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QUALITY VET SYSTEM IN ARMENIA

Organization: National Center for Professional Education Quality assurance

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Implementing partners:



NATIONAL CENTER FOR
PROFESSIONAL EDUCATION
QUALITY ASSURANCE FOUNDATION



VET DEVELOPMENT STATE POLICY

Education Development Plan Goals until 2030:

- Enhance VET quality and align it with labor market needs, tailored to each Armenian province's regional strategies.
- Strengthen institutional and human capacities within VET institutions.
- Improve VET effectiveness through internal and external quality evaluations.
- The consolidation of VET institutions, the integration of educational programmes, and the establishment of a new network for collaboration and systemization.

Major Goal: Achieve a professional employment rate of up to 90% for graduates by 2030.

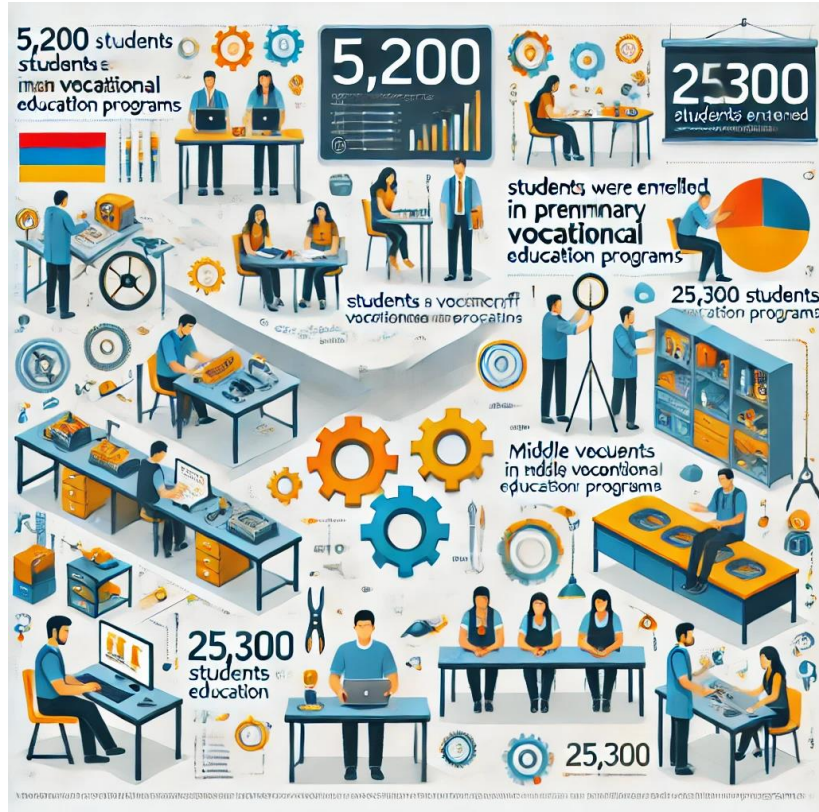
Vocational Education Institutions and Teachers' Numbers

- Number of state Primary vocational institutions: **23**
- Number of private Primary vocational institutions: -

- Number of state Secondary vocational institutions: **63**
- Number of private Secondary vocational institutions: **24**

- Number of teachers in Primary level: **1,189**
- Number of teachers in Secondary level: **4,118**

Students Enrolled in Preliminary and Middle Vocational Academic Programmes in Armenia



According to the Statistical Committee of the Republic of Armenia, during the 2023-2024 academic year:

- 5,200 students were enrolled in Preliminary (Craft) Vocational Education Programs.
- 25,300 students were enrolled in Middle Vocational Education Programs.

Armenia's population is estimated to be approximately 3,014,621 people.

External Quality assurance Framework in Armenia

- **Mandatory institutional accreditation** with the examination of three academic programmes.
- **Academic programme accreditation** – voluntary, institutional accreditation is a prerequisite.

Accreditation

- promotes institutional strategic changes at VETs
- promotes academic programme reforms
- builds a dialog among all stakeholders on the current challenges in education

Institutional Accreditation Criteria:

Three Crucial Dimensions

1. Credible Award of Qualifications

1. Academic programmes
2. Faculty and staff
3. Infrastructure and resources

- Ensuring that achieved learning outcomes are aligned with the needs of employers.
- The academic programmes, teaching staff, and material-technical resources provide up-to-date practical skills, preparing graduates in accordance with the requirements of the NQF and employers.

Institutional Accreditation Criteria:

Three Crucial Dimensions

2. Outcome-Oriented Governance

- Mission and purposes
- Governance and administration
- Internal quality assurance system

1. Data-driven decision-making
2. Management system supports the quality assurance system and its development

Institutional Accreditation Criteria:

Three Crucial Dimensions

Further Development

1. Students
2. Research and development
3. Societal responsibility
4. External relations and internationalisation

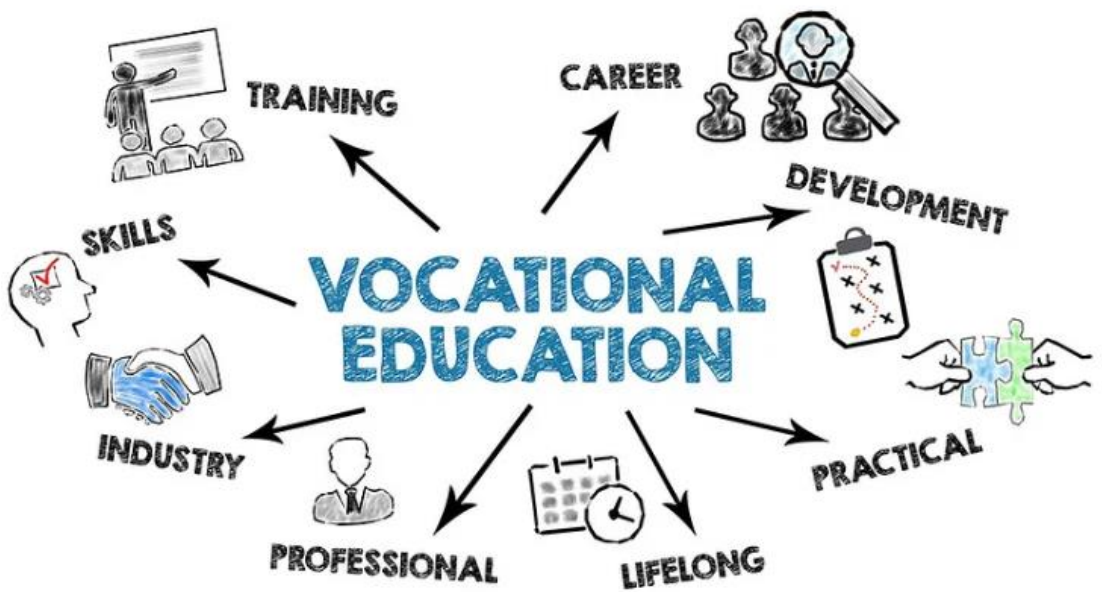
- Analytical skills among students
- International activities
- Cooperation with employers

Programme accreditation

1. Academic Programme
2. Teaching Staff
3. Teaching and Learning Practices
4. Student Assessment
5. Research and development
6. Learning environment
7. Quality Assurance

Institutional and Programme Accreditation Statistics by Year

Year	Number of VET Institutions	Type of VET Institutions
2019	5 VET institutions	1 private, 4 states
2020	6 VET institutions	1 private, 5 states
2021 ^u	5 VET institutions	5 states
2022	7 VET institutions	1 private, 6 states
2023	18 VET institutions	3 privates /1 re-accreditation/, 15 states
2024	23 VET institutions	3 private, 20 states
2025	17 VET institutions applied for accreditation	2 private, 15 states /1 re-accreditation/,
2025	5 program accreditations planned for Nursing academic programmes	5 states



VET ACCREDITATION APPROACHES FOR VET

ANQA policy for VET sustainable development

1

Directing VET institutions to meet the needs of the local labor market, contributing to the implementation of joint strategic management with employers.

2

Aligning academic programmes with the needs and economic opportunities of the region.

ANQA policy for VET sustainable development

3

Encouraging the cooperative use of the resource bases of sector employers by VET institutions for the effective implementation of academic programmes

4

**Increasing the involvement of employer-teachers
Promoting the accumulation of analytical data in institutions and decision-making based on this data.**

Internal Quality Assurance

Role of Internal Quality Assurance

- IQA is an **integral part of academic performance** and serves as a foundation for continuous improvement.
- It **fosters the development of a quality culture** within VET institutions.
- Quality activities are carried out based on an **established quality plan**.

Key Components of IQA

- A major aspect of IQA is the **evaluation of academic program effectiveness**.
- IQA managers **collect and analyze data** on employer, student, teacher, and stakeholder satisfaction.

Main Challenges for Armenian VET Institutions

1. Alignment with Labor Market Needs

1. Ensuring that VET programs meet the evolving demands of Armenia's economy.
2. Strengthening employer engagement in curriculum development and student training.

2. Internal Quality Assurance (IQA) Development

1. Limited quality assurance mechanisms, mainly relying on surveys and class observations.
2. Need for capacity-building programs for IQA managers and staff.

3. Insufficient Funding and Resource Allocation

1. Many VET institutions lack modern infrastructure, training equipment, and digital tools.
2. Limited financial support for expanding and upgrading educational programs.

Main Challenges for Armenian VET Institutions

4. Teacher Training and Professional Development

1. Need for **continuous upskilling** of VET educators to align with modern teaching methodologies and industry trends.
2. **Shortage of qualified trainers** in specialized vocational fields.

5. Limited Graduate Tracking

1. Insufficient tracking of **graduate employment rates and career progression**

6. Internationalization and Best Practices

1. Limited **participation in international projects and collaborations.**
2. Need to integrate **international best practices** into Armenian VET policies and programs.



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Thank you for your attention!

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