

RESEARCH REPORT FEBRUARY 2016

PARTNERSHIP OPPORTUNITIES FOR ENGLISH DEVELOPMENT PROJECTS

Perceptions from the governmental,
non-governmental and private sector

**ALBANIA · ARMENIA · AZERBAIJAN · BOSNIA AND HERZEGOVINA ·
GEORGIA · KAZAKHSTAN · KOSOVO · MACEDONIA ·
MONTENEGRO · SERBIA · UKRAINE**

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RESEARCH REPORT FEBRUARY 2016

PARTNERSHIP OPPORTUNITIES FOR ENGLISH DEVELOPMENT PROJECTS IN ALBANIA

Perceptions from the governmental,
non-governmental and private sector

EXECUTIVE SUMMARY

There has been progress in the Albanian education system. The positive sides are teaching with new methods and the continuation of reforms. However, there are still problem areas, such as outdated curricula, lack of infrastructure, and untrained academic staff.	Learning English is obligatory at all education levels. New teaching methods are being used and demand is high for English. There are also high quality institutions that offer language courses.	The leading support and partnership programmes for education are exchange programmes with other cultures, developing communication skills, vocational education and standardisation of curricula.
The needs in English language learning are trained teachers, new methods of teaching, the development of communication skills, and investing in infrastructure.	The public sector mostly supports and promotes vocational training. It collaborates with business in some cases.	Promoting education for vulnerable groups (people with disabilities and orphans) is a rising trend in private sector CSR programmes.
Public sector support aims to improve teachers' skills while trying to increase collaboration with businesses and institutions that support employment for people trained in VCT.	English and ICT is the most appealing concept, because it offers the opportunity to achieve better results in terms of employment. Vulnerable groups are already a popular target for projects.	

RESEARCH DESIGN METHODOLOGY

TOTAL OF 15 IN-DEPTH INTERVIEWS

DATA COLLECTION METHOD:	In-depth interviews
TARGET ORGANISATIONS:	Engaged in education-related projects and programmes, selected on the basis of desk research
TARGET PEOPLE:	Experts and managers in relevant organisations
SECTORS COVERED:	Private, public, NGO and universities
TIMING:	30 minutes – 1 hour 20 minutes
DURATION OF INTERVIEWS:	Approx. 30 minutes per interview

GENERAL PERCEPTION OF FUNDING SUPPORT AND PARTNERSHIPS IN THE FIELD OF EDUCATION IN ALBANIA

EDUCATION SYSTEM IN ALBANIA

GENERAL PERCEPTION OF THE EDUCATION SYSTEM IN ALBANIA

The education system in Albania has had many ups and downs with endless changes, dark periods and temporary recoveries that have left it weakened. Albania will not have high education standards as long as there are no serious long-term policies or market competition, and while political corruption and conflict of interest are present. One of the consequences of badly-thought-out policies (solely designed to attract votes) in higher education has been greater access to universities (an open-doors policy for everyone), which has not produced quality but rather weakened the credibility of the system. Education reform has included legislation, curricula and infrastructure, but unfortunately no reform of human resources has been implemented yet.

STRENGTHS

- **New reforms for better education**
- **The education system is in progress**
- The level of learning is increasing
- Teaching with new methods

WEAKNESSES

- **Old curricula**
- **Lack of infrastructure**
- **Poverty**
- **Academic staff are not trained**
- **Lack of good organisation**
- **Lack of standardised curricula**
- A lot of pupils in one class
- No inclusive reforms yet

QUOTES

In Albania, education reforms are being undertaken but I think there is still a lot to do. *(public sector)*

In my opinion, the Albanian education system isn't stable. *(public sector)*

Curricula are not standardised and this is a big problem. They should be standardised. We need to change the curricula. *(private sector)*

Albania needs change! In Albania there is a significant lack of infrastructure. *(NGOs)*

EVALUATION OF ENGLISH LANGUAGE EDUCATION IN ALBANIA

There is a need for more training for English teachers regarding new teaching methods

STRENGTHS

- **Parents are very interested in the education of their children**
- **Market demand is high**
- **It's an obligatory language at all education levels**
- Albanians tend to learn foreign languages quickly
- New teaching methods
- Has an important place in schools
- Quality institutions that offer language courses

WEAKNESSES

- **Curricula aren't standardised yet**
- **Teacher training level is poor**
- **Albanian schools focus more on grammar than practical skills**
- **In class the focus is not on communication skills but grammar**
- **Services are only provided in urban areas, rural ones are left out**
- Quality and structure of teaching
- Infrastructure is still weak

QUOTES

English is an obligatory language in every school now.
(private sector)

There is no focus on communication but only grammar.
(NGOs)

I think Albanian schools focus more on grammar and this is outdated. (private sector)

Teacher training is not at the right level in Albania.
(public sector)

NATIONAL ENGLISH EDUCATION SYSTEM/POLICY & REFORM

The **Altertext reform** in schools, which involves the development and publication of textbooks, is seen as the **strongest aspect of the national English education system.**



- **English is obligatory on master's degree programmes**
- **Altertex reform**
- Increase in the level of English
- Obligatory from the 3rd grade



- **Reforms are fictive**
- **Reforms are not implemented in the same way in urban and rural areas**
- **There are no unified institutions that offer English language courses**

ENGLISH LANGUAGE TRAINING FOR LEARNERS

Learners are very interested in quality language learning.



- Early English classes from kindergarten in the private sector
- Learners are very interested in English
- Increases employment prospects



- Public sector has problems with language materials
- In rural areas, English classes are not important enough
- There are no quality English courses in rural areas

TEACHER DEVELOPMENT AND TRAINING FOR ENGLISH LANGUAGE TEACHERS

English teachers need to be trained in new methods



- Private institutions have well-trained teachers
- Teachers in private institutions have more facilities and English language materials
- There are a lot of institutions that offer teacher training
- New teachers apply new methods
- Infrastructure is being established



- In public schools, most English teachers are not trained
- Traditional/old methods of teaching
- Speaking is not the main focus
- Infrastructure is still weak
- Training is not very effective or uniform throughout the country, since in rural areas teachers are less qualified than their colleagues in urban areas

LEADING SUPPORT AND PARTNERSHIP PROGRAMME AREAS IN EDUCATION

EXCHANGE PROGRAMMES WITH OTHER CULTURES

DEVELOPING EMPLOYABILITY SKILLS

DEVELOPING COMMUNICATION SKILLS

EDUCATION OF VULNERABLE GROUPS

STANDARDISATION OF CURRICULA

SCHOLARSHIPS

VOCATIONAL EDUCATION

PROGRAMME AND PROJECT NEEDS IN ALBANIA

The support and partnership programmes that are needed in education in Albania are mainly related to curricula and infrastructure. The needs in English language education are language training and new methods of teaching.

NEEDS IN ENGLISH LANGUAGE EDUCATION

- **Trained teachers**
- **New methods of teaching**
- **Development of communication skills**
- Infrastructure
- Increased quality of services from institutions that offer English language courses

NEEDS IN EDUCATION IN GENERAL

- **New curricula**
- **Infrastructure**
- **Extra training**
- **New reforms in education**
- New methods of teaching

SUMMARY: THE SUPPORT AND PARTNERSHIPS PROVIDED BY THE INTERVIEWED ORGANISATIONS IN EDUCATION

SUPPORT & PARTNERSHIPS IN EDUCATION

PUBLIC SECTOR

Public sector support for education is focused on vocational training.

- With the active participation and engagement of two ministries (the Ministry of Education and Ministry of Social Welfare), vocational training is strongly supported. Existing programmes also involve private sector partnerships in some cases.
- The overall aim is to improve teachers' skills and to achieve greater collaboration with businesses and institutions that support the employment of people who have trained via VCT.
- The programmes cover all the country.
- Partnership and support decisions are taken by executive directors, who always consult with the staff of the education departments of the respective institutions.
- As public organisations, it is important they disseminate information on projects and reach a wider audience. Hence they communicate all their projects through conventional and new media tools like TV, printed brochures and social media.
- They do not have a specific budget for English language support, but funds for other activities are secured mainly from the Ministry of Social Welfare.

PRIVATE SECTOR

Private sector support for education is mainly in the form of scholarships or material support to schools.

- All of the interviewed private sector institutions support and promote the education sphere and work on improving the social conditions of vulnerable groups (people with disabilities and orphans). They form partnerships with the Ministry of Education, the Ministry of Social Welfare, and the Ministry of the Environment.
- The aim and context is to improve the overall education level in Albania and to raise the capacities of vulnerable groups.
- The private sector individuals that were interviewed focus mostly on Tirana and a few other parts of the country.
- Partnership and support decisions are taken by executive directors and project managers.
- They publicise all their projects through social media, television and leaflets and other printed materials.
- They do not have a specific budget for English education programmes.

NGOs & INTERNATIONAL ORGANISATIONS

The integration of vulnerable groups, first in formal education and later in the labour market, is the main aim of NGO support.

- Vulnerable groups and students are the main aim of NGO support in Albania. Projects usually have multiple partners. The Ministry of Education and Ministry of Social Welfare are the major partners from the public sector.
- The aim and context is to raise the capacities of vulnerable groups in various areas with the goal of integrating them into the labour market.
- Their support targeting the education area covers a wide spectrum. In some cases, they provide funding to students who cannot pay their school fees and provide others with scholarships, while in other cases they organise awareness campaigns on the importance of education.
- They offer their services throughout Albania.
- Partnership and support decisions are taken by top management together with project managers.
- The visibility of programmes is important and an attempt is made to use printed, visual and digital communication tools effectively.
- They have minimal budgets for English language education.

RESEARCH REPORT FEBRUARY 2016

PARTNERSHIP OPPORTUNITIES FOR ENGLISH DEVELOPMENT PROJECTS IN ARMENIA

Perceptions from the governmental,
non-governmental and private sector

EXECUTIVE SUMMARY

The education system is not responsive towards labour market demands. Moreover, it is perceived as being reluctant to embrace technological advances.	Reforms in education are often carried out without evaluating their advantages and disadvantages. State schools do not provide sufficient knowledge to enter university without taking extra classes.	Today, insufficient education in schools and later in universities results in unprofessional and demotivated employees in all sectors. There is a lack of good teachers and lecturers in the education system.
In English language education, there is room for progress, especially in training for school teachers and school children.	English language learning is not a big problem for Armenia. There are many private teachers, study clubs and NGOs that offer a quality service. English seems to be ahead of Russian.	Learning English is a priority among the subjects that are taught in schools. The majority of job openings require a high level of English.
There are many projects carried out by the private sector and NGOs that support schools and universities in Yerevan and the regions, provide scholarships and support disabled children, etc.	English and ICT most, as nowadays inclusive education is one of the top priorities for CSR projects and is regarded as 'trendy' by the private sector.	

RESEARCH DESIGN METHODOLOGY

TOTAL OF 15 IN-DEPTH INTERVIEWS

DATA COLLECTION METHOD:	In-depth interviews
TARGET ORGANISATIONS:	Companies engaged in education-related projects and programmes, selected on the basis of desk research
TARGET PEOPLE:	Experts and managers in relevant organisations
SECTORS COVERED:	Private, public, NGO and universities
DATE:	03.12.2015 – 21.12.2015
DURATION OF INTERVIEWS:	Approx. 55 minutes per interview

GENERAL PERCEPTION OF FUNDING SUPPORT AND PARTNERSHIPS IN THE FIELD OF EDUCATION IN ARMENIA

EDUCATION SYSTEM IN ARMENIA

GENERAL PERCEPTION OF THE EDUCATION SYSTEM IN ARMENIA

The education system in both schools and universities is outdated in terms of methodology (more theoretical knowledge is taught), technical development (a lack of modern classrooms for chemistry, physics, etc.) and teachers' expertise.

The private sector and NGOs point to the lack of professional employees with practical knowledge, whereas the public sector considers that all the reforms carried out, particularly 12 years compulsory education, have improved the education system in terms of quality.

There have been theoretical changes in the education system but they are inconsistent with labour market demands.

STRENGTHS

- More attention to inclusive education (children with special needs)
- Availability of exchange programmes for students
- More support from the private sector
- Strong theoretical knowledge
- Chess classes in all schools
- Singing and dancing classes
- History of the church
- Increased training available for school teachers and university professors

WEAKNESSES

- Insufficient expertise of teachers
- Weak relevance of the education system to the labour market
- Lack of teachers, professors and specialists in specific areas like chemistry, physics, etc.
- Pupils who graduate from the 12th grade cannot enter university without extra private classes
- Corruption in the education system
- Bologna (12 years of education in schools instead of 10) system of education
- Asynchronous control mechanisms for projects carried out by the private sector and NGOs
- No or very little compulsory pre-school education
- Complicated educational programme
- Poor knowledge base of teachers
- No governmental mechanism to assess performance and manage motivation for teachers
- Too many complicated textbooks with too much theoretical information

QUOTES

There have been positive changes in education but this field is slow in showing results. *(NGOs)*

There are professions that are dying out like the dinosaurs (welders, etc.). *(private sector)*

Western education programmes are implemented in Armenia without adaptation. *(public sector)*

People with 'red diplomas' (academic awards of excellence for undergraduates) don't have basic knowledge of mathematics. *(private sector)*

Universities are like heavy tanks that do not respond to change quickly. *(NGOs)*

Higher education is focused more on the quantity rather than quality of information. *(NGOs)*

EVALUATION OF ENGLISH LANGUAGE EDUCATION IN ARMENIA

English language education is perceived as sufficient and is not positioned as a top priority for private sector CSR projects.

STRENGTHS

- High level of grammatical knowledge
- Learning English is a priority among the subjects that are taught in schools
- Lots of exchange programmes for students learning English
- Many private learning centres and opportunities for different budgets
- Sufficient level of English teaching in high schools
- Majority of job openings require a high level of English

WEAKNESSES

- Low level of practical knowledge (speaking and listening)
- Low level of technical business English
- Fewer hours of English classes, both in schools and universities
- Low level of speaking skills among teachers
- Limited vocabulary of teachers
- Few exchange programmes for teachers
- Learning English in schools and universities is carried out in Armenian, i.e. the language of instruction during classes is Armenian

QUOTES

Parents put more emphasis on their children learning English well rather than their native language. *(NGOs)*

Knowing English gives children greater opportunities to obtain information. *(NGOs)*

All foreign languages are important but English is required the most by the labour market. *(private sector)*

Foreign languages are means of communication and every specialist should possess one. *(NGOs)*

English is the main international language. Learning it is vital for small countries. *(public sector)*

NATIONAL ENGLISH EDUCATION SYSTEM/POLICY & REFORM

There is a low level of awareness about the national English education system/policy and reforms among the interviewed institutions.



- The latest reforms are directed more at improving communication skills among pupils and students



- There is no balance between Russian and English; Russian is pushed aside as parents prioritise English
- Too many reforms and policy changes
- There is less attention towards learning English from the government, as companies' first priority when recruiting staff is fluency in English
- The amount of English classes and classrooms remains the same in state schools

ENGLISH LANGUAGE TRAINING FOR LEARNERS

The situation is quite good, as there are several options starting from private teachers to centres intended for group learning. There are also advanced courses for business English for adults. Supply is sufficient for different ages and social groups.



- It's a small country – information travels by word of mouth
- Online courses
- **There is a wide variety of courses for different budgets**



- Courses in well-known centres are expensive
- Weak placement process before courses
- Lack of government accreditation for English courses

TEACHER DEVELOPMENT AND TRAINING FOR ENGLISH LANGUAGE TEACHERS

Teacher development courses in Armenia, both in private and state schools, are carried out at a high level, focusing on communication and speaking skills.



- Online networking platform for teachers
- Pedagogical skills development
- **Communication and speaking skills**
- Government supervision of trainees and post-training assessment
- Communication only in English
- Trainees get up-to-date information about developments in learning English



- Teachers often attend training without understanding its benefits
- Sometimes participation is obligatory
- **If the training is not organised by the government, then it is very expensive and not affordable for teachers**
- Less involvement of older teachers in training
- Older teachers' negative attitude towards change in general, particularly training
- Training is not ongoing

LEADING SUPPORT AND PARTNERSHIP PROGRAMME AREAS IN EDUCATION

FINANCIAL AND TECHNICAL SUPPORT FOR REGIONAL SCHOOLS

EXCHANGE PROGRAMMES

TEACHER TRAINING

EDUCATION PROGRAMMES FOR BORDER VILLAGES / SOCIALLY DISADVANTAGED POPULATION
(Community development programmes)

EDUCATION PROGRAMMES FOR CHILDREN WITH SPECIAL NEEDS
(Inclusive education programmes)

VOCATIONAL EDUCATION

PROGRAMME AND PROJECT NEEDS IN ARMENIA

The support and partnership programmes that are needed most in the education field in Armenia are the establishment of a coordinating organisation and training for both children and teachers. The needs in English language learning are training for school teachers and school children.

NEEDS IN ENGLISH LANGUAGE EDUCATION

- **English language training programmes for children and young people**
- **English language training programmes for school teachers**
- Programmes for English language learning through games
- Exchange programmes with native speakers of English
- Including native speaker teachers in schools
- Developing English textbooks

NEEDS IN EDUCATION IN GENERAL

- **New methodology development programmes**
- **Establishment of a government organisation responsible for coordinating programmes in education**
- **Renovation of school buildings**
- Monitoring programmes for teachers post-training
- Supportive supervision programmes
- Cooperation with entrepreneurs: developing learning programmes in line with market needs
- Involvement of specialists in the education system (there are many employees in the education sector who are not really specialists in the sectors they are involved in)
- Exchange programmes for students and teachers
- Construction of pre-school education buildings
- Equipping classrooms and schools

SUMMARY: THE SUPPORT AND PARTNERSHIPS PROVIDED BY THE INTERVIEWED ORGANISATIONS IN EDUCATION

SUPPORT & PARTNERSHIPS IN EDUCATION

PUBLIC SECTOR

The Ministry of Education of the Republic of Armenia is involved in almost all education programmes organised by the private sector & NGOs, but without getting involved in project details.

- The main focus of public institutions in education is the renovation of schools and the training of teachers.
- The main target is society in general; to ensure that better quality of teacher training is organised, education buildings are renovated and conditions are improved, etc.
- The general objectives are to ensure up-to-date conditions and methods in education to coincide with contemporary needs.
- The main focus of projects is the regions (mostly rural areas).
- No English language support exists.

PRIVATE SECTOR

Mainly large companies from the private sector fund different projects, including education projects.

- Funders mainly invest in projects initiated by well-known organisations, recalling their long experience and trustworthiness. One of the main criteria is the belief the contribution won't be wasted and that resources will be directed to the right recipients.
- IT is the most financed sector (establishment of computer labs in schools, technical support, organisation of seminars). This is a modern requirement – each sector seeks professionals with basic computer literacy.
- The main emphasis is on rural areas, particularly near borders. The main target groups are schoolchildren, and also students.
- There is a tendency to finance projects in the IT sector.
- Projects concerning English are quite rare.

NGOs & INTERNATIONAL ORGANISATIONS

NGOs are mainly financed rather than financing.

- International organisations receive support from their head offices located abroad.
- Partnerships with NGOs operating in Armenia are common.
- The choice of location for project implementation is highly dependent on whether a prototype of the project has been organised in corresponding regional units – cities or rural areas.
- The main target groups are schoolchildren and, in rare cases, other community members. NGOs mainly hold training and social support programmes but also community development programmes, especially in border villages.
- Projects concerning English are rarely mentioned.

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PARTNERSHIP OPPORTUNITIES FOR ENGLISH DEVELOPMENT PROJECTS IN AZERBAIJAN

Perceptions from the governmental,
non-governmental and private sector

EXECUTIVE SUMMARY

Some reforms have been carried out, such as renovating old schools, setting up advanced training programmes, motivating students to participate in education, establishing examinations for teachers, replacing principals with new, more serious and exacting directors and launching 'pilot' classes.

However, there is still much to do, such as revising curricula, focusing on more modern and innovative methodology, combating bribery and corruption, improving formal education, and improving education in state schools.

English language training courses are widespread in the country and courses are affordable. There are schools and universities where lectures are given in English. The number of programmes where students can study abroad is increasing.

The problem facing English language teaching is insufficient quality at secondary schools and in universities (where English is not the language of instruction). Textbooks do not really meet the current needs, and the teaching methods are perceived as outdated. On language courses, more attention is given to grammar than to improving conversation skills.

The most frequently mentioned topics related to support for education are the state programme on education abroad, vocational education, entrepreneurship training, English language training, exchange programmes, material support and training (computers, laboratory equipment, etc), and leading a healthy lifestyle.

The Ministry of Education, SOCAR, the Coca-Cola company, Azercell, and American Councils are the most well-known institutions regarding educational support. The most frequently mentioned programmes in education are the state programme on education abroad, 'SABAH' groups, and SOCAR's Study Abroad Scholarship Programme.

The main requirements in English language learning are teacher development, and better quality English language lessons in secondary and high schools.

RESEARCH DESIGN METHODOLOGY

TOTAL OF 13 IN-DEPTH INTERVIEWS

DATA COLLECTION METHOD:	In-depth interviews
TARGET ORGANISATIONS:	Companies engaged in education-related projects and programmes, selected on the basis of desk research
TARGET PEOPLE:	Experts and managers in relevant organisations
SECTORS COVERED:	Private, public, NGO and universities
DATES:	27.11.2015 – 23.12.2015
DURATION OF INTERVIEWS:	Approx. 60 minutes per interview

GENERAL PERCEPTION OF FUNDING SUPPORT AND PARTNERSHIPS IN EDUCATION IN AZERBAIJAN

EDUCATION SYSTEM IN AZERBAIJAN

GENERAL PERCEPTION OF THE EDUCATION SYSTEM IN AZERBAIJAN

The current education system in Azerbaijan is not completely satisfactory. A great job has been done in this area over the past few years – old schools are being reconstructed, new ones are being built, various kinds of advanced training programmes are being implemented, interest in education ‘not only to obtain a diploma’ is being increased, teachers need to pass examinations to work in schools, principals are being replaced by new, more serious and exacting directors, and 'pilot' classes have been launched. Nevertheless, there is still much to do. For example:

- introducing more advanced methods into the education system rather than those in the existing curriculum
- launching a large programme aimed at motivating children to obtain education for the sake of knowledge and not just for the sake of certificates
- eliminating cases of paying for instead of passing examinations
- improving school education so that there is no need to get additional tuition
- taking into account modern developments and introducing innovations so that children are interested in studying
- increasing the level of education in state schools

STRENGTHS

- Unlike many countries, education in Azerbaijan is free
- Hiring teachers based on examinations
- Launching of 'pilot' classes where students with high grades have more lessons on subjects in which they will take entrance exams
- Renovations are being carried out in schools and the necessary material-technical base is being created
- Assignment of large scholarships to students who get high marks and choose to become teachers
- Dismissal of principals, and their replacement with new, more serious and exacting directors
- Installation of surveillance cameras in schools – teachers and students concentrate more on lessons and discipline because they know that they might be seen

WEAKNESSES

- Insufficient level of schooling for admission to university. This problem is solved by extra tuition which leads to high school students missing classes at school in order to be on time for their tutor
- Problems with the education programme, e.g. topics which are not age appropriate, too much homework, etc.
- There is a need to carry out teacher development
- There is a large number of students in classes. As a result, teachers cannot do their work properly and communicate more with students – ‘it takes too long to take the register and calm them down. As a result, the teacher cannot properly explain the topic and check how well the children have mastered it. This leads to some children either not understanding the covered topic or understanding it in their own way.’
- Lack of male teachers – sometimes they are needed to communicate with teenage boys; female teachers are more tolerant, but sometimes it is necessary to treat students in a strict way, etc.
- Students are sometimes not respectful towards teachers

QUOTES

There have, undoubtedly, been changes for the better. However, given the large number of negatives, these changes are not enough. *(private sector)*

Previously, the number of students in class did not exceed 20-25 people. We, for example, had 11 in our class. Now, there are 35-40 students in every class. Naturally, teachers are less productive. *(private sector)*

The most positive thing about education in Azerbaijan is that it is free. All children go to school without fail. Those, who wish to, enter university. I sometimes think that children, parents, and teachers themselves do not understand the importance of this fact. *(NGOs)*

EVALUATION OF ENGLISH LANGUAGE EDUCATION IN AZERBAIJAN

The large number of English language training courses creates ample opportunities in this area. However, it is not a positive thing that these courses focus increasingly on grammar rather than speaking.

STRENGTHS

- Large number of English language training courses
- Opening of schools and universities where training wholly or partially is conducted in English
- Expansion and increasing number of programmes for studying abroad
- Local summer school with English bias
- Increasing demand to go abroad, not only for recreation, but also for training – summer schools, trips within the framework of ‘fun and learn’, etc.
- Desire of parents to send their children from the age of 4-5 years old on English language courses
- Large companies organise English classes for their staff

WEAKNESSES

- Insufficient level of English language teaching in secondary schools and in ‘non-language’ universities
- More attention is given on language courses to grammar rather than improving conversational skills
- Discontinuation of free courses organised by big companies a few years ago (BP, Coca-Cola, etc.)
- Lack of free conversation clubs
- Unavailability of English classes in kindergartens, which would provide basic knowledge of the language – the alphabet, words and sentences used in daily life
- High cost of studying abroad in summer schools

QUOTES

Currently, there are a lot of courses and at very reasonable prices. *(NGOs)*

Our company has organised English lessons for all staff. Our drivers travel abroad, so even they must know the language. *(private sector)*

A lot of children are going abroad to summer schools through our centre. Parents have begun to understand how important it is. *(NGOs)*

The language base given in secondary schools is very poor. It is necessary to do something in this area. *(private sector)*

NATIONAL ENGLISH EDUCATION SYSTEM/POLICY & REFORM

There is almost no information regarding programmes covering the national English language education system/policy & reform.



- **Though interviewed institutions could not indicate any particular programme, they believe that there should be programmes covering this area**
- The following are considered to be the results of reforms in the national English language education system:
 - in general, conducting and performing tasks contributing to the study of English
 - establishment of schools and universities with courses in English
 - increase in summer schools
 - increase in programmes aimed at learning English



- **It is considered that, in comparison with 'English language training for learners', programmes on 'English language education system/policy' are carried out rarely**
- The level of English language teaching in schools is low. To know the language better, it is necessary to attend individual courses or employ a tutor. Because of this, it would be appropriate to carry out additional measures and reforms.

ENGLISH LANGUAGE TRAINING FOR LEARNERS

What first comes to mind when people talk about the advantages of English language training is the increase in the quality of English language training courses.



- **The number of English language courses is increasing and they have become affordable**
- Schools and universities with tuition in English are increasing.
- Children and young people realise the importance of knowing a language and try to learn at least a certain number of words
- Interest in summer schools/universities is growing
- New programmes for teaching the language have been developed
- There are organisations engaged in the provision of free courses



- **Textbooks do not completely meet current needs**
- **Teachers keep teaching on the basis of older programmes**
- There is a need for programmes which increase and improve teachers' teaching methodology
- There are a lot of gaps in the sphere of teaching English
- Implemented programmes are not available to everyone – they require awareness and money, and are constrained by age limits
- It is necessary to pay extra for conversation classes on courses, as monthly fees do not cover conversation classes

TEACHER DEVELOPMENT AND TRAINING FOR ENGLISH LANGUAGE TEACHERS

Information regarding programmes covering 'teacher development and training for English language teachers' is also scarce.



- **It was also difficult to mention any programmes in the sphere of 'teacher development and training for English language teachers'. Nevertheless, it is assumed that there should be such programmes**



- **It is considered that, in comparison with 'English language training for learners', programmes concerned with 'teacher development and training for English language teachers' are carried out rarely**



- Taken as a whole, it is understood that programmes that have been carried out have directly or indirectly influenced teacher development and training for English language teachers
- Teachers themselves understand that, in any case, they need to develop and work on themselves



- There are still teachers in secondary schools who work with old programmes. This is an outdated style, and does not meet the needs of today's students, because the students already know more because of widespread internet access and developments in technology
- On half of English language courses, teachers do not talk with students in English
- There are fewer teachers who work on themselves. Many work with concepts that they used when they were students, and consider them sufficient

LEADING SUPPORT AND PARTNERSHIP PROGRAMME AREAS IN EDUCATION

STATE PROGRAMME ON EDUCATION ABROAD

VOCATIONAL EDUCATION

ENTREPRENEURSHIP TRAINING

ENGLISH LANGUAGE TRAINING FOR LEARNERS

EXCHANGE PROGRAMMES

TECHNICAL SUPPORT AND TRAINING (computers, laboratory equipment, small appliances for agriculture, etc.)

EDUCATION AND HEALTHY LIFESTYLE

PROGRAMME AND PROJECT NEEDS IN AZERBAIJAN

Support and partnership programmes that are needed in education in Azerbaijan are mainly programmes aimed at increasing the quality of education, improving teachers, and programmes creating interest in education.

The needs in English language education are professional development for English language teachers and improvement of English language lessons in secondary and high schools.

NEEDS IN ENGLISH LANGUAGE EDUCATION

- **Professional development for English language teachers** (there is a need to apply modern methods in language education)
- **Development and strengthening of English language lessons in secondary and high schools**
- **Free conversation clubs**
- **Free English language courses from big companies, at least for low-income families**

NEEDS IN EDUCATION IN GENERAL

- **Programmes aimed at increasing the quality of education**
- **Improvement of teachers** – ‘most older teachers still apply the Soviet system’, ‘a teacher of one subject can re-qualify for another subject with a short course’, ‘some teachers do not know their subject properly’, ‘most teachers do not understand the current curriculum’, ‘there are still teachers who teach English with old methods’, etc. There is a need for particular changes in these fields.
- **Programmes creating interest in education itself, reading books, and deepening knowledge among schoolchildren and young people**
- **Training to help choose a suitable profession**
- **Regular upgrading of the education system to take account of current methods in the world**

SUMMARY: THE SUPPORT AND PARTNERSHIPS PROVIDED BY THE INTERVIEWED ORGANISATIONS IN EDUCATION

SUPPORT & PARTNERSHIPS IN EDUCATION

PRIVATE SECTOR

Employability skills and vocational education are the top topics in Azerbaijan.

- Besides education, most projects focus on the arts, culture, the environment, and sports.
- The main target groups are students and young adults with a high education level.
- Vocational education is the most popular topic, since it contributes to the development of the labour market. In some cases, employees are selected from among the project participants.
- Children and pupils are still among the target groups of the private sector.
- English language related support projects are virtually absent. The main reason for this is that the topic is not relevant to companies or such proposals are not shared with them.
- There is a wide spectrum regarding budgets: 25,000 EUR – 250,000 EUR per year.
- Corporate communications, PR and advertising, marketing departments and top management are the main decision-makers in support and partnership programmes. However, in most cases, the final decision is taken by the head of the institution.
- Baku is the main location of support programmes.
- In order to disseminate information about programmes, diverse communication tools such as social media, official websites, TV, and in some cases online news portals are used.

NGOs & INTERNATIONAL ORGANISATIONS

NGOs working in the education area are more open and willing to support projects, especially those benefiting students. But the amount, volume and scale of such projects depend on received grants.

- The main directions of education projects are entrepreneurship training, exchange programmes and scholarships for students, English language training, improvement of general skills in various areas, and development of leadership and professional skills.
- Depending on the objective of the project, target groups can be teachers, students, people who want to establish their own business, those who are engaged in agriculture, vulnerable groups, etc.
- Though projects are managed from Baku, they cover all of Azerbaijan.
- For spreading information on projects, social networks are mostly used due to their popularity and prevalence among target groups. As secondary media, invitations to universities, ads on websites and, in the case of regions, face to face meetings with people are used.
- Decisions on projects are made after discussions. These discussions are held with the participation of PR and marketing departments, working groups and senior management. The final decision is made by the management.

RESEARCH REPORT FEBRUARY 2016

PARTNERSHIP OPPORTUNITIES FOR ENGLISH DEVELOPMENT PROJECTS IN BOSNIA AND HERZEGOVINA

Perceptions from the governmental,
non-governmental and private sector

EXECUTIVE SUMMARY

General perception towards the education system in Bosnia and Herzegovina:

The education system was rated very negatively. The most important disadvantages are the lack of synchronisation of the education system with the needs of the labour market, discrimination and segregation, lack of quality in education, and a lack of practical classes.

Evaluation of English language training for learners:

The general opinion is that there is a large variety of providers in this area and that quality varies.

Evaluation of English language learning in Bosnia and Herzegovina:

The dominant view is that the focus is on grammar and spelling, and not enough attention is paid to conversation and interaction.

Teacher development and training for English language teachers:

The prevailing opinion is that teachers are not receiving a sufficient amount of professional training, especially within the formal system of education (as a consequence of poor finances). Offers are usually made by foreign international companies and the NGO sector.

National education system/policy & reform:

The general view is that reforms are happening too slowly and that there is no systematic approach to their implementation.

Leading support and partnership programme areas in education:

The topics perceived as being current issues are inclusion in education and violence prevention. English language partnerships and support are not mentioned. Reform is needed both in English language learning and education in general.

Proposed programmes: The most appealing ones are soft skills training and English for specific purposes.

RESEARCH DESIGN METHODOLOGY

TOTAL OF 10 IN-DEPTH INTERVIEWS

DATA COLLECTION METHOD:

In-depth interviews

TARGET ORGANISATIONS:

Companies engaged in education-related projects and programmes, selected on the basis of desk research

TARGET PEOPLE:

Experts and managers in relevant organisations

SECTORS COVERED:

Private, public, NGO and international organisations

DATES:

9.12.2015 – 23.02.2016

DURATION OF INTERVIEWS:

Approx. 60 minutes per interview

GENERAL PERCEPTION OF FUNDING SUPPORT AND PARTNERSHIPS IN THE FIELD OF EDUCATION IN BOSNIA AND HERZEGOVINA

EDUCATION SYSTEM IN THE REPUBLIC OF BOSNIA AND HERZEGOVINA

GENERAL PERCEPTION OF THE EDUCATION SYSTEM IN BOSNIA AND HERZEGOVINA

The education system in Bosnia and Herzegovina is seen in a very negative light and participants point to a variety of problems. The most significant of these are the absence of a single education system at the state level (education falls under the competence of the entities, that is, cantons), segregation in the education system (three different education systems based on ethnic identity), and a mismatch between education programmes and the requirements of the labour market. The biggest mentioned methodological shortcoming is excessive theoretical knowledge and obsolete curricula. None of the participants emphasised a single strong point of the current education system in Bosnia and Herzegovina.

The biggest weaknesses of the education system which the interviewees stressed are: lack of synchronisation of the education system with the needs of the labour market, discrimination and segregation, a lack of quality in education, and a lack of practical classes.

WEAKNESSES

- **Lack of synchronisation of the education system with the needs of the labour market**
- **Too much attention is paid to theoretical knowledge and too little to practical knowledge**
- **Discriminatory, segregational** (two schools under the same roof*)
- **Lack of quality in education** (outdated curricula, poor performance of teachers – demotivated and lacking competence)
- The decentralised education system – the non-existence of a unified education system at the state level; in the Federation of Bosnia and Herzegovina, it is regulated at the canton level
- Emergence of a large number of private education institutions of questionable quality
- Outdated education system – not in line with European standards
- The quantity of subject matter to be learnt

* Two schools under the same roof refers to schools in Bosnia and Herzegovina based on the ethnic segregation of children. Children from two ethnic groups, Bosniaks and Croats, attend classes in the same building, but are physically separated from each other and taught separate curricula.

QUOTES

Here in the Federation, we have a problem with the cantons because the cantons pass laws and directives which are not synchronised. Pedagogical standards are not synchronised either. (NGOs)

A large number of students who have completed their studies cannot find employment here. The state simply doesn't need them because they lack the positions for such workers. (*private sector*)

I generally believe that education is at a 19th-century level, that no significant education reforms have taken place, and that the development of young people and children in society is much faster than what is reflected by the education sector. (NGOs)

It's my opinion that education in Bosnia and Herzegovina is discriminatory, that we have segregation, that we do not have assimilation, and that we have two schools under the same roof, but primarily that education in Bosnia and Herzegovina is of very poor quality. (NGOs)

EVALUATION OF ENGLISH LANGUAGE EDUCATION IN BOSNIA AND HERZEGOVINA

The interviewed institutions generally point out that they are not sufficiently informed about English language classes in Bosnia and Herzegovina, so only a few of them stated their opinion, which was mainly related to the weak aspects of English language classes (not enough attention paid to conversation and interaction). What is perceived as a positive trend is the existence of educational institutions where all the classes are in English, and the introduction of English as a school subject in lower grades.

STRENGTHS

- Classes in English in a number of high schools and faculties
- The introduction of English as a school subject in lower primary school grades (children start to learn English at a younger age compared to the previous school system / before the war)

WEAKNESSES

- **The focus is on grammar and spelling, and not enough attention is paid to conversation and interaction**
- A lack of practical skills (master's degree studies in translation do not include simultaneous translation practice)
- Disregard for experts' opinions in the creation of English language textbooks

QUOTES

I've heard from people that a person who has done a master's in translation studies, and who is going to perform consecutive and simultaneous translation, has not had a single day of practice. (NGOs)

I believe that the education system for learning English could be much better. There is a lot of emphasis on teaching grammatical forms and very little on conversation. (NGOs)

What I would like to emphasise is that our children learn English for 6 years in elementary school. In the end, they know nothing. We have a situation in which they learn more on a language course which lasts two or three months than in the whole of their schooling. (NGOs)

Certain institutions have classes in English. The trend started with the arrival of foreign educational institutions, but certain local public institutions also have classes entirely in English. The whole situation is improving. I don't know whether it is sufficient or not, but it is definitely improving. (NGOs)

NATIONAL ENGLISH EDUCATION SYSTEM/POLICY & REFORM

Participants are not very familiar with education policies and education system reforms, especially representatives from private companies. The general attitude is that reforms are taking too long and that a systematic approach to their implementation is still lacking.



- Education policies and reforms are well designed – they incorporate contemporary principles of education and upbringing – the problem is not putting them into practice due to a lack of political will



- **The pace of reform is slow** (or, according to some, reforms are not put into practice) and does not follow developments
- **Lack of systematic implementation** of education policies and reforms
- Inadequate laws in the field of education
- Education policies and reform are greatly influenced by political parties
- Application of the Bologna process has not been adequately implemented (all the necessary prerequisites have not been fulfilled)

ENGLISH LANGUAGE TRAINING FOR LEARNERS

There is a very low level of knowledge about this issue; representatives from the NGO sector have some knowledge about it. The general opinion is that the quality of private English language classes varies from one provider to another but that the situation is better than in state education.



- **Large number of organisations who provide training/courses in English**
- Trends are followed
- Greater quality teaching materials than in state education
- More interactive classes



- Training/courses are generally too short
- Timetables do not suit those who work (classes in the afternoon)
- Insufficient amount of conversation classes

TEACHER DEVELOPMENT AND TRAINING FOR ENGLISH LANGUAGE TEACHERS

Participants agree that teachers have very little opportunity for professional development. The available training is not sufficient and lacks quality, and there are no systematic training programmes.

Training organised by teaching institutes is:

- Insufficient – organised rarely, once or twice a year (due to lack of funds)
- Organised at the level of local teachers' meetings or councils, which only serve for the exchange of information and cannot be characterised as training

Training provided by NGOs or international organisations

- Although organised more frequently, they do not answer the real needs of teachers (because they are created by someone from 'the outside')
- They are very short

LEADING SUPPORT AND PARTNERSHIP PROGRAMMES IN EDUCATION

Representatives of private and public companies are not informed about the topics that the leading support and partnership programmes in the education system of Bosnia and Herzegovina focus on, whereas the representatives from the NGO sector present a wide spectrum of topics from the standpoint of their organisations and the programmes/projects that they perform. **Inclusive education and programmes aimed at the prevention of violence are the most frequently mentioned.**

INCLUSION IN EDUCATION (in the widest sense)

VIOLENCE

DEMOCRACY

REFORM OF HIGH SCHOOL EDUCATION (learner-oriented methodology)

DISCRIMINATION/TOLERANCE

HUMAN RIGHTS

CURRICULAR APPROACH TO TEACHING (teaching oriented to students)

VOCATIONAL EDUCATION AND TRAINING

EUROPEAN INTEGRATION

YOUTH SCHOLARSHIPS*

DONATIONS OF EQUIPMENT TO EDUCATIONAL INSTITUTIONS*

DEVELOPMENT OF BUSINESS SKILLS (soft skills)

IT COURSES*

* Topics of the leading support and partnership programmes for education from the desk review

PROGRAMME AND PROJECT NEEDS IN BOSNIA AND HERZEGOVINA

Given the level of knowledge participants have regarding the issues affecting the education system in Bosnia and Herzegovina, they were not able to precisely define what partnership and support programmes are needed. The prevailing opinion is that programmes dealing with the realisation of reform are needed, as are those in the area of English language teaching (these were mentioned by only a few NGO representatives and concern teaching methodology).

NEEDS IN ENGLISH LANGUAGE EDUCATION

- Teaching methodology (transfer of knowledge to children)

NEEDS IN EDUCATION IN GENERAL

- **Education system reform**
 - Change in the curricula
 - Consolidation of the curricula – consensus at all levels of education
 - Harmonisation of education with the needs of the labour market
- Specialised vocational programmes
- Classroom multimedia equipment (computers, projectors, internet access, etc.)
- Exchange programmes

SUMMARY: THE SUPPORT AND PARTNERSHIPS PROVIDED BY THE INTERVIEWED ORGANISATIONS IN EDUCATION

SUPPORT & PARTNERSHIPS IN EDUCATION

PRIVATE SECTOR

- The support of the interviewed organisations for education is related to: scholarships for future employees, financial help for youth organisations, organising employment skills training, vocational training (practical classes in company), technical support for local schools, and organising international competitions in environmental protection research in which both students and teachers can participate.
- Target groups in the educational programmes performed in 2015 were mostly young people (pupils, students but also researchers, scientists and NGOs).
- Educational programmes take place mainly in local communities (Banja Luka, Sarajevo, Kakanj).
- None of the companies provided support to programmes in the area of English language (this area is either not the focus of their actions or they have not received any applications for such support).

PUBLIC SECTOR

Legally limited in providing support or establishing partnerships

- The interviewed public institutions generally provide support in the area of sport and education – support to education is in the form of scholarships aimed at providing future employees for the company and providing internships.
- The target groups are students of the Faculties of Electrical Engineering and Mechanical Engineering at university centres (Sarajevo, Tuzla, Mostar, Zenica, Banja Luka).
- Decisions about scholarships are made by the general director and HR sector.
- They provide scholarships entirely by themselves (they do not have partner institutions/companies).

NGOs & INTERNATIONAL ORGANISATIONS

- The interviewed NGOs and international organisations frequently provide support on social inclusion, violence prevention, harmonisation of the higher education system with the labour market, voluntary service, employment and entrepreneurship training, scholarships, mentoring and projects to strengthen local communities, training for trade union members, and political education and counselling.
- The area of English is not a priority, although some of them organise English language courses within the scope of their regular activities or on their own.
- Students of primary and secondary schools, teachers and professors and vulnerable groups (women, the Roma population, the socially vulnerable, etc.) are the most common target groups in the abovementioned programmes.
- UNICEF, Hastor Foundation and Friedrich-Ebert-Stiftung education support programmes are carried out in the entire territory of Bosnia and Herzegovina, while other organisations act in smaller regions (Canton of Sarajevo – Wings of Hope; Sarajevo, Mostar, Zenica, Tuzla, Banja Luka – OKC)

RESEARCH REPORT FEBRUARY 2016

PARTNERSHIP OPPORTUNITIES FOR ENGLISH DEVELOPMENT PROJECTS IN GEORGIA

Perceptions from the governmental,
non-governmental and private sector

EXECUTIVE SUMMARY

The major problems of the Georgian education system and Georgian education reform are connected with the slowdown of reform at the secondary education level.

The problems in higher education in many cases are connected with problems that arise in secondary education.

English language education is improving constantly and the overall level of knowledge of English can't be compared with the situation in Georgia 10–15 years ago.

Opportunities for English language teachers (from the point of view of professional development) are greater than those that other teachers have.

Basic needs in English language learning include greater access to English language education in the regions (native speakers) and for socially vulnerable groups (low income populations).

Education institutions think that there is a strong need for special programmes for English language training for academic staff.

RESEARCH DESIGN METHODOLOGY

TOTAL OF 15 IN-DEPTH INTERVIEWS

DATA COLLECTION METHOD:

In-depth interviews

TARGET ORGANISATIONS:

Engaged in education-related projects and programmes, selected on the basis of desk research

TARGET PEOPLE:

Experts and managers in relevant organisations

SECTORS COVERED:

Private, public, NGO and universities

DATES:

15–31 December 2015

DURATION OF INTERVIEWS:

Approx. 70 minutes per interview

GENERAL PERCEPTION OF FUNDING SUPPORT AND PARTNERSHIPS IN THE EDUCATION FIELD IN THE REPUBLIC OF GEORGIA

EDUCATION SYSTEM IN THE REPUBLIC OF GEORGIA

GENERAL PERCEPTION OF THE EDUCATION SYSTEM IN THE REPUBLIC OF GEORGIA

In general, despite all the reforms conducted in the last 10 years, the interviewed institutions consider that Georgian education needs more effort and even more efficient reforms to reach the level that is required in Europe. Respondents state that attention is paid to the education system but this attention and the financial resources allocated are not enough.

10 years ago, the system of education was corrupt, especially with regard to higher education exams, where the situation was very bad. At that time, exams were conducted by higher education institutions. Later in 2006-2007, Georgia switched to standardised national examinations, which was a big step forward. Despite the fact that currently there is almost no corruption in the education system, the quality of education is still low. Reforms have concentrated more on higher education. However, as secondary education is still underdeveloped, the impact of reform on higher education has not been very effective.

The exam system has improved and university exams are now fair, and at the same time access to university has increased.

STRENGTHS

- **There is currently no corruption in the education system after the establishment of a standardised national exam system. After this reform, all students take national exams and are admitted to university based on their results and the overall competition**
- The system of university exams has greatly improved
- The quality of university education is improving
- There are some positive developments in professional training

WEAKNESSES

- **The funds allocated to the education system are not enough**
- **The effort made on the part of the government is not enough to get results**
- **Secondary education is undergoing reform, but the process has lasted for quite long without any effect**
- No effect of reform is felt
- Universities don't provide an education that would allow graduates to be competitive on the job market
- Vocational education does not receive enough attention

QUOTES

The main problem is that a lot of things have to be done before students reach university, and these are not being done. We need to improve everything missed at the level of secondary education. *(private sector)*

I think nothing has been done and we are stuck at the same point as years ago. The education that students receive does not make them competitive on the labour market. *(private sector)*

Reform is not always as efficient as we would like it to be. The main problems are at the level of secondary education. *(NGOs & international organisations)*

Reform has been going on for quite a long period, but the results are not as they should be. *(NGOs & international organisations)*

EVALUATION OF ENGLISH LANGUAGE EDUCATION IN THE REPUBLIC OF GEORGIA

English language education is in general at a better level than education in general.

STRENGTHS

- **Some initiatives have been undertaken by the government (Native English Teacher Programme volunteers)**
- **The level of English language knowledge has greatly improved in the last 20-25 years**
- Demand for English is rising in the country as the need for it increases on the job market. In addition, international education opportunities are increasing demand for English
- Demand for English is rapidly increasing
- It is necessary for all age groups to know English
- In Tbilisi, there are a number of good quality English language courses available
- There are private schools where the language of instruction is English

WEAKNESSES

- The competence of English language teachers is not always high
- Some universities offer courses in English, but lecturers are not always able to provide a good knowledge of English and their subject at the same time
- There is low availability of high quality English education in the regions

QUOTES

Knowledge of English and opportunities to study the language have increased, and the situation has dramatically improved in the last 20 years. *(private sector)*

I think the situation in English language learning is not bad, as English teachers are more oriented towards self-development and there is more training available for them. *(NGOs & international organisations)*

I think students that study at our universities have a good knowledge of English. I can't say the same about the staff, but we do our best to improve their knowledge. *(private sector)*

We had a project for which we had selected 20 groups and invited international experts, but only 3 groups managed to conduct good quality English presentations. The others had serious problems. *(private sector)*

NATIONAL ENGLISH EDUCATION SYSTEM/POLICY & REFORM

Knowledge of English and its importance have both increased.



- There are many courses besides school and university ones
- It is possible to study English in private English language schools
- The demands on English teachers from the state are higher than for other teachers. In addition, teachers who pass English and computer tests have the opportunity to have a higher salary (state initiative)
- English teachers are oriented towards self-development
- There are numerous training opportunities and programmes available for English teachers
- English has been established as the second most important language after Georgian
- There are internships available for English teachers to improve their skills (in the US and UK)



- The level of English is not always high among students
- The level of knowledge students have does not allow them to study and participate in activities in English
- Access to English is lower in the regions – this mainly affects academic staff more than students
- Most effective English language study opportunities are informal (outside the national education framework, and mainly funded by donors, rather than the state)

ENGLISH LANGUAGE TRAINING FOR LEARNERS

There are many opportunities to study English but good quality English programmes are not accessible to everybody.



- In the last 20–25 years English has been strongly promoted in secondary schools
- English has also been introduced into kindergartens
- Some private secondary schools teach whole programmes in English (from the first grade)
- There are many private organisations offering English language training for learners at different levels and with different methodologies (but they are not free)
- The 'Teach and Learn with Georgia' programme was introduced a few years ago. English speakers are invited to Georgia and sent to different schools in the regions to teach English (the programme is supported by the Ministry of Education and Science of Georgia)
- Some foreign exchange programmes offer English language training for free before starting the programme itself



- The English taught at school (especially in state schools) is not at a high level, and students need additional tuition to pass standardised national examinations
- There are no free English training courses for learners (only at state schools or universities/VET)
- The English language programmes offered by private organisations are not accessible for everybody due to their high cost (given the current economic situation). There are low-cost English courses but the quality of teaching is also low

TEACHER DEVELOPMENT AND TRAINING FOR ENGLISH LANGUAGE TEACHERS

Both private and state education organisations provide additional training for their English language teachers.



- As part of the European Association Agreement and Bologna process, different programmes for English language teachers are offered
- State school English language teachers are encouraged to do additional training, and are given a salary increase after successfully passing examinations
- Private institutions/schools usually offer additional development and training programmes to their teachers



- English language teachers have not received high scores in national teacher examinations
- English language teachers, especially in state schools, in general lack practical knowledge, and are not familiar with current trends in English

LEADING SUPPORT AND PARTNERSHIP PROGRAMMES IN EDUCATION

INFRASTRUCTURAL RENOVATATION OF SCHOOLS

VOCATIONAL EDUCATION (development of skills, internships, etc.)
to develop new areas in vocational education in STEM and tourism

IMPROVEMENT OF SECONDARY AND HIGHER EDUCATION

EMPOWERMENT OF WOMEN IN EDUCATION

TECHNOLOGICAL DEVELOPMENT

YOUTH EXCHANGE PROGRAMMES

DISASTER RISK REDUCTION IN SCHOOLS

SOCIAL INCLUSION

PROMOTING CULTURE

ESTABLISHMENT OF INTERNATIONAL UNIVERSITIES IN GEORGIA

PROGRAMME AND PROJECT NEEDS IN THE REPUBLIC OF GEORGIA

The support and partnership programmes that are needed in the education field in Georgia are mainly the overall development of secondary education and the establishment of high quality professional education. The needs in English language teaching are improving the content of courses and the qualifications of developing teachers.

NEEDS IN ENGLISH LANGUAGE EDUCATION

- **Native English language teacher participation in teaching in secondary and higher education**
- **An increase in the number of exchange programmes with English-speaking countries (programmes like Flex)**
- **Quality training programmes for academic staff**
- The need to create study programmes in English
- Programmes to increase the level of fluency in English (especially speaking)
- Online programmes for English

NEEDS IN EDUCATION IN GENERAL

- **Improvement of secondary education**
- **Increase in qualifications of teachers and lecturers in secondary and higher education**
- **Improvement of STEM education**
- Establishment of professional education
- Improvement of infrastructure
- Improvement of cooperation between the business sector and education
- Increase in exchange opportunities with Europe and the US

SUMMARY: THE SUPPORT AND PARTNERSHIPS PROVIDED BY THE INTERVIEWED ORGANISATIONS IN EDUCATION

SUPPORT & PARTNERSHIPS IN EDUCATION

PRIVATE SECTOR

Private organisations are willing to have partnerships that would develop their business.

- In general, Georgian private organisations support projects in fields like;
 - Youth involvement and internships
 - Skills development
 - Technological development
 - Development of business in the country
 - Training for professionals and business representatives
 - Youth exchange projects
 - Promoting culture
 - Literature

The main target groups are young people, students, entrepreneurs and socially vulnerable groups. There are no projects that would be directly connected with English language education, but private companies consider it to be quite important and might support these kinds of projects if they were connected with their business.

NGOs & INTERNATIONAL ORGANISATIONS

International organisations' fields of interest are wider and cover various areas in education.

- International organisation and NGO support to Georgian education is the most structured support
- International organisations cover:
 - Secondary and higher education
 - Empowerment of women in education (especially concerning remote areas, rural areas and ethnic minorities)
 - Adult education
 - Pre-school education
 - STEM education
 - Professional education
 - Teachers' qualifications

Projects coordinated by international organisations and NGOs are not directly related to English language learning, but in many cases are connected with general education and qualifications.

RESEARCH REPORT FEBRUARY 2016

PARTNERSHIP OPPORTUNITIES FOR ENGLISH DEVELOPMENT PROJECTS IN KAZAKHSTAN

Perceptions from the governmental,
non-governmental and private sector

EXECUTIVE SUMMARY

Free education services cover all the regions of Kazakhstan. There have been big investments in online resources, digital learning, and the use of IT technologies. There are strong universities with the necessary expertise, especially in business education.	The quality of education is rather low in rural areas. There is a lack of well-trained teachers, and insufficient locally-adapted high quality study opportunities and teaching materials. There is also a gap between theoretical and practical knowledge.	In terms of English language education, there are a variety of means and tools. People are highly motivated to learn English. A methodological base, new teaching programmes and new study materials are being developed.
The needs regarding English language learning include: English courses for specific purposes; locally-adapted teaching techniques and materials; communicative and interactive English language teaching methods.	The main topics of partnership and support programmes in education are IT technologies, entrepreneurship, and Kazakh language promotion.	The main target audience is composed of students, young professionals, entrepreneurs, and people and children with disabilities.

RESEARCH DESIGN METHODOLOGY

TOTAL OF 15 IN-DEPTH INTERVIEWS

DATA COLLECTION METHOD:	In-depth interviews
TARGET ORGANISATIONS:	Engaged in education-related projects and programmes, selected on the basis of desk research
TARGET PEOPLE:	Experts and managers in relevant organisations
SECTORS COVERED:	Private, public, NGO and universities
DATES:	01.12.15 - 22.01.16
DURATION OF INTERVIEWS:	60–90 minutes per interview

GENERAL PERCEPTION OF FUNDING SUPPORT AND PARTNERSHIPS IN THE FIELD OF EDUCATION IN KAZAKHSTAN

EDUCATION SYSTEM IN KAZAKHSTAN

GENERAL PERCEPTION OF THE EDUCATION SYSTEM IN KAZAKHSTAN

There is a common perception that the education system in Kazakhstan is at an evolving stage. Some areas are very well developed in comparison with other Central Asian countries. The Ministry of Education and Science is the main government body that promotes education programmes. The government is very active in providing information and technological support to education institutions, introducing new standards of education (the trilingual policy), providing opportunities for students, teaching staff and academics to study with reputable global universities (Bolashak programme) and investing in research and innovation centres.

Nazarbayev University Intellectual Schools are government initiatives that are aimed at enhancing intellectual capacities by integrating the best Kazakh and international practices.

The internationalisation of the education system and use of three languages (Kazakh, Russian and English) have contributed to the importance of knowing English. There are many opportunities to learn and practise English, as well as comprehensive teaching approaches, the use of modern resources, certified language learning centres, and qualified teaching staff. NGOs, international organisations and private companies recognise the significance of English and are interested in having an impact on implementing public policy on language.

The strengths of the education system in the country include improved IT & technological support, e-learning, and a variety of academic programmes for students and teachers. The weaknesses of the system are mainly related to the professional development of teaching staff, poor IT literacy skills, and lack of practical knowledge. Moreover, a lack of quality resources and locally-adapted study and instructional materials worsen the situation.

STRENGTHS

- **Big investments in IT and technological support**
- **Digital learning development, online resources**
- **Higher education is developed**
- **Strong universities, expertise in business education**
- Free education
- Education services cover all regions
- Increased attention to the development of IT technologies and innovation
- Pre-school education is one of the strongest elements in the whole education system, and subjects for improving skills, including English language classes, have been developed.

WEAKNESSES

- **IT skills are at a developing stage**
- **Weak professional preparation of teaching staff**
- **Resources and textbooks are not well developed**
- **The education level doesn't meet employment needs**
- **Big gap between theoretical and practical knowledge. Many academic staff don't have sufficient practical experience**
- Textbooks are translated from Russian into Kazakh without any consistency or accuracy
- Weak vocational education system
- 67-70% of regional universities are at a low level
- No courses for developing skills, creativity, or analysis
- Insufficient academic basis, lack of teachers
- Some areas of specialisation are not well developed
- International experience has not been adopted
- Lack of good communication with parents, who cannot easily receive basic information about schools, schedules, study plans, etc.

QUOTES

Large investments have been made by the Ministry of Education to develop IT support, digital learning, online resources, and interactive textbooks. In order to see results, time is needed. The IT literacy of school staff is not at a sufficient level. *(private sector)*

Education at the kindergarden level is improving. There have been no huge changes at the pre-school level since Soviet times, but many useful subjects for improving skills have been introduced and English classes have been added. However, textbooks quality is not at a satisfactory level. Methodology has remained the same, although content is changing. *(NGOs)*

In general, it can be said that the standard of education in Kazakhstan is at a satisfactory level. Which universities to choose and how acquired knowledge is used is another question. Business specialists, particularly in the banking sphere, receive good educations from KazGu, KIMEP, and KBTU universities, and are very knowledgeable. *(private sector)*

Too much theory is given and not enough practical knowledge. The right balance should be reached between theoretical and practical components. In business education, academics know only the theoretical part of the field they are teaching. They lose out to those business coaches who have greater practical experience in business and entrepreneurial skills, i.e. practical and theoretical expertise together. *(private sector)*

The education system in Kazakhstan is one of the most developed compared to other regions in Asia. We organised a conference with participants from more than 110 countries. I observed that the young people who worked with us, graduates of Kazakh universities, had a level of knowledge that was comparable with that from European universities. *(NGOs)*

Higher education is developing. Nazarbayev University is at the level of the average American or European university. Learning processes have firm foundations. Nazarbayev University is just one centre where scientific work is carried out. It can become a hub for science and its commercialisation. KazNu, Gumilev University, KarGu, and South Kazakhstan University are also universities that are developing well. *(NGOs)*

There are several areas that need to be developed. There are universities and departments that are not sufficiently equipped in terms of teaching staff, who sometimes lack an academic background. International experience is used very rarely. Engineering and industrial specialisations are more developed than the humanities. More attention is being paid to new technologies, innovations, and IT development. *(private sector)*

EVALUATION OF ENGLISH LANGUAGE EDUCATION IN KAZAKHSTAN

The high level of motivation of people to learn English and the opportunities that exist to learn the language stimulate the development of this market. The interviewed institutions pointed out that there are many schools, and private and government institutions which use various techniques for teaching the language, a number of up-to-date textbooks and instructional materials, and a high level of expertise among teaching staff, all of which positively influence the overall English language learning environment. However, they also indicate the low level of motivation of English language teachers, poorly equipped schools, especially in the regions, and a lack of involvement of instructors in developing local practices, which results in a worsening of the quality of teaching.

STRENGTHS

- Schools have become more open to collaboration
- Development of methodology, new teaching materials, and textbooks
- Many opportunities to learn English abroad
- Study programmes are designed to meet international standards
- Variety of textbooks
- Scholarships to learn English
- Many native speakers with whom students can practise speaking in English
- Exchange programmes
- Financial possibilities, high motivation of people to learn English
- Knowledge of English is one of the main requirements to be hired in many companies
- Opportunities to invite faculty members from foreign universities

WEAKNESSES

- Lack of well-trained staff
- Lack of locally-developed instruction materials
- Fewer classes on communicative skills in English
- Weak motivation of teachers, poor financial stimulation
- Absence of locally-adapted teaching approaches
- Interactive forms of teaching are limited
- Native speakers who lack the training and experience to teach English classes
- Lack of practice, as there is no environment to improve communication skills

QUOTES

The main issue relates to a lack of well-qualified professionals. There is a lack of teaching staff who are motivated and interested enough to teach classes in schools. There are no locally-developed training materials. We use different international methods for teaching. *(private sector)*

Teaching classes in English from the 10th grade is unrealistic. How is it possible to find a such number of teachers? Many teachers in universities have an elementary knowledge of English. Training for teachers should be organised at least once every three years by the government. Teachers' (in schools and universities) knowledge level is low. Many teachers want to study, provided it is free. *(NGOs)*

Nowadays, there are many agencies that provide new approaches to English language learning. In addition, there is a big demand for English and there are many very good offers available. *(private sector)*

Schools have started to use newer teaching approaches, cooperate with international organisations that are interested in developing English language learning, and use international programmes, as well as a variety of textbooks. The English language teaching system is built according to international standards. *(private sector)*

In order to get a well-paid job, work in an international company or apply to a foreign university, knowledge of English is obligatory and nowadays people are highly motivated to study it. As a result, there is a high level of both demand and supply. *(NGOs)*

NATIONAL ENGLISH EDUCATION SYSTEM/POLICY & REFORM

The government has strengthened the position of English at the academic level through important initiatives in the shape of the trilingual reform, Bologna process and Bolashak programme, which have positively influenced the development of the English language market. However, implementing such big projects requires time and effort before positive outcomes can be seen.



- Active collaboration with international agencies
- Use of international teaching standards
- Policy of studying classes in English in high schools
- Trilingual policy
- 12-year education model
- Bologna process – European model of education
- English is used as the main language of instruction in several local universities
- Network of certified international schools
- Bolashak programme – government programme promoting education abroad
- Universities and colleges that prepare translators, English teachers, and professionals in international relations



- Lack of locally-developed approaches
- Low level of English language knowledge of the teaching staff in universities and schools
- It is unrealistic to carry out a policy of conducting classes in English due to the low number of experienced and knowledgeable teachers
- Negative feedback on locally-developed textbooks, which have many mistakes and gaps
- Implementation of the Bologna process requires time and resources and results cannot be seen immediately
- Lack of academic staff
- Many professionals who have studied abroad don't work in academic institutions
- Regional schools are not well equipped

ENGLISH LANGUAGE TRAINING FOR LEARNERS

The high level of interest and willingness of people to invest in learning English has resulted in the opening of new schools, training centres, academic institutions and academic departments for learning English. Educational organisations use modern techniques and quality resources, and classes are taught by qualified professionals. However, these opportunities are mostly available to those in big cities. The quality of English language teaching in regional, rural areas is very weak.



- Awareness of the need to know English is increasing
- Use of latest international methodological approaches
- Many opportunities to study English abroad
- Exchange programmes
- Scholarships for learning English
- High level of motivation for people to study English
- Many free discussion clubs for English language learners
- English language learning centres hold practice classes to improve communicative skills
- Learning language through the culture, lifestyle and traditions of English-speaking nations
- Films and theatre performances in English
- Many native speakers teach English classes
- Many quality resources, teaching approaches, online resources, projects and professional programmes
- There are many additional courses for learning English in addition to school and university programmes



- Lack of opportunities for quality education for English language learners in rural areas
- Lack of locally-developed teaching methods
- Lack of interactive lessons to develop communicative skills
- Some English language learning centres are not certified to perform educational activities
- Many native speakers who teach English are not qualified to teach

TEACHER DEVELOPMENT AND TRAINING FOR ENGLISH LANGUAGE TEACHERS

Professional development for English teachers has positive and negative sides. English language teachers have a variety of opportunities to strengthen their knowledge in English language teaching: academic departments in local universities, certified exam centres, plenty of online resources, professional training, and exchange programmes. However, for teachers who are working in regional, rural areas there is a lack of opportunities and motivation to develop their knowledge.



- Opportunities to take exams to prove English language teaching level
- Variety of instructional and study materials
- Online training and digital learning for teachers
- High demand for qualified English language teachers
- Exchange programmes and scholarships for English language teachers
- Courses for English language teachers at local universities
- Opportunities to be involved in research, and more attention paid to academic programmes to develop research skills
- Academic publications for English language researchers: the Forum academic journal
- Collaboration with international agencies for support in applying new teaching approaches
- Successful projects with visiting experts holding training sessions for English language teachers



- Lack of locally-adapted teaching programmes to meet domestic needs
- Few training sessions for teachers, especially in regional schools
- Lecture style sessions and a lack of interaction
- Few well-qualified specialists who can pass on useful knowledge of English language teaching skills
- Low financial motivation for English language teachers to develop their knowledge
- Poorly equipped classes in regional schools and universities limit English language teachers in terms of providing quality education
- Weak professional development of teaching staff

LEADING SUPPORT AND PARTNERSHIP PROGRAMME AREAS IN EDUCATION

SCHOOL EDUCATION AT DIFFERENT LEVELS (pre-school – secondary – university)

SCIENTIFIC RESEARCH CENTRES AND LABORATORIES

VOCATIONAL EDUCATION

TEACHER TRAINING

DEVELOPMENT AND PUBLICATION OF STUDY MATERIALS

EXCHANGE PROGRAMMES, SUMMER SCHOOLS, SHORT-TERM STUDY PROGRAMMES

LANGUAGE LEARNING COURSES

OVERSEAS STUDY PROGRAMMES

SCHOLARSHIPS

EDUCATION POLICIES (trilingual policy, Bologna process, Bolashak programme)

DIGITAL LEARNING & ONLINE RESOURCES

TOEFL, SAT, IELTS, ACCA, CFA AND OTHER INTERNATIONALLY RECOGNISED EXAMS

MBA, DBA, EXMBA PROGRAMMES

CAREER DEVELOPMENT PROJECTS

EDUCATIONAL PROJECTS FOR VULNERABLE GROUPS AND DISADVANTAGED YOUTH

PROGRAMME AND PROJECT NEEDS IN KAZAKHSTAN

The support and partnership programmes that are needed in the education field in Kazakhstan are mainly: employment-centred education, IT literacy, professional development for teachers, the development of locally-adapted study materials, more practical experience rather than theoretical knowledge, and more attention paid to rural areas.

The needs in English language education are qualified teaching staff, locally-adapted teaching approaches and instructional materials, more interactive English training, and developing programmes for English for specific purposes programmes with a stronger emphasis on business English.

NEEDS IN ENGLISH LANGUAGE EDUCATION

- Well-trained professionals in English language teaching
- Locally-adapted teaching techniques and locally developed teaching materials
- Communicative, interactive methods for English language teaching
- English for specific purposes targeted to particular audiences
- More cooperation with international agencies to learn from international experience
- Western, European or American-style libraries and resource centres
- Publications with best practice, the latest business case studies and articles
- More business-related materials, methodological guides and business courses in English, e.g. time management, human resources, entrepreneurship

NEEDS IN EDUCATION IN GENERAL

- Educational programmes that include more applied sciences and which meet labour market needs
- IT literacy
- Professional development of teaching staff
- Development of study and teaching materials
- Finding the right balance between theoretical and practical knowledge, and developing more practical elements
- More attention to rural areas
- IT support
- Use of new teaching methods
- Active participation of local educational institutions in developing an academic basis, expanding content, and practising what has been learned and experienced
- Improving the Bolashak programme
- Hiring academics who have more practical experience
- More information about short-term training, educational opportunities, overseas events where specific skills can be learned, and an information digest of events at which citizens can participate
- Internationalisation of the education system

SUMMARY: THE SUPPORT AND PARTNERSHIPS PROVIDED BY THE INTERVIEWED ORGANISATIONS IN EDUCATION

SUPPORT & PARTNERSHIPS IN EDUCATION

PRIVATE SECTOR

Companies coordinate various educational projects. The leading areas are: IT technologies, Kazakh language promotion, entrepreneurship, and support to vulnerable groups.

- The interviewed companies prioritise education in their social programmes and even though they do not foresee a significant increase in their education support budgets given the economic downturn, they plan to continue with existing educational projects.
- Companies realise their social projects as part of a bigger CSR strategy.
- Companies usually form partnerships with NGOs, education institutions, and government bodies. With some partners, companies cooperate on long-term projects.
- There are several important factors for companies involved in partnerships: involvement in the project, a focus on achieving visible benefits and results, common goals aimed at solving critical social issues, as well as expertise, experience, transparency, openness and a good reputation.
- The main support areas for companies are: IT technologies, entrepreneurship, Kazakh language promotion and financial/non-financial support to vulnerable/disadvantaged groups. There are diverse activity areas in IT such as: providing IT support and equipment to education institutions, developing IT skills among students, teachers and education managers, providing free online resources, and supporting entrepreneurs with free software.

NGOs & INTERNATIONAL ORGANISATIONS

For NGOs and representatives of international organisations, education is the leading priority area. English language promotion projects are mainly implemented by the Yessenov Foundation, and the US Consulate General and Embassy. Their projects are targeted at English language teachers and students.

- Activity areas cover a wide spectrum, from the arts and culture to democracy and human rights, yet all of them have education as a priority focus. They provide support to education from diverse angles.
- Education support includes mainstream areas like scholarships, grants, exchange programmes, and research internships. There are also training programmes on civic issues like political awareness, democracy, and local self-governance. Some international organisations also deal with macro level policy-making processes and play an advisory role in making changes to legislative education documents in accordance with global standards.
- Organisations also support areas like elevating the conditions of disadvantaged groups, developing start-ups and entrepreneurship, and strengthening civil society organisations.
- Unlike private sector institutions, NGOs and international organisations are significantly active in supporting English language education. The interviewed organisations have diverse English language training programmes for a variety of target groups like students, teachers, and disadvantaged youth. They also provide and manage scholarship programmes, like the Fulbright, UGRAD, TEA, and EAP programmes, which contribute to English language learning.

RESEARCH REPORT FEBRUARY 2016

PARTNERSHIP OPPORTUNITIES FOR ENGLISH DEVELOPMENT PROJECTS IN KOSOVO

Perceptions from the governmental,
non-governmental and private sector

EXECUTIVE SUMMARY

The education system is predominantly run by the state and managed by the Ministry of Education, Science and Technology, as well as by municipal education departments. Private education institutions have only recently been established and seem to be growing rapidly, but some of them have been criticised for lack of quality assurance. Nevertheless, there are a few very good examples.

English language education is perceived as very important but is somehow taken for granted. It is integrated into the education system from the 3rd grade. Rural areas seem to be less developed, and in particular teachers at the local level need more capacity building.

There are ongoing reforms in education. However, adopted reforms are not being properly implemented. A lack of professionalism, persistent corruption and nepotism have been identified as some of the major issues related to the education sector.

The systemic deficit in English language education is mainly due to the lack of coordination among state and private English language providers. Moreover, education professionals need to be additionally trained, better paid and provided with updated and upgraded classroom tools and equipment.

Specific needs regarding English language include: business English, exchange study programmes, English for ICT (coding), and English for specific purposes, especially for the legal professions.

Kosovo's trade deficit is huge, while its production base is very low. The majority of imports come from countries in the region, followed by European and Asian countries. Therefore, knowledge of English is seen as an important advantage. Yet, it is not prioritised for further investment. Many interviewed representatives have no or little awareness about their role in this process and need further guidance in terms of partnerships.

The English language market in Kosovo is small and not developed enough, although it has great potential. Investing in this market at this stage would be wise and not expensive. The focus should be on raising awareness about the need to learn English well, especially in ICT, business English, and other sectors of relevance.

RESEARCH DESIGN METHODOLOGY

TOTAL OF 15 IN-DEPTH INTERVIEWS

DATA COLLECTION METHOD:	In-depth interviews
TARGET ORGANISATIONS:	Organisations engaged in education-related projects and programmes, selected on the basis of desk research
TARGET PEOPLE:	Experts and managers in relevant organisations
SECTORS COVERED:	Private, public, NGO and universities
DATES:	Nov–Dec 2015
DURATION OF INTERVIEWS:	60–90 minutes per interview

GENERAL PERCEPTION OF FUNDING SUPPORT AND PARTNERSHIPS IN THE FIELD OF EDUCATION IN KOSOVO

EDUCATION SYSTEM IN KOSOVO

GENERAL PERCEPTION OF THE EDUCATION SYSTEM IN KOSOVO

The education system in Kosovo is rather weak, and needs a lot of improvement, especially when it comes to **teacher training** and **investing in rural areas**, where the gap is even bigger.

- The system is not compatible and comparable with the international education sector. Reports from various international organisations have identified that the system, starting from pre-school all the way up to higher education, including research and development, needs to be strengthened.
- It is perceived as an experimental system that has experienced many changes.
- It is not employment/economy-oriented. The demands of the business world are not met by graduates, and companies feel that they need to invest additionally in increasing their capacities.
- In some cases, a number of private institutions are perceived as better education providers than state institutions, but these examples are rare.

The education system has been under development for a very long time, and has serious shortcomings.

STRENGTHS

- **Willingness to learn and improve on the side of students and teachers**
- It's a system where reforms are being drafted and their implementation is still being planned
- Recent investments in school infrastructure
- Strong potential for improvements which could be pushed forward through bigger initiatives and impact projects for raising awareness and educating the local community (both businesses and the public)

WEAKNESSES

- **Teacher training is at a basic level**
- **There are limitations in terms of human capacity, overall infrastructure, materials, and other general conditions that are missing**
- **Reforms are planned but not being implemented**
- Teachers/lecturers lack practical experience
- Very limited efforts to increase public-private partnerships to strengthen the education sector
- Licensing and supporting private institutions for pre-school education

QUOTES

Lack of qualified personnel and lack of investment in rural areas. This is one of our weakest points. *(private sector)*

On paper, education is presented as a great system. In practice, it is not good at all. *(NGOs)*

The most important thing is to invest in our education system. It's the starting point for everything else, but we are still lagging behind in this. *(public sector)*

Our educational system is a big experiment that went under various other smaller experiments... But it was not at all successful so far. *(NGOs)*

EVALUATION OF ENGLISH LANGUAGE EDUCATION IN KOSOVO

English language learning is seen as a priority by everyone – government officials, NGOs and the private sector. Yet, this has not been backed up by investments and mechanisms/regulations.

STRENGTHS

- Language training courses that are being offered by the private sector for wider audiences
- There is a lot of interest in English and a huge willingness to learn the language
- Solid quality of private English language schools and some state ones
- Access to the internet in private schools, various games, and learning English from the 3rd grade of elementary school

WEAKNESSES

- There is a lack of communication between English language providers and the public and the private sector
- Quality needs to improve
- Poor teaching and learning conditions, such as schools, teachers' salaries, teaching equipment
- In rural areas, the level of English is very low
- Lack of teaching tools, equipment and practice
- An attempt to adopt a modern system without ensuring certain basic preconditions
- Teachers are not adequately trained or motivated to give their best
- Large number of pupils per class in state schools

QUOTES

In state institutions, the curricula seem to be ok, but they are not understood or implemented by teachers. *(private sector)*

New methods in English learning are not being used. *(NGOs)*

In order to learn English, one needs private classes. School is not enough. *(NGOs)*

The willingness to learn the language by the young generation is astonishing. *(public sector)*

NATIONAL ENGLISH EDUCATION SYSTEM/POLICY & REFORM

The English language education system is being reformed in line with national education system reforms.



- **It's a system that is undergoing huge and qualitative reforms in areas like curricula. Teacher training programmes are being drafted and investments in physical infrastructure are taking place.**
- The state education system is perceived as stronger.
- Accreditation of private schools allows for quicker progress in English language learning and also creates space for a stronger competitive environment.



- **Implementation of reforms is a weak point, except for material infrastructure capacity building. The rest seems to be delayed and taking place at a very slow pace.**
- It's an experimental system that still needs to learn and grow.
- Methods are old. No new ones are being applied and many providers still need to learn about current opportunities and tools.

ENGLISH LANGUAGE TRAINING FOR LEARNERS

The willingness to learn English is great, but is not supported by favourable conditions. There is large exposure to English, but it is not accompanied by qualified training. Students are highly motivated and parents try to support this by securing private lessons.



- **Investment in school infrastructure is helping to offer better conditions for studying and teaching**
- **Learning English from an early age is important and implemented (3rd grade in primary schools)**
- Curricula seem to be satisfactory
- Some state and private kindergartens offer English for children, which seems to have increased demand for new skilled staff



- **Quality of teachers is still low**
- **Old teaching methods are still applied** (with a few exceptions)
- Lack of English teaching professionals, especially in remote and rural areas

TEACHER DEVELOPMENT AND TRAINING FOR ENGLISH LANGUAGE TEACHERS

Professional development is the most important issue that needs to be addressed in order to improve the English language learning system.



- **English teachers are better prepared than other teachers**
- English teachers in private schools are better prepared and equipped and some of them offer good quality education



- **Teachers are not motivated**
- **Support staff lack adequate training**
- Teachers are not able to use modern techniques, so they still use old ones instead (this calls for faster revision and adaptations at the national level)

LEADING SUPPORT AND PARTNERSHIP PROGRAMME AREAS IN EDUCATION

VOCATIONAL EDUCATION

HUMAN RIGHTS

BASIC EDUCATION

DEVELOPING EMPLOYABILITY SKILLS

MANAGEMENT TRAINING FOR EDUCATION PROFESSIONALS

(key school personnel, directors and municipal officials)

TEACHER TRAINING

PROGRAMME AND PROJECT NEEDS IN KOSOVO

The support and partnership programmes that are needed in education in Kosovo are mainly: teacher training, teacher exchange programmes, school management, ITC, career development, Maths

The needs in English language education are:

business English, learning exchange programmes, coding for students, and English for specific purposes (especially law).

NEEDS IN ENGLISH LANGUAGE EDUCATION

- **Business English**
- **Exchange programmes with English-speaking partners**
- Coding, especially for students
- English for specific purposes
- English for kids

NEEDS IN EDUCATION IN GENERAL

- **Teacher training**
- **Teacher exchange programmes**
- School management
- ICT
- Career development
- Maths
- Research and development
- Soft skills

SUMMARY: THE SUPPORT AND PARTNERSHIPS PROVIDED BY THE INTERVIEWED ORGANISATIONS IN EDUCATION

SUPPORT & PARTNERSHIPS IN EDUCATION

PUBLIC SECTOR

Education support in the public sector has been strengthened by public administration reform, which has fostered further investment in the education of civil servants.

- The main areas of educational support are technology training, EU legislation, and training on general administration for civil servants.
- The main target audience of education programmes and support are civil servants working for public institutions.
- Most educational partnerships are carried out with international organisations, which, at the same time are sources of financial support for implementing these programmes. Potential partners are evaluated for their professionalism and commitment.
- There is a lack of impact analysis, due to limited financial resources.
- There is evident interest in partnerships for English language training, which is mainly required for civil servants.
- Further work on raising awareness of market needs would result in more training and English-oriented projects and partnerships (this sector and other sectors need further capacity building and training on community support and improvement).

PRIVATE SECTOR

Support for education and English language learning in the private sector has been very limited, mainly due to lack of interest and awareness.

- Education, especially the language market, is very undeveloped, especially in terms of private sector funds.
- There is no strict partnership evaluation criteria. A good match between the project objectives and an effective distribution of responsibilities are considered important in establishing a partnership.
- Employability-related support is mentioned more frequently, but the funding market is still not big even in this area.
- English language support is currently not provided by the private sector.
- Investment in education programmes is expected to increase in 2016.
- Social media are used as the main source of advertising and communications for support programmes and projects.

NGOs & INTERNATIONAL ORGANISATIONS

Education in Kosovo is a priority activity sphere for national and international organisations. Various programmes have been developed and supported.

- Major support is directed at education for ethnic minorities, marginalised groups, and people with disabilities.
- Education support is diverse, and covers topics like teacher development and skills training, English language skills for pupils, support through material resources in education, employment skills training, and entrepreneurship training.
- Moreover, efforts in combatting the social exclusion of minorities and increasing literacy rates among these groups are also often carried out.
- Partnership criteria depend on the overall goal and priorities of the potential partner organisations, their references, and their commitment to the programme areas.
- Social media are used as the main source for PR.
- Organisations usually do an impact analysis.
- English language programmes for students from ethnic communities are planned for 2016 with increased budgets.

RESEARCH REPORT FEBRUARY 2016

PARTNERSHIP OPPORTUNITIES FOR ENGLISH DEVELOPMENT PROJECTS IN THE REPUBLIC OF MACEDONIA

Perceptions from the governmental,
non-governmental and private sector

EXECUTIVE SUMMARY

Reforms in education are taking place and have been welcomed by the business community, but there has been rather strong criticism concerning their relevance and implementation. The rigid attitudes of education professionals, political interference and administrative burdens hinder progress.

As far as teacher development is concerned, there is a low level of awareness among respondents. The majority do not find this area of support relevant for their company/institution even though there is a need for it.

There is a widespread belief that formal education reforms concerning the teaching of English are necessary. There is need for speaking practice in schools. There should also be more market/industry-tailored courses.

English language education is perceived as very important but is somehow taken for granted. It has been integrated into the education system (both state and private) from a very early age, and is perceived as being well managed. No official (external) funding is allocated, apart from a few examples in the NGO sector.

There is a misconception that ‘everybody knows English’, but there is also lack of proactivity and extra finance.

Most respondents recalled proposals related to improving employability prospects and youth development, but there is room for other areas as well.

Support for English language learning and policy reform, in particular, could provide an opportunity through further awareness raising dialogues with the local business community.

RESEARCH DESIGN METHODOLOGY

TOTAL OF 15 IN-DEPTH INTERVIEWS

DATA COLLECTION METHOD:	In-depth interviews
TARGET ORGANISATIONS:	Engaged in education-related projects and programmes, selected on the basis of desk research
TARGET PEOPLE:	Experts and managers in relevant organisations
SECTORS COVERED:	Private and NGO
DATES:	27 November – 24 December 2015
DURATION OF INTERVIEWS:	Approx. 70 minutes per interview

GENERAL PERCEPTION OF FUNDING SUPPORT AND PARTNERSHIPS IN THE FIELD OF EDUCATION IN THE REPUBLIC OF MACEDONIA

EDUCATION SYSTEM IN THE REPUBLIC OF MACEDONIA

GENERAL PERCEPTION OF THE EDUCATION SYSTEM IN THE REPUBLIC OF MACEDONIA

Education reforms have been welcomed but considered more formal than structural and not in tune with market needs and up-to-date approaches.

NGOs and international organisations are familiar with national policies and schools in general, but everybody agrees that important practical knowledge is missing and general curricula and educational programmes are out of tune with the labour market.

Reforms are happening but implementation has not been well handled. Practical courses have been indicated as the most important area for further improvement.

STRENGTHS

- **Reforms in policies and curricula** and responsiveness to current trends (though limited and rather formal)
- **Compulsory multiple foreign language education** (learning at least 2 foreign languages in primary school)
- **Various opportunities for private education**
- **Strong relationships between certain businesses and universities/faculties**
- **Students lobbying for better education opportunities**
- Kindergarten initiatives and opportunities outside the system

WEAKNESSES

- **Paying too much attention to format rather than content and actual needs**
- **Improper implementation of reforms, or sometimes no implementation at all** ('just on paper')
- **Too much politics in the schooling system**
- **Administrative overload on the side of teachers and lecturers** and no time to focus on pupils and students
- **Rigid attitudes among certain education professionals and very slow pace in upgrading their skills**
- **No practical knowledge and low quality practice classes**
- **Not enough interaction** (teacher-students)
- **Very small pool of skilled workers** (technical resources needed in interviewed industries)
- **Unsuitable textbooks and low quality learning materials**

QUOTES

The education system in Macedonia has not been modernised enough, i.e. it still follows old standards that young people don't need or fit into.

Teachers need additional training and improved skills so they can transfer knowledge to their students and pupils.

What Macedonian education really lacks and needs is FOCUS on what is important, and that is the labour market!

I am very bothered by the fact that politics is deeply ingrained in education. It's everywhere. Education is the pillar of a society and it's really not ok to employ teachers and lecturers based on political party membership rather than teaching skills and professional qualities.

No one knows what it is really like to work. There is no practical work or know-how sharing. This is much more important than theory when it comes to employment.

Education professionals have a very low level of motivation or no motivation at all. They are overburdened with unnecessary administration, weird punishment systems and political pressures.

There have been reforms lately, and the school system is being modernised. It is hoped this will bring the system closer to children and young people.

EVALUATION OF ENGLISH LANGUAGE EDUCATION IN THE REPUBLIC OF MACEDONIA

Not all participants are familiar with the situation in English language learning but they all agree that English is the most widely taught language, and is often perceived more favourably and ranked higher than other subjects taught in schools (both in terms of class management and quality of staff).

STRENGTHS

- **Widely taught to both young people and adults**
- **Learned from early grades:**
 - Kindergarten – not obligatory but parents send children to optional classes from the age of 3
 - Part of formal education and obligatory from the early grades of primary school
- **English classes perceived as better, more fun and more up-to-date** than other classes in the curriculum (mainly in primary schools)
- English teachers are considered more skilled than their colleagues
- **Well developed and widely present in private education**

WEAKNESSES

- **Not enough classes in the formal curriculum**
- **Not all staff are appropriately trained and prepared for advanced class management**
- English in the state system seems to necessitate additional private classes (considered a drawback and system failure by a number of respondents in the private sector)
- **Discrepancy between perceptions and actual conditions** – knowledge of English is perceived as widespread but reality does not meet enthusiastic expectations and perceptions
- **Communication skills are still considered a weakness**, and practical and creative courses pointed out as a must

QUOTES

There is a low level of knowledge of English in Macedonia. Unfortunately, neither teachers nor students cope with the language as well as they think they do. Teachers and lecturers need to be more creative and break themselves free of worn out standards and enter a new era of interactive teaching.

Students get grades that are not based on real knowledge. Therefore, despite English being widely available and studied, some of them still don't have an appropriate level of English skills.

Everybody knows English these days. People who come to our company already need to be familiar with the language. However, I have no real contact with English language learning, so I can't really say anything about it.

As a parent, more than as a professional, I must say English language teachers are much better than other teachers in our schools. They work on themselves and introduce new methods in the classroom; they are more interactive than their colleagues who teach Maths or business, for example.

English is very important for our operations – all employees must have a certain level of communication skills to be accepted. It doesn't seem to be an issue.

NATIONAL ENGLISH EDUCATION SYSTEM/POLICY & REFORM

The private sector is less critical in this respect, but there is a widespread belief that formal education reforms are necessary and the emphasis should be placed on English language communication and market/industry-tailored practical courses.



- **English is perceived as the most important second language in the country**
- **Early-age approach to English language education**
- **Non-governmental and international sector efforts and funding**
- English language classes and staff regarded as better positioned and more advanced than in other subjects taught in school



- **Criticism of formal English language learning system management and implementation**
- **Lack of practical-oriented classes** (communication skills in general and specific industry needs – VET schools and universities)
- **Further reforms are needed to meet modern needs** (both in terms of business and learners)
- Low level of awareness of the English language learning system and policy reforms and conditions does not allow for further in-depth findings (perceptions are generally rather subjective and based on personal estimates rather than factual information)

ENGLISH LANGUAGE TRAINING FOR LEARNERS

There is a wide range of opportunities for English language training, but they are not always utilised mainly because of the misconception that ‘everybody knows English’, but also because of a lack of proactivity and extra finance.



- Satisfactory private education for all ages and purposes
- Formal English language training frequently evaluated as better than other subjects taught at school
- English language training is considered a must for contemporary business and lifestyles



- Not all providers offer satisfactory English language training
- Teaching staff need further development to meet modern demands and pace of life
- Private English language training considered expensive, especially for some vulnerable groups in society (impoverished middle class, poor families, parentless children, etc.)
- Lack of practical knowledge and communication skills

TEACHER DEVELOPMENT AND TRAINING FOR ENGLISH LANGUAGE TEACHERS

There is very low awareness among respondents about this particular area, but everyone agrees teachers (in general) need development and training. However, it is rare that anyone finds this area of support relevant for their company/institution.



- English language teachers considered better skilled and more creative



- As for general teaching staff, the administrative overload hinders English language teachers from being more dedicated and creative in the classroom
- Some teachers lack motivation for further development
- Older staff are perceived as having less flexibility as far as reforms and changes are concerned
- Both the private and non-governmental sector call for a more interactive approach and creativity in classroom management in general

LEADING SUPPORT AND PARTNERSHIP PROGRAMME AREAS IN EDUCATION

VARIOUS EDUCATIONAL SUPPORT FOR CHILDREN AND OTHER VULNERABLE GROUPS

SCHOLARSHIPS FOR STUDENTS AND YOUNG PEOPLE

STUDENT AND KNOW-HOW EXCHANGE

IMPROVEMENT OF EMPLOYABILITY SKILLS

VOCATIONAL EDUCATION (specific industry support)

ENTREPRENEURIAL SKILLS AND TOPICS

SOFT SKILLS

ENVIRONMENTAL PROTECTION AND ECOLOGY

LEADERSHIP AND MANAGEMENT SKILLS

PROGRAMME AND PROJECT NEEDS IN THE REPUBLIC OF MACEDONIA

The support and partnership programmes needed in the education field in the Republic of Macedonia are mainly practical and application/business-oriented.

The needs in English language education are: focus on communication and interaction.

NEEDS IN ENGLISH LANGUAGE EDUCATION

- **Interactive ways to learn English to be applied and systematised to get wider coverage across schools**
- Learning through games and debating books and movies or other creative methods to improve classes and knowledge
- **Communication in English for small children and pupils** – existing programmes to be further developed and broadened to include wider audiences
- **Teacher development in terms of classroom management and communication, as well as teaching skills** (although English teachers are considered to be better than their counterparts who teach other subjects)
- **More classes in regular state schools at all levels**
- Creative workshops for **students** (different topics and types) to promote communication and practical application of skills

NEEDS IN EDUCATION IN GENERAL

- **Education professionals to be relieved of administrative overload and political interference** so they can focus on their essential role in society – to teach children and young people in the best way possible
- **Drafting and proper implementation of BENEFICIAL and HANDS-ON reforms in the education system**
- **Support for education professionals who are less capable so that they can cope with up-to-date materials and ICT methods**
- **Improvement and increase in practical classes** in secondary and tertiary education
- **Adjustment of education curricula to labour market needs**
- **Applied ICT classes** for project management, Microsoft Office and other **soft skills** for students to improve their employability prospects
- **Networking between industry and educational institutions** for mutual benefits and overall improvement of the education system
- Reforms in the assessment system
- Better systematisation of private education

SUMMARY: THE SUPPORT AND PARTNERSHIPS PROVIDED BY THE INTERVIEWED ORGANISATIONS IN EDUCATION

SUPPORT & PARTNERSHIPS IN EDUCATION

PRIVATE SECTOR IN FYROM

The private sector supports education in general, but the overall scope of CSR topics and activities is somewhat limited; additional awareness raising is needed.

- There seems to be **potential for CSR partnerships and funding in education**, but companies need to be **further educated or advised** on the long-term benefits of supporting education at different stages and on the important social aspects for particular businesses.
- **Most common areas of education support:**
 - Development of employability skills, practice and know-how for students (secondary and tertiary education)
 - Scholarships and employment prospects for exceptional students
 - Various donations, and technical, infrastructure and material support for educational institutions and vulnerable groups of various types
 - Human resource provision – visiting lecturers, trainers, and similar contributions, as well as participation in external (internationally funded) projects covering wider education topics, including national education reforms
 - Focus on supporting children in society
 - Soft skills and professional development (employees and students)
- **National policy/reform support is not systematically present** in the private sector, but there are some individual efforts and examples of participation in curricular and teacher development reforms mainly covering vocational education
- **English language support is not often on the radar** of the Macedonian private sector, at least as a major topic of importance for development, because English is the most widespread language that is **taught from an early age (kindergartens)** and through **the whole education cycle**.

NGOs & INTERNATIONAL ORGANISATIONS IN FYROM

The international and non-governmental sector is more approachable and is also prepared to consider English language partnerships if they are in line with their broader visions and missions.

- They are mainly focused on **private education**, but some of them also participate in **public-private dialogue** for **development of the formal education system**.
- Overall, the interviewed organisations cover **the following areas:**
 - National education system/policy and reform
 - English language training for learners (a small number of NGOs)
 - Teacher development and training – mainly VET subjects and soft skills, although English teachers are not included in them
- The most frequent education topics are:
 - Employability skills and practical know-how,
 - Entrepreneurship,
 - Soft skills and overall professional and personal development,
 - Children and vulnerable group support,
 - Awareness raising on socio-political topics,
 - Teaching/lecturing methodology development.

RESEARCH REPORT FEBRUARY 2016

PARTNERSHIP OPPORTUNITIES FOR ENGLISH DEVELOPMENT PROJECTS IN MONTENEGRO

Perceptions from the governmental,
non-governmental and private sector

EXECUTIVE SUMMARY

There has been progress in the education system compared to previous decades. However, it still requires improvement with regard to teaching/learning methods and the overall system needs to be modernised.	The main deficiency in the education system is that it is not in line with labour market dynamics. The provision of not only theoretical knowledge but also practical skills during formal education is an area for further development.	English receives more attention than all other foreign languages. Reform of English language learning was the first reform of the schooling system in Montenegro. Currently, English language classes start from pre-school education.
A considerable number of English language teachers use modern and creative methods. However, the teacher training organised by the Ministry of Education does not cover all teachers, and so there are still teachers who do not use such modern techniques.	Private sector companies have provided support to education through diverse means, with financial and logistical support (material/equipment) being the most popular ones.	

RESEARCH DESIGN METHODOLOGY

TOTAL OF 15 IN-DEPTH INTERVIEWS

DATA COLLECTION METHOD:	In-depth interviews
TARGET ORGANISATIONS:	Engaged in education-related projects and programmes, selected on the basis of desk research
TARGET PEOPLE:	Experts and managers in relevant organisations
SECTORS COVERED:	Private, public, NGO
DATES:	24 November – 24 December 2015
DURATION OF INTERVIEWS:	Approx. 60–90 minutes per interview

GENERAL PERCEPTION OF FUNDING SUPPORT AND PARTNERSHIPS IN THE FIELD OF EDUCATION IN MONTENEGRO

EDUCATION SYSTEM IN MONTENEGRO

GENERAL PERCEPTION OF THE EDUCATION SYSTEM IN MONTENEGRO

The education system in Montenegro has progressed and undergone a lot of changes since the last century. It is constantly being improved. However, it still requires improvement and transformation, especially because a large number of teachers use teaching methods which are outdated and lack creativity.

Change is also needed at universities, which should follow the market need for certain professions.

Many note that it is necessary to make education more practical through more interactive and creative means than those currently used.

In addition, schools and universities should develop skills in the areas that learners study, and not just focus on the acquisition of knowledge.

Compared with the past, the system of education in Montenegro has progressed a lot, but it still requires improvement in terms of methodology and modernisation.

STRENGTHS

- Education is a strategic interest of Montenegro
- The education system is more modernised compared to 10 years ago
- There is a quality assurance system – the CPR system of the Institute for Education
- Private universities have been established
- There are elective courses and subjects
- Today's teachers are expected to know a foreign language and to have computer skills
- Learning a foreign language in Montenegro starts in pre-school
- Informal training via the internet is available for teachers
- The country dedicates a lot of attention to English

WEAKNESSES

- The education system is not in tune with the labour market
- Lack of practice during university studies
- Colleges enrol too many students per course each year
- Some teachers are passive
- Some teachers don't use modern teaching methods
- Parents of children in primary school (grades 1-5) are not engaged so much in the education process because children's books stay at school during the week
- Science progresses much faster than textbooks can be updated
- Misunderstanding of IT technology. Instead of perfecting skills and communication, learners often just text and use the phone until they sit with people instead of talking
- Some changes and modernisation are not so applicable in practice

QUOTES

Education is a strategic interest of every state, including Montenegro. *(public sector)*

The fact is that education is definitely not prioritised in terms of government policies in a way which reflects strategic interests. It is not harmonised with the labour market and this will, in the longer term, create a serious problem for Montenegro as a country with very limited land resources. *(NGOs)*

There were wars in the neighbourhood (civil and other wars), which had a very strong impact in terms of the end of certain habits and the creation of a new atmosphere full of challenges and fears, where the future is full of uncertainty. This is in contrast to socialist times, when people had an established system and a sense of stability and peace. *(public sector)*

There are a lot of high school students who continue their education in college. As a result, we have an increasing number of highly educated people, but the question is how well they are prepared at university for what awaits them in the labour market. *(private sector)*

EVALUATION OF ENGLISH LANGUAGE EDUCATION IN MONTENEGRO

English is paid more attention compared with all other foreign languages – it is studied from kindergarten.

STRENGTHS

- The reform of English language learning was the first reform of a school subject in Montenegro
- English has the main position in comparison with all other foreign languages
- There are teachers who use modern and creative teaching methods
- Children learn English from kindergarten
- The situation concerning English language learning and classes is better than 10 years ago
- Parents, especially highly educated ones, are aware that English is very important for their children

WEAKNESSES

- The Faculty of English, instead of enrolling only the most talented students, is open to everyone, including those who just want to learn the language
- Some teachers are not innovative and don't use modern methods
- Some private English language schools just repeat lessons from school, so that children learn the same things in the same way
- Large numbers of students per group at private schools
- Private English language schools have excellent ads and promotion, but their quality is not at the same level
- Insufficient technical equipment in schools
- Technologies quickly become obsolete, which requires new investment in modernising teaching and equipping classrooms
- The final high school exam in English language and the final exam at university do not have speaking components, only written ones

QUOTES

The reform of English language teaching began before all other reforms in Montenegro. For the first time, teachers in Montenegro had the opportunity to receive textbook sets - a teacher's book, workbook, CD, etc. This was very popular. (*public sector*)

People in coastal towns are born in an environment where one knows Italian and English. Here, it's a little different compared to Podgorica or the north, as there are far more people who speak English. (*private sector*)

Private educational institutions are increasingly focusing on English for tourism and English language training that is more oriented towards customer service. (*private sector*)

I think the essential problem is in the teachers themselves, and how motivated they are, and how willing they are to work on adopting new methods. There is a limited number of such teachers. (*NGOs*)

NATIONAL ENGLISH EDUCATION SYSTEM/POLICY & REFORM

This area in Montenegro is strong. For some, English language teachers and classes are the best, as in this area there have been a lot of improvements, training and modernisation.



- English was the first subject in Montenegro to be reformed
- English differs from other subjects at school
- Teachers and students have separate books
- Children learn English at kindergarten
- The Ministry of Education provides training for teachers, such as seminars
- 20 years ago, there were few experts in the field of English, but now there are many
- Subject curricula are designed in line with clearly set targets



- There are a lot of students at university who study English, although they are not all talented at it
- The final exams in English at both high school and university do not have a speaking component, only a written one
- Schools have old equipment
- Not all English language teachers are included in seminars conducted by the Ministry of Education

ENGLISH LANGUAGE TRAINING FOR LEARNERS

English language training for learners in Montenegro is very popular and courses are seen as necessary for those who want to improve their English, both children and adults. However, there is a perception that some private courses are not so good and need to improve because teachers at these school do the same lessons that children have at school, and some still use old and uninteresting methods for learning. There are also big groups on courses.



- A lot of private schools
- The best ones provide opportunities to learn English in English-speaking countries (travel and learn programmes)
- Some private schools for learning English are different and use creative methods
- A lot of children go to lessons
- Older people recognise the need to know English
- A lot of private companies use private English language schools to teach their employees



- Lack of specially designed training for different areas, such as tourism, economics, law, insurance
- If there are courses for the business sector, e.g. insurance, there are not different levels
- Big groups on courses
- Repeating lessons from school
- No native-speaker English teachers

TEACHER DEVELOPMENT AND TRAINING FOR ENGLISH LANGUAGE TEACHERS

Teacher development and training for English language teachers in Montenegro are recognised as the best in the field of teacher development because English was the first subject to be reformed in Montenegrin schools, and the Ministry of Education and foreign organisations provide seminars for teachers. This training needs to be continuous and should cover all teachers.



- The situation is better than 10 years ago
- These days, it is easier for teachers to go to English-speaking countries than it was 10 years ago
- The Ministry of Education organises a number of seminars for teachers
- Some respondents think that English teachers are better off concerning training than teachers of other languages
- The association of English teachers is very active and efficient



- Not all teachers are covered by training programmes
- Some respondents have never heard about any programmes or training for teacher development
- Not enough programmes for teacher development and training

LEADING SUPPORT AND PARTNERSHIP PROGRAMME AREAS IN EDUCATION

HUMAN RIGHTS & DEMOCRACY

CHILDREN AND ADULTS WITH SPECIAL NEEDS

VIOLENCE

DEMOCRACY

ENVIRONMENTAL PROTECTION

MATERIAL AND TECHNOLOGICAL SUPPORT

EUROPEAN INTEGRATION

PROGRAMME AND PROJECT NEEDS IN MONTENEGRO

The support and partnership programmes that are needed in education in Montenegro mainly concern practical knowledge and skills improvement.

The needs in English language mainly concern new and different methods of learning and advanced courses in different fields.

NEEDS IN ENGLISH LANGUAGE EDUCATION

- Creative methods of teaching and learning
- Modernisation of technical tools and resources in schools
- Advanced courses in different fields – economics, insurance, etc.
- Programmes that combine English language learning with some kind of sport, culture, or creative work
- Native-speaker English teachers
- Visits to Montenegrin schools for children from English-speaking countries
- Exchange programmes for students
- Visits to English-speaking countries
- Setting common standards and rules for private schools that teach English

NEEDS IN EDUCATION IN GENERAL

- Programmes that provide practical knowledge
- Programmes for special competences – communication skills, team leading, teamwork
- Programmes for **computer skills**
- **International cooperation through networking**
- Programmes for vulnerable groups
- Programmes for entrepreneurship
- Increasing the requirements for obtaining master's and doctoral degrees

SUMMARY: THE SUPPORT AND PARTNERSHIPS PROVIDED BY THE INTERVIEWED ORGANISATIONS IN EDUCATION

SUPPORT & PARTNERSHIPS IN EDUCATION

PUBLIC SECTOR

The Institute for Education in Montenegro has the main role in directing the education system in Montenegro and has a large number of projects in this field.

- The Institute for Education provides books in schools and conducts a lot of training for all kinds of teachers.
- To provide education for all children, they have projects for children with special needs and also for Roma children.
- Projects for talented students is a new area, and the Institute for Education is planning new projects for successful/talented learners.
- English language teachers are supported through seminars and programmes in partnership with the British Council.

PRIVATE SECTOR

The private sector provides support in the field of education in various ways, but the most prominent channels are material and financial support.

- Education support is the leading CSR area for the private sector.
- The private sector generally provides support for education in material, technological or financial ways (desks, TV, cable channels, books, internet, renovation of schools and yards).
- Company funding is diverse. While some fund NGO projects, others give scholarships to students.
- There is only one private company that offers free English lessons in tourism.
- Companies provide support both to individuals and organisations. There is no particular preference.
- There is also support for the education of vulnerable groups: senior citizens, children with special needs, victims of violence.
- Some companies also support talented students financially (funding seminar participation, providing travel support).

NGOs & INTERNATIONAL ORGANISATIONS

The support of the NGO sector is mostly concentrated on the 'transfer of knowledge' side. It strengthens informal education in the form of workshops, seminars, training, and summer schools.

- The NGO sector penetrates educational areas that are not covered by formal education.
- The main topics for NGO support in education are: democracy, human rights, European integration, active citizenship, student leadership, youth politics, environmental protection.
- Almost every NGO provides some kind of education for vulnerable groups – children with special needs, children in hospital, Roma youth, etc.
- Only the American Corner, as part of the US Embassy in Montenegro, has structured support for English language learning. They provide advice for students who want to study in the US. They also organise workshops for English and provide services through the American Library.

RESEARCH REPORT FEBRUARY 2016

PARTNERSHIP OPPORTUNITIES FOR ENGLISH DEVELOPMENT PROJECTS IN SERBIA

Perceptions from the governmental,
non-governmental and private sector

EXECUTIVE SUMMARY

The formal education system in Serbia is perceived as outdated and not focused on the practical knowledge and skills needed for the labour market. All interviewed institutions agree that proper reforms are needed.

English language education should focus on conversational knowledge, and not on grammar and spelling. Students lack contact with native speakers of English.

State schools do not provide sufficient English language education, which is why the interviewed institutions mostly think of private language schools when talking about English.

It is believed that teachers know English well but lack the skills to teach it. Not much is publicly known about English teachers' development programmes.

After the Ministry of Education, the European Union and various international organisations support education in Serbia the most.

Private companies offer scholarships, work experience and job opportunities. NGOs participate with knowledge and programmes, usually about human rights and other social issues, and target vulnerable groups. State institutions support education directly (education programmes) and indirectly (donations).

RESEARCH DESIGN METHODOLOGY

TOTAL OF 18 IN-DEPTH INTERVIEWS

DATA COLLECTION METHOD:	In-depth interviews
TARGET ORGANISATIONS:	Engaged in education-related projects and programmes, selected on the basis of desk research
TARGET PEOPLE:	Experts and managers in relevant organisations
SECTORS COVERED:	Private, public, NGO and universities
DATES:	25 Nov 2015 – 31 Dec 2015
DURATION OF INTERVIEWS:	Approx. 60 minutes per interview

GENERAL PERCEPTION OF FUNDING SUPPORT AND PARTNERSHIPS IN THE FIELD OF EDUCATION IN SERBIA

EDUCATION SYSTEM IN SERBIA

GENERAL PERCEPTION OF THE EDUCATION SYSTEM IN SERBIA

- The state education system in Serbia is perceived as outdated and not focused on the practical knowledge and skills needed for the labour market. There are no differences among the target profiles in their evaluation of the education system in Serbia, and everybody agrees that it should be reformed.
- The main negative aspects of education are the national system and policies, which are seen as a priority for further reform. Some stakeholders stated that teachers are not motivated enough to acquire additional methodological knowledge and in general to do their job.
- However, at the same time, all stakeholders stated that in comparison with previous decades, the state education system is better than it used to be, and the most positive change has been the start of inclusive education. In addition, the private system is seen as very positive, broad and focused on practical knowledge, and there is a widely shared opinion that the state system should be more like the private education system.
- In addition, collaboration between the private, public, and NGO sectors and universities and schools should be legally defined, with the aim of better preparing students for their future employment.

Almost all stakeholders agree that the education system in Serbia is producing people with a wide theoretical general education but not practical knowledge and skills. A lot is left to the individual motivation and competence of teachers.

STRENGTHS

- **Awareness of the need to change the system**
- **Good teachers** (individual)
- **Students get a broad general knowledge** (history, geography)
- **Free education**
- Large system, diverse, easily accessible
- System has improved in recent decades
- Private education is flexible and in sync with the labour market
- Functions as a whole
- Process of introducing inclusive education on the way
- Student parliaments are functioning
- There is space for improvement

WEAKNESSES

- **Lack of practical knowledge**
- **Not in sync with needs of the labour market**
- **Bologna process reforms have only been partially implemented**
- **The state allocates insufficient funds for education**
- **Outdated**
- Education system lacking flexibility
- Entrepreneurship training needed
- Not enough ICT
- Lack of a connection between state and private systems, and the state and private sectors
- Private education system lacks standardisation
- Lack of domestic science and practical technical science

QUOTES

When we want to hire a person with disabilities, we cannot do so because he/she is not qualified enough, as our education system is not adapted for such learners. *(private sector)*

With every new Minister of Education, reforms start from scratch. *(public sector)*

It is (the state system) a cumbersome closed system which is closed to cooperation and the acceptance of new things. *(NGOs)*

We are lagging behind Europe. *(private sector)*

They (the state) perhaps should invest more in the development of applicable knowledge, and not only in studying to get good grades. *(public sector)*

EVALUATION OF ENGLISH LANGUAGE EDUCATION IN SERBIA

In general, there is a lack of knowledge about English language education in Serbia. Most participants pointed out that the state system should be more focused on practical and conversational knowledge.

STRENGTHS

- **Good quality teaching staff** (in general)
- **Early start** (English classes start in 1st grade, or even in kindergarten)
- High quality private English language education system in Serbia

WEAKNESSES

- **Lessons are mainly focused on grammar and spelling, but students don't learn to talk or have a good vocabulary;** it's easier for teachers that way
- **Lack of conversational knowledge**
- English language schools are not standardised, as there are cheap ones with low quality and expensive ones of better quality
- Low quality teaching staff
- Lack of active learning (involvement of students and not just reproduction)
- Insufficient focus on acquiring practical knowledge
- Teachers don't use modern technologies and techniques
- Teachers are not motivated to improve their practice in line with world standards
- Students lack contact with native English speakers

QUOTES

Of all the countries in the region with which I cooperate, Serbia is definitely the least developed when it comes to written and spoken English. *(private sector)*

If a child speaks English phenomenally, foreigners ask him if he's English or American, but he has a B grade at school because he doesn't know some grammar point or spelling. *(NGOs)*

My children totally gave up on learning English because the teacher in their school was boring and didn't use anything modern in his classes. Today, they learn French privately and hate English because of that teacher. *(private sector)*

A lot of our partners abroad can't understand how it is that students who were taught one language for 12 years (8 in elementary and 4 in high school) still can't speak. *(public sector)*

NATIONAL ENGLISH EDUCATION SYSTEM/POLICY & REFORM

English language classes should focus on conversational skills and contact with English speakers.



- **English classes start at an early age in first grade**
- Reforms have been started a few times, which is a clear sign that the state recognises the importance of English
- Perception of English as the most important language for the labour market
- There is more and more cooperation between the NGO sector and the state in this field



- **The curriculum focuses on grammar and not conversational skills**
- The grading system is too objective and focused on form
- Institutionalised contact with English speakers is needed
- Private English language schools are better than the state education system
- Students need to take private lessons
- The language is taught in classes which have as many as 30 students (usual in state schools)
- Most respondents are unaware of national policies on education

ENGLISH LANGUAGE TRAINING FOR LEARNERS

Attending state schools is frequently not enough to learn English, so often respondents think of private language schools when talking about English.



- There are good English language schools
- Children start at an early age, sometimes at kindergarten
- Great number of private English schools
- Modern textbooks



- Learners need to have more contact with native speakers of English (summer schools, excursions, exchange programmes)
- A lot of people in Serbia have weak English language skills
- Some language schools are of good quality but expensive
- Language schools are lowering standards and the number of classes in order to lower the price – bad quality/price ratio
- Conversational skills are underrated
- Lack of standardisation

TEACHER DEVELOPMENT AND TRAINING FOR ENGLISH LANGUAGE TEACHERS

Not much is publicly known about English teachers' development.



- Teacher development is compulsory
- Teachers know English well



- It is more about teacher motivation and individual approaches
- Teachers only take professional development courses because they are bound by law and don't take much from them
- Professional training should focus on modern methodologies for teaching languages with the aim of implementing interactive classes
- To teach English, teachers only need to graduate in English from a local university, some of which are not good quality
- It is believed that teachers know English well but lack the skills to teach it

LEADING SUPPORT AND PARTNERSHIP PROGRAMME AREAS IN EDUCATION

MATERIAL SUPPORT AND RENOVATION

REFORM AND MODERNISATION OF HIGHER EDUCATION

RESEARCH AND INNOVATION

PROFESSIONAL DEVELOPMENT OF TEACHERS

SCHOLARSHIPS FOR TALENTED STUDENTS

DUAL EDUCATION (planned)

ENTREPRENEURSHIP AND EMPLOYABILITY

SOCIAL INCLUSION

PROGRAMME AND PROJECT NEEDS IN SERBIA

The support and partnership programmes needed in education in Serbia are mainly internships and practical knowledge. Thus, the needs in English language education are curriculum reform and practical skills.

NEEDS IN ENGLISH LANGUAGE EDUCATION

- Curriculum change
- Teaching practical knowledge and conversational skills
- Students need contact with native speakers (exchange programmes)

NEEDS IN EDUCATION IN GENERAL

- Reform of the national education system
- More involvement of the state
- Teaching practical knowledge
- Internships (dual education)
- Should follow best international practices
- Systematic support for alternative education
- Adjusting education to the needs of the labour market

SUMMARY: THE SUPPORT AND PARTNERSHIPS PROVIDED BY THE INTERVIEWED ORGANISATIONS IN EDUCATION

SUPPORT & PARTNERSHIPS IN EDUCATION

PUBLIC SECTOR

The public sector recognises the necessity of developing English language projects in Serbia.

- Support for education and developing employability skills are frequently present in the public sector. Public sector institutions invest directly in education (through vocational programmes, mentorship programmes, scholarships, and entrepreneurship training) or indirectly (through material support, donations and sponsorships for schools and other educational institutions).
- The target groups in education are children of different ages (pre-school, elementary school, high school), students, young people, unemployed adults, and vulnerable groups.
- All companies and institutions from the public sector recognise the importance of additionally developing English language skills with young people and vulnerable groups, and would like to invest and cooperate in English language projects.

PRIVATE SECTOR

Most companies in the private sector strongly support the development of education in Serbia, but English is not the focus of their activities.

- In general, the interviewed companies are engaged in the education field in Serbia. The development of employability skills and practical knowledge for students (in high school and universities) are the main focus of companies in the private sector.
- These companies throughout the year also invest in education with donations, promotions, technological and material support, and renovating school facilities.
- Most of these companies provide scholarships, work experience and job opportunities for talented students, and invest additionally in training in their companies. The target groups are high school and university students, and students from vulnerable groups. They promote education programmes throughout Serbia.
- English language projects are not the primary focus for the banks interviewed, although the rest show much more interest in investing in this area.

NGOs & INTERNATIONAL ORGANISATIONS

Support for English language projects is possible if these programmes fit in with the strategic plans of organisations.

- In general, the NGO sector is very focused on the education field in Serbia. Other areas where these organisations are active are health, arts and culture, sport, and anti-discrimination programmes and human rights.
- Support in education includes participation in national policy, organisation of training for students and teachers, entrepreneurship training, and social inclusion programmes with the aim of providing education for vulnerable groups.
- Cooperation in education is most frequent with other NGOs and EU partners, while cooperation with the private and public sectors is growing every year.
- In general, only one NGO provides English language lessons for vulnerable groups. Others are mostly interested in programmes which include English if these programmes fit into their strategic areas (focus on human rights topics, for example) or if these programmes are designed for specific groups (Roma, national minorities, etc.)

RESEARCH REPORT FEBRUARY 2016

PARTNERSHIP OPPORTUNITIES FOR ENGLISH DEVELOPMENT PROJECTS IN UKRAINE

Perceptions from the governmental,
non-governmental and private sector

EXECUTIVE SUMMARY

The current education system in Ukraine is influenced by the post-Soviet Union education model, which is a classic, academic teaching model without practice. Teachers don't use innovative or online technologies, while the teaching materials are usually outdated.

However, on the positive side, institutions like the Postgraduate Education Institution have switched to online courses, distance learning and interactive communication. There are good quality private schools, and programmes are divided into core subjects and electives.

2016 was declared the Year of Learning English. There are many courses and English is a compulsory subject at school. English is also in demand on the labour market.

There are still problems in English language education. The quality of English language teaching is still very low, and the general public does not have a high level of English.

The support and partnership programmes that are needed in education in Ukraine mainly concern funding and reforming the education system. The needs in English language education concern teacher development, teaching methodology, and materials.

Multinational companies seem to be the most promising target group. Due to the deep and prolonged crisis, only multinational companies seem to have sufficient financial resources to implement large scale educational projects.

RESEARCH DESIGN METHODOLOGY

TOTAL OF 15 IN-DEPTH INTERVIEWS

DATA COLLECTION METHOD:	In-depth interviews
TARGET ORGANISATIONS:	Engaged in education-related projects and programmes, selected on the basis of desk research
TARGET PEOPLE:	Experts and managers in relevant organisations
SECTORS COVERED:	Private, public, NGO and universities
DATE:	December 2015
DURATION OF INTERVIEWS:	Approx. 90 minutes per interview

GENERAL PERCEPTION OF FUNDING SUPPORT AND PARTNERSHIPS IN THE FIELD OF EDUCATION IN UKRAINE

EDUCATION SYSTEM IN UKRAINE

GENERAL PERCEPTION OF THE EDUCATION SYSTEM IN UKRAINE

There is a common perception of the current education system in Ukraine:

- Post-Soviet Union education model – from school to university, we have a classic, academic teaching model without practice
- Low standard of teaching at school (teachers don't use innovative or online technologies)
- Outdated teaching material

But there are a lot of new possibilities for students:

- Workshops
- Seminars
- Internships
- Online educational resources

Ukraine is conducting a series of educational reforms, but today all positive changes are still only on paper.

STRENGTHS

- **Presence of private schools**
- **The programme is divided into core subjects and electives**
- Institutes of Postgraduate Education has switched to online courses, distance learning, interactive communication, creative groups

WEAKNESSES

- **The low quality of teaching**
- **Outdated teaching material**
- **Lack of funding (at all levels – primary, secondary and higher education)**
- **Insufficient provision for schools (teachers do not have sufficient books or computers)**
- **No coherent educational management system**
 - The Ministry of Education is responsible only for preparing curricula
 - All material support and administrative issues are managed by the district, regional or city department of education
 - The Ministry of Education does not influence schools, as they are subordinate to the district, regional or city department of education
- Schools have no independence, including financial issues
- Parents do not have power to influence the system

QUOTES

Most students are not interested in communicating with teachers, and this is a problem because a teacher is a guru who should inspire and be able to bring about change. (NGOs)

In the regions, we have a lack of teachers. I know a school in Kherson region where there is a teacher who practically just reads everything. (NGOs)

We see little change in the education system. They constantly establish new departments without any budget or support. (public sector)

Recently, universities have not provided the necessary education, and an academic career is no longer perceived as being prestigious. Scientists earn very little money. (public sector)

EVALUATION OF ENGLISH LANGUAGE EDUCATION IN UKRAINE

The quality of English language teaching is still very low, and the general public does not have a high level of English.

STRENGTHS

- Specialised schools with in-depth language teaching
- Interactive programmes for teachers & students
- Active development of speaking skills
- Extra-curricular activities
- English language education is compulsory

WEAKNESSES

- Low quality of teaching
- Limited number of innovative teachers
- Outdated teaching material
- Lack of funding
- Insufficient provision for schools (teachers do not have sufficient books, computers)
- There is no opportunity to go abroad to practise
- No motivation or understanding among children of why a foreign language is a must due to the stereotype that you cannot learn English well at school
- Lack of creative & interesting lessons
- Lack of practice in English (only theoretical knowledge)
- Lack of training to improve English language teachers

QUOTES

Teachers often need to go beyond the existing teaching structure. They need more visual material, where children can be creative. For example, they can show movies, as kids love emotions. *(private sector)*

Kids need the opportunity to show their talents and abilities, and to overcome their fear of speaking in public. *(NGOs)*

Many teachers are old and their methods outdated. Children live with tablets and want teachers who will motivate them. *(private sector)*

NATIONAL ENGLISH EDUCATION SYSTEM/POLICY & REFORM

Ukraine is conducting a series of education reforms, including mandatory English language learning, but much of it remains on paper.



- Global reform of school education - the introduction in 2016 of 12 years of school education
- A system of final examinations which allows students to enter university (ZNO)
- Corruption in university admissions has been reduced
- Introduction of innovative technologies
- The opening of private schools where the quality of education is better



- The low quality of teaching and books
- Low funding
- The prolonged economic crisis and unstable situation in the country strongly influence the reform process
- High level of corruption
 - You need to pay bribes to enter schools at all levels, even kindergarten
 - The most successful candidates may not always go to college due to bribes paid by less successful students

ENGLISH LANGUAGE TRAINING FOR LEARNERS

2016 was declared as 'the Year of Learning English'. There are a lot of courses and English is a compulsory subject in schools. English is also in demand in the labour market.



- Each high school has English language programmes
- Student exchange programmes
- International projects
- Online training
- There are a lot of learning materials (books, audio, video courses)



- Low income level of the population (the prolonged economic crisis and unstable situation in the country have had huge effects)
- Low level of motivation

TEACHER DEVELOPMENT AND TRAINING FOR ENGLISH LANGUAGE TEACHERS

All the interviewed institutions have a low level of awareness of training for English language teachers. However, many are aware of the fact that 2016 is the Year of Learning English, so they expect an increase in the number of programmes.



- British Council courses
- Special courses organised by the Embassy of the USA, American Council and other embassies
- Online forums
- Online training
- There are a lot of learning materials (books, audio, video courses)



- Lack of funding
- Lack of motivation among teachers
- The absence of programmes at the national level

LEADING SUPPORT AND PARTNERSHIP PROGRAMME AREAS IN EDUCATION

HEALTH EDUCATION FOR SCHOOL CHILDREN

SUMMER CAMPS FOR CHILDREN

INTERNSHIPS

BUILDING OR RENOVATING SCHOOLS, CLASSROOMS, LABS, ETC.

MATERIAL SUPPORT FOR EDUCATION (books, uniforms, etc.)

VOCATIONAL EDUCATION

TECHNOLOGICAL SUPPORT AND TRAINING

SOCIAL INCLUSION PROGRAMMES (disadvantaged groups)

PROGRAMME AND PROJECT NEEDS IN UKRAINE

The support and partnership programmes that are needed in education in Ukraine mainly concern funding and reforming the education system.

The needs in English language education are teacher development, teaching methodology, and materials.

NEEDS IN ENGLISH LANGUAGE EDUCATION

- **Good quality teaching materials**
- **High level teaching methodology**
- **Funding**
- Motivation to learn English
- Comprehensive and common national education programme for schools
- Internship programmes for students

NEEDS IN EDUCATION IN GENERAL

- **Teaching as a profession is not considered prestigious**
- **Training of teachers in high schools**
- **Introduction of innovative technologies into the education process**
- **Funding**
- Professional development
- To raise and develop vocational education, e.g. for technical professions, such as plumbers, builders, etc.)

SUMMARY: THE SUPPORT AND PARTNERSHIPS PROVIDED BY THE INTERVIEWED ORGANISATIONS IN EDUCATION

SUPPORT & PARTNERSHIPS IN EDUCATION

PUBLIC SECTOR

The main public sector support is scholarships.

Main areas:

- National education policy and reform
- Scholarships for students
- Exchange programmes
- Vocational education
- Social inclusion programmes (disadvantaged groups)
- Awareness activities on socio-political topics (human rights, democracy, etc.)

Main target groups:

- For state universities – teachers, students
- For state institutions – employees, the disabled, orphans, internally displaced persons from the East of Ukraine

English language support:

- Programmes for students at universities (partnership programme with EU)

PRIVATE SECTOR

The main target group is children.

MAIN AREAS:

Main support areas:

- Education
- National education policy and reform
- Scholarships for students
- Exchange programmes
- Vocational education
- Social inclusion programmes (disadvantaged groups)
- Awareness activities on socio-political topics (human rights, democracy, etc.)
- Active citizenship
- Culture and arts
- Sports and health
- Environment
- Science

Main target groups:

Programmes have been designed for a very wide audience: pupils, children, students, employees, the disabled, orphans, internally displaced persons from the East of Ukraine.

English language support:

There are practically no programmes for learning English.

NGOs & INTERNATIONAL ORGANISATIONS

The main target group is children.

Main areas:

- National education policy and reform
- Scholarships for students
- Exchange programmes
- Vocational education
- Social inclusion programmes (disadvantaged groups)
- Awareness activities on socio-political topics (human rights, democracy, etc.)
- Education, culture and the arts, sport, health, environment
- Active citizenship
- Science

Main target groups:

Programmes have been designed for a very wide audience: pupils, children, students, employees, the disabled, orphans, internally displaced persons from the East of Ukraine.

English language support:

There are programmes for learning English.