

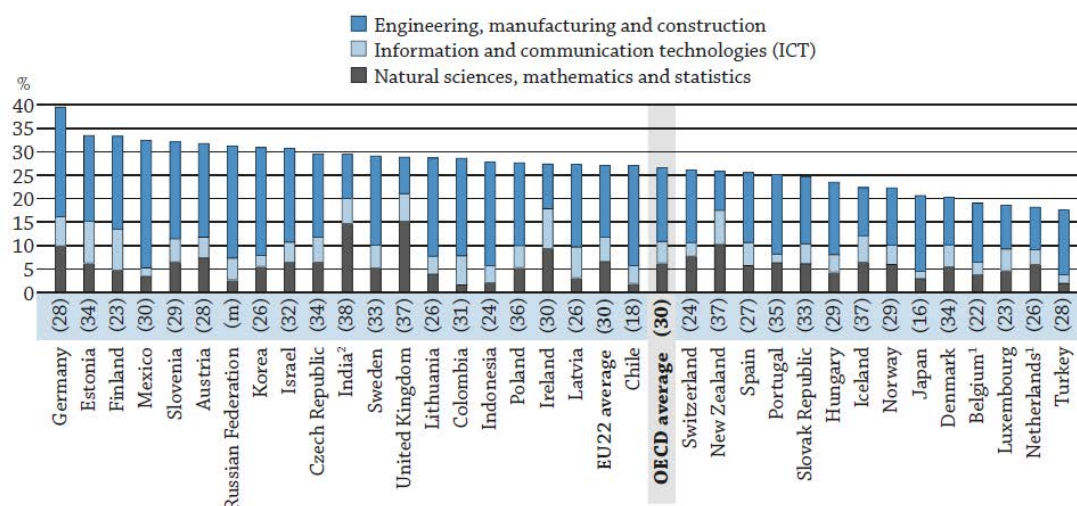
EDUCATION AT A GLANCE 2017

Education at a Glance: OECD Indicators is the authoritative source for information on the state of education around the world. It provides data on the structure, finances and performance of education systems in the 35 OECD countries and a number of partner countries.

Estonia

- **Estonia has the highest share of new entrants in ICT across OECD countries**, reflecting the high interest of Estonians in science-related fields.
- **Vocational programmes remain unpopular in Estonia:** Compared to upper secondary students following general programmes, those pursuing a vocational track are less likely to have completed their programme within two years of the theoretical end date, and their employment prospects are not significantly higher.
- **Despite having teachers' salaries that are close to that of similarly-educated full-time workers, Estonia is still failing to attract young adults to the teaching profession.** Its teaching workforce is one of the oldest across OECD countries.
- **The labour-market premium associated with tertiary education is among the lowest among OECD countries**, meaning that earnings are more balanced across the different educational attainment levels.
- **Annual expenditure per student in Estonia is low** compared to other countries, but **Estonia's expenditure on educational institutions as a share of its gross domestic product (GDP) is close to the OECD average** (5% and 5.2% respectively).

Figure 1. Distribution of new entrants to tertiary education, by STEM field of study and share of women in these fields (2015)



Note: The number in parentheses corresponds to the share of female new entrants in STEM (science, technology, engineering and mathematics) fields of study.

1. Excludes new entrants at doctoral level.

2. Year of reference 2014.

Countries are ranked in descending order of the share of new entrants to tertiary education in STEM fields.

Source: OECD/UIS/Eurostat (2017), Table C3.1a. See *Source* section for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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Interest in science-related fields has shifted from engineering to natural sciences and ICT

- Estonia has a higher share of tertiary-educated adults with a science-related degree than most OECD countries. In Estonia, 23% of tertiary-educated adults have a degree in engineering, manufacturing and construction, one of the highest shares among OECD countries. Business, administration and law are equally attractive fields, with 23% of 25-64 year-olds holding a degree in these fields.
- In Estonia 9% of new entrants enrol in ICT, the highest share across OECD countries. This represents an increase compared to the 3% of tertiary-educated 25-64 year-olds who studied in this field. Moreover the share of woman in ICT is 27% in Estonia, 8 percentage points above the OECD average (19%). As a result, Estonia has the second highest share of new entrants into science, technology, engineering and mathematics (STEM) fields among OECD countries, after Germany (Figure 1).
- Part of the renewed interest in science-related fields can be linked to Estonia's financial support measures which strongly support the natural sciences and the information technology sector in particular. Bachelor students studying selected fields which Estonia considers to be a priority are offered a specialisation stipend. These fields are computer engineering, materials science, physics, geology and environmental technology, gene technology, computer science, chemistry, mathematics, mathematical statistics, and information technology.
- Employment rates (age 25-64) align with this new trend, and are higher for tertiary-educated adults who studied information and communication technologies (89%) and natural sciences, mathematics, and statistics (87%) than for engineering, manufacturing and construction (84%). In contrast, the employment rate for natural sciences mathematics and statistics graduates are lower on average in OECD countries than for engineering, construction and manufacturing. In fact, Estonia is one of the few countries where the employment rate for engineering, construction, and manufacturing graduates is slightly lower than the average employment rate for tertiary-educated adults (84% and 85% respectively).
- Estonia still has room to increase the share of women among new entrants to tertiary STEM programmes, although it has one of the highest rates among OECD countries. In 2015, 34% new female entrants selected a field of study in one of the STEM fields. In particular, women make up 61% of new entrants to degrees in natural science, mathematics and statistics, compared to 50% on average across OECD countries, and 27% for ICT, compared to 19% on average.
- While the share of engineers may be falling at tertiary level, close to one in two graduates from upper secondary vocational programmes completed a programme in engineering, construction and manufacturing, compared to one in three on average across OECD countries.

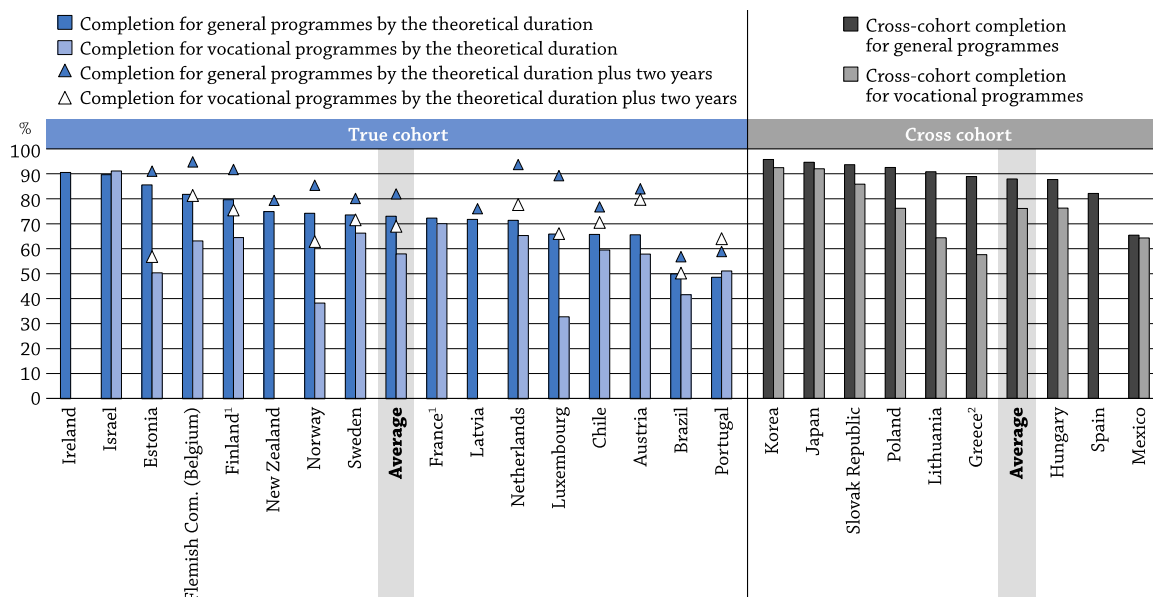
Vocational programmes remain unpopular among students

- The share of Estonia's young adult population (25-34 year-olds) who have attained at least upper secondary education has remained more or less stable in the past decade, reaching 88% in 2016.
- Upper secondary students in Estonia are more likely to enrol in general programmes than vocational ones: while 46% of students on average across OECD countries and 51% on average across EU22 countries were enrolled in vocational upper secondary programmes in 2015, vocational programmes only accounted for 36% of upper secondary students in Estonia. Moreover, less than 1% of upper secondary students are enrolled in work-study programmes, compared to the OECD average of 17% and the EU22 average of 16%.
- Completion rates of upper secondary vocational programmes are lower than for general programmes. Within two years of the theoretical end date, only 57% of students who entered these programmes had graduated in Estonia, compared to 91% for general programmes. This is lower than the average completion rate of 69% among OECD countries with available data (Figure 2).
- Vocational programmes do not seem to offer the same lifelong learning and second chance opportunities to older adults in Estonia as they do across most OECD and EU22 countries. Whereas 71% of upper secondary students aged 25 or older are enrolled in vocational programmes on average across OECD countries, only 49% are in Estonia.

- The lower popularity of vocational programmes compared to general ones may be explained by the lower differential in employment prospects. Adults with a vocational upper secondary education have an employment rate of 79%, only 2 percentage points more than those with general upper secondary education (77%) – one of the lowest differences across OECD countries. On average across OECD and EU22 countries, adults that completed upper secondary vocational programmes can expect a higher employment rate by 10 percentage points compared to those completing general programmes.

Figure 2. Completion rate of upper secondary education, by programme orientation (2015)

Completion rate of full-time students in initial education programmes of at least two years of duration



1. Year of reference 2014.

2. Year of reference 2013.

Countries are ranked in descending order of completion rate in general programmes (for true cohort, by the theoretical duration).

Source: OECD (2017), Table A9.1. See Source section for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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Despite having teachers' salaries that are close to that of similarly-educated full-time workers, teaching remains unattractive as a profession

- Although teachers' salaries remain among the lowest across OECD countries in absolute terms (USD 22 066¹ in Estonia compared to the average of USD 44 275 across OECD countries for primary, lower and upper secondary levels), actual salaries at primary, lower and upper secondary level in 2015 represented 94% of the salaries of tertiary-educated full-time workers, compared to 85%, 88% and 94% on average across OECD countries (Figure 3). Aligning teachers' salaries with those of tertiary-educated full-time workers has been one of the goals of Estonia's new Lifelong Learning Strategy (OECD, 2016).
- The only exception to this positive trend is among pre-primary teachers: their actual salaries remain at 63% of the salaries of similarly educated workers, compared to 78% on average across OECD countries.
- Despite having teachers' salaries that are close to that of similarly-educated full-time workers, the share of new tertiary entrants who chose the field of education is lower in Estonia (6%) than on average across OECD countries (9%). This also represents a decrease from the current share of 10% of 25-64 year-olds holding a degree in this field.

¹ Values reported in equivalent US dollars (USD) have been converted using purchasing power parities (PPPs).

- With close to half of its teachers at primary and secondary level aged 50 or over, Estonia has one of the oldest teaching workforces among OECD countries, second to only Italy. This represents an opportunity for Estonia to attract new talent to the teaching profession and promote new teaching practices. New policies and financial support mechanisms, such as the teacher training specialisation stipend are expected to attract more students to the profession. In 2015, 9% of teachers were under the age of 30, and Estonia aims to increase this to 12.5% by 2020 (OECD, 2016).
- More competitive salaries could also help improve the gender balance by attracting more men to the teaching profession. In Estonia, 83% of teachers from primary to secondary level in Estonia are women, compared to 72% and 74% on average across OECD and EU22 countries. However this share has been falling among younger teachers, particularly at upper secondary level, where the share of female teachers is 10 percentage points lower among those under 30 compared to those aged 50 or over. At the tertiary level, however, gender parity has been more or less achieved among teachers, in line with the general trend observed across OECD and EU22 countries.

Figure 3. Lower secondary teachers' salaries relative to earnings for tertiary-educated workers (2015)

Actual salaries of lower secondary teachers teaching general programmes in public institutions



Note: For further details on the different metrics used to calculate these ratios, please refer to the *Methodology* section.

1. Data on earnings for full-time, full-year workers with tertiary education refer to the United Kingdom.

2. Data on earnings for full-time, full-year workers with tertiary education refer to Belgium.

Countries and economies are ranked in descending order of the ratio of teachers' salaries to earnings for full-time, full-year tertiary-educated workers aged 25-64.

Source: OECD (2017), Table D3.2a. See *Source* section for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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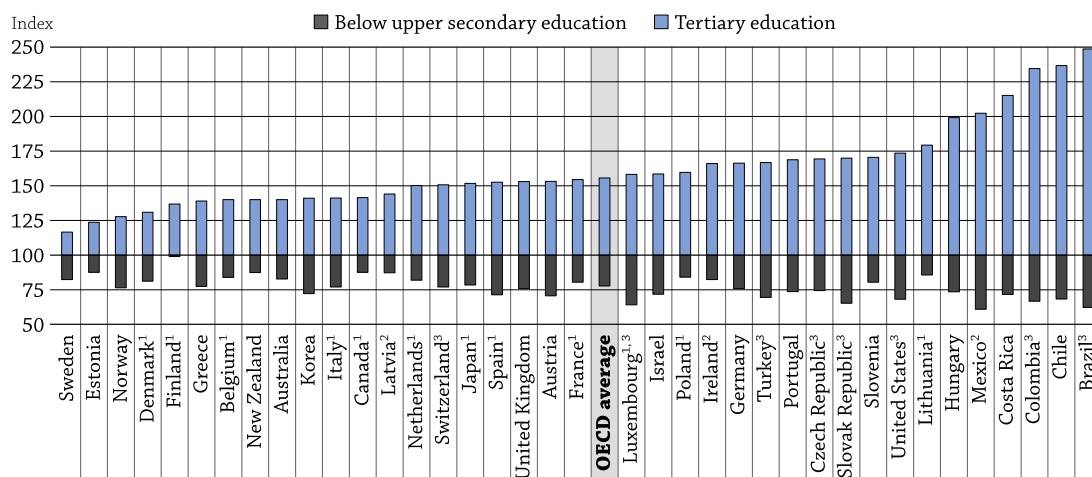
Earnings by educational attainment is among the most balanced across OECD countries

- Estonia has historically had high tertiary attainment levels. In Estonia 39% of adults have tertiary education, above the OECD average of 37%. Attainment has been increasing steadily through the generations, reaching 41% among 25-34 year-olds in 2016.
- In line with these attainment levels, the entry rate to bachelor's or equivalent programmes remains high: 56% of Estonians are expected to enter a bachelor's programme or equivalent over their lifetime, compared to 52% across OECD countries and 49% across EU22 countries. At master's level the share is 23%, compared to 19% and 21% on average across OECD and EU22 countries (excluding international students).
- International students make up 5% of students in Estonia, on a par with the OECD average. Of these, close to 60% come from neighbouring countries. The largest share of international students (11%) is found at doctoral level. More Estonians are enrolled abroad, with close to 8% of national students choosing to pursue tertiary studies in a foreign country, similar to the EU22 average.
- About three-quarters of tertiary students are enrolled in government-dependant private institutions, one of the highest proportions across OECD and EU22 countries. Students pursuing tertiary education in Estonian pay no

tuition fees. In addition, Estonia introduced a new needs-based student-support system in 2013/14. Students from less privileged families can apply for study allowance (around EUR 75-220 per month) when studying full-time.

- Tertiary-educated adults earn only 24% more than adults who attained upper secondary education as their highest attainment, the lowest ratio among all OECD countries after Sweden (Figure 4). This means that earnings are more balanced across the different educational attainment levels.

Figure 4. Relative earnings of adults, by educational attainment (2015)
25-64 year-olds with income from employment; upper secondary education = 100



Note: Tertiary education includes short-cycle tertiary, bachelor's, master's, doctoral or equivalent degrees.

1. Year of reference differs from 2015. Refer to the source table for details.

2. Earnings net of income tax.

3. Index 100 refers to the combined ISCED levels 3 and 4 of the educational attainment levels in the ISCED 2011 classification.

Countries are ranked in ascending order of the relative earnings of 25-64 year-olds with tertiary education.

Source: OECD (2017), Table A6.1. See Source section for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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Spending on education as a share of GDP is around the OECD average but cost per child are low

- Annual expenditure per student in Estonia is below than other OECD countries. In 2014, at the primary to tertiary levels combined, Estonia spent USD 8 389 per student². This is significantly below the OECD average of USD 10 759, and much lower than other Nordic countries such as Finland (USD 11 381), Norway (USD 15 510) or Sweden (USD 13 219). Similarly, spending on early childhood education and care per student is lower in Estonia than in other countries: USD 6 162 compared to USD 8 858 on average across OECD countries and USD 9 069 on average across EU22 countries, although Estonia has higher enrolment rates among 3-year-olds (87%) and a smaller ratio of children to teachers (9) than on average across OECD and EU22 countries. A large share of the expenditure (91%) is funded from public sources, compared to 82% on average across OECD countries.
- However, in 2014, Estonia spent a percentage of its GDP on educational institutions which is close to the OECD average. At the primary to tertiary levels combined, education expenditure amounted to 5% of GDP, compared to 5.2% on average across OECD countries.
- All levels of education are mainly publicly funded in Estonia, though the share of public funds decreases at higher levels of education. In 2014, public expenditure made up 93% of total expenditure on primary to tertiary education, compared to the OECD average of 85% and the EU22 average of 89%. This share is very slightly lower than seen across the Nordic countries, where the state is the primary investor in education through all levels from primary to tertiary.

² In equivalent USD converted using PPPs for GDP, by level of education, based on full-time equivalents.

- Estonia has one of the largest shares of capital expenditure across OECD countries. In 2014, capital expenditure represents 12% of the total expenditure on educational institutions, the fifth largest across OECD countries. One potential explanation for this high share is the ongoing heavy investment in school infrastructure as part of the current reform of the school network.
- Teachers' compensation makes up a relatively small share of total current expenditure, amounting to only 44% of current expenditure in primary education in 2014, 43% in lower secondary, and 39% in upper secondary. These are the lowest shares across OECD countries at all levels; on average OECD countries spent 62% of current expenditure on teachers' compensation at primary level, 63% at lower secondary and 61% at upper secondary. Estonia has lower student-teacher ratios than the OECD average, suggesting that the lower share of current expenditure on teacher compensation results from Estonian teachers' lower salaries.

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Note regarding data from Israel



The statistical data for Israel are supplied by and under the responsibility of the relevant Israeli authorities. The use of such data by the OECD is without prejudice to the status of the Golan Heights, East Jerusalem and Israeli settlements in the West Bank under the terms of international law.

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OECD (2016), *Education Policy Outlook: Estonia*, OECD Publishing, Paris, www.oecd.org/edu/Education-Policy-Outlook-Country-Profile-Estonia.pdf.

For more information on Education at a Glance 2017 and to access the full set of Indicators, visit www.oecd.org/education/education-at-a-glance-19991487.htm.

Updated data can be found on line at  **as well as by following the**  **under the tables and charts in the publication** <http://dx.doi.org/10.1787/eag-data-en>.

Explore, compare and visualise more data and analysis using:  **EducationGPS**
<http://gpseducation.oecd.org/CountryProfile?primaryCountry=EST&treshold=10&topic=E0>.

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Key Facts for Estonia in Education at a Glance 2017

Source	Main topics in <i>Education at a Glance</i>	Estonia		OECD average		EU22 average		
Fields of study								
Table A2.1	Graduates in upper secondary vocational programmes	2015						
		%	% Women	%	% Women	%	% Women	
	Business, administration and law	2%	93%	20%	66%	19%	66%	
	Engineering, manufacturing and construction	49%	21%	34%	12%	33%	11%	
	Health and welfare	3%	97%	12%	82%	12%	82%	
	Services	28%	66%	17%	60%	19%	59%	
	New entrants to tertiary education	2015						
		%	% Women	%	% Women	%	% Women	
	Education	6%	87%	9%	78%	9%	79%	
	Business, administration and law	21%	65%	23%	54%	23%	57%	
	Engineering, manufacturing and construction	18%	28%	16%	24%	15%	25%	
	Tertiary students enrolled, by mobility status	2015						
		International students ¹	National students	International students ¹	National students	International students ¹	National students	
	Education	0%	7%	3%	8%	3%	8%	
	Business, administration and law	44%	23%	27%	23%	26%	22%	
	Engineering, manufacturing and construction	10%	17%	17%	12%	17%	15%	
	Tertiary-educated 25-64 year-olds	2016						
	Education	10%		13%		13%		
	Business, administration and law	23%		23%		21%		
	Engineering, manufacturing and construction	23%		17%		18%		
	Employment rate of tertiary-educated 25-64 year-olds	2016						
	Education	81%		83%		83%		
	Business, administration and law	86%		85%		85%		
	Engineering, manufacturing and construction	84%		87%		86%		
	Early childhood education							
Table C2.1	Enrolment rates in early childhood education at age 3	2015						
	ISCED 01 and 02	87%		78%		80%		
	Expenditure on all early childhood educational institutions	2014						
	As a percentage of GDP	1.1%		0.8%		0.8%		
	Proportions of total expenditure from public sources	91%		82%		85%		
Vocational education and training (VET)								
Table C1.3	Enrolment in upper secondary education, by programme orientation	2015						
		General	Vocational	General	Vocational	General	Vocational	
	Enrolment rate among 15-19 year-olds	39%	18%	37%	25%	35%	29%	
	Graduation rates, by programme orientation	2015						
		General	Vocational	General	Vocational	General	Vocational	
Table A2.2	Upper secondary education - all ages	60%	26%	54%	44%	50%	49%	
	Employment rate, by programme orientation	2016						
		General	Vocational	General	Vocational	General	Vocational	
	Figure A5.3.	25-34 year-olds with upper secondary or post-secondary non-tertiary education as their highest educational attainment level	77%	79%	70%	80%	69%	79%
	Tertiary education							
Table C4.1.	Share of international or foreign students, by level of tertiary education	2015						
	Bachelor's or equivalent	4%		4%		6%		
	Master's or equivalent	7%		12%		12%		
	Doctoral or equivalent	11%		26%		22%		
	All tertiary levels of education	5%		6%		8%		
	Educational attainment of 25-64 year-olds	2016						
	Short-cycle tertiary	7%		8%		6%		
	Bachelor's or equivalent	11%		16%		13%		
	Master's or equivalent	20%		12%		14%		
	Doctoral or equivalent	1%		1%		1%		
	Employment rate of 25-64 year-olds, by educational attainment	2016						
	Short-cycle tertiary	80%		81%		81%		
	Bachelor's or equivalent	85%		83%		82%		
	Master's or equivalent	86%		87%		87%		
	Doctoral or equivalent	95%		91%		91%		
	All tertiary levels of education	85%		84%		84%		
	Relative earnings of full-time full-year 25-64 year-old workers, by educational attainment (upper secondary education = 100)	2015						
	Short-cycle tertiary	92		122		124		
	Bachelor's or equivalent	124		146		138		
	Master's, doctoral or equivalent	133		198		177		
Table A6.1	All tertiary levels of education	124		156		153		

Estonia - Country Note - Education at a Glance 2017: OECD Indicators

Source	Main topics in <i>Education at a Glance</i>	Estonia	OECD average	EU22 average			
Adult education and learning							
	Participation of 25-64 year-olds in adult education ²	2012	2012 ³	2012			
Table C6.1a	Participation in formal education only	2%	4%	n.a.			
	Participation in non-formal education only	44%	39%	n.a.			
	Participation in both formal and non-formal education	7%	7%	n.a.			
	No participation in adult education	47%	50%	n.a.			
Financial investment in education							
	Annual expenditure per student, by level of education (in equivalent USD, using PPPs)	2014					
Table B1.1	Primary education	USD 6 760	USD 8 733	USD 8 803			
	Secondary education	USD 7 077	USD 10 106	USD 10 360			
	Tertiary (including R&D activities)	USD 12 375	USD 16 143	USD 16 164			
	Total expenditure on primary to tertiary educational institutions	2014					
Table B2.1	As a percentage of GDP	5%	5.2%	4.9%			
	Total public expenditure on primary to tertiary education	2014					
Table B4.1	As a percentage of total public expenditure	11.6%	11.3%	9.9%			
Teachers							
	Actual salaries of teachers in public institutions relative to wages of full-time, full-year workers with tertiary education	2015					
Table D3.2a	Pre-primary school teachers	0.63	0.78	0.79			
	Primary school teachers	0.94	0.85	0.86			
	Lower secondary school teachers (general programmes)	0.94	0.88	0.90			
	Upper secondary school teachers (general programmes)	0.94	0.94	0.96			
	Annual statutory salaries of teachers in public institutions, based on typical qualifications, at different points in teachers' careers (in equivalent USD, using PPPs)	2015					
		Starting salary	Salary after 15 years of experience	Starting salary	Salary after 15 years of experience	Starting salary	Salary after 15 years of experience
Table D3.1a	Pre-primary school teachers	**	**	USD 29 636	USD 39 227	USD 28 726	USD 38 487
	Primary school teachers	USD 17 314	**	USD 30 838	USD 42 864	USD 30 080	USD 42 049
	Lower secondary school teachers (general programmes)	USD 17 314	**	USD 32 202	USD 44 623	USD 31 498	USD 43 989
	Upper secondary school teachers (general programmes)	USD 17 314	**	USD 33 824	USD 46 631	USD 32 503	USD 46 151
	Organisation of teachers' working time in public institutions over the school year	2015					
		Net teaching time	Total statutory working time	Net teaching time	Total statutory working time	Net teaching time	Total statutory working time
Table D4.1	Pre-primary school teachers	1320 hours	1610 hours	1001 hours	1608 hours	1034 hours	1564 hours
	Primary school teachers	619 hours	1540 hours	794 hours	1611 hours	767 hours	1557 hours
	Lower secondary school teachers (general programmes)	619 hours	1540 hours	712 hours	1634 hours	663 hours	1593 hours
	Upper secondary school teachers (general programmes)	568 hours	1540 hours	662 hours	1620 hours	629 hours	1580 hours
	Percentage of teachers who are 50 years old or over	2015					
Table D5.1	Primary education	41%		32%		33%	
	Upper secondary education	51%		40%		42%	
	Share of female teachers in public and private institutions	2015					
Table D5.2	Primary education	91%		83%		86%	
	Upper secondary education	70%		59%		61%	
	Tertiary education	49%		43%		44%	
	Ratio of students to teaching staff	2015					
Table D2.2	Primary education	13		15		14	
	Secondary education	12		13		12	
	Tertiary education	14		16		16	
Equity							
	Intergenerational mobility in education ²	2012		2012 ³		2012	
		Both parents have less than tertiary	At least one parent attained tertiary	Both parents have less than tertiary	At least one parent attained tertiary	Both parents have less than tertiary	At least one parent attained tertiary
Tables A4.1 and A4.2	Less than tertiary education (30-44 year-olds' own educational attainment)	64%	40%	69%	31%	n.a.	
	Tertiary-type B (30-44 year-olds' own educational attainment)	18%	17%	12%	16%	n.a.	
	Tertiary-type A and advanced research programmes (30-44 year-olds' own educational attainment)	17%	43%	20%	55%	n.a.	
Transition from school to work							
	Percentage of people not in employment, nor in education or training (NEET)	2016					
Table C5.1	18-24 year-olds	12%		15%		15%	
Education and social outcomes							
	Percentage of adults who report having depression	2014					
		Men	Women	Men	Women	Men	Women
Table A8.1	Below upper secondary	6%	7%	10%	15%	10%	14%
	Upper secondary or post-secondary non-tertiary	4%	6%	6%	10%	6%	10%
	Tertiary	3%	5%	5%	6%	4%	6%

The reference year is the year cited or the latest year for which data are available.

Refer to Annex 3 for country-specific notes and for more information on data presented in this key facts table (www.oecd.org/education/education-at-a-glance-19991487.htm).

1. For some countries foreign students are provided instead of international students.

2. Data refer to ISCED-97 instead of ISCED-A 2011.

3. OECD average includes some countries with 2015 data.

** Please refer to the source table for details on this data.

Cut-off date for the data: 19 July 2017. Any updates on data can be found on line at <http://dx.doi.org/10.1787/eag-data-en>



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