

## Foreword

The foreword for this integration report for 2003 would be incomplete if I were to neglect mentioning the most important decision of this year in determining the future of Estonia as a nation – the referendum to decide the question of joining the European Union. This decision will not leave any single sphere or process of society unaffected, naturally including the integration process as well.

Now that Estonia is already a member of the European Union as a result of the positive decision of the Estonian people, and the citizens of the Republic of Estonia are citizens of the European Union and Estonia is a part of Europe's common economic zone, we can be certain that the decision of the Estonian people was the only correct choice from the standpoint of the development of the integration process as well. The volume of applications for Estonian citizenship has consistently increased and several changes in legislation passed by the *Riigikogu* (Estonian Parliament) in 2003 have definitely contributed to this. We have also managed to be significantly more active in disseminating information concerning application for citizenship to stateless individuals through the assistance of schools, local municipal councils and the cultural societies of national minorities. It is pleasing to know that an ever-growing number of non-citizens, particularly among young people, has chosen to apply for Estonian citizenship. They realise that as a member state of the European Union, Estonian citizenship will open up much broader opportunities than before in education and the common labour market in the near future already.

The European Union continued to support the process of integration in Estonia in 2003 and will continue to do so in the near future as well. One

Phare assistance programme ended and a new one started up right away. Several projects are being prepared for the practical application of the means of European Union structural funds. The success of integration processes in one member state of the European Union is naturally very important to the European Union as a whole. We can note that in 2003 we managed to take significant steps to move forward successfully with the support of Estonian state funding and foreign aid.

In a certain sense, 2003 was a year of making intermediate summaries for the national integration programme. The implementation period of the national programme is divided into two parts – 2000-2003 and 2004-2007. At the end of 2003, the government cabinet approved the priorities of the action plans of the new period. The action plans as a whole were approved at a governmental cabinet meeting on May 6, 2004. The more important points of emphasis in the action plans of the new period are the expansion of language immersion throughout the entire country as a language learning method that has justified itself; the continuation of preparations to facilitate the start of the transition in 2007, the deadline prescribed by legislation, to the teaching of subjects in Estonian in foreign language schools; preparations for training new immigrants; the expansion of the teaching of subjects in Estonian in foreign language vocational education institutions; the increase in support from the national budget for the cultural societies of national minorities; and the intensification of further development of the socio-economic aspect of the integration programme. These are tasks that require an increased amount of financing from the national budget than previously provided for their

implementation. It is pleasing that the government has kept this aspect in mind in granting its approval in principle for the action plans of the subsequent period of the integration programme.

The year 2003 also brought positive development in the implementation of national minority cultural autonomy legislation. The legislation has been in effect for ten years but its implementation only became possible in the spring of last year when the government approved election regulations for national minorities cultural councils. By now we can acknowledge Finns living in Estonia as the first national minority to successfully carry out cultural council elections. The government is beginning

negotiations with this new cultural autonomy in order to determine the basis of its funding.

I believe that readers of this yearbook will receive a good overview of all the specific activities in many various spheres of integration that were implemented in 2003 through the Foundation for the Integration of Non-Estonians. I can confidently confirm that the Foundation managed to successfully fulfil its extensive tasks last year. I express my recognition and thanks to all the employees of the Foundation as well as the cooperation partners of the Foundation and the entire nation of Estonia both in Estonia and abroad.

**Paul-Eerik Rummo**  
*Minister of Population Affairs*

# Introduction

This yearbook contains an overview of the activities of the Non-Estonians Integration Foundation (hereinafter Integration Foundation) in the period from 1 January to 31 December 2003.

The objective of the activities of the Integration Foundation as stated in its articles of association is to promote integration processes in Estonian society, and on the basis of this the Foundation has based its work on the following principles:

- Through support for projects implemented at the 'grassroots level', to encourage greater public interest and active participation in integration processes;
- Through the development of extensive, *ad hoc* projects, to channel the resources at the Foundation's disposal towards the solution of current problems;
- Through the gathering of information about institutions and projects dealing with integration processes, to establish co-operation contacts with all interested parties

As of 16.04.2003, the work of the Foundation's 12-member Governing Board has been administered by Minister for Population and Ethnic Affairs Paul-Eerik Rummo.

The Foundation's activities can essentially be divided into two areas:

- Direct project support, i.e. the planning, co-ordination and administration of funds allocated by the Republic of Estonia, as well as the independent development and implementation of projects;
- The planning, co-ordination and administration of projects financed by foreign countries and organisations.

## International Cooperation

The Programme for the Social Integration of Estonia's National Minorities and for Learning the

Estonian Language (hereinafter the EU Phare Estonian Language Training Programme) financed within the framework of the European Union's Phare programme was completed in 2003. A new programme was set in motion: Estonian Language Training and Teaching in Estonian for Non-Estonian Speakers 2003 – 2005 (hereinafter EU Phare 2003 Programme), the objective of which is to develop the conditions for the formation of an integral society in which people living in Estonia have equal access to education and employment. The implementation of the programme is organised by the Ministry of Education and Research and the Phare 2003 administrative unit of the Integration Foundation. The programme official in the Ministry of Education and Research is responsible for approving tender documents and reports, and evaluating the results of the project. The task of the Phare 2003 administrative unit is to support the programme official in implementing the programme. The drafting of work plans, the preparation and carrying out of tenders, the drafting of reports and the supervision of activities are the main tasks of the unit. The Central Finance and Contracting Unit (CFCU) of the Ministry of Finance concludes programme contracts and the Delegation of the European Commission in Estonia supervises them.

Compared to earlier language training programmes, the main focus is on developing the teaching of other subjects in Estonian in schools where teaching takes place in foreign languages, and on broader social integration. Non-profit organisations and local municipal councils may apply for financing for their integration-related projects.

Of the language learning activities taking place with Phare financing, the Interest project will continue to compensate the costs of language learning; language camps and family exchange

projects will be supported; information will be provided to the public concerning integration issues.

New directions in which to work are the development of teacher training (both in institutions of higher education and in the form of professional development), the development of teaching in Estonian in vocational schools and kindergartens, the compilations of additional teaching materials and the formation of late immersion classes (the partial rearrangement of schoolwork into Estonian from the 6<sup>th</sup> grade onward).

Cooperation continued within the framework of the foreign aid project "Integrating Estonia 2002-2004" promoting multiculturalism in Estonian society that was signed on March 27, 2002. The foreign aid project financed by Norway, Finland, Great Britain, Sweden and Estonia has a planned duration of three years with a total budget of up to 24.9 million kroons, of which Estonia's contribution is 9.7 million kroons and 15.2 million kroons is foreign aid.

A large portion of the activities of the project is oriented towards youth. Support is provided for learning Estonian, including immersion courses at the preschool and primary school levels, and the number of contacts in everyday life between Estonian speaking and Russian speaking youths is increased between both organisations and schools. Similarly, the capability of non-Estonians to compete professionally in the labour market and in vocational schools is strengthened, the participation of non-Estonians is promoted in Estonia's media sector and the knowledge and motivation of non-Estonians concerning application for citizenship are increased.

The decision of the project managing committee dated March 5, 2004 allocated 565 562 kroons of the funds provided in the 2003 Foundation budget (a total of 2 570 000 kroons) and 161 514 kroons of foreign aid funding (from a total of 4 905 134 kroons) to finance activities planned for 2004.

An important development for the Foundation in international cooperation was the provision of expert technical assistance to the Latvian Social Integration Foundation (LSIF) in preparation for the implementation of European Union structural funds. A consortium was formed with KPMG Estonia to carry out this responsible assignment. From December of 2002 to September of 2003, the LSIF was assisted in working out supplementary procedures and in improving its effectivity and capacity for sustainability within the framework of the Phare programme for Latvia. The total cost of the project was 7 715 744 kroons.

The total amount of funds subject to administration was 59.36 million kroons according to assumed obligations (committed contracts including those for the use of foreign aid, the decisions of the Governing Board and evaluation commissions to grant funding). Foreign aid comprised an amount of 5.55 million kroons of this sum, payments of which were made by each specific aid provider.

### **New Projects and Directions of Activity**

The Foundation has planned and drafted the specific action plans for most of the projects it has administered. This work was continued in 2003. Structural funding project ideas aimed at European Union sources of funding were prepared and submitted to the respective implementing agencies (the Labour Market Board and the Foundation for Lifelong Learning Development Innove). The compilation and submission of project documents will take place in 2004 and the fields of activity are:

- the expansion of the teaching of subjects in Estonian in Russian-medium vocational schools;
- the integration of the non-Estonian population in the labour market and
- the reduction of risk groups among non-Estonian youth and adults.

The Foundation organised the compilation of several project documents in cooperation with

the Bureau of the Minister of Population Affairs within the framework of European Union assistance programmes. Their protracted processing in the institutions of the European

Union has led to repeated changes in the original action plans and to additional work associated with these changes.

# SUB-PROGRAMME I, “EDUCATION”

**Sub-programme total 24,681,378 EEK**

It is in school that people learn to live and cope in Estonian society. Language skills and background knowledge is acquired in school. Interests and attitudes develop through communication, including that between different ethnic groups.

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

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

**I.1. MISSION: TO DEVELOP A SYSTEM FOR THE TEACHING OF ESTONIAN AS A SECOND LANGUAGE THAT APPLIES DIVERSE, UP-TO-DATE TEACHING MATERIALS AND LANGUAGE LEARNING MODELS THAT TAKE INTO CONSIDERATION THE INTERACTIONS BETWEEN LANGUAGES, SO THAT NON-ESTONIAN-SPEAKING CHILDREN ACQUIRE THE ESTONIAN LANGUAGE IN A MOTIVATED AND PRODUCTIVE MANNER**

**I.1.a. Development of language didactics, elaboration of language teaching methodologies, curricula and teaching materials, training of teacher trainers**

**I.1.a.3.-8. Working out a programme for teaching Estonian as a second language for preschool children’s institutions and the application of this programme**

**Centre for Educational Programmes – 1, 400, 660  
EEK**

A state tender contract concerning the “Training in the basics of teaching Estonian as a second language in preschool children’s institutions and for the training of educators” was signed with Narva College of the University of Tartu. Together with NGO *Hea Algus* (Good Beginning), Narva College held two training modules and set work groups into operation for the compilation of the following materials:

- a programme for teaching Estonian as a second language to preschool children,
- a curriculum for the basic training module for teaching Estonian as a second language for training teachers at preschool children’s institutions,
- a description of the model for regional language teaching centres,
- a collection of different methods for teaching Estonian as a second language to preschool children,
- teaching materials for preschool children for learning Estonian as a second language to preschool children together with a teachers’ handbook,
- teaching materials for basic and in-service training of teachers at preschool children’s institutions in the field of teaching Estonian as a second language to preschool children.

The contract is completed in 2004.

A two-day training session entitled “Bilingualism and the Mastering of a Second Language” for Estonian language teachers of kindergartens took place in June and a three-day training session for the supervisors of state tender work groups took place in December in Finland in cooperation with

the Finnish Board of Education. The aim was to acquaint participants with Finnish experiences in teaching a second language to preschool children, and with the relevant teaching materials, training of teachers and composition of curricula.

An analytic study entitled "The Teaching of Estonian as a Second Language in Kindergartens in 2002", providing an overview of the situation in learning Estonian as a second language, the teaching staff and the teaching materials in use in preschool children's institutions, was drafted on the basis of the results of a questionnaire survey conducted in kindergartens in 2002. The study can be consulted at the address [www.meis.ee](http://www.meis.ee) on the internet (in Estonian).

A primary education work group was formed in April within the Association of Teachers of Estonian as a Second Language to unify Estonian language teachers of kindergartens, exchange information and experiences.

**I.1.a.4. Elaboration of language didactics programme for pre-school establishments**

***"Integrating Estonia", including  
Integration Foundation – 200,000 EEK  
(of which 136,090 has been re-directed to year 2004)  
Foreign Ministry of Finland– 1,400, 000 EEK***

Nine pilot kindergartens, 3 of which are in Tallinn and 6 in East Virumaa County, began to implement the language immersion programme in the autumn of 2003. Various training sessions in teaching methods took place for kindergarten teachers, principals and specialists, as well as parents. Altogether 79 persons received training for 177 hours in total. Language immersion methodology was introduced at various events to representatives of local municipal councils, educational specialists and others. Training materials have been systematically compiled and handed over to teachers. Teachers of immersion groups also received a sample curriculum (work plan) and 170 worksheets for kindergarten children.

**I.1.a.6. The procurement of means fostering the formation of a language learning environment and the development of teaching materials**

***The Embassy of the United States of America in  
Tallinn – 463, 050 kroons***

A set consisting of 12 picture books was completed through the cooperation of several authors. Colourful, large format (A3) books are intended to be read together for the description of the pictures. Each book is on some particular theme, like for example "Our Family" and "When I Grow Up". The book also provides Estonian language teachers with a methodological guide for how to use the book and organise group readings. 142 kindergarten teachers of Estonian were trained in the use of the books. Each Russian language kindergarten in Estonia received at least one complete set.

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

Co-operation with the US Embassy in Tallinn, which began in 2000, continued with the aim to create supplementary Estonian language teaching materials (CD-ROM) for 7<sup>th</sup> - 9<sup>th</sup>-grade students. Software for the creation of the language teaching CD-ROM was obtained free of charge with the embassy's assistance. The completion of this project was postponed until 2005 due to its technical complexity.

***EU PHARE Estonian Language Training programme  
– 1,511,513 EEK***

**The Interactive Language Learning Environment  
eFant.ee**

As an alternative to directly curriculum-based study materials, the interactive language learning environment eFant was created for grade 7 – 12 students of Russian-medium schools whose aim is to practice Estonian for state examinations on beginners' or intermediate level. Adult learners

are also welcome to use the environment for developing language skills.

The environment incorporates 60 tests and 600 exercises, which are divided into three proficiency levels. The exercises are based on language tests compiled by State Examination and Qualification Centre. The environment is fully automated; it monitors and evaluates the user's progress and directs the user to suitable exercises.

In addition to the training module, the environment includes an Estonian-Russian-Estonian dictionary and a chatroom.

#### **Language Environment eFant.ee**

The internet course for teaching Estonian has gained widespread popularity. At present, 7603 people have registered. A new site entitled Efant.ee was opened in September of 2003, where the opportunity to learn Estonian through the internet was extended to the Russian speaking population. Efant was worked out by MicroLink within the framework of the PHARE programme and by commission of the Foundation for the Integration of Non-Estonians. According to MicroLink managing director Ardo Mardisoo, people from East Virumaa and Tallinn log in to learn Estonian, but there are also visitors from Russia, Byelorussia, Azerbaijan, Finland, Sweden, Georgia and elsewhere.

*Estonija                      October 28, 2003 - Natalja Solovjova*

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

#### **I.1.b.9. Implementation and Development of Language Immersion Programme**

***Language Immersion Centre – 2,934,304 EEK  
(including foreign aid from Canada – 1,550,787 EEK)***

The language immersion programme is being implemented in eleven Russian-language schools throughout Estonia. The early language immersion programme has been implemented in seven schools and the late language immersion programme in four schools. The late language

immersion programme was launched in the autumn of 2003. The Foundation's Language Immersion Centre arranges training for all pilot schools and key stakeholders. Training focuses on methodology and programme implementation. School directors are coached on how to better support teachers in helping students to realise their potential. The Centre also develops, tests and distributes teaching materials to programme schools. Teachers have been provided with sample work plans. In order to raise public awareness of the immersion programme, an information seminar entitled "Language Immersion – A Step into the Future" took place on October 14. A public report entitled "Immersion Centre: Three Years of Accomplishment" was published and widely distributed.

#### **Diversification of Estonian as a Second Language Teaching Materials**

***Language Immersion Centre – 1,206,479 EEK  
(including foreign aid from Canada – 841,330 EEK)***

One of the key objectives of the early language immersion programme was to provide teachers and students with the required learning materials. In 2003, two grade three textbooks and corresponding workbooks were published. To date, six textbooks and corresponding workbooks have been published. This meets the primary need for textbooks in grades one to three. All teaching materials have also been piloted in immersion classes and honed based on student and teacher feedback.

An effective writing team has been established to create materials for the late immersion programme. The team has produced approximately 500 student worksheets. Worksheets have been piloted and are being honed based on student and teacher feedback. Worksheets are available at [www.kke.ee](http://www.kke.ee) on the Language Immersion Centre's website.

#### **I.1.b.10. Development of Immersion Curriculum**

##### ***The activity was financed from the budget for study materials***

A sample work plan for teachers was drafted for grades four to six for the early language immersion programme. A sample school curriculum was also developed for the grade six late immersion programme. Sample work plans for teachers are available at [www.kke.ee](http://www.kke.ee) on the Language Immersion Centre's website.

#### **I.1.b.12. Training in Language Immersion Methodology**

##### ***Language Immersion Centre – 2,088,814 EEK, (including foreign aid from Canada – 1,664,988 EEK)***

Training was arranged for language immersion teachers, school administrators and various other stakeholder groups. Teacher training focused primarily on methodology and planning. School managers were trained in adopting best practices in management that included teamwork and the development of professional, supportive dialogue with staff. Notes from training sessions have been synthesised and distributed to participants.

#### **I.1.b.14. Immersion Programme Research**

##### ***Language Immersion Centre – 443,393 EEK (including foreign aid from Canada – 93,393 EEK)***

All early language immersion students were tested three times over the course of the school year. Based on agreement with the National Examination and Qualification Centre proficiency tests were carried out at the end of the grade three. Two parent surveys were conducted. Studies indicated that the implementation of the programme in Estonia has been successful and that student achievement meets the standards set in the national curriculum, as well as the linguistic objectives set by the language immersion programme.

Baseline testing of all late immersion students was carried out in the autumn. These test results

establish a benchmark score against which future progress can be measured.

A summary of these research results is included in the Immersion Centre's public report entitled "Immersion Centre: Three Years of Accomplishment".

#### **I.1.b.17. Film on Language Immersion Programme**

##### ***Language Immersion Centre – 300,000 EEK (including foreign aid from Canada – 250,000 EEK)***

A 10-part documentary series entitled *Keele-kümblejad* (Language Immersionists) was completed. The aim of the series was to depict the work of language immersion students and teachers. It also aimed to show the immersion programme's impact on the students' families. Estonian Television broadcast the series from January through March of 2004.

#### **Russian Children Like to Study Estonian**

The students in the grade six class at the Tapa Russian Gymnasium have been successfully learning the state language through Estonia's new Canadian-inspired late immersion programme. "All those classes taught in Estonian from science to home form constitute an integrated approach to learning where one subject supports the other" states the teacher Ms. Katri Jürgenson. "One of the principles of immersion is that the language is not simply taught as a subject and as a system of grammar, but students use the target language to study subjects and to learn about the world. That makes all the difference."

*Virumaa Teataja*

09. 12. 2003 – Aivi Pargi

**I.1.c. Extracurricular language learning patterns**  
**I.1.c.19. Development and implementation of Estonian language camp and family learning model**

***"Integrating Estonia" 3,452,005 EEK, including foreign aid – 1,952,005 EEK (of which 56,130 EEK was directed to year 2004)***

***Integration Foundation –1,500,000 EEK***

A language camp is a special camp for non-Estonian and Estonian youth, with the aim of lowering linguistic and cultural barriers, developing communicative skills and raising motivation and interest in learning the Estonian language. In a family exchange project, non-Estonian young people can spend one week to two months in an Estonian family and actively take part in their daily life.

The "Integrating Estonia" foreign aid project supported 30 Estonian language camps and family exchange projects in 2003, in which a total of 1517 children participated.

A total of 859 Estonian and foreign language young people participated in 18 camp projects and 658 foreign language young people participated in 12 family exchange projects. Of these, the target group of 13 projects was young people from social risk groups (533 children) living in Estonia. Monitoring was carried out in the summer to evaluate the results, to acquire direct experiences and to become familiar with camp conditions.

***EU PHARE Estonian Language Training programme – 857,548 EEK***

The EU PHARE programme supported 13 Estonian language camps and family exchange projects in 2003, in which a total of nearly 400 children participated.

Within the framework of these projects, children spent at least 12 days in an Estonian language family or at a summer camp where the programme included learning Estonian.

A methodical language learning guide was drafted for language camp teachers and presented to project leaders and Estonian language teachers.

***EU PHARE 2003 Programme – 12, 491 EEK***

Preparations began for arranging summer language camps and family exchange projects for 2004.

***I was welcomed like one of their own and my language skills improved***

A ten-day children's camp, organised by the "For Every Child Their Own Home" Narva centre with the support of the Integration Foundation, ended. The camp was not organised simply as a vacation for children from lower income families but also for learning Estonian. The name of the project was Fairy Tale and the children had a fairy tale of a vacation. The children found out how Estonians celebrate St. John's Day (Midsummer) and improved their Estonian because they were in the appropriate language environment. The only concern was that this kind of camp had only one shift.

*Jelena Vassiljeva – pupil  
Krengolmski Prospekt*

*July 30, 2003*

***Integration Foundation – 150 000 EEK***

For the fourth year in a row, Estonian language camps emphasising the Estonian spirit were organised for children of Estonian descent living in the territory of the former Soviet Union. Twenty-six children from Riga, Vilnius, St. Petersburg, Minsk, Moscow, Kiev and Kharkov participated in the camp in three shifts.

**1.2. MISSION: TO FOCUS AND EXPAND THE BASIC TRAINING AND CONTINUING EDUCATION OF TEACHERS OF ESTONIAN AS A SECOND LANGUAGE AND OF OTHER SUBJECTS, TO ENSURE THAT THE QUALIFICATIONS OF TEACHERS EMPLOYED AT NON-ESTONIAN-MEDIUM SCHOOLS CORRESPOND TO THE REQUIREMENTS**

**1.2.a. Continuing education for teachers**

**1.2.a.1. Development and functioning of regional continuing education network for teachers of Estonian as a second language**

**Centre for Educational Programmes – 146,180 EEK**

Regional centres functioned as independent training centres and offered professional development for teachers of Estonian as a second language while providing advice concerning the methodology of teaching Estonian as a second language. The centres also supported the work of subject sections. The objective was to assist in improving competence in these subjects.

**1.2.a.2.-5. Seminars for network teachers, collections of materials for teachers, administration of network's web page and compilation of electronic databank on the teaching of Estonian as a second language, continuing education for teachers of Estonian as a second language**

**Centre for Educational Programmes – 85,340 EEK**

Two network seminars and a summer school for teachers of Estonian as a second language were held. Six separate training sessions took place in regional centres. Teachers of Estonian as a second language were trained in drafting teaching materials. As a result of this training, 8 teachers put together teaching materials for the use of other teachers of Estonian as well and are available at the internet address [www.eestikeelteisekeelena.ee](http://www.eestikeelteisekeelena.ee) at the web site of teachers of Estonian as a second language.

**1.2.a.6. Support to support centres for carrying out in-service training in their own regions**

**Centre for Educational Programmes – 37,920 EEK**

A contract was signed with the Association of Teachers of Estonian as a Second Language to acquire teaching materials for developing regional centres of the association and to hold training sessions.

**1.2.b. Continuing education in Estonian-language teaching for teachers of other subjects, and other training**

**1.2.b.9. Professional development for teachers of other subjects**

**Centre for Educational Programmes – 21, 370 EEK**

Training was provided for teachers of classes with foreign language speaking pupils with little knowledge of Estonian (including the children of recent immigrants) at schools where the language of instruction is Estonian. The teachers acquired new knowledge on the following subjects: creating a feeling of security in classes with foreign language pupils, using opportunities to include pupils in study work, building and evaluating support systems and correcting mistakes in them.

**1.2.b.10. Continuing education for Estonian as a second language teachers teaching at vocational institutions**

**EU Phare Estonian language training programme – 1,887,922 EEK**

A survey was carried out among Estonian language teachers in vocational schools to identify the needs of the schools on teachers' level and the areas to be addressed with training. The results of the survey revealed that teachers lack in-service training in foreign language teaching methodology. The need for special teaching aids for teaching Estonian in vocational schools was also emphasized.

Following the survey, a large-scale project was launched. During the project 42 Estonian language teachers from 22 different vocational schools received 100 hours of in-service training focusing mainly on foreign language teaching

methodology. In the framework of the training course the participants were equipped with necessary supporting literature and publications.

Two groups of teachers who participated the training course continued work in workshops. As a result of the workshops of one group 6 curricula were developed for training subject-specific Estonian language. The curricula serve as ready-to-use material as well as models for teachers to prepare their own subject-specific curriculum. The developers of the curricula received 62 hours of additional training. The second group of the teachers developed 15 sets of teaching aids containing subject-specific texts, exercises, vocabularies, project tasks, etc., for 11 subject areas (such as building, business management, secretarial work, accounting, etc.). The results were published and disseminated among 31 vocational schools. The materials are available at the web site of the Foundation [www.meis.ee](http://www.meis.ee) >PHARE programme (in Estonian).

#### **I.2.b.11. Development and implementation of training programmes and models for continuing education**

##### ***EU Phare Estonian language training programme – 1,031,035 EEK***

Based on the competency model for Estonian as a Second Language Training, a series of programmes and training materials were compiled by establishments providing both in-service and pre-service training for teachers. The materials include a textbook on socio-linguistics and language policy, which was developed in Tallinn Pedagogical University, a methodology handbook on reading strategies developed by the Association of Teachers of Estonian as a Second Language, and a handbook introducing a method called "Total Physical Response", developed by Tallinn Pedagogical University. Special materials and a curriculum were developed for the future teachers of Estonian in kindergartens by Narva College of Tartu University. Materials for teaching vocabulary and grammar on an advanced level were developed by

University of Tartu and Tallinn Pedagogical University. Also, a CD-ROM for independent learners for practising Estonian pronunciation was developed in co-operation with Tallinn Pedagogical University, Tallinn Technical University and Estonian Radio. A special illustrated textbook and a workbook were developed for teaching cultural aspects of communication by TU Narva College. Altogether 14 new materials and 9 curricula are available and in use in training both the present and future teachers of Estonian as a Second Language.

#### **Computer-based in-service training for Estonian language teachers**

A 12-hour computer-based training session was developed for teachers of Estonian as a Second Language on how to compile study materials for language training. The training was conducted in both Estonian and Russian on beginner's and advanced level. The training courses were organised in following locations: Tallinn, Narva, Kohtla-Järve, Sillamäe, Valga and Tartu. Altogether 250 teachers of Estonian as a Second language received the training free of charge. All participants received a comprehensive manual including all topics and clear instructions for tasks covered during the training.

##### ***EU PHARE 2003 Programme – 19, 692 EEK***

The development of new training modules was initiated for use in study programmes for in-service training and certification training for teachers. Tallinn Pedagogical University and the University of Tartu are participating in the project. The objective is to work out 10 training modules for teachers teaching in multicultural classes.

#### **I.2.b.13. Continuing education for teachers of Estonian as a second language at pre-school establishments**

##### ***Centre for Educational Programmes – 114,550 EEK***

A training seminar was arranged for teachers of Estonian as a second language at preschool

children's institutions in East Virumaa, introducing various language learning methods, teaching materials and practical pointers for conducting lessons.

The first training module of a two-part training programme covering the use of the surrounding environment, manual activity, music, games and other means in teaching a second language, and cooperation with parents and other kindergarten teachers took place in December for kindergarten teachers of Estonian from across Estonia.

### **I.2.c. Teacher retraining, continuing education for working teachers**

#### **I.2.c.17. In-service training in priority topics**

##### ***Centre for Educational Programmes – 81,700 EEK***

A training programme worth two subject credits on the theme "How does learning take place in the case of recent immigrants in general education schools?" was held in cooperation with Narva College of the University of Tartu and the Parish Government of Illuka. In the course of this training, knowledge and skills were learned and expanded in the scheme of multicultural education, teaching strategies in classes of many nationalities, methodology for teaching foreign languages, multicultural society and coping with cultural differences. The training materials that were prepared in the course of this training can be used in future similar training programmes as well.

The "Education scheme for the children of foreign workers in Estonia" Estonia-the Netherlands joint project was organised and carried out in cooperation with the Ministry of Education and Research. The objective of the project is the preparation of a document concerning the educational scheme and necessary changes to legislation, the compilation and publication of a basic level Estonian language workbook and a teachers' handbook, the development and implementation of teacher training in institutions

of higher learning and the provision of information to the public. Support was provided for holding a seminar/conference of participants in the project and translating information materials introducing Estonia's educational system into Russian and English for parents of the children of recent immigrants and foreign workers. The final deadline of the project is December of 2004.

Support was provided for holding the seminar "Becoming an Active European Citizen" organised by the Estonian Society of History Teachers.

##### **Integration for recent immigrants**

The Integration Foundation provides teacher qualification courses for work with expatriate pupils in general education schools. "In the event that the need should arise in the future for educating the children of immigrants in Estonian schools, we want to be prepared for such an eventuality," said course organiser, Programmes Manager Toivo Sikk of the Centre for Educational Programmes of the Integration Foundation. "The acceptance of children from foreign cultures and language environments into school life and their integration into society requires special knowledge and presently we do not have teachers who have received special training in this area," he added. The primary objective of the training is to provide teachers with knowledge and skills for work with pupils who come from other cultural and language environments. Narva College of the University of Tartu will carry out this training programme with the assistance of several well-known lecturers.

BNS

August 8, 2003

#### **I.2.c.18 Development of principles for training of special education teachers; training of special education teachers**

##### ***Centre for Educational Programmes – 8,600 EEK***

A textbook for institutions of higher education, subject area teachers and classroom teachers working with foreign language pupils entitled *The Integration of non-Estonian Pupils in Estonian Schools* was compiled and published on the basis of materials from pilot training programmes. The textbook can be used as supplementary material by teachers and as training material in universities for training teachers, and for in-service training. The textbook has been distributed to all Estonian schools and is in use as teaching material at the Tallinn Pedagogical University.

**I.3. MISSION: TO CREATE IN SCHOOLS CONDITIONS GUARANTEEING THAT STUDY GROUPS WORK IN THE ESTONIAN LANGUAGE AND THAT SECONDARY SCHOOL GRADUATES POSSESS ESTONIAN-LANGUAGE PROFICIENCY IN EVERYDAY AND WORK-RELATED COMMUNICATION AT THE LEVEL NECESSARY FOR LEARNERS TO INTEGRATE INTO ESTONIAN SOCIETY**

**I.3.a. Charting of measures in school development plans, curriculum and training**

**I.3.a.1. Planning of transition to Estonian as language of instruction in development plans of non-Estonian-medium upper secondary schools, vocational institutions and institutions of higher education**

**Centre for Educational Programmes – 45,730 EEK**

A seminar/conference entitled "The choices and responsibility of school administrators in the development of foreign language schools in Estonia in 2004 – 2010" was held in cooperation with the Ministry of Education and Research and OÜ Geomedia. Discussions took place concerning the experiences of schools, completed and planned actions for the changeover to teaching subjects in Estonian within the framework of various foreign and domestic projects, and various sore points (including legislation, the cost of foreign language education, the development plans of schools, the preparation of teachers,

teaching materials, and the education of the children of new immigrants). The Ministry of Education and Research has issued a collection of discourses and speeches.

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

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

**Centre for Educational Programmes – 196,910 EEK**

Training packages were updated for training in school development plans and school curricula. Schools have the option of ordering these. The web site of the open curriculum project was updated. The administration of general matters and information is organised mostly in electronic form.

**I.3.b.7. School development training, preparation and archiving of training minutes, analysis and generalisation of final written assignments**

**Centre for Educational Programmes – 35,860 EEK**

A strategy was worked out for assisting both Estonian and Russian-medium schools in successfully developing a school curriculum with a cultural-integrational dominant for ensuring that pupils can cope. Any school that has made inroads in developing a school curriculum that conforms to the national curriculum, that wishes to share its experiences with other schools and that is prepared to participate in the development of a curriculum supporting integration may become a pilot school.

The promotion of cooperation with schools in Tallinn where teaching takes place in Estonian and those where teaching takes place in Russian took place in the area of school development plans, curricula and integration processes; the creation of development groups in Tallinn's schools and the formation of their competence in

coping to ensure the quality the process of education.

The seminar "Open Curriculum – the Key to Development in Russian-medium Schools" took place in October.

#### **I.3.b.8 Development of new training models and contents, elaboration of training material**

##### ***"Integrating Estonia", including foreign aid – 340,273 EEK (of which 307,914 EEK was directed to year 2004)***

A public call for scholarship proposals took place in May for the drafting of new literature concerning school curriculum. The organisers hoped to receive applications for composing 8-10 page articles introducing curriculum development work and up to 80 page methodical collected works. The competition received 17 applications. Three applications were financed.

A Russian language article "Translation Theory and Practice as Aids in Learning Estonian Language and Culture" was completed in 2003. The authors of the article are A. Meimre and B. Baljasnyi.

Two methodological guidance materials are in the process of being completed in 2004:

- "How to cover the main topics in school curriculum," authors V. Neborjakina, J. Sherman, N. Gontsharov, N. Sazonova, L. Burlova, T. Zarudnjaja, N. Ignatjeva, O. Truhhan and J. Juhkam;
- "The "Secrets" of the School Curriculum," authors G. Teras and J. Beljajev.

Published works are available at the web site of the Integration Foundation.

An annotated database of Estonian and Russian language publications on the subject of school curricula was completed. By the end of 2003, the database contained over 1000 works. The database will continue to be supplemented in

2004. The database is compiled and administered by the Estonian Education Archival Museum (*Eesti Pedagoogika Arhiivmuuseum*, hereinafter EPAM). The database is available free of charge. The database is located at the internet address [www.tpu.ee/epam/](http://www.tpu.ee/epam/) on the EPAM web site. The database is available in both Estonian and Russian.

#### **I.3.b.9. Development of support centres in schools' co-operation network, development and training**

##### ***"Integrating Estonia", including foreign aid – 13,919 EEK (using budget surplus from 2002)***

A second curriculum development seminar took place in April of 2002 for selected pilot schools. Models for teaching Estonian and teaching other subjects in Estonian were analysed at the seminar. Criteria for evaluating these models were written up. Teachers from 11 pilot schools participated in the seminar.

#### **I.3.b.10. Analysis of network schools' development activities and curriculum work, elaboration of assessment criteria, advising**

##### ***"Integrating Estonia", including foreign aid – 4,272 EEK (using budget surplus from 2002)***

A questionnaire survey was conducted in 2002 among the 17 Russian-medium schools. The schools described models for the teaching of Estonian and for teaching other subjects in Estonian, and pointed out difficulties that accompany implementation.

#### **I.3.b.8-10. Development of new training models and contents, elaboration of training material, development of support centres in schools' co-operation network, development and training of network, analysis of network schools' development**

**activities and curriculum work, elaboration of assessment criteria, advising**

**Centre for Educational Programmes – 96, 250 EEK**

The following training modules were worked out in 2003:

- The School as an open organisation;
- The composition and development of school curricula and its evaluation; applied aspect;
- Learning in a multicultural learning society and in contemporary schools;
- The concept of learning in national and school curricula;
- The individualisation of teaching in school;
- The school as a learning organisation in a learning society.

**I.3.b.11 Gathering of materials introducing schools' development work, recommendations to be made public or published**

***"Integrating Estonia", including foreign aid – 42, 115 EEK  
(using budget surplus from 2002)***

The drafting of a collected work was begun, assembling information concerning the curriculum development work of recent years and introducing and analysing this work at general education schools. The manuscript of this collected work was completed in December. Representatives and experts of organisations responsible for curriculum development work have been included among the drafters and reviewers of the collected work. The collected work will be published by the autumn of 2004 in both Estonian and Russian. The collected work will be distributed to schools free of charge.

**Centre for Educational Programmes – 1, 090 EEK**

The brochure "Invitation to Dialogue" no. 9 of the "Open Curriculum" project was published. It includes the analysis of school development plans and curricula from a cultural-integrational aspect.

The brochure was forwarded to all Russian-medium schools and also to education officials.

**I.3.c. Intensive Estonian language teaching**

**I.3.c.14. Development and implementation of intensive Estonian language teaching in vocational institutions**

***EU Phare Estonian language training programme***

see I.2.b.10

**I.3.d. Teaching materials supporting Estonian-language subject teaching and the acquisition of the Estonian language**

**I.3.d.18. Development for comprehensive schools and gymnasias of teaching materials supporting Estonian-language subject teaching**

***EU Phare Estonian language training programme – 1,576,748 EEK***

A group of authors developed a series of Estonian-language study sets for grades 4-9 of Russian-medium schools. Each set consists of a textbook, a workbook, a 90-minute audiotape and a teacher's manual. The material is compiled according to the most modern communicative approaches and is based on authentic and adapted texts from newspapers, magazines, children's literature, etc. Also, the audiotapes include authentic interviews and dialogues conducted with native speakers of all ages. The authors convened regularly for training sessions, to achieve a coherent approach throughout the series. As a result, all six sets in the series are based on common principles which permit the balanced teaching of all language skills: speaking, listening, reading and writing, supported by systematic teaching of vocabulary and grammar. The materials were tested in Russian-medium schools of Harju and Ida-Viru counties in 2003. Manuscripts were illustrated and edited; the sets will be published in 2004.

**I.3.d.19. Development of training plans, syllabi and materials for Estonian-language subject teaching at vocational institutions**

***EU Phare Estonian language training programme***  
**1,000,000 EEK**

see 1.2.b.10

**I.3.d.20. The procurement of methodical materials supporting the learning of Estonian**

***Centre for Educational Programmes – 2,150 EEK***

Finnish Board of Education materials concerning the methodology of teaching Finnish as a second language were procured as examples.

**I.3.d.22. Acquisition of Estonian-language reading material and teaching and methodology publications for school libraries**

***Centre for Educational Programmes – 12,300 EEK***

The libraries of Russian-medium schools were supplied with the Russian language book "The Heart of the Bear" by Nikolai Baturin that is required reading in the curriculum.

**I.4. MISSION: TO DEVELOP LINGUISTIC AND CULTURAL CO-OPERATION BETWEEN ESTONIAN-MEDIUM AND RUSSIAN-MEDIUM SCHOOLS, IN THE INTERESTS OF IMPROVING STUDENTS' LANGUAGE PROFICIENCY AND DEVELOPING TOLERANCE TOWARDS OTHER CULTURES**

**I.4.1. Development of exchange programme model for students at vocational institutions and implementation of projects**

***EU Phare Estonian language training programme –***  
**588,471 EEK**

In order to promote student exchanges between Ida-Viru County and other parts of Estonia and promote practical training, proposals were called for exchange projects. Support was provided for 11 projects submitted by vocational schools, in the framework of which 122 non-Estonian-

speaking young people acquiring a vocation on the basis of secondary education, were able to study and practise in Estonian-medium vocational institutions. In each of the projects two (or more) vocational schools co-operated so that a group of non-Estonian students was sent to the partner school for 3 – 8 weeks.

Feedback questionnaires revealed that exchange students emphasised the improvement of their active vocabulary and acquaintance with the local Estonian-language working and cultural environment as the most positive results of the projects

**I.4.2. Development and implementation of short-term and long-term exchange programme models for students at general education schools**

***EU Phare Estonian language training programme –***  
**475,313 EEK**

With the support by the Programme, altogether 76 students of Russian-medium schools have studied up to one month in Estonian schools to improve their language skills.

The main objectives were to improve of Estonian language skills (listening and speaking); obtain experience in learning subjects in Estonian; obtain experience in participating in Estonian-language school life.

Besides the opportunity for language practice, these projects are also considered by the participants as an effective way to strengthen co-operation between schools. During the project period Estonian and Russian-medium school teachers and school leaders work in close co-operation to supervise the students' language learning, participation in regular school activities and well-being in the recipient school.

**It is necessary to communicate more**

Fifteen pupils from rural schools were in Kohtla-Järve to learn the foundations of communication in Russian. In August of this year, pupils from School No. 3 in Kohtla-Järve lived in the village of Maarja in Jõgeva

County within the framework of the project presented by teacher Jelena Ohakas that was supported by the Integration Foundation. They found friends at the J. V. Veski School with whom to practice Estonian. The author of the project Jelena Ohakas said that the project will continue according to an agreement between the two schools and 15 pupils from School No. 3 will go to Maarja in November, where they will start to study all their subjects in Estonian.

*Estonija*      *October 27, 2003 – Jevgeni Kapov*

#### **I.4.3. Joint subject competitions held between Estonian-medium and non-Estonian-medium schools**

***Centre for Educational Programmes – 80,500 EEK***

An interactive (web based) Citizens' Day quiz game was held for 7<sup>th</sup> to 12<sup>th</sup> grade pupils from schools where teaching takes place in Estonian and those where teaching takes place in Russian. The objective was to increase the knowledge of young people concerning the constitutional institutions of the Republic of Estonia and human and citizens' rights, liberties and obligations. Over 2000 pupils participated in the quiz game. Pupils from Russian language schools participated more actively than pupils from Estonian language schools. The maximum score was achieved by 248 pupils.

#### **I.4.5. Development and implementation of exchange programme model for teachers at general education schools**

***EU Phare Estonian language training programme – 173,094 EEK***

A model was prepared for offering subject teachers from Russian-medium schools language practice in an Estonian-medium school. Twelve co-operation projects between Estonian-medium and Russian-medium schools were implemented. The aim of the projects was to improve the teachers' proficiency in the Estonian language through work in an Estonian-language environment, and to give them an opportunity to

acquire experience in their specialisation. A total of 113 teachers participated in the co-operation projects between schools, 57 as trainees from Russian-language schools and 56 as tutors from Estonian-language schools

#### **I.5. MISSION: TO CREATE FOR NON-NATIVE SPEAKING STUDENTS CONDITIONS THAT PROMOTE THEIR DESIRE AND ABILITY TO FUNCTION AS CITIZENS AND MAKE CONSCIOUS DECISIONS ABOUT THEIR FURTHER STUDIES AND WORKING LIFE**

##### **I.5.a.1. Development and implementation in state curriculum of concept of civics education**

***Centre for Educational Programmes – 49,020 EEK***

The compilation and translation into Russian of explicative commentaries of the Charter of Fundamental Rights of the European Union was supported, and this can be consulted at the web site of the Estonian Institute of Human Rights. A quick-reference guide concerning how to treat the topic of the Charter of Fundamental Rights of the European Union in subject lessons was drafted for civics teachers at general education schools.

The theoretical-methodological portion of the concept of citizenship studies and the compilation of related terminology (together with English language equivalents) were commissioned.

##### **I.5.a.2. Diversification of civics and Estica subject matter teaching materials**

***"Integrating Estonia" 107,892 EEK, including foreign aid – 7,892 EEK***

***Integration Foundation – 100, 000 EEK directed to 2004***

Additional material entitled "The development of Estonian statehood. Collection of documents" was printed for history and civics classes in the basic school and upper secondary school section. The collection contains full texts of documents from the years 1917-2001, including all Estonian

constitutions and legislative texts from the independent Estonia of the first half of the past century, the 1940 seizure of power and the 1980s and 1990s, materials of importance from the viewpoint of Estonian independence. Several texts appeared in the above-mentioned publication in Russian for the first time. The number of copies printed of the Russian translation of the publication was 5 000 and this was distributed to all bilingual schools and Russian-medium schools in sets per class.

#### **I.5.a.3. Development of materials supporting ethnic (minority) cultural identity**

***Centre for Educational Programmes – 2, 000 EEK***

The drafting of a series of workbooks for basic schools (grades 1-9) introducing the culture and customs of different nationalities to pupils was initiated in cooperation with the cultural societies of various nationalities. A guide to help representatives of the cultural societies of these nationalities in compiling materials was drafted.

#### **I.5.a.4. Formation of concept of multicultural school**

***Centre for Educational Programmes – 74,670 EEK***

A collection of the presentations of the seminar "The Multicultural School in Estonia" organised in cooperation with Narva College of the University of Tartu was published with partial translations into Russian and English. Among other topics, the presentations examined education in a multicultural society, the most popular bilingual learning models in Estonia, and also the corresponding experiences of Latvia.

A qualitative study/evaluation entitled "Multiculturalism in Estonian Society" was compiled using a questionnaire survey and analysis of literature on this subject that has appeared thus far. The evaluation presented proposals that the general education system of Estonia should take into account based on the multicultural nature of society in the content of teaching, training of teachers, teaching methodology and the organisation of education.

#### **I.5.b. Training in issues of citizenship and multicultural education; notification and advising**

***Centre for Educational Programmes – 69,540 EEK***

The first module of the training course "Active learning methods in civics lessons" worth 2 subject credits was held in November for civics teachers from schools where teaching takes place in Russian. The objective was to introduce possibilities for the use of active learning and offer the opportunity to find suitable methods of working for oneself through experiential learning.

#### **I.5.b.9. Ensuring the existence of information on integration**

***Centre for Educational Programmes – 60,000 EEK***

A Russian language Citizens' Web Site was opened at the web address [www.rus.delfi.ee/jti/](http://www.rus.delfi.ee/jti/) in cooperation with the Jaan Tõnisson Institute and Delfi Ltd. with the objective of explaining human rights and various laws in simple and understandable terms.

## SUB-PROGRAMME II, “THE EDUCATION AND CULTURE OF ETHNIC MINORITIES”

### ***Sub-programme total 1,059,639 EEK***

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

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

### **II.1. MISSION: TO INCREASE ESTONIAN SOCIETY'S AWARENESS OF CULTURAL DIFFERENCES, EXPAND THE OPPORTUNITIES OF THE ETHNIC MINORITIES LIVING IN ESTONIA FOR THE PRESERVATION OF THEIR LINGUISTIC AND CULTURAL DISTINCTIVENESS AND INCREASE THEIR KNOWLEDGE OF ESTONIA**

#### **II.1.4. Museums' teaching programmes**

##### ***EU Phare Estonian language training programme – 454,181 EEK***

The programme was aimed at the enlivenment of extra-curricular activities for subject teaching through Estonian museums, hobby schools, nature reserves and other cultural establishments. By autumn 2003, teaching materials (51 pieces) and teaching programmes (31 in total) based on the state curriculum were completed for students at Russian-medium schools in Estonia.

The types of materials are varied, including workbooks, electronic web-pages, tools for handicrafts (for instance a set for compiling a model airplane and a toolbox necessary for the

creation of an animated film), educational videos, board games, , a CD-ROM with songs accompanied with a textbook, audiotapes and five sets of slides.

Teaching programmes and materials are intended for non-Estonian-speaking children at all stages of study, from grades 1 through 12 for studying of almost all subjects in school curriculum.

A bilingual (Estonian and Russian) illustrated catalogue presenting the available materials and programmes was compiled with the aim to encourage teachers from Russian-medium schools to undertake extra-curricular activities. The catalogue was distributed to all Russian-medium schools. The materials and study programmes were also presented on a briefing with almost 100 participants.

### **II.2. MISSION: TO SUPPORT THE PRESERVATION OF THE LANGUAGE AND CULTURE OF ETHNIC MINORITIES THROUGH THE ACTIVITIES OF ETHNIC MINORITY CULTURAL SOCIETIES, ART GROUPS AND SUNDAY SCHOOLS**

#### **II.2.1. Definition of status of Sunday schools and development of foundations for their support by the state.**

##### ***Centre for Educational Programmes – 26,400 EEK***

A training event was organised in Tallinn and Jõhvi for the representatives of Sunday schools run by the cultural societies of ethnic minorities in which the possibility to register itself as an extracurricular (hobby) school was introduced to Sunday schools. As a result of this, one Sunday school was registered at the Ministry of Education and Research.

## II.2.2. Training of Sunday schools teachers

### **Centre for Educational Programmes – 100,600 EEK**

As a result of the public call for proposals "Development of the in-service training curriculum for teachers of the mother tongue of national minorities and the organisation of in-service training courses", the University of Tartu arranged for the training of teachers of the mother tongue of ethnic minorities in the areas of subject methodology, the didactics of teaching language, general didactics and educational theory.

## II.2.3. Support for ethnic minority cultural societies', art groups' and Sunday school projects

### **Integration Foundation – 478,458 EEK**

Within the framework of the annual competition with two rounds for the submission of projects (spring and autumn), 32 projects received support. The objective of the competition is the expansion of opportunities for the preservation of the linguistic and cultural uniqueness of ethnic minorities living in Estonia, increasing the awareness of cultural differences in Estonian society, and the development of cooperation between the third sector and governmental institutions in integration. The list of projects that received support is available at the web site of

the Foundation [www.meis.ee](http://www.meis.ee) >Integration Foundation>projects.

### **Armenian Artists in Estonia**

At an exhibition in the *Mustpeade Maja* (Blackheads' House) of works by Armenian artists living in Estonia, 18 works by 5 artists are on display. The objective of the exhibition is to bring together into one hall artists who are connected by their historical homeland Armenia and Estonia, which has become their second homeland.

The Chairman of the Board of the Estonian Armenian National Association Juri Vartanjan stated that the official organiser of the exhibition was the Armenian community of Tallinn, which was supported by the Integration Foundation.

*Estonija* July 23, 2003 – Anait Mesropjan

## II.3. MISSION: TO PROMOTE CO-OPERATION AMONG ETHNIC MINORITY CULTURAL SOCIETIES AND THEIR CO-OPERATION WITH THE STATE

### II.3.2. Organising information seminars for National Minorities

**Integration Foundation – see IV. 1.2.**

# SUB-PROGRAMME III, "THE TEACHING OF THE ESTONIAN LANGUAGE TO ADULTS"

***Sub-programme total 7,590,225 EEK***

The foreign origin and compact territorial position of the great majority of the non-Estonians residing in Estonia has led to linguistic detachment. Having in many cases lost their knowledge of their mother tongue before arriving in Estonia, they speak only Russian as a common language of communication. This influences both their motivation to learn the Estonian language and their attitudes. Knowledge of the official language also helps to reduce non-Estonians' disconnection from social life.

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

**III.1. MISSION: TO DEVELOP THE SYSTEM FOR ESTONIAN LANGUAGE PROFICIENCY EXAMINATIONS AND COUNSELLING, WITH THE AIM OF ENSURING THE GREATER RELIABILITY OF EXAMINATION RESULTS AND POSITIVE FEEDBACK TO THE TEACHING OF ESTONIAN AS A SECOND LANGUAGE**

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

***EU Phare Estonian language training programme – 60,000 EEK***

Two editions (each consisting of 5000 copies) of a brochure containing information concerning the Interest project for potential students were published in Russian.

Eight information sheets were composed for present and potential language students with

practical information concerning national language examinations, methodology for teaching language, teaching materials, description of language proficiency levels and other such information. This same material is available in Russian at the web site [www.interest.edu.ee](http://www.interest.edu.ee) and in Estonian at [www.meis.ee/phare](http://www.meis.ee/phare)

**III.1.3. Development of the language proficiency level examination**

***Centre for Educational Programmes – 50,180 EEK***

The implementation of the Hungarian, Estonian, Latvian and Lithuanian testing development project DevProTHELL was supported. The following materials were worked out in cooperation with the Association of Language Testers of Europe (ALTE) and the LINGUA D sub-programme of the European Union SOCRATES programme: a glossary of testing related terminology, descriptions of language proficiency levels based on self-evaluation, a guide for those drafting examination questions, a test questionnaire for evaluating examination questions, and a description of the Estonian language at the Breakthrough level.

**III.2. MISSION: TO CREATE THE PRECONDITIONS FOR THE LINGUISTIC-COMMUNICATIVE INTEGRATION OF ADULT NON-ESTONIANS THROUGH THE AVAILABILITY OF HIGH-QUALITY ESTONIAN LANGUAGE INSTRUCTION**

**III.2.2. Procurement of research concerning language study motivation**

***EU Phare Estonian language training programme – 46,436 EEK***

A study of the need for learning Estonian among the foreign language population was commissioned in 2002 in order to determine the number of people working in commerce and the service industry, transportation, education, medicine or the public administration system who do not have the Estonian language proficiency level certificate that corresponds to their respective requirements. The wishes and motivation factors of potential learners of Estonian were also analysed within the framework of the study. The report of the study is available at the internet address [www.meis.ee/phare](http://www.meis.ee/phare) >publications>printed matter.

### **III.2.7. Preparation of methodological and teaching guidelines for teachers**

***EU Phare Estonian language training programme –  
182,920 EEK***

### **III.3. MISSION: TO EXPAND THE ESTONIAN LANGUAGE LEARNING OPPORTUNITIES FOR NON-ESTONIAN ADULTS IN ORDER TO ENSURE KNOWLEDGE OF THE ESTONIAN LANGUAGE AT THE LEVEL NECESSARY FOR EVERYDAY AND WORK-RELATED COMMUNICATION**

#### **III.3.1. Subsidisation of language teaching for social risk groups (medics, the police, rescue service workers)**

***EU Phare Estonian language training programme –  
1,479,398 EEK***

Communicative Estonian language training was provided for police officers, rescue workers, prison officials and medical workers, to broaden their opportunities on Estonian labour market and thus reduce their social exclusion and regional isolation.

The project was implemented in spring 2003 by Central Estonian Development Centre, winner of the service tender.

The aim of the project was to arrange at least 60 hours of language classes for 600 learners, both on beginners' and intermediate level.

The results showed notable improvement in the communicative language skills of the participants. The average score rose by 3.08 points, being 12.45 points at pre-testing and 15.53 points at final testing (the maximum possible score was 20 points). The results were on the average of 2 points weaker in Ida-Viru County than in Harju County, which can be explained by the fact that in the former the knowledge of the Estonian language in general is weaker and the possibilities to practise it are less frequent.

#### **III.3.3. Extensive result-based subsidisation of language training – course fee reimbursement programme “Interest”**

***EU Phare Estonian language training programme –  
2,306,017 EEK***

The programme continued financing Interest project, which was started already in 1999. The project works on the principle that 50% of the study fees are reimbursed to learners after they have successfully passed State Language Examination.

By the end of 2003, reimbursements had been paid to **7829** individual learners. The majority of them have taken the exam at elementary level, which is sufficient for acquiring citizenship.

***EU PHARE 2003 Programme – 335,303 EEK***

The Interest project continued within the framework of EU Phare programme that began work in November of 2003.

#### **III.3.4. Elaboration, implementation and further development of labour exchange programme**

***“Integrating Estonia” – 318,552 EEK, including  
foreign aid – 190,559 EEK,***

**Integration Foundation - 130,000 EEK (of which  
11,135 directed to 2004)**

Two projects were financed for the implementation of the "Labour exchange within Estonia with the aim of practicing language" model worked out in 2000. 10 local municipal council officials from East Virumaa and 16 vocational teachers from Narva and Kohtla-Järve participated in the labour exchange. In the course of the subsequent pilot project in 2003, labour exchange coordinators were selected for priority target groups. They are the Centre for Public Service Training and Development and the Narva Vocational Training Centre.

**Resident of East Virumaa practiced Estonian in Elva**

The Centre for Public Service Training and Development (ATAK) and the Integration Foundation are organising the temporary professional transfer of non-Estonian local municipal council officials within the framework of the Integrating Estonia foreign aid project to help foreign language officials to supplement their knowledge of Estonian necessary for their professional work in an Estonian language daily living and working environment. Kohtla-Järve Municipal Council lawyer Maksim Fedotov was assigned to work in Elva for one month within the framework of this project.

*Elva Postipoiss November 29, 2003 – Sirje Veldi*

**III.4. MISSION: TO SUPPORT THE LINGUISTIC-COMMUNICATIVE INTEGRATION OF NON-ESTONIANS THROUGH THE INVOLVEMENT AND NOTIFICATION OF THE PUBLIC**

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

**EU Phare Estonian language training programme –  
2,702,859 EEK**

The "Language feeds you!" campaign continued in 2003 with the objectives of providing sufficient information concerning opportunities for language learning, promoting the Interest project and increasing the number of people registering for language courses.

Integrated communication campaigns intended for both Estonians and non-Estonians were carried out in the spring of 2003. For example, the "Story of how I learned Estonian" campaign was intended to provide recognition for people learning Estonian, create a positive attitude toward people speaking Estonian as a second language and to encourage people speaking Estonian as their mother tongue to be good willed communication partners.

**Marina's Story**

"I am 13 years old and I live in Kohtla-Järve. I am sending you my story of how I learned Estonian," are the words with which Kohtla-Järve Slavic Grammar School form 7B pupil Marina Zolotyhh addressed her letter to Tallinn. This schoolgirl from a mining town was the youngest participant in the "Story of how I learned Estonian" competition organised by the Integration Foundation and the Museum of Literature. Participants in the competition were of various ages and most were from Tallinn and East Virumaa.

*Molodjoz Estonij October 21, 2003 – Jevgeni Ashihmin*

**III.4.2. Organisation of information days and information events for language learning target groups**

***EU Phare Estonian language training programme –  
106,454 EEK***

A free telephone information service for language learners was financed. The foreign language population is provided with information about Estonian language courses, learning materials, national examinations, language legislation requirements and other such matters at the telephone number 0 800 9999.

Information and training sessions were organised. Competition regulations were introduced to competition participants at these sessions; regular meetings for the authors of the teaching materials took place; managers of language companies and teachers of Estonian were informed concerning issues concerning proficiency level examinations.

Public events were organised to inform the public of the results of the activities of the programme and to present these results; for example, the introduction of published teaching materials; press conferences.

**III.4.3. Development of electronic information channels**

***EU Phare Estonian language training programme***

The web site of the EU PHARE Estonian language learning programme [www.meis.ee/phare](http://www.meis.ee/phare) that operates in three languages (Estonian, Russian and English) was continually updated with information concerning ongoing Phare programme competitions and activities.

## SUB-PROGRAMME IV, “SOCIAL COMPETENCE”

### **Sub-programme total 6,942,607 EEK**

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

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

The tasks of the sub-programme are:

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

### **IV.1. MISSION: TO DEVELOP CO-OPERATION BETWEEN NON-ESTONIANS, THE THIRD SECTOR AND STATE INSTITUTIONS IN THE AREA OF INTEGRATION**

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

##### ***Integration Foundation – 546,338 EEK***

The general tender is open year-round for the receipt of projects that do not fit into the bounds of the thematic tenders.

The primary objective is to support new ideas and civic initiatives that had not yet been emerged at the time of compilation of the state integration programme or did not form an independent activity.

In 2003, 26 projects from various spheres of activity received support within the framework of the general competition. The list of projects that received support is available at the Foundation web site [www.meis.ee](http://www.meis.ee) >Integration Foundation>Projects.

#### **On Estonian Paths**

In the opinion of the head of the Slavic Culture Society of the Town of Sillamäe Maria Smolina, it is important that a sense of trust in the country where they live is fostered in young people. Semolina put together the “Young People on Estonian Paths” project that was supported by the Integration Foundation. Young people from Sillamäe visited Mustvee, Kallaste, Tartu, Võru and Pärnu within the framework of the project. They met with the “Pärnu Applause Plus” Russian Culture Society in Pärnu. A concert was held at the Postipoiss Tavern.

*Estonija July 14, 2003 – Tatjana Iljina*

#### **IV.1.2. and II.3.2. Organisation of periodic information days, notification of the Foundation's activities**

##### ***Integration Foundation – 30,000 EEK***

The objective is to offer concrete information about the preparation of project support tenders organised by the foundation and other activities, including applications and post-project report preparation. During the year, employees of the foundation presented overviews of the use of state budgetary funds at dozens of events across Estonia.

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

##### ***Integration Foundation – 35,000 EEK***

The objective of the annually awarded development scholarships is to motivate the initiative for new integration projects. Those who have organised projects that have been implemented over the course of the previous year may apply for scholarships. The following organisations were awarded scholarships for implementing successful integration projects in 2002: Jõhvi Youth Centre, the Citizens' Day Quiz Game 2002 (the Integrating Estonia foreign aid project supported this project), the Lyre International Association of National Culture Alliances, the Multicultural Tallinn project, Ahtme Gymnasium in Kohtla-Järve, and Estonian language camp projects in Kuressaare, Toila and Ahja.

#### **IV.2. MISSION: TO SUPPORT THE CONTINUING DEVELOPMENT OF YOUTH ASSOCIATIONS AND STUDENT SELF-GOVERNMENTS IN ORDER TO ENSURE NON-ESTONIAN-SPEAKING YOUTHS MORE OPPORTUNITIES TO TAKE PART IN JOINT ACTIVITIES AND DEVELOP THEIR SOCIAL COMPETENCE**

#### **IV.2.4. Support for youth co-operation through programmes and project support schemes**

##### ***"Integrating Estonia", including foreign aid – 843,292 EEK***

Extensive multistage training in the drafting, implementation and evaluation of open youth centre development plans took place in 2003 in cooperation with the NGO Estonian Youth Club Union and the Estonian Youth Work Centre. The training was carried out by the Clarus NGO and Esko Training. Forty-eight youth workers from 34 open youth centres completed this training. Development plans for the youth centres that participated were completed as a result of the training.

A public call for proposals took place in the autumn for the financing of activities scheduled in the development plans. The competition received 20 applications. Eight projects were financed for a total amount of 510 145 EEK. The activities of the projects will take place in the period of December 2003 until September 2004. The projects are developed through the initiative of the young people themselves, they are innovative and bring communities closer together.

The compilation of teaching material began in the winter with the objective of enabling the independent drafting, implementation and evaluation of open youth centre development plans. ESKO Training is compiling the teaching materials.

#### **A schoolchildren's media centre in Loksa produces broadcasts for Cable TV**

Broadcasts of a quiz game show between Estonian language and Russian language schools will begin on local Cable TV in the new year within the framework the Loksa pupils' media project.

The youth media centre "Loksa Television" managed by Mihkel Tiks received support from the Integration Foundation for making broadcasts of quiz game shows between pupils of Loksa Secondary School No. 1 and the Russian grammar school.

*Sõnumitooja December 10, 2003 – Ülle Tamm*

#### **Centre for Educational Programmes – 92, 700 EEK**

A public call for proposals was held and four projects received support with the objective of stimulating cooperation between young people of different nationalities in open youth centres.

- The work of the Räpina Township Council, the cultural life of the locality and the opportunities for young people to participate in the stimulation of local life by finding suitable forms of activity for young people

were introduced within the framework of the Non-Profit Organisation Röpina Open Youth Centre project.

- The training of DJs was carried out within the framework of the NGO Keila Open Youth Centre project. The number of organisers of local events for young people was increased.
- The Tähhe (Star) Youth Club project, as a result of which a Russian language insert was published as a part of the Ämblik (Spider) youth newspaper. According to a survey carried out in schools, the insert gained a widespread response and gave Russian speaking young people in Tartu a broader overview of youth programmes in Tartu.
- The Manly Jobs project of the Alatskivi Open Youth Centre, in the course of which the work of the border guard cordon and the rescue unit was introduced to the young people of Alatskivi and its surrounding area, and drills and competitions were organised (for example, first aid, hiking insights, self-defence, lifeguard work, and so on).

#### **IV.2.6 Survey of youth associations' development plans**

##### **Centre for Educational Programmes – 2,100 EEK**

The "Youth Associations development plans – research and handbook" project was supported in order to obtain an overview of trends in the activity of youth associations and of the opportunities for convincing them to contribute to youth programmes. Study and training materials were completed and training for leaders of youth associations will be carried out in 2004 on their basis.

#### **IV.3. MISSION: TO DEVELOP THE TOPIC OF INTEGRATION IN A MORE MULTIFACETED MANNER IN THE ESTONIAN AND RUSSIAN MEDIA; GENERATE AND BROADEN THE COMMON ELEMENT OF THE ESTONIAN AND RUSSIAN MEDIA, INCREASE THE INTERACTIVITY OF THE RUSSIAN MEDIA; IMPROVE**

#### **THE AVAILABILITY AND QUALITY OF RUSSIAN-LANGUAGE INSTITUTIONAL-UTILITARIAN INFORMATION IN THE MEDIA, IN ORDER TO PROMOTE THE SOCIAL PARTICIPATION OF THE RUSSIAN POPULATION**

#### **IV.3.2. and IV.5.1. Production of Estonian- and Russian-language and bilingual seasonal (also interactive) television programmes**

##### **Integration Foundation – 358,494 EEK**

The objective of the tender for Russian-language and bilingual television programmes is to increase the role of television in integration-related communication, alter the Russian-speaking population's existing viewing habits and increase the non-Estonian viewership of television programmes produced in Estonia.

Three series of television broadcasts were supported within the framework of the competition:

- *Subboteja* Non-Profit Organisation, 6 broadcasts "Subboteja+Press";
- Estonian Television, Russian language programming department, 10 broadcasts of the bilingual documentary series "Эмо Я/This is Me" and 8 broadcasts of the bilingual series of youth programmes *Inter-Aktiiv* (Interactive);
- Natalia Jalviste, 6 broadcasts of the broadcast series *Subjektiiiv* (Subjective).

##### **Embassy of the Kingdom of Sweden in Tallinn – 168,350 EEK**

The embassy supported *Uudistaja* (Observer) broadcast series (10 broadcasts) on Estonian Television of the youth media education project by OÜ *Haridusmeedia* (Educational Media). The complementary media educational web site at the educational search engine [www.vedur.ee](http://www.vedur.ee) is also a part of the broadcast series. The project started out bilingual in the autumn of 2002 and alongside direct media learning has expanded to embrace the function of a meeting place for Estonian and Russian language young people. *Uudistaja* is a project for children, as well as for

schools and teachers. *Uudistaja* is a package consisting of a television series, a web based magazine and continually updated teaching materials. Thus it is a resource that can be used successfully for carrying out media teaching in general education schools.

#### **IV.3.3. Support for radio programmes on social matters and on integration, broadcast on radio stations' Russian-language programmes**

##### ***EU Phare Estonian language training programme – 595,249 EEK***

Integration-related programme series created as a co-operation project between Estonian- and Russian-language radio stations were supported through a tender. The following were on the air in the 2002/2003 season:

- Raadio Ruut/ Raadio Kuma bilingual programme series "Seriiaal"
- Raadio Kuku/ 100FM bilingual programme series "Päevavargad/ Zevaki"

##### **Radio play for the gymnasium level and the upper secondary school level of Russian-medium schools**

The radio play named "What to do, Ann?" is designed as a supplementary material for Russian-medium school students at gymnasium and upper secondary school level. The set consists of five 60minute audiocassettes and a workbook. The intriguing play is based on a script written specially for teenagers and is presented by well-known Estonian actors. The play was broadcasted on air and free copies of the cassettes and workbooks were distributed to all Russian-medium schools.

***"Integrating Estonia" – 574,428 EEK, including foreign aid – 464,684 EEK,***

***Integration Foundation – 65,000 EEK (of which 20,256 EEK directed to 2004)***

Ukrainian language children's broadcasts and Byelorussian language broadcasts that first went on the air in 2002 received support during the first

half of this year. An agreement was signed in July of 2003 with the Estonian Radio Russian language programme Radio 4 according to which broadcasts for the Jewish community and Ukrainian language broadcasts for adults will be aired from September of 2003 to July of 2004 in addition to the continuation of the Ukrainian language series of children's programmes Ljusterko that began in 2002.

#### **IV.4. MISSION: TO INCREASE THE NUMBER OF MEDIA AND INFORMATION SECTOR PROFESSIONALS AMONG NON-ESTONIAN YOUTH; RAISE A NEW GENERATION OF NON-ESTONIANS WITH REGULAR MEDIA CONSUMPTION HABITS AND THE ABILITY TO ORIENT IN THE INFORMATION SOCIETY**

##### **IV.4.4. Development and implementation of media education programme in Russian-medium elementary and secondary schools**

***"Integrating Estonia" 79,712 EEK,***

***including foreign aid – 31,712 EEK,***

***Integration Foundation – 250,000 EEK which was directed to 2004***

##### **Centre for Educational Programmes – 67,990 EEK**

Foreign Assistance project "Integrating Estonia" in cooperation with the Youth Media Club Non-Profit Organisation organised training for the makers of school newspapers at basic compulsory schools (grades 1-9) and grammar schools. Instruction material for teachers entitled "Media Education in General Education Schools" was published in cooperation with the Centre for Educational Programmes. With support by the project "Integrating Estonia", the textbook will be published in Estonian and Russian language. It may be used in organising media-related teaching in schools and in providing in-service training.

**IV.5. MISSION: TO STRENGTHEN COMMUNICATION BETWEEN ESTONIANS AND NON-ESTONIANS; CREATE AND DEVELOP DIALOGUE BETWEEN THE CULTURES**

**IV.5.1. Production of language teaching broadcasts**

***EU Phare Estonian language learning programme – 2, 111, 000 EEK***

The following was completed as a result of the language learning television programmes and video material competition organised in 2002:

- Informative TV broadcasts by the title "Second language" handled the multi-faceted topic of the Estonian language training in a journalistic way, giving an overview of the situation by autumn 2003. The programme included opinions of language training experts (policy makers, teachers) and learners alike.
- 12 series of adapted TV broadcasts for language learners "A & O" offer lots of authentic Estonian speech patterns, connected by an intriguing journey through Estonia. The objective of the series is to encourage non-Estonian speakers to follow the conversation in Estonian and to support the motivation of independent learners, rather than training specific language skills. In order to facilitate comprehension, the TV series has subtitles.
- *Look, listen, speak!* is a study set for adult language learners on intermediate level. It can also be used in a Russian-medium school at gymnasium level. The set, consisting of a video cassette, a teacher's handbook and a student's workbook, is a supplementary material for language teachers and learners. The video presents 20 clips from documentaries, fiction films and TV broadcasts, accompanied by exercises and tasks for language learning.

All recordings of television broadcasts and sets of video teaching materials were sent to language companies and libraries for use free of charge.

**Language from Arvo and Olga**

The 12-part television series "A and O" is primarily intended for Russians with a medium level of fluency in Estonian to help them polish their knowledge of the language. In the series, actor Arvo Kukumägi introduces Estonians and Estonia to Russian fashion photographer Olga Makina. They drive about in a worn Moskvitsh automobile visiting beautiful locations in Estonia and meeting colourful rural people as well as prominent figures who are in the glow of the media daily (Carmen Kass, Anu Saagim and others). For this reason, in addition to people learning language, other people also find the serial interesting – it is like a dozen interesting programmes about individuals that are spiced by the interaction between Kukumägi and Makina, who are just as fascinating.

*Estonija November 5, 2003 – Olga Tarassova*

**IV.5.5. Printing of bilingual newspapers and publications**

***EU Phare Estonian language training programme – 461,053 EEK***

**Estica visuals**

The aim of creating a set of large-scale maps was to motivate interest towards Estica (country study) and encourage a positive attitude to Estonia as the homeland. The set consists of an illustrated map of Estonia and posters of 15 counties. The posters have pictures about the Estonian way of life at the beginning of the 21<sup>st</sup> century, historical and natural landmarks, wildlife, etc. The objects are chosen so as to attract the interest of schoolchildren and demonstrate cultural relations between Estonia and Russia.

The sets of maps were distributed to all Russian-medium schools and also to schools with Estonian as the language for instruction in regions with a big community of non-Estonian speakers.

#### **IV.6. MISSION: TO SUPPORT THE LEGAL-POLITICAL INTEGRATION OF NON-ESTONIANS**

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

***Embassy of the United States of America – 10,686 EEK***

The drafting of the "Citizen's Handbook" was begun. As a result of the project, a hard copy of a reference book in both Estonian and Russian will be completed in 2004 that explains to people living in the nation in simple and clear language their rights and obligations, opportunities for the realisation of citizens' initiatives, services offered by the national government and local municipal councils, and provides practical pointers, forms and other such materials for communicating with national government and local municipal council institutions. The task of the handbook is to bring the state closer to the citizen and to make the functioning of the state more comprehensible to the citizen, among them foreign language citizens. The handbook will be published in Estonian and in Russian translation.

The concept of the citizen in this project does not denote persons with Estonian citizenship only but rather includes all people residing legally in Estonia.

##### **IV.6.3. Organisation of joint events, debates and other activities on issues related to political-legal integration, targeting young people**

***"Integrating Estonia", including foreign aid – 229,988 EEK***

The organisation of events associated with Citizens' Day (November 26) was supported. Five projects received support and at various stages, they embraced almost all schools in East Virumaa. General education schools, governmental

institutions and non-profit organisations from Southern and Western Estonia were included as partners in the projects. All projects that received support contained quiz games or debate evenings on legal and political integration themes.

The organisation of the seminar Becoming Active Citizens arranged at the initiative of the British Council for civics teachers was supported in October of 2003. The primary organiser of the event was the British Council. The objective of the seminar was to introduce the use of active learning methods in civics lessons.

##### **IV.6.5. The compiling of additional materials for people preparing for examinations testing their knowledge of the Constitution of the Republic of Estonia and citizenship legislation**

***"Integrating Estonia", including foreign aid – 235,669 EEK***

***Integration Foundation – 30,000 EEK which was directed to 2004***

A cooperation agreement was signed in March by the National Examination and Qualification Centre, the Citizenship and Migration Board and the Estonian Oil Shale Company, the objective of which is to support the preparation of stateless Estonian Oil Shale Company employees for examinations testing their knowledge of Estonian laws and language. The National Examination and Qualification Centre prepared teaching and information materials and also printed additional texts of legislation used at the examination within the framework of the cooperation agreement.

Estonian Oil Shale Company employees began language studies

Nearly 250 Estonian Oil Shale Company employees have registered for Estonian language courses that should help them to pass the citizenship examination in the future. The courses take place according to the earlier four-party agreement

between the Estonian Oil Shale Company, the Citizenship and Migration Board, the National Examination and Qualification Centre and the Integration Foundation. Course work begins in August and September and lessons can be scheduled according to one's work schedule during the day or evenings. The courses end with the national proficiency level examination.

*Kirde Ekspress*

*July 3, 2003*

#### **IV.6.6. Support of the Citizenship and Migration Board WWW-page**

***"Integrating Estonia", including foreign aid – 35,778 EEK***

Support was given to the publication of additional editions of information folders issued by the Citizenship and Migration Board and the updating

and supplementation of materials on the web site at [www.kodanik.ee](http://www.kodanik.ee).

#### **IV.6.7. Work with individuals of undetermined citizenship**

***Embassy of the United States of America in Tallinn – 277, 524 EEK***

The "Integration of undocumented individuals into Estonian society" project of the Narva work group of the "Home for Every Child" NGO received support within the framework of which assistance was provided for people in East Virumaa and Tallinn who have not thus far managed to legalise their status while living in Estonia. They were assisted in officially registering their identification documents and residential permits. Applicable information material will be issued in 2004. The total sum of support received from the Embassy of the United States of America is 363 750 EEK.

## PART V,

# “STATE PROGRAMME MANAGEMENT, ASSESSMENT AND RAISING OF INSTITUTIONS’ CAPACITY”

**Total for this part: 11,370,365 EEK**

### **V.1.1. Organisation of work of managing committee of integration programme**

**Integration Foundation – 90 003 EEK**

Support was provided for the compilation of a report giving a survey of the national integration programme for 2002.

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

**„Integrating Estonia“, including Integration Foundation - 70 000 EEK  
( 18 080 EEK of which directed to 2004)**

#### **Integration Media Monitoring**

An electronic media monitoring was contracted; this will make it possible to obtain a daily overview of materials about Integration Foundation and foreign aid projects that appear in both the Estonian-language and Russian-language print media.

The frequency of occurrence of the topics examined and programmes reported on, and the attitude expressed through the media towards integration-related activities are analysed every two months.

The materials gathered serve as the basis for the in-depth analysis performed by the Baltic Media Research Association.

Media researchers from the Baltic Media Research Association have continually and systematically evaluated the reporting of integration processes in Estonian and Russian language media since 1999. A summary entitled

“The Reporting of Integration Processes in Estonian Media in 2002” was issued in Estonian, Russian and English.

#### **Collection of the presentations of the Multicultural Estonia international conference**

A collection of the presentations of the Multicultural Estonia international conference that took place in Tallinn on October 24-25, 2002 was issued. The objective of the conference was to compare the experiences of Estonia and other countries in achieving a balance between the conformation of society and the preservation of cultural differences.

In addition to Estonian experts, several top specialists in integration from Canada, the United States, Great Britain, Sweden, Finland and Germany spoke at the conference, offering their visions and drawing parallels with the experiences of other countries.

### **V.1.3. and V.1.4. State budget operating costs of Integration Foundation, including financing of operating costs of foreign aid project “Integrating Estonia” and the EU PHARE Programme**

**Integration Foundation – 4, 212, 284 EEK**

Operation expenses of the Foundation, co-financing of the Integrating Estonia foreign aid project, financing of the operational management of the EU Phare programme.

**Ministry of Education and Research – 450, 000 EEK**

Co-financing of the EU Phare programme.

**EU Phare Estonian Language Training Programme  
- 1, 613, 235 kr**

Planning and organisation of the operations of the EU Phare programme.

**Ministry of Education and Research – 974, 472 EEK  
(including 256, 051 EEK directed to 2004)**

Co-financing of EU Phare Estonian Language Training and Teaching in Estonian for Non-Estonian Speakers 2003/004–582.03.04, Integration Foundation Phare 2003 administrative unit (POSU, i.e. programme officer's support unit)

**EU PHARE 2003 Programme – 37, 200 EEK**

Management and administrative expenses of the EU PHARE project for learning Estonian that was implemented from November of 2003.

**V.2. MISSION: TO ORGANISE THE MANAGEMENT AND ASSESSMENT OF THE MINISTRY OF EDUCATION'S AREA OF RESPONSIBILITY WITHIN THE STATE PROGRAMME, IN ORDER TO ENSURE THE PROGRAMME'S DEVELOPMENT AND EFFECTIVE IMPLEMENTATION AND THE ACHIEVEMENT OF ITS MAIN OBJECTIVES**

**Centre for Educational Programmes –  
887,320 EEK**

State integration programme action plans within the area of responsibility of the Ministry of Education were implemented in accordance with an agreement concluded between the Ministry of Education and the Integration Foundation. In 2003 the Centre for Educational Programmes was assigned the task of managing, organising and assessing 11 areas of the sub-programme "Education", 1 area of the sub-programme "The Education and Culture of Ethnic Minorities" and 2 areas of the sub-programme "Social Competence".

A national integration programme action plan project for the years 2004-2007 was drafted in cooperation with the ministry.

**V.3. MISSION: TO INCREASE THE CAPABILITY OF INSTITUTIONS CONNECTED WITH INTEGRATION, ALSO TO IMPROVE THE AVAILABILITY AND QUALITY OF RUSSIAN-LANGUAGE INSTITUTIONAL-UTALITARIAN INFORMATION IN INSTITUTIONS**

**V.3.3. Training of the management and employees of the Integration Foundation and the strengthening of its technical base**

***"Integrating Estonia", including foreign aid – 133,011  
EEK***

In the spring, the Foundation celebrated its 5<sup>th</sup> anniversary with presentations, a concert and a display of publications. The updating of the administrative environment of the foundation web site continued. In the second half of the year, a multi-stage training programme in contractual rights for Foundation employees took place. Relevant issues concerning intellectual property were considered among other matters.

**V.3.4 Training for officials of the Citizenship and Migration Board (CMB)**

***"Integrating Estonia", including foreign aid –  
82,760 EEK***

Seventy-four employees of the Citizenship and Migration Board participated in a training session organised for officials of the Citizenship and Migration Board dealing with questioning techniques, communication with difficult clients and medium and high level proficiency in Russian.

**V.3.5. Training for other ministries and governmental institutions**

***"Integrating Estonia", including foreign aid –  
521, 208 EEK***

As a result of the "Local municipal council measures and gauges for the integration of the foreign language population" public development project carried out in the summer, an agreement was signed with the Estonian Public Administration Institute. Measures and gauges for making the integration process more effective at the local municipal council level and for cooperation with the national integration programme are being worked out, a handbook to help representatives of institutions of local

municipal councils in integration matters is being drafted, and presentations of the handbook introducing these measures and gauges will be held, all within the framework of this agreement. These actions will be carried out in 2004.

***EU Phare Estonian Language Training Programme***  
**- 2, 298, 872 EEK**

The technical assistance to the EU Phare Programme had two main objectives:

- raising the administrative capacity of Integration Foundation, and
- raising the administrative capacity of project beneficiaries.

The first objective was achieved through a thorough assessment of the quality of Integration Foundation's management procedures and

internal controls, which resulted in a compilation of a comprehensive procedure manual. The accompanying action was to conduct a mid-term evaluation of the whole Programme with respect to the relevance of the activities to the State Integration Programme, as well as to the impact and effectiveness of project implementation.

The second objective was achieved through the training of 150 representatives of NGOs involved in the implementation of integration-related projects. The 32-hour training included the following topics: the main principles of EU assistance on the NGO level; project cycle and project management; project accounting and grant award procedures.