

**Seminar**

# **ESTONIAN GLOBAL EDUCATION CONCEPT PAPER**

**6-7 November 2009, Laulasmaa**

**Report**



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The seminar was organized by the Estonian Roundtable for Development Cooperation.



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## Introduction

This is a summary of a seminar held in early November 2009 devoted to compiling Estonia's global education concept paper. The event brought together experts in the field of global education from various sectors and interest groups in order to establish a basis for a strategic document on furthering global education in Estonia. The seminar was organized by the Estonian Roundtable for Development Cooperation and financed on the basis of a joint management agreement between the North-South Centre of the Council of Europe and the European Commission's external cooperation programme EuropeAid.

**Global education** is an active learning process aimed at producing active citizens of the world who are knowledgeable about what is going on in the world, as well as about the reasons and how it all affects us. An active global citizen is someone who wants to and knows how to make the world a better place by relying on an open mind and concerted action.

Global education activities in Estonia have evolved hand in hand with progress in development cooperation ever since 1998, when state budgetary funding was appropriated for the first time from the Ministry of Foreign Affairs budget for development cooperation and humanitarian aid. The first development cooperation roundtable was held on 15 October of 2001. Ministries related to this sector and civic associations were represented at the first roundtable. The activities of the roundtable were quite irregular and informal and all projects were implemented through the participating organizations. As a result of political and social developments, on 15 February 2007, the Estonian Roundtable for Development Cooperation (AKÜ) was registered as an independent non-profit association, which became a key support organization for civic society organisation dealing with global education. Over the years, an increasing number of global education activities have begun to be carried out in Estonia with the support of the European Commission and the Ministry of Foreign Affairs.

Since 2008, at the initiative of the members of AKÜ, the objective of finding broad-based, systematic support for global education throughout society has been pursued with greater vigour. To achieve the objective, the first broader-based public global education conference was held in May 2009 – "Experiences and opportunities in Estonian global education" where the opening remarks were said by Minister of Foreign Affairs Urmas Paet and to which Minister of Education and Research Tõnis Lukas sent a written greeting. The discussions held at the event revealed a clear need for achieving wide intersectoral agreements on the kinds of activities that should be used to further global education in Estonia.

Experts related to the field were invited to Laulasmaa to help look for answers to the question raised at the conference. The idea behind the seminar was to further, in an intensive manner, mutual understanding between interest groups, to establish a consensus for structured activities, as well as to provide input toward developing regional cooperation. To attain the desired results, a document is being prepared with a working title of Estonian global education concept paper (hereinafter "paper") which could serve as a later basis for a potential national development strategy.

The writing of the paper will be spearheaded by AKÜ and its global education working group. At the same time, consultations with related and interested parties were declared priorities. A beginning in this direction was made already at the Laulasmaa seminar and consultations are also taking place in the course of writing the paper, including with parties who did not participate in the seminar. Intersectoral cooperation is expected to also continue during the implementation of the paper.

## The goal of the Estonian global education concept paper

**It was decided at the seminar that the objective of the paper should be the following:**

- to intensify intersectoral cooperation and make it more effective;
- to achieve national/official recognition for the work of civic society organisations and to create an opportunity to become involved;
- to gather necessary inputs for preparing a future national development strategy;
- to create an authoritative source for potential grant applications, to be used to substantiate partners' cooperation and the longer-term objectives of the project;
- to participate more effectively in the pan-European process where identifying developments in global education and setting objectives is becoming increasingly salient.

## Working definition of global education

For the purpose of developing a common understanding and a clear context for seminar discussions, a discussion was held in order to agree on a working definition of global education. It was stressed that it is not the goal of either the paper or the Laulasmaa seminar to define global education all over again, but rather to specify the related sectors and partners.

With respect to the distribution of topics, the "Strategy of Estonian Development Co-operation and Humanitarian Aid 2006-2010" was adopted as the basis for a thought exercise, on the basis of which the topics would be as follows:

- human development (poverty, child mortality, access to education);
- human development (poverty, child mortality, access to education);
- trade and the economy (fairtrade, consumer spending);
- sustainable development (conservation issues);
- gender equality;
- development cooperation (achieving international development objectives).

Participants stressed the problems related to political culture, the need to implement values, attitudes and behavioural models from the relevant sectors of society in the broader sense. Culture and religion were added to the list as key global education sectors.

One alternative approach proposed was the one based on acquired competencies, as the objective of global education is to shape values, attitudes and behavioural models. A second alternative was based on curricular fields (such as civic education, entrepreneurship education, values education), to which aspects related to the world outside Europe should be added.

## Identifying interest groups

To successfully implement the paper, it will be important to determine which interest groups from civil society, the public sector and private sector are already dealing with global education topics or who would potentially deal with such topics. It will be important to involve both domestic and international partners. Major structural interest groups listed were the following:

### Public sector:

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

### Civil society:

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

### Private sector:

- commercial enterprises (importers, retail chains, organic stores);
- tourism organisations;
- responsible entrepreneurs (private-donor activists, socially-conscious entrepreneurs etc);
- publishers (including publishers of textbooks);
- private universities;
- privately-owned media.

It was also acknowledged that there are many more related organizations and this list will certainly need to be supplemented in the future.

## Tasks of global education in Estonia

As the next step, the problems related to implementing, disseminating and adopting global education in three sectors that are considered central were articulated. The participants in the seminar were distributed into three groups, which developed problems in Estonia related to education, the institutional-political dimension and culture. A model was developed to attempt to identify the central problems in global education as well as the relationships between the problems, and to identify the various manifestations and symptoms of these problems in social attitudes.

The presentations were commented on by foreign experts Gordana Berjan (the North-South Centre of the Council of Europe, coordinator of the education and youth sector) and Rilli Lappalainen (the long-time secretary general of the Finnish development cooperation civil society organisations European Union representative organisation Kehys; and a member of board of CONCORD, which represents nearly 1600 European development cooperation and humanitarian aid organisations).

### EDUCATION

Problem/symptom	Causes
Low interest on the part of schools, teachers and youth workers.	General low social empathy.
	The definition and output of global education is unclear.
	Low flexibility in formal education.
	Estonian-centred media.
Low competency on the part of teachers for developing global awareness.	Shortcomings in teachers' education and existence/availability of textbooks.
Formal education does not always prioritize the development of students' self-expression skills. The selection of interactive study methods is in use to a low extent (debate, essays, films etc).	Programmatic curriculum is too crowded.
	Lack of coherence between subjects.
Lack of suitable study materials and expertise.	Low level of experts on global education topics.
	Lack of funds for producing and distributing materials.
	Lack of higher educational opportunities for training experts.
	Few opportunities for direct contacts with developing countries.
Low level of coordination among people dealing with global education. Lack of access outside cities and bigger towns.	Low number of and low level of motivation of active people.
	Due to unstable financing, low supply and low coordinating ability of civic society organisations dealing with global education.

### INSTITUTIONS AND POLICY

Problem/symptom	Causes
Low coherency of various policies.	Public sector policies do not have clearly thought-through objectives and the ability to delegate is insufficient.
The state is not delegating the service of supplying global education to civic society organisations.	Low cooperation on the part of ministries.
	The generally low ability to delegate of the public sector.
	Civic society organisations are occasionally still too weak as service providers.
Weak cooperative ability of civic associations.	Insufficient policy analysis capacity and low number of capable spokespersons.
	The financial dependence of civic associations on the public sector.
	Involvement takes place too late, opinions are not taken into account, as the tradition of cooperation is weak and the public sector does not see any value added in involvement.
	Civic society organisations do not receive feedback on the impact of their contribution.
The public sector does not support socially responsible/social entrepreneurship.	The public sector has a lack of a tradition and experience with regard to supporting social enterprise.

## CULTURE AND PUBLIC OPINION

Problem/symptom	Causes
Low level of support for global education values and the generally poor position of soft values in the public sphere. Cult of success. (Unjustified) cynicism and mental rigidity.	Worship at the shrine of liberalism.
	Pragmatic worldview.
	Low social empathy.
	Patriarchal nature of society.
	Fear of the unknown and unfamiliar. Fear of national extinction.
	Self-criticism with regard to one's nature but not one's viewpoint.
Borrowed foreign realities: stereotypes and negative descriptors for people and phenomena that have developed in other places in the world are adopted without criticism.	The Estonia-centric nature and reliance on stereotypes on the part of the media.
	Identity crisis: the desire is to be Europeans and citizens of the world but also at the same time, Estonians.
Low level of social activity in spite of broad opportunities for self-realization and innovative mindset.	The closed nature, stemming from the historical background, and the resulting low level of personal contact with the rest of the world.
	Lack of resources due to Estonia's small size (finances, human capital etc).

Positive opportunities emphasized included Estonians' orientation toward innovation, intellectual curiosity and the abundance and flexibility of opportunities for self-actualization as a result of the country's small size.

## Comments from foreign experts

**Rilli Lappalainen** called all three dimensions extremely important and stressed that each dimension merits a detailed approach. In her comments, she introduced the most important problems and possible solutions in the field of global education, which she considered the most important based on the experience of Finland. She also drew attention to the document entitled "The European Consensus on Development: The contribution of development education<sup>1</sup> and Awareness Raising"<sup>2</sup> (hereinafter "consensus"), which gives a framework to those engaged in the relevant field in various countries and allows activities to be coordinated, enables people to learn from one another's experiences and find support for their initiatives also on the cross-border level.

Global education, according to Lappalainen, is a rapidly developing field in the European Union. The establishing of a consensus on the part of representatives of EU institutions, member states, civil society and other related groups began during Finland's presidency in 2006 and was completed by 2007. Currently the activities of several member states on the local level have become unified with it and national strategies have been created based on this. Lappalainen sees it as positive that developments are taking place in the framework of consensus (i.e. in the same direction as other countries) as cooperation between countries is important for sustainable development of development policies in a number of ways. Consensus also creates the opportunity to learn from the experiences of other countries.

In Finland, several strategies have been created for promoting the field of global education, of which the most recent one, the strategy for 2010, is focused on higher education. Lappalainen says it is already possible to list certain developments: for instance, the global education professorship at the University of Oulu.

She also drew attention to the fact that focusing on national strategies alone can be just a part of the solution, as otherwise civil society organisations who are also extremely important participants in the context of global education can feel excluded. She also acknowledged the initiative of the government to involve many participants in the process.

The global education manifesto prepared in Finland places the main emphasis on the quality of global education. As Lappalainen sees it, this also encourages civil society organisations to exert efforts and to develop the services they offer. An idea proposed was to develop a quality label for global education that would ensure the controlled and uniform development of the sector.

A basic problem when it comes to ensuring the uniform quality of global education in Finland and Estonia is the low level of coordination of activities between civil society organisations. Lappalainen cited an example of a situation where representatives of four organizations had come to a school to speak simultaneously but some other schools had had no visits. A solution proposed was to establish the position of a local coordinator, who is in fact now already working at the city of Oulu and administering activities related to global education in this region.

A basic problem related to financing in Finland cited by Lappalainen was the fact that to this point finances have mainly come from one source and distributing them has been primarily the task of the Ministry of Foreign Affairs. In recent years, the topic of global education is no longer as attractive and for this reason the budget is being decreased. Funding from

<sup>1</sup> Development education used here as a synonym for global education.

<sup>2</sup> [http://ec.europa.eu/development/icenter/repository/PUBLICATION\\_CONSENSUS\\_ET-067-00-00.pdf](http://ec.europa.eu/development/icenter/repository/PUBLICATION_CONSENSUS_ET-067-00-00.pdf) (Estonian only).

the European Commission is also becoming more complicated to obtain, as global education has become a popular topic among all of Europe's civil society organisations and competition for grants has increased.

The key to activate cash flows, she says, lies namely in cooperation. To obtain funding, partnership relationships must be established with other (countries') organizations and many contacts must be in place. Increased competition provides encouragement to look for new activity measures and cooperation with other organizations, local governments, international organizations and other entities is important even when it comes to finding these.

Besides the general public and people connected to the educational system, Lappalainen sees civil society organisations as a target group for global education. One significant topic that ties in to global education in Finnish society is the integration of immigrants. Lappalainen says Finland has a number of both nationalistically minded associations and migrants' associations, and that the third sector as a global education promoter could have a key role in reconciling them. In addition, another important aspect is to work with opinion leaders who are responsible for topics closely connected to global education (such as climate change) in order to keep global education topics on the radar and noticeable for the public.

One way to publicize the global issues that are the crux of global education, she says, is to carry out campaigns such as Red Nose Day, which is also observed since 2007 in Finland (Ylen Hyvä – YLE helps). This is a charity campaign consisting of daylong screenings of documentaries, interviews and reportage as well as fundraising for alleviating issues on developmental topics.

**Gordana Berjan** from the North-South Centre of the Council of Europe also emphasized that even though the seminar was devoted to examining the Estonian context, many other European countries are facing similar problems. She also stressed the importance of cooperation and dialogue in resolving difficulties both at national and European level.

In commenting on Estonia's institutional and political tasks, she stressed that there is always a certain tension between different policy sectors and their objectives. One important aspect is to set short terms as well as long term objectives and not to lose faith in the process as a whole. One starting point for a common understanding of the subject among the key national partners might be the use of the *Global Education Guidelines*, a handbook prepared by experts of the North-South Centre in 2008.

She also acknowledged that sufficient time is needed for member states to fully understand and integrate "new concepts" such as global education in their national context. As a parallel, Berjan mentioned the work of the Council of Europe on education for democratic citizenship and human rights education which is very closely related to global education, and which has been a priority area of the organisations for the last two decades. Thus she said we must be prepared for the possibility that promotion of global education will take time.

Berjan also recommended that it be borne in mind that global education is not solely a matter of a particular ethnic environment, but concerns the process of raising citizens of the world.

## Setting development objectives

The primary task of the second day of the seminar was to set development objectives based on the problems cited and to find ways to achieve them. In setting the goals, the SMART model was followed, in accordance with which the objective must be sufficiently specific, measurable, attainable, realistic and timely.

First of all, the sectoral problems documented on the previous day were viewed, and proceeding from these, the general strategic objective for each sector was articulated. Thereafter the more specific applied goals for each were defined along with the corresponding detailed criteria, indicators and activities, implementers and/or responsible persons.

**The education sector's** working group submitted, as a primary goal, a greater awareness on the part of the Estonian population – especially youth – of world affairs and a greater readiness to participate by 2015. To achieve this, five sub-objectives were set out, and consolidated at the end under three common headings.

EDUCATION		
General development trend: learners in all educational fields (formal and non-formal education, adult education) come into contact with global education topics.		
Objective	Indicator	Activities
1. The number of educational institutions involved in academic and hobby work (formal/non-formal) related to global education and the share of students is greater.	The number (percentage) of students and schools and youth centres implementing global education programmes.	Training teachers: basic global education studies, in-service training.
		Development and implementation of instructional materials and programmes.
		Training trainers and directly training youth (above all, non-formal education).
2. The share of learners who come into contact directly with global education topics in adult education is greater.	Number of organizations and number (percentage) of learners involved in adult education.	
3. A greater number of civil society organisations implement activities with global education content.	Number of projects with global education content, and their number is growing.	Cooperation with umbrella organizations.
		Lobbying among financiers (integrating global education topics with programmes that offer financing).
		Consolidation by ministries of sources of funding related to global education, creating a comprehensive picture and system.

It was emphasized that more specific objectives should be set; for instance, the number of schools involved and criteria on the basis of which they are selected. To do so, it would be necessary to conduct an analysis of the current situation both regarding schools that currently use global education and those that will be trained in the future. It was proposed that to satisfy the criterion of measurability, it is possible to tabulate the number of people who have attended training and other such events as well as the organizations that they represent. It was said that already now the participants at trainings by Humana, Jaan Tõnisson Institute, the Estonian Green Movement and other organisation, could be mapped, but it was noted that the number of participants did not show the actual level of teaching.

It was also asked who should be obliged to keep account of the participants in training. AKÜ was proposed, but one of its weaknesses cited was the excessively large volume of tasks imposed on AKÜ compared to the existing low level of human and other resources.

Other measures proposed to achieve the objective included development and application of instructional materials and programmes. The working group recommended that the funds necessary for creating the materials be applied for from foundations or on the state level; at the same time it was noted that the expenses on the study process could also be covered from the schools' budget. It was stressed that, instead of creating new web portals, content should be produced for existing websites ([www.terveilm.net](http://www.terveilm.net), [www.maailmakool.ee](http://www.maailmakool.ee), [noorte.maailmakool.ee](http://noorte.maailmakool.ee) and others). To this point, content creation has taken place in cooperation of several civil society organisations and it was found that this method should be continued in the future.

A problem cited was the free-market rules that govern the training sector. Anyone can provide training content, order trainings and offer trainings according with their own desires; and specific standards for protection of a global education component or developed materials cannot be prescribed. It was also said that youth organizations have low interest in global education as they are not sufficiently aware of the content of global education and training opportunities.

The solution proposed was to develop a competency centre that should increase its influence in the training sector and the public in general and inform parties on the necessity and content of global education. It was again proposed that as AKÜ has information on global education both in Estonia and abroad, the organization would have potential to develop into such a competency centre. According to the AKÜ representative, the creation of the centre will require the level of activity to be increased not just on the part of the coordinators but specifically on the part of the global education implementers. To sum up, it was stated that the development of global education training and materials might also be a strategic objective, above all due to an increasing number of civic associations.

It was also proposed as a sectoral objective to increase the awareness of decision-makers and financiers (such as local governments, ministries, the Riigikogu and representatives of funds) of global education. This could take place above all through umbrella organizations that pertain to education and youth as well as through other associations. This would make educational cooperation and coordination more effective as well. Another proposed indicator was the effectiveness of advocacy work, but it was decided ultimately that this point is aimed more at the institutional-political dimension, not directly at education, and will thus be omitted.

**Institutional and political topics** initially mentioned as a general goal were greater openness in society and greater awareness of developments outside Estonia and Europe. However, such an approach was criticized as too general and

not directly related to the political dimension, as a result of which further discussions focused on the level of institutional policy and articulated as substantive and productive cooperation on the political level. Cooperation was seen not only as taking place between the public sector and civil society but also as encompassing intrasectoral cooperation within and between political institutions (local government, ministries and agencies) in their area of government as well as among civil society organisations.

INSTITUTIONS AND POLICY		
<b>General development trend:</b> systematic, knowledge-based and productive cooperation between promoters of global education takes place both between the civil socty and the public sector as well as within the sectors.		
Objective	Indicator	Activities
1. Officials dealing with global education topics have good knowledge in this field.	The number of officials who took part in the training (percentage of the target group).	Identifying the officials whose activities coincide and to focus cooperation.
		Training the relevant officials.
2. Intersectoral cooperation is regular and proceeds from the best available knowledge.	Active participation in networks.	Developing/establishing networks where regular cooperation takes place between sectors.
		Use/launch of applied research activity on topics of global education (scholarship, involvement of topics in university curricula).
3. Advocacy work that increases the importance of global education in state decisions is productive.	Amount of allocated finances from state budget. Number of officials. Signs of prioritization of social entrepreneurship.	International cooperation and exchange of experience.
		The Ministry of Education and Research, Ministry of Foreign Affairs and AKÜ establish, in cooperation, consensus proceeding from the objectives and nature of global education.
		Establishing a mutual consensus between global education organizations.
		Introducing the social entrepreneurship topic to public procurements and Enterprise Estonia schemes.

It was proposed as the first sub-objective, and as a guarantor of effective cooperation, that the responsible parties at key institutions should be officials whose competence includes dealing with global education topics. This would not necessarily mean the creation of new positions but rather the inclusion of these functions among the official duties of certain officials. This would allow to easily define the range of individuals who could form a policy network engaged in global education, and would bring sustainability to the proceedings on policies that take into account global education. One possibility proposed was that it could be a person who is also the inclusion coordinator and/or whose expertise would be more or less related to this topic. The substantive competence of, above all, these persons in the global education field was considered important, as opposed to the mere existence of formally responsible persons. This point could also connect with the need to train decision-makers and politicians, which was revealed by the analysis of the educational sector.

Also specified as a key sub-objective was the need for better coordination between ministries of the general strategies pertaining to global education. For instance, the determination of scholarships should not be based only on the higher educational strategy but also on the needs and strategies of other ministries and interest groups. This does not mean that all strategies should be re-written but that there should be more consultations, which this political network would enable.

The question was also raised as to how to measure whether the relevant people exist in the key institutions. A solution proposed was the option of checking whether the point had been realized on the basis of the job descriptions or corresponding coverage of fields of competency. The option of statistical verification was also cited: a survey of awareness of development cooperation commissioned by the Ministry of Foreign Affairs, consisting of both an omnibus study and a survey of opinion leaders, could also involve relevant employees from the given institutions.

As a good way to develop the capacity of representative activity, it was proposed that a major thematic event be organized. As a parallel, the project of the year of intercultural dialogue was cited, in which both public sector agencies and civil society representatives held common meetings to shape positions and plan events.

Once more, the objective of major support for social entrepreneurship from the public sector was proposed as an indicator of greater awareness. This could be implemented, for instance, at public procurements, where socially responsible companies would be preferred (such as fairtrade, global responsibility, social responsibility).

Separately, the importance of international cooperation was also highlighted both in global education networks as well as in the European Union for the purpose of getting stronger support for raising global education topics from the outside as well. A proposal was made for a separate seminar on the topic of representative work in the area of the European Union.

The general consensus was that the objectives and activities set out in writing and their attainability need more thorough discussion in preparing the paper.

The **cultural** working group adopted a central objective of greater awareness among the Estonian population of the topics of global education. In the interests of more specifically resolving this area, three sub-objectives were established.

CULTURE AND PUBLIC OPINION		
General development trend: a majority of the Estonian population is aware of global education topics and related behavioural models.		
Objective	Indicator	Activities
1. Awareness raising activities in the field of global education are productive.	The percentage of awareness by each global education topic –trends of change.	World Day festival.
		Fairtrade campaign.
		Other activities implemented by global education organizations.
		Work with children, values education.
2. The number of high-quality cultural exchange projects with a global education content will increase (including exchange students and teachers).	Number of quality projects, entry of the global education aspect into existing projects.	Continuing implementation of global education organizations' own exchange programmes.
		Cooperation with other organizations dealing with cultural exchange content, and offering instructions, materials and competence to increase the role of global education.

The first sub-objective pertained to better performance of awareness raising work. Above all, awareness raising work was considered the function of all who take the responsibility for this in the global education concept paper. As a counterargument, it was asserted that solely relying on organizations that deal with awareness raising work today is not sufficient for the result to be achieved and that new initiatives are needed.

It was stated that cultural exchange with other regions of the world takes place relatively infrequently. At the same time, it was also mentioned that a number of organizations are in fact active in this field (such as People to People Estonia and AIESEC) but these projects are all too often not sustainable, which should be considered an indicator of success.

As a third sub-objective, value education was initially proposed, which would promote the ideals of global education. At the same time the low capacity of participants was acknowledged in resolving these problems, as besides civil society organisations very many other stakeholders must be taken into account (such as institutions in the educational sector). At the same time it was noted that values education can be promoted by involving organizations related to a different mindsets, such as churches or media and other communications channels.

## Role of the North-South Centre of the Council of Europe

After the discussion on potential strategies, **Gordana Berjan** introduced the activities of the North-South Centre of the Council of Europe in promoting global education. She explained that the meeting was part of a larger consultation process of organising national seminars in all twelve new EU member countries and the purpose of the national meetings is to conduct a needs assessment in these states in order to determine what can be done on the national and European level to favour positive development of global education. The meetings are part of a three-year programme, under the framework of a Joint Management Agreement (JMA) between the European Commission and the North-South Centre, for promoting global education in the European Union's new member states. The outcomes of the seminars are presented in national reports that lay the basis for further enhancement of global/development education and the development of GE strategies. The national meetings are followed by sub-regional meeting in the Baltic States, the "Visegrad" countries and in South East Europe/Mediterranean region in 2010-11.

Next spring, a Baltic States regional seminar will be organised with key stakeholders to discuss good practices, strategic approaches and share their experiences in promoting global education. The intention is to bring together, inter alia, representatives from governments, local authorities and civil society actors to promote dialogue and joint action in the field of global education. The Joint Management Agreement will be concluded in 2011 through a pan-European conference on global development education as a follow up of the NSC's Maastricht conference in 2002. The result from this three year consultations process and extensive needs assessment will serve, inter alia, as a basis to identify new programmes and priorities for the European institutions in supporting national and European actors active in the field of global education.

Since the NSC's Maastricht Congress in 2002, the North-South Centre of the Council of Europe has a working definition of global education – global education shows the worldwide reality and makes people act in favour of justice and human rights for everyone. This education contains development education, education for human rights, education for sustainable development and education in favour of peace and conflict prevention. This definition has been further elaborated by the Centre's recently published *Global Education Guidelines 2008*.

Moreover, the NSC is an intergovernmental organisation which has a mission to raise public awareness of topics related to global interdependence and to promote policies based on solidarity underpinned by the main aims of the Council of Europe to promote human rights, rule of law and pluralistic democracies. The primary areas of work that the Centre deals with are related to education, youth and intercultural dialogue. Currently it consists of 21 members member state but very few are from Central and Eastern Europe (Estonia is not one of them). The unique character of the Centre was also stressed, i.e. that it is open to countries outside Europe and in a truly global fashion it involves representatives from both the global North and South. Moreover, the uniqueness can also be found in its co-management principle in decision making and in its activities. The so called *quadrilogue* is composed by the representation of and collaboration between government representatives, parliamentarians, local authorities and the civil society organisations. A simultaneous effort is made to work with the primary interest groups who operate on disparate policy fields at international and national levels.

The challenges Estonia is facing in terms of global education policies and practices are very similar to other (Central and Eastern) European countries. It is clear throughout this national consultation processes that there are several common denominators in terms of: need for clarifying, understanding and feeling ownership of the concept of global education; the lack of coordination and dialogue between the key players; discrepancies in terms of expectations and roles among key actors; lack of adequate education materials and teacher trainings; the acknowledgement and capacity of NGO work as well as the negative impact of the current financial crisis. These challenges can also be identified to a higher or lower degree e.g. in the Czech or Austrian case. Therefore peer-learning and exchanges of good practices at European and sub-regional level would be of benefit for all partners involved.

Ms. Berjan continued to explain the work of the Council of Europe as an expert organisation providing its 47 member states with European standards through conventions and recommendations (binding and non-binding) in different policy fields such as human rights, culture, education etc. Currently the NSC is working on introducing a European standard for global education through the current drafting of a Committee of Ministers Recommendation on global education for all member states of the Council of Europe. This recommendation would be unique in its kind and would give a formal political framework for this topic. This work is being processed through a formal Council of Europe Steering Committee on Education (CDED) with representatives from all ministries of Education in the 47 member states, but the final decision is taken by the Committee of Ministers with representatives of MFA's present. The challenge is to coordinate the opinions from the MoE and MFA's in a coherent matter which would lead to an adoption of the Recommendation. In most cases, the MFA's are relatively conversant with the topic but this is not always the case with the representatives from the MoE, whose support is crucial. The process of support from the Steering Committee on Education for a recommendation on global education was given in 2008 and the ongoing process might require another year as it needs to go through many consultations before a common recommendation can be accepted. The civil society actors have a crucial role to play in this regard as one of the strong promoters for global education toward the line ministries.

## Summary: addenda, further developments

At the two-day seminar, the importance of cooperation between the stakeholders at the civil society, state and international levels was stressed. It will be important to consider international experience as well as the existing ways and means. Repeated mention was made of the coordinating and informing role of AKÜ and the ministries' officials.

In the closing section, the practical issues of the global education concept paper were raised. It was noted that it would be impossible to involve the media to a greater extent and incite interest in journalists as long as non-engaging terminology such as "global education" and "development cooperation" etc were used. On global education topics, it is fairly simple to produce discussion programmes for youth, and to socialize the relevant ideas through entertainment programmes as well, yet it is relatively problematic to cover global education topics through "hard" (political, e.g.) news as the term is unfamiliar and problems are not perceived newsworthy. It was stated that more effective use of the media appears to merit separate discussion.

There was also discussion regarding the English-language terminology for global education. At the moment, two analogous terms are in use: global education and development education. The latter is an older term, used above all by the European Commission, which is also the most influential financier of global education projects. The North-South Centre of the Council of Europe uses mostly the term "global education". In reality, these two terms cover the same values and knowledge.

The participants proposed that before planning further activities, the projects and initiatives undertaken to this point should be analyzed. It was noted that an overview of projects (co-)financed by the Ministry of Foreign Affairs is posted on the ministry's website, but it was conceded that the list was not comprehensive. The more general issue of availability of information on global education (e.g. AKÜ's global education working group's meeting memoranda) was also raised, which would be a requirement for achieving better coordination.

It was emphasized that the process of developing strategy documents should culminate in a certain financial plan as to how further activities should be organized. It should also reach the stage where specific responsible parties are specified with regard to each objective and activity.



