

**AN IMPLEMENTATION EVALUATION**

“Open School” Project

The Soros Foundation – Latvia

**Spring 2000**

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## **1. EXECUTIVE SUMMARY**

We conducted an implementation study evaluation for Soros Foundation-Latvia (SFL), a part of a group of autonomous, nonprofit, grant-making organizations created by the philanthropist George Soros and operating in over 30 countries around the world. The evaluation examined the selection and implementation process of the four models of bilingual education in primary school in the pilot schools supported by SFL.

The evaluation serves the following purposes:

- To provide documentation on which models have succeeded, which models were most popular with pilot schools, what helped to select and implement the models, what hindered the selection and implementation process and whether those models are replicable next year in the 1<sup>st</sup> Grade and 2<sup>nd</sup> Grade.
- To suggest ways in which SFL can improve its project planning and implementation based on pilot school's feedback.

We hope this evaluation serves as a valuable tool for SFL so that the organization may make an informed decisions regarding the development and further implementation of the “Open School” project.

### **1. 1. Framework and Methods**

For the past three months, we assessed the selection and implementation process of the four models of bilingual education in primary school in pilot schools supported by SFL. Out of 16 pilot schools participating in the project we have been able to collect information from 15. One school's results were excluded from the analysis because they were incomplete. Out of 119 surveys mailed, we received a total of 83: 20 from school principals and administration, 25 from the 1<sup>st</sup> Grade teachers, 16 from parents, 12 from teachers of Latvian language and 9 from teachers of other languages. We also conducted in-person interviews with 14 principals, 16 1<sup>st</sup> Grade teachers, 12 Latvian language teachers, 18 teachers of other subjects and school administration, 9 parents, and 3 experts.

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## 1. 2. Findings

Our results are based on the 70% of responses we received from the sample population. Fifteen out of sixteen “Open School” project schools participated in the evaluation, for a 93.7% participation rate at the school level. We are confident that with such significant percentages, the results that surfaced are representative of the entire project population.

The findings infer that the selection and implementation of the bilingual education models of the “Open School” project have been a positive experience for the participants, yet improvements to these models are necessary for the project to continue and grow. Our survey and interviews correspond to the following categories. These areas are listed in the order that they occurred over the past year:

- Model Selection Process
- Model Implementation Process
- Suggestions for Improvements

In general, the respondents were in agreement upon the issues within each category. By this we mean that comparisons of answers across model selected, profession, native language, school type, etc. on the whole generated results which corresponded to the entire survey population.

## 1. 3. Recommendations

In order to increase success in selecting and implementing the bilingual education models in 2000-2001, we make the following recommendations. We determined these recommendations from feedback in the surveys and interviews.

### Model Selection Process

- *Provide more information on the different models to teachers, school administrators, and parents*

We recommend that information on the four bilingual education models be available to teachers, school administrators and parents well before they must select the model to implement in their school.

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- ***Allow schools a sufficient amount of time – six months to one year – to decide upon their model***

Parents, teachers, and school administrators need more time to get used to the idea of bilingual education in their school. Preceding the selection and implementation, we recommend that participants have ample time to learn about and understand what bilingual education means for their school, as well as what will be expected of them.

- ***Encourage more parental participation in the decision-making process***

We recommend that schools work more closely with parents by engaging them more in overall school activities and listening to the parents' suggestions. Parents also need to become better acquainted with bilingual education system.

### **Model Implementation Process**

- ***Provide teachers with more assistance in learning bilingual education methodology***

For example, workshops regarding how to teach bilingually and how to implement common themes throughout the class curriculum. Those who have useful experience with bilingual education could be valuable consultants in these workshops.

- ***Organize a team of on-site “coaches” to support teachers in implementing their model of bilingual education***

We recommend a team of on-site (in school) coaches to visit schools and assist teachers who are new to bilingual education. We envision one coach per school who would guide teachers in preparing bilingual lesson plans according to the school model. They would also observe the lessons in practice, and review the lessons with the teachers.

- ***Enhance partner-school collaboration***

We recommend strengthening or creating partner-school program which will enable a close exchange of experience among teachers of different schools as well as potentially increase the number of people working

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together. This also has the potential to allow teachers to collaborate in creating lesson materials.

- ***Provide participants with more technical assistance such as bilingual teaching materials***

Teachers and students have a legitimate need for materials such as textbooks, visual aids, and teacher guides in Latvian and in Russian. We strongly suggest that the workshops we recommend above coincide with the bilingual materials in order that teachers know how to use them in their classroom.

- ***Provide participants with more Latvian-language instruction***

Finally, we recommend that SFL supports the schools in providing teachers and parents with Latvian-language instruction. This has the potential for not only raising the confidence of teachers who are non-native speakers in order to teach bilingually; it also may empower non-native speaking parents to help their children with homework and to become more involved in school activities, thus raising their level of collaboration.

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## **2. BACKGROUND**

This evaluation was conducted as a part of the course, Qualitative Research and Evaluation in International Education, taught by Dr. Gita Steiner-Khamsi at Teachers College, Columbia University. This report is the final product of the semester-long course.

This evaluation respected the rights and anonymity of its participants. It was submitted to Dr. Steiner-Khamsi, Associate Professor of Education at Teachers Collage, to Guntars Catlaks, Director of Educational Programs at SFL, and Indra Dedze, Project Coordinator at SFL. The evaluators agreed not to distribute this report to any other SFL staff or to the public except with the permission of Mr. Catlaks and Ms. Dedze. Mr. Catlaks and Ms. Dedze have the choice to distribute the findings of this report under the condition that those receiving the information are aware that graduate students compiled it as a part of their course work.

Mr. Catlaks and Ms. Dedze had the opportunity to provide feedback before the final evaluation report was released. This was done so that everyone was in agreement about the content of the evaluation.

### **2. 1. Background of Evaluators**

The evaluators, Ekaterina Nadirova and Elizabeth Stallman, are Master Degree students at the School of International and Public Affairs and Teachers College, Columbia University, respectively.

Ekaterina Nadirova has several years of extensive experience working in international development organizations, including the Open Society Institute/Soros Foundation on a variety of issues related to the Former Soviet Union. She earned her B.A. in Education from Moscow Humanities University in Moscow, Russia.

Elizabeth Stallman is an International Student Advisor at Teachers College, Columbia University. Prior to commencing graduate study, she spent two years as an English teacher in Shizuoka, Japan. Ms. Stallman earned her B.A. in International Politics from the Pennsylvania State University in University Park, Pennsylvania.

In Latvia for data collection, interviewing, and translating, the evaluators were assisted by the team of

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Inga Belousa and Indra Odina. They are Doctoral Degree students at Daugavpils Pedagogical University and Latvia University, respectively. Both have been non-degree students at Teachers College, Columbia University.

Inga Belousa is a lecturer at Department of Pedagogics, Daugavpils Pedagogical University, Latvia. Her field of research is the spiritual dimension of education. She earned her M.A. in Religion and Religious Education from Fordham University in New York City.

Indra Odina is a lecturer in the Department of Foreign Language Teaching Methods, Faculty of Education and Psychology, University of Latvia. Since 1991 she has had experience working in joint international projects with Denmark, Austria, the United States, Greece and Hungary. Ms. Odina earned her M.A. in Education from Latvia University in Riga, Latvia.

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### **3. THE OPEN SCHOOL PROJECT**

Latvia's educational system reflects Latvian society as a whole, with deep divisions between the country's Latvian and Russian speakers and the existence of schools segregated by language. The Ministry of Education and Science, in conjunction with the University of Latvia, has created a concept for bilingual education "which is a concrete step towards the integration of non-Latvians...in the state language" (Catlaks, et. al., 1999, p. 5). The "Open School" project was launched by the Soros Foundation-Latvia (SFL) in April 1999 to address this issue.

The goal of the "Open School" project is to create an educational system which fosters the ethnic integration of society by developing common values and goals, promoting tolerance of diversity, and encouraging cooperation between Latvian and non-Latvian speakers. The specific focus of the program is the fostering of communication among Russian and Latvian-language schools and the promotion of Latvian-language ability among teachers and students while maintaining the ethnic and cultural identity of non-Latvians.

This evaluation focused on one element of the "Open School" project: bilingual education classes in Russian and Latvian-language schools as well as in mixed-language schools, and the assessment of four bilingual education curricular models for primary schools. The Ministry of Education and Science (MOES) introduced these models in 1999; SFL's role in the "Open School" project has been to serve as advisors to and administrators for the model selection and implementation process. SFL intends to be involved as project administrators for a total of four years. With an exit planned for 2003, it is focused upon making a significant contribution in a short period of time.

In May 1999, sixteen schools were selected from 100 applications to participate in the "Open School" project. Based on a needs assessment, interviews, observations, and analysis of existing studies and legislation, the SFL planned workshops for the sixteen project schools. Four representatives (teachers and administrators) from each school actively participated in these workshops, guided by SFL project coordinators and outside

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consultants, in August 1999. At that time the schools selected their models for bilingual education; they began to implement them in the 1<sup>st</sup> Grade in September 1999.

In addition to the bilingual education models, a key element for the success of the project is a *support network*: parents; Latvian language training for non-native speakers; teachers; and an Open School Institute. The first three support structures are discussed in this report. The Open School Institute has not yet been established and is not a part of the evaluation.

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## **4. COMPONENTS OF THE OPEN SCHOOL PROJECT**

SFL's "Open School" project, in cooperation with the Ministry of Education and Science, the Naturalization Board, language training organizations, and teacher training institutes, plans to meet the goals of the project by working in the following eleven *modules*. Thus far into the life of the project modules 1 through 4 have been introduced.

1. Ethnically and/or linguistically diverse classes in Latvian language kindergartens;
2. Ethnically and/or linguistically diverse classes in Latvian language elementary schools;
- 3. Bilingual education classes in Russian language schools;**
4. Cooperation and exchange between Latvian and Russian language schools;
5. Development of new teacher training courses in pedagogical institutions for teachers working in bilingual and ethnically and/or linguistically diverse classes;
6. Development of intercultural educational materials;
7. Cross-curricular civic education in secondary schools;
8. Development of a common media environment in schools;
9. A public information campaign;
10. Support for initiatives;
11. Latvian language courses for teachers from Russian language schools.

The main focus of this evaluation is in module 3, *bilingual education classes in Russian language schools*. We also touch on issues that have overlapped from module 4 into module 3 (*collaboration between schools*).

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#### 4. 1. Models Of Bilingual Education

The goal of bilingual education in Latvia is to “give a student graduating from a minority school sufficient command of the Latvian language to integrate into Latvian society and to continue education in the state language” (Catlaks, et.al., 1999, p. 16). The four models of bilingual education were designed for ethnic minority primary schools (i.e. Russian-language schools) and approved by the Ministry of Education and Science. Schools with Latvian-language of instruction were offered one elementary education model by the MOES. Parents may choose the ethnic and cultural school environment they prefer for their child.

- **Model 1**

This model, the most intensive of the four, aims for complete mastery of the Latvian language. It is recommended for children who have attended Latvian or bilingual kindergarten; who already have conversational skills in Latvian; and who live in a Latvian-language environment. The studies are in Latvian, but some subjects are taught bilingually. A student’s native language is acquired as a separate subject. (Refer to Table 4.1)

**Table 4.1**

<b>Grade Level</b>	<b>Number of Subjects Taught Bilingually</b>
1 <sup>st</sup> – 3 <sup>rd</sup>	5 subjects
4 <sup>th</sup> – 6 <sup>th</sup>	2 – 4 subjects
7 <sup>th</sup> – 9 <sup>th</sup>	1 subject

- **Model 2**

In Model 2 students study bilingually. It is advised for children who already have Latvian conversational skills. Latvian and the native language are used equally in the educational process. The student’s native language and 3 – 4 subjects are mastered in the native language.

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- **Model 3**

This model is a gradual transfer from studies in the native language to studies in Latvian. It is recommended for children who have no experience using the Latvian language, and who do not live in a Latvian-language environment. In the 1<sup>st</sup> Grade, one subject is studied in Latvian. Every succeeding year one subject is added in Latvian. By the 9<sup>th</sup> Grade at least nine subjects are to be studied in Latvian.

- **Model 4**

Model 4 offers education primarily in the native language. It is recommended for children who have not used Latvian language before, and whose parents prefer their child to acquire primary education in their native language. In higher grades, parents and students may freely choose whether to study subjects in Latvian or bilingually. (Refer to Table 4.2)

**Table 4.2**

<b>Grade Level</b>	<b>Subjects in Native Language Only</b>	<b>Subjects in Latvian Language Or Bilingual</b>
1 <sup>st</sup> – 3 <sup>rd</sup>	All subjects	Latvian studied separately
4 <sup>th</sup> – 6 <sup>th</sup>	No more than 50%	At least 50%
7 <sup>th</sup> – 9 <sup>th</sup>		At least 10 – 11 subjects

As the above models were meant to be guidelines, some schools in the project decided to implement a variation of the models above or their own, distinct model. These variations are discussed in Section 6.2, *Model Selection Process*.

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## **5. THE EVALUATION FRAMEWORK**

We conducted an implementation study evaluation in order to analyze how the 16 project schools participating in the project selected and implemented models of bilingual education. This evaluation was intended to examine and clarify the following primary objectives of the project: 1) the assessment of the strengths and weaknesses of the selection and implementation processes of the four bilingual and multicultural education models in 16 project schools; 2) the evaluation of the manner in which the 16 project schools chose their models of bilingual education; 3) the determination of the types of advice and support schools used in making their decisions; 4) the examination of the manner in which the chosen model was implemented by the project school; 5) the assessment whether the model chosen by the project school was fully or partially implemented and why; 6) the determination of the best and worst experiences with the model implementation and 7) the determination of the types of support needed for continuing implementation of the chosen model in Grade 2.

In addition to examining the schools' experiences with model selection and implementation processes, we also assessed, in the following manner, recommendations from the participants for ways in which the project could be approved:

- **Six survey questions regarding the Model Selection Process**
  - a. How and why the model was chosen
  - b. Influences on the selection process
  - c. Participation in the selection process
  - d. Sources of the most useful information
- **Nine survey questions regarding the Model Implementation Process**
  - a. Overall experiences with the implementation process
  - b. Assistance provided during the implementation process
  - c. Aspects of the model implemented most successfully and least successfully
  - d. Assistance needed to implement the model more successfully
- **Seven survey questions regarding Suggestions for Improvement**

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- a. Recommendations on how to improve or change the model
  - b. Sources of support needed to continue to implement the model

We also used these same three categories as the focus of the in-person interviews we conducted since the interviews were designed to elucidate the survey responses.

These three areas of focus were chosen based upon SFL's assumption as to how the models were selected and implemented and how they could be replicated next year in the 2<sup>nd</sup> Grade. With this evaluation, SFL will be able to better assess, from the participant's point of view, the project's strengths and weaknesses and ways in which the project can be improved.

### **5. 1. Methods and Instruments**

The methods we used for the evaluation were surveys and in-person interviews. These instruments were chosen because they were the most compatible with the type of evaluation we wished to conduct and the goals of the evaluation. The surveys were useful because they allowed us to poll a larger sample size than would have otherwise been possible. The in-person interviews were useful, though more time consuming, since they allowed us to clarify the responses to the surveys and better analyze the data.

#### **Surveys**

The survey was designed for school principals, 1<sup>st</sup> Grade teachers, Latvian language teachers, parents and experts. (Refer to Appendix, *Survey of Bilingual Education Models*)

In the first stage of the evaluation, we sent out 119 surveys; each school received 7 surveys to fill out — 1 for the principal; 2 for 1<sup>st</sup> Grade teachers; 2 for teachers of other subjects and 2 for parents. Attached to each survey was a letter of instructions which contained contact information for the data collectors. 83, or 70%, of the surveys mailed were returned (See Table 5.1)

**Table 5.1**

<b>Participants</b>	<b>Total participants</b>	<b>Number of surveys mailed</b>	<b>Number of surveys received</b>	<b>Percentage of surveys received</b>
<b>Principals</b>	17	17	15	88.2%
<b>1st Grade teachers</b>	34	34	28	82.3%
<b>Latvian language teachers and teachers of other subjects</b>	68	68	32	47%
<b>Parents</b>	34	34	16	48%

We did not target any specific group of participants, but rather attempted to get as broad a picture as possible regarding the selection and implementation processes by surveying all the relevant groups. Parents were randomly selected by the school administration. It is important to keep in mind that teachers represent 72.3% of our total surveyed population; survey results reflect this representation. However, the teachers' high representation can be justified from the standpoint that they play a fundamental role in both selecting and implementing models of bilingual education.

### **In-person Interviews**

We also conducted in-person interviews with the school principals, 1<sup>st</sup> Grade teachers, Latvian language teachers, teachers of other subjects, parents and experts. In the half-hour individual interviews, the participants elaborated on questions from the survey. This included talking about how the models were selected and implemented, the sources of support in selection and implementation that were most useful, the aspects of the model which were successfully implemented and what hindered the model implementation. The interviews also explored suggestions of ways in which SFL could improve its program for future school participants.

(Refer to Appendix, *Interview Guide*)

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**Fact Sheets**

We also distributed Fact Sheets to school principals and 1<sup>st</sup> Grade teachers in order to gather demographic data on the schools and the 1<sup>st</sup> Grade classes. However, due to the lack of response we were unable to include this data in our analysis.

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## **6. FINDINGS**

Overall, we discovered that all “Open School” project participants experienced model selection and implementation in similar ways.

In the three areas we examined – model selection process, model implementation process, and suggestions for improvement – respondents (school administrators, teachers, parents, and experts) indicated positive attitudes about bilingual education. Results which exemplify these attitudes include the opportunity to collaborate; teacher in-service training; and teachers’ improvement of qualifications. We speculate that schools found it empowering to have control over selecting and implementing the model they thought suited their situation the best. Further, in being one of a few select participants in SFL’s desirable project, respondents may have obtained a sense of prestige in being a part of this fresh educational movement rising in Latvia.

Still, common themes for improvement also appear throughout our analysis. These themes include a desire for more information on bilingual education; more teaching materials and resources; bilingual teaching methods workshops; and Latvian-language workshops. We theorize that the lack of financial resources compounded by the relative newness of bilingual education in Latvia have resulted in the lack of information and resources. The respondents’ desire for more workshops is because they found the ones they did attend to be so helpful.

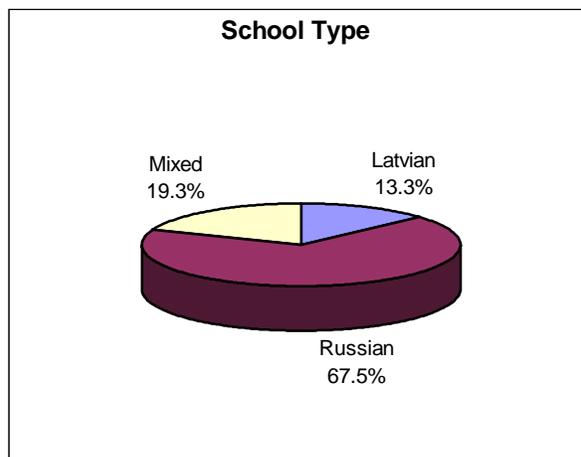
Despite our high rate of return on the surveys, we found that many respondents did not answer some of the open-ended questions at all, especially the final section regarding suggestions for improvement. We have three theories to explain this lack of response: first, the surveys were in Latvian language, which may have made it difficult for Russian-language speakers to compose their opinions; second, the questions may have been more theoretical than the respondents were used to answering; and third, the respondents may have felt they already addressed these questions in previous sections, as some respondents indicated.

## 6. 1. Background Information

Overall, we achieved relatively high rates of participation. Out of 16 pilot schools participating in the project we were able to collect information from 15. One school's results were not included in the analysis because they were incomplete. Out of these 15 schools, 10 were Russian-language schools, 2 Latvian-language schools and 3 mixed-language schools. (Refer to Figure 6.1.1)

**Figure 6.1.1**

Out of 83 surveys received, 20, or 25.3%, were completed by school principals and or 30.1%, were completed by 1<sup>st</sup> Grade teachers; 12, or 14.5%, were filled out by teachers of Latvian language; 9, or 10.8%, were completed by teachers of other subjects; and 16, or 19.3%, were



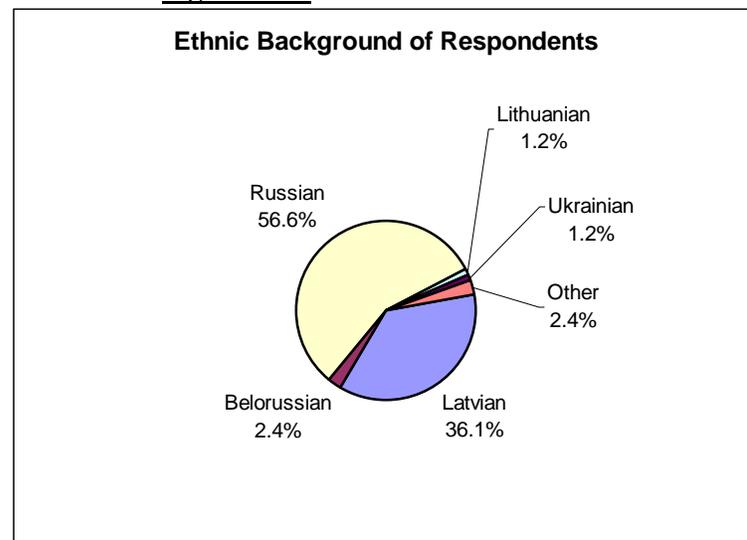
completed by school principals and or 30.1%, were completed by 1<sup>st</sup> Grade teachers; 12, or 14.5%, were filled out by teachers of Latvian language; 9, or 10.8%, were completed by teachers of other subjects; and 16, or 19.3%, were completed by parents. Experts,

including representatives of the Ministry of Education and Science and representatives from the Liepaja

Pedagogical Academy, as well as specialists in methodology and in teaching Latvian as a second language, did not complete surveys but were interviewed separately.

According to the surveys we received, the majority of respondents (47, or 56.6%) were native speakers of Russian. Speakers of Latvian comprised 30, or 36.1% of respondents. Speakers of other languages,

**Figure 6.1.2**



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including Belorussian, Lithuanian and Ukrainian, comprised 7.2% of the pool of the respondents. (Refer to Figure 6.1.2)

Russian-language schools submitted 56 surveys, or 67.5%, of the surveys received from all the schools; Latvian-language schools submitted 11, or 13.3%, of the surveys received from all the schools; and mixed-language schools submitted 16, or 19.3%, of the surveys received from all the schools. The schools participating in the project were chosen by SFL so the ratio of Russian-language, Latvian-language and mixed-language schools was not within the control of the evaluators.

In addition, 72 respondents were interviewed: 14 interviews were conducted with principals; 16 interviews were conducted with the 1<sup>st</sup> Grade teachers; 12 interviews were conducted with Latvian language teachers; 9 interviews with parents; 18 interviews with teachers of other subjects and school administration; and 3 interviews were with experts.

## **6. 2. Model Selection Process**

Participants in the “Open School” Project were offered to select and implement one of the four models of bilingual education. Respondents to the survey indicated what model their school selected; why they selected it; and what information and sources helped them to make the decision. We theorized that some groups might stray from the norm by selecting different responses. In cross-tabulations we compared survey answers against three groups: school language, model chosen, and profession. Very few comparisons indicated different responses; those comparisons that do indicate variations are noted.

## A. What Model

Nearly half the respondents (49.4%) said they chose Model 2 for their school. Three out of four who checked “Other” as their model incorporated a variation of Model 2. Our findings indicate that Russian-language schools, in addition to being the majority of participants in the project (10 schools out of 16), were more likely to choose Model 2 (or a variation of it) than any other model.

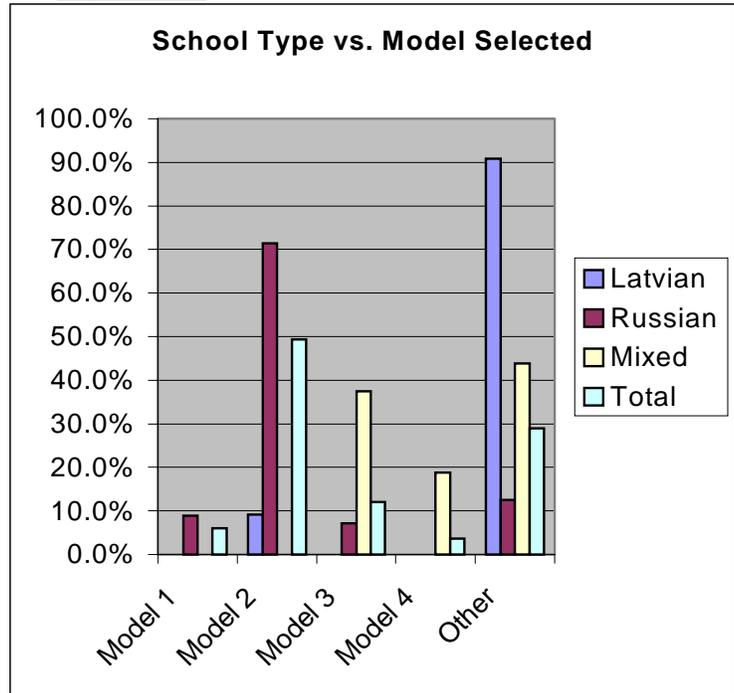
Still, four schools chose to incorporate their own, distinct model for bilingual education.

These include: a model for multicultural classes in Latvian-language schools; *Letonika*<sup>1</sup> in a Russian-language school; a model for Lithuanian students in a Latvian-language school; and a model for bilingual education in a mixed-language school. The remaining two schools chose Model 1 and Model 3 each. No school chose Model 4. (Refer to Figure 6.2.1)

## B. Why the Selected Model

In giving their reasons for selecting the model, respondents were asked to rank their first, second, and third main reasons. Nearly three out of every four (71.5%) respondents stated that their *student population* and the *regional characteristics* were the top reasons for selecting their model. The lack of pressure from groups such as parents and the school board indicates that respondents were freely able to decide what model would be

**Figure 6.2.1**



<sup>1</sup> In *Letonika*, all subjects dealing with Latvia, i.e. language, history, geography of Latvia, are taught in Latvian while all other subjects, i.e. math, physics, general history, are taught in Russian.

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in the best interests of their students and the surrounding region.

In our analysis we noted the following main reasons for the model selection:

- **71.5%** of respondents indicated that the first choice for selecting this model was because it *suits the student population* the most and *due to the regional characteristics*.
- **55.4%** of respondents also said that they considered the above reasons as their second choice. Interviews indicate the flexibility of the models to suit the needs of individual schools and regions:

*"Model 2...allows (us) to be more flexible towards pupils, parents and teachers..... it does not force so many subjects."* (Principal, Russian-language school)

*"We had an opportunity to choose...I wanted my child to speak Latvian freely."* (Parent, Russian-language school)

- **36.1%** of respondents stated that the third of the top three reasons for choosing the model was that the *school administration thought it was most appropriate*. Most interviews indicate that school administrators acted with the consultations of teachers and some of parents.

*"We [teachers] had chosen the fourth model, but our administration wanted to take the second model. We needed to come to a consensus, we had to find the middle way so that everybody was satisfied. We chose to work out our own model."* (1st Grade teacher, Russian-language school)

*"Our team...parents and children...everyone worked very actively and gave his contribution in choosing Model 2."* (Latvian-language teacher, Russian-language school)

Model 2 is the second-most intensive approach to bilingual education and was selected more than any other model. These findings indicate that although respondents want the students to learn Latvian language deeply in order to integrate into Latvian society, studying some subjects in the students' native tongue is still important. Interviews also indicated such desires as providing an opportunity for a child to "become a part of Latvian society" and getting "the basic knowledge in his mother-tongue."

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### C. Information and Sources

Our findings demonstrated that overall respondents are positive about the amount of information they had to select the model. The respondents were asked to rate their level of agreement on seven statements regarding the decision-making process in selecting the model. All felt most strongly about three statements:

- **69.9%** either *agreed* or *strongly agreed* that “the goals of each model were clear.” For example, respondents indicated that they were aware of the goals and the structure of the model they were choosing.

*“We turned to the third model...because it’s a step-by-step approach.” (Principal, Mixed School)*

- **66.2%** either *agreed* or *strongly agreed* that they “had all necessary information to make a decision.” Special meetings and seminars were referred to often in the interviews, and respondents always noted that they were helpful in deciding upon a model:

*The “first information I got (about bilingual education was) in the nursery school...the second was more deeper when an expert came and told (us) about it.” (Parent, Russian language school)*

- **51.8%** either *agreed* or *strongly agreed* that they “knew the strengths and weaknesses of the model”

Although 51.8% of the respondents agreed or strongly agreed with this statement, **42.2%** either *disagreed*, *strongly disagreed*, or were *not sure* that they knew the strengths and weaknesses of the model. One theory is that this may be a result of the newness of bilingual education in Latvia, that strengths and weaknesses are being discovered by the project participants as they implement the models. In interviews, some respondents pointed out that other countries’ experiences with bilingual education might offer insights to schools in Latvia:

*“In Estonia they had an investigation, where they offered some ten models to judge... When...Latvian people had to decide the models, it was not clear.” (Expert)*

These figures demonstrate that while the majority feels they had enough information to select the most

appropriate model for their school, a large minority might not have the same opinions.

*“I (did) not have so much information about these models to choose this or that.” (Latvian Language Teacher, Russian language school)*

Further, in answer to the question, “Did you have enough information to make an informed decision in choosing the model?” **57.8%** said *Yes*, while **41.0%** said *No*. This lack of information may point to the brief amount of time which schools had to select their model. School administrators and teachers took part in workshops in the summer of 1999, and had to choose in August 1999 what model they would implement that September. This is a short period of time to make such a crucial decision. Also, we theorize that the lack of information points to the lack of teachers’ preparation to teach the model.

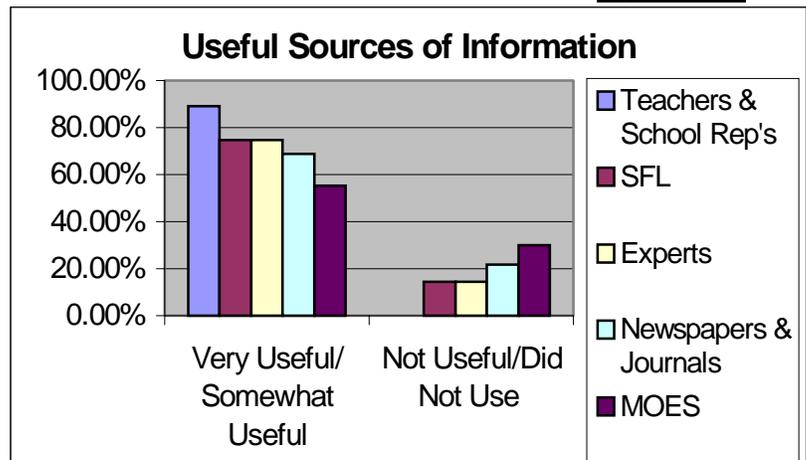
*“The models were done in a hurry. Schools had to announce in August which model to choose (for September).” (Expert)*

*“We had to make our choice suddenly. We did not have time to get ready.” (Latvian-language teacher, mixed-language school)*

When asked “Where did you get the most useful information to make a decision?” the respondents identified *other teachers and school representatives* as the most useful sources of

information in the model selection process (89.2%). The *Soros Foundation* was ranked second (74.7%), along with the *experts* as the most useful source of information (74.7%). We found that no respondent rated other teachers and school representatives as not useful or did not

**Figure 6.2.2**



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use. From this we infer that school personnel’s knowledge was valued and probably applied in making the model selection. (Refer to Figure 6.2.2)

In interviews, respondents indicated that they appreciated those who took the time to explain and discuss bilingual education. Especially for parents, this element was probably significant for their understanding and support for the model of bilingual education selected. Parental support for bilingual education, and specifically the model that is implemented in their child’s school, is crucial for the success of bilingual education:

*“In the (parent’s meeting) the teacher of Latvian language thoroughly explained the methodology of language teaching.”* (Parent, Russian-language school)

However, in our analysis we found wide variations in the *levels of participation* of the various groups in the decision making process. The findings and interviews demonstrate high levels of participation by school administrators and teachers, but lower levels by parents.

The group that was rated as “*very active*” was *School Administration* (68.7%), followed by *Teachers* as the next “*very active*” group (37.3%). 67.5% of respondents stated that *Parents* “*participated partly*” in selecting the model. These figures regarding school administration and teachers support our above findings regarding useful sources of information. The fact that so many parents only participated partly may indicate that parents are unable to participate more, and trust judgments of school teachers.

### **6. 3. Model Implementation Process**

#### **A. Overall Experience with Implementation**

The majority of respondents, 59, or 71.1%, indicated that their overall experiences with model implementation were positive. However, 18, or 21.7%, stated that they were not sure whether the experience was positive or negative. Only 3.6% indicated that their experiences with model implementation were negative.

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School principals were particularly satisfied with the model implementation (11, or 84.8%, stated their experience was positive).

67.5 % of all respondents reported that their school implemented the model as designed. Only 19.3% of all respondents stated that the model was not implemented as designed and was modified.

The majority (73.2%) of those who implemented the model as designed reported that they had enough information when choosing the model. However, **87.5%** of those who modified the model stated that they *did not have enough information to make an informed decision in choosing the original model*. According to the interviews, the participants indicated that there was an insufficient amount of information about bilingual education in general, and bilingual education models in particular. As a result, they had to modify models they chose to suit the needs of their students. In addition, the majority (91.7%) of schools who designed their own model stated that they would choose the same model again if they had to. (Refer to Appendix, Table 6.3.1).

With regard to experiences with the specific model implementation, Model 3 was in first place with a 90% overall positive rating. From the respondents who selected Model 2, only 24, or 58.5%, indicated that overall they had a positive experience with the model implementation, while 12, or 29.3%, answered "Not Sure." Model 4 received a 66.7% positive rating. All the respondents who selected Model 1 stated that they had an overall positive experience with its implementation, however since only one school chose this model, the sample size is too small. (Refer to Appendix, Table 6.3.2)

Out of eight schools that selected either a model of their own creation or some kind of variation of multiple models (for example, Model 2 and Model 4 combined), the majority, 79.2%, stated that they had a positive experience with the model implementation. This higher percentage of positive rankings from schools that selected their own models could be explained by the fact that those schools were able to design an appropriate model which better fit their particular needs. For example, some schools surveyed parents to determine their interests as well as whether they subscribe to Latvian magazines, read books, speak Latvian with

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people, etc. (Refer to Appendix, Table 6.3.2)

When asked *what influenced their experiences with model implementation*, the majority of respondents cited improvements in students achievements in learning as a primary factor influencing their attitude. Other important aspects cited by the respondents include the model's innovative influence in teachers as well as the positive way in which the models influenced parental attitudes. Specifically, the statistical break-down was as follows:

- **53%** of the respondents stated that *students' improved achievements in learning* was the biggest factor influencing their attitude toward model implementation. The following are direct quotes gathered in interviews with participants:

*"Children made a great progress in acquiring the language (Latvian) with this model comparing to September. They are able to make short sentences, short stories about some definite theme."* (1st Grade teacher, Russian-language school)

*"In every lesson they (pupils) are willing to speak Latvian more ... their Latvian language has improved considerably."* (1st Grade teacher, Russian-language school)

- **21.6%** said that the chosen model afforded an opportunity to try a *variety of different teaching methods* that brought out creativity in the teachers.

*"Actually bilingual teaching is very interesting but at first I was scared that I wouldn't be able to teach due to lack of knowledge about bilingual teaching. Then I started to work with literature. I studied a lot and learned a lot."* (1<sup>st</sup> Grade teacher, Russian-language school)

- **20.4%** of respondents cited the positive influence of new teaching methods on the *attitude of parents* toward the school as the primary factor.

*"Parents became more responsive. They support us very much."* (1st Grade teacher, Latvian-language school)

*“I feel parents’ support more now... They show interest, attend classes.”* (1<sup>st</sup> Grade teacher, Russian-language school)

When asked “Why or why not would you choose the same model again?” a large percentage, 44.6%, did not answer the question. 28.9% of respondents reported that they would choose the particular model again because it *satisfies the needs of different groups* such as *students, teachers and parents*. 10.8% answered that the primary factor was the model’s positive effect on *student learning*, and 7.2% of respondents stated that the model would be chosen again due to its *appropriateness for the ethnic background* of the students. (Refer to Appendix, Table 6.3.3)

### **B. Primary Benefits of Model Implementation**

Our findings demonstrate that overall the schools implemented the models successfully and that participants were pleased with the results of the model implementation. No specific positive benefit was cited by a majority of respondents. Rather, respondents cited a variety of benefits of model implementation including improvement in teaching methods and increased teamwork. Specifically, the respondents indicated the following aspects as the primary benefits of implementation:

The respondents indicated the following aspects as the primary benefits of model implementation:

- **26.2 %** of overall respondents chose *teachers’ opportunity to improve their professional qualifications* as a primary benefit of model implementation. In the interviews, these respondents cited teaching method workshops and consultation with experts as the factors that most helped the improvement in professional qualifications. The quotes below are taken from the interviews with participants:

*“Training was wonderful! I learned so much about latest teaching methodologies”* (Latvian-language teacher, Russian-language school)

*“I attended training seminars and they helped to improve my qualification a lot.”* (1<sup>st</sup> Grade teacher, Russian-language school)

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- **21.1%** of overall respondents indicated *introduction of new teaching methods* as a primary benefit of model implementation. Specifically, according to the interviews, the model allowed teachers to learn something new and useful and to expand their knowledge.

*"In this project I acquired a lot of impressions, knowledge, teaching methods, inquisitiveness... I have improved myself!"* (1st Grade teacher, Russian-language school)

*"We received lots of useful information. For example, I found out about different ways of how to integrate the bilingual teaching in school."* (1<sup>st</sup> Grade teacher, Russian-language school)

- **19.7%** of overall respondents stated that the primary benefit of model implementation was the enhancement of *teacher-to-teacher collaboration* in schools. In the interviews, respondents emphasized that implementation of the model improved their cooperation by forcing them to work together. This was a primary goal of the project from the outset.

A further breakdown of the above figure shows that **64%** of 1st Grade teachers, a higher percentage than any other group of respondents, cited collaboration with colleagues in school as a positive factor. These figures demonstrate that collaboration was particularly valuable to, and valued by, teachers. The interviews support this conclusion. Respondents overwhelmingly stated that they enjoy working together and that collaboration made the implementation process easier. Some of comments related to increased collaboration were:

*"This work has somehow united the teachers, because all the teachers participate."* (Principal, Russian-language school)

*"I have talked with other school teachers and asked for help. I do not feel like working alone."* (1st Grade teacher, Russian-language school)

*"Teachers stick together, construct themes of a week... School is like a family, you know."* (1<sup>st</sup> Grade teacher, mixed-language school)

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### C. Primary Hindrances to Model Implementation

Our findings demonstrate that the model implementation process was not always smooth and that, in particular, lack of necessary resources impeded the process of implementation. Specifically, respondents cited a lack of support with methodology and a lack of learning materials and textbooks. The following issues were identified:

- **33%** of respondents acknowledged that the *methodological base and curriculum content* of the models have not yet been implemented and that schools are still struggling with improving teachers' methodological preparation.

In interviews, participants cited a lack of materials and training as the primary factors leading to lack of methodological preparation. In particular they mentioned that they lacked methodological tutors and on-site coaching. In addition, 1<sup>st</sup> Grade teachers reported that they have only a vague knowledge of bilingual education methodology. Finally, other teachers stated that sometimes the working tools they have been provided with do not provide a complete picture of the bilingual education methods.

*"We need methodological help... We are working on how to make those teaching models, but it is a very time-consuming process. We would willingly accept help with teaching methods and teaching aids."*  
(Latvian-language teacher, mixed-language school)

- **22.3%** of respondents pointed to a lack of sufficient *teaching resources and textbooks* as a primary hindrance.

According to the interviews, respondents said they need more materials, both bilingual and in Latvian, specifically adapted to the models. In particular, respondents pointed to the absence of visual aids, tables and specific learning materials as a major shortcoming of implementation. The following are direct quotes from the participants:

*"We do not have appropriate books. We have developed some material ourselves and we depend on that."* (1<sup>st</sup> Grade teacher, Russian-language school)

- **20.6%** of respondents cited *varied preparedness* to teach the model among teachers as a primary hindrance.

In the interviews, respondents pointed to teachers' inadequate levels of Latvian language as well as lack of understanding of bilingual education in general. For example, in the interviews some Latvian speakers' complained of others' inability to teach an integrated syllabus due to lack of knowledge of Latvian. Some of their comments were:

*"We are not against learning Latvian, we have just a problem with preparedness of teachers. This is a problem in all schools. It is also a problem of the state."* (Principal, Russian-language school)

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## 6. 4. Suggestions For Improvements

This section of the survey aimed to study the experiences of 1999-2000 “Open School” Project participants in order to relate the new knowledge to 2000-2001 participants. Also, it aimed to provide suggestions to improve SFL’s further “Open School” project planning and implementation. Since these models of bilingual education and collaborative learning are still very new to education in Latvia, it is useful to note these experienced suggestions from those involved in the model selection and implementation over the past year.

In open-ended questions based upon their model implementation experience, we asked respondents to name three recommendations for next year’s 1<sup>st</sup> Grade and 2<sup>nd</sup> Grade. We also asked respondents to offer their suggestions for changes to their model. No major revisions were suggested; most suggestions were for minor changes, additions, or no change at all.

### A. Sources for Future Support, First Grade

In order to implement their bilingual education model in the 2000-2001 1<sup>st</sup> Grade, most respondents requested new teaching materials and material resources.

- **44%** *New teaching materials and material resources.* Regardless of profession, school language, or model selected the desire for materials was often heard throughout the interviews:

“A wider choice of textbooks”      “Various bilingual lesson materials”  
 “Financial support and different materials – visual aids, technical means”

- **21.6%** *Teacher in-service training.* Offering seminars on what the models are and what it will mean to implement them in the schools was suggested in interviews:

“There have to be organized seminars in order to discuss the process of introducing the model the school has chosen.” (Latvian-language teacher, mixed-language school)

*"I lack knowledge concerning methodology. There could be some organized seminars connected with methodological questions, with integrated training. It would be very nice."* (Teacher of other subject, Latvian-language school)

- **11.2%** *Collaboration with other schools and other teachers.* Often teachers and administrators complained about the amount of work necessary to create lesson plans for bilingual education. Some suggested teams of teachers who could share the burden of writing new plans:

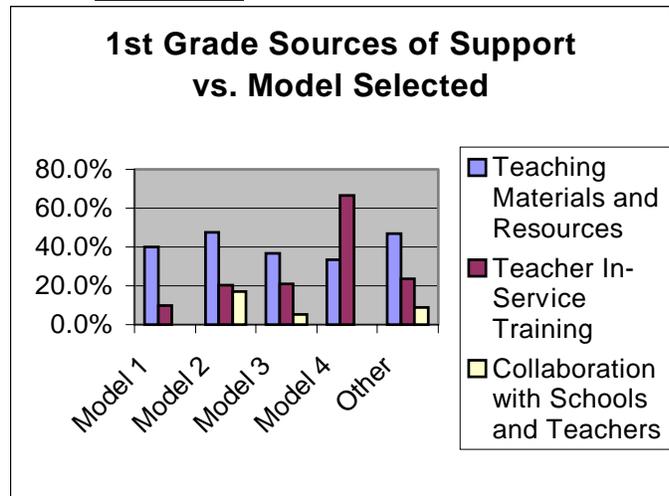
*"It would be more successful to unite teachers and to ask them to work together, to make an example, because to work at school and write the program simultaneously is extremely complicated."* (Principal, Russian-language school)

Also in the interviews, teachers, parents, and school administrators wished for more collaboration with other project schools (especially teachers) and more in-service training for teachers and parents. These are described in more detail in suggestions for the 2<sup>nd</sup> Grade.

Comparing these sources of support across the models, we see similar numbers. (Refer to Figure 6.4.1) Although the number of respondents for each model varied widely (three responses for Model 4 to 59 responses for Model 2), for the most part they agreed on the top three sources of support. This is useful information since all respondents and all models are in agreement on the direction of

bilingual education and the sources of support they need to succeed.

**Figure 6.4.1**



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## B. Sources for Future Support, Second Grade

We also asked project participants' opinions regarding implementing their bilingual education model in the 2000-2001 2<sup>nd</sup> Grade. Respondents had the opportunity to list three suggestions for future support in next year's 2<sup>nd</sup> Grade. Of all open-ended questions in this final section of our survey, this question generated the most response (78.3%). We can infer from this high rate of response that respondents are concerned about being able to move forward with the goals of their model. Re-examining their best experiences and least helpful experiences discussed in the previous section, here respondents certainly want to build upon those successes but modify the shortcomings.

Again, most responses focused on the desire of more teaching materials, training, and support:

- **23.3%** *Improved material and technical resources.* In some interviews this commonly-voiced theme focused on textbooks in Latvian:

*"There is a shortage of books in Latvian, textbooks, national literature — we need this."* (Principal, Russian-language school)

- **17.8%** *Support from other teachers, administration, and parents.* Parental understanding and support for bilingual education are crucial to its success in future years. 1<sup>st</sup> Grade teachers often noted their desire to engage the parents:

*"We could improve our work with parents: to make them more aware about the project and the bilingual system."* (1st Grade Teacher, Mixed-language school)

- **17.2%** *Teacher in-service training.* Not only training in Riga, but regional training seminars were suggested. In addition to being more economical, this idea would also allow collaborating schools to train together and more people could participate. In an interview, a teacher noted:

“We could have some seminars here in X region and then it will not be necessary for us to go to Riga.” (Teacher of other subject, Russian-language school)

- **15.9%** *Improved methodological resources.* Most current teachers were educated in the traditional, Soviet-style system. They lack the understanding and practice for the new bilingual education models. In addition to in-service training, methodological resources are needed:

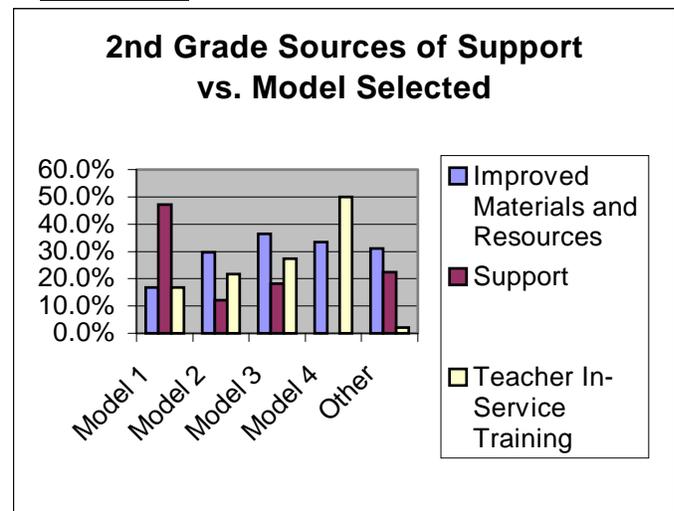
“I wish that teachers had more opportunities for further education, especially in the sphere of methodology.” (Latvian-language teacher, Mixed-language school)

“In seminars more attention could be paid to the matters concerning methodology.” (Teacher of Latvian language, Russian-language school)

Again, it is useful to compare sources of support across the models that schools selected. (Refer to Figure 6.4.2) We see similar suggestions to the overall responses, with improved materials and material resources as the primary concern. However, Model 1 respondents’ top desire is for more *support from other teachers, administration, and parents*, and Model 4 respondents’ top desire is for

*teacher in-service training.* Again, we note that the number of respondents for each model varied widely: figuring three total possible responses per respondent, we received in total six responses for Model 1 to 74 responses for Model 2. For the most part they agreed on the top three sources of support.

**Figure 6.4.2**



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### C. Suggestions for Model Improvement

As can be expected, most “Open School” Project participants built upon their previous highest and lowest experiences to further suggest changes to the bilingual education models. Still, it is interesting to note that more than ¼ of responses stated no change was necessary at all. This indicates that respondents are willing to continue working with the model they chose, but recommend improvements to existing elements such as teaching materials and methodological recommendations.

- **27.5%**                    *Not necessary to change.* Some respondents acknowledged that 1999-2000 has been a learning experience which they can apply to the next year:

*"We are eager to go on with the model next year and it will already be easier to work with the first classes. We have got some experience."* (Principal, Russian-language school)

- **15.4%**                    *Improved teaching materials.* Still, others feel they could implement the models better. Visits to other schools which have had several years of bilingual education allowed “Open School” project participants to see their own potential gains if they had more materials:

*"We went to Estonia - Tartu. We saw how they are working — the pupils had the text in both languages — in Russian and in Estonian. It would be good if we could have the same."* (1<sup>st</sup> Grade teacher, Russian-language school)

- **15.4%**                    *Improved methodological recommendations.* With these new ways of teaching, teachers are unsure what standards to follow and how best to instruct their students:

*"I think there is a need for working out...what a child should already know...Now I have to choose...whether to develop the strongest pupils, or try to teach the weakest."* (1<sup>st</sup> Grade teacher, Russian-language school)

- **13.2%**                    *Improved selection of educational content.* Teachers also voiced complaints about the lack of curricula and content. One suggested to work on these first, and then implement them in the classes:

*“It would be easier to introduce the model if we had worked on completed curriculum and contents at first. The simultaneous testing and practicing, as it is in our school, lacks succession and is too ‘jerky’.”* (Latvian-language teacher, mixed-language school)

Interviews also pointed to the fact that parents who do not speak Latvian well cannot help their children with schoolwork. Some respondents recommendations for training for parents:

*“Maybe we should have some courses for parents, offer some information”* so parents can help their children. (Principal, mixed-language school)

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## **7. RECOMMENDATIONS**

In order for SFL to increase success in selecting and implementing the bilingual education models they are administering in the “Open School” project, we make the following recommendations based on respondents’ feedback in the surveys and interviews.

### **Model Selection Process**

Regarding the model selection process, we have three recommendations.

First, we recommend providing *more information on the different models to teachers, school administrators, and parents*. The most effective means of disseminating this information seems to be via workshops and meetings. These formats allow the participants a dynamic forum to learn and discuss the bilingual education models with others. We recommend that the workshops and meetings be held in different regions in order for more participants to attend.

We also recommend that schools be allowed *a sufficient amount of time, at least six months to one year, to decide upon their model*. This period will give teachers, school administrators, and parents the opportunity to read printed material, to visit other schools currently implementing the models, to participate in seminars with other schools who are deciding and with experts in bilingual education, and to hold on-site information meetings to discuss the models among parents and staff. When it is time to select the model, the participants will be confident in their knowledge of the version of bilingual education they will be embarking upon and can make an informed decision.

Third, we recommend *more participation by parents* in the selection process. Engaging parents in the meetings suggested above will allow them to become better acquainted with the bilingual education system and what it will mean for their child. By selecting a school to send their child parents, in effect, select a model of bilingual education. We recommend that they be given the opportunity to make an informed choice.

### **Model Implementation Process**

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As far as model implementation, we offer five recommendations.

Our first recommendation is to *provide teachers with more support in learning bilingual education methodology*. Throughout surveys and interviews teachers have acknowledged their lack of experience in implementing the new methodology. We recommend workshops where teachers can learn and share experiences in the bilingual classroom. Examples of advantageous workshops are: how to teach bilingually and how to implement common themes throughout the class curriculum. Those who have practical and knowledgeable experience with bilingual education, i.e. from Europe and North America, could be valuable as consultants in these workshops.

Secondly, we recommend that SFL *organize a team of on-site “coaches” to assist teachers in implementing their model of bilingual education*. The coaches could not only act as knowledgeable resources, but as on-site methodological guides for teachers who are new to bilingual education. For example, a coach and group of 1<sup>st</sup> Grade teachers could co-prepare a lesson plan on Latvian history. The coach could attend the classes, and afterwards conduct a review of the lesson with the teachers. Initially, this team should consist of experts and trainers in bilingual education methodology. Ultimately, the team should train the project teachers so that they can become coaches for their school and region. This has the potential not only for increasing the amount of collaboration among schools and teachers, but also to raise the teachers’ qualifications.

Next, we suggest that SFL *strengthen or create a partner-school program*. Such programs encourage increased collaboration among teachers, administrators, and students of different schools. In addition, there is the potential for teachers to co-create lesson materials and to share knowledge.

We also recommend *an increase in the amount of bilingual teaching materials*. This includes textbooks, visual aids, and teacher guides. Although we emphasize the methodological training recommended above as our primary recommendation in implementation, teachers and students have a legitimate need for materials in both languages. The workshops must coincide with these materials in order that teachers know how

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to use them in their classroom.

Finally, we recommend that SFL supports the schools in *providing participants with more Latvian-language instruction*. The primary recipients would be teachers involved in implementing the bilingual education model; next are the parents, who have expressed a real deficit in being able to help their children because of their lack of Latvian language ability. While teaching one's peers can be daunting, Latvian-language teachers at the project schools are natural candidates for teaching Latvian to non-native speakers. If this is not possible, then we recommend that SFL engage another source, such as the National Program for Latvian Language Training, to teach Latvian language.

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## **8. POSTSCRIPT**

We faced certain challenges while conducting the evaluation. One major difficulty was conducting the evaluation through intermediaries, as we were unable to go to Latvia ourselves and directly meet and interview the participants. Another major challenge was the time constraint. Because the report was a part of a semester-long course, we only had three months to prepare, conduct, and complete the evaluation.

However, despite these challenges, we achieved relatively high rates of participation — 70% of distributed surveys were completed and returned. In addition, 72 participant interviews were conducted.

This was a valuable learning experience for us. We deeply appreciate the time and patience that Dr. Gita Steiner-Khamsi and Indra Dedze put forth during the evaluation. Our special thanks go to Indra Odina and Inga Belousa for all their assistance with collecting the data in Latvia. Without them this evaluation would not have happened. Also, we would like to thank Iveta Silova for all her assistance throughout these three months.

One aspect of the evaluation that we particularly appreciate is that we were afforded the opportunity to conduct the first such evaluation of a bilingual education initiative in Latvia, an initiative with potential relevance not only to Latvia, but to other countries of the former Soviet Union.

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## **10. COMMENTS FROM PARTICIPANTS**

The following are additional, pertinent comments related to model selection and implementation. For space considerations we were unable to include these in the main body of the report.

### **Principals**

- “I really enjoy my work with the Soros Foundation. This is the only one that does something to help teachers.” (Principal, Russian-language school)
- “Parents are not ready. Psychologically they are, they support idea, but at the same time they don’t understand the project.” (Russian-language school)
- “We started with a serious discussion with parents about the models. Then the school board produced its decision. Then I aired the decision with the pedagogical staff.” (Russian-language school)
- “As a principal, when we accepted to work according to that model, I imagined it all a bit different. I thought that our school would be like a base and we had a certain program. But it turned out so that we had to carry out everything by ourselves.” (Russian-language school)
- “Even more we lack materials which deal with other nationality values. For example, in school we have gypsies, Ukrainians, Belorussians. We have stuck to the false idea about everybody belonging either to Latvians or Russians, forgetting about other nationalities. We have to think about balancing ethnic, national elements in the syllabus and course books.” (Mixed-language school)

### **1<sup>st</sup> Grade teachers**

- “I wasn’t aware of (my) school’s choosing a bilingual education model and it was just a great surprise for me.” (Latvian-language school)
- “We were just put in the front of the present situation and there was no possibility of choosing the model.” (Russian-language school)
- “We meet parents quite often... However, there is not enough information for them.” (Russian-language school)
- “My dream would be to observe a bilingual lesson. I have not seen it.” (Russian-language school)
- “Soros Foundation can help by providing ...different courses and workshops, giving possibility to share experience with other teachers.” (Russian-language school)
- “We need an open discussion (with other project participants) about our activities, success, and discoveries.” (Russian-language school)
- “Teaching seminars should be arranged and organized during the school holidays — so that teachers don’t miss the lessons.” (Russian-language school)

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### **Latvian language teachers**

- “The heaviest argument for the bilingual education was the demand of the parents. Secondly we considered our teaching staff abilities.” (Russian-language school)
- “I have very good relations with X elementary school. It helps a lot in work and material gathering process. Overall, sharing experience is very important.” (Russian-language school)
- “Maybe in teaching seminars they could introduce us more with foreign experience in bilingual education, because we have not heard much about it.” (Latvian-language school)
- “Many teachers would really like to watch a videotaped example of a bilingual lesson. Then we would be able to analyze, to understand what a bilingual lesson should look like. There are still too many who do not understand how to work bilingually.” (Russian-language school)
- “Soros Foundation should also work with historians. This is very important, because we make political point of view, attitude towards this country. The whole process of integration goes through history.” (Latvian language school)

### **Parents**

- “Information about the model this school was putting into practice was new to me and I didn’t know what it was.” (Russian-language school)
- “I am against all these four models...We do not have to take serious the politics. We have to use classical methods (of teaching).” (Mixed-language school)
- “It is good that they integrated the language learning with other subjects, not to learn words without context. Nothing has been imposed.” (Russian-language school)
- “My advice to parents is to send their child to the class where Latvian and Russian children are together, no doubt. The child will have it all easier in senior classes.” (Russian-language school)
- “Teachers must persuade parents from time to time speak Latvian at home.” (Russian-language school)
- “It would be good if school administration (would) take into consideration the parents’ opinions when making some important decisions.” (Russian-language school)
- “I am so busy at work that I trust the teachers and school fully.” (Russian-language school)

## 11. APPENDIX

**Table 6.3.1**

**NUM47 Model Implemented as Designed \* NUM20 Enough Information to decide Crosstabulation**

			Enough Information to decide			Total
			1.00 Yes	2.00 No	3.00 Unknown/NA	
Model Implemented as Designed	1.00 Yes	Count	41	15		56
		% within Model Implemented as Designed	73.2%	26.8%		100.0%
	2.00 No	Count	2	14		16
		% within Model Implemented as Designed	12.5%	87.5%		100.0%
	3.00 Unknown/NA	Count	5	5	1	11
		% within Model Implemented as Designed	45.5%	45.5%	9.1%	100.0%
Total		Count	48	34	1	83
		% within Model Implemented as Designed	57.8%	41.0%	1.2%	100.0%

**Table 6.3.2**

**Model \* Experiences with Model Implementation Crosstabulation**

				Experiences with Model Implementation				Total
				1.00 Positive	2.00 Negative	3.00 Not Sure	4.00 Unknown/NA	
Model	1.00 Model 1	Count	5				5	
		% within NUM4 Model	100.0%				100.0%	
	2.00 Model 2	Count	24	3	12	2	41	
		% within NUM4 Model	58.5%	7.3%	29.3%	4.9%	100.0%	
	3.00 Model 3	Count	9		1		10	
	% within NUM4 Model	90.0%		10.0%		100.0%		
	4.00 Model 4	Count	2		1		3	
	% within NUM4 Model	66.7%		33.3%		100.0%		
	5.00 Other	Count	19		4	1	24	
	% within NUM4 Model	79.2%		16.7%	4.2%	100.0%		
Total		Count	59	3	18	3	83	
		% within NUM4 Model	71.1%	3.6%	21.7%	3.6%	100.0%	

**Table 6.3.3****Model \* Choose the Same Model Crosstabulation**

				Choose the Same Model				Total
				1.00 Yes	2.00 No	3.00 Not Sure	4.00 Unknown/NA	
Model 1.00 Model 1	Count	5				5		
	% within Model	100.0%				100.0%		
2.00 Model 2	Count	24	3	9	5	41		
	% within Model	58.5%	7.3%	22.0%	12.2%	100.0%		
3.00 Model 3	Count	10				10		
	% within Model	100.0%				100.0%		
4.00 Model 4	Count	1		2		3		
	% within Model	33.3%		66.7%		100.0%		
5.00 Other	Count	22		2		24		
	% within Model	91.7%		8.3%		100.0%		
Total	Count	62	3	13	5	83		
	% within Model	74.7%	3.6%	15.7%	6.0%	100.0%		

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## 11. 1. Frequency Tables

These frequency tables are in the order of the questions on the survey we disseminated to “Open School” project participants. Readers will find a sample survey following this section on frequency tables.

In order to preserve respondents’ anonymity, the only table we have eliminated is the School Name table.

### Profession

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Principal	13	15.7	15.7	15.7
1st Grade teacher	25	30.1	30.1	45.8
Teacher of Latvian language	12	14.5	14.5	60.2
Parent	16	19.3	19.3	79.5
Teacher of other subject	9	10.8	10.8	90.4
School administration	8	9.6	9.6	100.0
Total	83	100.0	100.0	

### School type

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Latvian-language	11	13.3	13.3	13.3
Russian-language	56	67.5	67.5	80.7
Mixed-language	16	19.3	19.3	100.0
Total	83	100.0	100.0	

### Native language

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Latvian	30	36.1	36.1	36.1
Belorussian	2	2.4	2.4	38.6
Russian	47	56.6	56.6	95.2
Lithuanian	1	1.2	1.2	96.4
Ukrainian	1	1.2	1.2	97.6
Other	2	2.4	2.4	100.0
Total	83	100.0	100.0	

**Model**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Model 1	5	6.0	6.0	6.0
Model 2	41	49.4	49.4	55.4
Model 3	10	12.0	12.0	67.5
Model 4	3	3.6	3.6	71.1
Other	24	28.9	28.9	100.0
Total	83	100.0	100.0	

**Why this model**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Encouragement from parents	6	7.2	7.2	7.2
Teachers in school feel more comfortable with this model	10	12.0	12.0	19.3
Local school board advised this model	1	1.2	1.2	20.5
This model suits the student population the best	37	44.6	44.6	65.1
Due to regional, ethnic and linguistic make up	22	26.5	26.5	91.6
School administration thought it was the most appropriate	4	4.8	4.8	96.4
Unknown/NA	3	3.6	3.6	100.0
Total	83	100.0	100.0	

**Why this model**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Encouragement from parents	13	15.7	15.7	15.7
	Teachers in school feel more comfortable with this model	5	6.0	6.0	21.7
	This model suits the student population the best	26	31.3	31.3	53.0
	Due to regional, ethnic and linguistic make up	20	24.1	24.1	77.1
	School administration thought it was the most appropriate	10	12.0	12.0	89.2
	For no particular reason	1	1.2	1.2	90.4
	Other	1	1.2	1.2	91.6
	Unknown/NA	7	8.4	8.4	100.0
	Total	83	100.0	100.0	

**Why this model**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Encouragement from parents	12	14.5	14.5	14.5
	Teachers in school feel more comfortable with this model	11	13.3	13.3	27.7
	Local school board advised this model	2	2.4	2.4	30.1
	This model suits the student population the best	11	13.3	13.3	43.4
	Due to regional, ethnic and linguistic make up	5	6.0	6.0	49.4
	School administration thought it was the most appropriate	30	36.1	36.1	85.5
	Other	1	1.2	1.2	86.7
	Unknown/NA	11	13.3	13.3	100.0
	Total	83	100.0	100.0	

---

**We had all necessary information to make a decision**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	4.8	4.8	4.8
	Disagree	11	13.3	13.3	18.1
	Agree	45	54.2	54.2	72.3
	Strongly Agree	10	12.0	12.0	84.3
	Not Sure	9	10.8	10.8	95.2
	Unknown/NA	4	4.8	4.8	100.0
	Total	83	100.0	100.0	

**The goals of each model were clear**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	6.0	6.0	6.0
	Disagree	5	6.0	6.0	12.0
	Agree	42	50.6	50.6	62.7
	Strongly Agree	16	19.3	19.3	81.9
	Not Sure	11	13.3	13.3	95.2
	Unknown/NA	4	4.8	4.8	100.0
	Total	83	100.0	100.0	

**We knew the strength and weaknesses of the model**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	3.6	3.6	3.6
	Disagree	11	13.3	13.3	16.9
	Agree	36	43.4	43.4	60.2
	Strongly Agree	7	8.4	8.4	68.7
	Not Sure	21	25.3	25.3	94.0
	Unknown/NA	5	6.0	6.0	100.0
	Total	83	100.0	100.0	

---

**Felt pressured to make this choice**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	23	27.7	27.7	27.7
	Disagree	30	36.1	36.1	63.9
	Agree	12	14.5	14.5	78.3
	Strongly Agree	4	4.8	4.8	83.1
	Not Sure	5	6.0	6.0	89.2
	Unknown/NA	9	10.8	10.8	100.0
	Total	83	100.0	100.0	

**Consulted with experts about the models**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	7.2	7.2	7.2
	Disagree	15	18.1	18.1	25.3
	Agree	39	47.0	47.0	72.3
	Strongly Agree	9	10.8	10.8	83.1
	Not Sure	5	6.0	6.0	89.2
	Unknown/NA	9	10.8	10.8	100.0
	Total	83	100.0	100.0	

**Participation in workshops helped to choose**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	7.2	7.2	7.2
	Disagree	10	12.0	12.0	19.3
	Agree	31	37.3	37.3	56.6
	Strongly Agree	18	21.7	21.7	78.3
	Not Sure	11	13.3	13.3	91.6
	Unknown/NA	7	8.4	8.4	100.0
	Total	83	100.0	100.0	

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**Had enough information and knowledge about bilingual education**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	6	7.2	7.2	7.2
Disagree	27	32.5	32.5	39.8
Agree	19	22.9	22.9	62.7
Strongly Agree	6	7.2	7.2	69.9
Not Sure	17	20.5	20.5	90.4
Unknown/NA	8	9.6	9.6	100.0
Total	83	100.0	100.0	

**Participation in the selection process (Teachers)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Active	31	37.3	37.3	37.3
Participated Partly	47	56.6	56.6	94.0
Didn't Participate	1	1.2	1.2	95.2
Not Sure	1	1.2	1.2	96.4
Unknown/NA	3	3.6	3.6	100.0
Total	83	100.0	100.0	

**Participation in the selection process (Parents)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Active	12	14.5	14.5	14.5
Participated Partly	56	67.5	67.5	81.9
Didn't Participate	6	7.2	7.2	89.2
Not Sure	5	6.0	6.0	95.2
Unknown/NA	4	4.8	4.8	100.0
Total	83	100.0	100.0	

**Participation in the selection process (Students)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Active	3	3.6	3.6	3.6
Participated Partly	35	42.2	42.2	45.8
Didn't Participate	35	42.2	42.2	88.0
Not Sure	6	7.2	7.2	95.2
Unknown/NA	4	4.8	4.8	100.0
Total	83	100.0	100.0	

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**Participation in the selection process (Local Ed. Board)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Active	7	8.4	8.4	8.4
	Participated Partly	18	21.7	21.7	30.1
	Didn't Participate	25	30.1	30.1	60.2
	Not Sure	26	31.3	31.3	91.6
	Unknown/NA	7	8.4	8.4	100.0
	Total	83	100.0	100.0	

**Participation in the selection process (School Board)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Active	13	15.7	15.7	15.7
	Participated Partly	40	48.2	48.2	63.9
	Didn't Participate	15	18.1	18.1	81.9
	Not Sure	8	9.6	9.6	91.6
	Unknown/NA	7	8.4	8.4	100.0
	Total	83	100.0	100.0	

**Participation in the selection process (School Administration)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Active	57	68.7	68.7	68.7
	Participated Partly	18	21.7	21.7	90.4
	Didn't Participate	1	1.2	1.2	91.6
	Not Sure	2	2.4	2.4	94.0
	Unknown/NA	5	6.0	6.0	100.0
	Total	83	100.0	100.0	

**Participation in the selection process (Other)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Active	4	4.8	4.8	4.8
	Participated Partly	2	2.4	2.4	7.2
	Unknown/NA	77	92.8	92.8	100.0
	Total	83	100.0	100.0	

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**Enough information to decide upon a model**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	48	57.8	57.8	57.8
	No	34	41.0	41.0	98.8
	Unknown/NA	1	1.2	1.2	100.0
	Total	83	100.0	100.0	

**Source of useful information (Ministry of Education and Science)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Useful	15	18.1	18.1	18.1
	Somewhat Useful	31	37.3	37.3	55.4
	Not Useful	8	9.6	9.6	65.1
	Didn't Use	17	20.5	20.5	85.5
	Unknown/NA	12	14.5	14.5	100.0
	Total	83	100.0	100.0	

**Source of useful information (Newspapers & Journals)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Useful	5	6.0	6.0	6.0
	Somewhat Useful	52	62.7	62.7	68.7
	Not Useful	6	7.2	7.2	75.9
	Didn't Use	12	14.5	14.5	90.4
	Unknown/NA	8	9.6	9.6	100.0
	Total	83	100.0	100.0	

**Source of useful information (Experts)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Useful	29	34.9	34.9	34.9
	Somewhat Useful	33	39.8	39.8	74.7
	Not Useful	1	1.2	1.2	75.9
	Didn't Use	11	13.3	13.3	89.2
	Unknown/NA	9	10.8	10.8	100.0
	Total	83	100.0	100.0	

**Source of useful information (Other teachers and school representatives)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Useful	32	38.6	38.6	38.6
Somewhat Useful	42	50.6	50.6	89.2
Unknown/NA	9	10.8	10.8	100.0
Total	83	100.0	100.0	

**Source of useful information (Soros Foundation)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Useful	45	54.2	54.2	54.2
Somewhat Useful	17	20.5	20.5	74.7
Not Useful	2	2.4	2.4	77.1
Didn't Use	10	12.0	12.0	89.2
Unknown/NA	9	10.8	10.8	100.0
Total	83	100.0	100.0	

**Source of useful information (Other)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very useful	5	6.0	6.0	6.0
Unknown/NA	78	94.0	94.0	100.0
Total	83	100.0	100.0	

**Experiences with model implementation**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Positive	59	71.1	71.1	71.1
Negative	3	3.6	3.6	74.7
Not Sure	18	21.7	21.7	96.4
Unknown/NA	3	3.6	3.6	100.0
Total	83	100.0	100.0	

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**Factors influencing attitude toward model implementation**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Improves student learning	35	42.2	42.2	42.2
Variety of teaching methods	10	12.0	12.0	54.2
Positive attitude of students	5	6.0	6.0	60.2
Increases use of Latvian outside school	2	2.4	2.4	62.7
Positive attitude of parents	3	3.6	3.6	66.3
Difficult to teach due lack of experience	10	12.0	12.0	78.3
Lack of parental support	1	1.2	1.2	79.5
Unknown/NA	17	20.5	20.5	100.0
Total	83	100.0	100.0	

**Factors influencing attitude toward model implementation**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Improves student learning	6	7.2	7.2	7.2
Variety of teaching methods	5	6.0	6.0	13.3
Positive attitude of students	10	12.0	12.0	25.3
Increases collaboration between teachers and parents	7	8.4	8.4	33.7
Increases use of Latvian outside school	11	13.3	13.3	47.0
Positive attitude of parents	10	12.0	12.0	59.0
Difficult to teach due to lack of experience	3	3.6	3.6	62.7
Lack of parental support	6	7.2	7.2	69.9
Unknown/NA	25	30.1	30.1	100.0
Total	83	100.0	100.0	

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**Factors influencing attitude toward model implementation**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Improves student learning	3	3.6	3.6	3.6
Variety of teaching methods	3	3.6	3.6	7.2
Positive attitude of students	1	1.2	1.2	8.4
Increases collaboration between teachers and parents	4	4.8	4.8	13.3
Positive attitude of parents	4	4.8	4.8	18.1
Difficult to teach due to lack of experience	1	1.2	1.2	19.3
Unknown/NA	67	80.7	80.7	100.0
Total	83	100.0	100.0	

**Assistance with implementation (Consultations with experts)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	32	38.6	38.6	38.6
No	46	55.4	55.4	94.0
Unknown/NA	5	6.0	6.0	100.0
Total	83	100.0	100.0	

**Assistance with implementation (Teacher in-service training)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	36	43.4	43.4	43.4
No	42	50.6	50.6	94.0
Unknown/NA	5	6.0	6.0	100.0
Total	83	100.0	100.0	

**Assistance with implementation (Teaching materials and resources)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	17	20.5	20.5	20.5
No	61	73.5	73.5	94.0
Unknown/NA	5	6.0	6.0	100.0
Total	83	100.0	100.0	

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**Assistance with implementation (Teaching methods workshops)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	32	38.6	38.6	38.6
No	46	55.4	55.4	94.0
Unknown/NA	5	6.0	6.0	100.0
Total	83	100.0	100.0	

**Assistance with implementation (Samples of curriculum)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	21	25.3	25.3	25.3
No	57	68.7	68.7	94.0
Unknown/NA	5	6.0	6.0	100.0
Total	83	100.0	100.0	

**Assistance with implementation (Parental support)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	19	22.9	22.9	22.9
No	59	71.1	71.1	94.0
Unknown/NA	5	6.0	6.0	100.0
Total	83	100.0	100.0	

**Assistance with implementation (Collaboration with colleagues in school)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	37	44.6	44.6	44.6
No	41	49.4	49.4	94.0
Unknown/NA	5	6.0	6.0	100.0
Total	83	100.0	100.0	

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**Assistance with implementation (Exchanging experience with colleagues in other schools)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	26	31.3	31.3	31.3
	No	51	61.4	61.4	92.8
	Unknown/NA	6	7.2	7.2	100.0
	Total	83	100.0	100.0	

**Assistance with implementation (Student attitude)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	7	8.4	8.4	8.4
	No	70	84.3	84.3	92.8
	Unknown/NA	6	7.2	7.2	100.0
	Total	83	100.0	100.0	

**Assistance with implementation (Other)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	3	3.6	3.6	3.6
	No	74	89.2	89.2	92.8
	Unknown/NA	6	7.2	7.2	100.0
	Total	83	100.0	100.0	

**Resistance to implementation (Teachers)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	18	21.7	21.7	21.7
	No	50	60.2	60.2	81.9
	Unknown/NA	15	18.1	18.1	100.0
	Total	83	100.0	100.0	

**Resistance to implementation (Parents)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	7	8.4	8.4	8.4
	No	61	73.5	73.5	81.9
	Unknown/NA	15	18.1	18.1	100.0
	Total	83	100.0	100.0	

**Resistance to implementation (Students)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	68	81.9	81.9	81.9
	Unknown/NA	15	18.1	18.1	100.0
	Total	83	100.0	100.0	

**Resistance to implementation (Local education board)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	68	81.9	81.9	81.9
	Unknown/NA	15	18.1	18.1	100.0
	Total	83	100.0	100.0	

**Resistance to implementation (School administration)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	68	81.9	81.9	81.9
	Unknown/NA	15	18.1	18.1	100.0
	Total	83	100.0	100.0	

**Resistance to implementation (School board)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	68	81.9	81.9	81.9
	Unknown/NA	15	18.1	18.1	100.0
	Total	83	100.0	100.0	

**Resistance to implementation (Other)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	68	81.9	81.9	81.9
	Unknown/NA	15	18.1	18.1	100.0
	Total	83	100.0	100.0	

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**Types of resistance to model implementation**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Parents didn't support bilingual education model	1	1.2	1.2	1.2
Parents chose other school for child	3	3.6	3.6	4.8
Teachers didn't want the model due to lack of appropriate ed	1	1.2	1.2	6.0
Teachers didn't want model - disbelief in potential results	4	4.8	4.8	10.8
Teachers not willing to accept new approaches to teaching	9	10.8	10.8	21.7
Hard to say	2	2.4	2.4	24.1
Other	2	2.4	2.4	26.5
Unknown/NA	61	73.5	73.5	100.0
Total	83	100.0	100.0	

**Model implemented as designed**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	56	67.5	67.5	67.5
No	16	19.3	19.3	86.7
Unknown/NA	11	13.3	13.3	100.0
Total	83	100.0	100.0	

**Why model not implemented as designed**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Lack of financial resources and teaching materials	7	8.4	8.4	8.4
Insufficient teacher training	4	4.8	4.8	13.3
Opinion of model changed during implementation	3	3.6	3.6	16.9
Unknown/NA	69	83.1	83.1	100.0
Total	83	100.0	100.0	

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**Aspects of model implemented most successfully**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Children introduced to new culture/language	8	9.6	9.6	9.6
	Preservation of ethnic/national identity	8	9.6	9.6	19.3
	Positive attitude of students	6	7.2	7.2	26.5
	Teaching methods	15	18.1	18.1	44.6
	Teacher-to-teacher collaboration	14	16.9	16.9	61.4
	Child development was considered	12	14.5	14.5	75.9
	Other	3	3.6	3.6	79.5
	Unknown/NA	17	20.5	20.5	100.0
	Total	83	100.0	100.0	

**Aspects of model implemented most successfully**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Children introduced to new culture/language	8	9.6	9.6	9.6
	Preservation of ethnic/national identity	5	6.0	6.0	15.7
	Positive attitude of students	9	10.8	10.8	26.5
	Teaching methods	15	18.1	18.1	44.6
	Teacher-to-teacher collaboration	8	9.6	9.6	54.2
	Child development was considered	5	6.0	6.0	60.2
	Other	6	7.2	7.2	67.5
	Unknown/NA	27	32.5	32.5	100.0
	Total	83	100.0	100.0	

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**Aspects of model implemented most successfully**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Children introduced to new culture/language	5	6.0	6.0	6.0
Preservation of ethnic/national identity	3	3.6	3.6	9.6
Positive attitude of students	3	3.6	3.6	13.3
Teaching methods	2	2.4	2.4	15.7
Teacher-to-teacher collaboration	5	6.0	6.0	21.7
Child development was considered	2	2.4	2.4	24.1
Other	9	10.8	10.8	34.9
Unknown/NA	54	65.1	65.1	100.0
Total	83	100.0	100.0	

**Aspects of model not yet implemented**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Sufficient teaching resources and textbooks	15	18.1	18.1	18.1
Methodological base/curriculum content	27	32.5	32.5	50.6
Parents not included	4	4.8	4.8	55.4
Collaboration among teachers and schools	6	7.2	7.2	62.7
Teachers' linguistic preparation	4	4.8	4.8	67.5
Other	7	8.4	8.4	75.9
Unknown/NA	20	24.1	24.1	100.0
Total	83	100.0	100.0	

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**Aspects of model not yet implemented**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sufficient teaching resources and textbooks	10	12.0	12.0	12.0
	Methodological base/curriculum content	12	14.5	14.5	26.5
	Parents not included	4	4.8	4.8	31.3
	Teachers' linguistic preparation	6	7.2	7.2	38.6
	Other	9	10.8	10.8	49.4
	Unknown/NA	42	50.6	50.6	100.0
	Total	83	100.0	100.0	

**Aspects of model not yet implemented**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sufficient teaching resources and textbooks	2	2.4	2.4	2.4
	Methodological base/curriculum content	1	1.2	1.2	3.6
	Parents not included	2	2.4	2.4	6.0
	Collaboration among teachers and schools	4	4.8	4.8	10.8
	Teachers' linguistic preparation	1	1.2	1.2	12.0
	Other	7	8.4	8.4	20.5
	Unknown/NA	66	79.5	79.5	100.0
	Total	83	100.0	100.0	

**Choose same model again**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	62	74.7	74.7	74.7
	No	3	3.6	3.6	78.3
	Not Sure	13	15.7	15.7	94.0
	Unknown/NA	5	6.0	6.0	100.0
	Total	83	100.0	100.0	

---

**Explanation of why/why not choose same model**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
Appropriate for ethnic background of students	6	7.2	7.2	7.2
Has positive effects on students' learning	9	10.8	10.8	18.1
Satisfies needs of students, teachers and parents	24	28.9	28.9	47.0
Insufficient for Latvian language learning	2	2.4	2.4	49.4
Depends on students' former language skills and preparedness	1	1.2	1.2	50.6
Depends on evaluation and analysis of first year experience	4	4.8	4.8	55.4
Unknown/NA	37	44.6	44.6	100.0
Total	83	100.0	100.0	

---

**Best experiences with model implementation**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Teachers able to improve professional qualifications	19	22.9	22.9	22.9
Improved collaboration between teachers	15	18.1	18.1	41.0
Gained children's interest in Latvian language learning	8	9.6	9.6	50.6
Level of child development included in teaching methodology	3	3.6	3.6	54.2
Increased amount of Latvian classes in 1st grade	1	1.2	1.2	55.4
Improved children's learning and critical thinking	12	14.5	14.5	69.9
Enhanced collaboration with parents	1	1.2	1.2	71.1
Unknown/NA	24	28.9	28.9	100.0
Total	83	100.0	100.0	

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**Best experiences with model implementation**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Teachers able to improve professional qualifications	12	14.5	14.5	14.5
	Improved collaboration between teachers	9	10.8	10.8	25.3
	Gained children's interest in Latvian language learning	4	4.8	4.8	30.1
	Level of child development included in teaching methodology	4	4.8	4.8	34.9
	Increased amount of Latvian classes in 1st grade	1	1.2	1.2	36.1
	Improved children's learning and critical thinking	10	12.0	12.0	48.2
	Enhanced collaboration with parents	8	9.6	9.6	57.8
	Unknown/NA	35	42.2	42.2	100.0
	Total	83	100.0	100.0	

**Best experiences with model implementation**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Teachers able to improve professional qualifications	1	1.2	1.2	1.2
	Gained children's interest in Latvian-language learning	4	4.8	4.8	6.0
	Improved children's learning and critical thinking	4	4.8	4.8	10.8
	Enhanced collaboration with parents	6	7.2	7.2	18.1
	Unknown/NA	68	81.9	81.9	100.0
	Total	83	100.0	100.0	

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**Worst experiences with model implementation**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Lack of qualified teachers	5	6.0	6.0	6.0
Lack of methodological resources	12	14.5	14.5	20.5
Students unprepared for bilingual education	4	4.8	4.8	25.3
Different levels of teacher preparedness	7	8.4	8.4	33.7
Psychological unpreparedness of teachers, students, parents	3	3.6	3.6	37.3
Lack of resources	8	9.6	9.6	47.0
Unclear explanations of models	5	6.0	6.0	53.0
Lack of interest from teachers	7	8.4	8.4	61.4
Lack of teacher collaboration	4	4.8	4.8	66.3
Don't know	5	6.0	6.0	72.3
Unknown/NA	23	27.7	27.7	100.0
Total	83	100.0	100.0	

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**Worst experiences with model implementation**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Lack of qualified teachers	2	2.4	2.4	2.4
Lack of methodological resources	9	10.8	10.8	13.3
Students unprepared for bilingual education	5	6.0	6.0	19.3
Different levels of teacher preparedness	3	3.6	3.6	22.9
Psychological unpreparedness of teachers, students, parents	4	4.8	4.8	27.7
Lack of resources	8	9.6	9.6	37.3
Unclear explanations of models	1	1.2	1.2	38.6
Lack of interest from teachers	2	2.4	2.4	41.0
Lack of teacher collaboration	1	1.2	1.2	42.2
Don't know	3	3.6	3.6	45.8
Unknown/NA	45	54.2	54.2	100.0
Total	83	100.0	100.0	

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**Worst experiences with model implementation**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Lack of qualified teachers	1	1.2	1.2	1.2
	Lack of methodological resources	2	2.4	2.4	3.6
	Students unprepared for bilingual education	1	1.2	1.2	4.8
	Different levels of teacher preparedness	4	4.8	4.8	9.6
	Psychological unpreparedness of teachers, students, parents	2	2.4	2.4	12.0
	Lack of resources	1	1.2	1.2	13.3
	Unclear explanations of models	3	3.6	3.6	16.9
	Lack of interest from teachers	1	1.2	1.2	18.1
	Lack of teacher collaboration	2	2.4	2.4	20.5
	Don't know	4	4.8	4.8	25.3
	Unknown/NA	62	74.7	74.7	100.0
	Total	83	100.0	100.0	

**Sources of help needed to implement model successfully - 1st grade**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Teacher in-service training	9	10.8	10.8	10.8
	Parental help to students	2	2.4	2.4	13.3
	New teaching materials and material resources	37	44.6	44.6	57.8
	Collaboration with other schools and teachers	7	8.4	8.4	66.3
	Improve teachers' Latvian-language skills	3	3.6	3.6	69.9
	Workshops for parents	5	6.0	6.0	75.9
	More and different after-school activities	2	2.4	2.4	78.3
	Unknown/NA	18	21.7	21.7	100.0
	Total	83	100.0	100.0	

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**Sources of help needed to implement model successfully - 1st grade**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Teacher in-service training	15	18.1	18.1	18.1
Parental help to students	5	6.0	6.0	24.1
New teaching materials and material resources	15	18.1	18.1	42.2
Collaboration with other schools and teachers	5	6.0	6.0	48.2
Improve Teachers' Latvian-language skills	1	1.2	1.2	49.4
Workshops for parents	4	4.8	4.8	54.2
More and different after-school activities	3	3.6	3.6	57.8
Unknown/NA	35	42.2	42.2	100.0
Total	83	100.0	100.0	

**Sources of help needed to implement model successfully - 1st grade**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Teacher in-service training	3	3.6	3.6	3.6
New teaching materials and material resources	3	3.6	3.6	7.2
Collaboration with other schools and teachers	2	2.4	2.4	9.6
Improve teachers' Latvian-language skills	2	2.4	2.4	12.0
Workshops for parents	2	2.4	2.4	14.5
Unknown/NA	71	85.5	85.5	100.0
Total	83	100.0	100.0	

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**Suggestions to improve/change model**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Collaboration with Latvian schools	3	3.6	3.6	3.6
	Increase number of classes in Latvian for 1st grade	8	9.6	9.6	13.3
	Improve methodological recommendations	7	8.4	8.4	21.7
	Increase number of classes taught bilingually	7	8.4	8.4	30.1
	Improve teaching and material resources	7	8.4	8.4	38.6
	Improve selection of ed. content regarding language	8	9.6	9.6	48.2
	Not necessary to change	10	12.0	12.0	60.2
	Unknown/NA	33	39.8	39.8	100.0
	Total	83	100.0	100.0	

**Suggestions to improve/change model**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Increase number of classes in Latvian language for 1st grade	1	1.2	1.2	1.2
	Improve methodological recommendations	6	7.2	7.2	8.4
	Increase number of classes taught bilingually	1	1.2	1.2	9.6
	Improve teaching and material resources	6	7.2	7.2	16.9
	Improve selection of ed. content regarding language	3	3.6	3.6	20.5
	Improve collaboration between school and parents	2	2.4	2.4	22.9
	Not necessary to change	8	9.6	9.6	32.5
	Unknown/NA	56	67.5	67.5	100.0
	Total	83	100.0	100.0	

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**Suggestions to improve/change model**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Collaboration with Latvian schools	3	3.6	3.6	3.6
Improve methodological recommendations	1	1.2	1.2	4.8
Improve teaching and material resources	1	1.2	1.2	6.0
Improve selection of ed. content regarding language	1	1.2	1.2	7.2
Improve collaboration between school and parents	1	1.2	1.2	8.4
Not necessary to change	7	8.4	8.4	16.9
Unknown/NA	69	83.1	83.1	100.0
Total	83	100.0	100.0	

**Sources of support to continue implementing model - 2nd grade**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid More consultations with experts and specialists	4	4.8	4.8	4.8
Improve methodological resources	16	19.3	19.3	24.1
Soros Foundation	1	1.2	1.2	25.3
Material and technical resources	7	8.4	8.4	33.7
Teacher in-service training	15	18.1	18.1	51.8
Financial support for teachers	6	7.2	7.2	59.0
Bilingual teaching materials	3	3.6	3.6	62.7
Support from parents, school administration, other teachers	13	15.7	15.7	78.3
Hard to say	1	1.2	1.2	79.5
Unknown/NA	17	20.5	20.5	100.0
Total	83	100.0	100.0	

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**Sources of support to continue implementing model - 2nd grade**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	More consultations with experts and specialists	2	2.4	2.4	2.4
	Improve methodological resources	7	8.4	8.4	10.8
	Soros Foundation	1	1.2	1.2	12.0
	Material and technical resources	22	26.5	26.5	38.6
	Teacher in-service training	10	12.0	12.0	50.6
	Financial support for teachers	6	7.2	7.2	57.8
	Support from parents, school administration, other teachers	7	8.4	8.4	66.3
	Hard to say	1	1.2	1.2	67.5
	Other	2	2.4	2.4	69.9
	Unknown/NA	25	30.1	30.1	100.0
	Total	83	100.0	100.0	

**Sources of support to continue implementing model - 2nd grade**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	More consultations with experts and specialists	4	4.8	4.8	4.8
	Improve methodological resources	3	3.6	3.6	8.4
	Material and technical resources	9	10.8	10.8	19.3
	Teacher in-service training	3	3.6	3.6	22.9
	Financial support for teachers	2	2.4	2.4	25.3
	Support from parents, school administration, other teachers	9	10.8	10.8	36.1
	Hard to say	1	1.2	1.2	37.3
	Other	8	9.6	9.6	47.0
	Unknown/NA	44	53.0	53.0	100.0
	Total	83	100.0	100.0	

Dear Colleagues:

As you are probably aware, four different bilingual education models were introduced in Latvia last year by the Ministry of Education. This survey is focused on assessing the implementation of those models in Grade 1 among selected schools in Latvia. We ask that you fill out this survey to help us assess the models' strengths and weaknesses and so that we may offer recommendations for the improvement of the models and for their improved implementation in Grades 1 and 2 next year. Your thoughts and suggestions will be extremely helpful to the success of the evaluation and to bilingual education in Latvia. **Please note that all information will be kept confidential and used only for evaluation purposes.**

*Please try to fill out in as much detail as possible. Thank you.*

### **I. Background Information**

a). What is your profession/function within your school or institution?

- |  |  |
|--|--|
| <input type="checkbox"/> principal                   | <input type="checkbox"/> 1 <sup>st</sup> Grade teacher |
| <input type="checkbox"/> teacher of Latvian language | <input type="checkbox"/> parent                        |
| <input type="checkbox"/> expert                      | <input type="checkbox"/> other, please specify _____   |

b) What school or institution do you represent?

Name of the school \_\_\_\_\_  
OR  
Name of institution \_\_\_\_\_

c) What is your native language?

- |                                    |  |
|------------------------------------|--|
| <input type="checkbox"/> Latvian   | <input type="checkbox"/> Belorussian                 |
| <input type="checkbox"/> Russian   | <input type="checkbox"/> Lithuanian                  |
| <input type="checkbox"/> Ukrainian | <input type="checkbox"/> other, please specify _____ |

### **II. Selection Process for the Bilingual Educational Model**

a) What model of bilingual education did your school choose? Please check one.

- |  |                                  |
|--|----------------------------------|
| <input type="checkbox"/> Model 1                     | <input type="checkbox"/> Model 2 |
| <input type="checkbox"/> Model 3                     | <input type="checkbox"/> Model 4 |
| <input type="checkbox"/> other, please specify _____ |                                  |

**II. Selection Process, continued**

b) Why did you choose this model? Please choose and mark three main reasons according to their importance, in your opinion:           1-first           2-second           3-third

- \_\_\_encouragement from the parents
- \_\_\_teachers in school feel more comfortable with this model
- \_\_\_had to implement because was advised to do so by the local school board
- \_\_\_this model suits the student population the best
- \_\_\_due to regional, ethnic, and linguistic make up
- \_\_\_school administration thought it was the most appropriate
- \_\_\_for no particular reason
- \_\_\_other, please specify \_\_\_\_\_

c) The following statements focus on the decision-making process in choosing among the models. Please read each statement and rate your level of agreement with **each** statement on a scale from 1 to 5, where:           5- Strongly Disagree   4-Disagree   3-Agree   2- Strongly Agree   1-Not Sure

	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Sure
I had all necessary information to make a decision.....5	4	3	2	1	
The goals of each model were clear to me.....5	4	3	2	1	
I knew the strength and weaknesses of the model.....5	4	3	2	1	
I felt pressured to make this choice...5	4	3	2	1	
I consulted with experts about it.....5	4	3	2	1	
Participation in workshops helped me to choose.....5	4	3	2	1	
I already had enough knowledge about bilingual education.....5	4	3	2	1	

d) What was the level of participation of the following groups in the decision-making process? Please rate the level of participation of **each** group on a scale from 2 to 5, where:

5-Very Active           4-Participated Partly           3-Didn't Participate           2-Not Sure

	Very Active	Participated Partly	Didn't Participate	Not Sure
<input type="checkbox"/> teachers.....5	4	3	2	
<input type="checkbox"/> parents.....5	4	3	2	
<input type="checkbox"/> students.....5	4	3	2	
<input type="checkbox"/> local education board.....5	4	3	2	
<input type="checkbox"/> school board.....5	4	3	2	
<input type="checkbox"/> school administration.....5	4	3	2	
<input type="checkbox"/> other, please specify.....5	4	3	2	

**II. Selection Process, continued**

e) Did you have enough information to make an informed decision in choosing the model?

- Yes  No

f) Where did you get the most useful information to make a decision?

Please rate **each** information source on the following scale from 2 to 5, where

5-Very useful 4-Somewhat Useful 3-Not Useful 2- Didn't use for Making a Decision

	Very Useful	Somewhat Useful	Not Useful	Didn't Use
<input type="checkbox"/> Ministry of Education.....5	4		3	2
<input type="checkbox"/> Newspapers & Journals.....5	4		3	2
<input type="checkbox"/> Consultations with experts.....5	4		3	2
<input type="checkbox"/> Consultations with other teachers and school representatives.....5	4		3	2
<input type="checkbox"/> Soros Foundation workshops and materials.....5	4		3	2
<input type="checkbox"/> _____.....5	4		3	2
<input type="checkbox"/> _____.....5	4		3	2

**III. Implementation of the Model**

a) What are your experiences with the model implementation?

- Very Positive
- Positive
- Negative
- Very Negative
- Not Sure

Please give 3 most important reasons which explain your answer above:

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_

**III. Implementation, continued**

b) What helped you to implement the chosen model? Check the 3 **most important** items.

- consultations with experts
- teacher in-service training
- teaching materials and resources
- teaching method workshops
- samples of curriculum
- parental support
- collaboration with colleagues in your school
- exchanging experience with colleagues in other schools
- student attitude
- other, please specify \_\_\_\_\_

c) Have you met any resistance from the following groups while implementing the model?

- teachers
- parents
- students
- local education board
- school administration
- school board
- other, please specify \_\_\_\_\_

How did they resist?

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d) Has the model been implemented as it was designed?

- Yes  No

If no, please specify why:

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**III. Implementation, continued**

e) In your opinion, what aspects of the model have been implemented most successfully? Please name 3:

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_

f) In your opinion, what aspects of the model have not been implemented yet? Please name 3 aspects:

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_

g) In your opinion, would you choose the same model if you had to do it again?

Yes

No

Not Sure

Please explain: \_\_\_\_\_  
\_\_\_\_\_

**IV. Suggestions for Improvements**

a) What were the best experiences with implementation of this model? Please specify 3:

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_

**IV. Suggestions, continued**

b) What were the least successful experiences with implementation of this model? Please specify 3:

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_

c) What could have helped you to implement the model more successfully? List 3 most important suggestions for next year's Grade 1:

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_

d) How would you recommend to improve and change the model? Please give 3 suggestions.

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_

e) In your opinion, what support is necessary in order to continue to implement the chosen model in Grade 2? Name 3 most effective support mechanisms:

1. \_\_\_\_\_

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*(continue on next page, please)*

**IV. Suggestions, continued**

2. \_\_\_\_\_

3. \_\_\_\_\_

f) What would you keep the same in implementation of the model?

g) What would you do differently in implementation of the model?

**V. Additional Comments**

Please add any additional comments that may not have been addressed in this survey:

*Thank you very much for taking the time to complete this survey!*

## Interview Guide

(distributed to interviewers Inga Belousa and Indra Odina)

- The interviews are to be “semi-structured,” meaning we ask that you cover the topics below and receive answers to the questions with each individual/group you interview. However, you do not have to ask these specific questions; in fact, we recommend that you use your judgment and adjust your terminology to the level of the individual/group you are interviewing.
- Also, you may want to expand upon some questions that arise when you observe a teacher’s class.
- Parents and experts are not intimately involved with the education models, however their opinions and insights are still crucial to the evaluation. Please phrase the questions at their level of understanding and involvement.
- Please tape record, transcribe, and translate your interviews. Be sure to explain the purpose of using the tape recorder and assure confidentiality and anonymity with each individual/group.
- The interviews don’t have to last very long. You may want to target from 10 to 20 minutes (maximum).

The Worthen, et.al., book has other interviewing tips (i.e. pp. 380-382). You may find it useful!

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### **Part 1** *Selection Process*

- What was your involvement in the selection of the bilingual education model now being taught at your school?
- If you were on the selection team/committee from your school, what was your experience as a member on this team? Were all members involved in the selection process? In your opinion, why/why not?

### **Part 2** *Implementation*

- What elements of the model have been implemented?
- In your opinion (and from your perspective), do you feel you have had (or ‘there has been’) enough support in implementing this model in your school?
  - If yes, what areas have been most helpful?
  - If no, what areas need more support (i.e. teaching materials, teacher training, more workshops)?
- What cultural/linguistic changes have you noted that have been introduced?

### **Part 3** *Suggestions for Improvement*

- What suggestions do you have to improve the bilingual education model selection process?
- What suggestions do you have to improve the bilingual education model implementation process, especially looking at Grades 1 and 2 next year?
- What else would you like to add regarding the selection and implementation of this bilingual education model?