

## News from ECOEI



### Common History, Culture, Education and Civilization Symposium

The Economic Cooperation Organization Educational Institute (ECOEI) organized a two-day, Common History, Culture, Education and Civilization Symposium on 27-28 September, 2019. 82 academicians from 16 countries attended the symposium and presented their research in several parallel sessions for two days.

A delegation from the Ministry of Education of the Islamic Republic of Iran headed by Dr. Gholemreza Karimi, Deputy Minister of National Education, participated in the symposium. Dr. Karimi also presented a paper titled "Trends and Challenges for Refugee and Migrant Education in the ECO Member States." Ambassador Abdul Rahim Sayed Jan (Islamic

Republic of Afghanistan), Ambassador Mohammad Farazmand (Islamic Republic of Iran), Ambassador Abzal Saparbekuly (Republic of Kazakhstan), Ambassador Muhammed Syrus Sajjad Qazi (Islamic Republic of Pakistan), Ambassador Rajabiyn Mahmatali Davlatsho (Republic of Tajikistan) and Ambassador Mr. Kemal Köprülü (Turkish Republic of Northern Cyprus) as well as the educational attachés of these countries and other ECO member countries attended the symposium.

Selected scholarly papers presented at the symposium will be published before July 2020.

### 24<sup>th</sup> Meeting of the ECO Council of Ministers (COM)

The 24<sup>th</sup> meeting of the ECO COM was held in Antalya, Turkey, on 8-9 November 2019, hosted by H.E. Mevlüt Çavuşoğlu, Minister of Foreign Affairs of the Republic of Turkey. ECO Educational Institute was represented by a delegation headed by President Prof. M. Akif Kireççi.

During the meeting, ECO's policies, programs and activities which aim to accelerate intraregional trade and economic activities among ECO Member States and to facilitate regional integration and socio-economic development were discussed. ECOEI President Kireççi delivered a statement about ECOEI activities and functions and stressed the importance of education in fostering economic cooperation.

## Education in Numbers

### Education in the Time of Crisis

There are over 70 million people who are forcibly displaced worldwide. Refugees consist of 1 out of 3 of the displaced people and 80 percent of them are hosted by their neighboring countries. Migration Policy Institute

(MPI) seeks to improve immigration and integration policies globally and has an online data hub which displays countries with high refugee population. It also lists the 25 largest refugee populations by the country of destination and the refugee share of the total population. As the number of

refugees increase globally, a few countries stand out as the main destination countries by hosting the majority of the refugees. Three ECOEI member states are also among the top 10 refugee destination countries.

Top 10 Refugee Destination Countries		
Countries	Number of Refugees	As % of the Country Population
TURKEY*	3.115.000	3.9%
JORDAN	2.929.000	30.2%
PALESTINE TERRITORIES	2.115.000	43.8%
LEBANON	1.559.000	25.6%
PAKISTAN*	1.357.000	0.7%
GERMANY	1.257.000	1.5%
UGANDA	1.163.000	2.7%
IRAN*	978.000	1.7%
UNITED STATES	816.000	0.3%
ETHIOPIA	794.000	0.8%

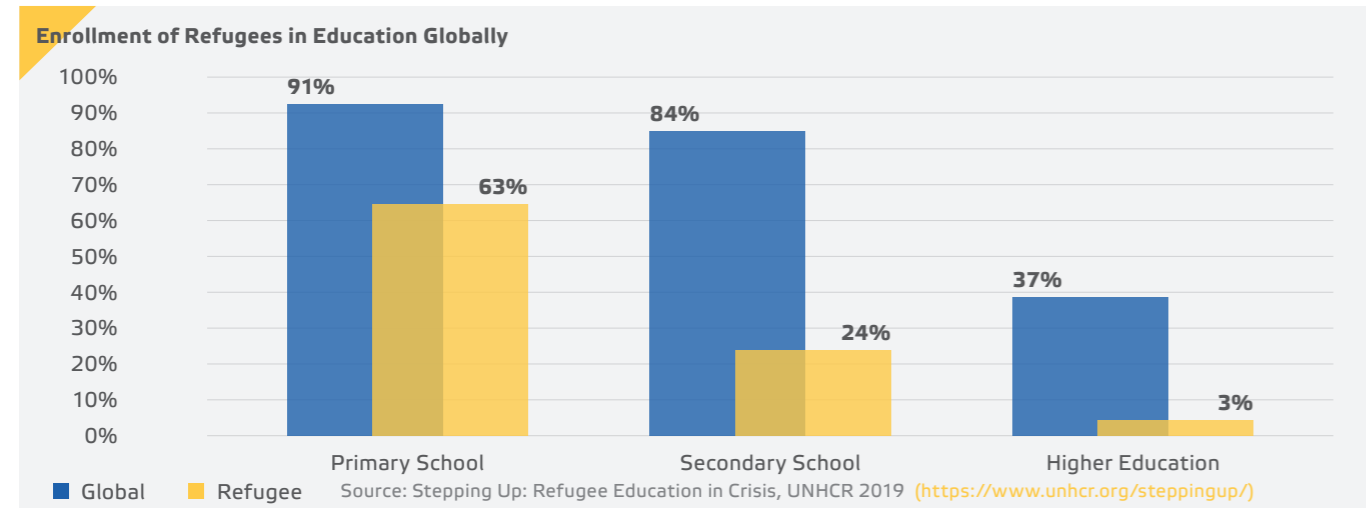
\*ECO Member States Source: Largest Refugee Populations by Country of Destination, 1960-2017, Migration Policy Institute (MPI) 2017 (<https://www.migrationpolicy.org/programs/migration-data-hub>)

Moreover, half of the refugee population is under the age of 18 and represents the school-aged population. Unfortunately 3.7 million of these refugee children are out of school worldwide. UNHCR Refugee Education in Crisis report lays out the stark reality of refugee education by sharing the stories of refugee children. The report

also includes education data on refugee enrollment and population numbers drawn from UNHCR data on 2017.

The enrollment rates for refugees and non-refugees differs greatly which shows the need for taking actions for schooling of refugee children. The pro-

portion of refugees enrolled in secondary education is more than two-thirds lower than the level for non-refugees. Children's gain by education cannot be compensated in any other way and failing to tackle refugee children's education would create huge shortfall in societies' progress.



The Global Education Monitoring (GEM) Report is an annual report published by UNESCO which aims to monitor progress towards educational targets on Sustainable Development Goals (SDGs). The 2019 GEM Report focuses on education impact

of migration and displacement. In the view of increasing inclusiveness and diversity, the report emphasizes 'building bridges not walls'. It also covers country-based data and provides policy recommendations.

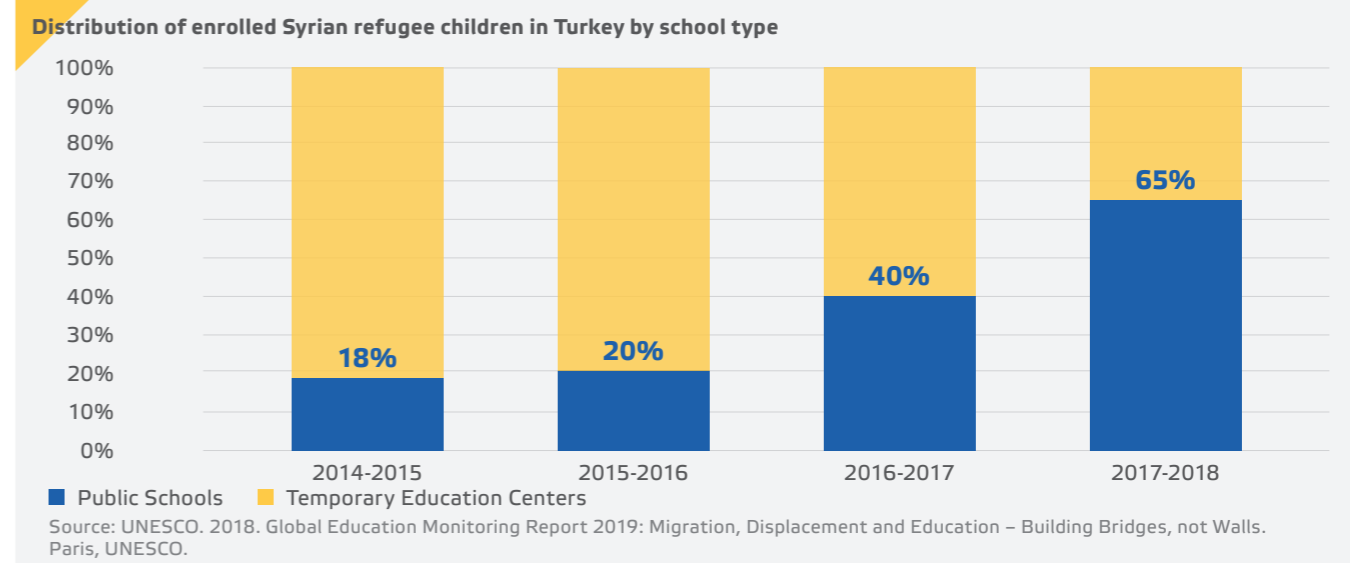
According to 2019 GEM Report, Turkey hosts more than 3.5 million refugees who are mainly from Syria. Almost 1 million of these refugees are school-aged children. Turkey's Ministry of National Education (MoNE) established a framework for the es-

tablishment of Temporary Education Centers (TEC) for refugee children in 2014. When TECs have not met the need, the MoNE announced in 2016 that all Syrian children would be integrated into the national education system by 2020. In this way, MoNE intends to achieve full schooling of refugee children in Turkey. While MoNE works on raising awareness on the resources available to Syrian children, the report also reminds that

some families still might be biased towards including their children into national education system and taught in a language they themselves don't even understand.

The GEM Report also talks about Afghan refugees' access to education in Pakistan. While Afghan refugees have access to range of schools mainly in the private domain such as madra-

sas, data shows that the attendance of Afghan children to public schools is still very low, especially among girls. According to the report, one way to increase to attendance of girls could be increasing the number of women teachers in order to meet the sociocultural traditions. The Afghan refugees in Iran, on the other hand, has been accepted into national education.



## Innovative Ideas for Education: The Trends and the Future of e-Learning

As an alternative to traditional education, eLearning utilizes electronic technology to access education, courses, trainings or degree programs. Sometimes dubbed as distance education or online learning, e-Learning is specifically designed to deliver a competent learning platform for learners outside the classroom. The developments in e-Learning lean towards more inclusive and collaborative approaches. The innovations in communication technology improve e-Learning methods as well and highlights the importance of keeping up with the trends. Here are some of the trends in e-Learning that aim to provide an efficient online education experience to learners.

### Adaptive Learning

Adaptive Learning is when the online education materials like resources, projects, assignments are tailored to the needs of each learners in the sys-

tem. In the implementation of Adaptive Learning, the programmed algorithms and assessments determine the individual's needs instead of teachers' arbitrary choices. While being mostly experimental yet, this methods allows an inclusive learning method for all.

### Artificial Intelligence (AI)

AI has its place in our lives either in mobile phones through chatbots like Apple's Siri and Amazon's Alexa or at homes like Google Home and Microsoft's Cortana. AI has also been used to improve e-Learning process. Similar to adaptive learning, AIs provide users personalized learning paths via course guidance and learning predictions.

### Microlearning

Microlearning is the idea to divide the learning content into small, short lectures, assignments and projects in order to make them better manageable

by students. The implementation of microlearning does not solely belong to the realm of eLearning as it can be used in the traditional classroom as well. As an eLearning trend, microlearning allows teachers to break up lectures into multi-phase video presentation, interactive online activities, online readable materials and more.

### Gamification

Learning is more interesting, digestible and motivating when it is also fun. Gamification aims to create an engaged, interactive, and fun learning environment. Game-based learning solutions is also part of both traditional and non-traditional teaching, yet e-Learning platform allows gamification to be accessible to more people, provide more options, and user friendly choices as well as to be adaptable to a higher number of learners.

## Mobile Learning

eLearning increasingly focuses on mobile learning as more and more users have access to mobile phone. Mobile learning provides convenience and easily acquired information. Language learning apps for mobile phones

which have become very popular recently are good examples of this trend.

## Virtual Reality

By using virtual reality, teachers are able to provide experiential learning for learners. Virtual reality stands up

as a useful tool as it reduces some of the risks in real-life tasks by carrying those into a virtual platform. While students can fully immerse into the subject, teacher can also have access to higher number of students through augmented reality teaching.

### Sources:

Microlearning in eLearning Industry – The future of eLearning, Praveen Neel, Wizcabin, 2019 (<https://www.wizcabin.com/microlearning-in-e-learning-industry-the-future-of-elearning/>)  
The Future of eLearning – 10 Trends to Be Aware Of, ViewSonic, 2019 (<https://www.viewsonic.com/library/education/10-trends-elearning-future/>)  
What is eLearning, eLearningNC, ([http://www.elearningnc.gov/about\\_elearning/what\\_is\\_elearning/](http://www.elearningnc.gov/about_elearning/what_is_elearning/))

## Future Events and Opportunities

**December 2-6, 2019:** The Turkic Council's Third International Youth Festival will be held in Istanbul on 2-6 December, 2019. The goal of the festival is to promote cooperation between youth and provide cultural cohesion and interaction on common values. For more information please contact the Turkic Council at [info@turkkon.org](mailto:info@turkkon.org).



**January 10, 2020:** Türkiye Scholarship offers fully funded education at the prestigious universities in Turkey. Scholarships are available to all academic levels. The application for the year 2020-2021 will be open from January 10 to February 20, 2020. In order to upload required application documents please visit [www.turkiyeburslari.gov.tr](http://www.turkiyeburslari.gov.tr).

**February 28, 2020:** Islamic Development Bank (IsDB) Scholarship Program applications are open for the Academic Year 2020-2021.

**Who can apply:** The IsDB has been funding the following Scholarship Programs for citizens from IsDB member countries and Muslim communities worldwide: Undergraduate Program, Master's Program, PhD and Postdoctoral Program, IsDB-ISFD for Vocational Education & Training (VET), and Bachelor studies for 21 Least Developed Member Countries.

**Deadline:** The last date to submit the application for the scholarship is 28<sup>th</sup> February 2020.

**How to apply:** Sign up and follow the instructions on the portal

[https://isdb Scholarships.smartsimple.com/s\\_Login.jsp](https://isdb Scholarships.smartsimple.com/s_Login.jsp)

**For more information:** Please contact the scholarship division at [scholar@isdb.org](mailto:scholar@isdb.org); [www.isdb.org](http://www.isdb.org); Tel: 00966 (12) 6466835

**May 26, 2020:** 2020 UNESCO Girls and Women Education Award is open for nominations. UNESCO rewards individuals, related institutions or organizations with an extraordinary contribution to the education of girls and women. Governments of UNESCO Member States and non-governmental organizations (NGOs) in official partnership with UNESCO can make up to three nominations. The online platform for nominations will be available from 8 March until 26 May 2020 midnight. For more information please contact [GWEPPrize@unesco.org](mailto:GWEPPrize@unesco.org).

## Education News around the World

**November 22, 2019:** Times Higher Education announced the world university rankings for 2020 that include 1,400 universities from 92 countries. Several universities in ECOEI Member and Observer States entered the list. 40 Iranian universities, 34 Turkish universities, 14 Pakistani universities, 2 Kazakh universities, 1 university from Turkish Republic of Northern Cyprus, and are listed among the best higher education institutions.

**December 13, 2019:** UK-based Quacquarelli Symonds (QS) announced its latest World University Rankings where the American University of Central Asia and Kyrgyz-Turkish Manas University from Kyrgyzstan have been included in the list of 350 best universities in developing countries of Europe and Central Asia.