Language Teaching and Learning Workshop

ECO Educational Institute held “Language Teaching and Learning Workshop” on October 19-20, 2018 in Ankara. The major objective of the workshop was to shed lights on the challenges of teaching and learning Turkish, Urdu, Persian, Azerbaijani, Kazakh, Kyrgyz, Turkmen and Uzbek languages. Academicians, linguists, practitioners (language teachers/students), translator, and language experts with experience or interest in the Language Teaching and Learning actively contributed both written and orally to sessions and shared the language teaching materials within the scope of the agenda. In addition, students from these countries were invited to witness discussions and share their experiences when learning these language. As a result, the ECOEI aims to publish a policy recommendation encompassing the results of the sessions held during the workshop and updating Member States with the outputs gained through the intensive participatory work.

ECOEI would like to extend its gratitude to

Prof. Dr. Gürer GÜLSEVİN  President, Turkish Language Association
Binnur UZUN  Head of International Organizations Department, MoNE Turkey
Sedat AKÇAKOYUNLUOĞLU  Deputy Head of the Publications Department, Ministry of Culture, Turkey

for their valuable contribution to the Language Teaching and Learning Workshop.
In PISA 2018, the focus was on reading in a digital environment; but the design of the assessment also made it possible to measure trends in reading literacy over the past two decades. It has also collected extensive data on students’ attitudes and well-being.1 The countries are divided into segments between Level 1 (lowest) to Level 6 (highest) based on their average test scores divided into scales. Three of ECO Member states has also participated PISA 2018 and their overall scores for three sections ranging from Level 1 to Level 2.

389 387 397
398 423 468
420 454 468

Reading Mathematics Science

Azerbaijan (Baku) Kazakhstan Turkey

There are no ‘one size fits all’ when assessing the PISA results yet each country can track their own performances and use the findings to identify problems and improve their education system. A PISA report, which analyzes how PISA results are related to adult life outcomes, concludes that several indicators show that students who did better in PISA tend to do better in early adulthood such as final level of their education or the job they got after adulthood.2 The PISA report, Equity in Education: Breaking Down Barriers to Social Mobility also identifies relationships between students’ response to questions and their further educational and professional career.3 Thus, PISA results could be a predictor and important tool for governments to shape their education policies.

The international student mobility continues to grow but the dynamics may change with new destinations and delivery models. While traditional study abroad programs are still popular, emerging world-class universities focus on expanding their global school network and partner with one another to provide an international education experience. These trends, coupled with demographic shifts, will require education models to change and take a more transnational form.3 The research show that in the period 1965–2005, international student flows increased enormously and the number of international students reached 4.5 million in 2015.4 Top three sending countries are China, India and South Korea, while three popular destinations are United States, United Kingdom and Canada. The pull factors that could affect students’ international education choice are existence of English language programs, lower costs, reputation, immigrant welcoming environment, economic and political stability.

More recently developing countries in continental Europe and South Asia joined the international education market and started to attract more students by offering courses in English, having lower tuition and fees, and putting forward explicit policies for international students. According to Hans de Wit “While the trend toward regionalization in South-South circulation is continuing, there is also a broader trend of circulation between developing regions.”5

As newly emerging economies develop and globalization increases the demand for intercultural human capital, greater emphasis is put on international education and empowering individuals for further cooperation among nations. Despite many changing drivers that makes it difficult to predict the future of international education, there are strong indicators that the direction is towards a shift for an inclusive, adaptive and welcoming international environment.

2 How are PISA results related to adult life outcomes? https://doi.org/10.1787/9789264073234-en
3 Equity in Education: Breaking Down Barriers to Social Mobility https://doi.org/10.1787/9789264073234-en
4 Education in Numbers

PISA Results and Outcomes

Programme for International Student Assessment (PISA) is OECD’s program that measures 15-year-olds’ ability to use their reading, mathematics and science knowledge and skills to meet real-life challenges. The test is repeated every three years and assess students’ knowledge and skills in reading, mathematics and science; Each year’s assessment focuses on one of these subjects while providing a summary assessment of the other two. It is widely perceived as a comprehensive and reliable indicator of students’ capabilities. The internationally accepted metrics aim to help schools and policy makers to be able to observe the shifts within education system by also comparing with other teachers, schools and countries. Thus, countries use the outcomes of the test to improve their education policies.

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Innovative Ideas for Education: The future of International Education

The international student mobility continues to grow but the dynamics may change with new destinations and delivery models. While traditional study abroad programs are still popular, emerging world-class universities focus on expanding their global school network and partner with one another to provide an international education experience. These trends, coupled with demographic shifts, will require education models to change and take a more transnational form.3 The research show that in the period 1965–2005, international student flows increased enormously and the number of international students reached 4.5 million in 2015.4 Top three sending countries are China, India and South Korea, while three popular destinations are United States, United Kingdom and Canada. The pull factors that could affect students’ international education choice are existence of English language programs, lower costs, reputation, immigrant welcoming environment, economic and political stability.

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Future Events and Opportunities

December 5 - 6, 2018: British Council International Education Services (IES) Conference will be held on 5 – 6 December 2018 in Manchester. The conference will focus on strategy, innovation, and intelligence on international education, international student network and recruitment.

Registrations at https://www.britishcouncil.org/education/ihe/events/international-education-services-conference-2018

February 27 - March 1, 2019: The 4th annual EURIE – Eurasia Higher Education Summit will be held on 27 February-1 March 2019, in Istanbul, Turkey. EURIE is a platform for higher education institutions in order to develop their international cooperation with institutions in the Eurasian region and all around the world. The summit will include an expo and a conference with panels, seminars, workshops, keynote speeches and roundtables discussing trends, best practices and innovative solutions in international education. Participants could register as exhibitor or visitor. For more information and details, please visit www.eurieeducationsummit.com

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November 10–18, 2018: The Ministry of Education and Sciences of the Republic of Kazakhstan and the Centre for International Programs organized the “Bolashak International Education Fair 2018-2019” held in 4 city in Kazakhstan. The goal of the fair was to expand the prospects of international cooperation in the field of education with further integration into the global education market. The fair was attended by more than 200 foreign universities from 40 countries.

Education News around the World

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