

COMMITMENT TO THE ERASMUS CHARTER PRINCIPLES

Declaration

I, undersigned, declare that if my institution is awarded with an Erasmus Charter for Higher Education, my institution will undertake to:

- Respect in full the principles of non-discrimination, transparency and inclusion set out in the Programme.
- Ensure equal and equitable access and opportunities to current and prospective participants from all backgrounds, paying particular attention to the inclusion of those with fewer opportunities.
- Ensure full automatic recognition of all credits (based on the European Credit Transfer and Accumulation System – ECTS) gained for learning outcomes satisfactorily achieved during a period of study/training abroad, including during blended mobility.
- Charge no fees, in the case of credit mobility, to incoming mobile students for tuition, registration, examinations or access to laboratory and library facilities.
- Ensure the quality of the mobility activities and of the cooperation projects throughout the application and implementation phases.
- Implement the priorities of the Programme:
 - By undertaking the necessary steps to implement digital mobility management in line with the technical standards of the European Student Card Initiative.
 - By promoting environmentally friendly practices in all activities related to the Programme.
 - By encouraging the participation of individuals with fewer opportunities in the Programme.
 - By promoting civic engagement and encouraging students and staff to get involved as active citizens before, during and after their participation in a mobility or project.

WHEN PARTICIPATING IN MOBILITY ACTIVITIES

Before mobility

- Ensure that selection procedures for mobility activities are fair, transparent, coherent and documented.
- Publish and regularly update the course catalogue on the website of the Institution well in advance of the mobility periods, so as to be transparent to all parties and allow mobile students to make well-informed choices about the courses they will follow.
- Publish and regularly update information on the grading system used and grade distribution tables for all study programmes. Ensure that students receive clear and transparent information on recognition and grade conversion procedures.
- Carry out mobility for the purpose of studying and teaching only within the framework of prior agreements between institutions. These agreements establish the respective roles and responsibilities of the different parties, as

well as their commitment to shared quality criteria in the selection, preparation, reception, support and integration of mobile participants.

- Ensure that outgoing mobile participants are well prepared for their activities abroad, including blended mobility, by undertaking activities to achieve the necessary level of linguistic proficiency and develop their intercultural competences.
- Ensure that student and staff mobility is based on a learning agreement for students and a mobility agreement for staff validated in advance between the sending and receiving institutions or enterprises and the mobile participants.
- Provide active support to incoming mobile participants throughout the process of finding accommodation.
- Provide assistance related to obtaining visas, when required, for incoming and outgoing mobile participants.
- Provide assistance related to obtaining insurance, when required, for incoming and outgoing mobile participants.
- Ensure that students are aware of their rights and obligations as defined in the Erasmus Student Charter.

During mobility

- Ensure equal academic treatment and the quality of services for incoming students.
- Promote measures that ensure the safety of outgoing and incoming mobile participants.
- Integrate incoming mobile participants into the wider student community and in the Institution's everyday life. Encourage them to act as ambassadors of the programme and share their mobility experience.
- Provide appropriate mentoring and support arrangements for mobile participants, including for those pursuing blended mobility.
- Provide appropriate language support to incoming mobile participants.

After mobility

- Provide incoming mobile students and their sending institutions with transcripts of records containing a full, accurate and timely record of their achievements at the end of their mobility period.
- Ensure that all ECTS credits gained for learning outcomes satisfactorily achieved during a period of study/training abroad, including during blended mobility are fully and automatically recognised as agreed in the learning agreement and confirmed by the transcript of records/traineeship certificate. They shall be transferred without delay into the student's records, shall be counted towards the student's degree without any additional work or assessment of the student and shall be traceable in the student's transcript of records and the Diploma Supplement.
- Ensure the inclusion of satisfactorily completed study and/or traineeship mobility activities in the final record of student achievements (the Diploma Supplement).
- Encourage and support mobile participants upon return to act as ambassadors of the programme, promote the benefits of mobility and actively engage in

building alumni communities.

- Ensure that staff is given recognition for their teaching and training activities undertaken during the mobility period, based on a mobility agreement and in line with the institutional strategy.

WHEN PARTICIPATING IN EUROPEAN AND INTERNATIONAL COOPERATION PROJECTS

- Ensure that cooperation activities contribute towards the fulfilment of the institutional strategy.
- Promote the opportunities offered by the cooperation projects and provide relevant support to staff and students interested in participating in these activities throughout the application and implementation phase.
- Ensure that cooperation activities lead to sustainable outcomes and that their impact benefits all partners.
- Encourage peer-learning activities and exploit the results of the projects in a way that will maximise their impact on individuals, other participating institutions and the wider academic community.

FOR THE PURPOSES OF IMPLEMENTATION AND MONITORING

- Ensure that the long-term institutional strategy and its relevance to the objectives and priorities of the Programme are described in the Erasmus Policy Statement.
- Ensure that the principles of the Charter are well communicated and are applied by staff at all levels of the Institution.
- Make use of the “ECHE guidelines” and of the “ECHE self-assessment” to ensure the full implementation of the principles of this Charter.
- Regularly promote activities supported by the Programme, along with their results.
- Display this Charter and the related Erasmus Policy Statement prominently on the Institution's website and on all other relevant channels.

On behalf of the Institution, I acknowledge that the implementation of the Charter will be monitored by the Erasmus National Agencies and that a violation of the above principles and commitments may lead to its withdrawal by the European Commission.

On behalf of the institution, I commit to publishing the Erasmus Policy Statement on the institution website.

Legal representative of the institution

Signature of the legal representative



In the following sections of the application form, you will need to explain how your institution will fulfil the ECHE principles if the Charter is awarded. You are encouraged to consult the [ECHE Guidelines](#) for support in completing this application.

Please note that your Erasmus+ National Agency will monitor your Erasmus Policy Statement and your answers to the questions given in the application. The Erasmus+ National Agency reserves the right to request more information on your activities and propose supplementary measures, for the purposes of monitoring and implementing the Charter principles by your institution.

1. ERASMUS POLICY STATEMENT (EPS)

1.1 Erasmus activities included in your EPS

In this section, you need to tick the Erasmus activities covered by your Erasmus Policy Statement. Please select those activities that your HEI intends to implement during the entire duration of the Programme.

Erasmus Key Action 1 (KA1) - Learning mobility:

The mobility of higher education students and staff

Erasmus Key Action 2 (KA2) - Cooperation among organisations and institutions:

Partnerships for Cooperation and exchanges of practices

Partnerships for Excellence – European Universities

Partnerships for Excellence - Erasmus Mundus Joint Master Degrees

Partnerships for Innovation

Erasmus Key Action 3 (KA3):

Erasmus Key Action 3 (KA3) - Support to policy development and cooperation:

1.2 Erasmus Policy statement (EPS): your strategy

Your Erasmus Policy Statement should reflect how you intended to implement Erasmus after the award of the ECHE. Should you wish to add additional activities in the future, you will need to amend your Erasmus Policy Statement and inform your Erasmus National Agency.

What would you like to achieve by participating in the Erasmus Programme? How does your participation in the Erasmus Programme fit into your institutional internationalisation and modernisation strategy?

(Please reflect on the objectives of your participation. Please explain how you expect the participation in Erasmus to contribute towards modernising your institution, as

well as on the goal of building a European Education Area¹ and explain the policy objectives you intend to pursue).

Original language (and translation into EN, FR or DE if the EPS is not in one of these languages)

During the last Erasmus Programme period, it has been the most widely known, used and referenced mobility programme that Tallinn University has participated in. Even so much that the word Erasmus is now being used as a synonym for mobility (i.e. I am an Erasmus student"). Therefore, one can say that the Erasmus Programme has had a great impact on the internationalization of the university and on Tallinn University overall. Both, students and staff members, have greatly benefited from the programme in becoming more international, it has provided opportunities not only for teaching and studying in a foreign country but also for obtaining work experience abroad.

Identifying oneself as an Erasmus student shows that the Programme also serves as a big part of creating the European identity. The analysis of the feedback from the participants of the study mobility shows that it has had an impact on the students for creating a feeling of being more European. Cooperation in various research projects with partners from all over Europe under the Erasmus Programme has definitely contributed to creating an international community.

The vision of Tallinn University is to be a promoter of an intelligent lifestyle in Estonia. According to Tallinn University Development Plan 2020-2022, an intelligent lifestyle means life-long learning and knowledge-based living, evidence-based and weighted decision-making, and an open and coordinated development of the society and the state. This is something that the university cannot do without its local and international partners. Tallinn University has therefore integrated internationalization within the entire university (and all its units) and it is a natural part of its everyday activities.

Studies in English is a natural part of educational activities in an international university. We work hard on increasing the quality of studies in English and aim to increase the learning and cooperation possibilities of students from different cultural backgrounds. We support the members of the university in participating in international research and study communities. We are constantly improving the bilingual working- and information environment and support non-academic staff in an international working environment.

As an international university, we value being a trusted partner in the international research field. In order to achieve that, we support the competitiveness of our international scientific community, carrying out scientific projects in cooperation with international colleagues and with external funding and shaping our international reputation in a targeted matter.

Considering the above, our goals are the following (Tallinn University Development Plan 2020-2022):

- The long term mobilities for the purpose of study and research of doctoral students has intensified;
- The number of students graduating English-based study programmes has increased;
- The satisfaction with the English-based study programmes has increased;
- The number of study programmes that have a mobility window has increased;
- The number of students being mobile has increased;
- The share of international academics working at Tallinn University has increased;
- The number of academic staff working abroad for a longer period of time has increased;
- The satisfaction with the English information space has increased within the international employees;
- The funding and the share of international research projects has increased;
- The number of post-doctoral students has increased.

Being part of the Erasmus+ Programme helps achieve the goals mentioned above. Tallinn University has a well-developed network of international partners serving the academic needs and interests of the university, testifying to its wide experience in cooperation and to the trust of partners.

We expect that continuing participation in the Erasmus+ Programme will further enhance the idea that being mobile and having an international study, teaching or training experience is a norm not merely an opportunity. We expect it to widen our perspectives in the field of recognizing foreign qualifications, and not only recognizing them but being able to move towards the goal of automatic recognition. As a partner in the Erasmus Programme, our goal is to implement blended and virtual mobility possibilities for our students and in the future support more short-term mobilities.

¹ For more information on the priorities of the European Education Area, such as recognition, digital skills, common values and inclusive education, please consult the following website: https://ec.europa.eu/education/education-in-the-eu/european-education-area_en

We value equal opportunities and inclusiveness and believe that higher education and the opportunities that come with it should be available for everyone. Having this in mind, we have established a support system for our students with special needs and students from disadvantaged backgrounds. Students with special needs are being supported by a specialist working namely to offer adjustment opportunities for both, students already studying at our university and future students. Higher education in Estonia is free for everyone for Estonian-based study programmes. In addition, all students with lower socio-economic backgrounds have the possibility to apply for needs-based scholarships from the government or instead a special needs-based scholarship from the university in case they did not qualify for the first one.

An essential feature that defines us as an international university, is the multilingual environment (both physical and social). As we are the biggest university for humanities in Estonia, studying and teaching languages plays an important role in our university. All our study programmes have mandatory courses or modules in a foreign language and without completing them, it is not possible to graduate from the university. We support our (international exchange) students and foreign academics by making all information available in at least two languages - Estonian and English. The academic staff teaching classes in English is offered English courses to improve their language skills.

The Estonian Ministry of Education adopted the Lifelong Learning Strategy 2020 in 2014 and the main goal was to offer lifelong learning possibilities for all people in Estonia. A new strategic planning for Estonian Higher education institutions has been adopted for the period of 2021-2035 where goals of the Lifelong Strategy 2020 are continued. The institutional strategy of Tallinn University has been drawn up considering the national strategies and as a promoter of an intelligent lifestyle, Tallinn University is also a promoter of lifelong learning in formal, non-formal and informal education, which we believe is a part of this lifestyle. For example, we teach programmes such as andragogy and adult education in social change. We believe that the main aim of lifelong learning is to be able to provide learning opportunities for people with different possibilities and capabilities thus contributing to a more inclusive society. The support of the professional development of the academic staff and of each graduate's attitude toward lifelong learning is also considered important. The strategy adopted has been efficient so far as the percentage of adult learners in higher education and in our university has been increasing over the last years. In addition to the higher number of adult learners in formal education, we can see an increase in the number of adult learners in non-formal education. Tallinn University Open Academy offers continuing education and degree courses for the purpose of continuing education for adult learners. For example, when in 2016 there were 9,600 adult learners studying at the Open Academy, then in 2019 the respective number was already 12,200.

We are also a strong advocate of digital competences. We aim at constant improvement and development of our current digital competences in order to make being a part of our university community a smooth and pleasant experience. All our students have the possibility to take a course in order to enhance their digital competences and we also organize multiple courses for the university staff in order to help them improve their digital competences. We have gradually moved most of our systems onto digital platforms in order to save time and the environment. The best example of this is the student information system which is an extensive online-environment recording all information about studies at the university (study programmes, courses, grades, student history). In addition to this, students can apply to the university online, with just some clicks, since the information about their previous education is linked to their national ID codes and available online. We have moved our student guide for new students into an app and use digital signatures instead of using regular signatures on paper.

Also, for the staff mobility, everything has been shifted to digital management. WebDesktop (WD), a digital platform, is used to manage and store all documentation. Every staff member is provided with a login and must use this online environment to report work trips, arrange holidays, to sign contracts digitally etc. Staff members apply for Erasmus mobility in the WebDesktop by submitting a filled Mobility Agreement with all necessary signatures. The Mobility Committee can overview the application almost instantly and if the application is successful, then Erasmus grant agreement is prepared and signed digitally in WD. The system allows to give instant feedback to the applicant, for example requests for amendments or additional questions from Mobility Committee members can be communicated. WebDesktop allows to connect all necessary documents: employees Mobility Agreement, his/her work trip arrangement with all related documents and digitally signed Erasmus+ contract. This is a very convenient system allowing to bring together all digital paperwork regarding one Erasmus+ trip without printing anything out. It also enables a fast and easy search for necessary documents.

When it comes to the Erasmus Programme, we have been using a digital map of our partners (www.partnersmap.tlu.ee) for a while now. Already now we ask for our students and staff to use digital signatures and digital copies of documents as much as possible, therefore digitizing the Erasmus Programme is an important step for us. We made the first steps with implementing the Erasmus Without Papers initiative in 2019 so by the end of 2020 we will be able to start signing all Learning Agreements online. We are also happy to sign all inter-institutional agreements online using the IIA manager by 2021, to send and receive nominations through the tools of the EWP initiative and to join the European Student Card Initiative by 2025. All in all the EWP initiative is very fitting to our internationalisation and modernisation strategy.

One thing that the Erasmus Programme contributes to is developing interpersonal skills for both the students and staff. Most of the students who have been on exchange studies admit to being more open, independent, creative and solution-oriented when returning from abroad. The most common answer to the question about self-development has been that exchange studies abroad make students value other cultures more. Developing and improving the interpersonal skills of students supports them in entering the labor-market which is one of the main strategies of a university to begin with. International experience boosts the chances of being employed even more.

69% of the staff members have reported that Erasmus+ experience has increased their social and cultural competences; these factors are crucial as they allow to enrich and broaden the teaching process. An impressive 64%

of the staff state that they have improved their foreign language skills. Such high rate means the potential to increase the number of courses taught in English, given that the main working language is most often English. 89% of the participants agree that they have extended their professional network and built up new contacts which, based on our experience, leads to further collaboration and even joint study programmes. In fact, based on the feedback, more than half of the respondents have experimented and developed new, innovative learning practices or teaching methods after their trip. It is also important that around 1/3rd of the staff members feel that they have increased job satisfaction after completing Erasmus+ mobility.

Participating in the Erasmus Programme supports active citizenship. According to the Participant Report 2018-2019, Erasmus students who have studied abroad are more capable of adapting to and acting in new situations and they are more confident when having to cooperate with people from other cultures. Erasmus students are more aware of social and political topics, including European topics. Moreover, during the Erasmus experience, they have broadened the mind and thanks to the experience abroad they have developed critical thinking skills.

After international experience, many former Erasmus students have decided to become peer supporters. They have the possibility to take a special preparatory course and join the International Club of Tallinn University, thus being trained to help international students from all over the world during their studies and even before. The system of peer supporters has proved to be a valuable tool in helping international students adjust to the new culture, manage with their everyday life and studies.

Another aspect in participating in Erasmus Programme is cooperation with Erasmus partner countries which has remarkably increased Tallinn University's number of mobilities outside the EU and number of non-European partners who participate with Tallinn University in European projects. Erasmus Programme has greatly supported expanding our partnerships outside of the EU although the impact on our partners has been even bigger. TU Development Plan 2020-2022 sets cultural competences as one of the focus fields and studying cultures (especially Asian, the Middle East, Western and Eastern Europe and Russia) and encouraging cooperation between these countries has been set in focus. TU plans to actively use support of Erasmus Programme (KA1, KA2 and KA3) to achieve goals set in the Development Plan in the new programme period.

Please reflect on the Erasmus actions you would like to take part in and explain how they will be implemented in practice at your institution. Please explain how your institution's participation in these actions will contribute to achieving the objectives of your institutional strategy.

Original language (and translation into EN, FR or DE if the EPS is not in one of these languages)

Within the Erasmus programmed, the set targets and objectives are:

1. Increasing the number of outgoing exchange students. Like stated, Erasmus is the biggest exchange programmed in Tallinn University so far, so being able to send more students abroad with the Erasmus+ programmed, will certainly contribute to the overall internationalization of the university. The university also receives government funding depending on the number of students and the quality of the outgoing mobility. Therefore, the set goal is very important for us. In order to increase the number of outgoing exchange students, the university has used different ways of communicating the importance and value of studies abroad, such as blogs where outgoing students can share their experiences about exchange studies and be awarded (if they are consistent with it), events where students who have been to Erasmus, want to go or are currently at Tallinn University can meet; social media platforms, traineeship fairs to introduce traineeship opportunities with Erasmus to name but a few. This goal would also contribute to making mobility a norm and enhancing the European identity among the students. University has also actively expanded the network of its partners outside the EU, providing students and staff members with more opportunities to go on a mobility to further countries and regions.
2. Developing teaching staff mobility. The university values work experience at partner universities and has the obligation of facilitating the mobility of its lecturers in every way. It is also essential to increase the engagement of international lecturers since it will contribute to the quality of studies, will give the opportunity to offer studies in fields where local competence is inadequate, increase the number of subjects taught in foreign languages, and provide local students with much needed international experience. In order to promote teaching staff mobility, Tallinn University has developed a system for considering mobility as part of academic staff workload and it is an advantage for the re-election process for academic positions. This goal and international ties would ultimately facilitate receiving more international funding and international research projects. Staff members (academic and non-academic) are also encouraged to participate in the training activities as joint study programmes are improved and developed in collaboration through job shadowing and discussions. In 2019, in total 207 Erasmus+ staff mobilities were carried out, this is an excellent result since the increase as compared to previous year is 83%. 154 of the mobilities were carried for training purposes.
3. Increasing the number of partners outside the EU. In addition to Erasmus exchange agreements, TU has over forty partner universities all over the world, mainly in Asia since TU has the sole responsibility for Asian studies in Estonia (TU is the only university in Estonia offering Asian studies at BA, MA and PhD levels). According to the new governmental regulations, starting from 2014, responsibility areas have been

divided between Estonian universities. The partners network outside the EU has especially grown during the last three years. We have chosen partner universities based on the needs of academic units. A certain inclination towards cooperation partners in Asian countries is therefore inevitable. TU also hosts the only Confucius Institute in Estonia that provides a good number of scholarships for TU students planning their exchange studies in China.

TU is also one of the most active Estonian universities in contributing to Estonian Development Cooperation and Humanitarian Aid programmes. This programme is funded by the Ministry of Foreign Affairs of Estonia and focuses on former USSR countries. The university has had partner universities in Afghanistan, Georgia, Moldova and Ukraine. A good number of development projects have been implemented, are in progress or being prepared. Some of these partners have later been invited to join Erasmus Programme projects.

TU has internally set a goal to include these bilateral partners outside the EU in the Erasmus Programme and invite them jointly to participate in projects in order to expand the list of activities within a cooperation agreement. This would help target specific universities that TU sees as strategic partners in the future. TU has already experience with a Japanese university in transforming bilateral agreement into Erasmus+ exchange agreement and further to Erasmus+ Strategic Partnership cooperation. In addition, this partnership has been successful in receiving support from the Japanese government. This type of development of cooperation is something TU wishes to continue in the new Development Plan period by employing Erasmus+ KA107 and Erasmus+ KA2 actions.

4. Digitizing the Erasmus Programme. We made the first steps with the digitalization of the project already in 2015 when we first started using DreamApply online application platform to process our incoming and outgoing mobility. The staff uses our own in-house system in order to apply for mobility. In addition, we do not require any documents on paper with original signatures. We have joined the EWP project and will be complying with the timeline given by the European Commission therefore our goal is to implement all, including signing all learning agreements online by 2021, sending nominations and acceptances through the system by 2022 and the transcript of records by 2023. Ultimately, we are working towards the goal of joining the European Student Card initiative by 2025.

5. Increasing the number of double/joint degrees. Currently TU has 4 joint degrees with universities in Europe, three of them are Erasmus Joint Master programmes. For the new Programme period and its Development Plan period, TU has foreseen an increase in the number of double or joint degree programmes. Our focus is mainly on joint degree programmes as due to regulations by the Ministry of Education and Research, creation of double degree programmes has been hindered. TU is currently in the process of applying for European Universities Initiative programme and has planned together with partners in this project to set up at least 2 new joint degree programmes. According to the Development Plan 2020-2022, TU foresees increasing cooperation with foreign universities in order to provide more international study opportunities for students and establishing joint degree programmes is one tool to increase students' mobility and provide staff members with international experience. Several Erasmus+ International Credit Mobility projects that TU is running and has currently applied for, have a goal to be the first step in establishing a joint degree programme. This would be also one of the goals for the next period as creating a joint degree programmes with a partner outside the EU is new for TU.

6. Focusing on strategic partners using Erasmus Programme support. Erasmus Programme provides different actions which can be used to achieve the goals set by each university in internationalization. One of the examples of using the Erasmus Programme in order to expand the cooperation with strategic partners has been briefly commented previously (example with a Japanese university). The positive outcome of the cooperation has motivated also other schools and departments to focus on a rather smaller number of partners (excl. just mobility agreements). TU has set a goal for each school to select its strategic partners and participate more actively in joint research projects and other international projects (Erasmus, governmental projects, H2020 etc).

What is the envisaged impact of your participation in the Erasmus+ Programme on your institution?

Please reflect on targets, as well as qualitative and quantitative indicators in monitoring this impact (such as mobility targets for student/staff mobility, quality of the implementation, support for participants on mobility, increased involvement in cooperation projects (under the KA2 action), sustainability/long-term impact of projects etc.) You are encouraged to offer an indicative timeline for achieving the targets related to the Erasmus+ actions.

Original language (and translation into EN, FR or DE if the EPS is not in one of these languages)

The set targets are the following:

1. Improving the language proficiency for the students and staff. For mobile students, improving one's language skills is one of the main motivators to go abroad. As Tallinn University teaches languages, the Erasmus+ Programme is a very important possibility for active students to improve their language skills. And not only for the students studying languages - for all others as well. All students matriculated to the university from 2017 have to pass a placement test in English and pass a course in English on the level required by their curricula. Students matriculated before 2016 have to have the level B2 in English by the time they graduate.
Erasmus+ Programme gives the possibility to provide more English courses for the staff. We aim to increase the English level of our staff members and enable them to participate in mobilities and to cooperate with foreign colleagues.
2. Improving intercultural competences - We believe that participation in the Erasmus+ Programme helps to improve the intercultural competences not only for the mobile participants but for the students and employees at home as well. Not only do mobile participants learn about new cultures and get to broaden their horizons, they also learn something about themselves. They are encouraged to share this new information about other cultures, places, people with their students and co-workers which means that participation in the Erasmus+ Programme has a much wider impact on intercultural competences than one could imagine.
International students who carry out their exchange studies at TU and foreign staff members who come to teach at our university help to benefit internationalization at home for the local students and staff who for some reason are not able to go abroad. According to the TU Development Plan we continue supporting the development of multilingual environment at the university.
3. Better integration to the labor market - Our goal for the next Erasmus Programme is to have better cooperation directly with the companies offering international traineeship opportunities. We hosted the first traineeship fair at the beginning of 2020 for domestic and international companies and since it was successful, we intend to create a tradition of this. At the moment the place of traineeship abroad has to be found by the student so the end goal would be that all of our six academic units on campus and the regional campus in Haapsalu would have partners that they can cooperate with in case a student would like to go on a traineeship abroad.
4. Quality of teaching - We believe that gaining international experience helps to boost the quality of teaching. Gaining international experience is an effective way of learning new methods of teaching by sharing good practices with colleagues from other countries as well as teaching classes in a different environment. Plus, it helps to get more comfortable in communicating in a foreign language. Therefore, our goal is to increase the number of outgoing teaching mobility. Erasmus staff mobilities give an excellent possibility to target one of our priorities, to increase the interdisciplinary approach in the teaching process and to develop more joint study programmes with partner universities. At the same time, incoming exchange students give a strong input in improving the quality of teaching by bringing along different learning styles. This helps our academic staff to develop and improve their teaching methods.
5. Mobility targets and governmental funding. Our goal is to increase the number of students participating in the Erasmus+ Programme by 50% (studies and traineeships together). We are currently implementing mobility windows for our study programmes, we therefore expect this would have an impact on our mobility numbers. We are also keen on participating in a blended mobility scheme to increase our number of outgoing students. Participating in the Erasmus+ Programme is directly related to funding for Tallinn University which makes it a crucial goal for us.
6. Support for participants on mobility - incoming and outgoing students. For the outgoing students we will simplify the credit transfer application by initiating the credit transfer application in the Academic Affairs Office rather than having the student do it. The credit transfer application will be closely monitored by the Academic Affairs Office after the procedure has been finalized. This way we can ensure that all credits received abroad will be fully transferred and recognized by the university. We will also work with providing more support for the outgoing trainees by cooperating with different traineeship organizations. Our goal is

to have cooperating traineeship organizations for each of our academic units. We aim to support and advise our outgoing exchange students personally.

As far as incoming students are concerned, we are constantly working on improving the support services. With the help of student advisors and peer supporters we aim to provide them support before arrival as well as during the exchange semester(s) here, so they can be prepared and feel welcome. Our goal for the upcoming period is to strengthen the support system even more by offering special training to study counsellors, to be prepared to provide counselling considering the different cultural background of students. We will continue to improve the system of peer supporters by providing training and encouraging them to participate in the voluntary work at Tallinn University.

7. Increased involvement in cooperation projects (KA2 and KA3 projects) - during the last 2-3 years, the number of applications under KA2 and KA3 actions that TU has submitted or been part of has increased. This is a result of more active promotion of Erasmus Programme activities by our National Agency and by the university coordinators but also it is a result of internationalization of the university where our focus is more on international cooperation and research projects. Currently there is one KA3 project and 21 KA2 projects running at TU (TU is a partner). TU Development Plan 2020-2022 foresees that we shall systematically develop strategic partnership relations for the development of research related cooperation. One of the goals for the new Erasmus Programme period is to increase the number of successful projects in KA2 and KA3 actions where TU is the leading partner. The University's Research Administration Office is developing a support service for the preparation of project applications that should also give a strong input to the growth of the number of applications submitted by TU members.

2. IMPLEMENTATION OF THE FUNDAMENTAL PRINCIPLES

2.1 Implementation of the new principles

Please explain the measures taken in your institution to respect the principles of non-discrimination, transparency and inclusion of students and staff. Describe how your institution ensures full and equitable access to participants from all backgrounds, paying particular attention to the inclusion of those with fewer opportunities.

Studying in Estonia (Estonian-based study programmes) is free so this means that getting access to higher education is based on previous study results and entrance examinations. Students from disadvantaged socioeconomic backgrounds are encouraged to apply for a needs-based scholarship offered by the Estonian government. Depending on the monthly income, the scholarship can be up to 220 euros per month. The students that do not qualify for the governmental support, can apply for a special needs-based scholarship.

There are different measures taken to provide students with special-needs adjustments in courses, offering everyone equal opportunities to achieve maximum academic potential. There is a Disability Adviser working at our university whose job is to help arrange favorable conditions participating in courses, adjusting the physical study environment and provide information about scholarships and support services.

In addition, we have established a document called the Administration of Erasmus+ Higher Education Mobility Programme where we have established the requirements and regulations for applying for a scholarship for studies or traineeships abroad. This ensures that everyone is treated equally throughout the application process. The main eligibility criteria for the students applying for outgoing mobility are being a student of the university, having sufficient language skills and having completed the study programme in the volume which would enable them to accept the courses completed during studies abroad for the completion of the programme. However, all credits received abroad will be fully recognized.

What comes to incoming students, all students have equal opportunities to apply for exchange studies at Tallinn University no matter what their background is. We do not apply any extra costs on study materials or services that are offered to students on exchange and we make sure that students are informed about all the benefits that are available to them during their studies. We also offer individual counselling to students with special needs already before their arrival, so their courses and study materials can be adjusted, if necessary.

We work actively with our partners outside the EU (who might have different understanding and approach to principles of non-discrimination, transparency and inclusion) in setting up fair and transparent systems for choosing incoming students for exchange studies. This is however a constant work and changes are not taking place right away, but rather we raise the awareness of our partners in less-developed countries about the importance of equality and treating students equally. Due to that, we have set up additional selection requirements (selection interviews with TU staff members) with some of our partners to improve opportunities to students with fewer opportunities.

The same fundamental rules that apply to students, also apply to staff. No discrimination regarding position, work experience, gender or other matter is allowed. All staff members have access to the internal web where the Programme rules, information about applying and Mobility Agreement templates can be found. Staff members receive a monthly newsletter in which all are encouraged to make an appointment for a face to face consultation to plan their mobility. Due to the fact that Tallinn University is relatively small, we can provide personalized approach and support for everybody who needs it.

All staff members are equally welcomed to present their Mobility Agreements throughout the year. Mobility Agreements are checked for the eligibility criteria and forwarded to the mobility committee. All applicants