**OVERVIEW OF THE RWCT IC
MEMBER ORGANIZATIONS' ACTIVITIES IN 2007**

The process of collecting information about the RWCT IC member organizations' activities in 2007 was carried out in October-December 2007.

The purpose of the fact-finding process was:
1. to investigate the extent to which RWCT IC member organizations have continued RWCT training in 2007;
2. to obtain information about the major projects implemented and events organized by the member organizations in 2007;
3. to obtain information about the publications the member organizations have produced in 2007;
4. to investigate member organizations' perceptions of their strengths and weaknesses, as well as opportunities and threats they perceive in their activity;
5. to investigate the member organizations' envisaged relation with RWCT IC.

1. RWCT Training Carried out by Member Organizations in 2007

Of the 19 responding member organizations, nine are membership based (one with over 300 members), while the other nine organizations operate as resource centers or foundations. In 2007, each responding member organization has had **at least 10 active trainers**, and most delivered RWCT training, altogether to close to **5,500 teachers** (in 18 countries).

As concerns the number of RWCT training hours, they range from 12 (Serbia) to 120 (Kosova, Burma, Georgia). In 2007, the responding member organizations **certified a total of 1,314 teachers**, **trained 289 trainers**, and **certified 104 RWCT trainers**. A total of **90 RWCT certifiers were active** in 2007.

Twenty-seven trainers were active in an international context. As the wording of this question was imprecise, we do not know if this means that they conducted training or participated in training, and if so, whether it was training initiated by an RWCT IC member organization or not. This aspect could be further investigated.

2. Major projects and events of member organizations

All the responding organizations have had at least one major project, and nine organizations mention more than one major project. In 2007, seven of the responding organizations state that they have had a national conference, but only four have had or are going to have an international conference (in fact, one of these was a Step-by-Step conference) (see Table 1).

Table 1. Conferences, symposia, and major projects of RWCT IC member organizations in 2007

Organization	National conference	International conference	Major projects
Center for Democratic Education Albania	9	-	Teacher training on interactive methods, funded by Plan Albania
Step by Step Benevolent Foundation Armenia			Anticorruption education RWCT for Preschools
Center for Innovations in Education Azerbaijan	Education against Corruption - national conference	-	Education against Corruption; Science teaching within Caspian Energy Center; Towards transparence and accountability in school
Forum for Freedom in Education Croatia	-	Conference to be organized in cooperation with the city of Rijeka, about experiences of the RWCT implementation during past 10 years (planned).	Active Learning and Critical Thinking in Higher Education; Academic Success for Roma Children.
School-Family-Society Association Georgia	School Systemic Development, 25-26 May, 2007		Open School Development Program Education Against Corruption New Edge of Literacy Advocacy Skills for the Parents Knowledge and Influence on Education Supporting Ethnic minorities for democratic Political participation
Kosova Education Center (KEC)	Strategy for development of pre-university education in Kosovo 2007-2017; Strategy for integration of Roma, Ashkali and Egyptian Communities in Kosova (Education Component 2007-2017); ERI SEE "Equity in Education – challange for South-Eastern Europe"; Promoter of Bologna Process in Kosova; National Policies for	-	RWCT program; Education against Corruption (EAC) – 25 hours (certified participants) 50 hours (certified trainers); Education, Training and Establishing Monitoring Structures to Combat Corruption – 16 hours; Transparency, Ethics and anti-corruption measures in Education – 20 hours; Multi cultural and Multi ethnic Education – 56 hours (certified trainers); 26 hours (certified participants); Education for Social Justice- 24 hours; Step by step program for Early Childhood

	Integration in HEEA		Education.
Education Development Centre Latvia	-	-	1. Professional development of teachers' competences (ESF project) 2. Support in thinking 3. Promoting intercultural dialogue 4. School libraries- promoters of cultural dialogue (PHARE project)
Modern Didactics Center Lithuania	-	-	Reading and Sharing (supported by Ministry of Culture, Ministry of Science and Education) MOST: Students Exchange and Standard Development for a Beginning Teacher (EU Comenius) REFINE: Education against Corruption (OSI- Budapest) Vocational integration of traveling people (supported by EU Grundtvig)
Educational Center PRO DIDACTICA Moldova	-	-	Academic Success for Roma Children
Pedagogical Center of Montenegro (PCMNE)	-	International Step by Step meetings/conferences in Becice, Montenegro, 15-20 June, 2007	Roma Education Initiative 2006-2009
Teacher Training Center for Burmese Teachers	An RWCT teachers' seminar was planned in Burma in October but it was postponed due to current political situation (i.e Buddhist monks led protests were brutally cracked down by the regime).	-	RWCT workshops and TOT
CIP-Center for Interactive Pedagogy Serbia	-	-	RWCT with Council of Teachers of Serbia, with financial support from Ministry of Education; Equal Chances in secondary schooling.
COI Step by Step Bosnia-Herzegovina	-	-	School Improvement – school (network) based training
Orava Association for Democratic Education Slovakia	Innovation in education, Nov 9-11, 2007 170 participants 10 international guests	-	Thinking school funded by the Central European Foundation and the Slovnaft a.s. (oil company)
Center Education 2000+ Romania	*-EU integration and its impact on the Romanian education*, January 2007; *-Intercultural dimension of education*, March 2007; *-The new legislation of the Romanian Education System: for today or for*	Regional Preparatory Workshop on Inclusive Education – Europe in preparation for the 48th Session	Children's Fundamental Rights Campaign in Roma Communities, UNICEF Grant Scheme; 2004 – 2007; World Bank's Rural Education Program – "School-Community Partnership" Grant Component, Technical Assistance for the Romanian Ministry of Education and Research; nation-wide; 2004-2008;

	tomorrow? April 2007; -*Pre-university Education vs. University Education: continuity and discontinuity*, May 2007 -*Teachers' status in Romania*, May 2007; -*Quality assurance in University system in Romania,* November 2007.	of the International Conference on Education, *Organized by* IBE-UNESCO in partnership with the Center Education 2000+ (Bucharest, Romania) within the IBE-UNESCO Programme "Community of Practice (CoP) in Curriculum Development".	"My rights are your rights!" – funded by the Dutch Royal Ministry of Foreign Affairs: 2006-2007 "Vision Exercises for Education Policy in Romania" – an advocacy campaign, financed by UNICEF Romania; "Public Policies in Higher Education" - Soros Foundation Romania; 2006 – 2007; "Towards Good Governance and Accountability in Schools" – Education Support Program, OSI; 2006 – 2008; "School Management Improvement through Networking and International Dialogue" (School Principals' International Schools) - Education Support Program, OSI; 2006 – 2008; "Partnership for inclusive education" - Education Support Program, OSI; 2007 – 2008.
Romanian RWCT Association	Empowering Roma teachers (4-5 May); Annual general meeting, 23-24 June	-	MorePAL – parents' education (Grundtvig project) Education against Corruption Youth for democracy: What does it take to become an active citizen? (US State Department) Simple Science Workshop – setting up a science "lab" for children in a poor neighborhood (Dutch embassy) Academic Success for Roma Children (REFINE – OSI Budapest) Treasure Diversity – multicultural education (Phare) Empowering Roma Teachers – RWCT for Roma teachers (REF) Support for Roma teachers (French government)
Tajik Association of Critical Thinking	2007, July: Summer school «Critical thinking - new valuable orientations» for teachers and trainers, 50 participants from higher and secondary schools.	-	RWCT seminars in Dushanbe at five regional pilot schools under the "Secondary education" project of OSI for the preparation the teachers and trainers of RWCT program; Consortium of European Committee of International Reading Association for affiliation to a Eurasian regional Committee. RWCT certification of 23 Association members in the PEAKS project. Certification of 25 Association members in "Secondary Education project" - OSI. 2006–2008: Partnership in "Advocacy Skills for Parents' Knowledge and Influence on Education". RE:FINE project on the Empowerment of Parents Influence on Education at National, Regional and International Levels.

			2007 – Opening of a branch of the Association in Khujand city. 2007 – Opening of a branch of the Association in Khorog city.
Critical Thinking International, Inc. (USA, UK, and Canada)	-	3	-In January, CTI and Step by Step collaborated in a training in RWCT and literacy pedagogy in Petionville, for 40 teachers and teacher trainers who work in the system of 100 schools managed by L'Eglise Metodiste in Haiti. -CTI has two training programs on-going in Liberia, one for grade 1-12 educators and the other for higher education. By March, 2008, we hope to net 25-30 trainers from these groups who can work for a large teacher training program run by the ministry. -CTI made a presentation in September to the Education Reform Initiative in Istanbul. ERI, an OSI-supported group, is making a Turkish version of the *Thinking Classroom* guidebook. -In November CTI conducted a 5-day workshop in Addis Ababa, Ethiopia for CODE-Canada. Project staff from Mali, Mozambique, Senegal, Tanzania, Ghana, Ethiopia, and Malawi were trained to develop standards and rubrics for their activities. -CTI is working with a USAID project in Ghana to develop pedagogy for mother tongue instruction in seven indigenous languages. -CTI made a presentation on RWCT at the Pan African Reading Conference in Accra, Ghana, in August. -CTI has completed an RWCT/Literacy training program for teachers in Misiones Province, Argentina, and conducted a training for trainers at the Fundación Leer in

			Buenos Aires. -CTI has submitted a proposal to the Fundación Leer to train their staff of 8 trainers to conduct RWCT, RWCT literacy methods (based on the RE:FINE model), and readership development.
Uzbekistan	-	-	Interactive methods of teaching

3. Publications produced in 2007

Over two thirds of the responding organizations have produced at least one publication at least in electronic format in 2007 (see Table 2). Three organizations have a professional journal (of which two are quarterlies). Most organizations that have had publications produced more than one book or one book/several books in addition to a journal. Some publications have been produced within projects or contain the proceedings of a conference, while some others use the RWCT guidebooks as a starting point, and are either translations or adaptations of the eight initial guidebooks, or of the *Teaching and Learning Strategies for the Thinking Classroom*. One publication is the translation into the national language of a former volunteer's book.

Table 2. List of publications produced in 2007 by member organizations

Organization	Publication (title / type)
Center for Democratic Education Albania	6 books on interactive methods based on RWCT 1 book on writing essays
Center for Innovations in Education Azerbaijan	Integrative approaches within Anticorruption Education in secondary schools - Multimedia resource on Successful lessons on Anticorruption Education; "How to teach about Energy" - tool kit for secondary school teachers;
School-Family-Society Association Georgia	Brochure SCHOOL-FAMILY-SOCIETY RWCT textbooks Renewing and Improving Schools in Georgia
Kosova Education Center (KEC)	Messages form the classroom II (in English, Albanian and Serbian Language). Model lessons for implementing RWCT strategies in teaching and learning. Jill Lewis: Academic Literacy (Translation)
Education Development Centre Latvia	CD-ROM "Interactive methods in the classroom"
Modern Didactics Center Lithuania	*Methodical materials*: Effective Reading Strategies: Reading Workshop (paper version plus CD) Youth for Transparency: 7 Steps towards Successful Partnership Vocational integration of traveling people in Europe: Life and work stories
Educational Center PRO DIDACTICA Moldova	O ora de lectura / *An Hour for Reading*, T. Cartaleanu, O. Cosovan Depasirea dificultatilor la lectura si scriere / *Overcoming Reading and Writing Difficulties - V. Postica, T. Cartaleanu, L. Handrabura* Educatie pentru echitate de gen si sanse egale / *Education for Gender Equity and Equal Chances - V. Postica, L. Handrabura* Didactica Pro, journal
Teacher Training Center for Burmese Teachers	Re-production of training guidebook (a combination extracted from the 8 guidebooks and new guidebook)

Orava Association for Democratic Education Slovakia	NOTES (teachers quarterly journal, articles written by teachers for teachers plus information for the members, circulation: 800 copies / issue); Innovation in Education 2006 (conference proceedings)
Center Education 2000+ Romania	Network of Education Policy Centers Newsletter, supported by OSI Education Support Program www.edupolicy.net
Romanian RWCT Association	Scoala reflexive / Reflexive School, quarterly (500 copies); Proiecte didactice pentru promovarea gandirii critice / Lesson plans for promoting critical thinking; Educatie impotriva coruptiei / Anti-corruption education (electronic version); Treasure diversity (multicultural education guidebook for teachers).
Tajik Association of Critical Thinking	Zayniddin Mukhtorov. "Critical thinking- new valuable orientations"//Development of critical thinking in the high school: technologies and approaches. -Moscow, 2007; Radjabov Makhmadnazar. "Innovational technologies at the courses of increasing of teachers qualifications" – Dushanbe, 2007;
Critical Thinking International, Inc. (USA, UK, and Canada)	CTI has an on-going project to produce versions of the guidebooks, *Teaching and Learning Lessons for the Thinking Classroom* and *Critical Thnking Across the Curriculum: RWCT in Higher Education* to make them relevant to schools in post-conflict areas and for schools in developing countries. CTI is collaborating with thew International Rescue Committee in Liberia in this effort. CTI is also producing a guidebook on producing standards and rubrics for program management.

4. Strengths and weaknesses, opportunities and threats

One of our objectives in carrying out this survey was to investigate member organizations' perceptions of their strengths and weaknesses, as well as opportunities and threats they perceive in their activity.

Strengths
Most of the responding organizations perceive that having well trained human resources, the support of a network of teachers, the high quality of the RWCT program, and the new programs they developed using some aspects of RWCT are their major strengths. Aspects pertaining to the management of the member organization, the good domestic partnerships with both the civil sector, and the educational authorities are also mentioned preponderantly among strengths.

Weaknesses
Difficulties in fund raising and lack of financial resources for various RWCT-related activities (training, certification/accreditation of the program, journal, and other publications), lack of incentives for certification head the list of weaknesses of many responding organizations.

Issues related to keeping the national network of teachers active and involved, communicating with them, and coordinating their activities, difficulties in attracting new members (in the case of membership-based organizations), and lack of support of the Board of Directors are some other perceived threats. Some other challenges are:
- few international projects

- no new partnerships
- insufficient promotion of the organization
- difficulties in responding to all the training needs of teachers (especially to subject matter related skills)

Opportunities

The perceived opportunities generally depend on the country's political and economic situation. Some countries perceive the reform in education as an opportunity for the RWCT program because ministries of education in these countries are willing to incorporate RWCT or some elements of it in their training agenda and therefore there is an increasing request - though varying support – for RWCT training (Croatia, Latvia, Moldova, Romania, and Serbia).

The possibility to adjust RWCT to various needs (subject-based), and its extension to preschool and higher education, as well as adapting it to new professions (other than teachers) and establishing new partnerships in spheres other than education are also seen as opportunities.

Threats

Though reform in education may be an opportunity, sometimes the same organizations perceive it equally as a threat (concerns that the ministry will monopolize the program, that excessive political and ideological influences on the educational system will have a negative influence on the program).

One challenge for those organizations now beginning to consider the option of selling RWCT training is that teachers may not be able to pay for it, or that the quality of the program will be compromised if cost-related issues are given priority (teachers would want shorter - and cheaper – training).

There is a special case in Burma, where the RWCT trainers face the risk of being investigated by the regime, and possibly arrested, for running workshops.

5. Member organizations' envisaged relation with RWCT IC

We wanted to find out how the RWCT IC member organizations perceive their relation with RWCT IC. We asked four questions in this section:

- What do you expect RWCT IC to do for your organization?
- What are you willing to share with other RWCT IC member organizations?
- Would you consider contributing to a newsletter presenting RWCT IC member organizations' successes? If so, how many times a year?
- How many people from your organization do you think would consider participating in an RWCT IC conference on a topic of interest, in 2008, if they had to pay for their trip and accommodation?

Expectations from RWCT IC

The responding member organizations generally expect the following from RWCT IC:
- Expertise, professional support, consultancy on teachers' professional development
- Participation in international projects (joining efforts to enable better financial support through international tenders, etc)
- Provide information about MO programs and successes
- Advocate for fundraising for programs that MOs are implementing
- Offer different publications needed for MO training programs
- Planning and organizing joint activities, organize workshops and conferences, and events facilitating exchange of experiences and ideas
- Design and train the trainers for different teacher training programs
- A quarterly electronic newsletter informing the members about latest developments and activities in RWCT IC
- Representation of the program on international level
- Visibility provided by belonging to an international "club"
- International certification;
- Supporting protection of copyrights of RWCT materials;
- Professional literature;

Sharing with RWCT IC
The responding member organizations are generally willing to share the following:
- Experience in integrating the RWCT approach in different projects, materials for workshops, trainers, experts, good practices (as this may be a language issue, some prefer sharing at the regional level);
- Points of view on important educational matters;
- Friendship and professional partnership
- Our professional expertise and way how we connect RWCT with other educational initiatives

Contributions to a newsletter
Most of the responding member organizations would be willing to contribute to a newsletter twice a year, two members would do this four times a year, and a few would only do it once due to overload of staff. The fact that most member organizations would contribute to a newsletter twice a year, coupled with the members' interest in being informed about member organizations' successes, good practices, etc. may encourage us to start an electronic newsletter, to be produced twice a year.

Estimated number of participants from MOs in an RWCT conference in 2008
We asked member organizations to estimate the number of people from their own organization who **would consider participating in an RWCT IC conference on a topic of interest, in 2008, if they had to pay for their trip and accommodation**. Of the 19 responding organizations, two did not answer the question, and one could not estimate

the number of participants. Of those who answered, six organizations stated that there would probably be no-one who could afford attending a conference if they had to pay for the trip and for accommodation. The highest estimated number of participants was four. When the respondents gave two numbers in response to the question, we chose the bigger one (e.g. if the answer was "1-2 participants", we counted 2). The total number of estimated participants from the 19 responding organizations is 22. The conclusion is that **if RWCT IC is considering organizing a conference in 2008, it should design a scheme to support representatives of member organizations to attend.** This support could be provided, to some extent, from own funds, and by facilitating member organizations' access to other donors who may be willing to support their participation in an international conference.