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THE
**BIGGER
PICTURE**

*Reflecting the global dimension
in adult education*
An Erasmus+ project

COUNTRY REPORT



GLOBAL EDUCATION IN ESTONIA: A FOCUS ON ADULT EDUCATION

AEAE ANDRAS
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GLaSP
Promoting learning and skills for global citizenship



1. Definition of terms

Information and responses provided by the national platform and the government institution in Estonia indicate that the term Global Education is widely employed to refer to what the present study considers GCE, although the NP explains that GCE has been used in the context of their DEAR working group. (Global Citizenship Education in Europe: How much we care?, 2018)

The other most common term in Estonia is sustainable development

2. Literature review

There is no published information on global education in Estonian language. The information used on the topic comes from EU directions and documents. (The review of literature on global education at EU level)
NB! p.12- references

3. Policies and strategies to promote global education

At EU level

Global

Education

In September 2015, the Sustainable Development Goals were globally agreed upon for the next 15 years. UN member states, including Estonia, are expected to base their policy-making on the given goals (<http://www.terveilm.ee/leht/teabekeskuse-teemad/kestliku-arengu-eesmargid/>)





General framework of the activities is developed by the [resource efficiency initiative under the Europe 2020 Strategy](#) - creating bigger value by using less material. For more detailed information about the resource efficiency policies, see the [European Commission website](#).

At national and regional levels

Estonian National Strategy on Sustainable Development, Sustainable Estonia 21.

Goals for Estonian sustainable development have been agreed until the year 2030 in National Strategy on Sustainable Development "Sustainable Estonia 21". These goals are: vitality of Estonian cultural space; increase of people's welfare; socially coherent society; ecological balance.

Long-term development of the field of environment is governed by the goal "ecological balance" consisting of the following parts:

- use of natural resources in the manner and volume ensuring ecological balance
- minimising pollution
- conservation of biodiversity and natural areas.

Activities and timetables for the achievement of environmental goals are set out in the Estonian Environmental Strategy and sectoral (e.g. waste, forest) development plans.

Through the instruments of environmental management, environmental topics are integrated into other policies on a daily basis and environmental education gives additional knowledge to people, regardless of their age, thus enabling to develop environmentally-friendly behavioural and consumer patterns in the future.

Estonian Strategy for 2020 brings together the activities from different fields, taking into consideration economic competitiveness. In the nearest future, focus is set on productivity and employment and specific activities shall be determined in the development plans of different ministries.

Topics related to sustainable development, competitiveness and reporting are coordinated by the Strategy Unit of the Government Office. Advisory functions are performed by the Commission for Sustainable Development and inter-ministerial working group for sustainable development.

(Estonian National Strategy on Sustainable Development, Sustainable Estonia 21., 2005)

One of the key factors influencing the development of Estonia is the National Strategy on Sustainable Development 57 published in 2005 and approved by the Parliament that emphasises learning on several levels – from an individual (incl. people with

special needs) up to an organisation (learning knowledge-based organisations) and to the level of state/society. With the perspective of 2030 in sight, it was declared that the educational paradigm would become learner-centred 58 and Estonia would develop into a country with knowledge-based economy “with learning and education (learning economy) as its input and resource-efficient economy (eco-economy) as its output”. (Grauberg, 2018)

Estonian Lifelong Learning Strategy 2020

In Estonia, the global education topics are related with lifelong learning and integrated with general topics, the goals of various fields, including education originate from the Estonian Lifelong Learning Strategy 2020.

The general aim of the Estonian Lifelong Learning Strategy 2020¹ is to provide all Estonian citizens with the opportunity to continue their studies according to their needs and abilities throughout their life in order to ensure them possibilities for comprehensive self-fulfilment in the society, professional and personal life. Lifelong learning includes the formal education system (kindergarten, basic school, secondary school, vocational education institutions, higher education institutions) and also the further and re-training, non-formal and informal training provided outside the formal system in all their diversified forms. In order to reach the objectives, 5 strategic goals have been set: change the approach of learning, competent and motivated teachers and school leadership, concordance of lifelong learning opportunities with the needs of labour market, a digital focus in lifelong learning and equal opportunities and increased participation in lifelong learning. The common aim of the National Reform Programme 2020 and the Estonian Lifelong Learning Strategy 2020 is to increase the participation of adults (25-64 years) in lifelong learning and decrease the proportion of adults without professional or vocational education. Estonia has set itself a very ambitious goal – to have 20% of adults taking part in lifelong learning by 2020. It is also important to reduce the number of people without any vocational or professional education (EU goal is 15%). (Eesti Elukestva Õppe Strateegia 2020 [Estonian Lifelong Learning Strategy 2020])

The following principles are significant in developing the lifelong learning system:

- The learner’s active participation and responsibility;
- Cooperation and learning from each other;
- The quality, flexibility, transparency and trustworthiness of learning opportunities;
- Consideration of special needs in the organization of studies and learning environments;
- Gender equality;

- Openness, tolerance and international cooperation;
- Continuity of the Estonian state, its language and culture;
- Sustainable development;
- Evidence-based decision-making

(https://www.hm.ee/sites/default/files/estonian_lifelong_strategy.pdf)

2017.a. - Lifelong Learning participating in Estonia 17,3%

National curriculum for basic schools

In general education, the topics of global education are integrated as cross-curricular topics and linked with the competences to be achieved. General education is regulated by the national curriculum. (National curriculum for basic schools, 2011)

Adult Education Act

Adult education

Adult education is organised instruction for the acquisition of skills, knowledge and competences and their storage or further improvement. Instruction may be conducted on any level or in any method. Similarly, it may replace or continue the former level of education acquired either at school, college or university. Adult education is meant for adult learners which stands for a person whose studies are conducted in addition to daily work, family or other activities. In other words, studying is not their main activity

The aim of the Department of Adult Education of the Ministry of Education and Research is to ensure the planning and implementation of the concepts and goals of national educational policy in the area of adult education. Pursuant to Adult Education Act, there is also Adult Education Council in Estonia that is an advisory body of the Ministry of Education and Research and other stakeholders in the area of adult education. The council members include the representatives of various ministries, employee and employer organisations, trainers and other related organisations.

On July 1, 2015, a new Adult Education Act entered into force regulating adult education.

(<https://www.riigiteataja.ee/en/eli/529062015007/consolide>; <https://www.riigiteataja.ee/en/eli/519122016001/consolide>)

With the Adult Education Act, also the Study Allowances and Study Loans Act was amended allowing also part-time higher education students to take study loans. With the amendment of the Health Insurance Act, health insurance is ensured for all people involved in the instruction of basic or secondary education in distance education notwithstanding their age.

FORMAL

Adult education is provided by adult secondary schools, vocational education centres, institutions of professional higher education, universities.

NON-FORMAL

1. Formal education institutions providing further training.
2. All institutions providing further training: training centres, non-formal education institutions, folk high schools, and self-employed training providers.

In case of adult trainings, also the prior and experiential learning experience is accredited (APEL) and it could be the connecting link between formal, non-formal and informal education.

Non-formal education is based on the agreement between the Ministry of Economy and Communication, Ministry of Social Affairs and the Ministry of Education and Research to answer the three main needs through three main target groups. The Ministry of Social Affairs is responsible for the education of unemployed people thus considering the current needs of the labour market and the person's individual training needs; the Ministry of Economy and Communication supports in-service training that is more specifically related to the needs of the companies, and the main target group of the Ministry of Education and Research is working adults who receive training in keeping with the more general needs of the society (incl. the development of key competences, general competitiveness, acquisition of professional or vocational education).

4. Global Education for citizens

- **The main stakeholders in global education in Estonia**

Public sector:

- ministries (the Ministry of Foreign Affairs, the Ministry of Education and Research, Ministry of Social Affairs, Ministry of Culture) and institutions in their area of government (such as the National Examination and Qualification Centre, the Estonian Youth Work Centre, the Citizenship and Migration Board, the Illuka Reception Centre for Asylum Seekers);
- the Riigikogu (committees, friendship groups, support groups);-
- local governments and agencies in their area of government (e.g. cultural, educational and youth work institutions);
- teachers' professional associations (civic education, history, geography, biology, art etc);-
- public universities;-
- schools, students/pupils;-
- public broadcasting media;-
- embassies of foreign countries in Estonia;-
- European Union institutions (European Commission's and the European Parliament's representations in Estonia, - Estonia's members of the European Parliament etc);
- Council of Europe;-
- United Nations organizations (UNESCO, UNICEF, UNIFEM, UNICHR etc).

Civil society:

- non-profit organisation and foundations that deal with or could deal actively with global education topics (members of AKÜ, Open Estonia Foundation, AIESEC, Uue Maaailma Selts, Kinobuss, Black Nights Film Festival, Good Deed Foundation, CSR Forum, Estonian Village Movement Kodukant, Rotary and Lions Clubs, organizations engaged in waste management and recovery, churches and religious organizations etc);
- umbrella organizations as possible intermediaries of information and agreements (AKÜ, Network of Estonian Non- profit Organisation, Estonian Chamber of Commerce and Industry, Federation of Estonian Student Unions, Estonian Student Council Union, Estonian National Youth Council, Estonian Union for Child Welfare, Estonian Council of Environmental Organizations, Estonian Women’s Associations Roundtable, the Lüüra International Union of National Cultural Associations, Volunteer Activity Development Centre etc);
- non-profit associations and foundations established by the state (National Foundation of Civil Society, Integration - Foundation, Enterprise Estonia, Archimedes Foundation, UNESCO Estonian National Committee, UNICEF Estonia National Committee, Andras Association of Estonian Adult Educators etc).

Private sector:

- commercial enterprises (importers, retail chains, organic stores);
- tourism organisations;
- responsible entrepreneurs (private-donor activists, socially-conscious entrepreneurs etc);
- publishers (including publishers of textbooks);
- private universities;
- privately-owned media. (Maailmahariduse raport, 2009) [Global Education report]

The main organisations which belong to different sectors have been indicated in the report. The role of organisations depends on the stakeholders level and groups the activities are targeted to.

The challenges Estonia is facing in terms of global education policies and practices are very similar to other (Central and Eastern) European countries. It is clear throughout this national consultation processes that there are several common denominators in terms of: need for clarifying, understanding and feeling ownership of the concept of global education; the lack of coordination and dialogue between the key players; discrepancies in terms of expectations and roles among key actors; lack of adequate education materials and teacher trainings; the acknowledgement and capacity of NGO

work as well as the negative impact of the current financial crisis. (Maailmahariduse raport, 2009) [Global Education report]

- **The partnerships for promoting global education**

Examples of informal educational activities and their stakeholders given by the NP are as follows; televised thematic movie months (AKÜ/Mondo/Estonian Public Broadcasting), photo exhibitions (AKÜ), annual special newspaper (AKÜ), and social media campaigns such as #hoolin (Tallinn Music Week/Mondo/ Telia). (Global Citizenship Education in Europe: How much we care?, 2018)

In Estonia we don't have any specific infrastructure for coordinating global education in different levels.

Coalition for sustainable development (AKÜ) brings together Estonian companies, non-governmental organisations and state institutions that work for and/or within the aims of global sustainable development. The coalition's goal is to become a cooperation and information platform providing every member with the opportunity to contribute to the establishment of more sustainable world in a way that is suitable for them. The aims of the coalition:

- To increase public awareness of the global sustainable development
- To provide input for policy-making
- To contribute to development monitoring
- To enhance mutual cooperation

- **Example of good practice in collaboration/partnership working among main stakeholders**

WAYS OF DELIVERING GCE

When asked about GCE delivery in formal education between 2011 and 2017, the NP refers to MoE-led incorporation into the curriculum in relevant subjects and within elective programs.

Moreover, the NP cites two initiatives developed by MTÜ Mondo, a leading GE NGO in Estonia; "in-service teacher training courses" and "Maailmakool," a teacher-student web portal.

Regarding GCE delivery through non-formal education in the same period, the NP references several programs and the various responsible organisations; youth training courses (the

Archimedes Foundation), visitor lectures in schools (AKÜ – the Estonian NP), Green Tea Evenings (Estonian Green Movement), Climate "breakfast seminars" (Peipsi CTC), and Maailmakool movie clubs (Mondo). (Global Citizenship Education in Europe: How much we care?, 2018)

- **Adults and global education**

In 2015, the survey “Public opinion of development cooperation” was conducted with the aim of mapping the awareness and attitudes of Estonian residents and opinion leaders with regard to development cooperation and humanitarian aid. The participants were Estonian residents between the age 15-74 and opinion leaders – members of the Parliament and councillors, high officials of the ministries, board members of political parties, journalists and representatives of the third sector.

Results

- 74% of residents and 98% of opinion leaders find that Estonia should help poorer and less developed countries.
- 65% of residents and 90% of opinion leaders can name some states or regions where Estonia has conducted development cooperation or provided humanitarian aid.
- 88% of residents and 90% of opinion leaders have to a greater or lesser degree heard about the fact that Estonia does development cooperation.
- 75% of Estonian residents are interested in global issues and global development.
- The residents believe that in the development cooperation, Estonia should primarily focus on health care and education, opinion leaders prevalingly emphasise education.

If according to the results of an analogous survey conducted in 2005, 63% of Estonian residents were interested in global development, then in 2015 the proportion was 75%, thus people’s awaraness has considerably increased in the past 10 years. (Avalik arvamus arengukoostööst, TNS EMOR, 2015) [the survey “Public opinion of development cooperation”]

2018.a. EUROSTAT report "What do adults know about global issues? What are the main sources/channels from which adults obtain information or learn global issues?" results:

Respondents in Estonia are amongst the least positive about development aid and have generally become less positive since 2016. More than two-thirds (68%) say helping people in developing countries is important - the lowest proportion in the EU (EU average: 89%) and also the largest decline since 2016 (-10 percentage points).

One-third (33%) of respondents in Estonia think tackling poverty in developing countries should be one of the main priorities of the EU. This is the lowest proportion in the EU, and the largest decline recorded (-5 pp, equal with Finland). Just 12% of respondents in Estonia think tackling poverty in developing countries should be one of the main priorities of their national government - also the lowest proportion of any Member State.

Respondents in Estonia are also the least likely to think helping people in developing countries has a positive impact on EU citizens (54%, -7 pp), and one of the least likely to think this is in the EU's own interest (66%, -5 pp).

Respondents in Estonia are the least likely in the EU to think private companies should have an important role in the sustainable development of developing countries (52%). Almost four in ten (39%) respondents think providing financial assistance to developing countries is an effective way to tackle poverty – the lowest proportion in the EU and the second largest decline since 2016 (-9 pp). Slightly more (43%) think spending on financial assistance should stay at current levels. Just over one in ten (11%) spending should be increased, while 27% think it should be reduced. Estonia is the only country where less than half (37%) agree providing financial assistance to developing countries is an effective way to address irregular migration – a decline of ten points since 2016.

Just over two-thirds (67%) of respondents in Estonia think EU development policy should also focus on equality between women and men, and these respondents think priority areas should be tackling violence against women and girls (72%), supporting access to education for women and girls (62%) and tackling discriminative attitudes towards women (58%).

Less than one in five respondents in Estonia (16%) agree that as an individual they can play a role in tackling poverty in developing countries, compared to the EU average of 53%. In fact, 47% totally disagree with this idea. Furthermore, just over one in five (21%) say they are personally involved in helping developing countries - the EU average is 42%.

Respondents in Estonia are most likely to get information about development aid from TV (68%), online social networks (43%) and national newspapers and radio (both 26%). They are amongst the least likely to mention relatives, colleagues or friends as an information source (14%). (Eurostat report: EU Citizens' views, cooperation and aid, 2018)

The main sources/channels from which adults obtain information or learn global issues is mainly NGO-s webpages. Through different campaigns, media channels.

- **Learning opportunities**

Estonian Roundtable for Development Cooperation (acronym: AKÜ) last campaign about activities to achieve Sustainable Development Goals here: <http://www.terveilm.ee/leht/blogi/tag/balticsdgs>

The Estonian Roundtable for Development Cooperation initiated the **Coalition For Sustainable Development** primarily focussing on increasing the awareness of adult population. (<http://www.terveilm.ee/leht/kestliku-arengu-koalitsioon/>)

FORMAL EDUCATION

Formal education is led by national curriculum which describes the basic values and competences. All global education themes are described as cross-curricular topics.

General competences are subject field and subject-specific competences that are very important in the development of a person into a human and citizen. General competences are shaped through all subjects as well as in extracurricular and out-of-school activity and their development is monitored and directed by teachers as well as in cooperation between school and home.

The following are general competences:

- 1) value competence
- 2) social competence
- 3) self-management competence
- 4) learning to learn competence
- 5) communication competence
- 6) mathematics competence
- 7) entrepreneurship competence

Cross-curricular topics are a means of integrating general and subject field competences, subjects and subject fields and are taken into account in developing the school environment.

The cross-curricular topics treated in study and educational activity are the following:

- 1) lifelong learning and career planning
- 2) environment and sustainable development
- 3) civic initiative and entrepreneurship
- 4) cultural identity
- 5) information environment
- 6) technology and innovation
- 7) health and safety
- 8) values and morals

(National curriculum for basic schools, 2011)

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The implementation of the various topics of the curriculum in general education is monitored, and various studies have been conducted on the implementation of the topics of global education in general education.

Human rights and human rights' values in Estonian school and in education policy

The results show how the human rights and its primary values (e.g. equality, human dignity, inclusion, non-discrimination etc) are understood and exposed in the school context, school culture and in Estonian educational documents. The research results indicate that human rights are not systematically applied to teaching as a separate topic or concept and more often than not the teachers lack the understanding of how to use the human rights in the teaching process in the classroom, or how to solve or address the human rights related questions raised among the pupils. One of the fundamental issues is to how to teach and apply human rights in these cases where it has not been directly embedded and included in the syllabus or in the content of the teaching. The research results also show that there is a general understanding among the school administration, teachers and pupils of the human rights.

The research also focussed on the quality and access to materials for teaching human rights at schools, as well as mapped the participation of schools in different human rights related programmes or networks.

The fundamental values of the human rights – equal treatment, equal opportunities through inclusion and participation, prevention of discrimination, anti-bullying etc – are areas that need to be aware of and handled on the national level systematically and on a long-term basis. For this to be coordinated, a coordinating institution needs to be designated. Moreover, cooperation between the schools, third sector organisations and actors offering (teacher)m training needs to be more sustainable and active. (Human rights and the basic values of human rights in the Estonian schools and educational policy,2017)

Youth Civic Culture in a Changing Society

The aim of the international civic culture research ICC2016 was to identify how and to what extent young people are ready to participate in civic culture and what kind of a role is played by teachers and the school. To put it shortly, it is a **study of the civic culture of young people** discussing all main components of civic culture – knowledge, values, attitudes and behavioural patterns.

The attitudes of students with Estonian or Russian as the language of instruction (14 years) are similar in various areas (understating of the civic roles, attitude to the rights of immigrants) and also different in some areas (attitude to religion, sense of belonging to Europe, understanding of the rights of national minorities).

The challenges include the modest support of Russian-speaking students for gender equality and insecurity regarding national minorities in the context of democratic society.

Young people’s participation in voluntary activities and civic society has stagnated which may suggest that participation in project-based procurements and focus on the provision of public services leave NGOs little time and opportunity for youth work.

Noticeable progress has been made in the development of civic competence of basic school students. It shows that the approach taken in the national curriculum, including the development of civic competence as a general competence in the national curriculum was the right decision. The students’ excellent knowledge of social issues in Year 8, i.e. before taking the social studies course in the third level of basic school, is positive. (Noorte Kodanikukultuur muutuvast maailmast, 2017) [Youth Civic Culture in a Changing Society]

The implementation of the cross-curricular topic “Environment and sustainable development” (hereinafter KK and JA) in general education institutions

Estonia was one of the first countries in the world to include sustainable development in the national curricula as a cross-curricular topic (Government of the Republic of Estonia, 2002). In Estonian general education institutions, the subject area of

sustainable development is regulated by the Basic Schools and Upper Secondary Schools Act (PGS) and the national curriculum (RÕK). As one of the basic values of general education, PGS (§ 3, section 3) stipulates the student's ability to contribute to the sustainable development of Estonian society with regard to culture, economy and ecology. The aim of the upper secondary school (PGS § 5, section 1) is to help the student to become a citizen responsible for the sustainability of society and natural environment.

Environment and sustainable development include both the physical environment and the social dimension conceptualised in the context of sustainable development. The analysis revealed that in discussing the topics of KK and JA, teachers mainly concentrate on the physical environment and less on the social and mental aspects. The majority of teachers explained it with the lack of easily available and distributable study materials. The materials provided in trainings are actively used by the teachers, however, there are no materials that would be sufficiently universal and adaptable to teachers who have not participated in trainings.

Recommendation to the Ministry of Education and Research: to commission, organise and conduct annual trainings on sustainable development to all teachers and head teachers, trainings on environmental management to head teachers, and also joint trainings on setting and implementing teaching objectives to school teachers and educators at environmental education centres. (Cross-curricular topic "Environment and sustainable development in general education institutions, 2017)

Higher Education

There is no particular speciality in higher education, except in case it is based on the subject area. e.g. in Tallinn University, there is study area Natural Sciences and Sustainability with integrated studies of eco-systems and the operating principles of the society with their mutual connections on the global, community and personal level. *The speciality is certified by [Gaia Education Foundation](#), thus all graduates of the speciality of Natural Sciences and Sustainability will be awarded the certificate of Gaia Education. The latter has been recognised by UNESCO as the only global programme of sustainable development.*

There is no such subject in teacher training curricula, however, there are thematic electives or continuing trainings available.

Universities participate in various projects dealing with issues of global education, e.g. the international **project** "RSP: Rounder Sense of Purpose" for enhancing sustainable development education was completed at Tallinn University in 2018 with the aim of supporting the teacher training curricula development by developing the future teachers' competences, including the sustainable development competence. In the course of the project, an assessment model and guidelines were created on the basis

of sustainable development principles for the implementation and support of the respective principles in teacher training.

TLÜ **project ELU (LIFE)** as Learning in Interdisciplinary Focused Environment is a study course focused on project- and problem-based learning, where students from different study areas collaborate with academics and partners from outside university to carry out projects with interdisciplinary problems. (<https://elu.tlu.ee/>)

NON- FORMAL EDUCATION

- **NGO MONDO**

NGO Mondo Global Education Centre offers workshops, study materials, films, exhibitions, and guest speakers on different topics to schools and youth centres. These materials are an interesting and interactive way to attract children and teens to critically think of global matters. The centre educates teachers, youth workers, and teens, and supports the work of UNESCO Associated Schools Estonia.

Two different sets of events regularly take place in the Global Education Centre: “Mondo invites over”, where we speak about our experience in development cooperation and humanitarian aid, and “Mondo Academy”, where we speak about global affairs and discuss sustainable development.

Materials, courses, and services provided by the Global Education Centre are available on the website of Maailmakool and in Facebook. (<https://www.mondo.org.ee/en/activities/mondo-in-estonia/global-education/>)

- **UNESCO associated Schools**

Founded in 1953, ASPnet is a global network of approximately 9700 educational institutions in 180 countries. Member institutions – ranging from pre-schools, primary, secondary and vocational schools to teacher training institutions - work in support of international understanding, peace, intercultural dialogue, sustainable development and quality education in practice. ASPnet owes its success to dedicated teachers who put in an extra effort to educate their students, enrich their own and student’s view of the world and be more tolerant.

The goal of the ASPnet in Estonia is to provide the students with the opportunities to enhance peace, tolerance, sustainable development, and democracy in Estonia and around the world. The range of activities of the schools participating in the network is not strictly limited. Schools carry out various projects that are used to introduce

innovative methods and approaches in education, raise awareness on SDGs and implement ESD and GCED. Schools participating in the network can exchange experiences with ASPnet schools from other countries and participate in video conferences and international events (<https://www.mondo.org.ee/en/activities/mondo-in-estonia/>)

- **Estonian Roundtable for Development Cooperation (acronym: AKÜ)**

-is an independent not-for-profit coalition of non-governmental organisations that work in the field of development cooperation or have expressed interest towards that topic. AKÜ's main goal is to work towards sustainable future, read about AKÜ's main activities below!

AKÜ's members can be Estonian not-for-profit organizations and foundations, active in the field of sustainable development. The highest decision-making body is the General Assembly. AKÜ also has a Council responsible for strategic planning and deciding on daily matters that cannot be brought to the General Assembly. AKÜ's legal representative is the Board, which is also responsible for managing the organisation's staff. The statute is approved by the General Assembly on May 14, 2009 in Tallinn. Our financial year lasts from January 1 to December 31.

Our main activities in Estonia are giving global education, promoting responsible consumerism, campaigning and advocacy work concerning development and humanitarian issues.

By holding workshops and lectures, we offer complimentary education for both teachers and students about the issues that concern our planet. We campaign publicly for responsible consumerism and also work with companies and the retail sector to improve the transparency of the supply chain. We also distribute essential information about development to government officials and other organisations working in the field. (<http://www.terveilm.ee/leht/teabekeskuse-teemad/kestliku-arengu-eesmargid/>)

- **Network of Estonian Nonprofit Organizations (NENO) (or Vabühenduste Liit in Estonian)**

NENO is an advocacy organization focusing on a sustainable civic space and additionally to that we also focus on capacity building and civic awareness.

Established in 1991 as the Estonian Foundation Center, we opened our membership to associations in 1994 and have since transformed ourselves from a mere service provider into one of Estonia's largest civic initiative organizations.

NENO is a membership organization created for the implementation and protection of the common interest of Estonian public benefit nonprofits. NENO

currently (January 2016) unites 107 active and operational public benefit nonprofit organizations in Estonia from all fields, both associations and foundations. At the same time, our information network involves approx. 4000 organizations. NENO's mission is to give voice to and advocate on behalf of Estonian public benefit organizations and its work is dedicated to the development and promotion of civic action and civil society in Estonia.

NENO's goals are to foster development trends and provide support services to Estonian nonprofits, increase public awareness, advocate for the interests of its members and other public benefit NGOs, and improve working relationships with the public and business sectors. Therefore we implement activities to strengthen the role and identity of the nonprofit sector as a whole.

NENO is the main information provider for Estonian nonprofits, publishing weekly electronic newsletter, quarterly NGO magazine, electronic newsletters in English and Russian in every two months, handbooks and leaflets. (<https://heakodanik.ee/en/mission-goals-achievements/>)

- **The Estonian Institute of Human Rights (EIHR) is the first and oldest independent organisation** in Estonia that has been systematically dealing with the protection of human rights. The Institute was established on Human Rights Day, 10 December 1992. The initiator and first patron of the Institute was President Lennart Meri. Currently, we have 40 members and a Board that directs everyday work.

The goal of the Institute of Human Rights is to collect, systematise, analyse and promote information about human rights, to increase public awareness about the field and to make proposals about how to better protect human rights in Estonia and elsewhere in the world. For achieving this, the Institute cooperates with NGOs, universities and governmental institutions, as well as organises training courses and conferences, publishes articles and reports and participates in international networks.

Our work can be divided into four main areas: education, research, international cooperation and human rights related events. In the aforementioned areas, the Institute conducts human rights related researches, undertakes international and educational projects and cooperates with several domestic and international organisations.

The main goal of the **Institute of Human Rights** educational focus is **promoting human rights education in Estonia**, by working with schools, non-governmental organisations, youth centres etc and providing trainings and organising conferences aimed at various stakeholders in human rights education. We have two travelling exhibitions in Estonian schools and libraries: *"Human rights during the Soviet*

occupation time” and the result of the cooperation with the Anne Frank House about *the life of Anne Frank*. One more exhibition related to migration is yet to come.

We are implementing the concept of “**human rights respecting schools**” across Estonia. We also produce and translate relevant publications for human rights education such as the Council of Europe’s *COMPASS-Manual for Human Rights education with Young People* and we developed our own textbook for teachers to use in classes to teach human rights (“Inimese Õigus”). We are cooperating with the European Wergeland Centre, the Council of Europe and Ministries of Education from Estonia, Latvia and Lithuania in the organisation by rotation of the annual *Baltic Summer Academies*, aimed at creating local partnerships for the promotion of human rights and democratic governance of schools. (<https://www.humanrightsestonia.ee/en/education/>).

Recourses <https://www.humanrightsestonia.ee/en/resources/>

- **UNESCO**

Education constitutes the largest proportion of UNESCO’s activities. UNESCO provides global and regional leadership in education, strengthens education systems worldwide, and responds to contemporary global challenges. UNESCO has been entrusted to lead the [Global Education 2030 Agenda](#). For more information about the education programme see [here](#). In Estonia the focus is mostly on the following UNESCO’s education themes and programmes:

- [SDG 4](#) and target 4.7;
- [Education for Sustainable Development](#), [Global Citizenship Education](#) and [Human Rights Education](#);
- [Youth](#) empowerment;
- [UNESCO Associated schools](#) and [Baltic Sea Project](#).

["Ten years of Education for Sustainable Development in Estonia"](#) overview about the initiatives and programs implemented in Estonia during the [UN Decade of Education for Sustainable Development](#) (2005-2014). (<https://unesco.ee/test/>)

- **Estonian Women's Studies and Resource Centre (ENUT)**

- is a grassroots, non-profit, non- governmental organisation with the aim to advance gender equality in all spheres of life.

ENUT:

- serves as a specialised library on women’s and gender issues;
- collects and disseminates information on gender issues;
- raises gender awareness through seminars, conferences and publications as well as promotes, co-ordinates and initiates activities to advance gender equality;
- co-operates with organizations with similar aims in Estonia and beyond.

Projects & areas of research: Reconciliation of work and family; Civil society and

democracy; Gender Budgeting; Gender Pay Gap; Gender and education; Gender and sports; Women in entrepreneurship; Human trafficking and prostitution; Gender and sustainable development; Development cooperation

(<https://www.enut.ee/en/>)

- **Eesti Roheline Liikumine.** The Estonian Green Movement is a non-profit organisation for environmental protection the aim of which is to improve the environmental situation in Estonia and to guide our society to sustainable, green thinking. (<http://www.roheline.ee/en/>)
- **International House in Tartu** (<https://internationalhouse.ee/en/>)
- **Feministeerium** (<https://www.feministeerium.ee/en/>)
- **Youth For Understanding** (<https://www.yfu.org/>)
- **SA Archimedes** (<https://noored.ee/solidaarsuskorpus/organisatsioonidele/>)

DIFFERENT STAKEHOLDERS INVOLVED IN GCE

From the perspective of the NP, the main entities involved in GCE delivery and support within the government are the MFA and Ministry of Education and Science, who are described as having a high-level of influence due their resources in policy control, knowledge, funding (MFA only), and access to schools (MoES only). The Archimedes Foundation is perceived as a mid- evel influence, with access to funding, the youth community and international networks. Concerning international organisations, the NP cites UNESCO as having high-level impact, with vital resources in policy, AR, expertise and access to national and international networks. Within the NGO sector, the NP lists Mondo as one of the most significant stakeholders, with high-level influence due to access to national and international networks, a developed system and knowledge, and “PR power”. The Estonian Refugee Council is also described as having high-level influence, with resources in knowledge and national and international networks. Similar same resources are said to be accessed from the following organisations with mid to low-level impact; Estonian Centre for Human Rights, ERL, Peipsi CTC, Estonian People To People, Humana Estonia and Ethical Links. AKÜ as a national platform with the ability to access national and international networks is also perceived to have mid-level effect, as does the Estonian Institute of Human Rights regarding policy. The universities of Tallin and Tartu are listed by the NP as high and mid-level influences respectively, in the field of primary education and research institutions, and are described as impacting GCE delivery through teacher training and impacting values. The low-level impact of Tallin University of Technology, due to its GCE-integrated curriculum, is also mentioned.

The NP considers Estonian Public Broadcasting and as a middle level effectual body within the media, given the “power of words and pictures”. (Global Citizenship Education in Europe: How much we care?, 2018)

The Roundtable for Development Cooperation participates as a partner in the project *Bridge 47 – building global citizenship* implemented by 15 European and global NGOs. The aim of the project is to mobilise global civic society and contribute to the safeguarding of justice and reduction of poverty by means of global (civic) education. In its work, AKU focusses on communications and establishing partner relations and also on strengthening the local or Estonian NGOs by means of innovative global education methods and formats developed by Bridge 47. (<http://www.terveilm.ee/leht/bridge47/>)

Estonian citizens and territory are directly related with the global digital reality and the respective advantages could be quickly implemented in the functioning and available network that integrates new data processing, energy and production. It would be feasible to establish a learning environment based on digital network (e-learning environments, MOOCs etc) and integrated into the physical educational infrastructure/institutions.

Considering the aspects of globalisation and the migration of Estonians, it would be important to establish an e-learning centre where a person could acquire a certified basic, vocational, secondary or higher education in the Estonian language in any part of the world.

Schools, libraries, e-learning centres/points, but also museums etc are often integrated, community-based (especially outside cities) that would require the design of a complex learning, creative, development and social environment with the further addition of the aspect of real-life learning environment (as a continuation of contemporary outdoor education).

In case of Estonia, it is also important to consider the continuing development of digital society, preferably also the sustainable environmental and human environment. (Grauberg, 2018)

5. Preparation and Training of Global Educators

- **Training and CPD opportunities are there for those that promote /deliver global education**

NGO Mondo

Advanced course of global education for teachers (60h) gives an in-depth overview of global education and the respective methods. The course analyses and explores the

main topics (development, human rights, sustainable development, the goals of sustainable development etc) and the best practises in teaching them.

Learning materials “Globalising World” for the secondary school elective subject.

The learning material “Globalising World” for the secondary school elective course includes the various facets of globalisation and supports the teacher in planning and conducting the instruction. The topics are related with geography and other subjects of social studies. The book also includes a memory stick with respective exercises and worksheets.

- In 2015, Mondo included several new schools in its global education activities. On average 20 schools took part in the competitions organised for schools (essay contest, climate, World Days) and about the same number of schools organised the Operation Day’s Work providing schools and students an innovative possibility to contribute to development cooperation.

- Mondo organised more than 140 academic hours of visiting lectures in various schools in Estonia.
- Altogether 143 teachers participated in Mondo continuing education for teachers. 22 teachers started the new e-course on sustainable development goals graduating in early 2016.
- Mondo provided training for 20 youth workers and trainers who, in turn, conducted almost 30 workshops in youth centres and schools. The given workshops were attended by almost 250 youngsters. The latter, in turn, conducted 15 social campaigns.
- The visiting lecturers provided by Mondo in 2015/2016 promoted global education in Estonia on topics related with Syria, Islam and environment. They conducted 246 academic hours within a year.
- The sustainable development days in spring were attended by 12 schools and more than 1000 students who participated in various workshops and watched films related with the environmental topics. In the academic year 2015/2016, World Days and Weeks were organised in 20 Estonian schools attended by 3000 students.
- In 2017, altogether 144 workshops on global education were conducted at schools.
- 25 teachers attended the advanced course lasting for 60 academic hours.

Estonian Roundtable for Development Cooperation (acronym: AKÜ)

- AKÜ is specialised in the topics of sustainable development – what are the goals of sustainable development, why were they established and how can they help

every organisation in their daily work? The target group of the trainings include companies, NGOs, state institutions or local governments, also teachers.

- The minimum volume of sustainable development trainings is 3h, the maximum one day. Also 2-day trainings are planned for 2019.
- In early 2018, altogether 12 one-day sustainable development trainings were organised in local communities, with enterprises and local governments added at the end of the year (altogether about 15).
- In the past two years, around 700-800 people have been provided training.

Network of Estonian Nonprofit Organizations (NENO)

Training programs for NGOs and public sector representatives on different topics related to civil society and cooperation between NGOs and public sector

- 282 academic hours in 2017, 734 participants
- 48 academic hours in 2018, 241 participants

The target group of the trainings include companies, NGOs, state institutions or local governments.

In Estonia We don't have any specific qualification separately for this topic, all these are included to formal education and teacher training curricula.

There is no particular subject in the teacher training curricula at universities, the given topic may be covered either with electives or continuing training.

The trainers of global education are generally well-equipped in the given area or good practitioners who pass on their knowledge in continuing trainings. There is no respective preparation. In some cases, the trainers have knowledge of pedagogy, but not always.

It is important to provide trainers of the topics of global education with the skills and knowledge on how to pass on the topic and knowledge to adults (e.g. methods), how to link the topics with daily life, create interrelations, use active and inclusive teaching methods. It would be similarly important to provide educators with the general knowledge of andragogy on how adults learn, what to consider and what the particular features of adult learners are. Also general skills needed by trainers – communicative skills, group leading etc. The trainers generally already have the subject knowledge.

In order to widen their general horizons, it would be good to provide the trainers with further topics of global education in order to grasp the whole with all the various interrelations and influential factors.

6. Resourcing global education

Global Education in Estonia is mainly financed by the European Commission and the Estonian Ministry of Foreign Affairs. Some activities are also supported by the Estonian Ministry of Education and Research, Ministry of Environment and the Estonian Ministry of Culture. EEA grants used as well.

For example The Ministry of Foreign Affairs financed 2011- 2015 The framework of funding is the Communication and Global Education; the funding is allocated to awareness raising activities and materials (films, public events, campaigns) and to NGOs (NGDO platform; NGO Mondo Global Education Centre) for working with teachers, youth, and Global South volunteers. (Global Citizenship Education in Europe: How much we care?, 2018)

In Estonia the staff had expert knowledges, maybe sometimes some pedagogical background.

As the instruction in the given field is largely in the form of continuing education, the material is provided by the NGOs conducting the trainings. The materials are available on their websites or provided during the training. The adult training provision is regulated by Adult Education Act that also describes the requirements for the training.

- Global Education films
<https://www.maailmakool.ee/wp-content/uploads/2015/09/Filmikataloog.pdf>
- Global Education materials including digital exercises, worksheets, guidelines, publications, background information, game activities etc. The topics include sustainable production and consumption, global cooperation, climate change, gender equality, refugees, human rights, freedom of speech etc.
<https://www.maailmakool.ee/materjalid/>

7. Recommendations

- In conclusion, it may be said that the topic of global education has been integrated into all areas as a natural part of lifelong learning. The topic is first discussed at school and it continues throughout the entire lifecycle. Civic society in Estonia is active and various NGOs offer various possibilities to deal with the topic, gain new knowledge and participate in workshops and discussions.

- Knowledge on global education is usually acquired through the training and information provision activities provided by NGOs who offer it in both formal and non-formal education.
- The trainers providing training on global education have no particular education, they mainly have knowledge of the area and professional skills.
- In addition to professional skills and knowledge, the trainers could also have the skills how to train adult learners and interconnect various topics (multicultural)

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Stakeholders

NGO MONDO

<https://www.mondo.org.ee/en/activities/mondo-in-estonia/global-education/>

UNESCO associated Schools

<https://www.mondo.org.ee/en/activities/mondo-in-estonia/>

Estonian Roundtable for Development Cooperation (acronym: AKÜ)

<http://www.terveilm.ee/leht/teabekeskuse-teemad/kestliku-arengu-eesmargid/>

Network of Estonian Nonprofit Organizations (NENO)

<https://heakodanik.ee/en/mission-goals-achievements/>

The Estonian Institute of Human Rights (EIHR)

<https://www.humanrightsestonia.ee/en/education/>.

UNESCO

<https://unesco.ee/test/>

Estonian Women's Studies and Resource Centre (ENUT)

<https://www.enut.ee/en/>

Eesti Roheline Liikumine.

<http://www.roheline.ee/en/>

International House in Tartu

<https://internationalhouse.ee/en/>

Feministeerium

<https://www.feministeerium.ee/en/>

Youth For Understanding

<https://www.yfu.org/>

SA Archimedes

<https://noored.ee/solidaarsuskorpus/organisatsioonidele/>