



EESTI
MUUSIKA- JA TEATRIAKADEEMIA

SELF-EVALUATION REPORT FOR INSTITUTIONAL ACCREDITATION

ESTONIAN ACADEMY OF MUSIC AND THEATRE

Approved by the Council of the Estonian Academy of Music and Theatre:
7 September 2016

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ABBREVIATIONS

AEC	Association Européenne des Conservatoires, Académies de Musique et Musikhochschulen
ANMA	Association of Nordic Music Academies
BA	bachelor's studies
CEES	Centre of Excellence in Estonian Studies
CoPeCo	Masters of Contemporary Performance and Composition
CV	curriculum vitae
DoRa	Doctoral Studies and Internationalisation programme
DP2020	EAMT Development Plan for 2015–2020
EAA	Estonian Academy of Arts
EAMT	Estonian Academy of Music and Theatre
EAS	European Association for Music in Schools
ECMTA	European Chamber Music Teachers' Association
ECTS	credit point (European Credit Transfer and Accumulation System)
ELIA	European League of Institutes of the Arts
ENCATC	European Network on Cultural Management and Cultural Policy Education
EPTA	European Piano Teachers Association
ESTA	European String Teachers Association
EU	European Union
EHIS	Estonian Education Information System (Eesti Hariduse Infosüsteem)
ERC	Estonian Research Council
ERP	Estonian Research Portal
ESS2014	EAMT employee satisfaction survey, conducted in autumn 2014
ETIS	Estonian Research Information System (Eesti Teaduse Infosüsteem)
FTE	full-time equivalent
HEI	higher education institution
HR	human resources
ICTM	International Council for Traditional Music
IP	intensive programme
IT	information technology
MA	master's studies
MER	Ministry of Education and Research
MTÜ	non-profit association (mittetulundusühing)
PhD	doctoral studies
PR	public relations
RDA	research, development and artistic activity
RPL	recognition of prior learning and professional experience
SibA	Sibelius Academy University of the Arts Helsinki
SIS	EAMT Study Information System

A list of EAMT internal regulations can be found [here](#)



0. INTRODUCTION

0.1. GENERAL DATA

Legal form	Legal person in public law
Established	28 th September 1919
Address	Tatari 13, Tallinn, 10116, Estonia e-mail: ema@ema.edu.ee
Homepage	www.ema.edu.ee
Rector	Peep Lassmann
Contact person	Margus Pärtlas, Vice Rector for Academic Affairs and Research phone: +372 6675 702 e-mail: margus@ema.edu.ee

Tallinn Higher Music School, the present Estonian Academy of Music and Theatre, was founded in 1919 during the first year of the Republic of Estonia. It is the leading educational institution in Estonia in the fields of music and theatre (the higher theatre education has been offered from 1938 to 1942 and from 1957 till now). Several generations of Estonian musicians, composers, music teachers, musicologists, actors and stage directors have graduated from the Academy.

Although with its approximately 700 students EAMT is the smallest among the six Estonian public universities and university-level HEI, internationally it can be compared to medium-sized music and theatre academies. Also the selection of study programmes and majors stands up to international comparison, comprising classical and contemporary music performance (orchestral instruments, piano, organ, harpsichord, accordion, Estonian kannel, vocal studies, choral and orchestral conducting, contemporary improvisation), composition and music technology (including electro-acoustic and audio-visual composition as well as recording arts), jazz studies, folk music, musicology and music theory, music pedagogy for primary and secondary school teachers, vocal and instrumental pedagogy, drama studies (acting, directing, dramaturgy) and cultural management.

In addition to formal academic education, EAMT also offers in-service training for music teachers and musicians in Estonia. EAMT is the Estonian centre of academic and artistic research in music, but its research areas also include music education, theatre and cultural management. Most of the academic staff of EAMT are active and recognised either as artists or scholars. The students also participate in various creative projects of EAMT, which are sometimes organised in cooperation with professional performing arts institutions.

EAMT has a modern educational environment and its buildings are in good condition. The present main building was opened in 1999, the Drama School was fully renovated in 2006. However, the lack of the Academy's own concert and theatre hall has been a major problem for a long time. As without such premises the Academy is unable to fully perform its role as an educational and cultural institu-

tion, construction of a performing arts complex has been the first priority of all recent strategic documents of EAMT.

During its almost 100 years of history, EAMT has gone through many changes. The present report introduces the current situation and important developments in recent years, 2011–2015. Currently there are 17 academic departments with more than 30 majors taught, the staff of EAMT numbers 242 employees, and there are approximately 700 students studying at EAMT. As stated in the [Development Plan of EAMT \(DP2020\)](#), the Academy as an organisation should function in an efficient manner, with motivated employees and a modern working environment.

Table 0.1. EAMT in figures.

	2011	2012	2013	2014	2015
1. EMPLOYEES					
1.1. Total number of employees (FTE)	200	200	200	196	191
1.1.1. Academic staff (FTE)	106	123	122	120	116
1.1.2. Non-academic staff (FTE)	94	77	78	76	75
1.3. Number of hourly paid teachers	114	100	108	118	125
1.4. Number of international academic staff (FTE)	5	4	5	4	3
2. STUDENTS					
2.1. Total number of students	748	742	710	711	698
2.1.1. BA studies	439	414	391	364	366
2.1.2 MA studies	266	280	272	301	287
2.1.3. PhD studies	43	48	47	46	45
2.4. Number of international students	68	68	82	95	112
2.5. Number of degrees awarded at all levels	205	222	162	178	148
2.5.1. Number of PhD degrees awarded	3	3	3	3	4
3. CURRICULA					
3.1. Number of curricula	34	21	23	23	23
3.1.1 of which joint curricula	1	4	4	5	5
4. CONCERTS AND PERFORMANCES					
4.2. Public concerts and performances organised	143	200	206	183	196
5. FINANCIAL FIGURES					
5.1. Operating income (millions of EUR)	5.5	5.8	6.0	6.4	7.7
5.2. Operating expenses (millions of EUR)	5.7	5.8	6.0	6.2	7.0

0.2. COMPILATION OF THE SELF-EVALUATION REPORT

Direct preparations for the institutional accreditation began at the end of 2015. On 27th November 2015 a training day was held for EAMT staff members (senior management, heads of academic departments, representatives of the administrative staff) with invited speakers from the Estonian Higher Education Quality Agency. The training consisted of a general introduction to the accreditation process and a practical self-assessment exercise in groups formed according to the assessment areas.

The Rector's order No. 83-ü of 1st December 2015 defined the time frame for the compilation of the self-evaluation report and the division of the responsibilities. Four working groups were formed, and the Vice Rector for Academic Affairs and Research was appointed the main coordinator and leader of the process.

Throughout the spring semester 2016 collection of data, description of the situation and analysis of the results according to assessment areas took place. Working groups met to discuss the four main chapters of the report. The Student Union contributed with chapter 2.4.5. on student feedback. The publication of the full version of the self-evaluation report to all EAMT members took place somewhat later than originally planned, but in August 2016 all structural units, staff and students had the opportunity to familiarize themselves with the report and make comments on the Internal Web. Many of the comments were taken into account in the final version of the report, which was approved by the EAMT Council on 7th September 2016.



1. ORGANIZATIONAL MANAGEMENT AND PERFORMANCE

EAMT is a public university that operates on the basis of the [Universities Act](#) and the [Statutes of the Estonian Academy of Music and Theatre](#). EAMT belongs to the administrative area of the Ministry of Education and Research (MER).

1.1. GENERAL MANAGEMENT

1.1.1. Role of EAMT in Estonian society

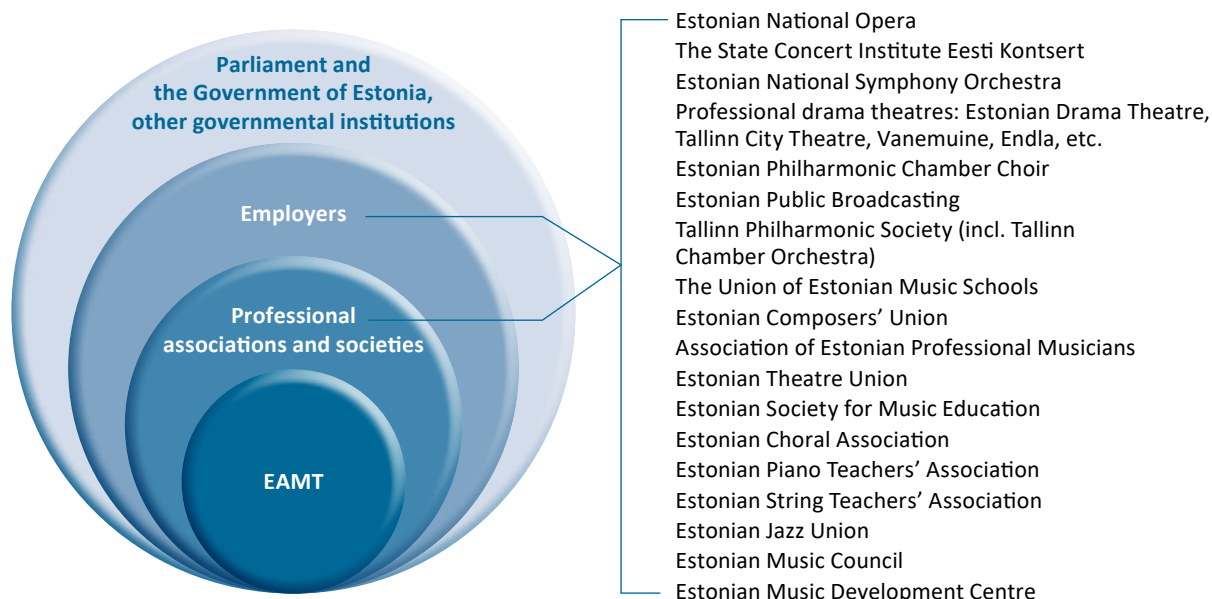
With the aim to better organise the Estonian university landscape, MER initiated the division of responsibilities between different HEI in 2012. The area of responsibility of EAMT is music and theatre. Although some performing arts studies also take place at other universities, EAMT is the only HEI in the country that offers programmes at all three levels in all the important speciality fields of music and theatre. According to the administrative contract with the MER, EAMT is responsible for providing musical and theatre education, meeting high standards and corresponding to the needs of society, and for ensuring the quality and development of this education. In addition to high-level specialised studies, the Academy also considers the broader key competencies of students, aiming to develop its graduates into responsible citizens who are able to take initiatives. The activities of EAMT are based on the constitutional principle that the main purpose of our statehood is to guarantee the preservation of the Estonian people, the Estonian language and the Estonian culture through the ages. As the leading institution of music and theatre education in Estonia, EAMT plays a crucial role in fulfilling this mission.

The **mission** of EAMT is to contribute to the development of a human-centred Estonian society, the spread of a creative mindset and the preservation of the Estonian language and culture through education in the fields of music and theatre and the promotion of creative and research work. The **vision** of EAMT is to be a recognised and attractive educational and cultural centre and exponent of national cultural traditions that actively develops international cooperation and is open to new and interdisciplinary study programmes, creative ideas and research projects.

EAMT develops cooperation with other universities, professional networks and organisations in Estonia and abroad, supports the mobility of students and academic staff and is an active participant in the education programmes of the European Union and the Nordic countries. EAMT is a member of the European Association of Conservatories and Music Academies (AEC), the European Association for Music in Schools (EAS), the European League of Institutes of the Arts (ELIA), the Association of Nordic Music Academies (ANMA), the European Chamber Music Teachers' Association (ECMTA), the European Network on Cultural Management and Cultural Policy Education (ENCATC), and the International Association of Music Libraries, Archives and Documentation Centres (IAML). The main stakeholders of EAMT who help the organization to realize its mission and vision are shown in Figure 1.1.

As regards the cooperation with different partners and stakeholders, there is a room for improvement concerning the more efficient involvement of employers in their contribution to curricula development. Also, there could be closer cooperation with different music schools (approximately 90 in Estonia) since these are very crucial partners in terms of nurturing and increasing the number of future students for EAMT. We believe that all levels and fields of music education are important and it is necessary to cooperate, in different formats, both with music schools and other primary and secondary schools.

Figure 1.1. Main stakeholders of EAMT.



EAMT is an active contributor to the development of Estonia’s education and culture policy and considers it important that the work of musicians, actors and stage directors is valued by society. Numerous faculty members of EAMT are simultaneously active in Estonian orchestras, theatres and other institutions, creating a direct link between the professional world and the Academy.

Of the six public universities in Estonia, EAMT is the one with the highest percentage of international students. According to the internet portal [HaridusSilm](#) run by the MER, in 2011–2015 the percentage of international students in Estonian universities fluctuated between 1.6 and 11.2 per cent, while in EAMT it ranged between 9 and 16 per cent. The exact data about EAMT is presented in Table 2.3. The intentional creation of an international learning environment started almost 20 years ago. The aim is to combine national traditions with the more recent interdisciplinarity and an openness to new means of expression. For instance, the international summer courses “Crossing borders”, initiated by EAMT in 2005, prepared the ground for a new and experimental initiative in Europe, the international joint programme [Contemporary Performance and Composition](#) (CoPeCo), the first admission to which took place in 2014.

According to the results of the latest employee satisfaction survey, conducted in autumn 2014 (ESS2014), of 125 respondents 24 chose to answer that they are very satisfied with EAMT’s role and position in the culture and education field, 47 chose satisfied and 34 people answered fairly satisfied.

Table 1.1. ESS2014 results concerning EAMT’s role and position in the culture and education field.

	Very satisfied	Satisfied	Fairly satisfied
Satisfaction with EAMT’s role and position in the culture and education field	19 %	38 %	27%

In the coming years EAMT should reach agreement on core values at an organisational level. Currently people who are involved with the Academy realise that there are shared values, but since there is no agreement on the formulation of those values, the understanding of organisational culture is somewhat vague and the integration of people needs improvement.

1.1.2. Setting the EAMT objectives

The tradition of setting institutional objectives and approving formal Development Plans, mostly for 5-year periods, goes back in EAMT for 20 years. The present strategic document, DP2020, was ap-

proved at the beginning of 2015. The objectives set in this document are in line with the general development directions of Estonia and the EU. More specifically, the following national strategies and regulations influenced the composition of DP2020:

- [Estonian Lifelong Learning Strategy 2014–2020](#)
- [Estonian Research and Development and Innovation Strategy 2014-2020 “Knowledge-based Estonia”](#)
- [General Principles of Cultural Policy until 2020](#)
- The decision of Parliament of 5th November 1996 on the Construction of the Estonian Academy of Music, the Art Museum of Estonia, and the Estonian National Museum
- Institutional accreditation conditions of [Estonian Quality Agency for Higher and Vocational Education](#).

DP2020 sets five strategic goals to be achieved, each of which is supported by 3–4 concrete measures. Specific actions are listed under each measure. The strategic goals are formulated as follows:

- EAMT shall build a new hall complex next to its current main building to complete the educational environment of the Academy, raise the quality of education, improve domestic and international cooperation, and increase the visibility and impact of the Academy in society;
- the Academy shall function in an efficient manner, with motivated employees and a modern working environment;
- the students of EAMT shall receive a high-quality and internationally competitive education that meets the requirements of the field-specific labour market;
- research activities at the Academy shall support educational and creative activities and the preservation and development of the Estonian national culture;
- EAMT shall be an institution with a positive image, contributing to the positive evaluation of creativity and lifelong learning in society.

The first strategic objective of the Development Plan is based on the 1996 decision of Parliament on the construction of three national cultural objects. The recommendations of experts during previous external evaluations, the self-analyses of structural units, feedback from students and the results of an employee satisfaction survey were taken into account during the preparation of the Development Plan.

1.1.3. Performance indicators of the Academy

The performance indicators are exhibited in the Appendix of DP2020 in the form of the following table (the actual data for 2015 were added later).

Table 1.2. Performance indicators of EAMT.

Indicator	Base value (2014)	2015 planned	2015 actual	Goal/result for 2020
1. EAMT shall build a new hall complex next to its current main building to complete the educational environment of the Academy, raise the quality of education, improve domestic and international cooperation, and increase the visibility and impact of the Academy in society				
Building status of the new hall complex			Investment proposal for 6 million Euros has been submitted to Foundation Archimedes	New hall complex is ready and functions as creative environment and creative economy incubator

2. EAMT shall function in an efficient manner, with motivated employees and a modern working environment				
Employee satisfaction on a 6-point scale	4.7		(no poll conducted)	4.9
Average salary of EAMT employees compared to average salaries in Estonia	1.16	1.20	1.27	1.40
Average number of applicants for each academic post (on the basis of last 3 years)	1.46	1.5	1.44	1.6
3. The students of EAMT shall receive a high-quality and internationally competitive education that meets the requirements of the field-specific labour market				
Number of creative projects conducted in cooperation with other universities	4	4	4	5
Number of creative projects of EAMT students conducted in cooperation with different employers	4	5	10	6
Number of international joint curricula and cooperation projects	12	12	14	15
International mobility of EAMT students (%)	6.7	7	5.7	9
Enrolled international students (%)	13.5	14	16	17
International exchange students (%)	7.3	7.4	5.4	8
Number of awards from international and national competitions	20	21	13	25
Drop-out rate (%)	11.2	11	11.5	9
Number of graduates who continue their education/work in their field of specialization (%)	88	88.3	90	90
Number of academic employees who have worked abroad for a longer period	4	5	2	10
Shorter visits of academic employees to foreign countries	151	155	137	180
Number of permanent foreign lecturers	7	7	5	10

Number of master classes and short courses by foreign lecturers	60		61	40
4. Research activities at the Academy shall support educational and creative activities and the preservation and development of the Estonian national culture				
Number of research publications	24	25	20	30
Total research budget (Euros)	141 901	140 000	83 000	160000
Number of doctoral students participating in international projects and/or on temporary work abroad	10	3	5	2015–2020 total 20
Number of doctoral degrees awarded	3	3	4	2015–2020 total 18
5. EMTA shall be an institution with a positive image, contributing to the positive evaluation of creativity and lifelong learning in society				
Number of public concerts and performances	140	145	200	160
Number of participants on training and preparation courses	585	585	589	600

Before 2010 there were no formal performance indicators in use at EAMT. In 2010 for the first time 10 quantitative indicators were selected and attached to the Development Plan. However, they were not explicitly linked to the strategic goals. In DP2020 the system of performance indicators is more detailed and consistent.

1.1.4. Development and implementation of the Academy's development plan and action plan

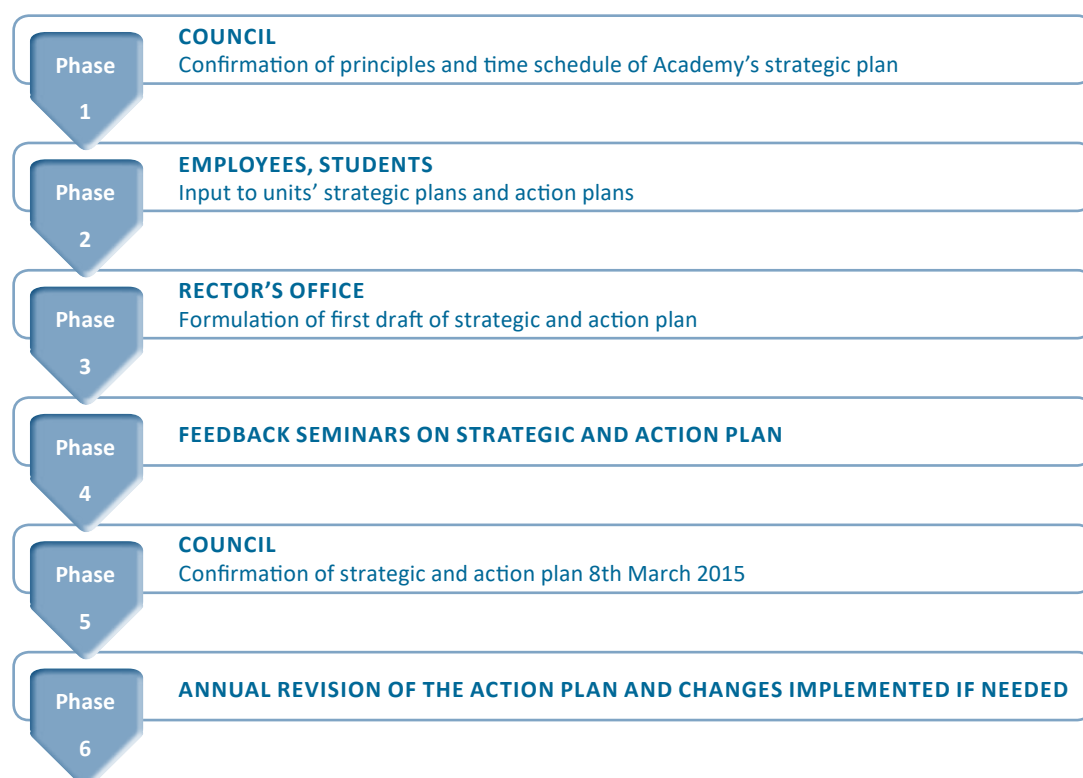
The process of working out the Academy's main strategic document, DP2020, was started in autumn 2014.

- On 15th October 2014 the EAMT Council confirmed the principles and time schedule of the Academy's development plan for 2015–2020.
- In November 2014 an employee satisfaction poll was conducted, and input from academic and administrative units and the Student Union was gathered.
- In December 2014 the first draft of the strategic and action plan was formulated by the Rector's Office.
- In January – February 2015 feedback was gathered via the intranet, and a feedback seminar and discussion was held by the Board of Governors.
- On 8th March 2015 DP2020 was confirmed together with its Appendices – list of performance indicators and Action Plan for the first 2-year period.

The process of the development and implementation of DP2020 is illustrated in Figure 1.2.

The strategic plan and related action plan together with performance indicators are reviewed and, if necessary, revised in the Council once a year. This is related to the annual report of the Rector's Office

Figure 1.2. Process of the development and implementation of the Academy's strategic and action plan.



to the Council. The last report of the Rector's office was made on 4th March 2016, when the results of the year 2015 were analysed. It was reported that most of the activities planned for that year had actually been carried out. Some activities were implemented partially (academic departments' action plans for the period of 2015–2016 were partly missing, finding three HEI for comparison in terms of performance indicators was not completed and there was still no decision about financing the new hall complex of EAMT). Information about each year's activities and successes is given in the [Annual Report](#) of EAMT which has been published since the year 2000. The Annual Report is sent to all important stakeholders and made public on the EAMT website.

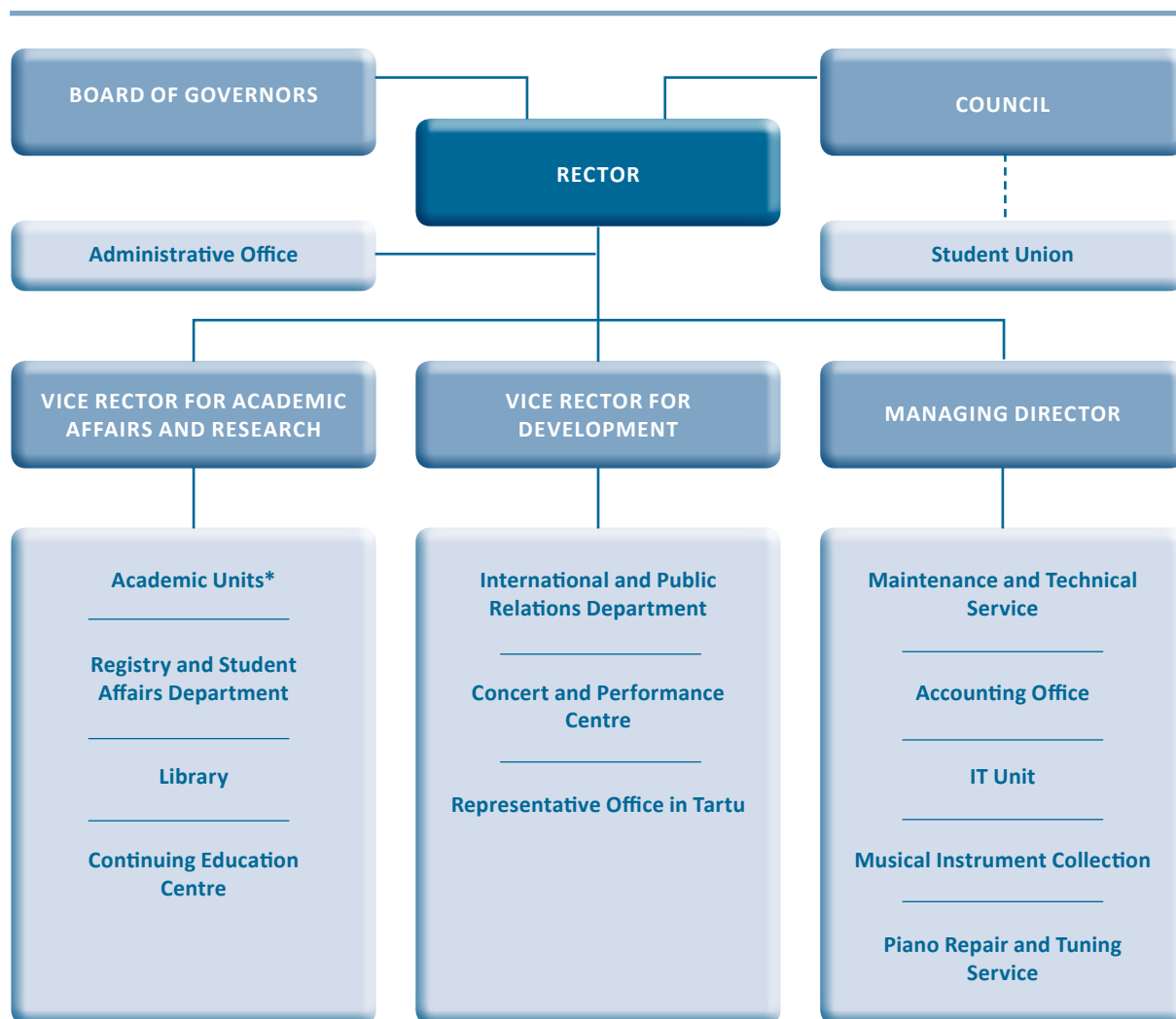
Targeting and indicator-based review of activity is a relatively new approach in the Academy. It is very important to increase the applicability of each unit's input to the Academy's strategic plan. Compared to the past, periodical planning and reviewing of activities has improved at every level of EAMT, and this area remains important in the future. According to DP2020, the improvement of the management of the Academy and the system of development planning and performance assessment remains an important measure to achieve strategic goal 2 (see section 1.1.2.).

1.1.5. Governance of the Academy

The Estonian Academy of Music and Theatre is an organisation made up of academic, support and administrative units whose functions, rights and obligations are regulated by the [EAMT Statutes](#) and other documents. The structure of EAMT is approved by the EAMT Council.

The principal units of EAMT's academic structure are departments, institutes and centres (generally called academic departments). The Drama School is also one of the principal academic units of EAMT. All students and academic staff are divided between the departments according to their specialisation. At the same time there are many links between the departments. For instance, the Centre for Instrumental Chamber Music is responsible for teaching chamber music to the students of the Piano

Figure 1.3. Structure of EAMT.



* Piano Department, Strings Department, Brass and Woodwind Department, Voice Department (incl. Opera Studio), Conducting Department, Jazz Music Department, Composition Department (incl. Electronic Music Studio), Musicology Department, Institute of Instrumental and Vocal Pedagogy, Music Education Institute, Drama School, Centre for Instrumental Chamber Music, Centre for Vocal Chamber Music and Accompaniment, Centre for Early Music, Centre for Contemporary Music and Improvisation, Centre for Cultural Management and Humanities, Centre for Doctoral Studies

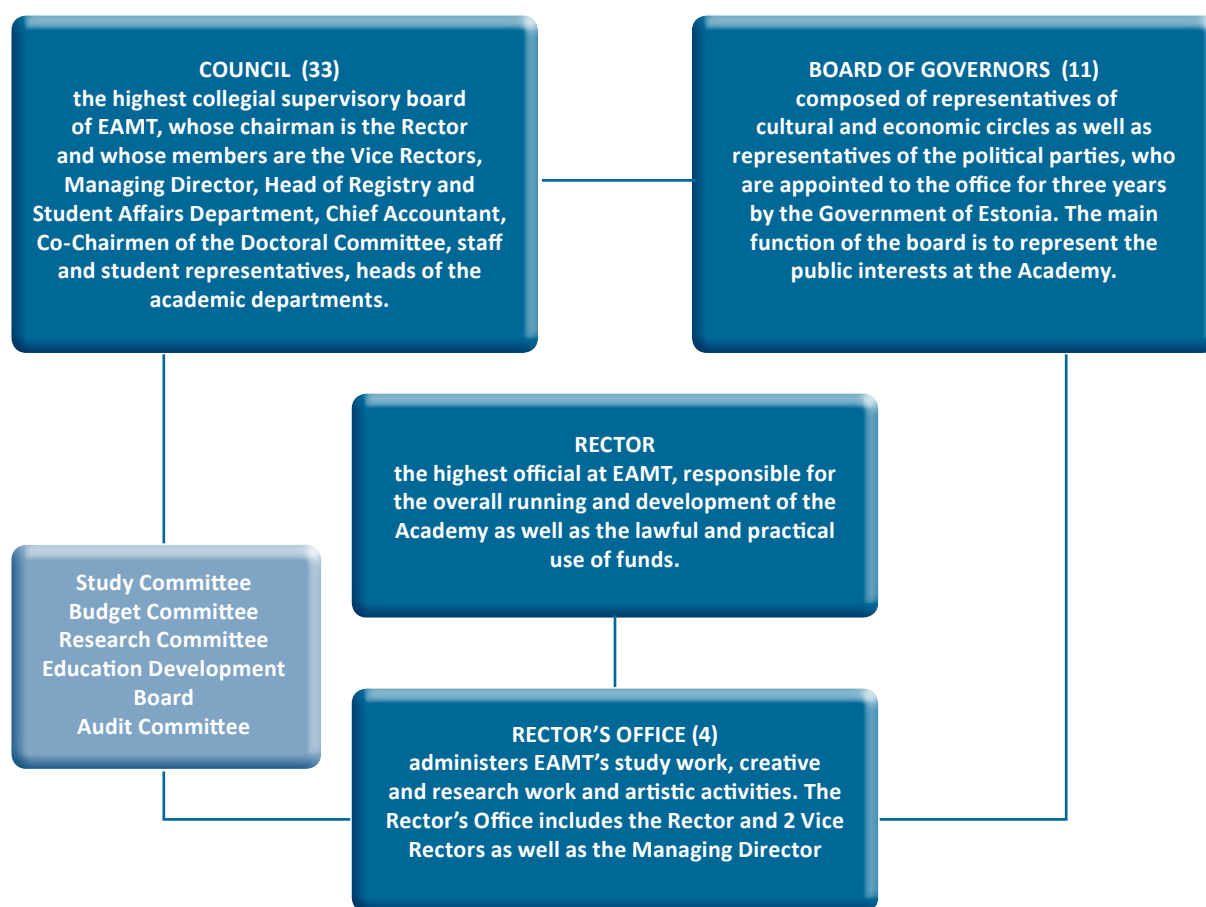
Department and Strings Department as well as to the Brass and Woodwind department; the staff of the Musicology Department teaches music theory and history to all students of the Academy.

EAMT's administrative structure is made up of accounting, maintenance and technical services, piano repair and tuning service, musical instrument collection, and the IT service. The EAMT support structure includes the Registry and Student Affairs Department, International and Public Relations Department, Library, Concert and Performance Centre and Continuing Education Centre. EAMT has also a representative office in Tartu that coordinates EAMT activities in the southern part of Estonia.

The Vice Rector for Development has two units under his jurisdiction, but it is important to emphasise that this member of the senior management is responsible for all development related activities at the Academy, leading cooperation projects between different units and with different organisations outside the Academy.

EAMT is managed by the Council, the Rector, and the Rector's Office, consisting of the Rector, two Vice Rectors and the Managing Director. As an advisory body, the Board of Governors is responsible for the relations of EAMT with the public. Discussions in four permanent committees precede the final decisions made by the EAMT Council. Figure 1.4. describes the general management of the Academy.

Figure 1.4. Management structure of EAMT.



At least 20 % of Council and Study Committee members come from the Student Union. Students are involved in making all decisions in these bodies. The Student Union has its own [Statute](#) regulating the election of their representatives. The Rector's Office and Student Union meet once a semester to discuss relevant student and study related topics at EAMT.

Based on the results of the latest employee satisfaction survey conducted in autumn 2014, of the 125 people who answered the poll, 16 respondents answered that they are very satisfied with the Academy's general management, 52 chose satisfied and 39 people answered fairly satisfied.

1.1.6. Management of internal and external communication

Goals for internal and external (incl. international) communication are set in article 5.2. of DP2020. The main responsibility for managing internal and external communication lies upon the International and Public Relations Department, consisting of three international relations coordinators, a foreign students' adviser and a public relations manager. The work of this department is led by the Vice Rector for Development. In addition, the study- and admission-related information for prospective students is delivered by the Admissions Secretary from the Registry and Student Affairs Department.

The main channel for external communication is the EAMT web page, administered by the public relations manager. In 2015 the web page was completely renewed and it is still partly under construction (particularly the English version). It must be admitted that the development of the new web page in cooperation with the different units of EAMT has not been very efficient. Better integration of the web page of the EAMT Drama School with the main web page of EAMT should also be envisaged.

From time to time EAMT has published printed newsletters. The most recent of these was printed on 29th October 2015 in 70,000 copies and delivered together with the biggest daily newspaper in Esto-

nia, *Postimees*. The newsletter *Hääle kandja* included interviews with leading professors, a short presentation of selected new teachers, information for prospective students and more. As the newsletter was well received by both professionals and the general public, EAMT has decided to print and deliver it in the same way once every year.

One of the obligations of the PR manager is to collect information and prepare press releases about the activities of EAMT. Thanks to this work EAMT has received quite a lot of attention in the national media in recent years. The Academy has its own [Facebook](#) page in Estonian and in English as well as the *Youtube* channel and it regularly cooperates with Estonian Public Broadcasting. The [Youtube](#) channel is used not only for presenting recorded performances but also for direct broadcasting of most important events.

The main source of information at EAMT is the intranet, which is developed by the IT unit; the components of the intranet are described in section 1.3.2. The intranet and different electronic registries have increased the information flow and administration efficiency at EAMT. An area for improvement is the reliability of the system. The main internal communication channels used at EAMT are:

- mailing lists of employees – information moves from the management to the applicable lists of employees (council, academic staff, researchers, heads of departments); in addition to general mailing lists of the Academy most of the departments also have their own internal list of teachers and students;
- mailing lists of students and Study Information System (SIS) for informing students (e.g. reminders of important deadlines);
- weekly newsletters of the Concert and Performance Centre;
- traditional opening meetings of the academic year for all employees – members of the Rector's Office give an overview of planned activities for the forthcoming year, introduce new colleagues etc;
- teachers' information and training day, usually conducted in the spring semester and dedicated to one or two concrete topics (e.g., electronic databases, important changes in the organisation of studies, developing entrepreneurship in curricula);
- students' briefings – arranged according to need on some relevant topic; briefings on opportunities concerning ERASMUS student exchange have taken place on a regular basis.

In internal communication the emphasis is on delivering information concerning work or study administration, also involving different target groups in decision making. The satisfaction poll and interviews with employees reveal that there is still room for improvement: information gaps still exist and people expect to be more fully involved in decision making. At the same time heads of departments point out that it is quite often hard to get input from colleagues concerning development ideas and activities. Therefore, in DP2020, one of the measures for reaching strategic goal 2 is the improvement of information exchange and academic and social communication among EAMT members.

The employee satisfaction survey reveals that people are satisfied with the information flow concerning their work (60 respondents out of 125) and the general, organisation level information flow (51 respondents); 15 and 12 respondents respectively chose very satisfied.

STRENGTHS:

- The area of responsibility and mission of EAMT are clearly defined. The reputation of EAMT in Estonian society is high, and EAMT has also gradually achieved considerable international prominence.
- The intranet, developed by the IT unit (see section 1.3.2.).
- Strategic planning has confirmed itself in the Academy's general management. The present Development Plan covers all important areas of activity and is supported by concrete performance indicators and action plans. These are regularly reviewed at the highest management level.
- The Academy's governance generally functions efficiently. The students are involved in decision making at the highest level.
- Through annual reports, press releases and other channels EAMT informs the wider society about its activities and important achievements.

AREAS FOR IMPROVEMENT:

- Open discussion of EAMT core values and their definition is required. Common agreement on shared values would contribute to the development of organisational culture and the integration of EAMT members.
- The involvement of structural units in the Academy's strategic planning and performance assessment could be increased.
- While EAMT is a relatively small university, its internal communication is not always at a good level. There are problems with communicating the decisions of the Council and of the Rector's Office to the members, as well as with information exchange between structural units. In addition to official communications, informal communication among members should be supported as well. Different communication channels should be better integrated and information transmission better managed.

1.2. PERSONNEL MANAGEMENT

In DP2020, the strategic goal 2 states that the Academy as an organisation shall function in an efficient manner, with motivated employees and a modern working environment. One of the measures to fulfil that objective is to create a system of employee motivation and development. The development of an open society and international communication raises expectations regarding EAMT's salary conditions, but non-monetary recognition, professional development opportunities and a clear perspective of career development are also important factors for employee motivation.

Personnel management guidelines are developed at EAMT by the Rector's Office and technical support in carrying out these guidelines is offered by the HR manager. In each unit, the head of department is responsible for organising the work of the unit and the overall work atmosphere, and also for providing the required input for the hiring process with regard to vacancies in the unit.

Even though the results of ESS2014 were quite positive, it also highlighted a number of problems and bottlenecks which require greater attention and specific changes.

1.2.1. Recruitment of staff and academic sustainability

The requirements for the teaching and research staff positions at the Academy are based on the Republic of Estonia's Universities Act, the [Standard of Higher Education](#), the [Organization of Research and Development Act](#) and are specified in [Regulations for Recruitment for Academic Positions](#) at EAMT, approved by the Council on 22nd December 2010. [The Requirements for Teaching and Research Staff Positions](#) are stated in the Annex to the same document. These include requirements for speciality competence, qualification (requirement of academic degrees), creative, research and past teaching work, as well as other criteria to be taken into account in assessment.

As a rule, regular members of the teaching and research staff shall be appointed through a public recruitment procedure and elected by the EAMT Council for an unlimited period. The heads of academic departments are elected by the Council amongst the members of the academic staff for up to five years or appointed by the Rector for up to three years. Visiting teaching staff shall be appointed by the Rector for up to five years.

A public recruitment procedure for filling an academic position may be announced if a new position is being opened, if a position is vacant or if less than a year is left on the employment contract with the person working in that position. Matters pertaining to the announcement of a public recruitment procedure are discussed and decided by a special Academic Committee, which is formed and headed by the Rector and is made up of the Vice Rectors and seven regular professors. A special Recruitment Committee is responsible for checking the conformity of every applicant's submitted documents to the formal requirements.

The Council secretary is responsible for the technical aspects of conducting the public recruitment procedure. The public recruitment procedure notice is published on the Academy's website, in at least one Estonian daily newspaper, and is sent to professional associations and networks in both Estonia and foreign countries at least 30 days before the deadline for applications.

By decision of the Rector, candidates shall not be allowed in the public recruitment procedure if they

- do not, in the opinion of the Recruitment Committee, conform clearly to the requirements for the position;
- have repeatedly received very low ratings from EAMT students regarding academic work;
- have been in serious breach of the Code of Ethics of Estonian Scientists or other generally recognized ethical norms.

It must be admitted that the average number of candidates for an academic position to be filled through a public recruitment procedure is very low: between 2011 and 2015 it increased from 1,2 to 1,5 candidates for each post. The main reasons for this are the lack of qualified specialists within Estonia and low salaries that are not attractive for high-level candidates from abroad. Still, there has been a gradual increase in the number of applicants from other countries during recent years and this tendency is foreseen to continue.

The appointment of the academic staff shall take place at the meeting of the EAMT Council. Before that, a recommendation vote is held in the relevant academic department; this provides an important indication for the Council members for the final appointment.

In EAMT's Statute of Academic Departments it is stated that one of their tasks is to take care of academic sustainability in their respective areas of responsibility. This means that it is the obligation of the department and its head to observe young talented people as potential members of the academic staff and to create conditions for their gradual involvement into the Academy. Often young teachers start their career as hourly-paid visiting lecturers and gradually increase their teaching load. Important job offers and candidates for academic positions are agreed beforehand between the head of department and the Rector's Office.

There are no strict regulations for the recruitment of non-academic staff. Both public recruitment procedures and simple appointment of an employee are used.

The main characteristics of the structure of EAMT's personnel are presented in Table 1.3. Table 1.4. compares the staff of three institutions, EAMT, EAA and SibA. As can be seen, the ratio of academic and non-academic staff in EAMT and SibA is almost the same, whereas in EAA the academic staff is considerably smaller. The number of students per one member of the academic staff is the smallest in EAMT (taking into account the number of hourly paid teachers, the ratio is about the same as in SibA). The distribution of men and women is well balanced in EAMT, but the average age of the staff is the highest among three institutions (in spite of the fact that there are quite a lot of young teachers).

Table 1.3. Main characteristics of EAMT staff in 2011–2015.

	2011	2012	2013	2014	2015
Permanent staff in FTE	200	200	200	196	191
of which academic staff	106	123*	122	120	116
of which international teachers and researchers	5	4	4.9	4.3	3.2
of which non-academic staff	94	77	78	76	75
Number of hourly paid teachers	114	100	108	118	125
Men/women (number of people)	119/152	118/150	116/148	109/142	106/136
of which academic	-	-	89/86	85/84	83/79
of which non-academic	-	-	27/62	24/58	23/57
Average age of academic staff	50	50	51	51	50
Average age of non-academic staff	49	50	50	52	54

***Note:** from 01.09.2012 the position of piano accompanist (non-academic) was renamed to assistant lecturer (academic). For that reason the status of 20 staff members changed in 2012.

Table 1.4. Comparison of the staff of EAMT, EAA and SibA (2015).

	EAMT	EAA	SibA
Total permanent staff in FTE	191.3	161.8	278.8
% of academic staff from total staff	60.8	37.5	58.0
Number of students per member of the academic staff	6.0	17.5	8.5
% of women from total staff	56.2	60.4	47.2
Incl. academic staff	48.8	55.7	39.6
Average age of academic staff	50	44.5	47.4
Number of academic staff aged 30 and under	8	7	0
Number of academic staff aged 31-40	28	16	29

1.2.2. Staff development

According to DP2020, EAMT aims to offer professional development opportunities, including opportunities abroad, to both academic and non-academic staff members. The main objectives of staff development are supporting the professional growth and motivation of EAMT's employees. The main rights and obligations of the academic staff as well as the principles of measuring the workload are stated in the [Job Description of the Academic Staff](#). The workload for full-time academic employees is 1700 hours per year. Depending on the position and discipline, the number of contact hours can vary from 500 to 700 (approx 700–900 academic hours) per year. Thus, a lot of time is left for other professional activities and personal development. Besides, once every five years a permanent member of the academic staff can take a sabbatical semester, which is free from teaching obligations and is meant for personal development and conducting artistic or research work.

Once a year, at the beginning of the new academic year, every head of academic department conducts a performance appraisal with the academic staff of the department. Although the main content of the conversation is often related to specifying further work and teaching obligations, it is also meant as a channel for giving feedback, assessing the previous work results and discussing needs for professional development. The Vice Rector for Academic Affairs and Research holds similar performance reviews with heads of the academic departments.

While the annual performance reviews have a rather informal character, once every five years a formal attestation of every permanent academic staff member must take place. The aim of the attestation is to periodically assess the conformity of the academic staff to the requirements of the position and to support the professional development of the staff members. [The Regulations for the Procedure of Evaluation of Teaching and Research Staff](#) specify the attestation procedure. Similar assessment takes place when a post becomes vacant owing to the expiry of the employment contract and a member of the academic staff applies for the post through the public recruitment procedure. Until 2014 this was a regular practice, because in accordance with the Universities Act all employment contracts of the academic staff were made for 5-year periods. In coming years, the new attestation system will gradually replace the earlier practice.

DP2020 states that a more specific career model for academic staff at EAMT should be developed. Similar work is in progress in other HEI of Estonia. Currently academic staff, especially its younger members, are somewhat uncertain about their career development opportunities.

There is no formal training and development model for administrative and support staff at EAMT. The need for professional development is identified by the employee him-/herself or his/her chief and the required training is agreed with the management on an ad-hoc basis. The Managing Director is responsible for arranging training courses required by law, such as first aid and fire training.

ESS2014 also considered satisfaction with the possibilities of professional development and career. Results are shown in Table 1.5.

Table 1.5. ESS2014 results concerning possibilities of professional development and career.

	Very satisfied	Satisfied	Fairly satisfied
Satisfaction with possibilities for professional development	16%	40%	30%
Satisfaction with career possibilities	9%	32%	36%

1.2.3. Remuneration of work and motivation of staff

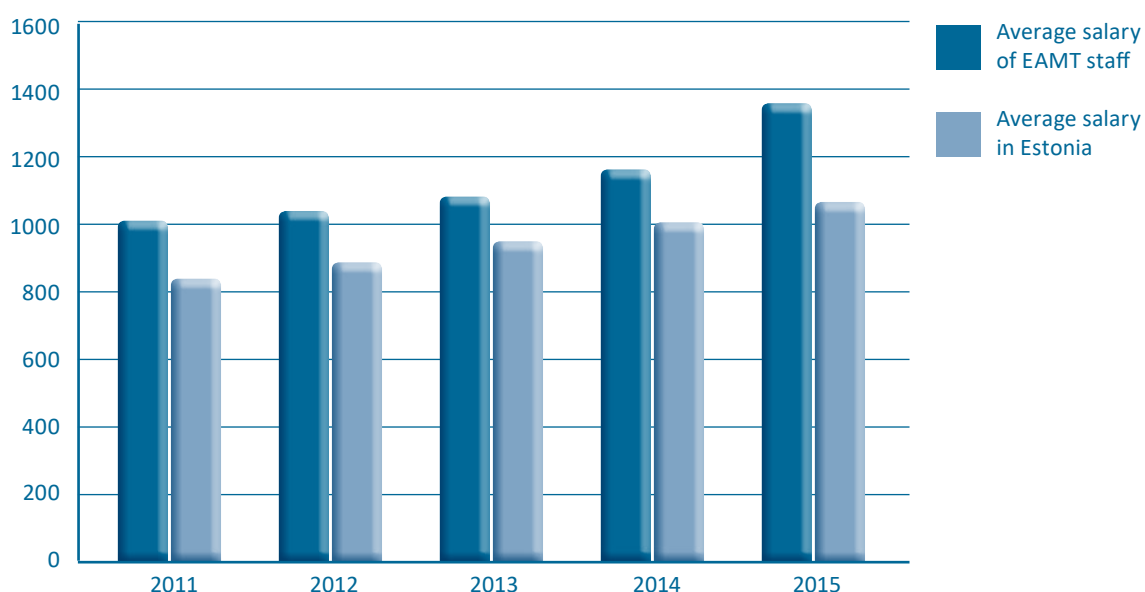
The payroll system at EAMT has been simple and transparent – every category of academic position (from teaching assistant to full professor) has a fixed basic salary. A performance bonus is paid according to the Performance Fee Regulation of EAMT's employees, confirmed in 2015 by the Rector's decree. The performance fee is paid for the following activities:

- successful tutoring of doctoral thesis;
- tutored student achieves prize in international or national competition;
- publishing research article or monograph in internationally distributed and peer reviewed journal or by recognised publishing house;
- other outstanding results related to the Academy's objectives.

Through Remuneration Regulation the following fields are regulated: principles of remuneration; principles of paying performance fees; employer and employee rights in remuneration; guarantees and indemnities provided by EAMT.

The senior management of EAMT has constantly aimed to increase the competitiveness of salary levels and support the motivation of the Academy's employees. There is an agreed principle that when in-

Figure 1.5. Comparison of average salaries.



come increases in the budget there will be a similar percentage increase in the budget for staff expenses. In 2015 the increase in the income provided by the state to the Academy resulted in an increase in the salaries of academic staff of 20% and for administrative/support staff of 13 %. Unfortunately the budget for 2016 did not allow the Academy to further increase the salaries of the employees.

There are no agreed immaterial motivation methods at EAMT; this has been a matter of the professionalism of the head of each department and senior management members. In DP2020, one of the objectives is to create a system of employee motivation and development (measure 2.3.). To implement this objective the Academy shall continue its efforts to pay its employees competitive wages and pay more attention to the non-monetary recognition of its members.

At present the universal aspects that support the motivation of the staff are long summer holidays for academic staff, flexible planning of working time and a pleasant work atmosphere.

According to ESS2014, staff satisfaction in terms of remuneration can be found in Table 1.6. and Figure 1.6. It may be added that satisfaction with the salary was a little higher among non-academic staff.

Table 1.6. ESS2014 results concerning salary.

	Very satisfied	Satisfied	Fairly satisfied
Satisfaction with the salary	3%	26%	28%
Satisfaction with the justification of the salary	3%	21%	20%
Satisfaction with the correlation between salary and work results	4%	17%	22%

1.2.4. Staff satisfaction

The main formal channel for receiving information and feedback about staff satisfaction is the employee satisfaction survey which was conducted in autumn 2014. According to point 2.1. of DP2020, satisfaction surveys will be conducted every two years. The next survey will be carried out in autumn 2016. A survey was also conducted in 2007. Since the time period is too long between the two surveys and the questionnaire used is not identical with that used in ESS2014, the results are not comparable.

Besides this formal way of receiving information about employees' expectations and satisfaction, it is important to use informal ways of information gathering as well, such as, for instance, discussions with the heads of department. Important discussions are held and important proposals made in general staff meetings as well.

In Figure 1.6 the main results of ESS2014 are presented. From 125 respondents, 83 were from academic staff and 42 from administrative/support staff; 76 women and 49 men answered the questionnaire.

There was the possibility to add comments to each aspect evaluated in the survey. Generalised comments, which were repeated most frequently, are the following:

- Satisfaction with work

People are enthusiastic about their work, especially academic staff; their work is their mission. The workload is unstable; at the same time there is the flexibility to arrange your work. Sometimes there are too many bureaucratic assignments that come along with the main work.

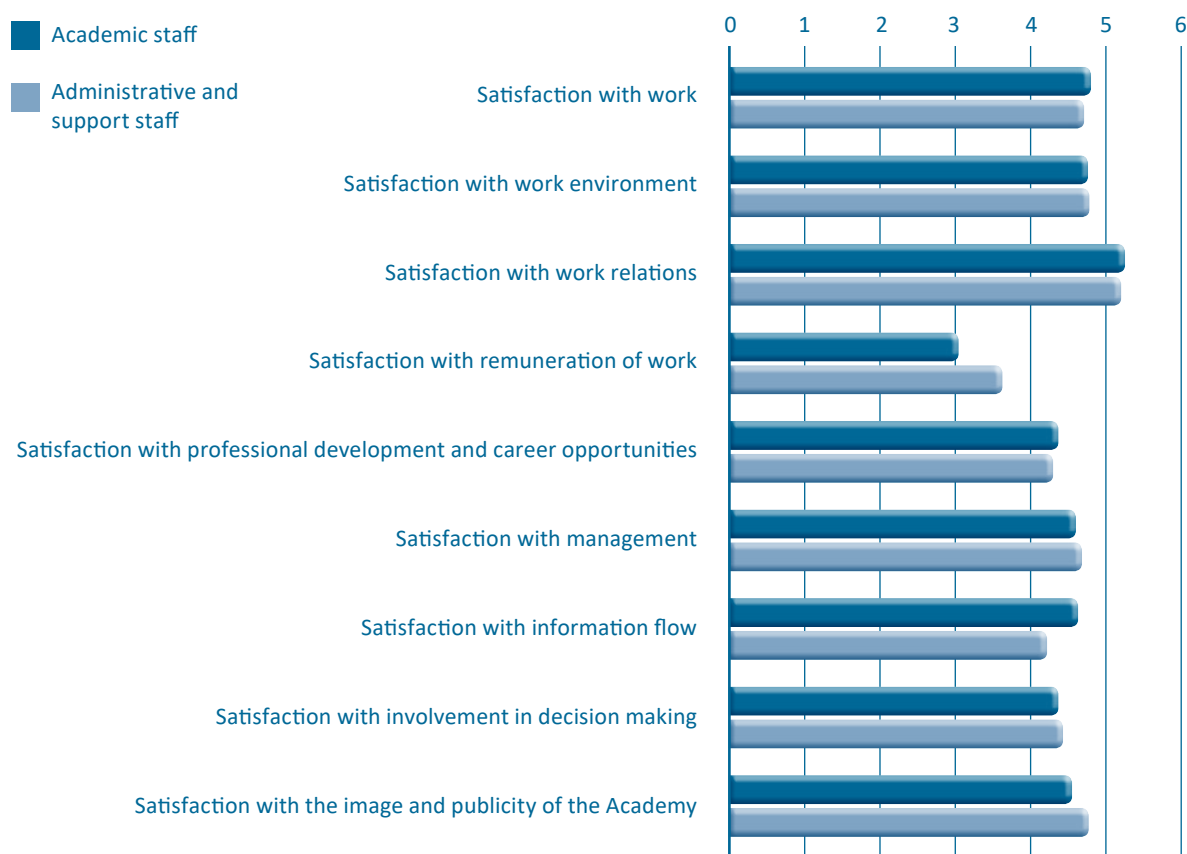
- Satisfaction with work environment

The conditions in some classrooms were valued as insufficient, mostly because of the bad ventilation. Also people need more open areas for informal gatherings and having coffee/tea breaks.

- Satisfaction with professional relationships at work

Relations were valued as good and supportive, but people would like more unifying organisational events and informal gatherings.

Figure 1.6. Main results of ESS2014 (calculated as average).



- Satisfaction with remuneration of work**
 Compared to the standard of living in Estonia, EAMT's salaries were valued as rather low, which makes people feel that their work is not valued in society; also many people pointed out that there is a mismatch between workload and salary.
- Satisfaction with professional development and career opportunities**
 There were respondents who were not informed about all professional development opportunities, especially people who belonged to the administrative and support staff. For academic personnel, international professional development opportunities were valued highly.
- Satisfaction with management**
 When strategic objectives are set, the communication of the objectives and their implementation should be carefully thought through; this includes motivating the staff (people need a channel through which to give feedback to the general management as well) and creating a strong and positive organisational culture.
- Satisfaction with information flow**
 The information flow in EAMT was seen as an area for improvement; departments should exchange more information, and general information should be shared regularly among staff, for instance through periodical digital information letters.
- Satisfaction with involvement in decision making**
 Involvement works at departmental level, but not so well in strategic decisions (general management).
- Satisfaction with the image and publicity of the Academy**
 Respondents believe that the image of the Academy is good in society, but there should be more systematic and deliberate communication and publicity outside the Academy to raise awareness of

EAMT's activities. The aim should be to increase the visibility of the Academy's position in Estonia. Respondents raised the point that they do not know what shared organisational values are.

The senior management of EAMT appreciates the active participation and the frank assessment of the current situation by the employees. Many areas for improvement and concrete suggestions that were raised by the staff members found their way into DP2020.

1.2.5. Participation of staff in international cooperation projects and mobility programmes

EAMT has been quite active in participating in different international cooperation projects, which has considerably contributed to the general internationalisation of the Academy as well as to the professional development of the EAMT staff. The main international cooperation projects in the period 2011–2015 are as follows:

- LLP Erasmus joint curricula development “Masters of Contemporary Performance and Composition – CoPeCo” (2010–2013, 5 partner institutions, number of EAMT staff involved: 7);
- Erasmus+ “Modernizing European Higher Music Education through Improvisation – METRIC” (2015–2018, 15 partner institutions, number of EAMT staff involved: 5);
- LLP Erasmus IP International Summer Course in Tallinn “Innovative Approaches in Integrating Music Education and Cultural Management” (2011, 12 partner institutions, number of EAMT staff involved: 5);
- LLP Erasmus Multilateral Project “Managing Art Projects with Societal Impact – MAPSI” 2013–2016, 5 partner institutions, number of EAMT staff involved: 6);
- Nordplus IP “Nomazz Meets the Baltics” (2011–2013, 7 partner institutions, number of EAMT staff involved: 3);
- Nordplus IP “Girl Power in Jazz” (2014–2016, 7 partner institutions, number of EAMT staff involved: 4);
- LLP Erasmus IP “Creativity, Improvisation and World Musics in Education” (2012, 3 partner institutions, number of EAMT staff involved: 2)
- Nordplus IP “Sustainable Development in Music Education” Nordic Network for Music Education – NNME (2011–2013, 19 partner institutions, number of EAMT staff involved: 7);
- Nordplus IP “The Universality of Music. Pushing the Borders of Music Education: Nordic-Baltic Perspectives” Nordic Network for Music Education – NNME (2015–2017, 19 partner institutions, number of EAMT staff involved: 7);
- Nordplus IP “Mythology, Culture and Identity in the Baltic-Nordic Countries” Teacher Education Network – TEN (2011–2015, 14 partner institutions, number of EAMT staff involved: 5);
- Nordplus IP “Innovative and Sustainable Aesthetic Methods for Citizenship Education: Nordic and Baltic Perspectives (ISAMCE)” Teacher Education Network – TEN (2016 – 2019, 15 partner institutions, number of EAMT staff involved: 5).

EAMT staff also participate in different conferences and professional meetings. The senior management of EAMT is regularly represented at the annual meetings of AEC and ELIA. Instrumental and instrumental pedagogy teachers regularly attend the conferences of EPTA, ESTA, ECMTA and other associations; academic staff with a scholarly profile attend academic conferences on musicology, educational sciences and cultural management. EAMT is active in the following Nordplus networks: Sibelius (classical music), NordPuls (jazz), NordOpera (opera), NNME (music education), NordTrad (folk music), ECA (music and dance), Nortecas (theatre) and ActinArt (cultural entrepreneurship).

The mobility of academic staff is supported through several special programmes (Erasmus, Nordplus, DoRa). The cooperation is mainly network-based.

Most commonly the teachers themselves agree on the time and content of the visits in cooperation with the receiving institution. Thus, the majority of the visits take place due to already existing contacts and most of the work done within the visits is in the form of master-classes.

The mobility of the administrative staff is categorised as training visits. The participants find the training base themselves. The visit is based on the Erasmus training plan (*Staff Mobility Agreement for Training*) that has been agreed between the trainee, the sending institution and the receiving institution.

As a positive aspect it may be noted that the teachers who already have existing contacts abroad are quite active in terms of mobility. However, the wish is that teachers who have no contacts or previous mobility experience would also show more interest in mobility. One reason why teachers are not interested in the Erasmus mobility plan might perhaps be that they will not get paid extra for their work abroad. However, the sending institution covers the travel and subsistence costs related to the visit. We believe that it is necessary to raise awareness among the academic and administrative staff about the possibilities of the Erasmus programme and point out the positive benefits of mobility for the professional development of the participants and for the Academy in general. Another positive aspect is that throughout the years EAMT has been allocated finances for Erasmus staff mobility in satisfactory and increasing amounts, giving the possibility for an increase in the number of instances of mobility.

The mobility of the academic staff has been supported also through the EU-supported doctoral studies and internationalisation programme DoRa.

Even though EAMT's mobility numbers are quite good, participation in student and staff exchange programmes has not become a generally accepted norm in the Academy. The number of foreign teaching staff with more regular teaching arrangements should be increased as well. The goal is to maximise the number of Academy members who are able to benefit from international communication and international experiences. In DP2020, one task is to promote the international mobility of students and teaching staff.

An overview of staff participation in mobility programmes is given in Table 1.7.

Table 1.7. Participation of EAMT staff in mobility programmes.

Year	2011	2012	2013	2014	2015
Mobility programmes and financing used (EUR)	ERASMUS LLP EUR 11,337	ERASMUS LLP EUR 13,003	ERASMUS LLP EUR 20,287	ERASMUS LLP and ERASMUS+ EUR 16,908	ERASMUS+ EUR 20,479
	NORDPLUS EUR 3933	NORDPLUS EUR 7729	NORDPLUS EUR 10,732	NORDPLUS EUR 8722	NORDPLUS EUR 13,060
Staff visits through ERASMUS	14 master classes and 1 instance of administrative staff mobility	23 master classes and 3 instances of administrative staff mobility	36 master classes and 2 instances of administrative staff mobility	28 master classes and 3 instances of administrative staff mobility	28 master classes and 5 instances of administrative staff mobility
Staff visits through NODRPLUS	6	8	10	8	17
Staff visits through DoRa	4	2	5	4	0

Total number of work-related visits of the academic staff to countries abroad in 2014 and 2015 was presented in Table 1.2.

1.2.6. Principles of academic ethics

EAMT's academic ethics policy is based on the laws of the Republic of Estonia, the Universities Act and the [Code of Ethics of Estonian Scientists](#).

The Academy's ethics policy is based on the notion that all members of the staff have equal rights, irrespective of sex, origin, nationality, age, religion, sexual orientation, beliefs or capacities. Every member of EAMT should protect the reputation and good name of the Academy and avoid any conflict of interests. Ethical requirements apply to managers at any level of the Academy. The Rector and Vice Rectors are accountable to the Council of the Academy. The Rector shall give an oath before the Council when starting his/her work in the Academy. In case the Rector breaks the rules or principles of academic ethics, he/she can be prematurely dismissed by the Council (upon the expression of no-confidence by a two-thirds majority vote of the members of the Council). A similar procedure applies to the heads of academic departments. The Vice Rector for Academic Affairs and Research is a member of the academic ethics work team formed by ERC, whose objective is to work out general academic ethical principles and a code of conduct for academic staff that will offer a guidance for EAMT as well.

The Regulations for Recruitment for Academic Positions prescribes that those applicants for academic positions who have seriously offended against the Code of Ethics of Estonian Scientists or any other generally respected norm of academic ethics should be removed from the list of candidates. This rule is in concordance with the quality agreement of the public universities and its purpose is to keep people who behave in an unethical manner out of academic life. It is also important to be aware that every such instance should be analysed and discussed in the most delicate and fact-based way to avoid unjustified condemnation of people. Regulations for Recruitment for Academic Positions at EAMT and other internal regulations foresee procedures for contesting the decisions made in relation to a staff member. This should guarantee the maximum legitimacy of the decisions.

STRENGTHS:

- The legal framework for staff recruitment and staff development is settled and thorough. EAMT has approved a set of internal regulations that creates conditions for well-balanced decisions regarding staff and rational work management.
- In spite of rather low salary levels, EAMT has managed to attract and keep very high-level teaching staff. Undoubtedly the teaching staff of EAMT is constituted of the best professionals in the fields of music and theatre in Estonia, who are generally highly motivated and have a sense of mission in their work.
- EAMT has been active in initiating international projects and participating in different staff exchange programmes and networks at European and Nordic-Baltic level.

AREAS FOR IMPROVEMENT:

- EAMT should continue its efforts to pay its employees competitive wages and pay more attention to the non-monetary recognition of its members.
- A more specific career model for academic staff members should be developed to increase the feeling of security and motivation of employees.
- Awareness about different professional development opportunities and staff mobility programmes should be increased among EAMT members. Teachers who have no previous mobility experience should be encouraged to participate in these programmes.
- The number of foreign teaching staff with more regular teaching arrangements should be increased.

1.3. MANAGEMENT OF FINANCIAL RESOURCES AND INFRASTRUCTURE

The aim of managing the financial resources and infrastructure is to support the main fields of activity of the Academy and guarantee sufficient resources for effective functioning and their targeted use. The main documents related to finances, including the budgets and annual reports, are available on the EAMT website.

EAMT management of financial resources is the area of responsibility of the Managing Director; area-specific operations performance is ensured by the Accounting Office. The Managing Director is responsible for organising and developing the Academy's financial activities, financial accounting, planning and analysis. Accounting ensures implementation of the responsibilities arising from the law to provide up-to-date, essential, objective and comparable information concerning EAMT's financial position, economic performance, cash flows and annual reporting of economic performance and other financial reporting, as prescribed by law. The main accounting reports ensure the provision of information for institutional activity analysis and planning. The accrual method of accounting and cash-based budgeting for a calendar year are applied.

The accounting and financial reporting procedure is established in the Internal Accounting Rules. The everyday management of financial resources is done through the budget, the principles for the drafting, amendment and reporting of which are established in the [Budget Regulations](#). Short-term budgets (annual budget) and strategic budgets (long-term finance plans) are prepared regularly.

The budget and annual report are approved by the EAMT Council, which also decides on taking loans on behalf of the Academy and establishes principles for the acquisition, encumbrance with limited real right and transfer of immovable property and the creation of and membership in legal entities. The Managing Director and the Chief Accountant are responsible for drafting of the budget in cooperation with the Budget Committee.

EAMT is a legal person in public law and is obliged to prepare financial statements in line with the good accounting practice of the Republic of Estonia. Annual reports are drawn up according to the internal accounting rules, the Accounting Act of the Republic of Estonia, directives by the Accounting Group and the General Rules of Accounting in the Republic of Estonia.

In 2013 the EAMT Council set up an Audit Committee, which gives advice to the Council in issues related to the performance of supervision, including that with regard to the monitoring of accounting principles, external audits, the functioning of the internal audit system, management of financial risks and legality of activity, and the drafting of the budget and approval of the annual report. EAMT's annual reports are audited by an external auditing company. The audit reports have found no irregularities in recent years.

The Managing Director is responsible for the administration of immovable and movable property, the management of facilities and maintenance of immovable buildings and structures, risks related to procurements, objects and benefits. Also within his/her area of responsibility are managing and developing the Academy's administrative affairs and the IT unit.

Construction, maintenance, procurement and other related activities are carried out according to the adopted budget and development plans and take place pursuant to the EAMT Procurement Rules.

1.3.1. Academy's financial management principles and system

EAMT's income has grown with each year: in 2015 income was at its highest level ever. In 2009–2015 the largest portion of the income in the Academy's main activity budget is the state higher education activity support, accounting for 68–74% of the total, followed by the grants and support revenues. The activity support funds distributed by the Council among the academic departments must ensure the quality and the sustainability of all curricula taught at the academy.

The largest contractual partner of the EAMT is the state through the MER. To diversify the revenue base, the Academy works to increase the revenues from educational services and find new partners. Expenditure exceeded income in 2011. This was due to the sale of the old dormitory building and the big operating loss incurred in the first year of the new dormitory (see Table 1.8).

The expenses related to public services such as the library are covered from the Academy's main activity budget and the principles for its financing are reviewed annually, with adjustments made where necessary.

Figure 1.7. Income of EAMT in 2011–2015 in thousands of EUR.

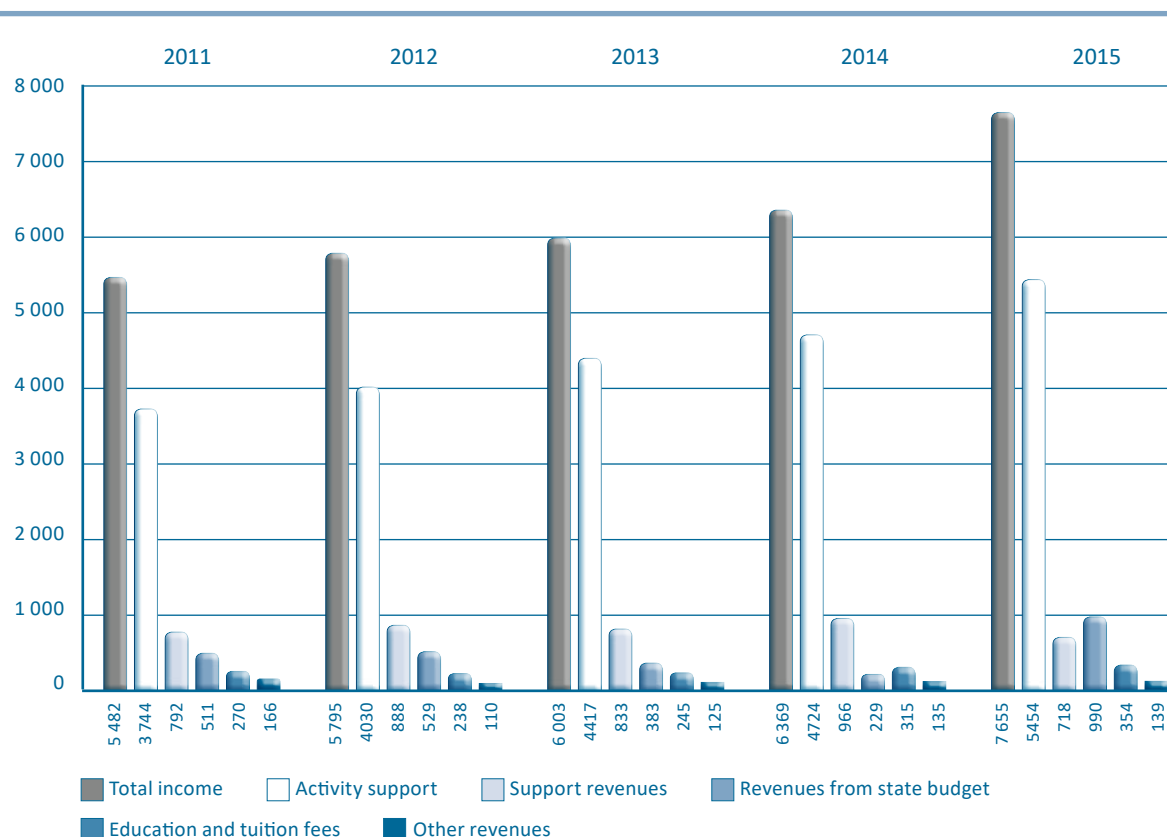


Table 1.8. Key figures for EAMT financial and economic activity.

	2011	2012	2013	2014	2015
Net assets/ balance sheet vol.	81.1%	86.5%	85.7%	84.1%	88.1%
Operating expenses/ operating income	102.8%	98.4%	98.8%	95.9%	90.8%
Depreciation of fixed assets (in thousands of EUR)	323	275	250	236	258
Loans/ operating income	9.2%	7.7%	6.4%	0.0%	0.0%
Loans/ balance sheet vol.	5.6%	5.2%	4.4%	0.0%	0.0%

Monitoring of financial resource balances and financial discipline is carried out by the Accounting Office on a running basis. The financial site of the EAMT intranet (see section 1.3.2.) has been set up for detailed current tracking of funds and can be used by everyone who manages the Academy's funds. The Accounting Office systematically carries out in-house training courses to ensure an increase in financial management competence at all management levels and structural units and bring a higher level of awareness to the making of decisions.

1.3.2. Developing and administering information systems

The infrastructure and development of IT systems is coordinated by the IT unit under the area of responsibility of the Managing Director. In last decade EAMT has made a considerable shift towards using IT solutions and developments based on Open Source Software which has considerably helped to keep the IT costs low and achieve the goals.

The Academy uses a number of information systems to support and effectively administer management and core processes, yet some modules of the digital document management system and digital document archive require further development. The main goal in developing information systems is their functionality and user-friendliness, which helps to reduce paper use and ensures rapid, convenient and transparent administration and processing of data and working processes. The Academy's central information systems are:

- Study Information System (SIS) for organising the study process (including continuing education) and drawing up summaries of the study results; it contains all the information required by a student through the study period and an analysis module. SIS users are students, teaching staff, heads of academic departments, Registry and Student Affairs Department.
- The Intranet (sise.ema.edu.ee) system for managing other activities of EAMT. This provides continuity, competence and efficiency of management. This web environment has been in use since 2005 and enables digital administration and proceedings. The main users have received special training. The number of users as to 31.12.2015 is around 100. The intranet system comprises several subsystems and modules to assist everyday workflow management, including:
 - assets module to allow persons in charge of asset (immovable/movable) accounting to track assets and perform procedures related to asset management;
 - finance management module for tracking funds, making and analysing potential financial decisions and planning the budget;
 - contracts module to track all non-academic orders and contracts;
 - document management module;
 - personnel management module;
 - module for the management of academic staff's teaching load;
 - module for the management of work results and work-related activities of the academic staff;
 - premises/classrooms system which allows all premises management, booking and scheduling;
 - musical instruments rental/maintenance management module;
 - piano overhaul/tuning management module.

For the systematic development of support functions and information and document management systems, the IT-development ordering process has been in use since autumn 2015. This ensures that development projects are justified. Depending on the size of the development, it may have to be approved by the Managing Director.

1.3.3. Study and work conditions

Since 2000 EAMT has been the legal owner of its immovable property. As of 1st January 2016, EAMT owns a total of immovable property of 0,8 ha, with 3 buildings having a total floor area of 11 534 m².

Infrastructure maintenance and development has been based on principles for optimising the Academy's use of space. EAMT's main building was opened in 1999 and was designed for 500 students and teaching and administrative staff. In the period 2003–2015 the effectiveness and intensity of the use of the premises has increased significantly as student numbers have increased considerably above the projected capacity of the main building. Therefore the investment in a Concert Hall and Black Box premises in the near future would be a great help to reduce the premature wear and tear of the premises. The EAMT Drama School building in Toompea has been recognised as an object of architectural heritage under protection. In 2004–2006 it underwent a thorough and complete refurbishment. All investments to develop and maintain the buildings at the Academy have been made using the income from state activity support.

In ESS2014 staff members were also polled for feedback on working conditions. All positive changes in assessments given to work premises and the work environment are due to the repairs the Academy has made to its facilities: carrying out risk analyses, internal inspections of the work environment and

preparation of action plans for avoiding or reducing health risks, organising in-house training related to the work environment, and good cooperation with the work environment specialist and work environment representatives.

The main building has a cafeteria with 70 seating places. Adjacent car parks hold a total of 83 places, but this is considerably below the level of demand. Maintenance of different technical utility systems and electrical installations is implemented on the basis of maintenance contracts and by EAMT's own workers. Assets are protected by property insurance against vandalism, natural catastrophe and risks arising from the Academy's own activity.

Infrastructure development has resulted in a study and work environment that mostly conforms to modern requirements. All the buildings have central heating and ventilation, and lighting in the rooms is in conformity with established standards. The main building has a total of 79 classrooms/lecture rooms for teaching and learning activity. The main shortcomings of the building include insufficient ventilation in some classrooms, shortage of office space for researchers and inadequate performance venues (a lack of bigger rooms for rehearsals and public performances).

EAMT can boast the biggest music and theatre library in Estonia. It functions as a public research library, and Academy members can use the necessary databases, e-journals and e-books for work and study purposes. Via the EAMT VPN and cache portal, the library's e-resources can be used 24 hours a day. The library offers 20 computer workplaces, WiFi, individual tables, a group workroom, a computer classroom, scanner/copier/printer machines, and a bindery (see also sections 3.2.1. and 4.3.).

Student accommodation is managed by the joint-venture Muusa Majutus which EAMT co-founded with the Estonian Academy of Arts. EAMT holds 37% of the shares. The student dormitory lies in central Tallinn at a distance of 1,5 km from the Academy's main building. As of 31st December 2015, there is a total of 320 accommodation places in the dormitory.

Staff satisfaction with the study and teaching environment (auditoriums, presentation equipment etc.) is high: 87% of the survey respondents are fairly satisfied, satisfied or very satisfied with their physical working conditions and rooms, 89% are satisfied with IT equipment for work, 96% are fairly satisfied, satisfied or very satisfied with EAMT's other support services. Students value the study environment less highly. In the 2015 student satisfaction survey the average grade (on a 5-point scale) for study rooms was 3,5, for IT services 3,7 and for the dormitory 3,4.

Table 1.9. Staff satisfaction with work conditions (ESS2014).

	Very satisfied	Satisfied	Fairly satisfied
Working conditions and rooms	19%	34%	34%
IT services	15%	42%	32%
Library services	43%	50%	6%
Other support services	17%	46%	34%

STRENGTHS:

- Long-term (3–4 year) financial planning has been more and more successfully implemented.
- The Academy's income has increased, the overall financial situation is stable and there are no long-term loans.
- In financial management there is a good balance between the responsibilities of the Rector's Office and academic departments. Planning the budget is a transparent process, financial risks are managed and implementing the budget is monitored both centrally and by each unit.
- IT resources are widely used in the management of the Academy. The IT systems are largely based on Open Source Software.
- A place in a modern dormitory is guaranteed for all EAMT students upon timely registration.

AREAS FOR IMPROVEMENT:

- The level of use of classrooms and the chamber hall is too intensive. Until the opening of the extension to the main building, the performance venues and rehearsal rooms for larger groups are inadequate.
- Preparations for the renovation of the ventilation system of the main building should be continued.
- The smooth functioning of IT systems should be increased and users' support from the IT-unit enhanced.
- The digital document management system and digital document archive need further development.
- Awareness about the procedure for procurement and the procedure for investing in fixed assets among EAMT staff should be increased and implementation of the regulations always assured.



2. TEACHING AND LEARNING

Teaching activity is carried out by 17 academic departments and administered by the Registry and Student Affairs Department. The EAMT-based SIS is the main working tool in study management. The collegial advisory body, the Study Committee, has been formed from the heads of academic departments and staff of the Registry and Student Affairs Department. The committee is led by the Vice Rector for Academic Affairs and Research.

2.1. EFFECTIVENESS OF TEACHING AND LEARNING AND FORMATION OF THE STUDENT BODY

2.1.1. Objectives of teaching and learning

According to strategic goal 3 in DP2020, the students of EAMT shall receive a high-quality and internationally competitive education that meets the requirements of the field-specific labour market. To fulfil this goal, modernisation of the educational approach has been started, covering both study programmes and teaching methods, as well as the general concept of the nature of education and the roles of various parties in the educational process. In order to keep up with the times, EAMT needs more courage in modernising its teaching methods and expanding the use of digital technologies in education. Students should take more responsibility for shaping their studies and for the achievement of learning outcomes.

The following concrete activities are listed in DP2020:

- establishing an interdepartmental consultation group for taking the initiative in educational innovation (implemented at the end of 2015);
- promoting the use of open forms of study, integration between subjects and learning from each other;
- developing methods for increasing the transparency and comparability of assessment;
- implementation of new forms of study to develop students' initiative, entrepreneurial and teamwork skills.

Some of the indicators of these activities in EAMT's Development Plan are shown in Table 1.2.

The administrative contract between EAMT and MER for 2013–2015 defined the responsibility area of EAMT and laid down the following objectives:

- decreasing the number of curricula and reducing their fragmentation;
- developing the entrepreneurial skills of students;
- intensifying cooperation with employers;
- working out a comprehensive strategic plan for doctoral studies.

Interim reports were written once a year and the final report presented to the MER in November 2015. As a whole, all objectives were achieved and MER approved the final report.

In the Annual Reports of EAMT the following information is gathered and presented: admission information, number of students and their division between the departments and majors, gender based division of students, regional division of students, academic mobility of students, number of students discontinuing their studies (drop-out rate), number of graduates and their employment, recognition of prior learning, and results of student satisfaction survey.

2.1.2. Ensuring the competitiveness of graduates

Every year, about 6 months after graduation, EAMT collects data about the activity and employment of all graduates. This data shows remarkable consistency with the chosen speciality among the graduates: about 90% of the graduates continue their education or work in their field of specialization. This data also confirms that the majority of EAMT graduates are able to find jobs and are competitive in the professional world. The statistics show no major changes between 2011 and 2015.

Table 2.1. Graduates who continue their studies or work in their field of specialization.

	2011	2012	2013	2014	2015
Graduates of BA studies	93%	87%	86%	92%	88%
Graduates of MA studies	88%	77%	81%	83%	93%

To ensure the competitiveness of EAMT graduates, the emphasis is on internationalisation, courses and skills and cooperation with current and potential employers.

To ensure the competitiveness of graduates, EAMT

- conducts surveys of bachelor and master students a few months before graduation to determine their level of satisfaction with different aspects of their studies;
- emphasises internationalisation;
- pays attention to the development of students' generic competences and entrepreneurial skills;
- works closely together with professional institutions – concert organisations, theatres etc.

Figure 2.1. shows that the students are mostly satisfied with the preparation they have received from the Academy for their future professional life.

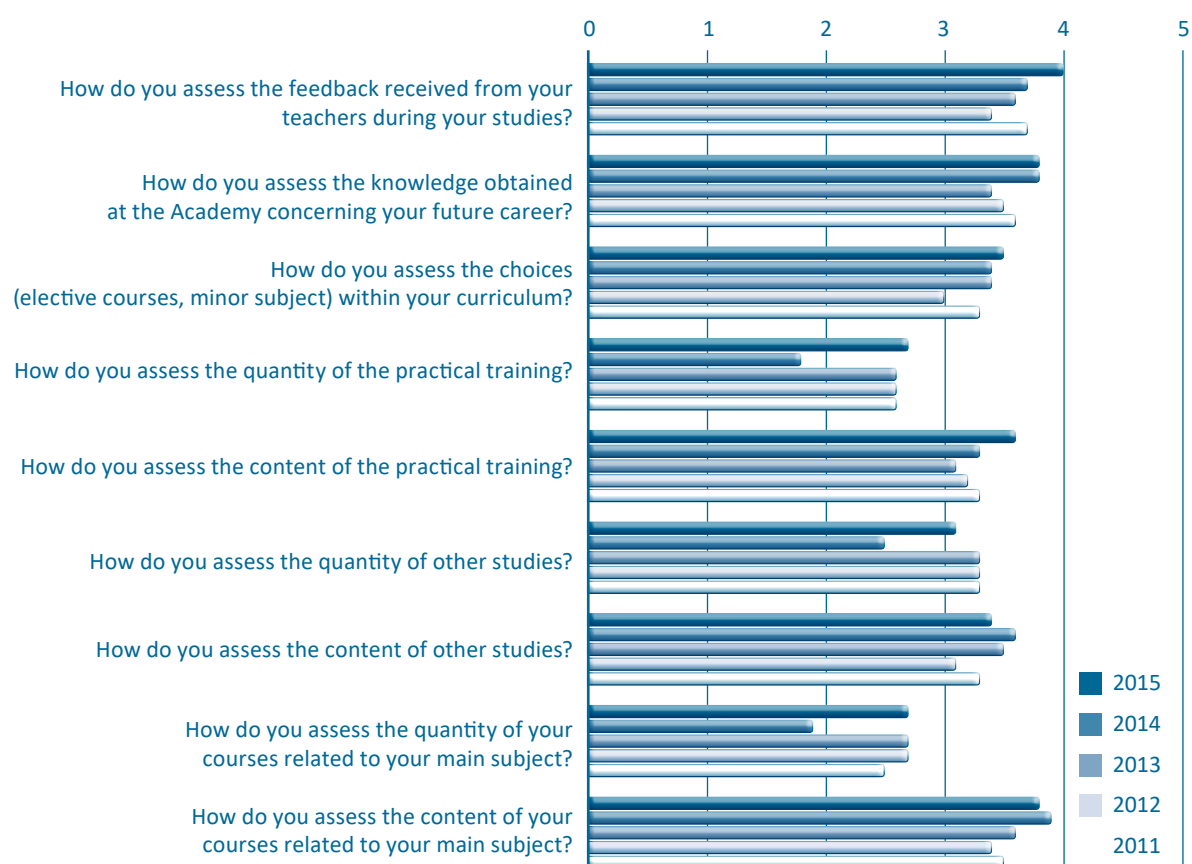
EAMT believes that an international learning environment, participation in international projects and staff and student mobility are important factors that contribute to the increase in graduates' competitiveness. It has become more and more evident that EAMT graduates – both Estonians and foreigners – do not associate their future solely with Estonian musical and theatrical life. Therefore, it is essential to offer the students international communication and cooperation experience already at the time of their studies.

Different aspects of internationalisation are discussed in chapters 1.2.5., 2.1.3., 2.4.3. and 3.3.2. A number of EAMT performance indicators (Table 1.2.) are related to internationalisation. As the data presented reveals, EAMT has been most successful in participating in international projects (14 in 2015) and in attracting international students (in 2015 16 per cent of the students were from countries other than Estonia). Participation in international competitions and festivals has been less successful than targeted (13 awards in 2015).

Thanks to the Cultural Management MA programme (administered jointly with the Estonian Business School), EAMT has sufficient expertise to teach entrepreneurial skills also to music and drama students. In 2013 EAMT developed an elective MA-level module (20 ECTS) that includes subjects on project management, entrepreneurship and career planning as well as a short research paper. The number of students taking this module is gradually increasing. At least one subject from the entrepreneurial area is compulsory for all MA students. Since 2016 the BA-level subject "Introduction to University Studies" will be extended and modified so that it will also include an introduction to the professional world (future job opportunities, career choices, etc.). Interest towards integrating entrepreneurial elements into the studies has increased among students due to the general change in society's attitudes, where entrepreneurship in the arts world is supported and becoming more and more common. Future developments in this direction are strongly associated with a special programme initiated by the MER to develop entrepreneurial skills and mindset systematically at all levels of education. Together with other public universities, EAMT acts as a partner in that programme.

Figure 2.1. Average results of the student satisfaction survey on a 5-point scale.

(1 – poor; 2 – satisfactory; 3 – good; 4 – very good; 5 – excellent).



Close cooperation with orchestras, theatres and other organisations guarantees that students get a better understanding of the functioning of a professional arts organisation and the expectations of employers with regard to their skills. Cooperation between EAMT and professional institutions is characterised in chapter 2.2.3.

2.1.3. Planning student places

Until 2012 the planning of student places was based on the state commission system, meaning a fixed number of students were “ordered” and paid for by the MER. In 2012 the number of such places at BA level was 103 (for many years this number varied between 102 and 105). Taking in more students was allowed, but the MER did not cover their study costs.

Starting from 2013 the state financing model for HEI has changed, and support of higher education activity is no longer directly derived from student places. Since MER does not prescribe to the Academy any admission numbers, these numbers are decided by the Academy itself. The decisions are made on the basis of

- the expectations and requirements of society and the job market;
- teaching capacity and resources at the Academy;
- the number of applications for student places.

During the last decade the number of EAMT students increased from 563 in 2005 to 769 in 2010. In 2011–2015 a slight decrease in the student body has been noted. This decrease was not unexpected as Estonian society is currently facing a sharp decline in the age-group of high-school graduates. At EAMT this decrease is partly offset by an increase in international students. Overall, EAMT aims to keep the size of the student body at the level of approximately 700 students.

Table 2.2. Dynamics of the total number of students compared to EAA and SibA.

	2011	2012	2013	2014	2015	decrease
EAMT	748	742	710	711	698	-7%
EAA	1253	1180	1146	1102	1063	-15%
SibA	1430	1268	1410	1376	1370	-4%

Table 2.3. Percentage of enrolled international students compared to EAA and SibA.

	2011	2012	2013	2014	2015	increase
EAMT	9%	9%	12%	15%	16%	+8%
EAA	2%	3%	3%	3%	3%	+1%
SibA	4%	5%	5%	5%	6%	+2%

EAMT acts responsibly in planning student places: if the job opportunities for graduates are limited, EAMT keeps the number of student places under control. For instance, only 17–19 students are accepted in the Drama School every other year in spite of the fact that the number of applications exceeds 400.

Table 2.4. Admission numbers in 2011–2015.

	2011	2012	2013	2014	2015
BA	116	139	116	117	104
MA	138	138	100	138	104
PhD	10	9	3	5	5

The admission and selection procedure for students varies according to the main subject. The drama School has the highest number of applications, whereas in the classical music area there is a lack of applicants for some instruments. Insufficiency of candidates is a concern also in the case of music pedagogy and musicology.

For EAMT, a new challenge is international competition between music academies for talented young musicians. Increasing numbers of graduates of the pre-college level music schools in Estonia prefer to continue their studies abroad. It is true that the number of international students coming to EAMT from other countries is also increasing, but their average professional level and preparation tends to be lower. Moreover, students coming from Asia do not speak English well enough at the beginning of their studies, which complicates the study process.

2.1.4. Admission rules

Admission to EAMT is regulated by detailed [Admission Rules](#). The system of admission must serve the following objectives: transparency, objectivity and simplicity of understanding. The Admission Rules consist of the main part and an Annex. The Annex, which determines the specialities of the next year's admission, the time schedule and the requirements for the entrance examinations, shall be approved by the Council at the latest by the end of the autumn semester. All entrance auditions and examinations are assessed by panels consisting of the leading academic staff of the respective departments. The Admission Committee shall monitor compliance of the admission process with the Admission Rules, resolve issues related to admission, and approve the list of admitted students. The Admission

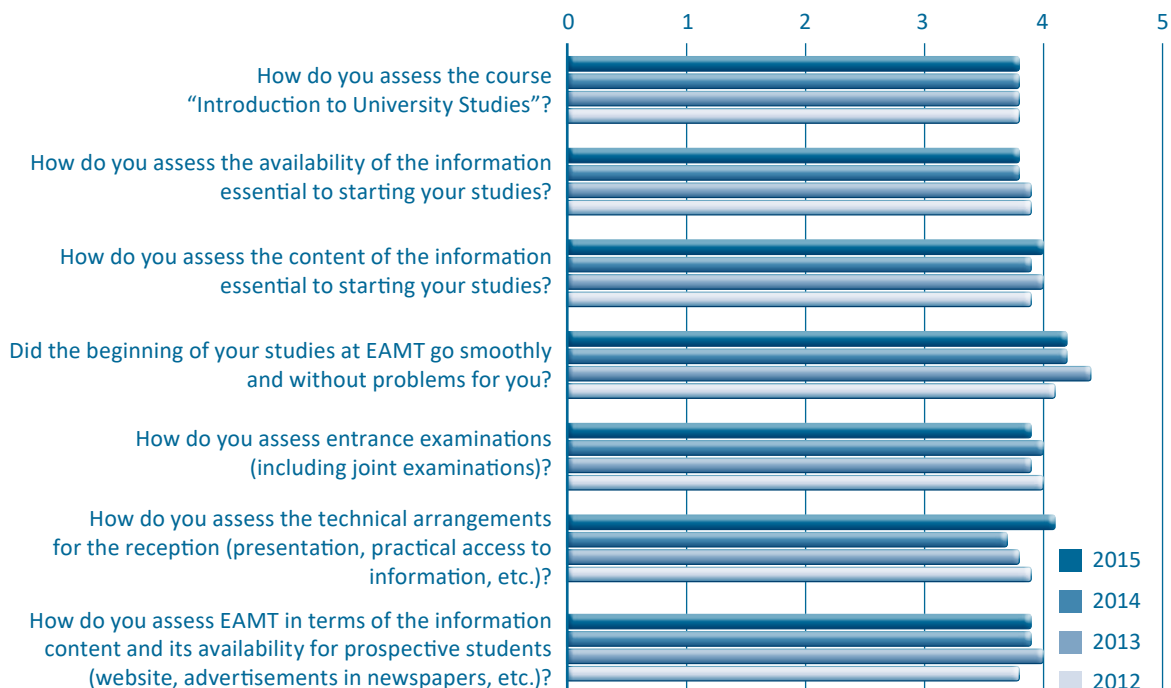
Secretary is responsible for the administration of the entire admission process. Administration of admissions is conducted through an electronic system (candidates submit their application and required documents via an electronic system and receive feedback through the same system).

For local students the movement from one study level to another is made as smooth and stress-free as possible: (1) graduation grades from three pre-college level music schools are the basis for applying for BA studies at EAMT; (2) within the Academy, the final examination grade of BA studies is at the same time the entrance examination grade for MA studies. Foreign students candidates are assessed through audition; videos are allowed as an exception.

Four weeks after their studies have started, the satisfaction of BA students concerning admission procedures and the beginning of their studies is surveyed. The results of the survey reveal that the overall level of satisfaction among freshmen is high.

Figure 2.2. Average results of satisfaction survey of freshmen on a 5-point scale.

(1 – poor; 2 – satisfactory; 3 – good; 4 – very good; 5 – excellent).



2.1.5. Study opportunities that take into account students with special needs

EAMT strives towards a study environment and organisation of studies that takes into account any special needs of the students. In the EAMT main building there is an elevator and ramps for people in wheelchairs. As the Drama School is located in a historic building in the medieval old town, it would be difficult to create similar conditions there. Through EU financed programmes, financial support has been paid to students with special needs. Currently such students can apply for the special scholarship paid through the Archimedes foundation for students with a disability. Depending on the degree of their disability, the students who qualify for the scholarship get 60–510 EUR per month. EAMT Study Regulations specify several instances where special conditions apply for students with a disability or the parents of a child under seven years of age or of a disabled child (e.g., they are exonerated from the tuition fees in case of part-time studies or the extension of their studies). In 2011-2015 there were

4 students with disabilities at EAMT (two of them are currently enrolled), among them two students with medical disabilities, one hearing impaired student and one student with other special needs.

The EAMT Registry and Student Affairs Department provides information, advice and counselling regarding scholarships and services for students with special needs. However, sometimes it can be difficult to identify these students and their specific needs. Therefore further development of the counselling service and staff training is planned.

STRENGTHS:

- EAMT has defined concrete objectives and performance indicators related to teaching and learning. Regular review of the results assures targeted and rational management of the studies.
- Internationalisation of the study environment and close relationships with Estonian professional organisations have a positive impact on the competitiveness of EAMT graduates.
- Close relationships with Estonian music schools ensure a stable flow of qualified student candidates, despite the demographic situation. The reputation of EAMT among international students results in growing numbers of applicants from abroad.

AREAS FOR IMPROVEMENT:

- Study programmes and majors with too few applicants need special consideration and a vision as to how to assure their sustainability.
- Measures are needed to compete successfully with other music academies in Europe and remain attractive to talented young musicians in Estonia and abroad.
- Staff training is needed to enhance the counselling and other support services for students with special needs.

2.2. CURRICULUM DEVELOPMENT

2.2.1. Opening of curricula

In 2008 EAMT initiated an extensive curriculum reform. The aims of the reform were as follows:

- reducing the fragmentation of curricula;
- changing the nominal length of the curricula (moving from a 4+1 model to a 3+2 model);
- focusing on learning outcomes.

A number of meetings and seminars were devoted to these changes, involving not only the academic staff and students of EAMT, but also invited experts from AEC. As a result of the reform, the number of different study programmes was reduced by about 50%, mostly through the merging of closely related programmes. The learning outcomes of all programmes, modules and subjects were described.

In 2012, when new administrative contracts with Estonian public universities were signed for 2013–2015, the fragmentation of curricula was still a major concern for the MER. Therefore, all HEI were asked to analyse the sustainability and rationality of curricula and reduce their number by at least 8%. EAMT achieved this goal by further merging some small and closely related curricula.

In spite of the overall trend towards a reduction in the number of curricula, EAMT aims to remain open to new ideas and challenges. Thus, if there is a clearly defined need in society, a new study programme can be initiated. Procedures for preparing and opening study programmes are regulated by the EAMT [Study Programme Statute](#). New study programmes are discussed in the Study Committee and are approved by the EAMT Council.

It is important to note that all recently opened new programmes are joint programmes, developed and managed jointly with other universities in Estonia and abroad. These programmes are:

- Folk Music – opened in 2010 jointly with the Viljandi Culture Academy of Tartu University;
- Music Pedagogy – opened in 2012 jointly with the Viljandi Culture Academy of Tartu University;

- Cultural Management – opened in 2012 jointly with the Estonian Business School (this programme replaced the former Cultural Management programme that was managed by EAMT alone);
- Theatre and Film Directing – opened in 2012 jointly with Tallinn University;
- Contemporary Performance and Composition (CoPeCo) – opened in 2014 jointly with the Royal College of Music in Stockholm, Conservatoire national supérieur musique et danse de Lyon and Hochschule für Musik und Theater Hamburg;
- Music Teacher – opened in 2016 jointly with the Tallinn University (this programme will replace the earlier programme Music Pedagogy).

Opening a joint programme is a complex process since it implies harmonisation of different national and institutional regulations and practices as well as the formal approval by the decision-making bodies of all the partner institutions involved. The preparation of CoPeCo, which took 3 years, was especially illustrative in this respect. The principles of management and quality assurance of joint programmes are constituted in the cooperation agreement between partner institutions. In spite of administrative challenges, joint programmes provide a unique chance to learn from each other, to bring together resources and to offer students wider educational opportunities.

Table 2.5. presents EAMT curricula at all 3 levels. Some of the curricula include different specializations (e.g. Music Performance covers all classical musical instruments, vocal studies and conducting, as well as jazz and folk music) while others are more homogeneous.

Table 2.5. EAMT curricula, opened for admission in 2016.

BA	MA	PhD
<ul style="list-style-type: none"> - Music Performance - Music (in English) - Composition and Electronic Music - Musical Instrument Teacher - Music Education - Musicology - Dramatic Art 	<ul style="list-style-type: none"> - Music Performance - Music (in English) - Composition and Recording Arts - Instrumental and Vocal Pedagogy - Music Teacher (joint curriculum) - Musicology - Theatre Arts and Theatre Pedagogy - Traditional Music (joint curriculum) - Cultural Management (joint curriculum, in English) - CoPeCo (in English) 	<ul style="list-style-type: none"> - Music and Dramatic Art (in Estonian and in English) - Musicology (in Estonian and in English)

2.2.2. Development of curricula

As a result of the curriculum reform, major changes in the curricula were implemented in 2009–2012. Since then the overall structure and content of most of the curricula has remained unchanged. At the same time minor changes and adjustments are made every academic year. Thus, EAMT sees curriculum development as a continuous enhancement and tuning process that pursues balanced, state-of-the-art and internationally competitive and comparable curricula. For instance, the amendments to the curricula in 2013–2016 have led to:

- the credit volume of the main study has been increased at MA level;
- greater emphasis on developing students' entrepreneurial skills;

- new teaching practices that involve group work, collaboration, integration of theoretical discussions and practical artistic exercises;
- more attention to students' physical activity and movement.

The amendments to the curricula are generated mostly in the academic departments through discussions between faculty members and students. The head of department is responsible for continuous monitoring of the curriculum, analysing student feedback and proposing necessary changes. Since most of the curricula of EAMT are closely related to each other, it is important to discuss all suggested changes in the Study Committee, to avoid one-sided decisions and to guarantee the balance between different parts of the curriculum.

To ensure the involvement of important stakeholders in the curriculum development, a Programme Council is formed for each study programme or programme group. The Programme Councils include representatives of the teaching staff, employers, alumni and students. Programme Councils are especially important for the coordination and smooth running of the joint programmes. While some of the Programme Councils work efficiently on a regular basis, the others have not had the expected impact on curriculum development. For this reason EAMT has decided to review the activity of the present Programme Councils, to specify their role and to ensure their efficient work.

Modernisation of the educational approach has been stated as one of the important aims for the coming years in the EAMT Development Plan. In order to keep up with the times, EAMT needs more courage in modernising its teaching methods and expanding the use of digital technologies in education. At the end of 2015 an interdepartmental consultation group was established for taking the initiative in educational innovation. EAMT hopes that through the analysis of best international and local practices this consultation group will generate and disseminate new teaching methods and will give important input into the curriculum development process.

Previous external evaluations have also had a considerable impact on curriculum development. In 2009–2011, the academic quality, resources and sustainability of the EAMT curricula were assessed by the Estonian Higher Education Quality Agency. As a result of this evaluation, the right to conduct studies for an unspecified term was granted to all curricula at all three levels in the programme group of music and theatre. At the same time, however, two master's level curricula (Music Pedagogy, Instrumental and Vocal Pedagogy) in the programme group of teacher training and educational science and one curriculum (Cultural Management) in the programme group of business and administration were given the right to conduct studies to a specified term. Measures were taken to eliminate the problems highlighted by the assessment committee and in 2013–2014 all three curricula successfully passed their re-evaluation and were granted the right to conduct studies for an unspecified term.

2.2.3. Feedback from graduates and employer satisfaction

In 2011 and 2015 EAMT participated in the all-Estonian higher education graduates' research. The aim of the research was to give an overview of speciality and career choices, reasons for working during studies, competences required in the working position and their coverage by the higher education, problems encountered entering into and managing in the labour market. The research revealed that:

- 76% of EAMT graduates responded that the curriculum corresponded to their expectations;
- 92% of the graduates responded that they use the knowledge and skills acquired during the studies very extensively in their work.

Unfortunately most of the results of the research were too general to make specific conclusions about the validity of the EAMT curricula.

EAMT values the opinion of and close collaboration with all the major employers in the field of music and theatre in Estonia. Moreover, in the administrative contract between EAMT and the MER for 2013–2015, cooperation with the employers received special attention. According to this contract, EAMT had to work out measures for better involvement of the most important employers in the planning of studies and quality enhancement to increase the adequacy of the skills and competences of

the graduates to match the expectations of the employers. In November 2015 EAMT reported to the Ministry about these measures and the main cooperation activities.

In October 2012 EAMT initiated a wide panel, where nearly 20 directors and representatives from concert organizations, orchestras, theatres and Estonian Public Broadcasting discussed the EAMT curricula, the quality of graduates, and the future challenges for the music and theatre sectors in Estonia. During the meeting the cooperation framework was presented, according to which the employers should be involved in:

- curriculum development;
- assessment of students;
- organisation of students' practical work placement and joint artistic projects.

All three forms of cooperation are currently functioning: the representatives of the employers are invited to Curriculum Councils, graduation examination juries and specially arranged auditions, and there is a long-standing tradition of collaborative production of artistic events. The following list presents some examples of such collaboration:

- EAMT opera studio on the stage of the Estonian National Opera (in 2015 the students of EAMT sang leading roles in 2 performances of ENO's production *L'elisir d'amore*);
- ENSO Academy – once a year the Estonian National Symphony Orchestra (ENSO) auditions the students of EAMT and selects candidates for practical placement and assistant positions;
- joint concerts of ENSO and EAMT – every season the Estonian National Symphony Orchestra and the orchestra of EAMT perform one programme together; in the last three years these concerts were conducted by the artistic director of ENSO, Neeme Järvi;
- performing the graduation productions of the EAMT Drama School on the stages of and with the technical support of the professional theatres in Tallinn and other towns of Estonia.

As Estonia's professional world of music and theatre is rather small and has close personal connections with EAMT, it would not be very practical to send out formal polls to the managers of the organisations. It is our belief that through open discussions and the joint activities described above, EAMT gets better and more direct feedback from the employers that helps to better adjust the curricula to the needs and expectations of the professional world. For example, in 2012 the leaders of the Estonian National Opera and professional choirs raised the problem of training of choral artists – the employers wanted to have more young singers who would be better prepared for the work in professional choirs. As a result of this discussion, the curriculum of the voice department was modified: a new subject, Vocal Ensemble, was introduced that enabled the master's level students to choose between Opera Class and Vocal Ensemble. The latter focuses on the skills and repertoire required particularly in choral artist's profession.

STRENGTHS:

- EAMT has fulfilled the aims set in the administrative contract with the MER regarding curriculum development for 2013–2015.
- Successful implementation of joint curricula. In this activity EAMT has been at the forefront among Estonian universities.
- Students are involved in many projects that are produced in cooperation with Estonian professional concert organisations and theatres.

AREAS FOR IMPROVEMENT:

- Input of the alumni to the curriculum development should be increased.
- Not all the Curriculum Councils work efficiently. Involvement of employers in curriculum development should be reviewed and enhanced.

2.3. STUDENT ACADEMIC PROGRESS AND ASSESSMENT

2.3.1. Monitoring and supporting students' academic progress

Monitoring of students' academic progress takes place on a regular basis in the Registry and Student Affairs Department in close cooperation with academic departments. The main requirements for academic progress are set at national level in the Universities' Act and Higher Education Standards. More detailed elaboration of these requirements can be found in the EAMT [Regulation of Studies](#). All important deadlines for the students and academic staff are fixed in the academic calendar. The requirements and regulations that are important for the students are introduced to them during the first week of their BA studies in the subject "University Studies and Professional World". This information can also be found on the website of the Academy.

The academic load of the students is calculated in ECTS credits. The volume of studies per standard academic year is 60 ECTS. In the case of full-time studies the student must accumulate at least 75 per cent of the credits required under the study programme by the end of each academic year (45 ECTS per academic year). In the case of part-time studies, the student must accumulate 50 to 75 per cent of the credits required under the study programme by the end of each academic year. Students whose credit volume falls below 50 per cent will not be able to continue their course of studies. The summary of the study results for every student is made at the Registry and Student Affairs Department twice a year, at the end of each semester.

The administration and monitoring of students' academic progress takes place through SIS. All students have access to this system and they can view their current credit volume and study results for each subject. EAMT aims to give the students more responsibility for shaping their studies and fulfilling the requirements regarding academic progress. Unfortunately not all students are capable of taking this responsibility. For this reason the Registry and Student Affairs Department intervenes immediately if a student fails some exams and does not obtain the required number of credits. First of all, the Registry attempts to find out the reasons for insufficient progress. Often the main study teacher or the head of the respective department is contacted. The goal is to support the students, to provide them with the necessary information and advice as to how to stay on the right track and fulfil the necessary requirements.

In spite of the efforts of the Registry and academic departments, some students (from 9 to 14 from each admission) are not able to remain in full-time studies. In these cases the option of part-time studies is offered to the student. It is also possible to extend the standard study period if necessary. However, even then not all of the students are able to graduate. The drop-out rate is an important indicator for EAMT related to students' academic progress. The drop-out rate of EAMT is among the lowest among Estonian universities, but it is still rather high and therefore needs special attention. According to the Development Plan, EAMT aims to reduce the drop-out rate from 11,2 per cent in 2014 to 9 per cent in 2020.

Table 2.6. Drop-out rate (% of students abandoning their studies or expelled from the Academy).

	2011	2012	2013	2014	2015
EAMT	10%	9%	12%	11%	12%
EAA	12%	11%	10%	13%	13%
SibA	1%	2%	3%	4%	5%

The reasons for students abandoning their studies are diverse. Dropping out because of insufficient academic progress is only one of them. Personal reasons are also quite common. About one third of all BA students who abandon their studies at EAMT continue to study abroad or in other Estonian universities.

2.3.2. Student assessment

Each subject ends with a graded or pass/fail examination. Subjects that last more than one semester have an examination at the end of each semester. The differentiated assessment of student academic performance (graded exam) proceeds on the standard six-point grading scale established by regulation No. 10 of the Minister of Education dating from 11th February 1999, which is described in the Regulation of Studies and made available to the students at the beginning of their studies.

The objectives of grading academic work at the academy are:

- to quantify the student's level of mastery of a specific subject in terms of a differentiated or undifferentiated grade;
- to give students feedback on their academic performance (in a semester, year, during studies as a whole) and thereby direct the shaping of a student's self-evaluation;
- to give faculty members feedback on their activity in supporting a student's academic performance and development.

The level of knowledge and skills achieved in mastering a subject is assessed by examinations and defences, and the grades received are recorded in the SIS; practical performances and other work can also be graded during studies on a running basis. These are not officially documented but they can serve as a basis in determining the result in an end-of-semester examination.

Examination schedules are prepared in cooperation with the Registry and Student Affairs Department and academic units, so that no student will have more than one examination per day and so that theoretical examinations will alternate with practical examinations. In most cases a student has several options for when to take the exam.

Assessment methods and assessment criteria are recorded in the subject descriptions that are made available to students. The assessment methods can be very diverse (practical performance, written test, oral discussion, etc.), depending on the specific subject and the preferences of the faculty. The grading can take place in three basic ways:

- the academic instructor who teaches the subject is alone responsible for student assessment – this is typical of theoretical and general academic studies;
- the examination panel, formed by the head of department, is responsible for the assessment – this is typical for practical examinations in both music and theatre;
- the examination panel, formed by the Rector, is responsible for the assessment – this is a requirement for final degree examinations. At the degree examinations at Master's and Doctoral level a member from outside EAMT (an external examiner) is always appointed to the examination panel.

Students on academic leave or who fall ill during the examination period, or for other reasons acceptable to the examination panel, become eligible for examination extensions. In the case of a negative result at a graded or pass/fail examination, the student has the right to take two repeat examinations within the same year after the first attempt. If the student fails to achieve a positive result at a graded or pass/fail examination within a year, the Academy may require the student to select the same subject again and to repeat the academic work in the subject.

Students taking examinations have the right to:

- Receive oral or written feedback on their performance from the academic instructor or members of the panel;
- File a written challenge against a received grade with the head of the academic department or, if the challenge concerns a decision of the head of the academic department, with the Vice Rector for Academic Affairs and Research. A challenge has to be filed within two working days following the announcement of the results and the matter should be resolved within a week after the date of filing the challenge;
- Submit to the academic department teaching the subject a justified application for the appointment of a panel for re-assessing the performance in a graded or pass/fail examination.

We can conclude that student assessment at EAMT is based on clear procedures which are described in the Regulation of Studies and in the subject descriptions, and which can generally be considered transparent and fair. Protests from students regarding assessment are rather rare. At the same time one can observe that the grading standards in different departments are unequal – some departments tend to be more “generous” than the others in terms of assigning grades. This puts the students in a somewhat uneven situation and may give them inappropriate feedback. Therefore DP2020 refers to the need to develop methods for increasing the transparency and comparability of student assessment.

2.3.3. Recognition of prior learning and professional experience

The standards and procedures for the recognition of prior learning and professional experience (RPL) were developed at EAMT in close collaboration with other Estonian universities in 2008–2010. In these years the academic and support staff of EAMT also received training as to how to advise RPL applicants, how to process the applications, and how to make RPL decisions. EAMT has now gained considerable experience in this area; the awareness about RPL among students and academic staff is widespread and processing RPL applications has become common practice. Table 2.7. gives an overview of the extent of RPL at EAMT in recent years.

Table 2.7. RPL applications in 2011–2015.

	2011	2012	2013	2014	2015
Number of RPL applications	60	67	36	47	48
Number of ECTS recognised	1596	2713	623	1161	1215

According to EAMT [RPL regulations](#), RPL may be implemented:

- in fulfilling the admissions criteria established by the Academy;
- to an unlimited extent in fulfilling curricula, with the exception of the taking of bachelor’s and master’s degree examinations and defences of master’s theses and doctoral dissertations.

For the student or student candidate the RPL process starts with preparing and submitting the application. The application form is available on the SIS. One of the employees of the Registry and Student Affairs department is responsible for advising on RPL. All submitted applications are reviewed and the assessment decisions are made by the RPL committee, consisting of:

- the Vice Rector for Academic Affairs and Research (chair of the committee);
- the head of the Registry and Student Affairs Department;
- the RPL adviser;
- the head of the academic department to which the application under consideration is related;
- other representatives of the academic staff appointed by the chair of the committee.

The assessment is grounded on the learning outcomes of the programme or the subject. The name and formal parameters of the subject are given less emphasis. All assessment decisions are documented and kept in the Registry and Student Affairs Department. In EAMT’s practice of using RPL there have been no complaints about the quality of assessment or assessment procedures. With the experience gained, RPL advising has gradually become more and more professional.

STENGTHS:

- The monitoring system of students’ academic progress operates smoothly. Students are regularly informed about important deadlines and their obligations. Personal attention is given to each student whose academic progress is not good.

- The general framework and principles of student assessment are clear and unambiguous. The assessment methods and criteria of all subjects are described and published.
- The recognition of prior learning and professional experience has become a common practice at EAMT. The application procedures and assessment principles are clear and well communicated.

AREAS FOR IMPROVEMENT:

- Although the drop-out rate at EAMT is comparatively low in comparison to other Estonian universities, the students' academic progress and motivation to study need constant attention to reduce the number of those who abandon their studies.
- Further discussion and actions are needed to develop methods for increasing the transparency and comparability of student assessment.

2.4. STUDY SUPPORT PROCESSES

2.4.1. Organisation of studies

EAMT has developed a coherent framework for the organisation of studies, which is based on:

- the set of internal regulations;
- model curricula for each speciality/major;
- the academic calendar;
- timetable of classes.

The primary document regulating studies is the Regulation of Studies. The new version of the document was approved by the EAMT Council in May 2013, following intensive discussions in the Study Committee and Student Union. The shortcomings of the previous version as well as similar documents of other Estonian universities were analysed carefully. Since the Regulation of Studies is a rather voluminous and complex document, its main parts and its most important topics are explained and clarified in a more comprehensible manner on the EAMT website.

A very important tool for planning the studies and creating conditions for graduating in the standard period of time, is the model curriculum. The model or core curriculum is a condensed version of the full study programme, specifying a list of compulsory subjects for each semester. It is prepared for each specific speciality or major (e.g., piano, organ, orchestral instruments, vocal, jazz music etc.). The timetable of classes and individual study plans of all students are made in accordance with the model curricula. The model curricula (and, respectively, the study plans of the students) are designed so that:

- the students' workload is divided more or less equally between the semesters;
- in BA studies the compulsory subjects give about 25–28 ECTS (leaving some room for electives);
- in MA studies the compulsory subjects give about 22–25 ECTS (leaving more room for electives);
- every semester includes different types of subjects (practical, academic);
- the last semester leaves more room for focusing on the main study (preparation for the graduation exam or defence of thesis).

In 2011–2015 on average 56 per cent of BA students and 57 per cent of MA students graduated within the standard study period. This is a satisfactory result as quite a lot of students tend to intentionally prolong their study time for various reasons.

In 2013 new articles were introduced in the Universities' Act as well as in the EAMT Study Regulations with the aim of motivating students to focus more on their studies and graduate within the standard study period. With this end in view, students whose academic progress is not good enough (i.e. the number of ECTS obtained in each semester is not sufficient) have to reimburse part of their study costs. The fees can range from 30 to 1500 EUR per year, depending on the extent of missing credits and other circumstances. Although it is too early to draw any conclusions as to the effectiveness of

these measures, the preliminary data show their positive impact on the length of the students' study period – in 2016 70 per cent of BA students and 69 per cent of MA students graduated within the standard study period.

As well as motivating the students to graduate within the standard study period and creating the necessary conditions for this, EAMT aims to maintain a certain flexibility in the organisation of studies. In justified instances the students are allowed to prolong their study time, to take academic leave, etc.

EAMT regularly analyses student satisfaction on the organisation of studies. Figure 2.3. shows that the average level of satisfaction of the students with the study information, timetable and examination plan is quite high.

Figure 2.3. Student satisfaction with the organisation of studies on a 5-point scale.

(1 – poor; 2 – satisfactory; 3 – good; 4 – very good; 5 – excellent).



2.4.2. Academic and career advice and counselling

According to the Regulation of Studies, each student has the right to academic and career counselling at EAMT. The main aspects of the academic life and career development are covered within the first weeks of studies in the subject "University Studies and Professional World". Among other topics, the students are introduced to how to get practical advice relating to various academic and professional matters throughout their studies.

EAMT wants to keep the student advice system simple and comprehensible for the students. Therefore for every student there is one particular person in the administrative staff whose obligation it is to assist the student with all practical study-related questions. The number of such people is 7, and working closely with the students is their main duty. All of them have received special training in advising students. Most of these employees belong to the Registry and Student Affairs Department. Depending

on the nature and complexity of the question, they can direct the student to another staff member, if necessary (the head of the Registry, international relations coordinator, head of academic department, the Vice Rector, as appropriate).

In 2013 EAMT created a new position of a career advisor. The employee who fills that position has a background in cultural management and she successfully completed special training in career advising. The career advisor can help the students with decisions related to career planning as well as providing assistance in finding professional engagements, preparing for job interviews etc.

Estonian universities have jointly created a student and employer information portal www.tudengi-veeb.ee that contains numerous useful articles on learning, looking for a job and other career-related topics as well as job and internship offers from employers. Students are also informed about the services of the national career advisory centre Rajaleidja (www.rajaleidja.innove.ee).

The EAMT student advice service is provided in two languages, Estonian and English. The Foreign Student Adviser provides assistance to all international students on practical questions like how to get or prolong the residence permit, how to open a bank account in Estonia, etc.

2.4.3. Supporting international mobility of students

Supporting the international mobility of students is one of the cornerstones of the international strategy of EAMT. Learning from an international experience is an important measure, set in DP2020, that contributes to high-quality and internationally competitive education. The goal is to maximise the number of Academy members who are able to benefit from international communication and international experiences.

Three coordinators/project managers in the International Office manage different mobility programmes. They provide the students with information on mobility opportunities, help to complete and submit the applications and assist with the practical arrangements of the mobility.

As regards mobility within the ERASMUS programme, it is possible for students to go abroad as students and/or as trainees. The application procedure and everything related to the exchange is based on the Erasmus programme rules. Students must submit an application to the host institution's Erasmus Office through the Erasmus coordinator of EAMT. EAMT will send out all the student's applications as long as the main study teacher and head of the relevant department have approved the application and provided there are no restrictions from the Registry and Student Affairs Office. Each student has the right to submit an application to up to 3 institutions. All the students who are accepted by the receiving institution are entitled to an Erasmus scholarship, which will be paid to the student by EAMT, taking into account the Erasmus programme rules and fixed scholarship rates. The students have an obligation to collect a minimum of 15 ECTS credit points for one semester of exchange studies. The prerequisite of the exchanges is either an Inter-Institutional Agreement between the sending and host institution or, in the case of traineeships, a mutually signed Traineeship Programme. The results of the exchange studies abroad are recognized by EAMT and will be recorded accordingly.

The Erasmus student mobility has been rather successful at EAMT, and students at each study level continuously show a high interest in Erasmus studies abroad, which can also be seen in the high numbers of outgoing students. Also, EAMT has a very high number of partner institutions all over Europe, including the top higher music education institutions in the EU, giving the students a wide range of institutions to choose from. One drawback that could be mentioned here is the amount of the Erasmus grant which, according to Erasmus programme rules, cannot exceed 500 EUR per month. In more expensive countries, the students will quite often have to have some additional personal money in order to cover their expenses abroad.

NODRPLUS is a programme supporting Nordic-Baltic cooperation. Since 2013 Nordplus mobility applications have been submitted through the online application system NOAS. After completing the application form and uploading the necessary documentation, the applicant forwards the application to the home institution coordinator, who in turn sends it to the host institution.

The positive aspects of Nordplus are flexibility and minimal bureaucracy. The negative aspect is the limited budget that mostly affects long term student mobility. The low student scholarship rate (200 EUR/month) means that few EAMT students use Nordplus for long term mobility. The students would benefit from additional support that would contribute to decreasing the difference between Erasmus+ and Nordplus scholarships. On the positive side it should be noted that Nordplus mobility also takes place within projects, and an increasing number of EAMT students get the possibility to benefit from short-term mobility periods through intensive courses.

Student mobility has also been supported through the Doctoral Studies and Internationalisation programme DoRa. In the period 2011–2015 50 short-term and long-term visits of MA and PhD students as well as young academics were supported.

While in the first years of EAMT's participation in European mobility programmes the number of outgoing students considerably exceeded the number of incoming students, the incoming and outgoing mobility are now well balanced: between 2011 and 2015 the numbers were 200 and 223 respectively. The mobility activity of EAMT students is among the highest in Estonian universities (only the Estonian Academy of Arts is more successful in this respect) and comparable to that of the Sibelius Academy (the rate of student mobility at EAMT actually exceeds that of the Sibelius Academy).

Table 2.8. Participation of the students of EAMT, EAA and SibA in mobility programmes (% of the total number of registered students).

	2011	2012	2013	2014	2015
EAMT	4%	5%	7%	7%	6%
EAA	7%	7%	10%	9%	10%
SibA	3%	4%	3%	4%	4%

2.4.4. Use of technology in teaching and learning

EAMT implements two web-platforms in order to support face to face learning – SIS and the learning platform *Moodle*. SIS allows academic staff to upload educational materials (slides, music listening seminar programs, additional literature, etc.), initiate conversations in forums, keep a practice diary and submit homework for students. Orchestral parts for students participating in the EAMT Symphony Orchestra are also delivered through SIS.

The web-based learning platform *Moodle* permits a variety of different tools needed as support for contact learning as well as providing a core for blended learning activities (any kind of presentations, forums, conversations, web-based teamwork, mindmaps, quizzes, journals, etc.) and giving feedback for presented works (assessment).

In 2014, through the Centre of Didactics (programme EDUKO), we assembled IT technology for teaching and learning, including Video Conference System Software, video camera, 12 Apple iPads and 12 Prestigio Multipads, and 4 Sony VAIO laptops. All of those tools are used in everyday learning processes in different subjects (music technology, pedagogical practice, seminars, teamwork, etc). The students, lecturers and researchers can use different software – statistical analysis software IBM SPSS Statistics Base (5 licences) and a qualitative data analysis computer software package NVivo (3 licences) and Mangold Interact software for observational research. The students, especially those from the Composition department and the Music Pedagogy institute, are taught how to use different kinds of music-specific software in creative and pedagogical processes.

EAMT runs an Electronic Music Studio and continuously renews its equipment and software. Three specializations within the Composition Department are very directly based on music technology: electro-acoustic composition, audio-visual composition and recording arts. The classical music performance students have less contact with technology in their study process, although some students have gained experience in live-electronics.

2.4.5. Student feedback

EAMT collects regular feedback from students. The purposes of feedback collection include:

- evaluating the adequacy of the content and quality of the education provided in terms of student expectations;
- evaluating the quality of study arrangements, support units and infrastructure and the reputation of the Academy among young people;
- collecting proposals on the improvement of particular subject courses, study arrangements and the learning environment.

The student feedback collection comprises the following processes:

- continuous monitoring of the quality of teaching in subject courses to provide the academic staff feedback on the content, methodology and organisation of the subject course; the questionnaire is filled out at the end of every semester;
- survey of new students to collect feedback on admission procedures, entrance examinations and the organisation of the first study weeks; the paper questionnaire is filled out in the context of the subject class “University Studies and Professional World”;
- survey of bachelor and master students a few months before graduation to determine students’ general level of satisfaction with the organisation of studies and the quality of the learning environment.

The results of feedback collection from new students and graduates are published in EAMT’s annual reports. For the EAMT development workshops, student representatives have also prepared in-depth analyses based on the feedback surveys from two or three years ago.

It is essential that the feedback collection procedure is quick, understandable and motivates students to provide feedback. Feedback is collected online via the Study Information System (SIS). However, despite the simplicity and convenience of feedback provision, the number of respondents is generally low and this could be due to the following reasons:

- The same questionnaire is used for evaluating all subjects and, consequently, some relevant questions for many subjects seem to be missing or, conversely, several questions are redundant;
- The SIS is visited infrequently by students who postpone the filling out of the feedback questionnaire and later forget it;
- Students have concerns about their anonymity – some lecturers only have a few students, making it easy to connect feedback statements with particular students;
- Students do not believe that feedback has a notable impact on the performance of the academic staff or the overall development of the Academy.

The Student Council believes that the number of students providing feedback would increase with more advertising or even by making it a mandatory requirement. The questionnaires could be more specific in terms of particular subjects. In addition, students should be provided with more information on past or planned changes which have been or will be made as a result of feedback surveys. It is undoubtedly positive that the Student Council holds meetings with the Rector’s Office once a semester to discuss any current issues concerning students, including the feedback process. However, more efforts should be made to improve the communication of the Rector’s Office and the Student Council with the student body as a whole.

STENGTHS:

- EAMT internal regulations set a strict framework for the organisation of studies, at the same time leaving a certain flexibility for students for participation in the study process. The EAMT study system strongly supports the students and creates all necessary conditions for them to graduate within the standard period of time.
- The student advice system is simple and effective. Both academic and career advice is provided for all students. The students are well informed about the mobility programmes.

- Many students are interested in international mobility and are willing to participate in these programmes.

AREAS FOR IMPROVEMENT:

- Although the student mobility numbers of EAMT are quite good, we have not yet reached our target in this area. Therefore, supporting student international mobility will remain one of the priority areas for EAMT.
- The use of technology in teaching and learning could be more widespread and more usual. More regular staff training is planned in this area.
- In cooperation with the Study Committee and Student Union it is necessary to find ways to increase the number of students who give feedback regularly.



3. RESEARCH, DEVELOPMENT AND ARTISTIC ACTIVITY

The development of the research, development and artistic area (hereinafter referred to as RDA) follows the objectives established in DP2020 and is based on academic competence as regulated in accordance with Regulations for Recruitment for Academic Positions and internal and external collaboration. Besides the Development Plan, the organisation of RDA is based on various external and internal legal acts and strategy documents, first of all, [Estonian Research and Development and Innovation Strategy 2014–2020](#) and [General Principles of Cultural Policy until 2020](#).

Research at EAMT is carried out mainly in the Department of Musicology, the Music Education Institute, the Institute for Instrumental and Vocal Pedagogy, the Cultural Management and Humanities Centre and the Drama School, whereas the other departments focus on artistic activity and promote the “artistic research”-type of RDA. 24 members of the permanent academic staff were directly engaged in research activity as of the end of 2015.

EAMT is the centre of Estonian musicological research, as the Department of Musicology is the only academic unit in Estonian universities that directs research in the specialised disciplines of musicology. The department conducts and supports research in all major areas of musicology in Estonia; in collaboration with the Estonian Musicological Society it issues a peer-reviewed yearbook [Res Musica](#); it funds publication of research materials, organises conferences, seminars, courses, etc. relevant to promoting and advancing musicological life, and communicates with other national and international musicological organisations. Research into Estonian musical practices, either current or from earlier periods, and Estonian traditional music is a prime focus of the activities of the musicology research group. This is a sizeable contribution to the research in humanities and studies of Estonian culture, the lasting importance of which is emphasised in the Estonian Research and Development and Innovation Strategy 2014–2020 (article 1.4).

The Drama School focuses especially on research into theatre history and research into contemporary theatre practices. Another important direction of RDA activity at the Drama School is bringing theatre pedagogy up to date, which implies not only the elaboration of a theoretical approach, but also publishing original studies and translations of seminal foreign studies, compiling learning materials and arranging interdisciplinary learning workshops. The latter imply the practice-based artistic research model and take place as a part of doctoral studies.

It is important to emphasise that EAMT provides education in areas related to music and theatre, which means that artistic and other creative activities are central to its curricula. The main part of the teaching and learning process is artistic work: EAMT produces around 200 student concerts and/or stage productions each year. The majority of the academic staff lead an active artistic life, although EAMT is not necessarily the organiser of their artistic activity.

3.1. THE EFFECTIVENESS OF RDA

3.1.1. RDA objectives and implementation

EAMT was positively evaluated as a research institution in the research field of culture and society in 2010. An international evaluation team that visited the Academy found no major shortcomings in

EAMT research work or in its management. However, it was suggested that EAMT should improve its internal mechanisms for research planning. Due to that, the Academy has paid more attention to building up a research strategy in recent years, but we still consider this as an area for improvement. In DP2020 research and development has received special attention (strategic goal 4 and respective measures). In 2015 the Research Committee was formed with the aim to strategically lead the research activity at EAMT and improve the cooperation between academic departments engaged in research work.

According to DP2020, the main objective of RDA at EAMT is to support educational and creative activity and to preserve and develop the Estonian national culture. One of the further priorities of RDA for the period 2015–2020 is to maintain research activity at least at a constant level, which in the current situation of research funding in Estonia is not an easy task. In order to achieve this goal, EAMT has defined the following objectives relating to the development of RDA: (1) to set up a research committee, with the task of strategically leading the research activity at EAMT; (2) to give priority to research into Estonian culture; (3) to improve the working conditions and environment for the research staff. The appendix to DP2020 sets out the following final objectives and target values for the year 2020 in the RDA area: (1) the number of creative projects conducted in cooperation with other universities, (2) the number of research publications, (3) the total amount of research financing, (4) the number of doctoral students participating in international projects and/or on temporary work abroad, (5) the number of doctoral degrees awarded; (6) the number of public concerts and performances. Generally, the data given shows that EAMT is on the way to achieving all the goals set for 2020 in RDA area (see section 1.1.3. for exact data).

As the Academy aims to provide its students with a high-quality and internationally competitive education that meets the requirements of the field-specific labour market (DP2020, goal 3), its teaching staff has to be highly qualified and active in the artistic or research field. Therefore the Requirements for Teaching and Research Staff Positions at EAMT set specific requirements for all staff members. For instance, a full professor in a scholarly field (e.g., musicology or music theory) is expected to publish three high-level research articles or a monograph within a 5-year period, whereas a full professor in an artistic field is expected to have within the same period at least three performances of works, or appearances as a soloist, ensemble player or conductor at a public concert, performance or other performance of creative work; the said performances or appearances must have taken place abroad or in the framework of an international creative project, or must have received positive international attention. Both the artistic and the research activity of the academic staff are objects of performance evaluations (annual reviews, performance assessments, filling vacancies on a competitive basis). Detailed records of the RDA activities of the academic staff are recorded in the annual reports of EAMT.

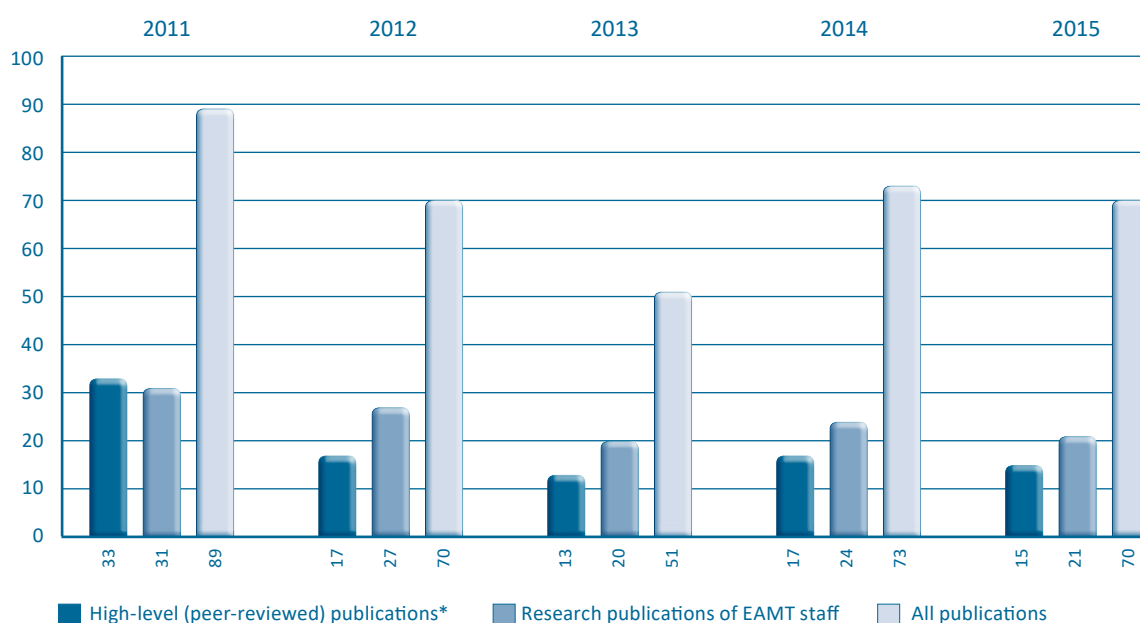
For the management and data collection of RDA activity EAMT uses two different electronic systems: Estonian Research Portal (ERP) for the research activity and the CV module of the EAMT intranet for the artistic activity (unfortunately ERP, generally used by Estonian universities, is not suitable for managing artistic work). At least once a year all staff members are asked to enter new data about their RDA activity into ERP (staff members with scholarly focus) or into the CV module of the intranet (staff members with artistic focus). Detailed records of RDA activities of the academic staff are recorded and published in the annual reports of EAMT.

The capacity for academic research in EAMT is relatively small when compared with other public universities in Estonia. The importance of research work should not be underestimated though, as promoting creative and research work is one of the strategic objectives of DP2020. Research staff contribute to the implementation of modern teaching methods not only in the field of musicology and music pedagogy, but also in the fields of creative work. This enables EAMT to offer an education at a modern level that would be impossible without this contribution. Furthermore, the mission of EAMT involves contributing to research into Estonian culture. The fundamental goal is to advance applied research in music history that is important for Estonian society. To achieve this objective, the Department of Musicology has launched the project of Estonian music history writing, which raises various research issues related to current and earlier musical practices in Estonia.

In the period 2011–2015 EAMT was allocated three grants by ERC (until 2012 the Estonian Science Foundation): [“The Functional Aspects of Music”](#), [“Music in the Estonian town culture of the 17th and 18th Centuries in a North-European context”](#) and [“The Role of Music in the Formation of Lifestyle and Self-Identity of School Youth in Estonia, Germany and Finland”](#), as well as one grant in the framework of the targeted funding programme of the Estonian Science Foundation [“Estonian music culture: Its structure, historic formation, and contemporary development”](#). As a new funding mechanism, one institutional research funding IUT12-1 [“Performative aspects of music”](#) was allocated to EAMT in the first application round. Furthermore, one post-doctoral research grant was allocated in the framework of the Estonian Research Mobility Scheme ERMOS [“Relationship between Notation and Performance in Medieval Sacred Latin Monody”](#), two research projects are funded under the national programme “Estonian language and cultural memory” ([“Estonian music history”](#) and [“Estonian Chant Psalter and Sacred Chanting”](#)). One interdisciplinary project is financed through the Research Initiative of the Social Sciences and Humanities Research of Canada (AIRS) – [“Advancing interdisciplinary research in singing: AIRS”](#).

Additionally, since spring 2016 EAMT is a partner in the Centre of Excellence in Estonian Studies, CEES. Financed from EU Regional Development Fund, Centres of Excellence are centres of cooperation of highlevel scientific research groups that are thematically close or mutually complementary. The aim of the centres is to increase the level and effectiveness and improve the international competitiveness of Estonian academic research.

Figure 3.1: EAMT publications.



* The number of high-level publications may exceed the number of research publications of EAMT staff due to the contribution of doctoral students.

The total number of EAMT publications written by the staff and students of EAMT is 353 for the period 2011–2015 (source: ERP). In the year 2015 the number of high-level (ERP publication categories 1.1, 1.2, 2.1, and 3.1) publications formed 21% of all published research publications. The number of high-level research publications published per single research staff member at EAMT was 0.6 in 2015 (24 research staff members with a total research workload of 10.7 in FTE).

By comparison, in EAA the number of high-level publications in the same period was 167 (in EAMT 95), but it has to be taken into account that the research staff in EAA is larger (14.75 positions in FTE). Thus, the overall publication activity of staff members in both institutions is similar.

EAMT's own publications include a peer-reviewed yearbook *Res Musica* (level 1.2 according to ERP publication classification); the series of published doctoral theses; the series in music theory studies; the series of conference proceedings *A Composition as a Problem*; the series of vocal and instrumental pedagogy. The stand-alone publications include the monograph on the history of EAMT after World War II by Urve Lippus (2011) and the collection of articles in music didactics (2014). The Drama School of EAMT has participated in the publication of the first volume of the joint study *Estonian drama theatre 1965–1985* (2015) and in collaboration with the Estonian Theatre Union, has issued two books on stage directing (2013, 2014).

As mentioned above, EAMT also collects and publishes data about the artistic activity of the academic staff and doctoral students. However, since the artistic activity is very diverse, we have not found a suitable way to present this data in a concise, statistical manner (similarly to figure 3.1.).

EAMT supports the introduction of research results and the internationalisation of RDA at the Academy by organizing several international conferences of various kinds each year (their total number in 2011–2015 was 23). EAMT supports the conference activity financially and the academic units have free access to the conference rooms for events related to the Academy. Among the high-profile RDA events are, for example, the following conferences: IV IMC (International Music Council) World Forum on Music (co-organised by EAMT, 27 September–1 October 2011); International conference “New music in history and new methods of music history writing” (organised by the Department of Musicology, the Estonian Musicological Society, 2–4 February 2012); International conference “Kotzebue-Gespräch II” (organised by the Department of Musicology, the Estonian Musicological Society, the Estonian Embassy in Berlin and The Berlin-Brandenburg Academy of Sciences and Humanities, 13–14 September 2013); Seventh International Conference on Music Theory “Musical Form: Mapping the Territories” (organised by the Department of Musicology and the Estonian Musicological Society, 8–11 January 2014); 44th Baltic Musicological Conference “Urban Musical Life in North European Common Cultural Space” (organised by the Department of Musicology and the Estonian Musicological Society, 5–7 February 2015); International conference “Insights and Tools for Managing Arts Projects with Societal Impact” (organised by MAPSI project, 6–7 July 2015).

Along with events mentioned above, the Brass and Woodwind Department, the Piano Department, the Institute for Instrumental and Vocal Pedagogy and the Music Education Institute organise conferences on problems of musical interpretation and music education on a regular basis. It is important to emphasize that the students majoring in performance or pedagogy are always engaged in these events, either as listeners or presenting their own papers.

3.1.2. Considering the needs of society in RDA planning

DP2020 defines the role of society's needs in the RDA planning at EAMT. The task of EAMT as a public educational institution is to provide society with services based on educational, research and creative activity. This task includes the expansion and outreach of the RDA with practical outcomes.

One of the objectives with regard to RDA planning is to further develop its expertise in public-oriented research and development projects and to offer this to potential partners in the public and private sectors. This objective may be achieved particularly through the public-oriented activity of the Electronic Music Studio and the Centre for Cultural Management and Humanities. Both the electronic music and cultural management majors rank high in popularity among EAMT's applicants. The joint project of the Department of Musicology and the Electronic Music Studio aimed at modernising the equipment of the electronic music studio was granted funding amounting to approximately EUR 70,000 through the EU structural funds in 2011 and 2013 (projects TAP27-1 and TAP58-1 in ERP). In 2011 the staff of the Electronic Music Studio received licensed training for the Pro Tools media production platform, which enables EAMT to deliver such training to interested groups in the future.

Thanks to the Cultural Management curriculum EAMT demonstrates a competence in the area of cultural entrepreneurship, which facilitates teaching the subject to the students of artistic specialities. The interest in the development of management skills and promoting entrepreneurial skills in the

study process has increased among students and corresponds to the expectations of society; it has been influenced not only by general public attitudes but also by the changes taking place in Estonian music and theatre life. More than ever musicians and actors aim at a freelance career rather than employment at a (state) institution.

The interaction of the arts and society has been a target of the research and development activity of the project [MAPSI](#) (Managing Arts Projects with Societal Impact, EU ERASMUS Life Long Learning programme, 2013–2016) of the Centre for Cultural Management and Humanities (in collaboration with the Estonian Business School, the University of Arts Helsinki Sibelius Academy, the Laurea University of Applied Sciences and the University of the Basque Country, UPV). MAPSI aims to bridge the gap between the current contents in arts/cultural management programmes by educating socially responsible managers for the Estonian and European cultural scene. It concerns the field of the management of artistic projects with societal impact, and aims to create an international network focusing on educating cultural managers and facilitators to manage and mediate artistic and cultural projects with societal impact. Concentrating on the analysis of the impact of cultural policy on society and politics, socially sensitive cultural management helps to prevent the emergence of critical social issues and contributes greatly to a better awareness in this area. The MAPSI project benefits society at large, the individuals engaging in art & society activities (e.g. the elderly, ethnic minorities, neighbourhoods with significant social problems) as well as organisations and professional associations in need of managers with specific skills and competences in integrating artistic and societal aims. One of the greatest contributions of MAPSI in the areas of research and development was the international conference “Insights and Tools for Managing Arts Projects with Societal Impact” (7th June 2015, EAMT), which addressed topics including urban planning, welfare activity, the social integration of minorities, and the economic impact of the arts. Among the participants were cultural managers, artists, welfare workers and city officials. Another ambitious conference took place in Bilbao in January 2016, and several publications on managing arts projects with societal impact were published.

Other research topics of the Cultural Management and Humanities Centre include, for example, building identity for urban districts (2013–2015), a longitudinal case study of the processes of organizational identity, image and brand development (on-going), research into the contemporary arts market and changes in its structure and practices as well as research into the role and practices of art mediators.

STRENGTHS:

- EAMT has managed to maintain and strengthen its status as a research institution. This is witnessed by the fact that in 2015 the EAMT research group in musicology was invited to become a partner in the Centre of Excellence in Estonian Studies and in 2016 this centre actually received funding until 2022 (only 9 Centres of Excellence were selected among all the research fields in Estonia). It is also noteworthy that in 2011–2015 EAMT hosted a number of very high level international research conferences.
- Clear requirements are set for the academic staff in terms of research and artistic activity and an annual review of these activities takes place.
- EAMT has been internationally successful in researching and developing arts management from the perspective of its societal impact.

AREAS FOR IMPROVEMENT:

- Some research groups (music pedagogy, theatre studies) are very small, which weakens their sustainability and competitiveness. One of the priorities in this situation should be closer cooperation with other institutions in Estonia and abroad.
- Collecting data about the artistic activity of academic staff should be more efficient. The CV module of the EAMT intranet needs improvement and the responsibility of teaching staff for timely provision of data should improve.
- EAMT should develop, primarily on the basis of the electronic music studio and cultural management study fields, its capacity for applied research and development projects, and offer its competencies to potential partners in the public and private sectors.

3.2. RDA RESOURCES AND SUPPORT PROCESSES

3.2.1. RDA support system

The coordination and organisation of research activity at institutional level is supported through following officials and units: Vice Rector for Academic Affairs and Research, Research Secretary, the head of the Centre of Doctoral Studies, heads of academic departments with a research profile and the Research Committee. The coordination and organisation of artistic activity at institutional level is supported through following officials and units: Vice Rector for Development, the Concert and Performance Centre with its Advisory Board, heads of academic departments with an artistic profile.

The Research Secretary supplies administrative support to the research projects of EAMT (research groups and individuals), in particular assisting the project of Estonian music history writing, coordinates the Centre of Excellence and the Graduate School of Cultural Studies and Arts and organises the reporting of research activities. The position of research secretary was created in May 2016 with the aim of reducing the workload of research staff and enhancing the quality of management of research activity.

In November 2011 the Research Ethics Committee was established and in November 2015 the Research Committee was set up in accordance with the objectives relating to the development of RDA.

Support for the artistic activity at EAMT is mostly provided by the Concert and Performance Centre. This support unit consists of three employees, who produce concerts and stage performances. The information regarding concert organisation is provided to students and staff via mailing lists; concert programmes are displayed on the web-page of EAMT and on electronic screens. As in most of the music and theatre academies in Europe, EAMT supports predominantly the artistic activity of its students, while the staff members participate in the artistic field through professional concert organisations, orchestras and theatres. However, sometimes EAMT organises also public performances of its staff members, which are usually free of charge and quite popular among the audience (e.g., concerts of the teaching staff of the Piano Department, dedicated to the 200th anniversaries of the births of Chopin and Liszt). Indirectly EAMT supports its staff members in artistic activity by providing flexible working conditions that allow them to combine teaching with an active artistic life. The performances of the visiting professors are often linked to their master classes.

The support system of RDA includes the Library, which has an important role in supporting RDA not only as the study library of the Academy, but also as a research library that provides public services such as the collection, management and mediation of sources for academics, artists in the field of music and theatre and the general public. By developing its services and collections, the Academy library serves the main goals of the study, creative and research work of EAMT, as well as the division of tasks of the research libraries. The Library participates in developing the shared online catalogue of Estonian libraries (ESTER), the database of Estonian articles (ISE) and the database of the international repertory of music literature RILM (*Répertoire international de littérature musicale*), administers the database of Estonian translations of vocal music *Loreta*, and takes part in the activities of the Estonian Libraries Network Consortium (ELNET Consortium), the Estonian Music Library Association (Eesti Muusikakogude Ühendus, EMKÜ), the Estonian Librarians Association (Eesti Raamatukoguhoidjate Ühing, ERÜ) and the International Association of Music Libraries, Archives and Documentation Centres (IAML).

The development of collections at the Library meets the latest requirements. Due to the financing of the acquisition of published research resources through MER, the budget of the Library has grown. This gives an opportunity to shape the collections systematically (including e-resources).

An area for improvement is the use of electronic or digital books, which until now have been accessible to the members of the Library via licence-based databases only. In this case the content of the books does not necessarily correspond with the needs of the members of the Library. No special e-book collection has been purchased by EAMT yet.

In order to better understand the needs of research staff, teaching staff and students, the Library consults with the academic units: the wishes of the departments are given priority by purchasing the newest professional literature, scores and recordings.

Since 2000 the Library has systematically mediated the international databases and other e-resources, facilitating the accessibility of digital research findings year by year. The list of the e-resources is available on the [homepage](#) of EAMT.

Since 2011 the members of the EAMT Library are allowed remote access to library licence-based databases with the Estonian ID-card.

3.2.2. Financial resources for RDA

In 2015 the research funding of EAMT constituted only 2.9% of the total operating income of the Academy. This results from the fact that MER and ERC finance only basic and applied research, while the capacity for this kind of academic research in EAMT is rather small. No financing model has been created for supporting artistic research in Estonia yet. Moreover, the prevailing competitive and project-based funding model is favourable for larger institutions and research groups. Obtaining the resources necessary for conducting research by individual or small group projects presents itself as problematic. Therefore, the research funding of EAMT has not increased in years 2011–2015, unlike the overall operating income of the Academy. On the contrary, in recent years one can notice some decrease in the funding (see Table 3.1.). However, on the positive side it should be pointed out that in 2016 the EAMT musicology research group received extra funding for the Estonian Music History project (until 2019) and for being a partner in CEES (until 2022). The research base funding from MER was also increased by

Table 3.1. Research funding allocated to EAMT from major national financing programmes in 2011–2015 (EUR).

Type of funding	2011	2012	2013	2014	2015
Base funding	23320	24720	22600	27640	28960
Institutional research funding (incl. overhead costs)	87023	87057	87020	87006	86863
Personal grants and post-doctoral research funding	27493	57514	37418	31559	9007
Research libraries' funding	89356	89356	87574	89016	89721
Programmes supporting Estonian studies	5750	5800	5800	3000	3000
TOTAL	232942	264447	240412	238221	217551

Table 3.2. Funds allocated for the Concert and Performance Centre from the EAMT budget (EUR).

	2011	2012	2013	2014	2015
Concert and Performance Centre	46743	42483	47226	58518	72130

Table 3.3. Financial support received from the Cultural Endowment of Estonia (EUR).

	2011	2012	2013	2014	2015
Cultural Endowment of Estonia	58409	41549	35878	39343	17664

38% in comparison to 2015. These decisions will definitely improve the research funding of the Academy in 2016 and in the coming years.

The research budget allocated to the Academy is used to cover the salaries of research fellows (4.25 positions), as well as to cover the travel costs of academic staff to scholarly meetings abroad, the purchase of computers and other equipment for researchers, etc.

To ensure the sustainable development of RDA, EAMT is seeking additional resources from different national and international sources and is encouraging researchers to initiate projects and seek financing individually. In spite of the difficulties mentioned above, EAMT researchers have been rather successful in applying for competitive financing measures (the funded projects are listed in section 3.1.1.; in Table 3.1. only base funding and research libraries' funding are not competitive financing measures).

EAMT does not receive any regular special financing for artistic activity and artistic research (except financing for doctoral studies). Financial resources for the artistic activity of students are assigned from the state higher education activity support that EAMT receives through MER. The funds allocated for the Concert and Performance Centre are presented in Table 3.2. In addition, EAMT has been quite active in applying for financial support from the Cultural Endowment of Estonia, mainly for the artistic activity of students (see Table 3.3.). RDA activity is also financed from the budgets of the academic departments.

3.2.3. Participation in RDA networks

EAMT as an institution belongs to several networks of HEI, research institutions and professional networks. Some of these focus on research, others on artistic partnerships.

Research collaboration is the professional direction of the Department of Musicology. It works in close collaboration with the Estonian Musicological Society, Berlin-Brandenburg Academy of Sciences and Humanities, Göttingen University, Vienna University, Sibelius Academy of the University of the Arts Helsinki, Greifswald and Rostock universities (in particular the research group *Musica Baltica*), Lund University (in particular the research project "Östersjöområdet som musiklandskap") and other universities and research institutions. The members of the department belong to the following research groups: "Arbeitsgemeinschaft für die Musikgeschichte in Mittel- und Osteuropa" at Leipzig University; Project on European Theatre Systems (research group STEP); international research group at the Heidelberg Academy of Sciences; an international society for research into the history of German-language theatre *Thalia Germanica*; ICTM study group on multipart music. There are productive contacts with the International Musicological Society, Europäische Musiktheater-Akademie, International Heinrich Schütz Society and Academic Society for Baltic-German Culture. In collaboration with colleagues from Latvia and Lithuania the annual international Baltic Musicological Conferences take place.

In the period 2011–2015 the Music Education Institute was engaged in collaborative research partnerships through the research group RIGOMI with the Institute of Psychology of the University of Tartu. The research results were presented at conferences ICMPC 13-APSCOM 5, South-Korea, Seoul (4–8 August, 2014) and the 23rd EAS Conference / 5th ISME Regional Conference, Rostock (25–28 March, 2015). Two Master's theses and one article were published. There is also a collaboration with the Department of Neuroradiology of the Heidelberg Medical School and the University of Music and Theatre "Felix Mendelssohn Bartholdy" in Leipzig (European collaborative research project "International Comparison of Music Lessons on Video"). Collaboration with the Faculty of Behavioural Sciences of the University of Helsinki resulted in the conference "Voices for Tomorrow" in 2014 and other joint research activities.

The Drama School participates in the research project "Estonian Drama Theatre 1965–1985" (first volume published in 2015) in collaboration with the Under and Tuglas Literature Centre, University of Tartu and Tallinn University. The purpose of a long-term partnership with the Museum of Theatre and Music (since 2009) is to maintain and develop the database of Estonian theatre performances.

The Centre for Cultural Management and Humanities works closely together with Estonian Business School. International collaboration within the project MAPSI was described in section 3.1.2.

Although the researchers at EAMT have quite close academic ties with their international colleagues, especially within the Baltic Sea region, collaboration with Estonian researchers in humanities and social sciences could be more regular.

It would be impossible to mention all collaborative activities in the artistic field. The following list includes only those from recent years that have regular or permanent character:

- participation of EAMT students in EU Youth Orchestra, Baltic Sea Youth Philharmonic, Orkester Norden and other youth orchestras;
- international joint programme CoPeCo;
- various Nordplus networks (see section 1.2.5.);
- students' chamber music festivals, rotating annually between the music academies in the Baltic Sea region;
- "Crossing Keyboards", series of master classes and student concerts, organised jointly by EAMT, SibA, Latvian Academy of Music, and Lithuanian Academy of Music and Theatre.

The teaching of special subjects associated with theatre and other performing arts in Estonia is divided between two cities and four HEI. As the university responsible for the development of music and theatre education, EAMT decided to take the initiative to reduce the negative impact of such fragmentation on the quality of education and to achieve a significantly higher degree of cooperation between HEI. Further integration is also required in theatre and film education (see DP2020, measure 3.2.).

3.2.4. Updating and use of RDA infrastructure

The EAMT Development Plan states that improving the working environment for researchers shall be set as one of the objectives related to the development of RDA. At the moment there are major shortcomings in the infrastructure for both research and creative activity. There is severe lack of office space at EAMT. Most of the researchers, including the heads of the departments, have to share an office with several colleagues. There are not many quiet study places in the Library either. Although the EAMT main building is relatively new and the building of the Drama School was renovated recently, the infrastructure for artistic activity is also lacking at the moment: most of EAMT concerts take place in a chamber hall with a maximum of 100 seats. EAMT is obliged to rent other venues for larger projects, which is very expensive. Theatre productions can be produced in cooperation with professional theatres, which, while good on one hand, sets many limits on the artistic activity of the Drama School.

The situation will improve considerably after the enlargement of EAMT with the building of a new wing with additional 6000 m², which will include:

- Concert Hall with 500 seats;
- Black-Box with about 130 seats;
- new recording room and multimedia studio;
- offices for research-oriented academic staff (280 m²);
- 21 rehearsal and practice rooms.

The outlook for building this extension is excellent – in June 2016 the government approved the assignment of 4 million EUR from the EU structural funds. A further 5 million EUR will be allocated from the investment funds of the Cultural Endowment of Estonia. The construction work will start in 2017.

Among important investments in the infrastructure in the last five years, the modernising of the research tools and equipment of the electronic music studio through the EU structural funds should be mentioned anew. The development of the studio is important both from a research perspective and in terms of artistic activity. In 2015 a significant investment in musical instruments took place, thanks to

the special funding from MER (EUR 800,000). This investment enabled the Academy to buy new grand pianos for the Chamber Hall and several classrooms, to renew the percussion class and to create suitable conditions for early music studies.

STRENGTHS:

- EAMT has a long-standing and well developed support system for artistic activity, associated mainly with the Concert and Performance Centre. Formation of the Research Committee and the position of a research secretary should also improve the support system for research activity.
- EAMT Library supports equally well both the artistic and research activity. Thanks to special funding from the research budget its collection and electronic resources have considerably expanded.
- The students and academic staff benefit significantly from the active participation of EAMT in many international networks and cooperation projects, focusing both on artistic and research activity.

AREAS FOR IMPROVEMENT:

- Financing of RDA activity should be increased. Joint efforts of the EAMT management, individual researchers and leaders of artistic projects are needed to achieve improvement in this area.
- Stronger cooperation between institutions within Estonia is necessary. A network of performing arts among Estonian universities should support joint artistic activities of students. EAMT researchers should strengthen their contacts with colleagues from other institutions and build up joint research groups. In the field of musicology CEES provides a good platform for this.
- Building a new hall complex next to the present main building of EAMT will require a lot of attention in the coming years. Completion of the hall complex will create a set of completely new opportunities for the development of music and theatre education in Estonia, which should be used to maximise the positive impact for the quality of education, as well as artistic and research work.

3.3. STUDENT RESEARCH SUPERVISION AND DOCTORAL STUDIES

EAMT attaches great importance to the quality of supervision of student research at the bachelor's and master's level and it could be said that the overall quality of research projects has become more uniform and has improved. This lays an important foundation for doctoral studies. Doctoral programmes were opened at EAMT in 1996, initially only in the field of musicology; in 2000 this was supplemented by an artistic branch of doctoral studies. The quality of doctoral studies is overseen by the Doctoral Committee, which includes the Rector, two co-chairs, one of whom is responsible for creative activities and the other for research, as well as professors of the main study fields. A separate academic unit, the Centre for Doctoral Studies, was founded in the autumn of 2015 to improve the management of doctoral studies, and all activities of the Academy pertaining to doctoral studies were brought together in the centre. Doctoral studies are regulated by the [Procedure Rules for Doctoral Studies at EAMT](#).

The development and quality of doctoral studies has been a special focus area in recent years in the country as a whole as well as at EAMT. Under the administrative contract for 2013–2015 between EAMT and the Ministry of Education and Research, EAMT committed to developing an integrated action plan for doctoral studies by analysing opportunities for cooperation with other educational institutions for increasing the efficiency of doctoral studies and for raising the quality of supervision. Based on this commitment, the [EAMT Development Plan for Doctoral Studies 2013–2015](#) was approved on 11th December 2013, specifying the strategies and setting specific targets. The Development Plan includes particular actions for raising the efficiency of the studies of doctoral students. In 2015 EAMT reported to the ministry that the commitment assumed under the administrative contract had been largely fulfilled.

3.3.1. Student involvement in research, creative and project work

At the bachelor's level, it is mainly the students of musicology that are involved in research. They are required to prepare a research project in their third study year and usually continue developing this research during the two years of their master's studies. The students in music specialities and musical education start developing a research project at the master's level. The short research projects (ca 27,000 characters in length) of these music students are evaluated by an examination committee. The graduation theses written at the Institute of Instrumental and Vocal Pedagogy include a more extensive theoretical background review and the required length is greater (ca 45,000 characters). This is comparable to the master's thesis in theatre arts. The master's thesis in theatre arts and those in music education and cultural management (both the latter with a required length of 80,000 characters) are publicly defended in front of a committee. The highest requirements for an original research contribution and academic criteria apply to master's theses in musicology (with a volume starting from 80,000 characters, depending on the subject matter), which are also subject to a public defence.

The master's level students in musicology and cultural management have presented their research results at research conferences and have published corresponding articles in research magazines and collections. The results of their research have been used in the current research projects of the Musicology Department, as well as in writing the history of Estonian music. The students of the Music Education Institute have also been involved in research projects, such as the study of perfect pitch, initiated in 2014 by visiting professor Wilfried Gruhn (Freiburg). The Institute of Instrumental and Vocal Pedagogy is becoming increasingly efficient in raising the quality of student research. The students of both institutes participate in student conferences. The main difficulties have been associated with foreign students in music specialities if English is not their native language and they struggle to express themselves in a foreign language. In general, it can be concluded that the master's degree studies lay a good foundation for doctoral studies. However, it must be admitted that in some cases the doctoral students of artistic branches are unable to apply the principles of research which they acquired at the master's level to research at the doctoral level, and they often seem to start their research at this level from zero.

Doctoral studies at EAMT are divided between research and artistic branches (in the respective programmes of "Musicology" and "Music and Dramatic Art"). The first is based on academic music research and concludes with a defence of an extensive thesis. The admission examination of doctoral students in musicology focuses on the integration of the research subject in the research conducted at the department. Coverage of different areas of musicology (history of music, music theory, music psychology, ethnomusicology) is also strived for in admission. The doctoral students of musicology have been involved in the research subjects and grant projects of the department. Several students and their supervisors have also participated in international projects. In recent years, there has been a need to admit doctoral students focusing on music education, but their transition to musicological research has been relatively difficult (EAMT does not have the right to grant doctoral degrees in education studies). The education of new ethnomusicologists is also an area of future consideration. As a positive development, the forthcoming defence of the first thesis on popular music may be mentioned.

The doctoral students in the artistic branch have to complete an artistic research project, which usually consists of four presentations of creative works and a written thesis which is directly relevant to them (ca 80,000–100,000 characters). Similarly, theatre-related artistic research projects can be combined with a study of performance aspects of theatre, etc. Integrating all artistic research in a particular field in one large project seems to offer good prospects. For instance, in 2014 EAMT used its own finances to launch the artistic research project (LUP1) "Composition and Improvisation in the 21st Century", and one of the doctoral students involved has already defended the thesis. The ultimate objective of LUP1 is publishing an article collection based on the research.

Three young researchers from EAMT – one master's degree student in musicology, one doctoral student in musicology and one doctoral student in the artistic branch – successfully participated in the competition of three-minute presentations to promote research activity in 2015. Unfortunately, students are generally not very keen to participate in countrywide competitions of research projects. In the future, they should be guided towards more active participation.

As mentioned above, artistic work is central to EAMT curricula. Therefore, the majority of students are continuously involved in various artistic projects and activities. As the most recent example, a successful concert of the EAMT Symphony Orchestra at the festival Young Euro Classic 2016 in Berlin could be mentioned. In recent years EAMT has encouraged the cooperation of different departments and the initiative of the students in launching and producing artistic projects. For example, in May 2014 an opera *Frequently Asked Questions* was composed, directed and performed in collaboration of the students of the departments of composition, voice, cultural management and the Drama School. The choir and orchestra consisted also of EAMT students. Moreover, the students of EAA were engaged as stage designers. Another successful example of such collaboration and student initiative was presented to the public in April 2016, when the students of six Estonian HEI (with the majority from EAMT) produced Benjamin Britten's opera *The Turn of the Screw*.

3.3.2. Qualification, effectiveness and workload of supervisors and graduation efficiency

In research supervision, the Musicology Department plays a significant role in supervising student research not only in their own field of specialisation but also in artistic specialities. The Musicology Department has sufficient and adequate competence for this – the department employs 11 active researchers with a doctoral degree, some of whom are also active as performing musicians, which increases their competence for supervising artistic research projects. The Musicology Department is responsible for all non-pedagogical graduation theses at the master's level and for all research projects in doctoral studies. The research subjects and state of research of doctoral students in musicology is reviewed twice every semester to ensure consistency of work. Research paper workshops are provided for doctoral students in music on a weekly basis by three members of the academic staff of the Musicology Department (including the head of the Centre for Doctoral Studies and the head of the Musicology Department). Every doctoral student in music is required to demonstrate his/her work at least once a semester and participate in reviewing the work of fellow students on three occasions. The working languages of the workshop are Estonian and English, but German or Russian may be used in special cases. The feedback on the workshops has been overwhelmingly positive. Similar research paper workshops have also been launched in the speciality of dramatic arts.

A total of 14 doctoral students in music, one doctoral student in musicology and one doctoral student in dramatic arts completed their studies from 2011 to 2015. (It should be noted that further doctoral degree completions are expected in 2016 in both musicology and dramatic arts). As of December 2015, EAMT had 45 doctoral students, including 26 in music, 6 in dramatic arts, and 13 in musicology.

While EAMT has been able to meet the established target of three completions of doctoral studies per year (there were even four completions in 2015, see Table 3.4), only few students complete their studies in the standard period of study (only 2 doctoral students from 16 managed to do this in the period 2011–2015). The delays in the studies are mostly caused by high workload at work, family circumstances or, in the case of foreign doctoral students, lack of experience with writing an academic paper in English (for most of them English is a foreign language).

Table 3.4. Completions of doctoral studies in 2011–2015.

	2011	2012	2013	2014	2015
Completions	3	3	3	3	4
Of which in the standard study period	1	0	1	0	0

EAMT has introduced several measures to improve the efficiency of completions. The standards for admission examinations for doctoral students have been raised (up to five doctoral students are admitted per year, the examination includes two rounds), as have those for evaluation at the end of every academic year. The subjects of "Practice-based Research Methods in Arts" (in cooperation with EAA)

and “Academic Writing” were introduced as mandatory for doctoral students in music and dramatic arts. Doctoral students are encouraged to work consistently on their thesis. At the end of the second study year, doctoral students are required to present the current text of their doctoral thesis, equivalent to about one research article in length, which is discussed in the workshop with the supervisor and submitted to the evaluation committee. The Centre for Doctoral Studies has organised public conferences in the spring semester of every academic year since 2014, providing an opportunity for third-year doctoral students of music and dramatic arts to give a presentation of their research subject, reflecting the current state of their research. The doctoral students of musicology have a mandatory requirement to give a presentation at an international research conference by the end of their third study year at the latest.

The Graduate School of Culture Studies and Arts was established in 2009 with financing from the EU Structural Funds as a consortium bringing together PhD level activity of EAMT, EAA, Tallinn University and the University of Tartu. This has supplemented our doctoral programmes with a wider interdisciplinary dimension and has created further opportunities for doctoral students at EAMT to take courses and participate in summer and winter schools at other universities. In 2009–2015 EAMT was a lead partner in the consortium, from 2016 onwards EAMT continues in it as a partner.

When admitting new students, the Doctoral Committee makes sure that all doctoral students are provided with competent supervision. A member of the academic staff from another university or a senior specialist from outside EAMT can serve as a co-supervisor if necessary. The doctoral students in the artistic branch have, as a rule, two supervisors – one for the artistic work and the other for the written thesis. From 2011 to 2015, the average number of thesis completions was two defended theses per regular staff member of the Musicology Department. However, the actual distribution of the supervisory workload between staff members was quite unbalanced. The current supervisory workload has been more evenly distributed since 2015. The doctoral students of dramatic arts have been supervised mainly by two staff members of the Drama School; however, there has been a perceived need for guidance from an expert in dramatic arts with a scholarly focus. This issue will be resolved in the academic year 2016/2017 with the creation of a new position of a research fellow and doctoral supervisor at the Drama School of EAMT. The supervisor of a successfully defended doctoral dissertation receives a performance-related bonus.

The supervisors participate in continuous further education through conferences on student supervision, which are organised in Estonia or by AEC and ELIA. Cooperation for the sharing of experiences and further improvement has been initiated with the PhD programmes of the SibA and a study visit has been organised to see the doctoral studies arrangements at the Helsinki Theatre Academy. The supervisors of the artistic branch continue to educate themselves through master classes and international competitions in order to be familiar with the requirements applicable at the highest international level.

A doctoral students’ feedback survey was organised in November 2014 to improve the quality of doctoral studies. The survey was conducted both in a written format and as a roundtable conversation (doctoral students’ feedback surveys had also been organised before at intervals of two or three years). The positive comments highlighted the competence of the academic staff, high professionalism of the supervision and the importance of research paper workshops, flexibility in the drafting of study plans, good relations with other universities in Estonia and abroad, the work of the Graduate School and its coordinator at EAMT, the good balance between artistic and research activities in the curriculum of the artistic branch, and the opportunity to write the doctoral dissertation in Estonian. The identified problems and weaknesses included the need for more subject-specific lecture courses as well as for general courses on philosophy and cultural history. Some of the comments were taken into account during the curriculum renewal in the academic year 2015/2016. The doctoral curriculum of musicology was supplemented with the course Methodology 2 (higher level) as well as a requirement to elect subjects on philosophy and cultural history at other universities and at the Graduate School of Culture Studies and Arts. EAMT also tries to offer such courses as far as possible.

3.3.3. Recognising and avoiding plagiarism

Academic integrity is a very important value for EAMT. The issues of plagiarism are first discussed in the context of the course “University Studies and Professional World”. This subject matter is given thorough consideration in the courses on the methodology of writing research papers at the master’s level as well as in the doctoral dissertation workshops and in the subject “Academic Writing”. A separate chapter is dedicated to this topic in the [EMTA guidelines for written papers](#). EAMT does not tolerate any use of prohibited aids or sharing of information during examinations. The EAMT Regulation of Studies includes a separate chapter on academic integrity. It specifies that breaches of academic integrity can lead to a Rector’s reprimand or – in the case of severe breaches – to the expulsion of the student. The regulation of doctoral studies specifies that the decision to award the doctorate can be challenged, if regulations have been violated in defending the doctoral dissertation, the data presented in the doctoral dissertation prove forged or the doctoral dissertation turns out to be plagiarised.

3.3.4. Conditions for admission of international doctoral students and for doctoral students’ international mobility

As of December 2015, EAMT had 45 doctoral students in total, including 10 foreign students (amounting to approximately 22%). EAMT admits foreign doctoral students on the same basis and conditions as Estonians. Two months before the annual admission examination, EAMT organises a public consultation for potential doctoral students. The candidates are included in a single ranking list based on the results of the admission examination. Admitted doctoral students are assigned supervisors based on their main subject and research topic. Foreign PhD students can receive advice on residence permits, ID card application and other practical matters, as well as on preparing a study plan. Foreign doctoral students have experienced some difficulties using the EAMT website, which lacks information in English or makes the information difficult to find. The Development Plan for Doctoral Studies states that this situation should be resolved as soon as possible.

The 33 doctoral students admitted in the period 2011–2015 included 10 foreigners. The popular main subjects include composition and improvisation. Both Estonian and foreign PhD students have participated in the workshops of the Graduate School of Culture Studies and Arts and the best students have given presentations at international conferences (either research conferences or AEC student conferences). Doctoral students have also used the opportunities to study abroad through the support of DoRa, ERASMUS and other programmes. In terms of internationalisation, the target for doctoral programmes is for all PhD students to receive training abroad for at least three months of their total study period or to participate in a larger international cooperation project.

3.3.5. Inclusion of foreign experts in the provision of doctoral studies

The curricula of music and musicology require provision of special musicology workshops of one week’s duration once or twice in a semester. These workshops are conducted by recognised foreign researchers and offer additional opportunities for students to receive advice on their doctoral dissertations. The doctoral students in the artistic branch regularly participate in master classes and workshops in their main study field conducted by reputable supervisors.

During the period 2011–2015, foreign experts served as reviewers of doctoral dissertations on four occasions. One doctoral student used a foreign researcher as a consultant. Consultations with foreign experts and the use of visiting lecturers in supervision should be increasingly facilitated in the future. The envisaged plans include identification of possibilities for joint supervision of doctoral research with academic staff members from SibA.

STRENGTHS:

- The establishment of stringent requirements for PhD admission examination and study arrangements has raised the quality of doctoral studies and the advancement of doctoral students.
- The supervisors of doctoral research are recognised experts in their research area and the supervisors of artistic projects are reputable specialists in their field.

- Many doctoral students are involved in Estonian and international research projects. The first comprehensive artistic research project has been initiated in the field of contemporary music and improvisation.
- The doctoral studies at EAMT are fairly international: more than 20% of the doctoral students come from abroad, many doctoral students have received training in other countries, foreign experts are involved in supervising and reviewing doctoral dissertations and projects.

AREAS FOR IMPROVEMENT:

- The individual development of each PhD student requires closer monitoring in order to prevent potential difficulties and increase the number of students who complete their doctoral studies within the standard study period. Providing a preparatory course for the candidates for PhD programmes should be considered.
- The workloads of supervisors should be equalised and supervisors from abroad and academics with an artistic background holding a PhD and working at EAMT should be involved in supervising the written research papers in the artistic branch of doctoral studies. Doctoral students in dramatic arts should be provided with an opportunity to work regularly on their research with supervision by a theatre expert.
- The availability of English language information on doctoral studies should be improved on the EAMT website as well as in other channels.
- The students should be encouraged to participate more actively in national competitions of students' research works.



4. SERVICE TO SOCIETY, INCLUDING EDUCATIONAL ACTIVITIES FOR THE GENERAL PUBLIC

As stated in DP2020, EAMT sees its wider role in society in the promotion of a creative mindset and creative activities, with the aim of having an indirect impact on the general living environment and on people's well-being. In order to fulfil this purpose, EAMT should be visible and have a positive image as an institution. Measures to achieve and maintain this status are:

- organisation of concerts and performances for different target groups;
- promotion of the activities of the Academy through various channels;
- active participation in social discussion, particularly on topics concerning cultural life;
- providing in-service training (continuing education) for teachers and creative individuals in the field of music and theatre.

4.1. PROMOTION OF CORE ACTIVITIES AND INVOLVEMENT IN SOCIAL DEVELOPMENT

4.1.1. Promotion of core activities

The Academy generally has a good reputation in Estonian society and there is an overall awareness about its core activities. However, public awareness of its more specific goals, development directions and achievements need better and more regular promotion. Therefore, according to DP2020, the Academy plans to:

- develop its communication strategy;
- use direct marketing and direct communication with schools to promote concerts and performances;
- engage its alumni in the development of public relations;
- develop the necessary media communication skills of its members.

To increase the visibility of the Academy in society and the reflection of its activities through the media, the position of Public Relations Manager was created in 2014. As mentioned in chapter 1.1.6., EAMT has received quite a lot of attention in the national media in recent years. There have been several articles introducing EAMT and its activities, also opinion-sharing articles for influencing the fields of music and theatre in Estonia. An active media campaign took place related to the new concert hall of the Academy, bringing along general discussions about concert halls in Tallinn, Estonia and how many and what type of halls we need. These discussions have provided a great opportunity for raising the profile of the Academy and its value creation in society.

Clearly, the promotion of EAMT activities is not the task of the PR manager alone. In fact, all the members of the Academy and alumni can contribute to this through public events and appearances, interviews etc.

An important target group for EAMT is young people in schools and music schools. The following activities and projects addressed especially to young people should be highlighted:

The EAMT Music Education Institute together with the Continuing Education Centre have organised music contests (olympiads) all over Estonia (2010, 2012, 2014 and 2016) for the students of elementary schools and high schools. In 2012 the first international music Olympiad in cooperation with the Estonian Association for Music in Schools, MER and the European School Music Association was held. This tradition, initiated in Estonia, has found its continuation in 2014 in Latvia and in 2016 in Lithuania.

In 2013 EAMT, in cooperation with the Italian Embassy and Estonian National Opera, initiated a project “Verdissimo Junior” dedicated to the 200th anniversary of Giuseppe Verdi’s birth. During the project more than 500 students from 10 high schools visited free of charge the dress rehearsal of the opera *Rigoletto* and wrote an essay based on the impressions gained. The essays were evaluated by a professional jury and the author of the best essay was awarded a trip to Italy to visit places related to Giuseppe Verdi.

In the framework of the project “Tutto Verdi in Estonia” (2014–2015, organised in cooperation with the Italian Embassy), high school students were given the opportunity to see high-quality recordings of all Verdi’s 28 operas. The recordings were exhibited in the premises of EAMT and the cinema Artis free of charge.

In autumn 2015 the EAMT Symphony Orchestra gave special concerts for young people on Muhu and Saaremaa islands as well as in the southern part of Estonia (Tartu, Põltsamaa). The programmes, which combined classical and jazz repertoire, were very well received.

Musicology Department in cooperation with the Estonian Musicological Society has organised essay competitions on musical topics for high school students.

Students of the Drama School regularly introduce poetry on Mother Language Day in different locations in Estonia. The Drama School is also visited by youngsters from all over Estonia, to whom the school and its courses are introduced.

The traditional Open Doors Day has not proved successful in EAMT and in recent years the Academy has cut out this event. At the same time the programme *The House with Living Sounds*, organised in cooperation with the annual contemporary music festival Estonian Music Days and presenting video installations and new compositions throughout the Academy building, has brought many young people to the Academy.

Publication of books and CDs also helps to promote EAMT activities. Most often the publications of EAMT are devoted to its distinguished staff members as well as to pedagogical problems of music and theatre.

4.1.2. Participation of staff members in the activities of professional associations and societies

DP2020 states that Academy’s staff should participate actively in social discussions, particularly on topics concerning cultural life. EAMT staff members should advocate putting greater value on the social role of music and theatre, on spreading a creative mindset and on raising the musical quality of public spaces. The Academy considers it important for its members to appear in media channels and participate in the work of professional associations and societies.

As Table 4.1. shows, staff members of EAMT are represented in the decision-making bodies of many Estonian professional associations and institutions in the fields of music and theatre. This creates direct links between EAMT and the professional world and gives EAMT members a chance to influence important decisions and processes related to Estonian cultural life. For instance, 7 of the 9 board members of the umbrella organisation the Estonian Music Council are staff members of EAMT. The Estonian Music Council is an important partner for the Ministry of Culture and was actively involved in the preparation of the [General Principles of Cultural Policy until 2020](#).

TABLE 4.1. Selected organisations with EAMT staff in decision-making bodies.

Organisation name	Number of EAMT staff on the Board
Estonian National Opera	2
The State Concert Institute Eesti Kontsert	1
Estonian National Symphony Orchestra	1
Association of Estonian Professional Musicians	5*
Estonian Composers' Union	2
Estonian Theatre Union**	2
Estonian Music Council	7*
Cultural Endowment of Estonia	3
Estonian Music Information Centre	4*
Estonian Music Schools' Union	2
Estonian Authors' Union	1
Estonian Jazz Union	1
Estonian Choral Association	2
Estonian Piano Teachers' Association	4*
Estonian Musicological Society	3*
Estonian Association for Music in Schools	3*
Estonian Music Library Association	1

* The chairman of the board is from EAMT.

**Estonian Theatre Union is an umbrella organisation, consisting of the Union of Actors, the Union of Stage Directors and other sub-organisations.

STRENGTHS:

- Increasing visibility of EAMT and promotion of its core activities has received special attention in DP2020.
- EAMT has received quite a lot of attention in the national media in recent years.
- EAMT staff members hold leading positions in many professional associations and important institutions in the fields of music and theatre in Estonia. This enables EAMT members to participate in cultural policy making and shaping the professional field of music and theatre in Estonia.

AREAS FOR IMPROVEMENT:

- In spite of several activities addressed to young people, the popularity of some of the EAMT curricula (musicology, music education) is still very low.
- Planning and supporting of EAMT publishing activity should be improved.

4.2. CONTINUING EDUCATION AND OTHER EDUCATION OFFERED TO THE PUBLIC

4.2.1. Objectives of continuing education

EAMT organises lifelong learning in accordance with the [Estonian Lifelong Learning Strategy 2020](#), the [Adult Education Act](#) and DP2020. The latter establishes the following general goals for continuing education:

- Providing in-service training for teachers and creative individuals in the fields of music and theatre;
- As a centre of excellence in music and music education, EAMT should maintain its leading role in planning and organising in-service training in this field;
- Teacher training at EAMT is based on the goals and principles established in the Estonian Lifelong Learning Strategy and on a comprehensive view of music education.

The Academy shall:

- Plan and organise in-service training in cooperation with other educational institutions and professional organisations of the third sector;
- Participate in the in-service cooperation networks of universities;
- Develop new forms of in-service training, including e-training and independent in-service training;
- Prepare teaching and learning resources.

The Continuing Education Centre, operating in accordance with the Statutes of the Continuing Education Centre adopted by the EAMT Council, is responsible for implementing the strategy for lifelong learning at EAMT. The principles of continuing education are established in the EAMT Procedure for the organisation of in-service training. Development of in-service training programmes is supported and monitored by the Advisory Board of the Continuing Education Centre, with members appointed by the Rector.

A number of activities have been launched to expand and diversify the continuing education opportunities in the main academic fields of EAMT:

- An opportunity for independent refresher training has been created as a new form of study in 2013;
- The Open Academy, formerly the individual study programme, has been launched to enable participants in continuing education to take desired classes together with full-time students;
- The quality management process has been based on the Quality Criteria for Continuing Education, developed by the Estonian Network for University Continuing Education;
- Continuing education programmes are developed in cooperation with the academic departments of EAMT as well as with representatives of professional and subject associations;
- Training information on the website has been updated and the system of information distribution has been redesigned to focus on target groups;
- Students interested in continuing education are offered consultations by the Continuing Education Centre and the Registry and Student Affairs Department of EAMT;
- A continuing education information system has been created as part of the EAMT Study Information System to provide a central hub of information on continuing education programmes, training programmes, short courses and students.

Information on training courses and opportunities is displayed in the EAMT Training Calendar. Subject to a mutual arrangement (and technical feasibility), the short courses on the list can be organised in different regions of Estonia; specific training requests can be submitted to the Continuing Education Centre via e-mail.

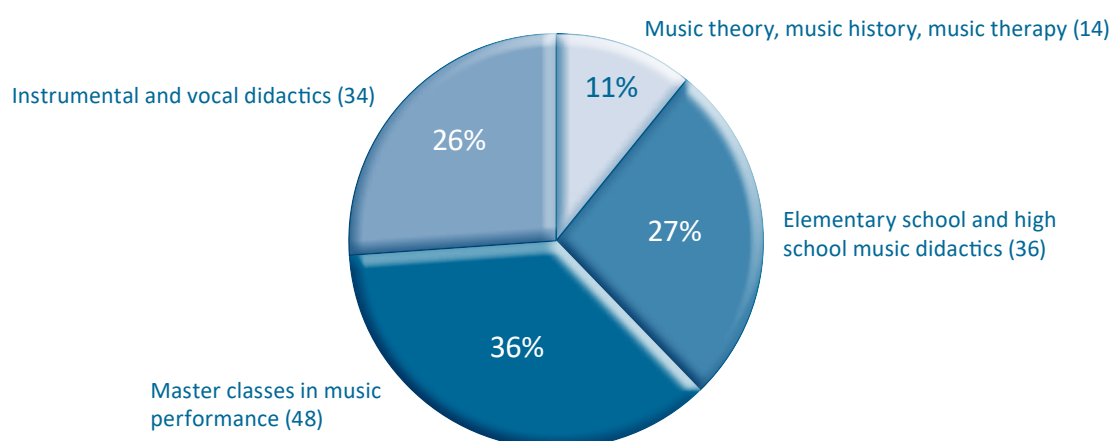
The efforts listed above have resulted in the annual average number of participants rising to 638 during the period 2011–2015. According to the Development Plan, the target for EAMT is to maintain

the current level and increase the average number of participants in continuing education to 650 by 2020. The fluctuations in numbers between the years are associated with longer training programmes, initiated successfully in response to a public procurement initiative, as well as with training supported by the EU and the MER. Overall, participation is on an upward curve as a result of growing interest in the independent refresher training opportunities opened in 2013 as well as in the Open Academy study format renewed in 2015. Master-classes remain the principal format of continuing education, followed by practical workshops, lectures and debates.

Table 4.2. Data illustrating the volume of continuing education.

	2011	2012	2013	2014	2015
Total participants in continuing education	711	580	771	568	561
Number of people completing longer training programmes	0	217	120	132	89
Number of courses	28	35	44	31	25
Total number of contact hours	1,073	1,489	1,118	2,150	798
Annual turnover from continuing education (EUR)	11,029	36,211	40,666	105,928	61,406

Figure 4.1. Distribution of training courses by study field.



While training participation fees were the main source of revenue in continuing education in 2011 and the preceding period, revenue from contracts and the EU-funded projects has increased considerably in subsequent years. The revenue from independent and open continuing education is still marginal, as these opportunities were opened only in 2013, but is on an upward trend.

Table 4.3. Revenue from continuing education by type of activity (EUR).

	2011	2012	2013	2014	2015
Revenue from in-service training (participation fees)	11,029	16,941	22,385	19,581	21,357
Revenue from open and independent refresher training (fees)	0	0	90	1,561	1,848
Revenue from MER contracts and EU-funded projects	0	19,270	18,191	84,786	38,201

One of the responsibilities of the Continuing Education Centre is the organisation of annual preparatory courses for prospective students. The courses are offered to all applicants in general music subjects (aural training and music theory) and as a separate course for prospective students of the electronic music and composition programme. In addition to courses in Tallinn, in 2011 the preparatory courses were also held in Narva and Pärnu.

Table 4.4. Participants in preparatory courses 2011–2015.

	2011	2012	2013	2014	2015
Participants in preparatory courses	145	36	30	49	54

4.2.2. Planning of continuing education

The Continuing Education Centre of EAMT organises courses in the subjects taught at the Academy. The main target groups of continuing education include teachers at music schools, general education schools and pre-school child care institutions, the teaching staff of musical vocational education institutions and institutions of applied higher education, active performing artists and cultural workers in Estonia, academic staff members of the Estonian Academy of Music and Theatre. Professional musicians, music teachers and active performing artists are offered the latest information through refresher courses and master-classes in cooperation with several other universities in Estonia and Europe. In addition, as flexible study formats, the Open Academy and independent refresher training provide all members of society with suitable opportunities for participation in the lifelong learning process.

Training needs are analysed in cooperation with professional associations, as well as with other organisations in the field of performing arts. The outcome-based programmes of continuing education are prepared in coordination with stakeholders. The relevance of the curricula and the performance of the training programmes is subject to regular review and adjustment to meet the needs of the target group. The course volumes have been harmonised with the ECTS system. The Continuing Education Centre prepares an annual report, analysing the performance of training programmes and courses, based on feedback from participants, as well as reviewing significant developments in the field of continuing education.

The head of the Continuing Education Centre is responsible for the quality of the content and organisation of continuing education. For longer training programmes, the Continuing Education Centre appoints an administrator for the programme to ensure quality of the content and to collect feedback from participants and the academic staff.

Active participation in the Estonian Network for University Continuing Education is an important element of development work in the Continuing Education Centre. Within the framework of the project “High-quality and Diverse Continuing Education in Cooperation between Universities”, Estonian public universities have joined their forces to develop a quality assessment system for continuing education, including a self-assessment model based on the EFQM Excellence Model. The Continuing Education Centre of EAMT participated in the piloting of the system.

4.2.3. Ensuring quality of continuing education and satisfaction of participants

Feedback from participants is an important factor to consider for improvement in the quality of continuing education. The Centre has systematically collected opinions from participants in order to develop the training activities. Feedback is collected from almost all participants in long training programmes and from selected participants in short courses and master-classes.

Different formats are used for feedback collection:

- Written questionnaire at the end of a course, mainly used for short courses;
- Group discussion between participants, lecturers and the organiser of the course at the end of the course, focusing on the self-assessment of lecturers;
- Written feedback from participants and lecturers on the expected and actual outcomes of the programme, as well as the contemporariness and innovativeness of the subjects (electronic feedback questionnaire, used mainly for longer training programmes). This also includes an invitation to submit proposals for the development of new training courses and topics for possible follow-up courses;
- Verbal feedback in discussions with participants and organisers of a course (used primarily for master-classes in performing arts);
- Assessment of the impact of the learning outcomes of a completed course by participants and the employer (generally used after training within the framework of an EU-funded project).

The collected feedback is used as input for the development of new training courses and for updating/modifying the existing programmes.

A review of feedback on all training activities as a whole was conducted during the piloting process of the continuing education quality assessment system, developed within the framework of the project “High-quality and Diverse Continuing Education in Cooperation between Universities”. The relevance and fitness-for-purpose of the training courses was rated very highly (87%) or highly (13%). Similarly, the professionalism of trainers was rated very highly (92%) or highly (8%). Almost all participants expressed the highest satisfaction with the learning environment, including opportunities to use musical instruments. Increasing the diversity of training information dissemination methods was suggested as a potential avenue of improvement.

STRENGTHS:

- Continuing education programmes are developed in cooperation with academic departments, subject and professional associations, taking into account the training needs of employers.
- A continuing education information system has been created as part of the SIS to provide a central hub of information on continuing education programmes, training programmes, short courses and students attending them.
- Students interested in lifelong learning are offered consultations by the Continuing Education Centre and the Registry and Student Affairs Department of EAMT.
- Cooperation with academic departments creates possibilities for cost optimisation when inviting foreign lecturers.

AREAS FOR IMPROVEMENT:

- Training programmes for teachers should be planned in greater conformity with the approved professional standards.
- Collecting and analysing feedback from the participants of the courses should be improved and developing the quality assessment system should continue.
- Information provision on training activities could be expanded, using different communication channels.

4.3. OTHER PUBLIC-ORIENTED ACTIVITIES

Public concerts and theatrical performances form an integral part of the Academy’s activity. Public performances are a natural and essential element of education for music and theatre students, while they enable the Academy as an institution to fulfil its broader social mission as a contributor to Estonia’s cultural life. A special support unit, the Concert and Performance Centre, produces the majority of the EAMT concerts. Productions of the Drama School are mostly made in cooperation with professional theatres. Although EAMT produces concerts and stage productions mostly with its own students, sometimes staff members and visiting artists are also engaged.

The following Table provides statistical data about EAMT concerts and theatrical performances.

Table 4.5. Public performances and concerts.

	2011	2012	2013	2014	2015
Public drama and opera performances	48	78	63	49	70
Public concerts	95	122	143	134	126

The number of concerts and the quality of production point to the fact that EAMT is a significant concert organiser in Estonia, offering high-quality performances to the public with low admission prices or free of charge. This possibility makes concerts and performing arts events available to different segments of the public, also including those who otherwise could not afford to visit such cultural events. EAMT raises the awareness of music arts, enlivens local cultural life and introduces young musicians to the public. Through these activities the Academy raises its profile and introduces its main subjects to a larger audience.

Some EAMT concerts are produced in collaboration with the state concert institute Eesti Kontsert and other institutions. In 2015 EAMT signed a long-term cooperation agreement with Suure-Jaani Municipality (about 150 km south of Tallinn). According to this agreement EAMT will be involved in the organisation of the annual Suure-Jaani Music Festival, which is very popular in Estonia. In June 2016 the EAMT Symphony Orchestra, with students acting as soloists, gave a gala concert in the framework of the festival.

The Concert and Performance Centre offers a varied programme, including classical music, free improvisation, folk and jazz music concerts. Concerts take place not only on the premises of EAMT, but also in different places in Tallinn and throughout Estonia. The concerts of the EAMT Symphony Orchestra mostly take place in the Estonia Concert Hall, the main symphony hall of Tallinn (four concerts per season). Many concerts are arranged as concert series. For instance, “Jubilate” celebrates anniversaries of important composers and EAMT professors, “Obeisance” is dedicated to outstanding living Estonian composers, who assist the students during the rehearsal period. The Concert and Performance Centre is also responsible for the organisation of two EAMT festivals – the contemporary music festival “Fall Festival” and the early music festival “Ceciliana”, which offer opportunities for young musicians to meet with top level professionals and to perform for a broader audience.

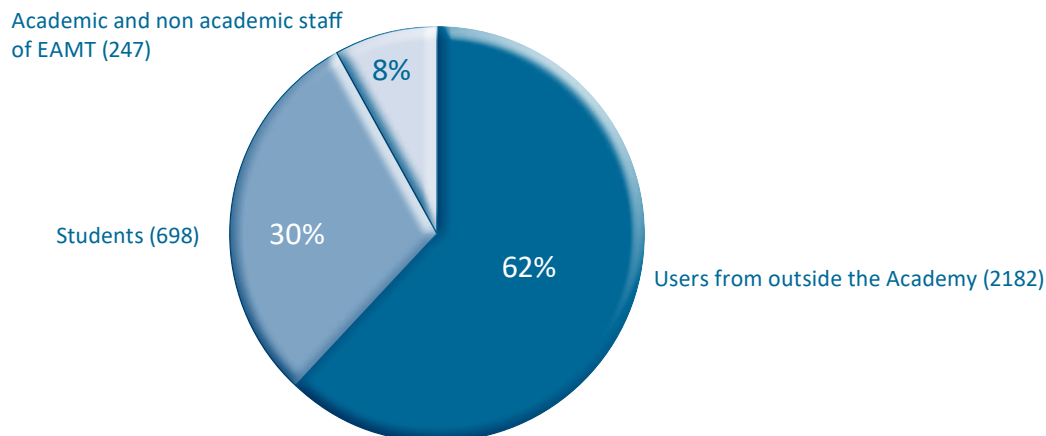
Staff and students of the EAMT Centre for Cultural Management and Humanities have been involved in the organisation of several public-oriented EAMT events (e.g., the operas *Frequently Asked Questions* and *The Turn of the Screw* mentioned in section 3.3.1.). The Centre has also investigated the possibilities of attracting new audiences and increasing the societal impact of artistic activities (see section 3.1.2.).

Alongside the Concert and Performance Centre, the EAMT Library also serves both Academy members and the general public. As of 1st January 2016 total library holdings open to public to use amounted to 202 948 items, including:

- 38 479 books;
- 130 735 copies of sheet music;
- 2813 unpublished researches;
- 26 173 audio recordings (including 15 318 CDs);
- 3397 video recordings (including 2629 DVDs);
- 118 different titles of periodicals.

Due to a stable and consistent acquisition policy and special funding from the MER, the EAMT Library has developed into the central music collection environment in Estonia. 97% of the library resources are exhibited on open shelves. Users of the EAMT Library include not only the staff and students of the Academy, but also students from other universities, professional musicians, music teachers, actors and

Figure 4.2. Users of EAMT Library, as of 1st January 2016.



other performing arts professionals, as well as the general music- and theatre-interested public. The services of the library are used by almost all the important music institutions of Estonia (orchestras, choirs, etc.). Figure 4.2. illustrates the division of EAMT Library users.

A special initiative of the EAMT Library is the [Loreta database](#), which includes Estonian translations of vocal compositions in foreign languages, making it easier to work with numerous operas, oratorios, cantatas, songs and works with liturgical texts. The database was made public in 2014 and new translations are continuously added to it. The database can be accessed by EAMT students, professional musicians and all music-lovers.

STRENGTHS:

- The EAMT Concert and Performance Center offers a varied programme of concerts to different segments of the public, either for free or with low ticket prices.
- Productions of the Drama School are mostly produced in collaboration with professional theatres and they usually receive considerable attention among the general public.
- The EAMT Library enjoys the status of the central music library in Estonia and serves numerous professionals, professional institutions and the general public.

AREAS FOR IMPROVEMENT:

- At present EAMT does not have sufficient performance spaces of its own. With the opening of the new concert hall and black box the conditions for presenting public performances should improve considerably. This will bring with it also higher demands for the technical support of the concerts and stage productions.
- A unique donation of the famous German opera director Joachim Herz to the Library of EAMT requires extra room for preservation and exhibiting. This room should be planned and furnished in the extension to the main building.

