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Armenian Education System

Unlocking Access: Qualifications, Recognition, Pathways

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Outline

- 1 Reform and legal framework
- 2 ANQF and qualification structure
- 3 Access routes, pathways, and QA
- 4 Recognition and qualification cases

Background: Shaping new educational reality

Policy priorities

Independence Shift

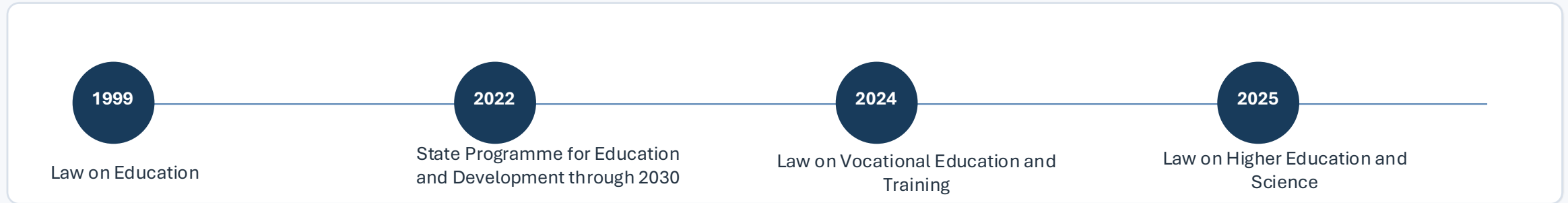
Following independence in 1991 Armenian education system underwent major transformation, driven by **market-oriented mechanisms** and **democratic values**.

This led to more diverse and flexible system – with public and private institutions, the entry of international providers, greater institutional autonomy, stronger accountability, transparency.

These changes were guided by key political priorities:

- **Improving Global Competitiveness**- aligning with international education standards to strengthen Armenia's competitiveness in the global economy.
- **Enhancing Quality** -to provide a more comprehensive and in-depth education, covering a wider range of subjects and skills.
- **Ensuring Recognition**- to facilitate academic mobility and recognition of qualifications across borders.
- **Expanding access to HE** - to prepare learners to HE by providing stronger foundation and broader curriculum.
- **Creating Clear Learning Pathways**- to enable seamless mobility.
- **Building Public Trust** -ensuring transparency and accountability in educational outcomes and progression.

Latest developments and current legal framework



Policy direction

Over the time key legislation has created a more coherent system positioning education as a driver of human capital development and socio-economic growth.

Reforms covering entire education system- from primary to HE.

Strengthening transparency, comparability, and progression pathways.

Impact

There has been a shift

- towards a more aligned and merit-based system, increasingly compatible with EHEA,
- linking access to ANQF levels and learning outcomes.

Broader system reforms reinforcing

- stronger labour market alignment and stakeholder engagement,
- QA and accreditation, increase institutional autonomy and accountability and student-centered learning and flexible pathways.

Armenian National Qualifications Framework (ANQF)

Qualification levels linked to HE access

8

Doctorate
3–4 years · 180 ECTS

7

Master
1–2 years · 60–120 ECTS

6

Bachelor
3–4 years · 180–240 ECTS

5

Specialist
Access qualification pathway

4

Secondary Education Atestat
Junior Specialist
Main access qualifications

Framework function and alignment

- Established in 2011 as an eight-level lifelong learning framework to cover general education, VET and HE.
- Aligned with the EQF and designed to support self-certification against the QF-EHEA.
- The ANQF improves transparency, comparability, progression pathways, and international recognition of Armenian qualifications.
- Qualifications at levels 4 and 5 directly grant HE access.
- ANQF serves as the primary tool for automatic recognition

HE access qualifications in the national education system

20-22K

upper-secondary graduates annually

13-15K

applicants taking unified state examinations

Twice per year

Electronic admission platform

Qualifications giving access to first-cycle HE

Secondary Education Atestat

General route

3 years

Grades 10–12

NQF/EQF 4

Junior Specialist

Vocational route

2–3 years

NQF/EQF 4

Specialist

Vocational route

2–5 years

NQF 5 / EQF 5

Admission

- All three qualifications grant **formal access** to HE. **Admission** organised on competitive basis.
- **Unified State Examinations** are the main basis for ranking applicants.
- **Ministry** defines quotas, specialties, and procedures.
- Separate procedures for foreigners, additional requirements: **language or preparatory programmes**
- Foreign qualifications are subject to **recognition procedures**.

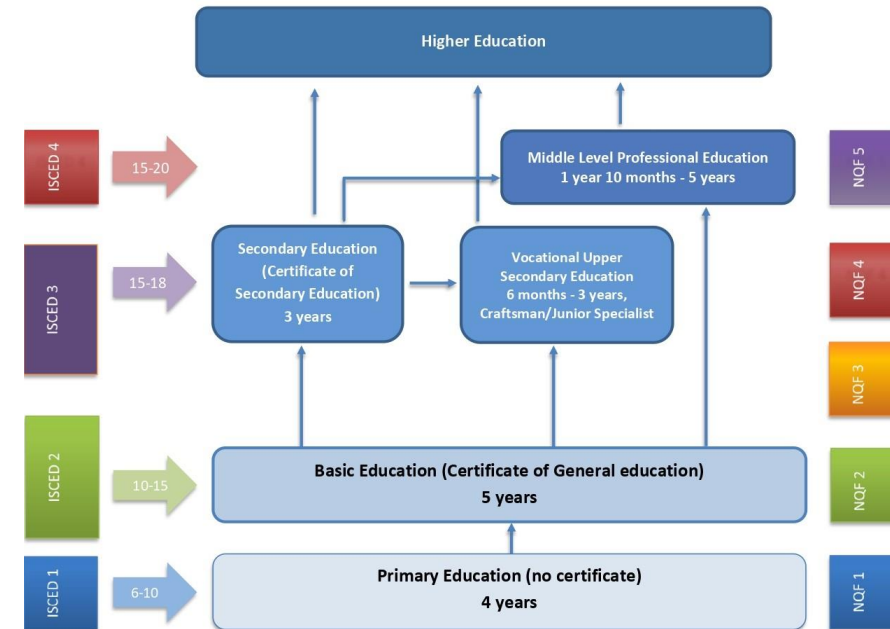
There are different admission models for some international providers operating in Armenia.

Flexible pathways leading to HE access qualifications

Pathway logic

- System is built on a dual access model: general and vocational pathways –leading to HE.
- Policy objective – broader participation in HE through more flexible progression routes.
- A central concept is permeability – ensuring there are no dead-ends in the education journey.
- Qualifications linked through ANQF levels and learning outcomes.

Present education system chart [lower and upper secondary education]



Quality assurance and learning outcomes of access qualifications

Quality assurance architecture

VET

- Accreditation led by ANQA.
- Institutional self-evaluation and external peer review.
- Increasing use of programme accreditation and learning outcomes.
- Alignment with ESG principles.

General education

- State-regulated quality control rather than accreditation
- National standards, curriculum frameworks, and external monitoring..
- Growing emphasis on self-evaluation and stakeholders' feedback.

Across both sectors, the overall trend is toward more transparency, internal quality assurance, and outcome-based evaluation.

Clearly Defined Learning Outcomes for HE access

General secondary education (Atestat)- *broader knowledge and core competences*

Comprehensive subject knowledge; logical reasoning and problem-solving; written and oral communication; capacity for independent learning; civic and social competence.

Secondary vocational education –applied skills and readiness for further studies

Applied professional knowledge; practical and technical skills; ability to use theory in context; problem-solving and teamwork; sufficient academic preparation for further study.

Both routes are aligned with ANQF Levels 4–5 and described through knowledge, skills, and competences.

Recognition: criteria and procedures of HE access qualifications in Armenia

Recognition principles

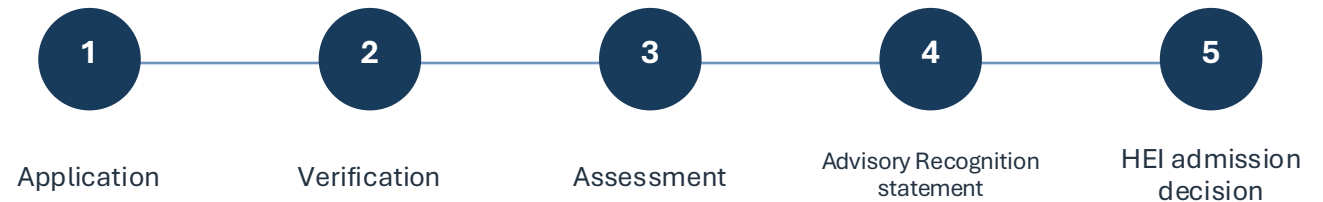
- Based on the LRC and national legislation.
- Focus on substantial differences, not strict equivalence.
- Recognition ensures fair and transparent assessment.
- Alternative procedures for refugees and undocumented applicants.

ArmENIC assesses key elements:

- Institution and programme status
- Qualification level and profile
- Learning outcomes and workload
- Rights attached to the qualification

Recognition workflow

Recognition ≠ Admission



Automatic Recognition- simplified approach

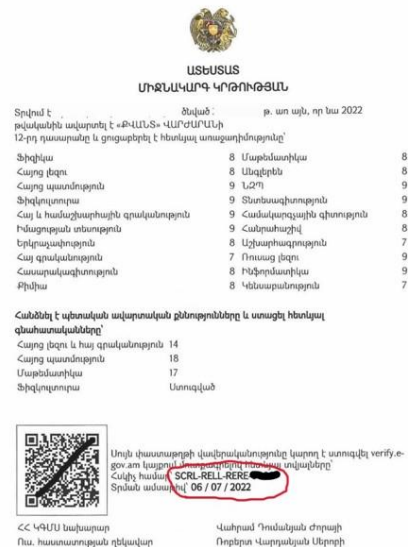
- Verification of authenticity
- Level-to- level matching
- Immediate rights
- Systematic trust application

Case studies of HE access qualifications in the country

Secondary Education Atestat

Level 4

General profile
Formal access to all HE programmes at EQF Level 6



Հանձնել է պետական ավարտական քննությունները և ստացել հետևյալ գնահատականները՝

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Շարք լեզու	8	Անգլերեն	8
Շարք պատմություն	9	ԼՂԴՊ	9
Ֆիզիկոլոգիա	9	Տնտեսագիտություն	9
Շայ և համայնքաբանի գրականություն	9	Համակարգչային գիտություն	8
Ինտրոդուկցիոն տեսություն	9	Հանրահայտի	8
Երկրագիտություն	8	Սշխարհագրություն	7
Շայ գրականություն	7	Ռուսաց լեզու	9
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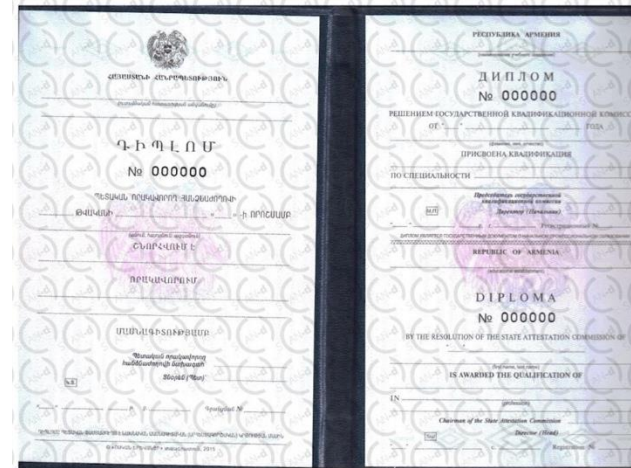
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Secondary Education Atestat
Digital certificate example

Junior Specialist / Craftsman

Level 4

Vocational profile
Access to all HE programmes at EQF Level 6



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Junior Specialist / Craftsman
Diploma template example

Specialist

Level 5

Vocational profile
Access to all HE programmes at EQF Level 6



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Specialist
Diploma template example

The 2030 Transformation

- **System-wide Alignment:** Full integration of VET and HE into unified EHEA -compatible area.
- **Quality Architecture:** Strengthening ANQA's role in internal and external quality assurance.
- **Permeability:** Eliminating all barriers for lifelong learners moving between education sectors.
- **System-based Recognition :** Making automatic recognition of the qualifications from the EHEA.

