

Evaluation of the first phase (2005 - 2009) of the World Programme for Human Rights Education (WPHRE)

Response of Estonia

Part 1: BASIC INFORMATION

- | | |
|---|---|
| 1. Date: | 04.03.2010 |
| 2. Institution responsible for completing this questionnaire: | Ministry of Education and Research of the Republic of Estonia |
| 3. Responsible department: | General Education Department |
| 4. Contact person: | Mr Einar Värä |
| 5. Mailing address: | Munga 18, 50088 Tartu, Estonia |
| 6. Telephone number: | +372 7350 283 |
| 7. Fax number: | +372 730 1080 |
| 8. E-mail address: | einar.vara@hm.ee |
| 9. Webpage: | www.hm.ee |

Part 2: COMPONENTS OF HUMAN RIGHTS EDUCATION IN SCHOOLS
--

A. Educational policies¹ and policy implementation

10. Do education laws, education policies and education policy objectives exist which explicitly refer to the following?²

	<i>Yes</i>	<i>No</i>
▪ Human rights	<input checked="" type="checkbox"/>	<input type="checkbox"/>
▪ The right to education	<input checked="" type="checkbox"/>	<input type="checkbox"/>
▪ A rights-based approach to education	<input checked="" type="checkbox"/>	<input type="checkbox"/>
▪ Human rights education	<input checked="" type="checkbox"/>	<input type="checkbox"/>

You may elaborate further if you wish:

11. Is human rights education incorporated in national plans and strategies including those listed below where they exist?³

	<i>Yes</i>	<i>No</i>	<i>Doesn't exist</i>
▪ National human rights plans	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
▪ National plans of action against racism, racial discrimination, xenophobia and related intolerance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ National poverty reduction strategies and other development plans	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ National sectoral plans for primary and secondary education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ National plans for Education for All (EFA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ National policy frameworks as part of the Decade on Education for Sustainable Development (2005-2014)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If yes to any of the above, please elaborate.

12. Has a national implementation strategy been developed to implement any human rights education policy objective?⁴

- Development Plan for Civic Initiative Support 2007-2010 (under the leadership of the Estonian Ministry of the Interior).

- Human rights education is part of the National Curriculum for Basic Schools and Upper Secondary Schools.

¹ Education policies according to the Plan of Action include legislation, plans of action, curricula and training policies.

² Plan of Action, appendix A.2-5.

³ Plan of Action, appendix A.5(d).

⁴ Plan of Action, appendix B.10.

If yes, have young people/learners been involved in both developing the national implementation strategy and in its implementation?

Student organisations made proposals to the National Curriculum.

Has the strategy been published and disseminated? If yes, please share a copy or refer to a website address if available online.

National Curriculum is published in Riigi Teataja www.riigiteataja.ee

Development Plan for Civic Initiative Support 2007-2010 is published on the website of the Ministry of the Interior <http://www.siseministerium.ee>

13. Is human rights education present in the national curriculum and educational standards?⁵ If yes, please explain its status (e.g. obligatory or optional, subject-based or cross-curricular?).

Human rights education is a compulsory topic in civics.

14. Please state whether guidelines exist for writing or revising textbooks that reflect human rights principles?⁶

Textbooks should follow aims and objectives of the National Curriculum and outcomes of the subjects' syllabuses.

Have textbooks been prepared according to these guidelines?

Yes.

15. Please refer to any national or sub-national policies that promote a human rights-based approach to school governance, management, discipline procedures, inclusion policies and other regulations and practices affecting the school culture and access to education.⁷

The Education Act of the Estonian Republic , the Basic Schools and Upper Secondary Schools Act.

Human rights are also reflected in the Constitution's 2nd chapter and in Gender Equality Act.

16. Is there a comprehensive training policy on human rights education for teachers and other educational personnel in schools?⁸

No.

B. Learning environment

⁵ Plan of Action, appendix A.5(e)(ii)-(iv).

⁶ Plan of Action, appendix A.5(e)(viii).

⁷ Plan of Action, appendix A.5(e)(ix).

⁸ Plan of Action, appendix A.5(f).

17. Are human rights integrated into the learning environments of schools including school governance and management?⁹ Please mark on a scale from 1 to 5 (1 = Yes, comprehensively, 5 = Not at all):

Yes, comprehensively 1 2 3 4 5 *Not at all*

18. Do practices not defined as human rights education exist in your country which reflect the principles of the rights-based approach to education, such as peace education, citizenship and values education, multicultural education, global education, education for tolerance or education for sustainable development?¹⁰ If yes, please explain.

All these principles are included into the National Curriculum.

19. Do opportunities exist in schools for students to express themselves freely, to have responsibility, to participate in decision making (in accordance with their age and evolving capacity) and to organize for their own interests?¹¹ Please mark on a scale from 1 to 5 (1 = Comprehensive opportunities exist, 5 = Not at all):

Comprehensive opportunities exist 1 2 3 4 5 *Not at all*

- To express themselves
- To have responsibility
- To participate in decision making
- To organize for their own interests

There are pupils'/students' governments in every Estonian school.

20. Are there interactions between schools, local government, civil society and the wider community facilitating awareness of children's rights and the key principles of human rights education?¹² Please mark on a scale from 1 to 5 (1 = Comprehensive interactions take place, 5 = Not at all):

Comprehensive interactions take place 1 2 3 4 5 *Not at all*

Estonian Association of Parents and Estonian Union for Child Welfare are very active in society to protect children's rights, as well as the Ministry of Social Affairs.

⁹ Plan of Action, appendix A.4.

¹⁰ Plan of Action, II B.

¹¹ Plan of Action, appendix C.15(c). See also General comment No. 1, United Nations Committee on the Rights of the Child, which states that "The participation of children in school life, the creation of school communities and student councils, peer education and peer counselling, and the involvement of children in school disciplinary proceedings should be promoted as part of the process of learning and experiencing the realization of rights" (para. 8).

¹² Plan of Action, appendix C.15(d).

21. Are monitoring systems in place to assess the following?¹³ Please mark on a scale from 1 to 5 (1 = Comprehensive monitoring systems, 5 = Not at all):

<i>Comprehensive monitoring systems</i>	1	2	3	4	5	<i>Not at all</i>
▪ Respect for human rights principles in teaching practice	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
▪ Teaching quality with regard to human rights education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
▪ Respect for human rights principles in school management and governance processes ¹⁴	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
▪ Changes in students' knowledge, skills, values, attitudes and behaviour with regard to understanding of and respect for human rights ¹⁵	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Schools have to evaluate themselves, National Examination Test in civics shows knowledge and skills of pupils/students.

22. Please outline how schools fund human rights education including sources and the percentage of State budget allocated in this area?¹⁶

Human Rights are part of the civics' course. Textbooks and workbooks are paid by the state. Teachers in-service training is supported by the state.

C. Teaching and learning processes

23. Do curriculum subjects in primary and secondary schooling include human rights education?¹⁷ If so, which curriculum subjects include human rights education at primary and secondary levels?

Civics and social science at all school levels.

How many hours are taught and at what grade levels?

It is not possible to account hours. The topic is integrative and as the curriculum is open, it is up to teacher to decide how many lessons to concentrate on certain topics.

24. Do learning methodologies associated with these human rights education activities exist which are child friendly, learner-centred and encourage participation?¹⁸ Please mark on a scale from 1 to 5 (1 = Yes, comprehensively, 5 = Not at all):

<i>Yes, comprehensively</i>	1	2	3	4	5	<i>Not at all</i>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Curriculum stresses strongly learner-centred teaching.

25. Which institution(s) has/have the authority to develop, approve and change curricula?¹⁹

¹³ Plan of Action, appendix D.19(f) and B.10(b)(x).

¹⁴ Plan of Action, appendix A.5(e)(ix).

¹⁵ Plan of Action, appendix A.5(e)(x).

¹⁶ Plan of Action III E.

¹⁷ Plan of Action, II B.20 and appendix D.19(a).

¹⁸ Plan of Action, appendix D.19.

The Government of the Republic of Estonia (approving and changing).

The Ministry of Education and Research (developing).

26. Do teacher guides, manuals, textbooks, and other teaching and learning materials in primary and secondary education conform with human rights principles?²⁰ Please mark on a scale from 1 to 5 (1 = Yes, comprehensively, 5 = Not at all):

Yes, comprehensively 1 2 3 4 5 *Not at all*

Are materials not produced by your Government being used in schools? If so, who produced them?

NGO-s, e.g. Institute of Human Rights Education, Estonian Association of Parents, Estonian Union for Child Welfare, Jaan Tõnisson Institute etc.

D. Training of school personnel

27. Is human rights education included in the following?

	<i>Yes</i>	<i>No</i>
▪ Pre-service teacher training	<input checked="" type="checkbox"/>	<input type="checkbox"/>
▪ In-service teacher training	<input checked="" type="checkbox"/>	<input type="checkbox"/>
▪ Head teacher training ²¹	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Is participation voluntary or mandatory?

Since 2000, professional in-service training is compulsory for teachers. The framework requirements of teacher's training established the obligation for teachers to pass a minimum of 160 hours of professional training every five years and for vocational teachers – a minimum of two months of professional training every three years. The schools make decisions on in-service training according to their needs and development plans.

How many hours are offered?

See above.

28. To what extent is learning, good practice, research and materials collected and made available to educators in human rights education?²²

It is up to the interest of the certain person. Everything is available on the Internet.

29. To what extent do recruitment, appraisal and promotion policies for teachers, headmasters and school inspectors reflect human rights principles?²³

¹⁹ Plan of Action, III D.28 and appendix D.19(c).

²⁰ Plan of Action, appendix D.19(c).

²¹ Plan of Action, appendix E.26.

²² Plan of Action appendix D.19(d).

Recruitment, appraisal and promotion policies for teachers, headmasters etc. are regulated by law and other legal acts that are in accordance with the human rights principles declared by the Constitution.

30. How are human rights trainings for teachers assessed?²⁴

Teachers are evaluating in-service training after courses (evaluation sheet).

Part 3: CHALLENGES AND GENERAL COMMENTS

31. To what extent has the Plan of Action for the WPHRE 1st Phase contributed to improving the integration of human rights education into schools systems?

Through the National Curriculum.

32. Please indicate the main obstacles to the implementation of the Plan of Action to the 1st Phase of the World Programme in your country on a scale from 1 to 5 (1 = No obstacle, 5 = Major obstacle):

No obstacle 1 2 3 4 5 *Major obstacle*

- Lack of awareness of WPHRE at central government level
- Lack of awareness of WPHRE at local government level
- Lack of interest in WPHRE at central government level
- Lack of interest in WPHRE at local government level
- Teachers do not have sufficient training
- Insufficient tools available to implement the programme
- Insufficient financial resources to implement the programme
- Other (please specify):

Same topics are dealt within the Council of Europe's CDE/HRE programmes.

33. Please indicate any actions undertaken by your country to ensure the World Programme is known amongst (1) education officials, (2) teachers and (3) young people.

34. Please indicate on a scale from 1 to 5 (1 = Used often, 5 = Not used) the usefulness of the following publications and/or tools available at

<http://www.ohchr.org/EN/PublicationsResources/Pages/TrainingEducation.aspx>

Used often 1 2 3 4 5 *Not used*

- *WPHRE Plan of Action for the 1st phase*

²³ Plan of Action, appendix C.15(b)(v).

²⁴ Plan of Action, appendix E.27(f).

- *ABC - Teaching Human Rights:
Practical activities for primary and secondary schools*

- *Human Rights Education in the School Systems of Europe,
Central Asia and North America: A Compendium of Good Practice*
(joint publication of OHCHR, OSCE/ODIHR, CoE and UNESCO)

35. (Optional). Please describe the methodology and process adopted in preparing your national evaluation report:

36. Please make any other comments not provided elsewhere:

Other activities on HRE:

The Estonian History Teachers' Association (www.eas.edu.ee) participated in an international human rights education project in 2007-2008. EUROCLIO questionnaire on human rights education was answered in 2008 when a working seminar took place in the frames of the project. The aims of the project were to exchange good practices and experiences between participating countries and to discuss the possibilities of improving the teaching mechanisms of human rights in general education schools. Estonia contributed with a chapter from the teaching material "Man and Society" (published in 2006) which was highly valued by the evaluation committee.

To be used in schools, Charter of Fundamental Rights of the European Union (with comments), directives 2000/43 and 2000/78 of the Council of the European Union have been translated and printed in Estonian and Russian. Schools have also received the texts of the Convention of the Rights of the Child and UN Universal Declaration of Human Rights.

In 2008, methodical materials of the International Humanitarian Law were translated into Estonian, a thematic seminar was organized and the materials were tested in schools; in co-operation with the International Committee of the Red Cross an elective course "Humanitarian law" has been developed. The implementation of the initiative is continuing.

Conclusion:

The system of human rights education in Estonia needs to be continually developed; it is planned to systematically update and prepare relevant teaching materials. In-service trainings and placing human rights into teachers' basic education programme are also to be continued.