

WORKING GROUP 1: Life-long learning national framework

Moderators: Armenuhi Poghosyan, MoESCS - Abdelaziz Jaouani, ETF

The Torino Policy Level 2 Review team has suggested the following specific steps, which can support the implementation of the approved policies for VET, including the Education 2030 Action Plan and the upcoming employment strategy.

TASK:

1. Please read through all listed recommendations (objectives, short-term, mid-term and long-term expected results) and **discuss in the group if you agree with the listed recommended steps**. In case you disagree, please provide explanation and, if possible, propose alternatives;
2. Discuss in the group **what would be the most feasible ways to implement the recommendations**, in which order, and who should be involved in the implementation.

| Recommendations | Expected short-term results | Expected mid-term results | Expected long-term results |
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| <p>Recommendation 1: Setting-up a comprehensive national framework for LLL, that meets the demands of individuals and labour market in order to improve the effectiveness of the VET system</p> <p>This recommendation involves a composite of different initiatives, which all together can contribute to setting up a consolidated and coherent national framework for lifelong learning. Some of these are already part of the national Education Strategy 2030. They have all been derived from the policy review in chapter two of the Torino Process report and include the following result areas:</p> <p>(i) Agree on and develop jointly with key stakeholders a coherent national framework for LLL, based on relevant regulations, the mapping of LLL activities and the identified gaps.</p> <p>(ii) Develop a flexible learning system of short-cycle and long-cycle programmes and courses, including recognized micro-credentials (making affordable learning paths for disadvantaged</p> | <p><u>Short-term results are linked with the individual immediate objectives described previously, and are:</u></p> <ul style="list-style-type: none"> • Map all types of LLL activities in the country focusing on the target groups, including current institutions in charge, funding, outcomes in terms of employment, upskilling of current workforce, cultural value, etc. • Select relevant specialities to create flexible learning in short-cycle programmes, that are affordable to disadvantaged groups • Map the future needs in the Armenian private sector for level 4 and 5 qualifications • Develop and publish guidelines on job placement surveys | <p><u>Mid-term results are linked with the individual immediate objectives described previously, and are:</u></p> <ul style="list-style-type: none"> • Establish a forum for dialogue with LLL providers and users and identify current gaps in the provision of LLL. Develop jointly with key stakeholders a national vision and related reference framework for LLL, based on the two Government regulations, the mapping of LLL activities, the identified gaps and international practices. • Build portfolio of short-cycle learning paths in CVET, mixing online learning, class tuition, WBL, self-studies • Describe, in close dialogue with each economic sector, the | <p><u>Long-term results are linked with the individual immediate objectives described previously, and are:</u></p> <ul style="list-style-type: none"> • Seek approval and financial commitment from concerned actors to a progressive implementation of the national vision. Develop costed action plans for each year. • Reform the methodological delivery of long-cycle IVET programs, with financial contributions from private sector (e.g. paid work practice, training levy etc.), creating inclusive, affordable and flexible learning paths. |

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| <p>groups) – mixing online learning, class tuition, WBL, self-learning etc.</p> <p>(iii) Develop and implement national skills anticipation mechanisms for mapping the future needs of the Armenian private sector and revision of level 4 and 5 qualifications IVET/CVET.</p> <p>(iv) Coordinate career guidance activities at secondary, VET and higher education institutions, as well as youth organizations for a cross-sectoral career guidance strategy. This strategy should support the attractiveness of different educational pathways and build on solid evidence of the value of education programmes for future employability and career options, such as tracer study results and labour market information.</p> <p>(v) Reinforce the process for regular review and adjustment of existing programmes and their labour market appropriateness, in close cooperation with social partners.</p> | <ul style="list-style-type: none"> Review routines for analysing existing programmes and their appropriateness for performing jobs – in close dialogue with sector councils and prepare the adjustments | <p>occupational standards and qualification requirements for specific level 4 and 5 qualifications</p> <ul style="list-style-type: none"> CGCD center prepares publicly accessible data on results of job placement surveys Set up routines to review appropriateness of skills for specific jobs - in close dialogue with sector councils and engage pilot revision or alternatively, replacement of outdated programmes. | <ul style="list-style-type: none"> Develop level 4 and 5 qualifications for IVET and short higher education programmes 516 educational standards developed by 2030 (National Education Plan 2030 Action Plan) |
| <p>Recommendation 2: Adapting current governance settings to enhance the VET autonomy process in order to foster the relevance of VET system.</p> <p>This recommendation covers a range of initiatives, which can all contribute to the establishment of a collaborative environment for enhancing the autonomy process in the VET sector, giving more responsibility and accountability to partnerships and good governance settings. This includes the following result areas:</p> <p>(i) Creation of a National training register and integration of several national registers.</p> <p>(ii) Piloting an independent and easy-manageable tracer study mechanism in few IVET and CVET</p> | <p><u>Short-term results are linked with the individual immediate objectives described previously, and are:</u></p> <ul style="list-style-type: none"> A common understanding of which type of data, and of which stakeholders need data, and for which purpose a national register of training should be developed. Review of the needs of government and relevant stakeholders for data information, and preparation of a requirement list for which national registers should be integrated. | <p><u>Mid-term results are linked with the individual immediate objectives described previously, and are:</u></p> <ul style="list-style-type: none"> Development of the concept on the national training register, which may act as the common base for the further specification of the register. MoESCS will either need to integrate the register into an existing database, or create a new database, which is to be piloted and evaluated before upscaling | <p><u>Long-term results are linked with the individual immediate objectives described previously, and are:</u></p> <ul style="list-style-type: none"> Integration of the national training register with other relevant data registers Implementation of a National register which integrates quantitative and qualitative statistical data from all relevant sources and institutional mechanisms, |

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| <p>institutions and evaluation of the pilot to develop a systemic and sustainable tracer study mechanism.</p> <p>(iii) Establishment of sectorial, regional or local educational councils (in cooperation with 49 centres of the MoLSA) to bridge between employment promotion, education and labour market, in order to share information and jointly plan regional or local capacity building initiatives.</p> <p>(iv) Development of Public Private Partnerships (PPPs) for the funding and running of buildings, equipment, WBL development, involvement of companies' employees in the educational process etc.</p> <p>(v) Implementation of targeted awareness raising campaigns in secondary education schools on IVET and CVET.</p> <p>(vi) Development of quality assurance and accountability procedures with yearly key performance indicators (KPIs).</p> <p>(vii) Implementation of pilot projects within different categories of VET institutions with diversified funding policy including enterprises participation.</p> | <ul style="list-style-type: none"> • Develop and pilot an independent and easy-manageable tracer study mechanism in a few IVET and CVET institutions • Establishment of dialogue networks between the world of work and the world of education, on sectorial, local, regional and national level – to identify measures for flexible and rapid development of demanded qualifications • Discussion and establishment of cooperation partnerships and structures with employers and other relevant stakeholders at national, sectorial or regional level to develop new IVET and CVET programmes • Review of international practices and standards for the evaluation of VET institution directors' qualifications and performance, and existing legal framework and preparation of recommendations. • Implementation of workshop(s) for VET managerial staff on entrepreneurial activities for generating income. | <ul style="list-style-type: none"> • Review or development of the legislative framework for information handling and storage, if needed. Design and pilot institutional mechanisms (toolkit and national register) • Evaluation of the tracer study pilot; development and publishing of guidelines and data on outcomes of the tracer studies. • Establishment of formalised sector skills councils/local or regional VET and employment councils for continuous dialogue and common reform work • Looking over MoESCS procedures and practices for simplification of the approval of new IVET and CVET programmes. IVET and CVET delivery institutions propose new programmes for approval. • Development of quality assurance procedures with timebound performance indicators of the management staff of VET institutions • Implementation of pilot projects within different categories of VET institutions on diversified funding policy. | <p>and training of users in the operation of mechanisms.</p> <ul style="list-style-type: none"> • Analysis of country wide independent tracer study mechanism, which could provide, based on a comprehensive methodology, reliable data on job placement of VET graduates and relevance of their skills in the labour market, as well as information on skills demand by employers. • Establishment of cooperation structures with the world of work , implementation of some (sustainable) PPPs i • Implementation of targeted awareness raising on IVET and CVET in secondary education schools • Development of a national quality assurance framework, with external monitoring and internal self-assessment procedures – observing international standards and practices in QA of VET institutions (e.g. EQAVET) • Development and implementation of guidelines for VET institutions on diversified funding policy. |

WORKING GROUP 2: Access to VET

Moderators: Arayik Navoyan, ETF Expert - Mihaylo Milovanovitch, ETF

The Torino Policy Level 2 Review team has suggested the following specific steps, which can support the implementation of the approved policies for VET, including the Education 2030 Action Plan and the upcoming employment strategy.

TASK:

1. Please read through all listed recommendations (objectives, short-term, mid-term and long-term expected results), and **discuss in the group if you agree with the listed recommended steps**. In case you disagree, please provide explanation and, if possible, propose alternatives;
2. Discuss in the group **what would be the most feasible ways to implement the recommendations**, in which order, and who should be involved in the implementation.

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| <p>Recommendation 1: Initiate measures to increase access to the IVET system</p> <p>This recommendation includes a number of measures, which can in turn contribute to increased access to IVET. These include the following result areas:</p> <p>(i) Development of mechanisms and tools, such as reinforcing the dialogue with the private sector in priority fields in order to link scholarships with the needed qualification profiles, and to improve the image and awareness of priority fields among secondary education students for admission to tuition free places in IVET left unspent.</p> <p>(ii) Based on in depth analysis regarding special educational needs (SEN) access to IVET, preparation of an action plan for inclusion of SEN into the IVET system and outlining a detailed roadmap with yearly performance indicators.</p> <p>(iii) Creation of a special admission “track” for immigrants/refugees/forcibly displaced population, including the screening of qualification levels, offering additional training, and career guidance support, as well as the set-up of a database to record data on admission of immigrants and forcibly displaced persons from Nagorno Karabakh.</p> | <p><u>Short-term results are linked with the individual immediate objectives described previously, and are:</u></p> <ul style="list-style-type: none"> • Investigation of opportunities to use unspent tuition free places in IVET institutions on free flexible learning for disadvantaged groups, possibly in the same institutions. • Establishment of dialogue with private sector in the priority fields in order to link scholarships with the needed qualification profiles and to raise the image and awareness of priority fields among target groups. • In depth analysis of the constraints regarding SEN access to IVET. • In depth analysis of the constraints for immigrants, refugees and forcibly displaced persons for accessing IVET. | <p><u>Mid-term results are linked with the individual immediate objectives described previously, and are:</u></p> <ul style="list-style-type: none"> • Analysis and amendment of the procedures for distribution of tuition free places to reduce non-filled places. • Preparation of an action plan for inclusion of SEN into mainstream education. • Creation of special admission “tracks” for immigrants, refugees and forcibly displaced persons in selected specialities including screening of qualification level, offering supplement training in subjects not meeting the requirements, guidance and support from career guidance. | <p><u>Long-term results are linked with the individual immediate objectives described previously, and are:</u></p> <ul style="list-style-type: none"> • Making IVET access a right for all Armenian citizens offering free of charge programmes for all. • Outlining a detailed roadmap for realisation of the SEN and immigrants’ integration action plan with regular monitoring system and yearly performance indicators. • Development of admission tracks in all IVET specialities for immigrants and forcibly displaced persons. |

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| <p>Recommendation 2: Initiate measures to increase access to the CVET system</p> <p>This recommendation aims at increasing the volume of CVET students through targeted measures towards specific disadvantaged groups of the Armenian society. This includes the following result areas:</p> <p>(i) Monitoring the effect of the CVET financial support and stipends to disadvantaged groups including through tracer studies after completion of their learning periods.</p> <p>(ii) By close cooperation between the MoESCS and the MoLSA introduction of practices from EU member states on “Job Guarantee”, with a special focus on forcibly displaced persons from Nagorno Karabakh.</p> | <p><u>Short-term results are linked with the individual immediate objectives described previously, and are:</u></p> <ul style="list-style-type: none"> • Monitoring the employment effect of the CVET financial support and stipends to disadvantaged groups. • Exploring the EU concept of Job Guarantee, which includes measures such as work experience, occupational rehabilitation, employment training, support and advice if considering starting own business, education in continuous adult education or in non-formal course, validation, guidance - and apply in a selected number of locations. | <p><u>Mid-term results are linked with the individual immediate objectives described previously, and are:</u></p> <ul style="list-style-type: none"> • Introduction of continuous tracer measuring after CVET learning periods of disadvantaged groups. • Preparation of local employment offices, VET Centers and VET institutions for implementation of job guarantee (including capacity building, facility upgrading, organisation and management), | <p><u>Long-term results are linked with the individual immediate objectives described previously, and are:</u></p> <ul style="list-style-type: none"> • Increase of access of disadvantaged groups to CVET through mixed funding arrangements. • Implementation of a nationwide job guarantee for all registered unemployed persons. |

WORKING GROUP 3: Attractiveness of VET

Moderators: Niels Haderup, ETF Expert - Cristiana Burzio, ETF

The Torino Policy Level 2 Review team has suggested the following specific steps, which can support the implementation of the approved policies for VET, including the Education 2030 Action Plan and the upcoming employment strategy.

TASK:

1. Please read through all listed recommendations (objectives, short-term, mid-term and long-term expected results), and **discuss in the group if you agree with the listed recommended steps**. In case you disagree, please provide explanation and, if possible, propose alternatives;
2. Discuss in the group **what would be the most feasible ways to implement the recommendations**, in which order, and who should be involved in the implementation.

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| <p>Recommendation 1: Initiate measures to increase the attractiveness of the IVET system</p> <p>This recommendation is based on the results of the policy review in chapter two of the Torino Process report, and consists of a wide range of measures, that can make the IVET system more attractive to potential learners as well as to the employers. This consists of the following nine result areas:</p> <p>(i) Along with the optimization of the distribution of VET institutions and their professions, initiate the development of mechanisms and digital tools for effective delivery of IVET programmes allowing progressive decreasing of paid places share.</p> <p>(ii) Establishment of short higher education programmes for VET graduates and revision of level 4 and 5 qualifications.</p> <p>(iii) Development of guidelines for introducing WBL, based on the experience drawn from the implementation of international donors' supported programmes.</p> <p>(iv) Before system level introduction and following the adoption of the new Law on VET, a thorough review of the different WBL pilot programmes could be undertaken, identifying lessons learned, coherence issues, gaps, risks etc. including recommendations to be discussed with the MoESCS, its agencies and partners.</p> <p>(v) Based on the assessment of the potential, development of an action plan to support the internationalization of the VET</p> | <p><u>Short-term results are linked with the individual immediate objectives described previously, and are:</u></p> <ul style="list-style-type: none"> • Creation of more efficient learning environments (through pilot projects in a few selected VET institutions) that break down the traditional teacher-learner roles and involve companies in the learning process. • Development of specific IVET programmes targeting students who wish to continue in HE (including HE-preparatory subjects). • Review of specialities for potential work-based learning delivery, in close dialogue with involved private sectors. • Establishment of a working group to oversee the review process and preparation of recommendations to MoESCS, its agencies and partners. | <p><u>Mid-term results are linked with the individual immediate objectives described previously, and are:</u></p> <ul style="list-style-type: none"> • Supporting the development of methodologies that allow learners to interact through team learning and by teaching each other. During the learning process, learners integrate what they have learned with prior learning – teacher takes on a coaching /mentoring role. • Training of company mentors in charge of WBL, digitalisation of learning processes. • Development of credit system for transferability between IVET and HE. • Preparation of appropriate mechanisms for further development of WBL, such as curriculum division of responsibilities between school and enterprise, enterprise mentoring system, contract templates, transport reimbursement systems, monitoring and assessment methodology. | <p><u>Long-term results are linked with the individual immediate objectives described previously, and are:</u></p> <ul style="list-style-type: none"> • Introduction of a new learning methodology which allows more students per teacher, and resource saving for decrease of paid studies. • Establishment of progression routes from IVET to HE. A coherent framework of qualifications established that allows progression vertically and horizontally in the system. • Preparation of guidelines for VET institutions for the implementation of dual education / WBL. • 22% of all specialities taught according to the WBL model by 2030. |

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| <p>system, including capacity building of staff, e.g. targeting the reinforcement of foreign languages (particularly English, French and German) of the VET institutions' staff.</p> <p>(vi) Encouraging cooperation projects between Armenian and foreign VET institutions, particularly in the framework of the Erasmus+ programme, Armenia's membership in the European Alliance for Apprenticeships (EAfA) and EPAL (Electronic Platform for Adult Learning in Europe).</p> <p>(vii) Development of pilot projects for digitalization and innovation of specialties, offering different forms of learning that can take place outside school premises.</p> <p>(viii) Establishment of continuous development in digital teaching and learning methodology.</p> <p>(ix) Encouraging and setting up pilot twinning projects between Armenian and foreign VET institutions with the available international donor funding.</p> | <ul style="list-style-type: none"> • Review of the specific needs for data on internationalisation of IVET. • Preparation of occupational standard for staff in VET institutions. • Engagement in dialogue with cultural institutes present in Armenia regarding exposure to language learning for VET institutions' staff. • Inviting VET institutions to design pilot projects for digitalisation and innovation of specialties, offering different forms of learning that can take place outside the premises of school buildings • Review of new digital teaching methods and digital learning resources in the teaching process and of existing professional literature and professional subject curricula and elaborating recommendations for updates. • Review of professional standards for capacity building of teaching and management staff of VET institutions through piloting twinning projects with foreign institutions. | <ul style="list-style-type: none"> • Review of the different WBL pilot programmes, identifying lessons learned, gaps and risks. • Establishment of an "internal memory" of capacity building data at MoESCS HRD – with information on courses delivered and their contents, number of participants and fields of capacity building activities (assignment of internal staff to data update) • Development of performance criteria and procedures for attestation of VET staff and draft of qualification profile standards of staff in VET institutions. • Encouragement / set up of pilot twinning projects between Armenian and foreign VET institutions with available international donor funding. • Development of PPPs on the funding and running of buildings, equipment, WBL places, utilisation of company employees in the educational process. • Conducting capacity building of VET teachers for the development and use of digital resources and updating of professional literature. • Design and implementation of didactical certification course for VET teachers and instructors. | <ul style="list-style-type: none"> • Set up of a donor-coordination unit in MoESCS. • Development of pre-service and in-service training programmes to cover general VET staff standards and specific issues for in-service training. • Use of foreign language learning materials and launch of entrepreneurial activities with foreign institutions. • Creation of preliminary and middle VET-related resource centres, modernisation of VET institutions and establishing logistical and/or educational laboratory base. • Putting in place a system for continuous capacity building of VET teachers. • Establishment of in-service skills development for VET institution staff with multiple funding options. |
| <p>Recommendation 2: Initiate measures to improve the attractiveness of the CVET system</p> | <p><u>Short-term results are linked with the individual immediate objectives described previously, and are:</u></p> | <p><u>Mid-term results are linked with the individual immediate objectives described previously, and are:</u></p> | <p><u>Long-term results are linked with the individual immediate objectives described previously, and are:</u></p> |

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| <p>This recommendation focuses on measures that can make the CVET system more attractive to potential learners as well as to employers. These consist of the following result areas:</p> <p>(i) Development of outcome-based qualifications, based on Occupational Standards (OSs), the establishment of a credit system and alignment of the VNFIL system to the current qualification framework including implementation of a credit rating system for micro-credentials acquired from non-formal education.</p> <p>(ii) Setting up work-based learning opportunities in employment promotion programmes and developing short VET programmes for the working-age inactive groups, based on a review of education programmes for inactive population.</p> <p>(iii) Development of a flexible learning system of short-cycle and long-cycle programmes and courses, including recognition of micro-credentials (making affordable learning paths for disadvantaged groups) mixing online learning, class tuition, WBL, self-studies.</p> | <ul style="list-style-type: none"> • Establishment of a financial plan for sustainable VNFIL operation (fees, contributions, State funding – mix) and review and update of current VNFIL procedures. • Review of the educational programmes available to inactive population and identification of gaps. Selection of relevant specialities to create flexible learning in short-cycle programmes, that are affordable to disadvantaged groups. | <ul style="list-style-type: none"> • Implementation of a credit rating system for micro-credentials acquired from non-formal education. • Analysis of specific skills demands and set up of work-based learning opportunities in employment promotion programmes and bridging short VET programmes for inactive population. • Building portfolio of short-cycle learning paths in CVET, mixing online learning, class tuition, WBL, self-studies. | <ul style="list-style-type: none"> • Establishment of a system for quality assurance of VNFIL processes. • Implementation of the concept of non-formal education. • Reform of the methodological delivery of CVET programmes, with financial contributions from private sector (e.g. paid work practice, training levy etc.), creating inclusive affordable learning paths. |