

Approved by 5 October 2013 Decision N2 of the Board of the

Public Administration Academy of

RA (SNCO)

Public Administration Academy of the Republic of Armenia

(State Non-Commercial Organization)

STRATEGIC PLAN

2013-2018

Contents

Introduction	3
Academy's Mission.....	4
Academy's Vision	4
Academy's Values	5
Academy's Strategic Goals, Priorities and the Measures of Their Implementation	8
Objective 1.	8
Objective 2.....	10
Objective 3.	14
Objective 4.	16
Objective 5.	19
Objective 6.	21
Objective 7.	23
Objective 8.	25
Objective 9	27
Strategic Plan Implementation.....	30
Annex.....	31
Brief description of the activities of Public Administration Academy of the Republic of Armenia and its actual objectives:	31

Strategic Plan

2013-2018

Public Administration Academy of RA

Introduction

Being one of the prerequisites for sustainable development of state and for human capital preservation and reproduction, educational sphere is viewed as one of the priorities for the state's development.

The preparation of competent human resources for the public administration system is one of the principal opportunities of implementing appropriate actions and of responding adequately to the present challenges; human resources, who will be able to demonstrate innovative, creative approaches towards the solution to the present problems and to anticipate the upcoming challenges for the administration.

The Public Administration Academy of the Republic of Armenia (hereinafter Academy) is a state educational institution, the main task of which is the preparation of high-quality specialists for public service via professional education or trainings.

The creation of knowledge-based systems is an essential requisite for a state's progress and for the development of civil society; it will enable the public service to recruit competent human resources.

Complicated administration problems nowadays put forward our State, Armenia's integration into the world economic and political systems, and extending foreign relations require innovative knowledge and skills of the public service representatives.

The public servants make up the essential part of public administration staff and should possess appropriate qualifications to properly solve the problems they face.

Becoming part of European Higher Education Area, the higher educational system of Armenia must be able to promptly respond to the new trends and take into account the decisions made by the European Community.

One of the principal objectives of the Academy is the integration into the European higher educational system and the installation of the latter's procedures in the former's administration process.

The Strategic Plan is a complex of terms which tends to describe the Academy's present state and challenges and to ensure its perspective development according to separate directions.

In order to reach the perspective goals the following approaches of reforms have been proposed:

- Elaboration of such solutions to the present challenges that will ensure maximum results through efficient utilization of resources;
- Implementation of sustainable reforms and formation of adequate approaches to the existing challenges;
- Creation of a favorable environment for effective administration system and developments, which will facilitate the effective organization and management of work at the Academy.

Academy's Mission

The Academy's mission is to implement:

- Higher professional (Master's degree) and postgraduate educational programmes in compliance with the requirements of the administrative, political, social, legal and economic spheres of public and private sectors' administration systems;
- Additional and continuing education, academic and applied research, consulting services;
- International academic cooperation in the field of public administration.

The Academy's mission is also to provide information and analytical materials of public administration.

Academy's Vision

The Academy will become a leading organization, implementing educational and research programmes in the system of public administration, which:

- Is guided by strategic issues of internalization of the educational system, and European integration, as well as of those problems which are of actual significance for the state.
- Ensures "first-class" education, combining theory with practice by creating a firm basis for education and by effective cooperation of teachers and the audience in the teaching process.
- Plays a vital role in the field of public administration for deepening the professional knowledge of staff and for improving its practical skills.
- Applies modern information technologies in educational and research processes, ensuring their high efficiency.

- Prepares the students for planning a career and selecting a profession in the changing socio-economic, political realities and in terms of globalization, by providing relevant services to them;
- Has created a favorable environment for the comprehensive development of an individual and for the formation of citizens endowed with public mentality;
 - Ensures conditions for overcoming the problems which arise in PhD programmes;
 - Is enterprising in its interrelations with the external environment and capable of assuring financial stability and social guarantees for students and employees;
 - Ensures proper language proficiency of the faculty and the administrative staff, and provides students with the opportunity to communicate on professional topics in foreign languages;
 - Ensures and fosters the opportunities of free communication and unbending debates, as well as the proactive and free participation of students and employees in the Academy's development processes.

Academy's Values

During its functioning the Academy has formed certain values and traditions, which characterize its exclusive role in the development of the public administration field.

The Academy has made a significant contribution to the preparation of professionals for the sphere of public administration and for the qualification improvement of administrative staffs. The Academy's graduates work successfully and occupy high posts in the country's public administration system.

1. Academy as an Ethical Centre for Raising Democracy

The Academy ensures the maintenance of the best traditions and values, creates an atmosphere, where new ideas and traditions supplement each other, facilitating the Academy's stability. The Academy, permanently improving the teaching technologies and tools, preserves and develops the adopted principles, highlighting the role of public administration as a special institute for the development and enhancement of statehood and of the problems of its improvement need, teaching theory via practical problems and applications, which has brought stable success and fame to the Academy and its graduates.

Professional orientation is directed at the enhancement of public mentality of students and at the defence of law dominance principles.

The Academy ensures such a moral and psychological atmosphere, which contributes to the maintenance and development of general ethical principles and standards of students' behaviour, as well as of national values, and helps to realize the significance of the ethical behaviour in their future professional careers and promotion, and in other aspects of public life.

2. The high index of efficiency of services provided to students is the guarantee for the Academy's success.

The creation and development of conditions, fostering successful learning, as well as the assurance of the high index of efficiency of educational services provided to students, continue to be the Academy's priorities.

3. The Academy's Vital Role and Responsibilities

The Academy has a significant role and responsibility in preparing, training administrative staffs and in improving their qualifications. The Academy's potential is directed at assuring professional public servants and specialists, taking into account the peculiarities of different agents of the country's administration system. Public administration cannot do without professional public service.

The professionalism, protection and responsibility of public servants imply a high professional level and preparedness for performing post duties, as well as for continual improvement of professional knowledge, skills and capacities during the whole period of service.

4. Education Quality in Compliance with the European Standards

The Academy is on its way of integrating into the European Higher Education Area, and the European standards of education quality are a landmark for the Academy. Hence a Professional Education Quality Assurance Division and relevant committees have been shaped in the Academy to ensure and assess the educational quality of students. The Academy must provide new prerequisites for contribution to education quality, guided by the European standards of evaluating the education quality.

5. The Academy's credentials are the teaching quality and the formation of an erudite individual, endowed with civic consciousness and national dignity.

The quality of education is the priority and credential for all educational institutions. Alongside the teaching quality, the Academy also gives significance to the problems of individual's personality formation and development. The public servant is not only a specialist, but also a defender of the security of his or her country, people, nation and state.

The solution to the problem of preparing public servants and specialists with relevant qualifications depends on a number of factors: the extent of applicants' preparedness, faculty's potential, education quality assurance, programmes and methodology, technical basis, and financial and material resources. On one hand the improvement of education quality in terms of existing resources, on the other hand the assurance of certain threshold of quality through optimum planning, and development and efficient use of resources become strategical issues for the Academy.

6. Accessibility of Educational Resources and Services

According to Article 39 of the RA Constitution every citizen has the right to free education in state higher educational institutions on competitive basis prescribed by law.

For the realization of the Constitution norms, “Education Law”, “Higher and Postgraduate Education Law”, terms are prescribed by the RA laws, on the basis of which human and citizen implement their constitutional right.

A rotational system of changing from paid to free education functions at the Academy, taking account of learning outcomes, and according to performance, other means of providing financial assistance to students have been defined.

In the first academic year full or partial compensation for the tuition fee in the form of subsidy is granted to admitted students, prescribed by the Academy’s admission regulation. In the following year on competitive basis in the form of subsidy full compensation is allocated to students with higher performance, proved as a result of the tests and examinations of the academic year .

7. Effective Management and Responsibility

The Academy, being loyal to the democratic principles of management, seeks to assure an environment favorable for expressing free will and collegiate making of decisions. At the Academy everybody shall be aware of the awaiting changes, directly participate in making decisions and bear responsibility for their implementation.

The education quality assurance requires an essential rise in the efficiency of the education management system, development of the potential of administration agencies, faculty and education fostering staffs, modernization of the education content, ensuring its compliance with modern requirements. Meantime, the purposiveness of tools application and the detection and input of new resources are a significant prerequisite for success.

The Academy’s mission is to become a centre for shaping and preserving civilized social interrelations and democratic traditions, since the graduates will transmit those principles to broader layers of society.

8. Foreign Policy and Cooperation

In terms of globalization the Academy seeks to intertwine with the international education and research system, to become its full member, by inputting the experience of leading institutions, and regarding the establishment and development of active external relations as a guarantee for success.

Academy's Strategic Goals, Priorities and the Measures of Their Implementation

The implementation of the Strategic Plan objectives implies adoption of strategic approaches, assuring higher efficiency and purposiveness of reforms.

All the objectives have been defined in the context of the Academy's general mission and vision. A number of priorities have been identified for achieving each objective.

It is necessary to specify the standards and scale, through which the efficiency of implementing this or that component of the Strategic Plan is to be measured. The annual reports of the Academy and all its subdivisions should be prepared in accordance with those standards, which will reflect the correspondence between the actual and expected results.

Objective 1.

Expansion of the Academy Student Staff in the Fast-Changing Environment

The quantitative and qualitative growth in students is one of the essential goals of all educational institutions. In order to achieve such goals it is necessary to take into account the changes of the external environment, especially the demographic ones, the labour market volume and staff requirements, the perspectives of economic development.

The Academy must be able to organize a dynamic planning process, quickly responding and adapting to environment changes.

The Academy must expand the volume of the courses and services of additional and continuing education in order to be accessible for those, needing professional development and training.

PRIORITY 1.1. To install an effective managerial, organizational and structural system for student admission in the Academy:

1. To implement an external and internal environment analysis for revealing the existing trends in the higher professional education market, for assessing the priority directions of staff development, competitive advantages and internal opportunities of the Academy.
2. To form a realistic list of specialties for the Academy admission for the coming years, introducing new perspective ones and/or specializations.
3. To refer to the present requirements (list of examinations, competition norm) of the Academy admission, and, at need, to implement complex changes, ensuring maximum flexibility and objective competitiveness.
4. To stimulate the growth in the demand of admission to the part-time form of education, in the qualify improvement and in the development of additional and continuing forms of

education.

5. To expand the forms of provided consultations, by applying the outcomes of various studies, realized to that purpose among beneficiaries.
6. To develop cooperation with public administration bodies, organizations, and other higher educational institutions.

PRIORITY 1.2. To create necessary prerequisites for preserving the applicants' and students' staffs, by assessing the negative demographic trends and the impact of other environmental factors.

1. To spread and multiply the Academy admission advertisements, involving all the structural subdivisions, student bodies, the main employers and other interested organizations in the process.
2. To widen the services of providing consultations on professional orientation and career planning.
3. To regularly organize "Open Doors' Day" and study visits for the future applicants for presenting the institution's educational opportunities.
4. To prepare materials for advertising the offered specialties, guidelines, as well as videos, presenting the Academy.
5. To organize courses for preparing the applicants, and to provide consulting services.

PRIORITY 1.3. To develop the additional and continuing education system in accordance with the labour market needs.

1. To implement monitoring of the additional and continuing professional education needs; to identify the list of required courses and to develop them.
2. To facilitate and boost the targeted training and qualification improvement of the employees of public and local self-governing bodies and separate organizations.
3. To improve the additional and continuing education programmes, specifying the objectives of programmes, the outcomes, implementation techniques and the education quality assurance needs.
4. To ensure the affordability of additional and continuing education for wider layers of society, as well as to envisage certain auxiliary mechanisms for involving the Academy students and graduates in the additional and continuing education system.
5. To initiate the application of distance learning technologies in the continuing and part-time education systems.

Performance Assessment Orientation Indicators (for five years)

- Presence of an amended list of specialties/specializations for the admission of 2017-2018.
 - Expansion of advertisements for admission processes, application of various means for advertising, including:
 - *Advertisements by radio and TV no less than once a year;*
 - *Advertisement by press no less than once a year;*
 - *Regularly updated Internet advertisements;*
 - *Organization of meetings with employers (public and local self-governing bodies included) and other higher educational institutions no less than twice a year.*
 - A guideline for applicants, describing the offered services, with advertising materials in 2014/2015 .
 - Since 2015 organization of “Open Doors’ Day” and study visits for the future students at least once a year.
 - Since 2015 provision of consultations to applicants and students on professional orientation and career planning.
7. Presence of a structure managing the additional and continuing education.

Objective 2.

Assurance of Qualified Education in Line with the Developments in the Bologna Process

The improvement of education quality and the modernity of educational programmes have crucial importance for ensuring a high professional reputation, internal and external competitiveness for the Academy.

Since the Academy’s credential is the education quality and the formation of an erudite individual, endowed with national dignity and civic consciousness, its competitiveness and reputation first of all will be determined by the quality of teaching programmes, administrative staff and faculty, as well as by the students’ fulfilment of their ethical and vocational responsibilities.

In this respect such issues as the formation and installation of an internal education quality assurance system, the revision of the offered education programmes (list of specialties, teaching plans, subject programmes) and their accordance with the workforce market needs gain special significance.

Taking into consideration the fact that the approximation to the principles of the European Higher Education Area continues to be the principal direction of the Academy’s development, these issues are viewed from the point of matching the Academy’s education system developments with the Bologna process needs.

It envisages input of an internal quality assurance system in accordance with the ESG requirements, reorganization of teaching plans on the basis of the Tuning methodology according to the education outcomes.

Taking into account the increasing need in assuring a unified policy for the accreditation of teaching programmes and the fact of forming a relevant body (NCPEQAF)², the preparation of the Academy for the external assessment of quality and accreditation become a very important problem under existing conditions.

PRIORITY 2.1. To elaborate and install an internal education quality assessment and assurance system (typical of the Academy) in line with the European ESG requirements of internal evaluation of higher education quality.

1. To develop the paradigm of forming the Academy quality assessment and assurance system and organizational scheme with an explicit distribution of the functions of administration structures and structural units, and with the definition of relevant procedures.
2. In the frames of the developed internal quality assurance system to prepare and implement self-analysis of the Academy's teaching programmes and the activities of the subdivisions actualizing them.
3. To improve the current and summarizing student attestation systems and processes for the the purpose of raising the learning outcomes and the education organization efficiency.
4. To prepare and realize structural and programme accreditation processes for the Academy.
5. To ensure the transparency of quality assessment processes and publicity of current results.

PRIORITY 2.2. To launch a phase process of revising the content and structure of the present teaching programmes and to input new ones complying with the actual needs of workforce market.

1. To develop new educational characteristics, stratified according to the professional directions and qualifications, and based on the measurable outcomes of teaching (knowledge-skill-competence).
2. To combine and harmonize the content, qualification characteristics and graduation requirements of Master's and research programmes, to accord the "exit and entry" requirements of sequential programmes.
3. To elaborate a procedure of presenting and selecting Master's theses, to develop a list of the offered themes and insert it into the Academy's official website per academic year.
4. To create an information base of Master's theses, defended at the Academy, to input a plagiarism detecting programme and provide an opportunity to students to make use of the above-mentioned Master's theses without violating authors' rights, by giving the links to relevant works.
5. To regularly implement a complex examination of the employers' satisfaction with the Academy's graduates and teaching programmes in order to modernize the programmes and to create and ensure guarantees for raising the graduates' work competences and feedback .

6. To improve the graduates' competences, to multiply and make the administrative and research internships efficient, to broaden the opportunities of gaining experience at 'client' organizations, alongside the education for graduating students.
7. To stimulate the participation of representatives of client/employing organizations in the development, revision and expertise of teaching programmes.

PRIORITY 2.3. To improve the credit system installed at the Academy.

1. To plan and pass to flexible teaching programmes, formed on the module and credit basis of the specialties offered by the Academy, in compliance with the methodology requirements, conditioned by the evaluation of teaching outcomes.
2. To strive for achieving rational correlations between the hours of the students' individual and classroom (contact) work in terms of programme reorganization.
3. To expand the domain of credit system application, including the additional postgraduate and continuing education forms.
4. To define and broaden the course selection and registration procedures of students, as well as relevant procedures for learning organization.
5. To facilitate the proactive participation of students in planning their individual learning, to raise the coordinating role and responsibilities of the Student Board, academic consultants and supervisors in this direction.
6. To improve the systems, managing the students' participation in the courses and the performance data.
7. To contribute to the mobility of students and graduates in the European Higher Educational Area, according to the course structure and the assessment standards of learning outcomes with the ECTS requirements.

PRIORITY 2.4. To assure favorable conditions and to stimulate mechanisms for the continuous rise in quality and efficiency of teaching and learning.

1. To review and improve the present knowledge assessment system from the point of stimulating the learning quality and students' motivation.
2. To devise motivation and dissemination mechanisms of the best pedagogical experience for raising the teaching quality and efficiency of the Academy's faculty.
To facilitate and motivate the initiatives demonstrated in the direction of installing modern methods and technologies of teaching.

3. To elaborate and input an annual obligatory assessment system of teachers' pedagogical activities. To combine the process of summerizing the annual assessment results with the process of motivating /rewarding the faculty by defining a "Best Teacher" annual prize.
4. To continue the process of further improvement and modernization of education infrastructure, the development of methodological and technical resources of proper teaching, including the network of classrooms with technological facilities.
5. To organize and take measures at the Academy directed at the improvement of the ethical environment and facilitating the accessibility of service relations and cooperation between the Academy teachers and students, as a factor in contributing to high-quality learning, alongside the development of educational services.

PRIORITY 2.5. To prepare the Academy for the external assessment and accreditation of teaching programme quality in accordance with the requirements of the public unitary standards of external assessment of higher education quality.

1. To prepare and launch the phase process of accreditation of the Academy's teaching programmes by the "Centre for Professional Education Quality Assurance" (CPEQA) proceeding from the results of internal processes of education subdivisions' activity self-assessment, teaching programme analyses and quality evaluation.
2. To ensure the transparency of education quality assessment and accreditation of teaching programmes, to ensure the publicity of results for the Academy's internal and external stakeholders, as well as the proactive participation of students and employers in the quality assessment process.

Performance Assessment Orientation Indicators

(for five years)

- A paradigm of forming the Academy's quality assessment and assurance system and organizational scheme with an explicit distribution of the functions of administration structures and structural units and with the definition of relevant procedures in 2015.
- A functioning internal system of education quality assessment at the Academy complying with the requirements of the European assessment standards in 2015.
- Regular publication of education assessment results since the academic year 2013/2014.
- Adoption of an annual monitoring function of Master's programmes implementation since the academic year 2013/2014.
- An information base of Master's theses, a plagiarism detecting programme – since the academic year 2017/2018.

- Phase transition to the elaboration of teaching programmes directed at the formation of competences, as well as at European structure since the the academic year 2014/2015.
- Regular examination of the employers' satisfaction with the Academy graduates at least once every two years since 2013/2014.
- Credit system revision and methodology and organization assurance at the Academy in 2015.
- Installation of an electronic system of students' course attendance and academic performance data management since the academic year 2017/2018.
- Installation of an annual assessment system of the Academy's faculty pedagogical activity since the the academic year 2014/2015.
- Installation of an annual opinion poll system of the Academy students' satisfaction with learning since the academic year 2016/2017.
- Self-analysis of the Academy's activity according to the infrastructural accreditation standards¹, 2013/2014 .

Objective 3.

Sustainable Development Assurance of Additional Education

Additional education plays a vital role in the assurance of continuing education for the staffs of public service and other spheres.

As a rule, the current processes in the labour market cause fast changes of the environment, as well as innovation of technical and technological means once every 3-5 years. Under these conditions the employees of public service and other fields need continuing, regular trainings and strengthening of professional knowledge and competences. In this respect the Academy must adopt an important mission, which is to detect the demand of trainings in the public service system and to develop and implement training programmes on this basis.

PRIORITY 3.1. To detect and assess the training needs in the system of public service .

1. To define the main methods and tools (questionnaires, surveys, interviews, document analysis) of training needs assessment.
2. To broaden the cooperation between the Academy and public service, the directions and opportunities of their collaboration, and to specify the cooperation format.
3. To develop and implement target training programmes for public servants.

³ Approved by the RA Government's 30 June 2011 Decision N959.

4. To develop and input an efficiency and quality assessment procedure of additional education. To implement further improvement of designed training programmes on the basis of assessment results.
5. To facilitate and endorse the formation of contract ties and targeted trainings of employees with public, local self-governing bodies and separate organizations.

PRIORITY 3.2. To develop the additional and continuing education system, viewed as a stimulating resource for the stability maintenance of the Academy's activity.

1. To realize monitoring of the additional and continuing education demands in order to identify the list of courses in demand and to ensure the development of teaching programmes for them.
2. To elaborate and implement additional education programmes for stakeholders out of the public service system.
3. To take measures directed at the efficiency and quality assessment of additional education.
4. To ensure the affordability of additional and continuing education for the widest layers of society.
5. To expand the volume of short-term teaching courses (training, requalification, qualification improvement) widely applying modern interactive methods of teaching during them.
6. To automatize the training process and to ensure training programmes (for collecting audience data, creating bases of faculty and taught topics, implementing a quicker and more precise analysis of questionnaires, as well as for automatizing the whole training process).

Performance Assessment Orientation Indicators

(for five years)

- Presence of an annual programme of revealing the training needs of public servants since 2015.
- Training programmes designed for public servants.
- Presence of an annual programme of revealing the training needs in private sector since 2015.
- Presence of at least two trial programmes for the private sector since 2015.
- Presence of additional education efficiency and quality assessment methodology:
 - Designation of additional education efficiency methodology in 2015;
 - Trial assessment of additional education efficiency in 2016;
- Continual monitoring of additional education efficiency and quality, publication of assessment results, elaboration of additional education programme improvement measures on the basis of assessment since 2017.
- A system of assuring an information base and programmes for training since 2016.

Objective 4.

Assurance of High-Quality Staff Potential and Efficient Management, Improvement of Work Environment

The maintenance of faculty and the assurance of its professional progression will be regarded as targets of strategic significance. The regular and effective enrollment of faculty and administrative staff, the definite staff planning and professional development are not of less importance.

When studying the staff potential it is necessary to take into consideration not only its actual degree of preparedness, but also its all opportunities within a long period of time according to age and sex, academic qualities, work experience, business activity, activity qualities and results, flexibility towards innovations, etc.

In this relation the faculty is to implement regular examination on the motivation bases of professional activity.

The new problems and programmes of the Academy's development require improvement of the latter's administration system, rise in its efficiency and in the quality of administrative services. It must ensure the harmonization of the administration processes of the Academy's activity principal spheres, active cooperation, optimum distribution of authorities and responsibilities, the transparency and collegiality of decision-making, as well as the development of student autonomy in line with the Bologna principles.

Under actual conditions the assurance of a healthy ethical and psychological atmosphere at the Academy, the formation of trust-based and transparent work interrelations between students and faculty, the rooting of the sense of joint, collegiate responsibility for success and failure become an important issue.

Every teacher, employee, student and graduate must be conscious of his or her responsibility for the Academy's present and future.

PRIORITY 4.1. To improve and enroll faculty in compliance with the actual requirements of teaching programme reforms and quality assurance.

1. To implement an assessment of the existing potential of faculty from the point of requirement accordance of teaching programme quality assurance.
2. To elaborate and input a productive system of indicators for assessing the efficiency of the faculty's pedagogical activity.
3. To stimulate the rise in teaching efficiency at the Academy, to identify rewards for the acknowledgement and encouragement of the best pedagogical and methodological practice.

4. To assist the Academy's faculty in the defence work of doctoral and PhD theses.
5. To contribute to the process of granting professor and associate professor degrees to Chair teachers prescribed by the RA Higher Qualification Commission.

PRIORITY 4.2. To improve the Academy's Administration System and to raise its efficiency and quality .

1. To introduce a system of indicators for assessing the efficiency of the Academy's activity and to take it as a ground for the analysis, account and assessment of the annual activity outcomes of the Academy and its separate subdivisions.
2. To ensure the sustainable development of the legal documentation (documentation packages) base of all the levels of the Academy's administration in accordance with the internal organizational changes.
3. To ensure a technologically-equipped, modern teaching and work environment in order to promote the productive activity of all students and employees.
4. To ensure the harmonized activity of the Academy's Board, Academic Board and other administration bodies, to establish a definite hierarchic system of decision-making by facilitating the formation of democratic traditions and collegiality of administration.
5. To envisage administrative anti-corruption measures and to improve the detection and prevention mechanisms of corruption by increasing the supervision in all the subdivisions (Chairs, divisions, etc.) of the Academy, and to ensure the transparency of the spheres of their activity.
6. To review and define new standards for planning the Academy's administrative staff, as well as for the staff planning and identification of qualitative requirements of other employees.
7. To identify a salary differentiation mechanism for the administrative staff, faculty and other employees.
8. To promote the autonomy of students at the Academy by expanding and activating their participation in the Academy's administration and decision-making process.
9. To contribute to the rise in awareness and legal consciousness of their rights and responsibilities among students and employees, as well as to the role activation of the student structure in anti-corruption measures (sociological opinion polls, monitoring, etc.) taken at the Academy's.

PRIORITY 4.3. To contribute to the formation of democratic traditions and collegiality of corporate culture and management at the Academy:

1. To create and install a system of values and conduct codes accepted by the Academy students and staff. To improve the friendly and cultural atmosphere, to identify unitary ethical standards (Code of ethics) in the Academy.
2. To facilitate the rise in consciousness of the Academy's interests and collective responsibility, as well as the maintenance and continuation of the Academy's best traditions.
3. To establish an alumni club at the Academy.
4. To seek to develop the student and teacher cooperation in academic, as well as in other spheres.
5. To ensure the development of constructive cooperation between the student autonomy body and Academy's administrative staff.
6. To promote the development of corporate culture, relevant measures and events (Academy's anniversary, graduation ceremonies, etc.).

Performance Assessment Orientation Indicators

(for five years)

- Presence of a facultywork efficiency assessment system since 2016.
- At least 50% specific weight of the main faculty having academic degrees since 2016.
- Differentiated scale of salaries for the differentiated faculty since 2016.
- No more than 7% of staff turnover.
- Completion of the base of legal documents in 2016.
- A new form of annual report on the basis of the key indicators of assessing the Academy's activity- 2016.
- Presence of a unitary ethics code – 2016.

Objective 5.

IMPROVEMENT OF THE ACADEMY'S MATERIAL AND TECHNICAL BASE IN COMPLIANCE WITH THE REQUIREMENTS OF EDUCATION AND RESEARCH PROGRAMMES, AMELIORATION OF SOCIAL PROGRAMMES AND INFRASTRUCTURES

The assurance of an adequate material and technical base is one of the most essential guarantees for the success of the strategic task of ensuring a proper level for the Academy's educational and research programmes. It presupposes a permanent update and modernization of the base and its accordance with the constantly increasing quality requirements.

Especially highlighted are the audience fund expansion and appropriate technical equipment, the input of the newest technologies into the teaching process, as well as the step by step formation of the material and technical base necessary for research works.

The opportunities of qualitative improvement of the Academy's activity will be impossible and many goals will be unachievable if, alongside the favorable work environment and conditions, the Academy's social programmes and infrastructures serving to ensure them are not ameliorated and developed for meeting the social needs of students and employees.

The problem of providing social assistance to students gains special importance.

Thus, the harmonic development of social programmes also becomes a priority for the Academy.

PRIORITY 5.1. To improve the material and technical conditions of educational process implementation at the Academy.

1. To design and implement distinct programmes for fundamental repair and reconstruction of the Academy's building.
2. To develop and implement reconstruction, construction modernization and regular assessment programmes of the current state of education areas.
3. To elaborate and implement redistribution programmes for more efficient use of ancillary areas.
4. To ensure proper equipment of the classroom fund by providing as much modern estate, and opportunities of applying new teaching technologies and devices as possible.
5. To create specialized language teaching classrooms for matching the quality of foreign language teaching with modern needs and for organizing lectures in foreign languages.

PRIORITY 5.2. To develop the main social programmes, to assure the maintenance of social infrastructures and the improvement of material and technical conditions of the Academy.

1. To develop and install a system for monitoring the work of the Academy's employees, to regularly implement examinations of the employees' social needs and assessment of their satisfaction with the social programmes actualized at the Academy.
2. To design and implement long-term and short-term programmes targeted on finding solutions to the social problems of employees, allocating funds for those programmes by the Academy's means.
3. To design a complex sport development programme and to assure its implementation. To seek to assure the maximum involvement of students and employees in sports events.
4. To identify encouraging rewards for the students with high performance, to draw special attention to the students, who have no parents, who are poor and belong to the families of deceased veterans.
5. To contribute to the comprehensive development of cultural programmes at the Academy, to promote the participation of students and employees in the Academy's cultural life.
6. To develop the Academy's social base, to create stable social guarantees.
7. To assure the implementation of standard life activity safety and environment requirements at the Academy.
8. To possess a guesthouse or a student hostel in the Academy's area.

Performance Assessment Orientation Indicators

(for five years)

- Material and technical base accordance with the state education standard requirements – 2016, including:
 - 2,5 m² classroom surface per students⁴.
 - 3,0m² foreign language classroom surface per student.⁵
 - Acquisition of sports equipment.
 - Presence of an annual programme of sports events since 2015.
 - Presence of an annual programme of cultural events since 2015.
 - Presence of an annual programme of events targeted on social issues since 2015.

⁴ In line with the RA Government's 2007 December 13 Decision N 1490.

⁵ In line with the RA Government's 2007 December 13 Decision N 1490.

- Assessment of students and employees' satisfaction with the social, sports and cultural programmes implemented at the Academy, annual examination among students and employees for satisfaction assessment, publishing examinations on the website since 2016.

Objective 6.

Assurance of the Academy's Financial Stability and Efficient Resource Management

The most essential guarantee for the Academy's normal activity and progress is its financial stability, which will be possible to preserve if alongside the state budget financing stable growth in extra-budgetary revenues is provided.

Thus, the diversification of finance sources and the increase in the financial inflow continue to be the most important strategic issues for the Academy, which make the institution become more enterprising and initiating in the interrelations with the external environment.

On the other hand, the financial assurance for the Academy's new development programmes require harmonization of the resource distribution with the priority issues and directions of the Strategic Plan.

From the point of financial stability assurance the efficient resource management and the consistent implementation of resource economy policy are also priority issues.

PRIORITY 6.1. To reform and harmonize the financial planning with the Academy's strategic goals and issues.

1. To input the strategic planning in all the spheres of the Academy's activity, to implement planning of material and technical means, financial resources and remuneration for five years. To implement the distribution of means between the subdivisions and programmes in line with the preferences prescribed in the Strategic Plan.
2. To implement a budget planning process, which will ensure the transparent and efficient distribution of financial resources and the accordance of the administration processes of all spheres for reaching the set goals.
3. To identify orientation proportions between the means volume of the Academy's development, remuneration and infrastructure maintenance according to years.

PRIORITY 6.2. To increase the inflow of financial means and multiplication of their sources in accordance with the Academy's development needs.

1. To strive for not only preserving the state budget volume, but also for the sustainable growth with the help of expanding the participation in state research and educational programmes.

2. To develop and implement marketing policies of the Academy's programmes and services in all the spheres of activity.
3. To expand the list of paid educational, research and informational services and to raise their profitability, to increase the balance of funds obtained in this direction in the Academy's income volume. To expand and develop the types of provided services in the frames of entrepreneurship.
4. To activate the Academy's participation in the international grant programmes in the fields of education, research and public services.
5. To form a tuition fee calculation methodology according to teaching programmes and specialties on the basis of cost value analysis taking into consideration the economic reasonability, necessary profitability and competence of the specialty.

PRIORITY 6.3. To assure the Academy's financial resource management and use efficiency.

1. To improve the financial management of the Academy via further development of the normative base of financial activity, via installation of information systems of management and regular trainings of staff.
2. To elaborate and input an assessment system of the use efficiency of financial and material resources. To improve the registration process of material resources.
3. To implement a consistent resource economy policy. To elaborate and input technical and other organizational means of electricity, gas, water and other material resource economy.
4. To implement events assuring the transparency of financial and economical activity and the modernization of financial activity.

Performance Assessment Orientation Indicators
(for five years)

In 2018 :

- At least 20% of extra-budgetary revenue growth in reference to 2013. At least 20% of growth in the average monthly salaries of the Academy's employees.
- A balanced system of budgetary planning and implementation.

Objective 7.

DEVELOPMENT OF THE ACADEMY'S INFORMATION RESOURCES, EXPANSION OF THE FRAMES OF INFORMATION TECHNOLOGY APPLICATION

The assurance and sustainable improvement of the Academy's own technical means and information resource development are highlighted as an essential prerequisite for the efficient use of information technologies and integration in the educational, research and administration processes.

From the point of the Academy's development and progress crucial significance is given to the application and input of the newest technologies in the educational process. It is important to take account of the necessity of the Academy's relations and dialogues with relevant foreign educational and research institutions and the opportunities that the modern technologies provide for organizing more accessible and effective ones.

Such measures will contribute to the Academy's integration into the international cooperation and to the installation of more productive experience exchange, and education and research systems, as well as to the expansion of relations of the faculty and students with foreign partners.

PRIORITY 7.1. To assure the development, effective application of and access to information resources in compliance with the needs of education and research programmes.

1. To examine the information resources (printed and electronic) of the Academy and to identify the priority directions of development.
2. To improve the Academy's website.
3. To improve the computer network, to make the document circulation easier and more effective via modernization of computer technologies.
4. To improve the Internet, the availability of which will permit to be more informed of the latest news connected with the education system, and also to apply the positive practice of international community in that field.
5. To create an electronic reading room at the Academy's library. To equip the electronic library with new professional literature, taking into consideration the necessity of the Academy's scientific and technical provision.
6. To continue the digitization of printed, video and audio information materials.
7. To insert the various publications (methodological manuals, information booklets and other materials) of the Academy into its website.

8. To expand the Academy's participation in library networks and consortia, to assure the accessibility of external information resources for the Academy students and employees.
9. To subscribe to electronic scientific journals, examining and distinguishing them according to specialities.
10. To establish an information (digital) centre-library, equipped with modern technologies, where video-conferences, distance work discussions will be organized, and which will meet both the modern needs of receiving, coordinating, analysing information, and those of providing information necessary for both public administration agencies and citizens.

PRIORITY 7.2. To assure the widened and effective use of information technologies in education and research programmes.

1. To create favorable conditions in teaching process by applying information technologies.
2. To assure training courses for the Academy's faculty in the frames of regular improvement of teachers in the direction of developing and implementing electronic courses.
3. To assure the widened and effective use of information technologies in the Academy's teaching process.
4. To form necessary staff, technological and methodological resources for elaborating and implementing courses in the electronic way (online).
5. To ensure at least 20% of electronic teaching with the help of educational and methodological materials (lecture texts, subject programmes and so on.)
6. To implement distance learning (implementation of courses, transfer of questionnaires and teaching materials via the Internet).

Performance Assessment Orientation Indicators

(for five years)

- Presence of a programme on the directions of information resource development since 2015.
- An ameliorated website of the Academy in 2015.
- An electronic system of document circulation in 2016.
- A functioning electronic library since the academic year 2016/2017.
- An information centre-library equipped with modern technical means since the academic year 2016/2017.

- Application of electronic technologies by at least the half of the main faculty since the academic year 2016/2017.

Objective 8.

ASSURANCE OF RISE IN THE SUSTAINABLE DEVELOPMENT OF THE ACADEMY'S ACADEMIC POTENTIAL AND RESEARCH EFFICIENCY

Under the present developments of environmental factors the increase in the Academy's role and participation in the country's economy development programmes are highlighted and become imperative for the upcoming years, as anticipated by the Academy's academic mission, and which will require formation of necessary innovative structures, and essential rise in the efficiency of applied research.

The most vital academic mission of the Academy is to respond to the administration needs of the Republic of Armenia, to maximally support the modernization problems of public service, and promote the innovative processes in the field of public administration.

The Academy must participate in the implementation of analyses of problems having great significance in the RA public administration and in finding ways of giving solutions to them. This is especially important from the point of the Academy's self-actualization in the research and education sphere, as well as from the point of regarding the Academy as a central human resource base for the public administration of the Republic of Armenia.

This objective will require reorganization and reorientation of the Academy's whole academic potential, science administration and infrastructure. The maximum involvement of faculty in research and consulting work will be regarded as a principal factor in teaching quality and professional progression.

It is necessary to create opportunities for maximally involving the main faculty in research projects, viewing research work also as a powerful stimulus for professional progress and rise in teaching quality.

From the point of the Academy's development success the activation and expansion of the latter's participation in international programmes are very important.

PRIORITY 8.1. To improve the Academy's PhD programmes as a third level of higher education in compliance with the needs of workforce market and national framework of qualifications.

1. To specify the priority directions of the Academy's research and consultation development harmonizing them with the modernization of public administration and innovative perspectives.
2. To direct the Academy's research, consultation and educational processes at the urgent public administration needs of the Republic of Armenia.

3. To improve and modernize the Academy PhD programmes directing them at producing graduates mastering the newest research and educational technologies, and endowed with necessary professional competences and skills in compliance with the modern labour market.
4. To promote the academic mobility of PhD students in the European Higher Education Area.

PRIORITY 8.2. To assure the expansion of faculty involvement in scientific research.

1. To install effective mechanisms for assuring the high quality of the Academy's publishing activity and published works.
2. To develop mechanisms for raising the attractiveness of the involvement and socio-economic encouragement of young scholars, as well as that of researchers' professional progress.
3. To raise the quality of academic activity of the Academy Chairs. To modernize and deepen the academic themes, to develop the cooperation between Chairs.
4. To facilitate the formation of research promoting environment, the development of creative and research initiatives of students and teachers by using leverage of rational distribution of resources and mutually agreed planning of educational and methodological, consulting, research and teacher work.
5. To modernize research and consulting work.

PRIORITY 8.3. To strive for the Academy's International Academic Cooperation and Integration into the European Research Area.

1. To promote the academic cooperation of the Academy with leading foreign universities and think tanks, the initiatives and implementation of joint projects in the frames of bilateral agreements, consortia and international networks.
2. To support the involvement of the Academy's faculty and PhD students in international research projects, to provide necessary information and consulting assistance for seeking international sources of funding the projects and for developing application forms.
3. To support the academic activity and internships of teachers and PhD students in leading foreign universities and think tanks.
4. To endorse the publication of articles in famous foreign scientific journals and the participation in international representative conferences.

5. To internalize the Academy's research work and technological developments, to organize international conferences, seminars and round-tables.
6. To create prerequisites for expanding the Academy's participation in European framework programmes and its proactive involvement in European research area.

Performance Assessment Orientation Indicators
(for five years)

- Academy's participation in research programmes since 2017:
At least:
 - 30 % of faculty;
 - 1/3 of full-time PhD students;
 - 5 % of students enrolled in Master's programmes.

Objective 9

**EXPANSION OF THE ACADEMY'S FOREIGN RELATIONS AND DEVELOPMENT OF
INTERNALIZATION PROCESSES**

The Academy's foreign relations must be maximally directed at the implementation of the formulated strategic objectives, by means of expanding and developing its multilateral cooperation with all foreign stakeholders.

Alongside the expansion of various foreign relations, the enhancement of ties with the society, and the formation and preservation of the Academy's positive image are highlighted among the factors which contribute to its development.

The Diaspora is an essential means for the Academy's educational system development and foreign relation establishment.

Such measures will contribute to the development of and rise in the education and research level of the Academy, will make it more attractive for students and public administration agencies from the point of getting best education and best human resources.

PRIORITY 9.1. To expand and multiply the Academy's international relations in the education and research fields, the cooperation with European universities and international structures of higher education, as well as the promotion of its comprehensive involvement in the Bologna process.

1. To develop a list of the Academy's priority directions of cooperation in accordance with its development perspectives.

2. To broaden Academy's international activity sphere, to stimulate the involvement of its Chairs in international cooperation programmes.
3. To improve the information assurance of the Academy's international activity.
4. To promote the full involvement of the Academy and its subdivisions in the reforms of the Bologna process, to elaborate and implement short-term and long-term programmes of relevant actions.
5. To develop cooperation with foreign, as well as with leading higher educational institutions of the CIS (Commonwealth of Independent States) member states.
6. To stimulate the participation of the Academy's faculty and students in international staff exchange programmes.
7. To create favorable conditions for the invited foreign teachers' regular visits to the Academy and for the expansion of their participation in the teaching programmes of Chairs.
8. To facilitate the proactive enrollment of the Academy's academic units, research groups and individual experts in international education and research projects and grant programmes, as well as their expertise activity in the international higher education structures.

PRIORITY 9.2. To promote the internalization process of the Academy's research work, to assure its integration into the European Research Area.

1. To organize regular international conferences at the Academy.
2. To support the internship of teachers in leading foreign research organizations and the proactive input of their experience into the Academy.
3. To contribute to the joint research and expertise work implemented with international partners.
4. To facilitate the participation of the Academy's specialists in the elaboration and implementation of local and international grant programmes.
5. To create favorable conditions for the research work of foreign specialists at the Academy, providing the necessary information, accessibility of the library fund and proper work environment for them.

6. To support the enrollment of the Academy's specialists and students in international research projects, to create a relevant information base within the Academy in reference to the international research project proposals.

PRIORITY 9.3. To assure the comprehensive development of the Academy's foreign relations.

1. To establish long-term cooperational relations with the main employer organizations of the Academy and public structures.
2. To consistently develop the mutually beneficial strategic cooperational links of the Academy and separate Chairs with the principal employer organizations of public and private sectors in relation to targeted preparation of specialists and students for their future careers.
3. To create favorable conditions and supportive mechanisms for the participation of the main employer and partner organizations in the Academy and Chairs development, and educational and research programmes implementation, as well as in the organization of combined work, internship and training programmes.
4. To enhance the ties with the Academy graduates, to create an information and communication system of alumni data. To broaden the online and direct contact opportunities of students with the Academy and each other.
5. To facilitate the development of the Academy's Alumni Union, its directedness at the Academy's foreign relations formation and promotion of foreign investments and donations.
6. To regularly initiate and implement programmes and events for illustrating and introducing the donations, grants and investment programmes of graduates, benefactors, donors and other sponsors to the public. To develop and retain long-term partnership with them.

Performance Assessment Orientation Indicators

(for five years)

- A functioning system of interconnection between the Academy and public administration agencies since the academic year 2015/2016.
- An annually updated database referring to partner structures since the academic year 2014/2015 .
- International conferences at least once a year since 2015.
- Content analysis.
- An increase by at least 1,5 in the Academy's PR activity (media-advertising measures) since the academic year 2014.

- An increase by at least 1,5 in the number of media references (PR efficiency) to the Academy since 2014.
- Creation of the Academy Alumni Union in the academic year 2016/2017 .
- An information and communication system of alumni data by 2016.
- A functioning career centre for the Academy students in the academic year 2017/2018 .
- Academy's participation in international organizations and consortia.
- Organization of administrative and research internships for the Academy students abroad.
- Mobility of the Academy students and representatives (business trips) in the frames of international projects and other programmes to relevant foreign institutions.

Strategic Plan Implementation

The Strategic Plan is subject to constant monitoring and regular assessment of progress in the priority direction in line with new realities.

The efficiency of its implementation depends upon external impacts, as well as upon the Academy's effective management system, institutional structure, culture, team work, and upon the staff devotion to it.

The Strategic Plan is a flexible work programme and may undergo changes in response to changes in internal and external environments. New obstacles may arise which will require creation of new ways and opportunities for coping with them.

Annex

"Public Administration Academy of
the Republic of Armenia" Non-
Commercial Organization
Strategic Plan 2013-2018

Brief description of the activities of Public Administration Academy of the Republic of Armenia and its actual objectives:

To appraise the development and modernization of the Academy it is important to cast a look at the past to be able to evaluate the results, to reveal the main problems and bring all these together in order to develop plans for prospective actions.

The school of administration of the Republic of Armenia was established in 1994, May 24, due to the government resolution № 240 the aim of which was to prepare specialists for the executive branch of the government, presidential staff and civil servants for the political system, and to improve their professional skills. The school was founded with the help of EU's TACIS program. The partners of EU were the regional administrative institute of Lille and the branch of TOMSON (MODETEG organization). This program was followed by another by TACIS which was directed to make the school potential more powerful. Bologna economic research institute of "NOMIZMA" was also a partner of the above mentioned ones.

Short-term education was carried out in 1994. The first admission to full-time education programs was in 1995. Forty students were admitted.

On April 30, 1997 the right to organize part-time education with 2,5 years' duration was extended to the School by the government resolution №107. To match the schools demands to the contemporary activities of education "Public school of the Republic of Armenia" was renamed "Public Administration Academy of the RA". State Non-Commercial organization on April 8, 2002 and a year later due to the resolution № 370-A the Academy realized tuition for obtaining Master's degree by the following specialties: Public Administration, Law, Economics,

Psychology, and Political Science. It was not only renamed, in fact it was the establishment of a new institute of higher education.

Nowadays the Academy carries out state administrative activity " The Presidential staff of the Republic of Armenia" according to the constitution of the RA and on the basis of self-government combining cooperation and individual management.

New teaching methods and high technologies are applied in the process of teaching. These means help to prepare qualified administrative specialists and at the same time it supports the requalification of the involved specialists.

The main aims of the activity of the Academy are:

- requalification of the specialists realizing higher educational professional programs
- practicing scientific and applied research work in administrative sphere as well as providing consultation to the correspondent government bodies
- international scientific and educational cooperation
- supplying the state administrative sphere with information and analytical subject-matter
- the academy appreciates innovations in organizing the tuition processes using the latest scientific and educational values
- the teaching staff includes highly skilled officials ,doctors of science, PHDs excellent specialists of different fields of science.

Master's programmes of PAARA noticeably differ from those of other higher educational institutions and have some peculiarities, specifically:

- PAARA carries out MA degree academic programs without and educational system for undergraduate programs
- The future students of the Academy are admitted according to the results of entrance exams. Graduates of any state and non-state higher educational institutions can apply for MA studies
- After getting MA degree the future administrative workers can find job in all spheres of public administration
- All the educational plans of the Academy correspond to the demands of civil service.

Aspects from the following specialties are included in the entrance exams of the Academy:

- 032000 Public Administration
- 030500 Law
- 080200 Management
- 030300 Psychology
- 030200 Political Science

In 2012 the applicants were tested in Psychology. The results helped to provide them with consultation in the form of professionagram and psychogram. The students of the Academy have the rights of deferral.

The Academy carries out requalification programs of civil servants in the form of lectures. In 2012 1028 listeners were retrained. The quality of education is in the first place in the system of PAARA. Therefore its activity is directed towards cooperating with international educational organizations and extension of the cooperation with partner institutions. Relations change according to their geopardy and quality which are favorable to the reputation of PAARA. Academy has implemented a number of programmes in support of international organization.

Cooperation

- Local and state self-government bodies of the Republic of Armenia
- United Nations Development Program (UNDP)
- The World Bank Armenian office
- The State Administrative National School of Poland
- The United Kingdom's Department of International Development (DFID)
- French-Armenian trade-industrial house
- Institute of Political Sciences of Ex An Provance (France)
- Canadian Bureau for International Education (CBIE)
- Open society Institute (OST)
- Schools and Institutes of Administration of the Central and East Europe.
- DAAD Informational Center of Educational Exchange in Germany
- Organization of International Cooperation of Germany.
- Haygazyan University of Lebanon
- Academy of National Economy and State Services of Russia by the President of the Federal Republic of Russia
- State Administration Academy of the Ukraine
- The Headquarter of the Oryol Administrative Academy by Federal Republic of Russia
- Canadian International Development Agency (CIDA)
- Civil Education Project (CED)

Currently the main problems are:

- 1) The lack of professional skills and abilities of the students
- 2) The interaction between the Academy and the state government bodies is too weak. The students' practical activities are not sufficient in the administrative sphere.
- 3) The educational programs do not correspond to the level of international standards.
- 4) The text-books need improvement.
- 5) There are still gaps in developing students' personality as creative and law-abiding individuals.
- 6) The social programs are scarce and the substructure is too weak.
- 7) The modern hi-tech equipment is not enough to be included in the process of teaching.
- 8) Developing new methods and skills for more efficient management.

The strategic plan of any organization should predict any changes of the environment and should be able to teach those changes rightly. The strategic plan is to reveal all the inner and outside factors which can influence the further development of the Academy.

The Results of the analyses of the External World

The results of the analyses show that there are both favorable conditions (opportunities) and risky factors for the further development of the Academy.

Favorable conditions are:

- ✓ Passing to multiform educational system;
- ✓ The demand of highly qualified administrative staff;
- ✓ Development of the cooperation with foreign and local educational, research centers;
- ✓ The growth of the Academy's self-government;
- ✓ Increasing the sources of funding;
- ✓ Cooperation with employers and involving them in the process of educational activity;
- ✓ Teaching new professional skills which are in demand in the labor market;

The possible threats (risks):

- ✓ Financial crisis,
- ✓ Reduction of the number of the applicants;
- ✓ Reduction in the funding for the scientific research;
- ✓ Brain drain to other higher educational institutions and abroad;

- ✓ The growth of the competitive educational institutions and branches of foreign institutions in the Republic of Armenia.

Strong points

- ✓ the status of the Academy;
- ✓ the possibility of cooperation with foreign partners;
- ✓ a high authority in the educational field;
- ✓ outstanding statesmen, politicians, businessmen, scientists are graduates of PAARA;
- ✓ the demand in the labor market;
- ✓ realization of further professional educational programs;
- ✓ the continuation of the system of quality education in the Academy;
- ✓ participation of experienced officials in the process of teaching;
- ✓ the application of the theory in practical activity by the students;
- ✓ the friendly atmosphere in the Academy;
- ✓ the activities of the students' self-governing body;
- ✓ the possibility of developing the educational and cultural traditions.

Weak points

- ✓ the absence of bachelor's degree programs;
- ✓ the mismatch between the educational programs and continuous changes in the public administration;
- ✓ the lack of flexible mechanisms of preparing basic personnel;
- ✓ creative progress of the teaching staff;
- ✓ the number of classrooms is too small;
- ✓ a slow level of integration of the organizations having special activities;
- ✓ poor payment of the work force, and very weak motivation of the staff;
- ✓ difficulties in getting highly qualified specialists to work;
- ✓ modern teaching techniques and interactive methods are not sufficiently applied in the process of tuition;
- ✓ slide -lectures are not always possible;
- ✓ lack of constant observation of system of the work force and educational services;
- ✓ after analysis of the weak and strong points we can dissociate the following important factors :
- ✓ basic personnel;
- ✓ financial matters;
- ✓ marketing;

- ✓ culture of management;
- ✓ system of management of the Academy;
- ✓ Financial assistance and the Academy's substructure;

To solve all these problems and to protect all the achievements of our institution a strategic plan of the Academy has been developed. We have chosen further targets and some strategies have been worked out to reach them.