

MPTF OFFICE GENERIC FINAL PROGRAMME¹ NARRATIVE REPORT

REPORTING PERIOD: FROM *July 2020* TO *March 2025*

Programme Title & Programme Number

- **Programme Title:** “Stronger Services for Equal Participation and Inclusive Development”
- **Programme Number in Quantum:** 00117756
- **MPTF Office Programme Reference Number:** 00121975

Country, Locality(s), Priority Area(s) / Strategic Results²

Country/Region: Republic of Armenia

Priority area/ strategic results:

UNDAF Programme Results and Resource Framework:

Outcome 2: By 2020, people benefit from improved systems of democratic governance and strengthened protection of human rights, and

Outcome 5: By 2020, vulnerable groups have improved access to basic education and social protection services and participate in their communities

UNDP Strategic Plan Outcome 2

UNICEF Country Programme Outcome 3: Children with disabilities

UNSDCF Strategic Priority 1: People’s Well-Being and Capabilities

Outcome1. People benefit from a universal, affordable, accessible, and quality health system, while adopting healthy lifestyle practices

Outcome 2. People benefit from a progressively universal, inclusive, and shock-responsive social protection system across the lifecycle

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

Participating Organization(s)

- United Nations Development Programme (UNDP)
- United Nations Children’s Fund (UNICEF)

Implementing Partners

National counterparts and Implementing Partners

- Ministry of Labor and Social Affairs
- Ministry of Health
- Ministry of Education, Science, Culture and Sport
- Ministry of Territorial Administration and Infrastructure
- Local NGOs and OPDs (Organization of persons with disabilities) providing services to persons/children with disabilities
- UNFPA
- WHO

¹ The term “programme” is used for programmes, joint programmes and Programmes.

² Strategic Results, as formulated in the Strategic UN Planning Framework (e.g. UNDAF) or Programme document.

FINAL PROGRAMME REPORT

EXECUTIVE SUMMARY

The *Stronger Services for Equal Participation and Inclusive Development* programme, jointly implemented by UNDP and UNICEF, has made significant strides in advancing disability rights agenda, improving service provision, and reforming legal and policy frameworks in Armenia. Over the years, the programme has introduced transformative initiatives, including legal reforms, improved disability assessment and certification processes, and expanded access to inclusive services and assistive technology.

One of the most significant achievements of the programme was the successful implementation of **Armenia's Disability System Reform**, which included the adoption of the International Classification of Functioning, Disability and Health (ICF) for functional assessment in February 2023. This reform marks a major shift towards a more inclusive, needs-based approach to disability assessment, focusing on functional abilities rather than medical diagnoses. To support the operationalization of the new legislation, the Government approved the *Complex Program on Social Inclusion of Persons with Disabilities (2023-2027)*, to promote the independent living and social inclusion of individuals with disabilities that further scaled up the implementation of new legislation on persons/children with disabilities that emphasizes a multidisciplinary approach to disability assessment and data exchange. Additionally, over 70 legal documents were revised to comply with the principles of the Convention on the Rights of Persons with Disabilities (CRPD), improving accessibility, social inclusion, and disability assessment processes.

To prepare for the national rollout of the functional disability assessment system, the programme conducted a costing analysis for the establishment and setup of Functional Assessment Corners in Unified Social Service Centers (USSCs). Based on these findings, 49 USSCs were equipped with necessary Assistive Technologies, and multidisciplinary teams were trained to conduct comprehensive functional assessments of children with disabilities. Additionally, the programme supported MoLSA in developing a remuneration proposal for Functional Assessment Commission staff and prepared a financial matrix reflecting social guarantees and disability-related services under the current legislation. The programme also supported extensive training for 200 medical and para-medical professionals across Armenia, enhancing their capacity in conducting functional assessments for persons with disabilities. Additionally, nearly 2,000 social workers were trained in the implementation of functional assessments, ensuring consistency and quality in disability assessments.

In 2024 the programme supported further operationalization of the National Disability System Reform. This led to more individualized service delivery for persons with disabilities, including children. A series of sectoral legal documents were approved by the Government of Armenia (GoAM) related to the amendments to the GOAM regulation (N1264 of August 11, 2022) on Provision of Personal Assistant Services and the Amendments in the Regulation of Day Care Centers and their charters to introduce Special Equipment library as a type of service for children with disabilities. Since February 2024, Personal Assistant (PA) Service was officially launched in Armenia and currently there are 101 Personal Assistants providing support services to persons with disabilities, among which 45 are 15–18-year-old children. Children use the PAs to utilize their education rights to go to schools, attend cultural college and musical schools. Besides, a comprehensive assessment of Armenia legal regulations was conducted that should address and assure accessibility of services for persons with disabilities, including children and their participation in the society. The draft legal

package on provision of voucher-based services was developed based on international best practices and is currently with the Prime Minister's Office for further review and adoption.

Service provision was significantly strengthened with the efforts to set ground for establishment of the first pilot **Center for Independent Living (CIL)**, which received government approval in 2023. The concept, as well as the architectural and design master plan for CIL in Metsamor consolidated community in Armavir marz was developed and was approved by the Ministry of Labor and Social Affairs (MLSA), ensuring that the center adheres to universal design principles and is equipped to provide key services, such as independent living skills development, personal assistance, and community integration. Following the completion of the master plan, the MLSA has committed to overseeing the further construction and operationalization of the CIL, securing the necessary funding and managing the implementation process. Notably, the Government of Armenia has allocated resources to fully cover the construction of the entire CIL complex.

The Programme has made significant progress in advancing **digital solutions** for disability assessment and service provision, particularly through support to development and expansion of the **e-Disability platform**.

This digital transformation allows for seamless data exchange between healthcare, education, and social protection sectors. The platform was designed to overcome major gaps in the traditional disability assessment system, such as incomplete medical records, inconsistencies in disability status definitions, and lack of intersectoral coordination. By digitizing the assessment process, the system enables real-time case tracking, centralized data management, and improved decision-making for disability certification and service provision. Particularly, the Programme supported the development of the **Bank/Register of Medical Vignette Development Specialists and Medical Experts**, a digital registry within the e-Disability platform. This registry ensures that all specialists conducting disability assessments are properly trained and certified, maintaining high professional standards. The introduction of medical vignettes, a structured documentation tool that standardizes the assessment of functional limitations, has significantly improved the accuracy and consistency of disability evaluations. By incorporating International Classification of Functioning, Disability, and Health (ICF) principles, the vignettes provide a comprehensive and objective framework for assessing individual needs, moving away from a purely medical approach to a holistic functional assessment model. In addition, the e-Disability platform facilitates the integration of assistive technology (AT) solutions, enabling assessors to recommend specific AT devices and services tailored to an individual's functional needs. This feature supports a more personalized and needs-based approach, ensuring that PWDs receive the most suitable assistive solutions to enhance their independence and participation in society.

Overall, the expansion of the e-Disability platform and vignette system represents a transformational shift in Armenia's disability assessment framework, improving efficiency, reducing bureaucratic delays, and fostering a more inclusive and rights-based approach to disability certification and service delivery.

The programme also played a pivotal role in strengthening **inclusive education system in Armenia** under the leadership of the Ministry of Education, Science, Culture and Sports (MoESCS). It supported the enhancement of pedagogical-psychological support system for children with special educational needs, including those with hearing impairments. A set of Special Educational Needs assessment (SEN) toolkit for 4 different age groups and 8 types (intellectual, speech, hearing, visual, mobility, behavioural, emotional, communication) were developed and piloted among 1000 preschool/school age children, which contributed to making SEN assessment process more measurable, accurate and informative. A mapping of schools and a study on educational challenges of children with hearing impairments and on sign language was conducted. A set of methodological guidelines on work with children with hearing impairments were developed and 539 teachers, 793 specialists and 193 parents were capacitated.

The programme also contributed to creation of AT Ecosystem in Armenia. Innovations in **Assistive Technology** were a key focus throughout the project implementation period. The programme launched Armenia's **first Special Equipment Library**, a lending system that provides therapeutic and positioning devices for children with disabilities, ensuring continuity in their rehabilitation. The **ARMAV Augmentative and Alternative Communication (AAC) App** was also piloted, introducing Armenia's first Armenian-language communication tool for children with speech impairments.

Tech2Life initiative was launched in 2021 to support the development of an enabling environment for assistive technology in Armenia for people with disabilities to live healthy, productive, independent, and dignified lives, and to participate in education, the labour market and civic life. In the framework of the initiative, as a pilot programme within the ideation phase of the AT production value chain, the Assistive Technology Design Engineering Contest (ATDEC) was developed in late 2021 and launched in early 2022 with Armenian National Engineering Laboratories of National Polytechnic University of Armenia as an implementing partner.

The contest represented 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 provided, 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-centred solutions.

To better understand the current level of need and unmet need, the access to APs and the barriers to access in Armenia, the UNDP supported the implementation of a **rapid Assistive Technology Assessment (rATA)**. The rATA is an interviewer-administered, population-based survey tool developed by the World Health Organization (WHO). The fieldwork was conducted using face-to-face interviews by the Caucasus Research Resources Centre (CRRC). In the framework of this engagement the WHO Regional team conducted online training for the CRRC enumerators on new GIS methodology of data collection. Overall, 57 trained and experienced enumerators were involved in the fieldwork. The survey team visited 3 309 households in all regions of Armenia and interviewed 8 296 people. The report is presented as an Annex to this document.

In addition, at the request of the MoLSA, in collaboration with the Disability Rights Agenda NGO, the **recommended list of the assistive devices and their descriptions by disability** was developed. This will further assist the MoLSA in the efforts to update the national AT list.

Public awareness and inclusion efforts were also strengthened. A **national communication campaign on ICF reform** was launched, including animated videos, training materials, and guidelines to educate stakeholders on the new disability assessment framework. The programme played a key role in promoting inclusive education by training over 1,000 teachers and specialists to support children with disabilities in mainstream schools.

The programme has contributed to a greater inter-sectoral collaboration on the issues of disability and served as a catalyst for integration of disability issues in specific programmes/programming, as well as for mobilising additional resources from Government, the UN systems, the international community and other partners.

"Documentation on best practices and lessons learnt of 2 Assistive Technology models for children with disabilities, namely ARMAV Augmentative and Alternative Communication (AAC) App and Special Equipment Library" was validated with 40 OPDs and parents of children with disabilities to showcase the good examples of innovative and transformative solutions, contributing to the scaling up of AT services and improving rehabilitation support for children with disabilities across Armenia.

The programme enabled opportunities for 14–18-year-old adolescents with and without disabilities to identify and develop smart solutions, in partnership with "Internet Society Armenia Chapter" NGO. The initiative falls within UNICEF's Technology for Development concept, which is designed to provide adolescents, including those with disabilities, with 21st century skills and an understanding of "smart" information technology solutions. Around 80 adolescents, including 12 with disabilities from Yerevan and Lori, Kotayk, Shirak and Syunik marzes were involved in the joint programme and improved their digital literacy skills to develop smart devices, using the concept of "Internet of Things".

As Armenia continues its disability reform agenda, the Programme has laid a strong foundation for systemic change.

I. Purpose

The *Stronger Services for Equal Participation and Inclusive Development* Programme, jointly implemented by UNDP and UNICEF, was launched in 2020 to support the Armenian Government in reforming the disability assessment and service provision system. Through a life-cycle approach, the programme aims to enhance access to habilitation, rehabilitation, health, social, and developmental services for persons with disabilities (PWDs) and children with disabilities. By strengthening service delivery, improving policy frameworks, and fostering social inclusion, the Programme's objective was to bridge existing service gaps, especially in regions outside the capital, and promote the full participation of PWDs in public life.

The Programme is aligned with the **UN Sustainable Development Cooperation Framework (UNSDCF) Strategic Priority 1: People's Well-Being and Capabilities**, as well as the **UNDP Strategic Plan Outcome 2** and **UNICEF Country Programme Outcome 3**, the key objectives being:

1. Expand access to needs-based services for PWDs and children with disabilities through modernized and strengthened service centers, including the establishment of pilot Centers for Independent Living (CIL).
2. Develop and implement a policy framework for multi-disciplinary service provision in habilitation, rehabilitation, and assistive technologies.
3. Build the capacity of national and local policymakers and service providers to deliver timely and high-quality services.
4. Raise public awareness on disability rights, combat stigma, and empower PWDs and children with disabilities to exercise their rights and participate in society.

The expected outcomes included the successful implementation of the National Disability System Reform, the operationalization of the International Classification of Functioning, Disability, and Health (ICF) for functional assessment, and enhanced access to assistive technologies and inclusive education services.

II. Assessment of Programme Results

i) Narrative reporting on result:

The *Stronger Services for Equal Participation and Inclusive Development* programme has played a transformative role in reshaping Armenia's disability support system, driving legislative reform, improving service delivery, and fostering social inclusion for persons with disabilities (PWDs) and children with disabilities (CWDs). Implemented jointly by UNDP and UNICEF, in collaboration with the MLSA and other national stakeholders, the programme leveraged a multi-sectoral approach and strategic partnerships to achieve sustainable, systemic change.

Over the Programme duration (2020-2025), significant progress was made in achieving the planned outcomes outlined in the Programme Document and Annual Work Plan (AWPs).

At the core of this transformation was the implementation of the International Classification of Functioning, Disability, and Health (ICF) framework in 2023. This shift from a medical diagnosis-based system to a functional, needs-based assessment model allowed for personalized service provision and greater recognition of individual capabilities and limitations. The pilot testing of the new disability assessment and certification scheme through 49 USSCs, supported by training for over 200 medical and para-medical professionals, laid the foundation for more accurate and holistic disability evaluations.

In line with the planned targets, the Programme pioneered the development of the first pilot CIL in Metsamor. With UNDP and UNICEF providing technical support for the architectural and design master plan, the MLSA assumed responsibility for construction and operationalization, ensuring local ownership and long-term sustainability. The CIL aims to offer independent living skills training, personal assistance, and community-based support services, empowering PWDs to live more autonomously.

A breakthrough in data management was achieved through the e-Disability platform, which facilitated real-time data exchange and streamlined disability assessments. The Bank/Register of Medical Vignette Development Specialists and Medical Experts was integrated into the system, ensuring quality assurance and standardization in the assessment process.

Through targeted capacity-building efforts, the Programme enhanced the skills of healthcare professionals, social workers, and policymakers, while public awareness campaigns tackled stigma and promoted disability rights. These efforts directly benefited PWDs, children with disabilities, caregivers, and service providers, leading to institutional changes and behavioral shifts in service delivery and public perception.

The Programme implementation journey was marked by several external challenges, including the COVID-19 pandemic and the conflict in and around Nagorno-Karabakh, which significantly influenced government priorities over time. These disruptions led to delays and partial achievement of certain targets, particularly in the construction and operationalization of the pilot CIL in Metsamor. In response, the Programme demonstrated flexibility by adapting its strategies to the evolving context. Specifically, due to the construction delays and the inability to extend the Programme duration further, the Board has decided for reallocation of the remaining funds to address immediate service delivery need by procuring minivans, a measure aimed at bringing services closer to communities and mitigating the impact of the delays. A total of 7 minivans will be provided to MLSA childcare institutions/child and family support centers and

residential care institutions for persons with disabilities to enable mobility and smooth social inclusion of persons with disabilities, including children in the society. This adaptive approach ensured that, despite shifting priorities and unforeseen challenges, the programme continued to make meaningful progress toward its overarching goals of enhancing disability assessment, service provision, and social inclusion for persons with disabilities and children with disabilities in Armenia.

Output 1⁵: 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 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.

From the outset in 2020, the programme recognized the critical need to enhance access to services for persons with disabilities (PWDs) – with a special focus on children – by modernizing and strengthening service centers close to communities. Early efforts focused on conceptualizing regional CILs, setting the stage for a transformative approach in service delivery.

In 2021, the Programme advanced this vision by refining the concept and beginning detailed discussions on how to develop these centers. The emphasis was on creating facilities that could offer comprehensive, life-cycle care – including personal assistance and rehabilitation services – thereby ensuring that high-quality support reaches remote areas where needs are greatest.

By 2022, significant progress was made towards operationalizing these ideas. The Programme reported the identification of a target community in Metsamor and the development of an architectural and design master plan for a pilot CIL. Detailed assessments of available infrastructure and service needs were conducted, and preliminary expenditure lists were drafted, marking a crucial step toward building a sustainable, community-based service environment.

In 2023, the CIL Programme Master Plan was finalized by the technical partner “Haygyughshin” LLC (HGSN), outlining a comprehensive design featuring four modular one-story buildings strategically arranged to provide a range of services – from independent living skills development and personal assistance to specialized support for children.

By 2024, further refinements have been reported, with all necessary permits and assessments submitted and construction began in March 2025.

Parallel to the development of physical infrastructure, the programme significantly enhanced service access through a suite of complementary activities. It spearheaded capacity building in early identification and intervention across the healthcare system: 325 primary health care doctors and nurses (97% of whom were women) completed accredited training on “Child Development and Early Identification.” To support this, a child development assessment kit was developed and distributed along with “Red Flags Early Identification Guide” posters to primary healthcare sites, ensuring that both theoretical and practical aspects of early

⁵ See relevant materials and links in Annex 1

detection—addressing conditions such as Down syndrome, autistic symptoms, developmental global delay, and Cerebral Palsy—were effectively reinforced.

In the realm of assistive technology (AT), the Programme introduced innovative service models to enhance accessibility, such as Special Equipment Library for persons with cognitive, developmental delays and mobility issues to facilitate their access to therapeutic and positioning ATs to ensure their uninterrupted rehabilitation therapies at home, as well as ARMAV AAC App to assist children with speech and communication impairments. Additionally, a joint “Internet of Things” Programme, implemented in collaboration with the Internet Society Armenia Chapter, capacitated 80 adolescents, enhancing their digital literacy and fostering innovation. As a result, adolescents supported the development of “Internet of Things” smart solutions, such as “Smart Phone”, “Smart Home”, “Smart Greenhouse”, as well as the 1st ever Armenian language speaking “Anahit” Voice Assistant for children/persons with disabilities to enhance accessibility in addressing daily challenges, as well as enhanced their digital literacy and fostering innovation.

Output 2⁶. 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.

Support to legal reforms. The Programme has continued to support the enhancement of Armenia’s legal framework following the landmark adoption of the Law “On the Rights of Persons with Disabilities” and the Law “On Assessment of Person’s Functionality” in 2021. In line with CRPD principles, over 70 legal documents were revised to ensure consistency and to strengthen the multi-disciplinary service provision system. To support the establishment and effective functioning of the CILs, the Programme assisted in drafting a comprehensive package of procedures and legal acts. This package includes a set of Government decrees on the establishment of CILs—already approved by the MLSA—and the development of procedures and conditions for organizing the education, training, and requalification of social sector specialists working with disabled persons. Furthermore, the Programme has supported the MLSA in improving the legal framework on assistive technology, thereby facilitating the provision of innovative, low-cost solutions for persons with disabilities. The programme also supported the development of a legal regulation to enable monitoring of Functional Assessment Centers at USSCs. The programme also supported MLSA in developing a workflow and required documentation package to recognize the Special Equipment Library as an official assistive technology service for children with disabilities. As a result, amendments in the Regulation of Day Care Centers and their charters were made to introduce the Special Equipment Library as a type of service for children with disabilities.

Connect electronic systems of healthcare, education, and social sectors to ensure smooth data exchange and data management for assessment and service provision systems. Throughout the Programme, substantial progress has been made in strengthening digital systems to enhance disability assessment and special education needs (SEN) data management. In 2021, the electronic SEN assessment system—originally designed in 2019 by the National Center of Education Technologies and the RPPC in collaboration with UNICEF—was pilot-tested for school-age children and discussed with MoESCS to become a distinct module within the Educational Management Information System (EMIS). COVID-19 restrictions delayed full

⁶ See relevant materials and links in Annex 1

implementation, and plans were set in motion in 2022 to develop submodules for preschool-aged children and a feedback mechanism for parents and caregivers.

In 2022, at the request of the MLSA, the Programme supported Nork Technology Center in developing the e-Disability platform. A key feature of this platform is the Bank/Register of Medical Vignette Development Specialists and Medical Experts, which enables certified specialists to perform functionality assessments based on internationally accepted standards.

Concurrently, to ensure the rights of all children, including children with disabilities and to promote their smooth transition to mainstream schools, the Programme supported the development of a SEN module within EMIS, aligned with CRPD and the new e-disability system, for enhancing data collection on CWD and their participation in school. Further work should be done to ensure the interoperability of both systems. 793 staff of the Regional Pedagogical-Psychological Support Centers were capacitated on application of new SEN assessment tools.

In 2023, the Programme further supported MLSA in piloting a disability assessment certification scheme in line with the WHO ICF framework, operationalized from February 2023.

These digital initiatives have significantly contributed to more accurate assessments, improved service delivery, and facilitated greater inclusion and support for children with disabilities across Armenia.

Establish research centers in relevant academic institutions, assessment and service provision center, to support evidence-based service delivery. The Programme has substantially bolstered the capacity of relevant academic and service institutions to support evidence-based decision making in the disability sector. In 2022, in partnership with the Enabling Social Impact Consulting (ESI) group the Programme worked to enhance the capabilities of Republican and Regional Pedagogical Psychological Support Centers (RPPSCs). This collaboration focused on institutionalizing routine monitoring methodologies and developing standardized reporting tools that capture accurate, gender-sensitive data on the availability, access, and affordability of services for children with SEN, including children with disabilities (CWDs). As part of this effort, the RPPSCs revised and updated their operational regulations, and four rounds of training—three online and one face-to-face—were conducted for 47 RPPS employees to improve annual planning, data collection, and performance calculation.

Building on these foundations, in 2023 the Programme further supported the revision of disability assessment, certification, and individual service provision planning procedures in partnership with ESI. The Programme facilitated the introduction of the ICF model for disability assessment across Armenia, with the translation, adaptation, and validation of standardized tests now in use by medical and paramedical staff in all 49 USSCs. The Armenian version of the ICF was updated and integrated into the WHO web platform, while methodological guides were refined to ensure more precise and objective assessments. Additionally, 49 Territorial Social Service Centers were assessed, and tailored recommendations were provided to inform the setup and furnishing of prospective Disability Assessment Commissions. The programme supported the development of a monitoring tool for functional assessment of persons/children with disabilities, as well as the development of a Methodological Guide for assessment of environmental factors.

In 2023-2024 in partnership with the Republican Pedagogical and Psychological Support Center, the programme contributed to strengthening the pedagogical-psychological support system for children with

special educational needs, including children with hearing impairments. Support was provided in the development of the Functional Model of the Resource Center for Children with Hearing Impairments, including financing mechanism, job profiles and its structural units (methodological, pedagogical-psychological, assessment and sign language teaching). In this regard, an exemplary charter for Special School – Resource Centers was developed and endorsed. The Resource Center for children with hearing impairments will officially start to operate since September 2025. The timeline (2025-2028) and the Action Plan on reorganisation of the remaining special schools into Resource Centers was also approved by the MoESCS Minister's order. Besides, consultations were organized among 15 specialists (all women) of the Special school for children with hearing impairments and 12 teachers (all women) from mainstream schools to address the specific challenges faced in supporting reintegration of children with hearing impairments into mainstream education. This involved support in developing customized instructional plans, modifying curriculum materials, as well as using assistive devices to optimize their learning experiences.

As part of the scale-up activities, 25 Territorial Pedagogical-Psychological Support Centers (TPPCs) were equipped with SEN AT supplies and assessment kits comprised of age-specific development games, toys, cards for further use by the specialists of the Resource Centers and Territorial Pedagogical Psychological Support Centers for the comprehensive SEN assessment of children, including those with hearing needs that will further guide evidence-based service delivery.

Improve the Individual Service Delivery Plans in line with best international standards, with due consideration of gender specifics in service provision. The programme has catalyzed a comprehensive revision and enhancement of Individual Service Delivery Plans to align with best international standards and incorporate gender-specific considerations. Through targeted technical assistance, the Programme facilitated the development and costing of a comprehensive list of services disaggregated by type of disability, gender, age group, and the agencies responsible for delivery. This work became a catalyst for revising and improving Individualized Education Plans (IEPs) for children with SEN, including children with disabilities.

The Programme, with additional funding support, contracted Oxford Policy Management (OPM) and the Enabling Social Impact Consulting group to provide expert guidance to the Republican Pedagogical-Psychological Support Centers (RPPSCs). Their technical support was instrumental in revising the Individual Learning Plan, incorporating necessary environmental adaptations, and developing robust mechanisms for monitoring educational and developmental progress. This initiative also focused on building the capacity of RPPSC staff through enhanced training on annual planning and routine reporting. The revised IEPs were validated through consultations with RPPSC specialists, representatives from inclusive schools, Organizations of Persons with Disabilities, and parents.

Further, a comparative data review and mapping exercise was conducted in partnership with RPPSC to determine the service needs for children with severe and profound hearing impairments. A set of assessment tools for four age groups and seven types of SEN were developed and piloted among 100 children, leading to the testing of a new Individual Educational Development Plan (IEDP) for preschool children and an updated IEP for older children. Notably, the IEDP form was approved by the Minister of ESCS on 17 September 2022, establishing a more user-friendly framework for delivering pedagogical and psychological support.

In parallel, research on the educational challenges faced by SEN children, particularly those with severe and profound hearing impairments, was undertaken. This study revealed key linguistic features of Armenian sign

language and highlighted the difficulties encountered in integrating sign language within mainstream education. In response, a set of methodological guidelines was developed, and capacity-building sessions were conducted for 539 teachers, 793 specialists, and 193 parents, significantly strengthening the pedagogical-psychological support system and promoting inclusive practices within the education sector.

Output 3⁷. 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.

Conduct capacity development training courses for policy makers to ensure joint vision and policy formulation on multi-disciplinary approach to service provision. The Programme has made significant strides in building human and institutional capacity to support a modernized disability assessment system in Armenia. Over the Programme's duration, comprehensive capacity-building activities have been implemented across 49 USS centers, where approximately 2000 social workers received training on functional assessment, identifying child development delays, and facilitating intersectoral collaboration among health, education, and community services. Following these capacity-building courses, national-level testing and pilot evaluations of the new disability assessment model were successfully conducted in 21 USSTCs between January and June 2023. In a dedicated effort to enhance understanding and facilitate the adoption of the new disability assessment system, an "ICF Implementation Roadmap" workshop was held in collaboration with the Ministry of Labor and Social Affairs (MoLSA), Nork Technology Center, and USS centers. Over a two-day workshop, 72 participants representing 40 different Organizations of Persons with Disabilities (OPDs) were introduced to key changes in the legislative framework, the distinctions between functional and medical assessment approaches, and the application of international functional classifiers and digitized tools for disability assessment. This workshop, supported by experts from MoLSA, Nork Technology Center, the MoLSA Unified Social Service, Step Forward NGO, Full Life NGO, and WHO, played a crucial role in harmonizing practices and enhancing service delivery.

In parallel, the Programme supported the translation and adaptation of guidelines on eight common Rare Diseases—covering conditions such as Duchenne, Rett, SMA, Angelman, Hunter, Dravet, West, and Spina Bifida—tailored for specialists, parents, and caregivers. A comprehensive training program and a Manual on Rare Diseases based on these guidelines was developed and delivered to 90 specialists, including social workers, personal assistants, and rehabilitation staff. This initiative not only enhanced professional expertise but also led to the unification of 22 service centers dedicated to providing improved care for children with rare diseases, with the Ministry of Health recognizing the program through the award of 30 Continuing Professional Development (CPD) credits.

Further strengthening the assessment framework, in September 2022 a two-week Training of Trainers (ToT) was conducted by EU Socieux+ international trainers for 15 medical and 20 paramedical staff. This training included the procurement and installation of medical and paramedical assistive technology (AT) equipment at the Malatia-Sebastia Unified Social Service Center in Yerevan, where the first pilot of the new functional assessment model was successfully undertaken among 5 children and 7 adults. The pilot demonstrated that the new assessment system was well received, with assessors effectively evaluating functional capacity from multiple perspectives and collaboratively determining the impact of environmental factors.

⁷ See relevant materials and links in Annex 1

Additionally, further rounds of Training of Trainers were carried out for 200 medical and paramedical staff in collaboration with EU Socieux+ supported Programmes, ensuring ongoing engagement with the new assessment model. Collectively, these initiatives have enhanced the capacity of Armenia's service providers, ensuring a more robust and effective disability assessment system that supports evidence-based, inclusive service delivery across the country.

90 multidisciplinary staff of child and family support centers, rehabilitation centers, OPDs and NGOs, as well as 110 parents of more than 50 children were capacitated and provided with hands-on training on the use of soft and wooden Special Equipment AT devices.

793 staff of RPPSC and TPPCs were capacitated on application of SEN assessment toolkit, IEP and IEDP tools to contribute to more needs-based assessment of educational needs of children with disabilities and to inform tailored service provision.

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. Through ECARO initiative and technical support from international experts, a teacher training module on “Changing perceptions-empowering teachers” was pretested. The revised training module was further adapted, translated and will be used in 2024 for the scale-up of training among other teachers and specialists to facilitate the learning process of children with disabilities. Besides, a teacher's diary was produced as a supplement to the manual for practical use by teachers. Training of Trainers has been held among specialists from 12 Territorial Pedagogical Psychological Support Centers’.

At the request of the MoLSA the Programme has supported the development of an online learning platform that integrates different training materials and provides various professional training programs for medical personnel and social workers. The platform will be further operated by the National Institute of Labor and Social Research SNCO, which will be providing ICF trainings and certification to a larger number of specialists, ensuring continuous capacity building and professional development of medical and para-medical personnel and social workers. The platform includes a variety of interactive learning materials, such as quizzes, and case studies, to ensure that users are engaged and actively learning. The platform will also serve as a resource for methodology and guidelines.

Output⁸ 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.

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. The Programme has made remarkable strides in fostering societal awareness and promoting the rights of children with disabilities through a series of dynamic advocacy, capacity-building, and digital communication initiatives. In March 2021, the Programme, in collaboration with an OPD established by mothers of children with disabilities, organized a three-day conference titled “Services Targeted Towards Children with Disabilities in Armenia.” This event brought together a broad range of stakeholders—including government representatives, NGOs, service providers, and parents—to discuss the diverse needs of children with disabilities, exchange experiences, and explore partnership opportunities. An exhibition showcasing locally produced assistive technologies further enhanced dialogue and facilitated networking among participants.

Throughout 2021, the Programme amplified its outreach by producing 18 stories and web articles on humanitarian support for children from Nagorno-Karabakh and host communities, reaching over one million people through dedicated digital platforms. Social inclusion messaging was mainstreamed across digital

⁸ See relevant materials and links in Annex 1

activations focused on mental health, life-saving skills, and media literacy, ensuring that the voices and needs of children with disabilities were effectively communicated. Additionally, four publications were disseminated, offering guidance on inclusive education and effective strategies for supporting children with developmental delays, thereby reinforcing advocacy efforts at the national level.

In 2022, promotional materials such as animation videos, guidelines, and explanatory video interviews were produced to illustrate the transformative changes in disability assessment practices. This digital campaign, further reinforced by a webinar held under the auspices of the International Day of Persons with Disabilities, provided a critical platform for key stakeholders to share innovative solutions and discuss how to enhance accessibility, education, and employment opportunities for persons with disabilities. Notably, an 18-year-old participant highlighted the impact of the ARMAV alternative communication app, underscoring its role in enabling communication for children with speech impairments.

In 2023, these communication initiatives continued to evolve, with additional promotional content developed and disseminated to reinforce the changes in the disability assessment system.

In 2024, the programme supported the organisation of "Access to Services for Persons with Disabilities" a two-day workshop by "Consort World" in partnership with My Step Foundation and MoLSA among more than 100 key line ministry, OPD representatives, public organisations and parents of children with disabilities, to sensitise on the importance of using new assistive technologies in empowering persons/children with disabilities to communicate and express themselves.

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. The Programme has proactively advanced public awareness on disability issues with a particular focus on childhood disability and the acceptance of children with disabilities and their families. Assistive Technology (AT) communication strategy was developed to highlight policies, initiatives, and available AT solutions. This strategy employs a mix of communication channels—including social media, television, and print media—to promote AT usage among the public, persons with disabilities, and their caregivers, thereby fostering an inclusive society where everyone can participate fully.

In addition, the Programme organized numerous sensitization events, meetings, and training sessions targeted at multidisciplinary groups of professionals and educators. These sessions focused on key topics such as the functional assessment of disability and the specific challenges in organizing the educational process for children with hearing impairments. Through these activities, teachers were empowered in interpersonal communication and community engagement, thereby enhancing the inclusion of children with disabilities in mainstream settings. Documented extensively on social media in 2023, these initiatives not only raised awareness but also facilitated the exchange of best practices and reinforced the shared commitment among stakeholders to promote early inclusion and support for children with disabilities.

- **Qualitative assessment:**

The programme has made remarkable strides in advancing disability rights, improving service delivery, and reforming legal and policy frameworks in Armenia. It has driven significant changes in how disability is assessed and addressed in Armenia, influencing not just service provision but also the legislative, policy, and institutional frameworks that support the inclusion of persons with disabilities (PWDs). Through transformative reforms, capacity-building efforts, and the expansion of assistive technology and services, the programme has contributed to the overall advancement of the rights and well-being of persons/children with disabilities. The GoAM, particularly the Ministry of Labor and Social Affairs (MoLSA) and the Ministry of Education, Science, Culture and Sports (MoESCS), played a central role in ensuring that the disability system

and inclusive education system reforms were integrated into national policies and were operationalized effectively. Collaborations with OPDs were key in promoting inclusive education and advancing disability rights agenda, ensuring that the voices of persons with disabilities and their families were represented in policymaking, and providing community-based insights into the needs of persons/children with disabilities. The joint partnership with UNDP and 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. UNDP, UNFPA and UNICEF under the RCO coordination, managed to receive funding of US\$300,000 and successfully implemented “Creating enabling environment and ecosystem for CRPD implementation and disability mainstreaming in Armenia” programme in 2022-2023, in close collaboration with the OPDs/NGOs, parents of children with disabilities, and government stakeholders. UNICEF CO intensive negotiations with the developmental partners, the MoESCS, civil society organizations resulted in US\$ 70,000 by UNICEF Swiss National Committee to support Inclusion of Children with Special Needs and Disabilities into Regular Schools in the Republic of Armenia. During the emergency response in 2023 UNICEF managed to generate emergency funding from the Government of Norway in the amount of \$ 60,000 to provide specialised support services, including ATs, to respond to the urgent needs of displaced children with disabilities and their families living in Armenia and to facilitate their smooth integration into the host community.

ii) Indicator Based Performance Assessment:

Using the **Programme Results Framework from the Programme Document / AWP**s - provide details of the achievement of indicators at both the output and outcome level in the table below. Where it has not been possible to collect data on indicators, clear explanation should be given explaining why.

	Achieved Indicator Targets	Reasons for Variance with Planned Target (if any)	Source of Verification
UNDAF Outcome 2: By 2020, people benefit from improved systems of democratic governance and strengthened protection of human rights.			
UNDAF Outcome 5: By 2020, vulnerable groups have improved access to basic education and social protection services and participate in their communities.			
Indicator I Number of persons with disabilities receiving rehabilitation services in the regions of programme operation Baseline: 377,966 (2020) Target: 390,000 (2022)	Indicator I: 395,119 (2022)		MoLSA, MoH, MoTAI
Indicator II % of children with disabilities using Rehabilitation services Baseline: 23 (2012) Target: 40 (2020)	Indicator II 88% (2021)	Indicator II The reported result for this indicator reflects the percentage of children with SEN receiving services and support in the education sector only. There is no reliable resource to track % of CWD receiving rehab services overall, social protection, health and education sectors. So, the Result is calculated based on the Number of children with SEN received services in the education sector out of the total number of CWD.	MoLSA and MoESCS reports
Indicator III	Indicator III		MoESC,

Number of children with special education needs enrolled in inclusive schools Baseline: 3000 (2014) Target: 6000 (2020)	9327 (including 2,961 girls)		NCET and RPPC reports
JP Outcome 1: By 2022, Institutions and systems will be 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.			
Indicator 2: Number of 5-18 years old children with disabilities receiving need-based quality services and assistive devices and technologies. Baseline: TBD based on a baseline survey of 2020 Planned Target: TBD based on a baseline survey of 2023	Indicator 2: Fieldwork activities on Situation Analysis of Children with Disabilities were completed in 2023	Among interviewed 1301 parents/caregivers, 23% of children with disabilities have received health rehabilitation services, 26% received medicines, 2% received special food related to health needs, 21% ATs, 12% benefitted from day care centers, 95% received disability benefit, 82% attended educational institutions or received home based education, 79% received medical care,	Situation Analysis on Children with Disabilities in Armenia, 2023.
Indicator 3: Number of youth and adults with Disabilities receiving need-based quality services and assistive devices and technologies. Baseline: TBD based on a baseline survey of 2020 Planned Target: TBD based on a baseline survey of 2020	Indicator 3 Assistive devices and technologies: 2020: 2,062 people 2023: 21,737 people		MoLSA, MoH, MoESCS
Indicator 4: Policy framework for provision of accessible and quality services developed and adopted. Baseline: 0 (2019) Planned Target: 1 (2020)	Indicator 4: 3 The UNDP has supported development of three packages of legal and sub-legal acts in three directions: ICF, AT and CIL, which should feed the policy framework for service provision.		MoLSA, MoH, MoESCS

Indicator 5: National system of data collection on disability is updated, functional and complies with international standards. Baseline: 0 (2019) Planned Target: 1 (2022)	Indicator 5: 1 The e-Disability platform has been developed and launched https://e-disability.am/home		Gov. decision, MoLSA, MoH and MoESCS reports
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.			
Indicator 1.1.1. Existence of regional Centers of Excellence for Independent Living. Baseline: 0 (2019) Planned Target: Concept, architecture and design package for 1 CIL for adults and 1 CIL for children [target revised as per the Board meeting in April 2023]	Indicator 1.1.1 The architecture and design of the CIL complex completed and approved by the MoLSA. The costing and budget calculation, including construction and furnishing have been finalised. The Government of RA has allocated resources for the construction of the CIL complex. The MLSA has already started the construction of the CIL in March 2025.		Programme reports, MoLSA and MoESCS reports

<p>Indicator 1.2.1. Number of regions with capacitated healthcare professionals in early identification and intervention at the primary, secondary and tertiary levels of health care system.</p> <p>Baseline: 0 (2019)</p> <p>Planned Target: 2 (2024)</p>	<p>Indicator 1.2.1.</p> <p>In 2 regions: Armavir and Lori primary health care professionals have been capacitated in child development and early identification and intervention.</p>	<p>The trainings on early identification and intervention of childhood disability were expanded and implemented in consolidated community of Lori and Armavir regions 325 primary health care doctors and nurses (97% women) accomplished accredited Training on “Child development and early identification”. Child development assessment kit was developed and distributed with 160 Posters “Red flags Early identification guide” to primary healthcare sites covering 13% of 0-5 child population.</p>	<p>Programme reports, MoH reports</p>
<p>Indicator 1.2.2. Number of regions where youth and adults with disabilities receive need-based quality services and assistive devices and technologies.</p> <p>Baseline: 0 (2019)</p> <p>Planned Target: 5 (2024)</p>	<p>Indicator 1.2.2.</p> <p>Targeted for 2024</p> <p>Lori, Gegharkunik, Syunik regions and Yerevan</p>	<p>More than 300children with disabilities () benefitted from specialised multidisciplinary services, including Assistive Technologies, such as Special Equipment soft and wooden AT equipment and ARMAV AAC devices.</p> <p>ARMAV AAC APP.</p>	
<p>Indicator 1.3.1. Number of regions with modelling parent support services.</p> <p>Baseline: 0 (2019)</p> <p>Planned Target: 2 (2024)</p>	<p>Indicator 1.3.1.</p> <p>Targeted for 2024</p>	<p>Training modules for preschool educators were developed and modelled on how to conduct parental sessions on positive parenting, complemented by TV shows and social media sessions on comprehensive child development, early learning and early interventions.</p>	<p>Programme reports, MoLSA, MoESCS, MoH and MoTAI reports</p>

Indicator 1.4.1. Number of regions with personal assistants, institutions and family support system. Baseline: 0 (2019) Planned Target: 3 (2024)	Indicator 1.4.1. Targeted for 2024	Amendments to the regulation (N1264 of August 11, 2022) on Provision of Personal Assistant Services was approved by GoAM and since February 2024, Personal Assistant (PA) Service was officially launched in Armenia. Currently there are 101 Personal Assistants providing support services to persons with disabilities, among which 45 are 15–18-year-old children.	Programme reports, MoLSA, MoESCS, MoH and MoTAI reports, GoAM regulation N1264 of August 11, 2022.
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.			
Indicator 2.1.1 Systems of data collection on disability are functional and effectively feed evidence-based policy formulation. Baseline: 0 (2019) Planned Target: 1 (2022)	Indicator 2.1.1: 1 An E-disability platform has been developed to enable data collection on disability. https://e-disability.am/home		Programme reports, MoLSA, MoESCS, MoH and MoTAI reports
Indicator 2.2.1. Existence of a national policy on service provision and assistive technology. Baseline: 0 (2019) Planned Target: 1 (2023)	Indicator 2.2.1 : 3 packages UNDP supported development of three packages of legal and sub-legal acts in three directions: ICF, AT and CIL, which should feed the policy framework for service provision. The Assessment report of the regulatory framework on the provision of assistive technology, the recommended list of the assistive devices and their descriptions by disability and update of the list of Assistive Technology (AT), including development of a matrix with financial reflection		Programme reports, MoLSA and MoH reports

	<p>of services and social guarantees provided to persons with disabilities in Armenia, market research and costing of the list of Assistive Technologies equipment for Functional Assessment of Disability Assessment Centers, including the technical specifications was realized. In addition, over 70 legal acts were revised to comply with CRPD principles.</p>		
<p>Indicator 2.2.2 Existence of a national Strategy for Early Childhood Development. Baseline: 0 (2019) Planned Target: Strategy developed (2023)</p>	<p>Indicator 2.2.2 Targeted for 2023</p>	<p>The Concept on Early childhood intervention was developed and submitted to the MoH for approval. UNICEF advocated for stronger early childhood development through policy assistance, infrastructure support, and capacity building. Key focus areas included:</p> <ol style="list-style-type: none"> 1. Quality preschool education: Enhanced staff capacity through training in child-centered approaches and trauma-informed practices to ensure inclusive access. Expansion of early learning services to enroll more children. 2. Early childhood intervention services: Developed and accredited training module on "Child development and early identification" for primary health staff to better serve 	<p>Programme reports, MoLSA, MoESCS, MoH and MoTAI reports</p>

		children with disabilities and developmental delays.	
Indicator 2.3.1. Survey on children with disabilities. Baseline: 0 (2019) Planned Target: 1 (2024)	Indicator 2.3.1 Situational analysis on Children with Disabilities was conducted in 2023.	The Situation Analysis on Children with Disabilities in Armenia was finalised in 2024.	Situational Analysis on Children with Disabilities in Armenia report, 2024
Indicator 2.3.2. Research and analytical capacity is built in 3 centers to ensure scientific support to the new policy framework on disability assessment and service provision. Baseline: 0 (2019) Planned Target: 3 (2023)	Indicator 2.3.2 The programme continuously supported building the research and analytical capacity of RPPC center through technical support in development of SEN assessment toolkit, IEP, IEDP for preschool children and children, as well as a guidebook on Assistive Technologies in education professionals working with children with special educational needs, Interpersonal Communication training module, and support to the capacity building of the staff at RPPC and TPPC .		Reports from 3 selected institutions, Programme reports, MLSA, MoH statements
Indicator 2.4.1. Existence of gender-sensitive and age-specific Individual Service Delivery Plans for children/adults. Baseline: Individual Rehabilitation Plans are at initial stage of development to include gender sensitive and age-specifics. Planned Target: Gender sensitive and age-specific Individual Service Delivery Plans for children/adults developed (2023)	Indicator 2.4.1 The new IEP and IEDP was tested among 100 preschool children and the new IEP was tested among 6-18 year-old 100 children and they proved to be more user-friendly for provision of pedagogical and psychological support services. The IEP and IEDP forms were approved by the Minister of ESCS on 17 September 2022 to		Reports from 3 selected institutions, Programme reports, MLSA, MoH statements

	facilitate the learning process of 0-6-year-old children. 938 children (672 boys, 266 girls) were assessed with the new toolkit according to 4 age groups: 3-5, 6-10, 11-14, 15-18: The piloting was carried out in 10 regions of the Republic of Armenia and Yerevan through the specialists of the Republican and Territorial Pedagogical Psychological Support Centers, As a result, the entire toolkit has been validated and is ready for approval by the MoESCS.		
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.			
Indicator 3.1.1. Number of policy makers trained and applying the knowledge in the policy formulation. Baseline: 15 (2019) Planned Target: 100 (2023)	Indicator 3.1.1. Overall, 793 specialists from RPPSCs through the country and secondary schools have been capacitated on increasing participation of children with SEN in distance schooling.		Programme reports, MoLSA, MoESCS, MoH and MoTAI Reports
Indicator 3.2.1 Number of regions with trained health, social and education professionals /service providers/. Baseline: 15 (2019) Planned Target: 5 (2022)	Indicator 3.2.1. In 2 regions: Armavir and Lori region. 200 medical and paramedical staff from Yerevan and all 10 marzes trained on the new functional model of disability assessment. In 6 regions: Lori, Armavir, Vayots Dzor, Shirak, Gegharkunik and Ararat.	325 primary health care workers and nurses (97% women) accomplished accredited Training on “Child development and early identification” A total of 6 training courses on interpersonal communication were conducted. for 121 specialists (120 female, 1 male) from Territorial	Programme reports, MoLSA, MoESCS, MoH and MoTAI Reports

		Pedagogical-Psychological Support Center's (TPPSC) in Armenia.	
<p>Indicator 3.3.1. The modernized and strengthened service provision centers have sufficient technical and human resources to provide quality services to children and adults with disabilities.</p> <p>Baseline: 0 (2019)</p> <p>Planned Target: 3 (2023)</p>	<p>Indicator 3.3.1.</p> <p>1999 social workers (1551 women, 448 men) from all 49 USSCs trained on functional assessment, child development delays and disability, collaboration with health, education, and community services.</p>		<p>Programme reports, MoLSA, MoESCS, MoH and MoTAI Reports</p>
<p>Indicator 3.4.1. Model curricula for targeted groups of health care, rehabilitation and habilitation service providers developed.</p> <p>Baseline: 0 (2019)</p> <p>Planned Target: 2 (2023)</p>	<p>Indicator 3.4.1: 2</p> <p>1)The MoLSA has endorsed the developed online learning platform, designed to consolidate various training materials and offer a range of professional development programs for medical personnel and social workers. This platform will serve not only as a comprehensive resource for current practitioners but also as an initial screening tool for evaluators. For this purpose, a testing and certification component was added. A training session was conducted for staff at the Nork Technology Center and the National Institute of Labor and Social Research SNCO (NILSR) to facilitate the platform's effective implementation and use. The NILSR will manage the platform, extending ICF</p>		<p>Programme reports, MoLSA, MoESCS, MoH and MoTAI Reports</p>

	<p>training and certification to an expanded audience of specialists. Plans are underway to broaden the platform's content to encompass additional topics and training sessions.</p> <p>2) The Programme has supported the MoLSA in development, adaptation and dissemination of training materials in the framework of capacity building of medical and para-medical specialists.</p> <p>3) The programme has supported the development of a comprehensive training package on Early identification and intervention of childhood disability for primary healthcare workers, which was accredited by the MoH and used for training of 325 primary health care workers and nurses.</p> <p>4) The programme supported the development of a training package on 8 most common Rare Diseases which was accredited by MoH and used for training of 100 specialists working with children with disabilities.</p> <p>5) ICF manual was adapted and translated in Armenian. The Programme has further supported the dissemination of the manual to experts and practitioners.</p>		
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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.

Indicator 4.1.1 Number of regions where persons/children with disabilities are informed about their rights and can exercise them effectively. Baseline: 0 (2019) Planned Target: 11 (2022)	Indicator 4.1.1. 11		Program implementation reports, social media posts
Indicator 4.2.1 Number of public events on disability issues. Baseline: 0 (2019) Planned Target: 11 (2022)	Indicator 4.2.1. 11 (information on events shared above)		Programme reports, Campaign Materials
Indicator 4.2.2 Stigma towards persons with disabilities and their families decreased among service provider professionals and community. Baseline: Needs a pre- and post-assessment Planned Target: Target to be determined based on initial assessment.	Indicator 4.2.2 More than 240 stakeholders and community level representatives have been sensitised on disability system reform, functional assessment process of disability in line with WHO ICF-based framework.		Survey and assessment materials, Programme reports, Campaign materials and records

iii) Evaluation, Best Practices and Lessons Learned

Throughout the implementation of the programme, several significant challenges emerged that affected progress across various outputs. External shocks such as the COVID-19 pandemic and the conflict in Nagorno-Karabakh led to delays in physical activities, construction, and data collection, while shifting government priorities further complicated execution. Management arrangements and coordination among multiple agencies sometimes resulted in slower decision-making.

To mitigate these challenges, the programme adopted a flexible, adaptive approach. When delays in constructing the pilot CIL emerged, for example, the programme reallocated remaining funds to procure 7 minivans for persons and children with disabilities, ensuring that essential services could still be delivered to communities on a mobile basis. Virtual training and online capacity-building sessions were ramped up to compensate for the limitations imposed by the pandemic. Moreover, continuous engagement with government partners, such as the MLSA, and collaborative initiatives with UN agencies and civil society helped maintain momentum and keep the programme aligned with its strategic objectives.

While some risks identified during the programme design—such as potential disruptions from public health emergencies and geopolitical conflicts—materialized, the adaptive management strategies and risk mitigation actions taken enabled the programme to achieve most of its intended outcomes, albeit with some delays or partial achievement in specific areas.

Over the course of the programme, several critical lessons emerged that will inform future programme design and implementation. One of the foremost lessons was the importance of adaptive management. The programme encountered significant external shocks—including the COVID-19 pandemic and the Nagorno-Karabakh conflict—that disrupted planned activities and shifted government priorities. In response, the Programme demonstrated flexibility by reallocating resources—such as redirecting remaining funds to procure minivans when construction delays occurred for the pilot CIL—ensuring continuity in service delivery despite setbacks.

Strong partnerships and effective stakeholder engagement were essential in navigating these challenges. Close collaboration with government entities like the MLSA, as well as with UN agencies and civil society organizations, provided a support network that helped sustain momentum and adapt to evolving circumstances. Regular workshops and training sessions, including those on the implementation of the International Classification of Functioning (ICF) and other capacity-building initiatives, contributed to building a resilient workforce capable of managing rapid changes.

Management arrangements also presented challenges, particularly in coordinating across multiple sectors and navigating complex administrative processes. The experience underscored the need for streamlined decision-making processes and enhanced coordination mechanisms. While delays in data collection and pilot evaluations were partly attributable to these management constraints, the experience has led to the adoption of improved monitoring frameworks and the integration of digital tools such as the e-Disability platform to facilitate timely and coordinated responses.

In terms of best practices, the programme's approach to iterative learning and risk mitigation stands out. By documenting failures—such as the initial delays in constructing the CIL and the challenges in extending programme timelines—the programme has generated valuable insights into risk management and resource allocation strategies. These experiences have once again emphasized the value of developing flexible work plans, maintaining open channels of communication with all stakeholders, and promptly adjusting implementation strategies in response to unforeseen events.

iv) A Specific Story (Optional)

- This could be a success or human story. It does not have to be a success story – often the most interesting and useful lessons learned are from experiences that have not worked. The point is to highlight a concrete example with a story that has been important to your Programme.
- In ¼ to ½ a page, provide details on a specific achievement or lesson learned of the Programme. Attachment of supporting documents, including photos with captions, news items etc, is strongly encouraged. The MPTF Office will select stories and photos to feature in the Consolidated Annual Report, the GATEWAY and the MPTF Office Newsletter.

Problem / Challenge faced: Describe the specific problem or challenge faced by the subject of your story (this could be a problem experienced by an individual, community or government).

Programme Interventions: How was the problem or challenged addressed through the Programme interventions?

Result (if applicable): Describe the observable *change* that occurred so far as a result of the Programme interventions. For example, how did community lives change or how was the government better able to deal with the initial problem?

Lessons Learned: What did you (and/or other partners) learn from this situation that has helped inform and/or improve Programme (or other) interventions?

Annex 1: Links and references by Output

Output 1

Web pages and websites

- ATDEC Contest <https://www.facebook.com/lurerltv/videos/1105815003330040/>
- ATDEC Contest <https://polytech.am/event/>
- ATDEC Contest <https://infoport.am/am/news/society/tigran-avinyany-masnakcel-e-ajakcogh-tekhnologianeri-nakhagtsman-inzhenerakan-atdec-mrcuytin>
- ATDEC Contest <https://armeniasputnik.am/20220409/hhum-ajakcvogh-tekhnavolvogianeri-mrcujt-e-anckacvum-vovqer-en-shaharunern-u-masnakicnery-40723877.html>
- [Արմավիրի մարզում շարունակվում են «Երեխայի զարգացման խանգարումների վաղ հայտնաբերման և միջամտության հիմունքներ» թեմայով դասընթացները - Արմավիրի մարզպետի աշխատակազմ \(mtad.am\)](#)

- [Establishing a Guykadaran for Children with Disabilities in Lori](#)
- [The Armav AAC App: Empowering Non-Speaking Children through Communication](#)
- [Nurturing Tomorrow's Leaders: Internet of Things Program Shapes 60 Teenage Innovators](#)

Documents, Reports, Research Papers, Guides, Manuals etc.

- [Recommended list of Assistive Devices and descriptions by disability](#)
- [Strengthening the national ecosystem for the provision and use of assistive technologies \(AT\) and alternative augmentative communication \(AAC\) for children with disabilities in Armenia and the Mapping of disability system reforms](#)
- [Package of Government decrees on the establishment of the Centers for Independent Living \(approved by the MoLSA\)](#)
- [Assessment report of the regulatory framework on the provision of assistive technology \(identified gaps and recommendations for improvement\)](#)

Output 2

Web pages and websites

- <https://e-disability.am/home>
- [Summary and report presentation of the program implemented in cooperation with Unicef Armenia | RPPC \(hmk.am\)](#)
- [Assessment Toolkit | RPPC](#)

Documents, Reports, Research Papers, Guides, Manuals etc.

- [Ministers' order "On the adoption of referral procedures and the referral forms" and the procedure of referrals and referral forms](#)
- [Minister's order "On the adoption of the characteristics of the positions of specialists assessing the functionality" and the characteristics of the positions of specialists assessing the functionality](#)
- [Minister's order "On adopting the guidelines on the data protection during the assessment of the functionality" and guidelines on the data protection during the assessment of the functionality](#)
- [Minister's order "On the adoption of the procedure for creating and maintaining a register of specialists assessing functionality" \)](#)
- [Decree "On the adoption of statistical summary reports on the functionality assessments and disabilities"\)](#)
- [A package of Government decrees on the establishment of the Centers for Independent Living](#)
- [Assessment report of the regulatory framework on the provision of assistive technology](#)
- [Caregivers guide to Inclusive Education](#)
- [How teachers can support parents of students in difficult life circumstances](#)
- [Tools for schools, teachers, and caregivers to assess inclusion of students with disabilities](#)
- [Organisations supporting children with disabilities and their parents or caregivers](#)
- [Auxiliary tools and references for supporting primary school and preschool students with disability](#)
- <https://www.unicef.org/armenia/en/reports-and-resources>
- [Assistive technologies in education | UNICEF](#)

Output 4

Web pages and websites

- ICF reform Awareness campaign - <https://www.facebook.com/watch/?v=720549169749735>
- ICF reform Awareness campaign - <https://www.facebook.com/watch/?v=1317425652355045>
- [Webinar to Commemorate the International Day of PWD's](#)
- Article on Inclusion - <https://www.unicef.org/armenia/en/stories/inclusion-persons-disabilities-starts-me-you-all-us>
- [A step forward towards substantive inclusivity in the field of education | UNICEF Armenia](#)

Trainings of ICF assessors

- <https://www.facebook.com/mlsa.am/posts/pfbid0aMRxULqhRnvkCt7wbeQ7vnZT1r7hXFUKyo5zj2zHG9k7tAnegkpgCz85jaRd2pJpl>
- <https://www.facebook.com/mlsa.am/posts/pfbid022K7PCXNurkFQkq2e7TsBTrukT5jD3zEBk9LitjFDzrY5RHXcZsEYpzMEuV7eVzZSl>
- <https://www.facebook.com/hmkyerevan/posts/pfbid02hkBtTZPcwDeJgCoM9H3RrTgPsga6UvYZ7xq5zzHjY83bYy2vZZSdVhx3DhH27MuTl>
- <https://www.facebook.com/hmkyerevan/posts/pfbid02G5Kvgb68UT8dQ9NDgWusDA45BhDpBRXxANX7he3TJTTrSH8so9Qd29zxKuFkftqYsl>
- <https://www.facebook.com/NationalInstituteofLabourandSocialResearch/posts/pfbid025FGVTAUgmz8pjMKiv2yQGpN9C1jPGspCTmU6MTikJWPiBzimA9cFcQw43k3Laosnl>
- <https://www.facebook.com/NationalInstituteofLabourandSocialResearch/posts/pfbid02KyqUToe3RpUbxwEvpLUZYUwLEPQuSMTToVdB1aQp4y6TUMsbXfkWZxSGN2177rTDl>