

# Global Education in Estonia



The European Global Education  
Peer Review Process  
National Report on Estonia

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**The European Global Education Peer Review Process  
National Report on Global Education in Estonia**

**GENE  
GLOBAL EDUCATION NETWORK EUROPE**



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GENE – Global Education Network Europe is the network of Ministries, Agencies and other bodies with national responsibility for Global Education in Europe. GENE supports networking, peer learning, policy research, national strategy development and quality enhancement in the field of Global Education in European countries. GENE facilitates the European Global Education Peer Review Process, as part of its work of increasing and improving Global Education. GENE works towards the day when all people in Europe – in solidarity with people globally – will have access to quality Global Education.

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# Abbreviations and Acronyms

AKÜ	Estonian Roundtable for Development Cooperation
ANGEL	Academic Network on Global Education and Learning
ANK	Association of Estonian Open Youth Centres
ASPnet	Associated Schools Network
COE	Council of Europe
CSO	Civil Society Organisation
DEAR	Development Education and Awareness Raising
DVV	Deutscher Volkshochschul-Verband
EEA	European Economic Area
EC	European Commission
EDUFI	Finnish National Board of Education
EE	Environmental Education
EHRC	Estonian Human Rights Centre
ENTK	The Estonian Youth Work Centre
ENUT	Estonian Women's Research Centre
ERDF	European Regional Development Fund
ESD	Education for Sustainable Development
EU	European Union
EUR	Euro (currency)
FNBE	Finnish National Board for Education
GCE	Global Citizenship Education
GDP	Gross Domestic Product
GE	Global Education
GENE	Global Education Network Europe
GLOBE	Global Learning and Observations to Benefit the Environment
GNI	Gross National Income
HRE	Human Rights Education
ICCS	International Civic and Citizenship Education Study
ICT	Information and Communication Technologies
INSET	In-Service Education and Training
IT	Information Technology
ITE	Initial Teacher Education
KIK	The Environmental Investment Centre
MER	Ministry of Education and Research

MEnv	Ministry of Environment
MFA	Ministry of Foreign Affairs
NGDO	Non-Governmental Development Organisation
NGO	Non-Governmental Organisation
ODA	Official Development Assistance
OECD	Organisations for Economic Cooperation and Development
OECD DAC	OECD Development Assistance Committee
OECD PISA	OECD Programme of International Student Assessment
OECD TALIS	OECD Teaching and Learning International Survey
SDGs	Sustainable Development Goals
UN	United Nations
UNDP	United Nations Development Programme
UNECE	United Nations Economic Commission for Europe
UNESCO	United Nations Educational Scientific and Cultural Organisation
USD	United States Dollar (currency)

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The International Team was composed of Ms. Maria-Magdalena Budkus, Polish Ministry of National Education; Ms. Satu Honkala, Finnish National Board of Education (EDUFI); and Ms. Nina Macháčová, Slovak Ministry of Foreign and European Affairs. The team was led by Dr. Helmuth Hartmeyer, Senior Advisor to GENE, while the process was facilitated by the GENE Secretariat through Ms. Jo McAuley, Head of Peer Review and Research.

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Ms. Madli Kumpas, Estonian UNESCO Commission

Ms. Viktoria Rudenko, NGO Mondo

Ms. Diana Tamm, NGO Mondo

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During their visit to Estonia, the International Peer Review Team met with committed people and organisations active in Global Education. Among them were public servants, academics and teacher trainers, NGOs and representatives of the youth sector. They all shared their knowledge and perspectives on Global Education in Estonia, and we are grateful to each individual who took the time to be involved in the process.

A full list of the meetings that took place during the international Peer Review Visit to Estonia in May 2019 can be found among the appendices at the end of this report.



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Helmuth Hartmeyer  
Senior Advisor

Jo McAuley  
Head of Peer Review and Research

Liam Wegimont  
Director

**Editors**

# Executive Summary

This National Peer Review Report on Global Education<sup>1</sup> in Estonia is part of the European Global Education Peer Review process, facilitated by GENE – Global Education Network Europe. Since 2002, this process has worked with ministries and agencies, civil society organisations and academics, and with formal and non-formal educators in countries throughout Europe. The process has a central purpose: to increase and improve quality Global Education in Europe. The European Peer Review process seeks to strengthen policy frameworks, to share policy learning, to highlight good practice, and to make observations and recommendations that are fruitful for the improvement of Global Education at national level. In the process, examples of good policy and practice at national level are shared with counterparts throughout Europe.

The Peer Review process works in partnership with national policymakers and stakeholders in Global Education. The dialogue about the Peer Review of Estonia began between GENE and the Estonian National Commission for UNESCO, and then proceeded with the Ministry of Foreign Affairs and the Ministry of Education and Research as Core Partners. The process involved a Reference Group, which, in addition to the Core Partners, included representatives from civil society. The Terms of Reference for the Estonian Peer Review, as well as the findings in this report, were developed in dialogue with the Core Partners and Reference Group.

The Peer Review process involved a preparatory visit by the GENE Secretariat to Tallinn in February 2019. During this visit, the Secretariat met with the Core Partners and Reference Group, further developed the Terms of Reference for the review, and formulated key guiding questions for the research phase and international team visit. Following the visit, a National Researcher was hired by GENE to provide the background research for the main briefing document on Global Education in Estonia used to brief the International Peer Review Team in preparation for their visit in May 2019.

From May 7-9, 2019 the International Peer Review Team met with key Global Education stakeholders from different sectors and backgrounds in Tallinn, Estonia. The content-rich meetings and interviews revealed many examples of excellent Global Education practice. The learning and insights from the three-day visit culminated in a set of initial Observations and Recommendations, which were presented on the last day of the visit. Following feedback from the Core Partners and Reference Group, these Observations and Recommendations were updated, and the final version is included in this report.

<sup>1</sup> In the Peer Reviews GENE uses the definition of Global Education, as an umbrella term, taken from the Maastricht Declaration: *Global Education is education that opens people's eyes and minds to the realities of the world, and awakens them to bring about a world of greater justice, equity and human rights for all. Global Education is understood to encompass Development Education, Human Rights Education, Education for Sustainability, Education for Peace and Conflict Prevention and Intercultural Education; being the global dimensions of Education for Citizenship.* GENE also appreciates the varieties of national terminology, and the linguistic challenges involved in translating terms into and from various languages.

This Peer Review report outlines the state of Global Education in Estonia, based on the Peer Review meetings and relevant research. Chapter 1 introduces the process, while chapter 2 is about the context of Global Education in Estonia, including the development co-operation and education policy contexts, the public opinion, support and awareness contexts, and the nature of the conceptual underpinnings of Global Education. Chapter 3 gives an overview of the main government ministries and agencies in Global Education, and chapter 4 focuses on funding. Chapter 5 looks at Global Education in the formal education system, while chapter 6 provides highlights of Global Education within civil society and the youth sector. The report concludes with the formal observations and recommendations from the Peer Review process, addressed to the core stakeholders of Global Education in Estonia, and focused on a range of areas where the Peer Review recognises strengths, observes space for possible improvement, and makes specific proposals aimed at increasing and improving Global Education in Estonia in the coming years.

# *Chapter 1*

## **Introduction**

# Chapter 1

## Introduction

### 1.1 The European Global Education Peer Review Process

This National Report on Global Education in Estonia is part of the European Global Education Peer Review Process, initiated at the Maastricht Congress on Global Education in 2002 and facilitated by GENE. The European Global Education Peer Review Process was inspired by the Maastricht Declaration, which was adopted by governments, civil society organisations, local and regional authorities and parliamentarians at the Europe-wide Global Education Congress in Maastricht, the Netherlands from 15-17 November 2002. The Declaration outlines a number of ways in which Global Education can be improved and increased throughout Europe, including proposing a Global Education peer review process and national reports in European countries.

In 2003, a study was carried out to test the feasibility of developing a European Global Education Peer Review Process.<sup>2</sup> The study began with a reflection on international country review processes in related or comparable fields.<sup>3</sup> Key questions and issues were then tried, tested and reflected upon through a pilot review of Cyprus, leading to the first Global Education Peer Review national report. The report on the feasibility study, based on the initial experience in 2003, concluded that the setting up of a Europe-wide Global Education Peer Review Process could be an effective mechanism for the further improvement and increase of Global Education in Europe. This has proven to be the case.

Since 2003, Global Education Peer Review processes have been carried out in 12 European countries. National reports have been published on Global Education in Cyprus (pilot), Finland, the Netherlands, Austria, the Czech Republic, Norway, Poland, Slovakia, Portugal, Ireland, Belgium, Cyprus and Estonia.<sup>4</sup> While the process has been refined and improved through learning and reflective practice over 15 years, the key aim remains the same – the increase and improvement of quality Global Education. Peer Review processes have, according to stakeholders, led to the development, strengthening or growth of national structures, strategies, collaboration and co-ordination in the countries reviewed. Researchers in the field credit the Peer Review reports as providing a solid base for a stronger data set and developing literature in the field across Europe.<sup>5</sup>

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<sup>2</sup> This feasibility study concluded by recommending the development of a European Global Education Peer Review Process.

<sup>3</sup> These included Peer Review processes facilitated by other international organisations such as the OECD DAC peer review of development assistance and the Council of Europe country review mechanisms, such as that of the Committee on the Prevention of Torture, and national policy reviews in the fields of education and youth. It also considered independent consultant and NGDO reviews such as The Reality of Aid review mechanism.

<sup>4</sup> Copies of all national reports are available at the GENE website: [www.gene.eu](http://www.gene.eu)

<sup>5</sup> See for example Bourn, D. *Developing a Research Culture for Global Learning*, chapter in Hartmeyer, H. & Wegimont, L. eds., (2016) *Global Education in Europe Revisited*. Waxmann: Münster and New York.

Commitment to the European Global Education Peer Review Process as a mechanism for improving the quality of Global Education has been reaffirmed at a number of international Global Education gatherings over the past decade and in numerous international documents, including the Espoo Finland Conclusions (2011 and 2014), the Lisbon 2nd European Congress (2012), the Hague Symposium (2012), the Paris Conference (2016) and the Lisbon Conference (2018).<sup>6</sup>

Further Peer Review processes and national reports are planned for 2020 onwards, along with follow-up support.

## 1.2 Aims of the European Process

The overall aim of the Peer Review process is to improve and increase Global Education in European countries. The immediate purpose of each national process is to provide international peer review, support and comparative learning, resulting in national reports developed in partnership with key national actors. Each national report provides an overview of the state of Global Education in the country and highlights good practice for national and international learning. It also reflects critically, in a comparative context, on the issues and challenges faced by national actors as they work to increase and improve Global Education policy, support and provision. Each Peer Review aims to:

- Collect and provide accurate and useful information on GE in a country.
- Recognise, appreciate and affirm what has been achieved.
- Strengthen Global Education and raise its profile among policymakers, decision-makers and stakeholders.
- Support a universalist, rights-based approach.
- Promote co-ordination, co-operation and coherence.
- Contribute to national policy and strategy development, review and renewal.
- Create a basis for discussions about how to improve the quality of GE nationally.
- Contribute to capacity building.
- Contribute to international research.

National reports, and the peer review processes preceding them, act as tools for national actors to enhance quality and impact nationally. They also provide a source for international learning, comparative analysis, benchmarking, policy making and improvement.<sup>7</sup>

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<sup>6</sup> For example, in *The Hague Conclusions*, the key output from the Hague Symposium 2012 on Global Education, which brought ministries and agencies from across Europe together, participants wished to commit to: “Continued development of the GENE peer review process, including new country reviews.”  
[http://gene.eu/wp-content/uploads/Gene\\_SymposiumHagueTheNetherlands2012-Conclusions.pdf](http://gene.eu/wp-content/uploads/Gene_SymposiumHagueTheNetherlands2012-Conclusions.pdf)

<sup>7</sup> The European Global Education Peer Review process is different in scope, focus, geographical spread, and methodology to the OECD DAC Peer Review process. Nevertheless, it is intended that the GE Peer Review can, in DAC member states, be significantly complementary to the DAC reports (which are primarily focused on development assistance rather than Development Education or Global Education).

### 1.3 The Peer Review of Estonia: Methodology & Terms of Reference

The methodology used in the Global Education Peer Review of Estonia involved desk research, interviews, individual and group meetings, and country visits. The Secretariat conducted preparatory meetings in Tallinn in February 2019 in order to meet key stakeholders, gather information, agree the method and process, finalise the Terms of Reference and develop key guiding questions for the research phase and international team visit. The preparatory visit also served to establish closer contacts in advance of the main international peer review mission, to familiarise the Core Partners and Reference Group with the process and to shape it jointly.

The international peer review visit took place in May 2019 and involved meetings with several well-established Global Education organisations and agencies, as well as actors with potential for further developing their Global Education activities and focus. At the end of the visit, the peer review team presented draft observations and recommendations to the Core Partners, Reference Group and other stakeholders who had participated in the review.

The Terms of Reference for the process were prepared in consultation with the Core Partners – the Ministry of Foreign Affairs and the Ministry of Education and Research – and with the Reference Group, comprising these Ministries and other key stakeholders. The objectives of the Peer Review of Estonia were:

- To highlight examples of good practice of Global Education.
- To better understand the state of Global Education in terms of provision, structures, strategies and results.
- To provide an international comparative perspective on the strengths and areas of potential strategic development of Global Education and to make specific recommendations for the further improvement of Global Education in Estonia.
- To offer international perspectives and expertise on Global Education in the context of a process of national curriculum renewal and reform.<sup>8</sup>
- To offer international perspectives and expertise on Global Education in relation to Estonian development cooperation and humanitarian aid policy and strategy.
- To provide advice and support after the Peer Review, if appropriate, to facilitate implementation of recommendations and findings from the process.

It is intended that the launch of the National Report on Global Education in Estonia will stimulate further national conversation and debate on Global Education, including critical reflection on some of the issues outlined within the report. It is clear from this process and report that Estonia has the capacity and potential to place Global Education at the heart of education, and at the heart of public engagement with development and global issues.

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<sup>8</sup> When the peer review process was initiated, the curriculum reform was underway. Following the spring 2019 elections in Estonia, this process was paused.

## *Chapter 2*

# **The Context of Global Education in Estonia**



## Chapter 2

# The Context of Global Education in Estonia

### 2.1 Introduction

This chapter gives an insight into the background and various aspects of the context that forms the backdrop for Global Education in Estonia. It looks at Estonia's present situation regarding Global Education contexts, in light of its past, at public opinion on development and global issues, at Global Education concepts and the overall context for education.

### 2.2 Politics, Society and Economy

The history of Estonia is complex; the territory was conquered by several neighbouring powers throughout the centuries. Estonia was Christianised in the early 13th century by the Germans, Danes and Swedes during the Nordic crusades. Thereafter, Estonian territory was divided between the German Order and several small bishoprics. Eventually, Estonia became part of the Kingdom of Sweden, until Peter the Great conquered and annexed modern Estonian territory to the Russian Empire in the early 1700s. A German speaking upper class heavily influenced the Estonian cultural and political landscape from the 13th century until the collapse of the Russian Empire. In 1918, Estonia became an independent republic. During the Second World War, Estonia was occupied by the Soviet Union (in 1940) and remained so for the following 51 years, with increasing levels of public opposition towards the occupation.

After regaining independence in 1991 with the collapse of the Soviet Union, Estonia became a stable democracy led by different coalitions. Its foreign policy was mainly focused on closer integration with the west, particularly in the area of security, where tensions with Russia persist. Estonia joined NATO and the EU in 2004, and the eurozone in 2011. More recently, in parallel with some other European countries, there has been an increase in anti-immigration rhetoric and a rise in support for the political far right.

The population of Estonia as of 1 January 2019 was 1 323 820 and it ranks 30th (out of 189) on the Human Development Index.<sup>9</sup>

Estonian is a Finno-Ugric language spoken by just over a million people. A key priority for the Estonian government is the preservation of Estonian language and culture. Estonia also has a large Russian-speaking minority – about 25% of the population – which increased rapidly during Soviet occupation.

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<sup>9</sup> UNDP Human Development Report, <http://hdr.undp.org/en/countries/profiles/EST>

Estonia has emerged as one of the most economically successful of the European Union's more recent members. Estonian governments have tended to pursue strongly free-market economic policies and the economy has experienced rapid growth, although growth has slowed in the last year. GDP in 2018 was USD 35 796 per capita.<sup>10</sup> Services account for the largest proportion of GDP.

There has been a strong emphasis on digitalisation and on making Estonia a world leader in IT. The country has one of the world's fastest broadband networks and government services are to a large extent online (e.g. online voting in elections).

## 2.3 Education and Learning Context

Education is highly valued in Estonia. In the 2018 PISA results, Estonian 15-year-olds ranked among the very best in the world, and no.1 in Europe, in terms of reading, mathematics and science.<sup>11</sup> Average PISA scores in 2015 were also high, with almost universal access to pre-primary education and very high educational attainment rate at secondary level. Estonia has achieved one of the largest improvements across the OECD between 2012 and 2018. Furthermore, according to the OECD Skills Survey, Estonia is a top performer in developing the skills of young people and is also a strong performer in developing the skills of adults. Estonia ranks in the top 40% for the strength of its learning culture. The country is generally successful at activating skills of the workforce with employment and labour force participation rates consistently above the OECD average in the past 10 years.<sup>12</sup>

The International Civic and Citizenship Education Study (ICCS)<sup>13</sup> released in 2017, showed that support for the equal rights of immigrants had decreased compared to 2009, while the level of society-related knowledge had increased among pupils surveyed and support for democratic values, gender equality and equal rights of ethnic groups had improved. It also showed that very few students participate in civil society organisations and activities.

Digital learning is highly valued in Estonia. One of the key objectives of the Estonian Lifelong Learning Strategy 2020 is to contribute to more effective use of digital technology in learning and teaching and to improve the digital competence of the entire population, not only in education, but across society and institutions. Estonia has developed expertise and invested in technological infrastructure to enable this transition. In education, online and digital learning tools are at an advanced stage compared to other European countries.<sup>14</sup>

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<sup>10</sup> OECD country facts Estonia <https://data.oecd.org/estonia.htm>

<sup>11</sup> For an overview of Estonia's performance in PISA 2018, please see [www.oecd.org/pisa/publications/PISA2018\\_CN\\_EST.pdf](http://www.oecd.org/pisa/publications/PISA2018_CN_EST.pdf)

<sup>12</sup> OECD Skills Survey 2019: <https://www.oecd.org/estonia/Skills-Strategy-Estonia-EN.pdf>

<sup>13</sup> <http://www.iea.nl/iccs>

<sup>14</sup> Ministry of Education and Research, <https://www.hm.ee/en/activities/digital-focus>

Another particular aspect of education in Estonia is the existence of Russian-language and bilingual schools, due to the large Russian-speaking community. Estonia has pre-primary, basic and vocational schools where instruction is provided in the Russian language, with a gradual introduction to the Estonian language. These schools are primarily located in Tallinn and Ida-Viru County (north-east of Estonia) where most of the Russian-speaking population lives. The approach of a gradual transition from Russian to Estonian as the language of instruction in schools catering for those whose mother tongue is Russian, means that Russian-language schools are expected to increase their language of instruction to a bilingual model, leading to at least 60% in Estonian at upper-secondary level.<sup>15</sup>

The Estonian government has taken this pragmatic approach and has committed itself to guaranteeing equal education opportunities regardless of students' ethnic origin. However, there are practical challenges to delivering such a policy, such as the reality that in Russian-speaking Ida-Viru county, it is difficult to find the necessary number of teachers capable of teaching in Estonian. There are also challenges in ensuring the same level of quality of education. For example, the first OECD PISA assessment in which Estonia participated (2006) showed that the average science, reading and mathematics scores of students in Russian-language schools were lower than those of students in Estonian-language schools.<sup>16</sup> Additional resources have since been allocated to Russian-language schools and to the professional development of teachers to guarantee the quality of education.

## 2.4 Development Co-operation Context

Estonia moved from being a recipient of aid during the first part of the 1990s, to becoming a donor country in 1998. This was prompted by the requirements associated with EU membership. Estonia joined the OECD in 2010 and is an observer in the Development Assistance Committee (DAC). Estonia's Ministry of Foreign Affairs is responsible for development co-operation. The total volume of Official Development Assistance (ODA) in 2017 was 37.9 million Euro, or 0.17% of GNI (the EU target is 0.33%), with the same allocation foreseen until 2021.<sup>17</sup> Just under half of Estonia's ODA was used for bilateral aid in 2017, primarily directed towards former Soviet republics where the Estonian reform experience is considered relevant, for instance in the use of information and communication technologies, democratic and market economy reforms, and the harmonisation of legislation with the requirements of international organisations.<sup>18</sup>

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<sup>15</sup> Legislation stipulates the language of instruction in basic and upper secondary school is Estonian (§ 21 (2) (3) <https://www.riigiteataja.ee/en/eli/ee/Riigikogu/act/503062019007/consolide>

<sup>16</sup> 2016 OECD PISA results, [https://www.hm.ee/sites/default/files/contacts/files/pisa\\_2006\\_estonian\\_results.pdf](https://www.hm.ee/sites/default/files/contacts/files/pisa_2006_estonian_results.pdf)

<sup>17</sup> Ministry of Foreign Affairs, <https://vm.ee/en/overview-estonian-development-cooperation>

<sup>18</sup> Estonian Strategy for Development Cooperation and Humanitarian Aid. [https://vm.ee/sites/default/files/content-editors/development-cooperation/2016\\_2020\\_arengukava\\_eng\\_kodulehele\\_0.pdf](https://vm.ee/sites/default/files/content-editors/development-cooperation/2016_2020_arengukava_eng_kodulehele_0.pdf)

The 2016-2020 Estonian ODA strategy stipulates that the main objective of Estonian development cooperation is to contribute to the eradication of poverty and to attaining the other Sustainable Development Goals by:

1. Supporting the quality of education.
2. Supporting the development of health care.
3. Guaranteeing peace and stability.
4. Supporting the development of democracy, introduction of good governance practices and guaranteeing human rights.
5. Promoting economic development.
6. Fostering environmentally friendly development.
7. Raising awareness among the Estonian public, particularly younger people, concerning development cooperation and humanitarian aid, as well as global development issues.

Across all areas, Estonia promotes more extensive application of information and communication technologies (ICT) in the framework of development cooperation.

The MFA approaches Global Education in the context of and as part of awareness raising. The MFA allocated 240 100 EUR to Global Education and Development Education and Awareness Raising (DEAR) in 2018, up from 196 000 in 2017.

## 2.5 Public Opinion

Estonia does not have a history of engagement with the global south. Estonia was itself an aid recipient in the 1990s when the population struggled under reforms after the country regained independence. While the situation has radically changed and improved since the 1990s, there is a reluctance to allocate money to other countries and limited interest in development issues more generally among the public in Estonia; such topics are not high on the national agenda, media seldom covers news from the global south, and politicians rarely debate development issues. The 2018 special Eurobarometer indicated that 68% of Estonians thought helping people in developing countries is important (the EU average is 89%). 33% of respondents thought that tackling poverty in developing countries should be one of the main priorities of the EU, but just 12% (the lowest of any EU member) thought it should be one of the main priorities of their national government. Estonians are also skeptical as to whether providing financial assistance to developing countries is an effective way to tackle poverty and think that aid should stay at the current level or be reduced.<sup>19</sup>

However, other global issues, such as climate change, have become more prominent recently, particularly among students and young people. While Estonians value nature and their relationship with nature very highly, this has previously not translated into a political focus on combatting

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<sup>19</sup> Special Eurobarometer: EU citizens and development co-operation 2018, [https://ec.europa.eu/europeaid/special-eurobarometer-eu-citizens-and-development-cooperation-2018\\_en](https://ec.europa.eu/europeaid/special-eurobarometer-eu-citizens-and-development-cooperation-2018_en)

climate change or a strong public stance on e.g. the emission of greenhouse gases. This is pertinent because Estonia has the highest per capita CO<sub>2</sub> footprint among OECD countries. The reason for this is its oil shale industry and the country's reliance on oil shale as an energy source. The mining industry in Ida-Viru county in North-East Estonia emits large amounts of CO<sub>2</sub>. However, regional politics (employment for the miners) and security reasons (concern regarding reliance on Russian energy) have overshadowed climate concerns in the absence of pressure from strong lobby groups and a concerned public. Nonetheless, there are signs that public opinion is shifting. International attention regarding climate change, especially among students' movements, has galvanised Estonian school pupils and young people to protest against the lack of national efforts in combatting climate change. The OECD has also called on Estonia to reduce its reliance on oil shale in its Environmental Performance Review of the country.<sup>20</sup> The Estonian government has promised to decrease the emission of greenhouse gases by 80% by 2050 to move closer to its commitments under the Paris Climate agreement.

Another global topic with local significance in Estonia is immigration. Immigration featured prominently on the political agenda at national level as it has done in some countries in Europe. Although there are only a very small number of refugees in the country,<sup>21</sup> the topic remains a source of political debate. This could be seen at the end of 2018 when political backlash over the voluntary UN Migration Pact almost brought down the sitting government.<sup>22</sup>

## 2.6 Global Educations Concepts

During the course of the Peer Review, it became clear that a number of differing terms are used by a range of actors in different and often overlapping contexts. These include:

- Education for Sustainable Development (ESD)
- Environmental Education (EE)
- Global Education (GE)
- Global Citizenship Education (GCE)
- Human Rights Education (HRE)

### 2.6.1 Environmental Education and Education for Sustainable Development

Environmental Education has a strong place in the formal education system in Estonia. Learning about and valuing nature and the local environment have been part of education for decades and

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<sup>20</sup> OECD Environmental Performance Reviews: Estonia 2017 <https://www.oecd.org/estonia/oecd-environmental-performance-reviews-estonia-2017-9789264268241-en.htm>

<sup>21</sup> According to the website of the Ministry of Interior, Estonia received 108 international protection applications in 2017 (compared to 84 in 2016 and 228 in 2015). <https://www.siseministeerium.ee/en/activities/citizenship-and-migration>

<sup>22</sup> ERR News 10 Dec 2018: <https://news.err.ee/883573/gallery-anti-migration-compact-protest-held-in-tallinn>

are supported in policy, funding and implementation by the Ministry of Environment, as well as the Ministry of Education and Research. Since 2002, the concept of Environmental Education has gradually been expanded to embrace Education for Sustainable Development.

In the recent Implementation Plan for EE, it is defined as "*a system of knowledge, skills, attitudes and values, which recognizes the relations between natural, economic, social and cultural environments based on the concept of sustainable development. EE deals with the awareness of natural relations and impacts, including the human impact, both in local and global context.*"<sup>23</sup>

On the Ministry of the Environment's website, different concepts are defined as follows:

- Education that supports sustainable development is a system of knowledge, skills, attitudes and value orientations, which enables making people conscious of the relations of the natural, economic, and socio-cultural environment, focusing thereby on the idea of sustainable development.
- Environmental education is directed at shaping environmental awareness in a local and global context.
- Nature education, which focuses on exploring the relations between natural phenomena and natural processes on different levels, forms the core of environmental education as the education that supports sustainable development.<sup>24</sup>

## 2.6.2 Global Education

In Estonia, Global Education is a relatively new concept in the education field, introduced mainly by NGOs. Most of these NGOs are part of the Estonian NGDO Roundtable (AKÜ) and occasionally come together in its Global Education Working Group. Within this group the Estonian translation of GE was agreed to be "maailmaharidus" and was defined as "*an active learning process, founded on values of solidarity, equality, inclusion and cooperation, that enables people to move from basic awareness, through understanding the causes and effects of global issues, to personal involvement and informed action.*"<sup>25</sup>

The Ministry of Foreign Affairs uses the term Global Education as its definition on the MFA webpage<sup>26</sup> and in different education materials, and mentions GE in its Development Co-operation Plan 2016-2020, where it is very closely linked to Development Education and Awareness Raising (DEAR)<sup>27</sup>. According to the MFA website,

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<sup>23</sup> The Plan states that the understanding of EE is based on the United Nations Economic Commission for Europe (UNECE) ESD strategy

<sup>24</sup> <https://www.envir.ee/en/concept-environmental-education>

<sup>25</sup> Eesti maailmahariduse paber, 2009, Arengukoostöö ümarlaud

<sup>26</sup> <https://vm.ee/et/teavitamine-ja-maailmaharidus>

<sup>27</sup> In a few instances, the term world education appears in the English version of the Development Co-operation Strategy, used synonymously with Global Education. See [https://vm.ee/sites/default/files/content-editors/development-cooperation/2016\\_2020\\_arengukava\\_eng\\_kodulehele\\_0.pdf](https://vm.ee/sites/default/files/content-editors/development-cooperation/2016_2020_arengukava_eng_kodulehele_0.pdf)

*“Global Education provides insights into how global issues affect the daily lives of individuals, communities, and societies, and how each of us can influence the world. It is a learning process that enables us to move from awareness of issues to personal responsibility and conscious action, and from there to international cooperation and sustainable human development.”*<sup>28</sup>

### 2.6.3 Global Citizenship Education

The Global Citizenship Education (GCE) concept is primarily used by the NGDO platform AKÜ, which is a partner in the EC funded project Bridge 47. Bridge 47 refers to both the Maastricht Declaration on Global Education as well as the UNESCO definition of Global Citizenship Education in its use of the term GCE.<sup>29</sup>

### 2.6.4 Human Rights Education

Human Rights Education (HRE) features in the Estonian education field, particularly among NGOs. They have for example translated the Council of Europe (COE) training handbook – Compass – into Estonian and supported the establishment of Human Rights Friendly schools. The Estonian Human Rights Centre has conducted research on the extent to which Human Rights are present in education policy and practice, commissioned by the Ministry of Education and Research.<sup>30</sup>

The Ministry of Education and Research, in collaboration with the European Wergeland Centre, has also organised a Regional Summer Academy for the Baltics on HRE and education for democratic citizenship and history learning. The summer academy offers a whole-school approach for teams of teachers and for school leaders.<sup>31</sup> The definitions used for Human Rights Education are translated from the Council of Europe and Amnesty International.

## 2.7 The Sustainable Development Goals

The Government Office has been tasked with overall co-ordination of Agenda 2030 in Estonia. It has delegated responsibility for individual Sustainable Goals to the relevant ministries. There is no separate implementation plan or strategy for Agenda 2030. In general, the government has decided to approach the SDGs through existing thematic strategies, most importantly via the National Strategy on Sustainable Development – Sustainable Estonia 21.<sup>32</sup> Sustainable Estonia 21 stems from 2005 and is coordinated by the Ministry of Environment (MEnv). Its objectives are:

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<sup>28</sup> <https://vm.ee/et/node/9851>

<sup>29</sup> <https://www.bridge47.org/global-citizenship>

<sup>30</sup> Human Rights and Basic Values in Estonian Schools and Education Policy, Estonian Human Rights Centre (2017) <https://humanrights.ee/en/activities/human-rights-and-basic-values-in-estonian-schools-and-education-policy/>

<sup>31</sup> <http://www.theewc.org/Content/What-we-do/Summer-Academies/Regional-Baltic-Summer-Academy>

<sup>32</sup> [https://www.riigikantselei.ee/sites/default/files/content-editors/Failid/estonia\\_sds\\_2005.pdf](https://www.riigikantselei.ee/sites/default/files/content-editors/Failid/estonia_sds_2005.pdf)

1. The viability of the Estonian cultural space
2. The growth of welfare
3. A socially coherent society
4. Ecological balance

In regard to education, the relevant Sustainable Development Goal, Goal 4: Quality Education, has been allocated to the Ministry of Education and Research. The Ministry has decided to implement and monitor Goal 4 in the context of the Lifelong Learning Strategy.<sup>33</sup>

The 2015 Special Eurobarometer 441 showed that awareness of the SDGs was relatively low among the Estonian population.<sup>34</sup> Since then, the civil society sector has been more engaged with, for example, awareness raising campaigns by NGOs and the private sector.

The civil society platform AKÜ (Estonian Roundtable for Development Cooperation) has launched an initiative entitled the Estonian Coalition for Sustainable Development, bringing together partners from civil society (human rights, environment, gender equality organisations) and the private sector, as well as Tallinn University and the Ministry of Environment. The coalition has issued a good-will memorandum to show their commitment to helping Estonia reach the SDGs and they aim to raise awareness on sustainable development, provide input for policy makers, contribute to monitoring developments and enhance cooperation.

## 2.8 Peer Review Reflections

The Peer Review acknowledges the unique context for Global Education in Estonia and notes the many positive examples and developments that offer opportunities for further improving and increasing Global Education.

For example, the emphasis on digitalisation, and the digitalisation of Estonia's education sector could serve as inspiration for other countries. The development of digital tools, skills and awareness in the education sector (and more widely in society and across government) has led to Estonia being at the forefront of digitalisation and offers opportunities to share good practice.

The Peer Review notes the pragmatic approach of the Estonian government to education provision in the Russian language. The peer review notes that the law stipulates that the language of instruction is Estonian and that local governments have to obtain agreement from central government in order to provide education in any language other than Estonian. Involving Estonian and Russian

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<sup>33</sup> <https://www.hm.ee/sites/default/files/strateegia2020.pdf>

<sup>34</sup> 8% of Estonian respondents stated that they know what the SDGs are, 24% said that they have heard about them but do not really know what they are, and 66% said that they had never heard about them.



language schools in Global Education activities, projects and training, as well as developing further links between schools with different instruction languages present opportunities for strengthening Global Education within Estonia.

The Peer Review notes that the terms Environmental Education (EE) and Education for Sustainable Development (ESD) are sometimes taken to mean the same thing, and that this is of significance with regard to the way national strategies are approached and implemented, as well as which actors are involved.

In terms of the approach to the Sustainable Development Goals in Estonia, the government has decided to use Estonia 21 as its basis. Developed before the SDGs had been agreed, it may now require additional reflection that is more in keeping with the underlying values of the SDGs. The existing policy framework could be expanded to become a more outward-looking document, identifying Estonia's place in the world and its role in achieving sustainable development, at home and also playing its important part in the global context.

Similarly, while the Lifelong Learning Strategy could provide an excellent frame for focusing on Estonian commitment to achieve the SDGs, it does not explicitly address target 4.7. and there are no strategies or plans to address it specifically, other than through existing measures in cross-curricular themes on EE and ESD. In order to raise the level of priority and awareness of the SDGs, as well as to specifically address target 4.7., the MFA and MER might continue to work together to plan for strengthening GE in policy documents. This would assist Estonia in fulfilling its stated objectives under Agenda 2030. Including the Ministry of Environment, the main training institutes, and SDG education champions from civil society in this process may also be useful, as it has in other European countries.

## *Chapter 3*

# **Global Education in Estonia – Ministries and Agencies**

## Chapter 3

# Global Education in Estonia – Ministries and Agencies

### 3.1 Introduction

This section outlines the main ministries and agencies that are active in Global Education in Estonia, through policy, strategy, co-ordination or funding.

Estonia has in recent years participated in GENE through the National Commission for UNESCO and the Ministry of Foreign Affairs, and since 2019 also through the welcome involvement of the national Ministry of Education and Research (MER).

### 3.2 Ministry of Foreign Affairs

The Ministry of Foreign Affairs (MFA) is the key institution responsible for managing and co-ordinating Estonia's Official Development Assistance (ODA) in line with its Strategy for Development Co-operation and Humanitarian Aid 2016-2020. This strategy was created in consultation with other ministries, with the involvement of NGOs during the drafting phase. The MFA is in the process of reviewing its strategy and has welcomed input from the Peer Review on how Global Education may be strengthened and further integrated.

While current MFA documents refer mainly to awareness raising, they also refer decisively to the importance of Global Education. The Strategy states that it is *“important to focus on global education, introduce global education projects and development cooperation and humanitarian aid in schools (as well as in informal education system in cooperation with project partners) and add global development topics to formal education and curricula of schools. For this purpose, the MFA supports the composing and distribution of study materials on GE and cooperates with the Ministry of Education and Research... The Ministry of Foreign Affairs assists the promotion of global education in Estonia from all perspectives. One of the means for this is to support projects sending volunteers to developing countries. When discussing their work and activities and sharing their experiences, volunteers also become important notifiers of development cooperation and humanitarian aid.”*<sup>35</sup>

The MFA currently has one member of staff tasked with Global Education and DEAR, as part of a broader portfolio of responsibilities.

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<sup>35</sup> Strategy for Development Co-operation and Humanitarian Aid 2016-2020: [https://vm.ee/sites/default/files/content-editors/development-cooperation/2016\\_2020\\_arengukava\\_eng\\_kodulehele\\_0.pdf](https://vm.ee/sites/default/files/content-editors/development-cooperation/2016_2020_arengukava_eng_kodulehele_0.pdf)

The ministry provides funding through civil society. AKÜ, the Estonian Roundtable of Development NGOs, is its main partner, but it also works with individual organisations on GE themes and projects and organises an annual call for proposals for GE and DEAR projects.

As mentioned previously, the MFA consistently participates in GENE Roundtables. Estonia joined the OECD in 2010 and is an observer to the Development Assistance Committee (DAC).

### 3.3 Ministry of Education and Research

The Ministry of Education and Research (MER) is responsible for national education policy and the overall strategy for education in Estonia. This includes development and quality assurance of the whole education system, establishing the framework of student learning objectives, setting requirements for the professional and pedagogical competence of education staff. There are no officials specifically tasked with working on Global Education. However, there are staff dedicated to Education for Sustainable Development, including an ESD adviser in Tallinn who facilitated cooperation with the Ministry of Environment on the development of a joint implementation plan for Environmental Education in 2017.

The overarching policy documents for education (Lifelong Learning Strategy and National Curricula) refer to key international norms and commitments in areas such as human rights, peace and sustainability, but do not explicitly refer to Global Education per se.

In terms of supporting Global Education, the Ministry of Education and Research provides project funding for some specific projects in the area of Education for Sustainable Development (see Chapter 4).

The Ministry's work is complemented and implemented by a number of associated agencies and foundations, of which the Innove Foundation (the implementation agency for general and vocational education) and Archimedes Foundation (implementation agency in higher education) would be of particular relevance for Global Education.

#### 3.3.1 Innove Foundation

The Innove Foundation, with about 500 staff, has a large portfolio covering general and vocational education. It implements education policy on behalf of the Ministry of Education and Research. It develops and implements qualifications and curricula, organises exams, implements EU projects, designs and offers professional development for teachers, and supports Estonian language immersion classes. The preparation of school-level curricula is also supervised by the Innove Foundation.

The Innove Foundation develops syllabi for specific subjects/fields of study on the basis of the curriculum, as well as methodological materials which are made available to schools and teachers

through the dedicated website [www.oppekava.ee](http://www.oppekava.ee). Its work stretches across the education system and it has working relationships with a wide range of actors, from ministerial and agency level, to teachers and NGOs. Innove plays a key role in curriculum reform, as well as in rolling out updates and innovations across the education system.

The agency liaises with international organisations in the area of student and educational assessments and collaborates on an expertise-sharing basis with several countries, with an emphasis on countries in Eastern Europe.

### 3.3.2 Archimedes Foundation

Archimedes was established to coordinate and implement different international and national programmes and projects in the field of training, higher education and research, as well as youth work. The foundation is the implementing body for the Erasmus+ Programme, EEA/Norway Grants Scholarship programme, Nordplus Programme and several national and international scholarship schemes. The Archimedes Youth Agency is responsible for capacity building in the youth field with a special focus on international cooperation. Archimedes also responsible for the administration of structural funds in the area of research and development in Estonia.<sup>36</sup>

## 3.4 Ministry of Environment

The Ministry of Environment (MEnv) supports Environmental Education (EE). It has an EE Adviser and collaborates with other actors with links to this area. From 2009 to 2015, the MEnv was in charge of a major project investing in Environmental Education infrastructure with funding from the European Regional Development Fund (ERDF) totalling over 20 million Euro. The project built on and extended existing infrastructure to all 15 counties in Estonia (see box).<sup>37</sup> Additionally, a series of courses for school teams and educators from environmental education centres was organised, focusing on Education for Sustainable Development.

### Development of Environmental Education Infrastructure

A major infrastructure development project was implemented across Estonia from 2009 to 2015. Existing Nature Houses and Environmental Education Centres were renovated, and additional ones were built (30 in total, extending provision to the whole country).

New Environmental Education Centres were established in the largest towns in Estonia - Tallinn,

<sup>36</sup> Archimedes Foundation: <http://archimedes.ee/en/archimedes-foundation/>

<sup>37</sup> Estonian Good Practice Report to UNECE: [https://www.unece.org/fileadmin/DAM/env/esd/11thMeetSC/Documents/ESTONIA\\_2\\_good\\_practice\\_gender\\_in\\_ESD.pdf](https://www.unece.org/fileadmin/DAM/env/esd/11thMeetSC/Documents/ESTONIA_2_good_practice_gender_in_ESD.pdf)

Tartu and Pärnu. Renovations also took place at several sites, while the Estonian Museum of Natural History in Tallinn and the Natural History Museum of the University of Tartu updated their learning environments. This facilitated better quality of learning and enabled both institutions to increase the number of the students in hobby groups and museum lessons.

Modern training centres with laboratory facilities were built on the biggest islands of Estonia - Saaremaa and Hiiumaa. As part of the project, the Environmental Board also refurbished an Environmental Education Bus, which travels to schools to offer lessons. It also travels to trade fairs and festivals to raise awareness and introduce people to topics such as sustainable consumption in interactive and playful ways.

In 2018, the Ministry of Environment and the Ministry of Education and Research prepared a joint *Implementation Plan for Environmental Education and Environmental Awareness 2019-2022*,<sup>38</sup> which included the creation of a quality standard for EE and the formation of a network of agencies to lead implementation, including the National Commission for UNESCO. The plan was prepared by environmental education experts, school directors, representatives from environmental institutions and NGOs, as well as from municipalities. The Society for Environmental Education, the Environmental Board and universities will be key partners in implementation.

The implementation plan covers formal as well as non-formal education, and awareness raising with the wider public. The vision for the plan is:

*Estonian citizens understand that nature is the basis of culture and economy and must be treated responsibly. An environmentally conscious way of thinking and acting has become the norm in all areas of life.*

For the formal education sector, the plan aims to do the following:

- To analyse the participation of schools/kindergartens in environmental education programmes and projects. Seek to establish why some schools do not take part and then involve them.
- To promote additional trainings and courses on ESD for school teams, teachers, school leaders, environmental education centres, and youth workers.
- To create new tools, learning resources and materials about ESD for different levels of education.
- To support national and international programmes that support contribution and implementation of the SDGs.
- To continue developing a digital tool for monitoring, mapping values and skills of organisations (Rohepeegel - Green Mirror) as part of a self-evaluative quality system to measure outcomes of ESD.

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<sup>38</sup> Implementation Plan for Environmental Education and Environmental Awareness 2019-2022: [https://www.envir.ee/sites/default/files/keskkonnahariduse\\_teadlikkuse\\_tegevuskava\\_2019-2022.pdf](https://www.envir.ee/sites/default/files/keskkonnahariduse_teadlikkuse_tegevuskava_2019-2022.pdf)

On the non-formal side, the plan includes:

- A Steering Group for Environmental Education.
- Development of the online platform for Environmental Education: [www.keskkonnaharidus.ee](http://www.keskkonnaharidus.ee)
- Training for non-formal environmental educators, development of teaching materials and tools.
- Organising the annual conference of environmental education and other events.
- Integrating environmental awareness into various development and implementation documents at national level.
- Creating, implementing and analysing a non-formal environmental education quality system.

There is an intention to broaden the scope of the plan and its activities to gradually embrace more Global Education topics and themes.

### 3.4.1 Environmental Investment Centre

The Environmental Investment Centre (Keskkonnainvesteeringute Keskus - KIK)<sup>39</sup> mediates funds from the state budget (using finance from environmental charges), European Union funds, foreign aid programmes and the green investment scheme (emissions trading). It mediates funding for the implementation of environmental projects in Estonia, including formal and non-formal education projects.

### 3.4.2 The Environmental Board and Nature Houses

The Environmental Board (Keskkonnaamet) implements state policies that concern the use of the natural environment and nature conservation and contributes to the legal framework related to the environment. The Board supports a number of Environmental Education Centres (Nature Houses) around the country, alongside other actors.<sup>40</sup> There are approximately 140 such centres and other organisations in Estonia providing Environmental Education to different target groups, including programmes to schools. More than 900 of these programmes are listed in the EE portal [www.keskkonnaharidus.ee](http://www.keskkonnaharidus.ee)

A recent study conducted on the EE/ESD programmes offered by the Environmental Education Centres (Nature Houses) shows that they mainly deal with local nature. For example, there are 262 programmes dealing with different species, 188 focused on ecological systems and 113 on the use of natural resources, compared with 15 themes more linked to global issues (environmental problems linked to social conditions (6), climate change - impact and resilience (6) and international cooperation in the field of environmental protection (3)). 32% of the programmes did not have any

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<sup>39</sup> Environmental Investment Centre: <https://kik.ee/en/kik>

<sup>40</sup> The Board has nine centres, while rest are owned by RMK (Riigimetsa Majandamise Keskus – the State Forest Management Centre), local government or privately.

clear link with sustainable development and *links to social aspects of sustainable development were present only in two programmes*.<sup>41</sup>

Some efforts have been made to include more global themes into educational materials and programmes. In 2016, the Environmental Board developed teaching material distributed to all the nature centres, where Fair Trade was one of the themes, studied through the examples of bananas, cotton, coffee and cocoa. The Environmental Board has also invited NGO Mondo to create GE workshops on climate change and consumerism in their Environment Education Conferences. Some of the EE centres have also implemented their own DEAR projects. For example, from 2013-2015, Tartu Environmental Centre and Vabaharidusliit implemented a project together with international partners called "Know Your Lifestyle" using material from German organisation DVV (Institut für Internationale Zusammenarbeit des Deutschen Volkshochschul-Verbandes e.V.) in adult education.<sup>42</sup>

### 3.5 Integration Foundation

The Integration Foundation was established by the Estonian government in 1998. It operates under the auspices of the Ministry of Culture and has close links with the Ministry of Education and Research. The Foundation was initially called the Non-Estonians Integration Foundation. In 2010, it merged with the Estonian Migration Foundation and after a couple of name changes, it became the Integration Foundation.

The Foundation is the main agency helping to integrate minorities and those new to Estonia into Estonian society and it operates a language immersion programme. Their vision is an "Estonia which is tolerant, offers equal opportunities and makes the most of the potential of its population" and its mission is to be "a centre of excellence for theoretical and applied skills and knowledge in the field of integration and migration activities and to initiate and support activities aimed at integrating Estonian society and provide assistance to participants in the migration process". The foundation also supports minorities to keep their native languages, customs and handicraft skills alive through supporting cultural associations and Sunday schools of different nationalities. However, their work is not limited to integrating non-Estonians into Estonian society, they also fund projects and engage in activities that connect communities and promote mutual learning among youth as well as the broader public in terms of increasing tolerance and positive awareness about the multicultural aspects of society.<sup>43</sup>

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<sup>41</sup> Ministry of Environment Report on EE in non-formal education:  
[https://www.keskkonnaharidus.ee/wp-content/uploads/2017/04/raport\\_28.02.17\\_mf\\_haridus.pdf](https://www.keskkonnaharidus.ee/wp-content/uploads/2017/04/raport_28.02.17_mf_haridus.pdf)

<sup>42</sup> Know Your Lifestyle: [www.knowyourlifestyle.eu](http://www.knowyourlifestyle.eu)

<sup>43</sup> Integration Foundation, please visit <https://www.integratsioon.ee/en>



### 3.6 National Strategies and Inter-Ministerial Collaboration

Estonia does not have a strategy for Global Education. There have been attempts in the past at creating a Global Education strategy. During 2009-2010, Estonia underwent a process that aimed to bring together different stakeholders to create a common understanding of what Global Education means and how it should develop in the Estonian context. The Estonian NGDO Roundtable AKÜ initiated the process with support from the Ministry of Foreign Affairs. The Ministry of Education and Research and the Ministry of Culture also participated in preparatory seminars. As a result of the consultation process, a Global Education Paper was developed.<sup>44</sup> However, it does not seem to have achieved the intended impact.

Estonia has other educational strategies with some thematic links to Global Education. As mentioned previously, the key overarching strategic document (which is relevant for SDG 4) is the Lifelong Learning Strategy, which acts as the overall strategy document for education and learning. The main strategy with links to Global Education is the Environmental Education Strategy, with leadership from the Ministry of the Environment and the Ministry of Education and Research, but without involvement of the Ministry of Foreign Affairs. Neither of these strategies reflect an approach to learning that brings socio-economic, global justice perspectives to the fore. However, there are links with some Global Education themes. For example, the Lifelong Learning Strategy emphasises sustainable development, gender equality and international co-operation and the SDGs are mentioned in the Environmental Education Implementation plan. The peer review also heard from the Ministry of Environment that there is an intention and some ongoing efforts to put more emphasis on Global Education, and ongoing efforts to broaden the scope of the Environmental Education Implementation Plan.

Some years ago, the Ministry of Education and Research began the process of drafting a concept paper for Human Rights Education. This process was hampered somewhat by personnel changes. AKÜ's Global Education working group was also of the opinion that making a separate concept for Human Rights Education was not the right way to proceed and that it would be preferable to look all the different components of SDG 4.7. in terms of strategy (Global Citizenship Education, Human Rights Education, Peace Education and Education for Sustainable Development).

While these initiatives may not have resulted in national strategies that were owned by stakeholders, nonetheless, the absence of a Global Education Strategy does not mean that inter-ministerial and inter-agency collaboration are absent from the Estonian scene. On the contrary. As previously mentioned, officials from the Ministry of Education and Research collaborate with colleagues from the Ministry of Environment and the Ministry of Foreign Affairs. While representatives from all three ministries may not have had opportunity to create a common strategy, bilateral contacts and working relationships between individual policymakers appear strong and flexible. This allows for

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<sup>44</sup> Global Education Report: [http://www.terveilm.ee/wp-content/uploads/2015/09/MHseminar\\_raport\\_EST.pdf](http://www.terveilm.ee/wp-content/uploads/2015/09/MHseminar_raport_EST.pdf)

solutions to be found and for issues to be dealt with informally and flexibly. It also means that more formal ways of collaborating in the field of Global Education could be more easily put in place, should Estonia's leading ministries decide to do so; as there is already a strong basis in informal cooperation.

### 3.7 Peer Review Reflections

At national level, the Ministry of Foreign Affairs has so far been more active in terms of supporting Global Education, while the Ministry of Education and Research and the Ministry of Environment have been more active and collaborating in the area of Environmental Education and Education for Sustainable Development. Global Education has not been a key priority for any ministry to date and there is no regular inter-ministerial platform or group for national co-ordination or information exchange on GE.

The Peer Review respectfully suggests that the three key ministries and their agencies to come together, and to also include key non-governmental stakeholders. Such an approach could ensure that there is policy coherence, and could also bring a comprehensive, holistic perspective to Global Education and Education for Sustainable Development. The conditions for such co-operation are already there - informal relationships between civil servants across ministries are excellent, with the potential to build and create new ways of working together on global issues and on the global dimensions of learning. Below follow some reflections of relevance to specific actors.

#### Ministry of Foreign Affairs

Global Education is part of Estonia's Strategy for Development Cooperation and Humanitarian Aid which is an excellent starting point. While there is strong and decisive reference to the importance of GE by the MFA, to date it has perhaps not been possible to translate this policy into adequate funding and human resource allocation. According to the Strategy, the main role of the MFA is to introduce Global Education projects, as well as development co-operation and humanitarian aid awareness and topics in schools. The MFA supports the design and distribution of study materials on Global Education and co-operates with the Ministry of Education and Research in so doing. It also financially supports a volunteer sending programme to developing countries, with, as has been mentioned above, an explicit focus on Global Education on return.

The Peer Review suggests that it is timely to consider strengthening the commitment to Global Education and to engaging Estonians with global and development issues to a greater degree than heretofore. This will require a higher level of priority for GE, a rethink of where it is located, more strategic collaborations and the strengthening of human resources allocated to this area. One possibility would be to allocate some additional funding to new projects/channels online. For example, the presence of the MFA across social media could be strengthened, by e.g. specifically targeting young people as an audience. Engaging social media content dedicated to GE and new initiatives in this field could attract more attention and make GE topics more approachable and relatable.

Furthermore, the links between DEAR and GE could be clarified within the MFA, with a view to raising the profile of Global Education within the ministry. The role and potential benefits of the MFA more broadly in terms of support, engagement and leadership in the area of Global Education should not be underestimated. A collaborative learning experience or exchange with another GENE country could be one step towards achieving a higher profile for GE internally, and for sharing knowledge and approaches to the MFA's role at national level.

While the MFA's financial contribution to GE may be comparatively modest, it is not insignificant and offers an excellent base from which to expand. The fact that the MFA is considering raising the profile of GE is a very good sign. Working collaboratively with the Ministry of Education and Research and possibly also with the Ministry of Environment in raising the awareness and engagement with global issues among all learners in Estonia has the potential to increase the impact as well as focus of its work in GE.

### Ministry of Education and Research

The Peer Review notes that the Ministry of Education and Research provides leadership and guidance for education and learning in Estonia as a whole and leads the way in terms of the areas should be explored and developed through teaching and learning. It therefore follows that for Global Education to become a priority, the Ministry needs to place emphasis on GE in policy and practice terms, and also allocate human resources to lead on Global Education at Ministry level.

Once Global Education becomes integrated into education policy and forms part of the curriculum, educational stakeholders will have the frameworks to guide their activities, and a basis from which to teach and provide training. As the key guiding document, the curriculum shows the direction of future travel. In terms of integration, Global Education could be emphasised within the main educational aims/general part of the curriculum, in subject specifications, as transversal priorities for cross-curricular perspectives and projects as well as for project-based learning, and for whole-school approaches.

The Ministry of Education and Research is involved in various Global Education initiatives already and provides support for several projects and organisations, such as UNESCO ASPnet, the Baltic Sea Project and collaborations with NGO Mondo. The fact that the MER provides small amounts of project funding for Global Education work is laudable and is commended by the Peer Review. These particular actions could be built into a more long-term strategy. The MER has the potential to lead, in policy and practical terms, on bringing Global Education to the fore and bringing GE actors together to achieve this. The Ministry has experience of inter-ministerial collaboration and strategy formulation in the area of Environmental Education and Education for Sustainable Development and could draw on this experience.

## Innovate Foundation

As Innovate works at policy level with departments and individuals across the MER and has direct links to the practice level with teachers and schools, it is in an excellent position to assist schools in developing Global Education through teacher training, learning materials and models of student empowerment and project-based learning. The agency already collaborates with a variety of actors inside and outside of government and has experience of developing ESD and GE courses and content through such collaborations. It could therefore be instrumental in guiding and co-creating the kinds of trainings, innovative educational methods and materials in GE that would enable teachers to facilitate Global Education learning process. It would undoubtedly be well placed to strengthen and broaden Global Education across the education system.

## Ministry of Environment

The Ministry of Environment's leading role in promoting Environmental Education is to be commended. There is clear commitment to EE within the Ministry, which is backed up with funding and support, as well as strategic engagement with the Ministry of Education and Research in the context of the Environmental Education Strategy Implementation Plan.

As the name suggests, the Environmental Education Implementation Plan is focused on Environmental Education. Its preparation did not involve the MFA or GE-focused civil society actors. The preamble to the plan mentions the Sustainable Development Goals (SDGs) and refers to the broader concept of Education for Sustainable Development (ESD). However, there is no further elaboration of these themes that would indicate a more holistic approach to sustainability.<sup>46</sup> This is in itself not remarkable, given the strong tradition of learning about nature and ecology in Estonia. The aim to create an environmentally aware population that cares for and nurtures the natural world is laudable. The challenge is of course how to move towards a broader approach: politically, conceptually and in practice. The Peer Review notes that the conditions in Estonia for such a transition are excellent. The Ministry of Environment, through its Environmental Education staff, is actively seeking to broaden the scope of EE, and with the right partnerships, resources and political will, has every potential to do so.

The Peer Review commends this committed and positive attitude within the Ministry towards engaging more with non-environmental aspects of ESD within the strategy, but more importantly within teaching and learning. To make this happen, engaging with actors who have subject knowledge of global issues both at strategic level (Ministry of Foreign Affairs), and at practice level (teacher training institutes, NGOs active in human rights, global citizenship education and other strands of GE, as well as volunteers returning from MFA funded overseas experiences) would ensure a broad range of perspectives and a better idea of what is available in Estonia, with a view to approaching ESD in a holistic way.

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<sup>46</sup> In the implementation plan, the ASPnet school network is however mentioned as one of partners implementing national or international projects in bringing the SDGs into the educational institutions.

It may also be useful to the Ministry of Environment, the Ministry of Education and the Ministry of Foreign Affairs to come together regularly to discuss the overall Estonian approach to Global Education and ESD. This could help align objectives, target funding and plug gaps conceptually and in practice and could take different forms, e.g. as part of a wider meeting of a potential GE national platform, or by inviting the MFA to the meetings that take place in the context of the Implementation Plan for Environmental Education.

The work and activities of agencies such as the Environmental Investment Centre has clearly had an impact on environmental awareness among the public. Studies indicate that people are more interested in the state of their immediate environment and environmentally friendly behaviours have become more common.<sup>47</sup> However, the connection between the local and the global dimensions of environmental action and education may need to be strengthened. For example, most people see recycling as one of the key components of environmentally friendly living but are less aware of the need to e.g. change other consumer/production/consumption habits. The latest environmental awareness study also shows that people do not seem to think that change starts with themselves, nor that they as citizens have the opportunity to exert influence. The potential exists for linking the local with the regional and global dimensions in the context of e.g. the funding provided through the Environmental Investment Centre. Guidelines for such funding could be adapted to introduce Global Education themes and critical approaches to learning, particularly in funding geared towards formal and non-formal education.

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<sup>47</sup> MEnv commissions regular studies on the environmental awareness of general population. See the latest study from 2018: [https://www.envir.ee/sites/default/files/2018\\_keskkonnateadlikkuse\\_uuring.pdf](https://www.envir.ee/sites/default/files/2018_keskkonnateadlikkuse_uuring.pdf)

## *Chapter 4*

# **Funding for Global Education in Estonia**

## Chapter 4

# Funding for Global Education in Estonia

### 4.1 Introduction

While government sources of funding for Global Education in Estonia are relatively small, they do exist, and resources are available from more than one ministry or agency. In addition, NGOs in Estonia have found ways of funding their Global Education activities by combining international and domestic sources, with co-funding from the European Commission featuring strongly. This section explores the different sources of funding for Global Education in Estonia.

### 4.2 Ministry of Foreign Affairs

The Ministry of Foreign Affairs funds DEAR and GE projects from its budget for Official Development Assistance (ODA). The total volume for DEAR and GE in 2018 was 240 100 EUR, up from 196 000 in 2017, and down from 348 000 in 2016.

This funding includes grants and project funding for awareness raising and GE activities in Estonia. In 2019, the MFA organised an open call for Global Education project proposals with a total allocation of 50 000 EUR, which received three applications. The funding also includes support to some of the main non-governmental actors in Global Education, such as the Global Education Centre of NGO Mondo as well as AKÜ (Estonian Roundtable for Development Cooperation). DEAR funding is also used for sending volunteers to developing countries, with a specific aim to draw on their experiences to raise awareness of development issues upon their return to Estonia.

Year	NGO	Project	Co-funding amount
2014	Mondo	Finnish and Estonian Municipalities for Fair Trade	13 998
2015	Mondo	Make Chocolate Fair	39 306
2015	Mondo	Awareness Raising on Fair Trade	9 832
2015	Mondo	Youth of the World	11 346
2015	Mondo	GE in Social Subjects	8 628
2016	Green Movement	Financing Development	15 304
2017	Green Movement	Living in Sustainable World	13 661
2017	Peipsi CTC	S.A.M.E. World	30 663
2017	Mondo	Media for Development	41 305
2017	Mondo	Supply Cha!nge. Fair supermarkets	18 000
2018	Mondo	EU Aid Volunteers (not DEAR)	16 063

Table: Co-funding provided by the Ministry of Foreign Affairs to NGO projects receiving EC DEAR funding.

These sums do not, however, include co-funding of EC DEAR projects. In recent years, the MFA has provided co-funding of between 5% and 20% of project budgets in the majority of cases when an NGO has received a DEAR grant from the EC. Between 2014 and 2018, such co-funding amounted to approximately 220 000 EUR (see table).

### 4.3 Ministry of Education and Research

The Ministry of Education and Research supports initiatives in the area of Education for Sustainable Development with small amounts of funding annually. This includes 20 000 EUR through NGO Mondo for the Estonian UNESCO ASPnet (which also includes schools who are members of the Baltic Sea Project<sup>48</sup>); 20 000 EUR towards the international ESD project GLOBE (Global Learning and Observations to Benefit the Environment), as well as 18 000 EUR to Tartu Environmental Education Centre. In addition, the Ministry gives 6 000 EUR to the Institute of Human Rights and 50 000 EUR to the Estonian Refugee Council to promote teacher training and refugee education, and to develop learning materials.

The new Implementation Plan for Environmental Education, agreed jointly between Ministry of Education and Research and the Ministry of Environment, foresees supporting Environmental Education and awareness raising on sustainable development through project funding. The total sum allocated (for different partners like the ASPnet, Globe, Green School initiative, Green Office initiative) is 120 000 EUR per year for the next three years, financed by both ministries.

### 4.4 Ministry of Environment

Funding for Environmental Education is distributed mainly through the Environmental Investment Centre's (KIK) Environmental Awareness Programme, as mentioned in the previous chapter.<sup>49</sup> The programme aims to promote environmentally friendly behaviour and consumption habits, as well as awareness of the ecological balance in nature. The programme budget for 2019 is 2 300 000 EUR. The Environmental Education implementation plan stipulates the funding objectives, which include "environmental education and awareness raising on sustainable development". KIK also funds activities organised by UNESCO ASPnet through open calls for project proposals. Additional funding comes from the Environment Board for the Nature Houses, as outlined in the previous chapter.

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<sup>48</sup> Baltic Sea Project, list of Estonian schools: <http://www.b-s-p.org/home/schools/3210-estonia.html>

<sup>49</sup> Environmental Awareness Programme: <https://kik.ee/en/supported-activity/environmental-awareness-programme-0>



## 4.5 Integration Foundation

The Integration Foundation occasionally funds projects aimed at contributing to a tolerant and integrated multicultural society. Since 2005, it conducts calls for proposals that support civic awareness and tolerance for learners aged 7-26, in both general and vocational education.<sup>50</sup> The projects are designed and implemented with active participation by young people. There is a focus on bringing together different communities in Estonia, with particular attention paid to collaborations between Estonian and Russian speaking communities.

### The Integration Foundation Development Awards

The Integration Foundation has been conferring development awards in the field of integration since 1999. The awards are designed to recognise innovative approaches that support people from different national backgrounds working together and connecting. The development awards are presented in three categories (with prizes of 1 000 EUR per category):

1. Promotion to the general public of the cultures of the national minorities living in Estonia.
2. Promoting cooperation between residents of the country who speak Estonian and those who speak other languages as a mother tongue with the aim of fostering contact between communities.
3. Shaping opinions supporting integration through media projects or the initiatives of influential figures.

The integration development awards are funded by the Estonian Ministry of Culture.

For more information, see: <https://www.integratsioon.ee/en/development-awards>

## 4.6 Archimedes Foundation

As outlined in the previous chapter, one of the tasks of the Archimedes Foundation is the implementation of Erasmus+ projects in Estonia. Archimedes also helps NGOs apply for funding from the European Commission, especially with regard to developing youth work and strategic partnerships with other organisations in EU countries. Up to 450 000 EUR are available for projects lasting 2-3 years, with some funded Global Education projects. Examples include Human Rights Education projects in the youth sector, such as “Youth for Human Rights”<sup>51</sup> and “Aware and Active”<sup>52</sup>.

<sup>50</sup> For details, see <https://www.integratsioon.ee/mis-kodanikuharidus>

<sup>51</sup> For details, see <https://sana.archimedes.ee/human-rights-education/>

<sup>52</sup> For details, see <http://www.awareandactive.eu/> and [http://www.poywe.net/site/?page\\_id=1015](http://www.poywe.net/site/?page_id=1015)

## 4.7 European Commission

The European Commission/EuropeAid has funded DEAR/GE activities in Estonia for several years through its financing instruments for non-state actors and local authorities. From 2007 until 2016, on average two to three DEAR projects ran in parallel as the European Commission was promoting projects in new member states with additional funds and lighter co-financing requirements. Estonian NGOs are well connected to other European NGOs and have been able to build successful partnerships. Recently, the EC has started to favour fewer but larger projects, which has meant that the number of projects implemented in Estonia has decreased.

## 4.8 Peer Review Reflections

Funding for Global Education is available in small pots and from several actors in Estonia. The Ministry of Foreign Affairs has the most clear-cut funding for Global Education projects in its annual call for proposals, but both the Ministry of Education and Research and the Ministry of the Environment fund various projects and organisations that fall under the heading of Global Education.

The fact that the Ministry of Education and Research (on its own, and sometimes through its implementing agency Innove,) supports specific initiatives in GE, such as the development of education materials and the work of the UNESCO ASPnet school network, should be noted and appreciated. This opens up possibilities for strategic collaboration between the MFA and the MER in terms of aligning policy priorities and supporting these with targeted funding. The two ministries already have interests and co-operation partners in common in the NGO world.

There are Estonian precedents in inter-ministerial collaboration regarding funding. For example, a joint fund previously existed between the Ministry of Education and Research, the Ministry of Social Affairs and the Ministry of Culture which allocated lottery funds to small youth, culture and social projects. If the Ministry of Foreign Affairs, the Ministry of Education and Research, and the Ministry of Environment looked at their funding for civil society partners jointly, there may be opportunities and synergies to find, e.g. in joint thematic approaches or to look at how the three ministries and their agencies are approaching the Sustainable Development Goals through their strategies and funding.

Innove handles funding that could potentially be aligned with Global Education policies and priorities. The agency has experience and knowledge of how to do this, having e.g. collaborated with the NGO Mondo to fund the development of in-service training courses on Global Education using means from EC structural funds. Innove could potentially (and subject of course to willingness/agreement with the Ministry of Education and Research) collaborate with the MFA on financing GE initiatives on a national scale, e.g. longer-term projects for schools or teachers to develop further understanding of global issues and to offer innovative educational tools.



## *Chapter 5*

# **Global Education in the Formal Education System**

## Chapter 5

# Global Education in the Formal Education System

### 5.1 Introduction

This chapter looks at how Global Education is approached in the formal education system, starting with a brief overview of how the formal education system is structured.

Formal education in Estonia comprises pre-primary, basic, secondary (general and vocational) and tertiary levels. Attendance at school is compulsory until the completion of basic education or until the student is 17 years old. Student performance is assessed by national exams, sample-based national tests and regular classroom assessments. For graduation from basic school, students must reach a satisfactory level on curricular subjects and present creative work. Although discussions are ongoing about standardised exams, at the time of writing there are three mandatory, standardised exams that each student has to take, which assess if they have achieved all the learning outcomes to finish basic school. The Estonian Lifelong Learning Strategy 2020 is the guiding document for the development of education policy for the period 2014-20.<sup>53</sup>

### Digitalisation in Education

As mentioned previously, Estonia has strongly prioritised digitalisation in education, with a strong focus on improving digital competencies of all learners across the population, and in particular among students, teachers, school leaders and staff. As a result, more than 85% of Estonian schools have organised their communication with students and their parents by using specially designed applications (eKool and Studium). The system has operated on a “bring your own device” basis, but over the next two years, the Ministry of Education and Research is supporting schools with almost 10 million EUR to provide fast internet connections and devices.

Schools are also encouraged to use digital learning materials and methods. The e-learning materials are mainly created and shared by teachers themselves and are made available on the digital study material portal e-Koolikott (e-Schoolbag). Another app for accessing materials is Opiq ([www.opiq.ee](http://www.opiq.ee)), which gives pupils and teachers in basic school free access to digital textbooks. The creation of digital learning materials involves a network of e-learning material

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<sup>53</sup> <https://www.hm.ee/sites/default/files/strateegia2020.pdf>

experts from the subject associations (who guarantee the quality of materials) and publishers. The Ministry of Education implementation agency, Innove, develops e-learning materials through the creation of e-tasks and supporting the delivery of existing and emerging e-learning materials. NGOs can also contribute digital materials to the e-Schoolbag and Opiq.

## 5.2 Global Education in the Curriculum

In Estonia, the national curriculum is divided into two: there are separate curricula for basic schools and for upper secondary schools (gymnasiums). The Ministry of Education and Research establishes these binding national curricula, which have standard-based learning targets to be achieved at the end of each three-year learning cycle (Years 3, 6, 9 and 12). The current curriculum was prepared in 2011. A revision took place in 2014 for the purpose of simplifying it and offering more freedom for individual schools and teachers.

National curricula for compulsory and upper secondary education in Estonia specify eight fields of general competences for students. Competence are categorised as either general competences or subject-field competences. All teachers share responsibility for delivering the general competences, which are seen as essential for personal fulfillment and development both during schooling and in later life.

### General competencies

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

National curriculum for basic schools:

<https://www.riigiteataja.ee/en/eli/524092014014/consolide>

### Cross-curricular topics

- 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

*Table: General competencies and cross-curricular topics in the national curriculum*

The 2014 revision of the national curriculum strengthened the emphasis on general competences compared to the previous version, although they were present already in the version that was formulated in 1996 after independence from the Soviet Union. In 2014, Estonia looked to Finland for inspiration and models of good practice in reforming its education policy.

The main part of the national curricula states the general values on which the curriculum is based. These derive from the Estonian Constitution, the UN Human Rights Declaration, the Conventions on the Rights of the Child and EC reference documents. The values underlying the curriculum include honesty, empathy, respect for life, justice, dignity, respect for oneself and others. The general introduction to the curriculum also names civic values such as freedom, democracy, respect for the mother tongue and culture, cultural diversity, tolerance, environmental sustainability, respect for the law, cooperation, responsibility, gender equality etc. These prevailing curriculum values are intended to be exemplified in all subjects, to be achieved by each school, principal, teachers, and other school staff. The curricula for basic and upper secondary school further stipulate that school life should be organised “as a model respecting human rights and democracy” based on equal treatment and gender equality. The school must also provide a secure learning and teaching environment for all students.<sup>54</sup>

The Peer Review of Global Education in Estonia found the following examples of Global Education in the national curricula:

- At upper secondary level, the curriculum states that a gymnasium graduate should be aware of global issues, take co-responsibility for resolving them, and should value and adhere to the principles of sustainable development. He or she should also be capable of resolving conflicts and act in a tolerant manner.
- The transversal theme “Values and morals” should equip students with the ability to analyse their own behaviour and its consequences; accept the differences between people and take them into account in communication; stand against injustice and be encouraged to think “How should I intervene when I see a violation of rights?”.
- “Sustainable development of environment and society”, includes key questions like: what are the biggest challenges to our planet? How can we enjoy prosperity without creating problems for people on the other side of the globe? How can we care for the planet for the future generations? “The aim is for the student to become a socially active, responsible and environmentally conscious person, who preserves and protects the environment, and by valuing sustainability, is prepared to find solutions to issues pertaining to the environment and human development”.
- The “Cultural identity” theme offers the opportunity to get to know different ideologies, cultures and religions.
- The theme “Civic initiative and entrepreneurship” aims “for the student to become an active and responsible member of the community and society, who understands the principles and mechanisms of the functioning of society and the importance of civic initiative”.

Social studies subjects feature tenets of Global Education, found in History, Civics and Citizenship Education, Personal, Social and Health Education and Geography (Human Geography). The overall aims of studying these subjects include creating respect for democracy and human rights, knowing about civil rights and duties and taking civic responsibility, taking an interest in the world, shaping

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<sup>54</sup> (§ 4) <https://www.riigiteataja.ee/en/eli/ee/Riigikogu/act/503062019007/consolide>

their own opinions and behaving as active and responsible citizens, learning about the cultures of different nations and their specificities and being respectful towards individual and cultural differences as well as differences in world views. The ability to stand up against the violation of fundamental norms is fostered in the course of studying Civics and Citizenship Education. Social studies thus provide a natural focal point for GE themes, while the global dimension of learning and global-local themes and connections can be part of all subjects.

There is an optional course called Globalising World, which is offered as part of upper secondary level Geography. Global Education is mentioned and defined in the course description, as well as in the national curriculum: “This optional course has an important role to play in fostering the awareness of students, who care about the sustainable development of society, justice, tolerance, inclusion and cooperation, and in helping such students become active global citizens. ... During the course, students develop skills in using sources of information and critically evaluating the information they find...”. In the school year 2018/2019, 27 out of 184 gymnasiums in Estonia taught the Globalising World course to students.

One of the more significant changes that the new curriculum has implemented is the change from state exams to project and research papers. All in all, the emphasis is more on project-based learning, which introduces greater flexibility and scope for introducing Global Education themes and methodologies. For example, teachers request outside support for their students to assist them with the preparation of their research papers. In response, the Estonian National Commission for UNESCO and the Global Education Centre at NGO Mondo have put together a list of topics linked to GE themes which they would be willing to assist students with. A handful of students have used this opportunity. In addition, an annual contest of research papers was initiated by NGO Mondo in 2018 to inspire research into GE themes and increase the amount of Wikipedia GE articles in the Estonian language.

### Study of Principals’ Attitudes Towards the SDGs

In 2017, an Estonian researcher, Peter Vihma, carried out a study of the attitudes of school principals towards Global Education and the SDGs on behalf of NGO Mondo. They were asked how well they perceived different educational documents to align with SDG target 4.7. A majority of those surveyed felt that the school curriculum, subject curricula and the national curriculum aligned somewhat with SDG 4.7. (78, 77 and 71% of respondents respectively), while 22% thought that teacher education did not align very well, although 60% felt that it did so somewhat. According to the school principals surveyed, the main obstacles to SDG alignment were a lack of resources (42%), the readiness and qualifications of teachers (41%), lack of knowledge (37%), and to a lesser extent resistance from parents (30%) and a lack of interest (20%).

Sources:

*Peter Vihma, P., Koolijuhid ja maailmaharidus - uuringuraport, Tallinn, April 2017, NGO Mondo*  
NGO Mondo GE evaluations: <https://maailmakool.ee/maailmaharidusega-seotud-uuringud/>



### 5.3 Global Education in the Classroom

As seen in the previous section, the current curriculum for basic and upper-secondary schools contain opportunities for including Global Education in teaching and learning. Because of the high degree of autonomy of schools, whether they choose to prioritise Global Education varies significantly. Often when the schools make their own curricula, based on the national curriculum, they include the basic values of the national curriculum, although this can be in a very general way. Some schools have nonetheless formulated the values and guiding principles in their own words and based on their own priorities.

A Eurydice report from 2017 on civics teaching showed that integrating general competences, within their subject teaching (under which most GE tenets would fall) was perceived as a challenging task by teachers in Estonia.<sup>55</sup> However, the Ministry of Education and Research (MER) was, according to the report, planning to develop assessment tools and national tests in social and civic competences. Creating assessment tools is also one of the objectives stated in the Lifelong Learning Strategy. Furthermore, the MER has prepared guidelines for the transversal themes to support teachers in implementing the 2014 curriculum. Global Education experts have also been involved in the elaboration of these. However, since GE themes are not concretely mentioned in all subject fields and teachers sometimes find it challenging to apply transversal subjects, there is a risk that Global Education will only be taught as part of social subjects – civics, languages and other social sciences.

Sustainable development and the environment are the most developed themes with links to Global Education. As outlined previously, Estonia has invested in Environmental Education over many years and is beginning to look at the expansion of the topic into the social and economic realms of sustainable development. The support and strong co-operation, joint funding and policy formulation between the Ministry of Environment and Ministry of Education has made this integration of Environmental Education possible. With such good collaboration and with a comprehensive implementation plan in place for EE, there is a good precedent in place to show how to integrate a cross-curricular, complex theme into the education system.

So far in Estonia, various studies on human rights education as well as Global Education have shown that the quality and quantity of GE tend to depend more on the enthusiasm of the teacher than the curriculum or support from the state or the municipality.<sup>56</sup> According to the aforementioned study by Vihma, the motivation of teachers to engage with Global Education comes from three sources of interest:

1. Theoretical (the interest of experienced teachers to introduce something new into the subjects they teach).

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<sup>55</sup> European Commission/EACEA/Eurydice, 2017. Citizenship Education at School in Europe – 2017. Eurydice Report. Luxembourg: Publications Office of the European Union.

<sup>56</sup> Koolijuhid ja maailmaharidus, Vihma, 2017, p. 24

2. Practical (e.g. help reduce tensions between different language/cultural groups in school/society).
3. Pragmatic (attracting more students to their courses by being more competitive with a broader, more relevant offering).

A common problem facing teachers regarding Global Education is that many of themes are broad, which can make it difficult to draw limits regarding what should be included. Feedback from Estonian teachers in the context of the Globalising World course indicates that this can also make it difficult to grade students' work systematically. Teachers sometimes also find it hard to gain support for GE themes inside school from management and fellow teachers. However, a positive tendency in Estonia has been that teachers have started building networks of like-minded teachers, first within their own school, then with schools nearby (such networks exist in Valga and Rapla areas).

## 5.4 Teaching Materials and Methodologies

In Estonia, schools are free to select their own textbooks (or to choose not to use textbooks). There are three main publishers – Koolibri, Varrak, and Avita – but several more are becoming more prominent, including Stuudium, Maurus, Skriibus, Atlex, Argo and Kännimees. Publishers are responsible for ensuring that the textbooks they produce comply with national curricula and standards.<sup>57</sup> While there is no state quality control of the books used in school, all publishers must order two reviews (one from a teacher who is part of a teachers' association and another from a scientist at one of the universities). The reviews must be published in e-Koolikott, so that interested people or schools can read them. In addition to using textbooks, teachers make their own materials and/or use materials produced by NGOs.

As mentioned previously, Estonia also has well developed digital and online learning resources, both in EE/ESD and in other fields. An example of a GE resource is the online film library available from NGO Mondo. Since 2008 The Global Education Centre of NGO Mondo started building a library of documentary films on global issues, which now consists of almost 200 documentary films, available to teachers online for free. Many teachers use this resource, and there is on average 50 films on loan per month during the school year. There is also a library that lends books and provides free teaching and learning materials on different Global Education themes. Materials can also be found on-line in a portal – [www.maailmakool.ee](http://www.maailmakool.ee).

Of the different Global Education topics available from the Global Education Centre, sustainable consumerism has been most popular among Estonian teachers, as it is possible to link the local with the global in a concrete and practical way, as well as being a recognised part of ESD. A recent study conducted on behalf of NGO Mondo shows that the knowledge and trust in Fair Trade has improved among school pupils. The study was conducted in the autumn of 2018 and compared

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<sup>57</sup> as stipulated in the statute of minister: <https://www.riigiteataja.ee/akt/129032016001> (text in Estonian only)

results to a similar study in 2016. 65% of young people recognised the Fairtrade label (26% in 2016) and 60% had trust in the system. For 67%, the main channel for getting information on Fairtrade is school, for 56% it was the internet.

Teachers who took part in a 60-hour Global Education in-service course during 2014 were asked to evaluate the textbooks they were using in school from a Global Education perspective. Teachers were quite critical of the textbooks in history and civics, as being too one-sided, stereotyping and boring, though newer editions were evaluated as being better than old ones. They felt that using them, especially in Russian-language schools, was problematic. The main criticism was that a global dimension was missing, and Civics teachers noted that Global Education themes tended to be covered at the end of textbooks, where they end up being rushed or skipped because of lack of time.<sup>58</sup>

Many Global Education issues can be perceived as controversial and divisive in parts of Estonian society. Most teachers consider that such issues could be taught through discussions, debates and role plays. Teachers are sometimes hesitant, in Estonia as elsewhere, to discuss potentially controversial topics in their own classes they do not feel skilled enough to lead the discussions into meaningful and positive learning experiences. Estonian teachers are not alone in this; the teaching of controversial issues has been a hot-topic in different countries in Europe at different times over the past three decades. To assist teachers, the Ministry of Education and Research has translated the EC handbook “HOW to deal with controversial issues” and made it available to all teachers through e-Koolikott.<sup>59</sup>

## Human Rights in Education – A Study by the Estonian Human Rights Centre

The Estonian Human Rights Centre (EHRC) is a non-governmental organisation that promotes human rights for all people in Estonia, focusing on the equal treatment of minority groups, diversity and inclusion and the human rights of asylum seekers and refugees. In collaboration with the Institute of Baltic Studies, the EHRC in 2017 conducted research into the state of human rights education in Estonia. The research was commissioned by the Ministry of Education and Research and was based on 25 focus group interviews in ten Estonian primary schools, as well as analysis of school curricula and rules and national level legislation.

The analysis of the national legislation showed that there is a good legal basis for the implementation of human rights related practices in the Estonian school system as there are many references both to human rights in general as well as specific aspects of human rights in the documents. The results also indicated that human rights were not systematically applied to teaching and that teachers often lacked an understanding of how to integrate human rights

<sup>58</sup> NGO Mondo, course evaluations 2014.

<sup>59</sup> <https://www.humanrightsestonia.ee/baltikoostoo/vastuolulised-teemad/index.html>

into the learning process in the classroom or of how to address human rights related questions that arise among the pupils. There was nonetheless a general understanding among the school administration, teachers and pupils of human rights more broadly.

The research also found that there was great variance between and sometimes within schools, with some very active and some very passive, some showing wide knowledge and support for human rights, and some hardly any (including differences between generations of teachers within schools). The report recommends a more coherent and systematic approach to human rights training, development of materials and targeting the least active schools. It also encourages new ways of networking between schools.

For more information, see:

<https://humanrights.ee/en/human-rights-and-basic-values-in-estonian-schools-and-education-policy/>

## 5.5 Global Education in Pre-Service or Initial Teacher Education and In-Service Education and Training

The 2018 OECD Teaching and Learning International Survey, TALIS, tells us the following about teachers in Estonia: the typical teacher in lower secondary education is a 49-year-old woman with 22 years of teaching experience, who has completed a teacher education or training programme.<sup>60</sup> Teachers in Estonia report spending 86% of their lesson time on actual teaching and learning, with 14% of their time reportedly spent on administrative tasks and keeping order in the classroom. More than 90% of teachers report overall satisfaction with their job and 28% believe that teaching is a valued profession in society, a doubling compared to the 2013 TALIS results in Estonia.<sup>61</sup> The earlier figures, along with results from previous PISA studies that also indicated that teaching was not considered an attractive profession, led to several initiatives to improve the situation to attract and retain high-quality candidates. For example, salaries were raised, a new, competency-based career model was created, competence centres were set up in universities to support professional development and research on teaching practices, and teachers are encouraged to co-operate within and between schools (PISA 2016).

### 5.5.1 Initial Teacher Education (ITE)

Teacher education courses are available at Tallinn and Tartu Universities, which are the two main institutions for teacher education and education research. Both institutions address some aspects

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<sup>60</sup> OECD (2019), TALIS 2018 Results (Volume I): Teachers and School Leaders as Lifelong Learners, TALIS, OECD Publishing, Paris, <https://doi.org/10.1787/1d0bc92a-en> and Estonia Country Note [http://www.oecd.org/education/talis/TALIS2018\\_CN\\_EST.pdf](http://www.oecd.org/education/talis/TALIS2018_CN_EST.pdf)

<sup>61</sup> OECD TALIS Report 2013 on Estonia: [http://www.oecd.org/education/school/Estonia-TALIS-2013\\_Eesti\\_raport.pdf](http://www.oecd.org/education/school/Estonia-TALIS-2013_Eesti_raport.pdf)

of Global Education content and methodologies in their initial teacher education courses, but there is little specific emphasis on the global dimension of teaching and learning.

According to feedback to the Peer Review, there is a desire to create more space for Global Education and Education for Sustainable Development in teacher education. There is also an appreciation that these aspects of teacher education need strengthening and balancing and made available to all student teachers.

In recent years, Tallinn University has developed a programme called "Sustainable Development and Natural Sciences" for BSc students, certified by Gaia education. This programme includes a course called Global Education (4 credits). In implementing the course, the lecturers co-operate with NGO Mondo and other GE or development cooperation actors and the students visit NGO Mondo's Global Education and Training Centre.

New initiatives in teacher education of relevance for Global Education are currently underway. For example, as part of efforts associated with the Life-long Learning Strategy, Centres of Competence have been developed at both Tallinn University and the University of Tartu. These centres are focused on developing innovative new approaches and on assisting the delivery of key strategic education priorities. For example, the Competence Centre at Tallinn University is launching a "Future School" project in 2019, including a so called EDULab that brings together researchers, experts and a school team to jointly test innovative practices in schools. EDULab is focused on Global Education topics and methodologies, civics, ESD, entrepreneurship and social innovation. The people involved come from working in Global Education, Environmental Education and Education for Sustainable Development.

### 5.5.2 In-Service Teacher Education and Training (INSET)

Previously, Estonian teachers were required to complete at least 160 hours of in-service training every five years.<sup>62</sup> However, this has changed and in the current situation, school leaders have the right and autonomy to decide on necessary trainings for the school, or to direct teachers to trainings. School leaders are responsible for ensuring that all teachers in his/her school are highly qualified.

Across Estonia, a key focus in recent years has been on equipping teachers with ICT skills and the ability to use new technologies, but there has also been more emphasis on teacher training related to the competencies and values listed in the general part of the curriculum, as well as on transversal themes. Structural funds from the European Commission have been focused on in-service teacher training.

In-service training exists in the field of Environmental Education and ESD. A significant development in this area took place as a result of a project funded by the European Social Fund from 2011-

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<sup>62</sup> <https://www.riigiteataja.ee/akt/122032011015>

2015. The Estonian Environmental Board undertook a public procurement entitled “Preparation of in-service training, curricula and training courses” intended to equip teachers of formal education, universities and non-formal environmental education specialist with the competences to implement active learning methods and integrate environmental and sustainability topics into their teaching and non-formal education practice. A special in-service training curriculum for formal education teachers and non-formal education professionals was compiled. Schools were invited to attend the training courses only in teams (of two or three teachers of different subjects and one school leader from one school). At the end of the course these school-based clusters of teachers then had to create a school-wide ESD project.

The University of Tartu organised, in collaboration with the Environment Board, in-service training for kindergarten teachers and university teachers at Tallinn University for basic, upper secondary and vocational school teachers and environmental education specialists training. In the period from 2013 to 2015, more than 600 educators took part. The training at Tallinn University was based on the UNESCO framework Learning: The Treasure Within, which states that the four pillars of learning are “learning to live together, learning to know, learning to do and learning to be” (UNESCO, 1996), and also took into consideration the UNECE teachers’ ESD competences (UNECE, 2012). In addition, the in-service training materials were published and made available on the web.<sup>63</sup>

Aside from ESD, the in-service courses offered by universities have so far not included a specific Global Education dimension or module. However, many Estonian teachers have received training in Global Education through EC funded GE/DEAR projects organised by NGOs, such as the Global Education Centre (previously at the Jaan Tõnisson Institute and since 2011 at NGO Mondo). Training through such projects started in 2007 and hundreds of teachers have been involved in various GE topics and methods. Since 2017, NGO Mondo Global Education Centre is registered as an official in-service training centre in the Estonian Education Information System.<sup>64</sup> The centre offers a 60-hour in-service training course, which was developed with the support of Innove. The course gives a general overview of GE topics and offers ideas for inter-curricular integration. Additionally, the centre organises summer schools to inspire active teachers with fresh learning materials and insights from current Mondo projects and GE trends worldwide. In total, the various GE courses have had 60-70 participants per year for the past ten years. The actual number of individual teachers who took part is smaller as the same teachers took part in several summer schools over the years. To involve more teachers and build networks, teachers are recommended to bring a colleague along, organise a thematic day at school or in other ways share their newly gained knowledge and experiences.

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<sup>63</sup> <https://www.hm.ee/en/news/ten-years-education-sustainable-development-estonia>

<sup>64</sup> EHIS: [www.enda.ehis.ee/avalik/avalik/oppeasutus/OppeasutusOtsi.faces](http://www.enda.ehis.ee/avalik/avalik/oppeasutus/OppeasutusOtsi.faces)

## Globalising World – Teaching Material and In-Service Course

The Global Education Centre at NGO Mondo produces teaching materials and offers resources for teachers on Global Education themes. In 2012, the Centre produced a Textbook for teachers for the optional course “Globalising World”. The textbook combines background information, lesson plans and guides to interactive methods. The book received a prize for best teaching material at a competition organised by the MER in 2013. It was revised in 2014 and translated into Russian. From 2019, the textbook is available for free through the education app Opiq.

For more information, see: <https://www.opiq.ee/>

In a study carried out for NGO Mondo, Vihma studied the attitudes of pupils, whose teachers had taken some of these GE courses, and compared it with those who had not.<sup>65</sup> According to his study, the knowledge of students on themes of poverty and human rights was clearly higher in the group where teachers had taken the course when compared with students, whose teachers had not. However, there was less correlation related to environmental issues, peace and conflict. Thus, the training seems to make a difference in themes like poverty in the world, solidarity and human rights which may be less well addressed in current initial teacher education.

## Good School Model – Values Education

The Centre for Ethics at the University of Tartu (Eetikakeskus) provides research into values and trainings on e.g. value education for teachers and school headmasters. The Director of the Centre for Ethics, Professor Margit Sutrop has stated that *“...there is always a time lapse, both in here as in more stable societies: teachers need to transmit today the values they acquired yesterday, to young people of tomorrow. That's why I think that teachers should not impose their own values on pupils, but they should only support the moral growth of young people, helping them to understand their own values”*.

The Centre for Ethics has been working on a "Good School Model" which was launched in 2012. It is a school-based reflection on the wider outcomes of school education beyond league tables, based on academic achievement, in line with the priority placed by the Estonian national curriculum on character building. This is a new direction in value education which places a lot of emphasis on the learning environment. School culture as a whole is seen as important, including how teachers interact among themselves, teaching methods, ways of giving feedback, traditions, existence of bullying etc., i.e. a whole-school approach.

For more information, see: <http://www.eetika.ee/en/good-school/good-school-model>

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<sup>65</sup> Vihma, Maailmahariduse mõju hindamise uuringu raport, 2013, NGO Mondo.

## 5.6 Peer Review Reflections

At the time of the Peer Review, Estonia was in the middle of a process of curriculum reform. Following the elections in Estonia in the spring of 2019, this process was put on hold. It was initially expected to be finalised by 2020. The Ministry of Education and Research had in connection with the reform process indicated an interest in and intention to strengthen Global Education in the subject curricula for social studies and natural sciences. The Peer Review commends this intent and suggests that such measures would be an excellent step towards more and better GE in formal education in Estonia.

The Peer Review sees opportunities for further integration of GE by strengthening its presence in the curriculum. Currently, some aspects of GE feature in specific subjects. However, there are opportunities for rethinking GE and approaching it as a whole-systems approach aimed at introducing a global dimension to learning. This requires a reflection regarding where Estonia wants to be in terms of its approach to Global Education now and in the future.

The Peer Review suggests that awareness of global issues, and connecting the local with the global dimension, can be present throughout education, and that finding concrete ways of introducing it across subjects could be an interesting exercise for Estonia. For example, the Peer Review heard that there is an intention to put more emphasis on media literacy and tackling disinformation as part of curriculum renewal. Currently, media and media literacy are included in the field of language and literature. "Media and influencing" is also one of six compulsory courses of Estonian language subject at high school level. Offering teaching materials and methodologies that enable critical analysis of the world around us (and developing them if they are lacking), can be part of any subject, but the choice to do so must be made by policymakers, school leaders and educators.

It should be noted that, as in many other countries, one motivating factor for schools and teachers is assessment. Schools in Estonia tend to be ranked based on their national exam results (and in some areas, there is fierce competition for a place in the schools with the best results). Global Education is not part of school assessment, and while that remains the case, it is unlikely that GE uptake and inclusion in the classroom will become a priority across the country. In order to become part of assessment, Global Education would need to be integrated among the core competencies that all schools strive towards.

Another possible motivator for further inclusion of GE is the introduction of global competencies as an optional category of assessment in the 2018 edition of the PISA.<sup>66</sup> As mentioned previously, Estonia did very well both in the most recent edition, and in the 2015 edition of PISA, which focused on science, with reading, mathematics and collaborative problem solving as minor areas of assessment. The fact that so-called global competencies were included in the assessment for the

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<sup>66</sup> For more details, see: <http://www.oecd.org/pisa/Preparing-youth-inclusive-sustainable-world.pdf>.



first time and may be included in future editions, along with the discussion around results from this first round of assessment, will likely provide an opportunity for placing GE higher on the educational agenda, including in Estonia.

The National Curriculum gives room for Global Education in its general values, competencies and cross-cutting themes and these features could be further strengthened and made more specific. It would also be timely to pair these GE provisions with practical support and useful tools for integration and implementation, such as teaching methodologies, education materials and in-service training for teachers and educators.

For example, while GE themes feature in some Social Studies subjects and courses, there is scope for integrating them more broadly. For example, the upper secondary curriculum includes an optional course called "People and Justice" as well as "Philosophy", along with two courses on general history, which would lend themselves to Global Education. However, whether a school provides these optional courses normally depends on the availability and motivation of teachers. However, the school is obliged to provide the course if there are students asking for it, so work may need to be done to raise public awareness of Global Education options, in order to reinforce demand.

Although many themes that could be linked to GE are present, like environment protection and sustainable consumerism, sexual health and human trafficking, democracy and being an active citizen, they may benefit from a common re-framing and opening up to the global context and implications.

The Peer Review notes again the decentralised nature of the education system and the independence of schools to design their own curriculum. It also appreciates the difficulties of integrating particular perspectives into an already packed curriculum. Nevertheless, it is clear that in a period of transition and educational reform and in the context of a changing political landscape, there is not only scope for, but a deep need for, the further integration of GE across the formal education system – not as an additional requirement, but as an integral part of reform. The Peer Review has seen evidence of great opportunities for such integration.

In general, the success of different initiatives depends to a significant extent on the attitudes of school principals and teachers. As such, the Peer Review recommends that Estonia considers some relevant examples of whole-school approaches and how these have been made possible and successful. Such examples can likely be found in Estonia itself, as well as across Europe, including e.g. among the winning initiatives of the recent editions of the Global Education Innovation Award.<sup>67</sup> As schools have broad autonomy in terms of how they approach their work, a range of approaches and options for such whole-school approaches to Global Education could be offered to school leaders and teachers through the Ministry of Education and its agency Innove.

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<sup>67</sup> See, for example, the WorldWise Global School project, a winner of the GENE Global Education Innovation Awards 2018. For more information, please visit: [www.gene.eu](http://www.gene.eu) and [www.worldwiseschools.ie](http://www.worldwiseschools.ie)

Although mainly visible in social subjects, GE is also increasingly perceived as a cross-cutting issue. It can appear in extra activities and be introduced and implemented by teachers themselves, by schools, by associations (e.g. NGOs) coming in to schools. GE is still not very visible in the education field and, as stated above, the quality and quantity of GE in schools will depend to an extent on the motivation and skills of teachers. Challenges in this regard need to be overcome, both in terms of offering guidance on how to approach complex, general competencies and in terms of offering training, methodologies, tools and materials. Co-operation between teachers and school management is essential, as is allowing for adequate time allocations. As in most countries, teachers carry a heavy workload. Networking like-minded teachers and schools can also be helpful for motivation and sharing of ideas, methods and knowledge.

Teacher training – both Initial Teacher Education (ITE) and In-Service Education and Training – is another area where GE can be integrated through topics, educational materials and pedagogical methodologies. It is the Peer Review's contention that with the help of MER and Innove, the Teacher Training faculties and innovation initiatives at the University of Tartu and Tallinn, as well as experts from the field of Global Education, this could be achieved and made available to all teachers in Estonia. This area represents a key opportunity for increasing and improving Global Education in Estonia.

In addition to integrating Global Education into initial teacher training and expanding GE in the in-service training on offer, courses in GE content and methodologies could be extended to educators in the Environmental Education Centres/Nature Houses. These centres offer wonderful experiences for learners that could be broadened beyond environmental issues and also include participative methodologies from the Global Education field. Support from the MER and MEnv and collaboration with GE training providers is needed in this regard, something which would fit well into the Implementation Plan for Environmental Education.

Environmental Education (often understood as also encompassing Education for Sustainable Development) is very well established in formal education. With a strong national EE strategy in place, and a recognition of the good work done in this field, the time is right to start a dialogue about how the strategy can be complemented by a stronger emphasis on the global social and economic justice dimensions to move beyond the theoretical possibilities offered by ESD as a concept. Moving from a theoretical to a practical approach will entail opening up a field traditionally dominated by teachers and subjects connected to ecology, biology and environmental science, to invite actors into their sphere with expertise in e.g. development issues, intercultural understanding, peace education and human rights to create a balanced approach to language, content and methodologies. In Estonia, the Ministry of Foreign Affairs is a natural governmental partner for the policy and strategy level, while a wealth of expertise exists in the civil society sphere and in non-natural science disciplines both at university and among teachers. Spaces for these cross-disciplinary meetings to take place may need to be created both through new meeting spaces and for as well as in the context of already existing committees or ongoing joint initiatives.

One area which the Peer Review did not delve into was academic research in Estonia in the field of Global Education. As a follow-up to the review, it may be beneficial to find out what research exists in this field at universities in Estonia. One way of finding this out would be to invite higher education institutions to identify their researchers and academics with an interest in Global Education (in its broadest sense) with a view to bringing them together to explore commonalities and potential for more structured collaboration and overview of research activities and course offerings. Links with the European research community, if appropriate, could be made through GENE and ANGEL, the Academic Network on Global Education and Learning.<sup>68</sup>

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<sup>68</sup> For more details about ANGEL, a collaborative project between GENE and a group of GE orientated universities, hosted by the Development Education Research Centre in London, please visit <https://angel-network.net/>

## *Chapter 6*

# **Civil Society and Youth**

# Chapter 6

## Civil Society and Youth

### 6.1 Introduction

This chapter looks at how civil society and youth organisations in Estonia engage with Global Education, how they co-ordinate their work and engage with each other and with ministries and agencies. It also explores how they access funding for their work (see also chapter 4). Although the focus in this chapter is mainly on the NGO sector, GENE acknowledges that civil society extends beyond NGOs to a broad range of actors in society. Similarly, while many organisations in Estonia do important work in fields that are related to Global Education, the peer review does not attempt to cover the breadth and depth of the sector in its entirety, but rather to give a flavour of the quality of the work being carried out.

### 6.2 Non-Governmental Organisations

While there are few non-governmental organisations focused exclusively on Global Education in Estonia, there is a broader group of committed, specialised organisations working on human rights, refugee and immigration topics, sustainable development and more, that both work individually and come together under the umbrella of AKÜ (Estonian Roundtable for Development Cooperation). NGOs use their expertise in various fields of Global Education to be part of different processes and have relationships with government ministries and agencies, as well as teachers and school leaders. NGOs work both in school and in non-formal education; they develop materials and organise trainings, cooperate with schools and teachers and offer opportunities to take part in voluntary work outside the school.

NGOs have also been and continue to be partners in providing trainings and materials to teachers. They try to work effectively with national education systems, school curricula, and youth organisations. Some of the most active NGOs in the field of Global Education to date include NGO Mondo,<sup>69</sup> Humana Estonia,<sup>70</sup> Peipsi Transboundary Centre,<sup>71</sup> Estonian Green Movement,<sup>72</sup> ENUT (Estonian Women's Research Centre),<sup>73</sup> People to People Estonia (national co-ordinator for Global Education Week),<sup>74</sup> Ethical Links,<sup>75</sup> the Estonian Refugee Council,<sup>76</sup> the Estonian Institute of Human Rights,<sup>77</sup> the Estonian Centre for Human Rights,<sup>78</sup> and the Estonian Nature Fund.<sup>79</sup> The Global Education activities and work of each of these organisations deserves recognition, and while a few are featured in case study boxes throughout this report, the links below provide access

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<sup>69</sup> <https://mondo.org.ee> <sup>70</sup> <https://www.humanae.ee> <sup>71</sup> <http://www.ctc.ee> <sup>72</sup> <https://www.roheline.ee> <sup>73</sup> <https://enut.ee>

<sup>74</sup> <http://www.ptpest.ee> <sup>75</sup> <https://ethicallinks.org> <sup>76</sup> <https://www.pagulasabi.ee> <sup>77</sup> <https://humanrightsestonia.ee>

<sup>78</sup> <https://humanrights.ee/en> <sup>79</sup> <https://elfond.ee/en>

to further information about each organisation. In the following pages, we look in a little more depth at two key NGO actors in Global Education – AKÜ and NGO Mondo.

## An Open Beginning: Preparing Kindergartens for Receiving Children of Migrant or Refugee Background

The Estonian Refugee Council is an organisation that works directly with refugees in Estonia, as well as with the Estonian public to create awareness, understanding and links with refugees. In 2017, the Refugee Council and the University of Tartu Centre for Ethics, in collaboration with the Ministry of Education and Research and Innove Foundation, developed a project aimed at preparing kindergartens for receiving children with migration or refugee backgrounds and creating a culturally and religiously diverse and tolerant study environment. While this had been addressed to a greater extent at other education levels, there was a need to look at how migration and refugee topics were addressed at pre-school level in kindergartens. The project partners had identified that there was a lack of information regarding the well-being of children with migration or refugee background in Estonian kindergartens, as well as regarding the challenges faced by the kindergarten teachers and the kind of support they needed (and who could provide it). There was also a pressing need for good-quality methodological materials and topical trainings.

The project brought together seven kindergartens into a network for the purpose of meeting, sharing good practices, training for location visits and for a study visit to Finland. The project team was supported by a range of experts. Among the achievements were:

- The development of methodological study materials (a handbook and training videos) for kindergarten teachers
- Training for kindergarten teachers from across Estonia
- A conference to discuss the challenges and possibilities of multicultural kindergartens

The project was funded by the Estonian Ministry of Foreign Affairs and the U.S. Embassy in Estonia.

### 6.2.1 AKÜ - National NGDO Platform

Non-governmental organisations in Estonia have actively engaged with Global Education for many years. The main forum where organisations working on GE come together is the Estonian Roundtable for Development Cooperation (AKÜ)<sup>80</sup>, which is also a partner of the Ministry of Foreign Affairs. AKÜ hosts a GE working group. Meetings of the working group are normally attended by four to five organisations and the purpose is information sharing and strategising in

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<sup>80</sup> <https://www.terveilm.ee/leht/english/>

the context of joint advocacy work. The working group has given input to the Ministry of Education and Research during different curriculum reforms.

In recent years AKÜ has become more active in Global Education, as well as awareness raising and advocacy around Agenda 2030, and particularly Goal 4, target 4.7., with an emphasis on Global Citizenship Education. AKÜ is currently part of a consortium project, Bridge 47, co-funded by the European Commission and focused on Global Citizenship Education (GCE). Bridge 47 has organised a range of activities, including lobbying and impact evaluation training for its members, as well as GCE trainings for private sector companies, NGOs, local authorities and the wider public. For the next two years AKÜ coordinates the Bridge 47 sub-granting scheme “Share your Innovations in GCE” in Estonia. So far, two organisations have received funding and two more will be funded in 2020. AKÜ has also become more active in advocating for the SDGs and GCE. Before the last Parliamentary elections, AKÜ facilitated an open election debate among political candidates on sustainability issues and sent policy questionnaires to all parties that led to the publication of a report. In 2019, AKÜ visited seven municipalities and organised a series of GCE events with local NGOs and citizens to increase their skills in advocacy for sustainable development. It has also collaborated with the national broadcaster ERR on GCE programmes to reach a wider audience. Its plan for the coming years includes working with different ministries to integrate relevant SDGs into thematic strategies.

### 6.2.2 NGO Mondo – Global Education Centre

As outlined in previous sections, the Global Education and Training Centre of NGO Mondo has for the past ten years been a very active advocate for Global Education through a host of activities, courses, and resources, including in-service teacher training, exchanges and a wealth of learning materials. One of their key resources is the website [www.maailmakool.ee](http://www.maailmakool.ee), which offers education materials, films and various resources for educators, students and youth workers. The organisation has funding and working relationships with both the Ministry of Foreign Affairs and the Ministry of Education and Research, and often collaborates through Innove.

NGO Mondo also coordinates the UNESCO ASPnet school network (see box), with funding for activities from the Ministry of Education and Research as well as the KIK (see funding chapter). The Estonian National Commission for UNESCO provides advice regarding the national coordination of ASPnet and helps to facilitate cooperation with state institutions, other networks and international organisations.

## Bringing GCE and ESD Together – UNESCO ASPnet

The UNESCO Associated School network (ASPnet) in Estonia was renewed and reformed during 2018. It has a strong focus on Global Citizenship Education and Education for Sustainable Development themes and its goal is to provide students with opportunities to enhance peace, tolerance, sustainable development, and democracy in Estonia and around the world. In 2018, Estonian ASPnet merged with another UNESCO-related school network, The Baltic Sea Project, which focuses on the Environmental Education in the context of the Baltic Sea and the countries surrounding it. The BSP was initiated by Finnish National Commission for UNESCO in 1989 and in Estonia it is coordinated by Tartu Environmental Education Centre.

The new, expanded school network has 45 member schools (representing about 8% of Estonia's 534 general education schools). It has a clear thematic focus on the Sustainable Development Goals, and has decided to bring together teaching and learning approaches to Global Citizenship Education, Environmental Education and Education for Sustainable Development, in order to achieve a balanced approach. In both conceptual and practical ways, the network is attempting to bridge and balance these concepts, which from an international perspective is both inspiring and pragmatic in the current context of Agenda 2030. It is also a brave example of bringing together traditions, people and approaches to education that have previously only existed side by side.

Estonia UNESCO ASPnet: <https://unesco.ee/the-unesco-associated-schools/>

Estonia Baltic Sea Project: <https://unesco.ee/baltic-sea-project-bsp/>

NGO Mondo's in-service training courses mainly include teachers from ASPnet schools and pupils from these schools are encouraged to take part in campaigns. Mondo has also organised study trips for teachers and youth and supported peer exchanges through international cooperation. For example, Estonian teachers have been to Finland and Denmark to see examples and be inspired by approaches to Global Education in the Nordic Countries. Estonian school directors have visited Berlin to learn about their experience in integrating refugee children in schools. With support from the Nordic Council of Ministers and numerous Erasmus+ projects, Mondo has offered possibilities for educators and youth to learn more about peace education, creative and interactive learning methods, to exchange ideas and build networks. Mondo has also facilitated links between Estonian schools and schools in Ghana, Kenya, Myanmar, Afghanistan, Ukraine and organised annual contests on GE themes (where the prize is a study trip to communities either in Ghana, Kenya, Myanmar or Uganda). Mondo helps provide experts, volunteers and guests to schools and organises "Mondo Academy", a new adult education format for organising discussion evenings on current global topics.



## 6.3 The Youth Sector

The Ministry of Education and Research is responsible for youth policy. Central government and local authorities are partners in organising youth work in Estonia. At different levels it is common practice to delegate some of the tasks of practical implementation of youth work to NGOs. The development of youth affairs is supported by several umbrella organisations, societies uniting different professions and organisations of youth work, youth associations and foundations. Hobby schools, work brigades, camps, youth centres as well as youth associations managed by the non-profit and private sectors provide services at local authority level. One of the main agencies is the Estonian Youth Work Centre, managed by the Ministry of Education and Research.

### 6.3.1 Youth Work Organisations

The Estonian Youth Work Centre (ENTK) is a national competence centre in the field of youth, under the authority of the Ministry of Education and Research. In co-operation with the youth department of the Ministry, the Centre is responsible for the achievement of the objectives set out in the Youth Development Plan 2014-2020<sup>81</sup> and the implementation of the activities set out in the Youth program. ENTK raises awareness of youth issues among the public and advises youth workers on the organisation of youth work.<sup>82</sup> In terms of links with Global Education, the ENTK has for example reached out to NGOs to provide materials to their online youth portals,<sup>83</sup> including materials on the roles and responsibilities of global citizens.

Also in the youth work field, the Association of Estonian Open Youth Centres (ANK) is a nationwide umbrella organisation which connects 184 youth centres across the country. ANK supports local activities as well as networking and partnerships at national level and cooperates with central and local governments and youth organisations in Estonia and abroad. They also feed into consultations in national youth policy. In terms of links with Global Education, ANK develops international partnerships and collaborates internationally through Erasmus+ and European Solidarity Corps, including international volunteering and youth work experience. ANK places emphasis on European values and good practices learned from other countries.<sup>84</sup>

### 6.3.2 National Youth Council

The Estonian National Youth Council was established in 2002 with the aim of bringing all youth organisations in Estonia together and coordinating youth-led actors and actions. They currently have 56 youth associations and 36 youth councils as members and engage around 25 000 young

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<sup>81</sup> Youth Development Plan 2014-2020: [https://www.hm.ee/sites/default/files/nak\\_eng.pdf](https://www.hm.ee/sites/default/files/nak_eng.pdf)

<sup>82</sup> <https://entk.ee/entk/organisatsioonist/>

<sup>83</sup> See Teeviit and Stardiplats: <https://www.teeviit.ee/> & <https://www.stardiplats.ee/>

<sup>84</sup> <https://ank.ee/in-english/>

people (aged 7 to 26). The youth council focuses on sharing information within the sector, capacity building, networking and formulating youth policy priorities in order to provide input to and influence decision-making processes.<sup>85</sup> According to feedback to the peer review, much of the activity and interests among member organisations is focused at the local level, while engagement with global issues is less prominent. However, the Youth Council organises school visits and trainings in civic participation, which includes a global comparative outlook on politics and political parties. The youth council also plays a central role in the Estonian UN Youth Delegate programme, which is implemented in co-operation with (and funded by) the Ministry of Foreign Affairs, whereby a young person from the country participates in the Estonian UN delegation for one year.<sup>86</sup>

### 6.3.4 Archimedes Foundation Youth Agency

The Youth Agency of the Archimedes Foundation is responsible for capacity building in the youth field with a special focus on international cooperation. It is supporting the development of young people, enhancing the quality of youth work and shaping youth policy. It is also the implementing body (Estonian National Agency) for European Union youth programmes in Estonia.

### 6.3.5 Engagement with Global Education

Global Education does not feature very visibly in national youth strategies. The Estonian Development Plan for Youth Sector 2014–2020 focuses on better opportunities for youth in developing their creativity, initiative and cooperation; success in labour market, and active participation in society and decision-making. One of the aims of youth work is value education e.g. respect for other cultures and feeling of being a citizen. EU cooperation in youth policy is also a focus with one aim being: *to support youth participation and input into global policy and its implementation (e.g. climate change, SDGs, human rights) and cooperation with regions outside Europe.*

While it is perhaps not a priority issue, the youth sector as a whole has been engaging somewhat with Global Education for a number of years. Some of the first Global Education trainings in Estonia for youth workers were organised in 2009 with support from Archimedes.<sup>87</sup> Some youth trainers and facilitators have gained expertise in GE and can include the topics in their trainings for youth workers. Youth workers on the other hand can bring some of the themes into youth centres and youth organisations. Many youth workers work in schools as "huvijuht" i.e. the educator organising extracurricular activities, which offers great potential for introducing GE themes.

In addition to the work of the main youth agencies, the NGO Mondo has been working with youth on global themes for over ten years. For example, Mondo has promoted documentary film clubs

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<sup>85</sup> <https://heakodanik.ee/en/news/the-estonian-national-youth-council-making-young-voices-heard/>

<sup>86</sup> <https://vm.ee/en/news/young-people-estonia-can-apply-becoming-un-delegate>

<sup>87</sup> [https://mitteformaalne.archimedes.ee/wp-content/uploads/2014/07/maailmaharidus\\_noorsootoos.pdf](https://mitteformaalne.archimedes.ee/wp-content/uploads/2014/07/maailmaharidus_noorsootoos.pdf)

on global themes for youth, linked either to schools, NGOs or youth centres, and provides them with free films. Some graduates from film clubs have also started to organise their own local film festivals with films linked to Global Education (see e.g. Tõrva dokfest: <https://dokfest.ee/en/>).

Mondo conducted a study in 2013 among youth organisations about their involvement in GE, which showed positive interest in global issues. 80% of the respondents acknowledged the role they could play in global issues and 72% were familiar with the term Global Education. The focus group discussions showed the subject of developing countries was a new and a distant theme for Estonian youth organisations, while local issues tended to dominate. The discussions also showed that the youth organisations were willing to learn more about different interdependencies concerning very practical issues like clothes, food, environment, studying, electronics, relationships, knowledge, mobility etc.

## 6.4 Peer Review Reflections

The NGOs that the peer review came into contact with during the international team visit to Tallinn, and also through the research phase, demonstrated how rich the sector is and how professional the approach of NGOs is in the field of Global Education. While there are only a small number of organisations in Estonia focused primarily on Global Education, several others undertake Global Education activities as part of their work to educate and raise awareness of specific issues with a global-local dimension, such as refugees and migration, human rights, global poverty and development and environmental sustainability.

The NGO community in Global Education is well connected, both among themselves and in terms of links with government ministries and agencies, and some with international funders. However, a regular and coherent dialogue involving all stakeholders is missing.

NGOs have in several cases been successful at attracting small-scale but important funding from different government sources, and to use this in a variety of ways to create a broad offering of Global Education in formal and non-formal education settings. The peer review notes that NGOs operate in most cases without access to multi-annual funding.

It is commendable that several NGOs have become skilled at applying for and being granted funding from the European Commission, which requires significant investment and effort in terms of time and skill to achieve (and which has also been complemented with co-funding from the MFA).

The NGOs working in Global Education are well organised. The peer review recognises the importance of the Global Education Working Group hosted by AKÜ and hopes that this group will continue its good work, and also that it will be able to link its work to a more regular framework of meetings with Global Education stakeholders from other sectors. In this regard, the peer review refers to recommendation 9 to initiate some form of regular meeting, national platform or forum for exchange, information sharing and planning with relevant Global Education stakeholders, with support from key ministries as an essential component.

In the youth sector, the Ministry of Education and Research plays a significant role, particularly regarding youth work. If the MER embraces Global Education to a greater extent than before, there is great potential for including a stronger global dimension across the youth work sector, including in key youth policy documents and strategies, and including in schools where youth workers play important roles with regard to assistance and extra-curricular activities.

The Estonian National Youth Council is open to working with global issues and should be included in any national conversation or platform on Global Education. While its agenda is set by local members with a focus on local issues, the national co-ordination role also comes with some ability to relate such local matters to the wider European and global contexts and vice versa. Therefore, the Peer Review recommends sharing information and including the youth sector in Global Education discourse at national level, with a view to making it possible to align priorities and identify potential benefits and opportunities for youth participation and youth work.



## *Chapter 7*

# **Key Observations and Recommendations**

## Chapter 7

# Key Observations and Recommendations

The Peer Review wishes to acknowledge the work of the Core Partners, Reference Group members, and the willingness of all stakeholders involved in the Peer Review process of Estonia. The Peer Review recognises the feedback from the Core Partners, Reference Group and others, hopes that this has been a useful process and that there is a willingness to engage for the purpose of promoting more and better Global Education among various actors and across sectors in Estonia. GENE presents these observations and recommendations to the stakeholders as a modest contribution to already ongoing Global Education work. There is no hierarchy among the observations and recommendations.

### Observations

1. The Peer Review recognises the existing broad commitment to Global Education among different Estonian stakeholders. The Peer Review appreciates the quality of work and active engagement of the various actors in Global Education in Estonia.
2. Due to the changing global framework, especially the SDG process, increased engagement with the education system is timely. The Peer Review acknowledges the ongoing reform of the curriculum, the incorporation of sustainable development as a cross-curricular topic since 2002, and the potential that this current reform presents for increasing and improving the global dimension of learning.
3. There are some debates about terminology, stemming from the roots, traditions and partners among the stakeholders. The existence of multiple concepts does not prevent collaboration between stakeholders in the field of Global Education, as the various strands can be brought together and become mutually reinforced by a common understanding of the global dimension of learning.
4. The Peer Review notes the opportunities to improve and increase Global Education in connection with the process of updating the Development Co-operation and Humanitarian Aid Strategy of the Ministry of Foreign Affairs.
5. As in many countries in Europe at present, there is a concern in Estonia about xenophobia, intolerance and anti-democratic attitudes in society. This poses a challenge for Global Education activities and may also have policy and budget implications at national level. Public support for development co-operation is starting from a comparatively low base.
6. The Peer Review recognises the open and constructive co-operation between the stakeholders involved in Global Education at different ministries, agencies and organisations and across sectors. This co-operation is mainly bilateral, and there is room for more systematic co-operation and co-ordination on a multi-stakeholder level.

7. Funding for Global Education projects is not in proportion to the quality, success and commitment of Global Education stakeholders. There is a gap between the real potential for more and better Global Education and the resources currently available. The work done by a small number of committed NGOs, and especially NGO Mondo, is noted with appreciation by the Peer Review. NGOs have developed the capacity to work in co-operation with key national ministries, to attract funding from them for some of their work, to work in a coherent, strategic and evidence-based fashion, while also securing funding from international sources.
8. The Peer Review wishes to acknowledge the role and work of the Ministry of Foreign Affairs. The Ministry's work in Global Education takes place with strong commitment by staff, in a context of limited human and financial resources, and also in the context of competing political priorities, recognising that Global Education is of limited, but growing, public importance.
9. The strong role of the Ministry of Education and Research is highly commended by the Peer Review. Their crucial role is recognised by all involved in the Peer Review, particularly as regards the future potential for strengthening Global Education in Estonia.
10. The Peer Review acknowledges the autonomy of schools and universities, and the freedom of teachers to make choices regarding which learning materials and teaching methods are used to achieve the learning outcomes stipulated in the curriculum.
11. There is significant potential for further integrating Global Education into the formal education system. The Peer Review recognises the important opportunities that have been created for the increase and improvement of Global Education within curriculum reform at all levels. This is also true of initial and in-service teacher education.
12. The Peer Review recognises the investment, expertise and long tradition in Environmental Education, led by the Ministry of Environment. There is a strong national Action Plan for Environmental Education. The Peer Review recognises its strength and clarity, and potential for expanding the global dimension of learning.
13. The Peer Review notes a challenge regarding the understanding of concepts in Global Education in Estonia, especially regarding Global Education and Environmental Education/ Education for Sustainable Development. The Peer Review team wishes to affirm the work of those involved in all the strands of Global Education in Estonia, and to acknowledge the different ways in which they define their work and initiatives.
14. The Peer Review acknowledges that the different stakeholders share much in common, including an open learning approach to the improvement of policy making, strategy and practice.
15. The Peer Review recognises the strategic importance of linking Global Education with awareness raising for the purpose of increasing public support and active engagement with global issues.



16. Digitalisation in Estonia is highly progressed. Many education materials, tools and trainings are offered free online. These can provide valuable opportunities for Global Education and are also a potential source of policy learning for other European countries.
17. Global Education has the potential to bring together schools with different languages of instruction and to support the cohesion of Estonian society.
18. The Peer Review notes the opportunities to engage with agenda 2030, particularly SDG Target 4.7., through for example the recently established Estonian Coalition for Sustainable Development.

## Recommendations

1. The Estonian curriculum offers opportunities for schools and teachers to engage with Global Education, particularly through ESD, but does not specifically promote the global dimension of learning. The Peer Review recommends that the updated national curriculum explicitly emphasise Global Education through a strong cross-curricular approach to the global dimension in both basic and secondary education, as well as by including Global Education among the learning outcomes for specific subjects, such as Civics, History and Natural Sciences.
2. The Peer Review further recommends that key education strategies, such as the Environmental Education Implementation Plan, as well as the Lifelong Learning Strategy, embrace a strong commitment to the global dimension of learning, and that this should be included among the indicators for the evaluation of such strategies. This would also be relevant in the context of the role that these strategies play in measuring progress towards SDG 4, target 4.7.
3. The Peer Review recommends that the global dimension be strengthened in Environmental Education and ESD by for example bringing together actors from the fields of EE/ESD and Global Education to increase collaboration and contacts and to bridge conceptual gaps. Good examples of conceptual evolution in this direction already exist at the University of Tallinn and were also noted by the Peer Review in the context of the merger between the school networks UNESCO ASPnet and the Baltic Sea Project.
4. The review recommends the creation of a compulsory module or course on Global Education as part of initial teacher education. There is scope for consolidating and expanding Global Education in teacher education, drawing on innovative initiatives such as the Living Lab at the University of Tallinn, as well as the mandatory course on ESD and multicultural training at the University of Tartu. The Peer Review further recommends that Global Education also be offered to all teachers as part of in-service teacher training.
5. The Peer Review respectfully suggests that in the field of Global Education/GCE/ESD, more long-term structural funding support is required, to enable long-term planning processes. Good funding mechanisms should leverage change, promote consistency,

engender reliability and ensure diversity. The Peer Review notes that there are budgetary restrictions on any public spending that extends beyond one year. However, multi-annual framework agreements could be formulated with strategic partners, with funding renewed on an annual basis, subject to availability. This would allow a move from projects to programmes in well-defined strategic areas. The Peer Review also suggests keeping some measure of project funding for smaller or shorter-term initiatives that have the potential to inject new ideas and encourage new actors into Global Education.

6. The Peer Review recommends that the Ministry of Foreign Affairs develops a robust policy commitment to Global Education and reflects this commitment in its policy documents, including in its updated Foreign Policy Strategy and Development Co-operation Programme. There is a clear and vital role for the Ministry of Foreign Affairs to play in connecting Estonians with global issues, in close partnership particularly with the Ministry of Education and Research, the Ministry of Environment and NGOs.
7. Partnerships with strategic actors, such as media outlets, can enable messages to reach much further and wider. This may be particularly relevant for the Government Office as part of its role as SDG co-ordinator.
8. A well-planned and executed social media presence on key Global Education issues could also have significant impact on public awareness and opinion towards development and global issues. The Peer Review recommends that such options be explored by the Ministry of Foreign Affairs, Ministry of Education and Research, and the Ministry of Environment.
9. The Peer Review recommends a national, multi-stakeholder platform for Global Education in Estonia, and has seen evidence of the need for such a platform. A national meeting space is useful in and of itself, as it enables national actors to come together, share information and network. It is also useful for specific purposes such as planning, setting priorities, formulating joint positions and achieving a common understanding. The Peer Review recommends that such a platform be convened, and if appropriate, that examples of practice from other countries be explored. For example, a peer learning experience with one or more ministries and agencies from countries participating in GENE could provide inspiration and practical examples of leadership and facilitation of national platforms as well as of how Global Education can become an integrated part of development co-operation and education policy and practice.
10. Civil society and community actors in Global Education face the challenge of understanding and respecting the motives of people whose attitudes and opinions differ from those associated with Global Education. The Peer Review recommends that they should extend their important work to engage with people from all across Estonian society in the framework of human rights and democracy.
11. Target 4.7. of the Sustainable Development Goals presents opportunities for multi-stakeholder engagement, with scope for strong leadership by the Ministry of Education and Research, and with significant support and involvement by the Ministry of Environment,

the Ministry of Foreign Affairs, as well as civil society. As the Government Office is responsible for the co-ordination of the SDGs in Estonia, the Peer Review recommends that it should be involved in information sharing, communication and national level networking initiatives in the field Global Education.

12. The Peer Review recommends that the youth sector be more closely involved in Global Education, that the global dimension of youth work and youth work training be strengthened, and that synergies be explored between youth umbrella organisations and Global Education actors (e.g. in the context of the SDGs and the UN Youth Delegate).
13. The peer review did not explore in-depth what Global Education exists at university level. Finding out, in collaboration with universities and colleges in Estonia, what Global Education looks like at tertiary level, could be a possible follow-up activity to the review. One way of finding this out would be to invite higher education institutions to identify researchers and academics with an interest in Global Education (in its broadest sense) with a view to bringing them together to explore commonalities and potential for more structured collaboration and overview of research activities and course offerings. GENE could also assist with links to the European GE research community, if appropriate.
14. The Peer Review notes the emphasis on demonstrating results among many stakeholders in Global Education. The Peer Review suggests that Estonian Global Education stakeholders, with leadership from the Ministry of Education and Research, explore meaningful ways of capturing the effect of Global Education. For example, combining data from a range of sources and actors, such as project evaluations, public opinion research, ICCS results, OECD surveys, “Green Mirror” (school self-evaluation).
15. While the Peer Review notes that an overview of the overall situation regarding Global Education is lacking, there appears to be a genuine desire to obtain such a national overview. The Peer Review recommends that Estonia considers undertaking a detailed mapping exercise following the Peer Review. A mapping exercise could enable better coordination, planning and policy coherence. If appropriate, GENE could offer assistance in this regard in the context of potential follow-up support to the Peer Review.
16. The Peer Review invites all Global Education actors in Estonia to jointly reflect on their Global Education vision, narrative, understanding and direction. This could be a first task of a potential future national platform.

# *Appendices*

# APPENDIX I

## MAASTRICHT GLOBAL EDUCATION DECLARATION (2002)

### A European Strategy Framework

For Improving and Increasing Global Education in Europe to the Year 2015

*We, the participating delegations of the Europe-wide Global Education Congress, Maastricht, November 15th–17th 2002, representing parliamentarians, governments, local and regional authorities and civil society organisations from the member states of the Council of Europe, desiring to contribute to the follow-up to the World Summit on Sustainable Development and to the preparations for the United Nations' Decade for Education for Sustainable Development.*

#### 1. Recalling:

- **International commitments to global sustainable development** made at the recent *World Summit on Sustainable Development*, **and to the development of a global partnership for the reduction of global poverty** as outlined in the UN Millennium Development Goals.
- **International, regional and national commitments to increase and improve support for Global Education**, as education that supports peoples' search for knowledge about the realities of their world, and engages them in critical global democratic citizenship towards greater justice, sustainability, equity and human rights for all (See Appendix 1).
- **The Council of Europe's North-South Centre definitions of Global Education** (2002)

*Global Education is education that opens people's eyes and minds to the realities of the world, and awakens them to bring about a world of greater justice, equity and human rights for all.*

*Global Education is understood to encompass Development Education, Human Rights Education, Education for Sustainability, Education for Peace and Conflict Prevention and Intercultural Education; being the global dimensions of Education for Citizenship.*

#### 2. Profoundly aware of the fact that:

- Vast global inequalities persist and basic human needs, including the right to education (as mentioned in the Dakar declaration on Education For All), are not yet met for all people;
- Democratic decision-making processes require a political dialogue between informed and empowered citizens and their elected representatives;

- The fundamental transformations of production and consumption patterns required to achieve sustainable development can only be realised if citizens, women and men alike, have access to adequate information and understand and agree to the necessity to act;
- Well conceived and strategically planned Global Education, which also takes account of gender issues, should contribute to understanding and acceptance of such measures.

### **3. Recognising that:**

- Europe is a continent whose peoples are drawn from and are present in all areas of the world.
- We live in an increasingly globalised world where trans-border problems must be met by joint, multilateral political measures.
- Challenges to international solidarity must be met with firm resolve.
- Global Education is essential for strengthening public support for spending on development co-operation.
- All citizens need knowledge and skills to understand, participate in and interact critically with our global society as empowered global citizens. This poses fundamental challenges for all areas of life including education.
- There are fresh challenges and opportunities to engage Europeans in forms of education for active local, national and global citizenship and for sustainable lifestyles in order to counter-act loss of public confidence in national and international institutions.
- The methodology of Global Education focuses on supporting active learning and encouraging reflection with active participation of learners and educators. It celebrates and promotes diversity and respect for others and encourages learners to make their choices in their own context in relation to the global context.

### **4. Agreeing that...**

A world that is just, peaceful and sustainable is in the interest of all.

Since the definitions of Global Education above include the concept of Education for Sustainable Development, this Strategy can be included in follow-up to the recent World Summit on Sustainable Development and serve as a preparation for the UN decade for Education for Sustainable Development starting in 2005.

Global Education being a cross-sectoral obligation can significantly contribute to achieving these commitments. Access to Global Education is both a necessity and a right.

This will require:

- Increased and improved co-operation and co-ordination between international, national, regional and local level actors.
- The active participation and commitment in the follow-up to this Congress of all four categories of political actors – parliamentarians, governments, local and regional authorities as well as civil society (the quadrilogue) – which are involved in the on-going

useful political discussion in the framework of the North-South Centre.

- Significantly increased additional funding, on national and international levels.
- Increased support across Ministries of Development Co-operation, Foreign Affairs, Trade, Environment and particularly Ministries of Education to ensure full integration into curricula of formal and non-formal education at all levels.
- International, national, regional and local support and co-ordination mechanisms;
- Greatly increased co-operation between North and South and between East and West.

## **5. Wish to commit ourselves, and the member states, civil society organisations, parliamentary structures and local and regional authorities that we represent to...**

- 5.1 Take forward the process of defining Global Education and ensuring that a rich diversity of experience and perspectives (e.g. Southern, Minorities, Youth and Women's perspectives) is included at every stage.
- 5.2 Develop, in co-operation with the competent authorities and relevant actors, (or build on existing), national action plans, starting now and to 2015, for increased and improved Global Education towards the target date of the Millennium Development Goals.
- 5.3 Increase funding for Global Education.
- 5.4 Secure the integration of Global Education perspectives into education systems at all levels.
- 5.5 Develop, or where developed, improve and increase national structures for funding, support, co-ordination and policy-making in Global Education in all Council of Europe member states, as appropriate to national conditions.
- 5.6 Develop, or where developed improve strategies for raising and assuring the quality of Global Education.
- 5.7 Increase support for Regional, European, and International networking of strategies for increased and improved Global Education; between policymakers and practitioners.
- 5.8 Test the feasibility of developing a peer monitoring/peer support programme, through national Global Education Reports, and regular peer reviews, in a 12-year frame.
- 5.9 Contribute to the follow-up to the World Summit on Sustainable Development and to the preparations for the United Nations Decade for Education for Sustainable Development.

***We, the participating delegations of the Europe-wide Global Education Congress, Maastricht, November 15th–17th 2002, representing parliamentarians, governments, local and regional authorities and civil society organisations from the member states of the Council of Europe, commit ourselves to an ongoing dialogue with the South about the form and content of Global Education.***

## APPENDIX II

### THE ESPOO FINLAND CONCLUSIONS ON GLOBAL EDUCATION IN CURRICULUM CHANGE (2011)

*Meeting in the Hanasaari Centre, at Espoo, outside Helsinki, Finland, in October 2011, at the invitation of the Finnish National Board of Education, the Ministry of Foreign Affairs, Finland, and Global Education Network Europe (GENE).*

*The Symposium “Becoming a Global Citizen” led to the Espoo (Hanasaari) Finland Conclusions:*

Building on the Maastricht Congress and Declaration 2002, on GENE Peer Review processes, on the development of quality national strategies, and drawing on Finnish and other national experiences:

1. Education must put Global Education at the heart of learning, if it is to be considered quality education.
2. Global Education has a crucial role to play in all national education system improvement, in curriculum development, teacher education, improvement of school practice and learning culture, and the development of educational landscapes.
3. The conceptual development of Global Education has journeyed far in the past decade, and must travel further. Broader conceptual debates, a clearer ethical perspective, wider understandings of identity, and deeper philosophical foundations have emerged and continue to emerge, to provide stronger theoretical frameworks for Global Education.
4. Curriculum development or reform is best understood as a critical, participatory learning process. Global Education is at the heart of ongoing and forthcoming Finnish curriculum reform. Other national curriculum development processes might also consider putting Global Education at the heart of their endeavours.
5. Global Learning is primarily about the formation of key competencies for global citizens. Our understandings of the key competencies for global citizens should continue to be clarified, contested, debated and mainstreamed.
6. There are many examples in European countries of good practice in national, strategic, co-ordinating, sectoral, cross-sectoral, critical and integrative approaches. These approaches are shared effectively at European level through co-ordination and co-operating networks such as GENE. There is also a need for greater European, and global networking of Ministries, Agencies, civil society, teacher educators and researchers in this field.
7. GENE and Finnish partners – FNBE, MFA and MoE - along with other participating national Ministries and Agencies will take these conclusions to its Roundtables, and to its Maastricht +10 process, to promote learning among other European countries. GENE will also work with regional partners – the European Union, the Council of Europe and the OECD – and global partners to encourage consensus, dissensus and further debate on these conclusions.



## APPENDIX III

### Estonia Peer Review Process Meetings

Name	Organisation
Government Ministries and Agencies	
Ann Hänni	Ministry of Foreign Affairs
Kairi Pirk-Vatunen	Ministry of Foreign Affairs
Jüri Seilenthal	Ministry of Foreign Affairs
Kaisa Musting	Ministry of Education and Research
Laura Limperk	Ministry of Education and Research
Imbi Henno	Ministry of Education and Research
Kersti Kivirüüt	Foundation Innove
Einar Värä	Foundation Innove
Liisa Puusepp	Ministry of Environment/Tallinn University
Eda Silberg	Integration Foundation
NGOs	
Agne Kuimet	AKÜ
Karl-Oskar Villsaar	AKÜ
Liina Rajaveer	Estonian Human Rights Centre
Eero Janson	Estonian Refugee Council
Mari-Helene Kaber	Humana Estonia
Mari-Kättrin Kinks	NGO Mondo
Viktoria Rudenko	NGO Mondo
Diana Tamm	NGO Mondo
Teacher Associations	
Kersti Ojassalu	Geography Teachers' Association
Teacher Education	
Mare Oja	Tallinn University
Maarja Hallik	Tallinn University
Lianne Teder	Tallinn University
Anne Uusen	Tallinn University
Karmen Trasberg	Tartu University
Youth Sector	
Roger Tibar	Estonian National Youth Council

# APPENDIX IV

## Estonia Peer Review Select Bibliography and Key Documents

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# Contributions

## International Peers

### **Finland**

Ms. Satu Honkala, Finnish National Board of Education (EDUFI)

### **Poland**

Ms. Maria-Magdalena Budkus, Ministry of National Education

### **Slovakia**

Ms. Nina Macháčová, Ministry of Foreign and European Affairs

## National Researcher

Ms. Johanna Helin

## GENE Board and Peer Review Secretariat

Dr. Helmuth Hartmeyer  
Senior Advisor to the Board, GENE

Ms. Josefina McAuley  
Head of Peer Review and Research, GENE

## Editors

Ms. Josefina McAuley

Dr. Helmuth Hartmeyer

Mr. Liam Wegimont

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The European Global Education Peer Review Process is facilitated by GENE. It grew out of the Maastricht Declaration on Global Education (2002). The process serves to highlight good practice and offer a critical review of Global Education policy and provision in each country. For more details, please visit [www.gene.eu/peer-review](http://www.gene.eu/peer-review)

## The Peer Review of Global Education in Estonia

This National Report contains the findings from the Peer Review of Global Education in Estonia that took place during 2019. It provides an overview of Global Education in the country and includes observations and recommendations intended to assist Estonian Global Education actors to further improve and increase provision in the country. It also provides case studies of good practice.



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