

*ANNUAL  
REPORT*

*2024*



TALLINN UNIVERSITY

# ANNUAL REPORT

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Form of ownership	legal person governed by public law
Principal activities	<ul style="list-style-type: none"><li>• academic research;</li><li>• provision of higher education based on study and research activities;</li><li>• provision of public services based on study and research activities</li></ul>
Beginning of the financial year	1 January 2024
End of the financial year	31 December 2024
Managing director	Rector Tõnu Viik
Auditor	auditing company LK Konsultatsioonid OÜ
Attached documents	independent auditor's report

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# ABBREVIATIONS

TLU	Tallinn University
TalTech	Tallinn University of Technology
UT	Tartu University
EULS	Estonian University of Life Sciences
EAA	Estonian Academy of Arts
BFM	Baltic Film, Media and Arts School
DTI	School of Digital Technologies
HTI	School of Educational Sciences
LTI	School of Natural Sciences and Health
TÜHI	School of Humanities
ÜTI	School of Governance, Law and Society
PHE	professional higher education
BA	Bachelor's studies
MA	Master's studies
PhD	PhD studies
ASTRA	Institutional development programme for research and development and higher education institutions
BUP	The Baltic University Programme
COVID-19	corona virus disease
EAP	European credit point
EU	European Union
ELU	Learning in Interdisciplinary Focused Environment
ENQA	European Association for Quality
EQAF	European Quality Assurance Forum
ERA	European Research Area
Erasmus+	EU programme for education, training, youth and sport
ESG	European Standards and Guidelines
ESTDEV	Estonian Centre for International Development
ETAG	Estonian Research Council
ETIS	Estonian Research Information System
Eucen	European University Continuing Education Network
EVKUR	Estonian Sign Language Research Group
EXU	Enterprise X University
FILMEU_RIT	Research   Innovation   Transformation
HARNO	Education and Youth Board
HL	Administrative contract 2022-2025 between the Ministry of Education and Research and Tallinn University
MoER	Ministry of Education and Research

IA	institutional accreditation
IT	information technology
GHG	greenhouse gases
KEKO	cluster for adaptation to environmental change and mitigation of its impacts
KULKA	Cultural Endowment of Estonia
MINT	cluster dealing with metaverse topics
ÕIS	study information system
PRG	personal research grant
SDG	Sustainable Development Goals
GDP	gross domestic product
STEAM4EDU	interdisciplinary educational innovation cluster
R&D	research and development
TAIE	Development plan for research and development, innovation and entrepreneurship 2021-2035
TAIKS	Research, Development and Innovation Organisation Act
RDC	research, development and creative activities
TFF	Tartu Film Fund
TÕIS	Study information system for continuing education
UN	United Nations
WoWeC	work, well-being and communication in a globalising and digitalising world
YERUN	The Young European Research Universities Network

# *MANAGEMENT REPORT*

# FOREWORD OF THE RECTOR

2024 has been a financially successful year for Tallinn University. We have significantly increased our revenue base since 2023. At the same time we have to acknowledge that our external political and economic environment continues to be unstable and unpredictable, which is why we should consider sustainability and resilience to be particularly important in our developments.

The growth of our revenue base is primarily driven by our political engagement and that of the Council of Rectors. The largest share of the increase in our resources comes from the rise in operational funding and the addition of targeted state funding related to the transition to Estonian-language education. In total, Tallinn University's higher education operational funding has increased by 42% between 2022 and 2024.



Through our political engagement, it has become clear that Estonian society expects universities to play an active and visible role in advancing life in Estonia. Research and academic discussions should not remain confined within university walls but should be closely connected to the pressing issues of society. Our task is to be consistently visible with our value proposition and to build a bridge between the academic world and societal challenges. Achieving this requires that all academic staff within the university recognize this responsibility and become accustomed to creating outputs from their academic work that resonate with society and the public. In doing so, we will best fulfil our motto of being a leader of wise lifestyle.

Judging by feedback surveys and senate discussions, we have two main problems within the university: low salary levels and overload. We are working on both issues. We are preparing to implement a university-wide workload calculation system, which will, for the first time in the history of Tallinn University, enable comparison and alignment of workloads across academic units. Naturally, workload calculation in itself does not reduce the actual workload. To do this, it is also necessary to reduce the volume of work performed, but this is difficult to implement in the conditions of a growing revenue base.

We achieved a significant milestone in 2024 in the inter-university salary competition: the average base salary of our academic staff reached the level of the University of Tartu. In 2021 the average base salary of our academic staff lagged behind that of Tallinn University of Technology by 387 euros and behind the University of Tartu by 111 euros. By 2024 our average academic base salary was only 10 euros lower than that of the University of Tartu, and the median base salary was 4 euros higher (the median salary difference with the University of Tartu in 2021 was 150 euros to our disadvantage, see <https://statistika.ern.ee/tootajad/>). Considering our disciplinary profile — with the majority of Tallinn University focused on the humanities, social sciences and education — this is a noteworthy achievement. In fact, Tallinn University is the national salary leader in the humanities, social sciences and education fields.

If we look at the pace of salary growth at the university as a whole, in the period of 2021-2024, the average median basic salary of academic staff at Tallinn University has increased by 36.5%, reaching 2,469 euros, and the average basic salary has increased by 26.3%, reaching 2,779 euros (according to the principles of salary statistics of the Council of Rectors). The average basic salary of support units has increased by 23% in the same period, reaching 2,224 euros.

Our own salary statistics, based on the situation between the two dates<sup>1</sup>, indicate that the average basic salary of the employees of Tallinn University has increased by 30% compared to the salaries at the end of 2024 and the beginning of 2021.

But most importantly, our university's academic activity in teaching and research remained full of passion and a spirit of exploration in 2024, marked by high recognition, sincere dedication to the highest ideals of academic life and strong commitment to upholding academic values. I hope that this annual report will provide a comprehensive overview of our activities in 2024.

**Tõnu Viik**  
Rector

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<sup>1</sup> When calculating the average salary, the Rectors' Council statistics take into account the entire annual payroll and divide it by the total workload for the entire year.

# TALLINNA ÜLIKOOL ARVUDES 2021–2024

	2021	2022	2023	2024
Number of employees in full-time equivalent units <sup>2</sup>	892	860	846	916
Share of academic staff	51%	54%	56%	57%
Average age of academic staff	47	47	47	47
Share of academic staff with PhD <sup>3</sup>	55%	54%	50%	49%
Share of foreign academic staff	17%	18%	20%	20%
Number of students <sup>4</sup>	7 125	6 945	6 844	6 913
incl PHE	388	384	388	385
incl BA	3 703	3 550	3 540	3 588
incl MA	2 743	2 727	2 629	2 652
incl PhD	291	284	287	288
Share of foreign students among all students	12%	12%	11%	8%
Share of students who participated in learning mobility <sup>5</sup>	1,7%	3,1%	5,0%	7,3%
Number of graduates <sup>6</sup>	1 563	1 492	1 425	1 610
incl PHE	78	105	71	101
incl BA	711	739	687	750
incl MA	755	634	647	741
Number of curricula	118	117	113	119
incl number of English curricula	34	35	34	35
incl PHE	5	6	5	6
incl BA	39	39	37	38
incl MA	61	61	58	62
incl PhD	13	13	13	13
Volume of RDC funding <sup>7</sup>	15 870 810	18 451 622	21 686 036	23 858 518
incl amount of baseline financing	3 382 385	3 583 419	3 848 720	4 127 126
Number of high-quality scientific publications <sup>8</sup>	536	510	516	526
Number of defended doctoral theses <sup>9</sup>	25	18	24	27
Operating income of the university <sup>10</sup>	45 538 879	52 730 184	62 976 804	71 690 413
Operating expenses of the university <sup>11</sup>	45 844 748	48 907 868	54 970 075	65 689 521

2 The data of employees have been provided as at 31 December of the respective year.

3 The doctoral degree is not required for the positions of junior researcher and junior lecturer.

4 The data of students have been provided as at 1 November.

5 The data of those who participated in the learning mobility reflect the period from 2 November of the previous calendar year to 1 November of the reporting year.

6 The data of graduates reflect the period from 2 November of the previous calendar year to 1 November of the reporting year. The first level of higher education includes the graduates of professional higher education and bachelor's studies. The graduates of integrated bachelor's and master's studies are included in the number of graduates of master's studies. The number of graduates also includes foreign students, joint curriculum graduates and graduates as external students.

7 The volume of RDC funding indicates the accrual-based income of projects and services of research, development and creative activities. The data have been provided as at 31 December of the corresponding year.

8 The high-quality scientific publications include scientific publications with ETIS classifications 1.1, 1.2, 2.1 and 3.1. The data have been provided as at 31 March of the year following the corresponding year during the years 2021 and 2022. The data for 2023 and 2024 have been provided as at the end of February.

9 The number of defended doctoral theses represents the doctoral theses defended during the calendar year, including PhD theses defended externally.

10 The accrual-based income from studies, research, development and creative activities and other activities.

11 The accrual-based costs do not include the acquisition of non-current assets.

# MANAGEMENT AND STRUCTURE

The structure of Tallinn University (hereinafter also TLU) includes academic units with their sub-units, support units and an institution. The university has three managing bodies: the council, the senate and the rector. The managing bodies have different competences in the management of the university, including the adoption of legislation. Figure 1 provides an overview of the structure.

## Council

The Council as the management body of the university is responsible for making important economic, financial and asset-related decisions that ensure the long-term development of the university. The Council adopts the university's budget and the development plan. The composition of the Council is appointed for five years by the Government of the Republic on the proposal of the minister responsible for the field. The Council has 11 members, five of which are appointed by the Senate, one by the Estonian Academy of Sciences and five by the Minister of Education and Research. The Chair of the Council of Tallinn University is Taavi Laur.

### Composition of the Council 2020–2024

#### Members appointed by the Minister of Education and Research:

**Taavi Laur**, chair, managing partner and member of the executive board of Aureus Capital Consulting OÜ

**Edith Sepp**, vice-chair, CEO of Estonian Film Institute

**Andres Kütt**, CTO of Proud Engineers

**Mait Müntel**, co-founder and CEO of Lingvist, co-founder and management board member of Fermi Energia

**Urmo Uiboleht**, head of Tartu Private School

#### Member appointed by the Estonian Academy of Sciences:

**Raimo Raag**, foreign member of the Estonian Academy of Sciences

#### Members appointed by the Senate:

**Eve Eisenschmidt**, Professor of Educational Leadership, School of Educational Sciences of TLU

**Kristjan Port**, Professor of Sports Biology, School of Natural Sciences and Health of TLU

**Aleksander Pulver**, Associate Professor of Personality Psychology, School of Natural Sciences and Health of TLU

**Hagi Šein (13 September 1945 – 19 June 2024)**, Visiting Professor of Television Culture, Baltic Film, Media and Arts School of TLU

**Marek Tamm**, Professor of Cultural History, School of Humanities of TLU

## Senate

The Senate is the university's academic decision-making body, which is responsible for the university's research, development, creative and study activities and ensures its high quality. The Senate adopts the statutes of the university, its competence is the foundation, transformation and termination of academic units, their subunits and institutions. The Senate includes the rector, vice-rectors, area managers, directors of academic units and the academic library, as well as the representatives of academic staff and students as elected members. The Senate has two standing committees: the Education Committee and the Research Committee. The work of the Senate is managed by the Rector. At the end of August the Rector confirmed the new composition of the Senate, which will operate until 31 August 2025 and will include Tõnu Viik, Katrin Niglas, Katrin Saks, Kristi Klaasmägi, Helen Joost, Mikk Kasesalk, Anneli Levertand, Eveli Ojamäe-Veider, Aija Sakova, Indrek Grauberg, Heli Kaldas, Andres Kollist, Uku Lember, Peeter Normak, Ruth Shimmo, Birgit Vilgats, Tiia Õun, Mart Abel, Airi-Alina Allaste, Tiina Hiob, Andres Jõesaar, Anna-Liisa Jõgi, Kairi Koort, Karel Kulbin, Kadi Liik, Ulrike Plath, Birgit Poopuu, Andrus Rinde, Maris Saagpakk, Tõnis Saarts, Piret Soodla, Mart Susi, Jaanus Terasmaa, Tauri Tuvikene, Piret Viires, Sharon Kaasik, Kärt Kaasik-Aaslav, Karmen Klaasen, Kasper Kürsa, Isabel Mölder, Erle Neeme, Aleksandr Roms, Christine Grete Rüütalu and Anti Sooäär.

## Rector

The Rector is the legal representative of the university, who manages the daily activities of the university based on the university's development plan, budget and other strategic documents. The Rector determines the number of vice-rectors and area managers belonging to the rectorate, their fields of activity and competences. The Rector decides on the issues related to the university's activities that are not within the competence of the Council or the Senate. The Rector is accountable to the Council and the Senate. The Rector of Tallinn University in 2021–2026 is the professor of philosophy Tõnu Viik.

## Rectorate

The rectorate consists of the rector, vice-rectors and area managers who manage the areas of activity assigned by the Rector and are responsible for the operation and development of the support units subordinate to them. The rectorate headed by Rector Tõnu Viik includes three vice-rectors: Vice-Rector for Research Professor Katrin Niglas, Vice-Rector for Development Katrin Saks and Vice-Rector for Educational Innovation Kristi Klaasmägi and five area managers: Manager of Business Cooperation and Knowledge Transfer Aija Sakova, Controller in the capacity of Financial Manager Anneli Levertand, Human Resources Manager Eveli Ojamäe-Veider, Strategy Manager Mikk Kasesalk and Academic Affairs Manager Helen Joost. The area managers also manage the work of their subordinate support units.

## Structure

The university has seven academic units: six schools and the regional college in Haapsalu. The schools were established in 2015 as a result of the reorganization of the academic structure for the development of the five focus areas of the university. Each focus area is represented by one school, the sixth school supports other schools with digital technologies and analytics. Six research centres and two development centres operate in the academic units of Tallinn University.

The university has 16 support units that support study, research, development and creative activities and/or provide the central support services necessary for the functioning of the university. The institution of Tallinn University is the Academic Library. The academic units and the Academic Library are managed by the council and the director of the respective unit.

## Structural changes in support units in 2024

The open academy and conference centre were merged at the beginning of the year. The new structural unit was named the Training and Conference Centre and it is headed by Sirli Peda. In addition, the university's event organisation and the position of event coordinator were moved from the marketing and communications department to the new unit.

## Student body

The students of the university form a student union, which independently decides and organizes the issues of student life. The representative body of the student union is the Student Representative Council elected by the students, the executive body is the Student Union Executive Board elected by the council, and at the level of the academic unit, the students are represented by the Student Council. Student representatives belong to several decision-making bodies of the university. The Student Union of Tallinn University is managed by the three-member board, which is elected by the Student Representative Council each year. The chairman of the Student Union is Kärt Kaasik-Aaslav, the speaker of the Student Representative Council is Julija Raudkivi, the member of the board of the Student Union in the field of education policy is Aleksandr Roms and the member of the board of the Student Union in the field of social policy is Sharon Kaasik. In 2024 the Student Union statutes were updated and its regulations were streamlined to make these more flexible and aligned with current practice.

# STRUCTURE OF TALLINN UNIVERSITY

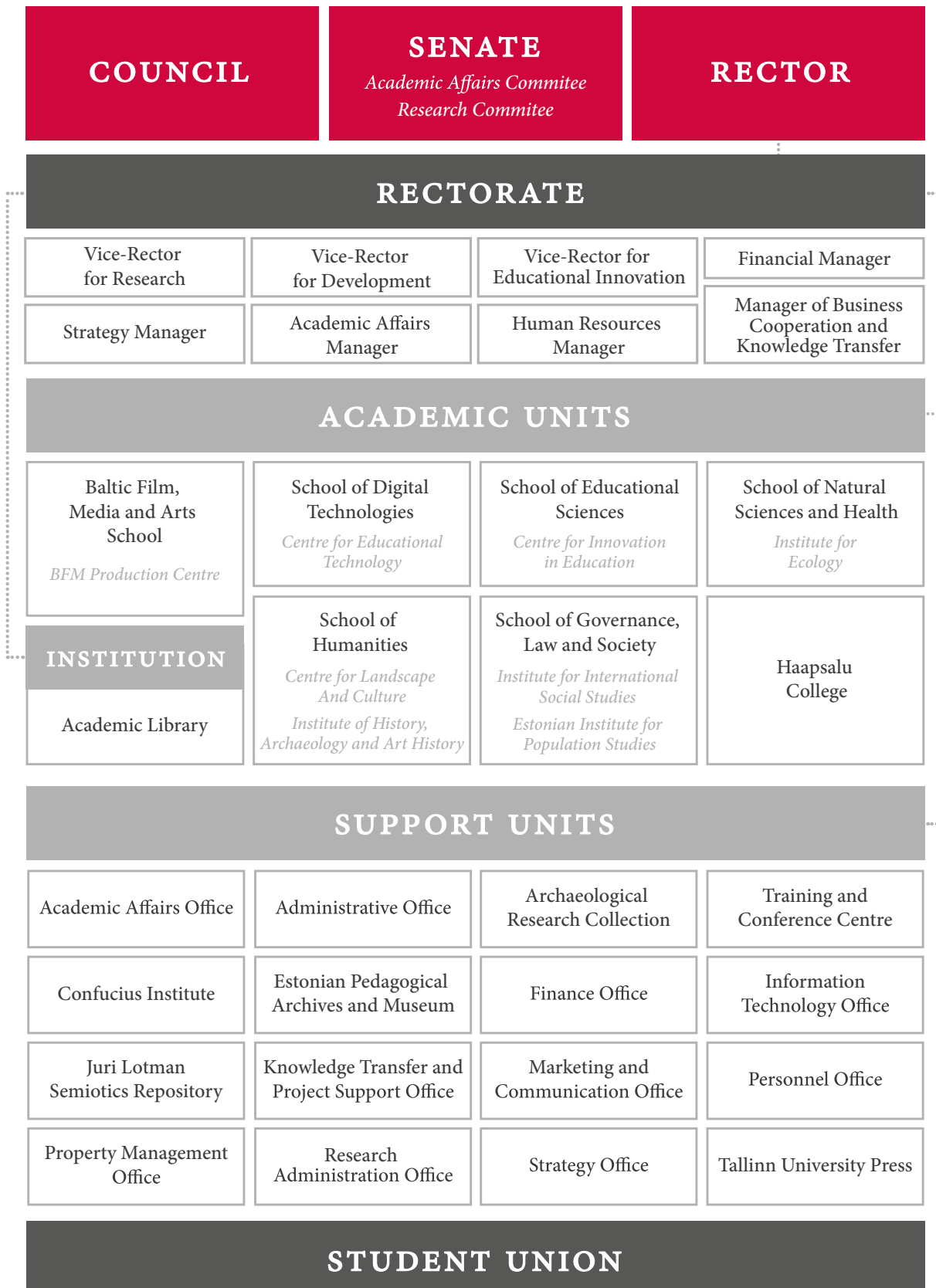


Figure 1. Structure of Tallinn University

# OPERATING ENVIRONMENT

In 2024 Tallinn University celebrated 105 years of teacher education thanks to its predecessors. On this occasion the anniversary conference on teacher education “Teacher’s time” took place in October, attended by over 300 Estonian educational researchers, teachers, school leaders and policymakers. The conference discussed how to inspire teachers and school leaders to find ways to save teachers’ energy and working time and direct their efforts to what is most important – collaborative support for student development.

The university continues to play a role as an educational innovator and a leader in science-based thinking in society. This has been noted, for example, by the Estonian Association of Educational Technologists, which named Tallinn University’s ELU project “Creating innovative learning content for the TADA Smart Pen” as the achievement of the year.

Although the country's education system has very high expectations and ideals for teachers and lecturers, unfortunately, at the beginning of the year, teachers had to express their dissatisfaction with their salaries with the longest teachers' strike in Estonian history. The nine-day strike resulted from the negotiations failed in 2023 between the Estonian Educational Personnel Union and the Ministry of Education and Research (hereinafter MoER). Even after the strike and the agreement the teachers continued to negotiate the minimum salary levels for the following years. This teachers' strike showed society at large the bottlenecks in the financing of the Estonian education system, which universities have been drawing attention to for a long time.

Although the promised 15% increase in higher education funding in 2023 was still in force and 2024 remained unaffected by the cut plan, the Rectors' Council raised the issue of a long-term plan for higher education funding in order to avoid a situation where university funding would no longer increase from 2027. In light of the broad-based state budget cut plan, the Rectors' Council's proposal that 1.5% of GDP would reach higher education in the future through increased state support was no longer supported by any political party. The operating expenses and subsidies of the Ministry of Education and Research will be reduced by a total of nearly 250 million from 2025 over the next four years, of which the cut in the higher education sector in 2025 is 10.1 million, the cut in science is 10.7 million and the cut in the general education, youth and language programme is 15.6 million.<sup>12</sup> For Tallinn University, this means, among other things, a decrease in the growth of operating funding from 15% to 13.9%. To avoid falling behind other sectors, several options are being considered to bring additional funding into higher education, including attracting private capital, contributions from businesses and student own contribution. In order to maintain access to free higher education and maintain academic performance scholarships, students from all over Estonia gathered in front of Stenbock House in Tallinn on 17 October, led by the Federation of Estonian Student Unions. The threat of losing performance scholarships, as voiced during the protest, will materialize in 2025. After the current administrative contracts expire, the question of further financing of higher education remains unanswered, which will lead to complex negotiations over the administrative contracts.

To strengthen the university’s overall crisis preparedness, we collaborated with numerous experts from the Police and Border Guard Board as well as the Estonian Academy of Security Sciences. The university's physical environment was made more secure, an awareness campaign and a rapid attack drill were carried out in spring and the series of trainings and exercises were conducted in autumn as part of the safety week.

At the end of 2024 the mandate of the first composition of the Council of Tallinn University came to an end. As a result, the timeline for preparing the 2025 budget was adjusted and the outgoing council adopted the new budget.


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<sup>12</sup> <https://www.hm.ee/uudised/kristina-kallas-riigieelarve-uks-prioriteete-eestikeelsele-haridusele-ulemineku-reform>



# *I*

RESEARCH, DEVELOPMENT  
AND CREATIVE ACTIVITIES  
AND IMPACT ON SOCIETY



## 1.1. THE OBJECTIVES OF HIGH-LEVEL RESEARCH AND CREATIVE ACTIVITIES

The mission of Tallinn University is to support the sustainable development of Estonia through the high-level research, educational and creative activities, social exchange of ideas, entrepreneurship, cooperation with the public and third sectors, and the development of academic partnerships. The university's academic activities are concentrated around five focus areas: educational innovation, digital and media culture, cultural competences, healthy and sustainable lifestyle and society and open governance. The development plan of Tallinn University for 2023–2027 has set the underlying operating principles being the basis for the sub-objectives of the relevant processes to achieve the strategic goal – high-level research and creative activities for the benefit of Estonia (table 1).

Tallinn University contributes to Estonia's ability to function as a smart, strong and creative society that can cope with global tensions as well as its own development needs. To this end, high-level basic and applied science, creative work, innovation and knowledge transfer are carried out, and contributions are made to the knowledge base of Estonian way of life and the Estonian language and culture, and more broadly to international research, creative work and innovation.

Objective	Sub-objective
We actively contribute to high-level research	<ul style="list-style-type: none"> <li>• We support the development of top-level research groups and create new capabilities in cooperation with previous research groups.</li> <li>• We are developing an integral system of research and development and knowledge transfer.</li> <li>• We support the development of national sciences and the publication of high-level scientific results in Estonian.</li> </ul>
We create and help to implement science-based solutions in Estonian society	<ul style="list-style-type: none"> <li>• We value and support knowledge transfer activities aimed at the public and the private and public sector.</li> <li>• We create attitudes that value a sustainable and innovative way of thinking and living in society and governance.</li> </ul>
We develop the capacity of creative research, arts and modern technologies	<ul style="list-style-type: none"> <li>• We are becoming a competence centre for creative research in Estonia.</li> <li>• We contribute to the research and reuse of Estonian cultural heritage.</li> <li>• We develop arts, science and modern technologies in a connected manner.</li> </ul>
We maintain and develop the Estonian scientific language and culture	<ul style="list-style-type: none"> <li>• We develop scientific and creative vocabulary in Estonian and the creation of fluent scientific texts.</li> <li>• We actively contribute to the availability and popularization of science.</li> </ul>

Table 1. Objectives and sub-objectives of high-level research and creative activities

The achievement of the university's objectives is assessed on the basis of implemented activities and key indicators (table 2).

Key indicator	2021	2022	2023	2024
Share of RDC funding, th €	15 870	18 451	21 686	23 859
Share of customer-based RDC funding (th €)/share of total RDC funding	157 /9,8%	121 /5,3%	81 /3,9%	84 /2,2%
Number of high-level scientific publications per academic employee	1,2	1,1	1,2	1,0
Three-year average number of scientific publications in Estonian	159	148	168	157
Number of popular science publications	135	139	122	177
Number of original school and university textbooks and popular science books	31	14	18	17
Number/share of customer-based projects with a creative component (th €)	-	-	-	23/103
Number of defended Doctoral theses <sup>13</sup>	25	18	24	27

Table 2. The level of key indicators of high-level research and creative activities for the benefit of Estonia

In 2024 the regular evaluation of science took place in Estonian research institutions. The aim of the external evaluation is to contribute to the development of Estonian research institutions and strengthen their international competitiveness. The results will be used to plan the future of research and development activities and to increase the scientific and social impact of the institutions. The total of 25 research and development institutions in Estonia were evaluated, including three institutions that had not previously undergone a positive evaluation. The results of the evaluation will be published at the beginning of 2025.

For the university, external evaluation and the self-analysis carried out in preparation for it are an important intermediate stage in promoting research and development activities. Tallinn University was evaluated in three areas: social sciences, humanities and natural sciences. This time, the external evaluation placed greater emphasis on succession and sustainability, as well as the impact of research. The heads of research organization of the units together with the research department were the leaders in preparing the self-analysis in Tallinn University. The self-analysis report prepared during the spring semester was completed by the end of April and the regular on-site visits for the evaluation of research took place in September. The external evaluation committees were interviewed by both doctoral students and experienced researchers, who provided a comprehensive overview of the content and level of the university's research work. In addition to the scientific contribution, the committee examined the general organization of the university's research activities and the opportunities that the university offers to doctoral students and researchers. This time the committee also paid attention to the activities of knowledge transfer doctoral students for the first time.

In 2024 work continued on updating the Research, Development and Innovation Organisation Act (TAIKS), which is being led by a working group convened by the Ministry of Education and Research. Tallinn University is represented in the working group by the vice-rector for research, who is also a member of the working group on the renewal of institutional accreditation (IA). Pursuant to the draft of TAIKS IA will also cover regular research evaluation for universities in the future. Thus, the research evaluation part of the IA concept being finalized has been significantly updated and successful institutional accreditation will extend the positive evaluation of research in the fields where it has been obtained. During the year the discussions have taken place at the university in both senate committees and smaller working groups, as a result of which positions and feedback on the renewed concept of both TAIKS and IA have been formed.

The new period of doctoral schools started in 2024. The biggest difference compared to the previous period is that activities have been concentrated in a joint Estonian Doctoral School and, instead of the previous 13 field-specific doctoral schools, the joint doctoral school will have six field-specific branches. The activities within the branches should take place in cooperation with at least two partners and the activities across universities and field-specific branches have also been planned.

The most important trend among the key indicators is the growth in the total volume of RDC funding in the comparable years (ca 50% compared to 2024 and 2021). The growth in the basic funding of national science, from which the state has not withdrawn despite the complex situation caused by the crises, and the success of Tallinn University researchers in applying for competitive external funding are positive. During 2021–2024 the volume and share of customer-based RDC funding in total RDC funding has somewhat decreased. This is due to the periodicity of funding measures aimed at applied research, but also to the fact that the national areas of smart specialization set by the strategy of TAIE do not overlap significantly with the university's focus areas. Although the number of high-level scientific publications is on a moderate growth trend, their number per academic employee remains at the same level or decreases slightly. These trends are primarily due to the growth in the volume of project-based research and the gradual transition of doctoral students to the position of junior researcher. On the one hand, the latter leads to a slight increase in the total number of publications, while the publication intensity of junior researchers is somewhat lower than that of senior researchers, which is why the average publication rate per employee decreases with the addition of junior researchers.

One of the strategic goals of the development plan of TLU for 2023–2027 is to contribute to Estonia's functioning as a smart, strong and creative society through high-level research and creative work. To achieve this ambitious goal, it is planned, among other things, to design a comprehensive framework and support system that supports research and development activities and the functioning of knowledge transfer.

Several steps have already been taken to implement the sub-objective, and although work to improve support services is ongoing, important interim results have been achieved. For example, the support structures for research and knowledge transfer have been updated. New principles for the use of tenure fund grants have been implemented and the salary support measure for researchers and senior researchers has been updated. Since March 2024 the research support measure has been opened, which allows lecturers and junior researchers to receive support for RDC activities on a non-competitive basis, including participation in conferences, open publication and longer research-oriented missions to foreign universities and research institutions. As a result of these changes, the university offers research support in one form or another to all academic staff working at the university with a load of at least 0.7.

In connection with the national doctoral study reform, a discussion was initiated in 2023 to update the curricula. The main goal was to make the curricula more flexible and to help improve the level of transferable skills of doctoral students and support the timely completion of the doctoral thesis. In the curricula valid for doctoral students adopted in 2024, the volume of subjects has been reduced (the minimum volume of subjects is 30 ECTS credits), and instead of the previous module containing only the doctoral thesis, there is expanded RDC module, which also includes seminars and other activities supporting the completion of the doctoral thesis. Significant attention has been paid to transferable skills courses, which are curated by the research department.

For the admission of the 2024/2025 academic year, 24 doctoral student-junior researcher study places were created on the basis of national funding (four of them in the field of education)<sup>14</sup> In addition to these study places, junior researcher places funded partially or fully from RDC projects will be created. Although according to the administrative contract the state finances the salary costs of 25 junior researchers, the reduction in the number of study places with national funding (in the previous academic year we formed 27 study places) was calculated to be necessary from a sustainability perspective so that the university would be able to cover the costs of the places created under changing funding conditions. In 2024 there were ten knowledge transfer doctoral students at Tallinn University, who work and do research at a knowledge transfer partner, i.e. an institution, but are supervised and take courses at the university. The representative of the knowledge transfer partner has the right to participate in both the knowledge transfer doctoral student admission exam and attestation.

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An important event of the academic year was the recognition of the university's best researchers with national research awards. Of the candidates submitted in December 2023, Professor Indrek Ibrus received the 2024 Research Award for his research on media innovation, digital culture and cultural data in the field of social sciences. Of the research awards in the last six years (2019–2024), which are awarded to only one researcher or research group in each field, TLU researchers have received a total of four awards in the social sciences and four awards in the humanities.

## 1.2. RDC ACTIVITIES AND ITS FINANCING

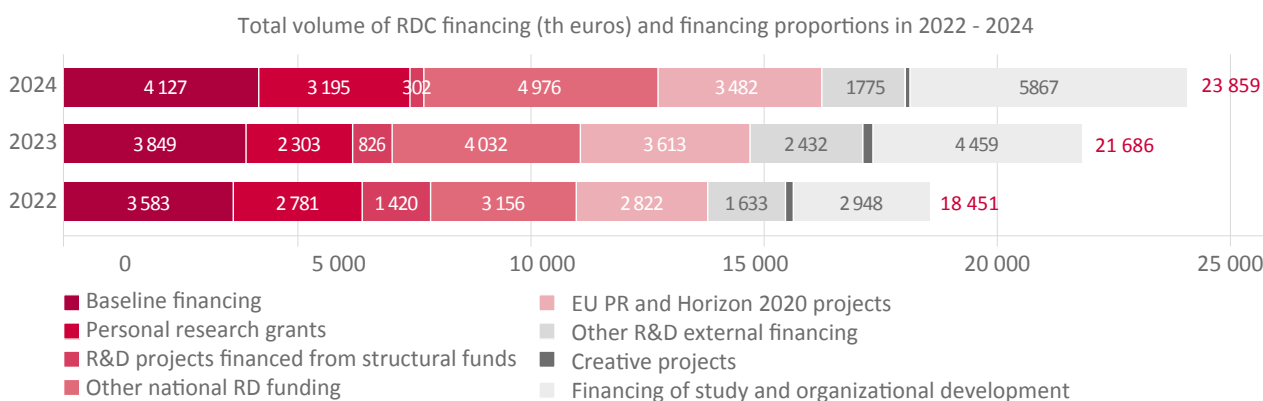


Figure 2. Total volume of TLU RDC financing (th euros) and distribution in 2022-2024

<sup>14</sup> From now on, the overview of the implementation of the objectives of the 2022–2025 administrative contract between the Ministry of Education and Research and Tallinn University is marked with a gray background colour along with the number of the corresponding clause of the administrative contract (HL).

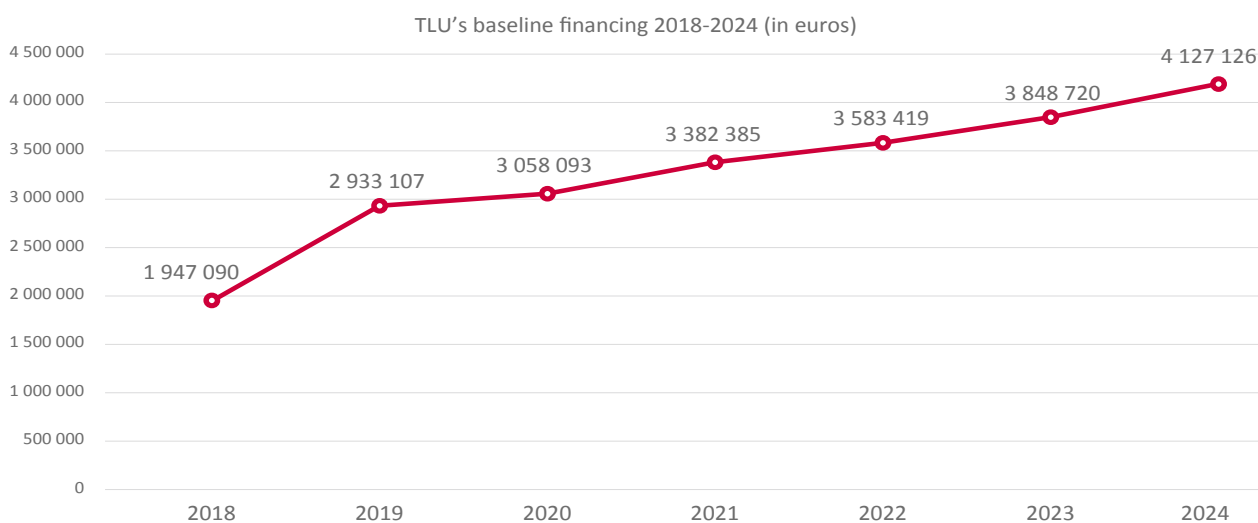
Compared to 2023 the total amount of RDC funding has increased by 10% (figure 2). The growth trend of research-based RDC activity is mainly influenced by the increase in the volume of basic national research funding (increase of 278,126 euros, 7%), the increase in the volume of personal research grants (increase of 892,044 euros, 39%) and the increase in other national research and development funding (increase of 943,815 euros, 23%, including an increase in the salary support of junior researchers of the Ministry of Education and Research of 792,600 euros). The funding for educational and organizational development projects has also increased, primarily from EU development programmes (increase of 624,173 euros, 51%) and structural support measures (increase of 269,173 euros, 75%).

### 1.2.1. National research funding

The national research funding in 2024 increased by 12.9% (11,276,908 euros in 2024 and 9,990,262 euros in 2023). The increase is mainly due to increased funding for PRGs and research career grants, including post-doctoral grants and top researcher grants.

#### Baseline financing of research

According to ETIS data<sup>15</sup> the total amount of baseline financing for Estonian science increased by 4 million euros in 2024, i.e. approximately 7% (59,310,000 euros in 2024 and 55,310,000 euros in 2023). Including this, the allocation for baseline financing for Tallinn University (including additional support for national sciences) increased by approximately 0.3 million euros, i.e. also approximately 7% (figure 3). Therefore, Tallinn University's share in total funding did not change (the share was 6.96% in both 2024 and 2023).



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#### Personal research grants and ETAG research career grants

The total volume of Tallinn University's personal research grants (PRG) and research career grants increased by 44.8% in 2024. In 2024 the volume of ETAG funding was 3,077,012 euros (including 71,230 euros for postdoctoral grants) and in 2023 the volume of ETAG funding was 2,124,724 euros (including 59,878 euros for postdoctoral grants).

In 2024 14 PRG and research career grant topics continued (including 11 group grants, 4 start grants) and six new group grants and one postdoctoral grant were added. Four ETAG-funded research topics ended in December 2024.

Five Mobilitas Plus postdoctoral grants and one top researcher grant continued in 2024. The total volume

<sup>15</sup> ETIS, <https://www.etis.ee/Teadussilm/be5610ed-8f59-46fd-9d51-04f2ae648fa4>

of these grants decreased compared to 2023 due to the completion of six grants (118,032 euros in 2024 and 237,970 euros in 2023).

Through Marie Skłodowska-Curie Actions (MSCA) Postdoctoral Fellowship programme, nine researchers expressed interest in joining Tallinn University. Six submitted applications passed the threshold; of these, three received funding from the European Commission, while the other three were eligible to apply directly for postdoctoral grants from ETAG.

In total, ETAG processed 332 applications in the 2024 research funding call (for grants starting in 2025), of which 93 received a positive funding decision. Three of these projects will be launched at Tallinn University.<sup>16</sup>

### **RD funding from EU national structural funds**

In 2024 project funding from structural support measures increased by 85% (213,938 euros in 2024 and 115,576 euros in 2023). Including, three Estonian research excellence centres, where Tallinn University is a partner (Centre of Excellence of Personalised Medicine, Centre of Excellence in Well-Being Sciences, Centre of Excellence in Energy Efficiency), were funded from structural support measures in total amount of 134,219 euros.

In 2024 three projects supporting entrepreneurship and business education continued to be funded, but the amount of support decreased (25,874 euros in 2024 and 115,576 euros in 2023).

### **Other national funding**

The funding program to support and involve Ukrainian researchers, which began in 2022, continued. In 2024 the projects related to Ukraine were supported with 69,591 euros under these measures. The funders are the Estonian Centre for International Development (ESTDEV) and the Estonian Education and Youth Board (HARNO).

The number of Estonian research infrastructure road map and core infrastructure objects did not change in 2024. TLU is related to four objects of the road map and core infrastructure, whereby their total funding increased by 63% (73,951 euros in 2024, 45,246 euros in 2023). This was due to the increase in funding allocated for the preservation of the Estonian e-repository and collections in 2024.

The volume of other national funding measures supporting RD increased by 5% in 2024 (3,163,615 euros in 2024 and 3,012,791 euros in 2023). The Ministry of Education and Research financed the acquisition of scientific information for the TLU library from the state budget with 339,224 euros, three-year development program "Development support for educational institutions" with 256,438 euros, the establishing of the Estonian Sign Language Research Group with 168,340 euros and the project "Preparation of concepts for the general parts of future curricula and development of the assessment of general competencies" with 139,354 euros, HARNO supported the project "Digital revolution and lifelong learning" in amount of 229,230 euros, the long-term project of the Ministry of the Environment "LIFE-SIP AdaptEst" with 188,267 euros, the project of the Ministry of Foreign Affairs "The sinicization of Chinese technology, the creation of critical dependencies, and cyber threats and opportunities for cyber cooperation originating from Asia" with 179,696 euros, and Osiliana Foundation's project "Conducting research and archaeological research related to Saaremaa" with 108,948 euros.

## **1.2.2. Research funding from external sources**

### **"Horizon Europe" framework program of the European Union for research and innovation**

The EU framework program "Horizon Europe" began in 2021, the first projects of which are financed from 2022. In 2024 Tallinn University received the total of 3,482,304 euros in funding from these programmes, which is roughly on the same scale as the previous year (3,611,219 euros in 2023). 35 projects (6 new and 29 follow-up projects) were financed from the European Horizon program in 2024. TLU is the lead partner in two projects, a partner in 20 projects and a coordinator in 13. The total funding for the six new projects was 404,346 euros (including 240,000 euros for the "ERA Chair in Sustainable Futures" project). Of the larger

<sup>16</sup> ETAG, <https://etag.ee/wp-content/uploads/2025/01/ETAGi-2024.-a-riiklike-uurimistoetuste-taotlusvoorukokkuvote.pdf>

projects, the “Translating Memories: The Eastern European Past in the Global Arena” project continued to receive funding with 305,904 euros, the FILMEU\_RIT (Research/Innovation/Transformation) project with 182,541 euros, the EdTech Talents project with 185,568 euros, the “Advancing Trans-Regional Border Studies” project (Eur-Asian Border Lab) with 182,023 euros and the “Cultural data analysis” (CUDAN) project of the European Research Area ERA Chair measure with 481,487 euros.

13 project applications were submitted to the European Commission's Twinning measure, of which 12 exceeded the threshold and three received funding from the European Commission. Thus, TLU researchers received a full 3% of the Twinning projects awarded across Europe.

### **RD external funding from different sources**

The volume of projects of 2024 financed from other programs of the European Union decreased by about 50% compared to 2023 (641,367 euros in 2024 and 1,290,231 euros in 2023). The decrease was mainly due to the end of funding for the European Universities Alliance project "European Film and Media Arts Alliance" (FilmEU) (the project ended in October 2023, the funding volume for 2023 was 611,490 euros).

The volume of funding for Erasmus+ mobility-related subprograms and other mobility-related projects increased by 51% compared to last year (1,840,673 euros in 2024 and 1,216,500 euros in 2023). The increase was caused by nine new Erasmus+ projects added in 2024 in total amount of 258,359 euros.

The financing of other development projects with external financing increased by 11% in 2024 compared to the previous year (282,209 euros in 2024 and 254,146 euros in 2023). The biggest funder was the project "Development of Chinese language and culture teaching in Estonia" supported by the headquarters (China) of the World Network of Confucius Institutes with 163,724 euros.

### **1.2.3. Overview of the financing of activities aimed at study and organizational development**

In 2024 the funding of study and organizational development contracts increased by 32% (5,866,553 euros in 2024 and 4,460,246 euros in 2023). In addition, in accordance with the public sector financial accounting and reporting guidelines, the revenue of 2024 includes fixed assets transferred to the university free of charge by the Ministry of Education and Research in amount of 1,649,045 euros, located at Västrikumägi 8, Tallinn.

The volume of projects aimed at study and organizational development funded from structural funds increased by 75% compared to the previous year (626,218 euros in 2024 and 357,046 euros in 2023). The largest funder was the European Education and Culture Executive Agency (325,911 euros).

The volume of funding from national development programs doubled compared to the previous year (314,146 euros in 2024 and 124,891 euros in 2023) due to the fact that in 2024 the program "Professional Estonian language teacher in a group with a Russian teaching language" was supported in a larger volume than before (308,279 euros).

The total financial volume of support for research collections in 2024 was at the same level as in 2023 (175,000 euros). Two research collections continued to be financed from TLU's research collections: the cultural-historical collection of the Academic Library and the archaeology research collection

At the same time other national financing increased by 6% compared to the previous year (1,153,497 euros in 2024 and 1,084,808 euros in 2023). The largest financiers were the Ministry of Education and Research (347,848 euros), HARNOK (165,414 euros) and ESTDEV (77,076 euros).

## 1.2.4. Overview of the creative activities and its financing

### Funding of creative activities

In 2024 the funding for creative grants decreased by 22% (134,565 euros in 2024 and 172,518 euros in 2023). Creative activities were supported by the Ministry of Culture (27,221 euros), Cultural Endowment of Estonia (66,577 euros), Estonian Folk Culture Centre (28,668 euros), Estonian Film Institute, Tartu Centre for Creative Industries and Estonian Song and Dance Celebration Foundation.

### Overview of creative activities

In 2024 approximately one thousand audiovisual works were created during the course of study. The largest student projects were 19 short films, 4 dance films, 34 documentaries, 4 commercials, 12 music videos, 9 TV shows/series and 8 cross-media projects. In addition, 16 LUNA TV news programs (in which students from several schools were involved during the LIFE subject) and 53 interview stories or investigative TV stories were produced. 10 unique decorations for the BFM film pavilion were built for both cinematography and short films. In addition to exhibitions on the campus of Tallinn University, two public exhibitions of the Integrated Arts, Music and Multimedia Curriculum (IKUMUMU) took place: “Middle child syndrome” at Põhjala factory and “Own mythologies” in the Art Factory of GÜ Gallery ARS. Three cassettes of short films were produced with the support of KULKA and regional film funds (TFF and SFF): the cassette of short films from the university’s 14th cohort “2826” and the cassette of final films “Is it going to stay like that?” and the cassette of adaptation films from the university’s 15th cohort “Someone else”.

In 2024 9 feature films (such as “Alien 2”, “Life and Love” and “Jungle Law”), 12 documentaries (such as “Kelly – Someone Else’s Dream”, “The Wanderers” and “The Artists of Survival”) and 2 animated films were made with the participation of BFM lecturers. In addition, the lecturers did other creative works: 13 exhibitions, 24 exhibition curations, 11 concerts, 8 publications of music compilations/compositions, 17 dance performances, 2 commercials and 33 other presentations related to creative work, from articles in the media to podcasts.

Student works (42) were screened at least at 53 film festivals in 25 countries. Several films and filmmakers received recognition. For example, “What’s Up With Numbats?” won the Psiche Award at the Italian Ennesimo Film Festival, “Wishes from the Well” won the Best Student Film Award at the Norwegian Ravenheart Film Festival and the student film “Ada” received a mention at the Liverpool LJMU MA Short Film Festival.

## 1.2.5. Overview of research and development of teaching competence in Estonian Sign Language

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In February 2024 the Estonian Sign Language Research Group (EVKUR) started its activities at the School of Humanities. The aim of the research group is to engage in scientific research into Estonian Sign Language, focusing on four research areas: linguistic description, language use in deaf communities, language learning and teaching and language resources. The research group’s action plan was drawn up for two years and the three junior researchers working in the group are also completing doctoral studies at the School of Humanities, Educational Sciences and Social Sciences in addition to their work in the research group.

The research group has worked closely with Estonian stakeholders, including the Estonian Association of the Deaf, Estonian Sign Language Interpreters Union and Estonian Sign Language Society. In addition, there has been fruitful cooperation with the Institute of the Estonian Language and Tallinn School for the Deaf. Foreign partners include Stockholm University, University of Jyväskylä, University of Warsaw, Humboldt University of Berlin and University of Hamburg.

In 2024 the website and social media channels were created for the research group to share information about its activities. In May of the same year, the group organized an international three-day symposium at Tallinn University titled “*The First Sign Language Symposium for Interpreters and Translators.*” In December,

the Estonian Sign Language Research Group held an open doors day, which offered an excellent opportunity for deaf sign language communities and stakeholders from academic circles to gain an overview of EVKUR's initial outcomes in language description, sign language teaching and interpreting-related activities.

The grammar overview related to the first research area was presented at two international conferences in Poznan and Florianopolis in 2024. A scientific article on the multilingualism of sign language in Estonia is being prepared (Routledge). The fourth research area is developing language resources for Estonian Sign Language (language corpus). The launch of the Sign Language Research Group has created the prerequisites for starting to plan the development of sign language teaching step by step. To this end, Tallinn University has been preparing the proposals for negotiations with the Ministry of Education and Research.

### 1.3. OVERVIEW OF THE KNOWLEDGE TRANSFER RELATED ACTIVITIES

Knowledge transfer activities aimed at society and the economy are one of the university's priorities. While the focus of 2023 was on developing metrics for knowledge transfer activities that are suitable for the university, both socially and publicly, and economically, and implementing these in the employment relations regulations and load calculation system, the preparations have been made in 2024 for the implementation and certification of a new load calculation system that takes knowledge transfer activities into account. Technical preparation of the new load calculation information system is underway, including for taking knowledge transfer activities into account.

In order to increase the university's institutional knowledge transfer capacity, cooperation clusters were continued in 2024 (KEKO cluster - cluster for adapting to environmental changes and mitigating their effects, MINT cluster - cluster dealing with metaverse issues, STEAM4EDU cluster - cluster of interdisciplinary educational innovation, WoWeC – work, well-being and communication in a globalizing and digitizing world). The clusters were established in 2022 to support cross-institute collaboration in selected fields and to strengthen the knowledge transfer capacity of these fields in complying with the European Union structural fund measures and applying for international project funding. The cooperation of the clusters' multidisciplinary working groups with ministries and other public sector institutions also significantly contributed to the development of sectoral policy. The funding and activities for the university's four cooperation clusters ended in 2024.

For example, in 2024, the KEKO cluster participated in both national and international projects, including the hydrology associations NFH and IAHS, the joint OECD and European Commission initiative EIPC, the European university lifelong learning association eucen, the activities of the Green Tiger Foundation, the preparation of the 2024 Estonian Human Development Report, the development strategy of the Northwest Estonian Geopark, the drafting of the Climate Act and in the work of the supervisory board of the Energy Discovery Centre. Cross-cluster partnership meetings and working sessions were held with a range of partners, including SOL Baltics, Tallinna Vesi, Bolt, Verston, Triatel Research Ethical AI, Software Imagination & Vision – SIMAVI and Lääne-Harju Cooperation Group. Under the leadership of the WoWeC cluster, Estonia's first social innovation conference, “*Awakening*”, was organized. Through the clusters, funding proposals were submitted to both Horizon Europe and structural fund mechanisms. Notable initiatives include *EdTech Talents*, a cross-sectoral cooperation project that originated from the STEAM4EDU cluster in 2023, and *SustainERA*, a project focused on researching sustainable futures, which emerged from the KEKO cluster and has received ERA Chair funding to begin activities in early 2025.

The international project UNITEd (Universities for deep tech & entrepreneurship) to increase entrepreneurship and innovation capacity ended in 2024. The project focused on bringing deep technology companies closer to university teaching and research. The university focused on identifying factors that promote and hinder innovation and collecting experience stories with technology companies. The project was led by Mart Repnau.

The year 2024 was successful for the university in terms of partnerships and business cooperation, with new development topics and projects aimed at innovation added. Thanks to the development of knowledge transfer activities and processes, the university's ability to offer research and development cooperation and innovative forms of cooperation and services as a value proposition to the private and public sectors has increased. This, in turn, has increased the potential for value-creation-based cooperation and accelerated the application of research results to society and the growth of added value for companies. Due to global economic and social problems (including crises), new research and development fields have emerged:

- Educational innovation (new learning and teaching platforms, technologies and methods) in cooperation with the public and private sectors
- Implementation of artificial intelligence in education, culture and media
- Defence and security (will to defend, defence industry) in cooperation with ministries, Estonian Military Academy, Defence Resources Agency and also internationally, for example, with the US Air Force
- Health development and health technologies (personalized medical service design) in cooperation with healthcare institutions
- Sustainability and green skills (valuing local resources, impact entrepreneurship, ESG) have created new necessary services and products for domestic and foreign markets
- Human-robot interaction with industrial companies.

The university has an increasingly important role in social issues, which is why we are active partners in innovation activities for the private and public sectors. Cooperation has proven that knowledge transfer keeps pace with global trends and takes into account the needs of society. Research and development activities have become integrated across fields, involving engineering and various technologies in addition to the humanities and social sciences. The need-based cross-disciplinary co-creation between researchers, entrepreneurs and institutions has taken place, as a result of which new products and services have reached both domestic and export markets. Tallinn University is a partner of several start-ups (Claricy OÜ) and experienced companies (Port of Tallinn), so we have contributed directly to society and the economic sector through knowledge transfer. The university is also an important development partner for the public sector. The partners of services aimed at the public sector are primarily ministries, State Chancellery, local governments and foundations, which is also natural considering the university's previous focus areas. The volume of contracts is significant and constantly increasing. Tallinn University has positioned itself more strongly in the ecosystem that includes knowledge transfer and is a member of several new value networks.

The inter-university cooperation has also gained new momentum. New joint teams and research groups have been created (TalTech and DTI on human-machine interaction in industry), Tallinn University is becoming a member of AIRE (AI&Robotics) network. Together with other research institutions, preparations were made for a new round of ASTRA Plus projects, where the emphasis was on joint procurement and cooperation with common interests, as well as on boosting the university's knowledge transfer activities and activating business cooperation. The activities are aimed at developing the university's comprehensive knowledge transfer system and support services, activating partnerships, creating and implementing innovative solutions (products and services) through co-creation and their faster access to society, as well as creating the university's spin-off entrepreneurship framework, valuing entrepreneurship and involving young researchers.

The business cooperation and partnership platform EXU (Enterprise X University) has organized 52 consultations with companies and researchers in the past year to clarify new forms of cooperation and develop new products and services. 86 inquiries have been answered and five UNIT PROJECTS, one RUP project and two SEKMO projects have been advised. Both SEKMO, or inter-sectoral mobility projects, have been successful and have brought top specialists to the university.

The university's partners have won accelerators and product awards from SA TEHNOPOL and SEB (e.g. Nogel Organics OÜ received the grand prize in the applied research and development competition for the project "Day, night and eye cream recipe development" carried out in collaboration with LTI team).

The most groundbreaking of the knowledge services provided to companies was the preliminary study on the creation of financial behavioral models (LTI, responsible executive Kadi Liik), where the knowledge of human behaviour was combined with digital science (the first EIS RUP project of a university-enterprise). The noteworthy projects include the development of a natural raw-material-based shampoo and conditioner (LTI, Maria Martšenko), the development of an essential oil extraction process from medicinal plants (LTI, Mari-Liis Leinus) and the execution of analyses for the interactive digital textbook platform OPIQ (DTI, Mart Laanpere). All these projects have also been supported by the EXU team (Ingrid Hindrikson, EXU's lead expert in entrepreneurial collaboration, and Kadri Aua, lawyer of IO).

The service contracts worth 2,049,187 euros were signed with public sector institutions. Notable projects include a digital textbook platform for the Transport Administration (DTI, Priit Tammets), an automatic corrector for Estonian as a second language (DTI, Kais Allikivi) and an analysis of the impact and interventions of children and young people's use of smart devices (HTI, Grete Arro).

The service contracts were initiated for the total value of 2,212,240 euros, the majority of which (72%, 1,585,851 euros) were related to educational development activities. The largest initiatives focused on the highly topical issue of teaching Estonian as a second language (TÜHI, Reili Argus).

Other business-related projects and partnerships worth noting include an applied study on the impacts and trends of platform work (TÜHI, Tauri Tuvikene) and the research partnership with ministries on achieving the EU 2030 climate goals (HTI, Katrin Männik). The projects have been analyzed by EXU analyst Mart Repnau.

In 2024 four EXU academies took place: “How to clarify your business idea and value proposition?”, speaker Katri-Liis Lepik (12 December 2024), “Why (would) our company (even) need the green deal?”, speaker Jaanus Terasmaa et al. (26 September 2024), “Take your cosmetics and health products business to the next level with the help of science!”, speaker Toomas Toomsoo et al. (25 April 2024), and “From home kitchen to small-scale production”, speaker Jaana Taar et al. (29 February 2024). The total of 116 participants attended, with an average attendance rate of 61% of those registered and a post-event viewing rate of 7%. The most popular topics were management, marketing and finance. The EXU Academy is organized by Julia Reinman and the average feedback rating was 4.5 (on a 5-point scale).

EXU's communication activities included writing articles and reporting on events on the EXU website, EXU Facebook, on the website of Tallinn University and in newsletters for students, university employees and external partners. The EXU website ([exu.tlu.ee](http://exu.tlu.ee)) was also kept up to date, including updating the overview of services offered to companies, updating texts and visuals of upcoming and past EXU academies, event calendars (including the website of Tallinn University), etc. The coverage was coordinated by Ermo Säks, EXU communications expert.



# *II*

## STUDY ACTIVITIES



## 2.1. THE OBJECTIVES OF A LIFE-CHANGING LEARNING EXPERIENCE AND FUTURE-ORIENTED STUDIES

The goal of Tallinn University is to be an innovative interdisciplinary university that creates academic conditions for effective implementation of the potential of students. The learning paths that take personal needs into account are created, which support the development of both professional competences and future skills. The learners get cross-disciplinary cooperation experience and are able to apply their competences in solving problems that arise in their personal, professional and social life. Innovativeness and high quality of education are supported by close relations with alumni and employers and increasing of the freedom of choice and responsibility of learners. Evidence-based, reflexive and collaborative learning is promoted both at the university and throughout Estonia. The development plan of Tallinn University 2023-2027 stipulates the underlying operating principles to support strategic goals, which are the basis for, among other things, the sub-objectives of processes related to educational activities (table 3).

Objective	Sub-objective
We develop future competencies supporting quality education.	<ul style="list-style-type: none"> <li>• We support collaborative learning and development of teaching staff.</li> <li>• We value research-based and learner-centred approach.</li> <li>• We think about and develop learners' future competencies.</li> </ul>
We design diverse ways to study at the university based on personal interests	<ul style="list-style-type: none"> <li>• We offer diverse ways to study based on personal interests.</li> <li>• We increase the flexibility of learning through technology enrichment.</li> </ul>
We renew Estonian society through education.	<ul style="list-style-type: none"> <li>• Through study and training programs, we shape experts and leaders in various fields of life.</li> <li>• We are spreading an evidence-based approach to educational innovation.</li> </ul>

Table 3. Life-changing learning experience and the objectives and sub-objectives of the guiding principles for processes related to education that meets future needs

The achievement of the university's objectives is assessed on the basis of implemented activities and key indicators (table 4).

Key indicator	2021	2022	2023	2024
student satisfaction with studies <sup>17</sup>	4,48	4,45	4,44	4,36 <sup>18</sup>
share of students who graduated within the nominal duration of the curriculum from all those admitted to higher education <sup>19</sup>	65%	58%	57%	59%
volume of further education income	929 015	1 090 800	1 242 743	1 422 276
average income of master's degree graduates in relation to the average salary in Estonia <sup>20</sup>	-	1,19	1,25	-
graduates' satisfaction with acquired future skills <sup>21</sup>	-	-	4,33	4,29

Table 4. A life-changing learning experience and studies according to the future needs, level of key indicators<sup>22</sup>

<sup>17</sup> Student satisfaction with the quality and organization of studies, student satisfaction is measured on a 5-point scale.

<sup>18</sup> Change in methodology.

<sup>19</sup> A student who graduated within the nominal duration of the curriculum is considered to be a student who has the nominal duration of the curriculum plus 1 year for curricula with a nominal duration of less than 4 years, and the nominal duration of study plus 2 years for those curricula with a nominal duration of at least 4 years.

<sup>20</sup> The data is obtained with a shift of a couple of years.

<sup>21</sup> Students' assessment of their leadership skills, student satisfaction is measured on a 5-point scale.

<sup>22</sup> A key indicator will be added in 2025: the share of academic staff involved in teaching development activities.

## 2.2. OVERVIEW OF THE FORMAL EDUCATION ACTIVITIES AND STUDY ORGANIZATION

### 2.2.1. Curricula

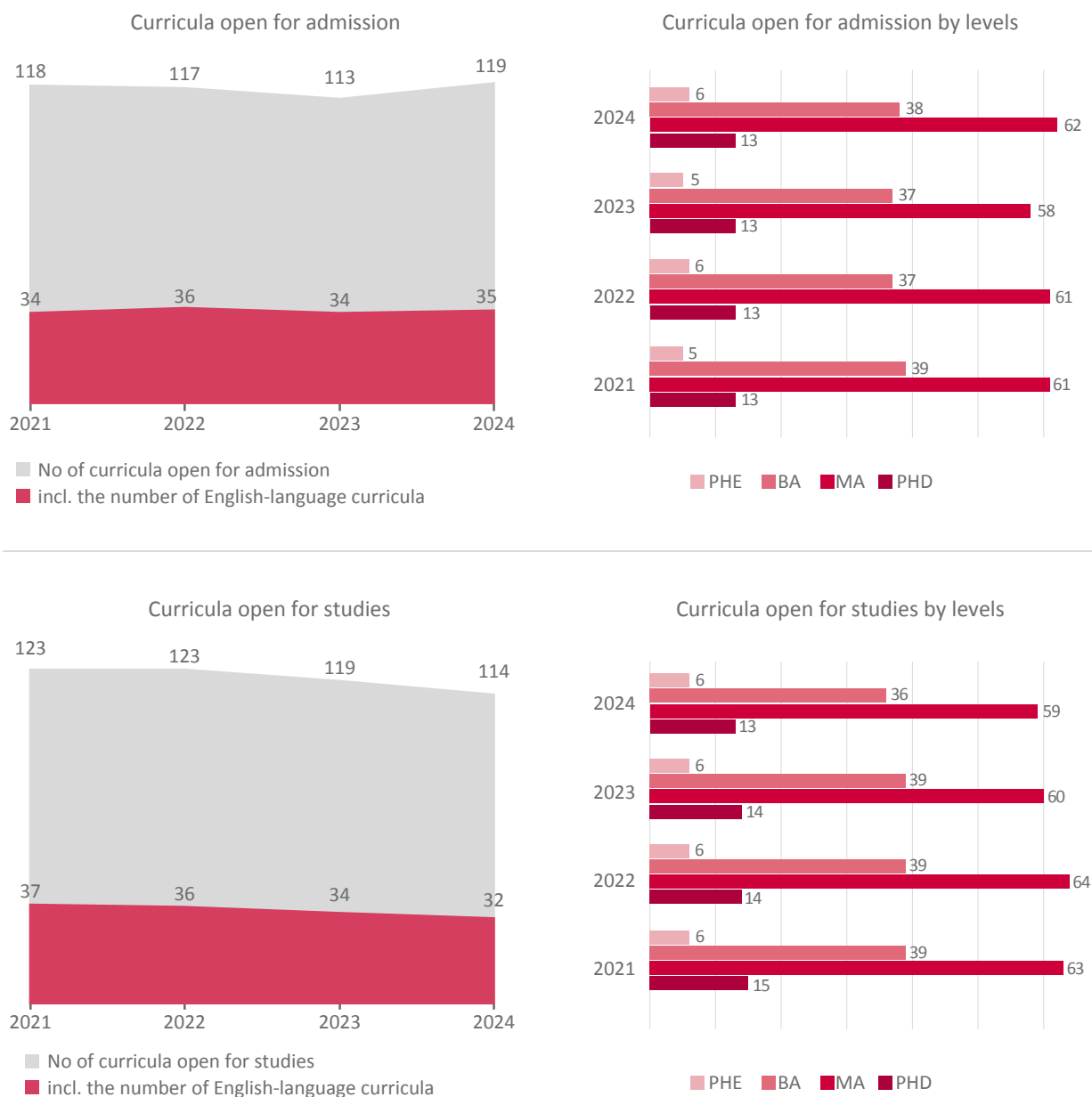


Figure 4. The number of curricula open for study and admission in 2021 – 2024

In 2024 the study was conducted in 114 curricula and 119 curricula were open for admission (figure 4). The opening of studies required a minimum number of admitted students, which four English-language master's degree programs (screen media and innovation, well-being and health behaviour, human rights in the digital society, and literature, visual culture and film studies) unfortunately failed to achieve. Despite this, the university offers free Estonian-language education at the first two levels of higher education in all curriculum groups, which are designated as the university's area of responsibility in the administrative contract. The total of 114 curricula were opened in 2024, including 32 in English curricula (6 at level I, 14 at level II and 12

at level III of higher education), which is two less than in 2023. The prerequisite for opening and operating foreign-language curricula at Tallinn University is economic sustainability and independence, which led to a revision of the tuition fee regulations in spring 2024, including an increase in tuition fees.

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In order to ensure the effective functioning of curricula, Tallinn University has assessed its obligations and capacity to deliver education and has changed, closed and opened curricula accordingly. In 2024 it was decided to close the English-language curricula screen media and innovation and well-being and health behaviour. In the academic year 2024/2025 the English-language Master's degree curriculum anthropology and the international joint curriculum adult education for social change were not opened for admission.

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The international joint curriculum Social Psychology of Transformation: Understanding and Mastering Social Change was launched in cooperation with six foreign universities (International Psychoanalytic University Berlin, University of Padova, ISCTE-University Institute of Lisbon, University of Nis: Ivana Pedovic, University of Banja Luka, University of Sarajevo). The options in the Bachelor's informatics curriculum were updated: digital media was replaced with an optional module in interaction design and the data analytics module was added. The curriculum of information technology management was closed, but a new curriculum of the same name was created instead. The new curriculum is based on the updated professional standard and was therefore transferred to the field of information technology. The admissions to new and updated curricula will open in 2025.

In 2024 the curriculum laboratory (ÕppeLab) program was created for curriculum development. In the spring semester of 2024 four curricula participated in the pilot of the program: BA in informatics, BA in Estonian philology, MA in contemporary media and MA in educational technology. In the fall semester of 2024 ÕppeLab program, which was supplemented based on the experiences of the pilot program, was implemented, in which seven curricula participated: BA in history, PHE in handicraft technology and design, BA in European modern languages and cultures, MA in social work, MA in child protection, MA in choreography, BA in interdisciplinary natural sciences. The goal of ÕppeLab is to provide curriculum teams with opportunities and tools to design curricula based on the needs of the learner and the expectations of the community in order to provide effective education that meets future needs. The lab involves curriculum teams, employers, alumni and students in the curriculum are also involved in the development work, which is in line with the expectations set for the university by the administrative contract.

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It is worth noting the increase in the choice of university-wide subjects for master's students in the curriculum development. In line with the goal of enabling personalized study paths based on individual interests, from the autumn of 2024, it will be possible to choose HÜPE course (Tomorrow's General Competencies for Life) instead of ELU course. In the autumn semester of 2024 the pilot was conducted with the participation of 35 students, offering courses on entrepreneurial mindset, climate and innovation awareness, and civic competencies.

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## Teacher training

To ensure a common information space and coordination between academic units contributing to teacher education, the heads of teacher education curricula meet regularly in the teacher education advisory board, and the didactics of subject teacher curricula develop teacher training practices together on didactics Wednesdays.

To support the transition to Estonian-language education, the university continued to increase admission in teacher training curricula with the help of targeted support from the Ministry of Education and Research. As of 10 November, 627 students started studying in teacher training curricula in 2024, which is 5% more than in 2023 (598 students) and 32% more than in 2022 (475 students). Increasing admission in consecutive years has been a challenging task for all academic units that have created additional teacher training places, with the workload increasing the most in the School of Educational Sciences.

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In 2024 we started the activities of the Teachers' Academy within the framework of the European Union co-funded action "Initial and continuing training and development of education and youth workers". The Teachers' Academy is an initiative that helps to secure a future generation of qualified teachers and improve

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the level of training of teachers and educational leaders in Estonia. The overall objective of the program is to increase the capacity of academic staff at universities and teachers in schools and preschool institutions to carry out research and development work in four focus areas: teaching science, teaching mathematics, transition to Estonian-language education and inclusive education. The program offers teachers flexible opportunities to improve their professional and/or pedagogical competencies alongside their teaching work in order to acquire the necessary teacher qualification. In addition, the program finances the employment of guest lecturers in the focus areas. The activities of the Teachers' Academy are planned until the end of the academic year 2028/2029.

The university continued its long-term cooperation with Noored Kooli Foundation. Tallinn University offers 60 ECTS credits of teacher training courses to Noored Kooli program participants and has developed a specific procedure for transitioning to higher education, which simplifies the transfer and completion of studies in master's studies for Noored Kooli program graduates.

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The pilot project “Professional Estonian-speaking teacher in a group with Russian as the language of instruction” was carried out in 2018–2024 in cooperation with the Ministry of Education and Research, Schools of Educational Sciences and Humanities of Tallinn University and local governments. The total of 40 kindergartens from nine municipalities joined the project, employing 163 Estonian-speaking teachers. In autumn 2020 the project also expanded to schools and 20 Estonian-speaking teachers began work, with another 20 employees joining a year later. In total, over 200 Estonian-speaking teachers were involved in the project. There were 730 participants in the project among schoolchildren and 3,200 in kindergartens. The teachers and school teams who joined the project participated in parallel in Tallinn University’s training and monitoring. Based on the results of the study, the curricula of university level and continuing education were supplemented, continuing education training plans, microdegrees, instructional materials and tools for assessing children's linguistic development were prepared. The training developed in the program will be offered as continuing education to teachers as early as in the academic year of 2024/2025. The large database of materials on the language proficiency of Estonian as a second language learners has been compiled, which can be used by future researchers.

## 2.2.2. Admission

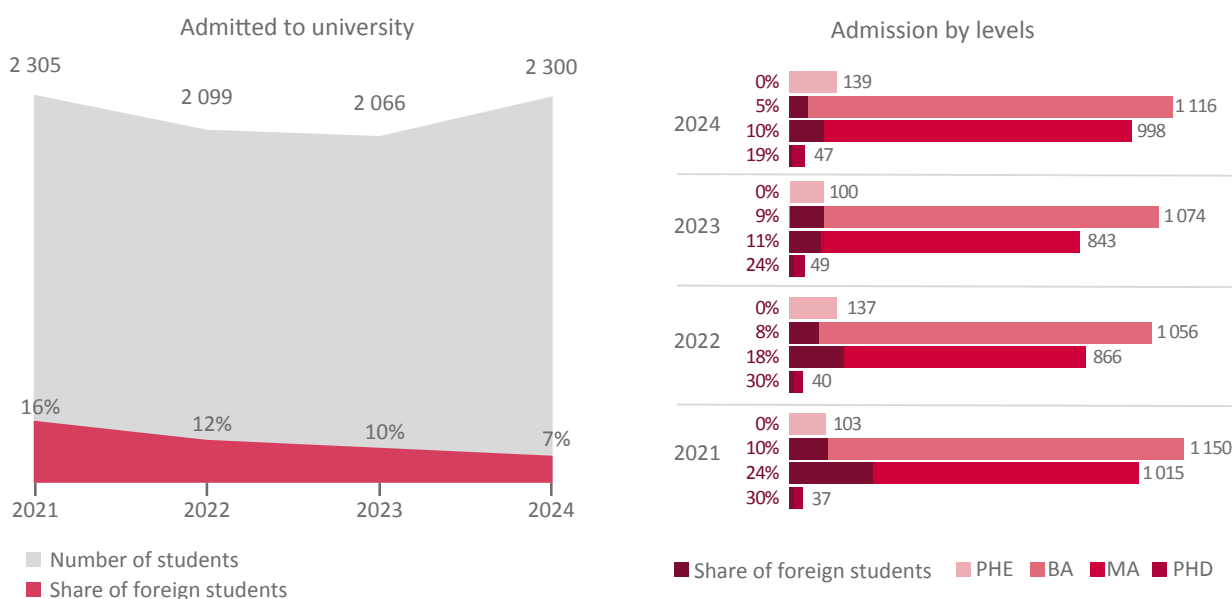


Figure 5. Admission to university 2021–2024

In 2024 9,570 applications were received for admission to Tallinn University. Compared to the previous year the number of applications increased by 12%. This was significantly contributed to by the opening of the English-language curriculum of artificial intelligence for sustainable societies, to which 438 applications were submitted. In addition, interest in teacher training and educational sciences curricula increased, to which the number of applications submitted was 14% higher than the previous year. Compared to the 2023 admission the number of applications submitted to the I and II level curricula of other major Estonian universities also increased. 5% more applications were submitted to study at the University of Tartu (UT) and 7% more applications to TalTech (14% at Tallinn University).

In 2024 2,300 students of Tallinn University were matriculated (figure 5). Compared to 2023 admission has increased by 11%. The largest increase in admission was in the second level of higher education (18%). The admission in the first level was similar to the admission in 2021 and increased by 7% compared to the admission in 2023.

The major changes in the admission criteria for the academic year 2024/2025, compared to the previous year's admission, were as follows:

- the number of students admitted to teacher training curricula was increased by 175 compared to the previous year, including the opening of admissions to the sessional study group in addition to the daily pedagogy study;
- in response to the great need for teachers of various foreign languages in society, new majors were added to the foreign language teacher curriculum, which allow general education schools to offer additional second and third foreign language options. You can now also study to become a teacher of Arabic, Chinese, Spanish, Italian and Japanese at Tallinn University;
- for the first time, admissions were held for the curricula – out-of-court dispute resolution, artificial intelligence for sustainable societies and European film heritage, history and cultures (the admissions were organised by the lead partner). The latter two are joint curricula in English;
- physical education sessional studies were moved to paid part-time studies;
- the sessional study of the English-language Bachelor's degree in Law was not opened in Helsinki, as the study is not economically sustainable. The study will take place only in Tallinn;
- the admission for English-language study programmes and Estonian-language Master's degree programmes started earlier than usual (previously in mid-June, now in early May).

During the admission process, due to the low number of applications, it was decided to discontinue admission to four foreign language study programs that were not opened for study in the academic year 2024/2025.

According to the administrative contract Tallinn University may only offer part-time (tuition-based) admission to the curricula specified in the contract during the years 2022–2025. In 2024 part-time admission was offered exclusively for the curricula in advertising and public relations, law, organizational behaviour and out-of-court dispute resolution. Additionally, alongside full-time study competitions, tuition-based part-time admission was also available for certain curricula. These included administrative and business organization (BA), politics and governance (BA and MA), social work (BA and MA), sociology (BA and MA), social pedagogy (BA), child protection (MA), political science (MA) and law (MA).

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According to the provisions of the administrative contract the number of free study places in the administrative and business organization curriculum has been 25 since the academic year 2021/2022. Since 2023 it has only been possible to study law at the bachelor's level in a tuition-based part-time programme.

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In 2024 1003 applications were received from international student candidates (49% more than at the admission of 2023). The largest number of applications was submitted by the candidates from Nigeria (178), followed by the candidates from Pakistan (128) and Ghana (54). The largest number of matriculated citizens were from Finland (24), Pakistan (13) and Latvia (10) (figure 6). The total of 161 international students were matriculated, of whom 9 started studying in the doctoral program. International students from 44 countries were admitted.

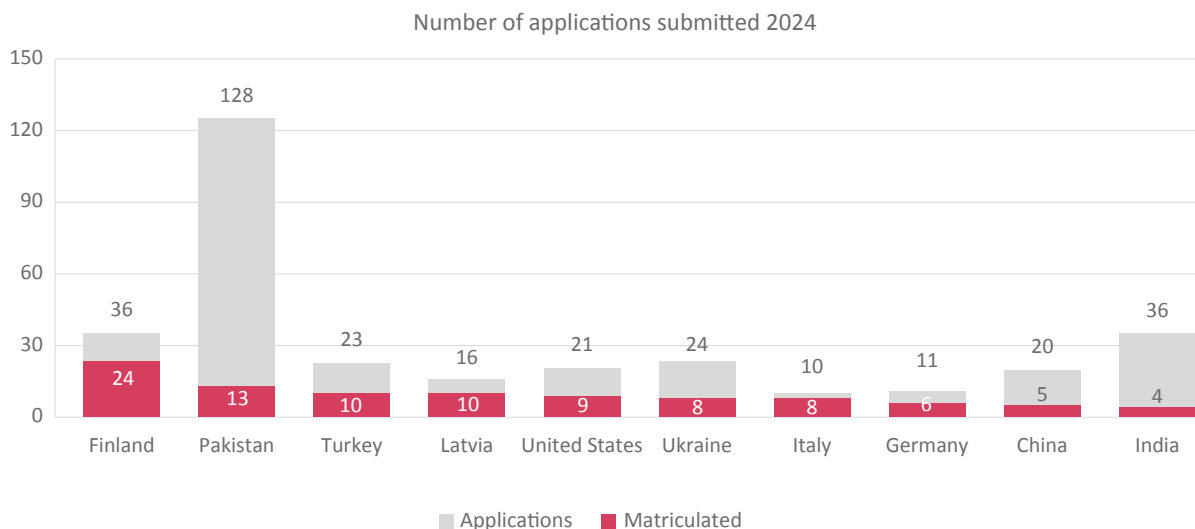


Figure 6. Dynamics of applications by international student candidates by number of applications submitted and citizenship in 2024 (top ten countries of origin)

The analysis of feedback from the 2024 admission exams revealed that the local candidates assess the organization of the admissions and the compliance of the content with the exam description as good. When assessing satisfaction with the organization of the exam on a five-point scale, the average rating for level I was 4.23 and the average rating for level II was 4.37. The satisfaction of candidates for level I of higher education with the organization of the exam has increased compared to the previous year, while the satisfaction of level II candidates has decreased, but remains high. When assessing the compliance of the exam content with what was promised, the average for level I was 4.29 and the average for level II was 4.33. Although satisfaction is higher for level II, it has still decreased compared to the previous year.

### Admission to teacher training

Teacher training is becoming an increasingly popular choice among university applicants. In 2024 the record number of 2,780 people applied to teacher training curricula at Tallinn University and 609 students were admitted. Over the past five years the number of applicants has more than doubled and the number of admitted students has increased by over 30%.

In 2024 the university opened the total of 175 additional study places in teacher training curricula: 155 places were funded through additional financing from the Ministry of Education and Research and 23 places were allocated based on the administrative contract. In total, 639 students began their studies in teacher training curricula and 308 students graduated.

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Compared to the study places announced in 2023 the number of study places in teacher training was increased in 2024 in the following curricula: Estonian language and literature teacher (+1), science teacher (+5) and foreign language teacher (+17). The Estonian language and literature teacher curriculum had 30 study places in 2023 and 30 students were matriculated.

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In 2024 there were 30 study places, 31 students were matriculated. In 2024 16 full-time and 7 part-time curricula were opened for admission in the study group of teacher training and educational sciences. The part-time programmes were vocational pedagogy, art teacher, mathematics teacher, vocational teacher, multi-subject teacher, inclusive education teacher, natural science teacher and technology subject teacher. Students in other study programmes can also study with a reduced workload; the university does not require reimbursement of study costs from part-time students in teacher training.

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51 students in 2022, 55 students in 2023 and 50 students in 2024 were admitted to the special needs education bachelor's program. 39 students were admitted to the master's program (there were 40 study places, of which one place remained unfilled) in 2022, 45 students in 2023 and 42 students in 2024.

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Starting from 2022 the number of study places in the field of school psychology for the master's program in psychology has been increased. The number of study places has been increased by one each year from 2022 to 2024 and all study places have been filled. In 2024 all 12 study places were filled.

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### 2.2.3. Students and support services

In the last four years the number of students in Estonia has remained within the range of 45,000 students<sup>23</sup>. The number of formal education students at TLU has also been relatively stable in the last four years (2021–2024) (figure 7). The share of the distribution of students between study levels has remained similar for years (figure 8). The age division at the university has been stable in the last five years: there are on average 2.5 times more women than men among students (72% women and 28% men in 2024).

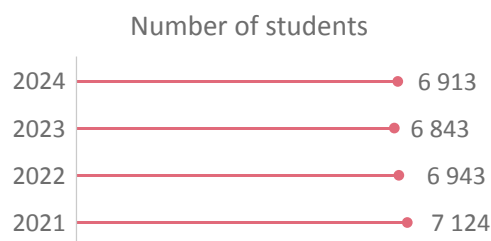


Figure 7. Number of students 2021 –2024

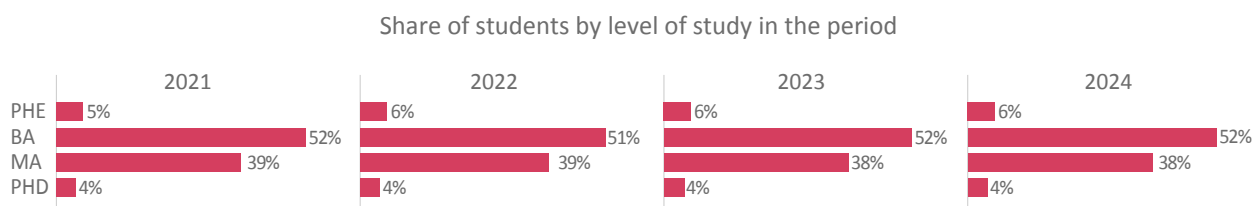


Figure 8. Share of students by levels 2021–2024

In the last five years the number of international students in Estonia has decreased by 28%<sup>24</sup>, meaning that in 2024 8.7% of the Estonian students are foreigners. The same trend is also observed in the number of international students at Tallinn University (834 in 2021, 581 international students in 2024). The share of international students among all students decreased by 3% in the last year, being 8% in 2024.

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It is mandatory for the international students studying in all foreign language curricula of Tallinn University to complete 6 ECTS credits of Estonian language and culture in order to support students' better adaptation in Estonia and entry into the labour market. In addition, students can continue their Estonian language studies at the expense of free subjects during the entire nominal duration of the curriculum without paying additional tuition fees.

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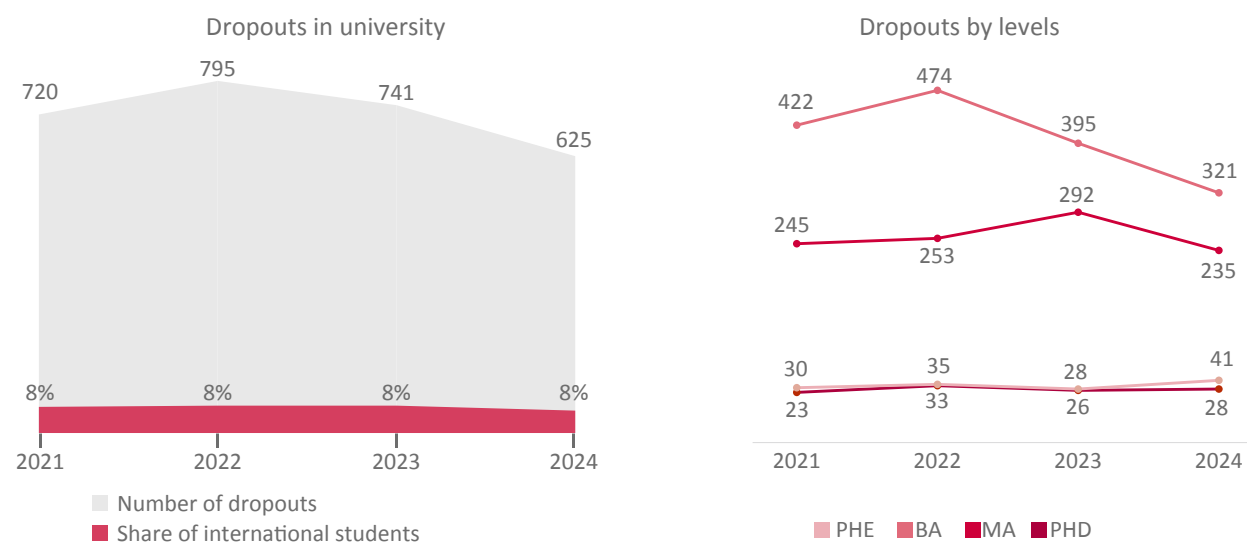


Figure 9. Number of dropouts in the university and by study levels

The percentage of dropouts from Estonian higher education has decreased slightly in the last year and will be 10.3% in 2024 (previously 11–12% per year). The percentage of TLU dropouts follows the national trend, but is lower than the national average (TLU average 9-11%) (figure 9).

<sup>23</sup> Haridussilm, <https://www.haridussilm.ee/>

<sup>24</sup> <https://haridussilm.ee/ee/tasemeharidus/oppetasemed/korgharidus/ylevaade>

More than half of all dropouts are bachelor's students, 51.4% in 2024, while the share of master's students is 37.6%. It can be assumed that the decrease in dropouts is contributed by both the measures introduced at the university to prevent dropouts and the amendments to the Higher Education Act, which, starting from the admission of 2024, will limit multiple free studies at the same level of study.

For years, the university pays attention to those who drop out of the first year, as that is when the percentage of dropouts is the highest. Therefore, the student counselling centre also focused on supporting first-year students in 2024 and organized short practical seminars and support groups for both local and foreign students and introduced the counselling centre's services. As a new solution, in autumn semester of 2023, the counsellors of the counselling centre had the opportunity to participate in the studies of first-year students and introduce their field in the subjects "Studying at the university".

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The main topics of the psychologists and the career counsellor have remained the same as before, the differences are in the topics of the counsellor for students with special needs. The goal of the counsellor for students with special needs was to increase cooperation with academic units more than before. The total number of counselling sessions at the counselling centre has increased by 28% compared to the previous year, with visits to psychologists by 42% and consultations with the counsellor for students with special needs by 90%. The counselling of academic staff plays a role in the increase of the counselling workload of the counsellor for students with special needs, as a result of which awareness has increased and more students are being referred to the counselling centre.

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Psychological counselling	Advising students with special needs	Career counselling
<ul style="list-style-type: none"> <li>Anxiety/excessive worrying</li> <li>Depression/low mood</li> <li>Traumatic experiences</li> </ul>	<ul style="list-style-type: none"> <li>Adaptations in learning</li> <li>Focused on requesting supporting documents</li> <li>Roundtable with the school</li> </ul>	<ul style="list-style-type: none"> <li>Job search</li> <li>Change of curriculum</li> <li>Choice of specialty</li> </ul>

The focus of the student counselling centre in 2024 was on training and maintaining the community of tutors. Under the leadership of the counsellor with special needs, the staff of the office of academic affairs conducted the 4 ECTS tutor training course, as a result of which the university has five new tutors who are ready to support fellow students in their studies. The counselling centre offers the community regular exchange of experiences and support.

In addition, the counselling centre, in cooperation with the student body, organized the mental health week during the autumn semester, the aim of which was to increase the awareness of university members about mental health issues. Kene Vernik visited the site and opened the topic of sleep, the representative of the Social Insurance Board spoke about sexual harassment in nightlife, the *stand-up* created in collaboration with Peaasi and Kinoteater and workshops supporting mental well-being led by university members took place.

## 2.2.4. Learning mobility at the first and second levels

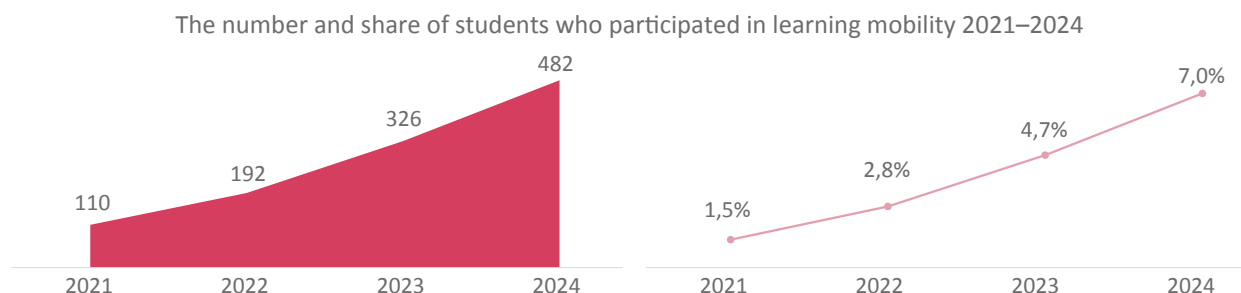


Figure 10. Number of students of I and II levels who participates in learning mobility 2021–2024

The number and share of students who participated in learning mobility by levels

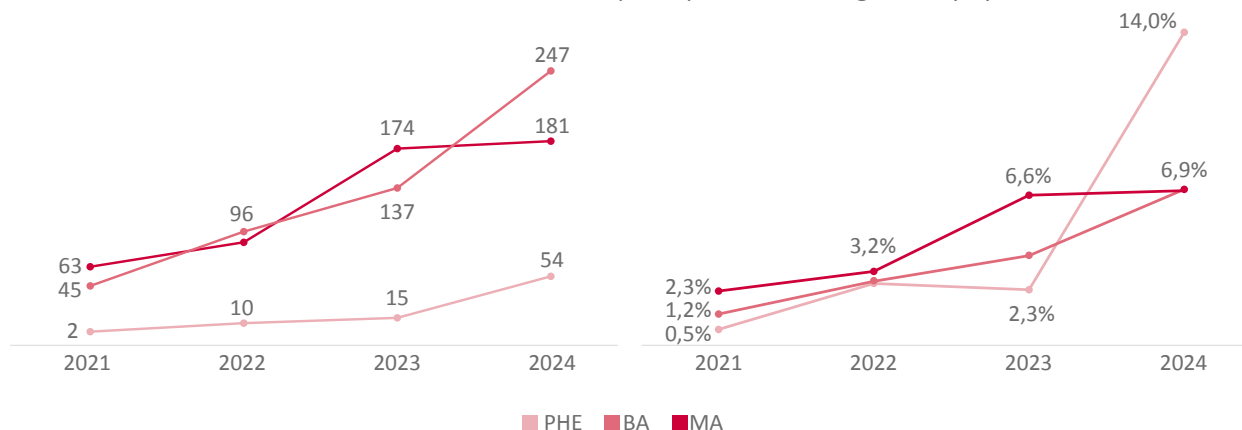


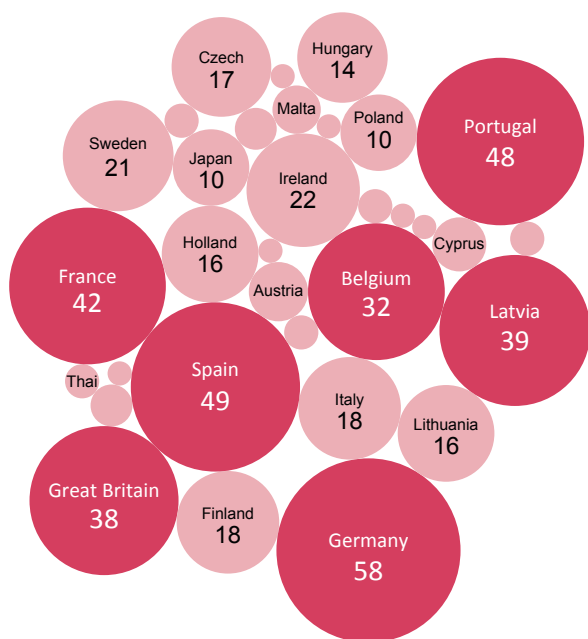
Figure 11. Number of students who participated in learning mobility by levels

The university's continuing goal is to increase the international experience and competence of its students.<sup>25</sup> Tallinn University's learning mobility has increased fourfold in the last four years (figure 10). In 2021 1.5% of first- and second-level students participated in international mobility, whereas by 2024, the figure had already reached 7%. The first and second-level students exceeded the mobility volume in 2021 by 4.4 times (figure 11). This analysis does not include the learning mobility of doctoral students, as many of them hold junior researcher positions and now primarily go abroad as employees.

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Germany, France, Spain, Portugal and Latvia were the most visited places in learning mobility (figure 12).

Number of students having studied abroad in 2024



Number of foreign students by country in 2024

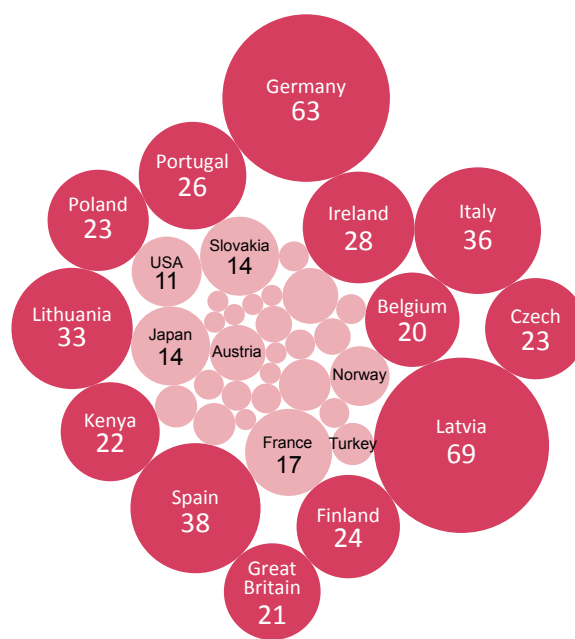


Figure 12. Destination countries of Tallinn University students who participated in study abroad in 2024

Figure 14. Countries of origin of foreign visiting students

<sup>25</sup> In addition to learning mobility, the university has mapped and introduces students to opportunities to gain international experience and competence during local studies (see Internationalization at home).

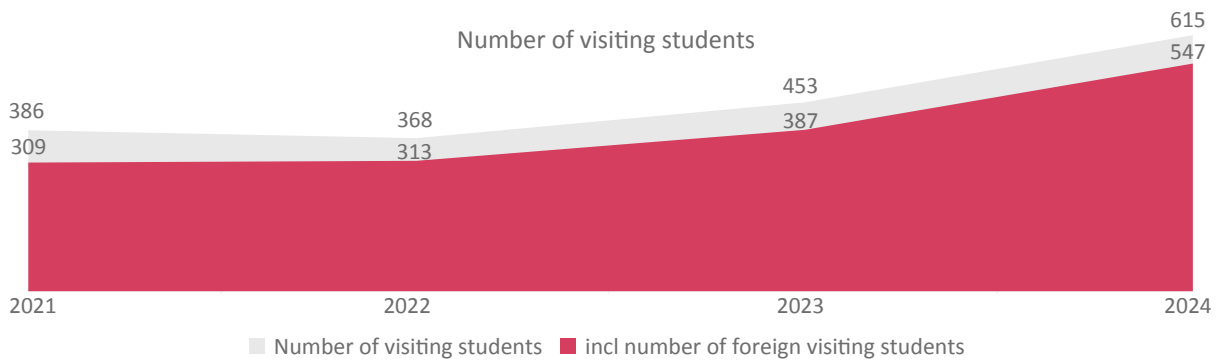


Figure 13. Number of foreign visiting students 2021–2024

The share of foreign visiting students among all visiting students has increased over the past four years from 80% (2021) to 89% (2024), while internal Estonian learning mobility has remained stable at 60–80 students per year (figure 13). The largest number of foreign students came to the university from Latvia (69) and Germany (63) (figure 14).

Compared to previous years the number of short-term incoming learning mobility has increased, primarily related to the organization of the Erasmus+ BIP (blended intensive programme). In 2024 nine short-term blended courses were conducted under the leadership of Tallinn University.

## 2.2.5. Graduation

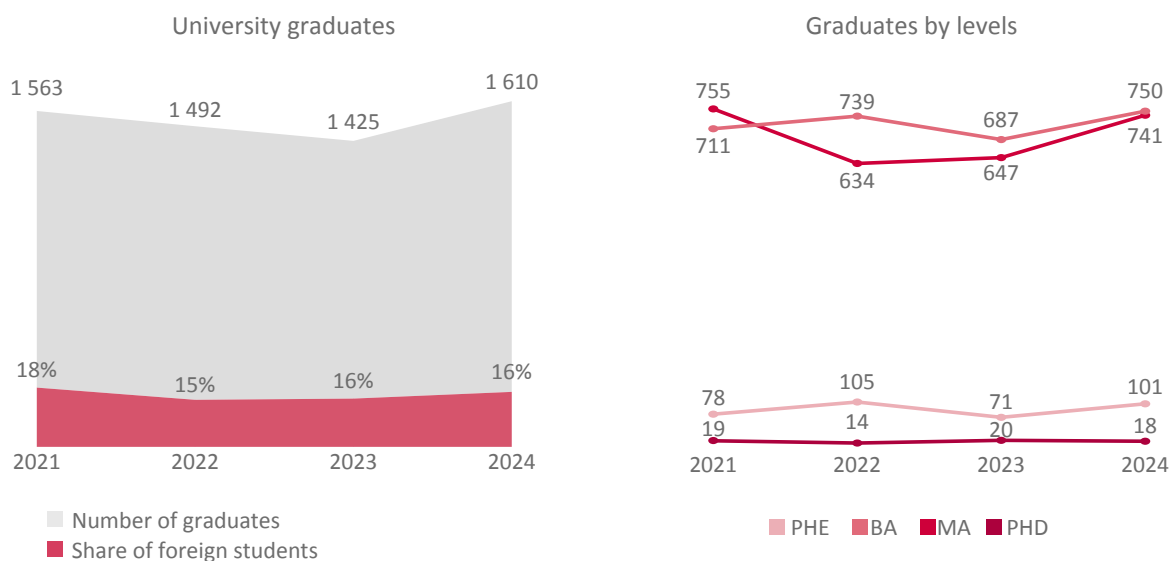


Figure 15. Graduates in university and by levels

In 2024 1,610 students graduated from Tallinn University, which is 13% more than the previous year (figure 15). The number of graduates at level I (42% PHE and 9% BA) increased most, correlating with the situation when certain curricula are open for admission for more than a year. In 2024 the share of foreign students among graduates was more or less similar to 2023, being 16%.

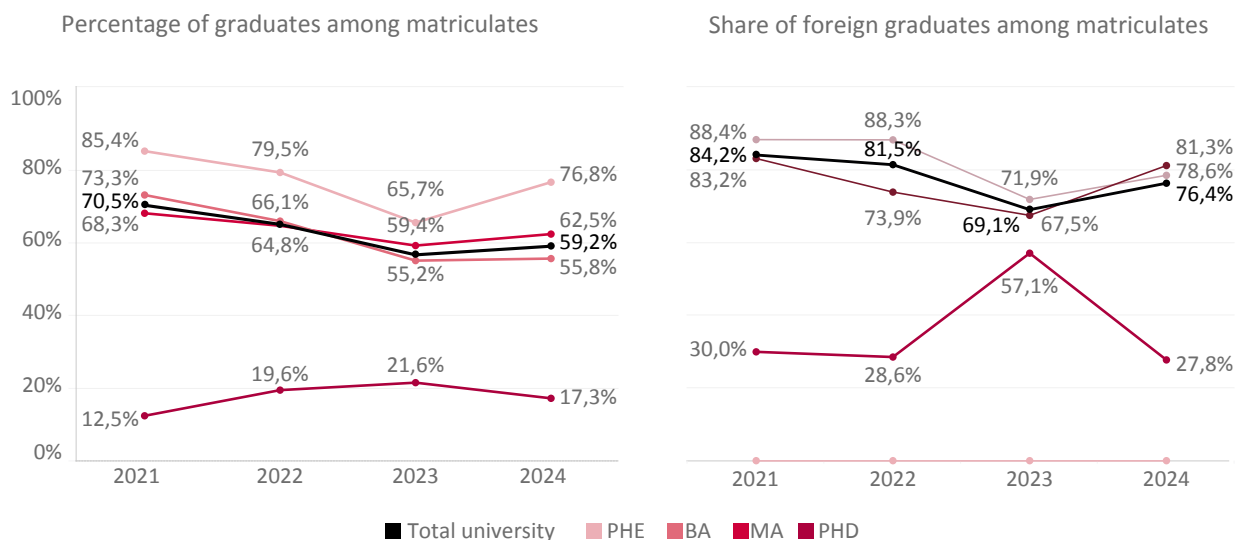


Figure 16. Share of graduates with nominal time

The share of graduates with nominal time among those matriculated at the university is increasing again after a downward trend (56.8% in 2023, 59.2% in 2024) (figure 16). Similar to the number of graduates, the share of PHE graduates with nominal time correlates with the admission taking place throughout the year. The share of foreign students who have graduated with nominal time is also characterized by an increasing trend (69.1% in 2023, 76.4% in 2024). However, the share of graduates of doctoral studies with nominal time has decreased significantly over the year: from 57.1% to 27.8%. In 2024<sup>26</sup> 27 doctoral students defended their doctoral degrees at Tallinn University, which is three more than the previous year, and this is the highest number of doctoral graduates in years. Analyzing the defences of the last nine years, it can be seen that approximately 58% of all degree holders have achieved it within 3–6 years of study, but the remaining 42% have taken seven or more years to do so. It should also be noted that not all admitted students ultimately reach the stage of defending their thesis.

## 2.2.6. Feedback from the students of formal education

At the end of each semester the students are asked to assess the aspects of satisfaction with at least two study courses of their choice in three areas in the ÕIS environment: a) structure and systematicity of the subject course; b) the learner's perception of the learning environment that supports his/her learning, and c) the learner's motivation while completing subject courses. In 2024 the collection of feedback was continued in the system developed during previous years, no changes were made to the structure of the questionnaire and the collection procedure. Similar to previous years, the students' feedback rather expresses their satisfaction, but this may also be related to the fact that students choose the subject courses with which they are more satisfied to give feedback.

**Structure and systematicity of the subject course.** During the academic year 2023/2024 4,736 students assessed the total of 1,133 subjects, which is about half less than last year. One reason for the decrease in response is the 20% decrease in the number of courses. The decrease may also be due to changes in curricula, in which case the schools will no longer ask for feedback on the subject being changed. Another reason may be the decrease in student interest in responding, but these reasons need to be investigated in more detail in the future.

Evaluating satisfaction on a five-point system, the structure and systematicity of the subject courses averaged 4.28 and the average of all statements was between 4.1 and 4.4. So it can be said that the learners are generally satisfied and this is a similar result to the previous two academic years. The average satisfaction ratings by level of education have been provided in figure 17. Students most often agreed with the statements that the e-support offered in the course was sufficient and that the topics covered in the course and the content of the learning material were relevant. As in the previous year, students at all levels of study were least satisfied with the statement that it was clear what to learn during the course.

<sup>26</sup> As at 31 December 2023

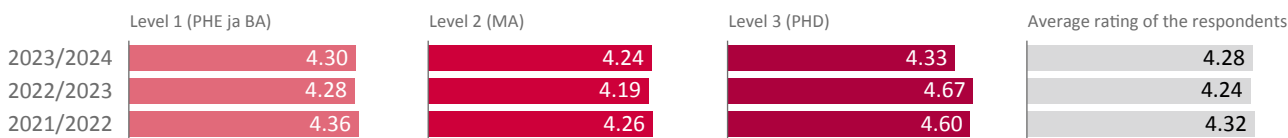


Figure 17. Students' satisfaction with the structure and systematicity of subject courses by academic year and level. Level 1 = BA and PHE, Level 2 = MA, Level 3 = PHD

The learner's perception of the learning environment that supports his/her learning. The averages of the evaluations by study levels and years have been provided in figure 18. Levels I and II most agreed with the statements that the lecturer treated students with respect and felt that the lecturer valued the content of the course taught. Level III most appreciated that the lecturer was open to listening to students' opinions and discussing issues without judgment.

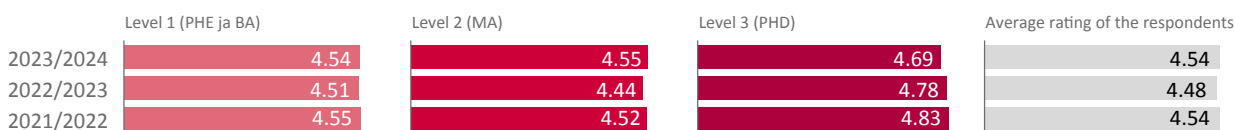


Figure 18. Students' satisfaction with regard to the design of the learning environment by academic years and levels.

The learner's motivation while completing study courses. The learners were also asked to rate their own interest in the topics related to the course and their experience of effort in completing the topics (considered together as learner's motivation). In general, the answers were inclined towards the positive assessment of the learners' own interest, ability to pass the topics and experience of effort (average scores between 3.8 and 4.4). At all study levels, the students in 2024, as well as in 2023, rated the comprehensibility of the topics covered in the course the highest on average and the feeling that they had to work hard to pass the topics was the lowest.

### 2.2.7. Study organization

On 1 September 2024 a new version of the curriculum statute came into force, the need for which arose from changes in national legislation and proposals made during institutional accreditation. The major changes concerned the process of opening and changing the curriculum, development and management of curricula and the internal assessment of curricula. The curriculum changes will be implemented from 2025. The first internal assessments of curricula at levels I and II will take place in 2026 and the assessment of level III in 2029.

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The following major changes were made to the study organization regulations based on feedback from students and employees: what you learn from work experience can be counted as optional and elective subjects with VÕTA and the missing credits can be compensated for with elective subjects in the curriculum, and if necessary, with optional subjects determined by the unit.

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The activities to migrate ÕIS to the new platform continued, during which the main work areas of the academic affairs office (students and curricula) were completed. In addition, changes were made to ÕIS to support the organization of microdegree studies in the continuing education environment TÕIS, and the functionalities related to the management of doctoral studies were developed.

In case of academic integrity, the most important activities and results in 2024 were as follows:

1. The artificial intelligence working group continued its activities with a renewed composition, led by Kristi Klaasmägi, Vice-Rector for Educational Innovation. The most important result is the renewal of recommendations for teaching staff and students (on the university's external website). The Human Resources Development Center led the learning events "Learning with Artificial Intelligence" and "Artificial Intelligence in Science" for teaching staff and researchers.

2. The plagiarism detection program changed. As a result of a procurement organized by the Ministry of Education and Research, StrikePlagiarism replaced Turnitin. The necessary preparatory work for the introduction of the new program was carried out, including the ability to interface the plagiarism detection program with ETERA, which means that the thesis repository of Tallinn University will also be used as a reference database when detecting plagiarism. The trainings for lecturers also continued.
3. The university-wide statistics on plagiarism cases began to be compiled in ÕIS.

### 2.3. OVERVIEW OF CONTINUING EDUCATION AND MICRODEGREE STUDIES

In 2024 the revenues of continuing education increased by 7% compared to 2023 and the volume of revenues was 2.83 million euros. The revenues of continuing education include the tuition fees of open university studies, income from continuing education and targeted continuing education projects. The number of participants in continuing education increased to 11,432 participants, which is over a thousand people more than in the previous year. This is due to the increase in the number of both open university students and continuing education participants. The significant increase in the number of continuing education students has also been contributed to by the increase in the volume of continuing education courses to 701 courses per year.

Microdegree programs were offered by a third more than in 2023 and 980 students participated in 115 microdegree programs (816 students in 2023). Two rounds of new microdegree programs were held based on competition, during which programs based on labour market needs were developed in eight fields: digital, education and pedagogy, management and design thinking, arts, languages and culture, psychology and well-being, marketing and communication, and law and politics. The groups filled up quickly and this can be attributed to the labour market's need for employees with the relevant knowledge and skills. The most popular were microdegree programs in the fields of education and pedagogy, law and politics and management and design thinking.

The custom and public training courses offered by Tallinn University in all five focus areas remained popular. In recent years, one of the most successful training courses has been “Preschool pedagogy” for unqualified teachers. As regards inclusive education, there was considerable interest in the following training courses: “Implementing inclusive education in I and II school levels”, “Mental health and safety in the school environment” and “Supporting students in need of support in learning”. The successful training courses for teacher assistants included “The teacher assistant as a team member in educational work,” “Supporting learners as a teacher assistant in general education schools,” and “The role of a teacher assistant in kindergartens.” In connection with the transition to Estonian-language instruction, several courses were conducted, among which “Supporting teamwork and Estonian language learning in kindergartens” stood out. One particularly popular course was “Becoming a creative kindergarten teacher.” Another noteworthy initiative was the support program for beginning teachers, aimed at teachers in kindergartens, general education schools and vocational schools.

The number of students participating in the student academy courses was 333, an increase of 65 students compared to 2023. The total of 18 courses were held in the autumn and spring semesters. The most popular course was still applied psychology, while the new additions were the English-language courses - international relations in the world and globalization and international political economy, the latter of which was particularly popular among young men. In 2024 marketing and communication efforts were more effectively directed at target groups: representatives visited schools in person, participated in regional career fair, and hosted groups of upper secondary school students at the university. Close cooperation with upper secondary schools in Ida-Virumaa continued in order to raise awareness of study opportunities at Tallinn University. In addition to Tallinn, the Curiosity Day event was also held in Narva — this time at Narva Estonian Upper Secondary School.

Tallinn University coordinated five olympiads in 2024. For the second time, an English speech competition was held with the support of the Ministry of Education and Research, which proved to be very popular among young people and the winner participated in an international speech competition in London. The format of the English olympiad was gradually updated to include the very popular English speech competition. This would provide the olympiad winner with an opportunity for international exposure.

In the winter of 2024 ten international courses took place as part of Tallinn Winter School. The courses had the total of 75 participants and 30 countries were represented. The largest number of participants came from Germany, Czech Republic, Australia, China and France. The feedback on the winter school was positive: 93.7% of participants would recommend the winter school to a friend or colleague. The winter school courses were praised for offering a good balance between value and cost, detailed program descriptions, reputation of Estonian technology and IT solutions and the reputation of Tallinn University. The feedback highlighted the cultural program as interesting, with particular appreciation for its connection to culture and history. Lecturers were described as knowledgeable and inspiring professionals who support students' intellectual and/or professional development and the courses were considered to have met participants' expectations.

In July 2024 Tallinn Summer School celebrated its 18th anniversary with 362 participants from 53 countries. This summer, there were 21 courses in the following fields: languages and culture, IT and design, education, social sciences and humanities and creative fields. The largest number of participants came from Germany, France and the United Kingdom, but also from Japan, South Korea and Hong Kong. The summer school received very positive feedback and high ratings from the participants. The feedback indicated that the summer school program is truly diverse, the teachers are excellent and there is a wide range of additional programs and events offered alongside the courses. The organizing team was described as friendly and always ready to help. The summer school was well organized and the academic program was very well prepared, providing participants with new knowledge and skills.



*III*

MANAGEMENT,  
STAFF AND FINANCES



### 3.1. THE OBJECTIVES OF A SMART AND VALUED ORGANIZATION

The development of the university aims at an organization that supports participation in world science as well as possible, high-level studies, systematic work organization that utilizes the potential of members, high added value of activities and anticipation of society's needs and flexible adaptation to these. The university is a goal-oriented and learning open organization that offers new knowledge, skills and experiences and is able to contribute to the development of Estonia in a high-quality and reliable manner. We would like Tallinn University to be a place where people want to come to study and work. The development plan of Tallinn University for 2023–2027 stipulates the underlying operating principles to support the strategic goals, which are the basis, among other things, for the sub-objectives of a smart and valued organization (table 5).

Objective	Sub-objective
We keep the university sustainable, its membership cohesive and diverse	<ul style="list-style-type: none"> <li>We are organizing and aligning the management structure of academic activities and the new career model.</li> <li>We are renewing the management system and work organization at the university.</li> <li>We develop and implement the real estate program that allows us to better support the university's core activities.</li> </ul>
We develop university management as inclusive, effective and value-based	<ul style="list-style-type: none"> <li>We develop management quality and support the development of the next generation of managers.</li> <li>We offer the necessary support to employees and alumni involved in the work of the university.</li> </ul>
We develop university values and a place of study and work that meets today's expectations	<ul style="list-style-type: none"> <li>We organize recognition and noticing activities.</li> <li>We create functional work areas and use university premises efficiently.</li> <li>We bring the study rooms and their furnishing needs into line with the learner-centered approach to learning.</li> </ul>
We strengthen the university's adaptability and ability to influence the operating environment	<ul style="list-style-type: none"> <li>We design the systematic institutional partnerships of the university with non-university organizations.</li> <li>We increase the involvement of alumni in various activities to create added value.</li> <li>We are better prepared for changes in the external environment.</li> <li>We design more effective internal and external communication and use different forms of media to amplify our messages.</li> </ul>

Table 5. Objectives and sub-objectives of a smart and valued organization

The achievement of the university's objectives is assessed on the basis of implemented activities and key indicators (table 6).

Key indicator	2021	2022	2023	2024
university's revenue base per employee	52 357	59 681	71 031	78 091
average basic salary of a university employee	1 841	1 934	2 111	2 699
amount of educational activity funding per student and extern	3 773	2 888	3 201	3 754
employee satisfaction with university management	-	-	-	64,4%
employee satisfaction with study and working conditions	-	-	-	67,3%
reputation index <sup>27</sup>	-	-	65	66

Table 6. The level of key indicators of a smart and valued organization <sup>28</sup>

<sup>27</sup> TRI\*M index of university reputation survey conducted by Kantar Emor, TLU did not participate in the survey in 2020-2022.

<sup>28</sup> Indicators being developed: the number of employees who actively participated in management development activities, student satisfaction with university management, student satisfaction with study conditions, volume of cooperation projects with strategic partners.

## 3.2. DEVELOPMENT OF ORGANIZATION

### 3.2.1. Council 2020–2024

The management structure of Tallinn University changed on 1 January 2020, where instead of two management bodies (senate and rector), the university began to have three management bodies: the council, senate and rector (see chapter "Management and structure").

The first meeting of the council, convened by the rector in accordance with the university statutes and the composition of which was approved by order of the Government of the Republic, took place on 31 January 2020. Eve Eisenschmidt, Andres Kütt, Ülo Langel, Taavi Laur, Kristjan Port, Aleksander Pulver, Edith Sepp-Dallas, Hagi Šein, Marek Tamm and Urmo Uiboleht attended. Peeter Raudsepp was absent from the meeting, who immediately removed himself from the membership. Taavi Laur was unanimously elected chairman of the council of Tallinn University and Edith Sepp-Dallas as deputy chairman. In 2021 the composition of the council changed: Mait Müntel became the member of the council instead of Peeter Raudsepp, and in 2023, Raimo Raag replaced Ülo Langel. In 2024 Hagi Šein (13 September 1945 – 19 June 2024) passed away and was not replaced.

Although the tasks of the council were very clearly set out in law<sup>29</sup>, there was no format for the council's activities. The work culture of the new management body had to be created at a time when the world was shaken by, among other things, the COVID-19 pandemic and the war that had begun in Ukraine; there was also an energy crisis, inflation and wage pressure in Estonia; at the university level, there was a budget deficit, confirmation of the development plan and an extraordinary change of rector, and what was happening at the national level around the university funding model. Despite the above, the work of the council was successful, it was possible to keep the broader picture in mind, adapt and contribute to the development of the organisation. A working group for the development of the university's real estate was established within the council, one of the results of which was the written recording of the principles of real estate development and the proposal of specific development plans, thus contributing to the fulfilment of one of the sub-objectives of the development plan. The council of Tallinn University called for the meetings of the chairmen of the councils of Estonian universities and met with the Minister of Education and Research at least once a year. The council's last act was the adoption of the 2025 budget.

All of this has now created a situation where the council has a clear role in the development of Tallinn University, has developed strategically and strengthened its position in the Estonian education and research landscape.

### 3.2.2. Rector's priorities

The rector's attention in 2024 was mainly focused on three topics: (1) ensuring an increase in national operating grant for higher education and thereby increasing the university's revenue base, (2) ensuring the competitive salary for university members and implementing the necessary salary increases for this purpose, and (3) finding a data-based model for distributing state operating grant between academic units.

In 2023 university rectors and the Minister of Education and Research agreed on an increase in higher education operating grant for the years 2024-2026. In total, Tallinn University's higher education operating grant has increased by 42% in the period of 2022-2024.

One of the main arguments for the need to increase the operating grant for higher education was the lag in salaries for university employees. In the period preceding the increase in funding, salary increases in other fields had led to a situation where doctoral lecturers teaching young people entering the labour market at the university received less salary than the specialists in the same field who were starting their careers. At the end of 2024 the average paid basic salary of academic staff at Tallinn University had increased by 29% compared to the beginning of 2022. This is the university average, which means that there were units where salary increases were over 30% and those where it was somewhat lower (table 7 and figure 19).

<sup>29</sup> TalÜKS § 4 (6) – The council will: 1) adopt the development plan of the University; 2) adopt the budget of the university; 3) have the right to impose a single veto on the Senate's resolution to adopt the statutes; 4) adopt the financial plan, budget implementation report and the annual report of the University; 5) decide on the acquisition and transfer of immovable property and encumbering thereof with a restricted real right and obtaining loans to the University; 6) perform other functions assigned thereto with the law or statutes of the University.

	BFM	DTI	HTI	LTI	TÜHI	ÜTI	HK
Increase in the average basic salary of academic staff	36%	33%	34%	29%	25%	17%	36%

Table 7. Increase in the average basic salary of academic staff at the end of 2024 compared to the beginning of 2022

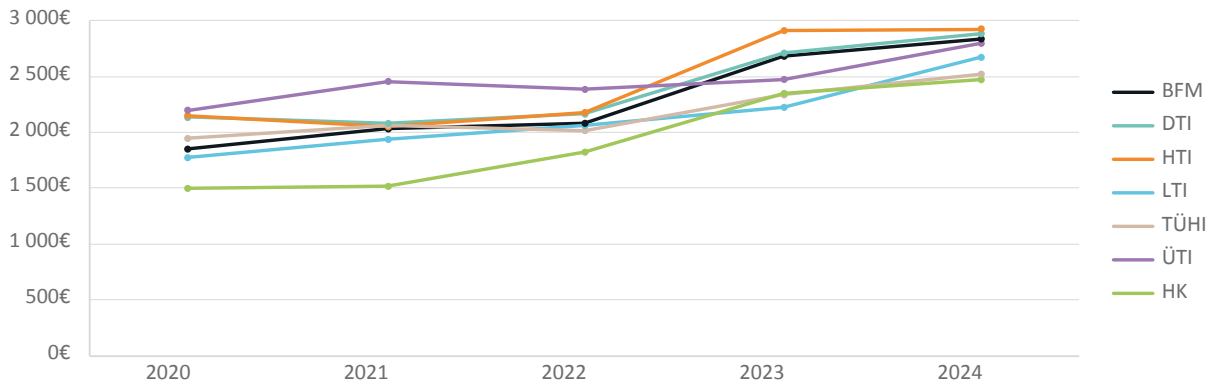


Figure 19. Change in average basic salary of academic staff by units 2020-2024

When distributing operating grant between units, it was necessary to find a way to motivate the units to come along with the desired changes. The changes we wanted to implement were to increase the financial resources earned by the unit itself, optimize teaching activities and increase salaries at the expense of the additional resources resulting from this. Looking at the historical trends of operating grant, it became clear that two indicators whose balancing should be kept in mind when distributing operating grant were the volume of core and targeted funding per academic staff member and per student (figures 20 and 21).

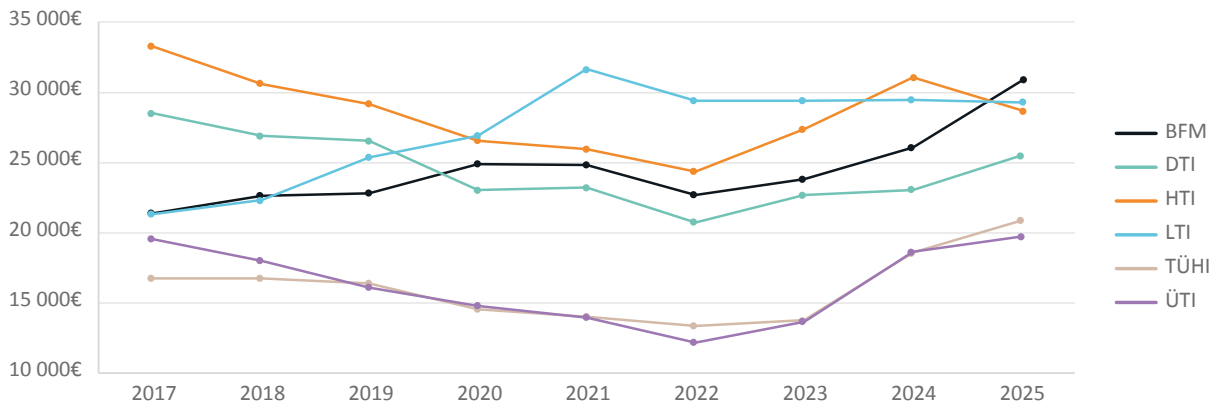


Figure 20. Base and targeted funding per academic staff member (FTE)

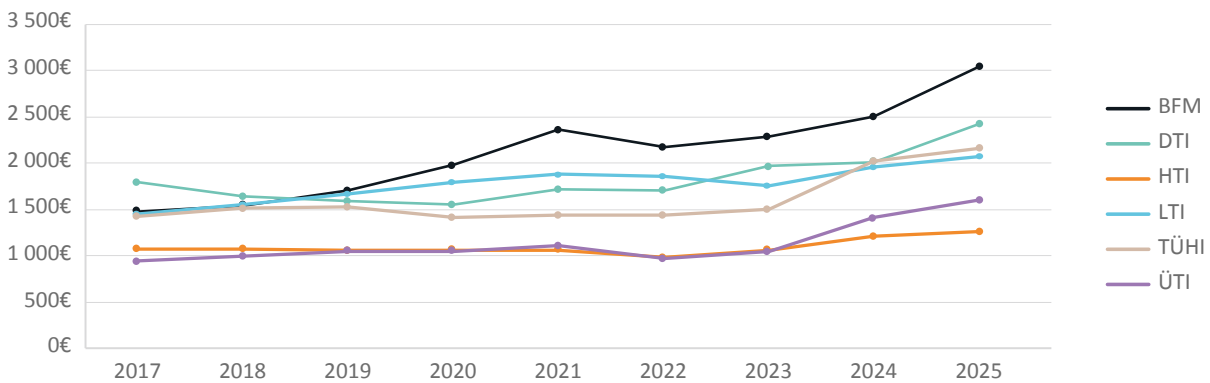


Figure 21. Base and targeted funding per student studying in an Estonian-language curriculum.

### 3.2.3. IT-developments

In order to fulfil the goals of the university's development plan and to improve the main processes, several major IT developments were continued in 2024.

- In order to better plan the studies of doctoral students, the development was created and introduced in ÖIS, which includes the planning and management of the individual study and research plans of doctoral students and junior researchers.
- Migrating to new financial software: cloud-based platform MS Dynamics365 Business Central.
- Tableau business and analytics software has been implemented for internal reporting and for displaying results and activities on the external website.
- Work has begun to establish the information security standard ISO27001.

### 3.2.4. Sustainable university and GHG inventory

One of the goals of Tallinn University's development plan is to shape attitudes in society that value sustainable and innovative ways of thinking and living. In addition to the university's close cooperation with opinion leaders, policymakers, communities, businesses and other universities, Tallinn University has joined the Green Academic Footprint initiative of the Network of Universities from the Capitals of Europe. All this allows us to participate in making the principles of sustainable development a part of everyday life and share green practices to reduce our ecological footprint.

In January 2024 Tallinn University joined the representative organization Green Tiger to contribute academic insight to the green transition and broader societal changes. Green Tiger, a collaborative platform of nearly 90 environmentally conscious organizations, draws its inspiration and momentum from initiatives such as the Let's Do It movement, World Cleanup Day and the Tiger Leap program. The university has also worked closely with Green Tiger in the past. For example, Tallinn University was one of the four universities in Tallinn that helped create the Green Tiger Academy program. Over the course of four months the participants gained knowledge about climate change, circular economy and the product-service life cycle and learned to see the impact of their organization's activities on the environment and reduce it wisely. In the future it is planned to develop both formal and non-formal education curricula in cooperation with Green Tiger, as well as focus on the development of products and services and the development of sustainable organizations.

In 2024 the university's first international sustainability report was completed and the amount of greenhouse gas emissions was measured using a new methodology. According to the QS World University Rankings: Sustainability 2024, TLU ranked 911–920, which is the second-best result among Estonian universities after the University of Tartu. In the same year TLU's sustainable activities (TLU's action plan for supporting sustainable development in 2024–2025) were also consolidated, covering the physical and digital infrastructure of the campus, organizational development, ensuring the well-being of its members and changing behavioural habits, community involvement and partnership, research, development and teaching activities. In the long term all activities of the university should be based on responsible choices. One of these has already become a tradition: closing academic buildings during the end-of-year holiday period (from 22 December 2024 to 5 January 2025) and reducing the temperature and ventilation of buildings on weekends. In 2024 12% less heat energy and 10% less electricity were consumed due to the closure of buildings.

The development of Tallinn University is based on the ESG (European Standards and Guidelines) strategy, which means a sustainable and responsible approach to the organization in its development based on environmental, social and management aspects. In order to support the movement towards these attitudes, the sustainability week aimed at employees was launched (from 29 April to 3 May 2024). The sustainability week introduced ways in which everyone can contribute to an environmentally sustainable and more sustainable future. In addition, several research topics of TLU researchers help to better understand the need for 17 global sustainable development goals (SDGs) of the declaration adopted at the UN summit in 2015 (“Transforming our world: the 2030 agenda for sustainable development”) in the Estonian context. This was done both with 18 short videos made about the SDG goals and by discussing the topic in the program series “Expert on the air”. In addition, the EQAF (European Quality Assurance Forum) meeting was attended.

The meeting focused on the need to update the ESG and discussed how to ensure high-quality cooperation in the international higher education context while maintaining flexibility and sustainability. The main objectives of the update were to maintain the document's applicability in diverse contexts, to keep it internationally relevant and to place a greater emphasis on learning and teaching than before. The need to find a balance between current trends and long-term stability was also highlighted as important, avoiding excessive changes that could lead to frequent revisions.

In March 2024 the Baltic University Programme (BUP) centre at Tallinn University organized the seminars *Optimising Efforts in Scientific Publishing on Sustainable Development and Fostering Scientific Cooperation via European and Non-European Funded Projects on Sustainable Development*. BUP, which Tallinn University joined in 1993, is a cooperation network of universities in the Baltic Sea region that began its activities in 1991, connecting more than a hundred universities and research institutions from the countries located in the Baltic Sea basin. The network's work focuses on the issues of sustainable development, environmental protection and democracy in the region. In addition, BUP offers courses developed in collaboration with lecturers and professionals from different countries, which have been taught at Tallinn University since 1994. By the end of 2024, a total of 602 students had completed the courses of Tallinn University (*The Baltic Sea Environment and A Sustainable Baltic Region*), which take place over a year. The membership in the network gives TLU students the opportunity to participate in BUP's international student conferences, summer schools and doctoral seminars. In addition, courses are offered to teaching staff and collaboration opportunities are available for researchers. In 2024 six teacher education students from Tallinn University completed the Åbo Akademi course *Introduction to Education for Sustainable Development (ESD)*.

In order to improve the sustainability of everyday life at Tallinn University, the carbon footprint was measured in 2024 using the methodology developed at TalTech. The analysis covered the years 2022 and 2023, the first of which was also chosen as the base year for measuring Tallinn University's carbon footprint. Tallinn University's GHG (greenhouse gases) footprint was stable in the two observation years: 6,447 tCO<sub>2</sub> eq in 2022 and 6,443 tCO<sub>2</sub> eq in 2023. In a comparison of the carbon footprints of the largest Estonian universities based on 2022 data, the carbon dioxide equivalent per student and employee at TalTech is 2.6, at UT 2.0, at EULS 1.5, at EAA 1.4 and at Tallinn University 0.8. Electricity and heat consumption accounted for just over half of Tallinn University's emissions, which decreased over the year. The emissions from operating costs of properties and buildings in 2023 accounted for 87% of the amount in 2022. At the same time the share of purchased products and services increased from 39% to 46% during the year, which is in line with the post-pandemic movement activity and improved investment opportunities. Investments have been made in both the energy saving program and the improved working environment: the Terra building was renovated, new LED lighting was installed and a solar park was built.

### 3.2.5. International cooperation and the network of European Universities

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In 2024 the senate of TLU approved the university's internationalization goals. Among other things, the goals include TLU's active participation in university networks, promoting international cooperation to the greatest extent possible through the sub-activities of the Erasmus+ program and TLU's membership in the European university network FilmEU+.

The expansion of the university's international reach was successful. For example, Tallinn University received 504,587 euros in support from the 2024 Erasmus+ global mobility application round, which was the largest support for Tallinn University from this program to date. The funding was granted for the learning mobility of 117 staff members and students to 10 regions and 18 countries. Compared to 2022 the increase is more than double: in 2022 the amount of support was 203,414 euros (the total of 58 mobility projects were funded) and compared to 2023 the intra-European Erasmus+ support increased by approximately 25%. The university's main cooperation partners are located in Europe and the cooperation with Ukraine continues to be important. In addition, international cooperation is being developed in Africa, USA, Latin America, Asia and Arab countries.

At the beginning of the year the delegation of Tallinn University participated in the Annual New Year School and Conference of the University of Ghana as one of the main partners. In addition, on 11 January 2024, a

memorandum of understanding was signed between Tallinn University and the University of Ghana, which agreed to develop cooperation in supporting staff and student mobility and initiating joint research projects and programs. Tallinn University has been cooperating with the University of Ghana since 2020, mainly in the framework of Erasmus+ global mobility projects.

In early 2024 Tallinn University joined The Young European Research Universities Network (YERUN), founded in 2015. The main goal of the network is to make the voice of young universities heard in Europe through strategic representation and to strengthen their cooperation. Tallinn University's mission is in line with YERUN's core and strategic goals and is in line with the organization's commitment to science, innovation and education. The YERUN General Assembly held in October discussed the opportunities for international cooperation and the challenges of research policy. The opportunities and choices of universities in complex political situations where universities have to find a balance between scientific freedom, academic values and international cooperation were also discussed.

In June 2024 the European University Continuing Education Network (eucen) conference was attended. Eucen has 155 members, including European universities (TLU and UT from Estonia) and national networks. Katrin Männik, the visiting sustainable education researcher at TLU and head of KEKO cluster cooperation, is also a member of the Eucen steering committee. The association's mission is to strengthen the role of universities in lifelong learning, which in turn supports sustainable development and creates learning opportunities for all. The themes of the 2024 conference were flexible, inclusive and sustainable learning opportunities. Attention was also given to topics related to microdegrees and micro-qualifications, along with discussions on how to build participation and learning networks.

In November 2024 the FilmEU+ summit of film students and professionals took place at Tallinn University. The meeting focused on the future of the audiovisual sector, how the artificial sector affects the cultural industry, how different generations consume media content and what skills are needed to best adapt to changes. FilmEU is an initiative of European universities launched by the European Commission. FilmEU has eight partners and it operates under the four-year Erasmus+ funding logic to promote high-level education, innovation and research in the multidisciplinary field of film and media arts and to strengthen Europe's role as a world-leading hub for cultural and creative industries. Tallinn University plays an important role in the work of the FilmEU+ management bodies, including the steering committee and academic council. FilmEU+ and associated projects are implemented in several academic units and support units at Tallinn University.

In addition, the ForEU4All project – European network of university alliances, which includes more than 560 universities and 60 associations across Europe – was officially launched at the beginning of November. The initiative aims to strengthen cooperation in European higher education, promote innovation activities and share knowledge and best practices in the fields of education, research and management. Tallinn University is involved in the ForEU4All project through the FilmEU alliance, which is one of 64 European university networks.

In November the European Association for Quality (ENQA) also participated in the EQAF meeting “EQAF 2024: How to ensure sustainable quality in education, research and international cooperation?”. ENQA was founded in 2000 as a European network for quality assurance in higher education to promote cooperation in the field of quality assurance. In 2004 it became the European Association for Quality Assurance in Higher Education, which aims to help maintain and improve the quality of European higher education and to be the main driving force in the development of quality assurance in the countries that have joined the Bologna Process. The main topics of the forum were the need to update the ESG (European Standards and Guidelines) and the development of a European joint degree. The aim of the European joint degree is to facilitate cooperation in the provision of international higher education by creating a common quality framework and removing national obstacles. The European Commission aims to make the joint degree a regular part of the European higher education system by 2028.

## 3.3. EMPLOYEES

### 3.3.1. Composition

As at the end of 2024 the total of 1,088 people worked at Tallinn University, either full-time or part-time. The number of employees in full-time terms was 916 (figure 22), 69% of whom were women and 31% were men. The average total salary of university employees was 2,652 euros per month, an increase of 14.6% over the year (in 2023 the average total salary was 2,315 euros).

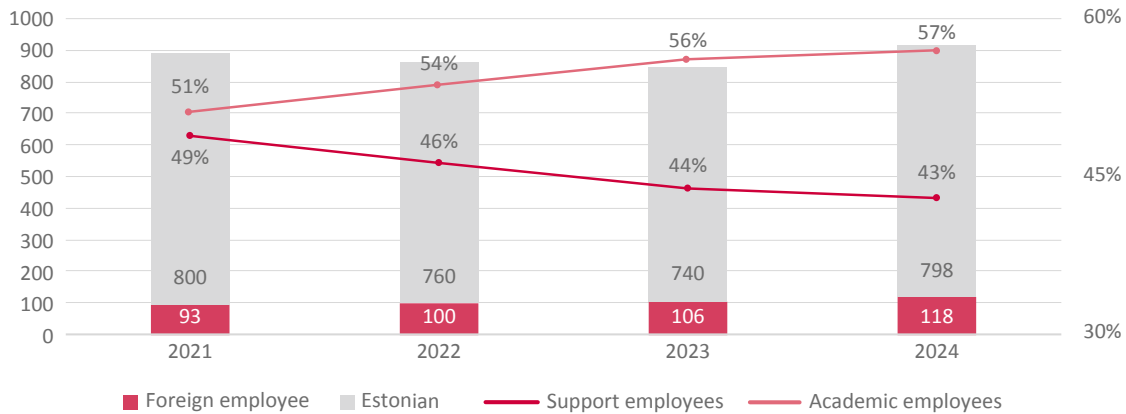


Figure 22. Number of full-time foreign and local employees of TLU, share of academic and non-academic employees (FTE) in 2021 – 2024

642 people worked in academic positions, including 67 professors, 36 of whom were women. The average total salary of academic employees was 2,821 euros per month, having increased by 10.5% per year (in 2023 the average total salary was 2,552 euros).

The university employed 148 foreign citizens from 50 countries. 126 of them held academic positions, making up 19.6% of the academic staff. 12 of the foreign employees worked as professors, 18 as lecturers, 17 as researchers and 48 as junior researchers.

49% of the academic staff had a doctorate degree. A doctorate degree or equivalent qualification is required for the position of professor, senior researcher, researcher, associate professor and lecturer at the university. The share of employees with a doctorate degree has decreased by 6% in recent years due to the increase in the share of junior researchers.

### 3.3.2. Academic career model

The transition to the new academic career model, which was established in 2019, ended on 31 August 2024. During the five-year transition period, academic staff moved to the positions of the new model through regular attestations, during which the compliance with the requirements of the positions of the new model was assessed. Positively attested employees continued to work in the new career model position (table 8), in individual cases the employee's employment relationship with the university ended, including due to the employee's emeritus status. There are still a few employees in the old career model position whose attestation during the transition period was not possible due to the suspension of their employment relationship.

43 of the 56 positions of the tenure system created in the new career model were filled by the end of 2024. The four employees, whose previous positions were identified with tenure system positions, moved to tenure system positions through attestation in 2024. Five positions were reprofiled by a senate decision and are planned to be filled in 2025.

	2021	2022	2023	2024
<b>Total</b>	<b>272,29</b>	<b>345,39</b>	<b>401,69</b>	<b>508,9</b>
<b>Career stages of the position of professor in the tenure system:</b>				
Full professor	-	-	-	-
Professor	11,25	14,25	21	24,25
Tenure track associate professor	17,5	19,5	16,75	16,75
Distinguished professor	5	8	12	13
Researcher professor	5,5	5,5	4	4
<b>Career stages of the position of researcher:</b>				
Research track associate professor	22,35	28,67	27,64	31,83
Research fellow	36,46	35,59	31,94	40,6
Junior research fellow	49,54	68,51	96,68	115
<b>Career stages of the position of lecturer:</b>				
Teaching track associate professor	34,91	61,03	77,78	87,85
Lecturer	23,15	28,1	35,95	55,4
Junior lecturer	15,3	15,5	14,94	20,2
Meritorious lecturer	7,8	8,5	8,7	16,9
Teacher	15,55	20,41	20,1	28,9
<b>Visiting staff:</b>				
Visiting professor	2,85	1,95	2,65	2,55
Visiting lecturer	23,4	22,8	23	34,7
Visiting researcher	1,73	7,08	8,56	17

Table 8. Number of full-time academic employees by positions of the new career model in 2021–2024

In 2024, the renewal of the unified workload planning and calculation system based on the new career model and the academic staff certification system was completed and the development of the IT system supporting it began. While until now workload calculation focused only on the principles of calculating teaching activities, now principles have been developed for calculating workload in other areas of academic work as well. The new workload calculation principles will come into force in September 2025, but academic units have already gradually introduced these.

### 3.3.3. Personnel development and employee mobility

To develop the professional knowledge and skills of employees, the university held nearly 200 training courses, seminars, etc., with more than 1,800 participants. The majority of events were related to the development of teaching and supervision skills, digital skills, well-being at work, and general work-related skills, but the focus is also on language learning, developing leadership skills and supporting the integration of new employees. 19 employees participated in university-level courses for the purpose of professional self-improvement.

One of the sub-objectives of the development plan of Tallinn University for 2023–2027 is to support collaborative learning and development of teaching staff. To this end, training courses and seminars are offered, and teaching staff can receive advice and assistance from teaching skills consultants and instructional designers to develop their teaching skills. In 2024 25 training courses were organized to develop teaching and supervision skills, which were attended 353 times. A new collaborative learning format, KoosÕppeJõud, was developed, which takes place every year on a specific focus topic to share experiences and good practices. The overarching theme of the first collaborative learning day was the experience of using artificial intelligence in teaching. As a follow-up, a collaborative learning picnic was held, where there was an opportunity to continue discussions and prepare for the next academic year. The second collaborative learning day focused on the use of artificial intelligence in research. The recommendations for the use of artificial intelligence in teaching were updated and the lecturers' website was developed on the website of Tallinn University.

The new teaching development grant measure, funded by the university's teaching fund, was established. The grants are intended to support the exploration of a learning-centred educational culture, development of one's teaching practices and the implementation of student-centred teaching methods. The call for grant

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applications was announced at the end of the year. Each school is eligible to receive up to four teaching development grants for a two-year period with the total amount of 10,000 euros and Haapsalu College can receive up to two grants with the total amount of 5,000 euros.

Five Estonian language courses as part of formal education were offered to support foreign employees in learning the language. The total of 30 employees completed the full program. To support the development of leadership skills, training sessions and seminars were organized on topics such as conducting development/annual interviews, team leadership, communication skills and supporting employees' mental well-being. The leaders at all levels of the university were invited to participate in the leadership trainings

There are several options in the development activities to maintain and improve well-being at work and support mental health. Training was offered to deal with the prevention of burnout, managing work stress and controlling worry and anxiety. Short exercises for peace of mind and attention could be acquired and practiced to support both oneself and students in the learning process. The peer-coaching network meetings were held, where there was an opportunity to create a group that supports one's own development and to engage in the investigation and resolution of situations that are important to oneself. 17 trainings were held in the field of well-being at work, attended by 199 participants.

In 2024 the total of 198 Erasmus+ mobilities took place, including 68 teaching mobilities and 130 training mobilities. While the main goal of teaching mobilities is curriculum development or the advancement of new teaching methods, nearly half of the participants in training mobilities were also academic staff, with their mobility activities focused on the development of teaching. The proportion of academic staff working abroad for an extended period has remained stable in recent years—9.4% in 2024 and 9.7% in 2023.

### 3.3.4. Working environment

According to one of the goals of the development plan of Tallinn University for 2023–2027 Tallinn University is a smart and valued organization where people want to come to study and work. Every employee and student of the university has the right to a safe environment that supports their work and study success. The university values the rights of its members and promotes equal treatment, ensuring equal opportunities for everyone to work and acquire education. Awareness of diversity is an important foundation in creating such an organization

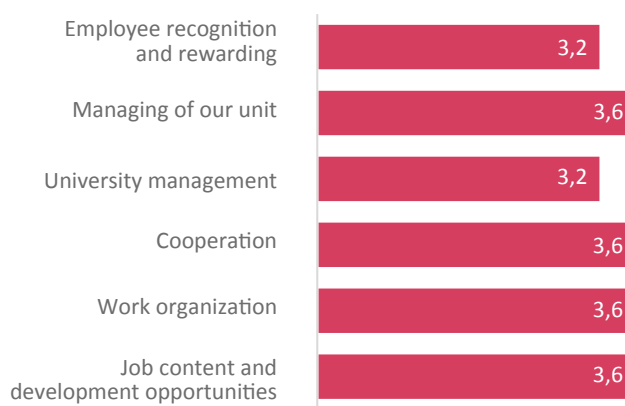
Since September 2022 Tallinn University has held the “We respect differences” label, which was renewed for the period of 2024–2026. The university’s plan for gender equality and equal treatment was reviewed and updated for the years 2025–2027. The new plan focuses on key areas where unequal treatment may arise and is based on the understanding that promoting equal treatment is an ongoing process, where meaningful change can be achieved through small, consistent steps. The university organized its first diversity week to raise awareness among the university community, led by the university’s commissioner for equal treatment and in cooperation with other Estonian public universities and the office of equal treatment commissioner. Additionally, the university adopted restorative justice principles and trained volunteer staff members to help resolve tensions and conflicts through restorative practices.

An accessibility audit was carried out to assess access to and movement within university buildings, taking into account the needs of users with visual, hearing, mobility and intellectual disabilities. The audit findings will support the planning of future renovation and maintenance activities.

The employee commitment and satisfaction survey was conducted in cooperation with the research company Kantar Emor (see figure 23) in 2024. The total of 655 responses were received, representing 65% of university staff. The results indicated that employees generally enjoy their work, appreciate the level of autonomy and flexibility in work arrangements, have access to the necessary tools and resources and report good collaboration with their immediate supervisors. The key strengths of the university that significantly contribute to employee commitment include the availability of diverse development opportunities, positive work atmosphere, well-justified management decisions, effective information flow within units and the ability to have a say in work organization. However, only 13% of the respondents identified themselves as “drivers”—employees who are satisfied and motivated, believe in the university’s goals, take initiative and engage actively their colleagues.

The most critical findings of the survey concerned university management, recognition and appreciation of good work, receiving feedback on one's work and administration and bureaucracy. Attention needs to be paid to the justification of management decisions, communication and employee involvement in making changes, equal and worthy treatment, and the functionality, interconnectedness and ease of use of information systems.

The feedback received from the survey and discussions on its results is an important input to maintain the university's strengths and address areas for development both at the university's central and unit levels. At the same time, each employee can contribute to ensuring that the common working environment and work culture are respectful of each other and supportive of well-being.



Joonis 23. TLÜ töötajate rahulolu töömotivatsiooni kujundavate teguritega

## 3.4. MARKETING ACTIVITIES AND REPUTATION MANAGEMENT

### 3.4.1. Marketing activities for formal and continuing education

The purpose of Tallinn University's marketing activities was to organize admission campaigns for formal education and continuing education (open education, microdegree education, student-academy and trainings) in Estonia and the university's target countries.

The main message of the admissions campaign for formal education in Estonian was, similarly to the year 2023, "What is your goal?". The purpose of the message was to address the potential learner by setting their larger goals. The campaign took place between April and July and consisted of advertisements on social media, outdoor media and Estonian-language radio channels. A special solution this year was a branded public transport bus that moved in Tallinn and Harjumaa.

In addition to the campaign Tallinn University's advertisement was live throughout the year on Google networks. TLU's advertisement was also live on Google networks throughout the year to market formal English language education. The digital marketing and social media campaign aimed at the target countries (Finland, Latvia, Lithuania, Poland and Germany) took place from October to December. TLU participated in several international virtual open-door days, introducing the university to the world.

In addition, we physically participated in the EHEF 2024 fair in Japan, the SKOLA 2024 fair in Latvia, the Studia 2024 fair in Finland and the Master Messen fairs in Germany. Through Study in Estonia activities, Tallinn University was also represented at the IEFT fair in Turkey and The Go-Abroad Fair | Study, internship and gap year abroad fair in the Netherlands. Both virtual and physical information sessions were organized for foreign candidates and several school and teacher groups were welcomed (including from Finland, South Korea and Japan).

In addition to digital marketing the promotion of the university and its study opportunities continued at in-person events in 2024, including fairs, seminars, career events and conferences. Compared to the previous year more school groups were welcomed to the campus, where students were introduced to the university and its study options. The Estonian-language open doors day took place in February and was attended by approximately 1,700 young people.

### 3.4.2. Reputation management and communication of Tallinn University

In 2024 the goals of TLU's reputation management were to increase the university's visibility in the media, improve the university's internal communication and increase the visibility of the research conducted at the university and researchers in society and media. The reputation management think-tank continued its activities with the aim of monitoring and evaluating the organization's reputation and providing input for the reputation management action plan.

The share of news in the field of higher education and research in total media was 8.16% (6.55% in 2023) and the emotional background of the field was predominantly positive or neutral. Tallinn University consistently ranks third among higher education institutions in terms of media coverage share. In 2024 the university's media visibility remained at the same level as in 2023 (position 30<sup>30</sup>). Compared to 2023 the number of media mentions increased slightly (see figure 24). TLU received the most coverage on key focus topics such as learning, educational innovation, society and public governance, healthy and sustainable society, cultural competencies and digital and media culture.

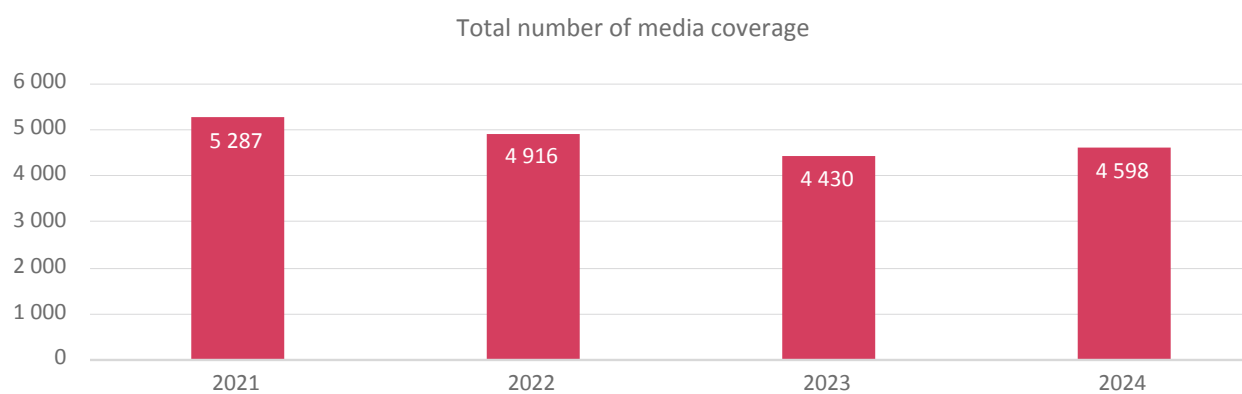


Figure 24. Total number of media mentions of TLU in the years 2021–2024

The university's central communication activities were managing social media channels, transmitting information directed outside the university, press relations, advising university members on communication and compiling a newsletter for foreign partners and alumni. The university's central social media channels are Facebook (over 38,000 followers of the Estonian and English accounts in total), Instagram (about 9,500 followers of the Estonian and English accounts in total), LinkedIn (about 24,800 followers), TikTok (about 2,500 followers) and Youtube (4,700 subscribers).

The focus of internal communication was on mediating information in newsletters, on the intranet and on internal television screens (in both Estonian and English), assisting employees in the technical preparation of newsletters and supporting the growth of a unified organizational culture.

Science communication activities focused on advising and assisting academic staff in implementing science communication and sharing science news in the media. The quality of science communication continued to be improved through various media formats: “1-minute lectures”, “Expert on air”, curiosity day, etc. Internal training and student lunches were organized for academic staff to improve science communication skills.

In 2024 an alumni activities coordinator began working in the marketing and communications department, whose task was to create an action plan aimed at alumni engagement and communication.

### 3.4.3. Key dates and events of the university

The university has well-established annual events: group viewing of the broadcast of the Estonian Independence Day on 24 February, an open house day during spring break, TLU Day on 18 March, graduation ceremonies in mid-June, academic year opening ceremony and courtyard celebration, health week at the end of September, curiosity day and doctoral conferment ceremony in November and Christmas concert in mid-December. In 2024 various thematic weeks were also held, such as sustainability, equal treatment and safety weeks.

30 The visibility ranking is based on the number of mentions of the 10,000 most covered organizations in Estonian-language written media in 2024, TLU Media Audit 2024, Station insight.

### 3.5 FINANCIAL ACTIVITIES

59.7% of the revenues of Tallinn University in 2024 are the allocations of the funding agreement concluded between the Ministry of Education and Research and the university, the remaining 40.3% of the revenues are the revenues of research, development and creative activities, paid tuition revenues and other revenues.

In terms of costs, labour costs make up the largest share of total costs – 64.8%. The remaining costs are grants, including study grants and scholarships and targeted grants, management costs, depreciation of fixed assets and other costs, including tax costs.

The loan contract in amount of 5 million euros related to refinancing and investments signed with Swedbank AS in 2020 remains to be paid until 2026, the balance of which is 1.8 million euros as at 31 December 2024. The university did not conclude any new loan contracts in 2024.

In 2024 the volume of RDC projects increased, which affected prepayments related to grants. As a result the university's financial resources increased. Net assets increased by 12.6% compared to 2023.

The university did not make any large-scale investments in the reporting year. In 2024 work began on the extension of the archaeozoology collection building at a cost of 1.1 million euros. Suitable conditions will be built for storing the collection, modern conservation and research laboratories will be created for the collection keepers and researchers.

Item of revenue	2022		2023		2024		2023 vs. 2024
	sum	share of revenues	sum	share of revenues	sum	share of revenues	change
Revenue from operating activities	7 221	13,69%	7 494	11,90%	7 879	10,99%	385
Operating grants	30 374	57,60%	36 793	58,42%	41 130	57,37%	4 337
Target financing of operating expenses	15 004	28,45%	17 378	27,59%	20 941	29,21%	3 563
Target financing of non-current assets	33	0,06%	1 237	1,96%	1 649	2,30%	412
Other revenue	98	0,19%	75	0,12%	91	0,13%	16
<b>Total</b>	<b>52 730</b>	<b>100,00%</b>	<b>62 977</b>	<b>100,00%</b>	<b>71 690</b>	<b>100,00%</b>	<b>8 713</b>

Table 9. Comparison of Tallinn University's revenues in 2022–2024 (in thousands of euros)

The revenue from the funding agreement in 2024 is 42.8 million euros. The volume of operating support allocated under the financing agreement is 28.6 million euros, other support 9.3 million euros and research and development allocations 4.9 million euros.

Compared to 2023 the revenue of the funding agreement increased by 6.5 million euros, including the volume of the operating grant by 4 million euros. Other grants of the 2024 funding agreement are the operating grant of the library, support program for beginning teachers, support for regional study places, grant for the program supervised by school psychologists, grant for IT curricula, grant for increasing admission in teacher training curricula, preparatory course for entering teacher training and an Estonian language course to improve the language skills of teacher training students, grant for providing in-service training for educational staff, junior researcher salary fund, doctoral student grant fund, student performance scholarship fund, scholarship fund for students in teacher training and support specialists training and the need-based special grants fund.

Expense item	2022		2023		2024		2023 vs. 2024
	sum	share of costs	sum	share of costs	sum	share of costs	change
Grants issued	5 249	10,71%	5 866	10,66%	7 525	11,54%	1 659
Management costs	8 789	17,94%	10 281	18,68%	11 903	18,26%	1 622
Labour costs	32 018	65,34%	35 452	64,40%	42 238	64,78%	6 786
Depreciation of fixed assets and decrease in value	1 811	3,70%	1 954	3,55%	2 128	3,26%	174
Other operating expenses	1 041	2,12%	1 417	2,57%	1 895	2,91%	478
Financial income and expenses	93	0,19%	82	0,15%	-486	-0,75%	-568
<b>Total</b>	<b>49 001</b>	<b>100,00%</b>	<b>55 052</b>	<b>100,00%</b>	<b>65 203</b>	<b>100,00%</b>	<b>10 151</b>

Table 10. Comparison of TLU's costs in 2022 - 2024 (thousands euros)

The volume of expenses in 2024 increased by 10.2 million euros compared to 2023, including the increase in labour costs compared to 2023 by 6.8 million euros, i.e. 19.1% (table 10).

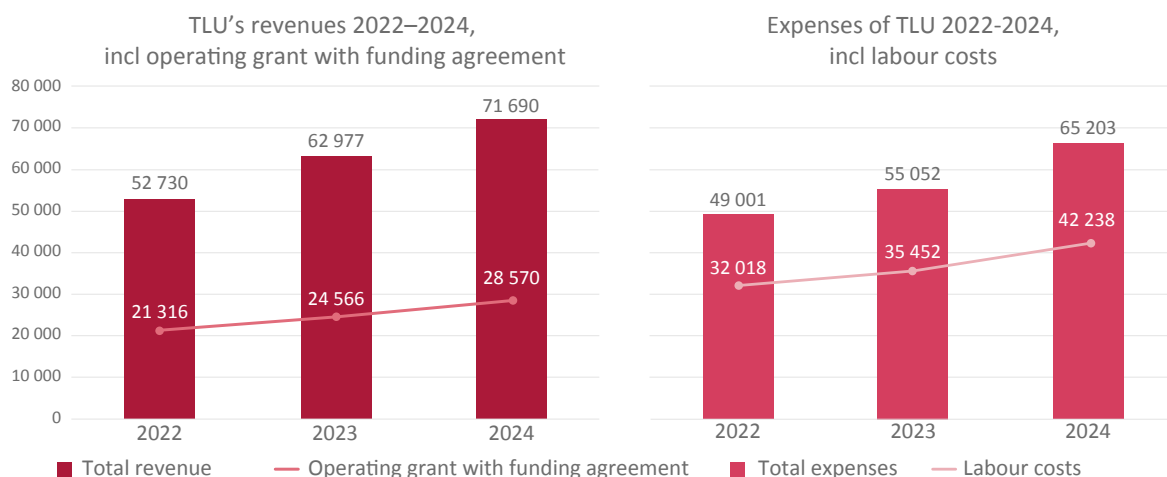


Figure 25. TLU's revenues 2022–2024, incl operating grant with funding agreement Expenses of TLU 2022–2024, incl labour costs

Financial indicators	2022	2023	2024	2023 vs. 2024
Operating income	52 730	62 977	71 690	13,84%
Operating expenses	47 097	53 016	63 562	19,89%
Depreciation of fixed assets	1 811	1 954	2 128	8,90%
Operating expenses incl depreciation	48 908	54 970	65 690	19,50%
Result of the reporting year	3 729	7 924	6 487	-18,13%
Balance sheet total	66 639	71 798	80 624	12,29%
Current assets	18 949	24 151	31 065	28,63%
Non-current assets	47 690	47 647	49 559	4,01%
Current liabilities	20 324	18 466	21 717	17,61%
Non-current liabilities	2 758	1 851	940	-49,22%
Current capital	-1 375	5 685	9 348	64,43%
Loan liabilities	9 636	2 727	1 818	-33,33%
Net assets	43 557	51 481	57 968	12,60%

Table 11. The most important financial indicators in 2022–2024 (thousands euros)

Ratios	2022	2023	2024
Operating expenses/ operating income	92,8%	87,3%	91,6%
Loans/ operating income	18,3%	4,3%	2,5%
Non-current assets/balance sheet total	71,6%	66,4%	61,5%
Current assets/current liabilities	93,2%	130,8%	143,0%
Net assets/balance sheet total	65,4%	71,7%	71,9%
Loans/balance sheet total	14,5%	3,8%	2,3%

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*Table 12. The most important ratios in 2022–2024*

The university's budgetary policy and effective resource management ensure financial sustainability and enable investments in development activities and the promotion of teaching and research.



*ACADEMIC  
UNITS 2024*



## ***Baltic Film, Media and Arts School***

- Academic study areas – **3**
- Curricula open for admission – **17**, incl English – **8**
- Students – **787, 136 (17%)** of them foreign students
- Academic staff – **79**, support employees – **36**
- Share of employees with a doctorate degree – **40,51%**
- Tenure professorships – **6**

### **The most important activities/events of the year**

- The MINT cluster completed its work on 31 December 2024, and as a result, funding applications for 7.6 million euros were submitted and 2.1 million euros were received.
- The results of the ETIKETA project for the development of the European Joint Degree Label were disclosed: "Report on the final outcomes of the Erasmus+ policy experimentation projects: European degree (label) and institutionalised EU cooperation instruments", published in Brussels, 19 December 2024 SWD(2024) 291final.
- FilmEU+ held an international summit at Tallinn University in November 2024, which involved creative industry specialists and students.
- The knowledge transfer doctoral position was created in cooperation with ERR.
- Several conferences were held at Tallinn University, organized solely or in collaboration with BFM:
  - 2nd Baltic NeuroCine conference, 23–24 April;
  - FILMEU\_RIT Summit, 25–26 April;
  - Püha Jüri Day (conference on current topics in the Estonian film industry), 29 May;
  - The 18th International Conference on Language and Social Psychology (ICLASP18), 12 –16 June;
  - FILMEU Industry Summit - Imagining the Future with the Creative Industry, 18–22 November.
- The audience for the choreography curriculum series "KorFest Weekend" has grown and ten bachelor's theses were performed during it. The site-specific dance performances of the choreography curriculum took place at Fotografiska in September.
- The DAVK project, where BFM Records produces young people's music, continued in collaboration with IKUMUMU lecturers. 61 works were received for the competition (previously 41). In addition, an average of 9–10 young people participated in the educational program, i.e. seven workshop lectures. The two-song EP "Malachi" was released under the BFM Music Jr record label, with last year's DAVK award winner Joonas Jakobson as the artist. The EP was released on all digital platforms (including iTunes, Spotify).
- The exhibitions by IKUMUMU students were organized: "Middle child syndrome" at Põhjala factory on 8-9 June and "Own mythologies" at GÜ Galerii ARS Art Factory in November 2024.
- In 2024 BFM visited 32 general education schools. BFM participated in two career days in Estonia. Three schools were also visited in Finland and the Finnish education fair Studia was attended. In total, approximately 1,331 interested parties were reached.
- Associate professor of folk culture Sille Kapper-Tiisler was awarded the Order of White Star, 5th class.
- Tallinn University's professor of media innovation Indrek Ibrus received the national research award in the field of social sciences for the cycle of works "Research on media innovation, digital culture and cultural data".
- The Tallinn Black Nights Film Festival (PÖFF) awarded the lifetime achievement award to film director and associate professor of film directing Peeter Simm.

## School of Digital Technologies

- Academic study areas – **5**
- Curricula open for admission – **11**, incl English – **5**
- Students – **729, 142 (19%)** of them foreign students
- Academic staff – **63**, support employees – **31**
- Share of employees with a doctorate degree – **50,79%**
- Tenure professorships – **4**

### The most important activities and events of the year

- 1.1, 1.2 and 3.1 publications in ETIS 90 (83 in 2023).
- 210,000 euros of targeted funds were received from the Ministry of Education and Research to support IT education and 216,150 euros within the framework of IT Academy's higher education support measure.
- Two microdegree programmes were created in the field of mathematics didactics with funding from the project of Teacher Academy. One continuing training on data analysis was conducted from the project of RKT VÕTI.
- The average score of the satisfaction survey feedback for the 2023/2024 academic year's IT smart customer microdegree was 4.11 (3.91 in 2022).
- The first students were admitted to the new Master's programme Artificial Intelligence for Sustainable Societies (AISS). The joint programme, supported by the Erasmus programme, was created in collaboration with the University of Tampere (Finland) and the University of Lusófona (Portugal). AISS deals with sustainable societies, artificial intelligence solutions, co-design and citizen engagement.
- E-support of courses for the Bachelor's curriculum of informatics was created.
- As part of IT Academy's project, the portfolio of student projects was initiated to provide various stakeholders with an overview of the software prototypes and other student projects created by DTI students.
- In November the teachers of the grades 1–6 at Põltsamaa Co-Educational Gymnasium began a professional development program called "Inquiring learner and learning strategies" ("Uuriv õpetaja ja õpistrateegiad"). The aim of the program is to enable teachers to enhance their knowledge of evidence based teaching strategies and to inspire them to apply these strategies more purposefully in their work.
- The school has a research group on mathematics and informatics didactics.
- The first version of the strategy for cooperation with Africa was prepared.
- The position of development cooperation coordinator was filled.
- Following the satisfaction survey the development activities were initiated with a focus on leadership development and communication.

- Curricula open for admission – **5**
- Students – **272**
- Academic staff – **7**, support employees – **4**
- Share of employees with a doctorate degree – **28,57%**

### **The most important activities and events of the year**

- TERE Competence Centre continued to operate as a network-based cooperation project and its activities will continue up to September 2028.
- Haapsalu College has three licenses (industrial design solution VAT (vibroacoustic bed), mud cure and curative mud technology recipe), which are used by three companies in the production of cosmetics.
- “Computer user health” was published in Estonian and English, and Cambridge Scholars Publishing published a collection of articles “Promoting health for computer users in the workplace”.
- An Interreg project was launched, involving Haapsalu Neurological Rehabilitation Centre, NPO Kuldne Liiga, Synlab and health establishments in Finland and Sweden. The project will result in the completion of an age-friendly company model in 2026.
- Four new microdegrees (two applied informatics and two health management curricula) have been completed and studies will begin in 2025.
- Kobe University and Haapsalu College master's program in community work in an aging society began preparing a joint study (the study will end in 2026).
- The craft technologies and design curriculum team participated in the development of the university curriculum, which involved alumni and entrepreneurs. In addition, councils for all curricula were held in the autumn with alumni and representatives of entrepreneurs. A full-day applied informatics curriculum development workshop was held through IT Academy's project.
- The cooperation with Läänemaa Upper Secondary School and Haapsalu Vocational Education Centre was initiated through the support measure for the implementation of the strategy of Lääne county (MATA).
- The applied informatics curriculum has established cooperation with various companies and institutions, including Kinola, CUFA, Haapsalu Veevärk, Estonian Defence League School and Rapla Upper Secondary School.
- In autumn 2024 the 2nd year students of the craft technologies and design curriculum participated in the Design Night.
- In 2024 Liina Viiret was recognized as the best lecturer of Läänemaa and Martti Raavel as the best adult educator of Läänemaa.

## School of Educational Sciences

- Academic study areas – **5**
- Curricula open for admission – **17** (including an international joint curriculum, the admission of which is organized by a foreign partner), incl English – **5**
- Students – **1506, 30 (2%)** of them foreign students
- Academic staff – **102**, support employees – **48**
- Share of employees with a doctorate degree – **43,14%**
- Tenure professorships – **6**

### The most important activities and events of the year

- The five-year project "Development of the assessment of general competencies" was launched under the Centre for Educational Psychology with funding from the Ministry of Education and Research.
- The Estonian Language Centre was launched together with the School of Humanities. Cooperation continues through several joint language learning projects and Swiss programme activities.
- The spring symposium for doctoral students PROFRES spring PhD Symposium 2024 (The Interdisciplinary, Interprofessional and Practice-Near Research School) was held on 18-19 March 2024, where doctoral students could develop the ability to critically evaluate the methodological coherence between theory and data collection methods.
- The book "Lecturers collaboratively researching and developing teaching" was published.
- The network for educational leadership (HAJU) of the Academy for Educational Leadership (HAAK) met regularly, six consultants were hired to implement programs in Estonia and the international Future School was launched. The project "Professional development-oriented evaluation of teachers' professional competence" was launched on 1 September 2024 in cooperation with the UT, local governments and schools; the mapping of teachers' professional competences and preparation of surveys began.
- In 2024, a total of 7 learners from Georgia, 8 from Ukraine, 7 from Kenya, and 1 self-funded learner (23 in total) started the microdegree programme through the ESTDEV project Digital Explorers 2. The aim of the programme is to create new opportunities for ICT specialists to accelerate their careers in Europe's leading technology centre. A total of 21 learners completed the microdegree programme.
- In summer 2024 the feedback survey was conducted among participants and faculty in microdegree programs, and based on the results, curricula were changed (e.g. wise parent, evidence-based educational leadership).
- Approximately 100 additional funded study places were announced and filled in the admission of 2024.
- In autumn 2024 the elective course was held at Pärnu Co-Educational Gymnasium with the participation of 22 upper secondary students. The year-long elective course titled „Becoming a changemaker through education” is currently taking place at Mustamäe State Upper Secondary School.
- Eve Eisenschmidt, professor of educational leadership, was awarded the Order of the White Star, 4th Class.

## *School of Humanities*

- Academic study areas – **6**
- Curricula opened for admission – **29**, incl English – **6**
- Students – **1338, 65 (5%)** of them foreign students
- Academic staff – **190**, support employees – **28**
- Share of employees with a doctorate degree – **52,11%**
- Tenure professorships – **11**

### **The most important activities and events of the year**

- The first Estonian conference of humanities “Future Humanities: How the Humanities Shape Society in an Era of Transformative Changes” was organized in April.
- In 2024 TÜHI doctoral students held 12 preliminary defences and 10 final defences.
- In 2024 4 postdoctoral fellows started working at TÜHI. Two incoming postdoctoral grants were written for ETA, both of which were funded.
- The creation of e-courses for the subjects of the microdegree programme “Standard Estonian and Estonian language structure” began in autumn and e-courses will be offered from the 2025/2026 academic year.
- The employees contributed to the writing of Erasmus ICM projects. New contracts were signed, for example with Japanese universities, which offer scholarships for students to go on study abroad there.
- The implementation of short-term mobility helped increase the mobility indicator, the share of students participating in mobility was 5.61%.
- The cross-school course titled “Digital competence and artificial intelligence” was launched.
- In 2024 three curricula participated in the curriculum laboratory: Estonian philology (BA), history (BA), and European modern languages and culture (BA) majoring in Spanish, Italian and French language and culture.
- The alumni survey of Estonian-language curricula was conducted in June 2024, the results of which will be used to develop the school’s curricula.
- The senior researcher Linda Kaljundi received annual Kristjan Raud Award for her extensive research and curatorial work as a researcher of cultural memory.
- Andres Karjus, lecturer in digital humanities and artificial intelligence, received the 2nd prize of the best science communicator from the Estonian Research Council.
- The senior researcher Marju Kõivupuu received the 2nd prize of the science communicator from the Estonian Research Council.
- The national decorations of the Italian Republic were awarded to associate professor of Italian literature Ülar Ploom, associate professor of Italian language Kristiina Rebane and professor of semiotics and translation studies Daniele Monticelli.

## School of Natural Sciences and Health

- Academic study areas – **3**
- Curricula opened for admission – **17**, incl English – **4**
- Students – **1044**, **11 (1%)** of them foreign students
- Academic staff – **107**, support employees – **39**
- Share of employees with a doctorate degree – **54,21%**
- Tenure professorships – **5**

### The most important activities and events of the year

- In 2024 the share of projects in the total actual revenue budget amounted to 32.4% (in 2023 it was 30.8%), amounting to 1,764,984 euros.
- The KEKO cluster completed its work and in 2024 it managed to participate in both national and international projects, e.g. hydrology associations NFH and IAHS; joint EIPC of the OECD and the European Commission; European Association for Lifelong Learning eucen; in the work of the Green Tiger Foundation; in the preparation of the Estonian Human Development Report 2024; in the development strategy of the Northwest Estonian Geopark; in the preparation of the Climate Act, in the supervisory board of the Energy Discovery Centre. The cluster participated in and gave presentations at various conferences, including the Sustainability Research + Innovation & Sustainability Science Days Helsinki at the University of Helsinki, Impact Day, Opinion Festival (Arvamusfestival), Curiosity Day (Uudishimupäev), EXU Academy, Environmental Education Conference, and environmental days for local governments, among others. In addition, various meetings and working sessions were held with partners such as SOL Baltics, Tallinna Vesi, Bolt, Verston, Triatel Research Ethical AI, Software Imagination & Vision (SIMAVI), and Lääne-Harju Cooperation Group.
- The first knowledge transfer doctoral student began studies in February 2024.
- The science education development specialist has taken up the position, one of whose tasks is to develop microdegrees aimed at teachers.
- LTI has ten microdegrees, including a joint microdegree of three universities (TalTech, Tallinn University and Pärnu College) "Chefs' Academy: Food technology and design" and a joint microdegree of two universities (TalTech and Tallinn University) "Green transition management".
- 1,680 students participated in continuing education, 124 continuing education courses were held.
- The second admission of the out-of-court dispute resolution curriculum was successfully launched together with microdegree studies.
- Two teacher training curricula have part-time study, which allows for more flexible studies. Paid part-time study was launched in organizational behaviour and physical education.
- Regarding educational activities, the new HÜPE subject - climate and innovation awareness - was created, the microdegree programmes "Green transition management" and "Circular bioeconomy" and Academy+ courses were developed.
- The curriculum of integrated natural sciences passed the curriculum lab.
- The LTI spring conference was organized and the school has launched informational morning sessions to introduce various topics.
- The website of Science Kitchen was created.

## *School of Governance, Law and Society*

- Academic study areas – **5**
- Curricula opened for admission – **23**, incl English – **10**
- Students – **1265, 200 (16%)** of them foreign students
- Academic staff – **118**, support employees – **33**
- Share of employees with a doctorate degree – **60,17%**
- Tenure professorships – **10**

### **The most important activities and events of the year**

- The Centre of Excellence in Life Courses, Wellbeing and Open Society Studies (TEHA) was established, which contributes to research activities in the focus field of open society and governance, including doctoral studies, by integrating different research areas involving international top-level research competence and supporting the initiation and implementation of high-level interdisciplinary research projects that include the study of life-course in collaboration with sociologists, demographers and political scientists (in perspective also health sciences, social work, psychology, educational sciences).
- The work was completed by the WoWeC cluster for work, wellbeing and communication. The cluster was effective in applying for interdisciplinary projects and promoting cooperation with businesses and public sector. Under the leadership of the WoWeC cluster, three applications were submitted in 2024 for the total of 3.37 million euros.
- The school participated in corporate collaboration platforms (Green Tiger, Impact Day, etc.) and maintained active cooperation with ministries.
- The journal East West Studies is being migrated to a new platform and the journal's editor-in-chief and editorial staff have changed.
- The income of ÜTI's continuing education was 81,527 euros.
- The Bachelor's and Master's programmes have a subject volume of 6 ECTS. The volume of teaching activities decreased: the number of subjects by 30% and the volume of ECTS by 20%; the volume of elective subjects also decreased. On average, the curriculum has 16 subjects, of which 10 are unique per specialty. All four doctoral programmes have been updated.
- Five distinguished lecturers have joined the school starting from February.

# *FINANCIAL STATEMENTS*

# BALANCE SHEET

(in euros)	Note	31 Dec 2024	31 Dec 2023
<b>Assets</b>			
<b>Current assets</b>			
Cash	2	23 321 067	15 984 046
Receivables and prepayments	3	7 615 738	8 079 924
Inventories	4	128 035	87 300
<b>Total current assets</b>		<b>31 064 840</b>	<b>24 151 270</b>
<b>Non-current assets</b>			
Shares in SA	5	150 000	150 000
Investment property	6	2 037 723	2 037 723
Property, plant and equipment	7	46 287 966	44 464 997
Intangible assets	8	1 083 746	994 338
<b>Total non-current assets</b>		<b>49 559 436</b>	<b>47 647 058</b>
<b>Total assets</b>		<b>80 624 275</b>	<b>71 798 328</b>
<b>Liabilities and net assets</b>			
<b>Current liabilities</b>			
Borrowings	9	909 091	909 091
Payables and prepayments	10	20 807 572	17 557 048
<b>Total current liabilities</b>		<b>21 716 663</b>	<b>18 466 139</b>
<b>Non-current liabilities</b>			
Non-current loan liabilities	9	909 091	1 818 182
Other non-current payables		30 595	33 093
<b>Total non-current liabilities</b>		<b>939 686</b>	<b>1 851 275</b>
<b>Total liabilities</b>		<b>22 656 348</b>	<b>20 317 414</b>
<b>Net assets</b>			
Financial performance of previous periods		51 480 914	43 556 620
Financial performance of the financial year		6 487 013	7 924 294
<b>Total net assets</b>		<b>57 967 927</b>	<b>51 480 914</b>
<b>Total liabilities and net assets</b>		<b>80 624 275</b>	<b>71 798 328</b>

## STATEMENT OF FINANCIAL PERFORMANCE

(in euros)	Note	2024	2023
<b>Operating income</b>			
Revenue from operating activities	11	7 879 075	7 493 537
Operating grants	12	41 129 906	36 793 218
Target financing of operating expenses	13	20 941 063	17 377 718
Target financing of non-current assets	13	1 649 045	1 237 171
Other income	7,14	91 324	75 160
<b>Total operating income</b>		<b>71 690 413</b>	<b>62 976 804</b>
<b>Operating expenses</b>			
Grants issued	15	7 524 798	5 866 156
Management costs	16	11 902 964	10 281 112
Labour expenses	17	42 238 635	35 451 678
Depreciation of non-current assets and decrease in value	7,8	2 127 846	1 954 187
Other operating expenses	18	1 895 278	1 416 942
<b>Total operating expenses</b>		<b>65 689 521</b>	<b>54 970 075</b>
<b>Financial performance for the reporting period</b>		<b>6 000 891</b>	<b>8 006 729</b>
Interest income		595 224	209 727
Interest expenses		-109 103	-292 162
<b>Total financial income and expenses</b>		<b>486 121</b>	<b>-82 435</b>
<b>Financial performance for the financial year</b>		<b>6 487 013</b>	<b>7 924 294</b>

# CASH FLOW STATEMENT

(in euros)

	Note	2024	2023
<b>Cash flows from operating activities</b>			
<b>Financial performance on operating activities</b>		<b>6 000 891</b>	<b>8 006 729</b>
Adjustments			
Depreciation of non-current assets and decrease in value	7,8	2 127 846	1 954 187
Value-added tax expenses for the acquisition of non-current assets		18 702	8 629
Grants received for the acquisition of non-current assets	13	-1 649 045	-1 237 171
Profit/loss from sale of non-current assets		-2 303	0
<b>Adjusted financial performance on operating activities</b>		<b>6 496 091</b>	<b>8 732 375</b>
Change in trade receivables	3	-88 056	177 009
Change in receivables of target financing of operating expenses		-844 402	437 223
Change in other receivables		-1 446	56 605
Change in prepaid taxes and taxes refundable	3	-2 478	5 344
Change in prepaid grants	3	1 483 395	-3 686 200
Change in other prepayments		-93 813	-52 078
Change in inventories	4	-40 735	2 972
<b>Total net change in current assets related to core activities</b>		<b>412 466</b>	<b>-3 059 126</b>
Change in trade payables	10	422 470	342 484
Change in payables to employees	10	244 017	-16 518
Change in tax, duty and penalty liabilities	10	277 291	211 479
Change in accrued liabilities	10	-4 997	16 064
Change in liabilities of grants of operating expenses	10	117 418	243 213
Change in other liabilities		-1 100	-2 184
Change in prepayments of grants received	10	2 172 439	3 326 349
Change in other received prepayments	10	20 487	23 283
<b>Net change of liabilities related to operating activities</b>		<b>3 248 025</b>	<b>4 144 169</b>
<b>Total cash flow from operating activities</b>		<b>10 156 581</b>	<b>9 817 418</b>
<b>Cash flows from investing activities</b>			
Paid in acquisition of property, plant and equipment and intangible assets		-2 409 880	-1 920 076
Proceeds from sale of non-current assets		2 303	0
Grants received for the acquisition of non-current assets		12 300	1 230 861
Received interests and other financial income		593 910	208 385
<b>Total cash flows from investing activities</b>		<b>-1 801 367</b>	<b>-480 830</b>
<b>Cash flows from financing activities</b>			
Repayments of loans received	9	-909 091	-6 909 091
Interests paid		-109 103	-292 161
<b>Total cash flows from financing activities</b>		<b>-1 018 194</b>	<b>-7 201 252</b>
<b>Total cash flows</b>		<b>7 337 021</b>	<b>2 135 335</b>
Cash and cash equivalents at beginning of the period	2	15 984 046	13 848 711
Cash and cash equivalents at end of the period	2	23 321 067	15 984 046
<b>Change in cash and cash equivalents</b>		<b>7 337 021</b>	<b>2 135 335</b>

# NOTES TO THE FINANCIAL STATEMENTS

## Note 1. Accounting principles

### General information

The 2024 financial statements (hereinafter the report) of Tallinn University (hereinafter the university) are prepared in accordance with the Estonian financial reporting standard, which is a set of public financial reporting requirements based on internationally recognized accounting and reporting principles, the main requirements of which are established with the Accounting Act that are supplemented by the requirements set forth in the Public Sector Financial Accounting and Reporting Guidelines (the General Rules).

The report has been prepared based on the going concern principle of the university. The financial year started on 1 January 2024 and ended on 31 December 2024. The numerical indicators of the financial statements have been presented in euros.

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

### Cash and cash equivalents

Cash in hand, bank account balances and short-term deposits (with the redemption date of twelve months) are handled as cash and cash equivalents in the financial statements. Overdraft is recorded at the current borrowings 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 report.

### Receivables and prepayments

Trade receivables, accrued income and other current and non-current receivables (including loan receivables and deposits) are recorded at adjusted cost. The adjusted cost of current receivables is generally equal to their nominal value (less any write-downs), thus current receivables are recorded in the balance sheet at the amount that is expected to be collectible. The financial assets are initially recorded 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.

The outstanding receivables are assessed by using the approximation 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 impracticable, 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 gone 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 estimated income from its collection.

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

## **Inventories**

Inventories are assets which are: held for sale in the ordinary course of economic activity; in the process of production for such sale; or in the form of materials or supplies to be consumed in the production process or the rendering 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. Inventories are initially recorded at their cost, consisting 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 recorded as an expense.

The goods are expensed by using the FIFO method. Inventories are recorded in the balance sheet at the lower of cost or net realisable value.

## **Subsidiaries**

A subsidiary is a company controlled by the university. The subsidiary is considered under the control of parent company, if the latter owns either directly or indirectly more than 50% of the voting shares of the subsidiary or is in some other way able to control the operating and financial policy of the subsidiary.

The term 'subsidiary' also covers non-corporate entities (foundations and non-profit associations). The existence of control and significant influence over non-corporate entities is determined considering whether the assets of the entity will transfer to the parent when the entity is liquidated. When the parent has control of a foundation or a non-profit association (generally over 50% of voting power), the share is recorded as 100%.

The shares in entities under controlling and significant influence are recorded in the unconsolidated statements at derived acquisition cost. The derived acquisition cost is considered to be the accounting value of the share acquired before January 1, 2004 using the equity method and the acquisition cost of the share acquired after January 1, 2004.

Information on the subsidiaries has been provided in Note 22.

## **Associates**

Associates are entities in which the university or its subsidiary has 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 or shares in an entity.

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

The information on the associates has been provided in Note 22.

## **Investment property**

Investment property consists of only such objects of property (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 recorded as the items of property, plant and equipment.

An investment property is initially recorded at its cost in the balance sheet including the costs directly related to the acquisition (i.e. notary fees, fees paid to the advisors and other costs without which the purchase transaction had not probably 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 recognized as an expense. According to the general rules, after initial recognition, investment property is recorded 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 distinguishable parts that have different useful lives, these components are taken into account as separate asset objects in accounting and are also assigned separate depreciation rates according to their useful life.

Subsequent costs on an investment property are added to the acquisition cost of the investment 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 recorded 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 recording criteria and the residual value of the replaced part is written off the balance sheet.

The recognition of an investment property in the balance sheet is discontinued upon its disposal or retirement when no future economic benefits are expected to arise from the asset. Gains and losses arising from the derecognition of investment property are recorded in the period in which the property is derecognized in the statement of financial performance within "Other income" or "Other expenses" respectively.

When the purpose of use of an investment property changes, the property is reclassified. 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 10,000 euros.

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

Property, plant and equipment are recorded 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 recorded 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 recording the 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 recorded as expenses of the period in the statement of financial performance.

If the object of property, plant and equipment consists of differentiable components with different useful lives, these components are recorded in accounting as separate asset objects and separate depreciation rates are set 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 recorded 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:

Group of property, plant and equipment	Depreciation rate %
Buildings	2–5
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, land, 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. For this purpose, the remaining useful life of the asset is assessed at least during the annual inventory.

Pursuant to § 42 (2) of the Public Sector Financial Accounting and Reporting Guidelines, the specialist aware of the asset makes a proposal for establishing the depreciation rate based on the estimated useful life of the asset.

### **Library collections**

§ 41 (2) 2) of the general rules stipulates that regardless of the acquisition cost the publications can be recorded 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. The items acquired for library collections are recorded 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 (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 recorded in the balance sheet is not depreciated.

### **Intangible assets**

Intangible assets are non-monetary assets without physical substance distinguishable from other assets, used within longer period than one year and the acquisition cost of which exceeds the threshold of recording the non-current assets. Intangible asset object (software, rights of use, other intangible assets) is recorded 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 recorded as expenses when incurred. Intangible assets are initially recorded at cost, comprising the purchase price and any costs directly attributable to the acquisition. After initial recognition, intangible assets are recorded 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 is up to 10 years. On each reporting date the justification of depreciation periods and method of assets is assessed.

The depreciation of intangible assets was accounted for by using the following depreciation rates in the university in 2024: 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 recorded 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 recorded 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 recorded 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 recorded at cost that is the fair value of fee received for financial liability. The further recording 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 recorded in the amount subject to payment in the balance sheet.

The interest expenses related to the financial liabilities are recorded accrually as period expenses at the entry "Financial income and expenses" of the statement of financial performance. The recording of the financial liability is terminated in the balance sheet, if this is paid, cancelled or expired.

## **Leases**

In case of operating lease the leasable assets are recorded in its balance sheet by the lessor. Operating lease payments are recorded 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 recorded in the balance sheet by normal procedure, similarly to other non-current assets. Operating lease payments are recorded as income evenly within the lease period.

University as the lessee - in case of operating lease the lease payments of assets are accrually recorded 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 recorded in the balance sheet by normal procedure, similarly to other assets to be recorded 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 recorded as income on a straight-line basis over the lease term.

## **Tax accounting**

The university uses the combined method of direct accounting and proportional deduction in deducting input value-added tax. The relation of taxable turnover and total turnover is set based on the turnover of

previous calendar year. The proportion is adjusted at the end of calendar year, proceeding from the relation of taxable turnover and total turnover of this calendar year. The value-added tax direct accounting method is used only as to taxable turnover and the activities with only taxable turnover.

## **Recording of revenue**

Revenue and expenses are recorded in an accrual basis.

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

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

Revenue from the sale of services is recorded after the service is rendered or, if the services are rendered over an extended period of time, using the stage of completion method.

Revenue from the sale of services to be rendered over an extended period of time is recorded 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 recorded only within the scope of actual expenses related to the fulfilment of the contract.

Revenue from sale of goods is recorded 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 recorded when its collection is probable and the amount of income can be measured reliably. Interest income is recorded by using the effective interest method.

## **Recording of costs**

The costs are recorded accrually. The non-refundable taxes and duties paid in acquisition of non-current assets, incl value-added tax are recorded at the moment of acquisition as expenses at the entry of statement of financial performance "Other operating expenses".

## **Grants**

The grants include the means received (grants received) for which neither goods nor services are given in exchange and the means given (given, mediated grants) for which neither goods nor services are received in exchange. The grants are recorded based on the principles provided in the general rules.

### **Grants are divided into the following types:**

- 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;
- operational funding grants – received and given supports given to the receiver proceeding from its statutory tasks and objectives set in the development documents.

### **The types of grants are:**

- national grants;
- international grants.

A grant is first recorded in the balance sheet when cash has been transferred or received or on the date when the receivables, liabilities, income and expenses related to the grant are recorded. 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 recorded 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.

If the provider or intermediary of 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 recorded in the period in which the grant is provided.

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

Non-monetary grants are recorded at the fair value of received goods and services. Assets received from other public sector entities by way of non-monetary grants are recorded 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 conditions attaching to the grant 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.

Operating grant is recorded as income when the money is received. Operating grants are recorded as income by the beneficiary in account group 352 when the money is received.

### **Foreign currency transactions**

The transactions denominated in foreign currency are recorded 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 receivables and liabilities have been recorded according to their aim into cash flows from operating, investing and financing activities.

### **Related parties**

The highest collegial decisive body of the university is a council from 1 January 2020. The related parties in this report are the members of the council, senate and rectorate of Tallinn University and their closest family members (incl co-habitee, spouse or child) and the related legal persons.

The annual report discloses information on the transactions made with related persons which is not compliant with 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 of receipt of grants are recorded previously as contingent liabilities and receivables.

### **Provisions and contingent liabilities**

The provision is recorded when the university has the legal or constructive obligation resulting from the obligating event taken place before the date of the balance sheet and the realization of liability is probable and this amount can be reliably measured. The provision is recorded in the balance sheet in amount that is necessary according to the management's estimates as at the date of balance sheet to settle the present obligation related to the provision. If the provision is settled probably later than within 12 months after the reporting date, this is recorded at the discounted value, except if the impact of discounting is immaterial.

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 10,000 euros are expensed at the moment of recording. The expensed small assets with the acquisition cost of 640 up to 9 999.99 euros are accounted for off-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 recorded in the report. The impact of no-adjusting events is disclosed in the appendices of annual report, if these are important.

## Note 2. Cash and cash equivalents

(in euros)	31 Dec 2024	31 Dec 2023
Cash	2 157	5 504
Bank accounts	23 318 910	15 978 542
<b>Total</b>	<b>23 321 067</b>	<b>15 984 046</b>

## Note 3. Receivables and prepayments

(in euros)	Note	31 Dec 2024	31 Dec 2023
Trade receivables		491 227	395 503
Doubtful trade receivables		-42 269	-34 601
Unreceived grants related to operating expenses		2 506 272	1 662 025
Unreceived grants related to non-current assets		0	12 300
Other receivables		137 090	134 174
Prepaid grants		3 982 741	5 466 137
Prepaid future expenses		499 622	405 809
Prepaid taxes and taxes refundable	20	41 055	38 577
<b>Total:</b>		<b>7 615 738</b>	<b>8 079 924</b>

Receivables of unreceived grants:		31 Dec 2024	31 Dec 2023
<b>Financier</b>			
Other financiers		833 878	734 920
European Commission		686 411	160 723
Ministry of Education and Research		546 235	522 539
Environmental Investments Centre		357 228	243 844
Estonian Research Council		82 520	0
<b>Non-current liabilities</b>		<b>2 506 272</b>	<b>1 662 025</b>

Prepaid grants of target financing:		31 Dec 2024	31 Dec 2023
<b>Financier</b>			
Other financiers		3 971 222	5 463 186
Tartu University		11 519	2 951
<b>Total</b>		<b>3 982 741</b>	<b>5 466 137</b>

## Note 4. Inventories

(in euros)	31 Dec 2024	31 Dec 2023
Goods purchased for resale	128 035	87 300
<b>Total</b>	<b>128 035</b>	<b>87 300</b>

## Note 5. Investments to subsidiaries and associates

(in euros)	31 Dec 2024	31 Dec 2023
Share SA Tallinna Ülikooli Rahastu	150 000	150 000
<b>Total</b>	<b>150 000</b>	<b>150 000</b>

SA Tallinna Ülikooli Rahastu was founded on 16 March 2022. The founder of the foundation is Tallinn University, paying the endowment capital in amount of 150,000 euros. The purpose of the foundation is to contribute to high-level, interdisciplinary and international academic activities that support the sustainable development of Estonia by the targeted collection, management, use and distribution of financial resources. See Note 22.

## Note 6. Investment property

(in euros)	
<b>Balance as at 31 Dec 2023</b>	<b>31 Dec 2023</b>
Land	2 037 723
<b>Balance as at 31 Dec 2024</b>	<b>31 Dec 2024</b>
Land	2 037 723
Land is leased as the parking lot for vehicles.	
Lease income 2023:	75 481
Lease income 2024:	85 318

## Note 7. Property, plant and equipment

(in euros)	Land	Buildings	Plant and equipment	Other inventory	Non-depreciable property, plant and equipment	Assets under construction	Total
Acquisition cost 31 Dec 2022	2 131 016	61 536 337	5 395 334	2 685 167	3 764 208	1 138 280	76 650 342
Accumulated depreciation 31 Dec 2022	0	-25 338 572	-4 549 085	-2 198 889	0	0	-32 086 546
<b>Residual value 31 Dec 2022</b>	<b>2 131 016</b>	<b>36 197 764</b>	<b>846 249</b>	<b>486 279</b>	<b>3 764 208</b>	<b>1 138 280</b>	<b>44 563 796</b>
Purchases and improvements	0	158 395	466 524	86 436	53 634	877 552	1 642 541
Depreciation and write-off of the financial year	0	-1 236 081	-251 324	-76 692			-1 564 096
Other write-off in residual value (write-off of amort.)	0		658 115	211 171			869 286
Other write-off in residual value (write-off of non-current assets)	0		-769 201	-248 099	-12 059		-1 029 359
Reclassification	0	1 923 590	40 660			-1 981 420	-17 170
<b>Total changes</b>	<b>0</b>	<b>845 904</b>	<b>144 775</b>	<b>-27 184</b>	<b>41 575</b>	<b>-1 103 868</b>	<b>-98 798</b>
Acquisition cost 31 Dec 2023	2 131 016	63 618 322	5 133 317	2 523 503	3 805 783	34 412	77 246 353
Accumulated depreciation 31 Dec 2023	0	-26 574 653	-4 142 293	-2 064 410	0	0	-32 781 356
<b>Residual value 31 Dec 2023</b>	<b>2 131 016</b>	<b>37 043 668</b>	<b>991 023</b>	<b>459 094</b>	<b>3 805 783</b>	<b>34 412</b>	<b>44 464 997</b>
Purchases and improvements	0	0	367 476	12 243	50 225	1 807 209	2 237 152
Non-monetary grant received	36 385	1 612 660	0				1 649 045
Depreciation and write-off of the financial year	0	-1 496 007	-299 342	-83 694			-1 879 042
Other write-off in residual value (write-off of non-current assets)			-171 752	-53 562			-225 313
Other write-off in residual value (write-off of amort.)	0	0	171 752	53 562	-6 547		218 766
Reclassification	0	423 586	22 621	146 890	0	-770 735	-177 638
<b>Total changes</b>	<b>36 385</b>	<b>540 238</b>	<b>90 755</b>	<b>75 440</b>	<b>43 677</b>	<b>1 036 473</b>	<b>1 822 969</b>
Acquisition cost 31 Dec 2024	2 167 401	66 804 961	5 351 662	2 629 075	3 849 461	1 070 885	81 873 445
Accumulated depreciation 31 Dec 2024	0	-29 221 054	-4 269 884	-2 094 541	0	0	-35 585 479
<b>Residual value 31 Dec 2024</b>	<b>2 167 401</b>	<b>37 583 907</b>	<b>1 081 779</b>	<b>534 534</b>	<b>3 849 461</b>	<b>1 070 885</b>	<b>46 287 966</b>

## Note 8. Intangible assets

(in euros)	Software and licences	Intangible assets in progress	Total
Acquisition cost 31 Dec 2022	2 078 728	0	2 078 728
Accumulated depreciation 31 Dec 2022	-1 138 548		-1 138 548
Residual value 31 Dec 2022	940 180		940 180
Purchases and improvements	268 907		268 907
Depreciation and write-down	-206 819		-206 819
Write off	-23 199		-23 199
Reclassification	15 270		15 270
<b>Total changes</b>	<b>54 158</b>	<b>0</b>	<b>54 158</b>
Acquisition cost 31 Dec 2023	2 282 375	0	2 282 375
Accumulated depreciation 31 Dec 2023	-1 288 037	0	-1 288 037
Residual value 31 Dec 2023	994 338	0	994 338
Purchases and improvements	154 026		154 026
Depreciation and write-down	-242 256		-242 256
Reclassification	96 882	80 757	177 639
<b>Total changes</b>	<b>8 652</b>	<b>80 757</b>	<b>89 409</b>
Acquisition cost 31 Dec 2024	2 533 282	80 757	2 614 039
Accumulated depreciation 31 Dec 2024	-1 530 293	0	-1 530 293
Residual value 31 Dec 2024	1 002 989	80 757	1 083 746

## Note 9. Borrowings

(in euros)	Balance 31 Dec 2024	Repayment date		Currency	Interest rate
		within 12 months	within 2-5 years		
Loan from Swedbank AS	1 818 182	909 091	909 091	EUR	0,840% + 6m euribor
<b>Total</b>	<b>1 818 182</b>	<b>909 091</b>	<b>909 091</b>		

(in euros)	Balance 31 Dec 2023	Tagasimakse tähtaeg		Currency	Interest rate
		within 12 months	within 2-5 years		
Loan from Swedbank AS	2 727 273	909 091	1 818 182	EUR	0,840% + 6m euribor
<b>Total</b>	<b>2 727 273</b>	<b>909 091</b>	<b>1 818 182</b>		

The repayment date of the loan taken from Swedbank AS is 30 September 2026.

The loan has no special conditions.

## Note 10. Payables and prepayments

(in euros)	Note	31 Dec 2024	31 Dec 2023
Trade payables		1 666 221	1 243 750
Payables to employees		1 166 293	922 276
Taxes payable	20	1 911 389	1 634 099
Other accrued liabilities		11 066	16 064
Liabilities of grants related to operating expenses		660 937	543 518
Other liabilities		25 277	23 878
Received prepayments of grants related to operating expenses		14 967 308	12 794 868
Other received prepayments and income		399 081	378 595
<b>Total</b>		<b>20 807 572</b>	<b>17 557 048</b>
Liabilities of target financing of operating expenses:			
Financier		31 Dec 2024	31 Dec 2023
Other partners		650 455	543 518
Tartu University		10 482	0
<b>Total</b>		<b>660 937</b>	<b>543 518</b>
Prepayments of target financing of operating expenses received:			
Financier		31 Dec 2024	31 Dec 2023
European Commission		8 614 361	7 746 846
Other financiers		2 601 533	2 379 811
Ministry of Education and Research		3 002 099	2 112 757
Estonian Research Council		538 410	375 758
Ministry of Foreign Affairs		210 905	179 696
<b>Total</b>		<b>14 967 308</b>	<b>12 794 868</b>

## Note 11. Revenue from operating activities

(in euros)	Note	2024	2023
Revenue from provision of training service		5 842 295	5 413 597
Revenue from research and development activities		817 849	943 057
Other revenue from educational activities		260 634	193 700
Lease and rent	6, 19	640 713	596 472
Sale of other products and services		317 584	346 711
<b>Total</b>		<b>7 879 075</b>	<b>7 493 537</b>

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

(in euros)	2024	2023
Estonia	6 899 518	6 972 122
Other states	493 300	280 770
Member States of the European Union	486 257	240 645
<b>Total</b>	<b>7 879 075</b>	<b>7 493 537</b>

## Note 12. Operating grants

(in euros)	2024	2023
State budget operating grant	35 610 983	32 068 952
Baseline financing from state budget	4 127 126	3 848 720
Education allowances and student loans from state budget	2 680	-54 525
State budget funding for research activities	1 098 744	811 313
Other operating grants	290 373	118 758
<b>Total</b>	<b>41 129 906</b>	<b>36 793 218</b>

## Note 13. Target financing of operating expenses and non-current assets

(in euros)	2024	2023
National grants related to operating expenses	8 279 693	5 443 005
International grants related to operating expenses	12 661 370	11 934 713
<b>Total grants related to operating expenses</b>	<b>20 941 063</b>	<b>17 377 718</b>
National grants related to non-current assets	1 649 045	1 200 816
International grants related to non-current assets	0	36 355
<b>Total grants related to non-current assets</b>	<b>1 649 045</b>	<b>1 237 171</b>
<b>Total</b>	<b>22 590 108</b>	<b>18 614 889</b>

Financiers:	2024	2023
Ministry of Education and Research	8 354 068	6 323 168
Other financiers	4 861 360	4 756 425
European Commission	4 680 873	4 035 614
Estonian Research Council	3 597 502	2 642 811
Estonian Centre for International Development	367 780	199 453
Ministry of Foreign Affairs	221 290	165 298
Environmental Investment Centre	502 236	261 940
Ministry of Finance	4 999	230 180
<b>Total</b>	<b>22 590 108</b>	<b>18 614 889</b>

## Note 14. Other income

(in euros)	2024	2023
Income from sale of inventories	50 440	65 459
Other income	38 580	9 700
<b>Total</b>	<b>89 020</b>	<b>75 160</b>

## Note 15. Grants issued

(in euros)	2024	2023
Education allowances and scholarships	3 951 729	2 729 571
Grants, mediation	3 238 130	2 869 891
Member fees and other grants	334 939	266 695
<b>Total</b>	<b>7 524 798</b>	<b>5 866 156</b>

## Note 16. Operating expenses

(in euros)	2024	2023
Management expenses of properties, buildings and premises	2 363 274	2 030 887
Administration costs	999 597	942 640
incl audit fees	16 100	13 490
Travelling expenses	872 407	965 780
Expenses on studying tools and training of third persons	1 827 585	1 367 027
Other expenses compensated to third persons	1 315	12 087
Communication, cultural and leisure time costs	1 095 877	899 561
Information and communication technology costs	1 178 520	1 147 839
Research and development activities	1 037 042	1 030 097
Inventory management costs	681 423	526 906
Expenses on library items	301 743	278 268
Training expenses of own employees (incl training abroad)	1 335 555	836 594
Other cost materials	68 599	104 483
Vehicle management costs	66 523	67 937
Catering and medical expenses	59 785	51 617
Other management costs	13 720	19 389
<b>Total</b>	<b>11 902 965</b>	<b>10 281 112</b>

## Note 17. Labour expenses

(in euros)	2024	2023
Salaries of employees	29 289 922	24 364 000
Salaries of contractual employees	1 936 089	1 711 813
Fringe benefits	380 183	395 713
Tax expenses related to labour expenses	10 632 441	8 980 152
<b>Total</b>	<b>42 238 635</b>	<b>35 451 678</b>
Average number of employees per year in full-time equivalent units	880,84	848,49
The average number of employees with VÖS contract	205	199

## Note 18. Other operating expenses

(in euros)	2024	2023
Value-added tax expense	1 833 783	1 362 435
Land tax expense	28 007	30 128
Other tax expenses	14 795	9 715
Expenses of doubtful accounts receivable	13 750	10 928
Other extraordinary expenses	4 943	3 735
<b>Total</b>	<b>1 895 278</b>	<b>1 416 941</b>

## Note 19. Operating lease

University as the lessee	2024	2023
Car lease expenses	7 954	9 328
IT assets lease expenses	3 249	3 249
University as the lessor	2024	2023
Lease income on premises and other assets	640 713	596 472

## Note 20. Taxes receivable and tax liabilities

(in euros)	31 Dec 2024		31 Dec 2023	
	Prepayment	Liability	Prepayment	Liability
Value added tax		86 143		68 955
Corporate income tax		23 506		27 286
Personal income tax		610 594		511 528
Social tax		1 071 761		921 829
Obligatory funded pension		43 985		37 445
Unemployment insurance tax		70 363		59 400
Other tax receivables and liabilities		5 037		7 656
Prepayment account balances	41 055		38 577	
<b>Total</b>	<b>41 055</b>	<b>1 911 389</b>	<b>38 577</b>	<b>1 634 099</b>

## Note 21. Related parties

(in euros)	2024	2023
Fees of members of council	75 051	69 427
Fees of members of senate	4 769	4 388
<b>Total</b>	<b>79 820</b>	<b>73 815</b>

There is no obligation to pay severance pay to the members of the Council of Tallinn University.

In 2024 there were no transactions with related parties that do not comply with legislation or the general requirements of the internal documents of the accounting entity or market conditions.

## Note 22. Shares in foundations, non-profit associations and private limited company

The university has significant influence over the following foundations, non-profit associations and private limited company:

<b>Tallinn University is a founder member:</b>	<b>Code of transaction partner</b>	<b>Impact of TLU</b>
SA Tallinna Ülikooli Rahastu	603301	Dominant
NPO Dormitorium	603501	Dominant
NPO Tallinna Ülikooli Spordiklubi	603502	Dominant
Läänemaa Elukeskkonna Tuleviku-uuringute SA	609302	Material
<b>NPO Dormitorium is a founder member:</b>		
E-Kyla Arendus OÜ UNDER LIQUIDATION	609401	Material

All units are located in Estonia.

See also Note 5

## Note 23. Off-balance sheet assets

(in euros)	31 Dec 2024	31 Dec 2023
Small assets	4 600 254	4 090 913

## Note 24. Off-balance sheet receivables of target financing

National receivables (in euros)	Source	31 Dec 2024	31 Dec 2023
MoER	21	1 892 087	616 388
MoER	39	0	26 395
MoER	60	1 121 200	8 800
Ministry of Climate	39	211 746	360 646
Estonian Centre for International Development	60	128 627	171 599
Ministry of Rural Affairs	60	92 455	0
Estonian Research Council	60	0	70 685
<b>Total:</b>		<b>3 446 115</b>	<b>1 254 513</b>

External funding requirements (in euros)	Source	Project	31 Dec 2024	31 Dec 2023
European Education and Culture Executive Agency	21	SITeS-JM	1 366 222	1 625 008
HORIZON-WIDERA-2022-TALENTS-03-01	21	EdTech Talents	749 896	447 484
HORIZON-CL2-2023-TRANSFORMATIONS-01	21	EffecTive	747 937	747 938
HORIZON-WIDERA-2021-ACCESS-03-01	39	Eur-Asian Border Lab	373 422	373 423
Research Executive Agency (REA)/ Marie Skłodowska-Curie Research and Innovation Staff Exchange	39	LABOUR	231 840	618 240
European Research Executive Agency (REA) 101159193 — SHAREE	21	SHAREE	231 637	0
CREA-CULT-2022-COOP	21	Modina	85 664	385 050
<b>Total:</b>			<b>3 786 618</b>	<b>4 197 143</b>

# SIGNATURES TO THE ANNUAL REPORT FOR 2024

The annual report of Tallinn University for the financial year ended on 31 December 2024 consists of the management report and financial statements.

The Rector of Tallinn University has reviewed the annual report and approved it for the submission to the council (digitally signed).

**Tõnu Viik**

Rector

(digitally signed)

**Kristi Vinter-Nemvalts**

Director for administration

(digitally signed)

**Evelyn Lillipuu**

Head of financial department

(digitally signed)