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TEADUSMINISTEERIUM

Summary of the Ministry of Education and Research's **annual report for** **2017**

overview of the progress of the Estonian Lifelong Learning Strategy, the Youth Field Development Plan, "Knowledge-based Estonia" strategy, the Development Plan of Estonian Language and Archiving Programme



Prepared by: Analysis Department of the Ministry of Education and Research. Performance field reports are based on the programme reports and annual analysis for 2017.

References: Ministry of Education and Research (2018). Summary of the Ministry of Education and Research's annual report for 2017. Tartu: Ministry of Education and Research.

<https://www.hm.ee/et/tegevused/uuringud-ja-statistika-0>

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The Ministry of Education and Research is a government agency whose main task is ensuring the efficient and proper development of educational, research, youth and language policies and the high level and competitive edge of research and development activities.

The ministry's mission **is to create possibilities for lifelong learning and development for everyone**. We design educational, research, youth and language policies so that Estonia is a beneficial environment for creating, acquiring and using knowledge and where people can and want to learn throughout their lives. Our aim is for people to be responsible for their learning, to be creative, entrepreneurial and open to innovation, and to contribute to the creation of a cohesive and democratic society.

The area of government of the Ministry of Education and Research contributes to achieving the aims of the Government of the Republic in four performance areas: **education; research; Estonian language and mindset; and state governance**.

We are responsible for fulfilling the following strategies:

Estonian Lifelong Learning Strategy 2020
Knowledge-based Estonia 2014-2020
Youth Field Development Plan 2014-2020
Development Plan of the Estonian Language

We contribute to the area of state governance through archiving activities.

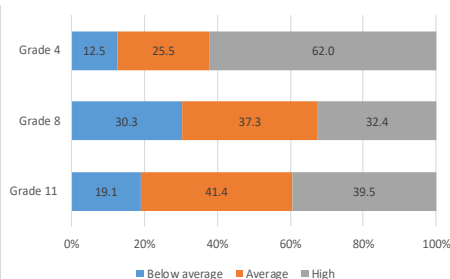
EDUCATION

General aim of the Lifelong Learning Strategy:

Learning opportunities that suit people's needs and abilities are provided for everybody in Estonia throughout their lives in order to ensure possibilities for dignified self-fulfilment in community, work and family life.

Satisfaction with lifelong learning is one key indicator of the strategy. In 2017, the first comparative measuring of the satisfaction of different parties (students, parents and teachers) took place at kindergartens, general education schools and vocational schools.

Students' wellbeing at school in 2017



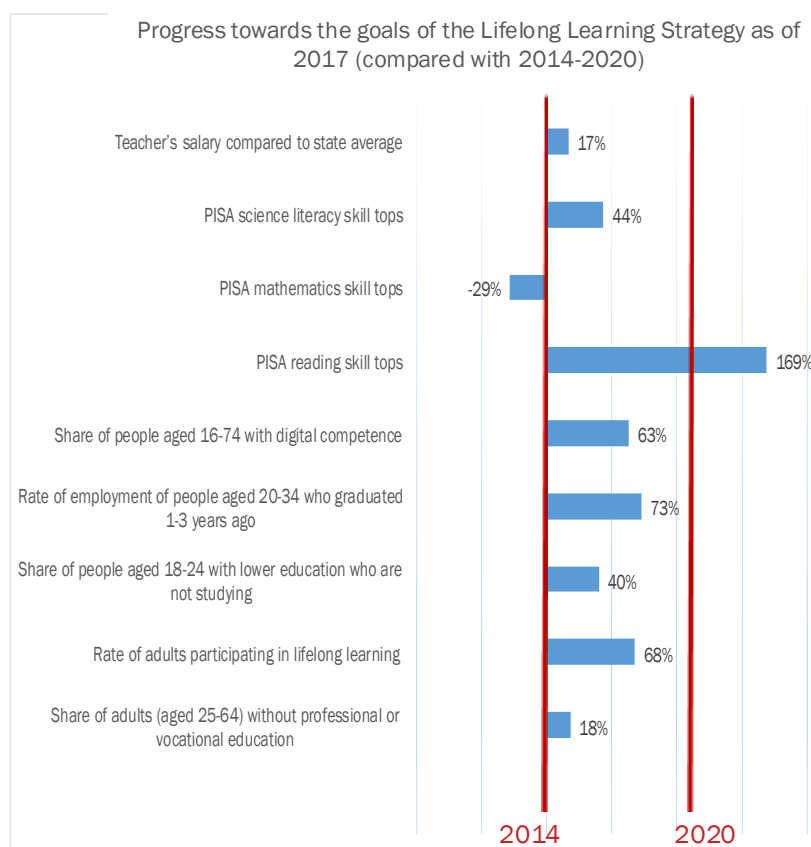
The level of satisfaction varies by stage of study and is highest among the youngest students; at the other end of the scale, the satisfaction of one in every three Grade 8 students is below average.

Students who feel bullied at school are also less satisfied with school. Compared to 2016, the number of students who feel bullied at school has decreased.

General assessment

10 key indicators have been set to measure the general aim of the Lifelong Learning Strategy. Considering the strategy period of 2014-2020, in 2017 we were on the halfway moving towards the targets, simply put, means that 50% of the ground towards achieving the goals should have been covered. Of course, reality is not that simple: many changes that had a visible influence in 2015 and 2016 had been initiated before the strategy was set and a number of the directions taken in activities agreed in the strategy are only now beginning to bear fruit.

Nevertheless, it can be said that in the case of **eight of the 10 key indicators we have made progress towards the goals**, and moreover that it is too early to assess the changes considering one specific indicator. In the case of six indicators, progress has been at the expected volume, i.e. half the distance (at least 40%) towards the 2020 goal has been covered.



The figure indicates movement towards the key indicators of the lifelong learning strategy in 2017, or as at the last measured year, compared to 2014 (level 0); the level for 2020 is 100%.

The Lifelong Learning Strategy has set **five strategic goals**:

1. Change in approach to learning:



3/7 - in the case of three out of the seven indicators we have moved in a positive direction compared to 2014: drop-out in general and vocational education has decreased. At the same time, the number of students with lower skill levels and the drop-out rate in higher education has increased.

2. Competent and motivated teachers and school leadership:



1/3 - competition for teacher training positions has increased, while the share of young and male teachers has not increased

3. Conformity of lifelong learning opportunities and labour market needs:



1/4 - the share of STEM graduates has increased in higher education, while the share of those opting for vocational education after basic school and general upper secondary school students have not changed significantly and the short-term mobility of university students has increased somewhat but remains low

4. Digital focus in lifelong learning:

most indicators cannot be measured in the agreed manner



5. Equal opportunities and increased participation in lifelong learning:



4/6 - participation in pre-school education and the share of people with higher education has increased and the indicators of used space and educational cost efficiency have improved, but Estonian as a second language skill at the end of basic school remains a concern

Good or very good development:

- school drop-out during vocational and general education is decreasing;
- **employment and salaries of vocational education graduates have rapidly increased**, which shows an actual labour market need for specialists with professional skills;
- **the share of STEM graduates in higher education is increasing**;
- the number and share of foreign students has increased, especially in doctoral studies, where one in every three students is a foreigner;
- **the participation of adults in lifelong learning has risen over the past two years** and it is especially gratifying to see that this growth has been slightly faster among people with lower education.
- the transition to learning in Estonian in upper secondary school which started in 2007 and which the first group of students completed in 2014 has proven beneficial. The number of secondary school graduates with good or very good language skills has increased significantly. Over the last six years, the share of people supporting the reform among the population of other nationalities has increased from 53% to 78%.

More attention needs to be paid to:

- although children's participation in language immersion is increasing in kindergarden and basic school, the major issue remains **gaining sufficient Estonian language skills by the end of basic school**, and the situation herein worsened over the past year;
- regardless of the high place in PISA rankings and excellent results compared to other countries, the **increase of the share of students with lower skills and the gap between Estonian- and Russian-language basic school results** remains a point of concern in Estonia;
- the share of youth aged 18-24 with lower education who are not studying is 10.8%, which has remained unchanged in recent years;
- the number of students needing support is growing and although the number of support specialists is increasing, less than a third of schools have a psychologist and a special education teacher and less than half of schools have a speech therapist and social pedagogy specialist;
- the teacher training competition indicator has made a minor positive change in the past year but **the attractiveness of teaching and the payment of a competitive salary still pose a challenge**. The share of young and male teachers has not increased despite being set as a goal.
- **the unequal changes in the number of students in different geographical areas** set great expectations for the continuation of reforms to the school network. The number of basic school students has only grown over the past decade in Harju and Tartu counties. The largest decrease in basic school student numbers has been seen in Hiiu, Jõgeva, Võru and Põlva counties.
- the share of adults (aged 25-64) without professional or vocational education was 28.6% in 2017 and has remained at this level for the past 3-4 years.

The Lifelong Learning Strategy considers it a significant issue that the approach to learning adopted in theory and confirmed in documents **and the valuing and identification of different types of talents and special needs have not become an integral part of the learning process.**

Society focusses too much on state examination results in terms of education and school quality. Additionally, the high drop-out rate (especially among male students) could be reduced at all educational levels and segments with learning methods that are more individual, related to real life and problem-based.

The aim is to apply an approach to learning at all educational levels and in all segments that supports the individual and social development of students and develops their creativity and enthusiasm.

The following programmes contribute simultaneously to achieving this aim: "Competent and motivated teachers and school leadership", the learning and career counselling programme, the vocational education programme, the higher education programme and the general education programme.

Indicators:

Share of students with lower skill levels:

functional reading - 10.7%
mathematical literacy - 11.2%
science literacy - 8.7%

Drop-out rate from basic school - 0.3%

Drop-out rate from general upper secondary school - 0.8%

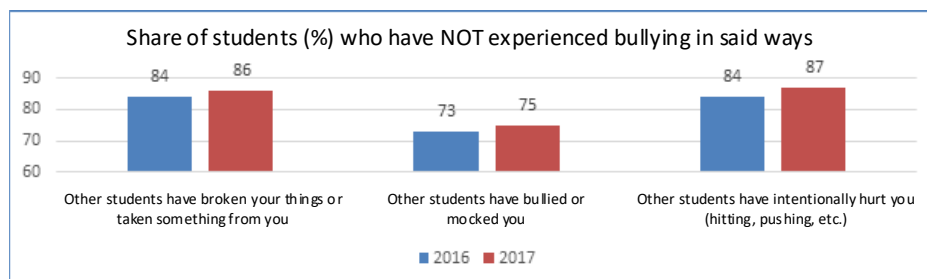
Drop-out rate from vocational education - 22.4%

Drop-out rate from higher education institutions - 21.2%

1. Changed approach to learning

Good or very good development:

- increase in the **openness and readiness for cooperation of educational institutions** - the community's expectations are being considered more and different methods are being applied to ensure a physically and mentally safe learning space for students;
- the well-being of students and changed approach to learning have received a lot of attention in schools and **the share of students who have experienced bullying has started to decrease.**

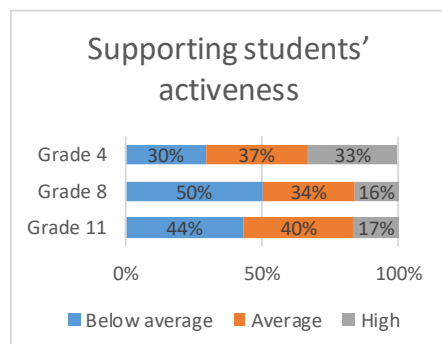


Source: nationwide satisfaction survey measuring students' well-being at school and related factors. The student focus group includes students from Grades 4, 8 and 11.

More attention needs to be paid to:

- **The problem is with the differences between the results of students studying in Estonian and Russian** (PISA 2015 results). The difference between the results in science between Estonian- and Russian-speaking students which was visible in the 2006, 2009 and 2012 PISA surveys remains unchanged (44 points). The results of boys studying in Russian have increased slightly but the results of girls have decreased. The reading results of girls and boys studying in Estonian are significantly better than those of boys and girls studying in Russian.
- Differences in learning results are still present between students in urban and rural areas and between students in different counties. **Boys and girls living in rural areas, regardless of their learning language, achieved considerably lower results in functional reading** than students in cities.
- **Missing classes** is still quite common in basic schools and even more so in general upper secondary schools;
- The application of inclusive education principles is hindered **by the burden teachers already have, the lack of specific know-how and the resulting inability to provide the necessary attention to students with special educational needs.**
- The uneven availability of **support specialists is also a point of concern.** The number of students needing support is growing and although the number of support specialists is also on the rise, less than a third of schools had a psychologist and special education teacher and less than half of schools had a speech therapist and social pedagogy specialist in the 2017/2018 academic year.

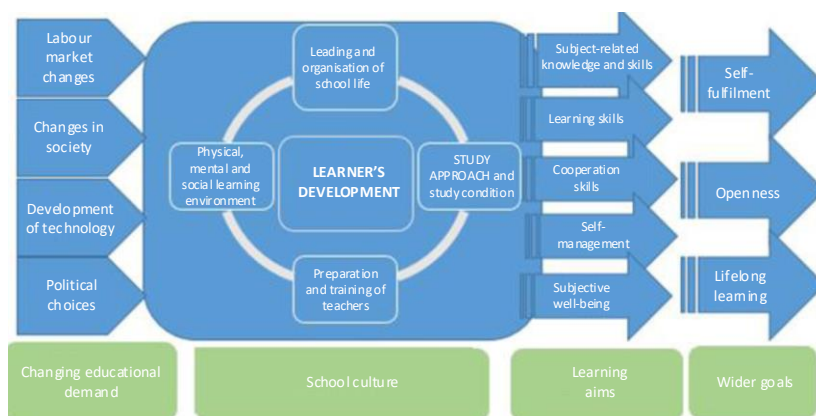
Students' assessment of one aspect of changed approach to learning - **supporting the activity of students**.



The students assessed the extent to which they feel they are actively involved in learning and to what extent they receive feedback that supports this development. **Of all aspects of school life, the students were most critical of supportive teaching.** Nearly half of Grade 8 and 11 students assessed it as below average and just 16-17% gave it a 5, i.e. assessed support for students' activity as high.

In 2017, the Ministry of Education and Research and universities in Tartu and Tallinn developed a **framework for a new approach to learning with the aim of offering a background system and support to those applying the approach to learning, i.e. educational institutions**, and their partners to help understand the bigger picture and where their different activities are positioned.

2017 was the first time when substantial measuring of one of the main aims of lifelong learning was carried out in kindergartens, general education schools and vocational schools, incl. measuring aspects of the changing of different approaches to learning. In the case of students, the extent to which they felt they are actively involved in learning and to what extent they receive feedback that supports this development were assessed. In the case of teachers, teaching in collaboration, diversification of teaching and support of students' activity were assessed. **Of all aspects of school life, the students were most critical of supportive teaching.** The plan for 2018 includes further development of the measuring of the changed approach to learning in collaboration with the universities.



The framework is available online at www.hm.ee/opikasitus.

Significant actions and decisions in 2017:

- Teachers participated in training nearly 4000 times and school leaders around 1000 times.
- Between 2014 and 2017 nearly 90,000 children and teenagers received study counselling and career services (with 34,000 being added in 2017). In the third stage of basic school around 16,000 or more than 40% of students receive individual career services each year, and this number has grown from year to year. Career counselling has been offered to a larger than expected number of young people who are not studying and who left school early: instead of the 550 cases planned by 2018, the number had reached over 2000 by the end of 2017;
- The concept of the bullying-free path of education was approved, with the priority for 2017 being to expand into Russian-language education institutions;
- In 2018, the amendment to the Basic Schools and Upper Secondary Schools Act came into force, the aim of which is to offer students the necessary support and create better conditions for acquiring an education suited to their skills;
- 6 million euros is being allocated to local governments and private general education schools in 2018 to ensure the availability of support specialist services;
- From 2018, support specialists can apply for starting support;
- The aim of the development plan of the draft act to amend the Vocational Educational Institutions Act was set as ensuring more individualised organisation of studies.

The changes in society and student numbers that have taken place and are currently occurring affect also teachers, academic staff and heads of educational institutions. Discussions are focussing on the teaching profession, options for the professional development of teachers and school leaders, worthy salaries and appreciation of the positions of teacher and leader.

The Lifelong Learning Strategy outlines that the key issues in this area are the low attractiveness of the teaching profession, which is why schools lack both young and male teachers, the weak competition for the teacher training programme and that those who have studied to become teachers do not start working in schools.

The aim is to make the assessment and salaries of teachers/lecturers and leaders meet the requirements set for these jobs and the results these positions produce.

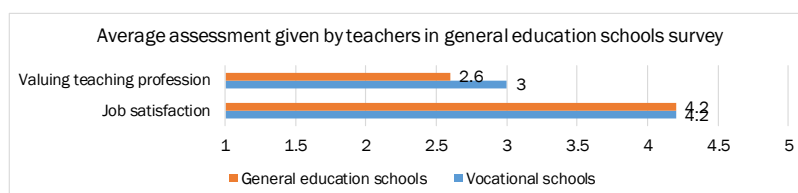
The prerequisite for increasing the attractiveness of the professions of teacher and school leader is a **worthy salary**. The state's aim is to make teachers' average salary 120% of the Estonian average salary, i.e. equal to the average salary of a specialist with higher education.

This aim will be achieved with the help of the Competent and Motivated Teachers and School Leadership Programme.

2. Competent and Motivated Teachers and School Leadership

Good or very good development:

- **Teachers' salaries have risen by almost 60% over the past five years:** the average gross monthly salary of a municipal school teacher was just over 800 euros in 2012, but had increased to 1281 euros by 2017, comprising 105% of the average salary in Estonia.
- in 2017, the teachers were involved for the first time in a satisfaction survey of general education schools. **In general, teachers' level of satisfaction with their job is high.**
- **The competition in universities for a place in the teacher training programme, which is to say the attractiveness of the teaching profession, has increased slightly.** In 2016 it was 0.9 (compared to the average of all curricula being 1); in 2017 it was 1, i.e. average. Competition increased in the curricula of pre-school teacher training and general education and vocational education teacher training. The number of teachers starting work or returning to schools was 1568 in 2017, which is around 100 more than the year before.
- **In vocational education** the number of teacher positions has declined by nearly 30%. At the same time, the number of students has decreased by a third as much, which means much more effective work: **the ratio of students to teachers, which 10 years ago was 14, is now almost 18.**



More attention needs to be paid to:

- **Great differences can be seen in teachers' salaries: mainly the fact that salaries in pre-school education are considerably lower** (the average in pre-school education being 936 euros according to initial data for 2017), but also the fact that salaries in Tartu and Harju counties are significantly higher than elsewhere.
- The issue is with higher education financing: regardless of the increase in the state's share following higher education reforms, **it still does not enable lecturers' salaries to be maintained at a competitive level.**
- **In the 2017/2018 academic year, 35% of all teachers on average worked part-time:** 42% in general education schools, 59% in vocational education institutions and 17% in pre-school education institutions.
- **The problem with the small share of young and male teachers remains:** in the 2017/2018 academic year the number of young teachers was 1581 or 10.6%. In kindergartens, the share of young teachers declined from the previous year from 15.3% to 13.8%. In vocational education institutions the share of young teachers has been between 8% and 10% over the past 10 years: in the 2017/2018 academic year there were 178 young teachers in vocational education institutions, i.e. 8.6% of all vocational teachers.

Significant actions and decisions in 2017:

- In 2018, the calculated average salary of a teacher is 8% higher than the state's average salary;
- Initiatives designed to boost the reputation of teaching have been launched;
- An educational institution leader competence model has been implemented: universities have renewed their Master's programmes for school leaders based on the competence model.

Indicators:

Share of teachers aged 30 or younger – **10.6%**

competition for place in teacher training programme – **1**

gender structure of teachers
female/male – **85.8/14.2**

To ensure the sustainable functioning of society, it is important that every individual finds a place on the labour market according to their skills and is able to react to changes on the labour market quickly and flexibly. According to the lifelong learning strategy, the key issue in this area is the excessive difference between what is offered as part of lifelong learning studies and what the labour market actually needs. Educational institutions and the world of work do not work actively together to develop the lifelong learning system, information regarding the labour market and the development of the economy is not systematic and career counselling services are uneven in terms of quality and accessibility. Moreover, an insufficient number of workers with the necessary skills is being prepared for the labour market.

The aim is to create high-quality, flexible and diverse learning opportunities and career services that take the development needs of the job market into account in order to increase the number of people with professional qualifications across various age groups and regions.

The following programmes contribute simultaneously to achieving this aim:

the general education programme, the school network programme, the study and career counselling programme, labour market and education cooperation programme and the vocational education programme.

Indicators:

Share of STEM graduates in higher education - **28.9%**

Rate of basic school graduates who continue studying full-time in vocational education - **25.2%**

Division of upper secondary school students (%) between general upper secondary education and vocational upper secondary education - **71.5/28.5**

Short-term mobility of university students - **2.2%**

3. Conformity of lifelong learning opportunities and labour market needs:

Good or very good development:

- **Employment rate of graduates is improving.** Data concerning success on the labour market (registry data) show that unemployment rate among graduates in the year following their graduation halved between 2010 and 2016. Vocational and higher education alumni assess their competitive advantage on the labour market in general as good.
- **The number of students learning in apprenticeships is increasing in vocational education.**
- A positive trend in recent years has been the rapid rise in adults (25+) in vocational training: their share had increased to 37% or 8866 learners by 2017 (compared to 23% or 6101 learners five years previously, i.e. in 2012).
- **The increase in salaries of vocational education graduates, which has occurred more quickly than in higher education, indicates the labour market's need for skilled workers.**
- Short-term student mobility of Estonian university students is low compared to the target of 10% (2.2% in 2017), but has increased steadily in recent years. The number of foreign students has more than doubled in the last five years (2012/2013: 1876 foreign students; 2017/2018: 4394). Foreign students already comprise 9.5% of all university students.
- **The share of graduates in natural and exact sciences, technology, production and construction (STEM) in higher education has increased in recent years, being 28.9% in 2017**, which is also the goal set for 2020 (29%). However, the difference between supply and demand is vast in STEM subjects. The field of ICT sees both great demand and a growing numbers of students and graduates. There is demand in several fields of natural sciences but salaries are rather low, which means many graduates continue studying and do not enter the labour market.

More attention needs to be paid to:

- If we take longer perspective, **10 years after graduating 17% of graduates (incl. 22% vocational education and 14% higher education) are "lost" to Estonia because they leave the country or for some other reason.** By speciality, the greatest number of people "lost" among vocational education graduates is in the field of construction (31%), while in higher education it is in the field of biology and related sciences and in languages and arts.
- The popularity of vocational education has not grown among young people. **The distribution of basic school graduates between vocational and general upper secondary education has not changed in the last 10 years.** Data from the Estonian Education Information System show, however, that a significantly larger number of young people are finding their way into vocational education three years after completing basic school - 37%.
- In addition to professional skills, the general skills of graduates (and most importantly their language skills) are equally important on the labour market. **Lower skills in Estonian and foreign languages leave Russian-speaking young people in a more disadvantaged position in the labour market.** Language learning still needs attention.
- A higher education alumni survey conducted in 2017 showed that alumni are unhappy with the organisation of apprenticeships and supervision. **According to foreign students, the counselling and information services at higher education institutions could also be improved.** Foreign students say that the main issue when entering the labour market is limited Estonian skills (except in the field of IT).

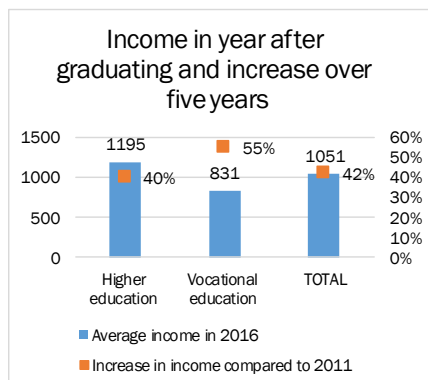
The entire economy is divided into 24 OSKA areas. Every year analyses are conducted and proposals are made for the better integration of labour market needs and training offers in five or six OSKA areas.

- accounting
- ICT
- metal and engineering industry
- forestry and timber industry
- social work
- construction
- energy and mining
- chemical, rubber, plastic and construction material industry
- agriculture and food industry
- health care
- transportation, logistics, motorised vehicle repairs and maintenance

In 2017, a new OSKA activity was added **that concerns the monitoring of implementation of the proposals stemmed from the field surveys earlier.**

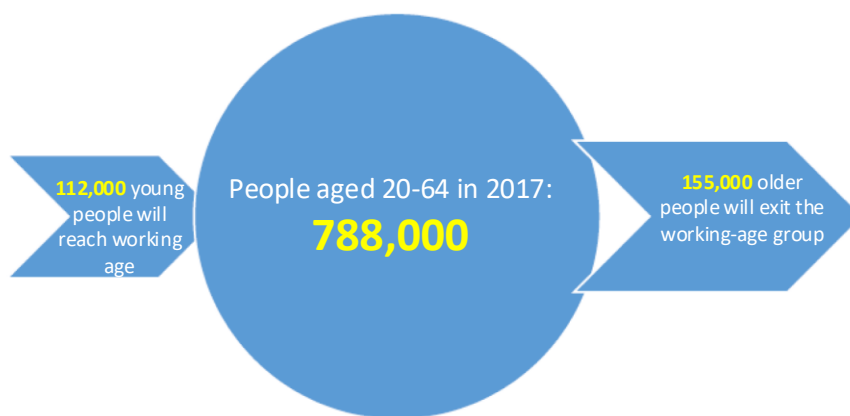
In 2018, **a visual environment is being completed to present the survey results and proposals.**

The increase in salaries of vocational education graduates indicates the labour market's need for skilled workers.



Significant actions and decisions in 2017

- **Apprenticeship learning options** have been expanded. As at the end of 2017, 2631 students (the aim by 2020 being 7200) and approx. 377 companies had participated in apprenticeship learning, with more than 1250 students being added in a year. Apprenticeship students make up 7% (5.5% in 2016) of all vocational education students, and a quarter of vocational education institutions offer this type of learning.
- In 2017, additional OSKA reports were prepared with labour need forecasts in six areas, as well as a survey report entitled "The Estonian labour market today and tomorrow" that provides an integrated overview of future employment changes in general and by sector of the economy. **In total, nearly 50% of the Estonian labour market has now been covered with field surveys.**
- As a result of the entrepreneurship programme, the readiness of schools to teach entrepreneurship has increased: **300 schools around Estonia have already gotten involved in the programme.**
- **Pre-vocational education piloting has been launched.** Pre-vocational education (the so-called gap year) is a study programme at a vocational education institution that lasts for up to nine months and the aim of which is to form, via practical professional learning, initial readiness to enter either further education or the labour market.
- A new vocational education financing model **came into force on 1 January 2018** which guarantees schools stable financing for a period longer than one budget year. The budget for operating costs increased by 3.25 million euros, the main part of which is for financing support services.
- Since 2017 **a performance-based financing model has been applied in higher education.** The result indicators that count for financing are selected pursuant to strategic goals. The first two years indicate an improvement in educational institutions' results in most areas (share of students graduating within the standard period of study, share of students accepted in fields of responsibility, share of foreign students and share of students participating in mobility).
- In 2017, the conditions of the **"Kristjan Jaak Programme" (mobility programme) were approved for the period 2017-2021.** This programme offers university students and young scientists mobility grants for studying and working abroad.



Estimated number of young people entering working-age age group (20-64) and number of seniors exiting group from 2017-2025.

Source: Statistics Estonia. Figure: OSKA survey "The Estonian labour market today and tomorrow (2017)"

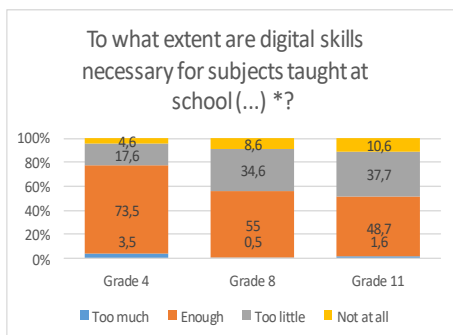
The challenge of maintaining the number of employed people is quite a difficult one because **43,000 fewer young people will enter the working-age age group over the next eight years compared to the number of seniors exiting the group.** Since the number of young people entering the group is decreasing, in order to maintain the employment level, either the number of unemployed people must reduce or more people outside of the labour market must be involved in it (older people and people not working due to health or other reasons) and the necessary working conditions (partial work time, working from home, workplace adjustment, etc.) must be provided for them. (OSKA survey "The Estonian labour market today and tomorrow 2017")

The Lifelong Learning Strategy highlights as the most significant issues in this area the fact that nearly a third of Estonia's working-age population lacks the minimal digital skills and ICT skills necessary for work and that students' access to digital infrastructure and digital learning materials are lacking and unevenly provided.

The aim is to use modern digital technology more expediently and proficiently in learning and teaching, to improve the digital skills of the population as a whole and to ensure access to next-generation digital infrastructure.

The digital focus programme has been established to achieve the digital focus aims.

Students' satisfaction with the development of digital skills



Note: *The question regarding digital skills was slightly different in different grades. Grade 4: information search and communication online, saving, etc. Grade 8: finding information and its critical assessment, risks and safety, using e-services, etc. Grade 11: creating a website or video, safety, copyright, data analysis, etc.

Nearly half of all Grade 11 students and 43% of Grade 8 students are unhappy with the amount of digital skill development. The opinions of Grade 4 students tend to be rather positive. **Very few students feel that computers are used too much or that digital skills are taught too much.**

4. Digital focus in lifelong learning

Good or very good development:

- **82% of students assess their skill level (e.g. equipment use, online information search and information analysis and digital material creation) as being above average.** The self-assessed digital skills level increased by 2% from 2016 to 2017.
- **Students' access to computers has improved in schools and at home**, with a third of children using smart devices in their school work. Almost all families with children have the Internet at home. Additionally, readiness for e-evaluation has improved in schools thanks to the basic school support method.
- The share of ICT groups and kindergartens integrating IT in learning grew to 40% in 2017.
- **The share of Estonian residents aged 16-74 who have at least low-level digital competence is increasing.** Whereas in 2012 the rate was 65%, then five years later in 2017 it was 88%. Thus, the share of people with no digital competence has decreased from 35% to just 12%.
- **The number of ICT graduates has increased 1.5 times in five years** and the number of ICT Master's students has increased just as quickly. Both developments are in line with OSKA recommendations.

More attention needs to be paid to:

- 30-40% of young people are unhappy with how much computers and other digital tools are used during studies; Grade 8 students would like to use them more often. **Nearly half of all Grade 11 students and 43% of Grade 8 students are unhappy with the amount of digital skill development.**
- **Organisation of digital skill teaching is uneven in general education schools in Estonia:** a fifth of all schools start teaching digital skills as an independent subject during the 1st stage of studies, while around half also teach digital skills as a separate subject during the 2nd and 3rd stages of study. (National Audit Office Memorandum, 2017)
- There are no complete data on the digital skills of teachers in Estonia, but it can be said indirectly that the need for digital skills training among teachers remains high.
- Procurements for innovative learning equipment and e-evaluation development work have not gone as well as expected and there is not enough competence on the market.

Significant actions and decisions in 2017:

- 2017 saw the start of creating digital study materials in general upper secondary education in four areas: mathematics, social studies, natural sciences and art.
- An Estonian language learning web platform was developed and the development of an Estonian-Russian-Estonian online dictionary started. Class plans for integrating IT into different subjects/topics were developed.
- The need for vocational education simulators was mapped and assessed, procurements for simulators were organised and procurements for buying the study equipment were held.
- Tests determining digital competence standards and e-standards in natural sciences at all stages of study were completed.
- The 2017 open application round for Klass+ common use activity provided support for 12 projects in a total of 54 schools.

Estonia must guarantee all people equal opportunities to obtain high-quality education that is proportional to their abilities. However, there are a number of social, linguistic, gender-related, economic and regional barriers which set limits to these opportunities. Ensuring equal educational opportunities for children and young adults with special needs continues to be a problem. The share of financing of education from the public sector budget is comparable to that of successful countries. To achieve an increase in participation in lifelong learning, financing should take the possibilities, needs and characteristics of the target groups into greater consideration.

Goal: Everyone enjoys equal opportunities in regard to lifelong learning.

The following programmes contribute simultaneously to achieving this aim:

the general education programme, the school network programme, the study and career counselling programme, the higher education programme and the vocational education programme.

Indicators:

share of children from the age of 4 up to school age in pre-school education, incl. 6-year-olds in basic schools – **91.7%**

Share of Russian-speaking basic school graduates with Estonian language skills at B1 level – **57%**

Share of basic school graduates with a mother tongue other than Estonian whose Estonian is at least the B1 level – **65%**

Share of people aged 30-34 with tertiary education in age group – **48.4%**

Share of labour force costs in general education costs of government sector – **58.9%**

Optimisation of use of space in field of education – **3.4 million**

5. Equal opportunities and increased participation in lifelong learning

Good or very good development:

- According to Eurostat, 90% of children aged 4-6 participate in pre-school education, which is slightly below the EU average. Based on Estonian Education Information System data, **participation in pre-school education has increased over the past five years by 1-2%. Thus we can hope to reach the target indicator level by 2020.**
- Compared to 2012, **the share of people aged 30-34 with tertiary education (higher education) has increased** - in 2017 they comprised 48.4% of the age group (39.5% in 2012).
- The transition to studies in Estonian which started 10 years ago is clearly showing positive results, and attitudes towards it have improved. **A large number of Estonian residents are in favour of early education in Estonian and multicultural classes.**
- The share of children studying in Estonian language immersion programmes in pre-school education institutions is growing, which supports the implementation of the goal regarding obtaining Estonian language skills by the end of basic school.
- The number of schools with an upper secondary school stage has fallen to 164 (the number being higher than 200 in 2013). The aim is to reach 100 schools.

More attention needs to be paid to:

- **The share of basic school graduates with a mother tongue other than Estonian who master the Estonian language at B1 level dropped by 3% over the last year**, making reaching a goal that is difficult enough (90% B1 by 2020) impossible to achieve.
- While drop-outs have decreased in vocational secondary education, in other types of study they have increased somewhat, indicating that **adult learners need more support to complete their studies from their school, employer and families alike.**
- Different topics related to students with special educational needs still pose a problem, incl. movement of information about students' special needs or violation of the law and counselling in the case of difficult situations (depression and addiction).

Significant actions and decisions in 2017:

- In 2018 the rate of school lunch support has been raised from 78 cents to 1 euro per student per day. This creates better opportunities to offer healthy school meals.
- 12 upper secondary state schools have been established and are operating (with 24 planned in total); four schools are currently being launched, and there are contracts for the establishment of a further 19 upper secondary state schools. The school network is also being improved by region.
- In 2017, as a result of the first round of basic school investments, 22 projects were granted support, with which more than 60,000 square metres of school area is being modernised and educational infrastructure will decrease by at least 62,000 square metres.
- All administrative contracts signed with universities for 2016-2018 have set common aims in three areas: provision and quality of higher-education level studies; efficient study organisation and connection with society; and development of areas of responsibility. Universities must support students so as to make learning effective and reduce drop-outs.
- 16 adult upper secondary school projects received grants in order to bring adults with lower education levels back to further education and support their participation in learning. The number of people supported within this framework (2969) has already significantly exceeded the target level for 2018 (900 participants).

YOUTH FIELD

The general aim of the Youth Field Development Plan:

young people have ample opportunities for self-development and self-realisation, supporting the formation of a cohesive and creative society.

The development plan has set **four strategic goals:**

1. young people have more choices in order to foster their creative and developmental potential:



Involvement of young people in youth work has grown from 49% to 54% compared to 2014.

2. young people are at lower risk of exclusion:



Both hobby schools and youth centre services are more available to young people than they were in 2014.

3. the participation of youth in decision-making is more supported:



Options for organised forms of participation have decreased compared to 2014.

4. the youth field functions more efficiently:

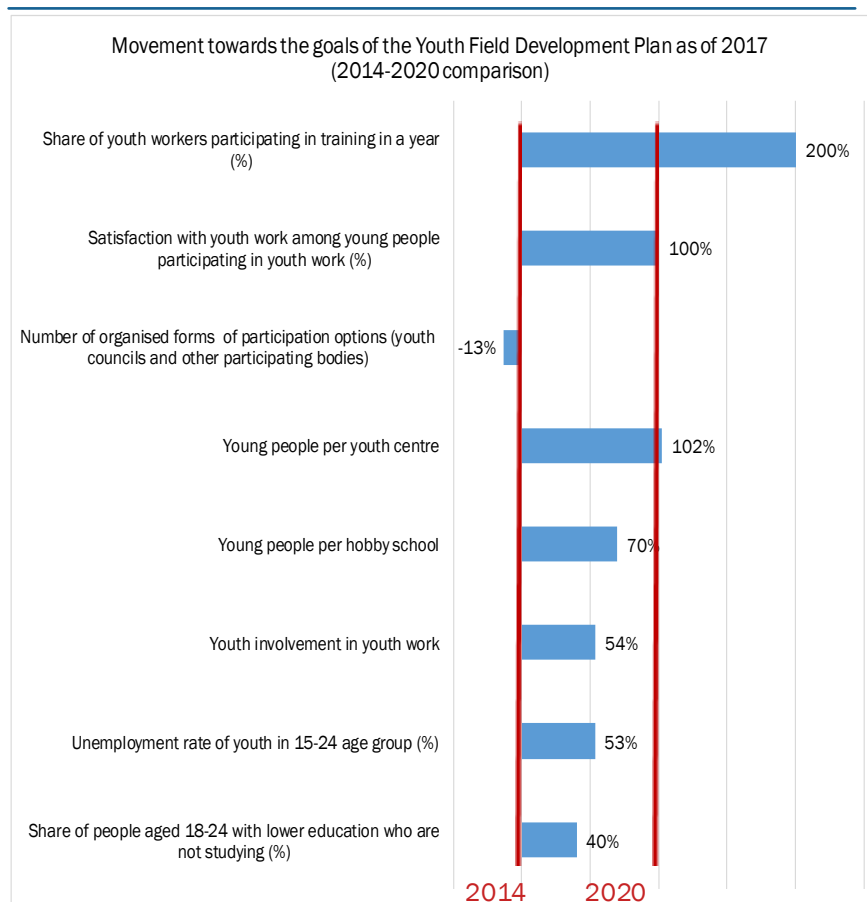


Young people's satisfaction with youth work is high - 86%; youth workers participating in training has doubled from 10% in 2014 to 20% in 2017.

General assessment

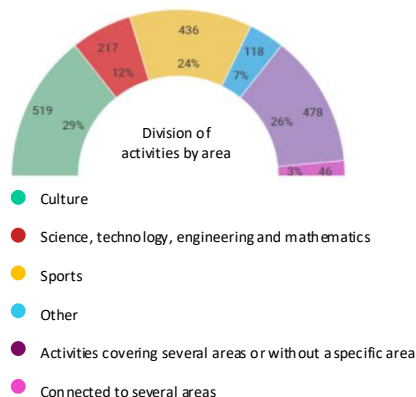
In order to measure the effectiveness of the youth field development plan, **eight indicators have been set**. When assessing the current situation in the youth field, it is important to bear in mind that the number and share of young people among the population is on the decline. The number of young people living in Estonia in early 2012 was around 303,000, but this figure had dropped to 279,000 by early 2017. **According to the forecasts of Statistics Estonia, the share of young people among the total population will continue to decrease until 2020.**

Among the eight youth field development plan indicators, we have made progress in seven.

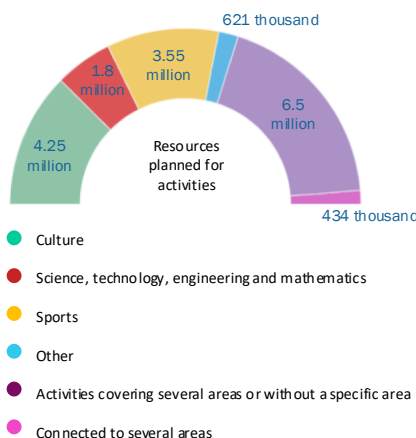


The figure shows movement towards the aims of the youth field development plan indicators as of 2017 or the last measured year compared to 2014, which is level 0. The level of 2020 is 100%.

The aim of additional national support for hobby education and activities is to improve the availability of hobby education and activities and offer young people (aged 7-19) more varied options for participation. Local governments must offer hobby education and hobby activities in at least three fields: culture, sports and STEM. The 163 plans which the local governments submitted on 1 September 2017 describe a total of 1814 activities.



Division of activities planned by local governments by area. Source: Estonian Youth Work Centre.



Resources planned for activities devised by local governments. Source: Estonian Youth Work Centre.

Good or very good development:

- The number of young people not in employment, education or training (NEET) has decreased by half since 2010.
- Participation of young people in youth work has increased, i.e. the proportion of young people participating in hobby education or youth camps, youth work camps, youth councils and in youth organisations receiving the annual grant. In 2010 the rate was 37%; in 2017 it was 54%; and the goal for 2020 is 60%;
- More than half of all hobby school students are involved in the field of sports, and almost a third in the fields of music and art.
- The regional accessibility of youth work, measured by the number of young people per hobby school (428) and youth centre (996), has significantly improved.
- The competence of youth workers keeps improving. This is very important for developing and applying new possibilities such as smart youth work.
- The average satisfaction rate for all youth activities was 87% (the share of those satisfied or very satisfied), while with hobby education activities in particular, 91% of young people are satisfied (incl. 64% very satisfied).

More attention needs to be paid to:

- The rate of participants in the fields of technology and nature is particularly small: just over 3% of all hobby school students. On the other hand, a lot is done in these areas in school hobby groups. 15% of general education school hobby group participants are in the field of STEM.
- Increasing the number of organised forms of participation (youth councils etc.) is a challenge. There were 70 of these in 2017 (the target for 2020 being 200) which is 20 less than in 2016. The reason for this is the administrative reform merging local governments.

Significant actions and decisions in 2017:

- Additional support for **hobby education and hobby activities was implemented in 2017.**
- **Cooperation between local governments** to increase local youth work opportunities and include more young people in youth work was successful. By the end of the year, 208 local governments (all 79 local governments after the administrative reform) agreed to work together to improve youth work. As a result of local governments' cooperation, 588 new options for young people to participate in youth work activities have been created and 25,183 young people have taken part.
- 3300 Estonian youth and youth workers received support to participate in Erasmus+ youth field projects abroad and 600 young people and youth workers received support for participating in projects carried out in Estonia.
- The **Youth Prop Up** programme aimed at NEET youth (youth not in employment, education or training) was also carried out. Nearly 50 youth centres in 144 local governments (54 local governments after the administrative reform) are implementing the programme, and support services have been offered to 4361 young people. **67.5% of NEET youth exited NEET status six months after completing the programme;**
- **Smart youth work action plan** was created, and during the year the smart approach were integrated into different activities in the youth field, incl. the nationwide youth work week entitled "Smarter, virtual, global - to the clouds";
- **Mobile workshops have been very successful:** during the year 134 workshops were held for 1663 young people.

RESEARCH

The general aim of research and development and innovation development:

to create favourable conditions for growth in productivity and standard of living, good education and culture and the preservation and development of Estonia.

The strategy has set **four strategic goals**:

1. Research in Estonia is of high quality and diverse:



3/3 – we have seen positive movement in all three aims: the amount of publishing activity and defended Doctoral thesis have increased.

2. research and development (RD) functions in the interests of Estonia's society and economy:



2/2 – the share of private sector investments in the public sector RDI has increased, as has the socio-economic applied research financed by the state.

3. RD makes the structure of the economy more knowledge-intensive:



2/2 – the involvement of high (and medium-high) technology sectors and the share of export are increasing.

4. Estonia is active and visible in international RDI cooperation:



1/2 – funding received from Horizon 2020 per capita has increased.

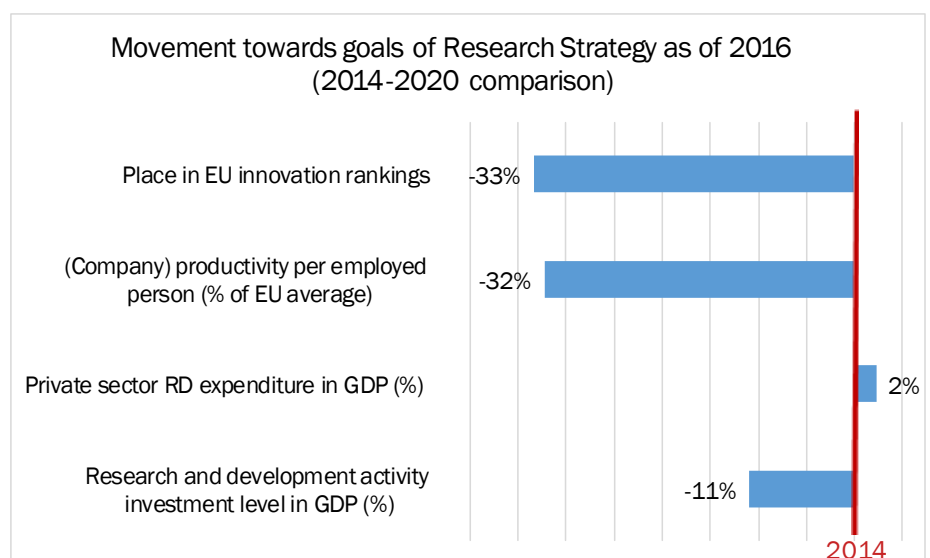
General assessment

To measure the performance of the Estonian Research and Development and Innovation Strategy 2014-2020 “Knowledge-based Estonia”, **four key indicators and nine result indicators have been set**.

Several indicators reflect **the high quality research in Estonia**. A well-functioning and developing research, development and innovation (henceforth RDI) system based on quality competition has been developed in Estonia. **The participation of researchers in international cooperation is growing**, as are the **publishing activity, which indicates the high level of research** and success in the EU's research and development (henceforth RD) framework programme Horizon 2020. As a three-year average, we secured 1.3 times more research financing in Horizon 2020 than the EU average per person. **The number of defended Doctoral thesis has increased in recent years**, which is the result of the high admission rate around 2010. This growth is not sustainable because admissions to Doctoral programmes are on the decline.

Increasing the involvement of companies in research and development activities and their research financing are the biggest research policy challenges. The level of RD investments coming from the public and private sectors as a ratio of GDP has been marked by a negative trend over the past five years. Compared to many other European Union Member States, Estonia finances the relative majority of the RD costs of the business sector. In 2015, 8.4% of the RD expenditures of the business sector were financed by the state, while the EU average was 5.9%. Another characteristic of Estonia is the high level of project-based activities and the large share of foreign sources in research financing, especially in the case of public sector RD.

None of the **four general aims of the strategy have seen considerable improvement since 2014** (see image below). At the same time, developments in the sub-aims have been rather positive (see left-hand panel).



The figure depicts movement towards the RDI strategy indicators as of 2017 or the year last measured, compared to 2014 (level 0). The level of 2020 is 100%.

Government focus in 2017-2019: large-scale financing of research and development by companies and stimulating cooperation between companies and universities and research institutions.

The aim is to raise public-sector financing of research and development to **1% of GDP**, incl. significantly increasing the base financing of institutions. **The aim is to achieve a 50/50 ratio between the base investments of science institutions and research grants.**

Results of 2017 routine evaluation of research and development institutions:



- Estonian research is at a high level in international competition.
- Estonian research acts in the interests of society and the economy.
- The infrastructure and equipment in laboratories in Estonian research institutions is at a very good level internationally.



- Unstable financing and dependence on European Union structural funds.
- The period of Doctoral studies is too long in Estonia.

Good or very good development:

- **Publishing activity, which reflects the activity of researchers and the high level of research, has increased** (to 1752 peer-reviewed articles per million residents in 2016).
- Compared to 2015, **demand for public sector research from the business sector has increased**, representing 6.3% of the R&D volume of the public sector in 2016. The target for 2020 is 7%.
- **Over the last four years, high-tech exports have accounted for 14% of total exports** (2015: 15.4%) and in 2014 we surpassed the EU average as well as our own target for 2020: 15%.
- **The share of high- and medium-high-tech sectors in total employment has grown from 6.7% to 8.3% in the past five years (2016) with the goal for 2020 being set at 9%.**
- The number of Doctoral graduates was 253 in 2017. This is the highest rate in the past five years. The number and share of foreign Doctoral students has increased substantially: **in 2017, 17% of Doctoral students and one in every three students admitted to Doctoral programmes were foreigners.**
- **Estonia is becoming more and more attractive to foreign scientists.** The number of foreign scientists has continuously increased in Estonia's public research institutions: 402 foreign scientists work in Estonia, which makes up nearly 8% of the total number of scientists.

More attention needs to be paid to:

- The level of research and development (R&D) investments in Estonia has been declining since 2012: from 2.31% of GDP (2011) **to 1.28% (2016), incl. a decrease in business sector investments from 1.48% to 0.68%.**
- Estonia's ranking in the European Innovation Scoreboard has remained quite stable over the last five years (13th-15th place). The most critical issue (compared to our own previous situation and that of other countries) **concerns innovation in small and medium-sized companies.**
- **The existing academic career model is too inflexible** and tends to hinder rather than enable mobility between sectors.

Significant actions and decisions in 2017:

- In 2016, an increase of research financing from the state budget in the amount of 8 million euros was agreed starting from 2017. Also, additional research financing in the amount of 10.8 million euros was received in 2017, keeping state financing in 2018 in relation to GDP at the level of 2017. The ratio between the base financing of research institutions and research grants is 40%/60% in 2018.
- In accordance with the 2016 decision of the Research and Development Council, the structural reorganisation of research and higher education institutions was carried out, e.g. Tartu Observatory and the Estonian Biocentre were merged with the University of Tartu on 1 January 2018 and negotiations regarding a possible merger of the National Institute of Chemical Physics and Biophysics continued with the University of Tartu and Tallinn University of Technology.
- Routine evaluation of **research and development institutions took place in 2017**. 36 of the 38 submitted applications received positive evaluations.
- In 2018, the Estonian Research Infrastructure Roadmap is being updated, for which preparations began in 2017.
- A new ICT research support method was launched.

LANGUAGE

The general aim of the Development Plan of the Estonian Language is to ensure the functioning of the Estonian language as the state language in all areas of life, the teaching of the Estonian language, the study, development and protection of Estonian and, through all of this, the preservation of the Estonian language over time.

Four strategic directions have been selected:

1. to support the sustainable development of the Estonian language among speakers of Estonian as a native language:

2/4 – we have seen progress in two of the four indicators: there have been improvements in the average result in the upper secondary school exam in Estonian as a first language and also in the share of top results. At the same time, the share of students with low skills has also increased and the number of inquiries made to language advice services has decreased.



2. to improve the options to learn Estonian abroad:

The participation of Estonians living abroad in Estonian language learning and events remains at the same level as in 2015.



3. to improve and expand the Estonian skills of Estonian residents with other native tongues:

3/4 – we have seen progress in three of the four indicators: the share of people passing their Estonian language proficiency exams has risen, excl. the C1 level.



4. to increase motivation among people in Estonia to study different languages:

In 2017, 57% of young people who passed the foreign language state examination achieved at least the B2 level, which is 8% more than in 2014.

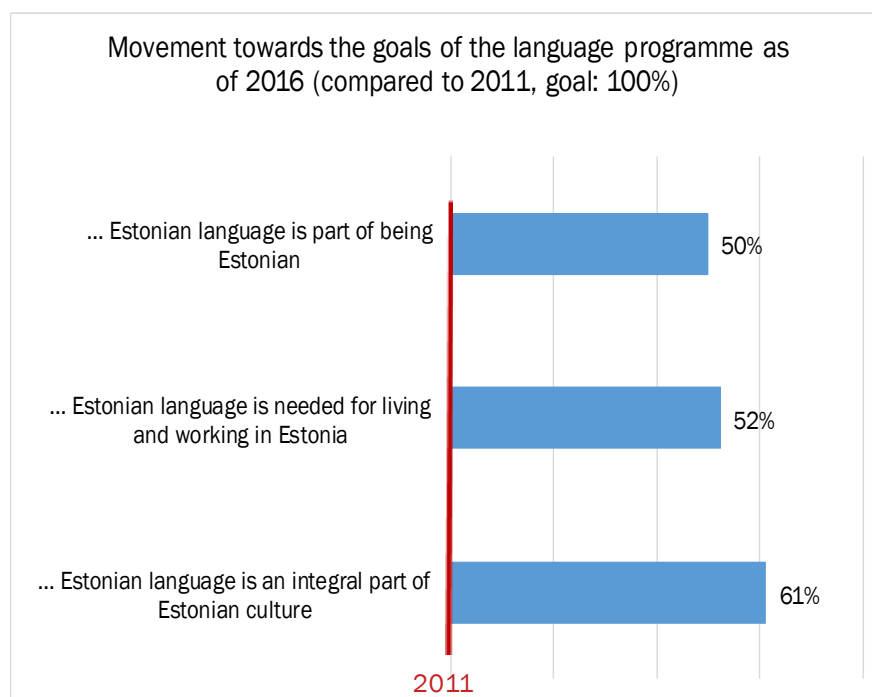


General assessment

The Development Plan of the Estonian Language 2011-2017 and the Estonian Foreign Language Strategy 2009-2017 came to an end last year. A development plan performance review was commissioned that highlighted several topics needing attention, incl. study processes in Estonian higher education, the shortage of Estonian language teachers, early (state) language learning as a possibility to achieve very good language skills, and development of terminology and language technology. It was decided that since the **updating of several strategies will start soon, it is important to continue the development of the language field in connection with Estonia's lifelong learning strategy and to continue with the current activities in the Language programme until the new strategy is ready.**

To measure the effectiveness of the Development Plan of the Estonian language, three key indicators and 10 result indicators in four areas have been set in the language programme. The key indicators measure the attitudes of the target groups and stakeholders towards the Estonian language. As a result of the language preferences survey (2017) it was found that **Estonian people value the Estonian language the most as part of the Estonian identity.** For Estonians, functions related to them personally and Estonian identity matter most, while for non-Estonians the instrumental function matters most. **More than 70% of Russian-speaking respondents agree that Estonian is necessary for living and working in Estonia.**

We have made progress in 10 of the 13 indicators of the language programme, and all key indicators have moved in a positive direction (see figure below).



The figure shows movement towards language programme key indicators as of 2016. The result is compared to that of 2011 (level 0) which was the starting point of the Development Plan of the Estonian Language. The target level is 100%.

Main results of 2017 language status survey:

- The Estonian language has national status and the status of an official European Union language, but **there are areas and fields where the de facto status of the Estonian language is weaker and more vulnerable.**
- The reputation of language is predominantly good, with many people whose mother tongue or language at home is not Estonian wishing to learn it.
- Both adults and young people have various options for participating in **language-learning outside of the education system, but the area is underregulated and the quality of language-learning is uneven.**
- To date the emphasis on Estonian as a second language has been far too much on the general upper secondary level: **resources must be focussed on teaching Estonian in basic school (and pre-school).**
- In the case of Estonian and foreign language teachers, issues with the attractiveness of the teaching position are in general similar to that of other teachers.
- Estonians living abroad away from major centres often do not find themselves within the information sphere of the communities of other Estonians.
- It is necessary to provide continuous support via a uniform national system **for the teaching and preserving of dialects** if there are users (incl. learners) of the dialect in question.
- Language-learning among new migrants does not meet current needs: the number of Estonian language lessons is small and there is a great deal of insecurity concerning the teaching of migrants with whom there is no common language.
- **Sign language interpretation services are not sufficiently available,** firstly because of the small number of sign language interpreters.
- The issue with Estonian language scientific journals is the shortage of human resources: the lack of people competent in specific areas, which via reviewing also affects the quality of the journals.
- **The reputation of the Language Inspectorate needs improving and its functions should be redesigned.**
- The level of Estonian **language technology is good.**

Good or very good development:

- The results of the Estonian language final examination have improved over time in both general upper secondary school and basic school.
- A **central multilingual term base, Esterm**, which includes terms from more than 50 areas of speciality, has been developed. The level of Estonian language organisation and the accessibility of language advice services are very good.
- The world-renowned “QS World University Rankings” place the University of Tartu in the top 150 for language studies.
- The self-assessed Estonian skills of people of other nationalities have also gradually improved. Whereas in 2008 the number of people of nationalities other than Estonian who did not know any Estonian was 19%, in 2017 the same figure was just 10%.
- **Being multilingual is valued in Estonia.** Knowing several languages pays off on the labour market. More than half of all children start learning a foreign language earlier than education laws dictate they must.

More attention needs to be paid to:

- **Significant migration away from and back to Estonia requires increased attention to offering teaching of Estonian as a first language and as a second language in Estonia and abroad.** Maintaining language skills abroad and offering language support to those who return is key if we want to make it as easy as possible for children with multinational backgrounds to grow up to be Estonians.
- The share of non-Estonians who speak Estonian has increased in the last 10 years overall, but has remained at more or less the same level in recent years. The **foreign language skills of this group also need attention.** In the youngest surveyed group (ages 16-24), those who do not have English language skills are just 4% among Estonians, compared to more than one in four (27%) among Russian-speakers.
- In the 2017/18 academic year the total number of teachers in general, vocational and pre-school education institutions whose Estonian language skills did not meet the requirements was around 1900 (7.8% of all teachers);
- A contribution from all ministries is required in order to support the terminology development process;
- At the 1st level of higher education it is possible to study almost 100% in Estonian in all curricula groups, but there are **fields at the 2nd level of public universities where the number of curricula in Estonian has decreased.**

Significant actions and decisions in 2017:

- Three language field surveys were conducted, the results of which helped to plan the language field;
- At the end of 2017, the activities of the Language Preservation Centre were merged with those of the Institute of the Estonian Language to avoid the overlapping activities;
- The creation of the Estonian language B1 e-course “Keeletee” has been initiated and the activities of the Global School have been expanded;
- An online version of a Finnish-Estonian dictionary was published;
- An Estonian-language TTS API was completed for Android that can be used in voice applications, and a news reader was completed;
- To organise terminology work, a survey was conducted in ministries to determine the relationship between terminology committees and ministries;
- As of 2017, Estonian language proficiency examinations also take place regularly abroad: it is possible to take the examination twice a year in Helsinki.
- The language-learning of kindergarten, basic school and upper secondary school teachers from Ida-Viru County is supported.
- In collaboration with the Estonian Qualifications Authority, new annexes to professional standards concerning foreign language skills were completed along with a guide for determining professional foreign language skills.

NATIONAL ARCHIVES

Aim of programme:

sustainable preservation and use of the documentary memory of society and proving citizens' rights.

During 2017 the National Archives had around 1.25 million visitors, 99.3% of them via the web service.

The services available to archive users around the world are:

- 18.5 million digitised file pages;
- 575,000 digitised photographs;
- 1200 digitised hours of film;
- 730 digitised hours of audio; and
- 50,000 digitised maps.

General assessment



All programme aims for 2017 were achieved:

- the number of institutions that have submitted digital archival documents to the National Archives has increased (from five in 2014 to eight in 2017);
- the share of records kept in proper vaults in the National Archives has grown (from 58% in 2014 to 85% in 2017);
- access to records online has improved significantly: 18.5 million images (compared to 13.4 million in 2014)

Good or very good development:

- This historic change came about with the adoption of 'Noora', the new main building of the National Archives, in 2017. The archive is once again capable of accepting documents from institutions and the shortage of vault space which lasted for many years has come to an end.
- Preservation conditions have improved significantly, with around 85% of records now properly stored.
- Several innovative work organisation and technical solutions were implemented in the area of use, which made customer service faster and better. Noora has made the entire organisation more compact and also more visible.

More attention needs to be paid to:

- The main challenge in 2017 was keeping web services (search and information systems) working and developing them, as well as offering software-related solutions for accepting and preserving information created in digital form. This work is continuing in 2018.

Significant actions and decisions in 2017:

- The most important activity aims of the National Archives were related to implementing Noora and improving archiving services in all important work segments.
- The share of institutions performing public tasks whose work may generate documents worth archiving and whose main activity documents have been assessed was 96.4% as at the end of 2017. It is likely that the main activity and management documents of all institutions performing public tasks whose work may generate documents worth archiving will be assessed by the end of the period. The initial plan was to achieve an increase from 87% to 92% from 2018-2021.
- Preparations to establish the Tallinn Centre (film archive) have reached the phase of analysing cooperation possibilities with institutions that have similar tasks.
- 2017 was marked as a year of strong development in archive pedagogy, opening up Noora and other buildings to students from general education schools and universities.
- Three institutions submitted digital records.

- statistics concerning all schools and learning: students, graduates, applicants, students drop out their studies, teachers, teaching staff per study level, education type, school, age, gender, etc.;
- efficiency and effectiveness indicators and strategy indicators;
- possibility to compare schools based on different indicators: background data, learning environment, results, etc.;
- possibility to compare statistic reports and to compare educational indicators.



The Haridussilm portal gathers its main data from the Estonian Educational Information System (EHIS) but also from Statistics Estonia, Eurostat, the Thomson Reuters Web of Science database and elsewhere. Time series since 2005, regular data updating. We have a wide-ranging user community, from parents and school directors to analysts and journalists.



ANNEX 1. EXECUTION OF STRATEGY PROGRAMME BUDGETS IN 2017				
Programme	Measure	Budget 2017, thousand euros	Execution in 2017, thousand euros*	Execution % **
Competent and Motivated Teachers and School Leadership	Measure 1 Designing a training system for teachers and school leaders, incl. developing competence centres at the University of Tartu and Tallinn University responsible for teacher training and development of pedagogy	4,488	3,379	75%
	Measure 2 Raising the attractiveness of, and rewarding, the professions of teacher and school leader	290,843	291,985	100%
	Total	295,332	295,364	100%
Digital focus programme	Measure 1 Integrating digital culture into the learning process	2,047	906	44%
	Measure 2 Creating prerequisites for integrating digital culture into the learning process	7,806	6,494	83%
	Total	9,853	7,400	75%
Labour market and education cooperation programme	Measure 1 Linking studying with labour market needs	10,933	7,760	71%
	Total	10,933	7,760	71%
School network programme	Measure 1 School network organisation	28,515	7,892	28%
	Total	28,515	7,892	28%
Study and Career Counselling Programme	Measure 1 Providing a career and study counselling service for children and young people, its coordination and ensuring its availability	6,417	6,668	104%
	Measure 2 Developing educational support services and ensuring their quality	1,699	530	31%
	Measure 3 Raising the public's awareness of the services and ensuring the availability of relevant labour market and training-related information	258	120	47%
	Total	8,375	7318	87%
Vocational education programme	Measure 1 Conformity of lifelong learning opportunities with the needs of the labour market and increase in participating in studies	52,037	52,283	100%
	Total	52,037	52,283	100%
General education programme	Measure 1 Ensuring the quality of general education	5,494	6,630	121%
	Measure 2 Ensuring equal opportunities and reducing drop-outs in general education	4,747	5,129	108%
	Measure 3 Ensuring access to general education	73,919	76,368	103%
	Total	84,160	88,127	105%
Higher education programme	Measure 1 Equal opportunities for higher education and implementing principles of changed approach to learning	174,155	177,872	102%
	Measure 2 Conformity of higher education with the current needs of the labour market	4,663	6,986	150%
	Measure 3 Promoting the international competitive advantages of higher education	2,758	5,793	210%
	Total	181,577	190,651	105%
Adult education programme	Measure 1 Bringing adults who quit their education back into the formal education system and creating conditions for them to remain there and obtain an education level	1,481	2,332	157%
	Measure 2 Increasing access to informal training and raising the quality of training	9,404	4,333	46%
	Measure 3 Developing a professional qualifications system and creating cooperation formats that execute the lifelong learning vision and supporting these in adult education	1,609	1,266	79%
	Total	12,494	7,932	63%
Youth field development programme	Measure 1 Increasing opportunities to develop youth's creativity, initiative and joint activities	3,746	3,671	98%
	Measure 2 Increasing the involvement of youth and improving youth employment	10,957	10,632	97%
	Measure 3 Supporting the active participation of youth in the community and decision-making	662	673	102%
	Measure 4 Ensuring quality youth policies and youth work development	2,498	2,434	97%
	Total	17,864	17,410	97%
Research and development and innovation programme	Measure 1 Ensuring the high level and variety of research	104,107	90,017	86%
	Measure 2 Increasing the public and economic profit of RDI	8,749	4,965	57%
	Measure 3 RDI changing the economic structure is based on smart specialisation	11,450	2,741	24%
	Measure 4 Making Estonia active and visible in international RDI cooperation	10,404	5,398	52%
	Total	134,710	103,121	77%
Language programme	Measure 1 Ensuring the sustainability of the Estonian language	2,769	2,852	103%
	Measure 2 Creating Estonian language learning options in Estonian communities abroad and in foreign universities	987	1,021	103%
	Measure 3 Ensuring the teaching of Estonian as a second language and supporting studies	398	548	138%
	Measure 4 Supporting foreign language and multilingual skills (Estonian foreign language strategy 2009-2017)	232	227	97%
	Total	4,387	4,647	106%
Archiving programme	Measure 1 Sustainable preservation and use of the documentary memory of society and proving citizens' rights	6,914	6,923	100%
	Total	6,914	6,923	100%

* Accrual costs. All economic activities which are recognised in the period that they take place, regardless of when they are paid for, are accrual costs. Prepayments are not accrual costs. Recognising grants depends on whether the grant in question is an activity grant or a project-based grant. Activity grant: grants in the case of which the body issuing the grant does not provide strict limits for using the grant or require detailed reporting about the costs incurred when using the grant. Issued and received activity grants are recognised on a cash basis at the moment of payment of the grant. Project-based grants: grants with a very limited purpose and for which the body issuing the grant requires reporting. Project-based grants are recognised as costs at the moment the costs are incurred for the purpose for which the grants are meant, thus the basis is the report received from the grant recipient, where the recipient indicates the periods in which the expenses were incurred.

NBI In the State Budget Act, the educational grants of local governments are recognised in the State Government budget; in this table they are indicated among programme budgets. Therefore, some programme amounts may differ compared to the state budget.

** Execution above 100% generally means that expenses were also incurred with resources carried over from previous year, which are not recognised in the budget.