



*edumus* SCHOOL

# FLEXING EDUCATION

DYNAMIC LANGUAGE LEARNING FOR  
AN UNCERTAIN FUTURE.

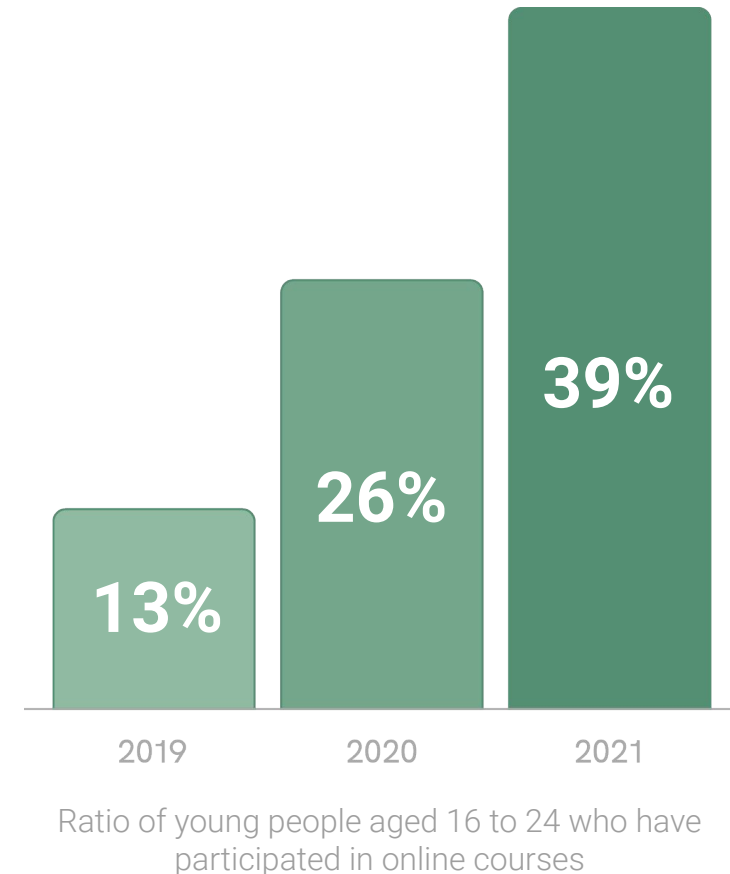
## PROBLEM

# EDUCATION SYSTEM DOES NOT PROVIDE THE FUTURE OF WORK SKILLS

The future of education and work is flexible and personalised, however the current education system does not allow that yet.

## OPPORTUNITY

The amount of EU students taking online courses **has tripled** in the past three years





others, and take responsible action toward sustainability and collective well-being?

The future, by definition, is unpredictable; but by being attuned to some of the trends now sweeping across the world (OECD, 2019<sup>[1]</sup>) we can learn – and help our children learn – to adapt to, thrive in and even shape whatever the future holds. Students need support in developing not only knowledge and skills but also attitudes and values, which can guide them towards ethical and responsible actions. At the same time, they need opportunities to develop their creative ingenuity to help propel humanity towards a bright future.

As Andreas Schleicher, Director of the OECD Directorate for Education and Skills, commented in 2019, “Education is no longer about teaching students something alone; it is more important to be teaching them to develop a reliable compass and the navigation tools to find their own way in a world that is increasingly complex, volatile and uncertain. Our imagination, awareness, knowledge, skills and, most important, our common values, intellectual and moral maturity, and sense of responsibility is what will guide us for the world to become a better place” (Schleicher, 2019<sup>[2]</sup>).

Change – even rapid change – is part of life; it can be both a source of inequality and an opportunity to eliminate inequities. The Industrial Revolution of the 1800s, for example, created a divide between those who benefited from the revolution and those who did not. As a result, there was a period of “social pain” at the societal level.

However, with the advent of universal, compulsory public schooling, access to education improved. Thus, more people could both contribute to and benefit from the industrial revolution; a time of “prosperity” followed a time of “social pain” (Goldin and Katz,



**Table 2. The “new normal” in education**

Features	Traditional education system	An education system embodying the “new normal”
<b>Education system</b>	Education system is an independent entity	Education system is part of a larger eco-system
<b>Responsibility and stakeholders engagement</b>	<p><b>Decisions made based on a selected group of people</b> and thus they become held accountable and responsible for the decisions made</p> <p><b>Division of labour</b> (Principals manage schools, teachers teach, students listen to teachers and learn)</p>	<p><b>Decision-making and responsibilities shared among stakeholders</b>, including parents, employers, communities, and students</p> <p><b>Shared responsibility</b> (everyone works together and assumes responsibility for a student’s education and students also learn to be responsible for their own learning)</p>
<b>Approach to effectiveness and to quality of school experience</b>	<p><b>Outcomes most valued</b> (student performance, student achievements are valued as indicators to evaluate systems for accountability and for system improvement)</p> <p><b>Focus on academic performance</b></p>	<p><b>Valuing not only “outcomes” but also “process”</b> (in addition to student performance and student achievements, students’ learning experiences are in and of itself recognised as having intrinsic value)</p> <p><b>Focus on not only academic performance but also on holistic student well-being</b></p>
<b>Approach to curriculum design and learning progression</b>	<b>Linear and standardized progression</b> (the curriculum is developed based on a standardised, linear learning-progression model)	<b>Non-linear progression</b> (recognising that each student has his/her own learning path and is equipped with different prior knowledge, skills and attitudes when he/she starts school)
<b>Focus of monitoring</b>	<b>Valuing accountability and compliance</b>	<b>System accountability as well as system improvements</b> (e.g. continuous improvement through frequent feedback at all levels)
<b>Student assessment</b>	<b>Standardised testing</b>	<b>Different types of assessments used for different purposes</b>
<b>Role of students</b>	Learning by listening to directions of teachers with emerging student autonomy	Active participant with both <b>student agency and co-agency</b> in particular with teacher agency

**HELP STUDENTS FIND THE REASON TO STUDY  
AND USE WHAT YOU AIM TO TEACH**

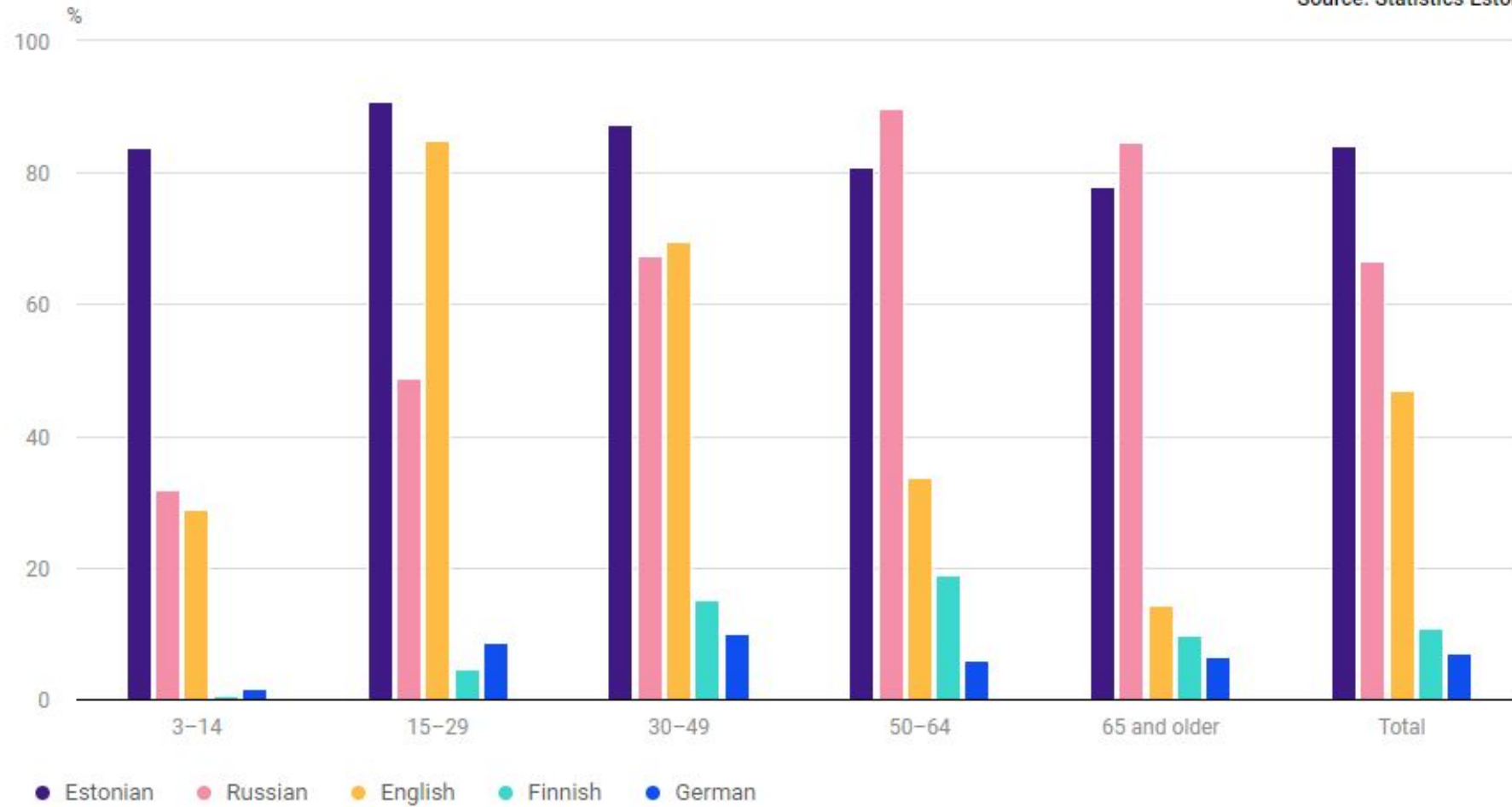
**HOW COULD YOU ADD CREATIVITY TO YOUR  
ENGLISH CLASSES AND PROJECTS?**



## Share of language speakers in age groups, 2021



Source: Statistics Estonia





# ESTONIAN IS OVERACHIEVING

Over the **last four years, more than 15,000 school leavers have successfully taken our C1 Advanced exam** and the results have been nothing short of inspiring.

- *Dr Hanan Khalifa*  
*Director of Education Transformation & Impact at*  
*Cambridge University Press & Assessment*

*edumus*

# COHORT-BASED LEARNING PLATFORM FOR STUDENTS



Margus from Tallinn

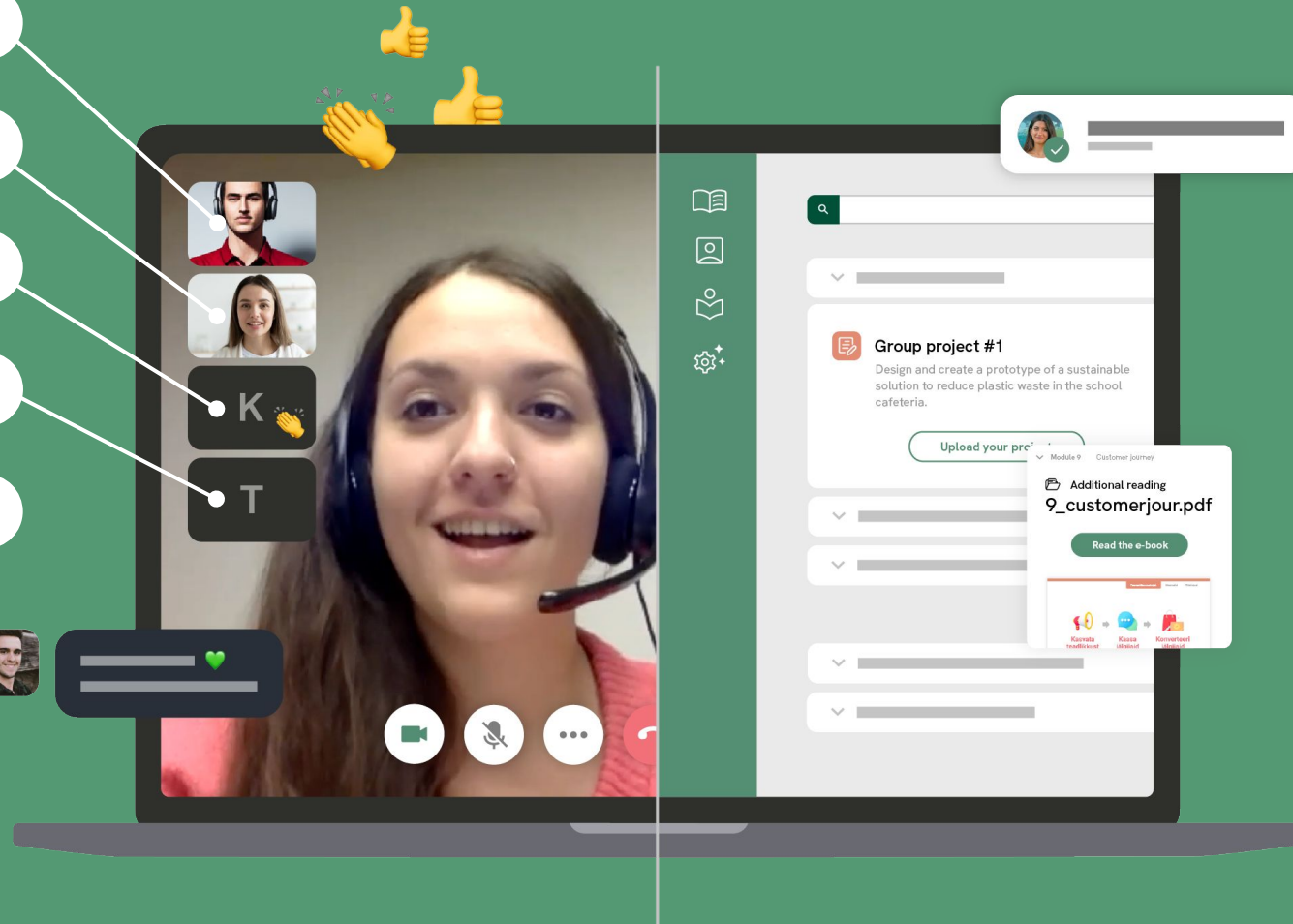
Anna from London

Maya from Jeusalem

Toomas from Antsla

Edward from Leisi

20+ learners  
per group



**INTERACTIVE AND SOCIAL  
ONLINE CLASSES**

**SELF-DIRECTED  
LEARNING**

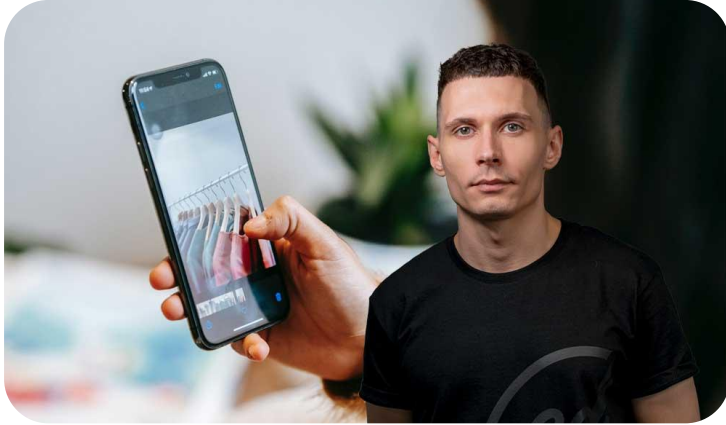
**Duration:**  
2-4 months

**Volume:**  
35 academic hours

Recognised as electives by  
Estonian high schools



# COMING UP IN THE FALL



## Social media marketing

Social media marketing is one of the most effective ways to connect with customers and followers, and sell products and services today. Learn the basics of social media marketing and paid advertising.

**Wednesdays at 3:30–5:00 PM CET**



## Video games and learning

What can video games teach us, and how? How can we incorporate video games in education and training activities: which kind of games, what success stories, what hints and strategies to use?

**Mondays at 4:30–6:00 PM CET**



## Introduction to circular economy

The alternative to the linear economy is the circular economy, which is all about redesigning the way we produce goods and services so that they meet our needs in more sustainable and regenerative ways.

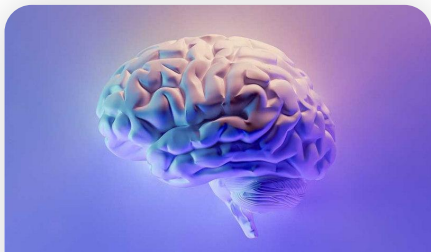
**Tuesdays at 3:30–5:00 PM CET**



**Psychology**



**Efficient  
teamwork**



**Neurology and  
mental health**



**Balanced and  
healthy nutrition**



**Time  
manager**



**Energetics**



**Spanish for  
beginners**



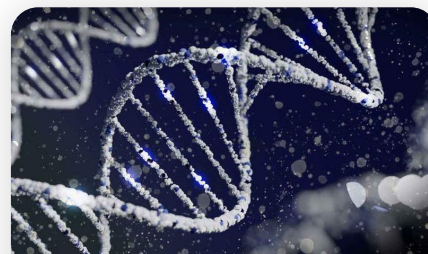
**Chinese for  
beginners**



**Diversity and  
inclusion**



**Criminology**



**Genetic  
engineering**



**Financial  
literacy**



**Graphic design**



**Software  
development**

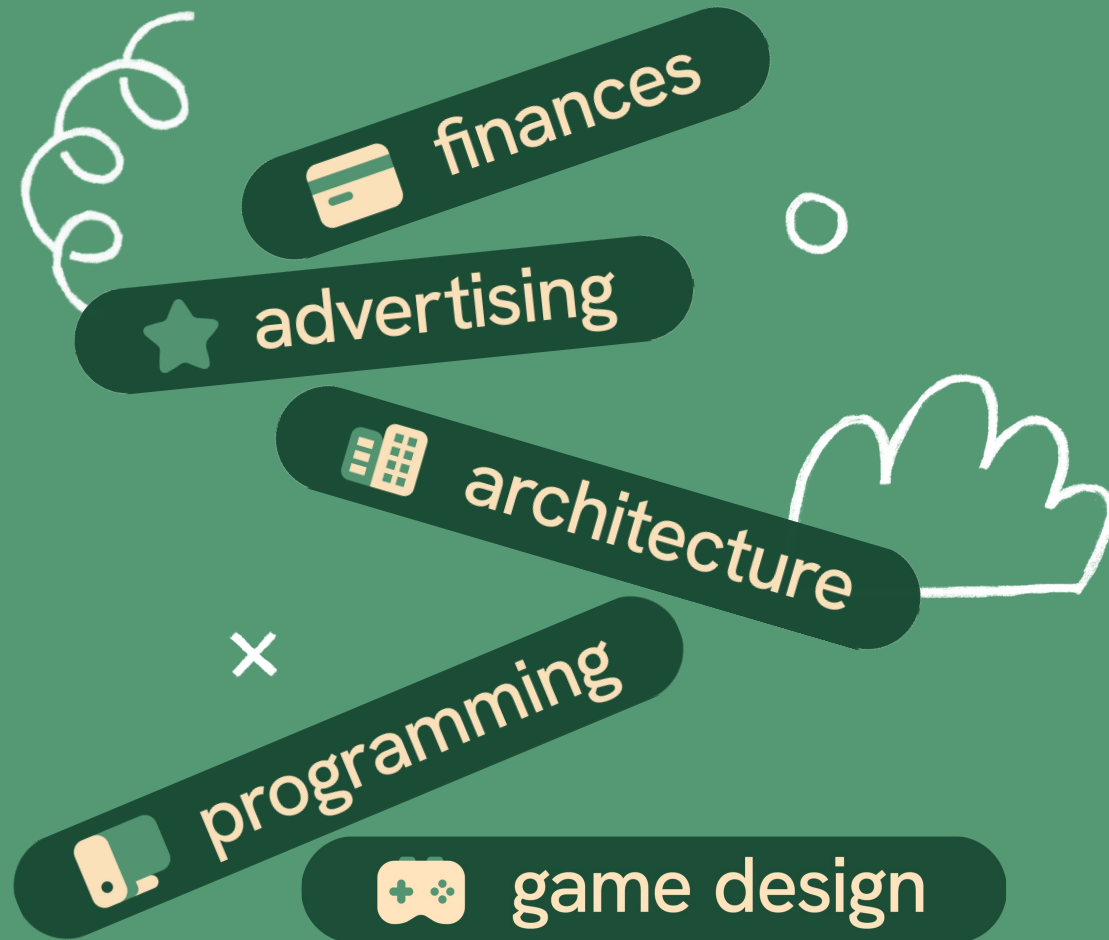


**3D-modelling**



**Economics**

**50+  
online  
courses**



Let's keep in touch!



**Maria Rahamägi**  
Founder & CEO

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edumus.org



# WHY EDUMUS SCHOOL?

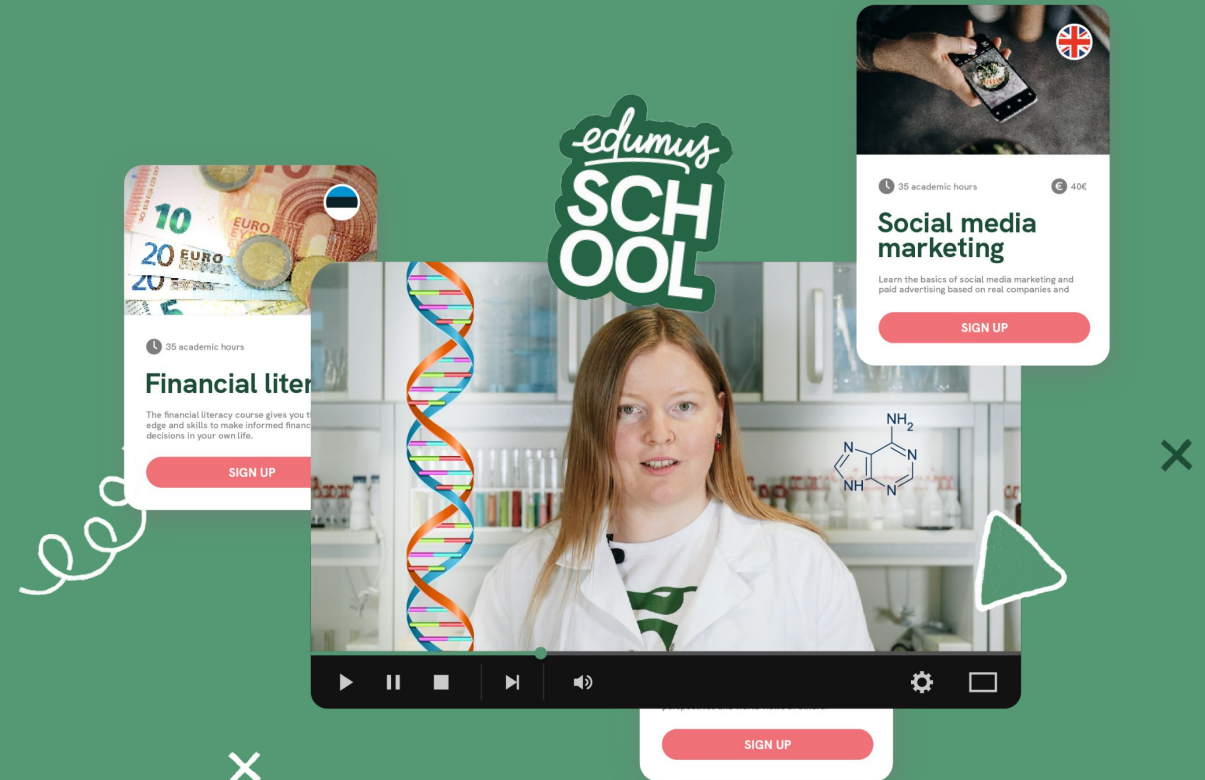
## More choice, more practical knowledge

Edumus School is an online school for learning skills of the future, designed with and for high school students. We give teenagers an opportunity to learn a wide variety of specialized courses together with the industry experts, and self-direct their learning journey.

## Diverse learning options for every learner

Our course curricula is co-created with experts and always up-to-date with industry standard.

Our blended learning experience combines live classes, practical tasks and self-directed learning. This way, students can interact with the teacher but also learn at their own pace, regardless of their location.





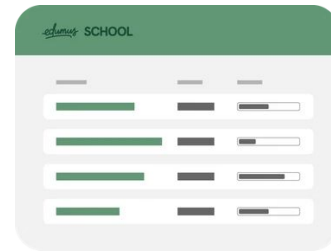
# HOW DO OUR COURSES LOOK LIKE?

Cohort-based learning supports students in developing their social and technical skills. This structure ensures that 80%+ of the students who start an Edumus School course finish it successfully.



## Blended learning experience

Each course constitutes 35 academic hours of total work for students. Interactive online classes (2/3 of the course volume) offer engaging learning experiences that foster collaboration and faster learning.



## Project-based learning

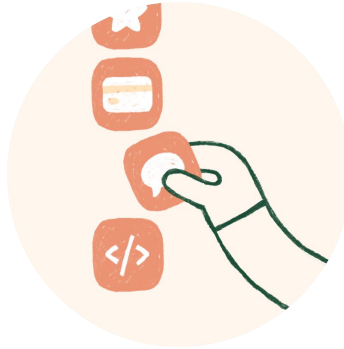
Each course includes at least one individual and one group project, which are based on students' interests and passions. The projects are aimed to include offline activities and interactions to support student's local network and development.



## Skills and knowledge to succeed in life

All courses are aimed at providing students with skills and knowledge to participate in the future society and workforce.

# HELPING STUDENTS LEARN SKILLS OF THE FUTURE



## **Practical education, already in high school**

We offer a wide range of courses designed for learning the topics of the future. With Edumus School, your students can learn specific topics they are interested in already in secondary school.



## **More efficient for schools**

By offering Edumus School courses, your school can save on the costs and administrative headache. This way, you can offer your students more options without organising additional electives at your school.



## **Expert teachers**

All of our teachers are professionals in the field of the course, and provide practical and engaging course experience.

# GOOD FOR STUDENTS AND SCHOOLS!

## Benefits for students



### **Learn with the expert teachers, wherever you are**

At Edumus School, students can learn with the real experts in the topic, regardless of their location or the school they attend.



### **Study with similar students**

At Edumus School courses, young people can meet and learn together with like-minded students from other schools (or even countries!)



### **Learn practical skills**

Edumus School is all about practical knowledge and future skills. At our courses, students can get a glimpse into different industries and learn new skills.

## Benefits for schools



### **Top-notch teachers**

Edumus School courses are taught by highly educated industry experts who use our custom online teaching materials, developed by experienced educators.



### **No paperwork headache**

Schools can offer their students more options to choose from without the hassle of employing more teachers.



NEW!

### **Track students' progress**

School representatives can always get an up-to-date overview of their students' progress on Edumus School's web platform.

# TESTIMONIALS

## Diverse options for a small school

The biggest value for a rural school is that we can offer students more options for electives. They are highly valued by students, because they have the opportunity to choose not only from the school's options but based on their own interest.



**Marje Eelmaa**

Headmaster at  
Väike-Maarja High School  
(Estonia)

## More efficient administration

Cooperation with Edumus School allows schools to organize work more efficiently. We all know that delivering high-quality online courses and involving practitioners in school education is a time-consuming job. In our school, we also consider independent learning and development of self-management skills to be important – Edumus School is an additional opportunity for our students to learn these skills.



**Teivi Gabriel**

Headmaster at Narva High  
School (Estonia)

## Online classes that students actually like

In cooperation with Edumus School we can now offer our students more electives that we could only dream of in our curriculum before. Thanks to Edumus School, our students can explore topics that really matter to them – from psychology to social media marketing.



**Rauno Alev**

Head of Studies at Kiili  
High School (Estonia)



# CLIENTS

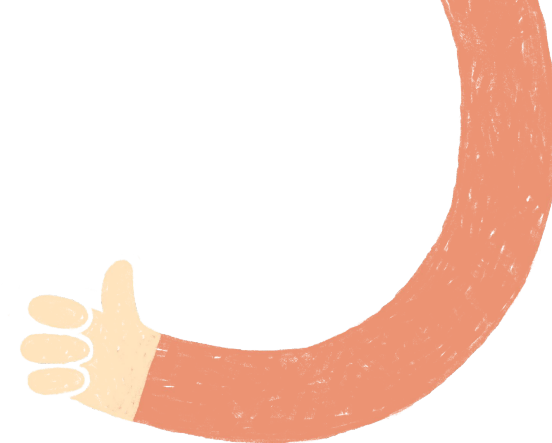
**Over 1,500+ secondary school students have already learned with Edumus School**

Edumus School is a member of Education Estonia initiative and has been approved by the Ministry of Education and Research of Estonia

education  
estonia



REPUBLIC OF ESTONIA  
MINISTRY OF EDUCATION  
AND RESEARCH



Around 30% of high schools in Estonia are already our clients and reimburse their students' participation fees in Edumus School courses:

Aravete High School • Ehte Humanitarian High School • Elva High School • Jõgeva County High School • Jüri High School • Kallavere High School • Keila School • Kiili High School • Kilingi-Nõmme High School • Kiviõli 1st High School • Kohila High School • Kose High School • Kunda Joint High School • Lasnamäe High School • Narva Estonian High School • Narva Soldino High School • Noarootsi High School • Nõo Real High School • Põltsamaa Joint High School • Põlva High School • Rakvere State High School • Rocca al Mare School • Rõngu High School • Räpina Joint High School • Tabasalu High School • Tallinn Humanitarian High School • Tallinn Art High School • Tallinn Läänemere High School • Tallinn Nõmme High School • Tallinn Pae High School • Tallinn German High School • Tamsalu High School • Tapa High School • Tartu Catholic Education Center • Toila High School • Tõrva High School • Valgamaa Vocational Center • Viimsi High School • Võnnu High School • Võru High School • Väike-Maarja High School • Värskä High School • Ülenurme High School

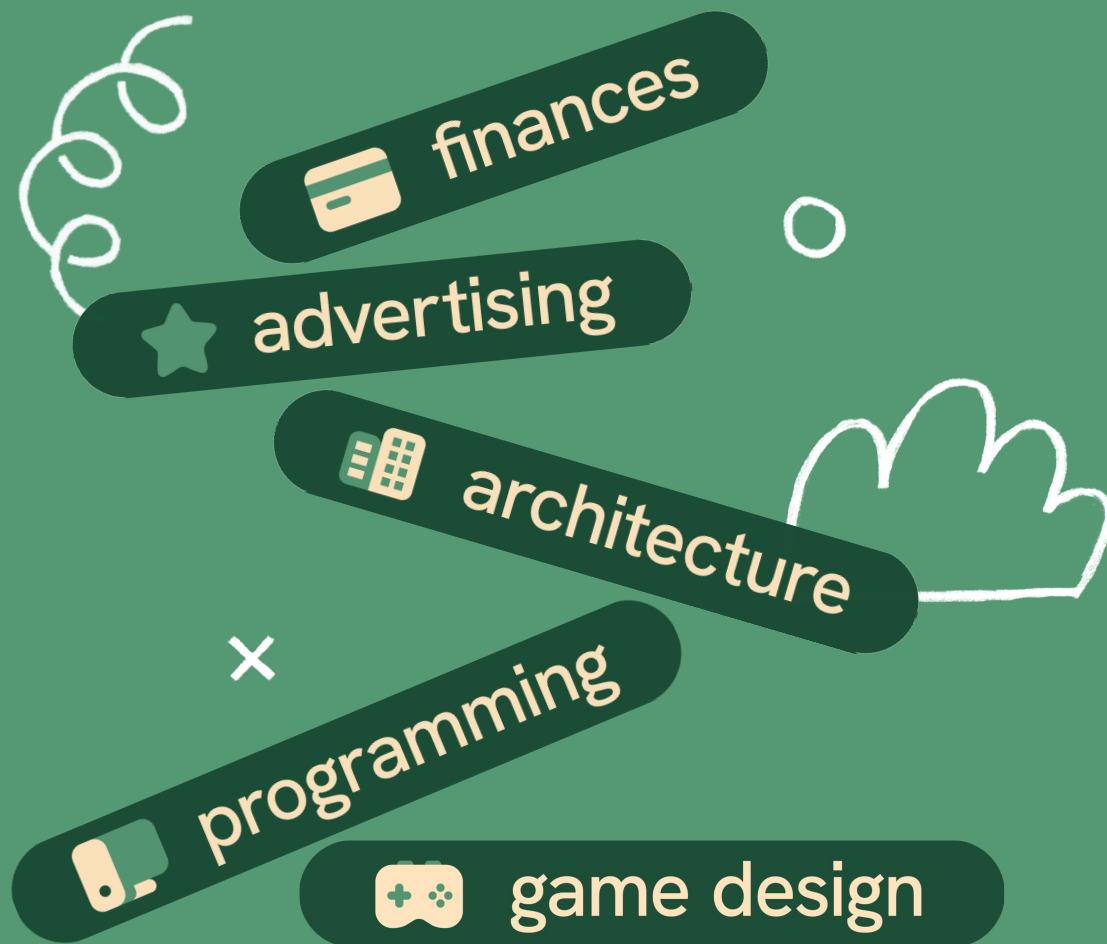
# EDUMUS SCHOOL IS LOOKING FOR A PARTNER IN UKRAINE TO HELP UKRAINIAN STUDENTS LEARN 21ST CENTURY SKILLS

## **What we expect from our partner:**

- Manage communications and marketing in Ukraine
- Manage funding to cover the students' participation fees
- Invite Ukrainian-speaking teachers to join and widen the learning opportunities

## **What Edumus School will provide:**

- High quality learning experience with industry professionals
- Affordable pricing of 50€ per course per student
- International students from all around Europe to study together with



# JOIN US!

Edumus School is looking for a partner in Ukraine to help Ukrainian students learn 21st century skills!

**Maria Rahamägi**

Founder & CEO

[maria@edumus.org](mailto:maria@edumus.org)

education  
estonia



REPUBLIC OF ESTONIA  
MINISTRY OF EDUCATION  
AND RESEARCH

# FEATURES

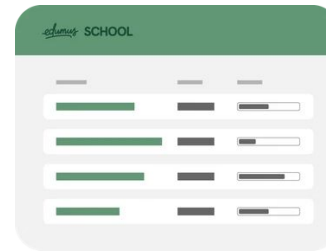
With our user-friendly platform, students can access Edumus School's interactive courses from anywhere in the world and at any time.

Plus, rewatch past classes and access course materials whenever needed!



## Live interactive classes

Our interactive online classes offer engaging learning experiences that foster collaboration and faster learning.



## Recordings and course materials

If a student misses the live class, they can always access the recordings and other course material on our platform.



## Money back guarantee

Students can withdraw from our courses during 7 days after the first class with hassle-free 100% refund.



# CASE STUDY: IKO KOPLAS, STUDENT AT KEILA SCHOOL

Iko Koplas studies at Keila School (Keila, Estonia). In spring 2022, he took four courses at Edumus School: financial literacy, social media marketing, coding and effective learning.

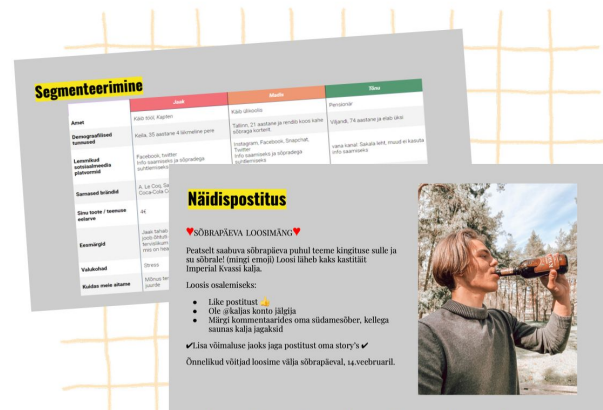


For Iko, Edumus School was the **first experience of participating in an online course**. Before that, he has only studied remotely during the pandemic or learned simpler things from YouTube tutorials. He likes that, thanks to Edumus School courses, there are now **more opportunities to choose** what to study already in high school.

Iko says he still doesn't know what he wants to do after school. That is why he plans to take Edumus School courses again in the fall semester.

He thinks it is a good opportunity to test whether a topic is of interest and suits him. In addition, it is exciting to listen to the **stories and experiences of experts** working in the field of the course.

"Edumus School's courses help you to better understand, already in high school, **what areas interest you** and what to study at university."



At the social media marketing course, students were asked to prepare a social media strategy, a marketing campaign plan and examples of social media posts for a selected brand.

## CASE STUDY: MIA K. TALVOJA, STUDENT AT KUUSALU HIGH SCHOOL

Mia Karoli graduated from the 9th grade at Kuusalu High School in the spring of 2022. In the last year of her lower secondary school, she felt that classes were getting a little boring and wanted to learn something new.



Mia Karoli liked that at Edumus School she could choose a subject that she was interested in. She says that she has **never had such an opportunity at school before**. Looking through the subject descriptions on the website, several courses immediately caught her eye – psychology, financial literacy and others. However, she liked the course "Architecture as a living environment" the most.

Mia Karoli says that she has thought about connecting her future with the field of architecture before. Even if she doesn't become an architect, she finds that she **will need the knowledge gained in the course in the future** anyway. She dreams of building her own house and says that now she knows much better how to take into account the functionality, environmental sustainability and safety of the space.

The young architecture enthusiast says that **she likes studying online** – she can better plan her time and choose what and when to study. Combining Edumus School classes with her regular school was easy, as the classes took place once a week after school hours.



At the architecture course, students were asked to build a miniature model of a selected building. Here is Mia Karoli's model.

# EDUMUS I.O SPECIALIST TEACHERS AT PHYSICAL SCHOOLS

Three years ago Edumus started bringing specialists to schools to teach one subject to one grade at a time, and by now, more than 100 specialists have taught with us in Estonia and Ukraine.

In Ukraine, we operated for 5 months before the start of the war and later redirected our focus to Edumus School.

# SHKOLA NADII ONLINE SCHOOL FOR REFUGEES

Edumus launched Shkola Nadii in March 2022 as a volunteer initiative to provide online education in Ukrainian for refugee students who had fled to Estonia. All teachers in our online school were also war refugees from Ukraine.

The initiative grew fast, however we ran out of funds by May 2022 and had to cease the operations.