

Torino Process 2022-2024

Monitoring of policy and system performance for lifelong learning: **ARMENIA 2023**

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TORINO PROCESS ARCHITECTURE

Level 1

Monitoring policy and system performance


How well do education and training systems deliver good and equitable opportunities for learning?

- 
- System-wide overview, all countries (annual)

Level 2

Reviewing national policies and systems

Which policies influence system performance for lifelong learning, and how?

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- In-depth analysis of selected policies and themes (on demand)

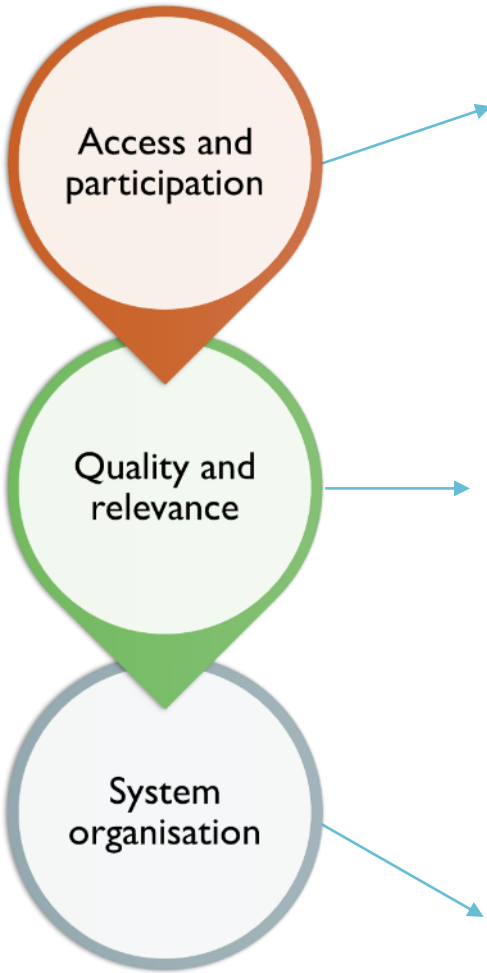


MONITORING PERFORMANCE THROUGH OUTCOMES



SYSTEM AND POLICY PERFORMANCE = the extent to which countries deliver on their promises (**commitments**) to learners and other stakeholders in education and training

SCOPE OF MONITORING #1



- 1. **Access** (Dimension A1)
- 2. **Participation** (Dimension A2)
- 3. **Quality/relevance** (Dimension B1)
- 4. **Excellence** (Dimension B2)
- 5. **Innovation** (Dimension B3)
- 6. **Responsiveness** (Dimension B4)
- 7. **System organisation** (Dimension C1)
- 8. **Resourcing** (Dimension C2)

Dimension A.1		ACCESS
Outcome A.1.1	Access and attractiveness: initial VET	
Outcome A.1.2	Access and attractiveness: continuing VET	
Outcome A.1.3	Access to other opportunities for lifelong learning, including in-company	
Dimension A.2		PARTICIPATION
Outcome A.2.1	Flexible pathways: vertical permeability	
Outcome A.2.2	Flexible pathways: horizontal permeability	
Outcome A.2.3	Progression of learners to successive stages of education and training and	
Dimension B.1		QUALITY AND RELEVANCE
Outcome B.1.1	Key competences for lifelong learning and quality of learning outcomes	
Outcome B.1.2	Adult skills and competences	
Outcome B.1.3	Participation in work-based learning	
Outcome B.1.4	Employability of learners	
Outcome B.1.5	Participation in career education	
Dimension B.2		EXCELLENCE
Outcome B.2.1	Excellence in pedagogy and professional development	
Outcome B.2.2	Excellence in programme content and implementation	
Outcome B.2.2	Excellence in governance and provider management	
	Excellence in social inclusion and equity	
Dimension B.3		INNOVATION
Outcome B.3.1	Systemic innovation: access to opportunities for lifelong learning	
Outcome B.3.2	Systemic innovation in promoting participation and graduation	
Outcome B.3.3	Systemic innovation in boosting quality of outcomes	
Outcome B.3.4	Systemic innovation in raising the relevance of outcomes	
Dimension B.4		RESPONSIVENESS
Outcome B.4.1	Relevance of learning content: green transition	
Outcome B.4.2	Relevance of learning content: digital transition	
Outcome B.4.3	Responsiveness of programme offering	
Dimension C.1		STEERING AND MANAGEMENT
Outcome C.1.1	Data availability	
Outcome C.1.2	Participatory governance	
Outcome C.1.3	Reliable quality assurance and public accountability	
Outcome C.1.4	Professional capacity of staff	
Outcome C.1.5	Internationalisation	
Dimension C.2		RESOURCING
Outcome C.2.1	Adequate financial resource allocations and use	
Outcome C.2.2	Adequate human resource allocations and use	
Outcome C.2.3	Adequate material base	

(3 areas of commitment)

(8 monitoring dimensions)

(30 policy/system outcomes)

SCOPE OF MONITORING #2

Access and participation	Dimension A.1 ACCESS	
	Outcome A.1.1	Access and attractiveness: initial VET
	Outcome A.1.2	Access and attractiveness: continuing VET
Quality and relevance	Dimension A.2 PARTICIPATION	
	Outcome A.2.1	Flexible pathways: vertical permeability
	Outcome A.2.2	Flexible pathways: horizontal permeability
System organisation	Outcome A.2.3	
	Progression of learners to successive stages of education and training	
	Dimension B.1 QUALITY AND RELEVANCE	
	Outcome B.1.1	Key competences for lifelong learning and quality of learning outcomes
	Outcome B.1.2	Adult skills and competences
	Outcome B.1.3	Participation in work-based learning
	Outcome B.1.4	Employability of learners
	Outcome B.1.5	Participation in career education
	Dimension B.2 EXCELLENCE	
	Outcome B.2.1	Excellence in teaching
	Outcome B.2.2	Excellence in learning
	Dimension B.3 INNOVATION	
	Outcome B.3.1	Systemic innovation in teaching and learning
	Outcome B.3.2	Equitable digitalisation
	Outcome B.3.3	Engaging learning environments
	Outcome B.3.4	Diversification of VET services
	Dimension B.4 RESPONSIVENESS	
	Outcome B.4.1	Relevance of learning content: green transition
	Outcome B.4.2	Relevance of learning content: digital transition
	Outcome B.4.3	Responsiveness of programme offering
	Dimension C.1 STEERING AND MANAGEMENT	
	Outcome C.1.1	Data availability
	Outcome C.1.2	Participatory governance
	Outcome C.1.3	Reliable quality assurance and public accountability
	Outcome C.1.4	Professional capacity of staff
	Outcome C.1.5	Internationalisation
	Dimension C.2 RESOURCING	
	Outcome C.2.1	Adequate financial resource allocations and use
	Outcome C.2.2	Adequate human resource allocations and use
	Outcome C.2.3	Adequate material base

Age

- Youth
- Adults

Gender

- Female
- Male

Learning setting

- Formal
- Non-formal

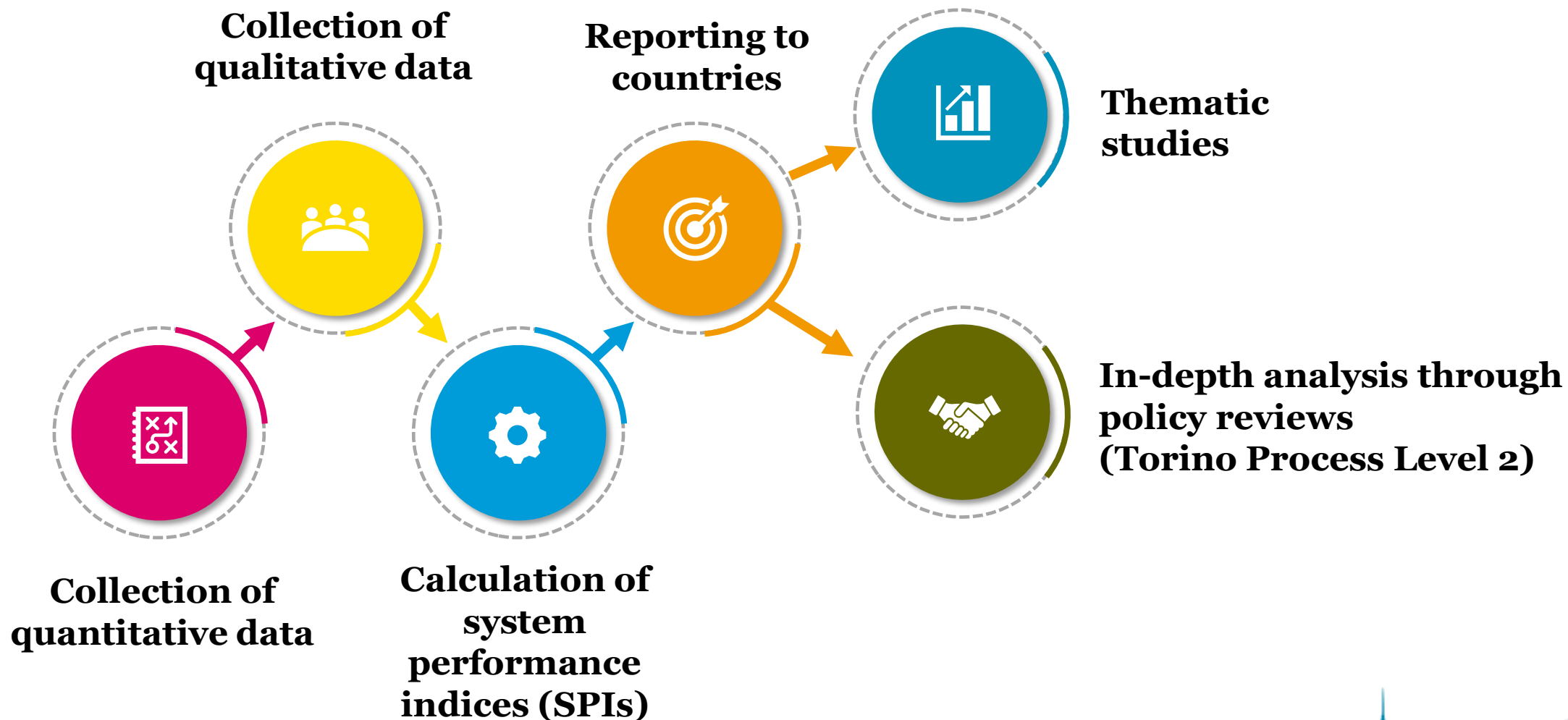
Populations of strategic interest

- Disadvantaged youth
- Long-term unemployed
- Inactive
- Migrants

Pathway

- General
- VET

COLLECTION AND ANALYSIS OF MONITORING EVIDENCE



TORINO PROCESS VET SYSTEM MONITORING RESULTS

ARMENIA 2023



INTERNATIONAL COMPARABILITY AND CONSISTENCY OF MONITORING RESULTS

International comparability of performance results (0=least comparable, 100=fully comparable)

ARMENIA: 22.6/100 Intl. average: 33.6/100



Risk of bias regarding system performance (0=highest risk, 100=lowest risk)

ARMENIA: 25.5/100 Intl. average: 45/100

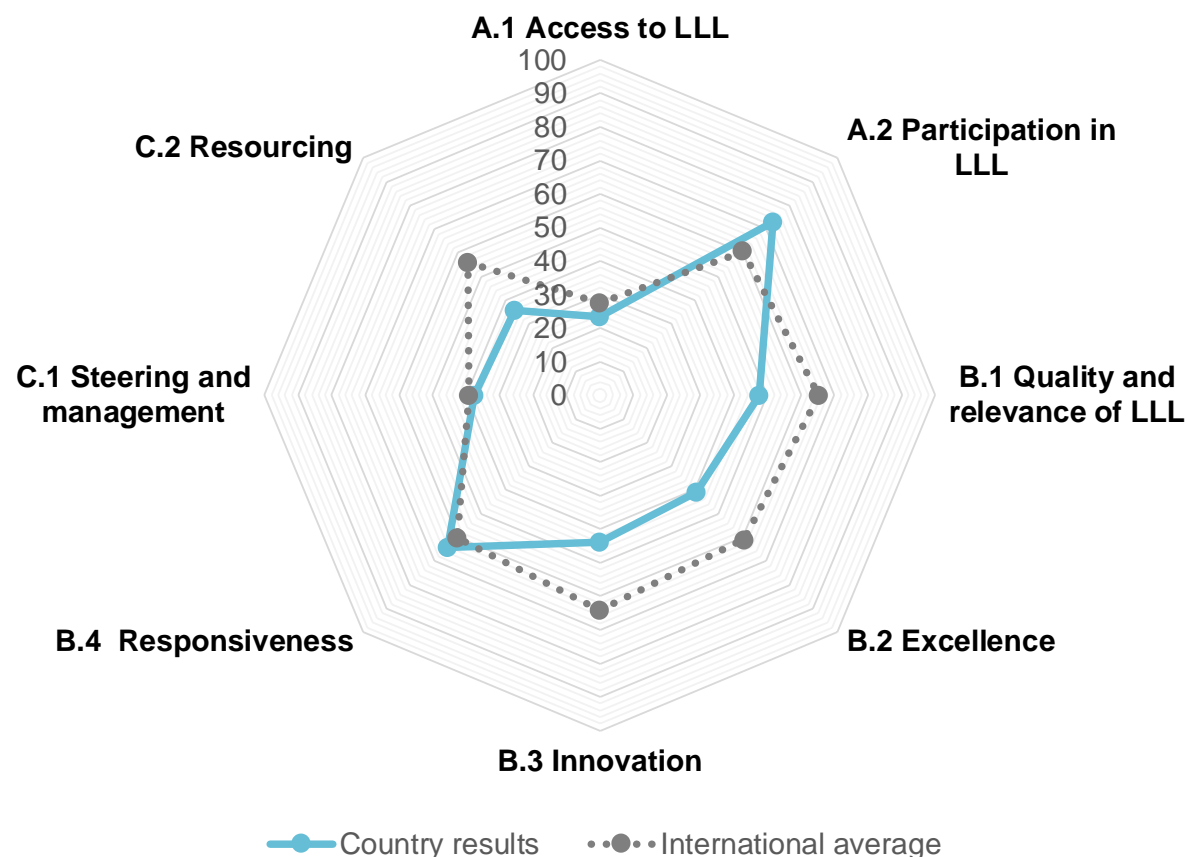


Tendency to be self-critical regarding system performance (most critical=0, neutral=50, least critical=100)

ARMENIA: 35.9/100 Intl. average: 52.8/100



OVERVIEW OF ARMENIA'S VET SYSTEM PERFORMANCE ACROSS KEY DIMENSIONS



STRENGTHS: LEARNERS' PROSPECTS FOR PERSEVERANCE AND GRADUATION (DIMENSION A.2) AND RESPONSIVENESS TO EXTERNAL NEEDS AND DEVELOPMENTS (DIMENSION B.4).

WEAKNESSES: ACCESS AND ATTRACTIVENESS (DIMENSION A.1), INDICATING A LOW APPEAL COMPARED TO OTHER EDUCATIONAL ALTERNATIVES.

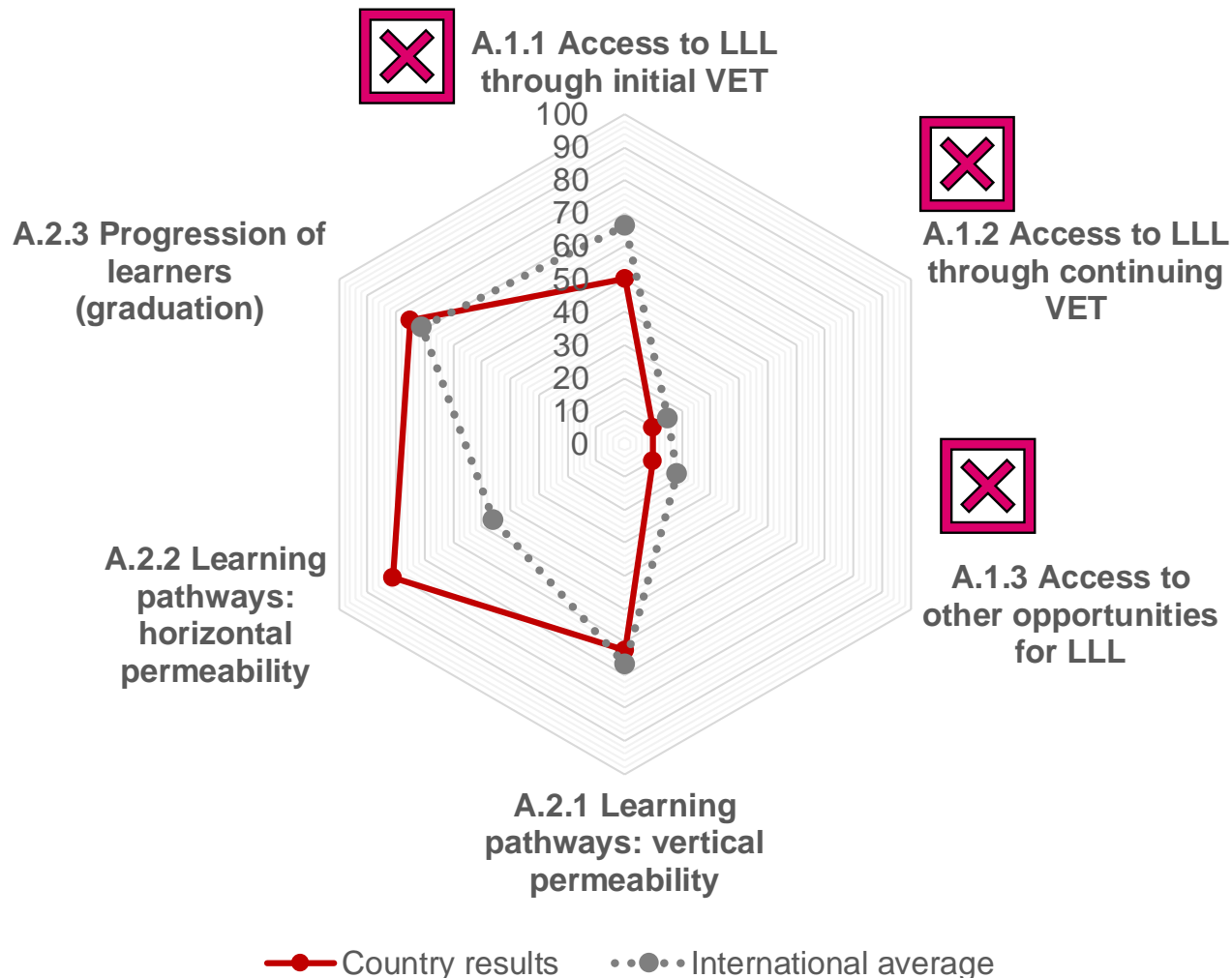
SUB-OPTIMAL QUALITY AND RELEVANCE OF LEARNING (DIMENSION B.1)

SHORTAGES IN AVAILABILITY AND ALLOCATION OF RESOURCES (DIMENSION C.2)

LIMITED ATTENTION TO EXCELLENCE (DIMENSION B.2) AND A DEGREE OF RESISTANCE TO INNOVATION (DIMENSION B.3)



ACCESS AND PARTICIPATION IN LLL THROUGH VET (AREA A)



OUTCOMES TRACKED: ACCESS TO IVET, CVET, AND OTHER LIFELONG LEARNING OPPORTUNITIES, PERMEABILITY OF THE VET SYSTEM, AND PROSPECTS OF LEARNERS TO GRADUATE AND PROGRESS TO SUBSEQUENT LEVELS.

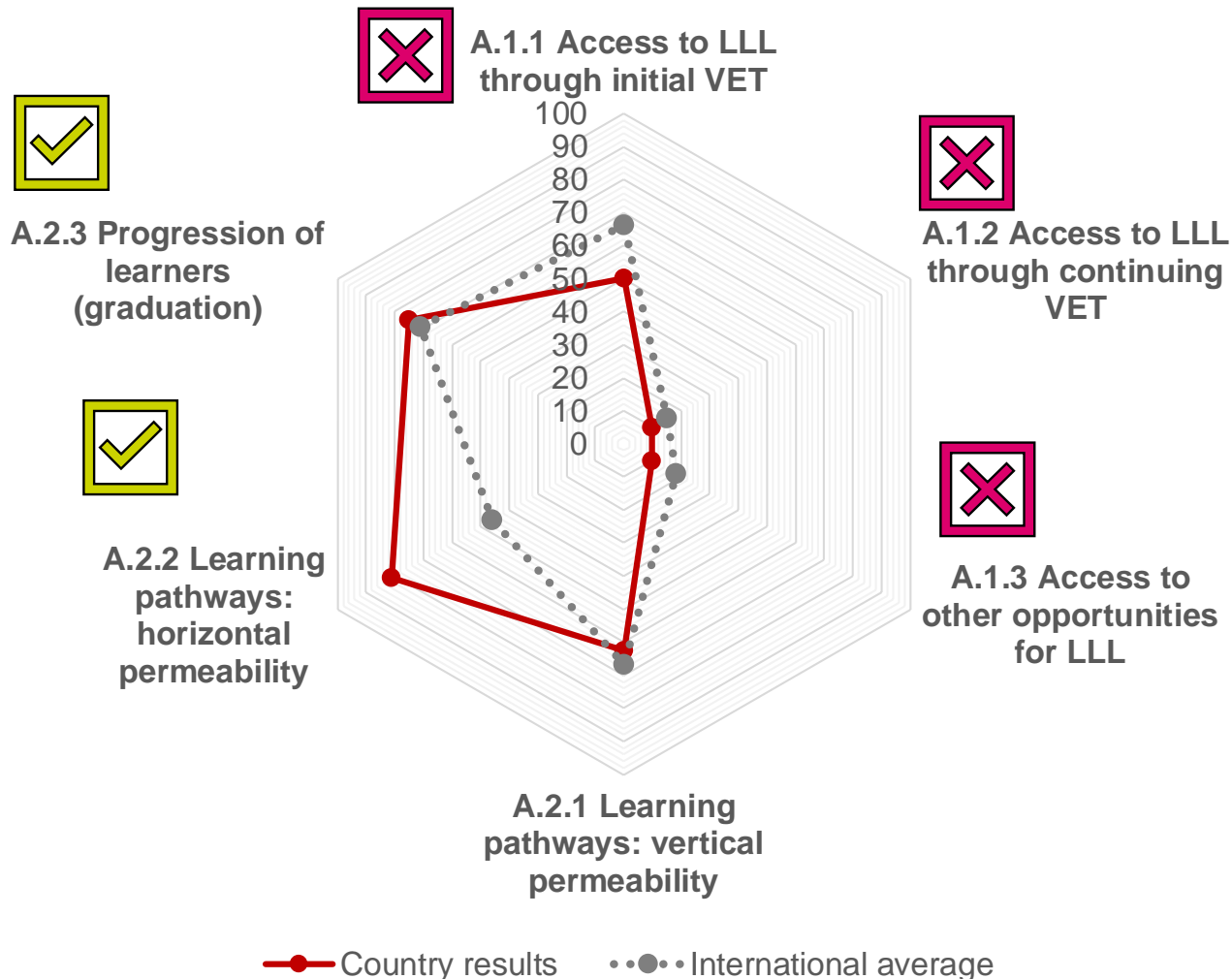
PERFORMANCE RESULTS: THE VET SYSTEM IN ARMENIA SHOWS WEAKER PERFORMANCE IN TERMS OF ACCESS AND ATTRACTIVENESS THAN IN OTHER DOMAINS

DISCREPANCY OBSERVED BETWEEN IVET AND CVET ACCESSIBILITY, WITH IVET BEING MORE ACCESSIBLE, YET BOTH SUBSYSTEMS ARE BELOW INTERNATIONAL AVERAGE.

ACCESSIBILITY ISSUES EXTEND TO ADULT LEARNING OPPORTUNITIES BEYOND VET



ACCESS AND PARTICIPATION: CHALLENGES AND SUCCESSES (AREA A)



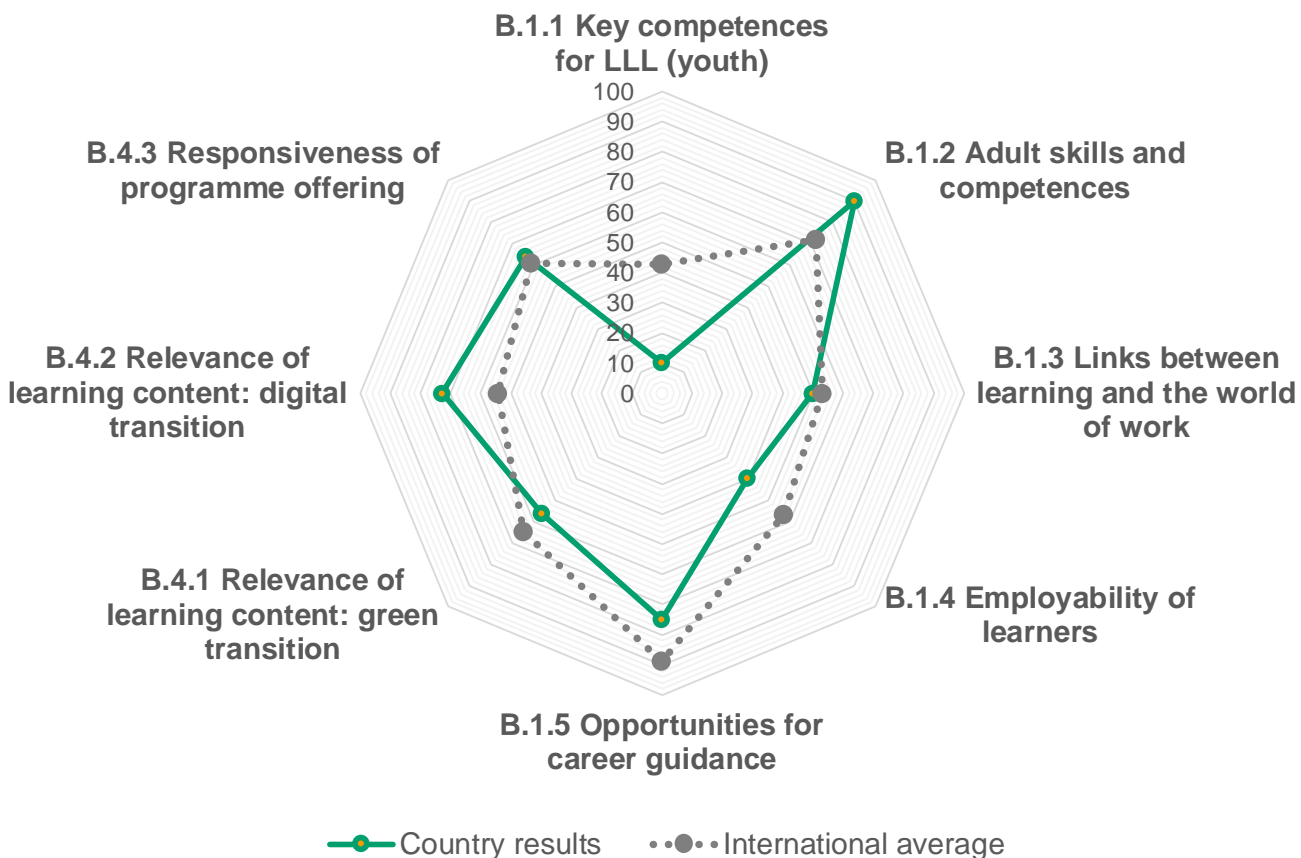
MAJOR CHALLENGE: LACK OF POLICIES TO OPERATIONALIZE THE EXISTING LEGISLATIVE FRAMEWORK IN SUPPORT OF PARTICIPATION IN CVET AND OTHER LLL OPPORTUNITIES.

SUCCESS: LEARNERS ENROLLING IN VET HAVE GOOD PROSPECTS OF PARTICIPATION AND SUCCESSFUL GRADUATION. DROP-OUT RATES ARE LOWER COMPARED TO OTHER COUNTRIES, MAKING LEARNER PROGRESSION A STRONG AREA OF PERFORMANCE.

IMPROVEMENT NEED: VET STUDENTS HAVE A MUCH HIGHER DROP-OUT RATE THAN THOSE IN GENERAL EDUCATION, SUGGESTING A NEED FOR BETTER SUPPORT MEASURES.



QUALITY AND RELEVANCE OF LIFELONG LEARNING OUTCOMES (AREA B 1)



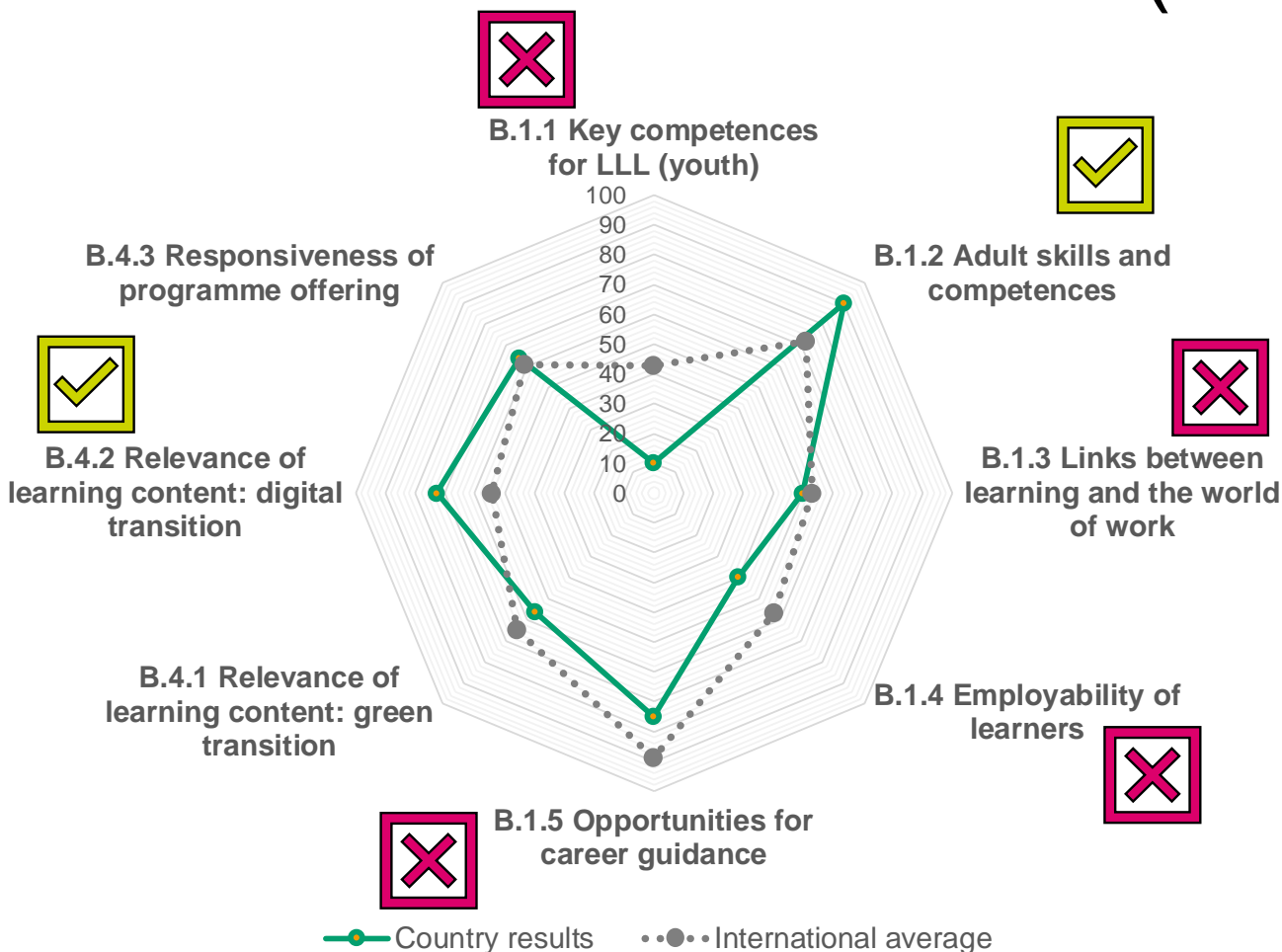
OUTCOMES TRACKED: AREA B 1 COVERS QUALITY (INCLUDING RELEVANCE) AND RESPONSIVENESS OF VET, ENCOMPASSING EIGHT POLICY AND SYSTEM OUTCOMES.

QUALITY: KEY ASPECTS INCLUDE QUALITY OF LEARNING FOR YOUTHS AND ADULTS, EXPOSURE TO THE WORLD OF WORK, GRADUATE EMPLOYABILITY, CAREER GUIDANCE AVAILABILITY, AND TRAINING CONTENT RELEVANCE.

RESPONSIVENESS: IT ALSO MONITORS VET PROGRAM RESPONSIVENESS TO DEMOGRAPHIC, LABOR MARKET, SOCIO-ECONOMIC DEVELOPMENTS, AND INCLUSION OF GREEN AND DIGITAL TRANSITION THEMES IN VET CURRICULA.



QUALITY AND RELEVANCE OF LIFELONG LEARNING OUTCOMES (AREA B 1)



RESULTS - QUALITY AND RELEVANCE OF VET: VET IN ARMENIA OFFERS MODERATE QUALITY AND RELEVANCE, WITH MARKED DIFFERENCES IN SKILL LEVELS BETWEEN YOUTH AND ADULTS.

YOUTH HAVE PARTICULARLY LOW-QUALITY LEARNING OUTCOMES. STUDENT ASSESSMENT DOES NOT ADEQUATELY CAPTURE THEIR IS LIMITED TO ACADEMIC ACHIEVEMENT AND COMPLIANCE WITH EDUCATIONAL STANDARDS.

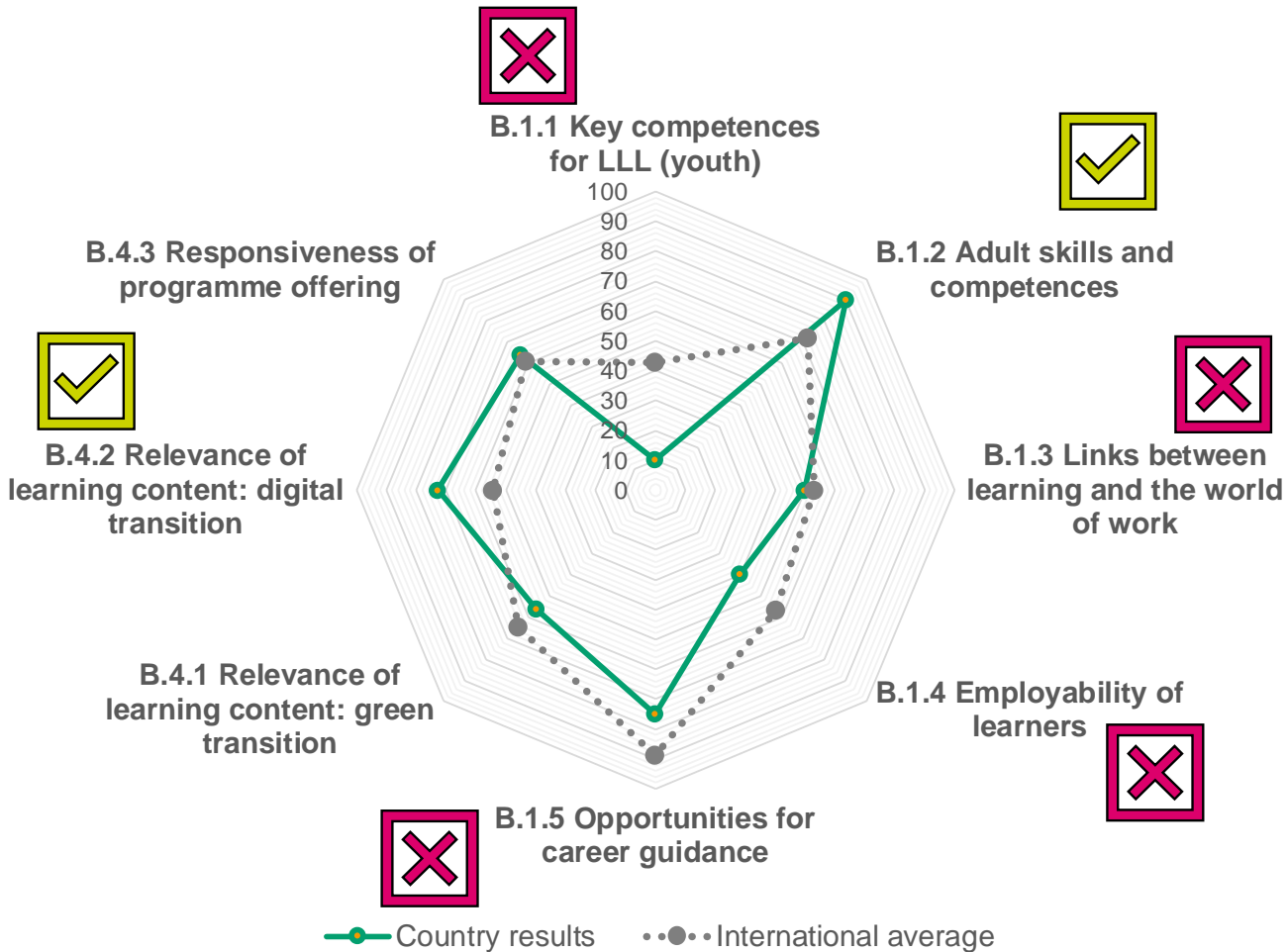
ADULTS IN ARMENIA POSSESS A GREATER SET OF BASIC SKILLS AND COMPETENCIES THAN THEIR PEERS FROM OTHER COUNTRIES.

HOWEVER, CONNECTIONS BETWEEN VET PROGRAMS AND THE LABOR MARKET ARE STILL WEAK, AFFECTING THE EMPLOYABILITY OF LEARNERS

CAREER GUIDANCE IN VET IS STRUCTURED AND ACCESSIBLE, BUT NOT FOCUSING ENOUGH ON TEACHING METHODS AND LEARNING RESOURCES



EXCELLENCE AND INNOVATION IN SUPPORT OF LIFELONG LEARNING (AREA B 2)



RESULTS – RESPONSIVENESS TO EMERGING LONG-TERM TRENDS: VET HAS A MIXED PERFORMANCE IN RESPONSE TO FORWARD-THINKING TRENDS AND DEVELOPMENTS.

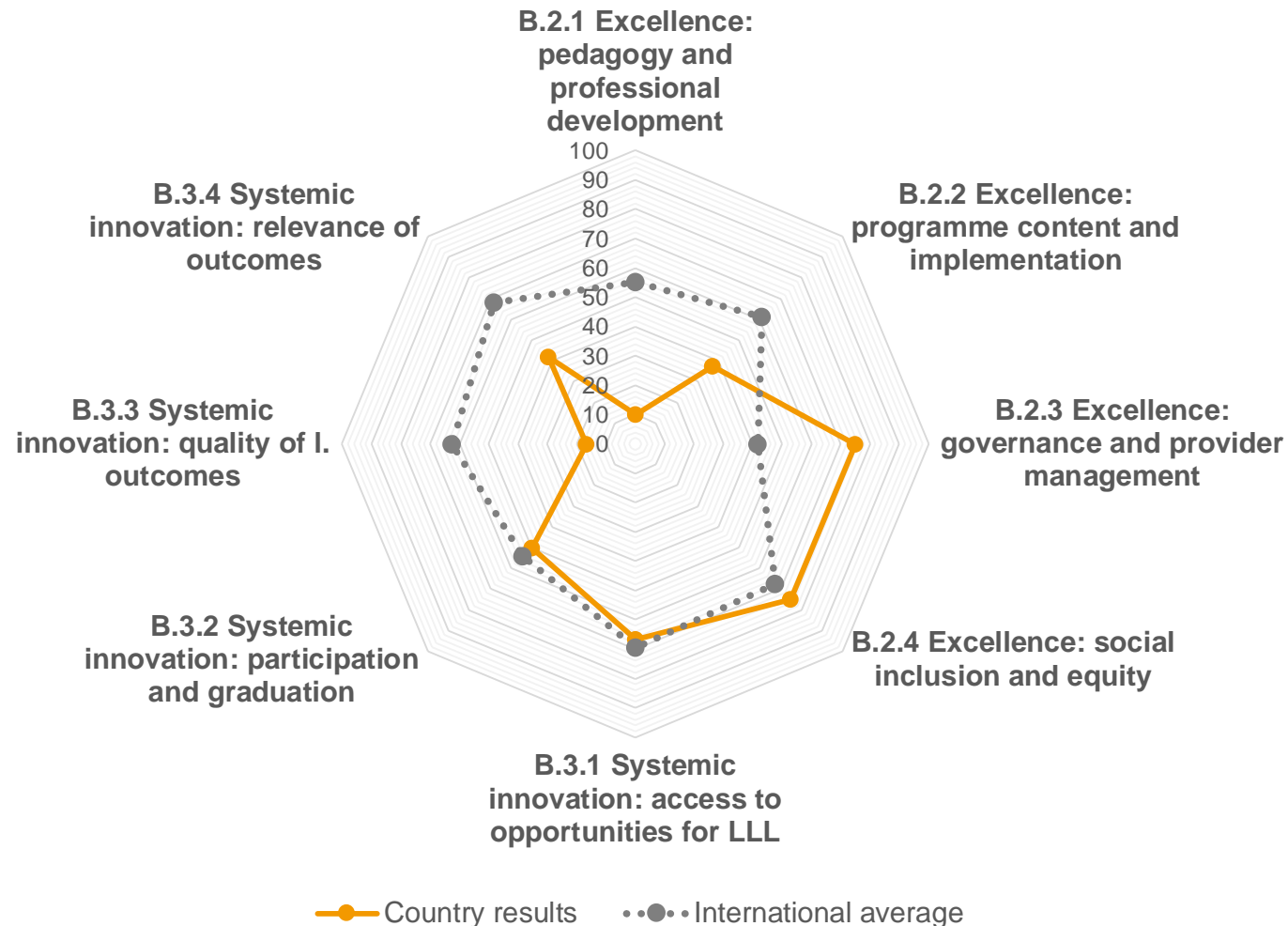
GREENING IS A PRIORITY OF AVERAGE IMPORTANCE, WHILE THERE IS MORE FOCUS ON DIGITAL TRANSITION COMPARED TO OTHER COUNTRIES IN THE TORINO PROCESS.

RESULTS – RESPONSIVENESS TO IMMEDIATE DEVELOPMENTS: THERE IS AWARENESS IN THE VET SYSTEM OF IMMEDIATE LABOR MARKET AND ECONOMIC NEEDS, WHICH IS ON PAR WITH OTHER COUNTRIES, ON AVERAGE.

THIS MAY BE DUE TO THE PRESENCE OF ARRANGEMENTS TO CONTINUALLY ASSESS LABOR MARKET NEEDS AND SOCIO-ECONOMIC DEVELOPMENTS TO UPDATE VET PROGRAMS.



EXCELLENCE AND INNOVATION IN SUPPORT OF LIFELONG LEARNING (AREA B 2)



OUTCOMES TRACKED: AREA B 2 INCLUDES TWO PERFORMANCE DIMENSIONS: EXCELLENCE AND INNOVATION WITH TOTAL OF EIGHT SYSTEM OUTCOMES.

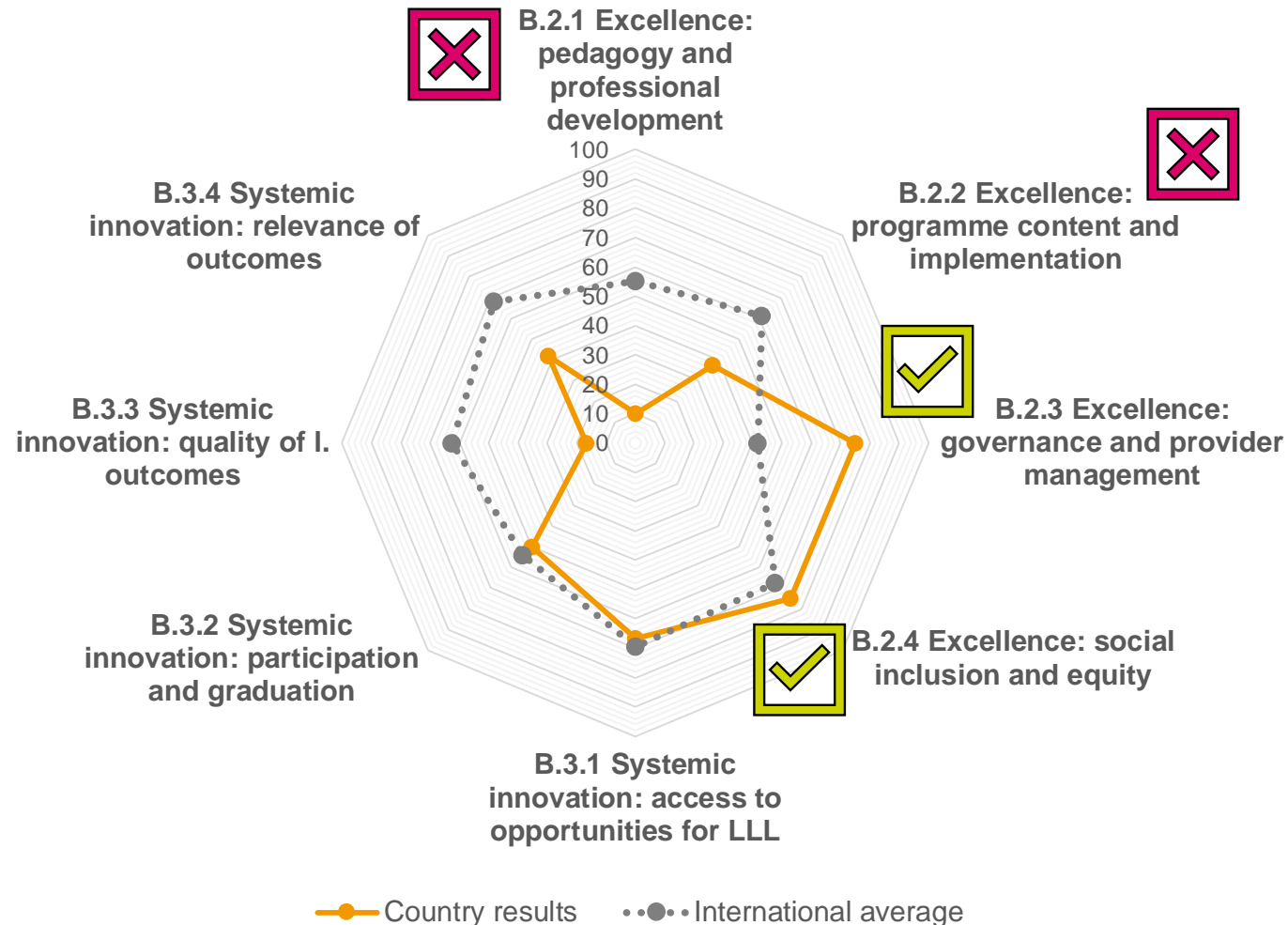
EXCELLENCE: EXCELLENCE IS DEFINED AS THE PRESENCE OF SYSTEM-WIDE POLICIES AND MEASURES TO PROMOTE HIGHEST QUALITY PRACTICES AND RESULTS IN VARIOUS DOMAINS OF POLICY AND SYSTEM DELIVERY.

THE TRP MONITORS EXCELLENCE IN PEDAGOGY, LEARNING CONTENT, GOVERNANCE, AND INCLUSION INTO LEARNING.

INNOVATION: INNOVATION FOCUSES ON THE PRESENCE OF PIONEERING PRACTICES AND POLICY SOLUTIONS WITHIN THESE DOMAINS, NAMELY ACCESS, PARTICIPATION, QUALITY, AND RELEVANCE OF LEARNING AND TRAINING.



EXCELLENCE AND INNOVATION IN SUPPORT OF LIFELONG LEARNING (AREA B 2)



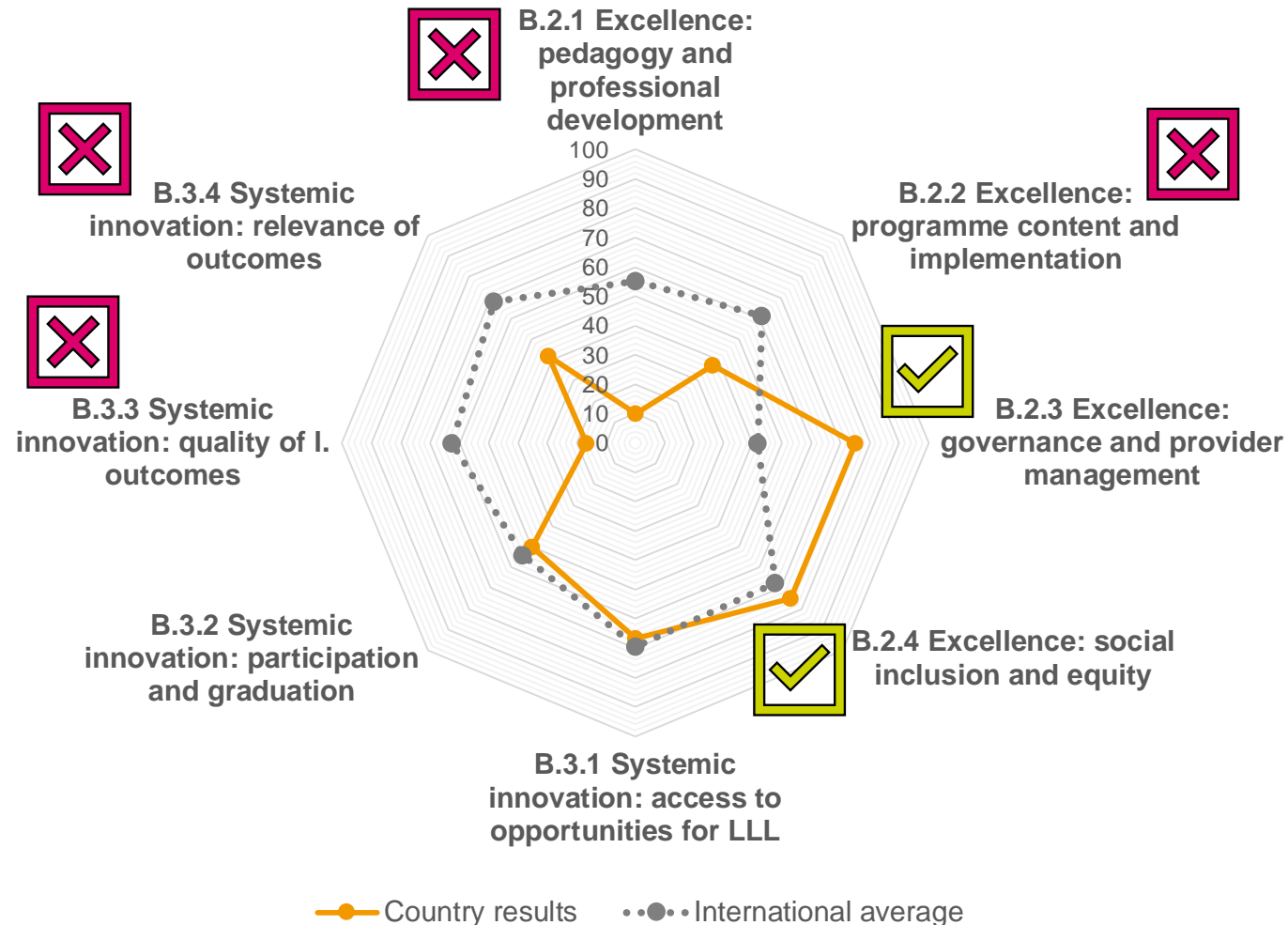
EXCELLENCE PEDAGOGY: SCORES IN PEDAGOGY AND TEACHING QUALITY ARE LOW DUE TO INSUFFICIENT ATTENTION TO THE QUALITY OF TEACHERS AND TEACHING IN VET AND SPECIFICALLY IN CVET. EVALUATION AND CATEGORIZATION OF PROFESSIONAL COMPETENCY, ALONG WITH OPPORTUNITIES FOR PROFESSIONAL DEVELOPMENT, SEEM LARGELY OVERLOOKED.

EXCELLENCE PROGRAMME IMPLEMENTATION: MODEST RESULTS

EXCELLENCE EQUITY AND SOCIAL INCLUSION: ARMENIA EXCELS IN PROMOTING EQUITY AND SOCIAL INCLUSION, WITH STRONG COMMITMENTS TO INCLUSIVE EDUCATION REFLECTED IN ITS POLICIES.

EXCELLENCE GOVERNANCE AND MANAGEMENT: THERE'S HIGH PERFORMANCE IN GOVERNANCE AND MANAGEMENT WITH ACTIVE EFFORTS TOWARD MODERNIZATION AND DIGITAL TRANSFORMATION

EXCELLENCE AND INNOVATION IN SUPPORT OF LIFELONG LEARNING (AREA B 2)



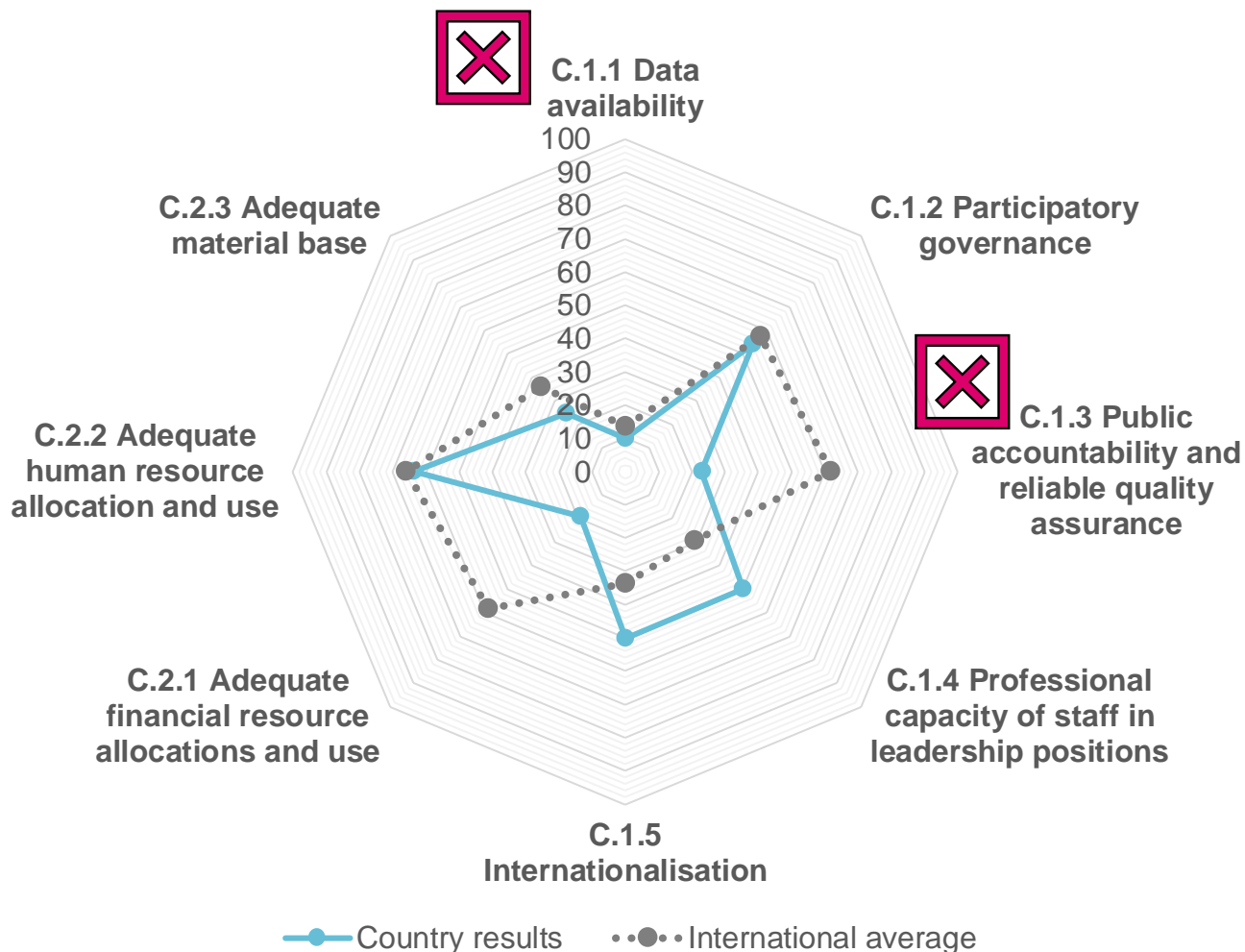
ENCOURAGING INNOVATION: INNOVATION PRIORITIES ARE ALIGNED WITH PROMOTING EXCELLENCE, CHIEFLY AIMING AT ENHANCING ACCESS TO LIFELONG LEARNING AND LEARNER PROGRESSION.

AT THE TIME OF MONITORING, QUALITY AND RELEVANCE APPEARED TO BE NEGLECTED AREAS OF INNOVATION

YET, PLANS ARE UNDERWAY FOR INNOVATIVE ACTIONS TO IMPROVE LEARNING QUALITY AND RELEVANCE, INCLUDING INSTITUTIONAL REORGANIZATION, EXPANDING DUAL EDUCATION, FOSTERING WORK-BASED LEARNING, UPDATING VET STANDARDS, AND IMPLEMENTING AN INTERNATIONALLY ALIGNED QUALITY ASSURANCE SYSTEM.



SYSTEM ORGANISATION (AREA C): STEERING, MANAGEMENT, RESOURCES



OUTCOMES TRACKED: AREA C INCLUDES STEERING/MANAGEMENT AND RESOURCING DIMENSIONS, TRACKING EIGHT SYSTEM OUTCOMES.

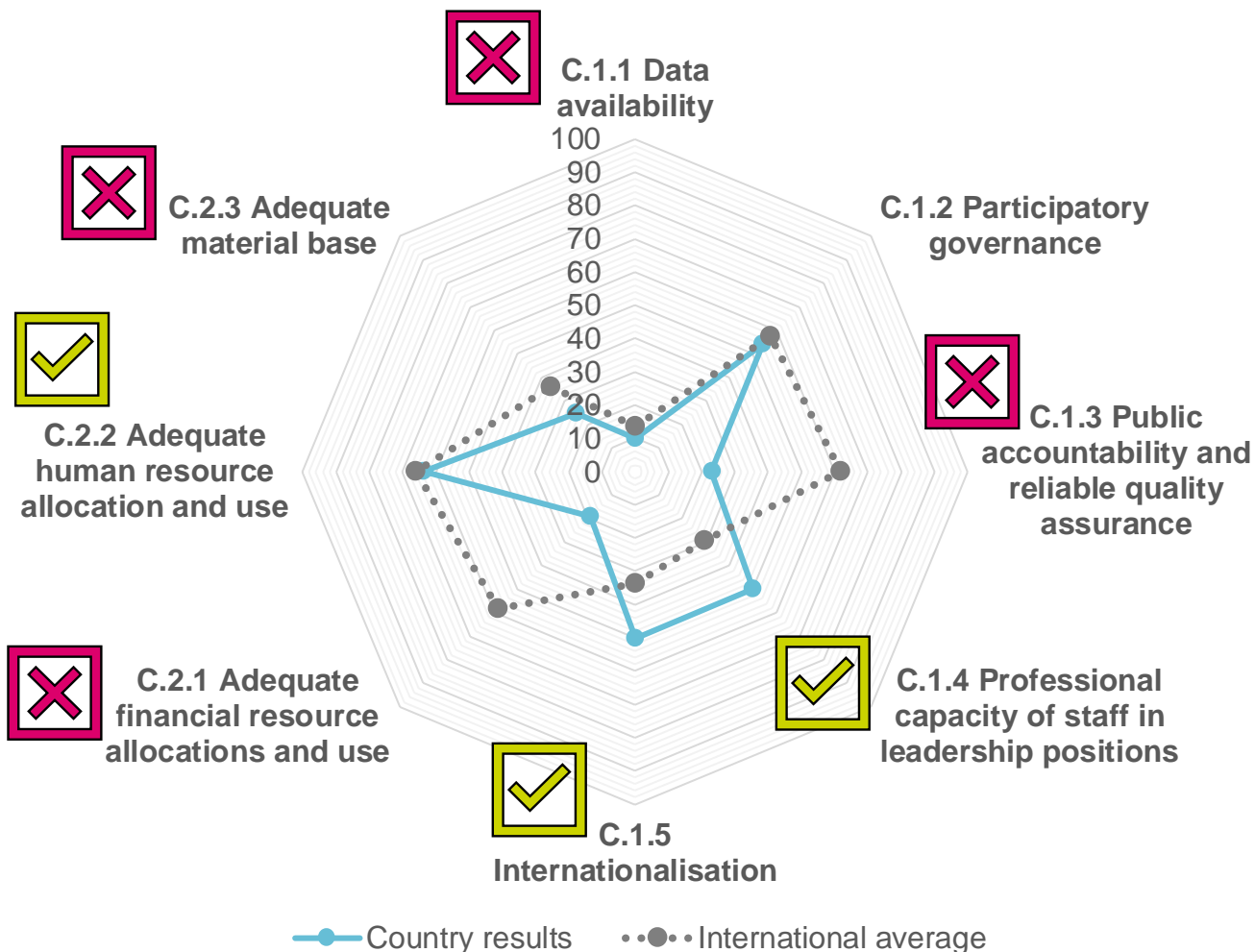
THESE OUTCOMES ENCOMPASS DATA AVAILABILITY AND UTILIZATION, STAKEHOLDER INVOLVEMENT, PROVIDER MANAGEMENT AND RESOURCING, QUALITY ASSURANCE, ACCOUNTABILITY, VET PROVIDER INTERNATIONALIZATION, AND THE USE OF HUMAN AND FINANCIAL RESOURCES.

STEERING AND MANAGEMENT: ARMENIA STRUGGLES WITH A LACK OF RELIABLE DATA FOR PLANNING AND DECISION-MAKING (OUTCOME C.1.1) AND LIMITED STAKEHOLDER ENGAGEMENT (OUTCOME C.1.2).

QUALITY ASSURANCE MECHANISMS HAVE NOTABLE GAPS (OUTCOME C.1.3), AND THERE'S A LOW LEVEL OF AWARENESS ABOUT VET ACHIEVEMENTS AMONG THE PUBLIC AND STAKEHOLDERS.



SYSTEM ORGANISATION (AREA C): STEERING, MANAGEMENT, RESOURCES



STAFF AND LEADERSHIP CAPACITY: DESPITE AVERAGE PERFORMANCE IN STAFF LEADERSHIP CAPACITY (OUTCOME C.1.4) AND THE INTERNATIONALIZATION OF IVET AND CVET (OUTCOME C.1.5), ARMENIA OUTPERFORMS OTHER COUNTRIES IN THESE AREAS.

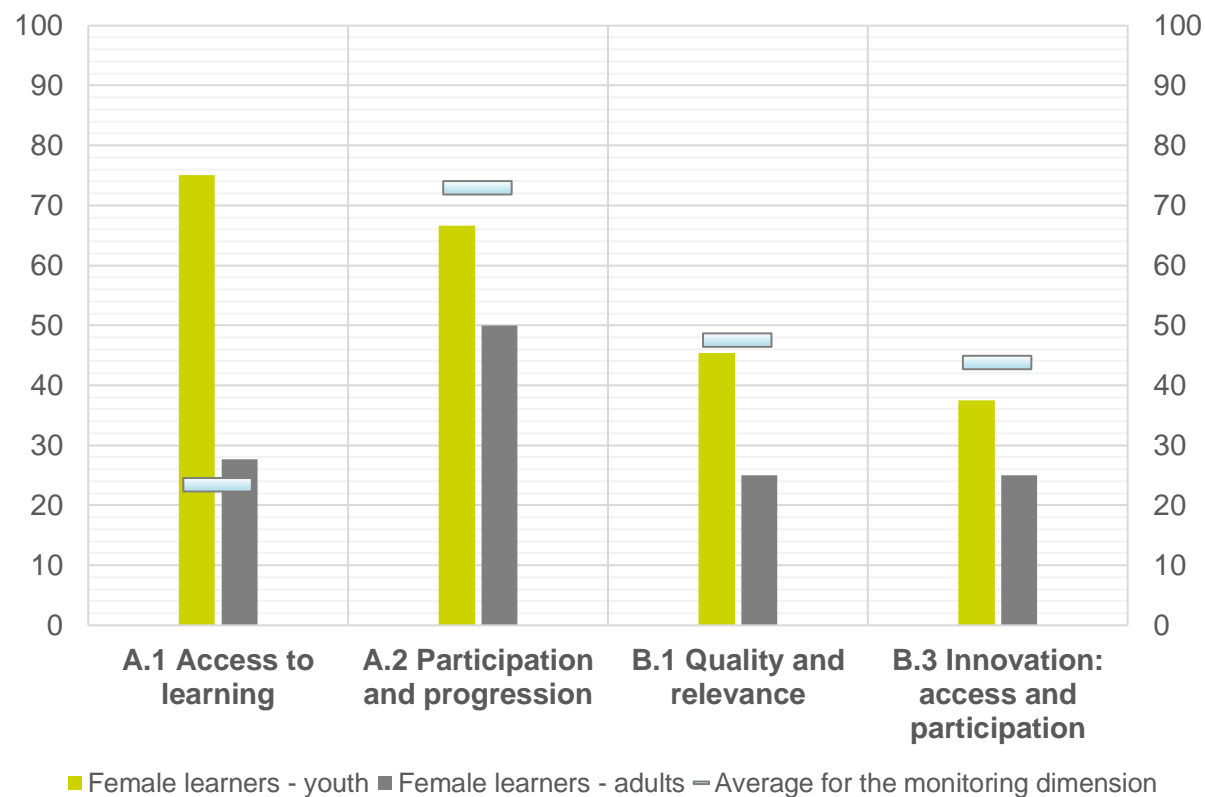
INTERNATIONALISATION: PARTICIPATION IN INTERNATIONAL PROJECTS LIKE ERASMUS+ BOOSTS THE INTERNATIONALIZATION OF VET, ALTHOUGH LANGUAGE BARRIERS REMAIN A CHALLENGE.

CHALLENGES AND SUCCESSES IN RESOURCING: ARMENIA FACES INADEQUATE FINANCIAL RESOURCES (OUTCOME C.2.1), SIGNIFICANTLY HINDERING VET FUNCTIONALITY AND MARKING THE LOWEST PERFORMING OUTCOME IN THIS DIMENSION. HOWEVER, ARMENIA MANAGES AND DEPLOYS ITS HUMAN RESOURCES WITHIN THE VET SYSTEM EFFICIENTLY (OUTCOME C.2.2).

THE SUFFICIENCY OF MATERIAL RESOURCES (OUTCOME C.2.3) PRESENTS A SIGNIFICANT CHALLENGE, LIKELY TIED TO FINANCIAL CONSTRAINTS, WITH OUTDATED INFRASTRUCTURE, LOW-QUALITY TEXTBOOKS, AND OTHER RELATED DEFICITS.



GENDER ANALYSIS OF VET SYSTEM PERFORMANCE IN ARMENIA



YOUNG WOMEN HAVE A HIGHER RATE OF SUCCESS IN ACCESSING THE VET SYSTEM COMPARED TO ADULT WOMEN AND THE REST OF THE LEARNERS, THOUGH THERE'S A NOTED PREFERENCE FOR HIGHER EDUCATION OVER VET AMONG WOMEN OVERALL.

ADULT WOMEN PARTICIPATE AND GRADUATE LESS SUCCESSFULLY FROM LLL THAN THEIR YOUNGER COUNTERPARTS, AND BOTH GROUPS OF FEMALE LEARNERS ARE LESS SUCCESSFUL THAN MALE COUNTERPARTS.

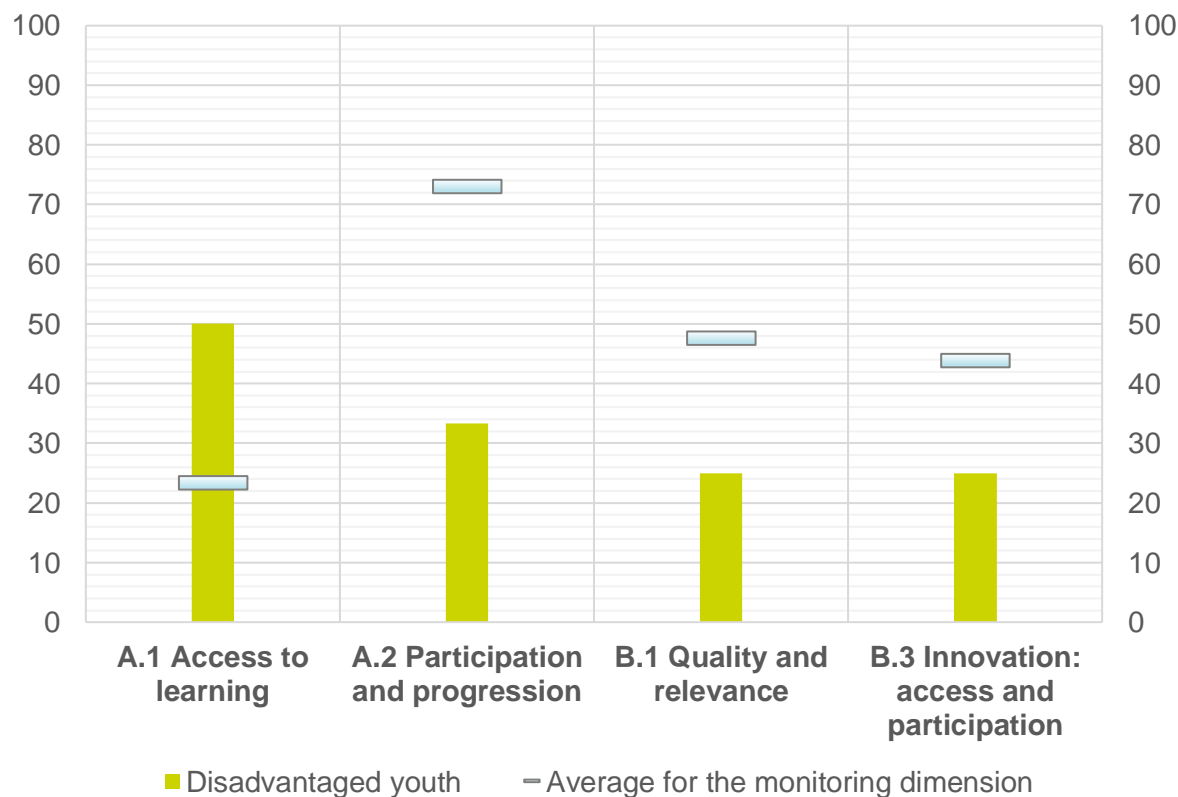
FLEXIBILITY OF CHOICE TO SWITCH WITHIN AND BETWEEN EDUCATIONAL PATHWAYS - DATA SUGGESTS NO GENDER BIAS

PARTICIPATION: FEMALE LEARNERS HAVE A LOWER DROPOUT RATE COMPARED TO MALES.

QUALITY: HOWEVER, ADULT WOMEN FALL BEHIND AVERAGE PERFORMANCE, PARTICULARLY IN QUALITY AND RELEVANCE OF LEARNING (KEY SKILLS AND COMPETENCES) AND IN INNOVATION SUPPORTING SUCCESSFUL PARTICIPATION IN LEARNING.



VET SYSTEM PERFORMANCE FOR DISADVANTAGED LEARNERS IN ARMENIA



ACCESSIBILITY: THE VET SYSTEM IS MORE ACCESSIBLE TO DISADVANTAGED LEARNERS THAN TO OTHER GROUPS, WITH A LIKELIHOOD OF ACCESS TWICE THAT OF OTHER LEARNERS.

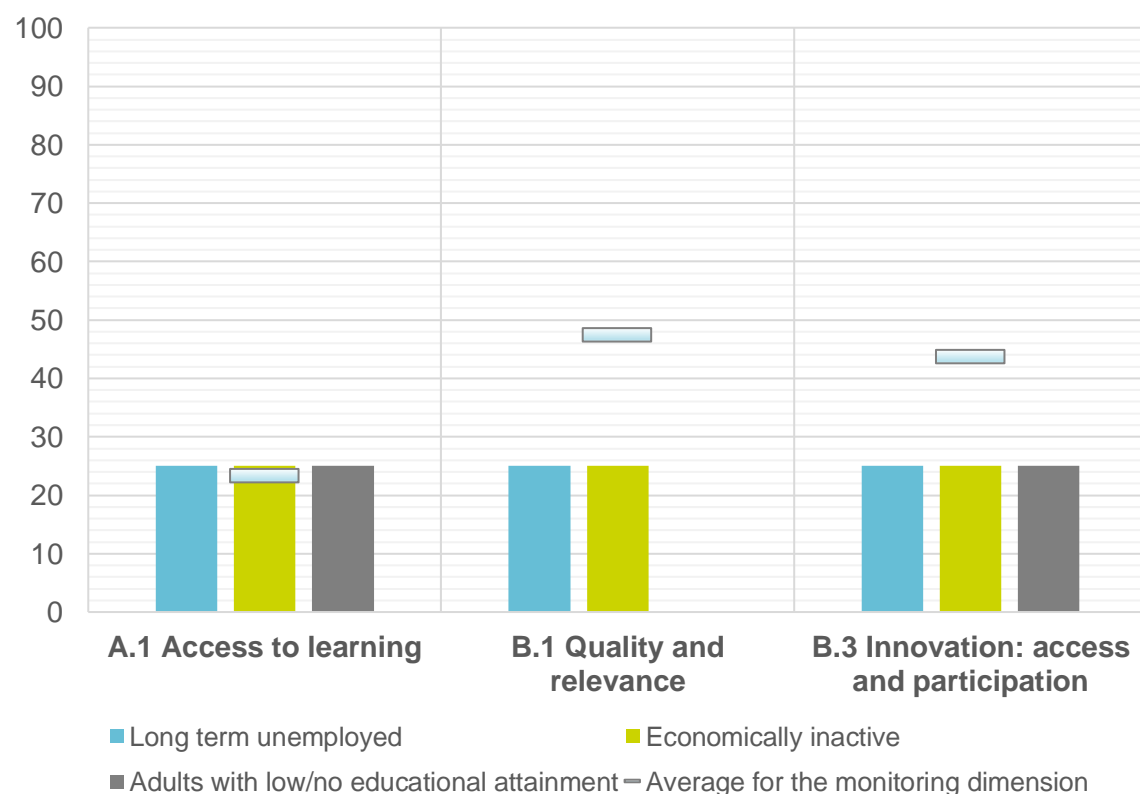
QUALITY AND RELEVANCE: AFTER ENROLLMENT, HOWEVER, THE VET SYSTEM DELIVERS ONLY AVERAGE RESULTS FOR DISADVANTAGED STUDENTS, INDICATING ROOM FOR IMPROVEMENT.

PARTICIPATION AND PROGRESSION RATES FOR DISADVANTAGED LEARNERS SIGNIFICANTLY FALL BELOW THE NATIONAL AVERAGE.

MEASURES TARGETING DISADVANTAGED GROUPS, SUCH AS THE CREATION OF UNIVERSAL INCLUSIVE LEARNER-CENTRED EDUCATION ENVIRONMENTS, ARE LIMITED AND THE COST OF PARTICIPATION POSES A SIGNIFICANT BARRIER FOR DISADVANTAGED YOUTH, OFTEN LEADING TO WITHDRAWAL AFTER ENROLLMENT.



VET SYSTEM PERFORMANCE FOR DISADVANTAGED ADULTS IN ARMENIA



ACCESS: THE LONG-TERM UNEMPLOYED, ECONOMICALLY INACTIVE ADULTS, AND THOSE WITH LOW OR NO EDUCATIONAL ATTAINMENT, STRUGGLE WITH ACCESS TO LIFELONG LEARNING OPPORTUNITIES.

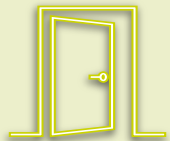
THERE IS A PRESSING NEED FOR EFFECTIVE INTERVENTIONS TO INCREASE THE APPEAL OF VET AS AN EDUCATIONAL AND TRAINING ALTERNATIVE, PARTICULARLY FOR VULNERABLE OR MARGINALIZED ADULT LEARNERS. STATE FUNDING FOR THESE EFFORTS IS STILL LIMITED AND THE NUMBER OF PLANNED VOCATIONAL TRAININGS FOR THESE LEARNER GROUPS IS SMALL.

QUALITY AND RELEVANCE OF TRAINING OFFERED TO THESE GROUPS IS BELOW AVERAGE.

INNOVATION: THESE LEARNER GROUPS ARE ALSO LOW-PRIORITY WITHIN THE LIMITED EFFORTS TO INNOVATE FOR IMPROVED ACCESS AND PARTICIPATION IN VET.



KEY TAKEAWAYS



Access and Attractiveness: Despite a solid legislative framework, the accessibility and attractiveness of both IVET and CVET is subpar, especially of CVET.



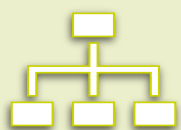
Quality and Participation: The VET system offers modest quality with distinct discrepancies between youth and adults. Despite higher dropout risks, VET learners show good prospects for successful participation and graduation.



Labour Market Outcomes: The employability of VET graduates is hindered by insufficient ties to the labour market, despite mechanisms that align VET programs with labour market needs.



Excellence and innovation: Initiatives targeting excellence and innovation have recently been prioritized, including institution reorganization, dual education expansion, work-based learning opportunities, updating VET standards. These efforts are at initial stages and their impact is yet to be seen.



System Management and Organisation: Challenges persist in data reliability, stakeholder participation, and quality assurance. The system displays staff professionalism and openness to international cooperation, although resource limitations contribute to infrastructural and educational material shortcomings.

THANK YOU!

Web

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