

Annex 1: Logical Framework Matrix

Title and Acronym of the Twinning project: Empowerment of the Tertiary Level Education of the Republic of Armenia for European Higher Education Area Integration "EHEA"	Reference: AM13/ENP/OT/13	Duration of the project: 24 months	Budget : 1,000,000.00 €
Overall Objective	Objectively verifiable Indicators (OVIs)	Sources of Verification	
The overall objective of the project is to enhance the tertiary/third level education system of the Republic of Armenia through its integration with the European Higher Education Area (EHEA). Integration with the EHEA will be of benefit to all graduates of higher education institutions (HEIs) in Armenia by the improvement of their programmes through the design of programmes based on learning outcomes, the adoption of European Standards and Guidelines for quality assurance, the facilitation of mobility within the EHEA for Armenian students and staff, enhanced recognition of their qualifications within member states of EHEA (47 countries at present) and improved employability for graduates.	Report on Armenia's progress in the implementation of the Bologna Process. Self-assessment by the MoES to be prepared for the Bologna Ministerial Meeting 2015 (Yerevan).	Bologna Process Implementation Report published by EACEA (Executive Agency) Brussels; this report is written by independent experts based outside Armenia and will be prepared in early 2015.	
Project Purpose	Objectively verifiable Indicators (OVIs)	Sources of Verification	Assumptions
This project will seek to assist the full implementation of an Armenian National Framework of Qualifications (ANFQ) by the national authorities, by specialist agencies and by HEIs which meets all the requirements of the Bologna Process, ensures Armenia's full membership of the EHEA and thereby improves the quality of higher education to the benefit of students, graduates and employers.	- The adoption by the Government of Armenia of a revised framework - The successful application by Armenia for a statement of compatibility of ANFQ with the European frameworks QF-EHEA and EQF	- Publication of a revised framework in Armenia - Reports on the outcome of the Armenian applications produced by independent experts appointed to adjudicate on applications	Continuity of project supervision throughout possible political changes

Project Purpose	Objectively verifiable Indicators (OVIs)	Sources of Verification	Assumptions
	- New legislation and regulations developed and published by MoES - New procedures developed by HEIs which in turn result in new evaluation procedures developed by ANQA - More employer involvement in the work of HEIs, including serving on evaluation panels and on advisory committees within HEIs - ANQA will publish new procedures for evaluation. These will be evaluated by ENQA to see if they conform with European Standards & Guidelines	- Ad hoc legislation and regulations are in the process to be adopted by the Government of Armenia - Publication by ANQA of new evaluation procedures based on learning outcomes - The inclusion of employer representatives in ANQA evaluation panels - Report on the evaluation of ANQA procedures by ENQA (European QA Association) as to its conformity with European Standards & Guidelines	

Results	Objectively verifiable Indicators (OVI's)	Sources of Verification	Assumptions
R1. The legislative framework for higher education will have been reviewed with a view to facilitating flexible curricula in universities, to identifying gaps that impede the implementation of the Bologna initiatives and to supporting to overcome the gaps and implementing the reforms. The institutional arrangements for the development and maintenance of the NQF have been reviewed, recommendations made and support provided for the implementation of the amendments and reforms	The adoption and publication of revised legislation and regulations by the government of Armenia	The Bologna Process Implementation Report will give an evaluation of the appropriateness of the legislation and regulations. The report is prepared by independent experts and published by the EACEA, Brussels (European Commission)	
R2. Designated staff in MoES will have been trained in writing learning outcomes for higher education programmes and will adopt the regulations for higher education to accommodate a learning outcomes approach	The amended regulations published by the Ministry	Publications of Government of Armenia	
R3. Designated staff in ANQA will have been trained in writing learning outcomes for higher education programmes and will have developed a methodology for the evaluation of higher education programmes based on learning outcomes and their relationship with the ANQF	New procedures developed and published by ANQA	Acceptance of ANQA into membership of ENQA on the basis of a review of its procedures [ENQA is the European Quality Assurance Agency for higher education]	

Results	Objectively verifiable Indicators (OVIs)	Sources of Verification	Assumptions
R4. Some staff in each of the public universities will have been trained to write learning outcomes for programmes, to assess student achievement of those outcomes and to relate those learning outcomes to the levels in the ANQF. Each public university will have developed a methodology to apply ECTS credits to modules and programmes and to evaluate the extent to which each programme meets the requirements for the appropriate level in the ANQF. Better use of ECTS will facilitate greater flexibility of curricula and improved student mobility	- New procedures adopted by ANQA for evaluation of programmes will reflect the learning outcomes approach used by HEIs (See R3 above) - Procedures developed by HEIs will gain approval when reviewed for the Bologna Process Implementation Report	- See R3 above - The Bologna Process Implementation Report will give an evaluation of the appropriateness of the ECTS mechanisms. The report is prepared by independent experts and published by the EACEA, Brussels (European Commission)	
R5. The ANQF will meet the requirements of employers and graduates for the labour market in Armenia (thereby improving employability of graduates) and enable Armenia to meet its obligations for the Bologna Process when it is assessed as part of the Bologna Stocktaking for the 2015 meeting of ministers in Yerevan	Analysis of employability rates by independent experts	The Bologna Process Implementation Report will give an evaluation of employability rates. The report is prepared by independent experts and published by the EACEA, Brussels (European Commission)	

Activities	Means (indicative)	Deliverables	Assumptions
COMPONENT 0: GENERAL ACTIVITIES			
Activity 0.1: Kick-off meeting	3 wd: 1 mission of 3 days for the MS-PL	- Stakeholders, media and public informed about the start and content of the project - Press release - Project visibility material produced (visibility of EU-funded project)	RTA, RTA assistant and visiting PL will be given an office at MoES
Activity.0.2: Final Conference	3 wd: 1 mission of 3 days for the MS-PL	- Recommendations and Lessons learned formulated and discussed - Stakeholders, media and public informed about the results of the project at its end - Dissemination of results of the project and an indication of the further work that needs to be done; Press conference	MoES supports the informing of other players/stakeholders and media about the project
COMPONENT 1: REVIEW OF ARMENIAN LEGISLATION ON HE AND REVIEW OF THE INSTITUTIONAL ARRANGEMENTS FOR THE DEVELOPMENT AND MAINTENANCE OF NQF			
A.1.1 Reviewing of Armenian legislation of tertiary education system (TES)	20 wd: 2 missions of 5 days for 2 STEs	An analysis of the current legislation and recommendations of changes (gap assessment report) that would facilitate the on-going reforms sought in the Bologna Process	Availability of material to be reviewed in English
A.1.2 Two trainings (2 days) on identification of TES problems and issues and development of legislative solutions; development of TES policy based on EU experience	20 wd: 2 missions of 5 days for the STEs (3 days for the preparation of the training and 2 days for the delivery of the training)	- Identification of particular weaknesses that are hindering the implementation of reforms. For example one such weaknesses was identified in the Bologna Process Implementation Report 2012 regarding student mobility - Assessment report approved - Proposals for amended legislation will be provided	
A.1.3 Assisting the MoES in preparation of proposals on amending current legislation in the TES based on best practices of EU MS	20 wd: 2 missions of 5 days for 2 STEs		

Activities	Means (indicative)	Deliverables	Assumptions
A.1.4 Carrying out a review of the current institutional arrangement for the development and support of the NQF	20 wd: 2 missions of 5 days for 2 STEs	- There are several possible institutional arrangements for support of the ANFQ (in Ministry, special new agency, devolved to ANQA, etc. These will be analysed and a recommendation made. - Models analysed, - Recommendations made and opinion given by MoES and other stakeholders	
TOTAL C1 : 80 wd			
COMPONENT 2: RAISING CAPACITY OF REPRESENTATIVES OF MINISTRY OF EDUCATION AND SCIENCE FOR IMPLEMENTING AND MAINTAINING THE BOLOGNA REFORMS AND AWARENESS OF IMPLEMENTED REFORMS			
A.2.1 Provide a training course, 2 days in duration, via short-term experts for designated staff in MoES on the writing of learning outcomes	10 wd: 1 mission of 5 days for 2 STEs (3 days for the preparation of the training and 2 days for the delivery of the training)	- An appreciation among MoES staff of the learning outcomes approach and the approach necessary for its support - Guidelines disseminated	
A.2.2 Study visit on Bologna reforms implementation and maintenance	1 study visit of 5 days for 4 members of staff of MoES	Benchmarking Report on the study visit by participants	
TOTAL C2: 10 wd			
COMPONENT 3: RAISING CAPACITY OF ANQA FOR IMPLEMENTING AND MAINTAINING THE BOLOGNA REFORMS AND AWARENESS OF IMPLEMENTED REFORMS			
A.3.1 Provide a course, 3 days duration, to develop the expertise of designated staff in ANQA and its experts in the writing of learning outcomes	10 wd: 1 mission of 5 days for 2 STEs (2 days for the preparation of the training and 3 days for the delivery of the training)	- The development of expertise in ANQA staff and the experts it employs for evaluations on the learning outcomes approach to programme design - Guidelines disseminated	

Activities	Means (indicative)	Deliverables	Assumptions
A.3.2 Provide a course, 3 days duration, to develop the expertise of designated staff in ANQA and its experts in the development of a methodology for the evaluation of programmes and institutions using a learning outcomes approach	10 wd: 1 mission of 5 days for 2 STEs (2 days for the preparation of the training and 3 days for the delivery of the training)	- A new methodology for programme and institutional reviews based on a learning outcomes approach. This new methodology will be assessed by ENQA when ANQA applies for full membership of ENQA - Guidelines disseminated	
A.3.3 Study visit on institutional reviews	1 study visit of 5 days for 4 members of staff of ANQA	Benchmarking Report on the study visit by participants	
A.3.4 Application of Republic of Armenia to EQAR	30 wd: 3 missions of 5 days for 2 STEs	Application submitted to EQAR	
	TOTAL C3: 50 wd		
COMPONENT 4: RAISING CAPACITY OF REPRESENTATIVES OF UNIVERSITIES FOR IMPLEMENTING THE BOLOGNA REFORMS, SPECIFICALLY IN RELATION TO THE WRITING OF LEARNING OUTCOMES, THE ASSESSMENT OF STUDENT ACHIEVEMENT AND THE USE OF ECTS			
A.4.1 Organise practical six 2-day training courses for some staff of each of the 27 public and 5 selected private HEIs to write learning outcomes for programmes, to assess student achievement of those outcomes, to link ECTS credits to modules and to relate the learning outcomes to the levels in the ANQF	10 wd for the preparation: 1 mission of 5 days for 2 STEs 30 wd for the delivery: 3 missions of 5 days for 2 STEs (2 trainings a week to be delivered)	120 academic staff in HEIs will have been trained in the use of Learning Outcomes in the design of academic programmes - Guidelines disseminated	- The involvement of the HEIs in the Twinning project is properly ensured by Twinning key actors - The network of appointed relevant HEI staff is designed and operational

Activities	Means (indicative)	Deliverables	Assumptions
A.4.2 Organise a workshop, 2 days duration, on the development of academic staff in pedagogy and assessment for 50 academic staff from universities	10 wd: 1 mission of 5 days for 2 STEs (3 days for the preparation of the training and 2 days for the delivery of the training)	- This workshop aims to develop an appreciation among academics of the usefulness of training in pedagogy and assessment of teaching staff in higher education. It is hoped this will start a move to include training in pedagogy in staff development programmes, an approach which is increasingly common in the EU. - Guidelines disseminated	
A.4.3 Organise a 2-day workshop for senior staff of universities and MoES (estimated number of participants: 24) to encourage HEIs sharing modules with other HEIs in Armenia to the benefit of students in both HEIs as well as economic efficiencies	10 wd: 1 mission of 5 days for 2 STEs (3 days for the preparation of the training and 2 days for the delivery of the training)	The creation of an understanding of the benefits of sharing modules between HEIs. These benefits relate to academic quality as well as economies of scale. The workshop will explore the legal and logistical features of such a sharing in addition to the benefits.	
A.4.4 Organisation of specialised training			
A.4.4.1 Offer three 2-day specialist lectures on new approaches to teaching creative arts programmes that comply with a NQF (these lectures to be available to all HEIs that offer Creative Arts programmes)	15 wd: 3 missions of 5 days for 1 STE (3 days for the preparation of the training and 2 days for the delivery of the training)	These specialist lectures will provide an insight into the latest developments in teaching Creative Arts with a focus on methods that strengthen student commitment and the involvement of the wider community	
A.4.4.2 Offer three 2-day specialist lectures on new approaches to teaching Engineering programmes that comply with a NQF (these lectures to be available to all HEIs that offer Engineering programmes)	15 wd: 3 missions of 5 days for 1 STE (3 days for the preparation of the training and 2 days for the delivery of the training)	These specialist lectures will provide an insight into the latest developments in teaching Engineering with a focus on methods that strengthen student commitment and the involvement of industry and community partners	

Activities	Means (indicative)	Deliverables	Assumptions
A.4.4.3 Offer three 2-day specialist lectures on new approaches to teaching Business/Economics on programmes that are compliant with a NQF (these lectures to be available to all HEIs that offer Business/Economics programmes)	15 wd: 3 missions of 5 days for 1 STE (3 days for the preparation of the training and 2 days for the delivery of the training)	These specialist lectures will provide an insight into the latest developments in teaching Business and Economics with a focus on methods that strengthen student commitment and the involvement of the world of business and the wider community	
A.4.4.4 Offer two 2-day specialists lectures on new approaches to teaching educational management programmes that comply with Armenian NQF (these lectures to be available to all HEIs that offer Educational management programmes)	10 wd: 2 missions of 5 days for 1 STE (3 days for the preparation of the training and 2 days for the delivery of the training)	These specialist lectures will provide an insight into the latest developments in teaching Educational Management with a focus on methods that strengthen student commitment and the involvement of the education sector and the wider community	
A.4.4.5 Provide a workshop (3 days) on the structure and organisation of higher medical education in the EU (the workshop is open to staff of universities providing medical education)	5 wd: 1 mission of 5 days for 1 STE (2 days for the preparation of the training and 3 days for the delivery of the training)	This workshop will provide an insight into new approaches to medical education in the EU	
A.4.5 Provide six training courses in student grading systems for all academic staff: 3 per small universities (less than 2,000 students) and 6 per larger universities (ca. 120 to be trained)	10 wd for the preparation: 1 mission of 5 days for 2 STEs 30 wd for the delivery: 3 missions of 5 days for 2 STEs (2 trainings a week to be delivered)	- These courses will provide training in modern approaches to student grading systems to 120 academic staff of universities. In turn, those trained on these courses will train others in their HEI. - Guidelines disseminated	A train-the-trainer approach could be adopted with a small number of staff from each HEI undergoing the training initially and then assuming responsibility for training their colleagues

Activities	Means (indicative)	Deliverables	Assumptions
A.4.6 Provide a 2-day workshop for staff of universities on best practice in the use of ECTS (50 participants)	5 wd: 1 mission of 5 days for 1 STE (3 days for the preparation of the training and 2 days for the delivery of the training)	- This workshop will create an awareness of best practice among academic staff. They in turn will introduce colleagues in their HEIs to the practices. - Guidelines disseminated	
A.4.7 Provide pilot cases and four 2-day workshops (2 per annum) for staff of HEIs on progress in implementing the Bologna reforms (50 participants)	<u>Pilot cases:</u> 30 wd: 3 missions of 5 days for 2 STEs <u>Workshops:</u> 20 wd: 4 missions of 5 days for 1 STE (3 days for the preparation of the training and 3 days for the delivery of the training) TOTAL C4: 215 wd	- Pilot cases carried out - Progress reports on implementing the Bologna reforms and recommendations for implementation	
COMPONENT 5: ANQF TO MEET THE REQUIREMENTS OF EMPLOYERS AND GRADUATES FOR THE LABOUR MARKET			
A.5.1 Organise a workshop (2 days) for Employers and HEIs – Involvement of Employers in the planning of curricula in HEIs	10 wd: 1 mission of 5 days for 2 STEs (3 days for the preparation of the training and 2 days for the delivery of the training)	- The Bologna Process is encouraging a wider involvement of employers in HEIs. This workshop will encourage that process among employers and HEIs in Armenia. - Progress report issued	
A.5.2 Organise a follow-up workshop (2 days) for Employers and HEIs – Involvement of Employers in the planning of curricula in HEIs	10 wd: 1 mission of 5 days for 2 STEs (3 days for the preparation of the training and 2 days for the delivery of the training) TOTAL C5: 20 wd	Progress report on the enhancement of the role of employers in assisting HEIs to ensure that teaching programmes are meeting the needs of the labour market.	
TOTAL ACTIVITIES			
	CI-C5 : 375 wd		