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FOREWORD

We hope that in the era of globalization, the Estonian language will survive and continue to develop. After all, it is an important component of Estonian identity, but has only slightly more than one million native speakers in the world.

One of the important objectives of the state programme, "Integration in Estonian Society, 2000–2007", is creation of a common communications space.

From the standpoint of the state's development, it is important that people who have chosen this flat land on the coast of the Baltic Sea as their home or have been born here are able and would want to contribute to the common well-being, and would attach importance to this country's language regardless of their mother tongue and nationality.

Therefore, it is the state's assignment to create opportunities for learning and using the Estonian language.

Language proficiency, like many other skills, can be improved with use. From the standpoint of the survival and development of a language, it must function in as many different fields of activity as possible.

Educational institutions have an important role to play in the formation of attitudes. Today it is important that that young people who will shape Estonian life in the future attach importance to multilingualism and understand that communication with the representatives of different nationalities is only enriching, and that they regard the use of different languages as a normal occurrence, incl. as languages of education.

The educational system must adapt to new challenges. The initiative group for the EU Phare programme entitled "Estonian language training and teaching in Estonian for non-Estonian speakers" included representatives from the Ministry of Education (currently the Ministry of Education and Research) and the Non-Estonians' Integration Foundation. It was considered necessary to continue the support activities, such as language camps, the involvement of representatives from different nationalities in joint activities, language immersion, and Estonian language instruction for adults, which had proved to be effective in the previous period. Based on an analysis of the changes and situation in the educational system, support related to the partial implementation of Estonian-language subject study in Russian-language schools within the framework of the new programme was considered to be of primary importance – teacher training and the creation of teaching resources. In previous programmes, the main emphasis was placed on activities necessary for improving the quality of Estonian language instruction. By the time that the new programme started, more than half the Russian-language schools and departments in bilingual schools had implemented bilingual study programmes. The greatest problem was the lack of teachers with adequate qualification and the lack of study materials to support the study process. Likewise, the state's support for the organisation of Estonian-language instruction in basic education was insufficient.

Based on these problems, the following new activities were planned in the programme, to be developed with EU financial support.

- ✎ The development of in-service training courses for teacher at institutions for pre-school children, as well as compilation of study materials for kindergartens;
- ✎ The development of training courses for teachers providing Estonian-language subject instruction in Russian-language schools;
- ✎ The compilation of study materials to support the acquisition of Estonian-language subject terminology.

At the beginning of 2006, a year has remained until the implementation of partial Estonian-language instruction in Russian-language schools. It is a pleasure to acknowledge that the activities, which originated within the framework of the EU Phare programme "Estonian language training and teaching in Estonian for non-Estonian speakers" have proven to be appropriate and necessary.

The number of direct beneficiaries has increased and new target groups have been added. It is proven, for instance, by the interest of teachers from Estonian-language schools in the training courses and study materials. The reason is that the number of students with different mother tongues is slowly, but constantly, increasing in Estonian-language schools.

The analysis of the programme's results has pointed out the problems that we need to consider in the planning of future activities. It is vital that the accomplishments and achievements realized by the programme will not be one-time propositions, but that they be a part of the educational system's development.

Maie Soll

Councillor of the Ministry of Education and Research, Programme Officer of the Phare programme "Estonian language training and teaching in Estonian for non-Estonian speakers"

INTRODUCTION

This report is the final report of European Union Phare programme "Estonian Language Training and Teaching in Estonian for Non-Estonian Speakers 2003–2005" (hereinafter Phare 2003).

The report reflects the goals related to the programme and their achievement, as planned in the State Integration Programme and the project fiche (in the document approved by European Commission, based on which the programme activities are funded).

The report focuses on the implementation of activities during the programme. The main results are presented by areas of the programme. Conclusions have been drawn based on objective surveys regarding the programme activities and the subjective opinions of beneficiaries and programme team.

The report is illustrated.

1. EXECUTIVE SUMMARY

EU Phare programme "Estonian Language Training and Teaching in Estonian for Non-Estonian Speakers" is the fourth stage of EU-funded programmes, the goal of which is to establish conditions for the study of Estonian by the non-Estonian population of Estonia, in order to ensure equal access to education and jobs to all people living in Estonia.

- The goal of **the first stage** (project no. ES 9502.02 in the years 1996–1997) was to work out the national strategy for the study of Estonian by the non-Estonian population of Estonia. Within the framework of the programme, different language study programmes and projects were co-ordinated and foreign aid was requested for their funding.
- The goal of **the second stage** or the "Programme for teaching Estonian 1998–2000" (project no. ES 9622.03) was at the implementation of the strategy for teaching Estonian through specific projects, incl. language course for non-Estonian speaking adults, teacher training, language study camps for non-Estonian speaking youth, intensive language courses for school students, public information campaigns, and activities related to language policy, etc.
- **The third stage** or the EU Phare project "Estonia's social integration and language study programme for national minorities in Estonia in 2001–2003" (project no. ES0003.01) incorporated the teaching of Estonian in Russian-language schools, teaching of Estonian to adults, and increasing of awareness among the Estonian public about issues relating to multiculturalism.

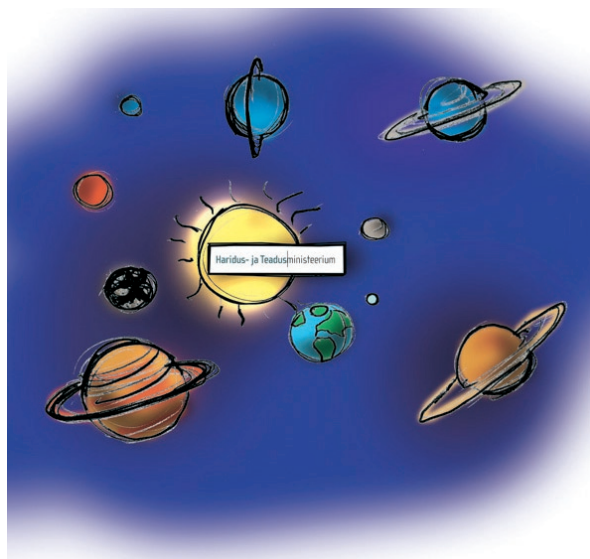
Table 1. EU Support in 1996–2006

Project no.	Title	Sum in Euros	Sum in kroons
ES 9502.02	Language training 1996–1997	200,000	3,13 million
ES 9622.03	Estonian Language Training Programme 1998–2000	1,4 million	21,2 million
ES 0003.01	Social integration and language training programme for ethnic minorities in Estonia 2001–2003	3,1 million	49,1 million
ES 2003/004-582.03.04	Estonian Language Training and Teaching in Estonian for Non-Estonian Speakers 2003–2006	3,3 million	51,6 million

GOALS OF THE PROGRAMME

The general directions for the implementation of Phare programme have been specified by the Financing Memorandum concluded between the State of Estonia and European Commission,¹ the courses of action of the programme and principles of implementation have been set down in more detail in the plan (fiche).²

Implementation of programme is co-ordinated by the Ministry of Education and Research, supported by Programme Officer's Support Unit set up in the Non-Estonians' Integration Foundation. Central Financing and Contracting Department of the Ministry of Finance is responsible for signing the programme-related contracts.



The Programme was coordinated by the ministry of Education and Research

According to the overall goals determined in the State Integration Programme, the general goal of the Phare programme is to contribute to the achievement of a cohesive civic society, where all people living in Estonia have equal access to educational and employment opportunities.

Besides the above general goal, the activities of the Phare programme are related to two concrete general goals, which have also been derived from the goals of the national integration programme:

- graduates of Russian-medium comprehensive schools will possess knowledge of Estonian at the intermediate level, which is necessary for further educational and career opportunities;
- Russian-speaking adults will possess knowledge of Estonian on a level, which is sufficient for everyday and job-related communication.

Proceeding from these goals, the activities of current and previous Phare programmes have been targeted at setting up conditions for teaching Estonian as a second language in Russian-language schools. Within the framework of the currently described programme, activities for support of the implementation of subject teaching in Estonian were also carried out.

Within the framework of both this and earlier Phare programmes, support has been provided for extracurricular opportunities for non-Estonian speaking children and youth to study Estonian in language camps and in family exchange programmes. Opportunities for adult non-Estonians to study Estonian have also been set up and supported within the framework.

Similarly to previous Phare programmes, this programme also includes activities associated with the development and implementation of measures meant for informing programme target groups and increasing the awareness of issues belonging to the field of integration (component 9).

On one hand, the new directions for support in the current Phare programme are the activities aimed at supporting subject teaching in Estonian, including

- in-service training for teachers on basic school level of general education schools (component 2),
- development of study materials in Estonian (Estonian dictionaries for 10 compulsory subjects) for Russian basic schools (component 3),

¹ Financing Memorandum http://europa.eu.int/comm/enlargement/fiche_projet/document/2003-004-582%20Phare%20National%20programme%20for%20Estonia%20-%20First%20Part.pdf

² "Estonian Language Training and Teaching in Estonian for Non-Estonian Speakers" (2003/004-582.03.04). Standard Summary Project Fiche. http://europa.eu.int/comm/enlargement/fiche_projet/document/2003-004-582.03.04%20Estonian%20Language%20Training.pdf

and on the other hand, supporting the launching and management of the late language immersion programme, including

- development of training programmes and carrying out training in late language immersion schools and compiling of teaching materials (subject worksheets) (component 6),
- providing IT equipment (computers, printers) and library materials for late language immersion schools (component 7),
- psychological support training for late language immersion schools, late language immersion programmes' management consultations, and developing a new management model (comp. 8).

A new activity within the frames of the Phare programme is also the development of web-based teacher training programmes dealing with multicultural subject-teaching (component 1.1) and supporting integration-related projects through non-profit associations and local governments (component 10) to support the development of integration processes at grass root level. Even though non-profit associations and/or local governments have carried out or

been partners in case of several activities funded by Phare programme, this component stands out mainly by the form of support, funding the integration-related initiatives of non-profit associations and local governments.

Programme relevance in the framework of State Integration Programme

The objectives and activities of the Phare programme are in correspondence with and derive directly from the objectives of the state integration programme "Integration in Estonian Society" and its action plans for 2004–2007.¹

By the extent of activities as well as volume of funds, the input of Phare 2003 programme can be considered the largest in the field of education. Basing it on the education sub-programme action plans of the state integration programme for 2004–2007 shows us that Phare programme activities are closely related with several objectives and missions in the action plan.

1 Progress evaluation report of EU Phare project 2003/004-582.03.04 "Estonian Language Training and Teaching in Estonian for Non-Estonian Speakers". TNS Emor, December 2005, p. 23
<http://www.meis.ee/est/raamatukogu/uuringud/#vahehinnaang3108>

Table 2.

COMPONENT	Allocated budget (EUR)				Budget covered by contract (EUR)			
	Phare	Co-fin.	Total	%	Phare	Co-fin.	Total	%
1. Development of teacher training, adult language training and language camps and family exchange projects	1 324 700	496 640	1 821 340	42	1 252 123*	487 753*	1 739 876*	43
2. In-service training for teachers	90 000	-	90 000	2	85 000	-	85 000	2
3. Development of additional Estonian-language study materials	123 000	-	123 000	3	118 800	-	118 800	3
4. Development of Estonian-language skills within non-Estonian vocational schools	154 000	-	154 000	4	154 000	-	154 000	4
5. Development of Estonian-language skills in kindergartens	40 000	-	40 000	1	39 500	-	39 500	1
6. Educators' training programme and teaching materials for late language immersion schools	715 000	182 000	897 000	21	715 000	182 000*	897 000	22
7. Procurement of IT equipment and study materials for late language immersion schools	198 000	66 000	264 000	6	193 586	64 529	258 115	6
8. Technical assistance to late language immersion schools	199 000	-	199 000	5	41 857	-	41 857	1
9. Development of measures to increase public awareness in order to assist with social integration	378 000	-	378 000	9	373 500	-	373 500	9
10. Integration-related grants for non-profit associations and local governments	75 000	25 000	100 000	2	68 902	22 637	91 539	2
11. Management costs of the programme officials support unit	-	228 660	228 660	5	-	228 660	228 660	6
TOTAL	3 296 700	998 300	4 295 000	100	3 042 268	985 579	4 027 847	100

* The figures may be adjusted after approval of final reports of relevant projects

While the Phare programme support made up almost one fourth of the budget set aside for carrying out the education sub-programme, the Phare 2003 programme budget makes up slightly more than a half (52%) of the funds aimed at supporting the sub-programme "Estonian language training for adults" 2004–2007.¹

PROGRAMME FUNDS

The total of 4 295 000 EUR has been allocated within the frames of Phare 2003 programme to carry out the activities belonging under the aforementioned 10 components, 3 296 700 EUR of it is direct support from EU Phare programme. The sums are divided in the breakdown of components as follows (see Table 2).

Based on Phare 2003 programme components and the distribution of funds, we can distinguish between three main areas of support in programme activities:

- supporting Estonian language training of non-Estonian speaking adults, children and youth;
- supporting subject teaching in Estonian in general education and vocational schools;
- supporting the management and implementation of late language immersion programme.

MAIN RESULTS OF THE PROGRAMME

TEACHER TRAINING

Subject study in multicultural class

In co-operation with the University of Tallinn, University of Tartu and the Non-Estonians' Integration Foundation, ten web-based 2-credit training courses in the series, "Subject study in multicultural classes" were worked out. The courses are suitable for all teacher training target groups in the framework of both resident and correspondence placement training and supplemental training.

1 Progress evaluation report of EU Phare project 2003/004-582.03.04 " Estonian Language Training and Teaching in Estonian for Non-Estonian Speakers". TNS Emor, December 2005 <http://www.meis.ee/est/raamatukogu/uuringud/#vahehinang3108>

In-service training courses

The Narva College of the University of Tartu worked out new curricula for training the teachers in Russian-language schools. Teachers were trained, who would be ready to teach in multicultural classes and to conduct classes in Estonian at Russian-language school.

Fifty-one teachers were trained at specialty courses for Estonian-language subject study (40 credit units), in two study direction: history and civics, as well as nature study and geography. In addition, 100 teachers and headmasters completed training in supervising multicultural classes.

Training was also provided to 153 teachers of Estonian as a second language in kindergartens, who, in the process of training, also composed new study materials for diversifying the children's language training.

STUDY MATERIALS

Specialists of the University of Tartu composed Estonian-Russian dictionaries in 12 subjects for students of 7–9 forms of Non-Estonian-language schools. The goal of the study materials is to help students of schools with Russian-language instruction, to master the obligatory subjects.

For the use of students of vocational schools, a Russian-Estonian tourism and holiday dictionary and a Russian-Estonian health and social work dictionary were published.

LANGUAGE IMMERSION

Part of the programme activities were targeted primarily at supporting the development of Russian-language schools, where teaching of Estonian is based on immersion method. A thousand worksheets were worked out, which teachers can multiply in various subject classes and based on which they can compose assignments.

The training of methods of late language immersion was attended by 95 subject teachers. Carrying out late language immersion was facilitated by comput-

ers purchased for classes of late language immersion schools during the project and by the Estonian-language literature purchased for the school libraries. A management model for language immersion programmes was also composed.

TEACHING OF ESTONIAN

Language teaching for adults

For six years in a row, learners of Estonian have received support through the EU Interest project. Starting in April 1999, when the Interest project was launched, a total of 11,723 language learners have been compensated for the fee for language study. Within the framework of this programme, the expenses of 3,881 persons have been covered, totalling almost 6.2 million kroon. Most of them have passed the basic level language examination, which is sufficient for obtaining citizenship.

The bulk of those getting refund (47%) are comprised of language students with Estonian citizenship, 39% are persons of undefined citizenship, and 8% are citizens of Russia.

In Ida-Virumaa, Tallinn and Harjumaa, free courses of Estonian-language courses were organised for workers in the public sphere i.e. the police, medical specialists, rescue workers, prison personnel, and educators in non-Estonian-language schools. Altogether, in 2004 and 2005, 1,522 people were trained.

Language study for children and youth

The goal of language camps and family exchange projects was to organise practical Estonian studies for non-Estonian speaking school youth outside traditional classes. Such teaching methods provide youth with the opportunity to communicate with their peers, to become familiar with domestic economy of Estonia and everyday life of Estonians, to develop their capacity for self-expression and skills of spoken language.

Altogether, 5,270 children participated in summer language practice at language camps and in family study projects; training was organised for 100 children

on how to adjust to a strange culture; 250 teachers and project leaders participated in specific training. A set of worksheets was composed for teachers of language camps.

In addition, teaching of Estonian was also promoted in vocational schools. Six Estonian-language and six Russian-language vocational schools engaged in co-operation, in the framework of which 31 teachers participated in training and practice in Estonian vocational school and 99 school students temporarily studied at an Estonian vocational school.

SUPPORT OF SOCIAL INTEGRATION

In this area of activity, a total of 11 different projects received funding, which supported the integration-related activities of non-profit associations and local governments.

The public was informed about integration topics, including co-operation with employers to disseminate language study related information. Publications were disseminated to help language students and prizes were awarded to the most active language students among adults and children. Within the framework of programme, the transition of Russian-language upper secondary schools to bilingual study was also supported. In the course of a reliable survey, the situation of Russian-language schools was recorded, upon transition to multilingual study. The survey, carried out by TNS Emor, showed that bilingual study is considered very much necessary or quite necessary by 83% of headmasters responding to the questionnaire.

The campaign to collect stories of language study was carried out under the title "The story of how I learned Estonian". The goal of the campaign was to encourage people who have studied Estonian to write down his or her experience of learning the language. In the framework of the campaign, a total of 75 stories were collected, of which 49 came from the students at Russian-language schools.

In Narva, a large family day InterFest 2005 was held, which was directed at students of Estonian. Production of bilingual TV and radio programmes

was supported. A series of integration-related radio programmes "Contact!" was broadcast on Radio 4 and the TV series "Dilemma" as broadcast on Estonian TV.

Six issues of the bilingual newspaper *Ruupor* were issued.

Phare programme in numbers

- Ten web-based training courses were set up for teachers
- More than 700 teachers, headmasters, and project leaders were trained
- Fourteen dictionaries, three sets of materials for kindergartens and worksheets for language camps were compiled
- Over 1,000 worksheets for language immersion classes were created
- Over 28,000 books were sent to schools
- Support was provided for 5,400 adults to study Estonian
- Support was provided for 5,270 children to study Estonian at language camps and in families
- A series of 40 radio programmes and 30 TV programmes were broadcast, and a bilingual newspaper of 65,600 print run was issued and distributed
- Stories of 75 people who studied Estonian were collected and published
- 20 information days held to inform public about programme activities

2. DESCRIPTION OF PROGRAMME ACTIVITIES

COMPONENT 1: DEVELOPMENT OF TEACHER TRAINING, LANGUAGE TRAINING FOR ADULTS, LANGUAGE CAMPS, AND FAMILY EXCHANGES

Period for conducting the project: 22 November 2003 – 31 January 2006.

Total budget of component: 1,739,876 EUR or 26,098,140 kroons

Anticipated results of the Project	Obtained results
To work out 10 teacher training modules (e-course) for a state teacher training programme	Ten web-based 2-credit training courses for teaching subjects in multicultural classes were worked out
50% compensation of study fees for 4,000 language students who have passed the language examination, invitation of 4,500 students to participate in language courses	Study fees were compensated to 3,881 language students who passed the language examination, 6,193 students participated at courses
Organisation of free 120-hour Estonian courses for 1,500 workers in the public sphere (police, medical specialists, rescue and prison workers, teachers)	120-hour elementary, intermediate and advanced level Estonian courses were organised for 1,522 workers in the public sphere, including police, medical specialists, rescue and prison workers, educators in non-Estonian-language schools
Support for language camp and family study projects: 2,200 children in camps; 1,000 children in family study	69 language camp and family study projects were supported, with participation by 5,270 children: 4,134 in language camps and 1,136 in family study
To work out methodical materials – 40 worksheets – for teachers at language camps	Fifty-six worksheets were published on the Internet
Organisation of training for 200 organisers of language camps and family study projects and for 100 children participating in projects	One-day training courses were organised for 100 children who participated in camps, and for 120 camp educators and 136 project leaders

Project executor: Non-Estonians' Integration Foundation. For the successful execution of the Project, the Project team was formed, including a project leader, assistant project leader, accountant, project leader of youth projects, assistant project leader of

youth projects and two administrators of regional language study compensation offices.

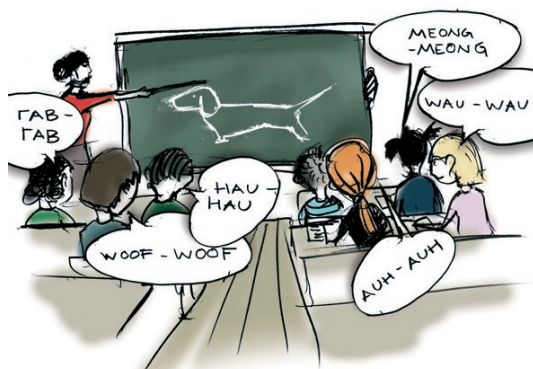
Goal of Project

Goal of Project was to support the linguistic-communicative integration of the non-Estonian population through the development of training for Estonian teachers in higher education schools, the support of the teaching of Estonian to adults, and the support for language camps and family study projects.

A MORE DETAILED PRESENTATION OF THE PROJECT'S ACTIVITIES AND RESULTS

1.1. Development of teacher training

In co-operation with the University of Tallinn and University of Tartu, 10 web-based 2-credit training courses from the series "Subject study in multicultural classes" were organised. The training courses are intended for subject teachers teaching in Estonian, who give classes in classes, where there are students of other cultural backgrounds, besides those who speak Estonian as a native tongue. The courses were created in two web-based environments officially used by two Estonian universities: WebCT (University of Tartu) and IVA (University of Tallinn).



Learning in multicultural classroom

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

Every course contains an overview of the specifics of



Sample web page of e-course

multicultural education (0.5 credits) and an overview of specifics of teaching and studying a concrete subject in multicultural classes (1.5 credits). An exception is the University of Tartu course, Multicultural Education, the 2 credits of which deal with the multitude of cultures and organisation of the study process in a multicultural society.

In the process of completion, the courses were tested through web-based study both by university students participating in placement training and by active teachers participating in supplemental training. Every course was also given a substantive expert opinion and e-study-related analysis. A total of 53 people were involved in developing the course as experts or suppliers of support services.

The training courses have been included in the curricula of universities and they are offered at the University of Tartu and University of Tallinn in departments, where the courses have been registered. The

courses are suitable for all teacher training target groups within the framework of resident and correspondence placement training and supplemental training.

A selection of comments given by testers to the courses:

Interesting exercises, made me think along. The material was interesting, intertwined with practical examples. [Course on multicultural education]

Liked it when different people had different opinion. That gave an opportunity for lively discussion. Also liked reading the professional approaches of people with a wider outlook, it was very developing. [Course on biology]

A new approach, i.e. all that e-learning enables you to choose the time you work on the subject. The differentiation of exercises is good and they make you think, not that you read the text and know the right answers. And I think that it is impossible to give totally wrong answers in case of such topics. [Course on geography]

1.2. Language training for adults

a) The Interest Project for the compensation of language study fees

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.

Within the framework of this programme, the Interest Project was financed from December 2003 to December 2005. In that period, language study expenses were compensated to **3,881 persons**. The bulk of those receiving refunds (47%) comprised language students with Estonian citizenship, 39% were persons of undefined citizenship, and 8% held Russian citizenship. The majority of those benefiting from refund (69%) learned Estonian to pass the basic

level examination, a quarter of students aspired to the intermediate level, and 6% passed the advanced level examination. Estonian was studied mainly with the purpose of obtaining citizenship (59%), on the second place was the need to get a better job or keep an existing job (39%). 11% of students wanted to obtain higher education in Estonian, while 20% learned the language to facilitate communication with friendly Estonians in the neighbourhood.

Figure 1: Refund recipients according to citizenship

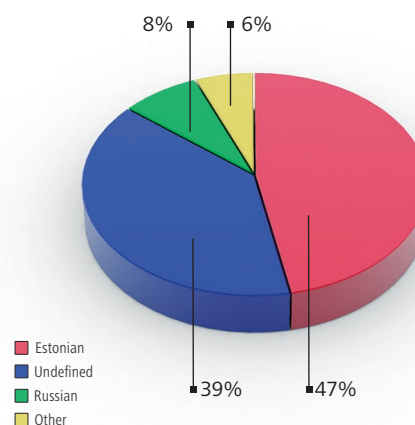
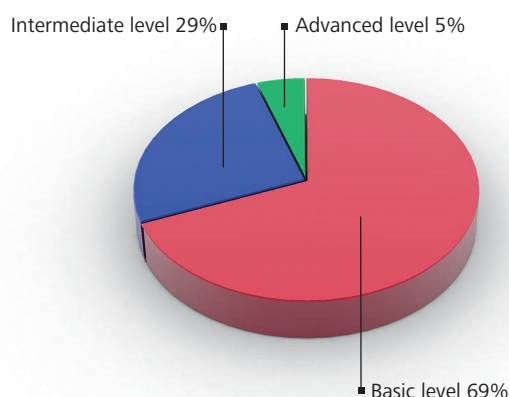


Figure 2: Distribution of refunds according to language proficiency levels



Starting in April 1999, when the Interest project started, **11,723 language students** have received refunds. The majority of them passed the basic level language examination, which is sufficient to obtain citizenship.

During the Project, close co-operation existed with language companies, by disseminating information about opportunities for language study and the Interest Project. Information days were also organised for language companies, where the topical issues relating to language learning were treated by authors of language textbooks and specialists from the Language Inspectorate, the Examination and Qualification Centre, Tax and Customs Board and other relevant authorities. Such events created opportunities for language companies to establish contacts, to co-operate and exchange experiences.

Starting in January 2004, the State started the performance-based support of language students. Namely, in addition to the 50% support received from the Phare Interest Project, an additional 50% of language study expenses of applicants for citizenship were compensated from the state budget. In 2006, when Phare programme has terminated its support, the State of Estonia will continue 100% compensation of language study expenses to applicants for citizenship.

b) 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 to 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. First, participation for free was afforded in 120-hour basic and intermediate level courses. This was followed by 110-hour intermediate

and advanced level language study, which included 10 hours of practice in special professional language of communication.

To find course executors, a competition was organised, which resulted in OÜ Multilingua Keelekeskus and OÜ Sugesto in Ida-Virumaa, and AS Kesk-Eesti Arenduskeskus in Tallinn and Harjumaa being granted the right to carry out language teaching.

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

Twenty-five percent of those who attended courses attained a basic level language competence, 64% an intermediate level, and 11% an advanced level.

Within the framework of language studies, visits to cultural institutions and Estonian-language environments were organised for the course participants, guests speaking Estonian as native language were invited to the classes, and students were encouraged to communicate with their Estonian-speaking colleagues through Internet.



Summer in Language Camp

The positive aspects highlighted in the feedback of students were the excellent contact of the teachers with the students, their professionalism, and willingness to help, and the opportunity of meeting visiting Estonians in language classes. The main shortcoming that was mentioned was the scarcity of time to study in class and at home and the insufficient repetition of the material learned.

1.3. Language training for children and youth

a) Language camps and family projects

The goal of language camps and family projects was to organise practical Estonian training for non-Estonian-speaking schoolchildren outside traditional school classes. Such training methods provide young people with the opportunity to communicate with their peers, to familiarise themselves with Estonia and the everyday life of Estonians, to encourage them to express themselves and to develop oral language skills. Language camps bring non-Estonian and Estonian young people together in summer camp, with the goal of smoothing out language and cultural barriers, becoming familiar with interesting places in Estonia, which are often only familiar to non-Estonian youth through books. In family exchange projects, non-Estonian young people stay for a couple of weeks in an Estonian family (predominantly in rural areas) and actively participate in the everyday life of the family, thereby learning the language and familiarising themselves with the cultural and everyday traditions of Estonians.

In 2004 and 2005, a total of 69 language camps and family exchange projects were supported, involving **5,270 children and young people**. Six competitions were organised to support the projects: for two family projects, for three language camp projects and for one youth extra-curricular language study project. The average length of projects (i.e. stay of a child/youth in the language environment) was 14 days.

Extracurricular language study projects continue to be popular among non-Estonian youth and their parents. Acquisition of language during language tasks involving the whole environment, sports, excursions, games, and activities is imperceptible and differs essentially from studies carried out in language class. Quite a few children were rather surprised, when at the end of summer, his or her pronunciation of Estonian or vocabulary had improved.

South-Estonia and the islands have been the favourite places for organising language camps have for quite some years. The organisers of camps can be divided into two groups—teachers, who organise camps for students of their school, and others who organise camps for children in their town/county. It is heartening to notice that the support of local governments has significantly increased, as regards the co-financing of the language camp projects.

The youth participating in family projects primarily appreciated the peaceful and easy-going atmosphere prevailing in the families, the surrounding nature, and quiet, the freedom to act, communication and new experiences. It was emphasised that family study is not just language study – it enables non-Estonian youth to communicate with young Estonians and to find friends among their Estonian peers. Children coming from large towns liked the opportunity to have a glimpse at rural life and to while away part of the summer holidays in the countryside. Eighty-five percent of the children participating in family projects wished to return to the same family.

Table 3. Summary of the language camps and family projects:

Time period	Competition	Number of projects	Financed in the sum / EEK	Number of children involved in projects
June-August 2004	Family projects 2004	3	109,320	39
June-August 2004	Language camp projects 2004	5	417,495	195
June-August 2005	Family projects 2005	6	1,627,875	582
June-August 2005	Language camp projects 2005	21	3,181,636	1,172
August 2005	Language camp projects August 2005	6	281,282	124
October-December 2005	Extracurricular language study projects for youth 2005	28	3,530,452	3,158
Total		69	9,148,059	5,270

The network of families participating in the family projects has been set up in 13 counties. Seventy-six percent of families have several years of experience in family study. Social and emotional aspects dominate the motives prompting them to accept children for family study: the interest of finding another child to keep company and be friendly with his or her own children and grandchildren, increasing tolerance in one's own children in respect to other nations, new challenges, gaining new experiences, diversity for family life, and the practice of Russian. In 60% of the families contacts with non-Estonian children who had stayed with them have continued. Some phone, some exchanges e-mails, some sends cards of congratulation on red-letter days, and some also pay visits to one another outside of the Project.¹

Extract from an article that appeared in the daily Postimees (31 December 2005) "Children's language study was camouflaged as rope climbing"

There were no ordinary language classes in the camp, because the children were supposed to develop their language proficiency in the process of activity. When setting up the teams, the tutors took care that the children speaking different native languages should happen to act jointly and would have to communicate in the process. "Nothing, nobody," the Russian girls from Kallaste recall the expressions in Estonian, which got stuck into their memory during four camp days.

¹ Monitoring Report. Ermo Voole, Lembi Tigane, 2005



Summer in language camp

b) Methodical material for language camp educators

Methodical support material – 56 work sheets – were compiled for the teachers of language camps, in order to enable better performance in language study at language camps. The worksheets complement the Camp Book of Language Teachers (S. Laidla, Ü. Lennuk, Tallinn 2003), containing word cards, grammar exercises, sample dialogues, practical tasks in the language environment, assignments for support pupil, etc. The worksheets were published on the Internet on website of the Integration Foundation www.meis.ee and a one-day seminar was organised for teachers in autumn 2005.

c) Training for the organisers of language camps and family study and for the children participating in camps

In the process of Project, training courses were organised for language camp teachers, and language camp and family projects organisers, where they learned to compile and submit project applications and execute efficient financial management. In addition, 100 language camp teachers and 20 Project leaders were provided with training to obtain the qualification of an educator of project camp required by a Regulation of the Minister of Education (no 51; 13.09.04). The license obtained based on the training will enable those trained to work for 5 years in language camp projects as teachers and educators.

One hundred children participating in language camps participated in training held in October 2005, focusing on tolerance of different cultures. During the day, which the Estonian and non-Estonian children spent together in Tallinn, they learned to notice differences around them, they talked about the tolerance problems of today's young people, and played role games.

Project Evaluation

From the standpoint of the whole field of integration, the end of Phare programme in 2006 also marks the end of the whole EU Phare programme support system. Therefore the sustainability of programme results was considered important.

The teachers' courses have been incorporated into the course schedules and are available at each level of training and in-service training. The combined expert team of two universities continues to develop new programmes for teacher training.¹

In the framework of Project *Interest*, employers began to support language courses for their staff and will continue this practice. Free language courses to non-Estonian speaking employees in socially high priority fields will be offered by a project funded by European Structural Fund "Labour force assignments within Estonia with the language practicing purpose" (2005–2008).

In case of language camps and family exchange programmes, a national network of experienced project managers has developed over the years. The conducting of language camps and language training projects in families has taken place with their undertaking and participation. The readiness of Estonian families, who participated in family exchange programmes, to continue their participation in the programme is very high, also the demand has risen among Russian-speaking children and families. The state continues to finance extra-curricular language learning activities.²

Several training materials have been developed for language camps that have been introduced to a wider circle of project managers: the materials are also available on the web.

The sustainability of project activities is also supported by the concentrating and passing on the necessary competence by developing training programmes and carrying out training, which would enable the participants to use the corresponding skills for implementing the activities in the future. The different examples of that are introducing e-training opportunities and skills to experts developing teacher training programmes (component 1.1), training for language camp and family exchange programme project managers (component 1.3).

¹ Progress evaluation report of Phare project 2003/004-582.03.04 "Estonian language training and teaching in Estonian for non-Estonian speakers", TNS Emor, 2005, p 91
² Ibid

COMPONENT 2: IN-SERVICE

TRAINING FOR TEACHERS

Period for carrying out the Project: 23 August 2004 – 15 January 2006

Project executor: Narva College of the University of Tartu.

The total sum of the contract: 85,000 EUR or 1,329,961 kroons

Goal of the Project

The overall goal of this Project was to train teachers of Estonian and teachers in Estonian- and Russian-language schools, to teach subjects in the forms of Russian-language basic schools (1st–9th forms) and in the forms of Estonian-language schools, where there are students with different cultural backgrounds and/or where there are students, who are not fluent in Estonian.

Goals of the Project and anticipated results	Results achieved
To work out a 35-credit curriculum for retraining the subject teachers in two subject areas	A 40-credit plan of retraining courses in two subject areas of basic school were worked out: in history and social studies and in nature study and geography
To carry out training among 50 subject teachers in Estonian- and Russian-language schools according to the 35- credit curriculum	51 subject teachers participated in the training according to the curriculum of 40-credit courses
To work out a 4-credit course "Teaching in a multicultural environment"	A 4-credit course "Teaching in a multicultural environment" was worked out
To carry out training among 100 teachers according to the 4-credit course	100 teachers have taken the 4-credit course.

PRESENTATION OF THE PROJECT ACTIVITIES AND RESULTS

Re-training

The target group for retraining were subject teachers and teachers of Estonian as a second language, in need of supplemental training, including the form teachers of Estonian-language schools and subject teachers of Estonian- and Russian-language schools. When assembling the study groups, the prerequisite

was a higher pedagogical education and proficiency in Estonian at the advanced level (native tongue or completion of the state examination in Estonian at the advanced level). The goal of the training was to provide the subject-related and methodological knowledge needed to teach respective subjects in multicultural classes.

According to the proposition of the Ministry of Education and Research, obtaining additional qualification would have required taking the courses in the 40-credit-point curriculum within the frames of in-service training and this requirement would have entered into force by the end of the planned courses. Subsequently the 35-credit-point curriculum was replaced with the 40-credit-point curriculum.

During the Project, 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 Estonia at the basic school level.

The course "Teaching skills in a multicultural environment"

Training groups for training course were formed in Narva, Tartu, and Tallinn. Besides teachers, the training course was also attended by representatives of school management. 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.

Assessment of the Project

Even though the initial interest towards in-service courses was bigger than expected, completing the

courses turned out to be difficult. Fully completing the 40 credit curriculum in a year and a half was a real burden for full-time teachers.

To guarantee the target group's participation rate, the obligations of all parties of the project – training facilitator, participants or teachers and participants' employers or principals – were determined in contract. Such agreements would also be justified in case of other training projects.¹

The prerequisite for participating in the courses was advanced level knowledge of Estonian, but actual knowledge of Estonian among teachers did not necessarily meet the requirements. Therefore, a few subject teachers with medium-level proficiency of Estonian were given the opportunity to participate in the courses and acquire the advanced level proficiency by the end of the course. The shortcomings in teachers' knowledge of the Estonian language refer to the additional need for teaching Estonian in the target group.

The application of knowledge and skills acquired during in-service training is supported by practical training in teaching the subject and observations, both of them being included in the course.

1 Progress evaluation report of Phare project 2003/004-582.03.04
"Estonian language training and teaching in Estonian for non-Estonian speakers", TNS Emor, 2005, p 91

COMPONENT 3: DEVELOPMENT OF ADDITIONAL ESTONIAN-LANGUAGE STUDY MATERIALS

Period for carrying out the Project: 30 August 2004 – 31 January 2006

Project executor: dictionaries were compiled in co-operation between the University of Tartu, Filosoft LLC, and the University of Tartu Publishers. Altogether 75 specialists were involved in the work.

Total amount of the contract: 118,800 EUR or 1,858,816 kroons

Goal of the Project

The goal of the Project was to compile and distribute dictionaries in twelve subjects for students of 7th–9th forms. The dictionaries are a practical instrument for students and teachers at Russian-language schools to learn subjects in Estonian.

Goals of the Project and anticipated results	Results achieved
The preparation, compiling, editing and printing of 12 subject dictionaries	12 subject dictionaries were edited and printed, as well as reviewed by subject commissions working at the State Examination and Qualification Centre
The distribution of subject dictionaries in Russian-language basic schools	Dictionaries were distributed in Russian-language basic schools and upper secondary schools (110 schools) and public libraries (22)
The organisation of at least two public events and the publication of one newspaper article to inform subject teachers and the public about availability of the new dictionaries	Presentations of the dictionaries took place in Narva, Tartu and Tallinn, an article was published in the Teachers' News

PRESENTATION OF THE PROJECT ACTIVITIES AND RESULTS

The main part of the dictionary is comprised of the explanations of concepts together with the declination and conjugation forms for the terms and the translation of the terms in Russian. The definitions of the terms and the explanations are as simple as possible.

The dictionaries were compiled in several stages. Lists of terms were compiled based on the subject curricula and textbooks approved by the Ministry of Education and Research. The lists were reviewed with the aim of finding missing or superfluous terms in the lists. Compiling definitions or explanations for the concepts was the primary work in compiling the dictionaries. Editors of the dictionaries included teachers or faculty members of the respective subject. In respect to the lexicon of definitions/explanations, a comparison was made with the Estonian frequency lexicon. This indicated to authors which words might cause comprehension difficulties for students in Russian-medium schools. The dictionaries were linguistically edited and reviewed.

The dictionaries were distributed to Russian-language schools for free. Other interested parties, including Estonian-language upper secondary schools have access to the dictionaries through public libraries.

Assessment of the Project

A selection of reviewers' evaluations:

A huge task has been fulfilled, one beneficial to students as well as teachers who will learn or teach Geography in Estonian. The dictionary is especially necessary to students who will continue their studies in an Estonian-medium education establishment. [Review of the Geography dictionary]

This dictionary promotes the using of textbooks in Estonian and helps to understand Physics texts. The dictionaries give the students and teachers of Russian-medium schools the means to study the subjects in Estonian. [Review of the Physics dictionary]

A huge and credit-worthy job has been done for the benefit of Russian-medium basic school students by compiling this Biology dictionary. We will be expecting similar study materials also for Russian-medium gymnasium students. [Review of the Biology dictionary]

The positive aspects that have been highlighted in reviews are the fact that the terms in Estonian are supplied with the main cases for the word, well-conceived and understandable explanations. A positive aspect from the methodological side that the compilers of the dictionaries and the reviewers have emphasised is the Russian-Estonian list of terms added at the end of dictionaries, which facilitate finding the Estonian equivalent to the terms. The main

shortcomings that have been pointed out are certain inaccuracies in the Russian translations of the terms.¹

Besides editing and reviewing the dictionaries, the terms of reference for the Project did not specify the testing of the compiled study materials on teachers and students. Therefore, the use of dictionaries for studies has only partially been tested.

The interest and need for the developed study materials can be assessed to be greater than the original print run of the dictionaries.

One of the possible follow-up activities of the project may be the issuance of dictionaries electronically in CD-ROM format or publication on the Internet.

1 Progress evaluation report of Phare project 2003/004-582.03.04
"Estonian language training and teaching in Estonian for non-Estonian speakers", TNS Emor, 2005, p 91

Table 4. Dictionaries for 7th–9th forms

Subject	Number of terms	Number of pages in the dictionary	Number of copies
Mathematics	1,428	210	2,000
Geography	1,425	151	2,000
Biology	1,544	188	2,000
Chemistry	1,414	173	2,000
Physics	1,145	149	2,000
History	1,963	208	2,000
Study of human nature	408	48	1,000
Society study	790	106	1,000
Music	730	150	1,000
Art	963	118	1,000
Physical education	1,043	115	1,000
Manual training	1,468	181	1,000
Total	14,321	1,797	18,000



Dictionary of art

COMPONENT 4: DEVELOPMENT OF ESTONIAN LANGUAGE SKILLS WITHIN NON-ESTONIAN VOCATIONAL SCHOOLS

Period for carrying out the Project: 16 March 2004 – 31 December 2005

Project executor: Kesk-Eesti Arenduskeskus

Experts from the University of Tartu participated in the Project who developed tests for measuring language proficiency and compiled Russian-Estonian dictionaries.

Total amount of the contract: 154,000 EUR or 2,409,576 kroons

Goal of the Project

According to the Terms of Reference, the general objective of this project was to improve Estonian language training in vocational schools and through that increase the competitive ability of the graduates of vocational schools on the Estonian labor market.

The specific objectives of the project were

- Formulating/developing the framework for the exchange and training programme for Estonian and non-Estonian vocational schools' teachers and students and developing a partnership between Estonian and Russian-medium vocational schools to carry out that programme.
- Carrying out the exchange and training programme for the teachers and students of Estonian and Russian-medium vocational schools, which would support the teachers' Estonian language training skills and the students' daily and professional Estonian proficiency.
- Developing, publishing and distribution of study materials (2 dictionaries).

The project-related activities included two sub-activities:

1. Carrying out the teachers' and students' exchange programme between Russian and Estonian vocational schools, with the participation of at least 100 students and 30 teachers from 5 Russian-medium vocational schools;

2. Developing, publishing and distributing two Estonian language study materials/ dictionaries to vocational schools.

Project target groups are the students and (Estonian language) teachers of Estonian and Russian-medium vocational schools from different regions of Estonia (Tallinn and Harjumaa, North-East Estonia and South-East Estonia).

According to the Ministry of Education and Research, there were 67 vocational schools in Estonia in 2004, including 12 Russian-medium vocational schools (18% of all vocational schools) and 18 bi-lingual vocational schools teaching in Estonian and Russian (27%). According to statistics on vocational education, only the number of Russian-medium vocational schools has decreased during last years.

Goals of the Project and anticipated results	Results achieved
Five non-Estonian-language vocational schools will participate in exchange programmes	Six non-Estonian- and six Estonian-language vocational schools have participated in exchange programmes
100 students from non-Estonian vocational schools will get training at the Estonian-language vocational school	99 students got training at the Estonian-language vocational schools
30 teachers from non-Estonian-language vocational schools will participate in training for the teaching of Estonian and in job-assignment projects	31 teachers received language training and have participated in job-assignment projects
Two study materials (dictionaries) will be compiled	Two dictionaries have been compiled: health care and social work lexicon and tourism and holiday lexicon

Exchange programme for teachers and students

The total of 12 schools participated in the exchange programme of vocational schools' teachers and students, including 6 Estonian and 6 Russian-medium vocational schools. The larger number of schools participating in the project is caused primarily by the interest of Russian-medium vocational schools in participating in exchange programmes. The similarity of specialties has been taken into consideration when choosing the schools, allowing the practicing of Estonian in the specific field.

The non-Estonian vocational schools included 5 from Northeast Estonia and 1 from Tallinn. Even though regional criteria was not a factor when choosing the schools, the majority of the schools included in the project were from Northeast Estonia. Vocational schools from Tallinn showed a rather modest interest in participating in the project. The representatives of schools gave the students' lack of interest as the reason. All Estonian-medium vocational schools were from outside Tallinn/Harjumaa and Northeast Estonia.

Regarding the teachers and students of vocational schools, the strength of this project is the combining of Estonian language skills and professional practice. In preparing and carrying out this exchange programme, they have relied on the experiences from Estonian and Russian-medium vocational schools' student exchange, carried out within the frames of earlier integration projects, incl. the exchange project for teachers and students of vocational schools included in the III stage of Phare support system.

To evaluate the improvement in programme participants' language skills, special language tests have been carried out before and after the exchange programme in case of general language as well as career-specific vocabulary.

In case of the target group of non-Estonian vocational schools' teachers, the requirement of professional practice was included in the programme to increase the effectiveness of the exchange programme. Professional practice would help to reinforce the application of obtained knowledge and skills.

Besides the immediate objectives of the project, it is important to bring out the following aspects as the additional achievements. In case of the Estonian speaking target group, the project activities have helped them to give up prejudice and negative stereotypes associated with the non-Estonian speaking population and it has promoted communication and cooperation between Estonian and non-Estonian speaking youth, which has continued even after the end of the exchange programme.¹

1 Progress evaluation report of Phare project 2003/004-582.03.04 "Estonian language training and teaching in Estonian for non-Estonian speakers", TNS Emor, 2005, p 91

Development of subject dictionaries

The other line of activities included in this component is the developing of subject dictionaries for Russian-medium vocational schools. Expert teams, with previous experience in creating Russian-Estonian dictionaries in the fields of tourism and vacation business; healthcare and social work, have been formed to develop the subject dictionaries. The choice of fields was based on the needs of vocational schools and the lack of dictionaries in the given fields.

The dictionaries of both subjects include at least 3000 career-specific terms with translations from Russian into Estonian and an index of Estonian terms. The compiled dictionaries have also been edited and reviewed.

The number of copies issued was 500 for each dictionary, which were distributed in Russian-medium schools. Besides the Russian-medium vocational schools, other education establishments/schools providing education in the given field can be also seen as the potential users of those dictionaries, also the companies and organisations operating in the given field (e.g. companies operating in the field of tourism). Due to this it might be worth to consider increasing the number of copies and expanding the distribution network in continued projects or through public procurement.



Dictionaries for vocational schools

COMPONENT 5: DEVELOPMENT OF ESTONIAN LANGUAGE SKILLS IN KINDERGARTENS

Period for carrying out the Project: 23 August 2004 – 31 December 2005

Project executor: Narva College of the University of Tartu

Total amount of the contract: 85,000 EUR or 1,329,961 kroons

Project goals

The general objective of the project was improving the quality of Estonian language teaching in Russian-medium kindergartens. Specific objective of this project was developing and carrying out an in-service training project for the methodology of teaching Estonian as the second language for the Estonian teachers in kindergartens, developing and distributing the necessary teaching materials.

Goals of the Project and anticipated results	Results achieved
To work out a curriculum for the supplemental training of teachers of Estonian as a second language in kindergartens	A curriculum for the supplemental training of teachers of Estonian as a second language in kindergartens has been worked out
To carry out the respective supplemental training among 150 teachers of Estonian as the second language in kindergartens	153 teachers of Estonian as the second language in kindergartens attended the training
For supplemental training course and within its framework, the editing, printing, and distribution of methods and study materials that has been developed for Estonian language instruction	Three different titles of methods and study materials for Estonian language instruction have been developed

Similarly to schools, the pre-school establishments in Estonia can be divided into three groups based on language: Estonian-medium kindergartens, Russian-medium kindergartens and bilingual kindergartens with Estonian as well as Russian-medium groups.

According to the data from the Statistical Office of Estonia, there were 595 kindergartens in Estonia in 2004, 78% (467) of them Estonian-medium kinder-

gartens, 13% (78) – Russian-medium and 8% (50) bilingual kindergartens with Estonian and Russian groups. In 2004, approximately 13 000 children were in Russian-medium kindergarten groups, making up one fourth or 25% of the children in pre-school establishments.

PRESENTATION OF THE PROJECT ACTIVITIES AND RESULTS

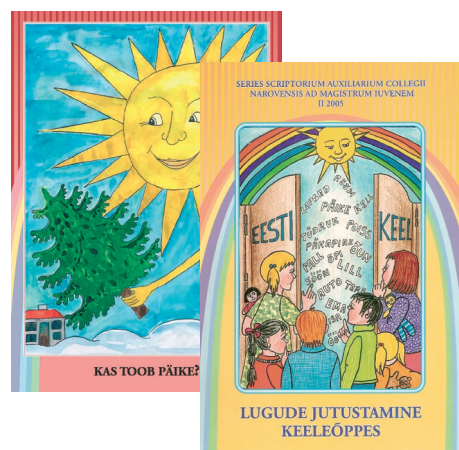
The need for training in Estonian language teaching is also reflected in the target group's interest in the current in-service training programme, seen from the active registering for the training. Training groups were formed in Narva (2 groups), Tallinn (2 groups) and Tartu (1 group). The training course began in October 2004 and lasted until June 2005.

Based on the expectations of the target group, the training programme contained sample Estonian language lessons and conducting observation practice. Supplemental training (160 hrs) was completed and the respective certificate received by 153 kindergarten teachers.

During the training course, three sets of study-methodological materials for Estonian language instruction were worked out, edited, and printed. The authors of the materials were lecturers and active teachers participating in the course. Participants in the training course were involved in compiling one of the Estonian study materials published within the framework of the Project. The direct involvement of active teachers as potential users of the study materials will presumably further the active daily use of the study materials.

The completed materials

1. "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.
2. "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.
3. "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.



Materials for kindergartens

Assessment of the Project

The interest of the target group in the supplemental training was immense and a reasonably large portion of active language teachers had the opportunity to participate. On the other hand, experienced trainers, training programmes and study materials are now available; therefore, repeating the respective supplemental training would be justified.

For assessing the efficiency and impact of the Project, including monitoring the implementation of the knowledge and skills acquired during supplemental training, and the developed study materials, the post-training observations of Estonian classes in kindergartens should be carried out.

In view of the continually inadequate Estonian-language proficiency of teachers in non-Estonian-language kindergartens, opportunities for the teachers to improve their Estonian should continue to be offered.¹

PHARE PROGRAMME SUPPORT TO LANGUAGE IMMERSION PROGRAMME

Developing the implementation of the language immersion methodology in teaching Estonian in Russian-medium schools in Estonia was initiated in 1999–2000 with the combined cooperation of the Estonian Ministry of Education, Finnish National Board of Education and the Canadian Government. The first early language immersion classes (grades 1–5) were opened in Russian-medium schools in 2000. Late language immersion programme (grades 6–9) was launched in Russian schools in 2003 and the same year the early language immersion was also taken to non-Estonian speaking kindergartens.

Non-Estonians' Integration Foundation's structural unit Language Immersion Centre manages the developing and carrying out of the language immersion programme. The functions of the Language Immersion Centre include:

- ✎ training and advising of teachers, professors, kindergarten and school managers and education officials;
- ✎ development and publication of training materials;
- ✎ development and publication of teaching materials;
- ✎ co-ordination of research;
- ✎ exchange of experience with local and foreign partners;
- ✎ public relations.

Current Phare programme supports the language immersion programme through three lines of action:

- ✎ Component 6: developing a training programme and teaching materials for late language immersion schools.
- ✎ Component 7: procurement of IT equipment (computers and printers) and library materials for late language immersion schools.
- ✎ Component 8: technical assistance to language immersion programme, which includes:
 1. Advisory support to manage and develop the language immersion programme, incl. developing a new management model for the language Immersion programme;
 2. Developing the psychological support skills and knowledge in the late language immersion schools.

¹ Progress evaluation report of Phare project 2003/004-582.03.04
"Estonian language training and teaching in Estonian for non-Estonian speakers", TNS Emor, 2005, p 91

COMPONENT: 6 EDUCATORS'

TRAINING PROGRAMME AND TEACHING

MATERIALS FOR LANGUAGE

IMMERSION SCHOOLS

Project duration: 5. May 2004 – 31. December 2005

Contractor: AS Kesk-Eesti Arenduskeskus

Project budget: 715 000 EUR or
11,2 million kroons

An international restricted tender was organised to find a service provider for the project. There was a long period for tendering, as the forecast notice for the tender was published in July 2003 and the deadline for submission of tenders was in February 2004. The contract with the winner – AS Kesk-Eesti Arenduskeskus was signed on May 5th, 2004.

The project team included 3 key experts: contract director – Tiit Ruisu, project manager for training activities – Ülo Peets and project manager for teaching materials – Vello Talviste. In addition to key experts a general expert of late language immersion methodological training – Hiie Asser and a methodological expert of the late language immersion methodological training – Koidu Tani-Jürisoo were involved among with many other experts, trainers, advisors, teaching material experts etc. Project implementation was supported by sub-contractor Open Mind Institute. Project team operated in close cooperation with the Ministry of Education and Research and NEIF Language Immersion Centre.

The objective of this Contract was to develop and implement an operational model of a late language immersion programme, which is effective, affordable and expandable. It should meet the needs of the country's non Estonian-speaking population supporting that group's integration into the political, social and economic life of the country.

Planned results	Achived results
Needs assessment and training plan approved by the NEIF Language Immersion Centre	Training needs of all target groups have been identified. The training plan has been developed and approved by the NEIF Language Immersion Centre
Training courses and materials developed	Training programmes for all target groups have been developed.
80 subject area teachers trained (40 days) in late language immersion-specific methodology	96 subject area teachers has been trained in late language immersion-specific methodology
80 subject area teachers observed teaching and provided feedback	Teacher observations and feedback provision have taken place for the 80 subject area teachers at least 5 times
vice-principals and 10 school inspectors trained (10 days) in key elements of immersion methodology	26 people trained in key elements of immersion methodology
15 school directors, 10 local government officials and 5 MoER officials trained (10 days) in the programme management	38 people trained in the programme management
15 school teams (6 people in each) trained (10 days) in strategic planning	109 people trained in strategic planning
95% student retention in the programme	A criterion of the 95% student retention in the programme has been followed
Teaching materials for 8–10 subject areas developed and ready for publication	1020 worksheets in 10 subject prepared for publication
Knowledge from training, planning and management activities has been distilled such that it is easily accessible for future use	Knowledge management plan was compiled and approved. Knowledge from training sessions and management activities has been stored



Language immersion training course

Specific objectives of the project were:

- developing the late language immersion training strategy, plan and programme for late language immersion schools;
- delivering and implementing late language immersion training in late language immersion schools;
- developing teaching materials for late language immersion schools;
- efficient management of the late language immersion programme on the level of schools, local government and the country;
- efficient management of knowledge associated with the late language immersion programme and making it available.

The most comprehensive task of the project was to organize late language training to 4 different target-groups. The training activities included delivering of:

- late language immersion-specific methodology training to subject teachers, carrying out teacher observations and giving feedback to subject teachers;
- training for vice-principals and school inspectors in the key elements of late language immersion methodology;
- training for school directors, local government representatives and Ministry of Education and Research representatives in late language immersion programme management;
- training for school teams in strategic planning of language immersion.

A criterion of the 95% student retention in the programme has been followed. Feedback has been received and synthesized from every training event and conferences. Students satisfaction level as reflected on feedback from trainings, conferences and coaching has been over 90%.

Development of late immersion teaching materials

1020 – A4 work sheets for 8–10 subject areas (grades VII–VIII) were developed, field-tested and adjusted as necessary, and prepared for publication. A methodical guide for the use of the work sheets was also developed. The table of subjects and developed worksheets is presented below:

Table 6. Number of worksheets according to subjects

Subject	Number of worksheets developed
Mathematics	100
Geography	100
Biology	100
Physics	100
Chemistry	100
History	120
Music	100
Arts	100
Handicraft	100
Physical education	100

Assessment of the project

During project implementation three surveys among immersion students were carried out. 1st survey on December 2004, 2nd survey on June 2005 and 3rd survey on December 2005. Relative rise in the language knowledge and motivation level of students has been demonstrated in 3rd survey. 87% of exam-

Table 5. Summary of trainings

Training group	Training days	Participants				
		Objective	Planned by KEA	De facto	Certificates	% of retention
Teachers	40	80	86	95	84	105
Vice principals and school inspectors	10	25	25	26	24	96
School principals and officials from LC and MoER	10	30	30	38	29	97
School teams	20	90	104	109	92	102

ined students gave positive answer to the statement “My Estonian language knowledge has been raised”. 83% of examined students gave positive answer to the statement “I’m satisfied with learning in language immersion class” and 81% gave positive answer to the statement “I can learn the subjects in Estonian language”.

Based on the expansion of the late language immersion programme that took place, the late language immersion programme has been implemented in 16 new schools instead of the 15 schools required in the initial task. Of the 16 schools included in the training programme, 7 opened late language immersion classes in the autumn of 2004, 5 opened classes in the autumn of 2005 and in the other 4 schools the classes will be opened in the autumn of 2006. Thus, in compiling and implementing the training programme one had to take into consideration the fact that more than half of the schools participating in the training programme lack experience in the practical implementation of the late language immersion programme.¹

From the standpoint of target groups included in the project, it is important that stakeholder groups within the schools (teachers, school management) as well as outside (officials of the local government and the Ministry of Education and Research) are included in the training programme. This is the prerequisite for successful implementation of the late language immersion programme on the different levels associated with project management.²



Resess in language immersion school

¹ Progress evaluation report of Phare project 2003/004-582.03.04
“Estonian language training and teaching in Estonian for non-Estonian speakers”, TNS Emor, 2005, p 84
² ibid

COMPONENT 7: PROCUREMENT OF EQUIPMENT AND STUDY MATERIALS FOR LANGUAGE IMMERSION SCHOOLS

Period for carrying out the Project: the first public procurement: July – November 2004 and the second public procurement: April – August 2005

Project executor: Apollo Raamatud AS and Micro-link Estonia AS

Total budget of contracts: 193,586 EUR or 3,028,962 kroons

Goal of the Project

The Project goal was to supply 20 late language immersion schools with computers and printers and to replenish the libraries of schools with Estonian-language materials.

Expected results of the Component	Results achieved
15 advanced language immersion schools will be equipped with the necessary equipment and study materials	20 late language immersion schools have been equipped with the necessary equipment and study materials 37 computers and 20 printers 200 separate study materials per school; the total of 28,940 study materials for 20 schools

The planned preliminary target group was 15 schools that will join the late language immersion programme, but actually 16 new schools joined the programme and in addition, the support of four language immersion pilot schools was considered necessary, in order to further co-operation between the pilot schools and newly incorporated schools and for the sharing of experience and knowledge.

PRESENTATION OF THE PROJECT ACTIVITIES AND RESULTS

In order to implement the activities, an international tender was arranged. Microlink Estonia AS was selected as the supplier of computers and printers and delivered a total of 37 computers and 20 printers to advanced language immersion schools. Correspond-

ing to the size of schools, one school received 1 or 2 computers (together with the respective software) and one printer. With the help of the computers and printers, the teachers were provided with the technical conditions to create study materials and to prepare for classes and electronic communications with language immersion teachers were guaranteed. The total cost of procurement was 50,450 Euros or 789,370 kroons.

The tender for the Estonian-language materials was won by Apollo Raamatud AS, who assembled sets consisting of 168 different materials for 20 schools. The materials featured a diverse selection of books for conducting Estonian-language instruction in different subjects. Taken into account were the suitability of materials for different school levels and the factors supporting the teachers' work.

The proportion of Estonian-language materials in the libraries of Russian-language schools is rather small. The main reason is the scarcity of funds. For assembling study materials, money is obtained from the authority running the school (only the textbook stock is assembled from the state budgetary subsidy). The budgetary resources of the school authority, however, are needed to cover so many constant expenses of the school, indispensable for its everyday operation, that purchase of Estonian-language literature is not a priority. It should also be noted that Russian-language schools have predominantly procured Estonian-language literature project specifically (applications to the Non-Estonians' Integration Foundation, Ministry of Education and Research, Ministry of the Environment, etc.). Diversity has been at the forefront, and therefore, the needs of schools for the Estonian language literature have not decreased to any significant degree. Late language immersion schools have a greater than usual need for Estonian-language literature and additional materials, to conduct the study processes. These schools have to transfer, in a very short period, from Russian-language instruction to Estonian-language instruction in many subjects.

Some of the materials sent to the schools:

Small Encyclopaedia 2002, Estonian Living Nature, Estonian Rivers, 1,000 Faces of the Animal World, A

Child's Own Fisherman's Book, Roller Skating, Wild World of the Future, Ancient China, The Middle Ages, Saints and Crusaders, The Human Body, Sports in the 20th Century, Legendary Sports Figures, He Threw a Hundred Men to the Mat, Funny Stories about Lurich, 21 World-Famous Scientists, Fascinating Multimedia, Art History in Images, Opera Stories, 1,000 Citizens of Tartu Through the Ages, Literary Sites in Estonia, Local Fairy Tales, History of Estonian Culture, A Hundred Great Estonians of the Century, 130 Years of Estonian Song Festivals, Biographies of the Estonian People I–II, The Story of Estonian National Anthem, Flag and Coat of Arms, Estonian Manors, Questions and Answers About the Elements and Chemistry in General, This Mystical Love, How to Cope with Friends, Upon a Pike's Command. Russian Fairy Tales, Upbringing in Different Cultures I, Handbook of Educational Psychology, ABC of Body Care, Communication skills in Teaching and Management, Basics of Developmental Psychology, How does the Teaching Process Educate You?, Rhythmics – Creative Movement. Methodical Handbook, The Rabbit Wedding (from the series My First Book), Midli-Madli, Running About in Tatters (from the series My First Book), Nösperi Nönni's Trifle, etc.

The total volume of the contract for the procurement of study materials was 152,062 Euros or 2,379,000 kroons. Because the actual costs of the procurements turned out less expensive than planned, it was decided to announce an additional tender for the remainder of the budget.

The goal of the second tender was also to supply the libraries of 20 advanced language immersion schools with Estonian-language study materials, including audio-visual materials, lexicons, and handbooks. Audio-visual materials help language immersion students to become familiar with various semantic, syntactic, and graphic-audio systems. To become fluent in Estonian, language immersion students need to have the opportunity to listen to different speakers, so that the speech rate of the speaker, timbre, accent, or vernacular would no longer be an impediment to understanding the speech. The audio-visual materials included film videos like *Arabella, the Pirate's Daughter, Ladybugs' Christmas, Autumn, Ice Age, Pippi Longstocking* and also CDs like *A School's Folklore Collection, Karlsson-on-the-Roof, Uncle Remus, Sounds of Nature – Night Voices in Estonia's Nature*, etc.

Within the framework of the same tender, lexicons and handbooks were procured as form sets for language immersion schools, which the students need for checking the meaning of the words, their inflection and orthography and for getting used to Estonian alphabet. Every school received 60 copies of the *Student's Dictionary of Orthology* and the *Estonian-Russian Dictionary* and additionally, in small quantities the handbooks of Estonian like *Estonian Orthography*, *Handbook of Estonian*, etc.

The total budget of the second tender was 55,603 Euros. The second tender was held in spring 2005 and materials arrived at the schools in June 2005. Materials were delivered to schools by Apollo Raamatud AS.

Two hundred different study materials were procured with the two tenders, and advanced language immersion schools received over 28,000 copies of valuable aid materials for the organisation of the Estonian language training.

Table 7. Late language immersion schools

Karjamaa Upper Secondary School
Tallinna Pae Upper Secondary School
Narva Upper Secondary School of the Humanities
Tapa Russian Upper Secondary School
Narva Old Town State School
Tallinn Mustjõe Upper Secondary School
Kohtla-Järve 3rd Secondary School
Kohtla-Järve Slavic Upper Secondary School
Narva Joala School
Pähklmäe Upper Secondary School
Narva Soldino Upper Secondary School
Haapsalu Comprehensive Upper Secondary School
Pärnu Hansa Upper Secondary School
Kehra Secondary School
Sillamäe Estonian Basic School
Tartu Annelinna Upper Secondary School
Tallinn Upper Secondary School of the Humanities
Lasnamäe Upper Secondary School
Kohtla-Järve Tammiku Upper Secondary School
Tallinn Laagna Upper Secondary School

COMPONENT: 8 TECHNICAL

ASSISTANCE TO LATE LANGUAGE

IMMERSION PROGRAMME

Period for carrying out the Project:

30 April 2005 – 1 March 2006

Project executor: PriceWaterhouse Coopers Advisors AS

Total contract amount: 41 857 EUR or 654 919 kroons

Goal of the Project

The goal of the Project was to provide consultation services to the Ministry of Education and Research and Non-Estonians' Integration Foundation, to support management and development of language immersion programmes and to enhance the programme management and implementation capability in schools with late language immersion programmes by carrying out psychology-related training.

Expected results of the Project	Results achieved
To complete a management model for the language immersion programmes	A management model for the language immersion programmes was compiled
To arrange a psychological counselling training for 40 teachers	41 teachers participated at 2 x 2-day psychological counselling training

Main experts of PriceWaterhouse Coopers Advisors AS Project team were the team leader Mart Mägi, management consultant Rando Rannus, management consultant Heidi Kakko, and psychological counsellor-trainer Liina Randmann.

While implementing the activities, the Project team cooperated closely with the client, the Ministry of Education and Research and the Non-Estonians' Integration Foundation and with its subdivision, the Language Immersion Centre.

PRESENTATION OF THE PROJECT ACTIVITIES AND RESULTS

Project team's tasks consisted of two parallel activities, management consultation and training of psychological support.

Management consultation

The institution of the Project was necessitated by changes accompanying the management of language immersion programmes, the most essential of which were:

- a noticeable growth in numbers of schools and kindergartens involved in programmes (in 2004: 16 schools; in 2005: 47 schools and kindergartens);
- expiration of the co-operation agreement on 31 December 2005 between Ministry of Education and Research and Non-Estonians' Integration Foundation, underlying the programme implementation;
- the lack of a clear vision by the parties about the co-ordination, goals, and further development of the language immersion programme, after termination of the State Integration Programme in 2007;
- changes in the financing for the programme in 2006, when support for the management of programmes by foreign aid will end.

Due to the changes, the tasks of management consultation was to chart the current situation in the management of language immersion programmes and to draft the management model for language immersion programmes with an action plan for implementing the respective management model, which would include activities for both working out changes and their implementation, and for the supervision of implementation and performance assessment. The experts also had to specify the role of the Language Immersion Centre, its area of responsibility and strategic goals.

Due to charting the situation, the experts found that, on strategic state level, the management of language immersion programmes is inadequate, since the state goals for the implementation of and the role of language immersion have not been specified and set down. Moreover, the management structure of the

language immersion programmes has been project-based to date. Furthermore, the scope and duration of language immersion programmes have increased and they require a more specific definition of target groups and the supply of services.

Due to the growth of scope of the programme and the selected strategy for 2004–2008, the experts believe that project-based approaches should be eliminated, and language immersion must be managed as an integral part of the Estonian educational system, based on principles of sustainability and distributing the necessary roles and responsibilities between participants related to the management and implementation of different programmes (the Ministry of Education and Research, Non-Estonians' Integration Foundation and its Language Immersion Centre).

For compiling a model for the management of language immersion programmes, an assessment of the main management activities and institutions related to the implementation and management of language immersion programmes was carried out, with the aim of finding the most suitable role bearers for main management activities. Under the new management model, the key role bearers are:

- **The Language Immersion Centre of the Non-Estonians' Integration Foundation**, whose role introducing different implementation activities will diminish, however who would continue to be responsible for main management activities requiring specific language immersion know-how: the development of programmes based on national goals and co-ordinating and counselling activities based on the needs of other management bodies. Moreover, the Language Immersion Centre should bear the responsibility for cooperation related to informing, training and counselling and for co-ordinating research;
- **The Ministry of Education and Research**, who, along with the Language Immersion Centre, has an active role to play in the development of language immersion as an educational method and in its strategic management. The Ministry should make a greater contribution, in co-operation with the owners of educational establishments (local

governments) and the Language Immersion Parents Association, primarily regarding the establishment of national goals for language immersion and providing information. It is active in performing language immersion related supervision and the analysis of results together with the implementation unit of its field, the School Board being created;

- **Acceded educational establishment** (school/kin-dergarten), whose role will presumably increase with respect to development, informing and counselling of language immersion programmes. This primarily relevant to a more active position in informing the public about language immersion programmes (child/parent/local government), in mutual information exchange of acceded educational establishments, in intra-institution counselling, in monitoring and replenishment of educational resources, in the planning and implementation of the necessary changes prompted by the implementation of immersion method;
- **Contractual (trained) counsellors** or experts, who can offer support to the Language Immersion Centre in activities requiring specific language immersion knowledge or the training and development of new specialists in the field, in the presentation of language immersion at public events and providing information about the programmes, in counselling the acceded educational establishment and in the preparation and dissemination of information material, in counselling with respect to curricula and educational equipment, in the description of training needs and implementation of various training activities, in the development and compilation of educational resources and in activities for the planning and performance of research. The independent experts (and service providers) have a significant role to play in supervision and control activities for the exercise of supervision and analysis of results.
- **Non-Estonians' Integration Foundation**, whose role is administrative management and the supply of support services for language immersion, mainly activities related to the attraction of financing and to project management.

Besides charting the management model, the experts determined the role and responsibility of the Language Immersion Centre of the Non-Estonians' Integration Foundation in the new management model, designed the minimum package of language immersion services and the optimum budget, and made proposals for implementing the management model, in respect to the necessary changes in the action plan.

Critically important changes associated with managing and implementing the language immersion programme have been foreseen when compiling the Phare programme, and based on that, strategic support is offered to the future development of the programme, supporting the launching and implementation of the late language immersion programme as well as creating the necessary prerequisites and conditions needed to ensure the sustainability of the language immersion programme.¹

Training of psychological support

The tasks related to training included clarifying the need for training and the development of training programme and materials, the preparation of training, incl. notification and registration of participants, assembling the groups, conducting the training sessions, and collecting feedback from participants.

The main goal of training was to provide to the training participants the basic knowledge for the psychological counselling and support of people involved in the process of change, in order to help them anticipate and cope with problems arising at schools and to enhance the efficiency of their activities.

Training events were organised into three groups, and 41 persons attended the training events. Training events were held in two 2-day cycles, for a total of 32 academic hours. The trainees included educational psychologists from advanced language immersion schools, social workers, language-immersion programme co-ordinators, language immersion teachers, etc.

¹ Progress evaluation report of Phare project 2003/004-582.03.04
"Estonian language training and teaching in Estonian for non-Estonian speakers", TNS Emor, 2005, p 91

As a result of the training it was presumed, that those who participated in the training would among others things:

- be able to understand and analyse the essence of process of change, have the skills to adequately react to behaviour of people involved in the process of change;
- be ready to anticipate and resolve the conflicts;
- acquire the basic knowledge on job management and the related techniques, based on which a readiness will develop to support colleagues in the resolution of their job-related problems and to support professional development;
- obtain the capability to set the goals for, prepare and effectively carry out talks with colleagues, parents and students;
- acquire the basic knowledge for psychological counselling and develop their communication skills;
- acquire the skill to notice signs of distress in the people's conduct and a readiness will develop within them to adequately react to those signs of distress.

Among all training groups, the work of trainer Liina Randmann won special recognition, for her training preparation, professional competence, and her presentation and communication skills.

Taking into consideration the different levels of the need for psychological counselling – incl. counselling for management, teachers, students and parents – it would be justified in case of the current activity to look at the teams of late language immersion schools as a target group – for example, compared to the late language immersion schools' training project carried out within the frames of component 6.

Continued activities of this project could improve the existing training programme based on the feedback from participants and expanding the training target group, including a larger number of representatives on the level of one school.¹

¹ Progress evaluation report of Phare project 2003/004-582.03.04
"Estonian language training and teaching in Estonian for non-Estonian speakers", TNS Emor, 2005

COMPONENT 9: PUBLIC AWARENESS OF MEASURES DEVELOPED TO ASSIST IN SOCIAL INTEGRATION

Period for carrying out the Project: 3 May
2004 – 31 December 2005

Project executor: Hill & Knowlton Estonia AS in co-operation with ETV, Radio 4, advertising agency Adell Reklaam OÜ, research company TNS Emor and IMF Baltic media monitoring

Total contract amount: 373 500 EUR or 5 844 000 kroons

Goal of the Project

- Increasing awareness among the Estonian and non-Estonian population about opportunities to learn Estonian and other integration issues;
- support for the linguistic-communicative integration of non-Estonians by informing of the public and specific target groups, which is one of the missions of the State Integration Programme.

Project consisted of four sub-goals

- to increase the awareness among the public about integration topics through an integrated communication campaign and particularly enhance the knowledge of non-Estonians about the opportunities for language study;
- to introduce topics related to integration process and projects through the media and radio and TV programmes;
- to present the Phare programme activities and results to public and specific target groups, by organising information days;
- to collect feedback through research to inform the specific target groups and wider public about the status of Russian-language schools for transition to Estonian-language subject instruction at the upper secondary school level.

Goals of the Project and anticipated results	Results achieved
Communication campaign elements implemented, incl. publications	Communication campaign implemented, incl. 6 issues of bilingual newspaper <i>Ruupor</i> published, integration yearbook, 10 information materials distributed to language learners
1 radio programmes series and 1 TV series produced and broadcast on-air	A series of radio programmes (<i>Contact</i> and a TV series (<i>Dilemma</i>) produced and broadcast
20 information days organised, presenting the Phare programme activities	20 information days organised
assessments and research delivered: interim assessment of the programme; research on Russian-medium school transition; media monitoring and analysis	assessments and research made public, incl. the progress evaluation of the Phare programme, research on Russian-medium school transition, media monitoring and analysis carried out

PRESENTATION OF THE PROJECT ACTIVITIES AND RESULTS

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. Printed matter 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 the autumn 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 provided for the production of a youth-focused community-life-centred programme *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 framework of the event, an entertaining programme was staged and visitors had a chance to look at Estonian study materials and study programmes.

In the framework of the Project, research was ordered to obtain feedback on the programme activities, and more generally, on the integration process. The first survey focused on the readiness of the Russian-language school for transition to partial subject study in Estonian starting in 2007. Analysis of reflections in the media revealed that the language learning related issues are largely represented in general integration themes. In the content analysis of the reflections in the media conducted within the framework of Project, the claims contained in integration discourse were examined according to 10 topics. The most claims were presented in the fields related to language policy, mainly in aspects related to teaching and learning Estonian (for more details, see the section on surveys in Chapter 5).



Family Day InterFest in Narva

COMPONENT 10: INTEGRATION-RELATED GRANTS FOR NON-PROFIT ORGANISATIONS AND LOCAL GOVERNMENTS

Period for carrying out the component activities: the supported Projects took place in June 2004 – May 2005

Goal of the Component

The goal of the Component was to boost co-operation between governmental institutions, non-profit organisations, and local governments, with a view to furthering integration processes at the grassroots level.

Expected results of the Component	Results achieved
Funding of an integration-related Project for up to 20 non-profit associations or local governments (average support ~5,000 Euros).	A total of 11 non-profit association or local government integration related Projects have been funded. The average amount of support at the end of a Project was ~8,200 Euros. All activities related to the financed Projects have been put into practice and completed.

To achieve the goals of the Component, a Project application competition was announced on 17 November 2003. Applications were received from non-profit legal entities, incl. NGOs, local governments, and associations of local governments, schools, colleges, and universities.

In the framework of Projects, 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.

In case of Projects funded within the framework of competition, the maximum rate of Project support was 10,000 Euros. A total of 30 projects were received and the average amount applied for was ~9,100 Euros.

The projection underlying the setting of the objective for the frame of reference, according to which the average application for funds was to be ca. 5,000 EUR, would have enabled the funding of about 20 integration projects from the total budget (100,000 EUR). However, because the average application for money turned out to be about 9,000 EUR, only 11 integration projects could be financed selected by a ranking of the applications. Because the financing of project application in the lesser amount, which would have allowed to allocate benefits to larger number of projects would have jeopardised the implementation of the activities planned in the project applications and the achievement of the set goals, it was decided to support fewer projects within the frames of this component but to fund them to the extent of the applied amount. Funding the projects to the extent of the applied-for amount can be considered justifiable because it is a prerequisite to carrying out the supported projects in the planned volume and during the estimated time schedule.¹

OVERVIEW OF THE PROJECTS THAT WERE GRANTED SUPPORT

The “AHHAA – Science on Wheels” project was organised by the Foundation Science Centre AHHAA. The project was implemented in 19 June 2004–18 February 2005. The project’s main activities were the compilation of Estonian and Russian language worksheets for an AHHAA exhibition “Museum of a Common Europe” and AHHAA permanent exhibits, the organisation of presentation events for teachers, and the organisation of AHHAA interactive exhibition packages all over Estonia. As a novelty, the organisation of a science day in situ at school was ventured. Altogether, 10 science days were organised and carried out in Tallinn, Maardu, Narva, Pärnu, Tartu, Tapa, Rakvere, Kärkla, and Kanepi. The science days attracted a wide audience among teachers and stu-

dents, and it created a good prerequisite for continuing demand for activities of the Project in the future. The project’s target group included toddlers, school students, and adults. EU support for the project was 9,841 Euros or 153,982 kroons.

The “Common language through Common Adventure” project was organised by a non-profit association, the Johannes Mikhelson Centre. Project was implemented in the period 1 July 2004–28 February 2005. Project’s main activities were adventure training for students; organisation development training; setting up co-operation networks and the preservation thereof through student representations at vocational schools. The project’s target group included 10th and 11th form students from Tartu’s non-Estonian-language comprehensive schools and students of vocational schools. Altogether, the training was attended by 41 youths. EU support for the Project was 4,397 Euros or 68,791 kroons.

The “A Clearer Sky 2” project was organised by a non-profit association, the Maria Children’s Centre. Project was implemented in the period 14 June 2004–13 February 2005. Project’s main activities were to carry out hobby circles activities and common events for Russian-speaking risk groups children in Tapa in co-operation with Estonian-language children’s establishments. The hobby groups included music, dance, and art classes and sports circles. A 1-month summer camp was organised for the children, they visited the education and information mart “Road Sign 2004” and went to the Jetti ice rink in Tallinn to skate together. Project’s target group mainly included the wards and at the Maria Children’s Centre orphanage. EU support for the Project was 6,039 Euros or 94,492 kroons.

The “Furthering the Integration of Russian- and Estonian-speaking Youth Living in Estonia” project was organised by the non-profit Peipsi Co-operation Centre. Project was implemented in the period 8 June 2004–7 January 2005. Project’s main activities were carrying out at environmental and culture camps in Lääne; organisation of computer classes focusing on the EU and Estonia; organisation of an excursion to study the culture and history of Peipsi coast and publishing a communications train-

¹ Progress evaluation report of Phare project 2003/004-582.03.04
“Estonian language training and teaching in Estonian for non-Estonian speakers”, TNS Emor, 2005

ing collection. The project's target group included 5th–10th form students and schoolteachers of Tartu Pushkin Upper Secondary School, Tartu Reinik Upper Secondary School, Tartu Annelinna Upper Secondary School, Tartu Slavic Upper Secondary School, Kambja Basic School, Kammeri School, Kolkja Basic School, Elva Upper Secondary School, and Puhja Upper Secondary School. The indirect target group comprised local residents of the Lake Peipsi area. EU support for the Project was 9,578 Euros or 149,857 kroons.

The project for the “Promotion of Knowledge of the State among Students at the Upper Secondary Level in Russian-language Schools” was organised by the non-profit Jaan Tõnisson Institute. Project was implemented in the period 15 September 2004–14 January 2005. Project's activities included seminars, study visits to governmental institutions in the capital and local governments; performance of practical project work; and compiling of study materials. A presentation CD was produced for the project. The project's target group included older students and teachers at Ida-Virumaa Russian-language schools, EU support for the Project was 8,120 Euros or 127,053 kroons.



Touring Estonia, the Native Land

The “Sleeping Beauty” project was organised by the Government of the Mäetaguse Rural Municipality. The project was implemented in the period 10 June 2004–9 February 2005. The implementation of the project was assisted by the Theatre in a Trunk, with whom an interactive bilingual puppet show based on the fairy tale “Sleeping Beauty” was created. The play was staged at 15 different children's establishments. The project's target group included Ida-Virumaa

kindergarten children, children from orphanages and handicapped children, as well as teachers and hobby leaders. EU support for the project was 9,908 Euros or 155,028 kroons.

The “Bicultural Lohusuu” project was organised by the Government of the Lohusuu Rural Municipality. Project was implemented in the period 30 June 2004–28 March 2005. Estonian and non-Estonian residents of the rural municipality held joint cultural events within the framework of project – they visited three museums displaying Estonian folk culture and organised folk culture lectures. In the handicraft circle, Estonian and Russian women made 8 sets of the Torma folk costumes and 15 sets of Novgorod folk costumes. Participants learned Russian and Estonian folk songs and folk dances, which they performed at events marking common red-letter days. At the end of project, a public concert, and “Bicultural Lohusuu” exhibition was staged. The project's target group included local Estonians and non-Estonians culture fans. EU support for the project was 8,581 Euros or 134,262 kroons.

The “Discover Estonia” project was organised by the Tartu Environmental Education Centre Foundation. Project was implemented in the period 4 July 2004–3 March 2005. The goal of the Project was of the development of programmes complementing the school curriculum, including Estonian rocks, the Baltic Sea habitat and environmental protection, a study day at the Estonian Nature Protection Forest Centre, and Tartu Green Briefcase, incl. translation of programme materials into Russian, compiling and printing of information brochures of programmes in Estonian and Russian, conducting seminars among teachers and carrying out programmes based on study days for students. The project's target group included basic level teachers and basic school natural science teachers for whom two seminars presenting the training programmes were organised, and students of primary and basic stage from Estonian- and Russian-language schools and schools, who could participate in 15 different study days. EU support for the project was 8,580 Euros or 134,244 kroons.

The “Youth alert!” project was organised by the Junior Achievement Development Fund. The project was implemented in the period 12 June 2004–10 January 2005. The project’s main activities to conduct training related to educational, practical and job opportunities among youth; the presentation of EU structures, institutions and programmes; conducting training for teachers and consultants working with young people. The project’s target group included youth in low employment districts or youth at risk of becoming unemployed. EU support for the project was 9,664 Euros or 151,202 kroons.

The “Ida-Virumaa Cultural History Map” project was organised by the non-profit Archaeological Centre. The project was implemented in the period 10 August 2004–9 May 2005. The project’s main task was to create cultural history oriented information and study materials to introduce Ida-Virumaa, incl. for use in history, literature, and regional study classes. During the project, a web-based database on Ida-Virumaa cultural history was created. About 900 Ida-Virumaa cultural monuments were digitalised. Data on 171 monuments with pictures, GPS coordinates and short descriptions were recorded on CDs, which were distributed free to the project’s target group schools, museums and local governments. A teachers’ information day was conducted for demonstrating the use of the materials in class. EU support for the Project was 9,337 Euros or 146,100 kroons.



All together on an excursion

The project for “Arriving at Friendship between Young People through Estonian Traditional Culture” was organised by the non-profit Tāhe Youth Club. The project was implemented in the period 3 July 2004–2 March 2005. A summer camp focused on traditional culture, as well as six workshops on

topics of traditional culture and social coping were organised within the framework of the project. The events were attended by youth from the Tartu and Jõhvi Youth Centres. Project was ended with a final seminar at the Tāhe Youth Centre, within the framework of which, the homework of the youth participating in project were presented, and an excursion to Tartu was organised for the Jõhvi youth. EU support for the project was 5,868 Euros or 91,814 kroons.

Assessment of project

On the whole, the projects and activities can be considered sustainable, which is a prerequisite to the longevity of results:

- Various materials have been developed within the frames of projects (teaching materials, information materials); various training courses have been carried out; obtaining of various knowledge and skills has been supported, which enables to continue and repeat the already carried out activities in the future.
- Teacher training and the provided knowledge or information enable them to continue project activities or distribute information on the level of schools independently, thus involving an additional number of young people.
- The created cooperation network, e.g. between schools and youth groups, favour the initiating and carrying out of new projects. As seen in case of several funded projects, the conducted activities have grown into continued projects.
- Experience and positive feedback from project facilitators and participating target groups will in turn create the prerequisite and readiness to launch continued projects and participate in their activities.
- Cooperation experiences and established contacts will enable non-profit associations to apply for support to carry out their projects in the future as well and include local governments in dealing more actively with integration-related issues.¹

1 Progress evaluation report of Phare project 2003/004-582.03.04 “Estonian language training and teaching in Estonian for non-Estonian speakers”, TNS Emor, 2005, p 96

3. RESEARCH AND ASSESSMENTS MADE WITHIN THE FRAMEWORK OF THE PROGRAMME

Upon commission by the programme, several surveys were completed, which analyse the issues related to integration and language study. The reports of the surveys are available in English on the Integration Foundation website: www.meis.ee under the heading of “library” and as an electronic holding through the interlibrary catalogue Ester.

SUBJECT TEACHING IN RUSSIAN-LANGUAGE SCHOOLS: THE PRESENT SITUATION AND NEEDS

Upon commission by the programme, TNS Emor carried out a two-part comprehensive survey in autumn 2004, with the aim of finding out the attitude of the interest groups, i.e. school leaders, subject teachers and students, toward the introduction of bilingual teaching. In the process of representative survey, the directors and subject teachers of Russian upper secondary schools and basic schools were questioned; as a qualitative survey, group discussions with students of a Russian-language upper secondary school were organised.

The results of the survey showed that as of November 2004, subjects were taught in Estonian in 63 Russian-speaking schools, constituting 83% of all the surveyed schools. As per districts, subject teaching in Estonian was found most often in Russian schools outside Tallinn and Ida-Virumaa. Estonian was used most often to teach music, art, manual work, and physical education.

Bilingual teaching was considered either very necessary or rather necessary by 83% of the school leaders who answered the questionnaire. Teachers were somewhat more pessimistic – 71% of supported

Estonian-language subject instruction.

The primary positive impact of subject study in the Estonian language seen by the school leaders was increased proficiency in Estonian among the students of Russian schools, as well as increased competitiveness and a widening of educational opportunities. The main negative influence was seen to be a significant increase in the workload for teachers and students in mastering the subject or teaching it.

Two-thirds of heads of the Russian-language upper secondary schools considered themselves to be informed about the plans for transition to bilingual education. However, the predominant majority of heads of schools were worried about the implementation of transition, since the general readiness of the school was viewed as insufficient. The main obstacle seen to currently impede the start of the transition are the personnel problems, i.e. the lack of the necessary teachers.

INTEGRATION DISCOURSE IN THE ESTONIAN MEDIA

ETA Monitoring and Hill & Knowlton Estonia carried out an analysis of the integration discourse, focusing on the treatment of the integration topic by the press during the past two years (2004–2005). The results of the survey show that the common information space and opinions sphere between the Estonian and Russian language media, as ascertained in earlier surveys, continues to develop. Most widely reflected in the media were suggestions and claims concerning language policy, Russia's impact on integration process, and national relations.

When comparing the results of survey with previous media monitoring, the proportion of opinions dealing with Russia's role in the Estonian integration process is increasing. Russia's influence on local integration process is treated in media through activity of international organisations, where Russia raises issues related to integration process taking place in Estonia.

Compared to previous monitoring, the media is carrying fewer statements from which one could infer doubts about the loyalty of Russian-speaking minority toward the Republic of Estonia. Coverage of citizenship and identity issues in the media emphasises positions that affirm unity.

4. PROGRAMME MANAGEMENT

Programme management

The daily activity of the programme was directed by a team, including:

Maie Soll – Programme Officer, Ministry of Education and Research

Karin Rätsep – Director of the Programme Officer's Support Unit, Non-Estonians' Integration Foundation

Hille Hinsberg – Project Manager of the Programme Officer's Support Unit, Non-Estonians' Integration Foundation

Kristi Lillemägi – Project Manager of the Programme Officer's Support Unit, Non-Estonians' Integration Foundation

Kaie Kõrts – Project Manager of the Programme Officer's Support Unit, Non-Estonians' Integration Foundation

Steering Committee

The goal of the Programme Steering Committee was to exercise supervision over Project implementation. The Steering Committee had the right to issue confirmations, make recommendations, and pass resolutions on the development of the Programme within the Phare guidelines and practices. The President of the Steering Committee was a representative of the Ministry of Education and Research.

The main tasks of the Steering Committee included approving reports for the previous period of the Programme and plans for the subsequent period; making propositions for the initial working plans of the Programme; approving all developments differing from the initial working plans and changes in the budget, anticipating problems arising in management of the Programme, and when the problems arise, making propositions to resolve them and guaranteeing the compliance of the Programme activity with national integration policies.

Ten Steering Committee meetings were held during the implementation of the Programme.



Steering Committee giving advice

Composition of the Steering Committee in 2003–2006

President of the Steering Committee:

Peep Ratas – Permanent Secretary, Ministry of Education and Research (until January 2004)

Silja Kimmel – Head of the Analysis Department, Ministry of Education and Research (from March 2004)

Members of Steering Committee:

Maie Soll – Counsellor, Ministry of Education and Research

Ivi Proos – sociologist, Counsellor of the Supervisory Board of the Bank of Estonia

Isabella Riitsaar – Director of Tallinn Pae Upper Secondary School

Rein Aidma – Member of the Riigikogu

Ken Koort – Counsellor of the Minister for Population Affairs

Tanel Mätlik – Member of the National Minorities Roundtable of the Republic, Head of the Integration Foundation

Leo Raidma – Acting County Governor, Ida-Viru County Government (until November 2004)

Ago Silde – County Governor, Ida-Viru County Government (from February 2005)

Helen Hõbemägi – Task Manager, Representation of the European Commission in Estonia (until April 2004)

Lydia Chalmers – Task Manager, Representation of the European Commission in Estonia (from April 2004)

Ando Siitam – procurement specialist, Ministry of Finance (until August 2004)

Marina Levtsenko – procurement specialist, Ministry of Finance (from August 2004 until November 2004)

Piret Erik – procurement specialist, Ministry of Finance (from December 2004 until April 2005)

Silva Helmrosin – procurement specialist, Ministry of Finance (from June 2005 until November 2005)

Jana Silaškova – procurement specialist, Ministry of Finance (from November 2005)

5. MAIN CONCLUSIONS AND RECOMMENDATIONS FOR THE FUTURE

Efficiency of the Programme and its impact

At the end of 2005, TNS Emor conducted an interim assessment of the Phare 2003 Programme, based on which the final objectives of the activities were assessed as being achievable.¹ Based on the direct outputs of the Programme and short-term goals, the majority of the Project's activities can be assessed as efficient and meeting the frame of reference. The assessments presented below on the sustainability of Project and the recommendations and proposals derive from the Phare 2003 progress evaluation assessment.

Sustainability of the Programme

Supporting the Estonian language training opportunities for non-Estonian, which was included in the previous stages of the Phare support system, has continued within the frames of the current Phare programme – incl. partial reimbursement of Estonian language study fees to those passing the state language exam, free Estonian language courses to social priority target groups and language camps and family exchange programmes supporting the learning of Estonian among non-Estonian children and youth – that depending on the persistence of need and efficiency of activities that have been carried out. Their continuous financing from the Estonian state budget after the end of the Phare 2003 programme also proves the necessity and efficiency of aforementioned actions supporting Estonian language training.

According to the progress evaluation carried out to assess efficiency and effectiveness of the Phare programme, the sustainability factor was rated high:

- There is an interest and motivation expressed by stakeholder groups that are important for programme activities, incl. those carrying out programme activities as well as cooperation partners.

- Expert groups and teams have been created during the course of several activities, they have proved their readiness and ability to cooperate and their existence can be considered as a prerequisite for future activities evolving from the activities of the current programme.
- Financing of several activities carried out within the frames of the Phare programme will continue in the future and we can bring out continued projects in case of several activities.
- In case of language camps and family exchange programmes, a national network of experienced project managers has developed over the years, which can be considered a significant support system for the further development and continuance of given projects.
- To ensure the sustainability of activities supported within the frames of the Phare programme, specific activities are included in it, aimed at guaranteeing the longevity of activities in a specific field.
- The sustainability of project activities is also supported by concentration and communication of competence through carrying out training, which enable the participants to apply the corresponding skills in implementing the given activities in the future.
- The competence acquired in planning Phare programme activities, compiling initial tasks and carrying out the activities, aid in applying for support from other foreign aid programmes and measures. In 2004, the Structural Funds Administrative Unit and Transition Facility Support Unit were established in the Non-Estonians' Integration Foundation, replying on the experiences from Phare administrative unit management among other things.

In evaluating the sustainability of project activities we can't leave out the attitudes of the general public, which are a significant prerequisite to the continuance of activities aimed at supporting integration processes. To guarantee the interest and attitudinal support of the wider public as well as project's stakeholder groups, it is important that the results and the activities carried out with the support of the current Phare programme as well as other sources, find continuous approval and media coverage in the Estonian society.

¹ Progress evaluation report of Phare project 2003/004-582.03.04
"Estonian language training and teaching in Estonian for non-Estonian speakers", TNS Emor, 2005

Recommendations and propositions

Several Phare programme activities have been aimed at increasing and supporting the opportunities of the non-Estonian population to learn Estonian. The efficiency of given activities and permanence of achieved results depends largely on the application of learnt Estonian language skills and the opportunities to use it. Based on the surveys and analysis mapping the usage and knowledge of the Estonian language by the non-Estonian speaking population, the permanence of language skills can be considered a problem especially in case of the (adult) non-Estonian speaking population, whose daily communication and working environment is predominantly Russian-speaking (inhabitants in the Ida-Virumaa region, also the teachers in Russian schools). Therefore, aside from expanding Estonian language training opportunities, more attention should be paid to increasing the awareness of possibilities where to use the acquired Estonian language skills and creating opportunities for that.

Since the efficiency and impact of several Phare programme activities is associated with the implementation of compiled teaching and training materials or knowledge and skills passed on during the course of the activities, it would make sense to use observations in schools and kindergartens after the end of programme activities.

The feedback gathered from those carrying out the project confirms that it is the inclusion of Estonian target groups in project activities that has created difficulties in preparing and carrying out projects involving Estonians and non-Estonians. Therefore it is continually important in case of the Estonian-speaking population to help increase the awareness of the role of Estonians in the development and efficiency of integration programmes, one certain way to do this is more active participation of the Estonian-speaking target group in activities aimed at supporting integration.¹

¹ Progress evaluation report of Phare project 2003/004-582.03.04
"Estonian language training and teaching in Estonian for non-Estonian speakers", TNS Emor, 2005