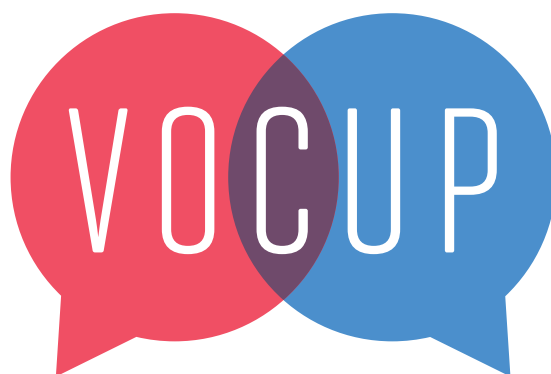


VocUp official language courses

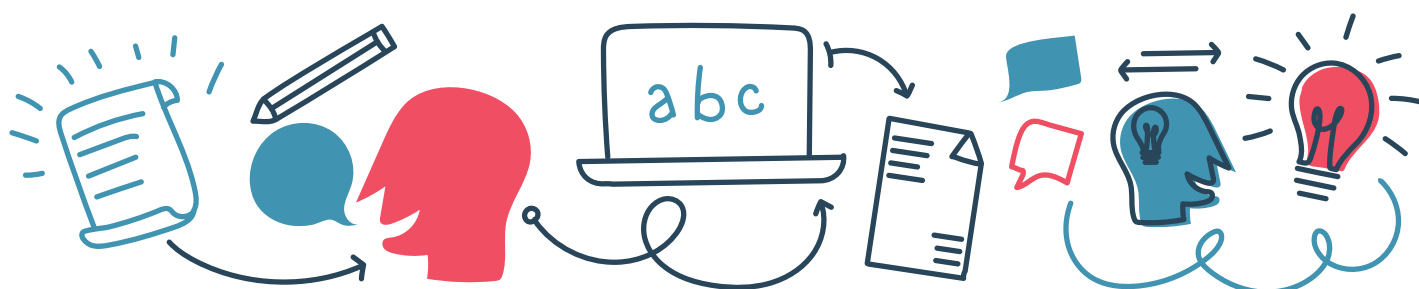
Perception analysis of course participants



In order to promote multilingualism and the importance of language learning in establishing social cohesion among communities, 29 courses for 861 participants have been held as part of the project Building Social Connections and Protecting Minority Communities funded by the British Embassy in Pristina and implemented by the International Organization for Migration (IOM), in cooperation with the Office of the Language Commissioner and The Center for Social Initiatives. In the period from October 2019 to March 2020, Albanian and Serbian language courses were held in 11 municipalities Prishtinë/Priština, Prizren/Prizren, Dragash/Dragaš, Mamushë/Mamuša, Kamenicë/Kamenica, Kosovo Polje/Fushë Kosovë, Lipjan/Lipljan, Istog/Istok, Graçanicë/Gračanica, Mitrovicë Jugut/Južna Mitrovica and Mitrovicë Veriut/Severna Mitrovica.

An online survey was conducted in order to evaluate the success and impact of the courses, in which 213 respondents participated: 62 participants of Albanian language courses and 151 participants of Serbian language courses. All answers are the result of respondents' self-evaluation and their subjective perception

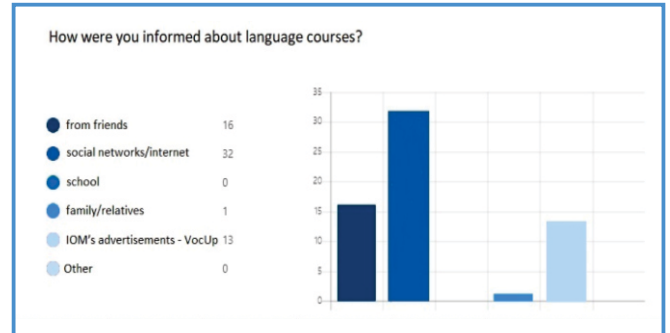
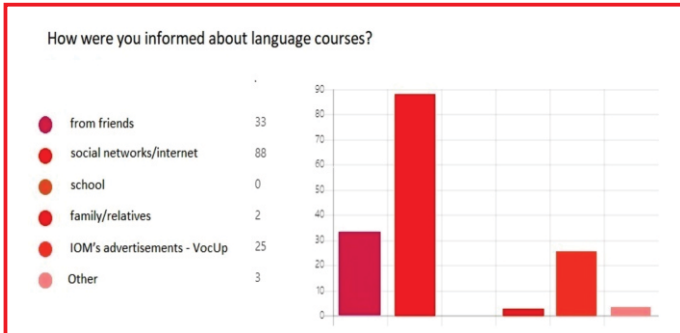
For better overview, statistics for attendees of Serbian language course are written in red, and in blue for Albanian language course.



How did the participants find out about the language courses, what was their motivation to join the courses and was it useful?

The largest number of respondents were informed about the courses through Internet and social networks: 120 participants (62%) found out about the course through social networks, 38 (19.5%) through notice by IOM and partner organizations, and 49 i.e. (25%) of them from friends. Schools were not a source of information for any of the course participants, which may be an indicator of the attitude of educational institutions towards this initiative.

The ways in which participants learned about the course are shown in the following table:



"Better social interaction with other communities" was listed as the main motivation for applying and learning the language by 63% of respondents. The following is the breakdown of responses by different communities:

- We learn Albanian because we want better social integration with other communities, said 68% of respondents

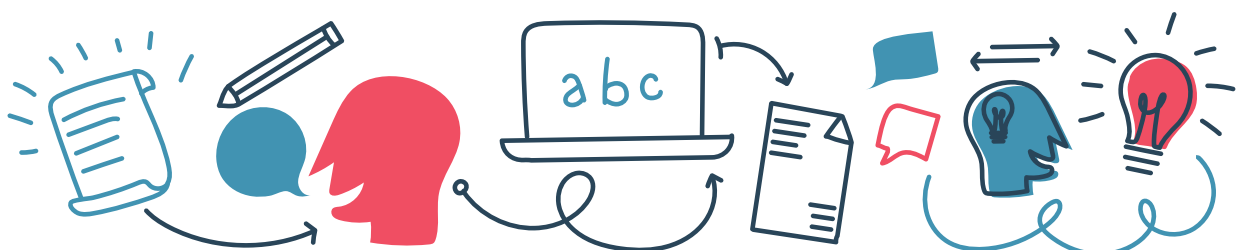
- We learn Serbian because we want better interaction with other communities, said 54% of course respondents.

Better employment opportunity is the motive of 31% of all respondents. This motivation is more visible among the participants of the Serbian language course. "Curiosity" is also a more significant motive in the same group with 11%, compared to 5% in the Albanian language group.

Albanians



serbians



There is a clear perception that attending the course has a positive effect on career development, as well as on social life. Social and business aspects of language skills are equally important for participants of both Serbian and Albanian language courses.

The social aspect is predominantly important, as over half of the respondents of both groups identified it as the main motivation. However, the social aspect is somewhat more important for members of the non-majority community (15% more respondents), i.e. for participants of the Albanian language course.

Similarly, the business aspect of language learning is slightly more dominant among students of the majority community (Serbian language course).

This should be perceived through the prism of different levels of openness of ethnic groups towards each other, so it is certainly to be expected that a smaller ethnic group, as a more closed group, would more strive for social integration by reducing the language barrier.

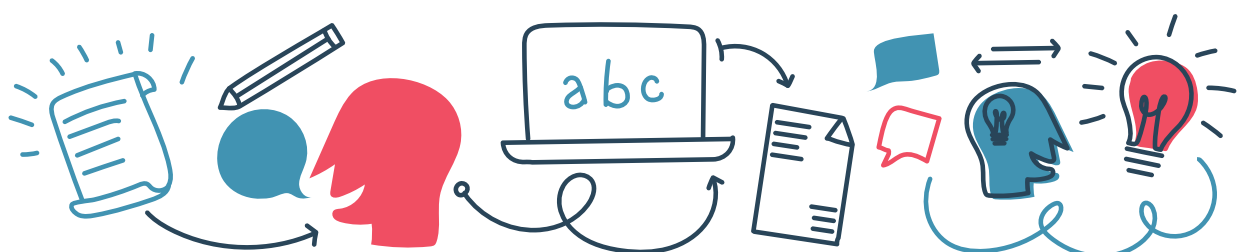
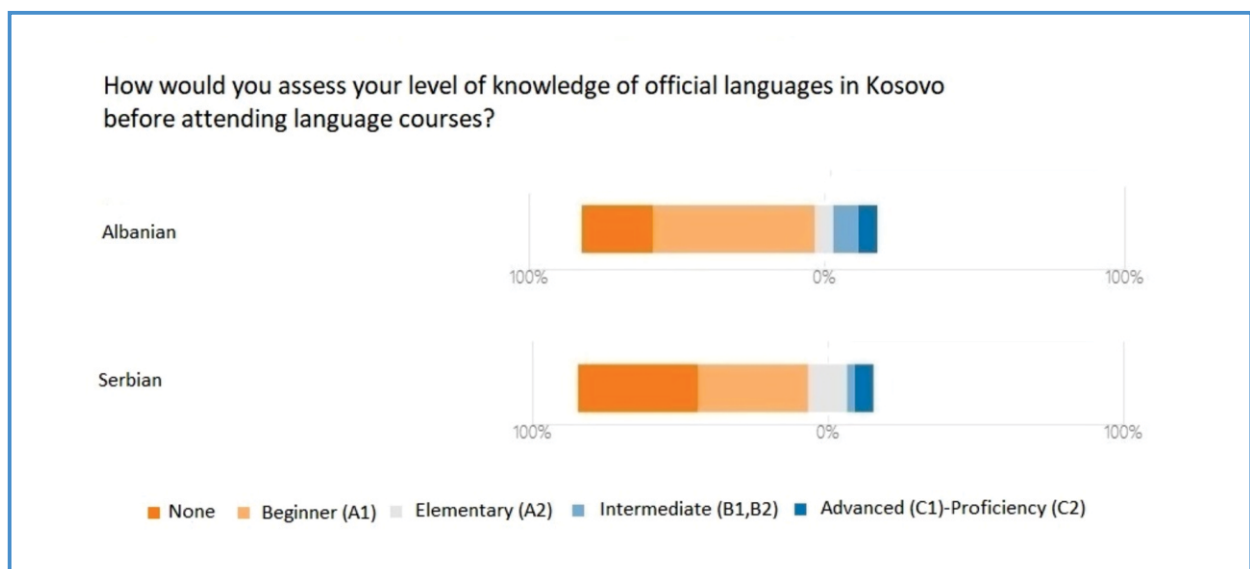
There are no major oscillations in assessing the impact of improving knowledge of another official language. Respondents from both groups are equally positive about the benefits of knowing both languages, stating that enhanced knowledge may help them increase social contacts between groups and promote better understanding and cooperation in business.

Prior knowledge of students

The fact that language proficiency of other communities was insufficient is evident from the answer to the question "how do you assess your level of knowledge of the language before the start of the course". Over three quarters of respondents (79% from the Albanian course and 78.1% from the Serbian course) assesses their level of knowledge as "no prior knowledge" or "beginner".

54.8% of participants of the Albanian course and 40.4% of participants of the Serbian language course considered their proficiency at beginner level.

6.5% of participants rate their level of Albanian language proficiency before attending the course as "more advanced", while in the second group, 12.6% of respondents believe that their prior knowledge of the Serbian language is at a "more advanced" level.



Acquired knowledge of students - success indicators (comparative analysis)

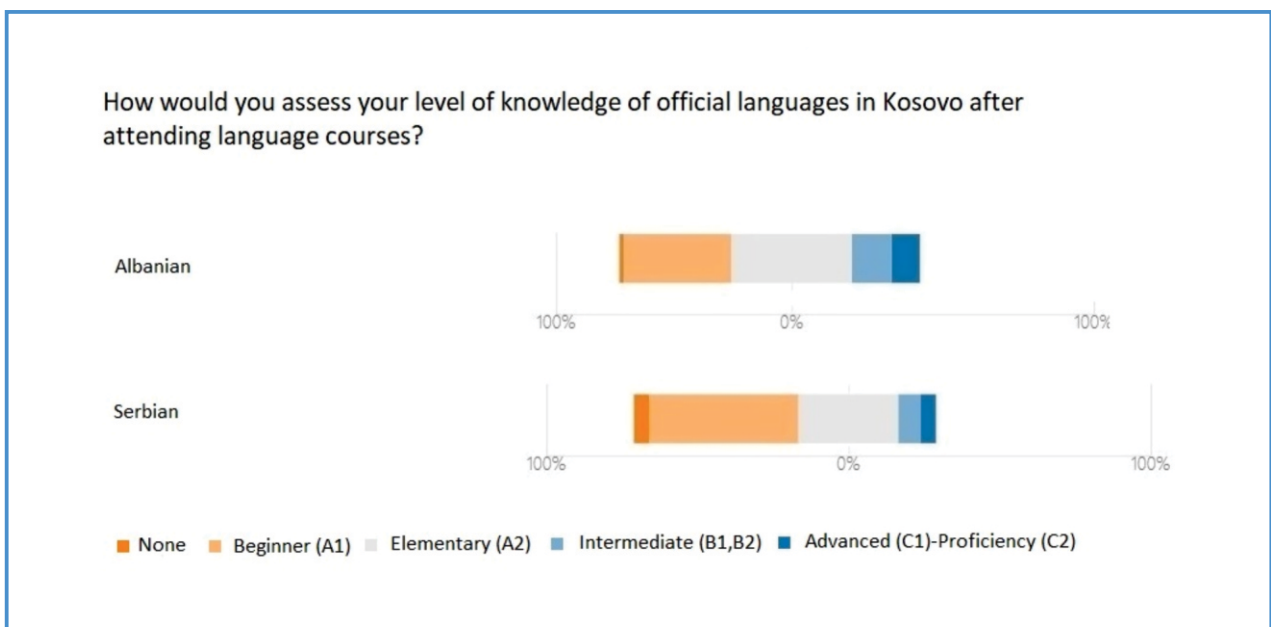
Attending language courses produced excellent results. This is rendered noticeable when comparing initial and final assessments of language proficiency levels.

The number of participants who believed they did not possess basic knowledge of another official language after the **Albanian language course decreased from 54.8% to 1.6%, and from 40.4% to 4.6% at the end of the Serbian language course.**

Before the course, 61.3% of respondents stated they had measurable language skills in Albanian language (A1 and A2), while that percentage reaches 75.8% after the course.

Before the course, 60.3% of respondents stated they had measurable language skills in Serbian language (A1 and A2), while that percentage reached 82.8% at the end of the course.

The relationship between prior and acquired knowledge is best seen by comparing the two graphs in the tables.



VocUp is multimedia platform for learning Albanian and Serbian language created by the Center for Social Initiatives in cooperation with the International Organization for Migration (IOM) and Office of the Language Commissioner (OLC) and supported by British Embassy Pristina and United Nations Mission in Kosovo (UNMIK).

For more information please visit www.voc-up.com/

July 2020, Prishtinë/Priština

