

# RESULTS FRAMEWORK FOR GENERAL EDUCATION REFORM

Improving Quality and Student-Centered Learning in Armenia



Presented by  
**Armenian Delegation**

# THE STATE CURRICULUM

## Constitution of education

Adopted in 2021, the State Curriculum is the foundation of general education in Armenia. It defines:

- **what knowledge students should gain** (e.g., mathematics, language, history),
- **what skills they should develop** (thinking, analyzing, creating),
- **what values should be formed** (responsibility, cooperation),
- **how the learning process should be organized.**

State Curriculum for general education includes entire educational content.



# CHALLENGES

## Learning Gaps

Significant gaps exist between expected outcomes and actual classroom results.

## Curriculum Overload

Complex materials and excessive content burden students.

## Large Class Sizes

Classes exceed optimal sizes, limiting personalized attention and support.

# TABLE OF CONTENTS

## Framework Components Overview

A structured approach to achieving quality, inclusive, and student-centered general education in Armenia through measurable reforms.

01	Overall Goal	04	Activities
02	Expected Outcomes	05	Data Sources
03	Expected Outputs	06	Assumptions
07	Performance Indicators		



# REFORM GOAL



**Improved quality of general education in Armenia and enhanced student-centered learning**

**Learning Outcomes: % of students achieving State Curriculum standards (by subject & grade)**

**Assessment Results: Improvement in PISA, TIMSS & PIRLS scores**

**Student Satisfaction: % of students satisfied from general education**

# PLANNED ACTIVITIES

## 1. Review and approval of subject curricula and standards

Streamline and align subject standards with the State Curriculum to ensure coherent learning outcomes across all grades.

## 2. Adopt normative legal acts to regulate class sizes

Adopt legal acts to reduce class sizes: 30→20 students in upper secondary schools; 35→25 in primary and lower secondary schools

## 3. Develop guidelines for flexible curriculum design and train school principals

Create curriculum design guidelines enabling schools to customize learning pathways.

## 4. Pilot Individual Learning Plans

Allow students to focus on subjects of interest and prepare for university entrance exams.

## 5. Train Teachers & Principals

Organize comprehensive training programs on new standards and teaching methods.



Success depends on collaboration among all stakeholders - teachers, principals, parents, students, and government partners.

Together, we can build an education system that supports every learner's individual development.

Armenia's reforms aim to ensure education becomes more flexible, inclusive, and student-centered.

*Aligned with the Government program  
and  
the Education Development Strategy*



# EXPECTED OUTCOMES



DESCRIPTION	INDICATORS
<b>Schools have greater flexibility to plan and implement learning processes</b>	% of schools designing their own school curricula based on State Curriculum
<b>Reduced curriculum overload and improved alignment with learning outcomes</b>	Number of revised subject standards approved
<b>Students have more personalized and targeted learning pathways, especially in upper secondary</b>	% of upper secondary students with an individual learning plan
<b>Improved learning conditions (smaller class sizes)</b>	Number of schools with class sizes meeting the new norm
<b>Strengthened capacity of school principals to design flexible curricula</b>	% of principals trained and able to draft a school-specific curriculum
<b>Improved teachers capacities</b>	% of teachers trained and ready for teaching aligned with new subjects standarts

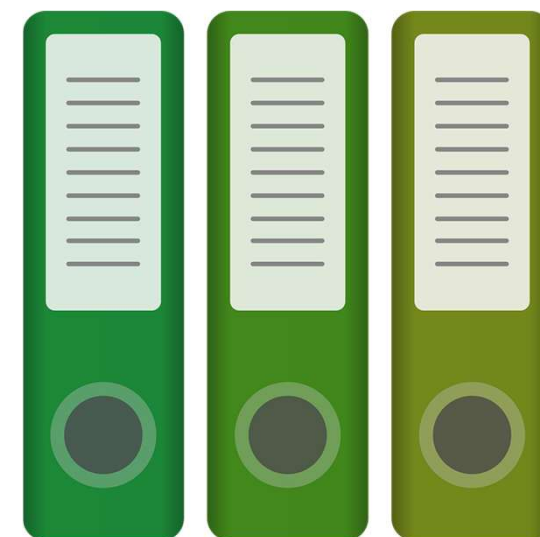
# EXPECTED OUTPUTS



DESCRIPTION	INDICATORS
<b>Amended State Curriculum (State Standard) adopted</b>	Government decree adopting the amended curriculum published
<b>Revised and approved subject standards and curricula</b>	Number of revised subject programs and curricula
<b>Legal acts regulating class sizes adopted</b>	Number of legal acts adopted
<b>Guidelines for flexible curricula developed</b>	Number of guidelines documents published Number of schools using guidelines
<b>Individual learning plans piloted</b>	Number of upper secondary schools piloting ILPs
<b>Training programs conducted</b>	Number of trainings conducted Number of teachers and principals trained

# DATA SOURCE

- National and international assessment reports
- Ministry data, including:
  - EMIS
  - Monitoring and evaluation reports
- Surveys (teachers, students, parents)
- Ministry and Schools reports (semiannual, annual)
- Minister's orders for subject standards
- Training attendance sheets with post-training assessment



- Successful implementation depends on continuous government support
- No major shocks (pandemics, conflict/war)
- Availability of resources and institutional capacity
- Cooperation among all stakeholders—teachers, principals, parents, and students—is essential
- Schools have capacity to adapt
- University entrance exams align with ILP choices
- Schools have the necessary human and material resources ...

# ASSUMPTIONS





# **THANK YOU!**

**Together, transforming education for generations to come**