowledge gain and privacy.

Responsible AI should therefore rely on technologies such as:

- Differential Privacy
- Secure Multi-Party Computation
- Data-saving model architectures

AI as a connecting element of complex systems

Modern systems are often characterized by heterogeneity:

- Different data sources,
- decentralised structures
- diverse interfaces.

AI can act as a connecting element here by AI:

- Data from different sources integrated and interpreted
- Intelligently coordinated and optimized processes
- Dynamically adapts decision logics to new conditions
- Makes complex systems more transparent and efficient

However, this role as an "orchestrator" also increases the requirements for governance and ethical guidelines.

Education and AI: Key competence for the future

With the increasing integration of AI into a wide variety of areas of life and work, the need for education and skills development is also growing.

Central fields of education:

- **Technical understanding of AI models**
(e.g., machine learning, graph analysis, generative models)
- **Regulatory and organizational knowledge**
(e.g., compliance, auditability, governance structures)
- **Ethics and responsibility**
(e.g. bias, transparency, societal impact)
- **Interdisciplinary skills Combination of technology, specialist domains and legal framework**

This inevitably leads to the realization:

Organizations and educational institutions must invest specifically in continuing education in order to:

- Enable informed decisions
- Identify risks at an early stage
- Strengthen trust in AI systems

Education is therefore not only a supporting factor, but a central component of responsible AI use.

Fields of action for responsible AI

In order to use AI sustainably and responsibly, concrete measures are being taken:

- **Establishment of clear AI governance structures** including roles, responsibilities and control mechanisms
- **Integration of ethical principles into the development process** (fairness, transparency, data protection)
- **Development of robust data and system architectures for the secure and system-relevant use of diverse data sources**
- **Investment in education and skills for technical, organisational and ethical skills**
- **Continuous monitoring and auditing of AI systems**

Conclusion

AI has become a central infrastructure of modern societies. Their potential lies not only in automation and increased efficiency, but also in the ability to connect complex systems and enable new forms of decision-making.

At the same time, their use requires a high degree of responsibility.

AI Governance, Ethical AI and Education and AI are not optional additions, but fundamental prerequisites for sustainable and trustworthy use.

Only by consciously combining technological innovation, ethical guidelines and continuous education can AI unleash its full potential – balancing progress, security and societal trust.



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

Şakir Yavuz

Founder & President

ATAFOM University International

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