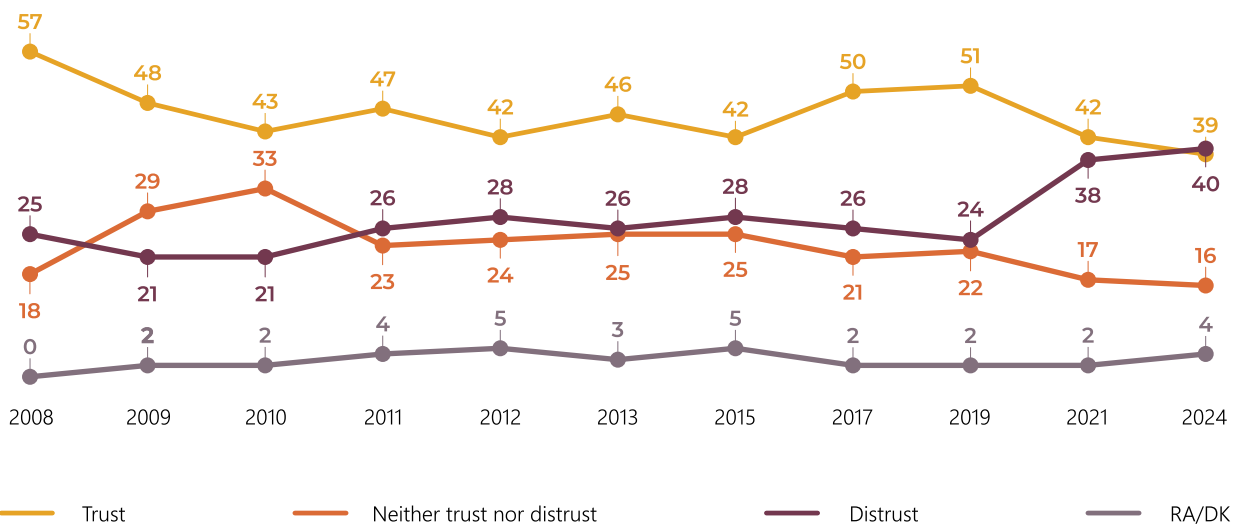


POLICY BRIEF

# SEVEN MINUTES ABOUT EDUCATION

The nationally representative [Caucasus Barometer](#) (CB) survey provides valuable data for assessing the performance of Armenian institutions. Public trust is measured on a 5-point scale. According to the 2024 data, **40%** of respondents do not trust the education system, and this level of distrust has been increasing since 2019.

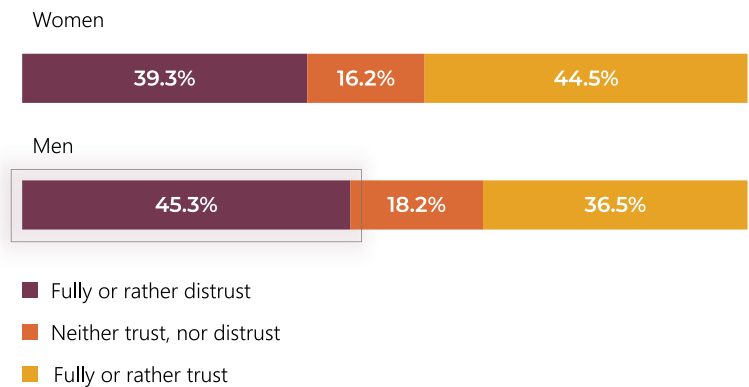
Trust towards educational system (%)



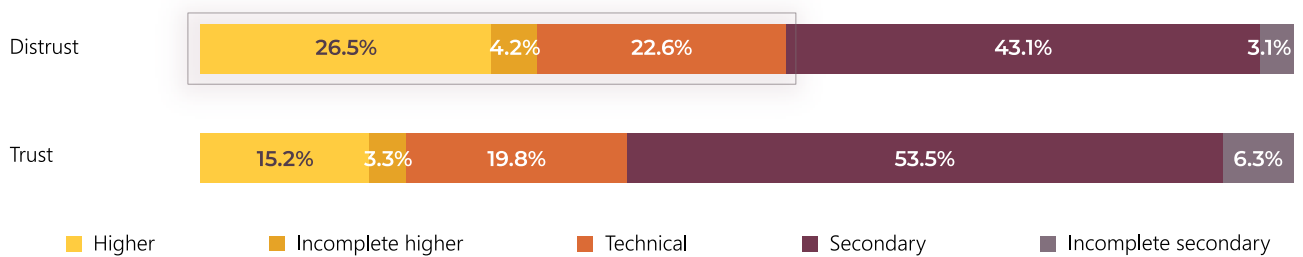
We decided to take a closer look at **who the people who distrust** the education system are, and in which socio-economic and demographic groups they are mainly found.

### What did we find?

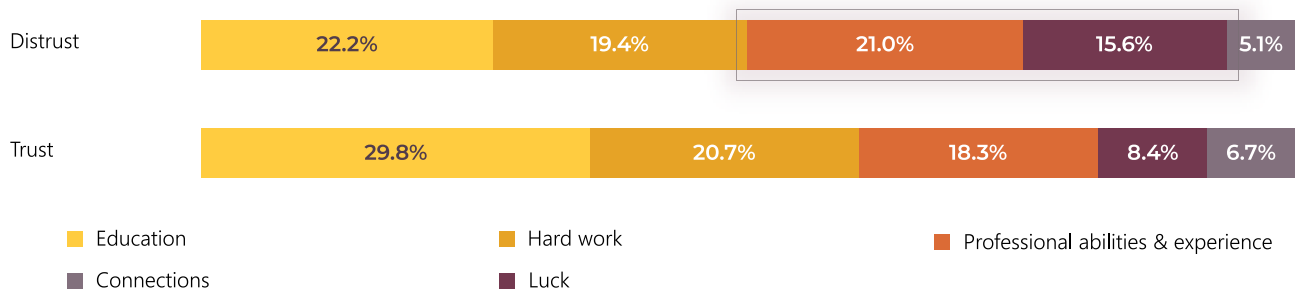
Distrust is noticeably more concentrated among **men**: 45.3% of men and 39.3% of women do not trust the education system.



It is also noteworthy that among those who do not trust the education system, the share of people with **higher education, incomplete higher education, and technical/vocational education** is higher than among those who trust it.



Even more strikingly, when asked what matters most for finding a good job in Armenia, those who do not trust the education system—unlike those who do—mention education, hard work, and luck less often. Instead, they place greater emphasis on **professional skills and work experience**, as well as **connections**.



## **What is going on?**

Taken together, these findings suggest that reforms—especially in vocational and professional education—should place stronger emphasis on the **education to labor market linkage**. For respondents closer to labor-market realities, education appears less important than practical skills, and is also perceived as less decisive than social connections.

The group least likely to prioritize education—and most likely to prioritize professional skills and connections when seeking employment—consists primarily of men who distrust the education sector, and who, comparatively, have higher and technical/vocational education.

## **Data-based tips for:**

### **Ministries of ESCS and LSA, other state institutions responsible for education policy**

Trust could increase if the State communicates more consistently and acts more visibly to strengthen the education–labor market connection. People tend not to trust systems when decisions feel arbitrary, when rules are unclear, or when reforms take too long to become tangible. In this context, public institutions can benefit from making the system more legible, predictable, and accountable, with clear standards, transparent procedures, and results that the public can verify.

### **Educators and the professional community**

Teachers are the “frontline” of education: for many people, the system is what they see in teachers and what they experience in everyday classroom practice. Educators can make the education → knowledge → skill → job chain visible and testable every day, by shifting attention from what students must memorize to what they can do with the knowledge, by showing how learning translates into real capabilities. Trust is more likely to recover when education is experienced as clear, fair, and practically meaningful.

### **Employers and labor-market actors**

Trust in education is ultimately tested at the hiring process. Employers shape perceptions when they reward symbolic status and social capital more than demonstrable competence. To make education matter, employers can reinforce skills-based hiring: be transparent in recruitment, emphasize competencies in selection, and establish feedback loops with educators. When employers validate education through real entry pathways and opportunities, education becomes less symbolic and more instrumental.