



EUROPEAN
Higher Education Area

**National Report regarding the Bologna
Process implementation
2009-2012**

Estonia

Part 1.0 BFUG Data Collection: administrative information

For which country do you fill in the questionnaire?

Estonia

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Contributors to the report

Government representatives = Eve T

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Employer representatives = -

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Student representatives = report was sent to the students union and short feedback was received

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Contributors to the report

Other (please specify) =

Part 1.1 BFUG Data Collection on Context and Structures

1. Do your steering documents for higher education policy explicitly take account of demographic projections for your country?

Yes

2. How do these projections affect higher education policy planning?

3. Which of the following statements correspond to your higher education system?

- Higher education institutions can be either academically or professionally oriented
- Higher education institutions are only academically oriented
- Higher education institutions are either public or private
- All higher education institutions are public

4. What is the number of institutions in the categories identified?

5. GENERAL DATA ON HIGHER EDUCATION SYSTEMS

5.1. Please provide the (approximate) percentages of first cycle study programmes across the following categories:

180 ECTS = 0

240 ECTS = 0

Other number of ECTS = 0

5.2. Please provide the (approximate) percentage of the total number of first cycle students enrolled in programmes of the following length:

180 ECTS = 0

240 ECTS = 0

Other number of ECTS = 0

5.3. Do degree programmes exist outside the typical Bologna 180-240 ECTS first cycle model (and/or calculated in years rather than credits)?

These may include integrated/long programmes leading either to a first or a second cycle degree.

Please choose..

5.4. In which study fields do these study programmes exist?

5.5. What is the typical length of these degree programmes outside the Bologna 180-240 ECTS model?

5.6. What (approximate) percentage of all students studying for a first degree (including students enrolled in the Bologna cycle structures) is enrolled in these programmes?

5.7. Please provide the (approximate) percentage of second cycle (master) programmes of the following length:

60-75 ECTS = 0

90 ECTS = 0

120 ECTS = 0

Other = 0

5.8. Please provide the percentages of the total number of second cycle students enrolled in programmes of the following length.

60-75 ECTS = 0

90 ECTS = 0

120 ECTS = 0

Other = 0

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

Please choose..

5.10. What is the typical length of these second cycle programmes outside the typical Bologna model?

5.11. What percentage of all second cycle students is enrolled in these programmes?

0

5.12. In which study fields to these programmes exist?

5.13. Please provide any additional relevant comments for consideration regarding general data on your country's higher education system.

6. PROGRESSION BETWEEN CYCLES

6.1. What percentage of first cycle programmes give access to at least one second cycle programme?

Please choose..

6.1.1. Please provide a source for this information.

6.2. What percentage of first cycle students continue to study in a second cycle *programme* after graduation from the first cycle (within two years)?

Please choose..

6.2.1. Please provide the source for this information.

6.3. What are the requirements for holders of a first cycle degree to access a second cycle programme?

All students (Scale 1) Yes No Some No answer

All students (Scale 2) Yes No Some No answer

Holders of a first degree from a different study field (Scale 1) Yes No Some No answer

Holders of a first degree from a different study field (Scale 2) Yes No Some No answer

Holders of a first degree from a different higher education institution (Scale 1) Yes No Some No answer

Holders of a first degree from a different higher education institution (Scale 2) Yes No Some No answer

6.3.1. When you selected 'some' in any of the answers above, please explain.

6.4. What percentage of all second cycle programmes give access without further studies to third cycle studies?

Please choose..

6.4.1. Please provide a source for this information.

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

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

Please choose..

6.6.1. Under which criteria is this possible?

6.7. What percentage of third cycle students enter into that cycle without a second cycle qualification?

Please choose..

6.8. Please provide any additional relevant comments for consideration regarding the progression between cycles.

7. LINKING BOLOGNA AND NON-BOLOGNA PROGRAMMES

7.1. Is access to degree programmes outside the typical Bologna model organised in a different manner than for Bologna first cycle programmes?

Please choose..

7.1.1. Please explain the differences.

7.2. Is access to the second cycle specifically regulated for students holding a degree from a programme outside the typical Bologna model?

Please choose..

7.2.1. Please specify how it is regulated.

7.3. Is it possible for graduates of a first cycle degree outside the typical Bologna model to enter a third cycle programme without a second cycle degree?

Please choose..

7.3.1. Please specify for which graduates.

8. DEVELOPMENT OF THIRD CYCLE PROGRAMMES

8.1. What types of doctoral programmes exist in your higher education system? (These may include, but are not restricted to, traditional supervision-based doctoral education, structured doctoral programmes, professional doctoral programmes etc).

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

Please choose..

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

8.3. Is the length of full-time third cycle (PhD) study programmes defined in your steering documents?

Please choose..

8.3.1. Please specify the number of years.

8.3.2. What is the average length (in years) of full-time third cycle (PhD) study programmes?

0

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

Please choose..

8.5. Are ECTS credits used in doctoral programmes?

Please choose..

8.6. Please provide any additional relevant comments for consideration regarding development of third cycle programmes.

9. TREATMENT OF SHORT CYCLE HIGHER EDUCATION PROGRAMMES

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

Please choose..

9.2. How are short cycle higher education programmes linked to the Bologna structures? Please tick the most appropriate case(s) for your country.

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

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

Please choose..

9.4. Please provide any additional relevant comments for consideration regarding the treatment of short cycle higher education programmes.

10. INTERNATIONAL JOINT DEGREES AND PROGRAMMES

10.1. Does national higher education legislation mention joint degrees?

Please choose..

10.1.1. Please provide a reference to the legislation and/or cite the relevant articles.

10.2. Does higher education legislation allow:

- Establishing joint programmes Yes No Legislation not clear Legislation doesn't mention joint degrees No answer
- Awarding joint degrees Yes No Legislation not clear Legislation doesn't mention joint degrees No answer

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

- Award joint degrees > 75-100% > 50-75% > 25-50% > 10-25% > 5-10% > 0-5% 0% No answer
- Participate in joint programmes > 75-100% > 50-75% > 25-50% > 10-25% > 5-10% > 0-5% 0% No answer

10.4. Please estimate the percentage of students in your country that graduated in the academic year 2009/10 ...

- 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

10.5. Do you have information about study fields in which joint programmes / joint degrees are most common?

Please choose..

10.5.1. Please explain briefly.

10.6. Please provide any additional relevant comments for consideration regarding your joint degrees and programmes.

Part 1.2 BFUG Data Collection on student-centred learning

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

Yes

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

Estonian Higher education strategy for 2006-2015 sets goals for different categories seen as part of student-centred learning concept. In its preamble strategy declares: The organisation of higher education is becoming increasingly student-centred - the expectations, needs and preferences of students have become factors that substantially affect the higher education system. Following action lines are defined: - The transition to competence-based study programmes will be supported by providing information and training targeting the teaching staff, and covering the topics of modern teaching methods and assessment. - The Ministry of Education and Research will cooperate with the higher education institutions to develop general national principles for the recognition of previous studies and work experience in the study process for all levels of study (together with career guidance). - Curriculums will be changed in a way to enhance student's choices and support opportunities for individualization of programs.

1.2. How important ('1' not important, '5' very important) are the following categories in your steering documents and national policies?

- | | | | | | |
|--|------------------------------------|------------------------------------|-------------------------|------------------------------------|------------------------------------|
| Independent learning | <input type="radio"/> 1 | <input checked="" type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| Learning in small groups | <input checked="" type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| Initial or in-service training in teaching for staff | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input type="radio"/> 5 |
| Assessment based on learning outcomes | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 |
| Recognition of prior learning | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 |
| Learning outcomes | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 |
| Student/staff ratio | <input type="radio"/> 1 | <input checked="" type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| Student evaluation of teaching | <input type="radio"/> 1 | <input checked="" type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |

1.3. Are there any other important concepts on student-centred learning in your steering documents?

No

1.4. Please specify.

2. Please provide a reference for your steering documents covering student-centred learning.

Estonian Higher education strategy for 2006-2015

3. Please provide any additional relevant comments for consideration regarding the student-centred learning.

4. LEARNING OUTCOMES

4.1. Are learning outcomes defined in your national steering documents? If so, please provide the definition.

According to the “Higher education standard” (Government regulation from 18.12.2008 nr 178) learning outcomes mean knowledge, skills and attitudes acquired as a result of learning that are described at the minimum level which is necessary for completion of the described study programme, module or subject. Achieving learning outcomes at higher levels than the minimum is differentiated by grading. Learning outcomes achieved on graduation from every higher education study level and their connections to the qualifications framework are described in the same regulation.

4.2. 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

From 2009/2010 study year all curriculums that were open for admission needed to be described through learning outcomes. From January 2012 diplomas can be issued and study work conducted only from learning outcome based curriculums.

4.3. 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.)

4.3.1. Does your country provide specific support measures on the national level?

For years 2008-2014 Ministry of Education and Research has established with the help of European Social Fond the programme called “Primus”. Programme aims at supporting the quality development of higher education and increasing the competitiveness of graduates. Program has 6 major action lines, one of them is supporting 19 higher education institutions (and the national student union) to develop learning outcomes, implement assessment of learning outcomes and improve quality of curriculums in general. Extra funding possibilities are created for activities like involving internal (including students) members and external stakeholders (employers) to the curriculum design, organising academic staff trainings (on topics like teaching methods, curriculum design, student centred learning, learning outcome based teaching approach, assessment procedures etc), conducting self assessments, participate in study visits and obtain and compile relevant materials and case books etc. Network of trained study program councillors has been created and every institution participating in Primus program should have at least one of such councillors.

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

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

In 2010 Minister of Education and Research has given out a regulation for higher education student assessment system and its procedures of assessment of learning outcomes. <https://www.riigiteataja.ee/akt/13230393>

4.5. 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

4.5.1. Please specify for whom and give approximate % that participate.

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

Yes

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

information can be found at ekka.archimedes.ee. (also in english)

4.6. Please provide any additional relevant comments for consideration regarding learning outcomes.

In 2010 approximately 6000 academic teachers are working at Estonian higher education institutions. In same year 2048 academic teachers were participating together 3200 times in 160 different trainings focusing on higher education didactics (29%), e-learning methods (20%) and in other trainings that helped to improve teaching skills (51%). Trainings were organised by University of Tallinn and University of Tartu and were funded through Primus program (see also 12 [X.3.1.]). Financial support was available for partner institutions of Primus program. All representatives from other institutions could participate on their own expenses if there was an open call for participation. In 2010 462 persons were participating in trainings focusing only on learning outcomes. In addition, 5258 persons were participating in seminars combined with shorter trainings on different topics related with learning outcomes. (Last number does not show the number of individuals but the number of participation. It's not possible to detach academic staff or number of students that have participated). Seminars and trainings were financed by Program Primus (see also 12 [X.3.1.]) for its partner institutions. All representatives of other institutions could participate on their own expenses if there was an open call for participation. . RPL (recognition of prior learning) assessors are academic staff members and other people responsible for the curricula, although in some cases external experts are used. In 2010 295 assessors participated in various trainings aimed at improving the skills needed for assessing prior non-formal and informal learning. In addition, several seminars were organised on the same topic. Seminars and trainings were financed by Program Primus (see also 12 [X.3.1.]) for its partner institutions. All representatives of other institutions could participate on their own expenses if there was an open call for participation. In addition, institutions organise seminars and trainings from their annual budget or financed by other recourses. This information is not collected.

5. IMPLEMENTATION OF THE EUROPEAN CREDIT TRANSFER AND ACCUMULATION SYSTEM (ECTS)

5.1. In your country, do you use

ECTS

5.1.1. Please provide details of how it is linked to ECTS (when applicable) and its main characteristics (e.g. how credits are calculated and whether the system is based on learning-outcomes).

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

100%

5.3. In your country, what percentage of programmes use ECTS for accumulation and transfer for all elements of study programmes?

100%

5.4. In the majority of higher education institutions and/or programmes, what is the basis to award ECTS in your country?

Combination of learning outcomes achieved and student workload

5.4.1. Please specify.

5.4.2. For student workload, is there a standard measure for the number of hours per credit?

Yes

5.4.3. What is the number of hours per credit?

26

5.4.4. What is the number of student teacher contact hours per credit?

0

5.4.5. Please provide any additional relevant comments for consideration regarding ECTS implementation.

One ECTS credit point corresponds to 26 hours of study by a student (it includes all forms of study- contact- based, independent work, and working practice, assessment of learning outcomes) – this corresponds to 1560 hours and 60 credit points per academic year. In the part of a joint study programme implemented in an educational institution of a foreign country, a calculation system of study load other than provided in this clause may be used. From 2009/2010 all curriculums must be described through ECTS.

6. DIPLOMA SUPPLEMENT

6.1. Is the Diploma Supplement issued in higher education institutions and to students in all fields of study?

- All students answer >75% of HEIs 50-75% of HEIs 25-49% of HEIs 0-24% of HEIs 0% No
- Some students answer >75% of HEIs 50-75% of HEIs 25-49% of HEIs 0-24% of HEIs 0% No
- Upon request answer >75% of HEIs 50-75% of HEIs 25-49% of HEIs 0-24% of HEIs 0% No
- In certain fields of study answer >75% of HEIs 50-75% of HEIs 25-49% of HEIs 0-24% of HEIs 0% No
- No students answer >75% of HEIs 50-75% of HEIs 25-49% of HEIs 0-24% of HEIs 0% No

6.1.1. Please identify those fields.

6.1.2. Please specify to which students.

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

No

6.2.1. Please provide the most recent results regarding the level of satisfaction of employers.

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

No

6.3.1. Please provide the most recent results regarding the level of satisfaction of institutions.

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

estonian, english

6.5. Is the Diploma Supplement issued

free of charge

6.5.1. Please provide the amount and the reason for the fee.

6.6. Please provide an example of your national Diploma Supplement (in pdf or similar format) and send it to data.collectors@ehea.info

6.7. Please provide any additional relevant comments for consideration regarding your diploma supplement.

Ds is always issued in Estonian language. A university or professional higher education institution issues a Diploma Supplement in English to every person who has completed Master's study, Doctoral study, study based on the integrated study programmes of Bachelor's and Master's study and professional higher education study. If an educational institution so decides, a Diploma Supplement in English may be issued also to a person who has completed Bachelor's study only if that person so requests. Educational institutions agreed upon in a co-operation agreement for a joint study programme shall always issue a Diploma Supplement in English to a person who has completed a joint study programme to the full extent, independent of the cycle of higher education completed. Issuing diploma supplement is not dependent from the field of study. Neither is information collected how many graduates of bachelor studies have requested diploma supplement in english. Regular monitoring is not conducted. If student is continuing their studies at the next level of higher education the monitoring is done by higher education institutions themselves. Estonian Enic/Naric centre has published guide- lines for HEIs to fill in diploma supplement. Guide lines are available at website of Enic/Naric. Regular counselling is done both by ENIC/NARIC centre and Ministry of Education and Research.

7. NATIONAL QUALIFICATIONS FRAMEWORKS (NQFs)

7.1. Have you started the process to develop a National Qualification Framework in your country?

Yes

7.2. The BFUG working group on qualification frameworks has developed the following steps to assess the progress made in establishing a national qualification framework.

Please choose below the stage that best describes your national situation.

9. Qualifications have been included in the NQF

Self – certification of EHEA-QF will be ready in 2011

7.2.1 Please provide the date when the step was completed.

16.08.2007

7.2.2. Please provide a reference for the decision to start developing a NQF.

The national QF for higher education has been adopted by the Cabinet of ministers within the “Higher education Standard” as of 16.08.2007. Reference is coming from Estonian higher education strategy for 2006-2015

7.2.3. Please provide a reference outlining the purpose of the NQF.

7.2.4. Please provide a reference to a document establishing or outlining the process of NQF development. Please also report, which stakeholders have been identified and which committees have been established.

7.2.5. Please provide a reference describing the agreed level structure, level descriptors and credit ranges.

**7.2.6. Please provide a reference outlining the form and the results of the consultation.
Please provide a reference for the design of the NQF as agreed by the stakeholders.**

7.2.7. Which stakeholders have been consulted and how were they consulted?

7.2.8. Please provide a reference document for the adoption of the NQF.

7.2.9. Are ECTS included in the NQF?

Please choose..

7.2.10. Please provide a reference for the decision to start the implementation of the NQF, including a reference to the roles of the different stakeholders.

7.2.11. Please provide a reference for the redesign of study programmes based on learning outcomes.

7.2.12. Please provide a reference outlining how qualifications have been included in the NQF.

According to the higher education standard: The learning outcomes achieved on graduation from a Bachelor's study programme are in conformity with the general requirements described in the 6th level of the qualifications framework. The learning outcomes achieved on graduation from professional higher education study programme are in conformity with the general requirements described in the 6th level of the qualifications framework. The learning outcomes achieved on graduation from a Master's study programme (including upon completion of the integrated study programmes of Bachelor's and Master's study) are in conformity with the general requirements described in the 7th level of the qualifications framework. The learning outcomes achieved on graduation from a Doctoral study programme are in conformity with the general requirements described in the 8th level of the qualifications framework. Learning outcomes of higher education levels are described on minimum level and can be found at the annex of higher education standard. See 50 [XIII.1.4.] Level, workload, profile and quality standards of HEIs are defined in University Act and Professional Higher education Act.

7.2.13. Please provide a reference to the self-certification report.

7.3. Does a website exist in your country on which the National Qualification Framework can be consulted?

No

7.3.1. Please provide the link to that website.

8. RECOGNITION OF QUALIFICATIONS

8.1. Which institution/organisation makes final decisions on recognising foreign qualifications for the purpose of academic study and work in your country?

- Recognition for academic study Higher education institution Central government authority (e.g. ministry) Regional government authority (e.g. ministry) National ENIC/NARIC centre Regional/local specialised independent institution Social partner organisation (employers' organisation, trade union etc) Individual employers Other No answer
- Recognition for professional employment Higher education institution Central government authority (e.g. ministry) Regional government authority (e.g. ministry) National ENIC/NARIC centre Regional/local specialised independent institution Social partner organisation (employers' organisation, trade union etc) Individual employers Other No answer

8.1.1. Please specify.

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

Applicant's right to fair assessment of qualification

All 3 points mentioned above are regulated and used in practise. Lisbon Recognition Convention was ratified by the Estonian Parliament in 1.04.1998. Assessment is usually conducted by ENIC/NARIC and final decision made by higher education institution or employer.

8.2.1. Please provide a reference to the relevant legislation.

Estonian legislation is based on LRC . See also 65 [XIV.2.]. “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 16 April 2006.

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

Please write your answer here: Enic/Naric centre is consulting HEIs and employers about recognition issues on a daily bases. See 70 [XIV.5.1.] In case of DirectiveEU 2005/36 (professions) Central Government is taking the final decision

8.4. Do higher education institutions typically:

make recognition decisions at central level

8.5. Are higher education institutions' recognition policy and practice typically evaluated in external Quality Assurance processes?

No

8.5.1. Please explain.

8.6. 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. Through the electronic list the information concerning the principles of the Lisbon Recognition Convention, subsidiary texts and national legal acts is shared. Also foreign qualifications are assessed by ENIC/NARIC. Website of centre is available both in Estonian and English.

8.7. Please provide any additional relevant comments for consideration regarding your system of recognition of qualifications.

"question: *Do higher education institutions typically - answers can be both 1 or 2. Answer 69 [XIV.5.] According to the requirements and procedures for institutional accreditation adopted in April 2011: academic recognition in higher education intuition should be based on Lisbon Recognition Convention. According to the requirements and procedures for transitional evaluation: Assessment of the quality of conducting studies shall be based among others on the following requirements: Qualifications of the teaching staff of a study programme group meet the requirements established in legislation (inc relevant qualifications) as well as those arising from the specifics of a study programme group. <http://ekka.archimedes.ee/universities/transitional-evaluation>

Part 1.3 BFUG Data Collection on Quality Assurance

1. CHARACTER OF EXTERNAL QUALITY ASSURANCE SYSTEM

1.1. Which situation applies in your country?

A single independent national agency for quality assurance has been established.

An independent and sovereign The Estonian Higher Education Quality Agency has been established in 2009 to foster the quality of higher education, and to promote and disseminate the best quality assurance practices. The Estonian Higher Education Quality Agency continues the work of the Estonian Higher Education Accreditation Centre and the Estonian Higher Education Quality Assessment Council that operated from 1997 to 2008

1.1.1. Please explain the main elements of your external quality assurance system. Which ministry or government-dependent agency is responsible for quality assurance? How is this responsibility managed in practice? If there are external evaluations of institutions and/or programmes, by whom are these evaluations undertaken, how often, and how are the outcomes of evaluation used?

1.1.2. Please explain the main elements of your external quality assurance system (if it exists). If there is no system of quality assurance, please state this explicitly.

1.2. What are the main outcomes of an external review undertaken by the different QA agencies?

Please choose..

1.3. 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

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

Yes

1.4.1. Please specify the normal impact of an external review.

Estonian Quality assessment has two branches: quality assessment of study programme groups and institutional accreditation. All institutions must pass an institutional accreditation and the evaluation of a study programme groups for operating as a higher education institution. From 2009-2012 Transitional evaluation of study programme groups takes place. As a result of quality assessment of study programm groups, 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. Final decision is made by the Government. A study programme group is a classification for similar study programmes and is based on the concept of ISCED97. Educational institutions must also undergo institutional accreditation at least once in 7 years starting from 2011. 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 institution for a period of 3 years and give guidelines for improvement. If the proposal is not to accredit the institution, the Minister of Education and Research has the right to give institution 2 years time for amendments and conduct a new evaluation or make the proposal to the Government to initiate a merger, division or a termination of the activities of the university.

1.5. Does the agency cover:

All higher education institutions

1.5.1. Collectively, do the agencies cover:

Please choose..

1.6. What is the main "object" of the external evaluations undertaken?

Institutions and programmes

1.6.1. Are all institutions subject to external evaluation?

Please choose..

1.6.1.1. Please specify

1.6.2. Are all programmes in all cycles subject to external evaluation?

Please choose..

1.6.2.1. Please specify

1.6.3. Are all institutions and all programmes subject to external evaluation?

Yes

1.6.3.1. Please specify

1.7. How are the positive outcomes of Quality Assurance evaluations made available to the public?

The positive evaluation reports are available at the webpage of the Estonian Higher Education Quality Agency .
<http://ekka.archimedes.ee/> and at the webpage of Estonian Ministry of Education and Research.

1.8. How are the negative outcomes of Quality Assurance evaluations made available to the public?

The negative outcomes of the evaluations are available at the webpage's of Estonian Higher Education Quality Agency and Estonian Ministry of Education and Research.

1.9. Which of the following issues are typically included in external quality assurance evaluations?

- Teaching
- Student support services
- Lifelong Learning provision
- Research
- Employability
- Internal Quality Assurance/Management system

Other (please specify)

Financial resources, IT resources and library holdings, national cooperation, international cooperation (mobility of students and teaching staff), serving the society. EKKA Quality Assessment Council adopted "The Requirements and Procedures for Institutional Accreditation" on 1 April 2011. Accreditation will also include topics like evaluation of governance and administration, relationships with internal and external constituencies etc.

1.9.1. For those issues that are typically included in external Quality Assurance evaluation, please briefly explain the approach.

Transitional evaluation of study programme groups 2009-2012 includes three main aspects: 1) quality of conducting studies (national cooperation, accreditation decisions, structure of study programmes, conformity of learning outcomes and objects); 2) the assessment of resources (information about teaching staff, international cooperation – mobility of students and staff, study environment, support services, IT resources and library holdings, financial resources); 3) and the assessment of sustainability of conducting studies (assessment of quality of conducting studies and sufficiency of resources, information about students, objectives and action strategies of the institution). The conditions for institutional accreditation has been recently adopted and will not influence the study year 2010/2011

1.10. Please provide any additional relevant comments for consideration regarding your external Quality Assurance system.

2. CROSS-BORDER EVALUATION

2.1. Does your national quality assurance system or legislative framework allow higher education institutions to choose a quality assurance agency from outside your country (instead of your national quality assurance agency)?

Yes, all institutions are able to choose

2.1.1. If some institutions are able to choose, please specify which ones.

2.1.2. If no, please go to section XVII.

2.2. Which conditions apply to the choice of a quality assurance agency from another country?

Other (please specify)

A university is obliged to guarantee that the Higher Education Quality Agency or with its approval a competent foreign quality agency conducts an institutional accreditation of the university at least once in seven years.

2.3. Please provide any additional relevant comments for consideration regarding Cross-Border Evaluation.

3. EVALUATION OF THE EXTERNAL QUALITY ASSURANCE SYSTEM AGAINST THE STANDARDS AND GUIDELINES FOR QUALITY ASSURANCE IN THE EUROPEAN HIGHER EDUCATION AREA (ESG)

3.1. Has the agency been evaluated against the European Standards and Guidelines?

- Yes, for the purpose of ENQA membership
- Yes, for an application to EQAR
- Yes, independently of ENQA/EQAR
- Such an evaluation is planned but has not yet taken place
- No

3.2. If an evaluation has been conducted, was the application successful?

4. INVOLVEMENT OF STAKEHOLDERS IN EXTERNAL QUALITY ASSURANCE

4.1. Is there a formal requirement that students are involved in any of the following? For each answer, please specify the relevant source.

- Student involvement in governance structures of national quality assurance agencies
- As full members in external review teams
- As observers in external review teams
- In the preparation of self evaluation reports
- In the decision making process for external reviews
- In follow-up procedures
- Other, please specify

4.2. Is there a formal requirement that international peers/experts are involved in any of the following:

- In governance structures of national QA agencies
- As full members in external review teams
- As observers in external review teams
- In the decision making process for external reviews
- In follow-up procedures
- Other (please specify)

4.3. Is there a formal requirement that academic staff are involved?

- In governance structures of national QA agencies
- As full members in external review teams
- As observers in external review teams
- In the preparation of self evaluation reports
- In the decision making process for external reviews
- In follow-up procedures
- Other (please specify)

4.4. Are there any formal requirements regarding the involvement of employers in external QA processes.

Yes

The assessment council includes at least one expert from each broad area of study. Candidates for the post of member of the council may be submitted by universities, institutions of professional higher education, research and development institutions, registered professional associations, associations of employers and associations of Student Bodies. No more than two members from the same university, institution of professional higher education, research and development institution, registered professional association, association of employers or association of Student Bodies may belong to the assessment council.

4.5. Please provide any additional relevant comments for consideration regarding the involvement of stakeholders in external QA.

The regulation of institutional accreditation for -sees the involvement of at least one student and one member outside of academic world.

5. INTERNAL QUALITY ASSURANCE

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

No

5.1.1. Please specify these requirements and the relevant source.

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

Higher education institutions

5.2.1. Please specify.

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

No

5.3.1. Please go to Question 5.6.

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

Please choose..

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

Please choose..

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

50-<75%

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

More than 75%

5.5.1. Please describe what kind of arrangements are in place.

From 2009-2011 all HEIs have participated (or will participate in near future) in transitional evaluation process of study programme groups. Process requires internal monitoring and self evaluation from HEIs. Evaluation reports indicate, that in most institutions periodic review is a common practice.

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

All

5.7. How many higher education institutions publish critical and negative outcomes of quality assurance evaluations?

More than 75%

5.7.1. Please provide a source for this information, and links to examples of critical/negative evaluations.

monitoring is done by ministry of education and research. Link to example - published information of negative evaluations regarding the programmes of Estonian Maritime Academy (in Estonian) <http://www.emara.ee/?id=1254>

5.8. Please provide any additional relevant comments for consideration regarding Internal Quality Assurance.

University act or other state regulations do not mention the internal quality assurance system as a definition nor obligation. As a result of this, we can't provide information about internal quality assurance procedures or involvement of persons. Although, university act describes the processes that are usually considered to be part of internal quality assurance system.

Part 1.4 BFUG Data Collection on Lifelong Learning

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

Yes

2. How do your steering documents define lifelong learning?

Life long learning and its definition can be found from different steering documents that are in strong connection with higher education area. Lifelong learning encompasses all learning activities undertaken during one's lifetime

3. What is the common understanding of lifelong learning in your country?

4. What are the main forms of lifelong learning provision in which higher education institutions are involved in your country?

There is relatively high proportion of students over 25 years of age. In 2010/11 the percentage was 38 (in 1993/94 22%). It is worth mentioning that percentage is quite high among the first cycle students being 29 in 2010/11. High proportion indicates that institutions use flexible study methods and create study environment that makes participation of older students possible. Examples are: - External studies (in external study, it is possible for a person to take examinations and assessments according to a study programme and to defend his or her final thesis and take the final examination without participating in regular study). - Part - time study is seen as possibility for students who fulfil less than 75% of study load by the end of each academic year. - Methods like distance learning, open-universities (studies usually take place during weekends) etc are in common. - Recognition of prior learning (RPL) is supported and practiced in higher education institutions. In addition most HEIs offer continuing education like professional training, retraining etc for adults. Mostly libraries of universities and other HEIs can be used publicly but specific conditions may be set for public users. First universities have started with child care facilities to support students with young children. Many higher education institutions have different facilities for in and outdoor sport activities that are for public use.

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

Yes, of all institutions

The most correct answer is Yes, in most institutions. Rise of Budgets of continuing education in many institutions and participation rate of older students indicates the importance of offering professional training and higher education programs to all age groups. According to university act all universities when pursuing their mission cooperate both with each other and with the whole society, supporting society's development and sustaining of national culture by effective research, development or other creative activity, creating and developing opportunities based on integrated education and research activities for international cooperation, for acquiring higher education based on scientific approach and for lifelong learning. According to the act of professional higher education institution the function of an institution is to promote lifelong learning responding to the needs of the labour market, to provide services covering study and development activities, to conduct applied research and to shape its students to become responsible citizens able to act on their own initiative. In pursuing their mission, institutions of professional higher education cooperate with various institutions and communicate actively with the public, supporting society's development by conducting effective development and innovation activities and applied research in their field. To certain extent Estonian vocational education institutions may offer professional higher education programs. According to the Vocational Educational Institutions Act the function of schools is to provide opportunities for students to acquire the knowledge, skills and moral values necessary for life and work in vocational education, including in professional in-service training and re-training, considering the needs of the society, the student and the labour market.

6. For which institutions is lifelong learning a recognised mission?

7. Are there legal requirements for higher education institutions to offer lifelong learning provision?

Yes

8. Please provide a reference to the relevant legislation or regulation.

for example: according to the law (University act and professional higher education institution act) The council of the public university or professional higher education institution is required to approve the fields and format of and procedure for continuing education provided at the institution;

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

Yes

10. Please explain these restrictions, and provide a reference to relevant legislation/regulations

Private higher education institutions have to apply for a separate education licence for every curriculum of continuing training longer than 120 hours or an half a year. Education licence is issued by the Ministry of Education and Research. (reference: Private school act and act of adult training)

11. Which are the three (maximum) most significant groups of intended users of lifelong learning services offered by higher education institutions?

- Adults in employment
- Unemployed adults
- Retired citizens
- Part-time students
- Adults without higher education qualifications
- Other, please specify

12. Where does the funding of lifelong learning provision in higher education come from?

- general higher education budget
- special budget for lifelong learning
- private contributions from students
- private contributions from business and industry

13. To what degree is the provision of lifelong learning in higher education funded from the public budget?

General higher education budget can be used only in specific situation. Every year Ministry of Education and Research is contracting higher education institutions to allocate state commissioned study places. If after the admission there are less persons competing to study than the number of student places formed on basis of state-commissioned education agreed in the performance agreement, or if the higher education institution is, for reasons independent of it, unable to fill the student places that have become available, the institution has the right to conduct professional training for adults with the funds allocated for financing these student places in the same broad area of study. The volume and conditions are agreed in the performance agreement and the percentage of allocation can be between 5-10% of study costs per one year. Later on, institution has the obligation to indicate in the implementation report of the performance agreement the number of persons who participated in the training and the study load, as well as the main undertakings and bodies that benefited from the training. There is possibility in a contract to agree upon financing the part-time study places. In practice its most often used in the field of education and in health. In study year 2010/2011 1.9% of student body were part time students studying on state –commissioned study places.

Part 2.1 BFUG Data Collection on policies to widen participation and increase flexibility

1. Do you want to answer this section now or later?

Now

2. Do individuals that meet higher education entry standards have a guaranteed right to higher education?

Yes in all fields

2.1 Please specify.

3. Which statement best describes your country's policy approach regarding the goal that the student body entering, participating and completing higher education should reflect the diversity of the population?

There is a combination of the two previous approaches.

4. UNDERREPRESENTED GROUPS

4.1. Please describe how your country's steering documents define underrepresented groups (e.g. based on socio-economic status, gender, ethnicity, disability, geography, other).

Estonian higher education strategy for 2006-2015 aims to guarantee fair access to higher education, according to one's abilities regardless of socio – economic status, special needs or place of living.

4.2. For each of these groups, please briefly describe the national/regional policies and measures that are put in place to address under-representation. These may include, but are not restricted to laws, regulations, campaigns, incentives, other actions etc.

a) Higher education strategy for 2006-2015 aims to support the access to higher education by learners with special needs will be supported - both through state funded scholarships and grants and other measures provided by higher education institutions. For the years 2008-2014 Ministry of Education and Research has established the program called "Primus". Program has been created with the help of European Social Fund and it aims at supporting the quality development of higher education and increasing the competitiveness of graduates. Program has 6 major action lines. One of them is supporting students with special needs from 19 higher education institutions. Students with special needs can apply for scholarships or for one time grants covering extra study costs. Scholarships or one time grants can be allocated for covering regular support services (eg personal assistants, sign language interpreter, transport for the disabled), or for irregular lump sum payment for services. In addition state has supported students with special needs through scholarships granted for the higher education institution to organise the regular support services (eg gesture language interpreter). In 2011 European Regional Fund will finance a Measure, which aims to support professional higher education institutions, universities and research and development institutes to improve fire safety of buildings and the access of disabled persons to the buildings. Total size of the measure is ca 6,3 million euros. From 2010/2011 students with special needs can apply for special Erasmus scholarship for participating in mobility programmes. b) In order to increase access to higher education in regions, to adults and students with special needs, the opportunities provided by e-learning have been actively utilised. Funding through ESF programme „Best“ is provided for building up new courses based on e-learning, developing e-teaching skills among academic staff, supporting tutors or education specialist to make the technology based learning easy, etc. Within the E-university framework HEIs can provide e-courses in regional e-learning centers. Because of the technical reasons, more information about this question is available in box "Please provide any additional relevant comments for consideration regarding your national policies to widen participation. "

4.3. How does your higher education system determine whether an individual belongs to a particular group (e.g. self-declaration)?

Indication is done through self-declaration of students and with information from HEIs.

4.4. Is there any funding reserved for measures to increase participation of under-represented groups?

Yes

4.4.1. Please specify.

For years 2008-2014 the biggest part of funding is supported by European Social Fund and European Regional Fund but also through state budget. All the activities described in this section are covered with central funding.

4.5. Do you have national targets/goals for participation of those groups that you identify as under-represented in higher education?

No

4.5.1. Please explain these targets briefly and name the groups to which they apply.

4.6. Does your country offer more public funding to higher education institutions to stimulate access for underrepresented groups?

Yes

4.6.1. Please specify and identify variation between different groups, where they exist.

General funding system from public funding supports Estonian language studies and in some cases students with special needs. (actions described above)

4.7. Is the effect of measures to increase participation of each of the groups monitored in your country?

Yes for some groups

4.7.1. Please specify.

a) The amount of students with special needs in higher education institutions is available and can be monitored. b) The admission to HE level according to the language and region of high school is analysed on annual base. c) The age and the gender of students (admission, drop-outs, and graduation) is monitored on a annual base. d) Use of RPL is monitored and data collection in certain HEIs, information will be added to the national data base from 2012 or 2013

4.8. Please provide details on how the higher education participation and graduation of each of the groups that you identify as underrepresented is monitored in your country.

Information is entered to Estonian educational information system by higher education institutions. Monitoring is mostly done by Ministry of Education and Research. Many HEIs conduct their own monitoring and carry out surveys about student participation, admission etc

4.8.1. What data is collected?

Data about students with special needs, student previous study place (geographical aspect), gender, age, nationality and place of living is available and is analysed by the ministry of Education and Research once a year. Information about socio-economic background or belonging to a minority group cannot be monitored

4.9. Is there a system to monitor the composition of the student body (in terms of groups identified as under-represented) by subject?

Yes

4.10. When are data generally collected?

During studies

4.10.1. Where an approach different from the general approach is used for any group, please specify.

4.11. Where is information provided by this monitoring system published (provide a reference and link)?

On the website of Estonian Ministry of Education and Research <http://www.hm.ee/index.php?048183>

5. GENERAL POLICY APPROACH TO WIDENING PARTICIPATION

5.1. If your country has a general policy approach to increase and widen participation and to overcome obstacles to access, please explain your approach briefly and provide reference to relevant documents.

General policy approach is described at Estonian higher education strategy for 2006-2015. Estonia 2020' competitiveness strategy draft for -sees increasing the share of those aged 30-34 with tertiary education to 40%. In 2009, 35.7% of people aged 30-34 had tertiary education. Reducing the percentage of adults (25-64) who lack professional education below 30% adults who lack specialized or vocational training at the higher educational or vocational educational level account for 35% of the 25-64-year-old age group The share of employees without specialized education is greatest among the young, 25-34 age group. In recent years, the share of people lacking specialized education on the labour market has remained basically unchanged. In 2009, the rate of adults' participation in lifelong learning was 10.6%; it had risen to over 12% as of the first half of 2010. Considering the continuous rising trend in recent years and the importance of the field with regard to increasing Estonia's competitiveness, Estonia finds it necessary to set the target higher. Reaching to the 40% and increasing participation reflects the need to widen the student population in near future.

5.2. How does your country's policy explicitly identify the obstacles that it addresses?

participation in lifelong learning and % of people with higher education qualification among 30-34 age group

5.3. What are the criteria used to measure and evaluate the success of specific initiatives and measures?

These targets are in conformity with the government's policies of recent years, but the analysis of measures necessary for achieving the objectives and changes thereto will be completed before April 2011, when it is currently planned that the 'Estonia 2020' competitiveness strategy will be approved by the government

5.4. In your country, is the composition of the student body monitored according to certain criteria?

Yes

5.4.1. Who monitors on the basis of which criteria?

Monitoring is done at least once a year by the Ministry of education and research but also by HEIs themselves and for some criteria by "statistics Estonia"

5.5. How is this data used in higher education policy?

data is used in policy planning on every day bases.

5.6. How are measures to remove obstacles to access primarily funded? If your country has a mixed system, please choose all adequate boxes. Please only indicate the most important source(s).

- From the general higher education budget
- From a specific budget
- From university budget
- There are no measures to remove obstacles to access

6. DIFFERENT APPROACH TO WIDENING PARTICIPATION

6.1. Please explain the characteristics of your country's policy to achieve the goal that the student body reflects the diversity of the population.

6.2. Does your country's policy approach explicitly identify obstacles to higher education?

Please choose..

6.2.1. Please describe these obstacles.

6.3. Does your country's policy approach make reference to parts/groups in the population?

Please choose..

6.3.1. Please describe these groups.

6.4. What measures does your country's policy take?

6.5. How does your country assess whether its policy has been successful?

7. COMPLETION OF STUDIES

7.1. Does your country have policies aiming to increase the level of completion of studies?

Yes

7.1.1. Please describe the main features of these policies.

In spring 2010 Ministry of Education and Research started a program "TULE" that offers higher education dropouts a chance to return to their studies and graduate. Returning students who are admitted to "TULE" program are financed by the program and don't have to pay a tuition fee. The program aims to help at least 800 former higher education dropouts to graduate.

7.2. Are student completion rates monitored in your country?

Yes, at national level

7.2.1. What use is then made of the data?

Completion rates are monitored by field of study and by level of study. Data has been used in building up national strategy of higher education, drafting measures of European Social Fund to support higher education, during financing higher education institutions from state budget etc.

7.3. Are there any incentives for higher education institutions to improve student completion rates?

Yes

7.3.1. Please specify the nature of these incentives.

State is observing completion rates when financing institutions through state – commissioned study places. If after the end of the standard period of higher education studies the number of the university's graduates of relevant study is less than the number of graduates agreed in the performance agreement by more than 5% and the conducting of professional training for adults has not

been demonstrated, the Minister of Education and Research has the right, when concluding a contract of state-commissioned education for the next years, to decrease the financing of the university by deducting that part of the expenditure which was made from the state budget for state-commissioned education which was not provided or by decreasing the volume of state-commissioned education determined for the next academic year. For years 2008-2014 Ministry of Education and Research has established with the help of European Social Fond the programme called "Primus" (programme aims at supporting the quality development of higher education and increasing the competitiveness of graduates). Program has 6 major action lines, one of them is supporting 19 higher education institutions with providing student services and helping institutions to deal with drop-outs. For example a special course has been implemented in several institutions to help students integrate to student life and improve their learning skills.

7.3.2. Are there any other incentives (e.g. it is a subject covered in external quality assurance procedures)?

8. STUDENT SERVICES

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

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

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

8.1.1. Please specify.

8.2. Who are the main users of the services?

No information available

8.2.1. Please specify.

8.3. Please provide the main source(s) of funding.

funding for student services is mainly coming from HEIs budget. For years 2008-2014 Ministry of Education and Research has established with the help of European Social Fond the programme called "Primus" (programme aims at supporting the quality development of higher education and increasing the competitiveness of graduates). Program has 6 major action lines, one of them is supporting 19 higher education institutions with providing student services. For example a network has been created for councillors working at HEIs for exchanging best practices, there are possibilities to finance trainings etc.

8.4. What are the main tasks of the services?

to help students to complete their studies and offer different kind of support needed.

8.5. Please provide any additional relevant comments for consideration regarding your national policies to widen participation.

d) The Ministry of Education offers a one-year or a semester advanced Estonian language course (with the provision of extra funding) to those students who have limited proficiency in Estonian and are granted a state-commissioned place. Institutions of tertiary education also play an active role in this area. Their supply of Russian courses often goes beyond the provision required by the Ministry.

9. Do you want to answer this section now or later?

Now

10. Does your country's higher education policy focus on promoting the flexible provision of higher education (e.g. changing the intensity of study programmes according to personal circumstance through part-time study, distance learning and e-learning)?

Yes

10.1. Please provide details of specific policy measures.

Higher education strategy for 2006 - 2015 mentions areas like and increasing the use of e-learning, (the opportunities provided by e-learning will be actively utilised, developing higher education institutions' joint e-learning centres based on public law university colleges and the e-learning centres of the e-university project. In the centres it will be possible to study any of the programmes of the higher education institutions that have joined the e-university, and if this condition is filled, state support for education specialists and tutors will be guaranteed.)

11. Does your country's policy on flexible provision of higher education contain a special focus linked to the goal of widening participation for underrepresented groups?

Yes

11.1. Please explain how higher education policy aims to attain this goal.

For example there are measures to increase participation among students with special needs. (The access to higher education by learners with special needs will be supported.)

12. Are there regulations or other policy measures regarding the relationship between employers and higher education institutions in fostering flexible learning?

No

13. Please provide details of these measures.

14. 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) and, if possible, provide approximate percentages of students entering through this route in parenthesis (). If less than five main routes exist, please write "n/a" in the remaining fields.

Route 1: = Entry with a school leaving certificate – 72% from 2010/2011 admission

Route 2: = Entry from vocational education institution with secondary school leaving certificate – 3% from 2010/2011 admission

Route 3: = Entry with foreign qualification equal to Estonian school leaving certificate 1% from 2010/2011 admission

Route 4: = n/a

Route 5: = n/a

15. Do higher education regulations and steering documents promote flexible entry to higher education, e.g. through alternative access routes?

No

15.1. Please briefly describe these measures.

16. PART-TIME STUDY

16.1. In your country, is there any official status other than full-time student?

Yes

16.1.1. If yes, what formal status does exist?

Part time students and external students are defined at the University act

16.1.2. How do you define it?

see answer under "Please provide any additional relevant comments for consideration regarding flexibility of higher education studies."

16.1.3. What are the reasons for offering a different student status?

To offer more flexibility and possibilities for different student groups who are not able to participate in full – time studies

16.1.4. How are these students treated differently (e.g. fees, student support, etc.)?

Part- time students are not eligible for student loans (According to the adult education strategy part time students should be eligible for student loans. Consultation process will start in near future – spring 2011) . Part- time students are eligible for only those state-commissioned study places that has been agreed in contract between the institution and Ministry of Education and Research Part time students are eligible for public student grants only if they meet conditions described in section 1.2

16.1.5. Please describe the most common understanding/concept of part-time studies.

16.2. In your country, do you have an explicit policy to encourage part-time study provision by higher education institutions?

No

16.2.1. Please describe briefly the main elements and provide the source.

16.3. Which one of the following statements best describes the current situation in your country?

All higher education institutions are required to offer part-time studies

16.3.1. Please specify

17. RECOGNITION OF PRIOR LEARNING

17.1. In your country, is there a legislation regulating recognition of prior non-formal and informal learning?

Yes

17.1.1. How does your legislation in higher education define prior learning?

Governmental Regulation called “Standard of higher education” declares the following: The purpose of recognition of prior learning and professional experience is to: 1) increase educational and professional mobility of persons, including persons with special needs, and enhance opportunities for life-long learning; 2) enable recognition of outcomes of studying in the educational system consisting of cycles (formal education), other organised study activities (non-formal education) and learning through professional experience and during everyday activities and during leisure time (informal education) equally to compliance with the admission requirements or with learning outcomes achieved by completing a study programme; 3) enable educational institutions to respond flexibly to changes in the labour market and change of labour needs. Also the general principles of recognition of RPL and principles for certification and assessment of RPL have been described in higher education standard.

17.1.2. Do your steering documents in higher education define prior learning?

Please choose..

17.1.3. How do your steering documents in higher education define prior learning?

17.2. In your country, apart from formal learning, what can be taken into account and recognised as prior learning in higher education?

- Prior non-formal learning (e.g. various non-certified courses)
- Prior informal learning (e.g. work experience)

17.3. Prior learning as defined by your steering documents can ...

- be used to gain admission to a higher education study programme
- be taken into account as partial fulfilment of a higher education study programme (e.g. to reduce the required amount of courses to be taken/credits to be gained)

17.4. Based on your steering documents or legislation, can applicants for higher education have prior non-formal or informal learning assessed and recognised?

Legislation expressly obliges higher education institutions to implement procedures for validation of non-formal and informal learning

17.5. If recognition of prior non-formal or informal learning is permitted by legislation but is not a right, is it:

Please choose..

17.6. What measures are in place to ensure that assessment of learning is based on reliable and valid evidence?

17.7. Is institutional practice in recognition of prior learning explicitly included in the quality assurance processes used to evaluate institutions and/or programmes?

Yes

17.8. Please provide any additional relevant comments for consideration regarding flexibility of higher education studies.

A student who has cumulatively complete less 75 per cent of the study load subject to completion according to the study programme by the end of each academic year is considered as a part time student. The council of a university may specify the minimum study load subject to completion according to a study programme in part-time study. In external study, it is possible for a person to take examinations and assessments according to a study programme and to defend his or her final thesis 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 at continuing education courses is determined by law, the statutes of universities and other legislation extra information about Recognition of prior learning: According to the standard of higher education, higher education institutions have to create opportunities for assessors to participate in in-service training and co-operation. Ministry of Education and Research has established with the help of European Social Fond the programme called Primus (for years 2008-2014 - programme that aims at supporting the quality development of higher education and increasing the competitiveness of graduates) that will among other

topics give 19 higher education institution possibility to discuss RPL related issues in a network and take part from different trainings build up for RPL related (academic) staff members. In 2009 and 2010 around 600 RPL assessors participated in trainings that deal with RPL assessment on various levels. In the end of the training the assessors should be aware that it is their role to the quality of RPL assessment and for that they have the right to ask the applicant for additional evidence, conduct an interview or use other assessment methods if there is any doubt in the validity or reliability of the evidence presented. General guidelines for RPL and its assessment have been worked out by the expert group in 2010. General guidelines have been considered as the part of quality agreement between professional higher education institution rectors conference and will most likely be added to the quality agreement of rectors conference. From 2012 Estonian higher education institutions may only issue state recognised diplomas in those study groups that have successfully passed the quality assurance procedures. If RPL has been assessed and considered to be part of fulfilling the curriculum, it will be compulsory to show the recognition of RPL also in diploma supplement from 2012. In other words institution will give its guarantee about the quality of assessment with its state recognised diploma. Ministry of Education and Research has the right to conduct state supervisory regarding fulfilling the requirements mentioned in standard of higher education.

Part 2.2 BFUG Data Collection on student contributions and support

1. STUDENT FEES AND CONTRIBUTIONS

The focus of the questions is on students, and is not limited to full-time daytime students. Furthermore, all first and second cycle students are included. 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.

1.1. Do you want to answer this section now or later?

Now

2. 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

3. In which currency are contributions to higher education institutions and other study costs paid in your country?

Official currency is EURO

4. In principle, which home students at public higher education institutions have to pay fees?

- During studies All students Specific groups of students No answer
- After studies All students Specific groups of students No answer

4.1. Which main exemptions to this principle exist in your country?

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

Need

Merit

Part-time/Full-
time/Distance
learning

Estonian higher education is partly financed by the state through state –commissioned study places. Study places formed on the basis of state-commissioned education must be filled according to the results of the entrance examinations taken by persons who wish to study according to the given study programme. Exact procedures and conditions are established by the council of the higher education institution.

Most of the state- commissioned study places are distributed to full- time students. Part – time student is not bounded to pay fees only if the student is studying in a field of study or is following a study program to where there is a given right to create free study places for part time studies according to the state-commissioned education contract between institution and the state.

Field of study

Approximately 51% of students are studying at state – commissioned study places during the academic year 2010/2011. The biggest proportion of free places are given to the fields of science and technology, also health and education. In 2010/2011 83 % of social science students are studying on non- state commission study places and have to pay fees. The provision of state-commissioned education at a higher education institution is determined by the Ministry of Education and Research based on the predicted need for specialists with higher education in the labour market. To provide state-commissioned education, the agreements are concluded between the HEIs and the Ministry of Education and Research. Agreement determines the amount of student places to be formed on the basis of state-commissioned education on the broad areas of study.

5. With regard to fees, are home students in the second cycle treated differently to those in the first cycle?

No

5.1. In principle, which second cycle students at public higher education institutions have to pay fees?

- During studies All students Specific groups of students No answer
After studies All students Specific groups of students No answer

5.2. What main exemptions to this principle exist in your country?

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

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

6. What is the minimum, maximum and most common amount of fees payable by home students in the first cycle? Please multiply any annual fees (including registration, tuition, administration, graduation and other fees) by the most common length of programmes in this cycle and add fees to be paid only once to that amount.

Minimum amount = -

Maximum amount = -

Most common amount = -

6.1. Which home students pay the minimum and the maximum amount in the first cycle? (e.g. students in certain subjects, students in need, students with good academic performance, part-time students, other...)

Official data about tuition fees is not collected in 2010/2011. Latest survey about tuition fees was based on information found from HEIs websites and was made in 2008/2009 by the Ministry of Education and Research. The rate for reimbursement of study costs for a person enrolling into a higher education institution is not regulated by the State. According to the law, the rate for reimbursement has to be established by the council of the institution at least four months before the beginning of an academic year. The council of the institution may increase the rate for reimbursement of study costs for a matriculated student by up to 10 per cent compared to the preceding academic year. Most commonly institutions use amount of ECTS or academic semester as one of the formula components when calculating the amount of payment. In addition to tuition fees, registration fees and other fees are taken by some of the institutions – minimum or maximum amount unknown. Higher education Institutions may set their own criteria when differentiating student fees for students in certain subject areas, for students with special needs etc. there are no possibility to comment to the question *In principle, which home students at public higher education institutions have to pay fees? Answer "after studies" - right answer should be "no students". Fees have to be payed during the studies. Only the student loan is payed after graduation.

6.2. Please provide the percentage of students paying the minimum and the maximum amount in the first cycle. If precise data are not available, please provide an estimate.

Recently the official or non – official data about minimum and the maximum amount has not been collected or analysed by the ministry. Highest fees can probably be found on the certain subject areas of medicine and veterinary (for example, can go up to 7400 euro per year). Example of smallest fees can be found in private theology academies (500 euro per year or even less).

7. What is the minimum, maximum and most common amount of fees payable by home students in the second cycle? Please multiply any annual fees (including registration, tuition, administration, graduation and other fees) by the most common length of programmes in this cycle and add fees to be paid only once to that amount.

Minimum amount = -

Maximum amount = -

Most common amount = -

7.1. Which home students pay the *minimum* amount in the second cycle? (e.g. students in certain subjects, students in need, students with good academic performance, part-time students, other...)

Official data about tuition fees is not collected in 2010/2011. Latest survey about tuition fees was based on information found from HEIs websites and was made in 2008/2009 by the Ministry of Education and Research. The rate for reimbursement of study costs for a person enrolling into a higher education institution is not regulated by the State. According to the law, the rate for reimbursement has to be established by the council of the institution at least four months before the beginning of an academic year. The council of the institution may increase the rate for reimbursement of study costs for a matriculated student by up to 10 per cent compared to the preceding academic year. Most commonly institutions use amount of ECTS or academic semester as one of the formula components when calculating the amount of payment. In addition to tuition fees, registration fees and other fees are taken by some of the institutions – minimum or maximum amount unknown. Higher education Institutions may set their own criteria when differentiating student fees for students in certain subject areas, for students with special needs etc.

7.2. Which home students pay the *maximum* amount in the second cycle? (e.g. students in certain subjects, students in need, students with good academic performance, part-time students, other...)

Official data about tuition fees is not collected in 2010/2011. Latest survey about tuition fees was based on information found from HEIs websites and was made in 2008/2009 by the Ministry of Education and Research. The rate for reimbursement of study costs for a person enrolling into a higher education institution is not regulated by the State. According to the law, the rate for reimbursement has to be established by the council of the institution at least four months before the beginning of an academic year. The council of the institution may increase the rate for reimbursement of study costs for a matriculated student by up to 10 per cent compared to the preceding academic year. Most commonly institutions use amount of ECTS or academic semester as one of the formula components when calculating the amount of payment. In addition to tuition fees, registration fees and other fees are taken by some of the institutions – minimum or maximum amount unknown. Higher education Institutions may set their own criteria when differentiating student fees for students in certain subject areas, for students with special needs etc.

7.3. Please provide the (approximate) percentage of students paying the minimum and the maximum amount in the second cycle. If precise data are not available, please provide an estimate.

Recently the official or non – official data about minimum and the maximum amount has not been collected or analysed by the ministry. Estimation cant be made.

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

8.1. What is the minimum, maximum and most common amount of fees (including registration, tuition, administration and graduation fees) payable by international students in the first cycle?

Minimum amount =

Maximum amount =

Most common amount =

8.2. According to your country's steering documents, students from which countries are considered international students?

According to UNESCO-UIS / OECD / EUROSTAT Data Collection on Education Statistics manual two operational definitions are widely used to identify mobile students and their country of origin: students who are not usual residents of their country of

study or students who received their prior qualifying education in another country. Estonia uses definition where mobile/international students are defined on the basis their country of usual residence. Homecoming national students (students who are citizens of the reporting country but have their usual residence abroad or who received their prior qualifying education abroad) should not be classified as mobile students. Such students as citizens of the reporting country will be entitled to permanent residence of that country.

9. Who defines the fee amounts for any student in the first cycle?

Each higher education institution defines its own fees

Higher education institutions can define their fees, but there are limits set by the central/regional authority

Higher education institutions can define their fees, but they have to be approved by the central/regional authority

Central/regional authority defines the value range of fees

The Law of University declares that the council of the higher education institution may increase the rate for reimbursement of study costs for a matriculated student by up to 10 per cent compared to the preceding academic year.

10. Who defines the fee amounts for any student in the second cycle?

Each higher education institution defines its own fees

Higher education institutions can define their fees, but there are limits set by the central/regional authority

Higher education institutions can define their fees, but they have to be approved by the central/regional authority

Central/regional authority defines the value range of fees

The university law declares that the council of the higher education institution may increase the rate for reimbursement of study costs for a matriculated student by up to 10 per cent compared to the preceding academic year.

11. Do students have to pay compulsory contributions to student unions/representations?

No

11.1. Please provide the payable amounts and explain differences between cycles and students, where they exist.

12. Do you want to answer this section now or later?

Now

12.1. Please identify the main focus of your country's student support system.

A combination of grants and loans for students and of tax benefits for parents

12.2. The following questions deal with public grants and loans separately. If there is a combined system of grants and loans in your country, please provide information about your system here. In this case, please still answer the questions on grants/scholarships and loans, keeping in mind the relevant parts of your combined system.

13. PUBLIC GRANTS AND SCHOLARSHIPS

13.1. Does any student receive public financial support in the form of grants and/or scholarships?

Yes, students of all cycles

There is a difference in system for 1 and second cycle students and for PhD students

13.2. Which first cycle students are eligible for grants and/or scholarships?

Specific groups of students

13.2.1. Which groups of students receive grants and/or scholarships?

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

13.2.2. What percentage of first cycle students receives a grant and/or scholarship?

17

13.3. What is the minimum, maximum and most common value of **grants/scholarships available to first cycle students in higher education?**

Minimum = From basic study allowance fund the size of awarded scholarship is 55.93 per month (10 months per year). From supplementary allowance funds the size of awarded scholarship is 28.13 per month (10 months per year)

Maximum = From basic study allowance fund the size of awarded scholarship is 55.93 per month (10 months per year). From supplementary allowance funds the size of awarded scholarship is 28.13 per month (10 months per year)

Most common = From basic study allowance fund the size of awarded scholarship is 55.93 per month (10 months per year). From supplementary allowance funds the size of awarded scholarship is 28.13 per month (10 months per year)

13.4. Which second cycle students are eligible to receive **grants and/or scholarships?**

Specific groups of second cycle students

13.4.1. Which groups of students receive grants and/or scholarships?

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

13.4.2. What percentage of second cycle students receives a grant and/or scholarship?

17

13.4.3. What is the minimum, maximum and most common value of grants/scholarships available to second cycle students in higher education?

From basic study allowance fund the size of awarded scholarship is 55.93 per month (10 months per year). From supplementary allowance funds the size of awarded scholarship is 28.13 per month (10 months per year)

13.5. What percentage of all students receives a grant and/or scholarship?

17

14. STUDENT LOANS

14.1. In your country, can any student take out publicly subsidised or guaranteed loans to cover their expenses of higher education studies?

Yes, students of all cycles

14.2. Are all first cycle students eligible to receive loans?

No

14.2.1. On what criteria are the groups of first cycle students eligible for loans differentiated?

- Need-based criteria
- Merit-based criteria
- Full-time, part-time, distant learners, etc. Only full- time students are eligible for loans.
- Field of studies
- Based on cycle the student is enrolled in

14.2.2. What is the minimum, maximum and most common value of loans that first cycle students receive? Please provide the amount per year.

Minimum first cycle = Minimum amount is set by the financial institution (most likely commercial bank) who is qualified to give out study loans.

Most common first cycle = no information collected

Maximum first cycle = 1917,35 eur per year

14.2.3. Are all second cycle students eligible to receive loans?

No

14.2.4. On what criteria are the groups of second cycle students eligible for loans differentiated?

- Need-based criteria

- Merit-based criteria
- Full-time, part-time, distant learners, etc. Only full- time students are eligible for loans.
- Field of studies
- Based on cycle the student is enrolled in

14.2.5. What is the minimum, maximum and most common value of loans that second cycle students receive? Please provide the amount per year.

Minimum second cycle = • Minimum amount is set by the financial institution who is qualified to give out study loans.

Most common second cycle = information not collected

Maximum second cycle = 2010/2011 1917,35 eur per year

14.3. If different types of loans exist in your country, please provide the details here.

14.4. What percentage of students takes out loans?

In the first cycle = 24

In the second cycle = 16

Of all students = 22

14.5. Are student loans publicly subsidised or guaranteed?

Yes

14.5.1. Please explain the form of this guarantee/subsidy.

The state secures the study loan of the recipient to the extent of the maximum rate established by the Government of the Republic and the interest to be paid to the credit institution on the amount of the study loan by the recipient (hereinafter state guarantee). The recipient of a study loan shall pay interest on the amount of the loan secured by the state to the credit institution on the basis of the commercial interest rate, but not more than 5 per cent per year. If the commercial interest rate is higher than 5 per cent per year, the state shall pay the credit institution the difference between the commercial interest rate and the interest rate payable by the recipient of the loan under.

14.5.2. What conditions govern the cancellation or reduction of a state guaranteed/subsidised debt incurred by students after completion of their study period?

- Income too low
- Studies successfully completed on time
- Exceptional merit in studies
- Age or length of period in debt
- Disability
- Parenthood
- Death
- Early repayment of loan

No debt cancellation

No debt reduction

Until 1. of July 2009 certain group of persons (for example public servants, parents with children under age 5 etc) were eligible to apply for repayment of the study loan by the state. All persons who were eligible to receive loan subsidies already before 1. July 2009 will receive refund until the end of their fixed payment schedule.

14.6. Please provide any additional relevant comments for consideration regarding your grants and loan system.

1) Estonian study allowance system has 3 different allocation possibilities: allocation from basic allowance fund, supplementary allowance fund and special allowance fund. The system of basic allowance fund and supplementary allowance fund is built up on a merit – based system. Institutions can form merit lists for students who have submitted applications for a basic allowance and who is an Estonian citizen or is staying in Estonia on the basis of a long-term or temporary residence permit or on the basis of a permanent or temporary right of residence. Student must study according to a study programme of higher education which foresees student places formed on the basis of state commissioned education, is in full-time study and has not exceeded the nominal period of studies according to the study programme. Lists can be formed by study programme on the basis of the percentage to the extent of which the students have completed the study load to be completed according to the study programme. If several applicants have equal results in the order of merit lists, the applicant with the better study results shall be preferred. If the results are still equal, any applicant who has outstanding results in the field of study, is active in the community or has successfully participated in competitions or contests related to the speciality shall be preferred. But in case of several applicants have equal results on merit lists described above, the applicant whose income during the year preceding the year of application was smallest shall be preferred. Merit- based grants from basic and supplementary allowance funds can be awarded only to the students who study at the curriculums where there are student places formed on the basis of state commissioned education. Amount of state – commissioned study places differs from field of study and institution. Description of state-commissioned study can be found in section “Student contributions” In addition to basic study allowance fund and supplementary allowance funds, educational institution must establish a special allowance fund from twenty percent of the basic allowance and supplementary allowance funds finances. The surplus in the basic allowance and supplementary allowance funds shall be entered in the special allowance fund. From the special allowance fund allowances can be granted without requirements like studying at the curriculum where state-commissioned study places are formed, studying on full - time bases etc. Different circumstances which hinder the student from continuing his or her studies may be taken into the account (including level of income, part - time studies etc). The procedure for the use of the special allowance fund shall be approved by the board of the educational institution. 2) *What percentage of first cycle students receives a grant and/or scholarship? Answer: Information is available only for 1 and 2 cycle together. The % is 17.

15. Do you want to answer this section now or later?

Now

16. Do any student's parents receive tax-related benefits (tax relief of any kind, which is not limited to income tax) for tertiary education expenses?

1st cycle Yes No No answer

2nd cycle Yes No No answer

17. Which students' parents are eligible to receive such non-tax based benefit?

Some

17.1. What are the criteria upon which eligibility is decided?

Income of parents too low

Income of student too low

Age of student (child)

Disability

- Parenthood of student (child)
- Other

17.1.1. Please specify.

A taxpayer may deduct from his or her taxable income the training expenses paid during the calendar year which incurred to this taxpayer and a child of under 26 years of age, grandchild, brother or sister, or, if no such training expenses were incurred, the training expenses of the permanent resident of Estonia of less than 26 years of age. If the student is studying on state-commissioned study place, no tax-relief is available. The amounts paid separately for various training aids (stationery goods, exercise-books, books, dictionaries, etc.) cannot be deducted from the taxable income. The training expenses (study fees) cannot be deducted in an amount bigger than the amount of taxable income. For example, if the dividends received from the Estonian companies were a person's only income, it would mean that this person has no taxable income wherefrom to deduct the training expenses. If person's total income did not exceed the basic exemption of 27 000 Estonian kroons (1725.23 euros) he or she is not a subject for tax based benefits. In 2010 income tax rate was 21%. Income tax from training costs (study fees) can be reducible if all relevant conditions described above are met.

17.2. Are parents of students in the first or in the second cycle treated differently?

No

17.2.1. Please explain the difference.

18. Can the parents of any student enrolled at a higher education institution receive tax-based financial benefits (tax relief)?

No

19. What are the forms and values of the granted tax relief? The information you enter may be an absolute amount or a share of a person's taxable income expressed as percentage.

19.1. Is there a difference for parents whose children are first or second cycle students?

Please choose..

19.2. Please explain the difference.

20. Please provide any additional relevant comments for consideration regarding your benefits for students' parents (including guardians).

21. Do you want to answer this section now or later?

Now

22. Does any student receive tax-related benefits (tax relief of any kind, which is not limited to income tax) for tertiary education expenses?

- 1st cycle Yes No No answer
- 2nd cycle Yes No No answer

22.1. What are the criteria to determine who is eligible?

They are enrolled as a student at a recognised higher education institution

They are under a certain age (please specify)

They have another particular civil status (e.g. married, parenthood, other)

Income-dependent

If person's total income did not exceed the basic exemption of 27 000 Estonian kroons (1725.23 euros) he or she is not a subject for tax based benefits but his or her parents or other siblings can have tax refund. If student is older than 26, and his or her total income per year did not exceed the basic exemption of 27 000 Estonian kroons (1725.23 euros) his or her parents or other siblings cannot gain tax refund.

The training expenses may be deducted from income only if the expenses were paid for studying in: state or local government educational establishment; university in public law; private school which holds a training licence with regard to the given study programme, is registered in the Estonian Education Information System or has the right to provide instruction of higher education; foreign educational establishment of equal status with the aforementioned, or for studying on fee-charging courses organised by such educational establishments. The existence of a valid training licence or registration may be checked through the Estonian Education Information System available on the web page of the Ministry of Education and Research

If person's total income did not exceed the basic exemption of 27 000 Estonian kroons (1725.23 euros) he or she is not a subject for tax based benefits.

23. In your country, do any forms of public non-cash student support exist?

1st cycle Yes No No answer

2nd cycle Yes No No answer

24. What forms of public non-cash student support exist?

Subsidised accommodation: 1st cycle

Subsidised accommodation: 2nd cycle

Subsidised health insurance: 1st cycle

Subsidised health insurance: 2nd cycle

24.1. Please specify the details of existing subsidies.

All students who are permanent Estonian residents are having health insurance covered by state regardless of their study load or age or any other specification. Health insurance will be valid up to 3 months after his or her graduation. If a student fails to graduate from the educational institution within one year after the end of the nominal duration of programmes (except for medical reasons) or is expelled from the educational institution before graduation, his or her insurance cover terminates one month thereafter. Insurance cover is suspended for any period of academic leave. The conditions under which insurance cover is not suspended for a period of academic leave is established by a regulation of the Minister of Social Affairs (exceptions are made when academic leave is taken because of medical reasons or any other injury). After expiry of a period of suspension, insurance cover resumes without a waiting period. Private enterprises (transport etc) may offer different discounts for the holders of national student card.

25. Who is eligible to receive such non-cash support?

- Subsidised accommodation All students Specific groups of students based on pre-defined criteria No answer
- Subsidised health insurance All students Specific groups of students based on pre-defined criteria No answer
- Other subsidies All students Specific groups of students based on pre-defined criteria No answer

25.1. What are the criteria to determine who is eligible?

- Income of parents too low
- Income of student too low
- Age of student
- Disability
- Parenthood of student

HEIs may decide, if they organise subsidised accommodation for students that meet certain criteria. State is not offering subsidised accommodation. (except for students studying at school of defence)

25.2. Is there a difference in eligibility between first and second cycle students?

No

25.3. Please explain the difference.

there is no difference.

26. Please provide any additional relevant comments for consideration regarding public non-cash student support.

27. Do you want to answer this section now or later?

Now

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

- Student
- They hold and employment contract with a HEI

28.1. Please explain why you selected multiple options?

Form 2012 PHD students can hold an employment contract with a HEI

28.2. Are there differences between students of different subject areas?

No

28.3. Please explain the difference.

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

state funding.

30. Please explain any differences in the fees they 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.

There are no differences in loan conditions between different cycles. Every PHD student who is studying on state-commissioned study place and is studying on full time bases can apply for state allowance. (383.38 eur per month, 12 months) From 2012 full – time PHD student who is studying on state-commissioned study place is entitled to receive state allowance.

31. Please explain the nature of the contracts candidates preparing a PhD have with their higher education institution.

32. Please specify any fees third cycle candidates that are typically neither "fully student" nor "fully employee" have to pay, as well as any support that may be provided.

Amount of Study fees for part-time students or any other PhD student studying on non state commissioned study place can be decided by University. Universities may also decide if study fee is taken or not taken from students who are studying on non-state commissioned study places.

33. Please provide any additional relevant comments for consideration regarding your doctoral education.

Questionnaire on student and staff mobility

A Preliminary remarks

In the Leuven/Louvain-la-Neuve Communiqué, the European Ministers responsible for higher education agreed that “mobility shall be the hallmark of the European Higher Education Area”. They called upon each country to increase mobility of students, , to ensure its high quality and to diversify its types and scope. At least 20% of those graduating in the European Higher Education Area should have had a study or training period abroad in 2020”. They also called for mobility of teachers, early-stage researchers and staff. At the same time, the Ministers underlined the importance of more balanced mobility across the European Higher Education Area. The findings of the Bologna Process Independent Assessment which were presented on the occasion of Bologna Ministerial Anniversary Conference in Budapest/Vienna on 11/12 March 2010 again underlined the need for action to enhance and better balance student and staff mobility.

This questionnaire on mobility is part of the general questionnaire used to collect information for the 2012 integrated implementation report. To give the BFUG Working Group on Mobility sufficient time and the necessary material to fulfil its terms of reference of drafting a European Higher Education Area Strategy for Mobility to be decided by the Ministers in 2012, the questions on mobility are being asked a few months earlier than the questions on the other themes. However, when the general questionnaire is sent out in early 2011, each country will have the opportunity to update its responses to the mobility questions should any significant changes have occurred.

When completing this questionnaire, please pay particular attention to the following two points:

- Information provided in this questionnaire should be supported by references whenever they are available. Please include the title and internet links, where available, for all publications and texts (national policy documents, national and/or international empirical surveys etc) which you have used to provide your responses to the specific questions.
- When providing a response for your country, please be aware that different stakeholders in the higher education system may have varying opinions or experience with regard to the issue at hand. Please make every effort to consult with stakeholders before finalising your answers to ensure that a balanced and consensual response is provided.

Please return this questionnaire to the Bologna Secretariat at data.collectors@ehea.info until 30 September, 2010 at the latest. If you have any queries on the questionnaire, please contact: data.collectors@ehea.info.

B Details on the completion of the questionnaire

B.1. Who contributed to the completion of this report? Please provide the names and functions.

B.1.a Government representatives

Helen Põllo, Ministry of Education and Research, higher education department, Chief expert;
Heli Aru, Ministry of Education and Research, Adviser

Ursula Tubli, Ministry of Education and Research, research policy department, Chief expert.

B.1.b Stakeholder representatives

B.1.c Other contributors

C National strategies and action plans

The following questions look at national quantitative targets and at policies aiming to foster mobility.

C.1. Does your country have national strategies or action plans to foster mobility?

Yes

No → please continue with section C.6.

C.1.a If yes, please provide a reference.

Higher Education Strategy for 2006–2015
(<http://www.hm.ee/index.php?popup=download&id=5908>)

Strategy for the internationalisation of Estonian higher education over the years 2006-2015

Estonian Research and Development Strategy 2007-2013 "Knowledge based Estonia"
(<http://www.hm.ee/index.php?popup=download&id=7669>)

Operational Programme for Human Resource Development 2007-2015
(http://www.strukturifondid.ee/public/OP1_21juuni2007_ENG.pdf) financed by EU Structural Fund

C.1.b If yes, when was the national strategy or action plan adopted, and when was the most recent revision?

Adopted: Higher Education Strategy was adopted by Parliament in 2006, action plan for 2007-2009 was adopted in 2007

Strategy of internationalisation of higher education was approved in 2007 by minister of education and research

Estonian Research and development Strategy was adopted by Parliament in 2007, action plan for 2010-2013 was adopted in 2009

Operational Programme for Human Resource Development 2007-2015 was adopted by European Commission in 2007

Most recent revision:

C.2. Does the strategy include national quantitative targets for the different forms of student mobility in higher education? Please specify the target, including the date, in the appropriate box (e.g. 20% by 2020).

	All forms of mobility	Credit mobility ¹	Degree mobility ²
Inbound			2000 students by 2015 (inc. 10% of all PHD students by 2015)
Outbound		4-5% (aprox 2000 students) by 2015. Every PhD student should spend at least 1 semester abroad (2015)	
No target			

C.2.a Please provide a reference for the target.

"Higher Education Strategy for 2006–2015"; " Strategy for the internationalisation of Estonian higher education over the years 2006-2015"

C.2.b Are these targets the same for students in all cycles or are there differences?

Same

Differences

C.2.b.i If there are differences according to the degree cycle, please specify.

Differences are in Phd level as indicated in table c.2

C.3. Does your country's national strategy/action plan include staff mobility in higher education?

Yes

No

C.3.a If yes, does it include quantitative targets for staff mobility?

Yes

No

C.3.a.i If yes, please specify

Estonia has set a target for incoming staff mobility.

2015 at least 10% of Estonian doctoral student and postdocs should be from other origin than Estonian.

3% of Estonian academical staff should be from other origin than Estonian.

¹ Mobility to a different country in the context of a programme in the home institution for which credits are awarded

² Mobility for an entire degree programme

Quantitative targets for Estonian outbound staff mobility are not defined on national strategic level.

C.4. Does your national strategy/action plan prioritise particular geographic regions for student and/or staff mobility?

Yes

No

C.4.a If yes, please complete the following table by ticking the boxes where applicable.

Priority Region	Incoming students	Outgoing students	Incoming staff	Outgoing staff
EHEA				
USA/Canada				
Latin America				
Australia, New Zealand				
Middle East				
Africa				
Asia				
Other (please specify)				

C.4.b If you have regional priorities, please give reasons.

Estonian higher education marketing plan has identified 9 countries as our priorities in inbound student marketing.

C.5. Does your country monitor the impact of your national strategy or action plan?

Yes

No

C.5.a If yes, please provide information on how this monitoring is undertaken. Who is responsible, how regularly is monitoring conducted, and what have been the most recent results?

Last monitoring of higher education strategy and its action plan for 2007-2009 took place in 2010. Monitoring was conducted by Ministry of Education and Research and will be approved by Estonian Government.

Last monitoring of R&D strategy took place in 2009 and was approved by the Government.

Due to the Government priorities and actions taken, Estonian institutions are receiving constantly more incoming students in master and PhD level than on I level of higher education. In addition to state funded scholarships for outbound students, different grants have been created with the help of European Social Fund to foster mobility in II and III level of higher education and among young researchers. Numbers of inbound and outbound students in our biggest mobility program Erasmus are in balance, student numbers have continuously increased.

C.6. Are there, in your country, any strategies or programmes below the national level (e.g. regional, institutional) to foster mobility?

Yes

No

C.6.a If yes, please explain and/or give examples.

There are some rare exceptions at institutional level. (agreements between specific institutions and regions)

C.7. Can national students who study in a higher education institution in another country receive a grant/scholarship under the same conditions as students studying in the country?

Yes, for degree mobility

Yes, for credit mobility

Yes, for both

No

C.7.a If yes, do the following restrictions apply?

	Degree mobility	Credit mobility
Grants/scholarships are restricted to specific countries (if so, please specify which countries, e.g. EU member states, EHEA countries, other countries/world regions)		
Grants/scholarships are restricted to specific programmes (if so,	Outbond students are eligible for loans if a foreign institution	

please specify)	is officially recognised by it's national authorities. Outbond students are eligible only for loans and not for national student grants.	
Other restrictions apply (please specify)		Inbound credit mobility students are not eligible for student loans. National student grant can only be applied by full time student who have been enrolled to a local institution.
No restrictions apply		

C.8. Has your country implemented any of the following financial support measures to foster student mobility?

Measure	Credit mobility	Degree mobility
loans for incoming students		yes
grants/scholarships for incoming students	yes	yes
Loans for outgoing students	yes	yes
Grants/scholarships for outgoing students	yes	yes
Other: (please specify)		

C.9. Has your country implemented other support measures or programmes to foster student mobility? (Measures may include, but are not restricted to, accommodation/transport subsidies for international students, improvements in recognition practice, exchange programmes, targeted guidance services etc.)

Scholarships for degree mobility and for outgoing students apply mostly at PHD and master level and on a very limited amount(excellence programme) at BA level. Estonian state grants are not portable for degree mobility. For incoming PhD degree students who are financed by ESF program 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 program, extra cost for transportation is also covered. Special scholarships for disabled students are available through Erasmus program.

D Identifying and removing obstacles to mobility

D.1. Has your higher education policy been informed by any surveys or research that have considered obstacles to student mobility?

Yes

No

D.1.a If yes, please provide references to those surveys and/or research that have influenced your policy on mobility?

Students socio-economic situation 2005/2006. (The aim of one section was to find out what would most likely influence students will to study abroad).

OECD Reviews of Tertiary Education Estonia, 2007

I-graduate, 2009

Researcher mobility in Estonia and factors that influence mobility

Input from different working groups (especially from Council of internationalisation of Estonian higher education and research)

D.2. In this context, please rank the three most important obstacles to incoming and outgoing student mobility addressed in national programmes and measures? (Most important = 1, second most important = 2, and third most important = 3)

Obstacles to student mobility	Incoming mobility	Outgoing mobility
Funding	2	1
Recognition		4
Language		
Curriculum/Study organisation		3
Legal issues		
Motivating and informing students	1	
Other, please specify:	3 (limited number of diplomatic representations in third countries which makes visa procedures difficult)	2 (being away from family and friends)

D.3. Are at least some of the obstacles that you ranked above particularly important in specific study cycles?

Yes

No

D.3.a If yes, please specify.

D.4. Are at least some of the obstacles that you ranked above particularly important in specific fields of studies?

Yes

No

D.4.a If yes, please specify.

D.5. Are the obstacles that you ranked above particularly relevant for credit mobility?

Yes

No

D.5.a If yes, please specify.

D.6. Are the obstacles that you ranked above particularly important for degree mobility?

Yes

No

D.6.a If yes, please specify.

D.7. What measures/programmes has your country implemented to tackle and remove the obstacles to student mobility that you mentioned?

Planning resources to increase funding possibilities (inc scholarships) for mobility in II and III level. Recognition of studies and curriculum development (learning outcomes) have constantly been important topics.

Building up better cooperation with other government agencies - Ministry of Foreign Affairs, Ministry of Interior

D.8. Has your country monitored the effects of these measures/programmes?

Yes

No

D.8.a If yes, please provide information on how this monitoring is undertaken. Who is responsible, how regularly is monitoring conducted, and what have been the most recent results?

Yearly monitoring of statistics regarding inflow of students from particular countries, gathering of feedback from universities on main problems faced by student candidates while applying for visa.

D.9. Has your higher education policy been informed by any surveys or research that have considered obstacles to staff mobility?

Yes

No

D.9.a If yes, please provide references to those surveys or research that have influenced your policy on staff mobility?

Researcher mobility in Estonia and Factors that Influence Mobility (2007)

http://www.archimedes.ee/mobiilsus/Teadlasmobiilsus_2006_en.pdf

Input from different working groups and expert councils.

D.10. In this context, please rank the three most important obstacles to incoming and outgoing staff mobility? (Most important = 1, second most important = 2, and third most important = 3)

Obstacles to staff mobility	Incoming mobility	Outgoing mobility
Immigration restrictions		
Recognition issues		
Language issues	2	
Incompatibility of pension and/or social security systems	1	2
Legal issues		1 Intergovernmental agreements about researchers labour contracts need to be considered. There are still problems with double taxation and very different conditions in different contracts that can cause confusion and misunderstandings.
Other, please specify:		

D.11. What measures/programmes has your country implemented to tackle and remove the obstacles to staff mobility that you mentioned?

In 2008 Estonian Aliens Act was changed accordingly: academical staff and researchers do not need to apply for working permit or residence permit in case of short time stay (up to 6 months) in Estonia. Estonia has implamented recommendations about long term Scientific Visa (<http://ec.europa.eu/euraxess/index.cfm/services/scientificVisa>).

D.12. Has your country monitored the effects of these measures/programmes?

Yes

No

D.12.a If yes, please provide information on how this monitoring is undertaken. Who is responsible, how regularly is monitoring conducted, and what have been the most recent results?

ESF program Mobilitas will start monitoring and analyze staff mobility in coming years.

E Balanced student mobility flows

When looking at global and intra-European mobility flows, significant imbalances between continents, countries, regions and institutions become visible. In the Leuven/Louvain-la-Neuve Communiqué, the European Ministers therefore asked the BFUG to consider how balanced mobility could be achieved within the EHEA. With the 2009 Bologna Policy Forum Statement, Ministers from across the world declared that they “advocate a balanced exchange of teachers, researchers and students between [their] countries and promote fair and fruitful ‘brain circulation’”.

The following questions aim at collecting information on the understanding of the term “balanced mobility and on national strategies and measures to achieve more balanced mobility.

E.1. Which of the following situations for student mobility applies to your country?

	Total mobility	Credit mobility	Degree mobility
more incoming than outgoing students			
more outgoing than incoming students			x
approximately the same number of incoming and outgoing students		x	
No information available			

E.1.a What is the statistical source for this information? Please supply statistical data.

Credit mobility (only ERASMUS students; sources: Archimedes Foundation):

	2006/07	2007/08	2008/09
incoming	489	619	676
outgoing	568	717	761

Degree mobility (incoming: defined by citizenship, sources: EHIS (Estonian Educational Information System); outgoing: defined mostly by citizenship, source: OECD Education at a Glance 2009 and 2010):

	2006/07	2007/08	2008/09
incoming	944	1032	1079

outgoing 4795 4478

E.2. Is the situation described above regarded as balanced mobility?

Yes

No

E.2.a Please explain and include a definition of “balanced mobility” as it is used in your country.

Approximately the same number of incoming and outgoing students

E.3. Does your country have significant imbalances of student mobility flows with particular countries or regions?

Yes

No

E.3.a If yes, with which countries or regions are mobility flows most imbalanced?

E.4. Does your mobility strategy/action plan for higher education address the issues of balance of student mobility flows?

Yes

No

E.4.a If yes, what are the main concerns addressed?

Balance incoming and outgoing student mobility (degree students).

E.4.b If yes, which measures have been undertaken to address these concerns regarding the balance of student mobility flows?

Space for Comments:

Thank you very much for your support!