Remarkable improvement at achievement scale
- CIVED - 15 ICCS countries significantly higher than EST
- ICCS - 5 countries signif. higher; CZ, SLOV, SLK similar

No decline in 2009 -1999. (one of the few, esp. amongst postcom. countries)

Explanations?
- Stateness of CCE
- Stability in curriculum policy

At attitudinal scale postcom countries become more diverse, even divided
- EST is similar to Czech, Slovakia, Slovenia
- EST is different from Russia, Lithuania, (Poland)
A NORDIC COUNTRY: SCHOOL

- Good knowledge, small portion of low achievers (EST 8, ICCS 16)
- Different approach to the aims of CCE
  - critical thinking more important in Scandinavia
  - institutions more important in Estonia
  - students’ engagement in community (Est)
  - fighting racism & xenophobia (Scand, esp. SWE)
- Teacher-student relations
  - EST similar to FIN (less positive than SWE, DK)
- Students behaviour (incl. truancy, bullying)
  - EST similar to FIN (less positive than SWE, DK)
Similarities

- “critical citizen”
- low support to citizenship models
  - convent. Model - FIN 45, EST 47, DK 48
  - Social model - DK 44, FIN 46, SWE & EST 48

Differences

- Gender equality (in EST lower)
- Rights of ethnic groups (EST higher-51, the only scale above ICCS mean)
- Trust (EST lower, similar to all postcom countries)
- Current participation in civil society (EST much higher) - Eesti raport p. 78, incl. teachers together with students
Most positive results for us
- Knowledge in most items above the EU average
- High support to European values

Highest support among particip. countries
- Freedom to live & work in EU (96%)
- Travelling enriches cultural understanding (94%)
- Knowing languages is important for work & leisure (93%)

Critical attitudes to deeper unification (incl. euro) and to expansion of the EU (similar to Nordic students)
Results more positive than expected
- Achievement level high (similar to PISA)
- Democratic attitudes; remarkable increase in community activities (due to stronger civil society)
- Issue of school violence seems overestimated (in domestic surveys and media)

Problems still remained
- Teachers matter
  - Low knowledge in economics, judicial system and threats to democracy
  - Lower performance of Russian schools (dif. 42 points)
- Remarkable disparity across ethnic/language line
**IMPACT & IMPLEMENTATION**

- **Major impact - broader understanding of the CCE (not just as a formal subject)**
- **Barriers in implementation of policy lessons**
  - Fragmented governance & lack of co-operation
    - Between Ministries
    - Between Governmental & Non-governmental sector
  - “One-size-fits-all” policy in teacher education
  - New national curriculum already enacted in 2010
    - impossible to influence WHAT will be learned
    - Possible to influence HOW this will be done
  - Studies become more advanced, thus
- **Communicating results becomes more demanding**
COMMUNICATING RESULTS

- First release: Aug. 2010 at Civic Teachers’ Summer School
- First reactions - (youth) NGO-s
  - Lowering the voting age
  - Civic participation, political protest
- Media - generally uninterested (in PISA also!)
  - Specific issues - emigration of Russian-speakers
  - Teachers Gazette - school climate
- Teachers - different reactions
  - listening politely (acting teachers)
  - curious & willing to learn (future teachers)
- Ministry of Education - “Tell us who & what should do”
National Report: Spring 2011, 122 pp
- 13 countries (incl. Korea, Chin. Taipei)
- All topics covered
- Domestic focus: Estonian & Russian-speaking schools

Paper version sent:
- To all participating schools (140)
- To governm. & non-gov. agencies (57)

i-version accessible at
- website of the Ministry of Education & Research
- website of the Institute of Politics & Governance, Tallinn University
Executive Summary (11pp.)
- [http://www.tlu.ee/?LangID=2&CatID=4726&ArtID=10504&action=article](http://www.tlu.ee/?LangID=2&CatID=4726&ArtID=10504&action=article)

Secondary analysis
- Research note in JSSE 2010/3 (*New study… available for the research community*)
- Special issue of the *Journal of Social Science Education* 2012/1. (submissions due Oct.15th)