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# LIFELONG LEARNING POLICY REVIEW FINDINGS

ARMENIA



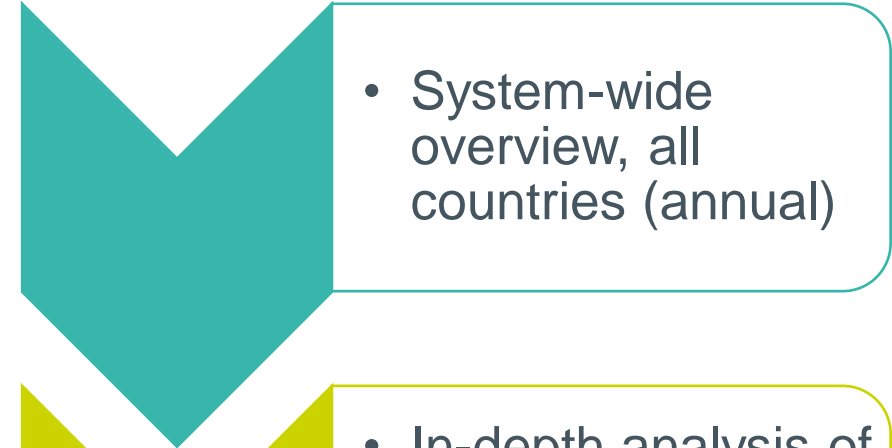
# Torino Process architecture

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## Level 1

Monitoring policy and system performance

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



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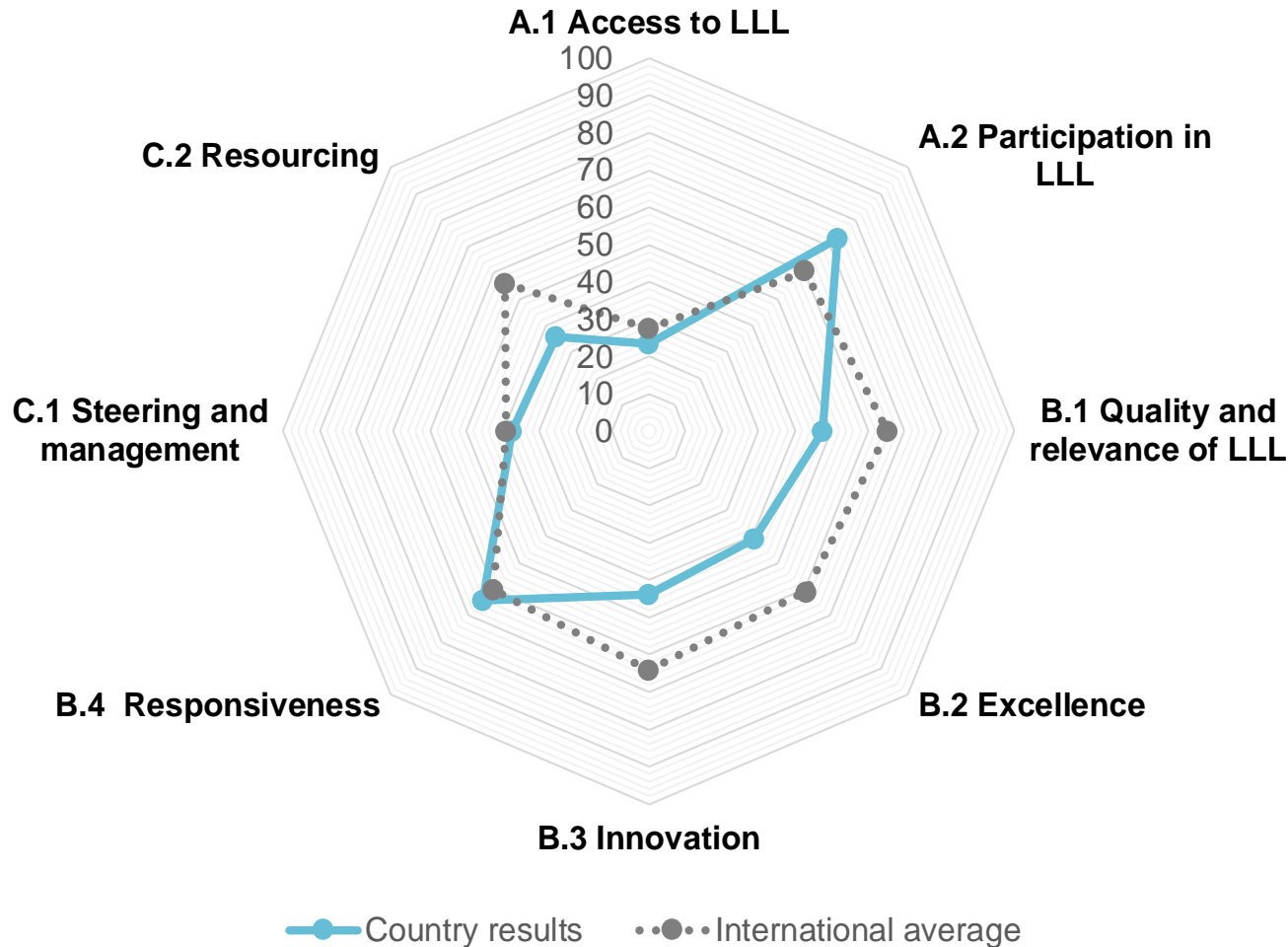
## Level 2

Reviewing national policies and systems

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



# OVERVIEW OF ARMENIA'S VET SYSTEM PERFORMANCE ACROSS KEY DIMENSIONS



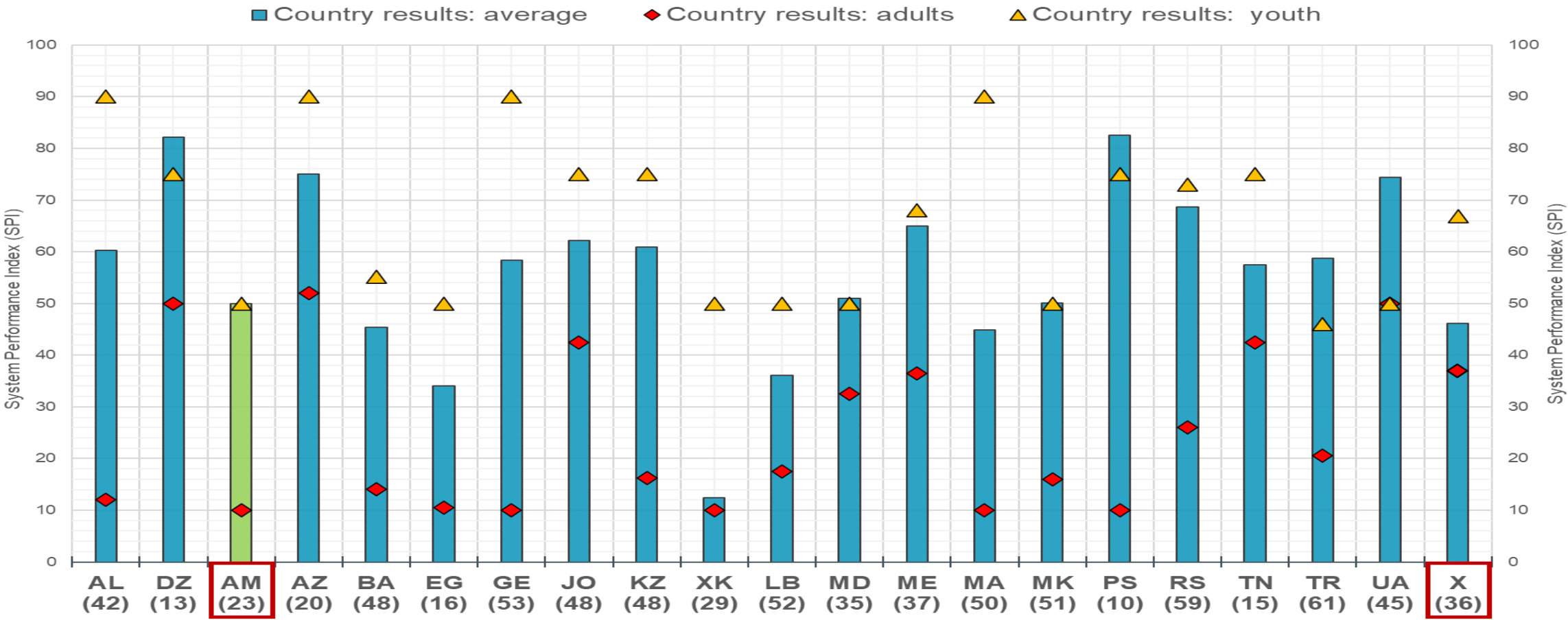
**Strengths:** learners' prospects for **perseverance and graduation** (Dimension A.2) and responsiveness to external needs and developments (Dimension B.4).

**Weaknesses:** **access and attractiveness** (Dimension A.1), indicating a low appeal compared to other educational alternatives.

**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: YOUTH AND ADULTS



Access and participation in learning by country and learners' age – index of system performance, **ARMENIA**, ETF partner countries and international average (2023)

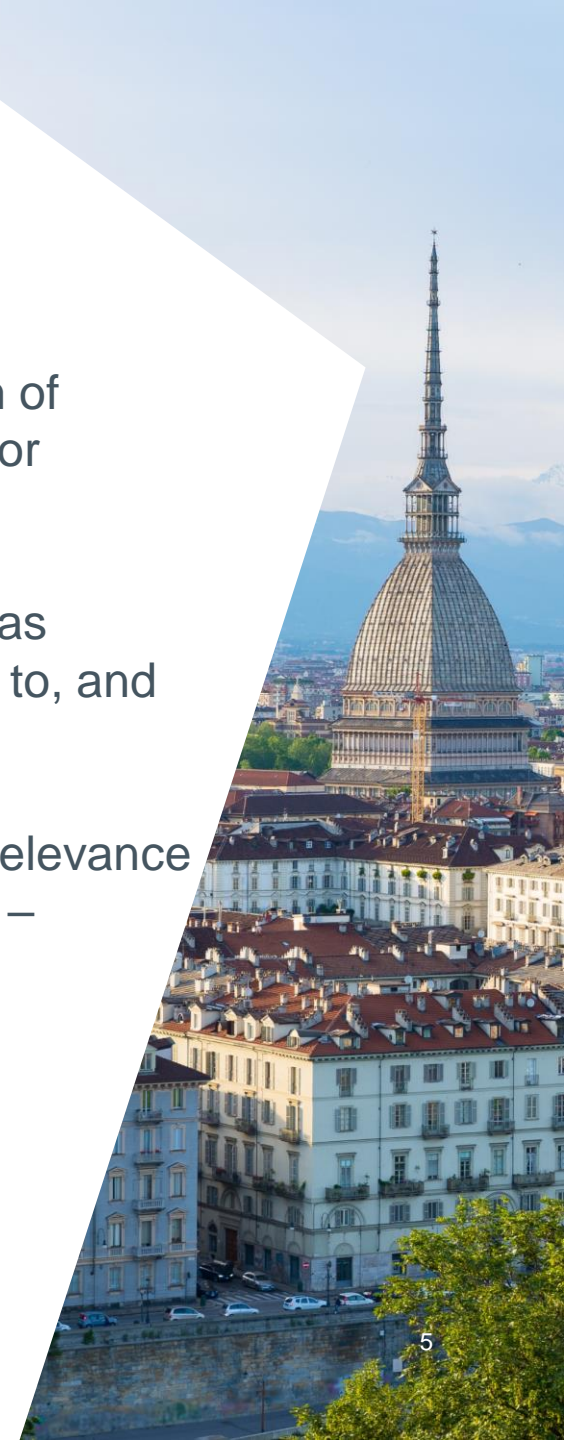
# DEFINITIONS

**Lifelong learning:** refers to all learning activity undertaken throughout life, with the aim of improving knowledge, skills/competences and/or qualifications for personal, social and/or professional reasons – ETF, 2020

**Access to education and training:** "conditions, circumstances or requirements (such as qualifications, education level, competences or work experience) governing admittance to, and participation of an individual in, learning" – CEDEFOP, 2014

**Attractiveness:** "the factors and characteristics that impact on attractiveness such as relevance of VET programmes to the labour market, quality assurance, recognized qualifications" – CEDEFOP, 2014

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





# Learning through life: main issues

01

**LLL reference framework:** Lack of comprehensive and learner-centred approach

04

**CVET:** Deficiency of continuing training in terms of coverage, quality and governance

02

**Provision:** Fragmentation of learning activities and related providers

05

**Permeability:** Limited horizontal and vertical transition pathways, Dead-End for VET graduates

03

**Governance, financing and monitoring:** Involvement of SPs in skills anticipation, development and recognition, diversified financing, Data etc.

06

**Outreach and recognition:** Lack of a lifelong career guidance, micro-credentials & recognition of prior learning mechanisms



# VET access: main issues

01

**Low and decreasing IVET enrolment rates** : 9% of secondary education graduates (2.5% preliminary and 6.5% middle) .... 84% HE (2021)

02

**Limited access to IVET free of charge places**: Only candidates with higher scores have access to free IVET (limited number)

03

**Growing share of paid IVET**: especially middle VET institutions, further limiting access of disadvantaged groups

04

**Very restricted access to CVET** notably because of limited funding (VET schools, MoLSA/USS, donors etc.)

05

**Fragmentation and lack of data** impede measurement of **CVET** scope and efficiency

06

**No comprehensive policy targeting VET access of vulnerable populations** SEN/immigrant /refugee/ etc.



# VET attractiveness: Main issues

01

**Low interest of youth:** Only 7% of basic school graduates opt for preliminary VET and 28% opt for middle VET

02

**Difficult transition to HE** and lack of shorter HE program tailored for VET graduates

03

**Unclear on the post study opportunities:** lack of data, unified tracer studies, regular monitoring mechanisms, CGC etc.

04

**Quality of VET provision:** WbL incentives for employers, QA and accountability pro implementation, infrastructure, equipment, teachers, textbooks etc.

05

**Recognition** of prior learning and experience and **micro-credentials** mechanisms, not yet operational

06

**Low international appeal of VET graduates** due notably to limited foreign languages proficiency of staff



# Policy recommendations

## Lifelong learning

- **Coherent LLL vision** and comprehensive national framework
- **Further involvement of private sector** in skills anticipation, development, governance and financing
- **Lifelong career guidance** (Cross sectorial)
- **Quality and accountability procedures** for all IVET and CVET providers

## Access

- **Free IVET** for all citizens by optimising provision and resources
- **Inclusion of SEN, forced displaced persons and migrants** into mainstream VET education
- **Monitor the effect of CVET and its financing** to increase its scope and efficiency
- **Introduce a kind of “Job Guarantee”** with special focus on vulnerable groups

## Attractiveness

- **Optimise the distribution of VET institutions** and specialities and introduce digital learning.
- **Better link the VET supply to LM needs** in partnership with private sector (including **internationalisation**)
- **Ease transition to HE programmes** and clarify the links between level 4 and 5 and level 6
- **Operationalise the VINFL and Micro-credentials** to foster CVET appeal



# Guiding questions for the Working groups discussion



• **Do you agree with the listed recommendations? In case you disagree, please provide explanation and propose alternatives;**



• **What would be the best way to implement recommendations, in which order, and who would be the main actors to be involved?**