

CCE in post-transitional Estonia: the burden of history



Approaches & key concepts

□ Post-transitional society

- Transition period is over (Subject institutionally established)
- What kind of society? a western-European democracy?

□ Post-colonial society

- Mentality (“they” & “us”)
- Uncomplete social stratification

□ (In)dependent nation

- Eesti
- Estonia & US
- Estonia, US, EU & Russia

What is the main learning arena?

International position of Estonia has changed

- Decreasing interest of **US** actors
- **EU** membership
 - CofE becomes less influential
 - Common objectives in education & training (these are evolving themselves too!)
 - EU inside is changing (increasing xenophobia & radicalisation)
- **Russia** as a partner totally excluded

Alteration of international antecedents had negative effect on CCE.

CCE in post-transitional period

Not in the top reform agenda (except regarding russian schools)

□ State of affairs:

- Curriculum reform is in stalemate since 2003; hence no updated textbooks
- Poor human resources

□ Problems

- Still the subject-centered and legal-normative (*civics*) approach

State of teaching

- Focus on cognitive knowledge, not on mentality and values
- No linked to the life practices (*Living and learning democracy*)
- Very strong linkage to history
- Connected to the statehood/obtaining of Estonian citizenship
- No major improvement in teachers' competences

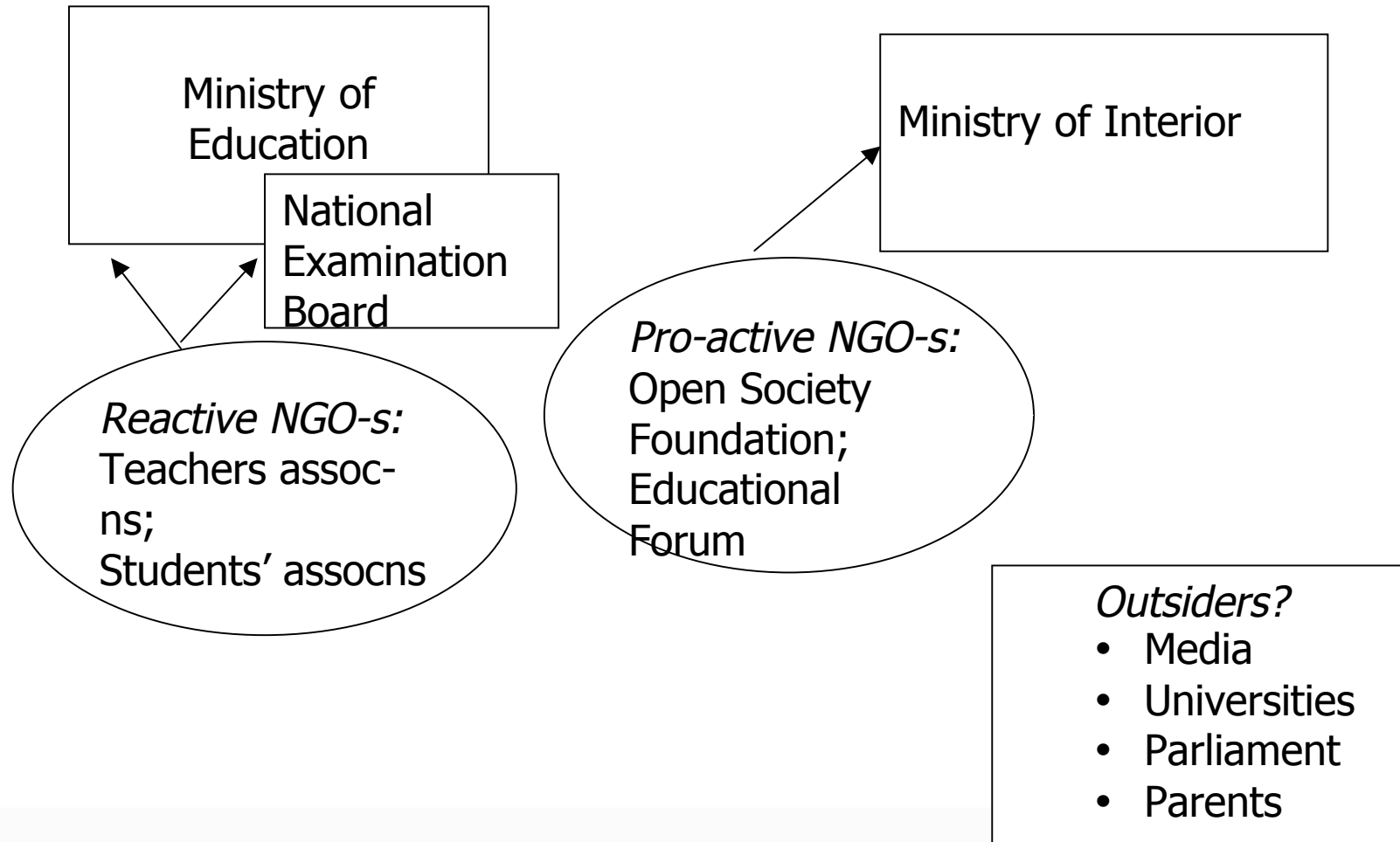
Why things are not progressing?

- ❑ Transition period does not bring automatically to the open society
- ❑ Democratic form (institutions, formal norms) can co/exist with **neototalitarian mentality**
 - Estonia is the “navel of the word” (interpretation of WW2)
 - By criticizing government you harm our nation
 - Double-talk culture is re-emerging (in Russian schools esp.)

CCE in post-colonial period

- Similarity with Sovjet period, but with opposite roles
 - Monopoly to issue textbooks
 - Monopoly to the “right” history
 - History as a story of hard times & injustice
 - Negative stereotype towards “colonising” nation and its descendants
 - This attitude is promoted by the current policy of Kremlin (glorification of the 1941-45; ambitious in intern.politics)

Institutions & actors



Problems arising from the constellation of actors

- ❑ Formal and non-formal education remains separated (*civic* education is present, *citizenship* education is not)
- ❑ Research findings are not used for evidence-based policy making
- ❑ CCE is not understood as a life long learning (I.e. as something that matters for everyone in daily life).

Problems already evident

- ❑ Decreasing support to the active citizenship despite increasing knowledge (within 6-year period and within achievement groups)
- ❑ Decreasing self-efficacy of students (esp. in school environment)
- ❑ Inefficiency in solving conflicts btw. students + parents & teachers

What about integration program?

- ❑ Est & Rus have different opinion what is most important in integration
- ❑ About 18/20% of public thinks it was successful
- ❑ “Our Russians” – a paradigmatic shift needed

Divided patriotic feelings, 2005

