
**Which strategy is more
successful to create a unified
education system (society)?**

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Unified education system - unified society

□ **Unified Latvian and Russian language schools**

- Latvian training language
- unified curricula, textbooks

□ **Policy result:**

- unified society (not polarized)
- multicultural, pluralistic society

Which strategy is more successful to create a unified education system ?

1. introduction of bilingual education in minority schools (government)
2. dual stream schools (local government)
3. the strategy of the parents of children belonging to national minorities to send their children to Latvian schools (individual)

Introduction of bilingual education in minority schools

□ **Policy input:**

- lack of discussion among policy target groups (Russian school teachers, students, parents) (BISS, 2002,2004)

□ **Policy process:**

- negative attitudes toward implementation of Bilingual education in Russian schools (BISS, 2002,2004)

□ **Policy output:**

- better knowledge of Latvian language (BISS, 2002,2004,2006)
- better results in centralized examinations (Ministry of Science and Education) (methodologies, teachers, teaching process)

□ **Policy impact:**

- creation of a different political culture among the Latvian and Russian youth

Divided Education, Divided Citizens? 2009

A comparative study of the effects of separate schooling on civil enculturation

- ❑ The international research project (2009) found that a school system divided along linguistic lines influences the creation of a different political culture among the respective group of youth, but also that a certain part of youth and teachers support a separated system.
- ❑ The research found that minority youth are less convinced of their political efficacy than the majority.
- ❑ 39% of Russian-speakers and 23% of Latvian pupils and 29% of Russian-speakers and 14% of Latvian teachers agreed with the statement that “the existence of separate schools is a very good thing.”
- ❑ The share of pupils who claimed that they would not want to learn in one class with those belonging to the “other” group was 42% of Latvians and 56% of Russian-speakers.
- ❑ These figures show clearly that a divided education system reproduces dissociation from the other sociolinguistic group as well as negatively impacts motivation for political participation.

Dual stream schools

BISS, 2003

□ **Policy input:**

- dual stream schools were created in Latvia during the Soviet years in the 1960s. Many dual stream schools were closed in the beginning of 90s
- in the mid- and late-1990s the number of “dual stream” schools increased, as many were created on the basis of Russian schools

□ **Policy process:**

- economic consideration in creating dual stream schools (in the mid- and late-1990s)

□ **Policy output:**

- average academic results; in city schools lower than that in other schools
(*Programme for International Student Assessment SSNP (PISA)*)

□ **Policy impact:**

- the co-existence of two linguistic groups opens up opportunities for inter-ethnic communication, develops understanding among both Latvian and minority children about cultural diversity, and creates a store of experience in intercultural contact.

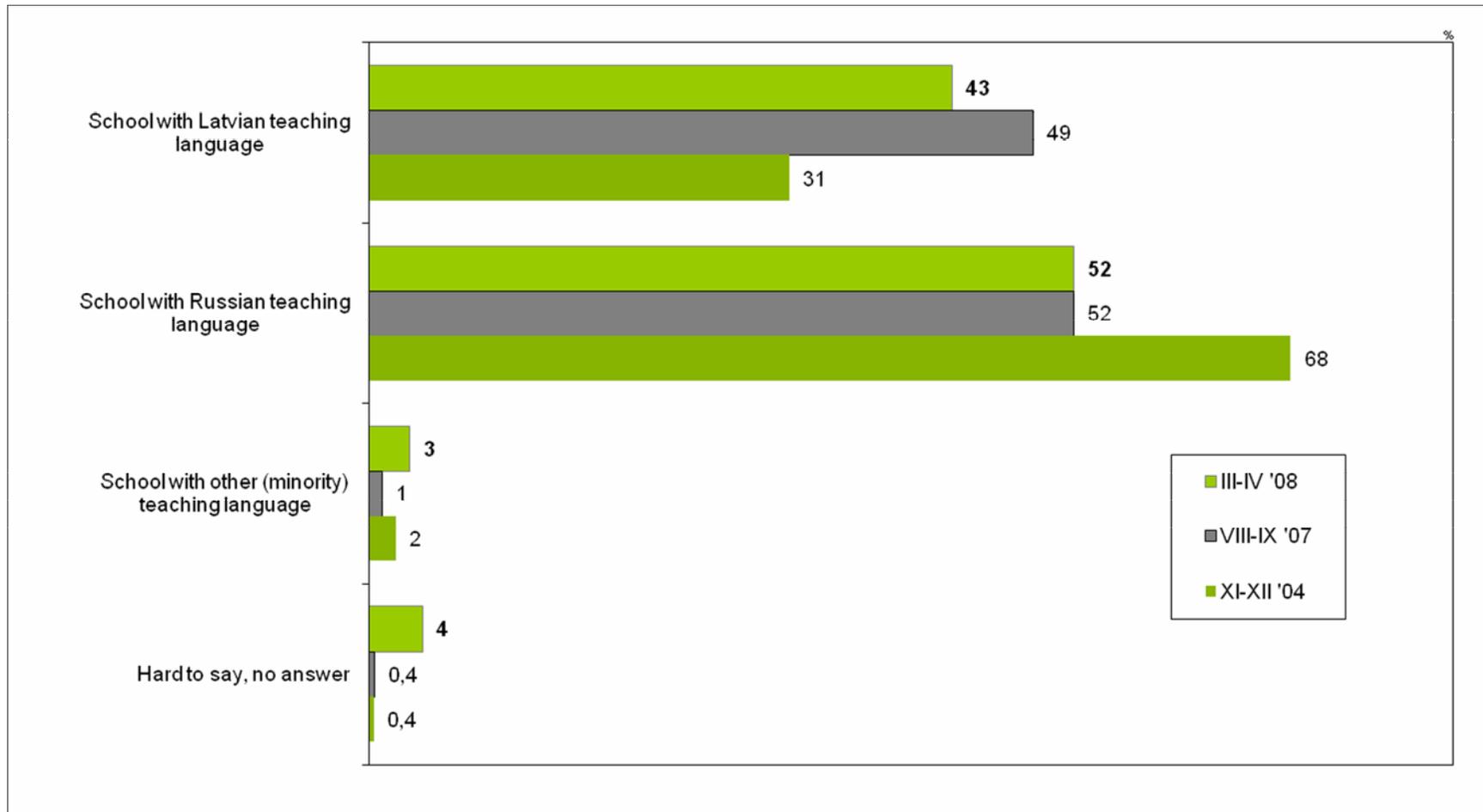
The strategy of the parents of children belonging to national minorities to send their children to Latvian schools

The Number of Pupils Studying in General Education Day Schools

	Pupils in general education day schools with Latvian as the primary language of instruction	Pupils in general education day schools with Russian as the primary language of instruction
2005/2006	186,409	68,078
2004/2005	193,665	73,711
2003/2004.	198,295	79,302
2002/2003.	204,348	83,201
2001./2002	208,454	89,718
2000/2001	208,185	95,850
1999./2000	205,885	101,506
1998/1999	198,353	105,806

Does your child go to... (division by level of knowledge of Latvian) (BISS, 2008)

Respondents whose native language is not Latvian, who have school children in their families; n =234



Which strategy is more successful to create a unified society

□ **Bilingual education**

- divided education system reproduces dissociation from the other sociolinguistic group as well as negatively impacts motivation for political participation.

□ **Dual stream schools**

- the co-existence of two linguistic groups opens up opportunities for inter-ethnic communication, develops understanding among both Latvian and minority children about cultural diversity, and creates a store of experience in intercultural contact.

□ **The strategy of the parents** of children belonging to national minorities to send their children to Latvian schools

- no results