

STANDARD SUMMARY PROJECT FICHE

1. Basic Information

- 1.1 **Désirée Number: LE01.01.01**
- 1.2 **Title: Promotion of Integration of Society in Latvia - 2001**
- 1.3 **Sector: Political criteria**
- 1.4 **Location: Latvia, all regions, Ministry of Justice**

2. Objectives

2.1 Overall Objective:

To promote integration of society through stimulating understanding and cooperation among people of different origin living in Latvia.

2.2. Project purpose:

- to increase participation of persons with the mother tongue other than Latvian in the economic, political, social and cultural life of Latvia;
- to increase number of people who are eligible for naturalisation;
- to increase number of people who actually obtain the Latvian citizenship;
- to increase number of people with knowledge of the Latvian language;
- to enhance the interface and dialogue between the State, local governments and NGO's;

2.3. Accession Partnership and NPAA priority

1. Accession partnership:

Political criteria:

Short term activity (APPS-2): "implement further concrete measures for the integration of non-citizens including language training and provide financial support".

Medium term activity (APPM-1): "pursue integration of non-citizens in particular by extending Latvian language training programmes for non-Latvian speakers";

2. National Programme for Integration into the EU:

SI-005 "To promote the naturalisation process in Latvia";
Sector code SI-02-03; OO code 3.1.; Phase code 3.1.1., 3.1.2.

SI-006 "Ensuring of the society integration in the education system. Creation of preconditions to develop informed and participation society"
DKM SI0062; stage codes: SI006202; SI006205

SI-007 "To complete the elaboration of the national programme for integration of society and to begin its implementation";
OO code 2.1.; Phase code 2.1.1.

LA 013 "Social policy and employment";
DKM 3.1, sector code LA-05-01 (Development and implementation of programmes that eliminate and prevent social exclusion);

3. Description

3.1 Background and justification:

On 6 February 2001 the Cabinet of Ministers of Latvia adopted the full version of the National programme "The Integration of Society in Latvia".

The National programme "Integration of Society in Latvia" consists of several chapters, such as Civic Participation and Political Integration, Social and Regional Integration of Society, Education, Language and Culture, and Information. Each chapter describes priority actions in the respective area.

The National programme is aimed at promotion of integration of society in Latvia both horizontally - promoting integration of different ethnical and social groups and vertically -strengthening the link between the individual and the state, while the programme addresses society as a whole. The non-Latvian speaking population is the major target group for many of the activities carried out under the National Programme. This corresponds to the political criteria of the Accession Partnership – to promote integration of non-Latvian speaking population.

There are number of directions for priority actions, which could be chosen for co-financing by Phare.

Civic Participation and Political Integration: Dialogue between the Individual and the State; Citizenship and Naturalisation; Co-operation between the state and Local governments, entrepreneurs and NGOs;

Numerous opinion pools have confirmed that degree of the **civic participation** (non-election participation) in the Latvian society is quite low. It is also recognised that trust of the inhabitants into the state is limited. Inhabitants in general do not believe in their ability to affect political processes and most of them rely on themselves in problematic situations. The problems described are particularly evident in non-Latvian speaking part of the society hence reducing the possibilities for successful integration of society. To avoid the further increase of the gap between state and society there is a need to promote transparency and dissemination of information on activities carried out by public institutions, dialogue with society and consultations before the final decision making. An active role in this process can be played by the NGO's provided these organisations develop an active partnership with public and private sector. Therefore these arrangements have to be facilitated as a part of activities aimed at integration of society.

Research conducted in 1997 and 1998 for the project “On the Way to a Civil Society” revealed the people’s interest in learning the history of Latvia, its culture and especially the Latvian language. Of those responding to the survey, about 40% of the non-citizens aged 15-30, and approximately 55% of non-citizens aged 30 and above, did not believe they would be capable of passing the naturalisation exams of Latvian language and history. Lack of the knowledge of Latvian language is one of the main reasons why 200–250 thousands of non-citizens cannot obtain **citizenship** through naturalisation.

The results of the research clearly indicate the necessity to provide opportunities for those interested in learning the Latvian language, the history and culture of Latvia, and the basic principles of democracy for forming a consolidated civic society in Latvia. As result of this Phare activities could co-finance a unified system of Latvian language and civic education course for adults.

Also informing of society and promotion of the prestige of citizenship is crucial for encouraging non-citizens for naturalisation and developing their positive attitude towards the citizenship and country in general.

Social and Regional Integration of Society: promotion of regional integration of non-citizens and employment among non-Latvian speaking population;

The historic ethnic composition, economic growth, and migration processes determine the development of regional differences in Latvia. There are significant differences in opportunities with respect to standard of living in the regions of Latvia. These are reflected in irregular economic growth and economic activity between the territories, different rates of employment and unemployment, and income level of residents.

Around 80% of all non-citizens live in large cities (Riga, Liepaja, Ventspils, Daugavpils, Rezekne, Jelgava) affected by immigration of the Soviet era. A large proportion of inhabitants of Slavic origin live in Latgale, however, considerable portion of these inhabitants are citizens of the Republic of Latvia. There is a difference between rural areas and small cities of the country where integration of society is developing and big cities where tendencies of development of two communities’ society are observed. There is a disproportion between the pace and the opportunities for social and economic development in the biggest cities and rural regions.

Taking into account these regional diversities particular, region-specific initiatives of promoting integration of society can be supported through this project. Municipalities and local and regional partnerships have an important role to play in addressing integration problems in particular territory, therefore support to these bodies can be considered as well.

According to the State Language Law in force, the proficiency of Latvian language is a serious prerequisite for **employment**. Non-Latvian speaking residents are thus disadvantaged in regard to their participation in the labour market and often become unemployed. According to the statistical data 51% of the unemployed are representatives of minorities and approximately 20% of the long-term unemployed cannot return into labour market due to insufficient skills of Latvian language. Therefore Phare support could be envisaged to ensure access to Latvian language training for the unemployed, who have become

excluded from the labour market due to lack of language skills, and for supplementing vocational training programmes for the unemployed with a language training component.

Education, Language and Culture: *development of methodology for bilingual education; intercultural education; training of teachers and continuous education; systematic training of educators of bilingual education; ensuring participation of minorities; the Latvian language as a tool for integration; enlargement of the communication network; increasing funding for cultural activities; expanding the amount of information available on cultural life; expanding the cultural dialogue.*

Directions of this chapter regarding Latvian language are implemented through the National Programme for Latvian Language Training (NPLLT) started in 1996, and to date being the only comprehensive language and integration programme in Latvia reaching a broad spectrum of society.

Survey on the use and learning of the Latvian language (carried out by the Baltic Institute of Social Sciences,) indicated that the knowledge of Latvian improves slowly: the number of those who know Latvian well increases by 1-2% per year. The demand for Latvian language courses for minority schoolteachers, professionals of the public sector and unemployed has grown tremendously over the last couple of years.

For a long time the school system of separately existing Latvian and Russian schools has been one of the sharpest manifestations and facilitators of a divided society. The schools differed not only by the language of instruction, but also by the attitude of pupils and teachers towards historic events and understanding of the changes taking place in the society.

Therefore this project is directed at promotion of equal opportunities through the advancement of Latvian language environment.

The influence of culture on processes of integration of society and development of ethnical tolerance still is quite limited in Latvia. There is no permanent cultural dialog between ethnical and cultural groups within society. This causes contradictory understanding of cultural values and creates barriers for moving towards a united and democratic civic society. Creation of a single cultural space and avoiding ethnical and cultural self-isolation are goals set by National programme, therefore the promotion of cultural initiatives has to be part of this project.

Information: *provision of information to the society and ensuring scientific support to the integration of society in the areas of sociology; political science; ethnic research; language; economics;*

Integration process is not feasible without active participation and engagement of the members of the society. It is therefore important to provide objective and comprehensive information to all inhabitants of Latvia, as it will allow them to understand the processes going on in the society and the country and increase their participation in these processes. In addition to that, there is a need to develop and implement the information policy that based on the freedom of speech and press would encourage an open dialogue between the individual and the state as well as different parts of the society, especially, minorities. The current public opinion pools show that the trust of the society into the mass media, especially, television is very high, which means that they can be used as a tool of providing information to the society and furthering exchange of information. Besides the mass media is a powerful tool in forming the public opinion and can be used to increase the sense of belonging to the state and society.

The studies of preconditions and process of integration of society require multi-sectoral approach. Until now only a limited number of researchers in Latvia has paid attention to these subjects. The lack of multi-sectoral and co-ordinated studies has caused underestimation of the need for society integration and its impact on the development of the country. As a result quite often instead of the well-grounded information stereotypes are predominating in the public opinion as regard the issues of the society integration. Therefore promotion of scientific studies and publications has to be an integral part of the process of society integration.

This project is aimed at addressing the problems identified through two instruments of intervention: (1) supporting the implementation of National Programme for Latvian Language Training (NPLLT); (2) grant scheme to support the projects of integration of society;

Component 1 - Support to the implementation of NPLLT and linked language training activities

The National Programme for Latvian Language Training was launched in 1995 after the Cabinet of Ministers of the Republic of Latvia endorsed it. The overall aim of the programme is to help learn the Latvian language to those inhabitants of Latvia for whom it is not the native language, while using

modern language learning methods, involving into the political dialogue and advancing mutual understanding of various ethnic groups through social educational events. The activities of the programme are planned for a 10 years period, 1996 to 2006. See enclosed the general framework of the programme's 10 years with the planned spread of investments split by the main activities (Annex4).

The main outcome of the first four years of the NPLLT is the development of Latvian as a Second Language (LSL) training methodology for minority schools and adults. During that time, the Program trained methodology experts who, in turn, trained other LSL teachers and minority school subject teachers; developed teaching materials for schools and adult learners; organised numerous seminars on political and methodological aspects of language acquisition; developed distance learning materials (TV film, radio programs, Internet tools); and promoted a dialogue on language policy and language training issues. The results of the first period are described in the "The National Programme for Latvian Language Training: Promotion of the Integration of Society 1996-2000.

Careful analysis of the implementation of the NPLLT indicates several fundamental aspects that have formed the basis for the success and stability of the Program. Taking into account the encouraging indicators of the language skills improvement, one must admit this is the critical moment when great effort must be invested to ensure the irreversibility of these processes. In order to secure the status of Latvian as the main language of communication in Latvia, the main objective of the next two years of the implementation of the NPLLT is to ensure continuous teacher training, development and accessibility of teaching materials, provision of Latvian language training and promotion of community level integration activities. Please see detailed description of the NPLLT implementation in 2001-2002 Phase III Project Document (see Annex 5).

Besides the implementation of NPLLT, Latvian language training will be promoted through incorporating it within the active labour market measures of Latvian State Employment Service. Taking into consideration the needs of unemployed people lacking language skills, activities under this area have two main targets – the unemployed will acquire both professional skills necessary to become competitive in the labour market, and language skills improving their competitiveness even further and facilitating their reintegration in the labour market. Thus, the activity will address two problems at a time – the integration on non-Latvian speaking population and combating social exclusion.

Component 2 - Grant scheme to support the projects of integration of society

A determining factor for successful implementation of the National programme for integration of society is the establishment and functioning of a programme implementation mechanism. The implementation mechanism approved by the Cabinet of Ministers aims at establishment of the Integration Foundation (Foundation) to finance projects for promoting integration of society. The Foundation's objectives are:

- To raise funds from the national, EU and other foreign donor sources;
- To select proposals for funding;
- To ensure proper use of the raised funds.

Establishment and initial institutional strengthening of the Foundation will be supported by Phare 2000 (twinning) project "Promotion of Integration of Society in Latvia". Similarly to this proposal, Phare 2000 project contains two components - language training and assistance to the integration project (institutional strengthening of the Foundation and implementation of pilot projects).

The present project is intended to be a follow-up activity, building upon achievements of Phare 2000 project. **In this context, establishment of an effective Foundation capable of sustainable functioning for implementation of the Integration program, is a pre-condition for a successful start-up and implementation of this project.** This is related to all of the components envisaged for the Fund's strengthening: training of the staff, raising awareness of the public, political circles and donors, and acquiring a practical know-how through implementation of the pilot projects.

All preconditions and procedures for running the grant scheme will be tested during implementation of pilot projects foreseen in the Phare 2000 project.

The 2001 project will provide for the possibility to fund appropriate NGO's working in the field of integration of society. In addition, the ACCESS programme will also operate in Latvia, supporting the NGO's working in the social integration area. Close co-ordination with the upcoming ACCESS programme will be ensured in order to secure optimal use of the funds available.

3.2. Linked activities:

- 3.2.1. EU Phare project LE 9803.02 “Integration of Society through Information and Education” – the project is in its implementation stage. The goal of the project is to develop a fully operational Information Centre within the Naturalisation Board, whose main task is to provide information about citizenship, national minorities and society integration process and, thus, to facilitate the naturalisation process.
- 3.2.2. Naturalisation Board and the United States Agency for International Development developed Latvian language training co-project for persons wanting to get naturalised, which was implemented during January – July 2000. The main goal of the project was the assessment of the effectiveness of Latvian Folk School’s two Latvian language training programmes, improvement and approbation of the programmes to increase their effectiveness. This project has created a basis for development of a unified course system for persons, who wish to learn Latvian language, history and constitutional build-up of the country for naturalisation.
- 3.2.3. Naturalisation Board’s associated membership in the Association of Language Testers in Europe (ALTE) allows the Naturalisation Board to work according to European standards in the development of language tests, approbation of language training programmes.
- 3.2.4. Latvian language courses for the unemployed have been organised by the State Employment Service in the past in order to improve their employment opportunities, however, continuity of this activity has to be ensured by attracting additional funds to it.
- 3.2.5. Component I of the project represents a continuation of an UNDP/multi-donor project initiated in December 1996 “Promotion of Social Integration: Support to Implementing of a National Programme for Latvian Language Training”. The activities under the UNDP/multi-donor project were reflected in the PHARE EU 2000 project, and the activities of Component I is a logical continuation of the Component I of the EU Phare 2000 project.
- 3.2.6. The NPLLT activities are supported by the World Bank Education Development Project, quality component involving development of standards for learning the native language and Latvian-as-second-language for basic education (including minorities basic education programme).
- 3.2.7. The development of the State Integration Programme has been supported by the Government of Latvia, UNDP, OSCE and the EU Small Projects Facility, the Nordic countries, as well as governments of several other European countries and the USA.

3.3. Results:

Component 1:

- 1) Latvian language environment advanced;
- 2) Latvian as Second Language (LSL) training capacities increased;
- 3) Better access to opportunities and motivation to learn the Latvian language ensured;
- 4) Increased knowledge of Latvian as the state language among non-Latvians;
- 5) Improved cultural links between different ethnical groups in society;
- 6) Improved employability of non-Latvian speaking persons.

Component 2:

As regards the specific results of the Component 2, they will depend on the projects chosen for the implementation and the evaluation of the results will be carried for each particular project. Therefore at this stage it is difficult to state any particular results for the Component 2 as a whole, however, the following broader results can be expected:

- 1) measures for the integration of non-citizens implemented;
- 2) information activities aimed at provision of information to the non-Latvian speaking population established;
- 3) availability of information on naturalisation process and activities performed by the public sector increased;
- 4) activities of the non-governmental organisations in the field of the integration of society promoted;
- 5) culture initiatives aimed at integration of different ethnic minorities, and developing the cultural contacts between social and ethnical groups developed;
- 6) studies and scientific publications in sociology, political science, ethnic studies, linguistics, economics promoted.

3.4. Activities:

Component 1- Support to the implementation of NPLLT and linked language training activities

The Component will be funded and implemented as part of a multi-donor project under the responsibility of the Ministry of Education and Science co-ordinating the activities with the ones funded through the Integration Foundation.

Following activities should be carried out to contribute to the implementation of the NPLLT:

1. Language and integration promotion through mass media:

- 1.1. producing and printing of the 4 issues of LLPU bulletin *Tagad* ;
- 1.2. producing and broadcasting of the 40 10 M radio clips on integration;
- 1.3. producing and broadcasting of the 20 15 M TV clips: feedback through the Internet and a hotline;
- 1.4. printing of 4 issues of *Tilts*: a printing house;
- 1.5. organisation of the 2 multicultural forums.

2. Teacher training and LSL courses

- 2.1. training of the 900-1200 minority school teachers on LSL and bilingual teaching methodology;
 - 2.2. training of the \approx 500 army recruits;
 - 2.3. training of the \approx 100 handicapped* persons
 - 2.4. 10 intensive language courses.
- * handicapped persons as a distinct target-group, the methodology of teaching being the same

3. Interethnic activities promoting Latvian language environment

- 3.1. 20 youth camps and clubs involving \approx 400 individuals-multipliers in issues of ethnic and social integration;
- 3.2. 10 school co-operation projects involving \approx 20 schools, 40-50 teachers and 200-300 pupils;
- 3.4. feedback and evaluation conferences.

Activities under NPLLT will be complemented by Activity 4 supervised by Latvian State Employment Service within the framework of active labour market measures:

4. Latvian language training for unemployed

- 4.1. Latvian language training for the unemployed inhabitants of Latvia with insufficient Latvian language skills (2-month Latvian language training course for 25 groups with 15 unemployed persons in each in the largest cities of Latvia (Riga, Daugavpils, Liepaja, Rezekne, Ventspils, Jelgava);
- 4.2. Supplementing vocational training programmes for the unemployed **with Latvian language training component**, development of specialised Latvian language training component for 6 vocational training programmes for the unemployed; training of 18 groups with 15 unemployed persons in each according to vocational training programmes with the language component.

Component 2 - Grant scheme to support the projects of integration of society

This component will be carried out as a specific grant scheme managed by the Integration Foundation. The aim of the grant scheme is to promote *bottom-up* initiatives of integration of society and widening of scope of actors involved in the process of integration. The projects proposed by state institutions, regional authorities, NGO's, businesses or individuals can be co-financed through this grant scheme, and eligibility criteria for the beneficiaries will be established in the guidelines. **Detailed guidelines for collecting, selecting and financing of such projects will be elaborated by the Foundation with the support of the Phare 2000 project "Promotion of Integration of Society in Latvia"**. The coherence with the objectives of the integration process, quality of project, expected impact, sustainability and cost effectiveness of each project will be verified to select it for funding. The maximum size of a project is 100,000 Euro. The activities funded by Phare will be focused on issues mentioned in 1999 Accession Partnership political priorities. The Phare funding for the projects is intended to be complementary to the financial inputs of the Latvian government and other donors into the Foundation.

The grant scheme can support projects in the main areas of activities of the National programme listed below:

1. Civic and political participation

- 1.1. Promoting transparency and availability of information on activities performed by the public sector;
- 1.2. Enhancing participation of inhabitants in consultations before decision-making;
- 1.3. Dissemination of the information materials concerning the citizenship and naturalisation – building up the knowledge on possibility and rights to obtain citizenship and strengthening the prestige of citizenship, promoting positive attitude towards the process of naturalisation;(see also 3.1)
- 1.4. Development of the non-governmental sector - promoting partnership of the state institutions, local governments, businesses, social partners and NGO's in carrying out measures for integration of society;
- 1.5. Promoting the integration of society initiatives at local and regional level, promoting partnership (local integration Councils) and addressing the region-specific integration problems.

2. Culture

- 2.1 Promotion of culture initiatives aimed at developing the cultural contacts between social and ethnical groups;
- 2.2. Promotion of the cultural dialogue;
- 2.3. Dissemination and exchange of information on cultural activities of minorities;
- 2.4. Dissemination of information about Latvian culture in minorities' languages.

3. Information

- 3.1. Promotion of information activities aimed at provision of information to the non-Latvian speaking population; (see also 1.3)
- 3.2. Dissemination of information that would help different ethnical groups to increase the sense of belonging to the state;
- 3.3. Development of mass media publishing/broadcasting in minority languages;
- 3.4. Co-operation of Latvian and non-Latvian mass media and exchange of information published/broadcasted.

4. Scientific Support

Promoting the studies and scientific publications in following main sectors:

- 4.1. Sociology - obtaining and reviewing information on work of the social mechanisms of the integration of society, conditions and circumstances that promote and hinder the integration of society, as well as studies of public opinion polls on the position of the population, attitudes to events, processes, institutions related to the integration of society.
- 4.2. Political science - studies of the development of the political process in Latvia, relations between citizens and state institutions, studies on overcoming alienation between citizens and the executive power and the potential changes in the political values and value orientation.
- 4.3. Ethnic studies - determining and foreseeing the possible causes of ethnic conflicts and drawing up recommendations for their prevention.
- 4.4. Linguistics - studies on the use of languages and attitudes to different languages in the territorial, demographic and social aspect, determining priorities for studying of Latvian language in relation to the actual tasks in the integration of society and monitoring the situation as to the Latvian language.
- 4.5. Economics - regular studies of the interaction of the integration of society and economic development by preparing economic mechanisms (**Integration Foundation**) for the prevention of obstacles to the integration of society.

4. Institutional Framework

The Ministry of Justice is the responsible institution for the overall implementation of the project and specifically – for the implementation of the project Component 2. The responsibility for the project implementation will include supervision of project activities, reporting on project progress (through the regular Monitoring reports) and evaluation of the project results.

The Ministry of Education and Science is the responsible institution for Component 1. The National Program for Latvian Language Training Project Management Unit will carry out day-to-day implementation of the project under supervision of the Ministry of Education and Science, and report directly to the Ministry of Education and Science and the NPLLT Steering Committee. The NPLLT Steering Committee consists of representatives of the Ministry of Education and Science, the Naturalisation Board, the State Language Centre, the Saeima, the Latvian Adult Education Association, the School Board and minority school directors. In the near future also representatives of the EU Delegation in Latvia, as well as the Ministry of Justice as responsible institution for the overall implementation of the project, and the Ministry of Welfare will be invited to take part in the NPLLT Steering Committee.

Language training for the unemployed will be carried out in co-operation with the Latvian State Employment Service (LSES), which is a state non-profit joint-stock company operating under supervision of the Ministry of Welfare and responsible for implementation of active labour market policies. As laid down in the Law "On Employment", retraining of the unemployed is one of active labour market measures to be ensured by LSES. LSES has 28 regional centres and 34 local offices covering all the territory of Latvia.

The Ministry of Education will inform the Ministry of Justice on implementation process of the Component 1 on regular basis. This will be fixed in the Financing Agreement for Component 1 more in details.

The National programme "Integration of Society in Latvia" approved by the Cabinet of Ministers provides for establishment of the Integration Foundation as an implementation mechanism of the programme.

The Foundation will ensure the day to day management of the grant scheme and will be the principal holder of the financial resources for the implementation of the National programme. The Foundation will have an independent selection committee, including representatives of the main stakeholders that will decide on projects to be supported. The technical assistance available under the Phare 2000 project "Promotion of Integration of Society in Latvia" will be used to support development of the independent selection committee and eligibility criteria for the projects. Presently the draft law on Integration Foundation is being discussed at the Latvian Parliament (Saeima). It is planned that the law will enter into force at the beginning of summer 2001.

According to the draft law "On Social Integration Foundation" the **Integration Foundation Council** is the supervisory institution of the Foundation. It will control the activities of the Foundation Board within the limits of its competence defined in the law "On Social Integration Foundation". The Council of Integration Foundation consists of seven members: one representative from the Ministry of Education and Science, the Ministry of Culture, the Ministry of Welfare, the Ministry of Justice and the Ministry of Environmental Protection and Regional Development, Latvian Municipality Association (Union of Local and Regional Governments of Latvia, address: Maza pils 1, Riga) and non-governmental organisations (Non-governmental Organisations Centre-NGO, address: Lacplesa Str. 52/54-22, Riga). We are planning to involve to the Council the donor's representatives.

5. Detailed Budget

(in EUR)

	Support					
	Investment Support	Institution Building	Total Phare (=I+IB)	National Cofinancing**	IFT*	TOTAL
Financing agreement 1		716 150	716 150	790 000		1 506 150
Financing agreement 2		1 283 850	1 283 850	1 283 850		2 567 700
Total		2 000 000	2 000 000	2 073 850		4 073 850

* in cases of co-financing only

** planned national financing

6. Implementation Arrangements

6.1. Implementing Agency

Contractual & Financial

Central Financing and Contracting Unit (CFCU),

PAO - Ms. Valentina Andrejeva, State Secretary, Ministry of Finance.

Address: Smilšu Str. 1, Riga, LV-1050, Latvia.

Tel.: +371 7226672, fax: +3717095503

Technical Implementation & Control

Component 1:

Ministry of Education and Science,

SPO Mr. Nils Sakss

2 Valnu iela, Riga LV 1050

Telephone; +371 7 212923; fax: +371 7 242366

The project will be implemented in accordance with the National Fund system.

Component 2:

Ministry of Justice,

Deputy State Secretary - Ms. Solvita Harbacevica

Address: Brīvības blvd. 36, Riga, LV-1536, Latvia,

Tel. +371 7036703, fax: +371 7287643.

6.2. Non-standard aspects

The Phare input supporting the implementation of the project will be covered by:

- Financing agreement for the 1st component. Financing agreement will be signed between the Contracting authority (PAO), and Implementing Authority (Ministry of Education and Science).
- Financing agreement for the 2nd component will be signed between the Contracting authority (PAO) and the Integration Foundation.

6.3. Contracts

Financing agreement for the 1st Component – 716 150 EUR;

Financing agreement for the 2nd Component- 1 283 850 EUR.

7. Implementation Schedule

7.1 Start of tendering/call for proposals

Component 1 - Financing agreement: Request for Prior Authorisation will be ready by November 2002, and agreement will be signed by February 2003

7.2 Start of tendering/call for proposals

Component 2 - Financing agreement: Request for Prior Authorisation will be ready by May 2002, and agreement will be signed by September 2002

7.3 Start of project activity

1 Component activities will commence February 2003

2 Component activities will commence February 2003

7.4 Project Completion

1 Component activities will be completed in April 2004

2 Component activities will be completed in October 2004.

8. Equal Opportunity

The direct target groups for the National Programme for Latvian Language Training include the Latvian as a Second Language teachers, subject teachers in minority schools, teachers, pupils, handicapped and army recruits, and other non-Latvian speaking population. The participation in project activities is voluntary; however, the project implementing agency strongly encourages participation of all interested parties regardless of gender, age or ethnic background.

9. Conditionality and sequencing

The EU financing of the project is conditional upon:

- Visible commitment by the government to gradually increase national budget to co-finance NPLLT (1996-1998 190 000 EUR; 1998- 2000 - 394 000EUR; 2001- 715 000 EUR) to ensure national co-financing in the amount indicated;
- Enforcement of the Language Law and its implementing regulations only to the extend required by a legitimate public interest, having regard to the principle of proportionality and in conformity with Latvia's international obligations and the Europe Agreement;
- continuous analysis and monitoring of language skills and attitudes of the students and teachers in minority schools, and in society as a whole to define language training needs and target groups;
- all materials (books, audio-visual material, teachers' handbooks, etc.) shall bear logo of the European Union.
- appropriate implementation scheme for the implementation of the National Programme 'The Integration of Society' (as foreseen therein) is established and ready to be operational by the moment of signing of the Financial Memorandum;
- The government needs to ensure sustainability of the Foundation in the medium and long-term including adequate staffing;
- running and operational costs for the domestic dimension of the activities of the Foundation are covered from the state budget and other sources;
- Co-financing via national budget;
- Component 2 of the project only to start after completion of relevant activities of Phare 2000 project "Promotion of Integration of Society in Latvia" successfully implemented;

ANNEXES TO PROJECT FICHE

1. Logical framework matrix in standard format (compulsory).
2. Detailed implementation chart.
3. Contracting and disbursement schedule..
4. NPLLT 1996-2006. General Framework.
5. "Implementation of the National Programme for Latvian Language Training: Phase III, 2001-2002".

Annex 1 - Phare log frame

LOGFRAME PLANNING MATRIX FOR Project	Programme name and number LE01.01.01	
Promotion of Integration of Society in Latvia - 2001	Contracting period expires	Disbursement period expires
	Total budget: 4 073 850	Phare budget: 2 000 000

Overall objective	Indicators of Achievement	Sources of Information	
<ul style="list-style-type: none"> To promote integration of society through stimulating understanding and cooperation among people of different origin living in Latvia. 	<ul style="list-style-type: none"> Identification with the Latvian state among all ethnic groups Naturalisation rates 	<ul style="list-style-type: none"> Statistical data Research monitoring the process of integration conducted within the framework of the State Integration Programme Mass media publications and broadcasts 	
Project purpose	Indicators of Achievements	Sources of Information	Assumptions
<ul style="list-style-type: none"> to increase participation of persons with a mother tongue other than Latvian in economic, political, social and cultural life; to increase number of people who are eligible for naturalisation; to increase number of people who actually obtain the Latvian citizenship; to increase number of people with knowledge of the Latvian language; to enhance the interface and dialogue between the State, local governments and NGO's; 	<ul style="list-style-type: none"> Level of integration into labour market of non-Latvian speaking unemployed residents Knowledge of Latvian among minority school graduates and adults Information on integration issues Level of political and social activity among youth Membership in non-governmental organisations 	<ul style="list-style-type: none"> Data/statistical data of: Ministry of Justice, Ministry of Education and Science, Ministry of Welfare and local governments Analysis of tests Mass media publications and broadcasts Data from specific research projects Election data 	<ul style="list-style-type: none"> A direct link between the project activities and indicators of achievement Stakeholder commitment to project objectives Government commitment to the implementation of the National Programme Establishment and functioning of the Integration Foundation Validity and availability of data Interest of target-groups
Results	Indicators of Achievement	Sources of Information	Assumptions

<p>Component 1:</p> <ul style="list-style-type: none"> - Latvian language environment advanced; - Latvian as Second Language (LSL) training capacities increased; - Better access to opportunities and motivation to learn the Latvian language ensured; - Increased knowledge of Latvian as the state language among non-Latvians; - Improved cultural links between different ethnical groups in society; - Improved employability of non-Latvian speaking persons. <p>Component 2:</p> <p>As regards the results of the Component 2, they will depend on the projects chosen for the implementation and the evaluation of the results will be carried for each particular project. Therefore at this stage it is difficult to state any particular results for the Component 2 as a whole, however, the following broader results can be expected:</p> <ul style="list-style-type: none"> - measures for the integration of non-citizens - availability of information on naturalisation process and activities performed by the public sector increased; - activities of the non-governmental organisations in the field of the society integration promoted; - culture initiatives aimed at integration of different ethnic groups and developing the cultural contacts between social and ethnical groups developed; - information activities aimed at provision of information to the non-Latvian speaking population established; - studies and scientific publications in sociology, political science, ethnic studies, linguistics, economics promoted. 	<ul style="list-style-type: none"> · LSL training courses carried out; · Number of participants in interethnic activities and audience of mass media activities increased; · Projects of integration of society successfully financed and implemented; · Studies and scientific publications related to the crucial issues of integration policy carried out; · Number of participants in naturalisation activities increased; · Public awareness among the non-Latvian speaking population increased. 	<ul style="list-style-type: none"> · Statistical and administrative data · Project records · Media analysis · Surveys · Project monitoring and evaluation reports · Findings of the research projects 	<ul style="list-style-type: none"> · Infrastructure · Availability of human resources · Availability of financial resources · Commitment of stakeholders to project objectives · Readiness of target-groups to co-operate · Quality and sustainability of training programmes
---	--	---	---

Activities	Means		Assumptions
<ul style="list-style-type: none"> · Language and integration promotion through mass media · Teacher training and LSL courses · Interethnic activities promoting Latvian language environment · Implementation of specific grant scheme managed by the Integration Foundation 	<ul style="list-style-type: none"> · Staff and logistics of the Social Integration Foundation · Staff and logistics of LPLLT PMU, contracted experts · State budgetary resources · Stakeholders · And other required resources available on time 		<ul style="list-style-type: none"> · All funds available on time · Required expertise readily available · Commitment of stakeholders to the Programme and project objectives

Preconditions

- The Fund starts to function in the second part of 2001;
- Successful implementation of Phare 2000 project;

Annex 2 - Detailed implementation chart

Annex 2 Implementation Chart	2002													2003												2004											
	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	
Component 1																																					
1. Language and integration promotion through mass media														X	X	X	X	X	X	X	X	X	X	X	X	X	X	X									
2. Teacher training and LSL courses														X	X	X	X				X	X	X	X	X	X	X	X									
3. Interethnic activities														X	X	X	X	X	X	X	X	X	X	X	X	X	X	X									
4. Language training for unemployed														X	X	X	X	X	X	X	X	X	X	X	X	X	X	X									
Component 2																																					
2. Call for proposals.														X	x	X	X																				
3. Projects evaluated.																		X	X																		
4. Projects implementation.																				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		

**CONTRACTING and DISBURSEMENT
SCHEDULE (EUR million)**

/

By end of :	03/2003	06/2003	09/2003	12/2003	03/2004	06/2004	09/2004	11/2004
Component 1								
Contracted	0.72							
Disbursed		0.14	0.20	0.40	0.50	0.72		
Component 2								
Contracted	1.28							
Disbursed		0.2	0.3	0.4	0.6	0.8	1.0	1.28

Annex 4 - National Programme for Latvian Language Training 1996-2006

General Framework

(Million USD)

	1996			1997			1998			1999			2000			2001			2002			2003			2004		2005		2006	
	G	D	PH	G	D	PH	G	D	PH	G	D	PH	G	D	PH	G	D	PH	G	D	PH	G	D	PH	G	D*	G	D*	G	D*
Teaching materials incl. TV-film	0.02	0.04		0.05	0.3	0.05 (96)	0.2	0.25	0.24 (96)	0.12	0.2	0.04 (96) 0.266 (97)		0.3	0.006 (97) 0.136 (98)	0.1	0.26	0.285 (99)	0.1	0.34	0.2 (00)	0.1	0.37		0.1	0.37	0.1	0.1	0.1	0.05
Training operations	0.01	0.051		0.11	0.2		0.02	0.23		0.02	0.28		0.04	0.31	0.144 (98)	0.1	0.363	0.032 (98) 0.025 (99)	0.1	0.19	0.18 (00)	0.1	0.25	0.064 (01)	0.1	0.315	0.1	0.1	0.1	0.05
LSL courses		0.025			0.15			0.39			0.765			0.86		0.3	0.45	0.032 (98) 0.044 (99)	0.3	0.37	0.06 (00)	0.35	0.25	0.18 (01)	0.35	0.4	0.3	0.1	0.1	
PR-activities incl. Surveys, Tagad, subtitling and other policy measures		0.01			0.05			0.075	0.018 (96)		0.03	0.105 (96) 0.056 (97)		0.074	0.028 (97)	0.035	0.024	0.041 (99)	0.035	0.05	0.04 (00)	0.035	0.09	0.11 (01)	0.035	0.15	0.15	0.05	0.15	0.05
Interethnic activities					0.051			0.08			0.04	0.107 (97)		0.04	0.01 (97)	0.035	0.02	0.07 (99)	0.035	0.2		0.035	0.05	0.138 (01)	0.035	0.15	0.15	0.05	0.15	0.05
Management and setting up the unit and regional centres		0.05			0.08			0.1	0.0015 (96)		0.12	0.016 (96) 0.0125 (97)		0.14	0.0025 (97) 0.025 (98)	0.14		0.03 (98) 0.035 (99)	0.14		0.02 (00)	0.14			0.14		0.14		0.14	
TOTAL	0.03	0.176		0.16	0.831	0.05	0.22	1.12	0.2595	0.14	1.43	0.6025	0.04	1.72	0.3515	0.71	1.11	0.594	0.71	1.15	0.5	0.76	1.01	0.5	0.76	1.38	0.94	0.4	0.74	0.2

* Including possible PHARE financing.

G- government funding

D- donor funding

PH – Phare programme funding

Annex 5

IMPLEMENTATION OF THE NATIONAL PROGRAMME FOR LATVIAN LANGUAGE TRAINING

Phase III

2001-2002

Ministry of Education and Science
RIGA, LATVIA

August 2000

Table of Contents

A.	Context	3
1.	History	3
2.	Institutional and legislative framework	4
1)	Institutional framework	4
2)	Legislative framework	4
2.1)	Language law	5
2.2)	Education law	5
2.3)	Labor code	6
2.4)	Citizenship law	6
2.5)	Other legal and normative acts	6
3.	Previous assistance	7
B.	Project justification	8
1.	Problem analysis	8
2.	Demand	10
1)	Methodology training	11
2)	Language training	12
3)	Teaching materials	12
4)	Integration	13
3.	Project strategy	14
4.	Beneficiaries	16
5.	Project end situation	17
6.	Execution and implementation arrangements	18
C.	Project description	19
D.	Outputs	19
1.	Teacher training	20
2.	Teaching materials	21
3.	LSL courses	21
4.	Integration activities	22
E.	Inputs	23
1.	Government input	23
2.	International input	23
F.	Risks and conditionalities	23
G.	Monitoring and evaluation	23
H.	Budget for Phase III (01/2001 – 12/2002)	24

A CONTEXT

A.1 History

Latvia is a multi-ethnic society, and continuous integration of the different ethnic and social groups is an important prerequisite for achieving stability and sustainable welfare of society. In the early 90s, the relatively large segment of the non-Latvian speaking population was considered a serious obstacle for consolidating the Latvian society – approximately 700,000 of the total population of 2,5 million (1995) spoke very little or no Latvian at all. Provision of adequate Latvian language training was essential to comply with the existing legislative framework (naturalisation requirements), as well as to enable the non-Latvian population to take full advantage of the economic and social opportunities, and, finally, to build a consolidated society in Latvia.

In the summer of 1994, the Prime Minister of the Republic of Latvia requested the assistance of the United Nations Development Programme to organise and lead an expert mission to carry out a needs assessment and develop a draft National Programme for Latvian Language Training. The mission consisted of Latvian and international experts (the mission included representatives of 8 countries – Canada, Denmark, Finland, Germany, Israel, Norway, Sweden and the United States, as well as representatives of 3 international organisations – the Council of Europe, UNESCO and UNDP. The main objective of the National Programme for Latvian Language Training (NPLLT) is to provide systematic Latvian language training to non-Latvian adult learners and minority school students based on Latvian as a Second Language (LSL) training methodology. The National Programme for Latvian Language Training was approved by the Cabinet of Ministers of the Republic of Latvia on 1 November 1995.

During 1995 and 1996 an institutional framework was established for implementation of the NPLLT for the duration of 10 years. A National Steering Committee was established under the leadership of the Ministry of Education and Science for the purpose of strategic management of the NPLLT. Furthermore, a state non-profit organisation – the Latvian Language Programme Unit was established as an affiliate of the Ministry of Education and Science for the purpose of implementation of the Programme, including management of the financial and human resources.

The first four years of the implementation of the NPLLT were supported by a multi-donor project co-ordinated by the United Nations Development Programme. The financial resources were contributed by the United Nations Development Programme and 9 donor countries – the European Union, Canada, Denmark, Finland, Norway, the Netherlands, Sweden, the United States, and the United Kingdom. The total project budget for the first four years (1996-2000) was USD 7,200,000.

Beginning with January 2001, the Ministry of Education and Science together with the National Steering Committee and the Latvian Language Programme Unit will fully take over the resource mobilization efforts for the implementation of the NPLLT, as well as the administrative and financial management of the Programme.

The main outcome of the first four years of the NPLLT is development of Latvian as a Second Language (LSL) training methodology for minority schools and adults. During that time, the Programme trained methodology experts who, in turn, trained other LSL teachers and minority school subject teachers; developed teaching materials for schools and adult learners; organised numerous seminars on political and methodological aspects of language acquisition; developed distance learning materials (TV film, radio programmes, internet tools); and promoted a dialogue on language policy and language training issues. More detailed information about the impact of the first four years of operation is reflected in the attached impact report (Annex 1), and the chapter Problem Analysis.

Surveys conducted during the first four years indicate a gradual yet definite improvement of the language situation in the country. The data of the Baltic Social Science Institute show that since 1996 the number of people who have basic Latvian language skills has increased by 6%, while the number of those who have no Latvian language skills has decreased by 13%. The number of people with advanced Latvian language skills has remained virtually unchanged. The habits of using the Latvian language change very slowly and on average people continue to communicate in their native tongue during their everyday endeavours. At the same time, a shift can be observed in the working environment – the number of Latvian language users is increasing.

During the first four years of operation the National Programme for Latvian Language Training placed emphasis on encouraging people to use Latvian, and on providing basic language skills to representatives of selected professional groups. It is evident that the situation has improved in these spheres, yet additional efforts are required in order to enhance the

existing language skills, and to ensure the irreversibility of the progress achieved. Survey data also indicate that 70% of non-Latvians would like to improve their Latvian language skills.

Demand for further language and methodology training is evident among the Latvian language and subject teachers. Minority school subject teachers require additional methodological, as well as language training in order to implement the bilingual education programmes. Teachers, who have already received initial training, require further support through educational seminars. The courses, seminars and discussions offered within the framework of the NPLLT are important sources for acquiring professional skills and exchanging experiences with other teachers. Unfortunately, for many these provide the only opportunity to be in a Latvian environment.

A.2 Institutional and legislative framework

A.2.1 Institutional framework

The National Programme for Latvian Language Training operates under the supervision of the Ministry of Education and Science, and is implemented by the Latvian Language Programme Unit. The Programme is closely tied with the activities of other government institutions, as well as language and integration policy of Latvia.

The National Programme for Latvian Language Training is also a part of the National Integration Programme. However, since NPLLT substantively deals with the public education system, it is naturally tied to the Ministry of Education and Science regardless of the role of the Ministry of Justice in administration of the National Integration Programme. The National Programme for Latvian Language Training has both direct and indirect relationship with the State Language Centre and the Naturalization Board, although there is no testing conducted within the framework of the NPLLT. At the same time, the NPLLT encourages Programme participants to take the language certification, and naturalization tests, which is increasingly the case. The National Programme for Latvian Language Programme offers the training materials published within the Programme for the use by both the State Language Centre and the Naturalisation Board.

A.2.2 Legislative framework

The environment within which the NPLLT operates is shaped by legal and normative acts which directly or indirectly deal with language policy. The most important among those are: the Citizenship law, the Language law, the Education law, and the Labor code.

A.2.2.1 Language Law

Upon popular request, the Soviet Socialist Republic of Latvia passed a Language law in 1989, which established Latvian as the official state language. After the restoring of independence in 1992, the Government issued amendments to the Language law adjusting the hierarchy of languages. While the previously lessused languages were granted greater rights, the use of the Russian language in the public sphere was decreased, thus emphasising the increasing importance of Latvian in the public life, and establishing Latvian as the common language of communication. The Language law stipulated that its implementation would be monitored by the State Language Centre, and the State Language Inspection. In accordance with the law, the state administration established language certification commissions, which tested the language skills of government officials and representatives of specific professions on the basis of a specifically developed set of criteria and three certification levels.

In the fall of 1998, the status of Latvian as the official state language was confirmed by the Latvian Constitution – *Satversme*. Following that, a new Language law was passed in 1999. The new Language law is more specific in differentiating between the use of Latvian in public and private spheres, as well as emphasising the need to promote Latvian language acquisition and use.

A.2.2.2 Education Law

Until 1998 the Latvian language and education legislation stipulated that the Republic of Latvia guarantees the right to obtain primary and secondary education in Latvian or Russian languages. The Language law envisaged (paragraph 11) that the institutions of higher education would provide education in Latvian starting with the second year of enrolment.

The Language law passed in October 1998 stipulates that the main language of instruction in public education is Latvian, and that other languages can only be used in minority education programmes, education programmes covered by international agreements, or under special circumstances described by the law. In accordance with the Education Law, minority education programmes are designed as bilingual education programmes. Minority education programmes are part of the public education system, and the Ministry of Education and Science designs models for different education levels.

The transition to bilingual education in minority schools draws upon the experience of both Latvian schools and international experts. There are approximately 200 bilingual education models in the world. Models allowing for different modifications are the most appropriate for Latvian conditions. These models envisage that children begin the education in their native (minority) language, and that the use of Latvian as a language of instruction is introduced gradually.

At the outset of the implementation of the new Education law, the Ministry of Education and Science designed 4 models for minority primary schools, which envisage different approaches to the transition to bilingual education depending on the demand among students and parents, and the teachers' level of Latvian language and professional skills. Bilingual education provides an opportunity for non-Latvians to learn the Latvian language and get acquainted with Latvian culture without losing their own ethnic identity. The new Education law took effect on 1 June 1999. Beginning with the 1999/2000 school year, all minority schools started implementing the reform by choosing one or more of the minority school primary education models, and applying them in practice.

The professional skills and motivation of teachers, as well as their own Latvian language skills are essential for successful implementation of the language policy in education. In 1996 the Ministry of Education and Science issued decree No. 175 "On language certification of pedagogical staff", which stipulates that all pedagogical staff of educational establishments, who have not obtained advanced degrees in the official state language, have to demonstrate the third (highest) level of Latvian language proficiency. In compliance with the decree, at the end of school year 1998/99 all teachers working in minority schools had obtained the highest level of language certification. Yet, the practical language skills of many need still be enhanced for the purpose of implementing bilingual education programmes.

The government allocated 600,000 Latvian lats from the 1999 state budget to support bilingual education programmes – the resources were used as salary supplements for Latvian as a Second Language teachers, and minority school subject teachers who teach their subjects in Latvian and/or bilingually within the framework of the bilingual education programmes.

In accordance with the data from the 1999 Baltic Data House survey, the education reform, including gradual transition to bilingual education in schools with Russian as the main language of instruction, is viewed favourably by 84% of the Latvian population. Of those whose native language is other than Latvian, 69% support the reform.

A.2.2.3 Labor Code

During the last 10 years several attempts have been made to include language policy related paragraphs in the Labor code. Consequently, paragraph 38 stipulates that, upon request of the State Language Centre, employers of the staff at state and local government institutions and enterprises must break the employment contract with the head (or his/her deputy) if she/he violates the labor legislation.

In fact, the law grants the State Language Centre the right to influence employee/employer relations in case of non-observance of the requirements of the Language law.

A.2.2.4 Citizenship Law

The current Citizenship law was passed on 22 July 1994. The national referendum of October 1998 resulted in liberalisation of the citizenship acquisition procedure, although considering the existing language environment, the law retained the Latvian language requirement for naturalisation candidates.

A.2.2.5 Other legal and normative act

In addition to the above, it should be noted that since 1998 the Latvian Constitution includes a paragraph on the status of Latvian as the official state language. Language related issues are also included in the law passed on 19 March 1991 by the Supreme Soviet of the Republic of Latvia "On rights to development and cultural autonomy of Latvia's ethnic groups". The law guarantees cultural autonomy and self-determination rights to minority groups, as well as the right to preservation of

one's ethnic identity. Paragraph 10 envisaged government assistance to minority education, language and culture programmes.

This latter legislative act, despite being one of the first minority rights related acts in Latvia, assigns extensive responsibilities to the Government.

Moreover, it should be noted that since 1998 a lot of effort has gone into the development of the Conceptual Framework Document of the National Integration Programme. With implementation of the National Integration Programme, language, as well as interethnic policy will take on new dimensions.

Since restoration of independence, the main objective of Latvia's language policy has been twofold. Firstly, to strengthen the position of the Latvian language, and to promote its use Secondly, to regulate the use of other languages. Thus, language policy has been one of the most defining aspects of Latvia's interethnic policy during the last 10 years.

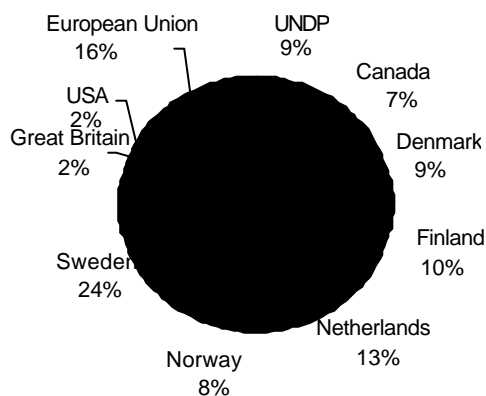
A.3 Previous assistance

The third phase of implementation of the National Programme for Latvian Language Training is the continuation of the UNDP/multi-donor (9 other donors) project "Promotion of Social Integration: Support to the Implementation of the National Programme for Latvian Language Training", launched in 1996.

During the first four years (1996-2000) the international donor contributions were pooled and allocated to the Programme as a whole rather than tied to individual Programme activities. Such a unified approach is important within the context of the changing political environment in Latvia. It supports and strengthens the fundamental principles and objectives of the Programme. It also allows the Latvian Language Programme Unit to effectively plan its activities in accordance with the conceptual framework of the NPLLT. Since this model has proved to be successful during the first four years, it would be beneficial if the donors would continue supporting the Programme as a whole in the future.

During these four years UNDP co-ordinated and managed the flow of financial resources, as well as provided administrative support to the Latvian Language Programme Unit.

Since 1996, the implementation of the Programme objectives has been supported by the European Union and nine donor countries – Canada, Denmark, Finland, the Netherlands, Norway, Sweden, the United States, the United Kingdom, as well as the UNDP. The financial resources mobilised for the first four years of Programme implementation amounted to USD 7,241,438.



During the initial stages of implementation of the NPLLT, the Government provided technical support, such as access to seminar and course facilities. In 1999 the Government contributed LVL 10,520 (USD 17,533) for professional education of minority school teachers, LVL 58,000 (USD 96,650) for purchasing of text books for minority schools, and LVL 200,000 (USD 333,300) for salary supplements of minority school Latvian language and bilingual education teachers. In 2000 the Government contributed LVL 10,000 (USD 16,650) for professional education of minority school teachers, LVL 75,000 (USD 125,000) for the purchasing of text books in Latvian, and LVL 600,000 (USD 1,000,000) for salary supplements of minority school Latvian language and bilingual education teachers.

The NPPLT has received additional support from bilateral partners. The Latvian Language Programme Unit (LLPU) has established successful cooperation with the experts financed by the Council of Europe, the British Council and the Swedish Institute. The Swedish Institute has also supported participation of the LLPU staff in conferences and seminars. The NPLLT has also successfully co-operated with the Employment Service with regard to language training for the unemployed.

B PROJECT JUSTIFICATION

B.1 Problem analysis

Despite the sometimes less than favourable political environment, the National Programme for Latvian Language Programme has achieved, and in some spheres even exceeded, the expected outcomes. The impact to date is described in greater detail in "The Impact Report of the National Programme for Latvian Language Training". This section will provide a brief summary of the main outcomes.

90% of minority school LSL teachers have graduated the LSL methodology courses organised within the framework of the National Programme. However, only the very best teachers have sufficient motivation to significantly alter their working methods upon graduation from the LSL courses. All teachers need continuous support and an opportunity to exchange experiences through seminars in order to consistently introduce the new methodology and ideas in the classroom. During the coming years LSL methodology training should be provided to vocational school teachers, as well as Latvian language teachers in Latvian schools, who are not sufficiently prepared to take on the challenges of the education system.

There is a noticeable shift in the language of instruction choice among children starting school. A consideration for the future competitiveness of their children has caused non-Latvian parents, and especially parents of mixed background, to choose Latvian as the language of instruction for their children. In 1999/2000 school year, 73% of all first graders enrolled in classes with Latvian as the main language of instruction. During the last three years the number of children enrolling in classes with Latvian as the language of instruction has increased by 4,4%. During the last decade the number of such children has increased by 19,8%. Such statistics, without a doubt, confirm the need to reconsider the professional skills of Latvian school teachers, especially primary school (grades 1-4) teachers, and to provide them with an opportunity to attend the LSL methodology courses.

The education reform starts, as it should, from the bottom. In 1998 minority school directors appealed for LSL methodology courses for primary school teachers. Consequently, the Latvian Language Programme Unit and the National Steering Committee agreed to accommodate this demand, and in the first half of 1999, 30 LSL methodology teacher trainers for primary schools were trained. They, in their turn, successfully trained their colleagues in the 1999/2000 school year. The demand for the school year 2000/01 twice exceeds the estimated financial allocations and the number of courses planned. The participants of these courses also include minority school subject teachers, primary school teachers, pre-school teachers, and primary school teachers from Latvian schools, who are not able to adequately deal with the rapid changes in the student body. These teacher trainers are in need of additional support for the transfer of their knowledge to their colleagues.

As already mentioned, the increasing number of non-Latvian children attending Latvian schools means that Latvian school teachers will also have to undergo training in the fundamentals of the LSL and bilingual education methodology. Otherwise, due to insufficient skills, they will continue to (1) avoid accepting non-Latvian children in their classrooms, (2) work with conservative and ineffective methods. The concept of integration of society favours this trend, thus the teachers should be encouraged to learn interactive and cooperation oriented teaching methodology. Consequently, the integration process will also affect the Latvian school teachers and students, and the Latvian language teaching methodology in Latvian schools will be modernised.

In 2000 the Latvian Language Programme Unit has started providing support to minority school subject teachers to enable them to teach their subjects in Latvian. This teacher trainer course in bilingual education trained 40 minority school subject teachers (who now successfully teach their subjects in Latvian), as well as 20 of the LSL teacher trainers who graduated the first teacher trainer course in the 1996/97 school year. After overcoming the initial hurdles, the course graduates have been organised in groups of three (2 subject teacher trainers and 1 LSL teacher trainer) to transfer their knowledge further to their colleagues. Such an approach of combining language teaching and bilingual education methodology skills will be required for the next few years in order to ensure quality of education and ability of teachers to teach their subjects in Latvian.

The National Programme for Latvian Language Training has published a broad spectrum of language training materials (see "The Impact Report of the NPLLT). Nevertheless, there are still some gaps to be covered. While the NPLLT develops modern teaching materials for minority schools based on the latest methodology and the realities of the modern world, Latvian schools continue using quite traditional and methodologically outdated materials. Thus, increasing emphasis should be placed, especially with regard to primary school teaching materials, on how to expose both school types to a common set of values.

The demand for bilingual teaching materials is constantly increasing in both Latvian and non-Latvian schools, which calls for continued development of bilingual teaching materials. The minority secondary schools are not nearly sufficiently prepared to provide education in Latvian. Consequently, there is an acute need for a common text book for Latvian and non-Latvian secondary schools, which would correspond to modern content and analytical thinking requirements, as well as the appropriate level of language skills.

Unfortunately, some areas in Latvia still suffer from an insufficient Latvian language environment, which is likely to impede the effectiveness of the newly acquired language skills. Thus, it is essential to continue production of "Latvian language for everyone" materials, such as radio, distance learning and other learning tools. Similarly, the Programme should try to accommodate the great demand for integration-related activities where Latvians and non-Latvians come together to learn about a subject of common interest.

The outcomes of the 14 June 2000 strategic planning session held by the Ministry of Education and Science on further implementation of the NPLLT confirmed the negative effects of the lack of Latvian language environment and emphasised the need to compensate this deficiency. Thus, LSL courses and other NPLLT activities substituting for the lacking environment should be continued. During this same meeting the participants pointed out the lack of methodological support for bilingual education. In order to ensure successful transition to Latvian as the language of instruction in the 10th grade starting with 1 September 2004, the whole education system requires extensive support for the period from 1 January 2001 until 1 September 2004. The problematic areas identified above can only be addressed by a well designed and consistent action plan – such as the one at the foundation of the National Programme for Latvian Language Training.

B.2 Demand

The Latvian Language Programme Unit has developed comprehensive mechanisms for receiving feedback from the Programme beneficiaries. The feedback mechanisms provide the opportunity for obtaining information about the effectiveness of the Programme, and the future demands.

The following instruments are employed to estimate the demand:

- regular opinion polls carried out by the Baltic Social Science Institute
- applications for various LSL methodology and Latvian language courses obtained through open competitions, as well as individual submissions
- reports from participants of different events organised by the Latvian Language Programme Unit
- annual evaluation conferences
- on-going dialogue with representatives of the education system (teachers, pre-school staff, faculty of institutions of higher education)
- regular meetings with Programme participants and beneficiaries – teachers, teacher trainers, course participants, authors and users of teaching and methodological materials
- cooperation with institutions working in the same or a related field – boards of educational establishments, professional teacher associations, Latvian Adult Education Association, institutes of higher education, international experts and academics, and mass media representatives
- cooperation with different government institutions – Ministry of Justice and affiliated institutions – State Language Centre, Naturalisation Board, Ministry of Welfare, and non-governmental organisations.

Analysis of the current demand suggests that there exists *objective demand* caused by legislative and normative acts (defining requirements for language use) and illustrated by statistical data. However, in order to satisfy the objective demand, it has to transform into *subjective demand* – individual awareness and expression of demand. Of the total number of population whose native language is not Latvian, 70% express desire to improve their Latvian language skills. In other words, if there are approximately 700,000 people in Latvia whose native language is not Latvian, 500,000 of them wish to either acquire or improve Latvian language skills. Such, in quantitative terms, is the demand that ideally should be satisfied by the National Programme for Latvian Language Training during its envisaged 10 years of operation.

In this context, it is important to note that since its inception the National Programme for Latvian Language Training operates on the principle of voluntary participation.

The extent of demand can also be judged by the number of applications received by the LLPU for the 2000/01 school year.

The various mechanisms for determining demand also allow coming to a conclusion that supply creates demand – a

marketing principle applicable to the operations of the National Programme for Latvian Language Training. Such a phenomenon could not be observed during Phase I (1996-1998) but beginning with Phase II (1999-2000), and especially Phase III, all NPLLT initiatives trigger an active response in the target audience, and are demanded in all of Latvia's territory. This confirms the survey data described earlier.

The existing demand can be divided into four categories:

- methodology training or continuing professional education of teachers
- language training
- text books, methodological literature, didactic materials
- integration.

Shifts in demand in each of the above categories occur as a result of the NPLLT activities during the previous four years.

B.2.1 Methodology training or continuing professional education of teachers

Table 1. Course statistics

SUPPLY	96/97	97/98	98/99	99/00
<u>LSL methodology</u>				
Number of courses	1	10	12	19
Number of participants	40	210	268	502/447
<u>LSL methodology for primary school</u>				
Number of courses	-	-	1	10
Number of participants	-	-	40	260
<u>Bilingual education methodology</u>				
Number of courses	-	-	-	1
Number of participants	-	-	-	60

Table 2. Teacher distribution

Number of minority schools	374
LSL teachers	~1,500
Subject teachers	~11,000
Number of Latvian language schools	804
Latvian language teachers	~5,000
Subject teachers	~22,600
Total number of schools in Latvia	1,178*

*1,057 regular and 121 vocational education schools

As Table 1 indicates, there have been rapid changes in the provision of LSL methodology training during the course of the four years. Instead of sustaining the previous level of demand for regular LSL methodology courses, which reached its peak in school year 1999/2000 there is a tendency for the demand to shift to more specific methodology training areas and target groups – primary school, vocational education, and bilingual subject teaching. In 2000/01 the Latvian Language Programme Unit offered LSL methodology courses for LSL teachers in vocational education schools, which previously were not included in the target audience.

The greatest demand in school year 2000/01 is for primary school and bilingual education methodology courses. As the financial resources for the current school year are not sufficient to fully satisfy the demand, it is expected that high demand will be sustained in the coming years as well. It is estimated that demand for primary school methodology courses will reach its peak in the period from 2001 until 2003, while demand for bilingual methodology courses is expected to remain high until 2006. The estimations are made on the basis of the level of language skills among subject teachers, differentiation of bilingual teaching methodologies in different grades, as well as the specifics of individual subjects.

The demand is also expected to increase in the following areas:

- LSL methodology support seminars
- Introduction and implementation of systematic evaluation of the learning process
- Promotion of cooperation among teachers with regard to methodology
- Methodology for secondary school teachers.

Since an increasing number of minority children enrol in schools with Latvian as the language of instruction, Latvian language training and bilingual education methodology will also become increasingly relevant for Latvian school teachers. Such developments are in line with the processes of integration of society and the subsequent need for interactive and cooperation oriented work methods in Latvian schools.

B.2.2 Language training

Table 3. Number of adults trained in the framework of the NPLLT, 1996-2000

Number of hours	Subject teachers	Other adults	Total
360 (6 courses)*	15	0	15
300 (5 courses)	210	0	210
240 (4 courses)	0	320	320
180 (3 courses)	1,788	240	2,028
120 (2 courses)	5,431	3,635	9,066
60 (1 course)	2,923	2,707	5,630
Total	10,367	6,902	17,269

* one course consists of 60 hours

The demand for language courses is great because: (1) teachers need to achieve the highest (3rd) level of language proficiency in order to teach their subjects in Latvian; and (2) minority representatives working in government institutions need to reach the language proficiency level required by their profession, and demand in this group is expected to stay high until 2004.

B.2.3. Teaching materials

Development of teaching materials has also involved in several directions:

- LSL text books for schools (grades 1-9)
- Methodological literature for teachers and representatives of different professions
- LSL materials for the general public (TV film, video materials, radio, internet, books, audio materials)
- Informative publications and broadcasts (journals, radio broadcasts, etc.).

Users of the already published LSL text books and other materials (which together form whole packages) tend to demand new materials. Thus, upon publication and distribution of the LSL material packages (text books, exercise books, etc.) for grades 8 and 9, it became apparent that there is demand for a similar approach to materials development in other grades as well. Consequently, the Latvian Language Programme Unit has published LSL teaching material packages for grades 6 and 7. It is expected that an LSL teaching material package for Grade 5 will be published by the end of 2000.

There is a further need to develop teaching materials for grades 1-4 and the secondary school. All of the above mentioned materials are meant not only for learning Latvian, but also for obtaining knowledge about local and global affairs. Such an approach to text book development is new in Latvia, and is very useful for integrating individuals into Latvian society.

The Latvian Language Programme Unit is in the process of completing communicative grammar material *Hand in Hand* for grades 1-9.

Since the very first teacher training activities, teacher aid materials have played a very important role in the education process. These materials will be updated and further developed in accordance with the emerging priorities and requirements of Phase III.

During the coming years the National Programme for Latvian Language Training will focus on areas which were not included among the top priorities in the first two phases – language training materials for everyone, regardless of professional affiliation, social status or geographical location. Consequently, based on newly developed distance learning methodology, the LLPU will further elaborate the audio materials and the learning aid series *Rīgas detektīvs*. The materials targeted for the general public are requested in most different formats – video, CD, Internet. The flexibility with regard to format will enable

more people to use the materials in accordance with their needs and possibilities. Thus, the National Programme for Latvian Language Training will reach audiences beyond the direct target beneficiaries, who also are in need of additional language training (entrepreneurs, disabled individuals, individuals whose participation is limited by personal circumstances).

B.2.4. Integration

Summer camps and clubs organised within the framework of the NPLLT have gained popularity during the first four years of operation. Camps and clubs reach out to youth, as well as other groups, such as the parents of minority school students, teachers who participate in cooperation projects between Latvian and non-Latvian schools, and the disabled. The demand for such camps and clubs exceeds the financial and human resource capacity by far. As the camps and clubs are organised around integration related thematic areas (as opposed to merely language learning oriented activities), their importance with regard to civic education and promotion of integration should not be underestimated.

Table 4. Demand for integration related activities

Demand	96/97	97/98	98/99	99/00
Number of camps and clubs	3	23	26	29
Number of participants	100	690	780	920

As Table 4 indicates, the number of participants has increased nearly 10 times in the past four years. Integration activities are subject to the most competitive selection process. Consequently, Phase III should plan to accommodate an increased number of camps and clubs.

B.3 Project strategy

Careful analysis of the implementation of the NPLLT indicates several fundamental aspects that have formed the basis for the success and stability of the Programme. These should continue to be the foundation of the future Programme implementation.

LSL philosophy and methodology has positively affected the implementation process by clearly defining the needs and problems experienced by the target audience. The formula for success of the NPLLT implementation process has been the gradual and comprehensive approach to addressing problems without losing sight of fluctuating individual needs of the intended beneficiaries. This very approach has raised confidence in the Programme's capacity to address the language, education and integration related problems. At the same time, analysis of the last four years suggests several areas for improvement: time planning and estimation of the political developments and responses. This should be considered when developing annual work plans, as well as the strategic plan for the next four years.

Indicators of the language situation in the mid-2000 are quite encouraging – survey data show that language skills are slowly yet surely improving, bilingual education programmes are mainstreamed into minority schools, the naturalisation rates remain stable with a tendency to increase, yet this is the critical moment when great effort must be invested to ensure the irreversibility of these processes.

The outcomes of the first four years of the implementation of the NPLLT demonstrate the effectiveness of the teacher trainer system or the so called multiplier system whereby a core group of individuals are trained to multiply the acquired skills – to transfer their knowledge to broader audiences. As teachers by the nature of their work are multipliers of knowledge, it is essential to support their ability to multiply modern and effective methodology, as well as information about the basic principles of an open and democratic society.

Since the very beginning of its operations the Programme has attempted to monitor the environment in which it functions, as well as the impact of its own activities. Since 1996 the Latvian Language Programme Unit commissions regular surveys for the purpose of monitoring the language environment. The questions have remained the same over the years to enable comparison over time, and identification of tendencies.

The National Programme for Latvian Language Training has purposefully avoided testing in order to promote positive attitude towards Latvian language and integration. Nevertheless, the Programme has conducted self-evaluations and surveys among the Programme participants. The survey questionnaires have in the past been based on open-ended questions, which on the one hand allow the respondents to elaborate on their answers, yet, on the other hand, hinder the analysis of the data. It is only since the beginning of 2000 that the questionnaires have been revised to include questions with

limited response options. Thus, the questionnaires are continuously improved and adapted to the changing needs of the National Programme for Latvian Language Training.

Following analysis of the previous priorities and the outcomes of the strategic planning seminar of 14 June 2000, four distinct future priority areas have become evident:

B.3.1 Training in methodology: training of teachers (adult and minority school), including LSL and minority school subject teachers, and expanding the activities to include Latvian schools, vocational education schools, and institutes of higher education; development of intensive language training courses and distance learning methodology; and development of tests and testing methodology.

As teachers form the core of the education system, further training of teachers remains the absolute priority of the National Programme for Latvian Language Training, including expansion of training activities to include minority school subject teachers. Training courses must also involve teachers of Latvian schools in order to promote cooperation between Latvian and minority schools, and to assist students in transition to higher education in Latvian.

The teacher training activities must promote an integrated approach to teaching (there is a tendency of creating interlinks and blurring of distinct boundaries between subjects), and understanding of democracy and integration processes. Teacher training courses should include development and application of various testing models. Phase III should especially focus on promoting teacher cooperation, development of teaching methodologies for adults, and inclusion of vocational school teachers in the Programme activities. The education reform in Latvia must ensure that the education provided meets the Latvian and European knowledge requirements without sacrificing culture and language of the different ethnic groups.

B.3.2 Development of teaching materials: completion of LSL text books and teaching material packages for grades 1-9; provision of Latvian language teaching materials for grades 10-12; development of bilingual teaching materials for different subjects; development of methodological aids for teachers and teaching materials for professional groups; and completion of learning aids for the general public “Latvian language for everyone”.

Teaching materials should be developed within a coherent framework and aim to satisfy demands imposed by the various legislative acts. The Programme must establish an effective dialogue between teachers and the Centre for Curriculum and Testing of the Ministry of Education and Science for the purpose of development of tests and testing procedures. The TV and radio language instruction tools should be completed during Phase III and included in the distance learning and self-learning programmes.

B.3.3 Provision of Latvian language training for specific target groups for a limited period of time

Project strategy is determined not only by the existing demand, but also by the human resource capacity to satisfy that demand. It is impossible to provide LSL training to everyone who needs and desires it not only due to the financial but also to human resource limitations. There simply are not enough Latvian as a Second Language teachers. Thus, the adult groups receiving free Latvian language training within the context of the NPLLT have to be limited on the basis of carefully selected criteria. Until now the Programme has used the following criteria: (1) provide training to adults whose improved Latvian language skills would be beneficial to the society as a whole; (2) provide training to specific professional groups in order not to lose good specialists; (3) provide training to adults who are in the position to promote favourable attitudes and understanding of different processes in Latvia; and (5) provide training to individuals subjected to limitations of job opportunities based on insufficient Latvian language skills as regulated by legislation. This strategy has proved to be successful and should be maintained throughout Phase III.

Free Latvian language training for specific target groups should be provided for at least another two years in order to: (1) develop a sound Latvian language environment; (2) allow highly qualified professionals to keep their jobs; (3) involve these groups in the integration processes. Both teachers and trainees get actively involved in the learning process, thus taking part in the process of multiplying the idea of integration. Yet, the provision of courses should not be of unlimited duration – it has to be targeted and time restrictions should be imposed.

B.3.4 Integration related activities - camps, clubs, school cooperation projects, radio, TV and press dialogues involving use of various modes of communication, such as a telephone hotline and internet

The National Programme for Latvian language training has succeeded in promoting a dialogue between Latvian and non-Latvian communities. This dialogue should be continued, yet it cannot be forced – it has to develop naturally over an

extended period of time. Along with implementing the traditional integration activities, such as camps and clubs, the NPLLT should promote school cooperation projects and various other forms of dialogue. The NPLLT should especially focus on the two newly introduced publications – bulletin “*Tagad*” in Latvian, Russian and English, and the student publication “*Tilts*”. The integration related activities should be seen within a broader political context - they raise awareness about the basic principles of a democratic society, as well as about Latvia’s development within a European and global context.

B.3.5 The strategic development and sustainability of the Latvian Language Programme Unit

In order to continue successful implementation of the National Programme for Latvian Language Training during the next four years (2001-2004), the Latvian Language Programme Unit needs additional financial resources and support of the Government and society. In order to secure the status of Latvian as the main language of communication in the Republic of Latvia, the main objective of the next four years of the implementation of the NPLLT is to ensure continuous teacher training, development and accessibility of teaching materials, provision of Latvian language training and promotion of community level integration activities.

The development of a country depends on the attitudes of its population towards the state. The National Programme for Latvian Language Training employs awareness raising and inclusive techniques, and attempts to address the needs of the target group, which by their nature are truly democratic practices. This process should include other government institutions and faculty of institutes of higher education. If during the next four years the National Programme for Latvian Language Training succeeds in fully integrating the minority school teachers in the education system of the Republic of Latvia, providing text books and teaching aids for everyone, and convincing the society that integration is a natural and positively charged process, then during the last two years of its operation (2005-2006) the Programme would be able to decrease the volume of its activities and focus on other tasks.

B.4 Beneficiaries

The main objective of the National Programme for Latvian Language Training is to promote the integration of society by strengthening the Latvian language skills of the non-Latvian population, thus promoting consolidation of society, establishing a national identity and increasing economic efficiency.

The direct target groups are:

- Latvian language teachers in minority and Latvian schools
- Minority school subject teachers
- Minority school and Latvian school students
- Specific professional and social groups.

The improved methodological skills of teachers along with increased accessibility of modern language teaching materials will ensure qualitative delivery of Latvian as Second Language training for minority school students and adults. Thus, the minority school students and non-Latvian adults are not only the direct beneficiaries of the language training and integration activities but also the indirect beneficiaries of the teacher training and materials development activities.

The improved Latvian language skills will help the non-Latvian population to integrate in the Latvian society, as well as will increase their access to jobs, which require knowledge of the Latvian language.

The improved Latvian language skills of the non-Latvian population will also benefit the society as a whole. Thus, indirectly, the whole society of Latvia can be considered as a beneficiary of the National Programme for Latvian Language Training.

B.5 Expected Results

The NPLLT envisages that until the end of Phase III (2004), the LSL teachers will have fully adapted a positive attitude towards LSL as a subject, as well as will have internalized the new methodology. However, each teacher should still have access to exchange of experience opportunities, as well as new ideas. The desire of teachers to participate in courses, and their interest about new teaching materials demonstrate their willingness to improve their performance, which in itself is a positive indicator.

The NPLLT's gradual approach to bilingual education will provide the minority school subject teachers with the necessary Latvian language and methodology skills to successfully teach their subjects in Latvian. Minority school subject teachers will also require continuous exchange of experience and access to opportunities to generate new ideas.

Phase III should continue promoting cooperation between Latvian and non-Latvian schools in order to arrive at a unified education system in Latvia, yet enriched with cultural and linguistic characteristics of the different ethnic groups residing in Latvia.

Until the end of 2004, it is envisaged to address all the LSL needs of primary schools, as well as provide the subject teachers and students with all the necessary bilingual education methodology and materials. The Programme should also contribute to gradual transition to secondary education in Latvian, which should be supported by integrated teaching materials, where language is a tool for exploration of different subject matters.

Extracurricular activities, such as camps, clubs and school cooperation projects should be supported throughout Phase III. If the financial resources would enable the NPLLT to support 15 camps, 15 clubs and 15 school cooperation projects annually, then on average 900 students and 130 teachers would benefit per year contributing not only to the improvement of Latvian language skills of the participants, but also promoting integration of society and mutual understanding between the different ethnic and social groups.

The Latvian Language Programme Unit estimates that with regard to the adult instruction demand could be around 720 courses (2x360) per year for the period 2001-2002. The teachers should have the opportunity to continue improving their language skills until 1 September 2004, while free LSL courses for professional adult groups will be discontinued after 2002. Several self-financing options have already been considered for Phase III – participants pay a full fee for the LSL courses, or a full fee is reimbursed upon successful completion of the course. However, it was concluded that introduction of the new mechanisms would require extensive administrative capacity, and may not pay off for Phase III. After the time limit set above (2002) the LLPU will offer LSL courses for a fee.

The NPLLT has already involved 95% of minority school LSL teachers in its activities, and will in the future attempt to involve as many subject teachers as possible. Up until now the NPLLT activities have focused on elementary school teachers. Starting with fall 2000, the NPLLT also involves vocational school teachers, and starting with the end of 2001 the NPLLT is planning to involve secondary school teachers as well. The Latvian Language Programme Unit will also provide intensive language courses in accordance with the mobility requirements of the European Union.

During Phase III the NPLLT will complete all 5 levels of the TV language instruction film. The 5th level of the film will focus on the culture and politics of the different ethnic groups in Latvia. All levels of the film will be accompanied by teacher handbooks for the purpose of using the film in the classroom. The film will also be included in the distance learning programme.

B.6 Execution and implementation arrangements

In 1995 the Cabinet of Ministers established a National Steering Committee for the purpose of strategic management of the National Programme for Latvian Language Training. The Minister of Education and Science serves as the Head of the National Steering Committee. The National Steering Committee consists of 15 members representing the Ministry of Education and Science, the Naturalisation Board, the State Language Centre, the Saeima (Parliament) Commission for Education and Cultural Affairs, the Riga City School Board, the Adult Education Association, the Union of Local Governments, as well as minority schools. While the National Steering Committee is responsible for the strategic management of the Programme, and serves as a consultative body, the Ministry of Education and Science is responsible for resource mobilisation, monitoring of expenditures and implementation of Programme activities.

Technical Programme implementation has been delegated to a state non-profit institution – the Latvian Language Programme Unit (LLPU), established in affiliation with the Ministry of Education and Science. The LLPU prepares all the necessary Programme documentation - develops work plans and proposes allocation of financial resources.

Financial contributions will be governed by financing agreements concluded between the Donor (in case of PHARE – the Ministry of Finance; the contract is endorsed by the Delegation of the European Commission in Riga), the Recipient – Ministry of Education and Science, and the Implementing Agency - the Latvian Language Programme Unit.

C PROJECT DESCRIPTION

The National Programme for Latvian Language Training is a ten-year programme (1996-2006) with the main objective to establish Latvian as the main language of communication in Latvia in accordance with its status as the state language, and to promote integration of society through Latvian language acquisition. However, given Latvia's fluctuating political and social environment, any 10-year programme would prove challenging to oversee, both financially and contextually. Thus, from the very beginning the Programme was broken down into more manageable phases: Phase I (1996-1998) and Phase II (1999-2000). Similarly, the remaining six-year period is broken down into two-year periods. While the document provides an overview of priorities and activities for the next four years (2001-2004), at this stage the financial resources will be mobilised for the next two years – Phase III (2001-2002).

Immediate objectives for each phase are as follows:

- Introduction of Latvian as a Second Language methodology in the Latvian education system and capacity development of the education system to deliver Latvian as a Second Language training (1996-1998)
- Continuation of capacity building activities, and concentration on integration issues (1998-2000)
- Completion of the capacity building activities (2000-2002)
- Ensuring irreversibility of the capacity of the education system (2002-2004)
- Development of a consultative institution on LSL and integration issues (2004-2006).

The immediate objectives can be further broken down into more concrete outputs. The envisaged outputs for 2000-2002 are as follows (the outputs should be monitored and revised if necessary on an annual basis):

Teacher training – LSL teachers; primary, elementary, secondary and vocational school teachers; faculty of institutions of higher education; policy makers and strategic planners within the Ministry of Education and Science and the State Language Centre.

Development of teaching materials – completion of LSL materials for all elementary school grades; provision of Latvian language text books for secondary schools; teaching aids for minority school subject teachers to enable them to teach their subjects in Latvian; further development of learning aids for the general public, including distance learning and intensive language course methodology.

LSL courses – provision of Latvian language training based on the current demand among the specific adult groups.

Integration activities – organisation of camps, clubs, school cooperation projects, media dialogues, and feedback mechanisms.

Latvian Language Programme Unit (programme administration) – further strengthening of the regional offices and co-ordinator network; regular monitoring and evaluation activities.

D OUTPUTS

D.1 Teacher training

	2001/I	2001/II	2002/I	2002/II	2003/I	2003/II	2004/I	2004/II
Target groups and number of courses								
LSL methodology (course = 6 two-day seminars and homework)	LSL teachers 10 courses throughout Latvia	Vocational schools 10 courses throughout Latvia	Vocational schools 10 courses throughout Latvia	Vocational schools and Latvian schools 10 courses throughout Latvia	Vocational schools and Latvian schools 10 courses throughout Latvia	Latvian schools 10 courses throughout Latvia	Latvian schools 10 courses throughout Latvia	Latvian schools 10 courses throughout Latvia
Bilingual methodology and LSL courses (each course = 60 hours)	Minority school subject teachers 40 courses throughout Latvia	Minority school subject teachers 20 courses throughout Latvia	Minority school subject teachers 40 courses throughout Latvia	Minority school subject teachers 20 courses throughout Latvia	Minority school subject teachers 40 courses throughout Latvia	Minority school subject teachers 20 courses throughout Latvia (without LSL)	Minority school subject teachers 20 courses throughout Latvia (without LSL)	Minority school subject teachers 20 courses throughout Latvia (without LSL)
LSL methodology for primary schools (course = 5 two-day seminars and homework)	Minority primary school teachers 10 courses throughout Latvia	Minority primary school teachers 10 courses throughout Latvia	Minority primary and pre-school teachers 10 courses throughout Latvia	Minority primary and pre-school teachers 10 courses throughout Latvia	Minority primary school and Latvian school teachers 10 courses throughout Latvia	Minority primary school and Latvian school teachers 10 courses throughout Latvia	Minority primary school and Latvian school teachers 10 courses throughout Latvia	Minority primary school and Latvian school teachers 10 courses throughout Latvia
Seminars for faculty of institutions of higher education and MoE staff	2 seminars	2 seminars	2 seminars	2 seminars	2 seminars	2 seminars	2 seminars	2 seminars
Support seminars for teacher trainers	6 seminars	6 seminars	6 seminars	6 seminars	6 seminars	6 seminars	6 seminars	6 seminars
Support seminars for LSL teachers	10 seminars	10 seminars	10 seminars	10 seminars	10 seminars	10 seminars	10 seminars	10 seminars
Support seminars for adults teachers	4 seminars	4 seminars	4 seminars	4 seminars	4 seminars	4 seminars	4 seminars	4 seminars
Materials development seminars	10 seminars	10 seminars	10 seminars	10 seminars	10 seminars	10 seminars	10 seminars	10 seminars

Intensive course methodology	-	5 seminars	5 seminars	2 seminars	2 seminars	2 seminars	-	-
Distance learning methodology	2 seminars	2 seminars	2 seminars	2 seminars	2 seminars	2 seminars	-	-

D.2 Teaching materials

Materials	2001/I	2001/II	2002/I	2002/II	2003/I	2003/II	2004/I	2004/II
Materials for grades 1-4 (text book, exercise book, audio, teacher handbook, video) 5000 copies, bilingual.	x	x	x	x				
Latvian language materials for grades 10-12			x	x	x	x		
Bilingual materials for schools	x	x	x	x	x	x	x	x
Bilingual materials (handbook and teaching aids for teachers)	x		x		x		x	
Special literature, materials for professional adult groups	x	x	x	x	x	x	x	x
Methodology for teachers	x	x	x	x	x	x	x	x
Distance learning/self-learning/radio/internet	x	x	x	x	x	x	x	x
Paliga, levels III, IV, and V and accompanying materials	x	x	x	x	x			

D.3 LSL courses (each course - 60 hours, each group - 15-20 persons)

Courses	2001/I	2001/II	2002/I	2002/II	2003/I	2003/II	2004/I	2004/II
LSL for non-Latvian teachers	250 groups	250 groups	250 groups	250 groups	As required			
LSL for staff of the Ministry of Interior	50 groups	50 groups	50 groups	50 groups	Courses for a fee			
LSL for medical personnel	30 groups	30 groups	30 groups	30 groups	Courses for a fee			
LSL for new recruits	2 courses x 9 groups x 60 h	2 courses x 9 groups x 60 h	2 courses x 9 groups x 60 h	2 courses x 9 groups x 60 h	Courses for a fee			
LSL for the unemployed	10 groups	10 groups	10 groups	10 groups	As required			
LSL for local govt staff	10 groups	10 groups	10 groups	10 groups	Courses for a fee			
LSL for the disabled	5 groups	5 groups	5 groups	5 groups	As required			
LSL for prestige groups	5 groups	5 groups	5 groups	5 groups	-			
LSL for youth	10 groups	10 groups	-	-	-			
Intensive LSL courses (n accordance with EC mobility requirements)	-	-	5 groups	5 groups	5 groups	5 groups	5 groups	

D.4 Integration activities

	2001/I	2001/II	2002/I	2002/II	2003/I	2003/II	2004/I	2004/II
Camps (50% Latvians and 50% non-Latvians)	10	10	10	10	10	10	10	10
Clubs (50% Latvians and 50% non-Latvians)	10	10	10	10	10	10	10	10
School cooperation (Latvian and non-Latvian schools or mixed schools)	10	10	10	10	10	10	10	10
Media and other dialogues	2	2	2	2	2	2	2	2
Radio (10 x 10 min. Latvian, 10 x 10 min. Russian)	20	20	20	20	20	20	20	20
TV	2	2	2	2	2	2	2	2
<i>Tagad</i>	2	2	2	2	2	2	2	2
<i>Tilts</i>	2	2	2	2	2	2	2	2
Internet and hotline (feedback dialogue with participants)	X	X	X	X	X	X	X	X
Integration clips	X	X	X	X	X	X	X	X

E INPUTS

The required financial resources for implementation of Phase III amount to a total of USD 4,7 million.

E.1 Government input

In order to ensure continuing operation of the Latvian Language Programme Unit, the Ministry of Education and Science has requested resources from the state budget. The draft 2001 budget approved by the Cabinet includes USD 714,000 for this purpose.

E.2 International input

As the Government financial contribution is expected to increase gradually, the Programme still requires international support for implementation of Phase III in the amount of USD 2 million per year.

PHARE programme has allocated EUR 500,000 (the same amount as in previous years) from its 1999 national programme for the implementation of the NPLLT. These resources will become available in 2001.

The PHARE 2000 national programme will support a project "Integration of Society", which includes a component supporting the NPLLT in the amount of EUR 500,000. In order to implement all the NPLLT activities planned for Phase III PHARE support would be necessary also from the 2001 and 2002 national programmes.

F RISKS AND CONDITIONALITIES

The following conditions are required for successful implementation of the National Programme for Latvian Language Training:

- Government support to Latvian language training directly, as well as to the National Integration Programme.
- Gradual increase of Government financial contributions in order to create a favourable environment for mobilisation of donor resources.
- Consistent application of the new LSL methodology and materials in the classroom

- Support of all stakeholders to the objectives of the NPLLT
- Validity and accessibility of the survey data and monitoring results
- Cooperation of minority non-governmental organisations and their readiness to participate in the implementation of some of the NPLLT components
- Appropriate infrastructure for provision of Latvian language training in the country
- Availability of human resources and the capacity of teachers to take on additional tasks.

G MONITORING AND EVALUATION

The following mechanisms are used for project monitoring and evaluation:

- Monitoring and evaluation plan which includes performance indicators
- Steering Committee and donor meetings
- Self-evaluation forms of course participants
- Annual evaluation seminars
- Regular opinion polls
- Surveys of specific target groups
- Project statistical data
- Regular reports about the implementation of Programme activities and expenditures to the Ministry of Education and Science and the Steering Committee
- Annual audit exercises
- External evaluations
- Annual reports.

The combined outcome of the monitoring and evaluation exercises allows to objectively evaluate the impact of the activities of the National Programme for Latvian Language Training, the effectiveness and efficiency of the implementation process, as well as provides feedback from the Programme participants and beneficiaries, which is essential for successful implementation of the Programme.

The external Programme evaluation exercises provide independent and objective evaluation of the NPLLT relevance, effectiveness, efficiency and sustainability. The independent evaluations ensure credibility of the NPLLT in the eyes of the donors and the society as a whole.

The Latvian Language Programme Unit will continue to prepare annual reports, which will provide information about the implemented activities, expenditures, as well as describe the results of the annual monitoring and evaluation exercises. The annual reports will be reviewed by the National Steering Committee for the purpose of evaluating the outcomes, and providing recommendations for the future. The recommendations will serve as a basis for a work plan to improve the implementation of the NPLLT. The implementation of the work plan will be monitored by the National Steering Committee during the course of the following year, as well as reflected in the next year's annual report.

Upon approval by the Steering Committee, the annual report will be forwarded to the Government, donors, as well as other interested parties.

In addition to the annual report, the LLPU will prepare donor reports in accordance with the individual financing agreements.

H BUDGET FOR PHASE III (01/2001 – 12/2002)

Outputs	Total (LVL)
Teacher training	490,000
TEACHING MATERIALS	700,000
LSL courses	850,000
Integration activities	280,000
LLPU (programme administration)	150,000

Consultants, co-ordinators and other experts	330,000
TOTAL	2,800,000

