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## FOREWORD

An important, even decisive, achievement in the implementation of the integration program in 2004 was the sudden increase in the rate of naturalization.

If during the past few years, the number of people acquiring Estonia citizenship, who previously were stateless or citizens of another country, was four thousand per year, then in 2004, this was already six and a half thousand. This shows the success of the dialogue between the state and its permanent residents, who are of foreign descent, which has increased people's interest toward their country of residence and a desire and readiness to more actively plug into the collective community life of Estonia. A part in this motivational increase was definitely played by the fact that Estonia became a member of the European Union on May 1, 2004. From that day onwards every Estonian citizen is also a full-fledged citizen of the European Union.

Now, when I am writing this, I can confirm that we are not dealing with an accidental, one-off phenomenon. The number of legitimate applicants for Estonian citizenship has continued to increase.

The implementation of the integration program has continued and will continue in all its main directions. We see the knowledge of the Estonian language as

the foundation for the integration process, but we are paying more attention on its socioeconomic aspects, especially keeping in mind the necessity to increase the competitiveness of young people with foreign-language backgrounds in continuing their educational path and improve their chances in the job market.

The integration program will come to end in 2007, while at the same time new challenges are awaiting. The state has started preparatory work on drawing up a new program within the framework of the immigration and integration policies that are being developed in the European Union. As a member state of the EU, Estonia can learn from other countries in the development of this policy, and offer our own unique experience on a balanced and successful integration process in a situation where a very large number of residents are of foreign descent. We will be meeting new challenges and opportunities of an expanded world as a significantly more uniform society than we were during the first years of Estonia's regained independence.

Paul-Eerik Rummo  
Minister of Population Affairs, Chairman of the Steering  
Committee of the State Integration Programme

May 2005



## INTRODUCTION

This yearbook contains an overview of the activities of the Non-Estonians Integration Foundation (hereafter Integration Foundation) in the period from January 1 to December 31, 2004.

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

Starting in 2003, the work of the Foundation's 7-member Governing Board is chaired by Paul-Erik Rummo, the Minister for Population Affairs. The Governing Board plans the activities of the Foundation; organizes the management of the Foundation and supervises its activities.

The Foundation's activities can provisionally 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.

According to assumed obligations, (committed contracts, including the use of foreign aid, the decisions of the Governing Board and evaluation commission resolutions for the allocation of resources), the total amount of funds

in 2004 is 51.61 million kroons. Included in this sum is foreign aid of 22.08 million kroons, payments of which were made by the aid providers.

### THE USE OF STATE BUDGETARY RESOURCES

Tenders organized in 2004 on the basis of the financing agreement between the Integration Foundation and the Ministry of the Interior:

- Tender for Russian- and bilingual television programmes, support was granted to three television series;
- Thirty projects were supported in the course of the two project application rounds of the tender for national cultural societies;
- Project tender "Path for Freedom"
- Open (general) tender; 24 projects, from different fields of activity, received support.

Three development scholarships were awarded to the implementors of successful integration-related projects in 2003: Union of Slavic Educational and Charity Associations for the "Pääsuke" project, the Salong-Theatre for "Kakuke" project and FIE Kristi Tamm for Estonian-language camp projects in Piilu farm-stead, Western Virumaa.

### *Centre for Educational Programmes*

The completed activities based on the cooperation agreement signed by the Integration Foundation and the Ministry of Education and Research.

During training activities, sample curricula were created for Russian schools that wish to teach subjects in Estonian. Within the framework of the "Foreign-language Student" competition, the activities at 22 schools were supported. In cooperation with the Association of Teachers of Estonian as a Second Language, training was organized for teachers of Estonian and other languages.

As a result of a public procurement, the basis for teaching Estonian as a second language in pre-school institutions was prepared. The State Examination and Qualification Centre received support for the preparation of textbooks for introducing the constitution to students in Estonian- and Russian-language schools.

The already traditional Citizens' Day quiz was organised. Six youth cooperation projects received support in the open youth centres. The activities of national cultural societies' Sunday schools were financed on the competitive basis and the teachers of mother tongue were offered training.

### *Language Immersion Centre*

The completed activities based on the cooperation agreement signed by the Integration Foundation and the Ministry of Education and Research.

The strategic plan for the Language Immersion Programme was completed, which was approved by the Foundation's Governing Board. Sixteen new schools joined the Late Language Immersion Programme.

Integrated worksheets for the language and subject study for the 6<sup>th</sup> and 7<sup>th</sup> grades were compiled. The Parents Association was established to popularize language immersion and promote bilingual education.

### **INTERNATIONAL COOPERATION**

In the context of the MATRA Pre-Accession Projects Program, Estonia has requested assistance in the implementation of EU Directive 77/486/EEC, aiming at strengthening the education system and building up the necessary capacity for the education of migrant workers' children. The overall objective of the projects is to develop and strengthen institutional structure and capacity in the area of education of the children of migrant workers.

Within the framework of MATRA programme financed by the Netherlands, the project "The Children of New Immigrants in Estonian Education" was prepared, which presents the Estonian positions regarding the educational opportunities of the children of new immigrants and study materials were created.

The US Embassy in Tallinn supported the preparation of the "Citizen's Handbook". The handbook was published in Estonian and translated into Russian.

The "Integration of Undocumented People into Estonian Society" project of the Narva Non-Profit Organization "Home for Every Child", helped people in Eastern Virumaa and Tallinn to legalize their status in Estonia.

With financing from the European Union Phare programme, the "Estonian Language Training and Teaching in Estonian for Non-Estonian Speakers" continued, including the Interest project for compensation of language study expenses, organization of language camps and family study as well as the informing the public on the subject of integration.

In addition to support for language study, the training of teachers, in both schools of higher education and by supplemental training, was developed; conditions were created for Estonian-language instruction in vocational schools and kindergartens, the development of late language immersion classes in 20 Russian-language schools was supported.

The cooperation ended within the framework of the "Integrating Estonia 2002-2004" foreign aid project. The total budget of the foreign aid project financed by Norway, Finland, Great Britain, Sweden and Estonia was 24.9 million kroons, of which the Estonian state contributed 9.7 million kroons and foreign aid, 15.2 million kroons.

The majority of the project activities were directed at young people. The Estonian language training was supported, including language immersion at the pre-school and elementary school level, and the number of contacts between Estonian- and Russian-speaking students was increased in everyday life, and between organizations and schools. The linguistic and professional competitiveness of non-Estonians in the labour market and vocational schools was supported with labour exchange missions. Media education was promoted through training for teachers and support for student media projects.

### **NEW COURSES OF ACTION AND PROJECTS**

The Foundation has been the planner and compiler of activity plans for the majority of administrated projects. In 2004, project applications for European Union Structural Funds were prepared. Research was conducted to chart the current situation and to specify needs in the following spheres:

- The situation in Russian-medium vocational schools

for conducting teaching of and in Estonian

- Possibilities of integrating the Russian-speaking unemployed into the labour market
- Reducing the unemployment risk of Russian-speaking young people.

Applications were presented to the respective implementation institutions (Labour Market Board and Innove Foundation) in the following areas:

- “Labour Missions in Estonia for the Purpose of Language Study”.
- “The Integration of Foreign-language Unemployed into the Labour Market Through the Study of Estonian and Specialised Re-education”
- “The Reduction of Unemployment Risk for Foreign-language Youth in Eastern Virumaa and Harjumaa”

These applications were not financed. In January 2005, applications for the “The Expansion of Estonian-language Instruction and Instructional Resources in Foreign-language Vocational Schools” project (~13 million kroons) and “Labour Missions in Estonia for the Purpose of Language Study” project (~7,8 million kroons) were submitted to the Innove Foundation.

The Integration Foundation conducted a public procurement to order an interim evaluation of the state integration programme and preparation of a project framework plan. The evaluation is the basis for the development of specific measures, which will be financed from the state budget and foreign aid, including as co-financing from EU Structural Funds, in the 2007–2013 programming period of the State Development Plan.

### *The European Union Transition Facility Programme*

The Integration Foundation will implement the “The Support of Individuals in Estonia without Citizenship” project. The total volume of the project for 2005–2007 is 7.98 million kroons, of which half will be co-financed by the European Union. The responsible partner for the project is the State Chancellery (Office of the Minister of Population Affairs).

Within the framework of the project, the citizenship applications will be intensified by a widespread informational campaign and instructional programme. Instruction will be organised for a total of 10,000 people: 7,000 adult citizenship applicants and 3,000 students of undetermined citizenship studying in Russian-medium schools.

### *The European Commission 7th priority project of the 6th framework programme “Peace Processes of Communal Conflicts: from Understanding the Conflict to Reasons for Resolving Them”*

The goal of the project is to analyse the reasons for communal conflicts and the developments in European Union member states and candidate countries, and to work out measures and choices for the resolution of conflicts.

The Integration Foundation will carry out the project with a network of partners, which will be coordinated by the Interdisciplinary Centre for Comparative Research in the Social Sciences (CIR-Paris).

## SUB-PROGRAMME I, "EDUCATION"

*Sub-programme total 28.44 M EEK*

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

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

- to ensure that children who have completed elementary school are socially competent and possess an intermediate level knowledge of the Estonian language;
- 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 – 29,810 EEK*

In 2003, within the framework of the public procurement contract, "Creating the Bases for the Teaching of Estonian as a Second Language in Pre-schools and the Training

of Instructors", signed with the TU Narva College, three training models were conducted and an expert opinions given on the following materials:

- The teaching programme for Estonian as a second language for pre-school children
- The teaching module of the curriculum for the basic training of pre-school teachers of Estonian as a second language
- The curriculum for supplementary training of teachers of Estonian for pre-schools
- The description of an environment that promote the study and teaching of Estonian as a second language in pre-schools and the description of support materials of its creation
- The description of a model regional language training centre
- Study materials for pre-school children for learning Estonian as a second language and the accompanying teacher's book
- The study materials for conducting the basic and supplemental training of teachers of Estonian as a second language for pre-school children.

*EU Phare programme – 370, 824 EEK*

The development of Estonian language proficiency in kindergartens. A contract was signed with the TU Narva College to organise supplemental training (4 AP) for kindergarten teachers of Estonian as a second language, who also create new study materials during the training. A total of 150 teachers from Narva, Tartu and Tallinn are participating in the courses.

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

*"Integrating Estonia", including, Integration Foundation – 200 000 EEK,*

*Foreign Ministry of Finland – 1,338,902 EEK*

In the fall of 2004, three kindergartens joined the language immersion programme. A total of 12 kindergartens (18 groups) are participating in the programme. The curriculum and study materials were prepared for the five-day training of kindergarten teachers. A variety of training sessions took place for kindergarten teachers, directors, university representatives, methodologists and parents. Children's books and study materials were distributed in kindergartens. Research was conducted on the implementation of the programme (M. Pandis, Õ. Vahar, E. Kulderknup).

**WE SPEAK ESTONIAN**

Den za dnjom

13.02.2004 – Ruta Pels

Children in Russian and Russian-Estonian kindergartens learn to speak in Estonian – they learn to name the objects surrounding them, talk about what they do every day or on special occasions and all this because of textbooks published by the Integration Foundation. The project manager of the language immersion program, Svetlana Belova, thinks that these remarkable books are both accessible and interesting to children. 600 of the books have been published which means that each kindergarten will receive one or two sets. Seminars are held in Tallinn, Tartu, Narva and Jõhvi, during which the teachers of Estonian are acquainted with the methodology of studying according to the new books. The teachers participating in the seminar confirmed that children studying in language immersion groups would have no problems with Estonian in the future.

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

*The Embassy of the United States of America in Tallinn – 326,765 EEK*

The creation of a CD-ROM for the teaching of the Estonian language to 7th-9th graders continued. An interactive material "Lovely Visitor" will be completed in 2005 and distributed to Russian-medium schools.

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 – 1, 686, 000 EEK  
foreign aid from Canada – 1,609,126 EEK*

Twenty-seven Russian-language schools and nine kindergartens across Estonia are involved in the language immersion programme. Seven schools were involved in the early language immersion programme (hereafter EII) and twenty with the late language immersion programme (hereafter LII). In the 2004/05 academic year, a total of 1,650 students studied in the language immersion programmes. Language immersion has been noticeably reflected in the media and thereby awareness of the public toward the programme has increased. The Centre's website was visited 23,324 times in the reporting year and there were 501,078 approaches.

In 2004, the Language Immersion Centre was guided by the strategic plan for 2004-08 drawn up in cooperation with different affiliated groups, which were approved by the Supervisory Board of the Non-Estonians Integration Foundation. The cooperation with schools of higher education has widened (teacher training curricula, evaluation of the materials prepared by the Centre, etc.).

On June 28-29, 2004 a language immersion programme summer school took place in Jäneda, in which all the schools and kindergartens involved in the programme participated. The goal of the summer school was to give an evaluation to the current status of the programme and to formulate the priority challenges for the near future and to introduce the completed strategic plan to the schools and kindergartens.

LIC workers have visited all the kindergartens and schools that have joined the programme, to evaluate compliance with the principles of the programme and to acknowledge achievements. An overview of the circumstances related to the introduction and implementation of LII was compiled. The overview contains examples of solutions gathered from scientific literature and school experience as well as suggestions. The overview is available on the IF website [www.kk.ee](http://www.kk.ee).

A 230-page handbook was prepared for teachers and educational administrators, in which Canadian specialists offer the suggestions and relevant ideas for

the implementation of language immersion programmes. The Estonian version of the handbook is also available on the Centre's website.

To increase the Centre's performance, a development discussion system has been implemented, training and an audit by Canadian specialists has been conducted. The success of the Canadian project was marked by an event to thank the partners and schools (with over 200 participants).

#### **DIVERSIFICATION OF ESTONIAN AS A SECOND LANGUAGE TEACHING MATERIALS**

*Language Immersion Centre – 582,700 EEK ,  
foreign aid from Canada – 753,246 EEK*

For ELI classes, a set of 6 textbooks and a workbook has been published for the I level of basic schools. Two sets have been prepared in 2004 for reissue with amendments and corrections.

Literature for additional reading has been purchased for the schools (With Canadian support for the ELI programme schools and with EU Phare programme support for the LLI programme schools).

Hundreds of worksheets (totalling almost 1,100) have been prepared for ELI kindergartens and schools. In 2004, 1,000 worksheets for the 6th and 7th grades of LLI schools, of these 75 worksheets were prepared in the course of the Canadian training. The worksheets for the 8th grade and the necessary addition for the 7th grade was is being prepared and tested in cooperation with the Central Estonia Development Centre within the framework of the EU Phare programme.

The worksheets are available on the Language Immersion Centre's website [www.kk.ee](http://www.kk.ee).

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

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

A sample teacher's curriculum for 7th grade LLI classes

was prepared (the expected study results and the treatment of topics to the subjects of curriculum). The sample teacher's curriculum for 1st to 6th grade ELI classes and LLI additions to school curricula for 6th and 7th grades already exist. The school curricula samples are available on the Language Immersion Centre website [www.kke.ee](http://www.kke.ee).

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

*Language Immersion Centre – 368,800 EEK,  
foreign aid from Canada – 2,443,331 EEK,  
EU Phare programme – 6,712,391 EEK*

In 2004, by order of the Centre, a total of 35,616 hours of training was carried out. Six-hundred-and-eighteen educators (60% teachers and 40% school administrators) participated in the training.

The training policy for the language immersion programme was prepared, which contains an analysis of the training needs of schools and kindergartens as well as associated groups from other programmes. The training to be conducted or organised by Language Immersion Centre is primarily directed at school administrators and teachers. The Centre has continued to train (LLI in cooperation with the Central Estonia Development Centre) all the teachers in the pilot schools and kindergartens in language immersion methodology and the planning of study. The training of school administrators is focused on implementing the changes related to the programme in the schools and on the productive organisation of teacher support. An important role has been played by the training of school teams, with the goal of modernising and more efficient use of the schools' development plans from the school administration viewpoint in the development of LLI programmes.

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

*Language Immersion Centre – 243,000 EEK,  
foreign aid from Canada – 161,125 EEK*

All the ELI students were tested three times during the academic year. In agreement with the State Examination and Qualification Centre, placement texts and their analysis was carried out at the end of the I school level. Two surveys were conducted among parents. The research showed that the implementation of the programme in Estonia has been successful and the knowledge of the



children complies with the standards presented in state curricula and with the linguistic objectives set by the language immersion programme.

With financing from the Canadian Embassy, research on the sustainability of ELI was conducted, with the goal of determining the success factor of the language immersion programme and of the primary challenges for the development of the programme based on the experiences of the first four schools in the programme. The research will be completed in 2005.

In the fall, basic testing was conducted in all the 6<sup>th</sup> grade LLI classes, which will form the basis for comparison with the next round of tests.

I.1.b.15. Procuring language training materials for immersion schools

*EU Phare programme – 1, 071, 792 EEK*

Schools implementing LLI were equipped with reference material, computers and study aids that support active language teaching.

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

A 30-minute documentary film "Seven Moments in the Spring" was created on the basis of the material filmed for the 10-part documentary series, "Language Immersionists", the goal of which was to introduce the language immersion programme on television. The documentary will be broadcast in 2005.

I.1.c. Extracurricular language learning patterns

1.c.19. The development and implementation of the Estonian-language camp and family study model, and the related training

*"Integrating Estonia" 1,792,210 EEK,  
Integration Foundation – 600,000 EEK,  
EU Phare Estonian language  
training project – 658,823 EEK*

In the summer of 2004, a total of 1,084 children participated in Estonian language camps and family study.

The foreign aid project "Integrating Estonia" supported 15 Estonian language camps and 7 family study projects, in which a total of 850 children participated. The EU Phare Estonian language study project supported 5 camp and 3 family study projects, with 234 children participating.

Within the framework of the projects, foreign-language children spent a minimum of 12 days in Estonian-speaking families or summer camps, which included programmes for the study of the Estonian language.

Nine informational days were organised for project managers, bookkeepers and teachers, the goal of which was to introduce the conditions, financial reporting and requirements of the project competitions, which would guarantee the children's safety in the camps.

To evaluate the result, get direct experiences, and become familiar with camp conditions, monitoring was conducted in all the camp projects during the summer.

The preparation of a set of worksheets for the language camp teachers, to complement the "Language Teacher's Camp Book" methodology guide, was stated, which can be used in language camp to complete assignments to develop communicative language.

**I.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**

I.2.a. Continuing education for teachers

I.2.a.1. Development and functioning of regional continuing education network for teachers of Estonian as a second language

*Centre for Educational Programmes – 95,145 EEK*

Regional centres operate as independent training centres in Tallinn, Tartu and Kohtla-Järve and offer teachers of Estonian and other languages specialised supplemental training. Consultations in the field of teaching methods for Estonian and other languages were also offered. The

centres also supported the work of the subject sections. The goal is to contribute to improving the subject-based competency.

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 – 224, 848 EEK*

Winter and summer schools for teachers of Estonian and other languages were also conducted, which resulted in teachers supplementing themselves in methodology. Four separate trainings took place in the regional centres on the following topics: expectations for trainers, supervision of student work, the joint influence of the students' and teachers' Me-space and the school's culture, the use of Estonian-language exercise resources in studies. The annual meeting of the Association of Teachers of Estonian as a Second Language took place, where the possibility of teachers in Russian schools who teach subjects in Estonian joining the Association was discussed as well as the involvement of language immersion teachers in the Association's activities.

1.2.b.10. Continuing education in Estonian-language teaching for teachers of other subjects, and other teacher training

*EU Phare Programme – 1, 445, 746 EEK*

Six Estonian-medium and six Russian-medium vocational school cooperate in projects coordinated by the Central Estonia Development Centre. Thirty teachers participate in the project through training and practice in Estonian-language vocational schools, and 100 students receive temporary instruction at Estonia vocational schools. Dictionaries in two professional spheres – medicine and tourist services – were compiled for use by vocational school students.

1.2.b.11. Development and implementation of training programmes and models for continuing education

*EU Phare Estonian Language Training Project – 56,  
283 EEK*

Tallinn Pedagogical University and the University of Tartu are participating in development of new training modules for placement and supplemental training of basic schoolteachers. The objective is to work out 10 training modules for teachers of multicultural classes: succeeding in a multicultural environment, mathematics, information technology, biology, geography, history, civics, literature, music and handicrafts/art classes. The training modules will be developed in an e-study format together with web-based support and study materials and they are appropriate for basic normal and correspondence studies as well as supplemental training.

1.2.b.13. Continuing education for teachers of Estonian as a second language at pre-school establishments

*Centre for Educational Programmes – 1, 207 EEK*

In January, the second training module took place for Estonian language kindergarten teachers, in which the use of the surrounding environment, manual activities, music, games, etc. to teach a second language was introduced. Cooperation with parents and other kindergarten teachers was also discussed.

1.2. c. Teacher re-training, continuing education for working teachers

*EU Phare programme – 797,977 EEK*

An agreement was signed with the TU Narva College for the development of in-service training for teachers. Attending specialised courses on Estonian-language subject instruction (40AP), 50 teachers will be trained in two field of study: history and social studies, and natural sciences and geography. Courses for 100 teachers and school administrators were organised for conducting multicultural instruction.

**1.3. 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**

1.3.a. Charting of measures in school development plans, curriculum and training

*EU Phare programme – see III.4.1.*

A study was conducted on the situation in Russian-language schools upon transition to bilingual instruction. The objective was to ascertain the attitude of the primary interest group, i.e. the school administrators, subject teachers and students of Russian-language schools toward the introduction of bilingual instruction. During the representative study, the directors and subject teachers of Russian-language secondary schools and basic schools were surveyed; for the qualitative study, group discussions were organised with Russian-speaking secondary school students.

The research report is available on the Ministry of Education and Research website [www.hm.ee](http://www.hm.ee).

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 – 1,363,038 EEK*

Two seminars also took place with the school directors and directors of studies of Russian-language schools in Tallinn, which dealt with the teaching of subjects in Estonian at Russian-language schools. In cooperation with the Tallinn Board of Education, a seminar was organised with the Russian-language school directors, which clarified the schools' readiness for transition to Estonian-language instruction and wish to share one's experience.

In the summer, a 3-day national for subject teachers in Russian-language schools was held in Saaremaa, as a result of which a sample mathematics curriculum for 5<sup>th</sup> and 6<sup>th</sup> grade, a sample natural sciences curriculum for 6<sup>th</sup> and 7<sup>th</sup> grade and a sample literature curriculum for the secondary school level were prepared.

In the spring and fall of 2004, two "Foreign-language Student" competitions were held, in which general education, municipal and vocational schools participated. Twenty-two project agreements were signed, to support subject teaching in Estonian in Russian-medium schools, organise school exchange programmes, and support students, whose mother tongue is Russian, who are studying in Estonian-language schools.

In addition, a programme to teach in Estonian was compiled. The instigator was the Ministry of Education and Research.

I.3.a.3 The preparation of curricula integrated with the instruction of Estonian in schools

*Centre for Educational Programmes – 295,000 EEK*

In cooperation with the TU Narva College, "Natural Sciences and Human Studies Instruction Based on Estonian" training of 20 teachers from foreign-language schools was started for 40 credits, the objective of which is to provide teachers with subject-based and methodical knowledge on the teaching of natural sciences and human studies in Estonian in foreign-language schools.

I.3.a.4 Scholarship programme for those starting to teach Estonian as a second language

*Centre for Educational Programmes – 261,000 EEK*

In cooperation with the TU Narva College, a support centre for multilingual schools was established in Narva. The objective of the support centre is to support the development of Estonian-language subject instruction in Russian-language schools in Narva and Eastern Virumaa based on language immersion and other recognised methods. The support centre works as a structural unit of the Narva College at the Estonian Home in Narva.

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 – 49,603 EEK*

Support of the activities of the Open Curriculum methodology office.

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

*"Integrating Estonia"*

The following instructional materials were completed in 2004:

- In Estonian and Russian, "Recurrent Topics in the Curriculum of the Tartu Pushkin Secondary School, authors: V. Neborjakina, J. Sherman, N. Gontsharova, N. Sazonova, L. Burlova, T. Zarudnjaja, N. Ignatjeva and J. Juhkam;

- In Russian, "The 'Secrets' of Creating a School Curriculum", authors: G. Teras and J. Beljajev.

In addition, work was started on the Estonian-Russian glossary of curriculum-related terminology. Published in February, 2005.

The published works are available on the Foundation's website [www.meis.ee](http://www.meis.ee)

The supplementing of the database on publications related to school curricula in Estonian- and Russian-language schools was continued in 2004. The compiler and administrator of the database is the Estonian Pedagogical Archive Museum (EPAM). Use of the database is free. The database is located on the EPAM website [www.tpu.ee/epam/](http://www.tpu.ee/epam/). The database is in Estonian and Russian and contains 1,600 annotations.

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

*"Integrating Estonia",  
including foreign aid – 33,661 EEK*

The collection entitled "Curriculum Development Work in School: Intermediate Summaries of Development Work and the Expansion of Estonian-language Instruction" was published in Estonian and Russian. Compiled by Kai Völli.

This collection introduces and analyses curriculum development work of the last few years in Estonian- and Russian-language general education schools. Representatives and experts from all institutions and organisations responsible for curriculum development work were involved in compiling and reviewing this collection.

Training on "Curriculum Development Experiences for Others" took place in the fall. The objective of the training is to encourage and train teachers to write

curriculum-related materials. Ninety teachers and school administrators participated.

*Centre for Educational Programmes – 102,515 EEK*

The translation of two collections – "The Work of a Class Teacher in School" and "Educational and Training Work at the Elementary School Levels" – into Russian was supported.

I.3.c. Intensive Estonian language teaching

*Centre for Educational Programmes – 132,151 EEK*

The Estonian Information Technology Society project, "Estonian-Russian-English Glossary of EUCIP Terminology" was supported. In the first stage of the project, the Estonian-Russian-English glossary of EUCIP terminology will be compiled and edited; in the second stage, it will be tested in the schools; and in the third stage the necessary amendments and changes will be made. The target group is students and teachers/faculty in Russian-language vocational education institutions and schools of applied higher education, and basic-level information technology specialists who are preparing for EUCIP base certification examination. The project will result in the glossary manuscript.

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 gymnasia of teaching materials supporting Estonian-language subject teaching

*EU Phare Programme – 1, 115, 250 EEK*

To develop additional Estonian-language study materials, an agreement was signed with Tartu University and the TU Publishing House.

An Estonian-Russian explanatory glossary in 12 subjects will be created for 7<sup>th</sup>-9<sup>th</sup> graders in Russian-medium schools. The objective of the study materials is to help Russian-speaking students to learn compulsory subjects.

#### **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 programme*

See Teacher training I.2. b. 10

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

*Centre for Educational Programmes – 122,926 EEK*

The Lohusuu Coastal Culture Society project was supported, the goal of which is to improve Estonian language proficiency and knowledge about the Estonian state and culture in order to create preconditions for the Russian-medium basic school students in the villages of Lohusuu and Krasnodarka to study in Estonian vocational or secondary schools. Of the nine children from the Crimea who participated in the project, two girls will come back to study at the Narva Vocational School in the fall of 2005.

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

*Centre for Educational Programmes – 49,744 EEK*

An interactive (web-based) Citizens' Day quiz was conducted among Estonian- and Russian-language 7<sup>th</sup> to 12<sup>th</sup> graders, the goal of which was to increase the knowledge of young people about the constitutional institutions of the Estonian Republic and about human and citizens' rights regarding freedoms and responsibilities. Over 3,000 students participated in the quiz and 16 students achieved the maximum result.

Weekly Commentary

Õpetajate Leht

26.11.2004, Linda Järve

The Citizens' Day was a very important occasion for the Integration Foundation. It has, for example, become a tradition for schools to support Citizens' Day events. This

year the events will be supported by Narva-Jõesuu High School, Kohtla-Järve Russian High School, Ilmatsalu Primary School and Kohtla-Järve Tammiku High School. The motto of this year's Citizens' Day is "Strong family, happy nation". Several ministers, including the Minister of Population Affairs Paul-Eerik Rummo and the Minister of Education and Research Toivo Maimets, gave a joint statement in honour of the occasion.

Bottom of Form

**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 – 168 EEK*

In 2003, an agreement was signed for compiling an explanatory glossary of the theoretical-methodical bases and civics-related terms of Estonian civics education concepts. The materials were completed in 2004 and they are available on the MEIS website [www.meis.ee](http://www.meis.ee).

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

*"Integrating Estonia", including Integration Foundation – 100, 057 EEK*

In cooperation with the State Examination and Qualification Centre, the publication of different study materials for examinations on knowledge of the law were prepared and supported.

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

*Centre for Educational Programmes – 112, 653 EEK*

In cooperation with national culture societies, the compilation of a series of basic school exercise books was stated, which introduce different national cultures and traditions to students. Instructions were compiled that help the representatives of national culture societies to compile materials. The first book "Nationalities in

Estonia. Lithuanians" was published at the beginning of 2005. The production of the Ethno-mosaic TV series was supported. The series introduces the maintenance of the culture and identity of different ethnic minorities in Estonia.

1.5.a.4. Formation of concept of multicultural school

*Centre for Educational Programmes – 14,173 EEK*

"The Multicultural School in Estonia", the collection of the presentations from the seminar organised by the TU Narva College was distributed to libraries, educational departments, local governments and Russian-language general education schools, with Russian- and Estonian-language translations. Among other things, the presentations dealt with education in a multicultural society, the most common bilingual study models in Estonia and the respective experience from Latvia.

Participation in the opening conference of the European Citizens' Year in Bulgaria.

1.5.b. Training in issues of citizenship and multicultural education; notification and advising

1.5.b.5. Training for teachers and school administration in issues of citizenship and multicultural education

*Centre for Educational Programmes – 19,004 EEK*

In January, the second module of the "Active Teaching Methods for Social Studies Classes" training course (2 AP) was organised for social studies teachers in Russian-language schools, the goal of which was to introduce the possibilities for the use of active instruction, to offer the possibility to find a suitable work method through experience instruction.

1.5.b.6. Raising the awareness of teachers and students in citizenship and civics

*Centre for Educational Programmes – 95,686 EEK*

In cooperation with the State Examination and Qualification Centre, 5,200 copies of the Estonian- and Russian-language publication, "An Aid to Teaching the Constitution of the Republic of Estonia" was published. Additional study materials were distributed to all foreign-

language basic and secondary schools. To introduce the study materials, training was organised for social studies teachers. In Tallinn, 55 and in Narva, 33 foreign-language social studies teachers participated.

The publication of the 11<sup>th</sup> volume of the Estonian Encyclopaedia in Russian

*Integration Foundation – 300,000 EEK*

The long-term objective of the project is to give the Russian-language reader the most extensive and contemporary survey of Estonia consisting of dispassionate and information-filled encyclopaedic information that has appeared here and elsewhere. In this project, support was given for translation.

Introduction of the history of the War of Independence and the birth of the Estonian state

*Integration Foundation – 557,588 EEK*

The direct objective of the tender "Path towards freedom" is to introduce the history of the War of Independence, the birth of the Estonian state, and the development (period) of re-independence and related places to Estonian- and Russian-language school students and members of youth organisations and thereby to increase patriotism and loyalty among young people of various nationalities living in Estonia. The list of supported projects is available on the Foundation website [www.meis.ee](http://www.meis.ee) > Integration Foundation > projects.

**I.6 MISSION: TO CREATE AN EDUCATION SYSTEM FOR THE CHILDREN OF NEW IMMIGRANTS AND REFUGEES TO ALLOW FOR THEM TO RECEIVE AN EDUCATION IN THE ESTONIAN EDUCATIONAL SYSTEM.**

*Centre for Educational Programmes – 168,531 EEK*

The results of the MATRA – Estonia–Netherlands cooperation project (2002–2004) "The Organisation of Education for the Children of Migrant Workers in Estonia":

- The document "The Children of New Immigrants in Estonian Education" dealing with the principles of educational policy for the children of new immigrants;





- “Step In! New Immigrants in Our Society and Educational System”, a handbook for teachers, school administrators and educational officials in Estonian-language schools.
- Teachers’ book “Step In! Preparation of New Immigrants for the Study of Estonian”.
- Students’ workbook “Step In! Preparation of New Immigrants for the Study of Estonian”
- The compilation and implementation of the “Multicultural Education” teacher training course (Ülle Rannut) in school of higher education for the teachers of Estonian and other languages.
- Informing the public about the topics and problems related to the organisation of education for the children of migrant workers:
- Russian- and English-language informational brochure with a short description of the Estonian educational system for parents; including “Everyone is Special” posters in schools; articles introducing the

project on websites; articles in the media

At the end of the year, a “New Immigrants in Estonian Educational Institutions” call for proposals was announced.

They Keep on Moving  
Vesti Dnja

16.12.2004 – Alina Zelimhanova

After Estonia joined the EU, there has been an increase in both our free moving to the rest of Europe and also the opposite process. An increasing number of Europeans is coming to Estonia to stay. There are currently approximately 200 children in Estonia who go to an Estonian school and who can be categorized as “recent immigrants”. A document introducing the educational management of the children of neo-immigrants, a program for teacher training in universities, an elementary-level Estonian exercise book and a teachers’ handbook have all been completed as an outcome of a joint project between Estonia and the Netherlands.

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

*Sub-programme total 1.7 M 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.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 – 943,462 EEK*

Two competitions took place in 2004 for Sunday schools of national culture societies. A total of 34 Sunday schools received support for the development of Sunday school activities of national culture societies and the teaching of native languages. A publication was prepared for the representatives of national culture society Sunday schools, which introduced the possibility for national culture society Sunday schools to register as special interest schools. As a result, three Sunday schools have registered with the Ministry of Education and Research.

II.2.2. Training of Sunday schools teachers

*Centre for Educational Programmes – 196, 034 EEK*

University of Tartu organised module II instruction for the teachers of national minority native languages, which deals with subject methodology, language instruction didactics, general didactics and educational theory and the bases of drama pedagogy.

Since children with special educational needs study at Sunday schools, a 2-day seminar was conducted that introduced teaching and methodical techniques when working with children with special educational needs.

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

*Integration Foundation – 558, 000 EEK*

Thirty projects were supported within the framework of the two annual project submission competition rounds (spring and summer). The goal of the competition is to broaden the possibility of preserving the linguistic and cultural distinctiveness of the ethnic minorities living in Estonia, to raise the awareness of the Estonian society about cultural differences, and to develop integration-related cooperation between the third sector and state institutions. The list of supported projects is available on the Foundation website [www.meis.ee](http://www.meis.ee) > Integration Foundation > projects.

### **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*



The President's Round Table on National Minorities and Integration Foundation are Looking to Improve Dialogue with Russian-speaking Population

Vikerraadio  
08.11.2004

The President's Round Table on National Minorities and the Integration Foundation are looking for ways to improve the dialogue between politicians and the Russian-speaking population and strengthen the identity of local Russians as Estonian citizens. Studies have shown that national minorities are not sufficiently included in social life and sociologists warn that the minorities' current feeling of ostracism may develop into an active opposition to the state of Estonia and its policies.



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

*Sub-programme total 7.45 M 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 project*

Information brochures was distributed to current and potential language students with practical information on state language examinations, language instruction methods, descriptions of language proficiency, etc. The same material is available in Russian on the website [www.interest.edu.ee](http://www.interest.edu.ee); in Estonian: [www.meis.ee/phare](http://www.meis.ee/phare).

### **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 project*

Within the framework of the project, a competition was organised for the providers of Estonian language courses. The goal of the project was to provide 120 hours of free language instruction to 800 people at the elementary and intermediate level. Free language instruction is offered to police officials, rescue workers, prison officials, medical personnel, and educators in foreign-language schools in Eastern Virumaa, Tallinn and Harjumaa. Most of the courses will take place in the spring of 2005.

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

*EU Phare Estonian language training project – 3,392,800 EEK*

For the sixth year, Interest project continued, 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.

In 2004, the Estonian courses of 1,717 students were supported. In connection to Estonia's accession to the European Union, those applying for Estonian citizenship have demonstrated greater initiative as students of Estonian and recipients of reimbursements.

During the total period of the reimbursement system so far, 10,000 scholarships were paid out.



Learning Fees Refunded to the 10,000th Person to Learn Estonian

Äripäev Online 02.09.2004, Anne Oja

Pavel Gedzo, a logistics manager for a trading house, was refunded all of his expenditures on learning Estonian since he was the 10,000th person to complete his Estonian language studies.

Gedzo took the elementary level exam and also the citizenship exam and was fully refunded the money he had spent on learning the language. According to Pavel Gedzo, money was not his main incentive for learning Estonian, but admitted that a monetary compensation was necessary as not everyone could afford to pay for the language courses.

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

*"Integrating Estonia" 554,068 EEK*

Two projects were funded, which were implemented by the Public Service Development and Training Centre and the Narva Vocational Training Centre. A total of 49 foreign- and 49 Estonian-speaking people (the target group was vocational school teachers and local government officials) participated.

The preparation of collection of articles was started. The collection provides an overview of the success of the foreign-language residents on the labour market. The collection will be published in 2005.

A Business Trip to the Heart of Estonia  
Põhjarannik  
16.11.2004, Sirle Sommer-Kalda

The project which has lasted just under four years and immersed Russian office workers and teachers in an Estonian environment – the towns of Võru, Räpina, etc. – had nearly three hundred participants, mostly from Eastern Virumaa.



Teachers and local government officials from Narva and other towns of Northeastern Estonia had a chance to practice communicating in the official language by spending a month in a mostly Estonian-speaking environment.

The project has ended and conclusions regarding it were made in Toila, where the trainees and their trainers met for a second time.

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

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

*EU Phare programme – 3, 506, 403 EEK, incl budget for I.3.a; partly III.4.2; III.4.3; IV.3.2; IV.3.3; IV.5.5*

The "A Story About How I Learned Estonian" campaign was started. The campaign calls for people to write up the story of their Estonian language studies, with the goal, on one hand, of letting the public know how many people have studied the language in the past few years, and on the other hand, to grant these people recognition for their efforts.

The campaign is directed to those who have successfully completed their studies, as well as those who have quit, to school children and adults.

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

*EU Phare Estonian language training project*

A free information line for language students was financed. By dialling 800 9999, the foreign-language population can get information about Estonian language courses, study materials, state examinations, requirements of the Language Act, etc.

Informational and training days were organised for informing participants of competition conditions.

Regular meetings took place with representatives of private language schools. The company managers and Estonian language teachers were informed about changes in the Language Act, problems related to placement examinations, citizenship questions after accession to the European Union, and usually also about new study materials.

Public events were organised to provide information about public projects, for instance, an informational day was organised in cooperation with the State Examination and Qualification Centre.

III.4.3. Development of electronic information channels

Integration Foundation's website, [www.meis.ee](http://www.meis.ee), was updated in both content and form, in order to give information about the possibilities for applying for project support and about integration-related activities.

## SUB-PROGRAMME IV, "SOCIAL COMPETENCE"

*Sub-programme total 5.05 M 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 – 864,965 EEK*

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

In 2004, 24 projects in different fields were supported within the framework of the general tender competition. The list of supported projects is available on the Foundation's website [www.meis.ee](http://www.meis.ee) > Integration Foundation > Projects.

*EU Phare programme – 938,796 EEK,  
Integration Foundation – 400,000 EEK*

Various third sector and local government integration projects were financed, eleven projects in all.

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

*Integration Foundation – 60,000 EEK*

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

IV.1.4. Development stipends for the best integration projects

*Integration Foundation – 35,000 EEK*

The goal of the annual development scholarships is to motivate the development of new integration projects. The developers and organisers of projects carried out in the previous year can apply for scholarships. In 2003, scholarships were granted to the following organisations: Union of Slavic Educational and Charity Associations for the "Pääsuke" project, the Salong-Theatre for "Kakuke" project and FIE Kristi Tamm for Estonian-language camp projects at Piilu farm, Western Virumaa.

### **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.2.1. Regular training of youth association and student government leaders

*Centre for Educational Programmes – 278,518 EEK*

The "Training of Youth Association and Student Government Leaders" project competition was conducted, the winner of which was the Union of Estonian Youth Associations. Within the framework of the project, three training cycles for youth association leaders will occur, a informational brochure about legislation for student

governments will be prepared, a handbook for the sustainable development of youth organisations, and 15 informational days will be conducted on the management and development of student governments.

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

*"Integrating Estonia",  
including foreign aid – 220,872 EEK*

As a result of a project competition in the fall of 2003, eight projects were funded, which took place between December 2003 and September 2004. One-hundred-and-thirty-nine events were organised in which 2,807 young people participated.

In 2004, the Non-profit Organisation Claus conducted training on the preparation, implementation and evaluation of development plans for Open Youth Centres. Fifteen development plans were prepared as a result of the training.

In addition, training on "Integration Work Methods" was organised for youth centre instructors; 10 youth centres participated.

Two study materials were prepared:

- "The Preparation, Implementation and Evaluation of Development Plans for Open Youth Centres"
- "Intercultural Communication of Youth Workers".

*Centre for Educational Programmes – 147,129 EEK*

The "Youth Cooperation in Open Youth Centres" project competition was carried out—7 projects received support, the goal of which was to enliven the support for hobby group work of young people from different nationalities through excursions, adventure training, the "School Violence" seminar, youth forums, etc.

IV.2.6 Survey of youth associations' development plans

*Centre for Educational Programmes – 53,585 EEK*

In 2003, to get an overview of the trends in youth associations and of the possibility for involving them

in youth work, the "Youth Associations – Research and Handbook" project was supported. Research and training materials were prepared, based on which training was conducted in 2004 for youth association leaders. Youth association leaders were trained in the subject of "Preparing Youth Association Development Plans" to the extent of 1 AP and 15 young people from different organisations participated.

**IV.3. MISSION: TO DEVELOP THE TOPIC OF INTEGRATION IN A DIVERSE MANNER IN THE ESTONIAN AND RUSSIAN MEDIA; GENERATE AND BROADEN THE COMMON ELEMENT OF THE ESTONIAN AND RUSSIAN MEDIA; INCREASE THE INTERACTIVITY OF THE RUSSIAN MEDIA; IMPROVE THE AVAILABILITY AND QUALITY OF RUSSIAN-LANGUAGE INSTITUTIONAL-UTILITARIAN INFORMATION IN THE MEDIA, IN ORDER TO PROMOTE THE SOCIAL PARTICIPATION OF THE RUSSIAN POPULATION**

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

*Integration Foundation – 500,000 EEK*

The goal of Russian-language and bilingual television programmes is to increase the role of television in integration-related communications and to change the viewing habits of the Russian-language population and to increase the non-Estonian viewers of television programmes produced in Estonia.

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

- OÜ Baltic Film Production, 22 Russian-language episodes of the documentary series "Animal Clinic";
- Estonian Television, 15 episodes of the series "Look at Me";
- Russian Museum, 6 episodes of the series "Estonia's Russian Museum: the Seasons".

*EU Phare programme*

The creation of the "Dilemma" television series was supported. The programme was on the air during the

2004/2005 season on Estonian Television. Bilingual programmes are intended for both Estonian- and Russian-speaking viewers, since the topics dealt with in these programmes are equally interesting to all people living in Estonia.

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

*"Integrating Estonia"*

In July 2003, an agreement was signed with Radio 4, the Russian-language programme of Estonian Radio, according to which programmes for the Jewish community and Ukrainian-language programmes for adults were on the air from September 2003 to July 2004, and "Ljusterko", the Ukrainian-language children's series continued.

*EU Phare Programme*

Support was given to the 40-episode "Contact" series on Radio 4, which is a youth programme dealing with social issues and everyday life.

**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" including ,  
Integration Foundation – 250,000 EEK*

In cooperation with the Non-profit Organisation Youth Media Club, the organisers of school newspapers in Russian-language basic and secondary schools were trained (3 sessions).

Supplemental training for teachers at Estonian- and Russian-language general education schools was supported:

- on the topic "Overview of Media and Media Criticism

for Teachers" (6 AP). The course was conducted in the Journalism and Communications Department of the University of Tartu. Six-three teachers participated.

- on the topic "Media Competence Training for Teachers in General Education and Vocational Schools". The course was conducted at the Central Estonia Development Centre. Twenty-one teachers participated.

The reprint of Estonian- and Russian-language instructional material entitled "Media Education in General Education Schools" was supported. The textbook can be used in organising media-related study and supplemental training.

Support was also given to the "Newspapers in Class" project of the Union of Estonian Newspapers and projects nos. 7 and 8 on topic "Multicultural Estonia", together with a collection of exercises in Estonian and Russian.

*Centre for Educational Programme – 49,606 EEK*

The foreign-aid project "Integrating Estonia", in cooperation with the Centre published a reprint of Estonian- and Russian-language instructional material for teachers, which include a cassette of a radio-style play. The Centre supported issuing of the cassette.

**A Newspaper in Class**

Narva

04.11.2004

The Estonian Newspaper Association has decided to organize a special seminar entitled "A Newspaper in Class".

The project was developed in cooperation with the Integration Foundation and its target audience consists of high school and primary school teachers. All interested teachers are welcome to participate, no matter what subject they teach.

Two versions of the same newspaper will be published – one in Estonian and one in Russian – and the papers will come with a set of exercises. Participating in these seminars will help teachers better understand the different attitudes of the Estonian and Russian communities to the various processes around us. While it is true that both communities get most of their information from the

mass media, the same events are usually covered from different perspectives by the Estonian-speaking and Russian-speaking media.

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

IV.5.3. Information sharing on multiculturalism in Estonian Society, managing media relations

*Integration Foundation – 103,902 EEK*

IV.5.5. Printing of bilingual newspapers and publications

*EU Phare Estonian language training project*

As a result of cooperation with the EU Phare Programme two issues of the bilingual newspaper Ruupor appeared. One of the issues was devoted to language camps and summer language study programmes, the second to adult Estonian language study and to language examinations. In addition to the goal of being an information carrier, bilingual newspapers have been employed in language instruction.

**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 – 810,840 EEK*

In 2004, the "Citizen's Handbook" was completed. The reference book explains their rights and obligations to people living in the country, as well as the possibilities for realising citizen initiatives and the services offered

by the state and local governments; it provides practical suggestions and forms, etc. for communicating with state and local governmental institutions. The purpose of the handbook is to bring the state closer to citizens and to make the operation of the state more understandable to citizens, including foreign-language citizens. The handbook was published in Estonian with a Russian-language translation.

*"Integrating Estonia", inc. foreign aid – 82,987 EEK*

In cooperation with State Examination and Qualification Centre, 149 examination consultations were supported.

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 – 208,662 EEK*

The organisation of events associated with Citizens' Day (November 26) was supported. Four projects received support and at various stages, they embraced almost all schools in East Virumaa. Projects' activities started in September and lasted until November 26, 2004.

Postcard "Being good citizen" was published (in edition of 250 000) and distributed to all students in general education schools.

IV.6.6. Support for the Citizenship and Migration Board website

*"Integrating Estonia", inc. foreign aid – 45,077 EEK*

Support was provided for the additional printing of an informational brochure issued by the CMB and the updating and supplementing of the website [www.kodanik.ee](http://www.kodanik.ee)



## PART V, "STATE PROGRAMME MANAGEMENT, ASSESSMENT AND RAISING OF INSTITUTIONS' CAPACITY"

*Total for this part: 8.97 M EEK*

V.1.1. Organisation of the work of the Governing Board of Integration Foundation, evaluation of tenders

*Integration Foundation – 117, 559 EEK*

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

*Integration Foundation – 464, 010 EEK*

Contract was concluded with International Institute for Social Studies to carry out the general integration monitoring.

Integration media monitoring

*„Integrating Estonia“ 117, 237 EEK,  
Integration Foundation – 94,700 EEK*

Evaluation was produced for foreign assistance project "Integrating Estonia". Evaluation of the foreign assistance project "Integrating Estonia" was procured the Baltic Journalism Researchers Association conducted a quantitative and qualitative survey of Estonian- and Russian-language newspapers with the goal of ascertaining the reflection of the integration process in the media. The goal was also to compare the results with those of previous years. As a result of the project, an Estonian-, Russian- and English-language collection was published, which deals with diverse aspects of the reflection of the integration process in Estonian print media.

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 – 5,283,386 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 and EU Phare Estonian Language Training Project; EU Structural Funds, EU Accession Facility and Transition Facility projects.

The European Commission 7th priority project of the 6th framework programme "Peace Processes of Communal Conflicts: from Understanding the Conflict to Reasons for Resolving Them" – 70,600 EEK

*Ministry of Education and  
Research – 1,199,151 EEK*

Co-financing of the EU Phare programme. The planning and organisation of the EU Phare Estonian language training project.

In 2004, competitions were organised. Agreements were signed with the winners to implement programme activities. The Central Finance and Contracting Unit of the Estonian Ministry of Finance signed the agreements.

State Audit Office Evaluates Distribution of Integration Funds

08.07.2004 Postimees Online

The State Audit Office carried out an audit regarding the implementation and use of funds of the program "Integration in Estonian Society 2000-2007", financed by the national budget and foreign aid.

The audited institutions included the Bureau of the Minister of Population Affairs, the Ministry of Culture and the Integration Foundation for Non-Estonians (MEIS – Mitte-eestlaste Integratsiooni Sihtasutus) operating under the management of the Ministry of the Interior.

The payment of subsidies was found to be well organized. Although MEIS did reject almost a third of the submitted applications, its reasons for doing so were founded. The measures taken to avoid risks associated with the financing of projects were also found to be working.

**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**

## **SUB-PROGRAMME V, "STATE PROGRAMME MANAGEMENT, ASSESSMENT AND RAISING OF INSTITUTIONS' CAPACITY"**

*Centre for Educational Programmes – 1,423,109 EEK*

The plans of action for the state integration programme in the area of responsibility of the Ministry of Education and Research were implemented in accordance with the agreement between the Ministry and the Foundation. In 2004, the Educational Programme Centre managed, organised and evaluated the 18 areas of the "Education" sub-programmes, two areas of the "Ethnic Minority Education and Culture" sub-programme, four areas of the "Society Competence" sub-programme. Staff members participated in different training: time management, correct document language, MS Project. KPMG consulted the Centre on the development strategies.

### **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 – 128, 561 EEK*

Training for the Foundation employees was organised on the topic of dealing with difficult clients. The updating of the administrative environment of the Foundation's

website continued. The members of the project team participated in supplemental training – organised by the University of Tartu, EMI-EWT East-West Training AS, and BCS Training.

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

*"Integrating Estonia",  
including foreign aid – 22,805 EEK*

The Northern Estonian Regional Hospital Foundation organised training for 18 Citizenship and Migration Board workers on the topic of dealing with difficult clients.

V.3.5. Training for other ministries and governmental institutions

*"Integrating Estonia",  
including foreign aid – 45,874 EEK*

As a result of the "Local Government Measures and Gauges for the Integration of Foreign-language Residents" public development project conducted in 2003, an agreement was signed with the Estonian Public Administration Institute. In 2004 within the framework of this agreement, measures and gauges were developed for making the integration process more effective at the local government level and, in cooperation with state integration programmes, a handbook was prepared for aiding the representatives of local governmental institutions in regard to integration questions. A public forum was organised to introduce the results.

## FINANTSARUANDED 2000-2004 FINANCIAL STATEMENTS 2000-2004

<b>1. Tulud / Income</b>	2000/ EEK	2001/ EEK	2002/ EEK	2003/ EEK	2004 EEK
1.1 Sihtotstarbelised toetused / <i>Transfers and contributions</i>	20 366 648	29 286 263	33 056 395	45 664 150	28 234 948
1.2 Finantstulud (intressid, valuuta kursivahed) / <i>Income from operating activities</i>	16 256	40 737	125 541	153 270	291 984
<b>1.3 Muud tegevustulud Other income</b>	16 894	10 317	150 601	7 750 901	200
<b>Tulud kokku / Total income.</b>	20 399 798	29 337 317	33 332 537	53 568 321	28 527 132
<b>2. Kulud / Expenses</b>					
2.1. Sihtasutuse tegevuskulud / <i>Operating expenses</i>	3 728 611	6 241 412	7 330 001	8 911 966	11 084 526
2.2. Finantskulud (trahvid, valuuta kursivahed) / <i>Expenses from operating activities</i>	0	22 944	0	596	0
2.3. Toetused / <i>Contribution to projects</i>	16 974 479	22 914 080	25 635 340	44 279 535	17 036 231
Kulud kokku / <i>Total expenses</i>	20 703 090	29 178 436	32 965 341	53 192 097	28 120 757
3. Põhivara kulum / <i>Amortization</i>	75 698	172 571	233 154	327 574	326 478
4. Eelmise aasta ületulev jääk / <i>Transfer from the previous year</i>	455 253	76 263	62 573	166 549	215 199
Tulem aasta lõpuks / <i>Annual result</i>	76 263	62 573	196 615	215 199	295 096
Administreeritavate vahendite kogusumma võetud kohustuste järgi (sõlmitud lepingud sh. välisabi kasuta- miseks, nõukogu ja hindamiskomis- jonide otsused vahendite eraldamisest) ja välisabi, mille väljamaksed teostati abiandja poolt / <i>Total amount of funds subject to administration according to assumed obligations (contracts agreed upon including those for the use of foreign aid, the decisions of the council and evaluation commissions to grant funding) and payments of which were made by the provider of this aid.</i>	35 229 084	38 446 565	38 090 392	59 359 958	51 611 032

# INTEGRATSIOONI SIHTASUTUSE NÕUKOGU 2004 GOVERNING BOARD OF THE INTEGRATION FOUNDATION 2004

Alates 11.06.2004.a. on vastavalt põhikirja muudatusetele nõukogu liikmete arv vähendatud 7-le  
*From June 11th 2004 the number of the members is reduced to 7 by the change of the Statute.*

<b>Nimi</b> <i>Name</i>	<b>Ametikoht</b> <i>Position</i>	<b>Märkused</b> <i>Notes</i>
<b>Nõukogu liikmed alates 11.06.2004</b> <b><i>Members of the Governing Board from June 11th 2004</i></b>		
1	Paul-Eerik Rummo	Rahvastikuminister, nõukogu esimees <i>Minister without portfolio for Population Affairs, Chairman of the Board</i>
2	Toivo Maimets	Haridus- ja teadusminister <i>Minister of Education and Research</i>
3	Sergei Ivanov	Riigikogu liige <i>Member of Parliament (Riigikogu)</i>
4	Ants Pauls	Riigikogu liige, nõukogu aseesimees <i>Member of Parliament (Riigikogu), Deputy Chairman of the Board</i>
5	Einike Uri	Siseministeerium, rahvastiku asekantsler <i>Deputy Secretary-General for Population Affairs, Ministry of Internal Affairs</i>
6	Ignar Fjuk	Ühenduse Alkoholivaba Eesti (AVE) esimees <i>Chairman of the Estonian Temperance Union</i>
7	Mati Heidmets	Tallinna Pedagoogikakõikooli rektor <i>Rector of the Tallinn Pedagogical University</i>

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