1. Click on this icon to insert a new photo.
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DUAL TVET IN ARMENIA

National Dissemination Seminar on WBL Progress in Armenia in 2020-2021

Private Sector Development and Technical Vocational Education and Training South Caucasus (PSD TVET) | May 12th, 2021

Implemented by
Implemented by the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH on behalf of the Federal Ministry for Economic Cooperation and Development (BMZ).

Goal: to improve the conditions for sustainable economic development and support inclusive growth particularly in rural regions.

Political partner: RA Ministry of Economy.

Key State Partner: RA Ministry of Education, Science, Culture and Sport (MoESCS).

Piloting Dual TVET in selected sectors.

Intervention Fields

- Private sector development
- Support for the strengthening of technical and vocational education and training (VET) sector
- Regional development

Selected Sectors

- Tourism
- Winemaking
- Engineering
- IT
Geography of Dual TVET

Yerevan
1. Yerevan N2 Regional State College [46]
2. Yerevan State College of Informatics [22]
3. Yerevan State College of Humanities [38]
4. Yerevan State Armenian-Greek College [86]
5. Yerevan No. 6 Vocational College [74]
6. College of the National Agrarian University of Armenia

Shirak
9. Shirak Regional State College [82]
10. Gyumri N4 Vocational School [47]

Kotayq
11. Kotayq Regional State College [62]

Lori
8. Regional State College [40]

Tavush
7. Regional State College [38]

Vayots Dzor
6. Regional State College [13]

Syunik
12. Sisian State College in the cooperation with the Save the Children [16]
Facts and Figures: General Data

Involvement in Dual TVET

- **Total**: 647
- **Wine**: 64
- **IT**: 22
- **Precision Engineering**: 16
- **Tourism**: 40

<table>
<thead>
<tr>
<th>Category</th>
<th>Instructors</th>
<th>Lecturers</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>143</td>
<td>64</td>
<td>647</td>
</tr>
<tr>
<td>Wine</td>
<td>13</td>
<td>13</td>
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</tr>
<tr>
<td>IT</td>
<td>5</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>Precision Engineering</td>
<td>16</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>Tourism</td>
<td>40</td>
<td>86</td>
<td></td>
</tr>
</tbody>
</table>

Partner Private Companies

- Tourism: 68
- Precision Engineering: 6
- IT: 2
- Wine: 2

Legend:
- Instructors
- Lecturers
- Students
Performance Average Results

- Students performance/progress: 87%
- Fulfillment of the curriculum: 96%
- Practical hours in company: 56%
- Employment of the students: 47%

- Students’ attitude to the main aspects of life in college and company (comfort, security): 91%
- Qualification of the personnel in the colleges: 94%
- Qualification of the personnel in the companies: 97%
- Satisfaction of the teachers and instructors with the content, organisation and conditions of work environment: 90%
Cooperation Framework Assessment

**Vision on Development.** The actor possesses a constructive vision of development based on democracy and fairness.

**Managing of the results.** The actor acts in a results-based manner and periodically reviews the achievement of results.

**Flexibility and innovation.** The actor is open to new ideas and adjusts his/her organisation to new challenges.

**Agreements and loyalty.** The actor sticks to agreements and meets their provisions on time.

**Communication.** The actor actively informs partners of his/her activities, exchanges information and answers inquiries swiftly.

**Relationships.** The actor facilitates contacts, creates spaces for encounter and adjusts his/her actions to the capabilities of his/her external partners.

**Management.** The actor acts on the basis of transparent guidelines and strategies as well as defined roles and responsibilities.

**Trust.** The actor informs others proactively of his/her intentions, aims and expectations, and shows understanding for others' interests.

**Conflicts.** The actor draws attention to tensions early on, and is willing to address them constructively, openly and quickly.

**Capitalising on experience.** The actor evaluates his/her experiences, is open to criticism and shows a willingness to learn and to change.
Assessment of Cooperation Framework by Private Sector

- Capitalising on experience: 7% Totally agree, 23% Agree, 70% Disagree, 0% Totally disagree
- Conflicts: 7% Totally agree, 20% Agree, 73% Disagree, 0% Totally disagree
- Trust: 0% Totally agree, 30% Agree, 57% Disagree, 70% Totally disagree
- Management: 0% Totally agree, 33% Agree, 67% Disagree, 70% Totally disagree
- Relationships: 0% Totally agree, 33% Agree, 63% Disagree, 70% Totally disagree
- Communication: 0% Totally agree, 33% Agree, 53% Disagree, 63% Totally disagree
- Agreement and loyalty: 0% Totally agree, 47% Agree, 53% Disagree, 0% Totally disagree
- Flexibility and innovation: 3% Totally agree, 47% Agree, 50% Disagree, 0% Totally disagree
- Managing for results: 0% Totally agree, 23% Agree, 77% Disagree, 0% Totally disagree
- Vision on development: 0% Totally agree, 20% Agree, 80% Disagree, 0% Totally disagree

Totally agree Agree Disagree Totally disagree
Assessment of Cooperation Framework by Private Sector

- Capitalising on experience
- Conflicts
- Trust
- Management
- Relationships
- Communication
- Agreement and loyalty
- Flexibility and innovation
- Managing for results
- Vision on development

![Bar Chart]

- Totally agree
- Agree
- Disagree
- Totally disagree

Vision on development: 69%
Managing for results: 69%
Agreement and loyalty: 56%
Flexibility and innovation: 56%
Communication: 69%
Relationships: 56%
Management: 50%
Trust: 6%
Conflicts: 13%
Capitalising on experience: 63%

Total Coordinating Trust: 81%
Establishment of Cooperation Platform in Wine

Project goal: to support the development of dual VET programmes based on labour-market needs, their coordination, implementation and evaluation of the quality of dual programmes in the wine sector, including sectoral representation of the businesses in educational process.

Project working areas:
- Awareness raising campaigns on dual VET for wine sector
- Public-private dialogue
- Support to the development of the dual VET programme
- Support to the implementation of the dual VET programme
- Evaluation of the quality
Thank you for your attention.

Q&A

Introduction of the Work-based learning in VET will be one of the most effective steps to improve the quality of education. Considering the current processes of the generation change and introduction of new technologies, the dual system will indeed give the youth opportunities to be more competitive in the labour market. We are sure that the system will enable our students to stay in their regions and develop them, be more successful and have better prospects.