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Final Report: Expertise in Needs Analysis in the Field of Technical and Vocational Education and Training (TVET) in Syunik, Armenia

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1. Executive Summary

Context | This report presents a comprehensive assessment of the Technical and Vocational Education and Training (TVET) landscape in Armenia's Syunik region, offering an in-depth analysis of its institutional capacity, system-wide challenges, and potential areas for the development.

The assessment explores both structural and operational dimensions of the region's TVET system, including enrollment trends, graduate employment outcomes, specialization viability, infrastructure adequacy, and institutional partnerships.

Special attention is given to the inclusion of women, displaced individuals, and people with disabilities.

By combining data from the past ten years with insights from students, lecturers, employers, and government representatives, the report provides a strong evidence base for improving the TVET system. It is intended to support ADA, EIB and Ministry of Education, Science, Culture and Sport in making informed decisions that will help vocational education in Syunik become more inclusive, effective, and aligned with regional economic priorities.

Key findings

Demand | During the last year, demand for Technical and Vocational Education and Training in Syunik has generally increased except for the Medical College, which experienced a notable decline in admissions. For example, Sisian Branch of Agricultural College in 2019 had only 20 students, but by 2024, that number rose to 120.

Syunik Regional State College also saw a rise in new admissions, from 111 in 2019 to 153 in 2024. Sisian State College had 118 new admissions in 2019. Although the number went down in the following years, it started to grow again from 2022. By 2024, it reached 101.

In parallel, the Medical College has had a decrease in admissions. After some growth between 2021 and 2023, the numbers dropped again. There were 52 new students in 2023–2024, but only 43 in 2024–2025 academic year.

Categorization of the professions | Based on enrollment trends, the professions are grouped into three categories: growing, which means the profession is becoming more in demand, steady, which means the demand remains consistent and declining, which indicates that the demand is decreasing.

Table 1. Categorization of professions by enrollment trends: growing, declining and steady

GROWING ↗	DECLINING ↘	STEADY —
Transport Organization and Management	Medical Cosmetology	Accounting
Midwifery	Management	Nursing
Greenhouse Management	Therapeutic Massage	Dental Technician
Open Pit Mining	Biotechnology of Protected Soil	Pharmacy
Social Work	Design	Milk and Dairy Processing Technology

Construction and Finishing Works	Hair Dressing and Make-up	Operation and Maintenance of Vehicles
Service Management in Hotels and Tourist Complexes	Preschool Education	Mineral Processing
Renewable Energy Power Plant Installation and Maintenance	Design	Open-Pit Mining
Beekeeping		Veterinary Studies
Agriculture Mechanization		Networks and Communication Systems
Construction and Operation of Buildings and Structures		Telecommunication Networks and Communication Systems
		Operation and Maintenance of Transport Vehicles
		Computer Operations
		Graphic design

Employment Trends | Employment trends among graduates of Syunik’s educational institutions vary notably by specialization and institution. Data from several colleges in the region reveal a mixed employment landscape, influenced by the quality of educational programs, labor market demand, and access to further education.

For instance, at the Sisian branch of the Agrarian University, more than 47% of graduates pursued further education, an indicator of either strong academic motivation or limited immediate employment opportunities. Meanwhile, 24% of graduates were unemployed, and another 24% joined the military, underscoring the challenges some students face in securing employment after graduation.

Other institutions demonstrate more favorable employment outcomes. At the Medical College, 43% of graduates secured employment in their field, suggesting a relatively smooth transition into the medical workforce. Additionally, 25% were employed in positions unrelated to their specialization, 8% continued their education at universities, and 7% entered military service. However, for 18% of graduates, no information is available regarding their current status.

Between 2014 and 2024, Syunik State College produced a total of 1,019 graduates. Of these, approximately 30% secured employment in their field of study. Meanwhile, around 25% are employed outside their profession, 22% are currently not working, 16% served in the military, and only 7% continued their education at universities.

During the same period, Sisian State College had 476 graduates. However, detailed data on graduate outcomes is available only from 2019 onwards. Since then, the college has had 182 graduates. Among them, only 9% are professionally employed, while 32% are working outside their field of study and another 32% pursued higher education. Information on the remaining 27% of graduates is unavailable, limiting the ability to form a comprehensive understanding of post-graduation trajectories.

Key Challenges

Labor Market Misalignment and Regulatory Constraints | One of the central findings is the disconnect between the structure of existing vocational training programs and the labor market needs of Syunik. While several specializations have experienced increasing demand from employers, particularly in **Healthcare, Agriculture, Renewable Energy, Construction, and Service sectors**, the education system has not been flexible enough to respond effectively. This is due, in part, to regulatory constraints that prevent institutions from launching or continuing programs unless they meet a minimum number of applicants (13 in rural institutions, 10 for secondary). As a result, critical professions such as **Midwifery** and **Dental Technician** studies, despite being in high demand in the market, are not offered. Over the past few years, these programs were repeatedly canceled due to insufficient enrollment, leaving essential labor gaps unaddressed and burdening regional health systems.

Infrastructure Deficiencies and Learning Conditions | All assessed institutions suffer from significant infrastructure shortcomings that directly affect the quality of education. Common issues include lack of classroom space, outdated equipment including laboratory, poor heating and lighting, inadequate sanitation, and a near-total absence of facilities accessible to students with disabilities. For instance, the Sisian branch of Armenian National Agrarian University (operates out of a deteriorating school building declared to be in emergency condition. Kapan Medical College students are trained with equipment dating back to the 1960s. In some cases, modern imported machinery has remained unused for over a decade due to lack of suitable facilities.

Displaced students from Nagorno-Karabakh | Currently all the colleges have displaced students from Nagorno-Karabakh:

- Sisian Branch of ANAU - 5
- Sisian State College - 6
- Medical College - 4
- Syunik Regional College - 11

Inclusion and Accessibility | Although some institutions have enrolled students with disabilities, the support systems are informal and minimal. Most colleges do not meet basic accessibility standards such as ramps, elevators, accessible bathrooms, and staff have received little to no training on inclusive education. Participation often relies on the goodwill of peers and individual instructors rather than institutional policy or design.

Employer Engagement and Dual Education | All the institutions have established partnerships with local businesses such as agricultural enterprises, medical centers, mining companies. However, across the system, employer involvement in curriculum development, internships, and graduate evaluation is weak.

Gender Imbalance | Gender participation in TVET is still divided by traditional roles. The gender divide is particularly evident in certain specializations: for example, Transport Organization and Management and Construction and Finishing Works have seen no female enrollment over the past ten years. Female students are more likely to enroll in programs like nursing, pharmacy, and social work.

Absence of Systematic Data on Graduate Outcomes and Labor Market Integration | While some institutions collect basic data on alumni employment, no standardized, region-wide graduate

tracking system exists. As a result, it is difficult to fully assess the effectiveness of different specializations and identify employment trends. The data is not kept up to date, the career centers usually collect it once after graduation and then stop following.

Opportunities

High Employer Demand for TVET Graduates | Syunik's economy is driven by mining, healthcare, construction, agriculture, and tourism and all these sectors currently face a shortage of skilled labor.

Strong Donor Interest in Supporting TVET Reform and Infrastructure Investment | Multiple international development partners including GIZ, UNDP, the Embassy of Japan, WFP, and the My Step Foundation have already supported pilot programs, equipment donations, smart classrooms, and agricultural innovation centers. In addition, the Sisian branch of ANAU benefits from the participation in MAVETA program, funded by the Swiss Government and implemented by GIZ and HEKS/EPER. The college offers dual education, combining classroom learning with paid, hands-on training in agriculture. MAVETA has improved the college facilities, introduced new specialties, and boosted youth employment under the broader EU-backed "Resilient Syunik" initiative.

Legal Foundation for Dual Education to Better Match Job Market Needs | With the adoption of a new law in 2024, the dual education model in Armenia was established on an institutional basis, combining theoretical learning with practical work experience.¹ Sisian branch of ANAU is already testing this model in specializations, for example Greenhouse Management, Agriculture Mechanization, Milk and Dairy Processing Technology. The results show that students gain better skills and are more prepared for jobs in the future.

Recommendations

To address the challenges identified, the report puts forward the following key recommendations:

Establishment of Centres of Vocational Excellence (CoVEs) | It is recommended to modernize existing TVET institutions in Kapan and Sisian by transforming them into regional Centres of Vocational Excellence. These centers should promote high-quality, inclusive, and future-oriented training environments aligned with local economic needs.

Prioritize High-Demand Specializations | Certain medical and technical professions, such as Midwifery, Dental Technician, and Pharmacy, should be designated as priority specializations eligible for state-funded scholarships. This will help overcome enrollment barriers and address critical workforce shortages in the region, especially in healthcare.

Enhance Cooperation with Local Employers | Colleges should expand and institutionalize partnerships with local employers to improve curriculum design, offer practical training opportunities, and increase graduate employability. A proven method is the dual education model, which combines in-class instruction with structured work-based learning. Establishment of CoVEs will foster this cooperation.

Introduce Short-Term and Modular Training Programs | Low-demand specializations such as cosmetology, plumbing, or hospitality services can be restructured into short-term, modular

¹ Law of the Republic of Armenia on Vocational Education and Training, adopted May 22, 2024-
<https://www.arlis.am/DocumentView.aspx?docid=193918>

training programs. These formats are more accessible and can quickly meet the needs of the labor market.

Implement Graduate Tracking and Feedback Mechanisms | TVET institutions should establish systematic monitoring of graduate employment outcomes. This will allow for better assessment of program effectiveness and ensure continuous alignment with labor market demands.

Establish Industry-Led Advisory Councils | To maintain labor market relevance, it is recommended to create advisory councils composed of employers, sector experts, and alumni. These councils will support curriculum updates and help institutions stay responsive to evolving economic trends.

Expand Hybrid and Distance Learning Options | To address shortages of qualified teaching staff, particularly in rural areas, institutions should explore hybrid models where specialized courses are delivered remotely by lecturers based in Yerevan or other regions. This ensures consistency and access to quality instruction across the region.

2. Introduction

2.1 Background and Rationale

The objective of the “Expertise in Needs Analysis in the Field of Technical and Vocational Education and Training (TVET) in Syunik, Armenia” is to provide evidence-based recommendations to support the development of technical documentation for the construction and rehabilitation of buildings following the planned merging of four institutions into two multi-profile vocational colleges. Given the complexity of assigned project, a multi-layered research design was applied to ensure the findings reflect ground realities, stakeholder needs, and educational institution needs. This approach is designed to ensure that the findings accurately reflect on-the-ground realities, address the needs of key stakeholders, and respond to the institutional requirements of the vocational education providers.

Technical and Vocational Education and Training (TVET) plays a vital role in preparing young people for employment and economic self-reliance. In Syunik, local colleges offer training programs intended to align with regional labor market demands. However, the sector faces persistent challenges, including limited infrastructure, shifting employer needs, and the imperative to ensure accessibility for women, persons with disabilities, and displaced populations. This assessment was conducted to evaluate how effectively TVET institutions meet these needs and identify actionable areas for improvement.

Syunik's economy is primarily driven by the mining, energy, agriculture, and construction sectors. The region hosts some of Armenia's largest mining operations, which significantly shape local labor market demand, particularly for technical and engineering skills. Agriculture remains a key employer in rural communities, while ongoing infrastructure development projects in towns like Kapan, Goris, and Sisian have increased the need for skilled labor in construction and transport. These economic patterns inform the types of specializations offered by TVET institutions and underscore the importance of aligning education with current and future labor market needs.

Scope | The assessment blends secondary data analysis with new primary research (interviews, focus groups, and stakeholder consultations). Based on the findings, the report presents recommendations for:

- the introduction or revision of specializations aligned with labor market needs, and
- infrastructure improvements necessary to enhance the delivery and accessibility of vocational training.

The analysis focused on the following colleges:

- Sisian Branch of the Armenian National Agrarian University (ANAU)
- Sisian State College
- Kapan State Medical College
- Syunik Regional State College

Quantitative Data Analysis | In the first phase, this review aimed to provide a detailed overview of the current situation. Data on student enrolment was collected for 2014-2024. For the Sisian branch of ANAU, data collection began in 2019, as the program was newly launched. In the case of Sisian State College, alumni pathway information was collected from 2019 due to the

unavailability of earlier records. The career paths of graduates were also analyzed to determine the percentage of those professionally employed.

Qualitative Data Analysis | In the second phase, qualitative data was collected through Key Informant Interviews (KIIs) and Focus Group Discussions (FGDs) with a diverse range of stakeholders. In total:

- 14 Key Informant Interviews and
- 12 Focus Group Discussions were conducted.

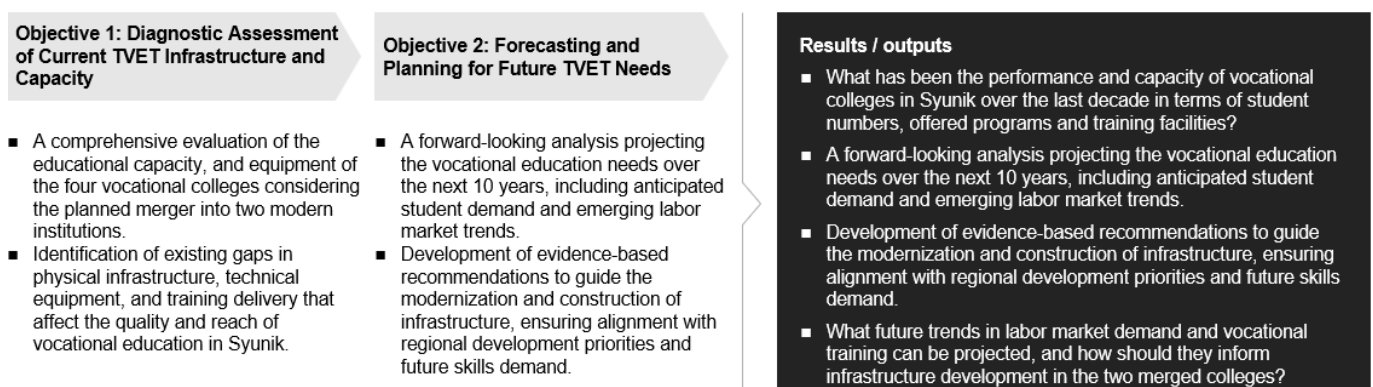
Participants included:

- Heads of colleges
- Lecturers
- Employers
- Students and graduates
- Representatives of government and community organizations

All participants provided informed consent and responses were anonymized. This approach provided in-depth insights into the challenges, opportunities, and needs related to vocational education and training. It also helped capture perspectives on **skills gaps, inclusiveness, and the alignment of training programs with labor market demands**, contributing to a more comprehensive understanding of the TVET landscape.

Data Synthesis & Report Writing | Following both quantitative and qualitative data analyses, a comprehensive report was developed. This report synthesizes key findings, highlighting critical challenges and opportunities, and offers evidence-based recommendations. It serves as a foundational document to guide future interventions, policy-making, and targeted skills development programs within the TVET sector.

Within this assessment, the following objectives and research questions were proposed, addressed through FGDs and KIIs:



2.2 Limitations

Several limitations should be noted:

Data availability and consistency | Although student enrollment data was collected for 2014–2024, the completeness and accuracy of records varied between institutions. For instance, at the Sisian branch of ANAU, data was available only from 2019 onward due to the program's launch date. At Sisian State College, alumni data before 2019 was unavailable.

Stakeholder representation | Despite engaging a wide spectrum of stakeholders (students, lecturers, employers, and government representatives), some groups particularly from remote or low-income areas may have been underrepresented in the discussions.

Time and resource constraints | The assessment was carried out over a short period and with limited resources. This restricted the number of site visits and the breadth of stakeholder outreach.

Institutional uncertainty | The absence of a clearly defined operational model for the newly established institutions created an additional challenge, limiting the ability to evaluate future structure, function, and impact scenarios.

2.3 Methodology

To understand how vocational education serves Syunik's economic and social needs, the study applied a mixed-methods approach grounded in both statistical analysis and local stakeholder perspectives.

Key-Informant Interviews | KIIs were conducted with the Representatives of the Department for Preliminary (Craftsmanship) and Vocational Education and Training at Kapan and Sisian USS, heads of colleges, a representative from the Syunik Province Municipality, representatives from ANQA, and 7 employers from the Syunik region (Annex 1 for KII list and guides).

Focus Group Discussions | Three focus group discussions were conducted at each college: one with students, one with graduates, and one with staff members. Participants included both women and men. To reflect Syunik's diversity, individuals with disabilities and a displaced student from Nagorno-Karabakh were intentionally included to ensure inclusive representation (Annex 2 for FGD guides).

Quantitative Component | The quantitative component involved the collection and analysis of data related to vocational education across Syunik. The data included:

- Current enrollment totals
- Enrollment by specialization and gender (2014–2024) when available
- Number of students with disabilities and displaced students
- Faculty and lecturer counts
- Alumni education and employment status
- Availability and condition of educational equipment

Data Analysis Approach | Quantitative data were analyzed using basic statistical methods (e.g., trend analysis, and program-wise enrollment patterns) to identify key developments in vocational education. Qualitative data from KIIs and FGDs were thematically analyzed to extract recurring insights on institutional practices, inclusivity, and labor-market relevance.

Inclusion and Gender Sensitive Approach | Participant selection prioritized gender balance and the inclusion of underrepresented groups. This was especially important given the region's high female unemployment rate and the presence of displaced population.

Participant Outreach and Fieldwork Coordination | Between May 1 and June 1, outreach was conducted to identify diverse participants. Heads of colleges were briefed in advance and facilitated fieldwork logistics, including:

- Coordination of inclusive FGDs
- Mobilization of students and staff
- Arranging interviews with employers in key sectors

Note-taking and audio recording | The FGDs and KIs were documented to guarantee a precise record of the conversation. The individuals partaking in the FGDs and KIs were informed beforehand about the recording procedure. Additionally, note-taking was undertaken to document critical points, quotations, and observations made during the discussions. These handwritten notes complemented the audio recordings, offering further context for the subsequent data analysis.

3. Overview of TVET System in Armenia

3.1 TVET in Armenia

Vocational Education and Training plays a crucial role in Armenia's education system, equipping students with practical skills to meet labor market demands. Notably, in 2024, the government adopted a new Law on Vocational Education and Training (Law No. ՅՕ-250-Ն), which for the first time defines and outlines the characteristics of dual education. In the case of dual education, learning in the workplace constitutes the predominant part of the educational program, and its final outcomes are assessed in a practical environment with the involvement of employers. Students enrolled in dual education receive compensation from the employer (including TVET institutions if they act as the employer) based on the actual time worked or tasks completed. This period is considered as professional experience and is counted towards the student's employment history.²

Between 2020 and 2023, student number in TVET institutions increased from 28,399 to 34,321, reflecting a steady annual growth rate of 7%. This growth signals a rising interest in vocational pathways across Armenia (see Figure 1).

This upward trend in enrollment reflects not only a shift in student preferences but also the growing demand for skilled labor in Armenia's emerging sectors.

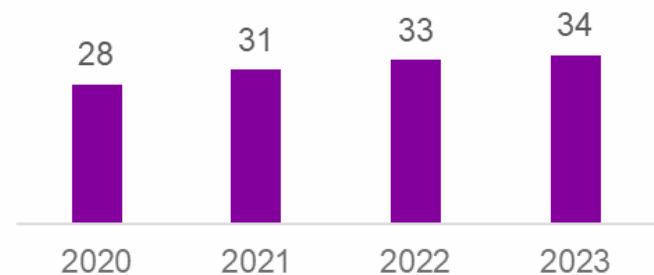
National TVET Governance and Structure |

Armenia's TVET governance is overseen by the Ministry of Education, with the National Centre for VET Development responsible for coordination and curriculum, and ANQA handling institutional accreditation.

Recent Reforms and Strategic Priorities | In recent years, Armenia has undertaken a series of significant reforms aimed at modernizing and strengthening its Technical and Vocational Education and Training (TVET) system. One of the most critical developments in this reform agenda is the adoption of a new Law on Vocational Education and Training, enacted in January 2024. This law replaces the 2005 legal framework and introduces a number of transformative changes that set a new direction for Armenia's TVET landscape. At its core, the law emphasizes the role of vocational education in the broader context of lifelong learning. It acknowledges that modern labor markets require not only initial qualifications but also mechanisms for continuous upskilling and reskilling throughout a person's career. As such, the legislation formally integrates lifelong learning into the national TVET policy, creating a legal basis for flexible, modular learning pathways that can adapt to evolving workforce needs.

The 2024 Law introduced dual education as a legally recognized model that combines classroom learning with structured workplace-based training. This aims to improve employability by linking students directly with employers during their studies. Although some pilot programs had

Figure 1. Number of students in the Armenian Vocational Education Institutions (in thousand people, 2020-2023)



Source: Statistical Committee of the Republic of Armenia

² Law of the Republic of Armenia on Vocational Education and Training, adopted May 22, 2024-

<https://www.arlis.am/DocumentView.aspx?docid=193918>

experimented with this approach in the past, the new law marks the first time that dual education has been officially recognized and embedded within the national TVET framework.

Despite the promising legal framework, the rollout of these reforms faces challenges, particularly around institutional capacity, inconsistent employer involvement, and the absence of detailed implementation guidelines for dual education models.

Infrastructure | Despite the significant progress made in recent years, Armenia's Technical and Vocational Education and Training (TVET) system continues to face several structural and operational challenges that hinder its full potential. A key constraint is the outdated infrastructure across many TVET institutions³. A substantial number of colleges and vocational schools operate in buildings that do not meet modern standards for accessibility, safety, or technological readiness. Laboratories, workshops, and equipment are often obsolete or insufficient, limiting students' ability to engage in meaningful hands-on learning and practice.

While some institutions have benefited from donor-funded programs (e.g., equipment or mobility partnerships), the overall financing for TVET infrastructure remains limited. Many colleges rely on public budgets with insufficient capital investment for modern upgrades. Despite these reforms, the TVET sector requires sustained investment and strategic alignment with Armenia's economic development agenda to fully realize its potential.

Instructor Capacity and Collaboration with Employers | Another critical issue is the shortage of qualified instructors. According to the findings from the Interviews, many TVET institutions struggle to attract and retain experienced teachers, particularly those with up-to-date industry knowledge or technical expertise. This gap is especially acute in specialized fields such as renewable energy, IT, and advanced manufacturing. Additionally, limited opportunities for teacher professional development and low salaries compared to the private sector further exacerbate this problem.

There is also a persistent disconnect between TVET providers and employers. While the new 2024 legislation begins to address this through the introduction of dual education and work-based learning, institutionalized partnerships with businesses remain weak. Employers are not consistently involved in curriculum development, graduate evaluation, or internship supervision, which leads to mismatches between the skills taught in training centers and those demanded in the labor market. Strengthening this link is essential to ensure the relevance and employability of TVET graduates. Moreover, digital transformation within the TVET sector remains limited. Although digitalization is a national education priority, many vocational institutions lack basic ICT infrastructure, high-speed internet, and digital learning platforms.

3.2 TVET in Syunik

Overview | According to the Education Management Information System (EMIS) as of June 2025, there are 119 TVET institutions in Armenia, 9 of which are operating in Syunik region:

- Syunik Regional State College
- Kapan State College of Arts
- Sisian State College
- Goris State College

³ European Commission. Pact for Skills Analytical Background Report – Armenia. European Training Foundation, 2022. Available at: https://www.etf.europa.eu/sites/default/files/2023-03/ETF_Armenia%20construction%20sector_country%20report_EN%20%282%29.pdf

- Meghri State College
- Sisian Branch of the Armenian National Agrarian University (ANAU) Secondary Vocational Education Program⁴
- Goris State Agricultural College after Prof. Kh. Yeritsyan
- Kapan State Medical College
- Baghakats Educational Center Foundation (formerly "Real School Goris")

These institutions are located the region's main community centers: Kapan, Sisian, Goris, and Meghri, and collectively serve over 1,500 students.⁵

They offer a variety of programs in fields such as healthcare, agriculture, arts and service industry sectors that are central to Syunik's economic base.

Syunik's economy is heavily shaped by sectors such as mining, agriculture, renewable energy, and construction. This economic profile has a direct bearing on the region's skill needs. TVET institutions in the province play a critical role in supplying labor to these sectors by offering relevant specializations, though infrastructure and teaching limitations still constrain their impact.

Enrollment Trends | Based on the findings from the Interviews enrollment trends in Armenia's TVET sector, and particularly in the Syunik region, reflect both national patterns and local socio-economic dynamics. Overall, student enrollment in TVET institutions has remained stable over the past decade, with minor fluctuations linked to demographic shifts and changing labor market needs (See Table 2).

Table 2. Total Number of Admitted Students (public institutions only)

REGION	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Yerevan	3973	2588	3718	3936	3612	3796	5506	5521	5802	5760
o/w women	56%	60%	53%	55%	52%	54%	52%	54%	51%	51%
Aragatsotn	91	82	102	96	42	14	34	21	35	18
o/w women	56%	62%	63%	60%	48%	29%	9%	38%	26%	28%
Ararat	511	467	597	433	381	434	600	523	598	507
o/w women	56%	58%	58%	56%	52%	51%	50%	52%	51%	53%
Armavir	335	338	480	462	378	366	526	524	560	561
o/w women	54%	58%	51%	50%	51%	49%	45%	38%	44%	52%
Gegharkunik	461	299	428	436	412	437	496	496	537	592
o/w women	56%	60%	57%	51%	48%	46%	48%	53%	49%	51%
Lori	607	482	593	688	599	642	728	763	781	781
o/w women	59%	53%	55%	53%	50%	48%	47%	49%	52%	51%
Kotayk	433	310	503	463	459	461	503	512	554	491

⁴ Not a standalone VET institution, but a vocational education program.

⁵ General information about preschool institutions of Armenia- <https://reports.emis.am>

o/w women	48%	45%	41%	51%	38%	43%	41%	45%	42%	45%
Shirak	649	549	641	629	458	514	571	649	578	693
o/w women	57%	56%	51%	55%	50%	54%	50%	54%	53%	50%
Syunik	523	400	442	419	324	319	349	399	434	493
o/w women	52%	48%	49%	53%	44%	49%	45%	52%	48%	50%
Vayots Dzor	77	81	76	62	67	74	64	66	71	88
o/w women	48%	64%	62%	50%	45%	38%	41%	32%	39%	47%
Tavush	326	253	270	295	223	279	271	343	281	306
o/w women	47%	42%	49%	44%	43%	46%	48%	44%	40%	47%
TOTAL	7,991	5,855	7,855	7,924	6,960	7,341	9,652	9,822	10,236	10,295

Source: Statistical Committee of the Republic of Armenia

Between 2014 and 2023, the total number of students admitted to vocational education institutions across Armenia increased by nearly 29%, rising from 7,991 in 2014 to 10,295 in 2023. This growth was not linear, with a noticeable dip in 2015–2016 followed by a sharp and sustained increase starting in 2020, reflecting post-COVID labor market shifts and heightened interest in practical, career-focused education. Yerevan remains the dominant hub, consistently accounting for over 50% of national TVET admissions and experiencing strong growth. In contrast, smaller and more rural regions like Aragatsotn and Vayots Dzor have seen persistent stagnation and even decline in admissions. Syunik, on the contrary, presents a moderate but steady increase over the last five years, from 319 students in 2019 to 493 in 2023. This marks a 54% increase, which is above the national average and indicates a growing demand for vocational education in the region. Still, this number remains modest compared to larger regions, and continued support is needed to maintain momentum.

From a gender perspective, women consistently represent around 50–56% of total admissions, though participation varies significantly by region. In Syunik, the female share rose from 44% in 2018 to 50% in 2023, indicating improving gender parity.

Infrastructure | TVET institutions in the Syunik region face major challenges when it comes to infrastructure and resources. Many colleges operate in old or shared buildings, some of which are in poor or even unsafe condition. In several cases, schools lack their own facilities and must share space with general education institutions, limiting their ability to grow or offer quality training.

For example, the Sisian Branch of ANAU is hosted within a local school and must divide its spaces to meet rising demand. Space constraints have forced the institution to split large lecture halls and run the bachelor's program in two shifts. In 2024, the college was unable to admit around 30 eligible applicants due to lack of space, despite having a nominal capacity of 300 students. With 255 enrolled as of 2025, it operates at roughly 85% capacity.

At Kapan State Medical College, infrastructure allows for up to 350 students, but only 139 are currently enrolled, resulting in a 40% occupancy rate. Despite having adequate classroom numbers (25 rooms and 10 labs), many facilities are outdated or insufficient. Several study materials and anatomical models date back to the 1960s, and the quality of equipment for disciplines such as Dental Technician Studies is poor. Students are sometimes asked to bring their own basic tools due to a lack of resources. Practical learning is further limited by the absence of modern digital tools - there is only one video projector in the entire college.

Syunik Regional State College has a nominal capacity of approximately 415 students and is nearing full utilization with around 400 enrolled as of 2025, resulting in 96% capacity use. While the building includes four floors, 14 classrooms, 7 laboratories, and 7 workshops, much of the equipment, particularly in areas like construction and renewable energy, is either outdated or idle due to lack of space. Equipment needed for mining and metallurgy fields is especially costly and unavailable, forcing students to rely on short-term external internships for practical exposure.

At Sisian State College, infrastructure capacity reaches up to 400 students, yet current enrollment stands at just 164, an occupancy rate of 41%. Despite having the largest physical footprint among the four colleges, including 25 subject-specific classrooms, two laboratories, and two workshops, most equipment is outdated and ineffective for modern training. The underutilization of space is tied not only to demographic constraints but also to gaps in specialization relevance and obsolete teaching tools.

Across institutions, digital resources are limited. Most colleges lack sufficient computers, stable internet connections, or multimedia tools to support contemporary teaching and blended learning approaches. Modern equipment, where available, is often unused due to a lack of proper infrastructure such as dedicated indoor workshops.

Accessibility is another systemic concern. Most buildings are not adapted for students with disabilities. Only a few have ramps, and almost none have elevators or accessible bathrooms. Even when students with disabilities are enrolled, they often rely on informal support from peers and teachers rather than institutional provisions.

4. Labor Market Situational Analysis and Foresight for Future Developments

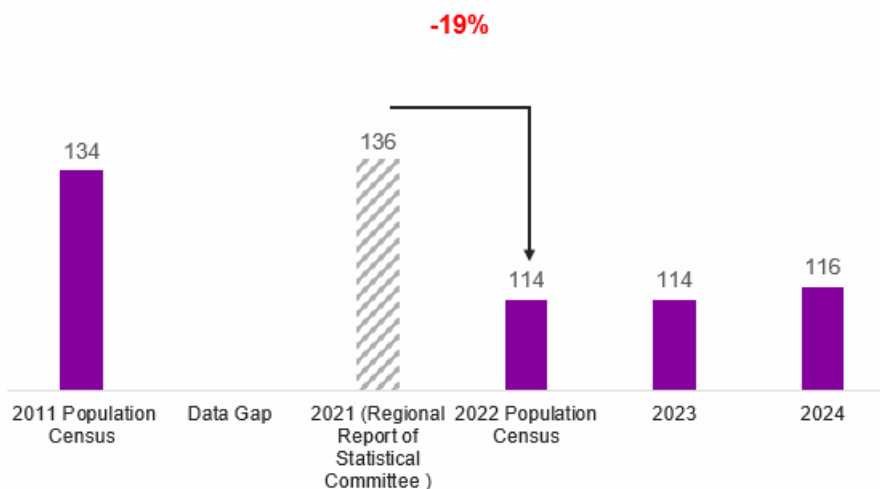
The Syunik Region, located in the southernmost part of Armenia, is a province of great historical, geographical, and strategic significance. With its regional center in Kapan, Syunik serves as an important connection point between Armenia and neighboring Iran, while also sharing borders with Azerbaijan to both the east and west.



4.1 Demographic Situation

As of early 2024, Syunik had an estimated population of 116,400, including approximately 56,584 men and 59,795 women. The official 2011 Population Census reported 134,000 residents. However, population figures between 2011 and 2022 are considered unreliable, as they were not adjusted based on the 2022 Census results. The 2022 Census, the first comprehensive update in over a decade, reported a population of 114,000, indicating a significant decline over the previous period, with an estimated annual decrease of around -1.5%. Between 2023 and 2024, the population increased slightly, from 114,000 to 116,400 (about 0.9% growth), largely due to the arrival of displaced persons from Nagorno-Karabakh (see Figure 2).

Figure 2. Population trend in Syunik (2011-2024)⁶



Source: Statistical Committee of the Republic of Armenia

Urban residents number around 78,000, while rural inhabitants account for about 38,000. The largest urban centers in Syunik are:

- Kapan (33,189 residents)

⁶ Data between 2011 and 2022 censuses is currently incorrect, and Armenian Statistical Committee plans review the estimates by the end of 2025.

- Goris (17,483 residents)
- Sisian (13,313 residents)

Table 3. Population of Syunik by age and sex (2024)

AGE	TOTAL	MALE	FEMALE
0	1,633	842	791
1-4	6,152	3,227	2,925
5-9	8,089	4,293	3,796
10-14	8,127	4,206	3,921
15-19	6,963	3,741	3,222
20-24	5,538	3,016	2,522
25-29	5,841	2,946	2,895
30-34	8,416	4,472	3,944
35-39	8,709	4,303	4,406
40-44	7,916	3,841	4,075
45-49	6,958	3,346	3,612
50-54	6,360	3,036	3,324
55-59	6,891	3,124	3,767
60-64	8,876	4,091	4,785
65-69	8,220	3,614	4,606
70-74	5,380	2,214	3,166
75-79	2,381	882	1,499
80-84	2,298	831	1,467
85+	1,631	559	1,072
TOTAL	116,379	56,584	59,795

Source: Statistical Committee of the Republic of Armenia

4.2 Economic Context

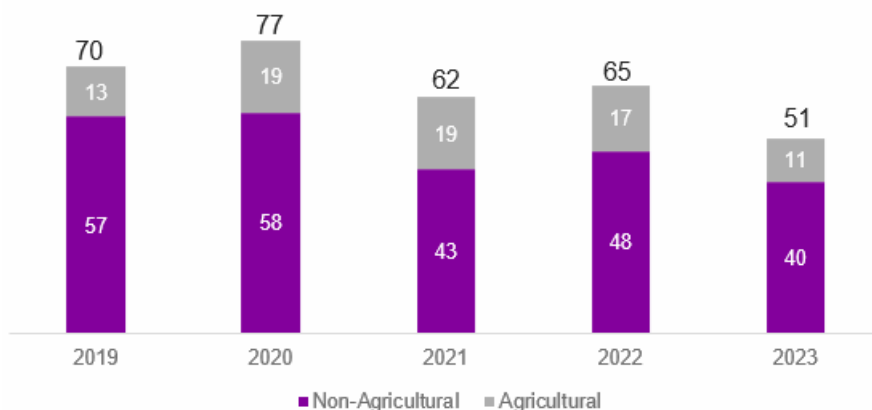
Socio-Economic Situation of Syunik | As of 2023, the **Syunik Region** of Armenia contributed significantly to the national economy across various sectors. According to the Statistical Committee of Armenia, the share of Syunik's economy in the total volume of corresponding branches of the Republic comprised:

- industry 16.5 %,
- agriculture 6.1 %,

- construction 6.6 %,
- retail trade 1.9 %,
- services 1.1 %.⁷
- total 32.2 %⁸

Employment of the region | In 2023, 51,000 people were employed of which about 30,000 are men and 21,000 are women. Non-agricultural sectors such as services, construction, and industry dominate employment, with 40,200 jobs versus 10,700 in agriculture. Agricultural employment has declined steadily from 19,000 in 2021 (See Figure 3)⁹.

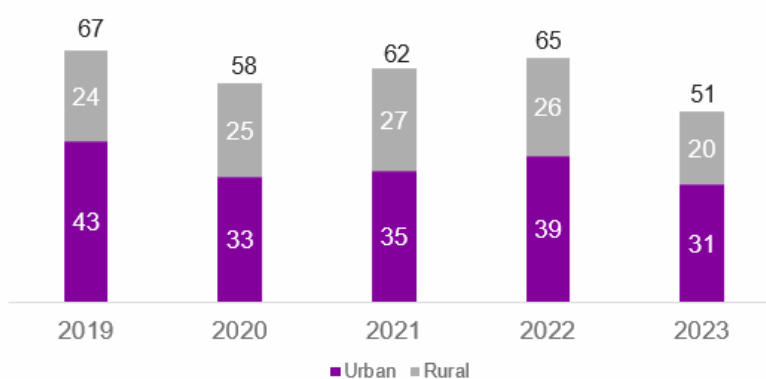
Figure 3. Formal employment trends in Syunik by sectors, in thousand people (2019-2023)



Source: Statistical Committee of the Republic of Armenia

Employed population in Syunik is mainly concentrated in urban areas. While urban areas saw moderate growth up to 2022, followed by a slight decline in 2023, the rural employed population showed a steady downward trend (See Figure 4)¹⁰.

Figure 4. Employment trends in Syunik by area, in thousand (2019-2023)



Source: Statistical Committee of the Republic of Armenia

⁷ Syunik Province of the Republic of Armenia in Figures (2019–2023)

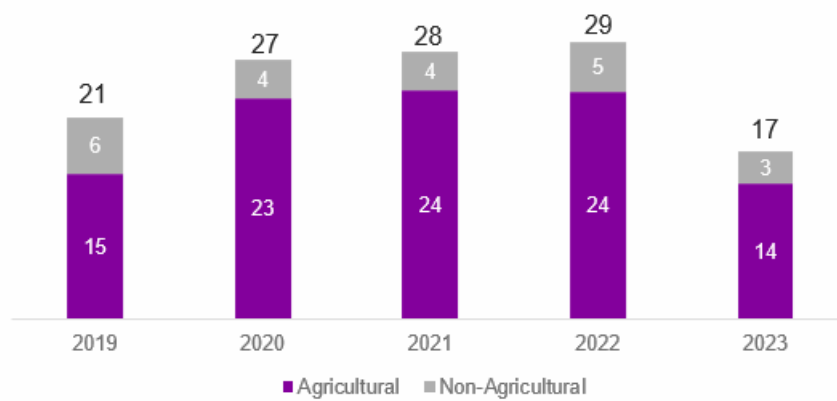
⁸ Syunik Province of the Republic of Armenia in Figures (2019–2023)

⁹ Syunik Province of the Republic of Armenia in Figures (2019–2023)

¹⁰ Syunik Province of the Republic of Armenia in Figures (2019–2023)

Informal employment in Syunik dropped significantly from 28,900 in 2022 to approximately 17,000 in 2023, with the decline primarily concentrated in the agricultural sector. A critical element of Syunik's labor dynamics is the share of informal employment, especially in agriculture. In both 2022, around 24,000 informally employed individuals worked in agriculture. Although the total declined in 2023, agriculture remained the dominant sector for informal work (see Figure 5). This decline likely reflects improved labor registration due to recent government subsidy programs that require formal employment status for eligibility. According to the latest labor force statistics (2023)¹¹, Syunik's unemployment rate stands at 11.2%, which is below the national average of 12.4%.

Figure 5. Informal employment in Syunik (2019-2023)



Source: Statistical Committee of the Republic of Armenia

However, significant gender disparities persist female unemployment in Syunik is 14.8%, nearly double the 8.6% rate for men. This gender gap is consistent with broader national patterns, particularly in rural regions. While Syunik's overall unemployment rate is lower than in regions like Tavush (23.2%), Lori (16.9%), and Shirak (16.1%), it remains substantially higher than in Aragatsotn (3.9%), Gegharkunik (5.4%), or Armavir (6.1%). Syunik's gender gap in unemployment (6.2 percentage points) is among the highest nationally. These figures underscore the need for inclusive, regionally relevant vocational education opportunities, especially targeted toward improving women's labor market integration. Higher female unemployment may be linked to lower female participation in traditionally male-dominated sectors like mining and construction, which are key employers in Syunik (See Table 4).

Table 4. Unemployment rates by region and gender (2023)

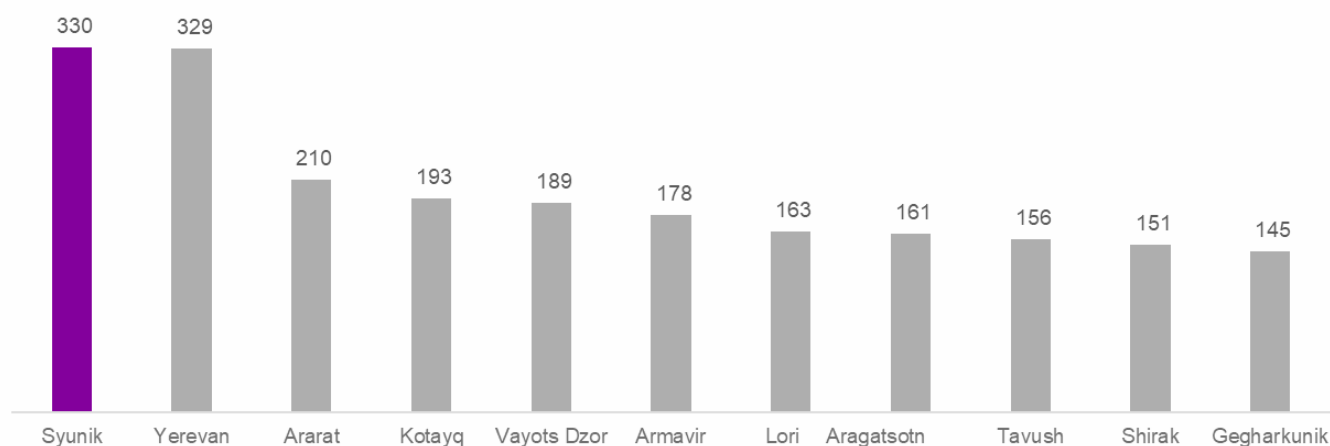
¹¹ Labour Market in Armenia, Statistical Committee of the Republic of Armenia, 2024.

REGION	UNEMPLOYMENT RATE (%)	MALE (%)	FEMALE (%)
Tavush	23.2	20.4	26.3
Lori	16.9	16.0	18.2
Shirak	16.1	17.0	14.5
Kotayk	15.5	13.3	18.7
Yerevan	14.7	14.5	14.8
Vayots Dzor	11.4	11.3	11.5
Syunik	11.2	8.6	14.8
Ararat	6.6	6.5	6.7
Armavir	6.1	6.9	5.1
Gegharkunik	5.4	4.2	7.4
Aragatsotn	3.9	3.3	4.9

Source: Statistical Committee of the Republic of Armenia

Notably, Syunik ranks first among all the regions in average monthly nominal wages, at 329,618 AMD which is even higher than in the capital, Yerevan. However, this figure is primarily driven by the mining sector, which considerably elevates overall wage levels in the region (see Figure 6).

Figure 6. Average monthly salary (in thousand AMD, 2024)

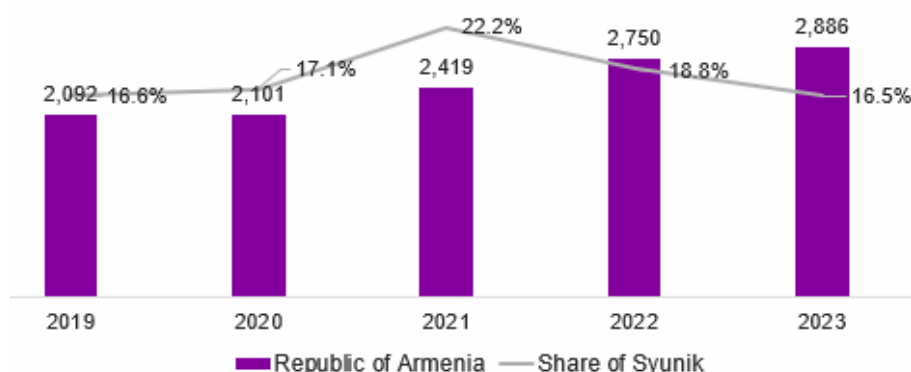


Source: Statistical Committee of the Republic of Armenia

Industry | Syunik region is one of the leader regions in industry sector of Armenia, mostly due to the rich natural resources and consequent mining activities. As for 2023, Syunik represents **16.6%** of total Armenian industrial output. There was a big increase in 2021, followed by a small decline, but the numbers are still much higher than in 2019 and 2020 (Figure 7).

Many of Armenia's large mining activities are in Syunik, notably the Kapan mine and the Kajaran Mine, which have been run by the Zangezur Copper and Molybdenum Combine since 1951 and are situated in Kajaran which is known as the center of Armenia's non-ferrous metallurgy, based on the exploitation of a rare and rich mineral deposit.

Figure 7. Industrial output of the Republic of Armenia and Syunik (in Billion AMD, 2019-2023)



Source: Statistical Committee of the Republic of Armenia

Based on the latest figures for 2023, Syunik Marz remains a key pillar of Armenia's industrial economy, with total industrial output reaching 454.4 billion AMD. The region continues to demonstrate a highly concentrated industrial structure, heavily dominated by the mining and quarrying sector, which alone accounted for approximately 85% of total output (See Table 5).

Table 5. Industrial Output by economic sectors (in Million AMD, 2023)

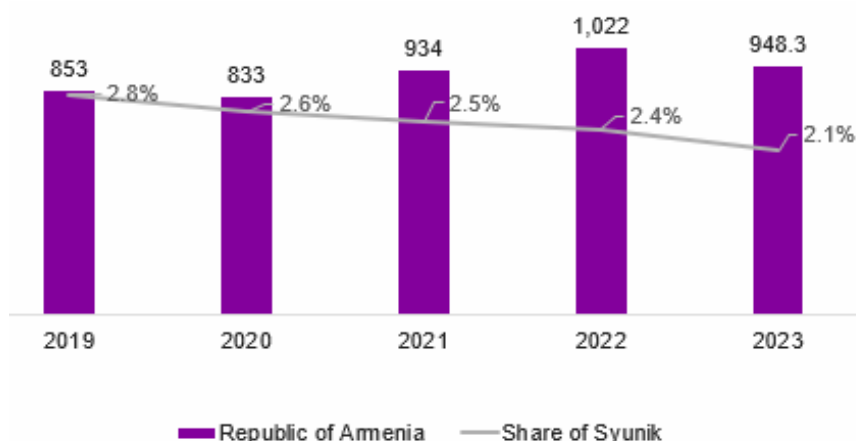
TOTAL INDUSTRY	454,432
MINING AND QUARRYING	385,157
Mining of metal ores	384,288
Other mining and quarrying	862
Mining support service activities	7.4
MANUFACTURING	42,416
manufacture of food products	32,079
manufacture of beverages	536
manufacture of chemicals and chemical products	2,465
manufacture of rubber and plastic products	394
manufacture of other non-metallic mineral products	4,947
manufacture of fabricated metal products (except machinery and equipment)	576

repair and installation of machinery and equipment	1,036
ELECTRICITY, GAS, STEAM AND AIR CONDITIONING SUPPLY	25,248
Water supply, sewage, waste management and remediation activities	1,611

Source: Statistical Committee of the Republic of Armenia

Agriculture | In 2023, Syunik region contributed 57.8 billion AMD to Armenia's total agricultural output. Approximately 229,000 people were employed in the sector. Nationally, Armenia's agricultural output stood at 853.3 billion AMD in 2019, dropping slightly to 833.3 billion AMD in 2020, likely due to the impact of COVID-19. The sector recovered in 2021 and 2022, reaching 934.4 billion AMD and peaking at 1,021.7 billion AMD, respectively. However, in 2023, output declined to 948.3 billion AMD, reflecting a modest downturn following the sharp growth of the previous year (Figure 8).

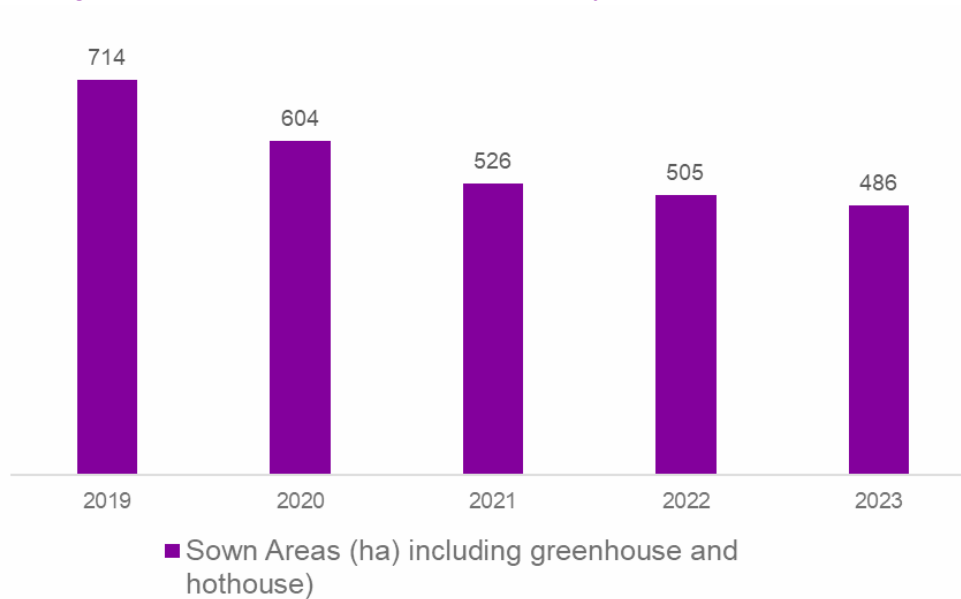
Figure 8. Agricultural output of the Republic of Armenia (in Billion AMD)



Source: Statistical Committee of the Republic of Armenia

In parallel, Syunik region experienced a significant reduction in cultivated land, with sown areas including greenhouses and hothouses decreasing from 714 hectares in 2019 to 486 hectares in 2023 (Figure 9).

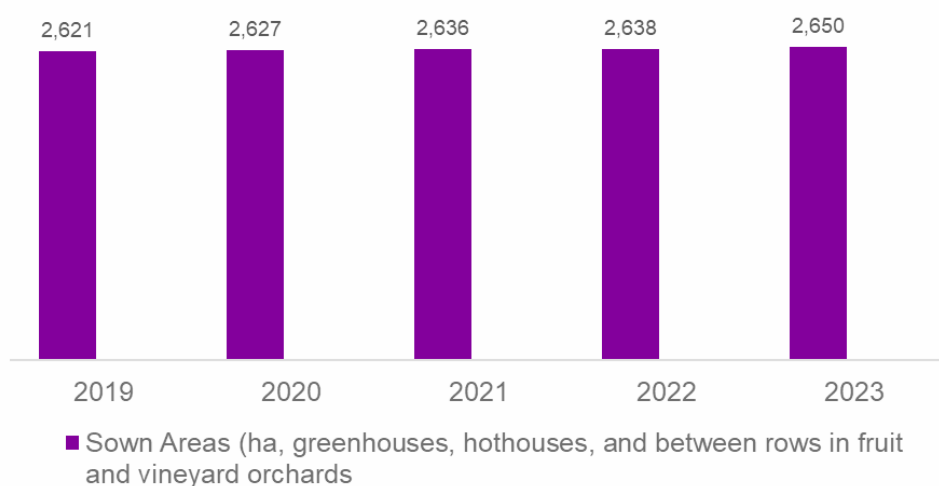
Figure 9. Trends in Agricultural Land Use and Crop Yield in Syunik



Source: Statistical Committee of the Republic of Armenia

However, specific crop data shows a more nuanced picture: from 2019 to 2023, the overall sown area for crops remained nearly stable, increasing slightly from 2,621 to 2,650 hectares. This suggests that while some forms of land use decreased, others particularly crop farming may have persisted or adapted. (See Figure 10).

Figure 10. Berry cultivation Syunik (2019–2023)



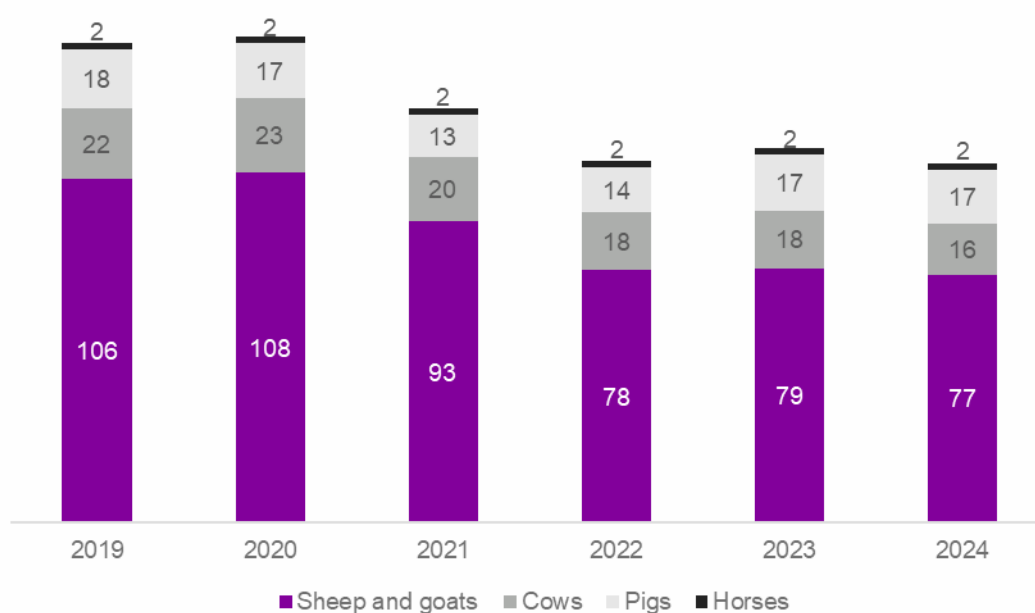
Source: Statistical Committee of the Republic of Armenia

These changes in land use and crop yields show that farming in Syunik is going through a transition. In response, the Armenian government has introduced a range of 2 state support programs aimed at modernizing agriculture:

- Program for Modern Orchards and Vineyards¹²
- Program for Small and Medium Greenhouses¹³

While crop production and land use have experienced notable changes, livestock farming in Syunik has also undergone significant shifts. Between 2021 and 2024, the number of cattle in the region dropped from 52,300 to 34,700, a decrease of over 17,000 head. This decline is partly linked to the loss of access to pastures previously used in the Araks River valley near Zangelan, an area historically utilized for wintering cattle. The number of cows also fell, from 19,700 to 15,700. There was a similar decline in sheep and goats, which went down from 93,000 to 76,500, and horses, which decreased slightly from 2,300 to 1,900. In contrast, the number of pigs increased over the same period from 13,000 in 2021 to 16,800 in 2024 (See Figure 11).

Figure 11. Livestock trends in Syunik (in thousand, 2019-2024)



Source: Statistical Committee of the Republic of Armenia

This decline is likely driven by a combination of factors, including labor shortages due to rural depopulation, rising input costs such as feed and veterinary care, and a shift toward less labor-intensive livestock like pigs.

Construction and Transport | In 2023, the construction sector accounted for approximately 15.2% of Armenia's GDP and employed around 119,000 people. Informal employment remains widespread, with about 64,000 individuals working without formal contracts or social protection.

¹² Government of the Republic of Armenia, Decision No. 1612-L of 14 November 2019, On Approving the Programme for Supporting the Introduction of Small and Medium-Sized Greenhouse Facilities (title amended by Decision No. 1165-L of 28 July 2022).

¹³ Government of the Republic of Armenia, Decision No. 927-L of 3 June 2021, On Approving the 2021–2023 State Support Programme for the Development of Intensive Horticulture, Introduction of Modern Technologies, and Promotion of Non-Traditional High-Value Crop Production in the Republic of Armenia, and on Repealing Government Decisions No. 361-L of 29 March 2019, No. 362-L of 4 April 2019, and No. 212-L of 7 March 2019

The sector is heavily male dominated, with only 2,800 women employed, highlighting significant gender disparities in access to construction related jobs.

Over the past five years, the Syunik region has experienced notable shifts in infrastructure development and investment activity, particularly in the areas of capital asset exploitation and construction. Between 2019 and 2021, the exploitation of capital assets in Syunik increased sharply, reaching its peak in 2021 with 32.5 billion AMD. This surge may be linked to the launch or completion of large-scale industrial or public projects during that period. However, in the following years, this figure saw a significant decline, falling to 14.4 billion AMD in 2022 and further to 8.2 billion AMD in 2023.

Construction activity followed a different trajectory. Starting at 4.6 billion AMD in 2019, construction volumes steadily increased, reaching a high of 50.8 billion AMD in 2022. Even though there was a slight decline in 2023 to 44.7 billion AMD, the level of construction remained significantly higher than in earlier years, indicating continued development momentum. A similar pattern can be observed in assembling work, which nearly tripled between 2019 and 2022, reflecting the intensity of construction-related labor and installations during this period (See Table 6).¹⁴

Table 6. Commissioning of fixed assets and construction indicators in Syunik (in million AMD)

INDICATOR	2019	2020	2021	2022	2023
Commissioning of fixed assets (mln AMD)	4,558	15,230	32,499	14,397	8,237
Construction (mln AMD)	19,486	21,533	50,757	53,352	44,747
Including assembling work (mln AMD)	17,628	17,037	27,574	48,710	41,090

Source: Statistical Committee of the Republic of Armenia

Over the past few years, large-scale infrastructure projects have been launched across the region to improve road quality and reduce travel times. In June 2025, Armenia allocated approximately 13.8 billion drams for the reconstruction of 58 kilometers of roads and two bridges within Syunik.¹⁵ One of the most significant projects is the Sisian–Kajaran road segment, which is part of the larger North–South International Transport Corridor. In addition, the European Investment Bank and the European Bank for Reconstruction and Development are jointly co-financing the Sisian-Kajaran road project with each IFI providing a EUR 236 million sovereign loan to the Armenian government. These improvements are designed to strengthen cross-regional integration and develop economic connectivity within Armenia and beyond.¹⁶

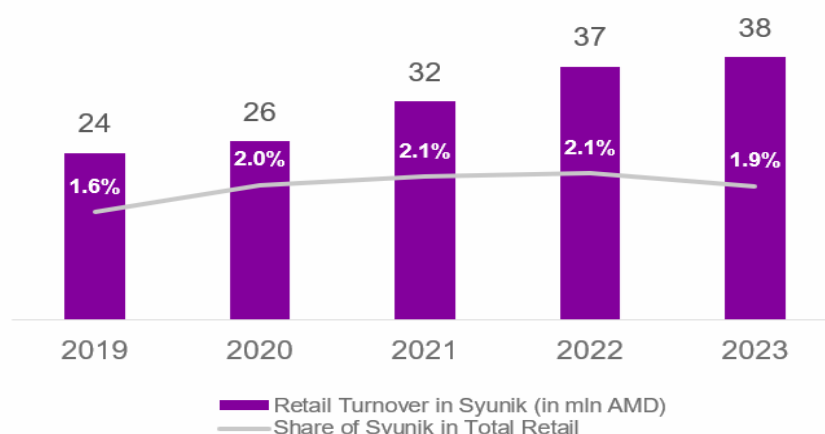
Retail | Syunik has seen steady growth in its retail sector over the past few years. From 2019 to 2023, the value of services in Syunik increased significantly, rising from 24,166 million AMD in 2019 to 38,041.8 million AMD in 2023. The dynamics of volume of services in Syunik region is represented as follows:

¹⁴ Syunik Province of the Republic of Armenia in Figures (2019–2023)

¹⁵ “Armenian authorities to allocate 13.8 billion drams from state budget for development of road and transport infrastructure,” ARKA News Agency, June 5, 2025. Available at: <https://arka.am/en/news/economy/armenian-authorities-to-allocate-13-8-billion-drams-from-state-budget-for-development-of-road-and-tr>

¹⁶ Chen Chen, “ADB Supports Resilient and Inclusive Road Transport in Armenia,” LinkedIn, January 2025. Available at: https://www.linkedin.com/posts/connectchen_adb-supports-resilient-and-inclusive-road-activity-7275822906629148672-UhQH

Figure 12. Volume of retail in Syunik (in Million AMD)



Source: Statistical Committee of the Republic of Armenia

Service Industry and Tourism | The Services industry is one of the key sectors in Syunik and it is dynamically developing. From 2019 to 2023, Syunik demonstrated steady progress in several key areas of services, including general service provision, accommodation and food services, and arts and entertainment. The overall volume of services in Syunik increased from 25.5 billion drams in 2019 to a peak of 42.2 billion in 2022, before experiencing a slight decline to 35.1 billion in 2023 (See Table 6). One of the key factors expected to further stimulate the service sector, especially tourism, is the large-scale infrastructure development currently underway in the region. Road reconstruction projects, including the Sisian–Kajaran segment of the North–South Corridor, will significantly reduce travel times and improve access to remote areas. This enhanced accessibility is likely to attract more domestic and international tourists to Syunik, particularly to its historically less reachable rural communities. As tourism activity grows, it will boost demand for local accommodation, food services, and cultural experiences, expanding employment opportunities in the service sector. Additionally, these infrastructure projects are expected to create a substantial number of temporary jobs during construction and generate long-term employment in road maintenance and related services (See Table 7).

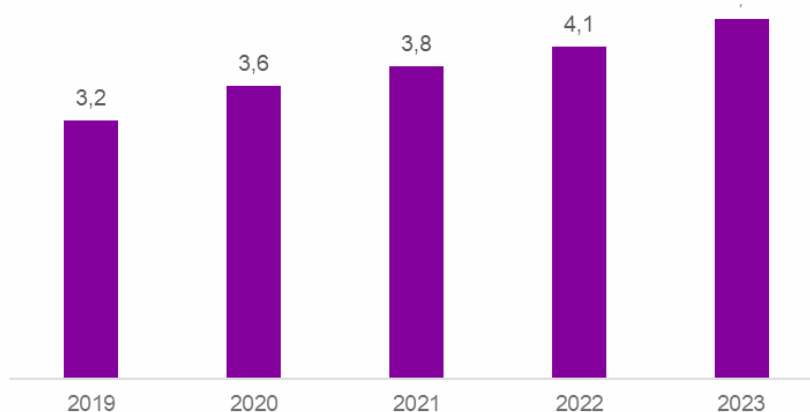
Table 7. Service sector development in Syunik (in Billion AMD)

Sector	2019	2020	2021	2022	2023
Volume of Services	25,501	24,897	27,635	42,188	35,096
Accommodation and Food Service Activities	1,809	921	2,273	2,956	3,554
Arts, Entertainment and Recreation	13.2	3	9.4	9.8	10.3

Source: Statistical Committee of the Republic of Armenia

Small and Medium Enterprises | Over the past five years, Syunik has seen a steady increase in the number of registered enterprises, rising from 3,179 in 2019 to 4,417 in 2023 (See Figure 13).

Figure 13. Number of registered enterprises in Syunik (in thousand, 2019–2023)



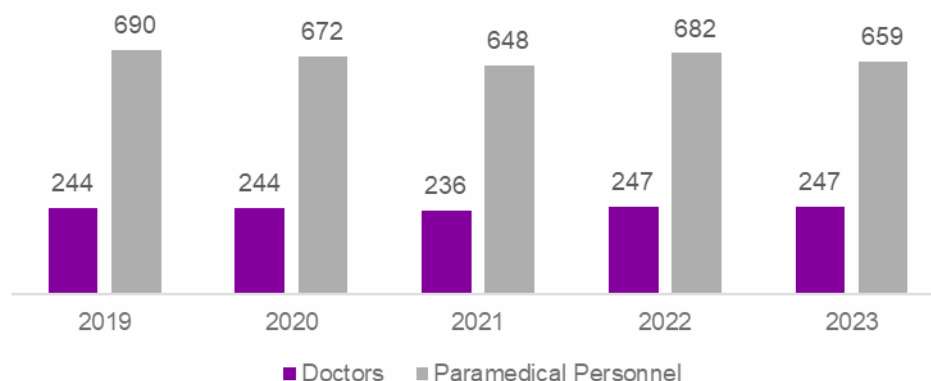
Source: Statistical Committee of the Republic of Armenia

As of 2023, the vast majority of these are classified as micro-enterprises. The region hosts only 148 small businesses, 15 medium-sized enterprises, and 6 large companies. A particularly notable aspect is that 2,522 of these enterprises, or over 57%, operate without any employees, indicating a dominance of individual entrepreneurs and family-run businesses in Syunik's economic landscape.

Healthcare system | One of the key sectors in Syunik is Healthcare. Over the past 5 years, Syunik's healthcare system experienced modest but notable changes in both personnel and infrastructure. The number of doctors remained relatively stable, ranging from 236 to 247, showing no significant growth despite rising healthcare needs. Paramedical personnel in parallel, decreased from 690 in 2019 to 659 in 2023, indicating a gradual erosion of essential support capacity (Figure 14). Despite the decrease in absolute numbers, Syunik maintains a relatively high ratio of paramedical personnel per 10,000 population 56.6, compared to the national average of 53.9. Staffing problems are compounded by a reduction in the number of primary health care facilities. From 2019 to 2023, the number of institutions decreased from 17 to 16, and this change, although small, may disproportionately affect access in rural or remote communities¹⁷.

¹⁷ Source: Statistical Committee of the Republic of Armenia, *Health System Indicators*, 2023.

Figure 14. Number of Doctors and Paramedical Personnel in Syunik (number of persons, 2019–2023)



Source: Statistical Committee of the Republic of Armenia

4.3 Current TVET System Alignment with Labor Market in Syunik

Syunik's economy is highly reliant on sectors such as mining, agriculture, construction, services, and healthcare. The region ranks first in Armenia for average wages, indicating an economically active area with potential for youth employment. However, challenges such as demographic decline, outmigration, and informal employment influence the structure and priorities of vocational education offerings.

Healthcare | Programs in **Nursing**, **Midwifery**, **Dental Technician** and **Social Work** respond directly to persistent workforce shortages in hospitals, clinics, and elderly care facilities. One key reason is geography. Syunik is a mountainous region, and many villages are far from urban centers. It is difficult for healthcare professionals to travel to or live in these areas, which makes it harder to provide regular medical services. At the same time, rural populations are getting older and smaller, which increases the demand for care while reducing the number of people available to work in healthcare.

Among these, **Nursing program** have shown particularly strong results. Many nursing graduates start to work within months of graduation.

Agriculture | Agriculture remains one of the most important sectors in Syunik, especially in rural areas where many people depend on farming and livestock for their livelihoods. In recent years, beekeeping and greenhouse cultivation have gained prominence, offering more sustainable and year-round agricultural opportunities. Despite these strengths, the agricultural sector in Syunik faces several challenges that limit its growth and productivity. A major issue is the aging population of farmers and the continued out-migration of youth from rural areas, which reduces the available labor force and slows innovation. Most farms in the region are small and family-run, often relying on outdated equipment and traditional practices.

Transport and Construction | The transport and construction sectors are becoming more important for Syunik's economic and social development. Located in Southern Armenia, between Iran and the rest of the country, Syunik is now a key area for improving roads, buildings, and regional connections.

In response to this development in infrastructure, Syunik's TVET institutions have actively adapted their training programs to meet the growing labor demands. Specialized courses in transport management, vehicle maintenance, construction, and building operations have been developed to align with regional priorities.

Mining and Mineral processing | Mining has long been a foundational pillar of Syunik's economy, and it remains central to the region's industrial landscape. The mining sector in Syunik is led by some of Armenia's largest and most profitable mining operations, including the Zangezur Copper-Molybdenum Combine (ZCMC) in Kajaran, which is the country's largest mining enterprise. With its vast copper and molybdenum reserves, ZCMC is a key player not only in the national economy but also in the global market. As of 2023 the company accounts for nearly 3.8% of global molybdenum production, making it one of the top producers worldwide.¹⁸ In addition to ZCMC, Syunik is home to other significant mining operations, including the Agarak and Kapan mines, which produce gold, copper, zinc, and silver.

Syunik Regional State College is the only college of the region providing **Open-Pit Mining, Mineral Processing**, which aligns with market needs.

Tourism | One of the most promising sectors in Syunik. However, the sector currently faces several workforce-related challenges. One of the most significant challenges is the shortage of qualified guides, hotel management specialists, cooks and waiters. Many graduates lack the practical skills and language proficiency required by industry. A common barrier is insufficient English language training, which restricts graduates' ability to interact with international visitors and meet service expectations in hotels, restaurants, and tour operations.

¹⁸ Zangezur Copper-Molybdenum Combine (ZCMC), About Us, official website. Available at: <https://www.zcmc.am/en>

5. Diagnostic Assessment of Current TVET Institutions in Syunik

5.1 Sisian Branch of the Armenian National Agrarian University (ANAU)

Number of staff: 54 lecturers (41 in VE, 13 in BA program)

Number of students: 255 (as of May, 2025)

Maximum student capacity: ~ 300

Number of specializations: 10

Number of classrooms: 13

Number of laboratories: 5



The Sisian Branch of the Armenian National Agrarian University was established by RA Government Decision No. 976-N dated June 25, 2004. In 2006, the branch was provided with an academic building. Since 2019, the Sisian Branch has also been implementing a full-time secondary vocational education program. The objective of the Secondary Vocational Education Program at the Sisian Branch of the Armenian National Agrarian University (ANAU) is to equip students with practical, market-oriented skills tailored to the agricultural and agribusiness sectors of Armenia, particularly in the Syunik region.

Academic Programs | When the program first started, it offered only 4 specializations (Management, Transport Organization and Management, Accounting Milk and Dairy Processing Technology) and these were available exclusively to 9th-grade graduates. Today, the program offers 8 specializations, open to both 9th and 12th-grade students (see Table 8). The Dual Education format is used in the Secondary Vocational Education program. Students are actively involved in the work of local farms, agricultural enterprises, and businesses, where they apply the skills and knowledge gained in the classroom through practical, hands-on training. Currently, the program is only offered in an in-person (on-site) format.

Table 8. List of Specializations

SPECIALIZATION	GRADE	FORM OF EDUCATION	DURATION	AWARDED QUALIFICATION
Accounting	9th Grade	Full Time	3 years	Accountant
Management	9th Grade	Full Time	3 years	Sales manager
Management	12th Grade	Full Time	3 years	Sales manager
	9th Grade	Full Time		Transport Operations and Management Technician (by type of Transport)
Transport Organization and Management			3 years 6 months	

Transport Organization and Management (by Types of Transport)	12th Grade	Full Time	2 years 6 months	Transport Operations and Management Technician (by type of Transport)
Greenhouse Management /Dual Education	9th Grade	Full Time	3 years	Agronomy Technician
Agricultural Mechanization /Dual Education	9th Grade	Full Time	3 years	Technician in Agricultural Mechanization
Veterinary Studies	9th Grade	Full Time	3 years 6 months	Junior Veterinary Specialist
Milk and Dairy Processing Technology/ Dual	9th Grade	Full Time	3 years 6 months	Dairy Production Technologist
Biotechnology of Protected Soil	9th Grade	Full Time	3 years	Junior Agronomist

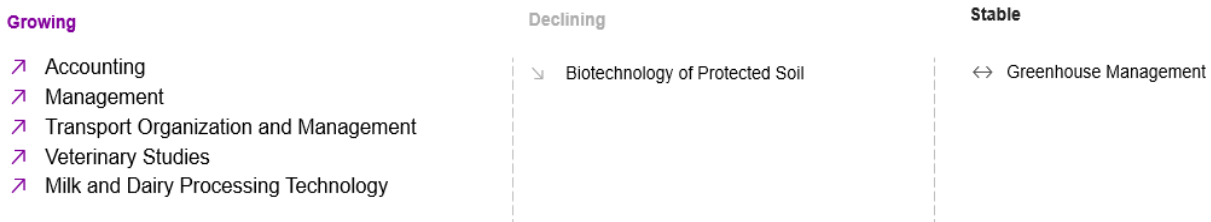
As of May 1, 2025, a total of 359 students have been admitted since the launch of the program in 2019. Among students entering after the 9th grade, the most in-demand specializations have been **Accounting and Milk and Dairy Processing Technology**, together accounting for about 32% of total enrolment. Newer specializations are also growing in demand, for example, **Greenhouse Management** introduced in 2022, which already represents 11% of the student body. Additionally, Veterinary Studies, Greenhouse Management and Agriculture Mechanization were categorized. Currently, the program offers only two specializations entering after the 12th grade: **Management and Transport Organization and Management**. Both specializations were introduced in 2022, but only Management track has seen a notable intake. Since its first intake in 2023, 29 students have enrolled in the program (See Table 9 for detailed breakdown)

Table 9: Distribution of student enrollment by specialization

SPECIALIZATION	NUMBER OF STUDENTS	PERCENTAGE
Accounting	57	15%
Management (9 th grade)	34	9%
Management (12 th grade)	29	8%
Transport Organization and Management (by Types of Transport) 9 th grade	77	20%
Transport Organization and Management (by Types of Transport) 12 th grade	8	2%
Greenhouse Management /Dual Education	40	11%
Agricultural Mechanization /Dual Education	15	4%
Veterinary Studies	27	7%
Milk and Dairy Processing Technology/ Dual	64	17%
Biotechnology of Protected Soil	20	5%

Based on the admission of students from 2019-2024, the professions can be divided into three categories: growing, steady, and declining:

Figure 15. Categorization of professions: growing, declining and stable



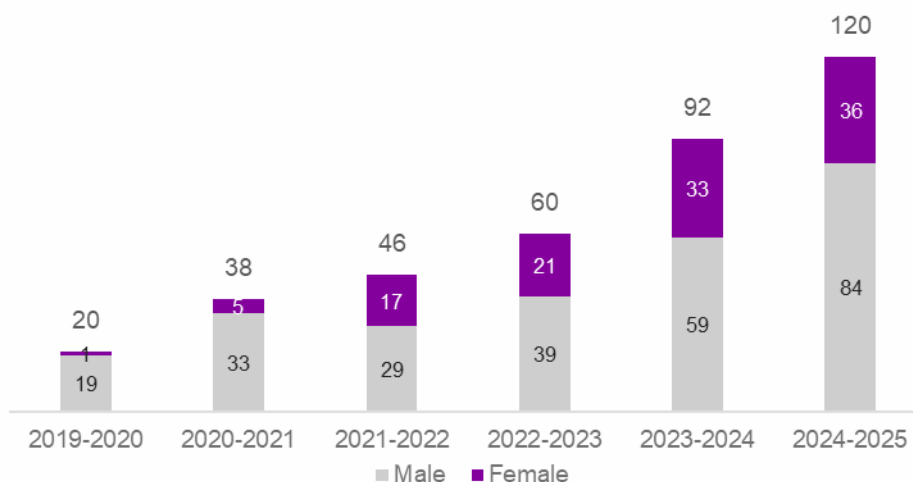
Geographical Distribution of the Students | This vocational program, offered for both for 9th and 12th-grade entrants, has experienced steady growth since its launch. In the first year of its operation, the program had only 20 students enrolled. As of May 1, 2025, the number of enrolled students had increased significantly to 255. The majority of the students come from Sisian-156 students (see Tabel 97 students come from villages within Sisian enlarged community. Only two students, originate from Agarak, which is around 180 km away from Sisian. The program has 5 displaced students from Nagorno-Karabakh (See Table 10).

Table 10. Geographical distribution of students

LOCATION	NUMBER
Sisian	97
Sisian Enlarged Community	156
Agarak	2
TOTAL	255

Gender disparities | Gender distribution within the program reveals another notable imbalance, with male students making up about 70% of the total enrollment. Some specializations such as the **Transport Organization and Management (by Types of Transport)** have never enrolled a female student, reflecting the persistent gender segmentation in some technical fields. Despite this, recent years have shown a gradual increase in female participation, indicating a positive shift toward greater gender inclusivity. (See Figure 16).

Figure 16: Student enrollment trend by gender (2019-2024)



Inclusiveness and Accessibility | Currently, the program includes three students with disabilities. One student uses a wheelchair and experience limited mobility in both the upper and lower limbs; classmates assist him daily with access to classrooms. Another female student walks independently, though with difficulty. The third student has hearing impairment and participates in classes with accommodation based on her needs. Each of them attends in line with their individual capacities and is supported informally by peers and faculty.

Staff | The Sisian branch of ANAU, employs 54 lecturers on an hourly basis. Of these, 41 are involved in the vocational education program, with 12 also teaching in the bachelor's degree program. An additional 13 lecturers teach exclusively in the bachelors. Notably, two lecturers are alumni of the institution's own programs, and one lecturer is a displaced person from Karabakh.

Equipment | The university operates in the three-story building of Sisian School No. 2, with each floor covering approximately 400 m². The total area of the college is 1,590.9 square meters. Currently, the college comprises 13 classrooms and 4 laboratories (Detailed infrastructure list is provided in Annex 3 and Inventory list in Annex 9). Due to limited space, large lecture halls have been divided into smaller rooms to provide adequate learning conditions. Currently the college can accommodate a maximum of 300 students. However, the program faces several challenges, including the insufficient related to equipment and infrastructure shortages. These constraints directly impacted the student intake capacity. In 2024, the institution was unable to admit approximately 30 applicants due to space and resource limitations and had to refer them to Sisian State College. To address ongoing space limitations, the bachelor's program now operates in two shifts - morning and afternoon allowing the institution to optimize available resources while meeting growing student demand.

“The main challenge is infrastructural, specifically, the lack of a dedicated building. Currently, the center operates in the building of Sisian School No. 2, which is in an emergency condition and does not meet accessibility and inclusion standards. Space limitations hinder both the growth in student numbers and the effectiveness of the educational process”

Representative of Secondary Vocational Education program of the Sisian Branch of the Armenian National Agrarian University

Additionally, the management of the university is planning to launch a distance education format starting in the 2025–2026 academic year. This initiative aims to reach more students, including those from distant areas, and provide greater flexibility in learning. Overall, colleges do not face significant issues with utilities such as power capacity, water pressure, or connectivity that would limit future expansion.

The Sisian Branch of the Armenian National Agrarian University also has “**Smart Agricultural Center**,” where student internships and dual education programs are organized.

The **Smart Agricultural Center** includes:

- A machine-tractor station (1 tractor and 10 agricultural tools).
- A 0.5-hectare intensive orchard with cherry and apple varieties.
- A 0.3-hectare greenhouse producing strawberries, vegetables, and various seedlings.

- A smart cowshed for 12 pedigree cows, currently housing 8. The milk produced is processed in the branch's dairy laboratory for training in cheese, ice cream, and butter production.
- A commissioned 40 kW solar power plant, which will enable heating of the greenhouse during winter.
- A meteorological weather forecasting station will be installed, allowing students and farmers to receive weather forecast information.
- In 2025, construction is planned to begin for an agricultural drone control center.

Partnerships | The University also actively collaborates with various organizations. For example, with the support of the “My Step” Foundation and the “Armenian Aid Fund”, programs are being implemented for students in grades 8 and 9. Currently, there are four agricultural groups involving around 80 students.

In cooperation with the “My Step” Foundation, agrotechnology classes for students from 15 senior and middle schools in the Sisian and Goris regions are also held at our center. Now the university is preparing to establish an agricultural drone management center. The project has already been finalized and will be funded by the Izmirlian Foundation. Construction is planned to begin in about one month.

University also has a 40-kilowatt solar power plant, which is expected to be commissioned within a month. Thanks to this, it will be possible to fully support the winter operation of the greenhouse, significantly increasing productivity and efficiency.

Recently, the tender for establishing a weather forecasting station was completed. The project is being implemented by the World Food Program, and the equipment will soon be delivered to Armenia. GIZ, the Armenian Aid Fund, the Embassy of Japan in Armenia, as well as several other organizations, have supported the university in implementing these initiatives, playing a crucial role in our development process.

Within the framework of an agreement reached in October 2024, remote training courses are being conducted in collaboration with Iran's Ruyesh Paelayder Alboroz Biotech (RPA) scientific organization. These courses focus on the implementation of modern technologies in horticulture. According to the agreement, a donation of approximately 2,000 trees and shrubs is expected from this organization in the autumn.

Another agreement has been reached with Fund of Armenian Relief to construct facilities for mushroom and dried fruit production on the farm.

Additionally, the management of the university collaborates closely with local employers to ensure that students' training aligns with labor market needs and to facilitate internship and employment opportunities. For example, students of Greenhouse management specialization carry out hands-

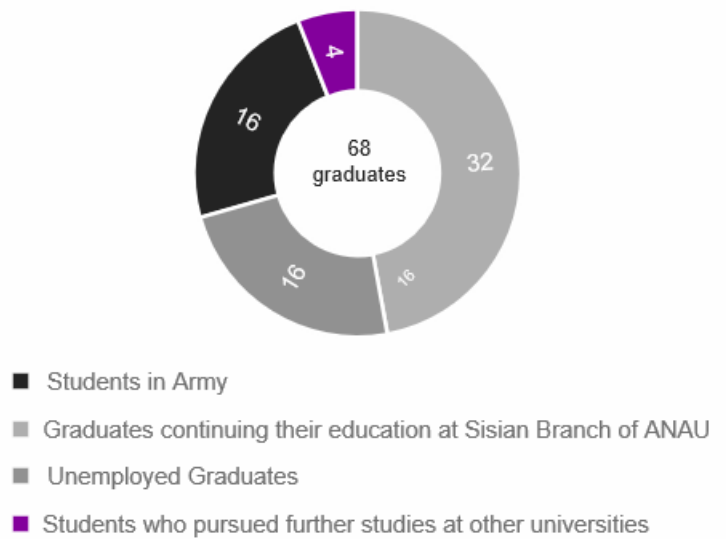
“Our students are in high demand locally, and we maintain close collaboration with employers to support their workforce needs. For example, a new bank soon to open in Sisian has already reached out to request four students for potential employment opportunities”.

Representative of Secondary Vocational Education program of the Sisian Branch of the Armenian National Agrarian University

on work and receive appropriate compensation. Employers stay in regular contact with the college, ensuring a structured and consistent partnership.

Alumni | As of May 2025, the vocational program at the Sisian branch of the Agrarian University has produced a total of 68 graduates. Of these, 16 alumni have been drafted into the Armenian Army. A further 32 graduates have chosen to continue their studies at the same institution, while 4 have enrolled in other universities for higher education. Currently, 16 graduates are not employed, reflecting potential challenges in school-to-work transition or labor market absorption (see Figure 17).

Figure 17. Paths of graduates (2019-2024)



5.2 Kapan State Medical College

Address:

37 A Shahumyan Street, Kapan,
Syunik Region, Armenia

Number of staff: 45 employees (17
FTEs, 11 part-time lecturers)

Number of students: 139

Maximum student capacity: ~350

Number of specializations: 7+1
distance learning

Number of classrooms: 25

Number of laboratories: 10



Kapan State Medical College was established in July 1960 as a branch of Yerevan Medical School. On September 29, 1961, by Order no. 390 of the Committee of Higher and Secondary Specialized Education under the Council of Ministers of the Armenian SSR it was granted independent status.

In 1968, the medical schools of the Republic were transferred under the jurisdiction of the Ministry of Health of the Armenian SSR. Following Armenia's independence, the school was reorganized into the state Closed Joint-Stock Company "Kapan Medical School" in October 1992.

Subsequently, in line with RA Government Decree No. 1009-N and Sub-point (d) of Point 12 of the Charter of the Ministry of Health of the Republic of Armenia (Order No. 433-A, dated 27.04.2004), the Kapan Medical School was renamed "**Kapan State Medical College**" **SNCO (State Non-Commercial Organization)** on 26th of May 2004.

Academic Programs | Kapan State Medical College is currently the only dedicated medical college in Syunik, playing a vital role in training healthcare professionals for the province. The college offers 7 specialized programs, open to students for students entering both after the 9th grade and after the 12th grade (see Table 11).

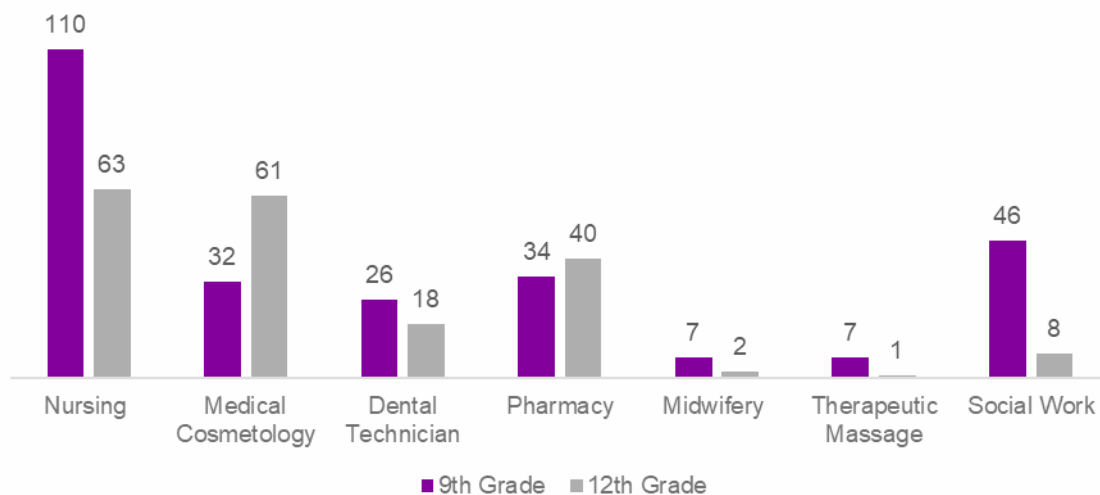
Table 11: List of specializations

SPECIALIZATION	GRADE	FORM OF EDUCATION	DURATION	AWARDED QUALIFICATION
Nursing	9 th Grade	Full time	4 years	Nurse
Nursing	12 th Grade	Full time	3 years	Nurse
Medical Cosmetology	9 th Grade	Full time	3 years	Nurse Cosmetologist
Medical Cosmetology	12 th Grade	Full time	2 years	Nurse Cosmetologist
Dental Technician Studies	9 th Grade	Full time	3 years	Dental technician
Dental Technician Studies	12 th grade	Full time	2 years	Dental technician
Pharmacy	9 th Grade	Full time	4 years	Pharmacist
Pharmacy	12 th Grade	Full time	3 years	Pharmacist
Pharmacy	Both	Distance	3 years	Pharmacist
Midwifery	9 th Grade	Full time	4 years	Midwife

Midwifery	12 th Grade	Full time	3 years	Midwife
Therapeutic Massage	9 th Grade	Full time	3 years	Therapeutic massage nurse
Therapeutic Massage	12 th Grade	Full time	2 years	Therapeutic massage nurse
Social Work	9 th Grade	Full time	3 years	Social Worker
Social Work	12 th Grade	Full time	2 years	Social Worker

Although the college offers programs for both groups, the number of students admitted with a 9th grade education is higher than those admitted with a 12th-grade education. (see Figure 18)

Figure 18: Distribution of students by specialization (2014-2024)



As seen in Figure 18, between 2014 and 2024, a total of 173 students have enrolled in the Nursing program at Kapan State Medical College, of which 110 with a 9th-grade background and 63 with a 12th-grade background. The college plays a central role in addressing the region's healthcare workforce needs, particularly in the field of nursing.

Kapan Medical Center, the main healthcare institution in the area, currently employs around 400 staff members, including 188 nurses. Notably, approximately 180 of these nurses are graduates of Kapan State Medical College, underscoring the institution's critical contribution to the regional health system. **Nursing** remains one of the most in-demand specializations in both Kapan and the broader Syunik region.

“Currently, we have a shortage of nurses. In some cases, we had to hire people who had not worked for many years or had no experience at all. We provided them with training to prepare them for the job”.

Representative of Kajaran Medical Center

In recent years, the new specialization of **Social Work** has increased in popularity and is becoming even more in demand among students. As seen from Figure 18, although this specialization has existed for only four years, 54 students have already chosen it.

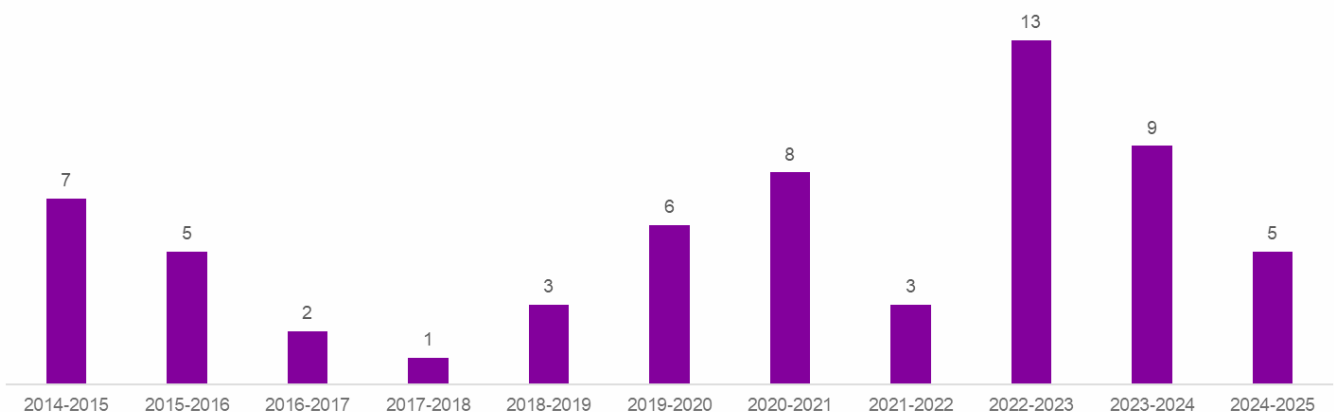
Currently, the college faces one challenge related to specializations. This is due to the fact that if there are fewer than 13 applications and 10 in case of secondary in educational institutions operating in the regions of Armenia, the program may be canceled. As a result, some specializations are not launched because the required number of applications is not met. In such cases, the college directs students to choose other specializations. For example, in recent years, the Midwifery, Dental Technician and Medical cosmetology programs didn't start because not enough students enrolled.

"In recent years, the midwifery specialization has not been launched, and as a result, we are likely to face a shortage of professionals in this field soon".

Representative of Kapan Medical Center

The college offers distance education only for pharmaceutical specialization. This specialization is in demand in Kapan, but in the last two years, there has been a decline in enrollment. The highest enrollment was in 2022-2023 with 13 students, but it has dropped to 9 and then 5 students in the last two years (Figure 18).

Figure 19. Student enrollment trend in distance education (2014-2024)



Based on the admission of students from 2014-2024, the professions can be divided into 3 categories:

Figure 20. Categorization of professions: Growing, Stable, Declining

Growing

- Nursing
- Social Work

Stable

- ↔ Pharmacy

Declining

- Medical Cosmetology
- Dental Technician Study
- Midwifery
- Therapeutic Massage

Geographical Distribution of the students | Currently, the college has 139 students, of whom 24 are from other villages and towns of Syunik or other regions and 4 are displaced from Nagorno-Karabakh. A significant 82% come from Kapan Town. Beyond Kapan Town, the college attracts students from various other communities within Syunik Province, including the Kapan Enlarged Community (3%), Goris Enlarged Community (3%), Kajaran Enlarged Community (4%), Tatev Enlarged Community (1%), and Meghri Enlarged Community (5%). The data also highlights the

presence of students from more distant areas such as the Aragatsotn Region and Yerevan, each contributing 1% of the student population. This is the only college of the report that has such a wide variety of students from so many different places. This can be since it is the only medical college in the region (See in Table 12).

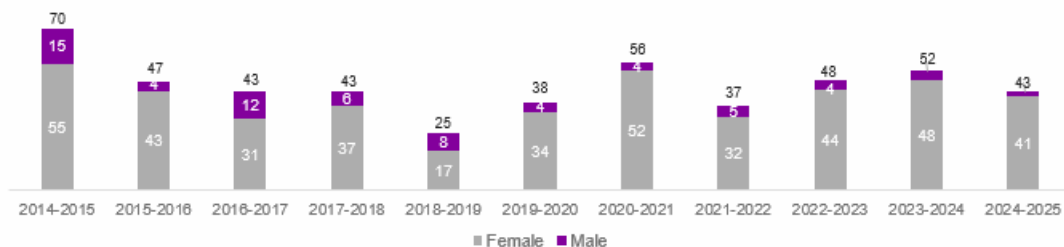
Table 12. Geographical distribution of the students

LOCATION	NUMBER
Kapan	114
Kapan Enlarged Community	4
Goris Enlarged Community	4
Kajaran Enlarged Community	6
Tatev Enlarged Community	1
Meghri Enlarged Community	7
TOTAL	136

Gender disparities | From 2014 to 2024, College enrolled about 441 students, 85% of whom were female. In terms of specializations, most male students chose to study **Dental Technician Studies**. However, in the last few years, the **Social Work** specialization has become more popular among male students as well.

Every year, more females than males are enrolled. For example, in 2014-2015, 49 females enrolled compared to 14 males. In recent years, female enrollment remains high, such as 40 in 2023-2024 and 31 in 2024-2025. However, the number of males has gone down to just 2 in 2024-2025 (See Figure 21).

Figure 21. Student enrollment trend by gender (2014-2024)



Inclusiveness and Accessibility | Currently the college has only one student with a musculoskeletal disability who moves independently but sometimes during the learning process, lecturers allow the student to rest if he gets tired.

“Previously, college had a deaf student who studied using written and visual methods. He was fully integrated into the group and graduated successfully”.

Representative of Kapan Medical College

Staff | College currently has 45 employees out of which 17 are full-time lecturers and 11 are part-time. Additionally, some part-time lecturers at the college also work at Kapan Medical Center, bringing current, real-world medical experience directly into the classroom. Some of the current

lecturers are graduates of the Medical college, for example, subjects like “Nursing,” “Therapy,” “Surgery” are currently taught by the graduates.

Equipment | The college occupies an area of 2,798.6 square meters, which houses 23 classrooms, 10 laboratories, the library, archive, auditorium, gym, sports ground, boiler room, staff room, administrative offices, cafeteria, and a pharmacy kiosk. Currently, it can accommodate up to 350 students. The college faces significant challenges related to its infrastructure and learning resources. While there are multiple classrooms designated for both theoretical and practical lessons across various medical disciplines such as surgery, obstetrics and gynecology, therapy, family nursing/home care, first aid, pharmacology, and chemistry the quality of these facilities is insufficient to meet current educational needs. Many study materials are outdated, with anatomical models dating back to the 1960s, limiting students’ ability to engage with modern, accurate resources. Medical instruments and equipment for practical training are worn out and available only in inadequate quantities, hindering hands-on learning opportunities (Detailed infrastructure list is provided in Annex 4 and Inventory list in Annex 9)

“There have even been times when we had to bring their own syringes because the college didn’t have enough”.

Alumni of the College

The entire college has access to only one video projector, which is not enough to support the effective use of digital learning resources. Additionally, the **Dental Technician Studies** specialization lacks proper equipment and facilities, or the existing ones are in extremely poor condition, making it difficult to deliver high-quality training in this field.

Kapan Medical College is located close to the center of Kapan, so it’s easy to get to. Only the first floor is accessible for people with mobility issues, thanks to a small ramp at the entrance. Other parts of the building are not easy for everyone to use. Some wooden parts of the building are very old, from the 1960s, and have old-fashioned windows. The technical equipment and artificial lighting are outdated and not very good for studying. The roof and upper parts of the building don’t have proper insulation, so it can be uncomfortable inside. Bathrooms are in bad shape and not accessible for people with disabilities. Some floors are uneven and could be unsafe. The ceilings are painted without proper soundproofing, which makes the classrooms noisy. The informatics classroom was recently fixed, but most walls need new paint. Also, there is only one water point, which makes it hard to do practical work in the classrooms.

Overall, the college doesn’t face significant issues with utilities such as power capacity, water pressure, or connectivity that would limit future expansion. However, the electrical systems are outdated and need to be upgraded.

Partnerships | The college closely collaborates with several local healthcare institutions, such as Kapan Medical Center, Kajaran Medical Center, and local pharmacies, where students complete their internships. Kapan Medical Center, the largest healthcare provider in the region, employs approximately 400 staff members, including around 188 nurses. Nearly 180 of these nurses are graduates of Kapan State Medical College. As part of the agreement signed in 2023 between the Auvergne-Rhône-Alpes region of France and the Syunik Province, which also focuses on the development of vocational education and healthcare, a comprehensive study was conducted at

the Kapan State Medical College by SEPR, the "Rockefeller" Training Center, and the HUMATEM organization. The development plan of the college has been developed in the framework of cooperation.

In addition, the French side will modernize the teaching materials and equipment for the "Nursing" specialty, as well as to create two simulation rooms to develop the students' clinical skills:

- One room for general practice, allowing for instruction in various bedside medical procedures;
- One room dedicated to surgical practice and the management of critical and emergency cases.

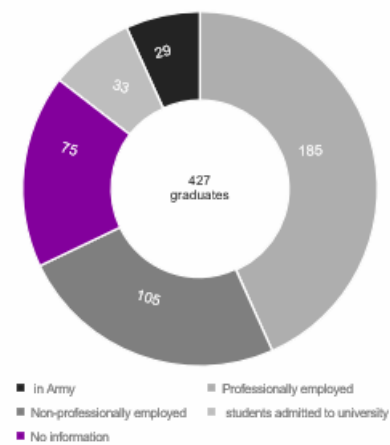
Equipment provision by HUMATEM includes:

- A set of medical equipment to furnish both simulation rooms;
- Cardiopulmonary resuscitation (CPR) manikins and two full-body manikins.

In May 2025, the College signed a memorandum of cooperation with the "Kapan Mining and Processing Plant" CJSC. According to the memorandum, the company will collaborate with the College by providing financial and material support up to 15 mln AMD for the renovation and adaptation of spaces intended for the simulation rooms.

Alumni | From 2014 to 2024, Kapan State Medical College had 427 graduates. Out of these, 185 people found jobs in their profession, the other 105 are working in jobs not related to their profession, 29 joined the army after finishing college and 33 continued their education at universities. For 75, there is no information available about their status (Figure 22).

Figure 22. Career paths of graduates (2014-2024)



5.3 Syunik Regional State College

Address:

11 A Arzumanyan Street, Kapan,
Syunik Region, Armenia

Number of staff: 36

Number of students: ~400

Maximum student capacity: ~415

Number of specializations: 17 full-time education programs + 2 distance learning programs

Classrooms: 14

Laboratories: 7

The “Syunik Regional State College” SNCO was established in

1995 on the basis of the Kapan Construction Technical School (1958) and the Mining and Metallurgical Technical School (1959), merging as the Kapan Engineering-Economics Technical School.

By a decision of the Government of the Republic of Armenia in 1997, the college was reorganized as a college of the Kapan Branch of the State Engineering University of Armenia. According to Decision No. 1009-N of the Government of the Republic of Armenia, dated June 20, 2002, it was reorganized as the “Kapan State Engineering College” state non-commercial organization. In 2012, the college was reorganized as the “Syunik Regional State College” SNCO.

Academic Programs | The Syunik Regional State College offers a wide range of specializations for students both with a 9th-grade and 12th-grade education background (See Table 13).



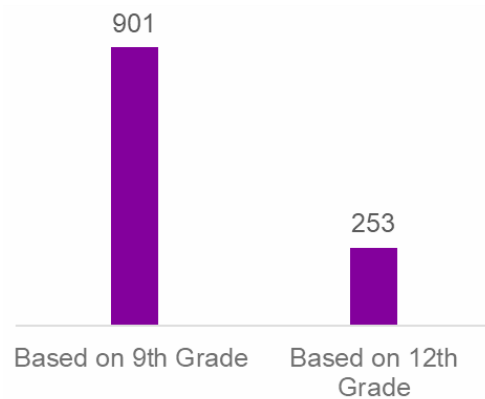
Table 13. List of Specializations

SPECIALIZATION	GRADE	FORM OF EDUCATION	DURATION	AWARDED QUALIFICATION
Operation and Maintenance of Vehicles	12 th Grade	Full time	3 years	Automotive Valve Technician
Mineral Processing	9 th Grade	Full time	3 years	Mineral Processing Plant Operator
Renewable Energy Power Plant Installation and Maintenance	9 th Grade	Full time	3 years	Electrician and Pipefitter for Installation, Repair and Maintenance of Solar Power Plants
Computer Operations	9 th Grade	Full time	3 years	Computer Operator
Communication Equipment Installation and Commissioning	9 th Grade	Full time	3 years	Electrical and Telecommunications Line Installer/Technician
Hair Dressing and Make-up	12 th Grade	Full time	3 years	Hair Dresser

Open-Pit Mining	9 th Grade	Full time	4 years	Mining Technician-Technologist in Open-Pit Ore Processing
Open-Pit Mining	12 th Grade	Full time	3 years	Mining Technician-Technologist in Open-Pit Ore Processing
Transport Planning and Management	9 th Grade	Full time	3 years 6 months	Transportation Management Technician
Construction and Operation of Buildings and Structures	9 th Grade	Full time	4 years	Building Construction and Maintenance Technician
Graphic Design	9 th Grade	Full time	3 years	Web-designer
Graphic Design	12 th Grade	Full time	2 years	Web-designer
Telecommunication Networks and Communication Systems	12 th Grade	Full time	3 years	Electrician for telecommunications and wired transmission line structures
Accounting	12 th Grade	Full time	2 years	Accountant
Preschool Education	12 th Grade	Full time	2 years	Preschool Teacher
Service Management in Hotels and Tourist Complexes	12 th Grade	Full time	3 years	Hotel and Tourism Complex Manager
Electric Power Plants, Networks, and Systems	12 th Grade	Full time	2 years 6 months	Technician for Operation and Maintenance of Electric Power Plants, Networks, and Systems

Although the college offers programs for both groups, the number of students admitted with a 9th-grade education is higher than those admitted with a 12th-grade education. (Figure 23).

Figure 23: Trends in specialization by entry grade level (2014-2024)

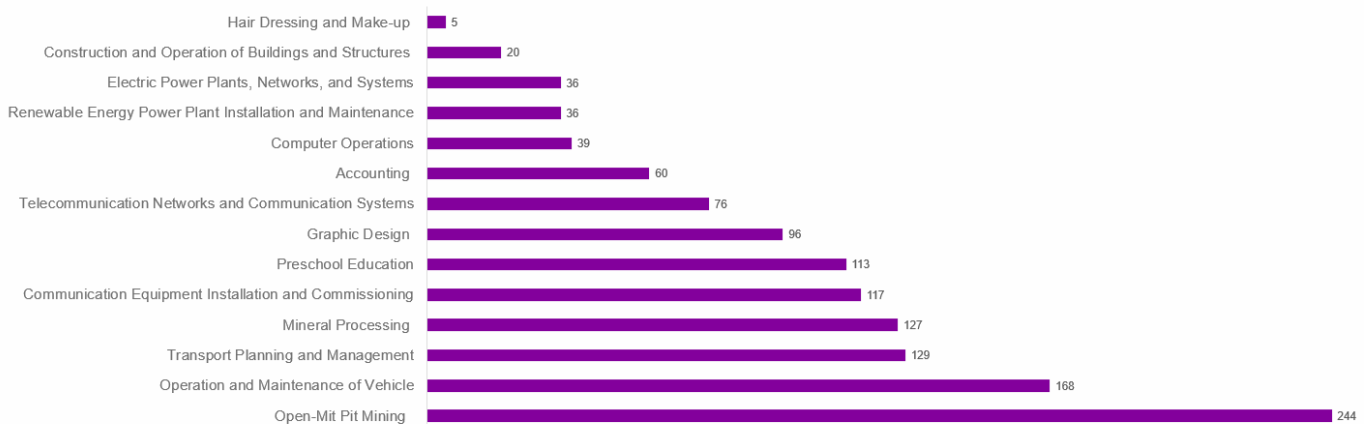


The specialization with the highest enrollment is **Open-Mit Pit Mining**, which has 244 students. Following closely are **Operation and Maintenance of Vehicle** with 168 students and **Transport Planning and Management** with 129 students. This is likely due to socio-economic situation in Syunik.

Three specializations including **Mineral Processing**, **Renewable Energy Power Plant Installation and Maintenance**, and **Construction and Operation of Buildings and Structures** were given priority in 2023. Students in these fields are receiving a 50,000-dram scholarship. The scholarships have also helped increase the number of students in these specializations over the last two years, as more students are now interested in these career fields. On the other hand, certain specializations have much smaller student populations such as **Hair Dressing and Make-up** (5 students). In fact, this program has not had students for several years.

Additionally, the college also faces problems with the admission regulation. According to the law, if there are fewer than 15 applications for a specialization under full-time education based on basic education, or fewer than 13 applications and 10 in case of secondary education institutions in the regions of Armenia, the program may be canceled. As a result, some specializations such as **Preschool Education** and **Computer Operations** don't operate (See Figure 24).

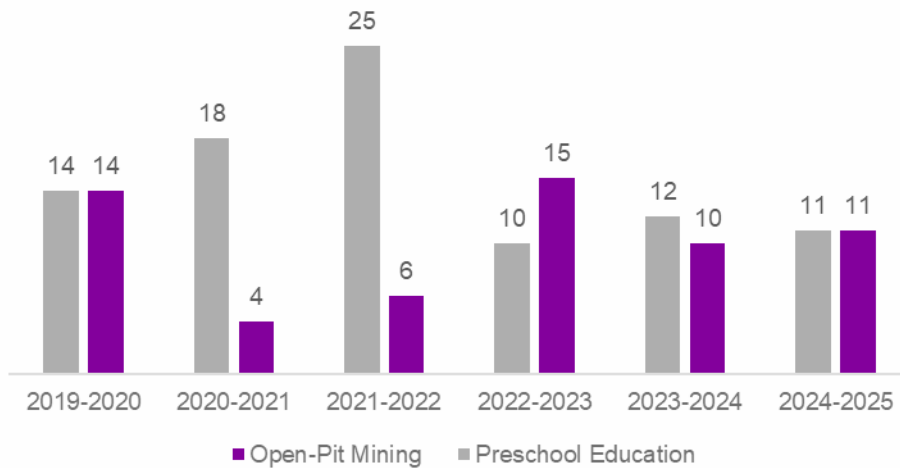
Figure 24. Distribution of students by specializations (2014-2024)



The college also offers distance education for two professions: **Open Pit Mining** and **Preschool Education**. In full-time education, the number of students is increasing. For example, in the 2024-

2025 academic year, the college had a record number of admissions of about 160 students. However, the situation is a bit different for distance learning, where the numbers have not increased as much and remain stable (Figure 25).

Figure 25. Trends in Specializations, Distance Learning (2019-2024)



Based on the admission of students from 2014-2024, the professions can be divided into 3 categories:

Figure 26. Categorization of professions: Growing, Stable, Declining

Growing	Steady	Declining
↗ Mineral Processing ↗ Transport Planning and Management ↗ Renewable Energy Power Plant Installation and Maintenance ↗ Communication Equipment Installation and Commissioning ↗ Construction and Operation of Buildings and Structures	↔ Operation and Maintenance of Vehicles ↔ Open-Pit Mining ↔ Graphic Design	↘ Hair Dressing and Make-up ↘ Operation of Computer ↘ Telecommunication Networks and Communication Systems ↘ Preschool Education ↘ Accounting

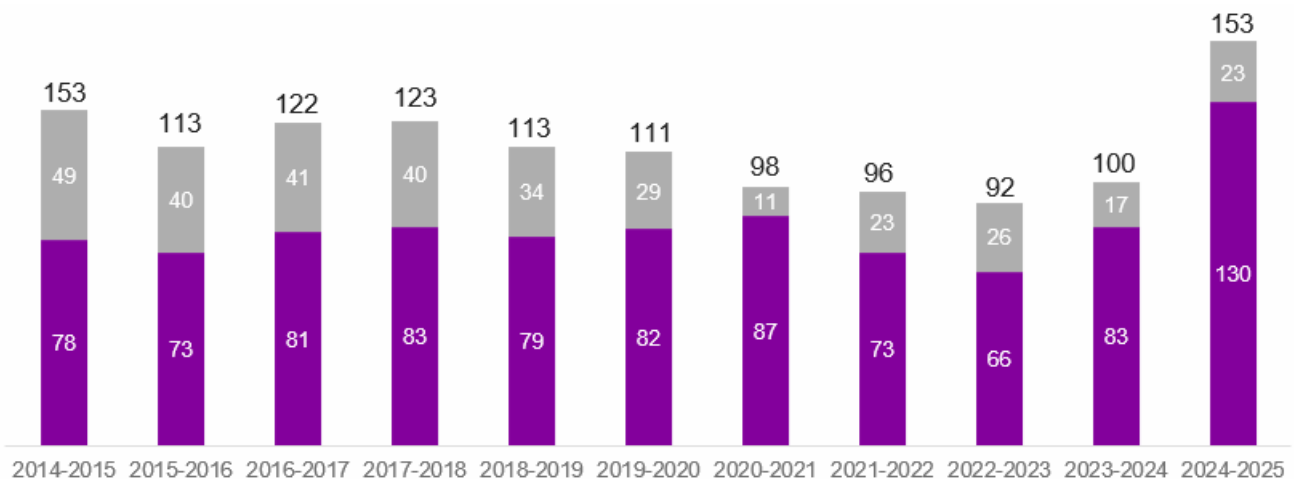
Geographical Distribution of the students | The majority of students are concentrated in Kapan, with 374 students, making it the central hub for student residency and likely the main location for educational infrastructure. Following Kapan, a smaller number of students come from the Kajaran Enlarged Community, which contributes 15 students. Other regions contribute only marginally to the overall distribution: the Meghri Enlarged Community has 2 students, Goris Enlarged Community accounts for 4 students, and both the Yeghegnadzor and Sisian Enlarged Communities each have just 1 student. (Table 14).

Table 14. Geographical Distribution of the students

LOCATION	NUMBER
Kapan Enlarged Community	377
Kajaran Enlarged Community	15
Goris Enlarged Community	1
Yeghegnadzor Enlarged Community	1
Sisian Enlarged Community	1
Meghri Enlarged Community	2
TOTAL	394

Gender disparities | From 2014 to 2024, College enrolled about 1248 students, 73% of whom were male. While overall enrollment has been increasing in recent years, a concerning trend has emerged: the number of female students is declining (As seen in Figure 27). The situation is different in distance learning. Since it started in 2019, about 150 students enrolled, and 72% of them were female. This higher share of women may be because most distance learning students are in Preschool Education, a field that tends to attract more females (See Figure 27).

Figure 27: Student enrollment trend by gender (2014-2024)



Inclusiveness and Accessibility | Currently the college has only one student with a musculoskeletal disability who moves independently but sometimes during the learning process, lecturers allow the student to rest if he gets tired.

“Previously, college had a deaf student who studied using written and visual methods. He was fully integrated into the group and graduated successfully”.

Representative of Kapan Medical College

Staff | College currently has 36 lecturers including full-time and part-time.

Equipment | The college faces challenges related to its infrastructure and learning resources. The college has a four-story main building, which includes 14 classrooms, 7 laboratories (which can also be used as classrooms when needed), and 7 workshops. Currently the college can accommodate up to 415 students. However, it still faces some infrastructure-related challenges,

for example, the equipment for construction and renewable energy fields is either idle or in poor condition, and they lack sufficient space and material resources to store and use them. In 2024, the college signed a memorandum of understanding with the nearby Kapan branch of the National Polytechnic University of Armenia (NPUA). According to the agreement, college students are allowed to use NPUA's gym for physical education classes during unfavorable weather conditions.

“Our college has five unique machines that have been outdoors in the yard for over 10 years. These are European-made devices and very expensive, but we lack a suitable workshop or enclosed space to protect and use them”.

Representative of the College

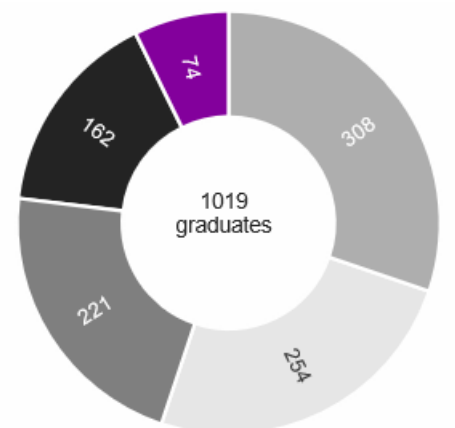
The college's core specializations Open-Pit Mining and Mineral Processing require access to specific equipment and costly machinery to ensure the acquisition of practical skills and achievement of learning outcomes. However, the college lacks the resources to purchase such equipment and technology.

To address this issue, the college seeks support from partner employers by organizing internships using their available resources. Nevertheless, these internships typically last only 1 to 3 days per year, during which students have very limited access to the necessary equipment and facilities. College also is not equipped with facilities accessible for people with disabilities. The infrastructure does not allow them to use equipment like wheelchairs to move around for example. It has stairs but no ramps or lifts. (Detailed infrastructure list is provided in Annex 5 and Inventory list in Annex 9). Overall, the college doesn't face significant issues with utilities such as power capacity, water pressure, or connectivity that would limit future expansion.

Partnerships | The college closely collaborates with several local employers such as Zangezur Copper-Molybdenum Combine or Kapan Mining and Processing Company. Employers also serve as members of the college's graduation committee for students. The college also collaborates with international organizations. For example, under the Renewable Energy Power Plant Installation and Maintenance specialization, the college procured essential equipment by acquiring two laboratory devices within the framework of the UN Development Program.

Alumni | From 2014 to 2024, Syunik State College had 1019 graduates. Out of these, 308 found jobs in their profession, however, 254 are not professionally

Figure 28. Career paths of graduates (2014-2024)



- Number of students in Army
- Professionally employed
- Non-professionally employed
- Number of students admitted to universities
- Unemployed

employed, 221 graduates are not working, 162 were in the Army and only 74 were admitted to universities. (Figure 28).

5.4 Sisian State College

Address:

12 Charents Street, Sisian, Syunik Region

Number of staff: 50 employees (11 full-time, 39 part-time)

Number of students: 164 enrolled

Maximum Student Capacity: ~500

Number of specializations: 7

Classrooms: 25

Laboratories: 2

Workshops: 2



Sisian State Economic College was established in 1993, based on the polytechnic institution formed through the merger of the Sisian branches of the Yerevan Electromechanical College (founded in 1976) and the Yerevan Electromechanical and Construction Colleges (founded in 1981). In 2011, by a decision of the Government of the Republic of Armenia, it was merged with the Sisian State Humanitarian College and renamed Sisian State College.

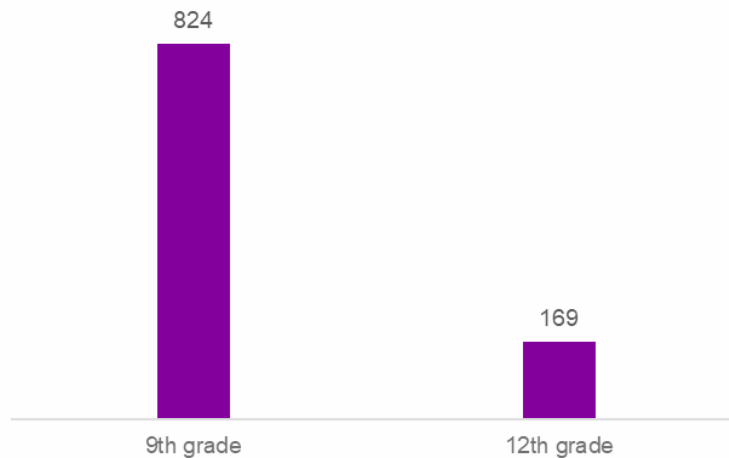
Academic Programs | Currently, the college is the only medical college in the region, providing the province with qualified medical specialists. The college offers 7 specialties for students entering both after the 9th grade and after the 12th grade (See Table 15).

Table 15. List of Specializations

SPECIALIZATION	GRADE	FORM OF EDUCATION	DURATION	AWARDED QUALIFICATION
Preschool Education	12 th Grade	Full time	2 years	Preschool Teacher
Service Management in Hotels and Tourism Complexes	9 th Grade	Full time	3 years	Hotel and Tourism Complex Manager
Design	9 th Grade	Full time	4 years	Designer
Beekeeping	9 th Grade	Full time	3 years	Designer
Nursing	12 th Grade	Full time	3 years	Nurse
Construction and Finishing Works	9 th Grade	Full time	3 years	Wall and Floor Tiler
Operation and Maintenance of Transport Vehicles	12 th Grade	Full time	1 year	Auto Mechanic
Computer Operations	12 th Grade	Full time	1 year	Computer Operator

Although the college offers programs for both groups, the number of students admitted with a 9th-grade education is higher than those admitted with a 12th-grade education. (Figure 29)

Figure 29: Trends in specialization by entry grade level



The program with the highest enrollment, Construction and Finishing Works (207 students) due to economic structure of the region. Another field drawing significant interest is **Service Management in Hotels and Tourism Complexes** (191 students), which aligns with Syunik's untapped tourism potential. Even though the program has many students, the region has a lack of qualified specialists.

“Currently, we lack qualified guides and hotel management specialists, and the problem is even more severe when it comes to finding professionals who speak both Russian and English fluently”.

Representative of Tourism Sector

Other specializations currently in high demand include **Beekeeping**. **Beekeeping** is becoming increasingly attractive due to a new government support program that reimburses 50% of the cost of each acquired bee colony, including the beehive¹⁹. Additionally, this **Beekeeping and Construction and Finishing Works** were given priority in 2023. Students in these fields are receiving a 50,000-dram scholarship. Nurses are also in high demand, particularly in Sisian. The planned construction of a new medical center in Sisian is expected to further increase the regional demand for qualified nursing professionals. **Design, Computer Operations, and Operation and Maintenance of Transport Vehicles** are stable programs at the college, each maintaining a steady number of students over the past year. College also launched a new program in 2024-2025 academic year Preschool Education (See Table 16).

¹⁹ Ministry of Economy of the Republic of Armenia, Pilot beekeeping development project- <https://mineconomy.am/page/3156>

Table 16. Distribution of Students by Field of Study

PRESCHOOL EDUCATION	SERVICE MANAGEMENT IN HOTELS AND TOURISM COMPLEXES	DESIGN	BEEKEEPING	NURSING	CONSTRUCTION AND FINISHING WORKS	OPERATION AND MAINTENANCE OF TRANSPORT VEHICLES
14	179	124	124	101	190	78

Based on the admission of students from 2014-2024, the professions can be divided into three categories: growing, steady and declining

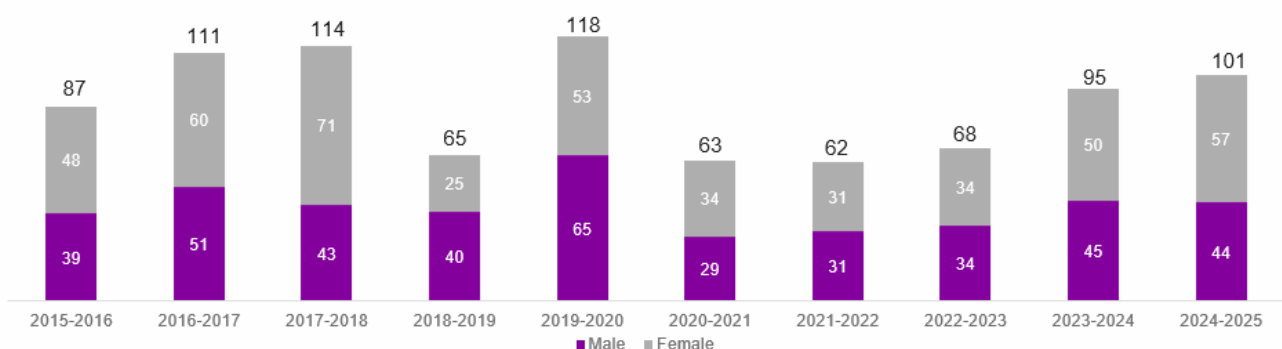
Figure 30. Categorization of professions: Growing, Steady, Declining

Growing	Steady	Declining
↗ Preschool Education ↗ Service Management in Hotels and Tourism Complexes ↗ Construction and Finishing Works	↔ Design ↔ Beekeeping ↔ Graphic Design ↔ Operation and Maintenance of Transport Vehicles ↔ Computer Operations	↘ Nursing

Geographical Distribution of the students | Currently college has 116 students and mainly all of them are from Sisian town. Only 4 of them are enlarged community of Sisian.

Gender disparities | From 2014-2024 a total of 993 students have enrolled in vocational education programs in Syunik of these, 550 were female (52%) and 506 were male (48%), showing a balanced participation between men and women. In 2024–2025, the number of students reached 164 which was the highest number during the last years. Women mostly choose **Nursing** and **Service Management in Hotels and Tourism Complexes**. These programs remain the most popular among female students. Construction and Finishing Works, which is the most popular program overall, has never had any girls enrolled. It is chosen only by men. **Operation and Maintenance of Transport Vehicles** and **Construction and Finishing Works** is another popular specialization among men which involve more technical and physical work. (See Figure 31)

Figure 31. Student Enrollment by gender



Inclusiveness and Accessibility | Currently, colleges don't have students with disabilities. College also has 6 displaced students from Nagorno-Karabakh.

Additionally, 2 specializations including **Construction and Finishing Works** and **Beekeeping** were given priority in 2023. Students in these fields are receiving a 50,000-dram scholarship. The

scholarships have also helped increase the number of students in these specializations over the last two years, as more students are now interested in these career fields.

Staff | Currently college has 50 employees: 39 of them are part-time and 11 are full-time.

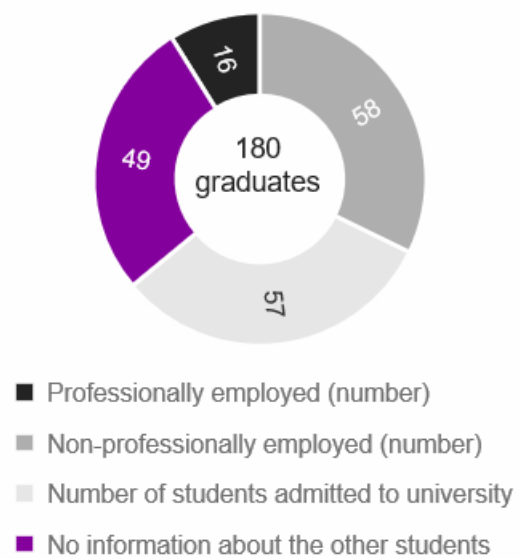
Equipment | Among all the colleges, it is the largest and can accommodate up to 500 students, although it currently has only 164 enrolled. It has 25 subject-specific lecture rooms, 2 laboratories, 2 workshops, both rooms lack modern equipment and still rely on outdated, old-fashioned tools and teaching methods (detailed infrastructure list is provided in Annex 6 and Inventory list in Annex 9). The college doesn't face significant issues with utilities such as power capacity, water pressure, or connectivity that would limit future expansion. However, there are some localized challenges, including occasional electricity disruptions during the winter months.

Partnerships | The college actively collaborates with local companies and businesses. Some representatives from the Sisian business community are also part of the graduation committee and working at the college.

Alumni | From 2014 to 2024, Sisian State College had 476 graduates. Currently, detailed analysis of their career paths is only available starting from 2019. From 2019 college had only 182 alumni, out of which about 9%, are professionally employed. A larger group, 32%, are not professionally employed and another 32% of students were admitted to universities.

There is no information about what 27% of graduates are doing. This means a complete picture of how graduates are doing after college is not possible to have (See Figure 32).

Figure 32. Career paths of graduates (2019-2024)



5.5 Overview of Findings: Four Colleges in Syunik

Enrollment | These colleges collectively serve over 1000 students and offer more than 35 specialization programs in fields ranging from agriculture and healthcare to mining, construction, and tourism. In recent years, the number of admissions across all vocational colleges in Syunik has shown a consistent upward trend, with the exception of Kapan State Medical College, where enrollment has slightly declined. Specifically, the number of new admissions dropped from 52 in the 2023–2024 academic year to just 43 in 2024 - 2025, including students enrolled in the distance learning program. Another notable feature across all institutions is the increased demand for vocational education among students completing the 9th grade. Another finding is that the same or similar specializations can be very different across colleges. For example, Nursing is a strong and stable program at Kapan State Medical College, with many students and good links to local hospitals, but at Sisian State College, the Nursing program did not operate for several years and only reopened in the last two years.

Dual Education | Among the four colleges, only the Sisian Branch of ANAU offers a dual education model. Several specializations such as Greenhouse Management, Agricultural Mechanization,

and Milk and Dairy Processing are already functioning in this format. In this approach, students combine classroom learning with practical work in real settings such as farms, greenhouses, or dairy enterprises.

Gender Disparities | Gender imbalance remains a significant concern. Male students dominate technical and agricultural programs. Female students, on the other hand, are significantly more represented in healthcare, social work, preschool education, and tourism services. For example, 85% of students at Kapan Medical College are female, most concentrated in nursing.

Students with disabilities | In terms of inclusion, only a small number of students with disabilities are enrolled. All four vocational colleges in Syunik face significant infrastructural challenges in supporting students with disabilities. Most colleges do not have ramps, elevators, or accessible restrooms, making it hard for these students to move around or take part in all activities. Support is mostly provided by groupmates or lecturers, not through formal systems.

Disabled from Nagorno-Karabakh | Currently all the colleges have displaced students from Nagorno-Karabakh:

- Sisian Branch of ANAU - 5
- Sisian State College - 6
- Medical College - 4
- Syunik Regional College - 11

In addition, Sisian Branch of ANAU also has one disabled lecturer from Nagorno-Karabakh.

Infrastructure and Equipment | Deficiencies are among the most critical issues undermining the quality of vocational education in the region. Buildings are old and were not originally designed for modern vocational education. Sisian branch of ANAU doesn't have its own facilities. Currently, they operate within a school building, where space constraints have led to the division of large halls into smaller rooms and forced the institution to run its bachelor's program in two shifts. In 2024, ANAU had to turn away approximately 30 applicants due to lack of space, highlighting the urgent need for expansion and modernization. Colleges across the board rely on outdated instructional materials and worn-out equipment, particularly in fields that require practical, hands-on learning.

Staff | Most colleges currently rely on part-time lecturers, often drawn from local industries and institutions which allow colleges to bring valuable real-world experience into the classroom.

Alumni | Employment outcomes among graduates differ significantly across the four colleges, and alumni tracking remains incomplete. At Sisian State College, alumni data is only available from 2019 onward. Out of 182 graduates during this period, 17 are known to be working in their trained profession, 58 are employed in jobs unrelated to their field of study, 58 continued their education at universities, and 49 have unknown status.

At Syunik Regional State College, from 2014 to 2024, a total of 1,019 students graduated. Among them, 308 are working in their field, 254 are employed in unrelated jobs, 221 are unemployed, 162 joined the army, and 74 continued their education.

Kapan State Medical College had 427 graduates between 2014 and 2024. Of those, 185 are working in their trained profession, 105 are employed in unrelated jobs, 33 continued their education, 29 joined the army, and 75 have unknown outcomes.

At Sisian branch of ANAU, which began its vocational program in 2019, there have been 68 graduates so far. Among them, 16 were drafted into the army, 32 continued their education at the same institution, 4 enrolled in other universities, and 16 are currently not employed.

6. Education Program Prioritization, Enrollment Forecast, and TVET System Recommendations

This chapter lays out a practical and forward-looking strategy for developing the newly established TVET institutions in Sisian and Kapan. It builds on a detailed needs assessment across four colleges, considering enrollment patterns, job market trends, institutional strengths and gaps, as well as insights from local employers and regional economic priorities. Based on this, we've identified the key specializations that make the most sense for the new institutions going forward.

6.1 Education Program Prioritization

Recommended Professions for the New Sisian College

Based on the comprehensive needs assessment, the following specializations are recommended for Sisian College. Sisian's economic landscape is dominated by agriculture and food processing. Accordingly, the suggested specializations are the following:

Table 17 Summary of Specializations at New Sisian College

SPECIALIZATION	PRIORITY LEVEL	LABOR MARKET ALIGNMENT	ENROLLMENT TREND	STRATEGIC IMPORTANCE
Greenhouse Management	High	Strong	Stable to Slight Growth	Agriculture, Rural Dev.
Beekeeping	Medium	Moderate	Steady	Agriculture, Biodiversity
Service Management in Hotels & Tourism	Medium	Strong	Declining	Tourism, Services
Milk and Dairy Processing Technology	High	Strong	Steady	Agriculture, Agro-processing
Veterinary Studies	High	Strong	Growing	Healthcare, Agriculture
Agriculture Mechanization	Medium	Moderate	Emerging	Agriculture, Tech Skills
Computer Operations	Medium	Broad, General	Stable	Cross-sectoral (Digital)
Accounting	High	Strong	Growing	Finance, Administration

Selection Justifications

Greenhouse Management | Addresses both national priorities and regional development needs. As greenhouse farming becomes increasingly important for sustainable and efficient food production, there is a growing demand for skilled professionals in this field. Another related

specialization to consider is intensive orchard cultivation. To support this sector, the government has launched the Program for Small and Medium Greenhouses, which offers loan subsidies. These subsidies are increased if the greenhouse is:

- Located in a border-adjacent community, or
- Built by a young agronomist (aged 18–35)²⁰.

These additional incentives make the field especially attractive for young professionals and rural communities. Importantly, student interviews revealed that several students are already planning to build greenhouses, demonstrating clear interest and demand for this specialization.

Beekeeping | Specialization supports the region's strong agricultural sector. Beekeeping is gaining popularity, supported by a government program under which each beneficiary can acquire between 10 and 50 bee colonies, including hives with 8–12 frames. It is a viable activity that generates income in rural areas and supports biodiversity. It also presents a unique opportunity to foster entrepreneurship, especially among young people and small-scale farmers.

Service Management in Hotels and Tourism Complexes | Syunik has strong potential for tourism due to its natural landscapes, historical sites, and growing infrastructure in towns like Goris, Sisian, and Tatev. At the same time, major public and international investment projects including the \$100 million World Bank-supported Tourism Cluster Development Program are expected to significantly develop tourism infrastructure in Syunik, particularly in the Goris cluster, leading to increased tourist demand. However, local employers have reported a shortage of qualified staff in hotel and tourism services, especially professionals who speak foreign languages and understand modern hospitality standards.

Milk and Dairy Processing Technology | Syunik has a strong livestock sector, but most milk is sold raw, limiting income and value-added potential. This specialization directly supports regional agro-processing and rural development. It is already being implemented through dual education at the Sisian branch of ANAU, where students gain hands-on experience in a functioning dairy lab using milk from the Smart Agricultural Center. Moreover, based on interviews conducted with agricultural stakeholders in Syunik, there is clear and increasing demand for trained dairy technologists. Employers and cooperatives report difficulty finding staff with the technical knowledge to operate equipment, meet food safety standards, and produce quality dairy goods.

Veterinary Studies | This is a vital and government-prioritized specialization for Syunik, where livestock farming plays a central role in the rural economy. Many communities face a shortage of veterinary professionals, leading to preventable animal illnesses, reduced productivity, and economic losses. This program addresses a critical gap by preparing local youth to deliver essential animal health services. It complements other key fields in the region, such as Milk and Dairy Processing Technology, where animal health directly impacts output and efficiency. Graduates have diverse employment options in public veterinary services, private clinics, or self-employment.

Agriculture Mechanization | Agricultural Mechanization is a priority specialization for the Syunik region, where farming remains a key part of the economy. Recognized as a national and regional

²⁰ Government of the Republic of Armenia, Decision No. 1612-L of 14 November 2019, On Approving the Programme for Supporting the Introduction of Small and Medium-Sized Greenhouse Facilities (title amended by Decision No. 1165-L of 28 July 2022).

priority, Agricultural Mechanization is already offered through a dual education model at the Sisian branch of ANAU, allowing students to gain practical experience alongside classroom instruction.

Computer Operations | In the modern digital age, computer literacy and operational skills are essential in almost all sectors, from government and education to business, healthcare and agriculture. Computer Operations specialization equips students with practical skills in IT support, data entry, office software, and digital communication. These competencies are critical for both entry-level employment and further specialization in information technologies. Moreover, this program supports the growing trend toward remote work, online education, and digital entrepreneurship.

Accounting | A foundational skill across all sectors across Syunik’s agriculture, mining, tourism, trade, and public administration. It ensures proper financial management, transparency, and informed decision-making, making it indispensable for both small businesses and large enterprises in Syunik. Based on stakeholder interviews conducted during the assessment, local business representatives highlighted a significant challenge in adapting to Armenia’s new taxation and reporting system. Many expressed difficulties in finding qualified accounting specialists who understand the updated legal and financial requirements

Recommended Professions for the New Kapan Colleges

Given Kapan’s role as Syunik’s industrial hub and the presence of the region’s only medical college, the new college is recommended to prioritize technical and specialized professions. The following table summarizes the recommended specializations for the new Kapan college, based on labor market demand, strategic sectoral importance, and recent trends in enrollment and institutional priorities.

Table 18. Summary of Specializations at New Kapan College

SPECIALIZATION	PRIORITY LEVEL	LABOR MARKET ALIGNMENT	ENROLLMENT TREND	STRATEGIC IMPORTANCE
Nursing	High	Strong	Steady	Healthcare
Social Work	Medium	Moderate	Emerging	Social Protection
Pharmacy	High	Strong	Steady	Healthcare
Dental Technician	Medium	Moderate	Emerging	Health, Technical Skills
Midwifery	High	Strong	Low but Critical	Maternal Health
Mineral Processing	High	Strong	Steady	Mining, Industry
Open-Pit Mining	High	Strong	Growing	Mining, Industry

Renewable Energy Power Plant Installation and Maintenance	High	Strong	Growing	Energy, Green Jobs
Communication Equipment Installation and Commissioning	Medium	Moderate	Emerging	Telecom, Infrastructure
Construction and Operation of Buildings and Structures	High	Strong	Growing	Construction, Infrastructure
Operation and Maintenance of Transportation Vehicles	High	Strong	Growing	Transport, Logistics
Mining Safety Professional	High	Strong	Not launched	Occupational Safety, Mining

Nursing | The demand for qualified healthcare professionals, particularly nurses, continues to grow in Syunik. The shortage of nurses in hospitals, clinics, and rural health posts is a persistent challenge. According to stakeholder interviews, healthcare institutions frequently struggle to recruit and retain trained staff. Additionally, graduates of the Nursing specialization are not only employed in Kapan but also work in various hospitals across the region, demonstrating both the demand for and mobility of qualified professionals.

Social Work | A newly introduced but increasingly vital profession in Syunik, as confirmed by interviews with representatives of the Unified Social Services.

Pharmacy | Pharmacy is a profession with consistent regional demand in Syunik. Kapan State Medical College is currently the only institution offering Pharmacy specialization.

Dental Technician | By including the dental technician training program in the structure of the joint college, several important problems can be solved. First, the combined educational institution will have broader reach and recognition, which will make it easier to attract a minimum number of applicants. Secondly, the program would provide direct support to the Syunik healthcare system by producing qualified graduates who are more likely to stay and work in the region.

Midwifery | Midwifery is an essential profession for Syunik, especially in ensuring safe pregnancies and childbirth in both towns and villages. However, in recent years, midwifery programs have not been offered because not enough students applied to meet the national requirement. This does not mean the program is not needed on the contrary, hospitals in Syunik have expressed serious concern about a growing shortage of midwives.

Mineral Processing | Mineral processing is a strategically important industry for Syunik, where the mining sector forms the basis of the regional economy. Armenia's largest industrial enterprises, such as the Zangezur Copper Molybdenum Combine and other mining enterprises, are located here. These companies are among the largest employers in the region and provide some of the highest salaries in Armenia, which makes mining a stable and attractive career for local youth.

Open-Pit Mining | Open-pit mining is one of the most demanded specializations in the Syunik region. The popularity among students reflects the close connection between this profession and the local economy, which is heavily dependent on large-scale mining enterprises such as the Zangezur Copper and Molybdenum Combine. These companies are among the largest employers in the region and provide some of the highest salaries in Armenia, which makes mining a stable and attractive career for local youth.

Renewable Energy Power Plant Installation and Maintenance | Renewable Energy Power Plant Installation and Maintenance is an emerging specialization of growing importance in the Syunik region. It is important to note that during interviews it was emphasized that there is an active and growing demand for qualified professionals in this field. Employers highlighted the difficulties in finding well-qualified candidates with practical training in solar technology. In response to this need, a specialization in renewable energy was launched, which was also categorized as a priority program with scholarship support to attract students. In direct response to this need, the Renewable Energy Power Plant Installation and Maintenance specialization was launched and **Equipment Installation and Commissioning** | Although student enrollment in this field has been low, it is officially listed as a priority profession. Employers and colleges in Syunik have also mentioned during interviews that there is a need for artisan professions.

Construction and Operation of Buildings and Structures | This specialization addresses the growing demand for skilled labor in Syunik's construction sector, driven by ongoing development of roads, public buildings, and tourism infrastructure. Furthermore, several major projects are planned. Additionally, regional mortgage loan income tax refund incentive further stimulates housing development in Syunik. This tax reimbursement encourages individuals to build or renovate homes, increasing demand for finishing specialists.

Considering the rapid growth in construction, especially in road infrastructure, a key priority will be the training of skilled workers. In particular, a joint partnership with the Road Department could be established to provide targeted training at the Kapan Regional State College especially aimed at increasing participation of women in road construction and maintenance.

Operation and Maintenance of Transportation Vehicles | Syunik's remote, mountainous geography makes efficient transport and logistics systems vital to its economy. As the administrative center and logistical hub of the region, Kapan holds a strategic location that links various economic corridors, including those connecting to Iran and the North–South interstate highway. The region's key sectors, mining, agriculture, and tourism all rely heavily on organized goods and people. However, there is a shortage of trained professionals to manage transport operations, especially in rural areas where infrastructure is limited and accessibility is a challenge. This specialization prepares students to coordinate road freight, passenger transport, and supply chain logistics. It is especially relevant to Syunik's mining industry, where large-scale material transport is a daily necessity, and to the growing tourism sector, which needs well-managed travel and tour logistics.

Mining Safety Professional | In the mining industry, occupational safety professionals, often called Mine Safety Officers or Health and Safety Representatives, play a crucial role in protecting miners' lives and well-being. They are responsible for conducting safety inspections, developing and implementing safety protocols, ensuring compliance with regulations, and fostering a culture of safety. These professionals also investigate accidents, identify hazards, and advise on safety measures, contributing to a safer and more productive work environment. Considering the current and developing pace of the mining industry in Syunik province, it is proposed to provide a Mining Safety profession in Kapan College. Armenia has ratified the ILO Labour Inspection Convention (No. 81), and based on this commitment, it is proposed to introduce a specialized profession for labor inspectors. This specialization includes implementing a dedicated education and training program guided by the curriculum from the ILO International Training Centre entitled "Developing

Modern and Effective Labour Inspection Systems." The proposed training program comprises four distinct modules.

6.2 Enrollment and Total Number of Students Forecast

The consultant assumed that the institutional merger would take place in 2025, with enrollment projections made for the period 2026 to 2036. To develop reliable forecasts, the team employed a linear regression technique specifically, slope and intercept analysis to examine past enrollment trends across different specializations. While this statistical model provides a structured and objective way to predict future enrollment, it is only one part of the overall forecasting process. The projections were further informed by a range of qualitative and contextual factors that are particularly relevant to Syunik's unique social and economic environment, especially given the distinct characteristics of Kapan and Sisian.

Syunik's labor market is regionally diverse, with each town playing a different strategic role. Kapan, as the industrial and administrative center of the region, is heavily influenced by mining. Sisian, on the other hand, is more closely associated with agriculture and food processing. Additionally, public investment and policy incentives play an important role in shaping enrollment patterns in both towns. Programs supported by national strategies, subsidies, or donor-funded projects tend to perform better in attracting students. Demographic realities also affect projections. The region experiences population decline which may limit the number of applicants.

The consultant's approach to forecasting enrollment for the new colleges in Syunik combined strong statistical methods with a clear understanding of the region's labor needs, government policies, and population trends. This combination ensures that the planning for vocational education is not only based on data but also reflects the real social and economic conditions in one of Armenia's most important and strategic regions.

In case of infrastructure, to estimate the number of classrooms required, the methodology takes into account the duration of each specialization. For example, if a program lasts three years, and students are admitted every year, then there will be three different grades (first-year, second-year, and third-year students) attending the program at the same time.

Each grade typically functions as a separate class, requiring its own dedicated classroom for instruction. As a result, the number of classrooms needed for that specialization equals the number of grades, assuming each grade has enough students to form a full class and operate on a regular academic schedule. In the case of the Mining Safety Specialist program, which is a recommended specialization, the consultant based the duration on international best practices, determining that the program should be structured as a three-year course.

The enrollment forecasts are based on informed assumptions drawn from past data and current trends in Syunik. However, it is important to recognize that these projections are not absolute. A variety of factors such as geopolitical developments, migration patterns, the quality and accessibility of education, and regional situation shifts may significantly influence actual enrollment outcomes.

NEW SISIAN COLLEGE

Estimate of number of students

The new college in Sisian will offer eight specializations. According to our forecast, the number of students in Service Management in Hotels and Tourism Complexes will begin to decline starting in 2032. However, the consultant assumed that, in the case of a college merger, the demand would increase to 15. The new college in Sisian will offer eight specializations, and the total number of student admissions is expected to increase gradually from 129 in 2026 to 159 by 2036. The total number of student admissions is expected to increase gradually from 129 in 2026 to 159 by 2036 (See Table 19).

Table 19. Projected Enrollment Trends at Sisian College (2026-2036)

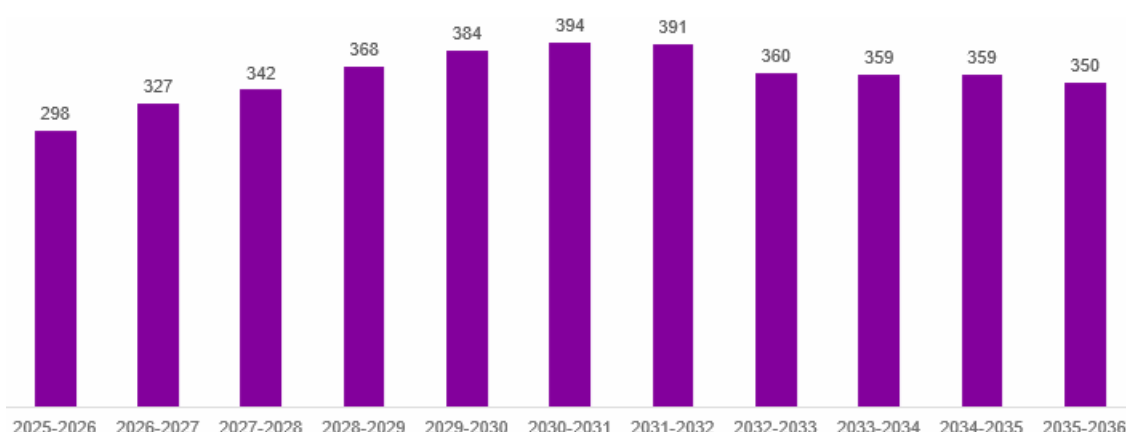
SPECIALIZATION	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036
Service Management in Hotels and Tourism Complexes	14	14	14	13	13	13	15	15	15	15	15
Beekeeping	16	16	16	16	17	17	17	17	17	17	17
Greenhouse Management	16	16	16	16	17	17	17	17	17	17	17
Milk and Dairy Processing	17	19	20	22	23	25	26	25	25	25	25
Veterinary Studies	21	25	25	25	25	25	25	25	25	25	25
Computer Operations	10	10	10	10	10	10	10	10	10	10	10
Agriculture Mechanization	20	23	23	25	25	25	25	25	25	25	25
Accounting	15	16	18	19	20	22	23	25	25	25	25
TOTAL	129	139	141	147	150	152	158	158	159	159	159

Some programs, like Veterinary Studies and Accounting, demonstrate strong and growing demand, reaching full capacity during the forecast period and maintaining it. In contrast, Agriculture Mechanization sees a slight decline, and Service Management in Hotels and Tourism Complexes.

The Service Management in Hotels and Tourism Complexes program is a point of concern in the forecast, as its enrollment drops below 13 students, which is the minimum admission requirement set by law. However, based on the consultant's assumptions and regional development plans, demand for tourism-related services is expected to grow, particularly in Goris. As a result, it is anticipated that student interest and enrollment in this specialization will increase over time, aligning with the sector's future labor market needs.

Other specializations, including Computer Operations, Beekeeping, Greenhouse Management, and Milk and Dairy Processing, remain mostly stable with consistent student numbers. Below is the estimated number of students the college is expected to have each year, based on projected enrollments (See Figure 33).

Figure 33. Projected annual student enrollment at Sisian College



Infrastructure

In order to effectively deliver the recommended specializations and ensure high-quality, employment-oriented technical and vocational training, it is essential that the new colleges be equipped with modern laboratories and workshops. For the Sisian College, the estimated number of classrooms is between 25 and 30, based on projected enrollment and the number of active grades across specializations. In addition to general classrooms, each program requires specialized infrastructure to support practical training.

In addition to this, the college infrastructure should be in accordance with Appendix No. 5 to the RA Government Decision No. 1490-N of December 13, 2007 on the Minimum Normative Standards for the Calculation of Areas Allocated for Use to Vocational (Colleges) and Preliminary Vocational (Craft) Educational Institutions. Based on these standards, the total building area for the new Sisian College is estimated at 4,377 square meters. The consultant calculated the required area by assessing the needs of each room and laboratory, using the maximum group size of 25 students in accordance with the admission criteria. A detailed breakdown of the calculations is provided in Annex 8.

In addition to the aforementioned recommendations, it is advised to include a dormitory in the new college infrastructure to improve accessibility for students coming from other towns and villages across the Syunik region.

Greenhouse Management | To support the Greenhouse Management specialization, the institution should develop climate-controlled greenhouse labs with automated irrigation systems, seed propagation benches, and hydroponics. A best-practice model is Oklahoma State University's Greenhouse Learning Center, which uses rolling benches, LED lighting, and humidity control to simulate real-world conditions²¹.

Beekeeping | To deliver effective education in this specialization, it is recommended to establish a dedicated on-campus apiary consisting of 10–50 hives. This facility should be supported by:

- Beekeeping benches for hive inspection and frame handling
- Protective gear and smoker equipment for safety and hive management

²¹ Oklahoma State Greenhouse Lab: <https://agriculture.okstate.edu/facilities/greenhouses.html>

- A small honey processing lab, including extraction machines, filtration units, and packaging tools
- Demonstration space for queen rearing, colony division, and bee health diagnostics

Internationally, institutions such as the University of Guelph in Canada and the University of Minnesota in the United States provide model examples. The University of Guelph's Honey Bee Research Centre integrates a full-scale teaching apiary, honey processing lab, and queen breeding program that serves both educational and research purposes²².

Service Management in Hotels and Tourism Complexes |

- Mock front desk and reception area, equipped with check-in/check-out software
- Training guest rooms for direct hands-on housekeeping and room setup instruction
- Food & beverage (F&B) training kitchen and service area for practical restaurant skills
- Language lab or multimedia room supporting foreign language communication
- Reservation and property management system training

Milk and Dairy Processing Technology |

- Pilot-Scale Processing Lab
- Quality Control Laboratory
- Packaging and Cold Storage Units
- Sanitation Systems

One leading example is the University of California, Davis, which operates a Milk Processing Laboratory within the Robert Mondavi Institute for Wine and Food Science. This lab features mobile, pilot-scale equipment such as HTST/UHT pasteurizers, membrane filtration systems, homogenizers, and chillers. All units are mounted on wheels, providing flexibility in instruction and the capacity to simulate a wide range of processing configurations. Students at UC Davis learn by conducting real-time pasteurization, yogurt production, and product formulation experiments mirroring industrial workflows in a safe, supervised educational environment²³.

Veterinary Studies | To ensure a hands-on, practice-led veterinary curriculum, the college must include the following infrastructure:

- Animal Handling and Examination Units: Safe and controlled areas to examine and treat small and large livestock, outfitted with crushes, disinfection facilities, and lighting. Students will practice vaccinations, health monitoring, and minor procedures.
- Diagnostic Laboratory: Equipped with microscopes, blood analyzers, centrifuges, and incubators, this lab facilitates training in parasitology, hematology, microbiology, and pathology, enabling students to process real samples.

²² University of Guelph. *Honey Bee Research Centre*. Retrieved from: <https://hbrc.ca>

²³ A demonstration of operational procedures in a real-world dairy processing environment, as shown in the video "Dairy Plant Workflow" available via Facebook Watch at <https://www.facebook.com/watch/?v=1182686723148584>

- **Anatomy and Surgical Skills Lab:** Includes dissection tables, sterile surgical kits, and models or responsibly sourced cadaver resources, following humane standards. Students learn surgical techniques and sterile procedure protocols.
- **On-campus Veterinary Clinic:** A live clinic treating client-owned animals, incorporating record keeping, client communication, diagnostics, and case follow-up offering experiential learning and community service.

One of the most renowned models of veterinary education is the University of Liverpool's School of Veterinary Science in the United Kingdom. Operating from its Leahurst Campus on the Wirral Peninsula, the school provides a fully immersive training environment that integrates clinical, diagnostic, and field-based learning²⁴.

Agriculture Mechanization | To align with industry standards and offer top-tier vocational training, it is recommended to have:

- Agricultural Machinery Workshop
- Engine and Transmission Lab
- Simulation and Safety Training Room
- Field Plot Demonstration Area

In addition, the equipment and laboratory requirements should be developed in accordance with the standards set by the Minister of Education, Science, Culture and Sports of the Republic of Armenia, under Order No. 76-N, dated November 26, 2024²⁵ and can be found in Annex 7. Furthermore, the infrastructure must ensure full accessibility for students with disabilities. This includes:

- Barrier-free access to all buildings and classrooms (ramps, elevators, and wide doorways),
- Adapted restrooms and sanitary facilities,
- Special seating and workspaces in classrooms and labs,
- Visual, auditory, and tactile signage

NEW KAPAN COLLEGE

In the case of Kapan College, the consultant developed two forecast scenarios, reflecting the presence of certain specializations that are currently in demand regionally but suffer from low or no student enrollment. To address this, it was recommended that three programs - Dental Technician, Pharmacy, and Midwifery, be designated as priority specializations to help attract prospective students. These assumptions form the basis of the forecast models.

Additionally, the consultant proposed the introduction of a new program: Mining Safety Specialist. However, due to anticipated challenges in initial student recruitment, it is assumed that this program will not meet the minimum enrollment threshold during its first two years. Therefore, its

²⁴ University of Liverpool. *Leahurst Campus – School of Veterinary Science*. Retrieved from: <https://www.liverpool.ac.uk/veterinary-science/about-us/leahurst-campus>

²⁵ Order No. 76-N of the Minister of Education, Science, Culture and Sports of the Republic of Armenia, on approving the list and standards for the equipment, facilities, materials, and property required for classrooms, laboratories, workshops, and gymnasiums in vocational education institutions.

official launch is projected for 2028, when it is expected to enroll the minimum number of students required for operational viability.

Two scenarios were modeled. The pessimistic scenario assumes that the three aforementioned programs are not prioritized and thus fail to attract sufficient students. Under this scenario, the Social Work (12th Grade) program also fails to meet the minimum enrollment threshold, based on consistent trends from 2020 to 2024, and cannot be launched (See Table 20).

Table 20. Forecasted student enrollment by specialization at Kapan College (Pessimistic Scenario, 2026–2036)

SPECIALIZATION	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036
Nursing	13	14	15	15	16	16	17	17	18	19	19
Dental Technician	0	0	0	0	0	0	0	0	0	0	0
Pharmacy	0	0	0	0	0	0	0	0	0	0	0
Midwifery	0	0	0	0	0	0	0	0	0	0	0
Social Work	18	20	22	25	25	25	25	25	25	25	25
Mineral Processing	18	19	20	21	22	24	25	25	25	25	25
Open Pit Mining	25	25	25	25	25	25	25	25	25	25	25
Communication Equipment Installation and Commissioning	20	20	25	25	25	25	25	25	25	25	25
Renewable Energy	24	25	25	25	25	25	25	25	25	25	25
Transport Management and Organization	15	15	15	15	15	15	15	15	15	15	15
Construction and Finishing works	25	25	25	25	25	25	25	25	25	25	25
Mining Safety Professional	0	0	13	13	20	25	25	25	25	25	25
TOTAL	158	163	188	191	199	205	207	207	208	209	209

The data shows that both Dental Technician and Midwifery programs have no students enrolled from 2026 to 2036. This means these specializations would stop operating altogether. The

Pharmacy program, which includes both full-time and distance learning, starts with 5 students in 2026, but enrollment decreases each year until it reaches zero by 2031. At the same time, other fields such as Mining, Renewable Energy, and Construction continue to attract many students and even grow over time. This shows that more focus is being placed on industry and infrastructure, while healthcare is being left behind.

In the optimistic scenario, the consultant assumes that Dental Technician, Pharmacy, and Midwifery are made a priority. These three professions are seen as important for the Kapan region due to their strategic role in the healthcare system.

The consultant suggests that once these specializations are prioritized, each will begin to attract students again. In the first year of implementation, it is assumed that 13 students will enroll in each program. This number is based on the minimum admission requirement for opening a group (See Table 21).

Table 21. Forecasted Student Enrollment by Specialization at Kapan College (Optimistic Scenario, 2026–2036)

SPECIALIZATION	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036
Nursing	23	25	27	28	30	31	33	34	36	37	39
Dental Technician	23	26	29	32	35	38	41	42	43	44	45
12th Grade											
Pharmacy	23	26	29	30	33	36	39	42	43	44	45
Midwifery	23	26	33	38	39	40	41	42	43	44	45
Social Work	29	33	36	38	39	40	41	42	43	44	45
Mineral Processing	18	19	20	21	22	24	25	25	25	25	25
Open Pit Mining	25	25	25	25	25	25	25	25	25	25	25
Communication	20	20	25	25	25	25	25	25	25	25	25
Equipment Installation and Commissioning											
Renewable Energy	24	25	25	25	25	25	25	25	25	25	25
Transport Management and Organization	15	15	15	15	15	15	15	15	15	15	15
Construction and Finishing works	25	25	25	25	25	25	25	25	25	25	25
Mining Safety Professional	0	0	13	13	20	25	25	25	25	25	25
TOTAL	248	265	302	315	333	349	360	367	373	378	384

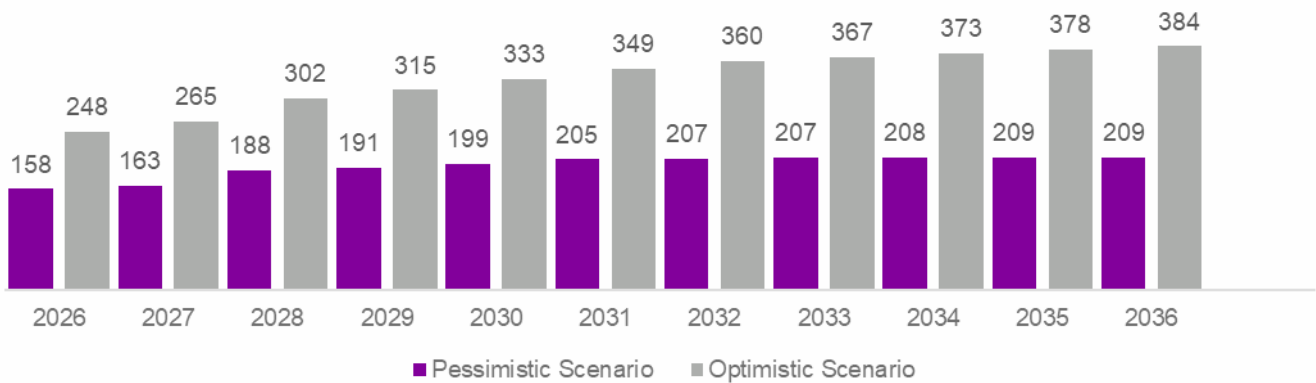
In the optimistic scenario, the consultant assumes that the Dental Technician, Pharmacy, and Midwifery programs are prioritized. These specializations are critical for the Syunik region due to strong labor market demand and their strategic role in improving local healthcare services.

Beginning in 2026, each program is expected to enroll the minimum required 13 students, with gradual increases in enrollment projected in subsequent years. However, in accordance with regulatory limits, no group exceeds the maximum allowed of 25 students.

Figure 35 presents a comparative forecast of student enrollment for the pessimistic and optimistic scenarios for the period 2026 to 2036. Under the pessimistic scenario, total enrollment begins at 158 students in 2026 and increases slowly, reaching 209 students by 2036.

In contrast, the optimistic scenario, assuming prioritization and investment in the three strategic programs, shows stronger growth: enrollment starts at 248 students in 2026, peaks at 384 in 2035, and then slightly declines to 254 in 2036. This trend illustrates the positive impact of targeted efforts to align TVET programs with regional needs and employment potential.

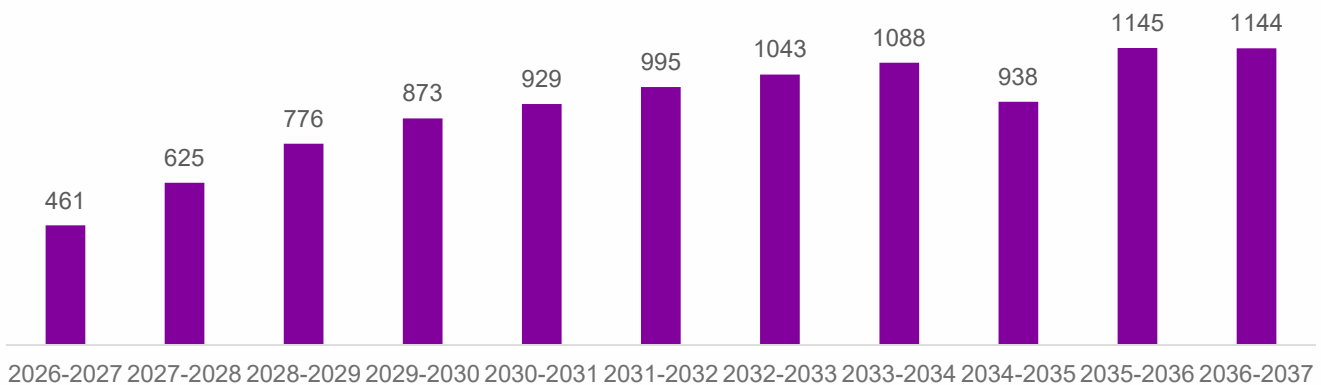
Figure 35. Projected Number of Students (2026–2036): Pessimistic vs. Optimistic Scenarios



Below is the estimated number of students the college is expected to have each year, based on projected enrollments (see figure 36). The assumption for the Projected Annual Student Enrollment at Kapan College (2026–2036) is based on the optimistic scenario and reflects the maximum number of students allowed per group, in accordance with official regulations.

Additionally, the new specialization Mining Safety Professional has been included with a duration of 3.5 years, following international standards for training and qualification in this field. In case of Kapan College the estimated number for classrooms is approximately 55-65.

Figure 36. Projected student enrollment at Kapan College based on optimistic scenario (2026-2036)



In addition to this, the college infrastructure should be in accordance with Appendix No. 5 to the RA Government Decision No. 1490-N of December 13, 2007 on the Minimum Normative Standards for the Calculation of Areas Allocated for Use to Vocational (Colleges) and Preliminary

Vocational (Craft) Educational Institutions. Based on these standards, the total building area for the new Sisian College is estimated at 10,808 square meters. The consultant calculated the required area by assessing the needs of each room and laboratory, using the maximum group size of 25 students in accordance with the admission criteria. A detailed breakdown of the calculations is provided in Annex 8.

Taking into account that this is the only college in the region offering both medical and technical professions, and considering that Kapan is the regional center, it is recommended that the new College be developed as a key educational hub for Syunik. Therefore, it is advised to include a dormitory in the new college infrastructure to improve accessibility for students coming from other towns and villages across the Syunik region.

Laboratory Infrastructure

Midwifery and Nursing

Because nurses and midwives often operate in the same clinical environments, their training infrastructure is largely shared especially for core clinical skills:

- Integrated Clinical Skills Lab: A hospital-like environment with hospital beds, high-fidelity medical mannequins, IV and injection arms, wound care kits, and diagnostic instruments (e.g., BP monitors, thermometers). Used for learning vital signs, patient hygiene, medication administration, and emergency care.
- Basic Life Support & Emergency Simulation Room: Features CPR dummies, defibrillators, and trauma kits to train students in urgent care scenarios, suitable for both general and maternal emergencies.
- Anatomy and Physiology Room: Includes anatomical models, skeletal and organ systems, and charts for use in foundational courses shared by both nursing and midwifery students.
- Pharmacology and Medication Lab: Used for calculating dosages, mock drug administration, and learning about medication interactions, essential for nurses and midwives alike.

Midwifery-Specific Training Corner

Within the shared simulation environment, a dedicated maternity and newborn care zone should be developed. This modular area should include:

- Birthing simulators
- Pelvic models for delivery positioning
- Newborn resuscitation mannequins and neonatal incubators
- Obstetric charting and delivery documentation tools

One of the best cases is the Johns Hopkins Medicine Simulation Center which is a leading example of integrated clinical skills training. This state-of-the-art facility offers a comprehensive range of simulation modalities standardized patient encounters, high-fidelity mannequins, computer-based models, task trainers, and virtual reality (VR) systems all focused on enhancing patient safety and clinical competencies²⁶.

Dental Technician

- Workstations for Dental Appliance Fabrication

²⁶ Johns Hopkins Medicine. *Simulation Center – Training Programs Overview*. Retrieved from: <https://www.hopkinsmedicine.org/simulation-center/training>

- Model Room (Plaster and Impression Area)
- Waxing, Casting, and Finishing Area
- CAD/CAM Design Suite (optional, long-term)
- Sterilization and Infection Control Zone

One of the renowned models is The Danish School of Dental Technicians (Aarhus, Denmark) which uses modular workshops and 3D scanning tools to prepare students for employment in private and public dental labs. The training includes a strong dual education model, alternating between the lab and industry placements²⁷.

Pharmacy

- Dispensing and Simulation Lab
- Pharmaceutical Sciences Laboratory
- Pharmacology and Toxicology Classroom
- Storage and Inventory Management Lab

One of the best practices is The University of Toronto's Leslie Dan Faculty of Pharmacy (Canada) which has 23 pharmaceutical research labs, practice laboratories, lecture theatres.²⁸

Mineral Processing

Crushing and Grinding Laboratory

- Includes jaw crushers, ball mills, and grinding units.
- Used for ore preparation and particle size reduction training.

Flotation and Separation Lab

- Small-scale flotation cells, cyclones, magnetic separators, and thickeners.
- Simulates beneficiation processes in copper, molybdenum, or gold extraction.

Mineralogy and Chemical Analysis Lab

- Equipped with microscopes, XRF analyzers (if feasible), and sample preparation units.
- Supports training in mineral identification and ore grade control.

Process Simulation Room

- Computer-based simulations using software such as METSIM or JKSimFloat.
- Used to teach plant flowsheet design and troubleshooting.

Open-pit Mining

- Mine Operations Simulation Lab: Simulators for excavators, haul trucks, bulldozers, and drill rigs (e.g., VR-based solutions like CYBERMINE or Immersive Technologies).
- Blasting and Rock Fragmentation Workshop: Includes models and equipment for explosive handling (non-live), blast design software, and fragmentation analysis tools.
- Surveying and GIS Lab: Theodolites, total stations, drones, and GIS software for pit layout design, grade control, and resource estimation.

²⁷ Aarhus University School of Dentistry, Denmark. Laboratory Dental Technician Vocational Training Programme- <https://dent.au.dk/ioss/education/laboratory-dental-technician>

²⁸ H.H. Angus & Associates Ltd. *University of Toronto Leslie L. Dan Faculty of Pharmacy – Facility Overview*. The 167,000 ft² building includes 23 pharmaceutical research labs, practice laboratories, lecture theatres, and more serving over 1,300 daily users. Retrieved from: <https://hhangus.com/projects/university-of-toronto-%E2%80%A8leslie-l-dan-faculty-of-pharmacy/>

- One of the best practices is The Colorado School of Mines (USA) features pilot-scale flotation and grinding labs as part of its extractive metallurgy programs, offering hands-on learning in industrial-scale processing unit²⁹.

Renewable Energy Power Plant Installation and Maintenance

- Renewable Energy Power Plant Installation and Maintenance: Outdoor space with fixed and adjustable solar panel mounts
- Electrical and Grid Integration Lab: Includes DC/AC wiring setups, inverters, battery banks, charge controllers, and safety disconnects.
- Electrical and Grid Integration Lab: Includes DC/AC wiring setups, inverters, battery banks, charge controllers, and safety disconnects.
- Control Systems and Monitoring Lab: Features SCADA systems, monitoring software, smart meters, and IoT-enabled sensors.

Communication Equipment Installation and Commissioning

- Telecommunications Hardware Lab: Including routers, switches, modems, patch panels, and cable splicing tools
- Fiber Optic and Copper Cabling Workshop: Fiber splicing kits, OTDR meters, light sources, and cable routing boards, training on backbone and last-mile deployment
- Wireless Communication Systems Room: Including antenna towers (scaled models), RF test benches, and spectrum analyzers
- Network Configuration and Diagnostics Lab: Including computer lab with networking software

Construction and Operation of Buildings and Structures

- Construction Technology Workshop: Equipped with masonry tools, carpentry benches, concrete mixers, and formwork materials
- Structural Simulation and Testing Lab: Includes scaled structural frames, load-testing rigs, and material testing machines
- Construction Drawing and BIM Room: Computer lab with AutoCAD, Revit, and Building Information Modeling (BIM) software

One of the best practices is The City & Guilds Construction Skills Centre which provides modular training in residential and commercial building techniques, integrating on-site simulation labs with digital design tools³⁰.

Operation and Maintenance of Transportation Vehicles

- Automotive Mechanics and Engine Lab (diesel and petrol engine stands, hoists, diagnostic tools)
- Transmission and Drivetrain Workshop (manual/automatic transmission kits, drive axles, clutch systems)
- Electrical and Electronics Lab (battery systems, starter/alternator testers, CAN-bus simulators)

²⁹ Colorado School of Mines. *Kroll Institute for Extractive Metallurgy – Facilities and Training Labs*. Retrieved from: <https://www.mines.edu/metallurgical-materials-engineering/kroll-institute/>

³⁰ City & Guilds. *Construction Skills Training Programs*. Retrieved from: <https://www.cityandguilds.com/qualifications-and-apprenticeships/construction>

- Brake and Suspension Lab (disc and drum brake modules, hydraulic testers, wheel alignment rigs)
- Tire and Wheel Maintenance Bay (tire mounting/dismounting machines, balancing units)
- Hydraulics and Pneumatics Lab (air brake systems, hydraulic cylinder simulators)
- Safety and Maintenance Zone (vehicle lifts, PPE, waste disposal and fluid management systems)

In addition, the equipment and laboratory requirements should be developed in accordance with the standards set by the Minister of Education, Science, Culture and Sports of the Republic of Armenia, under Order No. 76-N, dated November 26, 2024³¹ and can be found in Annex 7.

Furthermore, the infrastructure must ensure full accessibility for students with disabilities. This includes:

- Barrier-free access to all buildings and classrooms (ramps, elevators, and wide doorways),
- Adapted restrooms and sanitary facilities,
- Special seating and workspaces in classrooms and labs,
- Visual, auditory, and tactile signage

6.3 TVET System Recommendations

Establishment of CoVe Centers | In the context of rapid technological advancement, shifting labor market demands, and the increasing importance of sustainable development, vocational education and training (VET) systems in Sisian and Kapan must evolve to remain relevant and impactful. One of the most strategic approaches to improving the quality, responsiveness, and inclusiveness of TVET is the establishment of Centres of Vocational Excellence (CoVEs).

CoVEs act as regional hubs that bring together vocational institutions, industry partners, and community stakeholders to create high-quality, future-focused training environments. They serve as innovation centers and platforms for knowledge sharing, designed to align education more closely with the needs of the local economy. Rather than building entirely new institutions, CoVEs often strengthen and modernize existing TVET providers by enhancing governance, upgrading infrastructure, and ensuring curricula are aligned with current and emerging labor market needs. The concept of vocational excellence promoted by CoVEs extends beyond teaching technical skills. It encompasses fostering innovation, promoting sustainability, and ensuring inclusion. CoVEs help individuals develop not only occupational competencies but also the adaptability, creativity, and lifelong learning mindset needed in a fast-changing world of work. They contribute directly to regional economic resilience by strengthening workforce readiness and supporting sectors critical to local development.

Several characteristics make CoVEs especially impactful. They are attractive to learners because they offer flexible, personalized training pathways, access to modern technologies, and strong links to employment. For educators and institutional leaders, CoVEs provide opportunities for professional development, pedagogical innovation, and exposure to best practices. For policymakers, they demonstrate how education and training providers, when granted greater autonomy and encouraged to collaborate across sectors, can drive systemic improvement.

³¹ Order No. 76-N of the Minister of Education, Science, Culture and Sports of the Republic of Armenia, on approving the list and standards for the equipment, facilities, materials, and property required for classrooms, laboratories, workshops, and gymnasiums in vocational education institutions.

To be effective, CoVEs should focus on key strategic priorities. These include strengthening cooperation between education and business; investing in teacher training and modern teaching methods; promoting institutional autonomy and efficient use of resources; and supporting lifelong learning pathways. They should also address regional innovation through smart specialization, promote digital skills and Industry 4.0 readiness, integrate green and sustainable practices, and ensure inclusive access for all learners. Additionally, CoVEs should cultivate entrepreneurial mindsets and provide high-quality career guidance to support informed choices across education and employment pathways.

Recommendation to prioritize some professions | Based on insights from interviews, there is a clear need for mid-level medical personnel in hospitals, especially in public ones, because salaries are lower there, while private hospitals offer significantly higher pay. The Government of Armenia has approved a list of priority professions. Students studying these professions in vocational schools and colleges can receive a monthly scholarship of 50,000 AMD. These include important fields like agriculture, construction, and industry.³²

Considering the fact that certain professions, especially in the medical sector, are in high demand and strategically important for the Syunik region, as well as considering that Kapan Medical College is the only medical college in the region, it is recommended to make them as priority professions eligible for the 50,000 AMD monthly scholarship.

While including medical professions in the priority list and providing scholarships will not fully resolve this issue, it can serve as a short-term solution by encouraging more students to enroll in these programs locally. In the long term, however, addressing salary disparities will be essential to ensure that graduates choose to remain and work in the public healthcare system.

Work Closely with Local Employers | Colleges should build strong partnerships with local businesses and organizations. Employers can help design the programs, provide internship opportunities, and even offer jobs to graduates. This kind of cooperation will make sure students learn the right skills for real jobs. An effective and proven model for such collaboration is the dual education system, as exemplified by countries like Germany and Switzerland. In this system, students alternate between classroom-based theoretical instruction and structured, hands-on workplace training within real company environments³³. What makes this model particularly successful is its foundation of shared ownership: vocational institutions and private sector employers work closely together in curriculum development, establishing assessment standards, and supervising trainee progress. By embedding education within real-world work settings, the dual education approach significantly improves youth employability, skill relevance, and long-term workforce readiness.

Short-Term and Flexible Training | Some programs that don't attract enough students like cosmetology can still be useful if they are offered as short courses or certificates. This allows people to learn new skills quickly without committing themselves to a full-time. At the same time,

³² "List and Number of Priority and Important Professions in Primary and Secondary Vocational Education Programs of the Republic of Armenia for the 2023–2024 Academic Year", available at <https://escs.am/files/files/2023-08-25/7c9317ec367363d5640fc94a7f1e0e13.pdf>

³³ OECD, *Learning for Jobs: OECD Reviews of Vocational Education and Training* (2010), OECD Publishing, Paris, <https://doi.org/10.1787/9789264087460-en> (pp. 23–26).

the assessment revealed critical gaps in training for essential service sector occupations, particularly in the growing hospitality and tourism industries.

Additionally, there is also a demand for artisan professions in Syunik, such as plumbers. Stakeholder interviews highlighted the difficulty finding local artisans, often relying on informal or unskilled labor, which can compromise safety and quality. Given their practical nature, these trades are highly suitable for short-term, modular training programs that focus on hands-on learning and quick workforce integration.

Establish Graduate Tracking and Labor Market Feedback Mechanisms | To better understand program impact, colleges can implement systems to monitor graduate outcomes. Knowing how many students find employment in their field, continuing education, or facing unemployment will help institutions adapt their offerings and remain responsive to labor market demands.

Developing Industry-Led Advisory Councils | To ensure that vocational education and training (TVET) programs remain responsive to the evolving demands of the labor market, the establishment of formal, industry-led Advisory Councils is essential. These councils should comprise a diverse range of stakeholders, including employers, sector experts, and alumni, who bring first-hand insight into current industry practices, workforce requirements, and emerging economic trends. For example, Canada offer strong examples of how industry-led curriculum governance can ensure that vocational education remains responsive to labor market dynamics. Curriculum development is guided by sector councils comprising employers, unions, and training providers. These bodies play a critical role in defining skill standards, recommending technological updates, and ensuring that graduates are equipped for current and emerging industry needs.³⁴

Expand Distance and Hybrid Learning Options | Considering the shortage of qualified lecturers particularly in rural areas of Syunik presents a substantial challenge. To address this, institutions can pursue a pragmatic and collaborative approach: certain specialized classes can be delivered in a hybrid format by experienced lecturers based in Yerevan. This model allows students in Syunik to benefit from the expertise of highly qualified instructors without requiring their permanent relocation, while also ensuring consistency and quality across program offerings. Countries like Estonia and Singapore have demonstrated how digital integration can transform Technical and Vocational Education and Training systems making them more accessible, flexible, and resilient.³⁵

³⁴ CareerWise/CERIC. 2025. "17 Industry Sector Councils to Connect to Opportunities Across Canada." <https://careerwise.ceric.ca/2025/05/15/17-industry-sector-councils-to-connect-to-opportunities-across-canada/>

³⁵ UNESCO-UNEVOC. (2021). Digitalizing TVET: Learning from the Pandemic. Retrieved from <https://unevoc.unesco.org/home/Digitalizing+TVET>

Annex 1. Key Informant Interviews List and Questionnaire

NAME AND SURNAME	POSITION	REPRESENTATIVE ORGANIZATION	INTERVIEW TYPE	FORMAT
Arsen Babayan	Director	Kapan Medical Center	Key Informant Interview	Offline
Armen Ghahramanyan	Director	Kajaran Medical Center	Key Informant Interview	Online
Naira Isakhanyan	Senior Specialist of the Community Social Support and Development Department	Kapan Territorial Center of the Unified Social Service	Key Informant Interview	Online
Naira Sargsyan	Head of the Social Work and Employment Programs Department	Sisian Territorial Center of the Unified Social Service	Key Informant Interview	Online
Vrezh Badalyan	Director	Syunik Regional College	Key Informant Interview	Offline
Araksya Sargsyan	Director	Medical College of Kapan	Key Informant Interview	Online
Hranush Baghdasaryan	Director	Sisian State College	Key Informant Interview	Online
Gagik Khachatryan	Director	Sisian Branch of ANAU	Key Informant Interview	Online
Vahagn Amirjanyan	Owner	Vahagn Amirjanyan Green House	Key Informant Interview	Online
Husik Stepanyan	Owner	Syunik Kat	Key Informant Interview	Online
Bella Kostanyan	Director	Kindergarden	Key Informant Interview	Online
Ruben Topchyan	Director	ANQA	Key Informant Interview	Offline
Armenuhi Poghosyan	Head of TVET Department	MoESCS	Group Interview	Offline
Karen Manukyan	Head of the Vocational Education and Training Division	MoESCS	Group Interview	Offline

KII QUESTIONNAIRE WITH ANQA

1. Scope of ANQA's Mission

- How does ANQA assess the compliance of vocational education and training (VET) institutions with quality standards? What are the main evaluation criteria?
- What are the most common challenges VET institutions face in meeting the national quality assurance standards?
- Are there any specific standards or benchmarks developed with the unique characteristics of regional institutions in mind?
- What particular features or success stories can you share from institutions operating in the Syunik region? Are there any institutions that stand out for implementing effective quality assurance systems or for strengthening their links with the labor market?
- Would you highlight any issues that tend to be more frequent among regional VET institutions? Please specify challenges relevant to institutions in the Syunik region.
- How do VET institutions use the results of ANQA's evaluations in developing strategies aimed at improving quality?
- Does ANQA monitor how its recommendations are implemented by institutions?
- How do you support that process? Does ANQA provide methodological or capacity-building support to educational institutions for the purpose of quality improvement? If yes, what kinds of resources or training are provided for improving teaching, management, and infrastructure?
- How do you evaluate whether VET institutions are equipping students with skills that match labor market demands? Are there clear benchmarks or feedback mechanisms in place to assess the relevance of programs to sector needs?
- How often does ANQA evaluate VET institutions, and what tools do you use for monitoring and assessment?

KII QUESTIONNAIRE WITH HEADS OF COLLEGE

1. Institutional Management, Human Resources, and Infrastructure

- What are the main strengths of your institution in terms of infrastructure, staffing, and available programs?
- How would you assess your institution's current capacity to provide quality vocational education, considering the condition of classrooms, laboratories, workshops, and equipment?
- What are the main current challenges your institution faces regarding student enrollment, delivering quality education, employer collaboration, and ensuring graduate employment?
- Is the physical environment adapted to the needs of students and visitors with disabilities?
- Is your teaching staff complete, professionally qualified, and engaged in regular professional development? If there is a shortage of instructors or masters, for which specific specialties is that most critical?

- What kinds of professional development have your teaching staff participated in over the past five years, and which organizations conducted them (e.g., NCVETD, others)?
- Which institutions or stakeholders do you closely collaborate with to ensure quality education (e.g., regional administration, local self-governance bodies, employers, employment services)? Please provide examples of successful and unsuccessful cases for each.

2. Education Management and Inclusion in the Learning Process

- How do you ensure that your educational programs remain up to date and aligned with local labor market demands?
- Do the specialties offered by your institution meet the needs of the labor market in the Syunik region and particularly your community?
- What changes have been made in your list of offered specialties over the past ten years? Have you submitted recommendations to the Ministry of Education, Science, Culture, and Sports (MoESCS) regarding those changes?
- Do you cooperate with local businesses or industrial organizations to provide students with opportunities for internships, apprenticeships, or employment? Can you share examples of successful partnerships?
- Do you currently provide adult education or short-term training courses? If yes, please describe. If not, why?
- Are there new specialties you believe should be introduced to better meet labor market needs?
- What is the gender ratio among students? What, in your opinion, influences this ratio specialty preferences, demographics, stereotypes, etc.? Has this changed over the past ten years? If statistics are available by specialty, please provide them.
- Do you have students of other ethnic backgrounds? If yes, are there any specific challenges or features in ensuring their inclusion in the education process?
- Do you have students with disabilities? If yes, how do you organize inclusive education for them?
- If not, in your opinion, what are the main barriers that prevent students with disabilities from enrolling (e.g., stereotypes, inappropriate programs, lack of support professionals, non-adapted physical environment, etc.)?

3. Career Guidance and Orientation

- How do you organize student recruitment and awareness about your college before admissions? What kind of cooperation do you have with schools, and what is the geographic scope of your outreach—only the city or surrounding communities as well? Please share a few successful examples.
- What career guidance activities are implemented for enrolled students to help them better understand their field, develop relevant skills, and prepare for the labor market?
- Do you currently support students in finding internships or jobs? If yes, how effective is this support? If employment statistics by specialty are available, please provide them.

- Do you maintain contact with alumni or track their employment pathways? Have you attempted to involve successful graduates in the college's educational or training processes?
- Are there any displaced students from Artsakh enrolled at your institution? If yes, how many are there, and in which specialties are they studying? What main challenges do you face in supporting them? What additional resources or support would help you better meet their needs?

KII QUESTIONNAIRE WITH USS REPRESENTATIVES

1. Current Labor Market Demand and Forecast Trends

- What have been the main employment trends in Kapan and Sisian over the past five years, particularly for youth with vocational and technical qualifications? Are there sectors where demand is increasing or decreasing? Please provide evidence-based data and statistics.
- Is there any evidence-based information about the shortage or demand for permanently employed workers with vocational and technical qualifications in specific sectors in Kapan and Sisian? If yes, please provide data and statistics.
- Does the USS conduct surveys among employers regarding workforce demand? If yes, please share available information.

2. Cooperation with VET Institutions

- Is a representative of the USS involved in the governing council of any of the mentioned colleges? If yes, in what capacity are they involved in the processes? Please provide details.
- Does the USS cooperate with the colleges? If yes, in which areas, and how effective is this cooperation?
- Are there any specific programs or services that help VET graduates enter the labor market?
- How can VET institutions become more effectively involved in employment support programs targeting socially vulnerable or unemployed youth in the Kapan/Sisian regions? Are there any programs or initiatives that could help improve access to education and employment for these groups?
- Does the USS provide job placement services for VET graduates? Please provide statistics from the past five years.
- How can collaboration between USS's regional centers and vocational education institutions be strengthened to better align training programs with employment needs?

3. Recommendations

- Do VET educational programs adequately respond to local labor market demands, in terms of both specialties and skills?

- What recommendations can the USS make to improve vocational education in the Syunik region?
- New professions that are currently in demand or are expected to be in demand over the next 10 years – please specify.
 - Skills that should be prioritized in vocational education programs – please specify.
 - Other suggestions – please elaborate.

KII QUESTIONNAIRE WITH PROVINCE ADMINISTRATION REPRESENTATIVES

1. Strategic Context

- According to the Socio-Economic Development Program of Syunik Region (2017–2025) and/or the development programs of the enlarged communities of Kapan (2022–2026) and Sisian (2023–2027), what have been the main priorities for the development of vocational education and training (VET) institutions particularly colleges in the region and these specific communities over the past five years? What kind of proposals have been submitted to the Ministry of Education, Science, Culture and Sports (MoESCS) in that direction?
- Does the regional development program identify workforce needs in the priority sectors of the local economy, particularly for specialists with vocational and technical qualifications, by specialty? If yes, please provide more detailed information.
- What evidence-based data, studies, or research can you provide on the development (or decline) of economic sectors in the region, new investments, the creation of economic activity, and changes in demand for professions?
- Does the regional administration annually submit proposals to the MoESCS, as per the established procedure, regarding the introduction of new specialties in colleges and vocational schools, and the allocation of state-funded places by specialty? If yes, what is the rationale, and does the administration monitor the follow-up of those proposals? If not, why?

2. Partnership Context

- Are you familiar with the strengths, weaknesses, and challenges of the colleges and vocational schools operating in the region, including their material and technical capacity? If yes, what is your opinion specifically regarding the four colleges in question?
- How does the regional administration cooperate with vocational education and training institutions colleges and vocational schools? Please share successful as well as unsuccessful examples, if applicable.
- What should be the main areas of cooperation between VET institutions and the regional administration in Syunik?
- What steps should be taken to make this cooperation more effective?

3. Development Perspectives

- What is your position on the merging of colleges?
- What is your vision for the future two colleges in Kapan and Sisian (in terms of location, infrastructure, specialties, graduates, links to the local economy, etc.)?

KII QUESTIONNAIRE WITH MoESCS REPRESENTATIVES

1. Priorities in VET Policy

- According to the new Law on Vocational Education and Training adopted in 2024, what are the defined priorities for the development of the VET system?
- From a forward-looking perspective, what main challenges does the Ministry foresee in the context of VET reforms, both nationally and specifically in the Syunik region?
- What mechanisms does the Ministry of Education, Science, Culture, and Sports (MoESCS) use to forecast labor market demand for vocational and technical occupations, and to address skills shortages in the priority sectors of the economy? Please specify with examples from Kapan and Sisian.
- What mechanisms does the MoESCS apply for the introduction of new specialties and the allocation of state-funded seats by specialty? Please specify for the Syunik region, particularly Kapan and Sisian. Have any new specialties been introduced in colleges in Kapan and Sisian in the past 10 years?
- What steps is the Ministry taking to ensure inclusion in VET, particularly for students with disabilities, those from rural areas, ethnic minorities, or foreign nationals?
- What are the priority areas for the development of VET in the Syunik region over the next 10 years? What actions has the Ministry already initiated, and what are the next steps?
- Are there any national or regional strategies aimed at improving VET infrastructure, including new construction or renovation? What investments are currently underway (e.g., under MAVETA or other partnerships) in Syunik to support the development of the VET system?

2. Merging Process

- How justified is the ongoing merging process?
- What are the Ministry's main goals and objectives regarding the merging of colleges in Kapan and Sisian? What is the Ministry's vision for the governance and sustainability of the newly merged institutions?
- It is evident that the colleges undergoing optimization do not overlap in terms of fields for example, Kapan State Medical College offers specialized medical training, while Syunik Regional State College provides programs in completely different disciplines. The same applies to Sisian, where one of the colleges is a branch of the Armenian National Agrarian University, raising an issue of subordination.

- Does the currently proposed merging process risk diluting (please suggest a better alternative to this term) the investments already made in the colleges of Kapan and Sisian?
- What initiatives has the Ministry introduced to ensure that the merging process is implemented as smoothly and disruption-free as possible?

3. Teaching Process and Quality Evaluation

- Recently, Syunik Regional State College and Kapan State Medical College received four-year institutional accreditation. Does the currently ongoing merging process contradict the principle that one of the key aims of merging is improving education quality?
- What steps are being taken to modernize curricula in response to evolving labor market demands and emerging sectors?
- What initiatives are being implemented to optimize teaching staff, assess professional development needs, and provide relevant training?

4. Social Partnership

- How does the Ministry promote cooperation between VET institutions and private sector employers to ensure the relevance of education and training and the competitiveness of graduates?
- Does the Ministry have a role in facilitating partnerships between VET institutions and private sector employers? Please provide examples, specifically referring to the Syunik region.

KII QUESTIONNAIRE WITH EMPLOYERS

1. Employment Trends

- What have been the main employment trends in your area over the past five years, especially for young people with vocational or technical qualifications?
- Are there any professions whose demand is increasing or decreasing?

2. Recruitment Challenges

- In your organization or sector, which professions are particularly difficult to find new employees for?
- What are the reasons (e.g., shortage of specialists, low qualifications, employee turnover, etc.)?
- How competitive is the labor market when it comes to attracting specialists?
- Are there challenges in retaining or attracting qualified personnel?

3. Cooperation with Vocational Institutions

- Have you collaborated with any vocational education institutions, for example, through internship programs?
- How effective are the internships of vocational education graduates in your organization?

- What can be improved to make internships more beneficial for real job preparation?

4. Skills and Capabilities of VET Graduates

- Do you have employees who graduated from vocational colleges?
- Do the graduates have sufficient knowledge in the field? Are you satisfied with their professional competencies?
- Do vocational education programs adequately meet the demands of the local labor market in terms of both professions and skills?
- Are there any specific skills or capabilities that you believe are not adequately developed in vocational graduates but are necessary for your sector?
- How would you evaluate the work performance of vocational education graduates compared to your other employees?

5. Socio-Economic Impact of VET

- What impact could the development of local vocational education have on the socio-economic situation of the community (e.g., job creation, community stability, etc.)?

6. Demand for Professions in Syunik

- In your observation, which professions or sectors have seen growing demand recently in the Syunik region?
- In your opinion, what professions should be added in newly built institutions?

7. Suggestions for Improving Vocational Education in Syunik

What suggestions do you have for improving vocational education in the Syunik region?

- **New professions** that are or will be in high demand over the next ten years – *please specify*
- **Skills** that should be prioritized in vocational education programs – *please specify*
- **Other** – *please specify*

Annex 2: Focus Group Discussion Guide

FGD GUIDE WITH EMPLOYEES OF THE COLLEGES

▪ SECTION 1: PERSONAL INFORMATION

- Name (Optional):
- Age:
- Gender:

Section 2: Education Management and Inclusion in the Learning Process

1. How do you ensure that the curricula are up-to-date and aligned with the current demands of the labor market?
2. Are the specialties you offer aligned with the labor market needs of the Syunik region, and specifically your community?
3. What changes have been made to the list of taught specialties over the past ten years? Have you submitted relevant proposals in this regard?
4. Are there any new specialties that, in your opinion, should be introduced to better align with labor market demands?
5. In the teaching process, what do you prioritize—strictly following the module content or regularly updating and enriching it?
6. Is there sufficient professional literature? Are you equipped with material and technical resources, laboratories, etc.?
 - Please describe in detail, indicating specific needs.
7. When teaching professional modules, do you address the development of key soft skills (e.g., communication, presentation, teamwork, conflict management)?
 - Please elaborate.
8. How do you motivate students to stay engaged in the learning process?
9. What is the female-to-male student ratio?
 - In your opinion, what factors influence this ratio (e.g., specialty choice, demographic characteristics, stereotypes)?
 - Has this ratio changed over the past ten years?
 - If available, please provide statistics by specialty and gender.
10. Do you have students from other nationalities?
 - If yes, are there any challenges or specific features related to their inclusion in the educational process?
11. Do you have students with disabilities?
 - If yes, how do you organize the learning process to ensure their inclusion?
 - If not, what are the main barriers preventing the participation of students with disabilities (e.g., stereotypes, irrelevant specialties, lack of support professionals, inaccessible facilities/environment)?

Section 3: Capacity Development of Teaching Staff

- Do you have professional qualifications and do you regularly participate in training programs?
- What trainings have you attended over the past five years, and who organized them (e.g., NCET or others)?

- What are your current training needs (topics or skills)?
- Do you collaborate with:
 - Other teachers at the college?
 - The quality assurance officer?
 - The career guidance specialist?
 - How is this collaboration implemented?
 - Please describe, including examples of successful experiences.

Section 4: Merging Process

- What concerns or challenges do you foresee in the upcoming merging process? For example, organizational issues, staffing, student accessibility, or identity-related matters.
- From your perspective, what opportunities could the merger create for your institution and students?
- How do you envision the integration of staff and resources between the merging institutions?
- Are there any specific challenges you anticipate?
- What are your expectations from the new, merged institution in terms of:
 - Improving the quality of education?
 - Increasing student numbers?
 - Enhancing competitiveness in the labor market?
- What kind of training or support will your staff need in preparation for the merging process?

FGD GUIDE WITH STUDENTS OF THE COLLEGES

SECTION 1: PERSONAL INFORMATION

- Name (Optional):
- Age:
- Gender:

Section 2. Factors Influencing Career Choice

- Why did you choose this particular college? What factors influenced your decision (e.g., chosen profession, college location, learning conditions, reputation, parental or family advice, lack of other options, etc.)?
- Before enrolling, did you participate in any of the college's career orientation activities?
If yes, please describe the event briefly.
- Did you make your career choice consciously, and do you plan to work in this field after graduation?
- Have your expectations from the college and program been met?

Section 3. Educational Process and Inclusion

- How would you evaluate the quality of education you are receiving—both theoretical and practical?
- What is the balance between theoretical and practical classes?
- Do you have access to professional learning materials and textbooks, or are they provided solely by instructors?
- In your opinion, do the classrooms, laboratories, and workshops have adequate conditions and specialized equipment to ensure a proper learning process?

- How is your professional internship organized? Please share a bit about your experience.
- Aside from internships, have you had the opportunity to participate in site visits to companies or organizations?
- Do you think your education at this college is preparing you to be competitive in the job market and to find employment? For example, aside from professional subjects, what other courses or topics are taught that help you develop communication, entrepreneurship, presentation, or life skills? Please elaborate.
- During your studies, have you had the chance to meet with the college's career guidance or counseling specialist? What issues did you discuss?
- Have you participated in events organized by the college's career center? What was helpful, and what was not?
- In your observation, are there more male or female students at the college? How do you view this ratio, regardless of your own gender?
- What is your opinion about gender stereotypes related to certain professions (e.g., “for men” or “for women”)? Have you witnessed such examples at your college?
- Are there students with disabilities at your college? If yes, do you think the available facilities, teaching methods, and overall environment are adequate to ensure their full inclusion?

4. Conclusion and Recommendations

- What suggestions would you make to improve the educational process—regarding theory, practice, technology, or teaching methods?
- What recommendations do you have for improving the college's reputation, development, or overall learning environment?
- How do you envision your future after graduation? Do you plan to continue your education, find a job in your field of study, or pursue a different direction?

FGD GUIDE WITH ALUMNI OF THE COLLEGES

SECTION 1: PERSONAL INFORMATION

- Name (Optional):
- Age:
- Gender:

Section 2: Educational Background

- What was your field of study, and when did you attend the college?
- Why did you choose this college? What factors influenced your decision? (e.g., the chosen profession, location of the college, learning conditions, the college's reputation, recommendations from parents or relatives, lack of other options, etc.)
- Before enrolling, did you participate in any career orientation events organized by the college? If yes, what kind of event was it?

Section 3: Educational Experience and Relevance

- Have your expectations from the college and your program been met?
- Did you feel that the academic program was aligned with the job market needs in Syunik?
- Do you believe your education adequately prepared you for your current job?
- Are there any skills or areas of knowledge that you feel were missing or underemphasized during your studies?

Section 4: Employment and Career Support

- Were you able to find a job in your field after receiving your diploma? How long did it take to find employment?
- Did the college support you in finding a job? (e.g., employer referrals, internships, job placement programs)

Section 5: Barriers and Challenges

- Have you faced any social, financial, or physical challenges that affected your education or academic success?

Section 6: Recommendations for Improvement

- In your opinion, what should be improved to better prepare students for the job market?
- What new specializations do you think should be introduced at the college?
- What recommendations would you make to improve the educational process—in terms of theoretical content, practical training, technical resources, or teaching methods?
- What suggestions do you have for enhancing the college's reputation, growth, or overall learning environment?

Section 7: Alumni Engagement

- In your view, what role can alumni play in the development of the educational institution?

Annex 3: Facility Area Allocation Summary of Sisian Branch of ANAU

TOTAL AREA OF THE BUILDING		1590.9 M ²
Category		Area in sq.m
3 lecture rooms		20
3 lecture rooms		36
2 lecture rooms		32
1 lecture room		16
1 lecture room		22
1 lecture room		54
2 laboratories		36
2 laboratories		23
1 subject specific lecture room		36
1 subject specific lecture room		33
Sports hall		180
Library		54
Computer lab		1 computer lab-54 m ²
		1 computer lab-36 m ²
Auxiliary Facilities (courtyard, sports field, storage spaces, etc.)		2060 m ²
		greenhouse-120 m ²
For other use		1 land-20000 m ²
		1 land-14595 m ²

Annex 4: Facility Area Allocation Summary of Kapan Medical College

TOTAL AREA OF THE BUILDING	
	2798.6 M ²
Category	Area in sq.m
Pharmacy Booth	19.2
Canteen	121.17
Kitchen	47
Deputy Director for Economic Affairs	18.4
Janitors	10
Storage	16.4
Cosmetology Materials	39
Medical Cosmetology	39
Painting and Drawing	34.8
Decorative Cosmetology	34.8
Methodological	36.6
Plastering and Polishing	17.8
Dental Technology	37.8
Dental Materials Science	35.5
Dental Technology Practice	11
Clerk's Room	18
Director's Office	33.4
Teachers' Lounge	36
Deputy Director for Academic Affairs	17
Surgery	37.2
Surgery (additional)	34.5
Rest Room	18.2
Practice Supervisor / Education Department Secretary	11.3
Computer Operator Training	36.6
Deputy Director for Education	10.3
Therapy	16.4
Accountant	10.3
Therapy and Internal Diseases	36
HR Inspector	11.6
Obstetrics and Gynecology	35.5
Obstetrics and Gynecology (additional)	17
Pediatrics	36.5
Pediatrics (additional)	19.5
Library – Reading Room	54
Library – Book Storage	17.6
Disaster Medicine	22.3
Pre-military Training	52.7
First Aid Training Room	36.9
Technical Teaching Aids	56.9
Family Nursing	12.7
Dermatology and Infectious Diseases	38.4
Hygiene, Microbiology and Immunology	20.6
Archive	16.2
Socio-Economic Courses	54.6

Pharmacology	21.9
Pharmacy Organization and Economics	21.9
Chemistry	18
Pharmacognosy and Botany	36.6
Languages, General and Medical Psychology	53.3
Human Anatomy, Physiology and Pathology	38.1
General Subjects – Biology and Physics	37.8
Pharmaceutical Technology	15.5
Assembly Hall	292.8
Garage	54
Gymnasium	388.2
Restroom 1st Floor	13.3
Restroom 2nd Floor (1st entry)	9.6
Restroom 2nd Floor (2nd entry)	10.2
Corridor 1st Floor	187.33
Corridor 2nd Floor	161.5
Corridor 3rd Floor	173.2

Annex 5: Facility Area Allocation Summary of Syunik Regional State College

TOTAL AREA	3595.5 M²
Category	Area in sq.m
14 Private Rooms	283.1
4 Classrooms	283.2
22 Subject-specific Classrooms	773.5
11 Laboratories	417
9 Workshops	349
1 Sports Halls	216
1 Library/Libraries	108
1 Medical Room	19.4
1 Canteen	47.6
2 Changing Rooms	16
5 Toilets	97
Other Technical Rooms /Shelter; Shooting Range, etc.	1161.8
Sports Grounds	864
Bedrooms / Guest Rooms	55.4
Yard Area	3000
Fruit Gardens	120
Decorative Plant Areas	564
Indoor Cleanable Area of Buildings	3040.5
Outdoor Cleanable Area of Buildings	1900
Sanitary Unit Cleanable Area	113

Annex 6. Facility Area Allocation Summary of Sisian State College

TOTAL AREA	2452.4
Category	Area in sq.m
11 Private Rooms	260
16 Classrooms	32
25 Subject specific Classrooms	832
Beekeeping workshop	20
Math-Physics and Biochemistry laboratory	36
Workshops	144
Lathe Machines workshop	72
Woodworking workshop	72
Dressing Room	36
Sports Ground	2700
Library	102
Medical Point	16
Canteen	36
Kitchen	36
2 Storages	118
Armory	16
Career Center	20
Archive	20
Janitors' Room	16
8 Toilets	160
Yard Area	800
Fruit Garden	3.0 ha

Annex 7. List of Equipment for Each Specialization

Indicative List of Cabinets, Laboratories and Workshops with Normative Requirements for the State Middle Vocational Education Program Specialty 0913.02.5 “Nursing” Qualification 0913.02.01.5 “Nurse/Male Nurse”			
N	Category	Unit	Quantity
1	Professional Educational Manual	Piece	25
2	Dictionary	Piece	2
3	State Pharmacopoeia	Piece	2
4	VIDAL Drug Directory	Piece	2
5	Nursing Care Plan	Piece	25
6	Outpatient Medical Record	Piece	2
7	Inpatient Medical Record	Piece	2
8	Admission Logbook	Piece	2
9	Controlled Substances Logbook	Piece	2
10	Temperature Sheet	Piece	5
11	Doctor's Orders Sheet	Piece	5
12	Patient Discharge Summary Cover Sheet	Piece	5
13	Laboratory Referral Forms	Piece	5
14	Primary Medical Record	Piece	5
15	Prescription Form	Piece	25
16	Medication Requisition Form	Piece	2
17	Bandage	Piece	25
18	Elastic Bandage	Piece	5

19	Cotton	Piece	5
20	Adhesive Plaster	Piece	5
21	Wound Dressing Materials	Piece	20
22	Consumables	complete inventory	2
23	70% Ethanol	MI	500
24	Disposable Lancet	Piece	25
25	Syringe	Piece	50
26	Alcohol and Oily Wipes	Piece	25
27	Menstrual Cycle and Ovulation Calendar	Piece	5
28	Contraceptive Methods: Pills, Condoms, Intrauterine Device (IUD)	Piece	2
29	Inhaler	Piece	2
30	Herbal Collection	Piece	1
31	Medications by Category	Piece	
32	Air Thermometer	Piece	1
33	Water Thermometer	Piece	1
34	Hygrometer	Piece	1
35	Sodium Bicarbonate	Piece	1
36	Anemometer	Piece	1
37	Snellen Chart Device	Piece	1
38	Bathometer	Piece	1
39	Glass Container	Piece	2

40	Chlorinator	Piece	1
41	Tuberculin Syringes	Piece	2
42	Dropper	Piece	10
44	Hydrogen Peroxide 33%	MI	100
45	Ammonia Spirit	MI	100
46	Furacilin Solution	MI	50
47	Vaseline	MI	50
48	5% Iodine Alcohol Solution	MI	100
49	Betadine	MI	100
50	Chlorhexidine	MI	100
51	33% Magnesium Sulfate Solution	MI	100
52	Saline Solution	MI	200
53	Disinfectant	Piece	1
54	Kraft Envelope	Piece	2
55	Azopyram Reagent	MI	50
56	Indicators	Piece	10
57	Medicine Box	Piece	2
58	Potassium Permanganate"	MI	30
59	Albucide Solution	Bottle	1
60	Protargol	Bottle	1
61	Stomagezive Ointment	Piece	1
62	Suppository	Piece	3

63	Test Tubes Rack	Piece	2
64	Suppository Pillow	Piece	5
65	Alcohol Burner	Piece	2
66	Urine Collection Container	Piece	2
67	Rectal Hemorrhoid	Piece	2
68	Test Tube with Nutrient Medium	Piece	5
69	Sputum Container	Piece	1
70	Bed	Piece	1
71	Pillo	Piece	1
72	Bed Linen	Piece	2
73	Life-Size Anatomical Model	Piece	1
74	Dosimeter	Piece	1
75	Bedpan	Piece	2
76	Hemostat	Piece	3
77	Hemostat	Piece	2
78	Medical Gauze Pads	Piece	10
79	Medical Compress Paper	Piece	5
80	Mustard Plaster	Package	2
81	Oxygen Pillow	Piece	1
82	Nasal Catheter	Piece	1
83	Simple face mask	Piece	1
84	bag-valve mask	Piece	1

85	Bobrov's apparatus	Piece	1
86	head manikin	Piece	1
87	flatus tube	Piece	2
88	ed linen accessories	Piece	2
89	gastric lavage equipment	Piece	2
90	anet syringe	Piece	2
91	fine catheter	Piece	5
92	Tracheostomy	Piece	2
93	Bedpan	Piece	1
94	Footrest	Piece	1
95	3-liter urine collection container	Piece	1
96	Containers for Zimnitsky test	Piece	10
97	Container for Addis–Kakovsky method	Piece	1
98	X-rays	Piece	5
99	Nasal cannula	Piece	2
100	Syringe for Mantoux test	Piece	5
101	Syringe for Mantoux test	Piece	3
102	Dufour needle for bloodletting		3
103	Test tubes		10
104	Sterile stool collection container with spoon for examination	Piece	2
105	Handheld nebulizer	Piece	1
106	Insulin pen	Piece	1

107	Glucometer	Piece	1
108	Hemostatic sponge	Piece	5
109	Surgical gown	Piece	2
110	Deschamps vessel ligature needle	Piece	3
111	Tourniquet (arterial and venous)	Piece	2
112	Hemostatic tourniquet	Piece	2
113	Syringes (5 ml, 10 ml)	MI	50
114	Intravenous (IV) injection set	Piece	25
115	Injection stand	Piece	1
116	Peripheral venous catheters կաթիլ	Piece	50
117	(N 16-27)	Piece	25
118	Syringe tube	Piece	3
119	Tonometer	Piece	3
120	Stethoscope	Piece	3
121	Thermometer	Piece	5
122	Thermometer	Piece	2
123	Nasogastric tube (NG tube)	Piece	2
124	Duodenal tube	Piece	2
125	Scalpel	Piece	2
126	Forceps	Piece	2
127	Feeding bottle	Piece	2
128	Food serving utensils	Piece	5

129	Fixators	Piece	1
130	Resuscitation mannequin	Piece	1
131	Human mannequin	Piece	1
132	Infusion phantom	Piece	1
133	Oral cavity irrigation phantom	Piece	1
134	Intramuscular injection training mannequin	Piece	1
135	Intramuscular injection phantom	Piece	1
136	Heater	Piece	1
137	Ice pack	Piece	1
138	Head coverings / Headscarves	Piece	5
139	Urinary bladder catheterization kit	Piece	5
140	Cardiopulmonary resuscitation (CPR) mannequin	Piece	1
141	Female pelvic model (or Female pelvic mannequin)	Piece	1
142	Obstetric fetal model (or Obstetric fetal mannequin)	Piece	1
144	Obstetric stethoscope	Piece	1
145	Pelvimeter	Piece	2
146	Obstetric/speculum mirrors	Piece	2
147	Female mannequin (or Female patient simulator)	Piece	1
148	Newborn doll with umbilical cord and clamp	Piece	1
149	macrame bracelets	Piece	5
150	Rubber rings	Piece	1
151	Ambu bag	Piece	1

152	Claudie nanometer	Piece	1
153	Otoscope	Piece	1
154	NT mirror set	Piece	1
155	Ear speculum	Piece	2
156	Vojacek diagnostic set	Piece	1
157	Kulikovsky needle	Piece	1
158	Polypotome	Piece	1
159	Tonsillar lacuna irrigation syringe	Piece	1
160	Tonsillotome	Piece	1
161	Adenotome	Piece	1
162	Bougie set	Piece	1
163	Tuning fork set	Piece	1
164	Tuning Fork Set	Piece	1
165	Paracentesis needle	Piece	1
166	Illuminated eye chart	Piece	1
167	Perimeter	Piece	1
168	Binocular magnifier	Piece	1
169	Babkin color perception test chart	Piece	1
170	Trial lens set with trial frame	Piece	1
171	Ophthalmoscopic rulers	Piece	1
172	Eyelid retractor	Piece	1
173	Glass rods for ophthalmic use	Piece	1

174	Eye wash cups	Piece	1
175	Ophthalmoscope	Piece	1
176	Maklakov tonometer	Piece	1
177	Optotype set	Piece	1
178	Corneal foreign body removal needle	Piece	1
179			
II	Equipment		
1	Incubator	Piece	1
2	Stadiometer	Piece	1
3	Scale	Piece	1
4	Infant weighing scale	Piece	1
5	Sports equipment		
6	Stretcher	Piece	1
7	Wheelchair	Piece	1
8	Spirograph	Piece	1
9	Intubation kit	Piece	1
10	Surgical instrument table	Piece	1
11	Set of surgical instruments	Piece	1
12	Bowl stand and bowls	Piece	2
13	Instrument and material set for anesthesiologist nurse's table	Piece	1
14	Bix (large, medium, small)	Piece	3
15	Clamp (with and without teeth)	Piece	2

16	Walking stick	Piece	1
17	Walker	Piece	1
18	Set of tools for local anesthesia	Piece	1
19	Set of tools for spinal anesthesia	Piece	1
20	Kit for preparing plaster bandages	Piece	1
21	Scissors for removing plaster cast	Piece	1
22	Obstetric instrument set	Piece	1
23	Gynecological instrument set	Piece	1
24	Set of Hegar dilators No. 4-12	Piece	1
25	Volkman spoon	Piece	2
26	Cytobrush	Piece	2
27	Ayer spatula	Piece	2
28	Uterine probe	Piece	1
29	Brown syringe	Piece	2
30	Ball forceps	Piece	1
31	Kocher clamp (with and without teeth)	Piece	2
32	Neurologist's hammer	Piece	1
33	Set of medical supplies for spinal puncture	Piece	1
34	Manipulation table	Piece	1
35	Needle holder	Piece	1
36	Mikulicz handle	Piece	1
37	Bucket for medical waste segregation	Piece	1

III	Devices and equipment		
1	Computer	Piece	1
2	Printer	Piece	1
3	Projector	Piece	1
4	Television	Piece	1
IV	Work safety equipment		
1	Oilcloth apron	Piece	2
2	Shoe covers	Piece	5
3	Respirator, goggles, headscarf	Piece	25
V	Hygiene and personal protective equipment		
1	Personal first aid kit	Piece	2
2	Personal dressing package	Piece	2
3	Personal anti-chemical kit	Piece	2
4	Chlorine tablets	Piece	2
5	Gas mask	Piece	2
6	Sanitary shoulder bag	Piece	1
7	Helmet for head injuries	Piece	1
8	Medical masks	Piece	100
9	Medical gloves	Pair	100
10	Soap	Piece	5
11	Anti-epidemic uniform	Piece	1
12	First aid bag with kit	Piece	1

13	Disinfectants	Piece	2
14	Cleansing agents	Piece	1
15	Waterproof bag for dirty linen	Piece	2
VI	Thematic posters		
	Posters for relevant modules and subjects		
	Didactic materials		
	Silent tests		
	Crosswords		
VII	Models and mock-ups		
1	Skeleton	Piece	1
2	Set of skeletal bones	Piece	2
3	Skull	Piece	1
4	Rib cage	Piece	1
5	Spine	Piece	1
6	Models of all organs	Piece	1-ական
VIII	Laboratory work supplies		
1	Microscope	Piece	3
2	Object glass	Piece	10
3	Cover glass	Piece	10
4	Test tube	Piece	10
5	Dyes (gentian violet, fuchsin, vesuvin, methylene blue)	MI	50
6	Nikiforov solution	MI	50

7	Antibiotic paper disks	package	1
8	Petri dish	Piece	5
9	Spatula	Piece	20
10	Kit for determining blood group and Rh factor	Piece	1
11	Sahl's hemometer	Piece	1
12	Panchenkov apparatus	Piece	1

Indicative List and Quantities of Cabinets, Laboratories, and Workshops Recommended by the State Educational Standard for the Intermediate Professional Educational Program Specialty 0916.01.5 "Pharmacy" Qualification 0916.01.01.5 "Pharmacist"			
N	Category	Unit	Quantity
1	Alcohol	liter	500
2	Distilled water	liter	1
3	Glycerin	ml	300
4	Benzol	ml	100
6	Chloroform	ml	100
7	Camphor	ml	50
8	Acids /sulfuric, nitric, hydrochloric	ml	100
9	Bases /sodium hydroxide, potassium hydroxide/	ml	100
10	Oxides /zinc oxide/	G	50
11	Salts /silver nitrate, sodium chloride, iodide, potassium bromide, sodium nitrite, chromates, bichromates, potassium permanganate, red blood salt, yellow blood salt, lead complex compounds, sulfates, sulfites	G	50

12	Sodium thiosulfate	G	50
13	Ammonium chloride	G	50
14	Ammonium hydroxide	ml	100
15	Hydrogen peroxide	ml	200
16	Iodine	G	10
17	Indicators /methylene blue, methyl orange, phenolphthalein, litmus/	box/ml	1.3
18	Acetone	ml	100
19	Phenol	ml	100
20	Formaldehyde	ml	100
21	Student manual	pcs	25
22	Reference book	pcs	3
23	Camphor (repeated)	ml	50
24	Essential oils	ml	50
25	Herbal raw materials	set	1
26	Herbaria	set	1
27	Medicine boxes by pharmacological groups	pcs	
28	Animal organs	pcs	1-each
29	Nutrient media	G	500
30	Vaseline	G	200
31	Lanolin	G	200
32	Paraffin	G	200
33	Insert sheets	pcs	

34	Prescription samples	pcs	
35	Scissors	pcs	5
36	Scalpel	pcs	4
37	Forceps	pcs	3
38	Microscope	pcs	3
39	Clamp	pcs	3
40	Hygrometer	pcs	1
41	Scales	pcs	4
42	Projector	pcs	1
43	Water bath	pcs	1
44	pH meter	pcs	1
45	Thermometer	pcs	1-each
46	Electric kettle	pcs	1

Indicative List and Quantities of Cabinets, Laboratories, and Workshops Recommended by the Qualification Standard of the Intermediate Vocational State Educational Program Specialty 0923.02.5 “Social Work” Qualification 0923.02.01.5 “Social Service Provider”			
N	Category	Unit	Quantity
1	Professional literature	pcs	
2	Whiteboard with markers	pcs	1
3	Markers	pcs	10
4	Computer	pcs	3
5	Projector	pcs	1

6	Recorder	pcs	2
7	Masks	pcs	100
8	Hand sanitizer (alcohol gel)	pcs	50
9	Posters on levels of risk	pcs	2
10	Posters on social case management	pcs	2
11	Examples of beneficiary's social history	pcs	2
12	Examples of needs assessment	pcs	2
13	Films about social work		
14	Slides on social work methods		

Indicative List and Quantities of Cabinets, Laboratories, and Workshops Recommended by the Qualification Standard of the Intermediate Vocational State Educational Program Specialty 0911.01.5 "Dental Technology" Qualification 0911.01.01.5 "Dental Technician"			
N	Category	Unit	Quantity
1	Impression materials	box	2
2	Plastic	box	2
3	Gypsum	bag	2
4	Wax	box	4
5	Polishing paste	pcs	2
6	Impression tray	pcs	25
7	Spatula	pcs	25
8	Rubber bowls	pcs	13
9	Rubber tips	pcs	13

10	Polishing discs	pcs	25
11	Clamps	pcs	100
12	Cartridges	pcs	50
13	Brushes	pcs	10
14	Gypsum knife	pcs	25
15	Dental burner	pcs	10
16	Electric spatula	pcs	5
17	Spirit lamp	pcs	13
18	Diamond burs	pcs	25
19	Hard alloy metals	pcs	25
20	Milling cutters	pcs	25
21	Polishers	pcs	25
22	Brushes	pcs	5
23	Flasks	pcs	6
24	Milling machine for partial dentures	pcs	2
25	Cold and hot polymerization machine	pcs	2
26	Vibrating table	pcs	2
27	Grinding machine	pcs	2
28	Pindex machine	pcs	1
29	Drill machine	pcs	13
30	Articulator	pcs	2
31	Occluder	pcs	25

32	Parallelometer	pcs	1
33	Trimmer	pcs	1
34	Sandblaster	pcs	1
35	Compressor	pcs	1
36	Poster on safety rules	pcs	1
37	Fire safety system	pcs	1
38	Special medical cabinet for flammable materials	pcs	1
39	Protective masks	pcs	25
40	Heat-resistant gloves	pcs	5
41	Protective glasses	pcs	13
42	Disinfectants	bottle 50ml	25
43	Poster on artificial crown making	pcs	1
44	Poster on denture making	pcs	1
45	Poster on individual tooth anatomy	pcs	1
46	Poster on bridge prostheses	pcs	1
47	Poster on skull anatomy	pcs	1
48	Upper and lower jaw models	pcs	13
49	Artificial teeth sets	pcs	25
50	Tooth phantoms	pcs	13
51	Videos		
52	Projector	pcs	1
53	Computer	pcs	1

54	Dental table with artificial lighting	pcs	7
55	Student desk	pcs	13
56	Dental technician chair	pcs	7
57	Student chair	Pcs	25
58	Medical cabinet	Pcs	1
59	Sink	Pcs	1

Indicative List and Standards of Premises, Laboratories, and Workshops for the Qualification Standard of "Midwife" (Code 0912.02.01.5) under the State Middle Professional Educational Program for the Specialty "Obstetric Care" (Code 0912.02.5)			
N	Category	Unit	Quantity
1	Professional training manual	pcs	1
2	Dictionary	pcs	2
3	State Pharmacopoeia	pcs	2
4	Reference book (Vidal)	pcs	2
5	Nursing care plan	pcs	25
6	Outpatient card	pcs	2
7	Hospital medical card	pcs	2
8	Reception logbook	pcs	2
9	Narcotic drug accounting logbook	pcs	2
10	Temperature chart	pcs	5
11	Prescriptions chart	pcs	5
12	Patient discharge title sheet	pcs	5

13	Lab referral slips	pcs	5
14	Primary medical record	pcs	5
15	Prescription blank	pcs	25
16	Drug requisition form	pcs	2
17	Bandage	pcs	25
18	Elastic bandage	pcs	5
19	Cotton	box	5
20	Plaster	pcs	5
21	Dressing materials	m	20
22	Urine collection materials	set	2
23	Alcohol 70°	ml	500
24	Disposable lancet	pcs	25
25	Syringe	pcs	50
26	Alcohol and oil wipes	pcs	25
27	Menstrual cycle and fertility calendar	pcs	5
28	Contraceptives (pills, condoms, IUD)	pcs	2-each
29	Inhaler	pcs	2
30	Herbal medicine set	pcs	1
31	Medicines by group	pcs	
32	Air thermometer	pcs	1
33	Water thermometer	pcs	1
34	Hygrometer	pcs	1

35	Baking soda	box	1
36	Anemometer	pcs	1
37	Snellen device	pcs	1
38	Bathometer	pcs	1
39	Glass container	pcs	
40	Chlorine carrier	box	
41	Tuberculin syringes	pcs	
42	Dropper	pcs	
43	Scarifier	pcs	
44	Hydrogen peroxide	ml	
45	Ammonia spirit	ml	
46	Furacilin solution	ml	
47	Vaseline	ml	
48	Iodine solution	ml	
49	Betadine	ml	
50	Chlorhexidine	ml	
51	Magnesium solution	ml	
52	Saline	ml	
53	Lice repellent	pcs	
54	Kraft envelope	pcs	
55	Azopyram reagent	ml	
56	Indicators	pcs	

Indicative List and Standards of Premises, Laboratories, and Workshops for the Qualification Standard of “Technician in Building and Structure Construction and Operation” (Code 0732.01.01.5) under the State Middle Professional Educational Program for the Specialty “Construction and Operation of Buildings and Structures” (Code 0732.01.5)

N	Category	Unit	Quantity
	Cement	bag	3
I	Sand	bag	4
1.	Gravel	bag	6
2.	Plaster	bag	3
3.	Tuff stone samples (demonstration)	piece	10
4.	Basalt samples (demonstration)	piece	5
5.	Granite samples (demonstration)	piece	2
6.	Felsite samples (demonstration)	piece	2
7.	Marble samples (demonstration)	piece	3
8.	Reinforcement rods (various diameters)	piece	12
9.	Angle iron pieces (various sizes)	piece	5
10.	Channel iron pieces (various sizes)	piece	3
11.	I-beam pieces (various sizes)	piece	3
12.	Bricks, clamps (various sizes)	kg	2
13.	Electrodes	kg	15
14.	Metal pipe pieces	piece	4
15.	Metal-plastic pipe pieces	piece	4

16.	Connection fittings	piece	10
17.	High-voltage cable pieces	meter	2
18.	Power cable pieces	meter	3
19.	Foam plastic	sq. meter	2
20.	Plexiglass (foamed)	sq. meter	2
21.	Nails (various sizes)	kg	3
Digital Learning Resources			
22	Video on structural reinforcement	piece	2
23	Video on seismic impacts	piece	2
24	Video on landslide effects	piece	1
25	Video on explosion effects	piece	1
Laboratory Equipment			
26	Concrete cubes (10×10×10 cm)	piece	6
27	Oil paints (various colors, 1 kg)	box	4
Tools and Accessories			
28	Galvanized basin	piece	3
29	Plastering tools	piece	4
30	Bricklaying trowels/keys	piece	6
31	Spirit level	piece	1
32	Theodolite	piece	1
33	Laser rangefinder	piece	1
Equipment and Devices			

34	Welding machine with shield	piece	1
35	Hydraulic press	piece	1
36	Computer	piece	1
37	Projector	piece	1
Work Safety Equipment			
38	Welding gloves	pair	20
39	Rubber gloves	pair	2
40	Fire extinguisher	piece	2
41	Metal work table	piece	1
Hygiene and Personal Protective Equipment			
42	Welder's protective clothing	set	20
43	Washing supplies	box	4
44	Napkins/tissues	box	6
Thematic Posters			
45	Construction organization posters	piece	4
46	Building structure posters	piece	3
47	Engineering network diagrams	piece	2
Models and Mock-ups			
48	Sectional model of a multi-storey building		0
49	Piece		
50	1		

Indicative List and Standards of Premises, Laboratories, and Workshops for the Qualification Standard of “Technician-Technologist in Open-Pit Mining Operations” (Code 0724.01.01.5) under the State Middle Professional Educational Program for the Specialty “Open-Pit Mining Operations” (Code 0724.01.5)

N	Category	Unit	Quantity
1	Minerals and crystals set	box	10
2	Rock samples	box	10
3	Leveling instrument (nivellier)	pcs	1
4	Theodolite	pcs	1
5	Rangefinder	pcs	1
6	Planimeter	pcs	1
7	Tacheometer	pcs	1
8	Globe	pcs	1
9	Map	pcs	1
10	Compass	pcs	1
11	Magnifier	pcs	1
12	Electric drying cabinet	pcs	1
13	High-precision balance	pcs	1
14	Open pit diagram	pcs	1
15	Drilling-blasting grid parameters	pcs	1
16	Types of mine workings	pcs	1
17	Loading equipment	pcs	1
18	Drilling machines and rigs	pcs	1

19	Geological chronological scale	pcs	1
20	Transport vehicles	pcs	1
21	Heap formation and shaping	pcs	1
22	Open pit model	pcs	1
23	Computer	pcs	1
24	Projector	pcs	1
25	Flipchart board	pcs	1
26	Videos on loading equipment		
27	Videos on drilling machines and rigs		
28	Videos on blasting		
29	Videos on open pit mining		
30	Videos on transport vehicles		
31	Videos on heap formation and shaping		
32	Pycnometer	pcs	1
33	Rod caliper	pcs	1

Indicative List and Standards of Premises, Laboratories, and Workshops for the Qualification Standard of “Operating Technician in Railway Transport for Transportation Organization and Management” (Code 1041.01.02.5) under the State Middle Professional Educational Program for the Specialty “Organization and Management of Transportation in Transport (by Types of Transport)” (Code 1041.01.5)

N	Category	Unit	Quantity
1	Tire dismounting and mounting machine	pcs	1
2	Tire balancing machine	pcs	1

3	Engine oil changing machine	pcs	1
4	Electric welding machine	pcs	2
5	Gas welding machine	pcs	2
6	Contact welding machine	pcs	2
7	Wire welding machine	pcs	2
8	Lathe	pcs	2
9	Drilling machine	pcs	2
10	Milling machine	pcs	1
11	Engine block grinding machine	pcs	1
12	Crankshaft grinding machine	pcs	1
13	Handheld electric metal cutter	pcs	3
14	Handheld electric drill	pcs	3
15	Handheld electric screwdriver	pcs	3
16	Training automobile	pcs	1
17	Compressor (air blower)	pcs	2
18	Diagnostics equipment	pcs	1
19	Work clothing	pcs	25
20	Work shoes	pairs	25
21	Gloves	pairs	50
22	Safety glasses	pcs	25
23	Liquid soap	liters	5
24	Rubber gloves	pairs	50

25	Respirators	pcs	25
26	Posters on traffic rules	set	1
27	Posters on engine system structure	set	1
28	Posters on technical maintenance and repair of car engine and transmission	set	2
29	Posters on technical maintenance of car electrical systems	set	2
30	Cutaway stand of carburetor engine	pcs	1
31	Cutaway stand of diesel engine	pcs	1
32	Electric stand for displaying engine systems	pcs	1
33	Models of steering systems	pcs	1
34	Models of brake systems	pcs	1
35	Cutaway stand of final drive	pcs	1
36	Videos on disassembling and assembling engines and units	pcs	30
37	Videos on technical maintenance and repair of engines and systems	pcs	30
38	Videos on technical maintenance and repair of car transmission	pcs	30
39	Videos on car diagnostics	pcs	30
40	Videos on technical inspection	pcs	30
41	Videos on road safety	pcs	30
42	Steel samples	pcs	20
43	Cast iron samples	pcs	20
44	Copper alloy samples	pcs	20
45	Aluminum alloy samples	pcs	20

46	Plastic car part samples	pcs	20
47	Rubber material samples	pcs	20
48	Polymer and ceramic car part samples	pcs	20
49	Types of metal profiles used in mechanical engineering	pcs	10
50	Welding materials	kg	5
51	Various gasoline samples (in separate vials)	pcs	5
52	Various diesel fuel samples (in separate vials)	pcs	5
53	Various types of lubricating oils (in separate vials)	pcs	5
54	Brake fluids	liters	5
55	Antifreeze (in separate container)	liters	5
56	Types of hydraulic system fluids	liters	5
57	Sulfuric acid for batteries	liters	3
58	Technical fluids	liters	5

Indicative list of names and quantities of cabinets, laboratories, and workshops recommended by the state educational program of intermediate vocational education for the specialty 0721.08.5 "Milk and Dairy Products Technology" and the qualification standard 0721.08.01.5 "Technologist for Milk and Dairy Products Production".

N	Category	Unit	Quantity
1	Reagents	pcs	5
2	Stands	pcs	5
3	Knife	pcs	2
4	Ladle	pcs	2
5	Strainer	pcs	2

6	Milk analyzer	pcs	1
7	pH meter	pcs	1
8	Water bath	pcs	1
9	Long pasteurization tub	pcs	1
10	Milk separator	pcs	1
11	Laboratory centrifuge	pcs	1
12	Thermostat	pcs	1
13	Fire extinguisher		
14	First aid kit with necessary supplies		
15	Ventilation system		
16	Trash bin	pcs	5
17	Gloves	pcs	25
18	Glasses	pcs	25
19	Lab coats	pcs	25
20	Caps	pcs	25
21	Posters of technological lines		
22	Posters of technological schemes		
23	Professional charts		
24	Cheese model	pcs	1
25	Stainless steel sink	pcs	1
26	Centrifuge table	pcs	1

27	Laboratory cabinet	pcs	1
28	Laboratory table	pcs	1
29	Laboratory glassware set		
30	Pipettes	pcs	10
31	Flasks	pcs	10
32	Beakers	pcs	10
33	Oil meters (various sizes)	pcs	10
34	Automatic pipettes (various sizes)	pcs	10

Indicative list of names and quantities of cabinets, laboratories, and workshops recommended by the state educational program of intermediate vocational education for the specialty 0811.03.5 "Greenhouse Farming" and the qualification standard 0811.03.01.5 "Technician-Agronomist".

N	Category	Unit	Quantity
1	Formalin	Liter	5
2	Soil mix components	Set	5
3	Biohumus and granulated compost	Set	5
4	Mineral fertilizers	set	5
5	Organic fertilizers	set	5
6	Soil samples	set	5
7	Pheromone traps	pcs	5
8	Coco peat disks	pcs	5

9	Microscope	pcs	5
10	Magnifier	pcs	5
11	pH meter	pcs	3
12	EC meter	pcs	3
13	Gasoline cultivator	pcs	1
14	Electronic scale	pcs	1
15	Digital thermometer	pcs	1
16	Thermostat	pcs	1
17	Regular scale	pcs	1
18	Soil loosening tools	set	5
19	Salinometer	pcs	1
20	Measuring tape	pcs	2
21	Seedling planter	pcs	1
22	Buckets	set	5
23	Sticky color traps	set	10
24	Adhesive tapes	meter	5
25	Soil digger tool	pcs	5
26	Steel rakes	set	5
27	Hoes	set	5
28	Spades	set	5
29	Regular scissors	set	5
30	Pruning tools (multifunctional)	pcs	3

31	Wheelbarrows	pcs	2
32	Sprayers	pcs	5
33	Seedling trays and containers	set	
34	Sieves	set	5
35	Test tubes	set	5
36	Grow lights	set	5
37	Types of drippers	pcs	5
38	Types of sprinklers	pcs	5
39	Filters	set	3
40	Polyethylene tape (drip system)	meter	10
41	Metal table	pcs	2
42	Material storage cabinet	pcs	2
43	Thermometer	pcs	5
44	Hygrometer	pcs	5
45	12-liter sprayer	pcs	2
46	Work gloves	pcs	200
47	Workwear	set	2
48	Tool and accessory metal cabinet	pcs	2
49	Ice chamber	pcs	1
50	Refrigerator	pcs	1
51	Whiteboard	pcs	1
52	Computer	pcs	1

53	Laptop	pcs	2
54	Projector	pcs	1
55	First aid kit	set	1
56	White lab coats	pcs	25
57	Masks	pcs	200
58	Caps	pcs	100
59	Gloves	pcs	100
60	Respirators	pcs	25
61	Nitrile gloves	pcs	200
62	Hand disinfectant (alcohol-based)	liter	10
63	Protective workwear	set	10
64	Map of Armenian soil types		
65	Pests of soil and crops		
66	Fertilizers		
67	Leafy vegetables		
68	Vegetables and melons		
69	Greenhouse flowers		
70	Mushrooms		
71	Structures of protected ground		
72	Safety signs in greenhouses		
73	Flower structure model	pcs	1
74	Plant structure model	pcs	1

75	Models of fruits and berries	set	1
76	Dried and classified weeds collection	set	1
77	Crop plant collection	set	1
78	Dried leafy vegetables	set	1
79	Videos on greenhouse work	unlimited	
80	Biohumus production technology video	unlimited	
81	Compost production technology video	unlimited	
82	Crop production in greenhouses video	unlimited	
83	Disposable gloves	pcs	100
84	Glass test tubes (various sizes)	pcs	10
85	Glass measuring cups (various sizes)	pcs	10
86	Disinfectant solution (alcohol-based)	liter	5
87	Seed samples	set	20
88	Disinfectant wipes	box	20
89	Multisection stands	pcs	2
90	Indicators	set	5
91	Reagents	set	5
92	Glass measuring spoons and sticks	pcs	50
93	Petri dishes	pcs	20
94	Artificial nutrient medium	set	5

Indicative list of names and quantities of cabinets, laboratories, and workshops recommended by the state educational program of intermediate vocational education for the specialty 0811.09.5 "Beekeeping" and the qualification standard 0811.09.01.5 "Beekeeper".

N	Category	Unit	Quantity
1	Chemical and disinfectant materials set	set	10
2	Medication set	set	2
3	Refrigerator with freezer	pcs	1
4	Magnifier	pcs	25
5	Electronic scale	pcs	1
6	Thermometer	pcs	5
7	Hygrometer	pcs	5
8	Thermostat	pcs	1
9	Metal table for wax	pcs	2
10	Funnel	pcs	2
11	Wax containers	pcs	5
12	Filter paper	pcs	100
13	Indicator set	set	25
14	Steam wax melter	pcs	1
15	Insulation net	pcs	20
16	4-position hive valve	pcs	20
17	Functional educational hives	pcs	10
18	Wax sheet mounting device	pcs	1

19	Frames	pcs	20
20	Heating pads	pcs	20
21	Refractometer	pcs	1
22	Wire for frames, pack	pcs	1
23	Set of knives and scrapers	set	25
24	Queen cage	pcs	5
25	Strainer	pcs	2
26	Filter	pcs	2
27	Pollen trap	pcs	5
28	Frame holder	pcs	2
29	Smoker	pcs	2
30	8-frame honey extractor	pcs	1
31	Beekeeper suit	pcs	25
32	Protective gloves	pcs	50
33	Artificial insemination system	set	1
34	Queen rearing nucleus hives	pcs	5
35	Enameled bowls	pcs	10
36	Wax sheets	pcs	50
37	Hermetically sealed glass containers	pcs	20
38	Honey testing indicator set	set	25
39	Educational microscopes	pcs	10
40	Set of tools and parts for frame and hive making	set	5

41	Whiteboard	pcs	1
42	Computer	pcs	1
43	Projector	pcs	1
44	Roll-up projection screen	pcs	1
45	First aid kit	set	1
46	White lab coats	pcs	25
47	Masks, caps	pcs	25
48	Gloves	pcs	50
49	Respirators	pcs	25
50	Climatic zones of Armenia (stand)	pcs	1
51	Anatomy of bee (stand)	pcs	1
52	Structure of flower (stand)	pcs	1
53	External structure of worker, queen and drone bees (stand)	pcs	1
54	Bee infectious diseases (stand)	pcs	1
55	Bee mite diseases (stand)	pcs	1
56	Honey plants (stand)	pcs	1
57	Structure of hive and frames (stand)	pcs	1
58	External structure of mites (stand)	pcs	1
59	Organic medicines (stand)	pcs	1
60	Bee model in section	pcs	1
61	Glass educational hive	pcs	1
62	Mockup set of beekeeping products	pcs	1

63	Herbarium set of honey plants	pcs	1
64	Microscopic slides of bee pests	pcs	1
65	Videos on beekeeping processes	unlimited	
66	Films on application of beekeeping technologies	unlimited	
67	Slides on beekeeping technologies	unlimited	
68	Gloves	pcs	100
69	Gauze wipes	pcs	100

Indicative list of names and quantities of cabinets, laboratories, and workshops recommended by the state educational program of intermediate vocational education for the specialty 0811.07.5 "Veterinary Medicine" and the qualification standard 0811.07.01.5 "Junior Veterinarian".

N	Category	Unit	Quantity
1	Formalin	liters	5
2	Disinfectants		
3	Organic dyes		
4	Artificial nutrient media /agar-agar/	kg	2
5	Enzymes /pepsin, chymosin/	grams	100
6	Trocars	pcs	5
7	Light microscopes	pcs	20
8	Binoculars	pcs	3
9	Phonendoscope	pcs	5
10	Stethophonendoscope	pcs	5

11	Stethoscope	pcs	5
12	Tonometer	pcs	3
13	Reflex hammer and tile	pcs	5
14	Artificial insemination bucket	pcs	2
15	Dewar flask	pcs	2
16	Hoof trimming knives	pcs	2
17	Castration instruments	pcs	3
18	Thermostat	pcs	2
19	Vaccine refrigerator	pcs	1
20	Refrigerator for pathological materials	pcs	1
21	Pathological material transport bag	pcs	5
22	Veterinarian's first aid tool box	pcs	3
23	Medicine cabinet	pcs	1
24	Disinfection tools	pcs	2
25	Sterilizer	pcs	2
26	Autopsy tool kit	pcs	2
27	Surgical instruments (large)	sets	2
28	Surgical instruments (small)	sets	2
29	Magnetic probe	pcs	1
30	Cutting magnet	pcs	2
31	Magnet insertion tool	pcs	2
32	Animal numbering tool	pcs	2

33	Newborn tooth clippers	pcs	2
34	Kymograph	pcs	1
35	Injection and blood collection needles of various sizes	pcs each	20
36	Automatic injectors	pcs	5
37	Tuberculin syringe	pcs	2
38	Cattle restraining device	pcs	1
39	Centrifuge	pcs	1
40	Dehorning forceps	pcs	2
41	Dehorning branding tool	pcs	1
42	Dehorning paste	pcs	2
43	Bix sterilizer	pcs	2

"Indicative list and quantities of classrooms, laboratories, and workshops recommended by the state intermediate vocational education program for the specialty 0716.17.5 Agricultural Mechanization and the qualification standard 0716.17.01.5 'Technician in Agricultural Mechanization'"

N	Category	Unit	Quantity
1	Soil samples	set	1
2	Fuel samples	set	1
3	Lubricant and grease samples	set	1
4	Toolset for locksmith and carpentry (54 items, in case)	set	25
5	Diagnostic motor-tester	set	1
6	Drill press with vise	pcs	1

7	Sawing machine	pcs	1
8	Presses	pcs	25
9	Set of wrenches	set	1
10	Set of hammers	set	1
11	Whiteboard	pcs	1
12	Roll-up projection screen	pcs	1
13	Computer	pcs	1
14	Projector	pcs	1
15	First aid kit	set	1
16	Black lab coats	pcs	25
17	Masks and caps	pcs	25
18	Gloves	pcs	50
19	Respirators	pcs	25
20	Poster: Working organs of a mower	pcs	1
21	Poster: Cutter bar with gearbox	pcs	1
22	Stand-poster: Grain harvester	pcs	1
23	Stand-poster: Seeders	pcs	1
24	Stand-poster: Fertilizer machines	pcs	1
25	Poster: Organs of harvesting machines	pcs	1
26	Poster: Organs of cultivators	pcs	1
27	Poster: Organs of seeders	pcs	1
28	Poster: Organs of plows	pcs	1

29	Poster: Tractor-implement aggregates	pcs	1
30	Poster: Variators	pcs	1
31	Poster: Conveyor belts	pcs	1
32	Poster: Screws and bolts	pcs	1
33	Poster: Bushings and washers	pcs	1
34	Poster: Pinned joints	pcs	1
35	Poster: Threaded joints	pcs	1
36	Poster: Welded joints	pcs	1
37	Poster: Bearings	pcs	1
38	Poster: Reducers	pcs	1
39	Training simulator: Wheeled tractor	pcs	1
40	Stand: Rear axle cutaway	pcs	1
41	Stand: Front axle cutaway	pcs	1
42	Training simulator: Hitch mechanism	pcs	1
43	Stand: Plow surface study	pcs	1
44	Stand: Milk separator	pcs	1
45	Stand: Milking device	pcs	1
46	Training simulator: Press-baler	pcs	1
47	Stand: Soil profile	pcs	1
48	Training simulator: Mower	pcs	1
49	Training simulator: Potato harvester	pcs	1
50	Training simulator: Cultivator	pcs	1

51	Training simulator: Plow	pcs	1
52	Training simulator: Disc harrow	pcs	1
53	Training simulator: Mounted sprayer	pcs	1
54	Working stand: Diesel engine	pcs	1
55	Stand: Diesel engine cutaway	pcs	1
56	Stand: Transmission cutaway	pcs	1
57	Crank mechanism parts set	pcs	1
58	Valve timing mechanism parts set	pcs	1
59	Cooling system components	pcs	1
60	Lubrication system components	pcs	1
61	Fuel supply system components	pcs	1
62	Starting system components	pcs	1
63	Clutch components	pcs	1
64	Steering mechanism components	pcs	1
65	Braking system components	pcs	1
66	Fuel system components	pcs	1
67	Stand: Tractor electrical system	pcs	1
68	Lab stand: High-pressure fuel pump	pcs	1
69	Lab stand: Diesel injectors diagnostics	pcs	1
70	Simulator: Tire mounting works	pcs	1
71	General lab stand: Physics	pcs	1
72	Model set: Applied Mechanics	pcs	1

73	Videos: Agricultural mechanization	unlimited	Unlimited
74	Videos: Tech applications	unlimited	Unlimited
75	Slides: Tech applications	unlimited	Unlimited
76	Gloves	pcs	100
77	Gauze napkins	pcs	100

Indicative list and quantity of classrooms, laboratories, and workshops recommended under the State Intermediate Vocational Education Program 0413.05.5 "Service Management in Hotels and Tourism Complexes", according to the qualification standard of 0413.05.01.5 "Manager of Hotels and Tourism Complexes"

N	Category	Unit	Quantity
1	Computer	pcs	25
2	Projector	pcs	2
3	Audio equipment	pcs	2
4	Thematic posters		
5	Tourist and physico-geographic maps (RA and general)	pcs	3
6	Posters, catalogs, stands, and promotional materials related to hotel facilities and room inventory	pcs	Unlimited
7	Models, mockups		
8	Hotel room model	pcs	1
9	Hotel reception model	pcs	1
10	Exhibition/festival booth model	pcs	1
11	Digital resources for teaching		
12	Computer lab	pcs	2

13	Foreign language translation lab with headsets	pcs	25
14	Videos related to hotel services (booking, reception, accommodation, catering, etc.)		Unlimited
15	Educational videos on event organization and service (animations, festivals, seminars, conferences, etc.)		Unlimited
16	Demo versions of hotel booking software (Oracle, Fidelio or other modern systems used in hotels)		
17	Airline ticket booking software (Amadeus, Galileo or other similar modern software)		

According to the state middle vocational education program For the specialty 1032.07.5 "Communication and Warning in the Field of Civil Protection" According to the qualification standard 1032.07.01.5 "Technician in Communication and Warning in the Field of Civil Protection" The indicative list and quantity standards of recommended classrooms, laboratories, and workshops

N	Category	Unit	Quantity
1	Software package	package	1 of each type
2	Drawing accessories and materials		Unlimited
3	Sirens	pcs	1 of each type
4	Warning devices	pcs	1 of each type
5	Network software	pcs	2
II. Tools and Equipment			
1	Cables	pcs	1 of each type
2	Electrical tools	set	1 of each type
3	Antennas	pcs	1 of each type
III. Devices and Equipment			
1	Computer	pcs	6
2	Projector	pcs	3
3	Computer peripheral devices	pcs	6
4	Communication technical devices	pcs	2
5	Measuring instruments	set	1 of each type

6	Radiation monitoring devices	set	1 of each type
7	Electrical devices	set	1 of each type
8	Block diagram of telecommunication system components	pcs	1
9	Modem block diagram	pcs	1
10	Active equipment	pcs	1
11	Antenna-feeder devices	pcs	1
IV. Safety Measures for Work Protection			
1	Regulatory acts on safety rules	pcs	1 of each type
V. Hygiene and Personal Protection Means			
1	Personal protective equipment	set	2 of each type
VI. Thematic Posters			
1	Demonstrational professional materials	set	3
2	Posters	pcs	1 of each type
3	Didactic materials	pcs	1 of each type
VII. Models and Mock-ups			
1	Booklets		Unlimited
2	Leaflets	pcs	2
VIII. Digital Resources and Materials for Teaching			
1	Regulatory acts in the field	pcs	2 of each type
2	Slides		Unlimited
3	Sector-specific videos		Unlimited
4	Situational tasks		Unlimited
5	Role-play scenarios		Unlimited
6	Scenarios		Unlimited
7	Relevant computer programs		Unlimited
8	Information databases		Unlimited
9	Sets of practical tasks	package	2 of each type
10	Sample forms		Unlimited
11	Tests		
12	Questionnaires		
13	Professional literature		
14	Developed topics		
15	Sector-specific problems		unlimited
16	Educational materials	pcs	1 of each type
17	Methodological guidelines	pcs	1 of each type

18	Sample documents	pcs	1 of each type
19	Sets of assignments	package	1 of each type
20	Methodological recommendations	pcs	1 of each type
21	Report forms	pcs	1 of each type
22	Initial data	pcs	1 of each type
23	Packages of initial materials	package	1 of each type
24	Internet		
25	Reference books	pcs	2 of each type
26	Flip chart	pcs	2
27	Colored papers		unlimited
28	Colored markers		unlimited
29	Methodological literature	pcs	1 of each type
30	Educational-methodological manuals	pcs	1 of each type
IX. Items for Laboratory Work			
1	First aid necessary means		unlimited
2	First aid necessary materials		unlimited

Annex 8: New College Area's Calculations

Sisian New College

Assumptions				
Category	Value	Units	Description	Source
Maximum Student Capacity (projected 2020)	400	students		
Total number of specializations	10	specializations		
Number of students in lab/classroom	25	students		
Number of classrooms	30	classrooms		
Number of labs/workshops	7	labs		
Approx # of males	100	students		
Approx # of females	300	students		
Number of bathrooms	7	units		
Gender Distribution			Sanitary facilities calculated with gender-specific assumptions: 1 toilet per 20 girls; 1 toilet + 1 urinal per 30 boys; 1 shower per 15 students.	Appendix No. 5 to the RA Government Decision No. 1490-N of December 13, 2007
Percentage of students using the library	0.09	%	Reading rooms are planned for 9% of students + staff, at 2.4 sq.m. per person.	Appendix No. 5 to the RA Government Decision No. 1490-N of December 13, 2007
Canteen seating ratio	0.33333	%	1 seat per 3 students is assumed. Kitchen and service space scale with seating capacity	Appendix No. 5 to the RA Government Decision No. 1490-N of December 13, 2007
Total number of seats in canteen	133	Units		
Total number of seats before adding additional seats	100	Units		
Number of additional seats	33	Units		
Calculation for kitchen facilities additional seats	0.42	sqr.m		
Calculation for service areas additional seats	0.3	sqr.m		
Calculation for Food Reception and Storage Areas seats	0.3	sqr.m		
Event hall capacity ratio	0.3	%	Designed to seat 30% of total students. Includes associated stage, dressing rooms, etc.	Appendix No. 5 to the RA Government Decision No. 1490-N of December 13, 2007
Washer rooms	15	sqr.m		
Ratio of women/men	50%	%		
Bathrooms	15	sqr.m	For multi use bathrooms, 12-15 meters squared is needed	SUNY design guidelines
Toilet/girl ratio	0.05	%		
Toilet/boy ratio	3%	%		
Urinal/boy ratio	3%	%		
Shower/student ratio	7%	%		
Number of showers	27	Units		
Number of toilets for men in Sports Hall	7	Units		
Number of urinals for men in Sports Hall	7	Units		
Number of toilets for women in Sports Hall	10	Units		
Storage rooms	15	Units	For classroom/labs, storage rooms are 12-15 meters squared	Ball state university design plan
Shower measure	2.1	sqr.m	The shower should be approx 2.1 meters squared	Boise State University Design plan
Changing rooms	25	sqr.m	For 10 - 15 people, the storage room dimensions are 15-25 square meters	SUNY design guidelines

Category of Room	Units	Measurement	Area Required per one facility	Total area required	Comments
Laboratories					
General Laboratories	sq.m/student	2.2	55	385	
Technical Specialization Laboratories	sq.m/student	2.4	60	420	
Specialization Classrooms					
Specialization Classrooms	sq.m/student	2.5	63	1875	2-2.5 sq.m per student: The set of rooms is adopted according to the specialization of the institution.
Rooms of informational and methodological significance					
Library and Information Center	sq.m/reader	2.4	86	86.4	The number of seats in the reading room is calculated as 9% of the total number of students.
Sports-Related Areas					
Gymnasium	sq.m	288	288	288	(24m x 12 m) 1 hall in institutions with up to 600 students
Sports Equipment Storage	sq.m	48	48	48	For up to 60 users (21 sq.m), for over 60 60 users (48 sq.m)
Coach's room	sq.m	9	9	9	For institutions that have up to 600 students
Gymnasium Bathrooms	sq.m	15	15	105	1 toilet for 20 girls, 1 toilet and 1 urinal for 30 boys, 1 shower for 15 students, 2 places in the locker room for 1 shower
Number of showers	sq.m	2.1	2	56.7	
Number of toilets (women)	sq.m	15	15	150	
Number of toilets (men)	sq.m	15	15	105	
Event-Related Areas					
Event Hall	sq.m/1 venue	0.65	260	260	The number of seats in the hall is calculated for 30% of the total number of students.
Rooms Adjacent to Stage	sq.m/1 venue	0.08	10	9.6	radio station, announcer's, repair rooms
Storage Rooms (Event Hall)	sq.m/1 venue	0.02	2	2.4	
Administrative Branch					
Principle's Office	sq.m	25	25	25	
Deputy Director for Academic Affairs	sq.m	12	12	12	
Deputy Director for Administrative Affairs	sq.m	12	12	12	
Office					
Teacher's Lounge	sq.m	24	24	24	It can vary from 18-24 square meters
Career Centre	sq.m	12	12	12	

Dining Hall

Student Dining Hall	sq.m/seat	1.6	213	213.3312	The number of seats in the dining hall is calculated at the rate of 1 seat for every 3 students.
Faculty Dining Hall	sq.m	18	18	18	For institutions with up to 600 students
Kitchen Facilities	sq.m/seat in caf	0.77	91	90.86	In the case of more than 100 seats in the dining hall, for each additional seat: 0.42 sq.m.
Service Areas	sq.m/seat in caf	0.44	54	53.9	In the case of more than 100 seats in the dining hall, for each additional seat: 0.3 sq.m.
Food Reception and Storage Areas	sq.m/seat in caf	0.4	50	49.9	In the case of more than 100 seats in the dining hall, for each additional seat: 0.3 sq.m.
Washing units	sq.m	15	15	15	1 sink for every 30 seats in the dining hall
Changing rooms and restrooms for Cafeteria Staff	sq.m	25	25	25	according to the norms and 1 toilet, 1 sink and 1 shower for the canteen workers according to the layout solution

Medical Facilities

Doctor's Office	sq.m	12	12	12	
Procedure Room	sq.m	14	14	14	
Total Area				4377	

Kapan New College

Assumptions				
Category	Value	Units	Description	Source
Maximum Student Capacity (projected 2036)	1200	students		
Total number of specializations	15	specializations		
Number of students in lab/classroom	25	students		
Number of classrooms	65	classrooms		
Number of labs/workshops	24	labs		
Approx # of males	400	students		
Approx # of females	800	students		
Number of bathrooms	7	units		
Gender Distribution			Sanitary facilities calculated with gender-specific assumptions: 1 toilet per 20 girls; 1 toilet + 1 urinal per 30 boys; 1 shower per 15 students.	Appendix No. 5 to the RA Government Decision No. 1490-N of December 13, 2007
Percentage of students using the library	0.09	%	Reading rooms are planned for 9% of students + staff, at 2.4 sq.m. per person.	Appendix No. 5 to the RA Government Decision No. 1490-N of December 13, 2007
Canteen seating ratio	0.33333	%	1 seat per 3 students is assumed. Kitchen and service space scale with seating capacity.	Appendix No. 5 to the RA Government Decision No. 1490-N of December 13, 2007
Total number of seats in canteen	400	Units		
Total number of seats before adding additional seats	100	Units		
Number of additional seats	300	Units		
Calculation for Kitchen facilities additional seats	0.42	sqr.m		
Calculation for service areas additional seats	0.3	sqr.m		
Calculation for Food Reception and Storage Areas seats	0.3	sqr.m		
Event hall capacity ratio	0.3	%	Designed to seat 30% of total students. Includes associated stage, dressing rooms, etc.	Appendix No. 5 to the RA Government Decision No. 1490-N of December 13, 2007
Washer rooms	15	sq.m		
Ration of women/men	50%	%		
Bathrooms	15	sq.m	For multi use bathrooms, 12-15 meters squared is needed	SUNY design guidelines.
Toilet/girl ratio	0.05	%		
Toilet/boy ratio	0.0333	%		
Uninial/boy ratio	0.0333	%		
Shower/student ratio	0.06667	%		
Number of showers	80	Units		
Number of toilets for men in Sports Hall	20	Units		
Number of urinals for men in Sports Hall	20	Units		
Number of toilets for women in Sports Hall	30	Units		
Storage rooms	15	Units	For classroom/labs, storage rooms are 12-15 meters squared	Ball state university design plan
Shower measure	2.1	sq.m	The shower should be approx 2.1 meters squared	Boise State University Design plan
Changing rooms	30	sq.m	For 10 - 15 people, the storage room dimensions are 15-25 square meters	SUNY design guidelines

Category of Room	Units	Measurement	Area Required per one facility	Total area required	Comments
Laboratories					
General Laboratories	sq.m/student	2.2		55	1320
Technical Specialization Laboratories	sq.m/student	2.4		60	1440
Specialization Classrooms					
Specialization Classrooms	sq.m/student	2.5		63	4063 2-2.5 sq.m per student: The set of rooms is adopted according to the specialization of the institution.
Rooms of informational and methodological significance					
Library and Information Center	sq.m/reader	2.4		259	259 The number of seats in the reading room is calculated as 9% of the total number of students.
Sports-Related Areas					
Gymnasium	sq.m	540		540	540 (30m x 18 m) 1 hall in institutions with over 600 students
Sports Equipment Storage	sq.m	48		48	48 For up to 60 users (21 sq.m), for over 60 users (48 sq.m)
Coach's room	sq.m	12		12	12 For institutions that have over 600 students
Gymnasium Bathrooms	sq.m	15		15	105 1 toilet for 20 girls, 1 toilet and 1 urinal for 30 boys, 1 shower for 15 students, 2 places in the locker room for 1 shower
Number of showers	sq.m	2.1		2	168
Number of toilets (women)	sq.m	15		15	450
Number of toilets (men)	sq.m	15		15	300
Event-Related Areas					
Event Hall	sq.m/1 venue	0.65		780	780 The number of seats in the hall is calculated for 30% of the total number of students.
Rooms Adjacent to Stage	sq.m/1 venue	0.08		29	29 radio station, announcer's, repair rooms
Storage Rooms (Event Hall)	sq.m/1 venue	0.02		7	7
Administrative Branch					
Principle's Office	sq.m	25		25	
Deputy Director for Academic Affairs Office	sq.m	12		12	
Deputy Director for Administrative Affairs Office	sq.m	12		12	
Teacher's Lounge	sq.m	24		24	24 It can vary from 18-24 square meters
Career Centre	sq.m	12		12	

Dining Hall

Student Dining Hall	sq.m/seat	1.6	640	640 The number of seats in the dining hall is calculated at the rate of 1 seat for every 3 students.
Faculty Dining Hall	sq.m	24	24	24 For institutions with up to 600 students
Kitchen Facilities	sq.m/seat in caf	0.77	203	203 In the case of more than 100 seats in the dining hall, for each additional seat: 0.42 sq.m.
Service Areas	sq.m/seat in caf	0.44	134	134 In the case of more than 100 seats in the dining hall, for each additional seat: 0.3 sq.m.
Food Reception and Storage Areas	sq.m/seat in caf	0.4	130	130 In the case of more than 100 seats in the dining hall, for each additional seat: 0.3 sq.m.
Washing units	sq.m	15	15	15 1 sink for every 30 seats in the dining hall
Changing rooms and restrooms for Cafeteria Staff	sq.m	30	30	30 according to the norms and 1 toilet, 1 sink and 1 shower for the canteen workers according to the layout solution

Medical Facilities

Doctor's Office	sq.m	12	12	12
Procedure Room	sq.m	14	14	14
Total Area				10,808

Annex 9: List of Equipment by College

Armenian National Agrarian University, Sisian Branch			
Equipment	Unit of Measurement	Quantity	Name of the Donor Organization
Electrocardiograph	Piece	1	World Bank
Adult Medical Height Meter	Piece	1	World Bank
Children's Scale	Piece	1	World Bank
Tissue Forceps, Standard 250mm	Piece	1	World Bank
Gynecological Scissors, 200mm	Piece	1	World Bank
Sphygmomanometer with Phonendoscope	Piece	1	World Bank
Pressure Device	Piece	1	World Bank
Medical Resuscitation Tool	Piece	1	World Bank
Respiratory Spirometer	Piece	1	World Bank
Laboratory Kit	Piece	1	World Bank
Metal Medical Sterilizer	Piece	1	World Bank
Syringe 'Zhane' 100/150ml	Piece	1	World Bank
Ear Funnel Set (4 pcs)	Piece	1	World Bank
Nasal Retractor Mirror (2 pcs)	Piece	1	World Bank
Dressing Instruments Container with Lid	Piece	1	World Bank
Binaural Stethoscope	Piece	1	World Bank
Blood Pressure tool (children's)	Piece	1	World Bank
Reflex Hammer	Piece	1	World Bank
Tray 480*330*19mm	Piece	1	World Bank
Covered Tray 310*195*63mm	Piece	1	World Bank
Instrument Tray with Cover	Piece	1	World Bank
Neuropathy Diagnostic Device	Piece	1	World Bank
Glucometer with 50 Strips	Piece	1	World Bank
Otoscope	Piece	1	World Bank
Electrocardiograph EK-1704	Piece	1	World Bank

Ophthalmoscope	Piece	1	World Bank
Autoclave, 14L	Piece	1	World Bank
Examination Table	Piece	1	World Bank
Folding Stretcher	Piece	1	World Bank
Monocular Microscope	Piece	1	World Bank
Tuning Fork Set	Piece	1	World Bank
Visual Acuity Chart	Piece	1	World Bank
Bactericidal Lamp	Piece	1	World Bank
Bactericidal Lamp	Piece	1	World Bank
Bactericidal Lamp	Piece	1	World Bank
Goryaev's Laboratory Chamber	Piece	1	World Bank
Laboratory Centrifuge	Piece	1	World Bank
Maklakov Tonometer	Piece	1	World Bank
Medical Sterilizer	Piece	1	World Bank
Glucometer	Piece	1	World Bank
Laboratory Refrigerator	Piece	1	World Bank
Intravenous Injection Clamp	Piece	1	World Bank
Intravenous Injection Clamp	Piece	1	World Bank
Halogen Exam Lamp	Piece	1	World Bank
Halogen Exam Lamp	Piece	1	World Bank
Medical Scale	Piece	1	World Bank
Children's height chart	Piece	1	World Bank
Educational laboratory equipment	Piece	1	World Bank
Obstetric model	Piece	1	USAID Health System Strengthening in Armenia (HS-STAR) Project
Condom usage model	Piece	1	USAID Health System Strengthening in Armenia (HS-STAR) Project
Male catheterization model	Piece	1	USAID Health System Strengthening in Armenia (HS-STAR) Project
Prostate exam model	Piece	1	USAID Health System Strengthening in Armenia (HS-STAR) Project
Breast screening kit	Piece	1	USAID Health System Strengthening in Armenia (HS-STAR) Project
Bedsore management model	Piece	1	USAID Health System Strengthening in Armenia (HS-STAR) Project
Skin model substitute for suturing	Piece	1	USAID Health System Strengthening in Armenia (HS-STAR) Project
Lower limb suture model	Piece	1	USAID Health System Strengthening in Armenia (HS-STAR) Project
Baby care mannequin	Piece	1	USAID Health System Strengthening in Armenia (HS-STAR) Project

Baby care mannequin	Piece	1	USAID Health System Strengthening in Armenia (HS-STAR) Project
Nursing care mannequin	Piece	1	USAID Health System Strengthening in Armenia (HS-STAR) Project
Subcutaneous injection model	Piece	1	USAID Health System Strengthening in Armenia (HS-STAR) Project
Upper limb model for injections	Piece	1	USAID Health System Strengthening in Armenia (HS-STAR) Project
Mannequin	Piece	1	USAID Health System Strengthening in Armenia (HS-STAR) Project
School lab supplies/biology	Piece	1	Pyunik Charitable Foundation
School laboratory supplies (physic and chemistry lab)	Piece	1	Pyunik Charitable Foundation
Telescope	Piece	1	Pyunik Charitable Foundation
Darsonval	Piece	1	World Vision International is an international charitable organization.
Ear piercing device	piece	1	N/A
Electroepilator	piece	1	N/A
Boron (drilling) device	piece	1	N/A
Vaporizer	piece	1	N/A
Brashering	piece	1	N/A
Darsonval	piece	1	N/A
Glvanizador	piece	1	N/A
Paraffin melting device for face	piece	1	N/A
Sterilizer	piece	1	N/A
Paraffin melting device for hands and feet	piece	1	N/A
Lampa Lupa	piece	1	N/A
Cosmetology Armchair	piece	1	N/A
Cosmetology chair	piece	1	N/A
Manicure /Shellac/ equipment	piece	1	N/A
Electronic splint with 2 holders (dental technician)	piece	1	N/A
Electrocautery (dental technician)	piece	1	N/A
Boron machine (dental technician)	piece	1	N/A
Hair dryer	piece	1	N/A
Shlag apparatus	piece	1	N/A
Gold device	piece	1	N/A
Electrocautery (dental technician)	piece	1	N/A

Electrocautery (dental technician)	piece	1	N/A
Paraffin melting device	piece	1	N/A
Wax melting machine	piece	1	N/A
Boron machine with heads	piece	1	N/A
LED lamp	piece	1	N/A
Needle electroepilator	piece	1	N/A
Brushing device	piece	1	N/A
Ultrasonic cleaning device	piece	1	N/A

Armenian National Agrarian University, Sisian Branch			
Equipment	Unit of Measurement	Quantity	Name of the Donor Organization
Smart Barn	Piece	1	Fund for Armenian Relief
Tractor station	Piece	1	Embassy of Japan in the Republic of Armenia
Drip irrigation system 0.5 ha	Piece	1	World Food Programme
Hail protection net system 0.5ha	Piece	1	World Food Programme
Apple and cherry tree plantation	Piece	1	World Food Programme
Greenhouse complete 303 sq m	Piece	1	World Food Programme
Plow PLN-3-35P ATGAA 8432100000	Piece	1	Embassy of Japan in the Republic of Armenia
Cover cultivator KNS-4.0 for general soil cultivation - Techmash	Piece	1	Embassy of Japan in the Republic of Armenia
Mower KSP-2.1	Piece	1	Embassy of Japan in the Republic of Armenia
Sprayer suspended "barrel" ZUBR HШ 08.31 11	Piece	1	Embassy of Japan in the Republic of Armenia
Toothed sprocket BZT-1.0	Piece	1	Embassy of Japan in the Republic of Armenia

Toothed sprocket BZT-1.0	Piece	1	Embassy of Japan in the Republic of Armenia
Toothed sprocket BZT-1.0	Piece	1	Embassy of Japan in the Republic of Armenia
Toothed sprocket BZT-1.0	Piece	1	Embassy of Japan in the Republic of Armenia
Tiller FC-1.8 (TAC code 8432295000)	Piece	1	World Food Programme
Seed drill	Piece	1	Armenian National Agrarian University ազակցութեան հիմնադրամ
Tractor	Piece	1	Embassy of Japan in the Republic of Armenia
Hydroponic device for green mass production	Piece	1	GIZ
Ice cream maker	Piece	1	Strategic Development Agency
Pregnant Cow	Piece	8	Strategic Development Agency
pH meter ANION-4100 – (pH-meter ANION-4100)WFP	Piece		World Food Programme
Electrical conductivity meter EXPERT-002-2-6-p – (Conductometer EXPERT-002-2-6-p)WFP	Piece		World Food Programme
Laboratory stand PE-2700(Laboratory stand PE-2700)WFP	Piece		World Food Programme
Bracket for wall mounting DE-4-02 WFP	Piece		World Food Programme
Soil moisture meter kit MG-4/3 WFP	Piece		World Food Programme
Soil sampling device AM-26M (Bur AM-26M soil)WFP	Piece		World Food Programme
Set of sieves SP-200/50 (Set of sieves SP-200/50 for soils)WFP	Piece		World Food Programme
Stand for automatic micropipettes (Stand for dispensers (6 places))WFP	Piece		World Food Programme
Drying cabinet CHS-80–01 SPU WFP	Piece		World Food Programme

Water distillation device DE-4M (Aquadistillator DE-4M (DE-4-02))WFP	Piece		World Food Programme
Spectrophotometer PE-5400VI WFP	Piece		World Food Programme
Fume cupboard ShV-"Laminar-S" (Fume cupboard ShV-"Laminar-S" -1.5 fume cupboard chemical) WFP	Piece		World Food Programme
Solar water heater			Fund for Armenian Relief
Electric heater (with closed plate)			Fund for Armenian Relief
Laboratory stopper (stand, stopper, rings, clamp, holder)			Fund for Armenian Relief
Group heating water heater for 2 people 80l			Fund for Armenian Relief
Mobile milking unit MMU 22 2 containers, 2 milk jugs			Fund for Armenian Relief
Kipp's apparatus			Fund for Armenian Relief
Electronic scale small			Fund for Armenian Relief
Water distillation device			Fund for Armenian Relief
Analytical balance BLP-200			Armenian National Agrarian University
Analytical balance GBD-200			Armenian National Agrarian University
Analytical balance GBD-200			Armenian National Agrarian University
Angle grinder/ grinder/			Armenian National Agrarian University
Mobile phone "NOKIA X6-00"			Armenian National Agrarian University
Gas meter G10			Armenian National Agrarian University
Electric kettle			Armenian National Agrarian University
Theodolite 2T-30			Armenian National Agrarian University
Theodolite T-2			Armenian National Agrarian University
Thermostat TC-80			Armenian National Agrarian University

Digital PH meter DPH-2/ ATAGO			Armenian National Agrarian University
Laboratory scale EMB 200-2			Armenian National Agrarian University
Television Harper 40			Armenian National Agrarian University
Microscope USHM-1 with 3Piece lens			Armenian National Agrarian University
Level H-10 KL			Armenian National Agrarian University
Level HB-1			Armenian National Agrarian University
Free fall demo			My Step Foundation
Free fall demo			My Step Foundation
Free fall demo			My Step Foundation
Color mixing device			My Step Foundation
Color mixing device			My Step Foundation
Color mixing device			My Step Foundation
Color mixing device			My Step Foundation
Compass 1			My Step Foundation
Compass 1			My Step Foundation
Set of: Concave mirrors, convex mirrors, concave lenses, convex lenses			My Step Foundation
Tube Capillary			My Step Foundation
Tube Capillary			My Step Foundation
Tube Capillary			My Step Foundation
Tube Capillary			My Step Foundation
Tube Capillary			My Step Foundation

Big skeleton model			My Step Foundation
Big skeleton model			My Step Foundation
Monocular microscope			My Step Foundation
Breath capacity device			My Step Foundation
Breath capacity device			My Step Foundation
Breath capacity device			My Step Foundation
Breath capacity device			My Step Foundation
Force table			My Step Foundation
Force table			My Step Foundation
Force table			My Step Foundation
Force table			My Step Foundation
Prism with stand			My Step Foundation
Prism with stand			My Step Foundation
Prism with stand			My Step Foundation
Prism with stand			My Step Foundation
Chemistry set C-A large/ Chemistry set C-A			My Step Foundation
Chemistry set C-A small/ Chemistry set C-A			My Step Foundation
Physics set A/Physics set A			My Step Foundation
Physics set B/Physics set B			My Step Foundation
Physics set C/ Physics set C (20-18)			My Step Foundation
Electronic microscope			My Step Foundation

Cabinet refrigerator			Strategic Development Agency
Cheese making table, stainless steel			Strategic Development Agency
Towing cabinet			Strategic Development Agency
Gold scales			Strategic Development Agency
Milk bath			Strategic Development Agency
PH meter, DPH-2	Piece	1	Strategic Development Agency
100ml cylinder	Piece	3	Strategic Development Agency
500ml cylinder with plastic handle	Piece	1	Strategic Development Agency
Milk density/aromameter 1.020-1.040	Piece	1	Strategic Development Agency
Milk thermometer	Piece	1	Strategic Development Agency
Flasks/100ml	Piece	10	Strategic Development Agency
Mechanical thermometer	Piece	1	Strategic Development Agency
Petri dish/60ml	Piece	5	Strategic Development Agency
Suluguni cheese small form 1.5kg	Piece	3	Strategic Development Agency
Alcohol burner	Piece	1	Strategic Development Agency
Titration device/Milk acidometer	Milligrams	500	Strategic Development Agency
Form Lori/29*14.5	Piece	5	Strategic Development Agency
Shape of the channel/18*18	Piece	5	Strategic Development Agency
Saltwater aerometer		1	Strategic Development Agency
Medical cap		20	Strategic Development Agency
Medical robe		20	Strategic Development Agency

Butyrometer for cream 0-40		6	Strategic Development Agency
Butyrometer for milk		6	Strategic Development Agency
Diffuser		1	Strategic Development Agency
Hydrometer		2	Strategic Development Agency
Katotsik Shusteri		1	Strategic Development Agency
Ceramic cup		1	Strategic Development Agency
Conical flask 100ml 19/26/ glass cell		2	Strategic Development Agency
Mortar		1	Strategic Development Agency
Havangakit		1	Strategic Development Agency
Mastitis determination test		1	Strategic Development Agency
metal tripod		1	Strategic Development Agency
Volumetric flask/ 1l		1	Strategic Development Agency
Volumetric flask/100ml		1	Strategic Development Agency
Volumetric flask/50ml		2	Strategic Development Agency
Cheese sampler		1	Strategic Development Agency
Serzat		1	Strategic Development Agency
Cooking pot			Strategic Development Agency
Refrigerator/BERG BF-D192VW			Strategic Development Agency
Laboratory thermostat			Strategic Development Agency
Laboratory hygrometer			Strategic Development Agency
Laboratory centrifuge			Strategic Development Agency

Milk separator			Strategic Development Agency
Computer: intel i5-9400, monitor: AOS, power supply			Armenian National Agrarian University
Computer: intel i5-9400, monitor: AOS, power supply			Armenian National Agrarian University
Computer: intel i5-9400, monitor: AOS, power supply			Armenian National Agrarian University
Computer: intel i5-9400, monitor: AOS, power supply			Armenian National Agrarian University
Computer: intel i5-9400, monitor: AOS, power supply			Armenian National Agrarian University
Computer: intel i5-9400, monitor: AOS, power supply			Armenian National Agrarian University
Computer: intel i5-9400, monitor: AOS, power supply			Armenian National Agrarian University
Computer i5-12500/3.2Ghz16GB DDR4/SSD 512GB/Monitor 21.5*			Armenian National Agrarian University
Computer i5-12500/3.2Ghz16GB DDR4/SSD 512GB/Monitor 21.5*			Armenian National Agrarian University
Computer core i5-11500 BOX, Asus PRIME H510M-E, DDR4 4GB 2666 LEXAR, SSD 120GB PATRIOT PBE120GS25S			Armenian National Agrarian University
Computer core i5-11500 BOX, Asus PRIME H510M-E, DDR4 4GB 2666 LEXAR, SSD 120GB PATRIOT PBE120GS25S			Armenian National Agrarian University
Computer core i5-11500 BOX, Asus PRIME H510M-E, DDR4 4GB 2666 LEXAR, SSD 120GB PATRIOT PBE120GS25S			Armenian National Agrarian University
Computer core i5-11500 BOX, Asus PRIME H510M-E, DDR4 4GB 2666 LEXAR, SSD 120GB PATRIOT PBE120GS25S			Armenian National Agrarian University
Computer core i5-11500 BOX, Asus PRIME H510M-E, DDR4 4GB 2666 LEXAR, SSD 120GB PATRIOT PBE120GS25S			Armenian National Agrarian University
Computer Dual Core CPUE 5300@2.6GH2GB			Armenian National Agrarian University
Computer Dual Core E 5300/500GB/1GB/DV			Armenian National Agrarian University

Computer Dual Core E 5300/500GB/1GB/DV			Armenian National Agrarian University
Computer GPU P-4 3.2			Armenian National Agrarian University
Computer INTEL			Armenian National Agrarian University
Computer INTEL			Armenian National Agrarian University
Computer INTEL			Armenian National Agrarian University
Computer intel CORE13-1800			Armenian National Agrarian University
Computer intel CORE13-1800			Armenian National Agrarian University
Monitor AOC			Armenian National Agrarian University
Monitor LG			Armenian National Agrarian University
Monitor LG			Armenian National Agrarian University
Monitor LG			Armenian National Agrarian University
Monitor LG "1943"			Armenian National Agrarian University
Monitor LG "1943"			Armenian National Agrarian University
Monitor LG "1943"			Armenian National Agrarian University
Monitor LG Flatron W1946 SN			Armenian National Agrarian University
Monitor samsung 740 N 17LCD			Armenian National Agrarian University
Projector /ACER Projector P1150,DLP3D,S			Armenian National Agrarian University
Printer			Armenian National Agrarian University
Printer Canon			Armenian National Agrarian University
Printer CANON I-SENSYS			Armenian National Agrarian University
Printer Canon i-Sensys LBP 6030B			Armenian National Agrarian University

Printer Canon LBP 2898			Armenian National Agrarian University
Multifunction printer HPLJ Pro M 227fdn			Armenian National Agrarian University
Multifunction printer Multifunction Canon Pixma G2430			Armenian National Agrarian University
Laptop ACER Aspire 5 A515-56-79JZ 15.6(I7-1165G7)8GB512GB			Armenian National Agrarian University
Multifunction printer HP M236DW A4, 23 ppm Class: Printer / Print resolution: 1200 x 1			Armenian National Agrarian University
Laptop "Notebook ASUS K61I"			Armenian National Agrarian University
Laptop HP			Armenian National Agrarian University
Laptop LENOVO			Armenian National Agrarian University
Projector LCDx3 1920x1080			Armenian National Agrarian University
Projector screen 299x168			Armenian National Agrarian University

Sisian State College			
Equipment	Unit of Measurement	Quantity	Name of the Donor Organization
Standard driving simulators	Piece/Unit	2	United Nations Development Programme (UNDP)
Chemistry laboratory	Piece/Unit	1	Ministry of Education, Science and Technology of the Republic of Armenia
Laboratory equipment	Piece/Unit	1	Ministry of Education, Science and Technology of the Republic of Armenia
Laboratory equipment	Piece/Unit	1	Ministry of Education, Science and Technology of

			the Republic of Armenia
Laboratory equipment	Piece/Unit	1	Ministry of Education, Science and Technology of the Republic of Armenia
Laboratory equipment	Piece/Unit	1	Ministry of Education, Science and Technology of the Republic of Armenia
F4 battery 500-550 4t, JA Solar JAM72D30 545/MB, 2279x1134x30, 12 years warranty	Piece/Unit	6	Armenian Relief Fund
F4 battery 100-150 4t, 12 years warranty	Piece/Unit	2	Armenian Relief Fund
Off-grid inverter 2kW single-phase FPC-2000 A, 3 years warranty	Piece/Unit	1	Armenian Relief Fund
Off-grid hybrid inverter 5k4t single phase, S6-EH1P5K-1-L- PLUS, 5 years warranty	Piece/Unit	1	Armenian Relief Fund
Charge controller 30A, 2 years warranty	Piece/Unit	1	Armenian Relief Fund
Gel battery 12 Ah, 12 4, 2 year warranty	Piece/Unit	2	Armenian Relief Fund
Benchtop voltmeter, ammeter, wattmeter, AC 40-300V IOQAmp, 2 year warranty	Piece/Unit	1	Armenian Relief Fund
Automatic circuit breaker AC single phase, 25 Amp 2 pole Suntime, 2 years warranty	Piece/Unit	1	Armenian Relief Fund
Circuit breaker AC single phase, Circuit breaker (MCB) SCB8- 63H 4P 16A 400vac 10kA Suntime, 2 years warranty	Piece/Unit	1	Armenian Relief Fund
Circuit breaker DC SL7-63NP 4P 20A IOOvdc Suntime, 2 years warranty	Piece/Unit	2	Armenian Relief Fund
DC fuses and boxes PV Fuse link 20A, Fuse holder IP 110vdc, 2 years warranty	Piece/Unit	10	Armenian Relief Fund
High voltage surge protector for direct current, Surge protection device SUP2H1-PV 2P 600vdc 20-40kA, 2 years warranty	Piece/Unit	1	Armenian Relief Fund
High voltage protective AC power surge protection device (SPD) AC Surge protector 4P 420V Suntime, 2 years warranty	Piece/Unit	1	Armenian Relief Fund
F4 Battery Holder Set 1) Aluminum Part N 02 L with Screw-in Sleeve 26 Piece/Unit 2) Aluminum Part N-04 Intermediate AS-DEC	Piece/Unit	50	Armenian Relief Fund

10mm, M8*40 with Screw-in Sleeve 16 Piece/Unit, 3) Aluminum Part N-05 End AS-DEC-30, M8x25 with Screw-in Sleeve 8 Piece/Unit, 2 years warranty			
2A power cord Cable DC 1x4 red and black, 2 years warranty	Piece/Unit	50	Armenian Relief Fund
AC power cord Cable AVVGng 4x6, Cable VVGng 5x4, 2 year warranty	Piece/Unit	20	Armenian Relief Fund
2-wire end caps End cap E4-09, End cap E6-12, End cap E10-12, Copper end cap TML 10-8, 2 years warranty	Piece/Unit	50	Armenian Relief Fund
Solar thermosiphon water heater 100 l, 5 years warranty	Piece/Unit	1	Armenian Relief Fund
Microcontroller for solar thermosiphon system, 2 year warranty	Piece/Unit	1	Armenian Relief Fund
Fittings, 2 year warranty	Piece/Unit	100	Armenian Relief Fund
Heating wire, 2 year warranty	Piece/Unit	15	Armenian Relief Fund
F4 aluminum profiles, Aluminum Rails N-01 6m Rail 01B AS-DR-01B L=6m, 2 years warranty	Piece/Unit	60	Armenian Relief Fund
Honeycomb machine	Piece/Unit	1	Save the Children and "Vocational Education Reforms" NGO Program
Electric scale	Piece/Unit	1	Save the Children and "Vocational Education Reforms" NGO Program
Gas welding machine	Piece/Unit	1	Save the Children and "Vocational Education Reforms" NGO Program
Candle holder	Piece/Unit	1	Save the Children and "Vocational Education Reforms" NGO Program
Gas stove	Piece/Unit	1	Save the Children and "Vocational Education Reforms" NGO Program
Honey jar	Piece/Unit	1	Save the Children and "Vocational Education Reforms" NGO Program

Honey jar	Piece/Unit	4	Save the Children and "Vocational Education Reforms" NGO Program
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Syunik Regional College		
Equipment	Quantity	Name of the Donor Organization
Piano "Komitas"	1	Anushavan Ofik Abrahamians Foundation
Projector w-1 (Processor)	1	Anushavan Ofik Abrahamians Foundation
Schedule board 3m * 1.80	1	Anushavan Ofik Abrahamians Foundation
Barber table with mirror	10	Anushavan Ofik Abrahamians Foundation
Barbershop chairs	8	Anushavan Ofik Abrahamians Foundation
Hair dryer	7	Anushavan Ofik Abrahamians Foundation
TV	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Iron	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Mannequin	4	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Door	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Iron and styler workbench	6	Anushavan Ofik Abrahamians Foundation
Advertising poster 6m70cm*1m30cm	1	Anushavan Ofik Abrahamians Foundation
Pendulum JMS-10	1	Anushavan Ofik Abrahamians Foundation
Saw JTS-10	1	Anushavan Ofik Abrahamians Foundation
Grinding machine JWP-12	1	Anushavan Ofik Abrahamians Foundation
Electric winch ELK506	5	Anushavan Ofik Abrahamians Foundation
Belt sander KA 88	1	Anushavan Ofik Abrahamians Foundation
Drill press JDP 8L	2	Anushavan Ofik Abrahamians Foundation
Electric tachillo	1	Anushavan Ofik Abrahamians Foundation
Hand saw	2	Anushavan Ofik Abrahamians Foundation
Hammer 0.5kg	12	Anushavan Ofik Abrahamians Foundation
Meter 3m	5	Anushavan Ofik Abrahamians Foundation
Nail remover	12	Anushavan Ofik Abrahamians Foundation
Hand strap	10	Anushavan Ofik Abrahamians Foundation
Drill set	10	Anushavan Ofik Abrahamians Foundation
Wooden block (0.5-100mm)	12	Anushavan Ofik Abrahamians Foundation

Metal frames (0.5-100mm)	12	Anushavan Ofik Abrahamians Foundation
3D printer	1	Anushavan Ofik Abrahamians Foundation
CNC milling machine (vacuum cleaner)	1	Anushavan Ofik Abrahamians Foundation
Robotics training camp	1	Anushavan Ofik Abrahamians Foundation
Zika welding machine MMA Mini 160S	1	Anushavan Ofik Abrahamians Foundation
Welding device Gea Smartmig M20	1	Anushavan Ofik Abrahamians Foundation
Welding machine Gea Matrix 2200Ac/Dc	1	Anushavan Ofik Abrahamians Foundation
Welding device handle Gea Torch TA 26.4	1	Anushavan Ofik Abrahamians Foundation
BOSCH GWS 6700 Hand-held electric angle grinder	1	Anushavan Ofik Abrahamians Foundation
BOSCH GSB 13 RE impact drill	1	Anushavan Ofik Abrahamians Foundation
Makita Hand-held electric drill 6412	1	Anushavan Ofik Abrahamians Foundation
Cylinder for gas welding device	1	Anushavan Ofik Abrahamians Foundation
Gas flow regulator Y-30/AP 40KP	2	Anushavan Ofik Abrahamians Foundation
Mallet	3	Anushavan Ofik Abrahamians Foundation
BOSCH GWS 22-230 JH electric grinder	1	Anushavan Ofik Abrahamians Foundation
Electrode dryer 7 kg	1	Anushavan Ofik Abrahamians Foundation
Clamp	3	Anushavan Ofik Abrahamians Foundation
Coffee	3	Anushavan Ofik Abrahamians Foundation
Air conditioner	1	Anushavan Ofik Abrahamians Foundation
Textbooks 550+175 pcs.	1	Anushavan Ofik Abrahamians Foundation
Foredom Machine	12	Anushavan Ofik Abrahamians Foundation
Bellows	12	Anushavan Ofik Abrahamians Foundation
Flattening machine	1	Anushavan Ofik Abrahamians Foundation
Filler	1	Anushavan Ofik Abrahamians Foundation
Baking dish	1	Anushavan Ofik Abrahamians Foundation
Wax sprayer	1	Anushavan Ofik Abrahamians Foundation
Dice	2	Anushavan Ofik Abrahamians Foundation
Polishing device	1	Anushavan Ofik Abrahamians Foundation
Casting machine (blue, Italian)	1	Anushavan Ofik Abrahamians Foundation

Rhodium hardware (white, German)	1	Anushavan Ofik Abrahamians Foundation
Ultrasound machine (model: "Camel")	1	Anushavan Ofik Abrahamians Foundation
Steamer (white, Turkish)	1	Anushavan Ofik Abrahamians Foundation
Melting apparatus	1	Anushavan Ofik Abrahamians Foundation
Jewelry tables	12	Anushavan Ofik Abrahamians Foundation
Thermometer 5-NOK	1	Anushavan Ofik Abrahamians Foundation
Rotary hammer 1500W TH1153236	1	Anushavan Ofik Abrahamians Foundation
Webcam	5	Anushavan Ofik Abrahamians Foundation
Tablet: Display Size 10, 1280*800 Memory, 3GBWeight	2	Anushavan Ofik Abrahamians Foundation
Mathematics classroom staff	1	Anushavan Ofik Abrahamians Foundation
Physics laboratory staff	1	Anushavan Ofik Abrahamians Foundation
Chemistry laboratory staff	1	Anushavan Ofik Abrahamians Foundation
Geology Equipment: Digital Inclinator	1	Anushavan Ofik Abrahamians Foundation
Radiometer	1	Anushavan Ofik Abrahamians Foundation
Loading microscope 1	1	Anushavan Ofik Abrahamians Foundation
Loading microscope 2	1	Anushavan Ofik Abrahamians Foundation
Measuring Tape	2	Anushavan Ofik Abrahamians Foundation
Polished surfaces	10	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Simple forms of crystals belonging to different syngonies	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Collection of mountain rocks and minerals	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Geochronological table	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Geological map of Armenia	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Geological map of the world	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Glass measuring cups, set	2	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Laboratory stand (tripod) with 2 handles	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Analytical scale	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Stone cutters, chisel	5	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union

Magnifying glass	3	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Density Measurer	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Geological classification sieves	4	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Brinell press	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Viscometer	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Bussol	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Electronic theodolite	2	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Level	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Laser rangefinder	2	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Laser theodolite	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Optical theodolite	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Laser Level	2	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Rangefinder stand	4	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Level with compensator	2	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Educational mannequin	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
First aid kit	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Hemostat	2	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Bandage scissors	2	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Electronic thermometer	2	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Blood pressure measuring device (sphygmomanometer)	2	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Stretcher	2	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Stethoscope	2	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union

Metal cabinet	2	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Battery tester	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Battery charger	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Hand-held electric saw	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Hand-held electric drill	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Hand-held electric grinder	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Desktop electric grinder	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Hand-held electric scissors	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Metal cutting machine	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Milling machine	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Engine valve and bore grinding machine	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Welding machine - transformer	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Plasma cutting machine	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Hydraulic crane	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Automotive dismantling and assembly stand	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Automotive wheel balancing machine	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Automotive oil change machine	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Hydraulic press	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Desktop hydraulic press	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Air pump, compressor	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Fireworks tool	3	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Bar gauge	2	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Micrometer	2	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union

Tachometer	2	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Diameter gauge	2	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Reamers	2	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Metal cutting machine tool: chuck set	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Internal and external threading tools	2	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Machine-lathe	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Machine-vertical drill-type	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Machine-knuckle grinding machine	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Welding mask	5	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Rubber hoses for gas welding	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Gas welding set	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Cylinder storage cabinet	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Electric hoist	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Hand electric saw	4	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Cutting machine	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Hand electric saw	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Electric circular saw	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Carpenter's tool kit	15	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Drawing table	10	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Drawing supplies set 10 pcs	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Drawing protractor 10 pcs	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Blackboard ruler 2 pcs	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Blackboard protractor	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union

Geometric bodies	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Human skeleton model	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Human skull model	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Eyeball model	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Iranian model	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Ear model	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Brain model	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Heart model	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Anatomical posters	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Student monocular microscope	2	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Hydraulic testing press	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Hardness tester	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Viscosimeter, viscometer	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Pyrometer	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Concrete mixer	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Vibrating press	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Vika PA8 apparatus	2	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Analytical balance	2	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Concrete moisture meter	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Wood moisture meter	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Thermometer	2	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Durray vessel	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Durarara vase	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union

Le Chatelier-Candlot flask	3	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Test tube	10	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Test tube stand, tripod	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Collection of natural rock samples	3	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Hairdresser's mirror	5	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Hairdresser's chair	5	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Hairdresser's trolley	5	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Set of 5 regular hair cutting scissors	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Set of thinning scissors	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Hair dryer	5	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Hair straightener	5	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Hair dryer	5	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Hair curler	5	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Heated rollers (curlers)	5	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Hair straightener (for medium and long hair)	9	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Multifunctional trimmer	5	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Electric hair clipper	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Razor	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Disinfectant	2	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Universal diffuser	5	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Electric hair clipper	4	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Razor	4	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Scissors	5	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union

Hair dryer with stand	2	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Hair washing machine with seat	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Mannequin set	5	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Wardrobe	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Hair steamer (climazone)	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Manicure table	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Facial steamer	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Towel warmer	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Cosmetology chair	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Ultrasonic system for face/body	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Էլեկտրական ջրատաքացուցիչ	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Painting easel	20	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Portable painting easel	10	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Armchair	20	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Table with shelves	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Bookcase	3	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Anatomy posters	3	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Skull	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Human mannequin	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Human skull	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Hands	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Face parts	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Arms, measuring	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union

Dell LCD Monitor	12	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
APC Back-UPS RS 650VA	6	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
External HDD Verbatim 500GB,usb 2.0	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Car driving simulator	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Toolkit	2	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Universal voltmeter	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Generator	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Power source	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Ohmmeter	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Multimeter	2	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Oscillograph	2	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Educational stand <<electronic measuring devices>>	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Educational stand <<electronic>>	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Educational stand <<Signal >>	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Low frequency signal generator	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
High frequency signal generator	2	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Car chassis model with engine and rear	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Four-cylinder gasoline engine model	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Diesel engine model	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Front suspension model	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Rear axle model	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Electronic engine management system model	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union

Automatic electrical appliance stand	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Power supply system stand	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Single-disk dry clutch mechanism model	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Single-disc hydraulic clutch mechanism model	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Hydraulic air-pressure braking	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
AC generator model	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Battery ignition system model	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Disc brakes	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Automatic transmission model	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Manual transmission model	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Reduction gear box model	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Carburetor model	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Steering system model	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Road signs	3	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Car repair table	2	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Speedometer	2	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Multimeter	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Electric hand saw	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Electronic thermometer	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Machine - engine cylinder block grinding	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Portable welding stand	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Acetylene generator	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Acetylene cylinder cart	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union

Gas leak detector	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
First aid kit	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Car engine repair stand	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Table for assembling aggregates	4	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Injector engine diagnostic device	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Diesel engine tests	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Vehicle electrical testing device	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Locksmith's bench with clamp 3 pieces	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Step-down transformer	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Spinning Chair	10	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Digital automatic telephone exchange KX-TDA620 BXRU	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Dual-channel digital computer IKM 2*2/NKM 2*2	2	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
High frequency signal generator G4 1	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
17 posters on the 3rd and 4th floors	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Reproduction 4 pieces on the 2nd floor	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Study table	15	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Woodworking machine	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Grouting machine	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Linguistics room for 8 students (additional staff)	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Cash register MF-2351	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Multifunction printer Canon I-sensis MFP 3010	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union

Christmas tree	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Power block 20A	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union
Plexiglass poster 1.2*0.7	1	The "Support to the State Budget of the Republic of Armenia" program implemented by the European Union

Annex 10. Government Response to Key Recommendations

RECOMMENDATION	GOVERNMENT RESPONSE / NEXT STEPS
1. Establishment of CoVE Centers	
2. Prioritize Medical Professions for Scholarships	
3. Work Closely with Local Employers (Dual Education Model)	
4. Short-Term and Flexible Training Programs	
5. Graduate Tracking & Labor Market Feedback	
6. Develop Industry-Led Advisory Councils	
7. Expand Distance and Hybrid Learning Options	

Contacts of Civitta representative

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Question *the answer*