

PD-ABT-237



REPORT
USAID GRANT No. ENI-G-00-00-00001-00

**LAT/95/002 - PROMOTION OF SOCIAL INTEGRATION:
SUPPORT TO IMPLEMENTATION OF THE NATIONAL PROGRAMME
FOR
LATVIAN LANGUAGE TRAINING**

UNITED NATIONS DEVELOPMENT PROGRAMME
RIGA, LATVIA

February, 2001

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PROJECT SUMMARY

BACKGROUND

Since Latvia re-established independence in 1991, it has faced a problem with unifying its residents around a national identity. Due largely to language barriers, a substantial minority group comprised of Russian speakers in Latvia faces difficulty integrating into the institutions of the new society.

Although emigration to Russia has declined in recent years, about a quarter of the current resident population has no citizenship in any country. A 1994 law on naturalization failed to substantially reduce this minority, with only 8 percent of eligible non-citizens even applying for citizenship by the end of 1998. A study commissioned by the Naturalization Board found that the expectations of failing the language test were a major reason behind the low rate of citizenship applications.

In addition to the problems of gaining citizenship, many non-Latvian speakers are not being educated to use Latvian. There are 210 minority schools and 149 schools with Russian language classes. About half the teachers in the minority schools have Latvian skills insufficient for teaching in Latvian. About 125,000 students are in classes where Russian is the primary language. The proportion of students enrolling first grade in Latvian has been rising but still accounts for only 70 percent.

The National Programme for Latvian Language Training was launched by the UNDP in December 1996 to address problems in the educational system. Phase I, ending in 1998, was jointly funded by five European countries, the EC Trust Fund and UNDP, for a total of \$3.1 million. In addition, the Government of Latvia provided \$220,000 for development and printing of teaching materials in 1998 and \$1,000,000 in salary supplements to minority school teachers, concretely demonstrating its endorsement of the program and its willingness to begin domestic financing.

OBJECTIVE

The overall objective of the UNDP Latvia multi-donor cost shared project *LAT/95/002 - Promotion of Social Integration: Support to Implementation of the National Programme for Latvian Language Training* is to promote social integration in Latvia by enhancing the knowledge of Latvian amongst the non-Latvian speaking population, thereby facilitating social cohesion, strengthening national identity and increasing economic efficiency. Acquisition of Latvian language capability is expected both to facilitate the integration of non-Latvian speakers into society, as well as enhance economic prospects for many people for whom economic opportunities may be inhibited by a low level of Latvian language proficiency. Further, by providing Latvian language skills to the non-Latvian population, the project aims to help transcend the linguistic segregation that was the product of Soviet language policy and thereby contribute to social harmony.

Project strategy

The project has been designed to consist of two phases (i.e. end of 1996 to end of 1998 for Phase I; end of 1998 to end of 2000 for Phase II) partly due to financial constraints of donor countries to make commitments for more than two years, but also to allow for substantive assessment of Phase I when designing Phase II.

The project mainly focuses on the development of LSL training capacities, although it also includes activities to support operational delivery of language training and the development of managerial capacities to sustain the National Programme beyond the lifetime of the project. The National Programme shall train approximately 800 Latvian language and 3000 subject teachers in minority schools, as well as build up the capacities of existing language training institutes to train more teachers in LSL techniques in future years. Approximately 200 LSL teachers will be trained to provide language training to young adults and adults. The LSL capacities are being developed in a decentralized manner, so as to build local training and educational capacities throughout Latvia.

The project is utilizing a multiplier system based on the training of a core group of trainers who in turn train teachers as required. Training for LSL teachers has been and will continue to focus on developing learner-oriented techniques. New modern teaching materials (books, training manuals, video and audio materials) are being produced to make Latvian language training available to all who desire it. During the lifetime of the project (four years), approximately 80,000 minority school students are expected to receive improved language training as part of the regular school curriculum.

Due to the timing of the introduction of the new curriculum, many young adults will not benefit from the new LSL curriculum in minority schools. For these young adults age of approximately age 16-20 who feel they need additional Latvian language training beyond Grade 9 in order to maximize their opportunities for acquiring a secondary or higher education, the project is providing intensive LSL summer courses. The project is envisaged to reach approximately 8,000 of these young adults.

At the outset of project activities, it was estimated that the project will provide operational delivery of language training to a pilot group of 5,000 adults and conduct annual surveys to better gauge the demand for Latvian language training in the future. In addition, approximately 250 adults from selected public service professions (police, medicine, civil service, etc.) are expected to receive Latvian language training. The LSL training capacities will be developed such that the 200 LSL teachers necessary to meet the demand for language training amongst young adults will also be able to train up to 6,000 adults per year should there be such a demand.

The project includes a mass media campaign to help promote attitudinal changes and create a favorable environment for non-Latvian speakers' learning the Latvian language outside the formal education system. The highlight of the campaign is the Latvian language training course for television, but other types of educational television and radio programming will also be produced and broadcast as part of the project.

An independent not-for-profit project management unit, the Latvian Language Project Unit (LLPU), has been established to co-ordinate activities for the duration of the project (four years - Phases I and II) and manage the financial resources contributed to the project by donors. Part of the LLPU's mandate is to develop and implement the institutional, policy, and financial framework necessary to sustain the National Programme beyond the lifetime of the project. The project is executed by a Project Steering Committee consisting of representatives from the Ministry of Education, State Naturalization Board, State Language Centre, Association of Local Governments, School Board, directors of non-Latvian speaking schools, Latvian Adult Education Association, the advisor to the Prime Minister on Education and the chairman of the Saeima Education and Science Committee.

IMPLEMENTATION OF PROJECT ACTIVITIES*

Project activities are divided into four categories:

- Development of training capacities for schools and adults by:
 - a) retraining of teachers of Latvian as a second language teachers,
 - b) providing Latvian language training to minority school subject teachers, and
 - c) development of new teaching materials.
- Training operations in adult education to specified key professions through:
 - a) Latvian language courses, and
 - b) development of new teaching materials.
- A mass media campaign to:
 - a) raise the prestige of Latvian as a second language methodology,
 - b) enhance the motivation of the non-Latvian speaking population to take advantage of Latvian language training opportunities, and
 - c) increase the accessibility of Latvian language instruction for non-Latvian speakers.
- Development of management and implementation capacity of the Latvian language programs to:
 - a) develop sustainable financial strategies for continuation of the National Programme for Latvian Language Training, and
 - b) determine the effectiveness of activities undertaken through the Programme.
- Promoting social integration and inter-ethnic dialogue through:
 - a) supporting community level programs, and
 - b) supporting a public information campaign.

See Annexes I and II that reflect the project progress and accomplishments during the Phase II of NPLLT implementation.

OUTCOMES AND ACHIEVEMENTS OF THE USAID GRANT

In order to foster the naturalisation pace in Latvia, the USIAD grant was specifically used for the Adult Education component of the National Programme for Latvian Language Training (NPLLT). During the USAID grant period, the following activities took place under this component:

100 Latvian as a Second Language (LSL) courses for minority school subject teachers, totaling 1 671 people;
45 LSL courses for adults and young adults, totaling 681 people;
50 monitoring activities.

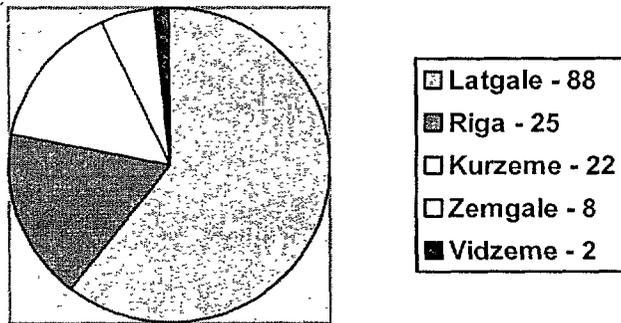
Providing language training to minority school subject teachers is part of the Adult Education component of the Programme. The improvement of Latvian language ability for this particular adult group is absolutely essential for strengthening of the infrastructure for education system in Latvia. These courses were organized primarily in Latgale, where Latvian language training is most needed due to economic challenges this region is facing at present.

Forty-five LSL courses were held for adult groups of specific professions in an effort to meet the large demand for Latvian language training. It was determined that courses would be held for the following professional categories: Ministry of Interior (border guards, prison administration, the

police) and medical personnel. Courses were also held for unemployed persons in cooperation with the Ministry of Labor, as well as for the disabled. As for minority school teachers, the NPPLT concentrated its activities on the Latgale region where the LSL training was most needed.

The chart below illustrates the breakdown of courses among the regions of Latvia. The Programme's activities took place in all territory of Latvia, and USAID's resources were distributed in response to the general demands for language training in Latvia.

Breakdown of USAID-sponsored LSL Courses by Region



With USAID support, the NPPLT was able to improve Latvian language proficiency for key sectors of society by addressing the needs of the public service, the unemployed, the disabled, and minority school teachers. The demand for courses still exceeds the capacity of the NPPLT to deliver courses due to financial and human resource limitations. This work is expected to continue until 2003.

MONITORING AND EVALUATION

The NPPLT regularly carries out monitoring activities to measure the quality of its activities. They consist of self-evaluation questionnaires and monitoring visits by language specialists to the courses. Annual evaluation conferences, which are attended by all NPPLT partners in teacher training and adult education, also help to achieve better results in future activities. Finally, the NPPLT contracts an annual demand survey on Latvian language usage.

Under the USAID grant, 50 monitoring visits by language specialists were held:

Latgale (Daugavpils, Rezekne, Ludza, Kraslava)	22
Riga	12
Kurzeme (Liepaja)	8
Zemgale (Jelgava)	8

The results of the observation activities demonstrate that the quality of language teaching has increased due to quality of teachers trained by the Programme as well as due to new, modern teaching materials produced by professionals of NPPLT. More than 50 % of the courses received excellent evaluation, 49% received good evaluation, 1% needed additional guidance. The Latvian Language Programme Unit (LLPU) has addressed the needs of the teachers by providing more methodological and pedagogical guidance and training.

In addition, the self-evaluation questionnaires were collected, compiled, and analyzed for information on the quality of the courses (materials, teachers, methodology), as well as the impact NPLLT activities have on its recipients in acquiring Latvian language skills. The course attendees stated the following reasons:

- Increase in motivation to become a naturalized citizen;
- The courses help the participants maintain (for the unemployed read “establish”) their position in the labor market;
- Participants’ attitude towards the Latvian language has improved;
- The courses help reduce the psychological barrier preventing language use in everyday life;
- Course participants gained insight on other issues not directly related to language;
- For the disabled, the courses strengthened the participants’ ties with the rest of society.

Furthermore, in order to demonstrate project impact during the first four years of implementation, the Impact Report was produced in September, 2000 (Annex III).

The USAID grant was distributed as described in the chart below:

Activity	Cost breakdown (USD)	Total (USD)
100 LSL courses for minority school teachers	742 per/course for salaries	74 200
45 LSL courses for adult groups	742 per/course	33 390
Teaching Aids	37.3 per/course	5 410
50 monitoring visits	68 per/visit	3 400
Administrative costs		3 600
TOTAL		120,000

PROJECT BUDGET

EXPENDITURES TO DATE

The current project budget for 2000 is USD 1,741,097 which includes the following contributions:

UNDP core budget:	USD 57,733	Government of Norway:	USD 24,967
Government of Canada	USD 238,610	Government of Sweden:	USD 458,940
Government of Denmark:	USD 118,078	Government of Great Britain:	USD 158,730
Government of Finland:	USD 259,976	Government of United States:	USD 120,000
Government of the Netherlands:	USD 279,672	Income Generated from project	USD 72,815

The total expenditures for January - December 2000 against project budget are reflected in the table below:

		<i>Budgeted amounts (USD)</i>		<i>Expenditures I-VI/2000 (USD)</i>	
10	Personnel	1,409,164		1,292,442	
	<i>international experts & consultants</i>		48,034		39,111
	<i>national experts & consultants</i>		1,215,042		1,114,285
	<i>duty travel</i>		15,911		15,992
	<i>Administrative personnel & expenses</i>		130,177		123,055
20	Sub-contracts	177,878		151,483	
	<i>TV program subcontracts</i>		10,005		13,573
	<i>adult materials</i>		31,043		17,859
	<i>school materials</i>		68,355		62,767
	<i>training videos</i>		8,880		8,134
	<i>public information</i>		17,240		11,550
	<i>LLPU office expenses</i>		14,026		11,106
	<i>Rent of facilities</i>		761		708
	<i>office renovations</i>		12,401		11,129
	<i>Bulletin</i>		14,477		14,167
	<i>Reg. center office renovations</i>		690		579
30	Training	136,079		62,751	
	<i>training of trainers</i>		27,798		8,546
	<i>teacher training</i>		52,903		42,149
	<i>LSL brush-up courses</i>		33,790		7,896
	<i>conferences and staff training</i>		21,537		11,960
	<i>seminars</i>		51		1,685
40	Equipment	17,792		10,974	
	<i>LLPU and reg. centre equipment</i>		17,792		10,974
50	Miscellaneous	184		1,288	
	<i>Sundries</i>		184		1,288
	Total core:	1,741,097		1,518,938	
	Administrative expenses:	50,313		43,618	
	GRAND TOTAL:	2,214,412		1,562,556	

ANNEXES

Annex I	Activities performed during Phase II
Annex II	Quantitative accomplishments
Annex III	Impact Report

Annex I

PHASE II COMPONENT OBJECTIVES	Activities performed during PHASE II (1999 – 2000)
<p>1. Development of Training Capacities for Schools and Adults 1.1. Basic in – service training course for 450 LSL teachers in minority schools</p>	<p>300 LSL (Latvian as a Second Language) teachers finished LSL courses (1998/99) in May 1999; 468 LSL teachers have applied for the methodology courses 1999/00; Minister of Education and Science has asked LLPU to find training possibilities for all applicants, which LLPU will try to do;</p> <p style="text-align: center;">July – October 1999</p> <ul style="list-style-type: none"> • planning of 19 LSL methodology courses throughout Latvia to provide training for 468 applicants (August, September); • 1st LSL methodology seminar (1999/00), 19 groups, 468 participants; <p style="text-align: center;">October – December 1999</p> <ul style="list-style-type: none"> • 2nd LSL methodology seminar (October); <p style="text-align: center;">January – March 2000</p> <ul style="list-style-type: none"> • 3rd LSL methodology seminar (January); • 4th LSL methodology seminar (February); • 5th LSL methodology seminar in (March/April); <p><i>April – June 2000</i></p> <ul style="list-style-type: none"> • 6th LSL methodology seminar (April); <p>Trainers: 38 LSL teacher trainers (trained by LLPU 1996/1997);</p> <p><i>July – September 2000</i></p> <ul style="list-style-type: none"> • Evaluation of the applications for the LSL methodology courses (August, September); • 1st LSL methodology seminar (2000/01), 7 groups, 175 participants (Latvian school and industrial school teachers included for the first time); <p>Trainers: 14 LSL teacher trainers</p> <p><i>October – December 2000</i></p> <ul style="list-style-type: none"> • the 2nd LSL methodology seminar (2000/01), 7 groups, 175 participants; (October); • the 3rd LSL methodology seminar (2000/01), 7 groups, 175 participants; (November); <p>Trainers: 14 LSL teacher trainers</p>
<p>1.2. LSL Teacher and Teacher Trainer Support Seminars 1.2.1. Support seminars for the teacher trainers on modern second language teaching issues; 1.2.2. support seminars for already trained (97./98.) teachers; 1.2.3. second language seminars on different specific second language issues; 1.2.4. recruitment of 10 international consultants and 10 national experts;</p>	<p style="text-align: center;">April – June 1999</p> <ul style="list-style-type: none"> • For LSL teacher trainers: 2 support seminar in (May, June); • For LSL teachers: 2 support seminars for each LSL methodology group (1997/98); • different LSL seminars in Riga, Liepaja, Daugavpils, Kraslava, Aluksne, Ventspils (see annex on seminars); <p>Trainers: 5 international and 7 national experts;</p> <p style="text-align: center;">July – October 1999</p> <ul style="list-style-type: none"> • for LSL teacher trainers: 2 seminars on teaching methods in co-operation with Latvian adult education association (July); • 2 LSL teaching materials implementation seminars, performed by LLPU pedagogical work co-ordinator (August); <p>Trainers: 2 national experts;</p>

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PHASE II COMPONENT OBJECTIVES	Activities performed during PHASE II (1999 – 2000)
	<p style="text-align: center;"><i>October – December 1999</i></p> <ul style="list-style-type: none"> • 3 support seminars for LSL teachers in Daugavpils, Liepaja, Rezekne (in co-operation with British Council) (November); • 2 support seminars for LSL teachers in Riga, Jelgava (in co-operation with British Council) (December); • testing and evaluation seminar for university teachers (October); • communicative grammar introduction seminar (December); • LSL teaching material “Latvian for Minority Schools: Grade 6” implementation seminars in Liepaja, Rezekne, Daugavpils, Ludza, Valka; • testing seminar (LLPU and Council of Europe); <p>Trainers: 5 international experts, 7 national experts</p> <p style="text-align: center;"><i>January – March 2000</i></p> <ul style="list-style-type: none"> • 5 support seminars for LSL teachers in Daugavpils, Rezekne, Liepaja, Jelgava, Riga (in co-operation with British Council) (March); <p><i>April – June 2000</i></p> <ul style="list-style-type: none"> • support seminar for LSL teachers in Ludza (in co-operation with British Council) (April); • New support seminars planning in co-operation with British Council (April); • Support seminars for LSL teachers in Aluksne, Ludza (April); • Support seminars for LSL teaching materials developers (April); <p>Trainers: British Council teacher trainers, LLPU director</p> <p><i>July – September 2000</i></p> <ul style="list-style-type: none"> • A Canadian expert performs a seminar on Do We All Talk Alike (July); • A Canadian expert performs two seminars on bilingual education for LSL teachers in Liepaja (July); • Evaluation workshop (August); • Support seminar for LSL teacher trainers (September); • LSL teaching material “Latvian for Minority Schools: Grade 7” implementation seminars begin throughout Latvia (September); <p>Trainers: 1 international expert, 3 national experts;</p> <p><i>October – December 2000</i></p> <ul style="list-style-type: none"> • LSL teaching materials for grade 7 implementation seminars for LSL teachers (Rezekne, Ludza, Daugavpils, Kraslava, Valka, Liepaja, Ventspils, Preili); (October, November, December); • Methodology support seminars for LSL teachers (NPLLT/ British Council), (Ventspils, Liepaja, Ludza, Rezekne, Kraslava, Jelgava); (October, November, December);

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PHASE II COMPONENT OBJECTIVES

Activities performed during PHASE II (1999 – 2000)

1.3. LSL Courses for Minority School Subject Teachers	LSL courses throughout Latvia (in Spring 1999 5000 teachers and kinder garden teachers were trained in 60 hours LSL courses);
1.3.1. LSL courses at minority schools throughout Latvia specifically targeted to the needs of minority school subject teachers;	1.3.2. is not addressed yet;
1.3.2. LSL training courses (2 hours per week) for minority school teachers in areas where Latvian speakers are minority;	<p style="text-align: center;">July – October 1999</p> <p>All financial resources exhausted in Spring 1999; a new project based on a great demand for LSL courses was presented to donors in July 1999;</p>
	<p style="text-align: center;">October – December 1999</p> <ul style="list-style-type: none"> • MES (Ministru of Education and Science), UNDP and international donors sign an agreement on providing additional resources for LSL courses; • 300 courses prepared for LSL teachers;
	<p style="text-align: center;">January – March 2000</p> <ul style="list-style-type: none"> • most of the courses finalised in March; • reports are reviewed and salaries paid; • registration and beginning of new LSL courses;
	<p><i>April – June 2000</i></p> <ul style="list-style-type: none"> • all LSL courses (Fall 1999) finalised; • September 1999 - June 2000 <p>LSL courses – 449, 6735 participants: 271 LSL courses for subject teachers, 4065 participants, 178 LSL courses for kindergarten educators, 2670 participants;</p>
	<p><i>July – September 2000</i></p> <ul style="list-style-type: none"> • 182 LSL courses, 2730 participants (September): <p>LSL courses for subject teachers – 99, 1485 participants; LSL courses for kindergarten educators – 83, 1245 participants;</p>
	<p><i>October – December 2000</i></p> <ul style="list-style-type: none"> • Regular monitoring of LSL courses (October, December); • Evaluation of the results of LSL courses; • Registering of the new applications; <p><u>September – December 2000</u></p> <p>182 LSL courses, 2730 participants: LSL courses for subject teachers – 99, 1485 participants; LSL courses for kindergarten educators – 83, 1245 participants;</p>

Annex I

PHASE II COMPONENT OBJECTIVES	Activities performed during PHASE II (1999 – 2000)
1.4. Training of a core group of 40 trainers for subject teachers to teach their subjects in Latvian	<p style="text-align: right;">July – October 1999</p> <ul style="list-style-type: none"> • planning of methodology seminars for subject teachers in Spring 2000;
1.4.1. recruitment of a core group of 40 minority school subject teachers, who have had success in changing their language of instruction from Russian to Latvian;	<p style="text-align: center;"><i>October – December 1999</i></p> <ul style="list-style-type: none"> • a competition announced; 40 subject teachers selected; • 3 international experts recruited; • 5 national experts recruited; • 5 seminars planned for bilingual methodology teacher trainers in Spring 2000;
1.4.2. recruitment of 4 international trainers with experience in bilingual subject teaching;	<p style="text-align: center;">January – March 2000</p> <ul style="list-style-type: none"> • intensified planning of the bilingual methodology courses with participation of a Canadian expert; • Canadian expert visits minority schools; • 1st bilingual teaching methodology seminar for teacher trainers (40 participants) in Sigulda (January); • 2nd bilingual teaching methodology seminar (60 participants) in Jurmala (February); • planning of the following bilingual teaching methodology seminars (February); • 1st workshop for bilingual teaching methodology teacher trainers in Riga, Jelgava, Daugavpils, Salaspils (March);
1.4.3. recruitment of 6 national trainers with experience in bilingual subject teaching;	<p style="text-align: center;">April – June 2000</p> <ul style="list-style-type: none"> • 3rd bilingual teaching methodology seminar for teacher trainers (60 participants) in Jurmala (April); • 2nd workshop for bilingual teaching methodology teacher trainers in Riga, Jelgava, Daugavpils, Salaspils (May); • 4th bilingual teaching methodology seminar planning (May, June);
1.4.4. training seminars to develop in-service teacher trainers on bilingual subject teaching;	<p style="text-align: center;"><i>July – September 2000</i></p> <ul style="list-style-type: none"> • 4th bilingual teaching methodology seminar for teacher trainers (60 participants) in Jurmala (July); • two support seminars for bilingual teaching methodology teacher trainers in Jurmala, Riga (September); <p>Trainers: 2 international experts, 15 national experts;</p>
1.4.5.	<p style="text-align: center;"><i>October – December 2000</i></p> <ul style="list-style-type: none"> • support seminar for Bilingual teaching multipliers (September); • 2 evaluation seminars for bilingual teaching multipliers (December); • support seminar for bilingual teaching multipliers on the Use of Literature in Bilingual Teaching (November);
1.5. Basic in-service training course for 250 subject teachers on how to teach subjects in Latvian:	experience exchange seminars in Fall 1999;
1.5.1. training seminars for minority school subject teachers throughout Latvia	<p style="text-align: right;">July – October 1999</p> <p>Due to the lack of national bilingual teaching methodology experts, seminars for subject teachers postponed to Fall 2000 ;</p>
	<p style="text-align: center;"><i>October – December 1999</i></p> <ul style="list-style-type: none"> • Courses planned for Fall 2000 and Spring 2001; • Competition announcement prepared for April 2000;

PHASE II COMPONENT OBJECTIVES	Activities performed during PHASE II (1999 – 2000)
	<p style="text-align: center;">January – March 2000</p> <ul style="list-style-type: none"> • 20 courses are planned; • each course: 60 hours methodology; 60 hours – LSL; <p style="text-align: center;">April – June 2000</p> <ul style="list-style-type: none"> • competition for courses (May); <p><i>July – September 2000</i></p> <ul style="list-style-type: none"> • course schedule planning (August); • Bilingual Teaching Methodology Evaluation conference – 2000; 100 participants (July); <p style="text-align: center;">October – December 2000</p> <ul style="list-style-type: none"> • 4 bilingual teaching methodology seminars for subject teachers; 294 participants; 18 groups in Kraslava, Daugavpils, Ludza, Zilupe, Rezekne, Liepaja, Valmiera, Jelgava, Riga, Salaspils, Balvi, Jekabpils (October, November, December); <p><i>Trainers: 37 bilingual teaching methodology teacher trainers, 20 LSL methodology teacher trainers;</i></p>
<p>1.6. Materials development for LSL teachers</p> <p>1.6.1. recruitment of materials developers;</p> <p>1.6.2. development of different teaching aids for LSL teachers;</p> <p>1.6.3. translation and adaptation of different international texts on second language acquisition;</p> <p>1.6.4. further development and improvement of the teacher trainer handbook for schools and adults;</p> <p>1.6.5. printing of the developed materials;</p> <p>1.6.6. distribution of materials;</p>	<ul style="list-style-type: none"> • audio tape “Games and Dances”, 500 copies (April) • printed in series A5-F “ Work With Adults” (improved), 1000 copies (June); • several texts on LSL issues translated; • “Rīga detective” exercise book No 1, 2, 3, 4, 5 (1000 c.x 5) (June); • “Rīga detective” audio tape No 1, 2, 3, 4, 5 (1000 c..x 5) (June); <p style="text-align: center;">July – October 1999</p> <ul style="list-style-type: none"> • printed in series A5-G “How Do Adults Learn”, 1000 copies (July); • printed in series A5-H “LSL Methodology Handbook”, 1000 copies (September); <p style="text-align: center;">October – December 1999</p> <ul style="list-style-type: none"> • teaching methodology material for primary school teachers in development; • “Games and Dances” in editing; • additional edition “LSL for Non – Latvian School Subject Teachers”, 1200 copies of students book, 200 copies of teachers book (December); <p style="text-align: center;">January – March 2000</p> <ul style="list-style-type: none"> • “Rīga detective II” exercise book No 6, 7, 8, 9, 10, 1000 c.x 5 (January); • “Rīga detective II” audio tape No 6, 7, 8, 9, 10, 1000 c.x 5 (January); • printed in series A4 – 6 “Press in the Language Acquisition”, 2000 copies (January); • printed in series A5 – E “Games and Dances”, 500 copies (January); • printed in series A5 – E work book with music sheet “Games and Dances”, 500 copies, (January); <p><i>April – June 2000</i></p> <ul style="list-style-type: none"> • LSL teaching material “Clubs in LSL acquisition” in development; • LSL teaching material “Theatre in LSL acquisition” in development; • LSL teaching material “Methodology handbook for primary school teachers” in development; • LSL teaching material “Methodology handbook for Bilingual education courses” in development;

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PHASE II COMPONENT OBJECTIVES	Activities performed during PHASE II (1999 – 2000)
	<p><i>July – September 2000</i></p> <ul style="list-style-type: none"> • new editing of “LSL for Non – Latvian School Subject Teachers”; • editing of “LSL for Railway Employees”; • “Primary School Methodology Handbook” in development; • experimental material “Handbook for Bilingual Methodology Development Courses” in development (based on the materials created in bilingual teaching methodology seminars and internet communication with Canadian expert); <p>Consultants: 4 national experts, 1 international expert;</p> <p><i>October – December 2000</i></p> <ul style="list-style-type: none"> • printed in series A4 – 9 “LSL for Subject Teachers in Minority Schools” (1000 copies, 200 annex copies); (November);
<p>1.7. Materials development for subject teachers</p> <p>1.7.1. recruitment of materials developers for different subjects to be taught in Latvian;</p> <p>1.7.2. recruitment of 3 international experts with experience on developing bilingual teaching aids for subject teachers;</p> <p>1.7.3. training seminars for the materials developers;</p> <p>1.7.4. development of teaching materials specifically targeted for teachers changing their language of instruction from Russian to Latvian;</p> <p>1.7.5. printing of developed materials;</p> <p>1.7.6. distribution of materials;</p>	<ul style="list-style-type: none"> • applications to the public competition were sent by 30 biology, geography and history teachers; • 4 international experts have been recruited; • a teaching material is in development, which will be used by subject teachers in order to help them to change the language of instruction from Russian to Latvian; • poster series are in development (hangable at the wall) in history (5th class), geography (6th class) and biology (5th class); these series are to serve as the first aid to students as well as to teachers; <p style="text-align: center;">July – October 1999</p> <ul style="list-style-type: none"> • posters development continues; • competition for poster illustrators announced; • poster draft materials finalised and limited to 20 posters per subject; • 6 seminars on subject teaching in Latvian: 2 in Riga (poster development groups); 2 in Daugavpils (subject teachers; school boards representatives and school directors); 2 in Liepaja (school boards representatives and school directors); <p>Trainers: 1 international expert; 1 local co-ordinator;</p> <p><i>October – December 1999</i></p> <ul style="list-style-type: none"> • 4 seminars for subject teachers on evaluation of the posters; • illustrations for the biology and geography posters finalized (January); • delay with history posters due to the content; <p style="text-align: center;">January – March 2000</p> <ul style="list-style-type: none"> • posters improvement continues (January, February); • editing of the posters content in co-operation with MES • posters linguistic editing; <p>misunderstandings with history posters developers;</p> <ul style="list-style-type: none"> • biology and geography posters ready for scanning (March); <p><i>April – June 2000</i></p> <ul style="list-style-type: none"> • biology and geography posters printed (May); • commission evaluates history posters (May);

PHASE II COMPONENT OBJECTIVES	Activities performed during PHASE II (1999 – 2000)
	<p><i>July – September 2000</i></p> <ul style="list-style-type: none"> • history posters development continues (co-operation with authors, editors, illustrator) <p>Consultants: 6 national experts</p> <p><i>October – December 2000</i></p> <ul style="list-style-type: none"> • Latvian history posters printed (20 posters x 1000 copies) (November);
<p>1.8. LSL text books for grades 1 - 7 in minority schools:</p> <p>1.8.1. recruitment of 3 international experts as critical readers;;</p> <p>1.8.2. recruitment of 14 national experts as critical readers</p> <p>1.8.3. development of textbooks, exercise books, audio materials and a teacher's guide for each grade;</p> <p>1.8.4. regular workshops for the authors;</p> <p>1.8.5. printing of requested copies for each grade;</p> <p>1.8.6. distribution of the text books;</p>	<p>April - June 1999</p> <ul style="list-style-type: none"> • delay in development of "Latvian for Minority Schools: Grade 5"; • manuscript of "Latvian for Minority Schools: Grade 7" is basically ready, but does not correspond to the LSL methodology; new author recruited to adopt it to the needs of the target group; • communicative grammar exercise books "Roku rokā": Grade 5 finalised, editorial team is being recruited; Grade 4 and 6 ready for editing (July); Grade 7, 8 and 9 tested in summer camps; Grade 2, 3 tested by primary school teacher trainers; <p>Consultants: 3 international experts, primary school methodology experts;</p> <ul style="list-style-type: none"> • 4 seminars for materials developers; 3 seminars for communicative grammar exercise book authors; <p>July – October 1999</p> <ul style="list-style-type: none"> • 1 support seminar teaching materials developers; • regular consulting for the teaching materials developers; • editing of communicative grammar exercise book for grade 5 finalised; • "Latvian for Minority Schools: Grade 8 and 9. Listening exercises" <p>2nd edition – 1000 copies (September); 3rd edition – 1000 copies (September); 4th edition – 1500 copies (October);</p>
	<p>October – December 1999</p> <ul style="list-style-type: none"> • "LSL for Minority Schools: Grade 6" published, text book - 7000 copies (October); • "LSL for Minority Schools: Grade 6" published, work book – 7000 copies, teachers book – 600 copies, audio tape – 1000 copies (November); • Communicative grammar exercise book for grade 5 in editing; <p>Consultants: 4 national experts; 1 local co-ordinator;</p> <p>January – March 2000</p> <ul style="list-style-type: none"> • Communicative grammar exercise book for grade 5 published, 5000 copies (January); • Communicative grammar exercise book for grade 4 published, 5000 copies (February); • Communicative grammar exercise book for grade 8 published, 5000 copies (March); • design and editorial team prepared for "LSL for Minority Schools: Grade 7"; • editorial work on "LSL for Minority Schools: Grade 5" continues; • In March LLPU breaks a contract with 5 grade materials developers; new author is invited to finish the job;

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PHASE II COMPONENT OBJECTIVES	Activities performed during PHASE II (1999 – 2000)
	<p><i>April – May 2000</i></p> <ul style="list-style-type: none"> • “LSL for Minority Schools: Grade 5” in development (April, May, June); in co-operation with Swedish expert; • “LSL for Minority Schools: Grade 7” ready for printing (June); • The illustrations for “LSL for Minority Schools: Grade 5” in development (June); <p><i>July – September 2000</i></p> <ul style="list-style-type: none"> • “LSL for special schools” finalised, incorporated in the series “Roku rokā”; • communicative grammar exercise book for grade 6 published, 5000 copies (August); • tender announcement for teaching materials publishers (July, September); • “LSL for Minority Schools: Grade 7” published: text book – 7000 copies, exercise book – 7000 copies, teachers book – 600 copies, audio tape – 500 copies; • “Latvian for Minority Schools: Grade 8 and 9. Listening exercises”; the 5th edition – 1500 copies; • Printed in series “Roku rokā 9” communicative grammar exercise book (5000 copies); (August); <p>October – December 2000</p> <ul style="list-style-type: none"> • <i>LSL teaching materials for grade 5 printed (text book – 7000 copies; work book – 7000 copies; teacher’s book – 600 copies; audio – 500 copies);</i> • <i>Printed in series “Roku rokā 3” communicative grammar exercise book (5000 copies); (November);</i> • <i>Printed in series “Roku rokā 7” communicative grammar exercise book (5000 copies); (December);</i>
<p>1.9. Training of trainers course for 20 primary school teachers:</p> <p>1.9.1. recruitment of a core group of 20 primary school teachers;</p> <p>1.9.2. recruitment of 4 international and 4 national experts to develop and carry out an in-service training course for teacher trainers for primary school LSL teachers;</p> <p>1.9.3. training seminars for the trainers of trainers;</p>	<p>Due to the enormous demand and urgency, 40 primary school LSL teachers were trained; they finished a 92 hour LSL methodology course in July 1999;</p> <p>Trainers: 5 international and 6 national experts; co-operation with materials developers; teaching materials in development;</p> <p style="text-align: center;">July – October 1999</p> <ul style="list-style-type: none"> • planning of training seminars for primary school methodology teacher trainers; <p><i>October – December 1999</i></p> <ul style="list-style-type: none"> • two preparation seminars for primary school methodology teacher trainers (October, December); <p style="text-align: center;">January – March 2000</p> <ul style="list-style-type: none"> • 3 primary school methodology preparatory seminars; • 1 support seminar for primary school teacher trainers; <p><i>April – June 2000</i></p> <ul style="list-style-type: none"> • 2 primary school methodology seminars for teacher teachers (April, May, June); • planning of a Primary school methodology handbook (April, May, June); • Swedish expert Gota Sandin performs the methodology support seminar for LSL teachers in Liepaja (June); <p><i>July – September 2000</i></p> <ul style="list-style-type: none"> • 4 primary school methodology planning workshops (September);

PHASE II COMPONENT OBJECTIVES	Activities performed during PHASE II (1999 – 2000)
	<p><i>October – December 2000</i></p> <ul style="list-style-type: none"> • 2 primary school methodology planning workshops (October, December); • Primary school methodology multipliers support seminar (October); • Primary school methodology multipliers support seminar on the Use of Literature in Second Language Teaching (November); • 2 Primary school methodology handbook development workshops (October, December); <p>Trainers: 7 national, 2 international experts;</p>
<p>1.10. Training of 200 primary school teachers:</p> <p>1.10.1. Training courses for primary LSL school teachers on integrated language teaching;</p> <p>1.10.2. Support seminars for the trainers;</p> <p>1.10.3. Recruitment of 4 national and 4 international experts to carry out the support seminars;</p>	<ul style="list-style-type: none"> • Competition announced; • 60 applications received; • LLPU is working on the agenda; <p>See 1.9.</p> <p style="text-align: center;">July – September 1999</p> <ul style="list-style-type: none"> • competition finalised; • 247 applications received; • planning of courses; <p style="text-align: center;">October – December 1999</p> <ul style="list-style-type: none"> • 1st methodology seminar for primary school teachers in Riga, Jelgava, Liepaja, Ludza, Daugavpils, Rezekne, 10 groups (230 participants) (November); <p style="text-align: center;">January – March 2000</p> <ul style="list-style-type: none"> • 2nd methodology seminar for primary school teachers (January); • 3rd methodology seminar for primary school teachers (March); <p><i>April – June 2000</i></p> <ul style="list-style-type: none"> • 4th Primary school LSL methodology seminar (April); • Primary School Methodology Evaluation Conference – 90 participants (June); <p><i>July – September 2000</i></p> <ul style="list-style-type: none"> • competition announced for primary school methodology courses; 300 applications; <p><i>October – December 2000</i></p> <ul style="list-style-type: none"> • the 1st Primary school methodology seminar (2000/01) (10 groups (300 participants) (Riga, Daugavpils, Kraslava, Zilupe, Jelgava, Ventspils, Liepaja); (November); <p>Trainers: 26 Primary school methodology multipliers</p>
<p>2. Adult education</p> <p>2.1. Intensive Latvian language courses for young adults (camps, courses, clubs):</p> <p>2.1.1. different kind of LSL courses for</p>	<p>See also 5.1. and 5.2.</p>

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PHASE II COMPONENT OBJECTIVES	Activities performed during PHASE II (1999 – 2000)
young adults;	
2.2. LSL training courses for pilot groups of adults:	<ul style="list-style-type: none"> • LSL courses for the staff of Ministry of Interior (1050 trainees); • LSL courses for medical personnel (635 trainees); • LSL courses for railway employees (216 trainees); • LSL courses for unemployed (55 trainees); • LSL courses for social risk groups (145 trainees); • other LSL courses (270 trainees);
2.2.1. LSL training courses for specific groups of adults (police, court, prison, health care, public service institutions), who may lose their jobs without language knowledge;	<p style="text-align: right;">July – October 1999</p> <ul style="list-style-type: none"> • Donor meeting in MES to request additional financing for adult Latvian language training (July); <p>See: 1.3.</p>
LSL course in co-operation with the Employment Board;	<p><i>October – December 1999</i></p> <ul style="list-style-type: none"> • MES, UNDP and international donors sign an agreement for additional funding of LSL courses; • 200 groups prepared;
2.2.2. LSL training courses for specific groups of professions to the benefit of social harmonisation;	<p style="text-align: right;">January – March 2000</p> <ul style="list-style-type: none"> • LSL courses started in 1999 are mostly finalised in March 2000; • registration of new courses begins (March);
	<p><i>April – June 2000</i></p> <ul style="list-style-type: none"> • 30 new summer courses for the staff of Ministry of Interior, unemployed, municipalities' representatives) start (April); • From September 1999 - June 2000: <p>306 LSL courses for professional groups (42 – for young people; 46 – medical personnel, 63 – for municipalities' representatives, national societies, journalists, handicapped; 119 – staff of Ministry of Interior);</p>
	<p><i>July – September 2000</i></p> <ul style="list-style-type: none"> • 152 LSL courses for professional groups begin, 2280 participants (September): <p>for medical personnel – 34 courses, 510 participants;</p> <p>for staff of Ministry of Interior – 61 course, 915 participants;</p> <p>for municipalities representatives – 33 courses, 495 participants;</p> <p>for journalists, handicapped, business women – 10 courses, 150 participants;</p> <p>in co-operation with State Employment Board courses for unemployed – 14 courses, 210 participants;</p>

PHASE II COMPONENT OBJECTIVES	Activities performed during PHASE II (1999 – 2000)
	<p><i>October – December 2000</i></p> <ul style="list-style-type: none"> • Monitoring of LSL courses (October, November); • Evaluation of the courses based on reports and monitoring results (December); • Registering of new courses applications; <p><i>September – December 2000:</i> 152 LSL courses for professional groups begin, 2280 participants (September): for medical personnel – 34 courses, 510 participants; for staff of Ministry of Interior – 61 course, 915 participants; for municipalities representatives – 33 courses, 495 participants; for journalists, handicapped, business women – 10 courses, 150 participants; in co-operation with State Employment Board courses for unemployed – 14 courses, 210 participants;</p>
<p>2.3. LSL training courses for military recruits:</p> <p>2.3.1. 3 week LSL courses for army recruits;</p>	<ul style="list-style-type: none"> • 2 groups (236 trainees an 14 officers) Latvian army units in Aluksne; the situation in army units has changed: there is no possibility to teach 3 weeks, therefore the courses have to be split in 6 weeks; <p style="text-align: center;"><i>July – August 1999</i></p> <ul style="list-style-type: none"> • 7 LSL courses for new recruits (108 trainees in September); <p style="text-align: center;"><i>October – December 1999</i></p> <ul style="list-style-type: none"> • 7 LSL courses for new recruits (109 trainees in December); <p style="text-align: center;"><i>January – March 2000</i></p> <ul style="list-style-type: none"> • 9 LSL courses for new recruits (106 trainees); <p><i>April – June 2000</i></p> <ul style="list-style-type: none"> • 9 LSL courses for new recruits (110 trainees); • evaluation of the LSL courses for new recruits; <p><i>July – September 2000</i></p> <ul style="list-style-type: none"> • 7 LSL courses for new recruits (105 trainees) (August); • monitoring of the courses (August); • evaluation of the courses (August); • Methodology support seminar for LSL teachers (August); <p><i>October – December 2000</i></p> <ul style="list-style-type: none"> • 7 LSL courses for new recruits (105 trainees); (November); • planning of the new courses; (November, December);
<p>2.4. Materials development for adults:</p> <p>2.4.1. recruitment of text book authors;</p> <p>2.4.2. development of textbooks, exercise books, internet programmes, audio and video materials adapted to the different levels of the TV</p>	<ul style="list-style-type: none"> • “Paļīgā! 2nd level” LSL text book for adults published, 5000 copies (February); • “Paļīgā! 2nd level” Latvian – English dictionary published, 300 copies (February) • “Paļīgā! 2nd level” exercise book published, 5000 copies (March); • “Paļīgā! 2nd level” audio tapes, 500 copies (May); • Latvian language internet programme “Ko tu teici?” (What Did You Say) developed; • Printed in series A4 – 3 “LSL for Medical Personnel”, 1000 copies of student books, 200 copies of teachers books (May); • “LSL for Railway Employees” edited, ready for printing; • “LSL for the Stuff of the Ministry of Interior” edited, ready for printing;

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PHASE II COMPONENT OBJECTIVES	Activities performed during PHASE II (1999 – 2000)
<p>different levels of the TV language film;</p> <p>2.4.3. Printing and distribution of developed adult materials</p> <p>2.4.4. Revision, improvement and further development of profession oriented LSL teaching materials;</p> <p>2.4.5. Printing of profession oriented LSL teaching materials;</p>	<p style="text-align: right;">July – August 1999</p> <ul style="list-style-type: none"> • “Palīgā! 3rd level” text book author contracted; • “LSL for Army Recruits” edited, ready for series printing; <p><i>October – December 1999</i></p> <ul style="list-style-type: none"> • Printed in series A4 – 5 “LSL for Railway Employees”, 1000 copies of students books, 100 copies of teachers books (November); • Printed in series A4 – 4 “LSL for new recruits”, 2000 copies (December); • “Palīgā! 3rd level” in development; <p><i>January – March 2000</i></p> <ul style="list-style-type: none"> • Printed in series A4 – 8 “LSL for kindergarten workers”, 1000 copies (March); • Printed in series A5 – J “Teachers Co-operation”, 1000 copies (March); • Printed in series A5 – I “ Ideas for Primary Schools”, 1000 copies (March); audio tape, 500 copies (March); • Latvian language internet programme “Ko tu teici?” printed, 500 copies (March); <p><i>April – June 2000</i></p> <ul style="list-style-type: none"> • “Palīgā! 3rd level” text book manuscript finalised (June); • “Rīgas detective” exercise book manuscript finalised (June); <p><i>July – September 2000</i></p> <ul style="list-style-type: none"> • manuscript “Work With Rīgas Detektīvs” improved (August, September); <p><i>October – December 2000</i></p> <ul style="list-style-type: none"> • printed in series A4 – 10 “Work With Rīgas Detektīvs” I (1000 copies); (December); • printed in series A4 – 11 “Work With Rīgas Detektīvs” II (1000 copies); (December);
<p>3. Mass Media Campaign</p> <p>3.1. Latvian language instructional TV programme;</p> <p>3.1.1. Recruitment of national experts to write the scenario for the films level III and IV and to prepare the script for production;</p> <p>3.1.2. Recruitment of a film producer and the film team;</p> <p>3.1.3. Production of 2 (7x30 minutes long) film series as continuation of the language film “Palīgā! 1st and 2nd level”;</p> <p>3.1.4. Broadcasting of the film at different TV channels in Latvia;</p>	<ul style="list-style-type: none"> • Scenario of TV Latvian language instruction film “Palīgā! 3rd level” finalised, didactic clips developed; • filming of “Palīgā! 3rd level” (May – August 1999); • “Palīgā! 1st and 2nd level” broadcast on LTV2, Daugavpils TV un Liepajas “TV Dzintare”; <p style="text-align: right;">July – October 1999</p> <ul style="list-style-type: none"> • TV-film “Palīgā! 3rd level” produced (7 series x 30 min.) including authentic materials and didactic clips; • Contract with Latvian TV2 signed on broadcast time; <p><i>October – December 1999</i></p> <ul style="list-style-type: none"> • “Palīgā! 1st and 2nd level” broadcast by TV Dzintare in Liepaja, (November); • “Palīgā! 3rd level” broadcast by LTV2 (October); • “Palīgā! 3rd level” produced, 200 video copies (December); <p style="text-align: right;">January – March 2000</p> <ul style="list-style-type: none"> • planning and producing of documentary parts of “Palīgā! 4th level”; • “Palīgā! 4th level” scenario in development; • planning of “Palīgā! 4th level” production schedule; difficulties with planning due to the delayed financing by Phare – 98 and Phare – 99;

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PHASE II COMPONENT OBJECTIVES	Activities performed during PHASE II (1999 – 2000)
Latvia; 3.1.5. Editing and printing of the film scripts; 3.1.6. Production and distribution of the film announcement posters; 3.1.7. Production and distribution of video copies of the film;	<p><i>April – June 2000</i></p> <ul style="list-style-type: none"> • planning of “Palīgā! 4th level” begins (June); part will be done with Phare- 98 money; <p><i>July – September 2000</i></p> <ul style="list-style-type: none"> • “Palīgā! 4th level” partly produced with PHARE 98; rest will be produced with PHARE 99; • Daugavpils TV broadcast “Palīgā! 1st, 2nd, 3rd level” (September); <p><i>October – December 2000</i></p> <ul style="list-style-type: none"> • LTV repeatedly broadcasts “Palīgā!” level I, II, III; (October); • Zemgales TV broadcasts “Palīgā!” level III; (October);
3.2. A radio and a distance learning course developed and broadcast: 3.2.1. recruitment of 4 national experts to develop scenarios, scripts and adapted teaching materials for the course; 3.2.2. Production of the radio course; 3.2.3. Production of the distance course; 3.2.4. Broadcast of the course;	<ul style="list-style-type: none"> • 30 radio programmes “Rīga detective” (September 1998 - April 1999) broadcast, scenario printed in 5 exercise books and produced in 5 audio tapes; • co-operation with Latvian Radio, Riga Technical University; • scenario of next 30 programmes finalised; <p style="text-align: center;"><i>July – October 1999</i></p> <ul style="list-style-type: none"> • 94 sets of “Rīga detective” purchased by Riga Technical University; • “Rīga detective II” broadcast in Latvian Radio; in 10 additional programmes Russian journalist receives feed-back information from the auditory; • work on scenario scripts for “Rīga detective II” and audio materials; <p><i>October – December 1999</i></p> <ul style="list-style-type: none"> • “Rīga detective II” broadcast on Latvian Radio (October); <p style="text-align: center;"><i>January – March 2000</i></p> <ul style="list-style-type: none"> • “Rīga detective II” broadcast in Latvian Radio; • “Rīga detective II” in exercise books and audio tapes (January) • LSL material on How to Use Rīga detective I and II in development; <p><i>July – September 2000</i></p> <ul style="list-style-type: none"> • decision made to postpone distance learning projects to 2001/02;
3.3. Public information campaign: 3.3.1. Identification of a company to produce TV clips promoting social integration; 3.3.2. Recruitment of a national expert or a company to produce a radio jingle for advertisement of events undertaken by the Programme; 3.3.3. Investigate the possibility to publish five Latvian words or phrases a week in a major	<ul style="list-style-type: none"> • 5 clips produced in 1998; broadcast in LTV and regional TV; • co-operation with Russian TV programme “Pavards”; • new fact-sheets on NPLLT (December 1998); • T-shirts produced; awarded to the best “integrators” in the camps; there will be NPLLT “T-shirt” meeting; <p style="text-align: center;"><i>July – October 1999</i></p> <ul style="list-style-type: none"> • Filming of LLPU work by Russian TV; broadcast of film in the Russian programme “Pavards”; • LLPU director informs Russian adult educators about the NPLLT at Latvian adult education association; • LLPU visited by Ambassador of Great Britain Stephen Nash; • 1 journalist (Informasjonen) and 3 graduate (Denmark) visit NPLLT to get information on programme work; • improvement of internet programme “Ko tu teici?” and development of NPLLT home-page;

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PHASE II COMPONENT OBJECTIVES	Activities performed during PHASE II (1999 – 2000)
3.3.4. phrases a week in a major Russian language newspaper; Up-date and distribute project fact –sheets;	See annex 1.1. October – December 1999
	See annex 1.2. January – March 2000
	See annex 1.3. April – June 2000
	See annex 1.4. July – September 2000
	See annex 1.5. October – December 2000
3.4. Latvian broadcast professionals trained in modern subtitling techniques: 3.4.1. Recruit an international consultant to carry out a needs assessment and design a training module for Latvian broadcast professionals in modern subtitling techniques; 3.4.2. Organize a training programme for Latvian broadcast professionals; 3.4.3. Procurement of equipment required to implement modern subtitling techniques;	<ul style="list-style-type: none"> • 4 Latvian TV professionals participated in a special subtitling course by Swedish TV in Stockholm; • printed in series A5 – D “The Art of Subtitling”, 200 copies (December 1998); • the subtitling equipment procured; Trainer and consultant: 1 international expert; July – October 1999 <ul style="list-style-type: none"> • TV subtitling equipment submitted to Latvian TV;
4. Development of Management and Implementation Capacity 4.1. Latvian Language Project Unit (LLPU) management capacities expanded: 4.1.1. Recruit a social scientist with background in ethnic issues; 4.1.2. Recruit a project personnel to serve as regional programme coordinator; 4.1.3. Provide necessary professional training to the LLPU staff;	<ul style="list-style-type: none"> • Public project co-ordinator vacancy announced (March 1999) (71 applications); no candidate found yet; head-hunting process was unsuccessful; 2nd announcement terminated on July 9, 1999; results not evaluated yet (50 applications); • 2 regional centres opened in Daugavpils and Liepaja; • regional co-ordinators working in Kraslava, Ludza, Ventspils; • new accountant (July 1999) received English language training, to get better knowledge with UNDP book keeping framework (NEX guidelines); • new seminar room added to the LLPU office; July – August 1999 <ul style="list-style-type: none"> • A short brush-up English course for LLPU staff; • Special accountant courses for both accountants; • LLPU participates in training seminar “How to Develop “Easy Language” Teaching Materials” (for handicapped); • Project co-ordinator found and contracted (September);

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PHASE II COMPONENT OBJECTIVES	Activities performed during PHASE II (1999 – 2000)
4.1.4. Expand the LLPU facilities to accommodate needs;	October – December 1999
	<ul style="list-style-type: none"> • Steering committee meeting (October); • International donor meeting (October); • An agreement signing in MES on additional resources for NPLLT (October); • Consultation for accountants on PC accountant programme (October); • Management consultant recruited (November) • LLPU director in management courses in Italy (November – December); • An internal LLPU audit by “Invest Rīga”;
	<i>January – March 2000</i>
	<ul style="list-style-type: none"> • Steering committee meeting (February); • An internal LLPU book-keeping data audit (January); • An internal LLPU equipment audit (February); • LLPU audit by Arthur Andersen (March);
	<i>April – June 2000</i>
	<ul style="list-style-type: none"> • LLPU staff team building seminar in Sigulda (April); • International donor meeting (June);
	<i>July – September 2000</i>
	<ul style="list-style-type: none"> • NPLLT regional co-ordinators work in Rezekne, Ludza, Kraslava, Jelgava, Aluksne, Ventspils; monthly meetings in LLPU office in Riga; • LLPU administrative office work conditions optimised; • LLPU participates in training seminars “Easy Language” development in Latvia; • LLPU accountant participates in Latvian Accountant Association Education Programme; • Improvement of the LLPU book-keeping PC programmes;
	<i>October – December 2000</i>
	<ul style="list-style-type: none"> • LLPU accountant participates in Latvian Accountant Association Education Programme and monthly seminars on the newest in Latvian taxation legislation; • LLPU staff member attends the seminars on ACCESS 98, to improve NPLLT statistical data base;
4.2. Continue institutional, financial, regulatory and policy framework development for the National Programme for Latvian Language Training:	<ul style="list-style-type: none"> • Revision and analysis of the existing strategy, institutional and financial framework; • building consensus on adequate language training and education policy, its institutional and financial strategy; • no concrete strategy worked out yet; it can be done when project co-ordinator is found;
4.2.1. Review and analysis of the existing framework policies, institutional performance and financial systems;	<i>April – June 2000</i>
	<ul style="list-style-type: none"> • planning seminars with MES and UNDP (April, May, June); • strategy planning seminars with MES and UNDP (April, May, June); • a consultant contracted to write NPLLT impact report; • planning of NPLLT III phase; • NPLLT III phase strategy planning seminar (June 14, 2000)

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PHASE II COMPONENT OBJECTIVES	Activities performed during PHASE II (1999 – 2000)
4.2.2. Building consensus on adequate language training and education policy, and its institutional and financial strategy;	<p><i>July – September 2000</i></p> <ul style="list-style-type: none"> • planned co-operation with British Council; • regular NPLLT future planning with MES, UNDP; • LLPU director participates in PHARE 2001 planning; • “NPLLT Impact Report” finalised (available in Latvian and English); • NPLLT III phase document in development; • Revision of LLPU production of 2000; • LLPU participates in Latvian language standards development; • Regular meetings with MES (Education Content and Examination Centre) representatives on the education standard, content and evaluation issues; <p><i>October – December 2000</i></p> <ul style="list-style-type: none"> • new finance data base in development; • improved statistical data base in development;
4.3. Financial strategy developed for sustaining the National Programme for Latvian Language Training and LLPU:	<ul style="list-style-type: none"> • LLPU materials available in the book stores in Riga, Liepaja, Daugavpils, Kraslava; • A cash register bought • in Evaluation conference 1999 LLPU materials sold for more than 300 LVL;
4.3.1. Develop a strategic financial plan to implement the National Programme for Latvian Language Training upon completion of the project;	<p style="text-align: center;"><i>July – October 1999</i></p> <ul style="list-style-type: none"> • Work with MES, UNDP, UNESCO on sustainability and future of NPLLT; • The LLPU teaching materials trade expands;
4.3.2. Develop cooperation with new potential donors, including the private sector;	<p style="text-align: center;"><i>October – December 1999</i></p> <ul style="list-style-type: none"> • Annual budget plan in development; • Work plan for 2000 and monthly plans in development; • Registration of materials produced; • Registration of seminars performed; • New data base principles in development;
4.3.3. Sell materials produced by the project (upon approval of the Steering Committee)	<p style="text-align: center;"><i>January – March 2000</i></p> <ul style="list-style-type: none"> • LLPU top management meets MES representatives to discuss LLPU perspectives; • Monthly meetings with MES (Education Content and Examination Centre) to discuss LSL standards and needs; • LLPU participates in Latvian language standards development; • The planning of NPLLT future strategy; • LLPU accountant participates in seminars On Latvian Tax Legislation;
	<p><i>April – June 2000</i></p> <ul style="list-style-type: none"> • regular finance planning; • finance planning is burdened by unpredictable PHARE’98 and 99 projects;

	<p><i>July – September 2000</i></p> <ul style="list-style-type: none"> • job interviews with candidates for financial and administrative co-ordinator vacancy (July); • new financial and administrative co-ordinator contracted (September); • the last revision of TRAC budget line 2000;
	<p><i>October – December 2000</i></p> <ul style="list-style-type: none"> • NPLLT financial strategy in development; • PHARE planning; • Meetings with NPLLT financial donors; • NPLLT activities accordance with MES;
<p>4.4. demand surveys: 4.4.1. demand surveys conducted by a team of national experts;</p>	<ul style="list-style-type: none"> • the last Baltic Data House (BDH) survey shows slow, but clear, positive dynamics on Latvian language acquisition; • LLPU received the school survey which will be presented in September;
	<p>July – October 1999</p> <ul style="list-style-type: none"> • Survey on attitude towards the Latvian language and Bilingual teaching programmes among Russian teachers, school students and their parents made public; • great demand for the survey; the survey gains big popularity in both Russian and Latvian press;
	<p>January – March 2000</p> <ul style="list-style-type: none"> • planning of the annual survey “Language”;
	<p><i>April – June 2000</i></p> <ul style="list-style-type: none"> • the annual survey “Language” in development;
	<p><i>July – September 2000</i></p> <ul style="list-style-type: none"> • Annual survey “Language” published in Latvian and English (July);
<p>4.5. Annual review and evaluation seminars: 4.5.1. Recruit a national expert or a sociological research company to develop questionnaires and undertake analysis of results; 4.5.2. Organise annual programme evaluation seminars;</p>	<ul style="list-style-type: none"> • NPLLT Evaluation conference 1999 (June); Due to the large content of the conference, LLPU used its own questionnaires which we will be improved;
	<p><i>October – December 1999</i></p> <ul style="list-style-type: none"> • Regular evaluation of LSL courses; • Regular LSL methodology courses monitoring and evaluation;
	<p>January – March 2000</p> <ul style="list-style-type: none"> • monitoring of LSL courses and data evaluation; • decision made to organise 3 conferences in 2000: for primary school, bilingual education and LSL;
	<p>April – June 2000</p> <ul style="list-style-type: none"> • Evaluation conferences planning (April, May); • Evaluation conference for Primary school teachers (90 participants) (June); • Evaluation conference for LSL teachers (97 participants) (June);
	<p>July – September 2000</p> <ul style="list-style-type: none"> • Bilingual teaching methodology conference in Jurmala, 100 participants (July);

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PHASE II COMPONENT OBJECTIVES	Activities performed during PHASE II (1999 – 2000)
	<p><i>October – December 2000</i></p> <ul style="list-style-type: none"> NPLLT “Multicultural event”, with seminars on LSL teaching materials and press dialogue on the Young People Towards the Civic Society; (December);
<p>Component 5 Promoting integration 5.1. Summer camps for Latvian and non-Latvian students promoting integration through language learning, ethnic tolerance related activities and other events:</p>	<ul style="list-style-type: none"> New competition announcement published; more than one hundred different project applications received; financing was provided for 12 camps due to decreased expenditures; (i.e. 3 camps for handicapped persons, mentally challenged young people and children of Daugavpils special school);
<p>5.1.1. Public competition for projects on summer camps for Latvian and non-Latvian school students;</p>	<p style="text-align: center;">July – October 1999</p> <ul style="list-style-type: none"> 25 summer camps financed by NPLLT (July – August): 12 camps in co-operation with Soros Foundation Latvia (Soros foundation Latvia financed training of the teachers and meeting after the camps);
<p>5.1.2. Financing provided for the 10 best projects;</p>	<p style="text-align: center;">October – December 1999</p> <ul style="list-style-type: none"> New competition announcement in development (February 2000);
<p>5.1.3. Evaluation of success, repetition of the same procedure the following year;</p>	<p style="text-align: center;">January – March 2000</p> <ul style="list-style-type: none"> Competition announcement published: Youth clubs (50/50) – 50 applications received; decision made to finance 10; Youth camps (50/50) – 150 applications received; decision made to finance 10; School co-operation - 40 applications received; decision made to finance 10; <p><i>July – September 2000</i></p> <ul style="list-style-type: none"> 10 camps, 300 participants (starting July); 9 clubs (starting July); 4 clubs finalised by September; 9 co-operation projects (July); 6 projects finalised by September; <p>1 club and 1 co-operation project declined the financing due to the complicated financial procedures;</p> <ul style="list-style-type: none"> meeting with summer camps evaluators; Daugavpils Latvian Language Motivation Club meets with Dugavpils Polish Society (Septemebr); <p><i>October – December 2000</i></p> <ul style="list-style-type: none"> 5 clubs finalised (December); 3 school co-operation projects finalised (December);
<p>5.2. Inter-ethnic youth clubs: 5.2.1. Public competition for projects on inter-ethnic youth clubs; 5.2.2. Financing provided for the 10 best projects; 5.2.3. Evaluation of success, repetition of the same procedure the following year;</p>	<ul style="list-style-type: none"> In co-operation with Soros Foundation a public competition announced for camps, where 15 Latvian and 15 non-Latvian children participate; 103 applications received; financing provided for 12 camps, decreasing their expenditures; Soros foundation prepared the teachers and will carry out the evaluation; LLPU will send one person to visit all camps and to evaluate the circumstances, content and action on place; LLPU included one pilot co-operation project with Latvian Adult Education Association, where non-Latvian families (at least 2 generations) from Daugavpils and Latvian families from Limbazi participate; an ecologically – culturological camp; the families were chosen who can spread these ideas further; <p style="text-align: center;">October – December 1999</p> <ul style="list-style-type: none"> Announcement for February 2000 in development;

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PHASE II COMPONENT OBJECTIVES	Activities performed during PHASE II (1999 – 2000)
	<p style="text-align: center;">January – March 2000</p> <ul style="list-style-type: none"> • see 5.1. <p style="text-align: center;">July – September 2000</p> <ul style="list-style-type: none"> • see 5.1.
<p>5.3. Competition for Latvian and non-Latvian school students to come up with proposals for extracurricular integration related activities:</p> <p>5.3.1 Public competition for projects;</p> <p>5.3.2 Financing provided for the 10 best projects;</p> <p>5.3.3 Evaluation of success, repetition of the same procedure the following year;</p>	<ul style="list-style-type: none"> • This issue will be addressed in Fall 1999; <p style="text-align: center;">October – December 1999</p> <ul style="list-style-type: none"> • Development of competition terms in December; tender in February 2000; <p><i>April – June 2000</i></p> <ul style="list-style-type: none"> • seminar for integration project facilitators; • integration projects start (camps, clubs, school co-operation)
<p>5.4. Production and distribution of a free-of-charge monthly bulletin (co-edited by a Latvian and non-Latvian editor):</p> <p>5.4.1. Recruitment of a Latvian and a non-Latvian editor ;</p> <p>5.4.2. Development of a network of free-lance journalists contributing articles to the bulletin;</p> <p>5.4.3. Production of the monthly bulletin;</p> <p>5.4.4. Distribution of the bulletin;</p>	<ul style="list-style-type: none"> • This activity has not worked as planned; it is not so easy to find this kind of journalists; we were hoping to recruit Sergei Kruks and Ainars Dimants; unfortunately Kruks is abroad; it was unrealistic as well to issue this bulletin once a month. Ainars Dimants works with the bulletin “Tagad” (“Now”) and it is issued 4 times a year; 2 editions of “Tagad” have been issued; LLPU has a cooperation plan with the Soros Foundation, which does not work yet; <p style="text-align: center;">July – October 1999</p> <ul style="list-style-type: none"> • First meeting with Soros Foundation Latvia to elaborate a newspaper for youth (grade 7-12); LLPU contribution: 3 members for the editor team; <p style="text-align: center;">October – December 1999</p> <ul style="list-style-type: none"> • Meeting with Soros Foundation pupils’ newspaper editorial team; twice in October; once – November; once – December; • “Tagad III” published with delay in October; • “Tagad IV” published in December; decision to translate “Tagad IV” and following issues of 2000 into Russian and English; <p style="text-align: center;">January – March 2000</p> <ul style="list-style-type: none"> • “Tagad IV – 1999” published in Russian and English; • “Tagad I – 2000” published in Latvian, Russian, English; • the 1st issue of pupils’ newspaper “Tilts” published in cooperation with the Soros foundation Latvia; LLPU is not satisfied by the content and design ; <p><i>April – June 2000</i></p> <ul style="list-style-type: none"> • “Tagad II – 2000” published in Latvian, Russian, English; • “Tilts II” published; • Integration projects in Latvian Radio;

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PHASE II COMPONENT OBJECTIVES	Activities performed during PHASE II (1999 – 2000)
	<p><i>July – September 2000</i></p> <ul style="list-style-type: none"> • planning of “Tagad III”; • “Tagad III” printed in Latvian, Russian and English (September); • planning of “Tilts III”; <p><i>October – December 2000</i></p> <ul style="list-style-type: none"> • “Tagad IV” printed in Latvian, English, Russian (November); • “Tilts IV” printed (November);
<p>5.5. production and distribution of poster series promoting integration:</p> <p>5.5.1. public competition for projects on poster series promoting integration;</p> <p>5.5.2. financing provided for the best project;</p> <p>5.5.3. distribution of posters;</p> <p>5.5.4. Evaluation of succes, repetition of the same procedure the following year;</p>	<ul style="list-style-type: none"> • This issue has not been addressed yet; there is a plan to transfer these resources on the development of teaching materials for the subject teachers (the poster series); <p style="text-align: center;">July – October 1999</p> <ul style="list-style-type: none"> • Decision made to produce “integration bags”; <p style="text-align: center;">October – November 1999</p> <ul style="list-style-type: none"> • paper and fabric bags with LLPU logo will be produced; text and background prepared <p style="text-align: center;">January – March 2000</p> <ul style="list-style-type: none"> • LLPU “integration bags” produced (paper and fabric) <p style="text-align: center;">October – December 2000</p> <ul style="list-style-type: none"> • LLPU presentation calendars’2001 printed on the recyclable materials from Grade 5 teaching materials;
<p>5.6. seminars for Latvian and non-Latvian journalists:</p> <p>5.6.1. recrutement of 5-10 national and international experts to develop the agenda and workplan for the workshops and the seminar;</p>	<ul style="list-style-type: none"> • seminar “ a press dialogue” has taken place, which was conducted by Ainars Dimants un Anda Celma; next one is planned in September 1999 on the last survey; • 12 radio broadcasts on social integration issues (in Latvian “Priekšpusdienas ekspresis”, in Russian - “Mēs visi”); <p style="text-align: center;">July – October</p> <ul style="list-style-type: none"> • 1 “press dialogue” on the Russian teacher-student-parent survey (September 1999) and one on the theme “Latvian for everybody” (October 1999) has taken place; the seminars were conducted by Ainars Dimants and Anda Celma;

Annex I

PHASE II COMPONENT OBJECTIVES	Activities performed during PHASE II (1999 – 2000)
5.6.2. workshops for Latvian and non-Latvian journalists throughout Latvia;	<p style="text-align: right;">October – December</p> <ul style="list-style-type: none"> • Press dialogue “Tolerance” takes place in December; good references in press and radio;
5.6.3. national seminar for Latvian and non-Latvian journalists to reflect on the results of the regional workshops;	<p style="text-align: right;">January – March 2000</p> <ul style="list-style-type: none"> • Press dialogue I – 2000 “Latvian nation =? Latvia’s nation” takes place in March;
	<p style="text-align: right;">July – September 2000</p> <ul style="list-style-type: none"> • a press dialogue on NPLLT impact on Society Integration Promotion 1996 – 2000 (LLPU/MES/UNDP);
	<p style="text-align: right;"><i>October – December 2000</i></p> <ul style="list-style-type: none"> • a press dialogue “Youth Towards the United Society” (December);
5.7. A seminar/ workshop for editors of Latvian and non-Latvian newspapers on integration issues:	<ul style="list-style-type: none"> • The seminar will take place in Fall 1999 or Spring 2000;
5.7.1. Recruitment of experts to develop the agenda and facilitate the seminar;	<ul style="list-style-type: none"> • Evaluation conference’ 1999 proves the competence of LLPU multipliers to organize this kind of conference; • Canadian expert recruited;
5.7.2. Organize the seminar for editors of Latvian and non-Latvian newspapers;	<p style="text-align: right;">April – June 2000</p> <p>Decision made to postpone it due to the overwork of the LLPU;</p>
5.8. An international conference in June 2000.	

Annex 1.1.

October – December 1999

LLPU participation in conferences, seminars, meetings:

- in NGO (Non Government Organisations) forums in Preiļi, Talsi, Madona, Tervete, Riga and consults NGO Jelgava centre;
- in meeting with British Council representatives on international integration conference 2000;
- in meeting with Council of Europe representatives on Language Law and society integration issues;
- in seminar "Integration Through Language and Education" by Council of Europe;
- in seminar on the use of museums in process of education (organised by The Goethe Institute Latvia);
- in Soros Foundation Latvia Education board meeting;
- LLPU regional centre in Liepāja participates in seminar "Society Integration in Liepāja Through Education, Language and Culture"; in Liepāja municipality Society integration promotion meeting
- LLPU regional office in Daugavpils participates in foundation of NGO support centre in Daugavpils; in meeting of PHARE project "Latgale Region Development Plan";
- In Education Publishing Company "Izglītības apgāds" presentation;
- In Latvian language teaching materials exhibition organised by Luda Berzina Foundation;
- In LSL Teachers Association conference with report on NPLLT activities;
- Riga School Board conference with report and LLPU teaching materials exhibition;
- In MES Information centre with presentation and report;
- In Integration seminar in Ligatne;
- In the seminars on "The use of "easy" reading literature in language teaching";
- In Soros Foundation Latvia programme "Open School" board meeting;
- In Soros Foundation – Latvia seminar "What a Youth Newspaper Should Be Like?";
- in Liepāja Pedagogical Academy conference with report;
- in International Women club meeting with report on LLPU activities;
- in UN Latvia Information centre opening

Mass media related activities:

- in radio discussion on bilingual education organised by Radio "Brīvā Eiropa";
- Russian TV continues to develop plots for "Pavards" and to broadcast them;
- negotiations on how to improve the internet language learning programme and LLPU home-page;
- Internet language programme added with glossary and mini-grammar from "Palīgā! Level I and II";
- LLPU regional office in Daugavpils is visited by LNT (Latvian Independent TV) filming group "Domkrats"
- EU TV films LLPU work for the PHARE reports;
- radio interview with LLPU director in Latvian Radio;

High level visits:

- Mr. John Ramsden, UK government representative; Embassy of Great Britain representatives;
- Ms. Suknan Han Jung, UNDP New York office representative;
- Ms. Linda Ervina and Mr. David Yasin, Canadian International Development agency representatives;
- Mr. D. Johnson, EDSO Mission to Latvia,
- UNESCO integration experts;
- Ambassador of Norway Mr. Herbert Lindner;
- EDSO representative Ms. Heidi Bottolfs and Ms. Sarah Murrel visit LLPU regional centre in Daugavpils;
- Ms. Susan Steinbach, USAID representative;
- Mr. Per Orneus and Mr. Peter Hedling, Embassy of Sweden representatives;

Annex 1.2.

January – March 2000

LLPU participation in conferences, seminars, meetings:

- in meetings of the State Integration programme work group;
- in meeting with State Employment Board representatives;
- in the Integration Concept presentation to the Latvian government
- in UNDP Nation Development report presentation;
- in meeting with Riga Purvciems gymnasium students interested in society integration issues;
- in the conference “Diaspora Language Problems and Perspectives” in Latvian University (LU) Slavic Language department;
- in LU conference “Language and literature in culture circulation” with reports;
- in seminars “Monitoring on Bilingual Education” by MES;
- in Integration seminar organised by British Council;
- in seminars of Language Materials Development for Handicapped;
- in integration seminar by OSCE and Naturalisation Board;
- in seminar on bilingual education issues in Daugavpils;
- in forum organised by “Eiropas kustība Latvijā”;
- in 1st anniversary of LLPU regional centre in Liepaja;
- in Teachers Education and Support Centre seminar on bilingual education with report;
- in Language Year committee meetings;
- LLPU regional co-ordinators from Aluksne, Rezekne, Daugavpils, Ventspils, Kraslava, Ludza, Liepaja meet in Riga monthly;

High level visits:

- Mr. Herman Bayen PHARE representative, to discuss the possibilities for LLPU to participate in PHARE Latgale Development Programme;
- MES Education Content and Examination Centre representatives;
- Ms. Dzintra Hirša, State Language Centre director;
- Mr. Torsten Orn, Head of OSCE Mission to Latvia;
- Ms. Elisabeth Schroedter, European Union representative;
- Mr. Paul Matthews and Mr. David Akopyan , UNDP New York office representatives visit LLPU Riga and Daugavpils offices;;
- Mr. Ojars Kalnins, Latvian Institute director;

Mass media related activities:

- Several radio interviews and materials in the press on LLPU activities;
- Russian TV continues to film LLPU activities which promotes LLPU teaching materials sale;

Annex 1.3.

April – June 2000

LLPU participation in conferences, seminars, meetings:

- LLPU teaching materials presented in exhibition “Education Possibilities 2000” in Liepaja;
- In conference by Liepaja 8th high school on the Transition Towards a United Education System in Latvia. Problems and Solutions;
- LLPU regional co-ordinators meet in Riga monthly;
- in the Liepaja City Council meetings on the Integration of Society;
- in meetings with MES Education Content and Examination centre (ECEC) representatives;
- in meeting with OSCE Mission to Latvia representatives;
- in the 34th Intelligence Conference;
- in Latgale NGO centre discussions;
- in meetings of the State Integration Programme Unit;
- Pedagogical conference in Daugavpils with report;
- in MES (ECEC) work group meetings on the Development of the Latvian Language Standards for the Minorities representatives;
- in Integration Conference organised by Ventspils City Board;
- LLPU production exhibited the National Library;
- in Evaluation seminar by European Council;
- in meeting of German Language teachers with report on LLPU activities;
- in meeting with Liepaja 5th high school pupils;
- in Latvian Adult Education Association board meeting;
- in meeting with German Parliament representatives;
- Publishing company “Izglītība” organises LLPU production exhibition;
- Latvian Marine Academy investigates on LLPU;
- *In Latvian Librarians conference with report on LLPU teaching materials;*
- in meeting of the society “Friends of the Baltic” in Embassy of USA;
- in seminar by Ministry of Justice and UNDP on the Integration of Society – from Idea to its Implementation;

Mass media related activities:

- An interview with LLPU director in Russian newspaper “Respublika”;
- Daugavpils TV broadcasts programmes on the NPLLT Language Learning Motivation Clubs in Daugavpils;
- LTV2 repeatedly broadcasts “PaĪgā! Level I, II, III”;
- Internet newspaper LATBITS in Australia requires information on LLPU activities;
- Vidzeme University student works in LLPU and prepares a “handout” containing LLPU director reports and LLPU production list (published in co-operation with Newspaper “Izglītība un kultūra” (Education and Culture));
- Interview with LLPU director in “Izglītība un Kultūra”;

High level visits:

- Olafs Bruveris, State Human Rights Centre director;
- US English Foundation representatives;
- 1st secretary of Swedish Embassy;
- LLPU teaching materials list printed in “Izglītība un Kultūra”;
- Interview with LLPU regional centre in Liepaja co-ordinator in local Liepaja newspaper;

Annex 1.4.

July – September 2000

LLPU participation in conferences, seminars, meetings:

- In Latvian – Russian Youth Friendship camp with LLPU materials presentation;
- In State Integration Programme Unit meetings;
- In meetings with Swedish Institute representatives to discuss integration projects;
- In meeting with USA Embassy representatives;
- In Education Forum 2000 with report on LSL Teacher role in Global World;
- In meeting with Rezekne City Methodology Centre director;
- In Second Language Colloquium in Vrije University, Belgium on Instructed Second Language Learning;
- In meeting with MES Methodology Centres directors with LLPU materials presentation;
- In elaboration of the new questionnaire Towards the Civic Society (in co-operation with Naturalisation Board);
- In meetings with MES CECE representatives;
- In Latvian Adult Education Association Board meeting;
- In MES and World Free Latvian association (WFLA) conference on Education in the World and Latvia with report on Whether Integration Is Only Language Skills and Naturalisation;
- In meeting with OSCE Mission to Latvia representatives on the Financial Support for Latvian Language Acquisition for the Needs of Naturalisation;
- In WFLA Board meeting;
- In Farewell party for the Head of the OSCE Mission to Latvia;
- In Helsinki Final Act 25th Anniversary (organised by OSCE Mission to Latvia);
- In opening of Liepaja Social and National Integration Centre;

High level visits:

- Mr. Mats Sylwan, former Swedish Embassy Cultural Attaché;
- Ms. Gunilla Forsen, Swedish Embassy Cultural Attaché;
- Ms. Inese Birzniece, Latvian Republic Parliament deputy;
- New UNDP Latvia officers;
- UNDP Uzbekistan representative;
- Swedish Institute representatives;
- Ms. Rita Drone, WFLA representative;
- World Bank Education Project representatives;

Mass media related activities:

- Interview with LLPU director in Russian newspaper “Čas”;
- Interview with LLPU director for Associated Press journalist on NPLLT impact to the integration process;
- Interview with LLPU director for The Wall Street Journal journalist;
- Interview with LLPU director for Agence France Press journalist on the new Language Law;
- Interview with LLPU director in Latvian Radio;

Annex No 1.5.

LLPU participation in conferences, seminars, meetings:
October – December 2000

- LLPU Kurzeme regional centre co-ordinator participates in an International conference on Adult Education;
- Daugavpils city school directors participate in the seminar on Latest in NPLLT;
- LLPU pedagogical work assistant participates in the seminars on Education Standards Development (MES);
- LLPU participates in conference on Bilingual Education Issues in Liepaja;
- NPLLT financial donors meeting in MES;
- LLPU pedagogical work co-ordinator participates in the International conference on Second Language Acquisition Issues in Goteborg (Sweden);
- LLPU director participates in meetings of Consultative Council on Society Integration issues (Ministry of Justice);
- LLPU participates in seminar on Bilingual Education in Primary Schools (Soros Foundation Latvia);
- LLPU participates in evaluation of the “Open School” programme (Soros Foundation Latvia);
- LLPU director as an expert participates in the mission designed by UNDP Moldavia and the Government of Moldavia on the development of the language programme in this country;
- LLPU participates in the seminar on the Necessity to Get Education in Native Language (Association of the Parents of Children From the Schools With the Russian as a Language of Instruction);
- LLPU participates in the Environment seminar in Talsi (Swedish Institute);
- Multicultural event (The Final of NPLLT II Phase) in Riga (with seminars on LLPU teaching materials and culture programme presented by different national societies);
- A press dialogue on the Young People Understanding About the United Society;;
- LLPU pedagogical work assistant participates in seminars on Easy Language Development Latvia;
- LLPU representative guides the discussion on the Language as an Integration Instrument (Daugavpils);
- LLPU participates in Conference on Language Acquisition Problems and Perspectives (Liepaja);

High level visits:

- H. E. Mr. Nicolas Beets (Ambassador of Netherlands) visits LLPU Riga office;
- OSCE Mission to Latvia and Estonia representatives visit LLPU Latgale regional centre in Daugavpils;
- H.E. Mr. Peter Semneby (EDSO Mission to Latvia) visits LLPU Kurzeme regional centre in Daugavpils;
- USA Embassy representatives visit LLPU Riga office;
- H.E. Ms. Kursti Eskelinen (Embassy of Finland) and Ms. Marjut Akola (2nd secretary) visit LLPU Riga office;
- H.E. Mr. Herbert Linder (Embassy of Norway) visit LLPU Riga office;
- Ms. Helle Garth (ES delegation to Latvia) visits LLPU Riga office;
- Estonian Language Immersion centre representatives visit LLPU Riga office;

Mass media related activities:

- LTV2, Daugavpils TV, Zemgales TV repeatedly broadcast Latvian language instruction TV film “Palīgā!”;
- A journalist from Sweden interviews LLPU director;

Annex II

COMPONENT 1 DEVELOPMENT OF TRAINING CAPACITIES FOR SCHOOLS AND ADULTS

1.1. Basic In-service Training Course for 450 LSL Teachers in Minority Schools

- 300 teachers received in-service training on LSL methodology (school year 1998/1999); 6 seminars for 12 groups throughout Latvia;
- 468* teachers received in-service training on LSL methodology (1999/2000); 6 seminars for 19 groups throughout Latvia;
- 175 teachers received in-service training on LSL methodology (2000/2001)**; 3 seminars for 7 groups throughout Latvia;

* the following number of teachers trained according to the request of Minister (MES) to provide the training for all the applicants;

** as NPLLT operates on the basis of the school year principle, the following number of the teachers completed the first part of the training course by the year of 2000;

1.2. Support Seminars for LSL Teachers and Teacher Trainers

1.2.1. Support Seminars for Teacher Trainers on Modern Issues of Second Language Teaching

- 9 support seminars (1999, 2000);

1.2.2. Support Seminars for Trained Teachers

- 46 support seminars (1999, 2000);

1.2.3. Support Seminars on Specific Second Language Teaching Issues

- 17 support seminars (on LSL psychological aspects, testing issues etc.) (1999, 2000);

1.2.4. Recruitment of 10 International and 10 National Experts

- 12 international experts recruited (1999, 2000);
- 10 national experts recruited (1999, 2000);

1.3. LSL Courses for Minority School Subject Teachers and Kindergarten Educators

1.3.1. LSL Courses for Minority School Teachers (specially targeted to the needs of the subject teachers)

- 3100 minority school subject teachers received LSL training; 1700 kindergarten educators received LSL training (1999);
- 3000 minority school subject teachers received LSL training ; 2600 kindergarten educators received LSL training (2000);

* training received in 60 h, 120 h, 180 h LSL courses;

1.3.2. LSL Training Courses (2 hours per week) for Minority School Teachers in Areas Where Latvian Speakers are Minority

- *this issue has never been addressed due to lack of financial resources;*

1.4. Training of a Core Group of Subject Teacher Trainers (Multipliers)

1.4.1. Recruitment of a Core Group of 40 Minority Schools Subject Teachers

- 40 subject teachers recruited, 1999;

1.4.2. Recruitment of 4 International Experts With Experience in Bilingual Subject Teaching

- 2 international experts recruited, 1999;

1.4.3. Recruitment of 6 National Experts With Experience in Bilingual Subject Teaching

- 15 national experts recruited, 1999;

1.4.4. Training Seminars for the Subject Teacher Trainers

- 4 bilingual teaching methodology seminars for teacher trainers, 2000; (a core group of 40 minority school subject teachers + 20 LSL methodology teacher trainers);
- 2 workshops for bilingual teaching methodology teacher trainers, 2000;
- 3 support seminars for bilingual teaching methodology teacher trainers, 2000;
- 2 evaluation seminars for bilingual teaching methodology teacher trainers, 2000;

1.5. Basic In-service Training Courses for Subject Teachers on Bilingual Teaching

1.5.1. Training Seminars for Minority School Subject Teachers

- 4 bilingual teaching seminars (Subject teachers course No 1); 18 groups throughout Latvia, 294 participants;
- trainers: 36 bilingual teacher trainers; 18 LSL methodology teacher trainers;

1.6. Development of the LSL Methodology Materials

1.6.1. Recruitment of Materials Developers

- authors recruited for each of the teaching material;

1.6.2. Development of Teacher Aids for LSL Teachers

- LSL for Minority Schools: Grade 5, teacher's book (600 copies), 2000;
- LSL for Minority Schools: Grade 6, teacher's book (600 copies), 1999;
- LSL for Minority Schools: Grade 7, teacher's book (600 copies), 2000;
- printed in series A5 – E Games and Dances (500 copies; work book – 500 copies, audio tape – 700 copies), 1999, 2000;
- printed in series A5 – F Handbook for Working With Adults for LSL Teachers (1000 copies), 1999;
- printed in series A5 – G How do Adults Learn (1000 copies), 1999;
- printed in series A5 – I Ideas for Primary Schools (1000 copies; audio tape – 500 copies), 2000;
- printed in series A5 – J Teachers Co-operation (1000 copies), 2000;
- printed in series A4 – 1 Rites and Celebrations (500 copies), 1999;
- printed in series A4 – 6 Press in Language Acquisition (2000 copies), 2000;
- printed in series A4 – 7 Museums in Language Acquisition (500 copies), 2000;
- printed in series A4 – 8 Language for Kindergarten Workers (2000 copies), 2000;

1.6.3. Translation and Adaptation of Foreign Materials on the Second Language Acquisition

- included in training seminars materials;

1.6.4. Improvement and Further Development of the LSL Methodology Handbook for Adult and Minority School Teachers

- LSL methodology handbook for adult and minority school teachers revised, improved and printed in series A5 – H as *LSL Methodology Handbook* (1000 copies), 1999

1.6.5. Printing of the Materials Developed

- See 1.6.2

1.6.6. Distribution of the Materials

- Materials distributed free of charge to LSL courses participants and sold at the book stores throughout Latvia;

1.7. Development of LSL Methodology Materials for Subject Teachers

1.7.1. Recruitment of Materials Developers

- National and international experts recruited;

1.7.2. Recruitment of 3 International Experts With the According Experience

- 2 international experts recruited;

1.7.3. Training Seminars for Materials Developers

- regular workshops for the developers, 1999, 2000;

1.7.4. Development of Teaching Materials Targeted for Teachers Who Change Their Language of Instruction from Russian to Latvian

- Geography posters developed and printed (20 x 1000 copies), 2000;
- Biology posters developed and printed (20 x 1000 copies), 2000;
- History posters developed and printed (20 x 1000 copies), 2000;

1.7.5. Printing of the Materials Developed

- see 1.7.4.

1.7.6. Distribution of the Materials

- Materials distributed free of charge to all minority schools throughout Latvia;

1.8. Development of LSL Text Books for Minority Schools (grade 1 – 7)

1.8.1. Recruitment of 3 International Experts as Critical Readers

- 3 international experts recruited, 1999, 2000;

1.8.2. Recruitment of 14 National Experts as Critical Readers

- MES representatives and LSL teachers used as critical readers;

1.8.3. Development of Text Books, Exercise Books, Teacher Books, Audio Materials (grade 1 – 7)

- *LSL for Minority Schools: Grade 5* printed (text book – 7000 copies, exercise book – 7000 copies, audio material – 500 copies), 2000;
- *LSL for Minority Schools: Grade 6* printed (text book – 7000 copies, exercise book – 7000 copies, teacher book – 600 copies, audio material – 500 copies), 1999;
- *LSL for Minority Schools: Grade 7* printed (text book – 7000 copies, exercise book – 7000 copies, teacher book – 600 copies, audio material – 500 copies), 2000;
- *LSL for Minority School: Grade 8/9* printed, listeners exercise book (5000 copies), 1999; audio addition for Grade 8/9 (2 tapes x 500 copies), 1999;
- Communicative grammar exercise book *Roku rokā 3* printed, 5000 copies, 2000;
- Communicative grammar exercise book *Roku rokā 4* printed, 5000 copies, 2000;
- Communicative grammar exercise book *Roku rokā 5* printed, 5000 copies, 2000;
- Communicative grammar exercise book *Roku rokā 6* printed, 5000 copies, 2000;
- Communicative grammar exercise book *Roku rokā 7* printed, 5000 copies, 2000;
- Communicative grammar exercise book *Roku rokā 8* printed, 5000 copies, 2000;
- Communicative grammar exercise book *Roku rokā 9* printed, 5000 copies, 2000;

1.8.4. Regular Support Workshops for the Materials Developers

- regular support workshops for the materials developers;

1.8.5. Printing of the Materials (according to the number required for each grade)

- See 1.8.3.

1.8.6. Distribution of the Materials

- Materials distributed free of charge to LSL courses participants and sold at book stores throughout Latvia;

1.9. Training of a Core Group of Primary School Teacher Trainers (Multipliers)

1.9.1. Recruitment of 20 Primary School Teacher Trainers

- Open tender for primary school teacher trainers announced, 1999;
- 40* primary school teacher trainers recruited and trained (5 seminars) on LSL methodology, 1999;

**number of teachers increased due to the enormous demand and urgency;*

1.9.2. Recruitment of 4 International and 4 National Experts to Develop and Perform an In-service Training Course for Primary School Teacher Trainers

- 4 international experts recruited, 1999;
- 6 national experts recruited, 1999;

1.9.3. Workshops for Trainers of the Teacher Trainers

- regular workshops, 1999 – 2000;

1.10. Training of Primary School Teachers on LSL Methodology

1.10.1. Training Courses for Primary School Teachers on Integrated Language Teaching

- open tender for primary school teachers announced, 1999;
- 4 methodology seminars for primary school teachers (10 groups, 230 trained) in Riga, Jelgava, Liepaja, Ludza, Daugavpils, Rezekne, 1999/2000;
- Primary school methodology Evaluation Conference, 2000;
- open tender for primary school teachers announced, 2000;
- 3 methodology seminars for primary school teachers (10 groups, 300 participants) in Riga, Jelgava, Ventspils, Liepaja, Daugavpils, Kraslava, Zilupe, 2000*;

** as NPLLT operates on the school year basis, the first part of the seminar cycle (2000/01) has been completed;*

1.10.2. Support Seminars for Primary School Teacher Trainers

- 4 support seminars for teacher trainers, 1999/00;
- 2 support seminars for teacher trainers, 2000/01*;

** as NPLLT operates on the school year basis, the first part of the seminar cycle (2000/01) has been completed;*

1.10.3. Recruitment of 4 National and 4 International Experts to Perform the Support Seminars for Primary School Teacher Trainers

- 5 international experts recruited, 1999, 2000;
- 6 national experts recruited, 1999, 2000;

COMPONENT 2 ADULT EDUCATION

2.1. Intensive LSL Courses for Young Adults (Camps, Courses, Clubs)

2.1.1. Different LSL Courses for Young Adults

See 5.1., 5.2., 5.3.

2.2. LSL Training Courses for Pilot Groups of Adults

2.2.1. LSL Training Courses for Specific Professional Groups (Police, Prison, Health Care, Public Service Institutions), *(who may lose their jobs if lacking Latvian language knowledge)*

- In 1998 the following persons received LSL training: 380 - Ministry of Interior; 120 unemployed; 140 railway workers; 20 – medical personnel; 100 – factory workers;
- In 1999 the following persons received LSL training: 1230 – Ministry of Interior; 40 unemployed; 410 – medical personnel; 30 – handicapped; 200 - local government representatives; 140 - minorities culture societies; 900 - experimental; 2900 adults*;
- In 2000 the following persons received LSL training: 1500 – Ministry of Interior; 215 unemployed; 1000 – medical personnel; 120 – handicapped; 85 – minorities culture societies; 30 - young prisoners; 670 - local government representatives; 130 – journalists;

* in the Spring 1999 all the professional groups were classified as adults;

** training received in 60 h, 120 h, 180 h LSL courses;

2.2.2. LSL Training Courses for Specific Professions to the Benefit of Social Harmonisation

- See 2.2.1.

2.3. LSL Training Courses for Military Persons

2.3.1. LSL Training Courses for Army New Recruits

- 215 new recruits trained; 1999
- 320 new recruits trained; 2000
- support seminars for new recruit LSL teachers; 2000

2.4. Teaching Materials for Adults

2.4.1. Recruitment of Text Book Authors

- authors or groups of authors recruited for each teaching material;

2.4.2. Development of Text Books, Exercise Books, Audio and Video Materials Adapted to the Different Levels of Latvian Language Instruction TV Film

- text book *Palīgā* (level II) printed (5000 copies), 1999; Latvian – English dictionary *Palīgā* (level II) printed (300 copies), 1999; Exercise book *Palīgā* (level II) printed (5000 copies), 1999; audio tapes *Palīgā* (level II) produced (500 copies), 1999;
- manuscript of text book *Palīgā* (level III) finalised;

2.4.3. Printing and Distribution of Developed Teaching Materials

- Latvian language instruction programme *Ko tu teici?* developed (available at NPLLT home- page www.lvavp.lv and in CD format, 500 copies; 2000

2.4.4. Revision, Improvement and Further Development of LSL Teaching Materials for Specific Professional Groups; Printing of LSL Teaching Materials for Specific Professional Groups

- printed in series A4-3 LSL for Medical Personnel, 1000 copies of students books, 200 copies of teachers books, 1999;
- printed in series A4-4 revised version of LSL for New Recruits, 2000 copies, 1999;
- printed in series A4-5 revised version of LSL for Railway Employees, 1000 copies for students, 100 copies of teachers books, 1999;
- printed in series A4-6 Press in Language Acquisition, 2000 copies, 2000;
- printed in series A4-7 Museums in Language Acquisition, 500 copies, 2000;
- printed in series A4-8 LSL for Kindergarten Educators, 1000 copies, 2000;
- printed in series A4 – 9 LSL for Subject Teachers (1000 copies; annex – 200 copies), 2000;
- printed in series A4-10 Work With *Rīgas Detektīvs* (part I), 1000 copies, 2000;
- printed in series A4-11 Work With *Rīgas Detektīvs* (part II), 1000 copies, 2000;
- Essentials of Military Terminology printed, 1000 copies, 1999;
- Anatomy Terminology in Latvian, Russian, and Latin printed, 1000 copies, 1999;

COMPONENT 3 MASS MEDIA CAMPAIGN

3.1. Latvian Language Instruction TV Programme

3.1.1. Recruitment of National Experts to Write the Scenario for the Latvian Language Instruction TV Film (Level III and IV) and to Prepare the Script for the Production of

- National expert recruited (1999, 2000)

3.1.2. Recruitment of the Latvian Language Instruction TV Film Producer and the Production Team

- TV film producer and production team recruited;

3.1.3. Production of Two (7 series x 30 min.) Latvian Language Instruction TV Films (Continuation of TV Film Level I, II,)

- TV film *Palīgā* (level III) produced (7 series x 30 min.) including authentic materials and didactic clips (1999);
- TV film *Palīgā* (level IV) partly produced (PHARE 98); (2000)

**rest will be produced on PHARE 99;*

3.1.4. Broadcast of the Latvian Language Instruction TV Film in Different TV Channels in Latvia

- TV film *Palīgā* (level III) broadcast on National television (LTV2) and on regional TV (in Liepaja, Daugavpils, Jelgava, Rezekne);
- TV film *Palīgā* (level I, II) broadcast repeatedly on National television (LTV2) and on regional TV (in Liepaja, Daugavpils, Kraslava, Rezekne);

3.1.5. Editing and Printing of the Latvian Language Instruction TV Film Scenarios

- See 2.4.2.

3.1.6. Production and Distribution of the Posters Promoting Latvian Language Instruction TV Films;

- posters promoting TV film *Palīgā* (level III) printed and distributed to newspapers (national and regional), school boards, schools, local authorities; (1999)

3.1.7. Production and Distribution of Video Version of the Latvian Language Instruction TV Film

- TV film *Palīgā* (level III) produced in video, 200 copies, 1999;

3.2. Development and Broadcast of the Radio and the Distance Learning Courses

3.2.1. Recruitment of 4 National Experts to Develop Scenarios, Scripts and Adapted Teaching Materials for the Course

- 4 national experts recruited (1999)

3.2.2. Production of the Radio Programme

- Latvian language instruction radio programme *Rīgas detektīvs* (level I - 15 programmes) produced and broadcast on Latvian Radio; (1999)
- Latvian language instruction radio programme *Rīgas detektīvs* (level II - 15 programmes) produced and broadcast on Latvian Radio; (1999 – 2000)

3.2.3. Production of the Distance Learning Course

- Postponed to 2001/2002;

3.2.4. Broadcast of the Course

- See 3.2.3.

3.3. Public Information Campaign

3.3.1. Recruitment of a Company to Produce TV Clips Promoting Social Integration

- company *Locomotive* recruited;
- 5 clips (30 seconds each) produced and broadcast on national television and regional TV (Daugavpils, Liepaja, Rezekne);
- co-operation with Russian TV programme on integration issues;

3.3.2. Recruitment of a National Expert or a Company to Produce a Radio Jingle Promoting Events Undertaken by the NPLLT

Decision made to produce radio programmes on society integration issues:

- 2 radio journalists recruited;
- 12 radio programmes produced and broadcast on Latvian Radio; (1999)

Decision made to publish list of events undertaken by the NPLLT in weekly newspaper *Izglītība un kultūra*; 1999

3.3.3. Investigation of the Possibility to Publish Five Latvian Words or Phrases (Once a Week) in the Most Read Russian Newspaper

- cancelled;
- 3.3.4. Up-date and Distribution of the NPLLT Fact - sheets**
 - up-dated NPLLT fact sheets distributed;
 - NPLLT PR T-shirts produced and awarded to the most active NPLLT activities members;
 - NPLLT home – page on Internet developed; (2000)

See annexes 1, 2, 3, 4, 5 on NPLLT PR activities
- 3.4. Training of the Latvian Broadcast Professionals on Modern Subtitling Techniques**
 - 3.4.1. Recruitment of an International Expert to Carry out a Needs Assessment and Design the Training Module for Latvian Broadcast Professionals on Modern Subtitling Techniques**
 - International expert recruited;
 - 3.4.2. Organisation of a Training Programme for Latvian Broadcast Professionals**
 - 5 Latvian broadcast professionals trained on modern subtitling techniques (in Sweden), 1999;
 - 3.4.3. Procurement of Equipment Required to Implement Modern Subtitling Techniques**
 - Subtitling equipment procured and submitted to Latvian TV;

COMPONENT 4 DEVELOPMENT OF MANAGEMENT AND IMPLEMENTATION CAPACITY

4.1. Expansion of LLPU Capacities

- 4.1.1. Recruitment of a Social Scientist With the Background in Ethnic Issues;**
 - a national expert contracted to write NPLLT Impact Report 1996 – 2000; Impact Report printed in Latvian and English; (2000)
- 4.1.2. Recruitment of Project Personnel to Serve as NPLLT Regional Co-ordinators;**
 - 2 regional co-ordinators recruited to manage NPLLT regional centres in Liepaja and Daugavpils; monthly meetings in Riga office;
 - 6 regional co-ordinators recruited in Ludza, Kraslava, Rezekne, Aluksne, Jelgava, Ventspils; monthly meetings in Riga office;
- 4.1.3. Professional Training for LLPU staff**
 - English language brush-up courses for LLPU staff;
 - English language course (specific terminology of UNDP bookkeeping guidelines) for LLPU Accountants;
 - LLPU project administrator receives training on PC programme ACESS 98;
 - LLPU project co-ordinator participates in the “easy” (for handicapped people) language development in Latvia;
 - Book keeping courses for LLPU Accountants; consultations for LLPU Accountants on computer bookkeeping programmes;
 - LLPU Accountant in Chief participates in the Certification Programmes of Latvian Accountant Association (monthly seminars); in seminars on Latvian Taxes Legislation;
 - NPLLT director participates in management courses (Italy);
 - Regular book keeping data audit (internal and official by audit firms);
 - 2 “team building” seminars for LLPU staff;
- 4.1.4. Expansion of LLPU Facilities to Accommodate Needs**
 - new administration room and new seminar room added to the LLPU Riga office;

4.2. Development of NPLLT Institutional, Financial and Policy Framework

- 4.2.1. Review and Analysis of the Existing Framework Policies, Institutional Performance and Financial System**
 - NPLLT production (1998 – 2000) revision;
 - development of the new NPLLT financial data base principles;
 - development of the new NPLLT statistic data base principles;
 - regular internal LLPU office equipment audit;
- 4.2.2. Building Consensus on Adequate Language Training and Education Policy, and its Institutional and Financial Strategy**
 - regular NPLLT III Phase strategy planning seminars with MES and UNDP;
 - regular meetings with MES ECEC representatives on the standards, content and evaluation of the education;

- LLPU project co-ordinator participates in the second language standards development in MES;

4.3. Development of the Financial Strategy for Sustaining the NPLLT and LLPU

4.3.1. Development of a Strategic Financial Plan to Implement the NPLLT Upon Completion of the Project

- NPLLT director participates in PHARE 2001 planning;
 - Regular finance planning (monthly, quarterly) and monitoring;
 - Regular revision of the NPLLT budget lines;
- * finance planning burdened by the unpredictable PHARE 98 and 99 funding;*

4.3.2. Development of Co-operation With the New Potential Donors (Including Private Sector)

- Regular meetings with present NPLLT financial donors;
- Regular meetings with MES, UNDP, UNESCO on sustainability of the NPLLT;
- Regular NPLLT work plan co-ordination with MES;
- Regular NPLLT Steering Committee meetings;
- Regular NPLLT International donor meetings;

4.3.3. Sale of the Materials Produced by LLPU (Upon Approval by the Steering Committee)

- LLPU teaching materials available at the book stores in Riga, Liepaja, Daugavpils, Kraslava and in NPLLT centres (Riga, Daugavpils, Liepaja);

4.4. Demand Surveys

4.4.1. Demand Surveys Conducted by National Experts

- Omnibus survey "Language", February – March 1999;
- Survey "Latvian Language Acquisition in Schools With Russian as Language of Instruction", 1999;
- Omnibus survey "Language", April – May 2000;

4.5. Annual Review and Evaluation Seminars

4.5.1. Recruitment of a National Experts or a Sociological Research Company to Develop Questionnaires and Undertake the Analysis of Results

- Team of national experts recruited to organise the conferences, 1999, 2000;

4.5.2. Organisation of the Annual Programme Evaluation Seminars

- Programme activities evaluation conference, 1999;
- LSL methodology evaluation conference, 2000;
- Bilingual teaching evaluation conference, 2000;
- LSL Primary school methodology evaluation conference, 2000;

COMPONENT 5: PROMOTION OF INTEGRATION

5.1. Summer Camps for Latvian and Non-Latvian Students Promoting Integration Through Language Learning, Ethnic Tolerance Related Activities and Other Events

5.1.1. Open Tender for Projects

- Open tender announcements published, 1999, 2000;

5.1.2. Financing for the Best Projects

- Financing provided for 25 summer camps, 1999;
- Financing provided (NPLLT/Soros Foundation Latvia) for 12 summer camps, 1999;
- Financing provided for 10 summer camps, 2000;

5.1.3. Evaluation of Success, Repetition of the Same Procedure The Following Year;

- Evaluators monitor summer camps, 1999, 2000;
- Support seminar for summer camp facilitators (SFL), 1999;
- Evaluation seminar for summer camp facilitators (SFL), 1999;
- Support seminar for summer camp, youth club and school co-operation project facilitators, 2000;
- Evaluation seminar for summer camp, youth club and school co-operation project facilitators, 2000;

5.2. Inter – Ethnic Youth Clubs

5.2.1. Open Tender for Projects

- Open tender announcement published, 2000;

5.2.2. Financing for the Best Projects

- Financing provided for 2 inter-ethnic and inter-generation projects, 1999;

- Financing provided for the best 10 projects; 9 projects completed, 2000;

* 1 project declined due to the complicated financial procedures

5.2.3. Evaluation of Success, Repetition of the Same Procedure the Following Year

- Support seminar for summer camp, youth club and school co-operation project facilitators, 2000;
- Evaluators monitor the youth clubs, 2000;
- Evaluation seminar for summer camp, youth club and school co-operation project facilitators, 2000;

5.3. Extracurricular Integration Related Activities for Latvian and Non-Latvian Students

5.3.1. Open Tender for Projects

- Open tender announcement for school co-operation projects published, 2000;

5.3.2. Financing for the Best Projects

- Financing provided for the best 10 projects; 9 projects completed, 2000;

* 1 project declined due to the complicated financial procedures

5.3.3. Evaluation of Success, Repetition of the Same Procedure the Following Year

- Support seminar for summer camp, youth club and school co-operation project facilitators, 2000;
- evaluators monitor the youth clubs, 2000;
- Evaluation seminar for summer camp, youth club and school co-operation project facilitators, 2000;

5.4. Production and Distribution of the Monthly Bulletin (Free of Charge); co-edited by Latvian and Non-Latvian Editors)

5.4.1. Recruitment of Editors

- decision made to produce quarterly NPLLT information bulletin *Tagad*; the Editor in Chief recruited;
- decision made to produce the youth newspaper *Tilts* (NPLLT/ SFL); contribution by NPLLT – 3 members of the editorial team and the printing costs;

5.4.2. Recruitment of Free-Lance Journalists

- 2 journalists recruited;

5.4.3. Production of the Bulletin

- 4 issues of information bulletin *Tagad* produced in Latvian; (1999); the 4th issue translated into English and Russian;
- 4 issues of information bulletin *Tagad* produced in Latvian, English, Russian, 2000;
- 4 issues of youth newspaper *Tilts* produced, 2000;

5.4.4. Distribution of the Bulletin

- Information bulletin distributed in all the NPLLT events; to the international embassies in Latvia and Latvian embassies in foreign countries; to the regional and national newspapers;
- Youth newspaper distributed through schools and school boards;

5.5. Production and Distribution of Poster Series Promoting Integration

Decision made to produce integration promotion bags (paper and linen)

5.5.1. Open Tender for the Poster Projects

- Price tender on the best production offer, 2000;

5.5.2. Financing for the Best Project

- Bags (paper and linen) produced, 2000;

5.5.3. Distribution of Posters

- Bags distributed as an award to the different programme activities members; as a PR material - among NPLLT supporter embassies;

5.5.4. Evaluation and Repetition in the Following Year

- NPLLT PR calendars of 2001 printed (on the recyclable material from LSL teaching material);

5.6. Seminars for Latvian and Non-Latvian Journalists

5.6.1. Recruitment of 5 – 10 National and International Experts to Develop the Agenda and Work Plan for the Workshops and the Seminars

5.6.2. Regional Workshops for Latvian and Non-Latvian Journalists Throughout Latvia

5.6.3. Seminar to Summarise the Regional Workshop Experience

Decision made to organise the press dialogues (with participation of Latvian and non-Latvian journalists);

- 2 national experts recruited;
- Press dialogue on Russian teachers – parents – students survey (NPLLT/BDH) on their attitude towards the Latvian language; (1999)
- Press dialogue The Latvian Language for Everybody; (1999)
- Press dialogue Tolerance; (1999)
- Press dialogue Latvian Nation =? Latvia's Nation; (2000)
- Press dialogue NPLLT Impact on the Society Integration in Latvia, 1996 – 2000 (NPLLT, MES, UNDP);
- Press dialogue The Youth on the Way Towards the Integrated Society; (2000)

5.7. Seminar/Workshop for Editors in Chief of Latvian and Non-Latvian Newspapers on the Integration Issues

This issue is not addressed yet;

5.7.1. Recruitment of Experts to Develop the Agenda and Perform the Seminar

5.7.2. Organise the Seminar

5.8. An International Conference in June 2000

This issue could not been addressed due to the work overload of Latvian Language Programme Unit;

Annex III

**Promotion of the Integration of Society:
Achievements of the National Programme for
Latvian Language Training
1996-2000**

Impact Report

by Artis Pabriks

September, 2000

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Abbreviations

NPLLT – National Programme for Latvian Language Training

LLPU – Latvian Language Programme Unit

LSL – Latvian as a Second Language

1. Introduction

The National Programme for Latvian Language Training (NPLLT) was launched in 1995, and to date is the only comprehensive language and integration programme in Latvia reaching a broad spectrum of society.

The origins of the Programme can be traced back to 1994, when the Prime Minister of Latvia approached the United Nations Development Programme with a request to organise and lead an expert mission, which would perform a needs assessment and assist in the development of a draft National Programme for Latvian Language Training. Upon completing the draft, the Cabinet of Ministers approved the National Programme for Latvian Language Training on 1 November 1995. It is envisaged that the Programme will be operational for a period of 10 years from 1996 until 2006.

The NPLLT is designed for those residents of Latvia whose native language is not Latvian, but who wish to take an active part in the public life of Latvia. The objective of the Programme is to consolidate the Latvian society by reducing the linguistic segregation, and by promoting common values for all residents of Latvia. The NPLLT strives to establish Latvian as the main language of communication in Latvia by using modern language training methodology, getting involved in the policy dialogue, and promoting integration of individuals of different ethnic backgrounds through various educational events.

The objective of this report is to demonstrate the impact of the Programme at the national and community levels. The report consists of several chapters. The first chapter focuses on the social and legislative environment in which the Programme operates. The second chapter takes a look at the achievements of the NPLLT in the field of education. The role of the NPLLT in the policy dialogue is the subject of discussion in the third chapter. The fourth chapter reviews the impact of activities promoting the integration of society. Finally, the conclusion summarises the most salient points of the report.

2 Political environment and language related legislative framework in Latvia

2.1 The socio-political situation in Latvia

In the process of regaining independence in 1991 Latvia inherited a number of problems resulting from the Soviet occupation. The linguistic segregation and political juxtaposition of different social groups were among the most serious challenges faced by the Latvian society.

At the end of the 80ies only 22,3 % of the ethnic Russians residing in Latvia claimed sufficient knowledge of the Latvian language (*Mežs, 1994*). The Latvian language skills of many non-Latvians were very weak. A large number of non-Latvians did not speak Latvian at all. The linguistic segregation hindered the exchange of information between different groups of society. Large numbers of those who did not speak Latvian were not able to fully comprehend the changes in the state administration system on an equal

footing with Latvians. Consequently, even today some segments of society are sceptical towards independence of the Latvian State, and the democratic processes taking place in Latvia.

The lack of sufficient knowledge of Latvian is still one of the reasons why many Latvia's residents are not able to fully participate in the different social processes. Similarly, the lack of Latvian language skills prevents many non-citizens from obtaining Latvian citizenship. In accordance with the data compiled in the summer of 2000 by the Naturalisation Board of the Republic of Latvia, currently there are approximately 564,000 non-citizens residing in Latvia. Surveys indicate that the Latvian language and history exams are among the main factors preventing potential candidates from applying for Latvian citizenship. Namely, 81% of the surveyed non-citizens confirm that difficulties with passing the language exam prevent them for naturalisation (BDN, 1998: 42). Furthermore, the non-citizen status limits career choices, as there are professions where sufficient Latvian language skills or Latvian citizenship are essential.

It can be concluded that broadening the opportunities for Latvian language learning is an important prerequisite for integration and consolidation of the Latvian society.

2.2 Legislative framework in Latvia

The Latvian state has attempted to reduce the problems resulting from linguistic segregation by way of passing new or revising the old legislative acts accompanied by different Cabinet regulations (see Table 1a).

Table 1 a. Main language related legislative acts in Latvia

Legislative act	Date of issue or revision	Main stipulations
Language law	1992	Sets the objective of establishing the Latvian language as the main language of communication (<i>lingva franka</i>) in Latvia. Establishes the State Language Centre and the State Language Inspection. In accordance with the Language Law, Latvian government establishes language certification commissions for testing the language skills of government officials and other professionals.
	1999	New Language Law passed along with Cabinet regulations stipulating the use of language in the public and private spheres.
Law on Education	1998	The education system in Latvia is regulated by the Law on Education passed in 1998, and the Law on General Education passed in 1999. The Law on Education envisages (paragraph 38) application of 4 models of bilingual education in minority schools.
	1999	Cabinet regulations approved in the summer of 1999 regulate transition to the bilingual education programme in all minority schools starting September 1999. The Law also stipulates that from September 2004 Latvian will be the main language of instruction in all minority secondary

		schools. Latvian is the language of instruction in all establishments of higher education.
Citizenship Law	1994 1998	2 nd part of Paragraph 12 stipulates that only persons with sufficient Latvian language skills are eligible for naturalisation. Chapter 3 of the Citizenship Law defines the criteria and procedures for testing the language skills of applicants. A national referendum results in lifting the so called "naturalisation windows". The Citizenship Law is liberalised by linking the order of applications for citizenship only to the particular person's desire and ability to meet the citizenship requirements. Citizenship is automatically granted to children born in Latvia after restoration of independence.
Constitution of the Republic of Latvia	1998	The status of Latvian as the official state language acquires constitutional power.

As can be seen from the table, following independence the policy-makers in Latvia passed a number of legislative acts aiming to strengthen the position of the Latvian language, which had been weakened during the Soviet period. The Language Law stipulates that Latvian is the common language of communication in Latvia. These changes are included in the constitution of Latvia, thus decreasing the possibility to question the legal status of the Latvian language, as parliamentary majority is not enough to revise the constitution.

The Language Law also envisages establishment of institutions that test the Latvian language skills of government officials and representatives of certain professions. Lack of observance of the Language Law results in administrative penalties.

The Citizenship Law determines that a person can become a Latvian citizen if he or she has a certain level of Latvian language skills, if he or she is familiar with the basic principles of democracy, as well as the history of Latvia.

In turn, the Education Law stipulates that Latvian language dominates the public education system in Latvia. Since 1998, the Law envisages that in minority schools Latvian language is taught by using bilingual methodology.

When reviewing the legal aspects of the language policy in Latvia, it becomes apparent that the legislative acts attempt to radically change the language situation in a short period of time. If in mid-80ies Russian language dominated in Latvia, then already in the beginning of the 90ies a linguistic transition is underway transforming Latvian into the main language of communication in the territory of Latvia.

For several reasons, the rapid legal and political changes in the language status were not followed up by a sufficient supply of language learning opportunities. The NPLLT is to date the only government initiative, as well as the most comprehensive resource for

implementing the legislative requirements aiming to reduce the socio-political segregation in Latvia.

3 Achievements of the National Programme for Latvian Language Training in the field of education

The activities of the National Programme for Latvian Language Training can be divided into three distinct strategic levels of intervention:

1. Capacity building of the education system;
2. Policy dialogue;
3. Promotion of integration at the community level.

Activities at all three levels were launched gradually. Initially, the NPLLT concentrated on capacity building of the education system – mainly development of Latvian language training methodology and teaching materials.

The National Programme for Latvian Language Training has been operating in a constantly evolving political environment since its very inception, and thus involvement in the policy dialogue on language, education and integration issues has been essential to its success. In addition, since 1997 the National Programme has made a conscious effort to include integration related activities within its programme of action.

3.1 Capacity building of the education system

Until 1994 the Latvian language training methodology used in Latvia was quite outdated, and did not take into consideration the global experience in second language training. Furthermore, it did not reflect the real needs of language training that arose after Latvia regained independence in 1991. Many professional groups did not have the opportunity to learn the Latvian language, and to gain knowledge of the necessary professional terminology. The lack of modern teaching materials was apparent. The Latvian language training process was based on outdated, more than 30 years old teaching materials and methodology.

Consequently, the capacity building activities within the framework of the National Programme for Latvian Language Training took two distinct directions:

1. teacher training;
2. development of teaching materials.

Teacher training has taken place on several levels:

1. During the 1996/97 school year the Programme trained Latvian as a Second Language (LSL) methodology teacher trainers (multipliers), who, upon completing training, further train their colleagues;
2. During 1999 the Programme trained LSL methodology primary school teacher trainers;
3. In the first half of 2000 the NPLLT trained another group of teacher trainers (minority school subject teachers and LSL methodology teacher trainers). The

trainees have been prepared to conduct courses in bilingual teaching methodology during the 2nd half of 2000. Reliance on the so-called multipliers in teacher training has proved to be an extremely effective method for diffusion of new ideas. The National Programme now utilises this method in all its activities.

As a result of the teacher training activities, the teachers themselves have become successful authors of teaching materials, and advocates of the modern LSL methodology.

In addition to the above mentioned strategic interventions, the Latvian Language Programme Unit – the institution established for implementation of the National Programme for Latvian Language Training – regularly organises support seminars for the purpose of strengthening and supplementing the knowledge acquired through the teacher training courses.

3.1.1 Latvian as a Second Language methodology

The LSL methodology courses for Latvian language teachers were launched in 1996/97 by training 40 LSL multipliers. The group of local experts, prepared with the help of international second language methodology experts, is now providing further training in LSL methodology. Within a short period of time, the National Programme for Latvian Language Training established a sound basis for LSL methodology in minority schools in Latvia. Until summer of 2000, 1405 teachers had received LSL methodology training, and are now passing this knowledge to both adults and students. The following groups have received training:

- LSL methodology teacher trainers
- Latvian language teachers
- Faculty of establishments of higher education
- Representatives of the Ministry of Education and Science
- LSL methodology teachers for primary schools
- Bilingual education methodology teacher trainers (see table 3a)

Table 3a

Number of teachers trained in LSL and bilingual methodology

Type of training	Number of trainees 1996/97	Number of trainees 1997/98	Number of trainees 1998/99	Number of trainees 1999/00	Total number of trainees 1996—2000
LSL methodology for teacher trainers	40	-	-	-	40
LSL methodology for Latvian language teachers	-	220	300	468	988
LSL methodology for faculty of institutions	-	-	30	(30)*	30

of higher education and staff of the Ministry of Education and Science					
LSL methodology for primary school teacher trainers	-	-	-	40	40
LSL methodology for primary school teachers	-	-	-	247	247
Bilingual teaching methodology for teacher trainers	-	-	-	60	60
Total	40	220	330	815	1405

* The same trainees as in the previous school year

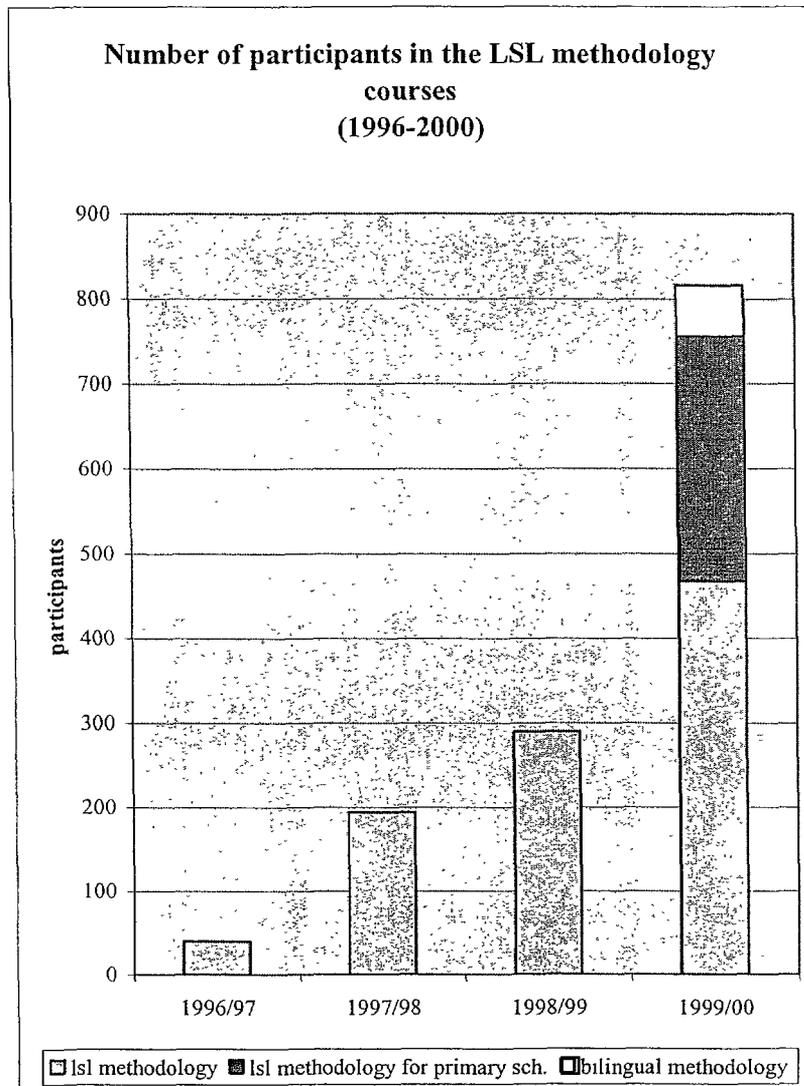
It should be noted that while during the 1996/97 school year the second language methodology experts were mainly international, in the 1999/2000 school year the LSL methodology teacher trainers were prepared mainly by local specialists. Thus, within a period of few years, the National Programme for Latvian Language Training was able to create a core group of LSL specialists in Latvia, which has contributed to increased capacity of the education system in Latvia.

For the purpose of preparing teacher trainers in bilingual methodology the Latvian Language Programme Unit relied on Canadian experience in this area.

Following the 1998 decision of the Ministry of Education and Science to implement the bilingual education programme in minority schools in Latvia, the National Programme for Latvian Language Training set out to develop a framework for teacher training and development of teaching materials for bilingual education. Bilingual education methodology courses were launched within a short period of time, and a core group of bilingual methodology teacher trainers has been established (see Table 3a, Figure 3b).

Figure 3b

Methodology courses organised in the framework of the NPLLT



Course participants interviewed during the process of writing this report emphasised the important contribution of the National Programme for Latvian Language Training. However, many noted that following the legislative changes and the requirement to introduce bilingual education in minority schools, there was apparent lack of methodology, teaching materials, and professional literature to help implement the requirements.

Generally, the respondents demonstrated a positive attitude towards the bilingual education models offered by the Ministry of Education and Science. However, many interviewees noted that the bilingual education system still lacks human resources and

teaching materials for implementation of the bilingual programmes. The respondents also expressed concern over the ability of the National Programme for Latvian Language Training to single-handedly tackle all the problems associated with introduction of bilingual education in minority schools. It was noted that the NPPLT is the only programme in Latvia dealing with preparation of teachers for work with bilingual education models. Thus, currently there is still a considerable discrepancy between supply and demand. In this context, the Latvian Language Programme Unit is the only substantial institution that provides the supply, whereas there are a number of institutions and legislative acts which impose requirements, i.e. create the demand.

The role of the National Programme for Latvian Language Training in explaining and implementing the bilingual education programmes was especially emphasised during the interviews. The respondents expressed their satisfaction that the NPPLT organises courses for teaching of different subjects in Latvian, for example – geography, biology, history, within the context of the bilingual education programmes. In these courses teachers learn their respective professional terminology, as well as modern teaching methods (interactive methods, using different teaching aids, work in groups, use of media in the classroom, etc.).

It is important to recognise the value added of the cooperation between the National Programme for Latvian Language Training and the Ministry of Education and Science. The Latvian Language Programme Unit was the first institution to ensure compliance with the new teaching and testing standards developed by the Ministry of Education by developing and distributing new teaching materials. The teaching materials developed within the framework of the NPPLT became widely used in many minority schools in Latvia. Thus, the Ministry of Education and Science had the opportunity to update the already developed education standards on the basis of these materials. Consequently, the education system has the opportunity to increase its quality attributable to the activities of the NPPLT.

3.1.2 Operations in adult education

In parallel to activities in the field of language training methodology, the National Programme for Latvian Language training also provides Latvian language training for adults. Adult courses are targeted towards subject teachers in minority schools, and specific adult groups (staff of the Ministry of Interior, medical personnel, the disabled, etc.).

Since 1997 the LSL teacher trainers and LSL teachers take active part in providing Latvian language training to the minority school subject teachers and other adults. Until June 2000, the previously trained LSL teacher trainers and teachers had provided language training to more than 10,000 subject teachers and almost 7,000 other adults, such as the staff of the Ministry of Interior, army recruits, the disabled, etc. (see Table 3c).

Table 3c

Number of adults trained in the framework of the NPPLT, 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)	1788	240	2028
120 (2 courses)	5431	3635	9066
60 (1 course)	2923	2707	5630
Total	10 367	6902	17 269

* one course consists of 60 hours

There was a rapid increase in the number of adult courses offered in the framework of the NPLLT from fall 1997 to spring 2000. In 1997 the total number of courses was 99, whereas in the spring of 2,000 the number of courses reached 296. The Latvian Language Programme Unit has organised a total of 1,750 courses since the beginning of the Programme until spring of 2000. Nevertheless, the demand for courses still exceeds the capacity of the NPLLT to deliver courses due to financial and human resource limitations.

Table 3d

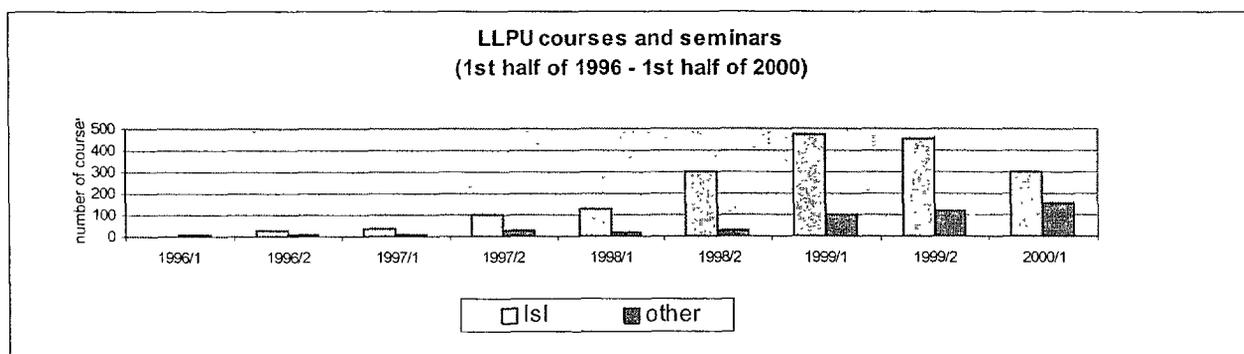
National Programme for Latvian Language Training (1st half of 1996 – 1st half of 2000)

Courses / Seminars	1996 I	1996 II	1997 I	1997 II	1998 I	1998 II	1999 I	1999 II	2000 I
LSL*		30	34	99	127	297	475	452	296
Other**	6	6	11	25	22	27	99	117	157

* Courses for minority school teachers, staff of kindergartens, professional groups (staff of the Ministry of Interior, medical personnel), local government officials, members of ethnic organisations, journalists, youth and disabled

** LSL support seminars, LSL materials development and introduction seminars

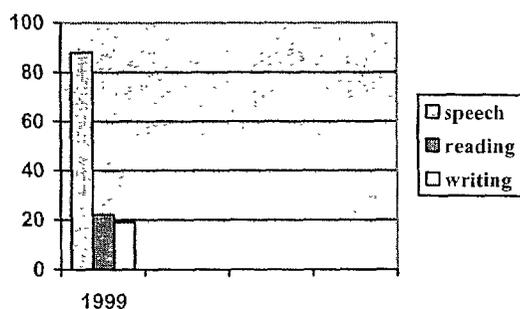
Chart 3e



LSL teacher surveys conducted by the NPLLT indicate that speaking skills have improved the most (see Chart 3f). 88% of the surveyed LSL course participants confirm that their speaking skills have improved. 19% of the respondents indicate improvement in the writing skills, while 22% claim improvement in the reading skills.

Chart 3f

Improvement of the language skills after LSL courses (1999)



In 1999, 73% of non-Latvians said that they would like to improve their Latvian language skills. While it was envisaged that a total of 400 language courses would be conducted in 1999 and 2000, due to great demand the National Programme for Latvian Language Training conducted 475 courses in the spring of 1999 alone. After careful review of the financial situation, the Steering Committee – a national body established for the purpose of strategic management of the NPPLT – requested and received additional resources from international donors.

LSL course participants interviewed for the purpose of writing this report indicated the following positive aspects of courses they attended in the framework of the National Programme for Latvian Language Training:

1. The courses and other events (support seminars, etc.) help the participants to maintain their position in the labour market;
2. Course participants gained positive attitude towards the Latvian language;
3. The psychological barrier preventing language use in everyday life was greatly reduced for many respondents;
4. The courses increased the feeling of closeness to the Latvian society and culture;
5. The courses strengthened the participants' (especially for the disabled) ties with the rests of the society;
6. With the help of the Latvian language, course participants gained insight on many other issues not directly related to language;
7. The responses indicated that increase in motivation to learn Latvian could be attributed not only to the new language methodology implemented by the NPPLT, but also to quality of the newly developed teaching materials.

3.1.3 Teaching materials

Another important objective from the very inception of the National Programme for Latvian Language Training has been development of new teaching materials. From 1996 until the summer of 2000 the NPLLT has published many different teaching materials: textbooks, exercise books, and other materials, including CD-ROM based language training tools. The total number of titles is 70; however a single title often includes a whole series of materials. Several titles have been published repeatedly due to high demand.

The teaching materials can be divided in three groups based on their target audience. These groups are as follows (see Table 3g, 3h, 3i):

- Methodological aids for teachers
- Learning materials for students
- Learning materials for broad audiences, including professional groups.

Table 3g
Methodological aids for teachers

Title	Number of copies in 1996	Number of copies in 1997	Number of copies in 1998	Number of copies in 1999	Number of copies in 2000	Total number of copies
"LSL Methodology Handbook"	50	300	350	1000		1700
"Working with Projects in Schools"			1500			1500
"Verb Tables"			15000			15000
"Using the Video Film " Palīgā"			500			500
"The Art of Subtitling"			200			200
"Handbook for Working with Adults for LSL Teachers"						500
"Rites and Celebrations" (posters "The Sun", "Seasonal Traditions" 500x2)			1500	500		2000
"Work with Adults"				1000		
"How Do Adults Learn?"				1000		1000
Audio tapes "Games and Dances"				500	200	700
"Games and Dances"					500	500
Exercise book "Games and Dances"					500	500
"Teachers Cooperation"					1000	1000
"Ideas for Primary Schools"					1000	1000
Audio tape "Ideas for Primary Schools" (fairy tales)					500	500
"Press in the language acquisition"					2000	2000
"Museums in the process of language acquisition"					500	500

As the table indicates, the first publication was published already in 1996. Several of the later publications have been completed with the effort of the LLPU staff themselves, and have experienced several editions. These include audio tapes, posters, and materials on Latvian celebrations, methodology handbooks, and others.

Table 3h
Learning materials for schools

Title	Number of copies in 1997	Number of copies in 1998	Number of copies in 1999	Number of copies in 2000	Total number of copies
"Latvian for Non-Latvian Language Instruction Schools: Grade 8"	19000	20000			39000
"Latvian for Non-Latvian Language Instruction Schools: Grade 9"	20000	20000			40000
		1000	3000		4000
Posters of grammar tables		8x2000			8x2000
"Latvian for Non-Latvian Language Instruction Schools -Grades 8 & 9: Listening exercises" (2 tapes)			2x500		2x500
"Latvian for Minority Schools: Grade 6"			7000		7000
"Latvian for Minority Schools: Grade 6" Handbook for Teachers			600		600
"Latvian for Minority Schools: Grade 6" Exercise Book			7000		7000
"Latvian for Minority Schools: Grade 6" Audio Supplement			1000		1000
"Latvian for Minority Schools: Grade 7"				7000	7000
"Latvian for Minority Schools: Grade 7" Handbook for Teachers				600	600
"Latvian for Minority Schools: Grade 7" Exercise Book				7000	7000
"Latvian for Minority Schools: Grade 7" Audio Supplement				500	500
Biology posters (bilingual education)				20x1000	20x1000
Geography posters (bilingual education)				20x1000	20x1000
"Hand in Hand 4" - Communicative grammar exercises				5000	5000
"Hand in Hand 5" - Communicative grammar exercises				5000	5000
"Hand in Hand 6" - Communicative grammar exercises				5000	5000
"Hand in Hand 7" - Communicative grammar exercises				5000	5000
"Hand in Hand 8" - Communicative grammar exercises				5000	5000

Reviewing the above table, it becomes apparent that the Programme has published a wide range of materials for schools. A large part of the materials published constitute series. More recently, the Latvian Language Programme Unit has focused on development of specific grammar materials. Equally important are the biology and geography posters, which can be used by the minority school subject teachers in teaching their subjects in Latvian. Many titles have experienced several editions.

Yet, most of the materials are meant for the general public, as well as the specific professional groups.

Table 3i
Materials for specific adult groups and for the general public

Title	Number of copies in 1997	Number of copies in 1998	Number of copies in 1999	Number of copies in 2000	Total number of copies
Video film "Palīgā! I"	500				500
"Palīgā! 1 st level" LSL text book for adults		5000			5000
"Palīgā! 1 st level" Exercise book		5000			5000
"Palīgā! 1 st level" Audio supplement (2 tapes)			2x500		2x500
"Palīgā! I" script "The Way Latvians Speak"		5000			5000
"Palīgā! 1 st level" Latvian – English dictionary		300			300
Video film "Palīgā! II"		300			300
"Palīgā! II" script "The Way Latvians Speak"		1000			1000
"Palīgā! 2 nd level" LSL text book for adults			5000		5000
"Palīgā! 2nd level" Exercise book			5000		5000
"Palīgā! 2nd level" Audio supplement			500		500
"Palīgā! 2nd level" Latvian – English dictionary			300		300
TV film "Palīgā! III"			200		200
"LSL: Language in Sports"		3000			3000
"LSL for Medical Personnel"		400	1000		1400
"LSL for Railway Employees"		250			1250
"LSL for the Staff of the Ministry of Interior"		1500	2000		3500
"Essentials of Military Terminology"		300	1000		1300
"Anatomy Terminology in Latvian, Russian, and Latin"		300	1000		1300
"LSL for Non-Latvian School Subject Teachers" (trainee book)		2000	2200		4200
"LSL for Non-Latvian School Subject Teachers" (teacher handbook)		500	200		700
Internet programme "What Did You Say?" www.lvavp.lv		1			1
Radio programme "Rīga Detective "		30 brdcsts	30 brdcsts		60 brdcsts
"LSL for Medical Personnel" (teacher's aid)			200		200
"LSL for army recruits" (teacher's aid)			320		320
"Language for army recruits"			2000		2000
"Language for railway personnel" (teacher's aid)			100		100
"Language for railway personnel"			1000		1000
"LSL for the staff of the Ministry of Interior" (teacher's aid)			150		150
"Rīga detective", exercise book 1, 2, 3, 4, 5			5x1000		5x1000
"Rīga detective", audio tape 1, 2, 3, 4, 5			5x1000		5x1000
"LSL for Kindergarten Staff"				2000	2000
CD "What Did You Say?"				500	500
"Rīga detective II", exercise book 6, 7, 8, 9, 10				5x1000	5x1000
"Rīga detective II", audio tape 6, 7, 8, 9, 10				5x1000	5x1000

This group of materials includes audio, video, and computer based learning aids. The target audience is the general public. The TV language instruction film "Palīgā! I", "Palīgā! II", "Palīgā! III" has been repeatedly broadcast on the national, as well as local television stations since 1997.

The learning materials for professional groups, such as railway, medical and Ministry of Interior personnel, deserve special mention. These materials are truly unique as they strengthen the position of the Latvian language in professions where during the Soviet period Latvian was used minimally or not used at all. The learning materials not only help to improve the Latvian language of the above mentioned professionals, but also promote the use of Latvian and development of contemporary terminology.

The Latvian Language Programme Unit widely uses media in promoting the Latvian language acquisition – radio, television, press articles, an LLPU bulletin *Tagad*, as well as a youth publication *Tilts* prepared in cooperation with the *Soros Foundation – Latvia*. During 1999 the LLPU established close cooperation with the Latvian television, and trained its staff in modern subtitling techniques. One of the best books on the art of subtitling was translated, and a set of subtitling equipment purchased for the Latvian television within the framework of this cooperation. Thus, the National Programme for Latvian Language Training also contributes to modernisation and reform of the mass media in accordance with the needs and the requirements dictated by the process of globalisation. It is estimated that approximately 100,000 people have benefited from the materials developed for the general public.

It can be said with confidence that the language training activities implemented within the framework of the Programme, as well as the materials developed have greatly contributed to the integration of society, raising the prestige of the Latvian language, as well as increasing the general level of knowledge among the target population. Individuals surveyed in the course of writing this report admit that they have been pleasantly surprised by the materials produced by the LLPU, including the TV film. The fact that for the first time Latvian language could be used as a tool for learning something new about the world, for example, the history of ancient Egypt, was especially pleasing. Prior to the activities of the NPLLT, the Latvian language was associated with “dry” grammar, or a language used for teaching Latvian folksongs to first grade Russian students, who had very little or no understanding about the Latvian mentality or lifestyle.

For these and other reasons, the materials developed in the framework of the NPLLT became widely used for language training both in schools and in institutions of higher education. For example, the radio programme *Rīgas detektīvs* has been supplemented with exercise books and audio tapes, as well as included in the curriculum of the Riga Technical University. Several schools have also expressed interest about this programme. The biology, history, and geography posters developed by the Programme are considered especially useful in schools, and for the purposes of professional adult education. Equally useful are the Latvian language grammar posters.

The activities of the National Programme for Latvian Language Training have increased the capacity of the education system directly, as well as have indirectly influenced the prestige of the Latvian language within the society for the following reasons:

1. Modernisation of the language training methodology;
2. Increased interest about the Latvian language among non-Latvians;
3. Increased willingness to use the language;
4. Increased appreciation for the Latvian language among Latvians themselves;

5. Residents of Latvia have access to modern learning aids, which increases the level of their professional skills and the relevance of the Latvian language.

4 **The role of the National Programme for Latvian Language Training in promotion of a policy dialogue**

Ever since the beginning of its operations in 1996, the stakeholders of the National Programme for Latvian Language Training have actively participated in the policy dialogue on education, integration and language issues. The Programme has also promoted mutual understanding between different ethnic groups, state institutions, and media representatives. The cooperation has taken place at both individuals and institutional levels.

The current director of the Latvian Language Programme Unit, Dr. Phil. Aija Priedīte has participated in development of the National Programme for Latvian Language Training, and elaboration of the strategy for its implementation. In her leadership the Programme has created confidence that it is possible to tackle language, education and integration-related problems, and that the Programme is able to do that. Aija Priedīte has repeatedly participated in the round-table discussions on minority rights, education and language legislation led by the previous State President Mr. Guntis Ulmanis. Upon request of the current State President Ms. Vaira Vīķe-Freiberga, the National Programme for Latvian Language Training became involved in consultations with the President about the regulations of the Language Law passed in the summer of 1999.

Additionally, the staff of the Latvian Language Programme Unit maintain regular contact with the OSCE mission in Latvia, the OSCE High Commissioner for Ethnic Minorities, foreign embassies, and missions of other international organisations. Thus, with assistance of the Latvian Language Programme Unit, the international community receives objective and clear information about language, education, minority and integration issues in Latvia.

The Latvian Language Programme Unit has gained considerable authority for the following reasons:

1. As noted by many respondents during the course of writing this report, the LLPU has managed to avoid politisation of its operations, and is highly professional in its areas of activity;
2. The Latvian Language Programme Unit has established good cooperation with different groups of society, as well as non-governmental organisations, schools, school boards, and local governments.

It has contributed to the formulation of a positive image of the National Programme for Latvian Language Training, and increased the trust of non-Latvians in the NPLLT. The Latvian Language Programme Unit has received recognition from the Director of *the Latvia Institute*, Mr. Ojārs Kalniņš for its achievements in language training, development and use of interesting teaching materials and methodology, and raising awareness of the non-Latvians and the international community. Employees of diplomatic missions have provided positive feedback as they also use the materials developed by the National Programme for Latvian Language Training while learning Latvian.

The National Programme for Latvian Language Training is one of the few national programmes that require participation of many non-Latvians. Consequently, the Programme increases the responsibility of non-Latvians and non-Latvian organisations, and decreases radicalism and cynicism directed at the Latvian State. Both foreign and local communities view the NPPLT as a highly professional programme with in-depth expertise in several areas. This contributes to the status of the Latvian Language Programme Unit as a serious partner in the policy dialogue.

The activities of the National Programme for Latvian Language Training have contributed to a positive shift in attitude towards the Programme, and consequently Latvian language, of the majority of the Russian language press (*ČAS, Respublika*, etc.). Very rarely are there cynical overtones in articles covering the activities of the NPPLT, although such overtones are common to articles about government and state administration affairs in the Russian language press.

Such a shift in attitude can be seen as an important outcome of the activities of the National Programme, achieved by taking a neutral position while discussing sensitive topics, organising seminars on language, integration and civic society for Russian and Latvian journalists, as well as involving non-governmental organisations in Programme activities.

The quarterly informative bulletin *Tagad*, published by the Latvian Language Programme Unit (1000 copies) and targeting teachers, also plays an important role in creating a mutual understanding between different groups of society, influencing education policy, as well as popularising the Latvian language and the work of government institutions. Six issues were published until the middle of 2000. Initially, the bulletin was published in Latvian; however, now it is also available to readers in Russian (500 copies) and English (500 copies) languages (see Table 4a).

Table 4a
NPPLT policy and mass media related activities

Title	Number of copies in 1996	Number of copies in 1997	Number of copies in 1998	Number of copies in 1999	Number of copies in 2000	Total number of copies
LLPU and Baltic Data House survey "Language"	1	2	2	1	1	7
LLPU and Baltic Data House survey "Acquisition in Schools with Russian as the Language of Instruction"				1		1
LLPU informative brochure		2000 Lat. 2000 Rus 500 Engl	2000 Lat 2000 Rus 1000 Eng	1000 Lat 200 Eng		10 700
Poster "Palīgā! I"			500			500
Poster "Palīgā! II"			1000			1000
Integration clips for TV			5x 30 sec			5x30 sec
Poster "Palīgā! III"				1500		1500
Informative bulletin "Tagad" 4 x per year				4x1000	500Rus 500 Eng	5000
Informative bulletin "Tagad – 2000"					2x1000 Lat, 500 Eng 500 Rus	3000

The bulletin mainly covers language-related issues, as well as analyses Latvian legislation. Many well-known Latvian and international language, legal and other scientific experts, including journalists have contributed articles to *Tagad*. The bulletin does not avoid discussions on relevant and sensitive topics, such as support framework for implementation of the bilingual education programme in schools. The bulletin attempts to analyse issues in an integrated manner, similar to the approach of the NPLLT itself, and tries to establish a creative and positive attitude towards current political affairs in its readers. Equally important are the sociological surveys commissioned by the Latvian Language Programme Unit, which not only provide an opportunity to improve the National Programme, but also inform the general public about changes in the linguistic environment, including people's attitude towards the Latvian language.

Another positive contribution of the National Programme for Latvian Language is awareness raising about bilingual education in Latvia, as well as involvement in the process of bilingual teaching. While discussing Latvian legislation, the course participants emphasised the role of the NPLLT in supporting the education system and democracy in Latvia. Nevertheless, it was also noted that, with the exception of the NPLLT, there is a general lack of positive motivation to learn Latvian.

The National Programme for Latvian Language Training has been very inclusive towards different members of the society – teachers, youth, adults, civil servants, staff of other government organisations, scientists, journalists, disabled, members of the international community, publishers, and non-governmental organisations. The Programme has also involved representatives of different ethnic groups. Such cooperation promotes mutual understanding, and decreases radicalism, as radicalism is most likely to be present in social processes where some social groups are not able to voice their opinion. The National Programme for Latvian Language Training has set an example for how to decrease radicalisation of the society.

Decrease of radically opposite opinions and action is also one of the basic objectives of the integration of society. In accordance with the most recent government decisions, integration of society is the political priority of the Latvian State. Thus, through active involvement in the policy dialogue the National Programme for Latvian Language Training has laid foundation for further integration of society.

5 The achievements of the National Programme for Latvian Language Training in regard to integration of society

As already established, it is important to recognise those Programme activities, which promote mutual understanding between Latvia's residents. Since 1997 the LLPU has organised youth camps and clubs, as well as supported cooperation of Latvian and non-Latvian students and teachers (see Table 5a).

Table 5a

NPLLT language and integration related activities, 1997-2000

Year	Youth camps	Clubs	School cooperation	Total number of events	Number of participants
1997	2	-	-	2	40
1998	25	7	-	32	800
1999	26	-	-	26	780
2000	10	10	10	30	750
Total	63	17	10	90	2370

As can be seen in the table, integration related activities started already in 1997 with two youth camps. Camps were recognised as the most successful avenue for achieving one of the strategic objectives of the National Programme for Latvian Language Programme – increased Latvian language skills among youth.

It was soon realised that not only can language training promote integration, but integration can very successfully promote language acquisition. The number of camps was increased over the years, along with launching of different youth clubs and promoting cooperation between Latvian and non-Latvian schools. All these projects are linked by a common objective – to promote Latvian as the main language of communication among youth of different ethnic backgrounds. A recent obstacle is becoming a tool for youth to communicate with their peers in Latvian, thus promoting mutual understanding.

Those interviewed during the course of writing this report also noted the contribution of the camps in promotion of integration (for example, in Upesgrīva in 2000 or Kuldīga district in 1999). Among valuable outcomes of such camps were mentioned not only language skills, but also improvement of the general communication skills, and getting used to the Latvian environment, which provides an opportunity for students to more easily use the language and culture in the future. The event for adults “Latvian language unifies us” held in Liepāja was evaluated as especially successful in promoting integration among its participants. According to LLPU surveys on the process of Latvian language

acquisition in schools, non-Latvian students can, but not always wish to speak Latvian. Thus, the significance of the adult and youth socialisation process that took place in camps all around Latvia should not be underestimated. Individuals from different ethnic groups were able to acquaint themselves with the Latvian language and each other both individually and in groups.

The respondents also noted the significance of the LLPU camps/courses in integration of the disabled. Oftentimes the Latvian language courses are the only opportunity for the disabled to be in a social environment, and familiarise themselves with the public affairs. The interviews conducted during the research phase of this report also revealed positive feedback from students about youth activities organised in the framework of the National Programme for Latvian Language Training.

In addition to Latvian language skills, the camps provide an opportunity to gain knowledge about specific topics. It should also be noted that camps are usually organised in predominantly Latvian areas of the country. It is here that the young people get exposed to the Latvian environment (celebration of Christmas in the Latvian tradition, religious rites, and other occasions). Moreover, the youth have an opportunity to travel and explore their country, which otherwise would not be possible for many due to financial constraints. Family oriented events bring together two to three generations of individuals speaking different languages, which, in addition to learning the language, helps to overcome ethnic prejudices while engaging in common work and leisure activities.

It seems that despite the LLPU activities, the cooperation between Latvian and non-Latvian schools in Latvia is still insufficient. This contributes to formulation of myths and stereotypes not only about the quality of education, but also about the different linguistic and cultural groups within the society. Schools are not just mechanical establishments for accumulation of educational data. The main objective of the education system is to socialise the future generation.

The interviews also revealed that many schools and kindergartens apply for additional courses for their employees. Upon graduation from the LLPU courses, teachers tend to read specialised literature, books, as well as follow along news in different Latvian language media. This contributes to the integration and consolidation of the Latvian society.

Along with an increase in the number of non-Latvians reading in Latvian, there is an increase in demand for professional literature in Latvian in terms of both quality and quantity. The lack of such literature was noted in several interviews. All respondents were satisfied with the LLPU's method of work, which has been adapted by many. Several teachers set out to develop their own teaching materials upon graduation from the LLPU courses.

It was noted that the National Programme for Latvian Language Training provides positive motivation for people to learn Latvian. Latvian language skills provide an opportunity for professional growth. The personal approach to trainees was especially appreciated. The use of modern technology and methodology, interesting information, cultural events and excursions were said to create additional interest about the Latvian language.

It can be concluded that the impact of the activities implemented within the framework of the National Programme for Latvian Language Training by far exceeds the original estimations. In addition to language training, the Programme promotes democracy, integration and modernisation of the Latvian society. It not only increases the competitiveness of the Latvian education, but also helps the NPLLT's beneficiaries to grow professionally and maintain their jobs. That is a considerable contribution towards Latvia's overall development taking into consideration the existing social problems and the current level of unemployment.

Both qualitative and quantitative research results confirm the conclusions about the language situation and integration process in Latvia, as well as conclusions about the role of the National Programme for Latvian Language Training in these processes. Analysis of interviews with Programme participants and beneficiaries in Rīga, Liepāja and Daugavpils show very positive feedback about the activities of the NPLLT. On the scale from 1 to 10, the most frequent evaluation was 8 (20 respondents out of 26). None of the respondents gave a mark lower than 8.

In summary, the National Programme for Latvian Language Training has successfully promoted acquisition of the Latvian language, increased the capacity of the education system, promoted policy dialogue, and raised awareness of the general public about legislation and integration related issues.

6 Conclusion

Four years have passed since the National Programme for Latvian Language Training began its operations in 1996. During this time, the political and social environment in Latvia has changed, and new language related legislation acts have been passed. The NPLLT has adapted and developed accordingly. From an operation concentrating mainly on promotion of Latvian language acquisition and technical capacity building of the education system, it has developed into an active partner in the policy dialogue for the government and non-government institutions alike. By organising inter-ethnic camps, clubs and school cooperation projects, the Latvian Language Programme Unit has become one of the main institutions promoting integration in Latvia.

When comparing activities implemented in 1996 to those implemented in the fall of 2000, it is apparent that the Programme has developed in the following two directions: in-depth – the number of courses offered and materials published has constantly increased; and in-breadth – in addition to language training, the Programme has become involved in policy dialogue and integration processes.

The following indicators demonstrate the impact of the National Programme for Latvian Language Training:

1. Improvement of Latvian language skills of the non-Latvian population during the course of the implementation of the National Programme for Latvian Language Training,
2. Increased interest and motivation of the non-Latvian population to learn the Latvian language;
3. Increased number of teaching materials for Latvian language training;
4. Introduction of new methodology and modern technology to the Latvian language training process,
5. Improved Latvian language environment;

6. Implementation of activities, which promote a targeted integration process, thus indicating the significance of the NPPLT in the processes and structures of integration;
7. Improved cooperation between the NPPLT as a government programme, and non-governmental organisation, thus raising prestige of the state within the society;
8. The NPPLT is an example of a successfully functioning government programme;
9. Preparation of LSL methodology specialists and teacher trainers;
10. Preparation of the first bilingual education specialists;
11. Improved image of Latvia abroad as a result of the activities implemented within the framework of the NPPLT.

However, further operation of the Programme is subject to coordinated government action in the above-mentioned spheres, as well as mobilisation of financial resources for further implementation of Programme activities.

Ensuring further implementation of the National Programme in the future will strengthen the foundations for a consolidated, democratic Latvian society that communicates in Latvian.

6.1 Performance indicators for the NPPLT activities in the future

It is very difficult to identify objective criteria for differentiating the impact of the NPPLT in regard to the political and linguistic environment from the impact achieved by other institutions and organisations, as well as from the general development of the society. However, currently the impact analysis is relatively easier since the National Programme for Latvian Language Training is still the only institution tackling some of the key issues related to language and integration policy and practice. It is nearly impossible to identify another institution that would focus on gradual and systematic implementation of the bilingual education methodology, and development of new teaching materials. Similarly, there is a lack of institutions promoting integration and maintaining an ongoing policy dialogue with the non-governmental sector. The National Programme for Latvian Language Training has very systematically operated in all of these areas, while the other institutions get involved in a very ad-hoc manner or do not get involved at all. Thus, there is no comparison to the National Programme for Latvian Language training.

Consequently, the following indicators are suggested as an objective framework for evaluating the impact of the NPPLT:

1. Demand for language training versus supply, number of additional camps, events and school cooperation projects;
2. Regional distribution of the activities, participation of ethnic minorities;
3. Quantitative and qualitative impact of the teacher trainers on their colleagues and students;
4. Cooperation with mass media,
5. Links between language training and civic education within the Programme;
6. Set of integration activities;
7. Cooperation with government and non-government institutions.

6.2 Factors affecting the implementation of the NPLLT

The impact of the NPLLT activities has to be viewed in the context of the political, social and ethnic environment, as there are still factors hindering the language acquisition and integration processes:

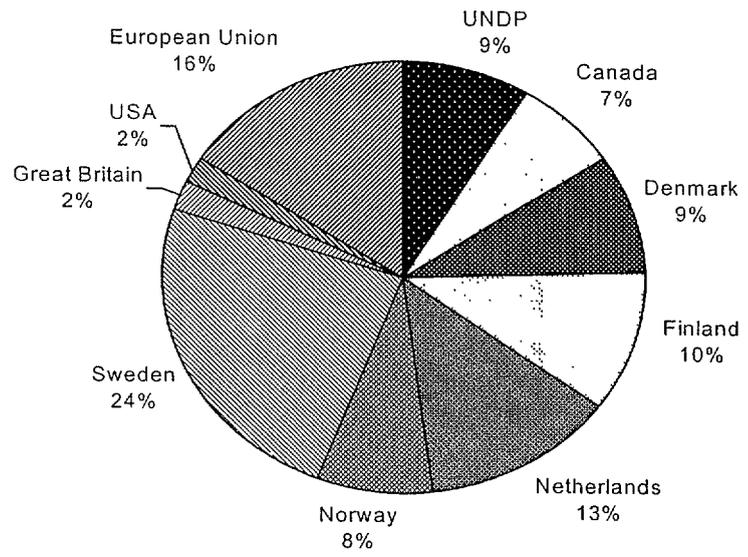
- Lack of political will to tackle integration issues at the national level;
- Lack of political will results in insufficient numbers of new specialists and teachers, as well as insufficient salary levels;
- The shifting political situation creates an illusion for some segments of the population that the status of the country may still change, and thus the Latvian language skills will not be necessary;
- Insufficient Latvian language environment in Latgale and other regions – upon graduation of the courses the acquired language skills are no longer applied;
- Lack of Latvian subtitles for the Latvian television broadcasts – such subtitles could strengthen the Latvian language skills;
- Unemployment, which decreases the opportunity to use Latvian – in a professional setting individuals have at least minimal contact with the language, while the unemployed do not;
- Lack of teaching materials,
- Focus of government institutions on language inspection rather than positive approach to language training;
- The relatively small contribution of the Latvian government compared to foreign donors – consequently, the government does not utilise the results of the programme for raising the prestige of the country; the government has to consider changing the information policy, but especially how to increase its contribution to the implementation of the NPLLT;
- Lack of Latvian language teachers and/or teachers with sufficient Latvian language skills in minority schools.

6.3 Government input in the bilingual education programmes

The Government of Latvia has made the following contributions to the implementation of the minority school programmes in 1999: Ls 200,000 (USD 333,000) in salary supplements for bilingual education teachers; Ls 10,520 (USD 17,500) in training of minority school teachers, and Ls 58,000 (USD 96,600) in purchasing materials for minority schools.

6.4 Input of the international community for implementation of the NPLLT

Foreign donors have contributed USD 6,671,196 to the implementation of the NPLLT until 1 June 2000. The proportion of the contributions is as follows (UNDP, Project Annual Report 1999):



Annex I

People interviewed

Rīga

Aija Priedīte, Director, LLPU

Ilze Šadurska, Coordinator of LSL courses for primary school teachers, LLPU

Anna Strojā, reporter, newspaper *Čas*

Tatjana Černobajeva, Visual art teacher, Rīga Classical Gymnasium

Velta Šinkarenko, LSL teacher, Jelgava 1st elementary school

Lidija Plociņa, teacher, Daugavpils 3rd secondary school

Karīna Brikmane, staff of the Ministry of Education and Science, participant of the first LSL teacher training course

Igors Pimenovs, Association for Support of Russian language schools in Latvia

Anita Jākobsone, Director of the Latvian Adult Education Association, and member of the Steering Committee of the NPLLT

Tatjana Liguta, Chairperson, Department of Slavic languages, Faculty of Philology of the University of Latvia, and translator for the LLPU bulletin *Tagad*

Svetlana Semenko, member of the NPLLT Steering Committee, and Director, Rīga Zolitūde Gymnasium

Evija Papule, Ministry of Education and Science, member of the NPLLT Steering Committee

Daugavpils

Silva Kucina, LLPU Regional Coordinator in Daugavpils

Lidija Platonova, Specialist, Krāslava Education Board

G. Grāve, Director, Daugavpils Polish Secondary School

S. Miņina, Deputy Director, Daugavpils 9th secondary school

N. Koviļina, Russian language teacher and deputy director, Russian Gymnasium

Z. Rodčenko, Director, Daugavpils 7th elementary school

S. Makejeva, teacher, Daugavpils 30th pre-school

Liepāja

Ināra Elste, LLPU regional coordinator

Natālija Kirilova, economics teacher, 12th secondary school

Irēna Pālīte, LSL teacher

Irina Grauzīte, Director, kindergarten "Gailītis"

Inese Ferstere, teacher, 12th secondary school

Anna Bulkina, math teacher, 12th secondary school (preparing to teach bilingually)

Anna Vilmane, LSL teacher

Valentīna Oniščenko, LSL trainee

Tamāra Mališeva, LSL trainee

Ludmila Gerasimova, LSL trainee

Ina Grundmane, LSL teacher

Māra Jēkabsone, LSL teacher

Vladimirs Brovkins, employee of the Liepāja prison, LSL trainee

Aleksejs Makuševs, employee of the Liepāja prison, LSL trainee

Egita Kļujeva, LSL teacher for adults

Representatives of foreign embassies and international organisations

Ludovicus van Ulden, Ambassador, the Netherlands

Peter Hedling, First Secretary, Embassy of Sweden

Dace Dzenovska, Project Manager, United Nations Development Programme

John Withers, First Secretary, Embassy of the United States

Hannu Hamalainen, Ambassador, Finland

Undine Bollow, OSCE mission in Latvia