DEVELOPMENT PLAN OF THE ESTONIAN ACADEMY OF SECURITY SCIENCES 2025
# Table of contents

**FOREWORD** .................................................................................................................................................. 3  
1. **OVERVIEW OF THE ESTONIAN ACADEMY OF SECURITY SCIENCES** ......................................................... 4  
2. **CHALLENGES OF THE ORGANISATION** ...................................................................................................... 7  
3. **THE MISSION, VISION AND CORE VALUES OF THE ESTONIAN ACADEMY OF SECURITY SCIENCES** .......... 9  
4. **OBJECTIVES OF THE ESTONIAN ACADEMY OF SECURITY SCIENCES** ...................................................... 10  
5. **STRATEGIC COURSES OF ACTION** ........................................................................................................... 15  
6. **CONDUCTING, MONITORING AND REVISIGN** ........................................................................................ 17  
**LIST OF ABBREVIATIONS** ............................................................................................................................. 18
Foreword

Dear colleague, partner, reader

On one hand, the Academy of Security Sciences is very ambitions – also when its plans for the future are concerned, but on the other hand, it is collected and traditional. We dream and think big: in 15 years, we want to become a broad-based institution of higher education that is also acknowledged in Europe.

The starting position of the Academy is good: we are known in Europe, and the training and continuing education training of Estonian internal security specialists is mostly provided at our school. The latter helps to establish grounds for providing even more interesting training content and the organisation of training.

Our aim is that after five years of their graduation, at least 80% of our graduates work in the area of security. Hence not only the high percentage is important, but the fact that we talk about the whole area of security, having the private sector in mind, too. Our objective is that most of the training we provide is practical in its nature.

The Academy is developing and soon implementing international modules, into which we have also involved the Baltic Sea states – this helps to increase the proportion of foreign students significantly.

To make cooperation between our cadets more effective, and the learning process and internal security related education modern, we plan to invest into the learning environment that would meet our needs – we plan to build a new main building. Modernising the content and form at the same time boosts the efficiency of both. It is also important that the proportion of the salary cost in the area of academic activities increases.

The activities we describe in our development plan are clear: we seek for higher training quality, pay attention to modern methodologies, collect and evaluate feedback, especially from the alumni and employers, operate in the area of innovation and applied research.

These activities will help the Academy show itself as a credible institution of higher education, which is also special because a large number of its lecturers and staff have gained work experience in the area of internal security. Therefore, the Academy is extremely responsible for providing higher education and has a great commitment to the related employers. We need to maintain our main strength – dense and everyday cooperation with the biggest institutions of public sector in Estonia, since these are also operating in the area of security.

Certainly, the aims and strategic aims will be tweaked a little during the coming ten years the development plan has been compiled for. A development plan as an action plan cannot be set in stone, instead it must be in constant development. Therefore, we are welcoming the ideas and thoughts of all the readers of this document. Please share these with us.

I sincerely thank all the colleagues and people from outside the Academy who actively participated in the discussions concerning the development plan. The Academy is as strong, earnest, wise and faithful to its state and people as each member of it. Implementation of the development plan depends on all of us.

Verbis aut re!

Yours faithfully
Katri Raik
rector
1. Overview of the Estonian Academy of Security Sciences

The Estonian Academy of Security Sciences (hereinafter the Academy) is an institution of professional higher education in the area of the Ministry of the Interior that conducts vocational, professional higher education and Master’s studies for the area of security. The Academy also conducts continuing education and research and development activities in order to develop the areas important for internal security.

One of the most important tasks of a state is to guarantee the safety of its people and society. Receiving protection from the state is also one of the most significant fundamental rights of people. The need to train police officers providing safety and public order was one of the main objectives in 1992 when the Academy was founded. Taking the smallness of Estonia into consideration, it was decided to broaden the scope of the Academy and train other specialists and officials of internal security as well. In addition to the specialities of police and pre-trial investigation, also specialities of corrections, rescue service, customs, defence forces and border guard were opened. In 1998, the speciality of population management was added and the College of Administration was created, under which also the speciality of customs was brought. In 1999 the Government of the Republic of Estonia decided to terminate the training of military officers at the Academy. The same year the speciality of population management was replaced with public administration, in 2001 the speciality of assistant judge and in 2002 the speciality of taxation were introduced. In 2004 the Väike-Maarja Rescue School joined the Academy’s Rescue College and the Paikuse Police School joined the Police College; a year later, Civil Service Training and Development Centre (hereinafter ATAK) started at the Academy. In 2005 a vocational education programme for prison officers was transferred from Tallinn Pedagogical Seminar to the Academy. In the autumn of 2006 the Muraste Border Guard School was merged with the Academy’s Border Guard College, and in addition to that there was a new unit created in the structure of the Academy – Service Dogs Training Centre. Since 2010 there have been four colleges in the Academy: the Financial College, the College of Justice, the Rescue College and the Police and Border Guard College. Among the new units created were also the Internal Security Institute, which organises the Master’s programme (and which was given the status equal of this of a college in 2016), the Centre for Innovative Applied Learning Technologies (CIALT), which now has been emerged with the new Department of Development (established in 2016), and EASS’s Centre for Migration Studies (CMS), whose activities were transferred to Tallinn University in 2015. The Centre for Legal and Social Sciences (CLSS), which was created based on the Centre for General Subjects, was merged with the Internal Security Institute in 2016. Continuing education is coordinated by the Centre for Continuing Education (CCE). There is also Open Academy that enables us to share security-related knowledge with the society.

The main employers of the alumni of the Academy are the Police and Border Guard Board, Rescue Board, Tax and Customs Board and prison service. The model of the Academy is unique in Europe since the training for different services of internal security has been brought into one organisation. Currently we have been training officials for 23 consecutive years.

There are approximately 900 cadets studying at the Academy, 201 of them on the level of vocational education, 572 on the level of professional higher education and 102 on the Master’s level. There are ca 250 employees at the Academy. 85 of them are staff lecturers and research fellows. In addition, there are around 200 non-staff lecturers from amongst the best practitioners of the area. There are 11 curricula implemented at the Academy. Every year, there are approximately 5000 people participating in different continuing education training courses organised by the Academy. Since 2008 the number of learners at the Academy has been stable. The decline in student numbers just before that was influenced by transferring from the 4-year professional higher education curricula to the 3-year curricula and the closing of the College of Administration (see Figure 2).

The greatest challenge for the Academy is the infrastructure meant for learning activities and research work. At the moment, it is too big and ineffective. It is not suitable for carrying out the learning activities of the area as many of the rooms and constructions that we need are missing. The application of new technologies and the development of information and communication technologies brings along several
important changes in the area of internal security the graduates of the Academy will have contact with when they start their work. This in turn states requirements for the development of the internal security educational model, which aim is to make the learning environment modern, the learning opportunities versatile and flexible, and the learning-related cooperation between the learners of different colleges more frequent.

Currently the activities of the EASS are carried out in four learning complexes: at Kase St. in Tallinn, in Muraste, Paikuse and Väike-Maarja. The matters concerning the location of the Academy and the development of the campus have been discussed about since 2001. In the past eight years, the government has discussed developing the campus and moving the Academy four times. In 2011 the government also discussed the possible relocation of the Academy to Ida-Virumaa – either the whole or only parts of it. Still all analyses showed that constructing a new building into a new location will be more expensive than the development of the existing buildings. When the new main building has been finished and the police and border guard education has been brought together to Paikuse, the Academy can limit the number of its learning complexes and remain into three locations.

On 18 September 2014, the government approved the proposal of the Minister of the Interior to establish the Academy’s internship base in Ida-Virumaa. On 28 September 2015, the first 25 patrol police cadets started their internships in the stations of the East Prefecture.

In 2009, a unique Master’s programme embracing the whole area of internal security was opened at the Academy. This is still unique in Europe. Lecturers are leading specialists of the area, both from Estonia and abroad. The Master’s level students are mostly from the area of the Ministry of Interior, but also from other ministries, security institutions, defence forces and the private sector. Therefore, they manage to establish a strong network in the area. It can be said that the education provided at the ISI is of quality, as many of the students continue their studies pursuing doctoral degrees, and Master’s theses have been recognised at Estonian National Contest for University Students.

In the past five years, the Academy has also been actively involved in providing preliminary internal security education. Currently there are voluminous training courses conducted in 12 secondary schools in 5 counties. Colleges in cooperation with agencies contribute to the preliminary internal security education.

The Academy is a higher education institution that is internationally renowned and carrying out cooperation with a number of educational institutions of the area of internal security. The school also participates in cross-border cooperation with an aim to make the living environment safer. The Academy’s partners are professional networks and such EU agencies as CEPOL, FRONTEX and eu-Lisa, with whom they exchange knowledge and best practice related to training and applied research. Similar cooperation is carried out with such international organisations as DCAF and OSCE. Besides sharing conceptual competence, the Academy contributes greatly to the organisation of several international events – working group meetings, seminars, conferences, joint curricula and training events.

When it comes to the internationalisation of learning activities, the Academy moves in line with the educational trends in Europe that emphasise the importance of student mobility, including two-way mobility. In the past years, the academy has significantly increased its capability of receiving exchange students. The creation of an innovative learning environment compatible with Estonia’s e-state image has played an important role here. Modern learning and working environment creates better opportunities for offering multi-level partnerships (between local governments, non-governmental organisations and the private sector) and researcher mobility, which greatly encourages knowledge transfer, and therefore helps the Academy become European competence centre for internal security.

There are also professional research and development activities carried out at the Academy, and a peer-reviewed scientific magazine “Proceedings, Estonian Academy of Security Sciences”, which focuses on current approaches and newest findings in the area of internal security both in Estonia and abroad, is published.

The Academy has received both local and international appreciation. In 2010, all the curricula received the international accreditation from the Estonian Quality Agency for Higher and Vocational Education. This shows that the education offered at the Academy is of high quality.
In 2012, the Academy received the grand prize at one of the most known quality competitions “Quality Innovation 2012”, for integrating modern simulation technology into learning activities. In 2013, the Väike-Maarja Rescue School of the Rescue College was shortlisted for the quality prize of Estonian vocational education institutions. The Rescue School was recognised for its clear vision and instigation, but also for its successful cooperation with the Rescue Board.
2. Challenges of the Organisation

Firstly, this chapter focuses on the Academy’s most significant internal strengths and weaknesses – the factors that depend on the Academy itself and influence its development. Secondly, it will look at the opportunities and threats coming from the external environment – positive and negative tendencies of the external environment the Academy has to consider. Based on this analysis, Chapter 5 brings out the strategic lines of action needed for achieving the aims and reaching the vision.

2.1. Strengths of the Academy

Estonian Academy of Security Sciences is an educational institution that is unique both in Estonia and elsewhere in Europe. The educational model of the Academy includes vocational, professional higher education and Master level training. The strength of the Academy is in its broad-based approach – it relies on five pillars: four internal security related colleges and the Internal Security Institute.

Another strength is in the high-level simulation environments that have been developed by the Academy’s staff and skilfully integrated into learning activities and applied research. Thanks to bringing different areas of internal security into one educational institution, there is a great number of specialists of different spheres working at the Academy. The competence of the staff of the Academy has also been encouraged by the development of simulation environments and close cooperation between practitioners and academics.

The Academy has a great and representable cooperation network both within Estonia and on the international level. The main cooperation partners in Estonia are internal security institutions that are also future employers of the Academy’s alumni and whose employees are usually graduates of the Academy. Cooperation with the agencies is the greatest in terms of the content of the studies. The aim of international cooperation is to share experience and best practice in order to increase the quality of the learning, research and development activities.

Thanks to its broad-based competence in the area of internal security, the Academy can also offer continuing education training for those already working in the area.

2.2. Weaknesses of the Estonian Academy of Security Sciences

Besides providing internal security related education, the Academy has to focus more on linking different areas of it. Clearly there is a lack of integration between the curricula of different disciplines. Students rarely meet while at school, which is why they often do not feel they are the students/graduates of the same school.

There have been several simulation environments supporting learning activities developed at the Academy, but the application thereof is uneven when different specialities are concerned. Authentic learning situations are still developed, incl. the simulation of the decision-making processes of different levels, which will help increase cooperation between the disciplines and educational levels.

The curricula and the organisation of studies at the Academy are not flexible enough. Another problem is the partial inexistence and insufficient availability of modern learning materials.

So far, the Academy has paid little attention on developing its students’ statesmanlike attitude. More emphasis has to be put on shaping the values and attitudes of the people working in the area of internal security.

Agreements concerning the role of continuing education and the division of work between the Academy and the employers, and also in the Academy, have to be made.

Although the Academy carries out applied research every year, the capability to conducting them is insufficient. In order to compete with other service providers, more experience in the area of carrying out applied research is needed.
The division of work in the organisation and the system of responsibility is sometimes unclear and can therefore limit the efficiency.

2.3. Opportunities in the external environment

Having the whole internal security related education brought into one educational institution is very unique. This has established prerequisites for having the officials of internal security with the same values, and it has also helped them create a network to carry out their future work successfully.

International networking and increased cooperation are encouraged by the general intensification of internationalisation and the related project opportunities and mobility programmes.

The development of internal security related education is also encouraged by it being a political priority. In a situation where international security becomes more and more tense, increasing internal security related competencies and training the workers of the area are extremely important for Estonia. The need for competent and qualified public officials creates prerequisites for the Academy’s sustainability. Every year, the Academy receives commissioned education from the state, this usually means a guaranteed work place for the graduate and a continuous need for organising continuing education training for the Academy.

2.4. Threats from the external environment

One of the greatest threats coming from the external environment is depopulation, as a result of which the number of secondary school leavers decreases and the Academy does not have a great choice when choosing between its future students. Therefore, the Academy has a challenge – how to guarantee enough high level specialists.

The influences arising from the state reform are difficult to be assessed and they may decrease the youth’s interest in civil service.

What is more, the long political discussion about the location has kept the Academy from renovating its building and making conceptual decisions related to the development of the Academy.

Finding suitable staff for the Academy is difficult because there is a lack of people with area-specific competence. The pay of the employees working in other agencies of the area is often higher than at the Academy, therefore, people with a suitable qualification often prefer to work in other agencies instead.

The current education model of the Academy can be threatened by the cooperation partners’ unclear expectations. Employers (agencies and ministries) are more interested in narrow, area-specific education, which is why the need to provide multidisciplinary higher education is often seen as less important.
3. The mission, vision and core values of the Estonian Academy of Security Sciences

**Mission:** The Academy’s mission is to teach to maintain security and to lead safe lives.

**Vision:** In 2025 the Estonian Academy of Security Sciences is the best centre for internal security related education and research in Europe.

**Core values:**

**HONESTY** If I have made a mistake, I admit it. I keep my word and keep what has been entrusted to me. I do not lie to myself nor to the others.

**RESPECT** I notice and help, enthuse and support. I communicate in a friendly and kind way. I listen to the standpoints different from mine. None of the ideas is too utopian for me not to be discussed.

**PROFESSIONALISM** I know what is happening. If I do not know, I find out. I find out the aim and fulfil my role. I value my time and the others’ and plan my activities. I dare to decide.

**OPENNESS** I am positive. I say hello, please and thank you. I respect others’ standpoints. I dare to say, I reason and take responsibility. I am open for feedback and ready to change.

**DEVELOPMENT** I learn my whole life and share the acquired knowledge with others. I dare to experiment, make mistakes, and learn from my mistakes. I look for opportunities, not for excuses.
4. Objectives of the Estonian Academy of Security Sciences

The objectives of the Academy comprise four areas: impact on the society, processes supporting the achieving of the impact, organisational capability and finances.

**IMPACT ON THE SOCIETY**

Stakeholders’ satisfaction with the Academy’s levels of the organisation of study and research have increased.

<table>
<thead>
<tr>
<th>Indicator device</th>
<th>2015 level</th>
<th>2016 level</th>
<th>2017 level</th>
<th>2025 level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The alumni’s satisfaction with the education has remained the same in two to four years after graduation.</td>
<td>Has not been collected systematically</td>
<td>Has not been collected systematically</td>
<td>4.15</td>
<td>≥ 4.2</td>
</tr>
<tr>
<td>2. Employers’ satisfaction with the level of education provided at the Academy</td>
<td>3.97</td>
<td>The survey will be conducted at the beginning of 2017</td>
<td>3.95</td>
<td>≥ 4.0</td>
</tr>
<tr>
<td>3. The proportion of graduates employed in the area of security in five years after their graduation</td>
<td>Has not been measured like that</td>
<td>Has not been measured like that</td>
<td>Will be measured in 2018</td>
<td>≥ 80%</td>
</tr>
<tr>
<td>4. The number of people participating in continuing education courses in a year</td>
<td>7264</td>
<td>8053</td>
<td>10105</td>
<td>≥ 12000</td>
</tr>
<tr>
<td>5. The volume of continuing education in training days</td>
<td>1158</td>
<td>1182</td>
<td>1331</td>
<td>≥ 1800</td>
</tr>
<tr>
<td>6. The number of finished applied research papers</td>
<td>7</td>
<td>13</td>
<td>8</td>
<td>≥ 12</td>
</tr>
</tbody>
</table>

**Alumni satisfaction:**

The education provided at the Academy has to be relevant, directed towards the learning outcome and based on the competency needed for work. Therefore, it is important to evaluate the related aspects after the studies when the alumni already have worked for a couple of years. Until now, there has been no systematic collection of alumni feedback, which is why a special indicator will be established to measure the satisfaction level of the alumni.

**Employers’ satisfaction with the level of education provided at the Academy**

Results of the employer feedback survey are analysed alongside with the results of the alumni feedback survey. Feedback is also collected from the representatives of employers who have the superior-subordinate relationship and/or direct contact with alumni, because then it is possible to give an objective overview of the skills and knowledge of the alumni in a work situation. Based on the national trend towards the broad-based national defence concept, the Academy’s approach to the area of security goes beyond the public sector.

**Area-specific engagement:**
The state expects the well-trained officials remain on the job market and provide the service necessary for the society. The result is seen as positive if an alumnus stays in the area of internal security even if his/her speciality changes. Records are kept based on the sectoral personnel statistics.

**Continuing education:**

An important role of the Academy is to provide continuing education in the area of internal security in as broad spectrum and great volume as possible. The number of training events ordered and carried out shows the ordering party’s trust in the offered competence and in the service.

It is a complex indicator characterising the volume of training events carried out and the number of people involved in the events (=training days x number of participants). By measuring the number of training days, we can assess whether the Academy is moving towards its aim to maintain and increase the volume of training events by 3% in a year.

**Applied researches conducted:**

Records are kept based on the published applied research papers. Statistical data are collected annually. The number of surveys and studies carried out show the organisation’s capability to carry out research and development activities and the trust of the clients. The volume, importance and applicability of researches are taken into account.

**PROCESSES SUPPORTING THE ACHIEVING OF THE IMPACT**

The main processes and related development activities are organised efficiently.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>2015 level</th>
<th>2016 level</th>
<th>2017 level</th>
<th>2025 level</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 The proportion of students graduating in the nominal period of studies</td>
<td>80%</td>
<td>78.4%</td>
<td>79.1%</td>
<td>≥ 80%</td>
</tr>
<tr>
<td>8 Student satisfaction with the studies</td>
<td>So far collected qualitatively</td>
<td>4.71</td>
<td>4.72</td>
<td>≥ 4.7</td>
</tr>
<tr>
<td>9 The number of scientific publications and learning tools</td>
<td>25</td>
<td>23</td>
<td>18</td>
<td>≥ 20</td>
</tr>
<tr>
<td>10 Digital support for modules/subjects in a curriculum (percentage)</td>
<td>Has not been measured like that</td>
<td>Has not been measured like that</td>
<td>Has not been measured like that</td>
<td>≥ 90%</td>
</tr>
<tr>
<td>11 The number of RD projects with external funding</td>
<td>17</td>
<td>16</td>
<td>24</td>
<td>≥ 20</td>
</tr>
</tbody>
</table>

The proportion of students graduating in the nominal period of studies:

The quality indicator for the educational institution’s study process illustrates student-centred approach and the efficiency of the teaching methods and support systems. The proportion of students graduating in the nominal period of studies is high when compared to other academic institutions of Estonia, and this level must be maintained. The indicated 80% represents the minimal proportion of students graduating in the nominal period of studies.

**Student satisfaction:**

It is of utmost importance for the Academy that the physical environment and the learning support system provided for the students are as modern as possible. Therefore, feedback on the study process, learning environment and the general support system is collected through focus group interviews. In order to evaluate the respective measure, a complex indicator will be established.
Publications:
The reporting is based on the current statistics of the Estonian Research Information System, in which emphasis is put on publishing/the final result. This also ensures comparability with other academic institutions. The measure is additionally supported by the number of citations.

Learning tools:
In order to achieve higher added value in the learning process and to make the knowledge more available, learning at the Academy has to be conducted with the help of modern learning solutions and relevant learning tools. In addition to that, departments compile annual reports on the finished learning tools, the reports are then consolidated by the Department of Development. The indicator includes peer-reviewed learning tools, methodological guidelines, e-courses, e-learning objects, virtual simulations and other simulation or training tools.

Cooperation projects:
The main aim of cooperation projects is to bring added value to the basic processes of the Academy and to develop new skills. At the same time, the specialities’ balanced covering of the Academy’s competence areas is evaluated. Records are kept based on the number of active cooperation projects in a year.

ORGANISATIONAL CAPABILITY SUPPORTING THE ACHIEVING OF THE IMPACT
The lecturers of the Academy have a high qualification, they have international experience, they are the best experts in their area of expertise, and they teach in an open and multi-cultural learning environment.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>2015 level</th>
<th>2016 level</th>
<th>2017 level</th>
<th>2025 level</th>
</tr>
</thead>
<tbody>
<tr>
<td>12  The number of academic staff (incl. part-time staff) holding a doctoral degree</td>
<td>8</td>
<td>9</td>
<td>11</td>
<td>≥ 16</td>
</tr>
<tr>
<td>13  The proportion of staff lecturers who have attended internships in the area they teach during the past three years</td>
<td>Has not been measured like that</td>
<td>Has not been measured like that</td>
<td>49%</td>
<td>≥ 70%</td>
</tr>
<tr>
<td>14  The proportion of students who have participated in long-term mobility programmes</td>
<td>2.6%</td>
<td>2%</td>
<td>1%</td>
<td>≥ 4%</td>
</tr>
<tr>
<td>15  The proportion of exchange students at the Academy</td>
<td>7%</td>
<td>7%</td>
<td>6%</td>
<td>≥ 10%</td>
</tr>
<tr>
<td>16  The proportion of staff contributing to international cooperation</td>
<td>30%</td>
<td>32%</td>
<td>32%</td>
<td>≥ 40%</td>
</tr>
<tr>
<td>17  The number of foreign academic staff</td>
<td>0</td>
<td>3</td>
<td>8</td>
<td>≥ 12</td>
</tr>
</tbody>
</table>

The number of academic staff holding a doctoral degree:
Carrying out research work is one of the Academy’s main activities. As it guarantees the implementation of knowledge-based teaching methodology, it is important to increase academic capability and potential through top expertise.

The proportion of staff lecturers who have carried out practical work or attended internships in the area they teach for at least one month in a year during the past three years:
Integrating practical experience into learning processes is one of the main characteristics of a modern institution of professional higher education and one of the main factors helping to achieve the relevance
of studies. This increases the general satisfaction of both alumni and employers. Reporting is based on statistics.

**Long-term mobility:**

The aim of expanding mobility is to ensure graduates’ international knowledge and competencies that are needed to cope in the conditions of the globalising world. More places for the Erasmus+ mobility programme can be cumulatively applied for if they have been previously filled.

**The proportion of exchange students at the Academy:**

Exchange students help create international learning environment and make cooperation between partner schools more effective, incl. they encourage the exchange of the best methods and experience.

**The proportion of staff contributing to international cooperation has increased:**

In addition to the quantitative travel-based measure, the general level of achieving international impact is evaluated and valued based on the new initiatives and feedback collected from cooperation partners, incl. acknowledgements and the implementation of the acquired experience at the Academy.

**The number of foreign academic staff conducting a complete course or carrying out a research project, has increased:**

As a general rule, this indicator includes foreign contract lecturers or experts who carry out their work in the extent of at least one semester. Considering the number of students at the Academy, it is reasonable to value short-time teaching, too. This indicator is measured using the statistics of internationalisation and mobility indicators.

**FINANCIAL MEASURES SUPPORTING THE ACHIEVING OF THE IMPACT**

The proportion of employees, modern learning environment and top level learning tools in the budget, and the proportion of other financial sources besides the state budget increase.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>2015 level</th>
<th>2016 level</th>
<th>2017 level</th>
<th>2025 level</th>
</tr>
</thead>
<tbody>
<tr>
<td>18 The proportion of salary cost of the academic activities in the budget</td>
<td>41%</td>
<td>42.7%</td>
<td>46.1%</td>
<td>≥ 50%</td>
</tr>
<tr>
<td>19 Investments into the learning environment, methodologies and tools</td>
<td>568,000</td>
<td>1,153,635</td>
<td>1,549,872</td>
<td>≥ 1,500,000</td>
</tr>
<tr>
<td>20 The proportion of the income from economic activities in the budget of the Academy</td>
<td>14.6%</td>
<td>15.7%</td>
<td>12.1%</td>
<td>≥ 15%</td>
</tr>
<tr>
<td>21 The proportion of external instruments in the budget of the Academy</td>
<td>4.5%</td>
<td>7.1%</td>
<td>8.8%</td>
<td>≥ 9%</td>
</tr>
</tbody>
</table>

The proportion of salary cost of the academic activities in the budget

The resources needed for carrying out the basic processes of the Academy efficiently have to be in balance with the ambitions of the organisation and mainly support the basic processes. It is aimed to gradually increase the proportion of the salary costs of the academic staff in the budget. Methodologically, the basic level of 2015 is calculated so that the investments and the student subsidies are first eliminated from the real expenses of the total budget. After that, the proportion of the salary costs of the staff and non-staff employees directly connected with academic activities (both degree studies and in-service training) are calculated.

**Investments into the learning environment and teaching methodologies**
Consolidating the best teaching methodologies requires well-developed learning environments. As the investments we have made so far (virtual simulations) have enabled us to introduce more realistic and experience-based teaching methodology, this is the area in which the Academy could act as a leader of other internal security related academic institutions in Europe. Records are kept based on financial reporting. The aim is to mainly increase the proportion of the expenses on the development of innovative learning environment in the budget of the Academy. The section of the budget concerning the expenses connected with the creating and developing the learning environment, methodologies and tools has been calculated methodologically.

**Own revenue**

Records are kept based on financial statistics. The proportion of expenses financed by the revenues collected from economic activities to the expenses of the total budget of the Academy has been calculated. The aim is to maintain the current proportion level. The Academy does not gain net profit from the selling of paid services, instead these are used for covering the costs of the main activities. The main types of revenue collected from economic activities are: revenue from continuing education training, income from rent (mainly dormitory rent) and different revenues connected with learning activities.

**The proportion of external instruments**

The Academy’s skill to find extra-budgetary resources for necessary activities enables us to increase the quality of the provided services, and in many cases, it also helps to add the international dimension. External instruments are mainly used for funding development activities. The aim is to increase the proportion of external instruments in the budget of the Academy since the forecast of the growth rate of the state budget does not allow to finance the Academy’s development activities and innovation with the support of state financing only. The proportion of expenses made with the help of external instruments in the total budget of the Academy has been calculated methodologically.
5. Strategic Courses of Action

In this chapter, significant strategic activities for achieving the vision and the objectives have been brought out. A list of strategic activities suitable and necessary for achieving the aims were determined based on the results of a SWOT analysis. More influential activities were chosen and divided into the five categories brought below.

- **Learning activity and life-long learning:**
  - We develop a common and integrated education model for internal security and implement it. The education model brings speciality-related preliminary training, formal and informal training and different areas of internal security related education into a comprehensive system covering the whole training need. What is more, it creates broader future working opportunities for students. Such education model could be a general example for a small country’s area-specific education model.
  - The organisation of studies is more flexible and practical for the student.
  - We diligently implement our marketing activities, incl. involving new target groups (students with special needs, adult learners in retraining, employees of the areas of internal security etc.) into the learning process.
  - We put more emphasis on developing students’ values, generic skills (incl. language skills) and physical capabilities during their studies and in the course of extracurricular activities.
  - We consider practical and international experience while developing curricula, and move towards more integrated and modular learning. This helps to create prerequisites for the graduates to work (cooperate) abroad also.
  - We increase the awareness of the population, incl. children’s awareness of the area of internal security, through diversifying and expanding the training meant for the students of the schools for general education.
  - We increase the role of the Academy as a qualification awarding body, therefore we participate in the evaluation of the area of internal security and in the development of the professional qualification system.

- **Development activities and applied research:**
  - We develop the capability to conduct applied research according to the needs of the area of administration of the Ministry of the Interior and other state agencies, and in consistence with the changes in the security environment. We involve both local and international expertise, and students.
  - We start using new (digital) technologies and learning tools and thus become the first area-specific institution of professional higher education in Europe that uses mixed reality learning environments in the learning process.
  - The main direction of the development activities involves the implementation of the knowledge obtained through research and experience which helps to create new learning tools and instruments, introduce using Academy-related processes, systems and services, or enhance these significantly in the extent of the educational and research disciplines worked on at the Academy.

- **Partnerships in Estonia and abroad:**
  - We contribute to cross-border security and to the broader area of internal security.
  - We carry out active and multi-layer cooperation with employers and other partners in order to improve the quality of the learning and development activities.
  - We support the mobility of students, lecturers and research fellows and develop international curricula and common modules.
  - We develop Eastern Partnership, initiate internal security related projects in third countries.
• We take cooperation with international agencies and cooperation and professional networks to a new level (e.g. CEPOL, Frontex, OSCE and UCPMTP), for example, we increase participation in development projects creating international value.
• We create cooperation formats with the public and private sector and the organisations connected with vital services or security in order to carry out joint exercises, trainings or applied research.
• We strengthen applied research, methodologies or other development projects related cooperation with universities and other educational institutions.
• We support the agencies connected with the Academy in terms of the area-specific development of e-learning.

  o Modern learning and working environment:

• We create a modern learning environment in Tallinn via building new learning and sports facilities, enhancing the stadium and other training areas with modern learning and training elements (Schengen visa area and European Union external border practice area, smoke diving simulator etc.) and renovating the existing dormitories and other technical facilities.
• We develop a practice-oriented police and border guard education learning centre in Paikuse (tactics facility, outdoor shooting rage, driving practice area with a slippery track training area), develop a rescue training centre in Väike-Maarja, and increase the cross-academy use of the training centres.
• We establish and develop a new learning centre in Narva that will enable to make internship activities more effective since they will take place in a realistic situation in the third biggest town of Estonia that is also an important Schengen border town. Since the whole Ida-Virumaa area is largely Russian-speaking, we will make use of this as well.
• Upon developing the infrastructure, we follow the modern principles of development and energy efficiency by applying new and innovative technical solutions, incl. those that have been made based on our own applied research activities.
• We develop modern learning and training environments with state-of-the-art appliances and technical solutions (laboratories, simulation environments etc.).
• We increase the availability of learning materials.
• By developing cultural intelligence and foreign language skills that help our employees and learners cope in international living and working environment, we improve our international learning and working environment to widen their look on life.

  o Effective and innovative organisation:

• We develop the Academy’s common identity.
• We make the basic processes more effective and start using service-based management.
• We develop a flexible salary and work hour policy that enables us to employ the best experts of the area.
• We support doctoral students’ flexible career planning.
• We make the support functions more effective.
• We systematically carry out quality assessment and plan development processes based on it.
6. Conducting, Monitoring and Revising

The Development Plan of the Academy is a document that is used for directing the development of the whole organisation in the coming years. The Development Plan is based on the methodology of balanced scorecard, and the document was prepared in a broad-based working group which included the members of the rectorate. Heads of structural units led discussions in their units and interim results were introduced at the development seminar involving the whole organisation.

Just like all parties were involved in the compilation of the Development Plan, they must be involved in the execution of the Development Plan and in the process of making adjustments to it. The preparing, monitoring and revising of the Development Plan is managed centrally and led by the Academy’s Vice Rector of Research, Development and Innovation, and its execution is analysed once a year.

While conducting the analysis, the development of the organisation is evaluated. It is evaluated in which extent the organisation has moved towards reaching the aims set, and whether the strategic choices have helped the Academy to move towards the aims. While conducting the analysis, specific and measurable data are relied on. Based on the analysis, suggestions related to the updating of the Development Plan and the related planning documents are made. The process of conducting the analysis and making adjustments is in accordance with the activity plan and the compilation of the budget for the coming year: monitoring and the necessary changes in the Development Plan are finished by the time the activity plan for the coming year is going to be compiled, on 1 March the latest.

The Development Plan is taken into consideration when compiling the activity plan meant for the development of the organisation itself and for the development of partnerships, related work plans and budget. In order to revise the implementation plan, at least one seminar involving all the parties, is organised in a year. The input for the seminar is a fact-based analysis, and the aim of the seminar is to revise the aims and strategic lines of action, which are adjusted if necessary.

The persons responsible for the execution of the Development Plan are the members of the managerial board of the Academy, led by the Rector. It is the management’s task to lead the project and monitor the execution of the matters agreed upon. While executing the Development Plan, the existing structure of the organisation and the areas of responsibility in it are observed. In the first years of the execution of the Development Plan, there is an important place for checking the correctness and relevance of the set aims and measures, incl. the creating of basic information for the measures.

[Diagram of the EASS structure]
List of abbreviations

CEPOL – European Union Agency for Law Enforcement Training (Collège européen de police)
DCAF – Geneva Centre for the Democratic Control of Armed Forces
EFSCA – European Fire Service Colleges’ Association
ERASMUS+ – European Region Action Scheme for the Mobility of University Students
ERIS – Estonian Research Information System
EU – European Union
eu-Lisa – EU Agency for Large-Scale IT Systems
FRONTEX – European Border and Coast Guard Agency (Frontières extérieures)
OSCE – Organization for Security and Co-operation in Europe
SWOT – A method for analysing a situation. An analysis of an organisation’s strengths, weaknesses, opportunities and threats
UCPMTP – Union Civil Protection Mechanism Training Programme