Standard Summary Project Fiche

1. Basic Information
1.1 CRIS Number: 2003/004-582.03.04

1.2 Title:
Estonian Language Training and Teaching in Estonian for Non-Estonian Speakers

1.3 Sector: Education

1.4 Location:
Estonia, esp. Tallinn area, North-East and South-East of Estonia

2. Objectives

2.1 Overall Objective(s):
A cohesive civil society created in which all people within Estonia have equal access to education and employment opportunities.

2.2 Project purpose:
Graduates of non-Estonian general secondary educational institutions involved in the project possess medium-level knowledge of the Estonian language necessary for further educational and career requirements, and non-Estonian adults involved in the project possess knowledge of the Estonian language to an extent sufficient for everyday and occupational communication.

2.3 Accession Partnership and NPAA priority

AP, November 13, 2001, Political Criteria:
“Continue the integration of non-citizens by implementing concrete measures, including language training for non-Estonian speakers; provide necessary financial support for the implementation of these measures.”

2.2. Protection of Minorities:
Integration of Non-Estonians; Plans for 2001
The Non-Estonians Integration Foundation
“The Non-Estonians Integration Foundation (hereafter the Integration Foundation) has developed its activities for 2001 on the basis of the State Programme “Integration in Estonian Society 2000-2007” approved by the Government of Estonia on March 14, 2000. The outcome of the integration process, as facilitated by the State Programme, is the Estonian model of a multicultural society, which is characterized by the principles of cultural pluralism, a strong common core, and the preservation and development of the Estonian cultural domain. Two general processes guide integration in Estonian society: 1) the social harmonization of society through Estonian language learning and Estonian citizenship acquisition, and 2) the
maintenance of ethnic differences through the recognition of the cultural rights of ethnic minorities. A central goal is the formation of a population loyal to the Estonian State and the reduction of the number of persons living in Estonia with undetermined citizenship. ... The State Programme is an action plan providing the primary guidelines for state agencies, local governments, and the Integration Foundation. The State Programme’s action plan involves scientific institutions, non-governmental organizations and international contributors in the integration process. The overall guarantor of the implementation of the State Programme is the Minister for Ethnic Affairs. Each of the four sub-programmes is the responsibility of a corresponding institution, which guarantees the implementation of the sub-programme. For example, the Ministry of Education, the Ministry of Social Affairs, and the Integration Foundation are responsible for the sub-programme "The Teaching of the Estonian Language to Adults."

Development activities
In 2001 the Foundation prepared the Detailed Action Plan for the State Programme for the years 2000-2004 in co-operation with the Bureau of the Minister for Ethnic Affairs. International experts and resources (primarily European Union programmes, which includes cross-border co-operation programmes) are involved in the preparation and implementation of integration projects. Priority areas are teaching Estonian as a second language in pre-school education; Estonian language camps and family exchange programmes; labour force mobility; public awareness campaigns and media education; civics education; creating materials to strengthen attachments to Estonia as a homeland and develop a country identity; and capacity building of the organisations active in integration issues.

NPAA 2001 Part III – Ability to Assume the Obligations of Membership Chapter 18 “Education, Training and Youth”:
18.1. General Education; Plans for 2001
Language instruction in non-Estonian medium schools
“Language instruction in non-Estonian medium schools is in accordance with the principles in the Government of the Republic's state integration programme "Integration in Estonian Society 2000-2007". The activities have been planned in accordance with the aim that by the year 2007 graduates from non-Estonian medium basic schools will be ready for entry into society, that their medium-level state language skills enable them to continue study in vocational schools or upper secondary schools, where most of the study is in Estonian; that young people with secondary education have sufficient Estonian language skills for everyday and workplace communication, and that they are able to study in Estonian. Activities for 2001 have been planned based on the "Integration in Estonian Society 2000-2007" programme.”

2002 Regular Report on Estonia’s Progress, October 9, 2002, Political Criteria:
“Implementation of the integration programme appears to have continued satisfactorily, managed by the Non-Estonian Integration Foundation under the responsibility of the Minister for Ethnic Affairs. On the basis of the experience gained from implementation of the programme so far, it will now be possible to evaluate the impact of the programme and give greater emphasis to different types of integration activities where necessary. In this process there is a continuing need to ensure the awareness, consultation and involvement of all sections of the Estonian population including civil society organisations actively involved in evolving the integration process, including at local level. In this context, the Estonian authorities should ensure that emphasis is placed on a multicultural model of integration as stated in the aims of the state integration programme. …
Estonia has encouraged the further integration of non-citizens by removing language requirements for candidates in parliamentary and local elections and by supporting language learning and cultural exchanges through the state integration programme. Estonia should continue efforts to increase the rate of naturalisation and to facilitate the process.”

2.4 Contribution to National Development Plan

Although the Phare project is directly linked to objectives under Political Criteria of AP and NPAA, this project also has an Economic and Social Cohesion impact. According to Strategy Part of the National Development Plan (examined by the Government of Estonia on November 5, 2002), the support to risk groups is one basic principle in the development of human resources in order to offer equal opportunities for all persons in the labour market. In this connection, the support to the integration of non-Estonians into Estonian society shall contribute to the increase the labour-related competitiveness of non-Estonians. Therefore, it is reasonable to design the Estonian language training and teaching activities for possible Structural Funds support after Accession. The concrete measures under the Human Resource Development priority of National Development Plan and its Programme Complement are under the discussion as from the side of the Ministry of Education, as from the side of the Minister for the Ethnic Affairs.

2.5 Cross Border Impact

NA

3. Description

3.1. Background and justification:

As an outcome of large-scale immigration during the Soviet occupation, a sizeable community using Russian as its first language has been formed in Estonia. In 2000 the Estonians represented 67.9% of the country’s population, and minorities 32.1% of the population. Due to poor Estonian language skills, many Russian-speakers lack a sufficient outlet to the rest of society. Not speaking Estonian is the major impediment to non-Estonian integration in employment, and culture, and political life. Isolation of the Russian-speaking community can threaten both the social stability and national security of Estonia.

Recently the national and ethnic minorities have become more accepting of the need to integrate and ethnic Estonians are becoming more tolerant of integration. The Estonian Government’s commitment to the integration process has been clearly demonstrated through the various decisions and measures undertaken over the past year. Since the adoption of the State Programme “Integration in Estonian Society 2000-2007” by the Government on 14.03.2000, allocations from the State Budget to the State Programme “Integration in Estonian society 2000-2007” indicate the Estonian Government’s clear and continuous commitment to the promotion of integration. However, by taking into account the scale and scope of objectives set in the State Programme “Integration in Estonian Society 2000-2007”, additional external assistance is needed to accomplish with the defined tasks.

The types of activities in the State Integration Programme

The State Integration Programme is supporting the following main types of activities under the 4 Sub-Programmes:

I. Sub-Programme “Education” – devising a system for the teaching of Estonian as a second language from primary education to the end of the gymnasium level; basic training and
continuing education of teachers of Estonian as a second language and of other subjects; developing linguistic & cultural co-operation between Estonian-medium schools and Russian-medium schools; creating 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; creating for non-native speaking students conditions that promote their desire and ability to function as citizens

II. Sub-Programme “Education and Culture of Ethnic Minorities” – increasing Estonian society’s awareness of cultural differences; supporting the preservation of the language and culture of ethnic minorities; promoting the co-operation among ethnic minority cultural societies and their co-operation with the state; supporting the activities of new comprehensive schools in languages of ethnic minorities

III. Sub-Programme “Teaching of Estonian to Adults” – developing a system for Estonian language proficiency examinations and advising connected therewith; creating the preconditions for the linguistic-communicative integration of adult non-Estonians through the availability of high-quality Estonian language instruction; expanding the Estonian language learning opportunities for non-Estonian adults; supporting the linguistic-communicative integration of non-Estonians through the involvement and notification of the public; analysing the development of the linguistic relations and socio-cultural competence of different ethnic groups in various fields of life and on that basis to develop measures

IV. Sub-Programme “Social Competence” – developing co-operation between the third sector and state institutions in the area of the integration; supporting the continuity of the development of youth organisations and student self-governments; developing issues of integration more diversely in the Estonian and Russian-language media; creating and expanding the common element of the Estonian and Russian-language media systems; increasing the interactivity of the Russian-language media system, improving the availability and quality of Russian-language institutional-utilitarian information in the media; increasing the number of professionals in the areas of the media and information among young non-Estonians; intensifying communication between Estonians and non-Estonians; supporting the legal-political integration of non-Estonians; improving the socio-economic subsistence of the non-Estonian-speaking population.

The issue of reform of the Russian-medium educational system

One of the crucial areas in the field of integration is the reform of the Russian-medium educational system in Estonia. The Russian-medium educational system (i.e. from pre-school to gymnasium) is state funded and includes 100 Russian-medium schools in 2002. According to national educational acts and development plans, a graduate of a Russian-medium basic school should have a medium-level command of Estonian in order to continue studies at a gymnasium where 60% of instruction will be in the Estonian language. This aim has not yet been achieved as of yet because of insufficient and sub-standard Estonian-language instruction at Russian-medium basic schools (grades 1-9).

Problems to be addressed
The following crucial problems will be addressed by the proposed Phare project:

1. Problem with the low capacity and quality of teacher training programmes in higher educational institutions

There is a clear shortage of new teachers graduating from Estonian universities who could improve the teaching of various subjects in the Estonian language at Russian-medium schools. The number of teachers with specialised pedagogical education is remarkably smaller in the Russian-medium schools: only 45% of the teachers have a specialised pedagogical
higher education. With respect to teaching Estonian as the second language, approximately 800 teachers should be working with full load at Russian-medium schools, given the division plan of the number of lessons of the Estonian language and the number of classes at Russian-medium schools. During the years 1997–2002, the number of teachers of Estonian as a second language has increased from 603 to 796. However, only 475 teachers have a specialised pedagogical higher education. The problem is two-fold. Current training capacity is insufficient as is the quality of programming at higher educational institutions. This has contributed to a situation where the demands of the educational market and the needs of Russian-speaking students are not being fully met. Furthermore, teacher-training curriculum at universities does not take sufficiently into account the integration of non-Estonian-speakers into the mainstream of Estonian-medium schools. Teaching classes where a significant number of students do not fluently speak the language of instruction requires special methodology and skills which are lacking.

2. Problem with the preparedness of pupils of grades 7–9 to continue studies in Estonian
According to national educational acts and development plans, a graduate of a Russian-medium basic school should have a medium-level command of Estonian in order to continue studies at a gymnasium where 60% of instruction will be in the Estonian language. This aim has not been achieved as because of insufficient and sub-standard Estonian-language instruction at Russian-medium basic schools (grades 1–9). Current teaching methodologies need to be improved and new innovative and effective methodologies must be introduced. The current voluntary early language immersion project in 7 Russian-medium schools has achieved remarkable results in improving the readiness of pupils to manage in an Estonian-medium teaching environment while at the same time helping students to retain and develop their mother tongue and culture.

3. Problem with the poor knowledge of the Estonian language among non-Estonian adults
The language training for adults has been extensively implemented in recent years, in particular with significant assistance from the EU Phare Programme. According to the public opinion poll (hereinafter: General Monitoring) carried out in March 2000, one positive development is the improvement of the Estonian language proficiency of stateless non-Estonians (in total approx. 175 000 persons in 2002) over the past years. Their passive language proficiency has increased noticeably. Yet almost 2/3 of them are unable to communicate in Estonian (34% are absolutely unable and 37% speak a little). Limited Estonian language skills on the communicative level prevent them from competing in the labour market and increase uncertainty concerning the future, including possibilities to apply for the Estonian citizenship.

4. Problem with the low level of social communication between the Estonian and non-Estonian speaking communities
Based on the results of the General Monitoring 2000, 41% of Estonians and nearly half of non-Estonians have contacts and engage in communication with one another. Communication is more active at work, however, quite a few Estonians and non-Estonians are next-door neighbours. In general, the stage where in the beginning of 1990s, people had a passive and neutral attitude toward one another and where distance was resolutely kept and neither group wanted to know much about the other group, has largely been surpassed. The mutual feeling of distrust is, however, still high.

5. Problem with the low capacity and quality of in-service training of Russian-medium schools’ teachers
The vast majority of teachers working in Russian-medium schools (in total 8 primary schools, 26 basic schools and 63 gymnasiums) were trained outside of Estonia, in the Soviet Union (in total 3 456 teachers worked in Russian-medium schools in the 1999/2000 school year). Teachers possess insufficient knowledge of Estonian subject material and school traditions.
Therefore, the support and example they provide their students is minimal. Also, the language level of school administrations and Estonian teachers does not often meet the requirements. In addition to in-service training of Russian-medium schools’ teachers, greater importance should be attached also to retraining of Estonian-medium schools’ teachers, since the increase in the proportion of subject teaching in the Estonian language will bring teachers from Estonian-medium schools to Russian-medium schools.

6. Problem with a lack of additional study materials for Russian-medium schools
Teaching of subjects in the second language (i.e. in Estonian for Russian-speaking pupils) requires not only qualified teachers but also suitable and complex study materials for pupils. In addition to study materials, which are in use in Estonian-medium schools, it is necessary to develop study materials specially targeted at non-Estonian-speaking pupils.

7. Problem with low quality of study in Estonian in Russian-medium vocational schools
Although the teachers of Russian-medium vocational schools (in total 7 schools) have a higher qualification than their colleagues in Russian-medium basic schools and gymnasiaums, the teaching of subjects in Estonian as well as of the Estonian language was started later in those schools. The pupils of Russian-medium vocational schools (in total 4 078 students studying on the secondary education basis in Russian in 1999/2000 school year) need profession-related Estonian language training. This training would be more effective if it were to take place in an Estonian-language environment. The teachers of Russian-medium vocational schools also need profession-related Estonian language training. The effectiveness of such training tends to be higher than average because both the teachers and pupils are motivated to acquire the vocabulary, which is necessary for teaching and studying of subjects in Estonian.

8. Problem with low competence of teachers in Russian-medium pre-school educational institutions
As of the autumn of 2000, the obligation to teach Estonian has been extended to the kindergarten and grade one levels (in total 12 496 children in Russian-medium kindergartens). At the same time, the education of teachers at pre-school institutions has little connection with Estonia, a vast majority of teachers working in Russian-medium schools were trained outside of Estonia.

9. Problem with the low awareness among people in respect of integration-related measures
General Monitoring 2000 indicates that there exist different understandings of the term “integration” in general. Most Estonians see integration as a process that changes aliens into loyal Estonian citizens. Integration is mainly understood as a process through which non-Estonians master Estonian language, while mutual tolerance between the two ethnic groups grows. For the majority of non-Estonians, integration has to do, above all, with changes in current laws and norms that would moderate citizenship and language requirements. With respect to awareness of the activities implemented in the framework of the State Integration Programme, approximately 1/2 of the population of Tallinn is aware of the State Integration Programme according to a public opinion poll carried out in Tallinn in 2001. About 1/3 of Estonians and 1/5 of non-Estonians evaluate the State Integration Programme positively, about 1/2 in each national group see both, positive and negative sides of it.

The Phare project in the framework of the State Integration Programme
The proposed project would represent the fourth phase of EU-Phare efforts to assist the Government in integration-related matters.
It is derived from the State Programme “Integration in Estonian Society 2000-2007”, specifically with regard to one main aim of the State Integration Programme (see also ANNEX 6):

1 Long-term, to be achieved later than 2007.
the linguistic-communicative integration, i.e. a common sphere of information and the re-
creation of an Estonian-language environment in Estonia under conditions of cultural
diversity and tolerance.
At the same time, the Estonian language proficiency will promote also the achievement of the
other 2 main aims of the State Integration Programme:

- the legal-political integration, i.e. the formation of a population loyal to the Estonian state
  and the reduction of the number of persons without Estonian citizenship, and;
- the socio-economic integration, i.e. the increased competitiveness and social mobility of
every member of Estonian society.

It will support the achievement of the following objectives\(^2\) of the State Integration
Programme sub-programmes:

**I. Sub-Programme “Education”**
- Elementary school graduates are socially competent and have medium-level knowledge of
  the Estonian language
- Secondary school graduates have the Estonian language knowledge necessary for
everyday life and work & are capable of continuing studies in Estonian

**III. Sub-Programme “Teaching of Estonian to Adults”**
- Opportunities have been created for non-Estonian adults to improve their knowledge of
  Estonian and to raise their socio-cultural competence

**IV. Sub-Programme “Social Competence”**
- Individuals participate actively in the development of civil society
- Attitudes of Estonians and non-Estonians are favourable to the achievement of the main
  aims of the State Programme

Project activities and the budget are derived from the *Action Plans for Sub-Programmes of the
State Integration Programme for the Years 2000-2003* (adopted by the Government on
27.02.2001), by concentrating on several high-priority areas, including the teaching of
subjects in the Estonian language in Russian-medium schools and the Estonian language
training. Thus the project is complementing and supporting planned activities of relevant
ministries (i.e., Ministries of Education, Culture, Agriculture, Internal Affairs and Social
Affairs) and the Non-Estonians’ Integration Foundation in the framework of the State
Programme “Integration in Estonian Society 2000-2007” (see ANNEX 7).

Phare project is designed to provide concentrated input to activities, which should change
significantly the situation in the field of Russian-medium education and the non-Estonians’
Estonian language knowledge. It also means that the State Integration Programme will
provide other resources (both state budget and external assistance) to other areas of
integration, incl. promotion of ethnic identity of minorities (through II. Sub-Programme
“Education and Culture of Ethnic Minorities”), integration of minorities into the labour
market (in IV. Sub-Programme “Social Competence”), etc (see also ANNEX 7).

The Phare project log frame was sent for comments and modifications to the following NGOs:
Jaan Tõnisson Institute (dealing with multicultural education and civics education), Ida-Viru
County Integration Centre (dealing with various integration-related local projects), Open
Society Institute (dealing with integration-related research and survey).

\(^2\) Short-term, to be achieved by 2007.
PPTMF assistance in September-October 2002

Because the project’s Sub-Component 1.1 Development of Teacher Training in Higher Educational Institutions, Component 2 Development of In-Service Training for Teachers, Component 6 Educators’ Training Programme and Teaching Materials for Language Immersion Schools, Component 7 Procurement of Equipment and Library Materials for Language Immersion Schools deal to a large extent with innovative and complex issues that require a distinct and special preparatory work, the corresponding Terms of Reference and Description of Operations were developed by two Phare experts in September 2002 in the framework of project No 2002/000-626.01.01 of Phare Project Preparation, Training and Management Facility (PPTMF).

Sustainability of teacher training

With respect to sustainability of teacher training activities in the proposed project, it is important that the teachers will continue their work at schools after training. The current general socio-economic situation of Estonia does not promote it, as the salaries of teachers are relatively low compared to other sectors. This concerns mainly the students to be graduated from Estonian universities as new teachers for Estonian and Russian-medium schools. Because of low salaries at schools, the graduates choose other, financially more attractive professions in the labour market. In order to ensure the sustainability of teacher training activities at universities, special incentives and grants can be offered to graduates. Local governments have offered incentives to potential teachers, e.g. compensation of accommodation costs, additional pay (up to 25% of salary). In addition, the Non-Estonians’ Integration Foundation has provided grants to teachers who recently graduated from the Estonian universities in order to start teaching in Russian-medium schools in North-East of Estonia. From a total number of 11 grant receivers, 10 are still teaching.

Also, if the preparation of teacher training courses by the experts will point out the need, it is possible to conclude a special agreement with the graduate who agrees to work at school as a teacher for a certain period of time (minimum 2-3 years).

The sustainability of teacher training does not require additional measures in the case of teachers already working at schools, as the competition among teachers will grow in the nearest future and well-trained teachers will have advantages in the educational sector of the labour market. The total number of Russian-medium schools will decrease because of the overall negative birth rate. With respect to total number of Russian-medium schools:

- there will be 93 schools in September 2002
- an estimated 79 schools in 2004
- an estimated 67 schools in 2007

The number of Estonian-medium schools is expected to decline at the same rate. This will also place many additional teachers on the market.

During the past 2.5 years, Language Immersion Centre (the Non-Estonians’ Integration Foundation’s unit) has provided in-service training to a total of 93 teachers of whom 87 are still teaching. The Language Immersion Centre has been unable to track the remaining 6. The Language Immersion Centre has also trained 4 students who may or may not enter the teaching profession.

3.2. Linked activities:

3.2.1. Effective and innovative measures have resulted from the previous Phare activities in the field of the Estonian language training:
<table>
<thead>
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<th>Project no</th>
<th>Name</th>
<th>Amount EUR</th>
<th>Status</th>
</tr>
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<td>ES 9502.02</td>
<td><em>Language Training 1996-1997</em></td>
<td>EUR 200 000</td>
<td>completed</td>
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<tr>
<td>ES 9622.03</td>
<td><em>Estonian Language Training Programme 1998-2000</em></td>
<td>MEUR 1.4</td>
<td>completed</td>
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<td><em>Estonian Social Integration and Language Training Programme for Ethnic Minorities in Estonia 2001-2003</em></td>
<td>MEUR 3.1</td>
<td>on-going</td>
</tr>
</tbody>
</table>

1st phase – project No ES 9502.02 was aimed at elaborating a national language strategy – a plan for 10-15 years for Estonian language training for the non-Estonian population. The strategy was worked out and approved by the Estonian Government in April 1998. Another task of the project was to co-ordinate various language training programmes and projects, including the seeking of foreign assistance in support of these projects. The activity culminated in 1998 with wide-scale and/or multi-donor programmes co-ordinated by the Ministry of Education and the UNDP that replaced a great number of small projects supported during 1993-1997.

2nd phase – project No ES 9622.03 was aimed at implementing the Language Strategy, supporting concrete measures such as language courses for adult non-Estonians, teacher training, language training summer camps for non-Estonian youth, intensive language courses for students, public awareness campaigns, activities on language policy issues, etc.

3rd phase – project No ES0003.01 is aimed at improving language teaching in Russian-medium schools, increasing the number of non-Estonian speakers attending Estonian language courses, increasing the number of citizenship applicants and Estonian language proficiency exam applicants and increasing awareness of multi-cultural issues in Estonian society. For this purpose, the project is supporting language teacher training, production of language-teaching materials, joint activities for non-Estonian and Estonian youth, language courses for adults, and integration-oriented and language-teaching broadcasts (see ANNEX 8).

To conclude, these 3 phases of the EU-Phare support, together with other Government-supported initiatives, have facilitated positive changes by improving the Estonian language proficiency and increasing employment opportunities among significant number of non-Estonians. Also, considerable results have been achieved through pilot activities and systems’ development in the field of Estonian language teaching materials and teacher training. Youth activities and public awareness campaigns have increased contacts and dialogue between Estonians and non-Estonians.

**Continuing activities**
In two Sub-Components and in one Component, the planned Phare project foresees continuation of support to the activities of the on-going Phare project No ES0003.01 *Estonian Social Integration and Language Training Programme for Ethnic Minorities in Estonia 2001-2003*. The on-going Phare project, as well as previous projects, has proved that demand for support of these activities exceeds the resources available. Planning of these 3 above-mentioned components has departed from following outputs and results of the ongoing project:

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3 I.e., Sub-Component 1.2 *Estonian Language Training for Adults*, Sub-Component 1.3 *Language Camps and Family Exchanges*, Component 9 *Public Awareness of Measures Developed to Assist in Social Integration*, from a total number of 12 components and sub-components.
- in the field of the Estonian language training for adults, learning opportunities of good quality are available for adult learners, incl. a modern study set, interactive web-page designed for practicing for state language examination and trained teachers. In addition, a total number of 80 language training providers (companies, schools) are fully informed of the details of and co-operate with the motivating reimbursement delivery system, offering a wide range of different courses such as courses designed for individual needs, distance learning courses, courses for work-related language etc. In the framework of the reimbursement system, the Estonian language learner will first pay herself for the language course fee, and if she has passed the official language exam at the State Examination and Qualification Centre after the training course, the Phare reimbursement system will compensate to her up to a maximum of 50% of the language course fee in the form of scholarship.

- in the field of language camps and family exchanges, the following activities have been developed: a network of language camp and family exchange project providers with 3-4 years experience of working with non-Estonian kids and cooperation experience with critical regions, a comprehensive handbook for using as a training material for the camp managers and teachers and experience of coordinating a state-wide language camp/family exchange programme with multiple (50-80) projects. In the case of language camps, both Estonian and non-Estonian speaking children (age 7-17) will have various courses and joint events during 12-16 summer and winter camp days. As a result, non-Estonian children will learn the Estonian language and develop new contacts with Estonian children. In the case of family exchange, the non-Estonian children will have various courses and events during 8-28 days of summer and winter holidays in Estonian-language families. As a result, non-Estonian children will learn the Estonian language and new contacts will be established between the parents and children of Estonian and non-Estonian families involved in the activity.

- in the field of public awareness measures are developed to assist in social integration, as publicly recognised brands Interest (name of the reimbursement scheme), Integrating Estonia and bilingual newsletter Ruupor, which associate with the previous campaigns and the ongoing process of raising awareness about the social integration in Estonia.

New activities
In one Sub-Component and in seven Components,\(^4\) however, the Phare project will put special emphasis on new activities and initiatives to extend the use of Estonian in Russian-medium pre-school and primary educational institutions, basic schools, gymnasiums and vocational schools, and to support the NGO/local government sector. According to General Monitoring 2000, non-Estonian parents wish to ensure that their children possess sufficient knowledge of the Estonian language. 42.5% of the Russian-speaking adult respondents supports the planned bilingual model of Russian-medium gymnasiums in which some subjects are taught in Estonian and others in Russian. For this purpose, the Phare project includes, inter alia, the support for the preparation of new teachers of Estonian as a second language and other subjects at Estonian universities and retraining of existing teachers (incl.

class-teachers) at Estonian-medium and Russian-medium schools for teaching of subjects in the Estonian language. Also, the late (Estonian) language immersion methodology will be introduced in 15 Russian-medium schools. In the late language immersion school, normal second language instruction is intensified during a preparatory year (i.e., grade 6) and then during two years (i.e., grades 7 & 8) the vast majority of the curriculum is taught through the medium of the immersion language, by using special teaching methodology of immersion in teaching materials, study materials, teaching process, etc. In the following grades (i.e., 9-12) approx. half the instruction is in one’s native tongue and half in the immersion language.

In addition, a grant scheme under Component 10 Integration-Related Grants for NGOs and Local Governments is aimed at strengthening co-operation between the state institutions, NGOs and local governments, as it is increasingly important to promote the integration process on the grass-roots level.

3.2.2. Link with other activities supported by the Government and external assistance providers

Since 1997 the planned elaboration and implementation of the State Integration Policy has been carried out, including adoption of the The Bases of the Estonian State Integration Policy in June 1998 by the Riigikogu (Parliament), adoption of the State Programme “Integration in Estonian Society 2000-2007” in March 2000 by the Government, implementation of several external assistance projects since 1998, etc (see a detailed overview of related activities in ANNEX 5).

3.3. Results:

Component 1 Development of Teacher Training, Adult Language Training and Language Camps and Family Exchanges, divided into 3 Sub-Components:

Sub-Component 1.1. Development of Teacher Training in Higher Educational Institutions
Result 1.1: Capacity and quality of higher educational institutions teacher training programmes has been improved with new graduates trained in teaching subjects in the Estonian language in Russian-medium schools and in classes with a varied cultural mix and where there are students who do not speak the language of instruction fluently.

Sub-Component 1.2. Estonian Language Training for Adults
Result 1.4: 4500 adults have participated in Estonian language reimbursement programme, and 1500 non-Estonian workers in socially high priority fields (police, health etc.) have participated in a free language course.

Sub-Component 1.3. Language Camps and Family Exchanges
Result 1.5: 3200 Estonian and non-Estonian children have participated in language learning extracurricular activities together with Estonian children and families, and 200 teachers and project managers of language camp and family exchange programmes have acquired new skills in the requisite methodology.

Component 2 Development of In-Service Training for Teachers
Result 2: Teachers both of Estonian and Russian-medium schools are trained to teach subjects in Russian-medium basic schools (grades 1-9) in the Estonian language and Estonian-medium schools in classes with a varied cultural make-up and where there are students who do not speak the language of instruction fluently.

5 The indicators of the results are measurable. See logframe.
Component 3 Development of Additional Estonian-Language Study Materials
Result 3: Additional Estonian-language materials for pupils of 3rd level (Gr 7-9) of non-Estonian basic schools in all obligatory subjects are ready for use in all non-Estonian basic schools.

Component 4 Development of Estonian Language Skills within Non-Estonian Vocational Schools
Result 4: Students’ and teachers’ Estonian language knowledge for everyday and work-related communication has been improved in 75% of Russian-medium vocational schools.

Component 5 Development of Estonian Language Skills in Kindergartens
Result 5: Estonian and non-Estonian kindergartens’ teachers have acquired new skills in Estonian-language teaching methodology, and Estonian-language teaching methodology materials are available for Estonian and non-Estonian kindergartens’ teachers.

Component 6 Educators’ Training Programme and Teaching Materials for Language Immersion Schools
Result 6: Training strategy, plan and programme developed; training delivered and applied; teaching materials developed; immersion programme well-managed at school, local and national level; programme knowledge well-managed and accessible.

Component 7 Procurement of Equipment and Library Materials for Language Immersion Schools
Result 7: Immersion teachers have access to minimum equipment to allow for electronic communication and use of electronic materials in the classroom; libraries equipped to meet student and educator needs for access to Estonian-language reference and reading materials.

Component 8 Technical Assistance to Late Language Immersion Programme
Result 8: Late language immersion programme management strengthened at NEIF Language Immersion Centre by hiring one expert in the management of immersion programmes and two experts in project management, training and materials development.

Component 9 Public Awareness of Measures Developed to Assist in Social Integration
Result 9: Knowledge of the Estonian language learning opportunities and general integration issues increased among population.

Component 10 Integration-Related Grants for NGOs and Local Governments
Result 10: Co-operation between NGOs, local governments and state institutions in the field of integration has been strengthened.

3.4. Activities:

Component 1 Development of Teacher Training, Adult Language Training and Language Camps and Family Exchanges
Contract 1: Grant (EUR 1 324 700 plus Estonian State joint co-financing EUR 496 640), direct award, to Non-Estonians’ Integration Foundation (IF) for implementing the following 3 Sub-Components:
Sub-Component 1.1 Development of Teacher Training in Higher Educational Institutions
Sub-Activity 1.1: To develop new training modules for national teacher training programmes, develop and publish training materials and pilot new modules by universities.
Partnership Statement: between the NEIF and 2 universities6 for developing and piloting training modules by universities (2 subject points (SP) per module), developing and publishing training materials (EUR 70 000)

6 I.e., the Tartu University and Tallinn Pedagogical University as Partners to the NEIF.
Sub-Component 1.2 Estonian Language Training for Adults

Sub-Activity 1.2: To share information with adult language learners on reimbursement of study expenses, delivery of reimbursements to adult language learners who pass the language exam, deliver language training for socially high-priority groups.

Part of Contract 1 for NEIF for managing special system of reimbursements for non-Estonian speaking adult language learners (4000 learners, 80% of all) and for delivering training for socially high priority groups (1200 students, 80% of all) (EUR 798 300).

Sub-Component 1.3. Language Camps and Family Exchanges

Sub-Activity 1.3: To select language camps and organisations providing family exchange programme, organise and deliver training to language camp managers and teachers, develop and publish a set of worksheets on teaching in language camps and in family exchange programmes, support language camps and family exchange programmes, organise and deliver training to children in language camps and on family exchange programmes.

Part of Contract 1 for IF for support to language camps and organisations providing family exchanges (3200 children, Estonian/non-Estonian), for training to language camp managers and teachers (200 teachers and project managers), for training to children in language camps and family exchange on tolerance (100 children, Estonian/non-Estonian), for development and publishing of a set of worksheets on teaching in language camps and family exchange programmes (1 set) (EUR 432 000 plus Estonian State joint co-financing EUR 415 500).

Component 2 Development of In-Service Training for Teachers

Activity 2: To identify participating Estonian and Russian-medium schools and select teachers for in-service training on teaching subjects in Estonian, select subjects for which in-service training materials will be developed, provide in-service training for teachers of Estonian and Russian-medium schools; select teachers of Estonian and Russian-medium schools for in-service training on teaching in multicultural classes, provide in-service training for teachers of Estonian and Russian-medium schools.

Contract 2: Service contract, simplified procedure, for higher educational institutions, to implement in-service training (35 SP) for 50 class teachers on teaching subjects in Estonian, and in-service training (4 SP) for 100 teachers on teaching in multicultural classes (EUR 90 000).

Component 3 Development of Additional Estonian-Language Study Materials

Activity 3: To identify additional study materials in Estonian required for obligatory subjects, develop, pilot and assess additional study materials, publish and distribute a selection of additional study materials in non-Estonian basic schools.

Contract 3: Service contract, simplified procedure, for provider of identifying, development, piloting and assessment of additional study materials (3 sets (1 set per Grade) of additional study materials prepared in all obligatory (max 15) subjects for Grades 7-9, and for publishing and distribution a selection of additional study materials (EUR 123 000).

Component 4 Development of Estonian Language Skills within Non-Estonian Vocational Schools

Activity 4: To identify participating Estonian and non-Estonian vocational schools and teachers, develop link partnerships between Estonian and non-Estonian vocational schools, undertake teacher exchanges between Estonian and non-Estonian vocational schools with in-service Estonian language training for non-Estonian vocational schools’ teachers, train/educate non-Estonian vocational schools’ students in Estonian vocational schools, identify, develop, publish and distribute study materials (dictionaries) in Estonian language.

Contract 4: Service contract, simplified procedure, for provider of Estonian and non-Estonian vocational schools’ teacher exchange and students’ training/education (100 students of non-
Estonian vocational schools, 30 teachers of non-Estonian vocational schools), and
development, publishing and distribution of study materials (2 dictionaries) (EUR 154 000).

Component 5 Development of Estonian Language Skills in Kindergartens
Activity 5: To identify Estonian and non-Estonian kindergarten teachers, select themes and
subjects for the development of Estonian-language teaching methodology materials during the
training, develop and deliver Estonian-language teaching methodology training programme
for teachers, edit and publish already developed Estonian-language teaching methodology
materials.
Contract 5: Service contract, simplified procedure, for provider of training (150 kindergarten
teachers, 4 SP, 8 groups) and development, editing, publishing and distribution of Estonian-
language teaching methodology materials (5 sets) (EUR 40 000).

Component 6 Educators’ Training Programme and Teaching Materials for Language
Immersion Schools
Activity 6: To assess training needs, develop training strategy, develop courses and materials
and deliver training; evaluate effectiveness of training and reassess needs, develop subsequent
courses and materials, deliver training; observe and provide feedback to teachers, advise vice-
 principals and inspectors on observing and providing feedback to teachers; facilitate
workshops; follow-up visits to support development of school strategic plans and other
assignments resulting from training or workshops; assess needs for teaching materials,
develop teaching materials based on agreed upon criteria, test materials and make necessary
adjustments, prepare materials for publication; distil knowledge from training, planning and
management activities so that it is accessible for future use.
Contract 6: Service contract, international restricted procedure, for provider of development
of training programme, delivery of training programme, teacher observations, development of
teaching materials (EUR 715 000 plus Estonian State joint co-financing EUR 182 000)

Component 7 Procurement of Equipment and Library Materials for Language Immersion
Schools
Activity 7: To agree on precise needs, procure, deliver and install computers; obtain books
and other resource materials from publishers, make delivery.
Contract 7: Service contract, international open procedure, for provider of reference materials
for grades 6-8 for 20 immersion schools and computer and other electronic equipment for 15
schools (EUR 198 000 plus Estonian State joint co-financing EUR 66 000)

Component 8 Technical Assistance to Late Language Immersion Programme
Activity 8: To support PO and NEIF Language Immersion Centre in launching Components 6
and 7, working with the providers of training, equipment and materials in Components 6 and
7, assessing the quality of providers’ work, making suggestions for change, reporting.
Long-term Immersion Programme Expert 1
Tasks: Provide planning support including the development operational plans and other best
practices, provide support in writing English-language, results-based reports, advise on the
development of training programmes, facilitating discussions with contractors leading to
necessary changes in delivery of services, support the implementation and honing of public
relations strategies and instruments; advise on knowledge management, advise and support
local experts in their work.
Profile: university degree, min 3 yr experience in language immersion field, international co-
operation experience in language immersion field, experience in change and knowledge
management and organisational development, experience in advising in teaching materials
development, experience in results-based planning and report-writing, experience in
developing public relations instruments, experience in developing terms of reference for
training and negotiating with training providers and trainers, comprehensive understanding of
the Estonian educational system, fluency in written and spoken Estonian and English, computer literate; for 225 days.

**Long-term Training and Project Management Expert 2**

Tasks: provide leadership in the development of teaching materials, analyse needs, assist in the development of activities for contract 6, help develop processes, manage knowledge, build Language Immersion Centre capacity, plan for post-Phare programming.

Profile: university degree, experience in working with educational projects, experience in language immersion field recommended, comprehensive understanding of the Estonian educational system, fluency in written and spoken Estonian and English, computer literate; for 500 days.

**Long-term Materials and Project Management Expert 3**

Tasks: provide leadership in the development of training programs and materials, analyse needs, assist in the development of activities for contract 7, help develop processes and ensure knowledge management, evaluate training and teaching materials, facilitate the testing of materials.

Profile: university degree, experience in working with educational projects, experience in project management, monitoring and evaluation, fluency in written and spoken Estonian and English, computer literate; for 500 days.

Contract 8: Service contract, simplified procedure, for provider of technical assistance (EUR 199 000)

**Component 9 Public Awareness of Measures Developed to Assist in Social Integration**

Activity 9: To develop and implement a public awareness programme through social advertisement and information dissemination programme, liaise with broadcasters in planning radio and television activities, work with press journalists in development of features designed to provide a balanced view of integration and the role of education and the project in addressing the issues, organise attitude surveys, press monitoring analysis, latent class analysis, organise information and training days highlighting the project components’ measures.

Contract 9: Service contract, international restricted procedure, for provider of 1 language learning information dissemination programme, 1 radio series of broadcasts, 1 TV series of broadcasts, work with press journalists, attitude surveys (2 surveys), press monitoring analysis (2 analyses), latent class analysis (3 analyses), information and training days (20 days) (EUR 378 000).

**Component 10 Integration-Related Grants for NGOs and Local Governments**

Activity 10: To support the integration-related projects of NGOs and local municipalities.

Contract 10: Grant scheme contracts, local call for proposals, for NGOs and local municipalities (EUR 75 000 plus Estonian State joint co-financing EUR 25 000).

3.5. Lessons learned:

The Intermediary Evaluation of the EU Phare Estonian Language Training Programme 1998-2000 (commissioned by the United Nations Development Programme from an international assessment committee in spring 2000) and the Interim Evaluation No EE/EDU/02.44 of the EU Phare Programme Estonian Social Integration and Language Training Programme for Ethnic Minorities in Estonia 2001-2003 ES-0003.01 by EMS-Estonia pointed out several recommendations for the future activities in the field. Both the on-going Phare project Estonian Social Integration and Language Training Programme for Ethnic Minorities in Estonia 2001-2003 and the planned Phare project are dealing with those recommendations (see ANNEX 9).
4. Institutional Framework

The planned Phare project will be a part of the implementation the State Programme “Integration in Estonian Society 2000-2007” (SIP), adopted by the Government of Estonia on 14.03.2000.

The SIP consists of 4 sub-programmes. The Ministries of Education, Culture, Social Affairs, and Internal Affairs and NEIF are responsible for the implementation of sub-programmes (see also ANNEX 19):

The planned Phare project will rely on a wide range of social partners active in supporting and implementing the integration process.

National level actors include:

- **The Ministry of Education**
  The Ministry of Education is a key institution in the SIP, being involved in the implementation of all sub-programmes of the State Integration Programme. In the planned project, the Ministry of Education is the main responsible and co-ordinating body. It also allocates funds to the Phare project according to national co-financing scheme (see ANNEX 4B).

- **The Minister without portfolio dealing with Ethnic Affairs**
  As the overall co-ordinator of the State Integration Programme, the Minister without portfolio dealing with Ethnic Affairs is involved in the planned Phare project mainly through the Steering Committee, by ensuring smooth and well-organised implementation of different external assistance and state-funded projects.

- **The Non-Estonians’ Integration Foundation (NEIF)**
  Similarly to the Ministry of Education, the NEIF is a key institution in the SIP, being involved in the implementation of all sub-programmes of the State Integration Programme. In the planned project, the NEIF will implement a significant number of activities as a grant beneficiary (Contract 1). It also allocates funds to the Phare project according to national co-financing scheme (see ANNEX 4B).

In addition to this, the PO’s Support Unit will be established at the NEIF in order to ensure the timely and effective implementation of the whole Phare project, based on the expertise gained during the implementation of previous Phare projects in the field.

The NEIF is a non-profit organisation founded by the Estonian Government on March 31, 1998, by the decision No 263-k in accordance with the State Act Foundation of and Participation in Legal Persons in Private Law. The NEIF is acting according to the Foundations Act. It has the authority to operate as a fund and to receive donations for integration-related activities. In establishing the NEIF and other legal actions concerning NEIF, the Estonian Government is represented by the Minister of Internal Affairs. Minister of Internal Affairs appoints the members of the supervisory board (Governing Board of the Foundation). The Government, by a regulation, establishes a specified procedure for the performance of the duties of a representative of the state. At the present time the Minister for Ethnic Affairs chairs Governing Board. Among the 12 members are Minister of Education, two Members of the Parliament, and representatives of the Ministry of Internal Affairs, Ministry of Foreign Affairs, Ministry of Finance, Ida-Viru County Government and Universities. Since the 1999, the activities of the NEIF form a part of the yearly National Plan for the Adoption of the Acquis (adopted by the Government) and Foundations activities are covered by Regular Reports from the European Commission on Estonia's Progress Towards Accession.

The other key actors include MPs, research institutions, the President’s Roundtable on National Minorities, ethnic minority NGOs and local governments. As the members of the
Steering Committee, these institutions will supervise the implementation of the Phare project, by having comprehensive knowledge of the situation in the field.
In addition to this, continuous exchange of information and co-ordination of activities will be carried out between the national key actors and the National Examination and Qualification Centre (processing the state language test applications), Language Inspection Board (controlling the proficiency of the state language among state officials) and the Citizenship and Migration Board (processing the citizenship applications), as these state agencies are involved indirectly in many of the Phare project activities.
5. **Detailed Budget** (see also ANNEX 4A)

<table>
<thead>
<tr>
<th>Phare Support (EUR)</th>
<th>National Co-financing*</th>
<th>IFI*</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Investment</td>
<td>Institution Building</td>
<td>Total Phare (I+IB)</td>
</tr>
<tr>
<td></td>
<td>service</td>
<td>grant</td>
<td></td>
</tr>
<tr>
<td>Contract 1, incl. sub-components:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1. Development of Teacher Training in Higher Educational Institutions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>70 000</td>
<td>70 000</td>
<td></td>
</tr>
<tr>
<td>1.2. Estonian Language Training for Adults</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>798 300</td>
<td>798 300</td>
<td></td>
</tr>
<tr>
<td>1.3. Language Camps and Family Exchanges Comp 1 Overall Management</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>432 000</td>
<td>432 000</td>
<td></td>
</tr>
<tr>
<td></td>
<td>24 400</td>
<td>24 400</td>
<td></td>
</tr>
<tr>
<td>Contract 2 Development of In-Service Training for Teachers</td>
<td>90 000</td>
<td>90 000</td>
<td></td>
</tr>
<tr>
<td>Contract 3 Development of Additional Estonian-Language Study Materials</td>
<td>123 000</td>
<td>123 000</td>
<td></td>
</tr>
<tr>
<td>Contract 4 Development of Estonian-Language Skills within Non-Eastern Vocational Schools</td>
<td>154 000</td>
<td>154 000</td>
<td></td>
</tr>
<tr>
<td>Contract</td>
<td>Description</td>
<td>2001</td>
<td>2002</td>
</tr>
<tr>
<td>----------</td>
<td>------------------------------------------------------------------------------</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>5</td>
<td>Development of Estonian-Language Skills in Kindergartens</td>
<td>40 000</td>
<td>40 000</td>
</tr>
<tr>
<td>6</td>
<td>Educators' Training Programme and Teaching Materials for Language Immersion</td>
<td>715 000</td>
<td>715 000</td>
</tr>
<tr>
<td>7</td>
<td>Procurement of Equipment and Library Materials for Language Immersion Schools</td>
<td>198 000</td>
<td>198 000</td>
</tr>
<tr>
<td>8</td>
<td>Technical Assistance to Late Language Immersion Programme</td>
<td>199 000</td>
<td>199 000</td>
</tr>
<tr>
<td>9</td>
<td>Public Awareness of Measures Developed to Assist in Social Integration</td>
<td>378 000</td>
<td>378 000</td>
</tr>
<tr>
<td>10</td>
<td>Integration-Related Grants for NGOs and Local Governments</td>
<td>75 000</td>
<td>75 000</td>
</tr>
<tr>
<td>11</td>
<td>(Memorandum of Understanding) PO’s Support Unit Project Management Costs</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>198 000</td>
<td>1 699 000</td>
</tr>
</tbody>
</table>
National co-financing

The amounts for co-financing indicated in the table correspond to cash co-financing. The co-financing expenses will be monitored by the beneficiaries and the NAO. For the earmarked co-finance, a clear and verifiable set of costs will be provided. The beneficiary will define which budget lines are the source for co-finance (for detailed overview of Components, activities, sources of funding and timeframe, see ANNEX 4B). Flow and stock data on co-finance will be submitted quarterly for Steering Committees, twice a year to the Sector Monitoring Working Group.

The beneficiaries, together with the NAO, commit to sound financial management and financial control.

The Project budget is a part of the larger State Integration Programme budget according to the Action Plans for Sub-Programmes of the State Integration Programme for the years 2000-2003. The estimated total cost of Action Plans for 4 years (2000-2003) is approx. MEUR 14.38 (MEEK 225), from which MEUR 7.35 (MEEK 115) should be allocated by the Estonian State and approx. MEUR 7.03 (MEEK 110) could be allocated by external assistance providers (see also ANNEX 6).

National co-financing from the State Budget includes:

Ministry of Education:
- in Contract 1 Development of Teacher Training, Adult Language Training and Language Camps and Family Exchanges joint co-financing EUR 15 720 in 2004, EUR 15 720 in 2005 and EUR 3 930 in 2006 for covering Component 1 overall management costs, as the Phare funds will be used to cover the management of Component 1 during the first 5 months (August-December 2003) only;
- in Contract 7 Procurement of Equipment and Library Materials for Language Immersion Schools joint co-financing EUR 16 000 in 2004 for preparing and procuring technical equipment (computers) for teachers of late language immersion schools. This is 25% of the cost of the investment activity;
- in Contract 7 Procurement of Equipment and Library Materials for Language Immersion Schools joint co-financing EUR 50 000 in 2004 for procuring and distributing the requisite
Estonian-language materials for language immersion schools. This is 25% of the cost of the investment activity;
- in Contract 11 **PO’s Support Unit’s Project Management Costs** parallel co-financing EUR 62 280 in 2003, EUR 45 020 in 2004, EUR 45 020 in 2005 and EUR 15 560 in 2006 for the project management costs (incl. salaries, social tax, travel expenses, 3 workstations, exchange rate losses) of the PO’s Support Unit (Non-Estonians’ Integration Foundation). Parallel co-financing is preferred because the whole sum will be allocated by the Ministry of Education and the Ministry of Internal Affairs and it is not directly financing the Phare project activities.

Ministry of Internal Affairs (through the Non-Estonians’ Integration Foundation):
- in Contract 1 for Sub-Component 1.2. **Language Camps and Family Exchanges** joint co-financing EUR 95 000 in 2004 and EUR 95 000 in 2005 for support to language camps and organisations providing family exchanges;
- in Contract 1 **Development of Teacher Training, Adult Language Training and Language Camps and Family Exchanges** joint co-financing EUR 20 340 in 2004, EUR 20 340 in 2005 and EUR 5 090 in 2006 for covering Component 1 overall management costs, as the Phare funds will be used to cover the management of Component 1 during the first 5 months (August-December 2003) only;
- in Contract 10 **Integration-Related Grants for NGOs and Local Governments** joint co-financing EUR 25 000 in 2004;
- in Contract 11 **PO’s Support Unit’s Project Management Costs** EUR 19 800 in 2003, EUR 18 000 in 2004, EUR 18 000 in 2005 and EUR 4 980 in 2006 parallel co-financing for the project management costs (incl. rooms rent, communication expenses) of the PO’s Support Unit at Non-Estonians’ Integration Foundation. Parallel co-financing is preferred because the whole sum will be allocated by the Ministry of Education and the Ministry of Internal Affairs and it is not directly financing the Phare project activities.

Beneficiary institutions:
- by 15 Russian-medium language immersion schools (i.e., schools owned by the local governments which provide funding to schools) in Contract 6 **Educators’ Training Programme and Teaching Materials for Language Immersion Schools** parallel co-financing EUR 91 000 in 2004 and EUR 91 000 in 2005 for study materials. Parallel co-financing is preferred because of different financial procedures of schools’ owners (mainly local governments); it would considerably prolong the implementation timeframe. Monitoring of co-financing by language immersion schools will be carried out by PO and PO’s Support Unit (see detailed description of grant implementation staff in section 6.1.7) according to DIS requirements. Financial report on the co-financing by language immersion schools will be submitted to PO and PO’s Support Unit by administration of language immersion schools;
- by parents of children in summer language camps and families in Contract 1 for Sub-Component 1.2. **Language Camps and Family Exchanges** parallel co-financing EUR 112 750 in 2004 and EUR 112 750 in 2005 for covering 20% cost of language camp and family exchange fee. Parallel co-financing is preferred because a large number of individual parents are the financing beneficiaries; transfer of a large number of small contributions of parents to National Fund would make it difficult to implement the activity on time. Monitoring of co-financing by parents will be carried out by Component 1 implementation staff (see detailed description of grant implementation staff in section 6.1.7) according to DIS requirements. Instruction for applicants (i.e., for language camp and family exchange providers) foresees requirement that, in addition to Phare and national budget support, the applicant must ensure approx. 20% of the language camp or family exchange project total cost to be provided by
parents of involved children. Financial report on the co-financing by parents will be submitted to Component 1 implementation staff by the language camp and family exchange providers.

6. Implementation Arrangements

Description of main institutions of the implementation scheme (see Implementation Organigramme in ANNEX 16)

6.1.1. Implementing Agency
The Implementing Agency is the CFCU; the CFCU will be responsible for tendering and contracting.

6.1.2. Programme Officer at the Ministry of Education
The Ministry of Education (through Programme Officer - PO) will be responsible for ensuring the implementation of the project, by approving ToR-s for tendering, tender documents, tender evaluation reports, requests for payment, interim and final reports submitted by the PO’s Support Unit, and forwarding them to the Implementing Agency, and assessing the relevance of project contracts’ outcomes to ToR.

6.1.3. The PO’s Support Unit at the Non-Estonians’ Integration Foundation
The PO’s Support Unit at the Non-Estonians’ Integration Foundation will be responsible for assisting PO in the implementation of the project; the Head of the PO’s Support Unit is also the Project Manager of the Phare project. The PO’s Support Unit at the Non-Estonians’ Integration Foundation will be responsible for programming and planning activities, assisting Ministry of Education by preparing ToR-s for tendering, tender documents, tender evaluation reports, requests for payment, interim and final reports, assisting the Steering Committee, monitoring and evaluation of the project. In addition, the PO’s Support Unit at the Non-Estonians’ Integration Foundation has overall responsibility for co-ordination of activities between the components of the project and with other linked state or donor-financed activities (like State Integration Programme). The tasks of the PO’s Support Unit at the Non-Estonians’ Integration Foundation will be regulated by a Memorandum of Understanding between the Ministry of Education and the Non-Estonians’ Integration Foundation. The PO and its Support Unit at the Non-Estonians’ Integration Foundation will technically implement the project in tight co-operation with the relevant Government institutions (Office of the Minister for Ethnic Affairs), NGO-s, research institutes and other partners.

6.1.4. Steering Committee
A Steering Committee (SC), composed of representatives with high decision-making capacity, will be established to oversee the project implementation. The project will be supervised and guided by the decisions and recommendations of the SC. The SC will meet once in a quarter and it will be chaired by the representative of the Ministry of Education. The composition of the SC is following:
- Representative of Ministry of Education
- Representative of Office of the Minister for Ethnic Affairs
- Representative of European Commission Delegation
- Member of Parliament
- Representatives of minorities
- Representative of President’s Roundtable on Minorities
- Representative of Estonian academic educational institution
6.1.5 Contact information on implementing institutions

The Programming Authorising Officer/PAO is:
Renaldo Mändmets
Deputy Secretary General of the Ministry of Finance
Tel: (+372) 6113545
Fax: (+372) 6966810
Email: renaldo.mandmets@fin.ee

The Programme Officer/PO is:
Ms Maie Soll, Advisor to the Policy Department
Estonian Ministry of Education
Munga 18  50088 Tartu
Phone: (+372) 7 350229
Fax: (+372) 7 350250
Email: maie.soll@hm.ee

Project Manager is:
Ms Eda Silberg, Head of the PO’s Support Unit
PO’s Support Unit at the Non-Estonians’ Integration Foundation
Liimi 1  10621 Tallinn
Phone: (+372) 6599021
Fax: (+372) 6599022
Email: info@meis.ee
6.1.6 Detailed description of implementation process

General list of components, contracts, procedures and contractors (see also ANNEX 11)

Phare 2003 Programme *Estonian Language Training and Teaching in Estonian for Non-Estonian Speakers* shall be implemented in combination of service, supply and grant contracts. However, Component 1 *Development of Teacher Training, Adult Language Training and Language Camps and Family Exchanges* foresees procedures irregular to DIS rules that are provided in section 6.3.

<table>
<thead>
<tr>
<th>Contract 1 and Component or Sub-Component</th>
<th>Contractor, implementing a Component, to be contracted by the Implementing Agency (CFCU)</th>
<th>Type of contract and procedure</th>
<th>Institution, executing a Sub-Component, to be contracted by the Contractor</th>
<th>Type of contract and procedure</th>
<th>According to DIS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Component 1 Development of Teacher Training, Adult Language Training and Language Camps and Family Exchanges:</td>
<td>The Non-Estonians’ Integration Foundation, considering the experience and the previous successful performance implementing the language teaching programmes. Separate accounts for each Sub-Component will be opened by the NEIF, and annual audits will be performed</td>
<td>Grant, direct award</td>
<td></td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>1.1. Development of Teacher Training in Higher Educational Institutions</td>
<td></td>
<td></td>
<td>Partners to the NEIF: Tallinn Pedagogical University and Tartu University (as developing and implementing planned 10 teacher training modules), considering the circumstances that these universities are the 2 main institutions dealing with the teacher training in Estonia</td>
<td>Partnership Statement</td>
<td>Yes</td>
</tr>
<tr>
<td>1.2. Estonian Language Training</td>
<td></td>
<td></td>
<td>Natural persons (as non-Estonian speaking adult language learners), private enterprises,</td>
<td>Sub-grants (local call for proposals)</td>
<td>No (see 6.3. Non-Standard</td>
</tr>
</tbody>
</table>
### for Adults

#### 1.3. Language Camps and Family Exchanges

<table>
<thead>
<tr>
<th>Contract</th>
<th>Description</th>
<th>Provider</th>
<th>Procedure</th>
<th>Aspects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contract 2</td>
<td>Development of In-Service Training for Teachers</td>
<td>Private enterprise, public sector organisation or NGO (as provider of in-service training)</td>
<td>Service contract, simplified procedure</td>
<td>No (see 6.3. Non-Standard Aspects)</td>
</tr>
<tr>
<td>Contract 3</td>
<td>Development of Additional Estonian-Language Study Materials</td>
<td>Private enterprise, public sector organisation or NGO (as provider of study materials)</td>
<td>Service contract, simplified procedure</td>
<td>Yes</td>
</tr>
<tr>
<td>Contract 4</td>
<td>Development of Estonian-Language Skills within Non-Estonian Vocational Schools</td>
<td>Private enterprise, public sector organisation or NGO (as provider of teacher exchange and students’ training/education, and study materials)</td>
<td>Service contract, simplified procedure</td>
<td>Yes</td>
</tr>
<tr>
<td>Contract 5</td>
<td>Development of Estonian-Language</td>
<td>Private enterprise, public sector organisation or NGO (as provider of teacher training)</td>
<td>Service contract, simplified procedure</td>
<td>Yes</td>
</tr>
<tr>
<td>Contract 6 Educators’ Training Programme and Teaching Materials for Language Immersion Schools</td>
<td>Private enterprise, public sector organisation or NGO (as provider of (a) development of teaching materials and (b) various training courses, and (c) classroom observations and feedback)</td>
<td>Service contract, international restricted</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Contract 7 Procurement of Equipment and Library Materials for Language Immersion Schools</td>
<td>Private enterprise, public sector organisation or NGO (as provider of (a) technical equipment, (b) the requisite Estonian-language materials for libraries)</td>
<td>Supply contract, international open</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Contract 8 Technical Assistance to Late Language Immersion Programme</td>
<td>Private or public enterprise or other relevant institution (as provider of TA)</td>
<td>Service contract, simplified procedure</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Contract 9 Public Awareness of Measures Developed to Assist in Social Integration</td>
<td>Private enterprise, public sector organisation or NGO (as provider of public awareness measures)</td>
<td>Service contract, international restricted</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Contract 10 Integration-Related Grants for NGOs and Local Governments</td>
<td>NGOs and local governments</td>
<td>Grant scheme contracts, local call for proposals</td>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>
6.1.7. Description of Grant Implementation of Components 1 and 10

Detailed description of grant implementation procedures of Components 1 and 10 is provided in ANNEX 11 and 12. In the following, main principles of grant implementation procedures of Components 1 and 10 are described.

Component 1:

Type of contract and Contractor in Component 1

Component 1 *Development of Teacher Training, Adult Language Training and Language Camps and Family Exchanges* consisting of 3 Sub-Components will be implemented by the NEIF on the basis of Contract 1 (grant, direct award procedure) between Implementing Agency (IA) and NEIF.

Grant Implementation of Component 1 (see grant implementation scheme in ANNEX 11)

- Grant Manager, Grant Assistant and Grant Accountant at the Non-Estonians’ Integration Foundation are responsible for the overall co-ordination and implementation of the Component 1.
- The Sub-Components 1.2. and 1.3. will be implemented by the Component 1 staff and respective experts in each Sub-Component at the Non-Estonians’ Integration Foundation (see also ANNEX 11).
- Sub-Component 1.1. will be implemented by joint staff at the Tartu University and Tallinn Pedagogical University as Partners to the NEIF according to the Partnership Statement between NEIF and the two universities under Component 1 (see also grant implementation process above in section 6.1.6).

Procurement procedures in Component 1

The types of procurement within the direct grant shall follow the Practical Guide for Phare, ISPA and SAPARD contract procedures under the Decentralised Implementation System, except procedures irregular to DIS rules that are provided in section 6.3. Non-Standard Aspects and in ANNEXES 10 and 11.

Financial control in Component 1

The financial control of the Contract 1 foresees the involvement of internal control departments of the two ministries. Ministry of Finance is responsible for internal control in the Implementing Agency, being the division of the Foreign Financing Department. In order to guarantee the sound financial management of the Contract 1 by NEIF the limited principles based on criteria and conditions for management of grants defined in Regulation 1266/99 (listed in ANNEX 11) will be extended to Non-Estonians’ Integration Foundation as well.

NEIF establishes accounting policies and procedures which cover business transaction documentation, physical inventory of assets, verification of settlements, document flow, preparation of accounting records and files, charting of accounts, usage of codes and abbreviations, criteria used to classify fixed and current assets, automatic data processing systems used, preservation of accounting documents and the procedure for preparation of financial statements.

Personal liability for offences relating to accounting is provided by the Establishment of Personal Liability for Accounting and Correctness of Accounting Information Act.
Component 10:

Type of contract and Contractors in Component 10

Component 10 Integration-Related Grants for NGOs and Local Governments will be implemented by NGOs and local governments on the basis of grant contracts (grant scheme, local call for proposals procedure) between Implementing Agency (IA) and the applicants. The activities provided in applications shall be aimed at strengthening the co-operation between NGOs, local governments and state institutions in the field of integration.

Implementation, Co-ordination and Supervision of Component 10 (see grant implementation scheme in ANNEX 12)

Concrete grant projects (approximately 20 projects, EUR 5000 each) will be implemented by respective staff of the projects. PO, PO’s Support Unit and CFCU are responsible for the overall co-ordination and supervision of the projects under Component 10.

Procurement procedures in Component 10

The project selection will strictly follow the procedures described in PRAG section 6 “Grants”. The projects will be selected via local call for proposals. For the evaluation of the projects an Evaluation Committee will be established by PO Support Unit in co-operation with MoE and approved by the Ministry of Finance and EC Delegation in Estonia. After checking the eligibility and administrative, technical and financial compliance of the applications the evaluation committee will make a financing proposal to the PO who will in turn ask approval from PAO. The final approval of the projects will be given by the EC Delegation. The CFCU will contract the beneficiaries and make payments for implementing the project.

The payments to the beneficiaries are made by the CFCU proportionally, 75% from Phare funds, and 25% from national co-financing funds.

6.2. Twinning

NA

6.3. Non-standard aspects

Phare 2003 Programme Estonian Language Training and Teaching in Estonian for Non-Estonian Speakers shall be implemented in combination of service, supply and grant contracts. Most of the proposed project components and Sub-Components will follow the DIS Manual. However, Component 1 Development of Teacher Training, Adult Language Training and Language Camps and Family Exchanges foresees procedures irregular to DIS rules. In the planned Phare project, Component 1 foresees the following deviations from this rule:


7
<table>
<thead>
<tr>
<th>Contract and Component</th>
<th>Practical Guide to Phare, Ispa &amp; Sapard contract procedures</th>
<th>Project Component Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contract 1 Sub-Component 1.3. Language Camps and Family Exchanges</td>
<td>For standard grant implementation the beneficiaries shall be non-profit and non-commercial institutions</td>
<td>There are non-standard aspects concerning the beneficiaries of the grant scheme under Sub-Component 1.2 being not only the non-profit and non-commercial institutions but also profit making, incl.: - self-employed persons (as managers of language camp projects) in Sub-Component 1.3.</td>
</tr>
<tr>
<td>Contract 1 Sub-Component 1.2. Estonian Language Training for Adults</td>
<td>For standard grant implementation the beneficiaries shall be non-profit and non-commercial institutions</td>
<td>There are non-standard aspects concerning the beneficiaries of the sub-grants under Sub-Component 1.2 being not only the non-profit and non-commercial institutions but also profit making and natural persons, incl.: - language teaching companies, self-employed persons (as delivering training for socially high priority groups) and natural persons (as non-Estonian adult language learners) in Sub-Component 1.2.</td>
</tr>
<tr>
<td><strong>Award procedure – Call for Proposals</strong></td>
<td><strong>Tender period</strong></td>
<td>The Reimbursement system is being run continuously. i.e. language learners are registered throughout the year. (See detailed description in ANNEX 10 Article III.1. p. 2)</td>
</tr>
<tr>
<td><strong>Tender documents</strong></td>
<td><strong>Evaluation Committee</strong></td>
<td>The award decision is made by the reimbursement office assistant on the basis of established eligibility criteria. (See Article III.1. p. 3)</td>
</tr>
<tr>
<td><strong>Evaluation procedure</strong></td>
<td><strong>Evaluation Committee</strong></td>
<td>Non-standard procedures for processing and evaluating applications. Checking the eligibility of providers of language courses Checking the eligibility of reimbursement applicants Reception of documentation presented by the applicant Checking the proof of payment and applicants account number (See detailed description in ANNEX 10 Article III.1. p. 3.1-3.3.1)</td>
</tr>
<tr>
<td><strong>Contract award/contract dossier</strong></td>
<td><strong>Endorsements by EC Delegation/IA</strong></td>
<td>Award of grant will be issued to the applicant on the basis of acknowledgement signed by RO assistant and grant applicant. (See detailed description in ANNEX 10 Article III.1. p. 3.4)</td>
</tr>
<tr>
<td><strong>Endorsements by EC Delegation/IA</strong></td>
<td>Non-endorsements by EC Delegation/IA. Weekly reports are endorsed by Manager of Component 1. Regular reports for Steering Committee and Interim Reports sent to EC Delegation/IA. (See detailed description in ANNEX 10 Article III.1. p. 5)</td>
<td></td>
</tr>
</tbody>
</table>

### 6.4. Contracts

**Contract 1:** Grant, direct award, (Phare: EUR 1 324 700/ National Co-financing: EUR 496 640)
**Contract 2:** Service contract, simplified procedure, (Phare: EUR 90 000)
**Contract 3:** Service contract, simplified procedure (Phare: EUR 123 000)
**Contract 4:** Service contract, simplified procedure (Phare: EUR 154 000)
**Contract 5:** Service contract, simplified procedure (Phare: EUR 40 000)
**Contract 6:** Service contract, international restricted (Phare: EUR 715 000/ National Co-financing: EUR 182 000)
Contract 7: Supply contract, international open (Phare: EUR 198 000/ National Co-financing: EUR 66 000)
Contract 8: Service contract, simplified procedure (Phare: EUR 199 000)
Contract 9: Service contract, international restricted (Phare: EUR 378 000)
Contract 10: Grant scheme contracts, local call for proposals (Phare: EUR 75 000/ National Co-financing: EUR 25 000)

6.5. Beneficiary institutions

The direct beneficiary institutions will be the Ministry of Education and the NEIF. Indirect beneficiary institutions include the Minister for Ethnic Affairs, State Examination and Qualification Centre, Language Inspection Board, Centre for Educational Programmes, Estonian Language Immersion Centre, local governments, NGOs, ethnic minority organisations, pre-school, primary, basic, gymnasium, vocational and higher educational institutions, Estonian and non-Estonian-speaking children, youth and adults, language firms, media enterprises, academic and research institutions.

7. Implementation Schedule

7.1. Start of tendering/call for proposals
02/2003

7.2. Start of project activity
08/2003

7.3. Project Completion
03/2006

8. Equal Opportunity

During the implementation of the project there will be no discrimination on the grounds of race, sex, sexual orientation, mother tongue, religion, political or other opinion, national or social origin, birth or other status. Equal opportunities for women, men and minorities will be ensured by the Steering Committee during the implementation of the project. The Estonian laws and regulations concerning the equal opportunities for women, men and minorities will be followed strictly. Equal opportunity for men and women to participate in the project will be measured by recording persons employed in direct project components and receiving direct benefit from the project.

9. Environment

N/A
10. Rates of return
Materials produced in Service Components
The title rights and copyrights in any material produced under the provisions of Phare 2003 project based on service contract\(^8\) shall be vested exclusively in the Ministry of Education. The copyright is registered and material produced marked with a notice of copyright. The Ministry of Education is not transferring ownership of the copyright to any another. The Ministry of Education as the owner (proprietor) of the copyright in any material produced (licensor) may pass any interest in the right by licence to licensee. The Ministry of Education ensures that the applicant is competent to produce and publish.
For specific purposes, to allow someone to use a work temporarily, a licence agreement for specific term is concluded for free (no royalties paid in respect of copies of any material produced and sold to the public and ex works price of the material produced (reprinted) is established by the Ministry of Education). No party is provided with the exclusive licence.

Materials produced in Grant Sub-Component 1.1.
According to the Practical Guide for Phare, Ispa & Sapard Contract Procedures section 6.1.1. the grant beneficiary retains ownership of the project and its results. In order to ensure the availability of the materials for the target group in respect of cost, universities (as Partners to the NEIF according to Partnership Statement to be concluded between NEIF and universities) producing materials in Grant Sub-Component 1.1.\(^9\) will pass any interest in the copyright of any material produced by them to the NEIF (licensee) by exclusive licence pursuant to a licence agreement to be concluded between the NEIF and universities.
Under § 1013 Requirement to transfer rights of the Estonian Law of Obligations Act,\(^10\) “the organiser of a competition may demand the transfer of copyright, another similar right or the right of ownership to a creation or the result of other work presented by the person who performed an act or by a tenderer only if such obligation to transfer is prescribed in the conditions of the competition”.

Materials procured in Component 7.
The procured Estonian-language materials are distributed according to the distribution plan to 20 late immersion schools’ libraries (final beneficiaries) free of charge. The Ministry of Education and beneficiaries on delivery sign the Final Acceptance Certificate.
The PO, PO’s Support Unit and the NEIF Language Immersion Centre and respective experts will work in close co-operation with schools (teachers, librarians, vice-principals) to define needs and survey materials available on the market. The activity will be developed along six lines of action:
- Assessment of needs
- Surveying materials available on the market
- Selection of the learning materials
- Procurement of learning materials, according to the Practical Guide for Phare, Ispa & Sapard Contract Procedures (for general overview of types of contacts and contractors, see Overall Grant Implementation Process in fiche section 6.1.6 Detailed description of implementation process)

\(^8\) I.e., in Contract 2, Contract 3, Contract 5 and Contract 6 teaching and study materials to be produced.

\(^9\) I.e., in Sub-Component 1.1. of Component 1, to be implemented by the Tartu University and Tallinn Pedagogical University as Partners to the NEIF according to the Partnership Statement between NEIF and the two universities.

Definition of school responsibilities

Distribution
The following indicators describe the results of materials’ distribution:
- the number of materials distributed to schools
- the extent to which the new materials are used as estimated by librarians
- school responsibilities as agreed upon in writing

11. Investment criteria
N/A

12. Conditionality and sequencing

- Capacity of Ministry of Education confirmed
  Ministry of Education has to ensure that the Ministry’s relevant officials (incl. the Programme Officer and officials of Departments of Primary, Basic, Gymnasium, Vocational and Higher Education) are sufficiently competent for the implementation the project, esp. competence in Phare contracting procedures and project management.
- Recommendations of grant scheme assessment sufficiently addressed by NEIF and CFCU
  Following the outcome of the “grant scheme assessment” undertaken by the EC Delegation on the basis of Phare Programming Guide 2003, the implementation of the Component 1 (Contract 1, grant, direct award) by the NEIF and of the Component 10 (Contract 10, grant scheme, local call of proposals) by NGOs and local governments are conditional upon evidence that the recommendations of such assessment have been addressed, and in particular, that NEIF and CFCU have strengthened their capacity and clearly outlined its procedures and systems in place for subcontracting.
- Ongoing Phare project 2001-2003 completed on time and successfully
  In 2 Sub-Components and in 1 component,\textsuperscript{11} the planned Phare project foresees continuation of support to the activities of the on-going Phare project \textit{Estonian Social Integration and Language Training Programme for Ethnic Minorities in Estonia} 2001-2003. Therefore, it is important that these activities of the ongoing Phare project will be completed on time and successfully in order to avoid possible overlapping.
- Memorandum of Understanding between the Non-Estonians’ Integration Foundation and the Ministry of Education signed
  The Ministry of Education (through Programme Officer) will be responsible for ensuring the implementation of the project and the Non-Estonians’ Integration Foundation will act as PO’s Support Unit in the project. Therefore, it is necessary to ensure that a Memorandum of Understanding will be signed between the Ministry of Education and the Non-Estonians’ Integration Foundation before the project’s launch in order to regulate concrete responsibilities and tasks of both institutions in depth.

\textsuperscript{11} I.e., Sub-Component 1.2. \textit{Estonian Language Training for Adults}, Sub-Component 1.3. \textit{Language Camps and Family Exchanges}, and Component 9 \textit{Public Awareness of Measures Developed to Assist in Social Integration}, from a total number of 12 components and sub-components.
13. List of annexes

- Annex 1 Phare log frame
- Annex 2 Time Implementation Chart
- Annex 2A Time Implementation Chart for Contract 1 Sub-Components
- Annex 3A Cumulative Contracting Schedule
- Annex 3B Cumulative Disbursement Schedule
- Annex 4A Phare Support Budget Calculation
- Annex 4B National Co-Financing Budget Calculation
- Annex 5 Overview of Integration-Related Activities
- Annex 7 Overview of Project Components in the Framework of the State Integration Programme
- Annex 9 Recommendations of Evaluations
- Annex 10 Description of Study Fee Reimbursement System Project “Interest” in Sub-Component 1.2.
- Annex 11 Description of the Grant Implementation Procedures (Project Sub-Components 1.1, 1.2, 1.3)
- Annex 12 Description of the Grant Implementation Procedures of Component 10
- Annex 13 Reference to Feasibility/ Pre-Feasibility Studies
- Annex 14 List of Relevant Laws and Regulations
- Annex 15 List of Government Strategic Plans and Studies
- Annex 16 Implementation Organigramme
- Annex 17A Problem Tree
- Annex 17B Objective Tree
- Annex 18 Enrolment Targets for Russian-Medium Schools in the Framework of Component 6 and 7
- Annex 19 State Integration Programme Implementation Scheme
# Phare log frame

<table>
<thead>
<tr>
<th>Overall objective</th>
<th>Objectively verifiable indicators</th>
<th>Sources of Verification</th>
</tr>
</thead>
</table>
| ▪ A cohesive civil society created, in which all people within Estonia have equal access to the education and employment opportunities. | ▪ Approx. 60% of non-Estonians are fluent in the Estonian language by the year 2010, compared to respective rate (38%) in 2000 (approx. 168 000 persons from a total number of 440 000)  
▪ Number of persons with undetermined citizenship decreased by approx. 40% by the year 2010 (up to approx. 100 000 persons), compared to respective rate in 2002 (approx. 175 000 persons)  
▪ Approx. 90% of Estonians and non-Estonians are aware of the need for tolerance and co-operation  
▪ Approx. 30% decrease of the unemployment rate among non-Estonians by the year 2010 (up to 12.6%), compared to respective rate in | ▪ State Qualification and Examination Centre (SQEC) and Citizenship and Migration Board (CMB) statistics on state language and citizenship examinations’ passing rates  
▪ Public opinion polls on application for Estonian citizenship, state language study, tolerance, loyalty to the Estonian state.  
▪ Surveys on unemployment among non-Estonians based on professions, regions and age groups.  
▪ Statistics of the Estonian-medium higher educational institutions |
<table>
<thead>
<tr>
<th>Project purpose</th>
<th>Objectively verifiable indicators</th>
<th>Sources of Verification</th>
<th>Assumptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduates of non-Estonian general secondary educational institutions involved in the project possess medium-level knowledge of the Estonian language necessary for further educational and career requirements, and non-Estonian adults involved in the project possess knowledge of the Estonian language to an extent sufficient for everyday and occupational communication.</td>
<td>Approx. 10% increase in graduates in non-Estonian gymnasiums passing state language medium level test by 2006 (up to 88% of all non-Estonian gymnasium graduates), compared to respective success rate in 2000 (77.8%)</td>
<td>SQEC statistics</td>
<td>Existing resource capacity of the Ministry of Education (MoE) and beneficiary organisations is adequate to meet project requirements</td>
</tr>
<tr>
<td></td>
<td>8% increase in non-Estonian adults passing state language level tests by 2006 (up to 70% of all applicants), compared to respective success rate in 2000 (approx. 62%)</td>
<td>MoE statistics</td>
<td>Sufficient support is available amongst teachers for the project</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sociological surveys</td>
<td>New teachers will accept employment in Russian-medium schools after graduation from university</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Public opinion surveys</td>
<td>Sufficient support and co-operation between project partners</td>
</tr>
</tbody>
</table>

**Results**

<table>
<thead>
<tr>
<th>Sub-Component 1.1 Development of Teacher Training in Higher Educational Institutions</th>
<th>Objectively verifiable indicators</th>
<th>Sources of Verification</th>
<th>Assumptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1. Capacity and quality of higher educational institutions teacher training programmes has been improved with new graduates trained in teaching subjects in the Estonian language in Russian-medium schools and in classes with a varied cultural mix and where there are students who do not speak the language of instruction fluently.</td>
<td>10 pilot teacher training modules (2 subject points (SP) per module) taught at 2 universities</td>
<td>University records</td>
<td>Availability of appropriately qualified teachers.</td>
</tr>
<tr>
<td></td>
<td>enhanced student performance</td>
<td>Trainee teacher feedback</td>
<td>Interest and involvement of universities in the delivery of training modules.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>School reports to MoE</td>
<td>Students are joining the training courses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Project reports</td>
<td></td>
</tr>
</tbody>
</table>
### Sub-Component 1.2 Estonian Language Training for Adults

1.2. 4500 adults have participated in Estonian language reimbursement programme, and 1500 non-Estonian workers in socially high priority fields (police, health etc.) have participated in a free language course.

- 4000 learners (80% of all) have passed the language examination and were reimbursed 50% of the course fee
- 1200 students (80% of all) in the socially high priority target group completed the language course.

### Sub-Component 1.3 Language Camps and Family Exchanges

1.3. 3200 Estonian and non-Estonian children have participated in language learning extracurricular activities together with Estonian children and families, and 200 teachers and project managers of language camp and family exchange programmes have acquired new skills in the requisite methodology.

- 3200 children (Estonian/non-Estonian) have participated in language camps and family exchange programmes
- 100 children (Estonian/non-Estonian) have participated in training on tolerance
- 200 teachers and project managers have participated in language camp and family exchange programmes training
- 1 set of worksheets for language camp and family exchange teachers published

### Component 2 Development of In-Service Training for Teachers

2. Teachers both in Estonian and Russian-medium schools are trained to teach subjects in Russian-medium basic schools (grades 1-9) in the Estonian language and Estonian-medium schools in classes with a varied cultural make-up and where there are students

- 50 class teachers trained (35 SP) in the newly introduced Estonian-language subjects in Russian-medium schools
- 100 teachers trained (4 SP) in in-

- SQEC monthly and annual reports on state language examinations
- Training reports in respect of training of workers in social high priority groups.
- Project reports

- Reports from language camp managers
- Reports from family exchange programme organisers
- Reports from training organisers
- Monitoring reports
- Project reports

- Schools’ syllabi
- MoE report
- Project reports
- Training records
- National standardised test

### Capacities

- Capacity of SQEC’s state examination system is sufficient to meet demand
- Sufficient interest in language learning amongst high-priority groups.

- Annual needs assessment confirms the continued need for family camps and family exchanges.

- Availability of an in-service training curriculum and training materials prepared by Component 1
- Sufficient numbers of schools
who do not speak the language of instruction fluently.

Component 3 Development of Estonian-Language Additional Study Materials
3. Additional Estonian-language materials for pupils of 3rd level (Gr 7-9) of non-Estonian basic schools in all obligatory subjects are ready for use in all non-Estonian basic schools.

Component 4 Development of Estonian Language Skills within Non-Estonian Vocational Schools
4. Students’ and teachers’ Estonian language knowledge for everyday and work-related communication has been improved in 75% of Russian-medium vocational schools.

service training designed to improve performance in multicultural classes
- enhanced student performance
- 3 sets (1 set per Gr) of additional study materials prepared in all obligatory (max 15) subjects and approved by the MoE
- 50% of non-Estonian basic school graduates are able to read subject related texts in Estonian

scores
- Results of graduation examination
- List of study materials approved by the MoE
- Educational surveys
- Project Reports

wishing to be involved in the in-service training
- Sufficient number of teachers interested in in-service training

- Availability of experts/supervisors for the development and assessment of study materials
- Needs assessment on additional study materials carried out by MoE in Autumn 2002

- Sufficient availability of Estonian-language practice bases for teachers and students.
Component 5 Development of Estonian Language Skills in Kindergartens

5. Estonian and non-Estonian kindergartens’ teachers have acquired new skills in Estonian-language teaching methodology, and Estonian-language teaching methodology materials are available for Estonian and non-Estonian kindergartens’ teachers.

- 150 kindergarten teachers developed Estonian-language teaching methodology materials during the training (4 SP, 8 groups) and received certificate on meeting all training requirements
- 5 sets of Estonian-language teaching methodology material published

Component 6 Educators’ Training Programme and Teaching Materials for Language Immersion Schools

6. Training strategy, plan and programme developed; training delivered and applied; teaching materials developed; immersion programme well-managed at school, local and national level; programme knowledge well-managed and accessible.

- Needs assessment and training plan approved by the NEIF Language Immersion Centre
- Training courses and materials developed
- 80 subject area teachers trained (40 days) in late language immersion-specific methodology
- 80 subject area teachers observed teaching and provided feedback
- Number of modifications based on newly apparent needs brought into training plan approved by NEIF Language Immersion Centre and number of subsequent training courses and materials developed
- Additional training courses and materials developed

- Published materials
- Training records
- Statistics of SQEC
- Project reports
- Survey measuring Estonian language skills of teachers and children

- Statistics of SQEC
- Minutes of Steering Committee meetings
- Feedback Reports to Teachers
- Project reports
- School reports
- NEIF Language Immersion Centre’s website’s section on training courses, notes and materials

- CIDA/TDSB/Estonia “Late Language Immersion 2002-2003” pilot project implemented
- Interest by sufficient numbers of schools/teachers in the development of late language immersion programme
- High-level of parental awareness and support of the late language immersion programme
- Availability of trainers
- Availability of local and national funding available
- Willingness of students to put in the extra time required to do homework in a second language

- Sufficient kindergartens’ teachers’ interest.
- Training of Estonian-language teaching methodology trainers implemented through the MoE by the end of 2003
- Needs assessment on the use of study materials and teaching quality carried out by Ministry of Education in Autumn 2002
### Component 7 Procurement of Equipment and Library Materials for Language Immersion Schools

7. Immersion teachers have access to minimum equipment to allow for electronic communication and use of electronic materials in the classroom; libraries equipped to meet student and educator needs for access to Estonian-language reference and reading materials.

- Teaching materials for 8-10 subject areas developed and ready for publication
- 15 vice-principals and 10 school inspectors trained (10 days) in key elements of immersion methodology
- 15 school directors, 10 local government officials and 5 MoE officials trained (10 days) in the programme management
- 15 school teams (6 people in each) trained (20 days) in strategic planning
- 95% student retention in the programme
- School strategic plans approved by local government
- Size and scope of national and local government investment into the programme

- The 15 late immersion schools have the requisite technical equipment
- Percentage of correspondence with teachers which takes place electronically as estimated by NEIF Immersion Centre
- The number of materials received by 20 late immersion schools
- The extent to which new materials are used as estimated by librarians
- Signed agreements with schools

- Project reports
- School reports
- Signed instruments of delivery and receipt

- Sufficient number of potential contractors interested in tender
### Component 8 Technical Assistance to Late Language Immersion Programme

8. Late language immersion programme management strengthened at NEIF Language Immersion Centre by hiring one expert in the management of immersion programmes and two experts in project management, training and materials development.

- Amount of knowledge gleaned through project that is articulated in writing
- Steering Committee’s approval of major planning instruments (e.g. annual work plan, progress reports)
- Minutes from Steering Committee meetings
- Random selection of minutes from late language immersion programme management meetings
- Annual reports by the late language immersion programme
- Project reports
- School reports
- NEIF Language Immersion Centre website
- NEIF Language Immersion Centre policies and procedures

### Component 9 Public Awareness of Measures Developed to Assist in Social Integration

9. Knowledge of the Estonian language learning opportunities and general integration issues increased among population.

- 1 social advertisement and information dissemination programme for language learning completed
- 20 information and training days highlighting the project Components’ measures concluded
- 1 radio and 1 TV series designed to promote a balanced perspective on social integration and highlighting language issues broadcasted
- 5 research and informational materials published

### Component 10 Integration-Related Grants for NGOs

- Approx. 20 projects of NGOs and
- Project reports

- General and Media Monitoring reports
- Project reports
- NGO reports
- Supporting information materials published

- Sufficient service provider interest
- High-level awareness and support of the Language Immersion Centre at NEIF
- NEIF Language Immersion Centre providing workspace

- Sufficient journalists’ interest in language training, education and integration in general

- Sufficient interest and
and Local Governments
10. Co-operation between NGOs, local governments and state institutions in the field of integration has been strengthened.

<table>
<thead>
<tr>
<th>Activities</th>
<th>Means</th>
<th>Cost (EUR)</th>
<th>Assumptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Component 1 Development of Teacher Training, Adult Language Training and Language Camps and Family Exchanges, divided into 3 Sub-Components:</td>
<td>Contract 1 (grant, direct award) for Non-Estonians’ Integration Foundation (NEIF)</td>
<td>Phare EUR 1 324 700 Estonia EUR 496 640</td>
<td></td>
</tr>
</tbody>
</table>

**Sub-Component 1.1 Development of Teacher Training in Higher Educational Institutions**

1.1. To develop new training modules for national teacher training programmes, develop and publish training materials and pilot new modules by universities.

- Partnership Statement between the NEIF and 2 universities for development and piloting of training modules, development and publishing of training materials by universities

<table>
<thead>
<tr>
<th>Means</th>
<th>Cost (EUR)</th>
<th>Assumptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phare EUR 70 000</td>
<td>Estonia</td>
<td></td>
</tr>
</tbody>
</table>

**Sub-Component 1.2 Estonian Language Training for Adults**

1.2. To share information with adult language learners on reimbursement of study expenses, delivery of reimbursements to adult language learners who pass the language exam, deliver language training for socially high-priority groups.

- Part of Contract 1 (grant, direct award procedure), for NEIF for managing special system of reimbursements for non-Estonian speaking adult language learners and for delivering training for socially high priority groups

<table>
<thead>
<tr>
<th>Means</th>
<th>Cost (EUR)</th>
<th>Assumptions</th>
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</thead>
<tbody>
<tr>
<td>Phare EUR 798 300</td>
<td>Estonia</td>
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</table>
Sub-Component 1.3 Language Camps and Family Exchanges

1.3. To select language camps and organisations providing family exchanges, organise and deliver training to language camp managers and teachers, develop and publish a set of worksheets on teaching in language camps and in family exchange programmes, support language camps and family exchange programmes, organise and deliver training to children in language camps and on family exchange programmes.

- Part of Contract 1 (grant, direct award procedure), for NEIF for support to language camps and organisations providing family exchanges, for training to language camp managers and teachers, for training on tolerance to children participating in language camps and family exchanges, for development and publishing of a set of worksheets on teaching in language camps and in family exchange programmes

Component 2 Development of In-Service Training for Teachers

2. To identify participating Estonian and Russian-medium schools and select teachers for in-service training on teaching subjects in Estonian, select subjects for which in-service training materials will be developed, provide in-service training for teachers of Estonian and Russian-medium schools, select teachers of Estonian and Russian-medium schools for in-service training on teaching in multicultural classes, provide in-service training for teachers of Estonian and Russian-medium schools.

- Contract 2 (service, simplified procedure) for higher educational institutions for in-service training for 50 class teachers on teaching subjects in Estonian and for in-service training for 100 teachers on teaching in multicultural classes

<table>
<thead>
<tr>
<th>Phare</th>
<th>Estonia</th>
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</thead>
<tbody>
<tr>
<td>EUR 432 000</td>
<td>EUR 415 500</td>
</tr>
</tbody>
</table>

- Technical assistance expertise internationally and nationally is available
## Component 3 Development of Estonian-Language Additional Study Materials

3. To identify additional study materials in Estonian required for obligatory subjects, develop, pilot and assess additional study materials, publish and distribute a selection of additional study materials in non-Estonian basic schools.

- **Contract 3 (service, simplified procedure)** for provider of identifying, development, piloting and assessment of additional study materials and for publishing and distribution of a selection of additional study materials
  - **Phare** EUR 123 000
  - **Estonia**
  - Technical assistance expertise internationally and nationally is available

## Component 4 Development of Estonian Language Skills within Non-Estonian Vocational Schools

4. To identify participating Estonian and non-Estonian vocational schools and teachers, develop link partnerships between Estonian and non-Estonian vocational schools, undertake teacher exchanges between Estonian and non-Estonian vocational schools with in-service Estonian language training for non-Estonian vocational schools’ teachers, train/educate non-Estonian vocational schools’ students in Estonian vocational schools, identify, develop, publish and distribute study materials (dictionaries) in Estonian language.

- **Contract 4 (service, simplified procedure)** for provider of Estonian and non-Estonian vocational schools’ teacher exchange and students’ training/education, and development, publishing and distribution of study materials
  - **Phare** EUR 154 000
  - **Estonia**
  - Technical assistance expertise internationally and nationally is available

## Component 5 Development of Estonian Language Skills in Kindergartens

5. To identify Estonian and non-Estonian kindergarten teachers, select themes and subjects for the development of Estonian-language teaching methodology materials during the training, develop and deliver Estonian-language teaching methodology training programme for teachers, edit and publish already developed Estonian-language teaching methodology materials.

- **Contract 5 (service, simplified procedure)** for provider of training and development, editing, publishing and distribution of Estonian-language teaching methodology materials
  - **Phare** EUR 40 000
  - **Estonia**
  - Technical assistance expertise internationally and nationally is available
Component 6 Educators’ Training Programme and Teaching Materials for Language Immersion Schools

6. To assess training needs, develop training strategy, evaluate effectiveness of training and reassess needs, develop subsequent courses and materials, deliver training, develop courses and materials and deliver training; observe and provide feedback to teachers, advise vice-principals and inspectors on observing and providing feedback to teachers; facilitate workshops; follow-up visits to support development of school strategic plans and other assignments resulting from training or workshops; assess needs for teaching materials, develop teaching materials based on agreed upon criteria, test materials and make necessary adjustments, prepare materials for publication; distil knowledge from training, planning and management activities so that it is accessible for future use.

Contract 6 (service, international restricted) for provider of development of training programme, delivery of training programme, teacher observations, development of teaching materials

<table>
<thead>
<tr>
<th>Phare</th>
<th>Estonia</th>
</tr>
</thead>
<tbody>
<tr>
<td>EUR 715 000</td>
<td>EUR 182 000</td>
</tr>
</tbody>
</table>

Component 7 Procurement of Equipment and Library Materials for Language Immersion Schools

7. To agree on precise needs, procure, deliver and install computers; obtain books and other resource materials from publishers, make delivery.

Contract 7 (supply, international open) for provider of reference materials for grades 6-8 for 20 immersion schools and computer and other electronic equipment for 15 schools

<table>
<thead>
<tr>
<th>Phare</th>
<th>Estonia</th>
</tr>
</thead>
<tbody>
<tr>
<td>EUR 198 000</td>
<td>EUR 66 000</td>
</tr>
</tbody>
</table>

- Service provider works closely with stakeholders, people to be trained and Language Immersion Centre at NEIF to determine needs
- Service provider has or can access sufficient expertise
- Service provider gives special attention to knowledge management
- Precise terms of reference
- Adequate written and oral communication between Language Immersion Centre at NEIF, experts and contractor
### Component 8 Technical Assistance to Late Language Immersion Programme
8. To support PO and NEIF Language Immersion Centre in launching Components 6 and 7, working with the providers of training, equipment and materials in Components 6 and 7, assessing the quality of providers’ work, making suggestions for change, reporting.

<table>
<thead>
<tr>
<th>Contract 8 (service, simplified procedure) for provider of technical assistance</th>
<th>Phare</th>
<th>Estonia</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EUR 199 000</td>
<td></td>
</tr>
</tbody>
</table>

### Component 9 Public Awareness of Measures Developed to Assist in Social Integration
9. To develop and implement a public awareness programme through social advertisement and information dissemination programme, liaise with broadcasters in planning radio and television activities, work with press journalists in development of features designed to provide a balanced view of integration and the role of education and the project in addressing the issues, organise attitude surveys, press monitoring analysis, latent class analysis, organise information and training days highlighting the project components’ measures.

<table>
<thead>
<tr>
<th>Contract 9 (service, international restricted procedure) for provider of a language learning information dissemination programme, a radio series of broadcasts, a TV series of broadcasts, work with press journalists, attitude surveys, press monitoring analysis, latent class analysis, information and training days</th>
<th>Phare</th>
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</thead>
<tbody>
<tr>
<td></td>
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</table>

### Component 10 Integration-Related Grants for NGOs and Local Governments
10. To support the integration-related projects of NGOs and local municipalities.

<table>
<thead>
<tr>
<th>Contract 10 (grant scheme contracts, local call for proposals) for NGOs and local municipalities</th>
<th>Phare</th>
<th>Estonia</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EUR 75 000 EUR 25 000</td>
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</table>
## Preconditions

- Capacity of MoE confirmed
- Recommendations of grant scheme assessment sufficiently addressed by NEIF and CFCU
- Ongoing Phare project 2001-2003 completed on time and successfully
- Memorandum of Understanding between the Integration Foundation and the Ministry of Education signed
TIME IMPLEMENTATION CHART

Project No.: ES
Project title: Estonian Language Training and Teaching in Estonian for Non-Estonian Speakers

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T – tendering
C – contracting
I – implementing
# TIME IMPLEMENTATION CHART FOR CONTRACT 1 SUB-COMPONENTS

**Project N°: ES**  
**Project title: Estonian Language Training and Teaching in Estonian for Non-Estonian Speakers**

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T – tendering  
C – contracting  
I – implementing
**CUMULATIVE CONTRACTING SCHEDULE**

**Project No: ES**
**Project title: Estonian Language Training and Teaching in Estonian for Non-Estonian-Speakers**

<table>
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<td><strong>TOTAL</strong></td>
<td>0</td>
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<td>1 930 700</td>
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**ANNEX 3B**

**CUMULATIVE DISBURSEMENT SCHEDULE**

**Project No: ES**  
**Project title: Estonian Language Training and Teaching in Estonian for Non-Estonian-Speakers**

<table>
<thead>
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<td>50 400</td>
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## PHARE SUPPORT BUDGET CALCULATION

**Project №: ES**  
**Project title: Estonian Language Training and Teaching in Estonian for Non-Estonian-Speakers**

### ANNEX 4A

<table>
<thead>
<tr>
<th>Contract</th>
<th>Explanation</th>
<th>Cost</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sub-Comp 1.1.</strong></td>
<td>6 400 EUR per course module (incl. module devel., material devel. and publ., module piloting) x 10 course modules</td>
<td>64 000</td>
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</tr>
<tr>
<td></td>
<td>Module development coordination costs</td>
<td>6 000</td>
<td>70 000</td>
</tr>
<tr>
<td><strong>Sub-Comp 1.2.</strong></td>
<td>95.86 EUR per 1 reimb. x 4000 adult learners</td>
<td>383 440</td>
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<td></td>
<td>0.19 EUR per 1 transfer cost x 4 000 reimb</td>
<td>760</td>
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<tr>
<td></td>
<td>211 EUR per learner x 1500 learners</td>
<td>316 500</td>
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<tr>
<td></td>
<td>Disbursement costs</td>
<td>97 600</td>
<td>798 300</td>
</tr>
<tr>
<td><strong>Sub-Comp 1.3.</strong></td>
<td>Cost for a language camp day/per child EUR 12.1, 12 average camp days/per child x 2200 children in camps</td>
<td>319 440</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cost for a family day/per child EUR 13, 20 average family days/per child x 290 children in families</td>
<td>75 400</td>
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<tr>
<td></td>
<td>Training on tolerance</td>
<td>2 000</td>
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<tr>
<td></td>
<td>Project managers' training</td>
<td>2 000</td>
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<tr>
<td></td>
<td>1 set of worksheets</td>
<td>1 000</td>
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<td></td>
<td>Language camp and family exchange co-ordination costs</td>
<td>32 160</td>
<td>432 000</td>
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<tr>
<td><strong>Component 1 Overall Management</strong></td>
<td>Component 1 grant manager, EUR 670 per month (0,4 part-time) x 5 months (Aug-Dec 2003)</td>
<td>3 350</td>
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<td></td>
<td>Component 1 grant assistant, EUR 598 per month (0,5 part-time) x 5 months</td>
<td>2 990</td>
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<tr>
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<td>Component 1 grant accountant, EUR 428 per month (0,3 part-time) x 5 months</td>
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<td>Office costs, other services, training - EUR 1310 per month x 5 months</td>
<td>6 550</td>
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<td>Equipment and supplies</td>
<td>9 370</td>
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<td><strong>2</strong></td>
<td>38.35 EUR per 1 SP x 35 SP x 50 persons</td>
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<td>38.35 EUR per 1SP x 4 SP x 100 persons</td>
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<td>Other relevant direct project costs (in fees and incidental expenditure)</td>
<td>7 547</td>
<td>90 000</td>
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<td><strong>3</strong></td>
<td>31.95 EUR per 1 page of material x 60 pages x 15 subjects x 3 grades</td>
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<td>Publishing a selection of materials</td>
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<td>Other relevant direct project costs (in fees and incidental expenditure)</td>
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<td><strong>4</strong></td>
<td>Stud.exch (3 weeks) 830 EUR per student x 100 students</td>
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<td>Teacher exch. 1 280 EUR per teacher (20 days) x 30 teachers</td>
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<td></td>
<td>16 300 EUR per dictionary x 2 dictionaries</td>
<td>32 600</td>
<td>154 000</td>
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12 The figures are to be considered indicative only, to provide an overview of the Phare support calculations. Concrete budgets of Components will be developed during the tendering procedure.
<table>
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<tr>
<th></th>
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</thead>
</table>
| 5 | 38.35 EUR per 1 SP x 4 SP x 150 teachers  
5 sets of teaching materials  
Other relevant direct project costs (in fees and incidental expenditure) | 23 010 | 12 800 | **40 000** |
| 6 | 1 480 EUR per 1 training day (including 1 day delivery + 3 days preparation and/or follow-up + training materials) x 125 days of actual training  
Participants training administrative costs (accommodations, meals, training space, transport) 235 people for 10-40 days per person  
Teaching materials for 10 subject areas  
Teacher classroom observations & feedback 500 EUR day per expert (incl. salary, social tax, travel, preparation and follow-up, overhead, support materials) x 2 experts x 200 days | 185 000 | 250 000 | **715 000** |
| 7 | Technical equipment (computers for teachers of 15 immersion schools)  
Estonian-language materials for libraries in 20 schools | 48 000 | 150 000 | **198 000** |
| 8 | Long-term immersion programme expert, 440 EUR daily fee rate (incl. overhead, salary and social tax) x 225 days  
Long-term training and project management expert 100 EUR daily fee rate (incl. overhead, salary and social tax) x 500 days  
Long-term materials and project management expert 100 EUR daily fee rate (incl. overhead, salary and social tax) x 500 days | 99 000 | 50 000 | **199 000** |
| 9 | 1 language campaign in 5 phases, incl. continuous information flow, advertisements, newsletters, media space, public events  
Radio broadcast  
TV broadcast  
20 information and training days  
Work with press journalists  
2 attitude surveys  
7 750 EUR per 1 year daily press monitoring of integration-related issues x 2 years  
13 100 EUR per 1 year latent class analysis of integration-related issues in press x 3 years | 93 000 | 32 200 | **378 000** |
| 10 | Grants for approx 15 integration and co-operation projects of NGOs and local governments, approx. EUR 5000 each | 75 000 | 75 000 |        |
|   | **Grand Total**                                                                                                                                                                                               |        |        | **3 296 700** |
### NATIONAL CO-FINANCING BUDGET CALCULATION

**Project N°: ES**  
**Project title: Estonian Language Training and Teaching in Estonian for Non-Estonian-Speakers**

<table>
<thead>
<tr>
<th>Contract</th>
<th>Explanation</th>
<th>Type of co-financing</th>
<th>Institution and budget line in 2003 State Budget draft</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>Total</th>
</tr>
</thead>
</table>
| 1        | **Sub-Comp 1.3.**  
Cost for a family day/per child EUR 13, 20 average family days/per child x 710 children in families  
Cost for a language camp day/per child EUR 5.4 (20% of the total cost), 12 average camp days/per child x 2200 children in camps & cost for a family day/per child EUR 4.15 (20% of the total cost), 20 average family days/per child x 1000 children in families | joint parallel | Ministry of Interior, "Allocation No 223.04.1 to Non-Estonians' Integration Foundation" Parents of children in camps and families | 95 000 | 95 000 | 190 000 |
|          |              |                      |                                                      | 112 750 | 112 750 | 225 500 |
|          |              |                      |                                                      |       |       |       |       |       |
|          | **Comp 1 Overall Management**  
Component 1 grant manager, EUR 670 per month (0,4 part-time) x 27 months (Jan 2004-March 2006); Component 1 grant assistant, EUR 597 per month (0,5 part-time) x 27 months (Jan 2004-March 2006); Component 1 grant accountant, EUR 428 per month (0,3 part-time) x 27 months (Jan 2004-March 2006)  
Office costs, other services, training - EUR 1310 per month x 27 months (Jan 2004-March 2006) | joint | Ministry of Interior, "Allocation No 223.04.1 to Non-Estonians' Integration Foundation" | 20 340 | 20 340 | 5 090 | 45 770 |
|          |              |                      |                                                      | 15 720 | 15 720 | 3 930 | 35 370 |
|          |              |                      |                                                      |       |       |       |       |       |
|          |              |                      |                                                      |       |       |       |       |       |
|          | **Total Sub-Comp 1.3:** | | | | | | | 415 500 |
|          | **Total Ov.Manag:** | | | | | | | 81 140 |
|          | **Total Contract 1:** | | | | | | | 496 640 |
| 6        | **Comp 6**  
Teaching materials | parallel | Language Immersion Schools of Comp 6 | 91 000 | 91 000 | 182 000 |
|          |              |                      |                                                      |       |       |       |       |       |
|          | **Total Contract 6:** | | | | | | | 182 000 |

---

13 The figures are to be considered indicative only, to provide an overview of the national co-financing support calculations. Concrete budgets of Components will be developed during the tendering procedure.
<table>
<thead>
<tr>
<th>Contract</th>
<th>Description</th>
<th>Responsible Ministry</th>
<th>Amount 1</th>
<th>Amount 2</th>
<th>Amount 3</th>
<th>Amount 4</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Comp 7  PROCUREMENT OF TECHNICAL EQUIPMENT (COMPUTERS FOR TEACHERS OF 15 IMMERSION SCHOOLS)  (25% OF INVESTMENT)  PROCUREMENT OF ESTONIAN-LANGUAGE MATERIALS (FOR LIBRARIES IN 20 SCHOOLS)  (25% OF INVESTMENT)</td>
<td>joint Ministry of Education, &quot;Implementation of state programmes&quot;  Ministry of Education, &quot;Implementation of state programmes&quot;</td>
<td>16 000</td>
<td>16 000</td>
<td>50 000</td>
<td>50 000</td>
<td>66 000</td>
</tr>
<tr>
<td>10</td>
<td>Comp 10  GRANTS FOR APPROX 5 INTEGRATION AND CO-OPERATION PROJECTS OF NGOs AND LOCAL GOVERNMENTS, APPROX. EUR 5000 EACH</td>
<td>joint Ministry of Interior, &quot;Allocation No 223.04.1 to Non-Estonians’ Integration Foundation&quot;</td>
<td>25 000</td>
<td>25 000</td>
<td>25 000</td>
<td>25 000</td>
<td>25 000</td>
</tr>
<tr>
<td>11</td>
<td>Rooms rent, stationary, maintenance and communication expenses of the project staff in the PO’s Support Unit - for 3 persons in 2003 EUR 1650 per month x 12 months; for 2 persons in 2004 and 2005 EUR 1650 per month x 12 months; for 3 persons in 2006 EUR 1658 per month x 3 months  Salaries and taxes of 3 persons in the PO's Support Unit, incl. project manager 1962 EUR per month x 38 months, project specialist 1455 EUR per month x 38 months, project specialist 1455 EUR per month x 10 months; travel and training expenses 6500; 3 workstations (furniture, computers, programme licences, phones etc.) 13450; exchange rate losses 3500</td>
<td>parallel Ministry of Interior, &quot;Allocation No 223.04.1 to Non-Estonians’ Integration Foundation&quot;  Ministry of Education, &quot;Implementation of state programmes&quot;</td>
<td>19 800  18 000  18 000  4 980</td>
<td>60 780</td>
<td>62 280  45 020  45 020  15 560</td>
<td>167 880</td>
<td>228 660</td>
</tr>
</tbody>
</table>
OVERVIEW OF INTEGRATION-RELATED ACTIVITIES

Project No: ES
Project title: Estonian Language Training and Teaching in Estonian for Non-Estonian-Speakers

- On 16 July 1997 the Estonian Government formed an expert committee with the Minister for Ethnic Affairs acting as the chair for the examination of the issue of the integration of ethnic minorities into Estonian society and for making integration-related proposals to the Estonian Government.
- On 31 March 1998 the Estonian Government founded the Non-Estonians' Integration Foundation. The purpose of the Foundation is to initiate and support integration-related projects. In addition to the existing financial resources of several ministries, the Estonian Government started to fund integration-related projects from the state budget through the Integration Foundation. As of 1998, the following sums have been allocated: 6 million Estonian kroons in 1998, 5.7 million Estonian kroons in 1999, 5.7 million Estonian kroons in 2000, 8 million kroons in 2001 and 8.5 million kroons in 2002.
- On 27 August 1998 representatives of the Estonian Government and of Finland, Sweden, Denmark, Norway and the United Nations Development Programme signed an agreement launching the project Support for the State Programme for the Integration of Non-Estonians into Estonian Society. On 12 April 2000, the United Kingdom joined the Nordic Countries/UNDP project ‘Support for the State Programme for the Integration of Non-Estonians into Estonian Society’, considerably strengthening the scope of the project. The total budget of the project was 1.68 million US dollars and its duration was 2.5 years (ended in 2001).
- In 1999 a project was initiated in co-operation with CIDA and the Toronto District School Board aimed at launching the project Language Immersion in Estonian Schools 2000-2003. The total cost of the project is 3.624 million Canadian dollars over 4 years, of which the CIDA and the Toronto School Board contribution constitutes 1.86 million Canadian dollars, and the Estonian State's contribution 1,764 million Canadian dollars. Finland also supports the project, providing 47 600 Canadian dollars. The Council of Europe has also provided some limited support.
- On 14 March 2000 the Estonian Government approved the State Programme ‘Integration in Estonian Society 2000-2007’. The State Integration Programme is a framework plan for governmental agencies and other institutions for the years 2000-2007. The Estonian Government assigned the task to start the implementation of the State Integration Programme to the Ministries of Education, Culture, Internal Affairs and Social Affairs and to the Integration Foundation.
- On 27 February 2001 the Estonian Government approved the Action Plans for Sub-Programmes of the State Integration Programme for the Years 2000-2003,
providing detailed information of planned activities, funds and expected results for the implementation of the State Integration Programme. *Action Plans 2000-2003* are elaborated and implemented by responsible ministries (the Ministries of Education, Culture, Internal Affairs and Social Affairs) and the Integration Foundation. According to the *Action Plans*, approx. 225 MEEK will be allocated for the implementation of the State Integration Programme during the years 2000-2003, from which 115 MEEK should be allocated by the Estonian State and approx. 110 MEEK could be allocated by external assistance providers.

- On 27 March 2002, the representatives of Governments of Estonia, Finland, Norway, Sweden and United Kingdom signed the agreement to launch a new multi-donor project “Integrating Estonia 2002-2004”. The project will serve as a practical framework for integration-related activities that will be funded jointly by external assistance providers and the Estonian State. The total planned cost of the project is MEUR 2.132 over 3 years, of which the contribution of foreign donors is MEUR 1.098, and the Estonian State's contribution is MEUR 1.034.

- In April 2002, the Estonian Ministry of Education began negotiations with CIDA and the Toronto District School Board aimed at launching the *Estonian-Language Late Immersion Project 2002-2004*. The total cost of the project is projected at MCAD 3,103, of which the contribution of CIDA is 1,122 and the Toronto School Board MCAD 0,257, and the Estonian State's contribution is MCAD 1,724.
PROJECT N°: ES
Project title: Estonian Language Training and Teaching in Estonian for Non-Estonian-Speakers

What is it?
The State Programme "Integration in Estonian Society 2000-2007" is an action plan for governmental agencies and other institutions for the years 2000-2007.

How was it created?
The State Programme was created in 1999-2000:

• by a government commission
• through public debate
• approved by the Estonian Government
• submitted to the Riigikogu (Parliament) for discussion

Why was it needed?
As a result of heavy migration during the Soviet occupation, a very sizeable and somewhat isolated Russian-speaking community has arisen in Estonia. Isolation of this community threatens both social stability and national security.

As of late, non-Estonians are becoming accepting of the need to integrate and Estonians are becoming more tolerant of integration. However, it is now evident that the integration process will take decades and require long-term and systematic support from the Estonian State.

What is integration?
Integration in Estonian society is shaped by two processes:

• the social harmonisation of society around a strong common national core\textsuperscript{14} based on knowledge of the Estonian language and Estonian citizenship
• the opportunity to maintain ethnic differences based on the recognition of the cultural rights of ethnic minorities

What is the desired outcome of the two integration processes?

• a strong common national core
• cultural pluralism
• the development of Estonian culture

\textsuperscript{14} - general humanistic and democratic values;
- a common sphere of information and Estonian-language environment;
- common state institutions;
- knowledge of the basics of Estonian history, the valuing of Estonian citizenship and multiculturalism.
How is the State Programme structured?

Main Aims

Sub-Programmes/Objectives

Missions

Activities

What are the main aims?

The following aims are long-term in nature - fully achievable later than 2007:

- **Linguistic-communicative integration**, i.e. a common sphere of information and the recreation of an Estonian-language environment in Estonia under conditions of cultural diversity and tolerance
- **Legal-political integration**, i.e. the formation of a population loyal to the Estonian state and the reduction of the number of persons without Estonian citizenship
- **Socio-economic integration**, i.e. the increased competitiveness and social mobility of every member of Estonian society

What are the objectives and sub-programmes?

The following objectives are founded on the main aims and are short-term in nature - achievable by 2007. They have been classified under four sub-programmes:

**Education**

- Elementary school graduates are socially competent and have medium-level knowledge of the Estonian language
- Secondary school graduates have the Estonian language knowledge necessary for everyday life and work & are capable of continuing studies in Estonian

**Education and Culture of Ethnic Minorities**

- Ethnic minorities possess opportunities to acquire education in their mother tongue and to preserve their culture

**Teaching of Estonian to Adults**

- Opportunities have been created for non-Estonian adults to improve their knowledge of Estonian and to raise their socio-cultural competence
Social Competence

- Individuals participate actively in the development of civil society
- Attitudes of Estonians and non-Estonians are favourable to the achievement of the main aims of the State Programme
- Individuals with special social needs have increased opportunities for integration

Where can I get more information?

The Programme is available (in Estonian, Russian & English) on the Home Page of the Minister for Ethnic Affairs' office (www.riik.ee/saks/ikomisjon) or by calling the office at +372-693-5709. Copies can also be obtained at the Integration Foundation (www.meis.ee) and in libraries.
Action plans for sub-programmes for the years 2000-2003

I. Sub-programme "Education"

Objectives:

Elementary school graduates will be socially competent and possess medium-level knowledge of the Estonian language

Secondary school graduates have the Estonian language knowledge necessary for everyday life and work & are capable of continuing studies in Estonian

Missions:

- To devise a system for the teaching of Estonian as a second language from primary education to the end of the gymnasium level, using diverse and contemporary teaching material and language learning patterns that take into consideration the interaction between languages, so that non-Estonian children and youth acquire the Estonian language in a motivated and productive manner
- 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-language schools correspond to the requirements
- 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 in Estonian society
- To develop linguistic & cultural co-operation between Estonian-medium schools and Russian-medium schools, in the interests of improving students’ language proficiency and developing tolerance towards other cultures
- 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
II. Sub-programme “Education and Culture of Ethnic Minorities”

Objective:
Ethnic minorities possess opportunities to acquire education in their mother tongue and to preserve their culture

Missions:
- 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
- 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
- To promote co-operation among ethnic minority cultural societies and their co-operation with the state
- To support the activities of new comprehensive schools in languages of ethnic minorities

III. Sub-programme “The Teaching of Estonian to Adults”

Objective:
Opportunities have been created for non-Estonian adults to improve their knowledge of Estonian and to raise their socio-cultural competence

Missions:
- To develop a system for Estonian language proficiency examinations and advising connected therewith, with the aim of ensuring the greater reliability of examination results and positive ensuring influence on the teaching of Estonian as a second language
- To create the preconditions for the linguistic-communicative integration of adult non-Estonians through the availability of high-quality Estonian language instruction
- To expand the Estonian language learning opportunities for non-Estonian adults in order to ensure knowledge of the Estonian language at a level sufficient for everyday and work-related communication
- To support the linguistic-communicative integration of non-Estonians through the involvement and notification of the public
- To analyse the development of the linguistic relations and socio-cultural competence of different ethnic groups in various fields of life and on that basis to develop measures for the acceleration of the pace at which Estonian is being established as the lingua franca and for the development of multilingualism
<table>
<thead>
<tr>
<th>IV. Sub-programme “Social Competence”</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objectives:</strong></td>
</tr>
<tr>
<td>Individuals participate actively in the development of civil society</td>
</tr>
<tr>
<td>Attitudes of Estonians and non-Estonians are favourable to the achievement of the main aims of the State Programme</td>
</tr>
<tr>
<td>Individuals with special social needs have increased opportunities for integration</td>
</tr>
<tr>
<td><strong>Missions:</strong></td>
</tr>
<tr>
<td>- To develop co-operation between the third sector and state institutions in the area of the integration of non-Estonians</td>
</tr>
<tr>
<td>- To support the continuity of the development of youth organisations and student self-governments in order to ensure non-Estonian-speaking young people greater opportunities for joint activities and develop their social competence</td>
</tr>
<tr>
<td>- To develop issues of integration more diversely in the Estonian and Russian-language media; create and expand the common element of the Estonian and Russian-language media systems; increase the interactivity of the Russian-language media system, improve the availability and quality of Russian-language institutional-utilitarian information in the media, with the aim of promoting the social involvement of the Russian-speaking population</td>
</tr>
<tr>
<td>- To increase the number of professionals in the areas of the media and information among young non-Estonians; to raise a new generation of non-Estonians with regular media consumption habits and the ability to orient in the information society</td>
</tr>
<tr>
<td>- To intensify communication between Estonians and non-Estonians; generate and develop inter-culture dialogue</td>
</tr>
<tr>
<td>- To support the legal-political integration of non-Estonians</td>
</tr>
<tr>
<td>- To improve the economic subsistence of the non-Estonian-speaking population, permitting them urgent psychological help through a Russian-language confidential help line</td>
</tr>
<tr>
<td>- To raise the economic subsistence of the non-Estonian deaf, helping them to continue their studies and achieve a career</td>
</tr>
<tr>
<td>- To raise the sensorial, intellectual and social functioning of blind non-Estonians to as high a level as possible, cultivating in them greater independence, permitting them to read Braille or listen to audio recordings of fiction, specialised literature, textbooks, sheet music, periodical publications and reference works</td>
</tr>
<tr>
<td>- To develop training models to support the integration of refugees and other minorities into Estonian society</td>
</tr>
</tbody>
</table>
Consolidated budget for sub-programmes for the years 2000-2003

In 2000-2003, activities will be financed mainly from the budgets of several ministries (incl. Ministry of Education, Defence, Culture, Agriculture, Internal Affairs, and Social Affairs) and from state budget resources of the Integration Foundation. Also, the budget includes foreign aid resources, incl. the EU Phare Programme, Canada, Denmark, Sweden, Finland, Norway, United Kingdom, United States, UNDP, and others. Several activities will be implemented jointly from the resources of ministries and foreign donors in the framework of co-financed projects. It does not include other direct allocations for integration by local governments, private enterprises, embassies, etc. Also, it does not include permanent support by the state and local governments for administrative costs of functioning of Russian-medium school system, Russian-language public media, and cultural institutions of ethnic minorities. However, in some exceptional cases, funds of the Chancellery of the President, local governments and universities are included. Budget lines for the years 2000 and 2001 reflect mostly existing resources from the state budget and foreign aid that are already provided for in the budgets of financing institutions and accordingly confirmed by them. Budgets for the years 2002 and 2003 are mostly based on estimated costs of proposed activities and will be confirmed by financing institutions in the future.

<table>
<thead>
<tr>
<th>Sub-programme</th>
<th>Budget (in '000 EEK)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>source</td>
</tr>
<tr>
<td>I. Education</td>
<td>state budget</td>
</tr>
<tr>
<td></td>
<td>foreign aid</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
</tr>
<tr>
<td>II. Education and culture of ethnic minorities</td>
<td>state budget</td>
</tr>
<tr>
<td></td>
<td>foreign aid</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
</tr>
<tr>
<td>III. Teaching of Estonian to adults</td>
<td>state budget</td>
</tr>
<tr>
<td></td>
<td>foreign aid</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
</tr>
<tr>
<td>IV. Social competence</td>
<td>state budget</td>
</tr>
<tr>
<td></td>
<td>foreign aid</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
</tr>
<tr>
<td>V. Part: The management and evaluation of the State Programme and the</td>
<td>state budget</td>
</tr>
<tr>
<td>capacity-building of institutions</td>
<td>foreign aid</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
</tr>
<tr>
<td>SUM TOTAL I-V</td>
<td>state budget</td>
</tr>
<tr>
<td></td>
<td>foreign aid</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
</tr>
</tbody>
</table>
OVERVIEW OF PROJECT COMPONENTS IN THE FRAMEWORK OF THE STATE INTEGRATION PROGRAMME

Project No: ES
Project title: Estonian Language Training and Teaching in Estonian for Non-Estonian-Speakers

Current Phare project components will follow the structure of the Action Plans for Sub-Programmes of the State Programme Integration in Estonian society 2000-2007 for the years 2000-2003 (see Internet: http://www.riik.ee/saks/ikomisjon/word/kavade.zip). Therefore, each component is related to relevant Mission in the Action Plans. Because the Action Plans were adopted by the Government of Estonia on 27.02.2001, the concrete sums for the years 2003-2005 of the current Phare project proposal are not designated in the Action Plans yet. The Steering Committee of the State Integration Programme will update the Action Plans on a regular basis.

<table>
<thead>
<tr>
<th>Phare project component</th>
<th>Mission in the Action Plans 2000-2003 of the State Integration Programme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sub-Component 1.1 Development of Teacher Training in Higher Educational Institutions</td>
<td>I.2.b. Continuing education in Estonian-language teaching for teachers of other subjects, and other training</td>
</tr>
<tr>
<td>Sub-Component 1.2. Estonian Language Training for Adults</td>
<td>III.3. To expand the Estonian language learning opportunities for non-Estonian adults in order to ensure knowledge of the Estonian language at a level sufficient for everyday and work-related communication</td>
</tr>
<tr>
<td>Sub-Component 1.3. Language Camps and Family Exchanges</td>
<td>I.1.c. Extracurricular language learning patterns</td>
</tr>
<tr>
<td>Component 2 Development of In-Service Training for Teachers</td>
<td>I.2.c. Retraining of teachers, continuing education for working teachers</td>
</tr>
<tr>
<td>Component 4 Development of Estonian Language Skills within Non-Estonian Vocational Schools</td>
<td>I.2.b. Continuing education in Estonian-language teaching for teachers of other subjects, and other training</td>
</tr>
<tr>
<td>Component 5 Development of Estonian Language Skills in Kindergartens</td>
<td>I.1.a. Development of language didactics, elaboration of language teaching methodologies and teaching materials, training of teacher trainers</td>
</tr>
<tr>
<td>Component 6 Educators’ Training Programme and Teaching Materials for Language Immersion Schools Component 7 Procurement of Equipment and Library Materials for Language Immersion Schools Component 8 Technical Assistance to Late Language Immersion Programme</td>
<td>I.1.b. Elaboration, development and implementation of language immersion programme</td>
</tr>
<tr>
<td>Component 9 Public Awareness of Measures Developed to Assist in Social Integration</td>
<td>III.4. To support the linguistic-communicative integration of non-Estonians through the involvement and notification of the public</td>
</tr>
<tr>
<td>Component 10 Integration-Related Grants for NGOs and Local Governments</td>
<td>IV.1. To develop co-operation between the third sector and state institutions in the area of the integration of non-Estonians</td>
</tr>
</tbody>
</table>
RESULTS OF THE PROGRAMME ES 0003-1 ESTONIAN SOCIAL INTEGRATION AND LANGUAGE TRAINING PROGRAMME FOR ETHNIC MINORITIES IN ESTONIA 2001-2003 as of August 2002

Project No: ES
Project title: Estonian Language Training and Teaching in Estonian for Non-Estonian-Speakers

<table>
<thead>
<tr>
<th>COMPONENT</th>
<th>RESULTS</th>
</tr>
</thead>
</table>
| **1. Education and Youth** | - Handbook “Estonian language teacher's competence model” developed and published in 700 copies, serving as the basis for the ascertainment of teachers’ continuing education needs and the offering of continuing education  
- Estonian-language grammar tables for 34 Russian-medium vocational institutions produced  
- 22 students from Russian-medium schools participated in school-exchange projects to study in Estonian and to live in Estonian language environment  
- 31 different study programmes/materials (worksheets, audio- and videotapes, CD-Rom, workbooks and board-games) produced by Estonian museums, nature parks, exhibition centres, libraries and other cultural institutions for supporting subject teaching in Russian-medium schools  
- 1018 children participated in language immersion summer camps and in family exchange programmes (summer 2001). 74% of children got a higher grade for Estonian language at school after participating in camp project  
- 281 children participated in language immersion winter camps  
- Summer 2002 tender launched, 1678 children will participate in language immersion summer camps and family exchange programmes |
| **2. Language Teaching for Adults** | - 2000 copies of study set “Open Doors” (textbook, workbook, 2 audiotapes, a teacher’s manual) for advanced learners for adult learners on intermediate to advanced level published  
- 600 unemployed people and registered job-seekers from Ida-Viru County received language training. 75% of the learners registered to take state language exam  
- 3600 persons received up to 50% compensation of language study cost in the framework of the “Interest” language reimbursement system  
- Information brochure for promoting “Interest” language reimbursement system issued in Russian in 5000 copies |
| **3. Public Awareness Raising** | - 1st stage of the campaign for the promotion of “Interest” implemented. The ads were noticed by 94% of non-Estonians, 58% was aware of the “Interest” project  
- Free information line 0800 9999 established for information on language requirements, state exams and the reimbursement system  
- 1 issue of integration-related newspaper “Ruupor” published and distributed in 10 000 copies  
- 1 issue of a bilingual “Language camp newsletter 2002” published and distributed  
- 2 bilingual radio series broadcasted on national and regional channels, targeted for young audience and handling the issues of multicultural society |
**RECOMMENDATIONS OF EVALUATIONS**

**Project No**: ES  
**Project title**: Estonian Language Training and Teaching in Estonian for Non-Estonian-Speakers  

<table>
<thead>
<tr>
<th>Recommendations</th>
<th>Current project</th>
</tr>
</thead>
<tbody>
<tr>
<td>To ensure that consumers or beneficiaries views are accounted for, the project should continue to make use of focus groups such as Russian teachers, non-Estonian residents who are non-passport holders, Russian youth camp leaders, Estonian youth camp leaders etc. and ensure that minority views are continued to be heard at all levels of the projects. To hear better the needs of target groups at the level of the steering committee, an additional member(s) could be included to advocate the needs of non-Estonians in general rather than a representative from a minority association who may well be more interested to push the agenda of a certain ethnic group, or faction within an ethnic group. The additional member would have to understand “on the ground” needs as well as higher-level policy.</td>
<td>The increased involvement of non-Estonians in the project will be achieved by raising the number of representatives of ethnic minorities in the Steering Committee and by increasingly distributing information on the project through Component 9 <em>Public Awareness of Measures Developed to Assist in Social Integration</em>.</td>
</tr>
<tr>
<td>Examine other ways in which additional measures can be created to provide incentives, especially to adults, to learn a second language.</td>
<td>Among incentives for non-Estonian adults will be free language courses for non-Estonian workers in socially high priority fields (police, health care, etc.).</td>
</tr>
<tr>
<td>The project should continue to create as many trained teachers in Estonian language teaching as possible.</td>
<td>Sub-Components 1.1 <em>Development of Teacher Training</em>, Component 2 <em>Development of In-Service Training for Teachers</em>, Component 4 <em>Development of Estonian Language Skills within Non-Estonian Vocational Schools</em>, Component 5 <em>Development of Estonian Language Skills in Kindergartens</em>, and Component 6 <em>Educators’ Training Programme and Teaching Materials for Language Immersion Schools</em> all deal with the teacher training.</td>
</tr>
</tbody>
</table>

Recommendations of the Interim Evaluation No EE/EDU/02.44 of the EU Phare Programme ES-0003.01 and ES-0105 of 12.07.02 by EMS-Estonia:

<table>
<thead>
<tr>
<th>Recommendation</th>
<th>Current project</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ministry of Education, Ministry of Finance and Non-Estonians’ Integration Foundation should accelerate the delayed procurement of services under TA</td>
<td>Tenders for all components will be completed by 31.12.2003, i.e. in 9 months after the expected date of signing the Financial Memorandum (March 2003).</td>
</tr>
<tr>
<td>Ministry of Education should closely monitor the trends of indicative levels relevant for the indicators of achievement throughout the project implementation phase</td>
<td>The project log frame includes measurable quantitative and qualitative indicators. Non-Estonians’ Integration Foundation will submit relevant information to the Ministry of Education who then will include it in Monitoring Report</td>
</tr>
<tr>
<td>The St Committee, Ministry of Education and</td>
<td></td>
</tr>
</tbody>
</table>
Non-Estonians’ Integration Foundation should:

- consider supporting activities aimed at more intensive communication between the North-East and other parts of Estonia by supporting activities targeted at different interest groups in order to achieve the immediate objective of making public aware of the advantages of co-operation between the linguistic groups.

Sub-Component 1.3 *Language Camps and Family Exchanges*, Component 4 *Development of Estonian Language Skills within Non-Estonian Vocational Schools* Component 9 *Public Awareness of Measures Developed to Assist in Social Integration* and Component 10 *Integration-Related Grants for NGOs and Local Governments* include activities to increase communication between Estonians and non-Estonians.

- try to extend activities for creating possibilities for non-Estonian youth to achieve the necessary level of language proficiency, as these activities have been effective but demand currently outstrips supply.

Sub-Component 1.3 *Language Camps and Family Exchanges* is directly aimed at improving language proficiency of non-Estonian speaking youth; 3200 children will participate in language camps and family study. In addition, an external assistance project “Integrating Estonia 2002-2004” provides support to these activities.

- analyse the effectiveness of language training for unemployed persons and consider some follow-up courses for motivated participants with subsidised prices.

According to survey of the on-going language training for unemployed persons, 75% of them have registered for state language exam after passing the course.

The Ministry of Education should regard monitoring as an essential management tool and introduce a continuous monitoring system in-house, incl. regular written updating of Programme information for all on-going Programmes.

In 2003 a new position will be created in the Ministry of Education in the Internal Audit Department to monitor the financial management of the programmes running under the Ministry. The POs will monitor the achievements and audit will follow the budget flow.

A report on the implementation of the State Integration Programme is published on an annual basis; it includes overviews of main funds allocated to integration-related activities from the state budget and external assistance, incl. the Phare Programme.

Ministry of Finance and line ministries should ensure the availability of national co-financing to ensure timely implementation of projects.

National co-financing includes concrete funds from the budgets of the Ministries of Education, Agriculture and Internal Affairs.

The follow-up integration projects should be based on analysis of effectiveness of the different activities carried out under ES-0003.01 and should be better targeted.

The objectives, activities, results and indicators of the Phare project are based on several recent surveys and analyses in different fields, incl:

ANNEX 10

DESCRIPTION OF STUDY FEE REIMBURSEMENT SYSTEM PROJECT “INTEREST” IN SUB-COMPONENT 1.2.15

Project N°: ES
Project title: Estonian Language Training and Teaching in Estonian for Non-Estonian-Speakers

I. Background

The wider objective of the study fee reimbursement system is that the ethnic minorities possess significantly better linguistic skills and social competence that is sufficient for everyday and occupational communication and further educational and career requirements.

The concrete aim of the project is to motivate and support Estonian language learning through an incentive-based scheme in which learners are reimbursed language study fees on the basis of their learning progress, which is evaluated through the state language proficiency level test.

To attract non-Estonian adults to learn Estonian, a motivating scheme for language learners known as “Reimbursement System” or as project Interest was established in April 1999 by Non-Estonians Integration Foundation (NEIF) and United Nations Development Programme (UNDP) under project ES9622.03 EU PHARE Estonian Language Training Programme. Since then the administration and implementation of the project has been the responsibility of NEIF.

The project has been financed by ES9622.03 EU PHARE Estonian Language Training Programme (1998-2000) and ES 0003.01 EU PHARE Social Integration and Language Training Programme for Ethnic minorities in Estonia (2001-2003). During the period between the two programmes funding form state budget (Ministry of Ethnic Affairs/NEIF) was used to guarantee the sustainability and continuous operation of the Reimbursement System.

The Reimbursement System is being run through two Reimbursement Offices (RO) by two Reimbursement Office Administrators in the NEIF, and supervised by Grant Manager of Component 1. The RO Administrators report to the Grant Manager of Component 1 in the NEIF.

The operation of the Reimbursement System is being continuously monitored and updated accordingly to improve the administration of the system, to guarantee the 50% reimbursement with increased study fees, to ensure the transparency and public awareness of the system and its cohesion with the Estonian legislation.

The first reimbursements/grant awards through the RS were done in August 1999. By July 2003 the number of reimbursements is 5 309. During that period estimated 15 000 learners have participated in language courses. The total grant amount received is ~ EUR 311 400. Currently the average grant amount per month is ~ EUR 14 000.

II. General Principles

<table>
<thead>
<tr>
<th>Reimbursement/Grant amount:</th>
<th>50% of the study fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maximum reimbursement/grant amount per applicant:</td>
<td>EUR 575.25 (EEK 9000)</td>
</tr>
<tr>
<td>Grants per applicant:</td>
<td>A person can apply for grant three times - once for each of three language levels</td>
</tr>
<tr>
<td>Maximum grant amount/single reimbursement per language level:</td>
<td>EUR 191.75 (EEK 3000)</td>
</tr>
<tr>
<td>Language levels:</td>
<td>I – Beginners’</td>
</tr>
</tbody>
</table>

15 This is the draft of the description of study fee reimbursement system project “Interest”, to be finalised before the launch of the tendering procedure.
II - Intermediate,  
III - Advanced  

Study period: 01.07.1999 – continuous  
Eligibility of learners:  
a) adults  
b) students under age of 15, for additional language studies in language firms  
c) exchange students are not eligible to apply  

Means for applying:  
a) visits to the Reimbursement Offices, hand-delivery of documents  
b) by mail  

Documentary requirements for applying:  
a) Certificate of language proficiency from the State Examination and Qualification Centre  
b) Proof of payment for the language study from language firms or training providers  
c) Personal identification document  
d) Individual Application Form  

III. Reimbursement System Procedures  

III.1. Following procedures apply for the management of reimbursement to individual persons:  

<table>
<thead>
<tr>
<th>Activity</th>
<th>Documentation</th>
<th>Responsible</th>
</tr>
</thead>
</table>
| 1) Maintaining and updating a database on learning opportunities and a contact list of training providers  
To promote language learning and reimbursement opportunities to potential language learners. | Information brochure, contact list of training providers | Reimbursement Assistants, Manager of Component 1 |
| 2) Registration of learners  
Standard registration form is used to register language learners through out the year. Language companies send electronic/paper registration forms to ROs. Lists of learners are inserted to electronic registration database of learners. Registration forms are kept in RO’s documentary archives. To avoid possible overlapping of registered learners and further reimbursements, language companies are divided between two offices and handled accordingly. | Registration form; Registration database of learners; Archive of registration forms | Reimbursement Assistants |
| 3) Reimbursements  
Reimbursements are handled and approved by reimbursement office assistants based on the eligibility of the applicant and the application documents. | | Reimbursement Assistants |
| 3.1) Checking the eligibility of providers of language courses:  
Providers are eligible if they are officially registered and their main activities include language training. | Registration certificate; State databases | Reimbursement Assistant |
| 3.2) Checking the eligibility of reimbursement applicants:  
a) Checking if learner is included in the registration database of learners. If the learner is not included in the database, further checking through language firms is recommended.  
b) Checking if learner has received any previous reimbursements. Reimbursements are paid once per each language level. | Registration database of learners; | Reimbursement Assistants |
### 3.3) Reception of documentation presented by the applicant

- **a)** copy of the personal identification document (passport, driver’s licence, ID card, student card)
- **b)** copy of the certificate of language proficiency (beginners’, intermediate, advanced)
- **c)** originals of proof of payments (bank documents, valid Internet payment proofs, proofs of cash paid/received etc). Proofs addressed to Tax Board are not accepted. The date of payment must be later than 01.07.1999 (commencement of courses in accordance with amended legislation but prior to the issuing date of the certificate of language proficiency)
- **d)** Individual application for reimbursement (standard form including contact information, bank accounts)

**NB:** Further enquiries are recommended if copies raise any suspicion.

### 3.3.1) Checking the proof of payment and applicant’s account number

- **a)** The proof of payment includes – company name and address, registration number, number of the proof of payment, date of issue, name of the payee, explanation of the payment, sum (numbers, words), signature of the representative of the language firm
- **b)** Account number is checked to identify the account holder. If the applicant does not have a personal bank account, different bank account with corresponding account holder must be included in the individual application form

### 3.4) Issuing the acknowledgement of grant to the applicant

The acknowledgement includes following – date of issue, number of the acknowledgement, applicant’s family name and first name, date of birth, providers of language courses, number and date of issue of the certificate of language proficiency, number and date of proof of payment(s), total sum of study fee, sum of grant.

The acknowledgements are printed (2 copies) and signed by the applicant and reimbursement office assistant. Both receive a copy. In case applications are sent by mail, a copy of the acknowledgement is returned to the applicant by mail.

### 4) Administration of databases and documents

- **a)** Reimbursement database. The information on grant acknowledgements is entered into reimbursement database. Following information is added manually – level of certificate of language proficiency, course duration, sex, county etc.
- **b)** Registration database. After issuing the acknowledgement, the number of acknowledgement and language level is added to database. Information is used to check that the applicant does not receive more than one grant per language level.
- **c)** Documentation. Individual application documents archived for 10 years (paper format) include copy of the certificate of language proficiency, copy of the individual identification document, originals of proof of payments, copy of the acknowledgement of grant

### 5) Reporting and endorsement of weekly reports

- **a)** Weekly Reports (standard format). Weekly report is an accounting document and a basis for making payments. Reports are signed by reimbursement office assistants and endorsed by the Manager of Component 1. Reports are sent to Manager of Component 1 weekly (on Monday).
- **b)** Monthly reports (standard format). Monthly reports provide statistical data about the system and are for monitoring purposes. Monthly reports are sent to Manager of Component 1 in the beginning of every month (5th).
- **c)** Annual information to Estonian Tax Board. Information sent to Tax Board covers the previous tax period and specifies the grant amount
received by each individual.
d) Regular report to the Steering Committee and Interim Reports to IA include statistical overviews based on monthly reports and financial reports based on weekly reports and payment orders issued.

6) Payments for applicants
A Payment Order, summarising payments to language learners, is added to weekly report. Payments are made according to RO’s weekly reports by accountant. Any false payment is handled on a case by case basis. Payments are made only through bank transfer.

| Weekly report; Payment order | Manager of Component 1; Accountant |

III.2. Reimbursement to employers
Reimbursements to learners in the case the study fee has been paid by the employer, are made according to similar procedure.
Following differences apply:
a) Reimbursements for single learner
   a. proof of payment – instead of the original, a copy of the proof of payment signed by the accountant of the employer is accepted
   b. payments for applicants - payment order is issued according to weekly report, specifying different account holder
b) Reimbursements for group of learners
   a. Reimbursements are handled by reimbursement office assistant and by Manager of Component 1
   b. proof of payment – instead of the original, a copy of the proof of payment signed (certified) by the accountant of the employer is accepted
   c. reporting – company report (standard format) is used in case of group courses funded by the employer.
   d. payments for applicants – Payment order is added to company report. Single transfer of funds (summarising all individual grants) is made to the employer
   e. archive – documents are archived for 10 years in NEIF office.

IV. Non-standard aspects of the Reimbursement System

<table>
<thead>
<tr>
<th>Practical Guide to Phare, Ispa &amp; Sapard contract procedures</th>
<th>Procedure for Reimbursement System</th>
</tr>
</thead>
<tbody>
<tr>
<td>Award procedure – Call for Proposals Tender period</td>
<td>The Reimbursement system is being run continuously. i.e. language learners are registered through out the year. (See Article III.1. p. 2)</td>
</tr>
<tr>
<td>Tender documents</td>
<td>Non-standard documents:</td>
</tr>
<tr>
<td></td>
<td>• Information brochure for applicants (See Article III.1. p. 1).</td>
</tr>
<tr>
<td>Evaluation Committee</td>
<td>The award decision is made by the reimbursement office assistant on the basis of established eligibility criteria. (See Article III.1. p. 3)</td>
</tr>
<tr>
<td>Evaluation procedure</td>
<td>Non-standard procedures for processing and evaluating applications.</td>
</tr>
<tr>
<td></td>
<td>• Checking the eligibility of providers of language courses</td>
</tr>
<tr>
<td></td>
<td>• Checking the eligibility of reimbursement applicants</td>
</tr>
<tr>
<td></td>
<td>• Reception of documentation presented by the applicant</td>
</tr>
<tr>
<td></td>
<td>• Checking the proof of payment and applicants account number (See Article III.1. p. 3.1-3.3.1)</td>
</tr>
<tr>
<td>Contract award/ contract dossier</td>
<td>Award of grant will be issued to the applicant on the basis of acknowledgement signed by RO assistant and grant applicant. (See Article III.1. p. 3.4)</td>
</tr>
<tr>
<td>Endorsements by EC Delegation/IA</td>
<td>No endorsements by EC Delegation/IA. Weekly reports are endorsed by Manager of Component 1. Regular reports for Steering Committee and Interim Reports sent to EC Delegation/IA. (See Article III.1. p. 5)</td>
</tr>
</tbody>
</table>
DESCRIPTION OF THE GRANT IMPLEMENTATION PROCEDURES (PROJECT SUB-COMPONENTS 1.1, 1.2, 1.3)  
ANNEX 11

Project N°: ES
Project title: Estonian Language Training and Teaching in Estonian for Non-Estonian-Speakers

1. Programme Officer (PO) / Ministry of Education, responsible for overall project implementation (incl. direct grant)

2. PO's Support Unit (SU) at the Non-Estonians' Integration Foundation (NEIF), assisting the PO in fulfilment of its responsibilities

3. 2 universities executing Sub-Component 1.1

4. Implementing Agency (IA) – CFCU, Ministry of Finance, responsible for tendering and contracting

5. EC Delegation in Estonia

Institution executing the contract 1 (NEIF):

- Grant Manager, Assistant and Accountant

Sub-comp 1.2:
- Adult language learners and other beneficiaries in Sub-Component 1.2

Sub-comp 1.3:
- Language camps, families and other beneficiaries in Sub-Component 1.3
**Explanation of abbreviations:**

1 – Direct Grant Contract 1 between Implementing Agency (CFCU) and Non-Estonians’ Integration Foundation (NEIF) to execute the component 1
2 – Memorandum of Understanding between PO/Ministry of Education and Non-Estonians’ Integration Foundation (NEIF) on establishing the PO’s Support Unit at NEIF
3 – Contract (grant or service)
4 – Monitoring of grant implementation and its relevance to the Description of Operations (IA) or assessing the relevance of the objectives of the contracts to the ToR’s (MoE/PO, NEIF)
5 – Implementation responsibilities (see description below)

Phare 2003 Programme *Estonian Language Training and Teaching in Estonian for Non-Estonian Speakers* shall be implemented in combination of service, supply and grant contracts. The above grant implementation scheme represents the basic actors implementing the Sub-Components 1.1, 1.2 and 1.3 of the project Component 1. This includes teacher training projects in the universities, adult language training, language camps and family exchange. To implement the Component 1, Contract 1 (grant, direct award) will be concluded between CFCU and NEIF, considering the experience and the previous successful performance implementing the language teaching programmes. Separate accounts for each Sub-Component will be opened by the NEIF, and annual audits will be performed. The below description of grant implementation represents the basic actors implementing the Sub-Components 1.1, 1.2 and 1.3 of the project Component 1.
## Description of the Implementation of the Contract 1 (grant, direct award) by the Non-Estonians’ Integration Foundation

<table>
<thead>
<tr>
<th>Component 1 Sub-Component:</th>
<th>Activity</th>
<th>To be contracted by the NEIF under Contract 1</th>
<th>Type of contract and procedure</th>
<th>According to DIS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sub-Component 1.1</td>
<td>1.1. To develop new training modules for national teacher training programmes, develop and publish training materials and pilot new modules by universities.</td>
<td>Partners: Tallinn Pedagogical University and Tartu University. A part of grant (EUR 37 000) will be allocated by the Non-Estonians’ Integration Foundation to the Tartu University for developing and implementing planned 5 teacher training modules, and a part of grant (EUR 37 000) will be allocated by the NEIF to the Tallinn Pedagogical University for developing and implementing planned 5 teacher training modules.</td>
<td>Partnership Statement</td>
<td>Yes</td>
</tr>
<tr>
<td>Sub-Component 1.2</td>
<td>1.2. To share information with adult language learners on reimbursement of study expenses, delivery of reimbursements to adult language learners who pass the language exam, deliver language training for socially high-priority groups.</td>
<td>Natural persons (as non-Estonian speaking adult language learners), private enterprises, self-employed persons (as language teaching companies delivering training for socially high priority groups)</td>
<td>Sub-grants (local call for proposals procedure)</td>
<td>No (see 6.3. Non-Standard Aspects)</td>
</tr>
<tr>
<td>Sub-Component 1.3</td>
<td>1.3. To select language camps and organisations providing family exchanges, organise and deliver training to language camp managers and teachers, develop and publish a set of worksheets on teaching in language camps and in family exchange programmes, support language camps and family exchange programmes, organise and deliver training to children in language camps and on family exchange programmes.</td>
<td>NGOs and self-employed persons (as (a) managers of language camp and family exchange projects, (b) trainers of language camp managers and teachers, (c) trainers of children participating in language camps and family exchanges, (d) developers and publishers of a set of worksheets on teaching in language camps and in family exchange programmes)</td>
<td>Grant scheme (local call for proposals procedure)</td>
<td>No (see 6.3. Non-Standard Aspects)</td>
</tr>
</tbody>
</table>

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16 This is the draft of the description of grant implementation, to be finalised before the launch of the tendering procedure.
Non-standard Aspects of the Grant Component 1 (see also 6.3. Non-Standard Aspects)

The main characteristics which distinguish standard service contract implementation from standard grant implementation scheme are the number of contract winners and the ownership of the results. Standard service contract has one winner and the Contracting Authority will receive the ownership of the results. For standard grant implementation there are multiple winners and the grant beneficiary has the ownership of the project and its results. Based on the above scheme the following non-standard aspects can be stated:

1. For the Component 1 Sub-Components 1.2. and 1.3. compiling the Contract 1 (grant, direct award) between CFCU and the NEIF the non-standard aspects concern the beneficiaries being not the non-profit and non-commercial institutions. These beneficiaries will also be profit making and natural persons, incl.:
   - language teaching companies, self-employed persons (as delivering training for socially high priority groups) and natural persons (as non-Estonian adult language learners) in Sub-Component 1.2.
   - self-employed persons (as managers of language camp projects) in Sub-Component 1.3.
2. In Sub-Component 1.2. Estonian Language Training for Adults, the non-standard aspect of the reimbursement system is that this is being run continuously. i.e. language learners are registered throughout the year and information is supplied in the form of Information Brochure for Applicants. Standard Evaluation Committee, evaluation procedure and Contract award/contract dossier is placed with the procedure, where the reimbursement office makes the award decision, and non-standard procedures for processing and evaluating applications are used (incl. checking the eligibility of providers of language courses; checking the eligibility of reimbursement applicants; reception of documentation presented by the applicant; checking the proof of payment and applicants account number). Also, award of grant will be issued to the applicant in the form of signed grant acknowledgement. EC Delegation/IA makes no endorsements. Manager of Component 1 endorses weekly reports. Regular reports for Steering Committee and Interim Reports are submitted to the EC Delegation/IA (see also ANNEX 10).

Grant Component 1 Implementation Arrangements

Responsibilities of an Institution executing a sub-component on the basis of contract

- Proper execution of a sub-component
- Reporting to Institution executing Component 1 (NEIF)

Responsibilities of an Institution executing Component 1 (NEIF)
The task of executing Component 1 on the basis of Contract 1 (grant, direct award) by NEIF ensures continuity with the previous EU Phare Estonian Language Training Programme (ES-9622.03; 1998-2000) and ongoing EU Phare Programme “The Social Integration of Estonian Society and Language Teaching Programme for the non-Estonian-speaking Population” (ES-0003.01)

- Proper execution of Component 1 (Direct Grant Contract 1)
- Programming and planning activities of the Sub-Components of Component 1 (Direct Grant Contract 1)
- Preparation of requests for payments for the execution of the Component 1 (Direct Grant Contract 1) for approval by MoE/PO and IA
- Preparation of ToRs for tendering, tender documents, tender evaluation reports for approval by MoE/PO and IA
• Preparation of amendments on its own initiative or by the request of institution executing a sub-component, Direct Grant Contract 1 (Component 1) amendment requests for approval by MoE/PO and IA
• Signing the contracts with institution executing a sub-component
• Approval of sub-component contracts’ reports
• Disbursement of funds for institution executing a sub-component
• Assisting the Steering Group of the Component 1 (Direct Grant Contract 1)
• Providing necessary administrative assistance to institution executing a sub-component
• Development of project management capacities for institution executing a sub-component
• Carrying out the evaluation committees for the selection of institution executing a sub-component
• Monitoring and evaluation of the sub-component
• Yearly and final audit arrangement for Component 1 (Direct Grant Contract 1)
• Preparation of interim and final reports for approval by MoE/PO and IA

Responsibilities of PO’s Support Unit at NEIF
• Assisting the PO in fulfilment of its responsibilities

Responsibilities of Programme Officer/Ministry of Education
• Approval of ToRs for tendering, tender documents, tender evaluation reports, requests for payment to IA, requests of payments to institution executing a sub-component, Request of Funds to IA for overall project implementation, interim and final grant reports to IA prepared by the Institution executing Component 1 (NEIF), sub-component’s contract amendments on NEIF’s own initiative or by the request of institution executing a sub-component, Direct Grant Contract 1 (Component 1) amendment requests prepared by Institution executing Component 1 (NEIF)
• Forwarding the abovementioned documents to the IA for approval
• Chairing the evaluation committees selecting the institution executing a sub-component
• Submission of the composition of the evaluation committee to the IA for approval
• Assessing the relevance of Component 1 (Direct Grant Contract 1) outcomes to ToR.
• Chairing the Steering Group of the Direct Grant Contract 1 (Component 1)
• Sound financial management of the Direct Grant Contract 1 by Institution executing Component 1 (NEIF).

Responsibilities of Implementing Agency (CFCU)
• Approval of ToRs for tendering, tender documents, tender evaluation reports, requests for direct grant payments, Request of Funds for overall project implementation, interim and final direct grant reports prepared by Institution executing Component 1 (NEIF) and approved by PO
• Approval of sub-component’s contract amendments on NEIS’s own initiative or by the request of institution executing a sub-component prepared by Institution executing Component 1 (NEIF) and approved by PO
• Participation, as an observer, in the evaluation committees selecting the institution executing a sub-component
• Approval of composition of the evaluation committee selecting the institution executing a sub-component
• Forwarding the composition of the evaluation committee to the EC Delegation for endorsement
• Approval of Direct Grant Contract 1 (Component 1) amendment requests approved by PO
• Administrative monitoring of Direct Grant Contract 1 (Component 1) implementation
• Participation in the Steering Group of the Direct Grant Contract 1 (Component 1)
• Sound financial management of the Direct Grant Contract 1 (Component 1)

Responsibilities of the EC Delegation
• Approval of ToRs for tendering, tender documents, tender evaluation reports, Request of Funds for overall project implementation, interim and final direct grant reports approved by PO and IA
• Participation, as an observer, in the evaluation committees selecting the institution executing a sub-component
• Endorsement of the composition of the evaluation committee selecting the institution executing a sub-component followed by approval of IA
• Endorsement of Direct Grant Contract 1 (Component 1) amendment requests approved by PO and IA
• Participation in the Steering Group of the Direct Grant Contract 1 (Component 1)
• Assurance of sound financial management in place in the IA and the Institution executing Component 1 (NEIF)

V. Sound financial management of the Grant

Although EDIS for Phare applies only to the Implementing Agencies (here CFCU) the principles of EDIS will be additionally included to the performance of the intermediary bodies managing the grants (here NEIF as Institution executing Component 1). However, the application of EDIS for the intermediary bodies will be executed in the limited extent.

Following the outcome of the “grant scheme assessment” undertaken by the EC Delegation on the basis of Phare Programming Guide 2003, the implementation of the Component 1 (Contract 1, grant, direct award) by the NEIF and of the Component 10 (Contract 10, grant scheme, local call of proposals) by NGOs and local governments are conditional upon evidence that the recommendations of such assessment have been addressed, and in particular, that NEIF and CFCU have strengthened their capacity and clearly outlined its procedures and systems in place for subcontracting.

The financial control of the Direct Grant Contract 1 (Component 1) foresees the involvement of internal control departments of the two ministries. Ministry of Finance is responsible for internal control in the CFCU, being the division of the Foreign Financing Department. Institution executing Component 1 (NEIF) is operating under the administration of the Ministry of Education.

For the sound financial management of the Direct Grant Contract 1 (Component 1) by the IA and Institution executing Component 1 (NEIF), the following requirements will be fulfilled:

1. For the management of Phare funds
   • Legal right to manage the Phare funds
   • IA and Institution executing Component 1 (NEIF) management structure in place with adequate and transparent lines of responsibility and reporting
   • Written management procedures manual for IA and Institution executing Component 1 (NEIF)
   • Mechanisms in place which avoid overlapping of different sources of funding for the implementation of Grant Contract 1

2. Procurement rules followed according to Section 6 of the PRAG (award of grants) in terms of
   • Project selection procedure
   • Wide invitation of applicants, their recording, communication with them
   • Use of consistent, quantitative, qualitative and relevant technical criteria
   • Persons involved in final selection and responsibility of the decisions made
3. Separation of powers
   - Payment orders signed at least two authorised persons organisationally and functionally independent from each other
   - Processing of payments, accounting and procurement organisationally separated from each other
   - Any expenditure is based on approved budget and the stages of the purchases (ordering, receipt, and accounting) are organisationally separated from each other

4. Staff
   - Sufficient number and qualified staff for the implementation of the grant
   - Training needs and staff requirements identified
     1. Policies. Training activities are designed to further the objectives and expected goals of a grant and to strengthen staff capacities of Institution executing Component 1 (NEIF) and of sub-grant receivers
     2. Principles. The general principles that apply in organising any type of training are:
        (a) Planning. All training contributes directly to the grant objectives, being necessary to produce the outputs and achieve goals;
        (b) Reporting. Institution executing Component 1 (NEIF) regularly assesses and evaluates the impact of training;
        (c) Selection. The Institution executing Component 1 (NEIF) establishes procedures to ensure that the qualified candidates are selected for training. The selection of candidates and of the training venue is based on the job description, actual performance on the job, and the experience, aptitudes and academic background of the candidate.
   - Financial resources for training and staff needs exist

5. Internal control in IA and Institution executing Component 1 (NEIF)
   Matching 1266/99 condition: effective internal controls including an independent audit function and an effective accounting and financial reporting system which meets internationally accepted audit standards
   Control activities comprise: (1) internal financial control, (2) internal audit, (3) accounting and financial reporting system and (4) operational monitoring, assessment and evaluation.

   - Internal financial control (financial management system in place in IA and Institution executing Component 1 (NEIF) or external financial controller from the Ministry of Finance or from the Ministry of Education)
   - Internal Audit: The internal audit function is performed by IA or the Institution executing Component 1 (NEIF) itself or by a central audit. In both cases the principle of “functional independence” will be followed
   - Financial accounting and reporting (all expenditures allocated and recorded, availability to identify different grant components in the accounts, written internal management and accounting manual and audit trail for financial flows exist)
   - Ad hoc and regular operational monitoring, assessment and evaluation activities carried out between sub-grant receivers, Institution executing Component 1 (NEIF) and IA, the activities and their results recorded.

The above criteria and conditions for management of grants are based on Regulation 1266/99. However, these criteria and conditions do not represent the full list of requirements in order to implement EDIS, but the core requirements for management of grants in the IAs. In order to
guarantee the sound financial management of the Direct Grant Contract 1 by Institution executing Component 1 (NEIF) the above-listed limited principles will be extended to NEIF as well.

Institution executing Component 1 (NEIF) will currently guarantee the fulfilment of the following requirements concerning staff and training needs, management of management of financial flows and internal control system.

Identification of staff and training needs

1. Policies. Training activities are designed to further the objectives and expected goals of a grant and to strengthen staff capacities of Institution executing Component 1 (NEIF) and of sub-grant receivers.

2. Principles. The general principles that apply in organising any type of training are:
   • **Planning.** All training contributes directly to the grant objectives, being necessary to produce the outputs and achieve goals;
   • **Reporting.** Institution executing Component 1 (NEIF) regularly assesses and evaluates the impact of training;
   • **Selection.** The Institution executing Component 1 (NEIF) establishes procedures to ensure that the qualified candidates are selected for training. The selection of candidates and of the training venue is based on the job description, actual performance on the job, and the experience, aptitudes and academic background of the candidate.

Internal Control System

(1) Internal Financial Control:
   (a) Double signature system and any ex ante financial control system implicit in the accounting or financial service system inside the financial management system of the Institution executing Component 1 (NEIF) or explicitly conducted by a delegated financial controller from outside the Institution executing Component 1 (NEIF) (e.g. from the Ministry of Finance).

   (b) Controls that are in place to ensure that payment claims on EU funds are complete and accurate, including not only payment on contracts but also claims to the National Fund for instalments.

   (c) Internal controls are categorised as **accounting controls** or **administrative controls**. Accounting controls are designed to safeguard assets and ensure the accuracy of financial records. Administrative controls are designed to promote operational efficiency and adherence to Institution executing Component 1 (NEIF) policies and procedures. Accounting controls are further categorised as either **preventive controls** or **detective controls**. Preventive controls are designed to prevent (1) invalid transactions from being processed, and (2) assets from being misappropriated. Detective controls are designed to (1) identify errors or irregularities in transactions already processed, and (2) identify missing assets or invalid disbursements.

Proper approvals. Specific authorisations relate to individual transactions or documents and require formal approval signatures by Institution executing Component 1 (NEIF) personnel having proper approval authority. The Institution executing Component 1 (NEIF) employee approving the transaction/document is **taking responsibility for its authenticity, using the** information required to justify the transaction's correctness prior to approving it.
Separation of duties. Elements of a transaction are processed by different individuals, each person provides a check over the other. Separating responsibility for physical security of assets from related record keeping is a critical control. This is extremely important where cash is involved.

Physical safeguards. To prevent theft or unauthorised processing of transactions in the Institution executing Component 1 (NEIF) Financial Accounting System, unnecessary access to Institution executing Component 1 (NEIF) assets and financial records is restricted. Physical safeguards apply to IA financial records and the means to alter record keeping including: unused forms, files, computer disks, ledgers, etc. Physical arrangements are designed to prevent unauthorised access to IA assets and accounting records.

(2) Financial Accounting and Reporting:

(a) The accounting and financial reporting is effective and meets internationally accepted audit standards: (i) the accounting and financial reporting systems in the Institution executing Component 1 (NEIF) correctly record and allocate expenditures; and, (ii) each programme is separately identifiable in the accounts, so permitting a clear account to be made of all Financing Memoranda resources under the decentralised responsibility of the NAO and permitting the tracking of EU money’s down to the project and contract level.

VI. Management of financial flows

Applicability of procedure

Procedures described are applied to the financial administration of all activities of Institution executing Component 1 (NEIF).

Institution executing Component 1 (NEIF) will:

1) keep accounting records - organise its accounts in such a way as to ensure relevant, objective and comparable information which has been recorded and reported in accordance with generally accepted accounting principles;

2) document all its business transactions;

3) on the basis of source documents or summary documents prepared on the basis thereof, post and record all its business transactions in accounting ledgers and journals;

4) prepare and present annual and other financial reports, if needed;

5) preserve accounting documents. Business transactions are recorded on an accrual basis.

Principles for preparation of financial statements

Financial statements prepared on the basis of recorded transactions will present a true and fair view of the Institution executing Component 1 (NEIF) assets and liabilities.

Obligation to maintain accounting

In order to fulfil the accounting requirements prescribed in Accounting Act Passed 8 June 1994, Institution executing Component 1 (NEIF) authorised Director who is responsible for all of the entity’s business activities directly to the Governing Board (Supervisory Board) has a structural accounting unit.
Documenting and Recording Business Transactions in Accounting Ledgers and Journals

Documenting and recording business transactions

(1) Institution executing Component 1 (NEIF) is documenting and recording all its business transactions chronologically (in a journal) and systematically (in a ledger) when they occur or, if this is not possible, at the earliest possible opportunity thereafter.

(2) All accounting entries will be supported by source documents or summary documents prepared on the basis of source documents, certifying the corresponding business transactions. Adjusting entries made upon preparation of financial statements will be supported by adjusting entry documents prepared by the accounting entity.

Source documents

(1) A source document is a written document which verifies a business transaction. A source document shall include the following requisite information:

1) the name and number of the document;
2) the date of preparation and the registration number;
3) the content and basis of the transaction;
4) numerical data relating to the transaction (quantity, price and total amount);
5) the names of the other parties to the transaction and the addresses of their seats or places of residence;
6) signature(s).

Payment documents (orders) are signed by two specifically authorised persons who are organisationally and functionally independent from each other.

(2) Source documents are preserved.

The functions of accountant in verifying and executing payments are to:

(1) Ensure that the payment is made against a recorded commitment;
(2) Ascertain that all the goods or services for which payment is claimed have been delivered, according to the terms outlined in the commitment documents;
(3) Verify that all expenditure is based on duly approved budget and/or plans, and that the ordering, receiving and accounting for any purchases are organisationally separated from each other.
(4) Avoid duplicate payments for the said goods and services;
(5) Refuse the payment if there are any reasons that he/she knows should bar the payment.
(6) The authority assigned in verifying cannot be delegated.

Banking Arrangements

The Institution executing Component 1 (NEIF) banking arrangements are decided by the Director in accordance with Statute of the NEIF and authority given by the Governing Board.

Bank accounts - opening/closing, designation and responsibilities of signatories

(1) Bank accounts for Institution executing Component 1 (NEIF) are opened or closed by the Director.
(2) The Director of Institution executing Component 1 (NEIF) designates signatories to operate bank accounts.
(3) Signatories are responsible for ensuring that bank transfer requests have been properly prepared and are supported by adequate documentation.
(4) Signatories may only operate accounts for which they have been designated.

**Double-entry bookkeeping**

Institution executing Component 1 (NEIF) will process business transactions and preserve records on a double-entry basis.

**Chart of accounts**

Institution executing Component 1 (NEIF) prepares a chart of accounts for recording business transactions and adjusting entries.

**Journals**

(1) Business transactions shall be recorded chronologically in a daily journal. Based on a source document or summary document prepared on the basis thereof, a journal entry shall be recorded and assigned a transaction number. The accounts affected shall be noted on the source document or summary document. A journal entry shall include the document’s transaction number in the journal, the transaction date, debited and credited accounts and recorded amounts.

(2) Journal entries shall include the following requisite information:

1) transaction date;
2) transaction number;
3) accounts debited and credited;
4) amounts debited and credited;
5) a short explanation of the transaction;
6) reference to the name and number of the source (summary) document.

(3) Instead of a general journal, a system of special journals may be maintained.

**Ledgers**

(1) The systematic registers are the general ledger and subsidiary ledgers.
(2) Transactions are posted to the general ledger by accounts.

**Unified journal/ledger registration**

A unified journal-ledger system may be used to record business transactions.

**Corrections**

(1) Incorrect entries on source and summary documents and in journals and ledgers may not be deleted or corrected without proper supporting documentation. No corrections shall appear on source documents supporting cash transactions.
(2) Incorrect entries in journals and ledgers shall be corrected by recording a correcting entry which shall include the transaction number of the original entry in the journal. A correcting entry document shall be prepared if the correction is not supported by a source document.
(3) The person making the correcting entry shall write his or her name, the date of the correction and the basis for the correction on the correcting entry document. A reference to the correction shall be made on the original source document next to the original entry.

**Preparation of accounting records**

Journals and ledgers are prepared and preserved:

1) as printed documents;
2) on tapes, diskettes, magnetic tapes or other data media which can be reproduced as printed matter by computer. If this type of preservation is actual, the permission to prepare and preserve the documents without backup printouts is obtained from the Minister of Finance.

Accounting policies and procedures of Institution executing Component 1 (NEIF)

Institution executing Component 1 (NEIF) establishes accounting policies and procedures which cover business transaction documentation, physical inventory of assets, verification of settlements, document flow, preparation of accounting records and files, charting of accounts, usage of codes and abbreviations, criteria used to classify fixed and current assets, automatic data processing systems used, preservation of accounting documents and the procedure for preparation of financial statements.

General Requirements for Financial Statements and Annual Reports

Financial year

(1) The length of a financial year of Institution executing Component 1 (NEIF) is twelve months.
(3) The financial year is a calendar year.

Annual Financial statements

(1) At the end of each financial year Institution executing Component 1 (NEIF) is preparing annual financial statements, which consist of a balance sheet, income statement and accompanying notes.
(2) Annual financial statements shall be prepared on the basis of business transactions recorded during the financial year. Year-end procedures involve taking the physical inventory of assets and balancing the accounts, preparing and recording adjusting and closing entries, estimating assets and liabilities, calculating ending balances, determining the financial year’s revenues, expenses and net profit (loss), and preparing the necessary notes and disclosures.
(3) Annual financial statements shall be prepared in the Estonian language and monetary amounts shall be reported in the official currency of the Republic of Estonia.
(4) Annual financial statements shall present a true and fair view of an accounting entity’s assets, liabilities, owners’ equity and profit (loss) for an accounting period.
(5) Financial statements shall be prepared in accordance with this Act and generally accepted accounting principles.
(6) Institution executing Component 1 (NEIF) will disclose additional information regarding the accounting principles, valuation methods and estimates used in preparing the annual financial statements in the accompanying notes.

Preservation of Accounting Documents

Obligation to preserve accounting documents

(1) Institution executing Component 1 (NEIF) will preserve source documents at least for seven years.
(2) Accounting ledgers, journals, contracts, financial statements, reports and other business documents which are necessary for reconstructing business transactions during audits will be preserved for ten years.
(3) Business documents relating to long-term rights and obligations will be preserved for seven years after the expiry of their terms of validity.

Liability

Personal Liability for Accounting
Personal liability for offences relating to accounting is provided by the Establishment of Personal Liability for Accounting and Correctness of Accounting Information Act.
DESCRIPTION OF THE GRANT SCHEME PROCEDURES OF COMPONENT 10

ANNEX 12

Project No: ES
Project title: Estonian Language Training and Teaching in Estonian for Non-Estonian-Speakers

Responsibilities of Institutions executing projects on the basis of grant scheme contracts

- Proper execution of the single projects according to the conditions provided in the Grant Contract and its annexes.
- Sound financial management of the projects by Institutions
- Programming and planning activities of projects
- Preparing sub-contracting documents (incl. tender dossiers, evaluation reports, sub-contracts etc.) and evaluation of the offers and applying approval for the documents and procedures from MoE/PO.
- Control of the sub-contractors activities within the sub-contract.
- Preparation of requests for payments for the execution of projects for approval by MoE/PO and IA
- Preparation of interim and final reports for approval by MoE/PO and IA

The beneficiaries will present the CVs of key staff involved in the project and describe the methodology of project in the Application Form of the project. They also should present their experience from previous projects. All these categories will be evaluated as indicators of capacity of applicants.

Responsibilities of PO’s Support Unit at NEIF
- Assisting the PO in fulfilment of its responsibilities

Responsibilities of Programme Officer/Ministry of Education
- Approval of ToRs for tendering, tender documents, tender evaluation reports, requests for payment to IA, requests of payments to Institution executing a project, Request of Funds to IA for overall project implementation, interim and final grant reports to IA prepared by the Institutions executing projects
- Forwarding the abovementioned documents to the IA for approval
- Chairing the evaluation committees selecting the Institutions executing projects
- Submission of the composition of the evaluation committee to the IA for approval
- Assessing the relevance of Component 10 (grant scheme contracts) outcomes to ToR.
- Acting as the Secretariat to the Phare Project’s Steering Committee which is supervising and monitoring the execution of projects under grant scheme of Component 10

Evaluation and selection of the applications
The project selection will strictly follow the procedures described in PRAG section 6 “Grants”. The projects will be selected via local call for proposals. For the evaluation of the projects an Evaluation Committee will be established by PO Support Unit in co-operation with MoE and approved by the Ministry of Finance and EC Delegation in Estonia. After checking the eligibility and administrative, technical and financial compliance of the applications the evaluation committee will make a financing proposal to the PO who will in turn ask approval from PAO. The final approval of the

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17 This is the draft of the description of grant implementation, to be finalised before the launch of the tendering procedure.
Evaluation process
The evaluation process starts with the receipt of the proposals by the PO Support Unit and ends with the decision of Delegation of the European Commission to award grants to the selected applicants.

All proposals will be opened in an opening session of the Evaluation Committee. The names of the applicants who submitted proposals within the stipulated deadline and those who submitted their applications after the stipulated deadline will be announced.

Each proposal will be evaluated by the members of the Evaluation Committee (at least 5), if assessors carry out the assessment, the recommendations must be presented to the Evaluation Committee in writing. The average of the grades obtained from the grids filled in by the evaluators will be calculated.

According to the results of the evaluation, the Evaluation Committee draws up its recommendations, prepares the Evaluation Report and submits it for approval to MoE/PO. The MoE/PO checks whether the procedure followed by the Evaluation Committee has been correct and submits the results to the Ministry of Finance for approval.

The evaluation report will be approved by the Ministry of Finance (CFCU) who will submit the evaluation report together with the applications to the Delegation of the European Commission for final approval.

Preparation of the contracts for the beneficiaries
In principle the Model of Standard Grant Contract is provided as Annex B to the Guidelines for Applicants. The CFCU prepares the grant contracts and submits to the PAO for approval. After giving the approval to the grant contracts PAO/CFCU will submit the contracts to the EC Delegation for endorsement. Following the approval of the contracts by ECD, the grant contracts will be signed with the beneficiaries.

Responsibilities of Implementing Agency (CFCU)
- Approval of ToRs for tendering, tender documents, tender evaluation reports, requests for grant payments, Request of Funds for overall project implementation, interim and final direct grant reports prepared by Institutions executing projects and approved by PO
- Participation, as an observer, in the evaluation committees selecting the Institutions executing projects
- Approval of composition of the evaluation committee selecting the Institutions executing projects
- Forwarding the composition of the evaluation committee to the EC Delegation for endorsement
- Administrative monitoring of grant scheme projects (Component 10) implementation
- Participation in the Steering Committee of the Phare Project
- Sound financial management of the projects

Financing Scheme
- MoE is responsible for applying for co-financing funds of the grant scheme from the state budget.
- In order to make payments to beneficiaries, the National Fund applies for transferring the co-financing funds and additional funds for VAT into an account opened for the project.
- MoE transfers the co-financing funds to the account opened for the project according to the request of National Fund.
There are two separate accounts for the project in the National Fund as it is required to hold the Phare funds on a separate account.

The beneficiary undertakes to finance 15% of the total grant in addition to the grant amount financed within the contract.

The beneficiary should open a separate account for Phare funds.

The beneficiary submits the request for advance payment to MoE for approval (the request for advance payment should also include the VAT for the funds of 25%).

PO submits the requests for payments to PAO/CFCU for approval.

CFCU applies for transferring Phare and co-financing funds into the sub-accounts of the projects.

National Fund transfers the funds according to the request submitted by the CFCU.

The payments to the beneficiaries are made by the CFCU proportionally:
- 75% from Phare funds
- 25% from national co-financing funds

In order to obtain the interim payments the beneficiary is obligated to present the report with actual expenditure and the activity plan for the following period together with the request for interim payment. (the request for interim payment should also include the VAT for the funds of co-financing (25%)). The report should include the actual and planned expenditure from the additional financing undertaken by the beneficiary.

In case of approval of the report and request for payment the CFCU transfers the interim payment into the beneficiary’s accounts (proportionally).

In case of approval of the final report by MoE/PO, PAO/CFCU, the CFCU transfers the balance into the beneficiary’s accounts.

CFCU provides the MoE with the information regarding the balance of Phare and co-financing funds.

Control and reporting

The reporting process is carried out at different levels:
- Each individual project has to provide regular (quarterly) financial and progress reports. MoE and PO Support Unit will prepare the standard formats for reporting and time schedule of reporting.
- MoE compiles quarterly progress reports of the whole project and submits them to the Steering Committee for approval and to PAO for information. MoE reporting will provide an overall view at project results and planning.

The system of project control is internal. It is a bottom up control:
- Beneficiaries control their own project, their team (if there are partners), their sub-contractors.
- MoE supervises and monitors progress and planning of individual projects.
- PO Support Unit supervises and monitors progress and planning of projects.
- The Phare Project’s Steering Committee controls the whole project’s progress and planning and takes all project strategic decisions.
- The final report of each single project under Component 10 should be approved by the PAO/CFCU and sent for information and comments to EC Delegation.

Capacity of NEIF and CFCU

Following the outcome of the “grant scheme assessment” undertaken by the EC Delegation on the basis of Phare Programming Guide 2003, the implementation of the Component 1 (Contract 1, grant, direct award) by the NEIF and of the Component 10 (Contract 10, grant scheme, local call of proposals) by NGOs and local governments are conditional upon evidence that the recommendations of such assessment have been addressed, and in particular, that NEIF and CFCU have strengthened their capacity and clearly outlined its procedures and systems in place for subcontracting.

Responsibilities of the EC Delegation
• Approval of ToRs for tendering, tender documents, tender evaluation reports, Request of Funds for overall project implementation, interim and final grant reports approved by PO and IA

• Participation, as an observer, in the evaluation committees selecting the Institutions executing projects

• Endorsement of the composition of the evaluation committee selecting the institutions executing projects followed by approval of IA

• Participation in the Steering Committee of the Phare Project

• Assurance of sound financial management in place in the IA and the Institutions executing projects under Component 10
REFERENCE TO FEASIBILITY/ PRE-FEASIBILITY STUDIES

Project N°: ES
Project title: Estonian Language Training and Teaching in Estonian for Non-Estonian-Speakers

Directly related studies:


Indirectly related studies:


LIST OF RELEVANT LAWS AND REGULATIONS

Project N°: ES
Project title: Estonian Language Training and Teaching in Estonian for Non-Estonian Speakers

1. Citizenship Act
2. Language Act
3. Education Act
4. Basic and Upper Secondary Schools Act
5. Regulation of the Government of the Republic No. 219 of 30.06.2000 “Conditions and procedure for the combination of the citizenship applicant’s Estonian language exam and the Estonian language achievement exam”
6. Regulation of the Minister of Education No. 4 of 02.03.2000 “Conditions for the combination of the elementary school and upper secondary school Estonian language final exams with the Estonian language achievement exam”
ANNEX 15

LIST OF GOVERNMENT STRATEGIC PLANS AND STUDIES

Project No: ES
Project title: Estonian Language Training and Teaching in Estonian for Non-Estonian Speakers


Project No: ES
Project title: Estonian Language Training and Teaching in Estonian for Non-Estonian Speakers

European Commission

National Aid Coordinator (NAC) – Minister of Finance

National Authorising Officer (NAO) – Secretary-General of the Ministry of Finance

Programme Authorising Officer (PAO) – Deputy Secretary-General of the Ministry of Finance

Programme Officer (PO) – Advisor of the Ministry of Education, responsible for ensuring the implementation of the project

PO's Support Unit (SU) at the Non-Estonians' Integration Foundation, assisting the PO in the implementation of the project

Implementing Agency (IA) – CFCU, Ministry of Finance, responsible for tendering and contracting

The Project Steering Committee, supervising and guiding the project

Institution executing a project component (grant, supply or service contract)

Institution executing a project component (grant, supply or service contract)

Institution executing a project component (grant, supply or service contract)

Office of the Minister for Ethnic Affairs

Members of Parliament

Universities and research institutions

President’s Roundtable on Minorities

Ethnic Minority NGOs

Local governments

Citizenship and Migration Board

Language Inspection Board

State Examination and Qualification Centre
Project N°: ES  
Project title: Estonian Language Training and Teaching in Estonian for Non-Estonian Speakers

Low level of Estonian citizenship and involvement in Estonian society by non-Estonian speakers

- Limited opportunities in the labour market among young non-Estonian speakers
- Limited opportunities for higher education among young non-Estonian speakers

- Estonian and non-Estonian speaking families lack awareness of the benefits of integration

- Limited range of subjects taught in Estonian
- Monolingual (Russian) graduates from basic schools and gymnasiums
- Weakness in teaching in multicultural classes

- Lack of state language (Estonian) knowledge among non-Estonians, esp. adults
- Lack of social contact/communication between Estonians and non-Estonians

- Lack of study materials
- Lack of competent teachers on all levels (pre-school, primary, basic, gymnasium, vocational)
- Lack of training materials

- High turnover/low retention of teachers
- Weakness in 2nd language teacher training and in-service training
- Lack of teacher training courses at universities on teaching subjects in Estonian and in bilingual classes

- Limited opportunities to learn Estonian among non-Estonian adults
- Myths and prejudices distorting reality among Estonians and non-Estonians
- Information gaps among non-Estonians and non-Estonians about each other

- Lack of available information on language training opportunities
- Environment for language learning does not exist in North-East
- Differing media consumption habits of Estonians
- Physical/cultural divides between

- Uncertainty over resource availability for additional teachers
- Weakness in 2nd language teacher training and in-service training
- Lack of teacher training courses at universities on teaching subjects in Estonian and in bilingual classes

- Low capacity and lack of resources of NGOs in involving people in integration

- Information gaps among non-Estonians and non-Estonians about each other
- Environment for language learning does not exist in North-East
- Differing media consumption habits of Estonians
- Physical/cultural divides between
Project No: ES
Project title: Estonian Language Training and Teaching in Estonian for Non-Estonian Speakers and Awareness Raising on Migration

Increased involvement of non-Estonians in Estonian society

- Increased opportunities in the labour market among young non-Estonian speakers
- Increased opportunities for higher education among young non-Estonian speakers
- Majority of Estonians and non-Estonians are aware of the benefits of integration and use them actively

- Increased number of subjects taught in Estonian
- Increased Estonian language knowledge of graduates from Russian-medium basic schools and gymnasiums
- Increased teaching quality in multicultural classes
- Significant number of non-Estonians is fluent in the state language, esp. adults
- Significant number of Estonians and non-Estonians has established new contacts, esp. youth.

- Sufficient number of study materials available
- Sufficiently qualified teachers available on all levels (pre-school, basic, gymnasium, vocational)
- Sufficient number of teaching materials available
- Motivation for language learning is higher among majority of non-Estonians, esp. adults
- Opportunities to learn Estonian created for non-Estonians, esp. adults
- Positive images about Estonians and non-Estonians created
- Capacity of NGOs strengthened and resources available to involve people in integration

- Reduced turnover of teachers
- Improved quality of 2nd language teacher training and in-service training
- Sufficient number of teacher training courses for teaching subjects in Estonian and in bilingual classes
- Information available for Estonians and non-Estonians about each other, esp. through the media
- Overlap of media consumption habits among Estonians and non-Estonians

- Good overview of resource availability for additional teachers
- Information on language training opportunities available
- Opportunities to practice Estonian created for non-

- Positive images about Estonians and non-Estonians created
- Capacity of NGOs strengthened and resources available to involve people in integration
ENROLMENT TARGETS FOR RUSSIAN-MEDIUM SCHOOLS IN THE FRAMEWORK OF COMPONENT 6 AND 7
Project No.: ES
Project title: Estonian Language Training and Teaching in Estonian for Non-Estonian Speakers

Estimated enrolment per grade level for the years 2002-2007:

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
<th>Number of Students</th>
<th>% of Total Student Population Under Phare Project (sub-comp 1.2.) Schools</th>
<th>% of Total Student Population of Russian-language Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002-2003</td>
<td>250</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>250</td>
<td>0.5</td>
<td></td>
</tr>
<tr>
<td>2003-2004</td>
<td>250</td>
<td>250</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>500</td>
<td>1.1</td>
<td></td>
</tr>
<tr>
<td>2004-2005</td>
<td>1,000</td>
<td>250</td>
<td>250</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>750</td>
<td>1.6</td>
<td>3.3</td>
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<tr>
<td>2005-2006</td>
<td>1,000</td>
<td>1,000</td>
<td>250</td>
<td>250</td>
<td></td>
<td></td>
<td></td>
<td>1,000</td>
<td>3.5</td>
<td>5.9</td>
</tr>
<tr>
<td>2006-2007</td>
<td>1,000</td>
<td>1,000</td>
<td>1,000</td>
<td>250</td>
<td>250</td>
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<td>1,250</td>
<td>5.6</td>
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<td>2007-2008</td>
<td>1,125</td>
<td>1,000</td>
<td>1,000</td>
<td>1,000</td>
<td>250</td>
<td>250</td>
<td></td>
<td>1,500</td>
<td>8.2</td>
<td>12.2</td>
</tr>
</tbody>
</table>

Conclusion
By 2004, late immersion language teaching methodology should be available in 25% of Estonia’s 79 Russian-medium schools. With respect to total number of Russian-medium schools:
- there were 100 Russian-medium schools in September 2001
- there will be 93 schools in September 2002
- an estimated 79 schools in 2004
- an estimated 67 schools in 2007
STATE INTEGRATION PROGRAMME IMPLEMENTATION SCHEME

ANNEX 19

Project N°: ES

Project title: Estonian Language Training and Teaching in Estonian for Non-Estonian Speakers

STEERING COMMITTEE
- representatives of responsible institutions, incl:
  - Minister for Ethnic Affairs (overall responsibility),
  - Ministries of Education, Cultural Affairs, Internal Affairs, Social Affairs, Finances, the Integration Foundation, expert commission

OFFICE OF THE MINISTER FOR ETHNIC AFFAIRS

EXPERT COMMISSION
- representatives of general and media monitoring groups
- representatives of academic institutions performing integration-related research

INSTITUTIONS RESPONSIBLE FOR SUB-PROGRAMMES:

MINISTRY OF EDUCATION:
- "Education"
- "The education and culture of ethnic minorities"
- "The teaching of the Estonian language to adults"
- "Social competence"

MINISTRY OF CULTURE:
- "The education and culture of ethnic minorities"
- "Social competence"

MINISTRY OF SOCIAL AFFAIRS:
- "The teaching of the Estonian language to adults"
- "Social competence"

MINISTRY OF INTERNAL AFFAIRS:
- "Social competence"

INTEGRATION FOUNDATION:
- "Education"
- "The education and culture of ethnic minorities"
- "The teaching of the Estonian language to adults"
- "Social competence"

TARGET GROUP: SOCIETY AT LARGE, incl. ethnic Estonians, ethnic minorities, ethnic cultural societies, school students, teachers, directors, citizenship applicants, adult language teachers, socially high-priority and risk groups among ethnic minorities, Russian and Estonian-language media in Estonia, etc.

DIRECT EXECUTING INSTITUTIONS: NGOs, local governments, state agencies, universities, the media, language firms, private enterprises, etc.