

# Yearbook 2005

## Foreword

Implementation of the Estonian integration programme is characterised by profound consistency. We avoid abrupt turns both in essential principles as well as in the cooperation relationships between the organisations involved in the realisation of the programme. This has facilitated the more thorough understanding and trust between the ethnic groupings participating in the integration process which in itself is an important proof regarding an increase in the coherence of Estonian society.

The Integration Foundation is, in this regard, one of the most focal organisations where ideas are being generated and the evaluation and implementation of abundant projects are being directed. Cooperation agreements with state authorities and other organisations enable to widely comprise a whole society in the integration processes and their smooth progress. Proficiency and high-level work culture, established by the staff of the relatively young Foundation, constitute a special value.

I would hereby like to gratefully commemorate Mati Luik, the manager of the Foundation who unfortunately passed away in 2005, in the prime of his working life. I wish all the best to Tanel Mätlik, our new and young leader who has been able to quickly take over the management and started to further develop the organisation.

We regularly analyse and observe with great attention the progress of integration processes and, if necessary, alter the focus points. Differently from earlier periods, we now concentrate more on the creation of equal starting opportunities for various ethnic groups in the socio-economic sphere and on the generation of a uniform information field. At the same time, efficient language training remains to be the cornerstone of securing the success of other integration-related aspects, thus we also need to increase our efforts in this field.

The current programme will come to an end in 2007. We have commenced with preparations for a new programme for the period 2008-2013. Our achievements and obtained experience help us in foreseeing new emerging needs and plan steps for addressing them.

Paul-Eerik Rummo  
*Minister of Population Affairs  
Chairman of the Steering Committee of the State  
Integration Programme and that of the Governing  
Board of the Foundation*

## Introduction

The current yearbook provides an overview of the activities of the Non-Estonians' Integration Foundation (hereinafter Integration Foundation) from 1 January 2005 to 31 December 2005.

This year we suffered a serious loss, our manager of long standing, Mati Luik, passed away. We lost a bright colleague and manager, initiator of good ideas, and internationally recognized specialist.

In November, the Governing Board of the Foundation appointed a new director – Tanel Mätlik, who was elected after open competition. Tanel Mätlik has participated in promoting the process of integration in Estonia for years. He worked as an adviser to the Minister of Population Affairs Katrin Saks and was one of the developers of the State Programme for Integration.

Activities of the Foundation may be provisionally divided into two spheres. On the one hand the Integration Foundation devises the means allocated by the Republic of Estonia to support integration and administers them in the form of subsidies to projects and procurement of services for the beneficiaries. At the same time, projects are also drawn up and carried out independently, i.e. projects financed by foreign states and organisations are devised, finances are applied for, projects are coordinated and administered.

Day-to-day work of the Foundation is guided by the Governing Board consisting of seven members and presided by the Minister of Population Affairs, Paul-Eerik Rummo. The Board plans the activities, organises management and exercises supervision of the activities of the Foundation.

The total amount of administered means, based on assumed obligations (i.e. concluded contracts, including contracts for the use of foreign aid, decisions of the Board and evaluation commissions on allocation of means), was 53.66 million Estonian kroons (EEK) within the total sum. Foreign aid constituted 21.96 MEEK, payments of which were made by the providers of aid.

### Use of means from the state budget

Competitions, organised in the framework of financial agreement, concluded between Integration Foundation and Ministry of Internal Affairs in 2005 were as follows:

- The winner of the procurement, with regard to Russian language and bilingual television programmes, was a competitive game for young people, in the format of a TV series, produced by AA Vision. The series of programmes, providing a possibility for Estonian and Russian schoolchildren

to test their knowledge in an exciting competitive game, will go on air on Estonian TV in 2006.

- By way of two rounds of project applications regarding the competition of national cultural societies, support was provided 34 projects;
- In the framework of the competition "Path for Freedom" 26 projects were supported;
- Open (general) tender: 27 projects from various spheres of activities were supported.

Three development scholarships were awarded to the implementers of successful integration-related projects in 2004: NGO Tartu Intellectuals' Society, Juhkental School in Narva and the NGO Jewish Community in Ida-Virumaa.

#### CENTRE FOR EDUCATIONAL PROGRAMMES

Within the framework of the cooperation agreement concluded between the Ministry of Education and Research and Integration Foundation, the Centre of Educational Programmes launched 4 procurements and 7 competitions for projects, as a result of which support was provided for 49 projects.

Centre for Educational Programmes has coordinated the following activities teaching Estonian as a second language to pre-schoolers; training of teachers of Estonian as a second language; projects supporting the transition to teaching in Estonian (teacher training for 20 teachers from non-Estonian schools, 40 credits; 6 projects on non-Estonian pupils in Estonian schools); curriculum development in schools where the language of instruction is either Estonian or Russian, in-service training for the hobby-group instructors from the general education schools where the language of instruction is Russian and also from bilingual schools, with an aim to consider various national peculiarities in school (32 people, 160 hours); in-service training for 110 teachers of civic education from schools providing general and vocational education in Estonian or Russian; in-service training for 25 teachers of civic education from the schools where the language of instruction is Russian; 14 projects supported adaptation of children from the families of new immigrants into the Estonian educational institutions; in-service training in teaching methods for the teachers in Sunday Schools of ethnic minorities (3 seminars, 60 teachers); teaching of mother tongue in Sunday Schools of ethnic minorities and national cultural societies (8 Sunday Schools); joint activities of Estonian and non-Estonian youth (7 projects, research: Mapping of the Situation of Open Youth Centres and Mapping of the Current Situation regarding the Commissions of Juvenile Delinquents); media education programme for the teachers from schools where the language of instruction is either Estonian or Russian (2 training sessions, 45 people).

#### LANGUAGE IMMERSION CENTRE

The language immersion programme has turned into a strong programme with good results during its five years of development. The programme is carried out within the framework of cooperation agreement concluded between the Integration Foundation and the Ministry of Education and Research.

The main task of the Language Immersion Centre is to provide the joined institutions with relevant training, counselling and study aids from the standpoint of language immersion; to disseminate information regarding the language immersion programme and coordinate research in language immersion within the budgetary limits allocated by the Ministry of Education and Research.

In 2005, four schools and eight kindergartens joined the early language immersion programme. At present, there are 20 late language immersion schools and 12 early language immersion schools and 17 kindergartens participating in the programme involving over 2500 children.

In 2002–2004, language immersion programmes for kindergartens were financed by the foreign aid project Multicultural Estonia. Since 2005, the programme is financed by way of the Language Immersion Centre from the state budget.

The Association of Parents of the children involved in Language Immersion organised a training seminar for its members. The aim of this Association is to popularise language immersion and promote bilingual education.

The early language immersion programme, where training conducted in Estonian starts in kindergartens or primary school, was awarded a European Label for the language training programme. The aim is to create interest and motivation to language studies, support innovative language training projects, acknowledge initiators and results and enable the spread of useful experience among the nations of Europe.

#### International cooperation

##### PHARE PROGRAMME

In 2005, most of the activities of the EU Phare Programme "Estonian Language Training and Teaching in Estonian for Non-Estonian Speakers" came to an end. The programme was administered by Phare Administrative Unit within the framework of a cooperation agreement concluded between the Integration Foundation and Ministry of Education and Research.

The main results of the programme are the following:

- New curricula were elaborated in the University of Tartu Narva College to train the teachers who teach in schools where the language of instruction is Russian. Teachers were trained to teach

in multicultural classes and conduct the classes in Estonian in schools where the language of instruction is Russian;

- 51 teachers were trained to obtain an additional speciality as subject teachers using Estonian as the language of instruction (40 credits) in two fields of study: history and civic education, and geography and natural science. In addition to that 100 teachers and head teachers passed in-service training to supervise multicultural classes;
- 153 kindergarten teachers of Estonian as a second language passed an in-service training course and also compiled new study materials to diversify language training for children;
- Specialists from the University of Tartu compiled Estonian-Russian explanatory glossaries for 12 subjects taught in grades 7 to 9 of schools where the language of instruction is not Estonian. The aim of these study materials is to help the students of non-Estonian schools to acquire compulsory subjects;
- The Russian-Estonian glossaries on tourism and recreation and Russian-Estonian glossary on health care and social work were published for the students of vocational schools. Six vocational schools, where the language of instruction is Russian, cooperated with six vocational schools where the language of instruction is Estonian. This cooperation enabled 31 teachers to participate in training sessions and practice in Estonian vocational schools and 99 students could temporarily study in a vocational school where the language of instruction is Estonian;
- 95 teachers participated in the training of teaching methods for the late language immersion programme. 1,000 worksheets were created that may be copied and used by teachers in classes of various subjects. Computers for the late language immersion classrooms and Estonian literature that were procured for school libraries also promoted conducting of late language immersion. The supervision model for language immersion programmes was developed;
- 11 different projects that supported activities of non-profit sector and local governments and concerned integration were financed;
- The public has been informed about issues related to integration, cooperation with employers has also contributed to dissemination of language training opportunities. Publications were issued to help language learners and the most active language learners among adults and children were awarded prizes;
- Transition of upper secondary schools, where the language of instruction is Russian into bilingual upper secondary schools, was also dealt with in

the framework of this programme. As a result of a trustworthy questionnaire the situation of schools, involved in this process, was mapped;

- There was organised in Narva the Interfest 2005. It was a big family event directed towards the learners of the Estonian language. Production of bilingual broadcasts on TV and radio was supported. Radio 4 produced a series of programmes under the title "Contact!" and Estonian Television showed a series of broadcasts "Dilemma", all being related to the topic of integration. Six issues of the bilingual newspaper "Ruupor" were released;
- Cooperation between the Tallinn University, University of Tartu and the Integration Foundation resulted in ten on-line courses yielding 2 credits each under the title "Teaching Subjects in a Multicultural Class";
- Study costs of 3,881 learners of Estonian were compensated within the framework of the programme (nearly 6.2 million EEK in total);
- Estonian language courses for the employees in public service, e.g. police, medical sphere, rescue service, prison personnel, teachers of non-Estonian schools, were organised in Ida-Virumaa, Tallinn and Harjumaa for free. All in all, 1,522 people received training;
- 5,270 children participating in Estonian language camps and family study projects practised Estonian in summer, 100 children passed a training that helped them to adapt to a foreign culture, 180 teachers and project managers participated in special training. A set of worksheets was devised for the teachers of language camps.

#### STRUCTURAL FUNDS

In 2005, two projects co-financed by EU Structural Funds were launched: "Labour Force Assignments within Estonia with the Language Practicing Purpose" and "Development of Estonian Language Training and Resources in Non-Estonian Vocational Schools".

The aim of the project "Labour Force Assignments within Estonia with the Language Practicing Purpose" is to provide public employees working in the police and rescue services with a necessary command of the language that is also required by law, provide them with the Estonian language proficiency enabling them to communicate at work and in every-day life and meet the established requirements in updating their knowledge and performing their service, enhance police and rescue officers' competitiveness in the labour market due to their better command of Estonian. The main activities involve Estonian language courses for 105 rescue officers and 150 police officers from Tallinn, Harjumaa and Ida-Virumaa and a month-long posting of 105

non-Estonian rescue officers and 40 non-Estonian police officers to the regions where mostly Estonian is spoken with the purpose of language practice. In addition, 30 Estonian speaking police officers are posted to the regions where mostly Russian is spoken. Training on inter-cultural awareness precedes language practice.

Within the framework of the second project non-Estonian vocational schools receive a full set of new resource materials. School libraries are supplemented with the study materials needed for Estonian language training but also studying other subjects in Estonian. Estonian language courses are organised for Russian teachers and school administrators with the additional possibility to practice in an Estonian-speaking working environment. Teachers, who teach Estonian as the second language, are offered courses to teach Estonian for special purposes. A handbook of teaching methods for teaching Estonian for special purposes is being developed and on the basis of this book training sessions for teachers in vocational schools are being organised. The Ministry of Education and Research pointed out the best projects in the annual conference regarding structural funds. Both projects of the Integration Foundation won the competition in the category of the Best Integrators.

#### EU TRANSITION FACILITY PROGRAMME

The Integration Foundation implements the project "Support to Integration of Stateless Persons in Estonia". The total cost of the project is 7.98 million EEK for the years 2005-2007, half of it is financed from the state budget and half by the EU. The State Chancellery (Bureau of the Minister of Population Affairs) is a partner of the project.

Within the framework of the project an information campaign and a training programme are launched to promote application for citizenship. Training is organised for 10,000 people: for 7,000 adults to apply for citizenship and for 3,000 schoolchildren with undetermined citizenship in schools with Russian as the language of instruction.

#### SMALL-SCALE PROJECTS WITH INTERNATIONAL COOPERATION

- The US Embassy in Tallinn supported the development of an interactive language training programme "Lovely Visitor". "Lovely Visitor" is contemporary educational software to be used by the students in grades 7-12 and by adult language learners. This programme is first of all meant for self-study as it enables watching videos, listening to texts and reading and doing exercises. An interactive Estonian-Russian Glossary has been added. Sets on CDs were distributed to all Russian-speaking schools.

- Participation in the 7<sup>th</sup> priority project of the 6<sup>th</sup> framework programme of the European Commission "Peace Processes of Communal Conflicts: from Understanding the Conflict to Reasons for Resolving them" is continued. The aim of the project is to analyse the reasons and developments of community conflicts in the EU Member States and candidate countries and work out the means and options to solve these conflicts. The Integration Foundation participates, together with sociologists and foreign partners from the Institute of International and Social Studies, in the network that is coordinated by the Interdisciplinary Centre for Comparative Research in the Social Sciences (CIR-Paris).

The Foundation has become a centre for know-how and has taken steps to share its experience on the international level. The delegations from Montenegro and the FROY Macedonia visited Estonia at the Foundation's invitation. The aim of the study visit of delegations was to familiarise themselves with administrative and legal aspects of directing the process of integration, including the development of institutions, creation and launching of projects, role of the state and associations of citizens.

The Georgian State Minister of Integration Ms Bestaeva visited the Integration Foundation and agreed to support possible further cooperation.

#### OTHER ACTIVITIES AND PROJECTS

- A research group from the Institute of International and Social Studies finished a profound sociological study "General Monitoring of Integration". The results of this third study showed that Estonians are internalised and sometimes even fend off other nationalities which may slow down the process of integration. On the other hand Russians who live in Estonia, especially those who live in Ida-Virumaa, make very slow progress in their Estonian language studies.
- Within the framework of the EU Accession Facility project "Interim Assessment of State Integration Programme and a Framework for Projects" an order was made to get an interim evaluation of the integration programme and a framework for new projects. The evaluation made by Ernst & Young is taken as a basis for the development of concrete measures that are financed from the national budget and foreign aid, including EU structural funds as co-financing to develop the National Plan for Development for the period 2007-2013.
- Head of the Non-Estonian's Integration foundation, Mati Luik, made a presentation at the European Integration Seminar in May. The issues related to immigrants' housing problems

and access to health care and social services were dealt with in this seminar. Although EU Member States have different possibilities to organise the living conditions of immigrants, sharing experience should be beneficial to approximate the level of offered social services. The Handbook of Integration, initiated by the European Commission and first published in 2004, was supplemented on the basis of presentations and workshops. This practical book of guidance incorporates issues related to immigration and integration under similar fields. Concrete examples about organising immigrants' living conditions on a local level help to develop best practice according to the peculiarity of every state.

- The Council of Europe initiated the idea to declare year 2005 the European Year of Citizenship through Education. In a democratic society, civic education embraces first of all education in the field of human rights and social study and

promotion of peace and intercultural education. The Integration Foundation participated in celebrating the 2005 European Year of Citizenship through Education by supporting in-service training for the teachers of social studies and organising an interactive quiz on the Citizen's Day. Within the framework of the competition of the Centre for Educational Programmes the celebrations of the Citizen's Day and events promoting tolerance were financed. Development and creation of interactive study aids for social studies were also financed.

- At the end of the year the application was submitted to the European Social Fund for support to prepare non-Estonian upper secondary schools' transition to bilingual instruction.
- Integration Foundation started, in cooperation with the State Chancellery, preparations for organising financing of national cultural societies of ethnic minorities and their umbrella organisations in 2006.

## Sub programme I, "Education"

The planning of the activities of the sub-programme "Education" is based on two main objectives:

- a) to ensure that children who have completed elementary school are socially competent and possess an intermediate level knowledge of the Estonian language;
- b) young people who have acquired secondary education are proficient in the Estonian language to a degree sufficient for communication in everyday and work-related situations and are able to study in the Estonian language.

**I.1. MISSION: to develop a system for the teaching of Estonian as a second language that applies diverse, up-to-date teaching materials and language learning models that take into consideration the interactions between languages, so that non-Estonian-speaking children acquire the Estonian language in a motivated and productive manner**

**I.1.a. Teaching Estonian as a second language to pre-school children**

**Development of language didactics, devising of language training methodologies, curricula and study aids, training of trainers**

**1-3 and 6 Devising and development of a system for teaching Estonian as a second language to non-Estonian pre-school children; compilation and publication of study materials for teaching Estonian as a second**

**language; in-service training for teachers of Estonian as a second language**

**DEVELOPMENT OF ESTONIAN LANGUAGE SKILLS IN KINDERGARTENS**

*Phare programme –  
247,216 Estonian Kroons*

TU Narva College organised in-service courses for 153 teachers of Estonian as a second language who work in kindergartens. During the training new study materials were developed to diversify language training.

THE COMPLETED MATERIALS:

- "The teaching of Estonian as a second language in pre-school children's institutions: methods, games, and exercises for foreign language instruction."  
The materials handle different language study methods, enhanced by various games and exercises, suitable for use by pre-school children.
- "Story-telling in language instruction."  
The material provides an overview of a method, in which it is possible to teach Estonian as the second language in pre-school children's institutions by recounting various stories. The volume contains 41 stories accompanied with methodological tips. The authors are 41 teachers who have completed supplemental training.



- "A series of picture sets supporting Estonian language instruction." The material includes Estonian-language verses, coloured pictures for the teacher and black-and-white ones for the children. Attached is a methodological guide. The black-and-white pictures are meant for the children to colour and draw. Therefore, this is also manually active study materials.

*Centre for Educational Programmes –  
958,704 Estonian Kroons*

#### STUDY MATERIALS

Within the framework of the public procurement agreement "Training Commissioning to Develop the Basis for Teaching Estonian as a Second Language in Pre-School Institutions and for the Training of Trainers", concluded with the University of Tartu Narva College in 2003, the following materials were compiled:

- Programme to teach Estonian as a second language to pre-school children;
- Curriculum of a module for teaching Estonian as a second language in the basic training of a pre-school teacher;
- Curriculum of an in-service training for a teacher of Estonian in a pre-school institution;
- Description of the environment which promotes the learning of Estonian as a second language, in a pre-school institution and descriptions of materials that support the creation of this environment;
- Description of a model of a regional language learning centre;
- Study materials for pre-school children who learn Estonian as a second language and a teacher's book that forms a part of the set;
- Study materials for conducting in-service training and basic training of a teacher in a pre-school institution teaching Estonian as a second language.

The above-mentioned materials have been edited from the point of view of content and language and are ready to be printed and they are made electronically available or forwarded in any other way to the target groups. The materials were also forwarded to the Minister of Education and Research.

In November 2005, a public tender for the design, layout and printing the following materials was made:

- Bilingual information for the parents: "Learn Estonian at the Early Age by Playing, Singing and Communicating!" (14, 150 copies);
- Bilingual information for the kindergarten teacher and assistant teacher: Eight questions about learning Estonian (1,150 copies);

- Teacher's book as addition to worksheets to give the teacher methodological guidance (1,150 copies);
- Textbook: Resource material for the basic and in-service training of teachers of Estonian as a second language in pre-school institutions (350 copies);
- Worksheets for teaching Estonian as a second language to pre-school children (5 specimen copies).

As a result of the competition the contract was concluded with AS Atlex. The materials will be printed in April 2006 and will be distributed for the target groups free of charge. In spring 2006, the tender for printing the full edition of worksheets will be issued.

#### ANNOTATIONS

In September 2005, the annotations to the additional materials suitable for teaching Estonian to pre-school children were finished. They are electronically available at the websites of the Association of Teachers of Estonian as a Second Language ([www.eestikeelteisekeelena.ee](http://www.eestikeelteisekeelena.ee)) and the Integration Foundation ([www.meis.ee](http://www.meis.ee)). The materials are updated at least once a year.

#### PROJECT COMPETITION "TEACHING ESTONIAN TO A NON-ESTONIAN CHILD IN A PRE-SCHOOL INSTITUTION"

Within the framework of the public competition for the project "Teaching Estonian to a Non-Estonian Child in a Pre-school Institution" ten applicants received support. The aim of this competition was to support teaching Estonian language to non-Estonian children in pre-school institutions. In the academic year, 2005/2006, the following activities of local governments and pre-school institutions are financed within the framework of this competition: carrying out of educational activities, acquisition of study materials and study aids, remuneration to and in-service training for teachers.

#### SEMINARS AND INFORMATIONAL DAYS

There was an informational day for the project managers who successfully participated in the competition "Teaching Estonian to a Non-Estonian Child in a Pre-School Institution". The aim of this day was to introduce how to draw up the reports on projects.

#### I.1.a.7. Research in the Field of Pre-School Education

*Centre for Educational Programmes –  
74,760 Estonian Kroons*

Please see I.1.d.1 for description of research activities.

### **I.1.a.8. Diversification of Estonian as a second language teaching materials**

*US Embassy –  
408,073 Estonian Kroons  
Ministry of Interior –  
148,315 Estonian Kroons*

"Lovely Visitor" is an up-to-date educational software. It may be used by schoolchildren in grades 7–12 and also by adult learners for learning Estonian. The programme has been meant, first of all, for self-study. It is possible to watch videos in Estonian, listen to texts and read and do exercises. In addition, there is an Estonian-Russian glossary. The edition of the software sets comprised 1,500 copies. The sets were distributed to all the schools where Russian is the language of instruction.

### **I.1.b. Development and Implementation of the Language Immersion Programme**

#### **I.1.b.1. Implementation and Development of Language Immersion Programme**

*Language Immersion Centre –  
5,010,269 Estonian Kroons*

The Language Immersion Programme involves 32 schools and 17 kindergartens from various regions of Estonia. Twelve schools participate in the early language immersion programme (ELIP) and twenty schools in the late language immersion programme (LLIP). During the academic year, 2005/2006, a total of 2,552 children participate in the programme. The media has paid remarkable attention to the Language Immersion Programme and the public is aware of it. During the year 2005, the website of the Centre was visited by 24, 793 people, with 563,072 approaches made.

The Language Immersion Centre proceeded from the plan made for years 2004–2008. The plan has been made in cooperation with different related groups and approved in the Governing Board of the Non-Estonians' Integration Foundation. In 2005, the priorities were as follows: coordination of the development of LLIP financed within the framework of the EU Phare programme of Estonian studies and development of the network for Language Immersion Programme and a counselling system.

Likewise, the Association of Parents whose children participate in the Language Immersion Programme, founded at the end of 2004 has been successful in its operation.

At least once within an academic year the employees of the Language Immersion Centre have visited all the schools and kindergartens that have joined the Programme to estimate the observance

of principles of the Programme and acknowledge relevant progress.

In 2005, the Centre developed cooperation with educationalists, a number of seminars were organised for the officials of local governments, in addition, an information day was arranged to raise the awareness of those in charge of the departments of education in counties; the Programme and activities of the Centre were regularly discussed with educationalists from the Ministry of Education and Research. As a result of these discussions, there is more precise knowledge with regard to the development of partnership in the Language Immersion Programme and accountability of partners.

In 2005, two conferences were held on Language Immersion, supported by the Phare programme. Participants were the representatives of schools and kindergartens that have joined the Programme. The main aim of the organisers was to elaborate the idea of a network for educational institutions that participate in the language immersion. Schools and kindergartens have organised several events on their own initiative and these facilitate the development and spread of the Programme.

In 2005, the media has increased references to language immersion and there has also been a remarkable increase in the number of training sessions and seminars (outside the project framework) where the experts have been invited to share their language immersion experience. The Language Immersion Programme has been reflected on TV, radio and written publications. Media coverages have been positively informative and have also pointed out the challenges of the programme. All this attention has contributed to the development of the Programme.

#### **I.1.b.2. Train-the-trainer programme and development of study material for language immersion**

*Phare programme –  
4,474,928 Estonian kroons*

A review of study materials for Early Language Immersion, consisting of 6 textbooks and workbooks, commenced in 2004, with the idea to prepare and up-to-date the materials to be published for the second edition. In 2005, the first parts of a textbook and workbook for grade 1 were published. The manuscript of the second part of this textbook and workbook for grade 1 have been submitted to the publishing house and both parts of the textbook and workbook for grade 2 have been given to the designer. Forty worksheets have been collected from the schools involved in Early Language Immersion and these will be elaborated and developed in the courses of teaching methods for teachers.

The number of books in a large format has been increased for the programme of kindergartens: the

texts of seven foreign language books have been translated into Estonian and texts in Estonian have been added to 37 books (donated by Canada). Each language immersion group (25) in the kindergartens has received 1,000 units of study materials supporting the implementation of Estonian language learning (e.g. books, posters, word maps, etc.) and various materials for preparing study aids. Preparation of study materials is guided in training courses for teaching methods.

In 2005, the Centre has supported the preparation of 650 worksheets for grades 7-9 of schools which have joined in the Late Language Immersion Programme, with additional 500 draft worksheets. A public competition was declared to find authors for developing a study set for grade 9. Worksheets for grade 8, necessary additional material for grade 7 (1,010 worksheets in 11 subjects) and guidelines for the teacher for using the worksheets were developed within the framework of the EU Phare programme and under the guidance of the Central Estonian Development Centre. Fifty copies of the sets on paper and CDs have been acquired by the Language Immersion Centre to be distributed in schools.

A flyer and a digital presentation are ready to introduce worksheets to be used in grades 6-9 of the basic school. Worksheets are available at [www.kke.ee](http://www.kke.ee), this being the website of the Language Immersion Centre.

#### **I.1.b.3. Procurement of technical equipment and teaching materials for language immersion schools**

*Phare Programme –  
1,957,171 Estonian Kroons  
Ministry of Education and Research –  
649,778 Estonian Kroons*

Books, reference material, computers and other equipment was procured for late language immersion schools to support intensive language studies.

#### **I.1.b.5. Late language immersion (extension of the programme to another 16 schools – selection of schools, counselling and the development of the counselling system, training of teachers, school heads, educational officials and school managers)**

*Phare Programme –  
654,912 Estonian Kroons*

In 2005, the Centre organised training sessions within the extent of 346 hours. 260 teachers and head teachers participated in training sessions. In 2005, one of the training priorities was to launch the counselling system for the Language Immersion

Programme. A total of 245 hours of counselling have taken place, including visits to all schools and kindergartens that have joined the Programme (analyses of classes, round-table discussions with teachers and workshops dealing with the development of the Programme). The Central Estonia Development Centre was also involved in the development of the counselling system within the framework of the Phare project: there have been 384 counselling sessions.

In 2005, within the framework of the Language Immersion Programme in kindergartens, 116 training hours have been provided for 98 teachers, 20 assistant teachers, 19 head teachers, representatives of local governments and educationalists. Counsellors (4) of the kindergarten programme have visited every kindergarten in the Programme and given feedback to 20 teachers. 18 teachers and managers, from the kindergartens that have joined the Language Immersion Programme, participated in a study trip to Finland with the support of the Tallinn Board of Education.

In 2005, the Centre developed a curriculum for deputy head teachers, "Supporting Direct Feedback. The Method of a 5 Minute Observation". The trainers have been trained to commence training on the basis of the given curriculum.

Training provided by the Language Immersion Centre is, first of all directed to the teachers and head teachers of the schools participating in the Programme. The Centre has continued to train teachers (in 2005, late language immersion in cooperation with the Central Estonia Development Centre) from the pilot schools and kindergartens to help them with the teaching methods of language immersion and planning studies. Training the head teachers has focused on the introduction of changes related to the programme and better arrangement of support for teachers. Training of school teams has played an important role, the aim of this training is to update the development plans for schools and more efficient development of language immersion programmes from the point of view of school management.

#### **I.1.b.7. Film on Language Immersion Programme**

A 30-minute documentary film "Seven Moments in Spring" was created on the basis of the material filmed for the 10-part documentary series, "Language Immersionists", the goal of which was to introduce the language immersion programme on television.

#### **I.1.b.8. Immersion Programme Research**

The research on the sustainability of early language immersion was completed, summarising the experience of the first 4 schools, that had



joined the Language Immersion Programme, regarding the implementation and development of the programme. The results of the research proved that the Language Immersion Programme had been successfully implemented in schools. The biggest challenges of the Programme during the forthcoming years would concern the following: finding qualified teachers, cooperation between different instances related to the Programme and the development of counselling systems inside and outside schools. Some of the recommendations, pointed out in the research, have been included in the plan of activities of the Language Immersion Centre for 2006.

In spring 2005, the workgroup directed by Hiie Asser (lecturer in educational sciences, University of Tartu) presented a report on the analysis of academic progress made by the schoolchildren involved in language immersion. A sample of the early language immersion classes and a control group (comprising regular classes where the language of instruction was Estonian and regular classes where the language of instruction was Russian) were tested three times during the academic year. With the consent of the National Examination and Qualification Centre (NEQC), standard tests were administered and analysed at the end of the 1<sup>st</sup> stage of study. Parents were asked to respond to two questionnaires. The results showed that implementation of the programme had been successful in Estonia. Children's level of knowledge corresponds to the norms established in the national curricula and linguistic aims set by the Language Immersion Programme.

The survey on study results and the attitude of parents was participated in by the students of two different age groups and their parents. The first group comprised 4 classes that joined the Late Language Immersion Programme in 2003, 2 Estonian and 2 Russian control groups who were in grade 7 during the time of conducting the survey. The second age group was formed by 12 classes that had joined the programme in 2004, 3 Estonian and 2 Russian control groups who at the time were in grade 6. The research on late language immersion has lasted for 2 years, basic data has been collected by way of the research, however, it is not sufficient to make conclusions as the programme is in its initial stage. The research will be continued during the forthcoming years, and then the comparisons will enable us to obtain the results.

#### **I.1.c. Extracurricular language training models, language training in camps and families**

##### **I.1.c.19. Organisation of language camps and family studies, training of teachers/project managers with regard to language camps and the family study model, compilation and publishing of study materials**

*Ministry of Interior –  
3,849,523 Estonian Kroons  
Phare Programme –  
5,193,917 Estonian Kroons*

The Estonian language camp involves Estonian and non-Estonian young people in activities the aim of which is to smoothen language and cultural barriers, develop the ability to communicate, motivate learning Estonian and create interest in learning Estonian. In the Family Study project, non-Estonian teenagers may spend a week or up to two months in an Estonian family and participate actively in the family life.

In 2005, the total of 5,036 children participated in extra-curricular language projects.

The EU Phare Estonian language training programme supported 27 language camps, 6 family projects and 28 extra-curricular language training projects.

In the framework of these projects non-Estonian children spent the minimum of 12 days in an Estonian family or a summer camp where Estonian language training was in the programme. During autumn and winter holidays, various extra-curricular language training projects were organised for the children. The teachers of language camps and organisers of the camp and family training projects were trained to draw up and present applications for the projects and write efficient financial reports.

100 language camp teachers and 20 project managers received the required training (regulation No 51 of the Minister of Education and Research of 13.09.04) to qualify as an educator or manager of a project camp. In October, one hundred children, who had been in the language camps, participated in training dealing with tolerance towards different cultures.

A study aid, consisting of 56 worksheets, was compiled for the language camp teachers to help them to improve Estonian language training in camps. These worksheets supplement the Language Teacher's Camp Book by S. Laidla, Ü. Lennuk (Tallinn, 2003) and contain word maps, grammar exercises and practical tasks in the language environment. Worksheets were published on the website of the Integration Foundation, [www.meis.ee](http://www.meis.ee). A one-day seminar was organised to introduce the worksheets to project managers and teachers.

Monitoring was carried out in all the camp projects and in most families to estimate the results of projects.

##### **I.1.c.20. Estonian language camps for ethnic Estonians**

*State Chancellery – 514,762 Estonian kroons*

The aim of these camps is to support the feeling of national unity and Estonian patriotism as linguistic and cultural identity, in every possible way. 58 young "émigré" Estonians from Latvia, Lithuania,

Byelorussia, Ukraine, Russia (St.Petersburg, Moscow, Upper-Suetuk, Krasnoyarsk) and Abkhazia participated in two camp projects. Local Estonians participated in both camps as a support team. During 10 days several excursions were organised, concerts were visited and events introducing Estonian present-day life were arranged. The children to these summer camps were chosen together with Estonian societies, operating in the territory of the former Soviet Union, also in cooperation with School of Upper-Suetuk and the Estonian School in Riga.

#### **I.1.d. Teachers of Estonian as a second language**

##### **I.1.d.1. In-service training and informing of the teachers of Estonian as a second language**

*Centre for Educational Programmes –  
422,930 Estonian kroons*

Support to the Association of Teachers of Estonian as a Second Language (ATESL)

The Centre for Educational Programmes has supported ATESL since 2001. In 2005, regional centres acted as independent training units in Tallinn, Tartu and Kohtla-Järve. They offered professional in-service training to the teachers of Estonian as a second language and gave them advice in didactics. The centres also supported the work of subject sections with the aim of enhancing the level of competence in the given subject. A new website was made – [www.eestikeelteisekeelena.ee](http://www.eestikeelteisekeelena.ee).

In June 2005, there was a joint meeting of ATESL and teachers of Estonian in Russian kindergartens. The decision to cooperate was made and the workgroup "Language training in kindergarten" was founded to support Estonian language training in kindergartens.

In December 2005, the members of ATESL initiated two surveys:

1. Repetition of the research "Teaching Estonian as a second language in kindergartens" to get an overview of the educational background of the teachers of Estonian in kindergartens and map the need for their in-service training. The results are expected to be completed by June 2006. The workgroup of ATESL "Language training in kindergarten" carries out this research;
2. Research "Teaching Estonian as a second language in school" to get an overview of the educational background of the teachers of Estonian in schools where the language of instruction is Russian, need for their in-service training and their readiness to teach Estonian literature in the Estonian language. The results of the research will be available in March 2006.

#### **STUDY MATERIALS**

The collection of texts, with reading tasks, "It is cool to read" was completed. Exercises are on the CD-ROM. The editor of the reading material is Ene Peterson, the compilers being the teachers of Estonian as a second language. Texts correspond to grades in school and selection is based on the topics of the Estonian language syllabus. Tasks to be completed before, during and after reading have been added to the texts.

#### **IN-SERVICE TRAINING**

##### **1. Summer school and winter school**

In January, a winter school on teaching methods was organised in Võru, for the teachers of Estonian language as a second language (32 teachers of Estonian as a second language participated in the course). In August, there was a summer school in Pärnumaa, in the course of which 40 teachers of Estonian as a second language obtained in-service training on methodology (teaching Estonian literature in a school with Russian as the language of instruction), prevention of drug abuse and self-management of teachers.

##### **2. Training days**

###### **2.1. "New study materials and teaching methods"**

In March, September and October, the training sessions took place in Narva, Tallinn, Tartu and Kohtla-Järve. 145 teachers participated in 8 training days. 4 different methodological materials were introduced.

###### **2.2. Presentation of the interactive study programme "Lovely Visitor".**

59 teachers participated in the relevant training in April.

###### **2.3. A training day "Estonian literature – is it "a dull and empty field"?"**

In November, the Virumaa training centre organised a training day on teaching methods of Estonian literature. There were 26 participants.

#### **I.3.a. Transition to instruction in the Estonian language**

**1, 3, 4. Development of new training models for the teacher training programme; compilation and publication of training materials for the training programme (incl. additional study materials for 7<sup>th</sup>-9<sup>th</sup> grades, also in history); compilation and publication of explanatory subject glossaries. Compilation of study materials for the transition to bilingual instruction in the upper secondary level (teacher's book with worksheets).**

*EU Phare Estonian Language Training Project –  
897,955 Estonian kroons.*

As a result of cooperation between Tallinn University, University of Tartu and the Non-Estonians' Integration Foundation, ten online training courses

were developed (2 credits each) within the series of "Teaching of the Subject in a Multicultural Class". The training courses are meant for the teachers and university students in educational sciences, who teach in Estonian and have to manage in the situation where, in addition to the students who speak Estonian as their mother tongue, there are also students with other linguistic and cultural backgrounds.

University of Tallinn developed the following courses:

- Teaching computer studies in a multicultural class
- Teaching literature in a multicultural class in basic school
- Teaching music in a multicultural class in basic school
- Teaching home economics and crafts in a multicultural class in basic school
- Teaching civics in a multicultural class in basic school

University of Tartu offers the following courses

- Multicultural education
- Teaching history in a multicultural environment
- Teaching biology in a multicultural environment
- Teaching geography in a multicultural environment
- Teaching mathematics in a multicultural environment

#### *Phare programme – 743,526 EEK*

Aiming at the elaboration of additional study materials in Estonian, an agreement was concluded with the University of Tartu and the Tartu University Press.

Glossaries, explaining terms in 12 subjects, were compiled for the students of 7<sup>th</sup>-9<sup>th</sup> grades for schools with other than Estonian as the language of instruction. The study materials are supposed to facilitate the students of non-Estonian schools to qualify in compulsory subjects.

The glossaries were distributed to be used by basic schools and upper secondary schools with Russian as the language of instruction (110 schools) and to public libraries (22).

Promotion events regarding the explanatory glossaries took place in Narva, Tartu and Tallinn and an article was published in the teachers' newspaper "Õpetajate Leht".

**2, 5 Provision of information regarding the transition to instruction in the Estonian language and in-service training for teachers/school heads; training of counselors; training for teachers, from schools with Russian and Estonian as a language of instruction, in teaching other subjects in Estonian**

#### *The Centre for Educational Programmes – 7,727 Estonian kroons*

##### **IN-SERVICE TRAINING**

In November 2004, a re-qualification course "Natural Sciences and Human Studies Instruction Based on Estonian" (40 credits) was launched for the teachers of non-Estonian schools. The aim is to provide subject-based methodical knowledge to teach natural sciences and human studies in a multicultural school. On the basis of this curriculum, teachers are prepared to work in basic schools. 20 participating teachers are from non-Estonian comprehensive schools in Tallinn, Tartu, Narva, Rakvere, Jõhvi, Sillamäe and Mustvee. They have a higher pedagogical education and they speak Estonian at an advanced level. The training ended in January 2006.

#### *Phare programme – 531,984 Estonian Kroons*

Contract was concluded with Tartu University Narva College to train teachers in Estonian- and Russian language schools, to teach subjects in the forms of Russian-language basic schools (1st–9th forms), where there are students with different cultural backgrounds and/or where there are students, who are not fluent in Estonian.

Two curricula were compiled: history and social studies in basic schools (40 credits) and nature study and geography in basic schools (also 40 credits). In selecting the specific subjects, an attempt was made to anticipate the subjects that in 2007 will start to be taught starting in Russian-language upper secondary schools in Estonia.

The training was attended by 51 teachers. Thirty-six teachers, who completed the curriculum and submitted theses, received a certificate of the University of Tartu, enabling them to teach the respective subjects in Estonian at the basic school level.

In-service training course "Teaching skills in a multicultural environment" was organised. Training groups for training course were formed in Narva, Tartu, and Tallinn. Besides teachers, the training course was also attended by school managerial staff. The interest in the current training course turned out to be greater than the number of specified participants, which suggests an additional need for the respective training. In total, the training course was attended by 100 teachers and school representatives. Sixty-nine of them submitted theses and were issued a certificate on completing the full training course at the University of Tartu.

**I.3.a.7. Project support allocated for schools for the transition to teaching subjects in the Estonian language and other activities pursuant to the action plan of the**

**Ministry of Education and Research (incl. a scholarship programme and project support allocations for fixed-term training of non-Estonian students in Ida-Virumaa and for the organisation of support training in a general education school with Estonian as the language of instruction, located in another region)**

*Centre for Educational Programmes –  
450,975 Estonian kroons*

#### PROJECT COMPETITION "NON-ESTONIAN LEARNER"

In March 2005, a competition was launched and within the framework of it 6 applications for projects were financed. The aim of this competition was to support the projects of basic schools, vocational schools and local governments helping non-Estonian children to adapt to an Estonian-speaking school and support teaching of subjects in Estonian in the school where the language of instruction is Russian.

Within the framework of projects the days devoted to learning Estonian and family events are organised, literature for children is introduced, places related to the history of literature are visited, collections of texts are compiled.

In 2004, and also in 2005, media education is the most supported topic. The project of the Estonian National Defence and Public Service Academy was financed. The aim is to provide Estonian language training for non-Estonian youth in Ida-Virumaa to prepare them for working in rescue services.

An information day was organised for project managers whose projects "Non-Estonian learner" had been successful in the competition. The aim was to provide information about reports on projects.

#### SUPPORT CENTRE FOR MULTICULTURAL SCHOOL

In 2004, in cooperation with the TU Narva College, a support centre for a multilingual school was founded in Narva. Its work is financed by the Centre for the Educational Programme. The aim of this support centre is to support the development of teaching subjects in Estonian in the schools of Narva and Ida-Virumaa, where the language of instruction is Russian, by using recognised didactics and teaching methods used in language immersion. The support centre is situated in one structural unit of Narva College – its "Estonian Home" in Narva.

The flyer "Languages Open the Doors" was translated into Russian.

#### **I.3.b. Curriculum development co-operation between Estonian-medium and Russian-medium schools**

#### **I.3.b.6. Development and implementation of Open Curriculum programme**

Placing the project "Open Curriculum" into the archives.

The activity of the Open Curriculum methodology office was finished and the library and documents of the project were handed over to the Estonian Pedagogical Archive Museum. The website was recorded on the CD-ROM.

#### **I.3.b.8. Compilation and issuing of new curricula-related publications, supplementation of the electronic annotated database of curricula-related publications**

*The Centre for Educational Programmes –  
225,011 Estonian kroons*

#### STUDY MATERIALS

1. General skills – development of a student and promotion of development at school.

The Curriculum Design Centre of TU was financed in the publication of the collection of methods "General skills – development of a student and promotion of development at school" (1,400 copies) that supports general study skills. The collection is distributed to the libraries of universities, institutions related to educational research and all schools of general education in the Republic of Estonia. The book came out in October.

The editor of the collection is Aivar Ots, authors are Eve Kikas, Hele Paavel, Helve Saat, Meeli Pandis and Ene-Mall Tuubel. The aim of the collection is to introduce the approach to the development of a student that forms the basis for designing curricula projects in the Curriculum Design Centre of TU. The principles of methods and working methods that contribute to the development of abilities of a learner in every-day school-work are also described.

2. The work of class supervisors at school and educational activities in the 1<sup>st</sup> stage of study  
Support was provided for the publication of two editions in the Russian language: "About the Work of Class Supervisors at School" and "Schooling and Education in the 1<sup>st</sup> Stage of Study". The books were compiled by Ene Kulderknap, chief expert in pre-school and primary education at the National Examination and Qualification Centre, and translated into Russian by Ilona Kings. The publication of Russian-language collections was coordinated by Nadezhda Parol. Both books were printed in ARGO publishing house, with an edition of 600 copies and have been distributed to all primary schools (5 copies), basic schools (5 copies) and upper secondary schools (6 copies) with Russian as the language of instruction  
The collection of articles "About the Work of Class Supervisors at School" comprises articles on the more relevant roles regarding the class



supervisors and the aspects of organising their work at school.

The guidance material, on schooling and education in the 1<sup>st</sup> stage of study, aims at supporting the school in curricula-related work and the class teachers in devising of syllabi. The book provides a potential version for compulsory subjects, presenting the study goals and activities for different classes as well as the content and the results of studies.

3. The scholarship competition "Articles on the Evaluation of Students' Development and the Conducting of Appraisal Interviews"

In June 2005, a scholarship competition was announced in the subject matter "Articles on the Evaluation of Students' Development and the Conducting of Appraisal Interviews". The expected applications were to be 10-12 page articles on how to assess the progress of students and conduct appraisal interviews. All the teachers and school directors of the schools with Estonian and Russian as the language of instruction were invited to participate in the contest. Manuscripts were allowed to be written both in Estonian as well as in Russian. Not one application was submitted by the deadline of the competition, August 22, 2005 at 16.00. Thus, the competition was concluded as having been unsuccessful. At the present moment, negotiations are being held with the National Examination and Qualification Centre regarding the compilation of the given book.

**I.3.c. Intensive learning of Estonian as a second language, job-related training of the Estonian language**

**16-17. Exchange of teachers from Estonian and non-Estonian vocational educational institutions; training of students from non-Estonian vocational educational institutions in vocational educational institutions with Estonian as the language of instruction; compilation and publication of Estonian-language study materials for non-Estonian vocational educational institutions**

*Phare Programme –  
963,831 Estonian Kroons*

The Central Estonia Development Centre coordinated a cooperation project between vocational schools with Estonian and Russian as the language of instruction. Within the course of the project, 31 teachers participated in training sessions and carried out professional placement in an Estonian-language vocational school; 99 students could temporarily study in the vocational school where Estonian is the language of instruction.

All in all there were 12 vocational schools, (6 vocational schools where the language of instruction

is Estonian and 6 where the language of instruction is Russian), participating in the exchange programme of teachers and students.

5 of the non-Estonian vocational schools were from Ida-Virumaa and 1 from Tallinn. Upon the selection of the schools, consideration was given to overlapping of specialities as it enabled the practicing of Estonian for special vocational purposes.

Russian-Estonian glossaries were compiled for the students of vocational schools in two fields: medicine and tourism. The glossaries (both published in an edition of 500 copies) were distributed in Russian-speaking vocational schools. These glossaries may be used by other educational institutions that train specialists in the same areas and also by enterprises and organisations engaged in the corresponding spheres, e.g. tourism.

**CENTRE FOR EDUCATIONAL PROGRAMMES**

The project of the Estonian Information Technology Society, "EUCIP Terminology Estonian-Russian-English Dictionary", came to an end. The Centre for Educational Programmes supported the compilation of the manuscript. The target group comprised the students studying in vocational educational institutions and professional higher education institutions, using the Russian language as the language of instruction, and the basic level IT specialists preparing for the EUCIP basic certificate examination.

**I.3.d Planning of transition to Estonian as language of instruction in development plans of non-Estonian-medium vocational institutions to ensure Estonian language proficiency on professional sphere**

*State Chancellery –  
322,000 Estonian Kroons  
European Social Fund –  
1,073 000 Estonian Kroons*

A new project was launched, aiming at the provision of support for studying the Estonian language and for the opportunities of instruction in the Estonian language, targeted at the vocational schools with Russian as the language of instruction. The total budget of the project is over 13 million Estonian kroons, of which 9,619,509 kroons have been allocated by the European Social Fund. The remaining costs are covered by the state with certain contributions given by the vocational schools participating in the project: Kohtla-Järve Polytechnic School; Kopli Vocational School of Tallinn; Lasnamäe School of Mechanics in Tallinn; Narva Vocational Training Centre; Sillamäe Vocational School; Tallinn Construction School; Estonian Public Service Academy; Tallinn Polytechnic School; Tallinn School of Service; Tallinn School of Transport; Tallinn Industrial Education Centre and Tartu Vocational Education Centre.



Non-Estonian vocational schools will obtain a whole set of new study aids. The set comprises textbooks, workbooks, sound recordings and teacher's books. School libraries will obtain additional study literature for Estonian language training and also for learning a speciality in the Estonian language. Study materials will be tested in vocational schools, supplemented thereafter and then published and distributed to the target groups.

Estonian language courses will be organised for Russian teachers and administrations, together with an opportunity of staying in an Estonian-language work environment. Teachers of Estonian as a second language will be offered in-service training in the following field: teaching of language for special purposes, including the specificity of teaching language for special purposes, up-to-date methods and how to work with vocational school students who are at different levels. A handbook of teaching methods for teaching Estonian for special purposes will be developed and used as a basis for organising training for the teachers of vocational schools.

**I.4. MISSION: to develop linguistic and cultural co-operation between Estonian-medium and Russian-medium schools, in the interests of improving students' language proficiency and developing tolerance towards other cultures**

**I.4.7. Organisation of student events on tolerance and multi-culturalism and the devising of relevant materials; in-service training for teachers (incl. hobby-group instructors) on the following subject matter – consideration of different nationalities in school.**

*Centre for Educational Programmes –  
223,440 Estonian kroons*

As a result of the procurement competition "In-service Training for Non-Estonian Hobby-Group Instructors: Inter-cultural Communication", Viljandi Culture Academy organised an in-service training course involving 160 hours (4 credits, incl. contact classes, observation practice and independent work). The contact classes of the training are to be conducted in the course of 4 training cycles. The curriculum, "Inter-Cultural Communication at School" has been registered by the Ministry of Education and Research.

The training endeavours to provide in-service training for hobby-group instructors of general education schools, aiming at widening their general cultural sensitivity and offering knowledge in organising events that would reinforce tolerance.

**I.5. MISSION: to create for non-native speaking students conditions that promote their desire and ability**

**to function as citizens and make conscious decisions about their further studies and working life**

**I.5.a. Concept of civic education, concept of a multi-cultural school, materials**

**1. Support provided for the projects on civic education, incl. the organisation of the Citizen's Day Quiz**

*Centre for Educational Programmes –  
349,967 Estonian Kroons*

COMPETITION FOR THE PROJECT "CELEBRATION OF THE CITIZEN'S DAY AND THE EVENTS PROMOTING TOLERANCE AND INTERACTIVE STUDY AIDS IN CIVIC EDUCATION"

On April 1, 2005, a project competition was announced, aiming at the provision of support for the cooperation projects between schools with Estonian and Russian as the language of instruction, within the academic year 2005/2006. Cooperation projects were to focus on the following: widening the knowledge of the students with regard to Estonian society, rendering value to Estonian citizenship and to being a citizen, reinforcing the tradition of the Citizen's Day, developing tolerance in multi-cultural collectives. Out of the 8 project applications, submitted by the deadline, May 5, 2005 at 16.00, 7 projects received financing, within the amount of 243,626 Estonian kroons.

On June 9, 2005, there was an information day for project managers who had been successful in the above-mentioned project competition. Representatives from Järve Russian Gymnasium (Upper Secondary School) in Kohtla-Järve, Tammiku Gymnasium in Kohtla-Järve, Narva-Jõesuu Secondary School, Narva Pähklikmäe Gymnasium and Lohusuu Hobby Centre participated.

QUIZ ON THE CITIZEN'S DAY

In February, the winners of the Internet-based contest, "Citizens' Day Quiz 2004" were awarded by Paul-Eerik Rummo the Minister of Population Affairs, in the Stenbock building in Toompea. The maximum results were achieved by 16 students.

This internet-based contest, "Citizens' Day Quiz 2005", took place from November 25 to December 2, 2005. The quiz was aimed at the students of 7<sup>th</sup>-12<sup>th</sup> grades of Estonian and non-Estonian general education schools and these of the vocational schools providing general secondary education. The objective of the quiz was to deepen the young people's knowledge of constitutional institutions of the Republic of Estonia, human and citizens' rights, freedoms and obligations, and the European Union related matters. The quiz was in the Estonian language, upon answering the questions it was par-

tially possible to use links referring to the texts of legislation or other sources of information.

In 2003, the Citizens' Day quiz was participated in by more than 2000 students, and in 2004, by more than 3000 schoolchildren. In 2005, the number of participating students was 2,932 from 123 schools. The most active ones were Tallinn Õismäe Russian Lycee (349 children; the language of instruction in this schools is Russian), Kohtla-Järve Comprehensive Gymnasium (277 students), Kohtla-Järve Tammiku Gymnasium (255 students, the language of instruction in this school is Russian) and Pärnu Raeküla Gymnasium (247 last). Maximum results were obtained by 21 students, 5 of them being from schools with Russian as the language of instruction.

The best respondents were selected in six categories – students of 7<sup>th</sup> -9<sup>th</sup> grades of schools with Estonian and Russian as the language of instruction, and separately from among the upper secondary school and vocation school students. Likewise, the schools with the highest participation rate were also given an award.

### **3. Teacher training and in-service training in civic education**

#### *Centre for Educational Programmes – 122,894 Estonian kroons*

In cooperation with the Council of Europe Tallinn Information Service, support was provided for free-of-charge training for teachers of civic education from vocational and general education schools with Estonian and Russian as the language of instruction. The training took place on August 29 and 30 in Tallinn, and on August 31 in Tartu. The training seminar was participated in by 110 teachers, of whom 22 came from schools with Russian as the language of instruction. The training introduced the goals of the European Year of Citizenship through Education, the work of the Council of Europe in this field and provided information to the teachers as to what kind of study materials and projects are foreseen for the promotion of civic education within the academic year of 2005/2006. All teachers obtained photocopied excerpts of study materials (informative material on the EU, the Europa Diary, Compass, collection of tasks in media education, T-Kit study materials, a textbook "Media Studies in General Education Schools", informative material on NGO-s, appeals to participate in the project competitions organised by the Non-Estonians Integration Foundation, National Examination and Qualification Centre and the Baltic-American Partnership Program.

During 25 to 27 October 2005, a training seminar, carried out in the Estonian language, took place at the Kõrve Centre, targeted at the teachers of civic education from schools with Russian as the

language of instruction. In the course of the in-service training, the following subject matters were touched upon: the dealing of permeating subjects by way of civic education; self-management – how to assert oneself in the classroom as well as in the director's office; consideration of individual peculiarities of the students. One training day was dedicated on the problems related to drug abuse and HIV/AIDS and relevant prevention. The seminar was carried out in cooperation with the National Examination and Qualification Centre.

#### **SEMINARS, INFORMATION DAYS**

From June 15 to 17, 2005, a conference was held in Strasbourg, organised by the Council of Europe, "Training of Teachers in Civic Education and Human Rights". The Council of Europe declared year 2005 the European Year of Citizenship through Education. The conference aimed at exchanging experience in the field of teacher training and devising proposals, within working groups, as to how to support the training of teachers in the given domain. Estonia was represented by Mare Räs (NEQC) and Reet Salu (Centre for Educational Programmes). During the plenary session, Reet Salu delivered a summarising presentation on the work of one of the working groups.

#### **1.5.a.5. International study on citizenship education (carrying out the questionnaire, publication of the final report of the study, dissemination of information)**

##### *Centre for Educational Programmes – 273,998 Estonian kroons*

#### **FOLLOW-UP STUDY ON CIVIC EDUCATION**

Support was provided for conducting a repeat study in Estonia, CivEduEst (on citizenship education/civic studies), organised by the IEA (International Association for the Evaluation of Educational Achievement), an international association organising comparative research on education. In 1999, a questionnaire was carried out among 14-year old students in 28 states and in 2000, upper secondary school students in 16 countries. In Estonia, the students of 8<sup>th</sup> and 12<sup>th</sup> grades participated in the poll. The current questionnaire, CivEduEst 2005, uses the same sample of Estonian and Russian language schools who participated in 1999.

In April 2005, the total of 6,235 students from 132 schools participated in the questionnaire. The aim of the follow-up study is to measure progress taken place in Estonian education (primarily in the field of civic studies) as a result of the reform of the curriculum. For this reason, the outcomes of 1999 and 2005 are compared, similarly to the results of the different age levels of students in 2005 (i.e. prior to and after the covering of the civic education

subject). By the beginning of September, the data regarding the conducted questionnaires had been entered into the database. The results of the study will be ready by March 2006.

**I.5.b.5. Estica, incl. the provision of support for the publication of the 11<sup>th</sup> volume of the "Encyclopaedia of Estonia" in the Russian language**

*Integration Foundation –  
300,000 Estonian kroons*

The long-term goal of the project is to provide the Russian-language readers here and elsewhere with passionless and information-rich most thorough and up-to-date overview regarding Estonia. Within the framework of the current project, support was provided for the translation.

**I.5.b.6. Introducing the history of the War of Independence and the birth of the Estonian state**

*Integration Foundation –  
1,215,385 Estonian kroons*

The direct aim of the competition is to introduce the history of the War of Independence, the birth of Estonian statehood and the development after regaining independence and related places to the students of schools with Estonian and Russian as the language of instruction, and also the members of youth organisations. By way of the above activities, the project also aims at instilling patriotism and loyalty in the young people of different ethnic nationalities living in Estonia. In 2005, the total of 26 projects were supported within the framework of the project competition "Path for Freedom"; this involved more than 1,200 young people from Estonian and Russian-language schools and youth organisations who went on excursions to locations related to the fight for freedom. Excursions help to reinforce what has been learnt in history classes, they also broaden the knowledge of young people and make the birth of Estonian statehood more understandable for the students. In comparison with the previous year, the support provided for the projects was twice as large – nearly one million kroons. The list of supported projects is available on the website of the Foundation: [www.meis.ee](http://www.meis.ee) > Integration Foundation > projects.

**I.6 MISSION: To create an education system for the children of new immigrants and refugees to allow for them to receive an education in the Estonian educational system.**

**1–6. Creation of a system for training the children of new immigrants and refugees, compilation of a curriculum, support for pilot projects; training**

*Centre for Educational Programmes –  
1,635,687 Estonian kroons*

**PROJECT COMPETITION "NEW IMMIGRANTS IN ESTONIAN EDUCATIONAL INSTITUTIONS"**

Competition for the project was announced at the end of 2004; by the deadline – January 31, 2005, at 16.00, the number of filed projects was 7 (5 for kindergartens and 2 for upper secondary schools). Finances were allocated for all submitted projects.

The projects filed for the competition had to contribute to the adaptation of the new immigrants in an Estonian-language study and education environment, enhance the Estonian language skills of the new immigrants and facilitate the obtaining of subject teaching in the Estonian language. Within the framework of the project, financing was provided for the activities of local governments, general education schools and pre-school children's institutions during the academic year of 2004/2005: acquisition of study materials, salaries of teachers and support workers and in-service training.

In September 2005, a new project competition was announced, with an outcome of 7 submitted projects, 4 of them for kindergartens and 3 for upper secondary schools. The majority of previous-year participants submitted follow-up projects for the current project competition. All the filed project applications were given support.

The aim of the competition was to support the teaching of new immigrant students in educational institutions, with Estonian as the language of instruction. Within the framework of the competition, the following activities of national, municipal and private education institutions were financed during the academic year 2005/2006: acquisition of study materials, additional remuneration and in-service training for teachers, remuneration for support teachers, organisation of events compatible with the goals of the competition, etc.

## Sub-programme II, "The education and culture of ethnic minorities"

Estonia is a multicultural country inhabited by members of more than 100 ethnic groups. The sub-programme's target groups are both ethnic minorities that have long inhabited Estonia and ethnic minorities that migrated to Estonia in the second half of the 20<sup>th</sup> century and the 21<sup>st</sup> century.

The objective of the activities is to enable ethnic minorities to preserve and advance their culture, receiving teaching and informal education in their native language.

### **II.2. MISSION: to support the preservation of the language and culture of ethnic minorities through the activities of ethnic minority cultural societies, art groups and Sunday schools**

#### **II.2.2. Training for the teachers of mother tongue in Sunday Schools of the ethnic minorities**

*Centre for Educational Programmes –  
224,048 Estonian kroons*

In 2005, the Centre for Educational Programmes organised three two-day seminars for the Sunday Schools of national cultural societies:

1. March 2005 in Toila – with 35 participating teachers.

The seminar covered the following subject matters: introduction to the methodology of teaching a second language, provision of practical tips for conducting a language class and for the implementation of individual curricula in a school class. Proceeding from the feedback, a number of teachers expect similar practice-oriented seminars to take place so as to improve the work of Sunday Schools and widen the mental horizon by way of using different means of methodology.

2. October 2005 in Viljandi – with 13 participating teachers.

The seminar was open for the teachers of Sunday Schools registered in the Ministry of Education and Research and with a valid education licence. The seminar continued with the introduction of the means of methodology for teaching a second language.

3. December 2005 in Haapsalu – with 12 participating teachers

The teachers were presented the possibilities for using works of art (sculpture, national ornaments) in teaching the ethnic language.

Within the project framework, the University of Tartu supported the reiteration of the programme for the 1<sup>st</sup> course (4 credits), devised in 2003, and this was aimed at the Sunday School teachers of national cultural societies. The participants obtained knowledge and skills regarding the didactics of language studies, general didactics and educational theory.

#### **II.2.3 Provision of support for the projects of national cultural societies and artistic groups**

*Integration Foundation –  
1,097,502 Estonian kroons*

During the annual two-round competition for projects (in spring and autumn), support was given to 34 projects. The competition aimed at widening the possibilities for maintaining the linguistic and cultural distinctness of the ethnic minorities in Estonia. In addition, the project goal is to increase the awareness of Estonian society with regard to cultural differences and the development of integration-related cooperation between the third sector and the state institutions. The list of supported projects is available on the webpage of the Foundation, [www.meis.ee](http://www.meis.ee) > Integration Foundation > projects.

#### **II.2.5. Provision of support for the Sunday Schools of ethnic minorities and for the national cultural societies for the learning of the mother tongue; supporting the national cultural societies in their projects on teaching the mother tongue and cultural customs**

*Centre for Educational Programmes –  
386,420 Estonian kroons*

#### **PROJECT COMPETITION "SUNDAY SCHOOLS OF NATIONAL CULTURAL SOCIETIES"**

Within the framework of the 2 rounds of project competitions held in 2004, the total of 34 Sunday Schools obtained support for the development of their daily activities and for the teaching of their mother tongue. In 2005, the reports of the above-mentioned competitions (10 projects) were processed and project agreements were concluded (24 projects).

During the application round organised in 2005, support was provided for 8 Sunday School projects.

During the framework of the competition, the teaching of mother tongue and cultural history to the children of Sunday Schools obtained support. The project contest aimed at raising awareness with regard to multiculturalism in Estonia and the

distinctness of different ethnic cultures, preservation of the identity of the children of ethnic minorities and the development of the Sunday Schools of national cultural societies. Likewise, support was provided for the acquisition of native language study materials and literature and for the organisation of events for the children.

One of the preconditions for participating in the competition was the existence of the educational licence issued by the Ministry of Education and Research. In 2005, 13 Sunday Schools of national cultural societies in the Republic of Estonia have been registered and obtained educational licence from the Ministry of Education and Research, pursuant to the Private Schools Act.

### **II.2.7. Compilation, publication and distribution of materials introducing and promoting the ethnic minorities**

*Centre for Educational Programmes  
572,694 Estonian kroons*

#### **DEVSING OF MATERIALS SUPPORTING NATIONAL CULTURAL IDENTITY**

1. Ethnic nationalities in Estonia. Lithuanians  
The first one published in the series of booklets, "Nationalities in Estonia", meant for basic school students, was "Lithuanians" with an edition of 2,450 copies. The booklet reached every school and library in Estonia. The authors are Cecilija-Rasa Unt and Ita Serman.  
Similarly, the Kazakhs, Ukrainians and Russians have launched preparatory work for issuing a booklet introducing their national culture and customs.
2. Ethnomosaic  
Support was provided for compiling, circulating and distributing to schools a 15-episode television series promoting the ethnic minorities living in Estonia. The TV series were completed in cooperation with the Union of Peoples of Estonia, the Bureau of the Minister of Population Affairs, Estonian Television and the Centre for Educational Programmes. In the course of the project, 9 films (Ethnomosaic I) were released in 2004 and 6 films in 2005 (Ethnomosaic II). The

series of short films introduces the history, cultural and educational life and daily work and activities of the ethnic minorities in Estonia. Ethnomosaic I reached all schools in the autumn of 2005 and Ethnomosaic II – at the beginning of 2006.

#### **ESTABLISHMENT OF DAY CENTRES FOR THE ROMA PEOPLE IN VALGA AND TARTU**

The Roma people live sporadically in Estonia and the precise number of them is not known. Up until now, unsuccessful attempts have been made to support the development of their self-culture by way of Sunday Schools of ethnic minorities and cultural societies, therefore, support is provided for the creation of Roma people day centres in Valga and Tartu.

Following the mapping of the situation, an action plan is to be devised, aiming at solving the problems related to the education of the Roma people, rooms will be searched for the operation of a family centre and the activities will be launched. In September, the representatives of the Ministry of Education and Research, the Centre for Educational Programmes, Valga Town Government and these of the Roma people visited an international folklore festival of the Roma people in Vilnius. In relation to this event, support was given so as to record Merle Karusoo's film "Who am I? The Roma People" and translate its text into Lithuanian and English.

#### **INFORMATION DAY FOR THE YOUTH WORKERS OF NATIONAL CULTURAL SOCIETIES**

On September 17, 2005, an information day was organised for the young people of the national cultural societies. Presentations were delivered by Paul-Eerik Rummo, Minister of Population Affairs; Mati Luik, head of the Integration Foundation; Riina Vaap from the Open Youth Centre; Oleg Vares who talked about the activities of young people in Europe. Likewise, opportunities to join the all-Estonian youth organisations were introduced.

Adventure games related to the history of Estonia were played after the presentation. Approximately 90 young people participated in the information day.



## Sub-programme III, "The teaching of the Estonian language to adults"

The objective of the sub-programme is to create opportunities for adults no longer covered by school education or higher education to improve their knowledge of the Estonian language and their socio-cultural competence.

**III.1. MISSION: to develop the system of estonian language proficiency examinations and related counselling so as to guarantee greater reliability of examination results and a positive impact for studying the estonian language as a second language**

**III.1.2. Preparation and distribution of materials introducing language exams and examination procedure**

*EU Phare Estonian language learning project*

In addition to eight information leaflets, issued in 2004, presenting practical information regarding national language examinations, methodology of language teaching, study materials, description of language proficiency levels, etc., two more leaflets were published in 2005, in the framework of the project: what a language learner needs to know about legislation and also the contact data of language training institutions in different regions. Information leaflets were distributed by way of language companies and at public events.

**III.3. MISSION: to expand the estonian language learning opportunities for non-Estonian adults in order to ensure knowledge of the Estonian language at the level necessary for everyday and work-related communication**

**III.3.1. Extensive result-based subsidisation of language training**

SUBSIDISATION OF LANGUAGE TEACHING FOR SOCIAL RISK GROUPS (MEDICS, THE POLICE, RESCUE SERVICE WORKERS)

*EU Phare Estonian language training project – 8,543,000 Estonian kroons*

The Interest Project has continued for six years, supported by EU financing. The idea of Project is performance-based support for language students, who pass the state level exam in Estonian. After passing the examination, they are refunded 50% of funds expended on language studies. Language students can obtain refund three times: after passing the basic, intermediate and advanced level examinations in Estonian. In 2005, performance-related language learning grants was provided for 1,736 learners.

During the period of refunding system, 1999-2005, the total of 11,723 scholarships were allocated.

In 2006, when the EU Phare programme ends the payment of performance-related language learning grants, the Estonian state will continue the 100% reimbursement of study fees for citizenship applicants.

COURSES OF ESTONIAN FOR WORKERS IN THE PUBLIC SECTOR

Free Estonian courses were organised in Ida-Virumaa, Tallinn, and Harjumaa for workers in the public sector, mainly police officers, medical workers, rescue workers and prison personnel and educators in non-Estonian-language schools. Courses were organised with the goal of enabling workers to fulfil job-related language-skill requirements and to create the prerequisites for improving the existing language competence through acquisition of the language of communication. In 2004 and 2005, 1,522 people were trained, of whom 768 were in Ida-Virumaa and 754 in Tallinn/Harjumaa.

The majority of students (52%) were teachers, a quarter of students were medical workers, and 10% of participants at courses were police officers. Prison and rescue workers also totalled 10%.

**III.4. Mission: to support the linguistic-communicative integration of non-Estonians through the involvement and notification of the public**

**III.4.1. Social advertising campaigns for promotion of linguistic-communicative integration, also for the improvement of the image of the Estonian language and the valuation of language proficiency**

*EU Phare programme – 2,337,602 Estonian kroons, including also I.3.a; and partially III.4.2; III.4.3; IV.3.2; IV.3.3; IV.5.5*

The information activities began with support activities for the Interest Project or in other words, by informing language learners about the opportunities for compensation, language examinations, new materials of language study. Large employers were also involved in the campaign, who conveyed the language study related information to their workers and supported the call to participate in the Interest Project. Publications was prepared to aid language learners; awards were given to the

most active language learners among adults and children.

A campaign entitled, "The Story of How I learned Estonian" was aimed at presenting the experiences of language learners in acquisition of a foreign language to the wider public. A total of 76 stories were collected, with 49 authors being students. At the end of school, an award excursion to Lahemaa was organised for them. A large number of the authors were Russians living in Estonia, but stories were also sent by Finns, Swedes, a Spaniard, an American, a German, a Frenchman, and a Canadian. The stories recount of the author's first contacts with Estonian, the difficulties in mastering the language, the funny events in class and everyday life, trying to make oneself understood in broken Estonian. The stories are available at <http://www.meis.ee/keelelood>.

Thirty episodes of the bilingual TV series *Dilemma* were broadcast on Estonian TV in 2004 and 2005. The aim of the broadcasts was to increase the role of TV in integration-related communication and to make Estonian-produced TV programmes more popular among non-Estonians. Support was pro-

vided for the production of a community-life-centred programme for young listeners *Contact* and its broadcasting on Radio 4. The aim of the programme was, by using entertainment elements, to create a communication channel between different ethnic groups in the society and to present Estonian pop culture to non-Estonian young people with the help of colourful guests.

Six issues of the bilingual newspaper *Ruupor*, with an average print run of 10,000 copies, were published and sent to schools, NGOs, local governments by direct mail.

Besides the goal of being information carriers, the free bilingual newspapers have been welcomed for use in language study.

In May 2005, Narva witnessed a large *InterFest 2005* family day, targeted at learners of Estonian. The gathering recognised the persons engaged in learning Estonian, but it also informed people of the importance of learning languages generally. In the event, an entertaining programme was staged and visitors had a chance to look at Estonian study materials and study programmes.

## Sub-programme IV, "Social competence"

Social competence means a person's ability to act adequately on all levels of social life. The key to the development of social competence is people's ability to organise under common interest (third sector sphere), the availability of objective information and the changing of attitudes in society (media and public opinion sphere).

The core issue of effective integration is making political attitudes mutually more open and tolerant.

The tasks of the sub-programme are:

- to acknowledge the potential of non-Estonians and consciously include them in decision-making and development programmes;
- to implement the Estonian multicultural concept and make the public aware of the cultures of ethnic minorities living in Estonia.

### **IV.1. MISSION: to develop co-operation between non-estonians, the third sector and state institutions in the area of integration**

#### **IV.1.1. Support for projects through general tender**

*Integration Foundation –  
1,363,355 Estonian kroons*

Projects that are not covered by thematic competitions are accepted year round into the general competition. The goal is primarily to support new ideas and citizen initiatives, which have not yet been developed in compiling the state programme or which are not large enough to be described separately in the state programme.

During 2005, within the framework of the general competition, support was provided for 27 projects on different fields of activity. The list of supported projects is available on the webpage of the Foundation: [www.meis.ee](http://www.meis.ee) > Integration Foundation > projects.

*Phare programme –  
116,270 Estonian Kroons  
Integration Foundation, providing  
co-financing from the state budget –  
360,046 Estonian Kroons*

In the framework of the programme, support was provided for projects directed at the promotion of cultural co-operation between Estonians and non-Estonians living in Estonia (meetings and exchange of young people, creative and supportive activity, topical and traditional events etc.); the promotion of knowledge about the state (excursions, trainings, production of information materials, activities of

educational orientation etc.); the promotion of hobby education among the non-Estonians living in Estonia (trainings, competitions etc.) and the support of minority groups in the community (homeless/abandoned children) (activities in children's homes, trainings etc.) among non-Estonians and Estonians.

### **IV.1.2. Organisation of periodic information days, notification of the Foundation's activities**

*Integration Foundation –  
32,332 Estonian Kroons*

The goal of the organised informational days is to give specific information on the project competitions and other activities organised by the Foundation, as well as on the preparation of project applications and post-project reports.

### **IV.1.4. Development stipends for the best integration projects**

*Integration Foundation –  
31,680 Estonian kroons*

As a result of successful integration projects, scholarships were allocated to the following organisations: NGO Jewish Community in Ida-Virumaa with the project "Contribution of the Ida-Virumaa Jewish Community to Moulding Ida-Virumaa into a Multicultural Environment"; Narva Juhkental School's project "Path for Freedom throughout History" and Tartu Intellectual's Society with a project "Together We are One Family – for Risk Group Children".

### **IV.2. MISSION: to support the continuing development of youth associations and student self-governments in order to ensure non-estonian-speaking youths more opportunities to take part in joint activities and develop their social competence**

#### **IV.2.2. Support for youth co-operation through programmes and project support schemes**

*Centre for Educational Programmes –  
443,387 Estonian kroons*

#### **PROJECT COMPETITION "TRAINING FOR THE LEADERS OF YOUTH ASSOCIATIONS AND STUDENT SELF-GOVERNMENTS"**

The winner of the project competition in 2004 was the Estonian Union of Youth Associations. The objective of the project was to develop the sustainability of Estonian youth associations. Within the framework of the project the following activities were carried out:

1. 3 two-day trainings on the sustainable development of youth organisations (participants comprised 60 young people from 30 youth associations; 2 Estonian language groups, 1 group in the Russian language);
2. 3 information days on the management and development of student self-governments;
3. Publication of an information leaflet "Youth Association and Legislation", in Estonian and Russian (1,000 copies); the leaflet is also available on the website of the Estonian Union of Youth Associations: [www.enl.ee](http://www.enl.ee);  
According to the project, an Estonian and Russian language handbook on the sustainable development of youth work had to be published in September 2005. However, the Estonian Union of Youth Associations did not deem it necessary to publish a new book as in spring 2005, the Estonian Bureau of European Youth issued thorough handbooks and toolkits on youth work.

#### PROJECT COMPETITIONS "SELF-INITIATIVE PROJECTS OF YOUNG PEOPLE"

The final reports of the 7 projects, financed as a result of the 2004 project competitions, were processed during the first half of 2005. During 2005, there were two project competitions aiming at enlivening the joint activities of the young people from different ethnic nationalities. As a result of these two rounds, the activities of 11 projects obtained support.

By the deadline, 10 project proposals were submitted for the first competition, of which 9 were supported. The following activities were carried within the framework of the projects, during the period from May 1, 2005 – November 30, 2005: summer school for 100 upper secondary school students, hikes, excursions; a recreation camp for young people with different cultural background and languages but with similar special needs; an adventure game in the course of which young people learnt partner-related communication and how to solve a conflict situation, etc. More than 1,600 young people took part in different events. At the end of the year, the submitted reports were processed.

Regarding the second competition, three projects were filed by the deadline, with support provided for two: Lohusuu rural municipality government's project "Fairy-Tales and Holidays", and the NGO *Noored Toredate Mõtetega* (Young People with Great Ideas) with their project "Tartu Youth Portal "Online Community for the Youth in Tartu". The activities are to be carried out during the period from December 1, 2005 to April 30, 2006.

#### IV.2.3 Survey of youth associations' development plans

*Centre for Educational Programmes –540,574  
Estonian kroons*

##### RESEARCHES

##### 1. Mapping of the Situation of Open Youth Centres.

Four tenders were filed by the deadline of the procurement competition. The winner was OÜ Mind Park whose partner during the research study was an NGO Eesti ANK (Association of Open Youth Centres in Estonia). The research aimed at mapping the situation and opportunities of open youth centres, determining the general characteristics of youth centres and at evaluating their current activities and operational capacity (giving consideration also to the inclusion of non-Estonian young people in the activities of the youth centres).

The list of open youth centres, devised by the Eesti ANK, was the basis for the selection of the sample, comprising 127 open youth centres all over Estonia. The young people as well as the members of the related groups were interviewed. The description and the size of the sample were as follows:

1. Representatives of open youth centres (managers, ordinary staff, owners) – 90 persons;
2. Young people (ordinary visitors of open youth centres, project managers, non-visitors) – 244 persons;
3. Representatives of related organisations who have contacts with youth work (representatives of local governments, hobby-group instructors of schools, other youth workers) – 125 persons.

The outcomes of the research have been presented in Tallinn and Narva, the results are also available on the website of the Non-Estonians' Integration Foundation: [www.meis.ee](http://www.meis.ee).

##### 2. Problem Behaviour of the Juveniles and the Activities of the Commissions of Juvenile Delinquents.

Two tenders were submitted to the procurement competition, the winner being OÜ Mind Park.

The study aimed at obtaining an overview regarding the circumstances influencing the legal order of the minors and the position of the commissions of juvenile delinquents in preventing problem behaviour and in working with offenders. In the course of the research study, the representatives of the juvenile commissions, both at county and at municipal level, were interviewed, in addition to juvenile offenders and the members of groups related to the commissions of juvenile delinquents. The size of the sample was the minimum of 435 persons. The time period for conducting the initial study is from October 20, 2005 – June 1, 2006.

**IV.3. MISSION: to develop the topic of integration in a diverse manner in the estonian and russian media; generate and broaden the common element of the estonian and russian media, increase the interactivity of the russian media; improve the availability and quality of russian-language institutional-utilitarian information in the media, in order to promote the social participation of the russian population**

**IV.3.3. Support for radio programmes on social matters and on integration,**

EU PHARE PROGRAMME

Raadio 4 broadcast a series "Contact" comprising 40 radio programmes on social life, targeted at young people. The programmes were also available by way of the Internet.

**Iv.4. To increase the number of media and information sector professionals among non-Estonian youth; raise a new generation of non-Estonians with regular media consumption habits and the ability to orient in the information society**

**1. 4. Media education for basic schools and upper secondary schools with Russian and Estonian as the language of instruction, support for the media education-related training of teachers from schools with Estonian and Russian as the language of instruction**

*Centre for Educational Programmes –  
120,378 Estonian kroons*

MEDIA TRAINING FOR THE TEACHERS OF SCHOOLS WITH ESTONIAN AND RUSSIAN AS THE LANGUAGE OF INSTRUCTION

Support was provided for the following in-service training courses for teachers from Estonian and non-Estonian general education schools: "Public Interview" (20 credits) and "Didactics of Media Training for the 3<sup>rd</sup> Stage of Study" (20 credits). The courses were conducted by the University of Tartu Department of Journalism and Communication.

A two-day seminar "Public Interview" took place on April 9 and 10, for a bilingual group (11 persons from schools with Estonian as the language of instruction and 4 from Russian-language schools). The course aimed at teaching the basic principles of media communication, main principles and rules of public interviews and how to solve conflict situations. The target group comprised school heads, hobby-group instructors and media teachers. According to given feedback, it turned out that the bilingual nature of the course and free communication created a friendly atmosphere.

"Didactics of Media Training for the 3<sup>rd</sup> Stage of Study" was carried out for two training groups – the course in the Estonian language took place on 17

April and in Russian as the language of instruction, on 7<sup>th</sup> and 8<sup>th</sup> May. The Estonian-language training was participated in by 20 and the Russian-language course by 10 persons. The course was meant for the teachers of civic education, history and other subjects, who have so far not been involved in media studies, and aimed at providing an overview of possible ways of conducting media education in the framework of other subjects (methods of active teaching and learning, integration of media studies with other subjects, teaching media issues as a permeating subject matter). The Russian group, in their feedback, repeatedly pointed out that involving media studies within the permeating subjects of the curriculum was a positive phenomenon. In addition, it occurred that it was new for the teachers that media education is a compulsory subject.

STUDY MATERIALS

A seminar "Preparation of auxiliary material for dealing with the topics of media training in the classes of history and civic education, for the schools with Estonian and Russian as the language of instruction" was organised in Roosta, August 15-18, 2005, aiming at enhancing the activities of the working group of the University of Tartu curricula development centre, "People and society". The seminar was conducted by K. Kella and M. Räs, and participated in by the representatives of all the subjects regarding the working group of this broad field of studies, including two people from Russian-language schools. A manuscript, "Media Studies – Tasks for Basic Schools", was completed as an outcome of the seminar.

**IV.5. MISSION: to strengthen communication between Estonians and non-Estonians; create and develop dialogue between the cultures**

**IV.5.1. Support provided for the project of (Russian and bilingual) television programmes**

*Integration Foundation –  
758,649 Estonian Kroons*

The winner of the procurement in 2005 was a competitive game for young people, in the format of a TV series, produced by AA Vision. The programme will be broadcast in 2006.

EU PHARE PROGRAMME

Television series "Dilemma" was broadcast on Estonian Television during the 2004/2005 season. Bilingual programmes are meant for both Estonian and Russian speaking audience as the subject matters touched upon in these broadcasts are equally interesting for all people living in Estonia.



**IV.5.3. A campaign of social advertising, aiming at drawing the public's attention to multi-culturalism in Estonia, organisation of media relations**

*Integration Foundation –  
170,033 Estonian Kroons*

In cooperation with the Phare programme, 4 issues of the bilingual newspaper "Ruupor" were released. One of the issues was dedicated to the reform of Russian upper secondary schools, stipulating the teaching of certain subjects in the Estonian language, as of 2007. The newspapers also dealt with the identity of the young people from among ethnic minorities, etc. In addition to their objective to serve as information carriers, the bilingual newspapers have also been gratefully implemented in the teaching and learning of languages.

**IV.6. MISSION: to support the legal-political integration of non-Estonians**

**IV.6.2. Development and implementation of programme for publication of practical information required for performance of citizenship exam and application for citizenship**

*Ministry of Interior –  
350,000 Estonian Kroons*

As the "Citizens' Handbook" occurred to be extremely popular, the Integration Foundation decided to publish an additional edition for a certain target group – for all graduates of upper secondary schools. The students graduating from upper secondary schools with Russian as the language of instruction received the copies of the Handbook in Russian. Thus, the book reached nearly 12,000 families.

The edition of the book is in total 24,000 copies, distributed, by way of the Central Federation of Trade Unions, to people operating in the business sector, to each school, every library and local government. Parts of the books were given to the members of the Tallinn Chamber of Disabled People. The Handbook, completed with support from the Embassy of the United States of America, offers explanations and knowledge, in simple language, regarding the functioning of national government and local governments and what an ordinary citizen should know about this. Likewise, the Handbook gives an overview of direct communication channels between the government and citizens. In addition, the following topics have been dealt with in a thorough manner: organization of health insurance, tasks of local governments, taxes to be paid by individuals and the right and obligations of the consumer.

When devising the Handbook and issuing in print, the focus was mainly on the nearly 50% of Estonian adult population who do not use the Internet on a daily basis and thus are deprived of the information flow spread within the web. The majority of the Estonian-language information, consolidated within the Handbook, is also available on the Internet, however, several materials, had not been translated into Russian prior to the publication.

**IV.6.8. Development and implementation of an awareness programme regarding the practical information on the passing of a citizenship examination and applying for citizenship**

*Transition Facility*

This comprised the establishment of conditions for direct mailing campaign and necessary ancillary activities for the enhancement of information dissemination.

Public procurement "Communication Programme for the Citizenship Examination" was announced in October.

**IV.6.10. Development and implementation of a training programme for persons preparing for the examination on the Constitution and the Citizenship Act of the Republic of Estonia**

*Transition Facility (193,945 Estonian Kroons) +  
972,000 Estonian Kroons (within the framework  
of the concluded foreign aid agreement)*

In spring 2005, active people were invited to participate in a contest so as to select the future trainers of the persons with undetermined citizenship. Altogether, 143 applications were filed for the competition. CV-Online performed a pre-selection based on prescribed criteria, as an outcome the database of trainers comprised 109 names. Upon the selection of the trainers, consideration was given to the proficiency of Estonian and Russian language of the applicants, earlier experience in working with non-Estonians and preference was given to pedagogical education, etc.

Simultaneously, the requirements were identified with regard to the development and implementation of a preparatory training programme for the examination on the Constitution and the Citizenship Act of the Republic of Estonia.

During the transitional support project, a public procurement was carried out and an agreement concluded with the bidder BDA Estonia/OÜ Saar Poll/OÜ Jaan Tõnisson Institute.

Within the framework of the agreement, an opinion poll was carried out in 2005, "About the attitude of individuals with undetermined citizenship towards

the obtaining of Estonian citizenship: knowledge and wishes", comprising a thousand persons with undetermined citizenship in Estonia. The results of the study were presented in the National Library in November; the survey was conducted by Saar Poll.

The study indicated that 61% of the respondents would like to obtain namely Estonian citizenship. Regarding the motives for applying Estonian citizenship, the wish to feel as a full member of Estonian society, by way of Estonian citizenship, takes the first place. However, the knowledge of the Constitution of the Republic of Estonia is, according to the estimation of the respondents, relatively scarce. In December, the Jaan Tõnisson Institute presented the training plan for the trainers, and the study and auxiliary materials to be reviewed.

Likewise, preparatory work continued for conducting training courses for persons with undetermined citizenship in 2006 and 2007.

**IV.6.11. Creation of a database of persons with undetermined citizenship and updating of data via X-tee, to have a more precise target group for the training purposes.**

**IV.6.12. Alignment of the Integration Foundation's register of language learners with the database of persons with undetermined citizenship, with a purpose to check the reimbursement system of the National Examination and Qualification Centre.**

#### *Transition Facility*

In 2005, Heiväl Consulting conducted a needs survey by involving the representatives of the Integration Foundation, Citizenship and Migration Board and these of the National Examination and Qualification Centre. As a result of the needs survey, the initial terms of reference were elaborated and made more precise; minimum requirements were set for the information system of persons with undetermined citizenship, enabling an overview of the progress of citizenship-related training, those registered and completed for the

course, of those who have passed the exam and submitted citizenship application and of those persons who have been awarded citizenship. As the process of applying for citizenship is relatively time-consuming, the lifespan of such a system would exceed the duration period of the project, thus making it possible to also evaluate the project outcomes in 2010.

Technical description of the information system was done by Infoaudit OÜ and officially handed over to the integration Foundation on 7 September 2005. The technical description was forwarded to the Data Protection Inspectorate, for securing the requirements of data protection. In December, a confirmation was obtained with regard to the compatibility of the technical description.

**MISSION IV.7: To improve the Estonian language skills for special purposes of non-Estonian unemployed and employed persons, in combination with the proficiency of the official language, enabling them to successfully integrate in the labour market**

*State Chancellery –  
299,620 Estonian Kroons  
European Social Fund –  
408,000 Estonian Kroons*

Within the framework of the European Social Fund's project, "Labour Force Assignments within Estonia with the Language Practising Purpose", 255 non-Estonian police and rescue services officers participate in the proficiency training of the official language, 145 of them take part in posting assignment within Estonia. The posting project involves 105 non-Estonian rescue officers and 40 police officers from Ida-Virumaa, Tallinn and Harjumaa. Rescue and police officers participate in a month-long posting assignment with the purpose of language practice. In addition, 30 Estonian police officers are posted for one month to regions with Russian-language population (working and living environment), so as to enliven the practising of Estonian language in non-Estonian areas.

## Part v “management and evaluation of the state programme and increasing the capacity of institutions”

### **V.1.1. Organising the work of the Board and Auditing Committee of Integration Foundation**

*Integration Foundation –  
77,358 Estonian Kroons*

### **V.1.2. Organisation of integration-related research and project evaluations, publication of yearbook**

The survey “Integration Monitoring 2005”, ordered by the Integration Foundation, was conducted by the research group of the Institute of International and Social Studies, comprising Raivo Vetik, Klara Hallik, Jüri Kruusvall, Ivi Proos, Iris Pettai, Marje Pavelson and Gerli Nimmerfeldt. Respondents of the all-Estonian questionnaire poll, carried out in January 2005, comprised 1,000 persons within the age of 15-74. In addition to the main sample, another 200 Estonian Russians were separately interviewed, aged between 15 to 19. The current one was already the third integration monitoring (previous ones took place in 2000 and 2002).

The monitoring data indicates that during the last three years, the share of Estonians has increased who consider the Estonian Russian’s lifestyle and their way of thinking to be different of that of the Estonians and who find it irritating that the Estonian Russians do not have Estonian language skills, and that their behaviour and lifestyle is different.

The monitoring also evidenced that the planned transition of the Russian-language upper secondary schools to a bilingual way of instruction is jeopardised by lack of information as there is no data as to the speed and volume with regard to the transition to instruction in the Estonian language. Likewise, there is no sufficient information as to what extent the schools themselves can choose the speed of transition and whether the transition process is provided with necessary resources.

When comparing a period of several years, it is also possible to highlight positive developments with regard to both ethnic groups. For instance, Estonian Russians ever increasingly identify themselves as citizens of Estonia. As for Estonians, it is a positive tendency that more than half of the respondents (54%) would agree that non-Estonians obtain citizenship in a simplified manner. This means that Estonians are ready to acknowledge Estonian Russians as a part of Estonian citizens. Likewise, the fact that the indicators of socio-economic coping of the Estonian Russians are approximating to these of the Estonians, is a positive tendency. Previous monitoring referred that it is relatively difficult for Russian-speaking young people to find jobs, however, for the first time, ac-

ording to the data of the questionnaire, the percentage of young Russians employed as specialists is close to the similar figure regarding Estonians (19% Russians versus 21% Estonians).

### **V.1.3. State budget operating costs of Integration Foundation**

*Integration Foundation –  
2,700,000 Estonian Kroons*

Administering costs of Integration Foundation, including preparation of new programmes and funding applications

### **V.1.4. Operating costs of foreign aid project “Integrating Estonia”**

*Integration Foundation –  
343,943 Estonian Kroons*

The coordination of implementation of foreign aid project “Integrating Estonia”

### **V.1.5. Operating costs of EU Phare programme.**

*Ministry of Interior –  
577,055 Estonian Kroons  
Ministry of Education and Research –  
1,287,200 Estonian Kroons  
EU Phare Programme –  
107,000 Estonian Kroons*

The coordination of implementation of the EU Phare programme “Estonian language training and teaching in Estonian for Non-Estonian speakers.

### **V.1.6. Research on integration process, yearly reporting**

*State Chancellery –  
76,329 Estonian Kroons*

Compiling regular (yearly) activity and financial reports on the progress of State Integration Programme; monitoring the implementation of activity plans.

### **V.1.7. EU Accession Facility project and co-financing from state budget**

*Ministry of Interior –  
403,182 Estonian Kroons  
Accession Facility –  
1,581,840 Estonian Kroons*

In the framework of EU Accession Facility project “Interim Assessment of State Integration Programme and a Framework for Projects” interim

evaluation of the state integration programme was commissioned, together with a framework for new projects. The evaluation made by Ernst & Young is taken as a basis for the development of concrete measures that are financed from the national budget and foreign aid, including EU structural funds as co-financing to develop the National Plan for Development for the period 2007–2013.

**V.1.11. Participation in the 7<sup>th</sup> priority project of the 6<sup>th</sup> framework programme of the European Commission "Peace Processes of Communal Conflicts: from Understanding the Conflict to Reasons for Resolving them"**

*Ministry of Interior –  
55,537 Estonian Kroons  
Framework Programme –  
178,024 Estonian Kroons*

The aim of the project is to analyse the reasons and developments of community conflicts in the EU Member States and candidate countries and work out the means and options to solve these conflicts. The Integration Foundation participates, together with sociologists from the Institute of International and Social Studies, in the network that is coordinated by the Interdisciplinary Centre for Comparative Research in the Social Sciences (CIR-Paris).

**V.1.12. Transition Facility project**

*Ministry of Interior –  
566,770 Estonian Kroons*

Administrating costs for implementing the project "Support to Integration of Stateless Persons in Estonia".

**V.2. MISSION: to organise the management and evaluation of the national programme, under the responsibility area of the ministry of education, so as to guarantee the development of the programme, efficient implementation and the achievement of main goals.**

*Centre for Educational Programmes –  
1,592,217 Estonian kroons*

Actions plans of the National Integration Programme were implemented within the responsibility area of the Ministry of Education and Research, pursuant to the agreement concluded between the Ministry and the Foundation. The following documents were submitted to the Ministry of Education and Research: activity and financial report of the Centre for Educational Programmes; action plan and the budget of the Centre for 2005; activity and financial report of the first half-year of 2005 and the action plan and budget of the Centre for 2006. From January to March 2005, AS KPMG provided development counselling to the Centre for Educational Programmes, with the following outcomes: main problem areas of the Centre were identified; the guiding principle for the Centre and the role of project managers were formulated; training needs of the project managers were defined. Pursuant to the training plan for the employees of the Centre for Education Programmes, the staff of the Centre participated in the following training courses: winter days of the Integration Foundation in Nelijärve (internal training) and the Foundation's summer days in Voore (internal training); Power Point and Excel training, quality management in the public sector and the development programme for presentation skills.