REVIEW OF POLICIES FOR LIFELONG LEARNING

RATIONALE

Contextualise, analyse and discuss the results of system performance (level 1) to improve the achievement of policy commitments and **expand learning opportunities** and flexible pathways.

Level 1 (monitoring system performance for lifelong learning)

What do education and training systems achieve?

(System Performance Indicators - SPI)

Level 2 (explaining and adjusting performance)

How do these systems deliver?

(Policy Review Mechanism - PRM)

REVIEW OF POLICIES FOR LIFELONG LEARNING

OBJECTIVES

Support the **operationalisation of lifelong learning** policies by tracking and analysing system performance on skills development

Foster **policy learning on lifelong learning** through peer exchange and exploring options

Improve **data collection on lifelong learning** and reinforce monitoring and evaluation culture in ETF partner countries

REVIEW OF POLICIES FOR LIFELONG LEARNING

SCOPE

- **Key thematic areas of the lifelong learning system** with a focus on those of relevance for the country

- **External efficiency** of skills policies and systems as per socio-economic and demographic demand and developments.

EXAMPLES OF KEY THEMATIC AREAS FOR LLL

Career orientation and responsiveness of skills provision

- Skills anticipation and feedback loops
- Guidance system and labour market orientation
- Adult learning, re-skilling and up-skilling

Access to and flexibility of skills provision

- Modularisation of skills provision/ micro-credentials
- Horizontal and vertical permeability/Pathways
- Work-based learning
- Digitalization

Recognition of (the value of) skills

- Qualifications
- Validation and recognition of prior learning
- Key competences, soft skills and greening

Quality of skills provision

- Teaching and learning
- Quality assurance
- Monitoring and evaluating

Governance and financing

- Multi-level and multi-actor governance, local skills ecosystems and partnerships
- Sustainable funding system (mobilsation, allocation, costing etc.)

REVIEW OF POLICIES FOR LIFELONG LEARNING

PROCESS

- **Highly participatory:** Ensure further ownership by the country stakeholders through co-creation of policy insights and actions – site visits, consultations, other types of dialogue.

- **Demand driven:** participation on a voluntary basis. Thematic areas selected by the country (VET access and attractiveness)

- **Anchored in critical analysis and interactions: 1)** Preparation and desk research; **2)** Field visit and dialogue (ongoing); **3)** discussion and validation of findings (November).

THEMATIC AREA SELECTED BY ARMENIA

VET access and attractiveness: Key Concepts

- Refers to the **availability** and **appeal** of VET programs and outcomes:

  - **Access**: includes factors such **eligibility** criteria, **admission** processes, **availability and equal** opportunities, etc.

  - **Attractiveness**: **relevance** to labour market and personal needs, **reputation and quality**, potential **for career development**, availability of **financial support or other incentives**, **value of qualifications** etc.

- VET includes both **initial and continuing** training (IVET and CVT)

- IVET and CVT access and attractiveness **key for promoting skill development**, and **fostering lifelong learning**

VET ACCESS AND ATTRACTIVENESS

Common issues

- **Social Stigma, low Prestige and recognition**: VET inferior to traditional academic education.

- Inadequate **Funding and Resources**: lack of equipment, outdated curricula, inadequate infrastructure and technology, lack of incentives and time constraints for adults learning etc.

- Limited **flexibility and permeability**: for horizontal and vertical transition, Dead-End for graduates

- Absence of **micro-credentials** and **recognition of prior learning/experience** mechanisms.

- Weak **Orientation and Guidance** services: VET streams as viable option for careers.

- Some economic sectors more attractive than others: **Weak involvement of employers** in promoting some professions**, lack of PPPs**

- Lack of a **comprehensive and learner-centred approach** (LLL reference framework)

- Etc….

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MAKING VET MORE ACCESSIBLE AND ATTRACTIVE

Guiding questions:

• From your institutional and personal perspective, what are the **main issues** hampering access to and attractiveness of IVET and CVT?

• Are you aware of **ongoing initiatives addressing the issue ?** How about their **relevance**?

• What would you recommend as **actions to improve** access to and attractiveness of VET?

• How would these actions fit in a possible **national framework for LLL**