

TEMPLATE FOR THE GOOD PRACTICE

What is a good practice?

A good practice is not only a practice that is good, but a practice that has been proven to work well and produce good results, and is therefore recommended as a model. It is a successful experience, which has been tested and validated, in the broad sense, which has been repeated and deserves to be shared so that a greater number of people can adopt it.

Having a good practice means to encourage students to combine traditional skills with modern techniques, ensuring they master both precision and creativity. It's also valuable to foster teamwork and hands-on projects, so learners gain real-world experience while building confidence in their craft.

Please follow the instructions included to fill in the template. You can replace the guiding questions for each element with your description.

Mandatory fields are defined by *

| Element | Description |
|--------------------------|--|
| Title * | "Craftsman Excellence: A Model for Vocational Training" |
| Name of the VET Provider | MESCS OF RA "Gyumri Craftsman State School N 4" SNPO |
| The thematic domain | What is the thematic domain covered by this good practice? More than one domain can be indicated <ul style="list-style-type: none">• Innovation• Digital• Green• Inclusion• Entrepreneurial• Career guidance• Lifelong learning |

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- **Creating partnerships/skills ecosystems**
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Introduction* **Gyumri Craftsman State School N 4 SNPO** was founded in 2009 and officially registered on July 14, 2009 (registration number 29.210.02439, certificate 03 A 084223). The institution operates under the Statute approved by Order N 593-A/Q of the Minister of Education and Science of the Republic of Armenia, dated July 6, 2009.

Accreditation

In 2024, by the decision of the ANQA Accreditation Committee, the school received institutional accreditation for a period of four years. This recognition confirms the institution's commitment to quality assurance and continuous improvement in vocational education and training.

Specialties

The school offers 9 core specialties:

- Painting and sculpture
- Computer operation
- Hairdressing art and decorative makeup
- Jewellery

Experimental Programs (2018–2024)

A distinctive feature of the institution is its active role in piloting and introducing new vocational programs in line with national and international priorities. Between 2018–2024, several innovative specialties were launched:

- **2018:** Culinary Arts (Cook) — implemented as a dual education system with the support of GIZ.
 - **2021:** Installation, Repair, and Maintenance of Renewable Energy Power Plants — aligned with Armenia's energy transition goals.
 - **2023:** Furniture Production Technology — addressing modern manufacturing needs.
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- **2024:** Leather Goods Production Technology — supporting traditional crafts with modern standards.
 - **2024:** Operation and Repair of Vehicles — responding to labor market demand in transport services.

These programs demonstrate the institution's adaptability and leadership in shaping vocational education to meet evolving economic and social needs.

Organization of Studies

- **Based on basic education:** 3 years
- **Based on secondary education:** 1 year

Teaching is conducted full-time, following curricula, subject programs, timetables, and class schedules approved by the Ministry of Education, Science, Culture and Sport.

Cooperation

The school actively collaborates with:

- Higher, secondary, and vocational educational institutions
- Research and production organizations
- Employers and industry partners
- International organizations

Objectives

- Provide initial vocational qualifications in accordance with state standards
 - Form a value system rooted in national and universal values
 - Meet the educational needs of individuals, ensuring spiritual and physical development
 - Implement combined vocational and general education programs
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Outcomes

Graduates receive a **state-certified diploma** with the appropriate qualification. High-performing students benefit from material and moral encouragement, and the best graduates are supported in job placement. Master-teachers contribute nationally by developing and revising professional state educational standards and authoring teaching manuals used across Armenia's VET institutions.

Stakeholders and Partners *Who are the beneficiaries or the target group of the good practice? Who are the users of the good practice? Who are the institutions, partners, implementing agencies, and donors involved in the good practice, and what is the nature of their involvement?*

Internal Stakeholders

- **Students** – Primary beneficiaries of vocational education, receiving skills, qualifications, and career opportunities.
- **Teachers and Master-Teachers** – Deliver education, develop curricula, and contribute to national standards and teaching manuals.
- **Administrative Staff** – Ensure smooth operation, compliance with regulations, and quality assurance.

Parents

graduates

National Stakeholders

- **Ministry of Education, Science, Culture and Sport of RA** – Provides governance, approves standards, and oversees accreditation.
 - **ANQA (National Center for Professional Education Quality Assurance)** – Accredits and monitors institutional quality.
 - **Employers and Industry Partners** – Offer practical training opportunities, internships, and employment pathways.
 - **Other VET Institutions** – Collaborate in curriculum development, exchange of teaching resources, and joint initiatives.
 - **Local community- "Local Self-Government Body"**
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International Stakeholders

- German Business and Education Partnership Foundation VET Cooperation in South Caucasus Program
- Erasmus + European program
- German International Cooperation Company- GIZ
- The French organization L'Œuvre d'Orient, SPFA Arménie etc.
Caritas
UNDP
Miassine

Emphasis on Experimental Programs (2018–2024)

Stakeholder involvement was especially critical in launching new specialties:

- **GIZ** partnered in 2018 to implement the dual education system in Culinary Arts.
- **State authorities and employers** collaborated in 2021–2024 to establish standards for renewable energy, furniture production, leather goods production, and vehicle maintenance.
- **Industry partners** provided input to ensure these programs meet labor market needs

Impact* *What has been the impact (positive or negative) of this good practice on the beneficiaries? Has there been social impact? Has the CoVE impact environmentally, financially, and/or economically the region where it is based (and if applicable, become more resilient), and if yes how? What evidence does show this impact?*

Since its founding in 2009, Gyumri Craftsman State School N4 has become a cornerstone of vocational education in Armenia. Its impact is visible across multiple dimensions:

- **Educational:** 9 specialties are taught, ranging from traditional crafts to modern technical fields. The school has launched new state educational standards between 2018–2024, positioning itself as a driver of innovation in Armenia's VET system.
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- **Social:** By embedding national and universal values into its programs, the school strengthens community identity and promotes inclusion. It provides opportunities for disadvantaged learners, ensuring broader access to vocational education.
 - **Economic:** Dual education (launched with GIZ in Culinary Arts) and new specialties in renewable energy and furniture production directly address labor market needs, supporting resilience in Shirak region. Graduates contribute to local businesses, entrepreneurship, and SMEs, reducing unemployment and migration pressures.
 - **Institutional:** Accreditation by ANQA in 2024 for four years confirms compliance with national quality assurance standards. Master-teachers' involvement in developing national standards and manuals has extended the school's influence nationwide.
 - **Environmental & Innovation:** The introduction of renewable energy specialties and integration of digital tools demonstrate commitment to sustainability and modernization, aligning with European priorities.

Innovation and Success Factors * *In what way has the good practice contributed to innovation? What are the conditions (institutional, economic, social, and environmental) that need to be in place for the good practice to be successfully replicated (in a similar context)?*

Gyumri Craftsman State School N4 has consistently demonstrated innovation by bridging Armenia's cultural heritage with modern vocational demands, while building institutional resilience and aligning with European priorities.

Contributions to Innovation:

- **Curriculum Leadership:** Master-teachers have played a national role in developing and revising professional state educational standards, ensuring curricula remain relevant and practical. Their teaching manuals are now used across VET institutions in Armenia.
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- **Dual Education System:** With GIZ support, the school pioneered dual education in Culinary Arts, integrating classroom learning with workplace practice — a model that strengthens employability and industry engagement.
 - **New Specialties for Emerging Sectors:** Between 2021–2024, the school introduced standards in renewable energy, furniture production, leather goods production, and vehicle repair, directly addressing Armenia’s green and technical transition.
 - **Value-Based Education:** By embedding national and universal values into vocational training, the school innovates not only in skills development but also in shaping socially responsible citizens.

Conditions for Successful Replication: To replicate this model in similar contexts, several enabling conditions are required:

- **Institutional:**
 - Flexible governance structures that allow pilot programs and gradual introduction of new specialties.
 - Teacher involvement in curriculum design and national policy processes.
 - **Economic:**
 - Sustainable funding for infrastructure modernization (workshops, labs, ICT tools).
 - Employer engagement to support dual education and provide practical placements.
 - Regional economic strategies aligned with vocational training priorities (e.g., renewable energy, manufacturing).
 - **Social:**
 - Inclusion policies to ensure disadvantaged groups have access to training.
 - Promotion of vocational education as a respected career path to reduce youth migration.
 - **Environmental:**
 - Integration of green skills across curricula, not limited to renewable energy specialties.
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- Institutional commitment to sustainability in teaching practices and development.

Success Factors: The school's success rests on:

- Teacher leadership in national standards.
- Strong partnerships with employers and international organizations.
- Balancing tradition with modernity.
- Gradual, pilot-based implementation of new specialties.
- Tailored approaches to digital and green transitions.

Cons *What are the challenges encountered in applying the good practice? How have they been addressed?*
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Despite those above-mentioned achievements, several strategic constraints remain as the school prepares to join the ETF Network of Vocational Excellence:

- **Alignment with European Standards:** Harmonization with European frameworks is needed.
 - **Capacity for International Cooperation:** Experience with GIZ, Erasmus+, other international partners show potential, but scaling up requires stronger institutional capacity in project management, networking, and multilingual communication.
 - **Infrastructure Modernization:** Workshops and labs for new specialties need continuous upgrading to meet European excellence standards.
 - **Human Resource Development:** Recruiting and retaining specialists in emerging fields (renewable energy, advanced manufacturing, etc) remains challenging. Teachers require ongoing professional development in European best practices, digital pedagogy, and green skills.
 - **Regional Socio-economic Context:** Youth migration reduces the student base, while local employers sometimes lack resources to fully support dual education systems.
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- **Digital and Green Transition:** Integration of digital tools across all specialties is uneven, and embedding sustainability principles across all curricula is still in progress.

Response to Constraints: The school addresses these challenges through active participation in national curriculum development, strengthening partnerships with employers and international organizations, gradual introduction of new specialties, continuous teacher training, and promotion of values to retain students despite migration pressures.

Lessons learned * *What are the key messages and lessons learned from the good practice experience?*
On the basis of its working experience the school has learned that:

- Accreditation is not just compliance but a driver of quality improvement.
- Teacher involvement in national standards ensures relevance and sustainability.
- Partnerships with international organizations and employers are indispensable for innovation and employability.
- Balancing tradition with modernity creates stronger engagement and resilience.
- Gradual implementation of new specialties minimizes resistance and ensures smoother adaptation.
- Regional realities (migration, economic shifts) must be factored into planning.
- Digital and green transitions require tailored approaches for different specialties.

Replyability and/or *What are the possibilities of extending the good practice more widely? What are the conditions that should be met/respected to ensure that the good practice is replicated, but adapted to the new context?*

up-scaling *The aim is to go further than the section "Innovations / critical success factors" in specifying the requirements for replication of the practice on a larger scale (national, regional, international).*

The Gyumri Craftsman State School N 4 model can be extended nationally, regionally, and internationally:

- **National:** Other Armenian vocational schools can adopt its dual education system and new specialties.
- **Regional:** Neighboring regions with similar socio-economic challenges can replicate its balance of heritage preservation and labor market responsiveness.
- **International:** Its experience with international partners shows readiness for cross-border cooperation, making it a strong candidate for ETF's CoVE network.

Conditions for Replication:

- Policy and accreditation support from MESCS and ANQA.
- Active teacher involvement in curriculum design.
- Strong employer partnerships for dual education.
- Adequate infrastructure and resources.
- Respect for local cultural identity while adapting to labor market needs.
- Gradual, pilot-based implementation of new specialties.

Strategic Value: The school demonstrates that vocational education can simultaneously preserve cultural heritage, respond to modern economic needs, and build resilience in regions facing demographic and economic challenges. This makes it a strong model for replication and scaling within the ETF Network of Vocational Excellence.

Contacts *What is the address of the people or the project to contact if more information on the good practice is needed?*

URL *Can the good practice be found on the Internet?*

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<https://gyumriusumnaran4.am/en>

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ed *audio documents, and/or Web sites have been created and developed as a result of*
reso *identifying the good practice? How can them be accessed?*

urces Our masters/lecturers have worked out training manuals which are used in different
that vocational institutions while teaching manuals related to the specialties. They are
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- «Skills in repair and maintenance of electronic control household appliances » <https://mkuzak.am/wp-content/uploads/%D4%B7%D5%AC%D5%A5%D5%AF%D5%BF%D6%80%D5%B8%D5%B6%D5%A1%D5%B5%D5%AB%D5%B6-%D5%AF%D5%A1%D5%BC%D5%A1%D5%BE%D5%A1%D6%80%D5%B4%D5%A1%D5%B4%D5%A2.pdf>
 - «Basics of leather goods manufacturing technology»
<https://mkuzak.am/dzernarkner/%d5%af%d5%a1%d5%b7%d5%be%d5%a5-%d5%ab%d6%80%d5%a5%d6%80%d5%ab-%d5%a1%d6%80%d5%bf%d5%a1%d5%a4%d6%80%d5%b8%d6%82%d5%a9%d5%b5%d5%a1%d5%b6-%d5%bf%d5%a5%d5%ad%d5%b6%d5%b8%d5%ac%d5%b8%d5%a3%d5%ab%d5%a1/?lang=en>
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- «The general structure of the car and the basics of fault diagnosis»
<https://mkuzak.am/dzernarkner/%d5%a1%d5%be%d5%bf%d5%b8%d5%b4%d5%b8%d5%a2%d5%ab%d5%ac%d5%ab-%d5%a8%d5%b6%d5%a4%d5%b0%d5%a1%d5%b6%d5%b8%d6%82%d6%80-%d5%af%d5%a1%d5%bc%d5%b8%d6%82%d6%81%d5%be%d5%a1%d5%ae%d6%84%d5%a8-%d6%87-%d5%a1/?lang=en>
 - «FURNITURE» [FURNITURE - MKUZAK](https://mkuzak.am/dzernarkner/%d5%af%d5%a1%d5%b0%d5%b8%d6%82%d5%b5%d6%84%d5%a1%d5%a3%d5%b8%d6%80%d5%ae%d5%b8%d6%82%d5%a9%d5%b5%d5%b8%d6%82%d5%b6/?lang=en)
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