

ANNUAL REPORT 2025

NAME	Tallinn University
REGISTRY CODE	74000122
ADDRESS	Narva mnt 25, 10120 Tallinn
PHONE	+372 640 9101
FAX E-	+372 640 9116
MAIL	tlu@tlu.ee
WEBSITE	www.tlu.ee
FORM OF OWNERSHIP	legal person governed by public law
PRINCIPAL ACTIVITIES	• academic research • provision of higher education based on study and research activities • provision of public services based on study and research activities
BEGINNING OF THE FINANCIAL YEAR	1 January 2025
END OF THE FINANCIAL YEAR	31 December 2025
MANAGING DIRECTOR	Rector Tõnu Viik
AUDITOR	auditing company LK Konsultatsioonid OÜ
ATTACHED DOCUMENTS	independent sworn auditor's report

TABLE OF CONTENTS	2
ABBREVIATIONS	3
MANAGEMENT REPORT	4
FOREWORD OF THE RECTOR OVERVIEW OF THE RECTORATE’S ACTIVITIES 2021-2026	5
RECTOR TÕNU VIIK	6
VICE-RECTOR FOR RESEARCH KATRIN NIGLAS	7
VICE-RECTOR FOR EDUCATIONAL INNOVATION KRISTI KLAASMÄGI	7
VICE-RECTOR FOR DEVELOPMENT KATRIN SAKS	7
DIRECTOR FOR ADMINISTRATION KRISTI VINTER	8
ACADEMIC AFFAIRS MANAGER HELEN JOOST	8
STRATEGY MANAGER MIKK KASESALK	8
MANAGER OF BUSINESS COOPERATION AND KNOWLEDGE TRANSFER AIJA SAKOVA	9
HUMAN RESOURCES MANAGER EVELI OJAMÄE-VEIDER	9
TALLINN UNIVERSITY IN NUMBERS 2021–2025	10
MANAGEMENT AND STRUCTURE	11
COUNCIL	11
COMPOSITION OF THE COUNCIL 2025–2029	11
SENATE	11
RECTOR	11
RECTORATE	11
STRUCTURE	11
STRUCTURAL CHANGES IN 2025	11
STUDENT UNION	12
OPERATING ENVIRONMENT	13
I RESEARCH, DEVELOPMENT AND CREATIVE ACTIVITIES AND IMPACT ON SOCIETY	14
1.1. THE OBJECTIVES OF HIGH-LEVEL RESEARCH AND CREATIVE WORK	15
1.2. TAL ACTIVITIES AND ITS FUNDING	17
1.2.1. NATIONAL RESEARCH FUNDING	17
1.2.2. RESEARCH FUNDING FROM EXTERNAL SOURCES	18
1.2.3. OVERVIEW OF THE FINANCING OF ACTIVITIES AIMED AT STUDY AND ORGANIZATIONAL DEVELOPMENT	18
1.2.4. OVERVIEW OF THE CREATIVE ACTIVITIES AND ITS FINANCING	19
1.2.5. OVERVIEW OF RESEARCH ON ESTONIAN SIGN LANGUAGE AND THE DEVELOPMENT OF TEACHING COMPETENCE	19
1.2.6. OVERVIEW OF THE RESULTS OF THE DOCTORAL STUDENTS’ SATISFACTION SURVEY	20
1.3. OVERVIEW OF KNOWLEDGE TRANSFER ACTIVITIES IN THE FIELD OF BUSINESS COOPERATION	20
1.4. ASSESSMENT OF ACTIVITIES IN THE FIELD BY THE VICE-RECTOR FOR RESEARCH	22
// STUDY ACTIVITIES	23
2.1. THE OBJECTIVES OF A LIFE-CHANGING LEARNING EXPERIENCE AND FUTURE-ORIENTED LEARNING	24
2.2. OVERVIEW OF THE FORMAL EDUCATION ACTIVITIES AND STUDY ORGANIZATION	25
2.2.1. CURRICULA	25
2.2.2. ADMISSION	26
2.2.3. STUDENTS AND SUPPORT SERVICES	29
2.2.4. LEARNING MOBILITY AT THE FIRST AND SECOND LEVELS	31
2.2.5. GRADUATION	33
2.2.6. FEEDBACK FROM THE STUDENTS OF FORMAL EDUCATION	34
2.2.7. STUDY ORGANIZATION	34
2.2.8 DEVELOPMENT ACTIVITIES SUPPORTING TEACHING SKILLS	35
2.3. OVERVIEW OF CONTINUING EDUCATION AND MICRODEGREE STUDIES	35
2.4. ASSESSMENT OF ACTIVITIES IN THE FIELD BY THE VICE-RECTOR FOR EDUCATIONAL INNOVATION	36
/// MANAGEMENT, STAFF AND FINANCES	38
3.1. THE OBJECTIVES OF A SMART AND VALUED ORGANIZATION	39
3.2. DEVELOPMENT OF ORGANIZATION	39
3.2.1. IT DEVELOPMENTS	39
3.2.2. SUSTAINABLE UNIVERSITY	40
3.2.3. INTERNATIONAL COOPERATION AND THE NETWORK OF EUROPEAN UNIVERSITIES	40
3.3. EMPLOYEES	42
3.3.1. COMPOSITION	42
3.3.2. ACADEMIC CAREER MODEL	42
3.3.3. PERSONNEL DEVELOPMENT AND EMPLOYEE MOBILITY	43
3.3.4. WORKING ENVIRONMENT	43
3.4. MARKETING ACTIVITIES AND REPUTATION MANAGEMENT	44
3.4.1. MARKETING ACTIVITIES FOR FORMAL AND CONTINUING EDUCATION	44
3.4.2. REPUTATION MANAGEMENT AND COMMUNICATION OF TALLINN UNIVERSITY	44
3.4.3. KEY DATES AND EVENTS OF THE UNIVERSITY	44
3.5. FINANCIAL ACTIVITIES	45
III MANAGEMENT, TEAM AND FINANCES	47
BALTIC FILM, MEDIA AND ARTS SCHOOL	48
SCHOOL OF DIGITAL TECHNOLOGIES	49
HAAPSALU COLLEGE	50
SCHOOL OF EDUCATIONAL SCIENCES	51
KEY ACTIVITIES AND EVENTS OF THE YEAR	52
KEY ACTIVITIES AND EVENTS OF THE YEAR	53
KEY ACTIVITIES AND EVENTS OF THE YEAR	54
FINANCIAL STATEMENTS	56
NOTES TO THE FINANCIAL STATEMENTS	58
SIGNATURES TO THE 2025 ANNUAL REPORT	68



ABBREVIATIONS

TLÜ	Tallinn University
TalTech	Tallinn University of Technology
TÜ	Tartu University
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
RKH	professional higher education
BA	Bachelor’s studies
MA	Master’s studies
INT	integrated studies
DOK	PhD studies
AISS	Artificial Intelligence in Sustainable Societies
ASTRA	institutional development programme for research and development and higher education institutions
BIP	blended intensive programme
BUP	The Baltic University Programme
EAP	European Credit Transfer and Accumulation System (ECTS) credit
EK	European Commission
EL	European Union
ELU	Enhanced Learning Unlimited
EQAF	European Quality Assurance Forum
ERA	European Research Area
Erasmus+	EU programme for education, training, youth and sport
ESTDEV	Estonian Centre for International Development
ETAG	Estonian Research Council
ETIS	Estonian Research Information System
EVK	Estonian Sign Language
EVKUR	Estonian Sign Language Research Group
EÜL	Federation of Estonian Student Unions
EXU	Enterprise x University

FILMEU_RIT	Research Innovation Transformation
HAAK	Academy for Educational Leadership
HANO	Initial and Continuing Education and Development of Education and Youth Sector Professionals
HARNO	Education and Youth Board
HL	Administrative Contract 2022-2025 between the Ministry of Education and Research and Tallinn University
HTM	Ministry of Education and Research
IA	institutional accreditation
IAIC	Intercontinental Alliance for Integrated Care
IKT	information and communication technology
IKUMUMU	integrated art, music and multimedia curriculum
IT	information technology
KEKO	Cluster on Adaptation to and Mitigation of Environmental Change
LTT	natural and exact sciences
MSCA	Marie Skłodowska-Curie Actions
PUT	personal research funding
SekMo	Cross-Sectoral Mobility Programme
TA	research and development
TAIE	Estonian Research and Development, Innovation, and Entrepreneurship Strategy 2021–2035
TAIKS	Research, Development and Innovation Organisation Act
TAL	research, development and creative activities
TI	artificial intelligence
TÕIS	study information system for continuing education
ÕIS	study information system
ÕPEK	Centre for Learning and Teaching
YERUN	Young European Research Universities Network



MANAGEMENT REPORT

2025

FOREWORD OF THE RECTOR



The year 2025 was a year of stable growth for Tallinn University. We continued to expand our revenue base with the university's operating income reaching 81.2 million euros, which is an increase of 13.2% compared to the previous year. This growth has enabled us to invest in the university's core activities and infrastructure development at a time when the external environment remains volatile.

Increase in revenue was significantly driven by the increase in state operating support and the successful acquisition of project-based funding. Our researchers' ability to secure competitive external funding has increased the volume of funding for research, development and creative activities, which reached 28 million euros in 2025. This is a clear indication of the quality and impact of Tallinn University as an internationally recognised research institution.

Ensuring competitive remuneration continues to be one of our priorities. In 2025 the average basic salary of the university staff increased by 9.4%, reaching 2902 euros. According to the latest salary comparison data for Estonian universities, we now rank second after TalTech in terms of both the basic and total salaries of academic staff.

Regarding the area of studies, we can consider it a positive result that the dropout rate at Tallinn University has decreased and the proportion of students graduating within the nominal period of study has risen to 62.3%. At the same time we need to remain attentive to the slight downward trend in students' satisfaction with their studies, which calls on us to make further efforts to enhance the quality of the learning experience.

The university's role as a leader in promoting smart lifestyles is becoming increasingly visible: we not only share knowledge but also develop research-based solutions to major challenges facing Estonian society, whether these involve the green transition, the ethical application of artificial intelligence or ensuring the next generation of teachers. Our contribution has also been recognised at the national level, as demonstrated by the high honours awarded to the members of the university.

Most importantly, of course, the university's academic activities in teaching and research continued in 2025 to be characterised by passion and a spirit of adventure, prestigious recognition, sincere dedication to the highest ideals of academic life and a commitment to upholding academic values.

Tõnu Viik
Rector

OVERVIEW OF THE RECTORATE'S TERM OF OFFICE 2021-2026

The Rectorate led by Rector Tõnu Viik has worked to ensure that Tallinn University (hereinafter also *TLÜ*) is a promoter of intelligent lifestyle, provides education that meets the expectations of the 21st century and operates as an intelligent, open, focused and sustainable organisation. The implementation of our objectives during this term has been significantly affected by crises in the external environment – the pandemic, the war in Ukraine, the energy crisis and inflation – making the university's financial sustainability a key concern in 2021–2022. The low point resulting from these overlapping crises came in 2022, when a crisis budget was drawn up in response to high energy prices and wage pressures: operating funding for academic units was reduced, teaching activities were consolidated and administrative costs were cut.

Despite the difficult choices, the university has emerged from the crises stronger. Thanks to active policy engagement and cooperation within Universities Estonia, Tallinn University's state operating support for 2025 has increased by 67% compared with 2021. The university's operating income grew from 45.5 million euros in 2021 to 81.2 million euros in 2025. The changes made during the crisis years, together with the growth of the revenue base, made it possible to bring the average basic and total salaries of TLÜ's academic staff to second place among Estonia's public universities behind TalTech by the end of 2025.

We have also improved our position relative to the growth in funding received by other universities. In 2021 TLÜ's share of higher education funding accounted for 13.4% of the total financial resources allocated to universities for higher education; by 2025 this share had risen to 15.2%. If our funding in 2025 had been based on the 2021 share (13.4%), Tallinn University's higher education funding in 2025 would have been 5 million euros lower.

This positive trend is attributable to the university's success in meeting national performance indicators and to receiving significantly more targeted funding than in

previous years (teacher education, IT Academy, investment support, etc.).

The university's researchers have secured more than 20 million euros in competitive research funding, accounting for one quarter of the university's income. The university has also increased its own-source revenue through lifelong learning: the revenue from continuing education has increased by 71% compared to 2021, reaching 3.15 million euros, while the number of participants in micro-credential programmes reached 1,094 in 2025.

In financial terms, Tallinn University is enjoying the most successful period in its short history. At the same time, systematic efforts have been made to enhance the quality of teaching and the university's reputation, and steps have been taken to strengthen the capacity of the university's support structures. As part of its technological advancement, an artificial intelligence council was established in 2023, while in 2025 all full-time employees were provided with ChatGPT Edu licences and grants were allocated from the research fund for the development of AI-based laboratories.

RECTOR TÕNU VEEK

When I stood as a candidate for rector, my three main ideas for the development of the university were as follows:

(1) making knowledge transfer activities more systematic and broad-based in order to enhance the university's reputation and become a more visible and accessible partner to society. In my view, knowledge transfer is a distinctive strength of Tallinn University, reflected in our motto, "Promoter of intelligent lifestyle", and could become a key factor in our success in the competition between universities; (2) aligning teaching and learning with the expectations of 21st-century learners and employers; and (3) making university governance more open and data-driven.

Given the challenges caused by the multiple crises of 2021–2022, the university's financial situation and the political opportunities available, ensuring the university's financial sustainability became the main focus of my work during my term as rector. To achieve this, I worked closely with the Universities Estonia, the government, the ministry and parliamentary groups of political parties. The period 2021–2026 also included two rounds of negotiations on administrative contracts with the Ministry of Education and Research. We achieved a 67% increase in operating support (2025 compared with 2021) and a fifteen-fold increase in targeted funding (Tallinn University received approximately 600,000 euros in targeted funding in 2021 and 9.8 million euros in 2025). As a result, we were able to increase the average base salary of university staff by nearly 60%, from 1,841 euros in 2021 to 2,902 euros in 2025. By the end of 2025 the average total monthly salary of Tallinn University's academic staff was 3,204 euros.

As a university, we have transitioned from report-based to data-driven decision-

making: thanks to the introduction of new technical tools (Tableau), we are now able not only to rely on the data compiled in the previous year's reports but also to monitor our performance indicators on an ongoing basis.

To increase transparency in the university's management decisions, I introduced a section entitled "State of the University" at Senate meetings, where we have explained the background to key decisions made by the Rectorate, sought Senate members' views on necessary developments and outlined the options available to us for addressing various issues. As a rule, before drafting major proposals, we have discussed their underlying principles in the Senate. I have also used this item as a forum for informing members of the university about political developments affecting the university. The summaries of Senate discussions are published in the newsletter with full recordings that can be viewed afterwards and the newsletter is distributed to all members of the university.

Changes to teaching and learning and the expansion of knowledge transfer activities were the responsibility of other members of the Rectorate, who discuss these areas in their respective chapters below. I would, however, highlight two major changes initiated under the leadership of members of the Rectorate that affect all university staff: (1) for the first time in the history of Tallinn University, we are seeking to introduce uniform principles for calculating the workload of all academic staff and to create a university-wide information system to support this process; and (2) we are revising the structure of academic units with the aim of integrating, from the perspective of academic staff, data on annual appraisal interviews, workload and performance reviews into a coherent whole, thereby providing employees with clear and consistent feedback on their progress in their academic careers.

I would also like to highlight some other changes that took place at the university between 2021 and 2026 with the Rector's direct involvement.

We significantly increased the scope of activities funded centrally, primarily for the benefit of the university's academic staff between 2021 and 2026. We use operating support to finance, through the central budget, a significantly expanded tenure fund, allowing basic research funding to be redirected to a research fund available to academic units. Over the years, we have invested a total of 6 million euros in the tenure system from the operating grant (600,000 euros in 2021, 224,000 euros in 2022, 792,000 euros in 2023, 1,370,000 euros in 2024, 1,570,000 euros in 2025 and 1,470,000 euros in 2026) and 7.4 million euros from basic research funding (591,917 euros in 2021, 1,433,367 euros in 2022, 1,539,488 euros in 2023, 1,238,138 euros in 2024, 1,278,738 euros in 2025 and 1,278,738 euros in 2026). In addition, we established a support measure for academic professional development, for which 400,000 euros was allocated in the 2026 budget (400,000 euros was also provided under this measure in 2025).

To promote the health of all staff and support regular physical activity, we provide university members with a health promotion allowance (via the Stebby platform), with an annual budget of 140,000 euros.



In 2025 the Ministry of Education and Research decided to discontinue the regional funding provided to partially cover the operating costs of Haapsalu College, as well as the state funding allocated to the Academic Library. The university assumed these financial obligations and now covers these from its operating grant.

To strengthen the capacity of the university’s support structures and support the achievement of the university’s strategic objectives, we have established the Strategy Office, the Human Resources Development Centre, the Knowledge Transfer and Project Centre, the Legal Office and the Centre for Learning and Teaching, as well as strengthened information security capabilities. In addition, we revised the role of the Academic Secretary, placing greater emphasis on management-related communication. In 2025 we re-established the position of director for administration within the Rectorate, whose primary responsibility is to improve the efficiency of the university’s support structures.

Recognising that the quality of management has a major impact on an organisation, we have launched a training programme to support the development of management skills among institute directors and administrative and academic managers. In the future this programme should be extended to heads of departments.

Thanks to the targeted funding instrument, the rector has been able to influence the development of the schools to some extent. In cooperation with the directors between 2021 and 2025 I sought to achieve two interrelated objectives through this instrument: to reduce the volume of teaching activities in order to increase funding per student and, on this basis and with the additional resources available, to raise the salaries of the employees of the schools and reduce their teaching workload. The increase in the operating grant has also made it possible to use targeted funding not so much to address shortfalls, but rather to incentivise the generation of additional own-source revenue.

KATRIN NIGLAS VICE-RECTOR FOR RESEARCH

In addition to strategically advancing the university’s research activities and doctoral studies, my goals have been to improve the organisation of academic activities and implement a modern career model, promote equal treatment and represent Tallinn University’s interests in shaping national research policy and modernising the systems for research administration and external evaluation.

To introduce a transparent and motivating career model, I led the process of streamlining academic activities and management. As a result, the revised structure of the academic units and updated principles governing employment relations and financial management will take effect at the beginning of 2027. We have harmonised the principles for workload calculation and performance review and developed ATIS,

an IT support system. This is a major step that, for the first time, makes it possible to integrate data from annual appraisal interviews, workload calculations and performance reviews into a coherent whole, thereby supporting the professional development of employees.

I have made issues of ethics and equality a particular priority. Under my leadership, we established a well-functioning Ethics Committee and developed an up-to-date Gender Equality Plan. We were the first university in Estonia to appoint an equal treatment commissioner.

At the national level, as a representative of the Universities Estonia and the university, I have actively participated in drafting the Research and Development and Innovation Organisation Act (TAIKS), preparing the doctoral studies reform, and modernising institutional accreditation. I have also contributed to organising the Estonian and Harju County Local Government Days in order to create an effective platform for cooperation between academia, government and the private sector. This dialogue is a direct expression of our ambition to be a promoter of intelligent lifestyle and to provide research-based solutions to key challenges facing society.

KRISTI KLAASMÄGI VICE-RECTOR FOR EDUCATIONAL INNOVATION

My primary objective has been to systematically implement a 21st-century approach to teaching and learning and to modernise the support structures for teaching and learning. We have moved from fragmented support towards a comprehensive system that values the professional development of academic staff and the purposeful design of curricula with future competencies in mind.

To advance learning and teaching, I established the Centre for Learning and Teaching, through which the university has assumed systematic responsibility for supporting the professional development of teaching staff in the area of teaching. As part of this work, we launched an instructional design support service for e-learning, providing technological and methodological support for the creation of a modern learning environment. To encourage research-based self-analysis of teaching practices, we introduced teaching development grants, which already in their first year (2025) provided significant impetus for innovative projects by teaching staff.

In curriculum development, we introduced ÕppeLab, a development process based on design thinking. By the end of the 2025/2026 academic year 33 curricula had completed the process, involving an in-depth analysis of future trends and the needs of society and learners. Building on the experience gained from ÕppeLab, we

developed a condensed support process for updating learning outcomes in order to align curricula with the revised higher education standard. As an important step, we amended the university’s regulations to encourage and recognise team-based curriculum management, which is closely linked to the university’s broader reform of workload calculation.

In response to the major challenges of our time, I led University-wide discussions on integrating future skills into degree studies. These discussions laid the groundwork for further substantive development, including a stronger focus on thinking and leadership skills and the launch of the curriculum development process. We also responded swiftly to technological developments by establishing an artificial intelligence council, which played a crucial role in the university’s adaptation to generative artificial intelligence. The council’s expertise has provided the basis for defining the role of artificial intelligence at Tallinn University and formulating guidelines for its use in teaching and learning, ensuring that the university remains at the forefront of developments in educational technology.

KATRIN SAKS VICE-RECTOR FOR DEVELOPMENT

My main focus has been on redesigning TLÜ’s flagship events and creating new formats to reshape Tallinn University’s public image and increase its impact. In addition, I have led the development of lifelong learning and efforts to bring the physical environment into line with the principles of sustainable development.

We have moved towards more strategic and data-driven communication to support the university’s mission as a leader in promoting an intelligent lifestyle. To strengthen the university’s visibility and reputation, we established principles for marketing and communication activities and restructured the Marketing and Communication Office (TUKO). We have consistently enhanced our audiovisual capabilities and adopted a more proactive approach to media relations, including social media. To broaden the societal dimension of our research, we launched a regular television programme “Expert on Air” (on Postimees and Delfi TV), continued producing the popular “One Minute Lectures” and launched the University’s annual anniversary conference. As an important step, we reinstated the comparative reputation survey of higher education institutions, enabling us to target our activities more effectively. We have also placed greater emphasis on our alumni by launching the “Academy of Wisdom” lecture series for them, while strengthening our ties with school students, as reflected in increased interest in applying to the university.

The university’s contribution to society has grown significantly through lifelong learning and continuing education. We have developed our microdegree system “from zero to one hundred”, reaching 124 programmes by 2025, while the financial volume of continuing

education has increased considerably compared to 2021. We have also expanded the scope of our summer and winter schools with the number of participants exceeding 500 in 2025.

In developing the university’s physical environment, my focus was on efficiency and solidarity: we consolidated teaching activities on the main campus and made the Räägu academic building available to the Ukrainian school. Investments in the research kitchen, sports laboratory, Terra gym, Tallinn Hall and the renovation of lecture rooms have created modern conditions for teaching and learning. As part of our efforts to become a more sustainable university, we have begun regularly measuring our carbon footprint in cooperation with TalTech and implementing energy-efficient solutions (the solar park, R8 technology, ventilation and lighting systems in Terra, Astra and Mare buildings). In the period following the crisis budget, these measures have resulted in significant cost savings.

KRISTI VINTER DIRECTOR FOR ADMINISTRATION

My aim is to develop and implement strategies for managing the university’s assets and to establish a clear and well-functioning support structure for these activities. My focus has been on ensuring the university’s financial stability and making systematic investments in digital infrastructure and a modern learning environment.

We have emerged stronger from the challenges of the post-crisis period: increased government operating support and prudent cash flow management have enabled us to repay our investment loan in full and significantly improve the university’s liquidity position. As a result of strategic financial management, growth in personnel costs has remained in balance with revenue growth, creating the necessary foundation for ensuring the competitiveness of our academic staff and fostering the next generation of academics. The stability of the university’s revenue structure has been ensured by a well-judged balance between government operating support and competitive research funding, giving us the confidence to invest in the future even in an uncertain economic environment.

Over the past year we have begun developing a more systematic approach to the university’s crisis preparedness and have launched a substantive restructuring of the support structure. The focus has been on transitioning from a largely reactive and fragmented way of working to a more strategically managed support model with clearer responsibilities and a stronger focus on service delivery.

In the area of crisis preparedness we have re-established the crisis management team, begun defining crisis-related roles more clearly and are developing a university-wide

crisis management framework. We are also formulating principles for crisis preparedness and have launched practical measures based on these principles. This work is still in the development phase. The next step will focus on strengthening the crisis preparedness function in property and asset management in order to better integrate strategic management with technical and operational preparedness. Going forward, we will also place increasing emphasis on clear and systematic communication of crisis-related matters across the organisation.

The targeted restructuring of the support structure has been launched at the same time. Management responsibilities have been clarified, changes have been made at the management level and principles of work organisation have been updated. We have also begun introducing a strategic planning framework and moving towards service management principles in order to define services, responsibilities and quality expectations more clearly.

An important development has been the strengthening of the support structure’s role as a strategic partner. Whereas previously the approach was predominantly reactive and somewhat fragmented, the focus is now on proactive management, setting priorities and collaboration that supports the university’s core activities.

As part of the restructuring, several areas that are critical to the university but were previously fragmented have been brought under specific departments with clearer lines of responsibility. These include the systematic development of crisis preparedness, building capacity for property development, improving the quality and reliability of IT services, and developing an information security management system, including preparations for certification.

The changes made are laying the foundations for a stronger, better-managed and more forward-looking support structure, although several processes are still in the process of being developed and firmly established.

HELEN JOOST ACADEMIC AFFAIRS MANAGER

At the beginning of the current Rectorate’s term of office, the area of teaching and learning faced two critical challenges: the need to ensure the financial sustainability of teaching activities and to respond to the feedback received during institutional accreditation. To address these challenges, I have led substantive reforms ranging from modernising the curriculum management model to developing a new quality assurance system, with the aim of ensuring high-quality teaching and a positive learning experience that meet the expectations of society both now and in the future.

I have led the renewal of curriculum life-cycle processes – from the launch of a curriculum to its closure – and the development of a two-stage internal assessment system, the second stage of which will be fully implemented in 2026. To support the strategic development of curricula, we prepared the vision document “TLU Curricula 2026+”. As part of this process, university-wide courses that support the development of general competences, such as Learning at University, ELU and the HÜPE course – General Competences for Tomorrow – which was successfully piloted in 2024, are also being updated in terms of both content and learning outcomes.

To modernise the organisation of studies, we revised the regulations governing examinations and assessments and the tuition fee system, making these clearer and fairer for all parties involved. In cooperation with the student body, we updated the procedure for handling appeals and the conditions for the civic engagement scholarship – we are proud to be a university that values students’ voluntary engagement.

I have also contributed to establishing the principles for the teaching workload of academic staff and supported the transition to a single TLU Moodle platform. As an important contribution to the university’s finances, I have coordinated the ESF KVARA project, which is expected to generate approximately 2.8 million euros of revenue for the university by 2026.

MIKK KASESALK STRATEGY MANAGER

My work as a member of the current Rectorate has focused on creating the conditions for evidence-based management, streamlining management tools and expanding institutional international cooperation. These areas serve a common goal: to make Tallinn University a more efficient, transparent and globally visible organisation.

Building a culture of evidence-based management began with systematic technical groundwork. To improve data quality and accessibility, we streamlined our information systems, enabling us to automate data exchange and generate operational reports. Over the past five years, 240 new reports have been created in the Tableau reporting environment and used more than 34,000 times. The transparency provided by the system has significantly reduced duplication of work and saved valuable staff time, enabling faster and more data-driven management decisions across the university.

I led a fundamental change in the university’s strategic planning when consolidating management tools. During the next strategic period the current fragmented system, which requires the university’s overall development plan to be aligned with the development plans of eight individual units, will be replaced by a single, integrated development plan. This reform will create a more streamlined management model, enabling progress towards objectives to be monitored comprehensively, reducing the administrative burden

and ensuring greater strategic alignment across the activities of the university’s structural units.

In the area of international cooperation, we have made remarkable progress. Over the past four years, Tallinn University has become the leading Estonian higher education institution in attracting Erasmus+ global funding, nearly tripling the amount received to 635,000 euros in 2025. This success has opened up new opportunities for our academic units to develop strategic partnerships, laying a strong foundation for further international cooperation and large-scale research projects.

AIJA SAKOVA
MANAGER OF BUSINESS COOPERATION
AND KNOWLEDGE TRANSFER

My work as a member of the Rectorate has focused on the professional development of research and knowledge transfer processes and on systematically strengthening the university’s capacity for business cooperation, with the aim of creating an environment that supports researchers in sharing and applying their knowledge. We have established a clear and supportive structure that provides the university’s academic staff with professional advice and practical assistance in applying for and managing projects, as well as in transferring research results to society.

To strengthen the support structure, we established two units with clearly defined areas of focus: the Research Office and the Knowledge Transfer and Project Support Office. To ensure clarity in management and effective information exchange, I introduced a system of regular meetings, and university-wide networks of research administration managers and project coordinators have become firmly established. In developing support for proposal writing, we have placed particular emphasis on both research excellence (ERC, MSCA) and challenge-driven projects (Horizon Europe), providing professional advice and quality assurance for financial reporting across the university.

EVELI OJAMÄE-VEIDER
HUMAN RESOURCES MANAGER

As a member of the Rectorate, my aim has been to develop HR support services and to help shape the university into an intelligent organisation and a good working environment.

In modernising HR processes, we have streamlined work organisation, introduced an employee self-service portal and made HR statistics more accessible for management decision-making. We have strengthened compliance with legal requirements in employment relations. I have contributed to updating the academic career model and workload accounting system in cooperation with the Vice-Rector for Research. I led the development of the Academic Activities Information System (ATIS), the first phase of which will be completed in 2026. It is a strategic tool that will make the organisation of academic work more transparent and integrate workload accounting, annual performance and development reviews, and evaluation processes into a coherent framework for supporting staff development.

In promoting organisational culture and leadership, I have focused on supporting the professional development of managers by launching development seminars for heads of academic units and regular training programmes. We have taken important steps to promote equal treatment and diversity: we established a clear procedure for handling complaints and introduced restorative justice principles to help prevent conflicts. The “Respecting Differences” label awarded to the university recognises our sustained efforts to create an open and safe academic environment.





TALLINN UNIVERSITY

IN NUMBERS 2021-2025

	2021	2022	2023	2024	2025
Number of employees in full-time equivalent units ¹	892	860	846	916	969
Share of academic staff	51%	54%	56%	57%	58%
Average age of academic staff	47	47	47	46	47
Share of academic staff with PhD	55% ²	54%	50%	50%	55%
Share of foreign academic staff	17%	18%	20%	20%	20%
Number of students ³	7125	6945	6844	6913	7237
incl RKH	388	384	388	385	387
incl BA	3703	3550	3540	3588	3759
incl MA	2743	2727	2629	2652	2775
incl DOK	291	284	287	288	316
Share of international students among all students	12%	12%	11%	8%	7%
Share of students who participated in learning mobility ⁴	1.7%	3.1%	5.0%	7.3%	7.9%

¹ The data of employees have been provided as at 31 December of the respective year.
² The doctoral degree is not required for the positions of junior research fellow and junior lecturer.
³ The data of students have been provided as at 1 November.
⁴ The data of those who participated in the learning mobility, including doctoral students, reflect the period from 2 November of the previous calendar year to 1 November of the reporting year.

	2021	2022	2023	2024	2025
Number of graduates ⁵	1563	1492	1425	1610	1544
incl RKH	78	105	71	101	74
incl BA	711	739	687	750	765
incl MA	755	634	647	741	686
Number of curricula	118	117	113	119	111
incl number of English curricula	34	36	34	35	33
incl RKH	5	6	5	6	5
incl BA	39	37	37	38	36
incl MA	61	58	58	62	57
incl DOK	13	13	13	13	13
Volume of TAL funding ⁶	15 870 810	18 451 622	21 686 036	23 858 518	28 001 808
incl amount of baseline financing	3 382 385	3 583 419	3 848 720	4 127 126	4 262 459
Number of high-quality scientific publications ⁷	536	510	516	526	553
Number of defended doctoral theses ⁸	25	18	24	27	20
Operating income of the university ⁹	45 538 879	52 730 184	62 976 804	71 690 413	81 162 344
Operating expenses of the university ¹⁰	45 844 748	48 907 868	54 970 075	65 689 521	77 387 909

⁵ 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 international students, joint curriculum graduates and external graduates.
⁶ The volume of TAL 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.
⁷ 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 up to 2025 have been provided as at the end of February.
⁸ The number of defended doctoral theses represents the doctoral theses defended during the calendar year, including PhD theses defended externally.
⁹ The accrual-based income from studies, research, development and creative activities and other activities.
¹⁰ The accrual-based costs do not include the acquisition of fixed assets.

MANAGEMENT AND STRUCTURE

The structure of Tallinn University (hereinafter also *TLÜ*) 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 2025–2029

Members appointed by the Minister of Education and Research:

Taavi Laur, Chair of the Council

Managing Partner, Member of the Executive Board, Aureus Capital Consulting OÜ

Kädi Ristkok, Board Member of the Estonian Green Technology Association and Head of Cleantech for Baltics

Kertu Saks, Member of the Management Board of the Tallinn Television Tower and Member of the Supervisory Board of the Estonian Theatre Festival Foundation

Urmo Uiboleht, Head, Tartu Private School, Member of the Executive Board, Foundation for Education Promotion (Hariduse Edendamise SA)

Chairperson, Estonian School Heads Association (Eesti Koolijuhtide Ühendus)

Catlin Vatsel, Head of Private Financing Department, LHV

Member appointed by the Estonian Academy of Sciences:

Tiit Tammaru, Professor of Urban and Population Geography at the University of Tartu

Members appointed by the Senate:

Eve Eisenschmidt, Vice-Chair of the Council, Professor of Educational Leadership, School of Educational Sciences

Indrek Ibrus, Professor of Media Innovation, Baltic Film, Media and Arts School

Leif Kalev, Professor of Political Science, School of Governance, Law and Society

Marek Tamm, Professor of Cultural History, School of Humanities

Anu Toots, Distinguished Professor of Social Policy, School of Governance, Law and Society

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 2026 and will include Tõnu Viik, Katrin Niglas, Katrin Saks, Kristi Klaasmägi, Kristi Vinter-Nemvalts, Helen Joost, Mikk Kasesalk, Eveli Ojamäe-Veider, Aija Sakova, Uku Lember, Tiina Pajuste, Priit Reiska, Tiit Vapper, Riho Västrik, Tiia Õun, Heli Kaldas, Andres Kollist, 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, Karl Theodor Grigor, Kärt Kaasik-Aaslav, Karmen Klaasen, Marie Marcelle Martinson, Mark Norman Meristo, Adrian Mõttus, Elisabeth Päiv, Julija Raudkivi, Aleksandr Roms.

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, Director for Administration Kristi Vinter-Nemvalts, Human Resources Manager Eveli Ojamäe-Veider, Strategy Manager Mikk Kasesalk and Academic Affairs Manager Helen Joost. The heads of disciplines 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 17 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 2025

At the beginning of the year, the Centre for Learning and Teaching (ÕPEK) was established with the aim of supporting the university’s teaching staff in designing and developing learning-centred teaching. Kaire Povilaitis was appointed Head of the Centre. On 1 April Kristi Vinter-Nemvalts joined Tallinn University as Director for Administration and a member of the Rectorate. The director for administration is



responsible for managing the university’s financial and administrative activities and the activities of the administrative office, as well as for ensuring the university’s financial sustainability. In October, the university’s IT area and IT department, as well as information security, were transferred to the area of responsibility of the director for administration. The change resulted from the mapping of support service processes and services initiated at the university, which highlighted the close links between IT and information security and asset management, administration and crisis management – areas that were already under the responsibility of the director for administration.

In addition, elections for the directors of the academic units were held. As a result, from 1 September, Priit Reiska became Director of the School of Natural Sciences and Health (LTI), Tiina Pajuste Director of the School of Governance, Law and Society (ÜTI), and Tiit Vapper Director of the School of Digital Technologies (DTI). Tiia Õun continued as Director of the School of Educational Sciences (HTI). As the competition for the position of Director of the Baltic Film, Media and Arts School (BFM) was unsuccessful, the Rector appointed Riho Västriik as Acting Director. Following the election results, the composition of the Council of Tallinn University changed in September, with Professor Leif Kalev replacing Priit Reiska as a member of the Council.

STUDENT UNION

The students of the University form the Student Union, which independently decides on and organises matters related to student life. The representative body of the Student Union is the Student Representative Council, elected by the students; its executive body is the Student Union Executive Board, elected by the Student Representative Council; and at the level of academic units, students are represented by Student Councils. Student representatives are members of several decision-making bodies of the university. The Tallinn University Student Union is managed by a three-member Executive Board, which is elected annually by the Student Representative Council. On 4 May, the General Assembly of the Federation of Estonian Student Unions (EÜL) was held at the Estonian Academy of Music and Theatre, where a new Executive Board was elected for the following two years. Kärt Kaasik-Aaslav, a philosophy student at Tallinn University and Chairperson of the Tallinn University Student Union Executive Board, was elected the new Chairperson of the Board of EÜL, while Ronja Ansmann from the University of Tartu was elected Vice-Chairperson of the Board.

Tallinn University Student Union is chaired by Karmen Klaasen, Julija Raudkivi is Speaker of the Student Representative Council, Aleksandr Roms is the Student Union Executive Board Member for Educational Policy, and Elisabeth Päiv is the Student Union Executive Board Member for Social Policy. On 10 December, the Student Union celebrated its 35th anniversary.

STRUCTURE OF TALLINN UNIVERSITY

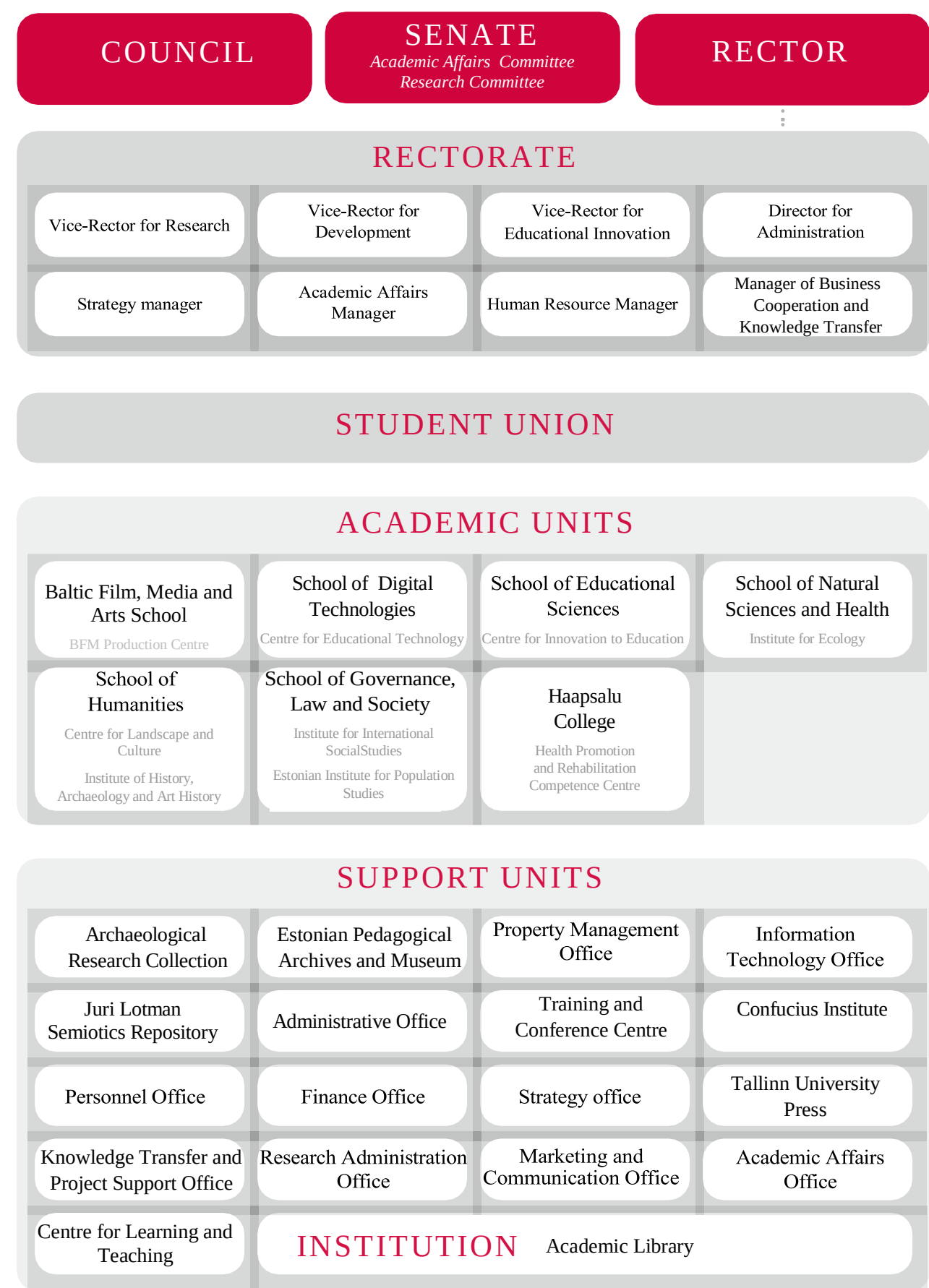


FIGURE 1. STRUCTURE OF TALLINN UNIVERSITY



OPERATING ENVIRONMENT

In 2025 500 years passed since the publication of the first printed text in Estonian, an anniversary marked by the launch of the Year of the Estonian Book (30 January 2025 – 14 March 2026). To celebrate the rich history of the Estonian written language and books, Tallinn University organised, among other events, a public meeting, readings and a presentation of incunabula.¹¹ According to the preliminary results of the Year of the Estonian Book reading study,¹² Estonians are versatile readers with stronger reading habits among people with higher education and those in a better financial situation.

Beyond fostering reading habits and improving economic well-being, the university has a broader role to play in society. One of the university's goals is to share knowledge with an ever-growing number of people, helping to make the economy smarter, society better governed and healthier, both mentally and physically, and people's lives longer, more comfortable and better. According to forecasts, more people will complete secondary education over the next five years, which will also lead to an increase in the number of young people entering university. Consequently, the university funding and access to higher education remained key areas of focus in 2025.

In autumn Tallinn University submitted a report to the Ministry of Education and Research (hereinafter also HTM) on the implementation of the 2022–2025 administrative contract (hereinafter also AC). As a new administrative contract setting out the objectives of higher education, as well as the rights, obligations and responsibilities of the university and the ministry, was not concluded, negotiations on the next administrative contract, due to take effect in 2026, continued into the following year. One of the reasons for the delay in concluding the contract was the ongoing discussion on the performance indicators used for allocating operating support to universities. The operating support for universities consists of base funding (80%) and performance-based funding (20%), with the latter allocated on the basis of compliance with the administrative contract (3%) and performance indicators (17%).

In 2025 there were five national performance indicators: the proportion of students graduating within the nominal period of study among all admitted students; the proportion of graduates who continued their studies at the next level or entered employment among all graduates; the proportion of students who participated in student mobility among all students; the ratio of income from educational activities

(training courses, microdegrees, etc.) to operating support; and the proportion of students admitted to fields of responsibility among all admitted students.

Tallinn University proposed removing fields of responsibility (including admissions) and graduation within the nominal period of study from the indicators, harmonising targets for study volumes, increasing the number of doctoral study places and the provision of fee-based studies, introducing more equal treatment in the funding of national professorships and developing research and teaching in sign language for the negotiations on the next administrative contract for 2026–2029. The university also proposed restoring the right to provide legal education¹³ free of charge at the first and second levels of higher education and considering universities' contribution to knowledge transfer as a performance indicator, as this represents a broader contribution to Estonian society. The main objectives for the next three years were identified as developing a learning experience that meets future needs, ensuring the next generation of teachers and supporting inclusive education and promoting high-quality research and creative activities.

In 2025 Tallinn University and the city of Tallinn discussed cooperation in spatial development and opportunities for future collaboration between the city and the university. In addition, several community engagement events concerning development plans for the port area were held at the initiative of the Port of Tallinn. The first formal framework for cooperation was established on 16 June, when the Port of Tallinn and Tallinn University signed a framework cooperation agreement. Discussions were also held at the University on how to make the urban space in front of the university's buildings on Narva Road more attractive and increase Tallinn University's visibility in the cityscape.

The newly constituted Tallinn University Council, which began its work at the beginning of 2025, started preparations for the rector elections to be held in 2026.. The Council approved the election committee and timetable, and the elections were announced on 2 October. The next rector will take office on 15 May 2026.

¹³ In autumn the parliamentary committees also discussed ways to improve the quality of legal education in Estonia. Although several hundred students graduate in the field of law in Estonia each year, both public authorities and businesses face difficulties in finding qualified legal professionals. For example, on average, only half of those taking the bar examination pass it, while only one third pass the judicial examination. The discussions led to a common understanding that, in order to introduce changes to the organisation of legal education, relevant professional organisations need to agree on professional standards for lawyers and universities should be given the opportunity to offer an integrated five-year programme in law, similar to programmes in architecture or medicine.

¹¹ Rare books printed before 1500.

¹² Year of the Estonian Book reading survey. "Estonian and the Book", Ministry of Culture, University of Tartu Institute of Social Studies, University of Tartu Library, Estonian Literary Museum and National Library of Estonia.

*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.

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

TABLE 1. OBJECTIVES AND SUB-OBJECTIVES OF HIGH-LEVEL RESEARCH AND CREATIVE ACTIVITIES

OBJECTIVE	SUB-OBJECTIVE
We actively contribute to high-level research	We support the development of top-level research groups and create new capabilities in cooperation with previous research groups.
	We are developing an integral system of research and development and knowledge transfer.
	We support the development of national sciences and the publication of high-level scientific results in Estonian.
We create and help to implement science-based solutions in Estonian society	We value and support knowledge transfer activities aimed at the public and the private and public sector.
	We create attitudes that value a sustainable and innovative way of thinking and living in society and governance.
We develop the capacity of creative research, arts and modern technologies	We are becoming a competence centre for creative research in Estonia.
	We contribute to the research and reuse of Estonian cultural heritage.
	We develop arts, science and modern technologies in a connected manner.
We maintain and develop the Estonian scientific language and culture	We develop scientific and creative vocabulary in Estonian and the creation of fluent scientific texts.
	We actively contribute to the availability and popularization of science.

TABLE 2. THE LEVEL OF KEY INDICATORS OF HIGH-LEVEL RESEARCH AND CREATIVE ACTIVITIES FOR THE BENEFIT OF ESTONIA

KEY INDICATOR	2021	2022	2023	2024	2025
Share of TAL funding, th €	15 870	18 451	21 686	23 859	28 002
Share of customer-based TAL funding (th €)/share of total TAL funding	157 /9.8%	121 /5.3%	81 /3.9%	84 /2.2%	81/2.7%
Number of high-level scientific publications per academic employee	1.2	1.1	1.2	1.0	1.0
Three-year average number of scientific publications in Estonian	159	148	168	157	143
Number of popular science publications	135	139	122	177	194
Number of original school and university textbooks and popular science books	31	14	18	17	20
Number/share of customer-based projects with a creative component (th €)	-	-	-	23/103	19/474 ¹⁴
Number of defended Doctoral theses ¹⁵	25	18	24	27	20

¹⁴ Methodological change. As at 31 December.

¹⁵ As at 31 December.

In 2024 the regular evaluation of research was conducted at Estonian research institutions. The total of 25 research and development institutions were evaluated, including three institutions that had not previously received a positive evaluation. The results were published in May 2025. Tallinn University received a positive evaluation in the fields of natural sciences, social sciences, humanities and the arts.

The regular evaluation of research is an external assessment that evaluates the level of a research and development institution in a particular field against the international standard in that field. The evaluation is based on the Frascati fields of research and development. For each field, an evaluation committee consisting of international experts is appointed by a directive of the Minister of Education and Research to assess the research and development activities of institutions operating in the field being evaluated. The new Research and Development and Innovation Organisation Act (TAIKS), approved by the Government on 17 June, introduced changes to the evaluation procedure. Under the new arrangements, regular evaluation will no longer be carried out in research fields that have already received a positive evaluation; instead, trends in research and development will be monitored as part of institutional accreditation (IA). Regular evaluation will, however, still be required in new fields of research.

The evaluation committee reports are publicly available on the website of the Estonian Research Council (ETAG). The evaluation reports acknowledge the university's rapid progress in research, development and creative activities (RDC), its strong international reputation and the commitment of its researchers to activities with societal impact, while also providing recommendations for strategic improvements. In their reports, the field-specific evaluation committees highlighted a range of strengths. These included state-of-the-art infrastructure, the active participation of Tallinn University researchers in research projects funded under European Union (EU) Framework Programmes, the university's comprehensive support for the preparation of project proposals, strong interdisciplinary research collaboration, an open and inclusive research culture, the new career model and supportive conditions for early-career researchers and doctoral students.

The recurring theme across all three reports is that Tallinn University has made significant progress and developed into an internationally recognised research institution. Through the renewal of the academic career model and evaluation criteria, the university is increasingly shifting its focus from the quantity of publications to their quality and research impact. The reports also commend the fact that many of the university's researchers have published articles in leading academic journals and collaborated with prestigious publishers.

However, the committee considers there to be an overly widespread belief among Tallinn University researchers that classification in category 1.1 or 3.1 of the Estonian Research Information System (ETIS) is in itself a sufficient guarantee and indicator of quality and impact. The committee sees considerable potential for increasing the

impact of research conducted at the university by systematically focusing on publishing in internationally recognised top-tier journals and on the extent to which Tallinn University publications receive positive citations. Its recommendations include introducing mentoring programmes and reviewing evaluation criteria to provide more explicit recognition for publishing in the most prestigious journals.

Since January 2025 the Vice-Rector for Research at Tallinn University has participated, at the invitation of the Minister of Education and Research, in the work of the research funding working group. The aim of the working group is to identify solutions for improving the funding of the research system and to agree on general principles to guide the drafting of implementing legislation under TAIKS and the allocation of research funding. The working group focuses on reviewing the principles for allocating funds within the administrative area of the Ministry of Education and Research (HTM).

Several procedures and measures governing and supporting research, development and creative activities (TAL) were also updated within the university. On 1 June the revised and expanded procedure for project management entered into force, established by Directive no. 63 of the Vice-Rector for Research of 22 May 2025. The volume of projects at Tallinn University has increased significantly, accompanied by growing experience in project management. The main aim of the revisions was to make work processes faster and more flexible while providing clearer guidance to those involved in the process when managing TAL and educational projects as well as service contracts. The revised procedure introduced several clarifications to processes throughout the project life cycle, from initiating a project application to project completion and any subsequent audit.

We introduced several new principles for applying for funding from the University Research Fund as of 2025 based on discussions held within the university. In particular, central funding is provided to support inter-unit cooperation in research, development and creative activities (TAL). Accordingly, Tallinn University's active centres of excellence, knowledge transfer clusters and other inter-unit research groups may apply for funding to support the development of their research fields. At the same time, continued central support for the sustainability of research groups that have been successful in securing project funding, as well as for the popularisation of research, remains a priority. This means that a research group may also apply for funding to bridge the gap between projects even if the group is based within a single unit, provided that it actively applies for externally funded projects but has been unsuccessful in securing funding due to strong competition. Inter-unit cooperation is likewise not a prerequisite for projects aimed at popularising research and increasing societal impact, and such projects may be smaller in scale than other projects. In addition to the regular funding, the autumn call included a targeted funding round in which support was awarded to two projects developing AI-based laboratories, with the aim of promoting the evidence-based use of artificial intelligence in teaching and research.

To support doctoral study processes, a new IT solution, the Doctoral Studies Workspace, was developed in the Study Information System (ÕIS) through cooperation between the Academic Affairs Office and the Research Office. The workspace simplifies the submission of doctoral students' individual study and research plans, the assessment of their progress and the provision of feedback. The new solution encourages doctoral students and supervisors, as well as evaluation committees, to focus more closely on progress towards completion of the doctoral thesis. In spring 2025 36 doctoral students underwent evaluation using the doctoral studies application in ÕIS. With each successive year, the number of doctoral students evaluated in ÕIS will increase as new cohorts are admitted. For doctoral students admitted in earlier years, only the evaluation decision is recorded in ÕIS, while the procedure for processing evaluation documents remains unchanged.

In 2025 the university began the process of applying for the European Commission's (EC) "HR Excellence in Research Award". The award recognises the universities whose working conditions and research culture are aligned with the principles of the European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers. Obtaining the award is an important step towards increasing the university's international visibility and opportunities for research funding. Although the award is not currently a mandatory requirement in all EC funding calls, it has already been introduced as a requirement in several calls aimed at strengthening research capacity, as well as in talent-related funding calls such as the Marie Skłodowska-Curie Actions (MSCA) Postdoctoral Fellowships. In case of capacity-building calls, the universities belonging to European Universities alliances are also expected to have initiated the process of applying for the award.

The most significant trend among the key indicators is the increase in total funding for TAL activities over the comparable years (approximately 77% when comparing 2025 with 2021). A positive development is the increase in national baseline funding for research, which the government has maintained despite the challenging circumstances caused by the crises and the success of Tallinn University researchers in securing competitive external funding. The volume of client-funded TAL and its share of total TAL funding decreased somewhat during the years 2021 - 2025. This is due to the cyclical nature of funding measures for applied research, as well as the fact that the smart specialisation areas defined in the national Research and Development, Innovation and Entrepreneurship (RDIE) Strategy do not significantly overlap with the university's focus areas. Although the number of high-quality research publications is showing moderate growth, the number of such publications per academic staff member remains at the same level or has declined slightly. These trends are primarily due to the gradual transition of doctoral students to junior research fellow positions and the growing volume of project-based research. As junior research fellows tend to publish somewhat less frequently than more experienced researchers, the university's average number of publications per academic staff member decreases as the number of junior research fellows increases.

In 2025 the total of 59 doctoral students began their research and studies in doctoral programmes, including junior research fellows, knowledge transfer doctoral students and

doctoral student status holders, which is the highest number of students admitted in the past 14 years. For admission to the 2025/2026 academic year, 25 government-funded doctoral student–junior research fellow positions were established, including four in the field of education)¹⁶. In addition to these study places, further junior research fellow positions were created, funded partially or fully from research, development and creative activities (TAL) projects. In 2025 nine knowledge transfer doctoral students began their doctoral studies at Tallinn University. They are employed by and conduct research at a knowledge transfer partner organisation, while receiving supervision and completing courses at the university. By the end of 2025 the total of 19 knowledge transfer doctoral students were enrolled at the university. A representative of the knowledge transfer partner is entitled to participate in both the admission examination and the progress review of the knowledge transfer doctoral student.

In addition, Tallinn University researchers received national recognition. In 2025 Lembi Lõugas, Senior Research Fellow and Head of the Archaeological Research Collection, was awarded the Order of the White Star, Fourth Class, by the President of Estonia, while Maire Tuul, Associate Professor of Early Childhood Education, received the Order of the White Star, Fifth Class. In 2025, Ulrike Rohn, Professor of Media Management and Economics at Tallinn University’s Baltic Film, Media and Arts School (BFM), received the prestigious Emma Award, which recognises outstanding contributions to research and practice in media management and a commitment to advancing the field.

1.2 TAL ACTIVITIES AND ITS FUNDING

Compared to 2024 the total amount of TAL funding has increased by 17% (figure 2). The growth trend of research-based TAL activity is mainly influenced by the increase in the volume of national baseline funding for research (increase of 135,333 euros, 3%), the increase in the volume of personal research grants (increase of 177,662 euros, 6%) and increase in other external funding (increase 298,194, 17%) and an increase in other national R&D funding (increase 1,342,696, 27%, including an increase of 898,800 euros in funding from the Ministry of Education and Research (HTM) for the salaries of junior research fellows).

1.2.1 NATIONAL RESEARCH FUNDING

The national research funding in 2025 increased by 8.5% (12,240,504 euros in 2025 and 11,276,908 euros in 2024). The increase is mainly due to increased funding for PUTs and research career grants, including postdoctoral grants and top researcher grants.

¹⁶ Hereinafter, the overview of the achievement of the objectives of the Administrative Contract 2022–2025 between the Ministry of Education and Research and Tallinn University is indicated by a grey background, together with the number of the relevant clause of the Administrative Contract (AC).

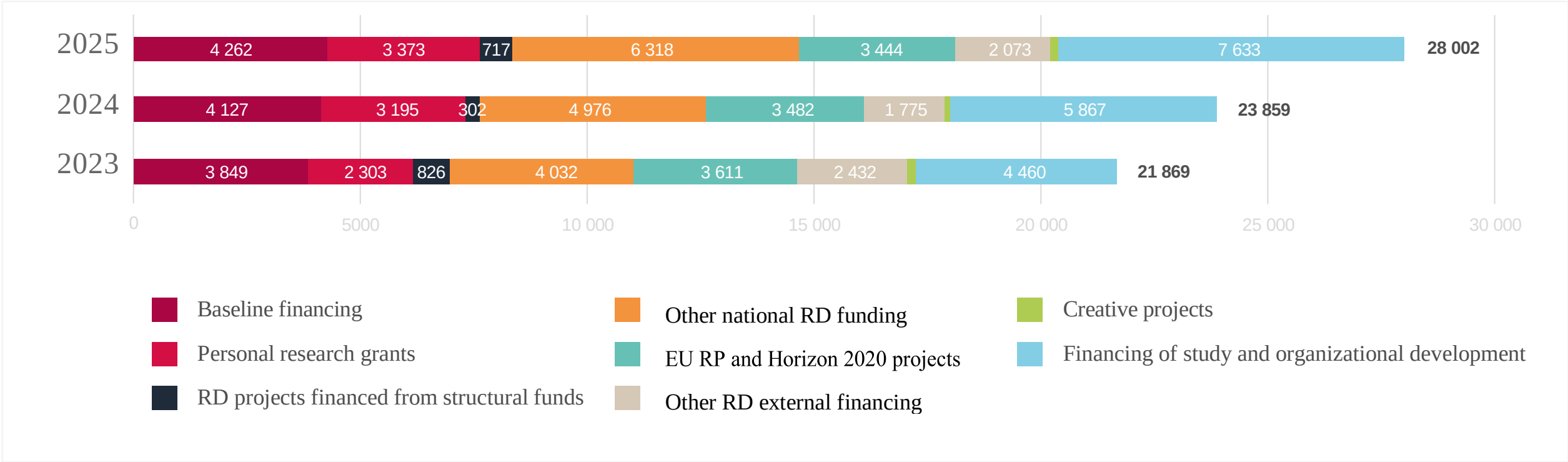


FIGURE 2. TOTAL VOLUME OF TLÜ TAL FINANCING (TH EUROS) AND DISTRIBUTION IN 2023-2025

BASELINE FINANCING OF RESEARCH

According to ETIS17 the total amount of baseline funding for research in Estonia remained at the previous year’s level (59,310,000 euros) in 2025. Within this total, Tallinn University’s allocation of baseline funding increased by approximately 3.2% (figure 3). As a result, Tallinn University’s share of total funding increased from 7% in 2024 to 7.2% in 2025. This is a particularly significant achievement, as the total amount of baseline funding allocated to all evaluated research institutions did not increase between 2024 and 2025, while the overall funding and combined share of universities decreased. Tallinn University researchers have been particularly successful in securing new projects. The years used as the basis for calculating base funding were also successful in terms of doctoral thesis defences, with 2024 setting a record of 27 successful defences.

PERSONAL RESEARCH GRANTS AND ETAG RESEARCH CAREER GRANTS

The total amount of funding for Tallinn University’s personal research funding (PUT) and research career grants increased by 3% in 2025. The funding from the Estonian Research Council (ETAG) amounted to 3,169,217 euros in 2025, compared with 3,077,012 euros in 2024.

¹⁷ ETIS, <https://www.etis.ee/Teadussilm/be5610ed-8f59-46fd-9d51-04f2ae648fa4>

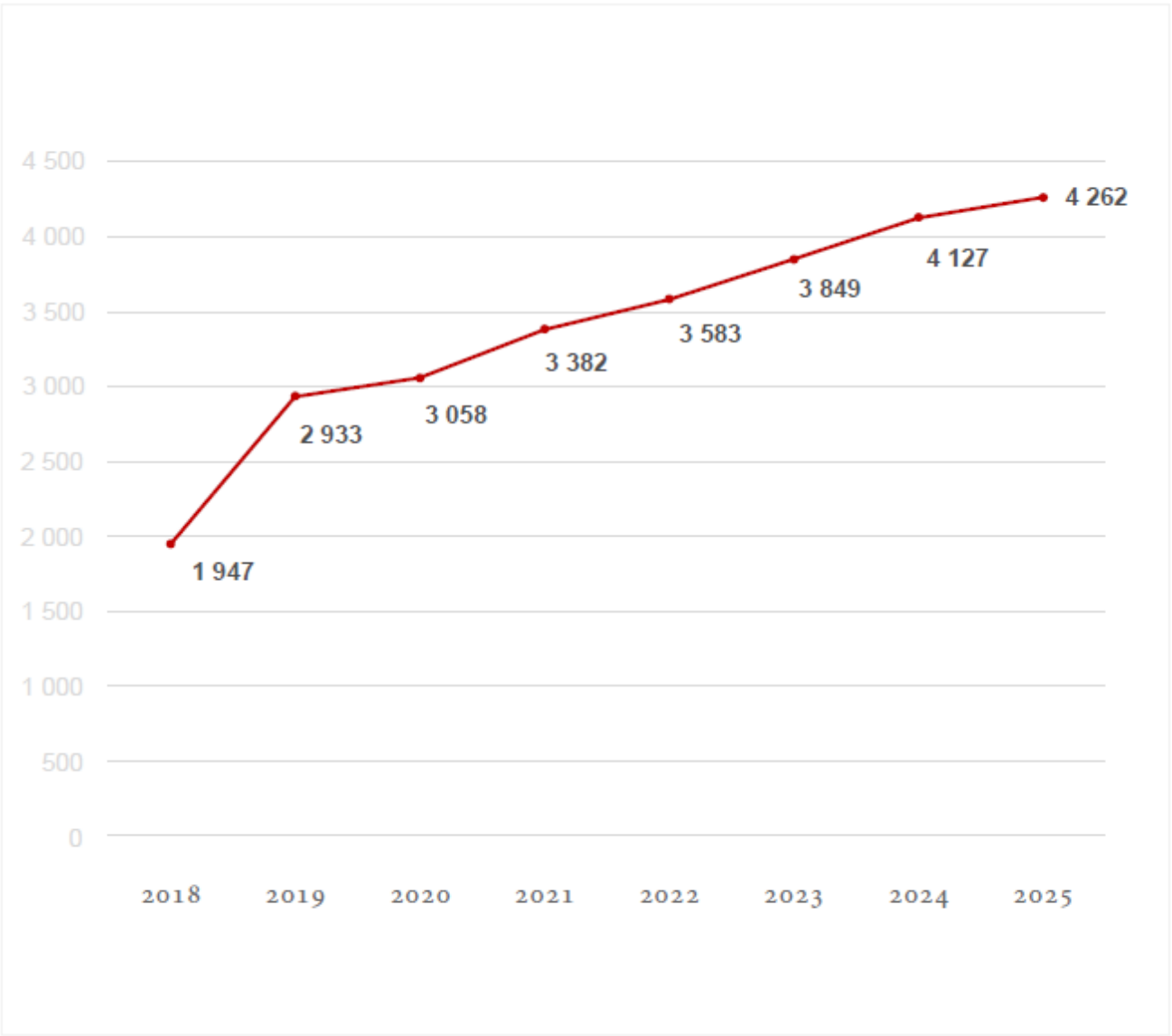


FIGURE 3. BASELINE FINANCING OF TLÜ RESEARCH DURING THE YEARS 2018-2025 (TH EUROS)

In 2025 18 research projects funded through PUT and research career grants continued (including 15 team grants and three starting grants), and two new team grants were added. In December, three research projects funded by ETAG came to an end (three research projects also ended in 2024).

On 26 November the Board of the Estonian Research Council (ETAG) decided to fund 81 research projects from the applications submitted in the 2025 personal research funding (PUT) call, with total funding of 13.3 million euros for 2026. Four research projects from Tallinn University received funding and will commence in 2026:

- Tauri Tuvikene, “From Transitions to Transformations: Shared Security, Green Practices and Coping” (team grant)
- Teet Teinemaa, “MULTI-VIEW. Paths of development in Estonian film and FiTV since the restoration of independence: context, stories, and audience” (starting grant) Rita Niineste, “Sexual Subjectivity from a Phenomenological Perspective” (postdoctoral grant)
- Stella Polikarpus, “A Framework for ICT-Supported Shelter-in-Place Training” (postdoctoral grant)

In 2025 three Mobilitas Pluss postdoctoral grants continued and three new postdoctoral grants were awarded. Compared to 2024, the total amount of funding under these grants increased from 118,032 euros in 2024 to 203,489 euros in 2025.

RD FUNDING FROM EU NATIONAL STRUCTURAL FUNDS

In 2025 the project funding from structural support measures increased significantly from 213,938 euros in 2024 to 517,110 euros in 2025. This included continued funding for three Estonian centres of excellence, where Tallinn University is a partner – Centre of Excellence for Personalised Medicine, Centre of Excellence for Well-Being Sciences and the Centre of Excellence in Energy Efficiency – with total funding of 236,572 euros. The project “Impacts and Future Directions of Platform Work in Estonia” (RITA-PLATV2) received 105,448 euros in funding.

In 2025 the new ASTRA+ programme was launched with the total budget of 1.3 million euros. ASTRA+ funding amounted to 120,531 euros in 2025.

OTHER NATIONAL FUNDING

The funding programme launched in 2022 to support and engage Ukrainian researchers continued in 2025. During the year, the Estonian Centre for International Development (ESTDEV) and American Councils for International Education provided 43,213 euros in funding for Ukraine-related projects under these measures.

In addition, ESTDEV, together with the Ministry of Foreign Affairs and OSMOS Global Partnerships, supported higher education reform in Kenya through three projects with the total funding of 94,467 euros in 2025. .

The number of objects on the Estonian Research Infrastructures Roadmap and core research infrastructure objects remained unchanged in 2025. Tallinn University continued to be involved in four roadmap objects and core research infrastructure, with their total funding increasing by 5%, from 73,951 euros in 2024 to 77,546 euros in 2025.

The volume of other national funding measures supporting RD increased by 14% in 2025, from 3,163,615 euros in 2024 to 3,607,511 euros in 2025. Among the larger grants, the Ministry of Education and Research (HTM) provided 357,280 euros from the state budget for the acquisition of research information resources for the Tallinn University Academic Library, 308,786 euros for the project “ Development of concepts for the general sections of future curricula and development of the assessment of general competencies ”, 229,230 euros for the project “Digital revolution and lifelong learning” and 168,340 euros for the establishment of the Estonian Sign Language Research Laboratory (EVKUR). The Education and Youth Board (HARNO) provided 307,725 euros for the project “Development support for educational institutions”. The Ministry of Foreign Affairs continued to fund the two-year project “Chinese technology and critical dependency: cyber threats to Estonia originating from Asia and potential opportunities for cyber cooperation with Asian countries, continuation 2024–2025” with 118,084 euros. The Osiliana Foundation provided 116,045 euros for the multi-year project “Conducting research and archaeological investigations related to Saaremaa”, while the Ministry of Climate provided 100,725 euros for the long-term project “LIFE-SIP AdaptEst”.

1.2.2. RESEARCH FUNDING FROM EXTERNAL SOURCES

“HORIZON EUROPE” FRAMEWORK PROGRAMME OF THE EUROPEAN UNION FOR RESEARCH AND INNOVATION

The EU Framework Programme for Research and Innovation, Horizon Europe, which was launched in 2021 (with the first projects receiving funding in 2022), provided Tallinn University with the total of 3,444,143 euros in funding from its various programmes in 2025 (3,482,304 euros in 2024).

In 2025 41 projects were funded under Horizon Europe (five new projects and 36 ongoing projects). TLÜ is a partner in 26 projects and the coordinator of 15 projects. Among the larger projects, funding continued for “EdTech Talents” with 266,662 euros, “CresCine – Increasing the International Competitiveness of the Film Industry in Small European Markets” with 216,217 euros, “STE(A)M for Home Economics And Research Exchange (SHAREE)” with 200,026 euros, “Advancing Trans-

Regional Border Studies” with 195,699 euros, “Sustainable, User-Friendly and Visible Digital Cultural Heritage: A Partnership for Excellence” with 177,791 euros, “A Critical Relational Perspective on Peace & Security in CEE” with 177,270 euros and “WIRE – Widening Innovation+Research Excellence in FilmEU” with 163,726 euros.

RD EXTERNAL FUNDING FROM DIFFERENT SOURCES

The total amount of funding for projects financed under other EU programmes was 621,790 euros in 2025 (641,367 euros in 2024).

The funding for RD projects outside EU funding measures increased by 28% in 2025 compared with the previous year, from 1,133,765 euros in 2024 to 1,451,537 euros in 2025. The increase in funding was attributable to four new projects and an increase in funding for ongoing projects, amounting to 317,771 euros in total.

The funding for other development projects financed from external sources increased by 27% in 2025 compared with the previous year, from 282,209 euros in 2024 to 359,683 euros in 2025. The largest source of funding was the headquarters of the global network of Confucius Institutes (China), which provided 159,088 euros for the project “Development of Chinese language and culture teaching in Estonia”.

At the beginning of September Professor Triin Lauri was awarded a European Research Council (ERC) Starting Grant worth 1.5 million euros, marking a significant achievement in securing competitive research funding. Nine researchers in Estonia had previously received a similar grant: six from the University of Tartu (UT), one from Tallinn University of Technology (TalTech) and two from Tallinn University. There is considerable interest in ERC grants among the university’s researchers. Since 2019 more than 30 Tallinn University researchers have submitted over 40 ERC grant applications.

1.2.3. OVERVIEW OF THE FINANCING AIMED AT STUDY AND ORGANIZATIONAL DEVELOPMENT

In 2025 the funding of study and organizational development contracts increased by 30%, from 5,866,553 euros in 2024 to 7,633,156 euros in 2025. The most significant change was the addition of funding for improving the energy efficiency of buildings, amounting to 1,541,802 euros.

Other national funding for development activities increased by 139% compared with the previous year, from 1,153,497 euros in 2024 to 2,753,639 euros in 2025. The largest funder was the Ministry of Education and Research (HTM), which provided 1,975,166 euros. The largest components of this funding were the project “Initial and continuing training and the next generation of education and youth sector professionals” (HANO), with funding of 453,611 euros, and development activities in the field of ICT in higher education, with funding of 391,856 euros.

At the same time the funding for development projects financed from structural funds

and EU measures decreased by 27%, from 626,219 euros in 2024 to 456,069 euros in 2025. The funding for projects financed from national programmes also decreased, from 314,146 euros in 2024 to 106,121 euros in 2025.

The funding for Erasmus+ mobility sub-programmes and other mobility-related projects increased by 34%, from 1,840,673 euros in 2024 to 2,465,711 euros in 2025. The increase was attributable to 11 new Erasmus+ projects, one project under the EIT Higher Education Institutions (HEI) Initiative and one project under the European Commission’s call for tenders EC-DGT/2025, with total funding of 699,792 euros.

In 2025 the total amount of funding for research collections remained at the same level as in 2024, at 175,000 euros. Two of Tallinn University’s research collections continued to receive funding: the cultural history collection of the Academic Library and the archaeological research collection.

1.2.4. OVERVIEW OF THE CREATIVE ACTIVITIES AND ITS FINANCING

FUNDING OF CREATIVE ACTIVITIES

In 2025 the funding for creative activities increased by 34%, from 134,565 euros in 2024 to 180,799 euros in 2025. Creative activities were supported by the Cultural Endowment of Estonia (96,735 euros), the Ministry of Culture (45,000 euros), the Estonian Centre of Folk Culture (29,034 euros), the Estonian Film Institute, the Tartu Centre for Creative Industries Foundation and the Estonian Song and Dance Celebration Foundation.

OVERVIEW OF CREATIVE ACTIVITIES

In 2025 two feature films involving BFM teaching staff were released in Estonia: “In the Land That Sings” (director Māris Martinsons; premiered in Latvia in November 2024) and “Fränk” (director Tõnis Pill; produced by Allfilm). Eight feature-length documentary films were released, including “Citizen of Sun” and “Notes From the Woods” (screenwriter and director Riho Västrik), “Head inimesed” (cinematographer Mait Mäekivi), “Not Made For Politics” (cinematographer Elen Lotman), and “My Family and Other Clowns” (editor Madli Lääne-Metsalu), “Helju Tauk. ELU ÕPETAJA” and “Luulur” (producer Anneli Ahven), “Helju Tauk. ELU ÕPETAJA” (sound director Tiina Andreas), and “Nicht mein Film” (colourist Astrida Konstante). In addition, two television series were completed with the involvement of BFM academic staff: “Armukelm” (co-screenwriter Andris Feldmanis)

and “Von Fock” (dialogue adaptation by Tiina Andreas). At the same time, six other feature films were in production, including the Finnish-Estonian-Czech-Dutch co-production “The Kidnapping of a President” (costume designer Eugen Tamberg), as well as ten documentary films and one animated film. Eight feature films, two documentary films and one animated film were in development.

In 2025 BFM students produced nearly 200 short-form audiovisual works, 105 of which were screened for the public at the BOB 2025 showcase festival (19 short films, 23 short documentaries, nine TV series pilots, four experimental films, 15 dance films, ten music videos, five commercials, 14 journalistic pieces and six cross-media projects). In 2025 BFM short films (41 in total) participated in 67 festivals across 31 countries. Their international circulation was supported, among other things, by special programmes at five festivals:

- Encounters Film Festival (UK) – a programme of BFM and Estonian Academy of Arts (EKA) films, featuring three BFM student films.
- Mecal Pro Animation and Short Film Festival (Spain) – an Estonia-focused BFM programme, featuring three BFM student films.
- Kassel DocFest (Germany) – a BFM focus programme, featuring five BFM student films.
- FilmFestival Cottbus (Germany) – an Estonia-focused programme featuring two BFM student films.
- Visegrad Film Forum (Slovakia) – a showcase of films from FTF VŠMU and BFM, featuring two BFM student films

Although several films and filmmakers received awards, BFM’s most widely screened student film in 2025 was “Come Sit With Us” (2024), directed by Elis Rumma. The film was screened at a total of 17 festivals and won eight awards, including Best Student Film (Annual CPH Film Festival; Blue Sea Film Festival), Best of Fest and MPSE Excellence in Sound (Big Shoulders International Student Film Festival), and the Grand Jury Award for Best Short Film (San Sebastian Horror and Fantasy Film Festival). The film was also screened in the “Fantastic Film” special programme at the prestigious Uppsala Short Film Festival.

The most frequently performed production by choreography students in 2025 was the fourth-year diploma production “Architect of Self Destruction”, which premiered on 13 September and was directed and choreographed by Abhilash Ningappa (India). In addition to performances at Tallinn University’s Black Box, the production was staged at the Endla Theatre’s Küün in Pärnu, the Estonian National Museum (ERM) and Vaba Lava in Narva.

In addition to filmmaking, BFM academic staff were actively involved in the performing and visual arts and music in 2025. Associate Professor of Folk Culture Sille Kapper-Tisler served as the artistic director of the N2 (Miia) women’s dance group at the XXI Dance Celebration “Iseoma” and was also the author of one of the

dances performed at the celebration, organised by the Estonian Song and Dance Celebration Foundation. Associate Professor of Design Krista Aren worked as both a designer and curator. Her activities included designing the Tourest fair display (Rakvere Theatre, City of Rakvere), the solo exhibitions “Etüüdid” at the BFM Nova and Vita Gallery and “Olen vesi” at Vainupea Chapel, supervising a community project at Eisma Harbour, and, as chief designer of the Rakvere Theatre Foundation, curating 24 exhibitions, five of which were BFM student exhibitions. Eve Kiiler, Lecturer in Contemporary Art, presented the solo exhibitions “Urbanistlikud novellid” at the Toompea Castle Art Hall and “Kasvuruumid” at Tallinn University’s Terra Gallery, and co-curated Tallinn University’s exhibition spaces programme with Kristiina Opp. Associate Professor of Visual Arts Krista Simson participated in the Wiiralt Award competition exhibition at ARS Project Space and in group exhibitions in Sweden and Paris. She also curated the exhibitions “IKUMUMU Graphics 2025” and “Ajuvabanduse pst. / Brainrot Blvd.” by students of the Integrated Art, Music and Multimedia (IKUMUMU) curriculum. Lecturer of Music Marit Mõistlik-Tamm gave sound art performances in “Õhtu, mis ei mahu Instagrami” and on Metslind & Karolin’s spring tour “Lõoaeg”. Lecturer of Musicology and Multimedia Gerhard Lock presented the sound-object concert “... hää?! ;)” and participated in the second-year IKUMUMU students’ joint exhibition “Ajuvabanduse pst. / Brainrot Blvd.” at Põhjala Factory.

1.2.5. OVERVIEW OF RESEARCH ON ESTONIAN SIGN LANGUAGE AND THE DEVELOPMENT OF TEACHING COMPETENCE

The Estonian Sign Language Research Group (EVKUR), established in 2024 at Tallinn University’s School of Humanities and dedicated to the research, analysis and development of Estonian Sign Language (EVK), continued to develop its activities and organisational structure in 2025. The core team consisted of a senior research fellow, a research group coordinator and a junior research fellow. In addition, cooperation partners contributed to specific research and development activities.

The research activities were divided into four interrelated areas: the linguistic description of the grammar and structure of Estonian Sign Language; sociolinguistic research on language demographics and vitality; the learning, teaching and assessment of Estonian Sign Language; and the development of digital language resources. These activities produced a range of outputs, including datasets, technical reports, research publications, curriculum proposals and evidence-based recommendations.

EVKUR actively disseminated its research findings at international conferences, workshops, seminars and community-oriented events. Outreach activities included cooperation with organisations representing the Deaf community, public engagement, and the production of a documentary film on the everyday use of Estonian Sign Language and

its significance in culture.

At the same time EVKUR continued to strengthen its research infrastructure. Key developments included the expansion of the SignBank 2.0 lexicographic database, the creation of the VisuoLab platform for the multimodal dissemination of research findings and cooperation with national and international partners involved in the development of digital language resources.

In addition, the teams from the School of Digital Technologies and the School of Educational Sciences completed the project commissioned by the Ministry of Education and Research (HTM) to update the web application “Simplified signs – learning materials for people with communication disabilities”. The application is an important tool for speech therapists, special education teachers and other professionals working with people with communication difficulties, helping to support everyday communication. It is also a useful resource for teachers and parents. The solution initially includes around 255 keywords accompanied by sign illustrations and videos, providing a significantly more user-friendly and flexible environment than before.

1.2.6. OVERVIEW OF THE RESULTS OF THE DOCTORAL STUDENTS’ SATISFACTION SURVEY

In 2025 the doctoral student satisfaction survey was conducted in Estonia, with Tallinn University doctoral students also participating. The previous survey, which aimed to collect feedback from doctoral students on issues related to the organisation of doctoral studies, was conducted at Tallinn University in 2022. In 2025 167 Tallinn University doctoral students participated in the survey (160 in 2022), half of whom (50%) were junior research fellows. According to the preliminary results, the proportion of respondents who were satisfied with their doctoral studies (56%) was again significantly higher than the proportion who were dissatisfied (7%) in 2025 (56% and 8%, respectively, in 2022), while the remaining respondents were unable to say. Doctoral students were most strongly motivated in their studies by the desire for personal development (62%), an engaging research topic (54%) and an academic career (49%). Better career opportunities outside the university (71%), the work community (69%), the salary of a junior research fellow (71%) and international career opportunities (56%) were not perceived by doctoral students as motivating factors. Doctoral students agree that the courses offered in the doctoral study programme support the research related to their doctoral studies (53%) and that the doctoral study programme supports the acquisition of competences they consider important for doctoral studies (56%). Doctoral students rate aspects related to supervision highly: they agree that cooperation with their supervisor(s) works well (76%), that roles are clearly defined (53%) and that their supervisors provide valuable feedback on their doctoral studies and research (78%). More than half are satisfied with the working conditions provided (56%), the organisation of doctoral studies (66%) and the relevant support provided by their school (64%), while 67% have a

clear understanding of what is expected of them as doctoral students. Nearly half (49%) feel that they are unable to devote sufficient time to their doctoral thesis.



1.3. OVERVIEW OF KNOWLEDGE TRANSFER ACTIVITIES IN THE FIELD OF BUSINESS COOPERATION

In 2025 the various strands of the ASTRA+ programme aimed at strengthening knowledge transfer and business cooperation were launched. ASTRA+ is a continuation of the ASTRA programme, which ended in 2022. In 2025–2029 the programme focuses on increasing the impact of research and supporting the knowledge transfer capacity of research institutions, with particular emphasis on performance indicators related to business cooperation. At Tallinn University the activities and sub-projects of the ASTRA+ programme are coordinated by the EXU team.

The ASTRA+ programme is divided into four interrelated strands in which the EXU team was involved: T1 – the inter-university ADAPTER+ business cooperation platform, with a budget of 513,311 euros for Tallinn University’s activities; Tallinn University project manager: Maria Martšenko; T2 – the OSKUSTE consortium project “TULEVIK”, focusing on training programmes in knowledge transfer, business development and innovation management, with a budget of 1,093,637 euros; Tallinn University project manager: Julia Reinman; T3 – innovation projects for the development of products and services: five of the seven applications received funding, totalling 375,000 euros; the projects are coordinated by Ingrid Hindrikson and the EXU team; T4 – activities aimed at strengthening institutional knowledge transfer and business cooperation, with a budget of 1,320,077 euros; project manager: Ingrid Hindrikson.

In the context of T4 the key priorities for strengthening Tallinn University’s institutional business cooperation and innovation are:

- activating partnerships (with the number and value of business cooperation contracts and the number and value of proposals as performance indicators);
- strengthening international business cooperation (participation in consortia for projects and joint proposals);
- involving early-career researchers in partnerships;
- establishing new development teams to increase the development and market uptake of innovative products and services, as well as the number and value of contracts, while also increasing researchers’ involvement in projects;
- accelerating the application of research results (bringing new products and services to market);
- promoting an entrepreneurial mindset;
- establishing a framework for spin-off entrepreneurship at the university.

In 2025 significant quantitative performance targets were achieved under the T4 strand, including the number and value of business cooperation contracts, alongside other targeted substantive activities.

The innovation projects include, for example, the development of an AI-based media monitoring tool (School of Humanities and BFM), a new medicinal product (School of Natural Sciences and Health), a tool for flexible learning trajectories (School of Digital Technologies), a digital twin model of Tallinn (School of Digital Technologies) and a prototype for hybrid essay assessment (School of Humanities). The aim of the projects is to increase the technology readiness level of the products or services being developed and bring product development closer to the market.

Other funding measures were also used to strengthen knowledge transfer and activate business cooperation, including the Cross-Sectoral Mobility Measure (SekMo), which enables sector-specific experts to be involved in Tallinn University's development activities. The aim of SekMo is to promote the dissemination of knowledge and innovation by facilitating staff mobility and cooperation between Estonian research and development institutions, higher education institutions and organisations in the public, private and third sectors. By the end of 2025 Tallinn University had submitted nine applications for SekMo funding, with a total value of 1,023,065 euros, and had involved nine top specialists in the university's development activities. The specialists represented a wide range of fields, including law, translation, sustainability and IT, with roles ranging from supporting the development of teaching and strengthening knowledge transfer to streamlining and strengthening research support.

Projects funded under the SekMo Cross-Sectoral Mobility Measure:

- “Engaging an ICT Expert to Conduct and Strengthen Research and Development at Tallinn University’s School of Humanities”. Project manager: Andres Karjus (School of Humanities). The project has been completed.
- “Engaging a Legal Expert to Develop Data-Related Research and Development at Tallinn University’s School of Governance, Law and Society”. Madis Ernits was engaged as the expert; project manager: Kadri Karma.
- “Multi-Level Advancement of Research into Algae-Derived Biomolecules” (School of Natural Sciences and Health). Mihkel Saluri was engaged as the expert; project manager: Rando Tuvikene.
- “Strengthening Excellence in Interdisciplinary Sustainability Research at Tallinn University” (School of Educational Sciences). Siret Talve was engaged as the expert; project manager: Kai Pata.
- “Expert for the MA Programme in Translation at Tallinn University” (School of Humanities). Siret Laasner was engaged as the expert.
- “Organising and Productising Film and Media Databases” (Baltic Film, Media and Arts School). Aksel Nõmmela was engaged as the expert; project manager: Indrek Ibrus.
- “Engaging a Media Integration and Design Expert to Strengthen Knowledge Transfer at Tallinn University” (School of Humanities). Project manager: Martin Karjus; Ellu-Marie Meos was engaged as the expert.

- “Engaging an Expert to Strengthen Technology Transfer Processes at the Centre for Educational Technology of Tallinn University’s School of Digital Technologies”. Project manager: Priit Tammets; Jaak Laanpere was engaged as the expert (the project was discontinued).

- “Establishing a Knowledge Management and Process Management System at Tallinn University’s School of Digital Technologies”. Project manager: Kristina Kalvet; Heli Horn was engaged as the expert.

In the autumn semester of 2025 the Ideepesa (Ideas Nest) pre-incubation programme aimed at students from all fields of study was launched and integrated into the LIFE (Learning in Interdisciplinary Focused Environment) format. The programme is intended for students interested in developing entrepreneurial thinking and/or impact entrepreneurship but who lack the basic knowledge and practical experience needed to develop an idea to the pre-start-up stage. The programme provides participants with a supportive environment in which they can acquire knowledge in the field of impact entrepreneurship and apply it to developing their own or a fellow participant’s idea into a potential start-up. The programme is led by Tallinn University Social Entrepreneurship MA programme alumni Merle Levassor and Joseph Maximillian Dunnigan.

NEW COOPERATION AGREEMENTS WITH COMPANIES AND NEW PRODUCTS AND SERVICES BROUGHT TO THE MARKET

Tallinn University concluded new cooperation agreements, coordinated by the EXU team, with both small and medium-sized enterprises (SMEs) and large companies, such as AS Tallinna Sadam. Cooperation with the university enhances the innovation capacity of both the company and the university and provides a competitive advantage. A framework agreement and a project agreement were concluded with AS Tallinna Sadam, under which a project aimed at improving mobility in the port area was carried out with students under the leadership of Tauri Tuvikene.

Cooperation was also initiated with Metrosert, with areas of mutual interest identified in biorefining and drones. Field-specific meetings were organised between the representatives of Tallinn University and Metrosert to identify opportunities for mutually beneficial partnerships, both in developing services for companies and in bringing Metrosert’s specific expertise into the university’s development projects.

In addition, new product and service development projects were launched, including contracts with Teras Perfumes OÜ and Mohlab OÜ. The cooperation between Tallinn University and Mohlab resulted in the development of a new natural shampoo and conditioner. The products reflect a Nordic character and values, and the project was led by Maria Martšenko. Tallinn University and Teras Perfumes OÜ

tested the production of essential oils from Estonian plants, demonstrating how locally sourced pine, meadowsweet and yarrow can be used to produce natural essential oils and, in the future, locally produced perfumes.

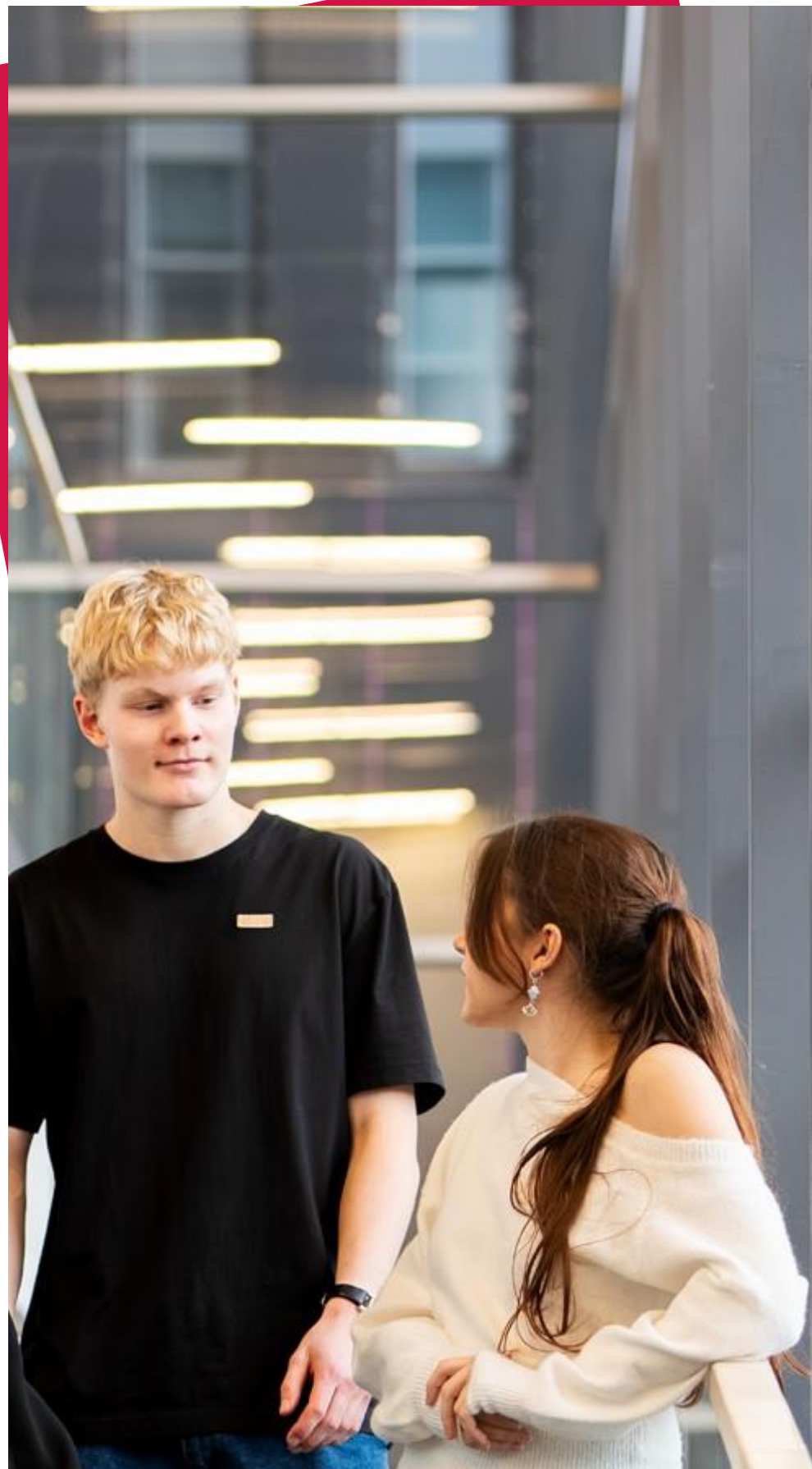
EXU participated in numerous events and involved a number of companies as cooperation partners in showcasing innovation projects. One example was Tallinn University’s event at Tallinn Entrepreneurship Day, “Moving to the Next Level Hand in Hand with Research: How Involving Researchers Supports Innovation in Small Businesses”. The discussion focused on how involving the university and researchers can help small businesses develop more rapidly, create research-based solutions and increase their innovation capacity. Johanna Stina Haar, Member of the Management Board of Claricy OÜ; Ingrid Hindrikson, Chief Expert of Business Partnership at EXU; Kadi Liik, Senior Lecturer of Organizational and Developmental Psychology at Tallinn University; and Aleksander Pulver, Distinguished Professor of Personality Psychology at Tallinn University, shared their experiences and examples of successful cooperation with the university. Tallinn University also participated in meetings with companies organised as part of the annual Top Innovators Programme of the Estonian Business and Innovation Agency (EIS). The meetings focused on research and development cooperation with innovative companies seeking support in developing their innovation processes. Tallinn University was represented by Knowledge Transfer Analyst Mart Repnau and Manager of Business Cooperation and Knowledge Transfer Aija Sakova.

In cooperation with the City of Tallinn, the EXU Academy seminar series continued, including “A Media Guide for Entrepreneurs: Understand, Create, Influence” by Andres Jõesaar, “The Visual Language of a Company – Communication Without Words, but with Impact” by Tiina Hiob, “Practical Media Relations for Starting Entrepreneurs” by Mart Soonik, and “Tools for Creating Meaningful Customer Messages – Less Noise, More Clarity” by Neveli Niit. Effective cooperation with the Ülemiste City campus also continued. Tallinn University participated in the Ülemiste City Future Forum and various networking events and received recognition for its successful partnership in November 2025

KNOWLEDGE TRANSFER DEVELOPMENTS

In 2025 significant development work was carried out on the legal aspects of knowledge transfer activities.

- A questionnaire was developed for working groups interested in establishing spin-off companies to identify intellectual property and other relevant legal aspects.
- The analysis required to develop the university’s framework for spin-off companies was carried out, discussions were held, and draft guidance on the principles governing spin-off companies and a draft procedure for establishing spin-off companies were prepared. These were discussed by the EXU team and the Rectorate.



- Researchers and working groups interested in establishing spin-off companies or otherwise commercialising the results of the university's research and development activities were advised on both business and legal aspects.
- Internal legal relationships within the university relating to research and development activities under specific projects were analysed and solutions were proposed, taking into account the specific characteristics of each project, including the nature of the development work, aspects relating to the use of artificial intelligence and the conditions imposed by contractual partners on the use of source data. The relevant amendments were made to employment contracts and contracts for services relating to the projects.
- An analysis and assessment of a proposed legal reform concerning the use of artificial intelligence in applied research were prepared.
- A system of information fields and labelling for business cooperation agreements was developed in the university's WebDesktop information and document management system.

1.4. ASSESSMENT OF ACTIVITIES IN THE FIELD BY THE VICE-RECTOR FOR RESEARCH

The university's revenue from research and development activities has grown steadily, including both baseline funding for research and project-based funding from national and international sources. Research-based funding for research, development and creative activities amounted to 20.7 million euros in 2025 (approximately 12 million euros in 2020).

The high quality of our research activities is demonstrated, on the one hand, by the trend in research performance assessments, the university's high positions in international university rankings and the positive outcome of the regular evaluation of research conducted in 2024–2025 in all three fields evaluated, including feedback recognising the rapid development of research at the university. On the other hand, we can take pride in the fact that between 2019 and 2024 our researchers received a total of eight national research awards: four in the humanities and four in the social sciences. For the first time, two of our distinguished researchers were elected members of the Estonian Academy of Sciences: Marek Tamm in 2021 and Ellu Saar in 2022. Following the successful ERA Chair grant application, Academician Anu Realo joined the university in 2025. A representative of the university was appointed to the Research and Development Council (TAN), which advises the Government, while Tallinn University has consistently been represented by both full and alternate members in successive compositions of the Evaluation Committee of the Estonian Research Council (ETAG).

This rapid development has been supported by several internal University measures, which are regularly updated, including revisions to the tenure support system and the salary support measure for research staff, the introduction of a research support measure for teaching staff and revisions to the application procedure for the University Research Fund. We have supported the professional activities of the network of heads of research system and established a systematic project support team.

The growing societal impact of research is reflected in the steadily increasing number of media mentions. We can also take pride in the national recognition received by several of the university's science communicators: Marju Kõivupuu and Andres Karjus (2024), Grete Arro and Katrin Tiidenberg (2022) and Mari Uusküla (2021).

The number of doctoral degree defences at the university has shown a moderate upward trend (a record 27 doctoral theses were defended in 2024; the three-year average was 21 defences in 2018–2020 and almost 24 in 2023–2025).

The Rectorate's term of office included active involvement in preparing the reform of doctoral studies, which culminated in significant changes to national legislation and, consequently, to the university's regulations and practices. As a result, doctoral students have been given the opportunity to carry out their research and studies as junior research fellows, and a system for knowledge transfer doctoral studies has been established. To support doctoral study processes, we developed and introduced the Doctoral Studies Workspace within the Study Information System (ÕIS). Doctoral schools play an important role in advancing doctoral studies, and in my capacity as vice-rector I contributed to the launch of their new funding period.

II *STUDY ACTIVITIES*

2.1 . THE OBJECTIVES OF THE 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).

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

TABLE 3. OBJECTIVES AND SUB-OBJECTIVES OF THE LIFE-CHANGING LEARNING EXPERIENCE AND THE OPERATIONAL PRINCIPLES OF THE PROCESSES RELATED TO LEARNING CORRESPONDING TO FUTURE NEEDS

OBJECTIVE	SUB-OBJECTIVE
We develop future competencies supporting quality education	We support collaborative learning and development of teaching staff. We value research-based and learner-centered approach. We think about and develop learners' future competencies.
We design diverse ways to study at the university based on personal interests	We offer diverse ways to study based on personal interests. We increase the flexibility of learning through technology enrichment.
We renew Estonian society through education	Through study and training programs, we shape experts and leaders in various fields of life. We are spreading an evidence-based approach to educational innovation.

TABLE 4. LIFE-CHANGING LEARNING EXPERIENCE AND STUDIES ACCORDING TO THE FUTURE NEEDS, LEVEL OF KEY INDICATORS

KEY INDICATOR	2021	2022	2023	2024	2025
student satisfaction with studies ¹⁸	4.48	4.45	4.44	4.36 ¹⁹	4.22
share of students who graduated within the nominal duration ²⁰ of the curriculum from all those admitted to higher education	65%	58%	57%	59%	62%
volume of further education income	929 015	1 090 800	1 242 743	1 422 276	2 355 245 ²¹
average income of master's degree graduates in relation to the average salary in Estonia ²²	-	1.19	1.25	1.25	-
graduates' satisfaction with acquired future skills ²³	-	-	4.29	4.28	4.12
proportion of academic staff participating in teaching development activities	-	-	-	-	47.6%

18 Student satisfaction with the quality and organization of studies, student satisfaction is measured on a 5-point scale.
19 Change in methodology.
20 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.
21 Change in methodology.
22 The data is obtained with a shift of a couple of years.
23 Students' assessment of their leadership skills. student satisfaction is measured on a 5-point scale.



2.2. OVERVIEW OF THE FORMAL EDUCATION ACTIVITIES AND STUDY ORGANIZATION

2.2.1. CURRICULA

In 2025 the study was conducted in 128 curricula and 111 curricula were open for admission (Figure 4). A minimum number of admitted students was set as a prerequisite for launching studies. Unfortunately, this threshold was not reached in five Master’s programmes (anthropology, film arts, human rights in the digital society, literature, visual culture and film studies and contemporary culture). The university provides tuition-free Estonian-language studies at the first two levels of higher education in the study programme groups and fields designated as the university’s areas of responsibility in the administrative contract. In total, studies were launched in 107 study programmes in 2025, including 33 English-language programmes (6 at the first level of higher education, 15 at the second level and 12 at the third level), which is two fewer than in 2024.

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 2025 it was decided to close the curricula in anthropology, information technology management, cinematography and conference interpreting.

In 2025 the study programmes in teacher education and philosophy, politics and economics were launched. The former aims to provide flexible study pathways at the Master’s level of teacher education for those who already hold a Master’s degree or have completed a four-year diploma programme, thereby supporting both career changers and subject teachers already working in schools. The Bachelor’s programme in philosophy, politics and economics aims to educate specialists with interdisciplinary knowledge and analytical skills who can contribute to Estonia’s public and third sectors.

As a continuation of the work initiated in 2024 to define Tallinn University’s future skills and align curriculum learning outcomes with the revised Higher Education Standard, the “Principles of Curriculum Development 2026+” were formulated in 2025, setting new objectives for study programme development. These include placing thinking and leadership skills at the core of the university-wide teaching and development of general competences.

Based on these principles, the process of updating all of the university’s curricula s launched, with the aim of bringing them into line with both the Principles of Curriculum Development 2026+ and the learning outcomes of the Higher Education Standard by 2028 at the latest. All such amendments to curricula are approved by the Ministry of Education and Research. Several curricula are undergoing more extensive changes and are therefore being formalised as new curricula. Table 5 presents the curricula updated in 2025, indicating whether an existing curriculum was amended or a new curriculum was created.

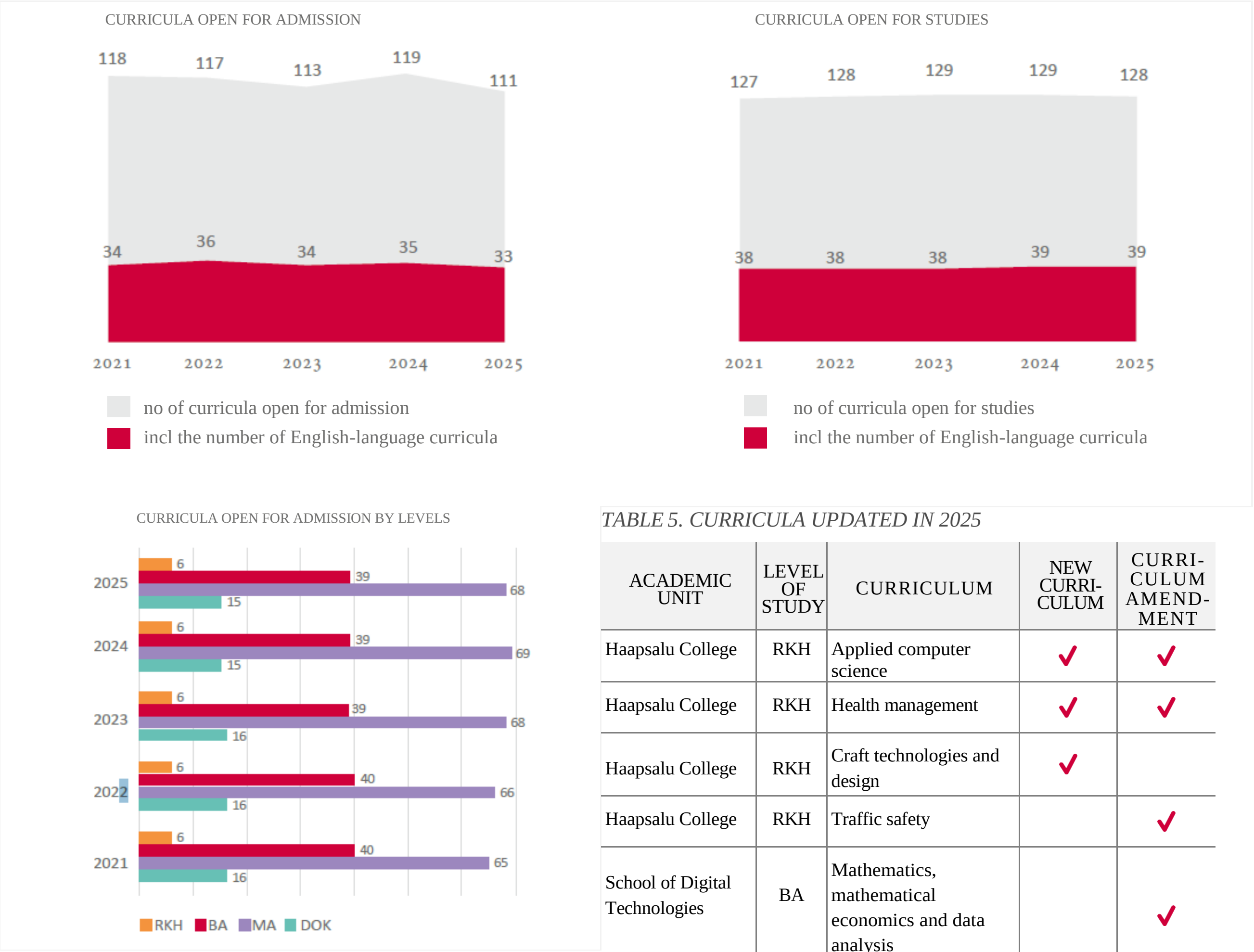


FIGURE 4. NUMBER OF CURRICULA OPEN FOR ADMISSION AND STUDIES DURING THE YEARS 2020-2025

The updating of curricula continued through the ÕppeLab programme. Curricula participate in ÕppeLab as teams, with employers, alumni and students enrolled in the respective curricula also involved in the development process, in line with the expectations set for the university in the administrative contract. In spring 2025, the Journalism (BA), Special Education (MA), Health Promotion (professional higher education), Creative Arts Therapies (MA), Russian Philology (BA) and Sociology (BA) curricula completed the ÕppeLab programme. In autumn, 11 Master’s curricula in subject teacher education began the development process through the ÕppeLab programme.

In 2024 new Curriculum Regulations were adopted, together with an update of the internal assessment system for curricula. In spring 2025 the Senate Academic Affairs Committee reviewed the proposals for changes presented in the 2024 annual reports and approved an action plan. In 2025 the first stage of the internal assessment system, namely the annual report form, was revised, and all curricula submitted their reports using the new form. In 2026 the second stage of the internal assessment system, curriculum assessment, will be implemented, involving the curricula of Haapsalu College and the School of Digital Technologies.

TEACHER TRAINING

To ensure a shared information space and coordination between the academic units contributing to teacher education, the heads of teacher education curricula meet regularly within the teacher education council, while subject didactics lecturers jointly develop teaching practice within teacher education at didactics Wednesdays.

To support the transition to Estonian-language education, the university continued to increase admissions to teacher education curricula with targeted funding from the Ministry of Education and Research. As of 10 November, 694 students had commenced studies in teacher education and special education curricula in 2025, which is 11% more than in 2024 (627 students) and 60% more than in 2021 (433 students), before additional study places began to be created under the action plan for the transition to Estonian-language education. Increasing admissions in consecutive years has been a challenging task for all academic units that have created additional study places in teacher education, with the greatest increase in workload at the School of Educational Sciences.

In addition to increasing the number of study places in degree studies, the university provides teachers with flexible opportunities to develop their professional and/or pedagogical competences alongside their teaching work. Flexibility is ensured through the possibility of studying either in microdegree programmes or continuing education courses co-funded by the EU under the HANO initiative. As part of the same initiative, Tallinn University is also implementing activities under the Teachers’ Academy initiative, the overall aim of which is to increase the next

generation of academic staff at universities and teachers at schools and preschools, and to strengthen research and development capacity in four focus areas: science education, mathematics education, the transition to Estonian-language education and inclusive education. During the year ten microdegree programmes were launched and 24 continuing education courses were provided for teachers, along with eight training and development programmes for leaders of educational institutions. During the year 15 visiting lecturers worked at the university in the focus areas of the Teachers’ Academy, providing teaching, supervising students and contributing to research and development in the focus areas as well as to the development of the teacher community. The activities of the Teachers’ Academy are planned to continue until the end of the 2028/2029 academic year.

As part of the “Supporting Social Inclusion” support measure of the Swiss-Estonian Cooperation Programme, activities were launched to enhance the competences of education professionals working in multilingual and multicultural environments. Existing curricula were analysed and updated in accordance with the principles of learning and teaching in multilingual and multicultural environments. New continuing education curricula, including microdegree programmes, were also developed, providing greater flexibility and enabling teachers to better combine work and studies.

The University continued its long-standing cooperation with the Noored Kooli Foundation. Tallinn University provides participants in the Noored Kooli programme with 73 ECTS credits of teacher education courses and has developed a specific procedure for transition to degree studies, facilitating the recognition of studies completed by graduates of the Noored Kooli programme and the completion of their Master’s studies.

In addition, Tallinn University’s Academy of Educational Management (HAAK) published the results of two large-scale school surveys: the sixth consecutive teacher survey and the first-ever survey of school leaders. Both provide an overview of the current state of Estonian education and offer valuable input for schools, school owners and policymakers. The surveys, which have systematically mapped the Estonian education landscape since 2016, involved 133 schools across Estonia this time, with 3,853 teachers and 462 members of school management teams participating. The survey results are used to plan school development activities, in the university’s research, and in HAAK’s development activities. They also provide valuable input for policymakers.

2.2.2. ADMISSION

A total of 10,271 applications were submitted during the 2025 main admissions period (1 December 2024–1 September 2025) via the Estonian Admissions Information System (SAIS) and DreamApply. Compared with the previous year

the number of applications increased by 7%, largely due to strong applicant interest in the foreign-language joint curriculum Artificial Intelligence in Sustainable Societies (AISS), which received 638 applications.



There was also considerable interest this year in curricula in the teacher training and educational sciences curriculum group, which accounted for more than one third of all applications submitted to the University. The number of applications to these curricula increased by 8% compared with the previous year. Compared with the previous year's admissions, the number of applications submitted to first- and second-cycle curricula at Estonia's other major universities also increased, with the University of Tartu receiving 16% more applications and TalTech 36% more.

In 2025 2,413 students were admitted to the university (Figure 5). Compared with 2024 admissions increased by approximately 5%.

The most significant changes in admissions for the 2025/2026 academic year compared with the previous year were as follows:

- the number of students admitted to teacher training and special education curricula was increased by 67 study places compared with the previous year;
- for Estonian-language first- and second-cycle curricula, the Estonian language proficiency requirement was raised from level B1 to level B2, while for Estonian-language second-cycle curricula, the foreign language proficiency requirement was raised from level A2 to at least level B1;
- the informatics curriculum was updated: the digital media specialisation was replaced by specialisations in data analytics and interaction design;
- admissions to the Russian language and literature teacher curriculum were not opened, and the specialisation will continue to be taught as part of the Master's curriculum in foreign language teacher education;
- the joint curriculum Social Psychology of Change: Understanding and Managing Social Transformations was opened for admissions; admissions to this curriculum are not organised by Tallinn University;
- the art therapy curriculum was transferred to fee-based part-time study;
- admissions were opened to the updated curricula in educational sciences and management of information technology.

According to the administrative contract Tallinn University was permitted to admit students to the curricula specified in the contract only for part-time (fee-based) studies during 2022-2025. In 2025 admissions exclusively to part-time studies were held for the curricula in advertising and public relations, law, organisational behaviour, alternative dispute resolution, and art therapy. In addition, some curricula offered admission to fee-based part-time studies alongside competitive admission to full-time studies. These were the curricula in adult education (BA and MA), administrative and business organization (BA), educational leadership (MA), educational sciences (MA), physical education (BA), child protection (MA), youth work (professional higher education), political science (MA), politics and governance (BA and MA), social work (BA and MA), sociology (BA and MA), social pedagogy (BA), and law (MA). In accordance with the administrative contract

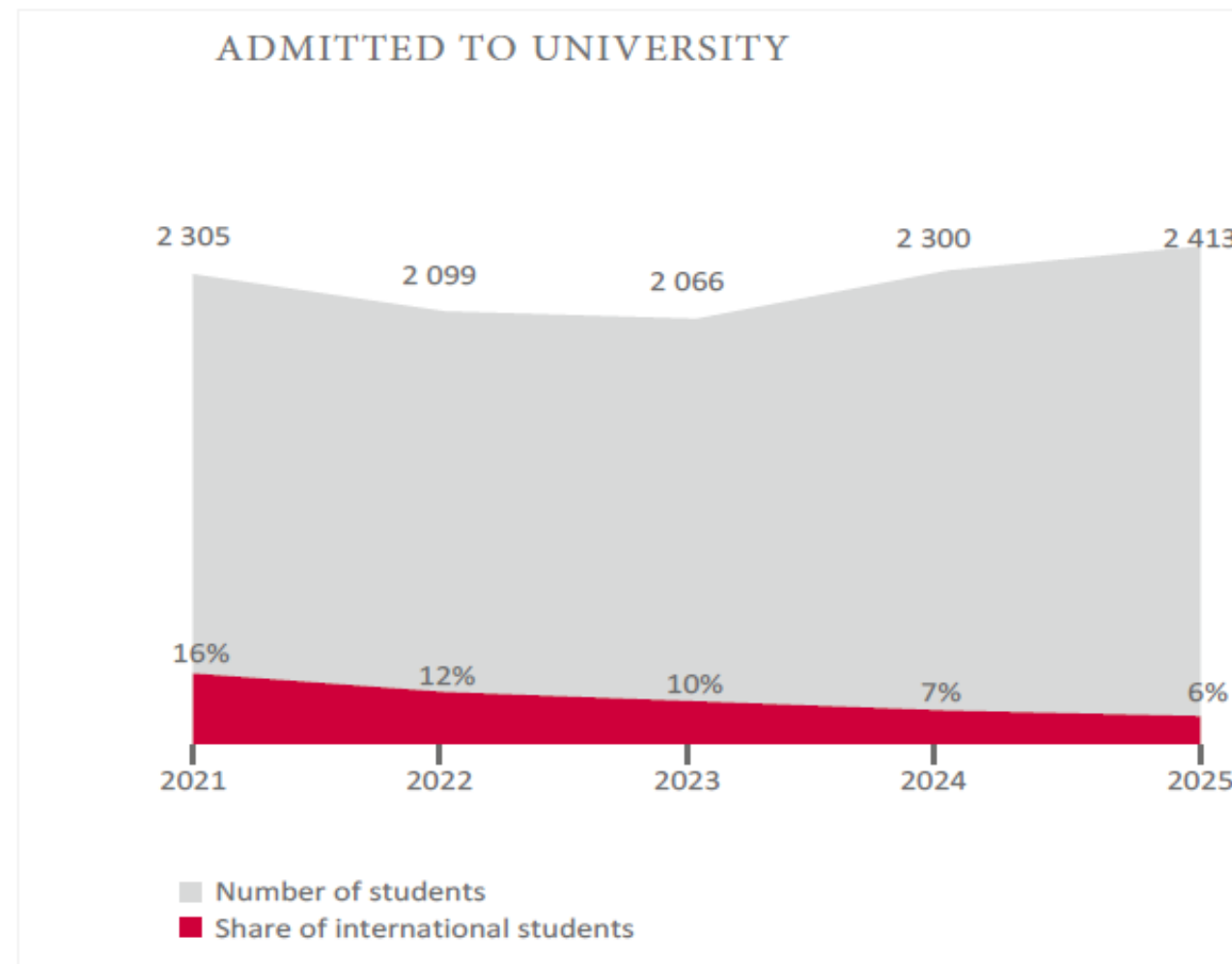


FIGURE 5. ADMISSION TO UNIVERSITY 2021–2025

the number of tuition-free study places in the administrative and business organization curriculum has been limited to 25 since the 2021/2022 academic year. Since 2023 the Bachelor's curriculum in law has been offered only as paid part-time study.

In 2025 1,191 applications were received from international applicants (19% more than in the 2024 admissions). The AISS joint curriculum received 638 applications, accounting for 54% of all applications submitted through DreamApply. The largest number of applications came from applicants from Pakistan (320), followed by Bangladesh (125) and Nigeria (117). The largest numbers of admitted students were citizens of Finland (18), the United States (12), Pakistan (12) and Nigeria (12) (Figure 6). Admissions were also held for two joint curricula for which Tallinn University did not organise the admissions process: social psychology of change: understanding and managing social transformations and European film heritage, history and cultures. A total of 183²⁴ international students from 58 countries were enrolled, including 11 doctoral students.

²⁴including students enrolled in joint curricula

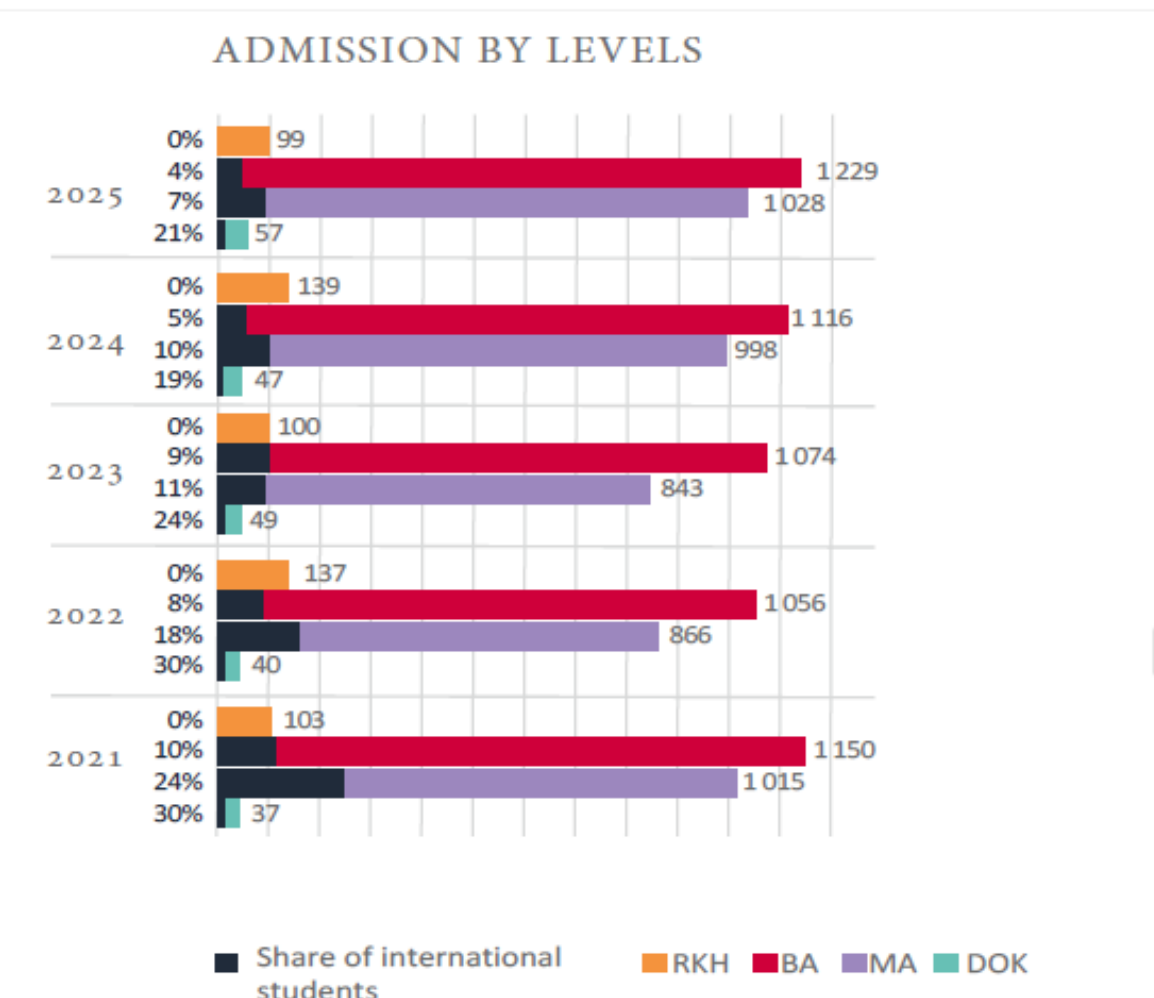
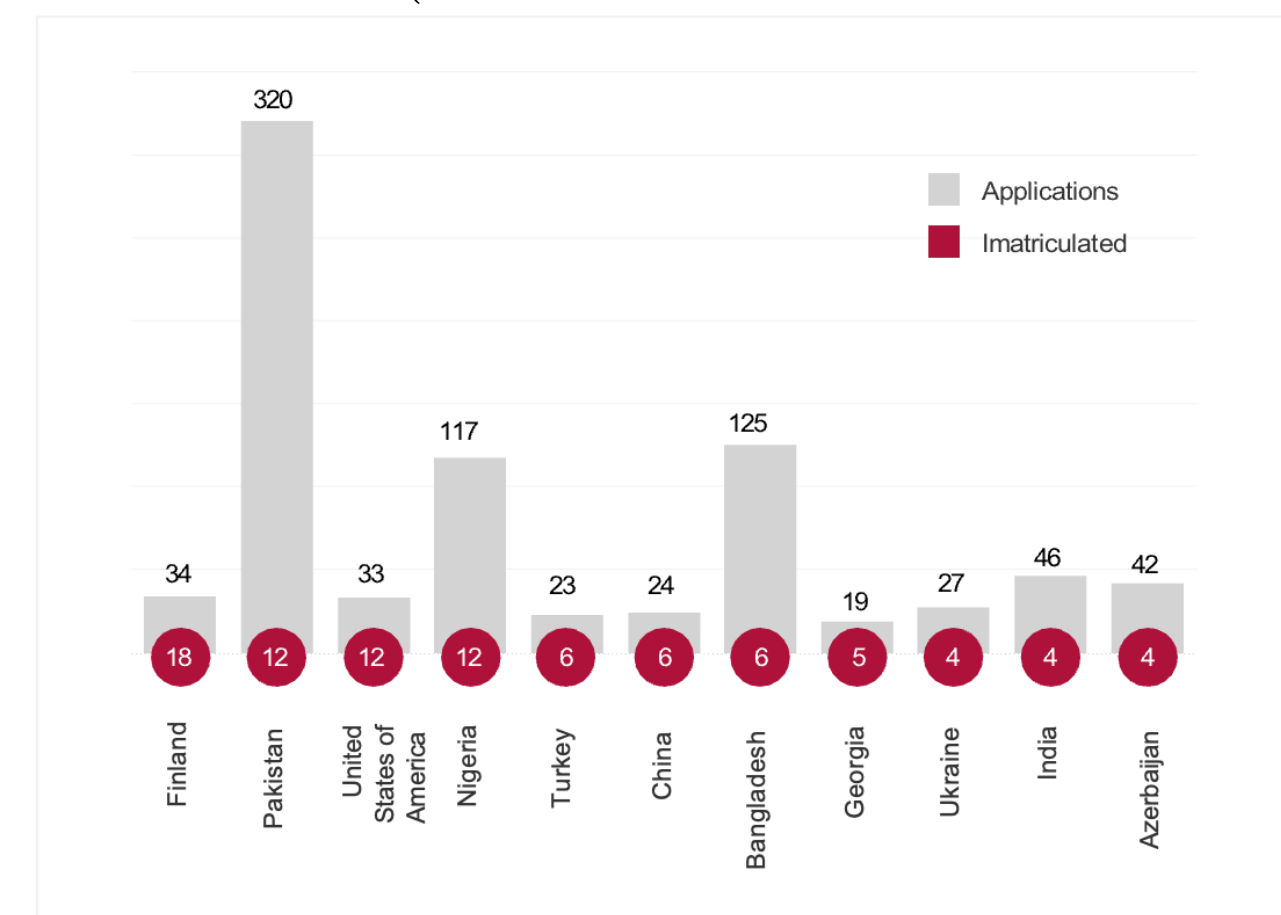


FIGURE 6. DYNAMICS OF APPLICATIONS BY INTERNATIONAL STUDENT CANDIDATES BY NUMBER OF APPLICATIONS SUBMITTED AND CITIZENSHIP IN 2025 (MOST POPULAR COUNTRIES OF ORIGIN)



The analysis of feedback on the 2025 entrance examinations showed that domestic applicants rated the organisation of admissions and the extent to which the examination content corresponded to the examination description highly. On a five-point scale, the average rating for satisfaction with the organisation of the examination was 4.26 for first-cycle applicants and 4.4 for second-cycle applicants. Satisfaction with the organisation of the examination increased among both first- and second-cycle applicants compared with the previous year. When assessing the extent to which the examination content corresponded to the published description, the average rating was 4.34 for first-cycle applicants and 4.42 for second-cycle applicants. Satisfaction increased further compared with the previous year.

ADMISSION TO TEACHER TRAINING

Teacher training is becoming an increasingly popular choice among applicants to the university. In 2025 a record 2,865 people applied for admission to teacher education at Tallinn University, 3% more than in the previous year. A total of 711 students were admitted, of whom 693 had enrolled as of 10 November 2025.

In 2025 the university created 268 additional study places in teacher education and special education curricula, and at the beginning of the 2025/2026 academic year, 701 students commenced studies in these curricula (639 in 2024). Of these, 192 study places were created with additional funding from the Ministry of Education and Research (175 in 2024).

Compared with admissions in 2021, Tallinn University has increased admissions to teacher education and special education curricula by 60%, supported in part by additional resources allocated by the Ministry of Education and Research. In absolute terms, admissions have increased the most in curricula where both daytime and session-based study are offered in parallel (early childhood education, pedagogy and primary school teacher). In percentage terms, the largest increase has been in the foreign language teacher curriculum, to which new major specialisations were added during the period of the administrative contract (Table 6). The university has met the target agreed in the administrative contract, admitting at least 40 students per year to each of the two cycles of study during the period 2022–2025 (see Table 6). In addition, statistics show that students in special education curricula are among the most successful in completing their studies, with around 80% graduating within the nominal period of study at both cycles.

Tallinn University has paid particular attention to admissions of teachers of science, technology and mathematics (STEM) subjects and Estonian language Teachers. The target set in the administrative contract to increase the average number of students admitted compared with the previous period has been achieved (Table 7).

TABLE 6. NUMBER OF STUDENTS ENROLLED IN TEACHER EDUCATION CURRICULA IN 2021–2025 (AS AT 4 OCTOBER 2025)

	2021	2022	2023	2024	2025	CHANGE % 2021 vs. 2025
Early Childhood Education BA	48	47	78	76	83	73%
Special Education BA	55	69	56	52	55	0%
Vocational Pedagogy BA	22	19	25	24	22	0%
Pedagogy BA	28	34	52	60	64	129%
Primary School Teacher INT	26	21	53	51	57	119%
Teacher of History and Civics MA	14	12	18	19	22	57%
Early Childhood Education MA	19	18	30	29	32	68%
Teacher of Estonian Language and Literature MA	12	14	27	29	31	158%
Special Education MA	31	40	46	41	46	48%
Teacher of Informatics MA	16	20	14	13	18	13%
Inclusive Education MA	0	40	7	14	21	100%
Physical Education Teacher MA	29	22	22	22	22	-24%
Art Teacher MA	7	9	9	11	14	100%
Vocational Teacher MA	17	15	27	25	31	82%
Teacher of Natural Sciences MA	11	7	15	24	23	109%
Mathematics Teacher MA	12	22	15	18	19	58%
Teacher of Several Subjects MA	29	16	32	29	38	31%
Music Teacher MA	11	6	12	8	15	36%
Teacher of Technology Education MA	15	8	20	20	19	27%
Teacher of Russian Language and Literature MA	16	8	14	15	0	NA
Foreign Language Teacher MA	15	11	26	50	62	313%
Total	433	458	598	630	694	60%

TABLE 7. AVERAGE ADMISSION NUMBERS FOR STEM AND ESTONIAN LANGUAGE TEACHER EDUCATION PROGRAMMES IN 2019–2021 AND 2022–2025

Name of curriculum	2019–2021 AVERAGE	TARGET 2025 (30% increase)	2022–2025 AVERAGE
Mathematics Teacher	12.7	16.5	18.5
Teacher of Several Subjects	20.7	26.9	29
Teacher of Informatics	14.3	18.6	16.25
Teacher of Natural Sciences	10	13	17.5
Total STEM Teachers	57.7	75	81.25
Teacher of Estonian Language and Literature	18.3	23.8	24.75

In 2025 13 full-time and eight part-time teacher education curricula were offered at Tallinn University, with tuition-free part-time session-based studies offered in the following teacher education curricula (curricula shown in bold were extended to a longer period of study during the current administrative contract period): inclusive education, vocational pedagogy, vocational teacher, art teacher, teacher of natural sciences, mathematics teacher, teacher of several subjects and teacher of technology education.

Since 2022 the number of study places in the school psychology specialisation of the Master’s curriculum in psychology has been increased. Between 2022 and 2025, the number of study places was increased by one each year, and all study places were filled. In 2025 all 13 study places were filled.

2.2.3 STUDENTS AND SUPPORT SERVICES

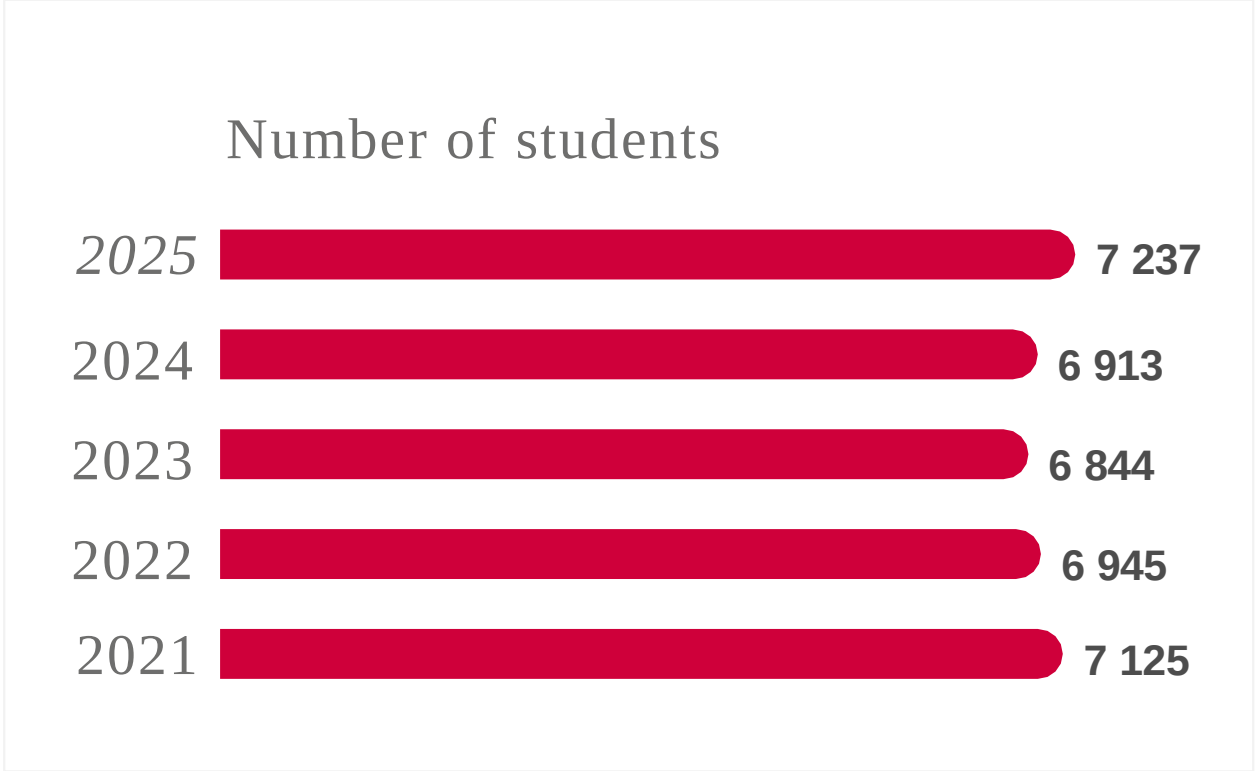


FIGURE 7. NUMBER OF STUDENTS 2021– 2025

The number of Estonian students has increased from 44,611 to 47,496 over the past five years ²⁵ and the largest increase (4.5%) occurred in the most recent year. The number of students enrolled in degree studies at Tallinn University has also increased steadily over the past three years following a slight decline (Figure 7). The distribution of students across cycles of study has remained similar over the past five years (Figure 8), as has the gender distribution: on average, there are 2.5 times as many women as men among students (73% women and 27% men in 2025).

25 Haridussilm, <https://www.haridussilm.ee/>

FIGURE 8. SHARE OF STUDENTS BY LEVELS 2021–2025

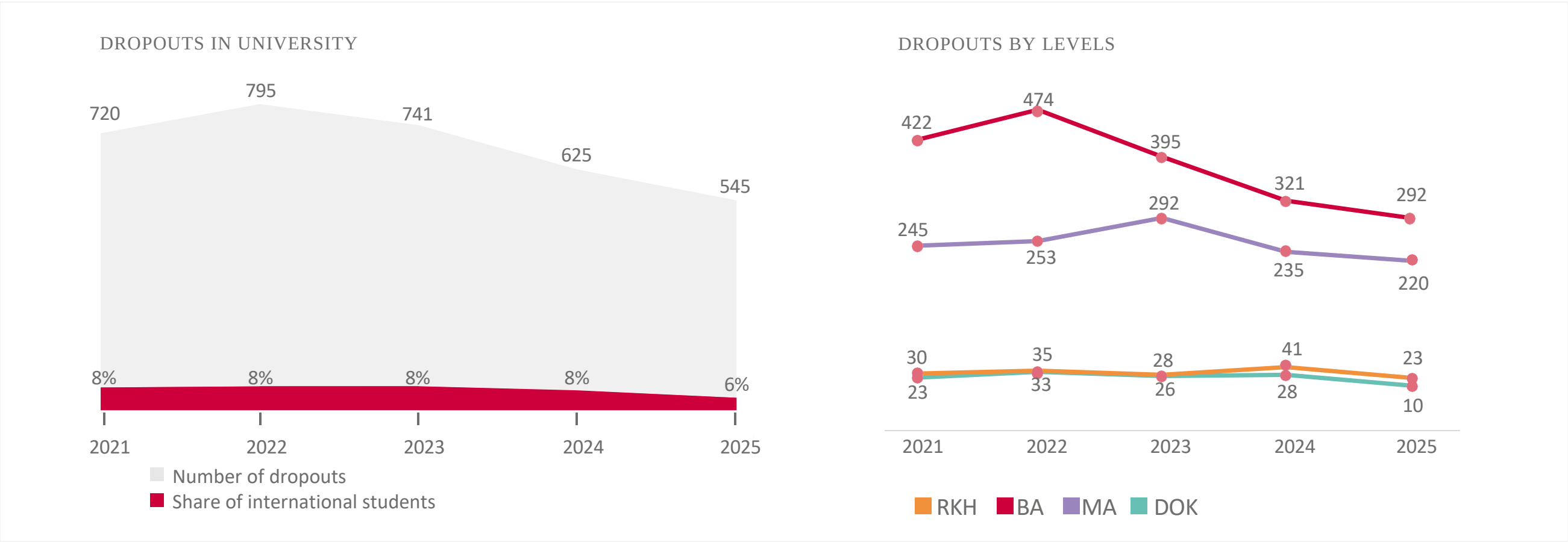
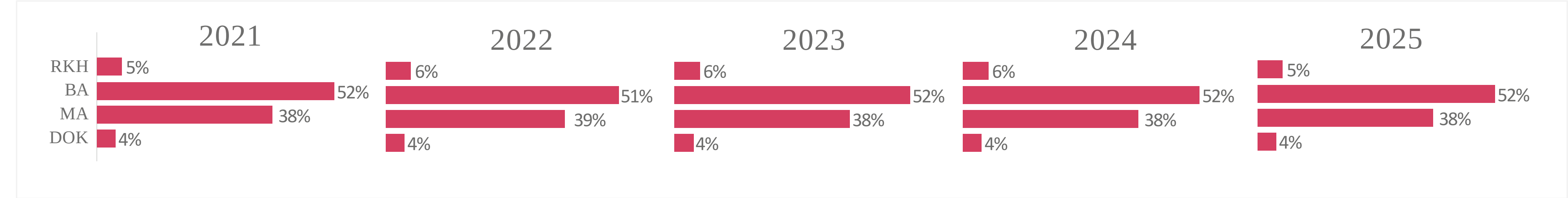


FIGURE 9. NUMBER OF DROPOUTS AT THE UNIVERSITY AND BY LEVEL OF STUDY

Over the past five years, the number of international students in Estonia has decreased by 24%, meaning that international students accounted for 8% of all students in Estonia in 2025. The same trend can be observed in the number of international students at Tallinn University, which decreased from 834 in 2021 to 498 in 2025. The proportion of international students among all students decreased by one percentage point over the past year, standing at 7% in 2025.

All international students enrolled in foreign-language curricula at Tallinn University are required to complete 6 ECTS credits of Estonian language and culture studies

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

culture studies to support their successful adaptation to life in Estonia and entry into the labour market. In addition, students may continue studying Estonian as elective courses throughout the nominal period of their curriculum without paying additional tuition fees.

Over the past four years, the average dropout rate in Estonian higher education has decreased from 12.4% to 8.2%. The dropout rate at Tallinn University follows the national trend but remains below the national average, having decreased from 11.4% to 7.5% over the same period (Figure 9).

27 Haridussilm, <https://www.haridussilm.ee/>

Most students discontinue their studies at their own request (an average of 500 students per year in 2021–2024), followed by insufficient academic progress, i.e. failure to meet the requirements for part-time study (an average of 115 students per year). More than half of all students who discontinue their studies are Bachelor’s students, accounting for 53.6% in 2025, while Master’s students accounted for 40.4%. The overall decline in discontinuation may be attributed both to the measures introduced by the university to prevent students from discontinuing their studies and to amendments to the Higher Education Act, which, from the 2024 admissions onwards, restrict repeated tuition-free study at the same cycle of higher education.

For several years the university has paid particular attention to students discontinuing their studies during the first year, as this is when the dropout rate is highest. Therefore, in 2025, the Student Counselling Centre also focused on supporting first-year students by organising open meetings with tutors at the beginning of the academic year and introducing the services offered by the Counselling Centre. The Centre’s counsellors were able to continue the practice launched in the autumn semester of 2023 of participating in first-year students’ studies and introducing their areas of expertise in the university-wide courses Learning at University and Big Questions.

The main issues addressed by the counsellors at the Student Counselling Centre remained the same as in previous years (Table 8). However, new types of conflict situations arose between students or between students and teaching staff, where the counsellors’ role was to resolve the conflicts in cooperation with the academic units. As a result, the Counselling Centre initiated the development of a plan for handling complex cases. Completing the plan requires the development of a similar approach for both students and staff, including cooperation with the Human Resources Office.

A new topic addressed by the Counselling Centre concerns gender identity. Therefore, in 2025, the Counselling Centre, in cooperation with the Human Resources Office, organised the university’s first LGBTQ+ training for staff, entitled “How to Recognise and Support an LGBT+ Student?”, delivered by the Estonian LGBT Association.

The counsellor for students with special needs aimed to further strengthen cooperation with academic units. The total number of counselling sessions provided by the Counselling Centre increased by 31% compared with the previous year, with visits to psychologists increasing by 40% and career counselling by 26%.

TABLE 8. MAIN ISSUES ADDRESSED BY THE STUDENT COUNSELLING CENTRE

PSYCHOLOGICAL COUNSELLING	ADVISING STUDENTS WITH SPECIAL NEEDS	CAREER COUNSELLING
• Anxiety / excessive worrying • Depression / low mood • Relationship problems	• Adaptations in learning • Focused on requesting supporting documents • Counselling on coping with special needs	• Uncertainty about the future • Choice of specialty • Study opportunities

In 2025 the focus of the Student Counselling Centre was on expanding and maintaining the community of student tutors. Led by the counsellor for students with special needs, the Academic Affairs Office conducted a 6 ECTS tutor training course, as a result of which five new tutors are now active at the university. In addition, there is one volunteer tutor. The role of tutors is to support fellow students throughout their studies and provide initial support to applicants during the entrance examination period. The Counselling Centre regularly provides opportunities for the tutor community to exchange experiences and receive support.

During the autumn semester, the Student Union organised a Mental Health Week, to which the Counselling Centre also contributed together with students participating in tutor training. The tutors organised a variety of workshops.



2.2.4. Learning mobility at I and II levels

The university continues to aim to increase students’ international experience and competences. The student mobility at Tallinn University has increased fivefold over the past five years (Figure 10). While 1.5% of first- and second-cycle students participated in international mobility in 2021, the figure had risen to 7.7% by 2025. In 2021 only two professional higher education students participated in international mobility, compared with 74 in 2025, representing 19.1% of all professional higher education students at the university (Figure 11). This analysis does not include doctoral student mobility, as many doctoral students have the status of junior research fellows and now mostly undertake international mobility as employees.

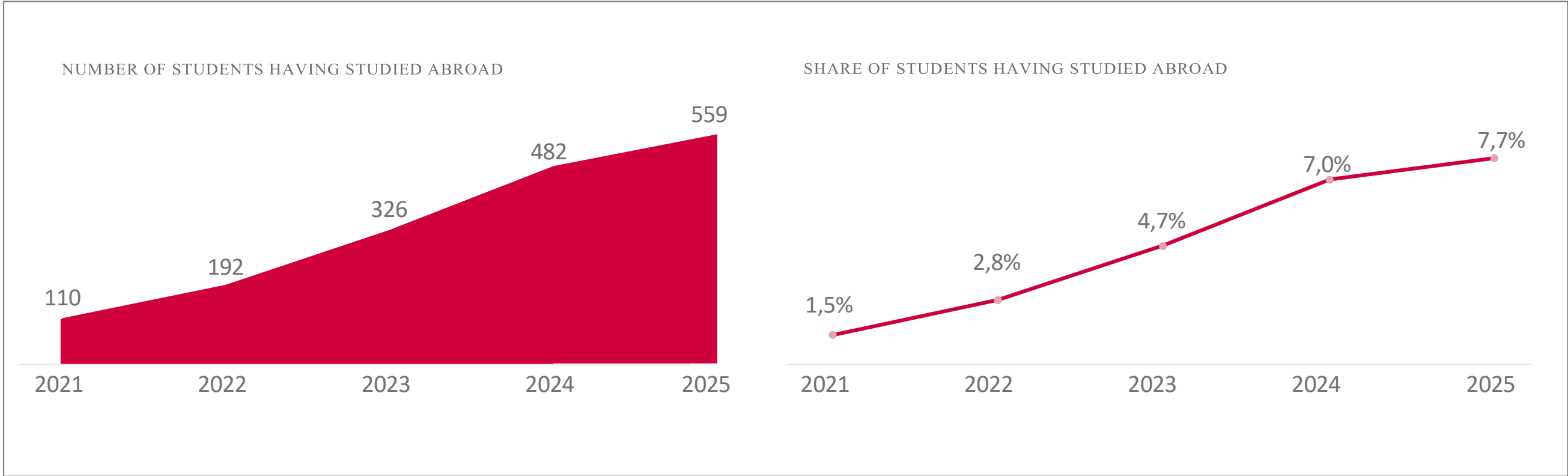


FIGURE 10. NUMBER AND SHARE OF STUDENTS AT I AND II LEVELS WHO PARTICIPATED IN LEARNING MOBILITY 2021–2025

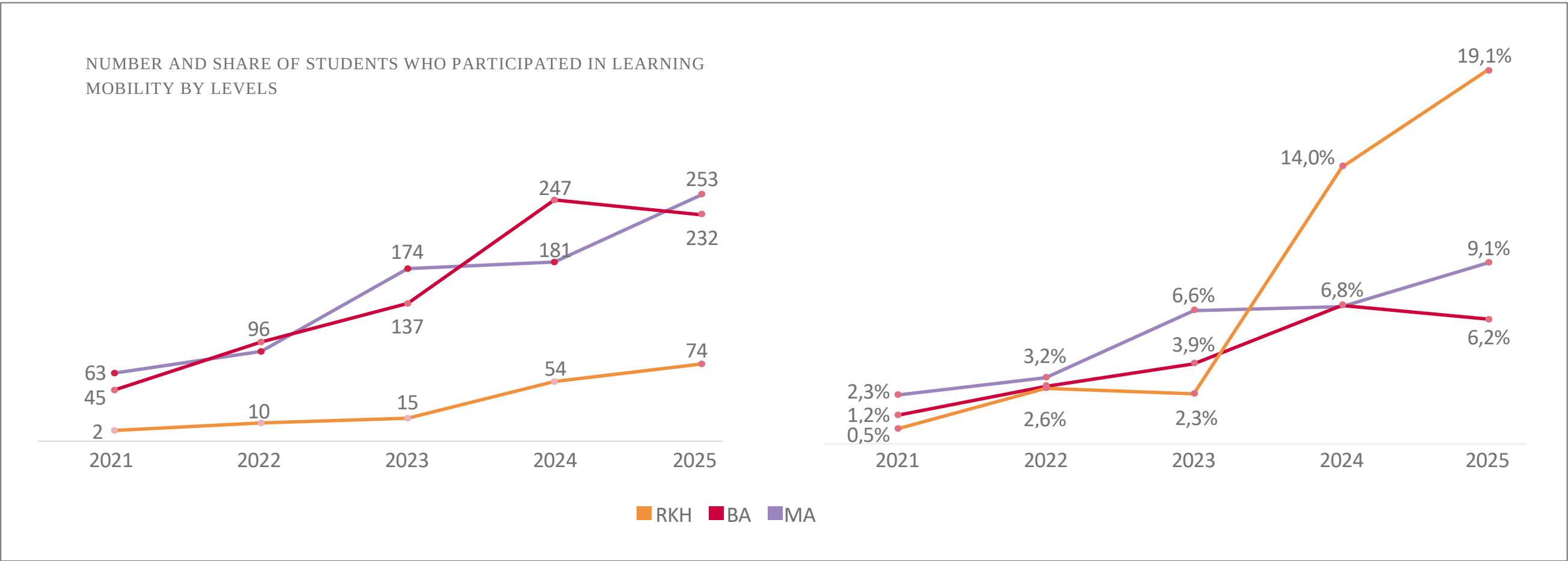


FIGURE 11. NUMBER AND SHARE OF STUDENTS WHO PARTICIPATED IN LEARNING MOBILITY BY LEVELS 2021–2025

The most popular destinations for student mobility were Portugal, Germany, Spain, Italy and Ireland (Figure 12). The largest numbers of incoming international visiting students came from Germany, Latvia and Italy.

The total number of visiting students has increased by 59% over the past five years, primarily due to the increase in the number of international visiting students. Their number has increased by 74% over the past five years, while student mobility within Estonia has remained stable at 60–80 students per year (Figure 13). Compared with previous years, the number of short-term incoming mobilities has increased, mainly due to the organisation of Erasmus+ Blended Intensive Programmes (BIPs). In 2025, ten short-term blended intensive programmes were organised under the leadership of Tallinn University.

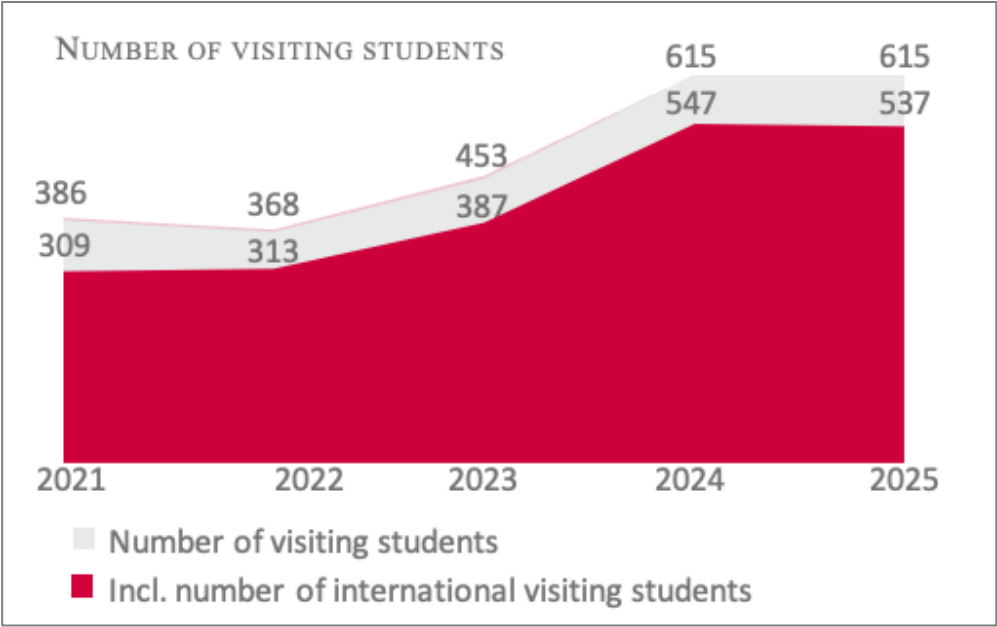


FIGURE 13. NUMBER OF VISITING STUDENTS 2021–2025

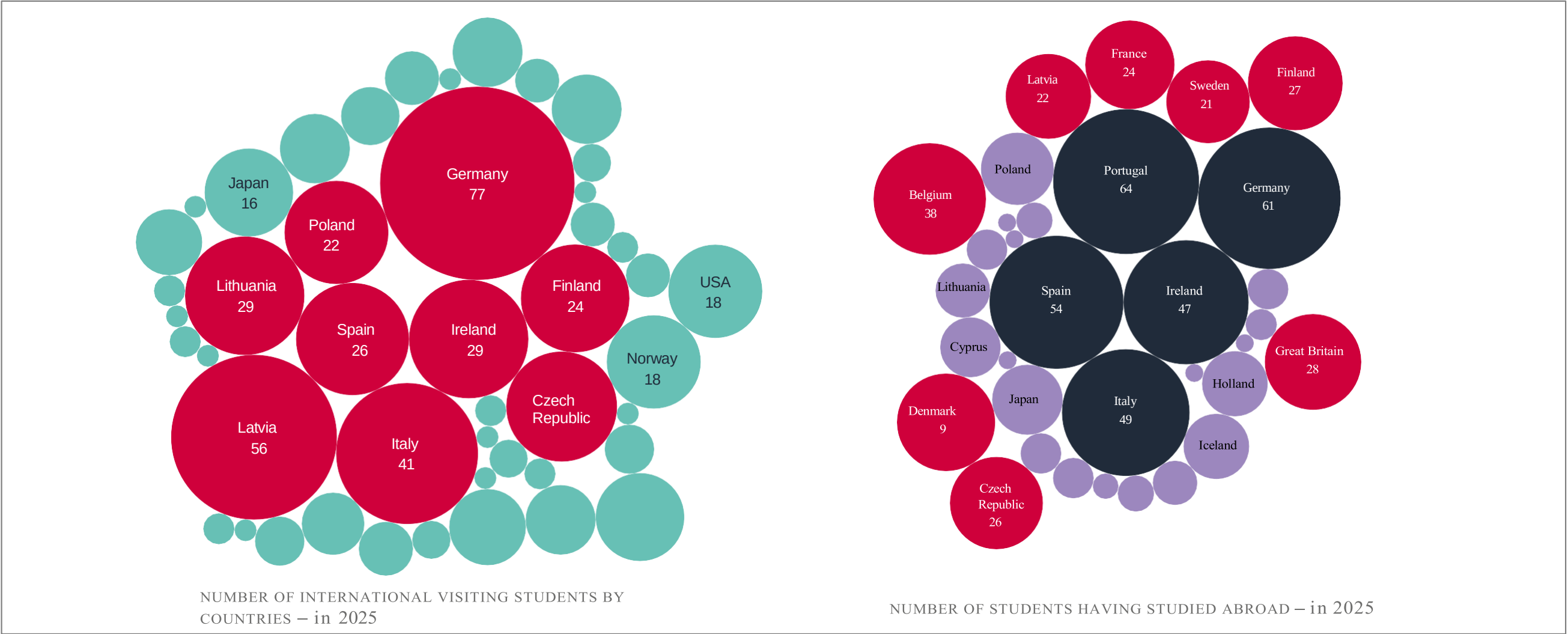


FIGURE 12. COUNTRIES OF DESTINATION OF TALLINN UNIVERSITY STUDENTS PARTICIPATING IN INTERNATIONAL MOBILITY AND COUNTRIES OF ORIGIN OF INTERNATIONAL STUDENTS IN 2025



2.2.5. GRADUATION

In 2025 1,544 students graduated from Tallinn University, 4% fewer than in the previous year (Figure 14). The largest decreases were in the number of Master's (−7%) and professional higher education (−27%) graduates, the latter being related to admissions to these curricula taking place every other year. In 2025 the proportion of international students among graduates was 4% lower than in 2024. A total of 431 students graduated from teacher education curricula in 2025, 66 fewer than in the previous year.

The proportion of students graduating within the nominal period of study has begun to increase again after a downward trend (59.3% in 2024 and 62.3% in 2025) (Figure 15). As with the number of graduates, the proportion of professional higher education students graduating within the nominal period correlates with admissions taking place every other year. The proportion of international students graduating within the nominal period also shows an upward trend (77.4% in 2024 and 78.3% in 2025). The proportion of doctoral students graduating within the nominal period has remained at around 20% for the past three years. An analysis of doctoral degree completions over the past nine years shows that approximately 58% of all those awarded a degree completed it within three to six academic years, while the remaining 42% took seven years or more. It should be noted, however, that not all admitted doctoral students ultimately reach the dissertation defence stage.

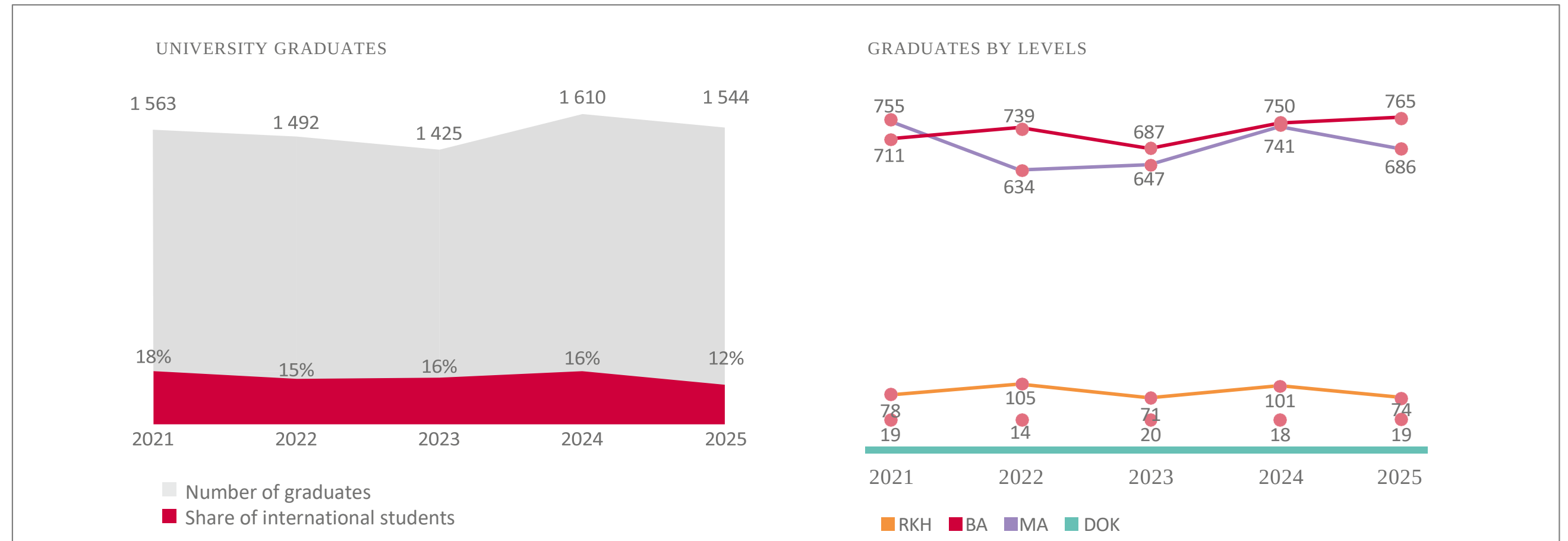


FIGURE 14. GRADUATES IN UNIVERSITY AND BY LEVELS

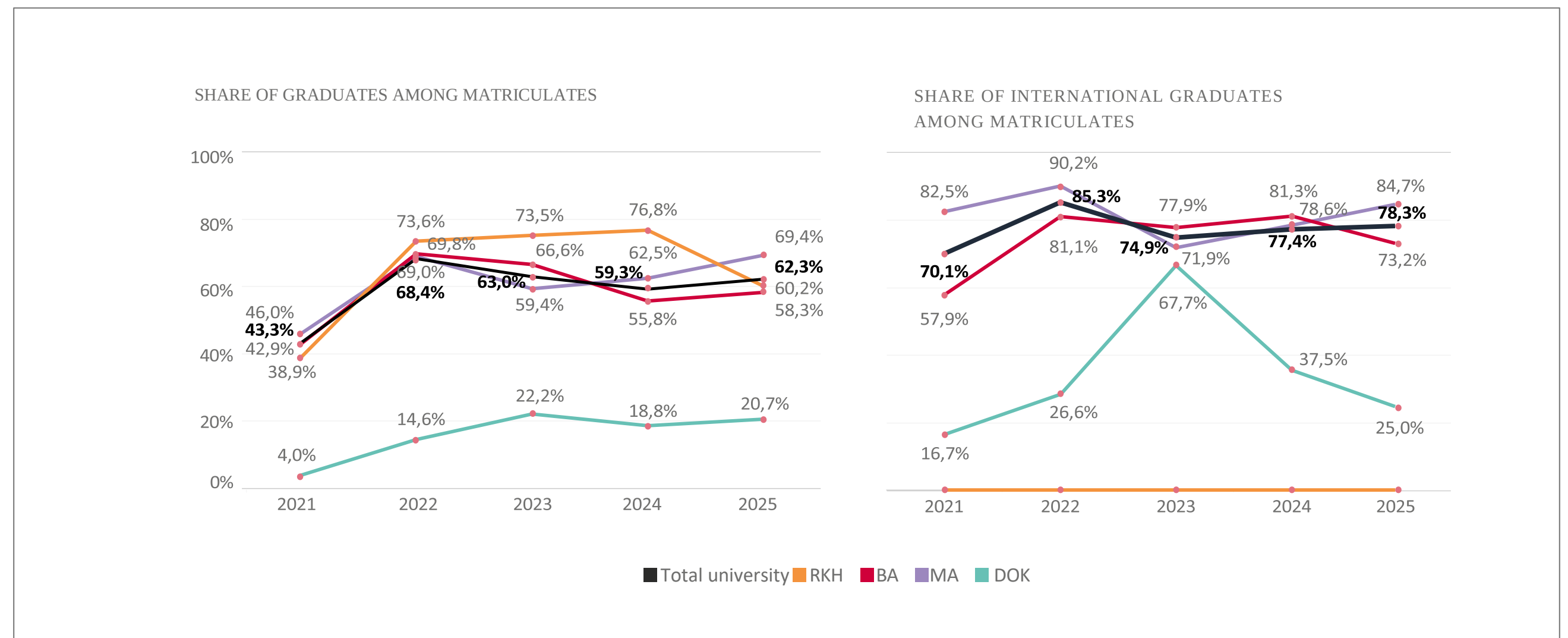


FIGURE 15. SHARE OF GRADUATES WITH NOMINAL TIME

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 2025 the collection of feedback was continued in the system developed during previous years. 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 2024/2025 5,146 students assessed the total of 1,917 subjects. Evaluating satisfaction on a five-point system, the structure and systematicity of the subject courses averaged 4.37 and the average of all statements was between 4.3 and 4.5. So it can be said that the learners are generally satisfied and this is a slightly better result compared with the previous three academic years (previously 4.1–4.4). The average satisfaction ratings by level of education have been provided in figure 16. Students most often agreed with the statements that the e-support offered in the course was sufficient (4.48) and that the topics covered in the course and the content of the learning material were relevant (4.47). As in the previous year, students at all levels of study were least satisfied with the statement that it was clear what they were expected to learn during the course (4.27).

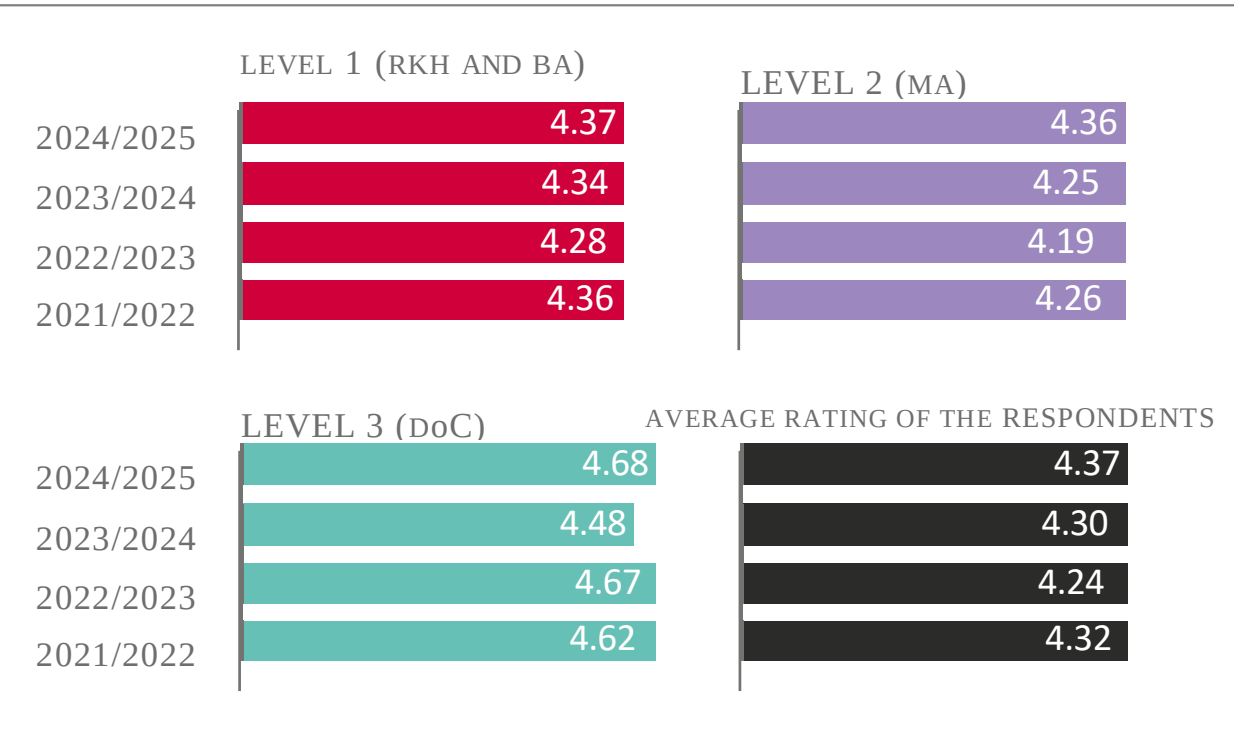


FIGURE 16. STUDENTS’SATISFACTION WITH THESTRUCTURE AND SYSTEMATICITY OF SUBJECT COURSES BY ACADEMIC YEAR AND LEVEL

The students’ assessments of the learning environment supporting their learning are presented as averages by cycle and academic year in Figure 17. Students at all cycles agreed most strongly with the statement that the lecturer treated students with respect (4.72). First- and second-cycle students also felt that the lecturer valued the content of the course they taught (4.66 and 4.68, respectively). Third-cycle students also agreed with this statement (4.75), but gave a slightly higher rating to the statement that the lecturer was open to listening to students’ opinions without judgement and discussing questions with them (4.76). To assess students’ motivation, they were asked to rate their interest in the topics covered in the course and the effort they had to make in engaging with them. Overall, responses tended to be positive with regard to students’ interest, their ability to engage with the topics, and the effort required (average ratings ranging from 4 to 4.5). As in 2024, students at all cycles of study gave the highest average rating in 2025 to the extent to which the topics covered in the course were manageable (4.48), while the lowest rating was given to the amount of effort they felt they had to make to engage with the topics (4.02).

At the end of 2025, a university-wide summary of students’ assessments of supervision was prepared. Students were asked to assess the extent to which different emotions described their experience of writing their thesis. Boredom was the emotion students identified with least when writing their thesis (1.80), while anger (2.64), embarrassment (2.59) and hopelessness (2.65) were also reported less frequently than other emotions. The emotions most characteristic of students writing their thesis were anxiety (3.48), pride (3.42) and hopefulness (3.36). Self-reported ratings of emotions did not differ between cycles of study.

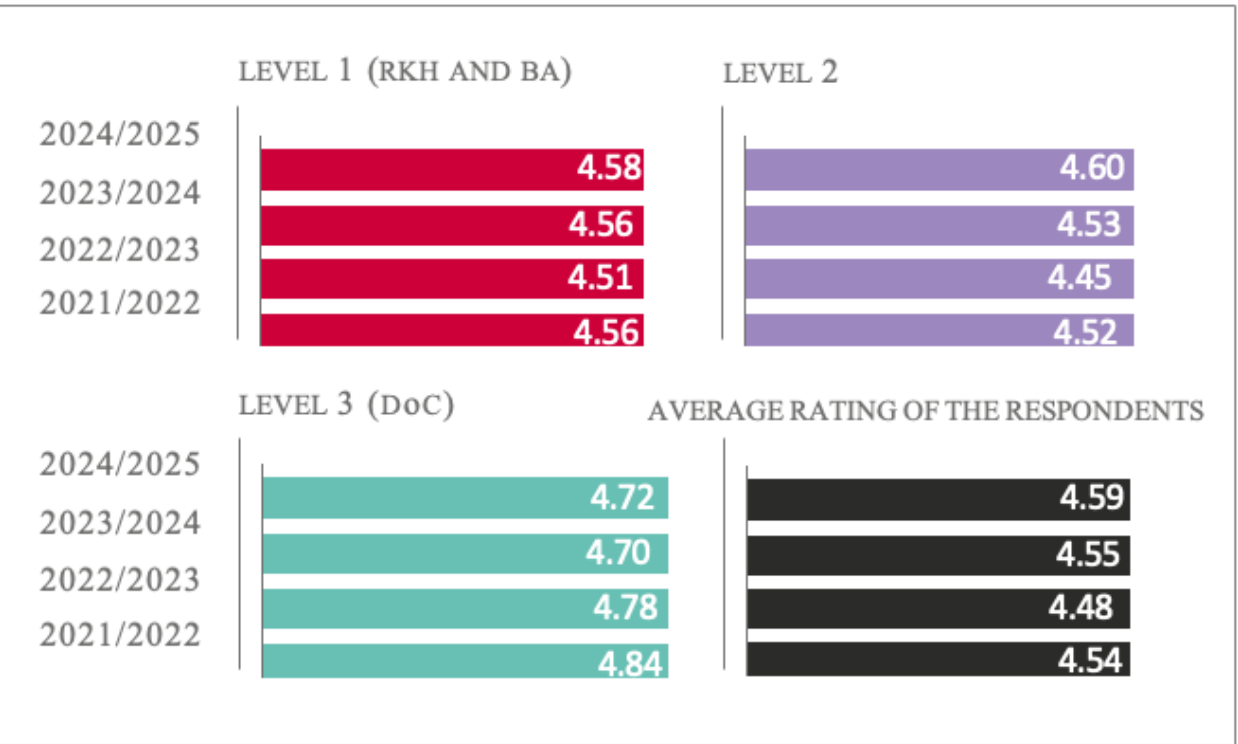


FIGURE 17. STUDENTS’ SATISFACTION WITH REGARD TO THE DESIGN OF THE LEARNING ENVIRONMENT BY ACADEMIC YEARS AND LEVELS

The Student Counselling Centre uses the results in information channels aimed at students and in its counselling activities.

Students’ attitudes towards writing their thesis and their perceived support from their supervisor were also examined. All statements describing supervisors’ activities received very high ratings (4.4–4.7), with the highest level of agreement for the statement concerning supervisors’ willingness to listen without judgement and discuss questions (4.74). There was less agreement with the ambivalent statements describing thesis writers’ confidence in themselves (3.82) and, at the other extreme, their self-doubt (3.81). Four out of five graduates were satisfied with their supervision experience. The most frequently expressed criticism concerned supervisors’ workloads and lack of time, while the most common suggestion for improvement was to provide more support and guidance.

2.2.7. STUDY ORGANIZATION

An important amendment was made to the Academic Regulations, in cooperation with students, concerning the procedure for handling appeals relating to the organisation of studies. The university continues to have a two-tier appeal procedure: an appeal is first submitted to the person who made the initial decision, and if the student is not satisfied with the decision, they may appeal the decision to the director of the academic unit or a member of the Rectorate. Previously, the staff member receiving the appeal could decide on it individually, whereas appeals are now considered by an appeal committee. The appeal committee always includes at least one student and one staff member from another academic unit. The aim of the amendment was to ensure a fairer and more transparent appeal procedure at the university.

The Curriculum Regulations established a curriculum management model that will enter into force on 1 January 2027 and is intended to support structural changes within the academic units. Under the model, each curriculum will have a curriculum team in addition to a curriculum director. As a new element, the duties and responsibilities of the different roles involved in curriculum management were defined, including those of the curriculum director’s immediate supervisor (head of department) and the head of academic affairs of the academic unit.

The major developments to the Study Information System in 2025 were related to preparations for information systems for academic staff. Functionality was developed to link the teaching of courses with academic staff workloads, including course planning and commissioning courses from other academic units.

In 2025 Tallinn University increased its participation in the implementation of activities under the European Social Fund measure “Quality and Internationalisation of Higher Education” (KVARA). During the spring semester, Tallinn University led a four-part seminar series entitled “Internal

Evaluation Practices for Higher Education Curricula”, where Estonian higher education institutions shared their practices and challenges. Both success stories and lessons learned were shared, with a particular focus on quality assurance activities related to the internal evaluation of curricula. During the autumn semester, the Centre for Innovation in Education at the School of Educational Sciences delivered the training course “Instructional Designer in Higher Education”, which proved so successful that it will be offered again in 2026.

2.2.8 DEVELOPMENT ACTIVITIES SUPPORTING TEACHING SKILLS

On 1 January 2025, the university established the Centre for Learning and Teaching (ÕPEK). The aim of establishing the Centre was to consolidate activities related to the development of teaching within a single unit, making the support system clearer and more accessible to academic staff. The establishment of the unit brought activities related to innovation in teaching into greater focus and closer to strategic decision-making.

Since 2025, the Centre for Learning and Teaching (ÕPEK) has offered teaching development grants, training and support in teaching and supervision, supported curriculum development, created opportunities for collaborative learning and the exchange of experience in teaching, and supported the development of e-learning. During its first year of operation, the Centre focused on the art of teaching general competences and adapting teaching to the age of artificial intelligence. Eight training courses on artificial intelligence were held (102 instances of participation), along with 18 digital learning workshops. The aim of these activities was to support academic staff in developing their competence in the use of artificial intelligence while maintaining a learner-centred approach and upholding academic ethics.

Participation in teaching development activities is one of the key indicators of the University’s Strategic Plan. In 2025, the Centre for Learning and Teaching (ÕPEK) carried out 57 training and development activities, involving a total of 293 individual academic staff members. This represents 43.6% of the University’s 672 academic staff members. The total of 577 instances of participation were recorded at these events during the year. In addition to the training and development activities offered by the Centre for Learning and Teaching (ÕPEK), the academic units organised additional development days and internal training sessions.

The Centre for Learning and Teaching (ÕPEK) developed and implemented several formats for collaborative learning and sharing experience.

KoosÕppejõud: a university-wide format that included collaborative learning seminars in academic units, the collaborative learning day “The Art of Teaching

General Competences” (7 April), and a collaborative learning picnic concluding the focus theme.

Individual and group grants: with the support of teaching development grants, 16 academic staff members embarked on a two-year professional development journey. Six individual grants and two group grants were awarded to develop learner-centred and innovative teaching practices (e.g. integrated didactics of creative subjects and assessment of reflection).

Õppejõud Õpib magazine: the second issue of the magazine was published, providing a platform where research and teaching practices come together and offering support for fostering students’ creativity, critical thinking and self-directed learning.

The curriculum laboratory (ÕppeLab) is a curriculum development programme based on design thinking and co-creation. Its aim is to provide curriculum teams with the opportunities and tools to design curricula based on learners’ needs and societal expectations in order to provide effective education that meets future needs. Supporting e-learning: academic staff were offered consultations and a development programme on e-learning methodology and the implementation of best practices to support the effective use of digital tools in the teaching and learning process.

To support the alignment of curricula with the Higher Education Standard, in 2025 the Centre for Learning and Teaching (ÕPEK) developed a five-part series of workshops, drawing on the experience of the Academic Affairs Office and the ÕppeLab programme. The workshops are aimed at curriculum directors and collegiums of academic units and provide a practical model for curriculum development and team involvement. The workshops support the revision of curricula and learning outcomes in a way that facilitates the implementation of changes in everyday teaching.

2.3. OVERVIEW OF CONTINUING EDUCATION AND MICRODEGREE STUDIES

In 2025 new Continuing Education Regulations were adopted, replacing the previous regulations on continuing studies. The change was prompted by the Adult Education Act (TÄKS), which entered into force on 1 April. Among the most significant changes, the principles for the recognition of prior learning and work experience (VÕTA) were set out more clearly, the provisions governing exclusion from studies were clarified, and regulations on micro-credential studies, including microdegree programmes, were added.

Development of the new Continuing Education Information System (TÕIS) continued in cooperation with TalTech. The aim is to create a comprehensive and

user-friendly solution for more efficient management of continuing education processes and to improve the quality and accessibility of data.

In 2025 continuing education revenue increased by 10% compared with 2024, reaching 3.13 million euros. Continuing education revenue includes tuition fees from open studies, revenue from continuing education, and revenue from targeted continuing education projects. The total of 11,404 learners participated in continuing education, remaining at approximately the same level as in the previous year. The number of courses offered also remained stable at approximately 700 courses per year, supplemented by courses in 132 fields of study offered through open studies.

Tallinn University continues to offer both commissioned and public training in all five focus fields. The largest proportion of continuing education learners was in the educational innovation focus field, accounting for 36% of learners. This was followed by healthy and sustainable lifestyles (20.5%), cultural competences (19.8%), and digital and media culture (19.5%). In 2025, a total of 124 microdegree or micro-credential courses were offered, with 1,094 learners participating. Compared with 2024, both the number of courses offered and the number of participants increased, indicating continued demand for micro-credential studies and growing interest among learners in flexible continuing education opportunities.

The distribution of learners participating in microdegree programmes by focus area indicates greater interest in topics related to health and education. Programmes with groups of more than 25 learners included, for example: Television Editor and Presenter, Educational Innovation and Leadership, Coordinator of Studies for Students with Special Educational Needs, Inclusive Education at School, Teaching Estonian as a Second Language, Fundamentals of Visual Art Therapy, Local Governance, and Mental Health and Well-being: Prevention.

In open studies, the largest share of courses, approximately one quarter, was taken from the School of Natural Sciences and Health, particularly in the fields of physical education and psychology. This was followed by the School of Educational Sciences and the School of Humanities, each accounting for nearly one fifth of open studies courses. In terms of learner numbers, education and language studies were the largest fields. There was also notably strong interest in courses in cultural theory offered by the School of Humanities and in law courses offered by the School of Governance, Law and Society. Courses in both law and psychology were often taken as prerequisite courses for admission to Master’s studies.

The number of learners undertaking teacher qualification studies through the Noored Kooli programme has increased steadily. In 2025, a total of 75 learners were enrolled in the programme’s 17th and 18th cohorts.

In 2025, a total of 47 courses were delivered under the state-commissioned training programme, 13 more than in 2024 (34 courses). Feedback on the courses

was very positive. The number of courses increased by 38% year on year, while the number of participants increased from 607 to 895, an increase of 288 learners.

The state-commissioned training focused on practical and applied topics reflecting labour market needs, including digital competences, the competences of support specialists in education, knowledge related to social issues and mental health, and technical skills in the creative fields. Popular courses included the use of IT and robotics tools by assistant teachers in preschools, supporting students with special needs using ICT tools, technical drawing with AutoCAD, website creation using WordPress, the fundamentals of filmmaking and editing (including the use of DaVinci Resolve), and mental health and the organisation of preventive work with older people. There was very strong interest in training on sustainable human resource management and green skills, which had been introduced over the past two years, with the number of applicants exceeding the available places several times over. Several courses have also led to the establishment of active professional networks that continue to collaborate after the courses have ended.

In autumn 2025, Tallinn University, as a project partner, began implementing activities under the project “Developing Advocacy for Older People at National and Local Government Level (NOVA 2) 2025–2026”. The project is supported by the Ministry of Social Affairs and its activities have been implemented in cooperation with MTÜ Kuldne Liiga and Tallinn University’s Training and Conference Centre and academic units (Haapsalu College, the School of Governance, Law and Society, the School of Natural Sciences and Health, among others). The aim of the project is to strengthen advocacy for older people, raise awareness of age discrimination, and develop community capacity at both national and local government level. In 2025, four workshops on age discrimination were held as part of the project, with a total of 54 participants.

At the International Examinations Centre two internationally recognised English language examinations (IELTS and Cambridge Assessment English) could be taken every month in 2025, while the Spanish language examination (DELE) was offered twice a year. Compared with 2024, the number of candidates taking international examinations increased by 177, representing a 14% increase. Nearly 80% of the examinations were computer-based, enabling test results to be issued significantly faster than before.

In addition to examinations, B1-, B2- and C1-level language courses, IELTS preparation courses and A1-level Spanish language courses were offered in 2025. The number of course participants increased by 20 compared with 2024, representing a 21% increase. In their feedback, participants praised the professionalism of the teaching staff and the extent to which the course content met their expectations.

During the spring and autumn semesters, the Student Academy organised 19 courses for upper secondary school students, with a total of 386 participants. The Applied Psychology course remained the most popular and attracted the largest number of participants. Among the new courses, the English-language courses International Relations in the World and Globalisation and International Political Economy proved popular, with the latter attracting particularly strong interest among male students. Tallinn University’s Curiosity Day was organised not only in Tallinn but also at Võru Gymnasium.

In the 2024/2025 academic year, seven subject Olympiads and student competitions were organised and coordinated. A total of 3,356 students participated in the preliminary rounds and 394 in the final rounds. The following Olympiads were organised: Estonian language, English language, French language, German language, technology subjects, and Russian as a foreign language, as well as the Õpioskuste talgud student competition. For the first time, the English Language Olympiad and the English Public Speaking Competition were combined, with the winner participating in an international public speaking competition in London.

In winter 2025, 12 international courses were offered as part of Tallinn Winter School, attracting 136 participants from 40 countries. The largest numbers of participants came from the United States, Germany, China, Hong Kong and France. Feedback on the Winter School was very positive. Overall satisfaction with the programme was rated at 8.75 out of 10, satisfaction with the courses at 8.5, and satisfaction with the teaching staff at 8.75. In summer 2025, Tallinn Summer School offered 19 courses and five workshops in various fields, including languages and culture, creative writing, technology, education and social sciences. The courses attracted 389 participants from 56 countries. The largest groups of participants came from China, Germany, the United States, Estonia, France, Singapore and the United Kingdom. The Summer School received very positive feedback from participants: 95.3% would recommend the programme to a friend or colleague. Overall satisfaction with the programme was rated at 8.9 out of 10, while the teaching staff received an average rating of 9.2.

2.4. ASSESSMENT OF ACTIVITIES IN THE FIELD BY THE VICE-RECTOR FOR EDUCATIONAL INNOVATION

Between 2021 and 2025, the field of academic affairs moved from responding to crises towards the systematic and research-based development of a culture of learning. The Strategic Plan, prepared in 2022 and implemented in 2023, set the central objective for the field of academic affairs as providing “a life-changing learning experience and education that meets future needs”. The period was characterised by linking strategic objectives with specific support structures, development formats and data-driven management.

CURRICULUM DEVELOPMENT, OPTIMISATION AND FUTURE SKILLS

To ensure the effective operation and financial sustainability of curricula, sustainability requirements have been established, thereby reducing the number of curricula open for admission from 116 in 2022 to 111 in 2025. In 2024, the principles for opening and closing curricula were revised and a new internal evaluation system was agreed upon, under which a self-evaluation is carried out annually and each curriculum is evaluated every five years. To strengthen curriculum development capacity, the curriculum laboratory (ÕppeLab) was established in 2024 to support curriculum teams in developing curricula based on learners’ needs and societal expectations, including through design thinking and co-creation.

The university has systematically worked to define future skills and general competences and integrate them into curricula. In 2024, a new option, HÜPE (Future General Competences for Life), was introduced for Master’s students alongside the ELU course. In 2025, principles for curriculum development were agreed upon and the goal was set to systematically integrate future skills (e.g. critical thinking and leadership) into all curricula in order to enhance graduates’ ability to adapt and take action in changing working and societal conditions. In accordance with the agreed principles and the revised Higher Education Standard, all Tallinn University curricula will be updated by 2028.

TEACHER TRAINING AND LIFELONG LEARNING

The objective of the development plan renewing Estonian society through education was most strongly realised in teacher education. Since 2021, with the support of the Ministry of Education and Research, the university has increased admissions to teacher education by 60% in order to support the transition to Estonian-language education and alleviate the shortage of teachers.

The provision of lifelong learning opportunities expanded considerably. In 2024–2025, the Teachers’ Academy was launched, offering flexible learning pathways (microdegree programmes and continuing education) for practising teachers and career changers to acquire professional and pedagogical competences. The university expanded lifelong learning opportunities for people working in different fields: participation in microdegree programmes increased from 493 learners in 2022 to 1,094 in 2025. Continuing education revenue more than doubled over the same period, from 1.09 million euros to 3.13 million euros. These trends demonstrate the university’s ability to respond to the rapidly changing needs of the labour market and society and to strengthen its role as a provider of lifelong learning.

DEVELOPMENT OF LEARNING AND TEACHING

To support education that meets future needs, we have systematised the development of teaching skills and practices. At the beginning of 2025, the Centre for Learning and Teaching (ÕPEK) was established, bringing together activities related to teaching development within a unified support system. In 2025, 47.6% of the university’s academic staff participated in teaching development activities. In addition, a teaching development grant scheme was established to support innovative teaching practices and solutions.

Since autumn 2023, the university has taken a proactive approach to promoting the informed and ethical use of artificial intelligence (AI) in teaching and learning by developing guidelines and formats for sharing experiences.

In 2025 ChatGPT Edu licences were widely introduced for staff to modernise teaching and work processes and improve the quality of AI use. The guidelines on the use of artificial intelligence, opportunities for sharing experiences, and the provision of ChatGPT Edu licences to staff have created a safe framework in which technology is not an end in itself, but a tool for promoting critical thinking and academic ethics.

STUDENT WELL-BEING, MOBILITY AND LEARNING OUTCOMES

During the period of 2021–2025 the sustained efforts resulted in positive developments in several indicators reflecting learners’ academic progress and ability to cope with their studies. As a result of various support measures (e.g. preventive measures within fields of study, the expansion of counselling services and the strengthening of the tutor system), the dropout rate decreased from 11.7% in 2022 to 7.5% in 2025, falling below the Estonian higher education average of 8.2%.

At the same time, we have succeeded in increasing the proportion of students participating in international mobility, from 3.1% in 2022 to 7.9% in 2025. The university will continue these activities with the aim of achieving Estonia’s higher education target of 15% student participation in international mobility. Both students and academic staff have made efforts to increase the proportion of students graduating within the nominal period of study, which reached 62.3% in 2025, a few percentage points above the Estonian average.

The challenge identified in 2025 is the slight decline in students’ satisfaction with their studies. This will require further attention and analysis in order to identify the reasons for the decline in satisfaction and develop evidence-based interventions.

Overall, supported by the current development plan, Tallinn University made substantial and structured progress in the field of education. The capacity for curriculum development was strengthened, support for teaching development became more systematic, teacher education expanded and the volume and economic impact of lifelong learning increased. At the same time, several indicators of student success improved, including lower dropout rates and increases in mobility and graduation within the nominal period of study. The key challenge for the next period will be to maintain and improve the quality of the student experience and to systematically manage and evaluate the actual integration of future 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 9).

The achievement of the university's objectives is assessed on the basis of implemented activities and key indicators (Table 10).

3.2. DEVELOPMENT OF ORGANIZATION

3.2.1 IT DEVELOPMENTS

To support the achievement of the objectives of the university’s development plan and improve its core processes, several major IT development projects were continued in 2025.

TLU Moodle was prepared and introduced to replace HARNO Moodle.

The large auditoriums M-134 and M-225 in the Mare building were renovated and equipped with comprehensive audiovisual solutions that meet modern requirements and enable teaching, conferences and hybrid events to be held.

At the end of the year ChatGPT was introduced to enable all full-time employees to use AI.

The development of the lifelong learning information system (EDUR) continued with the aim of replacing the current TÕIS and providing additional functionality and a modern working environment. The system is scheduled to be introduced in autumn 2026.

The development of the academic activities information system (ATIS) also continued. The system is scheduled to be introduced in 2026.

TABLE 9. OBJECTIVES AND SUB-OBJECTIVES OF A SMART AND VALUED ORGANIZATION

OBJECTIVE	SUB-OBJECTIVE
We keep the university sustainable, its membership cohesive and diverse	We are organizing and aligning the management structure of academic activities and the new career model.
	We are renewing the management system and work organization at the university.
	We develop and implement the real estate program that allows us to better support the university’s core activities.
We develop university management as inclusive, effective and value-based	We develop management quality and support the development of the next generation of managers.
	We offer the necessary support to employees and alumni involved in the work of the university.
We develop university values and a place of study and work that meets today’s expectations	We organize recognition and noticing activities.
	We create functional work areas and use university premises efficiently.
	We will align teaching and learning spaces and their furnishing with a learner-centred approach to learning.
We strengthen the university’s adaptability and ability to influence the operating environment	We design the systematic institutional partnerships of the university with non-university organizations.
	We increase the involvement of alumni in various activities to create added value.
	We are better prepared for changes in the external environment.
	We design more effective internal and external communication and use different forms of media to amplify our messages.

TABLE 10. THE LEVEL OF KEY INDICATORS OF A SMART AND VALUED ORGANIZATION ²⁸

KEY INDICATOR	2021	2022	2023	2024	2025
university’s revenue base per employee	52 357	59 681	71 031	78 091	83 177
average basic salary of a university employee	1 841	1 934	2 111	2 699	2 902
amount of educational activity funding per student and extern	3 773	2 888	3 201	3 754	3 922
employee satisfaction with university management	-	-	-	64.4%	66.8%
employee satisfaction with study and working conditions	-	-	-	67.3%	73.4%
reputation index ²⁹	-	-	65	66	65
number of employees actively participating in management development activities	-	-	-	-	78

²⁸ Indicators being developed: student satisfaction with university management, student satisfaction with study conditions, volume of cooperation projects with strategic partners.
²⁹ TRI*M index of university reputation survey conducted by Kantar Emor, TLÜ did not participate in the survey in 2020-2022.



3.2.2. SUSTAINABLE UNIVERSITY

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 2025 SustainERA, a major project focusing on sustainable future research, was launched. The project (2025–2029) is funded with 2.5 million euros under the European Commission’s Horizon Europe ERA Chair scheme. The project focuses on people and their attitudes from the perspective of a sustainable future. Its aim is to establish an interdisciplinary sustainable future research group at Tallinn University, thereby enhancing the competence and capacity for high-level research in this field both at the university and in Estonia more broadly. The project is led and coordinated by the School of Educational Sciences (HTI). The research group is headed by Anu Realo, Research Professor of Sustainable Future Studies at Tallinn University and Professor at the University of Warwick. The School of Humanities (TÜHI), the School of Natural Sciences and Health (LTI), and the School of Governance, Law and Society (ÜTI) also participate in the project.

According to the QS World University Rankings: Sustainability 2026, Tallinn University ranked 890th among 1,744 universities worldwide and 335th among 621 European universities. Among the four Estonian universities included in the ranking, Tallinn University ranked second. The sustainability ranking assesses not only the quality of universities’ research and teaching but also how responsibly and sustainably they fulfil their role in society.

According to the results of the satisfaction survey the majority of Tallinn University employees believe that more should be done to promote sustainability, while 23% of respondents felt that sufficient efforts had already been made. According to the survey the most important areas in which the university should take action are the efficient use of energy, reducing and improving the sorting of waste and transitioning to digital solutions to reduce paper use.

The activities under TLÜ’s action plan for supporting sustainable development in 2024–2025 continued. These cover the physical and digital infrastructure of the campus, organisational development, ensuring the well-being of its members and changing behavioural habits, community involvement and partnership, as well as research, development and teaching activities. Closing the university’s academic buildings during the year-end holiday period (from 23 December 2025 to 4 January 2026) and reducing heating and ventilation at weekends have become established practices. In 2025, the closure of the buildings resulted in 1.5% lower heat consumption and 7.6% lower electricity consumption. Improvements to technical systems in recent years have resulted in stable energy consumption, and the impact of building closure periods is now smaller than in the past, particularly when outdoor temperatures are very low. In addition, bottled water is no longer provided at shorter training courses, the number of drinking water points on campus has been increased, and tap water is available free of

charge in the cafés.

As a result of the 2024 amendment to the Higher Education Standard, sustainability is now one of the general competences that should be integrated into curricula. Therefore, systematic curriculum development began in the spring semester of 2025, including the integration of sustainability competences into degree curricula. This process will continue until 2028. In 2025–2026 the School of Educational Sciences (HTI) is implementing the second stage of the Green Skills Programme, which includes the preparation of e-learning materials for three continuing education/microdegree programmes focusing on sustainability competences: green transition management, sustainable human resource management and circular bioeconomy and piloting. A dedicated lecture course on green film production has also been developed for film students. The Centre of Ecology at the School of Natural Sciences and Health (LTI) has developed the citizen science web application Water Body Observations Database, together with supporting materials.

In April, Tallinn University held Green Week, with water and its sustainable use as the central theme. Participants’ environmental awareness was raised through a range of engaging activities, including workshops, seminars and a film evening. In addition, Impact Lab organised SWISH, a clothes swap event, for the first time. Tallinn University students and staff could bring clothes, footwear and accessories that were no longer being used at home and give them a new lease of life by finding them new owners. Internal and external guests also gave lightning talks on the impact of the fashion and textile industry, while a range of interactive activities were set up in a fair-like format. Thematic films were also screened at BFM’s SuperNova cinema.

In spring, Tallinn University was once again selected to lead the Estonian Centre of the Baltic University Programme (BUP), a network of universities in the Baltic Sea Region. Katrin Männik, visiting research fellow in sustainable education at Tallinn University, was appointed director of the centre). It is one of the world’s largest international university networks, promoting cooperation in education and research in the fields of sustainable development and democracy. Its network of more than one hundred members includes four Estonian universities: EBS, the Estonian University of Life Sciences, Tallinn University and the University of Tartu. During Estonia’s presidency Tallinn University hosted a meeting of the heads of BUP national centres from 21 to 23 May.

In May, the members of the university cooperation network discussed the role of Estonian universities in promoting sustainable development in the programme “Ekspert eetris”. The discussion explored whether there is an alternative to sustainability and how universities themselves can set an example through teaching and research as well as their organisational culture, including by assessing their environmental footprint and the actual implementation of value-based principles. Specific initiatives and projects through which universities contribute to the green transition were also presented, and experiences of the challenges and success stories encountered along the way were shared. The programme was hosted by Katrin Saks, Vice-Rector for Development at Tallinn University, and the discussion featured Helen Sooväli-Sepping, Adviser for Sustainable Development and the Green Transition at TalTech; Marku Lamp, Head of Research and Development Cooperation at the Estonian University of Life Sciences; and Andres Tammsaar, Director of Administration and Finance at the Estonian Academy of Arts.

3.2.3. INTERNATIONAL COOPERATION AND THE NETWORK OF EUROPEAN UNIVERSITIES

In 2025 Tallinn University continued to pursue its internationalisation objectives through active participation in university networks, promoting international cooperation by participating as extensively as possible in the various activities of the Erasmus+ programme, and maintaining its membership in FilmEU+, the European Universities Alliance.

In 2025, HARNO allocated Tallinn University funding under the Erasmus+ K131 programme for the intra-European mobility of 512 participants (410 in 2024). The total of 857,042 euros was allocated for student mobility, making it possible to send approximately 344 students abroad for studies and 168 staff members on mobility. The total amount applied for by all Estonian universities for 2025 was 1.5 million euros, while Estonia’s available budget was 1.2 million euros. The results of previous projects were taken into account when allocating the funding. Participation in learning mobility is important because it provides students and staff with opportunities to acquire knowledge and experience outside Estonia.

In addition, student participation in learning mobility is one of the performance indicators taken into account when allocating operating support: the more students participate in mobility, the more funding the university receives from the state. Tallinn University’s funding for Erasmus+ international mobility also increased in 2025, reaching a total of 635,207 euros for cooperation with more than 40 organisations and universities in 27 countries.

At the beginning of the year, Rector Tõnu Viik, Vice-Rector for Development Katrin Saks and Vice-Rector for Research Katrin Niglas, together with representatives of the School of Educational Sciences (HTI), the School of Natural Sciences and Health (LTI), the School of Humanities (TÜHI) and the School of Digital Technologies (DTI), participated in meetings at Kenyan universities to establish contacts with local colleagues and develop cooperation ranging from mobility to research collaboration. The main focus of this cooperation is staff mobility. One of the objectives of the university’s internationalisation strategy is to strengthen its position as a centre of expertise on Africa in Estonia and, as part of a broader objective, to support the European Commission in expanding cooperation in Sub-Saharan Africa. The region is also important for the Erasmus+ programme. In 2025, Tallinn University received 235,332 euros for student and staff mobility with countries in Sub-Saharan Africa. The university also has ongoing Erasmus+ cooperation with Ghana, Kenya, Mozambique and Cabo Verde in the region.

Tallinn University is a member of 11 international networks, including the Young European Research Universities Network (YERUN).



In 2025 YERUN celebrated its tenth anniversary with a conference and launched CONNECT by YERUN, a data-driven web application. The platform facilitates cooperation between network members and is available to all researchers and research managers within the YERUN network, recommending potential research collaboration and funding opportunities to YERUN researchers. YERUN’s 2026–2030 strategy focuses on strengthening the network’s voice in EU policy, fostering cooperation in research and education, and expanding its membership to 30–35 universities by 2030.

In March, Tallinn University and the Kazakh National Women’s Teacher Training University signed a cooperation agreement to develop teacher education and educational leadership and support further activities, including mobility and the development of joint projects. The agreement supports Tallinn University’s internationalisation objective of expanding its cooperation network beyond Europe and developing strategic partnerships to advance education.

At the meeting, it was also decided to move forward with establishing a Tallinn University centre of excellence in early childhood education and educational leadership at the Kazakh National Women’s Teacher Training University. The centre will enhance expertise in teacher education in Kazakhstan and Central Asia and significantly strengthen educational ties between Estonia and Kazakhstan. The Kazakh National Women’s Teacher Training University in Almaty specialises in teacher education and offers a diverse range of academic programmes in educational sciences, the humanities, natural sciences and the arts. The university aims to promote gender equality and equip women with the knowledge and skills needed to take on leadership roles in education and society. Tallinn University has previously cooperated in Kazakhstan with Abai Kazakh National Pedagogical University and KIMEP University within the framework of the Erasmus+ global mobility project.

In autumn, Tallinn University’s Academy for Educational Leadership (HAAK), in cooperation with ESTDEV and the National Center for Education Development and Innovation Foundation (NCEDI) of Armenia, launched a project to improve the quality of management in the Armenian education system. The Future School model, developed in Estonia and recognised among school leaders, was introduced. The aim of the programme is to train at least 20 Armenian school leaders to support the development of their leadership competences and their readiness to implement leadership practices that support learning. The project will also improve the capacity of five schools to manage change in an evidence-based manner and implement shared leadership. The Future School programme developed by HAAK is a unique school development model based on three main pillars: shared leadership, co-creation and evidence-based practice.

In September, Tallinn University continued to develop its cooperation with Ukraine when representatives of the university and the Cultural Affairs Committee of the Riigikogu visited the country. Developing cooperation with Ukraine is one of the priorities of the university’s internationalisation strategy. The visit focused on three areas: developing diverse partnerships with Ukrainian universities, the ESTDEV and Tallinn University cooperation project supporting the reform of Ukraine’s vocational education system and Estonian-Ukrainian cooperation on research and higher education reform. An important part of the visit focused on the ESTDEV and Tallinn University project supporting the reform of the

vocational education system in the city of Zhytomyr. The multi-year cooperation provides Ukrainian school leaders, teachers and education officials with knowledge of Estonia’s success in education, modern teaching methods and the development of leadership culture.

The programme includes online courses, study visits and workshops, as well as participation in an international microdegree programme. Its aim is to develop a learner-centred system that meets the needs of the labour market, in which strong education leaders create a supportive environment for teachers and students. Through this cooperation, Estonia contributes to improving the quality of education and implementing sustainable reforms in Ukraine, drawing on its internationally recognised expertise in education.

Tallinn University is also developing cooperation with the Interregional Academy of Personnel Management in Ukraine. A meeting held in November focused on concluding a memorandum of cooperation, the possible participation of Tallinn University researchers on the Academy’s editorial boards, and exchanges of researchers and academic staff, for example through the Erasmus+ programme.

The School of Humanities (TÜHI) and the Estonian Ministry of Foreign Affairs signed a cooperation agreement under which visiting lecturer José Luis Rodríguez Duarte taught Spanish language courses during the autumn semester of the 2025/2026 academic year. Duarte works at the Caro y Cuervo Institute in Colombia and was seconded to Estonia with the support of the Colombian government. Under his guidance, complete beginners were able to start learning Spanish, while more advanced learners had the opportunity to further develop their language skills. In addition to Tallinn University students, the courses were attended by employees of government institutions, who studied Spanish as part of continuing education. This diverse learning environment provided a good basis for cultural dialogue and the practical use of Spanish.

In autumn, Tallinn University’s Academy for Educational Leadership (HAAK) began cooperation with the United Nations Development Programme (UNDP) to support the extensive reform of Moldova’s education system. Moldova’s education system faces several serious challenges: an acute shortage of teachers, declining PISA results and an inefficient school network, with fewer than one hundred students enrolled in almost half of the country’s schools. The team of Tallinn University experts and Estonian school leaders is implementing the Future School programme in a pilot school in Moldova, drawing on Estonia’s experience and adapting the programme to local conditions. A cornerstone of the initiative is the training of 20 local school development mentors, who will provide on-site support to schools. The programme includes webinars, study visits to Estonia for Moldovan education professionals, as well as training delivered by Estonian experts in Moldova.

At the end of September, nearly 80 rectors from the Nordic and Baltic countries met at Tallinn University for the Nordic-Baltic Rectors’ Conference organised by Universities Estonia. University leaders and experts discussed how to maintain and develop international academic cooperation at a time of growing geopolitical tensions around the world. The conference concluded that international academic cooperation must continue despite opposing forces. The ideas expressed at the conference are also important for the development of higher education in Estonia.

In October, Tallinn University participated in a meeting of the European Network of Innovative Higher Education Institutions (ENIHEI) in Malta. Established at the initiative of the European Commission, ENIHEI brings together higher education institutions of different sizes and structures, and one of its strengths is the opportunity to combine diverse approaches to teaching, entrepreneurship and knowledge transfer. Particular emphasis is placed on knowledge transfer, including the valorisation of research results and science communication. The meeting focused on planning the network’s future steps, including its objectives, and developing its governance structure.

On 17 October, the Harno Erasmus+ and European Solidarity Corps Agency recognised the programmes’ most significant beneficiaries and projects that have had a tangible impact on the development of education and the youth sector. In the field of education, recognition was awarded to Nele Dobrôš, Head of the Student Mobility Centre at the Academic Affairs Office, who has distinguished herself through her ability to promote Erasmus+ opportunities in higher education to both students and staff.

Tallinn University Rector Tõnu Viik, together with TalTech Rector Tiit Land, participated in President Alar Karis’s visit to the United States from 21 to 29 October. During the visit, they visited Yale University and the University of Chicago, took part in several discussions on artificial intelligence and education in New York and Chicago, and attended concerts at Carnegie Hall dedicated to Arvo Pärt’s 90th birthday.

Tallinn University joined the Intercontinental Alliance for Integrated Care (IAIC), an international network that develops person-centred systemic solutions for ageing populations by integrating healthcare, social care and community support. In November the delegation of Tallinn University attended an IAIC meeting in Singapore, delivered a keynote address and developed cooperation with international partners.

At the beginning of December FilmEU offered training sessions for Tallinn University academic staff, researchers and other employees. The online training “Getting Ready for Framework 10” was aimed at those involved in preparing European Union research and development programmes who wished to gain a better understanding of the opportunities and preparatory stages of the next framework programme (2028–2034). The “Samsara Workshop” introduced Samsara 2.0, FilmEU’s pedagogical model, and explored how it can support the planning, delivery and assessment of learning processes. The “FilmEU Metadata Tool – A workshop to test and brainstorm possible functionalities” introduced FilmEU’s metadata tool, which enables searches across repositories of student work in different formats, including text, video, photographs and audio. The participants also discussed how the tool could be used in both academia and the film industry, as well as copyright issues related to the processing of film data and metadata.

3.3 EMPLOYEES

3.3.1. COMPOSITION

As at the end of 2025 Tallinn University employed a total of 1,148 people on either a full-time or part-time basis. In full-time equivalents, the number of employees was 969 (Figure 18), of whom 71% were women and 29% were men. The average monthly base salary of university employees, calculated on a full-time basis, was 2,902 euros, representing an increase of 9.4% over the year (in 2024, the average monthly base salary was 2,652 euros).

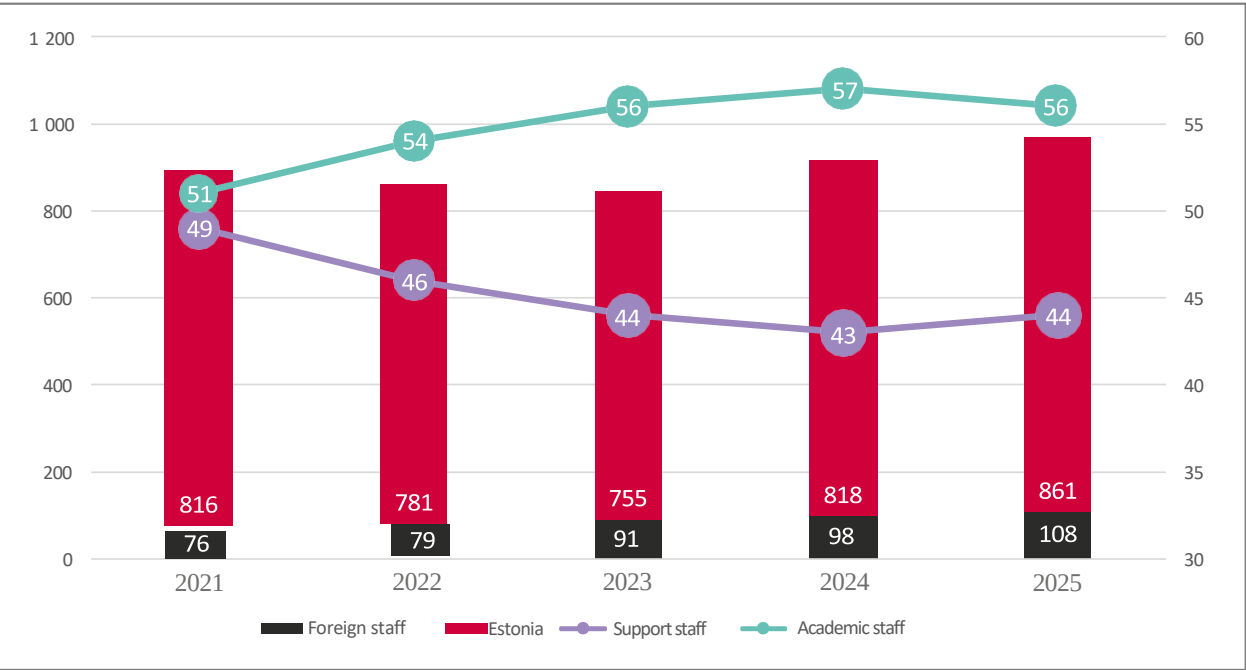


FIGURE 18. NUMBER OF FULL-TIME FOREIGN AND LOCAL EMPLOYEES OF TLÜ, SHARE OF ACADEMIC AND NON-ACADEMIC EMPLOYEES (FTE) IN 2021 – 2025

The total of 672 people held academic positions, including 77 professors, of whom 42 were women. The average monthly gross salary of academic staff was 3,204 euros, representing an increase of 13.6% over the year (in 2024, the average monthly gross salary was 2,821 euros).

The university employed 154 foreign citizens from 50 countries. 136 of them held academic positions, accounting for 20.2% of academic staff. 17 of the foreign employees worked as professors, 19 as lecturers, 34 as researchers and 51 as junior research fellows.

55% of the academic staff had a doctorate degree. A doctorate degree or equivalent qualification is required for the position of professor, senior research fellow, researcher, associate professor and lecturer at the university. After an interim decline, the proportion of employees with a doctoral degree has returned to the 2021 level due to the increase in the proportion of junior research fellows.

3.3.2. ACADEMIC CAREER MODEL

As at 2025 the university as a whole has transitioned to the new academic career model introduced in 2019. During the transition period, most employees moved to positions under the new model through performance evaluation, and only a few employees remain in positions under the previous model because their performance evaluation could not be carried out due to the suspension of their employment relationship (Table 11).

Several changes to the academic career model implemented in practice in 2025 introduced significant improvements to Tallinn University’s career system, increasing flexibility and opportunities for career development. A new option was introduced allowing associate professors, senior research fellows and lecturers employed under indefinite-term contracts to advance through performance evaluation to an indefinite-term professorship without an open competition. Researchers employed under indefinite-term contracts were also given the opportunity to advance to senior research fellow through performance evaluation, whereas previously this required the creation of a new position and participation in an open competition. In addition, a mechanism was introduced allowing professors in targeted-funded or appointed positions to move to a tenure-track position after a long period (at least 11 years) of successful performance. These changes strengthen the development of the next generation of academics, increase job security and make the university’s career system more strategic and transparent.

Of the 55 tenure-track positions created under the new career model, 45 had been filled by the end of 2025. Tenure-track positions are filled in accordance with the funding available from the tenure fund and the university’s strategic priorities. In 2025 two positions were filled through open competition. A further four positions are planned to be filled through open competition in 2026.

Five professors at career stage II of the tenure track advanced to career stage III as distinguished professors following a positive performance evaluation. This is the highest level of the tenure track. Distinguished professors are not subject to further performance evaluations.

The objectives related to the career model set out in the Development Plan 2023–2027 are to better align the model with the management structure for academic activities, to recognise important academic activities other than teaching and research, and to provide greater support for staff development through the system of development discussions and performance evaluation. In 2025, in order to achieve these objectives, the focus was on improving the structure and leadership of academic activities to create a clearer and more coherent management model that ensures a clear division of responsibilities across different areas of work, better aligns the management of academic activities with the academic career model, supports the integration of teaching and research, and reduces the administrative

burden. As a result, it was agreed that departments would be established as subdivisions of the academic units, with the head of department responsible for staff management. The immediate supervisor sets work objectives in cooperation with the employee.

TABLE 11. NUMBER OF FULL-TIME ACADEMIC EMPLOYEES BY POSITIONS OF THE NEW CAREER MODEL IN 2021–2025

	2021	2022	2023	2024	2025
Total	272.29	345.39	401.69	508.9	535.45
career stages of the position of professor in the tenure system:					
full professor	-	-	-	-	2
professor	11.25	14.25	16.75	24.25	25.5
associate professor	17.5	19.5	16.75	16.75	13.95
distinguished professor	5	8	12	13	13
professor with dedicated funding	5,5	5,5	4	4	6
career stages of the position of researcher:					
senior research fellow	22.35	28.67	27.64	31.83	32.87
researcher	36.46	35.59	31.94	40.6	44.42
junior research fellow	49.54	68.51	96.68	115	133.69
career stages of the position of lecturer:					
associate professor	34.91	61.03	77.78	87.85	85
lecturer	23.15	28.1	35.95	55.4	55.85
junior lecturer	15.3	15.5	14.94	20.2	15.1
distinguished lecturer	7.8	8.5	8.7	16.9	18.7
teacher	15.55	20.41	20.1	28.9	28.4
visiting staff:					
visiting professor	2.85	1.95	2.65	2.55	3.1
visiting lecturer	23,4	22,8	23	34,7	37,34
visiting researcher	1,73	7,08	8,56	17	20,53

The immediate supervisor provides feedback, conducts annual development discussions, including reviewing the employee’s workload and fulfilment of performance evaluation requirements, and plans further activities together with the employee. The changes will take effect in 2027.

To make performance evaluation a more transparent and university-wide consistent process that provides greater support for staff development, performance evaluation guidelines were drawn up, the requirements and criteria for academic positions were clarified, and a requirement for members of performance evaluation committees to undergo assessment training was introduced.

The development continued on an IT system that integrates and supports the processes of calculating academic staff workloads, conducting annual development discussions and carrying out performance evaluations. The part of the information system that provides an overview of workloads and supports workload planning will be completed in 2026.

3.3.3. PERSONNEL DEVELOPMENT AND EMPLOYEE MOBILITY

To support the professional development of staff, nearly 250 staff development events were held at the university, with more than 2,600 instances of participation. In line with the objectives of the university’s Development Plan 2023–2027, most events focused on developing teaching and supervision skills, well-being at work and management skills. The use of artificial intelligence and safety-related topics emerged as new areas of focus. Thirty employees participated in degree and continuing education courses offered by the university for the purpose of professional development, including courses in Estonian and other languages required for their work.

The range and volume of opportunities for developing management skills increased in 2025. All interested staff had the opportunity to participate in practical management skills training on topics such as time management, meeting design and facilitation, the psychology of decision-making, giving feedback, conflict resolution and burnout prevention. A seminar series for heads of academic units was launched with the aim of supporting them in their roles, developing a shared understanding of the role of management, strengthening the cooperation network among managers, and contributing to the development of a positive management culture at the university.

A range of development opportunities continued to be available to maintain and improve well-being at work and support mental health. Training was offered to help staff support their mental health and achieve a better work-life balance.

Estonian language learning opportunities for international staff were expanded, with new, more flexible and individualised solutions introduced. International staff employed under indefinite-term contracts were given the opportunity to choose a suitable language course or private tutor outside the university as well. Nine

employees took advantage of this opportunity in a pilot project launched in the autumn semester. Feedback from participants was positive, and the university will continue to actively promote the new options. Estonian language learning opportunities were also available at the university. A new Estonian language club and the “Keelesõber” mentoring programme were launched to support language development and help international staff adapt more easily to the Estonian working environment and culture.

In 2025, there were 248 Erasmus+ mobility activities, of which 59 were teaching mobility activities and 189 were training mobility activities. The number of mobility activities increased by 25% compared with the previous year. While the main purpose of teaching mobility is curriculum development or the development of new teaching methods, nearly half of training mobility activities also focus on curriculum development or the introduction of new teaching methods. The proportion of academic staff who had worked abroad for an extended period has remained stable in recent years (9.3% in 2025 and 9.4% in 2024).

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.

In cooperation with other Estonian public universities, Diversity Week was held for the second time, focusing on developing a culture of intervention and exploring how to respond to workplace bullying, abuse and/or unequal treatment in the university environment, as well as the role of universities in ensuring a safe learning and working environment. Training on the restorative justice approach continued, both for beginners and for volunteer colleagues who help resolve tensions and conflicts through restorative practices and, by working as a network, contribute to creating a culture that supports conflict prevention and resolution.

To support healthy lifestyle habits among university employees, the university began reimbursing health promotion expenses in 2025. The allowance was 200 euros per employee. Employees are reimbursed for expenses related to gym membership fees, participation in recreational sporting events, massage and healthcare services, such as physiotherapy, clinical psychology and speech therapy. In 2025 586 employees used the allowance, with reimbursements mainly covering services that support physical health and exercise. According to the 2025 employee satisfaction survey, 65% of respondents considered the allowance a very important benefit provided by the university.

The traditional Physical Activity Month was held to raise staff awareness, during which 401 employees and students took a total of 104,288,415 steps. Tallinn University Health Day – Together with the Whole University was held for the fifth time. The Health Day featured a health products fair, opportunities to get vaccinated, a health-related lecture and other activities. Safety Week was held for the second time, focusing on topics such as fire safety, first aid, crisis preparedness and self-defence.

The total of 732 employees, or 68% of those invited, responded to the 2025 employee engagement and satisfaction survey (Figure 19). The aim of the survey was to gather feedback on working at the university, including job content and work organisation, cooperation, management and working conditions. The results showed that employees’ assessment of the university as an employer had improved somewhat compared with the previous year, but remained below the Estonian average. Overall, 71% of employees were satisfied with their work, and 61% would apply to work at the university again. Satisfaction with factors affecting work motivation remained generally stable. The proportion of engaged employees increased as the proportion of indifferent employees decreased, and satisfaction with remuneration improved.

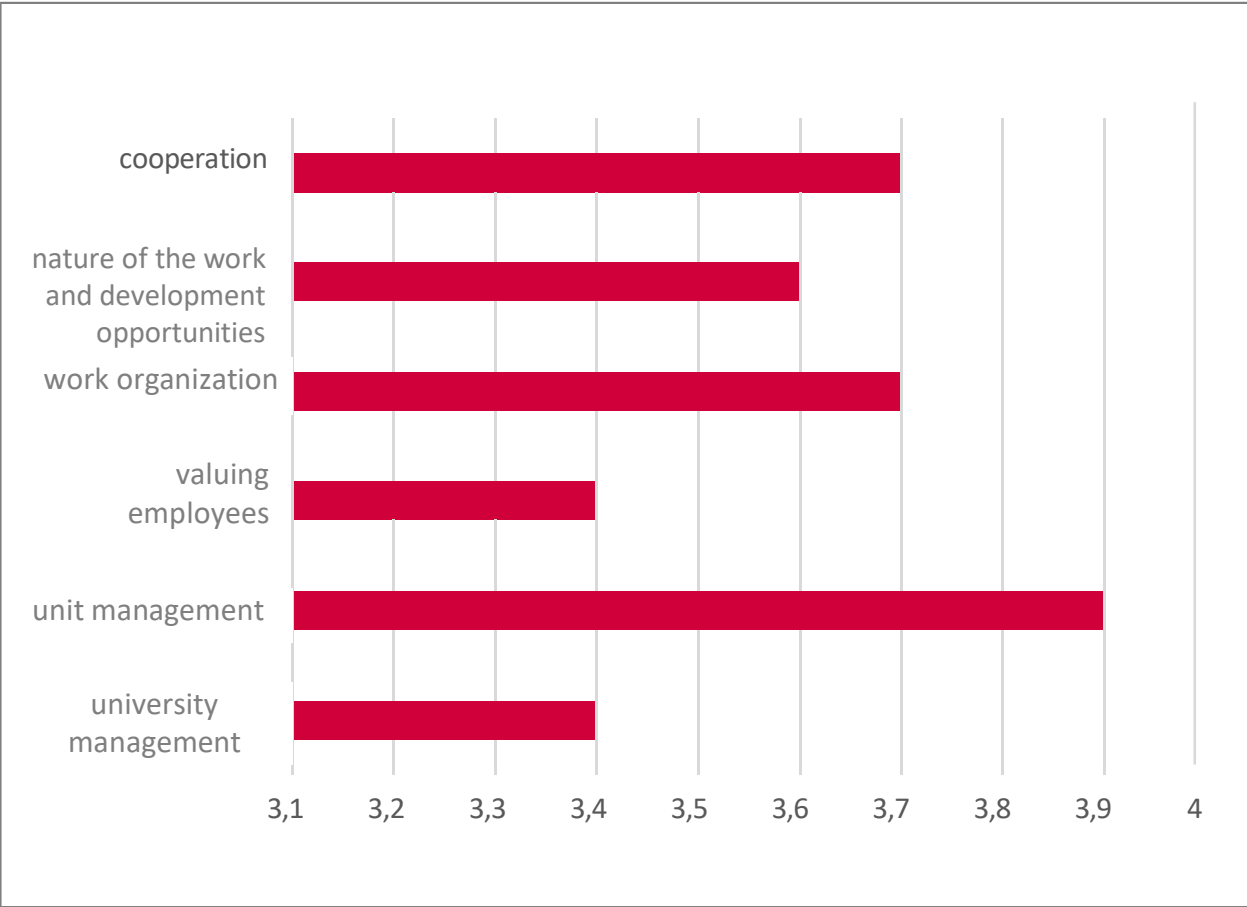


FIGURE 19. SATISFACTION OF TALLINN UNIVERSITY EMPLOYEES WITH FACTORS SHAPING WORK MOTIVATION



3.4. MARKETING ACTIVITIES AND REPUTATION MANAGEMENT

Tallinn University’s marketing and communication activities are based on the university’s development plan and the objectives set out in its implementation plan. The main focus of these activities is to increase the visibility of researchers and research conducted at the university, develop and improve internal communication, enhance the university’s attractiveness to prospective students and continuing education learners, strengthen its visibility among key target groups, improve international marketing activities, and engage alumni.

3.4.1. MARKETING ACTIVITIES FOR FORMAL AND CONTINUING EDUCATION

ADMISSIONS MARKETING

The aim of Tallinn University’s admissions marketing activities is to organise degree programme admissions campaigns in Estonia and the university’s target countries, as well as campaigns for continuing education opportunities (open studies, microdegree programmes, the Student Academy and training courses). Admissions marketing is increasingly shifting from an admissions campaign concentrated around the application period to year-round communication activities.

Open days have been exceptionally popular in recent years, with the number of participants increasing each year. In 2025 more than 1,900 young people attended the Estonian-language open day.

The key message of the Estonian-language degree programme admissions campaign was “Education that opens doors”. The aim of the message was to draw prospective students’ attention to Tallinn University’s curricula and encourage them to choose research-based and practical education that opens the door to the future. The campaign was conducted through online and outdoor media channels. Alongside digital marketing, the university continued to promote itself and its study opportunities at in-person events in 2025, including fairs, seminars, career events and conferences. More schools were visited than in the previous year, and the university hosted more groups of school students, who were introduced to the campus, student life and study opportunities. In addition, support was provided for the work of the student shadowing coordinator to ensure that everyone interested had the opportunity to spend a day shadowing a student.

Several campaigns were carried out to promote English-language degree programmes, including a year-round SEM keyword campaign, the “Open Doors” digital campaign, and an admissions campaign in digital channels and education

portals in the university’s target countries).

Tallinn University participated in several international virtual open days, presenting the university to prospective students around the world. In addition, the university participated in several in-person education fairs, including SKOLA (Latvia), STUDIA (Finland) and Go-Abroad (the Netherlands). Both virtual and in-person information sessions were organised for international applicants, and the university hosted several groups of school students and teachers.

CONTINUING EDUCATION MARKETING

Several digital campaigns were carried out to promote Tallinn University’s continuing education opportunities, with the aim of raising awareness of microdegree programmes, open studies and the Student Academy and increasing participation.

3.4.2. REPUTATION MANAGEMENT AND COMMUNICATION OF TALLINN UNIVERSITY

UNIVERSITIES’ REPUTATION SURVEY

In the 2025 Universities’ Reputation Survey, Tallinn University retained third place, behind the University of Tartu and TalTech. Among young people aged 15–24, Tallinn University’s reputation and image improved slightly compared with 2024, while among those aged 15–60 they remained at the same level as in previous years. The survey identified a degree that is highly valued in the labour market and high-quality education as perceived strengths of Tallinn University. Lifelong learning opportunities and the university’s international outlook were also rated highly. Compared with the previous year, the proportion of Tallinn University advocates and supporters increased slightly, while the proportion of critics decreased, indicating a moderate improvement in the university’s reputation. Greater attention needs to be paid to promoting the university’s research and increasing its visibility in society.

MEDIA AND COMMUNICATION

News coverage of higher education and research accounted for 8.8% of all media coverage (8.16% in 2024), and the overall tone of coverage in the field was predominantly positive or neutral. Tallinn University consistently ranked third among higher education institutions in terms of its share of media coverage, accounting for 12.73% of coverage compared with other higher education institutions. Tallinn University received a total of 4,625 media mentions, with the tone of coverage being predominantly positive or supportive/neutral.

The university’s central communication activities included managing its social media channels, disseminating information to external audiences, media relations, providing

communication advice to members of the university, and preparing newsletters for external partners and alumni. The university’s main social media channels are Facebook (more than 39,000 followers), Instagram (approximately 12,300 followers), LinkedIn (approximately 29,000 followers), TikTok (approximately 3,900 followers) and YouTube (approximately 5,500 subscribers).

The focus of internal communication was on disseminating information through newsletters, the intranet and internal television screens (in both Estonian and English), providing technical support to staff in preparing newsletters, and supporting the development of a shared organisational culture. Criteria were established for content displayed on internal television screens and for newsletters aimed at staff.

The aim of science communication is to increase the visibility of Tallinn University’s research and researchers and strengthen awareness of Tallinn University as a research university. To achieve this, research news was regularly published on the university’s website and social media channels, while educational topics were presented in the “Ekspert eetris” science programme series and the One-Minute Lectures video series. To improve the science communication skills of academic staff, internal training sessions and learning lunches were organised, a guide to getting started with science communication was prepared, and support was provided to help research stories reach the media. In March, the university opened the research exhibition “Rada, mida polnud kaardil. Teekond teadusesse” (“A Path That Was Not on the Map: A Journey into Research”), in which 14 Tallinn University researchers shared the stories behind their paths into research. The exhibition, aimed at promoting researchers and research, subsequently travelled from the university to schools, cultural centres and libraries across Estonia.

To develop early-career researchers’ and doctoral students’ presentation and science communication skills and to promote science communication in Estonian, an internal university competition, “Science in Three Minutes”, was organised.

In 2024 an Alumni Engagement Coordinator joined the Marketing and Communications Office, with responsibility for coordinating activities aimed at engaging alumni.

In 2025, two new initiatives for alumni were launched: joint theatre visits and the “Academy of Wisdom” lecture series. The lecture series serves as a meeting place for alumni as lifelong learners, providing a space where new ideas can emerge, experiences can be shared and connections with their *alma mater* can be maintained. In 2025, the tradition of selecting distinguished alumni and an Alumnus of the Year was also revived, with the awards presented on Tallinn University’s anniversary.

3.4.3. KEY DATES AND EVENTS OF THE UNIVERSITY

Tallinn University has a number of well-established annual flagship events: the student cap ceremony and a joint viewing of the Independence Day broadcast in February, the open day during the spring school break, the celebration of Tallinn University’s anniversary in March, graduation ceremonies in mid-June, the opening ceremony and

courtyard festivities at the beginning of the academic year, Health Week at the end of September, Curiosity Day and the conferment of doctoral degrees in November, and the Christmas concert in mid-December.

In addition, a number of initiatives highlighting important themes were held in 2025: Mental Health Month, Physical Activity Month, and Sustainability Week, Diversity Week, Mother Tongue Week and Safety Week.

3.5. FINANCIAL ACTIVITIES

Tallinn University’s revenue increased in 2025 compared with 2024. The increase was primarily driven by higher state operating support and growth in own-source revenue. Of Tallinn University’s revenue in 2025, 58.3% consisted of allocations received under the funding agreement between the Ministry of Education and Research and the university, which constitute the main source of funding for the university’s core activities. The remaining 41.7% comprised revenue related to research, development and creative activities, tuition fee revenue and other operating revenue. Research and development revenue is mainly related to projects and targeted funding through which research and development activities are financed. Revenue from fee-based studies and continuing education reflects the education and training services provided by the university. Personnel expenses account for the largest share of the university’s total expenses, at 64.4%. Personnel expenses include the remuneration of the university’s academic and non-academic staff. The remaining expenses comprise grants, operating expenses, depreciation of fixed assets and other expenses. Grants include, among other things, study allowances and scholarships, as well as grants related to targeted funding.

Operating expenses include services and other expenses necessary for the university’s day-to-day operations. The cost structure is characterised by a high proportion of personnel expenses, reflecting the organisation of the university’s teaching, research and support activities.

The loan agreement related to refinancing and investments concluded with Swedbank AS in 2020 had an original value of 5 million euros. As at 31 December 2025 the outstanding loan balance was 0.91 million euros, and under the terms of the agreement, the loan will be repaid in full in 2026. No new loan obligations were undertaken in 2025.

The university’s investments during the reporting year totalled 5.14 million euros. In 2025 investments were primarily directed towards developing the university’s teaching and research infrastructure, improving the energy efficiency of its buildings and upgrading its digital infrastructure. Development of the archaeological and zoological collections repository at Ankru 4a continued, with 1.37 million euros invested in 2025. Suitable conditions are being created for storing the collections, together with modern conservation and research laboratories for collection managers and research staff. Teaching and sports infrastructure was upgraded, including the auditoriums in the Mare

building and the Terra sports hall. With the support of the Ministry of Education and Research’s energy efficiency grant, the technical systems of the Mare, Terra and Nova academic buildings were modernised, including cooling, ventilation, heating systems and building automation, at a cost of 0.9 million euros. The buildings’ security and fire alarm systems were also upgraded. As part of the development of the campus environment, façade lighting was installed on the Astra building, and preparations for the Narva Road urban space project were launched in cooperation with the City of Tallinn. In the field of IT, development of the university’s core information systems continued, including the Study Information System (ÕIS), the academic activities information system (ATIS), financial software, and the new continuing education information system EDUR, developed in cooperation with TalTech.

Net assets increased by 7.3% compared with 2024, due to the positive financial result achieved during the reporting year.

TABLE 12. COMPARISON OF TALLINN UNIVERSITY'S REVENUES IN 2023–2025 (IN THOUSANDS OF EUROS)

	2023		2024		2024 vs 2025		
Item of revenue	SUM	SHARE OF REVENUES	SUM	SHARE OF REVENUES	SUM	SHARE OF REVENUES	CHANGE
Revenue from operating activities	7 494	11.9%	7 879	11.0%	9 532	11.7%	1 653
Operating grants	36 793	58.4%	41 130	57.4%	44 599	55.0%	3 469
Target financing of operating expenses	17 378	27.6%	20 941	29.2%	26 154	32.2%	5 213
Target financing of non-current assets	1 237	2.0%	1 649	2.3%	805	1.0%	-844
Other revenue	75	0.1%	91	0.11%	72	0.1%	-19
Total	62 977	100%	71 690	100%	81 162	100%	9 472

In 2025, Tallinn University’s revenue increased by 9.47 million euros, or 13.2%, compared with 2024. The largest increase was in targeted financing of operating expenses, which rose by 5.21 million euros, or 24.9%, compared with 2024 (Table 12). Revenue received under the funding agreement totalled 47.32 million euros in

2025. Of this, operating support accounted for 32.54 million euros, other grants for 9.7 million euros, and allocations for research and development activities for 5.08 million euros. Compared with 2024, revenue received under the funding agreement increased by 4.54 million euros, including an increase of 3.97 million euros in operating support.

Other grants received under the funding agreement include, among other things, support for the novice teacher support programme, the supervised internship programme for school psychologists, IT curricula and increasing admissions to teacher education curricula. They also include support for C1-level Estonian language courses for teacher education students, the junior research fellows’ salary fund, the doctoral allowance fund, the student performance scholarship fund, and scholarship funds related to teacher education and the training of support specialists.

Research and development allocations under the funding agreement include baseline funding, funding for the acquisition of research information by research libraries, support for research collections, and support for the Estonian Sign Language research group and the archaeological research collection.

TABLE 13. COMPARISON OF TLÜ’S COSTS IN 2023 - 2025 (THOUSANDS EUROS))

	2023		2024		2024 vs 2025		
Expense item	SUM	SHARE OF COSTS	SUM	SHARE OF COSTS	SUM	SHARE OF COSTS	CHANGE
Grants issued	5 866	10.7%	7 525	11.5%	10 090	13.1%	2 565
Management costs	10 281	18.7%	11 903	18.3%	13 164	17.1%	1 261
Labour costs	35 452	64.4%	42 238	64.8%	49 513	64.4%	7 275
Depreciation of fixed assets and decrease in value	1 954	3.5%	2 128	3.3%	2 236	2.9%	108
Other operating expenses	1 417	2.6%	1 895	2.9%	2 385	3.1%	490
Financial income and expenses	82	0.1%	-486	-0.7%	-462	-0.6%	24
Total	55 052	100%	65 203	100%	76 926	100%	11 723

In 2025 Tallinn University’s expenses increased by 11.72 million euros, or 18%, compared with 2024. Personnel expenses accounted for the largest share of the increase, rising by 7.28 million euros, or 17.2%. Operating expenses accounted for 17.1% of total expenses, while grants awarded accounted for 13.1%. The remaining expenses comprised depreciation and impairment of fixed assets, other operating expenses, and financial income and expenses (Table 13). A comparison of revenue and expenses shows that both the university’s revenue and expenses increased in 2025 compared with the previous year, with the largest changes occurring in personnel expenses and targeted financing of operating expenses.



FIGURE 20. TLÜ’S REVENUES 2023–2025, INCL OPERATING GRANT WITH FUNDING AGREEMENT TLÜ’S COSTS 2023–2025, INCL LABOUR COSTS

Table 14 presents Tallinn University’s key financial indicators for 2023–2025. During the period under review, both the university’s operating revenue and total assets increased.

Table 15 presents Tallinn University’s key financial ratios for 2023–2025. The ratios describe the relationship between the university’s expenses and revenue, the structure of its assets and liabilities, and the coverage of current liabilities by current assets.

The financial indicators and ratios presented provide an overview of changes in the university’s revenue, expenses and financial position in recent years. The university’s budgetary policy and resource management support the maintenance of financial balance and create the conditions for investment in development activities and the advancement of teaching and research.

TABLE 14. THE MOST IMPORTANT FINANCIAL INDICATORS IN 2023–2025 (THOUSANDS EUROS)

FINANCIAL INDICATORS	2023	2024	2025	2024 vs 2025
Operating income	62 977	71 690	81 162	13.2%
Operating expenses	53 016	63 562	75 152	18.2%
Depreciation of fixed assets	1 954	2 128	2 236	5.1%
Operating expenses incl depreciation	54 970	65 690	77 388	17.8%
Result of the reporting year	7 924	6 487	4 237	-34.7%
Balance sheet total	71 798	80 624	83 362	3.4%
Current assets	24 151	31 065	32 651	5.1%
Non-current assets	47 647	49 559	50 711	2.3%
Current liabilities	18 466	21 717	21 128	-2.7%
Non-current liabilities	1 851	940	30	-96.8%
Current capital	5 685	9 348	11 523	23.3%
Loan liabilities	2 727	1 818	909	-50.0%
Net assets	51 481	57 968	62 205	7.3%

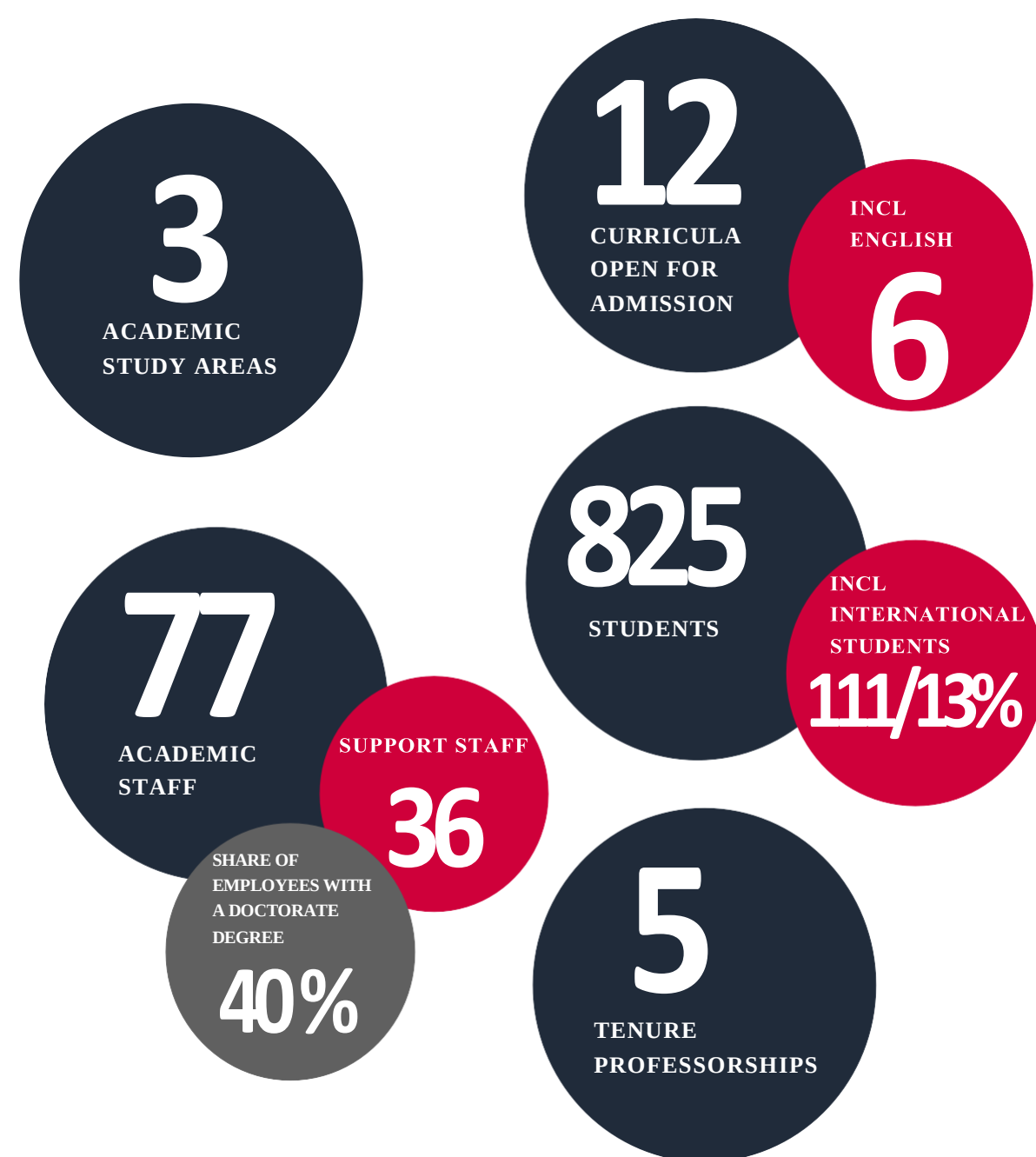
TABLE 15. THE MOST IMPORTANT RATIOS IN 2023–2025

RATIOS	2023	2024	2025
Operating expenses/ operating income	87.3%	91.6%	95.4%
Loans/ operating income	4.3%	2.5%	1.1%
Non-current assets/balance sheet total	66.4%	61.5%	60.8%
Current assets/current liabilities	130.8%	143.0%	154.5%
Net assets/balance sheet total	71.7%	71.9%	74.6%
Loans/balance sheet total	3.8%	2.3%	1.1%



ACADEMIC
UNITS 2025

BALTIC FILM, MEDIA AND ARTS SCHOOL

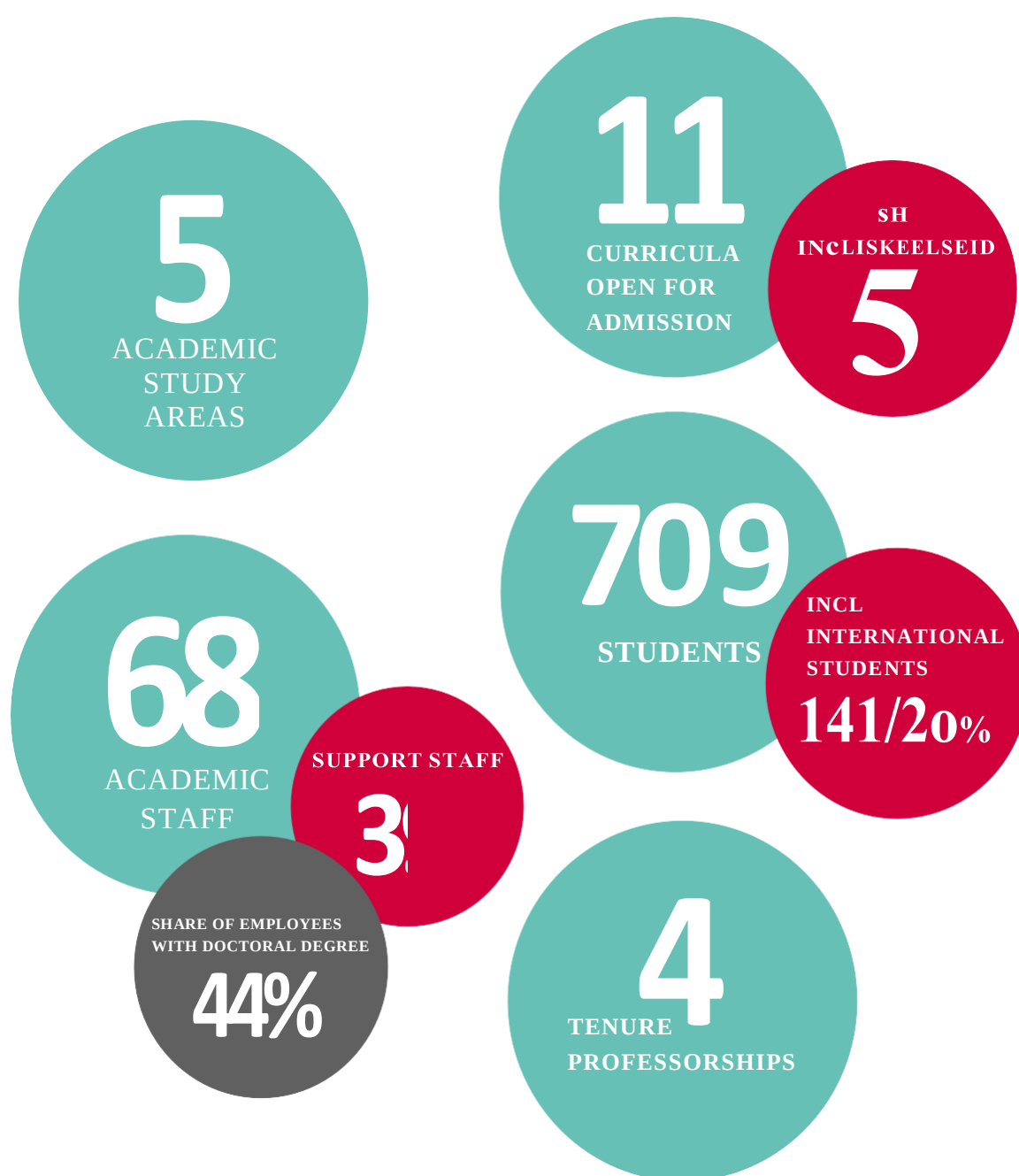


THE MOST IMPORTANT ACTIVITIES AND EVENTS OF THE YEAR

- In 2025, BFM submitted a total of 33 research project applications, including applications to Horizon Europe, ERC Synergy and NordForsk programmes, reflecting its growing ambitions in international research. Five projects received positive funding decisions, with a total value of 1.2 million euros. The activities of research groups are being advanced in several research areas, including neurocinematics, digital culture and cultural data analytics, while creative research approaches are also being developed.
- BFM actively participated in several international consortia and networks, including FilmEU, CresCine, WIRE and ESTWELL.
- BFM researchers actively participated in shaping cultural and media policy and contributed their expertise to the work of the Ministry of Culture and the Ministry of Education and Research.
- The GenAI project, initiated by Indrek Ibrus, BFM Professor of Media Innovation, was launched. The project focuses on the use of generative AI across different modalities (creative writing, audiovisual creation, cross-media, curation, music, choreography, etc.), with the aim of developing teaching, development and research activities in an integrated manner.
- Led by BFM and in cooperation with researchers from the School of Digital Technologies (DTI) and TalTech's Department of Business Administration, the project "A media-driven knowledge graph describing Estonia's economic development and its governance solutions" was launched in January.
- On 13 October research collaboration meetings of the FilmEU and WIRE projects were held to promote cooperation among academic staff and researchers from FilmEU partner universities. These annual networking meetings aim to bring together researchers and academic staff from FilmEU partner universities to identify opportunities for collaboration and learn about upcoming calls for project proposals.
- International conferences and workshops were organised, strengthening BFM's position in the European research and creative ecosystem and deepening cooperation with international partners.

- Practice-based learning was strengthened and cooperation with partners in the media and creative sectors was expanded, including Delfi Meedia, Postimees, Õhtuleht, NordFilm and PÖFF. International education was systematically developed through BIP courses, FilmEU and NordFilm cooperation projects, and Erasmus+ traineeships. In 2025, 112 students participated in short-term mobility, 13 in long-term mobility, and 109 learners in joint programme mobility. Learning formats were diversified through the development of new microdegree programmes and continuing education courses and the integration of artificial intelligence and project-based learning methods into teaching. Alumni surveys were conducted and the feedback was used in curriculum development, strengthening the learner-centred approach and systematic reflection on the quality of education.
- Major institutional events were held, including BFM 20 and the student film festival Best of BFM (BOB). In March, BFM celebrated its 20th anniversary with a media conference and screenings of 14 student films at Artis Cinema. On 31 May, the Püha Jüri Day Conference was held, focusing on the heritage and future of Estonian film.
- On 16 October 2025 the students from Tallinn University's BFM participated in the production of On Air, an international 24-hour live broadcast. The project was led by Master's students in Contemporary Media specialising in television, with students from several other fields also taking part. The aim of the project was to connect students around the world as they enter the global media industry and to give the industry an opportunity to identify emerging talent. The project involved 18 institutions and more than 500 students. The entire broadcast was coordinated from Ravensbourne University in London.
- The short film "Happy Things" won the Best Student Film award at the Cannes Indie Shorts Awards 2025, an international short film festival.
- Ulrike Rohn, Professor of Media Management and Economics, received the European Media Management Association (emma) Award, which recognises outstanding contributions to research and practice in media management and a commitment to the development of the field.
- Peeter Simm, Associate Professor of Film Directing, received the National Lifetime Achievement Award for Culture.
- Raul Talmar, conductor of the BFM Mixed Choir, received the Arvo Ratassepp Memorial Award. The award is a travelling award presented for outstanding achievements in working with choirs or teaching choir conductors.

SCHOOL OF DIGITAL TECHNOLOGIES



THE MOST IMPORTANT ACTIVITIES AND EVENTS OF THE YEAR

- In 2025 DTI researchers (co-)authored a total of 103 publications in categories 1.1, 1.2 and 3.1.
- Tallinn University is represented on the Executive Committee of the European Association of Technology-Enhanced Learning (EATEL), to which Kairit Tammets, Professor of Technology-enhanced Learning, was elected.
- In October, Tallinn University hosted the ECCE 2025 conference, with David Jose Ribeiro Lamas, Professor of Human-Computer Interaction, and Merja Lina M. Bauters, Research Professor in Digital Transformation, as the main organisers. In December, the final seminar of the project “Model-based Learning Analytics for Fostering Students’ Higher-order Thinking Skills” (1 January 2022–31 December 2025) was held.
- In early 2025, a nine-member working group was established to coordinate cooperation with Africa. Its annual action plan is based on the sub-objectives of DTI’s Africa cooperation strategy (awareness-raising, training, research and development, and sustainability). Mobility activities and partner meetings took place, including in Mozambique, Ghana, Kenya and Cabo Verde, and cooperation with funding and cooperation partners was strengthened. The Digital Explorers 2.0 programme was launched in cooperation with OSMOS and ESTDEV. A Memorandum of Understanding (MoU) was signed with the long-standing partner Universidade Eduardo Mondlane in Mozambique).
- The visibility of Africa-related activities was increased both within and outside the School and the university: DTI participated in the work of Tallinn University’s Africa network, and a Sub-Saharan Africa cooperation page was created on the DTI website, providing information on projects, partners and cooperation opportunities. DTI also participated in international events and conferences related to Africa, including AfriCHI.
- In 2025, the working and learning environment was improved, and systems were introduced for employee onboarding and recognition. A leadership development programme was also launched with the aim of establishing a common management culture. In December, the DTI working group for planning the learning and working environment began its work, with the aim of designing a modern and functional learning, working and laboratory environment that meets users’ needs.

• In the field of IT management, three new microdegree programmes were developed: “Development of Enterprise Information Technology”, “Data-driven Project Management” and “Information Technology Management”. The Head of Studies participated in a working group at the School of Humanities that developed the course HIK6442.HT Digital Competence and Artificial Intelligence (6 ECTS), which is compulsory for all first-year Bachelor’s students at the School of Humanities.

• In March 2025, a form was created on the DTI website to collect alumni data, allowing alumni to submit their information voluntarily: <https://www.tlu.ee/en/node/103991#liitu-dti-vilistlaste--vorgustikuga>.

• In November and December 2025, a survey was conducted among participants in continuing education who had completed their studies in 2024–2025, with a total sample of 1,386 unique graduates).

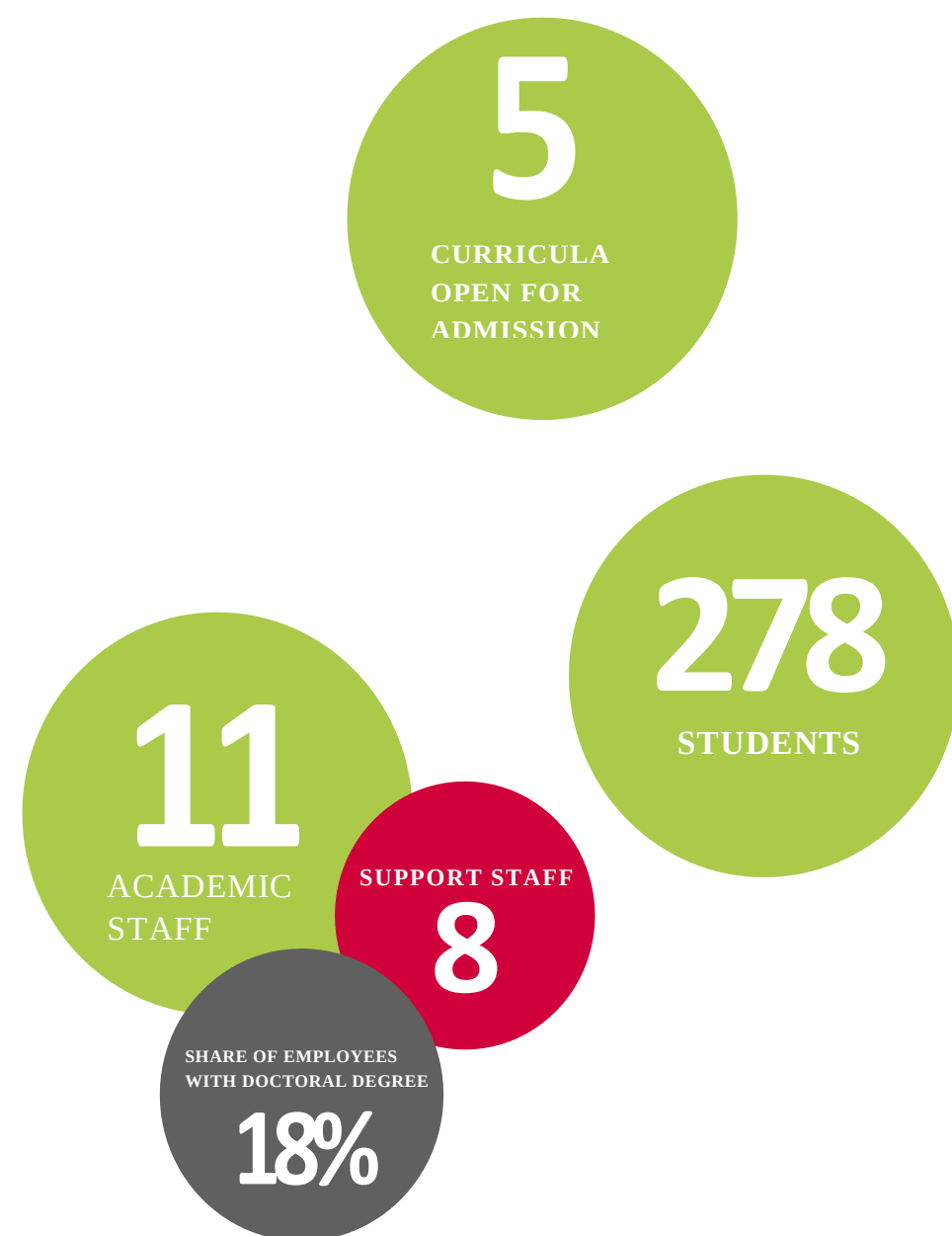
• In 2025 the updating of the web application “Simplified Signs”, commissioned by the Ministry of Education and Research, was completed, creating a more user-friendly environment with approximately 255 sign illustrations and videos to support people with communication difficulties. The updated application (lihtsustatudviiped.ee) supports speech therapists, special education teachers, teachers and parents in everyday communication and improves access to learning materials.

• Tallinn University participates in the international Interreg Central Baltic project BeScaled (budget: 1.55 million euros), which aims to enhance the resilience of the Baltic region and support the development of dual-use technologies. Through the project, the university contributes to strengthening cooperation between Estonia and Finland in defence innovation and to developing a sustainable and innovation-driven defence ecosystem.

• The recruitment of student assistants was launched to enhance the teaching and learning process, improve the student learning experience and reduce the workload of academic staff.

• The school’s research administration structure was reorganised to make processes clearer and more efficient.

HAAPSALU COLLEGE



THE MOST IMPORTANT ACTIVITIES AND EVENTS OF THE YEAR

- In 2025, the PEEK project “Health-Conscious Läänemaa” received a positive funding decision. As part of the project, a Health Academy will be established at the college. The total cost of the project is 4 million euros. The project will help raise health awareness among the residents of Läänemaa and support the development of the region’s learning and living environment.
- In cooperation with Läänemaa Upper Secondary School and Haapsalu Vocational Education and Training Centre, the college launched a joint health education module for upper secondary school students. A modern training kitchen was also completed, supporting both teaching activities and the generation of own-source revenue.
- International cooperation with partners in Japan and the United States took place within the Community Work in an Ageing Society programme, including staff mobility to the United States and a joint research project, the results of which will be incorporated into a Master’s thesis and further research collaboration.
- Cooperation was launched with Nord University in Norway, with plans for traineeships, short-term study activities and an Erasmus+ project
- The Interreg project under the Community Work in Ageing Society programme received funding totalling 213,042 euros, of which 113,441 euros was allocated to Haapsalu College. The project aims to strengthen the competitiveness of adults aged 60 and over in the labour market.
- All curricula were brought into compliance with the new higher education standard, and the revised curricula were approved by the Senate and the Ministry. This ensures that the provision of education complies with national requirements and quality standards.
- Since September 2025, all courses have used the Moodle learning environment, increasing the flexibility of teaching and supporting the systematic implementation of e-learning solutions.
- The college actively contributed to international research and professional networks, including by participating in the European Spas Association (ESPA) Annual Congress in Haapsalu and publishing research findings in cooperation with international partners.

- The learning and working environment was further developed, facilities were modernised, new 3D printers were acquired, and computer labs were upgraded to support technology-enhanced learning and a learner-centred approach to teaching and learning.

- The college holds one patent for the formulation of a therapeutic mud mixture, which is used by two companies, and one industrial design solution (a vibroacoustic bed), which is used by one company.



SCHOOL OF EDUCATIONAL SCIENCES

THE MOST IMPORTANT ACTIVITIES AND EVENTS OF THE YEAR

- The number of high-quality research publications has increased each year, from 79 in 2023 to 83 in 2024 and 86 in 2025).
- In 2025, 11 major research and development projects were launched, focusing, among other areas, on sustainable futures, teacher education, digital education, the youth field, and the development of flexible learner-centred learning pathways, thereby strengthening the School's research capacity and international cooperation.
- The School launched the five-year international ERA Chair in Sustainable Futures (SustainERA) project, which aims to strengthen research expertise in sustainability and interdisciplinary cooperation.
- The School systematically developed the meaningful use of artificial intelligence in teaching and learning. The TEHA research and development project was launched, an artificial intelligence working group (TIHTI) was established, and regular AI learning circles were held.
- The activities of the Academy for Educational Leadership (HAAK) expanded both in Estonia and internationally. Development programmes for educational leaders continued, including HANO and the Future School programme; development programmes for school teams were implemented in Armenia and Moldova; and Estonia's experience was shared at an OECD seminar.
- In 2025, a new 75-ECTS Master's programme, Teacher Education, was approved, providing flexible pathways to obtaining a teaching qualification and supporting the next generation of teachers and career changers entering the field of education.
- The total of 581 students were admitted to the School's degree programmes, while the number of applications increased to nearly 2,800, confirming the continued popularity of teacher education and educational sciences programmes and the effectiveness of admissions activities.
- In 2025, three courses offered by the School were awarded the Quality Label for E-Courses by the Estonian Quality Agency for Education (HAKA), and the fully online course Learner with Special Educational Needs in Inclusive Education was launched.

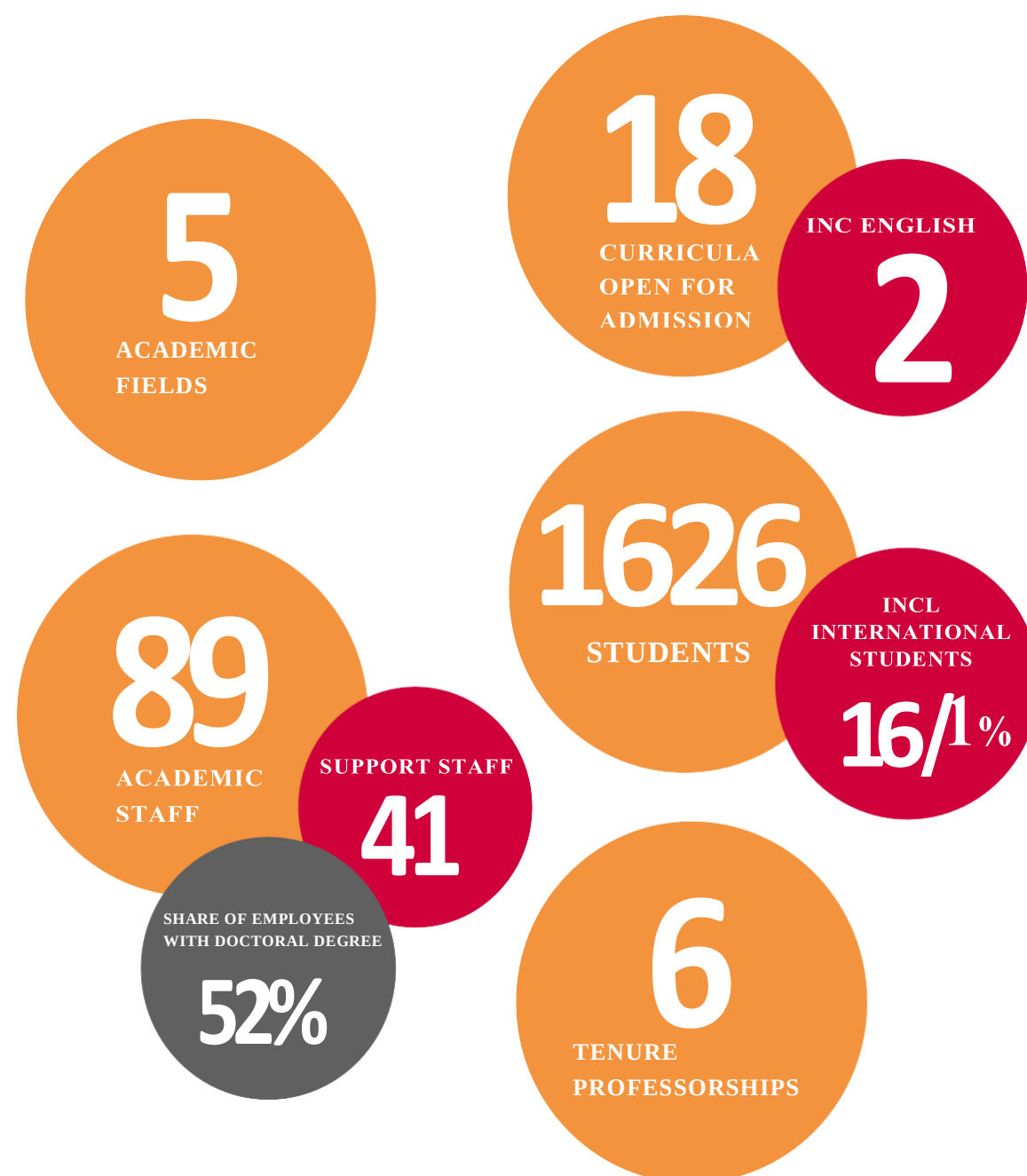
• According to Tallinn University's employee engagement and satisfaction survey, the School's employee engagement index rose to 74 points, which is higher than in most other units of the university and reflects a positive working environment and effective management.

• In October Tallinn University held the education conference "Values and Paradoxes of Lifelong Learning", which brought together nearly 300 representatives of the education sector. The Education Innovation Awards were also presented at the conference, recognising innovative, impactful and evidence-based initiatives.

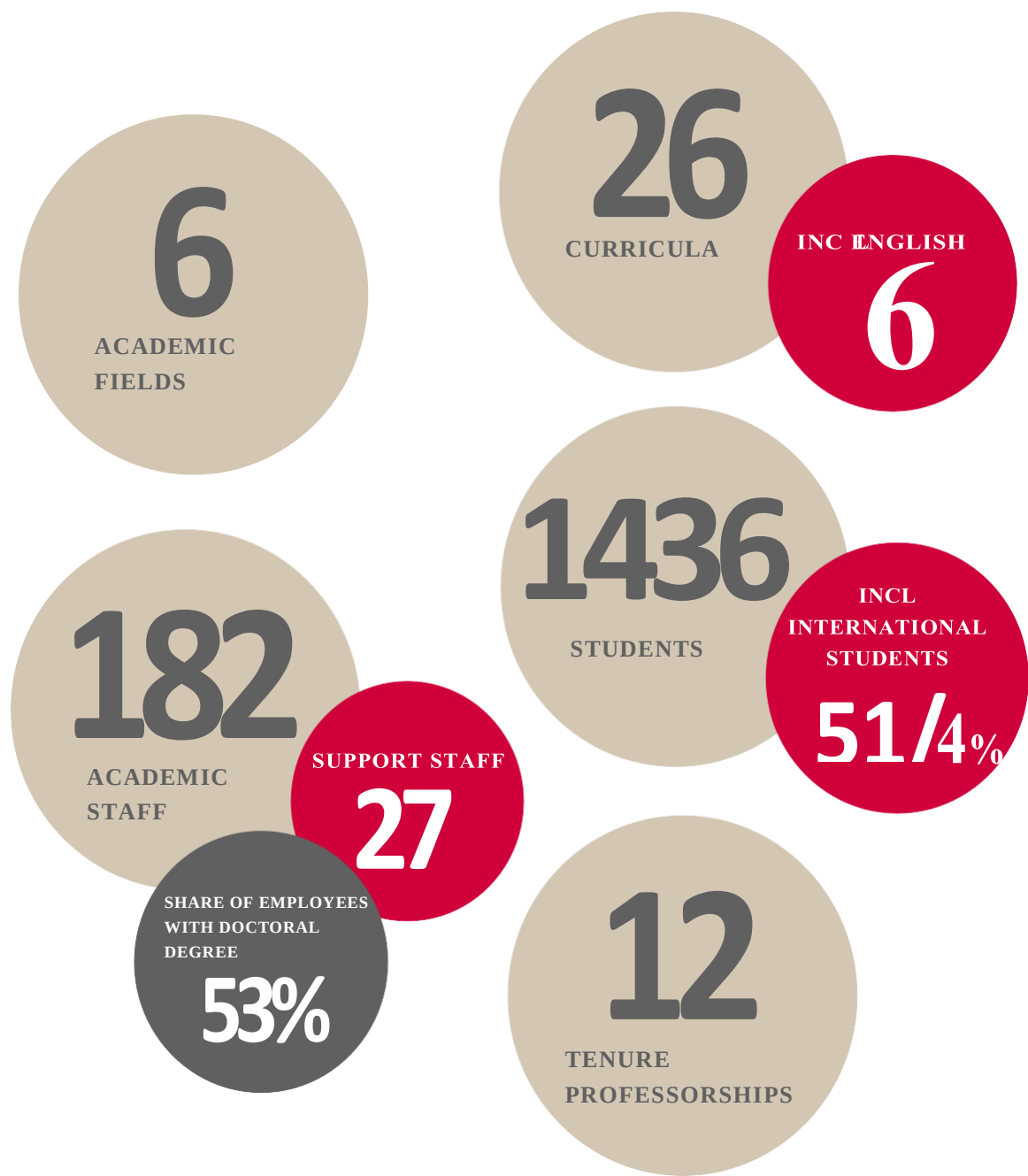
• Growing interest in doctoral studies was reflected in the admission of 12 new doctoral students in 2025, including five industrial doctoral students. Six doctoral thesis pre-defences and three defences were held, and a doctoral student from the School won a prize in the national student research competition, demonstrating the quality of doctoral studies and the strengthening of the next generation of researchers.

• In continuing education, 96 training courses and 20 microdegree programmes were delivered, including one international microdegree programme and one international micro-credential programme. The School hosted 28 international delegations and launched several development cooperation and international education projects, including an international microdegree programme supported by ESTDEV and a project supporting the reform of vocational education and training in Ukraine.

• Maire Tuul, Associate Professor of Early Childhood Education, was awarded the Order of the White Star, Class V, and Meidi Sirk, Associate Professor of Vocational Education, received the Cross of Merit of the Ministry of Defence. The Academy of Public Administration was nominated in the Educational Achievement of the Year category of the Teacher of the Year competition, and the Estonian Association of Special Educators awarded the university textbook "Learners with Special Educational Needs in the Estonian Education System: Identification, Assessment and Teaching" the title of Achievement of the Year. The authors of the textbook



SCHOOL OF HUMANITIES



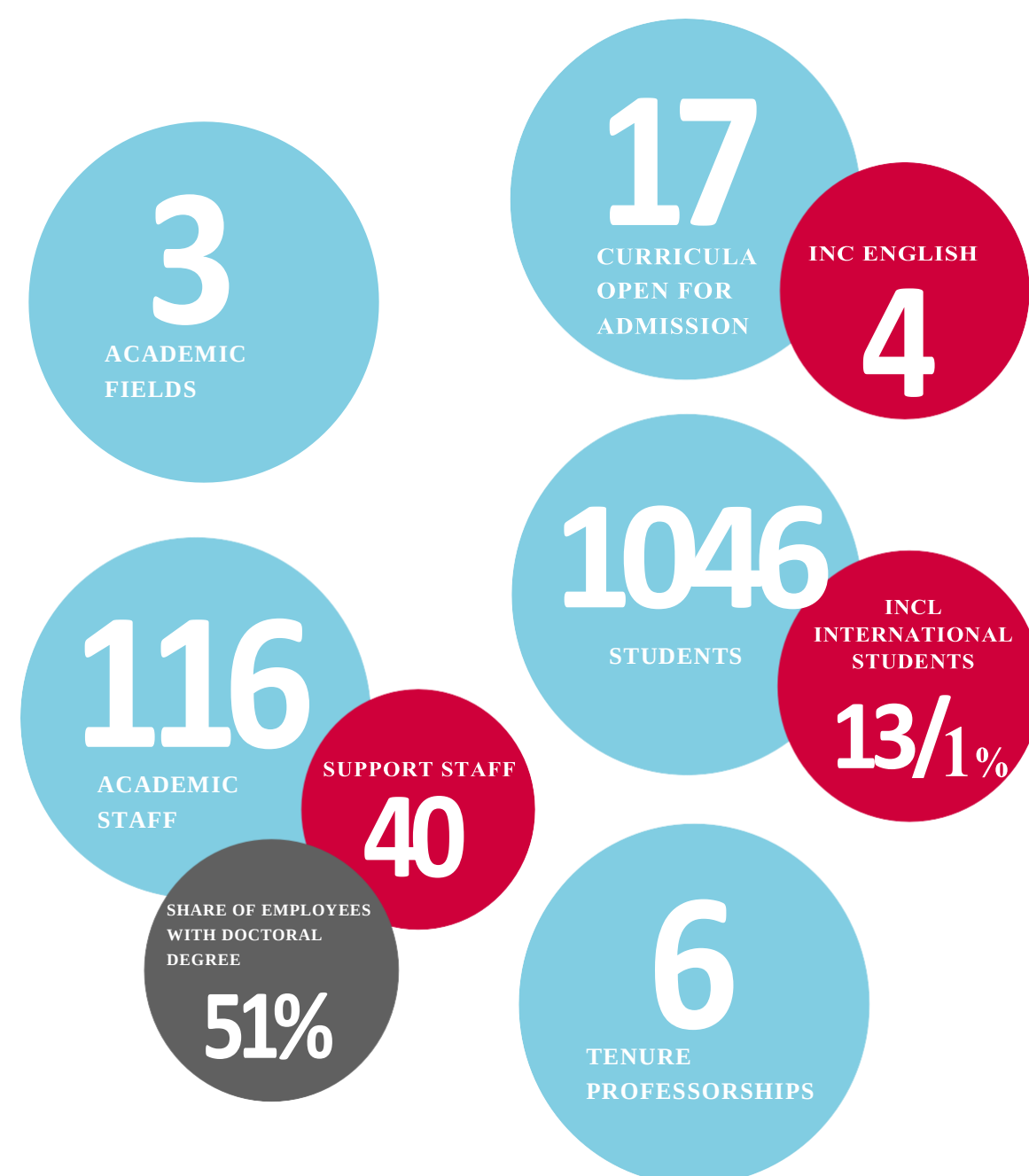
KEY ACTIVITIES AND EVENTS OF THE YEAR

- In 2025, 103 research project applications were submitted by the School of Humanities (TÜHI), of which 23 received funding, demonstrating the School’s high level of activity and success in applying for research funding.
- In 2025, 64 externally funded projects were under implementation, 34 of which were launched during the year.
- A total of 109 high-quality publications in categories 1.1, 2.1 and 3.1 were published.
- The School of Humanities (TÜHI) was extensively involved in knowledge transfer in 2025: 20 proposals were submitted, of which 13 received funding. This brought 4.42 million euros in funding to the university.
- To support the next generation of researchers, training was organised on preparing MSCA Postdoctoral Fellowship applications. As a result, 20 applications were submitted, 18 of which exceeded the funding threshold. One application received funding, and the grant project will be launched at the School of Humanities (TÜHI) in 2026.
- In 2025, five postdoctoral researchers began conducting research at the School of Humanities (TÜHI) with funding from MSCA, ERA and Estonian Research Council (ETAg) grants.
- In the autumn semester of 2025, substantially revised general courses were introduced in Bachelor’s programmes, including the university-wide course Critical Thinking and the new compulsory general Bachelor’s course Digital Competence and Artificial Intelligence.
- Teacher education programmes were revised in accordance with the requirements of the higher education standard and professional standards. In summer 2025, admission to the Russian language teacher specialisation of the Foreign Language Teacher Master’s programme was opened for the first time, with 18 students enrolling in the specialisation.
- The proportion of students graduating within the nominal period of study increased to 52%. A person responsible for promoting timely graduation and reducing dropout has been appointed in each curriculum working group.
- The proportion of students participating in mobility increased to 12.18%, including an increase in group mobility and cooperation with partners outside the EU.

- The school developed and delivered courses with a substantial e-learning component, including courses within teacher education bridging modules and micro-credential programmes, to support flexible learning pathways and meet the needs of working teachers.
- A new industrial doctoral student began their studies at the School of Humanities (TÜHI), and new international partners were added, including universities in Japan. In addition, the Liberal Arts in Humanities programme joined the European Liberal Arts Network (ELAN).
- The Estonian Language Centre delivered 21 continuing education courses and development programmes. A total of 24 learners completed the microdegree programme “Teaching Estonian as a Second Language”, which supports the transition to Estonian-language education and a multilingual educational environment.
- Tallinn University’s expertise in border studies and its international cooperation with both European and Asian partners were strengthened, supported by the Twinning project “Advancing Trans-Regional Border Studies”, which concluded in 2025”.
- Ülo Siirak, Lecturer of Romance Studies at the School of Humanities (TÜHI), and Kaia Sisask, Associate Professor of French Literature and Culture, were awarded the rank of Knight of the Order of Academic Palms.
- Senior Research Fellow Marju Kõivupuu received the 2025 Estonian Folklore Studies Award.
- The award for the best Estonian-language university textbook went to “Introduction to Human Geography”, edited by Hannes Palang from the Centre for Landscape and Culture at the School of Humanities (TÜHI) and Tiit Tammaru from the University of Tartu.



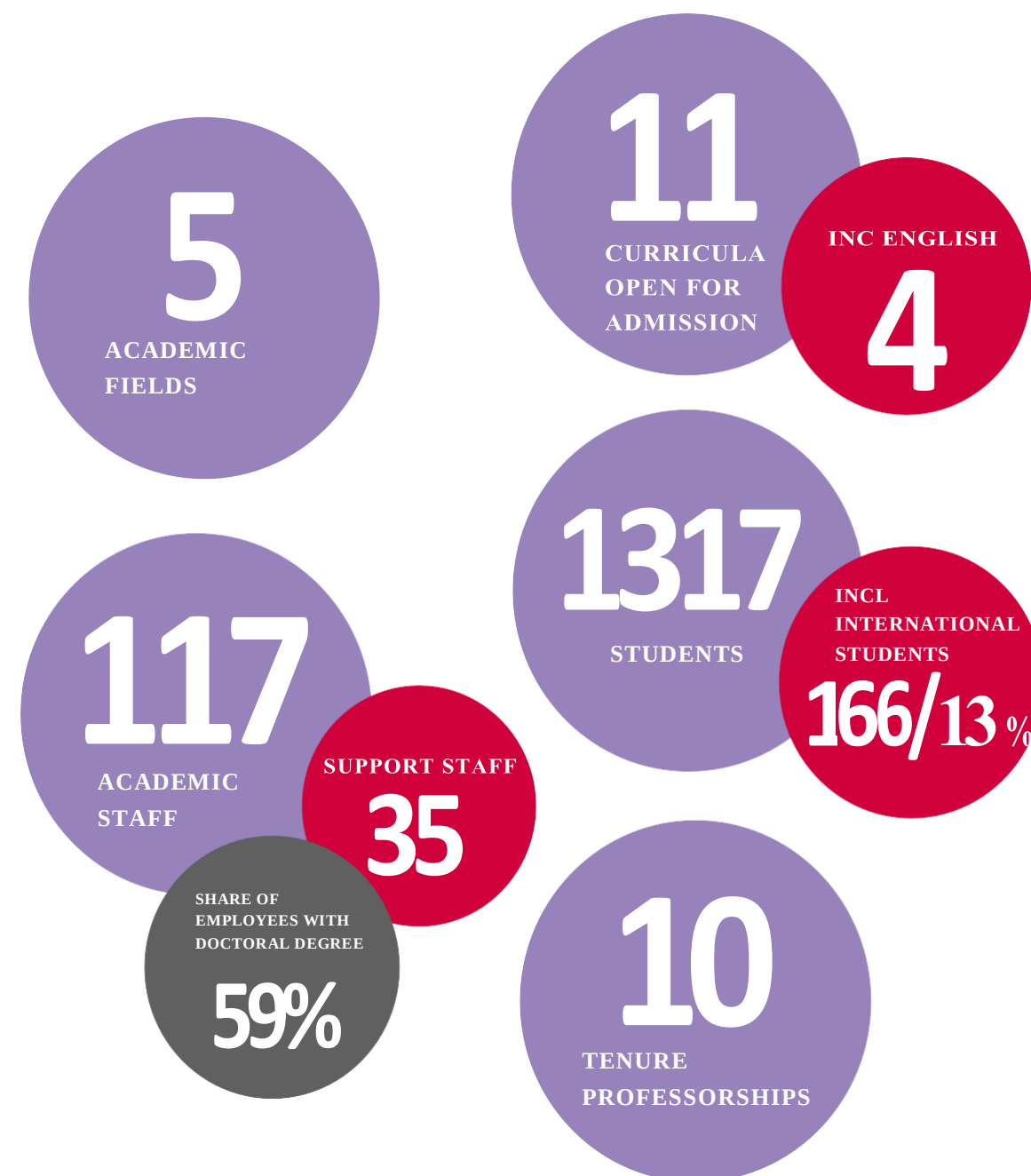
SCHOOL OF NATURAL SCIENCES AND HEALTH



KEY ACTIVITIES AND EVENTS OF THE YEAR

- In 2025, a comprehensive curriculum reform was carried out, during which all curricula were brought into compliance with the revised statute and the requirement that the average volume of courses be at least 5 ECTS credits was met, while at the same time reducing the number of unique courses.
- In the autumn semester of 2025, the School of Natural Sciences and Health (LTI) launched its first international joint Master's programme in psychology, Social Psychology of Transformation: Understanding and Mastering Social Change (SPOT), strengthening the School's international visibility and expanding cooperation with European partner universities.
- Admission to the Natural Sciences Teacher programme more than doubled, and individual bridging modules and microdegree options were introduced to support flexible learning pathways and the acquisition of qualifications.
- Admission to the School Psychology specialty of the Master's programme in Psychology was increased, and the professional year programme continued, involving trainees and supervisors from across Estonia.
- A total of 78 continuing education courses were delivered, and 16 microdegree and micro-credential programmes were offered, with a total of 164 learners participating.
- Revenue from research projects significantly exceeded the planned amount, reaching nearly 2 million euros, while 36 new projects were added, strengthening the School's research capacity and international cooperation.
- A tenure professor of well-being and health behaviour and a research professor in neurology joined the school. A new research group focusing on Parkinson's disease risk assessment was established, further expanding the School's research activities in the field of health research.
- LTI researchers developed new natural and vegan-friendly hair care products in cooperation with Mohlab, providing an example of successful knowledge transfer to the business sector.
- The LTI Centre of Excellence in Cultural Psychology was established with the aim of consolidating and developing an international knowledge base in the field of cultural psychology and strengthening cooperation with partner universities.
- The researcher Tiit Vaasma was elected as the new head of the Centre of Excellence in Ecology. Preparations were launched for a structural reform of academic leadership, and the capacity of the research and support structures was strengthened through the recruitment of new staff.
- In October, LTI organised the conference "Pregnancy and Childbirth: Mental Health Challenges and Opportunities for Supporting Families". LTI was also a partner in the Estonian Reading Association's "6th Baltic Sea Conference on Literacy – Literacy Environments: Environmental Literacy" and the "Beyond Growth Estonia 2025" conference organised by Tasaarengu Eesti MTÜ.
- Bianka Plüschke-Altof, senior research fellow at LTI, and Jaanus Terasmaa, professor of ecohydrology, were among the authors of the Estonian Human Development Report.
- On 24 October a round-table discussion entitled "Place psychology and place practice" was held at Tallinn University, led by experts in psychology and behavioural sciences. The event brought together psychologists, place theorists and place-making practitioners to discuss how psychological knowledge can help address some of the major place-related challenges facing contemporary society, such as isolation caused by remote work, and contribute to the values-based development of urban space.

SCHOOL OF GOVERNANCE, LAW AND SOCIETY



KEY ACTIVITIES AND EVENTS OF THE YEAR

- In 2025 T-shaped competencies were systematically developed in teaching and learning, curriculum learning outcomes were analysed, and the principles for balancing general and subject-specific competencies were reviewed. The school-wide artificial intelligence working group developed and approved principles for the use of artificial intelligence in teaching and learning, and the guidelines for student papers were updated.
- The provision of fee-based Estonian-language degree studies was expanded, increasing the number of part-time students to 210 and offering 21 microdegree programmes.
- The quality of digitally supported learning was improved by ensuring that most courses had e-learning support and by strengthening the regular feedback system through student representatives and students.
- The results of research and development projects were systematically integrated into teaching and learning, and best practices were reflected in curriculum reports.
- The principles for organising internships were revised, a system for remunerating and recognising internship supervisors was developed, and internship guidelines and agreements were updated in cooperation with the student council.
- The student support system was strengthened, resulting in a decrease in the average dropout rate from 18% to 14% and in the first-semester dropout rate from 13% to 6.5%.
- The proportion of students participating in international mobility increased to 8.22%.
- Revenue from continuing education increased to 116,110 euros, and a new micro-credential on local government innovation and crisis preparedness was developed.
- The marketing analysis of English-language degree studies was conducted, and a three-year marketing strategy and implementation plan were developed in cooperation with international partners.

• The preparation and implementation of project applications were actively supported, with 49 project applications submitted and ten new research, development and creative activity (TAL) projects launched.

• Research infrastructure and open science principles were further developed, key databases were mapped, including SHARE, GGS, ISSP and IMO, and an overview of the School's publication output was compiled.

• The alumni network was strengthened, the conference "Challenges of a Small State in Turbulent Times" was organised to mark the 10th anniversary of the School of Governance, Law and Society (ÜTI), and regular alumni newsletters were launched.

• Ahead of the local government elections held in the autumn, ÜTI researchers analysed key issues and challenges in local life and politics in the Delfi-EPL opinion pages through the article series "Election fluctuations". In cooperation with Delfi Meedia, the opinion article series "20 years in the demographic toilet bowl" was produced, drawing on Professor Rein Taagepera's 2005 article "Demographic toilet bowl", published in Eesti Päevaleht.

• Professor of Public Policy Triin Lauri received a one-million-euro research grant to study how the reputation of a so-called "good school" is formed and how practices for choosing the "right school" develop.

• Senior Lecturer in Governance Sulev Lääne received the Citizen's Day Badge of Honour.



FINANCIAL STATEMENTS **2025**

FINANCIAL STATEMENTS

BALANCE SHEET

(IN EUROS)	NOTE	31 Dec 2025	31 Dec 2024
ASSETS			
CURRENT ASSETS			
Cash	2	24 825 034	23 321 067
Receivables and prepayments	3	7 698 223	7 615 738
Inventories	4	128 076	128 035
TOTAL CURRENT ASSETS		32 651 333	31 064 840
NON-CURRENT ASSETS			
Shares in SA	5	150 000	150 000
Investment property	6	2 037 723	2 037 723
Property plant and equipment	7	46 864 376	46 287 966
Intangible assets	8	1 658 947	1 083 746
TOTAL NON-CURRENT ASSETS		50 711 046	49 559 436
TOTAL ASSETS		83 362 379	80 624 275
LIABILITIES AND NET ASSETS			
CURRENT LIABILITIES			
Borrowings	9	909 091	909 091
Payables and prepayments	10	20 218 766	20 807 572
Total current liabilities		21 127 857	21 716 663
NON-CURRENT LIABILITIES			
Non-current borrowings	9	0	909 091
Other non-current payables		29 878	30 595
Total non-current liabilities		29 878	939 686
TOTAL LIABILITIES		21 157 735	22 656 348
Net assets			
Financial performance of previous periods		57 967 927	51 480 914
Financial performance of the financial year		4 236 716	6 487 013
TOTAL NET ASSETS		62 204 643	57 967 927
TOTAL LIABILITIES AND NET		83 362 379	80 624 275

STATEMENT OF FINANCIAL PERFORMANCE

(IN EUROS)	NOTE	2025	2024
OPERATING INCOME			
Revenue from operating activities	11	9 532 053	7 879 075
Operating grants	12	44 598 583	41 129 906
Target financing of operating expenses	13	26 154 304	20 941 063
Target financing of non-current assets	13	805 415	1 649 045
Other income	14	71 989	91 324
TOTAL OPERATING INCOME		81 162 344	71 690 413
OPERATING EXPENSES			
Grants issued	15	10 089 611	7 524 798
Management costs	16	13 163 818	11 902 964
Labour expenses	17	49 513 385	42 238 635
Depreciation of non-current assets and decrease in value	7,8	2 236 072	2 127 846
Other operating expenses	18	2 385 023	1 895 278
TOTAL OPERATING EXPENSES		77 387 909	65 689 521
FINANCIAL PERFORMANCE FOR THE REPORTING PERIOD			
		3 774 436	6 000 891
FINANCIAL PERFORMANCE FOR THE REPORTING PERIOD			
Interest income		508 193	595 224
Interest expenses		-45 913	-109 103
TOTAL FINANCIAL INCOME AND EXPENSES		462 280	486 121
FINANCIAL PERFORMANCE FOR THE REPORTING PERIOD		4 236 716	6 487 013



CASH FLOW STATEMENT

(IN EUROS)	NOTE	2025	2024
CASH FLOWS FROM OPERATING ACTIVITIES			
FINANCIAL PERFORMANCE ON OPERATING ACTIVITIES		3 774 436	6 000 891
ADJUSTMENTS			
Depreciation of non-current assets and decrease in value	7,8	2 236 072	2 127 846
Value-added tax expenses for the acquisition of non-current assets		90 071	18 702
Grants received for the acquisition of non-current assets	13	-805 415	-1 649 045
Profit/loss from sale of non-current assets		0	-2 303
ADJUSTED FINANCIAL PERFORMANCE ON OPERATING ACTIVITIES		5 295 164	6 496 091
Change in trade receivables	3	-58 668	-88 056
Change in receivables of target financing of operating expenses		-857 659	-844 402
Change in other receivables		-37 513	-1 446
Change in prepaid taxes and taxes refundable	3	-2 981	-2 478
Change in prepaid grants	3	1 013 231	1 483 395
Change in other prepayments		-118 908	-93 813
Change in inventories	4	-41	-40 735
TOTAL NET CHANGE IN CURRENT ASSETS RELATED TO CORE ACTIVITIES		-62 540	412 466
Change in supplier payables	10	-111 436	422 470
Change in payables to employees	10	292 464	244 017
Change in tax, duty and penalty liabilities	10	541 292	277 291
Change in accrued liabilities	10	451 858	-4 997
Change in liabilities of target financing of operating expenses	10	466 427	117 418
Change in other liabilities		-19 282	-1 100
Change in prepayments of grants received	10	-2 312 469	2 172 439
Change in other received prepayments	10	101 624	20 487
Net change of liabilities related to operating activities		-589 522	3 248 025
Total cash flow from operating activities		4 643 102	10 156 581

(IN EUROS)	NOTE	2025	2024
CASH FLOWS FROM INVESTING ACTIVITIES			
Paid in acquisition of property, plant and equipment and intangible assets		-3 477 753	-2 409 880
Proceeds from sale of non-current assets		0	2 303
Grants received for the acquisition of non-current assets		785 701	12 300
Received interests and other financial income		507 921	593 910
TOTAL CASH FLOWS FROM INVESTING ACTIVITIES		-2 184 131	-1 801 367
CASH FLOWS FROM FINANCING ACTIVITIES			
Repayments of loans received	9	-909 091	-909 091
Interests paid		-45 913	-109 103
TOTAL CASH FLOWS FROM FINANCING ACTIVITIES		-955 004	-1 018 194
TOTAL CASH FLOWS		1 503 966	7 337 021
Cash and cash equivalents at beginning of the period	2	23 321 067	15 984 046
Cash and cash equivalents at end of the period	2	24 825 034	23 321 067
CHANGE IN CASH AND CASH EQUIVALENTS		1 503 966	7 337 021



NOTES TO THE FINANCIAL STATEMENTS

NOTE 1 ACCOUNTING PRINCIPLES

GENERAL INFORMATION

The 2025 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 2025 and ended on 31 December 2025. 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 consolidated financial statements, as neither the aggregate balance sheet total nor the aggregate sales revenue of the entities subject to consolidation exceeds 5% of the corresponding figure for the university as the consolidating entity.

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.

An investment property is derecognized on disposal or when no future economic benefits are expected from its use or disposal. 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 deprecation 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 prospectively 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 deprecation 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, lands, objects with artistic, historical and scientific value which is not decreasing in time are not depreciated. If it occurs that the actual useful life of assets is considerably different from the initially assessed one, the depreciation period is changed. 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 2025: 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 sales and total sales is set based on the sales of previous calendar year. The proportion is adjusted at the end of calendar year, proceeding from the relation of taxable sales and total sales of this calendar year. The value-added tax direct accounting method is used for activities with only taxable sales and activities with only exempt sales.

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 the sale of goods is recognised when all significant risks associated with ownership have passed from the seller to the buyer, the revenue and the costs associated with the transaction can be reliably estimated, and the receipt of the 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, directors 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 2025	31 Dec 2024
Cash	5 293	2 157
Bank accounts	24 819 741	23 318 910
TOTAL	24 825 034	23 321 067

NOTE 3. RECEIVABLES AND PREPAYMENTS

(IN EUROS)	NOTE	31 Dec 2025	31 Dec 2024
Trade receivables		545 327	491 227
		-37 700	-42 269
Doubtful trade receivables			
Unreceived grants related to operating expenses		3 363 875	2 506 272
Unreceived grants related to non-current assets		19 714	0
Other receivables		174 932	137 090
Prepaid grants		2 969 510	3 982 741
Prepaid future expenses		618 530	499 622
Prepaid taxes and taxes refundable	20	44 036	41 055
TOTAL:		7 698 224	7 615 738
RECEIVABLES OF UNRECEIVED GRANTS:		31 Dec 2025	31 Dec 2024

FINANCIER			
European Commission		1 340 891	686 411
Other financiers		973 861	833 878
Ministry of Education and Research		591 520	546 235
Environmental Investments Centre		394 763	357 228
Estonian Research Council		62 840	82 520
NON-CURRENT LIABILITIES		3 363 875	2 506 272

PREPAID GRANTS OF TARGET FINANCING:		31 Dec 2025	31 Dec 2024
-------------------------------------	--	-------------	-------------

FINANCIER			
Other financiers		2 872 521	3 971 222
Tartu University		96 989	11 519
TOTAL		2 969 510	3 982 741

NOTE 4 . INVENTORIES

(IN EUROS)	31 Dec 2025	31 Dec 2024
Merchandise for resale	128 076	128 035
TOTAL	128 076	128 035

NOTE 5. INVESTMENTS TO SUBSIDIARIES AND ASSOCIATES

(IN EUROS)	31 Dec 2025	31 Dec 2024
Share SA Tallinna Ülikooli Rahastu	150 000	150 000
TOTAL	150 000	150 000

Sihtasutus 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)	
BALANCE AS AT 31 Dec 2024	31 Dec 2024
Land	2 037 723
BALANCE AS AT 31 Dec 2025	31 Dec 2025
Land	2 037 723

LAND IS LEASED AS THE PARKING LOT FOR VEHICLES	
Lease income 2024:	85 318
Lease income 2025:	86 505



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 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
RESIDUAL VALUE 31 Dec 2023	2 131 016	37 043 668	991 023	459 094	3 805 783	34 412	44 464 997
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	0	0	0	1 649 045
Depreciation and write-off of the financial year	0	-1 496 007	-299 342	-83 694	0	0	-1 879 042
Other write-off in residual value (write-off of non-current assets)	0	0	-171 752	-53 562	0	0	-225 313
Other write-off in residual value (write-off of amort)	0	0	171 752	53 562	-6 547	0	218 766
RECLASSIFICATION	0	423 586	22 621	146 890	0	-770 735	-177 638
TOTAL CHANGES	36 385	540 238	90 755	75 440	43 677	1 036 473	1 822 969
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
RESIDUAL VALUE 31 Dec 2024	2 167 401	37 583 907	1 081 779	534 534	3 849 461	1 070 885	46 287 966
Purchases and improvements	0	331 260	46 800	253 321	44 647	1 872 705	2 548 733
Depreciation and write-off of the financial year	0	-1 551 676	-302 960	-113 136	0	0	-1 967 772
Other write-off in residual value (write-off of non-current assets)	0	-473 481	-785 641	-636 400	0	0	-1 895 522
Other write-off in residual value (write-off of amort)	0	473 481	785 641	636 400	-4 552	0	1 890 970
RECLASSIFICATION	0	422 166	439 653	0	0	-861 819	0
TOTAL CHANGES	0	-798 250	183 492	140 185	40 096	1 010 887	576 410
Acquisition cost 31 Dec 2025	2 167 401	67 084 906	5 052 474	2 245 996	3 889 556	2 081 772	82 522 106
Accumulated depreciation 31 Dec 2025	0	-30 299 249	-3 787 203	-1 571 277	0	0	-35 657 730
RESIDUAL VALUE 31 Dec 2025	2 167 401	36 785 657	1 265 271	674 719	3 889 556	2 081 772	46 864 376

NOTE 8 . INTANGIBLE ASSETS

(IN EUROS)	SOFTWARE AND LICENCES	INTANGIBLE ASSETS IN PROGRESS	TOTAL
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	0	154 026
Depreciation and write-down	-242 256	0	-242 256
Write off	0	0	0
Reclassification	96 882	80 757	177 638
TOTAL CHANGES	8 652	80 757	89 408
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
Purchases and improvements	260 870	578 079	838 949
Depreciation and write-down	-263 748	0	-263 748
Reclassification	0	0	0
TOTAL CHANGES	-2 878	578 079	575 201
Acquisition cost 31 Dec 2025	2 645 762	658 836	3 304 598
Accumulated depreciation 31 Dec 2025	-1 645 651	0	-1 645 651
RESIDUAL VALUE 31 Dec 2025	1 000 111	658 836	1 658 947



NOTE 9. BORROWINGS

	REPAYMENT DATE				
(IN EUROS)	BALANCE 31 Dec 2025	Within 12 MONTHS	Within 2- 5 YEARS	CURRENCY	INTEREST RATE
Loan from Swedbank AS	909 091	909 091	0	EUR	0.840% + 6 m euribor
TOTAL	909 091	909 091	0		

	REPAYMENT DATE				
(IN EUROS)	BALANCE 31 Dec 2024	Within 12 MONTHS	Within 2- 5 YEARS	CURRENCY	INTEREST RATE
Loan from Swedbank AS	1 818 182	909 091	909 091	EUR	0.840% + 6 m euribor
TOTAL	1 818 182	909 091	909 091		

The repayment date of the loan taken from Swedbank AS is 30 September 2026. The loan has no special covenants.

NOTE 10. PAYABLES AND PREPAYMENTS

(IN EUROS)	NOTE	31 Dec 2025	31 Dec 2024
Trade payables		1 554 784	1 666 221
Payables to staff		1 458 757	1 166 293
Taxes payable	20	2 452 682	1 911 389
Other accrued liabilities		462 925	11 066
Liabilities of grants related to operating expenses		1 127 363	660 937
Other liabilities		6 711	25 277
Received prepayments of grants related to operating expenses		12 654 839	14 967 308
Other received prepayments and income		500 705	399 081
TOTAL		20 218 766	20 807 572

LIABILITIES OF TARGET FINANCING OF OPERATING EXPENSES:			
FINANCIER		31 Dec 2025	31 Dec 2024
Other partners		1 127 363	650 455
Tartu University		0	10 482
TOTAL		1 127 363	660 937

PREPAYMENTS OF TARGET FINANCING OF OPERATING EXPENSES:			
FINANCIER		31 Dec 2025	31 Dec 2024
European Commission		5 260 662	8 614 361
Other financiers		3 112 160	2 601 533
Ministry of Education and Research		3 239 181	3 002 099
Estonian Research Council		883 633	538 410
Ministry of Foreign Affairs		159 203	210 905
TOTAL		12 654 839	14 967 308

NOTE 11. REVENUE FROM OPERATING ACTIVITIES

(IN EUROS)	NOTE	2025	2024
Revenue from provision of training service		6 851 899	5 842 295
Revenue from research and development activities		1 548 952	817 849
Other revenue from educational activities		208 580	260 634
Lease and rent	6, 19	677 554	640 713
Sale of other products and services		245 067	317 584
TOTAL		9 532 053	7 879 075

REVENUE FROM OPERATING ACTIVITIES IS DIVIDED BY GEOGRAPHICAL DISTRICTS AS FOLLOWS:

(IN EUROS)	NOT E	2025	2024
Estonia		8 509 913	6 899 518
Other states		496 031	493 300
Member States of the European Union		526 109	486 257
TOTAL		9 532 053	7 879 075

NOTE 12. OPERATING GRANTS

(IN EUROS)	2025	2024
State budget operating grant	39 413 362	35 610 983
Baseline financing from state budget	4 262 459	4 127 126
Education allowances and student loans from state budget	2 061	2 680
State budget funding for research activities	855 800	1 098 744
Other operating grants	64 901	290 373
TOTAL	44 598 583	41 129 906

NOTE 13. TARGET FINANCING OF OPERATING EXPENSES AND NON-CURRENT ASSETS

(IN EUROS)	2025	2024
National grants related to operating expenses	10 930 094	8 279 693
International grants related to operating expenses	15 224 210	12 661 370
Total grants related to operating expenses	26 154 304	20 941 063
National grants related to non-current assets	783 924	1 649 045
International grants related to non-current assets	21 491	0
Total grants related to non-current assets	805 415	1 649 045
TOTAL	26 959 719	22 590 108

FINANCIERS:	2025	2024
Ministry of Education and Research	9 956 787	8 354 068
European Commission	6 566 238	4 680 873
Other financiers	4 259 359	4 370 704
Estonian Research Council	4 231 836	3 597 502
Tartu University	662 110	495 655
Environmental investment centre	573 563	502 236
SA Eesti Rahvusvahelise Arengukoostöö Keskus	444 964	367 780
Ministry of Foreign Affairs	264 862	221 290
TOTAL	26 959 719	22 590 108



NOTE 14. OTHER INCOME

(IN EUROS)	NOTE	2025	2024
Income from sale of inventories		-50 743	50 440
Other income		-21 246	38 580
TOTAL		-71 989	89 020

NOTE 15. GRANTS ISSUED

(IN EUROS)	2025	2024
Education allowances and scholarships	5 041 533	3 951 729
Grants, mediation	4 703 364	3 238 130
Member fees and other grants	344 714	334 939
TOTAL	10 089 611	7 524 798

NOTE 16. OPERATING EXPENSES

(IN EUROS)	2025	2024
Management expenses of properties, buildings and premises	2 839 088	2 363 274
Administration costs	1 082 358	999 597
Travelling expenses	1 336 005	872 407
Expenses on studying tools and training of third persons	1 960 162	1 827 585
Other expenses compensated to third persons	5 044	1 315
Communication, cultural and leisure time costs	1 049 113	1 095 877
Information and communication technology costs	1 319 859	1 178 520
Research and development activities	1 115 968	1 037 042
Inventory management costs	540 646	681 423
Expenses on library items	298 707	301 743
Training expenses of own employees (incl training abroad)	1 254 774	1 335 555
Other cost materials	110 595	68 599
Vehicle management costs	85 083	66 523
Health care and medical expenses	62 982	59 785
Other management costs	103 434	13 720
TOTAL	13 163 818	11 902 965

NOTE 17. LABOUR EXPENSES

(IN EUROS)	2025	2024
Salaries of employees	34 292 616	29 289 922
Salaries of contractual employees	2 212 776	1 936 089
Fringe benefits	483 330	380 183
Tax expenses related to labour expenses	12 524 663	10 632 441
TOTAL	49 513 385	42 238 635

Average number of employees per year in full-time equivalent units	939,79	880,84
The average number of employees with VÕS contract	229,5	205

NOTE 18. OTHER OPERATING EXPENSES

(IN EUROS)	2025	2024
VAT expense	2 308 073	1 833 783
Land tax expense	47 252	28 007
Other tax expenses	24 248	14 795
Doubtful debt expense	-1 324	13 750
Other unusual expenses	6 773	4 943
TOTAL	2 385 023	1 895 278

NOTE 19. OPERATING LEASE

UNIVERSITY AS THE LESSEE	2025	2024
Car lease expenses	3 595	7 954
IT assets lease expenses	858	3 249
UNIVERSITY AS THE LESSOR	2025	2024
Lease income on premises and other assets	677 554	640 713

NOTE 20. TAXES RECEIVABLE AND TAX LIABILITIES

	31 Dec 2025		31 Dec 2024	
(IN EUROS)	PREPAYMEN T	LIABILITY	PREPAYMEN T	LIABILITY
Value added tax	0	135 785	0	86 143
Corporate income tax	0	42 665	0	23 506
Personal income tax	0	803 527	0	610 594
Social tax	0	1 303 113	0	1 071 761
Obligatory funded pension	0	77 979	0	43 985
Unemployment insurance tax	0	84 372	0	70 363
Other taxes receivables and liabilities	0	5 241	0	5 037
Prepayment account balances	44 036	0	41 055	0
TOTAL	44 036	2 452 682	41 055	1 911 389

See also notes 3 and 10.

NOTE 21. RELATED PARTIES

(IN EUROS)	2025	2024
Fees of members of council	84 843	75 051
Fees of members of senate	4 692	4 769
Total	89 535	79 820

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

In 2025 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 AND NON-PROFIT ASSOCIATIONS

The university has significant influence over the following foundations and non-profit associations:

TALLINN UNIVERSITY IS A FOUNDER MEMBER:	CODE OF TRANSACTION PARTNER	IMPACT OF TLÜ
SA Tallinna Ülikooli Rahastu	603301	Controlling
MTÜ Dormitorium	603501	Controlling
MTÜ Tallinna Ülikooli Spordiklubi	603502	Controlling
Enn Soosaare sihtasutus	800301	Material
Läänemaa Elukeskkonna Tuleviku-uuringute SA	609302	Material

All units are located in Estonia. See also note 5.

NOTE 23. OFF-BALANCE SHEET ASSETS

(IN EUROS)	31 Dec 25	31 Dec 2024
Small assets	4 818 516	4 600 254

NOTE 24. OFF-BALANCE-SHEET GRANT RECEIVABLES

NATIONAL RECEIVABLES (IN EUROS)	SOURCE		31 Dec 2025	31 Dec 2024
HTM	21		3 323 291	1 892 087
HTM	60		1 232 965	1 121 200
Ministry of Climate	21		99 295	211 746
Estonian Centre for International Development	60		413 570	128 627
Ministry of Rural Affairs	60		0	92 455
TOTAL:			5 069 121	3 446 115
EXTERNAL FUNDING RECEIVABLES (IN EUROS)	SOURCE	PROJECT	31 Dec 2025	31 Dec 2024
ERCEA 101222486 — EDUMERIT	21	EDUMERIT	1 494 660	0
European Education and Culture Executive Agency	21	SITeS-JM	907 414	1 366 221
HORIZON-WIDERA-2022-TALENTS-03-01	21	EdTech Talents	749 896	749 896
HORIZON-CL2-2023-TRANSFORMATIONS-01	21	EffecTive	448 763	747 937
101159193 — SHAREE	21	SHAREE	305 347	231 637
CREA-CULT-2022-COOP	21	Modina	0	85 664
HORIZON-WIDERA-2021-ACCESS-03-01	21	Eur-Asian Border Lab	0	373 422
Research Executive Agency (REA)/ Marie Skłodowska-Curie Research and Innovation Staff Exchange	39	LABOUR	0	231 840
			3 906 080	3 786 618

SIGNATURES TO THE ANNUAL REPORT 2025

The annual report of Tallinn University for the financial year ended on 31 December 2025 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
Chief accountant
(digitally signed)

