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# Introduction

The current programme “Integration in Estonian Society 2000-2007” will end in 2007. In 2006, the development of a new national integration strategy (for the years 2008-2013) was started. The experience of the Non-Estonians Integration Foundation in implementing the current programme, as well as cooperating with state authorities and local governments, international organisations, civil society organisations, research institutions and media organisations in Estonia and abroad provides a good basis for preparing a new competent strategy.

Our aim is to consistently support integration in society in order to strengthen the democratic nation state which provides all people with equal opportunities for participation in social life.

During its years of activity, the Integration Foundation has become a smoothly and clearly functioning institution. The Foundation supervises the generation of new ideas and implementation of

extensive projects aimed at developing and supporting integration. This makes the competence of the Foundation useful for all state authorities whose scope of activity covers the development and implementation of integration activities.

As regards the new sector-based development plan, I would underline the importance of further increasing the cooperation between state authorities and the Foundation in order to utilise the Foundation’s years of useful experience in the ongoing activities of the state

Urve Palo  
Minister for Population Affairs  
Chairman of the Management Committee of the national programme “Integration in Estonian Society 2000-2007” and the Governing Board of the Integration Foundation  
October 2007

# Dear Reader

This annual report summarises the most important achievements of the Foundation in 2006 in supporting integration in Estonian society. The most important keywords for 2006 were partial transition to teaching subjects in Estonian, the naturalisation process, language studies, and the retraining of non-Estonian speaking unemployed persons. It is a pleasure to note that the Foundation was able to support all of the abovementioned priority areas, promoting active cooperation with ministries, state authorities, schools, local governments, civil society organisations and many other partners.

A partial transition to the study of school subjects in Estonian will begin in the school year 2007/2008. For that purpose, the Foundation, in cooperation with the Ministry of Education and Research and the institutions of higher education, initiated extensive in-service training courses in Estonian literature, social studies, geography, and music in 2006 for up to 240 subject teachers in total.

The number of persons with undetermined citizenship status is quickly diminishing in Estonia, and in order to maintain the current pace the Foundation organised in 2006 preparatory courses for the examination on the Constitution and the Citizenship Act of the Republic of Estonia in addition to the usual Estonian language courses. By the end of 2006 almost 2,000 persons had completed the course.

Proficiency in Estonian is one of the preconditions for participation in the social life of Estonia. In 2006, the Foundation continued to pay close attention to the improvement of the language skills of

the employees of the public sector, as well as to the inclusion of non-Estonian speaking unemployed people in the labour market. As a result, 135 police and rescue officers completed an Estonian language course, and 47 employees participated in language practice. Preparations were made for the arrangement of Estonian courses and professional retraining and in-service training for 200 unemployed young people in 2007.

Of course, we must not forget the active contribution made by the Foundation in 2006 to the preparations for the new integration strategy for the years 2008-2013. The integration monitoring performed since 2000 and the events influencing ethnic relations have reflected the ongoing need for dealing with integration problems in Estonian society. In the coming years our goals are to establish a common national identity, increase mutual tolerance and foster a common infosphere.

We would like to thank all our partners and friends for the work they have done and express our wish to continue our cooperation in the coming years.

Tanel Mätlik  
Director of the Integration Foundation

# Responsibilities of the Foundation

## I. Sub-programme "Education"

The activities of the sub-programme "Education" are planned on the basis of two main objectives:

- a) the graduates of basic school are socially competent and have an intermediate level command of Estonian;
- b) the youths who have acquired a secondary education are fluent in Estonian on the level necessary for everyday and professional communication and are able to continue their studies in Estonian.

## II. Sub-programme "Education and the Culture of Ethnic Minorities"

More than 100 nationalities are represented in Estonia which makes it a multicultural country. The target groups of the sub-programme are the historical national minorities, as well as the ethnic minorities who have migrated to Estonia in the second half of the 20th century and in the 21st century. The aim of the activities is to enable the ethnic minorities to maintain and promote their culture, have access to the study of their native language and informal education in their native language.

## III. Sub-programme "Estonian Language Training for Adults"

The aim of the sub-programme is to create opportunities for improving the Estonian language skills and socio-cultural competency of

adults who are no longer involved in obtaining a general or higher education.

## IV. Sub-programme "Social competence"

Social competence means the ability of a person to function adequately on all levels of social life. The ability of people to become organised on the basis of common interests (the domain of the third sector), the availability of objective information, and the change of attitudes in society (the domain of media and public opinion) are seen as the key factors in the formation of social competence.

With regard to efficient integration, the focus is on mutual alteration of political views so that the views become more open and tolerant. The objectives of the sub-programme are:

- 1) to acknowledge the potential of non-Estonians and to consciously include them in decision-making and development programmes;
- 2) to implement the concept of a multicultural society in Estonia and introduce the cultures of the ethnic minorities living in Estonia to the public.

# Activities of the Units

The work of the Foundation in 2006 is characterised by the amount of attention paid to the development of new integration activities and to the expansion of existing efficient projects and programmes. In 2006, the Foundation submitted 11 projects in the total amount of EEK 76 million at various application rounds in order to apply for cofinancing from the programmes of the European Union. The projects prepared are in correspondence both with the objectives of the national programme "Integration in Estonian Society in 2000-2007," and the bottlenecks in the current implementation of the programme pointed out in different national and international assessment reports.

As regards the planning of national integration policy, the Foundation participated actively in the work of the expert committee and the working group formed by the Minister for Population Affairs, preparing a new national integration programme for the years 2008-2013.

As a result, the strategy section of the programme was completed by December 2006 and will be presented for public discussion at the beginning of 2007 before approval by the Government of the Republic.

The following will provide an overview of the activities of the Integration Foundation in 2006 and the main results by different units and projects.

## ADMINISTRATIVE AND PROJECT UNIT

The Administrative and Project Units coordinate the contracts on the use of allocations entered into with the Ministry of Internal Affairs, the Ministry of Education and Research, and the State Chancellery for the implementation of the activities foreseen in the national

## Activities of the Units

integration programme.

### The main results of the activities performed in 2006

1. Within the framework of the public (general) competition, 27 projects from different areas of activity were supported. The aim is to primarily support innovative ideas and civil initiative which had not yet developed fully during the preparation of the national programme or did not have enough relative importance to be described separately as promoted activities in the programme.

2. In the two rounds of the project competition for national culture societies, 39 projects were supported for the arrangement of culture events of the societies. The aims of the competition are to extend the possibilities of the ethnic minorities living in Estonia to maintain their distinctive linguistic and cultural characteristics, increase Estonian society's awareness of cultural differences, and develop integration cooperation between the third sector and national institutions.

3. The direct aim of the project competition "Journey of Independence" is to introduce the history of the War of Independence, the story of the birth of Estonian statehood, the country's development following the regaining of independence and the places associated with these events to the students of schools with Estonian and Russian as the language of instruction and to the members of youth organisations, thereby raising the sense of patriotism and loyalty among youth in Estonia who come from different national backgrounds. In the course of the supported projects, more than 920 young people from schools with Estonian and Russian as the language of instruction and from youth organisations visited the places connected with the Estonian fight for independence. These trips help to consolidate the facts studied in history lessons, expand the students' knowledge and gain a better understanding of the establishment of statehood in Estonia.

4. 40 projects with more than 1,600 Estonian and non-Estonian speaking young participants were supported at the different rounds of the competitions for language camps and family study and extracurricular language study projects. Language camps bring non-Estonian and Estonian youths together in activities aimed at lowering linguistic and cultural barriers, developing communicative skills, and raising motivation and interest in learning the Estonian language. In family study projects, foreign language speaking teenagers can live an average of one week to two months in an Estonian family and participate actively in the family life. For the assessment of the implementation and results of the projects, monitoring was performed in all camp projects and in most families participating in family exchange.

5. Two camp-exchange projects were arranged for 53 children of Estonian origin living in areas formerly part of the Soviet Union. The aim of the camps was to support in every respect the sense of national cohesion and Estonian patriotism, as well as the children's linguistic and cultural identity. The participants included children and youths from Latvia, Lithuania, Belarus, Ukraine, Russia (St. Petersburg, Moscow, Upper Suetuk, Krasnoyarsk) and Abkhazia. Local Estonian

youth were also represented in both camps as support persons. During the 10 days of camp, many trips were taken around Estonia, the participants attended concerts, went hiking and took part in events introducing contemporary life in Estonia.

6. There were more than 70 participants at the information days of the competitions arranged for project applicants.

7. The aims of the competition for Russian language and bilingual TV programmes are to foster the role of television in the communication regarding integration, alter the current viewing habits Russian speaking population and increase the non-Estonian speaking audience of television broadcasts produced in Estonia. In 2006, ETV broadcast the TV series "Who knows?" produced by AA Visioon, which was a contest game for youths from both Estonian language and Russian language schools.

8. An Estonian language course was provided for the education workers in the foreign language schools and kindergartens of Tallinn to help them improve their Estonian language skills and thereby increase their competitiveness in the labour market.

9. 60-hour Estonian language courses were held for 320 education workers from non-Estonian language schools, 286 of whom completed the courses successfully.

10. The aim of the annual development grants is to motivate the development of new integration projects. For successful integration projects organised in 2005, grants were awarded to the Tartu County Old Believers' Culture and Development Society, Pärnu Russian Secondary School, and Carolin Kadaja, the organiser of language camps.

In 2006, the Foundation in cooperation with the State Chancellery began issuing activity grants to the culture societies and arts groups of national minorities. On the basis of the competition, the State Chancellery signed 212 grant award contracts. The Foundation offered technical support for arranging the competition, signing the contracts and performing supervision.

### CENTRE FOR EDUCATIONAL PROGRAMMES

Within the framework of the cooperation agreement between the Ministry of Education and Research and the Integration Foundation, the Foundation's Centre for Educational Programmes arranged 3 procurements and 10 project competitions in 2006, providing a total of 92 projects with support.

#### Results of the activity of the Centre for Educational Programmes

1. **In the field of preschool education**, support was provided for the teaching of Estonian as a second language to preschool children:

1) the follow-up survey "Teaching of Estonian as a Second Language in Kindergartens" was completed;

2) in the Tähekese Kindergarten of Tallinn, a methodology centre

## Activities of the Units

for kindergarten teachers of Estonian as a second language was opened in September 2006. With the help of the Centre for Educational Programmes, the methodology centre has been supplied with necessary teaching materials and aids. The Centre also supported the organisation of information days, training courses and workshops;

3) 8 projects were supported within the framework of the project competition. The aim of the competition is to support the study of Estonian by non-Estonian speaking children in preschool child care institutions. In the school year 2006/2007, support will be provided for the arrangement of study activities, acquisition of teaching materials and aids, and the remuneration and in-service training of teachers in the case of local governments and preschool child care institutions;

4) support was provided for the in-service training of teachers and heads of kindergartens, including the organisation of a summer school (with 400 participants in different training courses), and the preparation and printing of teaching materials (five items of teaching materials).

### 2. In the field of general education:

1) support was provided to the activity of the Association of Teachers of Estonian as a Second Language (EKTKÕL). The Centre for Educational Programmes has supported the activity of EKTKÕL since 2001. Regional centres of the association operate as independent training centres in Tallinn, Tartu and Kohtla-Järve, offering **professional in-service training to the teachers of Estonian as a second language** and counselling them in the field of methodology. The centres also support the work of subject divisions to contribute to improving the subject-based competence. More detailed information about the activities of the centre is available from the homepage [www.eestikeelteisekeelena.ee](http://www.eestikeelteisekeelena.ee);

2) a survey "Teaching Estonian as a second language in schools" was carried out;

3) training was provided for the teachers of Estonian as a second language (in the field of their knowledge of the subject) and the curriculum development in Estonian and Russian language schools was developed (380 teachers participated in different training courses);

4) support was provided for the operation of the Internet-based language learning environment eFant.ee;

5) four **media education courses** for the students/teachers of Estonian and Russian language schools were supported within the framework of the project competition. The supported schools must contribute to increasing the media competence of its teachers and/or students; provide knowledge about how media can be used to shape the image of the school and about the options of the school and teachers in communicating with the media; provide teachers and/or students with information on media ethics and its rules; teach the teachers to use miscellaneous methods and orientate in the media;

6) the translation into Russian of the collection "Checking and Assessing Study Results at School" was supported;

7) in-service training was provided to the directors of extracurricular activities of Estonian and Russian language or bilingual comprehensive schools to help them take into account the specific features of students representing different nationalities at their school

(33 participants completed the 160-hour training programme);

8) in the sphere of **civic education**, the fourth Internet-based Citizens' Day Quiz was organised (the homepage was visited more than 6,000 times). The quiz was meant for 7th to 9th-year students of comprehensive schools where the language of instruction is Estonian or Russian and for the students of vocational schools providing general secondary education. Its purpose was to educate young people on the subjects of constitutional institutions of the Republic of Estonia, human and civil rights, freedoms and duties and issues associated with the European Union;

9) applications from 12 schools were supported in the course of the project competition. The aim of the competition is to support the common activities of the students of Estonian or Russian language schools in order to broaden the students' understanding of Estonian society, value Estonian citizenship and the status of being an Estonian citizen, fix the traditions of the Citizens' Day and the anniversary of the Republic of Estonia, and develop tolerance in a multicultural collective;

10) the survey CivEduEst (on citizenship education/civic studies) by IEA (International Association for the Evaluation of Educational Achievement) about the youth's civil culture was completed;

11) support was provided for the translation into Russian of the teaching material of social studies "The Individual and Society";

12) support was provided for the in-service training of teachers of Estonian as native language teaching the **children of newly arrived immigrants** in Estonian language comprehensive schools, including the organisation of a study trip to Finland;

13) within the framework of two project competitions, support was provided for the adapting of children from the families of newly arrived immigrants to Estonian educational institutions. The 16 supported projects contributed to the adapting process of newly arrived immigrants to an Estonian language study and growing environment, improved their proficiency in the Estonian language and facilitated their study of school subjects;

14) the information folder "I study in an Estonian School" was published (circulated in 1,000 Estonian, 2,000 Russian and 3,000 English copies).

### 3. The transition to Estonian language study was prepared:

1) training was arranged for 131 principals and teachers of foreign language schools and for education officials;

2) 19 projects were supported in the competition "Foreign language student in an Estonian language school." The aim of the competition is to support the projects of comprehensive schools and local governments that contribute to the adapting process of non-Estonian speaking students in schools where the language of instruction is Estonian and support the teaching in Estonian of Estonian literature, social studies, music and art history, geography, Estonian history and/or some optional courses taught in Russian language schools.

### 4. Sunday schools of national culture societies:

1) in-service training on methodology was provided to the teachers of the national minority Sunday schools (three seminars, a total of 55 participating teachers);

2) two project competitions were held in order to support the

## Activities of the Units

teaching of native languages in national minority Sunday schools and national culture societies with the aim of acknowledging the multicultural nature of Estonia and the specific features of different national cultures, maintaining the identity of the children belonging to national minorities and developing the cooperation between the Sunday schools of national culture societies. The acquiring of teaching materials and literature in native languages, the teaching of native languages and culture studies courses and the organising of events for children are also supported. The activities of 13 Sunday schools were financed within the framework of the competitions;

3) materials supporting national culture identities were produced: the publication "Nationalities in Estonia. Kazakhs" and the series of short films "Ethnic Mosaic II";

4) the establishment of day centres for the Roma in Valga and Tartu was supported, as there has thus far been no success at supporting the development of the culture of the Roma through Sunday schools and cultural societies. In Valga, the Roma and their family members are counselled in the Valga Activation Centre and Valga City Government. We also have a very good cooperation with the Valga Employment Office. Counselling is mainly needed in the spheres of social aid and education.

### 5. Youth work:

1) the project competition supported the common activities of Estonian and non-Estonian speaking youth: adventure training, summer creativity days, youth hip-hop days, the day of martial arts, teamwork training, drama training, debating circles, first-aid training, including the introduction to fire safety and moving on water, a competition on the topic "Estonian Science: a promising field of activity for the youth?" etc. All in all, over 1,000 youths participated in various events;

2) the reports of the surveys ordered in 2005, specifically "Mapping of the Situation in Public Youth Centres" and "Mapping of the Current Situation of the Juvenile Committee", were completed;

3) the project competition for extracurricular language studies was arranged in cooperation with the Project Unit. Support was given to 10 projects.

## LANGUAGE IMMERSION CENTRE

During its five years of activity, the Language Immersion Programme has become a strong programme showing good results and operating within the framework of the cooperation agreement entered into between the Foundation and the Ministry of Education and Research.

The main tasks of the Language Immersion Centre are to provide the institutions that have joined the programme with the training, counselling and teaching materials that are important with regard to the development of the Language Immersion Programme, to disseminate information about the Language Immersion Programme and coordinate scientific research on language immersion within the limits of the budget allocated by the Ministry of Education and Research.

By the end of 2006, 20 late language immersion and 12 early language immersion schools and 22 kindergartens have joined the programme. More than 3,200 children participate in immersion studies.

In 2006, one of the aims of the development of the programme was to support the independence of schools and kindergartens. So far, the Language Immersion Centre has played a leading role in the methodological development of the programme both as regards training and counselling. The training sessions and the conference held in 2006 provided the kindergartens and schools with information and support regarding the carrying out of internal training courses and developing the programme inside their institutions. During the year, teachers-trainers who would become the main developers of internal training systems and teachers of language immersion methodology in their institutions were also prepared on the request of the Language Immersion Centre.

In 2006, the number of language immersion worksheets increased. On the basis of the feedback from the schools and kindergartens, the need for and trends of the teaching materials have been established. Worksheets have been prepared for late language immersion programmes in the 2nd and 3rd stages of study. Work continues on editing and formatting the worksheets. The revision of the worksheets has been started on the basis of feedback and reviews received from schools. The compilation of the worksheets for early language immersion in the 2nd stage of study will be started in 2007. In 2006, the creation of a team for the preparation of worksheets supporting Estonian language studies specific to language immersion was started.

The public is familiar with the Language Immersion Programme and its principles. More and more people involved in the Language Immersion Programme are asked to perform at seminars and conferences outside the programme. The textbooks and worksheets issued by the Language Immersion Centre are used in many schools not belonging to the programme (including for teaching newly arrived immigrants and ordinary classes of both Estonian language and Russian language schools).

The oldest early language immersion students will graduate from grade 7 during the school year 2006/2007, whereas the late language immersion students will graduate from grade 9. Therefore, one of the main issues for the schools that have joined the programme by now is to develop the Language Immersion Programme in the upper secondary school stage. The specification and development of this process will be one of the main development trends in 2007. The curriculum of early language immersion must also be developed, taking into account the increasing number of children from language immersion kindergartens reaching school-age. Therefore, the students of grade 1 of language immersion schools speak Estonian much better than the students that joined the programme during its starting years.

Since 2005, the Parents Union of the Language Immersion Programme has been active in Estonia, supporting the Language Immersion Programme, disseminating information to the public

## Activities of the Units

about the programme, providing parents with training, motivating the education specialists and students associated with the programme and forwarding its views and proposals about the development trends of the programme to the Language Immersion Centre and the Ministry of Education and Research.

In 2006, the Language Immersion Programme has been presented as a successful example of foreign language education in Estonia at many international conferences, including the conferences organised by the Council of Europe and the European Commission. The Language Immersion Centre has been visited by high-level education officials, diplomats and journalists from Wales, Russia, Canada, Georgia and Ukraine. In 2006, the transferral of the programme's experience to Georgia and Ukraine has been considered.

### **Management and development of the Language Immersion Programme**

#### **Language Immersion Centre – EEK 1,370,643.22**

In 2006, the number of students involved in the Language Immersion Programme increased by 653, reaching a total number of 3,225 students. Four educational institutions joined the programme. The educational institutions that have joined the programme are located on the territory of 12 local governments. The education officials of local governments and counties are also involved in the development of the programme, in order to ensure the coordination of the programme with local and national education development plans.

The programme is managed by the Language Immersion Centre, whose employees visit all of the educational institutions that have joined the programme at least once a year and meet the managers and employees of the institutions in order to get feedback about the progress of the programme and problems connected with the programme.

### **Introduction and promotion of the method**

#### **Language Immersion Centre – EEK 413,932.15**

The principles of the Language Immersion Programme have been introduced in Estonia and abroad at national and international conferences. In total, the programme has been introduced at 11 seminars and 8 conferences, 5 of which were international conferences.

25 articles have been published in Estonian newspapers regarding the Language Immersion Programme; 7 broadcasts or news headlines introducing the programme have been on the radio; the programme has been discussed in the news broadcasts of nationwide TV channels on five occasions. An interview with the head of the Language Immersion Centre was broadcast in a bilingual programme of the Latvian national TV channel and in a programme of Orient TV introducing bilingual education.

Information and experience on the implementation of the Language Immersion Programme has been sought by the visitors of the Language Immersion Centre from Wales, Georgia, Ukraine, USA, Canada and Russia.

### **Counselling of the educational institutions that have joined the programme**

#### **Language Immersion Centre – EEK 591,854.75**

In 2006, one of the biggest developments regarding the programme was the establishment of the counselling system. In the previous years, the teachers have received methodological advice from the employees of the Language Immersion Centre. In 2006, the concept of the counselling system was established in cooperation with the Language Immersion Centre and its partners. From the year 2008, trained counsellors chosen from among the immersion teachers will start regular visits to kindergartens and schools in order to offer methodological help to teachers. In 2006, the candidates for the counsellor posts were chosen and given initial training, the basic documents for the counselling system were prepared and the educational institutions that have joined the programme were informed of the counselling system. The concept of the counselling system was approved by the meeting of the management committee of the Language Immersion Centre on 14 December.

The training of 60 counsellors has begun under the supervision of three regional coordinators.

### **Training of educational institutions that have joined the programme**

#### **Language Immersion Centre – EEK 973,900.61**

In 2006, 355 persons participated (for a total of 134 hours) in the training sessions of the Language Immersion Programme. The education officials of partner organisations that have a role in the development of the programme (the Ministry of Education and Research, the National Examination and Qualification Centre, local governments, the Parents Union, etc.) have also participated in the training.

The trainers of educational institutions that have joined the Language Immersion Programme have had the opportunity to participate in basic training courses covering the whole programme, such as "Contemporary Principles of Adult Training" and "Contemporary Principles of Adult Training and Methods of Group Work."

Ten directors of studies from the institutions participating in the programme have taken a training course on supportive direct feedback: "The 5-Minute Monitoring Method".

16 principals of the schools and heads of the kindergartens participating in language immersion have completed the training on time management and 27 heads of educational institutions that have joined the Language Immersion Programme have participated in a training course "Management of the Language Immersion Programme: Language Immersion Handbook."

Language immersion methodology has been introduced to the teachers within the framework of all three programmes for about 100 hours.

Training plans have been compiled for the next 3 years and the preparation of the training schedule for 2007 has been completed.

## Activities of the Units

The sustainability of the Language Immersion Programme in relation to the development, implementation and dissemination of the methodology has been ensured.

### Development of teaching materials

#### Language Immersion Centre – EEK 655,416.70

The national curriculum is followed when updating the teaching materials, and the principles of language immersion methodology, the experience of the programme implementers (experts of the Language Immersion Centre and language immersion teachers), and the proposals by external experts are taken into consideration.

The textbooks for grade 3 of early language immersion have been updated – the revised textbooks will be printed in 2007.

405 worksheets for the students of early and late language immersion programmes have been compiled and 763 worksheets have been edited. The preparation of the worksheets of Estonian for the 2nd and 3rd stages of study of early and late language immersion has been started.

The analysis of the teaching materials of kindergartens indicated that it is important to increase the number of textbooks connected with the programme. Therefore, two textbooks for reading instruction and the book “Draw and Retell” have been compiled instead of worksheets. The books have been distributed free of charge to the educational institutions that have joined the programme.

### STRUCTURAL FUNDS ADMINISTRATIVE UNIT

Four European Union Structural Fund projects were continued in 2006.

The objectives of the project “**Labour Force Assignments within Estonia for Language Practice**” are to assure that the non-Estonian rescue and police officers working in the public sector have sufficient Estonian language skills for performing their daily work assignments and meeting the language requirements prescribed by law, communicating on everyday topics and work-related issues as well as fulfilling their in-service training requirements in order to increase the security of police and rescue officers in the Estonian labour market through improving their language skills.

120-hour Estonian language courses were organised in 2006 for non-Estonian speaking rescue and police officers from Tallinn/Harju County and Ida-Viru County, complemented by the language practice projects launched in Estonian speaking regions. In 2006, the total number of police and rescue officers participating in the first stage of the language courses was 67 in Tallinn (the trainer was MTÜ Eesti Keele Suhtlemiskool) and 68 in Ida-Viru County (the trainer was AS Kesk-Eesti Arenduskeskus). The second stage of the language courses started in September 2006. Two language study groups of police and rescue officers started work in Tallinn and four study groups were formed in Ida-Viru County: two groups for police officers (in Narva and Jõhvi) and two groups for rescue officers (in Narva and

Kohtla-Järve).

In 2006, A total of 47 people participated in the 30-day language practice sessions from the beginning of June to the end of November: 23 rescue officers from Ida-Viru County were assigned to Põltsamaa, Väike-Maarja, Kunda, Võsu, Tartu, Põlva, Võru and Valga, and 22 policemen from Tallinn and Ida-Viru County spent time in Paide, Tartu, Pärnu and Haapsalu. In the Eastern Police Prefecture there were two Estonian-speaking police officers on labour force assignment from the Southern and Western Police Prefectures.

The labour force assignments were preceded by six training courses of 4 academic hours in Tartu, Jõhvi, Narva, Tallinn and Rakvere, where the police and rescue officers were provided with information about the objectives and organisation of the labour force assignments, and where they received guiding materials and sample worksheets. In Paide and Rapla, information days were organised for police officers by the project team, introducing the possibilities of participating in labour force assignments to Estonian speaking police officers and support staff.

The second project “**Development of Estonian Language Training and Teaching Materials at non-Estonian Language Vocational Schools**” provides non-Estonian language vocational schools with a whole set of new teaching materials. School libraries are supplied with teaching materials both for the study of Estonian and for subject studies in Estonian. Russian teachers and administrative personnel are offered Estonian language courses with the possibility to practice in an Estonian language work environment. The teachers of Estonian as a second language are offered in-service training for teaching specialised language, and a methodology handbook for teaching specialised Estonian will be compiled on the basis of the training materials. Also, a handbook for arranging Estonian language specialty subject teaching will be prepared for the teachers of vocational subjects. The teachers will go through an IT training session on the preparation of teaching materials which will enable them to render the studies more effective and miscellaneous.

In 2006, 70 group heads and class teachers of vocational schools completed the training course on group work methods. The libraries of vocational schools were supplied with 3,905 books and other teaching materials supporting the study of Estonian. The Ilo publishing house has completed the manuscript and audio material for the “Estonian Language Learning Kit” and preparations for its testing, including the instruction of testers, have begun.

An IT training course on the preparation of teaching materials was organised for 60 teachers. Tallinn University will arrange a 160-hour in-service training course for 28 teachers of Estonian as a second language from Tallinn and Ida-Viru County. A 240-hour Estonian language course for teachers and principals was launched, and in 2006 the Multilingua Keelekeskus organised 120 hours of training in Tallinn, while the Ontika Training Centre of the Viru Deanery of the Estonian Evangelical Lutheran Church provided 130 hours of training in Ida-Viru County. The preparation of the handbook for the

## Activities of the Units

arrangement of Estonian language teaching of specialty subjects was continued in cooperation with the University of Tartu, including four cooperation seminars for the representatives of vocational schools. The team from Tallinn University started the compilation of the handbook "How to Teach Specialised Language".

2006 saw the launch of the project "**Enhancement of the Competitiveness of Teachers in non-Estonian Schools**" based on Measure 1.1 of the EU Structural Funds and aimed at preparing non-Estonian language schools for the gradual transition to partial Estonian language subject study. For that purpose, the activities of the project foresee the provision of in-service training at three universities to the teachers who will teach subjects in Estonian. The training is provided to teachers of literature, social studies, geography and music – in total up to 240 teachers. The principals and teachers of schools and parents are also provided with counselling and information on the issues connected with bilingual studies. Schools are provided with methodological materials facilitating the transition.

In autumn 2006, the training of teachers started at the universities (the Narva College of the University of Tartu, Tallinn University and the Estonian Academy of Music and Theatre) for 240 teachers of Estonian literature, geography, music and social studies. A public procurement was organised and an information event campaign was initiated. Also, information materials (folders, newspaper insertions) for non-Estonian language schools began to be compiled. The preparations for the publication of methodological materials for supporting bilingual studies were also started. The project is being carried out in close cooperation with the Ministry of Education and Research and the National Examination and Qualification Centre.

In order to ascertain their information needs, Hill&Knowlton Eesti AS organised in-depth interviews and group interviews in seven Russian language upper secondary schools in Tallinn, Harju County and Ida-Viru County in September – October 2006. The sample included the representatives of all important target groups affected by the transition: students, parents, subject teachers and school principals. The main result of the survey carried out is that those students, parents and teachers who have previous experience in Estonian language subject study are calmer and more positive as regards the transition than those who have not had practice and do not possess information related to this field. Almost all of the persons questioned stressed the need for additional information. The representatives of all target groups were to some extent aware of the transition, but this awareness is too general and therefore cannot serve as the basis for accepting the planned changes.

The project titled "**Reduction of the Unemployment Risk of Non-Estonian speaking Young People in Ida-Viru County, Tallinn and Harju County through Estonian Language Training, Professional Retraining and In-Service Training**" was launched in autumn 2006 in an effort to involve the unemployed persons with multiple risks (language, age, location) in the labour market, facilitating the integration of these persons into Estonian society. The project involves 200 young unemployed persons from Narva, Jõhvi,

Sillamäe, and Tallinn, who will first go through an 80-hour job-seeking training programme and then study Estonian for 120 hours. 30 unemployed people will get an opportunity to receive professional in-service training or to study a new specialty and 80 unemployed people will receive practical training for 4 months. The youths will also be offered vocational counselling and help at creating contacts with employers, as well as finding a job. As most of the non-Estonian speaking unemployed people live in Ida-Viru County and Harju County, the partners of the project are the regional departments of the Labour Market Board of Harju County and Ida-Viru County and the City Governments of Kohtla-Järve and Narva.

In October, the preparations for public procurements for the organisers of job-seeking training and Estonian language studies were started and at the end of the year a contract was concluded with AS Innopolis Konsultatsioonid that arranges job-seeking training courses. The contract with the Estonian language trainer will be signed in 2007.

### TRANSITIONAL ALLOWANCE SUPPORT UNIT

The Transitional Allowance Support Unit administers two projects funded by the European Union Transitional Allowance Programme.

The project "Promotion of the Integration of the Persons of Undetermined Citizenship in Estonia" will be continued. The total volume of the project for the years 2005-2007 is EEK 7.98 million, half of which is received from the state budget and half from the European Union. The responsible partner of the project is the State Chancellery (Bureau of the Minister for Population Affairs).

The aim of the project is to introduce the conditions of application for citizenship through naturalisation to Estonian inhabitants of undetermined citizenship and offer them help in preparing for the examination on the Constitution and the Citizenship Act. Preparatory courses are held free of charge all over Estonia and it is possible to take the exam after completing the course.

At the beginning of the year, trainers' training courses were held in Tallinn, Tartu and Jõhvi, in the course of which 80 trainers were evaluated and received the right to hold courses as part of the project.

One of the supporting activities of the project was the creation of the visual identity of the project with the tower of Tall Hermann as the main image and the slogan "Olete oodatud! Добро пожаловать!" ("We welcome you!"). This image and slogan will be used in all materials published in the course of the project. In addition, a webpage was created for the project – [www.meis.ee/kodanik](http://www.meis.ee/kodanik) – and a free information hotline at 800 9999 was opened.

Another supporting activity was the creation of the information system which enables an overview to be given of the course of training, the list of persons registered for training, the list of persons who have completed the training, the persons who have passed the exam and applicants for citizenship as well as persons who have been awarded

## Activities of the Units

citizenship. As the process of application for citizenship is quite time-consuming, the lifetime of such a system is longer than the duration of the project, allowing for the evaluation of the project results in 2010.

The necessary preparatory training courses for the examination on the Constitution and the Citizenship Act of the Republic of Estonia were started in July 2006 with AS Keskk-Eesti Arenduskeskus. By the end of the year, almost 2,000 persons had completed the course. The participants have in most cases given a positive evaluation on the training and the trainers.

In autumn, an extensive direct mail campaign was arranged, during which 118,000 information folders were sent out, 113,500 of these to adults and 4,500 to the parents of children under the age of 15. The aim of the folder was to inform the citizens of undetermined citizenship of the conditions for application for citizenship and of the possibility to participate in a preparatory course for the citizenship examination.

Another project of the transition fund was launched in 2006 – “Support for the Implementation of the State Integration Programme and Capacity Building of Integration-Related Institutions.” The project foresees the provision of support for the review and preparation of the national integration programme for the years 2008 to 2013 in order to help Estonian authorities to integrate the non-Estonian-speaking population more effectively. The project primarily directed at the timely and efficient implementation of the national integration programme, which is based on a clearly defined strategy, an implementation plan and the capacity building of integration-related institutions.

### PROJECTS FOR INTERNATIONAL COOPERATION

The participation in the project “Peace Processes in Community Conflicts : From Understanding **the Roots of Conflicts to Conflict Resolution**” belonging under Priority 7 of the Sixth Framework Programme of the European Commission continued. The aims of the project were to analyse the reasons for community conflicts and

their development trends in the EU Member States and candidate states, and to develop the means and options for resolving the conflicts. The Integration Foundation participates in the project with the sociologists of the Institute of International and Social Studies and with eight foreign partners in a network that is coordinated by the Interdisciplinary Centre for Comparative Research in the Social Sciences (CIR-Paris). This year, many analyses were performed in order to prepare the publications presented in 2007 at the completion of the project about the case studies of the 10 states involved in the project.

The **project for integrating the children of refugees and persons with international immunity into the Estonian educational system**, financed by the European Refugee Fund, whose partners are the Tallinn Education Department, the Department of Education of Tartu City Government and Illuka Rural Municipality Government began in 2006. The project is aimed at the education officials of local governments, the principals and directors of studies of preschool institutions and comprehensive schools in order to increase their competence and readiness for the integration of the children of refugees and persons with international immunity (as well as newly arrived immigrants) into the Estonian educational system. In the course of the project, a survey was carried out in 2006 with the purpose of creating a basis and framework for further targeted activities at the integration of the children of newly arrived immigrants into Estonian educational institutions. The survey will form a basis for training the officials in this field – a training programme will be established for the education officials of local governments and principals of educational institutions according to the results of the survey on the integration of the children of refugees and the persons with international immunity into the Estonian educational system. On the basis of the teaching materials of the training programme, a handbook will be developed during the project for the education officials on the integration of the children of refugees and persons with international immunity into the Estonian educational system.

# Study and Informational Materials Created

“**Learning Estonian Early by Playing, Singing and Communicating!**” – bilingual informational material for parents, circulated in 14,150 copies.

“**Eight Questions about Learning Estonian**” – bilingual informational

material for kindergarten teachers and assistant teachers, circulated in 1,150 copies.

“**Study Aid for the Basic and In-Service Training of Teachers of Estonian as a Second Language at Preschool Child Care Institutions**”

## Study And Informational Materials Created

– study textbook, circulated in 350 copies.

**Worksheets on teaching Estonian as a second language to children of preschool age**, five sample copies (1,700 sets of worksheets will be published in 2007).

**“Teacher’s Book”** (supplementary material to the teacher for providing methodological guidance), circulated in 1,150 copies.

**“Draw and Retell”** – a collection of stories entailing drawing and retelling for kindergartens and grade 1; compiled in cooperation with the Ilo publishing house.

**Issues of the series of large format books “Let’s Read Together”:** **“Mari’s Room” (13th book), “Let’s Play Together” (14th book)** – for kindergartens and grade 1, the books have many illustrations and in addition to reading texts there is much material for retelling; compiled in cooperation with the Ilo publishing house.

**“Hello, School,” 2nd part of the textbook for grade 1, supplemented and revised edition; “Hello, Friend,” 2nd part of the workbook for grade 2, supplemented and revised edition; “Hello, World,” 1st part of the workbook for grade 3, supplemented and revised edition** – parts of the learning kits of the 1st stage of study following the principles of language immersion; compiled in cooperation with the Varrak publishing house. Supplements and revision have been made on the basis of the views of the teachers and language immersion experts who have used the learning kit.

**“Checking and Assessment of Study Results at School”** – a Russian version of the book was published in the series of general education books “Aid to Teachers”. The collection contains articles that deal with the general and special issues of assessment by different subjects: native language and literature, foreign languages, mathematics, natural sciences, social sciences, arts, physical education and manual training. The collection has been compiled by Mari Kadakas and translated by Nadežda Parol and Aime Matsina.

**“The Individual and Society”** – Estonian language teaching material for social studies that has been translated into Russian, circulated in 1,000 copies.

**Worksheets for grade 9 of the basic school** – additional materials supporting Estonian language subject studies in history, biology, physics, geography, chemistry, physical education, handicraft and home economics, mathematics, music, manual training and technology studies. The worksheets have been published on the webpage of the Language Immersion Centre [www.kke.ee](http://www.kke.ee).

**Information sheet: “Worksheets Compiled at the Coordination of the Language Immersion Centre for the 2nd and 3rd Stages of Study of Basic School”** – introduces the authors, editors and designers of the worksheets of different subjects and specifies the number of subject sheets. The information sheet is available on the webpage of the Foundation: <http://www.meis.ee/est/keelekymbilus/oppevara>. The worksheets have been published on the webpage of the Language

Immersion Centre at [www.kke.ee](http://www.kke.ee).

**“Nationalities in Estonia. Kazakhs”** – 2nd volume in the series of books “Nationalities in Estonia” directed at basic school pupils, circulated in 2,450 copies in total. The book has reached all Estonian schools and libraries. The authors are Alija Abdvahitova and Ita Serman.

**“I Study in an Estonian School”** – informational material which gives an overview of the Estonian educational system and is meant in particular for the parents of the children of newly arrived immigrants, as well as employers and embassies. The folder has been prepared in cooperation with the Ministry of Education and Research and has been published in Estonian, Russian, and English. The total circulation numbers are: 1,000 Estonian language, 2,000 Russian language, and 3,000 English language copies.

**Teaching materials for the examination on the Constitution and the Citizenship Act of the Republic of Estonia** – the teaching materials have been created in the course of the project “Promoting the Integration of the Persons of Undetermined Citizenship in Estonia” for arranging preparatory courses and consist of the following parts:

- 1) teaching material for a 5-hour training course;
- 2) teaching material for a 25-hour training course;
- 3) questions and answers of the exam on the Constitution and the Citizenship Act of the Republic of Estonia;
- 4) Estonian-Russian-Estonian short explanatory dictionary;
- 5) texts of the Constitution and the Citizenship Act.

In addition, training plans with methodology have been prepared both for arranging the preparatory courses and for teaching the trainers, as well as the teaching materials of the trainers’ training.

**The folders “Olete oodatud! Добро пожаловать!” (“We welcome you!”)** – the folders are for the adults with undetermined citizenship status (in Estonian and Russian) and the parents of children under the age of 15 (in Russian). The folder meant for adults introduces the conditions for the acquisition of citizenship, explains the advantages of being a citizen and gives information about the courses held free of charge. The second folder is meant for those parents who can apply for citizenship for their children under a simplified procedure. The folders are circulated in 120,000 and 10,000 copies, respectively.

**“Ethnic Mosaic”** – a series of short films about the history, culture and educational life of Estonian national minorities and their everyday work and activities. The TV series has been produced in cooperation with the Union of Nationalities of Estonia, the Bureau of the Minister for Population Affairs, Estonian Television and the Centre for Educational Programmes. As part of the project, 9 films were produced in 2004 (“Ethnic Mosaic I”) and 6 films in 2005 (“Ethnic Mosaic II”). In 2006, the production of 5 films (“Ethnic Mosaic III”) was started.

# Time-Schedule of Training Courses and Events

## January

1. In Narva and Tartu, the seminar “Multilingual Upper Secondary School 2007” was held for the principals of non-Estonian language schools and education officials, introducing the specialist training and in-service training of the Narva College of the University of Tartu, the organisation of Estonian language subject study in Russian language upper secondary schools, including the strategy for the development of Estonian in schools, etc.

2. Follow-up training on group work methods was organised for 70 group heads from non-Estonian language vocational education institutions and almost 100 school principals and class teachers participated in the training.

3. The beginning of stage I of the language courses for the police and rescue officers in Ida-Viru County, organised by AS Keskk-Eesti Arenduskeskus.

4. The follow-up sessions of the training “Development of the Skills and Knowledge Related to Psychological Support” for the psychologists, directors of studies and class teachers, for 41 participants. (The basic training was held within the framework of the EU Phare Programme in 2005).

5. Two-day seminar held for the authors of language immersion worksheets, 12 teachers as participants.

## February

1. Paul-Eerik Rummo, the Minister for Population Affairs, awarded the winners of the Internet-based quiz “Citizens’ Day Quiz 2005”. The maximum result was achieved by 21 students, and 5 of them were from Russian language schools.

2. Two-day supervision training of the first group of the training courses “Contemporary Principles of Adult Training and Methods of Group Work” (ordered by the Language Immersion Centre) was held. The training helps to prepare the teachers who have joined the Language Immersion Programme for training other teachers on the basis of the study programmes of the Language Immersion Centre. The training was carried out by Open Mind Institute (Avatud Meele Instituut), and the group had 16 members.

3. Three-day training “Helping Children with Behavioural Difficulties” provided to 24 teachers from language immersion kindergartens.

4. Inscape Koolitus OÜ held the 1st session of the training “Time Management Development Programme” ordered by the Language Immersion Centre for the 14 coordinators of the schools of the language immersion programme.

## March

1. Narva Vocational Training Centre organised a training day for 34 Estonian teachers from Russian language schools introducing Estonian teaching materials.

2. Two-day training course on language immersion principles “Language Study in a Music Lesson” was held for 25 music and physical education teachers of the kindergartens that have joined the programme.

3. Two-day supervision seminar of the first group of the training “Contemporary Principles of Adult Training and Methods of Group Work” (ordered by the Language Immersion Centre) was held by the Open Mind Institute. There were 14 participants.

4. A three-day methodology training “Development of Skills of Oral and Written Expression” was provided to the 18 new teachers of the early language immersion programme.

5. Two-day session of the second group of the training “Contemporary Principles of Adult Training and Methods of Group Work” (ordered by the Language Immersion Centre) was held by the Open Mind Institute. There were 15 participants.

6. Inscape Koolitus OÜ held the 2nd session of the training “Time Management Development Programme” ordered by the Language Immersion Centre for the 14 coordinators of the Language Immersion Programme.

7. Three-day training course “Teaching Materials Supporting Development: Use and Preparation” was held for 30 teachers from language immersion kindergartens.

8. A theatre day was held for language immersion kindergartens with 150 children from eight kindergartens participating in the event.

9. A development meeting was held with 39 participants from among the Language Immersion Programme coordinators of schools.

## April

1. At the training day “From Teacher to Teacher” held in Virumaa Centre, 22 teachers of Estonian as a second language received information about the final examination of basic school and the state examination of upper secondary school.

2. In Tallinn Teachers’ House assessment certificates were awarded to 80 trainers who had completed the training and received the right to arrange preparatory courses on the Constitution and the Citizenship

## Time-Schedule Of Training Courses And Events

Act for the persons with undetermined citizenship status.

3. The second session of the second group of the training “Contemporary Principles of Adult Training and Methods of Group Work” (ordered by the Language Immersion Centre) was held by the Open Mind Institute. There were 15 participants.

4. 29 principals and heads of the schools and kindergartens that have joined the Language Immersion Programme participated in a two-day planning seminar.

5. The first two-day session with 12 teachers participating was held for the authors of Estonian language worksheets.

6. An introductory one-day session of the training “Supportive Direct Feedback” was held for the 13 directors of studies of the schools that have joined the Language Immersion Programme.

7. The first two-day session of the basic training on language immersion methodology was held for 23 new teachers from language immersion kindergartens.

### May

1. A seminar “Bilingual Study and Teaching of Estonian Through Other Subjects” was held in the Tallinn and Harju Centre of the Union of Teachers of Estonian as a Second Language (EKTÖL), where the possibilities of retraining of teachers in connection with the partial transition to Estonian language subject studies were also discussed. 57 teachers took part in the seminar.

2. The 160-hour in-service training for 28 vocational school teachers of Estonian as a second language in Tallinn and Ida-Viru County arranged by Tallinn University began.

3. 240-hour Estonian language courses started for the teachers and heads of vocational education institutions in Tallinn (organised by Multilingua Keelekeskus) and Ida-Viru County (organised by Ontika Koolituskeskus).

4. The cooperation seminars for the authors of the handbook on arranging Estonian language study in vocational education institutions began, with 8 experts and 12 representatives from vocational education institutions as participants. The training seminars were held by the author of the handbook – the University of Tartu.

5. Four cultural training courses were held for the police and rescue officers on labour force assignment and for their support staff.

6. Two two-day sessions for the second training group (15 persons) of the training “Contemporary Principles of Adult Training and Methods of Group Work” (ordered by the Language Immersion Centre) were held by the Open Mind Institute.

7. The second one-day session of the training “Supportive Direct

Feedback” was held for the 13 directors of studies of the schools that had joined the Language Immersion Programme.

8. The second two-day session of the training for the authors of Estonian language worksheets was held, and there were 11 teachers participating.

9. A two-day methodology training course was held for the 12 teachers of grade 8 of late language immersion.

### June

1. The first summer school of the EKTÖL’s area of activity “Teaching of Languages in Kindergarten” for the teachers of Estonian as a second language in Russian language kindergartens was held, and 30 teachers from 25 kindergartens participated. Different subjects connected with teaching preschool children were dealt with, such as the usage of texts in language studies, songs and song games in Estonian language activities, language study through manual activity, work with parents, team work, children’s social and emotional problems. The teaching materials published recently were also introduced.

2. The teachers of Estonian at the schools where the language of instruction is Russian could participate in a one-day study trip to Vooremaa, where the cultural and historical places of Vooremaa were introduced.

3. The in-service training for the teachers of the Sunday schools of national culture societies began (four credit points, 160 hours). The course organised by the University of Tartu provided information on drama pedagogy, didactics of language studies and searching for teaching materials from the Internet. 10 teachers participated in the course.

4. 78 teachers from schools where the language of instruction is Russian participated in three training courses “Assessment of the Development of a Student” in Tallinn and Narva, which gave a short introduction of the theoretical principles and gave practical suggestions and instructions for monitoring and assessing the development of students.

5. Press conferences were held in Tallinn and Narva notifying the public of the beginning of preparatory courses offered without charge on the examination on the Constitution and the Citizenship Act of the Republic of Estonia. On 13 June, the project’s webpage [www.meis.ee/kodanik](http://www.meis.ee/kodanik) and a free information hotline were opened and the registration for the course began.

6. Two-day training course “Management of the Language Immersion Programme: Language Immersion Handbook” organised for 21 heads of the educational institutions that have joined the Language Immersion Programme.

7. The third three-day session for the authors of Estonian language

## Time-Schedule Of Training Courses And Events

worksheets was held. There were 11 teachers participating.

8. The second two-day session of the basic training of language immersion methodology was held for 23 new teachers from language immersion kindergartens.

9. A one-day training session on the principles of language immersion methodology held for 30 new teachers.

### August

1. In the summer school for the teachers of Estonian as a second language at comprehensive schools, 40 teachers received in-service training on methodology (work with texts, improvement of vocabulary, video in a language lesson, improvement of hearing skills, etc.), preparation of projects and self-management of teachers.

2. Beginning of the course "In-service Training for the Teachers of Estonian as a Native Language," organised by the University of Tartu with the general aim of providing in-service training to the teachers of Estonian as a native language in Estonian language comprehensive schools teaching the children of newly arrived immigrants, in order to improve the teachers' preparedness for work with non-Estonian speaking students. 25 teachers participated in the course.

3. Two-day methodology training held for the 16 teachers of grade 9 of the three leading schools of late language immersion.

4. The fourth three-day session for the authors of Estonian language worksheets was held. There were 11 teachers participating.

5. The second two-day session of the basic training on early language immersion methodology was held. There were 12 participants.

6. Hea Alguse Koolituskeskus (training centre) organised a three-day summer school on counselling with 60 participants on the request of the Language Immersion Centre.

### September

1. A methodology centre was opened for the kindergarten teachers of Estonian as a second language in the Tähekesed Kindergarten of Tallinn.

2. Beginning of the in-service training "Intercultural Communication" for the 13 directors of extracurricular activities of comprehensive schools where the language of instruction is Russian or which are bilingual (2 credit points, 80 hours), aimed at developing their general culture sensitivity and providing knowledge for organising events that support tolerance.

3. Information provided on the learning kit "Naljaga pooleks" ("In Fun") during three training days to 74 teachers of Estonian as a second language from Tartu and Southern Estonian, Tallinn and Harju, and Virumaa Centres of EKTKÕL.

4. A seminar titled "Teacher's Ethics" held for 17 teachers of the Sunday schools of national culture societies.

5. A 60-hour Estonian language course for 320 education workers of non-Estonian language schools of Tallinn began. The aim of the course was to raise the level of Estonian language skills of the education workers of non-Estonian language schools and kindergartens and to improve their competitiveness in the labour market.

6. The first information day was held for the trainers who organise the training for the examination on the Constitution and the Citizenship Act of the Republic of Estonia for persons of undetermined citizenship.

7. The IT training on the preparation of teaching materials (40 academic hours + independent work) began for 60 teachers of vocational education institutions.

8. The second stage of the language courses for the police and rescue officers began. In Tallinn two language study groups for police and rescue officers started work in MTÜ Eesti Keele Suhtlemiskool, and in Ida-Viru County four study groups started work in AS Kesk-Eesti Arenduskeskus.

9. There were two cultural training courses held for the police and rescue officers on the labour force assignment and for their support staff.

10. OÜ Koolituse Korralduskeskus organised a follow-up training course related to the EU Phare project "Training Programme for Education Workers and Teaching Materials for the Late Language Immersion Schools" for 18 teachers from Tallinn regional schools in order to explain and support the implementation of the information acquired in basic training.

11. A meeting was held with the heads of the kindergartens and schools of the Language Immersion Programme in the Narva region and the employees of the Narva City Government on the creation of the system of counselling on language immersion. 12 persons participated in the meeting.

12. A meeting was held with the heads of the kindergartens and schools of the Language Immersion Programme in Tallinn region and the employees of Tallinn Education Department on the creation of the system of counselling on language immersion. 20 persons participated in the meeting.

### October

1. The teachers' training at the universities began. Tallinn University will prepare 80 teachers of Estonian literature, 20 teachers of geography and 40 teachers of social studies, and the University of Tartu will prepare 20 teachers of geography and 40 teachers of social studies, while the Academy of Music and Theatre will prepare 40 teachers of music. All teachers (except for the teachers of Estonian literature) will at first participate in an Estonian language course (10 credit points, 200 hours), which is followed by the study of specialised

## Time-Schedule Of Training Courses And Events

Estonian and the methodology of bilingual subject study. The volume of the training for the teachers of Estonian literature is 4 credit points, and the volume of the training for other teachers is 20 credit points.

2. The study trip "A Student with Special Needs in a Foreign Language School" organised by Pronsgrunn and Lillegården in Norway. 27 teachers and 4 education officials participated in the training aimed at the introduction of the principles of inclusive education in a non-Estonian language school.

3. Inscape Koolituse OÜ organised two one-day sessions of the training "Time Management Development Programme for Managers" as requested by the Language Immersion Centre, with 16 heads of the kindergartens and schools that have joined the Language Immersion Programme as participants.

4. The Open Mind Institute organised the supervision seminar ordered by the Language Immersion Centre within the framework of the study programme "Contemporary Principles of Adult Training and Methods of Group Work." 15 persons participated in the seminar.

5. Two-day methodology training held for the teachers involved in the second and third stages of study of early and late language immersion. 30 teachers took part in the training.

6. Follow-up training related to the EU Phare project "Training Programme for Education Workers and Teaching Materials for the Late Language Immersion Schools" was organised for 12 teachers from Ida-Viru regional schools in order to explain and support the implementation of the information acquired in basic training.

7. The third one-day session of the training "Supportive Direct Feedback" was held for the 13 directors of studies of the schools that have joined the Language Immersion Programme.

8. Two-day training on the methodology of language immersion held for 18 teachers from early language immersion schools.

9. A meeting was held with the heads of the kindergartens and schools of the Language Immersion Programme in the Kohtla-Järve region and the employees of the Kohtla-Järve City Government on the creation of the system of counselling on language immersion. 11 persons participated in the meeting.

### November

1. At the conference of the 5th anniversary of ETKKÕL held at Tallinn Pae Secondary School the main report was made by Mart Rannut, Associate Professor of Tallinn University, on the topic "Home Language of Non-Estonian Speaking Students as the Factor Supporting the Study of Estonian." A co-report was made by Tõnu Teder (Ministry of Education and Research), who gave an overview of the role of the teachers of Estonian in the European context. The issues connected with teaching Estonian both in Estonia and abroad were also touched upon. Speeches were made by the teachers

of kindergartens, language immersion teachers and teachers of comprehensive schools and vocational schools. 100 persons participated in the conference.

2. 18 education officials of Tallinn participated in a study trip to Finland in order to obtain information on the Finnish educational system, including the education of the children of immigrants. During the study trip the classes of Finnish as a second language for the children of immigrants were visited at the schools of Sotunki (grades 7 to 9) and Pallastunturintie (grades 1 to 6). Tiina Hirvonen from Vantaa School Board gave an overview of the measures and orders adopted at the level of local government with regard to teaching the children of immigrants.

3. The in-service training "Extracurricular Activities in a Multicultural School" (2 credit points, 80 hours) was started. Tallinn University will organise a training where 15 directors of extracurricular activities from comprehensive schools with Estonian as the language of instruction will be able to obtain knowledge and skills for organising extracurricular activities for children representing different cultures.

4. "Citizens' Day Quiz 2006" for the students of grades 7 to 12 of comprehensive schools and vocational schools providing general secondary education with Estonian or Russian as the language of instruction. The aim of the quiz was to improve the young people's knowledge of the constitutional institutions of the Republic of Estonia, human and citizen rights, freedoms and obligations and issues connected with the European Union. The webpage of the quiz was visited more than 6,000 times.

5. The last module of the in-service training for the teachers of Estonian as a native language was a study trip to Finland, where 23 teachers were acquainted with the experience related to teaching the newly arrived immigrants in Finland, visiting the lessons of the children of immigrants at the schools of Jakonmäki, Pukinmäki, Katajanokka and Roihuvuori. The teachers were given an overview of the Finnish educational system, the regulations regarding the teaching of immigrants and recent study literature.

6. The main subjects of the follow-up training of the course "Assessment of the Development of a Student" were: the socialisation of a child, work with talented children, the role and importance of socio-pedagogical games at the development of children, self-motivation of the so-called difficult children, coping in a conflict environment, etc. 38 teachers participated in the training.

7. The second information day was held for the trainers who organise the preparatory courses for the examination on the Constitution and the Citizenship Act. The organisational aspects and the content of the training were discussed and the most important trends of andragogy were introduced.

8. In Tallinn and Narva, press conferences were held in connection with the Citizens' Day, where the intermediate results of the project supporting the integration of persons with undetermined citizenship

## Time-Schedule Of Training Courses And Events

status were introduced.

9. The opening session of the third group of the training “Contemporary Principles of Adult Training and Methods of Group Work” (ordered by the Language Immersion Centre) was held by the Open Mind Institute. There were 16 participants.

10. The fourth (last but one) one-day session of the training “Supportive Direct Feedback” was held for the 13 directors of studies of the schools that have joined the Language Immersion Programme.

11. One-day training on the principles of language immersion held for 7 new teachers of kindergartens.

12. Two-day annual conference of the Language Immersion Programme titled “Creation of an Internal Training System” was held. The organisational aspects of the conference were the responsibility of OÜ Koolituse Korralduskeskus. Among the participants of the conference, there were the representatives from all educational institutions that have joined the programme, from the local governments involved in the programme and from other stakeholders, all in all 165 persons.

13. On the request of the Language Immersion Centre, the training centre Hea Alguse Koolituskeskus organised two-day follow-up training courses on counselling, held in three groups for the 60 candidates for the counsellor’s posts in the regions of Tallinn, Tartu, Narva and Kohtla-Järve.

14. The Open Mind Institute organised a two-day supervision seminar ordered by the Language Immersion Centre within the framework of the study programme “Contemporary Principles of Adult Training and Methods of Group Work.” There were 15 participants.

15. The first two-day session of the training course “The Principles of Adult Training” requested by the foundation SA Omanõlise Kooli Arenduskeskus was held with 16 participants.

16. A two-day planning seminar of the Language Immersion Programme, “Language Immersion – Possibilities and Challenges” was organised by the Language Immersion Centre and the Parents Union of the Language Immersion Programme with the representatives of educational institutions that have joined the programme and the representatives of stakeholders. There were 30 participants at the seminar, and 26 language immersion students were present on the first day as visitors.

### December

1. The Ukrainian Culture Centre organised an information day for the teachers of the Sunday schools of national culture societies. There were 28 participants.

2. 18 trainers of the Language Immersion Centre took part in the training “Principles of the Methodology of Language Immersion;

Language Immersion Handbook.”

3. The closing session of the third group of the training ordered by the Language Immersion Centre, “Contemporary Principles of Adult Training and Methods of Group Work,” was held by the Open Mind Institute. There were 15 participants.

4. Two two-day sessions (sessions II and III) of the training course “Principles of Adult Training” requested by the foundation SA Omanõlise Kooli Arenduskeskus were held with 16 participants.

5. Two-day training courses introducing the books from the series “Let’s Read Together” held in Narva and Tallinn with the participation of 26 kindergarten teachers.

6. A two-day training course “Principles of the Methodology of Language Immersion: Language Immersion Handbook” held for the trainers of the Language Immersion Programme. There were 18 participants.

During the period from August to November 2006, six information days were organised, introducing the Estonian language teaching materials to the heads and teachers of Estonian or Russian language kindergartens. 237 persons participated in the information days.

In the early winter of 2006, the following training courses were held for the teachers of Estonian in Russian language kindergartens:

1) “Performance of Work Analysis and Self-Analysis,”

trainer: M. Pettai;

2) “Songs and Song Games about Winter and Christmas,”

trainer: M. Raun;

3) “Preparation and Organisation of Language Mornings,”

trainer: L. Maiberg.

92 teachers took part in the training courses. In addition, 44 kindergarten employees participated in four workshops. Supporting kindergartens were confirmed for young teachers and teachers with less experience: kindergartens Mesipuu and Täheke in Tallinn, and kindergarten Kannike in Kiviõli.

# Surveys

## Teaching of Estonian as a second language in kindergartens, 2005/2006

In 2002, the Centre for Educational Programmes of the Integration Foundation studied teaching of Estonian as a second language in kindergartens. In 2005, the centre ordered a follow-up survey "Teaching of Estonian as a Second Language in Kindergartens," which was performed by Lea Maiberg and Maibi Rikken, the members of the workgroup of the ETKKÕL's area of activity "Teaching of Languages in Kindergarten" during the period from October 2005 to June 2006.

**The aim of the survey** was to clarify the situation related to teaching Estonian as a second language in Estonian preschool educational institutions in the school year 2005/2006 and:

- 1) identify the kindergartens where Estonian as a second language is taught;
- 2) identify the teachers teaching Estonian as a second language;
- 3) identify the teaching materials used in teaching Estonian as a second language;
- 4) identify the teachers' proposals and suggestions for further preparation of teaching materials and development of in-service training programmes or supplementing the existing programmes.

According to the data of 2004 of the Ministry of Education and Research, there are 599 preschool child care institutions in Estonia, including 497 kindergartens and 69 kindergarten-primary schools. The questionnaires were sent to 124 child care institutions where the language of instruction is Russian or Russian-Estonian. The highest number of child care institutions where the language of instruction is Russian are located in Harju County (59) (incl. 52 in Tallinn), followed by Ida-Viru County with 46 kindergartens; in other regions there are 19 preschool child care institutions.

**The research method** used was the questionnaire, which consisted of two parts. The first part dealt with the organisation of the study of Estonian and was completed by the heads of kindergartens. The second part was completed by the teachers of Estonian as a second language. Information was thus gathered about their education, qualification and other factors, as well as the teaching materials used. From the 124 child care institutions that received the questionnaire, 86 heads of kindergarten and 97 teachers of Estonian sent replies.

**The analysis of the replies** revealed that the study of Estonian as a second language in child care institutions where the language of instruction is Russian is regular and is in correspondence with the framework curriculum of preschool education as regards the provisions regarding teaching Estonian as a second language. Major regions, where children whose native language is Russian are studying Estonian as a second language include Harju County (Tallinn in particular) and Ida-Viru County, where there are children's groups working both on the basis of the ordinary study model and language immersion methodology. In these regions, language study groups are in most cases formed only of children whose home language is Russian. The highest number of groups of children with Russian as

their home language is located in Ida-Viru County.

In many child care institutions language studies are integrated with other subjects and activities. In music lessons, Estonian language songs and games are used by 67% of respondents, in physical education lessons, Estonian language orders and movement games are used by 51% of respondents, and in manual activities, Estonian language explanations and vocabulary study are used by 45% of respondents. Thus, the level of language skills of other kindergarten teachers and cooperation with all teachers dealing with children has improved. The volume of the study of Estonian has been raised in 44% of the child care institutions who responded, where 4-5 Estonian language activities are held per week. Hobby work offers additional study in 7 child care institutions in Harju County and Ida-Viru County.

From the 97 teachers who responded to the questionnaire, 58 have pedagogical or specialised higher education. There are 25 teachers of Estonian as a second language, and 22 teachers have acquired the profession of the teacher of Estonian as an additional specialty. 48% of the teachers of Estonian who responded speak Russian at home and 38% speak Estonian.

From the 97 teachers who responded to the questionnaire, 20 teachers had not participated in any in-service training and most of these teachers (10 teachers) worked in Harju County. The teachers' willingness to participate in professional in-service training is high – in most cases they wanted to take part in seminars, where teachers could share practical experience, common seminars for the preparation of necessary materials and training on the methodology of teaching Estonian as a foreign language.

The results of the survey will remain the basis for further planning of the working group on ETKKÕL's area of activity "Teaching of Languages in Kindergarten."

## Teaching of Estonian as a second language in schools

The work related to the questionnaire "Teaching of Estonian as a Second Language in Schools" was carried out in the period from December 2005 to June 2006 in cooperation with ETKKÕL. The **aim** of the survey was to obtain an overview of the educational background of the teachers of Estonian as a second language, their need for in-service training and their readiness to teach Estonian literature in Estonian.

The questionnaire was sent to 51 teachers of Estonian as a second language in schools where the language of instruction is Russian. The list of schools was based on the data received from the Ministry of Education and Research. 94 teachers of Estonian as a second language from 36 schools (70.5%) answered the questionnaire. The form consisted of two parts. In the first part, general data was required about the name, education, in-service training and retraining, as well as the length of employment of the teacher. It also

## Surveys

contained questions about teaching other subjects, in the event that the teachers taught such other subjects; whether the teachers are ready to teach Estonian literature in a school where the language of instruction is Russian and whether the school has previously taught Estonian literature in Estonian. The aim of the second part of the questionnaire was to obtain an overview of the teachers' experience in teaching Estonian literature in Russian language schools.

**The survey revealed that:**

- 1) in the Estonian schools where the language of instruction is Russian there are teachers with pedagogical education who are ready to teach Estonian literature in Estonian and who have the relevant experience;
- 2) there are schools in Estonia where the language of instruction is Russian and where Estonian literature is taught in Estonian.

### Follow-up survey on civil studies

In 2006, the results of the Estonian repeated survey of CivEduEst (civil and social studies) by IEA (International Association for the Evaluation of Educational Achievement) were introduced. In 1999, 14-year old students were questioned in 28 countries and in 2000, the students of upper secondary school were questioned in 16 countries. In Estonia, the participants included students from grades 8 and 12. The questionnaire "CivEduEst 2005" used the same sample of Estonian language and Russian language schools as the 1999 questionnaire.

In 2005, 6,235 students from 132 schools were questioned. The **aim** of the follow-up survey was to measure the progress that had occurred in Estonian education (mainly in social studies) as a result of the reform of the curriculum. For that purpose, the results of the years 1999 and 2005 and the results of 2005 by different student age groups (i.e. before and after learning social studies) were compared. The survey was carried out by an expert group of Tallinn University under the guidance of Anu Toots. The results of the survey are available at the address: [www.rto.tlu.ee/UJURIMUS/Raport\\_2006.pdf](http://www.rto.tlu.ee/UJURIMUS/Raport_2006.pdf).

### Survey of the situation of public youth centres

On the request of the Integration Foundation, OÜ MindPark and MTÜ Eesti ANK (EANK) performed a survey **aimed at** obtaining an overview of the situation of and the possibilities for public youth centres, defining the general characteristics of youth centres and providing an evaluation on their current activities and capacities (including the involvement of non-Estonian speaking youths in the activities of youth centres).

The sample was formed on the basis of the list of public youth centres compiled by EANK, involving 127 youth centres all over Estonia. Both the youths and the stakeholders were questioned. The sample included:

- 1) 90 representatives of public youth centres (heads, officials, owners);
- 2) 244 youths (frequent visitors of public youth centres, project

managers, non-visitors);

- 3) 125 representatives of the stakeholder organisations involved with youth work (representatives of local governments, directors of extracurricular activities in schools, other youth workers).

**The survey revealed** that public youth centres are seen as quite an important partner at offering possibilities for the young people for spending their free time. Most of the representatives of the youth centres are of the opinion that public youth centres will become regional youth centres in the future.

Of the ways **to spend free time**, youths showed the highest appreciation for hobby groups, sports, libraries and the events offered by schools. These were followed by public youth centres in the opinion of about 4/5 of the respondents. On the whole, the youths who visit youth centres are better aware of different possibilities of spending free time. In most cases, youths were informed of the possibilities through information announcements, although meetings, personal contacts, printed materials and the Internet were also rated as important.

The youths spend their free time mostly outside home, with friends and in youth centres. Most institutions that perform youth work and also local governments referred to youth centres as places where to spend free time in interesting ways. This shows that the youth centre as an institution has managed to project an image of itself as a viable phenomenon after only a couple of years of activity.

**Public youth centres are important to the partners as well.** 81% of the youths visiting youth centres and 96% of the representatives of stakeholders considered the existence of local youth centres important. The latter group attributed much importance to the opportunities presented to the youth for initiating projects by themselves and engaging in activities that are of interest to them (24%). The employees of the centres have provided very different descriptions of the primary mission of youth centres, although almost 3/4 of them define the mission of a youth centre as providing children and youths with meaningful ways of spending their free time. According to the representatives of local governments and other representatives of the institutions involved in youth work, the content and organisation of youth work has improved to a certain extent due to public youth centres. There are some regional differences, and the youth centres of Viru County have the widest scope of activities available.

In most cases (49%), there are 2-3 persons employed at a youth centre. Small youth centres with one employee are mainly located in rural areas. The centres are generally open for 20 or more hours per week throughout the year, including the study periods of schools and short school holidays. Youths visit youth centres mainly on business days after school, and in general they consider the location of youth centres to be very good. A thorough description has been provided of good youth worker. The words used most often when describing a good youth worker are "friendly, good, kind-hearted, nice, helpful". Youths from bigger towns also stressed that a youth worker should be consistent, demanding, decent and responsible. There were some

## Surveys

differences in the requirements for youth workers in case of Northern and Southern Estonian regions.

The whole text of the results of the survey is available on the webpage of the Integration Foundation: [www.meis.ee](http://www.meis.ee).

### **Problematic behaviour of minors and the activities of juvenile committees**

On the request of the Integration Foundation, OÜ MindPark performed a survey **aimed at** obtaining an overview of the factors influencing the legal order of minors, the role of juvenile committees in preventing problematic behaviour and the work with offenders. Representatives of both regional and local juvenile committees, offenders and stakeholders who had contacts with juvenile committees were questioned in the course of the survey.

The sample contained 796 persons and the survey was carried out during the period from October 2005 to June 2006. 308 persons all over Estonia replied to the questionnaires of the quantitative section:

- 1) 45 representatives of juvenile committees, including chairmen and secretaries;
- 2) 137 underage offenders and their representatives;
- 3) 126 representatives of stakeholders, including representatives of local governments and the persons responsible for applying sanctions.

In addition, three focus group interviews were performed.

**The survey revealed** that juvenile crime has increased from 1,400 offences in 1991 to 3,201 offences in 2004. The number of underage offenders is stabilising in the context of crime statistics, but the recidivism of the underage offenders is increasing. The consumption of drugs and alcohol among the youth has increased and the age when drugs use starts is continuing to decrease. The most important risk factors in the case of youths are the effects arising from the family (i.e. poverty, abuse of alcohol and drugs, asocial parents, etc.)

The survey analysed the reasons for performing an offence as seen by different target groups. The three most important reasons for juvenile crime mentioned by members of juvenile committees were the lack of interest of parents in their children, the influence of companions/friends, and wrong educational methods at home. The underage offenders pointed out the areas that they considered the main reasons for the problematic behaviour of minors: bad influence by companions and friends, consumption of alcohol, study problems and broken families. Most legal representatives of the minors agreed that the reasons for offences at early school-age (from 7 to 11 years) and juvenile age (years 12 to 18) were different. The largest segment of the respondents thought that in case of younger children the reasons were connected with the family, and in case of older ones with external influence. According to the legal representatives of juvenile offenders, the most important factors in addition to the influence of friends are connected with the child – their character, need for adrenaline and desire to seek adventure.

The survey describes the three most suitable methods for influencing minors: conversation with a specialist, participation in youth or social programme, and social work. The criteria of successful penalties included long-term activities, ensuring activity, support and supervision, creation of a positive environment, possibility of realisation of penalty, and support for socialising.

According to the legal representatives of minors, juvenile committees are necessary, their activities are organised, their members are competent and treat youths well and involve them in the decision making process. The most important drawbacks in the work of juvenile committees is the evaluation of the efficiency of their work.

The survey indicated that the control and supervision system of the application of penalties must be improved, as it is especially important in preventing repeated offences. The juvenile committees must have a development plan (currently, only one-third of the committees have a development plan); and information exchange on local and regional level, as well as the system of collecting and analysing information about juvenile crime must be improved.

The whole text of the survey is available on the webpage of the Integration Foundation: [www.meis.ee](http://www.meis.ee).

### **Transitional Allowance**

Within the framework of the project “Promoting the Integration of Persons of Undetermined Citizenship in Estonia” a survey about the target groups and stakeholders of the project was performed, which formed the basis for the communication programme developed by Hill&Knowlton.

# Administrative Information

The Integration Foundation is a foundation established under private law by the Government of the Republic of Estonia and managed by the Governing Board consisting of seven members. The Governing Board of the Foundation employs an audit committee and the internal auditor of the Foundation.

The daily work of the Foundation is administrated by the Executive Board which has one member and manages and represents the Foundation, using its resources according to the Articles of Association of the Foundation and within the limits of the authorisation given by the Governing Board.

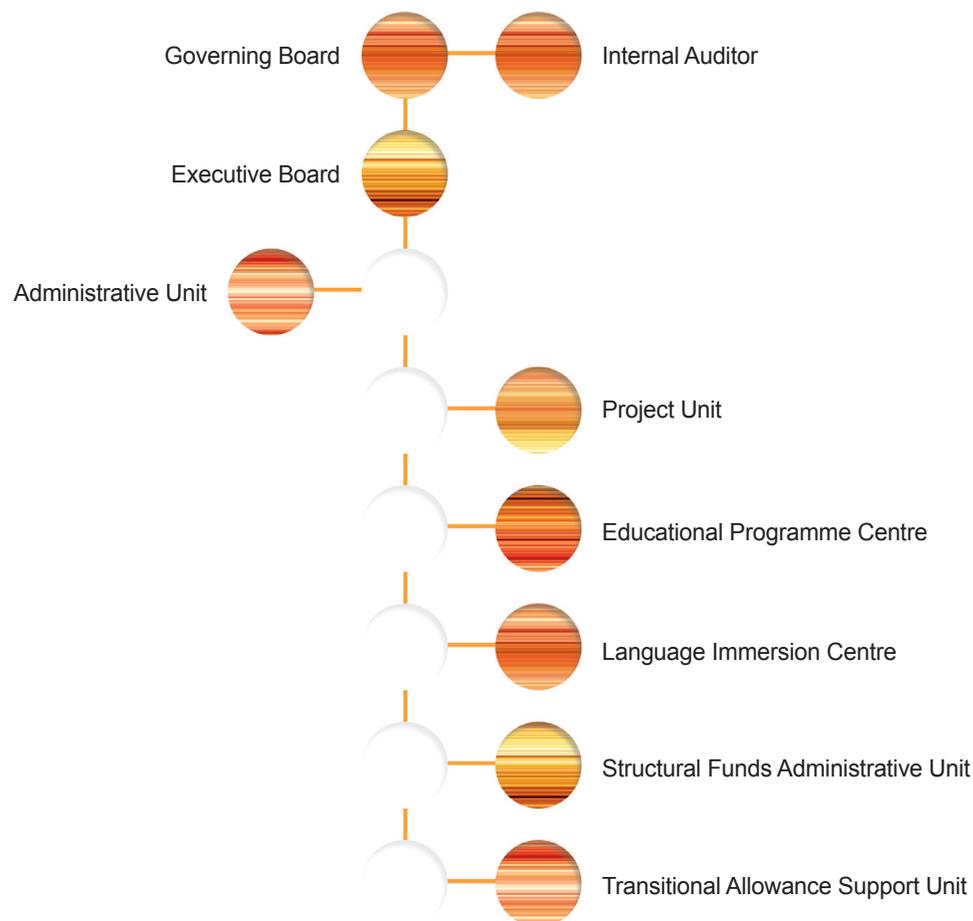
The structure of the Foundation includes five project units and an administrative unit.

The Administrative Unit coordinates the general management of the

Foundation and the administrative activities of the structural units. The Administrative Unit provides accounting, document administration, information systems administration and personnel services. The Administrative Unit develops and implements the internal procedures of the Foundation, organises the work of the internal audit and coordinates the activities connected with public relations and internal communication. The financial activities of all structural units are performed through the Administrative Unit, and all documents to be archived at the end of the activities of the programmes are gathered by the Administrative Unit.

Project units coordinate specific programmes/projects, prepare procurements and project competitions, implement activities, monitor financing and submit reports.

At the end of 2006, the Foundation had 36 employees.



# Governing Board of the Integration Foundation 2006

| Name             | Position   |
|------------------|--|
| PAUL-EERIK RUMMO | Minister for Population Affairs, Chairman of the Board         |
| MAILIS REPS      | Minister of Education and Research                             |
| SERGEI IVANOV    | Member of Parliament (Riigikogu)                               |
| ANTS PAULS       | Member of Parliament (Riigikogu), Deputy Chairman of the Board |
| RAIN SANNIK      | Head of Legislation Department, Ministry of Internal Affairs   |
| IGNAR FJUK       | Chairman of the Estonian Temperance Union                      |
| MATI HEIDMETS    | Tallinn Pedagogical University, Professor                      |

# Governing Board of the Integration Foundation 2007

| Name                 | Position  |
|----------------------|---|
| URVE PALO            | Minister for Population Affairs, Chairman of the Board              |
| TÕNIS LUKAS          | Minister of Education and Research                                  |
| LAINA JÄNES          | Minister of Culture   |
| BIRUTE KLAAS         | Vice-Rector for Academic Affairs, University of Tartu               |
| RAIN SANNIK          | Head of Legislation Department, Ministry of Internal Affairs        |
| VIKTORIA NEBORJAKINA | Lecturer of Institute of Applied Psychology, Mainor Business School |
| MATI HEIDMETS        | Tallinn Pedagogical University, Professor                           |

# Staff

|                    |  |
|--------------------|--|
| Tanel Mätlik       | Director   |
| Karin Rätsep       | Administrative Director                              |
| Mart Soonik        | Communication Manager                                |
| Marje Sarapuu      | Secretary-assistant                                  |
| Anu Kuusik         | Chief Accountant                                     |
| Monika Pertel      | Chief Accountant (maternity leave)                   |
| Merike Kroben      | Accountant   |
| Tereza Feldberg    | Accountant   |
| Kristi Lepp        | Accountant   |
| Raili Pihlamägi    | Financial Specialist                                 |
| Kaie Kõrtsini      | Manager of Information Systems                       |
| Kristi Lillemägi   | Head of Structural Funds Unit                        |
| Liilika Raudhein   | Project Manager                                      |
| Helena Metslang    | Project Manager                                      |
| Tea Tammistu       | Project Consultant                                   |
| Ave Härsing        | Project Manager                                      |
| Ave Osman          | Project Manager                                      |
| Riina Ring         | Project Manager                                      |
| Daisi Sprenk       | Project Manager                                      |
| Vilve Kirs         | Coordinator in Ida-Viru County                       |
| Ülle Kraft         | Head of Transition Facility Unit                     |
| Liina Kirsipuu     | Project Consultant                                   |
| Inna Pusikova      | Project Manager                                      |
| Ave Szymanel       | Head of Project Unit                                 |
| Klara Hallik       | Project Expert, PEACE-COM, EU 6. Framework Programme |
| Kristina Pirgop    | Project Manager                                      |
| Iris Järv          | Project Manager                                      |
| Lianne Ristikivi   | Project Manager                                      |
| Eda Silberg        | Head of Centre for Educational Programmes            |
| Toivo Sikk         | Project Manager                                      |
| Reet Salu          | Project Manager                                      |
| Küllli Vollmer     | Project Manager, Project Manager (EU Refugee Fund)   |
| Evelin Müüripeal   | Project Manager                                      |
| Tiina Kuurmaa      | Project Manager                                      |
| Natalja Mjalitsina | Head of Language Immersion Centre                    |
| Aivar Liivrand     | Expert, Late Immersion Programme                     |
| Maire Kebbinau     | Expert, Early Immersion Programme                    |
| Svetlana Belova    | Expert, Immersion Programme in Kindergartens         |
| Kai Võlli          | Expert - Teaching Materials Development              |
| Marju Randlepp     | Training Ekspert                                     |
| Maie Jürgens       | Assistant  |