

**Stronger Services for Equal Participation and Inclusive Development  
MPTF OFFICE GENERIC ANNUAL PROGRAMME<sup>1</sup> NARRATIVE PROGRESS REPORT  
REPORTING PERIOD: 1 JANUARY 2021 – 31 DECEMBER 2021**

Programme Title & Project Number	Country, Locality(s), Priority Area(s) / Strategic Results <sup>2</sup>
<ul style="list-style-type: none"> <li>● Programme Title: “<b>Stronger Services for Equal Participation and Inclusive Development</b>”</li> <li>● Programme Number (if applicable) <i>n/a</i></li> <li>● MPTF Office Project Reference Number:<sup>3</sup> 00121975</li> </ul>	<p><i>Country/Region: Armenia/ countrywide</i></p> <p><i>Priority area/ strategic results:</i>  <i>UNDAF Programme Results and Resource Framework:</i>  <i>Outcome 2: By 2020, people benefit from improved systems of democratic governance and strengthened protection of human rights, and</i>  <i>Outcome 5: By 2020, vulnerable groups have improved access to basic education and social protection services and participate in their communities</i>  <i>UNDP Strategic Plan Outcome 2</i>  <i>UNICEF Country Programme Outcome 3: Children with disabilities</i>  <i>UNSDCF Strategic Priority 1: People’s Well-Being and Capabilities</i>  <i>Outcome 1. People benefit from a universal, affordable, accessible, and quality health system, while adopting healthy lifestyle practices</i>  <i>Outcome 2. People benefit from a progressively universal, inclusive, and shock-responsive social protection system across the lifecycle</i>  <i>Outcome 3. People exercise their talents and skills, benefitting from age-appropriate, life-long learning, inclusive and quality education in an enabling and safe environment.</i></p>

<sup>1</sup> The term “programme” is used for programmes, joint programmes and projects.

<sup>2</sup> Strategic Results, as formulated in the Strategic UN Planning Framework (e.g. UNDAF) or project document;

<sup>3</sup> The MPTF Office Project Reference Number is the same number as the one on the Notification message. It is also referred to as “Project ID” on the project’s factsheet page the [MPTF Office GATEWAY](#)

<b>Participating Organization(s)</b>		<b>Implementing Partners</b>	
Organizations that have received direct funding from the MPTF Office under this programme		<b>National counterparts</b> (government, private, NGOs & others) and other International Organizations	
<i>UNDP and UNICEF</i>		<ul style="list-style-type: none"> <li>● Ministry of Labour and Social Affairs</li> <li>● Ministry of Health</li> <li>● Ministry of Education, Science, Culture and Sport</li> <li>● Ministry of Territorial Administration and Infrastructure</li> <li>● Armenian State Medical University</li> <li>● Armenian State Pedagogical University</li> <li>● Yerevan State University (Dep of Sociology and Social Work)</li> <li>● American University of Armenia</li> <li>● Local NGOs and OPDs (Organization of persons with disabilities) providing services to persons/children with disabilities</li> <li>● UNFPA</li> <li>● WHO</li> </ul>	
<b>Programme/Project Cost (US\$)</b>		<b>Programme Duration</b>	
Total approved budget as per project document: MPTF /JP Contribution <sup>4</sup> : by Agency (if applicable)	3,082,320 USD <i>UNICEF: 1,500,120</i> <i>UNDP: 1,582,200</i>	Overall Duration ( <i>months</i> );	36 months
Agency Contribution: by Agency (if applicable)	<i>UNICEF: 80,000 USD</i>	Start Date <sup>5</sup>	01 July, 2020
Government Contribution (if applicable)		Original End Date <sup>6</sup>	31 December, 2022

<sup>4</sup> The MPTF or JP Contribution, refers to the amount transferred to the Participating UN Organizations, which is available on the [MPTF Office GATEWAY](#)

<sup>5</sup> The start date is the date of the first transfer of the funds from the MPTF Office as Administrative Agent. Transfer date is available on the [MPTF Office GATEWAY](#)

<sup>6</sup> As per approval of the original project document by the relevant decision-making body/Steering Committee.

Other Contributions (donors) <i>(if applicable)</i>		Current End date <sup>7</sup>	31 July, 2023
<b>TOTAL:</b>	<b>3,162,230</b>		
<b>Programme Assessment/Review/Mid-Term Eval.</b> Assessment/Review- if applicable <i>please attach</i> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Date: <i>dd.mm.yyyy</i>  Mid-Term Evaluation Report – if <i>applicable please attach</i> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Date: <i>dd.mm.yyyy</i>		<b>Report Submitted By</b> o Name: Natia Natsvlishvili Title: UNDP Resident Representative Participating Organization (Lead): UNDP Email address: <a href="mailto:natia.natsvlishvili@undp.org">natia.natsvlishvili@undp.org</a>	

<sup>7</sup> If there has been an extension, then the revised, approved end date should be reflected here. If there has been no extension approved, then the current end date is the same as the original end date. The end date is the same as the operational closure date which is when all activities for which a Participating Organization is responsible under an approved MPTF / JP have been completed. As per the MOU, agencies are to notify the MPTF Office when a programme completes its operational activities.

## List of abbreviations

<b>AT</b>	Assistive technologies
<b>CWD</b>	Children with disabilities
<b>IEP</b>	Individualized education plan
<b>JP</b>	Joint Programme
<b>MHPSS</b>	Mental Health and Psychosocial Services
<b>MoESCS</b>	Ministry of Education, Science, Culture and Sport
<b>MoH</b>	Ministry of Health
<b>MoLSA</b>	Ministry of Labour and Social Affairs
<b>MoTAI</b>	Ministry of Territorial Administration and Infrastructure
<b>NGO</b>	Non-governmental organization
<b>NK</b>	Nagorno-Karabakh
<b>OPD</b>	Organizations of Persons with Disabilities
<b>RPPC</b>	Republican Pedagogical-Psychological Center
<b>SDG</b>	Sustainable Development Goal
<b>SEN</b>	Special Education Needs
<b>SER</b>	Socio-economic response
<b>UNCRC</b>	United Nations Convention on the Rights of the Child
<b>UNCRPD</b>	United Nations Convention on the Rights of Persons with Disabilities
<b>UNDAF</b>	United Nations Development Assistance Framework
<b>UNDP</b>	United Nations Development Programme
<b>UNICEF</b>	United Nations Children's Fund
<b>UNSDCF</b>	United Nations Sustainable Development Cooperation Framework

## **NARRATIVE REPORT FORMAT**

### **EXECUTIVE SUMMARY**

UNDP and UNICEF joint project aims to strengthen the basic service provision system in Armenia, through a *life-cycle approach* and provision of continuous care and support to children and adults with disabilities. This includes habilitation and rehabilitation, health, social and developmental services, all of which are extremely weak or not available in most regions of Armenia. Persons with disabilities (including children with disabilities) have very limited choice when it comes to the needs-based services and support, especially in areas far from the capital city. The project assists the Armenian Government in its efforts to reform the disability assessment and service provision system by enhancing equitable access to services and participation of persons with disabilities in public life.

The year of 2021 had a more active space of implementation although the COVID-19 restrictions continued to prevail, including the post-conflict consequences. All this had an impact on the overall project implementation, which created a need for readjustment of some activities due to limited opportunities for organizing face-to-face events, extended meetings, and workshops.

The programme has contributed to a greater inter-sectoral collaboration on the issues of disability and served as catalyst for integration of disability issues in specific projects/programming, as well as for mobilizing additional resources from Government, the UN systems, the international community and other partners. Agreement was reached between three main counterparts – Ministry of Labour and Social Affairs (MoH), Ministry of Education, Science, Culture and Sport (MoESCS), and Ministry of Health (MoH), on data exchange and data management for assessment and service provision.

Roles and responsibilities of the Republican Pedagogical Psychological centre (RPPC), subdivision of the MoESCS and the Medical Social Expert Committees, subdivision of MoLSA were clarified in the need-based assessment of children under 18 and mechanisms are setting up between the mentioned two ministries to facilitate information exchange.

It should be noted that in 2021 COVID-19 and the consequences of the conflict in and around Nagorno-Karabakh (NK) continued to had a significant impact on the progress of Armenia's reform agenda, including disability reform. These overlapping crises together exposed the entire population of Armenia to a range of traumas, from significant loss of life to extensive economic and social costs, especially affecting the poor and most vulnerable. Following the electoral victory, in July 2021 the Government of Armenia (GoA) presented a five-year program, outlining the priorities for 2021-2026. Additionally, in 2021 the GoA and the United Nations Country Team (UNCT) signed the 2021-2025 United Nations Sustainable Development Cooperation Framework (UNSDCF) for Armenia. Twenty resident and non-resident UN entities joined the compact to contribute coherently and effectively to the Government development programme.

Despite the lingering geopolitical tensions and humanitarian concerns, 2021 was still a period of slow recovery in the country. Thus, it should be documented that 2021 was marked with considerable progress in the disability reform area. Specifically, the establishment of the Unified Social Service with around 50 territorial offices uniting the services for pensions, social assistance to families and children,

disability assessment and labour market programmes within one entity to facilitate easier, faster, and more efficient services for citizens. In May 2021, the Government of Armenia approved two new Laws: Law on the Rights of Persons with Disabilities and Law on Functional Assessment which will allow to operationalize the ICF based disability assessment, certification, and services provision in the coming years. Those are important legal acts adoption of which is a milestone in protection of the rights of persons with disabilities, including children with disabilities and result of UN consistent advocacy and technical support to the Government.

### **I. Purpose**

The project aims to deliver comprehensive support to advance the rights of persons and children with disabilities, to improve and strengthen the service provision and support the GoA in the implementation of the UNCRPD.

**The overarching goal of the ongoing programme is to create a system of disability assessment and service provision that in addition to providing services to address issues identified by a medical diagnosis, includes the right of people with disabilities to participate fully in social and economic life.**

The programme has four main objectives:

1. Improved access to services and programmes **for persons with disabilities (with special attention on children) at the/or close to the place of their residence** through modernized and strengthened service centers.
2. Establishment of a policy **framework to support the modernized and strengthened multi-disciplinary service provision** in habilitation, rehabilitation, assistive technology, and assistance and support services at community level.
3. Strengthened **capacities at national and local levels for policy makers and service providers** to ensure quality and timely service provision to children and persons with disabilities.
4. Raise society's awareness of disability issues and **foster greater knowledge among children and adults with disabilities on their rights** and on how to exercise them.

The programme logic is built in line with the Government reform agenda and support the implementation of measures that are designed to meet Armenia's commitments for the rights of persons with disabilities and the rights of the child as enshrined in the UN Convention on the Rights of Persons with Disabilities (UNCRPD) and the UN Convention on the Rights of the Child (UNCRC) and will be strongly aligned with the Global Development Agenda 2030.

The activities of the programme directly target multiple articles of UNCRPD, those are: Articles 9 (Accessibility), 12 (Equal recognition before the law), 19 (Living independently and being included in the community), 20 (Personal mobility), 25 (Health), 26 (Habilitation and rehabilitation), 28 (Adequate standard of living and social protection), 31 (Statistics and data collection), 32 (International cooperation) and 33 (National implementation and monitoring). It also supports Articles 4 (General obligations), 5 (Equality and non-discrimination), 6 (Women with disabilities), 7 (Children with disabilities) and other articles indirectly.

The disability reform roadmap for the transition period highlights an urgent need for improvement and strengthening of the services provision system in Armenia to meet the needs of persons/children with disabilities. As such, the availability of accessible and affordable rehabilitation plays a fundamental role in achieving Sustainable Development Goals (SDG), mainly SDG 3, “Ensure healthy lives and promote well-being for all at all ages”<sup>8</sup> and SDG 4 “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” at the same time paving way to achievement of other related SDGs.

The programme also fed into the overall Strategic UN Planning Framework, particularly the 2021-2025 United Nations Sustainable Development Cooperation Framework (UNSDCF) for Armenia. Disability inclusion is specifically reflected in the **Strategic Priority 1: People’s Well-Being and Capabilities**.

As highlighted by the CF for Armenia, the rights of persons with disabilities have been high on the government’s agenda through the ongoing comprehensive reform, however, an enabling legal and policy framework and disability-inclusive policy, programming, and services at all levels remain to be seen. In this regard, war veterans who have been disabled during the course of the recent NK conflict are of particular concern. Hence UNCT efforts as part of the CF implementation will contribute to addressing the immediate and longer-term needs, focusing on the most vulnerable groups, such as women, children, as well as war veterans, including those with newly acquired disabilities.

CF outcome indicators are disaggregated by disability, sex, and age to the extent possible, including disability disaggregated data on enrolment as well as child-, disability- and gender-sensitive integrated social services system countrywide.

The current program is also in line with the strategic directions of UNICEF Armenia Country Programme for 2021-2025, particularly with the Output 3.2: Affordable and quality cross-sectoral social policies, schemes and services for children with disabilities and their families are strengthened and support their development, a quality education and transition to independent living.

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<sup>8</sup> United Nations. Sustainable Development Knowledge Platform. Sustainable Development Goals. Available from: <https://sustainabledevelopment.un.org/sdgs>

## II. Results

### a. Narrative reporting on results

- **Outcome**

**JP Outcome:** By 2022, Institutions and systems strengthened to improve protection of human rights through enhancement of access to services and inclusive environment for participation of persons with disabilities, including children with disabilities.

The Law on the Rights of Persons with Disabilities and the Law on Functional Assessment were adopted by the Government on May 5, 2021. Agreement was reached between line ministries on data exchange and data management for the assessment and provision of services to ensure the broader coverage and comprehensive approach. The MoLSA prioritized the structural changes in disability assessment system with development of a roadmap on operationalization of the International Classification of Functioning, for which a working group under the Deputy Minister of Labour was established. Among other activities the roadmap aims at transformation of medical social examination committees into the International Classification of Functioning assessment centres within the United Social Service territorial offices, and development of service packages for persons/CWD.

To define the baseline and targets for outcome's indicators the baseline survey was designed and initiated in communication with all line ministries.

- **Outputs**

**Output 1. Access to services and programmes for persons with disabilities (with special attention on children) close to the place of their residence through modernized and strengthened service centers improved.**

**Support development of regional modernized Centers of Excellence for Independent Living (including support for assistive technologies) to provide across the life-cycle continuum care to persons with disabilities (including children with moderate and severe disabilities) and include the establishment of the institute of personal assistants and provision of mobile services.**

The UNDP, in partnership with national and international experts, has designed the concept for Centers for Independent Living (CILs), which has already been approved by the MoLSA and has been shared with the wider group of OPDs for review and comments. The concept will be further shared with the SC. Also, the preliminary expenditure list for operational costs was drafted based on the services and personnel needs included in the concept. The regions for intervention will be identified in the beginning of 2022, the request to provide list of buildings suitable for the concept has already been shared with the MoLSA.

In parallel, the actual capacity needs are under review in coordination with number of partners, including Government agencies, WHO, ICRC and others involved in strengthening similar capacities for rehab services.



The Concept of the Centers of Excellence for CWD was discussed with the MoLSA. The concept has also been shared with the OPDs for comments, after which it will be presented to all engaged stakeholders with the Board, including MoESCS, MoTAI and MoH.

By 2020 within the reform on inclusive education the MoESCS transformed all special and bordering schools into regional pedagogical psychological centers, except seven special schools where 521 children with severe and complete disabilities are enrolled. Even though all mainstream schools in the country are inclusive and 20 regional pedagogical-psychological support centers are established through the country, still the conditions in schools are not adequate and some specific types of services, such as sign language interpreter or typhlopedagogue (who teach children with visual impairments to read Braille) are not available in most of the schools due to the lack of specialists.

Case studies on CWD conducted after closing of the special schools, revealed that some of them after several attempts to attend the mainstream inclusive schools eventually entered another special school where specific support and care are provided. Therefore, in order to ensure the rights of all children, including children with severe disabilities, and to promote their smooth transition to mainstream schools, the MoESCS is considering the possibility of transforming the remaining special schools into the Resources centers or the Centers of Excellence as an additional support to inclusive practices in education system. These centers will provide independent living skills and support to children with moderate and severe disabilities through the country to facilitate their education in mainstream schools. The Concept of Resource centers was discussed with the parents of children with disabilities, service providers, special and mainstream inclusive schools, and line ministries. In 2022 UNICEF is planning to engage into a new partnership with RPPC and the Special School for Children with Hearing Impairments to model a Resource Center; develop an assessment toolkit and a package of methodological literature; capacitate the relevant specialists, teachers working with this target group of children, as well as to sensitize parents on effective support to children with hearing impairments to contribute to their smooth involvement in mainstream education.

**Strengthen capacity of healthcare professionals in early identification and early intervention at the primary, secondary and tertiary levels of the health care system.**

UNICEF continues to work on advancing early identification and intervention practices. The training module and practical guide on "Child development, developmental delays, and basics of early intervention" for health staff at primary health care level has been finalized based on the piloting in one consolidated community. The training module was accredited by the Ministry of Health to be included in the continues medical education.

Several legal documents were developed to enable the provision of multi-disciplinary rehabilitation services for children (Ex. Follow up Growth Charts for children with cerebral palsy to be used by primary health care workers; Follow up of neonates with developmental risk factors; Antenatal screening of Alpha-fetoprotein). The policy framework for early identification of developmental delays/disabilities has been revised.

**Modelling a system of provision of rapid psychological (posttraumatic) services for families (mothers, fathers, and caregivers) in crisis due to birth of a child with disability or newly diagnosed as child with disability or adult with disability.**

Negotiation is initiated and agreed on development of the modelling system of provision of rapid psychological services for families.

**Support development of specialized units for integration of mental health identification into primary care at community level.**

In the late 2020, to provide timely response to the post-conflict challenges, the main target group (adults) was altered to include and focus on immediate support schemes for physical and/or psychosocial rehabilitation of war veterans. In this regard the UNDP has established partnerships with leading physical and psycho-social rehabilitation centers in Armenia. For the purpose of identification of urgent and primary needs of war veterans needs assessment was conducted in cooperation with the “Homeland Defender” rehabilitation center (HD). Over 3500 war veterans’ health, assistive technology, social, living, psychological, educational, employment and legal needs were identified. Based on the assessment the further directions for support were outlined to be included both into this and other ongoing projects, as well as serve as baseline for new and broader support packages that are in development. Also, the results of the needs assessment served as an additional data baseline for the concept of CILs.

Additionally, in the framework of the project, in cooperation with the Yerevan State University’s Center of Applied Psychology, establishment of the Psychosocial Rehabilitation Centre for Servicepersons and Victims of War (PRCSVW) was supported. The center is focusing on providing assistance via combined work by psychologists and psychiatrists, which is the best way to overcome the potential PTSD (post-traumatic stress disorder). With the UNDP support, the PRCSVW has assessed the needs and provided required treatment to over 300 war veterans, around 70% of who were identified to have PTSD and over 50% had anxiety disorder. In addition, in the framework of the Project, the collaboration of HD and PRCSVW served as a catalyst for both organisations to be further working together. Their partnership has continued beyond UNDP project and several new initiatives were started, including one on special support and training sessions for practicing rehabilitation specialists conducted by the PRCSVW, as well as continuous psycho-social consultations and assistance to the war veterans receiving treatment at the HD.

In addition, as part of post-conflict immediate crisis response and recovery measures, UNDP also supported prosthetic tools and materials provision to the newly established prosthetic center.

**Support needs assessment for Assistive Technology (AT), update the national list and build capacities for low-cost solutions.**

Taking into account the persistent demand for assistive products and hardship imposed by the absence of thereof, a new initiative – Tech2Life - was created to streamline the AT ecosystem building process by

serving as a platform where start-ups, donors, beneficiaries, organizations of people with disabilities (OPDs) and other interested stakeholders meet and act. The initiative encompasses several pillars, including work on all of the stages of the value chain, including ideation, acceleration, production and assistance with investments, as well as policy formation and development of the National Strategy and Policy on AT.



The comprehensive needs assessment conducted with the assistance of the “Homeland Defender” rehabilitation center, helped to identify emergencies and necessities faced by the war veterans and their family members in terms of AT. As a further step, in collaboration with the World Health Organization Regional Office for Europe, the rapid Assistive Technology Assessment (rATA) has been initiated to identify and address country-specific needs related to assistive technology thus strengthening basic service provision and facilitating the development of the assistive technology ecosystem. It is expected that the results of the rATA will help to (1) explore new strategies and interventions to improve access to assistive technology; (2) highlight unmet assistive technology needs; (3) provide data that will help to plan and prioritize the provision of assistive technology; (4) evaluate the effectiveness of the current efforts directed toward strengthening access to assistive technology. The assessment is in process and the final report is expected to be available by September 2022.

At the same time, the Assistive Technology Capacity Assessment (ATA-C), a tool that helps to understand the AT sector at the national and subnational level using the 5P framework, is being elaborated to start in Spring 2022. The assessment aims to assist local stakeholders in collecting information to build up a comprehensive understanding of a country’s capacity to regulate, finance, procure and provide AT to meet national needs appropriately. This, in consequence, can inform decision-makers, strengthen the AT sector, and improve access to assistive products.

In the framework of the Tech2Life initiative, as a pilot project within the ideation phase of the AT production value chain, the Assistive Technology Design Engineering Contest (ATDEC 2021) was developed and launched with National Polytechnic University of Armenia as an implementing partner to be completed in Spring 2022. The contest represents a unique challenge for young researchers and engineering teams from across the country to come up with innovative ideas of different AT products and solve real-life technological problems in an enabling environment to support assistive technology development and improvement opportunities for people with disabilities in the country. Aiming at the development of the assistive technology industry in Armenia, ATDEC provides, in particular, an

opportunity for the youth to (1) improve its awareness of the challenges people with disabilities face and (2) get real-world engineering experience by developing people-centered solutions. It is planned, that the applicants will provide their initial solutions, and they would need to solve additional problem sets set for each of the products provided and given all the necessary resources in an enabling environment of a three-day workshop. The competition is set as hardware and software solutions and it is expected that as a result there will be at least three products (solution) that could be scaled up to serve the basis for a startup to further develop the product to be used across the country and, thus, benefit the interest of people with disabilities.

In addition, assistance was provided for the participation of three Armenian start-ups (QaylTech, ArmBionics and AIP Tech), involved in the local production and development of AT, in the SSSholidays mini-acceleration program, that took place on 6-12 December 2021 in the United Arab Emirates. The agenda of the event encompassed a specially developed educational programme that included panel discussions, mentorship sessions, campfire talks, and startup battles. During the SSSholidays, the start-ups had the opportunity to test their products, expand their network for potential sales and technology transfer activities, as well as discuss innovative solutions. Participation in the Startup competition brought the first and second places for the early-stage startup development to AIP Tech and QaylTech respectively and was followed by the monetary awards, which enabled the start-ups to book a space at the Arab Health Expo in Dubai to be held in the beginning of 2022. Arab Health is the leading medical equipment exhibition in the Middle East showcasing the latest innovations in healthcare and this would give an opportunity for the Armenian start-ups to present their products to an international audience, as well as exchange experience and knowledge with partners.

Within the disability reform, the Ministry of Labour and Social Affairs (MoLSA) introduced the provision of Assistive Technologies (ATs) through the vouchers, and gradually is introducing the provision of ATs regardless of the disability status. This opens the market for more suppliers and improves access of persons/children in need of ATs to AT variations included in the state-approved list. Considering the limited types of ATs supporting inclusion in the education process UNDP and UNICEF initiated the revision of the approved essential list of ATs. In December 2021, as a first step toward revising the national AT list, the UNDP has compiled a comparative analysis of the national list of the assistive products that are currently being provided by the GoA against the AT list established in Russia, and the Priority Assistive Products List, developed by WHO. This analysis has revealed the gaps that should be addressed. In 2022, it is planned to continue the consultations with RF partners, specifically the “Federal Scientific Center of Rehabilitation of the Disabled named after G.A. Albrecht” of the Ministry of Labour and Social Protection of the Russian Federation and the GoA to finalize the update of the AT list.

In 2021, through UNICEF and OPM technical support the RPPC experts developed a Catalogue of Assistive Technologies to promote meaningful and active participation of children with special educational needs in the education process. In 2022 UNICEF in collaboration with World Bank, UNDP, UNFPA, WHO will support with procurement of necessary ATs for the Functional Assessment Centers

under Unified Social Service Centers based on the proposed list by MoLSA, as well as for the model Resource Center for children with hearing impairments under MoESCS.

### **Strengthen personal assistants and family support skills**

In collaboration with the OPDs, including the organization of parents of CWD, personal assistance and family support skills were provided through different models to find out the best-way depending on the circumstances, including children with moderate and severe disabilities and displaced children who are still in the moving. For families living far from the available services and for those families who are isolated due to the COVID, the model includes provision of physiotherapy equipment combined with the training of parents on how to work with child, and then follow up of child progress with further consultation and coaching using mix-method remotely and face-to-face.

### **Output 2. Policy framework to support the modernized and strengthened multi-disciplinary service provision in habilitation, rehabilitation, assistive technology, and assistance and support services at community level established.**

In 2021 the Government adopted a number of legal documents aimed at enhancing social inclusion and participation of persons with disabilities, including children. Specifically, the Action Plan on mainstreaming inclusion in preschool education was developed following the Law on Preschool Education adoption on 6 May 2021. The new Law creates solid legal grounds for the realization of inclusive pre-school education, alternative models of early learning services as well as will promote the quality of Early Childhood Education and Care services in Armenia. Another critical development was the adoption of the regulation on “Identification and Referral of Children Out of Compulsory Schooling” on 11 February 2021, which provides the policy mechanisms for detecting, registering and reintegration of out of school children. The Law on the Rights of Persons with Disabilities and the Law on Functional Assessment were adopted on 5 May 2021, thus allowing the operationalization of the WHO International Classification of Functioning, Disability and Health (ICF)-based disability assessment, certification, and services provision. Those are important milestones in protecting the rights of persons with disabilities, including children with disabilities. Specifically, the network of pedagogical-psychological support services became available almost in all regions of Armenia.

To address the GoA request, in 2021 the UNDP has supported the MoLSA in revising the Disability Certification and Individual Rehabilitation Planning procedures in line with the principles of UNCRPD and based on the conceptual framework of the ICF. Through this the Project has contributed to the overall objective to enhance access to services and participation of persons with disabilities, as well as assisted the GoA in establishment of policy framework to support the modernized and strengthened multi-disciplinary service provision in habilitation, rehabilitation, assistive technology, and assistance and support services at community level. In particular, Draft Government Decrees “On Approving Accessibility Requirements for the Official Websites of State and Local Self-Government Bodies”, “On Approving the Procedure for Ensuring Reasonable Adaptations”, “On Approving the Procedure for Providing Personal Assistant Services”, as well as Order of the Minister of Labour and Social Affairs of

the Republic of Armenia "On approving the procedure for monitoring the activities of the commissions evaluating the functionality of a person" were drafted for MoLSA review.

Technical support was provided to line ministries aimed at strengthening systems and enhanced access to an inclusive learning environment for all children. The updated policy framework and diversified service provision created opportunities for the most vulnerable children, including children with disabilities to receive needs-based, gender sensitive services and support.

**Connect electronic systems of healthcare, education, and social sectors to ensure smooth data exchange and data management for assessment and service provision systems.**

The electronic system on the special educational needs (SEN) assessment for school-age children designed in 2019 by the National Center of Education Technologies and the RPPC in collaboration with UNICEF has been tested in small-scale during this reporting period and has been discussed with the MoESCS to become a separate Module within the Educational Management Information System, and to be used for information exchange with health and social protection sectors. Due to continuous COVID-19 restrictions, the finalization of the e-system, including the development of the submodules for entering data on SEN assessment of preschool-aged children, and as a feedback mechanism providing access for parents/caregivers to keep regular communication with them on assessment, service provision and education progress of children with SEN, including CWD, as well as piloting are planned for 2022.

**Develop the necessary legal framework for service provision, develop “accessible environment” strategy based on Russian experience.**

Initial agreement with line ministries was reached to work on the development of the National Strategy for Early Childhood Development in line with the Concept of Nurturing care, WHO/UNICEF and update of the quality control criteria and monitoring mechanisms for rehabilitation services.

In 2021, the UNDP has initiated consultations with the Yerevan Municipality for the purpose of integrating the concept of universal design in Yerevan city development plan. Furthermore, the strategic documents within the municipality accompanied with international research on best practices to address the accessibility issues in the urban realm were analysed, international institutions to help with Municipality capacity building were identified. Initial agreement was obtained from the Yerevan Municipality to integrate Universal design principles to the city development plan, but due to political changes within the Municipality, the task force formed to design the city development plan was adjourned, initial agreements withdrawn. The work on this component will continue in 2022 with the newly appointed focal points.

**Establish research centers in relevant academic institutions, assessment and service provision center, to support evidence-based service delivery.**

UNICEF partnered with Enabling Social Impact Consulting group to enhance the capacity of Republican and Regional Pedagogical Psychological Support Centers (RPPSC) to plan and provide better services to children with SEN, including CWD. The partnership promoted institutionalization of

routine monitoring methodology and tools on the availability, access and affordability of services for children in education sector to ensure timely, gender sensitive and reliable information on CWD and children with SEN for informed decision making. The partnership promoted the institutionalization of routine monitoring mechanisms, and reporting forms on the availability, access, and affordability of services for children in the education sector to ensure timely, gender-sensitive, and reliable information on children with special education needs, including children with disabilities for informed decision making. With the ESI support the RPPC revised and updated the Regulation for the Regional Pedagogical Psychological Support centers. A total of four rounds of trainings, three online and 1 face to face, were conducted for 47 employees of the RPPSCs

On May 24, 2021, ESI Consulting Group, in cooperation with UNICEF and the MoESCS organized a workshop to bring together representatives from all RPPSCs and discuss the strengths and weaknesses of the annual planning methodology. During the workshop, all RPPSCs got acquainted with the approaches of accurate data collection for the main indicators of the annual plans and Excel formatting approaches, lessons learned, which will improve their annual planning skills and accurate performance calculation.

May 24, 2021 workshop link: <https://hmk.am/tmakneri-tarekan-planavorman-metodabanutyanyan-veraberyal-ashxatanqayin-qnnarkum/>

**Improve the Individual Service Delivery Plans in line with best international standards, with due consideration of gender specifics in service provision.**

Technical expertise and support were provided for the development and costing of the comprehensive list of services disaggregated by types of disability, gender, age group, and agencies responsible for service delivery. Currently, the MoLSA is supporting service provision through subsidizing NGOs/DPOs through the tender procedures, which itself is time-consuming for both MoLSA and service providers. In parallel, the MoLSA is aiming the gradual introduction of the voucher system for the provision of services to give the opportunity to beneficiaries to select service providers and to promote a better quality of provided services. The financial means (or credits) in the voucher will be linked with the service package based on the types and the severity of the disability of the beneficiary. For the development of the services packages for CWD, in 2021 the MoLSA in collaboration with UNICEF is planning to conduct the functional assessment of CWD in line with the WHO ICF.

This project became catalyst for revising and improving the Individualized Education Plans for children with SEN, including children with disabilities. With support from other funding UNICEF contracted two organizations: the Oxford Policy Management (OPM) and Enabling Social Impact Consulting group NGO for provision of technical support and guidance to the RPPC in the operationalization of the action plan, particularly to support with revision of the Individual Learning Plan, to incorporate in the plan the environmental adaptations, and develop the mechanisms to monitor education and development progress of a child, as well as to capacitate the staff of the Regional Pedagogical-Psychological support centers on annual planning and routine reporting.

The OPM experts provided technical assistance to RPPC with the revision of a special educational need assessment toolkit for school and pre-school levels. The OPM experts also emphasized the role of parents /caregivers of children was emphasized in the process of the assessment and provision of services and support, also they noted that the parents/caregivers themselves also need systematic support, therefore it was recommended for further activities to consider the psycho-educational sessions for families and formation of the therapeutic groups for parents/caregivers of children with SEN, as well as to plan the work with all parents and not only for parents of children with SEN to discuss common parental challenges.

Additionally, with the support of the OPM experts, the RPPC developed criteria/threshold for the provision of services to children with special education needs, revised and updated the Individualized Education Plan for school and preschool-age children, and developed the monitoring mechanisms to follow up a child's progress. The revised Individual education plan was validated with specialists of the Regional Pedagogical-Psychological support centers, representatives of inclusive schools and preschools, Organizations of Persons with Disabilities, and parents of children with disabilities.

### **Output 3. Capacities at national and local levels for policy makers and service providers to ensure quality and timely service provision to children and persons with disabilities strengthened.**

As part of post-conflict response package, UNDP in partnership with “Homeland Defender” rehabilitation center supported capacity-building and upskilling of mid-level medical personnel, including ergo-therapists, physiotherapists and rehabilitation nurses who passed on the job-training and continued supporting the rehabilitation services of veterans and broader target group.

### **Conduct capacity development training courses for policy makers to ensure joint vision and policy formulation on multi-disciplinary approach to service provision.**

On 2-4 August 2021 with UNICEF support and on the invitation of the MoLSA Key2enable organization undertook a training on modern ATs among multidisciplinary team of professionals working with children and persons with disabilities. The training gave an opportunity to get acquainted with the international experience, to study the latest technologies and the mechanisms of their application.

UNICEF Armenia in partnership with the Republican Pedagogical Psychological Center (RPPC), contributed to the capacity building of teachers/educators and specialists of the pedagogical-psychological centers for supporting inclusive education to ensure the continuity of education and realization of the rights of children to education. The intervention addressed not only school closure due to COVID-19 but also proposed solutions for longer term-education recovery for children with SEN and CWD. As a result, the specialists and parents see the opportunities that technology may offer, including saving parents time, being able seeing children in their natural environment and possibility to increase the availability of services.



On December 9-10, 2021 UNICEF Armenia Office and the Republican Pedagogical-Psychological Center organized a validation workshop on “*Perspectives for development of pedagogical-psychological support services*” for representatives of the RA Ministry of Education, Science, Culture and Sports, directors of the Republican Pedagogical and Psychological Center and Regional Pedagogical Psychological Centers, and organizations providing pedagogical and psychological support services, representatives of inclusive schools, pre-schools and parents of children with disabilities. *The new draft procedure for providing pedagogical-psychological support services; the outline of the model of Territorial Pedagogical Psychological Support Centers, the new SEN assessment tools and procedures at school and preschool levels; a new algorithm for assessment criteria; new form of Individual Education Plan and Revised version of the Preventive Intervention Plan; draft catalogue on introduction and use of Assistive Technologies; Information system for children with special educational needs.* The workshop was based on both content-based presentations and thematic group work discussions on SEN assessment tools and new algorithm, as well as on new Individual Education Plan. The workshop was innovative due to interactive blended (onsite-online) learning space ensured for online participation of 15 mothers of children with disabilities and 76 onsite participants.

**Establish professional training centers and/or training platforms (including innovative solutions) in acting institutions for continuous education and preparation of rehabilitation professionals, occupational therapists, social workers and other professionals for habilitation and rehabilitation service provision.**

In collaboration with the team of national experts, UNICEF Armenia and the Republican Pedagogical-Psychological Center (RPPC) developed several educational and learning resources to support teachers working with children with special educational needs (SEN) and their parents/caregivers to ensure meaningful participation of children with SEN and children with disabilities in distance education and to support back to school during school reopening.

Below is the list of resources:

1. Manual: “How to promote inclusion of children in distance education: tips for parents”
2. Manual: “How to promote inclusion of children in distance education: tips for teachers”
3. Methodological recommendations for specialists of pedagogical-psychological centers for provision of distance support and services for children with SEN (and children with disabilities), including contingency plan for any prolonged and future disruptions

The manuals were disseminated during the project thematic workshops and events.

One day online training course based on the “How to promote inclusion during distance education” methodological guide for specialists was conducted among 402 specialists (393 women, 8 men) and another one-day training course based on the “How to promote inclusion during distance education” methodological guide for parents was conducted among 403 specialists (394 women, 8 men) with an aim of increasing participation of children with SEN in distance schooling. The trainings were carried out in an interactive way and with active participation of specialists, which proved the usefulness of the topics for the participants. Further on, the trained specialists passed on the knowledge received through

the trainings to around 400 parents of children with disabilities during online consulting and service provision sessions.

#### **Output 4. Society’s awareness of disability issues and foster greater knowledge among children and adults with disabilities on their rights and on how to exercise them raised**

**Raise awareness among persons with disabilities and their families: on types of services and assistive technology for informed choice tailored to their needs; and on their rights to be better prepared for meaningful participation at all levels: from service provision to decision making.**

In collaboration with the OPD established by mothers of children with disabilities UNICEF organized a 3-day conference in March 2021 entitled “Services targeted towards children with disabilities in Armenia”. The conference brought together governmental and non-governmental stakeholders, representatives from the National Assembly, MoESCS, MoLSA, MoH, OPDs and service provider NGOs, special boarding schools, orphanages and day care centers, parents and/or caregivers of children with disabilities. During the conference, a working- level discussion was organized on various needs of children with disabilities and required services and support. During the conference, an exhibition of ATs produced by various organisations working in the field of disability and OPDs was organized and the participants had a chance to get to know about each other and to exchange their experiences, as well as to explore possible partnership opportunities. Overall, the conference served as an excellent platform for experience exchange among different stakeholders on a common vision and objectives for improved and targeted services for children with disabilities, as well as a powerful tool to support advocacy and further facilitate the system change in the area of strengthening services for children with disabilities in Armenia.



@UNICEF Armenia/2021/Galstyan  
March 9, 2021 Yerevan, Armenia

*An exhibition of assistive technologies was organized by UNICEF in collaboration with partners during a three-day conference on rehabilitation services and AT products.*



@UNICEF Armenia/2021/Galstyan

March 9, 2021 Yerevan, Armenia

*An exhibition of assistive technologies was organized by UNICEF in collaboration with partners during a three-day conference on rehabilitation services and AT products.*

In 2021, considerable focus was put on children and young people who had the highest needs for social inclusion, including children with disabilities. UNICEF produced 18 stories and web articles about humanitarian support for children from Nagorno-Karabakh and in host communities throughout Armenia, including children with disabilities, that galvanized 1,038,181 reach, including 6702 pageviews through a dedicated landing page and 25,146 engagement through social media channels.

Social inclusion messaging was mainstreamed in digital activations on mental health, basic life-saving skills and media literacy, also portraying children and young people with disabilities and ensuring appropriate messages targeting caregivers and young people. The participation of children with disabilities within the scope of other UNICEF project was also effectively communicated and a number of assets were produced to reflect their voices and needs. Combined, UNICEF reached 230,000 people through its digital channels in Armenia with specific messaging on social inclusion, engaging 50,000.

In addition, programme was supported with the production and dissemination of four publications on social inclusion and the rights of children with disabilities, including how to promote inclusion in distance education for teachers and for caregivers, how to support children's behavior with regard to various developmental delays, as well as on services for children with disabilities studying in special schools.

**Raise society's awareness on disability issues with specific attention to childhood disability, acceptance of children with disabilities and their parents to foster early inclusion.**

To start the awareness campaign and create a communication umbrella for the Project activities including the Assistive Technology framework to be boosted, the UNDP has developed of a special branding to outline the activities in the framework of the Tech2Life initiative, where different branding options were designed and initial polling among organizations of persons with disabilities was conducted. Further to this, the Tech2Life initiative launch event was held. The event enabled participation of 5 start-ups, which are producing various ATs, including mobility, prosthetics and educational products, and presentation of their products during the expo part of the event.

Discussion also started with the DPM office and other national partners, Diaspora groups and UN agencies for joint awareness raising campaigns, outreach and communication strategies to be designed and implemented in 2021 and beyond.

In addition, it is planned to onboard a PR company in Spring 2022, which, in collaboration with the MoLSA will work on developing the Communication Strategy for wider range of activities in the social sector.

- **Describe any delays in implementation, challenges, lessons learned & best practices**

The programme implementation continued to be challenged by the impact of dual emergency, the COVID related restrictions and the post-military hostilities in and around the NK which created new challenges, needs, and priorities impacting all people, including persons/children with disabilities and their families, reversed gains made so far, and changed annual priorities of the local partners and stakeholders. Given that the comprehensive disability reform process affecting three sectors – social, health and education, UN team put an extra effort to bring all partners onboard again and to re-agree the operationalization and possible implications of the reform process on each of the sectors through close collaboration with and leadership of MoLSA.

In the meantime, in order to ensure the continuity of the program and as a mitigation measure hybrid method was applied for some of the priority interventions and virtual meetings were combined with smaller scale face-to-face meetings with limited number of participants according to the Commandant's order No.74 dated 14 May 2020.

- **Qualitative assessment**

The National Programme Steering Committee (SC), which is the highest body for the strategic guidance and management of the JP met at the beginning of 7 July 2021, and Ministry of Défense was included in the Committee. The SC recommended keeping the initially agreed duration of the Project to three years, to ensure the Project has sufficient time for implementation and suggested requesting to add six months to the current end date, thus bringing project closure to July 2023 (Meeting Minutes available upon request).

**b. Indicator based performance assessment:**

**Programme Results Framework**

	<u>Achieved</u> Indicator Targets	Reasons for Variance with Planned Target (if any)	Source of Verification
<b>UNDAF Outcome 2:</b> <b>By 2020, people benefit from improved systems of democratic governance and strengthened protection of human rights.</b>			
<b>UNDAF Outcome 5:</b> <b>By 2020, vulnerable groups have improved access to basic education and social protection services and participate in their communities.</b>			
<b><u>Indicator I</u></b> Number of persons with disabilities receiving rehabilitation services in the regions of project operation <b>Baseline:</b> TBD based on a baseline survey of 2020 <b>Target:</b> TBD based on a baseline survey of 2020	<b>Indicator 1:</b> Baseline survey and evaluation of national policy and programmes for adults and children with disabilities in Armenia is in process, results will be available in 2022.	Due to COVID-19 lockdown and limitations set with functioning of the centers, the realization of the survey has been put on hold and will be implemented in 2022.	MoLSA, MoH, MoTAI
<b><u>Indicator II</u></b> % of children with disabilities using Rehabilitation services <b>Baseline:</b> 23 (2012) <b>Target:</b> 40 (2020)	<b><u>Indicator II</u></b> 88% (2021)	<b><u>Indicator II</u></b> The reported result for this indicator reflects percentage of children with SEN receiving services and support in education sector only. There is no reliable resource to track % of CWD receiving rehab services overall, social	MoLSA and MoESCS reports

		protection, health and education sectors. So, the Result is calculated based on the Number of children with SEN received services in education sector out of total number of CWD.	
<b>Indicator III</b> Number of children with special education needs enrolled in inclusive schools <b>Baseline:</b> 3000 (2014) <b>Target:</b> 6000 (2020)	<b>Indicator III</b> 8,100 (including 2,568 girls)		MoESC, NCET and RPPC reports
<b>JP Outcome 1<sup>9</sup>: By 2022, Institutions and systems strengthened to improve protection of human rights through enhancement of access to services and inclusive environment for participation of persons with disabilities, including children with disabilities.</b>			
<b>Indicator 1:</b> Number of children under five with disabilities and/ or developmental delays receiving early identification and early intervention services. <b>Baseline:</b> TBD based on a baseline survey of 2020 <b>Planned Target:</b> TBD based on a baseline survey of 2020	<b>Indicator 1:</b> Baseline survey and evaluation of national policy and programmes for children with disabilities in Armenia is in process, results will be available in 2022.	Due to COVID-19 lockdown and limitations set with functioning of the centers, the realization of the survey has been put on hold and continued in 2021.	MoLSA, MoH, MoESCS

<sup>9</sup> Note: Outcomes, outputs, indicators and targets should be **as outlined in the Project Document** so that you report on your **actual achievements against planned targets**. Add rows as required for Outcome 2, 3 etc.

<p><b>Indicator 2:</b> Number of 5-18 years old children with disabilities receiving need-based quality services and assistive devices and technologies.</p> <p><b>Baseline:</b> TBD based on a baseline survey of 2020</p> <p><b>Planned Target:</b> TBD based on a baseline survey of 2020</p>	<p><b>Indicator 2:</b> Baseline survey and evaluation of national policy and programmes for children with disabilities in Armenia is in process, results will be available in 2022.</p>	<p>Due to COVID-19 lockdown and limitations set with functioning of the centers, the realization of the survey has been put on hold and continued in 2021.</p>	<p>MoLSA, MoH, MoESCS</p>
<p><b>Indicator 3:</b> Number of youth and adults with Disabilities receiving need-based quality services and assistive devices and technologies.</p> <p><b>Baseline:</b> TBD based on a baseline survey of 2020</p> <p><b>Planned Target:</b> TBD based on a baseline survey of 2020</p>	<p><b>Indicator 3:</b> Baseline survey and evaluation of national policy and programmes for children with disabilities in Armenia is in process, results will be available in 2022.</p>	<p>Due to COVID-19 lockdown and limitations set with functioning of the centers, the realization of the survey has been put on hold and continued in 2021.</p>	<p>MoLSA, MoH, MoESCS</p>
<p><b>Indicator 4:</b> Policy framework for provision of accessible and quality services developed and adopted.</p> <p><b>Baseline:</b> 0 (2019)</p> <p><b>Planned Target:</b> 1 (2020)</p>	<p><b>Indicator 4:</b> Policy framework is under development. UNDP supported development of sub-legal acts on the procedure and criteria for assessment of person's functionality, which should serve basis for further design of policy framework for service provision.</p>		<p>MoLSA, MoH, MoESCS</p>

<p><b>Indicator 5:</b> National system of data collection on disability is updated, functional and complies with international standards.  <b>Baseline:</b> 0 (2019)  <b>Planned Target:</b> 1 (2022)</p>	<p><b>Indicator 5:</b> The indicator is not yet achieved, however, the initial prerequisites for the update of the national data collection system on disability are already in process.</p>		<p>Gov. decision, MoLSA, MoH and MoESCS reports</p>
<p><b>Output 1:</b> Access to services and programmes for persons with disabilities (with special attention on children) close to the place of their residence through modernized and strengthened service centers improved.</p>			
<p><b>Indicator 1.1.1.</b> Existence of regional Centers of Excellence for Independent Living.  <b>Baseline:</b> 0 (2019)  <b>Planned Target:</b> 5 (2022)</p>	<p><b>Indicator 1.1.1</b>  N/A Targeted for 2022</p>	<p>Discussions with key line Ministries are in process.</p>	<p>Programme reports, MoLSA and MoESCS reports</p>
<p><b>Indicator 1.2.1.</b> Number of regions with capacitated healthcare professionals in early identification and intervention at the primary, secondary and tertiary levels of health care system.  <b>Baseline:</b> 0 (2019)  <b>Planned Target:</b> 2 (2022)</p>	<p><b>Indicator 1.2.1.</b>  1</p>	<p>The process has been initiated; however, the implementation will be continued in 2022.</p>	<p>Programme reports, MoH reports</p>



<p><b>Indicator 1.2.2.</b> Number of regions where youth and adults with disabilities receiving need-based quality services and assistive devices and technologies.  <b>Baseline:</b> 0 (2019)  <b>Planned Target:</b> 3 (2022)</p>	<p><b>Indicator 1.2.2.</b> N/A Targeted for 2022</p>	<p>Discussions with key line Ministries are in process.</p>	
<p><b>Indicator 1.3.1.</b> Number of regions with modeling parent support services.  <b>Baseline:</b> 0 (2019)  <b>Planned Target:</b> 2 (2022)</p>	<p><b>Indicator 1.3.1.</b> N/A Targeted for 2022</p>	<p>The process initiated; however, the implementation will be in 2022.</p>	<p>Programme reports, MoLSA, MoESCS, MoH and MoTAI reports</p>
<p><b>Indicator 1.4.1.</b> Number of regions with personal assistants, institutions and family support system.  <b>Baseline:</b> 0 (2019)  <b>Planned Target:</b> 3 (2022)</p>	<p><b>Indicator 1.4.1.</b> N/A Targeted for 2022</p>	<p>The process initiated; however, the implementation will be in 2022.</p>	<p>Programme reports, MoLSA, MoESCS, MoH and MoTAI reports</p>
<p><b>Output 2.</b> Policy framework to support the modernized and strengthened multi-disciplinary service provision in habilitation, rehabilitation, assistive technology, and assistance and support services at community level established.</p>			
<p><b>Indicator 2.1.1</b> Systems of data collection on disability are functional and effectively feed evidence-based policy formulation.  <b>Baseline:</b> 0 (2019)  <b>Planned Target:</b> 1 (2022)</p>	<p><b>Indicator 2.1.1</b> N/A Targeted for 2022</p>	<p>Discussions with key line Ministries, preparatory activities with partner organisations are in process.</p>	<p>Programme reports, MoLSA, MoESCS, MoH and MoTAI reports</p>

<p><b>Indicator 2.2.1.</b> Existence of a national policy on service provision and assistive technology.  <b>Baseline:</b> 0 (2019)  <b>Planned Target:</b> 1 (2021)</p>	<p><b>Indicator 2.2.1.</b> N/A Targeted for 2022</p>	<p>The process initiated and discussed with line ministries; however, the implementation will be in 2022.</p>	<p>Programme reports, MoLSA and MoH reports</p>
<p><b>Indicator 2.2.2</b> Existence of a national Strategy for Early Childhood Development.  <b>Baseline:</b> 0 (2019)  <b>Planned Target:</b> Strategy developed (2022)</p>	<p><b>Indicator 2.2.2</b>  N/A Targeted for 2022</p>		<p>Programme reports, MoLSA, MoESCS, MoH and MoTAI reports</p>
<p><b>Indicator 2.3.1.</b> Survey on children with disabilities.  <b>Baseline:</b> 0 (2019)  <b>Planned Target:</b> 1 (2021)</p>	<p><b>Indicator 2.3.1</b>  Survey initiated but will be continued in 2022.</p>	<p>Due to the COVID lockdown and limitations the realization of the survey has been put on hold and will be continued in 2022.</p>	<p>Survey report</p>
<p><b>Indicator 2.3.2.</b> Research and analytical capacity is built in 3 centers to ensure scientific support to the new policy framework on disability assessment and service provision.  <b>Baseline:</b> 0 (2019)  <b>Planned Target:</b> 3 (2022)</p>	<p><b>Indicator 2.3.2</b>  N/A Targeted for 2022</p>		<p>Reports from 3 selected institutions, Programme reports, MLSA, MoH statements</p>
<p><b>Indicator 2.4.1.</b> Existence of gender-sensitive and age-specific Individual Service Delivery Plans for children/adults.  <b>Baseline:</b> Individual Rehabilitation Plans are at initial stage of development to include gender sensitive and age-specifics.  <b>Planned Target:</b> Gender sensitive and age-specific Individual Service Delivery Plans for children/adults developed (2022)</p>	<p><b>Indicator 2.4.1</b>  The work in process, Targeted for 2022</p>	<p>The Individual Education Plan for school-age children and Individual Education and Development Plan for preschool-age children with special education needs have been revised and updated.</p>	<p>Reports from 3 selected institutions, Programme reports, MLSA, MoH statements</p>

<p><b>Output 3.</b> Capacities at national and local levels for policy makers and service providers to ensure quality and timely service provision to children and persons with disabilities strengthened.</p>			
<p><b>Indicator 3.1.1.</b> Number of policy makers trained and applying the knowledge in the policy formulation. <b>Baseline:</b> 15 (2019) <b>Planned Target:</b> 100 (2021)</p>	<p><b>Indicator 3.1.1.</b> 76 specialists from RPPSCs, MoESCS, MoLSA</p>		<p>Programme reports, MoLSA, MoESCS, MoH and MoTAI Reports</p>
<p><b>Indicator 3.2.1</b> Number of regions with trained health, social and education professionals /service providers/. <b>Baseline:</b> 15 (2019) <b>Planned Target:</b> 5 (2022)</p>	<p><b>Indicator 3.2.1.</b> 11</p>		<p>Programme reports, MoLSA, MoESCS, MoH and MoTAI Reports</p>
<p><b>Indicator 3.3.1.</b> The modernized and strengthened service provision centers have sufficient technical and human resources to provide quality services to children and adults with disabilities. <b>Baseline:</b> 0 (2019) <b>Planned Target:</b> 3 (2022)</p>	<p><b>Indicator 3.3.1.</b> N/A Targeted for 2022-2023</p>	<p>Overall, 403 specialists from RPPSCs through the country and secondary schools have been capacitated on increasing participation of children with SEN in distance schooling. 25 primary health care workers have been trained on identification of developmental delays and disabilities.</p>	<p>Programme reports, MoLSA, MoESCS, MoH and MoTAI Reports</p>
<p><b>Indicator 3.4.1.</b> Model curricula for targeted groups of health care, rehabilitation and habilitation service providers developed. <b>Baseline:</b> 0 (2019) <b>Planned Target:</b> 2 (2022)</p>	<p><b>Indicator 3.4.1.</b> N/A Targeted for 2022</p>		<p>Programme reports, MoLSA, MoESCS, MoH and MoTAI Reports</p>

<p><b>Output 4.</b> Society’s awareness of disability issues and foster greater knowledge among children and adults with disabilities on their rights and on how to exercise them raised.</p>			
<p><b>Indicator 4.1.1</b> Number of regions where persons/children with disabilities are informed about their rights and can exercise them effectively.  <b>Baseline:</b> 0 (2019)  <b>Planned Target:</b> 11 (2022)</p>	<p><b>Indicator 4.1.1.</b> 11</p>		
<p><b>Indicator 4.2.1</b> Number of public events on disability issues.  <b>Baseline:</b> 0 (2019)  <b>Planned Target:</b> 11 (2022)</p>	<p><b>Indicator 4.2.1.</b> N/A Targeted for 2022</p>	<p>400 parents from all regions of Armenia have been sensitized on how to support children with SEN during distance schooling.</p>	<p>Programme reports, Campaign Materials</p>
<p><b>Indicator 4.2.2</b> Stigma towards persons with disabilities and their families decreased among service provider professionals and community.  <b>Baseline:</b> Needs a pre- and post-assessment  <b>Planned Target:</b> Target to be determined based on initial assessment.</p>	<p><b>Indicator 4.2.2</b> Planned in 2022</p>	<p>The activity is planned for end of 2022.</p>	<p>Survey and assessment materials, Programme reports, Campaign materials and records</p>

### **III. Other Assessments or Evaluations (if applicable)**

UNICEF initiated the evaluation of the National Policy and Programmes for CWD in Armenia for generating evidence on impact of policy reforms focused on ensuring non-discrimination towards CWD and provision of conditions for full enjoyment of their fundamental human rights and decent life. The Inception Report was ready by June 2020, however COVID-19 pandemic outbreak and later the war over NK created difficulties and limitations in the process of programmatic data collection and the evaluation schedule was postponed to 2021. The study field work framework was developed in 2021 with an aim to analyse the data in 2022.

### **IV. Programmatic Revisions**

Even though the Memorandum of Understanding between UNDP and UNICEF, and MPTFO on the programme was signed in December 2019 with the starting date of the programme as of 1st January 2020, the Standard Administrative Arrangement between the Ministry of Foreign Affairs of the Russian Federation and UNDP's Multi-Partner Trust Fund Office has been signed in June 2020, and the financial resources have been transferred in July 2020. Therefore, the implementation of planned activities automatically had been shifted for 6 months. So, the National Programme Steering Committee (SC), which is the highest body for the strategic guidance, management, coordination, and advisory authority of the Joint Programme met for the 2<sup>nd</sup> SC meeting on July 7, 2021 and agreed on the scope of the approved Project including the objectives and results. The SC recommended keeping the initially agreed duration of the Project to three years, to ensure that the Project has sufficient time for implementation. With this, given the late start of six months, the SC suggested counting the three years from the actual implementation starting date and request the Donor/RF Government to add six months to the current end date, thus bringing project closure to July 2023 (Meeting Minutes available upon request).

Considering that in 2021 the UN Sustainable Development Cooperation Framework was signed and replace the UN Development Assistance Framework; it is planned to organize the National Programme Steering Committee meeting in May 2022 to consider the mid-term review of the programme to discuss replacing of the UNDAF outcomes with 2022-2025 UNSDCF relevant outcomes.

### **V. Resources**

- Financial management and procurement procedures are conducted in accordance with the UNDP and UNICEF own regulations, rules, directives, and procedures. PUNOs have bank accounts set up in Armenia. These accounts are managed by authorized staff who maintain comprehensive records of local bank account transactions (including clearly labelled receipts) and produce monthly reconciliations. The operational departments in each organization support the financial management of the Programme by approving timesheets, expenses, and contractor invoices, and by preparing internal financial reports, including periodic financial reports. Both UNDP and UNICEF hired staff for administration of this JP, as it was planned.
- The joint work conducted so far on support of disability reform and this JP helps to mobilize additional resources, particularly, UNDP and UNICEF jointly with other UN Agency (UNFPA) under the RCO coordination and in close collaboration with the OPDs/NGOs, parents of children with disabilities, government stakeholders developed the Expression of Interest to the UNPRPD's 4th Funding Round in September 2020, based on which the country team was selected (one of 26 selected countries out of 111) for the 2nd step to conduct the Situational Analysis for a comprehensive review of the national context. The

Situational Analysis was conducted in 2021 based on which the full Proposal was approved for 2021-2023 with the budget US\$ 400,000.

- UNICEF contributed to a greater UN inter-agency collaboration on the issues of disability and inclusive education as well as served as catalyst for integration of disability issues in agency specific projects and programming. UNICEF CO intensive negotiations with the developmental partners, the MoESCS, civil society organizations and the Global Partnership for Education secretariat eventually resulted Government of Armenia entrance into the global education constituency with initial US\$ 550,000 GPE grant for the development of education sector plan with focus on quality, equity, and inclusion.
- UNICEF continued efforts at private sector engagement, continuing its partnership with ACBA bank and Hayastan All Armenia Fund to support social inclusion of CWD and promote early learning through building an inclusive playground in Vardenis town, which is the first big playground in the town that is also accessible for children with disabilities. Over 3000 children will benefit from this partnership. UNICEF also partnered with Ameriabank to provide 220 tablets to the MoESCS for students with and without disabilities who did not have access to technology to continue learning during the lockdown due to the COVID outbreak.
- As a response to the post-war crisis, the UNDP has mobilized additional funds for the purpose of needs assessment and veteran support from the Crisis Bureau (US\$ 55,000) and Needs assessment fund (US\$ 20,000).