

### JAAN SARAPUU

## Graphic designer and front end developer at AKU.

Born:

1991

2011 - 2013 EKA, not finished 2013 - ...... AKU

## SISU 2015

Tallinn Interior Architecture Symposium's central theme was "The Impact of Space" – how space influences the person and the person influences space. On a tangible level, the impact of a space is determined by the different layers that cover it: paint, wallpaper, textiles, furniture. Translated into Graphic Design this meant 3 different paper stocks, 4 printing technologies and quite a few golden circles of various sizes.

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RUUMI-MÕJU SISU MARTERIA

PACT

27.–30.05 2015

sisu.

## SISU-LINE 2015

Published as a follow-up to SISU 2014, containing all the lectures from the event.



Teooriast praktikani

Dynamics of theory and practice

THE JOURNAL OF INTERIOR ARCHITECTURE

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SISEARHITEKTUURI AJAKIRI

SISU-LINE

Jörgnev tabel annab ülevaate sisearhitektuuri ja kujunduskunsti erialade lõpetanutest aastatel 2005 – 2014. Ba ja Ma astme lõpetanute suhtarv: 845:17. \* Rakenduslik kõrgharidu

\*\* 2013/2014. öa löpetas Eesti Ettevõtluskõrgkooli Mainor – Disain loovettevõtluses (kõrvaleriala sisekujundus) 19 ülöpilaist. Õppekava on rokenduskõrghariduse õppekava (st kõrghariduse 1. aste, nagu ka bakaloureuseõpe).

ÖPPEASUTUS		2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Eesti Kunstiakadeemia Sisearh. ja mõõbli-disaini osakond	BA	13	15	9	5	10	13	16	14	7	6
	МА			-	-	1	4	5 .	2	5	5
Eesti Kunstiakadeemia Kujunduskunst	BA	1	4	5	7	7	6	10	29	5	4
	MA										
Euroakadeemia erarakenduskõrgkool	BA	36	54	50	43	7.4	71	110	37*	39*	30*
	МА								-		
Eesti Ettevõtluskõrgkool Mainor erarakenduskõrgkool	BA	-	-	14	16	31	25	29	38	23	19**
	MA									-	
кокки	BA	50	73	73	64	122	115	165	109	74	59
	MA					1	4	5	2	5	5
KÕIK KOKKU	BA									916	
	MA									17	

The following table provides an overview of graduates of the interior architecture and figurative arts programmes from 2005 – 2014.

Ratio of BA and MA level graduates: 845:17.

Applied higher education.

"In the 2013/2014 academic year, 19 students graduated from the Mainor Estonian Entrepreneurship University of Applied Sciences programme of design in creative entrepreneurship (with minor specialisation in interior design). The curriculum is the curriculum of applied higher education (meaning the 1st level of higher education (its hosheduce).

Educational institution		2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Estonian Academy of Arts Department of Interior Architecture and Furniture Design	BA	13	15	9	5	10	13	16	14	7	6
	MA		-	-	7.	1	4	5	2	5	5
Estonian Academy of Arts Figurative Art	BA	1	4	5	7	7	6	10	29	5	4
	MA		-	-	5		-	-	-	-	-
Euroacademy private institution of applied higher education	BA	36	54	50	43	74	71	110	37:	39*	30"
	MA			-	-	-	-	-	-	-	-
Mainor Estonian Entrepreneurship University of Applied Sciences private institution of applied higher education	BA	-	-	14	16	31	25	29	38	23	19**
	MA .		-			-				- /	-
TOTAL	BA	50	73	73	64	122	115	165	109	74	59
	MA	-	-	-	-	1	4	5	2	5	5
GRAND TOTAL	BA								916		
	MA									17	

of 16% of respondents consider the level to be entirely insufficient or tending towards being insufficient. The assessments of EKA graduates are nevertheless slightly better than average – 52% positive assessments. The corresponding numbers for Euroacademy and Mainor graduates are 38% and 32%.

Among the shortcomings of professional preparation, the weakness of the practical side of study and/or its scant connection to actual work, and the insufficient teaching of computer programmes are mainly named. While graduates from all the schools point out the former as an important shortcoming (especially EKA), primarily Euroacademy graduates highlight the scant teaching of computer programmes. A lack of professional subjects is also pointed out to an important extent in the assessments from Mainor graduates.

### OPPORTUNITIES FOR FINDING PROFESSIONAL WORK

Opportunities are generally not considered to be good. A total of 43% of graduates interviewed assess these opportunities as being practically nonexistent or quite limited. Only 6% assess employment opportunities to be quite good or very good. The assessment of the remaining 51% is so-so / depends on one's personal initiative. The assessments of Mainor graduates are clearly the worst (64% pessimistic). Pessimistic assessments account for 45% of the assessments by Euroacademy graduates, and 26% of the assessments by EKA graduates. At the same time, EKA graduates also do not provide optimistic assessments, rather they place more emphasis on the necessity of personal initiative. It appears that the problem of the level of professional preparation carries over more to the opportunities for finding professional work in the case of Mainor graduates as well. The tendency that the younger the respondent, the more sceptically opportunities for finding professional work are assessed, is clearly perceptible.

The main problems in finding professional work are a small market, few jobs, intense competition and scant working and practical experience.

### MASTER'S STUDIES

A total of 44% of respondents finds that the opportunity for master's studies should definitely be available in Estonia and another third assesses that this opportunity should be more extensive than it currently is. There is no need for this in the opinion of 14% since the BA level is sufficient, and 8% find that there is no need for this in Estonia because master's degrees can be acquired abroad as well. Thus the need for providing master's studies in interior architecture in Estonia is considered to be high. Thereat, the assessments of graduates of the different schools are relatively similar. The fact that the assessment of the necessity of master's studies does not depend on whether the respondent is currently employed in the profession or not is also interesting.

Only a quarter of the respondents nevertheless are directly personally interested in master's studies in the profession. A total of 35% would perhaps consider it if there were more opportunities. The proportion of interested respondents is similar in comparing graduates from the different schools but the wishes and aspirations of EKA graduates are clearer.

Euroacademy and Mainor graduates do feel the need for a better level of education more than other respondents, but at the same time they are unable to clearly assess whether they would embark on this kind of training. Interest is clearly greater among the youngest group (apparently because they are still prepared to learn, so to speak). Once again there is no essential difference in interest depending on whether the respondent works in the profession or not.



## JOON 2015

Printing house Joon ("a line" in Estonian) specialises in personalised printing services and special solutions. Their new identity leaves a lot of room for thought – clean, striped surfaces inspire to write down new ideas and make them happen. Three colours refer to the business main areas. The simple system adapts well to various applications and stands clearly out amongst competition.

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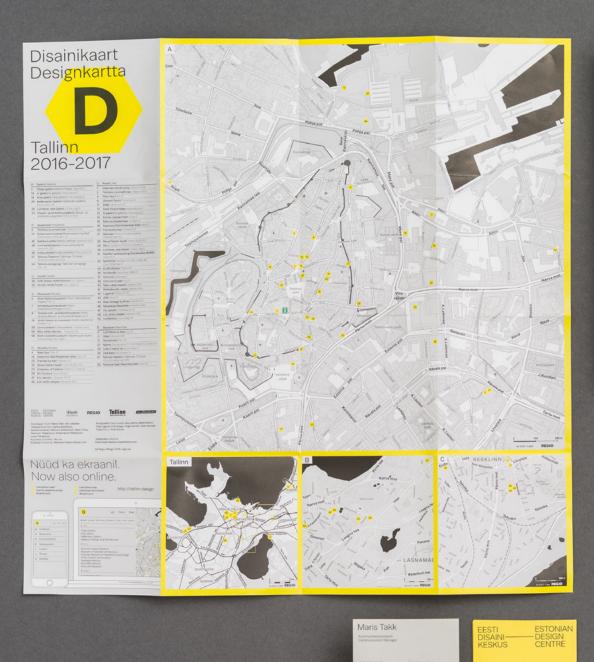




## DISAINIKESKUS 2016

Estonian Design Centre's aim is to promote design while staying neutral. These aspects are built into the renewed EDC identity. The aim was to create an "invisible" identity that is easy to use and that does not add any colour or taste to the content. The 2 main colours remained from the previous identity, a new typeface and scalable logotype were introduced. The D-sign is retained for the Design Map.





ESTONIAN DESIGN CENTRE

DISAINI-KESKUS Pille-Liis Milvere



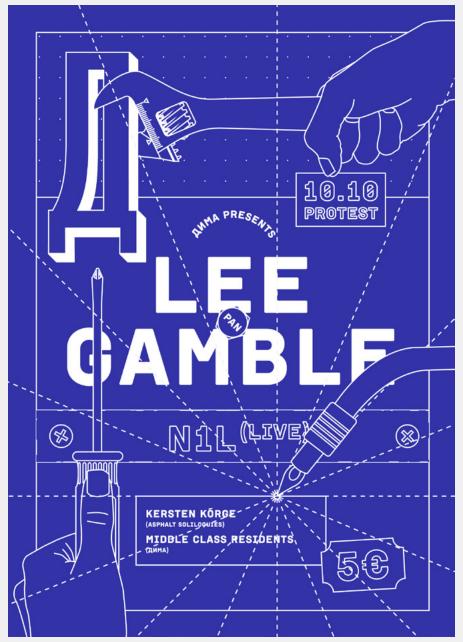




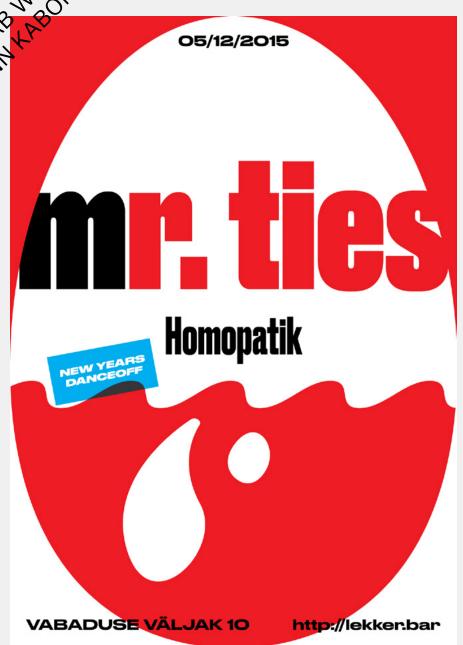


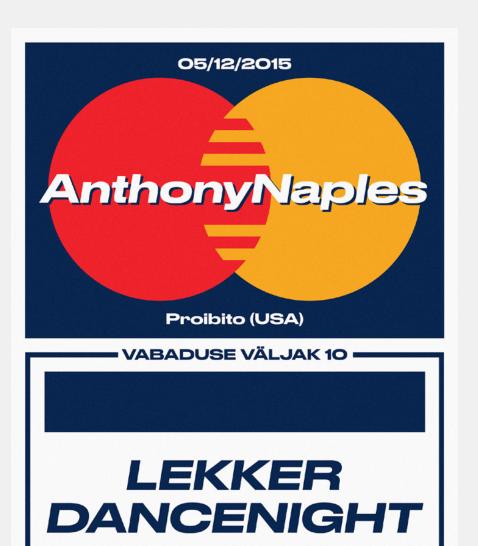
## VARIOUS POSTERS 2014 - 2016





MINEN



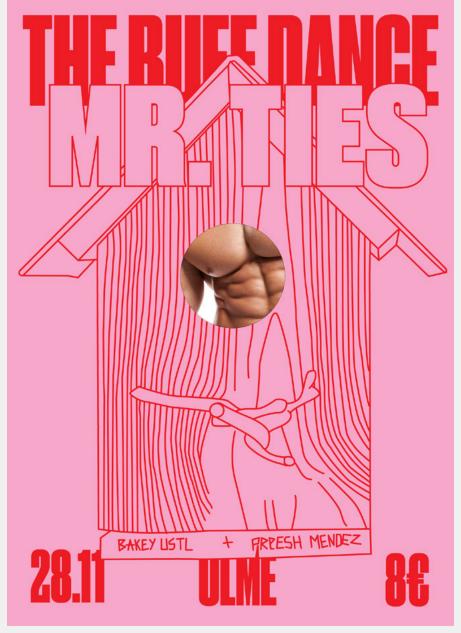


http://lekker.bar









# SELECTION OF WEBSITES DESIGN & DEVELOPMENT

