**ANSWERS to the questions by the Ministry of Education, Science, Culture and Sport:**

**In addition to the Speech by the Deputy Minister of Education, Science, Culture and Sport Ms. Zhanna Andreasyan, please see below the information regarding the question about the the legislative basis for safety buildings of schools**

**By the decision N 797-Ն of RA Government in 2015 approved the THE 2015-2030 SEISMIC SAFETY IMPROVEMENT PROGRAM OF STATE PUBLIC SCHOOLS OF THE REPUBLIC OF ARMENIA**

1. **By the order N -24- Ն of Minister of Urban Construction in 2006 approved "Seismic resistant construction. design standards" construction standards**
2. **By the order N -253- Ն of Minister of Urban Construction in 2006 approved "Accessibility of buildings and constructions for less mobile groups of the population" construction standards**

* **Adaptation of buildings and infrastructures for persons with disabilities -**

Every year, appropriate funds are provided from the RA state budget for the overhaul and reconstruction of public schools.

At the same time, the RA Government approved the "2015-2030 Seismic Safety Improvement Plan of RA State Schools". program", a list of 425 educational facilities in need of priority overhaul, reconstruction, strengthening and modernization was defined. About 46 schools are being built or strengthened within the framework of the projects "Improving Seismic Safety of RA State Public Schools" supported by the Asian Development Bank and "Improving Education" supported by the World Bank. Modernization of earthquake resistant construction design norms is also being implemented.

In 2015, a memorandum of cooperation was signed between the United Nations Children's Fund, the United Nations Development Program and the Asian Development Bank as part of the project to improve the seismic safety of schools.

During the second phase of the new loan program "Improving Education" supported by the WB, it is planned to overhaul 12 high schools, establish laboratories with modern resources and equipped laboratories for science subjects in these institutions, provide laboratory equipment and necessary furniture.

When carrying out the design works for the overhaul and reconstruction of public schools, all standards are taken into account in order to provide the most accessible and adapted environment from the point of view of inclusion. 2021-2026 of the RA Government. By 2026, the program plans to build, overhaul and repair at least 300 schools and 500 kindergartens.

Ramps have been built in universities in order to adapt the building and infrastructure to the needs of people with disabilities, there are bathrooms on the 1st floors of the buildings that are adapted to the needs of students with disabilities.

**Paragraph 10:**

The policy implemented in the field of education is universal for both sexes and does not imply any discrimination. However, despite the efforts implemented by the state, due to problems related to accessibility and availability at different levels of education, different enrollment rates are recorded among students according to gender, according to social status, etc. Separate measures are implemented by the state to overcome the mentioned problems.

**Objectives of education strategy**

The education strategy is being endorsed by the Government in July, 2022. After it was submitted to the National Assembly. The first hearing of the strategy was at the beginning of October and the strategy will be fully adopted during November, this year. After the strategy the precise action plan will be developed and adopted by the Government. The action plan has already been drafted and costed by an independent expert with the support of EU. The strategy states clearly the need for gender-sensitive education and inclusiveness providing measures in this regard in the action plan.

**Standards**

Armenia is undergoing intensive reforms in general education sector. In particular, during 2019-2021 the new educational standards were developed aiming to strengthen STEM education and changing the system from knowledge-based one into competency based including also values and civic education as mandatory part of schools. The works have been done jointly with EU and World Bank with engagement of international experts. New standards have been approved by the Government in February, 2021. According to the new state standard the gender-sensitive education is clearly defined providing exact learning outcomes for each level of general education - primary, middle and high school.

New standards have been piloted since the academic year 2021-2022 for the grades 2, 5, 7,10 in Tavush region for 80 schools. Currently the grades 3, 6, 8 and 11 are being piloted . Next year all schools will start to teach according to the new standards in the above mentioned sequance.

All these processes have been carried out by ensuring gender balance and gender-sensitive perspectives. In particular, separate sessions and workshops have been organized in cooperation with the Council of Europe on gender-sensitive approach for the expert groups working on the revision of standards. Also expertise on the gender sensitiveness has been carried out by the experts hired by the Council of Europe. It should be noted, that the specific modules on stereotypes, including gender stereotypes has been included in the mandatory teacher training course which is being carried out each year for the one fifth of the teachers and covered by the state budget.

As part of the new standards professional orientation clubs would be mandatory for all schools of Armenia ensuring guidance for female students in terms of the potential specializations without gender-based stereotypes. A separate measure for fostering STEM education for girls is in place and it is included as part of the biggest project to establish STEM laboratories in all schools of Armenia as part of the policies.

**Ethnic minorities**

Article 29 of the RA Constitution, among others mentions the prohibition of discrimination based on language and belonging to an ethnic minority. Article 56 of the Constitution states that: "Everyone has the right to preserve their national and ethnic identity. Ethnic minorities have the right to preserve and develop their traditions, religion, language and culture."

According to Article 1 of the Law of the Republic of Armenia "On Language", "The Republic of Armenia guarantees the free use of the languages ​​of ethnic minorities in its territory". Article 2 of the same law stipulates that general education and upbringing in the communities of national minorities of the Republic of Armenia can be organized in their mother tongue, under the state program and sponsorship, with compulsory teaching of Armenian.

According to Article 4, Clause 10 of the RA Law "On Public Education", general education of RA ethnic minorities can be organized in their native or national language, with compulsory teaching of Armenian. This clause guarantees the right of ethnic minorities to preserve and develop their language.

The requirement of compulsory 12-year secondary education also extends to representatives of ethnic minorities.

In the field of pre-school education, during the recent years the general policy of the government to enlarge preschool services around country through construction of new preschool institutions has also the focus on enlarging preschool services in ethnic minority communities. In particular, during the last years Ferik community of Armavir region populated with mainly Yezidies received state grant to establish preschool service, also a modular preschool institution is being constructed in Alagyaz community of Aragatsotn region which will serve for Alagyaz and 6 other Yezidy communities around. According to the new law on preschool education they also have the right to organize the preschool education in their mother tongue.

In regard to the general education, teaching of ethnic minorities languages ​​is an integral part of the curriculum, and this process is organized even when the number of pupils is insufficient for standard class composition. In addition, in mixed settlements where the number of ethnic minorities is small, optional language training is provided. Within the scope of expanding the opportunity to receive quality education for the children of ethnic minorities, since 2017 free Yezidi language classes have been operating three schools of Yerevan (No. 66, 107, 136). The groups include Yazidi students of grades 1-12. The teaching of Yezidi language in schools is carried out with textbooks of 1-12th grades of Yezidi language and 1-12th grades of Kurdish language published through the state budget.

Every year, textbooks in their native language are published and republished for representatives of ethnic minorities with the funds of the RA state budget. In particular, in 2022, "Yezdi primer", "Yezdi language" for grades 2-4 and 11-12, "Yezdi literature" for grade 12, "Kurdish primer", "Kurdish" for 4-6- "Speak Assyrian" 1st grade, "Write and Speak Assyrian" 1-2 grades, "Allap-bit" 1st grade textbooks. Development of textbooks of the mother tongue and literature of ethnic minorities, as well as educational materials, is carried out by representatives of ethnic minorities. The electronic versions of the published textbooks and subject programs have been placed in the "Resource repository" sub-site (http://lib.armedu.am) of the "Armenian Educational Environment" portal (http://www.armedu.am) operating in the central hub of the CPT.

Ethnic minority students have mandatory representatives at the student council after the Minister of Education, Science, Culture and Sports actively participating in all relevant discussions.

Every year, the leaders of the ethnic minority communities are applying to the national admission committee for the admission to the higher educational institution of the applicants representing ethnic minorities who have received positive points from the entrance exams. Tuition free places are allocated from the reserved places for applicants representing ethnic minorities who have received positive scores. According to the new law on higher education it would become a mandatory regulation. Each year from 6 to 7 places are allocated for that purpose. The number of places could be increased in case of more applicants.

The Department of National Minorities and Religious Affairs of the RA Prime Minister's Office regularly organizes consultations in order to inform the representatives of ethnic minorities about their rights and opportunities for education, while trying to reveal young people who want to study in the field of pedagogy and culture.

In regions non-governmental organizations have regularly organized seminars and discussions on the problems of Yezidi students, particularly Yezidi girls, being excluded from public education on related topics.

In 2018-2019, the non-governmental organization "Armavir Development Center" implemented "Promotion of Yezidi women/girls' right to education" and "Protection of Yezidi girls' and women's right to education in Armavir and Aragatsotn marzes through raising awareness of the population and developing teachers' abilities" with the funding of the US and Canadian embassies in Armenia. Programmes aimed at promoting the right to education of Yezidi women and girls, strengthening respect for human rights and fundamental freedoms.

Within the framework of the UNESCO participation program, the NGO "Sustainable Development Initiative" (SDG NGO) implemented three projects in 2014-2019 to promote the equality of women and men in various fields, as well as to increase the importance of the role of education among Yezidi girls and women, to expand their participation in various spheres of public life. In 2021, the mentioned organization was also implemented for 50 representatives of Yezidi communities (teachers, social workers and representatives of civil society organizations) from 6 regions of RA.

Thus, the state continuously makes efforts to involve Yezidi children (especially girls) in education, but the problem still exists and there is still work to be done in this direction. Early marriages are recorded among Yezidi girls, which is an obstacle to their inclusion in education. It is necessary to change the ideas about the importance of education and the attitude towards education among them.

For the teachers of ethnic minority subjects the voluntary attestation process was organized this year with the possibility of further salary increase. More than 20 teachers apply for the attestation.

**Healthy lifestyle**

Based on the programs and teaching materials approved by the Ministry of Education and Science of the Republic of Armenia, the "Healthy Lifestyle" training course was first included in the educational program of the schools of the Republic of Armenia during the 2008 to 2010 academic year in the 8th-9th grades, and since 2010 in grades 10 to11. According to the decision of the Government of the Republic of Armenia, 14 hours were annually allotted for the study of the new compulsory course in these classes.

The program Healthy Lifestyle includes such topics as equal rights for women and men, gender discrimination, stereotypes, reproductive health and sexual education .

These topics cover the discussion of such issues as "Puberty", "Love", "Love as the basis of harmonious relations between the sexes", "Gender stereotypes", "Sexual violence and human trafficking", "Reproductive health", "Possible consequences of unreasonable sexual behavior", "Sexually transmitted infections (STDs), HIV/AIDS prevention", etc. In total, out of 56 hours allotted to the Healthy Lifestyle for 4-year course, about 36 are devoted to the above topics.

At the same time, within the framework of the new standards, the curriculum and criteria for the course "Healthy Lifestyle" were revised enlarging the scope from 5-11 grades and improving all the issues from the previous stage. In the new program, 3 out of 8 components deal with the issues of equality between women and men, gender equality, exploitation and sexual violence. Within the framework of this component, in different classes, depending on age characteristics.

**COVID-19 and War**

In order to ensure the continuity of children's education under the conditions of COVID-19 - the coronavirus pandemic (COVID-19), close cooperation established among the Ministry with territorial administration bodies, various departments and educational institutions. Back in March

2020, a transition was made to distance learning. Subsequently relevant efforts have been undertaken to ensure accessibility of digital devices and internet connection for students and teachers, development of electronic educational content, organizing trainings for teachers how to teach in a distance mode.

In particular, to provide digital devices the Ministry cooperated with various partner organizations, which provided more than 3000 computers and other technical equipment to students, teachers have been allowed to use the computers available in schools in their homes. A cooperation was established with the mobile operators for providing special tariff packages for students and teachers. The educational tools have been used for Zero tariff such as Zoom, Skype, Viber, Whatsapp, Messenger, Zangi, and Telegram applications.

In order to develop the methodological skills of online teaching, the online course on "Universal Design of Learning" was developed, as well as "Google Classroom" and "Microsoft Teams" courses on learning management systems. The courses are available to all teachers.

The National Center for Educational Technologies has organized a remote intensive course /2 weeks long/ on the topic "Skills for organizing distance learning" for teachers of all school subjects. The participants of that course received the skill of working in the Moodle system, with the help of which they were able to create and run distance courses. Courses on "Skills for organizing distance learning" were organized throughout the year.

The Ministry of Education and Culture cooperated with TV stations, constantly providing educational, cultural, sports content materials I programs, videos, press releases. Responding to the proposal of the Ministry of Education and Cultwe, the regional TV stations also broadcast the video lessons, ensuring their availability among the schoolchildren of the RA marzes and communities.

Public classes were held every day from 8:30 to 12:40 on the live broadcast of the Public TV Company (First Channel).

In order to ensure the continuity of the educational process of public educational institutions, the Ministry of Education and Culture has launched a new distance education platform: https://heravar.armedu.am/. The Ministry has created quite a number of Armenian-language online resources, which have been launched on the Armenian Educational YouTube channel.

The "Speaking textbooks" of the "Literature" subject of the 9th , 11th and 12th grades of the general education school, which contain the audio recordings of the contents of the textbooks, are placed in the database of the resources of KTAK.

YouTube courses for children with special educational needs were accompanied by sign language translation.

2020 On August 3-20, about 100 additional courses were organized for children who were left out of distance learning, in which from several dozen to a hundred children participated. The courses could also be attended by other students who want to recall the material of the previous academic year.

During the COVID-19 pandemic, primary (vocati onal), secondary professional and higher professional educational institutions have also started organizing distance education. Also a hot line of socio-psychological support for teachers and students was organized with the assistance of Asian Development Bank.

It should be mentioned that the total lockdown for schools lasted only 12 weeks which is one of the shortest periods around the countries, so the learning loss was not as high as in other countries. The government provided all the necessary funds to organize the education in relevance with the regulations for COVID, including providing means for indi v idual protection for students and teachers and others. The centralized distance learn i ng was organized for 10000 students with high group of risk by the Government. It should be mentioned that the ex perience of Armenia in this regard was presented as one of the most effective ones for the Summit for Open Governance Partnership.

**Enrollment rates in education (and science).**

The enrollment indicators of students at different levels of education have the following picture:

The enrollment of children (of the population aged 0-5) was 32.3%, in cities - 35.6%, in villages - 25.9%.

The total number of children included in preschool educational institutions was 72,552 children, 35,035 of them were girls (about 49%).

The difference in enrollment rates at different levels of general education is mainly due to demographic factors. In particular:

The gross enrollment rate of students in schools was 83.1%, and it was 93.0% in elementary school, 91.2% in primary school, and 55.9% in high school. The gender equality index was 1.04, and it was 1.01 in elementary school, 1.01 in primary school, and 1.21 in high school.

The gross enrollment rate of students in high school is low, because after finishing primary school, 18.3% of the population of the corresponding age continued their studies in preliminary professional and middle vocational educational institutions.

The number of students in preliminary professional (craft) educational programs was 6,761, 24.6% of whom are women. 91.4% of students studied in the free education system, and 8.6% in paid education. The gross enrollment rate of students was 6.1% (females: 3.2%, males: 8.6%), the gender equality index (the ratio of female gross enrollment index to male gross enrollment index) was 0.38.

The picture of enrollment in middle vocational educational programs is changing, women are predominant here.

The number of students in secondary professional educational programs was 31,159 (women: 50.7%). The gross enrollment rate of students was 14.9% (women: 16.2%, men - 13.8%), the gender equality rate was 1.17.

Among students, women dominate in the field of higher education as well.

The number of students in the first level of higher education with bachelor's educational programs was 68,874 (women - 54.7%). The gross enrollment rate of students was 52.8% (females: 61.1%, males: 45.3%), the gender equality index (the ratio of female gross enrollment index to male gross enrollment index) was 1.35.

The number of students in the second level of higher education with master's educational programs was 9,729 (women: 67.1%). The gross enrollment rate of students was 15.3% (21.4% of women, 9.7% of men), the gender equality index (the ratio of the gross enrollment rate of men to the gross enrollment rate of women) was 2.21.

And in post postgraduate education, the picture is as follows:

The total number of postgraduate students was 812 (women: 52.7%). The total number of doctoral students was 26, 10 of whom were women.

Scientific and technical works and developments include:

The number of specialist-researchers was 3726, of which 1977 were women.

the number of doctors of science was 428 (women: 98),

the number of candidates of science was 1542 (women: 805).

It should be noted as a positive phenomenon that women are more involved in scientific and technical works and developments in research related to natural sciences, in particular, the total number of researchers-specialists in this field was 1794, of which 911 were women, and the number of included scientific candidates was 785, of which 396 are women.

**Safe schools, Reconstruction works- inclusiveness**

The works in this regard include three main pillars: Safe Learning Facilities School Safety and Educational Continuity Management Risk Reduction and Resilience Education

In terms of the safe learning facilities the situation is the following: 80% of all schools are medium or high risk to seismic hazards. So the Government started a big initiative to reconstruct, construct and rehabilitate at least 500 kindergartens and pre-schools and at least 300 schools by 2026 according to the Universal Design of Learning, Unicef Child Friendly school guidelines and energy efficiency for inclusiveness and seismic safety. There are also separate projects to ensure safety of schools such as Safe school state grant program which is being implemented since 2019 and each year up to 10-20 schools receives grants to decrease the internal structural risks in regard to the safety. Also, a G2G project is being implemented with the USAID to make the environment of schools inclusive. It should be mentioned that the General Education Law have been amended in 2022 making state funding for inclusive educational environment mandatory for each school. Starting from 2023 the necessary funding will be provided to all schools to implement appropriate works for making the physical infrastructure accessible for students and teaching staff with disabilities.

As for the other pillars, it is mandatory for schools and preschools to have their disaster management plans. School (2016) and Preschool (2021) Children participated in the development of DRM plans 22% schools benefited from UNICEF supported DRM trainings School safety module was introduced within the MoESCS education management information system (emis).

DRR/DRM is part of the training package for school and preschool teachers offered by the State Academy of Crisis Management (MoESCS recognized State training institution).

**Inclusiveness, Data for children with special needs, Sign language, Professional education**

As of 2021, in the field of general education in all regions of the republic (also in the city of Yerevan), a complete transition was made to the inclusive education system, a three-level system of responding to the child's educational needs, the position of a teacher's assistant, territorial pedagogical and psychological support centers (TPAC) were formed, school pedagogues and the mentioned appropriate training courses were held for the specialists of the centers. At the same time, parallel to universal inclusion, there are 6 special schools to ensure the education of children with certain needs which will become resource centers for all the other schools providing methodological and other support. In 2021 by the Republican Pedagogical and Psychological Center 2 methodological manuals for teachers have been developed, which are aimed at the issues of ensuring adaptations in the educational environment ("Educational adaptations. Methodological guide for "Native 1" and "Mathematics 1" workbooks", "Effective adaptations: Quality education" methodological guide-manual)). The "Teacher's Assistant" manual was also developed.

Yerevan Nikoghayos Tigranyan Special School for Visually Impaired Children No. 14 (https://yerevan14s.schoolsite.am/) provided "Literature" of the 9th, 11th and 12th grades of the public school in order to put it on the Internet and make it accessible to everyone. "Talking Textbooks" of the subject, which contain recordings of the contents of the textbooks. They are placed in the repository of learning resources. Braille notebooks are purchased for school students every year.

From September 1, 2022, inclusive education is also introduced in the field of preschool education, and the financing of the preschool educational institutions for children in need of special conditions of education and development is provided from the state budget.

As of October, 2022, 1,876 children with disabilities were registered among the students of public schools, of which 527 were in elementary school, 1,065 were in middle school, and 284 were in high school. Boys predominate among students with disabilities, out of a total of 1,876 students with disabilities, the number of girls was 598. In the same period, the number of children with special educational needs at the level of general education was 7,992, of which 2,556 were girls.

Complete disaggregated data on disabled learners at other levels of education is still not collected but the development of the software is being completed and from the next year will be available. " The following policy is currently being implemented in the field of educational institutions for persons with disabilities:

- Any citizen, including persons in need of special conditions, can apply for admission to crafmanship and middle vocational school,

- In the state educational institutions implementing secondary professional education programs of the Ministry of Education and Culture of the Republic of Armenia, about 80 free education places are allocated to the students with disabilities 1st and 2nd groups who have at least passing points of the admission fee system, as well as disabled students from childhood up to the age of 18.

-According to the order of the Minister of Education and Science of the Republic of Armenia No. 1784 of November 4, 2021, "About allocating student benefits, compensating tuition fees and establishing scholarships in state educational institutions implementing preliminary professional and middle vocational educational programs of the Republic of Armenia" "category", disabled persons and persons with the status of a disabled child are admitted to a secondary professional educational program outside of the admission competition, at the expense of reserve places, to whom, in case of passing the regular exams and tests with positive grades, a scholarship is paid, regardless of the benefit or pension received, according to "Disabled Persons in the Republic of Armenia on social protection" of the Law of the Republic of Armenia.

"Every year, universities collect data on students who need special educational conditions, evaluate their needs, then work with the aforementioned students in order to make education accessible, in particular, laboratories and classrooms that do not meet the special educational conditions of persons with disabilities are removed. form proposals aimed at their improvement, work is carried out aimed at providing access to digitized educational literature for persons with disabilities, provisions related to the special needs of persons with disabilities are defined in subject programs. For hearing-impaired students studying in universities, the materials of theoretical classes are provided in the format of lectures and video series, and the current and final examinations are carried out in the format of written assignments. The professors of the practical classes know the sign language and it is carried out using the appropriate tools. Computer usage training with screen readers is used to facilitate the educational process of visually impaired students. Classes with the use of a white cane are organized with students with visual impairments in order to develop the skills of independent movement. Changes are being implemented in the educational programs, which are aimed at the full education of students with locomotor problems, as well as solving the problems of social adaptation. In universities, the distance learning system is also launched, which allows students with disabilities to easily join the courses held in virtual classrooms and have an active participation.

In universities in 2021 During this period, existing/online training courses were organized for the teaching staff on the provision of inclusive education and inclusive approaches to teaching, learning and assessment, which will be continuous in nature.

The state non-profit organization "Assessment and Testing Center" organizes and implements the admission process of state and non-state higher educational institutions (according to bachelor's and continuous and integrated educational programs), where, as necessary, the admission of disabled applicants is organized with the provision of appropriate conditions.

**The War of aggression by Azerbaijan unleashed against the people of Artsakh (Nagorno-Karabakh) in September-November 2020**

Children displaced as a result of the War were included in their respective educational programs without any obstacles in terms of documentation and bureaucracy. Students and their parents were given psychological first aid, and students were provided with pedagogical and psychological support services during the school year by specialists of public schools and regional pedagogical and psychological support centers. Special trainings were organized for all schools.

In the months of September-November 2020, 9988 displaced children from Artsakh - Nagoro Karabakh were registered and studied by the schools in RA public schools. Most of these children in 2021 during the months of February-May, they left RA schools with the justification of returning to Artsakh or moving to another country.

In 2021 -2022 academic year 3772 Artsakh -Nagoro Karabakh children were registered in RA public educational institutions, of which 39 need special educational conditions.

On September 28th September the Ministry of Education, Science, Culture and Sport of the Republic of Armenia sent a circular to public educational institutions, according to which children who moved from Artsakh - Nagorno Karabakh to the Republic of Armenia had the opportunity to continue their studies in a school close to the place of their residence, regardless of the availability of license seats - places. On November 5, 2020 the Ministry sent a circular to the schools, instructing them to issue the decree from the Republic of Artsakh to the Republic of Armenia.

It was also ordered to adjust the needs of the students transferred from Artsakh (stationery, textbooks, transport services, etc.) for the unhindered realization of their right to education.

Due to the transfer of children from Artsakh, there was a need for an additional number of educational textbooks, but some schools provided the necessary textbooks from their library fund and this problem was settled by the Circulating Textbook Fund. Textbooks were provided free of charge to the children transferred from Artsakh.

Schoolchildren who moved from Artsakh to the Republic of Armenia, within the framework of · cooperation between KGSMN and the TUMO Center for Creative Technologies, were given the opportunity to conduct distance learning in TUMO centers.

An opportunity was also given to the citizens of Artsakh who are temporarily in RA: to continue their education in all state and non-state educational institutions implementing preliminary professional and middle vocational educational programs in their respective specialty, regardless of license seat restrictions and the availability of necessary documents, to be included in the educational processes, and to provide them with academic references regarding studying until returning to Artsakh.

Relevant works were also carried out to organize the further studies of the Artsakh students who could not return to the territories occupied by the enemy or settled in Armenia in the educational institutions and colleges of the Ministry of Education, Science, Culture and Sports of the Republic of Armenia.

As well as 2020-2021, 1,655 displaced persons from the Republic of Artsakh, including children, were provided with accommodation in 22 educational institutions under the authority of the RA Ministry of Education, Science, Culture and Sports and in the "Zeytun Student Settlement" foundation.

**Accessibility for different groups**

In order to ensure access to education for different social groups, the inclusion of students and to exclude the phenomena of being excluded from education, the following actions were implemented, in particular:

* The procedure for identification and referral of children excluded from compulsory education" was introduced, according to which the data of children aged 6-18 years who are not registered in any institution are disclosed. The expected result of the implementation of the system is the regulation of the registration process of school-aged children, the inclusion of every child in education and the realization of the right to education.
* The program of providing school meals to students of preschools and elementary classes of public schools from the RA state budget is expanding year by year. Currently, the national program is implemented in 8 marzes of the republic, and by the end of 2023 it will be implemented in 2 more marzes. During this time, the UN World Food Program will continue to support the project, including the renovation and furnishing of canteens and kitchens in schools in the transition regions.
* The cost of students' transportation services is reimbursed if the student
* The cost of transportation services of those educators who are teachers of a public school belonging to a place different from their actual place of residence is reimbursed.

The goal is to provide conditions for receiving secondary education for all those children whose residence does not have an educational institution providing services at the given educational level, as well as to provide compensation for the transportation service of educators who are not residents of the given residence and without whose involvement the teaching of the given subjects cannot be carried out. Students studying in grades 5-12 of public schools operating in 81 settlements of 23 border communities of RA, receiving social assistance, are provided with reimbursement of textbooks. The compensation is carried out from the RA state budget in full. The state provides the students of the 1st-4th grades of public schools free of charge with the textbooks provided by the general elementary educational programs at the expense of the state budget.