

Follow-up programme *Values Development in Estonian Society 2015–2020*

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1. Introduction

The objective of the programme *Values Development in Estonian Society* is to support the formation of a common value space in Estonia and to contribute to the formation of attitudes that would become a basis for happy personal life and successful functioning of the society.

The programme is focused on the principal values formulated in the national curricula for basic and upper secondary schools. These are divided into **general human values** (honesty, considerateness, reverence for life, justice, human dignity, respect for oneself and others) and **social values** (freedom, democracy, respect for mother tongue and culture, patriotism, cultural diversity, tolerance, sustainability of the environment, adherence to law, solidarity, responsibility and gender equality).¹ The programme supports the implementation of curricula of basic and upper secondary schools, the realisation of the Estonian strategy of lifelong learning 2020² and several other national strategies and development plans (see Section 4).

The main attention in the programme is concentrated on **children's and young people's values education** in order to help them grow into versatile creative personalities who are capable of self-fulfilment in different roles in the family, at work and in public life.³ Systematic values education presupposes a broader agreement on the aims of education and on what kind of a society we would like to shape. Therefore, the programme places great emphasis on public discussion on social values and aims of education. We endeavour to make the problems of education the matter of the whole society and involve the public, the private and the third sector through different supportive activities.

The main objectives of the programme are:

- To support children's and young people's values education and systematic Values Development in educational institutions⁴ and youth work institutions so that each child

¹See, National curriculum of the basic school <https://www.riigiteataja.ee/akt/129082014020?> and national curriculum of the upper secondary school <https://www.riigiteataja.ee/akt/13272925?>

²<https://www.hm.ee/sites/default/files/strateegia2020.pdf>

³See Basic Schools and Upper Secondary Schools Act (adopted on 09.06.2010) <https://www.riigiteataja.ee/akt/13332410>

⁴In the current document, the term “educational institution” is used to mean kindergartens, basic and upper secondary schools, vocational schools and higher educational establishments.

and young person could grow up in an environment that facilitates the integral development of the personality and integration with the society. It is essential to give everyone the ability to reflect on values in connection with their everyday lives, to interpret their deeds, motives for action and the potential consequences.

- To diminish the gap between the rhetoric on values and actual choices.

Values education develops young people's ability to assess situations of everyday life with the yardstick of their own personal values as well as those agreed upon in the society. Likewise, it develops the ability to assess the concord between the values that are considered essential and one's actual behaviour.

- To enhance the level of discussions on ethics and values in the society by helping different social groups reach a common understanding of general human and social values that help to live a good life and to implement the constitutional objectives of the Republic of Estonia.

All the objectives of the national programme have been successfully fulfilled. The programme helped to raise awareness about the significance of values education and to integrate values education into the new national curricula of basic and upper secondary schools, to develop new methods of values education, to create study aids (collections, value games for students and teachers) and to increase the competence of teachers and other educational staff in values education. Initiative was launched to create the model of the good basic and upper secondary school and the good kindergarten; a number of in-service training courses on values education were conducted as well as conferences and contests for teachers, schools and kindergartens. Twenty-five trainers of values education completed a yearlong in-service training programme. To involve the general public, cooperation was developed with many target groups and stakeholders – in addition to the Ministry of Education and Research, with the Office and the Think Tank of the President of the Republic of Estonia, the Ministries of Justice, Culture, Social Affairs and Foreign Affairs, the Estonian Cooperation Assembly, the Data Protection Inspectorate, Swedbank, the Open Estonia Foundation, the Estonian National Museum, the Estonian Union for Child Welfare, the Association of School Leaders, the Association of Teachers, the Association of School Students' Self-Government, and many others. As the infrastructure for the Values Programme, the Eetikaveeb website (www.eetika.ee) was developed. Discussion over values and values education was encouraged in the media and

through publication of books; seminars, conferences (e.g. the conference series *Searching for Common Values*, values education conference), the President's essay contest and by arranging the President's discussion meetings.

2. Follow-up programme *Values Development in Estonian Society 2015–2020*

2.1. Necessity for the follow-up programme

The activities of the national programme *Values Development in Estonian Society 2009–2013* have created the basis for transition from the education narrowly orientated to transmission of knowledge to value-based education that relies on a broader social agreement, and broader support for these changes has been created in the society.

Rearrangement of education according to the new goals, however, needs time and creates tensions in the society. Several changes education is facing, e.g. separation of basic and upper secondary schools, rearrangement of the school network, reinterpretation of teachers' and school leaders' roles, introduction of teaching centred on development and cooperation, creation of forms of cooperation with parents and the community, changes in the principles of evaluation of educational institutions require negotiations and finding of solutions in cooperation between different parties.

To make the whole of Estonian education value-based and to help the public to understand the need for changes, a follow-up programme is needed, which would help to implement the objectives of the Estonian strategy of lifelong learning by supporting the new concept of learning and accomplishing the digital turn. The follow-up programme envisages in-service training, continuous counselling and methodological support to educational and youth work institutions. This way, broader understanding is shaped in the society about the advantages of value-based education and a contribution is made to the formation of a common value space.

For the continuity of social wellbeing and the democratic law-governed state, it is essential to support reflection on common values. It is necessary that, in addition to teachers, representatives of other professions shaping the general image of the society would reflect on the underlying values of their activities. Therefore, the follow-up programme places emphasis on the involvement of the media so that the value discussion would reach different target groups. It is planned to broaden cooperation with constitutional institutions, government agencies, professional associations, non-governmental organisations and private sector

enterprises. It is also essential to impel a discussion on values involving the whole society by web-based forums, discussions in the media, publication of books, arrangement of conferences, thematic colloquiums, seminars and essay contests. The follow-up programme is planned to have two directions:

- **children's and young people's values education**
- **values and ethics in the society**

The first course of action includes pre-school values education and values education in schools of general education, vocational schools, higher schools, youth work institutions and informal education. Values education does not mean only discussions on essential values and finding a common ground. It is necessary to create a development environment that would express those values and support the integral development of young personalities. Children's and young people's value assessments and attitudes are influenced by values expressed in customs of communication, teaching methods, extracurricular activities, traditions, rituals and the physical environment. Therefore, educational and youth work institutions should knowledgably and systematically reflect on values, involving, in addition to their staff, children and young people, also their parents.

Concentrating only on education does not yield results, as learners are strongly influenced by everything happening in the society and the whole information space. Neither can we ignore the society's need for thoughtful choices and set aims, reflection on the valid ethical norms and creation of a public space with common values to overcome fundamental differences. Interest in the questions of ethics has noticeably increased, and to make effective use of it, treatment of ethics should be based on research. This way, we also support reflection in different social and occupational groups on their values and ethical norms.

To support the discussion on values in the society, it is essential to move from superficial and random assessments to deeper understanding and argumentation. Public interest in the questions of ethics needs methodological support to form the necessary vocabulary, the ability to reflect on norms and ways of action and to create a discussion culture that would support listening and argumentation. For creation of a common value space, it is essential that the wish to get definite assessments from the outside would be replaced by the ability to create one's own viewpoint by concentrating on substantial arguments and avoiding oppositional judgements.

One of the great touchstones in relation to values is the gap between declarations and the reality – the gulf between words and deeds. Therefore, the objective of the programme is to encourage everyone to reflect on their values, to think about their everyday actions, the reasons for action and the possible consequences, and to act according to one's values.

Reflection on the predominant ethical norms and value attitudes of the society is, on the one hand, a question of public discussion, but it also needs more specific work on professional ethics of different occupations. In the first period of the Values Programme, the basis has been created for cooperation with state institutions, professional associations, non-governmental organisations and enterprises of the private sector in order to increase the reflection skills in the socially most significant professions and their ability to apply the principles of their professional ethics in practical activities.

The aforementioned courses of action concentrate on different target groups but are tightly interconnected. The efficiency of children's and young people's values education presupposes support and participation from the society, including broad-based negotiations on the aims and reforms of education and, e.g., the development of teachers' professional ethics. The development of the society's values is a lengthy process. The key to the breakthrough greatly lies in the attitudes and skills of the following generation. The trend concentrating on children and young people supports discussion on values in the society, and work with the general public and different stakeholders directly supports values education in the educational system. Concentration on these two courses of action secures that both areas are systematically supported.

2.2. Innovations in the follow-up programme

In **children's and young people's values education**, the aim of the follow-up programme is to support systematic Values Development in Estonian educational institutions relying on the value system underlying the activities of each school. This way, each student's individual and social development is supported. To achieve this aim, cooperation between all the stakeholders (teachers, school leaders, school psychologists, social educators, activity leaders, parents, school authorities, students) and educational institutions is necessary. The activities

designed for the follow-up programme are targeted at promoting values education competences and cooperation skills in order to support each student's individual development.

As the key persons in such a change are teachers,⁵ the first period of the programme concentrated namely on involving and supporting teachers. It is clear, however, that the efficiency of values education does not depend on teachers only. The great potential of the new approach to learning lies in the involvement of other parties, in their ability to notice the weight and potential of their work in values education. In the second period of the programme, what has been done until now to encourage and help teachers, should be applied to new target groups, depending on the potentialities and needs concurring with their roles. Teachers' working environment greatly depends on the leaders of educational institutions; e.g., they can create functioning formats for effective cooperation between teachers. Support specialists can directly advise and help teachers; in addition to working with individual students, they can observe teachers' lessons and give feedback. The work of youth workers, e.g. activity leaders, coaches and hobby group leaders, contains a great number of opportunities for values education, which are overlooked.

An essential target group is parents – the influence of the home on children's attitudes is very great, but parents' attitude to the role of the teacher in a school of general education is very different. It is extremely essential to make joint efforts and to create a common ground from which the school and the family can jointly support the child's development. Often, however, it is difficult to reach parents; e.g., a great part of parents usually do not participate in courses organised at schools of general education. Here, a lot depends on the first contact, on the skilful creation of the relation between the home and the school, on suitable formats of communication selected by the class teacher.

When offering training and other kind of support to school leaders, local government staff, class teachers, support specialists, parents and youth workers, special attention should be paid to cooperation between the aforementioned parties. A functioning cooperation network eases the teacher's load, simplifies reaching the objectives and creates a common understanding, but this needs conscious work. The aim is to form a supportive safety network around each learner and to create synergy.

⁵In the current document, the term "teacher" is used in a general sense, meaning a person engaged in teaching in an educational institution.

In addition to schools of general education and vocational schools, Values Development should also be broadened to institutions of higher education. Definitely, work should be continued in teacher training, but activities on values at universities and institutions of higher vocational education should be treated much more broadly. Institutions of higher education influence the formation of students' value assessments and attitudes, thus shaping the community of Estonian intellectuals. On the other hand, institutions of higher education, research institutions and organisations that implement research policy influence the society through their research and development activities, and they need support in order to reflect on the values they support in Estonia, Europe and the whole world.

The activities of the first period of the Values Programme have shown that transition to value-based school will be possible if it is supported by the evaluation system of students, teachers and school leaders. Assessment of the activities of educational institutions based only on students' academic achievements diminishes teachers' willingness to deal with values education and to support each student's individual development. It is necessary to appreciate and support different ways that teachers and schools apply to contribute to their students' development into creative, versatile and self-actualising personalities. At assessment, it is essential to consider how the learner's age-related cognitive, moral, emotional, physical and social development and the formation of an integrated world picture are supported. Disclosing only the achievements in academic subjects does not describe how the school helps the students to recognise their interests, inclinations and abilities, and how the formation of positive value attitudes is ensured.

As a result of the work of conferences, seminars and work groups, a consensus has developed among educationists that in order to evaluate how good kindergartens, basic schools, upper secondary schools and vocational schools are and to support them, innovative systems of assessment and acknowledgment have to be applied. For this, diverse measurements have to be applied in order to find appropriate ways how to assess teaching, integration, methods of assessment and feedback, growth environment (e.g. climate of relations, stress level, etc.), leadership, and cooperation between different parties.

Concerning the society, the follow-up programme is focused on the treatment of the theme of ethics and values in the public. To grant the cohesive development of the society, there has to be *constant* and *constructive* discussion on socially essential themes of ethics and values and about the development and keeping of common values. It is essential that the discussion

should be held at the level of the general public but would also analyse the activities of the key professions or occupations in the society. This would require the development of discussions, e.g., on the ethics of journalism, medical ethics, educational ethics, sports ethics, ethics of government, ethics of research, social ethics, environmental ethics, consumer ethics, business ethics. To achieve this aim, the programme has to provide a methodological and research-based foundation for developing the general discussion on ethics in the society and for dealing with different areas of ethics. The discussion on ethics in different areas has to be supported by appropriate methodological means. Conferences, colloquiums and training courses related to ethics and Values Development in general and to the specific features of ethics and Values Development in different areas of life should be arranged. Information on ethics and Values Development should be mediated. In the media, discussions on ethics and values should be arranged and promoted in order to increase the society's awareness about the questions of ethics and to ensure the high level of discussion on ethics and values in research activities.

3. Directions of the programme and supported activities

CHILDREN'S AND YOUNG PEOPLE'S VALUES EDUCATION

Objective: to support the development of value competences in teachers and other educational staff, to support the work of educational and youth work institutions in putting systematic Values Development and development- and cooperation-centred approach to learning into practice.

Activities: preparation of books, methodological and digital materials and tools for values education; in-service training of teachers, school leaders, youth workers and other stakeholders; strengthening of the dimension of values education in initial teacher training at universities; systematic counselling of educational and youth work institutions on Values Development; negotiations on different aspects of the good school (basic school, upper secondary school, vocational school) and the good kindergarten and creation of a system of acknowledgement; arrangement of conferences and seminars; encouragement of cooperation between educational and youth institutions, and collection and dissemination of good practices; discussion of new goals and reforms of education with teachers, school leaders, students, parents and representatives of local governments.

VALUES AND ETHICS IN THE SOCIETY

Objective: to increase the society's awareness on the questions of ethics and the competence of socially significant professions on ethics and values; to support discussion in the society on basic values and to contribute to the formation of a common value space.

Activities: development of discussion on values and ethics and raising awareness about the opportunities for Values Development in cooperation between the public sector, the third sector and the private sector; arrangement of cooperation seminars in order to convene stakeholders of the same area; preparation of methodological materials for different target groups, including in the digital form; compiling of books on values and ethics of different occupations; training courses on professional ethics and Values Development; colloquiums and conferences, including continuation of the series *Keeping the Common Values* and of conferences of values education; publication of books to increase reflection on values and ethics; support to discussion on values in cooperation with Estonian Public Broadcasting; continuation of the tradition of the essay contest (to support the participation of different social strata in discussions of common values); arrangement of colloquiums on ethics for different target groups; development of the ethics website www.eetika.ee as infrastructure for Values Development, including support to the discussion on values and ethics; raising awareness and dissemination of information to different target groups on the objectives, activities and publications of the Values Programme; development of an international cooperation network between the institutions and research centres dealing with values education.

3. 1. Children's and young people's values education

3.1.1. Development of competence in values education

3.1.1.1. STRENGTHENING OF THE DIMENSION OF VALUES EDUCATION IN INITIAL TEACHER TRAINING

Both value-centred approach to learning and the new curriculum of schools of general education presume that teachers should be ready to act as knowledgeable cultivators of values, systematically supporting the formation of desirable attitudes and habits. Therefore, initial teacher training should develop teachers' competence in values education. It should give them information on the formation of value attitudes and methods of values education;

develop the skill of reflection on their own and others' (children's, colleagues', parents') value attitudes, ability to notice and analyse the values expressed in the learning environment / school culture, and develop their willingness and ability to contribute to the formation of value attitudes in their educational institution. It is necessary to provide knowledge on educational ethics and considerably raise the level of theoretical competence on ethics. Values education is also supported by other competences: innovative teaching methods that involve students, conducting reflections and discussions on values, formative assessment as values education, class teacher's potential for supporting the development of the personality, formation of social and emotional competence, creating an atmosphere of cooperation both within the educational institution (between colleagues but also between students and teachers) and with parents.

3.1.1.2. IN-SERVICE TRAINING IN VALUES EDUCATION FOR DIFFERENT TARGET GROUPS AND STAKEHOLDERS OF SCHOOLS AND KINDERGARTENS

The great potential of the new approach to learning lies in the involvement of the stakeholders of kindergartens and schools or their ability to notice the weight and potential of their work in values education. Thus, in addition to teachers, in-service training in values education should be arranged for school leaders, parents, support specialists, youth workers, coaches and activity leaders, school authorities and other target groups involved in formal and informal education. Among other things, the objective of training is unification of the terminology of values so that communication between different target groups and stakeholders would be smoother, but the main objective still is raising awareness on values and increase of competence in formation of the value environment.

3.1.1.3. PUBLICATION OF METHODOLOGICAL MATERIALS

Implementation of the value-centred approach to learning presumes the existence of supporting materials and study aids in order to compensate for the additional time and energy spent. In addition to methodological materials meant for teachers in general, materials on values education should be created for subject teachers, considering the specific character of their subjects. The authors and publishers of subject textbooks should be made aware of the new requirements (e.g. the general part of the curriculum for schools of general education) and the concurrent expectations.

More attention than before should be paid to training of school leaders, support specialists, parents and youth workers and providing them with methodological support that would take into account the interests and needs of the target group. In creating the methodology and teaching materials, the potential of e-learning should also be considered in order to contribute to the broad spread of the materials and to facilitate the use of interactive solutions.

3.1.2 Support to Values Development at educational institutions

3.1.2.1. DEVELOPMENT OF THE CULTURE SUPPORTING VALUES EDUCATION AT SCHOOLS

An essential role in the formation of children's value assessments and attitudes belongs to the environment surrounding them – whether it supports the practice of the desired values, or the ruling norms, customs, attitudes, convictions and communication patterns are entirely different. The general value environment at the educational institution includes both the climate of relations and customs of communication (e.g. the order of setting rules and solving conflicts, ways of feedback and acknowledgement, cooperation between teachers) and physical environment (e.g. possibilities for spending the breaks, arrangements of catering, etc.). The school culture created in everyday activities is the joint creation of adults and learners, and its development can be consciously and systematically directed. One of the main trends in the formation of the school environment should be concentration on development and cooperation: all the members of the school collective should have opportunities for active and developing participation, including initiative, elections, decision-making and creation but also erring, taking responsibility and getting assistance.

3.1.2.2. DEVELOPMENT OF THE GOOD SCHOOL MODEL

Transition to the value-based school will become possible only if the evaluation of students, teachers, school leaders and schools supports their development and takes into account the school culture. For that, various kinds of measuring devices have to be developed to find appropriate ways to evaluate teaching and education, integration, methods of assessment and feedback, growth environment (e.g. climate of relations, stress level, etc.) and cooperation between different parties. By using the existing means of assessment, it is not possible to evaluate the above-mentioned areas in their essence. In addition to quantitative measuring, application of qualitative methods should be developed. Assessment should not be restricted to measurement of results but more attention should be paid to reflection on the process and

support of development. Instead of making ranking lists of educational institutions, other ways should be found for distinguishing the best ones and motivation of development⁶.

3.1.2.3. SYSTEMATIC COUNSELLING AND COOPERATION BETWEEN EDUCATIONAL INSTITUTIONS

According to their own feedback, kindergartens and schools would need outside help for systematic implementation of Values Development. Essential elements of content analysis are diagnostics (one's position in learning), self-analysis, setting of learning objectives, selection of a learning strategy and constructive feedback, which are familiar elements of formative assessment of students. The idea of formative assessment of educational institutions conforms with the existing system of internal assessment in the development of which attention should be paid to the availability of competent counsellors.

Teachers' professional system has to be developed, and so-called "critical friends" should be trained for schools and teachers. A critical friend would help the educational institution to analyse the level of the school or kindergarten considering the aspects of the good school and would support educational and youth work institutions in carrying out the self-analysis of the educational institution, teaching also the appropriate sociological data collection methods (including quantitative methods like observation, interview, focus groups) and analysis of the collected data.

Schools' Values Development analyses conducted in 26 schools in the first period of the Values Programme by values education trainers show that schools are greatly interested in involving external observers and are willing to learn to notice their shortcomings and strengths. There is also great readiness to learn from the experience of other schools, which should facilitate learning together, e.g. by involving an observer from another school or going to observe another school. Learning from the experience of other institutions helps to find working solutions more quickly. If the ability of self-analysis at educational institutions

⁶The new model of assessment has to conform to the recommendations based on the study and analysis conducted by OECD in 28 countries on evaluation of students, teachers, school leaders, schools and education systems. The main recommendations in the report published in 2013 included, e.g., enhancement of schools' competences of self-analysis (including improving of competences of school leaders and methodological materials), cautious combination of internal and external assessment (the need for understanding the efficiency of analysis is emphasised, as external assessment is associated with control and accountability), concord between the indicators and objectives of education, and broader treatment of learning outcomes (e.g. students social skills, general wellbeing), application of qualitative methods of assessment and high-level analysis in addition to quantitative data, better communication of schools' activities to parents and active involvement of all stakeholders into the creation of the model of assessment. OECD (2013), [Synergies for Better Learning: An International Perspective on Evaluation and Assessment](http://www.oecd.org/edu/school/synergies-for-better-learning.htm), <http://www.oecd.org/edu/school/synergies-for-better-learning.htm>

receives more support from experience, an interinstitutional counselling network can be formed, which secures competent and substantial feedback and exchange of experience.

The themes of Values Development and ethics should increasingly be addressed at the university level. Universities and research institutions influence the Estonian society by their activities, and value issues are essential for them from the organisational viewpoint and considering the results of teaching and research.

3.1.2.4. SUPPORT MATERIALS, SEMINARS, CONTESTS AND DISSEMINATION OF GOOD PRACTICES

The network of communication on values needs deliberately planned action and formation of appropriate formats. Through training courses, seminars, conferences and other events, it is essential to raise awareness in administrations of educational and youth work institutions that everyday activities create, reproduce, suppress or amplify certain habits of behaviour in learners as well as in teachers and youth workers. It is necessary to reach a general understanding that these influences need not be spontaneous, but conscious analysis of Values Development helps to find the causes of problems and to deal with them.

Attention should be drawn to the circumstance that Values Development and its analysis cannot be based on the leader's subjective assessments only. Although the turn to more value-centred approach greatly depends on the attitude of the administration, its results are determined by the efforts of the whole community. In addition to teachers, youth workers and other staff members, parents and, definitely, learners themselves have to be involved.

It is necessary that those who are interested could have access to practical support materials that help them to take concrete steps to systematic Values Development at kindergartens, schools of general education, vocational schools, hobby schools and youth centres. It is also necessary to continue collecting and sharing good practices. One of the ways that has justified itself is arrangement of contests by which Values Development work at kindergartens and schools can be assessed. The programme offers various options for sharing good practices: seminars, conferences, information published on webpages and in printed publications.

3.2. Values and ethics in the society

3.2.1. Development of competences in ethics and values

3.2.1.1. CONFERENCES, COLLOQUIMS AND SEMINARS OF ETHICS AND VALUES

To direct the Estonian society to reflect more actively on the problems of ethics and values, interdisciplinary conferences, seminars, colloquiums and workshops targeted at the general public have to be arranged. Their aim would be finding a common vocabulary for speaking about ethics and values and presentation of the theoretical foundations of the themes under discussion. To create and maintain a continuous and constructive discussion in the society, it is essential that the tradition of conferences on ethics and values would continue, that the conference series *Upholding the Common Values* targeted at the general public and the annual conferences of values education would continue and take place regularly at least once a year.

To develop a broad-based discussion, thematic conferences should be arranged in cooperation with different groups of stakeholders. The conferences on common values that have been arranged until now in cooperation with the Think Tank of the President of the Republic of Estonia, the Ministry of Justice, the Data Protection Inspectorate, the Estonian National Museum, the Estonian National Commission for UNESCO, the Estonian Union for Child Welfare and the Office of the Chancellor of Justice have fully justified themselves. The conferences have attracted great interest – they have found broad coverage in the media; the conference presentations have been made available to the public in newspaper articles, radio and television broadcasts and collections.

Thematic seminars that enable a certain target group to discuss a certain value need to be continued. During the first period of the Values Programme, training courses were held, e.g., for the members of the Parliament, civil servants, university teaching staff and researchers, staff of libraries and museums, doctors, athletes and coaches, actors, social workers, entrepreneurs, chaplains and other members of the defence forces. By organising training courses and discussion seminars for specific target groups, it is possible to transfer values from an abstract level to the everyday life of the corresponding target group and significantly increase their readiness to deal with Values Development in their area. By gathering people working in the same area, we can guide them to see the synergy created by cooperation and to support the more systematic treatment of themes.

Arrangement of ethics colloquiums targeted at the general public should also be continued in both Tartu and Tallinn. Colloquium is a good option for public discussion of some acute problem of ethics or values. The format of the colloquium is involvement of the audience after one or two introductory presentations about some topical question, e.g. language values, doping, organ donation, euthanasia, funeral customs, support to disabled people, advertising of elections, chaplainship, responsible business. Such colloquiums targeted at the public make it possible to attract interest in questions of ethics and simultaneously raise the level of discussions on ethics. To achieve the best result, the discussion of the colloquium should be developed further on the ethics website; the interested audience should be provided with reading material in Estonian, connecting the colloquium with the publication of a collection on the corresponding theme.

3.2.1.2. METHODOLOGICAL MATERIALS

To enable people working in areas of key significance for the society to reflect on the ethical foundations and basic values of their activities, it is necessary to create suitable materials and study aids for each target group. Preparation of books, methodological materials and study aids on values and ethics of different professions and occupations is necessary for practising specialists and trainers of in-service training. Methodological materials are also needed for teaching of various specialities at universities. For creation of study aids and methods of ethics and values education, the target groups need research-based support and guidance.

The work and experience in the Values Programme until now have enabled us to create several new interactive means of discussion. The game of values meant for teachers has become a precious study aid at courses of values education. A game of values for doctors and other health care workers is being developed. A similar means of discussion would be a valuable study aid for other occupations, e.g. military officers, civil servants, journalists, etc. The use of study aids can be supported by skilful counselling, seminars and specific training courses.

3.2.1.3. BOOKS ON ETHICS AND VALUES

Growing interest in questions of ethics can be noticed in Estonian society. Only few people, however, possess theoretical knowledge on ethics. Experience shows that the level of education can be raised by publishing materials in Estonian. In addition to collections of key texts on values education, environmental ethics, nationalism and patriotism published within the programme until now, collections should be published on research ethics, media ethics,

sports ethics, business ethics, biological and medical ethics, ethics of advertising, educational ethics, civil servants' ethics, computer ethics, etc. As a great number of organisations and professions want to draft or renew their codes of ethics, there is a great need for the updated edition of the ethics codes manual. The aim of such collections is to give the reader an overview of discussions having taken place in a particular area, the principal concepts, the main disputable issues and the potential arguments for or against. Such collections of texts would significantly enhance the reflection on values and ethics in the society and would help to make it more substantial and deeper.

3.2.2. Support to value communication

3.2.2.1. COMPETITIONS AND ESSAY CONTESTS

The traditional essay contests should definitely be continued in the new period. In the first period of the Values Programme, the Centre for Ethics at the University of Tartu, in cooperation with the Think Tank of the President of the Republic of Estonia, arranged the President's essay contest for three times. The best essays have been published in two collections. Essay contests facilitate the active involvement of different social strata, which would otherwise be excluded from active discussion, in the discussion on common values and voicing their opinions. One of the objectives of the Values Programme is to involve different sectors of the society. In the previous period, the third sector was very successfully involved. In cooperation with the Open Estonia Foundation, several contests for non-profit associations were arranged (some of them in cooperation with educational institutions). These contests encouraged non-governmental organisations to offer innovative ideas and formats of action for Values Development in very different spheres of life. In the new period, e.g., one particular value might be selected and supported during the whole year. Definitely, the private sector should be more actively involved in order to get additional resources and to promote cooperation between all the sectors of the society for the sake of keeping and developing of common values.

3.2.2.2. VALUE-RELATED ACTIVITIES IN THE MEDIA

In the present-day information society, the media has a decisive role in the formation of value assessments and attitudes. In the Values Programme, it is necessary to use different media channels for dissemination of knowledge on ethics, formation of value assessments and for developing the corresponding discussion.

Cooperation with the press is essential for achieving the objectives of the programme (e.g. coverage of the events of the Values Programme, preparation of thematic broadcasts and articles, publication of presentations of value-related seminars and conferences; if possible, special series of articles could be published in newspapers). The publication of thematic inserts should be continued and, if possible, broadened (until now, the inserts *Keelevärav* (Language Gate) between the newspaper *Sirp* and *Mõte* (Thought) between the newspaper *Eesti Päevaleht* have been published). Radio broadcasts on values should be produced and transmitted, like the series *Ööülikool* (Night University) on Estonian Public Broadcasting and *Väärtuste nädal* (Week of Values) on Radio Kuku.

Means of social media should increasingly be used, and attempts should be made to find suitable spokespersons for each age group who could be engaged for producing video clips on values and their application.

One of the most efficient ways for shaping children's and young people's value assessments lies in using the potential of the new media. Production of interactive support materials (computer games, animated cartoons, serials) that could be used at home and at kindergartens or schools would be particularly influential. For production of interactive materials, cooperation should be sought with non-profit associations and producers active in this area.

3.2.2.3. CONCENTRATION AND MEDIATION OF INFORMATION ON VALUES

It is essential that information concerning Values Development and the national Values Programme should be available for the general public in a simple and convenient way, and the public should be able to discuss the activities concerning values. The most suitable place for this is the already functioning website www.eetika.ee. The objective of the portal is to disseminate knowledge on ethics, to promote discussion in the society on values and moral choices, to concentrate and mediate information on institutions and websites related to ethics, on news, discussions and events concerning ethics.

The website contains references to literature on values and different methodological approaches, empirical studies conducted in Estonia and in the world, a list of institutions dealing with values in Estonia, and articles on values published in the Estonian media. Additionally, the ethics website is an essential place that constantly gives many-sided information on the activities of the programme (contests, conferences, colloquiums, research, training courses, publications, etc.). On the website, these questions can be discussed,

feedback can be given, and questions can be raised on a forum, i.e. using the means of social media.

In addition to mediating of information, the ethics website presents materials produced within the programme (e.g. training materials, case studies, conference presentations, etc.) and completed projects. The ethics website offers an excellent opportunity for developing forums based on target groups.

In addition to developing and constant updating of the ethics website, the objective of the programme is continuous development of the infrastructure of Values Development, including replenishment of the library of values education and ethics, supporting on-line discussion on values and ethics, sharing information to different target groups on the objectives, activities and publications of the Values Programme, raising awareness, and development of an international cooperation network with institutions and research centres dealing with values education, including mediation of materials in English, and presenting the Estonian experience internationally. For the latter, translation of the methodological materials compiled within the Values Development programme into other languages would be helpful.

4. Connection between the follow-up programme and other strategies, development plans and programmes

*The Estonian lifelong learning strategy 2020*⁷ stipulates the most significant educational objectives in the following years, for which long-time systematic work is necessary. The strategy sees its general objective in providing all the people of Estonia with options for learning corresponding to their needs and abilities during their whole lives, in order to enable them dignified self-actualisation in the society, in their working and family life. For this, five strategic objectives and measures for achieving them have been defined. The aim is set on several central themes of the Values Programme like application of the approach to learning that considers each learner's individual and social development, learning skills, creativity and initiative at all levels and types of education, raising the competences of teachers and school leaders, and keeping of motivation, participation in lifelong learning.⁸ The objectives concern learners as children, young people, adults and seniors. To achieve them, everyone's contribution is necessary: the learners themselves, employers, parents, schools, the Ministry

⁷<https://www.hm.ee/sites/default/files/strateegia2020.pdf>

⁸<https://www.hm.ee/et/elukestva-oppe-strateegia-2020>

of Education and the society at large. The continuing Values Programme provides methodological support for systematic realisation of these aims of the education strategy.

With its activities, the Values Programme contributes to the objectives of the strategy *Sustainable Estonia 21*, influencing through media, development debates, and initiatives involving the general public problematic attitudes in all the social strata and contributing to the formation of the Estonian and European dual identity. Both social discussions and education help to contribute to the implication of the four objectives of the strategy *Sustainable Estonia 21*: vitality of the cultural space, growth of wellbeing (including social and cultural wellbeing), cohesion of the society and ecological balance.

As a decisive condition for reaching the knowledge-based society, *Sustainable Estonia 21* sees people's and institutions' ability of critical reflection, the development of which is in the focus of all the trends of action of the Values Programme.

Youth development plan 2014–2020 focuses on development of creativity, self-initiative and joint action, equal opportunities for development of the youth, active participation in the community and decisions, success on the labour market and high-quality youth work. The Values Programme contributes to the movement towards all these objectives by shaping the corresponding value attitudes and social competences, supporting the discovery and development of the learners' individual talents, young people's universal involvement and considering their interests, and formation of a cooperation network of teachers and youth workers. By joint contributions, it is possible to deal more effectively with high emigration of young people, the great number of young people who do not work or study, and problematic health behaviour.

The development plan *Integrating Estonia 2020* sees as its essential challenges the formation of value assessments and attitudes that support integration, support to permanent residents whose mother tongue is not Estonian, support to new immigrants as an increasing target group in their adaptation to the Estonian society, enhancement of civil education and support to the formation of state identity in the society. The Values Programme deals with these questions through discussions and initiatives in the society and through the education system, paying attention to the value conflicts emerging in the multicultural environment and to the teachers' skills to forestall, alleviate and solve them. This concerns the development of young peoples' socialisation skills and work with parents, which may influence value attitudes and adaptation strategies in the families.

The essential strategic objectives of *Children's and families' development plan 2012–2020* are support to positive parenting and improvement of children's life quality with a focus not on alleviation of problems but their prevention through a supporting development and cooperation environment like the Values Programme also does. The Values Programme contributes to the improvement of children's wellbeing (including prevention of mental health problems) by supporting the positive and secure value environment at schools, the attitude that appreciates each child, creation of an effective support network and development of learners' emotional and social competences. The Values Programme contributes to the development of parents' education primarily by supporting the partnership between teachers and parents, which enables teachers to reach many potentially problematic families and to support and develop parents. It is also essential to shape attitudes in children and young people and in the whole society that support parenthood.

The contest programme Estonia 2020 focuses on education and employment, its aim being to reduce young people's unemployment and school dropout rate. It states that, for young people's better adaptation to later working life, a transition from the school of mechanical cramming to value-based school is necessary. In general education, it is "necessary, in addition to factual knowledge, to increase the development of students' creativity, initiative and other key social competences." The Values Programme helps to implement the need emphasised in the contest programme to support each student's development in the basic school considering their abilities and talent through the teaching process and the school environment and to increase learners' awareness of their strengths, interests and the corresponding choices of speciality (including vocational education as an attractive choice).

The objectives of several development plans in the economic sphere depend on the formation of appropriate value attitudes in young people. E.g., the development plan *Growth strategy of Estonian entrepreneurship 2014–2020* envisages as one of its activities "development of entrepreneurship (in young people and other target groups)" and attributes significance to the culture of cooperation and development of responsible entrepreneurship. The formation of such value attitudes in the growing generation presupposes efficient values education, e.g. the formation of attitudes of creativity, initiative and cooperation.

Concerning the priorities of *People's health development plan 2009–2020*, the Values Programme contributes primarily to securing of healthy and safe development of children and young people, to the creation of social cohesion and equal opportunities and to promotion of

healthy ways of life. The health development plan mentions disturbances of mental health as a growing trend. The Values Programme contributes to their prevention through the development of children's emotional and social competences, through a value environment supporting safe development and development of a support network. As health behaviour is closely connected with value attitudes, the Values Programme helps to implement the objectives of several other health-related documents, e.g. *HIV and AIDS strategy for 2006–2015*.

The Values Programme is directly related to the endeavours of strengthening the civil society, thus supporting, e.g., the objectives of the *Civil society development plan for 2011–2014* and the *Estonian regional development strategy until 2020*. The Values Programme contributes to the development of cooperation between the public sector and the third sector and to the capability of citizens' associations, creating, in cooperation with non-profit associations, sustainable formats and structures for supporting the aspects of Values Development that involve the whole society. The Values Programme contributes to citizens' education and development at the local level by shaping in young people a participating and enterprising attitude, close ties with their home place and willingness to take responsibility for the arrangement of life in their surroundings and their own lives. When supporting Values Development by educational institutions, the peculiarities of rural schools are taken into consideration, including the favourable opportunities for values education resulting from the smallness of schools and their close cooperation with the community.

Anti-corruption strategy for 2013–2020, drafted by the Ministry of Justice, considers it essential to prevent corruption and to raise awareness by shaping ethical attitudes. It mentions education and health care as problematic areas. The Values Programme contributes to dealing with corruptive behaviour through its direction of life-long learning, supporting, by training courses and methodological materials, noticing conflicts of interests and raising awareness to ethical choices in essential spheres of the society (including the area of health care, which has been given priority in the anti-corruption strategy). As the studies on which the strategy is based⁹ have revealed serious corruption problems in educational institutions, it is also essential to work on value attitudes with school leaders, teachers and other educational staff.

⁹ Sööt, Mari-Liis; Vajakas, Kärt (2011). Korruptsioon Eestis: kolme sihtrühma uuring (Corruption in Estonia. A study of three target groups). 2010. Kriminaalpoliitika uuringud, 13, Justiitsministeerium (Studies in Criminal Policy, 13, Ministry of Justice).

The strategy *Development trends in Criminal Policy until 2018 and Development plan for reducing violence 2010–2014* set prevention of juvenile delinquency as a significant aim. This is associated with the central question of the Values Programme – which value attitudes are supported by education. The Values Programme contributes to the solution of the problem of school violence the acuteness of which has been emphasised in research by promoting the capabilities of school staff to prevent the corresponding behavioural disorders (by positive value environment, self-analysis, development of children's emotional and social competences, etc.).

5. Implementation and financing of the programme

The programme is implemented by the Centre for Ethics at the University of Tartu. The objectives of the educational direction in the programme are confirmed by the Ministry of Education and Research. To coordinate the activities of the programme and to create synergy with other national programmes and development plans, the University of Tartu forms the programme council, which includes representatives of the Ministry of Education and Research and other organisations involved in Values Development. The programme council annually confirms the operation programme for the following year and gives recommendations for applying for additional financing of Values Development from other sources.

The achievement of the objectives of the programme in the sphere of education is financed from the budget of the Ministry of Education and Research. To implement the programme, the Ministry of Education and Research allocates 115 000 euros per year, applying for it annually from the state budget. The Ministry of Education and Research allocates finances for the Centre for Ethics at the University of Tartu each year according to the agreement between the Ministry of Education and Research and the University of Tartu.