

ARMENIA

Further develop continuing vocational training

1. Accelerate the development of an industry-led continuing vocational training sector



ARMENIA

Create new vocational training and skills partnerships

1. Review advisory structures for employment and training
2. Improve relations between public authorities and agencies.
3. Explore public-private partnership opportunities
4. Connect local and regional organisations with national authorities



ARMENIA

Implement the Armenian qualifications framework

1. Use the Armenian qualifications framework for the quality assurance of vocational education and training programmes, in particular those offered by private and non-profit providers



ARMENIA

Strengthen work-based learning

1. Promote work-based learning in more schools and companies and to different target groups
2. Finalise the national concept and regulation on work-based learning and develop support tools and instruments
3. Share lessons learnt



ARMENIA

Update teacher training by creating of a sector qualification framework for teachers and trainers

1. Support vocational teachers to update and upgrade their skills
2. Train company staff to support learners.
3. Expand career guidance services for students to make them more aware of career opportunities.



ARMENIA

Develop enterprise resource centres

1. Support community education to strengthen enterprising and entrepreneurial behaviour.
2. Target informal enterprises in rural areas



ARMENIA

Support women's participation in the labour force and in work

1. Review policies in education and employment to identify areas for improvement
2. Improve women's participation in continuing training and employment
3. Work with employers to identify and eliminate pay discrimination.



ARMENIA

Promote job creation and the development of pathways to higher skilled employment

1. Revise the employment strategy to increase the volume of quality jobs
2. Integrate human capital development measures to overcome informality through pathways into quality employment



ARMENIA

Reform training to meet the needs of the higher skills needs and labour market participation

1. Gather evidence from multiple stakeholders, including employers and community organisations
2. Consider short and medium term costs as well as possible sources of funding, including the donor community.



AZERBAIJAN

Improve the attractiveness of vocational training

1. Prioritise vocational training in all human capital development investments
2. Diversify resources, and improve the distribution, management and monitoring of funds.
3. Establish a vocational education development fund to manage and allocate funds to vocational institutions.
4. Use public and private funds to bridge the gap between strategies and achievements



AZERBAIJAN

Improve the conditions of vocational staff to raise quality

1. Streamline professional standards for vocational teachers and introduce a career and professional development scheme.
2. Consider allowing practitioners from the world of work to enter teaching even without formal teaching qualifications.
3. Carry out activities to enhance the prestige of the teaching profession.
4. Share expertise and best practice among teaching personnel and companies.



AZERBAIJAN

Improve the relevance of vocational training by engaging more with the private sector

1. Apply a comprehensive and coherent approach to foster a governance ecosystem that answers real socio-economic needs.
2. Create incentives for involving employers in VET policy, including the development of standards and curricula.



AZERBAIJAN

Reinforce evidence-based policy making

1. Make regular use of analytical tools such as tracer studies with graduates and employers surveys to provide data for better planning and relevance.
2. Provide capacity building on data collection and analysis for more targeted policy-making.



AZERBAIJAN

Introduce youth-friendly services and training

1. Adapt youth employment policies to make them more user-friendly and appealing.
2. Improve youth support measures by tailoring them to the specific needs of different groups, in particular disadvantaged young people.
3. Invest in the professional development of staff from the state employment service.



AZERBAIJAN

Strengthen the quality and relevance of early career guidance

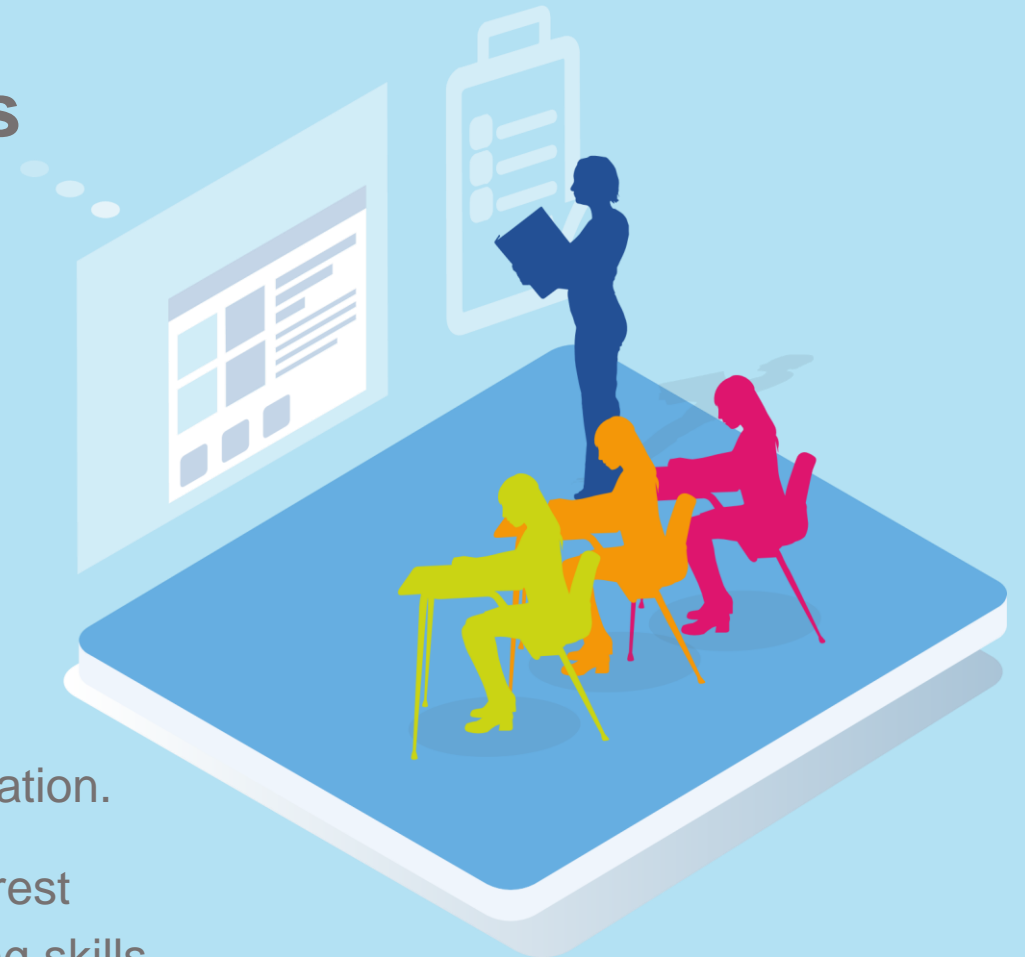
1. Strengthen the quality and effectiveness of early career guidance and counselling services at general and vocational institutions
2. Build career education into the curriculum and link it to students' overall development
3. Involve employers and NGOs in the promotion of vocational training and career guidance.



AZERBAIJAN

Expand adult education opportunities and collect evidence on participation in adult education

1. Increase adult education opportunities in a lifelong learning perspective.
2. Use evidence on participation to improve employability, close mismatch gaps and ensure equity.
3. Reinforce the involvement of public providers in adult education.
4. Use interactive and participatory methods to spark the interest (especially among young people) in learning and developing skills.



BELARUS

Adapt skills intelligence and workforce planning to reflect the diversity of employers

1. Strengthen data collection for evidence-based planning, monitoring and evaluation.
2. Establish a co-ordination mechanism for SME support organisations.
3. Use big data to strengthen skills anticipation.



BELARUS

Provide targeted courses to SME managers and entrepreneurs

1. Bring all SME training under one roof.
2. Monitor the productivity and ability of SMEs to permanently adapt to changing environments and market conditions.
3. Build on the existing Council for Entrepreneurship Development



BELARUS

Make use of new learning opportunities offered to SMEs through smart specialisation

1. Provide targeted support to SMEs to facilitate their integration into global value chains.
2. Encourage SMEs to move from low to high valued-added activities.



BELARUS

Integrate the entrepreneurship key competence approach into pre and in-service teacher training

1. Define learning outcomes of entrepreneurship at all education levels.
2. Ensure teachers' ability to develop entrepreneurship key competences.
3. Establish formal career guidance to provide more targeted and systematic support to students with entrepreneurial aspirations.



BELARUS

Provide targeted support to regional entrepreneurial ecosystems

1. Focus on competitive areas of economic activity.
2. Identify possible spin-offs from state-owned companies or clusters.
3. Concentrate on relevant sub-sectors of the economy in each region.



BELARUS

Make use of resource centres to improve VET quality, efficiency and equity

1. Establish Centres of Excellence in the regions.
2. Deepen and extend the relationship of these centres with employers.
3. Cooperate and coordinate with other skills providers.



BELARUS

Modernise teacher training

1. Focus vocational teacher education on professional competence and practical work experience.
2. Move away from the differentiation between practical and theoretical teaching.



BELARUS

Restructure and optimise VET provider networks at regional level

1. Optimise the VET provider network.
2. Provide capacity building in change management and redesign organisational and management structures.
3. Prepare the ground for establishing Centres of Excellence at regional level.



GEORGIA

Improve knowledge and better target VET clientele

1. Research to understand VET participants better, including differences between applications and enrolment.
2. Clarify main target group for subsidised vocational education.



GEORGIA

Develop single set of rules for all VET providers

1. Ensure level playing field for all types of VET provider.
2. Create a spirit of a single VET family to increase the limited VET offer and reduce geographical barriers.



GEORGIA

Improve the voucher system for funding VET students

1. Fund VET providers based on clear rules and reduce financial barriers.
2. Allow students to choose public or private providers.
3. Apply unified admission test for all providers.



GEORGIA

Facilitate the access of vulnerable groups to VET

1. Change entry requirements to publicly subsidised VET.
2. Give priority to students from poor socio-economic households.
3. Reduce both academic and financial barriers.



GEORGIA

Expand higher-end VET in higher education

1. Increase the offer and effectiveness of VET through first-cycle higher education programmes.



GEORGIA

Provide counselling and career guidance for all

1. Offer continuous counselling and guidance services to all students for education and occupational choices.
2. Reduce information barriers.



GEORGIA

Combine strong technical skills with key competences

1. Complement technical skills with key competences to address complaints from employers.
2. Focus on basic and transversal skills, particularly in regions and rural areas.



GEORGIA

Cooperate with the private sector as an equal partner

1. Provide clear incentives for private sector involvement.
2. Support small and micro companies by providing collective training in clusters.
3. Modernise VET governance through co-management and power-sharing.



GEORGIA

Diversify opportunities for work experience

1. Address the weak and fragmented private sector.
2. Systematically explore different options for work experience.



GEORGIA

Improve the status of teachers and get their support for reforms

1. Implement the new law once the job status of teachers has been improved.
2. Improve salaries and working conditions to encourage more talented young people to enter the profession.
3. Hire and fire vocational teachers on the basis of merit.



GEORGIA

Consider the feasibility/ sustainability of reforms

1. Check ambitiousness and number of implementation priorities.
2. Ensure that complex systems have the necessary professionalism.
3. Guarantee continuous support to service providers and end-users.



GEORGIA

Enhance policy implementation

1. Focus on policy-making and clarify implementation modalities.
2. Pay more attention to the needs of service providers and end-users.
3. Target implementation in the regions/ rural areas.



GEORGIA

Concentrate on financial and human resources

1. Focus on budget and staffing implications.
2. Target efficiency in regions and rural areas.
3. Avoid continuous reliance on donor interventions.



MOLDOVA

Improve the financial sustainability of policies targeting migration

1. Optimise the cost of interventions which involve human capital development by making better use of the existing network of public VET providers



MOLDOVA

Prioritise the development of circular migration schemes

1. Create conditions for circular migration e.g. by opening opportunities for cross-border education, and the mutual recognition of professional qualifications
2. Conclude more agreements that prioritise education and training



MOLDOVA

Improve employment conditions and make education and training more extensive and effective

1. Integrate human capital development into actions targeting all phases of migration.
2. Improve the involvement of domestic actors to improve the attitude of migrants towards their home country.
3. Cooperate in cross-border skills programmes.
4. Set minimum standards for decent employment across all sectors of the economy.



MOLDOVA

Improve coordination among donors, implementing institutions, and stakeholders

1. Pool externally supported projects into a limited number of complementary actions.
2. Select priority areas for strategic action



MOLDOVA

Provide support for the retention of students

1. Promote access to education and training opportunities.
2. Prevent early leaving and encourage continuation beyond lower secondary education.



MOLDOVA

Introduce more youth-friendly services and courses

1. Make services and training courses more user-friendly and appealing for young people.
2. Adapt labour market policy to focus on young people.



MOLDOVA

Diversify the policy measures to target youth exclusion from education and employment and focus on inactive youth

1. Create opportunities for decent jobs.
2. Provide training courses to prepare prospective candidates.



MOLDOVA

Reinforce capacity building for staff working on employment and youth policies

1. Design incentives for participating in capacity building or professional training.



UKRAINE

Harmonise vocational training provision at upper secondary level

1. Connect and harmonise provision in vocational schools, colleges and technikums (particularly after 9th grade)
2. Make better use of human and institutional capacity as well as resources for the benefit of learners.



UKRAINE

Differentiate provision at professional, pre-tertiary level to distinguish it from secondary vocational education

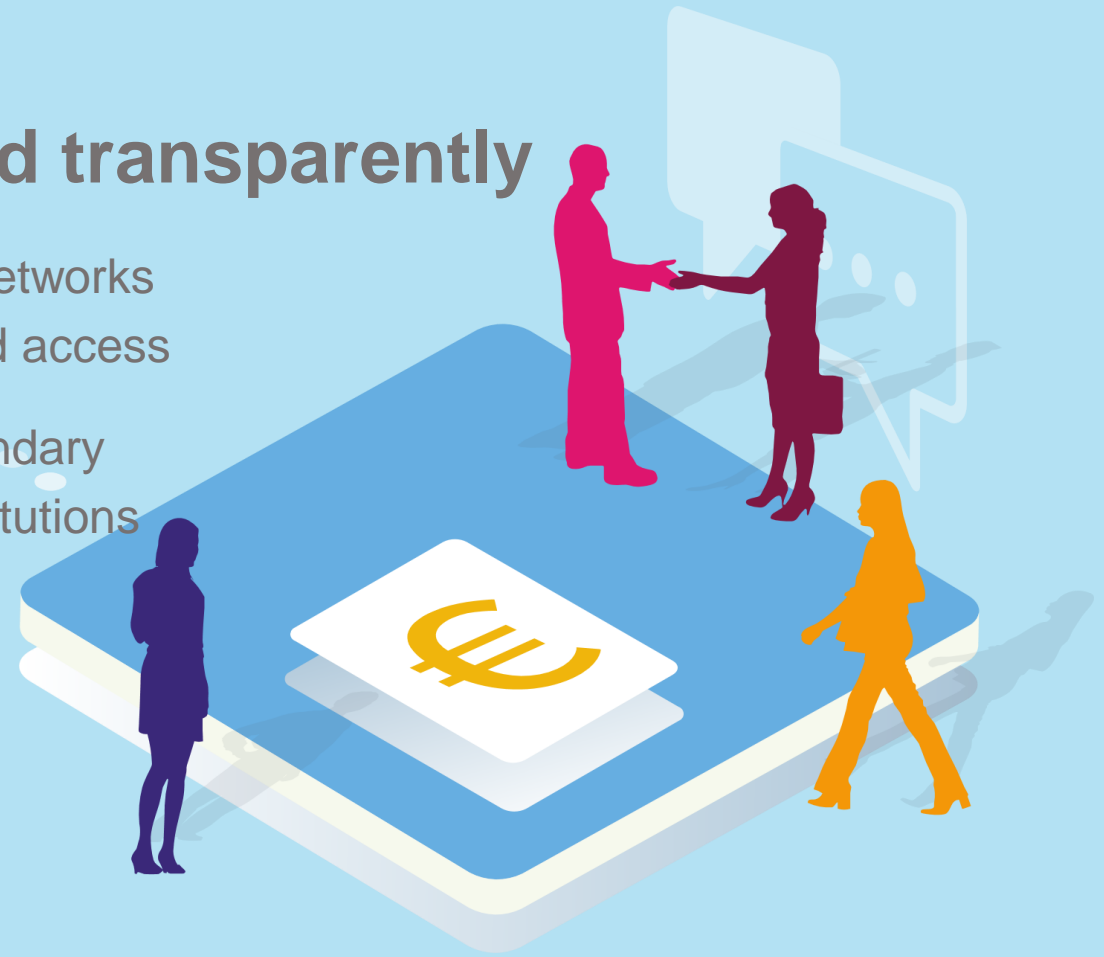
1. Develop new post-secondary and/or short-cycle qualifications in line with the needs of the labour market and learners.
2. Actively engage employers and the National Agency for Qualifications to define and accredit new post-secondary and/or short-cycle qualifications.
3. Allow admission to pre-tertiary level programmes only after completion of upper secondary education (11th/12th grade)



UKRAINE

Optimise school networks fairly and transparently

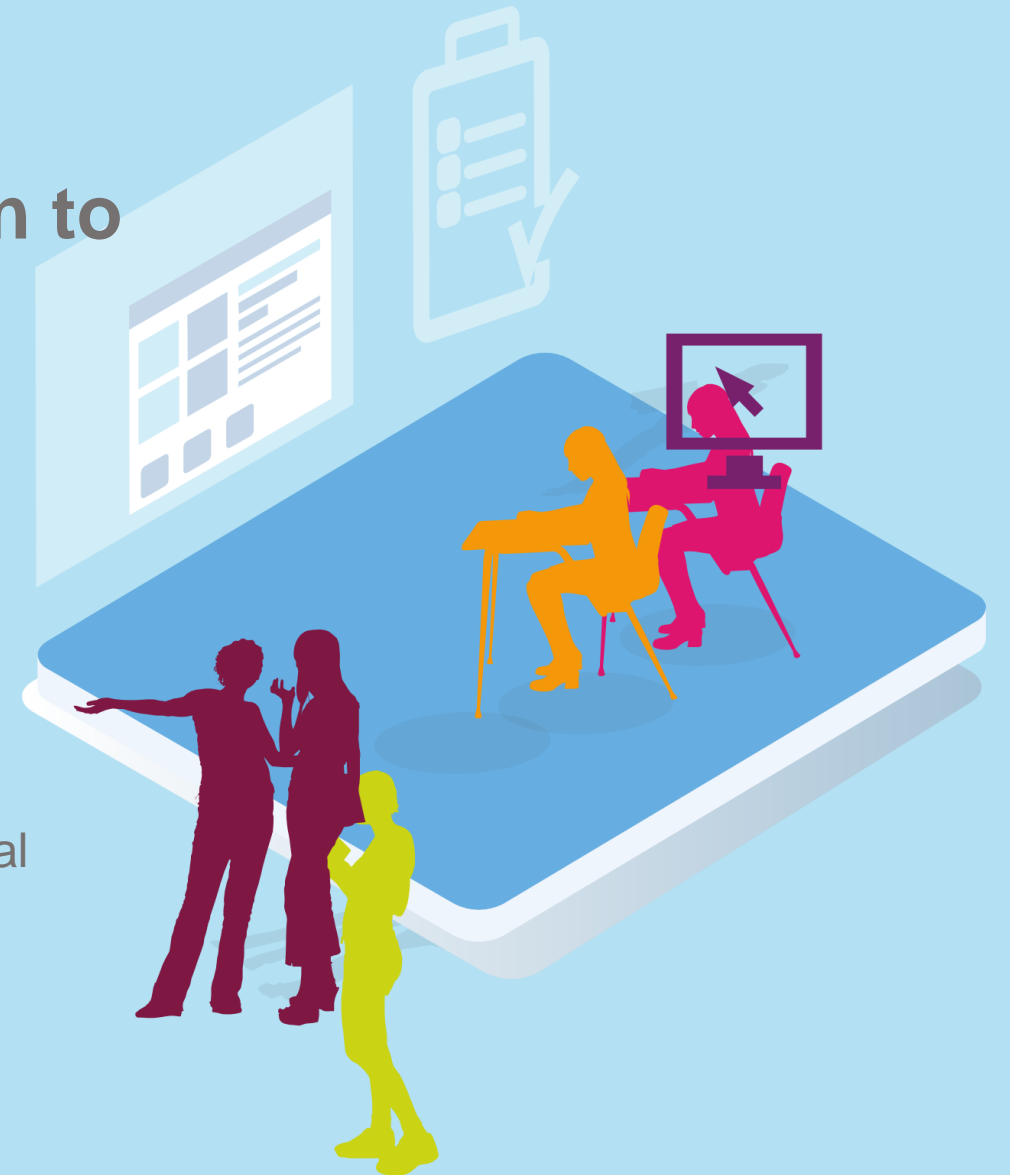
1. Set national guidelines for restructuring institutional networks using clear criteria to ensure relevance, efficiency and access
2. Carry out an organisational audit to appraise all secondary vocational and professional pre-higher education institutions
3. Prepare restructuring plans in all regions and empower regional VET councils to endorse them.
4. Amend the legislation on vocational and professional pre-higher education to harmonise provision and institutional networks



UKRAINE

Diversify vocational training provision to increasingly target adult learners

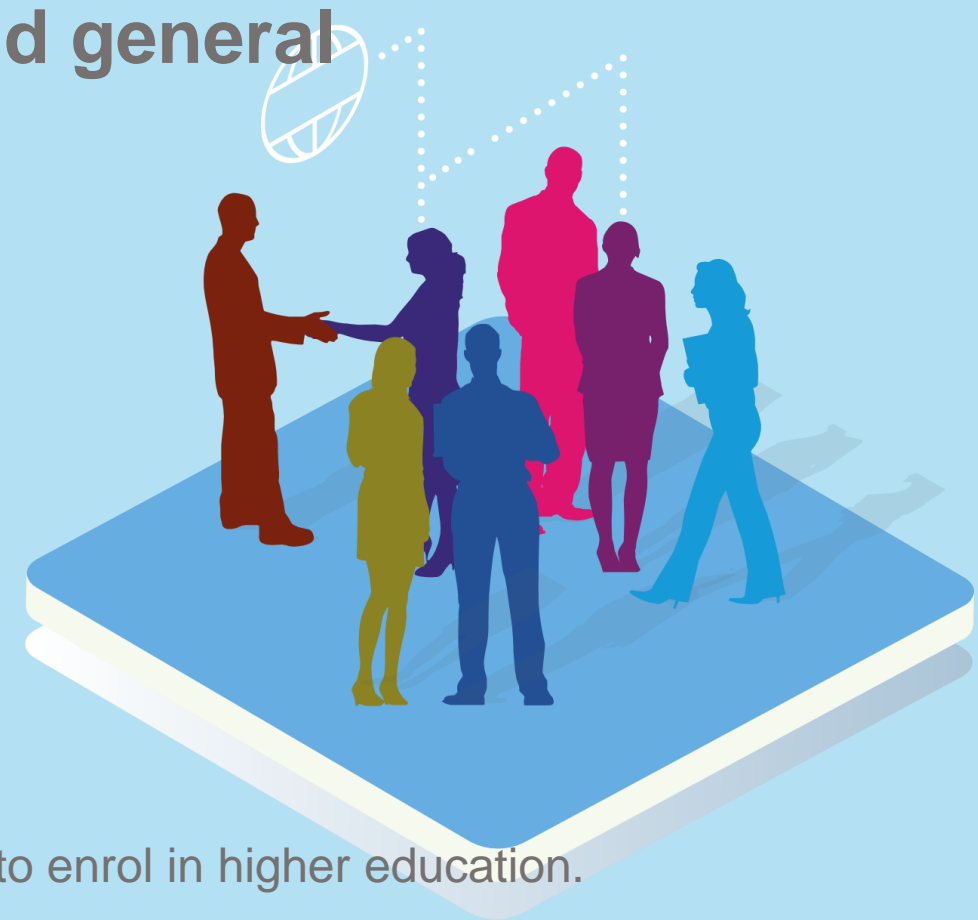
1. Increase the autonomy of providers and incentivise them to provide lifelong learning
2. Enhance the existing capacity of teachers and providers to train and attract adult learners.
3. Integrate vocational training provision for young people and adults by recognising prior learning, creating individual learning trajectories and modularising new vocational qualifications



UKRAINE

Integrate the provision of vocational and general education at upper secondary level

1. Amalgamate secondary vocational education and general secondary (academic) education.
2. Ensure attractive pathways to both academic and vocational tracks without institutional barriers in line with the New Ukrainian School concept.
3. Eliminate the negative connotations around old-fashioned types and names of vocational schools and institutions.
4. Develop an exam or admission route to allow vocational graduates to attain full secondary education and allow them to enrol in higher education.
5. Develop a roadmap for the harmonisation of vocational and general education at upper secondary level.



UKRAINE

Reform the teaching profession

1. Deploy qualified general education teachers to also teach learners in vocational trajectories.
2. Integrate theory and practice into the teaching profession for better competence-based skills development.
3. Review the competence requirements of modern vocational teachers by rewarding their work and practical experience in the workplace.
4. Develop a (short-cycle) pedagogical programme to enable professionals to qualify as vocational teachers.

