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ESTONIAN EDUCATION SYSTEM VS SPANISH EDUCATION SYSTEM

Autora

Lidia Ibáñez López-Quintana

Directora

Carmen Forns Martínez

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SUMMARY

When Estonia regained its independence from the Soviet regime, and as a consequence of the reform of its educational system, taking as a reference what they did in their neighbouring country Finland. Some analysts have defined it as the educational miracle in Estonia, being ratified for the results achieved in the PISA reports.

The factors that have been identified as successful in the Estonian Educational System are equal opportunities for all of their young people, the great concern in families for students to have quality training, access to technology from a very early age at schools. Besides, the stability of the education legislation have achieved PISA results, where students stand out for not having low grades, rather than for having some students with very high grades, that is, there is little dispersion.

On the other hand, it is interesting to know which innovations are being used by some schools in Estonia, focusing on those that are being incorporated into the Peetri Lasteaed Pohikool School in Tallinn.

Keywords*: Educational System, Equality of Opportunities, Political Stability in Education, Innovation Proposals, PISA Reports and Technology.*

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1. INTRODUCTION

The success of the Estonian Education System is widely recognized by the International Educational Community, being validated by the results achieved in the PISA Reports. This work tries to show, on the one hand, the main characteristics that the Estonian System presents, which are the main differences both in its formal aspects, as in the way of working with the students, with the Spanish System, and the empirical will be shown the empirical investigation of the educational innovations introduced in the school Peetri Lasteaed-Pohikool, school in which I have carried out the School Internship III and the English Language Mention Internship.

I chose Estonia to accomplish the Erasmus+ Program because I felt that I could adapt with some ease since most of its population speak English, although the official language is Estonian and a large part of its inhabitants also speak Russian. During my period as an Exchange Student I realized that the teaching and methodology which were carried out in the classrooms of the University has several differences from those I had previously received, so I thought that if the methodology used in the university was different, what would it be like to teach in a school in Estonia? And what was the Estonian Educational System like?

Looking for answers to these questions, I decided to make the School Practices III and the English Language Mention Practices in an educational centre of Tallinn, capital of Estonia, so in Peetri Lasteaed Pohikool School where they accepted my application, and I was able to start working with them.

Observing the methodology used there, I saw that it had some aspects which were not applied in Spain in the daily classes. I could see that the great difference of education between both countries is found in the Education System. To contrast these observations, I have begun to work on the information that I have considered most useful to develop this project.

Independently of the fact that in the Estonian Educational System we can find different subjects from those that occur in ours, one of the particularities which has attracted my attention the most is the respect that students have for the figure of the teacher.

Moreover, I have been informed about education in Estonia and I have begun to read about the success and the improvement in the PISA Report, thanks to the fact that they looked at their neighbouring country which had been doing very well, Finland that had obtained really good results. So I have wondered the following question:

- If Estonia is in the highest positions of the results of the PISA Reports and it is considered as a country that stands out for its improvement in recent years, where are the differences between the Estonian and Spanish Educational Systems?

Knowing how education works in a successful country and how it has evolved, makes that the rest of the countries look at it and adopt some practices which are identified as improvements.

- If Spain adopts some measures applied in Estonia, would we also find better results in the PISA Reports?

Wanting to know the answers of all the questions that I wondered, was the reason why I wanted to go into detail about the differences between both education systems, in order to identify what the strengths and weaknesses of each of them were.

On the other hand, my project is not only limited to solving these questions about the Estonian Educational System, but I also wanted to know which innovations have been applied in an Estonian school, apart from knowing how these improvements influence students.

Through this approach to the Estonian System, as well as to acquiring the necessary knowledge, I have learnt that with complementary training about the educational system of others countries, I could be able to do my teaching not only in Spain, but also abroad, where I could also contribute to the best practices of the Spanish and Estonian Systems if I understand that these contributions are positive for my daily work in the classrooms.

During the three months of internships when I have been investigating about the Estonian Educational System, including the innovation proposals applied at the Peetri Lasteaed Pohikool School Centre, I can say that I have had access to all kinds of information provided by the school, by the Estonian teachers and by students' parents, who allowed me to complete the information that I needed to develop this study. Thanks to their collaboration, I have been able to answer my questions and understand those aspects that I had never seen or that I didn´t know about.

Finally, one of the conclusions that I have reached with the accomplishment of this project is that the opportunity to do the internships in Peetri Lasteaed Pohikool, in Estonia has allowed me to observe how there exist other ways of working, different from those of the Spanish centres. So I consider that all this has helped me to learn to adapt to other ways of doing and it has opened my mind to that. Both because of changes in the education of our country and because I ended up as a teacher in a different country from mine, I am open to incorporating innovations into our education system or adapting to existing systems in other countries. And of course, the backpack loaded with information that I bring, adapted to each situation and environment, can mean an improvement of my work as a teacher.

2. THEORETICAL BACKGROUND: AN OVERVIEW

2.1. PROJECT BASED LEARNING: WHAT IS AN EDUCATION SYSTEM?

In order to make my own definition of what `educational system´ means, firstly I have to know the meanings of the words `system´ and `education´.

The `RAE´ (Real Academia Española, 2018) defines the word `system´ as `the set of rules or principles on a matter rationally linked together´ or as `the set of the things that related to each other contribute to a certain object´. I contrast the definition of the `RAE´ with those developed by authors such as Chadwick: `An orderly combination of parts that, although they work independently, are interrelated or interact and, though collective and directed effort constitute a rational, functional and organized whole which acts in order to achieve predefined performance goals´ (Lozano, 2009).

Other authors as Bertalanffy defines the `system´ as the `set of interacting elements´ or `set of elements which relate to each other and to the environment ´ (Lozano, 2009). In them, the combination or the relationship between several elements prevails so that something can be considered as part of a whole. These combinations or relationships between elements allow that systems to be formed.

On the other hand, the `RAE´ (Real Academia Española, 2017) defines `education´ as ` the action and effect of education´ or `the upbringing, teaching and doctrine that is given to children and young people´. As I have previously contrasted the meaning of `system´ with the definitions given by various authors, I will repeat this research methodology saying that in the notes of the subject of The School as Educational Space taught by the teacher José Antonio Lapuente Novales in the first degree of Teaching

Bilingual Primary Education of the University of Zaragoza, mentioned several authors as:

- Azevedo who says that `Education is a process of transmitting the traditions or culture of a group, from a generation to another´ (Lapuente Novales, 2014).
- Aristotle who says that `Education consists of directing the feelings of pleasure and pain towards the ethical order´ (Lapuente Novales, 2014).

On the other hand, according to Rousseau the `education´ is `the way to achieve full socialization´ (García Fallas, 2005) y and according to Kant´s theory of `education´ it is based on the ideas of Rousseau, the author recognizes that education is completely necessary for humanity is developed in the right way and that in this way human perfection is achieved, Kant `Education has as its aim the development in mankind of all the perfection that its nature carries with it´ (Lapuente Novales, 2014).

We could continue citing authors, with their corresponding definitions, and all of them would take their own meanings in each of them, such as the definition of the subject of Psychology of Education taught by the teacher Antonio Valero Salas, also in the first degree of Teaching in Bilingual Primary Education of the University of Zaragoza, which defines the term `education´ as `a complex phenomenon, whose study contributes to numerous disciplines such as Pedagogy, Sociology, Anthropology, Psychology, Politics and so on.´ (Valero, 2014).

From what I can deduce, the education system works as a set of factors which are related and organized among themselves and whose purpose is to teach the population so that they can form their own thoughts on the different disciplines.

Contrasting this personal idea whit the definition of educational system which Coombs gives us, that defines it as `the set of intrinsic factors which held a process destined to achieve a certain production, that aims to satisfy the objectives of the system´ (Lozano, 2009), that is to say, that the objectives of the system which are tried to satisfy are within the educational scope.

Finally, Xavier Melgarejo uses the definition of educational system as

The set of educational influences which a person receives from the birth to adulthood through the institutions, agents and formal organizations of a society that

transmit knowledge and the corresponding cultural heritage, and that influence the social and intellectual growth of the individual (Melgarejo, 2014).

It makes me look into the definition of educational system thoroughly:

The education system is a teaching structure composed of a set of institutions and organizations which regulate, finance and provide services for the exercise of education according to policies, relationships, structures and measures dictated by the State of a country (Significados, conceptos y definiciones, 2016).

2.2. CONTENT AND LANGUAGE INTEGRATED LEARNING IN BOTH EDUCATIONAL SYSTEMS: AN OVERVIEW

2.2.1. FORMAL ASPECTS OF EDUCATIONAL SYSTEMS

2.2.1.1. STRUCTURE OF THE ESTONIAN EDUCATIONAL SYSTEM

The implemented educational system is divided into the following categories: Preschool Education, Basic Education, Secondary Education, Vocational Training, Higher Education and Adult Education.

- **Pre-school education**, which is not compulsory and can be free (Arias Villarreal, 2017); (Educación y Sanidad, 2018); (Estructura del Sistema Educativo, 2018); (Valverde Porras, 2017), has as its main objective that families contribute to the development and growth of the child (Educación en Estonia, 2018) as well as promoting the individuality, creativity (Peetri Kool, 2017) and learning of children through playing (Estructura del Sistema Educativo, 2018).

  Preschool education is given to children between eighteen months and seven years in especially dedicated educational institutions (Pre-school, basic and secondary education, 2018), divided into: Lastehoid, from eighteen months of age to three years, where children are educated but not constitute Educational Centres properly said, and the Lasteaed, from three to seven years (Educación y Sanidad, 2018); (El paisaje de la educación Estonia, 2012); (E.G., 2016); (Mosquera Gende, 2017).

As a general rule, learning and teaching activities are implemented in Estonian, but the local government council can also decide that the activities are carried out in different languages (for example, Russian). Children whose native language is not Estonian begin to learn Estonian as a second language after three years. In addition, methods to teach foreign languages to Estonian-speaking children of pre-school age are developed (Educación y Sanidad, 2018); (information provided by the teachers of the Peetri Lasteaed-Pohikool School, 2018).

- **The Basic Education** of the Estonian Education System has a compulsory and basic character (Educación en Estonia, 2018); (El paisaje de la educación Estonia, 2012); (Estructura del Sistema Educativo, 2018); (E.G., 2016); (Rodriguez Bravo, 2015).

  It is considered a minimum requirement of general education, which can be purchased partially in Primary schools (grades 1 to 6), in Basic Schools (grades 1 to 9) (E.G., 2016); (Pre-school, basic and secondary education, 2018) or in upper Secondary Schools that also teach study plans of the Basic Schools (grades 1 to 12) (Educación en Estonia, 2018); (Educación y Sanidad, 2018).

  Schooling is compulsory for all children when they reach the age of seven before October 1, must start school. Attendance is compulsory until Basic Education is completed or when the child reaches a minimum of 17 years of school age (Arias Villarreal, 2017); (E.G., 2016); (Rodriguez Bravo, 2015)*;* (Valverde Porras, 2017).

  The distribution of Basic Schools in stages is as follows:

BASIC EDUCATION	
LEVEL	**GRADES**
SCHOOL GRADE I	1º - 3º GRADE
SCHOOL GRADE II	4º - 6º GRADE
SCHOOL GRADE III	7º - 9º GRADE

Table 1. Differentiation of school grades in Basic Education in Estonia (Rodriguez Bravo, 2015)*;* (Basic Schools and Upper Secondary Schools Act, 2010)*;* (Republic, 2014).

Like preschool education, they also follow the national curriculum of the Basic School (Educación en Estonia, 2018); (Pre-school, basic and secondary education, 2018).

In the Estonian Educational Curriculum, the following table is established which specifies the compulsory weekly hours that students have to complete on each of the subjects:

SUBJECTS (Weekly hours)	GRADE I	GRADE II	GRADE III
Estonian / Russian or any other language of instruction → Eesti keel (EK) /Vene keel (VK) või mõni muu õppekeel	18	13	12
First foreign language (English, French, German or Russian)→ Eesti keel (teine keel) ja esimene võõrkeel (Inglise, prantsuse, saksa või vene keeles)	6	12	10
Russian (Second foreign language) → Vene keels (teine võõrkeel)	0	3	8
Mathematics → matemaatika (MAT)	11	15	13
Natural Sciences → loodusteadused (LO)	3	7	2
Society → ühiskond (ÜH)	0	1.5	2
Biology → bioloogia (BIO)	0	0	5
Geology → Geoloogia (GEO)	0	0	5
Physical → füüsika (FÜ)	0	0	4
Chemistry → keemia (KE)	0	0	4
History → ajlugu (AJ)	0	4	6
Human Studies → inimeste uuringud (IN)	3	1.5	2
Music → muusika (MU)	6	5	3
Arts → kunst (KU)	0	2	3
Crafts → käsitöö (KAT activities done by man), majandus ja tehnoloogia	9	4	2

Economy → majandus (MAJ) /	0	0	1
Technology → tehnoloogia (TEHN)	0	2	2
Physical education → kehaline kasvatus (KEH)	6	6	3
Dance → tants (TAN)	3	3	3
Theatre → drama (DROP)	3	3	0
Computer classes → Digiope (DIGI)	0	1	1
Career plan → Karjäär ik (KAR)	0	0	1
Career plan→ Karjäär ek (KAR)	0	0	1
Total weekly hours	68	83	94
Tutorials → Kljuh	0	2	1

Table 2. Compulsory subjects in the Estonian curriculum. (Rodriguez Bravo, 2015)*;* (Valverde Porras, 2017)*;* (Peetri Kool, 2017)*;* (Republic of Estonia, 2017)*;* (Basic Schools and Upper Secondary Schools Act, 2010)*;* (National Curricula 2014, 2017).

In addition, in some centres we can find some optional subjects such as (information provided by the teachers of the Peetri Lasteaed-Pohikool School, 2018):

- Religious studies programme.
- Computer science curriculum.
- Professional education curriculum
- Business studies

In order to pass this educational stage, students must pass all the subjects and, in addition, pass three basic exams, the first one being Estonian or Estonian as a second language, (for those students who have chosen Russian as a first language) one second exam of Mathematics and one third exam on a subject of the student´s choice completing a creative task (Basic School Final Examinations, n.d.); (Educación en Estonia, 2018); (E.G., 2016); (Pre-school, basic and secondary education, 2018).

Once they have graduated from Basic School, students can choose different alternatives to continue with their educational trajectory. They can acquire General Secondary Education in the Upper Secondary School, Professional Secondary Education in some Vocational Education Institution or simply an occupation (Educación en Estonia, 2018); (E.G., 2016) that is, joining the labour market (Pre-school, basic and secondary education, 2018).

Education is free for everyone, since all schools are financed by the State (Arias Villarreal, 2017); (El paisaje de la educación Estonia, 2012); (Estructura del Sistema Educativo, 2018); (Rodriguez Bravo, 2015); (Valverde Porras, 2017). The school year begins in September and ends at the beginning of June. During the same, a week of rest is enjoyed at the end of October; at Christmas, schoolchildren have a fortnight's vacation; likewise, both at the end of February and the last week of the month of April students will enjoy two breaks of one school week each (El paisaje de la educación Estonia, 2012); (Peetri Kool, 2017). (ANNEX III)

- **Secondary Education** is based on Basic Education and it is divided into two different categories: on the one hand, we find **General Secondary Education,** which is taught by Upper Secondary Schools, and on the other hand, we can find **Secondary Professional Education,** which is taught by Vocational Training Institutions. (Educación en Estonia, 2018); (El paisaje de la educación Estonia, 2012) Upper Secondary Education is non-compulsory.
    - The **General Secondary Education** is a non-compulsory educational stage which lasts 3 years, and covers the 10^{th}, 11^{th} and 12^{th} grades, corresponding to between sixteen and nineteen (Basic Schools and Upper Secondary Schools Act, 2010); (Estonia Overview, 2018); (E.G., 2016); (Valverde Porras, 2017). The study programme in the Upper Secondary School is organized in compulsory and voluntary courses. It is required that students to graduate, have completed and passed a curriculum which consists of at least 96 individual courses and the state exams that include: Estonian or Estonian as a second language, Mathematics and a Foreign Language exam; in addition to pass the Upper Secondary School Test and presenting a research or practical project (El paisaje de la educación Estonia, 2012); (Estructura del Sistema Educativo, 2018); (E.G., 2016);

(Pre-school, basic and secondary education, 2018); (State Examinations, 2018); (Pre-school, basic and secondary education, 2018).

`General Secondary Education constitutes a set of knowledge, skills and competences, set out in the national curriculum for Upper Secondary Schools, whose acquisition is the precondition for further studies at universities and vocational educational institutions´ (Educación en Estonia, 2018).

- **Vocational Education or Professional Education** `aims to teach young people the professional techniques necessary to perform in the labour market´ (Valverde Porras, 2017). The curriculum of professional training is a mixture of academic and pre-professional subjects. On the other hand, these studies last between 1 and 3 years, once Basic Education has been completed (Arias Villarreal, 2017) or between 1 and 2.5 years if General Secondary Education has been accomplished (El paisaje de la educación Estonia, 2012); (Estonia, 2015).

  `National curricula is drafted in co-operation with the social partners and by making allowances for pertinent professional standards, vocational education standards and the national curriculum for Upper Secondary Schools´ (Currícula, 2017).

  After passing the training cycle, students have the option to continue studying in Higher Education or they can work (Estonia, 2015).

- **Higher education**, where students access after 19, can be obtained as a professional or as an academic one (Arias Villarreal, 2017); (E.G., 2016). All the people who have obtained the Secondary Education Degree or a foreign equivalent degree, have the same opportunities as the rest of the students to be admitted in Higher Education institutions (El paisaje de la educación Estonia, 2012); (Estructura del Sistema Educativo, 2018); (E.G., 2016); (Valverde Porras, 2017). At University, Higher Education has three levels: Degree, 180 to 240 credits (3 or 4 years); Masters, 60 to 120 credits (1 - 2 years) and Doctorate, 180 to 240 credits (3 - 4 years) (Arias Villarreal, 2017); (El paisaje de la educación Estonia, 2012).

  The Estonian University offers equal access to all students (Mosquera Gende, 2017). Some of the universities admit students directly by having the Secondary Education Certificate, it is called `Open University´ (Educación superior en

Estonia). However, many others request additional admission requirements such as entrance exams, tests and aptitude interviews, in addition to having the certificate of Secondary Education.

From the academic year 2012/2013 on, higher education is free for those who study full-time in Estonian (Mosquera Gende, 2017).

Students who do not speak the Estonian language fluently have the opportunity to study a preliminary year strengthening their knowledge of the language, extending their university grade by one year more (Educación superior en Estonia).

The language of instruction in university studies is usually Estonian. However, there are about 150 degree programmes offered that are taught in English (Mosquera Gende, 2017).

On the other hand, foreign students from countries with which Estonia has signed agreements of educational reciprocity, have to meet the requirements to be able to access any higher educational institution under the same conditions as national students. Students who held the European Bachelor Degree and the International Bachelor Degree also have access to higher education (E.G., 2016); (Proceso de Admisión, n.d.).

However, those who come from countries without educational reciprocity agreement with Estonia, must perform a specific test to gain access to higher education (E.G., 2016).

Students who do not belong to the EU and want to have access to the University of Estonia also need a temporary residence license granted by the embassy of their country of origin (Educación superior en Estonia).

Finally, it can be added that three different educational levels are taught at the University of Estonia (El paisaje de la educación Estonia, 2012):

- Degree
- Masters
- Doctorate

- **Adult education**. `Adult education is divided into formal education and continuing education´ (Adult Education Act, 2015); (Estonia. Adult Education and Trainin Funding, 2018).

  In this educational category, adults can opt for basic and general upper secondary education (Estonia. Adult Education and Trainin Funding, 2018) in upper

secondary schools, through distance education, night courses, etc. These are flexible when they develop individualized curricula to meet the needs of each student (E.G., 2016); (Keränen, 2010).

Adults have the opportunity to increase their education thanks to the increase in the supply of continuing education courses and retraining courses. These allow a series of knowledge, skills and professional, occupational and specialization experiences to be acquired (Adult Education, 2017).

In addition, the training courses allow students to develop different skills and abilities, as well as enhance creativity, imagination and encourage the development of other talents (Keränen, 2010). Generally, these courses are taught in institutions or educational centres (Adult Education, 2017).

The training that adult students receive in night courses, distance education and external study of basic and general secondary education is completely free (Adult Education, 2017); (Keränen, 2010).

In professional education, various forms of access and professional training have been carried out for all adult students, being able to be part-time and free of charge (Adult Education, 2017).

In higher education, students who study part-time do not usually have financial funding from the State. Only, it is free for those who have full-time study programs (Adult Education, 2017); (Arias Villarreal, 2017): (Estonia. Adult Education and Trainin Funding, 2018).

Work-related training

Adults did not have free professional training courses until 2007, when the State took charge of their cost. The Ministry of Education and Research, the Ministries of Economic Affairs and Communications and the Ministry of Social Affairs have been divided into three groups according to their funding system (Adult Education, 2017); (Estonia. Adult Education and Trainin Funding, 2018).

Popular education for adults

Popular education for adults is financed by a budget from the state budget and municipal budgets. The Ministry of Education and Research has invested in the remuneration of professionals in adult education centres since 1995 (Adult Education, 2017).

The main objectives pursued by the Development Plan for adult education are: first, to offer adults the possibility of accessing formal education within the adult

education system, non-formal education and professional education and training. Its purpose is that people between 25 - 64 years are more participatory in the process of lifelong learning, in improving education in society and increase the knowledge of people. Secondly, to prevent the percentage of the Estonian population with general education from decreasing. And, thirdly, create the necessary preconditions to get the highest number of people to obtain a higher level of education (Adult Education, 2017); (El paisaje de la educación Estonia, 2012); (Keränen, 2010).

- **Extracurricular Education**, as a consequence of the cooperation of the State and the municipal governments, extracurricular studies are taught. With the approval of the Extra-curricular Education Act by the Estonian Parliament in 2006 (El paisaje de la educación Estonia, 2012), sports, creative, musical and artistic activities in schools were legalized. In addition, a network of schools of these disciplines was formed throughout the country, which allows students to practice all activities due to the help of the state budget they receive from the government (El paisaje de la educación Estonia, 2012); (information provided by the teachers of the Peetri Lasteaed-Pohikool School, 2018).
- Education for students with **Special Educational Needs (SEN)**. They can attend regular school (like other children) or special schools (El paisaje de la educación Estonia, 2012). The decision about the school they will attend, is made by the parents with the help and recommendation of specialized professionals, who jointly seek the most suitable educational centre for the child. Within the regular school, depending on the degree of disability or disorder that the student has, he receives a specific type of help and prepare an individual curriculum according to the needs required. The additional support measures that are most commonly used are: differentiated instruction within the classroom, additional after-school support, support from the school's special pedagogue and / or speech therapy sessions in small groups of reinforcement and plan individual learning studies. If the results are not effective, the Counsel Committee is responsible for proposing a curriculum according to the educational needs presented (Special Educational needs, 2016); (Bachillerato, 2018).

  In addition, Estonia is part of the European Agency of Special Needs and Inclusive Education with the aim of helping students with SEN and carry out the

projects and studies they propose to improve education in these students (European Agency, n.d.); (Greve, 2003).

(ANNEX I)

2.2.1.2. MAIN DIFFERENCES BETWEEN BOTH (ANNEX II)

ESTONIA	SPAIN
Compulsory education from 7 years old (Arias Villarreal, 2017).	Compulsory education from 6 years old (Educación Primaria, 2018).
The age of schooling refers to students who reach the age of 7 before October the 1st of the year corresponding to schooling (E.G., 2016).	School age refers to the calendar year (Educación Primaria, 2018).
The distribution of holidays allows the school calendar to grant a few days off every two months. The school year consists of 175 days (Arias Villarreal, 2017); (El paisaje de la educación Estonia, 2012); (Rodriguez Bravo, 2015); (Valverde Porras, 2017). (ANNEX III)	The distribution of holidays varies according to each Autonomous Community. The school year includes at least 175 school days (Boletín Oficial de Aragón, núm. 110, 2017). (ANNEX IV)
99.8% of the population is literate (Comparación de Países. Tasa de alfabetización, 2018); (Stylezz, 2016).	98.3% of the population is literate (Anexo: Países por tasa de alfabetización, 2018).
The maximum number of students allowed in a class is 24 in Basic Education (Basic Schools and Upper Secondary Schools Act, art 26, 2010).	The maximum number of students allowed in a class is 25 in elementary education and 30 in compulsory Secondary Education (Boletín Oficial del Estado, núm 62, 2010).
All schools are online (Balbi, 2017).	Many schools are online.
They are taught to programme from Early Childhood Education (Roonemaa, 2017).	It is not taught to program from Preschool Education in all schools.
Classes last 45 minutes (Basic Schools and Upper Secondary Schools Act, 2010). (1)	Classes between 45 and 60 minutes, with a weekly limit of 25 hours including break time (Boletín Oficial de Aragón, núm 156, 2016).

Teachers receive continuous training in new virtual teaching environments and electronic teaching materials. (2)	Teachers in public schools receive training through the Teacher Training Plan. (3)
General Secondary Education 3 years (E.G., 2016); (Valverde Porras, 2017).	There are two Bachelor courses (Bachillerato, 2018).
Each course is assigned two tutors per class (Educación en Estonia, los secretos de su éxito, 2017).	Each course is assigned one tutor per class.
The teachers are selected and hired by schools (E.G., 2016); (Ibáñez M. J., 2017). (4)	Teachers in public schools have to complete and pass some official exams.
There are no grades up to fourth grade (Educación en Estonia, los secretos de su éxito, 2017). (5)	There are grades from the first year of Primary Education. (6)
Students choose between General or Professional Secondary Education in Superior Schools.	It is chosen between Baccalaureate (of Science, Arts and Humanities or Social Science) or Vocational Training.
Minimum age for university studies is 19 (E.G., 2016); (Rodriguez Bravo, 2015).	Access to university studies once the Bachelor-LOGSE or C.O.U. and the entrance tests of the University itself, or after passing a Vocational Training of 2nd grade or tests for people over twenty-five (El Sistema Educativo Español).
Legislative stability in Education issues (Mosquera Gende, 2017).	Promulgation of successive educational laws; LODE, LOGSE, LOCE, LOE, LOMCE (López, 2018).
The University is completely free if you study in the Estonian language (Mosquera Gende, 2017).	The University is not free (El precio medio de una carrera en la universidad pública varía entre los 3.000 y los 8.000 euros, 2016).

Table 3. The main differences between the Estonian Educational System and the Spanish Educational System.

(1) In Estonia, all sessions have a duration of 45 minutes and after them, students have a break of 10 minutes, except after the second and fourth hour that their rest is 20 minutes, when students can have lunch (Peetri Kool, 2017). (ANNEX V)

(2) They receive continuous training mainly that which allows knowledge of new technologies and access to the latest innovations that arise (Mosquera Gende, 2017); (Las claves de la educación en Estonia, 2018). All teachers, constantly, receive training in these subjects, to know how to handle them and put them into practice in any academic environment (Cerdas, 2018); therefore, they are constantly updated in the new technological areas and new virtual teaching methodologies. They receive some annual training courses, there is not a fixed number of courses, which are taught by the school's computer specialist or by a person belonging to an organization that the centre has hired (information provided by the teachers of the Peetri Lasteaed-Pohikool School, 2018). In addition, there are ICT (Information of Communication and Technology) (Historical Overview, 2013) support institutions and networks, such as HITSA (Information Technology Foundation for Education), which is one of the most important foundations on Information Technology that helps in the updating of Estonian teachers in the development of the competences necessary for the use of ICT, domain and distribution of digital educational materials. Besides, it also allows to evaluate through an Innovation Centre the technological skills that teachers possess (Sánchez Ulate, 2016).

(3) In Spain, public schools have the Teacher Training Plan, which teachers are trained through. It can be in an autonomous way, when there is a person who has the necessary knowledge to train the rest of the teaching staff; or, also, there are the `CIFES´ that are the Teacher Training Centres to where teachers go when the training courses are organised (information obtained by the director of the CEIP centre Eliseo Godoy Beltrán); (Novedades Formación Profesorado, 2018).

(4) The Estonian Government, assessing in each case the competencies required by the particularities presented by each school, makes the appointment of the directors of the centres. They are the ones who make the selection of the teachers of the centre; therefore, teachers do not have to submit to an examination or to a competitive examination in order to get a job, since they are hired directly by each school (E.G., 2016); (Ibáñez M. , 2017). One of the most relevant aspects within the Estonian Educational System is the high rivalry that exists among schools,

which struggle to have the best prestige quotas. This aspect increases competitiveness among them and improves educational results. In addition, the headmaster is the one who decides how to work and how the organisation in the centre is.

(5) It is the Ministry of Education and Research that regulates the evaluation received by students, assessing the skills, knowledge and experience obtained in the classes. The assessment marks that are applied to Estonian students when they are in the fourth grade of Basic Education, are marks that are on a scale of 5 points, being 5+, the highest grade they can obtain (Educación en Estonia, 2018); (El paisaje de la educación Estonia, 2012).

SCORE	GRADE	DESCRIPTION	PERCENTAGE OF SUCCESS
5 +	EXCELLENT	`The results obtained are very satisfactory, exceeding the level in which the student is.´	95% - 100%
5 o `Well done´	WELL DONE		91% - 94%
5 -	VERY GOOD		89% - 90%
4 +	GOOD	`The results obtained coincide with the level at which the student is.´	81% - 88%
4 o `Good´	QUITE GOOD		66% - 80%
4 -	FAIRLY GOOD		56% - 65%
3 o `Satisfactory´	SATISFACTORY	`The results obtained allow the student to continue their studies without big difficulties.´	50% - 55%
2 +	NOT GOOD ENOUGH	`The student will exhibit significant learning difficulties in later stages.´	35% - 49%
2 o `Poor´	RATHER POOR		20% - 34%
1 o `Weak´	VERY WEAK	`The results achieved by the student are insufficient and will present important difficulties in subsequent studies.´	0% - 19%

Table 4. Evaluation table of the Estonian Educational System for Basic Education which was given by Pille Soobik (information provided by the teachers of the Peetri Lasteaed-Pohikool School, 2018); (Rodriguez Bravo, 2015)*;* (Valverde Porras, 2017).

(6) The grades received in Spain during Basic Education are different. If the students are from Primary Education, the evaluations that include the publication of the Department of Education, Culture and Sports according to the Government of Aragon are: Insufficient (IN) for the negative grades; for the positive ones they

are: Sufficient (SU), Good (BI), Notable (NT) or Excellent (SB). In the case of Compulsory Secondary Education, the grades they receive are numerical. In the following table we show the equivalence between the numerical evaluation that they receive in the E.S.O. and the name given to it in the E.P.:

Primary Education Qualification	Qualification of Compulsory Secondary Education
Insufficient	1, 2, 3 or 4
Sufficient	5
Good	6
Notable	7 or 8
Excellent	9 or 10

Table 5. Equivalences in the qualifications of the Spanish Educational System for Basic Education, as indicated in the Order of December 21, 2015, of the Ministry of Education, Culture and Sport, which regulates the evaluation in Primary Education in the teaching centres of the Autonomous Community of Aragon (Departemento de Educación, 2015).

In addition to all the aspects mentioned above, it is important to emphasize the importance that is given to language learning. One of the practices that stands out is that during the sessions of the subject of English language, the students of a class are divided into two small groups; so it is the only subject that has two teachers. The main objective of this teaching method is that students learn effectively. Through this system they are getting it, because when working with small groups, students are facilitated to acquire the necessary skills to achieve better levels at English conversation.

On the other hand, we emphasize that the Law establishes what the final goals that students must acquire at the end of any educational course are, but the teachers are responsible for choosing the contents they will teach and the methodology they will apply (Cerdas, 2018); (Mosquera Gende, 2017).

2.2.2. ASPECTS ADOPTED BY THE EDUCATIONAL SYSTEMS

2.2.2.1. RELEVANT ASPECTS OF THE ESTONIAN EDUCATION SYSTEM

Estonian education has had a very considerable improvement thanks to the following factors:

- All students must have access to free and compulsory education (Las claves de la educación en Estonia, 2018), following this same inclusive policy, there are school canteens, aid for rural schools or for children with special needs. Equality of opportunity is a real fact, without socio-economic origin influencing access to studies (Barnés, 2016); (Mosquera Gende, 2017); (Valverde Porras, 2017).
- The importance of languages: Estonian, the official language of the country, is complex. Children learn it in their environment and it is present throughout the different stages of education. Additionally, students study other foreign languages as Russian since it is a co-official language, both in Basic and Secondary Education (Mosquera Gende, 2017); (Ibáñez M. , 2017) and the English that is present during all its educational stage (Educación en Estonia, los secretos de su éxito, 2017). Finally, Spanish is highly valued among Estonian society.

  University studies can be done completely free of charge if done entirely in the Estonian language. There are also more than 150 university degrees in English, which opens up international paths and attracts foreign students (Mosquera Gende, 2017) therefore, `Universa´ considers it as one of the European countries with the greatest bilingualism (Edicación para Extranjeros, n.d.).
- For Estonians, one of the most valued features in their education system is that teachers have a good academic basis (Valverde Porras, 2017) and Cerdas reaffirms that the initial training that teachers receive is very good (Cerdas, 2018). To achieve it, they base teacher training on the British programme `Teach First´ which shows teachers to prepare the minds of children to face new situations and the `Youth to School´ programme that trains the teaching professionals, making combinations with volunteers, networks of opportunities and the application of a development programme. Both innovative programmes require teamwork, guided training, readings, feedback videos, tutorials and face-to-face and virtual teaching. In addition, all teachers must have a minimum required training that is related to Pedagogy and Psychology, special courses that address the inclusion and diversity in students and knowledge about innovative methodologies and use of new technologies (Ibáñez M. , 2017)**;** (Las claves de la educación en Estonia, 2018); (Mosquera Gende, 2017); (Sánchez Ulate, 2016).

- The teachers have a lot of freedom with the contents and methodologies that are used in the classroom. In addition, they are well valued by society, although salaries are not particularly high (Mosquera Gende, 2017); (Valverde Porras, 2017). Teachers receive continuous training, oriented to innovative practices as indicated. The national curriculum only sets general objectives and the deadlines by which students must reach them, but the teachers are who decide how to reach them. Additionally, we find a factor that impacts positively, which is the great legislative stability in education (Mosquera Gende, 2017); (Sánchez Ulate, 2016).
- The incorporation of technology in schools is a remarkable element (Cerdas, 2018). Programming is an important part of the curriculum since the first years of school life. Some of its innovations refer to the inclusion of programming from the first years of schooling, learning related to the creation of video games, the possibility of using virtual environments to create electronic teaching materials or that one of every five schools has robotic equipment, with the idea of awakening the scientific curiosity of the students. Access to the broadband connection makes it easier for students to learn this type of technological content (Mosquera Gende, 2017).
- The classrooms have a lower student ratio than in Spain:

ESTONIA (students)	SPAIN(students)	
BASIC EDUCATION	PRIMARY EDUCATION	SECONDARY EDUCATION
24	25	30

Table 6. Comparison of the ratio of students in the classroom between Estonia and Spain in the academic year 2017-2018 (Basic Schools and Upper Secondary Schools Act, 2010)*;* (Educación, 2010).

- The efficiency of the Estonian Educational System is amazing (Mosquera Gende, 2017), with only one hundred thirty-five days per course divided into four periods, the Estonians have one of the shortest and most effective school years in Europe. The course begins in September and ends at the beginning of June. Every two months the students have a week's holiday; in addition to the fifteen days of holiday, they have at Christmas.
- `Among the innovative methodologies, projects outside the classroom stand out in non-academic environments, seeking practical solutions: working with real

problems´ (Mosquera Gende, 2017). With this, they have shown that the way of working is more effective than with traditional books or materials (Ibáñez M. , 2017)**;** (Teaching Materials and Methodologies, n.d.).

- The contact with nature is very present in the Estonian Educational System (Educación en Estonia, los secretos de su éxito, 2017). For this reason, research is carried out on environment, ecology and natural science, so depending on the course two or three outputs are planned during the school year with the objective that students acquire familiarity with the environment and in higher grades they are carried out in most cases in English (Mosquera Gende, 2017).
- From the childhood education, we work on children's creativity and critical thinking (Mosquera Gende, 2017).
- The evaluation system is not governed by the grades that students can achieve up to the fourth year (Educación en Estonia, los secretos de su éxito, 2017). Students are expected to acquire positive feelings towards school.
- When students are in Secondary Education there is no a drastic division between Science and Literature (Educación en Estonia, los secretos de su éxito, 2017), but it is more about giving diversity of choice and that they themselves decide how to shape their itinerary in the coming years.
- They are taught to programme from Early Childhood Education (Roonemaa, 2017). The "Tiigrihüpe" (The tiger jump) is used in the technological modernization programme proposed by Toomas Hendrik Ilves, the former Minister of Foreign Affairs in 1996, whose objective was to serve as precursor for the education of the new century.

  However, it went further because they set out to reach the rest of the population, and for that, schools offered to open their doors to society so they can have contact with technology.

  This led to the presence of all Estonian schools online at the end of the 90s, that is, they were on the internet. A few years later another programme "Vaata maailma" (A Look at the World) 100% financed by the private sector, makes the adult population begin to enter the digital world (Balbi, 2017). In 2003, the programme "E-kool" (E-school) (E-Kool) incorporated the virtual space that connects the classrooms with homes. What allows a real-time communication with parents, as well as access to the content of the subjects, absences, notes,

homework and exam dates. In Estonia, programming is an important part of the curriculum since the first years of school life.

- In Estonia, it is clear that betting on the future is to support education and knowledge, education is an investment and this is one of the most important points on which it is based (Educación en Estonia, los secretos de su éxito, 2017).

2.2.2.2. SIGNIFICANT DIFFERENCES BETWEEN THE ESTONIAN AND SPANISH EDUCATION SYSTEMS

Nowadays, Spain is in a situation where Education Laws have been constantly changing since the Democracy was established in accordance with changes in the Government (Ramos Castillo, 2017). These variations have led to continuous modifications in all subjects that have been directed to teaching, which have not been respected to the advance in knowledge or the students´ development (Lendoiro, 2014); (López, 2018).

In Estonia, one of the most determining aspects is that there is a continuity in the Education Law (Mosquera Gende, 2017). The government sets some general guidelines but does not give specific instructions to the centres or municipalities of the country. The political parties agree that education is an investment project so that it is not the object of political debate, since its legislation on this matter is established by consensus and with a permanence character, independently of the political party which governs in each moment. Therefore, there has been an approach between teachers and the policies that influence them, since the management and teachers of the centre are the ones who decide the content and the objectives which will be worked based on the National Curriculum (Mosquera Gende, 2017); (Sánchez Ulate, 2016).

Spain, unlike Estonia and many other countries, is considered by UNESCO as one of the countries with the highest school failure and dropout, as one out of three students drops out of their studies (Agudo, 2012); (Galiana, 2012); (Lendoiro, 2014); (Ramos Castillo, 2017). This is because some years ago in Spain, there were jobs which required a minimal knowledge. However, in countries such as Estonia, all jobs require a specific training (Ramos Castillo, 2017).

School dropout is not the only negative factor that we find in the Spanish Educational System, absenteeism and the repetition of academic courses are two other data that place Spain in the position in which it is located (Fernández Enguita, Mena Martínez, & Riviere

Gómez, 2010); (Ibáñez M. , 2016). In the realization of the School Practices III and English Language Mention Practices of the Peetri Lasteaed-Pohikool centre, I have been told that the students, during the Basic Education stage, cannot repeat the course. They can only repeat when they take exams or tests to access the next educational category in ninth grade.

In order to maintain an homogeneous level of knowledge, and not to establish important differences in the level of the class, depending on the hours dedicated by each student to the topic given in each subject, the methodology of applied work pursues that the base of the knowledge of each subject is fixed in the classroom, and not that their knowledge is acquired through study, memorization and retention of content as Ramos Castillo says it is done in Finland (Ramos Castillo, 2017).

Another factor, mentioned previously, and that marks differences in the comparison between both countries, is school absenteeism (absences to class and lack of punctuality) (Fernández Enguita, Mena Martínez, & Riviere Gómez, 2010); (Ibáñez M. , 2016). Currently, in Spain this factor is said to be a problem, because when students miss a lesson, more attention is required so that they do not drop out of their classmates, but that does not interrupt the work pace of the class (Sanmartín, 2016).

In Estonian schools, the development of student creativity is very important, so they have compulsory subjects which help to enhance it such as Art Education, Dance, Music Education, Theatre Education and Artisan Education, considered as a manual activity by man (Table 2. Compulsory subjects in the Estonian curriculum). The teaching in these subjects, among all the courses of Basic Education, completes a sum of 49 weekly hours of work, which help students to develop their creativity and imagination. However, in the Ministry of Education, Culture and Sport, Government of Spain, in the Order of June 16, 2014, Primary Education Curriculum, modified on April 12, 2016, Art Education Area (Boletín Oficial del Estado, núm 52., 2014) Art Education is formed by the subjects of Plastic Education and Musical Education, which at the same time each of them is divided into three blocks. The first is divided into the study of the image, both visual and audio-visual, and where it is important the Information and Communication Technologies (ICT), Artistic Expression and the development of a graphic point of view which have a great relationship with the geometry. The second subject is auditory perception, the development of knowledge and technical skills, both vocal and instrumental, to create and interpret music and movement and, finally, dancing. Nevertheless, although all these

aspects are studied in the two subjects, the difference of hours invested in these subjects is important, since throughout the Basic Educational stage in Spain a summation is given, among all the courses of 24 hours per week, which does not deepen the contents in the same way.

Another of the outstanding factors in Spain, both in the environment of teachers and students, is that too many routine activities are established, which causes the imagination and creativity to stagnate and not flow in the same way (Lendoiro, 2014); (Ramos Castillo, 2017).

In Spain exams are carried out to evaluate knowledge, but unlike Estonia, the students are warned beforehand. This form of evaluation is accomplished in almost all the educational stages, working from the memorization and not from the reasoning logical (Lendoiro, 2014). In Estonia, they acquire a routine in which the students, when they are younger, do not know which are the days that they will have to take the tests of the units they are studying. They have a concrete habit of continuous study of the matters that are worked on a daily basis so that the day the lesson ends and the teacher decides, they do not have the test by surprise, since it is a habitual practice (information provided by the teachers of the Peetri Lasteaed-Pohikool School, 2018). When they enter the last years of Basic Education, they are notified of the dates on which they will be taking the unit tests, since the material they have to work with has a greater volume.

On the other hand, in Estonia, the children education is a priority issue for families (Cerdas, 2018); so much that my internship tutor told me that children did not usually have many free time to simply play or enjoy, but that everything they usually do has a purpose or educational objective (Estonia: La familia como transmisora de valores, 2015); (No hay que creer en sistemas rígidos que controlen a los profesores., 2017).

Additionally, parents and teachers have an online school website (E-Kool) through which they communicate with each other to inform parents about the academic evaluation their children are having and if they have not done their homework or have behaved badly one day in the classroom.

In relation to teachers, it is worth mentioning that the fact that in Spain if they pass an entrance exam and acquire the necessary grade established, a fixed job is secured, while in Estonia there is the possibility that if they do not bring to completion their job satisfactorily for the centre's management, they can be dismissed (Ibáñez M. , 2017). This

factor influences the way they work; since the guarantee of always keeping your job can cause some teachers lose motivation and not renew at the pace that society advances.

In order to maintain the enthusiasm for teaching among the Estonian teachers, we find two essential characteristics that must be given. Both are related, since when future teachers are forming at the University, they receive the necessary knowledge to be themselves who decide the curriculum they want to follow in their classes, such as imparting the knowledge and methodology to use for their students to learn the freedom granted by the Government, and the contributions that are incorporated with their experience, is very important for them to maintain a great motivation for teaching (Cerdas, 2018); (Mosquera Gende, 2017); (Valverde Porras, 2017).

On the part of the centres, one of the factors on which success in education in Estonia is most focused is the egalitarian system that exists among students in all schools. There is a minority of centres that are private but most are public, they are completely subsidized by the State. Not only is the school, but also the school cafeteria that stands out and is distinguished from Spain because students and teachers eat in the same dining room and at the same time, therefore, in this way, show behavioural manners indirectly (Mosquera Gende, 2017). In Estonia, although the Government offers freedom to the centres for the delivery of the national curriculum (Ibáñez M. , 2017), it is strongly involved in maintaining an equal educational system in all the centres, which has led to the students not standing out because of the high marks they bring to school the PISA Reports (Cerdas, 2018), but for the few low grades they obtain, while in Spain there is a greater dispersion between high and low grades. The latter are attributed to school absenteeism, school dropout or a high rate of repetitive students (Ibáñez M. , 2016); (Sánchez Ulate, 2016).

As an instance of the egalitarian system, I would like to highlight a particularity that I have observed in the centre where I have made the School Practices III and English Language Mention Practices. All students have to wear the uniform that is required but there is a specific student who, instead of wearing the male uniform, uses the female one. The child is accepted as one more since they have made the other classmates see that this situation is not a strange situation but a normal one. The ability to show students that something different is not bad or good, just different, this student does not suffer any type of bullying or school abuse in the centre.

The teaching of foreign languages is a very important factor in Estonia (Mosquera Gende, 2017). While in Spain the importance of grammar and vocabulary learning is emphasized, in Estonia the focus is on students reaching a high level of conversation. The TV programmes, films, series... that belong to foreign countries, are not dubbed; they are kept in the original version and, in any case, they add subtitles in English, Estonian and / or Russian, to help familiarize themselves with other languages (Educación en Estonia, los secretos de su éxito, 2017).

Finally, it should be noted that the European Union groups the countries in relation to the integration policy that they have directed towards students with Special Educational Needs in three categories and that Spain is part of the first category and is considered one of the countries that more is concerned about meeting the needs of this type of student body. However, Estonia is in the second category (Greve, 2003).

2.2.3. CONTROL OF THE EDUCATION SYSTEM BY THE GOVERNMENT

2.2.3.1. ESTONIA

The Government, to verify that the quality standards of education are maintained, carries out national tests in the subjects of Estonian and Mathematics in the third and sixth courses. These follow-up tests allow to know how students evolve with respect to the results of the previous years, but they are not tests with any transcendence in their grades (Examinations and Tests, n.d.).

2.2.3.2. SPAIN

The Spanish Educational System establishes a series of controls that allow the State to observe its evolution and development, and identify areas for improvement in the mastery of skills, abilities and oral and written expression, calculation and problem solving related to the degree of acquisition of competence in linguistic communication and mathematical competence. These tests do not have a qualifying value for students, but with them, the State obtains information and can assess whether the innovations and interactions established in Spanish schools help and influence the learning of children within schools (Evaluaciones Nacionales, 2018); (Politica Educativa en Perspectiva, España. pág 13, 2014).

In the first place, as indicated by the Ministry of Education, Culture and Sport, of the Government of Spain, in article 20.3 of the Organic Law 2/2006, of May 3, of Education (LOE), modified by the Organic Law 8/2013, of December 9, for the Improvement of the Educational Quality (LOMCE) (Boletín Oficial del Estado, núm 52., 2014), all the students of third of Primary Education, will have to realize an individualized evaluation of diagnostic character after finishing the academic course.

Secondly, according to article 21 of the same Law, during the sixth year of Primary Education, a diagnostic test is also carried out, considered as a sample, although it can also be carried out on a census basis.

And, finally, according to article 29 of the Organic Law 2/2006, of May 3, of Education (LOE), modified by the Organic Law 8/2013, of December 9, for the Improvement of the Educational Quality (LOMCE) (Boletín Oficial del Estado, núm 52., 2014), the pupils of the fourth year of the ESO will have to carry out a sample evaluation of a diagnostic nature, regardless of whether they have studied academic or applied education. These tests were regulated by Order ECD / 393/2017, of May 4, for the academic year 2016-2017 (Boletín Oficial Oficial del Estado, núm. 108, 2017).

2.2.4. RESULTS OF THE PISA REPORTS

2.2.4.1. ESTONIA

Estonia, due to its rise in the rankings, is one of the countries that has most stood out in the results of the PISA Reports. This educational evolution is known as the `Finnish miracle´ since it is said that it has been possible thanks to the fact that they have set their sights on the Finnish Educational System, given that they are neighbouring countries and that is one of the most valued countries in the educational field and with better results in recent years (Rabadà i Vives, 2017).

The results obtained by Estonian students, in the PISA Reports during the last few years, have improved so much, as in the last evaluations Estonia has surpassed Finland in two of the three areas which are valued (Barnés, 2016); (Cerdas, 2018); (Estonia: la estrella europea de PISA, 2016); (Estonia, un nuevo ejemplo a seguir en educaicón, 2016); (¿Qué tiene que aprender Colombia de Estonia?, 2017). The subjects that are carried out in the Reports are: Reading Comprehension, Mathematics and Science:

	RESULTS 2006	RESULTS 2009	RESULTS 2012	RESULTS 2015	DIFFERENCES SINCE 2006 TO 2015
Reading Compression	501	501	516	519	+18
Maths	515	512	521	520	+5
Sciences	531	528	541	534	+3

Table 7. Results obtained by Estonian students in the latest PISA Reports (Rodriguez Bravo, 2015)*;* (Mexicanos Primero, 2008)*;* (OCDE, 2011)*;* (OCDE, 2014)*;* (OCDE, 2016).

2.2.4.2. SPAIN

In the latest results of the PISA Report, Spain has managed to surpass itself and improve data with respect to the results obtained in 2006.

	RESULTS 2006	RESULTS 2009	RESULTS 2012	RESULTS 2015	DIFFERENCES SINCE 2006 TO 2015
Reading Compression	461	481	488	496	+35
Maths	480	483	484	486	+6
Sciences	488	488	496	493	+5

Table 8. Results obtained by Spanish students in the latest PISA Reports (Rodriguez Bravo, 2015)*;* (Mexicanos Primero, 2008)*;* (OCDE, 2011)*;* (OCDE, 2014)*;* (OCDE, 2016).

2.2.4.3. DATA COMPARISON OF THE LATEST PISA REPORTS

To make an objective assessment you have to know how the difference between the data is (Estonia, 2015). To do this, I searched the results of Estonia and Spain in the PISA Reports for 2015 and I have compared them with each of the OECD (Organization for Economic Cooperation and Development) averages for each of the competences developed in the tests (Resultados del informe PISA (por paises y por comunidades), 2016):

COMPETENCES	ESTONIA	SPAIN	OVERAGE OCDE	
			ESTONIA	SPAIN
READING COMPRESSION	519	496	+26	+3
MATHS	520	486	+30	-4
SCIENCES	534	493	+41	+0

Table 9. Comparison between the results obtained by Estonian and Spanish students in the last PISA tests of 2015 (Rodriguez Bravo, 2015)*;* (OCDE, 2016).

We observe that the Estonian results are better than the Spanish ones and that they are above the OECD average. One of the most distinguishing factors for having such a high difference between the two countries is teacher training (Cerdas, 2018). The impact in Spain of the economic crisis and cuts in education, training, renewal and recycling, teachers have been affected since they have not had so much access to training courses (Ibáñez M. , 2016).

Additionally, in some cases the lack of teacher training is due to the low participation that there is in Professional Development (PD) (Ibáñez M. , 2016) as indicated in the Reports of the International Study on Teaching and Learning (TALIS) of 2013, which it is responsible for analysing the training that teachers receive to acquire effective conditions in the teaching and learning of educational content (Resultados de TALIS 2013, 2013).

On the other hand, it should be noted that a few years ago, Estonia changed its curriculum to improve its educational system (Cerdas, 2018), which has been highly effective in improving students´ school and academic performances (Ibáñez M. , 2017). In this way, the country has found the right direction, favouring the inclusion of students in the world of work after successfully completing their educational stages and students have been prepared to face the different situations that arise in a society which they face (Barnés, 2016).

3. WORKING METHODOLOGY

In this section I am going to talk about two methodological points of view that I have developed in the project: on the one hand, the one I used to perform the Final Degree Project and, on the other hand, the methodology that I have observed used in the Basic Education of the Estonian Educational System.

In order to accomplish this project, the methodology that I have used, has been based on the exhaustive observation on the way in which the sessions of the centre Peetri Lasteaed Pohikool, Tallinn, Estonia were developed. After observing several of them, I started to research online about the educational system in which I was working at that time. After contrasting several sources in multiple web pages, I began to ask the teachers of the school if the inquiries I was adding were correct or were disclosures from previous years. In this way, thanks to the fact that the teachers themselves provided me with the Education Law, I obtained a lot of information regarding the Estonian Educational System, which facilitated the research.

When I had doubts about some specific aspects that the school carried out, I resolved the questions through the formulation of the same to the teaching team and the management team.

After the research period, I began to organize the work and, after having clear in what way I wanted to focus it, I started to write it.

On the other hand, I will talk about the second mentioned methodology, which is carried out in the Estonian school. The way to develop the academic sessions that the teachers use, is through the representation of cases, which try to simulate the reality to which the students will face once they have finished their period of formation; therefore, they focus theoretical aspects to real cases that occur in the society in which they are currently. In this way, they manage to train students to be able to face real life and solve problems effectively.

All the subjects they learn in school have a theoretical and practical part, so that students not only learn from books, but learn to put into practice the theory they are studying. For example, the English teachers at the centre, most of the time worked on projects, that is, they divided students into small groups to do activities in a cooperative-collaborative way. Later, they mentioned to the students what was the main topic on which they had to accomplish a project and what were the guidelines that they had to follow, but the students themselves were in charge of developing their work and presenting it to the rest of their classmates, in order to obtain feedback not only from the teachers, but also from the rest of the students, as they contrast the information and the method that they have used to present it to others.

4. PROPOSAL

4.1. STUDY

THE EMPIRICAL INDAGATION ON THE EDUCATIONAL INNOVATIONS OF THE PEETRI LASTEAED POHIKOOL SCHOOL CENTER.

I believe that within the framework of education there are always chances to improve, but not only inside the classrooms, but also outside of them. For this reason, I carry through my research in one of the countries that is recognized as having good results derived from the application of its education system over the last few years, Estonia.

Estonia is a country that has undergone many changes in the last 100 years, but as far as education is concerned, the model implemented has been fed and based on the education system used by its neighbouring country, Finland, which is one of the countries that are at the top of the results of the PISA Reports (Rabadà i Vives, 2017).

In the first place, we will stand out that in both countries education is not only located in classrooms or in schools, but also in society, at all Estonian homes (Covey, 2018); (information provided by the teachers of the Peetri Lasteaed-Pohikool School, 2018). I have been living in Tallinn, the capital of Estonia, eight and a half months and at no time I have visualized or witnessed any conflict between its citizens, which makes me think. In addition, I have also perceived that there is respect and education among the different interrelationships of the population.

Apart from the Estonian society, the schools like the Peetri Lasteaed Pohikool School, where I have carried out the School Practices III and the School Practices in the English Language, have very clear objectives about how they want their students to be and how they should behave in everyday situations.

To begin with, Peetri Lasteaed Pohikool follows the principles of the `highly effective human behaviour´ (Peetri Lasteaed Pohikool, 2018) programme developed by Stephen R. Covey called `Leader in Me´ (Leader in Me, 2009); (Summers, Leader in Me, 2009). Previously, it has obtained other recognitions as in 2009 which was a centre selected by the Innovative Schools Programme of Microsoft and in 2013 they received the title of `Good School Luge´ (Miks meie koolis, 2010).

The programme `Leader in Me´ tries to make the students of the XXI Century acquire a series of characteristics, skills and attitudes important for them to have a successful personal and professional future (Summers, 2009); (7 harjumust õpetab, 2018):

- Responsibility
- Leadership
- View
- Integrity
- Creativity
- Teamwork
- Collaboration
- Problem Solving
- Renovation
- Communication
- Trust
- Initiative and self-direction
- Cross-cultural skills
- Accountability
- Adaptability

It is a really successful programme within schools (The Leader in Me, 2018); (Peetri Lasteaed Pohikool, 2018); (Summers, 2009), as it proposes a leadership programme that allows students to acquire critical thinking skills, goal setting, an active school and oral communication, autonomous learning, making presentation and capacity for teamwork, etc.

The key to the `` Leader in Me " programme is that from the beginning it focuses on the culture of the educational centre in which it is applied, on the academic aspects of the students and on the leadership culture; besides supporting the development of curricular competences (Leader in Me, 2009); (The Leader in Me, 2018); (Summers, 2009). Additionally, the programme is fully integrated into the curriculum, so that it is considered as part of the school culture (Leader in Me, 2009); (Liider minus endas, 2018).

The 7 habits that the student has to acquire throughout the school period with the programme are (The Leader in Me, 2018); (The 7 Habits of Happy Kids, 2018); (Peetri Lasteaed Pohikool, 2018):

1) **Be Proactive:** to be able to create our own destiny and make our own decisions, we must be responsible with them and not blame the circumstances or conditions.
2) **Begin with the End in Mind:** to be able to create a vision about what we want to achieve; in this way, our decisions will be destined for a specific purpose.
3) **Put First Things First:** this is where the habits 1 and 2 join. This habit means organizing my time around the most important priorities. I make a plan, I try to be organized and disciplined and I follow it.
4) **Think Win-Win:** to develop this habit you have to have three characteristics: integrity, maturity and abundance mentality. We must achieve a balance between courage and consideration to achieve the necessary maturity that allows us to win-win.
5) **Seek First to Understand, Then to Be Understood:** one of the greatest needs of the human being is to communicate and what it is considered in this habit is, first, to listen to what others have to say and understand their feelings and opinions and, then, to give your own opinion about the topic that is being discussed. In this way, we can create human relationships in which win-win agreements are established.
6) **Synergize:** the capacity that we develop to know what the qualities of the rest of the classmates are and work and learn from them so that the results of a project are better. Work as a team, open the mind, find new solutions, observe the variety and obtain new perceptions of progressing more effectively. In addition, working as a team we are able to discover many more things than if we work in a single person.
7) **Sharpen The Saw:** it means that students must have a balanced programme on a physical, social, emotional, mental and spiritual level. The balance in a person is essential to develop this habit and to be effective throughout our lives, as these are modifying and changing and we have to adapt ourselves to them, so it is necessary for us to renew ourselves and to maintain a balance in all fields mentioned.

This programme whose implementation I could observe in the Peetri Lasteaeh Pohikool Centre is established in other Estonian Schools, as well as in more than two thousand schools around the world with very positive results (Liider minus endas, 2018).

Following some of the milestones of this project, it should be noted that the habits are not only trained and taught in special sessions to students, but that most teachers work on a daily basis with them, emphasizing primarily the third . The English teachers use it as a daily methodology to develop their classes and for students to see what aspects are important to carry out. This way of working caught my attention because the teacher wrote on the board a small script of what the students had to do throughout the session and in the order they had to do it. In this way, they arrange the activities according to the importance or priority they need. In the event that the session was successful and the students did all the planned activities, they were awarded allowing the last minutes before finishing the class to dedicate themselves or to the viewing a part of a film or they are allowed to leave a few minutes before the stipulated time.

Some of the teachers who accomplish this methodology told me that it is a good working method to motivate the students and that in some circumstances, this system is also carried out in companies, so that students feel identified and they know how may be some work situations nowadays and, in this way, to face real situations that occur in the workplace.

If we continue with the different methodologies that teachers accomplish, both in schools and at university studies, it deals with the realization of feedback among the students themselves, in other words, when a student makes an oral presentation or a project which he has had to do, the classmates themselves are who have to correct the mistakes they have made during the exhibition and indicate if the information they have selected is relevant or simply irrelevant information. Although the student who makes the presentation is evaluated by the teacher, students also get an evaluation when performing the feedback, so it is compulsory to participate in any of the exhibitions made by the rest of their classmates.

Other innovation proposals which are developed relate to the student´s behaviour in school, because they have to perceive that the school is a place where they should feel comfortable and in harmony. It is a strategy in which students must have the feeling of

being perfectly integrated and involved in school, which implies having more participants in all school activities (Esmärk, 2018).

To carry through this objective, the school management establishes a series of behaviours that students have to meet. For example, all the students, at the beginning of the sessions, stand up, without sitting down and next to their seats waiting for the teacher who is going to give them the session to arrive. By the time the teacher enters the classroom and intervenes orally giving the students good morning, they allow them to sit in their places. This act is qualified as a sample of respect towards the teacher that will give them the next session.

In addition, it should be noted that students have complete freedom to choose the places where they will sit and perform their activities. Normally, the same site they choose at the beginning of the course is the one they usually use regularly. Similarly try to find comfort in the classroom, serve as an example that given the inclement weather, usually the shoes they wear are boots or winter shoes, so in the classroom is allowed to either change to a more comfortable footwear or stay in socks all day long. Another peculiarity is that if a younger student has the need to go to the bathroom, he simply tells the teacher and without any problem the student covers his need. However, older students usually do not tell the teacher, they simply leave the classroom (information provided by the teachers of the Peetri Lasteaed-Pohikool School, 2018).

Adding more innovative aspects of the school, it should be noted that the classrooms have large windows, which can cause distractions during working hours. In these cases, some students can not concentrate enough to perform the activities that they have to perform; so they can go out into the corridor to work and do the activities so they do not have so much distraction. For that, in all the corridors of the centre, students have at their disposal several round tables or, simply, some benches whose use is not only for breaks, but also for work. (ANNEX VI)

Within the programme of coexistence and reception of the centre, students develop several activities of different types. One of the most important for the students tries to develop a nocturnal coexistence with other classes within the school centre, meaning, throughout the last semester there are two weeks of vacation, as we mentioned above, one that is at the end of February and another at the end of April. The last day before said vacations, in February the students of 5th and 6th grade of Basic Education and in April

those of 2nd, 3rd and 4th, prepare some days in which the children spend the last night at school doing dynamics like watching movies, dancing thanks to a small mobile disco and they have dinner all together and play at night. At 8 o'clock in the morning the students start to go home (information provided by the teachers of the Peetri Lasteaed-Pohikool School, 2018).

In addition, in order not to diminish the importance of the rest of the week in which the coexistence is prepared, the teachers propose a plan that stands out for its creativity and the union among all the students of the school. All the students, daily use the uniforms that are required to go to class, but during this period the centre proposes an activity of innovation and creative development through clothing. They call it the week of `Style Clothes´. It means that each of these days have a specific topic such as the time machine, witches and horror monsters or superheroes and the students who want to participate, go dressed up to class in relation to the topic that has been raised. In this way, motivation and enthusiasm is sought to go to school and work on aspects that are related to the topic of their costumes. Thus, not only do the days of nocturnal conviviality, but they say goodbye to school cheerfully and all the students welcome the holidays in a special way (Stiilinädal, 2018).

Going off a bit the innovation towards the other subjects, it is necessary to mention in particular some of those that promote the development of the students of the future, that is, adults of tomorrow. So we can highlight some of them, as for example that from the first education basic courses, the students receive craft classes and / or activities that have been made by man. This subject involves training to cover the basic needs that students may have at home, such as cooking classes, where students learn to cook and be autonomous in it and sewing classes, where all students learn to sew by hand and machine. They also learn to iron their own clothes or classes in the workshops where they learn to make their own furniture. This type of session helps to form people like most of the young people, when they finish the Secondary Education they become independent of their family; so this training favours and helps that they have not dependencies when taking this step. (ANNEX VII) (Table 2. Compulsory subjects in the Estonian curriculum, section 2.2.1.1 Structure of the Estonian Educational System)

Other parts of the subjects that are part of the innovation aspects of the centre are the compulsory dance and theatre classes where the students acquire a control and mastery of their own body and space. They learn to interact in any situation they may face. In the

last courses, they also acquire some knowledge about economics, advanced computing and guidance for the future both university and work (Table 2. Compulsory subjects in the Estonian curriculum, section 2.2.1.1 Structure of the Estonian Educational System).

In relation to these subjects, it is worth highlighting an event for which about 20 students from the Peetri Lasteaed-Pohikool centre have been preparing, called TRT 23 Nisan Uluslararasi Cocuk Senligi which means `International TRT Festival on April 23 of the children´ , which consists of a festival lasting fifteen days where children are the main protagonists in the event. Sports activities, games, visits of political leaders... are present. The main objective is to establish relationships of love, affection and friendship with children from other countries. The principle that is wanted to put in value is `Peace of peace in Turkey´. To establish these ties, all children are welcomed into Turkish family's homes and introduced into their culture. Due to this, they prepare for weeks for this great event that a `Special Gala´ is held where all children participate in a show that represents their country of origin and for others to know a little more about the rest of represented cultures. The event was broadcasted live to different countries and it had a great impact thanks to the participation of around 800 children who belonged to 40 different countries (40. TRT ILISLARARASI, 2018).

Finally, Computer Technology and Control subjects are classes where students, from the earliest courses, learn to develop major skills and are given importance. This has allowed that at the moment Estonia is one of the greatest technological powers within the European Union (Mosquera Gende, 2017). As noted (Sánchez Ulate, 2016), one of the first programmes that begin to dominate from the first grade of Basic Education, corresponds to the programme `Tiigrihüpe´ (Roonemaa, 2017), already mentioned above. You learn to drive, not only during school hours, but also outside school hours, since schools remain open. Therefore, not only children receive technological education, but also adults have technology training courses such as `Vaata maailma´ (Balbi, 2017) whose meaning is `One look at the world´ and teachers have various training programmes for the use of technology such as HITSA `Foundation of Information Technology for Education´ (Information Technology Foundation for Education Season´s Greetings, 2018); (HITSA, n.d.), which in turn has its own centres.

4.2. DIFFICULTY

I have found some difficulties when developing the research. For example, all the information must be contrasted in different sources of information, so whenever he spoke about any of the educational aspects of the Estonian System he had to compare websites that were written in Spanish, English, Estonian or Turkish. As an example, the Estonian national curriculum to which I had access thanks to the practice centre and which was completely in Estonian.

In addition, I found data or information in some documents that was outdated and when I compared it to another, I had to go a lot deeper into the investigations.

Moreover, I also have especially requested the collaboration of the director of my practice centre and the teacher who supervised my practices, as well as the rest of the teachers of the centre. I have to thank the school principal and secretary for their effort, because as a consequence of their low level of English, we needed help in communication. However, the rest of the teachers to whom I asked for information could answer me without problems with big kindness

4.3. EXPLANATION OF THE OBSERVATION IN THE EMPIRICAL INQUIRY

The research is based mainly on the search for information in the Law of Basic Schools and Higher Secondary Schools of Estonia as well as in the Education Law of the Ministry of Education, Culture and Sports of the Government of Spain. Also, I have based my research on the formulation of questions to the whole educational community of the Peetri Lasteaed Pohikool center, especially the Teaching Team and the Management Team of that school, as well as to the CEIP Eliseo Godoy Beltrán of Zaragoza address, where I made School Practices I and II, which I have addressed to at some specific time to verify information on the Spanish Educational System applied in Aragon.

However, it is worth mentioning the information I have collected in the diversity of websites, such as those that give us the information according to the results of the PISA Reports or the 7 habits of the `Leader in Me´ programme.

All the information used is acquired through observation, comparison and study of both Spanish and Estonian Educational Systems which allow us to see and value the importance of education in society.

4.4. SUMMARY

During the last few years, Estonia has experienced a period of transition as a country, and has been forced to make some changes. In relation to education, they were very clear about the objective they wanted to achieve, which was to obtain the best education possible to train the adults of tomorrow. For them, education is not only located in schools but also in society, in families...

In the centre in Peetri Lasteaed Pohikool, to achieve the objectives that were proposed in the educational field, they have used different activities and entrepreneurial programmes such as Stepehn R. Covey's `Leader in Me´ that focuses on `highly human behaviour effective´ so that students acquire the necessary skills, habits, characteristics and attitudes and can achieve personal and professional development. It is a programme that first studies the culture and academic aspects of the educational centre in which it is implemented and then applies the seven habits in the classrooms of the school. It is introduced in the schedule as one more subject, but, additionally, teachers use the seven habits (already explained in section 4.1), to carry out a didactic methodology in the sessions of their own subjects.

Other processes are also carried out such as the realization of `feedback´ by the teacher and the students themselves of the exhibitions and / or presentations of their classmates.

Another aspiration of the method is that the students - centre relationship is very close, since they feel that the school is part of their environment and they perceive it as a comfortable place to be. Some of the activities that we can highlight in relation to this aspect are: the samples of education and respect on the part of the students to the teaching staff, the free choice at the time of sitting in a room in the classroom, the freedom to go to the bathroom in any situation, the corridors with tables and enough seats for the students to feel comfortable in them, the days of coexistence and reception of the centre when the students spend a full night in the classrooms or the weeks `Style clothes´.

Finally, we must not forget the innovative subjects, which try to be motivating for the students, since they have a more practical than theoretical character and that manage to capture the attention better.

5. RESULTS

All the information that I have been contributing, in the different sections of this project, about the Estonian Educational System and the innovations that have been applied in the Peetri Lasteaed Pohikool School centre, have allowed me to answer the questions that I posed in the introduction.

First of all, I would like to highlight as a first factor that has proven to be successful, to establish an egalitarian system, where access to education is equal for everybody. This allows all the students to receive the same education and be accepted in any centre, regardless of the socioeconomic status of the students.

As a second factor, and no less important, it should be noted that for the Estonian citizens, the education of their young people is an investment for the future, with the family being an important part of the system.

In addition, a curriculum was established with the independence of the country, the result of an agreement among all the political forces, which, by keeping up, has allowed for legislative stability in the area of education.

The set of these factors, accompanied by the already mentioned in the section: 2.2.2.1. Relevant aspects the Estonian Education System; It has led them to achieve a successful system, which becomes some very good results in the PISA reports, having the recognition of the International Educational Community.

In reference to the PISA reports, and their good results, it is noteworthy that Estonia does not stand out for having many students with high grades, but for having very few students with low results. If we look at the PISA reports, in reference to the situation in which Spanish students are found, we detect that the average of the grades are below Estonia, because although we find a part of the students with high results, the rest is below the average, which ends up placing us below Estonia and close to the OECD average. It can be deduced, that if we applied some measures of the Estonian System in the Spanish System, we should focus on those that allow these students to improve with worse results.

To answer the last question raised, how is teaching in a school in Estonia? I want to emphasize that both the content and the teaching methodology are under the criteria established by each school with its teaching staff. That is, there is great freedom to establish how to achieve the objectives of the curriculum.

Some of the innovative methodologies that have seemed most remarkable to me have been that in the Peetri Lasteaed Pohikool center, English classes do not have more than twelve students. During each session, the group-class is divided into two small groups, which allows students to work more efficiently and maintain a good rhythm of daily work. On the other hand, one of the facts that stood out in the course of the sessions, is that at the beginning of the English class, the teacher wrote on the board what they were going to do and the order in which they were going to do it. In this way, they developed the proposal of innovation of the 7 habits of S. Covey, applying exactly the habit number three to know what the priorities of the session are.

In other sessions, at the beginning of the English class, the subject on which they would be working was mentioned and the children brainstormed on that subject. Later, the teachers incorporated what they considered important and that had not been mentioned by the students and they worked with exercises in the photocopies or with videos from the internet.

Another way of working is for students to work in cooperative-collaborative groups every time they start a unit of the English syllabus, look for information about it, make a brief presentation and then expose it to their classmates. They will receive a `feedback´ for the information collected and for the way of presenting it. With this a double objective is achieved, working on the subject of class and learning to speak in public. In this way, they are prepared to face situations that can be found in the workplace, and that somehow they learn to cope with.

6. CONCLUSION

In the preparation of this project, I have collected information on all aspects that differentiate both educational systems, but where are their differences? Or why do they obtain different academic results in the PISA Reports?

As we have seen, both systems have multiple elements in common, maintaining some differences, as they have been explained throughout this work.

One of the equivalent proposals between both systems, is that both follow a national curriculum, but the differences appear when we introduce them. The subjects of the academic courses are different, since the Estonian society considers that children should not only learn theoretical knowledge on the basis of a subject, but also have to learn to

solve situations that arise in the day to day of people like: cooking, ironing, sewing, assembling a closet, speaking in public, being tolerant, resolving conflicts, understanding that society is diverse ... The observation that I have made and contrasted with the teachers of the centre, is that they train students as small adults so that in their future they can face solving problems that arise in everyday life. On the other hand, it is noteworthy that from a very early age, students have certain subjects with very important technological knowledge, to the point that they learn to programme, and knowledge of different languages which facilitates that students can access to learn the maximum number of possible languages.

In addition, the Estonian curriculum allows teachers to decide the academic content that students will learn, so the general regulations mark the guidelines, but teachers have free choice. Regarding the general directives, it should be noted that they would not change in the event of a change of government in the country, given that all the political parties have agreed on the laws that govern the education system, which will be maintained independently of the possible alternation in power.

On the other hand, it is worth mentioning the inclusive policy of both countries, since access to Basic Education centres is free and compulsory. Spain stands out as one of the countries with the greatest integration and Estonia continues to advance in this, although they also have very high levels. We work through entrepreneurial programs, with the aim that students are prepared pedagogically and psychologically speaking. It is not only about inclusion issues, but also about the use of technologies and new methodologies.

Entering classes, the important thing is that the teacher is able to transmit the knowledge of the subject to all students. It must be borne in mind that all students do not understand the contents in the same way, since some disciplines will be easier for them, while others may seem more complex. The Estonian System establishes support teachers in such a way that all students can reach the minimum content of the subject, which allows the class to progress homogeneously without great differences between the levels reached by each student.

Another element that I consider of maximum interest is the training received by the teaching staff. We must be aware of the fact that we are training children who will be the adults of tomorrow, so we have to assess the needs that students have at each moment,

and if the teachers are sufficiently updated and have the necessary tools to meet these needs.

After completing all the school practices of the Teaching degree of Primary Education, I have observed that in both countries, the involvement of families within the educational environment is very active, since they want to participate and help in the educational process of children; likewise, that it is working with great implication by all the parties in the equity among the students within the educational fields.

To conclude this section, I would like to add that on a personal level, the practices in Spain at the CEIP Eliseo Godoy Beltrán, as well as those provided at the Peetri Lasteaed Pohikool school in Tallinn (Estonia), as well as the compilation of information for the elaboration of this work has given me an academic and personal enrichment, since it has allowed me to approach and analyse two realities of education that lead me to have a more global vision, thanks to the diversity of both societies, cultural aspects and the different ways of working. So I finish noting that a part from all the evaluable knowledge this experience has given me, I have ratified my vocation as a teacher.

To conclude, I would like to highlight two phrases that I consider the most interesting and that are related to Education:

`Education is the most powerful weapon to change the world´, said Nelson Mandela (González Nuñez, 2016)

`Education is the key to open the golden door of freedom´, said George Washington Carver (González Nuñez, 2016).

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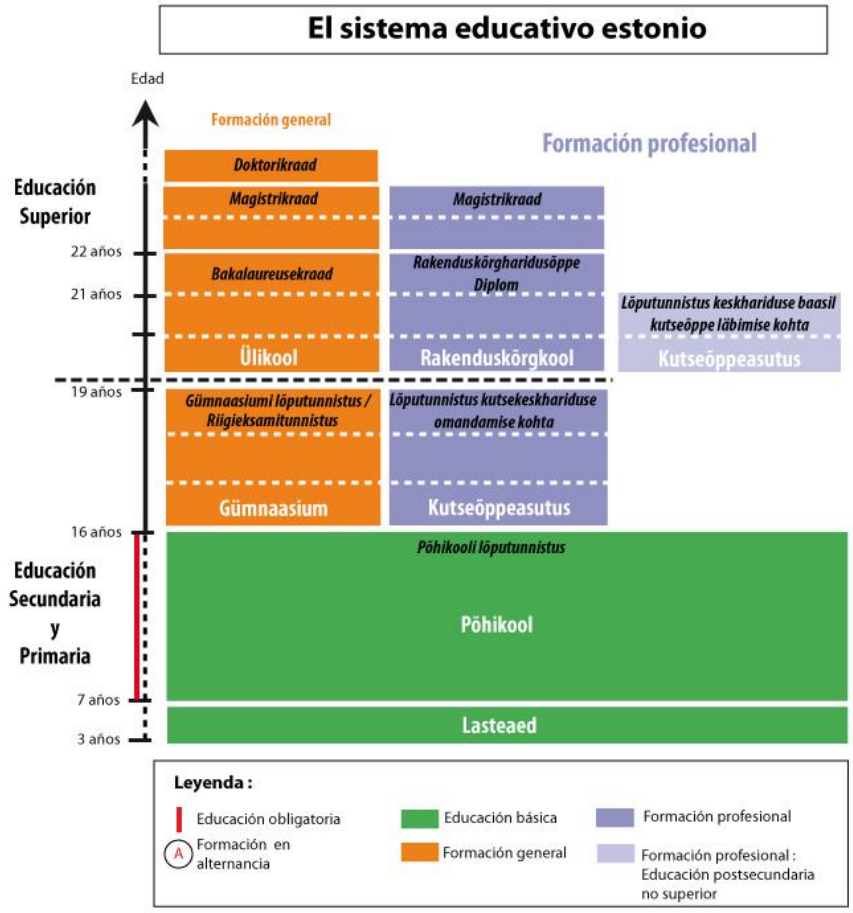
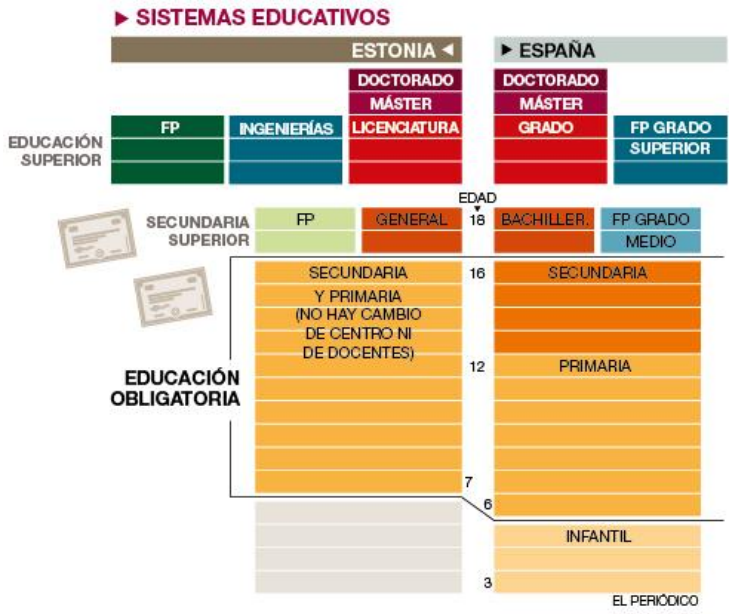
8. ANNEX

8.1. ANNEX 1: ESTONIAN EDUCATION SYSTEM (Estonia, 2015)



8.2. ANNEX II: ESTONIAN EDUCATIONAL SYSTEM VS SPANISH EDUCATIONAL SYSTEM (Estonia, 2015)



8.3. ANNEX III: ESTONIAN SCHOOL CALENDAR ELABORATED WITH THE INFORMATION OF (Peetri Kool, 2017)

SEPTEMBER

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
				1	2	3
				Start the school		
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

OCTOBER

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

NOVEMBER

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

DECEMBER

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
				1	2	3
				End of the First Trimester		
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JANUARY

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

FEBRUARY

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

MARCH

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
			1	2	3	4
5	6	7	8	9	10	11
				End of Second Trimester		
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

APRIL

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

MAY

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JUNE

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
				1	2	3
4	5	6	7	8	9	10
				End of the Third Trimester		
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

JULY

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

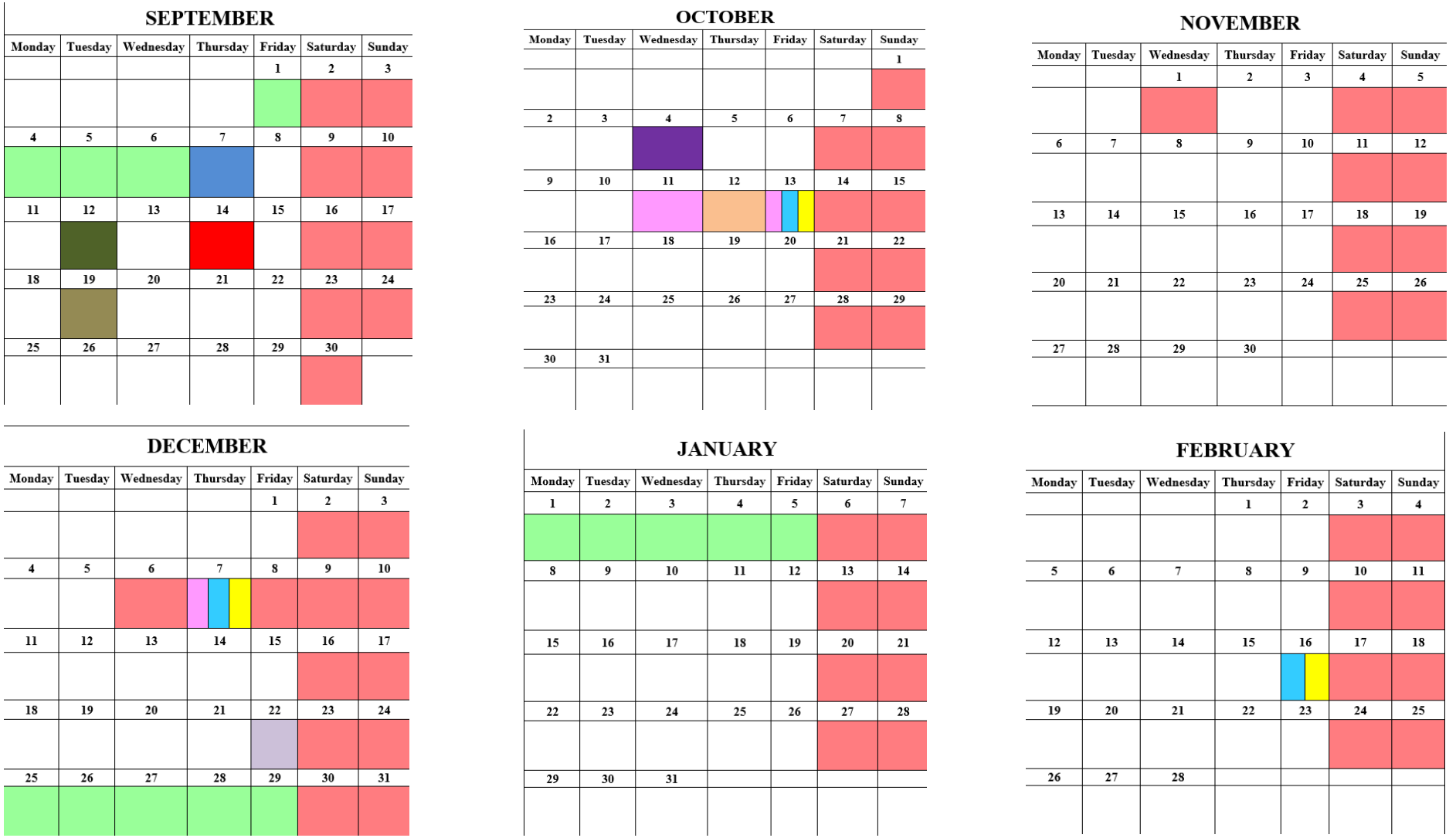
AUGUST

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

2017/2018 INTERIOR/ TRIMESTER DEADLINES

	Holidays
	Start the school
	Ends of the semesters

8.4. ANNEX IV: SCHOOL CALENDAR OF ARAGON ELABORATED WITH THE INFORMATION OF (Educaragón, 2017)



MARCH

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

APRIL

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

MAY

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JUNE

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

JULY

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

AUGUST

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

	Lective´s Day
	Non – Lective´s Day
	Beginning of the second cycle of Infant, Primary, Special Education, first cycle of ESO in Primary Schools and CRA
	Start of the Compulsory Secondary Education course (including adults), Bachelor (or Secondary School) and F.P. Basic
	Beginning of middle and upper grade course of F.P., Sports Education, Plastic Arts and Design.
	Start of the course language lessons.
	Start of the course in elementary and professional music and dance lessons and superior centres of artistic education.
	End of the second cycle of Infant Education, Primary, Special Education and first cycle of the Compulsory Secondary Education course in Primary Schools and CRA.
	End of course in ESO (including adults), Baccalaureate, middle and high grade of F.P. Sports Education, Plastic Arts and Design and Languages.
	End of course in elementary and professional music and dance lessons and higher artistic education centres.
	Holiday in the province of Zaragoza
	School day with morning session
	School day with morning session
	Holiday in the three Provinces
	Holiday in Huesca and Teruel

HOLIDAYS

- On October 12, 2017. National holiday.
- On November 1, 2017. All Saints Day.
- The days 6 (Constitution Day) and 8 (The Immaculate Conception) of December 2017.
- On April 23, 2018. San Jorge, day of Aragón.
- May 1, 2018. Work Day.

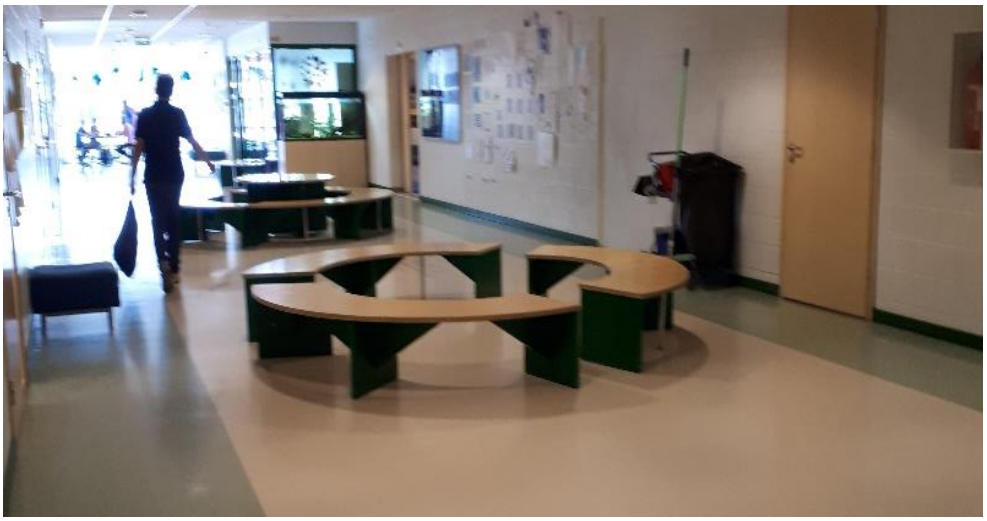
NON-LECTIVE´S DAYS

- Christmas holidays: From the end of the school activities from the morning of December 22, 2017 to January 5, 2018 included.
- Holy Week Holidays: From the end of the school activities from the morning of March 28 to April 6, 2018 included.
- In Huesca: October 13 and December 7, 2017 and February 16 and April 30, 2018.
- In Teruel: October 13 and December 7, 2017 and February 16 and April 30, 2018.
- In Zaragoza: October 11 and 13 and December 7, 2017 and April 30, 2018.
- 2 days, as local festivities included in the working calendar of each locality

8.5. ANNEX V: ESTONIAN SCHOOL TIMETABLE (information provided by the teachers of the Peetri Lasteaed-Pohikool School, 2018)

	8:30-9:15	**9:25-10:10**	**BREAK**	**10:30-11:15**	**11:35-12:20**	**BREAK**	**12:40-13:25**	**13:35-14:20**
MONDAY								
TUESDAY			**LUNCH**			**LUNCH FOR**		
WEDNESDAY			**FOR 1º, 2º,**			**5º, 6º, 7º, 8º**		
THURSDAY			**3º AND 4º**			**AND 9º**		
FRIDAY								

8.6. ANNEX VI: PHOTOGRAPHS OF THE CORRIDORS OF PEETRI LASTEAED-POHIKOOL MADE BY LIDIA IBÁÑEZ



8.7. ANNEX VII: PHOTOGRAPHS OF THE CLASSROOMS OF PEETRI LASTEAED-POHIKOOL MADE BY LIDIA IBÁÑEZ