The Education Sustainable Development Goal (SDG4)

### Chapter A – The output of educational institutions and the impact of learning

- Attainment rates, labour market outcomes of education (earnings, unemployment), social outcomes of education, educational mobility, adult education, NEETs, financial returns to education

### Chapter B – Access to education, participation and progression

- Enrolment rates, early childhood education, international student mobility, entrance and graduation rates, adult education

### Chapter C – Financial resources invested in education

- Expenditure per students, expenditure as a share of GDP, share of private expenditure, decentralization of public expenditure, capital vs. current expenditure

### Chapter D – Teachers, the learning environment and the organisation of schools

- Instruction time, teaching time, class sizes, student-teacher ratio, teachers’ salaries, teachers’ age and gender, school autonomy
Gender

Immigrant status

Parental education

Location

Equity in Education at a Glance 2018

Equity in the education sustainable development goal
I. Equity in education and employment in Estonia

• How equitable are education opportunities?
• How do men and women fare in education and employment?
• How do migrants fare in education and employment?

II. Teachers in Estonia

Who are the teachers in Estonia?
How much time do teachers work and what are their working conditions?
How much are teachers paid?
How much freedom and decision-making powers do schools and teachers have?
Equity in education and employment in Estonia
How equitable is education in Estonia?
Early Childhood Education and Care is much more equitable in Estonia than in other OECD countries.

Figure B2.2
Enrolment rates of children under the age of 3, by mother's educational attainment (2014)
At secondary level, Estonia’s education system remains relatively equitable.
How do women and men compare?
More young women attain tertiary education than young men

Table A1.2

Tertiary attainment rate of 25-34 year-olds, by gender (2017)

<table>
<thead>
<tr>
<th>Country</th>
<th>Women</th>
<th>Men</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ireland</td>
<td>58%</td>
<td>55%</td>
</tr>
<tr>
<td>Iceland</td>
<td>57%</td>
<td>53%</td>
</tr>
<tr>
<td>Slovenia</td>
<td>54%</td>
<td>49%</td>
</tr>
<tr>
<td>Luxembourg</td>
<td>54%</td>
<td>47%</td>
</tr>
<tr>
<td>Norway</td>
<td>53%</td>
<td>45%</td>
</tr>
<tr>
<td>Denmark</td>
<td>52%</td>
<td>42%</td>
</tr>
<tr>
<td>Sweden</td>
<td>52%</td>
<td>39%</td>
</tr>
<tr>
<td>Latvia</td>
<td>51%</td>
<td>36%</td>
</tr>
<tr>
<td>Poland</td>
<td>51%</td>
<td>36%</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>50%</td>
<td>39%</td>
</tr>
<tr>
<td>Estonia</td>
<td>50%</td>
<td>39%</td>
</tr>
<tr>
<td>Netherlands</td>
<td>50%</td>
<td>39%</td>
</tr>
<tr>
<td>Belgium</td>
<td>50%</td>
<td>38%</td>
</tr>
<tr>
<td>Switzerland</td>
<td>50%</td>
<td>38%</td>
</tr>
<tr>
<td>OECD average</td>
<td>49%</td>
<td>38%</td>
</tr>
<tr>
<td>Finland</td>
<td>50%</td>
<td>38%</td>
</tr>
<tr>
<td>EU23 average</td>
<td>47%</td>
<td>36%</td>
</tr>
<tr>
<td>France</td>
<td>53%</td>
<td>44%</td>
</tr>
<tr>
<td>Austria</td>
<td>49%</td>
<td>39%</td>
</tr>
<tr>
<td>Slovak Republic</td>
<td>45%</td>
<td>36%</td>
</tr>
<tr>
<td>Czech Republic</td>
<td>40%</td>
<td>32%</td>
</tr>
<tr>
<td>Hungary</td>
<td>39%</td>
<td>32%</td>
</tr>
<tr>
<td>Germany</td>
<td>36%</td>
<td>29%</td>
</tr>
</tbody>
</table>
But these tertiary-educated women are also less likely to be employed than men.

Employment rate of tertiary-educated 25-34 year-olds, by gender (2017)
And when they do work, tertiary-educated women earn significantly less than men.

Figure A4.1 Women’s earnings as a percentage of men’s earnings for full-time workers with tertiary education (25-64 year olds, 2016)
How do migrants fare?
Over 40% of foreign-born adults in Estonia have attained tertiary education.

The percentage in parentheses represents the share of foreign-born adults among 25-64 year-olds.
However, foreign-born adults are less likely to work than their native-born counterparts...

Table A3.4

Difference between employment rates of foreign-born and native-born 25-64 year-olds, by educational attainment (2017)

Percentage point difference between foreign- and native-born adults employment rates

-15 -10 -5 0 5 10 15 20 25

Below upper secondary  Upper secondary or post-secondary non-tertiary  Tertiary
... and earn significantly less than native-born workers with the same educational attainment

Earnings of foreign-born workers as a percentage of earnings of native-born full-time workers, by educational attainment (2016)
Teachers in Estonia
Who are the teachers in Estonia?
The overwhelming majority of teachers are women

Figure D5.1

Distribution of female teachers (2016)

- Primary
- All secondary
More than half of teachers at secondary level are over the age of 50

Age distribution of teachers in secondary education (2016)

- < 30 years
- 30 - 39 years
- 40 - 49 years
- 50 - 59 years
- > 60 years

Countries: Italy, Estonia, Latvia, Lithuania, Greece, Austria, Germany, Netherlands, Czech Republic, Sweden, Finland, Slovak Republic, Slovenia, Hungary, Switzerland, Norway, Israel, France, Poland, Belgium, Ireland, Luxembourg, United Kingdom.
How much time do teachers work?
Estonian teachers have lower teaching hours per year than most OECD and partner countries.
A large share of teachers’ working time is spent on activities other than teaching

Figure D4.4

Percentage of lower secondary teachers' working time spent teaching (2017)

Percentage of total statutory working time spent teaching

Country average

Country average

Number of teaching hours per year
But statutory working time remains among the lowest across OECD countries

Table D4.1

Total statutory working time by level of education (2017)

<table>
<thead>
<tr>
<th>Hours per year</th>
<th>Primary</th>
<th>Lower secondary, general programmes</th>
<th>Upper secondary, general programmes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Switzerland</td>
<td>2200</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Germany</td>
<td>1800</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Austria</td>
<td>1600</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sweden</td>
<td>1500</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Iceland</td>
<td>1800</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Latvia</td>
<td>1600</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Norway</td>
<td>1500</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Denmark</td>
<td>1500</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hungary</td>
<td>1500</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Netherlands</td>
<td>1500</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OECD average</td>
<td>1500</td>
<td></td>
<td></td>
</tr>
<tr>
<td>France</td>
<td>1500</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Turkey</td>
<td>1500</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lithuania</td>
<td>1500</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Slovak Republic</td>
<td>1500</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Czech Republic</td>
<td>1500</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Estonia</td>
<td>1500</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poland</td>
<td>1500</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
How much are teachers paid?
Despite a recent large increase, teachers’ salaries remain among the lowest across OECD countries.

Figure D3.5

Actual salaries of lower secondary teachers (2016)

Equivalent USD converted using PPPs
And the total salary cost of teachers per student is also low

Contribution of various factors to salary cost of teachers per student in public institutions, lower secondary education (2016)

Figure C7.2

- Contribution of teachers' salary
- Contribution of instruction time
- Contribution of teaching time
- Contribution of estimated class size
- Difference of salary cost of teachers per student from OECD average

Luxembourg, Switzerland, Slovenia, Austria, Germany, Sweden, Malta, Denmark, Australia, Portugal, Netherlands, Ireland, United States, Canada, Japan, Italy, Iceland, Greece, Israel, Poland, France, Hungary, Estonia, Czech Republic, Chile, Slovak Republic, Turkey, Latvia, Mexico

Moderately high salary cost

High salary cost

Moderately low salary cost

Low salary cost
While the share of public expenditure devoted to education has fallen between 2011 and 2015

Index of change in total public expenditure on education as a share of total government expenditure between 2011 and 2015 (2011=100)
How much freedom and decision-making powers do schools and teachers have?
The majority of decisions are taken at the school level…

Table D6.1

Percentage of decisions taken at each level of government in public lower secondary education (2017)
... regardless of the type of decision

Table D6.2

Percentage of decisions taken at each level of government in public lower secondary education, by domain (2017)

- **Estonia**
  - Organisation of instruction
  - Personnel management
  - Planning and structures
  - Resource management

- **OECD average**
  - Organisation of instruction
  - Personnel management
  - Planning and structures
  - Resource management

- **Central**
- **State**
- **Provincial/ regional**
- **Sub-regional**
- **Local**
- **School**
- **Multiple levels**
Decisions on management of teachers are more decentralised in Estonia than in most countries.

Percentage of decisions taken at each level of government in public lower secondary education, planning and structure (2017)

Management of teachers:
- Hiring
- Dismissal
- Duties
- Conditions of service
- Fixing of salary levels

Number of countries and economies:
- School
- Local
- Regional or Sub-regional
- Central or State
- Multiple levels
• Estonia’s education system is more equitable than most countries at least up to age 15

• Many more young women than men hold a tertiary degree but they are less likely to work and earn less than men when they do

• Migrants are also disadvantaged in the labour market, even if they have a tertiary degree and arrived as children

• Around half of Estonia's teachers are over 50 years old and the vast majority are women

• Teachers salaries are low compared to other countries despite recent increases - and the share of public spending devoted to education fell between 2011 and 2015

• Decision-making is more decentralised than in most countries and schools have a high degree of autonomy
Thank you!

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