



Republican Union of Employers of Armenia

VET SYSTEM IN ARMENIA

February 2013

1. General information on vocational education institutions

In 2010/2011 academic year 96 educational institutions were involved in preliminary vocational (craftsmanship) and middle vocational education programs, including 25 preliminary vocational (craftsmanship) and 71 middle vocational schools, with the total 36,500 students. About 5% students are involved in preliminary vocational (craftsmanship) schools, and 21% - in colleges. In addition, another 21 non state vocational schools were operating in the country, with the total number of students making around 1,600. At the end of 2013 all these institutions will be placed under the Ministry of Education and Science authority.

2. Institutional mechanisms and state policy regarding VET

The 2012-2016 Vocational Education and Training Reform Program (hereafter referred to as Program) has been developed pursuant to the provisions of the Decree NNH-37-N of February 7, 2007 of the President of the Republic of Armenia, "On approval of the national security strategy of the Republic of Armenia" and those of the Decision N1207-N of October 30, 2008 of the Government of the Republic of Armenia "On approval of the Sustainable Development Program" as well as the strategic approaches and priorities of the Republic of Armenia law HO-246 of June 23, 2011 "On approval of the State Education Development Program of 2011-2015 in the Republic of Armenia".

At bottom of the Program there is also the "Strategy for preliminary vocational (craftsmanship) and middle vocational education and training in the Republic of Armenia" as well as the obtained results of the programs implemented within the budget assistance provided to Armenia in accordance with the 2007 and 2009 Action Plans of the European Union Sector Policy Support Program, in particular, the "Sector Policy Support Program under 2007 Action Plan toward poverty reduction through reform in VET sectors" program and the "Follow-up reform in vocational education and training and development of employment concept" 2nd program.

The Program is aimed at ensuring the gradual development and expansion of the achievements recorded in the vocational education and training sector and the current experience of the 12 regional multifunctional colleges, outlining the main directions of the reforms in the sector. Quality vocational education and training have a critical significance in the current phase of the socioeconomic development in the Republic of Armenia. Its provision and accessibility are among most important factors of the country's socioeconomic development and mitigation of poverty and disparity.

Reforms implemented over the recent years enabled to resolve many problems existing in the system stabilize the situation and create prerequisites for further development. An essential step in implementing reform in VET was the adoption of the law HO-164-N of July 8, 2005 of the Republic of Armenia "On preliminary vocational (craftsmanship) and middle vocational education". The law regulates the principles of state policies of the Republic of Armenia in the preliminary vocational and middle vocational education system, its organizational-legal and financial grounds, rights and responsibilities of legal entities and physical persons. The current reform in preliminary vocational (craftsmanship) and middle vocational education sector is focused on improvement of the quality of vocational education and capacity building for producing relevant staff, in line with the market demand and the European criteria. Under the EU budget assistance to Armenia, in 2010 the "Follow-up reform in vocational education and training and development of employment concept" 2nd program was approved and is currently in implementation phase, with the main goal of ensuring the continuity of VET reforms. By Decision N332-N of 31 March 2011 of RA Government, the RA National Qualifications Framework (NQF) was approved, and by Decision N

1230-A of August 25, 2011, the schedule of measures providing for the implementation of NGF was approved, according to which, a number of changes in the content of VET system were envisaged.

The National Council for Vocational Education and Training Development (NCVETD) was formed in 2008 to guide the reforms launched under SPSP. It is equally represented by the RA Government, employers and trade unions. NCVETD is the institutional structure of the social partnership on national level. Collegial management bodies, Councils, were established in educational institutions in 2009 to democratize the management of educational institutions and to establish true social partnership on the local level.

3. Social status of vocational education

After the collapse of the Soviet Union, the VET education in RA has been structurally changed until 2000. The former colleges and Educational Institutions with their buildings and equipment have remained the same, but sharply reduced the number of students due to the following reasons:

- A part of young people has participated voluntarily in the conflict between Nagorno-Kharabakh and Azerbaijan, being involved in military volunteer detachments.
- Due to the termination of enterprises' activities and due to the lack of work and interest towards education, people left for other countries for searching for a job.
- The Labour market temporarily didn't make demands to education

Since 2000 essential reforms have been implementing in VET system (enactment of a law, technical assistance within the framework of EU TACIS project, research of International education). Within the framework of EU technical assistance 12 regional colleges were selected, their constructions were reconstructed and internal educational laboratories were modernized during 2009-2011.

In spite of the above mentioned, the young people and their parents preferred more to get the education in higher educational institutions than in colleges. Currently, the number of students studying in higher educational Institutions is 111 000, it 3.2 times higher than the number of students in VET system, despite of the fact that the education in higher educational institutions at the average is 4 times more expensive than in VET system.

With the purpose of attracting young people, new modern departments have been opened in colleges: accountant audit, accounting, customs agent, lawyer, tourism manager etc. Nevertheless, that didn't influence essentially on the number of students. The profession of a teacher was quite popular in number of colleges especially among girls. By order of the minister of education the teaching profession was removed from the colleges, it only remained in Educational Institutions, particularly in Yerevan State Pedagogic University. Still there is a widespread opinion that studying in educational Institutions is more prestigious and finding job is easier. Today in the Republic of Armenia only 33% of secondary schools graduates prefer to study in VET sector. It is linked with the existing stereotype that education in universities is more prestigious. In order to provoke an interest towards VET, RUEA developed and published "Advices for choice of proper education and for promotion in the labour market" in 2008 in 2500 copies, where are presented the requirements of the labour market and specialties, colleges and Educational Institutions in VET sphere as well as salary levels of 5 industrial and services sectors. According to the current legislation after completion of 9th class the youth may study 2 years in professional schools or 3.5 years in colleges.

According to the official data, after collapse of USSR, about 750 000 citizens migrated from Armenia. As a result of the migration, a lot of specialists abandoned the country. The labour market has lack of specialists

in several spheres such as construction, machinery, metal processing, transport, food industry etc. Currently, VET system in Armenia can't provide specialists with the necessary qualification, in spite of that fact that 30 000 study in VET system and annually graduated about 8500 students.

During 2010-2012 a certain interest was displayed in VET system, particularly it was noticeable in several regions of RA and Yerevan, when the development of certain branches has caused demand towards VET system, particularly in Vayots Dzor, Kotayk, Lori, Syunik and Ararat regions. The demand has increased towards the following professions: production of wine, design (clothes, interior design , packaging) sewing manufactory, tourism, construction, IT etc.

However, the social status of VET education remained weak and only within past years Government, private sector and society started to underline the importance of VET education. In 2008 VET National Development Council was established by the decision of the Government. The council consists of 21 members, 7 from each social partner side.

4. Capacity of vocational education institutions

RA Government paid attention to VET system, as result of which 2009-2012, the state investments in VET sphere (financed from the state budget) has increased till 2009 -12.5 million USD, 2010-12 million USD, 2011-12.5 million USD, 2012-13 million USD, 2013-15.5 million USD:

Under the Sector Policy Support programs (SPSP) of 2007 and 2009, the reforms in the VET system were basically implemented in the development and implementation of standards and module-based curricula of specialties in preliminary vocational (craftsmanship) and middle vocational education, staff training, modernization of teaching and methodological materials, enhancement and re-equipment of the material and technical base, as well as improvement of facilities for educational institutions. In 2007-2011, for the purpose of capacity building for teaching and management staff of preliminary and middle vocational educational institutions, around 4,000 directors, deputy directors and teachers were trained. The training was conducted in the monitoring and advisory format, based on preliminarily developed action plan, frame of issues and supporting materials. 156 specialties are taught in the VET system. 117 craftsmanship and vocational state educational standards have been developed. There are totally 15 private VET institutions attached to high universities.

Implementation of reforms will depend on the dissemination of the results of the 12 regional multifunctional centers and the current experience, as well as on ensuring their persistent development. For this purpose, the dissemination of the results obtained by 12 regional multifunctional colleges will facilitate the transformation of VET institutions in all marzes (regions) of the country to educational structures that will meet the international criteria. Consultancy necessary for career development shall be provided as well as other services delivered by the 12 regional colleges.

In 2011 the number of students in VET sphere made 34821, from which 5614 in professional schools (Preliminary Vocational (craftsmanship) education), 29207 in colleges.

In 2012 in 50 State Educational Institutions (vocational school) about 6.8 thousand students study within the framework of Preliminary Vocational (craftsmanship) education programs (from which 6.5 thousand on free of charge basis).

In 80 state educational institutions 27.9 thousand students study within the framework of Secondary vocational education programs (from which 8.2 thousand on free of charge basis).

The list of professions of the Preliminary Vocational (craftsmanship) education and secondary vocational education programs includes 102 professions of handicraft education with about 350 qualifications. Currently 55 specializations are provided, 352 specializations - in colleges, from which an education is provided only for 100 specializations.

5. Staff of vocational education institutions.

The staff of vocational education institutions consist of:

- Administration staff
- Pedagogical staff
- Craftsmanship teachers.

In the vocational education system, the number of teaching staff makes 3,358, with 81.0% being fulltime teachers and 86.9% having higher education. Only 0.9% of the faculty has scientific degrees and only 0.2% has scientific titles. The ratio of the numbers of students and faculty makes 9.24.

Young lecturers mainly work for certain professions: tourism, design, languages, etc. The low salaries do not attract among young and good specialists. Often, the salaries in schools are higher than in the VET sector. Hence, the majority of lecturers and professors are representatives of middle and older generation.

6. State standards on vocational education

117 craftsmanship and vocational state educational standards have been developed. 80 state educational standards have been introduced, and are in the process of implementation, 37- will be designed and introduced by the 2012-2013 years.

The Educational criteria are being developed by working groups, including RUEA specialists, according to the list of vocations, required in the labour market. The list of the most needed and prospective professions proposed by RUEA for 2012 is presented in the table below.

Professions for colleges proposed by RUEA for 2012

Code	Profession	Qualification
0514	Design	Designer
1107	Control of quality on Metal processing and welding	technician
1209	Special machinery and equipment	technician
2108	Quality management	technician
2813	Production of paper and paperboards	technician
3201	Fire safety	technician
3202	Fire safety service	technician

Professions for vocational schools

Code	Profession	Qualification
1210	Technic development of metals in lines and machine tools	1.CNC operator 2. coordinate machine operator (coordinatograph) 3. grinder 4. turner
1211	Equipment technical operation	1.CNC regulator 2.locksmith 3. electrician in machine tools

2401	Vehicles operation by types	Trolleybus driver
2603	Operation of wood processing industry's equipment and technology	1. maker of furniture decorative elements 2. template maker 3. wood product maker
2511	Production ,recovery, repair of tires	Tires adjuster
2814	Polygraphic industry's technology	regulator of polygraphic equipment
2905	technical support for construction works	Locksmith repair of road construction cars and tractors
3105	Bee keeping	beekeeper
3204	operation of fire and rescue special technics	Rescue-driver

The criteria after having been developed by the working groups are submitted to the corresponding sectorial commissions, which assess the criteria according to the corresponding indicators. The criteria assessed positively thereupon are approved by the Ministry of Education and undergo a trial period in Educational Institutions. The criteria assessed negatively are transferred back to the working groups for being reviewed and corrected.

7. Labour market and educational system

The Educational system is still in the stage of structural, substantial and administrative reforms aimed at needs of economy and labour market. According to the state development project of RA Education (2011-2015), the reforms aimed at bringing into accordance with the current requirements of education, economy, science and society.

It is planned to create productive mechanisms of Educational Institutions and economic cooperation and dialogue, which will give an opportunity to make educational programs and trainings for specialists more harmonious in accordance with the priority economic branches' demand.

Among the main factors promoting the development of VET sphere is labour market demand. A number of initiations are being undertaken in accordance with Bologna and Copenhagen processes aimed at improvement of vocational education and capacity building for staff training, which correspond to labour market requirements and European standards.

Based on RUEA analyses carried out in 2007-2008, the employers of RA prefer the following criteria towards young specialists:

- reliability
- responsibility
- punctuality
- negotiation skills
- decision making ability
- technically literate
- knowledge regarding the sphere
- vocational knowledge

In spite of the progress, at all the levels of education the quality continues to remain the main issue. In accordance with the European Qualifications framework it is planned to implement the national qualifications framework, create and develop the national quality assurance system.

The national qualification framework is the one of main tools supported the link among economy, labour market and education, on the basis of which qualification characteristics according to professions at any qualification level are designed, which, in turn, results in educational criteria and educational programs.

In the context of mutual connection of labour market and education system it is emphasized the importance of vocational orientation. There has never been effective and solid vocational orientation system in Armenia. In 2010-2012 all the interested sides, including social partners, have elaborated a concept on development of RA vocational orientation system, which was approved by the Government's protocol decision from 4th of October 2012. Creation and development of the vocational education system suppose a solution of the following main problems:

1. design of self-orientation capacity in the permanent changing situation
2. continuous provision of information, consultancy as well as necessary opportunities to individual during his whole life regarding choice of a profession or occupation and career planning
3. necessary methodological support for organizations and specialists implemented vocational orientation

The main principles of implementation of vocational orientation

1. availability to vocational orientation
2. exclusion of discrimination in terms of vocational education
3. provision of professional orientation on the assumption of peculiarities of life's each stage
4. provision of mutual connection among education, life and job
5. conscious choice of profession
6. vocational orientation aimed at efficient provision of employment
7. social partnership

From the main objectives and priorities analysis of reforms carried out in economic and education systems can be distinguished the lack of permanent qualitative connection among economy, labour market and education and lack of efficient balance.

8. The vocational education and business.

The cooperation with VET sector and employers is mostly bilateral. Still, employers lack confidence towards VET sector because of following reasons:

- presence of old mythology of teaching
- low qualification of lecturers
- lack of modern literature and equipment
- low quality organization of internships

It is assumed, that Armenian industry and labour market will have more demand towards skilled workers, since strengthening of certain sectors of industry is foreseen by the strategic plan of Armenian Government adopted in 2012. Particularly, export oriented industry development strategy is approved. Hence, the development of following sectors is planned:

- precision engineering
- pharmaceuticals
- biotechnologies
- cognac/brandy and wine industry
- jewelry, diamonds and watches
- textile industry
- food industry

The Government strategy also plans to strengthen private public partnership (PPP).

The large businesses can be managed independently especially in terms of vocational orientation and staff training (Vivacell, ArmenTel, Synopsys, Yerevan Telecommunication research Institute, Qajaran Copper-Molybdenum Plant. Coca-Cola etc). Besides, the large business makes investments in education sphere by furnishing computer classrooms, providing classrooms with an internet, repairing Educational Institutions etc.

For micro and small businesses RUEA will implement training programs by its own training center, as well as provide top management towards several colleges.

Gender issues in VET sphere.

About 60% of professors in VET sphere are women, 60-70% of students are girls, 80-85% of girls belong to humanitarian professions. Mainly men are studying in the specialized schools (average duration 2 years). So in the number of students in colleges girls are dominant, because men are obliged to serve in the army for 2 years starting at the age of 18. Another reason is that female make 51% of Armenian population.

The social partnership in VET sphere, RUEA participation

RUEA emphasizes the importance of development of social dialogue in VET system in the context of youth stability, decent and total employment.

- a) The establishment of the national council for vocational education and training development by Prime-Minister's decision in 2008. Within the period of 2008-2012 the following important questions were discussed within the scope of VET Development National Council:
 - Optimization of VET sphere
 - Presentation and approval of developed curricula
 - Approval of regulation on creation of management boards within VET institutions
 - Approval of EU support projects in VET sphere
 - Approval of action plans for VET policy implementation
 - Approval of concept on professional orientation system for 2012-2016
 - Participation of Armenia in "European Skills" competition
 - Approval of normative acts
 - Approval of Business plan template for VET institutions
- b) Signing of the indefinite-duration memorandum on cooperation in VET sphere among RA Education and Science Ministry , the Republican union of employers of Armenia, and RA Chamber of commerce and industry, 2009
- c) Development of concept on social partnership in VET sphere
- d) Development of legal and normative framework regulating the sphere
- e) National center for Vocational education and training development (by National council for VET) , participation of employers in development and assessment of educational criteria in sectorial commissions
- f) Involvement of employers in VET Institutions management and qualification councils
- g) Establishment of 12 regional colleges as excellency centers
- h) Establishment of the national educational foundation, 2011
- i) Organization of job fairs in Yerevan and in Lori region in 2010 (number of participants 350)

- j) Implementation of trainings on “Start and improve your business” in Yerevan and in Vayots Dzor regions as a ToT (2009-2010)
- k) Development of educational curricula and its expertise

Activities implemented by RUEA in VET sphere, 2008-2012

- Publication of “Vocational Education” popular scientific magazine, 2007-2011 (once a quarter)
- Publication of electronic paper “Gorts ev Lur”(“News and Business”) since 2011 (in average twice a month)
- Translation and publication of 5 books on OSH, 2009
- Training for 137 VET professors in OSH sphere, 2011
- Development of 117 educational criteria with the participation of employers, 2009-2012
- Organization of more than 20 round tables and conferences jointly with the Ministry of Education and Science and ETF, 2008-2012
- Implementation of “Youth employment promotion” and career orientation project, 2007-2012. Visit of employers to secondary schools and VET institutions, meeting with students, organization of workshops, implementation of trainings for young people to start their own business
- Development of manual “Occupation Safety in industry”, 2012
- Within the framework of “German Caucasus cooperation” program 5 representatives of RUEA, 20-26 March 2011 and RUEA 6 representatives, including social partners in July-9-13, 2012 visited Germany. The aim of the study tour was to study the German experience of cooperation between employers and VET institutions. There are many instructive examples in Germany, which will be applied and implemented by RUEA in the coming years within the framework “education –labour market” cooperation.
- Within the framework of “German Caucasus Cooperation” program (Partnerschaftprojekt BMWV-ASK-GEA-RUEA) was implemented a regional conference in Tbilisi, Georgia, November 22-24, with the participation of social partners of 3 South Caucasus Republics and Kazakhstan.

Social partnership principles and levels in the VET sphere of Armenia, the existing obstacles and problems

The parties of the social partnership are:

1. Government of RA
2. Organizations which represent employers
3. Trade Unions

Four levels of social partnership are established:

- National
- Regional
- Sectorial
- Enterprise or VET institution

Roles of social partners and institutional structure in education sphere

Functions of social partners at national level:

1. support and consulting in development of VET strategy and policy
2. Various resources necessary for development of VET (human, tangible, financial, intellectual) assurance and support of these processes
3. Predetermination and undertaking of awareness process related to the sphere of VET
4. Exchange of information
5. Organization (and/or participation in) of various events devoted to issues of VET sphere (seminars, conferences, meetings, exhibitions, tenders and etc.)

6. VET and labour market research and expected results submission, provision with information

Objectives of the Board

- a) To discuss and submit proposals for strategy and development programs, other documents related to legal acts of the project of vocational education of Armenia.
- b) To discuss and submit proposals for economy of Armenia for tentative vocational (professional) education planning and requirements related to contents, specialists and requirements to their preparation and conditions.
- c) To support vocational education and training development national center activity.
- d) To discuss and submit other proposals aimed at improvement of VET sphere in Armenia.

At the national level social partnership is carried out in the frames of Vocational Education and Training Development National Council (VET DNC) established according to the decision of the Prime Minister of RA December, 11 2008 N1012-A.

VET DNC is tripartite council body which main objective is provision of advising regarding development of VET in Armenia to the government body authorized in this sphere. VET DNC is carrying out advising regarding state policy, strategy, development trends in the sphere of VET, assigns sectorial, regional (according to necessity) members of the structure carrying out social partnership at institutional levels.

In the VET DNC which includes 21 members, in equal number social partners of recognized parties proposed members are involved.

According to the right of advisory vote representatives from the Staff of the Ministry of Labor and Social Issues of RA, Education National Institute of the Ministry of Education and Sciences of RA “Vocational Education and Training Development Center” institution and the committee of directors of state and non-governmental vocational education and training institutions can be invited. In case of necessity other persons can be invited to the meeting. VET DNC is everyday work and the discussions are regular.

Functions of social partners at level enterprise/VET institution

1. Presentation of local labour market situation and future tendencies
2. Preparation of data regarding expenses plan of the given sphere for the middle of the term
3. Presentation of data for justification of educational institution development program
4. Provision with information regarding budget funding procedure and approaches
5. Submission of proposals regarding optimal usage purpose of student allowance
6. Submission of proposals regarding bringing to conformance lists of professions and qualification taught in educational institutions to labour market.
7. Establishing of objectives important for the system also requiring legal settlement
8. Presentation of peculiarities of decisions’ apply according to the government
9. Submission of proposals regarding social and work conditions improvement for students and employees
10. Establishment of objectives from the policy carried out in the sphere of vocational education
11. Provision with advisory regarding legal acts regulating VET and employment sphere
12. Presentation regarding development tendencies of appropriate sectors and perspectives and requirements of employers
13. Support of organization of student’s practice training and career development
14. Regular provision with advisory regarding further strategic development of institution

15. Provision with advisory regarding continual improvement of education and training quality and conformity carried out in educational institutions.
16. Assistance to improvement of training and material facilities
17. Assistance to improvement of lecturer's professional qualification
18. Participation in elaboration of development plans of educational institutions
19. Raising of awareness regarding occupational health and safety according to appropriate professions, provision with modern methodical materials and literature.
20. Assurance of awareness regarding Labour Code of RA, training and advisory

On the VET level social partnership is carried out through collegial bodies of educational institutions carrying out vocational education and training in the frames of Boards, in which individual staff is approved by appropriate authorized government body, it involves up to 20 members and consists of in equal number VET sphere social partners of recognized parties, as well as of members representing the given institution (organization) pedagogical personnel and students according to the decrees of the Minister of Education and Sciences of RA June 23, 2006 "About order of formation of vocational state institution board" N527-N and August 7, 2008 "Order of Formation of professional state educational institution Board" N 646-N. The half of about 130 existing vocational schools and colleges were under the submission of Ministry of Education and Sciences of Armenia. Management boards were formed in these institutions during 2009. The other half of institutions was also transferred under the submission of the Ministry during 2011. During 2012 management boards started to form by involvement of social partners, the process is not complete yet. The frequency of board convocation is at least 4 times a year.

The employers and the experts nominated by the directors periodically participate in developing educational criteria. However, from point of view of labor market requirements, sufficient numbers of professions need to be studied.

The majority of the colleges endeavor to expand the existing specializations rather than introducing new specializations, because it is easier, and new trainers are not needed; besides the majority of the directors are conservative. Considering this the roles of the management boards are very important, as they can put forward new proposals and requirements to the colleges.

There is also one another important issue in the VET sphere regarding the efficient organization of the industrial practice. A small part of the colleges has proper industrial premises for organizing practical training inside. The colleges need to have proper premises where students could do some practical works.

In the framework of the social partnership it is necessary to develop the employers' motivation to organize practical training in their industrial territories, and through this to solve the problem with organization of the practical training.

In the Boards the parties are presented in the following way:

- 2 representatives from Employers, 1 from Trade Unions for the board of 7 and 9 members
- 3 representatives from Employers, 1 from Trade Unions for the board of 11 members
- 4 representatives from Employers, 1 from Trade Unions for the board of 13 members

The Ministry of Education, the Ministry of territorial administration are presented in the places provided by the Government. The licensed activity period of the Board is 5 educational years.

The Boards of the colleges and professional educational institutions provide proposals to the Ministry of Education, about VET institutions' activity's main directions.

With support of the EU, 12 colleges have been chosen in Armenia as pilot colleges where the reforms are being implemented (buildings, roofs, soft and etc.), meanwhile with support of the EU and UNDP, respectively 800 (2006-2007) and 300 (2007-2008) trainers were retrained, and over 1000 trainers were trained with support of the VET national development center. 137 lecturers have been trained by RUEA for lecturing OSH subjects.

One of the main issues is the assurance of financial resources (government support, free education (full scholarship)).

Colleges and high schools are oriented to professions with modern names (finance, audit, marketing, management, law, etc.) which are more proper for universities rather than colleges. Very small part of the colleges organizes training in the sphere of industry.

There is still a high influence of parents on children's professional orientation; over 40% of the children make their choice under parents' pressure. From this viewpoint participation of employers in the children's orientation is very significant. Meetings between employers and high school students can be useful. The employers can present the labor market requirements, the professions which they need. At the same time schools can organize trips to the employers' industrial territories for exact orientation.

At the same time the social partners should ensure the legislation reforms, which will strengthen the social partnership in the sphere of education.

Recently the reforms have been started in the VET sphere, but there is a need to implement reforms also in schools and institutes.

11. Employers Commitment in relation to VET System, Influence of the RUEA and Practical Measures for Improvement of VET.

Lecturers of institutions are to be trained and renewed, lecturers do not master practice methods.

Employers are not motivated for participation in teaching process, first they also need specialist as well as salaries in VET system are very low /EURO 100/.

RUEA will conduct top management for VET institutions, including:

- 1) Selection of the main 3-7 institutions, which include 12-15 specialties/their re-equipment.
- 2) Improvement, renewal, re-training of lecturers staff, RUEA will provide specialist from its member organizations and polygons for performance of practical works.
- 3) Participation in surveys conducting devoted to education-labor market, improvement of college marketing and development of business plans for colleges.

12. Proposals aimed at improvement of employers' commitment

In order to stimulate main industrial branches /cognac manufacture, pharmaceutical manufacture, precise engineering, food industry, light industry, mining and metal working, chemical, biotechnological, machine-tool, device and electronic technical, building materials industries, jewelry, diamond treatment, performance of joint measures aimed at creation and replenishment of new work places, prompt response to economic changes in VET system.

- Development of new educational standards for news specialties or re-development of operating ones.
- Complete regular analyses of labour market
- Apply of international leading experience at labour market, correct selection of demanded specialties and development and implementation of their educational standards.
- Strengthening of Institutional structures of social partnership (VET Development National Council, Training National Fund, RUEA Training Center, Councils of VET Institutions)
- Increase of efficiency of cooperation relation to issues of youth professional orientation
- Cooperation related to issues of youth employment
- Rooting of dual education in VET system
- Exchange of students and organization of training and production practice abroad.
- Organization of short-term training courses aimed at raising of qualification according to employers orders
- Provision of information regarding VET system /especially in employers environment/
- Regular evaluation of improvements efficiency made in VET system

Recommendations of RUEA

1. Development of explanatory vocabulary about educational system for education form-content harmony
2. Training and re-training for personnel according to demands of employers
3. Clarification of issues of professional institution-enterprise from the point of dual system using German experience it is necessary to separate the following: institution is responsible for students' theoretical knowledge, enterprise – for practical abilities/capabilities.
4. Within the first year of study (graduates from the 9th form) – 9 month of study process +1 month of professional orientation at enterprises. Within the second year of study- theoretical part + practice at enterprises=evaluation of capabilities. 50% (theoretical) + 50% (practice at enterprises) +20% (defense of a thesis or preparation for state exams). Alternative option to establish individual schedule of training procedure.
5. Labour market needs to select 12-15 specialties (up to 7) by RUEA, top management and performance of accreditation by RUEA. Re-equipment with support of German program and involvement of employers (projector for theoretical study, flipchart, materials and etc.) and for practical training -provision of second hand equipment and its maintenance.
6. RA Labour Code and changes related to the law about education, addition of practical lessons at employers with the aim to stimulate employer's participation as well as a procedure of contracts conclusion with students.
7. Promotion of cooperation with state and private recruitment agencies (formation of employment exchange on the basis of German experience)
8. Training of lecturers with involvement of employers
9. Evaluation of capabilities of enterprises involved in training for the given specialty and accreditation By RUEA
10. Application of report books in colleges based on German experience