

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.

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*	<i>Developing a New VET Programme Based on Labour Market and Learner Needs: The Introduction of Fashion Design at Abovyan Multi-functional State College</i>
Name of the VET Provider	<i>Abovyan Multi-functional State College (AMSC), Armenia</i>
Thematic domain	<i>What is the thematic domain covered by this good practice? More than one domain can be indicated</i> • <i>Innovation</i> • <i>Career guidance</i> • <i>Creating partnerships/skills ecosystems</i>
Introduction*	<i>Abovyan Multi-functional State College regularly reviews the relevance of its vocational education and training (VET) programmes in response to changes in the labour market, learner interests and emerging professional needs.</i> <i>In 2025, the College introduced a new VET programme in Fashion Design. The decision was based on an analysis of applicants' interests and identified labour market needs. The initiative addressed the need to provide learners with opportunities to acquire professional skills in a field with potential employment and self-employment opportunities, while also expanding the range of vocational programmes offered by the College.</i> <i>The development of the programme followed the College's broader approach of modernising educational programmes and aligning vocational education with the needs of learners, employers and the</i>

labour market.

The programme was launched in the 2025–2026 academic year and currently has 29 students enrolled.

Stakeholders and Partners

***ITEX Sewing Workshop** has been an important partner in the implementation of the Fashion Design programme. The partner supported the College by equipping and furnishing a dedicated classroom for the programme, helping to create an appropriate learning environment for practical training and the development of students' professional skills.*

Impact*

The introduction of the Fashion Design programme expanded the College's portfolio of vocational education opportunities and created a new pathway for learners interested in the fashion and clothing sector.

The programme currently provides education to 29 students and has enabled the College to respond to identified demand for this professional field.

The practice has contributed to:

- *diversification and modernization of the College's VET programme portfolio;*
- *increased opportunities for learners to acquire professional skills in a creative and labour-market-oriented field;*
- *stronger alignment between programme development, learner interests and labour market needs;*
- *development of a learning environment equipped with the resources required for the delivery of the programme;*
- *strengthening the College's capacity to respond to emerging professional and skills needs.*

The longer-term impact will be assessed through student progression, graduate employment and further education, employer feedback, student satisfaction and the continued demand for the programme.

Innovation and Success Factors*

The involvement of a sector-specific partner in equipping the learning environment demonstrates a practical model of cooperation between a VET provider and an employer. This approach supports the alignment of training conditions with workplace requirements and can be replicated through cooperation with other employers and sector representatives.

Constraints*

The implementation of a new VET programme involves several

challenges.

One of the main challenges is ensuring that the programme remains relevant in a rapidly changing labour market. Professional requirements, technologies, trends and employer expectations in the fashion sector can change quickly.

Another challenge is ensuring sufficient resources for the continuous modernization of equipment, learning materials and teaching methods.

The College addresses these challenges through continuous monitoring of stakeholder feedback, review of programme relevance, professional development of teaching staff and gradual improvement of learning resources.

Further strengthening cooperation with employers and sector professionals is also important for keeping the programme closely connected to current professional practice.

Lessons learned *

The experience of introducing the Fashion Design programme demonstrates several key lessons:

- 1. New VET programmes should respond to evidence of real demand. Applicants' interests and labour market needs provide important information for programme development.*
- 2. Programme development should be treated as a continuous process. Introducing a programme is only the first step; its relevance and outcomes need to be monitored over time.*
- 3. Stakeholder involvement strengthens programme relevance. Students, employers, teachers and other stakeholders can provide different perspectives on professional needs.*
- 4. Resources and staff capacity are essential. A new programme requires appropriately qualified teachers and a learning environment equipped for practical training.*
- 5. Early monitoring is important. Student numbers, satisfaction, progression and feedback can provide evidence for future programme improvement.*

Replicability and/or up-scaling

The practice can be replicated by other VET providers seeking to modernize their programme portfolios and respond more effectively to labour market needs.

A transferable model can include the following steps:

1. Identify demand → 2. Analyse learner and labour market needs → 3. Consult stakeholders → 4. Assess institutional capacity → 5. Develop the programme → 6. Provide staff and learning resources → 7. Implement and monitor → 8. Review and improve.

For replication in another institutional or national context, the process should be adapted to the specific labour market, regulatory framework, learner population and available resources.

At regional and international level, the practice could support peer learning between VET institutions by sharing methodologies for labour market analysis, stakeholder consultation, programme design and monitoring of outcomes.

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URL of the practice

Can the good practice be found on the Internet?

Related resources that have been developed

- *Labour market needs and applicant interest information used to support the introduction of the programme;*
 - *The Fashion Design educational programme and related curriculum documents;*
 - *Documentation related to the establishment and equipping of the dedicated classroom;*
 - *Information and records on student enrolment;*
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