

EESTI EVANGEELSE LUTERLIKU KIRIKU  
**USUTEADUSE INSTITUUT**

INSTITUTUM THEOLOGICUM ECCLESIAE EVANGELICO-LUTHERANAE ESTONIAE

The Institute of Theology  
of the Estonian Evangelical Lutheran Church

**Self-Evaluation Report  
for Institutional Accreditation**

Submitted to the Estonian Higher Education Quality Agency:  
30 November 2015

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This text contains links to legal acts, documents and other relevant online resources. The words containing links to additional materials are made blue and underlined (documents in English) or grey and underlined (documents in Estonian). Links directing to a certain location in this self-evaluation report are made green and underlined.

All documents related to this self-evaluation are available online at [ui.eelk.ee/index.php/en/faculty-of-theology/214-instit-accred](http://ui.eelk.ee/index.php/en/faculty-of-theology/214-instit-accred).

## Abbreviations

APDP	action plan for the development plan 2014–2017 of the Institute of Theology of the EELC
BA	bachelor's studies
CFT	Council of the Faculty of Theology
DP	development plan 2014–2017 of the Institute of Theology of the EELC
DPCC	Diakonia and Pastoral Care and Counselling
EELC	Estonian Evangelical Lutheran Church
EHIS	Estonian Education Information System
EKKA	Estonian Quality Agency for Higher and Vocational Education
ECC	Estonian Council of Churches
ESF	Evald Saag Foundation
ETF	Estonian Science Foundation
ETIS	Estonian Research Information System
FT	Faculty of Theology of The Institute of Theology of the EELC
FTE	full-time equivalent
FTUT	Faculty of Theology of the University of Tartu
Institute	Institute of Theology of the Estonian Evangelical Lutheran Church
IT	information and communications technology
TATIT	Tartu Academy of Theology of the Institute of Theology of the EELC
MA	master's studies
OCE	Orthodox Church of Estonia
PCC	Pastoral Care and Counselling
PHE	professional higher education
PHEI	professional higher education institution
RDC	research, development and/or other creative activity
SCC	Studies in Christian Culture
SIS	Study Information System
TAT	Tartu Academy of Theology
VÕTA	Recognition of Prior Learning

# 1. Introduction

The Institute of Theology of the Estonian Evangelical Lutheran Church (Institute) has a unique history, which began already in 1946. A tradition that valued classical theological education, published books and research materials, well known among Estonian intelligentsia, has developed and flourished during the period of almost 70 years. In the last years, the scope of the Institute has widened, as a result of the changes in the Estonian higher education system, which have brought about merger of different schools of theology, as well as reorganizing of the Institute into professional higher education institution (PHEI) at the end of 2011. Since the process of reorganizing of the Institute involved major changes, it is difficult to compare some data of process of the university and the PHEI in certain analysed areas and hence we have followed the period of 2012-2015 upon submission of certain data. We, however, mainly use data from 2011 (last five years).

During the last years, we have experienced many positive developments that have opened new perspectives for the future. Tartu Academy of Theology (TAT) and the Institute merged in 2013 which added pastoral care and counselling (PCC) teaching know-how, and the curricula was complemented with PCC specialty. In 2014, in co-operation with [Orthodox Church of Estonia](#) (OCE) we opened the Chair of Orthodox Theology with the goal to train priests for OCE. Such co-operation between Lutheran and Orthodox Church is unique in the whole world.

## 1.1. General information

<b>Name</b>	The Institute of Theology of the Estonian Evangelical Lutheran Church
<b>Legal Status</b>	Institute is a professional higher education institution under the jurisdiction of the Estonian Evangelical Lutheran Church.
<b>Establishment</b>	1946
<b>Contact data</b>	Pühavaimu 6, 10123 Tallinn, Estonia <a href="http://ui.eelk.ee">ui.eelk.ee</a> Siimon Haamer Head of the Tartu Academy of Theology of the Institute of Theology of the EELC e-mail: <a href="mailto:siimon.haamer@teoloogia.ee">siimon.haamer@teoloogia.ee</a> phone: +372 515 9127
<b>Formal Education Curricula and their registration numbers in the Estonian Education Information System (EHIS)</b>	<b><a href="#">Theology, professional higher education, 111134</a></b> specialties: Lutheran Theology Pastoral Care and Counselling Orthodox Theology <b><a href="#">Theology, master's studies, 111135</a></b> specialties: Theology Diakonia and Pastoral Care and Counselling <b><a href="#">Studies in Christian Culture, master's studies, 111133</a></b>

Table 1.1. The Institute of Theology in figures

	2011	2012	2013	2014	2015
<b>EMPLOYEES</b>					
Number of all employees (incl. visiting lecturers)	56	46	54	57	50
Number of acad. staff (excl. visiting lecturers)	9	9	8	11	<a href="#">11</a>
Number of non-academic staff (incl. house management dept.)	16	19	21	19	<a href="#">18</a>
All employees (FTE)	19,1	19,6	23,2	27,2	26,1
incl. academic staff (FTE)	7,2	6,4	7,3	10,2	9,5
incl. non-academic staff (FTE)	11,9	13,2	15,9	17,0	16,6
Academic staff with MA (FTE)	2,5	2,8	3,9	6,2	5,0
Academic staff with PhD (FTE)	4,7	3,5	3,3	4	4,4
Percentage of women among academic staff	33%	34%	39%	21%	17%
Average age of academic staff	47	51	51	53	52
<b>STUDENTS</b>					
<b>Number of all students</b>	<b>96</b>	<b>72</b>	<b>119</b>	<b>133</b>	<b>136</b>
<i>PHE Theology</i>	26	30	62	73	79
Lutheran Theology	26	25	31	39	34
PCC	–	5	31	32	42
Orthodox Theology	–	–	–	2	3
<i>MA Theology</i>	52	32	33	33	32
Theology	9	8	10	15	15
Religious Pedagogics	23	13	11	9	5
Diakonia	20	11	12	9	8
DPCC	–	–	–	–	4
<i>MA Studies in Christian Culture</i>	11	10	24	27	25
<i>Doctoral Studies</i>	7	–	–	–	–
Average age of students	44	41	42	44	43
<b>Graduates</b>	<b>37</b>	<b>3</b>	<b>3</b>	<b>12</b>	<b>17</b>
BA	11	–	–	–	–
PHE	0	2	1	3	6
MA	26*	1	2	9	11
<b>Admission</b>	<b>0</b>	<b>38</b>	<b>38</b>	<b>33</b>	<b>33</b>
PHE	0	21	20	19	18
MA Theology	0	12	4	6	8
MA Studies in Christian Culture	0	5	14	8	7
<b>CURRICULA</b>	<b>4</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b><a href="#">3</a></b>
<b>ACADEMIC PUBLISHING</b>					
<a href="#">incl 1.1, 1.2, 2.1, 3.1</a>	4	5	1	12	9
incl 1.1	1	0	1	10	3
<b>FINANCIES</b>					
Income (€)	305 123	283 226	350 880	471 695	458 396
Expenses (€)	322 594	260 061	346 068	417 765	458 396

The statistics in the table have been submitted based on the statistics at 31st of December of every year. In 2015, the statistics have been based on the statistics at 30th of September.

\*Such a big number of graduates was due to reorganization of the Institute into PHEI and students' expectations to receive university diploma.

## 1.2. Compilation of the self-evaluation report

The core group for creating the self-evaluation report met for the first time in January 2015. The first draft was ready in the middle of March. In 26 March 2015, the Estonian Quality Agency for Higher and Vocational Education (EKKA) performed the higher education accreditation training for the staff of the

Institute and the first draft of the report was discussed. Received feedback gave important guidelines for taking the right direction. After that the whole staff of the Institute became involved as well as the student council. The tasks for compiling of the self-evaluation were distributed to our staff members according to the area of responsibility in the Institute structure. Discussions were held in small work groups as well as with the whole staff of the Institute. Leading of the process of self-evaluation and compiling of the report itself was delegated to Siimon Haamer, head of the TATIT.

#### Self-evaluation team

Siimon Haamer, Head of the TATIT – coordinator and compiler of the text of the self-evaluation report

Ove Sander, Rector Kerstin Kask, Head of the Continuing Education Dept.

Randar Tasmuth, Academic Dean Liina Sander, Assistant to the Head of Pastoral Seminary

Mariann Münter, Head of Rector's Office Kersti Petermann, Head of the Church Music Dept.

Jana Lahe, Head of the Library Tauri Tölpt, Coordinator of the Chair of Orthodoxy

### 1.3. Main accomplishments during the last 5 years

Table 1.2. Main accomplishments of the Institute during the last 5 years

2011	<p>Reorganizing of the Institute into an institution of professional higher education in the fall of 2011, as it was no longer possible to live up to the standards of a university. Also professional approach seemed to agree better with the mission and goals of the school.</p> <p>A 4-year project on Biblical Studies and Antiquity supported by the Estonian Science Foundation (ETF) Grant No 8665 started, which led to the publication of an internationally accessible Special Issue in English and German (see <a href="#">Theological Magazine 2/2014 (67)</a>).</p>
2012	<p>Opening of specialty of PCC in June 2012 as a result of TAT merger process with the Institute.</p>
2013	<p>Merger of TAT and the Institute on 1 July 2013 and branching out to Tartu, adding specialty in PCC.</p> <p>Institute supports teaching of religious pedagogics in the Faculty of Theology of the University of Tartu (FTUT) due to discontinuing of its own admission to MA programme in Religious Pedagogics and Diakonia.</p> <p>Agreement between the Institute and Estonian Business School with the purpose to deepen the cooperation in the different fields of education including curriculum development, enhancing study methods, academic exchange, continuing education and research.</p> <p>The monography of the Institute associate professor Dr Theol Arne Hiob "The foundation of the Lutheran dogmatics" was published as part of academic literature series.</p>
2014	<p>As the result of transitional evaluation, the Institute obtained the perpetual rights to conduct studies in the study program group of Theology and issue corresponding academic degrees and diplomas by the Regulation of 8 August 2014 of the Government of the Republic.</p> <p>Institute published "Lutheran Letters of Confession" and "Short review of Russian philosophy of religion" by Dr Theol Arne Hiob.</p> <p>Minor specialty of Orthodox Theology was included in the Institute professional higher education (PHE) curriculum in June 2014 based co-operation memorandum of 8 January 2014 between the Institute and OCE. The first students started to study minor specialty of Orthodox Theology in fall of the same year, which shows the ecumenical recognition of the Institute (<a href="#">strategic objective 1</a> of the development plan 2014–2017 of the Institute (DP)).</p> <p>Co-operation agreement was signed with the OCE on 12 December 2014 and this established the Chair of Orthodoxy in the Institute. Establishing such a Chair is an important step towards developing of more extensive ecumenical relations in Estonia and in Europe.</p>
2015	<p>According to development activities of curricula and the action plan for the development plan 2014–2017 of the Institute (APDP), the combined specialty for Diakonia and PCC was implemented in MA program. The first students were admitted in August 2015.</p>

## 2. Organisational management and performance

### 2.1. General management

#### 2.1.1. Role in the Estonian society

According to the mission statement referred to in the DP, preparing of academically educated Lutheran theologians for the Estonian Evangelical Lutheran Church (EELC) has continued, as this is the main function of the Institute. Involvement has grown also in the areas that are linked with theology:

Pastoral Care and Counselling	Growing support for hospitals and other social care facilities has grown through teaching and preparing of PCC staff from the means of the EELC and the Institute. The demand for PCC workers in the society is continuously growing and thanks to joining forces with the TAT, the Institute is the only school in Estonia, where specialists in this field are trained. We do not receive any funding from the state for this work, so it is fully our service to Estonian society. The Institute has played active part in development of occupational qualification standards and organizing spreading of specialized information.
Chaplaincies	Education in the Institute gives sufficient preparation for working as a chaplain in the Estonian Defence Forces, Police and Border Guard, prison and Defence League.
Ecumenicalism	There is a Chair of Orthodoxy in the Institute from fall 2014 according to the agreement with the OCE. There are students from different denominations in all curricula and therefore the Institute plays ecumenical role.
MA Studies in Christian Culture	On MA level, the Institute broadens competency and occupational possibilities for educated specialist from different fields through curriculum of Studies in Christian Culture (SCC).
Continuing Education	Continuing education department of the Institute offers different trainings in pastoral care and counselling and other unique areas.
Pastoral Seminary	Pastoral Seminary has an important task in training of the priests and deacons in Lutheran church, giving them important practical know-how in order to manage in real-life situations. As the church serves society through her clergy, also the Pastoral Seminary is involved in this service.
Church Music	Church Music Department keeps alive and develops church music tradition, which is not only part of the liturgical life of the church, but also inseparable from Estonian high culture.

Upon setting of the lines of action, we have analysed expectations and needs of the society (see ch. [3.2.1.](#)) hence focusing on activities no-one else in Estonia is dealing with. With our operations, we are serving both the church and the society.

#### 2.1.2. Mission, vision, values and strategic objectives

When formulating the mission, vision and values, we regarded it important to define the foundations of our activities so that when guided by them, we can serve the church and the society in the best manner. Since the church by nature is in the service of the society, it is not possible to separate these two clearly. Society awaits from the church clear representation of Christian set of principles, but this means training of educated theologians, while integrating theology and practice. We also feel responsibility to give chance to get to know Christian culture for those, who do not wish to work as clergy in the church. For that goal, we have created MA in SCC, giving competences for working in areas demanding knowledge of the religion and Christian culture. Considering the present complicated



global situation, where one of the important questions is meeting of different cultural and religious systems, the role of this curriculum is continuously growing in order to educate the Estonian society.

### Mission

The mission of the Institution in co-operation with the EELC Consistory is to ensure the preparation of clerics for the EELC and consistency of the academic education based on the Lutheran theology. Considering the ecumenical and social context, provide the professional and lifelong learning of the church staff, and foster education and research work in theology and in theology-related fields in co-operation with the partners.

### Vision

The Institute is recognized by the Church, nationally as well as internationally as a Christian teaching and training centre, having a positive impact on the development of church and society.

### Values

1. Mission Awareness and Motivation – the Institute values the tradition of Lutheran theology and teaching of clerics, contributing thus to their professional development.
2. Readiness for Co-operation and Openness – the Institute is an ecclesiastical educational centre cooperating with various partners and target groups, and is open to ecumenical co-operation.
3. Individual Approach and Care – the study environment of the Institute is characterized by learner centeredness and human to human education.
4. Professionalism – the staff of the Institute are church oriented top specialists.
5. Estonian Language and Internationalism – the Institute develops the Estonian theological thought and the written word, and participates actively in international co-operation network.

### Strategic objectives

1. The Institute is recognised within the Church and ecumenically.
2. The Institute is a nationally recognised centre of education, professional training and development.
3. The Institute is known in the church and in society by its flexible and up-to-date learning environment.
4. The Institute supports and implements the development of the idea of lifelong learning both in the church and society.
5. The Institute implements effectively international networking opportunities for development and teaching.
6. The Institute is functioning as a sustainable educational institution.

## 2.1.3. Preparation and implementation of development and action plan

We created the new [DP](#) with [action plan](#) for 2014–2017 in the fall of 2013 along with finance projection for the same period. Considerable input for compiling the new DP was reorganizing of the university into professional higher education institution in 2011, which led to the big changes in the daily life and future prospects of the Institute. The DP was a co-effort of the teaching staff, general staff, departments and students, also the owner and employers' representatives were involved. The starting point was the DP for 2010–2013, even though the recent developments had brought along great changes and compilation of a document had to consider the real situation.

The goal of creating the DP was to create a document, which really would be a foundation for daily actions. With that in mind, two workshop-days of analysis were organized in fall where all the above-mentioned groups were involved. Before that, the management of the Institute carried out separate

discussions with all the interest groups in spring and based on the result of these discussions, the framework for the DP was compiled. The whole process was conducted by the Head of TATIT Siimon Haamer, the core-group was Rector Ove Sander, Academic Dean Randar Tasmuth and the Head of the Dean's Office Kerstin Kask. The DP and the action plan accordingly were accepted by the Council of the Institute on 11 November 2013.

The goals set in the APDP, and the actions based on them or the expected results will not remain static during the next four years. To keep the action plan as a document that reflects our daily life and development processes realistically, the task of monitoring the DP was given to the Head of TATIT Siimon Haamer. His task is to evaluate the real situation of every department in co-operation with people in charge of different departments and adjust the APDP accordingly. In January every year, the analytical report of the process of execution of the DP is presented to the owner (EELC), the council of the Institute validates the changes in the APDP.

In setting development plans, we are interested in the opinions of the students and in their active co-operation in the process, but we have to admit it has not always worked out the best. These challenges are more specifically described in the subtopic of internal communication of chapter [2.1.5](#).

### 2.1.4. Structure of the Institute

The owner of the Institute is EELC, who holds the jurisdiction, which is carried out according to the management structure of the EELC. EELC is also involved through its representatives in the Institute Council and there is also connection through the Rector of the Institute since in addition to academic theological education and PhD, a Rector must also be ordained minister in the EELC. This condition is important in order to guarantee closer involvement of the daily life with the mission and goals formulated in the DP of the Institute.

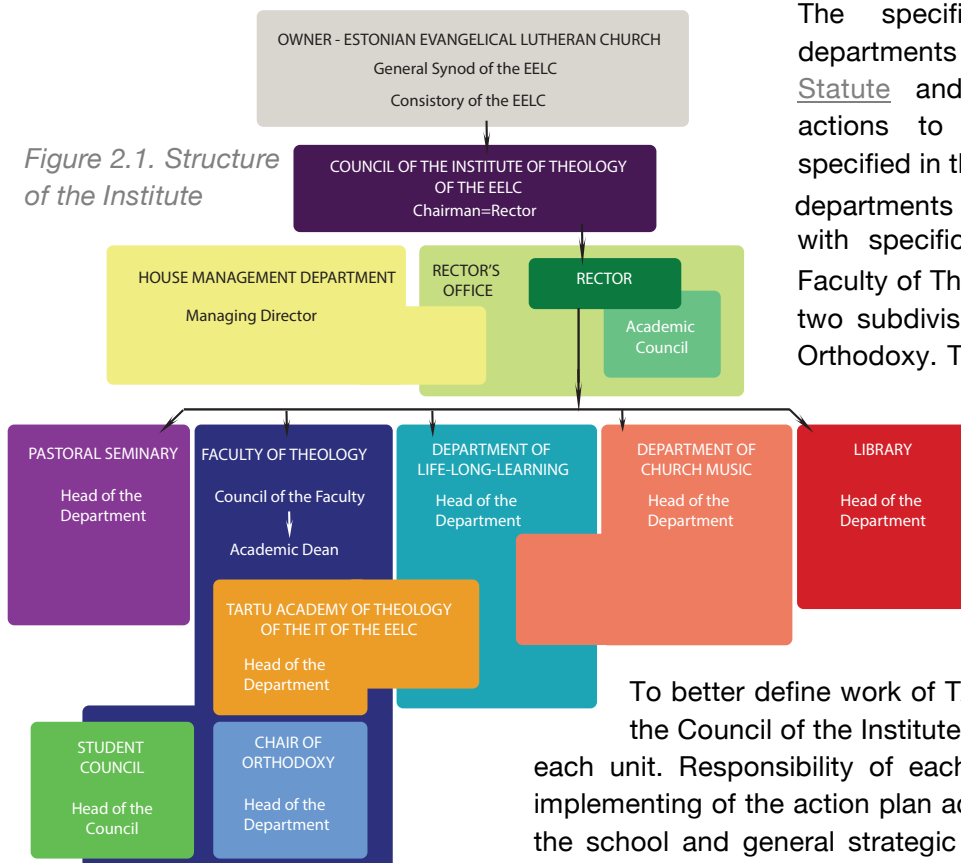


Figure 2.1. Structure of the Institute

The specific goals of all the departments are formulated in the Statute and DP of the Institute; actions to reach these goals are specified in the APDP. There are five departments as independent units with specific goals (see figure 2.1). Faculty of Theology as the biggest has two subdivisions: TATIT and Chair of Orthodoxy. To assure that the merged institutions have their representation in the decision-making bodies, the Head of the TATIT as well as the representative of the OCE belong to the Council of the Institute.

To better define work of TATIT and Orthodox Chair, the Council of the Institute has adopted a statute for each unit. Responsibility of each Head of department is implementing of the action plan according to the mission of the school and general strategic goals. The more precise differentiation of labor is defined in the job description of each staff-member.

Rector's Office (APDP 2.5–2.6, 3.1–3.4, 4.1.1–4.1.2, 4.2.1, 4.2.4, 4.3.1–4.3.8)

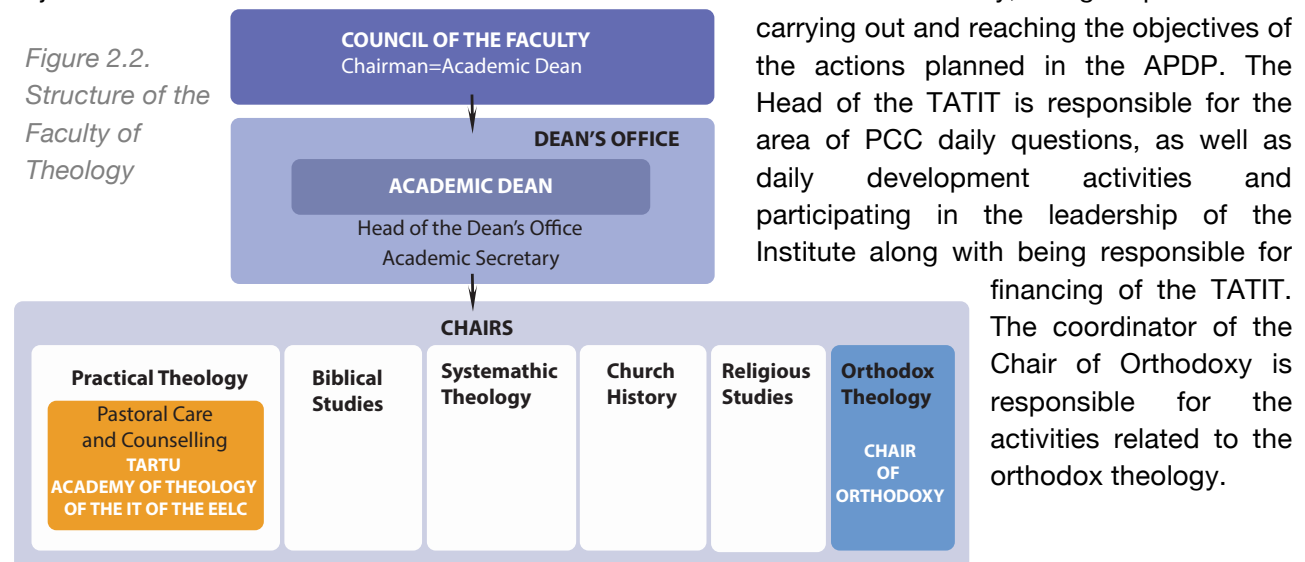
The Rector runs all activities of the Institute. The closest assistant in administrative tasks is the Head of the Rector's Office, in house management questions the Managing Director and of specific daily questions and development actions Heads of different departments.

Rector is ultimately responsible for questions about financing, although the whole staff is actively working to find different options for funding. TATIT is financed by NGO Tartu Academy of Theology, having committed to guarantee yearly budgetary income (see ch. 2.3.1.). The Chair of Orthodoxy is financed by the OCE, according to the co-operation agreement.

As the Institute is a small school, it is not expedient to over-formalize the structure. It is important to maintain close personal contact. Staff meetings take place once a month also with participation of TATIT staff, either by Skype or in person, as the distance between Tallinn and Tartu is 190 km. A good possibility to bring together the staff is the daily prayer followed by lunch where different urgent questions are dealt with. In addition there are regular meetings between the Rector and the Heads of departments.

Faculty of Theology (APDP 1.1.1–1.1.11, 2.1–2.3)

The biggest structural unit of the Institute is the FT, carrying the main responsibility for fulfilling the objectives set in the DP. The Academic Dean conducts the work of the Faculty, being responsible for



carrying out and reaching the objectives of the actions planned in the APDP. The Head of the TATIT is responsible for the area of PCC daily questions, as well as daily development activities and participating in the leadership of the Institute along with being responsible for financing of the TATIT. The coordinator of the Chair of Orthodoxy is responsible for the activities related to the orthodox theology.

Pastoral Seminary (APDP 1.2.1–1.2.4)

Work of Pastoral Seminary is organized by the Head and the Assistant to the Head of the department. The task of the department is to prepare candidates for the ordination, priests and deacons accordingly, for the work in EELC. Pastoral Seminary is not part of the higher education; it offers vocational studies for those who have received academic theological education, in order to guarantee them a possibility to continue their studies for acquiring qualifications of a minister in EELC, which also qualifies them as chaplains. Admission to, graduating from Pastoral Seminary and ordination are episcopal assignments. Admission to Pastoral Seminary is announced by and performed by the Consistory of EELC. Majority of the students of the Pastoral Seminary are the graduates of the Institute (for more information about the department see ch. 5.2.1.).

Church Music Department (APDP 1.2.5–1.2.8)

Head and Assistant to the Head organize the work of the Department. The goal of the Department is to give professional church music education to church musicians and practicing musicians (D and C category church musician), to offer elementary preparation in church music to the students of the

Faculty of Theology and Pastoral Seminary, to organize vocational studies and continuing education trainings in church music for church musicians, music teachers and ministers (for more information about the department see ch. [5.2.1.](#)).

#### Continuing Education Department (APDP 1.3.1–1.3.7)

Work is organized by the Head of the Department, whose duty it is to organize continuing education trainings for ministers, lay staff and other specialists of the church. Continuing education is divided according to bigger target-groups towards church or for those not directly involved with church.

The first target-group in church includes the ministers (local pastors and chaplains – almost 200 people). Training of lay-staff and volunteers is also important. This group included people from different specific areas – diakonia, PCC, children's and youth ministry, members of the church's boards and councils. Other target-group is the teachers of religion, humanitarian and social subjects in public schools and other specialists involved in religious topics. Ecumenical co-operation is conducted with Estonian Council of Churches (ECC) Round Table for Education (for more information about the department see ch. [5.2.](#)).

#### Library (APDP 4.2.2–4.2.3)

Work is organized by the Head of the Library. The Library is specialized to theological literature, with the goal to support the Institute in giving nationally and internationally recognized and quality education, to provide free access to information for the readers and support Institute's education, research, development and creative work.

Being the biggest specialized theological library in Estonia, the goal is to secure free access for ministers and other interested parties to theological information, theological thought and church cultural heritage and to support theological self-education and life-long learning in secular society (for more information about the department see ch. [2.3.3.](#) and [4.1.3.](#)).

#### House Management department (APDP 4.2.1, 4.3.4)

House management department is taking care of the study building of the Institute and is responsible for renting classrooms and guest rooms between study sessions. Rents will cover about 14% of the annual budget (about finances see ch. [2.3.1.](#)).

## 2.1.5. Internal and external communication

### Internal communication

Communication with students is simple in one hand, as the student-body of 136 students is relatively small unit and this allows personal communication. At the same time our studies are organized in sessions, so good communication in-between sessions is equally important. For that purpose, the mailing-list for the whole student-body as well as for each course has been created. [Internet-based Study Information System](#) (SIS) is also very helpful. The Institute joined the SIS, created by the Information Technology Foundation for Estonia, in 2014 and the whole management of the study information is organised via that. All students have personal user account, which gives them an access to the overview of the present situation of their studies and any information about study process.

Students have elected a student council with members both from PHE and MA level students. The members of the student council also belong to the decision-making bodies. Communication between students and the council is mostly carried out via email. It is not simple to involve students in different activities, as the average age of students is 43. Students have families and work, it is difficult to get involved with school-life other than studies. Also studies are organized in sessions and the actual

session-days are packed with lectures. Therefore it is difficult to obtain the larger opinion of the students. In any study-related questions, the student council s regularly with the Head of the Deans Office. Since spring semester of 2014/15 there is a slot of time reserved in each session for the leadership to meet with the students. This helps to increase involvement of students to some extent and keep them better posted with developments.

In order to ensure the exchange of information amongst the staff, the following measures have been implemented:

1. Once a month a meeting involving the management and the whole administrative personnel will take place.
2. Different mailing lists and SIS.
3. If needed, the lecturers can hold meetings between the members of their chair. It is also possible to hold meetings involving other staff, depending on the subjects that need discussing. If possible, visiting lecturers will also be involved.
4. Council of the Faculty of Theology sessions will take place at least 4 times a year.

It has to be admitted that these measures are not sufficient enough to ensure that the exchange of information between the lecturers is great and that the visiting lecturers are involved, since the lecturers are in different parts of Estonia. To improve this situation, we have to use more actively modern communication tools that will allow to hold consultations without physical meetings.

#### External communication

Institute does not have precise marketing or public image building plan, but over the years a certain channels and ways have developed for communicating information. Every spring we organize an Open Day. Information spreads relatively well in EELC, as the paper "*Eesti Kirik*" (Estonian Church), and also communication channels of local congregations are playing an important role there. Every year information is shared also in the Church Council spring session, as well as in different mass-events of the church (Church Day, Church Song day, Summer Festival of Church Youth, Diaconia Day etc.) Also [Facebook](#) and [homepage](#) help to spread info. Rector's tours to the congregations and deaneries as the means of the communications should also be mentioned. Recommendations of Institute students and graduates are important as well.

We lack financial means for larger advertisement campaign for involvement of different target groups. Unarguably we would benefit from such a campaign, since looking at the admitted students in the last years, we see that most of the students come from EELC congregations, and have been informed about the Institute for a long time, but only decided to enter the school now. This means that we only reach a very small part of our potential target group.

It follows from the poll "*Elust, usust ja usuelust*" (About life, faith and faith life), conducted in 2015, that 46% of the Estonian people show favor towards religion. If today possible student candidates are limited mostly to members of EELC, then at best (considering the amount of baptized people) they form 14% of the citizens, but considering active members of EELC the number is mere 2,3%. In reality the target group who is also sufficiently informed about possibilities offered in the Institute is somewhere between these two numbers. This is quite a small percentage from the 46% of people who favour religion. Therefore, we must increase external communication and information considerably, also earmark finances for this work. In August 2015, we took the first step on this path and there was a proper week-long advertising campaign in Kuku Radio, the nationally broadcasted radio station. The known result from this was 2 students admitted to MA in SCC and 1 to PHE PCC specialty. The same year we also recorded several video clips with the lecturers and alumni of the Institute, shared them at our Facebook page and at our home page. In the future we want to work systematically at informing of the society about the existing and offered study possibilities in the Institute.

It is also worth to mention some other activities we carry out to raise the general awareness of the Institute's essence and the opportunities: a) Different RDC activities, through which our lecturers participate in different projects and conferences that attract public attention (see ch. [4.1.1.](#) and [4.1.2.](#)); b) publishing teleological literature (see table [4.1](#)); c) trainings addressed to the general public (see ch. [5.2.1.](#)); d) activities that aim to serve the society (see ch. [5.1.](#), [5.1.1.](#) and [5.3.](#)).

## 2.1.6. Areas of good practice and improvements

Good practices		APDP
By training of pastoral care givers and counsellors and diakonia workers on both PHE and MA level, conducting of professional preparation of the clergy for the EELC, training of church musicians, the Institute has a role in the society that no other learning institution or organization can fulfil.		1.1.4 1.2.4 1.2.5 1.2.8
The DP for 2014–2017 has been as realistic as possible and is therefore a good tool in daily work as well as development activities. The DP is continuously monitored.		3.4
The Institute's structure is compact.		3.1
Areas for improvement	The action plan	APDP
Involvement of students in the management and development of the Institute.	In the fall of 2014, a community <i>Silmaring</i> (Horizon) was created for enhancing the students' activity in the Institute. It offers monthly communal activities to students, keeping them together also outside school activities. Since spring 2014, the regular meetings between school leadership and students take place during the study-sessions.	
Informing the wider public about the study possibilities in the Institute.	Use of new media outputs and at least doubling of the advertising budget during the next years.	4.3.3
Exchange of information between lecturers.	More efficient implementation of modern communication devices that will enable to hold consultations without physically meeting.	1.1.2.
Circulation of information in the church.	More possibilities have to be used for making direct contacts with church members.	4.3.3

## 2.2. Personnel Management

### 2.2.1. Recruitment and development of administrative staff

Requirements and procedures of hiring administrative staff are established with different documents ([Statute of the Institute](#), [Statute of the FT](#), [Statute of the TATIT](#), [Statute of the Pastoral Seminary](#), [Statute of the Chair of Orthodoxy](#)). Job descriptions are drawn considering today's work organization and environment.

The Rector's candidate must be an ordained minister in the EELC and have the PhD, because he/she has to demonstrate ensuring of practical and ecclesiastical learning process and high academic level. Rector is appointed by the EELC Consistory.

People with higher education and recognizing Christian set of principles are preferred as administrative staff (APDP [4.1.1.](#)). 54% of administrative staff have higher theological education. As we

are theological school, hiring people with specialized skills and know-how is purposefully directed. In order to guarantee the staff managing with their duties and to rise the quality of work, different continuing education trainings and academic studies are paid for by the Institute. Studying in the Institute the tuition is free for the staff. At the present this option is used by the Head of Continuing Education Department Kerstin Kask and the head of the TATIT Siimon Haamer, who both are MA students of Theology. The Institute favours its workers participation in different co-operation networks and activities, which give a wider perspective to the subject field as a whole (see ch. [5.1.1.](#)).

As the study process is organized in sessions, it allows flexible working hours. Also working in home office is accepted if the nature of work allows it. As the Tallinn building has guest rooms, the Tartu staff can comfortably participate in trainings and work meetings in Tallinn that last for more than one day.

The performance appraisal is held once a year with all staff in the FT. It gives a good input into developing of the work environment and more effective job distribution. It also allows better assessment of the process of the APDP. The questionnaire of the performance appraisal is the same for everyone.

According to the performance appraisal with the staff of the Dean's Office, the supporting factors are the sensibility of performed work, avoidance of pointless bureaucracy, good atmosphere, flexible

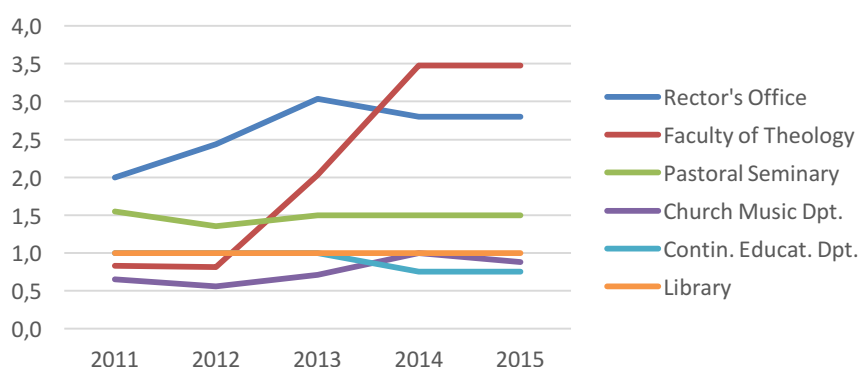


Figure 2.3. Number of administrative staff by departments (FTE)

working hours, communication possibilities in different professional networks and possibilities for continuing education. The employers has also enabled individual self-education and supported business trips. Low salaries are the bottleneck problem for the whole Institute. At the same time with the salary increase

of the academic staff, also the administrative staff salary has gone up, while still remaining lower than the average salary-level in Estonia. When an average salary in Estonia was 1082€ in III quarter of 2015, the salary of the Head of the Department of the Institute was 740€. In the budget of 2016, we have budgeted 10% salary increase for all the staff of the Institute (APDP [4.1.1.](#)) but according to the economic forecast, the average salary in Estonia rises 1-2% in 2016. Most likely we cannot afford to rise salaries again in 2017, but in 2018 we are planning again a 10% increase in salaries. If we can keep up the faster growth of the salaries, we can bring the salary-level of our staff up close to the average Estonian salaries (more about finances see ch. [2.3.1.](#)).

## 2.2.2. Recruitment and development of academic staff

The process of recruiting, developing and motivating the academic staff is determined in three documents:

1. [Rules of electing lecturers into academic positions.](#)
2. [Procedure and terms for assessing the lecturers' qualifications.](#)
3. [Procedure for guaranteeing the professional development of the lecturers and research staff.](#)

The principles found in these documents are carried out following the goals set in the APDP [1.1](#), [4.1](#), [4.3](#).

In Estonia it is possible to hire lecturers with PhD degree for Church History, Old Testament, Eastern Science, and Church Sociology but not all the disciplines are so well represented. We have plans to find doctoral level study possibilities in the fields of Systematic Theology, New Testament and Practical Theology for suitable candidates in Finland and Norway. We have successfully found appropriate lecturers from Estonia for smaller-volume supporting subjects.

Table 2.1. Procedure of recruiting and electing academic staff

The Council of the Institute decides on the necessity of the position of ordinary member of the academic staff according to the development goals of the curricula and the financial resources.

Position of the ordinary member of the academic staff is declared available.

Recruiting and electing of academic staff members follows the *Job description for academic staff* and *Rules of electing lecturers into academic positions*.

Academic council is assessing the candidate's academic work considering their previous RDC activities.

Attention is paid to candidate's church affiliation and practical experience in the teaching field.

Council of the FT takes a position about the candidate and conveys it to the Council of the Institute.

The Council of the Institute elects the member of the academic staff.

The Rector signs a contract with academic staff: for 3 years with lecturer and for 5 years with associate professor and professor.

TAT merger with the Institute has brought several changes and new development perspectives. Also new academic staff positions were added and therefore it was necessary to elect new members of academic staff. Their term of office started on 1 July 2013, the same day the TAT merged with the Institute. Figure 2.4 shows the proportion of contractual and ordinary academic staff by chairs and figure 2.5 shows the change of the ordinary academic staff's FTE during last 6 years. Additional file with [current contractual lecturers data](#) gives a more accurate overview of the academic staff.

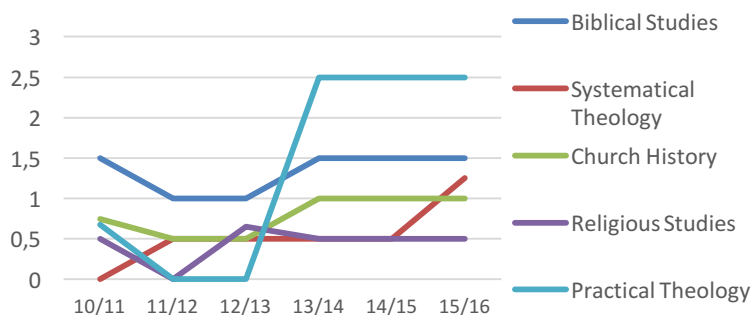


Figure 2.4. Number of contractual and ordinary academic staff by chairs 2010–2015 (FTE). Visiting lecturers are not included

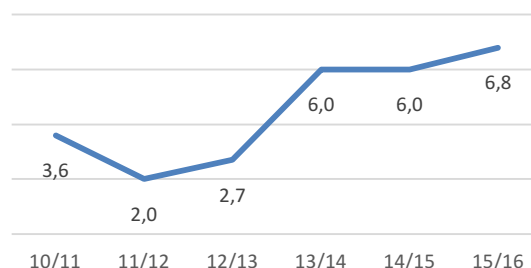


Figure 2.5. Number of ordinary academic staff all together 2010–2015 (FTE). Visiting lecturers are not included

Fast changing conditions require the need of hiring visiting lecturers, in whose election the deciding factor is the competency in the given subject field and correspondence to qualification demands.



To ensure the sustainability and quality of the academic staff, we help our ordinary lecturers to raise their qualification. To ensure continuity, we support more capable students to continue their education and for certain subjects include theologians from outside the Institute:

1. The lecturer of Practical Theology Mag Naatan Haamer is starting his doctoral studies in University of Eastern Finland in spring of 2016, in the field of PCC. All expenses are paid by the Institute.
2. Liidia Meel, who finished her studies in PCC in the Institute in 2014 started the same year her doctoral studies in FTUT. She is involved in the Institute work-group who developed the curriculum for DPCC. She is also one of the lecturers included in the curriculum.
3. Doctoral student Ergo Naab, who has participated in the Institute Grant ETF 8665 is from the fall of 2015 included in the teaching and research activities.
4. Doctoral student Kristel Engman is included in the Chair of Church History teaching activities.

The Institute assigns funds for ordinary lecturers for their continuing education and RDC activities:

1. Between 2013–2014, we have carried out two training sessions for the academic staff in co-operation with other theological schools. Handled topics included planning of learning-focused study process; assessment; choosing right study methods for achieving learning outcomes and integral planning of subjects so that auditorial studies cover only the things, which cannot be acquired outside.
2. Dr Riho Saard has received financial support from the Institute for translating the research on The History of Bishoprics, the Office of Bishop and Episcopal Insignia in Estonia.
3. Dr Randar Tasmuth has received financial support for covering traveling expenses when participating in the work of the British New Testament Society Network.
4. In harmony with the interests of the EELC and considering the needs of the Institute that are reflected in the strategy of the research activities and which have come up during the development interviews, a thematic RDC Plan is being planned for 2016–2017 and the personal self-education is specially handled there.

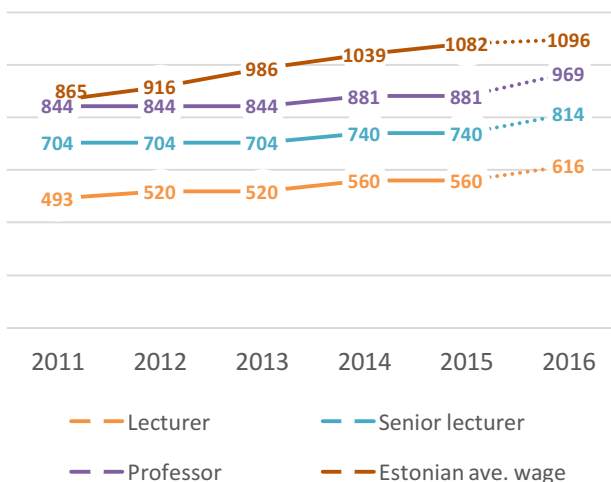


Figure 2.6. Monthly salary of full-time academic staff compared to Estonian average wage (€)

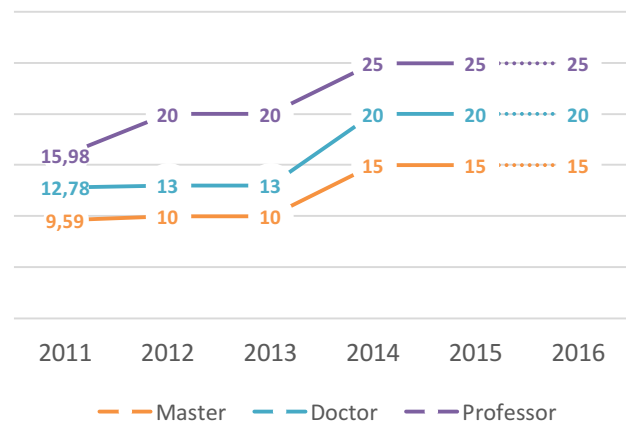


Figure 2.7. Visiting lecturers hourly wages (€)

Full time academic staff's salary levels depend on their position: lecturer, associate professor and professor. Visiting lecturers are paid by hourly wages according to their academic degree and/or their position in their home school (figure 2.6 and 2.7). Every year salaries are reviewed and the management of the Institute is continuously looking for additional finances to ensure on-going pay-rise (APDP 4.1.1.). Since in 2015 it was not possible to raise salaries we have planned 10% pay-rise into the 2016 budget (see ch. 2.2.1. and 2.3.1.). During 2016, we will implement the system for paying additional bonuses for academic staff based on the following criteria:

1. The volume of papers of students in the given subject.
2. The thoroughness of the lecturer's feedback to the students' papers.
3. Feedback from students to the work of the lecturer.
4. Volumes of supervised final papers and master's theses.
5. Lecturer's activities both in-house and outside the school in order to develop and advertise their field.

Evald Saag Foundation (ESF) has been established for supporting of research-work (see ch. [4.1.3.](#)) of the academic staff.

Performance appraisals had been held with five out of seven lecturers (70%) by September 2015. As the result of the appraisals, the factors supporting the success of the work are good spirit of co-operation, stimulating working environment of both the building as well as the colleagues. One of the problems that was raised repeatedly was that the salary is too small. We have thoroughly dealt with this subject and in the budget of 2016, a 10 % salary raise to all of our employees has been provided. In some cases people mentioned living far from Tallinn as a factor complicating work (here the Institute cannot since this topic is also related to work of a spouse, family conditions etc.). In one case (Naatan Haamer), the need for a scholarship was expressed for being able to give up working partly during doctoral studies. This need will be satisfied with the help from the Lutheran World Federation funds during one year application time.

### 2.2.3. Employee satisfaction

Considering the small size of the staff, it is not practical to over-formalize the survey of the job satisfaction. We do it through the following instruments.

1. Monthly staff-meetings, where information is shared and it is possible to share needs and challenges.
2. Performance appraisals with staff: the Academic Dean with the academic and administrative staff of FT; the Head of every department with their staff; The Rector with the staff of Rector's office and all the Heads of different departments (about raised topics see last paragraph of ch. 2.2.2.).

As all staff works with sense of mission sharing Christian values, it is a very good starting point for fruitful co-operation even in a situation where the salary is not the competitive motivator compared to the average salary-level with other higher education institutions. The rising problems reach the management quickly and they are processed, because with such a small number of employees, everyone communicates without an intermediary (see ch. [2.1.4. Rector's Office](#) and ch. [2.2.1.](#)). TAT is situated in Tartu, but contact with the staff there is also frequent. The general information about studies moves smoothly thanks to Internet-based SIS.

### 2.2.4. Employees' participation in international mobility programmes, co-operation projects, networks etc.

[Participation of the Institute academic staff in international networks and research groups](#) is in line with [5<sup>th</sup> strategic objective](#) of the DP. Teaching staff mobility helps to be informed about area developments in Europe and Estonia, in order to go along with the contemporary developments. It also carries the idea of lifelong learning ([strategic objective 4](#)).

Institute has joined the Erasmus programme and has used it to call lecturers from abroad. The visiting lecturers have been financed also by the sending institutions or organizations (see additional file [International visiting lecturers 2012–2015](#)). Institute’s academic staff have been able to use different financing sources for the business trips abroad (see additional file [International mobility of the academic staff 2012–2015](#)). In the last years, mainly the means of [ETF Grant 8665](#) have been used.

## 2.2.5. Implementation of principles of academic ethics

The Institute relies on the principles of Christian ethics, which the staff follow in their daily work.

In case of disagreement between a student and a lecturer, the Council of FT is the forum where the topics are handled; the council has the right to make decisions in order to solve the situation and, if needed, make changes into documents which regulate issues of academic ethics. Personal matters are dealt with the help of the Academic Dean, but there have not been any personal issues needing special attention.

PHE curriculum within the course of Academic Writing and in MA module Science Theory, Research Methods and Research Planning introduce the principles of academic ethics. These rules are also described in the [Institute's instruction which defines requirements of students papers and research papers](#). The Study Regulation of the FT ([clause 164–171](#)) regulates how to deal with plagiarism and sets possibilities to appeal for students. The last plagiarism was discovered in 2009. The expert opinion confirmed the plagiarism. The student did not admit it and he was exmatriculated.

## 2.2.6. Areas of good practice and improvements

Good practices	APDP
54% of the administrative staff has a higher theological education.	4.1.1
Studying in the Institute is free for the staff of the Institute.	4.1.1
Flexible working schedule gives opportunity to the staff for participating in different organizations and activities, that support the development of the Institute related areas and the society.	2.6
The staff shares common values, works with a mission and has a clear understanding of the goals of the organization.	4.1.1
In connection to TAT merger with the Institute in 2013, the amount of lecturers and overall administrative capability increased.	4.1.2 4.3.2
The Institute's lecturers have a close connection with church practical life and they are able to connect practice with studies.	4.1.1
Once a year, the Institute conducts a training for the lecturers, where teaching skills, assessing and different teaching methods and support systems are covered.	1.1.7
The lecturers participate in different international networks.	2.1

Areas for improvement	The action plan	APDP
Salaries for the academic and administrative staff are low.	In the 2016 budget, 10% pay increase is planned for all the staff, and the same for the year 2018.	4.1.1 4.3.1 4.3.2
Common usable principles are missing for assigning of bonuses for the lecturers.	During 2016, we will evolve usable set of rules for paying bonuses.	3.3
Ensuring continuity of lecturers.	Actions have been already taken for this end, but further activities have to be more systematically planned.	4.1.1

Growing interest toward the PCC specialty is a challenge for the academic staff.	The management is purposefully working on applying funds from different foundations to hire one more full-time PCC lecturer during the next two years.	4.1.1 4.1.2
Personal growth of the lecturers is not even.	Lecturers are encouraged to participate in different continuing education courses, expenses will be covered by the Institute. ESF gives research scholarships for the lecturers.	4.1.1
ESF cannot yet ensure three-month paid academic leave for the lecturers.	As the resources of the ESF grow, the possibilities for rewarding lecturers for professional performance and 1-3 months academic leave also grows.	4.1.1

## 2.3. Management of financial resources and infrastructure

### 2.3.1. Allocation of financial resources and administration and development of infrastructure

The biggest part of income for the Institute is coming from EELC, the other big source is the yearly support from NGO TAT, which is considerably bigger than the amount shown in the budget as the rental and office expenses of the department in Tartu are not shown in the Institute budget, these expenses are part of the NGO TAT budget. Therefore the amount of the yearly support from TAT is about € 90 000. Positive developments in the previous years have given the growth of the student body and respectively the sums of tuition. Also the premises of the Institute's Tallinn building have been rented out between study sessions and so the income from rent has grown.

The biggest unit in the Institute's budget is the FT, whose direct expenses form 43% of the 2015 budget (the building's management expenses are not included). As also in the APDP, the activities of the FT are the most capital-using, the budgeting corresponds to the goals set in the DP.

Infrastructure of the Institute corresponds to the size of the school, granting the contemporary learning environment, meets our needs today and allows to grow our student body to 200 students. Income

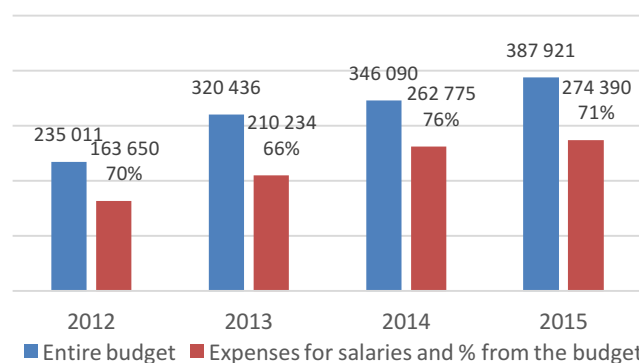


Figure 2.8. Expenses for salaries compared to the entire budget, 2012–2015

from rent is covering 14% of the Institute's yearly budget and this enables to make further investments into developing of the learning environment. In 2013, there was a plan for an extension of Tallinn building (APDP 4.2.1.) but we have let go of this, as it is not with primary importance in order to reach the objectives in DP, also we are not financially capable to do it. Finding new facilities for TATIT in Tartu is on the table (APDP 4.2.4.) but meeting this objective is postponed to 2016.

The figure 2.8 and the table 2.2 show the budget revenues and how the costs have been allocated during the last 4 years. Table 1.1 shows the growth of the staff during the same time period.

Table 2.2. Budget and administration of the budget, 2012–2015

INCOME	2012		2013		2014		2015
	budget	adminis- tration	budget	adminis- tration	budget	adminis- tration	budget
EELC endowment	111 000	111 000	100 000	100 000	100 000	100 000	100 000
Tuitions	19 361	20 624	42 184	54 180	68 342	84 577	85 885
Targeted financing	49 750	52 750	54 250	69 144	45 250	52 300	41 300
Projects	0	34 027	7 400	36 337		20 401	5 000
Renting of rooms	43 000	44 623	40 000	50 287	48 400	54 810	53 000
Intermediation of services		7 671	16 002	10 538		9 734	14 900
Surplus from last years	0	0	32 539	0	3 000	58 549	5 500
Support of NGO TAT	0	0	17 511	22 341	65 198	55 232	64 426
Support of OCE	0	0	0	0	0	0	3 510
Other income resources	11 900	12 531	10 550	10 674	15 900	36 100	14 400
<b>TOTAL</b>	<b>235 011</b>	<b>283 226</b>	<b>320 436</b>	<b>353 501</b>	<b>346 090</b>	<b>471 703*</b>	<b>387 921</b>
<b>EXPENSES</b>							
Salaries of administrative staff of the FT	163 650	25 756	210 234	59 845	262 775	104 710	274 390
Salaries of teaching staff of the FT		18 536		39 051		67 655	
Salaries of rest of the staff of the Institute		95 288		100 085		70 783	
Salaries of visiting lecturers of the FT		11 311		14 834		15 220	
RDC	16 500	11 602	18 750	18 906	7 800	14 369	11 726
Scholarships		820	4 500	2 290	4 500	4 325	6 000
Office and administration	14 575	23 221	18 850	35 284	29 535	37 074	33 055
In-service training of staff	256	1 189	7 200	392	5 000	1 280	3 000
Advertisement	2 500	1 308	1 250	1 854	1 000	1 350	2 500
Projects		26 904	7 400	28 789		26 002	5 000
Operating costs	23 087	19 612	23 500	19 954	21 480	22 554	18 150
Economic activities	6 000	6 581	7 000	6 420	6 000	11 649	7 000
Facilitating service	2 100	7 119	16 002	9 847		10 018	14 900
Other expenses	6 343	10 814	5 750	11 175	8 000	30 775	12 200
<b>TOTAL</b>	<b>235 011</b>	<b>260 061</b>	<b>320 436</b>	<b>348 726</b>	<b>346 090</b>	<b>417 764</b>	<b>387 921</b>
<b>Profit/loss</b>	<b>0</b>	<b>23 165</b>	<b>0</b>	<b>4 775</b>	<b>0</b>	<b>53 939</b>	<b>0</b>

\*Administration of budget exceeds considerably the budgeted amount, because the liquidation of EELC Institute of Theology Foundation was finalized in 2014 (before reorganizing in 2011, the Institute operated as a Foundation) and Institute received additional income of € 58,549. Institute received also more income from projects and targeted financing.

The growth of the income for the Institute has not met the expectations and as was planned in the APDP [4.3.1](#) and [4.3.2](#) but the tuition fees income has increased, also income from rent and projects. This has given possibility to finance important development areas. Considering the challenges for the external communication in ch. [2.1.5](#), and our today's ability to inform potential target group about study-possibilities, we have a lot of space for development and also perspectives to grow our student body. Growth of student body by 30-50 students would not mean considerably higher costs for the administrative or academic staff, as we are using more and more IT solutions to make the work more effective.

## 2.3.2. Information systems

### Online Study Information System

The Institute is using SIS from fall of 2014. SIS is administered and developed by the Information Technology Foundation for Education. Using of SIS favours the learner centeredness. The students have a real-time overview of their study results, they can access data on their user account through Internet. This saves the time of the Learning Management Specialist, as there is no need to draw up excerpts of study performance any more. It also gives the staff of the FT considerably quicker overview about the progress of the students, as well as allows faster action in case of problems students might have. The staff have access to all info they need for their work through SIS and don't need to depend on anybody else's info exchange. Using SIS expands the possibility of distance working and helps to use the staff resources better. So also the Head of Office of TATIT can perform tasks in Tartu that were previously possible to be performed only in Tallinn. From fall 2015, also recognition of prior learning (VÕTA) applications are processed in SIS, again helping to use more effectively working time of the staff and lecturers and speeding up the process revision.

### Moodle

E-study platform Moodle is in use. It is a good tool to support the learning process also outside the session period. Unfortunately Moodle is not used by all lecturers as much as we were hoping. 44% of courses have the online support. In APDP [1.1.7](#), we set a goal that by 2015 75% of courses would have online support. One reason for not reaching this goal is using the SIS which also requires lecturers to learn new working-methods. They lack both time and know-how for working with two systems. To introduce Moodle, we have facilitated individual instructions for all staff members and there were two training days on 29 September 2015 and 11 October 2015, but applying of modern tools takes more time and work for our staff. The Head of the Dean's Office offers help with using Moodle both for the students and staff.

### Databases

The Institute has co-operation agreement with University of Tartu that allows all the students and academic staff to access the main databases that carry important value for theological research, e.g. EBSCO, JSTOR Arts & Science.

### Electronic document management system Amfora

The Institute has a right to use electronic document management system Amfora, but applying it is extremely labor-intensive therefore we have planned it for 2016/2017.

### Internet-based application center for student card [www.minukool.ee](http://www.minukool.ee)

The Institute has joined the Internet-based student card application center [www.minukool.ee](http://www.minukool.ee) which offers students a flexible possibility to apply for a student card that meets their need - either an international ISIC or Estonian student card. From the same center, the lecturers can apply for the international teacher's card ITIC.

### Estonian Education Information System (EHIS)

We are using EHIS, to where we are routinely forward info about our students, learning processes, lecturers, graduation documentation and curricula.

### 2.3.3. The working conditions of the staff and the learning conditions of students

As the research and learning topics of the Institute belong to humanitarian subject field, the important infrastructural assets are library, classrooms, working rooms for academic and administrative staff with their technical support (computers, Internet, multi-media devices etc.). There is also a chapel in Tallinn building but the closest base for practical work is the church of Holy Ghost, which is situated next door to the Institute and is used mostly during the sessions.

Overview of the Institute's infrastructure:

1. In Tallinn and Tartu facilities, there are altogether 5 rooms for the use of the academic staff.
2. There are 9 classrooms with 174 seats.
3. Classrooms are equipped with necessary technical equipment for learning.
4. There is a classroom in Tallinn equipped with 5 and in Tartu with 2 computers for students.
5. Buildings are covered with WiFi.
6. Church Music Department have two organs and two pianos. In addition to that, there is an agreement to use the concert organ of the Holy Ghost church for both practice and lessons.
7. In the Tallinn facility, there is a day-room for the lecturers, guest rooms for students, allowing to stay overnight. The guest area is equipped with kitchen facilities.
8. The Institute's library is the biggest library of theological literature in Estonia (ca 67 000 units). Area is 187 m2 including the work-area for visitors. Considering the needs of school, library is well-stocked. During the last years, it has been possible to acquire additional necessary literature with the help of different grants. It is likely that usage of the library will decrease to some extent due to the better availability of digital books.
9. There is an agreement with [the University of Tartu Library](#) that allows students and academic staff access to the databases important for theological research: EBSCO, JSTOR Arts & Science.

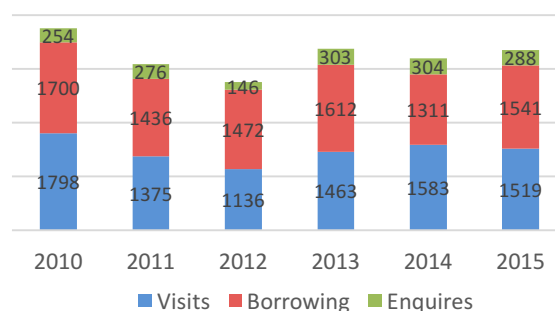


Figure 2.9. Institute's library usage data 2010–2015

Since the fall of 2015, the employees of TATIT have been provided with up to 50 € a month that they can use for doing sports of their own choosing in order to reduce the health risks that result from sedentary work.

### 2.3.4. Areas of good practice and improvements

Good practices	APDP
The infrastructure of the Institute is in harmony with the size of the school and ensures space for growth for up to 200 students.	4.2.1
The sources of income have differentiated during the last three years.	4.3
The library of the Institute is continuously supplemented and it has a good RDC database.	4.2.2 4.2.3
Using SIS has diminished the workload of the administrative staff and improved the info exchange.	4.2.1
Network of partners offering internship places for students is good and meets objectives of the curricula.	1.1.3 2.2
Learning and teaching is supported by a good library and study literature published by the Institute.	4.2.2 1.1.9

Areas for improvement	The action plan	APDP
Learning environment in Tartu needs improvement.	There are plans to find new premises for TAT in 2016.	4.2.4
There are less courses with e-support than planned in Moodle.	In fall of 2015, we have conducted additional trainings about Moodle for the academic and administrative staff to increase the number of Moodle's support personnel.	1.1.7

### 3. Teaching and learning

#### 3.1. Effectiveness of teaching and learning, and formation of the student body

##### 3.1.1. Educational objectives and their implementation

Through teaching and learning we are fulfilling the mission of the Institute (see ch [2.1.2.](#)), which one of the most important parts is to prepare ministers and other workers for the EELC. At the same time the job market offered by the EELC is limited, so only for that goal it is not possible to keep the Institute running. Therefore, in the last 15 years new specialties have been added to the curricula, in which case the job market is not limited with the EELC. Since the end of 2011 big changes have occurred as the result of reorganizing the Institute (see ch. [1.3.](#)), merger with TAT and co-operation with OCE (see ch. [3.2.1.](#)). From the point of view of sustainability of the Institute, in addition to training ministers for the EELC, following perspectives have proven to be important:

1. Raising qualification of representatives of different fields in the society – MA of SCC.
2. Developing of the field of PCC and training of PCC workers (no other educational institution or organization is doing it currently in Estonia) – PCC specialty in PHE, DPCC specialty in MA, continuing education courses.
3. Ecumenical co-operation – Orthodox Theology specialty in PHE.
4. Continuing development of the field of diakonia – DPCC specialty in MA, continuing education courses.
5. Considering the needs of the chaplaincies – continuing education courses in PHE and MA.

In connection with reorganizing of the Institute and becoming PHEI in 2011, the proportion of internship in the curriculum grew considerably and is now 15% of the PHE curriculum. At first it was a big challenge, as suddenly there was a need to widen considerably the network of partners offering internship places and to ensure competent supervision. When merging the Institute, TAT brought along its partners for PPC specialties as well as its expertise in organizing supervised PCC internship. OCE is guaranteeing internship for the students of the Orthodox Theology. Today's network of contracted partners (see ch. [3.4.1.](#)) corresponds to our needs and ensures work practice that meets learning outcomes. Head of the Dean's Office (Lutheran Theology), Head of TATIT (PCC) and coordinator of Orthodox Chair (Orthodox Theology) help to find the most suitable place for internship and conduct the necessary preparations. During the practice, both the student and the supervisor follow the instruction for conducting the internship. The student must keep and present the report of the internship.



Positive developments during the last years have ensured stable and good student admission (figure 3.1.). In the APDP, we foresaw increase of the admission in 2014 and 2015 (APDP 4.3.3.), but the numbers have rather decreased, specially in MA programme (figure 3.3.). The reason is excluding of the specialty in Religion Pedagogics and Diakonia from the MA curriculum (the reasons are more specifically discussed in ch. 3.2.1.). We are hoping to increase admission numbers with adding the specialty of DPCC. Good and stable PHE admission gives potential growth for MA admission in the future.

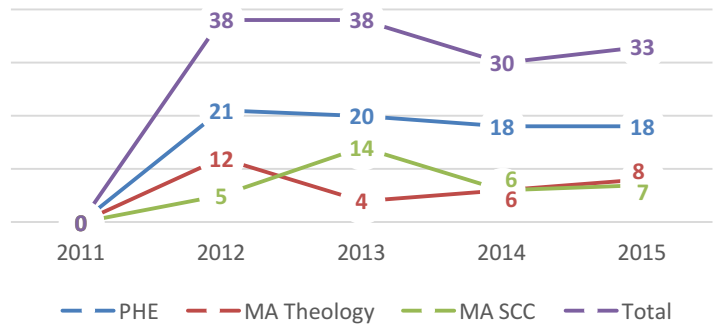


Figure 3.1. Admission of Faculty of Theology, 2011–2015

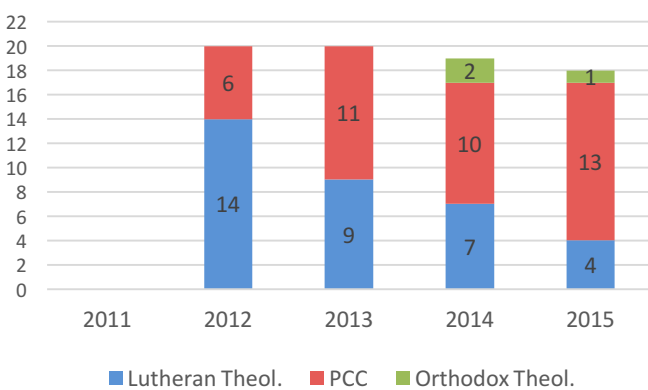


Figure 3.2. Admission of PHE Curriculum, 2011–2015

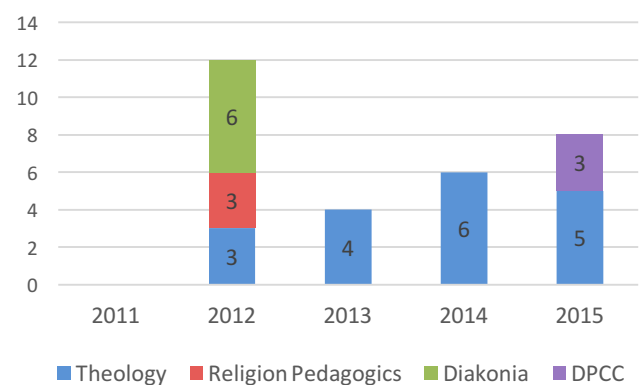


Figure 3.3. Admission of MA Theology Curriculum, 2011–2015

Decreasing of number of admission into PHE Lutheran Theology specialty (figure 3.2.) is making meeting learning and teaching objectives more complicated. Solving this issue is not only in the hands of the Institute, but it is more largely the EELC's issue. One of the main challenges is the ability to ensure sufficient income for the ministers.

Big challenge for learning and teaching is keeping dropout rate low, because considering the average age (43) of our student profile, probability for that is high. Learning in addition to having a family and work is not easy. Somewhat helpful is stretching studies longer from the standard period. In 2011, there was much higher dropout rate (figure 3.4.) because of the Institute's reorganization.

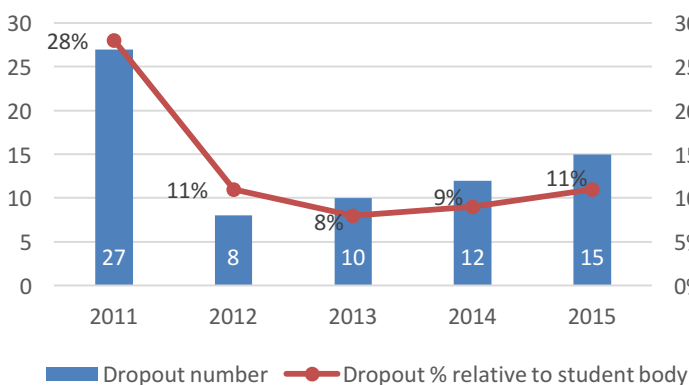


Figure 3.4. Students dropout rate, 2011–2015

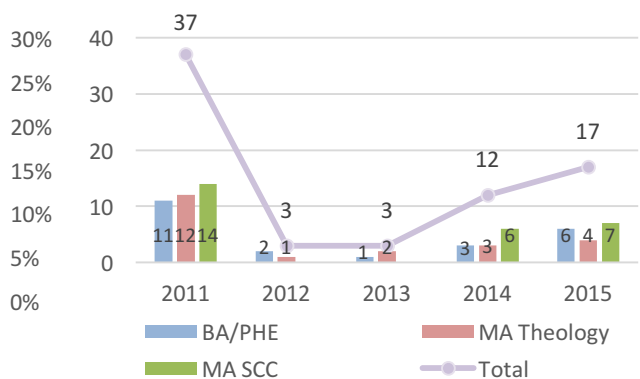


Figure 3.5. Graduates, 2011–2015

Female students are somewhat outnumbering the male, especially in PCC specialty. In Lutheran Theology, male students are in small majority (see figure 3.6 and 3.7). Gender does not play any role in studying in any of the curricula. The only limitation is for becoming an ordained priest in the Orthodox Church, where it is only possible for men.

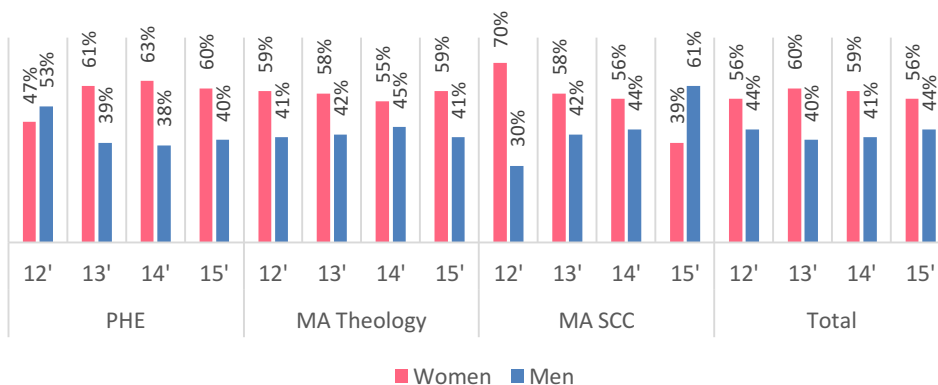


Figure 3.6. Ratio of female and male students by curricula, 2012–2015.

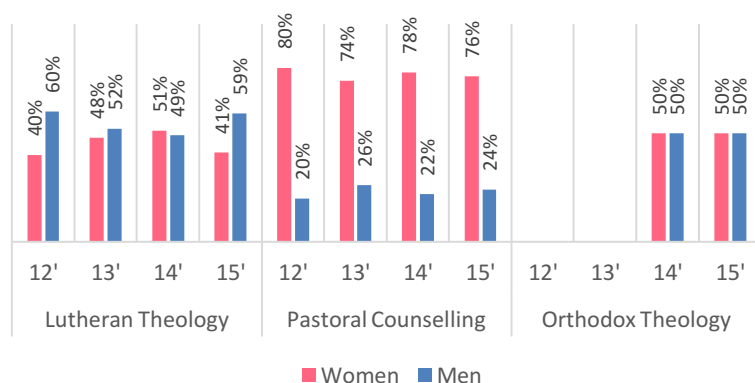


Figure 3.7. Ratio of PHE female and male students according to specialty, 2012–2015.

### 3.1.2. Competitiveness of the graduates

The Institute does not have a set system for assessing the competitiveness of the graduates as we train people in fields where today there is no competitiveness to get a job. There is clear lack of competent workers in PCC area and as we manage to prepare qualified PCC workers, this section is growing. After Estonia regaining independence, EELC has received ministers from the Institute, FTUT, TAT, Seminary of the Estonian Methodist Church, and in small volume also from elsewhere. All the graduates from these schools have had to go through the Pastoral Seminary, which is a possibility the

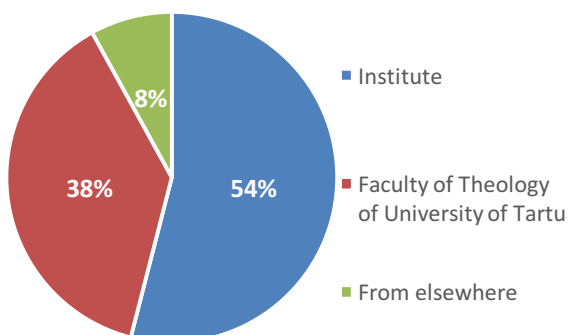


Figure 3.8. Previous education of students of Pastoral Seminary, 1995–2000

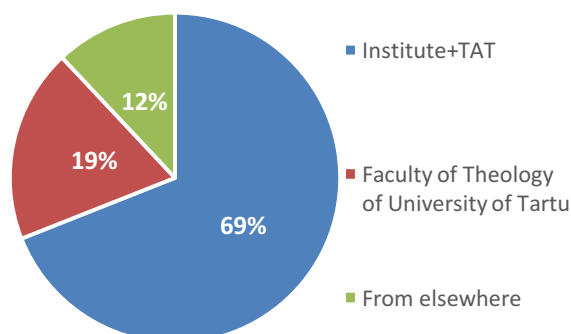


Figure 3.9. Previous education of students of Pastoral Seminary, 2010–2015

Institute offers after the academic studies for raising the level of competencies and continuing development in the chosen field. As figures 3.8 and 3.9 show, the importance of the Institute has

grown in preparing ministers for the EELC. One of the reasons being the TAT merger with the Institute in 2013. FTUT has taken more a direction to Religious Studies. This is probably one of the reasons why graduates from FTUT express less and less interest towards work in church.

Graduates of PHE PCC and MA Diakonia have found work in the social care system, especially in hospitals, but also in local churches and prisons. Many of the graduates of MA Religion Pedagogics work in public schools or some other educational institutions. Institute graduates work also in Estonian Evangelical Lutheran Church in exile in Europe and North-America. 75% of the graduates of PHE and MA Theology find specialized work. In case of CCS, it is not so clear how to formulate specialized work, therefore the statistics are not present. During 2011–2015, 43% of the PHE graduates, namely 10, have started their studies in the Master's programme – 8 in the Institute, 2 elsewhere. One PHE graduate, who previously had a MA degree, is now studying in the Doctoral Programme. To our knowledge, there are no more MA graduates continuing their studies in Doctoral Program from this period.

### 3.1.3. Planning student places

In general demographic situation in Estonia, the higher education institutions struggle with yearly decreasing numbers of high-school graduates. This does not influence much the admission numbers of the Institute, as the percentage of high-school graduates amongst the student body is very small. The average age of the students in the Institute is 43. Therefore, the main influence to the admission is not the demographic situation, but rather the attitudes in the society and prospects on the job-market after graduating the offered programme. Operation of other theological educational institutions is also somewhat an influencer, but not significant one. Both Baptist Seminary and Seminary of the Methodist Church are denominational schools, and their main target groups are their own church members. FTUT has lately paid more attention to Religious Studies, and the students are not often affiliated with any denomination. The strength of the Institute is our differentiation and diversification, which allows targeting more than one denomination and church. In addition to training ministers for EELC, one of important strengths is the PHE specialty to PCC, as well as MA studies in SCC, DPCC, and Orthodox Theology in PHE. Majority of our students are still members of the Lutheran Church, but this ratio is starting to change in the last years. In 2011, 96% of the PHE and Theology MA students (the ecclesiastical affiliation of SCC students is not inquired) were members of the Lutheran church, but in the fall of 2015, this figure has dropped to 78%. One of the goals of the Institute is to be open to people from different denominations (Strategic objective 1 in the DP). This objective is supported by the developments of last years. Our student body involves representatives from different churches (Orthodox, Baptist, Methodist, Adventist, Roman Catholic and Pentecostal) and 5% of the representatives do not belong to any churches.

According to our mission, the Institute has to cover the need of the Church labour market first, in order to ensure continuity of the practical theological education for the ministers. In the hospitals and social care institutions there is a growing need for PCC workers and therefore admission numbers of this specialty is growing (see figure 3.2). Developing of the [occupational standards for the PCC worker and for chaplains](#) (the Head of the Dean's office Kerstin Kask and lecturer Naatan Haamer participated in the development process and they both are members of occupational qualification committee for PCC and chaplains qualification) has been a significant supporting factor in initiating interest in learning in these programmes and to the development of PCC field in general.

Until now there has been no need for admission quota, but we have admitted all the qualifying candidates. This principle can be followed as long as the space and staff are sufficient and do not limit the learning and teaching process. As we do not receive support from the government, the deciding on student places does not depend on any binding agreements. Also the EELC has not voiced any

concrete expectations for the number of graduates, as it would not work in this field. Also the church does not have means to pay their ministers competitive salary.

Target group for the SCC are people who wish to gain competency to work in public sector in positions where knowing religion and Christian culture is expected or who sense the need to enhance their knowledge of the liaison between culture and Christianity.

PHE specialty in Orthodox Theology is opened since fall of 2014 and in fall of 2015 there are 3 students in this programme. The number of students in this programme will remain small as the goal is to ensure needs of OCE. The goal of the OCE is to train 7 priests in 10 years through Chair of Orthodox Theology in Institute, as well as other workers according to church needs.

### 3.1.4. Admission rules

Admission rules are fixed in the [Regulation for Admission](#) of students. As the first objective of the Institute is to prepare ministers and to ensure continuity of the theological education, the Bible knowledge and ability to express in written and spoken form are evaluated (essay and interview) during admission procedure. Student candidates for MA studies in theology are tested based the PHE curriculum learning outcomes, using test and interview. In both levels the interview has helped to clarify the candidate's motivation and goals. Interviews are conducted by three lecturers, also representatives of TATIT are invited as well as the representative of the OCE. The last is important considering the needs of the ecumenical partner.

In finding out of the motivation of the candidates for the SCC, the important factor is the candidate's awareness how to use the desired education in their profession and personal development, as well as what new possibilities can the MA diploma offer in their career and personal development.

### 3.1.5. Study opportunities for people with special needs

Today one student with physical special need (not able to manually write written tests) is studying in the Institute. The person has been given permission to write all exams on computer. We have also made it possible to fulfil the requirements of the curricula slower for people with psycho-physical special needs and hindrances due to social conditions.

Study opportunities for people with physical needs are poor also because the Tallinn building does not have an elevator nor it is possible to install it. We are, however, willing to offer study opportunities for people with special needs if the access to the building or the professional demands do not limit the student. 2 visually impaired students have studied in PCC programme in TAT. Special software for visually impaired people was purchased to accommodate their needs. As for a person with special needs it is very difficult or almost impossible to work as a pastor in Estonia, the labour market dictates the low number of students with special needs amongst the student body.

### 3.1.6. Areas of good practice and improvements

Good practices	<a href="#">APDP</a>
The Institute's learning and teaching goals have wide-enough spectrum, which creates good prerequisites for growing the student body.	1.1.4
Pastoral Seminary which is operating inside the Institute's structure offers a possibility to continue studies for increasing one's professional competence in order to get a minister's	1.2.4

profession.		
After graduating from the PHE programme, it is possible to continue studies in the MA programme in the same specialty.		1.1.4
Due to the high average age, the students are very motivated and aware of their goals, which they desire to reach with studies and they have perspective to use the education in their daily life.		
Labour market outputs are good in all the specialties.		1.1.4 1.1.10
The Institute's staff participated in developing of professional standard for the PCC worker and the chaplain and they belong to the occupational qualification committee of these two professions.		
<b>Areas for improvement</b>	<b>The action plan</b>	<b><a href="#">APDP</a></b>
Growing the number of students in the PHE Lutheran Theology programme.	Closer communication with the target group – local churches and deaneries. Good execution of the congress and trainings for “Reformation 500” in 2016–2017.	4.3.3
Growing of the number in the MA Theology programme.	In 2015, DPCC was added to the MA programme and good and stable PHE admission gives potential growth for MA admission in the future.	1.1.2 4.3.3
Students from other denominations form a very small percentage of the student body (next to Lutherans).	More attention has to be paid to informing about the learning possibilities through social media, media in general, and churches.	4.3.3
Study opportunities for people with physical needs are poor.	It is not possible to rebuild the schoolhouse, but we are ready to find flexible solutions to create opportunities for people with special needs to learn.	

## 3.2. Curriculum development

### 3.2.1. Opening and development of curricula

All curricula have been developed considering the needs of EELC and the society and they correspond to the objectives of the Institute and the situation on the labour market. To collect the corresponding information, the Institute’s employees have been included into EELC’s work groups that deal with different areas (see table [5.2](#)). This is resource to use co-operation network of EELC to collect the information that is needed for the development of curriculum. Through this network we will have an output to the society and the employers’ segment. The Institute's employees are active in many public and professional organisations (see table [5.2](#)), which widens the network even more. All of these different outputs guarantee a good awareness of the developments taking place in society and give a good starting point to plan the Institute’s curriculum to meet the needs and expectations of the society and employers. Current curriculums of the Institute demonstrate the effectiveness of this development strategy:

1. PHE [Lutheran Theology](#) serves first of all the interests of the owner (EELC), [PCC](#) needs of the society and [Orthodox Theology](#) ecumenical co-operation ([APDP 1.1.4.](#)).
2. MA [Theology](#) specialty is directly ordered by the EELC and [DPCC](#) corresponds to the needs of the labour market and needs of the society ([APDP 1.1.4.](#), [1.1.6.](#)).
3. MA [SCC](#) corresponds to the objectives of the Institute as well as the expectations of the society in the area of culture and ethics ([APDP 1.1.4.](#)).

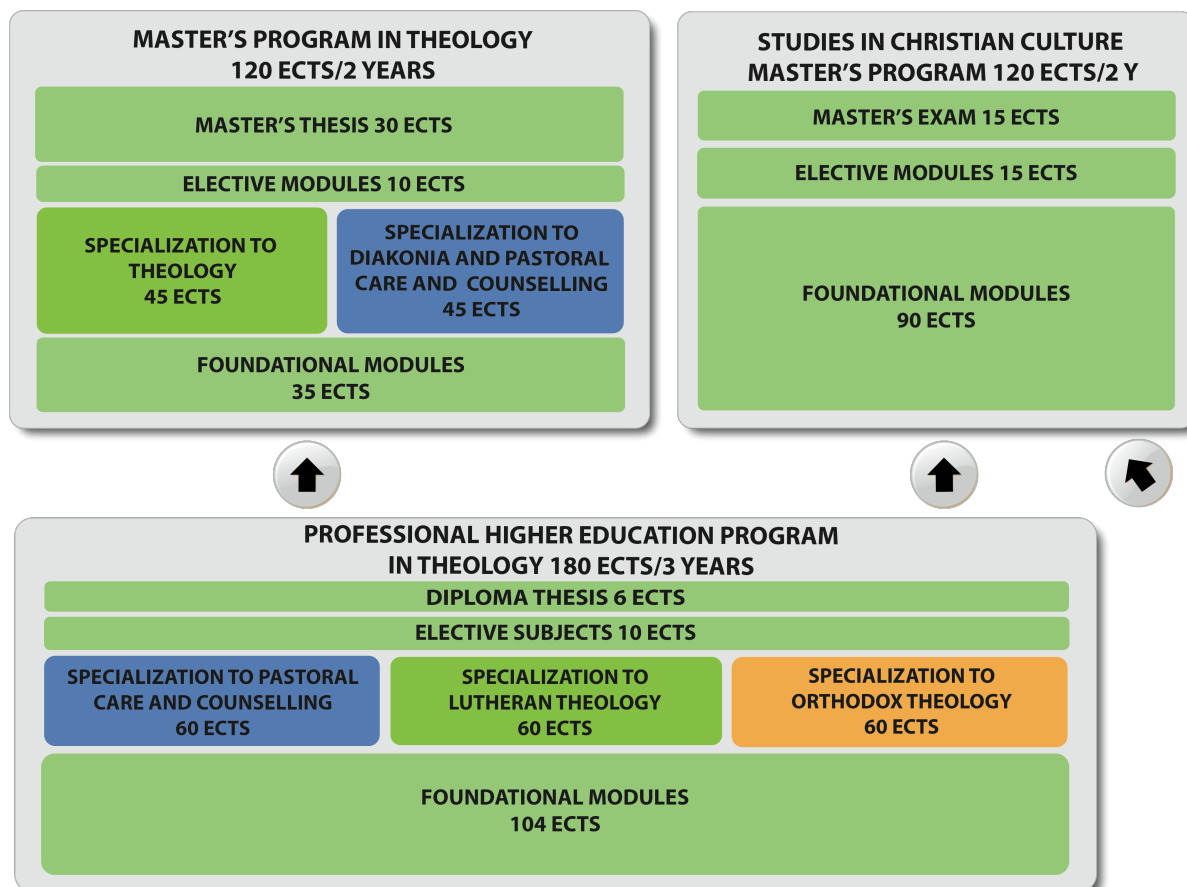


Figure 3.10. Structure of curricula of Faculty of Theology.

In addition to analysing the needs and expectations of the society and labour market, we have collected feedback about curricula from the students and lecturers, but it has not been great and systematic so far. By implementing SIS more effectively, we wish to improve the collection of feedback. Collecting feedback has been made an assignment for the Head of the Office of the TATIT.

To improve the development of curricula and to ensure the quality of curricula, we have decided to create a curricula expert group where employers, specialists, students, alumni and others involved in the fields taught in the Institute will participate. The tasks of the expert group are:

- assessing of the suitability of the curricula to the needs of the church, society and labour market;
- giving directions for development of the curricula;
- assessing the harmony and purposefulness of the study programme of the Pastoral Seminary, continuing education courses and curricula of FT.

Requirements and development principles of curricula are formulated in the [Statute of Curriculum](#).

Based on the virtue of developments in Estonian higher education, changes on the labour market and feedback given by different sources, changes described in the table 3.1 have taken place in the Institute's curricula.

Table 3.1. Changes in the Institute's curricula since 2012

<a href="#">PHE Theology</a>	PCC. Since fall 2012, the admission is open to PCC specialty. Creation of the PCC minor specialty considered long-term feedback from employers from the time when TAT was a separate educational institution.
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	<p>Orthodox Theology. Since fall 2014, the admission is open to specialty of Orthodox Theology. Opening of this department originated from the interest of the OCE to find possibilities in Estonia to educate qualified workers for the church on accredited curriculum.</p> <p>Lutheran Theology. In relation to adding specialty in Orthodox Theology, the need rose to clarify the name of the main specialty where the students' main goal was to become a minister in the EELC. This specialty was named Lutheran Theology.</p>
<a href="#">MA Theology</a>	<p>Religion Pedagogics. Due to the minimal perspectives of teaching religion in Estonian public schools and therefore the lack of interest in studying in the given field, we did not admit any more students onto this program in 2013. The program was omitted from curriculum in 2015.</p> <p>Diakonia. In 2013, we set a requirement for having 60 ECTS of theological subjects' prior starting studies in the Diakonia specialty, considering the feedback from students and lecturers. The educational background of admitted students had to be evened. This narrowed considerably the circle of possible interested people and a situation was that there were no more student candidates. We decided to omit this specialty in this form from the curriculum by the beginning of 2015 and actively develop the curriculum in order to integrate Diakonia and PCC into one MA specialty.</p> <p>DPCC. Since fall 2015, we opened admission to minor specialty in DPCC. It was based on two factors:</p> <ol style="list-style-type: none"> <li>1) setting 60 ECTS requirement of theological subjects prior starting studies in Diakonia means that Diakonia by itself does not reach big enough target group to ensure necessary amount of students;</li> <li>2) number of students in specializing in PHE PCC is continuously growing (see figure 3.2) and for ensuring them possibilities for continuing education and also training future lecturers in the DPCC field, the MA program in DPCC is necessary.</li> </ol>
<a href="#">MA SCC</a>	<p>In spring 2015 by request of students, the alternative module "Christianity and Theater" was added to the curriculum.</p>

Changes in curricula are accepted by the Council of the FT, confirmed by the Council of the Institute and the Consistory of EELC. Then the changes are submitted to the Ministry of Education and Research.

We have postponed development activities of English MA curriculum to 2016/2017 academic year. The necessary precondition for advancing in this direction is successful participation in the activities of "500 Years from Reformation" as an active Lutheran World Federation member-church from Baltics, participating in Estonian and East-European theological and cultural events as an initiator and then analyzing the co-operation possibilities with the neighbouring churches and the Lutheran World Federation. Project "[Research & Development Strategic Plan 2016–2019](#)" includes also mapping of opportunities and needs for establishing MA Theology curriculum in English.

### 3.2.2. Graduates and employers satisfaction with the quality of learning and teaching and correspondence to the needs of the labour market

We have not researched the satisfaction of graduates and employers with any particular method which could be statistically analyzed, as considering the small number of our graduates and employers the formal ways of collecting feedback is not the best solution. We have used different measures for keeping track of coping of our graduates and practical use of the learned material in their professional career:

1. Institutional connections:
  - a. Representatives of the EELC are members of the Institute's Council, the owner ratifies the curricula;
  - b. deans and supervisors give feedback on success of their trainees and graduates;

- c. OCE has tight connections with all the students studying Orthodox Theology already during their study period and continues to support their personal spiritual growth after graduation;
  - d. meetings with chaplaincies (defence forces, defence league, police, prison) to clarify their specific needs and satisfaction with the quality of our education;
  - e. feedback from the representatives of the contracted internship partners.
2. Personal contacts:
- f. There are about 200 clergy in the EELC, the lecturers and leadership of the Institute form part of it and have contacts with clergy that has graduated from the Institute;
  - g. the circle of PCC workers is still quite small, the Institute lecturer Naatan Haamer is conducting supervision for them also after graduation;
  - h. employers of PCC are also internship partners and involved in curriculum development;
  - i. different activities for graduates.
3. Continuing education courses, conducted by the Continuing Education Department to where the graduates are invited:
- j. when planning courses the needs of the graduates for self-education and professional growth are considered.
4. All the graduates desiring to become an ordained minister in the EELC, have to go through a year-long programme in the Pastoral Seminary, where the learned material will be put into practice through supervised internship. During this study programme, the possible shortcomings in the studies will come out and the Head of the Pastoral Seminary will draw the attention of the FT to these.
5. In spring 2015, Tiiu Lintalu defended a master's theses "Feedback of the graduates to EELC Institute of Theology Studies of Christian Culture according to the satisfaction survey in 2015". This thesis studies the reputation, availability, success of studies and reasons for interruption (see table 3.2 below).

In 2013/3014, Pastoral Seminary organized 6 reunions for the graduates of Pastoral Seminary. The goal for these reunions was to offer spiritual support and supervision, spiritual exercises and also get feedback to the work of Pastoral Seminary. The received feedback has been used in reviewing and complementing the offered subjects' choice. In addition to the reunions organized by the Seminary, the graduates also gather for supporting one another spiritually and to regain strength for further ministry.

MA SCC status compared to other curricula is different, as it is not in direct service to any concrete organization or field. So the most important is the feedback from graduates and students. According to the questionnaire mentioned above, one of the main reasons for studying is a desire to widen one's perspective, but also to use the new knowledge at work. In the 2015 survey, the graduates of SCC were asked how much they have been able to use the education in their daily work and activities.

*Table 3.2. Survey among the graduates of SCC (conducted 2015)*

I have been able to use it a lot	29%
I have been able to use it a little	57%
I have not been able to use it	3%
Difficult to say	11%

The outcome shows that when summarised, 29%+57% = 86% of the graduates of the MA SCC can use this education their professional work a lot or at least a little. This outcome is encouraging and proves that graduates appreciate that kind of Master studies and this curriculum responds to public demand.



### 3.2.3. Areas of good practice and improvements

Good practices		APDP
During the last three years, PCC and Orthodox Theology have been added to the curricula.		1.1.4
The Institute is the only educational institution in Estonia offering specialty in PCC and Diakonia and preparing for Lutheran and Orthodox priesthood.		1.1.4
Partners from the labour market have been included to the development of the curricula.		1.1.2
The MA SCC, which objective is to teach understanding and analyzing of the role of Christianity in the formation of the European identity, and both the influence of Christian as well as other religious paradigms to western thought and history, has an important role to play considering the migration crisis in Europe.		
Areas for improvement	The action plan	APDP
Strengthening of the co-operation with employers and other interest-groups is necessary for systematic and purposeful monitoring.	In 2016, we are forming an expert group for curricula, where we will involve employers, specialists, students, alumni and others involved in the fields taught in the Institute.	1.1.2
The study on coping and satisfaction demands more systematic approach.	During 2016, we will draw up instruments for systematically gathering and processing of information that is coming in through different feedback instruments.	1.1.2

## 3.3. Student academic progress and student assessment

### 3.3.1. Monitoring and supporting of student's academic progress

The size of the student body (136 students as of 30.09.2015) enables good monitoring of academic progress. Dean's Office staff know all the students by name and face. They can quickly act, should they notice someone being absent from school. Generally the student is then contacted to find out the reasons for absence. Help and support is offered to find best possible solution. Using of SIS has also simplified monitoring the academic progress of the students. The new system also allows students to monitor their progress and results better.

To help those who cannot attend all the lessons to keep up with the studies, the Institute has put energy and money publishing study-books in Estonian and replenishing the library. The lecturers also use Moodle, SIS or mailing lists to share materials, and they also allow individual exams.

Since 2015/2016, the Head of TATIT holds an individual meeting with each 1<sup>st</sup> year PHE student in the end of first semester, to help them to adjust to school and learning and to support academic progress. For assisting students in their spiritual growth and professional competency, we will form 3-4 person supervision groups from PCC students or will held personal supervisions since fall of 2015 and we will form 3-4 person mentor groups from other students (excluding CSS students) in 2016.

### 3.3.2. Student assessment

The Institute's curricula is outcome based and all syllabi must contain information on the knowledge, skills and competences gained by the student upon completing a course, i.e. learning outcomes. The syllabus must list assessment criteria and methods, final assessment and conditions for eligibility to take exam and resits. Assessment criteria are formulated and the methods are chosen according to the learning outcomes. Main assessment methods are a written exam, essay and report. More seldom

also oral exam, portfolio, creative work, group work, research, case-study. Final assessment is either differentiated (A, B, C, D, E and negative F) or non-differentiated (positive, negative). Assessment procedures are regulated in [Study Regulation of the clause 72–109](#).

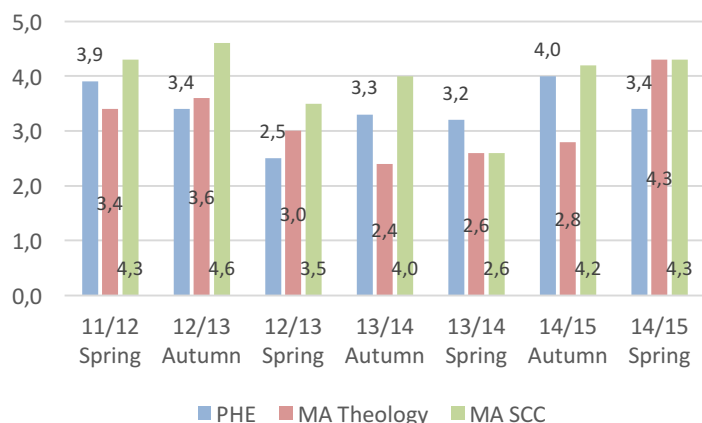


Figure 3.11. Average grade by curricula, 2012–2015

As seen from the figure 3.11, the range of average grade is quite wide. Since the number of students is small, individual failures lead to a noticeable change in the average grade.

For written papers, the feedback from lecturers can be quite different. Some lecturers give thorough and informative feedback even during the process of writing. We must strive to include better feedback for written papers as part of the whole learning process.

Two trainings on following unified assessment criteria for lecturers were conducted in 2013–2014. Learning and teaching process planning, assessment, choosing appropriate methods for study process for gaining the output has been handled.

### 3.3.3. System of prior learning and work experience

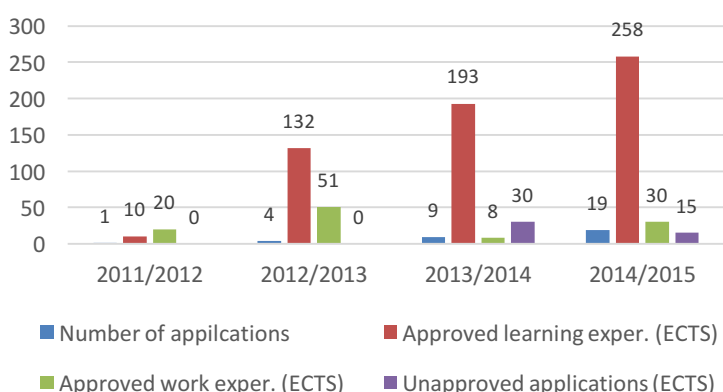


Figure 3.12. Statistics of VÖTA, 2011–2015

VÖTA takes place according to [VÖTA regulation of the Institute](#). VÖTA works well and students use it more and more. From 2015/2016, academic year applications are processed only through SIS that is simplifying and speeding the process. Learning Management Specialist, the Head of Dean's Office and the Head of the TATIT give advice to the students in case of questions.

### 3.3.4. Areas of good practice and improvements

Good practices		<a href="#">APDP</a>
Paying personal attention to the academic progress of students.		1.1.10
Supervision and mentoring groups for supporting students' spiritual growth and professional preparedness.		1.1.10
VÖTA applications are accepted through SIS, which makes their processing faster and easier.		
Areas for improvement		<a href="#">APDP</a>
Feedback to the written works of students is not even.	The work-load and work-time ratio of the lecturers needs revision and more attention has to be paid to using the	1.1.7

	available resources better.	
Lecturers have not enough consultations.	This is greatly due to the fact that study process is carried out by sessions. The IT based means have to be used better, like SIS and Moodle.	1.1.10

### 3.4. Support processes for learning

#### 3.4.1. The organisation of studies

Average age of students is 43 so they are mostly working family people. The only possibility is to organize studies in sessions. From September to June there are 14 3-day sessions for MA SCC (from Thursday to Saturday) and 11 4-day sessions (from Wednesday to Saturday) for PHE and MA Theology programme. The Head of the Dean's office and the Head of the TATIT compile the class schedule. The studies take place mostly in Tallinn, but for PCC students also in Tartu in the 2<sup>nd</sup> and 3<sup>rd</sup> year. The last study year has a smaller lecture-load, so that the students could have more time to concentrate on their theses and internship.

1 ECTF means 26 hrs of work, corresponding to 5 hrs of in-class work and 21 hrs of independent work which is described in detail in syllabi of every subject. In-class work is either a lecture or seminar depending on the goals of the specific course.

Regardless of the flexible study process, the likelihood of prolonging the nominal study period is quite remarkable considering the profile of our students. We counsel and support our students by different means (see ch. 3.3.1.), but it is clear that managing in their daily life and considering their families is more important than studies. Thanks to the strong motivation, the percentage of students graduating in standard period is pretty high (see figure 3.13) and dropout rate about 10% of the student body (see figure 3.4) is better than the average in Estonia (according to the [Ministry of Education and Research](#), Estonian average dropout rate relative to the whole student body was 16.5% in 2013/2014). Also the number of students having taken a sabbatical leave is not very high (see figure 3.14).

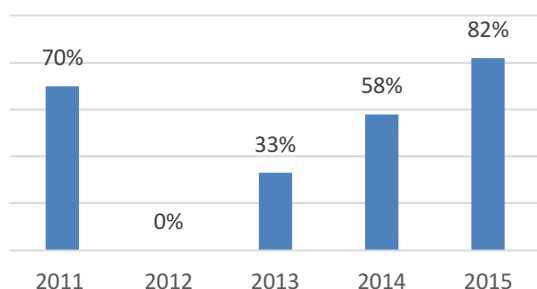


Figure 3.13. Percentage of students (relative to student body) completing studies within the standard period, 2011–2015.

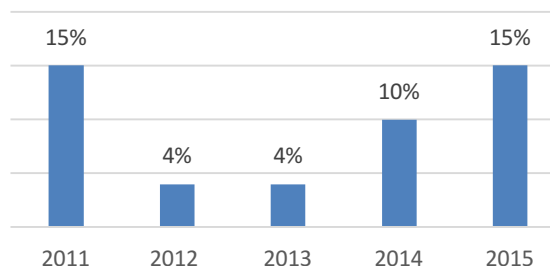


Figure 3.14. Percentage of students (relative to student body) taking sabbatical leave, 2011–2015.

Somewhat insufficient is the existence of the overview about the tasks and homework in different subjects, and the flow of this information between lecturers. Therefore in some periods, the study-load can be too heavy for students. We want to solve that problem through better implementation of SIS. This presumes active use of SIS by all the lecturers. To meet that goal, we have organized several SIS trainings for lecturers.

The set tuition fee for studying in the Institute is € 750 in a semester, with certain distinctions to recognise good results in studies and support those who want to make a career in church work:

1. Members of the EELC can get 50% discount on their tuition fee the first semester, presenting a recommendation of their parish pastor and all the following semesters 50% if the cumulative fulfilling of the curriculum is 75% or more.
2. Members of member-churches of Estonian Council of Churches can receive discount when presenting a recommendation of their parish pastor, first semester 25% and all the following semesters 25% if the cumulative fulfilling of the curriculum is 75% or more (about denominational affiliation see ch. 3.1.3.).

There are no discounts for students studying on the MA SCC programme.

Evald Saag Foundation was established in 2013 to support students financially. Students can apply for scholarship twice a year.

Table 3.3. Scholarships provided by ESF, 2014–2015

	Presented applications	Approved applications	Funds provided
2014 spring	3	3	1 225 €
2014 fall	5	5	1 500 €
2015 spring	4	4	900 €
2015 fall	4	4	1 200€
<b>Total</b>	<b>16</b>	<b>16</b>	<b>4 825€</b>

#### Internship bases

The Institute has sufficient partners network to offer quality conditions for students for mentored/supervised internship that meets curricula learning outcomes.

Table 3.4. List of partners offering internship bases for students

Curriculum and specialty	Partner
PHE Lutheran Theology and MA theology	<ul style="list-style-type: none"> <li>• EELC Haapsalu St. John's Congregation</li> <li>• EELC Rakvere Holy Trinity Congregation</li> <li>• EELC R�pina St. Michael's Congregation</li> <li>• EELC Tallinn St. John's Congregation</li> <li>• EELC Viljandi St. John's Congregation</li> <li>• EELC Tallinn Holy Ghost Congregation</li> </ul>
PHE PCC and MA DPCC	<ul style="list-style-type: none"> <li>• Tartu University Hospital</li> <li>• EELC Diakonia Hospital</li> <li>• Tallinn Cathedral School</li> </ul>
PHE Orthodox Theology	<ul style="list-style-type: none"> <li>• Home congregations of the students of Chair of Orthodoxy</li> <li>• OCE Tallinn Congregations</li> </ul>
Pastoral Seminary	<ul style="list-style-type: none"> <li>• EELC Tallinna Bethel Congregation</li> <li>• EELC Haapsalu St. John's Congregation</li> <li>• EELC Rakvere Holy Trinity Congregation</li> <li>• EELC Tartu St. John's Congregation</li> <li>• EELC Tartu St. Paul Congregation</li> <li>• EELC Tallinn St. Mary's Cathedral</li> </ul>

### 3.4.2. Counselling related to studies and career

Students' study and career counselling has been divided between several staff of the Institute, considering their area of responsibility in the school's structure. The following table gives an overview.

Table 3.5. Study and career counselling of students

Position	Tasks related to students counselling	Student group
Learning Management Specialist	<ul style="list-style-type: none"> <li>• questions about learning management</li> <li>• monitoring of the learning progress</li> <li>• possibilities for continuing education</li> <li>• VÖTA counseling</li> <li>• DoRa and Erasmus coordinator</li> <li>• SIS counselling</li> </ul>	students from all curricula
Head of Dean's Office/Head of the Continuous Education Department	<ul style="list-style-type: none"> <li>• questions about learning management</li> <li>• Moodle e-learning platform</li> <li>• possibilities for continuing education</li> <li>• possibilities for life-long learning</li> <li>• internship counselling</li> <li>• labour market perspectives</li> <li>• feedback inquires in SIS</li> </ul>	students from all curricula
Head of TATIT	<ul style="list-style-type: none"> <li>• questions about learning management</li> <li>• internship counselling</li> <li>• possibilities for continuing education</li> <li>• labour market perspectives</li> <li>• VÖTA counseling</li> </ul>	PHE PCC specialty
Head of TATIT office	<ul style="list-style-type: none"> <li>• questions about learning management</li> <li>• monitoring of the learning progress</li> <li>• SIS counselling</li> <li>• feedback inquires in SIS</li> </ul>	PHE PCC specialty
Coordinator of the Chair of Orthodoxy	<ul style="list-style-type: none"> <li>• questions about learning management</li> <li>• labour market perspectives</li> <li>• work practice counselling</li> <li>• possibilities for continuing education</li> </ul>	PHE Orthodox Theology specialty
Head of the Pastoral Seminary	<ul style="list-style-type: none"> <li>• labour market perspectives concerning EELC</li> </ul>	students from all curricula
Head of Rector's Office	<ul style="list-style-type: none"> <li>• study contracts</li> <li>• Institute's and other scholarships (except DoRa and Erasmus)</li> <li>• study info e-mail lists</li> <li>• SIS administrator</li> </ul>	students from all curricula
Head of the Library	<ul style="list-style-type: none"> <li>• helping to find study and research literature</li> <li>• counselling of students</li> </ul>	students from all curricula

63% of the staff who counsel the students have higher theological education, all of them are members of TF Council being fully competent to deal also with questions about the institution more widely.

The Institute has enough partners for internship (see ch. [3.4.1.](#)) and we are able to guarantee all the students quality and mentored internship that meets learning outcomes of curriculum.

After fulfilling requirements for the PHE curriculum, it is possible to continue studies in MA programme and thereafter in the Pastoral Seminary, which offers a one year programme concentrating on practical issues of priesthood in EELC. For those desiring to prepare for priesthood the learning process and essence is introduced by the Seminary staff already during the PHE study period. The Seminary staff is also familiar with the spiritual life and academic progress of the student. Today in EELC there is a need for ministers which grows continuously. At the same time the salaries offered are not competitive which sets limits to the amount of possible students.

In OCE, the spiritual and academic growth of the priest candidate is guided by the lecturers as well as the spiritual father and the bishop. They help to build connections between theoretical knowledge and practical spiritual life of the church. They keep also students informed about the practical needs and opportunities of the priesthood in OCE.

More and more the need for PCC worker is seen in the health and social-care system. This causes a bigger demand for PCC workers in the labour market and continuously growing interest toward PCC specialty. 58% of PCC graduates 2011–2015 work as pastoral care givers and counsellors.

### 3.4.3. Student international mobility

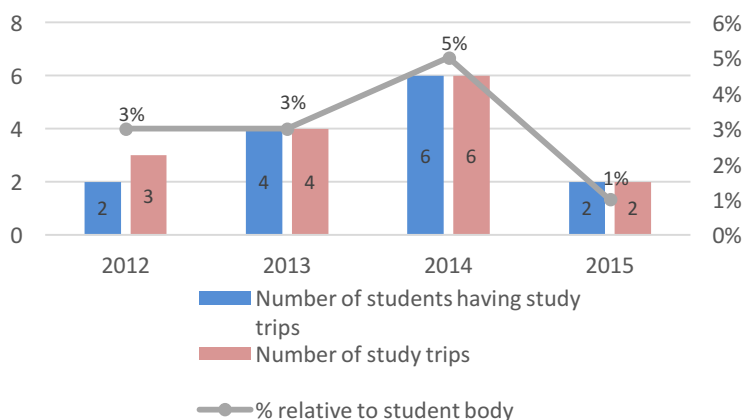


Figure 3.15. International mobility of students, 2012–2015

Because of high average age of the student body (43), international mobility is not very popular. Therefore also the Erasmus+ mobility programme has not been used, as the minimum stay abroad has to be 3 months and more. Suitable for our profile and also actively used programme is DoRa T8 which offers opportunity for MA students to go on shorter study trips (conferences, visits to universities abroad etc.) As DoRa T8 finished in the first half of 2015, the

international mobility was very low in 2015. Detailed overview of international mobility of students is given in the [additional file](#).

As the Institute offers programs only in Estonian, the foreign students have no real possibility to study here. It is possible for Estonians from abroad to come and study, though they have not used this opportunity yet.

### 3.4.4. Student feedback

Creating a functioning system for gathering feedback has turned out to be a difficult task. We have previously used to ask feedback at the end of the course on paper, but processing data gathered this way is too labor-intensive and with the existing staff we have not been able to manage it on necessary level. In order to simplify the process of analyzing the last four years, we have asked for feedback electronically. The number of respondents has been very small and so diminished the value of the expressed opinions. We have started to use SIS for getting feedback about learning process, subjects and lecturers from 2014/2015, but also here the activity of participation is poor and assessment either good or superior. From discussions with students it appears that they are not sure if answering electronically filled questionnaires are anonymous. The student body being small and communication with learning and teaching managing staff downright, the students prefer to come straight to them with their questions, opinions and problems. This information is often the basis for changes and improvements.

The students can also voice their opinion through the decision making bodies, as student representation is at least 1/5 of the FT's and the Institute's Council. Students choose their representative body every year in secret elections. This body will appoint representatives into decision

making bodies. Student representation is an important body in communicating the students' opinions and feedback to the leadership and other responsible persons.

For gathering feedback and to have better communication, there is a Rector's and Dean's info hour every session, where students can ask study-related questions, express their concerns, give feedback and get information concerning the Institute.

Though the formal feedback gathering procedures are insufficient, the planning of teaching and learning activities takes place in harmony with the student's opinion, as the non-formal systems have been established. It does not mean that we would have given up on gathering official feedback. We continue to give extensive explanations to students and try to find the most effective way to get feedback using SIS. In the APDP [1.1.2](#), we have set a goal of getting feedback from 60% of students at the end of every course by the end of 2016. Today this number is 45%.

### 3.4.5. Areas of good practice and improvements

Good practices		<a href="#">APDP</a>
SIS is now being used, offering flexible and operative study process info exchange.		
The tuition fee is in harmony with the average salary level in the taught specialties. Discounts are offered to support those who are planning to work in the church or church related positions.		
In case of financial difficulties, the students can apply for a scholarship from ESF.		1.1.10
63% of the administrative staff who counsel students, have higher theological education.		1.1.10
Areas for improvement	The action plan	<a href="#">APDP</a>
Lecturers should have better overview of the tasks given to the students in different subjects.	Better implementation of SIS and enhancing of the lectors' skills on using SIS and activity of using SIS by relevant trainings and personal guidance.	1.1.10
Feedback gathering system needs improvement.	Better implementation of SIS capabilities and explanation work amongst students.	1.1.2

## 4. Research, development and/or other creative activity (RDC)

### 4.1. RDC effectiveness, resources and support processes

#### 4.1.1. RDC objectives and their implementation

Table 4.1. RDC objectives defined in the APDP and activities to achieve objectives

Objectives of APDP	Activities
The priority research areas of the Church shall be developed	Institute's lecturer Liina Kilemit has been chosen by the Estonian Council of Churches to be a head of research group which is conducting survey: "About Life, Faith and Faith-life". The topic is associated with the need of EELC to get information about religious attitudes, preferences and convictions of Estonian people.
The series of the Institute Proceedings and publishing of educational literature shall be developed	<p>The Institute composes and publishes Proceedings and educational literature, which are used also by students from other theological institutions and by people representing other professions related to theology.</p> <p>Latest and planned educational literature:</p> <ol style="list-style-type: none"> <li>1. Associate professor of the Institute <a href="#">Arne Hiob</a>, "Foundations of Lutheran dogmatics" (2013);</li> <li>2. Lutheran Letters of Confession (2014);</li> <li>3. Associate professor of the Institute Arne Hiob, "A Short overview of Russian philosophy of religion" (2014).</li> <li>4. Rector <a href="#">Ove Sander</a>, "EELC – insights and outlooks" (2015)</li> <li>5. Paavo Kettunen, study book of PCC "Helpful meeting I" (2016).</li> </ol> <p>Monograph on the history of Christianity composed by the associate professor of the Institute <a href="#">Riho Saard</a> and published by publishing house Argo (2013).</p> <p>Latest and planned Proceedings:</p> <ol style="list-style-type: none"> <li>1. No XXI "Cultural Bridges across the Baltic Sea", studies in Estonian Church History, Systematic Theology and Bible (2011);</li> <li>2. No XXII Traugott Vogel's „Philosophy of Religion“ (2015);</li> <li>3. No XXIII Compendium of the history of the Institute (2016);</li> <li>4. No XXIV Reformation 500 (2017).</li> </ol>
The Faculty of Theology shall have an effective research development strategy	<p>Based on previous research development and considering today's circumstances, we have fixed three strategical RDC areas:</p> <ol style="list-style-type: none"> <li>1. Biblical Studies, including Studies of Antiquity;</li> <li>2. Church History, including Lutheranism and Sociology of Religion;</li> <li>3. Practical Theology, including PCC and Diakonia.</li> </ol> <p>From above mentioned RDC areas, the two first ones are strength areas, considering results and publications. Practical Theology is a development area, with its sub-areas of PCC and Diakonia being also the strengths and elements of mission of the Institute.</p> <p>Four year project "<a href="#">Research &amp; Development Strategic Plan 2016–2019</a>" has been presented to German North Church (see ch. 4.1.4.)</p> <p>The Academic Dean has held development interviews with all the academic staff, which has enabled him to find out lecturers' personal interests in their academic development, as well as formulate a unified understanding of the RDC strategies of the Institute.</p>



## Development activities of three important RDC areas

1. Biblical Studies, including Studies of Antiquity.
  - a. Objectives of the [ETF Grant 8665](#) "Formative Factors of the Early Christian Ideology in the Syncretistic Roman Empire" are fulfilled. The publications published within the framework of 2011–2014 grant form the main part of the Institute's last years' high level research. Published articles give international recognition and reputation. Co-operation on Estonian level has enhanced doctoral dissertation of Elo Süld in FTUT. Biblical Studies form the foundational subject of theology, so the Grant 8665 has fulfilled an important need for Biblical Studies and Studies of Antiquity, introducing them internationally, and giving materials for students' future research topics. "Usuteaduslik Ajakiri" (Theological Magazine) [special edition 2/2014 \(67\)](#): Special issue „Within and Around Early Christian Ideology“ in English and German was published as the Grant result.
2. Church History, including Lutheranism and Sociology of Religion.
  - a. In 2012–2014, the Institute's lecturers [Ringo Ringvee](#) and [Liina Kilemit](#) participated in international Grundtvig project [“Religion and Multiculturalism: Educational Pathways for Local Church Leaders”](#), no 527098-LLP-1-2012-1-NO-GRUNDTVIG-GMP. This research on beliefs deals with sociological issues bordering with theology.
  - b. [Riho Saard](#) project “E. Vilde 150” researched the writer's relationship to faith and church. The project ended with the conference on 24 April 2015 dedicated to the writer's 150<sup>th</sup> anniversary. In addition, two research articles were published in magazines: "Keel ja Kirjandus" (Language and Literature) no. 5, 2015 and "Looming" (Creation) no. 11, 2015. The third article will be published in the magazine "Looming" in the spring of 2016. The project financed by Estonian Ministry of Culture served the 2<sup>nd</sup> strategic objective of DP, expressing the recognition of the Institute's research in the society.
  - c. Study about “Religious questions in Estonia before 1940 in the context of Religious Affairs Department” was conducted by R. Saard from September to November 2015, financed by the Ministry of the Interior. Outcome was a presentation on 20 November 2015 when the conference to celebrate 25<sup>th</sup> anniversary Religious Affairs Department of Ministry of the Interior was held. In addition, an article will be published in 2016. The research served the 2<sup>nd</sup> strategic objective of DP.
3. Practical theology, including PCC and Diakonia.
  - a. To assure academic continuity of the Chair of Practical Theology, MA [Naatan Haamer](#) (lecturer of PCC) will be starting his doctoral studies in University of Eastern Finland 2016 and alumna of Institute's PHE PCC specialty MA Liidia Meel (MA in Social Work) started her doctoral studies in FTUT 2014.

Table 4.2. Overview of the publications by the Institute's lecturers, 2010–2015

According to classification numb.	2010	2011	2012	2013	2014	2015	Total
1.1.		1		1	10	3	15
1.2.	2	2	5			1	10
2.1.	1	1				1	3
3.1.					2	4	6
<b>Total</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>1</b>	<b>12</b>	<b>9</b>	<b>34</b>

According to research areas	2010	2011	2012	2013	2014	2015	Total
Biblical Studies and Antiquity	1		3	1	9		14
Church History, Sociology of Religion, Lutheranism etc	1	2	2		3	7	15
Other Disciplines	1	2				2	5

[286 publications](#) connected to the Institute are registered in [Estonian Research Information System](#) (ETIS) in September 2015. RDC effectiveness is characterized by publications in the period of 2010–2015, when through the Grants, the Institute managed research workers also from other institutions (University of Tartu and Tallinn University) were included. Participation in the Institute Grant has significantly improved the research work of our partners. According to the [classification of publications](#) in ETIS, publications of the highest ranking are 1.1., 1.2., 2.1. and 3.1. Scholars usually record all their publications, we focus here only on the highest ones.

More information on publications and two Grants is found in [ETIS](#).

Results of foundational studies in Biblical Studies and Antiquity in the last 5 years (14 publications) are significant. These set the basis for other subjects and influence them all. The last years' publications (15) in Church History and Sociological research will be valuable also for society and governmental organizations.

Through institutional relationships and travel support given by Institute, academic staff has been able to participate in the work of international networks and their conferences. Institute will also be paying more attention to the motivation system of academic staff and since 2015/2016 academic year there are funds through ESF for that purpose:

1. For every publication corresponding to ETIS ranking 1.1; 1.2; 2.1 and 3.1 will get a reward of 200 €.
2. For research that has been recognized by EELC as having practical value will get reward of 200 €.

By the Council of Institute the procedure for recognition of lecturers and granting of honorary titles will be developed for spring of 2016 and it will be implemented in the fall of 2016 when the Institute's 70<sup>th</sup> anniversary is celebrated.

#### 4.1.2. Connection of RDC activities to the needs of society and labour market

RDC activities in Institute originate from the needs of the owner and serve the needs of the EELC, but also of the society and expectations of the labour market. Following activities express our endeavours:

1. EELC is interested in the Institute executing research necessary for the church. A research sub-committee headed by [Thomas-Andreas Põder](#) has been created beside the EELC's education committee to have a clearer understanding of the needs and to formulate topics. The goal is to formulate the topics during 2016, identify the Institute's means for carrying out the research and the need for involving partners.
2. The PHE final papers of PCC students are tools to research different aspects of the PCC work, also to find out PCC role in the hospital and social care system.
3. Through MA DPCC master theses, the key questions and practice of the Diakonia and PCC field are researched from the point of view of theology and social sciences.
4. Theological and cultural project [“500 years since reformation in Estonia”](#) and the conference in 2016, as well as compendium of publications in 2017, 5 researchers from the Institute and 6 from other research institutions will be involved in this big project. This project results in informing of the public about the theological and cultural significance of reformation in Europe and Estonia in 2016, life-long learning course on reformation is offered and research will be published among Institute's Proceedings in 2017. Ecumenical partners will be involved. The project serves all of the strategic goals.
5. By participating in the religious-sociological research “About life, faith and faith life”, conducted by the Estonian Council of Churches in 2015–2016, the Institute's strategic RDC

area (Church History including Lutheranism and Sociology of Religion) is supported. Institute is represented in the expert-group by Liina Kilemit (head of the group), Ringo Ringvee and Ingmar Kurg. In cooperation with FTUT, changes in Estonian population's faith-views are clarified and compared to the 2010 research results. The head of the research-group will get financial support. Also the three Institute's MA students who are also involved in the research get smaller financial support.

6. Compilation of materials combining learning materials and historical research and publishing of the Institute's publication No XXII on the Institute's 70th anniversary during autumn of 2016.

#### 4.1.3. RDC support system

The following instruments form the RDC support system:

1. A five member research group is working, including the Academic Dean [Randar Tasmuth](#), extraordinary professor [Ringo Ringvee](#), associate professors [Riho Saard](#) and [Thomas-Andreas Pöder](#) and lecturer [Liina Kilemit](#) who plan research-development and publishing.
2. ESF grants a research scholarship to one or two researchers a year.
3. Research topics, possibilities and directions are discussed during the performance appraisals with the Academic Dean.
4. In the Institute's budget on RDC line there will be a line for funds rewarding lecturers for published research work from 2016.
5. Local foundation for research development is the Institute's library which is supported by co-operation agreement and info-exchange with the University of Tartu Library. Both libraries are available for the academic staff and according to co-operation agreement, also access to the valuable databases EBSCO, JSTOR Arts & Science is granted.
6. In co-operation with FTUT, principles for acquiring specialty literature considering the profile of either faculty will be discussed. This way surplus duplicating is avoided. The Institute firstly considers the needs of the Chairs, the main direction being the three development areas of RDC (see ch. [4.1.1.](#)).

ESF has been established for supporting of research-work of the academic staff and for paying of scholarship for students (see ch. [3.4.1.](#)). The second stage started in 2015 and in the fall the first 2 research scholarships for lecturers (both 500€) were paid in order to fulfil Institute's [strategic objective 1 and 2](#). Research topics are "Educational and cultural influence of the Institute of Theology of the EELC during its 70 years" (Riho Saard) and "The main elements of the history of New Testament era" (Randar Tasmuth). The objective is to conduct basic research for fresh approaches. Students are involved in both researches and the texts are published as learning material in the XXIII edition of the Institute publication in 2016 – in order to support Institutes [main activities 3 and 5](#) and academic studies and [research objectives 6 and 9](#). Funds in ESF are growing and we plan to enable one lecturer per year to concentrate on research for 1-3 months and pay for it.

#### 4.1.4. Financial resources needed for RDC development and a strategy that supports their acquisition

1. Every year 4-5% of the Institute budget internal funds will be allocated for RDC (see table [2.2](#)). In addition to that, there are RDC projects with targeted financing.
2. In 2011–2014, there was an ETF grant with yearly turnover of € 10,000 (total of € 40,000).
3. In 2015–2017, project [„500 Years Since the Reformation“](#) will take place, financed by German National Committee of the Lutheran World Federation, 3x6,500=€ 19,500.

4. EELC is interested in the Institute executing research necessary for the church. The goal for 2016 is to formulate the topics, clarify the Institute's capabilities and financial needs.
5. 2015–2016, the Institute's researchers participate in the religious-sociological research “About life, faith and faith life” conducted and financed by the Estonian Council of Churches. Liina Kilemit as the Head of the expert group shall get the scholarship of € 500 a year (see also ch. 4.1.2.).
6. An extensive 4-year project "[Research & Development Strategic Plan 2016–2019](#)" has been presented to our long-term partner German North Church (Die Nordkirche). The decision will be made in January of 2016. Planned foreign financing volume is 4x16,000=€ 64,000. The project originates from the Institute's mission, corresponds to the Institute's study and research needs, serves all of the strategical goals, involves students, internship partners and is in harmony with the document “Innovation strategy of Estonian research and development activities 2014–2020 “Knowledge based Estonia”” sub objective no 2: research and development activities will serve Estonian society and economy. Large portion of this project is aimed to develop Institute's RDC third strategic area: Practical Theology, including PCC and Diakonia. Developing of PCC and Diakonia competences is carried out by broadening ministry of chaplaincy, training and monitoring mentors. These activities are first established in the study environment of the Institute, then extended in co-operation with EELC churches, and governmental and local municipalities all over Estonia. This RDC project is directly linked with service to society. During the Project, also two other RDC strategic areas will be developed. Also publishing activities are supported. According to the needs appearing during the implementation of the project, it is possible to use some of the resources for improvement of the RDC infrastructure.

#### 4.1.5. Participation in RDC networks

There are three permanent networks where the Institute participates in and that have a key significance:

1. [British New Testament Society](#) (Biblical Studies and Antiquities – R. Tasmuth).
2. [Network for Ecumenical Learning in Central and Eastern Europe](#) (NELCEE) (Practical Theology, Sociology of religion and Ecumenism – R. Tasmuth). In the fall 2014, we started planning for new co-operation for research and publishing in the Eastern and Central European Ecumenical Learning Co-ordinating Network. The Network supports the coordination of the practical and theoretical research, keeping in mind the common benefit from the ecumenical perspective (DP [strategical objectives 1 and 5](#)).
3. [European Network of Health Care Chaplaincy](#) (ENHCC) (Practical Theology – N. Haamer). ENHCC is helping leaders and managers of health care organisations and faith communities to better understand the role and vision of health care chaplains. It also informs other health care and faith community workers of the breadth of health care chaplaincy and its trends across Europe. ENHCC is also one of the partners in development activities for the MA studies (APDP [1.1.5.](#)).

These networks are necessary for supporting the base-research as well as practical activities. Some temporary international networks have ceased to operate. In the future, the participation in the three mentioned networks is necessary to maintain, and strengthen participation in the Diakonia networks.

In spring 2016, we will start to specify the opportunities of cooperation with the Evangelical-Lutheran Theological University in Hungary.

To learn more about participation in RDC networks, see additional file [Participation of the Institute's academic staff in international networks and research groups](#).

#### 4.1.6. Updating and using of RDC infrastructure

RDC infrastructure is the Institute's infrastructure (see ch. [2.3.3.](#)). The project "[Research & Development Strategic Plan 2016–2019](#)" includes possibilities to use resources to update the RDC infrastructure by updating the library, databases and IT.

#### 4.1.7. Areas of good practice and improvements

Good practices		APDP
The strengths are longstanding experiences in research work and publishing, being known in Estonia and the high standard of two (Biblical Studies and Church History) out of three RDC strategic development areas.		1.1.9 1.1.11
Base research in Biblical Studies conducted in 2011–2014 was funded by ETF Grant 8665.		1.1.6
Published research works and study literature serve both students of the Institute and other educational institutions. Translation and publishing of Lutheran Letters of Confession in Estonian is specially worth mentioning.		1.1.9
Intensity of research activities in Church History and Sociology of religion has grown because of R. Ringvee's publications and participation in the research field of Estonia.		1.1.11
In 2015–2016, three lecturers (L. Kilemit, R. Ringvee and I. Kurg) participate in the project “About faith, life and faith life” conducted by Estonian Council of Churches. L. Kilemit is the project manager.		1.1.11
In 2015–2017, the project “500 years since the reformation in Estonia” will be implemented and research papers compiled and published.		1.1.6
In order to support RDC activities, substantial four year project “Research & Development Strategic Plan 2016–2019” has been presented to German North Church.		1.1.6
The lecturers’ research activities are supported from ESF and the Institute budget.		4.1.1 1.1.10
Areas for improvement	The action plan	APDP
Even though activities of Practical Theology department are more professional by nature, it is still necessary to increase the volumes of lecturers’ research papers and degree education in order to ensure even development of all the strategic RDC areas.	Degree education of lecturers of the Practical Theology (M. Tiitus and N. Haamer) is supported by financing study trips both in Estonia and abroad.	1.1.6 1.1.11
	Development activities of Practical Theology subject field are supported by financing publishing.	1.1.9 4.3.6
Defining and conducting of research necessary for the EELC.	The topics will be defined during 2016.	1.1.6
Financially supporting of lecturers' commitment to RDC activities.	In 2016, budget resources are assigned for financial recognition of research, publishing and development projects.	1.1.6 4.3.5
	Within the project framework of “500 years from reformation in Estonia” three lecturers researching this topic will get additional financing.	1.1.6 4.3.6

## 4.2. Student research supervision

### 4.2.1. Involvement of students in research, creative and project activities

At the moment, the phrasing and introducing of topics in the three above mentioned research areas (see ch. 4.1.1.) with the goal of including students in research work is being established:

1. Randar Tasmuth has compiled a list of topics in the area of Biblical Studies and Antiquities, which is used to guide students' graduation theses and prepare materials for publishing a compendium of edited articles in 2018.
2. In the area of Church History and Sociology of Religion, there are two topics:
  - a. Riho Saard will involve one student in composing of the overview of the history of the Institute for the 70<sup>th</sup> anniversary of the Institute in fall of 2016;
  - b. Under Liina Kilemit's supervision, a framework for analyzing the topics of the project of Estonian Council of Churches "About life, faith and faith life" will be designed and two students will be involved in it.
3. In the area of Practical Theology, students will be involved in development activities of mentoring and PCC, including research, through a project "Research & Development Strategic Plan 2016–2019".

During Master's degree studies, lecturers from different Chairs will introduce methods of research of their particular study field as a part of the module [Theory of Science, Research Methods and Thesis Design](#). This creates the possibility of cooperation which will be a basis for inter-disciplinary projects. The module is a place for introducing and developing projects for strategical RDC areas mentioned above.

MA students Saima Sellak-Martinson, Tauno Toompuu, Kerstin Kask and PHE student Annely Neame participated in international seminars in a Grundtvig programme lifelong learning project "[Religion and Multiculturalism: Educational Pathways for Local Church Leaders](#)". In the project setting, Estonian research was conducted by professor Ringo Ringvee and lecturer Liina Kilemit, and MA students Urmas Paju and Kerstin Kask were involved.

From 28 May until 1 June 2014, lecturer Naatan Haamer with two MA students Karin Härm and Siimon Haamer and PHE student Liidia Meel participated in [consultation of European Network of Health Care Chaplaincy](#) in Salzburg, where challenges of PCC work in hospital setting in today's Europe were discussed. Therefore, the participating students became involved in the work and continuity of a Europe-wide organization.

### 4.2.2. Student research supervision

In the job description of the academic staff, the supervision of the students' graduation theses is defined as an obligation of the lecturer. The supervision process is not defined in detail in any document, but the principles are agreed informally amongst the lecturers. The students are informed about supervision details in the framework of PHE subject *Introduction to Academic Writing* and MA module *Theory of Science, Research Methods and Thesis Design*.

Supervisors, except ordinary lecturers, are paid for each supervised theses. In 2015 there was an exception made and the Rector decided to reimburse all the lecturers (also ordinary lecturers) for every supervised theses, because there was more theses than usually. Now we are in the process of clarifying the obligations related to supervision of theses and by 2016 to budget a bonus system in order to pay for every supervised thesis to all the lecturers. We have asked for a satisfaction feedback

from all the students who defended their theses in 2014 and 2015 (see figure 4.1). 95% of replies was received. This questionnaire will be sent out at the end of every academic year.

It appears from the inquiry that regardless of the ordinary lecturers not being separately paid for the supervision work, the students are satisfied with the supervision process. Still our goal is to increase the quality of the supervision.

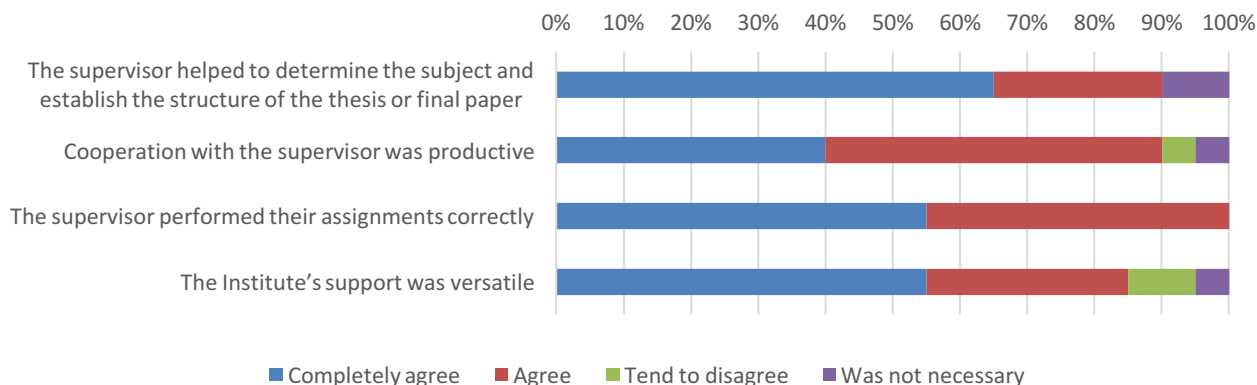


Figure 4.1. Theses supervision satisfaction inquiry among graduates, 2014–2015

Majority of theses deal with practical teleology (see figure 4.2). This is to be expected as the curriculum includes practical teleology disciplines the most and we have the most lecturers in this chair. The vast majority of Master's theses are supervised by ordinary or visiting lecturers, but specific subjects sometimes require supervisors outside the Institute (see figure 4.3). For raising the level of the final papers and Master's theses, we have conducted a pre-defense before the official defense of theses. This instrument brings clearly out also the shortcomings on the part of supervision and creates possibilities for finding solutions for fixing the situation.

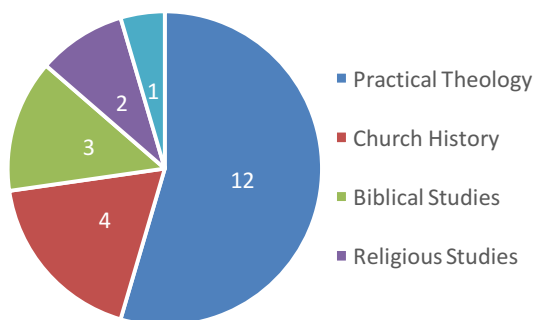


Figure 4.2. Topics of final papers and master theses divided by Chairs, 2012–2015.

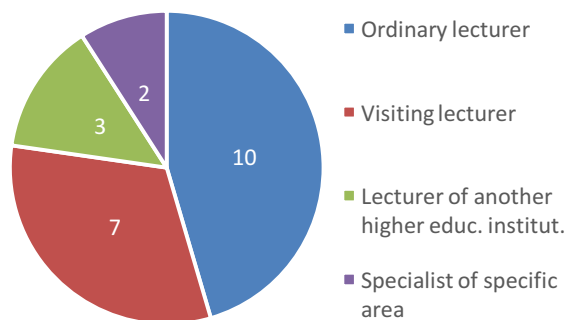


Figure 4.3. Supervision of final papers and master theses divided by lecturer position, 2014–2015.

### 4.2.3. Recognizing and avoiding plagiarism

The topic of plagiarism is handled in the framework of PHE subject *Introduction to Academic Writing* and MA module *Theory of Science, Research Methods and Theses Design*. Procedure for dealing with plagiarism is regulated in the Study Regulation of the FT in the [clause 164–171](#) (see also ch. [2.2.5](#)).

To enhance plagiarism recognition and prevention, we have planned to join the plagiarism recognition system [KRATT](#). The portal allows users to analyse Estonian-language theses and papers that have been digitally archived by higher education institutions, comparing these to each other and to the internet sources, and to manually upload theses and papers to compare their content with the

archives of higher education institutions and the Estonian-language Internet sources. We have not had a total inspection of all theses and we are not planning to conduct it in the future, but we are taking every suspicion seriously.

#### 4.2.4. Areas of good practice and improvements

Good practices		<a href="#">APDP</a>
Involvement of students in research work and projects takes place in the framework of strategic RDC development areas: Biblical Studies, Church History and Sociology of Religion, Practical Theology.		1.1.6 1.1.11
Improving of the quality of the supervising and writing of the graduating theses by pre-defense.		1.1.2
Areas for improvement	The action plan	<a href="#">APDP</a>
Paying additional bonuses to the ordinary lecturers for theses supervision.	We are in a process to define matters of student research supervision more specifically in the job descriptions of the lecturers. Bonuses to all of the ordinary lecturers for every supervised thesis are included in the budget of 2016.	4.1.1



## 5. Service to society

### 5.1. Popularisation of core activities of the Institute and involvement in social development

As is the case in private higher education institutions, service to society is conducted through private means and additional resources are involved through project funding. Considering our limited means, we try to be open to broader society through different activities and services. Unfortunately it has been beyond our means to especially reimburse our paid academic and other staff for such activities. They have acted out of strong mission and desire to develop their field. No records have been kept about such activities and therefore it is not possible to report all of them, but the table below gives a partial overview of our activities that reach beyond the Institute and makes a contribution to balanced development of society.

Table 5.1. Popularization of the Institute's activities and public services and endeavors

Special endeavors	<p>Yearly Open House Day in April.</p> <p>The church service conducted every study session, is open for the public.</p> <p>Yearly Diakonia conference and conference of Biblical Studies.</p> <p>In fall of 2016 theological conference "500 years since reformation in Estonia" is open to public.</p> <p>Pastoral Seminary introduces yearly its study programme in the FTUT and in the Institute.</p>
Participation in conferences and presentations	<p>Members of academic staff are often called to make presentations in different conferences: Naatan Haamer, Randar Tasmuth, Riho Saard, Ringo Ringvee (see <a href="#">ETIS</a>).</p>
Continuing education courses	<p>The latest challenge for the Continuing Education department is to provide a special training in co-operation with church and state agencies for those who serve the refugees who begin to arrive to Estonia in 2016.</p> <p>Through continuing education courses, we have contributed additionally into development of PCC, diakonia, ministry, church organizational work and other areas. From these courses we have welcomed new students to our degree programmes (see <a href="#">webpage of the Institute</a> and ch. 5.2.1.)</p> <p>In professional trainings of church music, in addition to church musicians and ministers, also the music teachers from public schools and choir conductors take part.</p>
Projects	<p>Big part of the project "Research &amp; Development Strategic Plan 2016–2019" is related to development of PCC and Diakonia competences and strengths. These activities are held in co-operation with local churches of EELC, local municipalities and governmental offices (see more ch. 4.1.4. and appendix <a href="#">Project R&amp;D Strategic Plan 16–19</a>).</p>
Social media	<p><a href="#">Facebook page of the Institute</a> that is followed by 800 people.</p> <p>Promoting of the Institute through <a href="#">FB page of EELC</a>.</p>
Collaboration of our lecturers, staff and students with different media publications	<p>Articles in publications: web magazine "<a href="#">Kirik ja teoloogia</a>" (Church and Theology), magazine "<a href="#">Kristlik Kasvatus</a>" (Christian upbringing), magazine "<a href="#">Eesti Arst</a>" (Estonian Doctor), newspaper "<a href="#">Eesti Kirik</a>" (Estonian Church) and others.</p> <p>Couple of times a year, the Institute is promoted in a longer talk-show in the radio (<a href="#">Vikerraadio</a>, <a href="#">Kuku raadio</a>, <a href="#">Pereraadio</a>). Shorter interviews before different events in <a href="#">Pereraadio</a> (Family Radio).</p>
Public services	<p>The Institute's Library is open to public, as well as offering opportunities for research-work on site and counselling.</p> <p>The Institute's continuing education and life-long learning courses are open to public.</p>

	Church Music department teachers and alumni take actively part in public music events giving concerts (organ concerts, choirs represented in song festivals and other public events).
Other	Lecturers and staff serve and preach in different church services, as well as serve as a church musicians. Comprehensive field trips and lectures directed to students, staff and alumni are not publicly advertised but also participants' friends or family of the target group participate in them – so also this activity is indirectly serving the general public.

### 5.1.1. Employees participation in the activities of professional associations and, as experts, in social supervisory boards and decision-making bodies

Table 5.2. The Institute employees' participation in the activities of professional associations and other social supervisory boards and decision-making bodies

Name	Organization
Kristel Aer Assistant to the Head of Church Music Department	NGO EELC Church Music Union; Estonian Organ Society; Association of Estonian Professional Musicians; NGO Hugo Lepanurm's Musical Society.
Arne Hiob Associate Prof.	Academic Society of Theology (Estonia); Estonian Bible Society; Estonian Organ Society.
Eenok Haamer Rector-Emeritus of TATIT; lecturer of Practical theology	Chairman of Estonian Evangelical Brotherhood; B.G. Forselius's Society; Academic Society of Theology (Estonia); Estonian Scout Association.
Naatan Haamer, lecturer of PCC	Member of occupational qualification committee for PCC and chaplains qualification; Estonian Association of Family Therapy; Research Ethics Committee of the University of Tartu; Ethics Committee of the Tartu University Hospital.
Siimon Haamer Head of TATIT	EELC Education Commission; chairman of NGO Human Est (development of PCC field); Estonian Scout Association (former Chief Scout); chairman of the council of the Foundation Kodumetsa (managing campsite of Estonian scouts).
Kerstin Kask Head of Dean's Office; Head of the Continuing Education Department	Professional Association of Chaplains; member of occupational qualification committee for PCC and chaplains qualification; Association of Estonian Religious Education Teachers; Education roundtable of the Estonian Council of Churches; EELC Children's and Youth's Work Association; Protestant and Anglican Network for life-long learning in Europe; EELC's committees: Education Committee, Diakonia Committee, Office of Clergyman Committee, Children's and Youth's Work Committee.
Jana Lahe Head of the Library	Member of Estonian Librarians Associations section for Special Libraries.
Kersti Petermann Head of the Church Music Department	NGO EELC Church Music Union; Estonian Organ Society; EELC's committees: God's Service and Church Music; Professional Committee of Church Music.
Ringo Ringvee Extraordinary Prof.	Estonian Academic Society of Religions.
Thomas-Andreas Pöder Associate Prof.	EELC Education Commission, chairman of Higher Education and Research Working Group; Estonian Semiotics Association; Academic Society of Theology (Estonia); co-founder and member of the editorial board of a semi-academic web journal Kirik & Teoloogia (Church & Theology), <a href="http://www.kjt.ee">www.kjt.ee</a> .
Liina Sander Assistant of the Head of Pastoral Seminary	Member of EELC's Nõmme Rahu congregation's council; Ambassador of EELC's Tallinn deanery synod; member of NGO Friends of Silence (Vaikuse Sõbrad); EELC Office of Clergyman Committee.

Ove Sander <i>Rector</i>	EELC Church Council; EELC Teaching Committee, Education Committee, Office of Clergyman Committee; Joint commission of EELC and Estonian governments; EELC Tallinn's Diakonia Hospital's board; Kuurme's Memorial Foundation's administrative board; chairman of the EELC Diakonia committee; chairman of Evald Saag's Foundation.
Einar Soone <i>Head of Pastoral Seminary</i>	Bishop of EELC; EELC Church Council; EELC Church Parliament; EELC Teaching Committee, Education Committee, chairman of Office of Clergyman Committee; EELC Ecumenism and Diaspora Committee; Joint commission of EELC and Estonian governments ownership- and legal issues subcommittee; representative of EELC in Estonian Council of Churches; member of University of Tartu's Faculty of Theology programme committee.
Randar Tasmuth <i>Academic Dean; Ordinary Prof.</i>	British New Testament Society (UK); Finnish Exegetical Society (Finland); Network for Ecumenical Learning in Central and Eastern Europe (Volos Academy, Greece); vice president of the Academic Society of Theology (Estonia); Estonian Bible Society; EELC Education Commission; EELC Committee of Foreign Affairs.
Marko Tiitus <i>lecturer of Practical Theology</i>	Academic Society of Theology (Estonia); Estonian Bible Society; Societas Liturgica; EELC's committees: Education committee, God's Service and Church Music committee, Office of Clergyman committee, Liturgy committee.

### 5.1.2. Areas of good practice and improvements

Good practices	APDP
Regardless of the fact that the Institute cannot reimburse the lecturers' and the staff's efforts to popularize the school and activities of developing the society, their efforts are still considerable.	
The latest challenge for the Continuing Education department is to provide a special training in co-operation with church and state agencies for those who serve the refugees who begin to arrive to Estonia in 2016.	
The participation of the academic and administrative staff in the developing process of PCC and chaplains' professional standards and membership in occupational qualification committee for PCC and chaplains qualification is a significant supporting factor initiating interest in learning in these programmes and to the development of PCC field in general.	

## 5.2. Continuing education and other educational activities for the general

### 5.2.1. Objectives of continuing education and measuring of their implementation

Table 5.3. Continuing education objectives defined in the APDP and activities to achieve objectives

Objectives of APDP	Activities
EELC shall possess an effective and field-based comprehensive training system for the clergy, church workers and volunteers, coordinated by the Institute	<p>Main areas of providing the continuing education are as follows: theology, church music, diakonia emphasizing PCC, family work, co-operation with local municipalities, PCC, Sunday School, and trainings directed to public school teachers and religion teachers.</p> <p>These trainings are held in cooperation with Church's subordinate units: EELC Mission Center (composing the curriculum for adult Bible School 2014), EELC Children's and Youth Work Union (conducting youth Bible and mission's course), EELC Consistory Diakonia and Civic Work (training on debt counselling 2014), EELC Family Center (different family counselling trainings 2013–2015). Estonian Council of Churches (training</p>

for retreat guides (2014–2015).

In March 2015, EELC Consistory Committee for Ministry and Education has set a goal of forming a competence model of ministry that will set direction for both academic and continuing education. The same committee will draw up a continuing education regulation for EELC. Following staff from the Institute will participate in the work of the committee: Head of the Pastoral Seminary Einar Soone, Head of the Department of Continuing Education Kerstin Kask, the assistant to the Head of the Department of Church Music Kristel Aer, Rector Ove Sander and lecturers Marko Tiitus and Allan Kährik.

In performing lifelong education there shall be a close cooperation between the sectors of degree studies, professional education and continuing education	To better use the resources, some courses held for degree study students are also offered as continuing education courses for other interested parties. This is mostly done in case of visiting lecturers, so that biggest possible group would benefit from what has been offered – for example, professor Robert Kolb's lecture about Lutheran Letters of Confession, as well as lectures of Paavo Kettunen from University of Eastern Finland. The same formula is used in church music vocational studies and continuing courses as the groups taking church music courses are small.
The number of the topics in the adult education and continuing education as well as the target group in the society shall have been expanded	The goal of choosing topics for continuing education is to be flexible and to quickly react to the needs of the target group. For example, five years ago the family counselling trainings were not as much in demand as today when EELC Family Center, which offers its workers ongoing training and supervision, has been formed. Due to their vigorous development, the family counselling topics are under greater attention in EELC. The Institute organizes 2-3 family counselling trainings a year. A training based on Christian values and PCC for family counsellors working outside the church in order to help them understand clients with religious background is being planned.
The Department of Lifelong Learning shall offer the service of supervision to the clergy, church workers and pastoral carers	The amount of people with supervision qualification is small. Only one person is actively offering supervision service for PCC workers. In 2014 and 2015, group supervision sessions were organized for the staff of EELC Family Center and the ministers and staff of Tallinn deanery. There is a plan to start with a supervisors training, so that the Institute could offer supervision service in greater quantity.
In adult education different methods and flexible forms of learning shall be applied in order to make the courses accessible to the widest possible audiences	In order to make learning more accessible for more people, different distance learning courses must be developed. This option has remained weak until now due to insufficient technical abilities and lack of human resources.
Adult-oriented Bible study shall take place in cooperation with the Mission Centre of the EELC	With Institute's participation, the Bible Course was implemented. The first course received good feedback. The course is conducted by Mission Center of EELC.
Regular training for preachers shall be carried out	Initiator of preachers training is FTUT, and lecturers from the Institute are lecturing there as well. Training is being held in two groups – one in Tallinn, the other in Tartu. The study is needed to find out how many preachers EELC needs.

Trainings take place mainly as 1-2 day entireties. Different base-trainings in certain area will last during longer period in 2-4 days cycles. For example: base-training for PCC as 7x4 days; children workers training as 9x2 days. In longer training, e-learning is used in addition to auditorial work and independent study. Conducting of continuing education courses is not obligation of Institute's ordinary lecturer according to contract and lecturers are additionally reimbursed for conducting continuing education trainings.

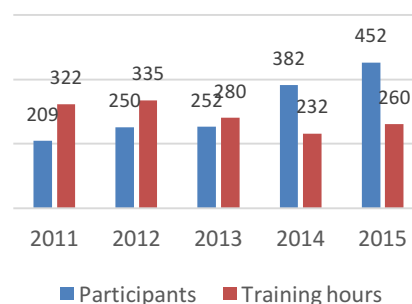


Figure 5.1. Training volumes of Continuing Education department, 2011–2015

Mostly the trainers of continuing education courses are not members of Institute's ordinary academic staff. Training volumes are pretty good compare to the size of our institution (see figure 5.1).

### Pastoral Seminary

Pastoral Seminary is a department of vocational education for those who have theological education, to offer them opportunity to continue learning with the goal of becoming a priest in EELC. The main emphasis in Pastoral Seminary is spiritual growth (*praxis pietatis*) expressed in regular prayer and liturgical life during the Seminary sessions, Bible study, PPC. Individual and communal spiritual growth is a decisive factor in person's formation to become a minister and their later service. The goal is to guarantee individual approach in their studies, therefore the volume of lessons is considerable compared to the amount of students (see figure 5.2). The figure 5.2 only reflects the lessons in the auditory, in addition it includes internship in the church under mentor. Admission to Pastoral Seminary, approving graduation and ordination are the bishop's duties.

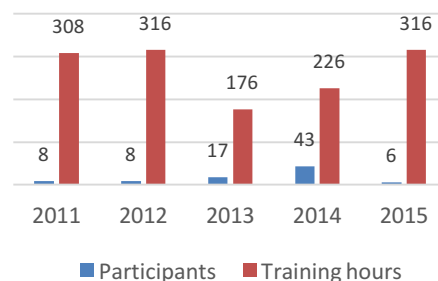


Figure 5.2. Training volumes of Pastoral Seminary, 2011–2015

### Church Music Department

The Church Music Department of the Institute offers vocational studies to church musicians. The program is composed of two two-year courses in order to apply for D and C category in church music. Between 2001–2014 31 people have studied in these courses: 18 people have graduated from the D-course and 7 people the C-course. The results of these courses are in harmony with labour market in Estonia. In addition to vocational studies, there are different continuing education trainings. The figure 5.3 gives an overview of the overall volume of the church music trainings.

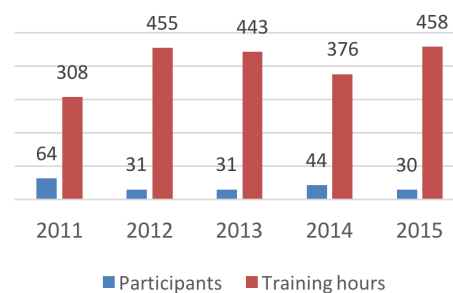


Figure 5.3. Training volumes of Church Music department, 2011–2015

## 5.2.2. Correlation of the continuing education to the needs of target groups and with the potentials and purposes of the Institute

In conducting continuing education courses, we consider the DP of the Institute and of the EELC. Average of about 350 people a year participate in about 250 hours of continuing education courses. Activities of the Pastoral Seminary and the Church Music Department are not taken into account in these volumes (see figures 5.1-5.3). Amongst the main target group (pastors and different church workers), we conduct regular surveys to map their needs:

1. In 2013, the survey was conducted in co-operation with the EELC Diakonia Department among pastors and diakonia workers. The survey resulted in concluding that the supervision for workers and trainings for volunteers was most needed.
2. In 2014, the survey was conducted in co-operation with the EELC Children's and Youth Union among the children workers. The survey resulted in concluding that children workers base-training (96 hours), different trainings about methods of children's work and trainings on Lutheran teaching are most needed.

Results from the surveys have been a good guidance for planning development activities and the training programme. We are continuously surveying the needs of the target groups and planning continuing education courses accordingly.

### 5.2.3. Participants satisfaction with the quality of continuing education trainings

Participants of the continuing education courses fill an electronic feedback questionnaire with questions about the training session, managing, training needs. As free answers are expected to the questions, it is not possible to measure the results, or present them in a diagram. The used feedback formula offers possibility to get an overview of expectations of the target group, gives directions for improvement and planning new trainings. Lately trainings on family counselling have been added and more attention has been paid to PCC topics. In the near future, trainings on grief counselling are planned.

We receive feedback from 50-70% of participants. The overall feedback is positive, especially the practical experiences of the trainers is mentioned as well as incorporating theory and practice. The main source of satisfaction is the opportunity to use the newly learned skills in the daily work. There has been very little negative feedback.

### 5.2.4. Areas of good practice and improvements

Good practices		APDP
In planning the training programs, the questionnaires among the target groups are considered.		1.3.3 1.3.5
Pastoral Seminary and the Church Music department will present a significant added value to the degree study.		1.2
The Church Music department is the sole provider of church music related basic education and vocational training in Estonia.		1.2.5- 1.2.8
Areas for improvement	The action plan	APDP
E-courses	In 2016–2017, e-courses about the anniversary of the reformation will be worked out and implemented.	1.3.5
Diversifying of the topics of continuing education.	The continuing education plan for 2016–2017 will be compiled after the competency model of the minister and the strategy of continuing education have been worked out.	1.3.3 1.3.1
Offering supervision for ministers, PCC workers and other workers in the church.	Supervisors training (2016–2017); supervision pilot groups in different areas of church work (2016–2017).	1.3.4

### 5.3. Other public-oriented activities

In December 2014, the Institute in co-operation with the EELC government conducted a conference “Christian values in Estonian politics”. Four parliamentary parties participated (Reform Party, Central Party, Pro Patria and Res Publica Union and Social Democratic Party). The Institute was moderating the discussion panel, professor Randar Tasmuth gave one of the main presentations. The conference was based on the co-operation principles of the higher education institutions, it emphasized the role of value-education and Christian ethics in our culture and education, which is fulfilling the goal of openness and positive influence in the society. The event had remarkable significance in fulfilling the 1<sup>st</sup> and 2<sup>nd</sup> strategic objective of the DP.

All of the other relevant activities are mentioned in the table 5.1.