



Eesti Lennuakadeemia
Estonian Aviation Academy

STRATEGIC PLAN OF THE ESTONIAN AVIATION ACADEMY

2021-2025

Aviation starts here!

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FOREWORD

Dear Reader of the Strategic Plan,

The year 2020 was full of challenges for the Estonian Aviation Academy (EAVA, the Academy), including new management, structural changes, institutional accreditation and the follow-up assessment of vocational training activities, as well as coping with and adapting to the constraints of Covid-19. Whilst rising to meet these challenges, we also looked to the future by preparing the Academy's new Strategic Plan. Given its importance, the Strategic Plan has been developed via a process of active teamwork, and in consultation with experienced external experts, who advised on change management. In addition to contributions by employees and students, the EAVA Advisory Board and the Aviation Cluster companies have also made ongoing contributions to the development of the Strategic Plan.

The aim of these wide-ranging consultations was to reach a broad-based agreement, so that everyone would be on board and no good idea would be lost. Additionally, we hope that the ongoing refinement and implementation of the agreement will unite members of the Academy's community. We are convinced that a well-thought-out strategy will bring clearer focus, greater employee participation, a stronger sense of unity and an increased sense of responsibility amongst all members of the EAVA community concerned with the setting and implementation of goals.

The Strategic Plan was developed using the strategy map method, which focuses on five priority questions (see section 2.1). We arrived at the best answer to each of these questions through in-depth joint discussions, after which the strategy was broadly ready, in the form of an A4 summary. We then continued to discuss

our areas of activity, using the same method, which resulted in nine additional area-based strategy maps. Together, these ten strategy maps form the core of EAVA's Strategic Plan.

In recent decades, the aviation sector has generally been characterised by positive developments, including increased turnover and services, increased competition, and a consequent shortage of qualified personnel. However, the spread of Covid-19 has made it clear that aviation as an economic sector is highly vulnerable to changes in its external environment. The Academy's activities and development must therefore be designed to ensure that EAVA can adapt quickly to both positive and negative changes, whilst still meeting the aviation sector's training needs in the best possible way. In the provision of services, flexibility as well as quality is essential; degree courses must function in combination with lifelong learning; teaching must go hand in hand with research and development. Furthermore, the Academy must be a reliable partner for all stakeholders, and strive to be an excellent organisation that can be characterised as 'innovative.' With this in mind, the Strategic Plan will no longer be a static document, but will remain under constant development.

Please feel welcome to share your thoughts on the development of the Estonian Aviation Academy with us here. The Strategic Plan is our common document, and the development of the Academy is for the benefit of the wider community – our common goal. So, let's work together to make good better!

Yours faithfully,
Koit Kaskel, Rector

OVERVIEW OF THE STATUS QUO

1.1 INTRODUCTION

The Estonian Aviation Academy, established in 1993 and managed by the Ministry of Education and Research, is the only institution of professional higher education in Estonia training aviation professionals on both the higher education and vocational levels. The Academy is located in Reola village, Kambja municipality, Tartu County, in the immediate vicinity of Tartu Airport.

Compared to other aviation training institutions in the world, the EAVA is unique as an integrated provider of applied higher education and internationally certified aviation training at the higher education level in all major aviation fields – air traffic services, aircraft piloting, aviation management, aircraft communication, navigation and surveillance systems, and aircraft management. Vocational-level training takes place in the field of aircraft maintenance. To ensure the quality of applied learning, courses are taught by top aviation specialists from companies and institutions that also provide internship opportunities, in addition to our own academic staff. The organisation of aviation studies at the Academy and its technological environment meet the EU requirements, ensuring the high competitiveness of the Academy's graduates in the international labour market. As confirmation of this, the

Academy has been issued all the required certificates as a training organisation and operator of synthetic training devices by the Estonian Transport Administration (previously the Civil Aviation Administration), which carries out state supervision of compliance with aviation requirements in cooperation with the European Aviation Safety Agency – EASA).

In November 2020, EAVA's institutional accreditation (IA) took place, during which the Estonian Higher and Vocational Education Quality Agency (EKKA) assessed the compliance of EAVA's management, work organisation, teaching and research activities, and study and research environment with the applicable legislation, EKKA's goals and the EKKA development plan for 2014–2020. As part of this process, the Academy prepared a self-assessment report, which included an evidence-based analysis of its strengths and of areas for improvement. This self-assessment report has been of significant use in the preparation of this Strategic Plan. At its meeting of 27 January 2021, the Higher Education Evaluation Council of EKKA confirmed the decision to accredit the Estonian Aviation Academy for three years, i.e. until 27 January 2024.

1.2 KEY RECOMMENDATIONS OF THE INSTITUTIONAL ACCREDITATION REPORT

The Accreditation Committee found the Academy to be a student-centred, well-run and resource-rich institution with many strengths supporting full (10) or

partial (2) compliance with the standards (12 in total). The Commission's specific recommendations were to strengthen both the internationalisation of EAVA and

its research and development (R&D). In addition, a recommendation was made to implement an aviation safety culture across the Academy.

The main recommendations regarding internationalisation are:

- ▶ to highlight the international ambitions of the Academy in the strategy;
- ▶ to recognise that internationalisation requires a multifaceted approach, a broader understanding of the concept, a consensus across the Academy and strong institutional support;
- ▶ to prioritise and integrate internationalisation into all the key processes of the Academy;
- ▶ to provide students with international experience through an integrated approach within the Academy (including international lecturers and students, and visiting international lecturers and students) to increase their international competitiveness;
- ▶ to promote R&D growth and internationalisation, which requires development focus areas to be selected and developed together with international partners.

The main R&D recommendations are:

- ▶ to set clear strategic research objectives

and to map focus / expertise areas;

- ▶ for management to create a deeper common understanding throughout the Academy of the importance of research and its impact on the image of an internationally recognised aviation college;
- ▶ to carry out a comprehensive international benchmarking exercise, to better understand the potential of the field (e.g. UAVs, UTM, new ATM technologies, simulations) and to develop research and development partnerships based on the Academy's strengths.
- ▶ to cooperate with synergistic partners and initiate international cooperation projects;
- ▶ to establish a clearly defined, long-term R&D strategy linked to study programs and the development of the competencies of academic staff. Areas that contribute to both teaching/learning and the long-term growth of the competences and expertise of academic staff need to be identified and prioritised accordingly;
- ▶ to tie the growth of R&D activity closely to the career development of employees;
- ▶ given that the lack of state funding for R&D limits the development of the Academy, to find additional funding, to develop external relations and to identify funding programs where it is possible to apply for support on a project basis.



Study building of the Estonian Aviation Academy

STRATEGY MAP OF THE ESTONIAN AVIATION ACADEMY

2.1 STRATEGY DEVELOPMENT PROCESS

At the beginning of the planning process, the main points of departure were agreed upon, the most important being the Strategic Plan's role as a cooperation agreement among colleagues. Its execution is ensured by two main factors: the clarity of the strategy process and the involvement of employees.

The strategy map method was used to create the Strategic Plan, focusing on the five main questions of the strategy and summarising the answers on one A4 page. This approach was used for the organisation

as a whole and for all its areas of activity.

During joint strategy seminars involving employees, various future opportunities and associated risks were considered before strategic choices were made. The planning was based on national and sectoral strategic framework documents, a study of development prerequisites and the aforementioned self-analysis for accreditation. Working together, the best options for the five key strategy issues on which to focus were discussed and decided.

Five key strategic issues:

1. What are our ambitions and goals? Reason and need for the EAVA existence.

The EAVA and area-based strategic goals (vision, main objectives) for five years were discussed and formulated.

2. Where do we operate? Appropriate field of activity and correct focus.

The main field of activity of the EAVA, the focus and the most important ways to achieve the desired goals were discussed and defined.

3. How do we solve the decisive challenges? The road to achieving our goals.

Based on the two previous points, the most important challenges to be addressed were identified, based on how critical they are to the implementation of the Academy's objectives. The challenges involve overcoming both external and internal obstacles. The desired outcome is described.

4. What capabilities do we need to have? The necessary knowledge and abilities.

The types of operational capacity which need to be increased in order to achieve the set goals at the level of both the organisation and the employees was agreed on, including the necessary equipment and improvement of fixed assets.

5. What kind of organisational and management systems do we need? Systems and measures to support our choices.

The various factors which need to be developed, changed and adjusted in the organisation's (sectoral) systems, including the management system, structure, processes, culture, etc. have been agreed on.

THE EAVA STRATEGY MAPS

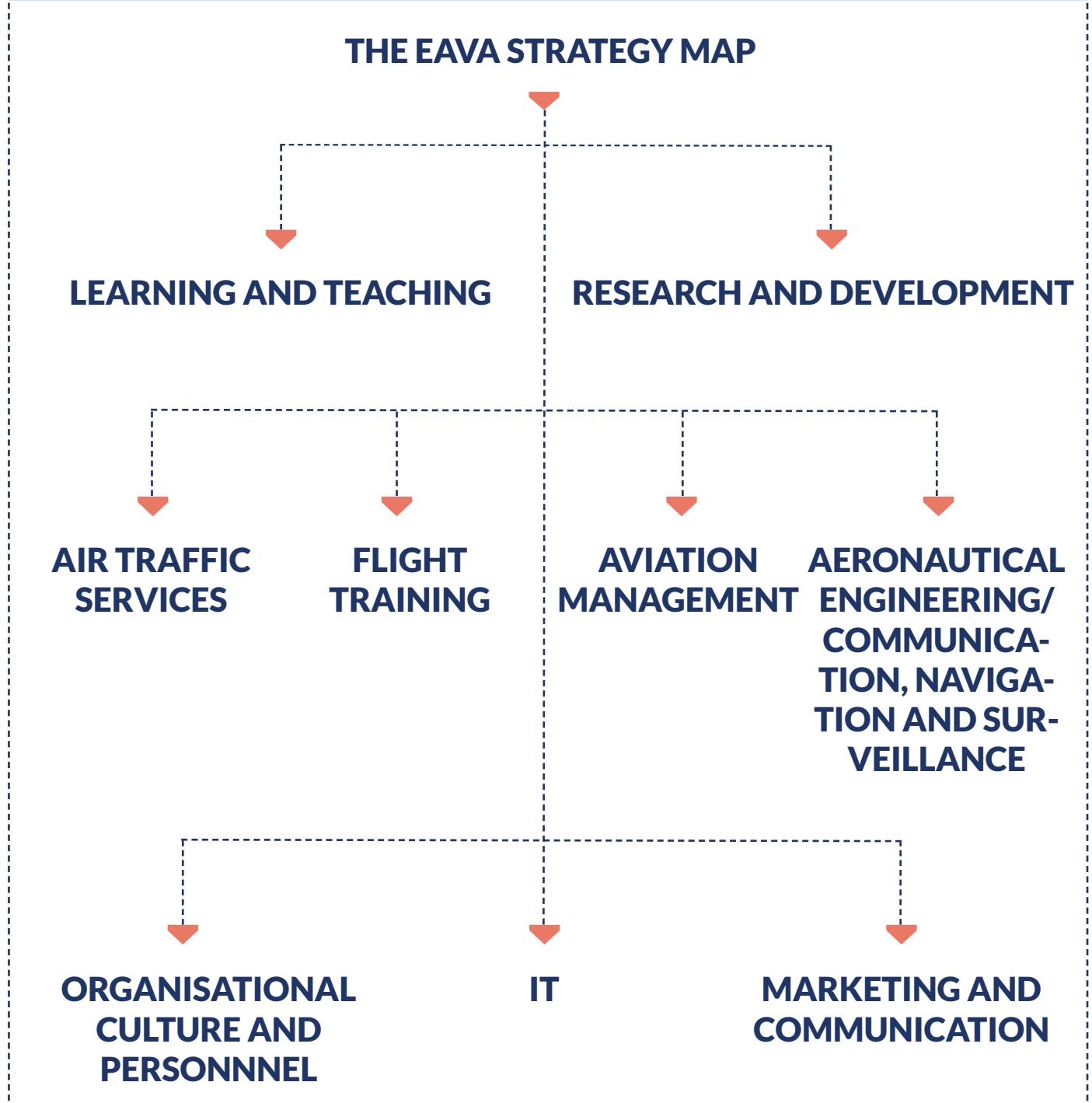


Figure 1. A system of ten strategy cards egiakaardi süsteem

Based on the prepared strategy, key performance indicators (KPIs) for the organisation and its areas of activity have been formulated. The conscious monitoring of KPIs helps to focus on issues of importance and to assess the strategy's success.

Strategy maps have been created for the entire organisation, core business areas and support areas (see Figure 1 and Appendices 4.1-4.9). In the strategic planning process, it was important to find answers to the same key questions, both at an organisational level, and for each area.

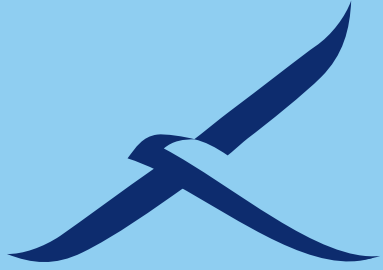
2.2 THE EAVA STRATEGY MAP 2021–2025

VISION 2025 AND GOALS

Vision: EAVA is an internationally acclaimed aviation training and development partner

EAVA strategic goals:

1. We are a sustainable university of applied sciences offering quality education.
2. Our education, research and development services are diverse and future-proof.
3. There is an active international partnership in teaching, research and development.



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STRATEGIC FOCUS

Main field of activity:

Training and R&D activities related to aviation and considering future technologies, targeted at companies in line with society's expectations.

- ▶ Educational services (higher education, vocational education and training, refresher courses, modules, study days, etc.), and
- ▶ R&D services (analyses, testing, applied research, consultations, etc.).

R&D focus area:

Future technologies in unmanned aviation and the enabling environment – the digitalisation of aviation.

Important activities:

- ▶ establishing and maintaining international contacts, as well as assuring information exchange with stakeholders;
- ▶ developing services based on the needs of both Estonian and international markets; staff development and fostering a united team spirit;
- ▶ promoting interdisciplinarity;
- ▶ ensuring financial sustainability and increasing the revenue base;
- ▶ promoting a culture of safety and justice.

DECISIVE CHALLENGES

We must definitely achieve:

- ▶ alignment and involvement with the common vision of the entire Academy;
- ▶ increase in the R&D capacity of academic staff, including in the focus area;
- ▶ raising new generations of academic staff;
- ▶ popularity and positive reputation;
- ▶ proactive international partnerships and networking, including international curricula;
- ▶ efficient use of resources, including new financing opportunities, growth of own income;
- ▶ smooth mobility between levels of education (vocational and higher education), learning opportunities;
- ▶ increased competition for study places, especially in technical fields;
- ▶ location-independent services (e-learning, virtual reality), suitability for both domestic and international markets;
- ▶ the best price/quality ratio of services;
- ▶ a long-term interdisciplinary international development project in the R&D focus area;
- ▶ focus area competence centre;
- ▶ green thinking in school activities and aviation R&D.

CAPABILITIES AND SYSTEMS

Required capabilities:

- ▶ competence in the focus area;
- ▶ learner-centred approach to teaching;
- ▶ digital solutions supporting learning – hardware and software (e-learning solutions, laboratory and simulator capabilities);
- ▶ suitable learning environment and location;
- ▶ general and digital pedagogy skills, digital and professional competencies of staff, R&D skills, English language skills;
- ▶ involvement of international competence, recruitment of foreign lecturers and researchers;
- ▶ cooperation skills;
- ▶ environmental awareness and competence;
- ▶ marketing and market analysis capabilities.

Management systems:

- ▶ an organisational culture that supports innovation, job happiness and improvement, including a culture of justice;
- ▶ value-based management: **trust, cooperation, flexibility, innovation (acronym KUUP in Estonian)**;
- ▶ clarity of responsibilities and cross-sectoral cooperation;
- ▶ mentoring and coaching; inclusive management;
- ▶ work planning system (PlanPro).

INDICATORS

Organisational KPIs:

- ▶ stakeholder satisfaction;
- ▶ (aviation) certificates
- ▶ employment or further education rate of graduates;
- ▶ competition by curriculum;
- ▶ number of international students;
- ▶ proportion of students and employees who have participated in study mobility;
- ▶ proportion of employees contributing to international cooperation;
- ▶ number of teaching staff with an international background who contribute to teaching, research and development;
- ▶ number of international partners (excluding Erasmus agreements);
- ▶ number of ongoing national and international cooperation projects;
- ▶ number of scientific publications (classifier 3 and higher);
- ▶ number of education, and research and development service packages;
- ▶ volume of own revenues;
- ▶ management's appraisal of the management and safety management system.

2.3 VISION AND MISSION

VISION 2025

The EAVA is an internationally acclaimed aviation training and development partner.

MISSION

to promote lifelong learning that meets the needs of the labour market, to provide learning and development services, to carry out applied research and to support the development of students into responsible citizens who demonstrate initiative.

The Academy **cooperates** with other educational institutions and the whole society, supporting the development of the society through aviation **development, innovation and applied research**.

Table 1. Vision indicators:

NO.	INDICATORS	BASELINE	2025 TARGET
1	Student satisfaction with the quality of education	4,4 (2020)	4,5
2	Academic staff satisfaction with work organisation, work environment and management	new indicator to be developed	
3	Alumni satisfaction with curriculum/education	3,8/4,2 (2019)	4,1/4,5
4	Employers' satisfaction with the level of graduates compared to the needs of the employer	3,95 (2019)	4,5
5	Staff satisfaction index/ commitment index	4/38 (2019)	4,7/85
6	Satisfaction of Estonian cooperation partners with their cooperation with the EAVA	3,95 (2019)	4,5
7	Satisfaction of international cooperation partners with their cooperation with the EAVA	new indicator to be developed	

TO ACHIEVE THE VISION AND FULFIL THE MISSION, THE ACADEMY FOCUSES ON:

COOPERATION

including proactive communication, networking, joint projects and regular communication with stakeholders;

the main output of which is a variety of learning opportunities at different levels of education (lifelong learning);

FLEXIBILITY

RESEARCH AND DEVELOPMENT

focusing on the application of future technologies related to unmanned aviation and the environment in which it operates, as well as innovation;

focusing on the opening of English-language curricula, increasing the mobility of students and teachers, and launching international cooperation and development projects.

INTERNATIONALISATION



Students in the EAVA air traffic control tower simulator

2.4 STRATEGIC GOALS

The achievement of the vision and the fulfilment of the mission will be underpinned by three strategic, complementary and closely related goals based on the focal activities above.

Strategic goal 1:

WE ARE A SUSTAINABLE UNIVERSITY OF APPLIED SCIENCES OFFERING QUALITY EDUCATION.

To achieve its strategic goal, the EAVA must provide high-quality and internationally competitive training that complies with aviation and education regulations, standards and strategies. The Statutes of the EAVA cite the training of highly qualified flight crews as one of the organisation's objectives.

To achieve this goal, we will:

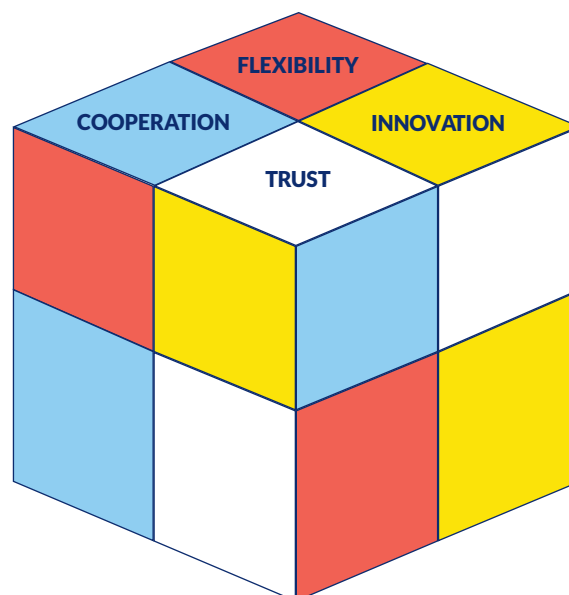
- ▶ implement the learner-centred learning concept and develop the supporting hardware and software (e-learning solutions, laboratories and simulators);
- ▶ increase the general, digital pedagogical and professional competencies, research and development skills and English-language skills of employees;
- ▶ increase competition for study places, especially in technical fields;
- ▶ improve the quality of management and implement value-based management based on the following core values: **cooperation, trust, innovation, flexibility (KUUP)**;
- ▶ develop the staff and promote a united team spirit, where the whole team is aligned with a common vision;
- ▶ ensure the future growth of academic staff by creating a career system;
- ▶ implement inclusive management, mentoring and coaching to create an organisational culture that supports innovation, job happiness and the improvement of work processes, including a culture of safety and justice;
- ▶ ensure clarity of responsibilities and support more systematic planning of work;
- ▶ strengthen interdisciplinary cooperation and the interdisciplinarity of learning by initiating a longer-term international development project in the focus area of R&D;
- ▶ promote the aviation safety culture inherent in aviation in the higher education teaching of the Academy and in the institution as a whole;
- ▶ increase the revenue base and thus ensure financial sustainability, plan efficiently and use resources wisely (including mapping potential new financial sources);
- ▶ increase environmental awareness and competence and promote green thinking and management in school activities and aviation R&D.

The Higher Education Act, the Vocational Education Institutions Act, the higher education standard, vocational education standard, guidelines for institutional accreditation, directive of the Minister of Education and Research for the allocation of operating support to state higher education institutions, etc.

EAVA VALUES

SPACE OF COMMON VALUES

K	COOPERATION (KOOSTÖÖ)
U	TRUST (USALDUS)
U	INNOVATION (UUENDUSMEELSUS)
P	FLEXIBILITY (PAINDLIKKUS)



Strategic goal 2:

OUR EDUCATION, RESEARCH AND DEVELOPMENT SERVICES ARE DIVERSE AND FUTURE-PROOF.

The EAVA brings together aviation-related training and development activities that are business-oriented and tailored to industry expectations, as location-independent as possible, suitable for both the domestic and international markets, with the best possible value for money (vocational, higher education and training) and R&D services (applied research, analyses, tests, consultations, etc.). One of the goals of R&D is to support the quality of education.

To achieve this goal, we will:

- ▶ establish and maintain contacts with stakeholders, in order to be aware of their needs and expectations and to find possible cooperation places for initiating development projects through proactive partnership and networking;
- ▶ develop a competitive portfolio of education and R&D services that takes market needs into account;
- ▶ expand learning environments where the Academy can offer its services (e-learning, virtual reality opportunities, if necessary, classrooms in Tallinn near airlines' offices, workplace-based learning, national and international internship opportunities, etc.);
- ▶ contribute to the smooth movement between education levels (from vocational education to higher education, completion of a degree course by shorter 'study sprints');
- ▶ strengthen the EAVA's competence in future technologies and provide support to companies in their R&D processes, especially in the selected focus area (unmanned aviation and its enabling environment – digitalisation of aviation), developing into a centre of competence in this field;
- ▶ increase the marketing and market analysis capacity of the academy (also internationally) as well as its recognition and positive reputation, in order to better reach stakeholders (including international students).

Strategic goal 3:

THERE IS AN ACTIVE INTERNATIONAL PARTNERSHIP IN TEACHING, RESEARCH AND DEVELOPMENT.

Internationalisation is a separate goal to support and improve the quality of study and R&D activities. Offering international training and participating in cooperation projects enables the EAVA to better serve the Estonian local aviation sector.

To achieve this goal, we will:

- ▶ open new international degree and in-service training programs;
- ▶ when developing new educational services, ensure their suitability for both the domestic and international market (e.g. training programs in English) and the widest possible availability and independence of educational services from the physical location of students and lecturers (as many e-learning programs as possible);
- ▶ involve international competence in teaching and R&D activities, we recruit foreign lecturers and researchers through open competitions, we encourage the mobility of staff and students;
- ▶ develop staff cooperation skills to support the initiation of international joint projects;
- ▶ participate in international networks to ensure that we become involved in international project consortia and thereby increase the academy's R&D capacity.

Practical work at the EAVA communication and navigation laboratory



NO.	INDICATORS	BASELINE	2025 TARGET	STRATEGIC GOALS
1	Valid (aviation) certificates certifying the completion of training in accordance with international aviation standards and enabling graduates to obtain from the Transport Administration the aviation permits required to work in the field.	IA 3y. The right to offer studies in the curriculum group (2 pcs). Quality label for in-service learning. Certificates of aviation training organisations (3 pcs) and certificates of synthetic training devices (4 pcs).	IA 7y. valid rights, certificates, attestations	1,2
2	Management's appraisal of the management and safety management system	new indicator to be developed		1
3	Competition for a study place in an English-language curriculum	First admission in the summer of 2021	6	1,3
4	Competition for a study place in the aviation engineering curriculum	2,37 (2020)	3,5	1
5	Employment/further education rate of graduates;	96% (2019), 100% (2020)	96%	1
6	Number of international partners (excluding Erasmus agreements)	1 (2020)	6	1,3
7	Share of students and staff who have participated in study mobility	6,4 % (2020)	16%	3
8	Share of staff who have participated in study mobility	12,7 (2020)	30%	3
9	Number of international students	0	56	1,3
10	Number of ongoing national and international cooperation projects	6	10	1, 2, 3
11	Number of scientific publications (classifier 3 and higher)	3	6	1
12	Share of employees contributing to international cooperation	new indicator to be developed		1,3
13	Number of teaching staff with an international background who contribute to teaching, research and development	3 (2020)	10	1,3
14	Number of education, research and development service packages	new indicator to be developed		2
15	Volume of self-earned funds (including project financing)	280 000€ (2020)	750 000€	2

EXECUTION AND RENEWAL OF THE STRATEGIC PLAN

The monitoring, amendment and periodic renewal of the Strategic Plan is managed centrally by the Vice-Rector for Development of the Academy. The implementation of the Strategic Plan is analysed at least once a year, at the beginning of the calendar year. The analysis assesses the development of the organisation and its areas, the extent to which progress has been made towards the set goals and whether the strategic choices agreed upon have helped EAVA to move towards these goals. Based on the analysis, proposals are made to update the Strategic Plan and the related strategy maps. The analysis and changes are in line with the action plan and budgeting process of the upcoming year. Monitoring and making any required changes to the Strategic Plan will be completed by the time the following year's action plan is prepared, i.e. by 1 March at the latest. The Strategic Plan is the basis for the preparation of the annual action plan of the Academy, the work plans of the units (including workload plans for teaching staff) and the budget. The action plan is created on the basis of the priority activities and decisive challenges formulated in the strategy maps. To this end, cross-organisational and area-based change projects are formulated to support the fulfilment of EAVA's organisational and area-based objectives. Change projects are prioritised and distributed across a five-year timeline with milestones. To monitor the development and action plan, a strategy tree based on strategy maps is built in the management and planning software PlanPro environment with indicators concerning each year. The change projects and the activities necessary for their implementation serve as

an action plan in PlanPro. Once the change projects have been ranked in order of priority, schedules, sub-activities and change project implementers (responsible person and other team members) are identified. Based on PlanPro information, team-makers cooperate on the planning of activities to be included in their work and workload plans.

The implementation of the Strategic Plan is analysed:

- ▶ on an ongoing basis at the Rector's Office – once a year, the head of each area reports to the Rector's Office on the implementation of the Strategic Plan and submits proposals for further activities and needs;
- ▶ during the preparation of the annual report;
- ▶ at a meeting of the Advisory Board at least once a year;
- ▶ in the Council, when necessary.

The Strategic Plan will be amended, if new development needs or circumstances arise which significantly impede the implementation of the existing plan. The employees of EAVA will be involved in the amendment of the Strategic Plan through the Council of the Academy, if necessary, the Advisory Board will be involved. The revised Strategic Plan is coordinated with the Ministry of Education and Research and approved by the EAVA Council.

You can share your feedback on the Strategic Plan and thoughts on the development of EAVA [here](#).