

## News from ECOEI



### 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. Güner GÜLSEVİN**  
**Binnur UZUN**  
**Sedat AKÇAKOYUNLUOĞLU**

*President, Turkish Language Association*  
*Head of International Organizations Department, MoNE Turkey*  
*Deputy Head of the Publications Department, Ministry of Culture, Turkey*

for their valuable contribution to the Language Teaching and Learning Workshop.

## Education in Numbers

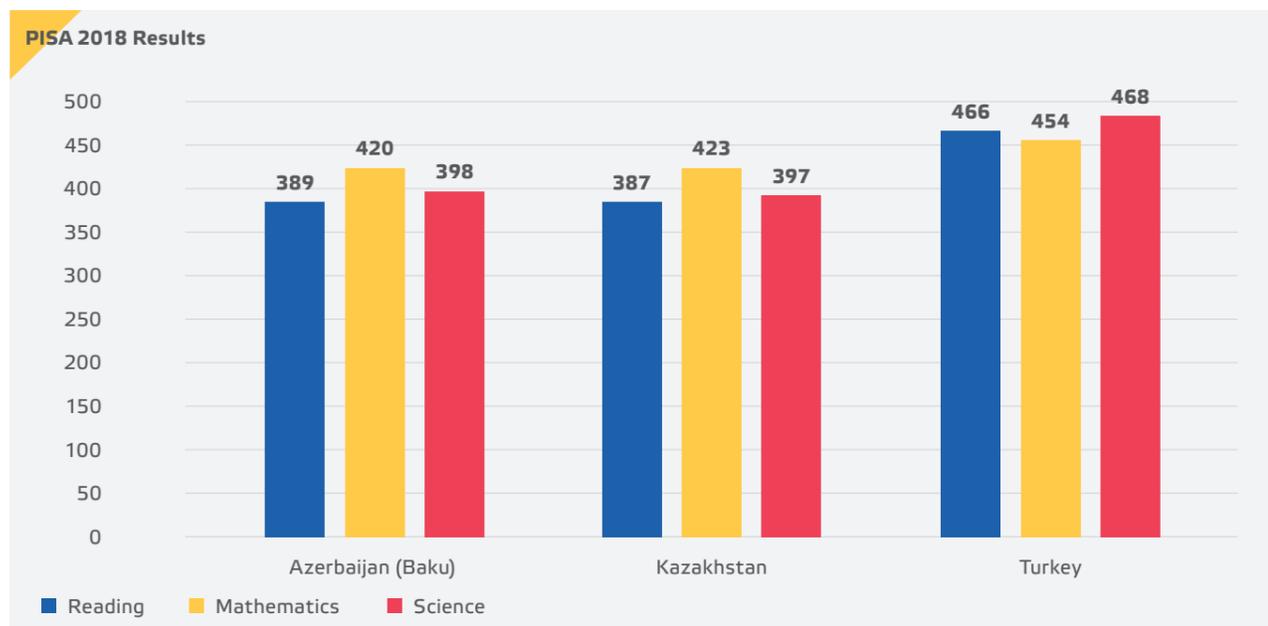
### PISA Results and Outcomes

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 years' 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 metric aims 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.

In 2014, the OECD has also launched the PISA for Development in order to make the assessments more accessible and relevant to low to middle income countries. With this initiative 7 participating low income countries were able to build large scale assessments and benefit from the results to support national policy dialogue and evidence-based decision-making. PISA for Development aims to expand its scope and participant countries in order to support low-income countries in their effort to improve education policies.

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.<sup>1</sup> 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.



Source: PISA 2018: Insight and Interpretation.  
<https://www.oecd.org/pisa/PISA%202018%20Insights%20and%20Interpretations%20FINAL%20PDF.pdf>

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 school.<sup>2</sup> 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.<sup>3</sup> Thus, PISA results could be a predictor and important tool for governments to shape their education policies.

<sup>1</sup> PISA 2018: Insight and Interpretation.  
<https://www.oecd.org/pisa/PISA%202018%20Insights%20and%20Interpretations%20FINAL%20PDF.pdf>

<sup>2</sup> How are PISA results related to adult life outcomes?  
<https://doi.org/10.1787/7b60595e-en>

<sup>3</sup> Equity in Education: Breaking Down Barriers to Social Mobility  
<https://doi.org/10.1787/9789264073234-en>

## 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.<sup>4</sup> 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.<sup>5</sup> 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."<sup>6</sup>

It is expected that international student flow will diversify and get complex due to political, educational, social, cultural and economic developments globally. Yet the trends in nationalism, populism, travel bans and immigration restriction rise concerns over the future of international education. Moreover, reduced public spending in higher education will also have an impact on the future international student circulation.

At a conference of Association for the Advancement of International Education (AAIE), the mindset of the future of international education has been described as collaborative, innovative, creative, adaptive, interconnected and transitioning.<sup>7</sup>

The British Council's report Megatrends: The Future of International Education<sup>8</sup> examines the trends in international education based on demographic shifts, economic dynamics, and changes to political conditions in order to forecast its future. Other factors like digital technology, global workforce demand and cultural impact has also been considered in the report. The report concludes that the future of international education will likely be found at the intersection of these trends and how nations respond to global demands for skilled workers.

<sup>4</sup> Studyportals Presents View On The Future Of International Education  
<https://thepienews.com/news/study-portals-draws-shape-things-to-come/>

<sup>5</sup> The New Dynamics in International Student Circulation  
<https://www.universityworldnews.com/post.php?story=20180704143553337>

<sup>6</sup> The New Dynamics in International Student Circulation  
<https://www.universityworldnews.com/post.php?story=20180704143553337>

<sup>7</sup> The Future of International Education: Collaborative, Creative, Innovative – and In Flux  
<https://knowledgeworks.org/resources/future-international-education/>

<sup>8</sup> Megatrends: The Future of International Education  
[https://www.britishcouncil.org/sites/default/files/megatrends\\_v1\\_1.pdf](https://www.britishcouncil.org/sites/default/files/megatrends_v1_1.pdf)

## 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 4<sup>th</sup> 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](http://www.eurieeducationsummit.com)



## Education News around the World

**November 6, 2018:** Yunus Emre Institute has 56 culture centers in 46 countries and liaison offices in 70 universities around the world. The Institution will add up a new representation office in Trinity College, Dublin in order to bring the communities closer through active promotion of the Turkish language and cultural history.

**November 7, 2018:** Uzbekistan published the draft of the new Latin-based Uzbek alphabet with 30 characters based on 28 letters, one apostrophe, and one letter combination “ng”. The updated version is expected to ease the writing and create a similar orthography with other Turkic languages.

**November 10–18, 2018:** The Ministry of Education and Sciences of the Republic of Kazakhstan and the Centre for International Education 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.



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