LIFELONG LEARNING POLICY REVIEW FINDINGS

ARMENIA
Torino Process architecture

Level 1
Monitoring policy and system performance

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

Level 2
Reviewing national policies and systems

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

- System-wide overview, all countries (annual)
- In-depth analysis of selected policies and themes (on demand)
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 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

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

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

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

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

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 disadvantageous 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

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<th>Description</th>
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<tr>
<td>01</td>
<td><strong>Low interest of youth:</strong> Only 7% of basic school graduates opt for preliminary VET and 28% opt for middle VET</td>
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<td>02</td>
<td><strong>Difficult transition to HE</strong> and lack of shorter HE program tailored for VET graduates</td>
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<td>03</td>
<td><strong>Unclarity on the post study opportunities:</strong> lack of data, unified tracer studies, regular monitoring mechanisms, CGC etc.</td>
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<td>04</td>
<td><strong>Quality of VET provision:</strong> WbL incentives for employers, QA and accountability pro implementation, infrastructure, equipment, teachers, textbooks etc.</td>
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<td>05</td>
<td><strong>Recognition</strong> of prior learning and experience and <strong>micro-credentials</strong> mechanisms, not yet operational</td>
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<td>06</td>
<td><strong>Low international appeal of VET graduates</strong> due notably to limited foreign languages proficiency of staff</td>
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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

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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?