



LITHUANIAN ACADEMY OF MUSIC AND THEATRE

SELF-EVALUATION REPORT

October 2021

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INTRODUCTION INTO THE SELF-EVALUATION REPORT OF THE LITHUANIAN ACADEMY OF MUSIC AND THEATRE (LMTA)

1. Pursuant to the *Descriptor of the Procedure for the External Review and Accreditation of Higher Education Institutions and Branches of Foreign Higher Education Institutions, Evaluation Areas and Indicators* approved by Order No. V-1529 of 19 December 2019 of the Minister of Education, Science and Sport of the Republic of Lithuania, the *Methodology for Conducting Institutional Review of a Higher Education Institution* approved by Order No. V-32 of 9 March 2020 of the Director of the Centre for Quality Assessment of Studies, as well as the provisions and guidelines of quality assurance in the European Higher Education Area, the community of the Lithuanian Academy of Music and Theatre (hereinafter referred to as LMTA, the Academy) conducted the self-evaluation of its performance in the period from 2016 to 2020 and produced its report (hereinafter referred to as SER) and hereby submits it to the Centre for Quality Assessment in Higher Education (hereinafter referred to as SKVC) for evaluation and accreditation.
2. The following are the origins and major milestones of the Lithuanian Academy of Music and Theatre:
 - In 1919, composer Jozas Naujalis founded a music school in Kaunas, and in 1920, it was transferred to state ownership; in 1933, it was reorganised into Kaunas Conservatoire. In 1944, Vilnius Conservatoire was established.
 - Following the merger of Kaunas and Vilnius Conservatoires in 1949, the National Conservatoire of Lithuania was founded in Vilnius.
 - In 1992, the National Conservatoire of Lithuania was renamed into the Lithuanian Music Academy, and in 2004, its name was changed again into the Lithuanian Academy of Music and Theatre.
3. The Lithuanian Academy of Music and Theatre is a specialised university of arts with a **mission** is to ensure sustainable development of art and research activities, participate in the shaping of the national artistic education and cultural policy, foster spiritual harmony and national identity of society, educate the most artistically gifted youngsters into creative, proactive, entrepreneurial people who are open to Lithuania and the world. **LMTA vision:** an open and creative academic art and research community that inspires breakthroughs in culture and creates values.
4. The Academy delivers studies in music, theatre, film, dance and history and theory of art, as well as art and research activities in these fields. LMTA delivers art doctoral studies in the fields of Music, Theatre and Film, as well as scientific doctoral studies in the field of History and Theory of Art and Ethnology in the area of Humanities.
5. The Academy is a public tertiary higher education institution. Its head office is located at Gedimino pr. 42, LT-01110 Vilnius. The founder of the Academy is the Parliament of the Republic of Lithuania. The Academy has autonomy which includes academic, administrative, economic and finance management activities, is based on the principle of self-governance, academic freedom and respect for human rights, and is defined in the *Constitution of the Republic of Lithuania, Law on Higher Education and Research of the Republic of Lithuania* and the *Statute of the Academy*.
6. **The collegiate governing bodies of the Academy** are the Council of the Academy (hereinafter referred to as the Council), the Senate and the single-person body – the Rector. The governance of the Academy rests on the principles of democracy, self-governance, publicity, accountability, competence and efficacy. The LMTA Council is the body that manages strategic affairs of the higher education institution, ensures its accountability to society, social responsibility and rapid and effective response to changes in the environment. The Senate is the body that manages the Academy's academic affairs. The Rector is advised by a collegiate advisory institution – the Rectorate – consisting of the Rector, Vice-Rectors, deans of faculties, heads of administrative units and the representative delegated by the Student Representation.
7. The **LMTA Student Representation** is an organisation that unites students of the Academy and defends their rights, takes an active part in the activities of the LMTA governing bodies, contributes to the improvement of the environment of studies and their processes, and aims at quality, smooth and useful studies at LMTA.
8. **Structure and structural units of the Academy.** There are three faculties, administrative units and other centres and offices related to studies, art and research activities in the Academy. The LMTA organisational structure is provided in Annex 1 to the SER.

9. The faculty is an academic unit that organises studies. The faculty consists of departments, divisions, study studios and other units. The work of the faculty is organised by the Council of the Faculty and the Dean. The Council of the Faculty is an academic self-governance institution of the faculty. The Council of the Faculty is composed of the teachers delegated by the faculty units and other staff, the dean and the representative delegated by the Student Representation. There are three faculties in the Academy which consist of department: the Faculty of Music (FoM, 19 departments), the Faculty of Theatre (FoTF, 5 departments) and Klaipėda Faculty (KF, 3 departments). Five studios operate under departments: Opera Studio (FoM), Music School-Studio (FoM), Film and TV Studio (FoTF), Theatre Studio (FoTF), Mock Theatre (KF). The department is a unit of studies, art and research of the Academy.
10. Specialised units/centres: the Academic Affairs Centre, the Career and Competence Centre, the Art Centre, the Research Centre, the Publication Centre, etc., contribute to ensuring smooth studies, art and research activities at LMTA.
11. **Quality Assurance System.** The quality of art, research activities and studies is assured through the internal quality assurance system, the external evaluation and accreditation of study programmes, as well as the external evaluation and accreditation of the results of art and research activities. The internal system for quality assurance in research and higher education is based on the provisions on quality assurance in higher education applicable in the European Higher Education Area and established in the *Strategy of the Academy*. Depending on their position, members of the Academy's community are in charge of continuous improvement of the internal system for quality assurance in art, research activities and higher education and the overall development of quality culture in the Academy.
12. **Study fields and programmes.** LMTA specialises in the fields of Music, Theatre, Dance, Film and History and Theory of Art by delivering study programmes in all the three cycles in all of them. At the moment, the Academy is the only higher education institution in Lithuanian that delivers university studies in the field of Film, Theatre and Dance, and doctoral studies in the fields of Music, Theatre and Film. See Paragraph 207 and Annex 22 to the SER for more on the studies.
13. **Art activities.** LMTA is an active participant in the Lithuanian field of culture and art. Most of the LMTA events and projects are closely related to the studies carried out at the Academy, and are the results of the creativity achieved during learning. By organising concerts, theatre and contemporary dance performances, film screenings, festivals, international and national competitions, the Academy becomes an active and important platform for the expression of young creative energy which is close to the largest professional art organisations in the country (the philharmonic society, the drama theatre or a small film studio) in the scope and principles of its activities. On average, the Academy hosts more than 500 public art events a year: about 300 concerts, about 170 performances, and about 30 film screenings. In 2020, due to restrictions related to the COVID-19 pandemic, these numbers fell by about two-thirds. The LMTA art activities involve not only students and teachers, but also almost the entire community of the Academy – its cultural, administrative and infrastructural staff.
14. **The LMTA research activities** refer to fundamental and applied research, as well as art research (music, theatre and film) in the areas of humanities (History and Theory of Art) and social sciences (Educational Sciences). International and national scientific events are held at LMTA, scientific and art research journals are published: *Lithuanian Musicology* (since 2000), *Principles of Music Composition* (since 2002), *Ars et praxis* (since 2013), monographs, publications intended for studies and notes.
15. **Students and graduates.** Talented and motivated students study at the Academy. The share of the admitted to the first cycle studies in 2020 who chose LMTA as their first priority was 95.3 per cent. In 2020, LMTA was the second among Lithuanian public higher education institutions by this indicator taken over by the Lithuanian Military Academy. The competitive score of the entrants to the state-funded places was 9.85. The Academy was the first among Lithuanian higher education institutions by this indicator for nine consecutive years.
16. As on 1 October 2020, 1,048 students were enrolled in the Academy, including 719 in the first cycle, 290 in the second cycle and 39 in the doctoral studies. During the same period, a total of 32 foreign students were studying at the Academy (16 in the first cycle, 14 in the second cycle and 2 in the third cycle) who came to LMTA for full-time studies, which amounts to 3.1 per cent. In 2020, LMTA diplomas were awarded to 260 first and second cycle graduates (152 bachelors and 108 masters), and the degrees of Doctor of Arts and Doctor of Science were conferred to 10 graduates of

doctoral studies. In the reporting period (2016 to 2020), a total of 1,211 graduates were awarded a qualification degree of a respective study cycle, including the bachelor's degree to 712 graduates, the master's degree to 465 graduates and the doctoral degree to 34 graduates. Graduates of the Academy successfully integrate into the labour market of culture and education in Lithuania and other countries.

17. **Teaching and other staff.** The Academy brings together the most prominent Lithuanian artists and researchers in their field, including 29 winners of the Lithuanian National Prize for Culture and Arts. A high qualification of the LMTA academic staff is emphasised in various evaluations. The majority of the Academy's staff are teachers and research associates (60 per cent of all staff). A total of 759 employees (456.6 FTEs) worked at LMTA as on 1 October 2020.
18. **Life-long learning.** With a view to “contributing to Lithuania’s goal of becoming a modern, vibrant, open to the world, upholding its national identity”, the Academy develops lifelong learning services and improves the mechanisms for recognition of competences acquired during non-formal and practical learning.
19. **Internationalisation.** Internationalisation is identified as one of the strategic priorities in all areas of LMTA activities. LMTA has 187 agreements on international cooperation with the partners from 38 countries around the world. In 2019, 152 teachers had short-term visits abroad under various international mobility programmes (137 incoming teachers), 50 students went for studies and practice abroad (37 incoming students), and 202 students made short-term mobility visits (267 incoming students). In 2020, 14 international study, research and art projects were in the course of implementation.
20. **LMTA external institutional review (in 2013)¹.** The international panel of experts, which evaluated the performance of the Academy, emphasised the institution’s outstanding maturity and significance in the cultural life of Lithuania. It is stated in the Evaluation Report that “The Academy is a unique higher education organisation in Lithuania and has a particular role to play in the promotion of the arts and reflecting international best practice, heightening both the institutions’ reputation and that of Lithuania in the Academy’s specific domains of study. The Academy has huge potential and merits support and promotion.” LMTA was accredited for six years by Order No. SV6-54 of 2 August 2013 of the SKVC Director, and accreditation was extended by Order No. SV6-3 of 25 January 2019 until the Academy is evaluated in accordance with the procedure established by the Ministry of Education, Science and Sport of the Republic.
21. **LMTA external institutional review (in 2021).** When a new stage of external institutional review started and the *Plan for External Evaluation of Higher Education Institutions* was approved by Order No. V-329 of 5 March 2020 of the Minister of Education, Science and Sport, a working group for collection of information about the LMTA activities, its quantitative and qualitative analysis and production of the text of the Self-Evaluation Report was set up by Order No. 129-VI of 17 September 2020 of the LMTA Rector. The composition of the working group, the stages of and deadlines for the self-evaluation and production of the SER are available in Annex 9 to the SER. The text of the SER was drafted in accordance with the *Methodology for Conducting Institutional Review of a Higher Education Institution*. The self-evaluation was based on the data collected internally by LMTA and the data on LMTA activities published by external institutions. The text of the SER consists of the analysis of LMTA performance by evaluation areas (4 chapters) and 33 annexes supplementing information.

¹ Available online at <https://lmta.lt/lt/kokybe/isorinis-kokybes-uztikrinimas/lmta-institucinis-vertinimas-ir-akreditavimas/>

1. MANAGEMENT

1.1. Compliance of the LMTA Strategic Plan with the mission, assurance of its implementation

22. LMTA is the only higher education institution in Lithuania that specialises in the training of professional artists and art researchers in the fields of Music, Theatre, Film and Dance. The LMTA mission – *to ensure sustainable development of art, scientific and art research, participate in the shaping of the national artistic education and cultural policy, foster spiritual harmony and national identity in society, educate the most artistically gifted young people into creative, proactive, entrepreneurial members of society who are open to Lithuania and the world* – is embedded in the Statute of the Academy (approved by the Parliament of the Republic of Lithuania of 28 June 2012, see Annex 4 to the SER). The wording of the mission is directly related to the mission enshrined in the *Law on Higher Education and Research of the Republic of Lithuania* (hereinafter referred to as the LoHER, 2009)² *to help ensure the country's public, cultural and economic prosperity*, as well as the duty *cultivate a creative, educated, dignified, morally responsible, public-spirited, independent and entrepreneurial personality, foster the civilizational identity of Lithuania, support, develop and create national and global cultural traditions*.
23. The mission of the Academy obligates to train artists and take responsibility for *sustainable development of art, scientific and art research* along with the implementation of the provision of the *Standards and Guidelines for Quality Assurance in the European Higher Education Area* (hereinafter referred to as the ESG): *higher education is an essential component of socio-economic and cultural development*³. The impact of LMTA activities on society and the whole national field of culture and professional art is broad:
 - The graduates of the Academy constitute the majority of the country's professional art collectives, such as the Lithuanian National Opera and Ballet Theatre or Lithuanian National Drama Theatre, etc.;
 - Most of research in Lithuanian musicology, ethnomusicology, theatre and film studies is carried out by the LMTA graduates in the field of History and Theory of Art;
 - LMTA teachers actively participate in the creation and performance of Lithuanian art, conduct fundamental and applied research, draft methodological tools for studies, are invited as experts or members of working groups in public institutions (for more see paragraphs 242-246, 254-256 of the SER and Annex 32 to the SER).
24. With regard to the higher arts education policy of the European Higher Education Area, the LMTA implements the first standard set out for the mission and vision in *MusiQuE Standards for Institutional Review*⁴: *reflect the value system on which an institution is founded, define its distinctive features and scope*, and the *provisions of the European League of Institutes of the ARTs* in relation to the impact of art on the European economy and the expression of civilization⁵.
25. The LMTA mission serves as a basis for the key strategic management documents of the Academy: the long-term strategies *Academy 2020* (approved in 2013, see Annex 3 to the SER) and *LMTA 2030* (approved in 2019, see Annex 2 to the SER), as well as short-term strategic plans drafted every year. They were based on the national policy papers on research, art and studies, the provisions of the *European Higher Education Area* (EHEA) and the *European Research Area* (ERA).
26. **The long-term LMTA strategy *Academy 2020*.** *Academy 2020* was the first long-term LMTA strategy to enshrine the Academy's vision, priorities and objectives. The links between the mission, vision and strategic lines of activities are set out in the table below:

² Available online at <https://e-seimas.lrs.lt/portal/legalAct/lt/TAD/TAIS.343430/asr>

³ Available online at https://www.skvc.lt/uploads/documents/files/Kita_infomacija/Leidiniai/ESG_vertimas.pdf

⁴ Available online at http://www.musique-ge.eu/userfiles/File/standards/MusiQuE_Standards_for_Institutional_reviews_2016-11.pdf, p.5.

⁵ Towards a European space for higher arts education AEC-ELIA Position Paper, http://www.aic.lv/ace/ace_disk/Bologna/Statem/ELIA-AEC.PDF

Mission:	ensure sustainable development of art, scientific and art research,	participate in shaping the national artistic education and cultural policy,	foster spiritual harmony in society and national identity,	educate the most artistically gifted young people into creative, proactive, entrepreneurial members of society who are open to Lithuania and the world.
Vision:	<i>become an open and dynamic space for studies, art and research that shapes the future of music, theatre, dance and film.</i>			
Strategic lines of activity:	1. Ensure student-centred studies and possibilities for lifelong learning, as well as competitiveness of art studies through development of new competences and improvement of the quality of studies. 2. Develop art activity, scientific and art research by promoting creativity and innovations; expanding international cooperation, interaction between research, art and studies; ensuring dissemination in regions. 3. Increase transparency and efficiency of governance and self-governance processes through improvement of organisational culture.			

27. The objectives embedded in the Strategy approved in 2013 are directly linked to the mission, vision and priorities: “The Academy aims at becoming an attractive and modern school training music, theatre, dance and film artists that is compliant with the international standards of higher art education institutions; bring together the most talented young people, encourage artists’ dialogue and creative campaigns, develop the sense of pride in and responsibility for the future of one’s art; bring together the most promising art researchers; participate in the cultural life of all Lithuanian regions by sharing its experience in artistic projects and spreading the spirit of creativity.”
28. The Strategy was drawn up on the basis of the relevant national strategic documents: the State Progress Strategy *Lithuania 2030* (2012), *Cultural Policy Change Guidelines* (2010) and the vision of the future of Lithuanian research and higher education *Learning Lithuania 2030* (2012).
29. The objective expressed in the State Progress Strategy *Lithuania 2030*⁶ – *to help Lithuania become a modern, energetic country, embracing differences, and with a strong sense of national identity* – is directly linked to the vision and objectives of the LMTA strategy *Academy 2020: educate art professionals who are open to the world and competitive* (Strategic objective No. 1); the same values are cherished (*Openness, Creativity, Responsibility*). The provisions on the progress of studies, research and culture in the field *Learning society: modern and dynamic, ready for future challenges and able to perform in an ever-changing world* of the progress area *Smart society* determined the objectives and targets of the LMTA Strategy.
30. The analysis of the situation was carried out in the strategy *Academy 2020 (Context of activity)*, taking into account the political, economic, social environment and technological actions. The SWOT analysis was instrumental in crystalising the strategic priorities, objectives, targets and planning implementation measures.
31. The identified **strengths** of the Academy (entrants’ high motivation, developed international cooperation, teachers who are renowned artists and deep traditions of training professional artists, a pool of art activities and art research) demonstrated that the Academy can be competitive on the international level too because it has a strong human potential.
32. However, in order to become a competitive higher education institution, attracting foreign students and lecturers is mostly hampered by **threats** such as insufficient quality of facilities and learning resources and infrastructure for art studies, as well as the decline in the number of potential students due to a worsening demographic situation and unfavourable policies of artistic education for children and young people, and a decline in the prestige of professional artists’ career due to insufficient attention to professional art in the national cultural, education and social policies. There was a clear risk of losing autonomy due to the processes of optimising higher education institutions and the risk of losing leadership in participation in the culture-shaping policies of the country.
33. The SWOT analysis showed that it is necessary to take advantage of **opportunities** to expand the range of choice of specialisations in art studies, strengthen the quality assurance system, motivate young people to do pedagogical work to promote the renewal of generations, pay more attention to the professional development and the improvement of motivation of the staff, intensify activities in Lithuanian regions, increase the share of own

⁶ Available online at <https://e-seimas.lrs.lt/portal/legalAct/lt/TAD/TAIS.425517>

funds in the Academy's budget, publicise the Academy's activities more actively and broadly. This led to more targeted cooperation with social and business partners, an increase of the Academy's influence in shaping the regional policy of the country, expanding the implementation of art, art and scientific projects, developing marketing of studies and lifelong learning activities.

34. The results of the SWOT analysis became a starting point for strategic development, establishment of operational priorities and improvement of the quality of activities. The links between the strategic objectives, lines of activities and areas of activities set out in the strategy *Academy 2020* are provided in the table below:

Strategic objectives	Strategic lines of activities	Areas of activities
1. Educate art professionals who are open to the world and competitive.	1. Ensure student-centred studies and possibilities for lifelong learning, as well as competitiveness of art studies through development of new competences and improvement of the quality of studies.	1. Studies, artistic activity, scientific art research.
2. Expand the scope of art creation, scientific research and its dissemination while fostering creativity and making a greater impact on national and cultural development.	2. Develop artistic activity, scientific and art research by promoting creativity and innovations; expanding international cooperation, interaction between research, art and studies; ensuring dissemination in regions.	2. Cultural, educational and training activity.
3. Ensure efficient activity planning, process management and continuous renewal of resources.	3. Increase transparency and efficiency of governance and self-governance processes through improvement of organisational culture.	3. Activity planning and management.

35. The targets and implementation measures are identified in the Strategy as *strategic changes*. For instance, seven implementation measures are provided for target No. 1 *Ensure student-centred studies and possibilities for lifelong learning, as well as competitiveness of art studies through development of new competences and improvement of the quality of studies*.
36. Strategic change indicators and their values were planned taking into account the LMTA mission, vision, national legislation and strategic documents, indicators of data provided for external monitoring and priorities set out in the Strategy. The indicator values planned for 2016, 2018 and 2020 were calculated on the basis of internal methodologies. The target and achieved values of the indicators are provided in Table 1 of Annex 5.
37. During the external institutional review carried out in 2013, the international experts of were positive about the draft strategy *Academy 2020*. Prior to the adoption and subsequent updating of the strategy, experts' recommendations *to revise Academy2020 and directly map actions to the challenges identified in the SWOT analysis* (R3); *give due consideration to the use of realistic language and targets* (R4) were taken into account, the Strategy was reviewed, updated and revised on a regular basis. The values of strategic change indicators were planned for 2016, 2018 and 2020.
38. Experience with the implementation of the strategy *Academy 2020* demonstrated that ambitious targets and consistent implementation of the plan help to achieve very good results. Several of them are provided below for illustration purposes:
- Having identified the emerging risk of *losing competitiveness due to an insufficient number of students* and having taken appropriate decisions, we managed to maintain a stable number of students (around 1,000);
 - With regard to *the threat of losing LMTA autonomy due to the processes of optimising Lithuanian higher education institutions*, autonomy was successfully preserved and some threats to competitiveness were eliminated in the process of optimising universities due to good results of performance assessment and the Music Academy of Klaipėda University became LMTA Klaipėda Faculty in 2018.
 - With a view of *becoming an open and dynamic space for studies, art and research* (vision), not only the existing infrastructure was significantly improved, but also the construction of the new LMTA campus started (for more see Annex 10) through the implementation of the strategic change measure 1.6 *Updated and modernised infrastructure of studies, renovated (new), modern buildings (spaces for studies) compliant with the needs of art studies and requirements applicable today*.
39. The LMTA strategically implemented changes linked to the growing need for new skills and competences in higher education are specifically related to the *Standards and Guidelines for Quality Assurance in the European Higher Education Area* (ESG) in order to adapt to a constantly changing world and implement a higher education policy focused on progress and continuous improvement.

40. **Long-term strategy LMTA '2030.** The Academy remembers 2019 as the year of drawing up a new long-term strategy. This was done by involving the community widely: six public debates were held in Vilnius and Klaipėda with various groups of community members: students, teachers from individual faculties, administration, etc. Three presentations of the strategy under preparation were held in the Senate with all-day-long hearings and two other meetings held by the Council on the key elements of the strategy. Management consulting company CIVITTA UAB was used in the initial stage of strategy development. The goal of strategy development was *after evaluation of the Academy's situation today to shape the vision for the next decade and establish strategic priorities of its activities.*
41. The community of the Academy embedded the vision: *an open and creative academic art and research community that inspires breakthroughs in culture and creates values*, in the long-term strategy LMTA '2030⁷. The links between the mission, vision and strategic lines of activity are provided in the table below:

Mission:	ensure sustainable development of art and art research,	participate in the shaping of the national artistic education and cultural policy,	foster spiritual harmony and national identity in society,	educate the most artistically gifted young people into creative, proactive, entrepreneurial members of society who are open to Lithuania and the world.
Vision:	An open and creative academic art and research community that inspires breakthroughs in culture and creates values			
Strategic priorities:	1. Sustainable activity; 2. International school; 3. Transferable culture			

42. The Strategy again builds on the national and European strategic documents to strengthen the integration of LMTA activities in the European Higher Education Area (EHEA) and the European Research Area (ERA). For example, the implementation of the strategic priority *International School* is impossible without the tools developed by EHEA, whereas internationalisation of research and creation is not possible without the active mobility of researchers and strengthening of knowledge flow (ERA).
43. The strategy LMTA '2030 provides an updated analysis of the lines of the Academy's activity, the competitive environment, trends in the activities of higher art institutions abroad, the SWOT analysis and a plan for the implementation of the new vision. The Strategy was designed to ensure the continuity of the activities of the strategy *Academy 2020* and formulate new ambitious objectives, focusing on strengthening the community. Three qualitatively new strategic priorities fulfilling the LMTA mission and related to the development of activities in the international context and leadership in Lithuania, have been approved:
- *Sustainable activities*: preservation of traditions, excellence and identity, stability of the Academy's activities and complete readiness for new challenges, stability of the Academy's activities and maximum preparedness for new challenges.
 - *International school* – attraction of international students and teachers, competitive and compliant with the highest international and quality standards.
 - *Transferrable culture* – spread of art values in the general public, active participation in the processes of the art education and cultural policy.
44. Based on the results achieved by the strategy *Academy 2020* and taking into account the experts' recommendation R2 (*Sets of key actions and targets with timelines, dates and responsible parties identified in the new strategic plan will enable more effective monitoring and review*), the strategy LMTA '2030 provides for an implementation plan detailing the activities, tasks and target implementation indicators of the LMTA strategic priorities (Key Performance Indicators (KPIs), as well as stages for implementation of activities, deadlines and sequence⁸.
45. In 2021, preparatory work is underway on the planning and implementation of the strategy activities, as foreseen in the strategy implementation schedule. For instance,
- The working group set up to implement the first goal (*Develop and apply staff motivation measures*) of the second activity (*To strengthen the interaction among studies, art and research, and foster uniqueness*) of the first strategic priority *Sustainable activities* developed and submitted to

⁷ Available online at https://lmta.lt/wp-content/uploads/2018/07/LMTA2030_strategija_PATVIRTINTA_ENG.pdf

⁸ See strategy LMTA '2030, p. 21-25

the Rector and Council the recommendations on the improvement of the methodology for calculation of teachers' remuneration and the decision was made to develop and start applying the motivation system of additional bonuses for the results in art, research methodological and other activities in the Academy.

● To implement the third goal (*Develop the platform for publication of works created and performed in the Academy*) of the third activity (*disseminate more actively cultural and art values in the public space*) of the third strategic priority *Transferrable culture*, the database *LMTA Mediateka* is being developed and programmed this year, where it is planned to store and publicize creative and research works of the Academy's students and teachers.

46. **Short-term strategic plans.** The objectives set out in the long-term strategies are detailed in the **short-term strategic action plans** (hereinafter referred to SAP). SAPs are drafted, approved, implemented, monitored, evaluated and the results achieved are reported in accordance with the procedure laid down in Article 8(1) and Article 23 of the Law on Strategic Management of the Republic of Lithuania⁹ and the first section of Chapter 4 of the Strategic Management Methodology¹⁰. SAP is a mandatory element of accountability to the public, founders and legal entity participants. The main purpose of the SAP is to plan, use and report on its basis to the Ministry of Finance on the state budget funds allocated for the implementation of the Academy's mission in a targeted and rational manner. Two long-term funding programmes from the state budget are foreseen for the implementation of LMTA strategic objectives:

● **The first SAP Programme *Student Support*** and its implementation are directly linked to the first strategic objective of *Academy 2020* to *educate art professionals who are open to the world and competitive*. The funding programme is designed to motivate students to achieve the best possible learning outcomes, actively participate in students' art and research activities in Lithuania and abroad, ensure appropriate living conditions, and increase access to art studies. Under this programme, LMTA was allocated EUR 395.00 K from the state budget in 2020. It represents 3.75 per cent of the total budget of the Academy.

● **The second SAP programme *Training of Top Qualified Specialists*** is related to the first and second objectives of the strategy *Academy 2020* which has already been implemented. This SAP programme is intended for training the number of top qualified professionals in music, theatre, film and dance arts, as well as history and theory of art, art management, art pedagogy and arts (music, drama, dance-movement) therapy provided for in the plan and approved by the state. The programme ensures funding intended for the delivery of studies, development of art creation, scientific research and dissemination thereof. In 2020, LMTA was allocated EUR 8,343.32 K under this programme. It represents 79.11 per cent of the total budget of the Academy.

47. SAP operational priorities are linked to long-term strategic lines of activity set out in the strategy *Academy 2020*. The links between the operational priorities and the weaknesses identified in the SWOT analysis are provided in the table below:

Operational priorities	Weaknesses
1) Updating study programmes and development of internationalisation	● Too narrow range of studies for choice
2) Updating and supplementing of learning facilities and resources	● Unsatisfactory condition of infrastructure, facilities and learning resources ● The main revenues of the Academy are state budget funds
3) Improvement of the internal quality assurance system	● Lack of system in quality assurance in studies
4) Professional development of artists and researchers, promotion of internationalisation	● The problem of renewal of generations and career possibilities
5) Dissemination of the results of art and research activities, regional development	● Insufficient publicising of the results, scope and intensity of art, art research and scientific activities
6) Optimisation of management, improvement of operational management.	● Inefficient management and communication

⁹ Available online at <https://www.e-tar.lt/portal/lt/legalAct/13ecbb50c1be11ea9815f635b9c0dcef>

¹⁰ Available online at <https://www.e-tar.lt/portal/lt/legalAct/6c9c93b0a8e511ebbcbbc2971cdac3cb>

48. Criteria for assessing the objectives and goals of the SAP programmes are clear and measurable. For example, several indicators related to studies and their annually-planned values are provided below:

Name of the indicator and unit of measure	2016	2017	2018	2019	2020	2021 (planned)
Ratio of graduates who completed the first, second and third cycle studies that ensures the renewal and growth of Lithuanian professional art compared to the entrants in respective year	0.8	0.75	0.7	0.7	0.7	0.7
Percentage of students in the first and second study cycles who received grants from the state budget of the number of state-funded students in the first and second study cycles.	10	10	10	10	10	10
Number of graduates who completed the first, second and third study cycles, as well as professional (non-degree) state-funded and non-state funded studies.	260	220	242	266	265	276

49. **Compliance of SAP 2021-2023 with the long-term strategy *LMTA`2030*.** Upon assessment of the developments in the operational context in 2019, performance of the SWOT analysis, development and adoption of a new long-term strategy, its provisions have also been transposed into the short-term strategic plans. The effective SAP 2021-2023 encompasses the following links between the weaknesses identified in *LMTA`2030* and the strategic priorities envisaged:

	<i>LMTA`2030</i> strategic priorities	SAP 2021-2023 operational priorities	Weaknesses
1.	Sustainable activities – preservation of traditions, excellence and identity, stability of the Academy’s activities and complete readiness for new challenges.	1.1. Ensure student-oriented quality and attractiveness of studies. 1.2. Strengthen the interaction among studies, art, research and foster uniqueness. 1.3. Ensure financial stability. 1.4. Ensure sustainable development of environmentally friendly infrastructure.	<ul style="list-style-type: none"> • Insufficient participation in the international research area by researchers. • Problems of young teacher inclusion and generation change. • Heavy dependence on state funding.
2.	International school – attraction of international students and teachers, competitive and compliant with the highest international and quality standards.	2.1. Develop internationalization of studies. 2.2. Actively advertise LAMT activities abroad. 2.3. Strengthen research internationalization and project activities.	<ul style="list-style-type: none"> • Low number of full-time international students. • Passive marketing of studies and services for the public. • Problems of young teacher inclusion and generation change. • Insufficiently efficient management of operational processes and changes.
3.	Transferrable culture – spread of art values in the general public, active participation in the processes of the art education and cultural policy.	3.1. Strengthen the Academy’s leadership in society. 3.2. Expand non-formal education and continuing training/learning activities. 3.3. Actively disseminate cultural and artistic values in the society.	<ul style="list-style-type: none"> • Problems of young teacher inclusion and generation change. • Heavy dependence on state funding. • Insufficiently efficient management of operational processes and changes.

50. The planning of the activities and indicators of the short-term strategic plans is in line with the Academy’s capabilities, and the results ensure the priorities of sustainable activities and transferrable culture enshrined in the strategy *LMTA`2030*.
51. **Monitoring of the strategy and strategic plan indicators and the use of their results for the improvement of performance.** The preparation of the Academy’s strategies and SAPs, planning of measures to improve the quality of activities and monitoring of implementation is carried out by the Rectorate. The objective of monitoring is to keep constant track of the results of the implementation of the strategic action plans and take timely decisions to improve the Academy’s performance. The part of the SAP related to the use of state budget funds in line with the measures provided for in the plan is controlled by the Ministry of Finance of the Republic of Lithuania. Implementation of the planned measures in financial terms is constantly monitored in the Academy’s accounting system and controlled by the LMTA management.

52. The funds received from other sources for the Academy's targeted activities are controlled by the institutions providing funding and the responsible LMTA staff. SAP Programme implementation reports on the use of appropriations allocated from the state budget are submitted each quarter of the year and for the whole year at the end of the calendar year.
53. A report on the implementation of programmes and efficiency criteria is submitted annually after the end of the calendar year. All budget implementation reports and financial statements are discussed in the Rectorate and introduced to the Senate. In accordance with the *Statute*, the annual estimate of revenue and expenditure and the report on its implementation is approved by the Council.
54. Detailed results and indicators of the implementation of the LMTA SAP are presented in the annual report of the Academy (the summary of the annual report for 2020 is provided in Annex 5) which is submitted by the Rector and upon evaluation by the Senate is approved by the Council. Annual reports are publicly available on the website of the Academy. The report is drafted by the areas of LMTA activity. Every year, it presents the dynamics of performance indicators over the last five years, examines changes in indicators, highlights strengths and activities to be improved by each area of activity. Data analysis results become the basis for planning the follow-up activities of each LMTA unit.
55. Specific heads of the academic and administrative units identified in the SAP technical annexes are responsible for the management (accumulation, analysis, presentation of the results achieved) of the target performance according to their functions and competences. E. g., the heads of the Study Information and Data Office of the LMTA Academic Affairs Centre and the financial planner of the Finance and Accounting Office are responsible for the goals and data management of the programme *Student Support*. The Vice-Rectors for Studies, Research and Art, the heads of the Human Resources, International Relations, Quality Management Offices and Art Centre are responsible for data management and goals of the programme *Training of Top Qualified Specialists*.
56. The Academy's strategic planning and management processes, monitoring performance indicators and result evaluation are systematic and objective, based on a continuous analysis of the context of activities, the search for opportunities to act and an assessment of ongoing developments and LMTA performance. For example, 80 per cent of the targets for this SAP were fully implemented and exceeded in 2020 (51 per cent of them exceeded the target value by 20 per cent or more). 19: *Number of outgoing teachers under international mobility programmes* (target – 100 / implemented – 25); *Number of cultural and art events hosted by LMTA* (500 / 266), *Number of participants in non-formal adult education professional development programmes / lifelong teaching/learning programmes / retraining courses and events* (1,500 / 597) and others were among the indicators which were not fully implemented due to COVID-19-related restrictions. However, the target values related to distance learning and learning resources *Number of study subjects/modules taught by means of e-teaching/learning resources and (or) in a distance mode* (target – 35 / implemented – 184), *Number of data bases subscribed by the LMTA Library* (20 / 27), have been significantly exceeded.
57. The results of annual monitoring are used for the improvement of performance. E. g., as a result of monitoring the indicator *Number of students outgoing for short-term exchange* (projects, intensive courses), the *LMTA Descriptor of the Organisation of International Short-Term Student Mobility* was developed and approved where the procedure for organisation of international short-term student mobility, recognition of international short-term student mobility outcomes, reporting for international short-term mobility by students was laid down.
58. The examples of strategic solutions presented demonstrate a responsible approach to the appropriateness, efficiency and effectiveness of the management of available resources in implementing the Academy's mission. All strategic documents and activity reports are publicly available on the LMTA website¹¹.

¹¹ Available online [LMTA | Documents](#)

1.2. LMTA process management

59. **LMTA management, decision making, distribution of responsibilities.** The collegiate governing bodies of the Academy are the Council of the Academy (hereinafter referred to as the Council), the Senate and the single-person body – the Rector. The management of the Academy is based on the principles of democracy, self-governance, publicity, accountability, competence and efficiency. The functions of the Council, Senate and Rector are governed by the *Law on Higher Education and Research of the Republic of Lithuania*¹² and the *LMTA Statute*¹³.
60. In 2014, LMTA successfully completed the project *Development and Implementation of the Internal Quality Management System of Studies of the Lithuanian Academy of Music and Theatre* VP1-2.1-ŠMM-04-K financed by the European Social Fund and the state budget of the Republic of Lithuania under measure 2 *Improving the Efficiency of the Study System* of the 3rd priority axis *Lifelong Learning of the Operational Programme for the Human Resources Development 2007–2013*. Operational processes were defined in the Academy and responsible units and/or employees of the Academy (owners of processes) were established (see Table 1 of the *LMTA Quality Manual*, Annex 7 to the SER).
61. The Scheme of the Operational Processes in the Academy is provided in Annex 7 to this SER (*LMTA Quality Manual*, p. 8).
62. In the period after the external review and accreditation of LMTA activities, the LMTA organisational structure was improved to ensure the management of LMTA operational processes. Information about all the changes of the organisational structure is provided in Annex 11. Several of them are worth noting, for instance, the Quality Management Office replaced the Study Quality Centre in 2014. This change was made to implement the LMTA external review experts' recommendation: *the academic and educational leadership of the Study Quality Centre be strengthened and made more visible to ensure that QA is motivated by core educational values relevant to an arts institute*. Another example is the integration of Klaipėda Faculty (Academy of Arts that used to be part of Klaipėda University) into the LMTA organisational structure in 2018. From a strategic point of view, this change is related to the process of optimising Lithuanian higher education – the Academy has committed itself to participating in regional development policy and ensuring the training of necessary specialists in the region of Western Lithuania.
63. The distribution of responsibilities and accountability in the Academy is based on the LMTA organisational structure, the *LMTA Statute*, the operational regulations of the units and staff job descriptions, as well as operational regulations of the LMTA collegiate governing bodies – the Council and the Senate (summarised distribution of responsibilities in the Academy is presented in Annex 12). It should be noted that the prevailing LMTA decision-making culture is characterized by the ability to discuss the problem at length, look at the various aspects and all the elements of the process, and listen to all stakeholders which determines the success of the implementation of the future decision and the outcome of that decision. For example, within the combined process of studies and lifelong learning, there is a process of student admission to the first and second cycle programmes. This student admission process is coordinated by a chief specialist of the Study Information and Data Office working with admission matters. The results of the annual student admission depend on a coherent chain of collegiate actions and decisions involving both external institutions and the LMTA itself. A detailed description of the process of student admission into the first cycle study programmes is provided in Annex 13.
64. **Analysis of process management, improvement of processes and establishment of risk management measures.** The LMTA operational processes are analysed at the meetings of the Rectorate, the Academic Affairs Centre, the Art Centre, the Research Centre, the Infrastructure Directorate, etc. attended by the owner of a respective process. When participating in the Lithuanian University Rectors' Conference¹⁴, in the activities of its committees and working groups (the Infrastructure and Finance Committee, Research Committee, Study Committee, Information Technology Permanent Working Group, Health and Sport Permanent Working Group, International Relations Permanent Working Group, Law Permanent Working Group), the LMTA Rector, Vice-Rectors and other employees represent the interests of LMTA and seek to influence the

¹² Available online at [XI-242 Lietuvos Respublikos mokslo ir studijų įstatymas \(e-tar.lt\)](#)

¹³ Available online at [XI-1322 Dėl Lietuvos muzikos ir teatro akademijos statuto patvirtinimo \(e-tar.lt\)](#)

¹⁴ Available online at <https://lurk.lt/>

improvement of the conditions for studies of the group of fields of arts studies in Lithuania, reduction of potential external risks, and in its turn initiate changes in the management of LMTA operational processes, if necessary.

65. The results of analysis of LMTA operational processes are used to influence decisions of external institutions, such as the Ministry of Education, Science and Sport of the Republic of Lithuania, the Association of Lithuanian Higher Education Institutions for General Admission (hereinafter referred to as LAMA BPO), etc., having a direct impact on LMTA activities. For instance, in the strategy *Academy 2020* approved in 2013, the political environment was assessed among other things: *In Lithuania, the greatest impact on the training of professional artists is made by the political environment. The reform of higher education that started in 2009 and the procedure for general admission of students to Lithuanian higher education institutions had an adverse impact on the efforts to obtain state funding. Every year, state funding for art studies is reduced. Due to specific conditions of the competition for receiving state funding and student admission procedures that are not suitable for the selection of future artists, state funding is allocated only to around 30 per cent of persons wishing to study at LAMT. As art studies, music studies in particular, are among the most expensive, gifted young people choose to study abroad when they do not receive state funding, thus putting the Academy's survival, the quality of studies and competitiveness at stake.* The problem was that state-funded places were allocated to the whole field of art studies in general. Music, theatre, film, dance, and visual arts competed with each other for state funded places. The result was difficult to predict, as most of the places went to the programmes with the highest number of entrants. As a result of the LMTA management's efforts, the *Law on Higher Education and Research* was amended under which the number of places for art studies is now allocated by study programmes. Thanks to this amendment¹⁵, the number of state funded places in each study programme has been stabilised and managed, in coordination with the Ministry of Education, Science and Sport since 2017. Another result of the LMTA management's efforts is that from 2019 onwards the marks of the secondary school leaving certificate are not included in the the competition score in the study programmes that belong to the group of art studies in universities. They have been replaced by the marks of the entrance examination¹⁶. This has enabled the most talented students to be admitted to state funded places, despite the fact that their achievements in general education schools were not particularly high. In this way, the risk of losing some of the most talented students due to inappropriate regulation of admission conditions for artists to get a state funded place has been reduced.
66. The results of analysis of LMTA operational processes is also used for drafting or updating of LMTA internal documents. Working groups are usually formed for these activities, documents are considered and approved by the LMTA Council, LMTA Senate, LMTA Rector, and faculty council according to the area of management. For example, the analysis of the process of coordination of international relations made it clear that it is necessary to regulate the process of organising international short-term mobility for LMTA students, as the scope of such mobility increased and regulation of international long-term mobility is not suitable for this process. The owner of the international relations coordination process, i.e., the Head of the International Relations Office, initiated the development of the *LMTA Description of the Procedure for Organisation of International Short-Term Student Mobility*. The draft of this document was developed by a working group composed of the representatives of the International Relations Office, faculty representatives, representatives of the Quality Management Office and the Study Programmes Office. The prepared and coordinated *Description of Procedure* with annexes was approved by Order No. 162-VI of 18 December 2020 of the LMTA Rector.
67. In accordance with the *Law on Internal Control and Internal Audit of the Republic of Lithuania* and *Description of Procedure for Implementation of Internal Control in a Public Legal Person* approved by the Minister of Finance of the Republic of Lithuania, the LMTA approved the *Description*

¹⁵ The list of the preliminary number of state funded first cycle and integrated study places in university studies to which students are admitted in 2017, the number of study grants and allocated state funding by study fields or study field groups, arts studies – also by study programmes, training of teachers – by study programmes or their groups is approved by Order No V-344 of 9 May 2017 of the Minister of Education and Science of the Republic of Lithuania on the preliminary number of state funded first cycle and integrated study places to which students are admitted in 2017, the number of grants and funding thereof.

¹⁶ *Descriptor of the Procedure for the Compilation of the Admission List for Applicants to First Cycle and Integrated State Funded Study Places and Study Grants in 2019*, approved by Order No. V-948 of 29 November 2018 of the Minister of Education and Science of the Republic of Lithuania on the Approval of the Description of the Procedure for Compilation of the Admission List for Applicants to First Cycle and Integrated State Funded Study Places and Study Grants in 2019.

of the *Procedure for Implementation of Internal Control in the Lithuanian Academy of Music and Theatre* and implements internal control in accordance with it. Internal control policy is based on LMTA risk assessment and internal quality assurance system, taking into account the specific nature of LMTA activities. The risk is managed by identifying its factors and selecting internal controls to manage them. In view of constantly changing economic, regulatory and operational conditions, risk management is carried out continuously and/or periodically, the content of the internal control policy is reviewed and updated on a regular basis. The staff supervising the implementation of internal control (owners of the LMTA operational processes) oversee the implementation of internal control in the Academy and its compliance with the internal control policy established by the LMTA management by carrying out continuous monitoring covering each element of internal control. They provide the LMTA Rector with information on internal control and risk management, weaknesses in the implementation of internal control policy and risk factors. When conducting internal audit, the Internal Auditor examines and evaluates internal control and submits recommendations to the LMTA Rector regarding the improvement of internal control. Every year, the staff appointed by the order of the LMTA Rector as responsible for supervising the implementation of internal control submits to the Ministry of Finance of the Republic of Lithuania information on the implementation of internal control.

68. **Involvement of social stakeholders in LMTA management.** The model of LMTA management structure, like other Lithuanian higher education institutions, is established in the *Law on Higher Education and Research of the Republic of Lithuania*. The self-governance of the LMTA academic community is linked to democratic principles of government which include direct participation of this community and its decisive influence in the formation of the LMTA governing bodies with the greatest power. With a view of matching the principles of autonomy of higher education institutions, their responsibility and accountability to the public, it is established in the *Law on Higher Education and Research* that part of the members of collegiate governing bodies of higher education institutions performing the functions of self-governance of a higher education institution are appointed in accordance with the procedure established by the higher education institution from persons not belonging to the community of that higher education institution. In accordance with *Law on Higher Education and Research*, the LMTA Council which is the LMTA governing body with the greatest powers, consists of nine members, including four members who do not belong to the LMTA staff and students. They represent different areas of interest: development of professional musical culture; development of professional theatre, film, dance culture; development of art and business synthesis; LMTA students' needs.
69. Information on the involvement of stakeholders in the activities of collegiate governing bodies performing LMTA self-governance functions is provided in the table below:

Participant in LMTA management. Committee. Commission	Stakeholders	Student representatives	Academic staff representatives	Administrative staff representatives	Representatives of social partners, society
LMTA Council		present	present		present
LMTA Commission for Elections to the Council		present	present	present	
LMTA Senate		present	present	present	
LMTA Ethics Committee		present	present	present	present
Admission and Accreditation Commission		present	present	present	present
LMTA Commission for Elections to the Senate		present	present	present	
LMTA Rectorate		present	present	present	
Faculty Council		present	present	present	
Study Programme Committee		present	present	present	present
Commission for Assessment of Students' Final Theses			present		present

1.3. Publicity of information about LMTA activity and its management

70. The LMTA aims at ensuring that the information it stores, analyses and uses is relevant and contributes to effective management of all of its operational processes: studies and lifelong learning, art activities, research activities, etc. (see. Annex 7 (*LMTA Quality Manual*, p. 8)). The data necessary for sound decision-making is ensured by efficient processes of collecting and analysing information about study programmes and other activities. Data on LMTA activities is collected in reports on the activities of the Academy and its units, summaries, documentation plans, files (in paper and electronic form: a common data management system is in place), when conducting surveys, completing student and pedagogical registers and in other ways.
71. All major data and information about LMTA is published on the Academy's website in Lithuanian¹⁷ and English¹⁸, and relevant news is also available on the LMTA *Facebook* account). The results of art and research activities, such as concerts, performances, lectures, conferences and other events, are recorded on the LMTA *Youtube* channel¹⁹, stored in the LMTA TV media depository²⁰, which has been publicly available since 2020, and publications of all three LMTA scientific journals are available online²¹. All accumulated data and information serve as a basis for shaping the Academy's strategic vision for the future and specific action plans, drawing up recommendations, developing indicators, undertaking commitments, improving and designing study programmes.
72. The LMTA main performance indicators in the period from 2016 to 2020 were established in the strategy *Academy 2020*, are provided for in the strategy *LMTA'2030*, as well as in the annual strategic plans²². The implementation of performance indicators is monitored by the heads of the respective units. The report on the implementation of key performance indicators is presented in the LMTA annual reports which in accordance with the *LMTA Statute* are presented to the Senate by the Rector, submitted by the Senate to the Council, considered and approved by the Council. Reports are publicly available on the LMTA website²³.
73. All stakeholders participate in the consideration of operational plans and submission of recommendations for improvement: the LMTA academic community – teachers, students, administrative and other staff, graduates, social partners, potential employers, the state (the Ministry of Education, Science and Sport, the Ministry of Finance). Both the LMTA community (teaching and administrative staff representatives, students) and the public and external partners are represented in the Council approving the key documents of the Academy. The drafting of strategic documents is subject to consultation, discussion of the draft with all interested groups before a final version is prepared, which is also presented to the community.
74. Information about LMTA activities is provided to the founders and participants of the legal person, academic community and society according to the nature of their participation and interest in LMTA activities. Regular reports and documentation are submitted to official institutions. The public can find all information of interest, including documents, on the LMTA website, and is informed through press releases and in other forms (media, social media). The academic community has access to information and data of interest to it by directly sending enquiries to the responsible staff, as well as during meetings of units (departments, faculties), sittings and internal community fora; community members are constantly kept informed of the LMTA activities by email (newsletter). Both the public and the community of the Academy, founders, partners and anyone interested in LMTA activities can see its results on various e-platforms and channels (*lmta.lt*, *Youtube*, *Facebook*, LMTA TV). The effectiveness of

¹⁷ Available online at <https://lmta.lt/lt/>

¹⁸ Available online at <https://lmta.lt/en/>

¹⁹ Available online at <https://www.youtube.com/channel/UCws-DeDqDVzDRjYD6AXzjww/videos>

²⁰ Available online at <https://tv.lmta.lt/mediateka/>

²¹ Available online at <http://xn--urnalai-cxb.lmta.lt/lt/>

²² Available online at <https://lmta.lt/lt/lmta-dokumentai/lmta-strateginiai-planai/>

²³ Available online at <https://lmta.lt/lt/lmta-dokumentai/veiklos-ataskaitos/>

communication channels is measured by feedback: by visit statistics in cyberspace, by the intensity of its publication when information is provided to the media, by reactions, suggestions in response and comments in cases of direct communication (meetings, sittings, emails, etc.). Questionnaire surveys are also conducted.

75. The effectiveness of the data collected and its analysis is measured by the success of the indicators, forecasts and plans drawn up on their basis. If the targets are not achieved, the reasons are analysed.
76. Data on studies and students is of particular importance for ensuring the sustainability of LMTA activities and their planning. Faculty administrators and the staff of the Study Information and Data Office are responsible for managing student data. Student data is submitted to the Student Register²⁴. Information on students' performance is managed by faculty administrators. The examination period is followed by summarising the students' performance and analysing the level of the learning outcomes achieved by the students. The student performance summary reports are used to take further decisions on allocating motivating grants, alternating the procedure of financing the studies, retaking the course, expelling the student, etc.
77. The Study Information and Data Office, together with faculty administrators, monitors the indicators of successful graduates and students who terminate their studies. Cases of termination of studies are analysed at meetings of the Academic Affairs Centre and faculty departments, if they are related to the environment of the Academy, efforts are made to eliminate the causes.
78. Students express their views on study programmes by participating in surveys conducted by the Quality Management Office, also, by communicating with the specialisation teachers, heads of departments, and staff members. Students have the power of decision when participating in the activities of many LMTA committees, commissions, working groups; students' representatives are elected to the LMTA Council and Senate.
79. The Academy aims at ensuring that the organisation and provision of academic, financial, social, psychological, personal and other support to students is appropriate and that the dissemination of information to existing and potential students is consistent and timely. Information on study modes, funding, aim, outcomes, evaluation of achievements, opportunities for mobility, etc. is provided in a variety of ways: in respective sections of the website lmta.lt, documents governing studies, during Open Doors Days for LMTA entrants and Information Days for first year students, study fairs in Lithuania and abroad. Important and urgent information is sent to students by email. In the library of the Academy²⁵, students are advised and assisted in looking for the required information in the Lithuanian and international catalogues and data bases. The Career and Competence Centre of the Academy coordinates information of students about professional career possibilities.
80. Students of the Academy are provided with all necessary information about financial support, such as grants, tuition fee discounts, reimbursement of travel expenses, etc. (the documents governing these matters are publicly available on the website). Students are informed about financial support available from state (the State Studies Foundation²⁶, Department of the Affairs of the Disabled under the Ministry of Social Security and Labour²⁷, etc.), public and private foundations, as well as about accommodation (in the LMTA student residence, Giedraičių g. 57, Vilnius), possibilities for improving their physical health (LMTA has the Physical Education Centre), psychological counselling.
81. Information on study programmes is publicly available in Lithuanian^{28 29} and English³⁰. The Study Programmes Office is responsible for their content. Information on relevant profiles of study programmes, study plans and subject descriptions are sent to LMTA employees and teachers every year.

²⁴ Available online at <https://www.nsa.smm.lt/infrastrukturos-pletros-departamentas/registrai-pagrindinis-puslapis/studentu-registras/>

²⁵ Available online at <https://biblioteka.lmta.lt/en/home/>

²⁶ Available online at <https://vsf.lrv.lt/en/>

²⁷ Available online at <http://www.ndt.lt/neigaliuju-studentu-remimas/>

²⁸ Available online at <https://lmta.lt/lt/bakalauro-studiju-programos/>

²⁹ Available online at <https://lmta.lt/lt/magistranturos-studiju-programos/>

³⁰ Available online at <https://lmta.lt/en/english-lmta-welcomes-foreign-students/english-course-catalogue/>

82. Information on internal and external quality assurance and review reports, as well as information on the surveys of stakeholders conducted by LMTA is published on the website of the Academy by the Quality Management Office. Upon receipt of the review report and recommendations for improvement, LMTA starts follow-up, i.e. establishes improvement measures for improvement of studies in the field, implements and monitors them.
83. Study programmes are improved in compliance with the *LMTA Regulation on Study Programmes*³¹. Study programme committees, consisting of study field teachers, students and social stakeholders (graduates, employers), are actively involved in this process. The composition, functions and responsibilities of committees are described in the *LMTA Regulations on Study Programme Committees*³².
84. A new information study system is currently being introduced in the LMTA. After the Academy suspended the development processes of the technologically outdated closed-source study information system STUDIUM in 2020 and renewed its membership in the higher education consortium, intensive work on the installation of the *Oracle PeopleSoft Campus Solutions* (EDINA) study information system started in autumn: the analysis of LMTA study processes, preparation of the installation plan, completion of questionnaires, collection/storage of data and their import into the information system. It is planned to launch the system in August 2021. The system in place will provide an opportunity to manage study information data more efficiently, provide information related to the study process to students and teachers, import data from the LAMA BPO Register and export data to major study-related registers (students, diplomas, diploma supplements, etc.).
85. The employment and career of the Academy's graduates is monitored by the Centre and Competence Centre. Data is obtained from the Career Management Information System of the Lithuanian Higher Education Consortium (KVIS, www.karjera.lt). KVIS provides automated personal career management tools and services, makes it possible to monitor student careers and inform the public about monitoring outcomes. When connected to this system, students can create and manage personal career plans.
86. The results of the data analysis in KVIS show that about 50 per cent of LMTA graduates start their career while studying in the Academy, and around 40 per cent start working within one year after graduation. Quite a few LMTA graduates work in the non-governmental sector, and establish new troupes, ensembles, creative teams and businesses.
87. Data on financial, learning resources and facilities and their information management is provided in sub-section 1.5.

1.4. Human resources management

88. **Staffing, human resources management and appraisal.** The LMTA staff employment policy, human resource planning process, staff selection principles (*professionalism, equal opportunities and diversity, transparency, legality, priority for community members*), employment conditions, measures offered to newly-employed teachers, etc., and those responsible for all processes are identified in the *LMTA Human Resources Strategy* (see Annex 14 to the SER).
89. The human resources management in the Academy includes the establishment of qualification requirements for teaching, artistic/scientific and administrative staff, staff selection, employment and adaptation, staff training (improvement of qualifications) and evaluation of its performance, establishment of objectives for the staff, establishment and record keeping of the workload of teaching and artistic/scientific staff, motivation and evaluation of the staff, as well as dismissal.
90. The following are the principles for organisation and management of LMTA human resources: *efficiency, high competence, openness, responsibility and accountability, equality and non-discrimination, fair and transparent remuneration for work, staff motivation*. Staffing takes place in accordance with the legislation and recommendations of the Republic of Lithuania, strategic priorities of the LMTA and the need to implement the mission and strategic objectives. For instance, the provision set forth in Article 10.3 of the *Law on Higher Education and Research* that *more than half of the*

³¹ Available online at https://lmta.lt/wp-content/uploads/2020/08/LMTA_Regulation_of_study_programmes20190424.pdf

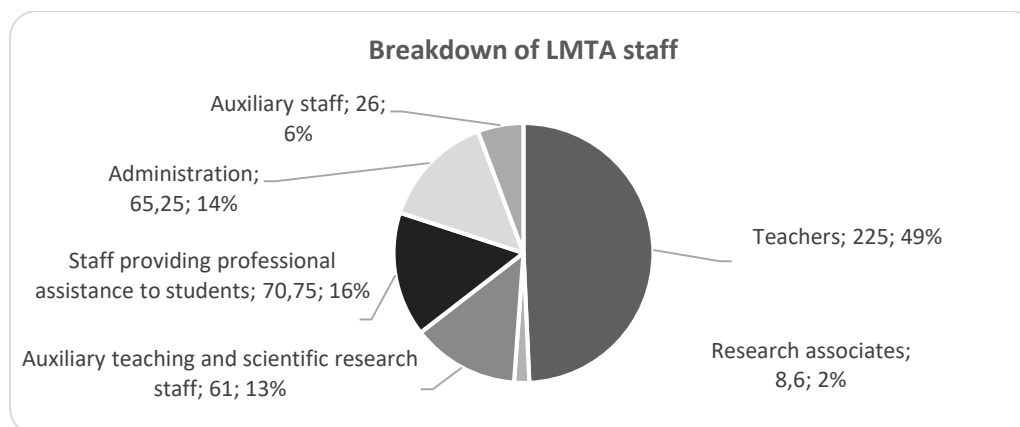
³² Available online at https://lmta.lt/wp-content/uploads/2018/01/LMTA_studiju_program_komitet_nuostat_20180516.pdf

teaching staff of a university must be scientists and/or established artists or doctors in art is embedded in the strategic documents of the Academy as one of the most significant monitoring indicators, whereas targeted pedagogical staffing and attraction of highly-qualified teachers precondition high values of the indicator.

91. The indicators set forth in the *LMTA Human Resources Strategy* correlate with the implementation of objectives established in the LMTA strategic documents.

No.	Value of the indicator	Source	Target for 2023	Target for 2030
1.	Percentage of highly-qualified teachers of the total number of teachers	LMTA three-year strategic plans	70 per cent	70 per cent
2.	Share of foreign teachers or teachers who received education abroad	<i>LMTA Strategy 2020-2030</i> , priority <i>International school</i> , indicator No. 12	10 per cent	20 per cent
3.	Share of teachers participating in professional development every year	<i>LMTA Strategy 2020-2030</i> , priority <i>Sustainable activities</i> , indicator No. 4	50 per cent	50 per cent
4.	Share of administrative and study-related staff with foreign language competence at least at B2 level (percentage)	LMTA Strategija 2020-2030, priority <i>International school</i> , indicator No. 14	25 per cent	50 per cent

92. The Statute establishes that *the staff of the Academy shall consist of the academic staff (teachers, artistic and scientific staff, professors emeritus), administrative, property maintenance and other staff*. A more detailed breakdown of employees at LMTA (as on 1 October 2020) is provided in the figure below:



93. The largest share is taken by the teaching staff which amounts to 435 people (225 FTEs, 49 per cent). As research projects have grown in recent years, the number of research associates has also increased. Auxiliary teaching and scientific research staff takes a significant share of the staff with 110 people (61 FTEs, 13 per cent). They are concertmasters, illustrators, editors in research activities, etc. The staff of dean's offices, department coordinators, the staff of other units serving studies (e.g., library) are attributed to the staff providing assistance to students which amounts to 94 employees (70.75 FTEs, 16 per cent). The administration consists of 75 employees (65.25 FTEs, 14 per cent.), auxiliary staff amounts to 27 employees (26 FTEs, 6 per cent).

94. **LMTA academic staff.** It consists of:

- Teachers (profesors, associate professors, lecturers and assistants);
- Research associates (chief research associates, senior research associates, research associates, junior research associates).

95. The academic staff exercises its academic freedom (their rights are defined in paragraphs 91-94 of Chapter IV of the *Statute*,) and is guided by the *Code of Academic Ethics* (see Annex 15 to the SER).
96. The teacher plays a key role in creating high-quality study experience and conditions for acquisition of knowledge, competences and abilities. Student diversity and increased focus on learning outcomes require student-centred learning and teaching, as a result, the teacher's role changes too. LMTA takes responsibility for qualified teachers and facilitating their effective work.
97. A research associate participates in fundamental and applied research carried out at the Academy, implements research projects, publishes research results, and thus contributes to the generation of new knowledge about art processes.
98. **Qualification requirements** for researchers and research associates are governed by the *Law on Higher Education and Research, LMTA Statute* (see p. 15 and 16 of Annex 4 to the SER), as well as the *Description of Minimum Qualification Requirements for Positions of LMTA Teachers and Research Associates*³³ approved by the Senate. Qualification requirements for teachers are established by a higher education institution, and for research associates by the Research Council of Lithuania. The requirements approved in the description of requirements are applicable to LMTA teachers-artists, teachers-researchers and research associates.
99. **Employment of LMTA teachers and research associates, their accreditation** are governed by the *LMTA Statute* (see p. 16 of Annex 4 to the SER), as well as the *Description of the Procedure for Organisation of Public Competition to Positions of LMTA Teachers and Research Associates and their Accreditation*³⁴ and *Description of Admission to Main Positions of Teachers and Research Associates at LMTA and Formation of the Accreditation Commission and its Rules of Procedure*³⁵. An indefinite duration employment contract is concluded with a person who has won the competition for the second time in a row for the same position as a teacher or research associate. This person is accredited every five years in accordance with the procedure laid down by laws. Appointment to a higher position of a teacher or research associate takes place by way of a public competition.
100. **Teacher's workload.** Pursuant to the *Description of the Procedure for the Rates of and Payment for Reduced Working Time* approved by Resolution No. 534 of 28 June 2017 of the Government of the Republic of Lithuania on the Implementation of the Labour Code of the Republic of Lithuania, the working time rate established for the LMTA teacher may not exceed 36 hours working time rate per week. In accordance with the *Recommendations on the Working Time Structure of Higher Education Teachers* approved by Order No. V-695³⁶ of 11 May 2020 of the Minister of Education, Science and Sport of the Republic of Lithuania, the LMTA teacher's full-time workload consists of the following activities:
 - Hours of contact work with students: the workload formally planned for the teacher's face-to-face communication with students expressed in hours;
 - Hours of non-contact work: the duration of the teacher's preparation for contact work with students and related activities expressed in hours;
 - Scientific research and experimental development (R&D), participation in the shaping of art themes, art activities, publication of the results of the abovementioned activities;
 - Publicity, promotion and presentation to the public of academic R&D activities;
 - Improvement of competences and organisational activities.
101. The workload of LMTA teachers is accounted for in accordance with the *Description of the Procedure for Accounting the Workload of LMTA Teachers and Concertmasters*³⁷. The workload of a teacher per FTE is 1,500 hours a year and 36 hours a week. The workload consists of hours of

³³ Available online at [LMTA_dest_ir_moks_darb_min_kval_reikal_20181212.pdf \(sharepoint.com\)](#)

³⁴ Available online at [LMTA_atest_ir_konkurs_org_tvark_apras_20161207_20180328.pdf](#)

³⁵ Available online at [LMTA_priem_atestac_kom_sudar_ir_darbo_tvark_apras_20161207.pdf \(sharepoint.com\)](#)

³⁶ Available online at <https://www.e-tar.lt/portal/lt/legalAct/6b99d960934611ea9515f752ff221ec9/asr>

³⁷ Available online at [LMTA_dest_koncertm_kruv_apskait_tv_apr_20200629.pdf \(sharepoint.com\)](#)

pedagogical (contact and non-contact) work and art, research, methodological activities, implementation of scientific research and experimental (social, cultural) development (R&D), publication of the results of these activities and organisational activities. For example, the annual workload of a professor-artist per FTE consists of: 600 hours (40 per cent) of contact work with students, 250 hours (17 per cent) of non-contact work and 650 hours (43 per cent) of art, research and organisational activities.

102. **Accreditation of teachers and research associates and annual reports.** After winning the competition for the position, LMTA teachers are accredited every five years. Every year, teachers and research associates submit the data on the results of studies/art/research activities and professional development in the system ataskaita.lmta.lt (by 31 January). The monitoring is carried out by departments, faculties, the Quality Management Office and the Research Centre. Reporting data is used for the evaluation of teachers' activities during accreditation and competitions, in case of promotion or/and increase of the salary coefficient, when preparing for external reviews of LMTA study, research and art activities (SKVC, Lithuanian Research Council) and internally assessing the available potential of teachers for the planned activities of the Academy and process improvement.
103. **Pedagogical titles.** LMTA teachers may be awarded the pedagogical title of a professor or associate professor provided they win a competition for a second term in a respective position and complete a full term as a professor or associate professor at LMTA with at least 0.25 FTE. Awarding of pedagogical titles is governed by the *LMTA Description of the Procedure for Awarding Titles of Professors and Associate Professors*³⁸. In the period from 2016 to 2020, 34 LMTA teachers were conferred the pedagogical title of a professor, 60 teachers were awarded the pedagogical title of an associate professor.
104. **Honorary titles.** The Senate may grant the title of Emeritus Professor to professors who have been active in scientific, methodical and pedagogical activities at the Academy for exceptional merits in arts and/or science. This is regulated in the following LMTA internal documents:
 - *LMTA Regulations on Awarding the Title of Emeritus Professor*;
 - *LMTA Procedure for Payment of the Benefit of LMTA Emeritus Professor*.
105. The *LMTA Regulations on Awarding Honorary Titles*³⁹ govern the procedures for awarding the titles of LMTA Honorary Doctorate and LMTA Honorary Professor. At the time of drafting this SER, at LMTA there were six persons with the title of LMTA Honorary Doctorate⁴⁰, including cellist and conductor Davidas Geringas, violinist Gidonas Kremeris (conferred in 2016), opera soloist Violeta Urmanavičiūtė-Urmana, musicologist, Speaker of the Reconstituent Seimas of the Republic of Lithuania Prof. Vytautas Landsbergis.
106. **Non-academic staff.** The Academy may employ persons in compliance with the *Labour Code of the Republic of Lithuania*⁴¹ and other laws for the performance of administrative functions at LMTA and its units, the implementation of tasks of studies, art activities, research and experimental (social, cultural) development and economic activities of the Academy.
107. LMTA non-academic staff consists of:
 - Administrative staff (heads of LMTA and individual units and other administrative staff);
 - Auxiliary teaching and research staff (concertmasters, illustrators, editors);
 - Staff providing assistance to students (the staff of dean's offices, department coordinators, specialists of other units, library staff, staff providing health-related and social assistance to students);
 - Auxiliary staff (property maintenance staff).

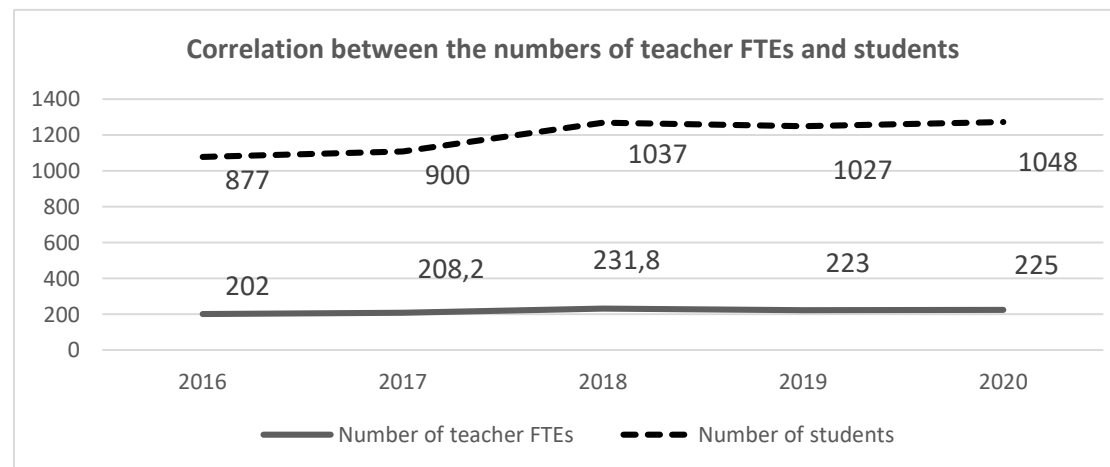
³⁸ Available online at [PATVIRTINTA \(sharepoint.com\)](http://PATVIRTINTA.sharepoint.com)

³⁹ Available online at [PATVIRTINTA \(sharepoint.com\)](http://PATVIRTINTA.sharepoint.com)

⁴⁰ Available online at <https://lmta.lt/lt/english-about-lmta/garbes-daktarai/>

⁴¹ Available online at [XII-2603 Lietuvos Respublikos darbo kodekso patvirtinimo, įsigaliojimo ir įgyvendinimo įstatymas \(e-tar.lt\)](http://XII-2603.LietuvosRespublikosdarbokodeksopatvirtinimo.isigaliojimoirigyvendinimoistatymas(e-tar.lt))

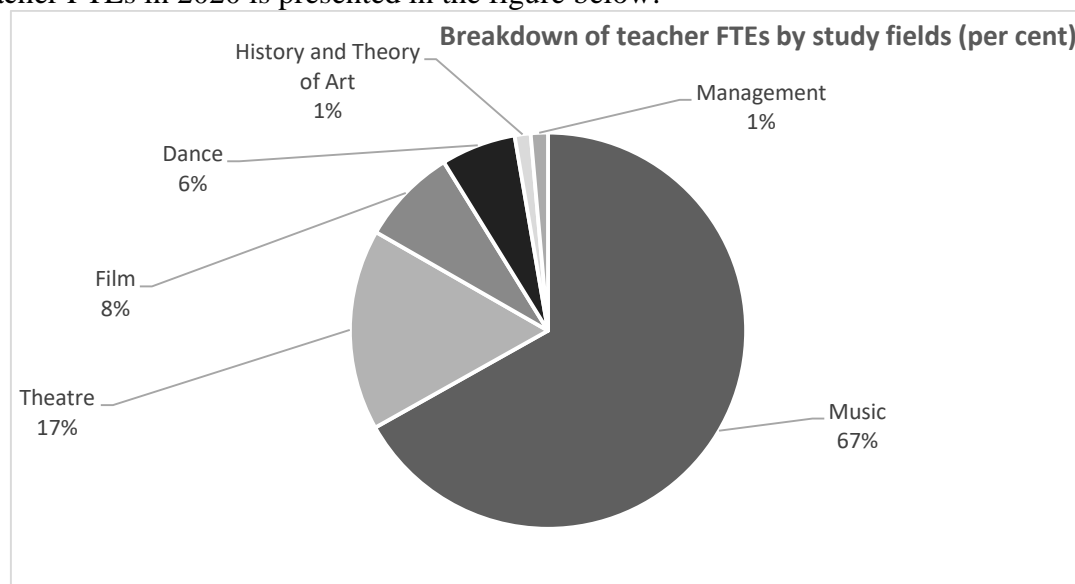
108. The number of administrative and other staff members, their duties and functions in the regulations of units and job descriptions are approved by the order of the LMTA Rector. The administrative, art and other staff of the Academy is appointed to the office by way of a public competition. Competitions for the positions of administrative, art and other staff are published on the Academy's website and, where appropriate, in other media. Open-ended or fixed-term employment contracts are concluded with administrative, art and other staff. In addition to administrative duties, administrative and other staff may also carry out pedagogical and/or scientific work.
109. Members of the Academy's community – teachers, researchers, administrative, property maintenance and other staff who are about to complete or complete pedagogical, scientific, administrative and other activities at LMTA and who have significantly contributed to the implementation of the Academy's mission and development of art, research and study activities through their long-standing work, may receive the *LMTA Medal of Honour*⁴². In the period from 2016 to 2020, the LMTA Medal of Honour was awarded to 25 members of the LMTA community.
110. **Sufficiency of academic staff.** The demand for teachers and other staff depends on the number of students, the specific characteristics of study programmes, the scope of ongoing projects and other activities corresponding to the LMTA mission. The sufficiency of staff to achieve the stated operational objectives is ensured by the heads of departments and other units, monitoring is carried out by the Legal and Human Resources Offices., The number of LMTA staff by category for the last five years is provided in Table 1 of Annex 16 to the SER, whereas the changes in the number are represented in Figure 1 of Annex 16. Increase in the total number of staff by 20.9 per cent in 2018 is related to the integration of Klaipėda Faculty. The average relative number of staff (in FTEs) declined steadily in 2019 and 2020: in 2018 – 481.65; 2019 – 477.6; 2020 – 456.6 FTEs. The reduction in the number of staff FTEs is linked to the optimisation of study programmes and activities of LMTA units.
111. There is correlation between the numbers of LMTA teachers and students: after the integration of Klaipėda Faculty in 2018, both the number of students and teachers increased (by 15 and 11 per cent respectively):



112. Staff composition is continuously monitored in the Academy with an aim to ensure the quality of studies, continuous renewal and active cohesion of studies and art-research activities. For example, when a low number of teachers under the age of 30 was observed, attention of the heads of departments was drawn to that fact and this figure has risen significantly: from 5 (in 2016) to 14 (in 2020). For the purposes of staff renewal, the number of teachers aged 65 and over has fallen respectively in recent years: from 81 (in 2019) to 70 (in 2020). The breakdown of teachers by age and gender is shown in Figure 2 of Annex 16. The analysis of the staff composition by gender showed that in recent years LMTA has maintained the balance between male and female teachers in percentage: 52/48 in 2018, respectively; 50/50 in 2019; 49/51 in 2020.

⁴² Available online at [PATVIRTINTA \(sharepoint.com\)](https://patvirtinta.sharepoint.com)

113. 228 teachers who form the core of the academic staff are permanently employed (at least half-time and at least for three years) at the institution. This number amounts to 179.63 FTEs (80 percent of FTEs taken up by all teachers). It should be noted that such a distinction is not appropriate in an institution delivering art studies because artists working full time in cultural and artistic institutions (the Philharmonic Society, theatres, orchestras, etc.) who engage in active creative activities, as well as beginner teachers who start teaching at LMTA, teachers approaching the end of their career or teachers with a narrow specialism are employed at LMTA with a small FTE share where the number of students is low (e.g., 4 students studied the harp in 2020). From a managerial point of view, the Academy faces a more complex burden of administering teachers working part-time, however, individualised, student-centred process management ensures high quality studies.
114. The demand for teachers is preconditioned by the aims of the study programmes and the number of students. Students and teachers in the field of Music make up the largest share (62 and 67 per cent respectively), while students and teachers in the field of History and Theory of Art form the smallest share (2.2 and 1.3 per cent respectively). The breakdown of teachers by the study field and by the field of research/art activity is not exactly the same, as some researchers who carry out research activities in the field of History and Theory of Art in the area of Humanities teach in arts studies. The percentage of teacher FTEs in 2020 is presented in the figure below:

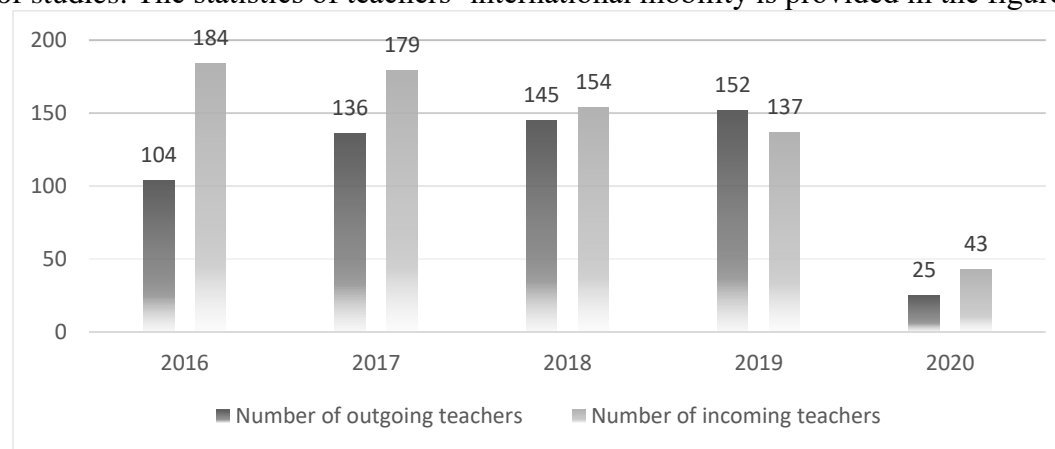


115. **The ratio between the number of teachers and students** reflects the distribution typical of arts studies. The lowest ratio, with 4.3 students per teacher FTE, is in the study field of Music. It is determined by the study programme most of which consists of individual lectures. In dance studies, this ratio is not high either (4.3). The student and teacher FTE ratio (7.6) is the highest in the studies in the study field of History and Theory of Art, the area of Humanities, and it is also related to the specific nature of the field. A significant share of individual work, specialised lectures in small groups determine the demand for teachers, sufficient attention for the student and ensure a high quality of studies. The numbers of students (in all study cycles) and teacher FTEs by study fields are provided in the table below:

Study field	Number of students	Breakout of students, percentage	Number of teacher FTEs	Number of teacher FTEs, breakout in percentage	Ratio of students and teacher FTEs
Music	647	61.7	150.65	66.8	4.3
Theatre	195	18.6	37.07	16.4	5.2
Film	99	9.4	17.72	7.9	5.6

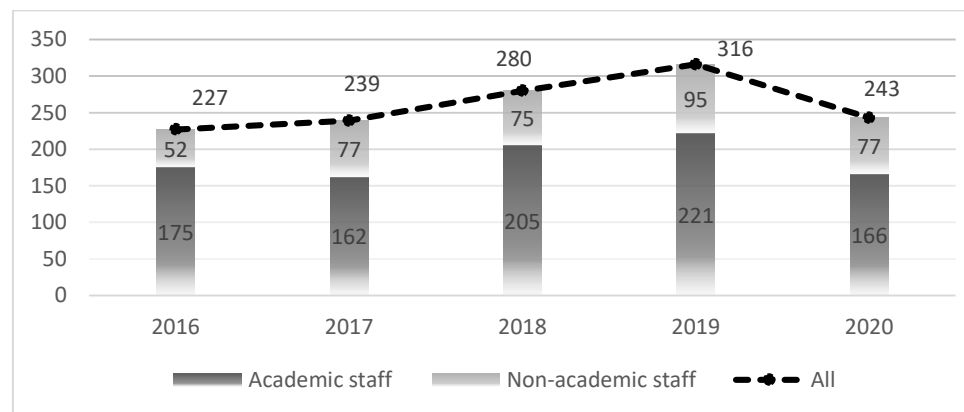
Study field	Number of students	Breakout of students, percentage	Number of teacher FTEs	Number of teacher FTEs, breakout in percentage	Ratio of students and teacher FTEs
Dance	60	5.7	13.82	6.1	4.3
History and Theory of Art	23	2.2	3.02	1.3	7.6
Management	24	2.3	3.27	1.4	7.3
In total:	1,048	99.9	225.55	99.9	

116. **The ratio of non-academic staff and the number of students.** Due to the specific nature of art studies, LMTA studies are serviced by a large number of auxiliary staff. For example, in 2020, students and teachers in music, theatre and dance programmes were assisted by 72 concertmasters, 6 technical staff members in the educational film studio, as well as 12 library staff members, etc. The ratio between the number of LMTA students (1,048) and the number of FTEs staff members who serve studies (131.75) is, therefore, very low: 8 students per staff FTE. This perfectly ensures that the needs of study, art and research activities are met.
117. The administration – heads and other staff – ensures smooth implementation of the Academy’s processes and covers activities related to studies, art, research and resource management. Due to the variety of functions and activities assigned to the university, the ratio between the number of students and the number of administrative staff FTEs (62.25) is also low: 17 students per administrative staff FTE.
118. **LMTA staff qualification, professional development process and conditions.** Teachers working at the Academy are the most prominent creators, performers and researchers of Lithuanian music, theatre, film and dance arts. The share of recognised artists and teachers with a scientific degree of the total number of LMTA academic staff has remained stable over the last five years (see Table 2 of Annex 16). During all external reviews, experts took note of the high qualification of the academic staff. The percentage of top qualified teachers (recognised artists and teachers with a scientific degree) is well above the rate for universities (> 50 per cent): 65.4 per cent in 2016; 68 per cent in 2017; 67.8 per cent in 2018; 67% in 2019; and 69.7 per cent in 2020 (the changes in numbers are provided in Figure 2 of Annex 16). High performance of teachers’ art and research activities lead to high performance of the LMTA arts’ activities (for more see paragraphs 248-253, 258-260 of the SER).
119. An important academic staff indicator is the numbers of teacher international mobility. Teachers outgoing to higher education institutions in other countries improve their international cooperation skills and qualifications. Reinforcement of the staff by foreign teachers ensures continuous improvement of the quality of studies. The statistics of teachers’ international mobility is provided in the figure below:



120. In 2016, 27 per cent of teachers went for short-term visits to foreign higher education institutions, 37 per cent in 2017, 36 per cent in 2018 and 35 per cent in 2019. In 2020, as a result of the COVID-19 pandemic, this percentage fell significantly and only 6 per cent of teachers went for such visits.
121. The results of the teachers' art/research, pedagogical and professional development activities are discussed in departments, faculties, monitoring is carried out by the Quality Management Office and the Research Centre.
122. **Process of academic staff professional development.** The right and obligation of LMTA teachers and research associates to improve their creative or research activity, didactic and other competences is governed by the *Description of the Procedure for Improvement of Qualification of LMTA Staff* and the *Description of the Minimum Qualification Requirements for LMTA Teachers and Research Associates*.
123. **Possibilities for professional development.** To improve their creative or pedagogical qualifications, the teachers of the Academy:
- Have a possibility to visit foreign institutions. LMTA academic staff engage in professional development abroad by participating in the *Erasmus+* teaching and learning mobility programmes, *Nordplus* teacher mobility programme and different international projects: *Erasmus+* strategic partnerships, *Erasmus+* capacity building, *Nordplus* intensive courses, development programmes and different international projects. From 2016 to 2020, a total of 562 teacher visits took place for the purposes of teaching, learning mobility and participation in project activities of strategic partnerships.
 - Different artistic and scientific events, excellence courses are organised at LMTA. They are organised by the International Relations Office, Art Centre, Career and Competence Centre, departments. From 2016 to 2020, a total of 697 teachers from abroad paid short-term visits to LMTA for holding excellence courses and teaching, as well as other partnership activities.
 - An annual competition for the development of research activities (international traineeships of teachers, preparation of publications, participation in international scientific events) is announced for LMTA researchers. Every year, EUR 20K are allocated from the LMTA budget to finance these activities.
 - The following infrastructure resources are available at the Academy for creative and research activities and improvement of competences: classrooms are provided for teachers' self-study; scientific and art publications prepared by teachers are published (three periodic scientific journals, notes, textbooks, etc.); library resources are updated on a constant basis; specialised resources and infrastructure relevant to art activities are accumulated (Archives of Musical Folklore, Music Innovation Studies Centre, Art Centre, Educational Film and Theatre Studio, etc.).
 - Have a possibility to participate in national and international art, scientific and study projects. From 2016 to 2020, more than 100 study, scientific and art projects were implemented at LMTA (2016 – 31, 2017 – 39, 2018 – 43, 2019 – 42, 2020 – 40), including 41 international ones (the list of projects is available in Annex 28).
 - Are also granted short-term creative holidays for art/research activities.
124. After the lockdown was announced, a teacher survey was conducted on their needs for e-learning (263 responses were received). Teachers were advised on an individual basis, taking into account the specific needs of each teacher and department in which they work. In the context of the pandemic, the following professional development events intended for the Academy's community that were held in 2020 are worth mentioning: *Reduced Stress; Work and Life: How to Live With Stress Without Getting Sick of It; How to Burn Without Burning; and More Efficient Use of MS Office Programs. 7 Good Publication Rules; Untapped Opportunities of 'Teams' and Obvious Benefits for the Organization; training How to Work with Microsoft Teams Program (Theory and Practice)*.
125. **Non-academic staff professional development.** LMTA non-academic staff also have a wide range of possibilities for their professional development. Some staff training is organised by LMTA itself. For example, english language courses for the staff take place on a regular basis, training related to information technologies has been constantly held recently. For the purpose of health promotion, the staff is provided with possibilities for exercising and lectures of a psychologist are organised. The demand for professional development is identified, activities and funds for the following year are planned every autumn.

126. **The number of the staff involved in professional development went up in the last five years.** In 2016, 37 per cent of LMTA staff improved their qualifications, in 2017 – 39 per cent, in 2018 – 38 per cent, in 2019 – 41 per cent. Due to the slowdown in the activity caused by the pandemic, only 32 per cent of the staff participated in professional development in 2020. These figures are expected to grow significantly in the near future, as one of the indicators related to the improvement of teacher qualifications of the first priority in the *LMTA 2030 strategy – SUSTAINABLE ACTIVITY* – is: *The share of teachers participating in professional development every year is at least 50 per cent.* Measures, activities and funds are planned for this purpose.



127. **Funds allocated to professional development.** The following are the sources of funding professional development: state budget appropriations for carrying out the main activity, targeted funding for projects and activities, support of the European Union and other international programmes, structural and other funds, own funds and support received. The funds allocated to professional development are increased every year: in 2016 – EUR 41.7K, in 2017 – EUR 42K, in 2018 – EUR 42.4K, in 2019 – EUR 52.1K. In 2020, when the number of teacher visits decreased due to the pandemic, only EUR 47.1K were used for professional development. Funds for professional development consist of appropriations for teachers' trips, for professional development of the staff within the country and for the professional development of researchers. It should be noted that the scope of LMTA staff professional development directly correlates with the LMTA financial capacity, which often cannot meet the whole need, unfortunately.

1.5. Management of financial resources, facilities and learning resources

128. **Rational planning, distribution and use of financial resources.** The finance of the Academy is managed in compliance with the *Law on Accounting of the Republic of Lithuania* and *Public Sector Accounting and Reporting Standards*. Accounting is based on indicators determined by external and internal needs recorded in strategic plans and used for process assurance and monitoring purposes.
129. One of the main tasks of LMTA management is to ensure financial and economic sustainability by using resources attracted by both internal and external sources to carry out main activities and create conditions for additional activities, the maintenance and development of infrastructure. Effective management and financial, economic sustainability are a prerequisite for development and long-term stability.
130. Pursuant to paragraph 66.2 of the *LMTA Statute*, the LMTA Rectorate prepares the *Draft Estimate of Revenue and Expenditure of the Academy* (hereinafter referred to as the Budget), whereas according to paragraph 15.16 of the *Statute*, the LMTA Council considers the *Annual Estimate of Revenue and Expenditure of the Academy* submitted by the Rector and approve the report on the implementation of this estimate. The Budget is drawn up and approved for a period of one year. The annual planning and drawing up of the Budget are necessary for the Academy to take

management decisions on allocation of resources and evaluation of what resources and how much of them will be needed for the next budget year, as well as for the evaluation of the comparative analysis of the financial activities of its structural units, for coordination of activities with a view to achieving common strategic objectives. The Budget is a tool for managing the implementation of the strategic plan which effectively allocates financial resources among the units of the Academy.

131. The main external legal document governing the drawing up of the Budget of the Academy is the *Law on the Budget Structure of the Republic of Lithuania*. The purpose of the law is to define the contents of the Budget of the Academy, the legal grounds for the collection of budgetary revenue and utilisation of the funds received, as well as the basic provisions for transparent drawing up, approval, implementation, evaluation and control of the Budget.
132. The internal procedure for drawing up and implementation of the Budget is established in the *Procedure for Planning and Utilisation of Funds* approved by the Council of the Academy (Minutes No. 6-TA of 16 June 2015). The main general principles for budgeting are the expediency, transparency and effectiveness of expenditure. The Rector is responsible for the utilisation of all the Academy's financial resources and performance. The budgets of units are drawn up taking into account the functions carried out, the need for funds, the content of the activities carried out, the expenditure of the previous period, the scope of revenue planned for the financial year, external and internal factors having a direct impact on the activities of the units. The LMTA Rectorate, together with the Finance and Accounting Office, examines the applications of the units and prepares the draft budget of the Academy. In the discussion and coordination phase of the draft budget, a comparative analysis with the results of the previous year is submitted. Upon approval by the Council of the Budget Plan for the current year and subsequent decisions on the allocation of funds, the heads of units are provided with an estimate of their unit's revenue and expenditure approved by the order of the Rector. Heads of units are responsible for the rational utilisation of funds allocated to the activities of the units and compliance with the expenditure plan.
133. Accounting, financial monitoring and analysis of revenue and expenditure of the Budget is carried out by the Finance and Accounting Office, directly subordinate to the chief accountant, within the scope of their competence and functions. The Academy regularly monitors revenue and expenditure flows, and the LMTA management and heads of units are kept informed about the implementation of the Budget. Depending on the revenue collected, the emergence of immediate and unforeseen expenditure, the approved Budget may be adjusted.
134. For the purposes of management of financial resources, as well as management and control of economic operations, the Academy has a financial control system in place. The Academy has three levels of control:
 - Internal control. The Internal Audit Service of the Academy, which systematically and comprehensively assesses risk management and internal control, carries out operational, management, financial audits and makes recommendations. Activities by other staff of the Academy carrying out financial control are governed by the *Description of the Procedure for Implementation of Internal Control* approved by the order of the LMTA Rector (No. 160-VI of 17 December 2020).
 - External control. It is carried out by independent audit firms under contracts concluded.
 - State control. This is control of the financial economic activities by the Parliament, the Government, ministries, public institutions and organisations. In Lithuania, it is carried out by the National Audit Office, which is a control authority accountable to the Parliament. It supervises the lawful management and use of state assets and the implementation of the state budget.
135. **Attraction of different financial resources for carrying out LMTA activities.** The Academy's budget is currently made up of five revenue sources:
 - State budget funding carried out under two programmes:
 - ✓ *Training of top qualified specialists* (01.01.) – funds are allocated to studies, research and art activities, maintenance, administration.
 - ✓ *Student support* (01.02.) – funds are allocated to student grants;
 - Targeted funding from other public institutions of the Republic of Lithuania. These funds are received for the achievement of specific objectives of the Academy;

- Targeted funds of the European Union structural and other funds received through project activities, the Lifelong Learning Programme of the European Commission, other European Commission programmes, etc.;
 - Own funds – funds earned by the Academy from the proceeds of the main and secondary activities carried out, such as tuition fees, rental of premises, etc.
 - Received support (monetary funds, tangible assets, up to 2 per cent of income tax support from permanent residents of Lithuania, etc.). Support funds received from 2 per cent income tax⁴³ support from permanent residents of Lithuania are utilised exclusively for student support.
136. The summary table of revenue sources in the period from 2018 to 2020 is provided in Table 1 of Annex 6. The average three-year LMTA budget was EUR 29,519.76K in the period from 2018 to 2020.
137. **State budget appropriations.** Detailed information on state budget appropriations in 2018, 2019 and 2020 is provided in Table 2 of Annex 6. State budget appropriations for studies account for the largest share of the funds received, i.e. 60.39 per cent of all the funds received. Comparing state budget appropriations for studies in 2018 and 2019, appropriations increased significantly (by 27.70 per cent) due to the integration of Klaipėda Academy of Arts into LMTA. Every year, the share of state budget appropriations for research and art in the total amount of state budget appropriations increases.
- Information on state budget appropriations of the Academy by the programmes implemented is available in Table 3 of Annex 6.
- In the period from 2018 to 2020, the Budget of the Academy and its planning were affected by several major changes:
- *Agreement No. SUT -18 K-32/ on transfer of funds and other conditions related to the structural reforms of Klaipėda University and the Lithuanian Academy of Music and Theatre* was signed on 24 October 2018. By this agreement, the parties agreed on state budget appropriations at the disposal of Klaipėda University, which were intended to increase the salaries of university teachers, research associates and other researchers, and other conditions related to the integration of the University's Academy of Arts into LMTA.⁴⁴
 - In the period from 2018 to 2020, EUR 1,149.90K of additional state budget appropriations were allocated to increase the salaries of teachers, research associates and other researchers (in 2018 – EUR 404K, in 2019 – EUR 621K, in 2020 – EUR 124.90K).
 - Additional state budget appropriations were allocated from savings in the period from 2018 to 2020. On 14 November 2018, following the implementation of Order No. V-878 of 6 November 2018 of the Minister of Education, Science and Sport of the Republic of Lithuania on the establishment of criteria for allocating funds to state higher education institutions, additional state budget appropriations amounting to EUR 70.2K were allocated in accordance with Article 15.4.1 of the *Law on the Approval of Financial Indicators of the State Budget and Municipal Budgets for 2018 of the Republic of Lithuania*. Additional EUR 100K were allocated by Order No. V-960 of 30 November 2018 in accordance with Resolution No. XIII-933 of 29 June 2017 of the Parliament of the Republic of Lithuania on the approval of the plan for the optimization of the network of state universities⁴⁵.

⁴³ The provisions of the *Law on Personal Income Tax of the Republic of Lithuania* establish the right for the permanent resident of Lithuania to support the selected entity which is entitled to receive support with a share (not exceeding 2 per cent) of the income tax payable during the tax period (calendar year). This is a method of providing support that does not entail additional material costs for the resident. The resident has the right to indicate to whom to transfer a share of the income tax and thus support an area beneficial to society which in their view is in need of greatest support.

⁴⁴ Resolution No. 9N-101 of 6 February 2018 of Klaipėda University Council on approval of the organisational structure of Klaipėda University administration and units subordinate to it and Resolution No 1-TS of 1 March 2018 of the Council of the Lithuanian Academy of Music and Theatre on the new LMTA structure as a result of integration of the Academy of Arts of Klaipėda University as Klaipėda Faculty.

⁴⁵ With a view of implementing Item 141 of the Programme of the Government of the Republic of Lithuania (approved by Resolution No. XIII-82 of 13 December 2016 of the Parliament of the Republic of Lithuania), which states that, in order to develop the potential for innovation, it is necessary to increase the attractiveness of a researcher's career, and Item 128.6, which stipulates the provision of adequate remuneration for higher education teachers, as well as action 7 of activity 2.3.2 of the implementation plan of the Programme of the Government of the Republic of Lithuania (approved by Resolution No. 167 of 3 March 2017 of the Government of the Republic of Lithuania), which provides for further increase of

- The amount of state budget appropriations allocated for support of students admitted to the studies in state-funded places of university study programmes to cover their tuition fees in the period from 2018 to 2020 was EUR 1,494.30K.
138. **Targeted funding from other public institutions of the Republic of Lithuania** is another very important source of revenue. In the period from 2018 to 2020, targeted funding amounted to EUR 1,579.35K or 5.35 per cent of the total budget of the Academy. These funds are used for improving the infrastructure of studies and research, carrying out research, participating in scientific events and qualification development, preparing scientific publications, and creating films (diploma projects) by students. Between 2018 and 2020, 91 projects were carried out: 30 research, 29 art, 30 study, 2 infrastructure projects.
 139. **EE structural and other fund resources.** In the period between 2018 and 2020, these resources amounted to EUR 1,502.44K or 5.09 per cent of all funds. These are the funds from the Education Exchanges Support Foundation, *Erasmus+*, strategic partnership projects. The strategic plans of the Academy provide for one of the lines of activities, i.e. development of internationalisation. In the period from 2018 to 2020, the largest share was comprised of funds received from the Education Exchanges Support Foundation (EUR 663.99K), i.e. European Commission and funds received under grant agreements. These funds are used for professional development of teachers, exchange of students and teachers, and make it possible to attract students/teachers from other countries to study/teach. EU structural funds – EUR 123.83K – were allocated to the creation of the LMTA campus in Olandų st., Vilnius (stage 1).
 140. **Own funds.** The appropriations allocated to the Academy are not sufficient to cover all operational costs, therefore, additional sources are being sought to support the maintenance of staff and infrastructure and other financial needs. The Academy receives additional revenue for the provision of scientific, study-related, economic and other services and tasks, carrying out orders on self-supporting basis, as well as tasks for other legal and natural persons.
Information on LMTA own funds received is available in Table 4 of Annex 6.
The analysis of the data for the period between 2018 and 2020 shows a downward trend in own funds in individual services provided: paid studies increased by 21.45 per cent compared to 2018 and 2019, however, in 2020 these revenues decreased by 2.57 per cent compared to 2019 due to the unfavourable situation caused by the Covid-9 pandemic; revenues from the rent of the student residence were on a growing trend, but due to switching to distance studies caused by the Covid-19 pandemic, rent prices were reduced and decreased by 24.02 per cent in the period between 2019 and 2020; the revenues from the rent of other assets went down too for the same reasons. It should be noted that the Academy's potential to attract additional funds from non-core activities (rental revenue, revenue from organising art events, potential cooperation with commercial partners, etc.) has not been sufficiently exploited. Targeted funding, EU Structural Funds and own funds improve the ability of the Academy to break down risks among the areas of activities while contributing to the achievement of strategic objectives. These funds also reduce the dependence of the Academy on state budget appropriations.
 141. **Support received** (monetary funds, tangible assets, income tax support not exceeding 2 per cent from permanent residents of Lithuania, etc.). In the period between 2018 and 2020, the support received amounted to EUR 130.98K, i.e., 0.44 per cent of the total funds. Income tax support not exceeding 2 percent received from permanent residents of Lithuania is used exclusively for student support. The largest amount of support was received in 2018, i.e., EUR 105.91K, of which a significant part (EUR 15.74K) was support provided by a private person to carry out the activities of the Academy (inheritance). Every year, two best performing students from the Music and Theatre and Film Faculties receive George Mikelli's nominal grants of EUR 2,500 each, set up by private individual George Mikelli.
 142. Although the state budget appropriations, which represent the largest share in the Academy's budget, are not sufficient, the Academy managed to maintain a positive balance in the period from 2018 to 2020 by optimising the allocation of all available resources to the operational segments in

order to improve the competitive position of the Academy. The budget expenditure summary for 2018, 2019 and 2020 by expenditure groups and all sources of funding is provided Table 5 of Annex 6. In 2019, expenditure increased by 20.56 per cent compared to 2018, while in 2020 expenditure increased by 4.13 per cent compared to 2019. These increases are related to higher state budget appropriations received, in particular for salaries, LMTA projects, etc. The pandemic situation in 2020 had a particularly significant impact on expenses related to business trips and qualification: they decreased by 266.36 per cent in 2020 compared to 2019. The Academy's expenditure structure is dominated by costs of salaries along with contributions to social insurance, accounting for 72.62 per cent of total spending. Expenditure on the maintenance and operation of infrastructure, repairs, the servicing of information systems, communication and postal services, the purchase of printed material, office supplies, etc., are attributed to expenditure on general needs. Funds allocated for general needs are used for goods and services acquired in compliance with legislation regulating public procurement. In the period between 2018 and 2020, they made up 18.55 per cent of the budget expenditure on average.

143. There is a strong focus on social support, grants for achievements in studies, nominal grants, tuition fee and student residence rent discounts. Annual support is granted for the activities of the LMTA Student Representation.
144. **Rational planning and use of facilities and learning resources intended for studies and research/art activities.** In order to achieve the best possible results in studies and research, the Academy pays constant attention to the rational use of facilities and learning resources, strengthening of the material base, including library funds and software, the setting up of premises to make them suitable for work and studies, and the provision of the necessary infrastructure. Acquisition and management of facilities and learning resources of the Academy are governed by the *Law of Higher Education and Research of the Republic of Lithuania*, the *Law on Public Procurement of the Republic of Lithuania*, its implementing legislation, the *Statute of the Academy*, the *Rules of Public Procurement* of the Academy and other laws and LMTA internal legislation.
145. In order to ensure smooth studies and research activities and to achieve the objectives and goals set by the Academy, upon the adoption of the Budget, the heads of academic and non-academic units, taking into account investment and other projects carried out in the coming budget year, submit applications for the intended procurement of their unit as part of the need for goods and services necessary for carrying out studies and research activities. After organising the information submitted by units and assessing the appropriateness of procurement, the Procurement Plan of the Academy is developed. The Procurement Plan is approved by the order of the Rector and made publicly available in accordance with the procedure laid down by the *Law on Public Procurement of the Republic of Lithuania* and the Public Procurement Office of the Academy. All procurement is carried out only in accordance with the approved *Procurement Plan for Goods, Services And Works*. Where additional needs not included in the Plan arise in the course of the year, the Plan is revised.
146. The main funding of facilities and learning resources necessary to support the study and research process is derived from state budget appropriations. The other part is financed from project and own funds of the Academy. In the period from 2018 to 2020, EUR 285.44K were allocated from the saved state budget appropriations for the acquisition of fixed assets. These funds were used for the renovation of equipment related to studies, acquisition of TV, computer, lighting equipment, library equipment, musical instruments (in 2018 – EUR 131.44K, in 2019 – EUR 68.60K, in 2020 – EUR 85.4K)
147. Expenditure on acquisition of tangible and intangible assets amounted to: EUR 164.79K in 2018; EUR 122.90 K in 2019; EUR 270.40K in 2020. After the integration of the Faculty of Arts of Klaipėda University into the Academy in 2018, fixed assets with a value of EUR 850.82K were received free of charge, including buildings for studies and research activities.
148. In 2020, the acquisition of and investment into fixed assets increased significantly as a result of the ongoing investment project *Creation of the LMTA Campus in Olandų St.* (stage 1). In the course of the implementation of the project, architectural part design and project supervision services were acquired. In 2020, the technical design of the LMTA campus was also completed and its expert evaluation was carried out. As the investment project is complex and large-scale (LMTA is developing a project for the construction of an eight-building complex), it was divided into two stages. The total value of the first stage of the investment project is EUR 43.412 million. Currently, part of the project work is financed from own funds.

149. The principles of rationality, efficiency and economy are applied to the facilities and learning resources of the Academy, the assets held and their renovation. Financial resources, facilities and learning resources intended for studies, research and art activities are provided in Table 6 of Annex 6.
150. **Adequacy, sufficiency and availability of facilities and learning resources for studies and research/art activities.** The implementation of the strategic objective – *ensure student-centred studies and possibilities for lifelong learning, as well as competitiveness of art studies through development of new competences and improvement of the quality of studies* – is inextricably linked to a targeted analysis of the demand for facilities and learning resources and their continuous renewal. Strategic plans provide for the following actions related to the improvement of facilities and learning resources: updating library funds, automating the processes of functions performed by the library, updating the resources of music studies, updating of technological equipment, renovation of the premises used for studies, creation of favourable environment for studies.
151. The Academy manages by the right of trust and ownership 35,006.55 sq m of immovable property used directly for studies or activities related to studies (student residence). By the right of trust, the Academy manages seven buildings used for studies in Vilnius and Klaipėda and other yard and engineering structures:

Buildings used for studies. Asset title, address	Total area, sq m
Coservatoire, Gedimino pr. 42, Vilnius	4,310.40
Culture premises, Vilniaus g. 6 -2, Vilnius	5,106.8
Educational building, K. Donelaičio g. 4, Klaipėda	5,292.83
Educational building, K. Donelaičio g. 4, Klaipėda	1,512.10
Institute, K. Donelaičio a. 1, Klaipėda	2,443.54
Administrative building, K. Donelaičio a. 2, Klaipėda	2,465.09
Choreography building, K. Donelaičio a. 5, Klaipėda	2,420.92
In total	23,551.68

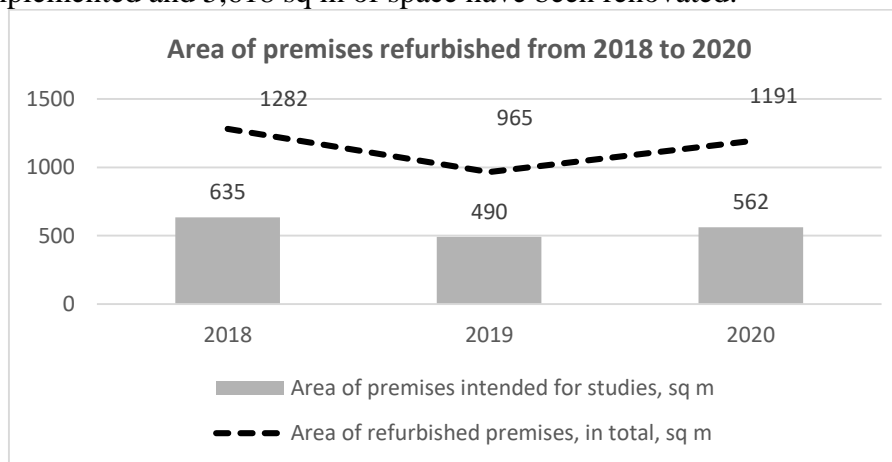
152. By the right of ownership, the Academy manages five buildings used for studies or activities related to studies (student residence) in Vilnius and other engineering and yard structures:

Asset title, address	Total area, sq m
Building-educational institution, T. Kosciuškos g. 10	4,071.27
Building-educational institution, T. Kosciuškos g. 10	1,285.12
Building-educational institution, T. Kosciuškos g. 12	1,268.36
Student residence, Giedraičių 57-1, Vilnius	2,310.34
Non-residential premises, Pamėnkalnio g. 15-101	2,486.5
Flat, Giedraičių g. 57-19, Vilnius	33.28
In total	11,454.87

153. The immovable property was transferred to the Academy by the right of ownership by *Resolution No. 212 of 7 March 2018 of the Government of the Republic of Lithuania on the Investment of State Property And Increase of the Owner's Equity of the Public Institution Lithuanian Academy of Music and Theatre*, whereby part of the state immovable property managed by the right of trust was transferred to manage by the right of ownership with the aim of reinvesting in the activities of the project aimed at creating a new LMTA campus. For the project implementation purposes, immovable property at Olandų St. 21A Vilnius was transferred to the Academy under the State Asset Trust Contract in 2016, while in 2019, an agreement on lending state land at Olandų St. 21A Vilnius was concluded. Immoveable property located in Olandų St. Vilnius is dedicated to the development of an investment project *Creation of the LMTA Campus in Olandų St., Vilnius*. During the implementation of the project old buildings,

i.e., warehouses were demolished, the abandoned area was cleared. After the initial preparatory works have been completed, a complex of eight new buildings will be constructed on the plot of land at Olandų g. 21A, Vilnius, to deliver art (music, theatre, film and dance) studies, as well as carry out scientific art research. The first buildings of the LMTA campus – the Faculty of Theatre and Film and the Small Block of Halls – will fully function already in the third quarter of 2023. Newly built, modern and adapted for theatre, dance and film studies, the Faculty of Theatre and Film will provide opportunities for both teachers and students to study in specialised, innovative dance classrooms, film sound and color editing, processing, correction and mixing studios/labs, the transformable specific art fusion space, i.e., the hall *Black Box*. The Small Block of Halls will be equipped with the spaces for the future film industry professionals, i.e., shooting labs-pavilions. The new opportunities opening up in the second half of 2023 will lead to substantial changes for the LMTA theatre, film and dance academic community in the process of the delivery of studies not only in terms of improved quality, but also in terms of creating conditions for new prospects to open up both in everyday work and scientific art research. More detailed information on the activities of the project *Creation of the New LMTA Campus* is provided in Annex 10.

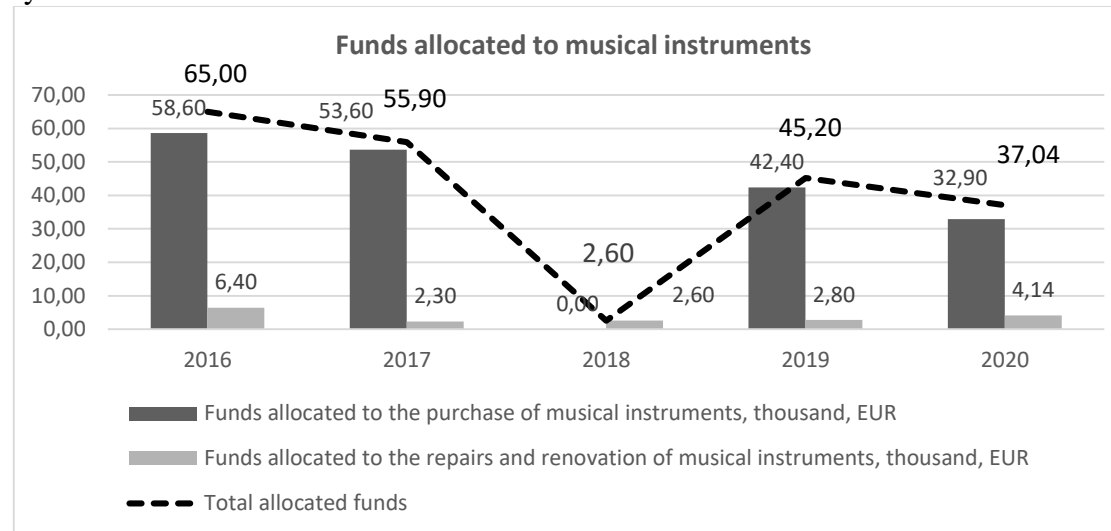
154. There are 28 sq m of the total space per 1 (one) student of the Academy. It should be noted that part of the Academy's buildings are classified as cultural heritage or are old buildings which are physically worn out and are not effectively adapted to the delivery of modern studies.
155. **Classrooms.** Classrooms and other spaces intended for studies are renovated every year: dance, lighting classrooms, film editing facilities were set up at T. Kosciuškos g. 10, 12 Vilnius, the concert hall and library at K. Donelaičio g. 4, Klaipėda, were renovated, remote teaching classroom LoLa was set up at Gedimino pr. 42, Vilnius, etc. In 2018, spending on refurbishment amounted to EUR 210K, in 2019 it was EUR 138.25K, while in 2020 – EUR 263K.
156. The LMTA Strategic Plans for the period from 2016 to 2020 provided for the refurbishment of 3,400 sq m in order to create a favourable environment for studies. This indicator has been implemented and 5,618 sq m of space have been renovated:



157. To achieve quality studies, one of the objectives is to ensure the availability and sufficiency of facilities and learning resources for students. The classrooms of the Academy are used not only for group and individual classes, but also for self-study, thus implementing the principles of study enshrined in the *Law on Higher Education and Research*. Of 348 classrooms, 135 are used for self-study which represents 38.79 per cent of the total number of classrooms. The use of classrooms is governed by a *Description of the Procedure for the Use of Classrooms for Students' Self-Study*⁴⁶ approved by the Rector.

⁴⁶ The updated version of the *Description of the Procedure* was approved by Order No 63-VI of 21 June 2021. Available online at https://lmta.lt/wp-content/uploads/2018/01/LMTA_auditor_naudojimo_tvarkos_aprasas.pdf

158. **Musical instruments.** Various musical instruments are used for LMTA music studies: the Faculty of Music and Klaipėda Faculty have nine organs, more than 300 pianoforti and pianos, various wind and percussion, string and folk musical instruments, accordions. The funds are allocated annually for the maintenance and renewal of these instruments. In the period between 2016 and 2020, EUR 157.72K were spent on the purchase of musical instruments (35 pcs. were purchased for the joint study programme *Arts Therapy*; the pool of wind, percussion, accordion, jazz, string and chamber ensemble musical instruments was renewed: a total of 18 pieces of wind instruments, 8 pieces of percussion instruments, 3 pieces of string instruments, 1 accordion and 1 electric keyboard instrument were purchased). Students of the Academy may rent wind and string musical instruments for individual work in compliance with the *Description of the Procedure for Renting/Lending Musical Instruments of the Lithuanian Academy of Music and Theatre* approved by the Rector.



159. Between 2018 and 2020, the Faculty of Theatre and Film bought equipment for theatre and film studies (video cameras, radio microphone systems, etc.) for EUR 38.43K.
160. Every year, the Academy allocates funds for preparation of students' graduation and course works. In the period from 2018 to 2020, the Faculty of Theatre and Film was allocated the following amount for students' graduation and course works: the Department of Film and Television – EUR 156.19K (including EUR 87.28K allocated by the Lithuanian Film Centre⁴⁷ for BA and MA graduation works of students of the Department of Film and Television, EUR 84.3K were used); the Department of Acting and Directing – EUR 23.98K; Faculty of Music – EUR 6.38K.
161. **Library.** The main task of the LMTA library is to provide information resources to the community. Upon integration of Klaipėda Faculty into LMTA on 1 July 2018, the funds of the library were supplemented by the resources of the library of this faculty. Currently, the LMTA library has four divisions. The library of the Academy relates its activities to the strategic targets of the Academy, forms a pool of publications corresponding to the fields of study and research and ensures access to the latest global information resources. The activities of the library are aimed at making the internal and external information resources available to the community of the Academy, and becoming an active participant in the study process. Participation in the activities of the Lithuanian Research Library Consortium (LMBA) and the Lithuanian Consortium of Higher Education Libraries eLABa provides the library with the opportunity to compile electronic information, develop and use the electronic catalogue of the library, develop an electronic database of final theses, doctoral theses of the Academy (ETD) and scientific publications database (PDB), use licensed electronic

⁴⁷ Agreement on Cooperation No. 16-534 of 9 January 2020 with the Lithuanian Film Centre

scientific information sources, i.e., databases. The library has a unique specialised fund containing resources in the fields of Music, Theatre, Film and other art fields in Lithuania which is open to students, teachers, researchers and the public. It consists of books, notes, manuscripts, e-sources. When compiling funds account is taken of study programmes, research fields, the wishes of departments and teachers. As on 31 December 2020, the following was available in the fund of the library: 168,119 titles (in 2019 – 168,168, in 2018 – 167,723), 309 530 physical pieces of documents (in 2019 – 311,112, in 2018 – 312,113), including notes – 68,153 titles (in 2019 – 68,227, in 2018 – 68,054).

162. **E-services for studies.** Electronic scientific databases are an important source of knowledge for an efficient research and study process. In order to provide the community of the Academy with up-to-date research and study information, 27 electronic scientific databases were subscribed to in 2020. Most of the databases were subscribed to through the project eMoDB.LT3 implemented by LMBA: *Opening up of Electronic Scientific Databases to Lithuania. Stage 3* (project implementation period: 20/09/2016 to 31/03/2021) funded with EU structural funds. Five databases were subscribed to independently. Between 2018 and 2020, the expenditure on databases amounted to EUR 15.31K.
163. Taking into account users' contemporary needs, the library has initiated testing of new electronic databases in order to make users more familiar with them, and to identify the need to subscribe to them. In 2020, the community of the Academy had an opportunity to become familiar with ten new electronic databases. In view of the increased demand for virtual services, four of the tested databases were subscribed to.
164. In addition to acquisition of publications, significant investments were made in the library infrastructure and improvement of working conditions in the period from 2018 to 2020. In 2018, the reading room of the LMTA Faculty of Music and the library of the Faculty of Theatre and Film were equipped with a fund protection system (RFID) that ensures the security control of publications. Its acquisition cost EUR 33.86K. For visitors' convenience, divisions in Vilnius were equipped with a smart self-service printing-copying-scanning system MyQ. In 2018, the library was bought 718 metres of shelves for publications. All old book shelves in the library of the Faculty of Theatre were replaced with 321 metres of the new ones. The furniture was renovated in the reading room of the Faculty of Music and an additional 55 metres of shelves were purchased. The library of the Faculty of Music was supplemented with 342 meters of shelves. In total, the library has 3,810 metres of shelves (including 1,454 metres of shelves in the library of Klaipėda Faculty). In order to improve the conditions for studies and the quality of services provided by the library, the infrastructure of the library division in Klaipėda Faculty was modernised. The premises were repaired, new furniture was purchased and fitted, and computerised workstations were installed. Now, 62 workstations, 43 of them computerised, and wireless internet are available for visitors in the divisions of the library.
165. **Other assets.** In 2017, the Academy purchased a car for EUR 12K. The purpose of its acquisition was to meet the need related to studies, e.g., to transport students when they have to go to competitions or other events taking place in other cities.
166. The global COVID-19 pandemic, which began in 2019, led to a rethink and a closer assessment of the working and study environment, with a particular focus on ensuring safe and healthy conditions for work and studies. In 2020, free testing of LMTA employees for the COVID virus, acquisition of protective equipment for the staff and students, disinfectants and disinfection services for protection against COVID-19 for EUR 7.3K were organised.

Major self-evaluation outcomes in the evaluation area MANAGEMENT

Strengths

- 1) LMTA successfully implemented the strategy *Academy 2020*, developed and started to implement the strategy *LMTA '2030*. Both strategies are in line with the legislation governing the LMTA mission, research, art and study activities. They take into account the provisions of the Lithuanian research, arts and higher education policy, the provisions of the European Higher Education Area and the European Research Area.
- 2) The structure and processes of governance, decision-making, responsibility allocation have been identified and improved.

Major self-evaluation outcomes in the evaluation area MANAGEMENT

Strengths

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|---|
| 3) Information on LMTA activities is systematically collected and available to the academic community and society. It is provided to founders and participants of the legal entity on a regular basis. The accumulated data on LMTA activities is analysed and used to improve LMTA performance. |
| 4) Highly qualified academic and non-academic staff is provided with opportunities for professional development, knowledge and abilities required for pedagogical and research activities. The <i>LMTA Human Resources Strategy</i> has been developed and approved. |
| 5) LMTA systematically plans, allocates and rationally uses financial resources. |
| 6) The strategic project – the construction of the LMTA campus – has been successfully launched. Modern infrastructure concentrated in the new LMTA campus will improve the quality of study programmes delivered by LMTA, pool the intellectual and creative synergy of the LMTA community and enable to compete more effectively in the area of art studies not only in Lithuania but also internationally. |

Areas for improvement

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|---|
| 1) It is necessary to ensure the monitoring of the implementation of the strategy <i>LMTA '2030</i> and use the results of monitoring for the improvement of activity management. |
| 2) Internal communication and information dissemination to be improved. |
| 3) The process of student employment and graduate career tracking to be improved. |
| 4) The process of attracting different additional financial resources for the implementation of LMTA activities to be improved. |

2. QUALITY ASSURANCE

2.1. Documents governing internal quality assurance at LMTA

167. In 2014, LMTA successfully completed the project *Development and Implementation of the Internal Quality Management System of Studies of the Lithuanian Academy of Music and Theatre* VP1-2.1-ŠMM-04-K financed by the European Social Fund and the state budget of the Republic of Lithuania under measure 2 *Improving the Efficiency of the Study System* of the 3rd priority axis *Lifelong Learning* of the *Operational Programme for the Human Resources Development 2007–2013*. In order to deliver quality studies, LMTA has developed, implemented and continuously upgrades a quality management system based on the principles of quality management standard ISO 9001 and the Standards and Guidelines for Quality Assurance in the European Higher Education Area.
168. The concept and application of the quality management system in the Academy is described in the document governing the quality management system, i.e., the *Quality Manual* (see Annex 7 to the SER). Structurally, the *Quality Manual* is divided into the following four main parts of the implementation of the internal quality management system in studies:
- LMTA quality policy,
 - The system of LMTA operational processes,
 - The LMTA performance measurement and evaluation,
 - The LMTA performance improvement.
169. The *Quality Manual* is one of the main documents of the management system aimed at informing clients, staff and stakeholders about the internal system for quality management in studies operating in the Academy.
170. The head of the Quality Management Office is responsible for drafting, reviewing, updating and publicising the *Quality Manual*. The head of the Quality Management Office who is not only responsible for storing, maintaining and updating this document, but also for ensuring that submitted proposals or observations with regard to improvement of the *Quality Manual* are considered at least once a year and that the *Quality Manual* is improved on the basis thereof. At least once a year, the LMTA Rectorate considers submitted proposals or observations for improvement of the *Quality Manual*, prepares a plan for performance improvement and supervises its implementation. The *Quality Manual* approved by the LMTA Senate is published on the LMTA website⁴⁸ and is enclosed to this SER as Annex 7.
171. The aim of the *Policy for Quality Assurance in Studies, Research and Art Activities* of the Academy is to create the environment where the culture of quality, which contributes to the improvement of higher education, provides reliable information about the quality of the Academy's performance, continuously improves the conditions of art studies, increases competitiveness, introduces and implements the most effective quality standards, is valued and fostered. Through the implementation of the *Policy for Quality Assurance*, the Academy aims at developing the system of quality assurance and improvement actions, as well as implement the measures that help achieve international standards of art studies in European higher education institutions, boost the prestige of the Academy in Lithuania and abroad, create conditions for closer international cooperation and successful development of graduates' career that meets the needs of global society. The *Policy for Quality Assurance* is a document where the directions of quality assurance and improvement in studies, research and art activities, principles and commitments are set. The Policy rests on the Law on Higher Education and Research of the Republic of Lithuania, standards for quality assurance in higher education and international recommendations for the quality of art studies in European higher education institutions. The *Policy for Quality Assurance* approved by the LMTA Senate is publicly available on the LMTA website⁴⁹ and is enclosed to the SER as Annex 17.

⁴⁸ Available online at https://lmta.lt/wp-content/uploads/2018/07/LMTA_Quality_Manual_4_edition_20201223.pdf

⁴⁹ Available online at https://lmta.lt/wp-content/uploads/2018/07/LMTA_policy_for_quality_assurance_20201223-1.pdf

172. The compliance of the LMTA internal quality assurance system with the ESG is provided in Annex 18 to the SER.

2.2. Planning, implementation and improvement of internal quality assurance

173. Planning of quality of LMTA activities is a part of quality management and aimed at establishing quality objectives and defining the necessary operational processes and related resources necessary to achieve quality objectives. The following are the most important objectives concerning quality of the Academy's performance:
- Train art professionals who are open to the world and competitive;
 - Extend the scope of artistic creation, scientific research and its dissemination through fostering creativity and increasing the impact on the national and cultural development;
 - Ensure efficient planning of activities, process management and continuous updating of resources.
174. In order to ensure the quality and continuous improvement of its performance, the Academy is guided by the following principles:
- Maintenance of strategic priorities – improvement of the quality of LMTA performance takes place through the implementation of strategic objectives. In the reporting period, LMTA implemented the strategy *Academy 2020*, developed and started to implement the strategy *LMTA '2030*, drafted and implemented strategic action plans every year for the period from 2016 to 2018, from 2017 to 2019, from 2018 to 2020, from 2019 to 2021 and from 2020 to 2022;
 - The process approach referring to a developed and improved model of LMTA operational processes (see the *Quality Manual* enclosed as Annex 7 to the SER);
 - The systemic approach meaning that the internal quality assurance system encompasses all LMTA activities;
 - Special focus on studies and their internal quality assurance and improvement;
 - Results-oriented, fact-based management implying that LMTA performance indicators are established and continuously monitored;
 - Continuous improvement of activities referring to LMTA activity planning and reporting on implementation of plans.
175. At least once a year, the LMTA Rectorate considers submitted proposals or observations for improvement of the *Quality Manual*, prepares a plan for improvement of activities and supervises its implementation. Each unit of the Academy is responsible for the quality of implementation and supervision of processes assigned to it, monitoring and submission of results/indicators, improvement of processes and, where appropriate, their publicity.
176. The quality of study programmes delivered by LMTA is ensured by a clear division of responsibility for the delivery of study programmes and decision-making and by involvement of all stakeholders (students, teachers, administrative staff, graduates, employers, etc.) in the processes concerning the improvement of quality in studies. The Department ensures the process of the delivery of the study programme (student admission, study progression, fair and transparent recruitment of teachers and professional development procedures, facilities and learning resources and student support, information management and publication). The Study Programme Committee monitors, evaluates and review study programmes, their aims, learning outcomes, content, seeks to maintain an appropriate level of studies, carries out internal quality review, updating and improvement of the study programme. Teachers are responsible for the quality of the subjects they teach – achievement of learning outcomes, creative and innovative teaching, quality of teaching material and compliance with the latest achievements of science/art, the quality of contact work, compliance with the needs of specific students. The Study Programmes Office coordinates the process of preparation of new study programmes, draws up plans for improvement of the existing study programmes and implements them together with departments and study programme committees. In the process of quality assurance supervision of study programmes, the Study Programmes Office is assisted by the Quality Management Office, which systematically carries out surveys on the quality of the delivery of studies and makes recommendations to improve the quality of study programmes.

Students are responsible for their personal achievement of learning outcomes, compliance with academic and other requirements for the quality of the study process and provision of feedback on their studies. Students take part in the improvement and evaluation of the quality of studies both independently and together with the staff of the Academy. Student representatives participate in the activities of all LMTA governing bodies, most commissions and working groups, deal with problems at the Student Representation, meetings of student group leaders, contact the administration, teachers, heads of departments individually. The aim is for them to be fully involved in the evaluation and improvement of quality of their studies, and to contribute to the necessary changes. Students have an opportunity to express their views and wishes on all aspects concerning the quality of studies. It is aimed at ensuring that students' participation in this process is not limited to making formal decisions. In carrying out actions related to performance quality improvement, LMTA develops relations with social stakeholders, is open to changes, follows innovations in scientific, artistic and technical progress, is able to monitor and evaluate changes in the labour market and improve the internal quality assurance system accordingly.

177. The quality assurance process of new and existing study programmes and the responsible units and/or staff of units are described in detail in the *LMTA Regulation of Study Programmes* approved by the LMTA Senate⁵⁰. The summarised scheme of this process is provided in Annex 19 to the SER.
178. The *Descriptor of the Procedure for Organisation of Surveys at LMTA* approved by the Rector of the Academy establishes the procedure for organising, conducting, data analysis, use and publicizing of the surveys of the Academy's students, graduates, employees and social partners. The reports of LMTA staff and student surveys conducted in the reporting period are available on the LMTA website⁵¹.

2.3. Activity planning, implementation, monitoring, periodic review and assessment processes

179. All data, indicators, evaluation criteria (hereinafter referred to as the indicator) collected and monitored by the Academy may be conditionally divided into the following:
 - Indicators submitted and used internally;
 - Indicators submitted and used externally;
 - Indicators submitted and used internally and externally.
180. In the long-term strategy *Academy 2020*, the following was planned:
 - Vision implementation indicators;
 - Indicators for the implementation of the long-term strategic axis: student-centred studies and possibilities for lifelong learning as well as competitiveness of art studies through development of new competences and improvement of the quality of studies;
 - Indicators for the implementation of the long-term strategic axis: developing art activity, scientific and art research by promoting creativity and innovations; expanding international cooperation and interaction between research, art and studies; ensuring dissemination in regions;
 - Indicators for the implementation of the long-term strategic axis: increasing transparency and efficiency of governance and self-governance processes through improvement of organisational culture.
 - The target values for the indicators of the strategy *Academy 2020* were established for 2016, 2018 and 2020. The actual values of these indicators were analysed in the LMTA annual reports for 2016, 2018 and 2020 prepared in 2017, 2019 and 2021 respectively⁵².
181. In the long-term strategy *LMTA '2030*, the following has been planned:
 - Indicators for the strategic priority *Sustainable activities*;

⁵⁰ Available online at https://lmta.lt/wp-content/uploads/2020/08/LMTA_Regulation_of_study_programmes20190424.pdf

⁵¹ Available online at <https://lmta.lt/lt/kokybe/apklauso/>

⁵² Available online at <https://lmta.lt/lt/lmta-dokumentai/veiklos-ataskaitos/>

- Indicators for the strategic priority *International school*;
 - Indicators for the strategic priority *Transferable culture*.
 - The actual values of these indicators were analysed in the LMTA annual reports.
182. LMTA strategic plans⁵³ are drawn up annually in accordance with the *Strategic Planning Methodology*⁵⁴ approved by the Resolution of the Government of the Republic of Lithuania. Between June and July of the current year (for example, 2020), the LMTA Finance and Accounting Office submits a draft LMTA strategic plan for the next three years (from 2021 to 2023) to the Ministry of Education, Science and Sport and the Ministry of Finance. This draft is adjusted and approved by the LMTA Council by the end of February of next year (2021) and submitted to the Ministry of Education, Science and Sport at the beginning of March. LMTA strategic plans are drawn up in accordance with the *Plans for Drafting Financial Indicators of the State Budget and Municipal Budgets*⁵⁵ of the respective year approved by the Government of the Republic of Lithuania. Each LMTA three-year strategic plan contains the following:
- Effect indicators (planned for three years, their detailed description is provided in the three-year strategic plan (technical annex);
 - Outcome indicators (planned for three years, their detailed description (technical annex) is provided in the three-year strategic plan (technical annex);
 - Output indicators (planned for three years, their detailed description is provided in the three-year strategic plan (technical annex);
 - Unit performance indicators (planned for one year).
 - Actual values of all indicators (effect, outcome, output, unit performance) included in the strategic plan are analysed in the LMTA annual reports. Actual values of effect, outcome and output indicators are also submitted to the Ministry of Education, Science and Sport on an annual basis in the *Report on the Implementation of the LMTA Strategic Plan* developed by the Finance and Accounting Office.
183. Performance indicators that are monitored by the units but not planned and not included in the strategic plans are also analysed in the LMTA annual reports where their implementation contributes to the achievement of LMTA strategic objectives.

2.4. Support to students and academic and non-academic staff

184. The Academy aims at ensuring that the organisation and provision of academic, financial, social, psychological, personal and other support to **students** is appropriate, and that all dissemination of information is consistent and timely. Information for students on the modes of studies, funding, the aim of studies, learning outcomes, assessment of achievements, electives, timetables, mobility opportunities, etc., and changes thereto is provided by various means: 1) this information is provided in the admission rules, which are available on the Academy's website, study fairs taking place in various Lithuanian towns and abroad, etc.; 2) first year students are informed thereof during Information Days; 3) various documents governing the studies of the Academy's students are published on the Academy's website⁵⁶; 4) student representatives are members of study programme committees; 5) students receive important and urgent information related to the studies electronically, using student email boxes developed by the Academy for the transmission of information; 6) Every spring, LMTA organises open doors days during which future students not only receive information about study programmes, but also meet with chairs of study programme committees, heads of departments and teachers. The Library⁵⁷

⁵³ Available online at <https://lmta.lt/lt/lmta-dokumentai/lmta-strateginiai-planai/>

⁵⁴ Available online at: <https://www.e-tar.lt/portal/lt/legalActEditions/TAR.A6665E0FB4EC?faces-redirect=true>

⁵⁵ Plan for Drafting Financial Indicators of the State Budget and Municipal Budgets of the Republic of Lithuania for 2021. Available online at <https://www.e-tar.lt/portal/lt/legalAct/517626c05e2511ea931dbf3357b5b1c0>

⁵⁶ Available online at <https://lmta.lt/en/english-about-lmta/english-documents/english-documents-related-to-studies/>

⁵⁷ Available online at <https://biblioteka.lmta.lt/en/home/>

of the Academy provides consultations and assistance to students in seeking necessary information in various Lithuanian and international catalogues and databases. The Career and Competence Centre of the Academy coordinates information of students on professional career opportunities⁵⁸.

185. The following financial support is provided to the **students** of the Academy:

- The *LMTA Regulations for Grants* govern the allocation of the grant fund, the procedure for grant awarding conditions and their payment to students;
- The Vilnius Dominican Monastery of Saint Apostles Philip and Jacob of the Order of Preachers awards grants to socially disadvantaged students⁵⁹.
- The *LMTA Procedure for Payment, Repayment and Recovery of Tuition Fees* governs tuition fee discounts for students who pay for their studies;
- The Academy supports students' creative self-expression as far as it is practicable: covers travelling expenses to festivals/contests/conferences, pays participation fees of such events. If there is no possibility to do so, the Academy informs students about possible financial support and recommends students to state, public and/or private foundations;
- Students of the Academy are entitled to different forms of financial support administered by the State Studies Foundation⁶⁰.

186. With a view to achieving the strategic objective – train best qualified, creative, competitive art professionals who are open to the world through expansion of the scope of creation and research, increasing the impact on national and cultural development, provision of lifelong learning opportunities, ensuring performance efficiency and quality – the programme *Student Support* is provided for in LMTA annual strategic plans. LMTA receives financial resources (appropriations) for the implementation of this programme. For example, as part of the *Student Support Programme*, the Academy provides for an action “To assess first and second cycle students’ performance and results of artistic, scientific, creative or managerial activity, draw up the list of best performing students according their learning outcomes.” The criterion for the evaluation of this action is “Average number of incentive grants paid to first and second cycle students from the state budget per month”. The target numeric value of this criterion for 2020 was 90, the achieved value was 134, for 2019 – 70 / 112, 2018 – 70 / 121, 2017 – 70 / 93 and 2016 – 75 / 85 respectively. With the increase in the number of students receiving incentive grants, the funds allocated to their payment go up too respectively: in 2020 – EUR 395K, in 2019 – EUR 374K, in 2018 – EUR 213.71K, in 2017 – EUR 191K, in 2016 – EUR 180.50K.

187. The Physical Education Centre operating in the Academy ensures a possibility for **students** to exercise actively. In the LAMT phoniatric facility, students can receive the necessary vocal health aid. LAMT students are provided with individual psychological counselling free of charge, they attend the series of psychological self-help lectures. Students are offered a possibility to stay at the LAMT student residence (Giedraičių g. 57, Vilnius and Jūros g. 17, Klaipėda, as well as Karklų g. 2/ Kalvos g. 8, Klaipėda). The fee for accommodation in the student residence is reduced for socially disadvantaged groups and students with special needs who come to study in Vilnius or Klaipėda from other towns.

188. To ensure accessibility of studies, **students** of the Academy use the following services provided by the State Studies Foundation:

- State-supported grants, i.e., the grants for paying the tuition fee, subsistence expenses, periods of study under international contracts;
- Social grants, i.e., the support for students who receive a social benefit or are limited in their working capacity or orphans or other persons were awarded custody/care;
- Support for Lithuanians abroad, i.e., the support for foreign nationals of Lithuanian origin who have come to study in Lithuania;
- Support for students with disability, i.e., the support for students who are established with 45 per cent and lower working capacity;
- Reimbursement of the tuition fee, i.e., the reimbursement of the tuition fee for individuals with the best performance;
- Compensation for individuals who completed military service.

Students are consulted by the staff of the Study Information and Data Office on the services provided by the State Studies Foundation.

⁵⁸ Available online at <https://kkc.lmta.lt/>

⁵⁹ Available online at <https://lmta.lt/lt/studentu-demesiui-nauja-dominikonu-stipendija/>

⁶⁰ Available online at [My Government | The State Studies Foundation \(lrv.lt\)](http://My Government | The State Studies Foundation (lrv.lt))

189. Statistical data on LMTA students who made use of the financial support offered by the State Studies Foundation is available in the table below.

Financial support	Number of students who made use of financial support				
	2020	2019	2018	2017	2016
Loan for the tuition fee	40	47	52	45	28
Loan for subsistence	21	24	24	39	21
Loan for studies abroad	0	1	1	0	0
Reimbursement of the tuition fee	16	18	15	7	17
In total:	77	90	92	91	66

190. The Academy aims at improving access to and conditions for students with disabilities or special needs studying at the Academy as far as possible. The Academy participates in the project implemented by the State Studies Foundation for students with disability *Increasing Accessibility of Studies*⁶¹ as a partner. In the course of participation in this project, the LMTA administrative and teaching staff participated in the training on the following topics: 1) Human rights-based approach to disability and higher education; 2) Students with disabilities and diversity of learning needs; 3) Technical assistance and alternative learning means; 4) Management of students with disabilities at a higher education institution; 5) Individualisation of students with disabilities. On 5 December 2019, the employee of the LMTA Study Information and Data Office participated in the conference *Higher Education for Autistic People* organised by Vilnius University.
191. The *Equal Opportunities Policy*⁶² and its implementation measures have been approved in the Academy. Taking into account strategic objectives and financial capacities, the Academy organises staff training that improves their understanding of discrimination and prejudices relating to gender, race, nationality, language, origin, social status, faith, beliefs or views, age, sexual orientation, disability, ethnicity, religion, prevalence and harmfulness; make the staff aware of the direct and indirect nature of discrimination and the conditions under which it can occur and how it can be avoided; make them familiar with the application of existing legislation and its application in the area of equal opportunities. The aim of the training is to help the staff to act in a way that avoids violations of the equal opportunities policy and legislation, as well as to provide knowledge in conflict resolution.
192. LMTA students with disabilities make use of the financial support allocated in accordance with *Description of the Procedure for the Provision of Financial Aids to the Disabled Studying at Higher Education Institutions* approved by the Resolution of the Government. Currently, LAMT has a mobile stairlift and a braille printer.
193. Data on students and graduates of the Academy with disabilities or special needs in the period from 2016 to 2020 is provided in the table below.

Academic year	Number of students with disabilities		Number of graduates with disabilities	
	First study cycle	Second study cycle	First study cycle	Second study cycle
2019/2020	7	1	3	1
2018/2019	6	2		1
2017/2018	6	1	1	1
2016/2017	3	1		
2015/2016	2		1	

194. One of the most effective tools for reducing social exclusion and integration of people with disabilities is art and creativity. The Academy, in cooperation with Vilnius University, delivers the only joint second cycle study programme of the kind in Lithuania *Arts Therapy*. The aim of this

⁶¹ Available online at <https://vsf.lrv.lt/lt/projektas-studiju-prieinamumo-didinimas-studentams-turintiems-negalia>

⁶² Available online at https://lmta.lt/wp-content/uploads/2018/01/LMTA_lygiu_galimyb_politika_ir_jos_igyvend_tvark_aprasas.pdf

- study programme is to train a master in health sciences who applies drama, music or dance-movement therapy professionally in the area of personal health and welfare. Graduates of the study programme *Arts Therapy* work in hospitals, mental health centres, rehabilitation and sanatorium treatment and other personal health care institutions, care homes, day centres, crisis centres and other social services institutions; special education institutions.
195. The *LMTA Descriptor of the Procedure for Staff Remuneration* approved by the LMTA Council governs **staff** incentives. The following bonuses are paid to the LMTA staff in addition to their official salary:
- the amount of the bonus is up to 100 per cent of the official salary for the additional workload when there is an increase in the amount of work in performing the functions specified in the job description within the prescribed length of working time;
 - the amount of the bonus is up to 100 per cent of the official salary for the performance of additional duties or tasks not specified in the job description and formulated in writing;
 - the amount of the bonus is up to 300 per cent of the official salary for carrying out additional urgent, important and complex tasks.
196. A **non-academic staff member** is paid a bonus for the substitution for a non-academic staff member during sick-leave or holidays (except for pregnancy, childbirth and childcare leave): in the event of sickness from the third day of substitution, non-academic staff is paid up to 50 per cent of the official salary of the substituting staff member, but not exceeding 70 per cent of the official salary of the substituting staff member.
197. The LMTA rector awards bonuses to the staff for good work and performance in achieving the LMTA objectives.
198. The following additional cash benefits are granted to the **staff**:
- A death allowance in the event of the death of the employee's family member (spouse, child, adopted child, parents, adoptive parents);
 - A benefit paid in the event of a loss of a dwelling and property due to flooding, fire, etc.;
 - A compensation for the costs of treating a serious illness as a result of a deterioration in the employee's health;
 - A death allowance.
199. The Academy provides the conditions for **teachers'** professional development by enabling them to use a variety of resources and opportunities (see paragraphs 122, 123, 124, 125 and 126 of SER).
200. The *LMTA Descriptor of the Procedure for Remote Work* approved by the LMTA Rector establishes the procedure and conditions for performing work functions of the Academy's staff or part thereof in a place other than a permanent workplace using information technology. The possibility to work remotely is available to all employees provided the nature and characteristics of their activity permit them to perform the functions assigned to them in this form of work organisation. Following the onset of the global pandemic of the COVID-19 and the declaration of lockdown by the Government of the Republic of Lithuania throughout the country, all LMTA activities, like in other higher education institutions, took place remotely. LMTA staff were provided with information and methodological assistance and they were advised on all issues related to remote work. Information and methodological assistance were provided by the staff of the Music Innovation Studies Centre, Audio, Video and Information Technologies Centre, IT Maintenance Office. In 2020, inhouse training on remote work took place, LMTA staff were provided with consultations.

Training and consultations	Date	Number of participants
Individual staff consultations	constantly	-
E-Studies: Distance and Mixed Teaching. Training for LMTA teachers and staff members Available online at https://lmta.lt/lt/renginys/e-studijos-nuotolinis-ir-misrus-mokymas/ Training material is available at https://emokymas.lmta.lt	29 and 30 September	46
More Efficient Use of <i>MS Office</i> Programs. Seven Rules of a Good Publication	15 October	51
Untapped Possibilities of <i>Teams</i> and Clear benefits for the Organisation	15 October	51
Training on <i>Microsoft Teams</i> (theory and practice)	19 November	55
More Efficient Use of <i>MS Office</i> Programs (theory and practice)	10 December	62

2.5. Academic integrity, tolerance and non-discrimination, appeals, ethical provisions and procedures

201. The *Code of Academic Ethics* (see Annex 15) is intended for fostering the culture of quality in art, research activities and studies, socially responsible conduct, integrity, transparency and responsibility in the Academy. In their activities, members of the LMTA academic community are guided by the following principles of academic ethics: academic freedom; academic integrity; responsibility; collegiality and respect. All members of the LMTA academic community commit themselves not to violate the *Code of Academic Ethics* and not to tolerate violations thereof in the Academy and beyond it, take care that the *Code of Academic Ethics* is functional and eliminate violations thereof by means of moral sanctions: criticism, condemnation, dissociation, termination of cooperation. Cases of violations of the *Code of Academic Ethics* by members of the LMTA academic community are considered by the Ethics Committee whose composition is approved by the Senate. In its activities, it is governed by this *Code of Academic Ethics* and the *LMTA Regulations on Activities of the Ethics Committee*⁶³.
202. Students of the Academy may lodge appeals, complaints about the study process in accordance with the *LMTA Descriptor of the Procedure for the Submission and Examining of Appeals Against Learning Outcomes*⁶⁴. An appeal is deemed to be a written request by a student of the first, second or third study cycle to examine the following:
- A decision on the assessment of the learning outcomes of the subject during the examination session when the assessment was carried out by one teacher;
 - An infringement of the procedure for the assessment of the learning outcomes of the subject;
 - An infringement of the procedure for the defence and assessment of the final thesis;
 - A decision on crediting of learning outcomes.
- Appeals are not accepted when they are filed:
- Against the assessment of the learning outcomes of a study subject during the examination session provided that the assessment commission was set up to assess the learning outcomes of a study subject in accordance with the LMTA Regulations on Studies;
 - Against the assessment of the final thesis.
- The Board of Appeals is set up within a maximum of 3 (three) working days after receipt of the appeal and assessment of its validity. The decision of the Board of Appeals is final. In the event of the Appellant's disagreement with the decision of the Board of Appeals or the absence of the reply within 15 (fifteen) working days, the Appellant may approach the LMTA Dispute Resolution Commission.
203. In the period from 2016 to 2020, the LMTA Ethics Committee considered 4 appeals concerning violations of academic ethics submitted by students, graduates and teachers. In all cases, violations were established. In three cases, warnings were issued to teachers and a student. One student was expelled from LMTA upon the establishment of the fact of plagiarism. Preventive measures were taken at the Academy, additional seminars were conducted for teachers and students, and the Academy community was re-introduced to the *LMTA Code of Ethics*.

2.6. Use of the external review results for the improvement of LMTA activities

204. Last external reviews of study programmes delivered by LMTA took place in 2015. The study programme committees and the Study Programmes Office have ensured that the recommendations of the external review experts are taken into account in the improvement of study programmes:
- Recommendations for improvement by the external review experts were included in the operational plans of the Study Programmes Office;

⁶³ Available online at <https://lmta.lt/lt/etika/>

⁶⁴ Available online at https://lmta.lt/wp-content/uploads/2020/08/LMTA_Procedure_of_the_submission_and_examining_of_appeals_against_learn_outc20151021.pdf

- The Head of the Study Programmes Office monitored the process and progress of recommendation implementation and provided the necessary assistance to the performers of tasks;
- The report on the implementation of recommendations was provided in the activity reports of the Study Programmes Office.

As the new phase of external review and accreditation of higher education institutions of the Republic of Lithuania and study programmes delivered by them began in 2019, LMTA publishes information on the review and accreditation of studies⁶⁵. LMTA has submitted self-evaluation reports of the study fields of Film, History and Theory of Art, Music and Theatre in line with the plan of external review of study fields approved by the Centre for Quality Assessment of Studies. In the future, LMTA plans to continue paying particular attention to the implementation of recommendations by external review experts.

205. The LMTA external review took place in 2013. The *Plan for the Improvement of LMTA Activities to Implement the Recommendations of the Institutional Review Experts*⁶⁶ was approved by Order No. 70-VĮ of 21 May 2014 of the LMTA Rector. The implementation of the Plan was linked to the long-term lines of strategic activity outlined in the strategy *Academy 2020*:

- Increase transparency and efficiency of governance and self-governance processes through improvement of organisational culture;
- Ensure student-centred studies and possibilities for lifelong learning, as well as competitiveness of art studies through development of new competences and improvement of the quality of studies;
- Develop artistic activity, research and artistic research by promoting creativity and innovation; expanding international cooperation, interaction between research, art and studies; ensuring dissemination in regions.

The implementation of the Plan was supervised and periodically updated by the Quality Management Office in cooperation with LMTA units. The implementation of this Plan was discussed at the meetings of the top management, extended sittings of the Rectorate, as well as the meetings of units comprising the Academic Affairs Centre. Summarised information on the LMTA activities and results achieved in the implementation of the recommendations of the previous external review are provided as Annex 20 to the SER.

Major self-evaluation outcomes in the evaluation area QUALITY ASSURANCE
Strengths
1. LMTA has approved and publicly available internal quality assurance documents (<i>Quality Manual, Policy for Quality Assurance</i> , etc.).
2. Provisions and procedures of academic integrity, tolerance and non-discrimination, appeals and ethics are established and applied in the <i>LMTA Code of Academic Ethics</i> and <i>LMTA Regulations on the Activities of the Ethics Committee</i> .
3. LMTA uses the results of external review in the improvement of its activities.
Areas for improvement
1. The process of LMTA activity planning, implementation, monitoring, periodical review and improvement to be improved.
2. Ensuring the effectiveness of LMTA support for students and academic and non-academic staff to be improved.

⁶⁵ Available online at <https://lmta.lt/lt/kokybe/isorinis-kokybes-uztikrinimas/lmta-studiju-vertinimas-ir-akreditavimas/>

⁶⁶ Available online at https://lmta.lt/wp-content/uploads/2018/01/pask_veikl_po_LMTA_instit_vertin_2014-05-20_steb_2020-01-09.pdf

3. STUDY AND RESEARCH/ART ACTIVITIES

3.1. Compatibility and compliance of studies and art/research activities with strategic objectives

206. It is enshrined in the *LMTA Statute* approved by the Parliament of the Republic of Lithuania in 2012 that *the Lithuanian Academy of Music and Theatre is a music, theatre, film and dance arts university* with a mission to ensure sustainable **development of art, research and art research**, participate in the shaping of the national **artistic education and cultural policy**, foster **spiritual harmony** and **national identity of society**, educate the **most artistically gifted youngsters into creative, proactive, entrepreneurial people who are open** to Lithuania and the world.
207. **Study fields and programmes.** In implementing its mission, the Academy delivers studies, develops art activities, participates in the cultural life of the country and carries out research. The Academy delivers study programmes in the following accredited fields:
- Eight first cycle study programmes in four study fields (Music, Theatre, Film, Dance);
 - Two first cycle study programmes in the field of Pedagogical Studies (student admission was held till 2019);
 - Two first cycle study programmes in the field of Management (student admission was held till 2018);
 - Seven second cycle study programmes in six study fields (Music, Theatre, Film, History and Theory of Art, Management, Rehabilitation), including a joint study programme with Vilnius University in the field of Rehabilitation);
 - Two study programmes in two study fields (Pedagogy and Educational Sciences) (student admission was held till 2017).
- The intended learning outcomes, distinguishing features of study programmes delivered at LMTA, opportunities for professional and further studies are provided in the *Descriptions of Study Programme Profiles* on the LMTA website⁶⁷.
208. Studies in the Academy are delivered in accordance with the *LMTA Student-Centred Strategy for Studies* (Annex 21 to the SER). The aim of this Strategy is to create a student-centred environment for studies in line with the Bologna Process Policy and the ECTS Methodology, enabling the student to participate actively in the study process and to take responsibility for the learning outcomes achieved.
209. The aims of the first and second cycle study programmes are directly linked to the LMTA mission and strategic priorities. They emphasize professional excellence in performing/creating an art programme or projects, historical and theoretical knowledge of the chosen field of art, knowledge of the professional field, analytical, artistic and communication skills, and skills of continuous development. For instance, the aim of the first cycle study programme in the field of Music *Music Performance* is to train **professional music performers** in the selected specialisation who are able to prepare and **perform publicly** pieces of various styles and genres solo, in ensembles and/or orchestras of different compositions, who have good knowledge of the musical repertoire of the selected specialisation in historical and theoretical terms, who are able to work and improve independently, communicate and cooperate, **develop their concert activities**. The aim of the second cycle study programme in the field of Theatre *Theatre Art* is to train a highly qualified **creator of theatre art, i.e., an actor, director**, with knowledge of the principles of theatrical creation, specific features of collective creation, and a **researcher** with theoretical, methodological and practical knowledge of art research who is able to analyse the creative process and artistic output, point out and solve theoretical and practical problems, independently and/or collectively implement a creative art project initiated by them based on an individual study of a relevant and innovative problem, as well as create a niche for their creative activities.
210. **Optimisation of study programmes.** The strategic priority *Sustainable Activities* is implemented by ensuring an adequate level of incoming students and highly qualified teachers in securing the quality of the delivered studies, publicising the performance of the Academy, and performing art and creative activities of students and teachers. With a view of improving the quality of studies, significant optimisation of study programmes is carried out at the Academy taking into account the experience available, students' views and changing needs in the field of culture and art. Following the analysis of the cost-effectiveness of study programmes, small-scope study programmes (e.g., *Musical Folklore, Music Theory and Criticism*,

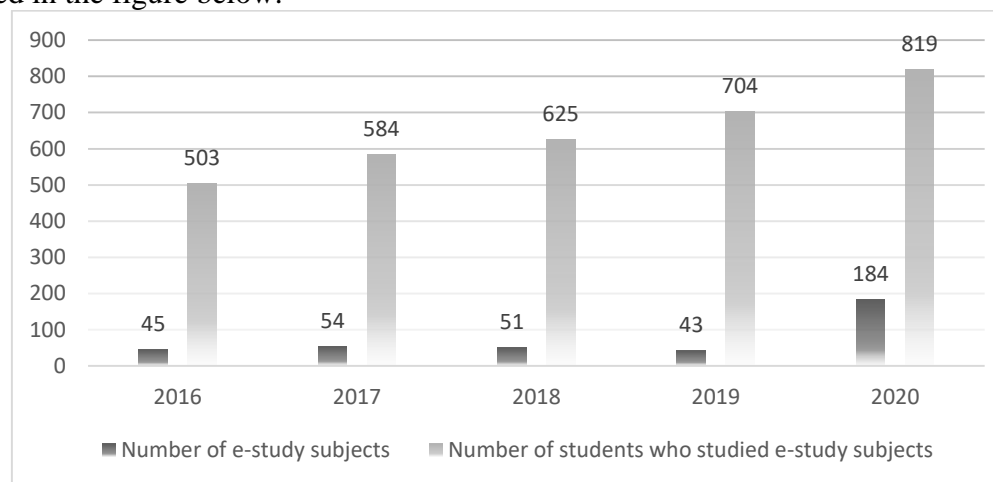
⁶⁷ Available online at <https://lmta.lt/lt/studiju-programos/trumpieji-studiju-programu-planai/istojusiems-2020-m/>

Composition, etc.) with a small number of students, but much needed for the implementation of the LMTA mission, were merged into large units with respective specialisations for the purposes of a more rational management of study resources. In the course of study programme optimisation, study programmes that did not meet the requirements of cost-effectiveness of the Ministry of Education, Science and Sport were abandoned. Admission to study programmes in social sciences (*Art Management*, *Art Pedagogy*, *General Music Didactics*) is no longer held at the Academy. Admission to first cycle study programme in the Humanities *Musicology* has been suspended. Development of managerial, pedagogical and research abilities has been integrated into updated plans of optimised study programmes.

211. The number of study programmes increased to 39 following the start of activities in Klaipėda Faculty in 2019. Through targeted optimisation of overlapping study programmes and in pursue of a unique contribution of Klaipėda Faculty to the needs of the Western Lithuanian region, Klaipėda University started to deliver new specialisations in study programmes *Music Performance* and *Theatre Art*, such as *Music and Education*, *Musical*, *Orchestral Music*, *Theatre and Event Directing*.
212. Experience has shown that the merger of study programmes was a strategically correct step as it eliminated the risk of losing the programmes which were not cost effective, facilitated the planning of study places and encouraged closer cooperation between teachers and students from different units. Optimised study programmes of the Academy include the development of abilities embedded in the mission and ensure the implementation of the learning outcomes provided for in strategic objectives.
213. **Consistent recognition of foreign qualifications, partial studies and previous non-formal and informal learning.** In implementing the objectives of the *Quality Assurance Policy*, the Academy carries out recognition of higher education qualifications, partial studies and previous learning, including non-formal and informal learning. The following procedures for recognition of previous learning or partial studies are in place at LMTA:
 - The *Procedure for Assessment of Competences Acquired by Means of Non-Formal or Informal Learning and their Recognition as Learning Outcomes* which establishes the requirements and procedures for the assessment of competences acquired by means of non-formal and informal learning and their recognition as learning outcomes approved by the Resolution of 26 February 204 of the LMTA Senate (minutes No. 1-SE).
 - *Description of the Procedure for Recognition of Partial Learning Outcomes in the Lithuanian Academy of Music and Theatre* (Resolution No. 16-SN of 23 September 2020 of the Senate of the Lithuanian Academy of Music and Theatre).
214. **Assessment and recognition of competences acquired by means of non-formal and informal learning.** The development of the system of assessment and recognition of competences is intended to ensure the assessment and recognition of competences acquired by formal, non-formal and informal means in order to enable individuals to acquire the desired education more quickly (through learning in individual programme modules) or to obtain validation of qualifications acquired and to integrate into the labour market faster. Competences acquired in the non-formal adult education system are assessed according to the learning outcomes described in a respective study programme. Competences are assessed and recognised by the Competence Assessment Commission the composition whereof is approved by the order of the LMTA Rector. The Commission consists of the dean of the faculty, the representative of the Study Programmes Office and the teacher of the subject. Other persons may be included in the Commission on a case-by-case basis. Since the start of this activity at the Academy in 2014, a total of nine candidates have applied for the assessment of competences and their recognition as learning outcomes: one candidate applied in 2014, one candidate in 2017, two candidates in 2018, four candidates in 2019, and one candidate in 2020. The applications of seven candidates were granted and their competences acquired through non-formal and informal learning were recognised. After consideration and analysis of the documents submitted by the other two candidates, it was decided not to grant applications and not to assess competences acquired through non-formal and informal learning. The Career and Competence Centre actively publicises and carries out recognition of previous learning (formal and non-formal), as well as improves the procedures for recognition. Information in Lithuanian is published on the website of the Centre.
215. **Recognition of partial learning outcomes** is governed by the *Description of the Procedure for Recognition of Partial Learning Outcomes at the Lithuanian Academy of Music and Theatre*. The Description applies to persons who have completed, studied or are studying at higher education

institutions in Lithuania or foreign countries according to higher education study programmes and who wish to continue their studies. The learning outcomes achieved by them are recognised according to the same or other first and second cycle university study programmes at the Academy. Recognition of partial studies is decentralised at the Academy. It is carried out by faculties.

216. **Recognition of foreign qualifications.** As of 13 May 2021, the LMTA has been granted the right to carry out academic recognition of education and qualifications related to higher education and acquired under education programmes of foreign states and international organisations for those intending to study. The LMTA has drafted a description of the procedure for academic recognition of foreign qualifications which provides for general principles for assessment of foreign qualifications, assessment procedures, requirements for submitted documents and responsibilities. To ensure uniform application of common criteria and consistency of decisions taken, recognition of foreign qualifications will be carried out in a centralised manner. It will be conducted by the Study Information and Data Office.
217. Only full-time studies are delivered at the Academy. Part-time studies are not delivered.
218. **E-studies.** The Academy has more than 15 years of experience of work with virtual teaching environments. This experience started from the organisation of remote professional development courses for Lithuanian teachers of music. The Academy uses open-source software *Moodle*. Basic information on e-studies is provided in the figure below:



219. In 2020, the *Description of the Procedure for Organisation of Digital Studies (E-Studies) and Distance Studies of the Lithuania Academy of Music and Theatre*⁶⁸ was approved by the Resolution of the LMTA Senate (No. 15-SN). According to the data provided in the LMTA annual report for 2020, there are 337 e-courses in *Moodle* environment, consisting of 213 study courses (for LMTA students), 22 professional development courses (for teachers) and 3 courses for pupils preparing for the secondary school graduation examination in musicology. Other material (e.g., tests for pupils) is also available in the *Moodle* environment and tools for the virtual work of students and teachers and teaching (video material, educational films) will be put in place. The total number of users of the LMTA *Moodle* virtual teaching/learning environment is currently 1,077.
220. LMTA participates in the improvement of specialised distance learning tools for arts studies. During the *Erasmus+ SP* project INTERMUSIC2 (2018–2020), co-ordinated by the Giuseppe Verdi Conservatoire of Music in Milan, partners – the Polytechnic Institute of Milan (Italy) and the Danish Royal Academy of Music, the interactive environment for music learning and practice was studied, a virtual platform for distance music teaching and methodological material were developed, as well as joint remote and mixed modules were created on the open learning platform *Moodle*.

⁶⁸Available online at <https://lmta.lt/en/english-about-lmta/english-documents/english-documents-related-to-studies/>

221. **Additional and bridging studies.** Descriptions of studies in the fields of Music, Theatre, Film and Dance delivered by LMTA establish that persons are admitted to the second cycle studies after completing the first cycle studies and passing entrance examinations in accordance with the procedure established by the higher education institution. The higher education institution may, where necessary, organise additional and/or bridging studies, by establishing the duration, content and mode of such studies in its internal legislation, or recognising the competences acquired non-formally that are necessary for further studies. The LMTA makes it possible for graduates of colleges and other study fields to enter the second cycle studies by checking their suitability and readiness to study at LMTA during the entrance examination, as well as asking the entrant who has completed the first cycle studies in another field to submit documents proving at least one year's professional experience (a professional portfolio). There was no need for additional or bridging studies in the reporting period. All students were admitted on the basis of the results of the entrance examinations and the professional portfolio submitted.
222. **Individual study plan.** Pursuant to the *LMTA Regulations of Studies*, an individual study plan means an individual plan drawn up according to a specific study programme which meets the needs of the student and establishes the arrangement of compulsory and optional study subjects (modules) in semesters. The individual study plan is applicable in the following cases:
- For students who are admitted to higher year of studies and whose learning outcomes achieved have been credited (upon changing the study programme at the same institution or changing a higher education institution itself);
 - For students who prepare for art competitions, are going to give a concert, act, participate in competitions, festivals or other events related to the achievement of the aims of the study programme.
- An individual timetable of studies is drawn up upon the students' request to the dean of the faculty and upon coordination of the plan for assessment of learning outcomes. The student studying according to an individual timetable must meet all the requirements specified in the description of the study subject. An individual timetable of studies is drawn up for approximately five students every year.
223. Third cycle studies are delivered in accordance with individual study plans. A study plan for a doctoral student is drawn up by the doctoral student and their supervisors. It is considered by the department, approved by the doctoral committee of a respective field in the first semester of studies.
224. **Student admission.** The sustainability of the Academy's activities is ensured by talented and motivated students. This is evidenced by the fact that, for instance, the share of the admitted into the first cycle studies in 2020 **who selected LMTA as their first priority was 95.3 per cent.** LMTA ranked second among Lithuanian state higher education institutions according to this indicator after the Lithuanian Military Academy in 2020.
225. **The average competitive score** of the entrants to state funded study places was **9.85** in 2020. According to this indicator, the Academy ranked first among Lithuanian higher education institutions for the ninth year in a row. The lowest entry competitive score by the method of funding is provided in the table below:

	2016	2017	2018	2019	2020
State funded places	5.86	6.29	7.2	7.71	5.71
Non-state funded places	2.01	4.44	5.55	7.39	5.57

226. Study programmes, which have been updated and optimised in recent years, attract an increasing number of students who are willing to study. E.g., only 41 students out of 277 candidates (15 per cent) were admitted to the study programme *Film Studies* in 2020, and 37 students out of 90 willing (41 per cent) were admitted to the study programme *Music Studies*. The popularity of LMTA study programmes and the high quality of student selection are demonstrated by the fact that on average only 27 per cent of those willing to study are invited to study. This shows that the demand for studies at the Academy is significantly higher than the opportunities offered to study in state funded places. Restrictions on the number of Academy students relate to state funding for art studies. With the increase of the tuition fee, the number of students studying at their own expense decreases every year because the tuition fee does not match entrants' financial capacities.

227. **Students and graduates.** In the strategy *LMTA`2030*, the Academy set an objective to have at least 1,000 students. As on 1 October 2020, 1,048 students studied at the Academy, including 719 (68 per cent) in the first, 290 (28 per cent) in the second, and 39 (4 per cent) in the third cycle. Detailed information on the number of students by study fields and programmes is provided in Annex 22.
228. Aggregate data on the students in the first and second study cycles shows that the number of students has increased by 19.7 per cent since 2016. As shown in the figures below, the largest share of students studies in the field of Music (62 per cent):

Figure A

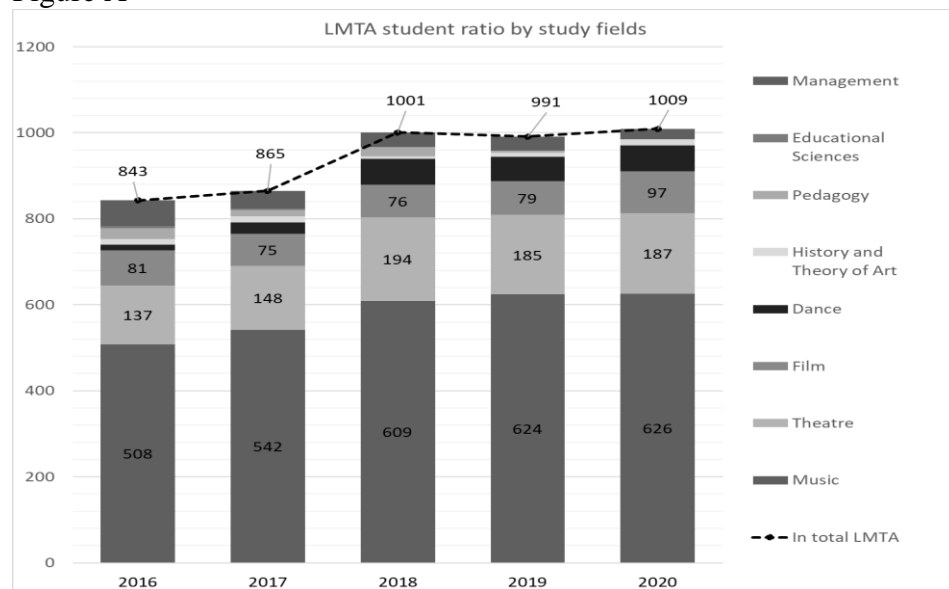
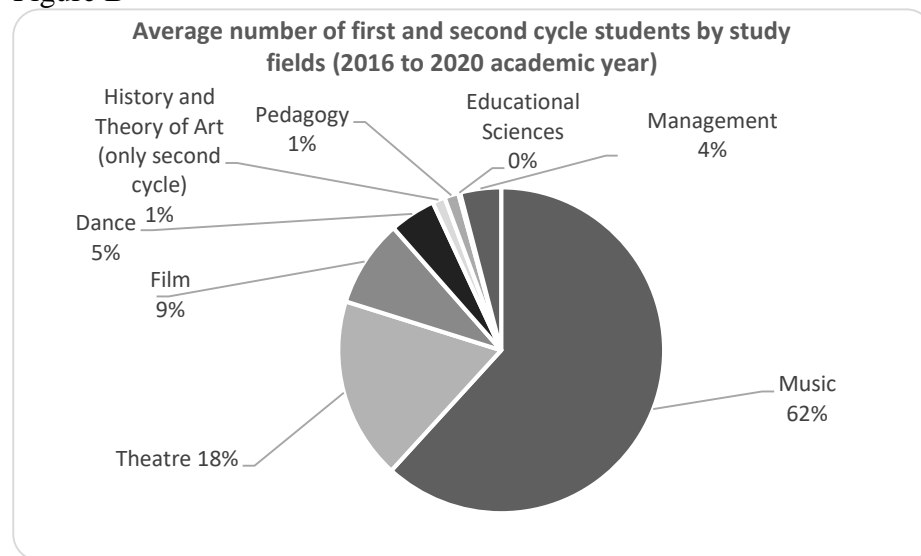


Figure B



229. In the reporting period, a significant increase in student numbers is observed in the first cycle fields of Dance (from 14 to 60 students) and Film (from 69 to 80 students). The number of students has also increased in the fields of Music and Theatre. The main reason is the successful integration of Klaipėda Faculty and rational optimisation of study programmes which encouraged students to choose to study at LMTA.
230. In the period between 2016 and 2020, the qualification degree was conferred to a total of 1,211 graduates, including the Bachelor's Degree awarded to 712 graduates, the Master's Degree to 465 graduates, and the Doctorate to 34 graduates. On average, 80 per cent of first cycle state funded students complete their studies in time:

Admission year	Students admitted	Graduation year	Number of graduates who acquired qualification in time	Share of graduates who acquired qualification in time, percentage
2012	157	2016	131	83.44
2013	126	2017	91	72.22
2014	137	2018	107	78.10
2015	150	2019	124	82.67
2016	136	2020	113	83.09

231. On average, 75 per cent of second cycle state funded students complete their studies in time:

Admission year	Students admitted	Graduation year	Number of graduates who acquired qualification in time	Share of graduates who acquired qualification in time, percentage
2014	89	2016	65	73.03

Admission year	Students admitted	Graduation year	Number of graduates who acquired qualification in time	Share of graduates who acquired qualification in time, percentage
2015	78	2017	59	75.64
2016	102	2018	74	72.55
2017	87	2019	80	91.95
2018	104	2020	76	73.08

232. The majority of students who do not complete their studies in time are persons who have interrupted their studies due to academic leave. In the reporting period, 18.4 first cycle students (9.83 per cent) and 3.2 second cycle students (2.66 per cent) terminated their studies during the first year of studies for various reasons on average each year. Some of them changed their study programme within LMTA and stayed on the Academy's student lists. Every year, studies are terminated due to low performance by an average of 2.4 (1.28 per cent) first cycle students and 0.8 (0.67 per cent) of second cycle students. Detailed information on first and second cycle students who terminated their studies during the first year of studies by the study fields and reasons for termination is provided in Tables 1 and 2 of Annex 23.
233. The high professional level of the Academy's students is evidenced by their achievements. A significant share of them becomes winners of international competitions and festivals already during their studies, and is awarded nominal grants. E.g., at the Young European Theatre competition in Spoleto, Italy, in 2018, the performance of LMTA students who had just graduated from BA studies *I dreamt that somebody called me darling* based on the play *Ashes to Ashes* by Harold Pinter earned the first place. In 2020, the film *Crucifixion* by Danielius Minkevičius, a student of the Academy's study programme *Film Studies*, was selected for *Palm Springs ShortFest 2020*, one of the largest short film festivals in the USA. The nominal grant of President Antanas Smetona for learning outcomes and creative achievements was awarded to Marius Povilas Elijus Martynenko, a third year student of the specialisation *Acting* of the BA study programme *Theatre Art*, in 2019, as well as Eglė Rudokaitė, a fourth year student-organist of the BA study programme *Music Performance*, and Teklė Kavtaradzė, a second year student of the MA study programme *Theatre Art*, in 2020.
234. **Graduates of the Academy** successfully integrate into the cultural and educational labour market in Lithuania and other countries. The largest share of the country's professional art collectives, such as the Lithuanian National Opera and Ballet Theatre, the Lithuanian National Symphony Orchestra, the Lithuanian National Drama Theatre, etc., is comprised of the Academy's graduates. The main part of research in Lithuanian musicology, ethnomusicology, theatre and film is carried out by LMTA graduates of the study field of History and Theory of Art. As mentioned above in paragraph 86, around 50 per cent of LMTA graduates start their career while studying at the Academy, while approximately 40 per cent start working within a year after graduation. A significant share of LMTA graduates work in the non-governmental sector, initiate the emergence of new troupes, ensembles, creative teams and businesses themselves, and thus implement the LMTA priority *Transferrable Culture*.
235. **Graduate surveys.** To ensure feedback, the Academy conducts surveys of the following stakeholders on a regular basis: first, second and third study cycle students; graduates; employers; social partners. The following graduate surveys are conducted in accordance with the *Description of Organisation of Surveys at LMTA*:

Survey on the programme studied and competences acquired	Every year after the final assessment (June)
Survey on possibilities for employment	Once in three years

The results of surveys are used for the analysis and improvement of the study programme, updating of individual study subjects, design of new study programmes, evaluation of the work of teachers or other members of the academic community and improvement of LMTA performance.

236. **LMTA teaching staff.** Students of the Academy are educated by the most prominent Lithuanian artists and researchers in their field, including 29 winners of the Lithuanian National Prize for Culture and Arts. The percentage of top qualified teachers (recognised artists and teachers with a scientific degree) is well above the rate established for universities (> 50 per cent), reaching 69.7 per cent in 2020. LMTA teachers are actively

involved in the creation and performance of Lithuanian art, carry out fundamental and applied research, develop methodological tools for studies, and are invited to be experts or members of working groups of public institutions.

237. **Results of external reviews of study fields and cycles.** During the preparation of the SER, a new stage of external evaluation and accreditation of studies delivered by higher education institutions of the Republic of Lithuania, which started in 2019, is still underway (see paragraph 204). By Order No. SV6-13 of 23 August 2021 of the Director of the Centre for Quality Assessment in Higher Education, the second cycle studies in the field of History and Theory of Art have already been accredited for a maximum period of seven years (until 20 August 2028). The process of evaluation and accreditation of studies in the fields of Music, Theatre and Film is not yet over.
238. **LMTA art and research activities and its compliance with the mission of the Academy.** Pursuant to the LMTA mission and strategic objectives, the Academy carries out fundamental, applied and artistic research (humanities, history and theory of art) and develops the fields of artistic creation and performance established in the *LMTA Statute* approved by the Parliament of the Republic of Lithuania: Music, Theatre, Film and Dance. In the course of implementation of the strategic line of *Academy 2020: Develop art activity, scientific and art research by promoting creativity and innovations; expanding international cooperation, interaction between research, art and studies; ensuring dissemination in regions*, all the targets set were achieved (only the number of art events and performances was not achieved in 2020 due to Covid-19). The dissemination of art activities has been particularly developed: The Academy could be compared to the Lithuanian National Philharmonic Society by the number of cultural and artistic events held:

	2016	2017	2018	2019	2020
Music	389	360	385	419	148
Theatre	161	175	166	188	65
Film	32	29	32	37	23
Dance	3	12	5	19	2
Interdisciplinary art	36	24	17	21	8
Other	24	5	12	13	20
Total number of cultural and art events:	645	605	617	697	266

239. To implement the provisions of the mission – *to ensure sustainable development of art, research and art research and to participate in the shaping of the national artistic education and cultural policy, to foster the spiritual harmony of society and national identity*” – the majority of LMTA events are open to the general public (access to them is free of charge). A significant number of events and projects are held outside the Academy with a view of wider dissemination of culture and art in the country and publicising the results of LMTA art. E.g., out of 697 events and projects implemented in 2019, 38 per cent (263 events) took place outside the Academy, including 81 events in Lithuanian regions and 26 abroad. In 2020, after the pandemic stopped the development of art activities, LMTA began broadcasting art events online (48 events).
240. To develop scientific and art research, LMTA carries out scientific and artistic research in the fields of art corresponding to the mission of the Academy, implements research and research dissemination projects, organises scientific conferences and publishes publications for dissemination of research results (the lists of the most important conferences and most prominent publications between 2016 and 2020 are provided in Annexes 24 and 25). Three periodical scientific journals are published at the Academy: *Lithuanian Musicology*, *Music Composition Principles* and *Ars & Praxis*⁶⁹, where research results are published by LMTA and foreign researchers.
241. With regard to the implementation of the provision of the mission *to participate in the shaping of the national artistic education and cultural policy*, LMTA artists and researchers are regularly invited to participate in expert or working groups of various institutions, and proposals and

⁶⁹ Available online at <http://xn--urnalai-cxb.lmta.lt/en/>

recommendations are made to public institutions. For example, in the period between 2016 and 2018, LMTA implemented a research project funded by the Ministry of Culture *Development of a Lithuanian Cultural Policy Model. Analysis of the Prospects of Shaping Lithuanian Cultural Policy*” (headed by R. Makselis).

242. **LMTA art activities.** The top-qualified, internationally acclaimed musicians working at LMTA ensure high quality of studies through their professional competence. Teachers’ most remarkable achievements in art over the past five years and the national awards received:
 - National Prize for Culture and Art of the Republic of Lithuania: in 2016, V. Anužis (actor, 2016); in 2017, E. Gabrėnaitė (actress), J. Janulytė (composer); in 2018, D. Meškauskas (actor); in 2019, A. Puipa (film director), V. Kuodytė (actress);
 - Prize for Culture and Art of the Government of the Republic of Lithuania: in 2016, J. Javaitis (TV and film director); in 2017, V. Radzevičius (cinematographer); in 2018, the duet *Armonas-Uss Duo*: I. Uss-Armonienė (piano) and R. Armonas (cello); in 2020, A. Mikutėnas (cinematographer), A. Naginevičiūtė – Adomaitienė (choreographer); in 2021, G. Beinoriūtė (film director), A. Sarulienė-Šeiko (choreographer and dancer of contemporary dance);
 - National Theatre Award *The Golden Stage Cross*: in 2016, E. Gabrėnaitė (actress); S. Stonytė (vocalist); in 2017, D. Meškauskas (actor), M. Urbaitis (composition); in 2018, O. Lapina (theatre director), A. Gintautaitė, V. Anužis (actors), B. Kapustinskaitė (playwright); in 2019, D. Meškauskas; in 2020, Y. Ross (theatre director), I. Milkevičiūtė (vocalist).
243. LMTA teachers participate in various international art projects, actively perform and tour abroad. For example, conductor R. Šervenikas is invited to conduct in theatre stagings of the Bavarian State Opera, Oslo Opera Theatres, Prague Philharmonic Orchestra, Saint Petersburg Philharmonic Orchestra, and Seoul Symphony Orchestra. Pianist M. Rubackytė has held a number of piano music recitals and concerts with the orchestra in France, Switzerland, Italy, Hungary, Poland, South African Republic, USA, and South America. Cellist R. Vaitkevičius, a member of an internationally recognised quartet founded at LMTA in 2012, had concerts in Great Britain, Austria, France, Italy, Israel, Norway, USA, Canada, Panama, China, etc., between 2016 and 2020. Pieces by composer R. Šerkšnytė were recorded by *Deutsche Grammophon* in 2019 (Mirga Gražinytė-Tyla. *Going for the Impossible - A Portrait*).
244. The following are the most prominent projects by LMTA theatre creators abroad in the period between 2017 and 2019:
 - Director Prof. O. Koršunovas staged a performance *Cleansed* based on Sarah Kane in Oslo National Drama Theatre (2017). The performances *Hamlet*, *Seagull*, created by the director in the past with famous actors Prof. N. Klimienė-Savičenko and Prof. D. Meškauskas, were shown at international festivals (Wuzhen International Festival, Taiwan International Festival of Arts) and tours in France, Croatia, Poland. The performance *Madman* of Oskaras Koršunovas’ Theatre (OKT) took part in the festival *Temporada Alta* (Spain).
 - Prof. E. Nekrošius staged *Ivanov* by Anton Chekhov in the Croatian National Drama Theatre in Zagreb in 2017; *The Marriage* based on the piece by W. Gombrovicz was staged in *Teatr Narodowy* in Warsaw in 2018.
 - Prof. J. Vaitkus directed a piece *The Enemy of the People* by Henrik Ibsen in the Lesya Ukrainka National Academic Theatre of Russian Drama in Kiev.
 - Assoc. Prof. Yana Ross staged *A Doll’s House* by Henrik Ibsen in Gothenburg City Theatre in Sweden, *Cherry Orchard* by Anton Chekhov in *Zurich Schauspielhaus*.
 - Assoc. Prof. E. Gabrėnaitė participated in the tour of the Lithuanian National Drama Theatre in France (performance *Heroes’ Square*) and China (performance *Vassa Zheleznova* of State Small Theatre of Vilnius), etc.
245. Works of LMTA filmmakers constantly gain international recognition. For instance, in 2019, sound director Assoc. Prof. S. Urbanavičius received the Latvian National Film Award *Lielais Kristaps* for the best sound design in the film *Spoon* (*Karote*, directed by Laila Pakalnina, Lithuania, Latvia, Norway), whereas the documentary *Bridges of Time* by director Prof. A. Stonys (Lithuania, Latvia, Estonia) was awarded the *Golden Goblet* of the Shanghai International Film Festival (for the best full-length documentary).

246. The most prominent national art projects are created with the active participation of LMTA artists. E.g., in February 2020, the opera *Gambler* by Sergei Prokofiev was staged in the Lithuanian National Opera and Ballet Theatre by the musicians teaching at LMTA: M. Pitrenas (music director and conductor), V. Radžiūnas (choir director), V. Prudnikovas, I. Prudnikovaitė-Pitrėnė (vocalists). Premieres of works are regularly held in the International New Music Festival *Gaida* (in 2019, the festival became EFFE winner). In 2019, the following LMTA teachers participated in the concerts of this festival: J. Janulytė (composition), M. Pitrenas (conductor), R. Lipinaitytė (violin), I. Baikštytė (piano), D. Kuznecovaitė (violin), A. Vasiliauskas (cello), V. Gurstis (flute), S. Gailius (percussion) and others. In the event dedicated to the centenary of the reestablishment of the state of Lithuania held in the Lithuanian National Opera and Ballet Theatre 16 February 2018, works by the LMTA teachers-composers R. Šerkšnytė, M. Urbaitis, V. Augustinas, L. Rimša were performed; conductors teaching at the Academy R. Šervenikas, V. Miškinis, M. Staškus, J. Domarkas, M. Pitrenas, Č. Radžiūnas, T. Ambrozaitis, *kanklės* player A. Bružaitė and others participated in the project.
247. The scope of LMTA teachers' art activities in Lithuania and abroad is reflected in the figures obtained from the aggregation of the data presented in the teachers' annual reports:

Type of activity	2016	2017	2018	2019	2020
Public performance of a piece of art	2,591	2,389	2,753	2,660	1,422
Publication of a piece of art in publishing houses, audio and video recording studios	152	130	116	148	163
Art projects: preparation and/or participation in the preparation and coordination of the project	341	292	293	356	251

248. **Outcomes of art activity reviews.** Pursuant to the legislation of the Republic of Lithuania, in the fields of arts, the annual formal and expert evaluation of art activities in higher education institutions is conducted by the Research Council of Lithuania. *During the formal evaluation*, the number of admitted works (which depends on the number of teacher FTEs in an institution) and the score for the works submitted are added up. *During the expert evaluation*, institutions are scored for the quality of all works submitted in the field (the average of scores of all works) and the score for five best, most representative works in the institution is calculated. According to the results of the evaluation carried out by the Research Council of Lithuania, LMTA occupies a leading position among Lithuanian universities performing art activities. For example, the results of the *formal evaluation* of works⁷⁰ in the area of art in 2017 are provided in the table below:

No.	University	Score for the works submitted	Number of admitted works	Formal evaluation score
1.	Aleksandras Stulginskis University	21.33	16	21.44
2.	Kaunas University of Technology	72.25	15	96.99
3.	Klaipėda University	221.45	59	73.00
4.	Lithuanian University of Educational Sciences	61.00	18	67.45
5.	Lithuanian Academy of Music and Theatre	1,378.90	266	100.00
6.	Šiauliai University	81.00	22	73.74
7.	Vilnius Academy of Arts	1,036.77	264	75.78
8.	Vytautas Magnus University	331.42	77	83.26
9.	Vilnius Gediminas Technical University	158.60	65	46.59
10.	European Humanities University	14.50	8	14.08

249. The results of the *expert evaluation*⁷¹ of works of Lithuanian universities in the area of art in 2017 are provided in the table below:

⁷⁰ Data of the Research Council of Lithuania of 28 March 2019. Available online at <https://www.lmt.lt/lt/doclib/iprqkbqgzna1sq1f9a5dvj8vgu8yx65s>

⁷¹ Data of the Research Council of Lithuania of 12 November 2018. Available online at <https://www.lmt.lt/lt/doclib/qmjyr5oaenyfxf7cqv866tsfpcjq719>

No.	University	Score for works of art	Number of works admitted	Expert evaluation score
1.	Aleksandras Stulginskis University	6	6	26.04
2.	Kaunas University of Technology	17	5	88.54
3.	Klaipėda University	51	18	73.70
4.	Lithuanian University of Educational Sciences	14	6	60.68
5.	Lithuanian Academy of Music and Theatre	307	80	100.00
6.	Šiauliai University	17	7	63.28
7.	Vilnius Academy of Arts	227	80	73.96
8.	Vytautas Magnus University	73	23	82.55
9.	Vilnius Gediminas Technical University	53	20	69.01
10.	European Humanities University	7	6	30.47

250. The evaluations of LMTA works of art by fields and areas of art, are also highest. For example, five universities declared art works for evaluation in the field of Music between 2016 and 2019⁷²: KTU, KU⁷³, LMTA, ŠU and VDU. The score for works in the formal evaluation is the largest in the area. The works by the teachers of the Academy receive the highest points from experts, and the score for five best LMTA works is maximum (5 out of 5 possible). The results are provided in the figures below for comparison:

Figure A

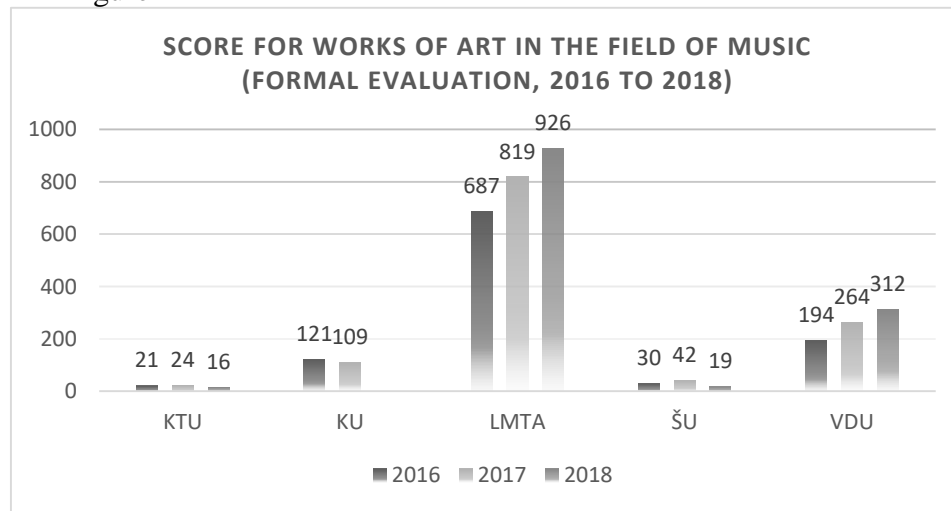
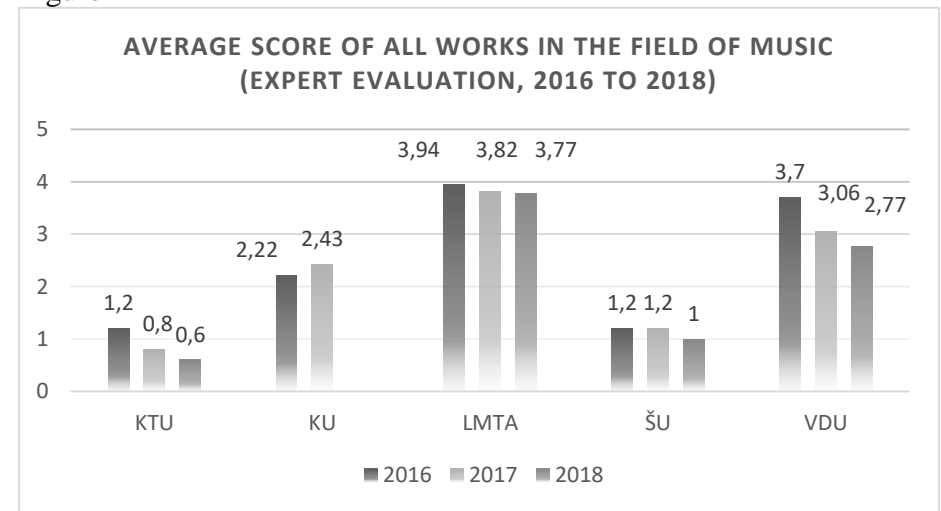


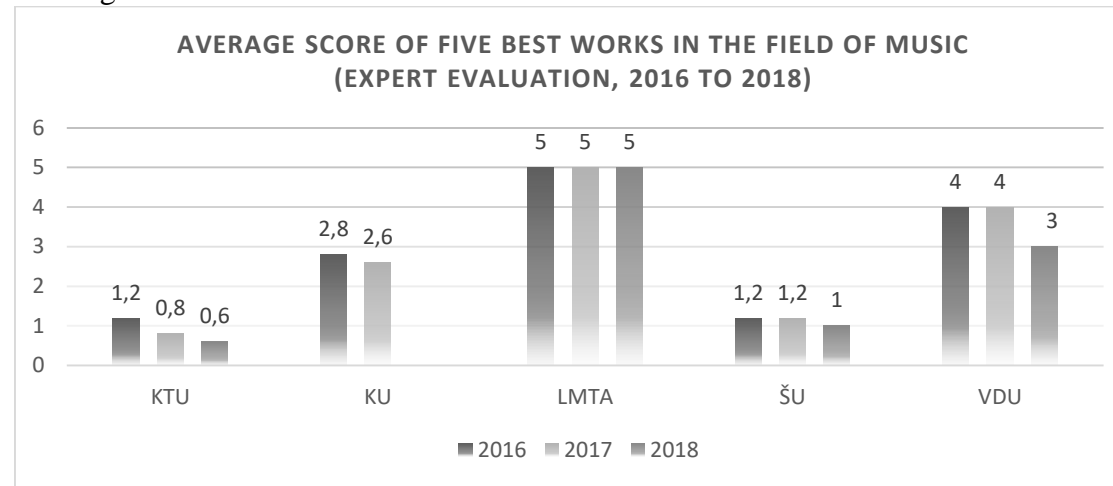
Figure B



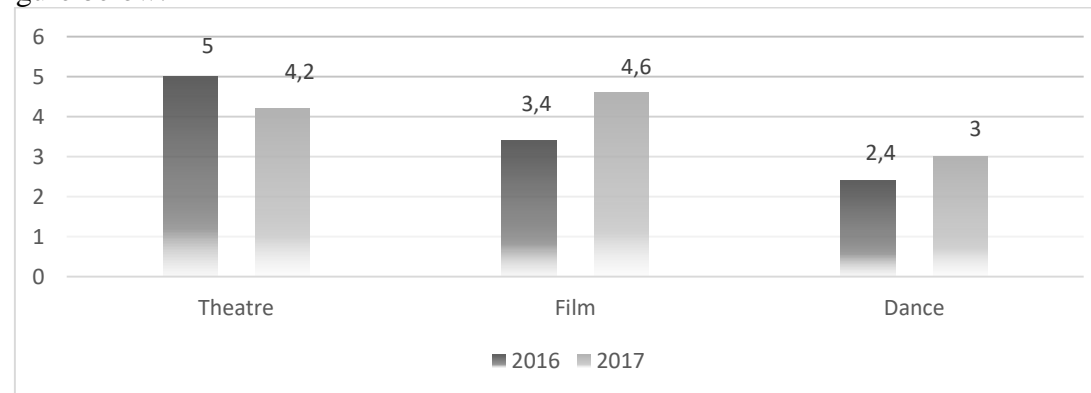
⁷² Due to the COVID-19 pandemic, art works of universities were not evaluated by the Research Council of Lithuania in 2020.

⁷³ In 2018, the Music Academy of Klaipėda University was merged with LMTA.

Figure C



251. LMTA is a leader in other fields of art too. In 2016 and 2017, the weighted score of LMTA works in the field of Theatre in the formal evaluation of works of art carried out by the Research Council of Lithuania was 252.2 (2016) and 320 (2017), in the field of Film – 76.2 (2016) and 158.8 (2017), in the field of Dance – 74.2 (2016) and 56.3 (2017). The average scores of LMTA five best works in the fields of Theatre, Film and Dance (2016 and 2017) are provided in the figure below:



252. Following the approval of a classification of the areas and fields of art by the Minister of Education, Science and Sport on 6 February 2019, theatre, film and dance works created in 2018 were assessed in one field: Theatre and Film. The scores of works in the field of Theatre and Film submitted for evaluation by LMTA and VDU (the results of evaluation of the field of Theatre and Film Art in 2018 and 2019) are provided in the table below:

Annual evaluation by the Research Council of Lithuania		LMTA		VDU	
		2018	2019	2018	2019
1. Formal evaluation of art works	2.1. Weighted score for art works in the field	461.93		31.80	
2. Expert evaluation of art works	1.1. Total weighted score of expert review of all works in the field	4.69		0.60	
	1.2. Total weighted score of expert review of five best works in the field	5.00		0.60	

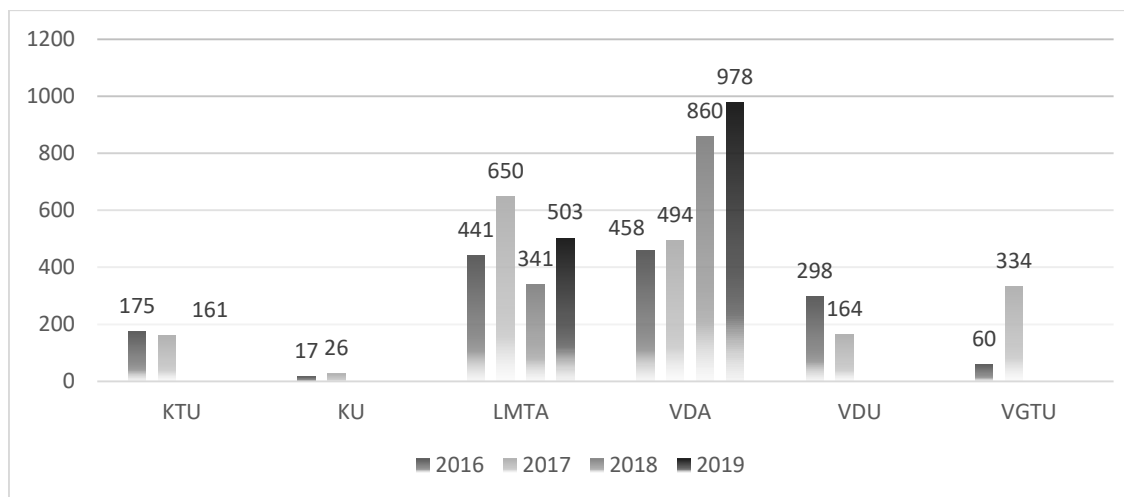
253. The highest ratings of the LMTA art activities ensure high quality of art activities, teachers' competence and compliance with the requirements for the delivery of BA and MA studies, as well as the right to deliver third cycle studies in the fields of Music, Theatre and Film Art.

254. **LMTA research activities.** The majority of researchers in the LMTA are scholars of the branches of musicology (music history, theory, ethnomusicology), theatre and film studies in the field of History and Theory of Art in the area of Humanities who carry out fundamental and applied research, development and dissemination of research and culture. The following are the most prominent LMTA research and its results in the field of History and Theory of Art (between 2016 and 2020): 20 monographs and scientific studies (by Rūta Stanevičiūtė, G. Daunoravičienė-Žuklytė, R. Povilionienė, D. Petrauskaitė, V. Gruodytė, D. Vyčinienė, G. Kirdienė, L. Melnikas), five collections of articles (compiled by R. Stanevičiūtė, R. Balevičiūtė, R. Povilionienė, R. Gaidamavičiūtė), three publications of scientific sources (prepared by J. Vilimas, D. Petrauskaitė, R. Stanevičiūtė).
255. Fundamental research projects in the field of History and Theory of Art are carried out at LMTA (e.g., *Nylon Curtain: Correspondence of Lithuanian Musicians in the Cold War Cultural and Political Contexts* headed by R. Stanevičiūtė-Kelmickienė, 2016 to 2018; *Ethnic Musical and Cultural Cooperation Between Lithuanians and Latvians in Siberia. Lithuanian Folk Songs Recorded in Vorkuta Labour Camp by Latvian composer Janis Licytis* headed by G. Kirdienė, 2018 to 2020), as well as applied research projects (*Design of the Model of Lithuanian Cultural Policy. Analysis of the Prospects for Shaping of the Lithuanian Cultural Policy* headed by R. Makselis, 2016 to 2018). In 2020, seven fundamental research projects and six applied research projects were carried out at LMTA. The following are worth noting: *Music of Change: Cultural Expression of Liberation in Polish and Lithuanian Music Before and After 1989* headed by R. Stanevičiūtė-Kelmickienė, 2018 to 2021, funded by the Research Council of Lithuania; *Sound Utopias: Cultural Impulses and institutional Contexts of Lithuanian Music (Trans)Avant-Garde* headed by R. Povilionienė, 2018 to 2021, funded by the Research Council of Lithuania, *Origins of Film in Lithuania: National, Imperial and Global Ties* headed by L. Kaminskaitė-Jančorienė, 2019 to 2022, funded by the Research Council of Lithuania.
256. The contributions of LMTA researchers to the development of research in the field of History and Theory of Art are also evidenced by the scientific and cultural prizes. The following are the most significant prizes awarded to the scholars of the Academy (2016 to 2020): the Lithuanian Science Prize – R. Ambrazevičius (2017, ethnomusicology), the Lithuanian National Prize for Culture and Art – R. Stanevičiūtė-Kelmickienė (2020, musicology), the Prize of the Government of the Republic of Lithuania for Culture and Art – I. Keidošiūtė (2018, film studies), J. Katinaitė (2020, musicology).
257. The scope of LMTA teachers' research activities in Lithuania and abroad is reflected in the figures obtained from the compilation of the data presented in the teachers' annual reports:

Publication type	2016	2017	2018	2019	2020
Scientific monographs, scientific studies	7	3	4	3	5
Scientific articles, book chapters in peer-reviewed publications	34	44	44	42	50
Scientific article sin other publications	22	14	15	12	46
Scientific sources	0	0	2	0	2
Textbooks, methodological tools	0	2	1	2	0
In total:	63	63	66	59	103

258. **Results of the review of research activities.** LMTA research in the field of History and Theory of Art in the area of Humanities is reviewed annually in annual research activity evaluations carried out by the Research Council of Lithuania. On the basis of the results of evaluations between 2016 and 2019 (the evaluation of the research completed in 2020 will be carried out only in autumn of 2021), it can be stated that the research conducted by LMTA occupies a significant place in the context of research in the field of History and Theory of Art in Lithuania. According to the results of the annual evaluation of scientific research carried out by higher education institutions, LMTA research in the field of History and Theory of Art ranks

second among Lithuanian higher education institutions⁷⁴. The score for research in the field of History and Theory of Art (formal evaluation, 2016 to 2019):



259. The following is the evaluation of LMTA researchers' activities in the field of History and Theory of Art received during the comparative expert review of five-year scientific research by universities carried out by MOSTA and the Research Council of Lithuania in 2018:

No.	Evaluation area	Evaluation
1.	Quality of scientific research and experimental development (R&D)	3 – strong nationally with limited international recognition.
2.	R&D economic and social impact	3 – scientific research is important for society on a national scale, LMTA is an important R&D partner beyond the academic community.
3.	R&D potential	2 – capable to maintain the quality of its R&D in the next five to ten years, as well as the results of evaluation of its social and economic impact with the total score of at least 4 points.

260. Building on expert conclusions, LMTA strengthens research activities by developing international cooperation and project activities. For example, in 2020, the number of ongoing projects increased significantly (7 in 2016, 13 in 2020). Increasingly more LMTA researchers engage in research project activities.

261. **Studies based on research/art activities.** LMTA studies are based on art and research activities, the latest results of research and art creation. The content of study programmes is constantly updated in the light of recent scientific, artistic and technological developments. For example, in the film studies:

- Teachers include discussions of the most recent film / TV pieces into the study process, the latest creative trends in the art of film are analysed;
- Technological and creative innovations lead to updates of the study programme and the emergence of new subjects (the course *Introduction into the Development of Virtual Reality (VR)* was included into the study programme updated in 2018);
- Students can get acquainted with the latest artistic, scientific and technological discoveries in the excellence courses organised by LMTA, weekly viewings and discussions of *Šoblė Film Club*, conferences, as well as by watching and/or participating in filming processes of Lithuanian and foreign

⁷⁴ The Research Council of Lithuania no longer publishes the results of evaluations according to the research field since 2018, therefore, the scores of LMTA and VDA works in the area of Humanities are provided as the results for 2018 and 2019 (both academies specialise in the research of History and Theory of Art).

- film artists, travelling to film festivals abroad. E.g., in 2019, all second-year students in the specialisation *Cinematography* went to the most famous international film festival of the art of cinematography *Camerimage* in Poland, and their journey was co-financed student mobility funds.
262. The activities of LMTA scholars and their research results are constantly integrated by updating the content of study subjects. E.g., the works by R. Stanevičiūtė, G. Daunoravičienė, D. Petrauskaitė, A. Ambrazas significantly supplemented knowledge about the history of Lithuanian music; the monograph *The Storm of Sutartinės* by ethnomusicologist D. Vyčiniene (2018) is a fundamental work which systematises knowledge of the unique genre of multipart singing *sutartinės*. Theatrologists' publications present creative topicalities and criticism of Lithuanian theatre. The results of film research by L. Kaminskaitė-Jančorienė and R. Šukaitytė published in international articles are integrated into subjects taught. Teachers pass on the accumulated research experience to students during seminars, conferences and lectures.
263. Students are involved in research and art activities already in the Academy. For example, students of the study programme *Art Theory* are involved into research (and applied) activities in the following ways:
- They participate in the young art researchers' conferences held annually at LMTA and other higher education institutions (in 2016 and 2017, student conferences-contests were organised in cooperation with Vilnius Academy of Arts);
 - They are engaged in research projects (P. Nalivaikaitė, R. Murauskaitė, et al.);
 - Journals published by the Academy publish scientific publications prepared by students with teachers: *Lithuanian Musicology* – P. Nalivaikaitė, L. Svirskaitė, R. Murauskaitė, *Ars et praxis* – I. Alonderė, et al.
 - Reviews and other texts of an applied nature prepared by students are published regularly in the art periodical publications: weeklies *7 Days of Art* and *Literature and Art*, on the portal *Muzikos antena* (www.muzikosantena.lt) and others.
 - They are involved in the organisation of international conferences and presentations of their research (Baltic Sea Region Film History Conference, 2019, Vilnius).
264. Students are also actively involved in creative processes of art. For example:
- Students of theatre studies are included as observers and members of creative groups of teachers staging performances in various theatres from the first years of studies;
 - Students' graduation performances are often integrated into the repertoires of professional Lithuanian theatres (e.g., the following performances which developed from graduation works *Wedding*, *The Diary of a Madman*, *Lucy Skates*, *Trans trans trans*, *Me*, *Feuerbach* are on in Oskaras Koršunovas Theatre; the repertoire of the theatre *Atviras ratas* was supplemented with students' performances *Identify*, *Bacchae: the Act*, *About the Man Who Kill a Swan*, the repertoire of the Youth Theatre – *Obsession*, *Švejk*, *Fictions*, *Brother of Sleep*, Kaunas Chamber Drama Theatre – *The Pillow Man*, Panevėžys Drama Theatre – *Universalis Hotel*, *Conversations on a Moonlit Night*, *Roberto Zucco*, Klaipėda Youth Theatre – *Book Characters Come to Life*, *Ratheads*, *Spider's Wedding*).
 - On their own initiative, theatres invite student performances to creative programmes for young artists (the young creators' programme of the National Drama Theatre (students' premieres *Orfeo*, *City Lights*, *Woyzeck*); the Youth Theatre programme *Young Artists' Platform*, the generation of young creators prevailed in Panevėžys Drama Theatre in 2018 and 2019, works by LMTA students-directors were presented (A. Gornatkevičius, K. Siaurusaitytė, U. Bartoševičiūtė).
265. A successful co-existence of art, research and studies is also guaranteed by LMTA art research and doctoral studies of arts. LMTA is the only higher education institution in Lithuania with the right to deliver third cycle doctoral studies of arts in the fields of Music, Theatre and Film. The annual number of state funded places in doctoral studies of arts at LMTA depends on the results of teachers' art activities. In recent years, there has been a sufficient number of state funded places: between 2016 and 2018 six places each; in 2019 and 2020 seven places each. As on 1 October 2020, 21 doctoral students of arts studied at LMTA in the field of Music, and 10 in the field of Theatre and Film. In the period from 2016 and 2020, 30 doctoral art projects were successfully defended at LMTA (the list of art projects is provided in Annex 26). The Doctoral Degree in Arts was conferred to 2 graduates in 2016, 8 in 2017, 4 in 2019, and 9 in 2020.

266. LMTA doctoral studies are delivered in two fields of the area of Humanities: History and Theory of Art and Ethnology. Doctoral studies in the field of Ethnology are delivered in cooperation with Vilnius University and the Institute of Lithuanian Literature and Folklore. Since 2018 (after a break), doctoral studies in the field of History and Theory of Art have resumed (delivered together with the VDA and the Lithuanian Cultural Research Institute). As on 1 October 2020, five LMTA doctoral students studied in the field of History and Theory of Art, and three students in the field of Ethnology. In the period from 2016 to 2020, four doctoral theses were defended (the list of doctoral theses is available in Annex 26).
267. **Academic support.** The procedure for support to LMTA students is governed by the *Description of the Procedure for Student Support of the Lithuanian Academy of Music and Theatre* approved by Resolution of 16 June 2015 of the LMTA Council (Minutes No. 6-TA). The procedure provides for the types of student support, supporters, governs allocation and use of the financial resources of the Academy intended for student incentives. The procedure encompasses the following academic support:
- Dissemination of information about LMTA study programmes and their changes;
 - Student consultations on the matters related to the delivery of studies;
 - Student consultations on career possibilities.
268. The Academy aims at ensuring that the organisation and provision of student support is appropriate so that all dissemination of information is consistent and timely. Information on study modes, funding, aim of studies, learning outcomes, assessment of achievements, optional subjects, timetables, opportunities for mobility, etc. and changes thereto is provided to students by various means:
- Students receive important and urgent information related to their studies by electronic means using email boxes created by the Academy for students are used for information provision;
 - Information is provided in the *Admission Regulations* publicly available at the Academy's website, in education fairs held in different Lithuanian towns and abroad, etc;
 - First year students receive it during the Information Days;
 - Different documents governing the studies of the Academy students are published on the Academy's website⁷⁵;
 - Student representatives are members of programme committees;
 - Every spring, the Open Doors Days are organised at LMTA during which future students receive information about study programmes and meet the heads of departments and teachers.
269. Students of study programmes are advised on the matters related to studies by the Study Information and Data Office⁷⁶, administrators of the Faculty of Music⁷⁷, Klaipėda Faculty⁷⁸ and Faculty of Theatre and Film⁷⁹, as well as department coordinators, heads of departments in charge of the delivery of study programmes and their specialisations. All students have a possibility to be advised by teachers of study programmes. Use of different communication forms and their combination make it possible for students to receive required information and assistance in a timely manner.
270. The process of ascertaining whether the advice provided to students in the course of their studies is sufficient takes place in a variety of ways:
- The administration of the Academy cooperates with the LMTA Student Representation;
 - Student surveys are conducted;
 - Individual work of teachers and students makes it possible to provide advice to every student whenever there is such a need.

⁷⁵ Available online at <https://lmta.lt/en/english-about-lmta/english-documents/english-documents-related-to-studies/>

⁷⁶ Available online at <https://lmta.lt/en/kontaktai/>

⁷⁷ Available online at <https://lmta.lt/en/fakultetas/muzikos-fakultetas/>

⁷⁸ Available online at <https://lmta.lt/en/fakultetas/klaipedos-fakultetas/>

⁷⁹ Available online at <https://lmta.lt/en/fakultetas/teatro-ir-kino/>

271. In the Academy's library, students are consulted and assisted when searching for required information in different Lithuanian and international catalogues and databases⁸⁰.
The Career and Competence Centre operating in the Academy coordinates information of students on opportunities for professional career.
272. Financial support to students' creative activities may also be attributed to academic support. E.g., the Academy takes care of covering costs of travelling to festivals/contests/conferences, pays participation fees of such events. If there is no possibility to do so, the Academy informs students about possible financial support and recommends students to state, public and/or private funds. E.g.:
- In 2017, one student was awarded President of the Republic of Lithuania Antanas Smetona nominal grant, and one student received the grant of the Education Foundation Dedicated to Honour the Memory of C. M. Gruodis;
 - In 2018, one student was awarded President of the Republic of Lithuania Antanas Smetona nominal grant, and one student received the grant of the Education Foundation Dedicated to Honour the Memory of C. M. Gruodis;
 - In 2018, film and theatre actor of Lithuanian origin George Mikell established his nominal grant to support LMTA students. The grant is awarded to finance an artistic/creative/educational project selected by way of competition. Two young people studying *Theatre Art* were supported in 2018. In 2019, the grant was awarded to the students of *Film Art*, and the students in the field of Music in 2020.
 - In 2019, one student was awarded the Nominal Grant of the Signatories of the Act Reinstating Independence of Lithuania, one student received the grant of the Education Foundation Dedicated to Honour the Memory of C. M. Gruodis; the Vilnius Dominican Monastery of Saint Apostles Philip and Jacob of the Order of Preachers granted a nominal Dominicans' grant to two students. One student received the grant of support to foreigners through the Education Exchanges Support Foundation;
 - In 2020, the Lithuanian Film Centre under the Ministry of Culture and the Lithuanian Academy of Music and Theatre concluded an agreement on co-financing of production of final BA and MA graduation works (films) by students from the Department of Film and Television in the period from 2020 to 2024. It aims at creating better conditions for graduates of the Academy to implement their creative ideas and better prepare for their professional activities in the film industry.
273. Academic support helps students of the Academy to acquire the competences provided for in study programmes, achieve good learning outcomes and implement creative ideas the value whereof exceeds the results provided for in study programmes. This shows the real impact of the Academy's activities on Lithuanian art and culture while implementing the LMTA mission and strategic priorities.

3.2. Internationalisation of studies, research/art

274. At LMTA, internationalisation is understood as an opportunity to improve the quality of activities by expanding cooperation with foreign partners and promoting student and teacher mobility. In its activities, LMTA is guided by standards applied in the international area of studies and research, and the international dimension of studies, art and research activities is always among the main strategic priorities.
275. In the strategy *Academy 2020* (2013), the first objective was the following: *The Academy aims at becoming an attractive and modern school training music, theatre, dance and film artists that is compliant with the international standards of higher art education institutions*. This strategic document established an **Internationalisation Indicator** consisting of 19 monitoring positions (monitoring is carried out by the International Relations Office), for example, *the number of students who participated in short-term mobility, the number of coordinated international projects per year*. The achievement of the set internationalisation targets (60 per cent in 2016; 80 per cent in 2018; 100 per cent in 2020) was only partially achieved (83 per cent) as the COVID-19 pandemic led to significant restrictions on mobility and events in 2020. LMTA achieved its goals in project activities with foreign partners and in the development of internationalisation of study programmes/modules. The right choice of project activities (distance and

⁸⁰ Available online at <https://biblioteka.lmta.lt/en/resources/databases/>

mixed training: *Erasmus+* strategic partnerships project *INTERMUSIC* and *Nordplus* development project *Dig. Music*; digital competencies: *Erasmus+* capacity building project *DEMUSIS*) and LMTA investment in the development of distance studies (*MiSC*, *Moodle* platform) led to an increase in distance courses and a higher indicator was achieved in 2020 as a result (12 out of 5 planned). Student mobility is marked by the two-way nature of the activities of those involved in the mobility of studies and practice and in short-term mobility. The following are the indicators that could not be achieved due to the global pandemic and other factors: the share of graduates who gained international experience during the study cycle (10 of planned 20 per cent); the number of regular foreign students (3 of planned 5 per cent); the number of teachers participating in mobility programmes in the last year (35 of planned 60 per cent); training of administrative staff abroad (13 of planned 25 per cent); professional development of staff supporting studies abroad (5 of planned 20 per cent).

276. In the **strategy LMTA'2030**, the international dimension of activities is also emphasised. The second strategic priority is dedicated to that: *INTERNATIONAL SCHOOL: attraction of international students and teachers, competitive and compliant with the highest international and quality standards*. The following activities are related to this priority: 1. Develop internationalisation of studies; 2. Actively advertise LMTA activities abroad, 3. Strengthen internationalisation of research and project activities. Six indicators are linked to the internationalisation priority in the strategy *LMTA'2030*. For example, *the share of full-time students from abroad – 20 per cent, the share of foreign teachers or teachers with education abroad – 20 per cent, 80 per cent of study programmes taught in Lithuanian and/or English*. A detailed plan of measures for the implementation of this strategic priority is currently under development.
277. Internationalisation is also identified as a priority of activities in the strategies of individual activities of the Academy. For example, in the *LMTA Strategy for Scientific Activity Development* (approved in 2017, see Annex 27 to the SER), the second line of performance improvement is *integration into the European Research Area* encompassing researchers' international cooperation, participation in international scientific and art research networks and projects, and strengthening researchers' internationalisation-centred qualifications.
278. **Participation in international projects.** The Academy participates in international projects funded by *Erasmus*, *Nordplus*, *Creative Europe* programmes:
- *Erasmus+ strategic partnerships* projects in the five year period⁸¹: *ECTHEC* (2017 to 2019), *METRIC* (2016 to 2018), *ECMA – NEXT STEP* (2016 to 2018), *INTERMUSIC* (2018 to 2020), *Alexandria Nova* (2019 to 2021), *EOALAB* (2019 to 2021). *Erasmus+ capacity building* project *DEMUSIS*⁸²;
 - Intensive and development projects of *Nordplus Higher Education Programme: Virtual Audition* (development project, *NordClassic* network), *NORD+MIX* (project coordinated by LMTA in *NordClassic* network)⁸³, *Opera Coaching* (project coordinated by LMTA in *NordOpera* network), *IMMEDIA* (project coordinated by LMTA in *NordClassic* network), *Dig.Music* (development project, *Nordclassic* network), *Sustainable Theatre Artist* (intensive courses in *Nortear* network), *Bootcampus* (intensive courses by *Act-In-Arts* network), *Music education: identity, citizenship and community* (*NNME* network), *Percussion Pulse* (*Nordplus horizontal* network), *Bach Meets the Baltics* (*NordClassic* network).
- The projects have strengthened LMTA relations with partners in order to enhance mobility and quality of studies, and have enabled innovation, including virtual teaching/learning (*Nord+Mix*, *Intermusic*, *Virtual Opera*, *Dig. Music*), has encouraged integrated internationalisation of studies (joint programme *ECMAster – ECMA – Next Step*, joint modules - projects *METRIC*, *INTERMUSIC*, *Dig. (Music)*, exchange of expertise (digital competences, entrepreneurship - projects *DEMUS*, *ECMA Pro*), improvement of teaching methods and creation of content for theatre studies (*Alexandria Nova*, *Polart Circle*, *Nortear* integrated theatre study courses *Nordic Common Studies*), interdisciplinarity (*EOALAB* project – joint module *OCIS*, *Nordplus CAPE* network projects) (for more about international projects see Annex 28).

⁸¹ Available online at <https://lmta.lt/en/english-international-relations/english-projects/>

⁸² Available online at <http://www.demusis.ac.rs/>

⁸³ Available online at <https://lmta.lt/en/english-international-relations/english-projects/english-nordmix/>

279. **LMTA membership in international associations.** The Academy reinforces networking through active participation in the activities and projects of *AEC, ANMA, ECMA, ECMTA, EdE, E:UTSA, ENCATC, CILECT* associations. Membership in associations helps expand and deepen international ties, track innovation, come together for project initiatives, improve teachers and staff's qualifications, participate in working groups, invite experts to evaluate projects and activities. The added value of networking for the Academy is monitoring and application of European values, opportunities, innovation and global (*CILECT* network) standards. In recent years, performing arts and film associations, where LMTA is a member, have paid particular attention to the issues related to the development of teachers' competences and didactic skills. LMTA teachers and administration took part in international training *Training for Trainers, Embracing Diversity, Development of Sustainability* and others.
280. LMTA has 187 international cooperation agreements with partners from 38 countries all over the world. They are the most prominent music, theatre, film and dance higher education institutions⁸⁴: the Royal Conservatoire of Scotland, *Conservatoire national supérieur de musique et de danse de Paris*, *Universität für Musik und darstellende Kunst Wien*, the University of Arts Helsinki, Amsterdam University of the Arts, Iceland University of the Arts, the Danish National School of Performing Arts, the School of Arts Gent, Stockholm University of the Arts (UNIARTS) and others.
281. The priorities of LMTA international cooperation are strong ties in the Nordic-Baltic region, strengthening European cooperation (*Erasmus+*, *Creative Europe* and other programmes and membership in international associations) and developing links with institutions of similar profile in the Eastern Partnership countries, the USA and Canada, the Mediterranean, Central Asia and other regions (*Erasmus+ KA07* programme). Cooperation in the Nordic-Baltic region is funded under higher education programmes *Nordplus* and *Erasmus+*. In 2020, the Academy participated in nine *Nordplus* networks whose activities were transferred to a virtual space: classical music network *Nordclassic*, jazz music school network *Nordplus*, ethnic music network *Nordtrad*, interdisciplinary network for art education, creation and environmental protection *CAPE*, theatre school network *Norteas*, art entrepreneurship network *Act-in-Arts*, opera school network *NordOpera*, music education school network *NNME* and percussion school network *Percussion Pulse*.
282. LMTA confers higher education qualifications aligned with *EHEA* and *European Qualifications Framework (EQF)*, the system of national credits equivalent to ECTS based on learning outcomes is used (as of 2012), diploma supplements recognised in Europe are issued, teacher and student mobility is promoted, accessibility of studies to foreigners is increased, the quality of studies is improved, research and art activities are closely related to studies, innovations are introduced into studies.
283. **Internationalisation of studies.** The following study programmes are delivered in Lithuanian and English in the Academy: BA study programmes *Music Performance*, *Music Studies* (specialisations – *Electronic Music* and *Composition*), *Dance Subcultures* and *Dance*, MA study programmes *Music Performance* and *Composition*, including the joint specialisation *ECMAster*⁸⁵ of the MA study programme *Music Performance* delivered in English only, as well as the specialisation *Baroque Opera* of the MA study programme *Music Performance* delivered in cooperation with Jazeps Vitols Latvian Academy of Music. The number of study programmes taught in English has increased from 4 to 6 in the last five years.
284. The study programmes delivered at LMTA are compliant with international standards: they are designed and updated on the basis of the major documents (*General Requirements for Delivery of Studies*⁸⁶, the *Description of Study Cycles*⁸⁷, the *Descriptions of Study Fields*⁸⁸ developed in line with the documents based on the *Tuning* methodology, etc.), the best practices of foreign higher education institutions, experience of students, teachers and social stakeholders who actively participate in the study processes in Lithuania and abroad, expert recommendations, etc.

⁸⁴ Available online at <https://lmta.lt/en/english-international-relations/english-partner-institutions/>

⁸⁵ Available online at <https://lmta.lt/en/english-lmta-welcomes-foreign-students/english-joint-programme-ecmaster/>

⁸⁶ Available online at <https://e-seimas.lrs.lt/portal/legalAct/lt/TAD/a4caf862ced511e6a476d5908abd2210>

⁸⁷ Available online at <https://e-seimas.lrs.lt/portal/legalAct/lt/TAD/ec0f00a00e5411ebbedbd456d2fb030d>

⁸⁸ Available online at <https://www.e-tar.lt/portal/lt/legalAct/78c5ce801da911ebb0038a8cd8ff585f> (study field of Music), <https://www.e-tar.lt/portal/lt/legalAct/05e32080a83b11ebbcbb2971cdac3cb> (study fields of Theatre, Film, Dance), <https://www.e-tar.lt/portal/lt/legalAct/2392a0904cbd11e5b0f2b883009b2d06> (study field of History and Theory of Art).

Subjects/modules of study programmes delivered at the Academy, which integrate certain elements of internationalisation, could be divided into the following groups:

- Subjects/modules taught in Lithuanian the content whereof (topics/repertoire, literature sources, teaching methods, etc.) is based on contemporary international practice and experience, summarised research findings, integration/application of the most recent methodologies (e.g., the study subject *Ear Training* is based on the French school teaching/learning methodology);
- Subjects taught in a combined manner – Lithuanian and English – in which coordinating subject/module teachers invite foreign lecturers to cover certain topics (e.g., foreign lecturer in digital humanities Christof Schoech (Trier University, Germany) was invited for one of the topics of the study subject *Interdisciplinary Art Research Seminars* of the MA study programme *Art Theory* in the field of History and Theory of Art);
- Subjects taught in other foreign languages (German, Russian, French) in accordance with the study programme plans if they are attended by students whose mother tongue is one of those mentioned (practical individual and group subjects of study programmes are usually taught in these languages, such as *Specialism Instrument*, *Vocal Performance*, *Chamber Ensemble* and so on);
- Subjects taught only in English which are offered to students as alternatives to music history (*The Art of Musical Performance as Cultural Practice*, *The Rise of Popular Music: Arts and Entertainment in the 19th Century Europe*, *Lithuanian New Music Links with Modern Western Music*, *Aesthetic of Music*, etc.) and as free electives (e.g., *Contemporary Lithuanian Theatre: Names and Styles*, *Public Speaking in English*, *Creative Writing*, joint module *International Collaboration in Contemporary Improvisation*⁸⁹, blended modules designed as a result of Erasmus+ strategic partnerships project INTERMUSIC *Mastering Voice Literature*⁹⁰, *Composition and Music Theory* and *Chamber Music*⁹¹, a joint module designed in cooperation with the Royal Conservatoire Antwerp for the network of the European Opera Academy (EOA) *Opera Creation, Improvisation and Performance Incubator* (OCIS)⁹², as well as modules being designed by Porto ESMAE *Ear Training*, *Immersive Sound*, *Contemporary Music Analysis* (Nordplus Dig.Music project). Free electives offered in English are available on the website lmta.lt⁹³.

285. Internationalisation is an important factor in ensuring the quality of studies. For instance, prominent art educators from abroad are invited to supervise art doctoral students' works in art doctoral studies: Isabelle Perrin (harp, *Norwegian Academy of Music in Oslo*), Geir Draugsvoll (accordion, *Royal Danish Academy of Music*), Denis Pascal (piano, *Conservatoire National Supérieur de Paris*), Stefano Gervasoni (*Conservatoire National Supérieur de Paris*), Tue Steen Muller (film, Denmark), Ewa Kupiec (piano, *Hanover University of Music, Drama and Media*) and others.
286. Foreign artists and researchers are invited to the council for the defence of art projects at the end of art doctoral studies in the third cycle. In the period from 2016 to 2020, the following artists and researchers participated in these processes: Keri Kotta (Estonian Academy of Music and Theatre), Erik Battaglia (Giuseppe Verdi Conservatoire Turin), Hans Peter Stubbe Teglbjaerg (Danish Royal Academy of Music), Krzysztof Zanussi (University of Silesia in Katowice), Tomasz Ciesielski (University of Lodz), Romina Basso (State Conservatoire of Gioacchino Rossini Pezaro), Per Dahl (University of Stavanger), Rolands Kronlaks, Guntis Kuzma, Martin Boiko (Jaseps Vitols Latvian Academy of Music), Valdis Muktupāvels (University of Latvia), etc.
287. **Student mobility** is a priority area of internationalisation. The LMTA target – 20 per cent of students with international experience – was achieved by 50 per cent (2020). Apart from financial reasons, the decrease in numbers was the outcome of the onset of the pandemic. Students can choose schools for periods of study out of 179 partner institutions in 38 countries. The following are the criteria for selecting partners: international visibility, high quality study programmes corresponding to the fields and study cycles of programmes delivered by LMTA, openness to cooperation. Mobility

⁸⁹ Available online at <http://metricimpro.eu/joint-modules/international-collaboration-module/>

⁹⁰ Available online at <https://intermusic.lmta.lt/course/index.php?categoryid=7>

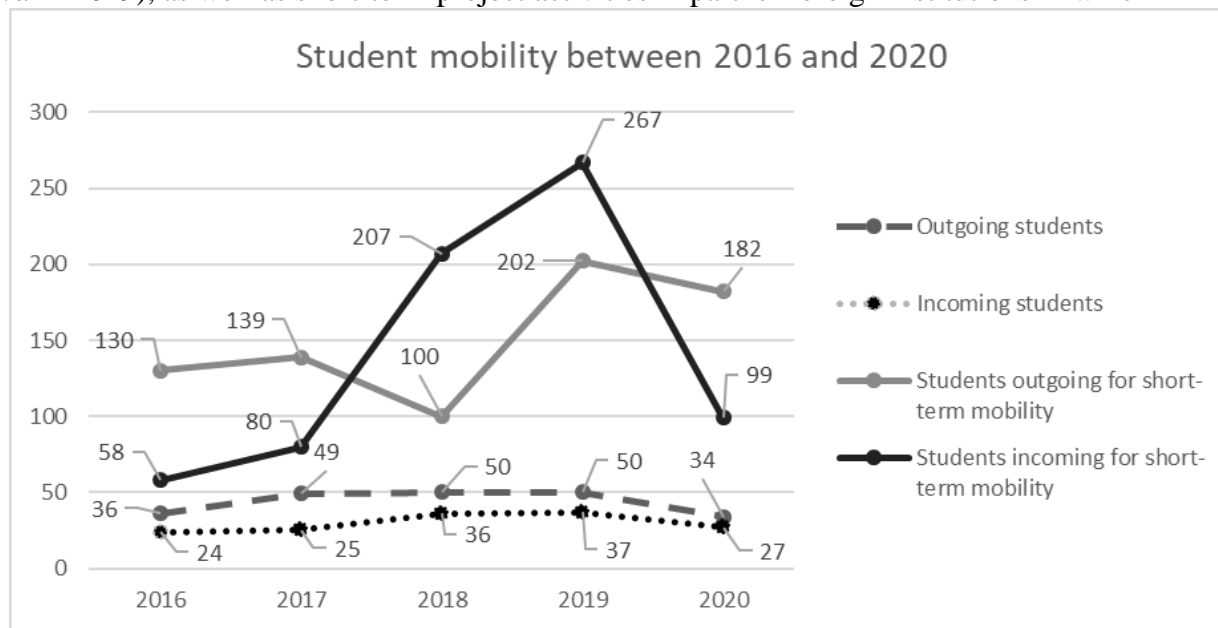
⁹¹ Available online at <https://intermusic.lmta.lt/course/>

⁹² Available online at <https://europeanopera.academy/module/vil3/>

⁹³ Available online at <https://lmta.lt/en/english-lmta-welcomes-foreign-students/english-exange-students/>

opportunities are introduced already to first-year students during the annual Information Days. *Erasmus+* information meetings are held several times a year, students are informed of the announced selection by email and are consulted individually. The procedure for organising student mobility and the procedure for recognising credits are available on the LMTA website. The aim is that the ratio between outgoing and incoming students is 3:2 or 0.6. The number of incoming students is increasing every year and this internationalisation indicator reached 0.8 in 2020. Upon arrival, exchange students have an opportunity to study in English by choosing subjects from the study programme and the list of free electives. LMTA students are encouraged to choose subjects in English and the foreign language (French, German, English) study subject to prepare for future studies under exchange programmes and improve their linguistic and multicultural competences.

288. In addition to mobility for studies and practice and graduate mobility with an average annual participation rate of 4.5 per cent, LMTA students engage in short-term (express) mobility with an average of around 200 students per year, i.e., one fifth of all students. In order to keep record of all credits obtained abroad, a procedure was adopted in 2020 providing for the recognition and accumulation of short-term mobility credits. LMTA organises short-term mobility activities by participating in partnership-based intensive *Nordplus* courses, projects of *Erasmus+ SP*, *Creative Europe*, international networks E:UTSA, EdE, METRIC, EOA and other projects, as well as by implementing projects at LMTA attended by students from partner foreign higher education institutions (*Summer Media Studio*, sessions of the Joint Baltic Student Symphony Orchestra, *Nortea*s seminars, *Nordplus Common Studies*, *Nord+Mix*, EOALAB, *ECMA* sessions and other intensive courses). The number of participants per year depends on the projects implemented by LMTA and their magnitude (e.g., 101 students from Nordic and Baltic higher education institutions participated in the *Nordtrad* event *Dainava* in 2019), as well as short-term project activities in partner foreign institutions in which LMTA participates as a partner.



289. Student mobility under *Erasmus+* (KA103, KA107), *Nordplus* and other higher education programmes is coordinated by an employee of the International Relations Office who publishes information, prepares presentations on mobility opportunities and information sessions for students, publishes information on the LMTA website and social network accounts (LMTA International relations, LMTA Erasmus) and coordinates student mobility.
290. Students coming for periods of study and full-time studies at LMTA represent 5.5 per cent of all students on average. Foreign students have a possibility to study and write final theses in English or Russian. In the period from 2016 to 2020, ten MA theses in English were defended (in

specialisations *Piano, String Instruments, Choir Conducting*). In June 2021, the art project in art doctoral studies *Interpreting Primitivism in Piano Music of the Twentieth Century* was prepared in English and defended by V. De Martin.

291. **Strengthening teachers' readiness to work in a multicultural environment.** LMTA focuses a lot on teachers' professional development, especially from an internationalisation point of view. One of the strategic indicators monitored in the Academy is the English language proficiency of the staff: in 2020, 75 per cent of teachers and 66 per cent of the staff related to studies declared that the level of their English language proficiency is B2 or higher. Teachers teaching foreigners are offered English courses, courses on distance teaching (*MS Teams, Zoom, Moodle* and other platforms), preparation of teaching material, and well-being.
292. Teachers of the Academy are encouraged to participate in *Erasmus+* learning activities by informing them about mobility opportunities, including in international projects and teacher exchanges offered by partner schools. Once a year, a demand for internationalisation is collected from the departments which is revised over the course of the academic year. **Teacher mobility** for learning and teaching (physical and virtual mobility) activities and participation in project activities are recognised as professional development for which additional points are awarded during accreditation. LMTA aims at 60 per cent of teachers participating in mobility activities once every five years. The result measured in 2020 was low (35 per cent) due to the pandemic. *Erasmus* funding for teacher mobility (teaching and learning) is growing every year reaching EUR 161,000 in 2020 (*Erasmus* KA103 and KA107 programme, the state budget grant for international programmes). The average funding for one teacher's visit is EUR 1,500. Apart from *Erasmus* programme (around 80 teachers per year), an average of around 20 teachers have visits under *Nordplus* programme every year who are funded by *Nordplus* networks *NordClassic, NordOpera, Nordplus, Nordtrad, Norteas, Act-In-Art, CAPE, NNME, Percussion Pulse*. On average, 28.4 per cent of outgoing teachers (from the total number of teachers) participate in teaching mobility every year, and an average of 38.4 per cent of foreigners arrive (from the total number of LMTA teachers), so the recommendation of the last institutional review to attract more incoming teachers has been implemented.
293. Foreign teachers teaching part of the study programme or permanently employed at LMTA account for 3 per cent of the total number of teachers. Around 150 teachers come to LMTA each year under exchange programmes and projects, such as *Erasmus+*, *Nordplus* mobility, *Erasmus strategic partnerships, Nordplus* intensive courses and other projects. The pool of teachers invited under *Erasmus+* is supplemented by professionals from businesses. Around 15 per cent of the funds intended for the mobility of outgoing teachers is allocated to their funding every year. The following are the most prominent teachers from partner institutions and businesses: Alexander Technique teacher Sybrig Dochter (*LAVA-Dans Productions*), acting teachers Joe Lacrosse (*INSAS*) and Barry Primus (*US Actors Guild*), acting and directing teacher Derek Barnes (*United Kingdom*), film and TV teacher Tue Steen Mueller (*European Documentary Network*), body language and plasticity teacher Kristin Linklater (*UK*), entrepreneurship teacher from Canada Lidia Varbanova (*British Columbia University*), film directing teachers Krzysztof Zanussi (*Poland*) and Sergej Loznitsa (*Ukraine/Germany*), intensive film course teacher-cinematographer Klaus Fuxjager (*FAMU*), sound designer Christopher Newman (*School of Visual Arts in New York*); contemporary dance teacher Amir Kolben (*Jerusalem Academy of Music and Dance*), film sound teacher Wal Kuklowsky (*USA*); teacher of singing courses and preparation for audition courses Tore Dienstag (*Academy of Opera in Oslo*), electronic music teacher Alistair McDonald (*Royal Conservatoire of Scotland*), guitar improvisation teacher Marc Ducret (*Paris National Conservatoire of Music and Dance*); singing courses teacher Soile Isokoski (*Turku OAMK*), contemporary improvisation Agusti Fernandez (*Barcelona ESMUC*), piano improvisation Christoph Bauman (*Lucerne School of Music*), composition Alan Adler (*Jerusalem Academy of Music and Dance*), chamber ensemble teachers Hatto Byerle (*Germany/Austria*), Johannes Meissl (*Vienna mdw*), clarinet teacher Robert Waltzel (*University of Kansas, USA*), digital humanities teacher Christof Schoech (*Trier University, Germany*), preparation for audition teacher Asa Baverstam (*Gothenburg Academy of Music and Theatre*), historical dance and movement teacher Margit Legler (*Salzburg Mozarteum University*), *Stockhausen* seminar teacher Karin de Flyet (*Leeds College of Music*), Latvian choir conductor Maris Sirmas, LMTA student symphony orchestra session conductor Clark Rundell (*RNCM*).
294. Data on **teacher mobility** is available in paragraphs 119 and 120. The following are the examples of teacher mobility outcome: joint specialisations *ECMAster* and *Baroque Opera* (exchange of LMTA teacher Rūta Vosyliūtė and early music teacher Maris Kupčs from Jazeps Vitols Latvian

Academy of Music), all joint modules, exchanges of excellence courses by piano teachers and student concerts – the project by Helsinki, Tallin, Riga and Vilnius academies *Crossing Keyboards*, the Lithuanian-German Organ Project (cooperation of teachers from the LMTA Department of Organ and Harpsichord with teachers from the University of Church Music Dresden), joint study programme *Music Therapy* (*Arts Therapy* as of 2019, cooperation with Edge Hill University teachers), J. Pakalnis International Competition of Wind and Percussion Instruments (2018), annual International Accordion Festival and competition, the cycle of improvisation music concerts *Improdimensija*, international dance festival *Shock Akademia*, International Šoblė Film Festival. The average share of incoming teachers a year is 38 per cent of the total number of teachers, whereas the average respective share of outgoing teachers is 28 per cent. International intensive courses are also held at LMTA (*Nord+mix*, *EOALAB*, Summer media Studio, *ECMA* sessions, *Intermusic*, Virtual Audition, *Nordic Common Studies* and other courses) where LMTA **students** participate along with foreign students. LMTA started to organise **virtual mobility** upon acquisition of *POLYCOM* (2017) and *LoLa* (2019) systems. In 2017/2018 academic year, six remote *Polycom* sessions for LMTA students of specialisations *Accordion*, *Chamber Ensemble*, *Vocal Performance*, *Guitar*, *Violin* and *Flute* were held. In the period from 2018 to 2020, opportunities for remote mobility were explored in the *Nordplus* project *Virtual audition* (for singers) and the *Erasmus+ strategic partnerships INTERMUSIC* (interactive *Moodle* platform for teaching/studying vocal phonetics, chamber ensemble, music theory and composition). In 2020, the design of mixed modules *Ear Training*, *Contemporary Music Analysis* and *Spacial Sound* started in *Nordplus Nordclassic Network* development project *Dig. Music*. In 2018/2019 and 2019/2020 academic years, five virtual teaching sessions attended by LMTA students (*LoLa*, *Polycom*) were held each year, whereas in 2020/2021 academic year, 28 virtual teaching sessions for LMTA students of the Faculty of Music and Faculty of Theatre and Film took place, as well as 17 virtual sessions (at least 8 academic hours each) for students and teachers of foreign partner institutions (*LoLa*, *Zoom*, *Moodle*) by teachers LMTA.

295. Virtual mobility, as an integral part of mixed mobility, will be a priority in the coming years. In order to involve students who are unable to travel abroad for a variety of reasons, LMTA invites foreign teachers under *Erasmus*, *Nordplus*, *US Fulbright* and other programmes with the support of the Education Exchanges Support Foundation and other support, thus ensuring internationalisation “at home”.
296. In developing internationalisation of art activities, LMTA, in cooperation with various partners, organises international competitions and festivals, including the International Mykalojus Konstantinas Čiurlionis Piano and Organ Competition, International Jasha Heifetz Competition for Violinists, International Virgilijus Noreika Competition for Singers, International Juozas Pakalnis Competition of Wind and Percussion Instruments, International Student Šoblė Film Festival, International Student Contemporary Dance Festival *Shock Academy* and others. LMTA teachers and students take an active part in international art projects. For more on the internationalisation of LMTA artists’ activities see paragraphs 278, 279, 280 and 281.
297. LMTA actively participates in the international artistic research. For example, Prof. L. Navickaite-Martinelli has been a member of the organisational working group of the European Platform for Artistic Research in Music (*EPARM*) of *Association Européenne des Conservatoires (AEC)* since 2017. In 2018, LMTA HARPS platform (<http://harps.lmta.lt/en/>) along with international partners – the Sibelius Academy of University of the Arts Helsinki, the Royal Irish Academy of Music, the Royal Academy of Music in London, the Lithuanian National Philharmonic Society and the Lithuanian Musicians’ Union – organised the international festival-conference *Doctors in Performance*.
298. LMTA researchers cooperate with various foreign partners, including: the University of Cambridge / UK), Leipzig University / Germany), the Academy of Music in Krakow / Poland, Jaseps Vitols Latvian Academy of Music, the Estonian Academy of Music and Theatre, the Sibelius Academy Uniarts Helsinki, the University of Ljubljana / Slovenia, the Institute of Musicology, the Serbian Academy of Sciences and Arts / Serbia, the Latvian Academy of Culture, the Estonian Academy of Arts, Utrecht University and others. The full list of partners is provided in Annex 29.
299. LMTA, together with foreign partners, participates in international research projects. For example, in 2017, the Academy took part in the project *INTERMUSIC (INTERactive environment for MUSIC Learning and Practising)* developed as a strategic partnership among European higher music education institutions. The project is coordinated by Milan Conservatoire, partners are LMTA, the Royal Danish Academy of Music, the Polytechnic

Institute of Milan, and *Association Européenne des Conservatoires (AEC)*. The aim of the project is to develop the methodology and technological basis for a joint international platform intended for distance teaching of music.

300. **International scientific conferences** organised with foreign partners – the Royal Musicological Association (UK), the American Musicological Society, the Estonian Academy of Music and Theatre, the Sibelius Academy of University of the Arts Helsinki, the Royal Irish Academy of Music, the Royal Academy of Music in London, the Royal Central School of Speech and Drama of the University of London, the UK movement research centre *Labanarium* – in the field of History and Theory of Art in the period between 2016 and 2020 are worth mentioning as a result of successful international cooperation. A notable example of international cooperation is the International Baltic Musicological Conference held periodically in three Baltic States since 1967. This is probably the longest-running project of such cooperation between art researchers in the region (the 47th Baltic Musicological Conference was held at LMTA in September 2020) providing the basis for strengthening ties among institutions and researchers. Another example is the Baltic Sea Region Film History Conference organised in cooperation with the Latvian Academy of Culture, the Estonian Academy of Arts, and the Estonian Film Archives. The aim of the conference is to bring together scholars from the region and strengthen the dissemination of the results of Baltic film research internationally. In 2019, the conference was held in Vilnius at LMTA. The film research project was initiated on the basis of cooperation and resulted in a collection of articles in English dedicated to the development of film in the Baltic States.
301. LMTA researchers are **members of international research organisations**: IMS (International Musicological Society), IPMS (International Project in Musical Signification), IoFa (International Organization of Folk Art), ICTM (International Council of Traditional Music), AABS (The Association for the Advancement of Baltic Studies), ESEM (European Seminar of Ethnomusic), ESCOM (European Society for the Cognitive Sciences of Music), IATC (International Association of Theatre Critics), IFTR-FIRT (International Federation for Theatre Research), NECS (European Network for Cinema and Media Studies), SCMS (Society For Cinema and Media Studies). They participate in the congresses and conferences of the major organisations, such as IMS, AMS (American Musicological Society), ICTM, SMS (Society for Music Analysis), AABS, ESCOM, IASS (International Association for Semiotic Studies) and others.
302. LMTA scholars are engaged in international scientific activities as members of editorial colleges of international scientific publishing houses and academic journals: a series of scientific publications *Numanities: Arts and Humanities in Progress* by Springer (Germany/USA), a series of scientific monographs *Studies in the History and Sociology of Music* by Academic Studies Press (Brighton, Mass), a series of scientific publications *Eastern European Studies in Musicology* (Germany) by Peter Lang, *Journal of Interdisciplinary Music Studies* (Austria), *ÍMPAR - Online Journal for Artistic Research* (Portugal), *Teoria muzyki. Studia, interpretacje, dokumentacje* (Poland), *Folia Organologica. International Yearbook of Organ and Organ Music* (Poland), etc. They are invited to review scientific articles for international magazines: *Journal of Baltic Studies*, *Musicae Scientiae*, *Res Musica*, *Folklore*, *Baltistica*, *New Sound*, *Muzikologija/Musicology*, *Teoria muzyki. Studia, interpretacje, dokumentacje*.

Major self-evaluation outcomes in the evaluation area STUDIES AND RESEARCH/ART	
Strengths	
1)	The externally highly assessed and accredited study fields – Film, Music, History and Theory of Art, Theatre and Dance – delivered at LMTA are in line with the LMTA mission and strategic objectives and based on LMTA art and research activities.
2)	High level of art and research activities carried out by LMTA teachers and researchers.
3)	Entrants' high motivation: for the ninth consecutive year, LMTA maintains a leading position among Lithuanian higher education institutions according to the average of the highest competitive score of those enrolled in first cycle studies.
4)	Close links with art and research activities ensuring that LMTA graduates are properly prepared for professional activities (LMTA graduates are viewed positively on the labour market) and products of high artistic or cultural value are created.

Major self-evaluation outcomes in the evaluation area STUDIES AND RESEARCH/ART	
Strengths	
5)	Particular attention is paid to the development of internationalisation of studies and research/art activities – strategic priority INTERNATIONAL SCHOOL has been established in the strategy <i>LMTA '2030</i> , the goals and indicators have been set for its implementation, the monitoring of the implementation of indicators takes place.
Areas for improvement	
1)	Strengthen and develop a coherent process of recognition of foreign qualifications, periods of study and previous non-formal and informal learning.
2)	The system of encouraging teachers to carry out research and/or participate in artistic activities should be improved, and greater involvement of students in research activities should be sought.
3)	Expand the scope of dissemination of information about the studies at LMTA abroad.

4. IMPACT ON REGIONAL AND NATIONAL DEVELOPMENT

4.1. Impact on national and regional development

303. LMTA operates in Vilnius and Klaipėda but its performance affects the cultural development of the whole country. Being the only higher education institution currently delivering university studies in theatre, film and dance and the main higher education institution for the training of Lithuanian musicians, LMTA trains the top-qualified professionals – art creators, researchers, educators and managers – for the whole country, provides expert, methodological assistance; its teachers and students actively participate in the cultural life of Lithuania and in the process of shaping the country's cultural and educational policy.
304. The need for specialists and the scope of the impact of the Academy's activities, the abundance of social partners is conditioned by the highly developed cultural life of the country and a wide network of artistic education institutions. The country has seven state concert institutions (the Lithuanian National Philharmonic Society, Kaunas State Philharmonic Society, the State Symphony Orchestra, etc.), 13 state theatres (the Lithuanian National Drama Theatre, the Lithuanian National Opera and Ballet Theatre, the National Kaunas Drama Theatre, Klaipėda State Musical Theatre, etc.). There are about 60 music or art schools for children founded by municipalities. In addition, five schools of arts (studies last for 12 years) and three conservatoires (in Vilnius, Kaunas and Klaipėda) educate professional musicians.
305. In accordance with the strategic documents, the activities of the Academy focus mainly on active participation in cultural and social development of the whole country, although many activities are targeted at the cultural and educational needs of residents of Vilnius and Klaipėda cities, as well as cultural development of individual regions of the country.
306. Active cooperation with partners of the Baltic and Nordic region extends the concept of the region to the LMTA community and allows to increase the scope of activities and strengthen the impact on a wider scale.
307. In its mission statement, LMTA committed to participate in the artistic education and cultural policy of the country, meet the needs of spiritual harmony and consolidation of national identity in society, as well as develop the most talented young people open to Lithuania and the world. The scope of LMTA impact formulated in the mission is specified in long-term strategies. The second strategic objective in the **strategy Academy 2020** *Expand the scope of art creation, scientific research and its dissemination by fostering creativity and increasing the impact on national and cultural development* encompassed artistic and educational activities impact groups whereof included national cultural, educational and training institutions, public authorities and the general public. In the vision formulated in the **strategy LMTA`2030**, there is also a commitment to participate actively in the national and regional processes of culture and art dissemination: *that inspires breakthroughs in culture and creates values*. This provision is reinforced by the third strategic priority *Transferable culture: spread of art values in the general public, active participation in the processes of the artistic education and cultural policy*. One of the goals is linked to this priority: *strengthen marketing of events that are open for the public*, and monitoring indicator *Number of spectators in the Academy's events per year: 60,000*. The measures by which LMTA contributes to the implementation of strategic objectives of Lithuania are planned in a targeted manner and implementation monitoring is carried out.
308. In the period from 2016 to 2020, identification of needs in LMTA strategic plans and activities was based on the provisions of strategic documents of the Republic of Lithuania: Lithuania's Progress Strategy *Lithuania 2030*⁹⁴ (the objective *Smart Society*); the *National Progress Programme 2014–2020*⁹⁵ (first priority *Educating Society, Science and Culture*); the *National Education Strategy 2013–2022*⁹⁶; the *National Programme for*

⁹⁴ Available online at <https://www.e-tar.lt/portal/lt/legalAct/TAR.5EE74F9648A5>

⁹⁵ Available online at <https://www.e-tar.lt/portal/lt/legalAct/TAR.31A566B1512D>

⁹⁶ Available online at <https://www.e-tar.lt/portal/legalAct.html?documentId=b1fb6cc089d911e397b5c02d3197f382>

*Development of Studies, Scientific Research and Experimental (Social, Cultural) Development for 2013–2020*⁹⁷; the *Lithuanian Cultural Policy Change Guidelines*⁹⁸; the *Programme for Development of Regional Culture 2012–2020*⁹⁹.

309. The national and regional needs are determined in close and regular cooperation with social partners and public authorities by analysing strategic documents and research carried out, as well as initiating research or surveys. The analysis of needs serves as a basis for the planning of the number of study places, the themes and geography of research and concert activities, and the planning of resources.
310. LMTA participation in the cultural and social development processes of the country is active and has a strong impact on the development of Lithuania. The impact of the Academy is visible through a variety of activities and results.
311. **Studies and graduates.** Study activities carried out by LMTA – training of highly qualified specialists – guarantee the satisfaction of the demand for Lithuanian music, theatre, film and dance professionals. The demand for professionals is determined in cooperation with the Ministry of Culture and social partners in the country. The number of state funded art study places depends on the justification of the demand (for more see paragraph 65).

Every year, about 150 BA and 100 MA students graduate from LMTA and successfully integrate into the labour market of the country (about 80 per cent of graduates are employed according to their acquired qualification) and ensure the renewal and growth of professional art in Lithuania. Graduates are employed according to their qualifications, create collectives and successfully express themselves as performers, directors, heads of collectives and educators. Monitoring of graduates' achievements, meetings with social partners and surveys show that cultural, artistic and educational institutions of the country have a good appreciation of the level of LMTA graduates and acquired competences.

National and regional needs for new study programmes or specialisations are also determined in cooperation with social partners. For instance, in order to identify the needs in Western Lithuania, meetings were held with the community of Klaipėda Faculty, the mayor of the city and representatives of the municipality, Klaipėda cultural institutions and music schools. In the discussions, a shortage of certain professionals and the need for more intensive cultural life in relation to professional art events were identified. The crystallised needs are met by designing new study programmes and specialisations which are delivered only in Klaipėda and by expanding the scope of LMTA artistic activities in Western Lithuania. To meet the need of the performers of the Klaipėda State Musical Theatre Orchestra to acquire the Master's Degree, the specialisation *Orchestral Music* of the MA study programme *Music Performance* was designed which further develops the abilities of music performers in the orchestra. The need for music educators is met by a new specialisation *Music and Education* of the BA study programme *Music Studies*, whereas the need for musical artists is satisfied by the specialisation *Musical* of the BA study programme *Music Performance*. After identifying the need for heads of amateur art collectives with management and directing competences in cultural institutions of Klaipėda region, two specialisations of study programme *Theatre Art* were designed: *Theatre and Event Directing* (first cycle studies) and *Applied Theatre* (second cycle studies).

Graduate employment rates and career tracking are carried out by the LMTA Career and Competence Centre. The results of its surveys also help better identify the need for professionals and improve study programmes. The analysis of the demand for professionals is carried out annually by the departments of LMTA Faculties and Study Programme Committees.

312. **Impact on the development of national art and culture.** Teachers and students of the Academy actively participate in the country's cultural life, constantly create new art products and are an integral part of the present Lithuanian cultural identity. The most prominent artists in the country who teach at the Academy promote Lithuanian culture in the world through successful art projects, ensure the dissemination of internationally valued creative innovations in the country and share their practical experience with their students. For example, world-renowned director O. Koršunovas, who stages performances in various foreign theatres, holds premieres in Lithuanian theatres too and has formed a world-acclaimed OCT Theatre

⁹⁷ Available online at <https://www.e-tar.lt/portal/lt/legalAct/TAR.46EAD1714F5>

⁹⁸ Available online at <https://www.e-tar.lt/portal/lt/legalAct/TAR.9BE55C402B71>

⁹⁹ Available online at <https://www.e-tar.lt/portal/lt/legalAct/TAR.5695D5294727/asr>

troupe constantly supplemented by LMTA graduates and students. Composers teaching at LMTA – R. Mažulis, R. Šerkšnytė, M. Urbaitis, V. Augustinas, J. Janulytė, G. Gelgotas, et al. – constantly participate in art projects of Lithuanian cultural institutions and supplement the Lithuanian music repertoire of various genres. For instance, even two works by LMTA teachers were staged in the Lithuanian National Opera and Ballet Theatre in 2017: opera for children *Five Miracles of Mary* by R. Šerkšnytė and ballet *Process* by M. Urbaitis. The merits of the Academy's teachers to the culture of the country are also evidenced by the state awards they have won (for more see paragraphs 242, 245 and 256).

The overall picture of the dissemination of the Academy's art products in Lithuania and abroad is shown in the map of the Academy's events presented each year in the LMTA annual report (the maps are also provided in Annex 30 to the SER). Geography of events covers practically all regions of Lithuania and several foreign countries. In the last five years (2016 to 2020), the Academy hosted 2,830 events (an average of 566 per year). They include art events organised by both the Academy on its own and in cooperation with social partners in the Academy's spaces and other institutions outside the Academy's infrastructure. These are not only continuous and new art projects supported by the Lithuanian Council for Culture and various foundations that were initiated by the LMTA Art Centre but also international competitions, excellence courses, performances by art doctoral students, Lithuanian and foreign performers, events of the Academy in the country and abroad, public lectures, discussions, tours, etc. In 2020, due to the limitations of the pandemic, events were moved to virtual space on the hitherto active LMTA TV platform (tv.lmta.lt). The procedure for hosting cultural and art events at LMTA is governed by the *LMTA Description of the Procedure for Hosting Cultural and Art Events* (see Annex 31 to the SER).

The scientific research activities of the Academy are also closely linked to the needs of the country, and many topics are dominated by the priority of Lithuanian studies enshrined in the *Law on Higher Education and Research*. Scientific conferences held at the Academy, research and art projects, books and notes published at the Academy contribute significantly to the development and dissemination of Lithuanian art to the public. When analysing the country's demand for cultural products, the Academy also follows the priorities and recommendations set forth at the level of Lithuania. For example, after the Parliament of the Republic of Lithuania declared 2019 the year of composer Jozas Naujalis (1869–1934), the Publishing Office of the Academy joined the plan of measures developed by the Ministry of Culture and, after receiving targeted funding, released the composer's academic collection of choral sacred music notes. To commemorate this anniversary, the Academy also organised the 7th Jozas Naujalis Organ Competition in Vilnius and Kaunas, as well as the International Jozas Naujalis Competition for Choral Conductors in Vilnius.

The scope of dissemination of art and research activities is presented in LMTA annual reports every year, analysed and discussed in departments and faculty councils.

313. **LMTA impact on the regional cultural life.** The events of the Academy are popular and visited by residents of Vilnius and city guests. Information on events is publicly available on the LMTA website. There are four LMTA spaces in Vilnius that are unique in their own way in the overall context of the country's culture: The Grand Hall, Jozas Karosas Hall, the Balcony Theatre, and the Music Innovation Studies Centre. It is in these halls that art events taking place since 2016 have provided the Academy with new opportunities to participate more actively in the wider arena of professional art and cultural events. The emergence of the LMTA newest spaces, such as the Balcony Theatre and the Music Innovation Studies Centre, has attracted interest from an audience other than the usual one for the Academy in artistic activities that were not developed or were less developed in the Academy until then.

Since 2017, art events have been merged into programme cycles: *12 P.M.* (Days of Wind and Percussion Instruments), *Voices of the Academy*, *Choral Music Nights*, *Contemporary Music in the Balcony Theatre*, *Contemporary Dance in the Balcony Theatre*, contemporary music nights *Electrical Warming of the Balcony Theatre*, the cycle of events *Balcony Sessions* intended for the presentation of films created by students, graduates and teachers of the Academy, etc. The attention of the audience was attracted by the new cycle of concerts by the LMTA departments *Christmas in the Grand Hall*, the competition of students' independent acting and directing works *Occupation of the Balcony*, and the actively growing contemporary playwright festival *DRAMOKRATIJA*. A lot of young people attended electronic music concerts *Electrical Warming of the Balcony Theatre*.

An example of successful integration into the city's cultural life is the Academy's annual participation in society during the popular event *Cultural Night*. In 2017, the concert *Vox Nord* was held in the inner courtyard of the Presidential Palace of the Republic of Lithuania; the concerts *Trumpet* and *Opera Pastiche* were organised at Vilnius Town Hall; the concert *Late Junctions* was held in the Stained Glass Hall of the Ministry of Culture of the Republic of Lithuania, performances of BA students in directing (*Carry Your Potato and Believe, (In) Dependence*) were shown in the White Hall of the Ministry of Culture of the Republic of Lithuania, the traditional LMTA piano music concert *Black White* took place in a square at the Museum of Occupations and Freedom Fights, etc. In the project *Culture Night*, the electronic music concert *Electrical Warming of the Ministry of Culture* took place in the courtyard of the Ministry of Culture of the Republic of Lithuania, the concert *Modern Music Theatre* and a musical and dance performance *im-prom-tu* took place in the LMTA Balcony Theatre, the concert of the Department of Concertmaster *The Most Beautiful Arts and Not Only...* and the concert of the Department of String Instruments *String Junior* were held in Juozas Karosas Hall, as well as the popular event *Piano Music Night "Black White"* resumed in the renovated Lukiškės Square. In 2019, LMTA stood out in the event *Culture Night*: the area of cultural events *Creative Valley* was set up in the territory of the future LMTA campus (Olandų str. 21A) with the programme that lasted longer than for 12 hours and presented about 20 music, dance, theatre and interdisciplinary art events. The event attracted a lot of public interest and was positioned as one of the main events of the *Culture Night* project. About 3,000 spectators visited it. Art projects and other art events of the Academy are widely presented in Vilnius, Klaipėda and other Lithuanian towns and regions. Between 2016 and 2020, LMTA events took place in as many as 65 different locations in Lithuania. The scope of the dissemination of the Academy's events in the regions between 2016 and 2020 is illustrated in the map provided in Annex 30.

The staff of the LMTA musical folklore archives provides scientific advice to cultural institutions of Lithuanian regions on a regular basis, cooperates in the series of CDs *Kings and Queens of Song*, publications about traditional music of the local area. Archival material and advice are provided to folklore ensembles and museums. For example, a display in the Lithuanian Open Air Folk Museum was voiced in the archives in 2020. In 2018, in the collection of Lithuanian folk songs (a book with a CD) *Šeduva miestely aušrela aušauša*, released in cooperation with the Radviliškis Library, Lithuanian folk songs preserved by the LMTA Faculty of Music were published: 21 audio recordings and transcripts.

314. **Participation in the processes of shaping the cultural policy.** Teachers of the Academy contribute their expert and research activities to the initiatives of the Ministry of Culture of the Republic of Lithuania, the Lithuanian Council for Culture, participate in activities organised by various social partners as members of expert commissions, art councils or creative partners. The following pieces of research by the teachers of the Academy (E. Bajorinienė, R. Stanevičiūtė-Kelmickienė and external partners) related to the main cultural policy documents of the country and supervision of their implementation are worth noting: *Changes in the Cultural Policy From 2010 To 2014: Consistency Between Strategic Priorities and Implementation Measures* (2014); *Design of the Lithuanian Cultural Policy Model. Analysis of Prospects for Shaping the Lithuanian Cultural Policy* (2016–2018). Studies and recommendations have been presented to public authorities and the collected material is also used in the study process as one of the scientific sources. Teachers of the Academy (the Faculty of Theatre and Film, the Faculty of Music) continue to participate as individual experts in the processes initiated by the Lithuanian Council for Culture related to the development of music, theatre, circus, dance arts monitoring models (between 2019 and 2020 the project *Development and Testing of the System for Management, Monitoring and Analysis of Cultural Development Projects and Processes* was carried out under the contract with the European Social Fund Agency). This activity proves LMTA contribution to the achievement of the objective set in the *Lithuanian Cultural Policy Change Guidelines* to update the Lithuanian cultural policy model which would help reveal, preserve and develop the cultural identity and creative potential of society.
315. **Participation in the higher education policy.** LMTA constantly participates in drafting various legal acts related to higher education (especially art studies), in working groups initiated by the Ministry of Education, Science and Sport, and submits proposals and comments. For instance, Vice-Rector for Research J. Žukienė is often invited to attend discussions and working groups (to represent art activities) on the methodology for evaluation of research and art activities of universities.

In 2016, the Academy decided to participate in the Lithuanian Higher Education Optimisation Reform and to reclaim the Faculty of Klaipėda¹⁰⁰. Concerns about the quality of art studies and the declining number of students encouraged the dialogue with the faculty community, the city of Klaipėda and cultural institutions. Following the return of Klaipėda Faculty to LMTA in 2018, the strategic objective formulated in the strategy '*Academy 2020*' *Expand the scope of art creation, scientific research and its dissemination while fostering creativity and making a greater impact on national and cultural development* was implemented. The purpose of the recovery of the faculty was to extend the scope of the Academy's activities to the region of Western Lithuania at the level of political, artistic and study activities.

316. **Cooperation with social partners.** As part of its studies, art and research activities, the Academy cooperates with social partners across the country. The range of social partners is extremely broad: these include art institutions (theatres, philharmonic societies, orchestras, etc.), educational institutions (other higher education institutions, arts and music schools, conservatoires), creative organisations (the Lithuanian Composers' Union), the Contemporary Dance Association, the Association of Performing Arts Critics, municipalities, and various companies involved in art and study processes. Social partners are involved in the process of shaping the country or region, improving the quality of studies, and joint art and research projects. For example, in the field of Film, the Academy cooperates with:

- Lithuanian National Radio and Television (students' practices, the base for completing specialised (TV production) course assignments);
- Lithuanian Film Centre (the cooperation agreement with LMTA was concluded in 2020 under which the Film Centre commits to co-finance BA and MA final films; 19 final films were co-financed in 2020);
- Lithuanian companies rendering services in the processes of film production (production partners): *ACTORS AGENCY*, *EDITOS KASTINGAS* – casting agencies; *AMII INKUBATORIUS*, *ARCLIGHTS*, *CINESKOPE*, *CINEVERA*, *KINOLABAS*, *PRORENT* – shooting equipment; *Strictly Baltic* – rent of props and costumes;
- Cinemas *Multikino* (screenings-examinations of students' final works), *Skalvija* (cooperation with *Skalvija Film Academy*, information dissemination and educational projects), etc.

In the field of studies, LMTA cooperates with other Lithuanian higher education institutions and scientific research institutes. For example, together with Vilnius Academy of Arts and the Lithuanian Culture Research Institute, it delivers doctoral studies in the field of History and Theory of Art, as well as doctoral studies in the field of Ethnology in cooperation with Vilnius University and the Institute of Lithuanian Literature and Folklore. Meetings of the staff from institutions in charge of doctoral studies take place on a regular basis in response to surveys of doctoral students and expert findings; ways and means are sought to improve the quality of studies. After the conclusion of the agreement with Vilnius University (VU) and Vilnius Academy of Arts (VDA), an opportunity opened up for LMTA students to choose some study subjects and study them at VU or VDA.

317. **Cooperation in the Baltic-Nordic region.** LMTA maintains close relations with the academies of arts in the Baltic States: Jazeps Vitols Latvian Academy of Music, Estonian Academy of Music and Theatre and Latvian Academy of Culture. Cooperation takes place in studies, art and research activities. For instance, the format of piano music project *Black White* created in the Academy in 2018 was transferred to Latvia: a piano music marathon *Melns un Balts* took place in Vermanes Garden Park in Riga and was attended by students and teachers from Jazeps Vitols Academy and LMTA. In the same year, the Baltic Academy Orchestra (BAO) brought together on the occasion of the centenary of the statehood of Lithuania, Latvia and Estonia became an important event in the cultural life of the three Baltic States. A significant part of the orchestra consisted of LMTA students who performed as BAO members in the concert hall *Estonia*, Vidzemes Concert Hall in Latvia, the Great Hall of the Lithuanian National Drama Theatre, Kaunas State Philharmonic Society, the Academy of Music in Gdansk, and the concert hall of Berlin University of the Arts. Examples of successful cooperation between researchers in the region are also noteworthy: the International Baltic Musicological Conference, the International

¹⁰⁰ Klaipėda Faculties were part of LMTA in the period between 1975 and 1995. Upon establishment of the university in Klaipėda, the faculties taken over from LMTA in 1995 were renamed into the Academy of Arts of Klaipėda University.

Baltic Sea Region Film History Conference (for more see paragraphs 240 and 300), that ensure the development of research in the region and dissemination of its results.

318. **LMTA resources open for society.** The Academy positions itself as a national hub for the dissemination, tradition, preservation and education of music, theatre, film and dance, creative and research innovation. Specialised resources accumulated here are focused on the needs of students and teachers and they are also open to the general public.

Art and scientific events held in the Academy and outside it are open to the residents of Vilnius and regions. Many events can be attended free of charge: in this way, the Academy contributes to reducing social exclusion and promoting art/research in society. In 2020, there was a shift to online broadcasts of the Academy's events and projects that further expanded the range of potential viewers/listeners. The broadcasts are hosted by the Music Studies Innovation Centre where various sound-related innovations are tested and introduced. The equipment available in the Centre may also be used by external users. Research and creative projects carried out at the Centre make a significant contribution to the dissemination of creative music innovations in the country.

All academic events of the Academy (conferences, seminars, book presentations) are not only open to community members; information about them is made public online. Open access is also granted to part of the research and art resources available at LMTA. For instance, all three scientific research journals periodically published at the Academy are freely accessible to readers online. A virtual data platform *LMTA mediateka* is currently being developed.

The largest specialised library in Lithuania accumulated at LMTA (music, theatre, film and dance) is open not only to community members, but also external readers in Vilnius and Klaipėda. Specialised art history, theory and art resources, as well as researchers and students' works are stored in the library. In total, the resources of the library contain over 309K traditional documents, including around 156K notes, approximately 59K video and audio recordings (in 2020). This is over 3,140 metres of shelves. Every year, the resources of the library are supplemented by about 2,000 pieces of documents.

In order to open up the unique archives of musical folklore preserved at the Academy, the digitisation project *Development of a Virtual Cultural Space Meeting the Needs of Society* was implemented between 2018 and 2021. The project was funded by the EU Structural Funds, implemented in cooperation with social partners, and the National Martynas Mažvydas Library was the main promoter of the project. In the course of the project, 20,000 pieces of audio recordings, 5,000 pieces of video recordings, 40,000 pieces of photographs and transcripts of musical recordings were digitised and made available to users. Musical folklore accumulated by LMTA has become accessible and used more efficiently and integrated into the general context of cultural heritage accumulated by memory institutions.

The Music School-Studio for Children, which operates in the Academy, admits children to learn music and, at the same time, is a good platform for pedagogical practice when LMTA students acquire the qualification of an educator.

The spaces of the Academy are also open to the public as architectural and historical objects. In 2019, LMTA made its debut in the open architecture project *Open House Vilnius*: a tour was prepared in the LMTA Main Building together with the project mentors (professional historians, architects, guides). It was attended by around 1,000 visitors during the days of the project (about 40 tours were held).

319. **Diversity of expression of social activity of academic and administrative staff.** LMTA staff participates in various public organisations of art creators. For example, LMTA teachers and other staff are members of the Lithuanian Musicians' Union (74), the Lithuanian Composers' Union (18 composers, 28 musicologists and ethnomusicologists), the Lithuanian Cinematographers' Union (14), the Association of Performing Arts Critics (8), the Contemporary Dance Association (6) and other organisations.

Acclaimed artists and researchers engage in shaping the cultural and educational policy, participate in various political movements and participate in state governance processes. For instance, two incumbent vice-ministers of culture are former teachers of the Academy. Moreover, LMTA teachers are engaged in scientific, educational and cultural expert work and are members of various commissions, including National Prizes for Culture and Arts, Government Prizes for Culture and Arts, *Golden Stage Cross*, etc.

LMTA employees are also involved in the activities of social initiatives. For instance, theatre director Gintaras Varnas actively contributed to the initiative aimed at preservation of the Pinewood of Punia (the most ancient forest in Lithuania), is one of the main organisers of this movement.

320. The diversity of expression of social activity of LMTA academic and administrative staff is reflected in Annex 32.

4.2. Conditions for lifelong learning

321. **Diversity of forms of and conditions for lifelong learning.** In the context of the Academy, lifelong learning is defined as all learning activities that take place at any age in order to improve personal, civic, social and professional competences. These activities are in line with the objectives and goals established in the Statute of the Academy: *develop and improve conditions for lifelong learning, upskilling and retraining of acquired qualifications, expand the system of distance learning and career management services, cooperate with Lithuanian and foreign partners in carrying out art, educational and cultural activities, promote regional and national art and research progress, provide methodological support to teachers of music and art schools*. The Academy provides conditions for meeting the needs of lifelong learning by organising professional development for the LMTA community, Lithuanian art educators and employees of the cultural sector, providing training services to organisations, carrying out non-formal education activities of adults, children and young people, carrying out assessment and recognition of competences acquired non-formally and informally.
322. Lifelong learning activities are carried out mainly by the Career and Competence Centre of the Academy in cooperation with other LMTA units. In its activities, the Career and Competence Centre is governed by the following LMTA internal documents:
- *LMTA Description of the Procedure for Organisation of Non-Formal Adult Education and Continuing Teaching/Learning* (see Annex 33 to the SER);
 - *LMTA Procedure for Assessment of Competences Acquired by Means of Non-Formal or Informal Learning and their Recognition as Learning Outcomes*¹⁰¹.
323. One of the most important lifelong learning activities is the professional development of heads of schools, their deputies for education, heads of departments organising education, teachers and specialists of assistance to pupils carried out by the Career and Competence Centre for more than ten years. This **teacher professional development** activity is accredited in accordance with the *Regulations for Assessment and Accreditation of Activities of Institutions Carrying out Professional Development of Teachers and Specialists Providing Educational Assistance*¹⁰². The Centre has been issued the activity evaluation and accreditation certificate No. KT3-2 by Order No. V-80 of 13 February 207 of the Minister of Education and Science of the Republic of Lithuania¹⁰³. Taking into account the mission and strategic objectives of the Academy, the focus is on a specific audience, i.e., music, theatre and dance teachers in Lithuanian non-formal and formal education.
324. Professional development programmes for educators are developed and delivered by lecturers of the Academy (Assoc. Prof. Dr. Vida Umbrasienė, Assoc. Prof. Dr. Vilmantė Aleksienė, Assoc. Prof. Dr. Judita Žukienė, Lect. Dr. Eirimas Velička, Assoc. Prof. Dr. Mārtiņš Viļums, Dr. Mykolas Natalevičius, Prof. Vytautas Miškinis, Assoc. Prof. Brigita Bublytė, Prof. Petras Radzevičius, Prof. Artūras Anusauskas, Prof. Jurgis Dvarionas, Assoc. Prof. Dr. Lolita Jolanta Piličiauskaitė, Lect. Gabrielius Simas Sapiega, Assoc. Prof. Dr. Laima Budzinauskienė, Lect. Eglė Gudžinskaitė, Lect. Solveiga Zvicevičienė, Assoc. Prof. Aldona Vilutytė, et al.), teachers of other higher education institutions, teachers and teams of Lithuanian educational establishments and foreign lecturers. In organising the delivery of programmes, the Career and Competence Centre cooperates with other LMTA units, Lithuanian educational institutions, associations and foundations. This ensures the diversity and quality of the programmes.

¹⁰¹ Available online at https://kkc.lmta.lt/wp-content/uploads/2020/08/Kompetenciju_pripazinimo_tvarka_20140226.pdf

¹⁰² Available online at <https://www.e-tar.lt/portal/lt/legalAct/TAR.A004EC774695/zJyKQnYbuw>

¹⁰³ Available online at <https://www.e-tar.lt/portal/lt/legalAct/73f63920f28411e692c5977c7316c9b5>

325. Quite a few professional development programmes for educators are delivered in cooperation with social partners in major cities and regions of Lithuania: Vilnius Balys Dvarionas Ten-Year Music School, Kaunas Juozas Gruodis Conservatoire, Vilnius *Ažuoliukas* Music School, Lithuanian Accordionists' Association, Klaipėda Eduardas Balsys Gymnasium of Arts, music school *Lyra*, Balys Dvarionas Charity and Support Foundation, Vilnius Salomėja Nėris Gymnasium, Vilnius Choir Singing School *Liepaitės*, Buivydiskės Lower Secondary School, public undertaking *Outdoor Kindergarten*, Palomenė Lower Secondary School (Kaišiadorys district), Pabradė School of Arts in Švenčionys district.
326. As the demand for professional development seminars for teachers working with children with special needs grows, since 2018 LMTA has started organising seminars such as *Specific Nature of Educators' Professional Activities: Case of Pupils with Special Needs* by Dr. Vilmantė Aleksienė and *Socialisation of Persons with Special Needs through the Methods of Arts Therapy* by lecturer Solveiga Zvicevičienė.
327. **Professional development activities of the Academy's academic and non-academic staff** are also worth mentioning in the context of lifelong learning. Information on the conditions for professional development is provided in paragraphs 118 to 127 of the SER. The following are noteworthy professional development events revealing the scope of professional development topics: *Intermusic* distance teaching seminar (training on blended and distance teaching in music), *Intermusic* event of *Erasmus+ strategic partnership* project, LMTA, Vilnius¹⁰⁴ (2017); *Intermusic* platform training (Moodle system training), *Intermusic* event of *Erasmus+ strategic partnership* project, Milan Conservatoire, Milan (Italy)¹⁰⁵ (2019); meetings and seminars of the international NORDPLUS project *Development of Virtual Auditions*, LMTA, Vilnius (2018); excellence courses and creative workshops OPERA + LIED 2019; excellence courses by Prof. Dr. Josef Wallnig, Vilnius (2019); seminar *Art of Body and Voice Plasticity* (2017); excellence courses in interpretation of 19th to 21st century chamber vocal music, creative workshop (2018); seminar *Corruption and its Prevention. Reconciliation of Public and Private Interests and Conflicts of Interests* (2019), in English (2018, 2019, 2020). The following professional development events held for the community of the Academy in 2020 are noteworthy in the context of the pandemic: *Reduced Stress; Work and Life. How to Live with Stress without Getting Sick with it; How to Burn Without Burning Out; More Efficient Use of MS Office Programs. 7 Good Publication Rules; Untapped Opportunities of 'Teams' and Obvious Benefits for the Organisation*; training *How to Work Microsoft Teams Program (Theory and Practice)*.
328. As part of lifelong learning activities, the Academy offers **non-formal adult education programmes** not only for **employees** of educational institutions but also **other institutions and organisations, as well as private individuals or groups of individuals**. Non-formal adult education programmes are designed to improve professional qualifications, acquire additional competences and develop generic skills and erudition. These programmes are drawn up in accordance with participants' learning objectives and may be designed in accordance with the professional development needs of the employees of an enterprise or organisation. Training for business enterprises with competent LMTA teachers through creative and interesting *theatre* and *music* tasks provides a great opportunity for employees of a business enterprise to change the internal culture of an enterprise within a short period of time, become familiar with the language of the stage, improvisation, stage motion, acting, creative technologies and music therapy.
329. **Continuing teaching/learning** is organised in accordance with the procedure established by the legislation of the Republic of Lithuania. Information on assessment and recognition of competences acquired by means of non-formal and informal education is provided in paragraph 214, on recognition of outcomes of periods of study in paragraph 215, on recognition of foreign qualifications in paragraph 216.
330. In 2016, the adult education program *Adult Summer Academy* was launched. This is a summer course for amateurs, where adults are provided with an opportunity to acquire basic skills of playing a selected musical instrument or singing or improve the skills they have. In this program, pedagogical work is done by graduates of the Academy. Music creation and composition workshops were held in 2018 where participants in summer courses

¹⁰⁴ Available online at <http://intermusicproject.eu/index.php/2019/09/05/intermusic-training-session-lithuanian-academy-of-music-and-theatre-2017-11-27-2017-12-01-vilnius-lithuania/>

¹⁰⁵ Available online at <http://intermusicproject.eu/index.php/2019/09/05/intermusic-platform-training-session-milan-g-verdi-conservatoire-january-14-18-2019/>

learned how to create music. In 2016, the programme had 10 participants, 12 in 2017, 19 in 2018¹⁰⁶, and 39 in 2019. The greatest motivation for programme participants is the opportunity to demonstrate their acquired abilities at the final concert of participants in the LMTA Grand Hall¹⁰⁷. Due to the threat of the COVID-19 pandemic, the *Adult Summer Academy* did not take place in summer 2020. However, LMTA non-formal adult education programme *Adult Weekend Academy 2020* was organised for the first time in autumn 2020. Classes were also held by graduates of the Academy and 13 participants participated in the programme (9 other enrolled participants cancelled their participation due to the threat of COVID-19 at the last minute)¹⁰⁸.

331. An example of cooperation with higher education institutions as social partners is the LMTA activities related to the readiness of future students to study the joint LMTA and Vilnius University MA programme *Arts Therapy*. Since 2016, in cooperation with the Lithuanian Music Therapy Association and Lithuanian Dance Movement Therapy Association, the non-formal adult education programme *Music and Health* has been successfully delivered which has expanded in scope and developed into the programme *Art and Health*. The aim of the programme is to train specialists with the competence to create a health-friendly musical, artistic environment and to apply musical, art therapy methods within the scope of their profession in health promotion, education, socialisation programmes and projects for the sick of different ages, persons with disabilities, at social risk or exclusion. It attracts increasing interest from participants every year. A new non-formal adult education programme *Dance and Movement for Health* was implemented in 2018.
332. The contribution of Klaipėda Faculty to lifelong learning activities is noteworthy. The scope of professional development topics is reflected in the names of events, for example, seminars for music educators held constantly in cooperation with the Lithuanian Music Teachers Association, such as seminars by R. Girdzijauskienė and S. Rimkutė-Jankuvienė *Musical Education for the Future of Lithuania. Music Olympics and Experiences in Musical Contests* (2018), *Challenges Faced by the 21st- Century Musical Education. Contemporary Musical Education? What Could/Should We Change Ourselves?* (2019), *Assessment for Quality in Musical Education* (2020), the seminar by R. Vildžiūnienė *Calendar Circle. Family Songs in Kretinga* (2019), the seminar by A. Merkelienė *Artistic and Managerial Aspects of Preparation for the 18th Festival of Folk Instrument Ensembles and Orchestras of Samogitia Klaipėda Region 'Trimitatis'* in Klaipėda (2018), etc. The following are also noteworthy: the excellence course by V. Mačiulskis for the leaders and dancers of dance groups of Lithuania diaspora (2016 to 2019), the vocal excellence course by G. Zeicaitė in Italy and Germany (2018), the excellence course by A. Kilis *Jazz Music Improvisation* in Italy (2018), the project by J. Kurauskas *International Music Excellence Course* in Latvia (2018), excellence lessons by T. Romaškina in Finland (2018) and Austria (2019).
333. The activities of LMTA Music School-Studio¹⁰⁹ are worth mentioning with regard to **non-formal education activities for children and youth**. Seven-year school works according to non-formal music curricula. The lessons combine elements of various arts (music, art, theatre, film) to nurture musical talents, as well as imagination, promote creativity and develop artistic taste. LMTA students who choose minor pedagogical studies have pedagogical practice at this school. This school is attended by 30 to 40 children. Every semester, children's thematic public concerts are held at the LMTA Grand Hall that are open to the public. Joint concerts of the Academy and the pupils of the National Mykalojus Konstantinas Čiurlionis School of Arts and trips to other music schools for children have become a tradition. Pupils have participated in competitions of the Composers' Union, contests of Vilnius music schools and have become their winners.
334. In the period between 2016 and 2020, the preparatory course for older pupils who wanted to better prepare for the secondary school leaving examination in history and theory of art were held. This examination is important because it provides additional points for entering the study programmes in the field of Music at LMTA. Knowledge of music theory, music history, harmony, music analysis and ear training are broadened in

¹⁰⁶ Available online at https://www.youtube.com/watch?v=ETxcF_C2sis

¹⁰⁷ Available online at <https://lmta.lt/lt/skelbiame-projekto-suaugusiųjų-vasaros-akademija-2019-lektorius/>

¹⁰⁸ Available online at <https://kkc.lmta.lt/suaugusiųjų-savaitgaliu-akademija/>

¹⁰⁹ Available online at <https://lmta.lt/en/fakultetas/muzikos-fakultetas/pedagogikos-katedra/muzikos-mokykla-studija/>

this course. The course takes place in a blended mode by means of lectures in classrooms and distance teaching/learning on a virtual platform *Moodle*.

335. On July 24 to 27 and 30 to 31, 2018, the Academy delivered an educational programme *Amber Creativity* for children from China which was commissioned by the Baltic Institute for Research and Development and attended by 15 children. The programme consisted of four educational activities: creative technologies, ensemble singing, movement on the stage and acting. During the classes, its participants became familiar with the fundamentals of creative writing, basic principles of the musical programme and composition, performed creative writing, rhyming, improvisation and music creation tasks. Special attention was paid to the creation of sound effects: sound slowing, extension, attack, change in height, various effects, and reverberation. Children also learnt about rhythmic notation, sound formation, intonation and text articulation. During ensemble singing, they learnt how to sing not only in English but also in Lithuanian, understood and practically tested the performance of the Lithuanian *sutartinė*. During acting lessons, children were able to demonstrate their imagination and creativity. The programme received positive feedback.
336. Since March 2019, LMTA has been participating in the *Cultural Passport Programme*¹¹⁰ for Lithuanian school pupils. The cultural passport was initiated and implemented by the Ministry of Culture of the Republic of Lithuania and the Ministry of Education, Science and Sport of the Republic of Lithuania. This programme is a great tool for developing and shaping habits of knowing culture and expanding cultural experience of all Lithuanian pupils studying under general education curricula. It adapts cultural and art services to the needs, knowledge, ability to absorb and perceive information of each age group. LMTA invites pupils and their teachers to visit the Academy and get to know the world of music during the tour. Students are presented with music genres: classical, jazz and electronic, and are invited to observe the creation of music of a particular genre, what tools are used and what the musician needs to become a true master in his field. No one is left indifferent after observing student classes at the LMTA Opera Studio, visiting the Music Innovation Studies Centre, one of the most modern digital music technology innovation centres in the Baltic States, being introduced to electronic music: the process of its creation and tools. Becoming familiar with the tools used for the creative process, which are aimed at achieving excellence, encourages pupils to become more involved in the cultural life. Resources used: computers, multimedia, and various musical instruments. Consistent and systematic development of pupils' cultural habits, promotion of cultural awareness, development of a creative personality, promotion of generic artistic/cultural competences contribute to educational processes encouraging independent and active participation in artistic creation and contemporary cultural life; pupils' habits of culture consumption are developed and their attitudes that culture consumption is a meaningful activity is strengthened. This project attracts enormous interest from pupils and their teachers. In 2019, the Academy was visited by 57 pupils from Alytus and Vilnius districts and Vilnius city schools. In 2020, only 30 students from Vilnius city managed to visit the Academy. Due to COVID-19 and the lockdown introduced in Lithuania, this programme was suspended; nine pre-planned tours had to be cancelled.
337. **Monitoring and analysis of the need for lifelong learning.** In order to ascertain the need for knowledge and competences of the modern educator, teachers' professional development needs are determined taking into account the subject-specific recommendations of experts, topics of professional development seminars available for outsourcing and the results obtained from the analysis of feedback on completed training. Surveys of participants in professional development programmes are constantly carried out to ensure feedback. The data obtained is analysed in a generalised manner in accordance with the requirements for confidentiality and research ethics. Survey participants are asked to assess not only the relevance of completed lifelong learning programmes, their practical benefits, acquired knowledge, the lecturer's work, form of information presentation, working methods but also the competences they would like to improve, the most relevant forms and topics of training, to make comments, wishes and suggestions. The information collected helps improve the quality of the programmes being organised, makes it possible to properly identify the effectiveness of training, meet participants' expectations and better plan and organise these events.

¹¹⁰ Available online at <https://lrkm.lrv.lt/lt/veikla/kulturos-pasas/kulturos-pasas-1>

338. **Ensuring conditions for lifelong learning.** Relevant, up-to-date information on lifelong learning activities is made available on the website of the Career and Competence Centre, social networks; email invitations are sent to target audiences according to the selected topic of the programme; professional development seminars organised are published in the Register of Organised Seminars, which is constantly supplemented and updated.
339. Non-formal adult education can take place in a variety of ways: contact classes in the real classroom in the premises of the Academy or elsewhere; remotely; in a mixed way by combining the above methods. Between 2016 and 2019, non-formal education programmes were usually delivered on-site. The situation changed in 2020. Taking into account the benefits and opportunities of information technology during the pandemic, the penetration of digitisation and the competitive advantage of technology, and upon acquisition of skills in the use of virtual environments, distance learning has become a priority. Surveys showed that the benefits and advantages of distance professional development had been assessed. According to survey participants, when learning and improving their professional competences from home, they feel more comfortable, notice real results, apply new knowledge, abilities and skills perfectly in their activities, and very much welcome the opportunities offered by information and communication technologies. Remote professional development courses take place in the virtual learning environment <https://moodle.lmta.lt/>
340. The total number of training programmes and the number of participants in the reporting period is provided in the table below:

	2020	2019	2018	2017	2016
Number of lifelong learning tools	38	48	54	50	53
Number of lifelong learning participants	943	1,150	1,193	1,045	1,398

341. Participants of programmes who successfully complete non-formal adult education programmes and acquire the competences provided for in the programmes may be issued the following documents:
- Certificate of the form approved in accordance with the procedure established by the legislation of the Republic of Lithuania;
 - Professional Development Certificate of the form approved by the Academy;
 - Academic Certificate of the form approved by the Academy;
 - Certificate attesting to participation in the programme.
342. More detailed information on lifelong learning tools in the reporting period is provided in the annual reports of the LMTA Career and Competence Centre.
343. Lifelong learning activities in the Academy acquire new forms and gradually expand their audience. The progress of the Academy in organising distance professional development courses that accelerated during the pandemic and the competences acquired by participants to communicate remotely are very promising. This provides an opportunity to ensure a cost-effective number of participants, expand the geography of events, and attract more different lecturers who save time because of distance work. It is planned to continue focussing on developing the conditions and opportunities for distance learning. A new Lifelong Learning Action Plan is being developed and funding opportunities are being sought for the design of new distance professional development courses (for accredited programmes). The learning environment for distance professional development is expected to be modern and attractive.
344. The forms of lifelong learning developed in the Academy are linked to the organisation of professional development events, distance learning courses, development of opportunities and increasing access to learning. These activities are in line with the priority activities of the state and the Academy related to cultural and educational activities, strengthening the influence of professional art on culture, fostering creativity and cooperation. It is planned to increase the diversity of forms of lifelong learning, to improve the quality of services provided by constantly expanding the field of topics and audiences. In order to improve the services provided by lifelong learning, it is intended to further expand cooperation with Lithuanian and foreign partners in performing artistic, educational and cultural activities, promoting progress in arts and research in regions and across the country, continue providing methodological support not only to specific audiences – teachers of music and art schools – but also to teachers of pre-school, primary, basic, secondary schools and cultural staff.

345. The strength of life-long learning activities at the Academy is pedagogical potential – highly qualified lecturers, valued and acclaimed professionals in their field. The SWOT analysis in the strategy *LMTA 2030* identified an opportunity to intensify non-formal education activities for children and adults. It may reasonably be stated that the Academy's contribution to lifelong learning activities is in line with the Academy's mission, that the Academy has successfully met the targets of the strategy *Academy 2020* for lifelong learning and is ready to develop activities to meet the strategic objectives of the strategy *LMTA 2030* related to transferrable culture.

Major self-evaluation outcomes in the evaluation area IMPACT ON REGIONAL AND NATIONAL DEVELOPMENT	
Strengths	
1)	LMTA is an active participant in the field of culture and art at national and international level. LMTA events and projects are related to studies delivered at the Academy; by organising concerts, theatre and contemporary dance performances, film screenings, festivals, international and national competitions, the Academy becomes an active and important platform for the expression of young creative energy.
2)	The strong role of the Academy as a unique Lithuanian higher education institution in promoting arts at national and international level, conveying best practice and enhancing the reputation of the institution itself and Lithuania in specific study fields.
3)	Broad social professional and non-professional (civic) activities of LMTA academic and administrative staff, wide variety of expression.
4)	LMTA has a wide range of lifelong learning tools: professional development of teachers, non-formal education of children and adults, specialised courses, etc.
Areas for improvement	
1)	Ensure continuous monitoring and analysis of implementation of measures impacting national and regional development, as well as evaluation of their effectiveness.
2)	Strengthen marketing and publicity of LMTA lifelong learning activities.

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