



TALLINNA ÜLIKOOL

ANNUAL REPORT
2019

ANNUAL REPORT

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Form of ownership	legal entity under public law
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Executive manager	Rector Tiit Land
Auditor	AUDIITORBÜROO ELSS OÜ
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CONTENTS

MANAGEMENT REPORT	5
Rector's foreword	5
Management of the organisation	6
I Research, development and creative activities and impact on the society	7
1.1. Objectives of the University and achieving them in RDC activities and impact on the society	7
1.2. RDC activities and funding	9
1.2.1. National research funding	10
1.2.2. Research funding from external funds	15
1.2.3. Overview of funding for activities aimed at study and organisation development	16
1.2.4. Overview of creative activities and funding thereof	17
1.3. Overview of activities aimed at the society	18
1.3.1. Launch of the EXU (Enterprise x University) cooperation platform	18
1.3.2. ADAPTER development activities	19
1.3.3. F2F seminars, partner week and lectures for entrepreneurs	19
1.3.4. Entrepreneurship and business studies programme Edu&Tegu	20
1.3.5. Organisation of continuing education	20
1.3.6. Organisation of open degree studies	23
1.3.7. Organisation of international examinations and training courses	23
1.4. Overview of recognitions	23
1.5. Overview of the impact of the external environment factors	25
1.6. Opinion of the Vice-Rector for Academic Affairs on the development of the area ...	25
II Studies	28
2.1. Objectives of the University and the achievement thereof in studies	28
2.2. Overview of studies	29
2.2.1. Overview of study programme development	32
2.2.2. Overview of LIFE (innovation integrating specialities)	33
2.2.3. Overview of study process development	34
2.3. Effects of the external environment	36
2.3.1. International factors	36
2.3.2. Internal Estonian factors	37
2.4. Opinion of the Vice-Rector for Academic Affairs of the development of the area	37
III Management, membership and finances	39
3.1. Objectives of the University in management, membership and finances	39
3.2. Governance	40
3.3. Employees and personnel work	41
Overview of the development of HR work	42
3.3.1. Filling academic positions	42
3.3.2. Labour turnover at the University	43
3.3.3. Remuneration of employees	44
3.3.4. Staff development	45
3.3.5. Employee mobility	45
3.4. Marketing and image development	46
3.4.1. TLÜ TEE100	46
3.4.2. Marketing of degree studies, open degree studies and continuing education	47
3.4.3. Image-building of Tallinn University	48
3.5. Financial activities	49
3.6. Impact of the external environment on management, membership and finances ..	53
3.7. Opinion of the Rectorate on membership and finances	56
ANNUAL FINANCIAL STATEMENTS	58

Balance Sheet.....	58
Income Statement.....	59
Cash Flow Statement.....	60
Statement of changes in net assets.....	61
Notes to annual financial statements	62
Note 1. Accounting principles	62
Note 2 Cash and cash equivalents.....	71
Note 3 Receivables and prepayments	71
Note 4 Stock	71
Note 5. Investment properties.....	72
Note 6. Property, plant and equipment.....	73
Note 7. Intangible assets	74
Note 8. Loans payable	75
Note 9. Payables and prepayments.....	76
Note 10. Revenue from operating activities	77
Note 11. Operational funding grants.....	77
Note 12. Grants related to income and assets.....	78
Note 13. Other income	78
Note 14. Grants issued	78
Note 15. Operating expenses.....	79
Note 16. Labour expenses.....	79
Note 17. Other operating expenses.....	80
Note 18. Operating lease	80
Note 19. Taxes receivable and taxes payable.....	80
Note 20. Related parties.....	80
Note 21. Holdings in foundations, non-profit associations and private limited companies	81
Note 22. Off-balance sheet assets	81
Note 23. Off-balance sheet receivables and liabilities	82

MANAGEMENT REPORT

Rector's foreword

In many ways, 2019 was a special year for Tallinn University that is worth celebrating. We can be proud that we are the carriers of the continuing tradition of teacher education that spans a hundred years. In Tallinn, teacher education began in 1919 and although the names of educational institutions and the levels of education have gone through a number of changes and reforms, we still honour the teaching of teachers today. This is also underlined by the vision of Tallinn University, which is to be the leader and developer of intelligent lifestyle in Estonia.

We are proud of all of our alumni, but the names of a hundred graduates, who have made significant contributions to the development of the Estonian society, education and culture, were announced at the jubilee ceremony of the Tallinn University Day and given the honorary title of Tallinn University Alumnus of the Century. The premier of Rasmus Puur's cantata "Vabaduse tuul, tarkuse tuul" /Wind of Freedom, Wind of Wisdom/ made the ceremony even more special. The postage stamp dedicated to the 100th anniversary of teacher education created by Tallinn University and Omniva's stamp artist Indrek Ilves is also a great reminder of this special year.

There are also other reasons to be pleased: the Riigikogu adopted the Tallinn University Act on 20 February 2019. The Act brought along an important change in the University's management. Instead of the previous two managing bodies (the Senate and the Rector), the University now has three managing bodies: the Council, the Senate and the Rector, which increases inclusion and gives a more broad-based input for management decisions. More members from outside the University are now involved in the governance of the University than in the previous management model. The Tallinn University Act entered into force on 1 September 2019 and the new management model was fully implemented as of 1 January 2020.

The new Higher Education Act also supports the development of a new career model of academic staff. The development of this concept in Tallinn University started in 2017 and entered into force in September 2019. We want to connect academic and scientific processes better with the new career model.

Credible universities must also be visible at the international scene and Tallinn University has featured in the rankings of the world's universities since 2019, holding a place among 5% of the best universities in the world. This is important in order to guarantee sustainability and improve quality in the areas of activity that are important to the University, and for the creation of a good international environment for the students. We are represented in two of the world's best-known rankings and valued in several international sectoral rankings. The success of internationalisation, which is also one of the significant goals and operating principles of Tallinn University, is also evidenced by the increase in the proportion of foreign students in recent years.

The construction of the new academic building Vita was also completed in the jubilee year. It connects the oldest and the youngest buildings of the University and ties the University campus into an architectural whole. The previous building on this site was called Ursa, but it did not reflect the nature of activities practised in the building very well, which is why a competition for finding a name for the new building was organised. There is a hall for ball games, gym, rooms for arts and creative specialities, studios and many other rooms in the Vita building. The opening ceremony of the new Vita building was held on 30 January 2020.

The past year was memorable and busy, and each member of the University played a role and made a contribution to this. I would like to thank everyone for their commitment! I believe that we can be proud of where we are today and we will achieve more success in the future if we keep moving towards our common goals together.

Management of the organisation

The 2019 strategic objectives of Tallinn University (hereinafter the University, TLU) derived from the currently applicable University Development Plan for 2015–2020. The Development Plan states the University's mission, vision, basic values, strategic objectives and the underlying operating principles, as well as the implementation plan and a list of key indicators of the Development Plan.

Tallinn University's mission is to support the sustainable development of Estonia through high-quality research and study, education of intellectuals, public discussion and promotion of academic partnership. By developing research carried out in Estonian and for the development of Estonia, the University integrates into the European education and research area, and through that integration contributes to the development of Estonia as a country with a smart economy and an astute organisation of society.

Tallinn University's vision is to play a leading role in promoting and developing an intelligent lifestyle in Estonia, thus supporting both Estonia's sustainability and the self-actualisation of individuals.

According to the TLU Academic Charter, the University's basic values are: openness, quality, professionalism and unity.

Tallinn University's strategic objective which derived from the Development Plan for 2015–2020 is to concentrate resources and activities on developing interdisciplinary research-based focus fields: educational innovation, digital and media culture, cultural competences, healthy and sustainable lifestyle, and society and open governance.

The University has defined the guiding principles of activity to support its strategic objective: 1) the University is interdisciplinary in its activities; 2) the University is international; 3) the University demands excellence and sustainability in its activities.

I Research, development and creative activities and impact on the society

1.1. Objectives of the University and achieving them in RDC activities and impact on the society

The Tallinn University Development Plan for 2015–2020 defines the carrying principles of activity in order to support the strategic objectives of the University. Those principles also form a basis for the sub-objectives of the processes related to RDC (Table 1).

Table 1. The University's principles of activity in research, development and creative activities, as well as the sub-objectives and performance indicators of processes related to social impact

Principle of activity	The University is interdisciplinary in its activities	The University is international	The University demands excellence and sustainability
Sub-objectives	Interdisciplinary solutions to social problems	The University is a reliable and attractive employer and partner in international research	Research is high-level and competitive
Expected outcome	<ul style="list-style-type: none"> - increased proportion of interdisciplinary research projects and research development services in the University's revenue; - increased number of publications prepared in joint authorship of representatives of at least two specialities; - increased number of cooperation partners in public, private and third sectors. 	<ul style="list-style-type: none"> - increased proportion of funding for international research projects in RDC revenue. 	<ul style="list-style-type: none"> - increased three years' average volume of RDC funding per academic employee; - increased number of defended doctoral theses; - same number of high-level research publications per academic employee.

The achievement of the objectives of Tallinn University can be assessed on the basis of implemented activities and key indicators. The methods for calculating the key indicators were established and the initial level was registered in 2015. Table 2 shows the initial level in 2015 and the levels of key indicators in 2016, 2017, 2018 and 2019.

Table 2. Level of RDC key indicators in 2015–2019

	Key indicator	2015	2016	2017	2018	2019
Interdisciplinary approach¹	Proportion of interdisciplinary research projects and research development services in the University's revenue	8.0%	7.0%	15.3%	21.8%	24.8%
	Number of publications prepared in joint authorship of representatives of at least two specialities	116	112	106	-	-
	Number of cooperation partners in the public, private and third sectors	1203	1258	1392	-	-
Internationalisation	Proportion of international research projects in RDC revenue	16.1%	18.7%	32.9%	27.9%	21.11%
Demand for excellence and sustainability	Three years' average volume of RDC funding per academic employee (euros)	28,423	26,180	30,305	32,003	29,926
	Number of defended doctoral theses	20	20	25	22	20
	Number of high-level research publications per academic employee	1.31	1.28	1.12	0.99	1.15

¹ In connection with the new performance indicators established under the new R&D Strategy in 2018, some of the RDC indicators are no longer gathered. The RDC performance indicators based on the R&D Strategy are presented in Table 3.

The University has set the following priorities in the field of R&D according to the Tallinn University Research and Development (hereinafter R&D) Strategy for 2019–2021:

1. the University demands excellence and sustainability, in order to ensure that research activities are innovative, internationally topical, of a high-level, and competitive;
2. the University supports the development of its members as well as their active participation in the international science community, thereby being a reliable and attractive employer and partner in international research;
3. the University aims its R&D activities at identifying bottlenecks and places that need development in the society and at finding practical solutions thereto, thus supporting the promotion of the economy, culture, Estonia's sovereignty, and the civil society.

In regard to key indicators, additional performance indicators have been agreed in the R&D Strategy (see Table 3).

Table 3. Levels of R&D performance indicators arising from the R&D Strategy in 2018 and 2019

Performance indicator	2018	2019
Three years' average volume of research-based RDC funding / volume per academic employee	9,612,262 € / 24,195 €	11,760,339 € / 29,926 €
Volume of funding for international projects with a research component / proportion of research-based RDC funding	3,385,397 € / 27.7%	2,859,818 € / 21.1%
Volume of commissioned R&D activities	1,760,371 €	1,801,511 €
Three years' average number of high-level research publications / number per academic employee	470.33 / 1.18	455 / 1.15
Number of reviewed research publications	35	37
Number of foreign academic employees / proportion	48.9 / 12.42%	51.42 / 13.11%
Number of academic employees who have worked abroad for a longer period / proportion	48.25 / 12.26%	41.05 / 10.47%
Number of doctoral students who have completed the study programme within the nominal duration of studies / proportion of all the admissions to higher education level studies (PhD)	9.00 / 19.57	10 / 22.73%
Number of doctoral and post-doctoral students who work at the University respectively as junior research fellows or research fellows with a workload of at least 0.5	35.90	42.22
Number of research publications in Estonian (ETIS classification 1.1, 1.2, 1.3, 2.1, 3.1 and 3.2)	123	188
Number of original school and higher education textbooks and popular science books (ETIS categories 2.4, 6.2 and 6.4)	19	20
Number of popular science articles (ETIS category 6.3)	118	121

Development activities in the field of RDC in 2019:

- preparations for the establishment of the Ethics Committee (hereinafter the Committee) and its formation on 6 November (the Statutes of the Committee were adopted on 1 November 2019). The Committee is an independent expert council, which assesses the data protection and ethical aspects of the scientific research carried out at Tallinn University and gives opinions based on ethical principles on cases where academic practices are ignored;
- negotiations for adding the scientific data of the University's staff in the DataDOI repository of the University of Tartu Library were initiated in relation to the implementation of the principles of open science;
- a project writer-adviser was hired for the development of a central project writing service, the preparation of the project manager's handbook continued and the scheme for organisation of support for major international projects was developed. Ideas for the preparation of Horizon 2020 applications were collected and the writing of an ERA-Chair application and a Twinning application were supported;
- the public cooperation seminar "Teadlastelt and teadlastega" /From Scientists and to Scientists/ of the University's centres of excellence was organised on 14 March in order to introduce the University's centres of excellence and give an overview of their work;

- in order to develop cooperation with other universities, the Research Administration Office of the University organised a two-day development seminar for the research departments of universities in Viljandi.

Development of doctoral studies in 2019:

- the “Conditions and procedure for applying for, granting and paying of Tallinn University doctoral scholarship” was developed and established and the doctoral students admitted as of the 2019/2020 academic year are guaranteed the average income in Estonia on the basis of this;
- the “Conditions and procedure for applying for and formation of student places in doctoral studies with research grants” were developed and established, and it enables the academic units to open additional student places with project-based funding;
- the rules of doctoral studies and defence of doctoral theses at the University were updated;
- the document “Principles of distributing the performance pay in doctoral studies and procedure for the payment of the performance pay for supervisors” was renewed;
- the new sectoral evaluation criteria were established.

1.2. RDC activities and funding

The results of RDC activities are primarily covered in scientific publications. According to ETIS, the employees of the University published 1,226 publications in 2019 (as at 31 March 2020), of which 462 or 38% were high-level publications (ETIS categories 1.1, 1.2, 2.1 and 3.1). Compared to the previous years, the number of high-level publications has remained the same (also when calculated per academic employee in full-time equivalents), which corresponds to the established goal (see Tables 2 and 3). As regards publications, the objective is to increase influence rather than quantity. A positive trend that can be mentioned is that the number of scientific publications in Estonian has increased considerably in comparison with the previous year.

Five of the six fields of research specified in the OECD Frascati Manual are represented in Tallinn University and the research-based RDC funding of the University divided between them in 2019 as follows:

- social sciences 52.5%;
- humanities and arts 24.7%;
- natural sciences 12.6%;
- engineering and technology 7.6%;
- medical and health sciences 2.6%.

A significant objective set in the Tallinn University Development Plan is to increase RDC funding, whereas the acquisition and repairs of structures and buildings as well as further training is not included in the RDC revenue in this context. The distribution of RDC revenue presented in Figure 1 does not include revenue related to the aforementioned activities, which means that the RDC revenue recognised in the accounts is bigger by the respective amount. The RDC revenue is measured solely on the basis of the University’s net revenue, less the mediation of project-based support to partners.

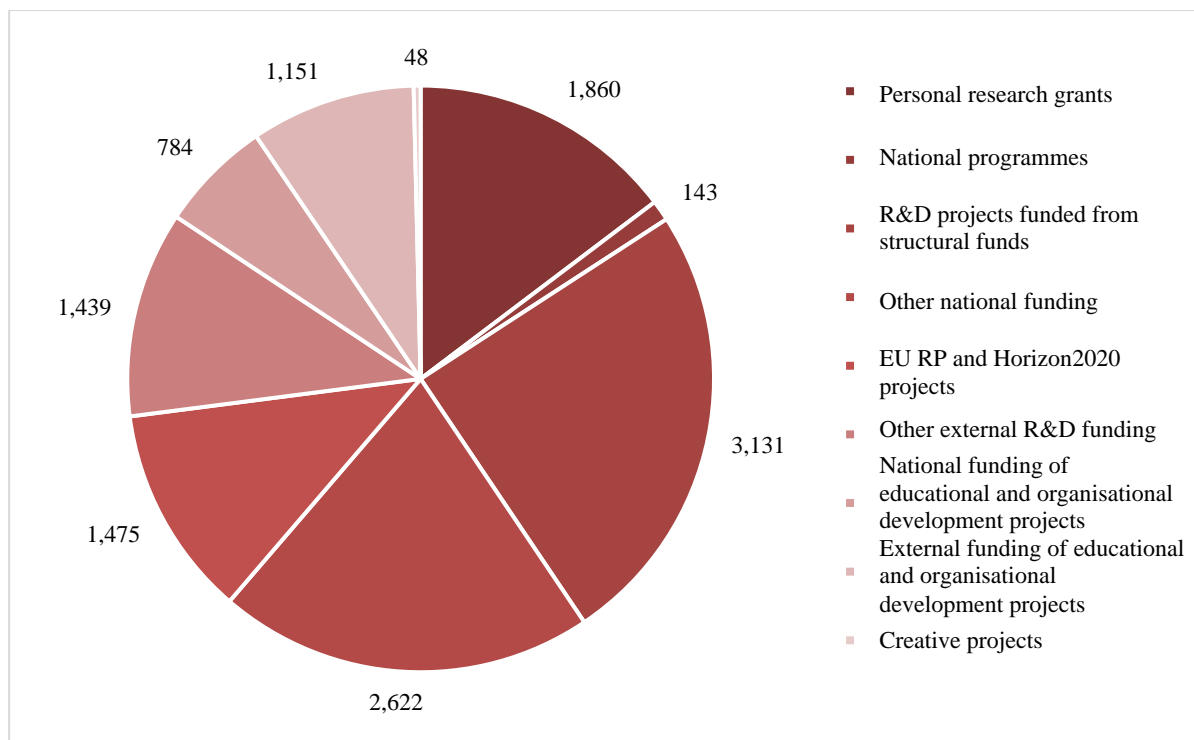


Figure 1. RDC funding in 2019 (in thousands of euros)

Positive developments in the University's RDC funding are continuing: the total RDC revenue is increasing and grew by 7% in comparison with the previous year, and so is the volume of funding of research and research-based development, which grew by 8% in comparison with the previous year (see Table 4).

The increase in the share of interdisciplinary research projects and research development services in the University's revenue deserves a mention (see Table 2), as it is one of the key indicators in the area of RDC and shows that the priority 'interdisciplinarity of research' has been adhered to. The second important aspiration is the internationality of the University's activities. The volume of RDC projects that are international and/or received foreign funding is stable, the decrease in their share in comparison with 2018 is primarily the result of the increase in the volume of national funding by 1,403,734 euros. The volume of Horizon projects increased a little, but the share of other EU projects decreased by *ca* 245,000 euros. This is partly caused by the decrease of the account of some projects that ended in 2018. The volume of other projects with foreign funding increased somewhat. Although this amount is not big in itself, it highlights the activity of the University's scientists in finding different foreign funding options, because the competition for national funding in the main fields of the University keeps increasing.

Table 4. RDC revenue from 2016–2019 (euros)

Volume of RDC revenue (euros)	2016	2017	2018	2019
Total RDC revenue	9,807,581	11,579,839	14,279,295	15,586,088
incl. the volume of funding for research and research-based development	7,248,689	9,539,122	12,218,450	13,602,930
incl. baseline funding from national funds	1,043,970	1,215,130	1,947,090	2,933,107
incl. funding from EU Structural Funds	839,007	2,175,778	2,959,541	3,032,053

1.2.1. National research funding

The total volume of national funding of the research and research-based development in Tallinn University in 2019 was 10,688,442 euros (9,284,708 euros in 2018) – an increase of 1.4 million euros or 15% in comparison with the previous year.

Overview of general developments in Estonian research and development funding

The data in Table 5 indicate how national RDC funding in Estonia has changed from 2016–2019. Structural Funds cover the following funding measures: ASTRA, national centres of excellence, internationalisation (DoRa, Mobilitas Pluss), applied research of smart specialisation, RITA programme, national infrastructure, speciality scholarships, ICD R&D support, popularisation, Norwegian EMP programme. Other measures: research libraries and databases, national programmes (Estonian language technology, Estonian language and culture in the digital age), research collections, Estonian Academy of Sciences, Estonian Research Council, popularisation.

Table 5. Main components of the research and development and innovation programme budget of the MER, 2016–2019

	2016		2017		2018		2019	
	percent age	EUR million	percent age	EUR million	percent age	EUR million	percent age	EUR million
Research grants	29%	37.9	29%	39.4	27%	40.2	24%	40.6
Baseline funding	11%	13.9	12%	16.9	18%	26.9	23%	39.1
Structural Funds	48%	63.6	47%	63.4	42%	62.7	44%	74.9
Other	12%	16.4	12%	16.2	14%	21.2	10%	16.4
Total	100%	131.8	100%	135.9	100%	151.0	100%	171.0

A research agreement was signed on 19 December 2018, by which our political parties that were preparing for the parliamentary elections in March 2019, promised to increase national R&D funding to 1% of GDP. The research agreement was signed by the representatives of R&D institutions, entrepreneurs and political parties, except for EKRE who found that the agreement was not ambitious enough and research funding should be increased to at least 2%. The election programmes of all parties included increasing research funding and a reference to 1% growth.

When the coalition formed after the elections started preparing the state's budget strategy (hereinafter the SBS), it was clear that there was less money in the budget than needed for keeping the promises. Thus, the SRS stipulated that the goal in the long term is to increase the growth of public sector R&D expenditure to 1% of GDP, i.e. that the state will allocated 152.4 million euros to science in the next four years, 38.1 million euros per year on average. According to the calculations of scientists and the MER, research funding should receive an extra 47 million euros every year or 282 million euros in total in order to move towards the goal of 1%.

The additional funding for R&D expenditure in 2019 was considerably smaller than expected – 12 million euros, which led to discussions of how this amount could be fairly distributed. The division of the research grants of the Estonian Research Council (ETAg) was discussed, among others, at the TAN meeting held in November 2019 and it was decided to change the proportions between fields of research in the 2019 call for proposals with the additional money (in the amount of 2.1 million euros) by directing it to the fields whose current share should grow. The decision was to divide the additional funding proportionally as follows: engineering and technology 50%, agricultural and veterinary sciences 20% and medical and health sciences 30%. This increased the budget of the call in the field of engineering and technology by *ca* 1 million euros, in medical and health sciences by 624,000 euros and in agricultural and veterinary sciences by 416,000 euros. Unfortunately, the main R&D fields of the University received no additional funding.

Baseline research funding

The volume of baseline funding of research in Estonia as a whole has grown more than fivefold since 2014 (8.4 million euros in 2014 and 39 million euros in 2019). The total volume of national baseline funding increased in 2019 by 12.2 million euros or 45.38% when compared to the previous year (26,883,000 million euros in 2018 and 39,083,000 euros in 2019). The volume of baseline funding has

decreased considerably in recent years due to the decision to change the proportions of research grants and baseline funding and take it to the level of 50/50 (see Table 6).

Table 6. Proportions of baseline funding and national research grants from 2013–2019 (source: ETAg)

	2013	2014	2015	2016	2017	2018	2019
Research funding (million EUR)	37.7	38.0	42.4	37.9	39.4	40.2	40.6
Baseline funding (million EUR)	7.2	8.4	9.3	13.9	16.9	26.9	39.1
Share of research grants	84%	82%	82%	73%	70%	60%	51%
Share of baseline funding	16%	18%	18%	27%	30%	40%	49%

The share of the University in the total volume of baseline funding increased by 0.26% in comparison with 2018 (comprising 7.5% of the overall volume) and the proportion of the share of universities also increased (8.81% in 2018 and 9% in 2019). The amount of the baseline funding of the University as a whole (incl. additional grant for national sciences) increased by 50.64% in comparison with the previous year (2,933,107 euros in 2019 and 1,947,090 euros in 2018) (see Figure 2). The share of the University increased both in terms of the criterion-based as well as national sciences allocation by 0.23% and 0.85%, respectively.

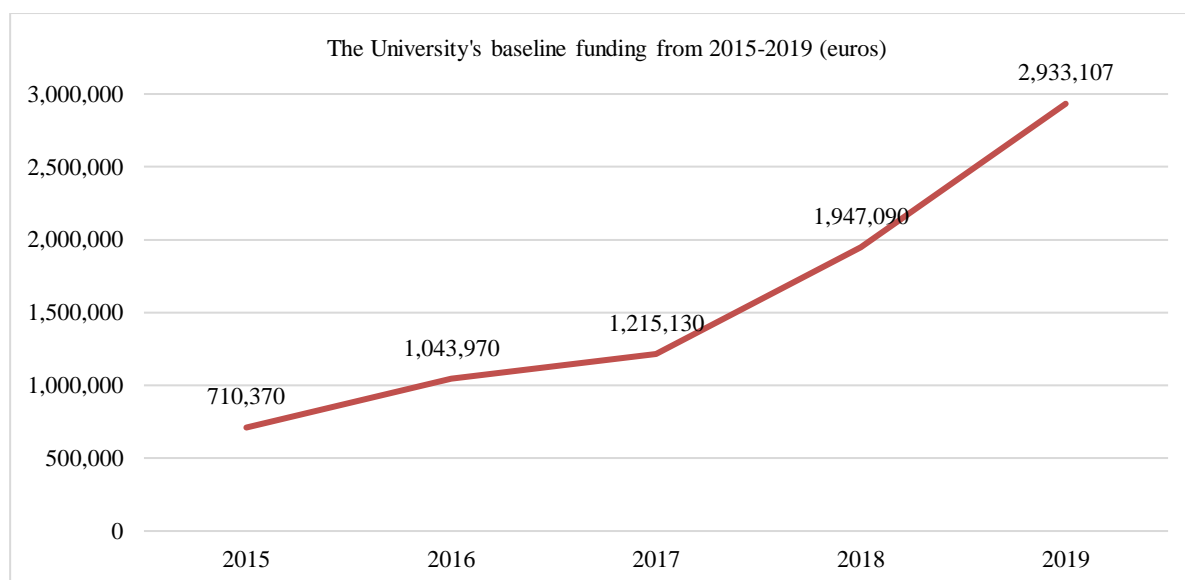


Figure 2. Baseline funding of the University, 2015–2019 (euros)

Institutional and personal research funding

The total volume of personal and institutional research funding as well as the substitutive researcher career grants has grown at the University from year to year and in 2019 grew by approximately 4% compared to the previous year.

A startup grant (Karmen Toros) and two group grants (Hannes Palang and Igor Pilschikov) were launched in the University in 2019. The ETAg also started a new one-year development grant measure with a pilot project. The employees of the University received two of the eight funded development grants (Kairit Tammets and Rando Tuvikene).

Four of the six IUT research theme ongoing in 2019 were completed in 2019 (theme leaders Irina Belobrovtsseva, Ivor Goodson, Shinya Sugita and Anu Mänd). The last two UT IUT research themes will end in 2020 (theme leaders Ellu Saar and Karsten Brüggemann).

Table 7 presents the research funding statistics across Estonia for the 2019 application round (research themes applied for in 2019 and starting in 2020). The most successful fields were engineering and technology (30% of the applications filed were successful), medical and health sciences (31%) and

natural sciences (28%). The share of applications satisfied was the smallest in the field of social sciences (11%). The success of the fields of medical and health sciences and engineering and technology was also increased by the additional funding provided to these fields by TAN. The extremely tough competition in the fields of humanities and arts and the low level of funding (SO 11%, HU 15%) also reflected in the University's results: two of four post-doctoral applications were satisfied (Martin Aidnik and Triin Lauri), none of the three startup grant applications were funded and only one of 15 group grant applications was funded (Ulrike Plath).

Table 7. Statistics of the 2019 and 2020 research funding application rounds

	Number of applications / number of grants issued			
	Personal post-doctoral research grant	Startup grant	Group grant	Total
Natural sciences	22/11	42/11	141/36	205/58
Engineering and technology	10/2	15/6	42/12	67/20
Medical and health sciences	6/3	11/3	28/8	45/14
Agricultural and veterinary sciences	1/1	1/0	19/3	21/4
Social sciences	7/2	18/1	41/4	66/7
Arts and humanities	2/2	13/2	60/7	75/11
Total	48/21	100/23	331/70	479/114

Other national funding

In addition to personal research funding and baseline funding, the state finances the promotion of research also from **national R&D programmes** (Estonian-language higher education textbooks, the Estonian Terminology Programme, the Compatriots Programme, the General Education Programme, Estonian Literature, Estonian Language and Cultural Memory). The number of projects funded from national programmes decreased considerably in 2019: the number of pending projects in 2018 was 18, but the number in 2019 was only eight and the total volume of projects decreased by 33%.

The reason for this was that the national programme of the Estonian Language and Cultural Memory had ended by 2019 – the researchers of the University had carried out many projects within its scope in previous years. The Ministry of Education and Research approved the new programme Estonian Language and Culture in the Digital Age (EKKD) after a long delay on 21 June 2019. The overall goal of the programme is to support the preservation of the Estonian language and culture, increase and strengthen research and development capacity in the area of the Estonian language and culture in supporting the development of Estonian research and the entire society according to the strategies related to the fields. One TLU application received funding in the 2019 call for proposals (theme leader Anna Verschik).

Two of the University's **research collections** are funded: the cultural history collection and the archaeological research collection of the Academic Library are financed. The number of collections and the volume of funding are the same as in 2018.

The number of objects that have received Estonian **research infrastructures roadmap and core infrastructures support** has not changed. Tallinn University takes part in two roadmap objects and core infrastructures: Information Technology Mobility Observatory (IMO), preservation of the Estonian e-Repository and collections, the Estonian Environmental Observatory, and the Natural History Archives and Information Network (NATARC). The volume of funding was *ca* four times bigger than in 2018.

The **funding of the programming period for structural funds** continued in full in 2019 whilst the share of structural funds in the budget of the MER has decreased by 6% in a couple of years to 42%. Although the proportion of structural support in the total volume of financing remains very large, even

a small decrease in the proportion indicates that the system is stabilising. The volume of the University's projects funded from the structural funds was more or less equal with previous year's funding and totalled 2.68 million euros (2.68 million euros in 2018 and 2.07 million euros in 2017). Detailed information about some of the funding instruments is given below.

Funding from the new **Dora+ support** period actions continued in 2019, money was received for the measures Study in Estonia, Foreign MA and PhD Students and PhD Exchange Students. The volume of funding has increased year-on-year and was almost twice as big in 2019 than in 2018 (385,300 euros in 2019 and 174,837 euros in 2018).

The University continued participating in the **national Centre of Excellence in Estonian Studies** (the research team of Irina Belobrovtsseva) as the leading partner in the Centre of Excellence in Health Promotion and Rehabilitation (funded through Enterprise Estonia) and as a partner in the Oil Shale Competence Centre. In addition to main funding, the centre of excellence received funding for the project "Development of technological solution for the extraction of phycoerythrin from red algae (*Furcellaria lumbicallis*) of the Baltic Sea". However, the funding given to the centre of excellence as a whole decreased by almost a half in comparison with 2018.

Funding for the **institutional ASTRA project** which is aimed at R&D institutions and institutions of higher education was 13% less in 2019 than in the previous year. The aim of the ASTRA support is to increase the competitiveness of R&D institutions and institutions of higher education and the capacity to service the society in the institutions' areas of responsibility and areas of smart specialisation, as well as to increase the efficiency of the research and development and higher education system, including through the structural transformation of institutions. The support has several sub-goals, incl. the organisation of research and academic activities at an international level in the University's five focus areas (funding of the University's centres of excellence and laboratories and other activities related to focus areas) (funding 619,210 euros), efficient work processes and management model (205,362 euros), increased number of partners and broader forms of cooperation (94,228 euros) and the good quality of supervision of doctoral students and higher efficiency of doctoral studies (funding of graduate schools) (260,074 euros).

The Tallinn University **Competence Centre for Educational Innovation** has been financed via Foundation Innove from the Structural Funds measure 'Support for the professional development of teachers, heads of schools and youth workers' under the action 'Teacher training' and from the measure 'Support for the implementation of a modern learning approach' under the action 'Development of centres of excellence at Tallinn University and the University of Tartu'. The first project ended and the follow-up project started in 2018. The sub-activities of the follow-up project are an evidence-based development of the learning process, educational technology, general competencies, inclusive education and development of the organisational culture of an educational institution. The volume of funding in 2019 was *ca* 2% smaller than in 2018.

The project 'Systemic development of entrepreneurship and business studies on all levels of education' is financed by the MER under the measure 'Association of studies with the needs of the labour market' during the activity 'Systemic development of entrepreneurship and business studies on all levels of education' and some of its sub-actions are directly related to R&D, such as action 1 'Development of methodology, modules and courseware', action 4 'Development of pre-incubation' and action 5 'Conducting research'. The project funding decreased by almost half in 2019 and some actions were not funded at all. However, the funding of research-related actions 4 and 5 continued and they comprised 92% of the total project funding.

The volume of **other projects funded from structural support** in 2019 was 69% higher than in the year before, which primarily arises from the following projects: from the measure 'Development of an apprenticeship system in vocational and higher education, incl. professional placement in teacher education' and 'Improvement of the reputation of vocational education, expansion of on-the-job learning', from the measure 'Development and implementation of contemporary and innovative learning

resources' of the project 'Subject-integrating mobile outdoor learning in basic school' funded via the Innove Foundation, and 'Development programme of heads of studies' from the ESF action 'Supporting the professional development of teachers and school principals'.

The **Mobilitas Plus+** programme also supported the ERA Chair project 'Cross-border Educational Innovation thru Technology-Enhanced Research' funded by Horizon2020 and the projects 'Migration dependence and integration challenges for the Estonian state, employers, communities and education', 'Reducing the gender pay gap' and 'Mobile lifestyle, consumption of public services and place of residence data in public registers' funded during action 1 'Supporting strategic R&D' of the RITA programme, and the project 'Development of electronic evaluation tools and evaluation methodology' of the 'Digital revolution' programme funded from the structural support measure 'Development and implementation of contemporary and innovative learning resources'.

In addition to the above, RDC activities were funded from other **national sources** in 2019 in the amount of 2,111,525 euros, which is almost at the same level as in 2018 (2,105,823 euros in 2018). The IT Academy programme of the HITSA continued, the MER financed the acquisition of research information by the TLU research library (326,759 euros), the Digital Centre of the TLU Academic Library (100,000 euros), the activities of the Mother Tongue Teaching Information Centre (20,000 euros) and the IEA international civic education survey ICCS 2022 (51,265 euros). The preparation of the 2019 Youth Monitor Yearbook via the Estonian Youth Work Centre and its presentation conference, and the updating of the survey database were supported from the state budget with 48,000 euros. The projects that exceeded the threshold received preparation support in the total amount of 31,000 from the ETAg. The Archimedes Foundation paid scholarships in the total amount of 13,165 euros within the scope of the programme of scholarships for foreign students, researchers and teachers.

The number and volume of the service contracts with companies and NGOs decreased by 25% in comparison with the previous year and comprised 209,048 euros in total. The funding of projects that won public procurements also decreased and amounted to 847,959 euros in 2019 (1,074,826 euros in 2018). However, the result for 2018 can be considered somewhat exceptional, as three major public procurements of the MER for the expansion of e-learning comprised 86%. The organisers of the public procurements won in 2019 were the Ministry of Education and Research, the Environment Board, the Information Technology Foundation for Education, the Chancellery of the Riigikogu, the Social Insurance Board and the Estonian Research Council. However, the cost of work commissioned by ministries and state and municipal institutions increased 2.6 times: 344,996 euros in 2019 and 133,560 euros in 2018. The Estonian Cultural Endowment, the Estonian Film Foundation, the Institute of the Estonian Language and the Estonian Olympic Committee also offered support for the implementation of R&D projects.

1.2.2. Research funding from external funds

EU FP7 for Research and Innovation and Horizon 2020

The volume of funding from the EU FP7 for Research and Innovation and Horizon 2020 increased somewhat compared to 2018, but the level of 2017 has not been achieved (1,475,361 euros in 2019, 1,415,224 euros in 2018 and 1,590,539 euros in 2017). Growth was significantly curbed by the adjustment of the accounts of three projects completed in 2018, including the large Twinning project, which reduced the total amount for 2019 to some extent.

In 2019, the Horizon 2020 programme financed 11 projects, one GENDER-NET Plus and one ERA-Net COFASP project, Tallinn University is the coordinator in three of these (including a COST project), two ERA Chair and one Twinning project and one ERC grant. The ERC startup grant 'Translating Memories: Eastern European Past in the Global Arena' (project manager Eneken Laanes, 2020–2024) also received a positive decision. Seven of these projects were launched in 2019 and the ones that could be highlighted are the ERA Chair grant 'Cultural Data Analytics' implemented by the Baltic Film, Media, Arts and Communication School and the School of Humanities (total volume 2,500,000 euros)

and the Twinning project 'Twinning for excellence in migration and integration research and networking (MIRNet)' implemented by the School of Governance, Law And Society (total volume 800,000 euros of which the share of TLU comprises 339,764 euros).

40 H2020 applications were submitted with the participation of the University in 2019, four of which received funding, the funding of three is still being negotiated and two applications are in the reserve list.

Funding from other EU programmes

The volume of projects funded from other EU programmes decreased by 245,198 euros or 18% in 2019 in comparison with the previous year. This was partly caused by the adjustment of the accounts of four Erasmus+ and one Interreg projects that ended in 2018. Four Interreg projects also ended in 2018 and only one Interreg project was added in 2019. Revenue was mostly generated by programmes like 'Interreg Central Baltic Programme 2014–2020', 'Interreg Baltic Sea Region Programme 2014–2020' and the measures 'Strategic partnerships in the field of education, training and youth' and 'Capacity building in the field of higher education' of principal measure 2 of EK Erasmus+. The HERA programme emerged as a new source of funding.

32 research-related Erasmus+ projects and seven Interreg projects were funded in 2019 (28 and 11, respectively, in 2018). Projects of the Life+, Asylum, Migration and Integration Fund, JUSTICE PROGRAMME (2014–2020) and other programmes were also funded. The funding of the project 'DigCompEdu Self-Assessment Tool' by the TLU School of Digital Technologies within the scope of the European Commission Joint Research Centre procurement won in 2018 also continued in 2019.

External R&D funding from other sources

The volume of other externally funded R&D projects in 2019 more than doubled in comparison with the previous year. The income from the projects of the Nordplus programme increased to 75,532 euros (42,339 euros in 2018 and 66,727 euros in 2017). 23,442 euros was received from the King Sejong Institute Foundation for the establishment of the King Sejong Institute by Tallinn University. Funding of the project 'Developing and enhancing the teaching quality of inclusive education curriculum' from the Baltic Research Cooperation Programme started (19,961 euros in 2019), financing of the project funded by the CEDEFOP (European Centre for the Development of Vocational Training) 'The changing nature and role of vocational education and training in Europe', the project funded by the Uppsala University 'The Viking Phenomenon' and the project funded from the International Atomic Energy Agency 'Multidimensional Analysis of Inertial Fusion Devices Relevant Materials Irradiated with High Energy Plasma Beams with Plasma Focus Device' continued in the total amount of 98,230 euros. The University also did work commissioned by foreign organisations and companies for 135,961 euros.

1.2.3. Overview of funding for activities aimed at study and organisation development

In total, projects aimed at study and organisation development were financed with 1,934,817 euros in 2019 (2,008,834 euros in 2018 and 1,984,415 euros in 2017). However, it must be kept in mind that the division of projects into research-based projects and directly development focused ones is somewhat conditional, as many projects contain both research and development activities. This particularly concerns the Erasmus+ programme.

The funding of **development projects** (especially mobility and educational development projects and projects aimed at the development of organisations) increased by 11% in comparison with the previous year (783,984 euros in 2019 and 705,000 euros in 2018).

The programmes that continued included the national programme of grants for international students, researchers and lecturers mediated by Archimedes Foundation and the programme for international academic studies of Estonian language and culture, state budget support via the Archimedes Foundation for speciality scholarships in teacher training, study cooperation support under the Development

Cooperation and Humanitarian Aid Programme of the Ministry of Foreign Affairs, the Tallinn Enterprise Department's non-profit activity support programme funding for holding a competition of applied R&D works at Tallinn University, support from the MER for organising subject competitions and the support of the HITSA IT Academy programme for training informatics teachers. New sources of funding included the Compatriots Programme 2014–2020, which supported the apprenticeships of the students of the speciality of kindergarten education teacher of the School of Educational Sciences of Tallinn University in the kindergartens of Sweden and Finland; students were paid scholarships within the scope of the scholarship competition for future trainers via the Sports Training and Information Foundation. Riigi Kinnisvara AS funded the motivation of the successful MA and doctoral students of Tallinn University via additional scholarships and the Swedish Institute supported the project 'Swedish Language Instruction'. Two public procurements were also performed in 2019: the procurement of the Archimedes Foundation for the development of an in-service training system for youth workers and the procurement of the Innove Foundation for the creation of moving pictures for digital mathematics courseware for 2nd year students.

The volume of funding of the **educational development and mobility grants of the European Commission** decreased by 165,786 euros or 13% in 2019 in comparison with the previous year. The main sources of funding were the Key Action 1 and 2 projects of the Erasmus Mundus and Erasmus+ sub-programmes of Erasmus, which are mostly related to educational development and mobility, and 1 Interreg Central Baltic project 'STARPABS Startup Passion in the Baltic Sea'. All of the projects of the Erasmus Tempus and Erasmus Multilateral programmes had ended by 2019.

The funding of **other development projects** decreased by 4% in 2019 in comparison with the previous year. This is mainly caused by the decrease in the revenue of projects funded from EU programmes. Revenues from other sources of funding have all increased to some extent: volume from various other sources of external funding increased by 21% in 2019 when compared to 2018, mainly due to the addition of new sources of funding, but it remained smaller than in 2017 (61,456 euros in 2019, 48,407 euros in 2018 and 76,838 euros in 2017). The support of the Nordplus Higher Education programme of the Nordic Council of Ministers for the development of academic cooperation continued, as did the new project 'ITT Network for VET' and the support of the headquarters of the Confucius Institute to the project for the development of the Chinese language and culture. The programme 'Studying and teaching the Soviet Union "Otherwise"' funded by the US Embassy in Tallinn during the Small Grants Program started in 2019. The Japan Foundation supported the organisation of the Conference Commemorating the 900th Anniversary of Saigyō's Birth.

1.2.4. Overview of creative activities and funding thereof

The volume of external funding of creative activities was 34,450 euros (54,662 euros in 2018).

Two major creative conferences were held on the initiative of the University in 2019: 'Film and media in academic work – outside the frame!' (FAME), which was attended by 250 teachers from Estonia, Latvia, Lithuania, Finland and Denmark, and the final event 'Cross Innovation' of the Interreg project Cross Motion.

Conferences important to Estonian culture were also organised: 'Estonian TV series industry – where are we going?' and art education conference 'KUHI: Modern Classic'. A big step was taken in 2019 in connecting the creative field to academic and research work, as Liina Keevallik's 'Cloud Opera', which takes a look at research and creativity as digital culture premiered on Vaba Lava as a result of the cooperation with the TLU Centre of Excellence in Media Innovation and Digital Culture (MEDIT). In traditional areas, performances created by choreography students were staged at the Estonian Dance Agency and Flo Kasearu Studio; two TV shows that made it to the special New Year's Eve Programme of ETV were created as Master's theses and eight films created by students were showed on ETV2. Exhibitions of the artworks created by students in TLU galleries and the programmes of Estonian and world films screened in the SuperNova cinema have enriched the cultural life of TLU for many years.

The most ambitious creative project in 2019 was the preparation of the opening show of the Vita building, which started in spring and brought together the lecturers and students of all creative specialities of the Baltic Film, Media, Arts and Communication School. This process inspired everyone to look for the synergy created by the interdisciplinarity of subjects and study programmes also in the future.

Taking part in the XXVII Song and XX Dance Celebration ‘My Love’ was certainly the highlight of the year for people of culture. All cultural collectives of the University performed in the top event of the jubilee year of the Estonian Song and Dance Celebration: the symphony orchestra, male choir, female choir, mixed choir, vocal ensemble, folk dance groups and cheerleaders of the sports club – several hundred students, TLU employees and graduates in total.

1.3. Overview of activities aimed at the society

1.3.1. Launch of the EXU (Enterprise x University) cooperation platform

The new cooperation platform EXU (Ettevõtte x Ülikool /Enterprise x University²) was developed in 2018 in order to boost research and development in the University. Testing and implementation of EXU started in January 2019, the operating principles of EXU have been created and processes at the University have been agreed. The support and operating fields of EXU are 1) product and service development, service design, 2) analysis of demand and market trends, 3) marketing and sales support, sales of knowledge-based services, and 4) systemic proactive and reactive establishment and management of partnerships (including ADAPTER and other contracts with enterprises, applying for large-scale projects in cooperation with enterprises). A cooperation portfolio has been prepared for EXU, which is constantly updated with new service areas (visible in the EXU web).

In 2019, EXU was mainly tested and implemented via four focuses:

1. development and communication of the EXU brand: increasing the visibility of the University for cooperation with the private sector and local governments, sharing good practices and experience. The EXU website, Facebook page and EXU campaign using Google Ads were prepared for this purpose and the development of the concept of the area of presentation of EXU also started;
2. reactive partnership: making offers to enterprises and looking for new contacts and partners, the majority of which were ADAPTER³ queries and offers, offers of innovation and development shares;
3. positive partnership: raising the awareness of academic units of EXU and support activities, product and service development in cooperation with academic units, which resulted in the creation of the EXU portfolio, market analysis and research, international development projects (service design) and looking for new strategic partners;
4. sale of knowledge and training services: offering selected topics to SMEs, participation in trade fairs and seminars, discussion of pre-incubation and spin-off topics.

There has been closer cooperation with the areas of education, natural sciences and digital technology, which has arisen from the active interest of scientists, also from ADAPTER queries in these fields and the analysis of market trends.

Development and training activities, including the development of EXU, were mainly supported from three programmes: 1) Tallinn University TEE or Tallinn University as the promoter of intelligent lifestyle (Archimedes Foundation programme), 2) Edu & Tegu (Success & Action) or the ‘Systemic development of entrepreneurship and business studies on all levels of education (MoER programme), 3) ‘ApprEnt: Refining HE Apprenticeships with Enterprises in Europe’ (Erasmus + programme). The development of the SD4X international education programme of service design started during the new Erasmus+ project⁴.

² See more at <https://www.exu.tlu.ee/et>

³ <https://adapter.ee>

⁴ See more at <https://sd4x.eu>

Tallinn University as the promoter of intelligent lifestyle

The main activities of TLU TEE, which increase the competence of the University for cooperation with enterprises and other organisations, and increase the volumes of cooperation with enterprises, were as follows in 2019: a) development and management of ADAPTER, processing of queries and preparation of offers, proactive communication with companies, organisation of seminars, inclusion of TLU scientists in ADAPTER activities; b) development and implementation of proactive activities of EXU; c) EXU investments in the service laboratory of the CIE for enterprises and other organisations; d) contributing to the 'In the right place at the right time' cooperation festival in Tartu, contributing to ADAPTER seminars; e) planning and completion of the partner week, incl. the organisation of the open lab day in cooperation with the Tallinn City Enterprise Department; f) preparation of the concept of the EXU presentation area (will be implemented from 2020–2021). The interim assessment of TLU TEE highlighted the area of cooperation with enterprises, where the goals of the programme have been met and the increase in the number of contracts with enterprises has been bigger than planned. The University needs more scientists whose main activities include applied research projects in order to achieve significant changes.

The volume of order-based works as a whole is growing and comprised 11.6% of the total RDC revenue in 2019 with School of Digital Technologies, School of Natural Sciences and Health and the School of Governance, Law and Society as the biggest contributors. The objective of EXU is to bring long-term cooperation competence to TLU and generate considerable additional revenue for the University in 5–10 years.

1.3.2. ADAPTER development activities

ADAPTER is a business cooperation platform between Estonian research and development institutions, created by six Estonian public universities in 2016. The aim of the platform is to bring together the needs of enterprises, the competence of R&D institutions, and the possibilities of technology. It concentrates the services provided by higher education establishments as well as research and development cooperation and the possibilities of product development and continuing education. By now, 13 partners have joined the platform.

In the context of EXU, ADAPTER is a tool for operative cooperation with other universities. For enterprises, ADAPTER offers the opportunity to ask the same question simultaneously from all universities, while EXU allows them to communicate directly with the University. The ADAPTER service database includes a total of 564 services of which 46 are provided by the University. In 2019, the University made 95 offers (55 in 2018 and 32 in 2017) as short responses and monetary offers. Offers were made in the amount of 474,596 euros (172,710 euros in 2018) and monetary contracts were made for the amount of 90,479 euros.

In addition to the ADAPTER offers, the Open Academy also helped prepare other project offers at the University in the amount of *ca* 600,000 euros (contracts for *ca* 265,000 euros). TLU won the Erasmus+ project 'Services Design Study Module' and the service design study module is developed in TLU within the scope of this. This project contributes significantly to the systemic approach to service design and development and the increase of competence at the University.

1.3.3. F2F seminars, partner week and lectures for entrepreneurs

The Open Academy has been organising meetings with entrepreneurs and representatives of professional associations in the F2F seminar series since 2015. The series opens possibilities of cooperation with enterprises and other organisations. The meetings offer the existing and potential partners of the University a chance to hear the latest ideas of the world of science presented by researchers. Two F2F seminars were held in 2019 in cooperation with the new advisory board of the Open Academy and the Estonian Chamber of Commerce and Industry, and contributions were also made to all ADAPTER seminars.

The short lectures of the Partner Week were aimed at those interested in continuing education and the potential cooperation partners of development projects. Eight of the traditional short lectures, which have proven very popular for the fourth consecutive year, were held in 2019. The lectures are held both at the University and in enterprises. The Open Academy lectures for enterprises are held ten times a year in cooperation with the Tallinn Enterprise Department.

In total, the short lectures of the F2F seminar series, the Partner Week and the Open Academy attracted approximately 1061 participants in 2019, which is the biggest number of participants in the short lectures of the Open Academy in a year.⁵

1.3.4. Entrepreneurship and business studies programme Edu&Tegu

The objective of the Edu&Tegu programme is to implement a learning approach that develops entrepreneurship and entrepreneurship training systemically at all levels and types of education and to create opportunities of undertaking entrepreneurship training for all students. Three training events were carried out in 2019 during the Edu&Tegu programme under the leadership of the University. The training focused on the organisation of entrepreneurship training in schools, the development of entrepreneurial skills and teaching methods supporting entrepreneurship for mentors teaching at schools. In total, 64 people took part in the training courses.

STARTERtallinn

Two programmes were implemented during the Edu&Tegu action ‘Implementation of pre-incubation’: 1) STARTERtallinn with TalTech, 2) STARTERhaapsalu programme with the Haapsalu College of Tallinn University. 85 teams completed STARTERtallinn, 25 of them under the instruction of TLU. Six TLU teams made it to the top 10. 332 students completed the programme. The SSDN (Start-Up Speed Dating Night) mentor event was organised during the spring and autumn programme and 160 people attended both of them. The event was held in the EKA building. The programme’s demo days were linked to major startup conferences, such as Latitude59 in spring and Robotex in autumn. Two one-day creative hacks were organised, one of them ‘Hack the City’ in Narva (36 participants) and the other ‘Cyber security and digital wellbeing’ in TalTech Mektory. Four teams completed STARTERhaapsalu in spring. One of them shared the second and third place in the final. 22 students participated in the programme.

Refining HE Apprenticeships with Enterprises in Europe

The University and the Estonian Chamber of Commerce and Industry participated as partners in the project ‘AppEnt:Refining HE Apprenticeships with Enterprises in Europe, a project led by the European University Continuing Education Network (EUCEN), from 2017–2019. Open Academy managed the project from the University’s side. The objective of the project was to develop on-the-job learning and apprenticeship opportunities and establish strong cooperation networks with institutions of higher education, enterprises and other organisations that are involved in apprenticeships or on-the-job learning in Estonia and elsewhere. In 2019, TLU participated in the preparation of a document of policy recommendations and a project meeting was organised in Tallinn in May. The results of the ApprEnt project are accessible in Estonian and English⁶.

1.3.5. Organisation of continuing education

The revenue from continuous education in 2019 has been comparable to the previous year. The continuing education budget in 2019 amounted to 1,716,741 euros (1.8 million euros in 2018), which is 11.4% of the total revenue from studies. Also, TLU earned 181,777 euros from the organisation of

⁵ Open Academy’s series of lectures for entrepreneurs, see the topics and schedule at <https://www.tlu.ee/avloengud>

Partner Week lectures (five lectures in autumn 2019), see the topics and schedule at <https://www.tlu.ee/partnernadal-TON>

⁶ The recommended activity principles of ApprEnt for the establishment of a better on-the-job learning model at the level of higher education [in Estonian](#) / [in English](#); guidelines for preparation of an on-the-job learning contract at the level of higher education; advice to all parties [in Estonian](#) / [in English](#); training for mentors and supervisors of on-the-job learning at the level of higher education, sample curriculum of mentor training [in Estonian](#) / [in English](#); marketing plan: on-the-job learning in higher education: we teach when learning, we learn when teaching [in Estonia](#) / [in English](#).

international examinations. The revenue from continuing education in the main budget increased in total, but decreased in projects and open degree studies. The proportions can be different every year depending on the action plans of projects. The School of Educational Sciences, School of Natural Sciences and Health and the Baltic Film, Media, Arts and Communication School contributed the most in training in terms of participation and the budget, and the School of Humanities, the School of Governance, Law and Society and School of Natural Sciences and Health in open learning.

12,224 people participated in continuous education in Tallinn University in 2019 (12,226 in 2018) (Figure 3). The data based on the TÕIS and ÕIS information systems which shows adult learners from degree studies (open learning) and participants in training courses, but does not show lectures and seminars which have an estimated 2,000 participants a year. The number of participants in continuing education presented in previous years is thereby larger. There were 1,187 continuing education courses in 2019 (1,275 in 2018). TLU is still the third largest provider of continuing education in Estonia after the University of Tartu and TalTech (source: ENUCE).

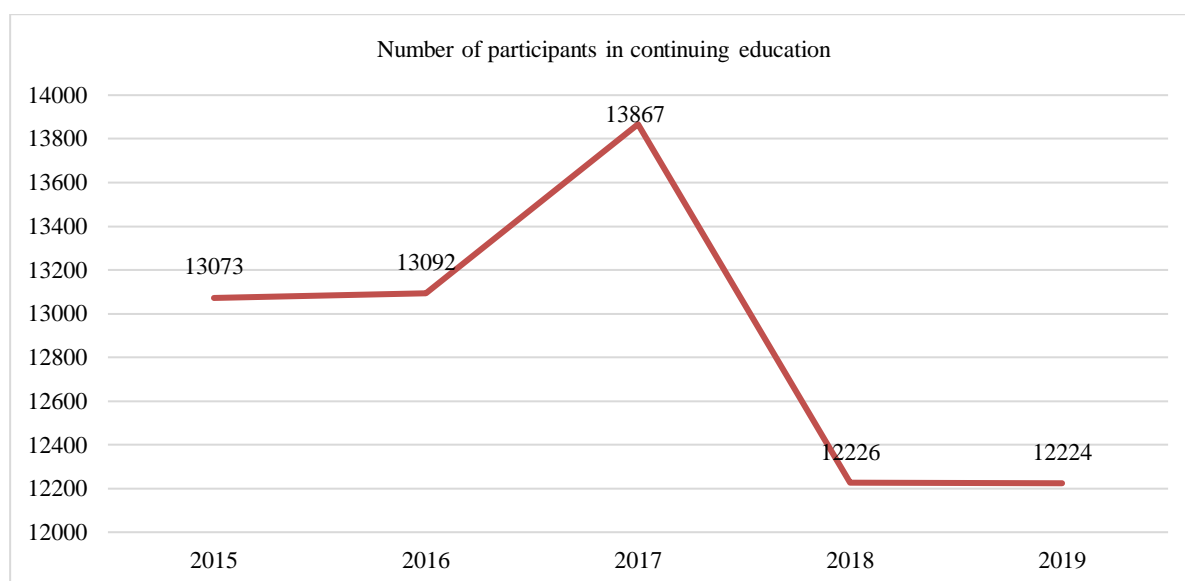


Figure 3. Number of participants in continuing education at Tallinn University in 2015–2019

The number of continuous education participants in academic units continued to be the largest in the School of Educational Sciences and the School of Natural Sciences and Health (Figure 4).

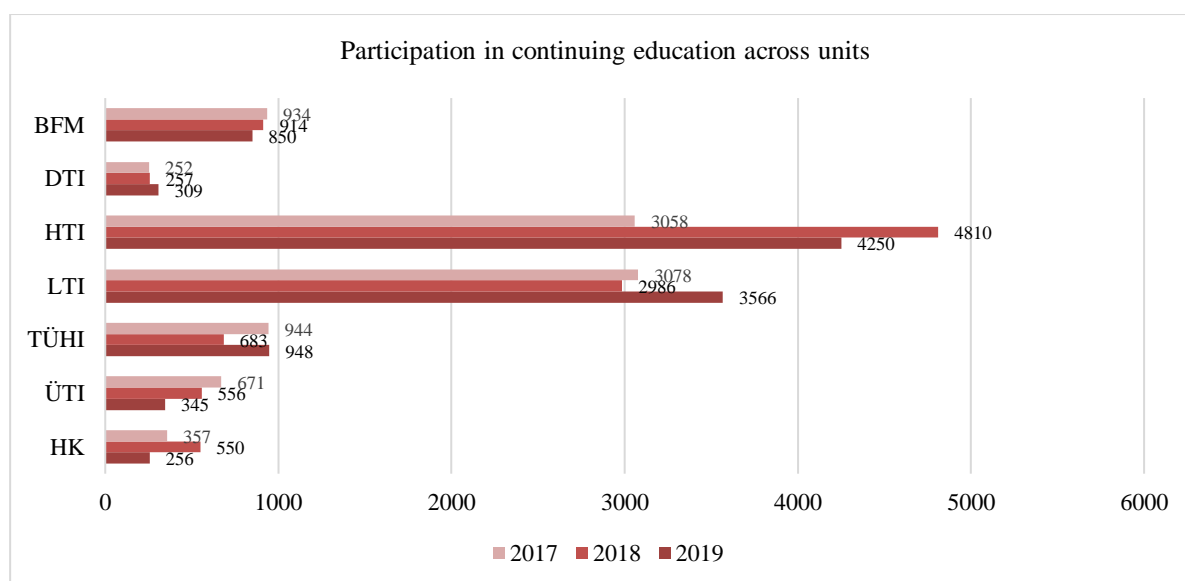


Figure 4. Participation in continuing education across units, 2015–2019

The most popular continuous education courses in 2019 were:

- written communication: smooth expression and correct Estonian language (School of Humanities);
- speech and voice training (School of Humanities);
- preparing for the professional examination of a real estate agent (School of Governance, Law and Society);
- a course for coaches 'General subjects in sports – assistant coach, level 3' (related to qualification) (School of Natural Sciences and Health);
- art therapies 'Fundamentals of visual art therapies' (School of Natural Sciences and Health);
- workshops in food technologies, such as 'Lacy gingerbread';
- in the area of exercise: 'The story behind movement – physical exercises with pre-school children and exercises';
- for schools: media and cross-media programmes (Baltic Film, Media, Arts and Communication School);
- for the public: effective public speaking and media communication (Baltic Film, Media, Arts and Communication School);
- for the public: various montage programmes (Baltic Film, Media, Arts and Communication School);
- for enterprises: Directing. Light. Camera. (Baltic Film, Media, Arts and Communication School);
- designing social media advertisements (Haapsalu College);
- competency-based learning and evaluation that supports learning (Haapsalu College);
- in the area of education: 'Educational robotics in the kindergarten', programmes for the development of learning and reading skills 'We read' and 'Let's think about what we learn' and 'Teacher as a communicator – creator of a communication space that supports learning'.

Every year, Tallinn University honours successful employees, teams and partners in the area of life-long learning. The following stood out in 2019:

- the recognition of trainers of the year 2019 went to junior research fellow at the School of Educational Sciences Janika Leoste, lecturer at the School of Governance, Law And Society Kristo Krumm and trainer at Haapsalu College Kristin Veltri;
- Internal Trainer of the Year 2019 was awarded to informatics teacher of the School of Digital Technologies Kalle Kivi;
- recognition in the category of training managers of the year: Training Manager of the Year 2019 is the Head of Partnership and Training of the School of Digital Technologies Pirje Jürgens and Internal Training Manager of the Year is the Staff Training and Mobility of the Personnel Office Marika Matvejeva;
- the Rector gave the letter of gratitude of the Tallinn University to the Open Academy Continuing Education Project Manager Lilian Rückenberk for her significant contribution in developing the field of continuing education.

The recognition for the Teaching Act of the Year was given to the course 'About learning and teaching educational sciences to beginning teachers', the course 'Estonian-speaking teacher in Russian-language kindergarten', series of lectures 'Train smart' in cooperation with the School of Natural Sciences and Health and the Tallinn Moves programme, the Children's Film School at the Baltic Film, Media, Arts and Communication School, development of entrepreneurship training and implementation of pre-incubation during the Edu&Tegu programme. Two co-operation partners were recognised with the title of the Training Partner of the Year: the Estonian Unemployment Insurance Fund and the Tallinn Education Department.

The Open Academy coordinates the work of the network of training managers and the most important topics in 2019 were, for example, the preparation of joint training offers, study programme development (especially in the digital and media field), development of an online shop in the field of marketing and communications. The Creative Laboratory was held for the fourth year in a row in the network of training managers and this time, in the form of an experience café on the topic of evaluation of training

courses. There were no major changes in the field of continuing education in 2019. TLU participated in the ENUCE and EUCEN cooperation network and related projects (see above).

In 2019, the Estonian Quality Agency for Higher and Vocational Education launched a threshold-based evaluation of continuing education institutions among the training card partners of the Estonian Unemployment Insurance Fund⁷. The objective of the evaluation is to rate the capacity of the continuing education institutions to follow the quality principles of continuing education specified in the Adult Education Act and the Continuous Education Standard. The website was evaluated in the first stage and TLU passed it successfully. The next evaluation stage will take place in 2020, when the quality of continuing education courses will be evaluated: the compliance of the quality of study programmes and teaching with the requirements of the act and the standard.

1.3.6. Organisation of open learning

2019 was stable in terms of the number of open learners: 322 subjects were studied in the spring semester, 533 in the autumn semester, 855 in total over the year. Five learners in the spring semester and four in the autumn semester were funded under the training card of the Unemployment Insurance Fund; the “Noored Kooli” (programme for beginning teachers) had 43 learners in the spring semester (cohorts 11 and 12) and 54 in the autumn semester (cohorts 12 and 13).

There were new study programmes in the Year at the University programme: Introduction to anthropology, Advertising as communication, Culture of Spain, Culture of Italy. There is continued interest in the study programmes Estonian language and literature, China: society and culture, Japan: society and culture, Language editing, Cultural theory, Approaches to modern cities, Fundamentals of child protection, Introduction to written translation, Communications management and Business administration.

During the autumn semester, 14 midwives had the chance to take the degree studies course General and Social Psychology during the continuing education course in pregnancy crisis counselling. Introduction to animal-assisted interventions was the most popular degree studies course, which was attended by 32 learners.

1.3.7. Organisation of international examinations and training courses

The main area of activity of the International Examination Centre of the Open Academy is the organisation of internationally recognised language tests and speciality-specific distance learning tests. Activities of the Examination Centre: a) training examiners and exam organisers, continuing education and certification; b) organisation of and conducting English, Spanish and Italian language courses of different levels; c) preparatory course of the IELTS exam. In 2019, 621 candidates passed the IELTS test (669 in 2018), 348 candidates passed the Cambridge Assessment English test at various levels (496 in 2018) and 79 people passed the speciality-specific distance learning test (including the international accounting test ACCA) (91 in 2018). 51 people passed the Test of English for Aviation (TEA). The internationally recognised German language test TestDaF was passed by eight people (12 in 2018) and the Spanish language test DELE by five people (three in 2018). In total, 1,112 people passed a language or speciality test at the International Examination Centre in 2019 (1,271 in 2018).

The competence of the International Examination Centre of the Open Academy also includes the organisation of language courses and preparatory courses for examinations, incl. English and Spanish courses of different levels and IELTS preparation courses.

1.4. Overview of recognitions

The new members of the Research and Development Council (hereinafter the TAN) were appointed with an order of the Government of the Republic in November 2019, the Rector of Tallinn University

⁷ <http://ekka.archimedes.ee/lavendipohine-hindamine/>

Tiit Land one of them for up to three years. The TAN advises the Government of the Republic in issues concerning the research and development strategy, thereby shaping the development of the national research and development and innovation system.

The fact that researchers of the University belong to the Evaluation Committee and expert committees of the Estonian Research Council signifies the recognition of the research activities of TLU. Professor at Tallinn University Anu Toots belonged to the council of the ETAg. The fourth composition of the ETAg Evaluation Committee (from 15.05.2019–03.01.2020) included Tallinn University Professor Ellu Saar and Professor Liisi Keedus, members of the Expert Committee on Natural Sciences included Professor Tiiu Koff and Professor Tõnu Laas, members of the Expert Committee on Social Sciences included Professor Ellu Saar, who was also the head of the committee, Professor Allan Puur and Professor Kenn Konstabel, members of the Committee on Arts and Humanities included Professor Liis Keedus, who was also the head of the committee, Teaching Track Associate Professor Ave Mattheus, Teaching Track Associate Professor Jaan Lahe, Professor Krista Kerge and Senior Research Fellow Lembi Lõugas, the members of the Expert Committee on Experimental Development included Professor Ellu Saar and Professor Marek Tamm.

Two researchers of TLU received the National Research Award in 2019. The annual award, which is given for the best research works completed and published in the previous four years, was given to:

- Allan Puur in the field of social sciences for the cycle of works 'Development of the Estonian Population in a County-centred and Comparative View';
- Rein Raud in the field of humanities for the research 'Cultural History Studies'.

In 2019, the following were recognised as the best in the University's internal competition of the most remarkable publications, textbooks and creative projects.

The best monographs

- Anu Mänd. 'Medieval Altars and Altarpieces'. Tallinn: Estonian Heritage Society, 2019, 336 pages.

The best general education or higher education textbook

- Kristjan Kask. 'If Walls Could Talk. The Art of The Art of Questioning'. Argo Kirjastus, Tallinn, 2019, 160 pages.
- Jaagup Kippar. 'Technologies of Digital Humanities. Quantitative Digital Humanities. Qualitative Digital Humanities'. 2019.

The best creative project

- Heie Marie Treier. Estonian photography, 2019.

The best humanities article

- Indrek Ibrus, Maarja Ojamaa. „The Creativity of Digital (Audiovisual) Archives: A Dialogue Between Media Archaeology and Cultural Semiotics”. In: Theory, Culture & Society, 2019, pp. 1–22.
- Kersti Lust. „Bitter Fruits of „A Merry Life?” Survival Chances of Children Born Out of Wedlock in Nineteenth-century Rural Estonia”. Journal of Family History, 45 (2020), Issue 1, 20–38. Online version 2019.

The best social sciences article

- Eve Kikas, Kaja Mädamürk, Anu Palu. „What role do comprehension-oriented learning strategies have in solving math calculation and word problems at the end of middle school?”. British Journal of Educational Psychology, 2019, pp. 1–19.
- Peeter Selg, Piret Peiker. „There is More to Groups of People than Just Groups and People: On Trans-Actional Analysis and Nationalism Studies”. In: John Dewey and the Notion of Trans-action. A Sociological Reply on Rethinking Relations and Social Processes, Palgrave Studies in Relational Sociology C. Morgner (ed.), Palgrave Macmillan, New-York, 2019, pp. 55–81.

The best natural sciences article

- Martin Küttim, Mati Ilomets, Liisa Küttim, Anna M. Laine, Bjorn J.M. Robroek. „Winter climate change increases physiological stress in calcareous fen bryophytes”. Science of The Total Environment, 2019.

The best exact sciences article

- Sander Paekivi, Roma Mankin. „Bimodality of the interspike interval distributions for subordinated diffusion models of integrate-and-fire neurons”. *Physica A: Statistical Mechanics and Its Applications*, 2019.

1.5. Overview of the impact of the external environment factors

In order to give the reader a better contextual overview of the University's performance in 2019, the trends arising from the external environment that concern specific funding measures have been described in the respective subsections above.

An important event that will shape the future of RDC activities in Estonia is the evaluation of Estonian research and development, and innovation activities (hereinafter RDI) commissioned by the TAN in 2019⁸, the results of which were presented in September.

International experts recognise the political target of Estonia and the agreement made by the parties to increase the financing of RDI from the state budget to 1% of GDP, but are concerned that not a lot has actually been done to get closer to the target. In the opinion of experts, more attention should be given to R&D in companies when money is allocated and R&D cooperation and coordination between ministries should be improved. Experts also find that Estonia should determine clear thematic preferences, considering the smart specialisation strategy as well as Estonia's needs and economic potential in solving global challenges.

Estonia has also been advised to establish an innovation agency by the example of several European countries, which would support R&D in companies, and develop a package of innovation services that considers the needs of enterprises. Experts also advise Estonia to strengthen the mediators of knowledge transfer, i.e. organisations that help to take research results closer to enterprises and find knowledge-based solutions that suit companies, and find that the knowledge transfer units of universities should be strengthened and the establishment of a cross-university unit should be considered. Experts find that the division of work of universities should be streamlined and the management of the universities should be updated, so that they could better meet the needs of the society.

The preparation of the Innovation and Entrepreneurship Development Plan 2021–2035 also continued and included the organisation of two roundtable discussions in 2019.

1.6. Opinion of the Vice-Rector for Academic Affairs on the development of the area

In general, the positive trends of the previous years continued: funding of research-based RDC increased, the number of high-level publications per academic employee remained stable and the participation of research groups in applying for competition-based R&D funding was very active. I am pleased about the continuing increase in the proportion of interdisciplinary research projects and the growing activity in RDC activities aimed at the society. Although the increase in the number of international projects did not meet the optimistic expectations, the result is still good. Many of the applications submitted by us were highly rated despite missing out on funding in tough competition by a very small margin.

The high level of our research and the strengthening of the University's reputation as a research university is also evidenced by the appointment of Rector Tiit Land as a member of the Estonian Research and Development Council, the fact that several of our researchers belong to the Evaluation Committee and expert committees of the Estonian Research Council, and the recognition of our top researchers with national research awards. In 2019, the award went to Professor Allan Puur (annual award in the field of social sciences for the cycle 'Development of the Estonian Population in a County-centred and Comparative View') and Professor Rein Raud (annual award in the field of humanities for

⁸ Peer Review of the Estonian R&I System, PSF 2019; <https://rio.jrc.ec.europa.eu/library/peer-review-estonian-research-and-innovation-system-final-report>

the research 'Cultural History Studies'). The national research awards for 2020 have also been distributed by the time the compilation of this report, the nominees for the awards were announced in late 2019. TLU won two awards this year as well: the research group led by Professor Tobias Ley (for the social sciences research 'Cross-Border Educational Innovation thru Technology-Enhanced Research') and Senior Research Fellow Marika Mägi (in the field of humanities for the monograph 'In Austrvegr: The Role of the Eastern Baltic in Viking Age Communication across the Baltic Sea').

An important step in 2019 was the implementation of the new career model for academic employees as of 1 September (the new Employment Relations Rules were established by the Senate in April 2019), the formation of a tenure committee and the development of tenure profiles for the next five years. The first tenured professor started in February 2020 and the first 10 open international competitions for tenure positions were announced at the same time.

Whilst I am pleased about the continuing growth of the volume of baseline funding for research in 2019, which allows the University to implement new measures to support R&D activities, TLU is still in a situation where success in applying for competition-based funding is the key to the development of the RDC area. In addition to the new ERA Chair project, already mentioned in the report of the previous year, I would highlight a couple of projects that received funding in 2019, which prove the competitiveness of our research at international level:

- the ERC grant 'Translating Memories: The Eastern European Past in the Global Arena' (grant holder Associate Professor of Comparative Literature and Cultural Analysis Eneken Laanes);
- HERA programme project 'Public transport as public space in European cities: Narrating, experiencing, contesting' (project manager research fellow at the Centre for Landscape and Culture Tauri Tuvikene);
- H2020 project 'TECHNEQUALITY: Technological Inequality – Connections between Technological Innovation and Social Inequality' (project manager Professor Ellu Saar);
- DigiGen project funded by the European Commission (project manager Professor Merike Sisask).

If we take the share of baseline funding for research as a reference framework (the University's share in 2019 was about 9% of the total volume of baseline funding of universities), the University's success in applying for funding from the Horizon 2020 measure is somewhat greater than that of other Estonian universities: approximately 13% of the Horizon 2020 funding allocated to Estonian universities in 2019.

Considering the under-funding of the national grant system (personal research funding) and the continued tight competition in the University's key areas where the success rate is about 10–15%, the receipt of three grants and participation in the call for proposals of one in 2019 can be seen as an accomplishment. One of the seven group grants funded in the field of humanities was led by Professor of Baltic-German Studies and Environment History at Tallinn University Ulrike Plath, and the research group led by Professor of Estonian Literature and Literary Theory at Tallinn University Piret Viires is a partner in the group grant managed by the Estonian Academy of Arts (theme leader Virve Sarapik). Two of the four post-doctoral grants in the social sciences and humanities were allocated to applications of Tallinn University, which were submitted by Martin Aidnik and Triin Lauri.

The Senate of the University also appreciated the tendencies in RDC on the basis of the report of the year 2018, admitting that: "There are many positive developments in the area of research, which indicate the effectiveness of the better planning of the activities of the area and the adopted research and development strategy." The Senate presented two topics as the biggest expectations for the following year: to implement measures aimed at increasing the small number of defended doctoral theses and to analyse the activities and outlooks of the TLU centres of excellence in order to make them more influential and visible also outside the University. Changes were made in doctoral studies as regards the process of admission and the creation of better conditions for doctoral students (e.g. income in the amount of the average salary in Estonia is guaranteed to doctoral students as of admissions in 2019), but it's understandable that the impact of such measures will only become evident after a long time. In the case of centres of excellence, several steps have been taken to boost communications activities, but we are planning to have a more detailed discussion on the future perspectives in 2021 when the clearer

prospect of the funding measures of the new period will open and discussions for the preparation of the University's development plan that will take effect in 2023 will start.

Besides the volume and quality of research, the societal impact of research and the increased contribution of researchers are of increasing importance. Our researchers' greater activity in RDC activities aimed at the society in 2019, i.e. in providing knowledge-based services and carrying out professional projects is reflected in the increased volume of commission R&D activities which has also been established as an indicator in the R&D Strategy (1,801,511 euros in 2019 and 1,760,371 euros in 2018). This development is successfully supported by the Open Academy via the initiatives described above. The business cooperation platform ADAPTER has boosted activities and we are actively furnishing the brand of the University's cooperation platform EXU.

II Studies

2.1. Objectives of the University and the achievement thereof in studies

In order to support the strategic objectives established in the Tallinn University Development Plan 2015–2020, carrying principles of activity have been defined. Those principles also form a basis for the sub-objectives of processes related to studies (Table 8).

Table 8. The University's principles of activity as study-related sub-objectives, and the expected results

Principle of activity	The University is interdisciplinary in its activities	The University is international	The University demands excellence and sustainability
Sub-objectives	The development of general competences and practical skills in the study process	Studies in English are a natural part of the study process	Study programmes based on the needs of the society, the labour market and the learners
Expected outcome	<ul style="list-style-type: none"> - increased number of study programmes that integrate courses from two or more specialities; - improved satisfaction of graduates with the general competences obtained; - increased number of theses jointly defended by students of different study programmes. 	<ul style="list-style-type: none"> - increased proportion of English study programmes; - improved satisfaction of students with the quality of studies in English; - increased proportion of students who have participated in studies abroad; - increased proportion of international students; - increased number of international doctoral students. 	<ul style="list-style-type: none"> - increased proportion of over 25-year-old students on the Bachelor and Master's study levels; - increased proportion of graduates compared to admissions.

The achievement of the objectives of Tallinn University can be assessed on the basis of implemented activities and key indicators. The methods for calculating the key indicators were established and the initial level was registered in 2015. Table 9 shows the initial level in 2015 and the levels of key indicators in 2016, 2017, 2018 and 2019.

Table 9. Key indicators in studies in 2015–2019

	Key indicator	2015	2016	2017	2018	2019
Interdisciplinary approach	number of study programmes that integrate courses from two or more specialities	23	26	18	21	23
	improved satisfaction of graduates with the general competences obtained ⁹	3.59	3.68	4.33	4.09	4.16
Internationalisation	proportion of English study programmes	21.4%	25.6%	26.5%	30.8%	29.3%
	students' satisfaction with the quality of studies in English	4.23	-	4.24 ¹⁰	4.21	4.13
	proportion of students who have participated in studies abroad	1.9%	1.7%	2.3%	2.8%	3%
	proportion of international students	7.3%	8.7%	9.2%	10.9%	12.9%
	number of international post-doctoral students	4	1	2	6	10
Demand for	proportion of over 25-year-old	51.8%	53.2%	55.2%	56.2%	58.9%

⁹ The graduates' satisfaction with the general competences obtained is measured on a scale of five.

¹⁰ Due to changes in methods, the satisfaction surveys cannot be directly compared to earlier ones as of 2016.

excellence and sustainability	students in Bachelor and Master's studies					
	proportion of graduates compared to admissions	42.6%	47.2%	47.8%	52.2%	49.8%

2.2. Overview of studies

Admission

In autumn 2019, 2,352 new students started their studies at Tallinn University. Of these, 1,363 started Bachelor's studies and professional higher education studies, 958 Master's studies and 31 doctoral studies. Compared to the previous year, the number of students admitted to level 1 and 2 study programmes has remained more or less the same, but the number of students admitted to study programmes of level 3 has decreased: the number of students admitted to study programmes of level 1 increased by 2%, the number of students admitted to level 2 study programmes decreased by 1% and the number of students admitted to level 3 study programmes decreased by 44% (Figure 5).

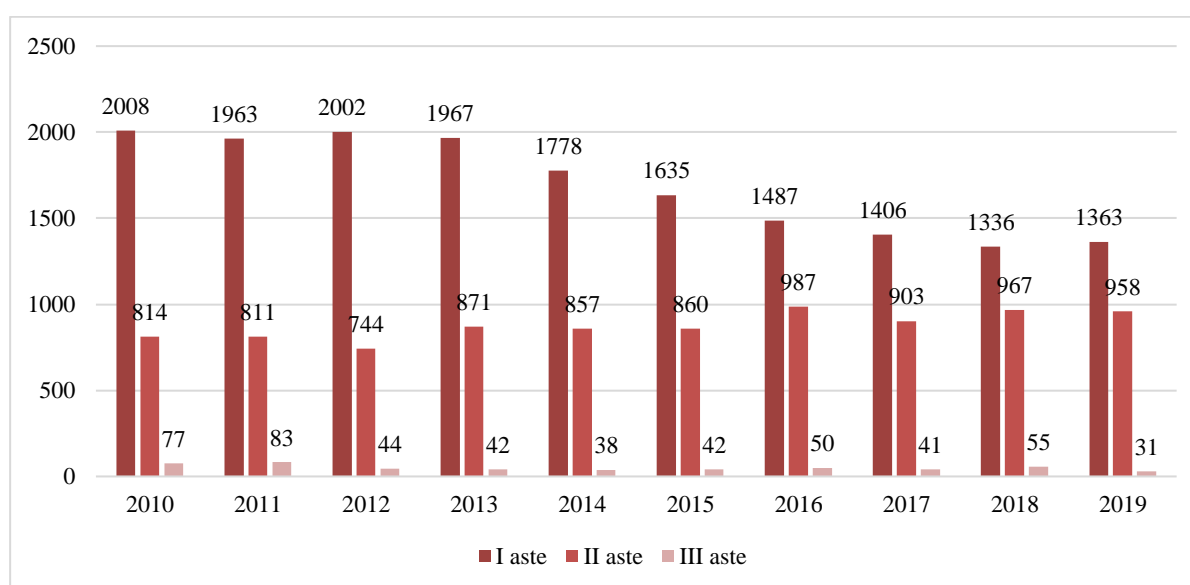


Figure 5. Admissions to Tallinn University in 2010–2019

The small differences in admissions to levels 1 and 2 in 2019 are primarily related to the increase in the number of foreign students admitted and changes in the number of student places, e.g. students to some study programmes are admitted every other year. Another reason are the changes arising from the performance of the administrative contract, such as the increase in the student places of special needs education study programmes. The biggest change in admission requirements occurred when the School of Educational Sciences stopped using the results of the state examination in the Estonian language, which was replaced with an online dictation.

The difference in doctoral studies arises from the decrease in the number of student places. In 2018, the Senate of the University adopted the Research and Development Strategy 2019–2021 and one of its goals is to guarantee all full-time doctoral students admitted as of 2019 a net income at least equal to the average salary in Estonia. The regulations for the establishment of doctoral student places were changed because of the above (student places funded from the national operating grant, by the University and with government grants). The University assumed additional monetary obligations with this change and reduced the number of student places to be opened.

The application journey of applicants was analysed upon the admission of foreign students in 2019 in order to improve the admission process. Admission was divided in four conditional stages for the analysis: allowed to take exams, admission exam, offering admission and enrolment. The movement

and progress of applicants and the most frequent obstacles were mapped during the analysis. 71% of the applicants who were offered admission enrolled in the University in 2019. When we look at the ratio of the number of applications and enrolment, we see that 21% of the students who applied started studying. Applicants from Estonia's neighbouring countries and the EU were more successful in getting from applying to enrolment. An overview of the ratio of applications and enrolment on the basis of the countries that submitted the most applications is given in Table 10.

Table 10. Number of applications submitted by foreign applicants in 2019 and share of enrolments

Country	Number of applications	Share of enrolments in the number of applications
Nigeria	360	15.3%
Bangladesh	147	8.8%
Pakistan	139	16.5%
Finland	98	58.2%
Cameroon	94	10.6%

The admission conditions and procedure of Tallinn University were updated in autumn 2019 on the basis of the analysis in order to ensure that applicants are admitted according to requirements. The updated procedure will enter into force in 2020.

Study programmes and students

116 study programmes were opened for admissions in 2019 (120 in 2018, 121 in 2017, 117 in 2016 and 131 in 2015). Admission to the study programme of social pedagogy at level 1 was opened again. It used to be taught at Rakvere College, but is now taught at the School of Educational Sciences. As for study programmes opened every other year, admission to the Master's study programme in choreography was opened and there was no admission to the level 1 study programmes of film and choreography and level 2 study programmes of documentary film and interpretation.

The number of students continues decreasing: the total number of students in 2019 was 6,997 (7,130 in 2018, 7,250 in 2017 and 8,141 in 2016). Similarly to previous years, the decrease has been the greatest in level I of higher education (Figure 6).

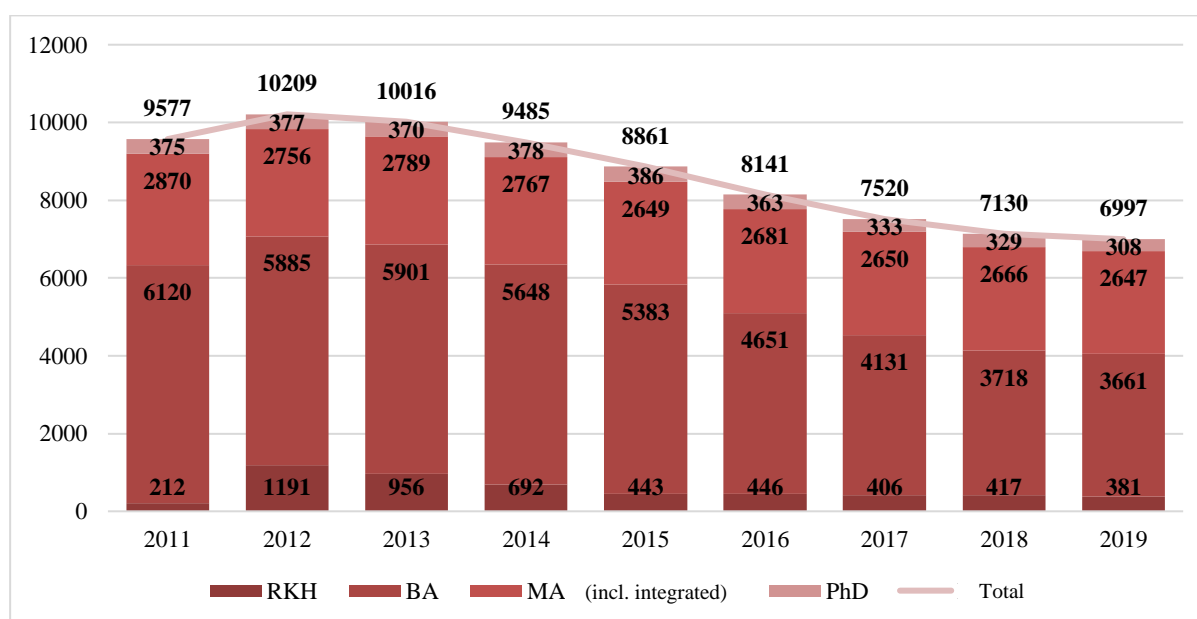


Figure 6. The number of students at the University by higher education levels, 2011–2019

The decrease in the number of students has been a national trend since 2011, which has slowed down in recent years, but still keeps decreasing. According to national statistics, the total number of students in

Estonia was 47,793 in 2016, 46,154 in 2017, 45,815 in 2018 and 45,178 in 2019. Over the years, the proportion of younger (up to 24-year-old) students among all the students has decreased (they comprised 64% of all students in 2008 and 51% in 2019) and the share of students aged 35 and over is increasing (they comprised 21% of students in 2008 and 29% in 2019). It can be said that compared to other major public universities, the number of students has decreased similarly to the University also at the Estonian University of Life Sciences and TalTech and the decrease in both universities is greater than at Tallinn University. (Source: Haridussilm)

International exchange students and Tallinn University students who have participated in studies abroad

Internationality is one of the University's principles of activity and therefore the indicators of international exchange students, international students and Tallinn University students who have participated in studies abroad is a basis for assessing the achievement of the University's strategic study objectives.

The share of foreign students in degree studies keeps growing and comprised 13.1% (11% in 2018, 9.2% in 2017 and 8.7% in 2016). The share of TLU students who have studied abroad has also increased somewhat. The number of international exchange students has decreased somewhat in comparison with previous years, which also corresponds to the University's intention to balance the mobility of incoming and outgoing students (Table 11).

Table 11. The share of TLU students who have participated in studies abroad, students in degree studies and international exchange students in 2012–2019

		2012	2013	2014	2015	2016	2017	2018	2019
Proportion of TLU students who have participated in studies abroad (%)	Total	1.96	2.0	2.5	1.94	1.70	2.31	2.8	3
	PHE		0.63	1.59	-	0.90	1.23	1.0	-
	BA	1.97	2.27	2.43	1.84	1.78	2.18	2.8	2.4
	MA	1.31	1.83	1.84	2.11	1.53	2.23	2.8	2.6
	PhD	1.86	0.81	8.99	4.4	2.75	6.01	5.5	18.5
Proportion of international students in degree studies (%)	Total	2.6	3.8	5.5	7.29	8.67	9.15	11.0	13.1
	PHE	0.42	0.73	0.43	0.23	1.12	0.25	0.2	-
	BA	2.79	4.2	6.14	7.78	9.22	9.59	10.7	12.1
	MA	2.1	3.55	4.73	6.72	8.36	9.25	13.4	16.7
	PhD	6.6	8.1	10.8	12.4	13.2	13.8	17.3	19.8
Total number of international exchange students		302	318	307	366	357	354	391	343

Graduation

In 2019, 1,620 students, including 18 doctoral students, graduated from Tallinn University. The number of graduates has decreased in previous years, but the trend has been broken in comparison with the previous year and the overall number of graduates has increased a little (Table 12).

Table 12. Number of graduates by study levels in 2015–2019

Number of graduates	2015	2016	2017	2018	2019
Total	1910	1884	1802	1557	1620
PHE	305	99	79	98	88
BA	917	1143	1090	835	811
MA	668	622	608	600	703
PhD	20	20	25	24	18

The increase is probably the result of the consistent support and attention given by the academic units to graduates, but also the first graduates of new study programmes. However, it has to be said that the efficiency of graduation has not increased despite the number of graduates. Compared with the previous

years, the efficiency of graduation¹¹ has improved at all levels of study except for BA, but this has not had a positive impact on the overall indicator of the University: 50% in 2019 and 52% in 2018. The PHE graduation efficiency was 59%, the BA efficiency 47% (53% in 2018), the MA efficiency 54% and the doctoral graduation efficiency 23% (Figure 7).

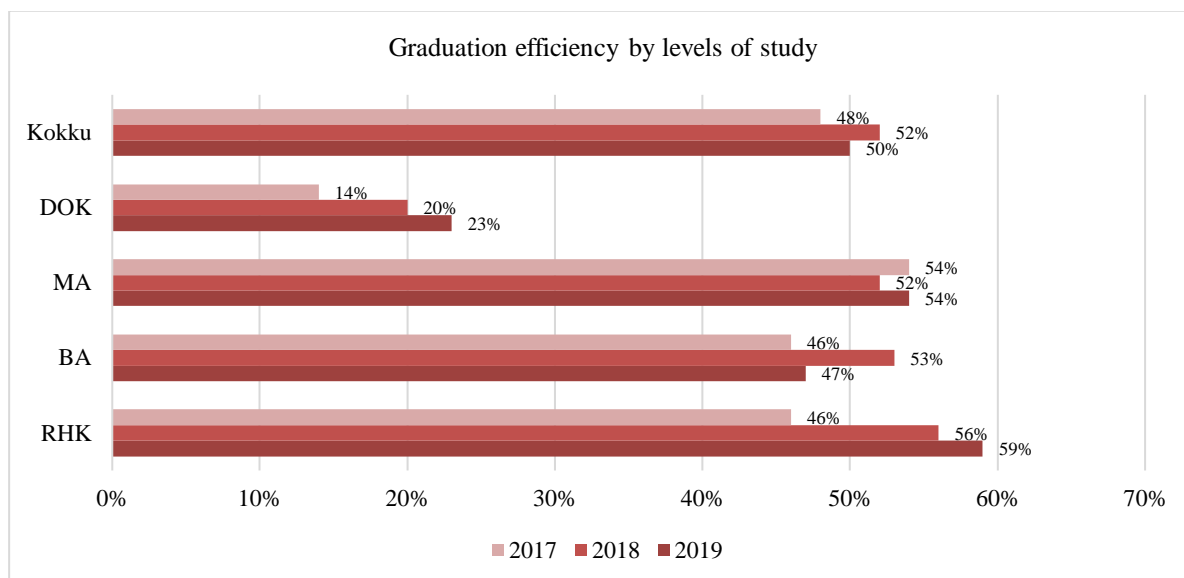


Figure 7. Graduation efficiency at Tallinn University by study levels in 2017–2019

Whilst the overall graduation efficiency by academic unit in earlier years tended to be on the rise, it decreased a little in 2019 and only the graduation efficiency of the School of Natural Sciences and Health and Haapsalu College improved a little in comparison with the previous year (Figure 8).

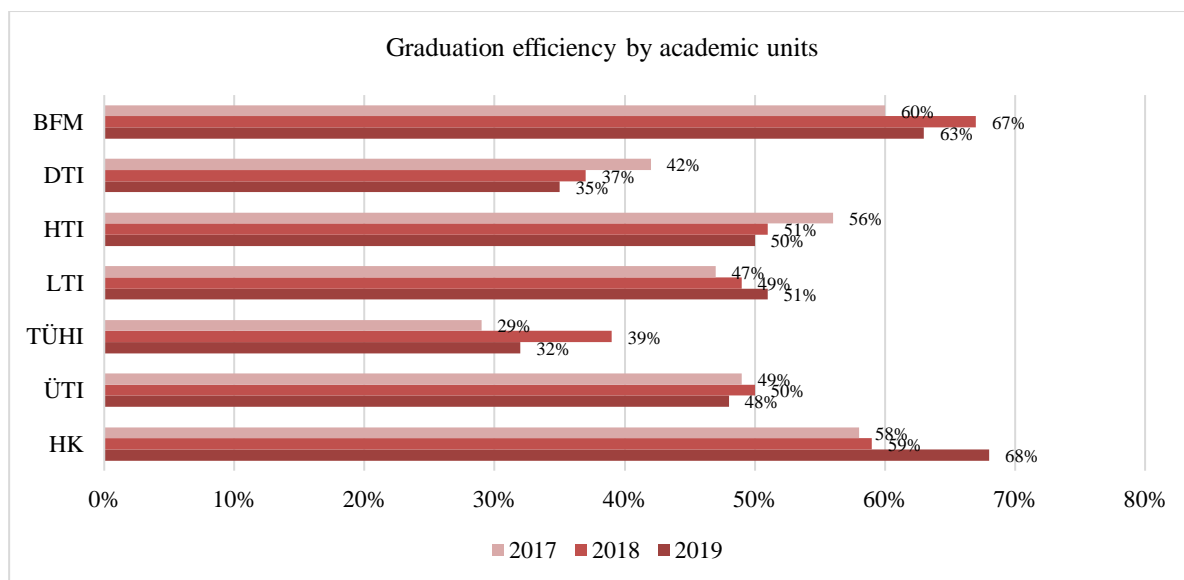


Figure 8. Graduation efficiency by academic units in 2017–2019

2.2.1. Overview of study programme development

The Tallinn University Statute of Study Programme (hereinafter the SSP) regulates the structure and the conditions of opening, altering, developing and closing of the study programmes of degree studies. The following amendments concerning the structure of study programmes were made in 2019:

¹¹ The proportion (%) of graduates in the reporting year among students who enrolled the nominal period of a study programme +1 year ago (+2 years in doctoral studies and integrated studies) as at 1 November.

- the structure of the four-year BA study programme was established, which will be applied in the BA studies of choreography, where learning outcomes cannot be achieved in a shorter time;
- increasing the total volume of optional subjects by 3 times instead of the previous 2.5 times was permitted in all study programmes;
- the structure of the study programmes of teacher education was changed to ensure a flexible learning pathway to learners of different experience.

In 2019, Tallinn University passed the quality assessment of several study programme groups, which is the input in the development of study programmes (Table 13). Regular assessments of study programme groups will no longer be carried out pursuant to the Higher Education Act that entered into force on 1 September 2019, but study programmes will be assessed during accreditation and thematic assessments. Thus, only the study programmes that have received a decision that requires fulfilment of a secondary condition by a specific term will be assessed in the future.

Table 13. Study programme groups in the 2019 quality assessment

Study programme group	Assessment decision	Term for fulfilling secondary conditions
Arts (BA, MA) submission of action plan	In 7 years (2024)	
Health care (MA) submission of action plan	In 7 years (2024)	
Teacher education and educational sciences (INT, BA, MA) report on fulfilment of secondary condition	In 7 years (2023)	
Personal service (BA, MA) new assessment	7 years with secondary condition	26.02.2021
Humanities (PhD) submission of action plan	In 7 years (2024)	
Informatics and information technology (PhD) submission of action plan	In 7 years (2024)	
Languages and cultures (PhD) submission of action plan	In 7 years (2024)	
Psychology (PhD)	In 7 years (2025)	
Social sciences (PhD)	In 7 years (2025)	
Social services (PhD)	In 7 years (2025)	
Teacher education and educational sciences (PhD)	In 7 years (2025)	

2.2.2. Overview of LIFE (innovation integrating specialities)

LIFE or Learning in Interdisciplinary Focused Environment is an innovative subject where interdisciplinary projects are carried out. LIFE adds the component of innovation to the academic quality of Tallinn University and gives teachers the opportunity to develop themselves in a new way.

88 LIFE projects were carried out in 2019 and nine of them had students as project supervisors. LIFE projects were supervised by 147 University employees of whom 136 were academic and 11 non-academic employees. 1,660 students in total registered for the LIFE subject. The projects included cooperation with several enterprises and organisations, such as museums, municipal agencies, Humalakoda Brewery, Innove Foundation Edu and Tegu, Junior Achievement Eesti, World Cleanup Day, Estonian Association of Assistance and Therapy Dogs.

The general Moodle course of LIFE was implemented in the autumn semester 2019, which was aimed at guaranteeing the spread of the organisational materials related to LIFE (student's ABC, supervisor's ABC, rules for using the budget, etc.) and the information related to the compulsory assignments of subjects (registration of interim weeks and presentation days, submission of completed materials, etc.). All projects must submit their results in writing in the format of a portfolio as of the autumn semester of 2019 (previously, posters were presented at the end of a project).

LIFE can be transferred with RPL (principles of recognition of prior learning and work experience) as of the autumn semester of 2019. The RPL applications are assessed by the LIFE council, which decides whether the knowledge obtained from experience is suitable for the LIFE learning outcomes.

Some examples of projects in 2019:

- 'Brewed LIFE', where students used old German recipes (from the 18th and 19th centuries) to brew beer as similar as possible to the old beer using techniques characteristic of the era. They cooperated with Humalakoda Brewery. The beer selected as a result of several brews was offered at the ESEH 2019 conference. The project was successful and the participants also presented the results in the ERR TV show 'Ringvaade';
- 'Inclusive LIFE', which lasted for two semester (spring and summer semesters 2019) and which resulted in the creation of smart user-friendly learning aids for students with visual impairments (multiple disabilities), which considered their special needs. A travelling exhibition was created of the project results;
- 'Biographic lexicon of Estonian TV', where input for a lexicon of TV history was collected. The methodology of biographic research was used and personal cards were created. Over 120 descriptions of personal history were prepared as a result of the project;
- 'Supporting vulnerable groups of people with adult education', where training materials were created for older people. The training courses focused on the improvement of competencies and knowledge of information technology, health and handicrafts that are topical in the society.

The organisation of seminars and workshops for LIFE supervisors and LIFE students continued. Approximately 25 seminars were carried out for students in 2019 (in Estonian and English). The traditional winter and summer seminars for teachers and KesKustELU workshops with foreign guests, such as the seminars of trainers from Utrecht University 'Integrating interdisciplinarity into course modules' and 'Interdisciplinary curriculum design', were also organised. The tradition of foreign studies continued and the universities of Malmö, Milan and Zagreb were visited in the spring semester and the Polytechnic Institute of Porto, the University of Malta and Masaryk University in the autumn semester.

2.2.3. Overview of study process development

Feedback system for degree students

Work on the development of the TLU feedback system is still going on in order to find the best solution for presenting questions so that a reliable result can be achieved as quickly as possible. More attention was given to introducing the results of feedback in 2019 (regular communication to results to students). The goal for 2020 is to try and combine the questionnaires and make the feedback system even more user-friendly for students.

A brief overview of the results of feedback based on the courses of the 2018/2019 academic year by topics:

The activities of teaching staff in shaping the learning environment

Similar to the previous year, more than 75% of the students were either very satisfied or rather satisfied with the skills of lecturers in creating a supportive learning environment. The skills of 837 lecturers were assessed: only 10% of them received an average score of less than four, 32% of scores ranged from 4–4.49 and the efforts and skills of as many as 58% of lecturers were rated with a score of 4.5 or higher.

The topics to which students had given lower scores were the interest of lecturers in the opinion of the students on how to organise the course even better, mapping the existing knowledge of students before teaching topics and inspiring students to learn more about the topics independently. Similar to the previous year, satisfaction was higher with the valuation of the topics by lecturers and valuation of teaching, which inspires learners to make an effort, and the respectful attitude towards the students.

Systemic nature and integrity of courses

Satisfaction with the organisation of 2,153 subjects was assessed at all levels of higher education and the division of the scores was similar. The average score of 16% of subject courses was below four, 39% scored 4–4.49 and the organisation of 45% of courses received a score of 4.5 or higher.

The division of satisfaction with different topics was very similar. Similar to the previous year, satisfaction with the suitability of teaching methods to approaching the topics and the clear presentation of the preconditions for passing the course was somewhat lower. Satisfaction with the explanation of the preconditions of the course (learning objectives and expectations) and the appropriateness of the covered topics and taught materials was a little higher.

Learners in the learning environment

The statements used were largely connected to each other like in previous year and the general tendency was that the responses were inclined towards the positive opinion of the learners in terms of own their interest, the ability to cover the topics as well as the experience of effort (average scores 4.3–4.8). There were also some differences in the responses by study levels, where the scores given by level 3 learners were somewhat higher than the scores of others, which was also expected. For example, doctoral students rate the intellectual challenge given by a course, the interest in the topic of the course and the relevance of the course for the selected speciality considerably higher than students of other levels.

Supervision

430 students responded to the supervision questionnaire in 2019, 61% of whom had already submitted their graduation thesis for defence by the time they responded. The rest of them rated the ongoing supervision process. There were no differences in the opinions of the students in terms of study levels, countries of origin and the schools where they studied. There were also no differences between students of different years, but there were differences between the ratings of respondents who had already submitted their theses for defence and those who had not yet done so. The analysis revealed that the students who had submitted their theses had a higher opinion of their planning ability when working (for example, adherence with agreements) and of the existence of the supervisor's support. These factors were generally rated higher than one's own motivation to do the work (interest and experience of effort; $M=3.3$; $M=3.4$), which did not differ between the students who had submitted their theses and students who were still working on them.

Adherence to academic practices in the field of studies

The Vice-Rector for Academic Affairs formed a working group for the discussion of issues of plagiarism from 2017–2019. A working group that deals with ethical issues on a broader scale was established in TLU in 2019 and the separate working group on plagiarism was therefore wound up (some people continue in the new working group). The working group that operated for three years reviewed the legal acts related to the organisation of studies and made a proposal to supplement the Study Regulations with provisions to prevent plagiarism. A site aimed at students and teaches, which is called 'For students – about ethics and plagiarism', and materials concerning the use of Urkund were established in 2019 (both are in Estonian and English). A LIFE project about plagiarism for students was carried out in the 2019 spring semester (supervised by members of the working group H. Einasto and K. Papson) and an experience café for lecturers was held in the autumn semester (10 December 2019) on the topic 'Plagiarism today' (supervised by working group members A. Tammeleht and K. Papson).

Various suspicions of plagiarism were published in the Estonian media about the graduation theses of the alumni of Estonian universities in 2019. Two of the cases concerned Tallinn University. In the first of them, the University identified an extensive breach of academic practices and allowed the person to prepare and defence the graduation thesis again. In the second case, the University identified a small breach of academic practices, assessed the graduation thesis again and marked it down. As these were the first cases where the University had to express its opinion of the behaviour of persons who had already been excluded from the membership of the University, there was no procedure for a situation like this. A procedure was developed during the resolution of the cases, which was the input for the

establishment of the Statutes of the Ethics Committee of Tallinn University (the Statutes were enforced on 14 October 2019).

Changes in the organisation of studies

The underlying document which regulates the organisation of studies – the Study Regulations – was amended twice in 2019. The most significant changes in the organisation of studies arose from the Higher Education Act (hereinafter the HEA) that entered into force on 1 September 2019 and the associated legislation:

- limitation of the study volume of external students to 14 ECTS per semester and changing the conditions of becoming an external student (the obligation to pass an admission examination);
- differentiation of the terms of the nominal duration of a study programme and a student's nominal period of studies;
- establishment of the procedure for contesting the RPL process;
- updating of the procedure for allowing students to take academic leave and allowing them to study during the leave considering that only the subjects in the study programme may be taken;
- updating of the grounds for the deletion from the matriculation register in order to guarantee the compliance of the TLU procedure with the act.

The following regulations were also updated on the basis of the proposals made by the members of the University and the as a result of the changes made to work processes:

- the procedure for reimbursement of study costs: in the future, reimbursement of study costs will not be demanded from students learning in study programmes of subject teachers even if they fail to achieve the workload required by law;
- the procedure for taking exams and assessments: the procedure for requesting and giving extra time for taking exams and assessments was changed in order to guarantee the equal treatment of students;
- the procedure for defending graduation theses: the qualification requirements of the members of the defence committee and their obligation to check graduation theses in a plagiarism detection system were determined, and the publication of graduation theses in the repository was specified.

Developments of the study information system

The biggest development of the study information system (SIS) in 2019 was updating the workplace of a lecturer and transferring to the SIS-2 system. The new workplace was disclosed in late 2019 and actively implemented in the spring semester 2020. The system of notifications was updated to improve the movement of information in SIS, which means that students now get notified when feedback questionnaires are opened, grades are entered and deletion from the matriculation register is initiated. Several developments were made in relation to the implementation of the HEA, such as restricting the studies of external students and learning during academic leave.

2.3. Effects of the external environment

2.3.1. International factors

The international factors presented in the 2017 report¹² are still relevant in 2018 and 2019: expanding access to higher education, expanding study-related mobility, internationalisation of institutions of higher education, and the impact of information technology on the forms of learning and teaching. National movements are gathering strength, which often entails anti-globalisation, anti-Europe and anti-immigration ideas, the development and impact of which are as yet hard to assess.¹³ It is not yet clear whether this may mean an outflow of international students and restrictions on the internationalisation of universities. The United Kingdom leaving the European Union has brought uncertainty to all countries remaining in the EU and also raised many questions about the mobility of TLU employees and staff, joint study programmes and other educational products.

¹² Tallinn University Annual Report 2017

¹³ The new nationalism and internationalisation, P.G.Altbach, H. de Wit.

2.3.2. Internal Estonian factors

The major trends in higher education in Estonia in 2019 can be described on the basis of the reports on the area-specific development plans of the MER for the previous year¹⁴:

- The decrease in the number of students is slowing down, but the profile of a student is changing. The average age of learners in Estonia is increasing consistently – in the international comparison, Estonian learners are older than average. For example, the share of students older than 25 has increased by 7% in TLU and reached as much as 59% in 2019. Although the number of tuition-free students has been considerably larger after 2013 when compared to the years before, most students still work actively during their studies (for example, the national survey carried out in 2016 indicated that 53% of students worked and the survey carried out by TLU in the 2018/2019 academic year indicated that 88% of our students work). The share of men acquiring or having higher education in the society is increasing (for example, the share of men in TLU was 26% in 2015 and 29% in 2019).
- The number of people admitted, students and graduates in the field of ICT has increased. The number of students in the field of ICT has more than tripled in the last decade. The number of ICT students in Tallinn University has increased by 100 students in comparison with 2015, which is 23%. The MER points out the remarkable growth at the level of Master's studies, both in terms of learners and graduates. The increase in the number of people who graduate from Master's studies by the example of TLU in comparison with 2015 is 50%.
- Internationalisation in Estonian higher education is increasing. The goal concerning the proportion of foreign students set for 2020 was achieved in 2019 (the goal was 10%, the result in 2019 was 11%). Although universities forecast that the increase will continue, the state's policies have not been favourable for studies in foreign languages since 2019. Discussions on the balance between internationalisation and studies in the Estonian language have been initiated, and several legal amendments are planned that may restrict the enrolment of foreign students and the continuation of their studies (amendment of the Aliens Act) in Estonia. The next years will probably show what the actual situation in teaching foreign students will be like and whether universities will keep the international recognition they have achieved.
- The number of dropouts in higher education remains high. The number of dropouts is the largest in the first study year, when more than a fifth of students on average dropped out. Whilst 21.6% of the students who enrolled in 2018 dropped out during the first study year on average in Estonia, the respective indicator in TLU is 17.7%.
- The alumni survey of 2017 and the EUROSTUDENT VI survey of 2016 indicate that the alumni and students of universities are generally satisfied with higher education in Estonia. There are problems in the organisation of apprenticeships and organisation of studies, but only one-third of students feel prepared to enter the international labour market. However, it can be said that in comparison with the students of other countries, Estonian students work more in positions related to the speciality they studied.

In addition to the above, the activities of the University in 2019 were also influenced by the renewal of the quality agreement of Universities Estonia and the preparation of the Education Strategy 2035, on the basis of which the University is updating its regulations and objectives.

2.4. Opinion of the Vice-Rector for Academic Affairs of the development of the area

In the field of internationalisation, we have considerably increased the proportion of foreign students (by approximately 50% in three years). Although the international mobility of our students has almost doubled in the last three years, it is still very low (3%).

In the last five years, we have considerably reduced admission to study programmes in Estonian language due to the limitation of resources. As we also wanted to increase the share of MA studies at the same time, the reduction was carried out in BA studies, where admission decreased by 32%. We did not reduce admission to study programmes in Estonian any more in 2019. The number of our students has decreased over the last six years due to the reduction of admissions and dropped below 7,000.

¹⁴ The 2018 performance reports on the area-specific development plans of the Ministry of Education and Research.

The number of study programmes has not changed significantly in recent years. Several study programme groups passed quality assessments in 2019, all successfully.

A record 1,660 students registered for the LIFE subject in 2019. It is positive that the activity of students in managing LIFE projects has increased and they managed nine LIFE projects in 2019. In addition to the activities aimed at students, several seminars, a summer and winter school and six visits to foreign universities were organised for supervisors and attended by more than 50 of them.

The feedback given by students to lecturers is very positive in general. For example, 90% of the respondents said that the lecturers' skill to create a supportive learning environment deserves at least 4 points on a scale of 5, and approximately 60% have 4.5 and more points.

Legal amendments in Estonia had an impact on the organisation of studies. Several baseline documents of the University, including the Study Regulations, had to be changed because of that.

The development of the field of studies was generally very successful in 2019. We have not managed to achieve our goal in respect of some indicators (such as graduation after the nominal period of studies), but with most indicators we have achieved or exceeded the goal.

III Management, membership and finances

3.1. Objectives of the University in management, membership and finances

In order to support the strategic objectives of Tallinn University, carrying principles of activity have been defined in the Tallinn University Development Plan 2015–2020. Those principles also form a basis for the sub-objectives of processes related to management, membership and finances (Table 14).

Table 14. The University's principles of activity in management as sub-objectives, and the expected outcomes

Principle of activity	The University is interdisciplinary in its activities	The University is international	The University demands excellence and sustainability
Sub-objectives	- Support for the interdisciplinary approach is reflected in financing principles and work organisation	- University members actively participate in the international research and study community. - The University's information and work environment is bilingual.	- The University has a uniform identity and motivated employees. - The University is financially sustainable.
Expected outcome	- Satisfaction of academic employees with work organisation which supports interdisciplinary activities	- Proportion of international academic employees and academic employees who have worked abroad for longer periods - Satisfaction of employees with the English language based information environment at the University	- Satisfaction of employees with management and work conditions - Satisfaction of students with the quality and organisation of studies - The University's income base per employee

The achievement of the objectives of Tallinn University can be assessed on the basis of implemented activities and key indicators. The methods for calculating the key indicators were established and the initial level was registered in 2015. Table 15 shows the initial level in 2015 and the levels of key indicators in 2016, 2017, 2018 and 2019.

Table 15. Key indicators in 2015–2019

	Key indicator	2015	2016	2017	2018	2019
Interdisciplinary approach	Satisfaction of academic employees with work organisation which supports interdisciplinary activities ¹⁵	3.7	-	3.99	4.17	4.26
Internationalisation	Proportion of international academic employees and academic employees who have worked abroad for longer periods ¹⁶	9.6%	11.2%	10.7%	12.4% /13.11%	12.63% /10.47%
	Satisfaction of employees with the English language based information environment at the University	4.6	-	4.27	4.39	4.45
Demand for excellence and	Satisfaction of employees with management and work conditions	4.6	-	5.01	4.76	5.11

¹⁵ The satisfaction of employees was measured on a seven-point scale.

¹⁶ In 2018, the key indicators of the new reporting environment were changed and the indicator is presented as two separate indicators: share of foreign academic employees and share of employees who have lived abroad for a long time.

sustainability	Satisfaction of students with the quality and organisation of studies ¹⁷	4.6	-	4.39	4.39	4.24
	The University's income base per employee (euros)	42,504	44,324	45,708	50,552	52,195

3.2. Governance

Development Plan of Tallinn University 2020–2022

The preparation of the Development Plan 2020–2022 of Tallinn University started in 2019. The objective of the new three-year development plan was to make the strategic management of the University comply better with the Rector's election period. This gives the new Rector the chance to shape and manage the University's development according to their goals. A working group was formed for the preparation of the development plan in April, which included a representative of students and a member of the Board of Governors in addition to the employees of the University. The starting points and schedule of preparation of the development were determined by an order.

The new development plan was prepared in consideration of the focus areas agreed in the TLU Development Plan 2015–2020 and the activity principles aimed at strengthening them. The sub-goals of the implementation plan of the previous period's development plan was analysed upon the preparation of the development plan, and renewed in consideration of the operating environment. The key indicators were also updated.

Academic units, support units and students were included in the preparation of the development plan via the members of the working group. The Rectorate introduced the development plan at public discussions when visiting the Schools and the Academic Library, and a public development plan seminar was also held in November. Everyone could make proposals for amendment after the meetings and the seminar. The Development Plan of Tallinn University 2020–2022 was approved in the Senate on 16 December 2019.

Establishment of the position of Vice-Rector for Sustainable Development

The vision of the University is to be a pioneer of smart living in Estonia and to implement the principles of sustainable development even more and better than before. Attention was given to these principles also during the preparation of the Development Plan of Tallinn University 2020–2022. The Rector therefore decided to establish the half-time position of Vice-Rector for Sustainable Development. Professor and Senior Research Fellow in Cultural Geography Helen Sooväli-Sepping started working as the Vice-Rector for Sustainable Development on 15 January 2020.

Updates to TLU management structure

The new Higher Education Act entered into force on 1 September 2019. Together with the new Higher Education Act, the acts of all public universities were approved (previously, only University of Tartu and Tallinn University of Technology had their own university acts). The new higher education legislation aims to increase flexibility for both the students and the institutions of higher education, facilitate cooperation between higher education establishments, strengthen the links between the universities and the society and to facilitate the development of motivating career models for academic employees. The most important change resulting from the law was the innovation of the University's management structure. Instead of the previous two managing bodies (the Senate and the Rector), the University now has three managing bodies: the Council, the Senate and the Rector. Managing bodies have different competences in managing the University, including the adoption of legal acts. The new management model provides broader input and greater involvement when making decisions. In order to

¹⁷ The satisfaction of students is measured on a five-point scale. The feedback system was developed in 2016 and the methodology changed and therefore the 2017 data are not directly comparable with the 2015 data and the data for 2016 are missing.

strengthen the ties between the University and society, the Council includes non-university members, who currently make up over half of the Council. The new management model came into full effect on 1 January 2020.

Competencies of new managing bodies:

- the Council is the managing body of the University responsible for the University's long-term and sustainable development and important decisions concerning economics, finances and capital, guaranteeing fulfilment of the University's goals;
- the Senate is the academic decision-making body of the University which is responsible for the research, development, creative and teaching activities of the University and ensures the high quality thereof;
- the Rector manages the University's day-to-day activities in accordance with the development plan, the budget and other strategical documents. The Rector assigns the number, areas of activity and competences of Vice-Rectors and Administrative Directors in the Rectorate.

TLU structural change

The Senate terminated the activities of Rakvere College and declared the College's Statutes null and void. There has been no admission to Rakvere College since the 2017/2018 academic year and the last graduation ceremony was held on 19 June 2019. Admission to and studies in the two specialities closed in Rakvere College – Early Childhood Education and Social Pedagogy – will continue in the School of Educational Sciences of Tallinn University.

3.3. Employees and human resource work

In 2019, Tallinn University had 392.19 (full-time equivalent) academic employees. The distribution of employees by academic positions is described in Table 16.

Table 16. The number of academic employees (full-time equivalent) by positions in 2015–2019

Number of academic employees in full-time equivalents		2015	2016	2017	2018	2019
	Total	419.99	409.15	393.26	393.66	392.19
	Junior research fellow	20.2	16.5	18.9	25.2	28.62
	Teacher	18.68	18.3	15.45	14.65	18.6
	Assistant	1.91	1.91	-	-	-
	Researcher	31.8	23.05	32.52	39.57	39.0
	Lecturer	174.5	162.56	147.66	130.2	135.05
	Research track associate professor	47.85	55.87	55.28	51.83	47.92
	Teaching track associate professor	72.15	77.9	71.3	77.81	74.3
	Research professor	5.71	3.4	3.8	3.00	2.0
	Professor	47.19	49.65	48.35	51.40	46.8

In 2019, the proportion of academic employees with a doctoral degree or a corresponding qualification was 59% (61% in 2018; 62% in 2017; 60% in 2016; in 49% 2015). The share of foreign academic employees continues to increase – it was 13.11% in 2019 (12.4% in 2018, 10.7% in 2017, 11.3% in 2016 and 9.02% in 2015)

The number of non-academic employees in full-time equivalents has remained the same as in previous years – 421 in (422 in 2018, 437 in 2017 and 429 in 2016). 40% of all non-academic employees work in academic units, 43% in support units and 17% in the Academic Library.

Overview of the development of human resource work

The most significant change in the University's human resource (HR) work was related to the approval and enforcement of the new career model. The new Higher Education Act (HEA) entered into force on 1 September 2019 and it regulates the academic employment relationships in lesser detail than before and gives the University greater freedom in developing the academic career model. The development of the concept of the University's new career model started in 2017 and the new version of the Employment Relations Rules, which was approved in the Senate in 2019, established the new career model and entered into force in September.

The new career model focuses on the definition of the academic employee. As the functions of academic work and research are often interwoven, the previous strict differentiation of lecturers and researchers obstructed the smooth connection of the academic and research processes. Proceeding from the division of academic staff given in the HEA (professor, research fellow, lecturer and teacher) and that the University has the right to establish career levels within the position of an academic staff member, career levels for the positions of professor, lecturer and research fellow were established in the new career model. The position of tenured professor was added. It is a secure permanent position funded separately from the budgets of the units.

The manners in which the positions of academic staff are filled remain comparable to the earlier ones in the new career model, but the possibility to move up on the career ladder without a public competition was added at the career levels of tenured professor and lecturer. Staff members move on the career path via evaluation and they only move up.

As retirement as emeritus is also part of the career model, the conditions of retirement as emeritus changed somewhat. The titles of professor emeritus, lecturer emeritus and research fellow emeritus are given upon retirement as emeritus.

The transition to the new career model will take place over a period of five years and generally via evaluation. Employees who have received a positive evaluation result are offered a position in the new model on the basis of their performance and the compliance of the position's requirements with the positions in the new career model. The employment contracts of staff members whose evaluation result is negative will be terminated.

3.3.1. Filling academic positions

Competitions for positions in the old academic career model and the new one that entered into force on 1 September 2019 took place in 2019. Competition for 66 positions in total were announced, incl. six professors, 14 teaching track associate professors, 32 lecturers and five teachers in the old system and two research professors, two teaching track associate professors, two research track associate professors, one lecturer, one research fellow and one junior lecturer in the new system.

In total, there were 124 applicants for all positions and 96 of them, who met the formal and professional requirements for academic positions, were allowed to take part in the competition. The option to make a preliminary selection in the case of a large number of applicants was added in 1 September 2019. If up to three applicants meet the requirements of the position, all of them will be submitted to the experts for assessment. However, if there are four or more suitable applicants, the committee that assesses them makes a preliminary selection and only the best applicants will be submitted to the experts for assessment. The selection made by the committee must be unbiased and based on specific indicators, which make it possible to explain why the committee decided that one of the applicants was better and did not include another applicant in the preliminary selection. This new option was used upon the assessment of research professors and research fellows and research track associate professors. The applicants whose field of research different considerably from the project or field of research related to the position or whose previous research effort did not meet the level required in the position were eliminated from the competition when the preliminary selection was made. The applicants who had not supervised doctoral students were also left out.

The main reasons of non-compliance when positions in the old system were filled were non-conformity with the requirement of scientific publications, lack of experience of participation in international R&D projects, absence of the required scientific degree, etc.

52 positions were filled by way of competitions. Competitions for 14 positions failed: no applications were received by the deadline for seven positions, no applicants met the job requirements in the case of four positions and none of the applicants were selected in the case of one position. Two of the selected persons decided not to enter into an employment contract.

The average number of applicants for positions has increased in comparison with previous years as a result of the multitude of international competitions (in general, there are more applicants for positions where person elected for the position is not required to have Estonian language skills): it was 1.45 across all positions (1.17 in 2018 and 1.14 in 2017). Unfortunately, international competitions also increase the number of the applicants who are not allowed to the competitions. Only 77% of all persons who applied were allowed to enter the competitions in 2019 (72% in 2018 and 75% in 2017). The figures for the competitions and filling of academic positions in recent years are presented in Figure 9.

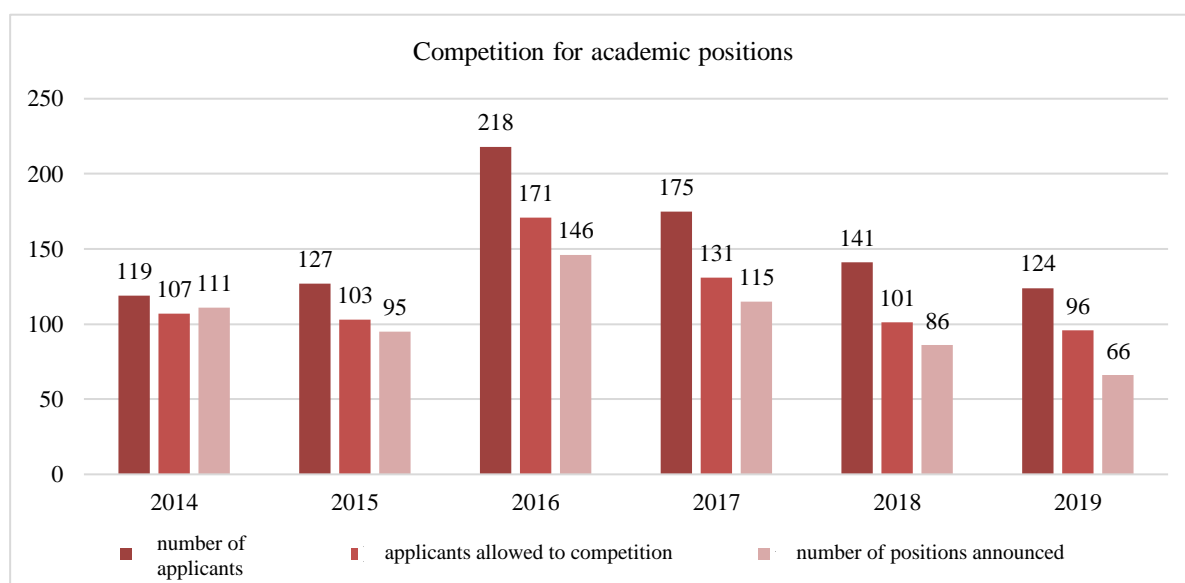


Figure 9. Competition for academic positions in 2014–2019

3.3.2. Labour turnover at the University

The total staff turnover at the University in 2019 was 11.7% (12.2% in 2018 and 12.6% in 2017) and 4.1% of this was voluntary turnover (4.8% in 2018). The voluntary turnover of academic staff was 2.2% (1.1% in 2018) and the voluntary turnover of non-academic staff was 6.2% (8.8% in 2018).¹⁸ The staff turnover at the University from 2016–2019 is shown on Figure 10.

The increased voluntary turnover of academic staff is a result of the enforcement of the new career model, as 33 contracts that would have otherwise expired at the end of their terms were terminated early by agreement of the parties.

Staff turnover, which affects the functioning of the main processes, was one of the most critical and probable risks highlighted by the University's internal auditor in the risk assessment carried out in 2017. However, turnover data suggest that it remains within reasonable limits and the movement of staff members to such extent is a natural development, as voluntary turnover has many reasons. Turnover

¹⁸ The total turnover includes all terminated employment relationships, on the initiative of both the employee and the employer. Voluntary turnover includes the termination of the employment relationship upon the initiative of the employee or upon the agreement of the parties.

may be a problem in the case of some positions and units, so it's important to take a look at the specific reasons.

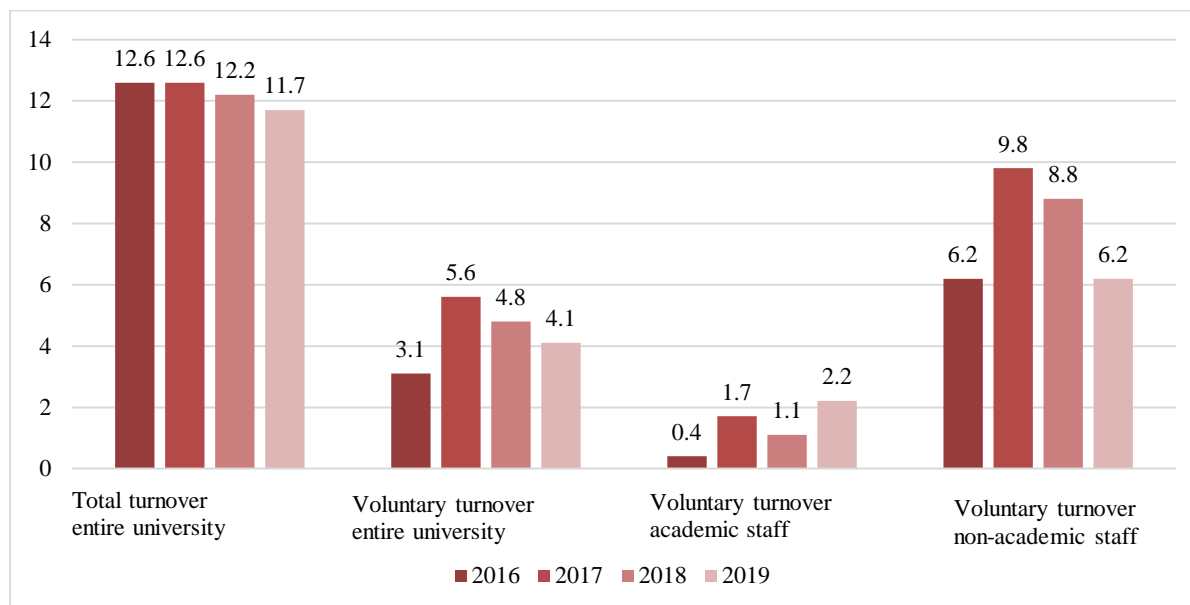


Figure 10. Staff turnover at the University from 2016–2019

3.3.3. Remuneration of employees

Personnel expenses comprised 63.69% of the University's expenses in 2019 (62.28% in 2018 and 59.4% in 2017). The average basic salary of academic staff members has increased over the years: the average basic salary of academic employees was 2,000 euros in 2019, 1,818.10 euros in 2018, 1,620.78 euros in 2017 and 1,546.26 euros in 2016. The proportion of variable salary of the total salary was 8%, which is on the same scale as in previous years (10% in 2018, 9% in 2017 and 9% in 2016).

The minimum salaries of academic and non-academic staff members were increased in 2019. The changes entered into force on 1 September 2019. The University continued to compensate 100% of average salary to staff members for the second and third day on sick leave, remuneration for the days spent on child care leave was paid on the basis of the staff member's average salary and it was possible to apply for a funeral allowance of 250 euros.

Employees' satisfaction with remuneration

The employee satisfaction survey focuses on the satisfaction of employees with remuneration in two aspects: satisfaction with salaries and satisfaction with the correspondence of the remuneration to their contribution. Satisfaction is measured on a seven-point scale.

Satisfaction with salaries has increased a little in comparison with the previous year: the employees' average satisfaction with remuneration was 3.69 in 2019 and 3.60 in 2018. The satisfaction of academic staff members with their salaries is 3.45 (3.3 in 2018) and the satisfaction of non-academic staff is 4.01 (3.94 in 2018).

The satisfaction of employees with the correspondence of their remuneration to their contribution was 4.22 in 2019 (4.13 in 2018 and 3.76 in 2017), incl. the satisfaction of academic staff is 3.98 (3.88 in 2018 and 3.29 in 2017) and the satisfaction of non-academic staff is 4.52 (4.47 in 2018 and 4.32 in 2017).

When staff members were asked to say in free form what they thought could change in their work in the coming years, most of the responses concerned remuneration, and often also the workload and the balance between the remuneration and the workload.

Dissatisfaction with salaries is considerably lower in comparison with other indicators and the result has remained the same throughout the years.

3.3.4. Staff development

As staff development activities at the University are carried out by several units, a network was established for supporting the professional development of employees in order to collect and exchange information and organise the relevant work more systemically and substantively. The current status of activities and organisation of work was mapped at network meetings. The teacher development seminar 'ÖppejõuELU' was developed on the basis of these meetings and its objective was to create a development plan for 2020–2023 in order to support the professional development of lecturers.

Staff development activities were mostly organised for the development of professional and general skills, supporting internationalisation and raising the health awareness of employees.

Most of the staff development and training activities were organised for the development of professional and general skills. The training courses included the use of the WebDesktop document management system, correct language usage, time management, organisation of successful meetings, preparation of development interviews and the use of the outcomes, and presentation skills and voice training.

The number of formal and in-service English courses was the largest in language instruction. Whilst interest in courses of lower proficiency levels has decreased, the popularity of B2 and C1 courses was high. All formal training courses and shorter in-service courses were open to the academic and non-academic staff of the University, but the number of the latter participating in the courses is higher. The course in spoken Russian also received positive feedback from the staff members. The series of training courses dedicated to intercultural communication was launched. Its goal is to better understand different cultures and to make the communication process as pleasant and efficient as possible for our foreign colleagues and students. The opening course focused on the general differences between cultures, and was followed by meetings introducing the cultures of Africa, Turkey, Russia, Finland and Japan.

Health-related topics also remained in the focus. The regular training in meditative practices and Chinese gymnastic therapy was held again. A new training course offered was the introductory course aimed at supporting mental health in order to give an overview of the mental health of staff members, most common behavioural disorders and ways of coping with them.

Lecturers had the opportunity to participate in the development programme organised by the Centre for Innovation in Education in order to develop their teaching and supervising skills, and a course in assessment methods and feedback supporting the learning process was organised for the staff of the School of Education Sciences, which allowed the participants to develop their study programme and assessment practices.

A spring event was organised for the staff of support units, where participants could get to know each other better in order to feel more like a team and boost cooperation.

3.3.5. Employee mobility

The Archimedes Foundation allocated 178,500 euros to TLU for the 2019/2020 academic year within the scope of the Erasmus+ programme, which was used to cover the travel expenses of 170 employees (incl. 90 teaching assignments and 80 training assignments). Funding increased by as much as 51% in comparison with the previous period (118,500 euros and 130 trips).

In 2019, a total of 207 assignments abroad took place in the framework of the Erasmus+ programme (113 in 2018 and 144 in 2017), of which 53 were teaching staff exchanges for conducting studies at partner universities and 154 were related to participation in training. The number of teaching assignments was somewhat smaller than in the previous years (60 in 2018 and 27 in 2017) and the

average length of a teaching assignment was 6.2 days and the average amount of support was 1,093 euros (7.8 days and 1171 euros in 2018). The average length of a training assignment was 4.8 days and the average amount of support was 1,005 euros (5.3 days and 921 euros in 2018).

The sudden increase in mobility in 2019 occurred mostly on the account of training assignments. 84 of the 154 training assignments were related to the development of study programmes or innovative teaching methods. There were 55 visits to universities engaged in the LIFE projects, where the visitors studied how the partners are applying the principle of interdisciplinarity in academic work. Both academic and non-academic staff members went on these trips.

The proportion of academic employees who worked abroad for longer periods was 10.47% in 2019 (12.63% in 2018).

3.4. Marketing and image development

3.4.1. TLU TEE100

The marketing and communications activities of 2019 focused on an event that was extremely important to Tallinn University – 100 years passed since the beginning of teacher education in Tallinn. The students of the Tallinn Teachers' Seminar, the predecessor of Tallinn University, sat down in their classrooms for the first time in October 1919. Although the names of the educational institutions and the level of education have changed, the consistency has remained. The scale of the areas of responsibility of Tallinn University, deemed born on 18 March 2005, has become considerably broader as a result of the mergers of various educational and research institutions. We wanted to celebrate the history of the century-old University, which actually only turned 14 in 2019 under the name of Tallinn University, but the roots of the university are much deeper. As the strategic focus of Tallinn University is to be the promoter of intelligent lifestyle, we tied our present vision to our history and formulated the following message for the jubilee year: as the trainer of teachers and an educational innovator, Tallinn University has been the promoter of intelligent lifestyle in Estonia for a hundred years, i.e. TLU TEE100.

The main communication goals in relation to the jubilee year of teacher education were:

1. to tell the story of Tallinn University's hundred years by remembering the past, but looking into the future;
2. to recognise and introduce our best known graduates of 100 years and pay respect to the teachers of teachers who have passed away;
3. to introduce Tallinn University as an educational innovator making sure that Estonian schools have professional and committed teachers and supporting the development of the entire field of education with innovative solutions;
4. to popularise teacher education in its broadest meaning and encourage young people and adults to study to become teachers.

Preparations for the jubilee year started in early 2018. Approximately 30 people participated in organising the event and the entire Rectorate was also involved. The process was led by the Marketing and Communication Office. The Baltic Film, Media, Arts and Communication School was also involved in the coverage of most of the events. The most important activities were the issue of the postage stamp dedicated to the jubilee year, the publication of the special issue of the TLU magazine *Loov haridusmõte*, production of the video 'Hundred years of teachers', educational innovation conference 'Everyone can study to become a teacher' and organisation of the exhibition 'Smart people think differently', special shows on Äripäev radio 'Tallinn University is on air' and the production of one-minute lectures. The greatest event in the jubilee year was the concert 'Vabaduse tuul, tarkuse tuul' (Wind of freedom, wind of wisdom), which included the performance of a cantata created for this occasion by Rasmus Puur. A jubilee ceremony was also organised for celebrating the jubilee, where one hundred alumni of the century were recognised. The University's newest academic building Vita was completed in the jubilee year, celebrated with a cornerstone ceremony and a rafter party. We commemorated the distinguished educational scientists and teachers of teachers resting at Metsakalmistu and other cemeteries. A

newsletter summing up all events and activities was prepared for the jubilee year and sent to the members, partners and alumni, and the most important events of the jubilee year are also listed on the website tlu.ee/juubeliaasta.

3.4.2. Marketing of degree studies, open learning and continuing education

The objectives related to degree studies, open learning and continuing education at Tallinn University, which were supported by marketing and communication activities in 2019, were the same as in 2018:

1. increased competition and the number of students (incl. international students) admitted with higher admission results to marketed tuition-based study programmes (incl. in English) in areas of responsibility;
2. increased financial volume of open learning;
3. increased financial volume of continuing education and knowledge-based services.

The annual admissions campaign was carried out, focusing on evidence-based facts and statements. The EMOR survey carried out in 2018 indicated that the value of the diploma from Tallinn University on the labour market, the quality of studies and the image of TLU as a research university are regarded more critically than average, especially in the target group of young people. The focus was therefore set on the fact-based statements, which would help refute these opinions and myths that are unjustifiably critical in our opinion. The messages of the 2019 admissions campaign were:

1. Internationally recognised education. Study in the multicultural Tallinn University and acquire an education that is valued all over the world.
2. Be the one who develops people of the future. Study in Tallinn University and become a teacher of a new era, and continue the century-old educational innovation.
3. We are among 7% of the best universities of the world. Study in Tallinn University that is academic in a new way and ranks among the top universities in the world.
4. Necessary knowledge. Useful skills. Study unique specialities in the contemporary academic environment of Tallinn University.

The campaign was carried out in social media (Facebook, Instagram, YouTube), in the form of Google Display advertisements, in the outdoor media (digital screens and bus stops), advertisements in Estonian and Russian radio stations and the theatres of Forum Cinemas, as content marketing articles in *Delfi* and *Postimees*, on Äripäev radio (special show 'Tallinn University on Air'), on YouTube as a weekly clip from the University's youtuber, in the social media channels and information lists of the Estonian Association of Student Representations. Special advertising videos were produced for all study programmes in English, which were disseminated in the channels of the target markets. In addition, academic units also carried out marketing activities arising from the specific priorities of the units, which were centrally supported with money as well as advice.

In addition to the campaign, advertising appeared all year round in the Google network as well as in Estonia and on six international target markets: Finland, Russia, Turkey, Ukraine, Georgia and Latvia. The year-round advertising campaign of continuing education, which had been successful in 2018, continued and separate campaigns for open learning and the student academy were carried out twice a year.

No significant changes to the external web were made in 2019. User tests were carried out in cooperation with the School of Digital Technologies, which evolved into priorities for the subsequent development activities. The SiteImprove platform was introduced for the detection and correction of errors.

TLU continued participating in education fairs, county information and career days, visiting schools where it organised information events, lectures and workshops to introduce the University, welcoming groups at the University to introduce the campus and the specialities taught here, and the organisation of marketing events (such as open days, student shadowing). The student academy project launched to support marketing, the international summer and winter school and the programme of student deputies were continued.

The University was represented in the most commonly used education portals and information was also actively transmitted to potential students and continuing education learners via social media and newsletters. Also, many events were held to introduce specialities and training courses. In addition to the Open Doors Day, the information evenings of Master's studies launched in 2018 continued and their goal was to introduce the options of Master's studies in all TLU Schools.

The competition for admission increased by 4.16% in Bachelor's studies and 4.61% in Master's studies in 2019 when compared to 2018. However, admission to level 3 decreased by as much as 54.72% in comparison with the previous year, which may result from the changes in the methodology of admission to level 3. Total admission increased by 2.96% in comparison with 2018. The number of applications by foreign students increased 29% in comparison with 2018. The monetary volume of open learning has decreased by 6% in comparison with 2018. The total volume of courses and the number of learners have also decreased.

3.4.3. Image development of Tallinn University

In 2019, communication activities supported the following objectives related to image development and membership at Tallinn University:

1. the University is more visible and reputable among target groups and in the media (above all with regard to the RDC achievements);
2. satisfaction with the information flow in units and the University has improved.

In relation to the University's jubilee year, the main focus of communication in 2019 was set on Tallinn University's teacher education and educational innovation. The University's news items were mediated and articles were written in mainstream media (on topical issues as well in order to introduce defended doctoral theses, and for content marketing purposes). The series of one-minute lectures continued in cooperation with ERR, which was given a new look, new host and fresh concept in cooperation with the producers.

In order to improve the efficiency of internal communication, the information format of the Weekly has been consistently developed on the basis of feedback and more systematic cooperation has been increasingly carried out with the units. A new concept was created in 2019 according to which the members of the University can order and consume information according to their interests and needs in order to increase the efficiency of internal communication. The students are also included in the information field to a greater extent. The launch of the concept is related to the transition to a new mass mailing platform.

The level of events organised for the University members has improved from year to year and feedback from participants is consistently very positive. The satisfaction of TLU staff with the information flow has improved as a result of the activities by 1.7% (4.98 in 2019, 4.81% in 2018 and 4.6% in 2017) and the University is visible and positively identifiable in public media.

Based on the results of the EMOR reputation survey of 2019, seven out of 10 people (69%) mentioned Tallinn University spontaneously, as in 2018. Spontaneous awareness of Tallinn University has improved significantly since 2013 (total spontaneous awareness in 2013 was 48%). The share of first mentions has dropped twice in comparison with the previous years (14% in 2013 and 7% in 2019). Tallinn University ranks third among Estonian public universities in terms of image. No significant changes have occurred here in comparison with 2018. 15% of Estonian residents mentioned Tallinn University as reputable. Women, people of other nationalities, pensioners and residents of Virumaa consider TLU more reputable on average. Men, Estonians, entrepreneurs and people with higher income (more than 600 euros per family member) and people living in the Tartu region mentioned TLU below average.

Based on the results of the reputation survey, the weakest sides of the image of Tallinn University in the 15–60 age group is the value of the diploma on the labour market and high-level research activities. People think that the diploma of our University does not guarantee a well-paid job and the level of research carried out at TLU is not high. These are the two focus points of our image development in the future.

Less acknowledged weaknesses, but important aspects to our target group relations, include the opinion that it is easy to be admitted to our University, which may mean that the threshold is too low, and a uniform and distinguishing image. Similar to 2018, the other development priorities are “high-level education”, “diploma is valued on the labour market” and “strong network and cooperation” (between enterprises, the public sector and other universities/institutions of higher education). These aspects are assessed as mediocre, but dealing with them will have a significant impact on target group relations.

The significant strengths of Tallinn University are the aspects of “reliability” (the offered education meets expectations), “the offered education gives the knowledge and skills required for working in the speciality” and “innovation (innovative solutions in research, academic, development and creative work)”. For the second year running, our obvious strengths include “student-friendliness (studying and working can be combined, subjects of interest can be selected, the University cares about the students)” and “practical education (professional placement must be passed in the speciality)”. “Attractive, contemporary campuses and dormitories” are also valued as our strengths among young people (aged 15–19). Although these strengths do not have much impact in target group relations according to the EMOR survey, they should certainly be maintained.

A hidden opportunity for Tallinn University is the creation of the image of “good lifelong learning opportunities”, as this is currently rather highly rated in our case, but not acknowledged much by the target group yet.

The staff of the University rated the reputation of TLU as an employer in 2019 with the average score of 4.52, whilst the average score given by academic staff was 4.3 and the score given by non-academic staff was 4.82 (satisfaction was measured on a seven-point scale). There are no data for comparison with previous years as this was a new question. The average responses to the statement “I am proud that I work at TLU” was 5.32 (5.05 in 2018) – 5.16 in the case of academic staff (4.89 in 2018) and 5.55 in the case of non-academic staff (5.25 in 2018).

3.5. Financial activities

The University’s budget in 2019 was 41.9 million euros, which increased by 2.4 million euros (6.2%) in comparison with 2018 (Table 17). Of the total volume of the 2019 budget, the budget of academic units made up 57.8%, which includes six schools and one college (Figure 11). The budget of support units made up 28.6% of the general budget and includes the units ensuring central support services, revenue earning support units and university-wide activities. The grants mediated by the University as the leading partner for the operating expenses of targeted financing in the amount of 0.66 million euros have not been included in the budget expenditure. There were no significant changes in the proportions of the budget division in comparison with 2018. The reason of the difference in the fund budgets for 2018 and 2019 in the amount of 469 euros is that the resources of the Tenure Fund were planned into the central fund in 2018 until the establishment of the Fund. The Tenure Fund was already separately highlighted in the budget for 2019.

Table 17. Comparison of Tallinn University budget structure in 2018 and 2019 (in thousands of euros)

	2018 budget	Imple- mentation of the budget for 2018		2019 budget	Imple- mentation of the budget for 2019		Compara- son 2018- 2019
Academic units	23,190	23,307	59.1%	24,433	24,197	57.8%	890
Support units and university-wide activities	12,169	11,024	27.9%	12,168	11,990	28.6%	966
Depreciation and impairment of fixed assets	2,457	2,457	6.2%	2,084	1,883	4.5%	-574
Academic Library	1,441	1,757	4.5%	1,523	1,825	4.4%	68
Funds	1,118	582	1.5%	1,587	774	1.8%	192
Rectorate	430	427	1.1%	430	455	1.1%	28
Student Union	144	144	0.4%	156	145	0.3%	1
Profit/loss	-1,280	-248	-0.6%	-1,698	608	1.5%	856
TOTAL	39,669	39,450	100.0 %	40,683	41,877	100.0%	2,427

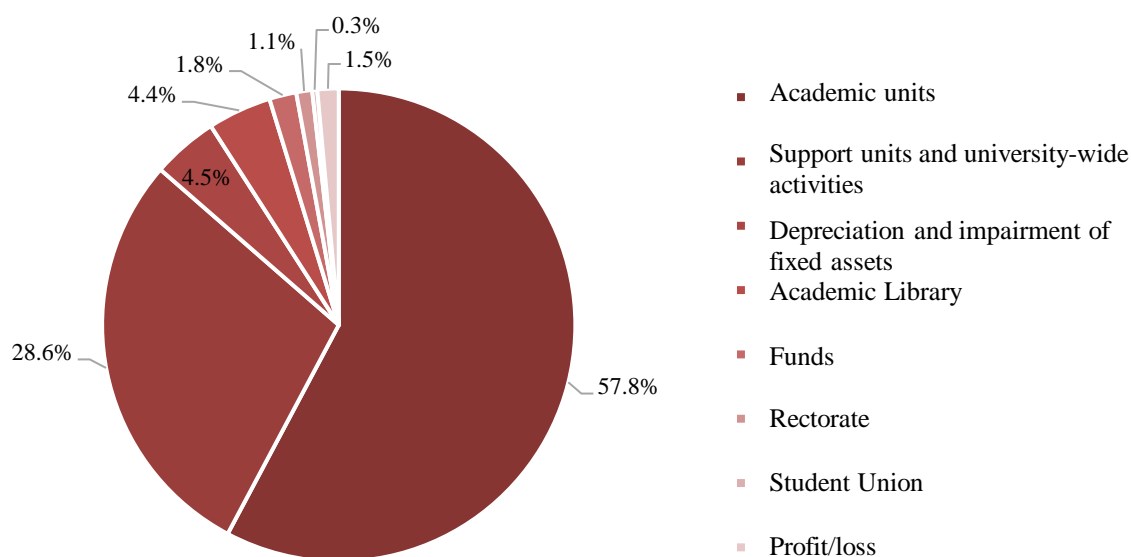


Figure 11. Proportions of TLU budget structure in 2019

The transition from a cash-based budget to an accrual-based budget caused the submission of adjusted data in respect of the supplementary budget for 2019 and the implementation of the budget (Table 18). The goals of the full transition to an accrual-based budget were:

- 1) better compliance of the budget and financial accounting;
- 2) budget complies more with public sector chart of accounts;
- 3) better compatibility of the principal activity and project budgeting;
- 4) more intuition in the budget structure;
- 5) better structuring of the budget system.

The transition to accrual-based accounting also led to an adjustment of the revenue and expenditure structure of the budget (Table 18). The main changes are as follows:

- 1) receipt and repayments of principal and the acquisition of fixed assets are not shown in the budget;

- 2) depreciation of fixed assets was added to the budget;
- 3) the government grant revenue mediated to partners does not increase the volume of the University's revenue;
- 4) the salaries of the lecturers who work on the basis of contracts under the law of obligations entered into with legal entities and fringe benefits, shown in salaries and wages as of 2020 and not in management expenses as in earlier years.

Table 18. Adjustment of the cash-based budget data of TLU into accrual-based data (in thousands of euros)

Item of revenue/expenditure	2018 budget	2019 budget
Balance in cash-based budget	414	639
Cash-based budget revenue	44,031	49,107
<i>Adjustments:</i>		
<i>Assumption of loan</i>	-2,500	-7,303
<i>Mediation of government grant to partners</i>	-1,862	-1,121
Accrual-based budget revenue	39,669	40,683
Cash-based budget expenditure	44,445	49,747
<i>Adjustments:</i>		
<i>Mediation of government grant to partners</i>	-1,857	-1,121
<i>Acquisition of fixed assets</i>	-3,631	-7,837
<i>Loan repayments</i>	-465	-491
<i>Depreciation and impairment of fixed assets</i>	2,457	2,084
Accrual-based budget expenditure	40,949	42,381
Accrual-based budget profit/loss	-1,280	-1,698

The University's revenue base is made up of revenue from the activity support allocated by the MER, education revenue outside activity support, baseline research funding income, other RDC income, and other income (Table 19).

Table 19. Comparison of the University's budget revenue in 2018 and 2019 (in thousands of euros)

Revenue item	2018 budget	Implementation of the budget for 2018		2019 budget	Implementation of the budget for 2019		Comparison 2018-2019
Study activities	24,215	24,118	61.1%	24,993	25,049	59.8%	931
Research and development	14,527	14,401	36.5%	14,902	15,995	38.2%	1,594
Other income	927	931	2.4%	788	833	2.0%	-98
TOTAL	39,669	39,450	100.0%	40,683	41,877	100.0%	2,427

Pursuant to the funding agreement between the Ministry of Education and Research and the University for 2019, the amount of the activity support allocated in 2019 was 20.44 million euros, incl. allocations for specific purposes in the amount of 2.12 million euros. Allocations for specific purposes increased by 0.16 million euros and the activity support allocated to academic units and the central fund increased by 0.65 million euros. The allocations for specific purposes of the activity support are the funds allocated to the organisation of teacher education, allocation to the University's library, a single allocation for additional admission of special education teachers, doctoral allowance and the scholarship fund of students.

Education revenue outside activity support includes tuition fees of degree studies, revenue from continuing education, performance fees of doctoral studies and other provision of education revenue. Provision of education revenue outside the activity support increased in 2019 by 0.12 million euros or 2.7% when compared to 2018, mainly as a result of the increase in the revenue from degree studies.

The revenue from research, development and creative (RDC) activities includes the baseline research funding distributed by the Ministry of Education and Research, the revenue from research, development and creative activities funded by domestic (incl. the research grants funded by the state) and foreign financiers, and the revenue earned from the service contracts related to research, development and creative activities.

R&D income increased in 2019 by 1.59 million or 11.1% in comparison with 2018. The revenue from baseline research funding increased by 0.99 million euros and the revenue from government grants increased by 0.1 million euros. The grants passed through by the University as the leading partner for the operating expenses of targeted financing in the amount of 0.66 million euros have not been included in the budget revenue.

Other revenue includes the lease and rent income earned by units, the revenue earned by the Academic Library, the revenue of the TLU Conference Centre, the sale of the books published, and the allocations for specific purposes outside the activity support, which are education allowances and the allocation for covering student loans. Other income decreased by 0.1 million euros or 10.5% in 2019 when compared to 2018.

Table 20. Comparison of the University's accounting expenses in 2018 and 2019 (in thousands of euros)

Cost item	2018		2019		Comparison 2018-2019
Grants issued	4,355	10.7%	4,090	9.8%	-265
Operating expenses	7,285	17.8%	7,575	18.1%	290
Staff costs	25,655	62.8%	26,677	63.6%	1,022
Depreciation and impairment of fixed assets	2,457	6.0%	1,883	4.5%	-574
Other operating expenses	1,093	2.7%	1,663	4.0%	570
Financial income and expenses	27	0.1%	36	0.1%	9
TOTAL	40,872	100.0%	41,924	100.0%	1,052

The volume of expenses increased in 2019 by 1.05 million or 2.6% in comparison with 2018 (Table 20). There were no significant changes in the proportions of the division of cost items in comparison with 2018. There is a significant increase of 1.02 million euros in the line of labour costs. The increase in other operating expenses was caused by the VAT increase in the amount of 0.6 million euros in relation to the construction of the Vita building.

Table 21. Main financial indicators from 2017–2019 (in thousands of euros)

Financial indicators	2017	2018	2019	Comparison 2017-2019
Operating income	38,628	40,625	42,533	10.1%
Operating expenses	35,911	38,415	40,042	11.5%
Depreciation of fixed assets	2,423	2,457	1,883	-22.3%
Total operating expenses	38,334	40,872	41,924	9.4%
Profit/loss for the financial year	294	-248	608	106.8%
Balance sheet volume	51,213	53,122	58,779	14.8%

Current assets	5,267	8,157	10,006	90.0%
Fixed assets	45,945	44,965	48,773	6.2%
Current liabilities	6,717	8,613	9,824	46.3%
Long-term liabilities	4,156	4,417	8,256	98.7%
Working capital	-1,450	-456	182	112.6%
Loans payable	4,601	4,834	8,133	76.8%
Net assets	40,339	40,091	40,699	0.9%

In comparison with 2018, the volume of the University's current assets increased by 1.85 million euros and the overall solvency level improved (7.2%) (Tables 21 and 22).

Table 22. Main ratios from 2017–2019

Ratios	2017	2018	2019
Operating income / operating expenses	99.2%	100.6%	98.6%
Loans/ Operating income	11.9%	11.9%	19.1%
Fixed assets / Balance sheet total	89.7%	84.6%	83.0%
Current assets / current liabilities	0.78	0.95	1.02
Net assets /Balance sheet total	78.8%	75.5%	69.2%
Loans / Balance sheet volume	9.0%	9.1%	13.8%

3.6. Impact of the external environment on management, membership and finances

The new Higher Education Act entered into force on 1 September 2019 and the acts of all public universities were approved at the same time. The changes in the management structure of Tallinn University resulted from the Tallinn University Act and a third managing body, the Tallinn University Council, was established in addition to the existing managing bodies, the Senate and the Rector. Managing bodies have different competences in managing the University, including the adoption of legal acts. The new management model came into full effect on 1 January 2020.

The new Higher Education Act gave the University the opportunity to update its academic career model and regulate the employment relationships of academic staff in the University more than before. The renewal of the University's internal regulation on employment relationships that started at the same time as the preparation of the act was also completed and the new version of the regulation entered into force.

One of the remuneration principles of the University is to take into account the salary level of positions in the salary market, if possible. In order to obtain an overview of the salary level, the University exchanges salary data with other Estonian public universities (reference data on the remuneration of academic positions) and takes part in the compensation surveys held by Fontes (comparison of the salary level of non-academic positions with the salary market in Tallinn and Harju county).

The remuneration of academic employees was analysed on the basis of the data for 2018. The average salaries at universities continued to rise and the average increase was 5.5% (7% in 2017). The total average salary increased in all positions and was 2,008 euros (1,903 euros in 2017). The average salary of research professors and lecturers increased the most, by 9% and 8%, respectively. The increase in average salary was the smallest in the position of the junior research fellow (2%). The total average salary of the academic staff of TLU increased by 14% and was 1,960 euros (1,720 euros in 2017). TalTech was the salary leader in respect of most positions in terms of the remuneration of academic positions. TLU was the salary leader among research professors. TLU and TalTech were the salary leaders in the remuneration of lecturers in 2018. TLU lagged behind the average the most in the remuneration of teaching track associate professors and research fellows (6% in each case).

The remuneration of non-academic positions was analysed on the basis of data gathered in spring 2019. According to the Fontes earnings survey, the remuneration of the University's non-academic positions as a whole was still lower than the average of the salary market and the trends in the remuneration for work at the University compared to the salary market has remained the same as in previous years. Whilst the trend line of the principal salary of the University's positions covered in the survey largely remained behind the median of the Fontes sample in 2018 (except for unskilled work), the trend line of the principal salary in 2019 was largely below the 25% quartile and remained by the 10% decile, i.e. 10% of the salaries were smaller than the given value. The trend continued whereby the University's salaries were relatively competitive in respect of less complicated positions and the salary paid for more complicated work remained below the remuneration paid on the salary market to a larger extent. The difference of the remuneration of complicated work with the salary market increased in the last year.

The Occupational Health and Safety Act stipulated the term of 'psychosocial hazard' as of 1 January 2019, with which it acknowledges the role of social factors in the development of the mental disorders of employees and required employers to create and ensure working conditions that are safe for the mental health of the employees. Promoting the mental health of employees was also a focus point during the preparation of the University's new development plan.

A good overview of the general development of the operating environment and its impact on finances and management can be obtained from the State Budget Strategy 2020–2023 and Stability Programme 2019¹⁹. The objective of the State Budget Strategy and the Stability Programme is to express the government's policy in compliance with the requirements of the Stability and Growth Pact (SGP). The State Budget Strategy is the government's central strategic document, which connects the state's needs and priorities, and the financial possibilities, i.e. the fiscal framework. The main aspects of the state budget policy for the next four years, a forecast of economic development, the priorities of the Government of the Republic, an analysis of performance areas, objectives with performance indicators and main policy changes as well as the plan for funding areas of government are presented in the budget strategy.

The budget strategy describes the priorities of the Government of the Republic and highlights the most important development activities to be carried out for the achievement of the priorities of the next four years. Important activities for the next years are also described by performance areas and indicators and their target levels are presented for the next four years. The economic and fiscal policy objectives of the Government of the Republic and the government sector's fiscal framework for the next four years, incl. the stability programme, are also included.

Objective of the higher education programme: to guarantee that each motivated and capable person has access to quality, flexible and diverse higher education that considers the development needs of the labour market.

Important activities for the achievement of goals for 2020–2023:

- financing higher education in universities and public institutions of professional higher education (budget for 2020 –2023 649.9 million euros) and analysing possible scenarios for reorganisation in order to guarantee the quality and sustainability of higher education;
- supporting the efficient management and organisation of work of public universities by including members from outside the universities in the managing bodies of all public universities as of 2020;
- in order to increase the efficiency of doctoral studies, a reform of doctoral studies will be prepared for turning doctoral students into junior research fellows in order to redevelop the present doctoral allowances (57.16 million euros in the budget for 2020–2023) into the remuneration of a junior research fellow and enter into employment contracts with doctoral students. The payment of doctoral allowances will continue until then;
- in order to promote foreign students finding employment in Estonia, it has been agreed in the administrative contracts entered into for the new period that all study programmes in English

¹⁹ https://www.rahandusministeerium.ee/system/files_force/document_files/riigi-eelarvestrateegia-2020-2023-ja-stabiilsusprogramm-2019.pdf?download=1

include at least 6 ECTS worth of instruction about the Estonian language and culture.

Objective of the RDI programme: the general objective of the development RDI is to create favourable conditions for increasing productivity and the standard of living, good education and culture, and the duration and development of Estonia.

Important activities for achievement of goals for 2020–2023:

- funding additional activities in the FINEST Twins project co-funded by Horizon 2020 is planned. The goal is to create top-level R&D in the area of smart cities and a cross-border ecosystem that supports innovation, which focuses on the centre of excellence of smart city research to be established by TalTech offering a physical and digital platform for top-level research, cooperation of universities, enterprises and cities, and innovation. Teaming for Excellence is a support scheme of Horizon 2020, which is aimed at the establishment of new centres of excellence in countries, where the innovation capacity is still low in comparison with the highest level in Europe, in cooperation with the leading research institutions in Europe;
- increases the funding of research and development at research institutions by keeping the ratio of research grants and baseline financing at 50:50. Increasing baseline funding is a precondition for the development of a stable academic career model and the development of closer cooperation between enterprises and research institutions. 86.7 million euros has been planned into the state budget in 2020 for the implementation of the main R&D instruments (incl. baseline funding, institutional and personal research grants, national research and development institutions, Norwegian foreign aid);
- supporting research and higher education in the growth areas of the economy will be increased to realise their economic growth potential. A programme for the valorisation of resources will be launched (3 million euros per year). This will include: 1) supporting higher education and research, incl. creating the necessary chairs and research groups in universities; 2) supporting the cooperation projects of research and development institutions; 3) guaranteeing the material base required for their implementation;
- piloting the proof-of-concept grant will continue. The objective of the development grant is to support the development of outstanding results of research to make the attractive to businesses by testing the ways and feasibility of using them in business. More research results will be developed into commercial applications as a result of the activity;
- supporting the development advisers of the branch associations of enterprises will start. Development advisers with a background in research will help professional associations to determine the research and development trends important to the branch associations on the basis of which the development opportunities of the sector can be assessed if the research necessary for the field is negotiated with research institutions, raise the awareness of the members of the branch associations of the research and development potential of the field and possible applications, and help raise the R&D awareness and skills of the sector's entrepreneurs by promoting cooperation with research institutions in Estonia and the EU;
- preparing the measures that promote the movement of employees between research institutions and the business sector (e.g. sectoral mobility), as a result to which more researchers will move to business and the skills of companies in the implementation and adaptation of research results will improve. The number of scientists with business experience will also increase in research institutions, which will help plan research that meets the needs of the society.

According to plans, the public finance reform will continue as follows in the next year:

- transition to an activity-based budget: this means streamlined performance information with agreed definitions that is based on common principles, which allows the state to plan its development trends further. Transition to the activity-based budget is a part of the state reform;
- broad-based revision of the state budget: the state's strategic directions will be analysed in the course of a revision to see if the services provided for their achievement contribute to the achievement of the objective. Alternative possibilities will be considered and proposals will be made for achieving the internal efficiency of institutions and re-allocation of funds to the priority areas or developments.

On 12 March 2020, the Government of the Republic declared a state of emergency to prevent the spread of the coronavirus in Estonia. The state of emergency lasted until 17 May 2020. The emergency measures changed the organisation of life of the majority of Estonian people. Ordinary studies at educational institutions were suspended and remote learning was used instead. The Ministry of Education and Research advises²⁰ to use distance learning as much as possible until the end of the 2019/2020 academic year. Studies, incl. seminars and practical courses, can be organised in groups of up to 10 people as of 15 May if necessary. Activities must be organised in such a manner that they do not increase the spread of the virus.

The Rectorate phrased the following preconditions when processing the supplementary budget for 2020:

1. the virus crisis is under control by 1 September 2020;
2. it is possible to carry on as usual in the new academic year (1 September 2020).

In the opinion of the Rectorate, a revenue forecast that is at least 3 million euros smaller than the present one must be prepared when the supplementary budget is prepared. In the opinion of the Rectorate, the impact of the crisis caused by coronavirus on the University has been moderately negative.

Table 23. Most important investments made in reporting year and planned for near future

	Collection of archaeozoology	VITA building	
Buildings and structures	761,567	4,897,196	5,194,021
Inventory	30,199	240,560	247,291
Total	791,766	5,137,756	5,441,312
Value added tax	158,353	1,027,551	1,088,263
Total acquisition cost	950,119	6,165,307	6,529,575
As at	31.12.2019	31.12.2019	29.02.2020
Start of exploitation	30.09.2019		29.02.2020
Started	2017	2016	2016

As at 31 December 2019, the investment in the VITA building (without VAT) was recognised under construction in progress with the other expenses (in the amount of 186,726 euros) not transferred to fixed assets yet (Note 6 to financial statements). The investment was recognised as a fixed asset after it was taken in use.

The main focus of investments in the next year will be on the University's information system and their interaction. Investing capital in the infrastructure required for the achievement of the University's objective must continue as well.

3.7. Opinion of the Rectorate on membership and finances

The Rectorate is pleased that Tallinn University is continuously highly valued as an employer. The conditions in the external environment put us in a complicated situation (the growth in the activity support does not correspond to the increase in the cost of living, competition on the labour market is increasing, etc.), but it has also created new opportunities (the new Higher Education Act entered into force, which allows us to update the management model and the academic career model).

The Rectorate appreciates the contribution made by the members of the University to the implementation of many important development activities. We formulated the new Development Plan 2020–2022, completed the development of the new academic career model, which was implemented as of 1 September, transferred to a new management model and created a network for supporting professional development in order to offer self-development opportunities to employees more systematically than before. Many innovations address the bottlenecks known from the previous years, which are mostly the remuneration being too low compared to the labour market trends and the instability arising from project-based funding. The efficiency of the measures taken is evidence by the continuing increase of

²⁰ <https://www.hm.ee/et/koroonaviiruse-leviku-tokestamine-info-haridusasutustele>

the University's revenue base as well as the average salary, and also the increased satisfaction of employees with the management and working conditions in the University.

The financial-economic position of Tallinn University is good and the outlook is stable. However, despite the positive development we can see that the University is facing several important challenges in the coming years, but we believe that our cooperative working culture will guarantee that our success continues.

ANNUAL FINANCIAL STATEMENTS

Balance Sheet			
(euros)	Note	31.12.2019	31.12.2018
ASSETS			
Current assets			
Cash	2	6,199,943	4,547,854
Receivables and prepayments	3	3,744,525	3,541,770
Stock	4	61,677	67,109
Total current assets		10,006,145	8,156,733
Fixed assets			
Investment properties	5	2,035,823	2,035,823
Property, plant and equipment	6	46,159,683	42,362,041
Intangible assets	7	577,652	567,533
Total fixed assets		48,773,158	44,965,397
TOTAL ASSETS		58,779,303	53,122,130
LIABILITIES AND NET ASSETS			
Current liabilities			
Loans payable	8	163,636	491,051
Payables and prepayments	9	9,660,457	8,122,423
Total current liabilities		9,824,093	8,613,474
Long-term liabilities			
Long-term loans payable	8	7,969,037	4,342,509
Supplier payables		264,918	53,195
Other non-current payables		21,764	21,777
Total non-current liabilities		8,255,719	4,417,481
Total liabilities		18,079,812	13,030,955
Net assets			
Retained earnings		40,091,175	40,339,020
Profit/loss for financial year		608,316	-247,845
TOTAL NET ASSETS		40,699,491	40,091,175
TOTAL LIABILITIES AND NET ASSETS		58,779,303	53,122,130

Income Statement

(euros)	Note	2019	2018
Operating income			
Revenue from operating activities	10	7,029,690	6,286,883
Activity support	11	25,285,385	23,584,418
Grants related to income	12	9,704,389	10,454,566
Grants related to assets	12	424,297	211,911
Other income	13	89,001	86,918
Total operating revenue		42,532,762	40,624,696
Operating expenses			
Grants issued	14	4,090,399	4,355,479
Operating expenses	15	7,574,841	7,285,207
Labour expenses	16	26,677,143	25,655,031
Depreciation and impairment of fixed assets	6.7	1,882,529	2,456,870
Other operating expenses	17	1,663,448	1,092,780
Total operating expenses		41,888,360	40,845,367
Profit/loss for reporting period		644,402	-220,671
Interest income		562	261
Interest costs		-36,648	-27,409
Other financial expenses		0	-26
Profit/loss for the financial year		608,316	-247,845

Cash Flow Statement

(euros)	Note	2019	2018
Cash flows from operating activities			
Operating profit/loss		644,402	-220,672
Adjustments			
Depreciation, amortisation and impairment	6.7	1,882,529	2,456,870
Value-added tax expenses for the acquisition of non-current assets		93,263	87,047
Grants received for the acquisition of non-current assets	12	-424,297	-211,911
Profit from the sale of non-current assets	6	0	-208
Government grants given for the acquisition of fixed assets			
Adjusted profit/loss from operating activities		2,195,897	2,111,126
Change in trade receivables	3	-245,556	351,024
Change in receivables of grants related to income		430,419	133,623
Change in other receivables		3,400	30,633
Change in prepaid taxes and taxes refundable	3	-67,029	-6,814
Change in prepaid grants	3	-316,068	17,559
Change in other prepayments		-11,233	16,264
Change in inventories	4	5,433	28,178
Net change in current assets relating to operating activities		-204,034	570,467
Total			
Change in supplier payables	9	-44,652	267,730
Change in payables to employees	9	45,833	26,386
Change in taxes, duties and penalties payable	9	44,511	143,177
Change in liabilities of grants related to income	9	-410,866	-532,027
Change in other liabilities		-14,813	46,940
Change in prepayments of grants received	9	1,867,464	1,906,171
Change in other received prepayments	9	50,543	13,331
Net change of liabilities related to operating activities		1,538,020	1,871,709
Total net change of current assets related to operating activities		3,533,283	4,553,302
Cash flow from investing activities			
Purchase of property, plant and equipment, and intangible assets		-5,571,828	-1,395,563
Proceeds from sale of fixed assets		0	208
Grants received for the acquisition of non-current assets		427,811	105,421
Received from the sale of investment properties		0	1,981
Received interests and other financial income		359	298
Total cash flow from investing activities		-5,143,658	-1,287,655
Cash flow from financing activities			
Loans raised		3,790,164	697,053.00
Repaid loans	8	-491,051	-464,827
Interest paid		-36,649	-27,409
Other financial expenses paid		0	-26
Total cash flow from financing activities		3,262,464	204,791

Total cash flow	1,652,088	3,470,438
Cash and cash equivalents at the beginning of the period	4,547,854	1,077,416
Cash and cash equivalents at the end of the period	6,199,943	4,547,854
Change in cash and cash equivalents	1,652,088	3,470,438

Statement of changes in net assets	
(euros)	
Retained earnings as at 31.12.2017	40,339,020
Surplus for 2018	-247,845
Retained earnings as at 31.12.2018	40,091,175
Surplus for 2019	608,316
Retained earnings as at 31.12.2016	40,699,491

Notes to annual financial statements

Note 1. Accounting principles

General information

The 2019 financial statements (hereinafter the report) of Tallinn University (hereinafter the University) have been prepared in accordance with the Estonian financial reporting standard, the main requirements of which are established in the Accounting Act that are supplemented by the requirements set forth in the Public Sector Financial Accounting and Reporting Guidelines (hereinafter the General Rules).

The report has been prepared based on the continuity principle of the activities of the University. The financial year commenced on 1 January 2019 and finished on 31 December 2019. The numerical indicators of the financial statements have been presented in euros.

According to § 29 (4) of the Accounting Act, the University has not prepared consolidated financial statements, as the balance sheet total and sales revenue of the University do not exceed 5% of the balance sheet total and sales revenue of the University as a consolidating unit.

Correction of errors

The following lines of the balance sheet, income statement, cash flow statement and statement of changes in net assets of 2018 have been adjusted in relation to the correction of the revenue entries made in error in 2018 and in order to make the data comparable.

Table 23. Balance sheet

Name of report row	Initial 31.12.2018	Adjustment	Adjusted 31.12.2018
Receivables and prepayments	3,970,591	-428,821	3,541,770
Total current assets	8,585,555	-428,821	8,156,733
TOTAL ASSETS	53,550,953	-428,821	53,122,132
Profit/loss for financial year	180,976	-428,821	-247,845
TOTAL LIABILITIES AND NET ASSETS	53,550,953	-428,821	53,122,132

Table 24. Income statement

Name of report row	Initial 31.12.2018	Adjustment	Adjusted 31.12.2018
Revenue from operating activities	6,715,704	-428,821	6,286,883
Total operating revenue	41,053,517	-428,821	40,624,696
Operating profit/loss for financial year	208,149	-428,821	-220,672
Profit/loss for financial year	180,976	-428,821	-247,845

Table 25. Cash flow statement

Name of report row	Initial 31.12.2018	Adjustment	Adjusted 31.12.2018
Operating profit/loss	208,149	-428,821	-220,672
Adjusted profit/loss from operating activities	2,539,947	-428,821	2,111,126
Change in trade receivables	-77,797	428,821	351,024

Table 26. Statement of changes in net assets

Name of report row	Initial 31.12.2018	Adjustment	Adjusted 31.12.2018
Surplus for 2018	180,976	-428,821	-247,845
Retained earnings 31.12.2018	40,519,996	-428,821	40,091,175

The adjustments are also recognised in the respective notes.

Cash and cash equivalents

Cash in hand and bank account balances are considered as cash and cash equivalents in the financial statements. Overdraft is recognised as short-term loans payable in the balance sheet.

Division of assets and liabilities into short and long term

Assets and liabilities are divided into short and long term in the balance sheet proceeding from whether the estimated possession of asset or liability lasts up to one year or longer calculated from the date of the balance sheet.

Receivables and prepayments

Trade receivables, accrued income and other current and non-current receivables (including loan receivables and deposits) are recognised at adjusted cost. The adjusted cost of short-term receivables is generally equal to the nominal value of the receivables (less any write-downs) and therefore short-term receivables are recognised in the balance sheet in the amounts likely to be received. The financial assets are initially recognised at the fair value of the receivable fee to calculate the adjusted cost of non-current financial assets, by calculating the interest income in the next periods by using the effective interest rate method.

Outstanding receivables are assessed by the approximate method. On the application of the approximation method, receivables which are 90-180 days past due are written down by 50% and receivables which are more than 180 days past due are written down in full (100%). Doubtful receivables are carried in the trade receivables ledger until they are collected or considered uncollectible and written off the balance sheet.

When it appears that the collection of a receivable is unrealistic, the receivable is considered uncollectible and written off the balance sheet. A receivable is considered uncollectible when the University has no means for collecting it (the debtor has been liquidated or bankrupt and the assets in the bankrupt's estate are insufficient for settling the debt, etc.) or when the costs of collecting the receivable would exceed the estimated income from its collection.

When a doubtful receivable is subsequently collected, the previously recognised impairment loss is reversed by reducing expenses from the impairment of receivables during the period in which the item is collected.

Stock

Stock means assets that are held for sale in the course of ordinary economic activities; that are currently produced for sale in the course of ordinary economic activities; or the materials or accessories that are consumed in the production process or in the provision of services. Inventories encompass not only goods purchased for sale, materials, work in progress and finished goods but also equipment and real estate held for resale and capitalised expenses directly attributable to the provisions of services for which revenue cannot yet be recognised using the stage of completion method. Stock is initially recognised at its acquisition cost, which consists of purchase costs and other costs incurred in bringing the inventories to their present location and condition.

Borrowing costs are not included in the cost of inventories and, in line of the General Rules, non-coverable levies and taxes paid in the acquisition of inventories are recognised as an expense.

The goods are expensed by using the FIFO method. Stock is recognised in the balance sheet at the acquisition cost or net realisable value, whichever is lower.

Subsidiaries

A subsidiary is a company whose activities are controlled by the University. A subsidiary is deemed to be under the control of the parent company if the parent company holds, either directly or indirectly, more than 50% of the voting shares of the subsidiary or is otherwise able to control the operating and financial policies of the subsidiary.

The term 'subsidiary' also covers non-corporate entities (foundations and non-profit associations). Control and significant influence in non-commercial undertakings is determined on the basis of whether the assets of the non-commercial undertaking transfer to the parent company upon its liquidation. When the parent has control of a foundation or a non-profit association (generally over 50% of voting power), the investment is accounted for as a wholly-held investment.

The subsidiary is initially recognised at its cost which is later adjusted with the write-downs resulting from the decrease in value.

Information on the subsidiaries has been provided in Note 21.

Affiliates

Affiliates are entities over which the University or its subsidiary has a significant influence but not control. Significant influence is generally presumed to exist when the University or its subsidiary owns 20% to 50% of the voting rights in an entity.

If the University or its subsidiary has a significant influence over the foundations or non-profit associations (in general 20-50% of the voting rights), the share or also financial investment are not recognised in the balance sheet. The contributions to the target capital of the object of share are recognised as the expenses of the given grants.

An affiliate is initially recognised at its cost which is later adjusted with the write-downs resulting from the decrease in value.

Information on the affiliates has been provided in Note 21.

Investment properties

Investment properties are properties (land, building or part of a building) that are leased by the University to a non-public sector entity to earn rental income or held for capital appreciation and not used in its primary activities by any public sector entity. Buildings and premises used by public sector entity are recognised as the items of property, plant and equipment.

An investment property is first recognised at its acquisition cost, which also includes the expenses directly related to acquisition (i.e. notary fees, state fees, payments to advisers and other expenses without which the transaction would probably not have taken place). The acquisition cost of investment property does not include the borrowing costs and, in line with the General Rules, non-recoverable levies and taxes incurred on the acquisition of investment property are recognised as an expense. According to the General Rules, after initial recognition, investment property is recognised at cost less any accumulated depreciation and any impairment losses.

Depreciation is calculated based on the straight-line method. Each investment property is assigned a depreciation rate that corresponds to its useful life. Where an investment property consists of significant parts that have different useful lives, the parts are accounted for separately and assigned depreciation rates that correspond to their useful lives. The depreciation rate assigned to the investment properties of the University ranged from 2% to 3% per year in 2019, excluding the properties without buildings (land) which are not depreciated.

Subsequent costs on an investment property are added to the acquisition cost of the property if it is probable that future economic benefits associated with the costs will flow to the University and the costs can be measured reliably. The costs of day-to-day maintenance and repair of investment properties are recognised as an expense as incurred. When part of an investment property is replaced, the cost of the new part is added to the acquisition cost of the property if it meets the definition of investment property and the recognition criteria and the residual value of the replaced part is written off the balance sheet.

Recognition of an investment property on the balance sheet is discontinued when the property is sold or removed from use and the property is not expected to generate any economic gains in the future. Gains and losses arising from the derecognition of investment property are recognised in the income statement of the period in which the property is derecognised under “Other income” or “Other expenses” respectively.

An investment property is reclassified on the balance sheet if the purpose for which it is used changes. From the date of reclassification, the investment property is accounted for using the accounting principles applied to the class of assets the property was transferred to.

Property, plant and equipment and intangible assets

Property, plant and equipment are the assets which the University uses for meeting its statutory responsibilities, rendering services or administrative purposes and expects to use for a period exceeding one year and which have a cost of at least 5000 euros.

Regardless of the size of acquisition cost, land, books and publications of library are recognised. Regardless of the cost, the objects of artistic, historical and scientific value which does not decrease in time can be recognised.

Property, plant and equipment are recognised at cost which comprises the purchase price and other costs directly attributable to the acquisition. According to the General Rules value-added tax, other taxes and duties are not capitalized to the acquisition cost of property, plant and equipment. Items of property, plant and equipment are further on recognised in the balance sheet at its cost, less accumulated depreciation and any accumulated impairment losses.

The costs related to improvements are added to the acquisition cost of property, plant and equipment only if these meet the definition of property, plant and equipment and criteria for recognition of assets in the balance sheet and the cost of expenses is at least the amount stipulated as the minimum of capitalization of property, plant and equipment of the General Rules. The costs related to current maintenance and repairs are recognised as expenses of the period in the statement of financial performance.

If an item of tangible fixed assets consists of separable components of different useful lives, those components are registered in the accounting as separate asset items and separate depreciation rates are assigned to them according to their useful lives.

Depreciation is calculated by using the straight-line depreciation method.

Depreciation is accounted for starting from the month of taking the assets into use. The latter is performed up to full depreciation, transfer or final removal of assets from use. The objects of unfinished

construction are not depreciated. The depreciation rates and final values are reviewed at the end of each financial year. The changed assessments are recognised retroactively in the financial year.

The aim of depreciation rates is to ensure the compliance of depreciation accounting with useful life and use of property, plant and equipment.

Depreciation of property, plant and equipment and intangible assets is calculated by using the following depreciation rates:

<u>Group of property, plant and equipment</u>	<u>Depreciation rate (%)</u>
Buildings	1,5–5
Facilities	2,5–10
Plant and equipment	10–20
Inventory	10–50
Computer equipment	33–50
Intangible assets	5–50

The books and publications of library, lands, objects with artistic, historical and scientific value which is not decreasing in time are not depreciated.

If it occurs that the actual useful life of assets is considerably different from the initially assessed one, the depreciation period is changed. The remaining useful life of the asset is assessed for this purpose at least during the annual stocktake.

Pursuant to subsection 42 (2) of the Guideline of Financial Accounting and Reporting in the Public Sector, a specialist who knows the asset makes a proposal for the establishment of the depreciation rate on the basis of the estimated useful life of the asset.

The condition of the buildings of Tallinn University located in Tallinn (hereinafter the Buildings) is very good. For example, the oldest building of the Tallinn University campus located at Narva mnt 25 was built in 1938 and it is under heritage conservation. The building is a well-preserved house with architecture characteristic of the late 1930s, which was designed by architects Alar Kotli and Erika Nõva.

The Rectorate of Tallinn University decided to adjust the current useful life of the building (50 years) on the basis of the proposal made by the financial manager when preparing the annual report for 2019 and considering the circumstances above. The useful life of buildings as of 1 January 2019 is **66 years**. The depreciation rate of buildings arising from this is **1.515151% per year**.

Library collections

Subsection 41 (2) 2) of the General Rules stipulates that regardless of the acquisition cost, the publications can be recognised as items of property, plant and equipment as an exception in these public libraries where the storage and lending of publications for public is the core activity. Items acquired for library collections are recognised as items of property, plant and equipment in an aggregated set. Accounting on the units, titles and cost are kept in the library's information system ESTER. The library collection items the value of which cannot be measured reliably are accounted for in unit terms in the information system ESTER-i (at zero value). The library collections are fully expensed, if these are removed from use or it becomes apparent that they have been lost. The value of library collections recognised in the balance sheet is not depreciated.

Intangible assets

Intangible assets are non-monetary assets without physical substance distinguishable from other assets, used within a longer period than one year and the acquisition cost of which exceeds the threshold for

recognition of non-current assets. Intangible asset object (software, rights of use, other intangible assets) is recognised in the balance sheet, if the assets can be controlled by the University; the future economic benefit received from its use is probable, the acquisition cost of assets is reliably measurable and assets do not result from the expenses made within the group to research and development activities. Research and development costs are recognised as expenses when incurred. Intangible assets are initially recognised at cost, comprising the purchase price and any costs directly attributable to the acquisition. After initial recognition, intangible assets are recognised at cost less any accumulated depreciation and any impairment losses.

All intangible assets are assumed to have finite useful lives. Intangible assets are depreciated on a straight-line basis over their estimated useful lives. Each intangible asset is assigned a depreciation rate that corresponds to its useful life. If the useful life of intangible assets cannot be reliably assessed, it is presumed that the useful life lasts up to 10 years. On each reporting date the justification of depreciation periods and method of assets is assessed.

The following depreciation rates were used for the calculation of the depreciation of intangible assets in the University in 2019: 5–50%.

Impairment of assets

The University as the public sector entity applying the General Rules does not carry out impairment tests or write down assets to their recoverable amount in the case of non-current assets needed to provide public services if the asset value has not been impaired due to damage or other reasons partially or fully due to removal from use. In other cases, the items of property, plant and equipment with unlimited useful life and in case of assets to be depreciated the occurrence of circumstances referring to the potential decrease in value of assets are assessed. If such indication exists, the coverable value of assets is assessed and compared with book value.

An impairment loss is recognised in the amount by which the book value of assets exceeds its coverable value. The coverable value of assets is the fair value of assets less sales expenses or its usage value, depending on which is higher. The coverable value is assessed for the purpose of assessment of decrease in value of assets either per single asset object or the smallest possible asset group for which cash flows can be differentiated. The write-down of assets is recognised as the expenses of the reporting period.

In case of assets once written down, the probability whether the coverable value of assets has meanwhile increased is assessed on each following reporting date. If, as a result of value test it occurs that the coverable value of assets or asset group (cash generating unit) has increased above the residual book value, the earlier write-down is cancelled and the residual book value is increased up to the amount which would have been created, considering the normal depreciation during interim years. A reversal of an impairment loss is recognised in the statement of financial performance by reducing expenses from impairment losses.

Financial liabilities

Financial liabilities (trade payables, borrowings, accrued expenses and other current and non-current payables), excl. derivative instruments with negative fair value are initially recognised at cost that is the fair value of the fee received for financial liability. Further recognition is carried out based on adjusted cost method.

The adjusted cost of financial liabilities is in general equal to their nominal value, thus all financial liabilities are recognised in the amount subject to payment in the balance sheet.

The interest expenses related to the financial liabilities are recognised on an accrual basis as period expenses at the entry “Financial income and expenses” of the statement of financial performance. Recognition of a financial liability is terminated in the balance sheet, if this is paid, cancelled or expired.

Leases

In the case of operating lease, the leasable assets are recognised by the lessor in its balance sheet. Operating lease payments are recognised on a straight-line basis within lease period as income by the lessor and as expenses by the lessee. The assets leased under operating lease terms are recognised in the balance sheet by normal procedure, similarly to other non-current assets. Operating lease payments are recognised as income evenly within the lease period.

University as the lessee – in the case of operating lease, the lease payments of assets are recognised on an accrual basis as period expenses over the lease term in the statement of financial performance.

University as the lessor – assets leased out under operating lease terms are recognised in the balance sheet by normal procedure, similarly to other assets to be recognised in the balance sheet of the University. Assets leased out are depreciated using depreciation policies that are applied to similar assets by the University. Operating lease payments are recognized as income on a straight-line basis over the lease term.

Tax accounting

Tallinn University uses the combined method of direct accounting and proportional deduction in deducting input value-added tax. The relation of taxable sales and total sales is set based on the sales of the previous calendar year. The proportion is adjusted at the end of the calendar year, proceeding from the relation of taxable sales and total sales of this calendar year. The value-added tax direct accounting method is used only as to taxable sales and the activities with only taxable sales.

Revenue recognition

Revenue is recognised on an accrual basis.

Revenue from the sale of goods and provision of services in the course of normal operating activities is recognised at the fair value of received or receivable fee, considering all write-downs and benefits made.

Revenue from the provision of training services constitutes tuition fee revenue collected by the University from its regular study and open academy students, participants in continuing education programme, etc. Revenue is recognised in the period in which the service is rendered.

Revenue from the sales of services is recognised after the provision of the service or, if the service is provided over a longer period of time, in compliance with the percentage of completion method. Revenue from the sale of services to be rendered over an extended period of time is recognised based on the stage of completion of the service to be rendered on the date of the balance sheet, provided that the final result of the transaction involving the provision of service (i.e. revenue and costs related to the transaction) can be reliably estimated and the receipt of the fee from the transaction is probable. If the final result of the transaction or project involving the provision of service could not be reliably estimated, but it is probable that the University can cover at least the expenses related to the service, the revenue is recognised only within the scope of actual expenses related to the fulfilment of the contract.

Revenue from sale of goods is recognised when all material risks related to the ownership have been transferred from the seller to the purchaser, the sales revenue and costs related to the transaction are reliably measurable and the receipt of fee from the transaction is probable.

Interest income is recognised when its collection is probable and the amount of income can be measured reliably. Interest income is recognised by using the effective interest method.

Cost recognition

Costs are recognised on an accrual basis. The non-refundable taxes and duties paid in the acquisition of non-current assets, incl. value-added tax are recognised at the moment of acquisition as expenses under “Other operating expenses” in the income statement.

Grants

Grants include the means received (supports received) for which neither goods nor services are given in exchange and the means given (given, mediated supports) for which neither goods nor services are received in exchange. Grants are recognised on the basis of principles provided in the General Rules.

Grants are divided as follows:

- government grants (hereinafter grants) – the grants received and given for the certain project-based purpose, in case of which its aim with milestones for following the fulfilment of the objective, time schedule and financial budget are set and the provider of grant requires detailed reporting on the use of money from the receiver and the cash surplus should be repaid to the provider;
- operating funding grants – received and given supports granted to the receiver proceeding from its statutory tasks and objectives set in the development documents.

The types of grants are:

- domestic grants;
- international grants.

A grant is recognised in the balance sheet upon the transfer or receipt of money or on the date when the receivables, liabilities, income and expenses related to the grant are recognised. Grants are classified into grants related to income and grants related to assets. The main condition for grants related to assets is that the University as the grant recipient has to purchase, build or otherwise acquire a certain asset. A grant is recognised as income in the period in which the operating expenses are incurred or the non-current asset is acquired unless the conditions of the grant involve the risk that the grant may be reclaimed or may not be received. Operational funding is recognised as income when the cash has been received.

If the provider or intermediary of the grant provides a grant using simplified reimbursement of expenditures (standardized unit costs, payments of specific amounts, reimbursements of indirect expenditures compensated at a uniform rate) without requiring expense documents, grant income is recognised in the period in which the grant is provided.

Grants received and grants passed through are differentiated in the income statement upon the recognition of grants. Grants passed through are grants received for passing on to another party, not for covering own operating expenses or acquiring assets. In the case of intermediation, income from grants received for passing on equals expenses from grants passed on.

Non-monetary grants are recognised at the fair value of received goods and services. Assets received from other public sector entities by way of non-monetary grants are recognised at their fair value or if this cannot be determined, at their residual value indicated by the transferor.

When it appears that some conditions attaching to the grant have not been met and the University as the grant intermediary or recipient is liable to the grant provider for the recipient’s compliance with the contractual conditions and use of the funds for their designated purpose, the University recognises at the date the breach of contract is identified a receivable from the grant recipient and/or a liability to the grant provider, and reduces income from grants received and/or expenses from grants provided.

Foreign currency transactions

The transactions denominated in foreign currency are recognised based on the foreign currency exchange rates of the European Central Bank officially valid on the date of the transaction.

Cash Flow Statement

In preparing the cash flow statement, the proceeds and payments, changes in receivable and liabilities have been recognised according to their purpose as cash flows from operating, investing and financing activities.

Related parties

The highest collegial decisive body of the University is the Senate. The related parties in this report are the members of the TLU Senate and the Rectorate and directors, and their closest family members (incl. a domestic partner, spouse or child) and the related legal persons.

The annual report discloses information on the transactions made with related persons that do not comply with the legal acts or internal documents of the accounting liable person or general requirements or market terms.

Contingent assets

The liabilities of providing a grant assumed on the basis of contract and claims pertaining to the receipt of grants are recognised previously as contingent liabilities and receivables.

Provisions and contingent liabilities

The provision is recognised when the University has a legal or constructive obligation resulting from the obligating event taken place before the date of balance sheet and the realization of liability is probable and this amount can be reliably measured. A provision is recognised on the balance sheet in an amount which, in the opinion of the management, is required for the satisfaction of the provision-related liability as of the balance sheet date. A provision is recognised at discounted value if it is likely to be realised more than 12 months after the balance sheet date, unless the impact of discounting is insignificant.

Other possible or existing obligations, the settlement of which is less than likely or the related expenditures of which cannot be determined with sufficient reliability, are disclosed in the notes to the financial statements as contingent liabilities.

Off-balance sheet low value assets

The assets with the useful life of over one year, but with the acquisition cost below 5000 euros are expensed at the moment of recognition. The expensed small assets with the acquisition cost of 640–4,999.99 euros are accounted for off the balance sheet.

Subsequent events

All adjusting events having taken place before the confirmation of the annual report, but after the date of report have been recognised in the report. The impact of no-adjusting events is disclosed in the notes of the annual report, if these are important.

Note 2. Cash and cash equivalents

(euros)	31.12.2019	31.12.2018
Cash	6,528	3,072
Bank accounts	6,193,415	4,544,782
Total	6,199,943	4,547,854

Note 3. Receivables and prepayments

(euros)	Note	31.12.2019	31.12.2018
Trade receivables		553,850	325,765
Doubtful trade receivables		-18,248	-35,719
Unreceived grants related to income		2,160,216	2,590,950
Unreceived grants related to assets		94,570	98,085
Other receivables		60,541	63,626
Grants prepaid		603,683	287,615
Prepaid future expenses		190,830	179,394
Prepaid taxes and taxes refundable	19	99,083	32,054
Total:		3,744,525	3,541,770

Major receivables of unreceived grants:	31.12.2019	31.12.2018
Financier		
Ministry of Education and Research	832,873	934,877
Other financiers	645,978	833,872
European Commission	446,610	664,601
Estonian Research Council	138,276	78,085
Innovate Foundation	74,122	86,549
Environmental Investment Centre	73,928	3,426
Archimedes Foundation	42,999	87,625
Total	2,254,786	2,689,035

Major prepaid government grants:	31.12.2019	31.12.2018
Financier		
Other financiers	603,683	287,615
Total	603,683	287,615

Note 4. Stock

(euros)	31.12.2019	31.12.2018
Materials	3,694	5,752
Goods purchased for resale	57,983	61,357
Total	61,677	67,109

Note 5. Investment properties

(euros)	
Balance as at 31.12.2018	31.12.2018
Land	2,035,823
Balance as at 31.12.2019	31.12.2019
Land	2,035,823
The land is on lease as a car park.	
Lease income 2019:	72,893
Lease income 2018:	66,726

Note 6. Property, plant and equipment

(euros)	Land	Buildings	Plant and equipment	Other inventory	Non-depreciable property, plant and equipment	Assets under construction	Total
Acquisition cost 31.12.2017	2,131,016	55,626,837	4,211,046	2,624,158	3,431,456	366,946	68,391,458
Accumulated depreciation 31.12.2017	0	-20,121,328	-2,859,148	-2,061,500	0	0	-25,041,976
Residual value 31.12.2017	2,131,016	35,505,509	1,351,898	562,658	3,431,456	366,946	43,349,484
Acquisitions and improvements	0	0	125,013	35,032	68,514	1,124,190	1,352,749
Non-monetary acquisition	0	0	29,086	0	0	0	29,086
Depreciation for financial year and debt discount	0	-1,632,423	-437,316	-216,512	0	0	-2,286,251
Other write-offs at residual value	0	-76,323	0	0	-6,704	0	-83,027
TOTAL MOVEMENTS	0	-1,708,746	-283,217	-181,480	61,810	1,124,190	-987,443
Acquisition cost 31.12.2018	2,131,016	54,233,598	4,348,743	2,659,189	3,493,267	1,491,136	68,356,949
Accumulated depreciation 31.12.2018	0	-20,436,835	-3,280,061	-2,278,012	0	0	-25,994,908
Residual value 31.12.2018	2,131,016	33,796,763	1,068,682	381,177	3,493,267	1,491,136	42,362,041
Acquisitions and improvements	0	15,128	259,846	2,975	58,642	5,247,915	5,584,506
Depreciation for financial year and debt discount	0	-1,204,651	-374,992	-190,693	0	0	-1,770,336
Other write-offs at residual value	0	0	-4,364	-1,002	-11,163	0	-16,529
Reclassification	0	1,235,656	13,701	165,212	0	-1,414,569	0
TOTAL MOVEMENTS	0	46,133	-105,809	-23,508	47,479	3,833,346	3,797,641
Acquisition cost 31.12.2019	2,131,016	55,484,382	4,575,757	2,819,857	3,540,746	5,324,482	73,876,241
Accumulated depreciation 31.12.2019	0	-21,641,485	-3,612,885	-2,462,188	0	0	-27,716,558
Residual value 31.12.2019	2,131,016	33,842,897	962,872	357,669	3,540,746	5,324,482	46,159,683

Note 7. Intangible assets

(euros)	Software and licences	Prepayments	Total
Acquisition cost 31.12.2017	1,013,653	38,250	1,051,903
Accumulated depreciation 31.12.2017	-493,812	0	-493,812
Residual value 31.12.2017	519,840	38,250	558,090
Acquisitions and improvements	97,035	0	97,035
Depreciation for financial year and debt discount	-87,592	0	-87,592
Reclassification	38,250	-38,250	0
TOTAL MOVEMENTS	47,693	-38,250	9,443
Acquisition cost 31.12.2018	1,148,938	0	1,148,938
Accumulated depreciation 31.12.2018	-581,405	0	-581,405
Residual value 31.12.2018	567,533	0	567,533
Acquisitions and improvements	105,783	0	105,783
Depreciation and write-down	-95,663	0	-95,663
TOTAL MOVEMENTS	10,119	0	10,119
Acquisition cost 31.12.2019	1,246,220	0	1,246,220
Accumulated depreciation 31.12.2019	-668,568	0	-668,568
Residual value 31.12.2019	577,652	0	577,652

Note 8. Loans payable

(euros)	Balance at 31.12.2019	Repayment date			Currency	Interest rate
		Within 12 months	Within 2–5 years	Over 5 years		
Loan No 1	0	0	0	0	EUR	0.895% + 3 months EURIBOR
Loan No 2	4,645,456	163,636	4,481,820	0	EUR	0.72% + 3 months EURIBOR
Loan No 3	3,487,217	0	3,487,217	0	EUR	EURIBOR
Total	8,132,673	163,636	7,969,037	0		
<i>Incl. long-term loans payable</i>	7,969,037					
<i>Incl. short-term loans payable</i>	163,636					

(euros)	Balance 31.12.2018	Repayment date			Currency	Interest rate
		Within 12 months	Within 2–5 years	Over 5 years		
Loan No 1	327,415	327,415	0	0	EUR	0.33% + 6 months EURIBOR
Loan No 2	3,809,092	163,636	654,544	2,990,912	EUR	0.895% + 3 months EURIBOR
Loan No 3	697,053	0	697,053	0	EUR	0.72% + 3 months EURIBOR
Total	4,833,560	491,051	1,351,597	2,990,912		
<i>Incl. long-term loans payable</i>	4,342,509					
<i>Incl. short-term loans payable</i>	491,051					

Note 9. Payables and prepayments

(euros)	Note	31.12.2019	31.12.2018
Trade payables		895,573	940,225
Payables to staff		768,114	722,282
Taxes payable	19	1,170,895	1,126,384
Payables of grants related to income		244,467	655,333
Other payables		63,902	78,701
Received prepayments of grants related to income		6,155,479	4,288,014
Other received prepayments and income		362,027	311,484
Total		9,660,457	8,122,423

Major payables of grants related to income:

Financier	31.12.2019	31.12.2018
Other financiers	239,825	578,593
Haapsalu Neurological Rehabilitation Centre	4,642	55,276
Tallinn City Government	0	21,464
Total	244,467	655,333

Major received prepayments of grants related to income:

Financier	31.12.2019	31.12.2018
European Commission	2,449,143	1,908,714
Archimedes Foundation	1,660,888	1,017,684
Other financiers	1,555,951	969,930
Ministry of Foreign Affairs	237,148	207,911
Estonian Research Council	205,718	163,727
Information Technology Foundation for Education	46,631	19,474
Ministry of Education and Research	0	574
Total	6,155,479	4,288,014

Note 10. Revenue from operating activities

(euros)	Note	2019	2018
Revenue from the provision of training service		4,406,411	4,105,644
Revenue from research and development activities		1,840,214	1,331,551
Other revenue from educational activities		87,648	78,037
Lease and rent	5.18	444,446	461,944
Sale of other products and services		250,971	309,708
Total		7,029,690	6,286,883

Revenue from operating activities is divided by geographical districts as follows:

(euros)	2019	2018
Estonia	6,364,428	65,743,518
European Union Member States	500,708	424,660
Other states	164,554	118,705
Total	7,029,690	6,286,883

Note 11. Operational funding grants

(euros)	2019	2018
State budget funding grant	20,555,448	19,934,345
Baseline financing from the state budget	2,933,107	1,947,090
Study allowances and student loans from the state budget	44,318	62,915
State budget funding for research activities	1,347,972	1,564,380
Other operational funding grants	404,540	75,688
Total	25,285,385	23,584,418

Note 12. Grants related to income and assets

(euros)	2019	2018
Domestic grants related to income	1,946,545	1,821,592
International grants related to income	7,757,844	8,632,974
Total grants related to income	9,704,389	10,454,566
Domestic grants related to assets	0	57,378
International grants related to assets	424,297	154,533
Total grants related to assets	424,297	211,911
Total	10,128,686	10,666,477

Major financiers:	2019	2018
Other financiers	2,515,844	2,266,772
Ministry of Education and Research	2,079,875	427,335
Archimedes Foundation	1,911,617	2,966,660
Estonian Research Council	1,587,473	1,110,873
European Commission	1,308,996	2,137,799
Ministry of Foreign Affairs	291,509	316,441
Information Technology Foundation for Education	195,831	228,676
Ministry of Finance	130,934	155,893
Innovate Foundation	106,607	885,303
Enterprise Estonia	0	170,723
Total	10,128,686	10,666,477

Note 13. Other income

(euros)	2019	2018
Income from the sale of non-current assets	0	208
Income from the sale of inventories	37,316	46,950
Other income	51,685	39,760
Total	89,001	86,918

Note 14. Grants issued

(euros)	2019	2018
Study allowances and scholarships	3,170,675	2,962,831
Grants, pass-through	655,593	1,169,215
Membership fees and other grants given	264,131	223,433
Total	4,090,399	4,355,479

Note 15. Operating expenses

(euros)	2019	2018
Management expenses of properties, buildings and premises	1,659,728	1,615,708
Administration costs	818,683	831,618
incl. audit fees	19,300	14,913
Travelling expenses	827,514	1,027,172
Expenses of teaching materials and third party training	967,857	855,598
Other expenses compensated to third persons, other expenses	329,249	442,452
Communications, culture and leisure expenses	692,114	766,460
Information and communications technology expenses	611,573	550,670
Research and development	444,778	367,595
Inventory management costs	309,321	269,066
Expenses of library items	245,270	245,449
Training expenses of own employees (incl. training trips)	436,088	101,095
Other consumables	129,070	120,872
Vehicle management costs	82,270	71,644
Catering and medical expenses	19,564	19,808
Miscellaneous management expenses	1,762	0
Total	7,574,841	7,285,207

Note 16. Labour expenses

(euros)	2019	2018
Salaries of employees	18,182,281	17,140,037
Salaries of contractual employees	1,455,902	1,799,306
Fringe benefits	292,174	235,494
Tax expenses related to labour expenses	6,777,173	6,507,712
Capitalisation of labour expenses	-30,387	-27,518
Total	26,677,143	25,655,031

Average number of employees with employment contracts in full-time equivalents

813 825

Average number of employees with contracts under the Law of Obligations

208 294

Note 17. Other operating expenses

(euros)	2019	2018
Value-added tax expenses	1,634,886	1,037,283
Land tax expense	30,449	30,505
Other tax expenses	4,835	5,812
Expenses of doubtful accounts receivable	-9,741	17,369
Other expenses	3,019	1,811
Total	1,663,448	1,092,780

Note 18. Operating lease

University as the lessee	2019	2018
Car lease expenses	24,047	15,724
Lease expenses of IT assets	2,594	2,676

University as the lessor	2019	2018
Lease income on premises and other assets	371,554	395,217

Note 19. Taxes receivable and taxes payable

(euros)	31.12.2019		31.12.2018	
	Prepayment	Payable	Prepayment	Payable
Value added tax	62,091	0	0	70,761
Corporate income tax	0	18,734	0	15,384
Personal income tax	0	367,093	0	336,740
Social tax	0	695,351	0	635,135
Mandatory funded pension	0	30,475	0	27,320
Unemployment insurance premium	0	44,411	0	41,045
Other taxes receivable and payable	0	14,831	0	0
Prepayment account balances	36,992	0	32,054	0
Total	99,083	1,170,895	32,054	1,126,384

Note 20. Related parties

In 2019, no transactions were made with related parties which are not compliant with the legal acts or general requirements of internal documents of the accounting liable person or market conditions.

Note 21. Holdings in foundations, non-profit associations and private limited companies

The University has dominant influence over the following foundations, non-profit associations and private limited companies

Tallinn University is a founder member:	Code of transaction partner	TU influence
MTÜ Dormitorium	603501	Dominant
MTÜ Tallinna Ülikooli Spordiklubi	603502	Dominant
MTÜ Eesti Digikeskus	609701	Significant
SA Enn Soosaare	800301	Significant
Läänemaa Elukeskkonna Tuleviku-uuringute SA	609302	Significant
MTÜ Dormitorium is a founder member:		
E-Kyla Arendus OÜ	609401	Significant

All units are located in Estonia.

Note 22. Off-balance sheet assets

(euros)	31.12.2019	31.12.2018
Small assets	3,317,653	3,163,031

Note 23. Off-balance sheet receivables and liabilities

Domestic receivables (euros)	Source	31.12.2019	31.12.2018
Ministry of Education and Research	28	2,245,088	3,424,970
Ministry of Education and Research	27	1,256,187	24,948
Archimedes Foundation	39	884,962	486,575
Archimedes Foundation	28	707,260	679,824
HITSA	60	289,196	24,046
Ministry of Foreign Affairs	60	211,243	200,786
Environmental Investment Centre	39	160,219	226,857
Environmental Investment Centre	60	17,120	0
Archimedes Foundation	60	13,662	13,312
Ministry of Finance	28	0	128,918
Total:		5,784,937	5,210,236

International funding receivables (euros)	Source	Project	31.12.2019	31.12.2018
Research Executive Agency (REA)/H2020 WIDESPREAD-03-2017	39	CUDAN	1,291,750	1,291,750
European Research Council Executive Agency (ERCEA)/Horizon 2020	39	BETWEEN THE TIMES	926,250	926,250
European Commission/Horizon 2020	39	CEITER	371,748	489,980
Research Executive Agency (REA)/H2020- WIDESPREAD-2018-2020	39	MIRNet	200,000	0
Research Executive Agency (REA)/H2020-WIDESPREAD-03-2018	39	SEIS	193,618	0
European Commission / Erasmus +	39	PT&SCHE	0	92,596

Domestic liabilities (euros)	Source	31.12.2019	31.12.2018
Ministry of Education and Research	28	0	36,990
Total:			36,990

