



EUROPEAN
Higher Education Area

**National Report regarding
the Bologna Process
implementation
2012-2015**

Estonia

Data entry: (VIII QUESTIONNAIRE DETAILS)

For which country have you completed the questionnaire?

Estonia

Name(s) of the responsible BFUG member(s)

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Contributors to the report:

• Government representatives ""

Contributors to the report:

• Employer representatives ""

Contributors to the report:

• Student representatives "report was sent to students representatives but we got no reply"

Contributors to the report:

• Academic and other staff representatives "report was commented by rectors conference of professional higher education institutions. we got no reply from University Estonia "

Contributors to the report:

• Other representatives (please specify) "representative of Estonian Quality Assurance Agency"

Data entry: (I_Degrees_qualifications)

I.1. Do your higher education steering documents address demographic projections for your country?

Yes

I.1.1. How do these projections affect higher education policy planning?

Demographic change will influence the financing of higher education, encourage work with drop-outs and draw more focus to flexible pathways in education. It also creates interest in recruiting more foreign students.

I.2. Please indicate the types of higher education institutions that exist in your country.

- Universities
- Higher education institutions other than universities

I.2.1. Please specify

Institutions other than universities are called professional higher education institutions, Vocational institutions (that have a right to offer professional higher education programmes)

I.3. Which of the following statements correspond to structural distinctions in your national higher education system?

- Higher education institutions are either academically or professionally oriented
- The profile of higher education programmes is either academic or professional
- Higher education institutions are either public or private
- Other distinction between higher education institutions or programmes (Please specify in the text field on the right!)
- None of the above

I.3.1. What is the number of institutions in the categories identified?

In the 2013/2014 academic year, there are:

Academically orientated institutions: 7
Professionally orientated institutions: 17
Vocational institutions that have the right to offer professional higher education programmes: 2

Public institutions (both public universities (6) and state-owned professional higher education institutions (9), including 2 state-owned vocational education institutions): 17
Private institutions: 9

I.4. Comments

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

180 ECTS "71"

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

210 ECTS "6"

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

240 ECTS "21"

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

Other duration "2"

I.5.1. What other duration do bachelor programmes have, if it is not 180, 210 or 240 ECTS?

186, 270

I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

180 ECTS "74.1"

I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

210 ECTS "8.5"

I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

240 ECTS "16.4"

I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

Other duration "1"

I.6.1. Please specify

does not include integrated programmes

I.7. Please note that short cycle programmes are treated in a separate section below.

I.8. Are there differences in the structure of programmes depending on whether they are academically or professionally oriented (or are located in HEIs that are academically or professionally oriented)?

Yes (please explain in the field on the right)

In professional higher education, practical work forms at least 15 percent of the total capacity of the curriculum.

I.9. Do degree programmes exist with more than 240 ECTS which are considered as first cycle programmes?

Yes

I.9.1. In which study fields do these study programmes exist?

Obstetrics and Nursing training

I.9.2. What is the typical duration of these degree programmes outside the Bologna model?

Obstetrics: the standard period is four and half years (270 ECTS).

Nursing training: the standard period is generally three and half years, upon supplementary specification four and half years (270 ECTS). Programmes end with a first cycle degree; the qualification awarded upon completion of those programmes facilitates access to Masters study.

I.9.3. What percentage of first cycle students is enrolled in these programmes?

0.7

I.10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

60-75 ECTS "3.7"

I.10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

90 ECTS "0.3"

I.10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

120 ECTS "90.4"

I.10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

Other duration "5.6"

I.10.1. What other duration do second cycle programmes have, if it is not 60-75, 90 or 120 ECTS?

300,360

I.11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

60-75 ECTS "0.4"

I.11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

90 ECTS "0.3"

I.11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

120 ECTS "76.7"

I.11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

Other duration "22.6"

I.11.1. Please specify

includes integrated programmes

I.12. Do integrated/long programmes leading to a second cycle degree exist?

Yes

I.12.1. Is the duration of the above programmes calculated in...

years / semesters

I.12.2. What is the typical duration of these degree programmes?

5-6 years

I.12.3. In which study fields do these study programmes exist?

Integrated single cycle studies include medical studies, veterinary studies, pharmacist studies, dentistry studies, architectural studies, civil engineering studies and pedagogical studies for class teachers.

I.12.4. What percentage of first cycle students is enrolled in these programmes?

22,6 of second cycle

I.13. Do second cycle degree programmes exist outside the typical Bologna model (i.e. other than 60-120 ECTS and/or calculated in years rather than credits)?

No

I.13.1. What is the typical duration of these second cycle programmes outside the Bologna model?

I.13.2. What percentage of second cycle students is enrolled in these programmes?

I.13.3. In which study fields do these study programmes exist?

I.14. Is the minimum total duration of the Bachelor & Master programmes set nationally in your country?

Yes

I.14.1. What is the minimum duration of the Bachelor & Master together?

5 years

L15. Comments**L16. What percentage of first cycle programmes give access to at least one second cycle study programme?**

100%

L16.1. Please provide a source for this information.

According to University Act: A person who has completed Bachelor's study has the right to continue his or her studies in Master's study under the conditions and pursuant to the procedure established by the board of the educational institution.

According to the Professional Higher Education Institutions Act: A person who has acquired professional higher education has the right to continue his or her studies in Master's study under the conditions and pursuant to the procedure established by the board of the educational institution.

L17. What percentage of first cycle graduates continue to study in a second cycle study programme (within one year)?

26-50%

L17.1. Please provide a source for this information.Estonian educational information system (EHIS, www.ehis.ee)**L18. What are the requirements for holders of a first cycle degree to access a second cycle programme?****L18.1. All students...**

- ...must sit an entrance exam Yes No In some cases No answer
- ...must complete additional courses Yes No In some cases No answer
- ...must have work experience Yes No In some cases No answer
- ...must meet other requirements (please specify below) Yes No In some cases No answer

L18.2. If other requirements apply and/or requirements apply only in some cases, please specify:

1. mostly in creative fields 2. In an institution of professional higher education, one of the prerequisites for starting Master's studies is, besides having a Bachelor's degree, a higher education obtained on the basis of a higher educational study programme or an equal qualification, or work experience of at least one year in the field corresponding to the study programme of the Master's studies. 3. portfolio, interview, test

L18.3. Holders of a first cycle degree from a different study field...

- ...must sit an entrance exam Yes No In some cases No answer
- ...must complete additional courses Yes No In some cases No answer
- ...must have work experience Yes No In some cases No answer
- ...must meet other requirements (please specify below) Yes No In some cases No answer

L18.4. If other requirements apply and/or requirements apply only in some cases, please specify:**L18.5. Holders of a first cycle degree from the same study field coming from a different higher education institution...**

- ...must sit an entrance exam Yes No In some cases No answer
- ...must complete additional courses Yes No In some cases No answer
- ...must have work experience Yes No In some cases No answer
- ...must meet other requirements (please specify below) Yes No In some cases No answer

L18.6. If other requirements apply and/or requirements apply only in some cases, please specify:**L18.7. Holders of a professionally oriented first cycle degree seeking access to an academically oriented second cycle programme...**

- ...must sit an entrance exam Yes No In some cases No answer
- ...must complete additional courses Yes No In some cases No answer
- ...must have work experience Yes No In some cases No answer
- ...must meet other requirements (please specify below) Yes No In some cases No answer

L18.8. If other requirements apply and/or requirements apply only in some cases, please specify:**L19. What percentage of all second cycle programmes give access without further studies to third cycle studies?**

100%

L19.1. Please provide a source for this information.

According to the University Act: a person who has completed Master's study has the right to continue his or her studies in Doctoral study pursuant to the procedure established by the council of the university.

A person who has completed study based on the integrated study programmes Bachelor's and Master's study has the right to continue his or her studies in Doctoral study pursuant to the procedure established by the council of the university.

L20. What percentage of second cycle graduates eventually enter into a third cycle programme?

10.6000000000

L20.1. Please provide a source for this information.Estonian educational information system (EHIS, www.ehis.ee)

L21. Is it possible for first cycle graduates to enter a third cycle programme without a second cycle degree?

No

L21.1. Please specify the criteria

L21.2. What percentage of third cycle students enter without a second cycle qualification?

Please choose

L22. If you would like to make any additional comments on the progression between cycles, please provide them here

L23. Do higher education steering documents mention doctoral education/training?

Yes ▼

L23.1. Please provide a reference to the relevant steering document(s):

<https://www.riigiteataja.ee/akt/12752949>

L24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Traditional supervision-based doctoral education ""

L24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Structured doctoral programmes "100"

L24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Professional doctoral programmes ""

L24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Industrial doctoral programmes ""

L24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Other ""

L24.1. Please specify which other types of doctoral programmes exist

L25. Do doctoral and/or graduate schools exist in your higher education system?

Yes ▼

L25.1. What are the main features of these schools and how many doctoral schools are there?

Doctoral Schools were set up in 2005. In 2009, 13 new doctoral schools were selected for the period 2009-2015 with the participation of all six public universities. The general goal is to increase the efficiency of doctoral studies through interdisciplinary, international and national cooperation and to improve the quality of tutoring doctoral candidates. In addition to mobility opportunities, winter and summer schools and the development of a study programme, DS propose transferable and social skills to emphasis interdisciplinary research and enhance cooperation between universities and the private sector. There are special activities for training supervisors, professors and lecturers of doctoral studies. From 2010, people who have interrupted their doctoral studies are welcome to continue and finish their studies – the state is giving them a “second chance” to get free doctoral education. Those returning to doctoral studies will participate in DS where they can find supervisors, participate in summer schools, conferences and activities provided by other doctoral schools (incl. mobility).

DS needs to involve at least one university and one partner: either another university, R&D institution, public sector organisation or a company. International and national cooperation is required. Doctoral Schools are project based, funded by European Social Fund, the total budget of which is 16.9 million euro for 2009-2015 (plus at least 5% self-financing). Doctoral Schools 2009-2015 in Estonia cover the following fields:

1. Building and environmental engineering
2. Energy and geotechnology
3. Information and communication technologies
4. Cultural studies and arts
5. Educational sciences
6. Economics and innovation
7. Clinical investigations
8. Mathematics and statistics
9. Behavioural, social and health sciences
10. Earth sciences and ecology
11. Functional materials and technologies
12. Linguistics, philosophy and semiotics
13. Biomedicine and biotechnology

L25.2. Please provide an estimate of the share of doctoral candidates who study in doctoral/graduate schools

76-99%

L26. What is the most common length of full-time third cycle (PhD) study programmes?

In theory / according to regulations: "3-4"

L26. What is the most common length of full-time third cycle (PhD) study programmes?

In empirical reality: "4"

L27. Are doctoral studies included in your country's qualifications framework?

Yes

L28. Apart from doctoral degrees, are there other degrees /qualifications referenced to level 3 of the QF-EHEA (level 8 EQF) in your national qualifications framework?

No

L28.1. Please specify

What are the names of such degrees? ""

L28.1. Please specify

What is the typical duration of programmes leading to such degrees? ""

L28.1. Please specify

What is the purpose/function of those degrees? ""

L29. Are ECTS credits used in doctoral programmes?

Yes

L30. Comments

L31. In your system, do short cycle programmes linked to the first cycle of higher education exist?

No

L31.1. Please specify the name(s) of the qualification(s) awarded at completion of short cycle programme(s)

L32. How are short cycle HE programmes linked to the Bachelor-Master structure?

Holders of short cycle qualifications when continuing their studies in the same field towards a bachelor degree....

- gain full credit for their previous studies
- gain full credit, but only if there is agreement between the institution providing the short cycle programme and the institution where the bachelor programme is taught
- gain full credit for their previous studies but in professional bachelor programmes only
- gain substantial (>50%) credit for their previous studies
- gain some (<50%) credit for their previous studies
- gain little (<5%) or no credit for their previous studies

L33. Are short cycle programmes legally considered to be an integral part of your higher education system?

No, part of post-secondary education, but not part of higher education

L34. Comments

L35. Do your steering documents mention the concept of student-centred learning?

Yes

L35.1. How do steering documents in your country define student-centred learning in higher education?

Learning approaches that support every student's personal and social development, learning skills, creativity and enterprising skills.

L35.2. How important are the following elements of student-centred learning in your steering documents in a scale from 0 (not important) to 5 (very important)?

- Independent learning 0 1 2 3 4 5 No answer
- Learning in small groups 0 1 2 3 4 5 No answer
- Training in teaching for staff 0 1 2 3 4 5 No answer
- Assessment based on learning outcomes 0 1 2 3 4 5 No answer
- Recognition of prior learning 0 1 2 3 4 5 No answer
- Learning outcomes 0 1 2 3 4 5 No answer
- Student/staff ratio 0 1 2 3 4 5 No answer
- Student evaluation of teaching 0 1 2 3 4 5 No answer
- Other 0 1 2 3 4 5 No answer

L35.2b. Please evaluate the following elements of student-centred learning in a scale from 0 (not important) to 5 (very important)

- Independent learning 0 1 2 3 4 5 No answer
- Learning in small groups 0 1 2 3 4 5 No answer
- Training in teaching for staff 0 1 2 3 4 5 No answer
- Assessment based on learning

- outcomes 0 1 2 3 4 5 No answer
- Recognition of prior learning 0 1 2 3 4 5 No answer
- Learning outcomes 0 1 2 3 4 5 No answer
- Student/staff ratio 0 1 2 3 4 5 No answer
- Student evaluation of teaching 0 1 2 3 4 5 No answer

L35.3. Please specify which other elements of student-centred learning are referred to in your steering documents.

L35.4. Please provide a reference for your steering documents on student-centred learning

<https://www.riigitcataja.ee/akt/12752949>

L36. Comments

L37. In your country, do you use...

ECTS

L37.1. Please provide details of how your national credit system is linked to ECTS and describe its main characteristics (e.g. how credits are calculated and whether the system is based on learning-outcomes)

L37.2. Please describe the main characteristics of your national credit system (e.g. how credits are calculated and whether the system is based on learning-outcomes)

L38. In your country, what percentage of higher education institutions and programmes use ECTS for accumulation and transfer for all elements of study programmes?

Percentage of higher education institutions 100% 76-99% 51-75% 1-50% 0% No answer

Percentage of programmes 100% 76-99% 51-75% 1-50% 0% No answer

L39. In the majority of higher education INSTITUTIONS in your country, what is the basis to award ECTS?

Combination of learning outcomes achieved and student workload: student has fulfilled the prescribed workload AND has achieved the expected learning outcomes

L39.1. Please specify

L40. In the majority of higher education PROGRAMMES in your country, what is the basis to award ECTS?

Combination of learning outcomes achieved and student workload: student has fulfilled the prescribed workload AND has achieved the expected learning outcomes

L40.1. Please specify

L41. If student workload is part of the award of ECTS credits, is there a standard measure of the number of hours per credit?

Yes

L41.1. What is the number of hours per credit?

26

L42. Are ECTS credits linked with learning outcomes in higher education programmes in your country? (This means that learning outcomes are formulated for all programme components and credits are awarded only when the stipulated learning outcomes are actually acquired.)

In all programmes

L43. Does national policy steer and/or encourage the use of learning outcomes in developing curricula?

Yes, this is done through compulsory measures (law, regulations, etc.)

L43.1. Does your country take specific support measures on the national level?

no

L44. Does national policy steer student assessment procedures to focus on learning outcomes?

Yes, this is done through compulsory measures (law, regulations, etc.)

L45. Is there an offer of training programmes on topics such as student-centred learning and learning outcomes for academic staff?

Compulsory Yes, for all academic staff Yes, for some academic staff No No answer

Voluntary Yes, for all academic staff Yes, for some academic staff No No answer

L45.1. Please indicate the approximate percentage that participate

n/a

L45.2. Please specify for which members of academic staff training programmes are offered

n/a

L46. Is the use of learning outcomes in curricula development and student assessment monitored by Quality Assurance procedures?

L46.1. Please explain how, and provide a reference to further information

In the initial assessment of study programme groups, the Estonian Higher Education Quality Agency determine whether the described learning outcomes are achievable by a given study programme and whether they are in conformity with the requirements for conducting studies at the level of higher education.

The quality assessment of study programme groups in the first and second cycles of higher education is focused on assessing the process of teaching, and learning is flexible, takes into account the specifics of the form of study and facilitates the achievement of learning outcomes.

<http://ekka.archimedes.ee/universities>

L47. If you would like to make any additional comments on ECTS and/or learning outcomes, please provide them here

L48. Is the Diploma Supplement issued in higher education institutions and to BA/MA students in all fields of study?

The Diploma Supplement is issued..

- ...automatically to all students:by 100% of HEIs
- ...automatically to all students:by 76-99% of HEIs
- ...automatically to all students:by 51-75% of HEIs
- ...automatically to all students:by 26-50% of HEIs
- ...automatically to all students:by 1-25% of HEIs
- ...automatically to all students:by 0% of HEIs
- ...automatically to some students:by 100% of HEIs
- ...automatically to some students:by 76-99% of HEIs
- ...automatically to some students:by 51-75% of HEIs
- ...automatically to some students:by 26-50% of HEIs
- ...automatically to some students:by 1-25% of HEIs
- ...automatically to some students:by 0% of HEIs
- ...upon request:by 100% of HEIs
- ...upon request:by 76-99% of HEIs
- ...upon request:by 51-75% of HEIs
- ...upon request:by 26-50% of HEIs
- ...upon request:by 1-25% of HEIs
- ...upon request:by 0% of HEIs
- ...in certain fields of study:by 100% of HEIs
- ...in certain fields of study:by 76-99% of HEIs
- ...in certain fields of study:by 51-75% of HEIs
- ...in certain fields of study:by 26-50% of HEIs
- ...in certain fields of study:by 1-25% of HEIs
- ...in certain fields of study:by 0% of HEIs
- ...to no students :by 100% of HEIs
- ...to no students :by 76-99% of HEIs
- ...to no students :by 51-75% of HEIs
- ...to no students :by 26-50% of HEIs
- ...to no students :by 1-25% of HEIs
- ...to no students :by 0% of HEIs

L48.1. Please specify to which students

L48.2. Please identify the fields of study in which the Diploma Supplement is issued

L49. Is the Diploma Supplement issued to graduates in the third cycle?

Yes, for all graduates of these programmes

L49.1. Please specify

L50. Is there any monitoring of how employers use the Diploma Supplement?

No

L50.1. Please provide the most recent results regarding the level of satisfaction of employers:

L50.2. Please provide a reference to the source of this information:

L51. Is there any monitoring of how higher education institutions use the Diploma Supplement?

No

L51.1. Please provide the most recent results regarding the level of satisfaction of institutions:

L52. In what language(s) is the Diploma Supplement issued?

The Diploma Supplement is issued in Estonian and English

L53. The Diploma Supplement is issued..

free of charge

L53.1. Please specify the categories of students

L53.2. Please provide the amount and the reason for the fee

L54. Comments**L55. Do national higher education steering documents mention joint or double degrees?****L55.1 Please provide a reference to the legislation and/or cite the relevant articles**

<https://www.riigiteataja.ee/en/eli/521032014002/consolide>

L56. Does higher education legislation explicitly allow:

- Establishing joint programmes** Yes No Legislation not clear Legislation does not mention joint degrees No answer
- Awarding joint degrees** Yes No Legislation not clear Legislation does not mention joint degrees No answer
- Recognition of QA decisions on joint degrees** Yes No Legislation not clear Legislation does not mention joint degrees No answer

L57. Please estimate the percentage of institutions in your country that award joint degrees / are involved in at least one joint programme.

- Award joint degrees** 100 % 76-99 % 51-75 % 26-50 % 11-25 % 6-10 % 1-5 % 0 % No answer
- Participate in joint programmes** 100 % 76-99 % 51-75 % 26-50 % 11-25 % 6-10 % 1-5 % 0 % No answer

L58. Please estimate the percentage of students in your country that graduated in the academic year 2012/13...

- ...with a joint degree** >10 % >7.5-10 % >5-7.5 % >2.5-5 % >0-2.5 % 0 % No answer
- ...from a joint programme** >10 % >7.5-10 % >5-7.5 % >2.5-5 % >0-2.5 % 0 % No answer

L59. Please estimate the share of joint programmes in the three cycles

First cycle (%) "7"

L59. Please estimate the share of joint programmes in the three cycles

Second cycle (%) "93"

L59. Please estimate the share of joint programmes in the three cycles

Third cycle (%) "0"

L60. Do you have information about study fields in which joint programmes / joint degrees are most common?**L60.1. Please explain briefly and mention/link to the source of this information**

Joint study programmes have been officially registered in the Estonian educational information system since 2009 (EHIS, www.ehis.ee)

L61. Comments**L62. The BFUG working group on qualification frameworks has developed the following steps to assess the progress made in establishing an NQF. Please choose below the stage that best describes your national situation.**

3: The process of developing the NQF has been set up, with stakeholders identified and committee(s) established

L62.1. Please provide the date when the step was completed.

10-14-2009

L62.2. Is information on the development and/or revision of your NQF available through a national QF website?**L62.3. Please provide the link to the website:**

<http://ekka.archimedes.ee/en>

L63. At what level of the European Qualifications Framework (EQF) do you place school leaving qualifications giving standard access to higher education?

Some at EQF level 4, others at EQF level 5

L64. Have you referenced your higher education qualifications against EQF levels?

Yes: first, second and third cycle qualifications have been referenced against EQF levels 6,7,8

L64.1. Please provide a reference to official documents

<http://ekka.archimedes.ee/en>

L65. Have you referenced your short-cycle higher education qualifications against EQF levels?

No: there are no short-cycle qualifications in our system

L65.1. Please provide a reference to official documents**L66. Which institution/organisation makes final decisions on recognising foreign qualifications for the purpose of ACADEMIC STUDY in your country?**

National ENIC/NARIC centre

L67. Which institution/organisation makes final decisions on recognising foreign qualifications for the purpose of PROFESSIONAL EMPLOYMENT in your country?

Central (or regional) government authority (e.g. ministry) whose decision is made based on ENIC/NARIC centre advice

L68. Which of the following statements is specified in national legislation?

- Applicant's right to fair assessment of qualification
- Recognition of qualification provided that no substantive differences can be

proven

- Where recognition is not granted or is granted only partly, demonstration of substantial differences by the competent authority
- Where recognition is not granted or is granted only partly, the applicant has the right to appeal
- None of the above

L68.1. Please provide a reference to the relevant legislation

All 4 points mentioned above are regulated and used in practise. Lisbon Recognition Convention was ratified by the Estonian Parliament on 1 April 1998. Assessment is usually conducted by ENIC/NARIC and the final decision made by the higher education institution or employer.

L68.2. What measures exist to ensure that these legal statements are implemented in practice?

Estonian legislation is based on the Lisbon Recognition Convention. The "Conditions and Procedure for Assessment and Academic Recognition of Documents certifying Education Completed in Foreign State and for Use of Title of Qualification Granted in Education system of Foreign State" Government of the Republic Regulation entered into force on 16 April 2006.

L69. How is a foreign qualification giving access to first cycle higher education in another country considered in an application for a first cycle higher education programme in your country?

The qualification is considered in the same way as the qualification in the national context

L69.1. Please specify

L70. How is a foreign qualification giving access to second cycle higher education in another country considered in an application for a second cycle higher education programme in your country?

The qualification is considered in the same way as the qualification in the national context

L70.1. Please specify

L71. How is a foreign qualification giving access to third cycle higher education in another country considered in an application for a third cycle higher education programme in your country?

The qualification is considered in the same way as the qualification in the national context

L71.1. Please specify

L72. Do higher education institutions typically:

make recognition decisions in faculties/departments and mainly by staff teaching in the particular programme

L72.1. Please explain

L72.2. If you wish, please comment on the (possibly several) practical procedures of recognition at institutional level

L73. What measures exist to ensure that higher education institutions have fair recognition procedures for study and training periods abroad?

Higher education institutions and other competent recognition authorities have regular contacts with the Estonian ENIC/NARIC concerning the issues related to the Lisbon Recognition Convention and to national legislation on the recognition of foreign qualifications. Every year, the Estonian ENIC/NARIC organises training courses on the assessment and recognition of qualifications. The Estonian ENIC/NARIC staff members have individual contacts and meetings with higher education institutions. Also, foreign qualifications are assessed by ENIC/NARIC. The website of centre is available both in Estonian and English.

L74. Comments

Data entry: (II_Quality_assurance)

II.1. Which situation applies in your country?

A single independent national agency for quality assurance has been established

II.1.1. Please specify

II.2. What is the main outcome of an external review?

A decision granting permission for the institution or programme to operate, or that is a pre-requisite for the institution or programme to operate

II.2.1. For each of the agencies, what is the main outcome of an external review?

II.2.2. Please specify

II.3. Does the outcome of an external review normally have an impact on the funding of the institution or programme?

In some cases

II.3.1. Please specify the normal impact of an external review

As a result of the initial assessment of study programme groups, the quality agency shall decide to make a proposal to the Minister of Education and Research to grant/not to grant/ or to grant for a period of 1 to 3 years the educational institution the right to conduct studies in the study programme group and issue corresponding academic degrees and diplomas upon completion of a study programme. The final decision is made by the Government. All institutions must pass an institutional accreditation and the evaluation of a study programme group for operating as a higher education institution. A study programme group is a classification for similar study programmes and is based on the concept of ISCED97.

An educational institution must also undergo the quality assessment of study programme groups and institutional accreditation at least once every 7 years, starting from 2011.

Assessment of the quality of a study programme group is assessment of the conformity of the study programmes belonging to the study programme group and the instruction provided on the basis thereof to legislation and to national and international standards, including the assessment of the level of the corresponding theoretical and practical instruction, the research and pedagogical qualification of the teaching staff and research staff, and the sufficiency of resources for the provision of instruction. The quality assessment of study programme groups is not followed by sanctions; expert opinions are considered as recommendations.

As a result of the evaluations provided during the process of institutional accreditation, the quality agency shall decide to make a proposal to the Minister of Education and Research to accredit the institution for 7 years/not to accredit/ or to accredit the institution for a period of 3 years and give guidelines for improvement.

If the proposal is not to accredit the educational institution, the Minister of Education and Research has the right to give the institution 2 years for amendments and to conduct a new evaluation or make a proposal to Government to initiate a merge, division or termination of the activities of the university.

II.4. Does the agency cover:

All higher education institutions

II.4.1. Considered together, do the agencies cover:

II.5. Do the agencies cover:

II.5.1. Please specify:

II.6. What is the main focus of the external evaluations undertaken?

Institutions and programmes

II.6.1. Are all institutions included?

Please choose.. ▾

II.6.2. Please specify

II.6.3. Are all programmes in all cycles included?

Please choose.. ▾

II.6.4. Please specify

II.6.5. Are all institutions and all programmes included?

Yes

II.7. Are the outcomes of Quality Assurance evaluations made available to the public?

All reports are publically available

II.8. Are the following issues typically included in external Quality Assurance Evaluations?

Teaching	<input checked="" type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> In some cases	<input type="radio"/> No answer
Research	<input checked="" type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> In some cases	<input type="radio"/> No answer
Student support services	<input checked="" type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> In some cases	<input type="radio"/> No answer
Lifelong learning provision	<input checked="" type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> In some cases	<input type="radio"/> No answer
Admissions processes	<input checked="" type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> In some cases	<input type="radio"/> No answer
Student progression, drop-out and completion	<input checked="" type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> In some cases	<input type="radio"/> No answer

- Employability** Yes No In some cases No answer
- Internal Quality Assurance / Management system** Yes No In some cases No answer
- Recognition policy and practice** Yes No In some cases No answer

II.8.1. Please specify

II.8.2. For those issues that are typically included in external QA evaluation, please provide details on the criteria used. Please also provide the full reference to relevant documents

http://ekka.archimedes.ee/files/IA_procedure_13.06.12_ENG.pdf

http://ekka.archimedes.ee/files/OKH_kord_07.08.2012_Eng-2.pdf

II.8.3. Additional comments

II.9. Does your national Quality Assurance system or legislative framework explicitly allow higher education institutions to choose a Quality Assurance Agency from outside your country as part of the initial and/or periodic external QA review?

Yes, all institutions are able to choose, and the evaluation outcomes are treated in the same way as an evaluation from a/the national quality assurance agency

II.9.1. Please explain the differences

II.9.2. Please specify which institutions are able to choose

II.10. Which conditions apply to the choice of a Quality Assurance Agency for cross border review?

Other (e.g. the agency must be also a member of the European Association for Quality Assurance in Higher Education (ENQA))

The agency must be approved by the Estonian Higher Education Quality Agency to perform the institutional accreditation reviews and/or quality assessment of study programmes groups. The assessment authority must meet the following requirements:

* The assessment authority has experience in assessing study programmes or higher education institutions.

* The procedure and requirements for an assessment are transparent and in conformity with the Standards and Guidelines for Quality Assurance in the European Higher Education Area.

* The assessment is conducted by an international expert committee.

II.10.1. How many higher education institutions have used this opportunity?

all

II.11. In the case of international joint and double degree programmes, are quality assurance decisions of QA agencies registered abroad recognised in your country?

Other (e.g. the agency must be also a member of the European Association for Quality Assurance in Higher Education (ENQA)).

II.11.2. Please specify

Sec 2.11. It should be added that the HEI only has the right to launch a joint programme if it has the right to conduct studies in the certain study programme group. Joint programmes are not assessed separately in Estonia.

II.12. Additional comments

II.13. Does your legislation or steering documents encourage your national QA agency(ies) to be:

- Listed in EQAR
- Member of ENQA
- There is no specification within the current legislation or steering documents
- Yes, for an application to EQAR
- Yes, for the purpose of ENQA membership
- Yes, for other purposes
- An evaluation is planned before the 2015 Ministerial Meeting in Yerevan but has not yet taken place
- No

II.15. Is there a formal requirement that students are involved

- In governance structures of national QA agencies** Yes, it is compulsory Yes, it is advised No In some cases No answer
- As full members in external review teams** Yes, it is compulsory Yes, it is advised No In some cases No answer
- As observers in external review teams** Yes, it is compulsory Yes, it is advised No In some cases No answer
- In the preparation of self evaluation reports** Yes, it is compulsory Yes, it is advised No In some cases No answer
- In the decision making process for external reviews** Yes, it is compulsory Yes, it is advised No In some cases No answer
- In follow-up procedures** Yes, it is compulsory Yes, it is advised No In some cases No answer

II.15.1. Please specify

II.16. Is there a formal requirement that international peers/experts are involved?

- In governance structures of national QA agencies?** YES, it is compulsory YES, it is advised NO In some cases No answer
- As full members in external review teams** YES, it is compulsory YES, it is advised NO In some cases No answer
- As observers in external review teams** YES, it is compulsory YES, it is advised NO In some cases No answer
- In the decision making process for external reviews** YES, it is compulsory YES, it is advised NO In some cases No answer
- In follow-up procedures** YES, it is compulsory YES, it is advised NO In some cases No answer

II.16.1. Please specify

II.17. Is there a formal requirement that academic staff are involved

- In governance structures of national QA agencies?** Yes, it is compulsory Yes, it is advised No In some cases No answer
- As full members in external review teams** Yes, it is compulsory Yes, it is advised No In some cases No answer
- As observers in external review teams** Yes, it is compulsory Yes, it is advised No In some cases No answer
- In the decision making process for external reviews** Yes, it is compulsory Yes, it is advised No In some cases No answer
- In follow-up procedures** Yes, it is compulsory Yes, it is advised No In some cases No answer

II.17.1. Please specify

II.18. Is there a formal requirement that employers are involved

- In governance structures of national QA agencies?** Yes, it is compulsory Yes, it is advised No In some cases No answer
- As full members in external review teams** Yes, it is compulsory Yes, it is advised No In some cases No answer
- As observers in external review teams** Yes, it is compulsory Yes, it is advised No In some cases No answer
- In the decision making process for external reviews** Yes, it is compulsory Yes, it is advised No In some cases No answer
- In follow-up procedures** Yes, it is compulsory Yes, it is advised No In some cases No answer

II.18.1. Please specify

II.20. Are there formal requirements for higher education institutions to develop internal quality assurance systems?

No

II.20.1. Please specify these requirements and the relevant source

II.21. Who is primarily responsible for deciding the focus of internal quality assurance processes?

Higher education institutions

II.21.1. Please specify

II.22. Are there formal requirements for students to be involved in internal quality assurance systems?

In some cases

II.22.1. Please specify

It is regulated in the internal documents of each higher education institution

II.23. Is there a requirement for students to be involved in the preparation of self evaluation reports?

- Yes
- No
- In some cases

II.23.1. Please specify

II.24. Is there a requirement for students to be involved in decision-making as an outcome of evaluation?

II.24.1. Please specify

II.25. How many higher education institutions have published a strategy/policy for the continuous enhancement of quality in the past 5 years?

100%

II.26. How many higher education institutions have arrangements in place for the internal approval, monitoring and periodic review of programmes and awards?

100%

II.26.1. Please describe what kind of arrangements are in place.

In all institutions regulations exist for opening and developing study programmes. It is also assessed during external reviews.

II.27. How many higher education institutions publish up to date and objective information about the programmes and awards offered?

100%

II.28. How many higher education institutions publish critical and negative outcomes of Quality Assurance evaluations?

1 - 24%

II.29. Are higher education institutions' recognition policy and practice typically evaluated in Internal Quality Assurance processes within the institution?

No

II.29.1. Please explain

Data entry: (III_Social_dimension)

III. Policy background: In the framework of the Bologna Process, the ministers responsible for higher education agreed that the student body entering, participating in and completing higher education at all levels should reflect the diversity of the population living in the different European regions (London Communiqué, 18 May 2007).

III.1. How is the objective of widening participation reflected in steering documents of your country?

It is reflected through a set of concrete measures

III.1.1. Please indicate these measures in the form of bullet points:

1. Estonian language studies for all non-native young Estonian-speaking people
Non-native Estonian speaking students will be provided with one extra state-funded year of higher education to learn Estonian language (<https://www.riigiteataja.ee/akt/12752949>).
2. Providing flexible opportunities for the adult population, especially for risk groups, to participate in lifelong learning.
Increasing access to education through flexible learning opportunities (including implementing RPL (VÕTA)).
Offering high-quality training and developing key competences and social skills for lifelong learning (including ICT, entrepreneurship, language and learning skills development). Supporting graduates in applying for profession qualification.
Popularising lifelong learning, informing target groups about learning and career opportunities. (Haridus- ja Teadusministeeriumi valitsemisala arengukava "Tark ja tegus rahvas 2014-2017" /Development plan of the Ministry of Education and Research "Smart and active nation 2014-2017" <http://www.hm.ee/index.php?044810>).
Supporting the access of disabled students into higher education, incl. the help of state-commissioned scholarships, allowances and benefits of educational institutions. (EHES <https://www.riigiteataja.ee/akt/12752949>).
Continuing with the TULE and KUTSE programmes, to help vocational or higher education drop-outs return to gain education (2011-2015) (<http://valitsus.ee/en/government-office/estonia-2020>).
3. Forming new digital culture to be part of the Estonian educational space. Systematic use of ICT opportunities in lifelong learning content and format.
(Haridus- ja Teadusministeeriumi valitsemisala arengukava "Tark ja tegus rahvas 2014-2017" /Development plan of the Ministry of Education and Research "Smart and active nation 2014-2017", <http://www.hm.ee/index.php?044810>, Lifelong Learning Strategy 2020 <http://www.hm.ee/index.php?03236>).
4. Needs-based study allowance
Implementing a complete support system for higher and vocational education students, incl. needs-based study allowance system and study loan system.
Target orientated measures to involve underrepresented groups, incl. improving access for gender balance and other-language speakers, and finding and keeping talented students with disabilities.
(Haridus- ja Teadusministeeriumi valitsemisala arengukava "Tark ja tegus rahvas 2014-2017" /Development plan of the Ministry of Education and Research "Smart and active nation 2014-2017", <http://www.hm.ee/index.php?044810>, Study Allowances and Study Loans Act <https://www.riigiteataja.ee/en/eli/517012014004/consolide>).
5. Supporting higher education institutions in different regions of Estonia
State commissioned study places in regional higher education institutions, which offer higher education in areas that are specific to the region, offering sufficient training for specialists and implementing development projects in areas that are important for the region (<https://www.riigiteataja.ee/akt/12752949>).
6. Supporting students with special needs
The access to higher education by learners with special needs will be supported by state funded scholarships and by actions taken from the higher education institutions side (EHES, <https://www.riigiteataja.ee/akt/12752949>
Universities Act <https://www.riigiteataja.ee/en/eli/517012014002/consolide>).

III.2. Do steering documents of your country refer to any quantitative objectives to be reached regarding the population entering, participating in and/or completing higher education?

Yes, there are quantitative objectives WITHOUT reference to any underrepresented groups of the student population

III.2.1. Please indicate which statement(s) best describe(s) your country-specific situation: The quantitative objectives are formulated in terms of...

- student population entering HE
 student population participating in HE
 student population completing HE
 graduates entering the labour market

III.2.2. Please specify the quantitative objectives and the period they cover. Please also indicate the steering documents in which they are stipulated (reference and link).

Lifelong Learning Strategy 2020 (<http://www.hm.ee/index.php?popup=download&id=12568>).
Population with tertiary education (%) target for 2020 in the age group of 30 to 34 years old is 40%.
LTT (the natural and exact sciences, engineering, manufacturing and construction), the proportion of graduates (%) in 2020 with higher education is 25%.

III.2.3. Please indicate which underrepresented groups are covered by the quantitative objectives, what they are and which period they cover. Please also indicate the steering documents in which they are stipulated (reference and link).

Students with disabilities: Objective set and period covered

Students with disabilities: Policy document (reference and link)

Adults/mature students: Objective set and period covered

Adults/mature students: Policy document (reference and link)

Students from lower socio-economic background/lower socio-economic group: Objective set and period covered

Students from lower socio-economic background/lower socio-economic group: Policy document (reference and link)

Male/female (gender groups): Objective set and period covered

Male/female (gender groups): Policy document (reference and link)

Ethnic, cultural, religious or linguistic minorities (please specify): Objective set and period covered

Ethnic, cultural, religious or linguistic minorities (please specify): Policy document (reference and link)

Students living in specific geographical areas (e.g. rural areas): Objective set and period covered

Students living in specific geographical areas (e.g. rural areas): Policy document (reference and link)

Migrants: Objective set and period covered

Migrants: Policy document (reference and link)

Migrants' children: Objective set and period covered

Migrants' children:Policy document (reference and link)

Other groups:Objective set and period covered

Other groups:Policy document (reference and link)

III.2.4. Comments

III.3. Are there any mechanisms in your country, which encourage or oblige higher education institutions to participate in a systematic monitoring of the composition of the student body?

Yes ▼

III.3.1. Please provide a short description of the mechanisms in place:

All Estonian higher education institutions (HEI) collect tracking data on their students by means of electronic data collections. The data feeds into a central database called EHS, which has been in place since 2005 and is managed by the Ministry of Education and Research. Not only HEIs, but educational institutions at all levels and of all kinds are obliged to deliver data to EHS. Therefore, the database allows for detailed tracking of the educational career of the entire student population in Estonia from primary to higher education. EHS covers all levels of education (from primary education to higher education, incl. vocational education). It contains information on the people (students and staff) and institutions (schools, HEIs, etc.) involved in education as well as on curricula and certificates. The EHS database is managed centrally, and is supervised and financed by the Ministry of Education and Research; data collection is also commissioned by the Ministry. The EHS holds information on study progress throughout all levels and programmes a student has participated in and allows for tracking a given student's progression paths thoroughly. The EHS also provides information on the different characteristics of HEI students: disabilities of students, ages of students, prior educational levels of students, gender, geographical areas, study language, residence.

III.4. Please indicate the stages at which the composition of the student body is subject to systematic monitoring and the student characteristics which are taken into account at these stages. If there is no systematic monitoring at the given stage, please tick "not applicable".

Disability:At entry to HE	0 ▼
Disability:During HE studies	1 ▼
Disability:At graduation	0 ▼
Disability:After graduation	0 ▼
Labour market status prior to the entry to HE:At entry to HE	0 ▼
Labour market status prior to the entry to HE:During HE studies	0 ▼
Labour market status prior to the entry to HE:At graduation	0 ▼
Labour market status prior to the entry to HE:After graduation	1 ▼
Age:At entry to HE	0 ▼
Age:During HE studies	1 ▼
Age:At graduation	0 ▼
Age:After graduation	0 ▼
Type and level of qualification achieved prior to entry to HE:At entry to HE	1 ▼
Type and level of qualification achieved prior to entry to HE:During HE studies	0 ▼
Type and level of qualification achieved prior to entry to HE:At graduation	0 ▼
Type and level of qualification achieved prior to entry to HE:After graduation	0 ▼
Socio-economic background:At entry to HE	0 ▼
Socio-economic background:During HE studies	1 ▼
Socio-economic background:At graduation	0 ▼
Socio-economic background:After graduation	0 ▼
Gender:At entry to HE	0 ▼
Gender:During HE studies	1 ▼
Gender:At graduation	0 ▼
Gender:After graduation	0 ▼
Ethnic, cultural, religious or linguistic minority status (please specify in comments):At entry to HE	0 ▼
Ethnic, cultural, religious or linguistic minority status (please specify in comments):During HE studies	1 ▼
Ethnic, cultural, religious or linguistic minority status (please specify in comments):At graduation	0 ▼
Ethnic, cultural, religious or linguistic minority status (please specify in comments):After graduation	0 ▼
Religion:At entry to HE	0 ▼
Religion:During HE studies	0 ▼
Religion:At graduation	0 ▼
Religion:After graduation	0 ▼
Migrant status (migrants or migrants' children):At entry to HE	0 ▼
Migrant status (migrants or migrants' children):During HE studies	0 ▼
Migrant status (migrants or migrants' children):At graduation	0 ▼
Migrant status (migrants or migrants' children):After graduation	0 ▼
Other characteristics:At entry to HE	1 ▼
Other characteristics:During HE studies	1 ▼
Other characteristics:At graduation	1 ▼
Other characteristics:After graduation	1 ▼
Not applicable (no systematic monitoring at the given stage):At entry to HE	0 ▼

Not applicable (no systematic monitoring at the given stage):During HE studies

Not applicable (no systematic monitoring at the given stage):At graduation

Not applicable (no systematic monitoring at the given stage):After graduation

III.4.1. Please specify how ethnic, cultural, religious or linguistic minority status is taken into account:

“linguistic minority status” – data on study language

III.4.2. Please specify which other student characteristics are taken into account in the monitoring:

We are also monitoring the information about study field, source of financing, duration of studies, etc.

III.4.3. Comments

III.5. Please specify who monitors the composition of the student body

HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):At entry to HE

HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):During HE studies

HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):At graduation

HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):After graduation

HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):At entry to HE

HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):During HE studies

HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):At graduation

HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):After graduation

Ministry/governmental body:At entry to HE

Ministry/governmental body:During HE studies

Ministry/governmental body:At graduation

Ministry/governmental body:After graduation

Independent bodies/agencies:At entry to HE

Independent bodies/agencies:During HE studies

Independent bodies/agencies:At graduation

Independent bodies/agencies:After graduation

Other:At entry to HE

Other:During HE studies

Other:At graduation

Other:After graduation

No systematic monitoring:At entry to HE

No systematic monitoring:During HE studies

No systematic monitoring:At graduation

No systematic monitoring:After graduation

III.5.1. Please specify which other organisation monitors the composition of the student body

III.5.2. If at certain stages you chose several options, please explain the distribution of responsibilities between different parties involved:

Educational institutions analyse their institution-based data and enter the data in EHS (individual-based Education Information System) on the basis of which the Ministry will analyse all educational institutions regarding the indicators.

III.5.3. Comments

III.6. In your country, are there legal restrictions on collecting or publishing data on certain student characteristics (e.g. ethnic background of students)?

...collect data on certain student characteristics No legal restrictions apply to... Some legal restrictions apply to... No answer

...publish data on certain student characteristics No legal restrictions apply to... Some legal restrictions apply to... No answer

III.6.1. Please specify which data cannot be collected or published and why.

It is legally not permitted to collect and handle personal data without the authorisation of the data subject (incl. students) (according to the Personal Data Protection Act § 12 (1), (2)). In some exceptional cases, data collection and handling is permitted (same act § 14 (1)). The list of delicate personal data is included in the same act § 4 (2). The translation of Personal Data Protection is available from: <http://www.legaltext.ee/et/andmebaas/lekst.asp?loc=tek&dok=XXXX041K1&keel=en&pg=1&ptyyp=RT&tyyp=X&query=isikuandmete>

III.7. Are the results of monitoring activities related to different stages (i.e. at entry, during studies, at graduation, after graduation) publicly available?

III.7.1. How are these results published?

Information is shown for each individual higher education institution

III.7.2. Please provide details on where the results of the monitoring activities can be consulted.

MoER is publishing data on the website and updating it at least once a year.

III.8. From the data collected in your monitoring system, what have been the main changes in the composition of the student body during the last ten years?

The body of students has become older by over 10 years. The share of those aged 20 and younger (those who come directly from gymnasiums) has decreased and the share of those aged 25 and older has increased. The percentage share of older students (25 years and older) among the total number of students has increased from 39% (2004/2005) to 44% (2013/14).

Gender distribution:

In 2004/05-2008/2009, female students accounted for 61.1-61.9% of the total body of students.

Since 2009/2010, the share of female students has decreased and the number of female students enrolled per 100 male students was 159 in the 2013/2014 academic year.

Share of students by language of instruction:

The share of students with English as the language of instruction has increased from 1.3% to 4.9% during the decade. The share of Russian as the language of instruction has decreased from 10.1% to 3.2% during the same period.

III.9. Please choose the statement that best describes your country-specific situation:

Individuals that meet standard entry requirements have...

- a guaranteed right to higher education in ALL fields and they are commonly accepted to the institution of their own (first) choice:Universities
- a guaranteed right to higher education in ALL fields and they are commonly accepted to the institution of their own (first) choice:HEIs other than universities
- a guaranteed right to higher education in ALL fields but they are often offered a place at an institution that is NOT their own (first) choice:Universities
- a guaranteed right to higher education in ALL fields but they are often offered a place at an institution that is NOT their own (first) choice:HEIs other than universities
- a guaranteed right to higher education in SOME fields and they are commonly accepted to the institution of their own (first) choice:Universities
- a guaranteed right to higher education in SOME fields and they are commonly accepted to the institution of their own (first) choice:HEIs other than universities
- a guaranteed right to higher education in SOME fields but they are often offered a place at an institution that is NOT their own (first) choice:Universities
- a guaranteed right to higher education in SOME fields but they are often offered a place at an institution that is NOT their own (first) choice:HEIs other than universities
- no guaranteed right to higher education:Universities
- no guaranteed right to higher education:HEIs other than universities

III.9.1. Please specify which fields are excluded:

III.9.2. Comments

Every student in Estonia who has an upper secondary education qualification has the right to enter higher education. At the same time, every institution has the right to set their own enrolment criteria, limits on student numbers, etc. (in some cases, numbers can also be defined in the contracts between the state and the HEIs), and every future student goes through enrolment procedures.

III.10. Please explain on what basis higher education institutions most commonly select students:

- Level of achievement in standard entry requirements:Universities
- Level of achievement in standard entry requirements:HEIs other than universities
- Entry examinations for all programmes:Universities
- Entry examinations for all programmes:HEIs other than universities
- Entry examinations for some programmes, and level of achievement in standard entry requirements for others:Universities
- Entry examinations for some programmes, and level of achievement in standard entry requirements for others:HEIs other than universities
- Other:Universities
- Other:HEIs other than universities

III.10.1. Please specify which other criteria apply:

III.10.2. Comments

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 1 "x"

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 2 "x"

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 3 "x"

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 4 "x"

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 5 ""

III.12. The different routes are opening access to...

- {III_11_SQ001} all HEIs /HE programmes some HEIs / HE programmes No answer
- {III_11_SQ002} all HEIs /HE programmes some HEIs / HE programmes No answer
- {III_11_SQ003} all HEIs /HE programmes some HEIs / HE programmes No answer
- {III_11_SQ004} all HEIs /HE programmes some HEIs / HE programmes No answer
- {III_11_SQ005} all HEIs /HE programmes some HEIs / HE programmes No answer

III.12.1. For routes that only open access to some HEIs or programmes, please specify to which institutions/programmes they do open access and to which institutions/programmes they do not open access:

III.13. Please provide the percentages of students entering through each access route. If you cannot provide the exact percentages, please provide at least approximate data (estimates). Please indicate in the appropriate text field whether the information is based on official data or an estimate.

{III_11_SQ001}:% of students entering HE through this access route 81
{III_11_SQ001}:Official data based on central level monitoring, including surveys x
{III_11_SQ001}:Estimates
{III_11_SQ001}:Impossible to say (no official data and impossible to estimate)
{III_11_SQ002}:% of students entering HE through this access route 5.8
{III_11_SQ002}:Official data based on central level monitoring, including surveys x
{III_11_SQ002}:Estimates
{III_11_SQ002}:Impossible to say (no official data and impossible to estimate)
{III_11_SQ003}:% of students entering HE through this access route 6.5
{III_11_SQ003}:Official data based on central level monitoring, including surveys x
{III_11_SQ003}:Estimates
{III_11_SQ003}:Impossible to say (no official data and impossible to estimate)
{III_11_SQ004}:% of students entering HE through this access route 6.7
{III_11_SQ004}:Official data based on central level monitoring, including surveys x
{III_11_SQ004}:Estimates
{III_11_SQ004}:Impossible to say (no official data and impossible to estimate)
{III_11_SQ005}:% of students entering HE through this access route
{III_11_SQ005}:Official data based on central level monitoring, including surveys
{III_11_SQ005}:Estimates
{III_11_SQ005}:Impossible to say (no official data and impossible to estimate)

III.13.1. Please indicate the source of the official data:

EHS – Estonian Educational Information System. Information is provided regarding the 2013/2014 academic year.

III.13.2. Comments

III.14. Are there any incentives for higher education institutions to admit non-traditional students?

Yes ▼

III.14.1. Please indicate which incentives exist and how they operate.

Do they apply to all HEIs or only to some HEIs? If they only apply to some HEIs, please indicate to which ones.

- Needs-based study allowance. Developing a support system for people with low-level education to return the training (incl. full-time students in basic education) and decrease the barriers that come from economic resources. (www.hm.ee/index.php?044810).
- Creation of part-time and external study possibilities.
- Support given to HEIs to develop e-learning methods.
- Forming new digital culture to be part of the Estonian education space. Acquisition of the required mobility supportive learning tools (video conference equipment, mobile learning platforms, learning stimulator), enlargement of the availability of textbooks, and elaboration of the required learning resources for educationally disadvantaged students. (www.hm.ee/index.php?044810).
- Financial support for disabled students. Supporting the access of disabled students into higher education, incl. the help of state-funded scholarships, allowances and benefits of educational institutions. (www.rigiteataja.ee/akt/12752949).
- Opportunities for language learning. Non-native Estonian speaking students will be provided with one extra state funded year of higher education for learning the Estonian language. (<https://www.rigiteataja.ee/akt/12752949>).
- Allowing student loans for part-time students. (draft of law still in process www.hm.ee/index.php?044810).

III.15. Comments

III.16. In your country, are there any bridging programmes for HE candidates who do not possess standard qualification(s) opening access to higher education?

- Yes, such programmes exist and they are targeted at those who left school prior to the completion of any type of upper secondary education.
- Yes, such programmes exist and they are targeted at those who have completed an upper secondary programme which does not allow direct access to higher education.
- No, such programmes do not exist.

III.16.1. Please provide details on these programmes, the qualifications they lead to (e.g. standard upper secondary school leaving certificate, qualification/certificate that differs from the standard upper secondary school leaving certificate) and the number of participants completing the courses (latest available statistics):

III.17. Comments

III.18. Can higher education candidates without standard qualifications be admitted to higher education on the basis of the recognition of their prior non-formal and informal learning?

No, this is not possible (i.e. all HE candidates must hold a HE entry qualification).

III.18.1. Please indicate the steering documents on which admission to HE on the basis of recognition of prior non-formal and informal learning is based (if any):

III.19. Please choose the statement that best applies to your country-specific situation:

III.20. In your country, do steering documents refer to any specific requirements for HE candidates who would like to gain access to HE based on the recognition of their non-formal and informal learning?

- Yes, steering documents refer to specific age requirements
- Yes, steering documents refer to requirements related to the duration of prior professional experience
- Yes, steering documents refer to other requirements
- No, there is no reference in steering documents to any requirements

III.20.1. If steering documents contain references to specific requirements, please provide the details on the exact formulation here:

III.20.2. Please also provide the full reference(s) to relevant document(s) here:

III.21. Based on official statistics or estimates please indicate the proportion of students entering higher education through the recognition of non-formal and informal learning (i.e. without standard HE entry qualifications):

Please choose

III.21.1. Please indicate the source of this information

Please choose

III.21.2. Please specify:

III.22. Comments

III.23. Is student retention and/or completion defined as an objective in the steering documents in your country?

Yes

III.23.1. Please specify how this objective is defined:

MST students: EHES also sets goals to measure the rate of graduates who have received the first HE degree, the proportion of MST graduates and the proportion of persons that have a HE degree in society.

- the number of doctoral theses defended per year ("Teadmistepõhine Eesti" <http://www.hm.ee/index.php?popup=download&id=12559>)
 - Graduates (ISCED 5-6) in Maths, Science and Technology fields - as a % of all fields ("Elukestva õppe strateegia" <http://www.hm.ee/index.php?popup=download&id=12568>)
 - Tertiary attainment level for the age group of 30 to 34 years old ("Elukestva õppe strateegia" <http://www.hm.ee/index.php?popup=download&id=12568>)
- Teaching drop-out rates in higher education (early school leavers study examines the first year).

III.23.2. Please also provide the full reference(s) to all relevant document(s).

MST students: EHES also sets goals to measure the rate of graduates who have received the first HE degree, the proportion of MST graduates and the proportion of persons that have a HE degree in society.

- the number of doctoral theses defended per year ("Teadmistepõhine Eesti" <http://www.hm.ee/index.php?popup=download&id=12559>)
 - Graduates (ISCED 5-6) in Maths, Science and Technology fields - as a % of all fields ("Elukestva õppe strateegia" <http://www.hm.ee/index.php?popup=download&id=12568>)
 - Tertiary attainment level for the age group of 30 to 34 years old ("Elukestva õppe strateegia" <http://www.hm.ee/index.php?popup=download&id=12568>)
- Teaching drop-out rates in higher education (early school leavers study examines the first year).

III.24. In your country, are targets set to measure progress regarding student retention and/or completion?

Yes

III.24.1. Please describe the targets:

- the number of doctoral theses defended per year ("Teadmistepõhine Eesti" <http://www.hm.ee/index.php?popup=download&id=12559>) target for 2020 – 300.
- Graduates (ISCED 5-6) in Maths, Science and Technology fields - as % of all fields ("Elukestva õppe strateegia" <http://www.hm.ee/index.php?popup=download&id=12568>) target for 2020 – 25%.
- Tertiary attainment level for the age group 30 to 34 years old ("Elukestva õppe strateegia" <http://www.hm.ee/index.php?popup=download&id=12568>) target for 2020 – 40%.

III.24.2. Please also provide the full reference(s) to all relevant document(s).

- the number of doctoral theses defended per year ("Teadmistepõhine Eesti" <http://www.hm.ee/index.php?popup=download&id=12559>) target for 2020 – 300.
- Graduates (ISCED 5-6) in Maths, Science and Technology fields - as % of all fields ("Elukestva õppe strateegia" <http://www.hm.ee/index.php?popup=download&id=12568>) target for 2020 – 25%.
- Tertiary attainment level for the age group 30 to 34 years old ("Elukestva õppe strateegia" <http://www.hm.ee/index.php?popup=download&id=12568>) target for 2020 – 40%.

III.25. Are under-represented groups of students specifically targeted in your policies to increase completion rates?

Yes, underrepresented groups of students are targeted

III.25.1. Please specify the groups of students that are targeted:

Please look at question 3.4 and 3.22

III.25.2. Please also provide the full reference(s) to all relevant document(s):

Please look at question 3.4 and 3.22

III.26. In your country, are there any specific measures to improve retention rates of first year students?

No ▼

III.26.1. Please describe the measures:

III.26.2. Please also provide the full reference(s) to all relevant document(s):

III.27. Are there any incentives in your country encouraging students to complete their studies within a limited period of time (e.g. 3-4 years for a bachelor degree)?

Yes, there are financial incentives encouraging students to complete their studies within a limited period of time

III.27.1. Please provide details on the incentives that exist in your country:

Up until 2012/2013, students who studied on state-commissioned study places had a right for "free studies" for a limited period of time (duration of curriculum + 1 extra year). From 2013/2014, the study fee will fully depend on the estimated completion period.

III.27.2. Please also provide the full reference(s) to all relevant document(s):

<https://www.riigiteataja.ee/en/eli/521032014002/consolide>

III.28. Does the improvement of completion/drop-out rates have an impact on HEIs' funding?

- Yes, within a funding formula
 Yes, as a performance-based mechanism
 No

III.28.1. Please provide details how:

From 2013

III.28.2. Please also provide the full reference(s) to all relevant document(s):

<https://www.riigiteataja.ee/akt/127112012002>

III.29. Are there any other non-financial mechanisms/incentives in place to help HEIs improve student completion rates?

No ▼

III.29.1. Please provide details:

III.29.2. Please also provide the full reference(s) to all relevant document(s).

III.30. Comments

III.31. Are student completion rates systematically measured in your country?

- Yes, at the end of the 1st cycle
 Yes, at the end of the 2nd cycle
 No, completion rates are not measured

III.31.1. Please also provide the full reference(s) to relevant document(s):

III.31.2. Comments

III.32. In your country, are completion rates calculated for underrepresented groups of students?

Please choose.. ▼

III.32.1. Please specify for which underrepresented groups data is calculated:

III.32.2. Please also provide the full reference(s) to relevant document(s):

III.33. Based on your official data, please provide the following information:

Completion rate of 1st cycle programmes, most recent available year:% according to official data based on central level monitoring

Completion rate of 1st cycle programmes, most recent available year:Year

Completion rate of 1st cycle programmes, most recent available year:not available

Completion rate of 1st cycle programmes 5 years earlier (than most recent available year):% according to official data based on central level monitoring

Completion rate of 1st cycle programmes 5 years earlier (than most recent available year):Year

Completion rate of 1st cycle programmes 5 years earlier (than most recent available year):not available

Completion rate of 2nd cycle programmes, most recent available year:% according to official data based on central level monitoring

Completion rate of 2nd cycle programmes, most recent available year:Year

Completion rate of 2nd cycle programmes, most recent available year:not available

Completion rate of 2nd cycle programmes 5 years earlier:% according to official

data based on central level monitoring

Completion rate of 2nd cycle programmes 5 years earlier:Year

Completion rate of 2nd cycle programmes 5 years earlier:not available

Completion rate of programmes not divided into two cycles, most recent available year:% according to official data based on central level monitoring

Completion rate of programmes not divided into two cycles, most recent available year:Year

Completion rate of programmes not divided into two cycles, most recent available year:not available

Completion rate of programmes not divided into two cycles 5 years earlier :% according to official data based on central level monitoring

Completion rate of programmes not divided into two cycles 5 years earlier :Year

Completion rate of programmes not divided into two cycles 5 years earlier :not available

III.34. Comments

III.35. Are student drop-out rates systematically measured in your country?

Yes, at the end of each year

III.35.1. Please also provide the full reference(s) to relevant document(s):

n/a

III.36. In your country, are drop-out rates calculated for underrepresented groups of students?

No

III.36.1. Please specify for which groups data is calculated:

III.36.2. Please also provide the full reference(s) to relevant document(s):

III.37. In your country, how are students who change study programme considered?

They are counted as "drop-outs" from the programme in which they enrolled

III.37.1. Please specify

III.38. Are data on drop-out rates publicly available in your country?

Yes

III.38.1. Please specify by which organisation and how frequently:

MoER is publishing data on the website and updating it at least once a year

III.38.2. Please also provide the full reference(s) to relevant document(s) or websites:

Information is available from the website of the MoER: <http://www.hm.ec/index.php?048055#k6rgharidus>, <http://www.hm.ec/index.php?048183>, <http://haridussilm.ee>

III.39. Based on your official data, please provide the following information:

Drop-out in first year of 1st cycle programmes, most recent available year:% according to official data based on central level monitoring	
Drop-out in first year of 1st cycle programmes, most recent available year:Year	
Drop-out in first year of 1st cycle programmes, most recent available year:not available	x
Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):% according to official data based on central level monitoring	
Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):Year	
Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):not available	x
Drop-out in 1st cycle programmes, most recent available year:% according to official data based on central level monitoring	18.9%
Drop-out in 1st cycle programmes, most recent available year:Year	(2012/13)
Drop-out in 1st cycle programmes, most recent available year:not available	
Drop-out in 1st cycle programmes 5 years earlier:% according to official data based on central level monitoring	14.3%
Drop-out in 1st cycle programmes 5 years earlier:Year	(2008/09)
Drop-out in 1st cycle programmes 5 years earlier:not available	
Drop-out in 2nd cycle programmes, most recent available year:% according to official data based on central level monitoring	15.1%
Drop-out in 2nd cycle programmes, most recent available year:Year	(2012/13)
Drop-out in 2nd cycle programmes, most recent available year:not available	
Drop-out in 2nd cycle programmes 5 years earlier:% according to official data based on central level monitoring	13.9%
Drop-out in 2nd cycle programmes 5 years earlier:Year	(2008/09)

Drop-out in 2nd cycle programmes 5 years earlier: not available

Drop-out in programmes not divided into two cycles, most recent available year: % according to official data based on central level monitoring 9.9%

Drop-out in programmes not divided into two cycles, most recent available year: Year (2012/13)

Drop-out in programmes not divided into two cycles, most recent available year: not available

Drop-out in programmes not divided into two cycles 5 years earlier: % according to official data based on central level monitoring 9.0%

Drop-out in programmes not divided into two cycles 5 years earlier: Year (2008/09)

Drop-out in programmes not divided into two cycles 5 years earlier: not available

III.40. Comments

III.41. Note: While higher education institutions offer multiple services, in the following questions the focus lies on academic guidance services, career guidance services and psychological guidance services.

III.42. What kind of student services are commonly provided by higher education institutions?

- Academic guidance services
- Career guidance services
- Psychological counselling services
- Other
- No services

III.42.1. Please specify

III.43. In your country, can prospective higher education students receive professional advice about their further studies and careers?

Yes, advice is available to ALL prospective students

III.44. Information, advice and guidance services are provided to prospective HE students...

by upper secondary schools: free of charge

by upper secondary schools: for a fee

by higher education institutions: free of charge

by higher education institutions: for a fee

by external services: free of charge

by external services: for a fee

by other service providers: free of charge

by other service providers: for a fee

III.44.1. Please specify which other service providers offer information, advice and guidance services:

III.44.2. If steering documents refer to professional advice about further studies and careers for prospective students, please provide the details on the exact formulation here:

Estonian Higher Education Strategy: Develop the uniform principles of a functioning national career guidance system, which take into account developments in society and the labour market. The Strategy also allows students to determine how their interests and abilities suit the curricula and facilitates the selection of a speciality. Courses about career teaching in basic school will be added to the curricula of teacher training and the career counsellors will be trained.

Basic Schools and Upper Secondary Schools Act <https://www.riigiteataja.ee/en/eli/513012014002/consolide>

Vocational Educational Institutions Act <https://www.riigiteataja.ee/en/eli/505022014002/consolide>

Labour Market Services and Benefits Act <https://www.riigiteataja.ee/en/eli/514012014003/consolide>

III.44.3. Comments

According to the cooperation agreement between the Ministry of Education and Research and the Ministry of Social Affairs to promote career services, anyone in need of career counselling services can obtain them without any limitations, and no special target groups are set. Career Services (career training, career information brokerage, career counselling) will contribute to the result that people's choices in life are made knowingly and are based on appropriate information. This in turn reduces the costs for the state and people that are spent on occasional study choices; people are more happy and effective when taking up positions that match their own abilities and desires, thereby facilitating economic growth.

III.45. Do information, advice and guidance services specifically target certain categories of prospective higher education students? If yes, please provide details on the groups targeted and the services provided:

Career services outside higher education institutions are provided to all people on an equal bases. Special attention is guaranteed for unemployed young people or for those who have learning difficulties.

III.46. Are there any measures/incentives in your country encouraging HEIs to provide support for the transition of newly admitted students to higher education?

III.46.1. There are measures/incentives encouraging HEIs to provide...

- introductory courses
- tutoring or mentoring programmes
- support to acquire learning skills and/or organisational skills
- other measures / incentives

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):

introductory courses ""

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):

tutoring or mentoring programmes ""

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):
support to acquire learning skills and/or organisational skills ""

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):
other measures / incentives ""

III.46.3. Comments

III.47. In your country, is public funding allocated to improve career guidance services in HEIs?

- Yes, to career guidance services for current students
- Yes, to career guidance services for graduates/alumni
- No

III.47.1. Please provide the details here:

III.47.2. Please also provide the full reference(s) to relevant document(s):

III.48. In your country, are there any career guidance services targeting underrepresented groups of students?

No ▼

III.48.1. Please provide the details on such services here:

III.48.2. Please also provide the full reference(s) to relevant document(s):

Data entry: (IV_Fees_support_portability)

IV. The focus of the questions is on all first and second cycle students and is not limited to full-time daytime students. Third cycle students are excluded except when explicitly mentioned. Similarly, the focus is on home students or equivalent. International students are only included when explicitly mentioned.

IV.1. In your country, does any higher education home student at a public higher education institution have to pay a fee of any kind? (Contributions to student unions are not included!)

Yes ▼

IV.2. Which home students at public higher education institutions have to pay fees?

1st cycle All students Specific groups of students No students No answer
2nd cycle All students Specific groups of students No students No answer

IV.3. Which amount of fees do home students at public higher education institutions pay in the first and second cycle?

1st cycle:Most common amount -
1st cycle:Minimum amount 50 euro per ECP, depending on study filed
1st cycle:Maximum amount 120 euro per ECP, depending on study filed
2nd cycle:Most common amount -
2nd cycle:Minimum amount 50 euro per ECP, depending on study filed
2nd cycle:Maximum amount 120 euro per ECP, depending on study filed

IV.3.1. Which amount of fees do home students at public higher education institutions pay in the first cycle?

1st cycle:Most common amount
1st cycle:Minimum amount
1st cycle:Maximum amount

IV.3.2. Which amount of fees do home students at public higher education institutions pay in the second cycle?

2nd cycle:Most common amount
2nd cycle:Minimum amount
2nd cycle:Maximum amount

IV.4. Which of the following criteria determine whether a student has to pay fees?

- Need
 Merit
 Part-time/Full-time/Distance learning
 Field of study

Some students who have been enrolled in HEI before 2013/2014 pay fees depending on that students study state – funded study places or not.

IV.5. Concerning fees, are international students treated differently in your country from home students?

Yes ▼

IV.6. Which amount of fees do international students pay in the first and second cycle?

1st cycle international students:Most common amount -
1st cycle international students:Minimum amount 50 euro per ECP, depending on study filed
1st cycle international students:Maximum amount 120 euro per ECP, depending on study filed
2nd cycle international students:Most common amount -
2nd cycle international students:Minimum amount 50 euro per ECP, depending on study filed
2nd cycle international students:Maximum amount 120 euro per ECP, depending on study filed

IV.7. Who defines the fee amounts?

1st cycle home students HEIs HEIs, within limits set by government Government Other No answer
2nd cycle home students HEIs HEIs, within limits set by government Government Other No answer
1st cycle international students HEIs HEIs, within limits set by government Government Other No answer
2nd cycle international students HEIs HEIs, within limits set by government Government Other No answer

IV.7.1. Please specify

IV.8. Comments

IV.9. This section concerns only 1st and 2nd cycle studies. Only national support should be taken into account. Support from EU programmes or private initiatives are not within the scope of this section.

IV.10. Please shortly describe what kinds of student financial support are offered in your country.

1. Study allowance for students enrolled before the 2013/2014 academic year:

* basic allowance (55.93 EUR per month);

* supplementary allowance (28.13 EUR per month).

Maximum payment duration is the nominal period of study. Students have the right to apply for a basic allowance and supplementary allowance for five study months twice during an academic year—every month during 10 months.

The student has the right to apply for a basic allowance if he/she:

* Studies according to a study programme of higher education which foresees student places or student training places formed on the basis of state commissioned education;

* Studies according to a study programme of higher education in full-time study and has not exceeded the nominal period of studies according to the study programme.

Basic allowances shall be granted according to the order of merit lists within the limits of the funds prescribed therefor in the state budget and allocated to educational institutions.

The supplementary allowance is meant for students who are citizens of the Republic of Estonia or reside in Estonia on the basis of a permanent or temporary residence permit or have a permanent or temporary right of residence and whose place of residence is not in the same local government area as the school or in a neighbouring local government area.

2. Needs-based study allowance for students enrolled from the 2013/2014 academic year is a national allowance that is designed to support students from financially disadvantaged backgrounds in terms of their access to higher education, success in their studies and completion of a study programme with a nominal duration.

A student who is less than 24 years old, studies full-time and whose family income per person is less than 299 euro receives extra financial aid from the state. This gives financially disadvantaged students the opportunity to cover expenditures that their studies might include (accommodation, food, etc.)

Student can apply for study allowance:

* income per student up to 74.75 EUR – allowance amount is 220 EUR;

* income per student from 74.76 to 149.50 EUR – allowance 135 EUR;

* income per student from 149.51 to 299 EUR – allowance 75 EUR.

IV.11. Please shortly describe what student financial support arrangements from your home country can students use if they study abroad.

Students studying abroad have the right to apply for a needs-based study allowance, while students may take a publicly-subsidised loan for studying in another country.

IV.12. Do at least some students receive public financial support in the form of grants/scholarships?

First cycle Yes No No answer

Second cycle Yes No No answer

IV.13. What is the proportion of students receiving grants/scholarships by cycle?

% of students receiving grants:First cycle n/a

% of students receiving grants:Second cycle n/a

IV.14. Can students use grants/scholarships for studying abroad?

No portable grants

IV.15. Are there any additional requirements for using the grant/scholarship abroad?

Please choose.. ▼

IV.16. Which additional requirements need to be met for using the grant/scholarship abroad? Please check any that apply.

Citizenship:Grant 1

Citizenship:Grant 2

Citizenship:Grant 3

Citizenship:Grant 4

Residency:Grant 1

Residency:Grant 2

Residency:Grant 3

Residency:Grant 4

Recognised HEIs/programmes only:Grant 1

Recognised HEIs/programmes only:Grant 2

Recognised HEIs/programmes only:Grant 3

Recognised HEIs/programmes only:Grant 4

Course load (e.g. full-time):Grant 1

Course load (e.g. full-time):Grant 2

Course load (e.g. full-time):Grant 3

Course load (e.g. full-time):Grant 4

Only certain countries:Grant 1

Only certain countries:Grant 2

Only certain countries:Grant 3

Only certain countries:Grant 4

Only certain study programmes (e.g. where mobility is mandatory):Grant 1

Only certain study programmes (e.g. where mobility is mandatory):Grant 2

Only certain study programmes (e.g. where mobility is mandatory):Grant 3

Only certain study programmes (e.g. where mobility is mandatory):Grant 4

Equivalency condition:Grant 1

Equivalency condition:Grant 2

Equivalency condition:Grant 3

- Equivalency condition:Grant 4
- Programme not available in the national system:Grant 1
- Programme not available in the national system:Grant 2
- Programme not available in the national system:Grant 3
- Programme not available in the national system:Grant 4
- Other:Grant 1
- Other:Grant 2
- Other:Grant 3
- Other:Grant 4

IV.16.1. If there is more than one type of grant, please specify:

IV.16.2. Which other requirements exist?

IV.17. Can at least some students take publicly subsidised or guaranteed student loans to cover their expenses during their higher education studies?

- First cycle Yes No No answer
- Second cycle Yes No No answer

IV.18. What is the proportion of students who take out student loans? Please provide link(s) or full reference(s) to relevant document(s).

In the 2012/2013 academic year, about 11% 1st and 2nd cycle students took out student loans.

IV.19. Can students use loans for studying abroad?

All loans are portable

IV.20. Are there any additional requirements for using the loan abroad?

IV.21. Which additional requirements need to be met for using the loan abroad? Please check any that apply.

- Citizenship:Loan 1
- Citizenship:Loan 2
- Citizenship:Loan 3
- Citizenship:Loan 4
- Residency:Loan 1
- Residency:Loan 2
- Residency:Loan 3
- Residency:Loan 4
- Recognised HEIs/programmes only:Loan 1
- Recognised HEIs/programmes only:Loan 2
- Recognised HEIs/programmes only:Loan 3
- Recognised HEIs/programmes only:Loan 4
- Course load (e.g. full-time):Loan 1
- Course load (e.g. full-time):Loan 2
- Course load (e.g. full-time):Loan 3
- Course load (e.g. full-time):Loan 4
- Only certain countries:Loan 1
- Only certain countries:Loan 2
- Only certain countries:Loan 3
- Only certain countries:Loan 4
- Only certain study programmes (e.g. where mobility is mandatory):Loan 1
- Only certain study programmes (e.g. where mobility is mandatory):Loan 2
- Only certain study programmes (e.g. where mobility is mandatory):Loan 3
- Only certain study programmes (e.g. where mobility is mandatory):Loan 4
- Equivalency condition:Loan 1
- Equivalency condition:Loan 2
- Equivalency condition:Loan 3
- Equivalency condition:Loan 4
- Programme not available in the national system:Loan 1
- Programme not available in the national system:Loan 2
- Programme not available in the national system:Loan 3
- Programme not available in the national system:Loan 4

- Other:Loan 1
- Other:Loan 2
- Other:Loan 3
- Other:Loan 4

IV.21.1. If there is more than one type of loan, please specify:

IV.21.2. Which other requirements exist?

Students studying abroad have the right to obtain a study loan to the extent that it corresponds to the nominal period of studies according to the study programme in the corresponding or closest field of study in Estonian educational institutions.

IV.22. Additional comments on public grants and loans

IV.23. This section concerns only outbound mobility, namely the opportunities to take financial support from the home country for studies abroad. It includes only 1st and 2nd cycle studies, for which both credit mobility and degree mobility are considered. Only national support should be taken into account.

Additional support for studying abroad in this context means funding that is available from national sources in addition to regular student grants or loans that might be portable.

IV.24. Is there any additional public financial support for studying abroad?

IV.25. What kinds of additional public financial support are available for studying abroad?

Grants/scholarships for...

- 1st cycle credit mobility:Study costs/ fees abroad (host institution)
- 1st cycle credit mobility:Travel costs
- 1st cycle credit mobility:Living cost difference
- 1st cycle credit mobility:Language courses
- 1st cycle credit mobility:Other
- 2nd cycle credit mobility:Study costs/ fees abroad (host institution)
- 2nd cycle credit mobility:Travel costs
- 2nd cycle credit mobility:Living cost difference
- 2nd cycle credit mobility:Language courses
- 2nd cycle credit mobility:Other
- 1st cycle degree mobility:Study costs/ fees abroad (host institution)
- 1st cycle degree mobility:Travel costs
- 1st cycle degree mobility:Living cost difference
- 1st cycle degree mobility:Language courses
- 1st cycle degree mobility:Other
- 2nd cycle degree mobility:Study costs/ fees abroad (host institution)
- 2nd cycle degree mobility:Travel costs
- 2nd cycle degree mobility:Living cost difference
- 2nd cycle degree mobility:Language courses
- 2nd cycle degree mobility:Other

IV.25.1. Please specify which other additional public grants/scholarships are available:

IV.26. Higher loans for...

- 1st cycle credit mobility:Study costs/ fees abroad (host institution)
- 1st cycle credit mobility:Travel costs
- 1st cycle credit mobility:Living cost difference
- 1st cycle credit mobility:Language courses
- 1st cycle credit mobility:Other
- 2nd cycle credit mobility:Study costs/ fees abroad (host institution)
- 2nd cycle credit mobility:Travel costs
- 2nd cycle credit mobility:Living cost difference
- 2nd cycle credit mobility:Language courses
- 2nd cycle credit mobility:Other
- 1st cycle degree mobility:Study costs/ fees abroad (host institution)
- 1st cycle degree mobility:Travel costs
- 1st cycle degree mobility:Living cost difference

1st cycle degree mobility:Language courses	<input type="text" value="0"/>
1st cycle degree mobility:Other	<input type="text" value="0"/>
2nd cycle degree mobility:Study costs/ fees abroad (host institution)	<input type="text" value="1"/>
2nd cycle degree mobility:Travel costs	<input type="text" value="1"/>
2nd cycle degree mobility:Living cost difference	<input type="text" value="1"/>
2nd cycle degree mobility:Language courses	<input type="text" value="0"/>
2nd cycle degree mobility:Other	<input type="text" value="0"/>

IV.26.1. Please specify which other additional public loans are available for studying abroad:

IV.27. Additional comments

In cooperation between the Ministry of Education and Research and entrepreneurs, a grant programme has been established for supporting talented secondary school leavers in studying toward a bachelor's degree at accredited foreign universities. It consists of a single grant in the amount of up to 4,000 euro. The grant is given to students on the assumption that the knowledge and know-how gained will be applied after the end of the studies for the good of Estonia, or otherwise the grant will be treated as a loan.

IV.28. Are there any specific eligibility criteria for receiving additional public financial support?

IV.29. Please specify the eligibility criteria for receiving additional public financial support.

If there are more types of additional support, please add them in the text field below.

Need-based criteria:Grant/loan 1	<input type="text" value="0"/>
Need-based criteria:Grant/loan 2	<input type="text" value="0"/>
Need-based criteria:Grant/loan 3	<input type="text" value="0"/>
Need-based criteria:Grant/loan 4	<input type="text" value="0"/>
Merit-based criteria:Grant/loan 1	<input type="text" value="0"/>
Merit-based criteria:Grant/loan 2	<input type="text" value="0"/>
Merit-based criteria:Grant/loan 3	<input type="text" value="1"/>
Merit-based criteria:Grant/loan 4	<input type="text" value="0"/>
Course load (e.g. full time):Grant/loan 1	<input type="text" value="1"/>
Course load (e.g. full time):Grant/loan 2	<input type="text" value="1"/>
Course load (e.g. full time):Grant/loan 3	<input type="text" value="0"/>
Course load (e.g. full time):Grant/loan 4	<input type="text" value="0"/>
Criteria based on field of studies:Grant/loan 1	<input type="text" value="0"/>
Criteria based on field of studies:Grant/loan 2	<input type="text" value="0"/>
Criteria based on field of studies:Grant/loan 3	<input type="text" value="0"/>
Criteria based on field of studies:Grant/loan 4	<input type="text" value="0"/>
Other criteria (e.g. age, disability, parenthood, other):Grant/loan 1	<input type="text" value="0"/>
Other criteria (e.g. age, disability, parenthood, other):Grant/loan 2	<input type="text" value="0"/>
Other criteria (e.g. age, disability, parenthood, other):Grant/loan 3	<input type="text" value="0"/>
Other criteria (e.g. age, disability, parenthood, other):Grant/loan 4	<input type="text" value="0"/>

IV.29.1. If there is more than one type of grant or loan, please specify:

Mobility grant (Kristjan Jaak) for full-time studies abroad
 Grant, Mobility grant (Kristjan Jaak) for short-term studies and visits
 Grant, Young Scholar Grant

IV.29.2. If there are more than 4 types of additional support, please specify and provide details on the eligibility criteria here:

IV.30. Please provide links and/or full references to relevant documents related to public funding of grants and loans:

<http://adm.archimedcs.ce/stipendiumid/cn/kristjan-jaak/>

IV.31. Additional comments

IV.32. What is the typical status of a candidate preparing a third cycle (PhD) qualification?

Student

IV.32. What is the typical status of a candidate preparing a third cycle (PhD) qualification?

IV.33. What are the main funding sources for candidates preparing a third cycle (PhD) qualification?

Generally doctoral studies are financed by the state, but in some cases studies at third higher education level are also financed by the HEI itself.

IV.34. Please explain any differences in the fees that third cycle candidates are required to pay, compared to your answers for first and second cycle students, as well as differences in grants, loans and other support that may be provided.

Concerning fees and loans, there are no differences between first, second and third cycle students. There is a difference in supports concerning doctoral level students: students who meet the requirements for obtaining doctoral support (allowance) have the right to receive an allowance instead of apply for support (allowance). In order to receive support at the first and second higher education level, a student should apply for support.

IV.35. Additional comments on doctoral education

Data entry: (V_Employability)

V.1. Do higher education steering documents focus on issues related to employability (e.g. higher education institutions' need to respond to labour market demands, involving employers, their responsibility in educating graduates who can find employment soon after graduation, etc.)?

Yes ▾

V.1.1. Please provide the details on the exact formulation here, including references to the 1st or the 2nd cycle if necessary. Please also provide the full reference(s) to relevant document(s).

Teaching methods, classroom and independent work, practice volume, evaluation, curriculum goals, learning outcomes, consistency and responsiveness to the labour market needs are analysed at the higher education level and amendments are proposed, by taking into account best international practices.

Preparing staff for economic growth areas.

The availability of a qualified local workforce in Estonia's key economic sectors must be significantly improved in order to increase the productivity and export capacity of the Estonian economy.

The so-called growth areas, which are defined in the Estonian Research and Development and Innovation Strategy 2014-2020 and the Estonian Business Growth Strategy 2020, are tackled first as a matter of priority.

The cross-cutting co-ordination body is a panel of experts from different walks of life. The panel proposes and commissions comparable monitoring analyses and forecasts in various economic sectors based on the country's strategic needs, informs society about the developments and trends and makes proposals to the Ministry of Education and Research, Ministry of Economic Affairs and Communications and Ministry of Social Affairs for the distribution of public sector funded student places within formal education and in-service training between different sectors.

("Elukestva õppe strateegia" <http://www.hm.ee/index.php?popup=download&id=12568>).

V.1.2. Are there references made to under-represented groups of students in connection with employability issues in the steering documents?

Yes ▾

V.1.3. Please define the under-represented groups of students mentioned in relation to the above issues and indicate the nature of the connection. Please also provide the full reference(s) to relevant document(s).

Lifelong Learning Strategy – people with special needs taking into account the organisation of teaching and learning, gender balance and regional aspect.

("Elukestva õppe strateegia" <http://www.hm.ee/index.php?popup=download&id=12568>).

V.2. In your country, are there any initiatives in the area of labour market/skills forecasting?

Yes ▾

V.2.1. Are there initiatives in labour market/skills forecasting on national level?

Yes ▾

V.2.1.1. Is forecasting on national level done in regular intervals or on an ad hoc basis?

- In regular intervals
 On an ad hoc basis

V.2.1.2. Are there initiatives in labour market/skills forecasting on regional level?

Yes ▾

V.2.1.3. Is forecasting on regional level done in regular intervals or on an ad hoc basis?

- In regular intervals
 On an ad hoc basis

V.2.1.4. Please provide the details here (institutional mechanisms, sectors included, regularity, scope of forecasting studies, etc.). Please also provide the full reference(s) to relevant document(s).

Labour market/skills forecasting is done annually by the Ministry of Economic Affairs and Communications. Different sectors have built up their own system and regularity of conducting labour market/skills forecasting activities.

V.2.2. Do educational authorities systematically take account of their results in higher education programme planning or for other purposes?

Yes ▾

V.2.2.1. Please specify which educational authorities use this kind of labour market information and indicate the mechanisms through which such information is used (e.g. through quantitative targets for study fields in the 1st or the 2nd cycle etc.). Please also provide the full reference(s) to relevant document(s).

HEIs are expected to take the results into consideration when planning admission, building up curriculums, opening up new study fields in their institution, etc.

V.3. In your country, are employers involved in higher education planning and management?

Yes ▾

V.3.1. How are they involved?

Curriculum development in higher education

Employers have to be involved Employers can be involved Employers are not involved No answer

Teaching

Employers have to be involved Employers can be involved Employers are not involved No answer

Participation in sectoral/national/regional bodies that influence decision-making in higher education institutions

Employers have to be involved Employers can be involved Employers are not involved No answer

Participation in governing bodies of HEIs

Employers have to be involved Employers can be involved Employers are not involved No answer

V.3.2. Please provide the details and the source of evidence here.

Universities Act <https://www.riigiteataja.ee/en/eli/517012014002/consolide>

Institutions of Professional Higher Education Act <https://www.riigiteataja.ee/en/eli/504112013013/consolide>

V.3.3. If employers can be, or they have to be involved in other ways than described in the previous question, please provide the details and the source of evidence here.

Pursuant to the Institutions of Professional Higher Education Act, an advisory body that connects institutions of professional higher education and society is established; the advisory body is comprised of representatives of the economic and cultural communities, registered professional and industry associations, federations of employers, state agencies and local authority agencies. Pursuant to the Universities Act and the Institutions of Professional Higher Education Act, the rector has the right to invite, without announcing a competition, scientists or other distinguished creative persons or practitioners to work as visiting teaching staff for up to five years. The representatives of employers as well as occupational and professional associations are involved in the curriculum development working groups. The Universities Act: universities, institutions of professional higher education, research and development institutions, registered professional and occupational associations, associations of employers and associations of student bodies may propose candidates for members of the assessment councils whose activities are coordinated by the Estonian Higher Education Quality Agency. Universities Act <https://www.rigiteataja.ee/en/eli/517012014002/consolide> Institutions of Professional Higher Education Act <https://www.rigiteataja.ee/en/eli/504112013013/consolide>

V.3.4. In your country, is public funding allocated into cooperation projects between the higher education sector and business?

Yes

V.3.5. Please provide the details on how public funding aims to facilitate university-business cooperation projects. Please also provide the full reference(s) to relevant document(s).

Applied research, internships, Brainyacht entrepreneurial competition (<http://www.cas.ee/ct/ettevoetjale/innovatsioon/startsmart>). ESF measure of cooperation between academia and business development (<http://tartu.archimedes.ee/projektid/>).

V.3.6. In your country, are there any specific degree programmes that have been developed with the close involvement of employers?

Yes

V.3.7. Please describe these specific higher education degree programmes here. Please also provide the full reference(s) to relevant document(s).

here was a separate ESF measure of cooperation between academia and business development (<http://tartu.archimedes.ee/projektid/>, such as the "Little shipbuilding IT Academy curriculum," Biomedical Engineering and Medical Physics").

V.4. Within the European Union, Directive 2013/55/EU on the recognition of professional qualifications regulates the insertion of practical training into certain, professionally oriented study programmes (these programmes lead to the following professions: doctor/specialised doctor, midwife, nurse responsible for general care, dental practitioner/specialised dental practitioner, veterinary surgeon, pharmacist and architect).

In your country, are there requirements on the inclusion of work placements/practical training in higher education programmes leading to other qualifications?

Yes, requirements exist regarding the inclusion of work placements/practical training in other programmes

V.4.1. Please provide the details on the regulatory framework here. Please also provide the full reference(s) to relevant document(s).

Kõrgharidusstandard - <https://www.rigiteataja.ee/akt/129102013009?leiaKehtiv>

V.4.2. Please provide the (approximate) proportion of students participating in work placements/practical training during their studies as part of the programme they are studying in for the latest available year.

1st cycle	<input type="radio"/> 0%	<input type="radio"/> 1-10%	<input checked="" type="radio"/> 11-30%	<input type="radio"/> 31-50%	<input type="radio"/> 51-70%	<input type="radio"/> 71-99%	<input type="radio"/> 100%	<input type="radio"/> Not available	<input type="radio"/> No answer
2nd cycle	<input type="radio"/> 0%	<input type="radio"/> 1-10%	<input type="radio"/> 11-30%	<input type="radio"/> 31-50%	<input type="radio"/> 51-70%	<input type="radio"/> 71-99%	<input type="radio"/> 100%	<input checked="" type="radio"/> Not available	<input type="radio"/> No answer
1st and 2nd cycle combined	<input type="radio"/> 0%	<input type="radio"/> 1-10%	<input type="radio"/> 11-30%	<input type="radio"/> 31-50%	<input type="radio"/> 51-70%	<input type="radio"/> 71-99%	<input type="radio"/> 100%	<input checked="" type="radio"/> Not available	<input type="radio"/> No answer

V.4.2.1. Please provide the source information here.

Estonian educational information system (EHIS, www.ehis.ee)

V.4.3. In your country, are there any incentives given to higher education institutions to include work placements/practical training for students in the 1st or 2nd cycle or both in higher education programmes (e.g. through covering the costs of internships by public funding)?

No

V.4.3.1. Please provide the details on the incentives given. Please also specify if initiatives target under-represented groups of students. Please also provide the full reference(s) to relevant document(s).

V.4.3.2. Please provide the details on the incentives given. Please also specify if initiatives target under-represented groups of students. Please also provide the full reference(s) to relevant document(s).

V.5. Besides quality assurance (QA), are there any other mechanisms to evaluate the employability performance of higher education institutions/programmes?

No

V.5.1. Please provide the details on these mechanisms, their compulsory/optional nature and the consequences of evaluation (financial or other). Please also provide the full reference(s) to relevant document(s).

V.5.2. Do graduate employment rates have an impact on higher education institutions' funding?

- Yes, within a funding formula
- Yes, as a performance-based mechanism
- Yes, within a different funding mechanism (please specify)
- No

V.5.2.1. Please provide details how. Please also provide the full reference(s) to all relevant document(s).

V.6. In your country, is the labour market situation of recent graduates examined through graduate tracking/tracer studies?

Yes

V.6.1. Are there tracer studies conducted on national level?

Yes

V.6.1.1. Are tracer studies conducted in regular intervals or on an ad hoc basis?

- In regular intervals
- On an ad hoc basis

V.6.1.2. Are there tracer studies conducted on regional level?

No ▼

V.6.1.3. Are tracer studies conducted in regular intervals or on an ad hoc basis?

- In regular intervals
 On an ad hoc basis

V.6.1.4. Are there tracer studies conducted on institutional level?

Yes ▼

V.6.1.5. Are tracer studies conducted in regular intervals or on an ad hoc basis?

- In regular intervals
 On an ad hoc basis

V.6.1.6. Please provide the details about tracer studies here. Please also provide the full reference(s) to relevant document(s), especially to results published.

Ministry of Education and Research (funding and initiation authority), in cooperation with HEIs. In every 3 years. Survey took place in 2014: all students (bachelor, master, doctoral level) that had graduated from their studies during the calendar year of 2012; special focus on international students. Survey took place in 2010, target group: all students (bachelor, master, doctoral level) that that had graduated from their studies during the calendar year of 2009. Survey took place in the end of 2007 and beginning of 2008, target group: all students (bachelor, master, doctoral level), that that had graduated from their studies during the calendar year of 2009.

V.6.2. Do educational authorities systematically take account of their results in higher education programme planning or for other purposes?

Yes ▼

V.6.2.1. Please specify which educational authorities use information on the labour market situation of graduates and indicate the mechanisms through which such information is used (e.g. through performance evaluation/payment by results/Quality Assurance). Please also provide the full reference(s) to relevant document(s).

Policy planning (i.e. planning of need-based study allowances, ...).

Data entry: (VI_Lifelong_learning)

VI.1. Do steering documents for higher education in your country contain a definition of lifelong learning?

Yes ▼

VI.1.1. Please provide the details on the exact formulation here (including references to relevant steering documents):

Lifelong learning includes formal education (preschool, elementary school, high school, vocational school, college) as well as external continuing education and re-training, and non-formal and informal learning in all its diversity. New knowledge and skills acquisition will provide opportunities for jobs, free education and interest in and for young people, as well as participation in the activities of civil society organisations or virtual space where you can learn individually or in tandem with others. Curiosity and interest for the design and development of study habits and values ??have an important role in the family, a variety of social networks, cultural institutions, as well as a conscientious objector.
(<http://www.hm.ee/index.php?popup=download&id=12568>).

VI.1.2. Please explain the common understanding of lifelong learning in higher education in your country:

VI.2. Is lifelong learning a recognised mission of higher education institutions?

Yes, all institutions

VI.2.1. Please indicate whether there are any legal requirements for higher education institutions to offer lifelong learning provision. Please also provide references to relevant steering documents:

Universities Act (<https://www.riigiteataja.ee/akt/110072012028?leiaKehtiv>):

Upon accomplishing its mission, universities cooperate with each other as well as with the while of society by supporting the development of society and the preservation of national culture by effective research, development or other creative activities and by creating and developing possibilities based on integrated instruction and research activities for international cooperation, the acquisition of higher education based on scientific approach and for continuing education.

According to the Institutions of Professional Higher Education Act (<https://www.riigiteataja.ee/akt/920764?leiaKehtiv>):

The functions of an institution of professional higher education are to promote lifelong learning that correspond to the needs of the labour market, to provide services including education and development, conduct applied research and help students become responsible citizens who are able to demonstrate initiative. Upon carrying out their mission, institutions of professional higher education cooperate with different institutions and actively communicate with the public, by supporting the development of society through effective development and innovation as well as applied research in their field.

To a certain extent, Estonian vocational education institutions may offer professional higher education programmes. According to the Vocational Educational Institutions Act, the functions and obligations are, as follows (<https://www.riigiteataja.ee/akt/102072013001?leiaKehtiv>):

- 1) to support the acquisition of competencies necessary for self-realisation and development, civil activity, social involvement, continuing education and employment (hereinafter key competencies) in order to enable the learner to successfully manage in the changing learning, physical and social and working environment;
- 2) to support the formation of the student's vocational, professional and occupational competence in order to enable the student to perform successfully in the labour market;
- 3) to develop and support the student's motivation for participation in lifelong learning.

VI.2.2. Please provide details on the institutions for which it is/it is not a recognised mission:

VI.2.3. If necessary, please provide comments here:

VI.3. What are the main forms of lifelong learning in which higher education institutions are involved? For each form, please indicate approximate % of institutions involved.

Formal HE programmes provided under flexible arrangements

0% (no institution involved) 1-25% 26-50% 51-75% 76-99% 100% (all institutions involved) % impossible to provide No answer

Non-formal courses open to all (e.g. languages)

0% (no institution involved) 1-25% 26-50% 51-75% 76-99% 100% (all institutions involved) % impossible to provide No answer

Preparatory courses for HE entrance examinations

0% (no institution involved) 1-25% 26-50% 51-75% 76-99% 100% (all institutions involved) % impossible to provide No answer

Professionally-oriented upgrading of already achieved qualifications

0% (no institution involved) 1-25% 26-50% 51-75% 76-99% 100% (all institutions involved) % impossible to provide No answer

Tailor-made provision for industry

0% (no institution involved) 1-25% 26-50% 51-75% 76-99% 100% (all institutions involved) % impossible to provide No answer

VI.3.1. Are there any other forms of lifelong learning in which higher education institutions are involved?

No ▼

VI.3.2. Please specify which forms and provide % of HE institutions involved.

VL3.3. If you have any comments regarding different forms of lifelong learning in which HE institutions are involved, please provide them here.

VL4. Are there legal restrictions or constraints for higher education institutions to offer lifelong learning provision?

No ▾

VL4.1. Please explain these restrictions.

VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

General public higher education budget (%) "0"

VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

Special budget for lifelong learning (%) "0"

VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

Private contributions from students (%) "0"

VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

Private contributions from business and industry (%) "0"

VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

Other (%) "100"

VL5.1. If relevant, please specify the option "other" here. You can also use this space to provide any comments regarding the previous question.

Do not share the funding amount.

VL5.2. If you have any further comments regarding this section, please provide them here:

VL6. In your higher education policy, is there a focus on promoting the flexible provision of higher education studies/programmes (e.g. changing the intensity of study programmes according to personal circumstances)?

No, there is no specific focus in HE policy on promoting the flexible provision of HE studies/programmes

VL6.1. Please provide a short description of specific policy measures that exist in your country.

VL7. Which of the statements on student statuses best describes the situation in your country?

There are several student statuses (e.g. 'full-time', 'part-time', etc.)

VL7.1. Please explain what student statuses exist in your country and how you define them.

In full-time study, a student shall cumulatively complete at least 75 per cent of the study load subject to completion according to the curriculum by the end of each academic year. The council of a university may specify curricula according to which only full-time study may be conducted and curricula regarding which higher requirements are set for full-time study conducted according thereto. In part-time study, a student shall cumulatively complete less than 75 per cent of the study load subject to completion according to the curriculum by the end of each academic year. The council of a university may specify the minimum study load subject to completion according to a curriculum in part-time study. In external study, it is possible for a person to take examinations and assessments according to a curriculum and to defend his or her final paper and take the final examination without participating in regular study, under the conditions and pursuant to the procedure established by the council of the university. External students are not deemed to be students. The legal status of external students and participants in in-service training courses is determined by law, the statutes of universities and other legislation.

VL7.2. If there is only one student status without any further distinctions, please specify whether HE students in your country can change the pace of their studies (e.g. apply for a limited number of credits) and follow de facto part-time studies.

VL7.3. Please indicate which fees apply to students studying part-time.

Students studying part-time pay the same amount of fees for the same volume of study (i.e. the same number of credits) as students enrolled in typical study arrangements. Student fees for part-time students or external (students) are decided by HE institutions. From 2013 onwards, the Government has set the maximum price level per ECTS for full-time students studying on curriculum taught in the Estonian language. There are no charge limits for part-time students or students studying in any other language.

VL7.4. Please indicate which fees apply to de facto part-time students.

VL7.5. Please indicate the amount of financial support, to which are eligible students holding a formal alternative student status.

No financial support for students studying part-time

VL7.6. Please indicate the amount of financial support, to which are eligible de facto part-time students.

VL8. Are there any higher education programmes in your country designed as 'part-time' programmes?

Yes ▼

VL8.1. Please provide details on these programmes (in particular, how they differ from conventional higher education programmes). Please also specify whether students following these programmes pay the same amount of fees (or higher/lower fees) and are eligible for the same amount of support (or higher/lower support) as students enrolled in conventional programmes.

According to law, HEIs are allowed to charge fees of 50-120 euro per ECP, depending on study field from students who are studying part-time.

VL9. Which of the following statements best describes the extent to which HE institutions offer part-time studies or other alternative forms of study?

Higher education institutions have autonomy to decide but most of them offer part-time studies or other alternative forms of study

VL9.1. If you have any further comments regarding this section, please provide them here:

VL10. In your country, can prior non-formal and informal learning be taken into account/accredited towards fulfilment of a higher education study programme?

Yes

VL10.1. Please choose the statement that best applies to your country-specific situation.

It is a legal right for candidates to have their prior non-formal and informal learning recognised towards fulfilment of a HE study programme and HE institutions must provide relevant procedures

VL10.2. Please specify whether the process can lead to a complete award of a higher education qualification or whether it can only lead to a limited number of credits.

Recognition of non-formal and informal learning can only lead to a limited number of credits (please use comments to specify the maximum amount of credits)

VL10.2.1. Please specify whether this possibility applies to all higher education qualifications or only to some higher education qualifications.

Please also specify whether this possibility is commonly used in practice.

VL10.3. If your answers to the three preceding questions were based on steering documents please specify the source (i.e. title of the document and link). If they are based on other sources (e.g. common practice of HE institutions), please specify it as well.

VI.10.4. Do steering documents in your country refer to any specific requirements towards those HE candidates/students who would like to fulfil their higher education modules/programme through the recognition of non-formal and informal learning?

No

VI.10.4.1. Please specify these requirements.

- Specific age requirements (please specify)
- Requirements related to the duration of prior professional experience (please specify)
- Other (please specify)

VI.10.5. Is it possible to provide data on the proportion of HE institutions which commonly use the recognition of prior non-formal and informal learning as a means of progression in HE studies (i.e. towards fulfilment of studies)?

Yes, there are official data based on central level monitoring, including surveys

VI.10.5.1. Please indicate the proportion of higher education institutions which use the recognition of prior non-formal and informal learning as a means of progression in HE studies (i.e. towards fulfilment of studies).

+96%

VI.10.5.2. Please indicate the source and the reference year.

<https://www.riigiteataja.ee/akt/129102013009>

VI.10.6. Is it possible to provide data on the number of students who participated in the recognition of non-formal and informal learning and were exempted from some/all HE programme requirements?

Yes, there are official data based on central level monitoring, including surveys

VI.10.6.1. Please indicate the number of students who participated in the recognition of non-formal and informal learning and were exempted from some/all HE programme requirements.

6178

VI.10.6.2. Please indicate the source and the reference year.

http://primus.archimedes.ee/sites/default/files/vota/v%C3%95TA%20statistika%202013_koond.xls

VI.10.7. Are there any plans to create such a possibility? If yes, please provide details on the on-going debates.

VI.10.6.3. If you have any further comments regarding this section, please provide them here:

VI.11. Besides the approaches mentioned throughout the LLL section, are there any other approaches to enhancing lifelong learning and flexibility of higher education in your country?

No ▼

VI.11.1. Please specify what they are.

Data entry: (VII_Internationalisation_mobility)

7.1. Do higher education steering documents refer to internationalisation of higher education?

Yes

7.1.1. In your higher education steering documents, there are:

- Clear aims and objectives regarding internationalisation of higher education
- Concrete measures for implementing internationalisation of higher education

7.1.2. Please specify:

7.2. Which national level public institutions are involved in the internationalisation of higher education in your country?

- No designated institution
- Specific Department in the Ministry responsible for Higher Education
- Agency for the internationalisation of higher education
- Stakeholder organisations
- Other

7.2.1. Please specify the name and provide a link to its website (if available) and a brief description of its main activities:

7.3. Does your country have a formal national strategy for internationalisation of higher education?

Yes

7.3.1. Please provide a reference and link to the document (if available, also in English):

<http://www.studyinestonia.ee/about-us/higher-education-in-estonia/strategy-documents>

7.3.2. Has the impact of the strategy been assessed?

No

7.3.2.1. Please specify by whom, and provide a reference/link:

7.3.3. What percentage of higher education institutions have adopted an internationalisation strategy?

100%

7.3.3.1. Please provide a source for this information:

Internationalisation has been agreed upon between the state and the university.

7.3.4. What percentage of higher education institutions are engaged in internationalisation actions without having adopted a formal strategy?

0%

7.3.4.1. Please provide a source for this information:

Internationalisation has been agreed upon between the state and the university.

7.4. Has your country defined targets for mobile students (if yes, please state the target)?

Credit mobility:Outgoing mobility All Estonian Doctoral students have spent at least one semester in a foreign university.

Credit mobility:Incoming mobility

Degree mobility:Outgoing mobility

Degree mobility:Incoming mobility 10% of all Doctoral graduates in Estonian universities are foreigners

7.4.1. Has your country defined targets for incoming international students with a first degree obtained outside the EHEA?

No

7.4.1.1. Please specify:

7.4.2. Has your country defined other targets related to the internationalisation of higher education (e.g. mobile academic staff, types of partnership in higher education and research etc.)?

Yes

7.4.2.1. Please specify:

3% of permanent teaching staff positions to foreigners

7.5. Is there a specific budget for funding internationalisation activities in higher education in your country?

Yes

7.5.1. Please specify:

Scholarships for degree mobility and for outgoing students apply mostly at PHD and master's level and on a very limited amount (excellence programme) at BA level. I and II cycle students mostly use the Erasmus LLP programme. A smaller amount of scholarships are available under bilateral agreements. Master's and PhD students can use the scheme called Kristjan Jaak. For incoming PhD degree students who are financed by the ESF programme DORA, travel (incl. travel to a home country once a year) and re-location allowance are awarded in addition to monthly scholarships. For outbound students under this programme, an extra cost for transportation is also covered. Special scholarships for disabled students are available through the Erasmus programme. Information about scholarships can be found here: <http://www2.archimedes.ee/amk/index.php?lcht=9>

7.6. Are there other incentives for higher education institutions to engage in internationalisation activities in your country?

No

7.6.1. Please name and describe them:

7.7. Does your country provide specific, additional funding to higher education institutions for the development and implementation of joint/double degree programmes?

No

7.7.1. Please explain this funding, and how it is allocated:

7.8. Is there a legal requirement for higher education institutions to publish vacancy notices for academic staff in media operating outside your country?

No, such practice is not required and would be very unusual

7.8.1. Please provide a reference:

7.9. Do any higher education institutions have campuses abroad?

Yes

7.9.1. How many campuses do your higher education institutions have abroad?

2.0000000000

7.9.2. In which countries do they have these campuses?

Finland

7.10. Do any higher education institutions (HEIs) in your country offer massive open online courses (MOOCs) in your country?

Yes

7.10.1. Please provide:

The percentage of HEIs offering MOOCs (%) "0.05"

7.10.1. Please provide:

The number of MOOCs currently offered (1,2,3 n) "1"

7.11. Does your country have main regions of operation for international student mobility?

Yes

7.11.1. Which are the main regions of operation for student mobility?

- EHEA
- Non EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and southern Africa
- Australia, New Zealand
- Other

7.11.2. Please specify

7.11.3. Does your country have main regions of operation for joint/double degrees?

No

7.11.4. What are the main regions of operation for joint/double degree programmes?

- EHEA
- No EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.5. Please specify

7.11.6. Does your country have main regions of operation for campuses abroad?

Yes

7.11.7. What are the main regions of operation for campuses abroad?

- EHEA
- No EU EHEA
- EU only
- USA/Canada
- Latin America

- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.7.1. Please specify

7.11.8. Does your country have main regions of operation for international cooperation in research?

No

7.11.9. What are the main regions of operation for international cooperation in research?

- EHEA
- Non EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.9.1. Please specify

7.11.10. Does your country have main regions of operation for other forms of internationalisation (please specify the forms)?

No

7.11.11. What are the main regions of operation for other forms of internationalisation (please specify the form)?

- EHEA
- No EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.11.1. Please specify

7.12. Comments:

7.13.1. Please tick the three most important obstacles to incoming student mobility for your country.

- Funding
- Recognition
- Language
- Curriculum/Study organisation
- Legal issues
- Motivating and informing students
- Personal and family life

There are some problems concerning language issues while applying for a residence permit in Estonia or working permits..

7.13.1.1. Please specify:

7.13.2. Please tick the three most important obstacles to outgoing student mobility for your country:

- Funding
- Recognition
- Language
- Curriculum/study organisation
- Legal issues
- Motivating and informing students
- Personal and family life

Based on the information received from HEIs, one of the biggest obstacles lies in the lack of Estonian embassies, as visa procedures in many cases have to be done in an embassy of the receiving

country.

7.13.2.1. Please specify:

7.14. Are at least some of the obstacles that you ranked above particularly important in / relevant for:

Specific study cycles Yes No No answer

Specific fields of studies Yes No No answer

Credit mobility Yes No No answer

Degree mobility Yes No No answer

7.14.1. Please specify:

7.15. What measures/programmes has your country implemented to tackle and remove the obstacles to student mobility that you mentioned?

n/a

7.16. Has your country monitored the effects of these measures/programmes?

No

7.16.1. Please provide information on how this monitoring is undertaken:

Who is responsible (which institution(s)) ""

7.16.1. Please provide information on how this monitoring is undertaken:

How regularly is monitoring conducted (annually, biannually, etc.) ""

7.16.1. Please provide information on how this monitoring is undertaken:

The most recent results (please specify) ""

7.17. Comments:

7.18. Do you have a central website which provides information about all mobility schemes for national and international students?

Yes

7.18.1. Please provide a link to the website:

<http://www.studyinestonia.ee/about-us>

7.18.2. Is the website linked to Bologna website?

No

7.19. Do your national institutions/agencies responsible for internationalisation:

Provide information exclusively on national programmes and higher education institutions

7.19.1. Please provide a link to such information:

7.20. Do higher education programmes taught in widely spoken, non-native languages fall under the same legal regime as programmes taught in official languages of the country?

No

7.20.1. Do students have to pay additional fees?

No

7.20.2. Are there any other differences? Please specify:

In regard to students who are not studying in the Estonian language, HEIs are allowed but are not obliged to charge fees.

7.21. Comments:

7.22. Since 2012, has your higher education minister participated in:

- the 2012 Bologna Policy Forum
- other bilateral and/or multilateral ministerial dialogues
- international events other than ministerial meetings

7.22.1. Please specify with which countries:

7.22.2. What were the main higher education issues addressed in these events?

7.23. Comments:

7.25. Are there national policy goals regarding staff mobility in higher education?

Yes

7.25.1. Please specify and provide reference:

3% of permanent teaching staff positions to foreigners (<http://www.studyinestonia.ee/about-us/higher-education-in-estonia/strategy-documents>)

7.26. Are there any national mobility programmes for higher education staff?

Researchers Yes No No answer

- Teaching staff Yes No No answer
- Doctoral candidates Yes No No answer
- Technical staff Yes No No answer
- Administrative staff Yes No No answer
- International officers Yes No No answer
- Guidance counsellors Yes No No answer
- Others Yes No No answer

7.26.1. Please provide details and a link for further information on relevant programmes

<http://adm.archimedes.ee/stipendiumid/programm-dora/t2/>

7.27.1. Does your country define quantitative targets for any incoming staff mobility?

- Researchers Yes No No answer
- Teaching staff Yes No No answer
- Doctoral candidates Yes No No answer
- Technical staff Yes No No answer
- Administrative staff Yes No No answer
- International officers Yes No No answer
- Guidance counsellors Yes No No answer
- Others Yes No No answer

7.27.1.1. Please specify any targets that exist:

3%

7.27.2. Does your country define quantitative targets for any outgoing mobility?

- Researchers Yes No No answer
- Teaching staff Yes No No answer
- Doctoral candidates Yes No No answer
- Teaching staff Yes No No answer
- Administrative staff Yes No No answer
- International officers Yes No No answer
- Guidance counsellors Yes No No answer
- Others Yes No No answer

7.27.2.1. Please specify any targets that exist:

no targets

7.28. For each staff group, is information collected on participation rates in mobility?

- Researchers Yes No No answer
- Teaching staff Yes No No answer
- Doctoral candidates Yes No No answer
- Technical staff Yes No No answer
- Administrative staff Yes No No answer
- International officers Yes No No answer
- Guidance counsellors Yes No No answer
- Others Yes No No answer

7.28.1. Which organisation(s) collect this information? Please provide a link.

7.29. Are there any mechanisms to reward staff who participate in mobility?

- Career development advantages Yes No No answer
- Financial benefits Yes No No answer
- Non-financial benefits Yes No No answer
- Other Yes No No answer

7.29.1. Please specify how staff who participate in mobility are rewarded:

n/a

7.30. Is there a website which provides information about all international mobility schemes for staff?

7.30.1. Please provide a link:

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Immigration restrictions "8"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Recognition issues "1"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Language issues "5"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Lack of funding "7"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Administrative burden "4"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Lack of personal motivation and interest "3"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Incompatibility of pension and/or social security systems "2"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Legal issues "6"

7.31.1.1. Additional comments:

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Immigration restrictions "4"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Recognition issues "5"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Language issues "3"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Lack of funding "8"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Administrative burden "7"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Lack of personal motivation and interest "2"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Incompatibility of pension and/or social security systems "1"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Legal issues "6"

7.31.2.1. Additional comments:

7.32. What measures/programmes has your country implemented to tackle and remove the obstacles to staff mobility that you mentioned?

<http://adm.archimedes.ee/stipendiumid/programm-dora/t2/>

7.33. Has your country monitored the effects of these measures/programmes?

No

7.33.1. Please provide information on how this monitoring is undertaken:

Who is responsible (which institution(s)) ""

7.33.1. Please provide information on how this monitoring is undertaken:

How regularly is monitoring conducted (annually, biannually, etc.) ""

7.33.1. Please provide information on how this monitoring is undertaken:

The most recent results (please specify) ""

7.34. Please provide any additional comments on internationalisation and mobility that should be taken into consideration: