

Promoting Sustainable Development through Technical and Vocational Education and Training in Armenia

Gayane Poghosyan
UNESCO Chair-holder on ESD
Armenian Focal Point on ESD

Geneva, May 3-4, 2018



National Workshop on
Implementing the UNECE
Strategy for Education for
Sustainable Development



National Workshop on TVET April 19-20, 2018 in Armenia:



by the initiative of the Steering Committee of the
United Nations Economic Commission for Europe



organized by the UNESCO Chair on "Education for
Sustainable Development" of the Center for
Ecological-Noosphere Studies of the National
Academy of Sciences of the RA



with the financial support of the Federal
Department of Economic Affairs, Education and
Research EAER

State Secretariat for Education, Research and
Innovation SERI



*Empowered lives.
Resilient nations.*

in partnership with United Nations Development
Programme, office in the RA



Aim of the workshop

- Building the capacity of participants in acquiring knowledge on how to reorient technical and vocational education and training (TVET) in support of sustainable development and green economies in Armenia



Objectives of the workshop

- Helping learners, educators, and policy-makers to better understand how to incorporate ESD into all aspects of VET education and policy, and to encourage changes in behaviour providing for a more sustainable, economically viable and just society for all.
- Exploring the role and quality criteria of VET based on synergy of education and development strategies;
- Discussing relevance of the UNECE competences for learners (SD competences) and educators (ESD competences) within VET system;
- Defining the main instruments and stakeholders in promoting Sustainable Development Goals through VET.



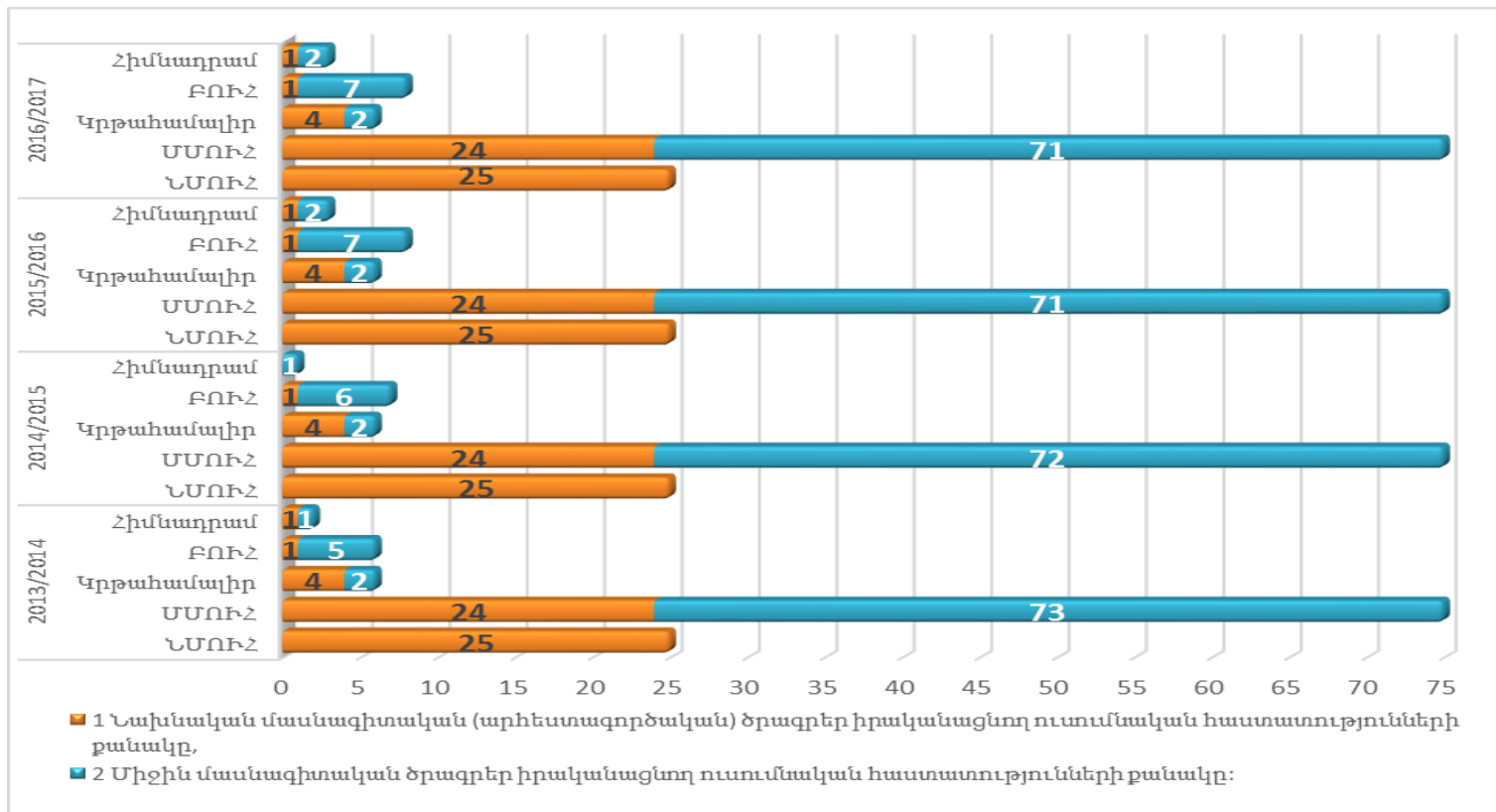
Preparatory Activities

1. Development of workshop concept (with international experts)
2. Analysis of strategic documents of Armenia
3. In-depth interviews with the key stakeholders
4. Analysis of the interview data



The system of vocational education in the Republic of Armenia

Vocational Education and Training Programs implement 102 academic institutions, 12 regional colleges, educational institutions, foundations and universities.



Strategic documents

UNECE Strategy on ESD

Agenda 2030, and in particular the Goal

4

The Government Activity Plan of the
Republic of Armenia for 2017-2022

The Law of Higher Education of RA

Armenia's Development Strategy for
2014- 2025

Technical and Vocational Education and
Training Reform Program for 2018-2022





Key stakeholders

- Ministry of Labor and Social Affairs
- Ministry of Economic Development and Investments
- Ministry of Agriculture
- Ministry of Healthcare
- Ministry of Nature Protection
- Ministry of Energy Infrastructures and Natural Resources
- Union of Employers of Armenia
- Chamber of Commerce and Industry of the Republic of Armenia



Interview structure

- Occupation positions by graduates of TVET institutions in the sector and/or sphere of work?
- Quality implications of TVET system in order to bring it in line with demands of the labour market.
- The importance of the particular UN Sustainable Development Goals.
- Transversal SD skills, essential for TVET graduates.



Interview questionnaire (fragment)

What quality implications of TVET system you can point out as important in order to bring it in line with demands of the labor market:

Quality factor	Evaluation				
	5 Very impor- tant	4	3	2	1 Not impor- tant
1. Upgrading the educational programs					
2. Strengthening competences of teachers					
3. Development of new education organizing models (for example, introduce the master-based learning)					
4. Promoting youth self-employment skills for creating small- and medium-size enterprises					
5. Renewing the TVET infrastructure					
6. Strengthening the business and TVET partnership					
7. Strengthening the international partnerships					
<p>Could you please indicate, in your opinion, what is the most important factor Why did you choose it?</p>					



Interview questionnaire (fragment)

What SD skills are essential for TVET graduates?

SD skills	Evaluation				
	5 Very impor- tant	4	3	2	1 Not impor- tant
1,Teaching (self-learning) in different life situations					
2,Ability to make decisions, including in situations of uncertainty					
3,Ability to manage crises and risk situations					
4,Responsible action					
5,Action with preservation of one's own dignity					
6,Purposeful action					
7,Critical thinking / ability to formulate research tasks					
8,Understanding the multi-valuedness (complexity and versatility) of situations and problems / system thinking					
9,Identification, problem-solving / initiation and change management					
10,Overcoming obstacles / solving problems					
11,Change management / setting of tasks					
12,Creative thinking / thinking, oriented to the future					
<p>Could you, please, indicate, in your opinion, what are the most important skills</p> <p>Why did you choose them?</p>					



Conclusion on interview

There were identified those quality indicators in the TVET system, that were particularly important in terms of ensuring the compliance with the labor market requirements:

- Timely developed curricula and competent teachers can provide quality education.
- The synergy between education and practical work, as well as the promotion of entrepreneurial skills are highly important.
- New educational models will enable to combine economic and business knowledge, as well as provide information about the real needs and requirements of the labor market.



Agenda Themes on workshop

- 1. THE CHANGING ROLE OF TVET

1.1. Discussion on the main trends of the TVET reform in Armenia.

- 2. SDGs IN THE KEY SECTORS IN ARMENIA

- 3. UNECE STRATEGY FOR EDUCATION FOR SUSTAINABLE DEVELOPMENT

- 4. STRENGTHENING ENTREPRENEURSHIP

- 5. CONCLUDING REMARKS AND RECOMMENDATIONS



Experts and participants (50)

National level:

- ✓ *David Sahakyan* – Deputy Minister of Education and Science of the RA
- ✓ *Khachik Hakobyan* – Deputy Minister of Nature Protection of the RA

Representatives from Ministries of RA:

- ✓ Nature Protection, Energy Infrastructures and Natural Resources, Agriculture, Labor and Social Affairs, Education and Science

Representatives from:

- ✓ National Institute of Education
- ✓ National Center for Development of Vocational Education and Training
- ✓ ANQA (National Center for Professional Education Quality Assurance, Foundation)

Directors of 10 regional colleges, NGOs, lecturers, IOs and Private sector



Experts and participants (50)

International level:

- ✓ *Nona Iliukhina* – UNECE Secretariat (context and objectives of the Workshop)
- ✓ *Aravella Zachariou* - Chair on UNECE Steering Committee on ESD
- ✓ *Benedikt Hauser* – Head of Department for Educational Cooperation Strategy of the Swiss State Secretariat for Education, Research and Innovation
- ✓ *Laima Galkute* – International expert, Office of the Seimas (the Parliament) of the Republic of Lithuania
- ✓ *Zinaida Fadeeva* – Independent sustainability expert UNECE
- ✓ *Manana Ratiani* – Ministry of Education and Science of Georgia, Focal point on ESD
- ✓ *Zhyldyz Dushenova* – Vice-Chair UNECE Steering Committee on ESD, Focal point on ESD, Kyrgyz Republic,
- ✓ *Oksana Popova* –Republican Institute of Vocational Education (Minsk)



Workshop 19-20 April





Suggestions and Recommendations (based on interview data)

- Organize trainings for teachers, especially with the involvement of narrow specialists, whose number is gradually decreasing in the country due to low remuneration.
- Increase the amount of practical work during the training course.
- Exchange of experience with different countries, both at the level of teaching staff and the learners.
- Development of criteria for narrow specialities based on ESD competences.
- Frequent retraining of teachers by foreign specialists of the relevant fields.



Recommendations on TVET quality enhancement based on the group discussion

- **Modernisation of the curriculum (educational programmes) and infrastructure**

TVET graduates should be trained to work in changing labour market and apply innovative technologies.

- **Development of new educational models**

Strengthening implementation capacity: legal basis, financial instruments and frameworks for educational programs shall be elaborated based on pilot projects and international experience.

- **Strengthening the higher education – TVET partnership**

Higher education institutions could be a valuable resource for the pre- and in-service training of TVET teachers in a corresponding branch.



Recommendations on TVET quality enhancement based on the group discussion

○ **Strengthening the business – TVET partnership**

The business – TVET partnership should be considered as a precondition of quality education and successful employment of graduates by: realisation practical components of the TVET programmes (internship); implementation of the innovative technologies in the learning process; identification of learning outcomes/ qualifications that are necessary in labour market and innovative practices.

○ **Introducing internal quality assurance system**

As the essential quality criteria – “fit for purpose” and efficiency are considered as well as risk assessment.

○ **Strengthening international cooperation**

In order to make international cooperation more efficient, a comprehensive information provision (platform) at the national level is needed.

Recommendations for the additional competencies required by development of the strategic priority area

- **In the area of agriculture and food production**-special understanding has to be developed on the importance of the traditional agricultural practices and respect ecological integrity of cultivated areas accordance with requirements of ecosystem protection, increase in food trade and # of entities.
- **In the area of tourism development** – the growing requirement for experiential and nature tourism bring into focus demands for skills that support engagement and understanding across cultures.
- **In the area of IT** - Employees of the sector will require excellent analytical and problem solving skills at the level that goes beyond first degree of 'trouble shooting' provided, globally, by such countries as India. Interpersonal and managerial skills also are at a premium as they make good team players and entrepreneurs.



Certificate







Thank You for Attention!!!

