



Estonian Agency for
Erasmus+ and European
Solidarity Corps



HARIDUS- JA NOORTEAMET

***Inclusion and Diversity Strategy for Education
2021–2027***

Education and Youth Board
Erasmus+ and the European Solidarity Corps Agency
Centre for Educational Programs

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Contents

Introduction.....	3
Needs analysis	4
Strategic goals and strands	8
Expected outcomes	9
Annexes	11
Annex 1. Participants with fewer opportunities	11
Annex 2. Inclusion measures in program activities.....	14
Annex 3. Overview of projects on inclusion that received the Erasmus+ education 2014–2020 support	15
Annex 4. Overview of Erasmus+ 2014–2020 by field on study migration participants in the context of inclusion, including Estonia's outcomes in comparison with the European average and neighbouring countries.	16



Introduction

Inclusion and diversity are one of the overarching priorities of the Erasmus+ program for 2021–2027, which ensures that the opportunities offered within the program are accessible to everyone. Although inclusion was also focused on in the previous program period, the interim evaluation of the Erasmus+ program and surveys have shown that the inclusion of persons with fewer opportunities should be increased. Persons with fewer opportunities are at a disadvantage compared to their peers, because they experience obstacles in their lives that make it difficult for them to participate in the education system and international activities. Equal opportunities and access to high-quality education must be ensured for all people, regardless of their health, educational, social and cultural background, place of residence, or other circumstances.

This strategy falls under a framework formed by the educational policy trends of the European Union and Estonia. An important component of the creation of the [European Education Area](#) initiated by the European Commission is the inclusion of people who face obstacles or have fewer opportunities in order to ensure equal access to high-quality education and preparedness for further educational choices for all. The strategy follows the [Implementation Guidelines – Erasmus+ and European Solidarity Corps inclusion Strategy](#) published in 2021, which outline the main inclusion measures in the implementation of the programs. In the context of Estonian education policy, the most important guidelines regarding the strategy are formulated in the [Estonian Education Strategy 2021–2035](#) and it is most expressed in the strategic goal “Learning opportunities are diverse and accessible and the education system enables smooth transitions between levels and types of education”.

The inclusion strategy summarises the current situation regarding inclusion in the field of education, sets the goals to be achieved, and outlines the activities required for this.



Needs analysis

All people are different in terms of their abilities and individual needs. We have an increasing number of students who require varying degrees of advice and support to achieve their curriculum goals. The Education Strategy to 2035 considers it important to create learning opportunities that meet the needs and abilities of all Estonians throughout their life, in order to ensure that they have opportunities for dignified self-fulfillment as individuals in society and work and family life.

There are nearly 13,000 students with special needs in Estonia (according to 2021 data¹). The leading principle of the Estonian educational management is inclusive education, which dictates the requirement to ensure high-quality education corresponding to the abilities of each student. In Estonia, ever more attention is being paid to identifying and supporting students with special educational needs. At the same time, surveys show that the implementation of inclusive education is hindered by attitudes as well as a lack of knowledge and resources to implement support measures.²

From 2018, all **students with special educational needs** will be offered operatively appropriate support, regardless of the type of school and form of ownership. All students may need additional support from a teacher or support specialist during their studies and this must be readily available. The goal is to approach each student individually in the future, based on their need for and the nature and extent of their support. In 2021, every local government and most private schools received more support for the greater involvement of students who need assistance in regular schools, in order to adapt the learning environment to meet the needs of students and thereby improve the preparedness of schools to accommodate students with special needs. The implementation of inclusive education is hindered by the excessive workload of teachers, the lack of specific know-how, and the resulting inability to pay the necessary attention to students with special educational needs. The uneven availability of support specialists is still a problem. The activities of the Erasmus+ program enable to reduce and solve these problems. The outcomes of the TALIS 2018 survey show that every third teacher needs additional training to teach children with special needs and more than a third of the heads of school feel that they lack the skills which would allow for the development of collaboration between teachers. There were 25,986 teachers in Estonian general education schools in the 2020/2021 academic year.

¹ Source: Statistics Estonia <http://andmebaas.stat.ee/Index.aspx?DataSetCode=THV23#>

² <https://centar.ee/uus/wp-content/uploads/2017/01/Pohiraport-final.pdf>



Table 1. Support specialists in the 2020/2021 academic year.

2020/2021 academic year	Special pedagogues	Speech therapists	School psychologists	Social pedagogues
Preschool education	199	374		
General education	361	271	245	395
Vocational education	5		12	18
TOTAL	565	645	257	413

Source: <https://www.haridussilm.ee/ee>

The reform of support services for children with special needs was launched in 2021 in collaboration between the Ministry of Education and Research and the Ministry of Social Affairs with the aim to provide children with faster, more effective, and more comprehensive assistance. The evaluation for the need of assistance, the organisation of work, and services are to be combined in the fields of social services and education in the course of the reform to provide comprehensive support to children based on their needs.

In 2021, the development of an action plan for Estonian-language education was also started to give everyone equal opportunities to continue their studies at the next level of education and to participate in social and professional life.

According to Eurostat, almost 93% of 4–6-year-old children are involved in **preschool education** in Estonia, which is slightly lower than the EU average. In 2021, the Pre-School Education Act will be updated and the national curriculum for pre-school education will be developed, as a result of which all children will be offered high-quality school education and their preparedness for school will be supported. The new act harmonises the requirements for nursery schools and childcare institutions, as well as municipal and private nursery schools, so that it is clearer for parents what level of education can be acquired in a nursery school or childcare institution. The new Pre-School Education Act focuses on supporting the pre-school education of all children, including those at home, and advising parents before school; making it easier to get a spot at a nursery school; the joint accountability of the family, local government, and nursery school in supporting pre-school education; the professionalism of teachers and school assistants, and heads of nursery schools, the organisation of support measures, and the development of environment for learning and growth. Greater attention is paid to supporting foreign-language learners in Estonian-language schools³. In the 2020/2021, there were 609 pre-school establishments in Estonia⁴.

The changes made in the **Vocational Educational Institutions Act** at the beginning of 2019 allow vocational schools to apply vocational studies as formal learning with the aim of reducing the interruption of studies in vocational schools and supporting a smooth transition for learners from basic school to further studies or the labour market. The main target group for the vocational studies are students with no skills or preparedness to select a field, e.g.

³ <https://projektid.edu.ee/display/HaAk35/Haridus-+ja+noorteprogramm+2022-2025>

⁴ <https://www.haridussilm.ee/ee>



young people who have interrupted their studies, who are not working or studying, who have graduated from basic school but have no further plans for their lives, learners who need enhanced support, immigrated youth and/or young people with insufficient Estonian language skills, etc.

According to the lifelong learning strategy, the dropping-out rate in basic school and interruption of studies in vocational and higher education have decreased. Approximately 21% of students drop out in the first year of higher education, while 13.5% of students drop out during the entire studies (2019). Both figures have decreased since 2013, i.e. there have been fewer dropouts as a percentage. 21.2% of students drop out in the first year of vocational education, and 23.4% interrupt their studies in the first year of vocational secondary education.⁵ The share of 18–24-year-olds not in education who have a low level of education (primary education or lower) is a cause for concern. In 2020, this figure was 7.6% – although this has gone down, it is still higher than the goal set in the strategy.

The participation of adults in lifelong learning has increased over the years and exceeds the goal set for 2020 (20%, in 2019 20.2% of adults participated in lifelong learning).⁶ Since 2016, free training courses have been offered, which are primarily aimed at employees with a low level of education, no professional education, or with outdated qualifications. The training courses create a prerequisite for inclusion of target groups who have previously participated in lifelong learning to a lesser extent. Approximately 150,000 people are involved in **adult education** every year, but the share of people with a lower level of education is still small. According to surveys, obstacles can be related to attitudes to learning, lifestyle, and adult education opportunities.

The Higher Education Program 2016–2022 emphasises the role of internationalisation of higher education in supporting the growth areas of the Estonian economy and increasing the quality of higher education, and higher education also offers the largest number of international study migration opportunities in Estonia. Until now, the higher education policy has considered students mainly as children dependent on their parents and taken the view that students should focus on learning and not work. According to the international study EUROSTUDENT on the living situation of students⁷, 66% of students work alongside their studies and every fifth student is a parent⁸. All these factors affect students' participation in study migration. The same study states that 5% of Estonian students have experienced bullying, and there are somewhat more victims of bullying among foreign students than students with an Estonian background, and students with lower income and special needs were also bullied more.

The Erasmus+ program supports the access of more organisations to international collaboration and helps to better reach a greater number of participants with fewer opportunities. In addition to the inclusion of students with fewer opportunities, vocational students, and students and

⁵ https://www.hm.ee/sites/default/files/edukus_tooturul_2020_1.pdf

⁶ https://www.hm.ee/sites/default/files/edukus_tooturul_2020_1.pdf

⁷ <http://www.praxis.ee/tood/eurostudent/eurostudent-eesti-uuring/>

⁸ <http://www.praxis.ee/wp-content/uploads/2020/05/Eurostudent-VII-Eesti-analuus.pdf>



adults with a low level of education, it is also necessary to pay more attention to the preparedness of educators and support specialists to notice and include the aforementioned target groups. This can be promoted through various activities of the program such as job shadowing, additional training, inviting foreign experts to their institution, development activities within the framework of collaborative projects. Learning from each other and sharing experiences, as well as creating, adapting, and deploying innovative and concrete solutions, are important. Statistics from the previous period show that inclusion was and remains relevant and could be developed further. Annex 3 provides the data of the supported projects of the previous period on the subject of inclusion. Annex 4 gives an overview of study migration participants by field in the context of inclusion, including Estonia's outcomes in comparison with the European average and neighbouring countries.

Two examples of inclusion measures implemented in the Erasmus+ 2014–2020 program period can be cited. In addition to the usual Erasmus+ scholarship, participants with special needs are paid additional financial support to cover access-related needs during the study period. Depending on individual needs, these may include customised accommodation, travel assistance, medical assistance, assistive devices, adaptation of study materials, support person, etc. and are reimbursed according to actual costs.

In the previous program period, additional monthly support of 200 euros was paid to students with fewer opportunities. Additional support could be applied for by students who were in a poorer financial position during the study migration period or in the preceding semester, and who were assigned needs-based study or special financial support.



Strategic goals and strands

Erasmus+ and the Centre for Educational Programs of the European Solidarity Corps Agency (HARA) is a structural unit of the Education and Youth Board, whose activities are in line with the agency's mission and values. To strategically plan the implementation of the Erasmus+ program, HARA has developed a cross-domain strategy, which is based on the needs and challenges of the target groups of general, vocational, higher, and adult education. The engagement coordinator handles the coordination of Erasmus+ program inclusion activities in the agency. While inclusion is an integral part of achieving HARA's strategic goals, we have set specific goals for the inclusion strategy and developed a long-term action plan.

We have set the following goals in the strategy of the Centre for Educational Programs:

- A learner of any age can succeed in a changing world.
- Each teacher in Estonia is open to innovation, constantly learning, inclusive, and professional.
- Each educational institution in Estonia is innovative, digitally capable, environmentally conscious, and internationally active.

The aim of our activities is to ensure that all people have equal opportunities to receive high-quality education, suitable conditions for learning, and equal access to international activities throughout their lives. Our work focuses specifically on supporting the enhancing of professional and inclusion-promoting skills of teachers and specialists through international collaboration. An important part of our activities is aimed at educational institutions, contributing to their internationalisation and thus the growth of innovativeness and digital and green capabilities. We find the promotion of inclusion and diversity in achieving the goals set in the strategy very important.

The inclusion strategy has two long-term goals:

- I. Raise the awareness of the target groups of the Erasmus+ program on the topics of inclusion and diversity.
- II. Help target groups with fewer opportunities to overcome obstacles that prevent them from participating in education and the Erasmus+ program.

Strands of the Centre for Educational Programs to promote inclusion:

- **inform** potential beneficiaries of the opportunities of Erasmus+;
- **train** applicants and beneficiaries on inclusion issues;
- **advise** applicants and beneficiaries on inclusion issues;
- **disseminate** good experiences and practices.



Expected outcomes

The Centre for Educational Programs informs the target groups about the possibilities of the program and various inclusion measures (additional financial support, simplified procedures, virtual activities, flexibility in study migration projects). In order to succeed in outreach work, target groups and possible partners must be mapped, the target segment must be specified in order to prepare a marketing action plan, and their possible obstacles and opportunities must be taken into account. Information materials are prepared and delivered in a way that suits them.

Applicants and beneficiaries are trained and advised: a) in the preparation and execution of high-quality projects aimed at target groups with fewer opportunities b) in the implementation of inclusion as a program priority in all projects. Professionals and support staff involved with people with fewer opportunities are also invited to participate in training courses on inclusion. We offer individual guidance and advising to applicants with little experience and first-time applicants before the application deadline and during the implementation of the project. Evaluators of applications receive specific training so that they can better recognise the needs of projects targeting people with fewer opportunities and share relevant recommendations.

We pay special attention to using the full potential of projects related to the promotion of inclusion and diversity and learning from the experience of successful projects. Also, if necessary, participants with fewer opportunities are included in information and training events to spread positive examples. The Centre for Educational Programs disseminates good examples of inclusive projects, collects project stories, and acknowledges project designers who, through the program, achieve good outcomes in involving participants with fewer opportunities and further developing the topic. Higher education institutions with an Erasmus higher education charter and accredited educational institutions in other fields of education must be guided to take into account the principles of inclusion and, if possible, develop a realistic long-term plan for the inclusion of students with fewer opportunities. Collected data and statistics on inclusive projects are important for project monitoring and evaluation.

In order to monitor the achievement of the objectives, a review of the objectives, activities, and outcomes of the strategy is carried out every year. For this purpose, the success and outcomes of activities are evaluated. If necessary, some objectives or activities/methods that proved to be unsuccessful may be modified. With the help of strategy monitoring, the functionality of communication, the role and tasks of the engagement coordinator, the available resources, and other measures necessary for the operation of the strategy are also analysed and, if necessary, adjusted or modified. The goals of the Centre for Educational Programs are set until 2027.



	Target goal	Intermediate outcomes by 2025
I	The project designers are aware of the possibilities of involving participants with fewer opportunities and they are taken into account in the projects.	The staff of the centre are trained so that they can advise applicants on inclusion issues in their daily work. The topics of involvement are integrated into daily work processes, including outreach, and there is active collaboration with applicants regarding involvement. Cooperative networks have been created with important institutions and umbrella organisations according to target groups (for example, support persons in educational institutions, etc.) The network is necessary for the promotion of outreach and the development of collaboration.
II	Inclusive applications have been submitted in various areas of education (both applications involving participants with fewer opportunities and applications on the topic of inclusion), including by first-time or less experienced applicants. Projects that have already received support become more inclusive in the course of implementation.	Potential applicants and project managers have been advised and the number of applications related to inclusion is on the rise, as is the number of participants with fewer opportunities. Project managers have been advised, and as a result, the number of participants with fewer opportunities is increasing. Quantitative indicators are being refined.
III	The topics of diversity and inclusion are observed during the monitoring and final evaluation of each project. Good practices have been disseminated and the designers have been acknowledged. Data are collected (statistics, project evaluations, monitoring analysis), which form the basis for an appropriate and necessary analysis that is carried out and as a result of this, the definitions of target groups, outreach activities, etc. are improved, where necessary.	The monitoring system is adapted and takes into account the topic of inclusion (e-monitoring, surveys, on-site visits, inspection of reports, monitoring analysis). Based on this, the agency recognises and disseminates good practices. The project teams, the marketing and dissemination office, and other employees of the centre collaborate closely and systematically. Statistics on inclusion and diversity projects is reliable and accessible.



Annexes

Annex 1. Participants with fewer opportunities

Inclusion and diversity projects should improve the situation of participants with fewer opportunities in education. These participants are at a disadvantage compared to their peers due to one or more of the following exclusion risks or barriers, and have fewer opportunities to participate in an international program and/or the education system.

The acquisition of formal and non-formal education of students and educational workers, movement from one country to another, and participation in international education may be hindered by the following circumstances:

I. Disability

According to the UN Convention on the Rights of Persons with Disabilities, the term disabled persons includes persons with a long-term physical, mental, intellectual or emotional disability, which, in combination with various barriers, may prevent their full and effective participation in social life on an equal basis with others. The examples include a disabled student. Student or adult student, teacher/support specialist, employee of educational institutions, an expert/specialist invited from a company who has disabilities, an intern, etc.

II. Health problems

Health problems can be serious illness, mental condition, chronic diseases, etc. Chronic and once occurring, more or less visible illnesses can all be a source of discrimination and stigma and prevent participation in the program (lack of specific support measures), in the education system (interrupted education), and in the society in general. The examples include *a pupil and a student with a health problem, a teacher/support specialist, an employee of an educational institution, an expert/specialist invited from a company who has disabilities, an intern with a health problem, etc.*

III. Barriers caused by the education system

Educational difficulties can occur in individuals who, for various reasons, do poorly in the education system or drop out of the system early. Although other reasons also play a role here, these difficulties are not only related to personal circumstances, but are also caused by an education system that does not fully take into account the individual's specific needs – for example, in adult education, where the offered education is not sufficiently personalised, or in higher education, where the structure of the curriculum can make it difficult for a student to participate in study migration. The examples include *students who interrupted their studies, low-skilled adults, adults without basic skills, NEETs, students studying a simplified curriculum, home-schooled students, students in an apprenticeship, people without primary education, etc.*

IV. Cultural differences



While cultural differences can be a barrier for people of any background, they can especially affect underrepresented groups. Foreign languages and the fear of cultural differences can push away people who would come into contact with a different language and cultural environment when participating in the activities of the program, and in a broader sense would be a significant barrier for migrants or people with a refugee background, people belonging to a national or ethnic minority; persons who have difficulties with adapting to language and cultural inclusion, etc. The examples include a student with an immigrant background in Estonian-language education, refugees, etc.

V. Socioeconomic barriers

Socio-economically disadvantaged persons may be those with a low standard of living, low income, who are dependent on the social welfare system, long-term unemployed persons, persons living in precarious situations or poverty, the homeless, persons in debt or with financial problems, etc. Social barriers can also be faced by persons with limited social skills, antisocial or high-risk behaviour, (former) offenders, (former) drug or alcohol abusers. Family circumstances can prevent access to both education in general and to programs: The examples include *an orphan, a student living in a children's home (in foster care), a person who is first in their family to aspire to higher education, a school pupil who is a young parent; a student who received education in prison, a student from a family with social problems (criminal, drug addiction, etc.) or who may have behavioural problems, addictions, etc. themselves, a student who is on the lists of security centres or child protection and social welfare service institutions; a student living in a family at risk of poverty and with a low standard of living, etc.*

VI. Barriers related to discrimination

People may be less likely to participate because they may face discrimination based on gender, age, ethnicity, religion, sexual orientation, disability, etc. This barrier can be related to access to both the education (e.g. not adapted for people with disabilities) and the program (e.g. feeling too young or too old). *Here, it is very important to understand whether they have less opportunities to participate in the program compared to their peers or colleagues. In itself, the fact that a person belongs to a certain group does not mean that he or she faces obstacles in acquiring an education. The examples include people with behavioural problems – e.g. bullied students, students who study a field that is not active internationally, victims of violence, etc.*

VII. Geographical barriers

People living in rural areas, on small islands or in remote areas, people in areas with less services (limited public transport, poor infrastructure), etc. may experience more difficulties than others.

Specific examples of target groups are given in the annex. The list is not exhaustive and an unfavourable situation can have many causes, as well as solutions. It is important that their situation is disadvantaged compared to others, because being in some of the situations listed above does not necessarily mean less opportunities compared to their peers (not all members of minorities are discriminated against, teachers in rural areas are not necessarily disadvantaged, etc.) The risk of exclusion due to specific circumstances and barriers depends on the country



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and context. Special attention must be paid to factors of barriers that do not depend on the context, e.g. students with special needs, students from foster homes, adults with low education, persons in a disadvantaged economic situation.



Annex 2. Inclusion measures in program activities

The activities of the programs are designed to reach a larger number and more diverse participants, allowing a wider range of organisations access to funding and especially involving those who face obstacles in participating in European projects. The following measures have been developed to improve the inclusion of programs:

Smaller, more accessible activities. Due to their structure and financing model, certain activities of the programs are particularly suitable for organisations with less administrative capacity or for newcomers to the program. These activities are characterised by smaller and more flexible grant amounts, simpler administrative and reporting requirements, and shorter project duration.

Virtual collaboration and other study migration opportunities. The possibility to combine shorter periods of physical study migration with periods of virtual study migration, so that participants who cannot travel abroad for a longer period can supplement their studies abroad with studies using digital tools. Virtual collaboration between project partners offers the opportunity to communicate more effectively and work together outside of physical project meetings through wider use of ICT tools. The virtual exchanges of Erasmus+ connect people from different geographical areas around thematic projects and also allow non-mobile participants to learn and share experiences with partners from different countries, working together across digital platforms.

Flexibility in study migration projects. In justified cases, certain target groups may be allowed a shorter study migration period than usual, which would enable them to better combine their stay abroad with their family or work obligations.

Inclusion as a thematic priority and addressing it in the evaluation process. In order to highlight projects focusing on inclusion and diversity, the evaluation will give preference to projects that address the relevant topics in their activities and/or involve actors with fewer opportunities or newcomers/grassroots organisations.

From the local to the European level and vice versa. Certain activities offer learning opportunities at the local level – always combined with a strong European dimension – through the involvement of international actors, the topic of the project, or both. These types of activities can provide people with fewer opportunities their first experience of participating in programs.

Specific financial support. In order to enable people with fewer opportunities to participate in educational activities on an equal basis with others, the programs allow applying for additional financial support to cover the special needs of such participants – be it material/logistical needs or additional support in the form of persons accompanying them, medical staff, etc. The programs also provide additional support to organisations to strengthen their efforts in order to engage participants with fewer opportunities and launch inclusion projects. This concerns both the organisations' specific activities aimed at reaching particularly hard-to-reach target groups, as well as the additional workload and staff to ensure their participation in the program's activities.

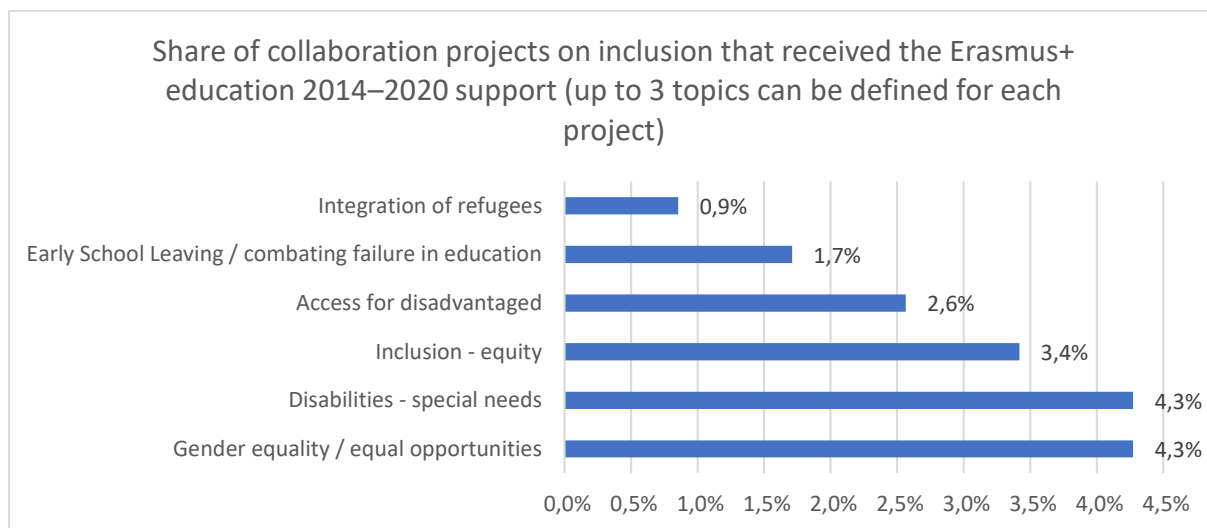


Annex 3. Overview of projects on inclusion that received the Erasmus+ education 2014–2020 support

Overview of projects on inclusion that received the Erasmus+ education 2014–2020 support of study migration projects

Õpiräanne haridus 2014-2020	Haridus koos		Üldharidus		Kutseharidus		Täiskasvanuharidus	
Teemaavalikud õpirändeprojektidel	valitud	%	valitud	%	valitud	%	valitud	%
Disabilities - special needs	36	4,8%	26	8,8%	7	3,8%	3	3,9%
Key Competences (incl. mathematics and literacy) - basic skills	27	3,6%	16	5,4%	9	4,9%	2	2,6%
Inclusion - equity	24	3,2%	18	6,1%			6	7,9%
Early School Leaving / combating failure in education	14	1,9%	10	3,4%	3	1,6%	1	1,3%
Access for disadvantaged	12	1,6%	3	1,0%			9	11,8%
Enhance social inclusion, equal opportunities and participation in sports	5	0,7%	2	0,7%	2	1,1%	1	1,3%
Integration of refugees	4	0,5%	2	0,7%			2	2,6%
Migrants' issues	3	0,4%	2	0,7%			1	1,3%

Overview of projects on inclusion that received the Erasmus+ education 2014–2020 support of collaboration projects





Annex 4. Overview of Erasmus+ 2014–2020 by field on study migration participants in the context of inclusion, including Estonia's outcomes in comparison with the European average and neighbouring countries.

Erasmus+ 2014-2020 õpirändes osalejad valdkondade lõikes kaasamise kontekstis, Eesti tulemused võrdluseks:

Erasmus+ 2014-2020		E+ keskmine		Eesti		Soome		Leedu		Läti	
		arv	%	arv	%	arv	%	arv	%	arv	%
Kõrgharidus	Üliõpilased										
	Disadv. Back.	150 376	7,1%	857	10,9%	376	1,1%	490	1,8%	48	0,3%
	Spec. Needs	4 653	0,2%	13	0,2%	32	0,1%	34	0,1%	7	0,0%
	Spec. Needs Supp.	2 593	0,1%	11	0,1%	30	0,1%	23	0,1%	5	0,0%
	Õppejõud										
	Spec. Needs			3	0			3	0		
Kutseharidus	Kutseõppurid										
		arv	%	arv	%	arv	%	arv	%	arv	%
	Accompanying	56 417	7,7%	20	0,4%	214	1,7%	1070	9,7%	400	7,1%
	Apprentices	138 630	18,9%	153	3,3%	37	0,3%	720	6,6%	672	11,9%
	Fewer Opp.	40 715	5,5%	90	1,9%	103	0,8%	816	7,4%	408	7,2%
	Spec. Needs	7 567	1%	83	1,8%	450	3,5%	791	7,2%	101	1,8%
	Spec. Needs Supp.	3 027	0,4%	9	0,2%	6	0%			10	0,2%
	Kutsehariduse töötajad										
	Accompanying	17201	15,7%	6	0,4%	264	6,7%	272	7,8%	28	2,8%
	Non Teaching Staff	2180	2%	50	3,7%	105	2,7%	66	1,9%	6	0,6%
	Few.opp	155	0,1%			2	0,1%	5	0,1%		
	Special needs	109	0,1%					2	0,1%		
	Special needs support	44	0								
Üldharidus	Üldhariduse töötajad										
		arv	%	arv	%	arv	%	arv	%	arv	%
	Accompanying	145	0,1%	2	0,1%						
	Non Teaching Staff	4 080	2,4%	22	1,6%	40	0,9%	90	3,1%	21	1,2%
	Spec. Needs	217	0,1%			5	0,1%			1	0,1%
	Spec. Needs Supp.	57	0%			5	0,1%				
Täiskasvanu- haridus	Täiskasvanuhariduse koolitajad										
	Accompanying	136	0,4%			5	0,4%	6	0,8%		
	Non Teaching Staff	1134	3,0%	2	0,5%	61	4,6%	14	1,9%	6	1,8%
	Spec. Needs	230	0,6%	2	0,5%	9	0,7%	7	1,0%		
	Spec. Needs Supp.	102	0,3%			1	0,1%	2	0,3%		

EC level

below the EC level

above the EC level

indicators of neighbouring
countries higher than ours