

**MINISTRY OF SCIENCE AND EDUCATION OF
THE REPUBLIC OF ARMENIA**



**STATE PROGRAM FOR
EDUCATIONAL DEVELOPMENT
(FOR THE PERIOD OF 2001-2005)**

YEREVAN 2000

The State program for educational development (2001-2005.) is elaborated according to the points 4 and 5 of Article 4 of the Law on “Education” of RoA

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PART 1

SITUATION OVERVIEW AND PROBLEMS IN THE FIELD OF EDUCATION

I. BRIEF OVERVIEW OF THE EDUCATION SYSTEM

Education in Armenia has centuries-old history and traditions. From the very beginning of its formation the Armenian schooling used to be the stronghold for the nation's political and national survival and the guarantee for its development.

The current system of education was established during the short existence of the first Republic of Armenia (1918-1920) and then developed within the Soviet period (1920-1990).

Education in Armenia always has enjoyed high popularity. The maintenance and development of the educational system and up-keeping of its competitiveness in the international arena nowadays too, is considered as a state and national priority,

The educational system in Armenia includes:

- The set of educational programs providing for the state education criteria, on-going education at different levels and scopes
- The list of educational institutions of different types implementing those programs
- System of educational management bodies, their subordinate organizations and entities.

1. Structure of the educational system, net of the educational institutions and composition of enrolled students

The educational system of Armenia includes all the levels of education starting from pre-school education up to the post graduate level (*attachment 1*) and operates mainly thanks to the budgetary funding. There are also non-State educational institutions in the Republic, and the regulation of their performance gradually involves them in the unified educational system.

Pre-school education is carried out in three types of educational institutions: creche (day nursery) (for 2-3 years old children), kindergarten (for 3-7 years old children), creche (day nursery) - kindergarten (joint):

In the field of pre-school education currently there are operating 825 community and 19 departmental institutions where respectively 51905 and 996 children are enrolled.

The number of pre-school institutions has decreased for 21% (1069 institutions) compared to the 1991 level. The number of enrolled children has significantly decreased, too. In 1991, 143900 children (39% of that certain age group) attended pre-school institutions, whereas in 2000, their number dropped to 53200 children (21% of that certain age group), enrollment dropped for 18%.

There are also operating 21 non-state kindergartens.

Secondary (full) general education is carried out by a three-level secondary education school with duration of 10 years schooling in the following continuous levels
Elementary school (grades 1-3),
Middle school (grades 4-8),
High school (grades 9-10)

The first two levels of the secondary school constitute the main schooling.

There are 1388 secondary schools in Armenia of which 10 – are elementary schools, 150 - main (eight-year) and 1228- full secondary schools. 115 of the high schools have the status of specialized colleges. The number of secondary educational institutions compared to the level of 1991 (1326 school) has increased for 4,7 %.

560000 pupils are enrolled in the state secondary schools. The number of the pupils compared to the level of 1991 (583797 pupils) has decreased for 4,2%.

Besides the state secondary schools, there are also 34 non-state licensed schools in the Republic, of which 26 are operational. The number of enrolled pupils in the non-state schools totals to 2719.

Special general education is carried out in boarding schools with secondary school and special curriculum

Currently there are 51 state boarding institutions, of which 38 are designed for those needing special education, 5- for children deprived of parents and from socially vulnerable families and 8- for assisting to the education of talented children. There are 11244 children enrolled in boarding schools of which 52%-Á stays in the institutions for the nights.

The number of boarding institutions has increased for 8,5% (47 schools) compared to the level of 1991 and the number of children enrolled – for 32,3% (8500 pupils).

The number of pupils enrolled in the boarding schools grows annually because of the children from the socially vulnerable. There are not non-state boarding institutions.

Out-of school educational system involves athletics, esthetic, children's, youths, technical training schools, and centers.

There are 161 out-of school state and community institutions where 55300 children are enrolled.

The number of out-of-school institutions has decreased for 28,1% (224 institutions) compared to the level of 1991 and the number of enrolled children for 64,4% (155000 pupils).

Specialized Preliminary education is provided in specialized technical schools (STS) based on the main and full secondary education. Duration of the training courses is respectively 3 and 1 years.

Currently there are 56 STSs with 2100 enrolled students. The number of STSs compared to the level of 1991 has decreased for 40% (93 STSs) and the number of the enrolled students- for 93,6% (33000 students). There are not non-state STSs.

Mid-level professional education is provided in mid-level professional educational institutions (MLPEI), in colleges and vocational schools.

MLPEI is provided based on the main and full (complete) secondary school education in daytime as well as distance learning courses. Duration of the education depending from the basic secondary school education of the students and the chosen profession varies from 1 year 10 months to 4 year 10 months. Professionals are being trained in 127 fields of studies and the graduates get the qualification of junior professionals. Currently there are 77 operational state MLPEIs (with 10 subsidiaries), where 28048 students are enrolled and 62 non-state MLPEIs.

The number of MLPEIS compared to the level of 1991 has increased for 13,2% (68 MLPEIs), and the number of the enrolled students has decreased for 31% and the number of enrolled students for 40600.

Higher and post-graduate professional education is provided through a three-level degree programs: bachelor's, graduate diploma professional's and magistrate's in State and non-state educational institutions through day time and distance learning courses, on paid and unpaid principles. In post-graduate education there are post graduate studentship, (aspirantura) and doctorate (Ph. D.). Currently there are 16 state and 73 non-state higher educational institutions. The number of state higher educational institutions has increased for (14), 14,2% compared to the level of 1991.

Currently 36663 students are enrolled in the state higher educational institutions, and 19755 students – in non-state higher educational institutions. The number of students enrolled in the state higher educational institutions has decreased for (48918 students) 25% compared to the level of 1991. The 40% of the students enrolled in state

higher educational institution studies for free. Currently in the Republic there are 9 post graduate studentships, (aspirantura) and doctorates (Ph. D.), operating within 9 higher educational institutions and in three of the higher educational institutions there are MA degree programs, where 660 students study for magistrates degree, 882 – for aspirants degree and 8 – for doctorates degree study for free as well as 694 MA degree and 159 post graduate studentships (aspirants) are provided for education fees (attachment 2).

2. Personnel employed in the field of education

In pre-school institutions a pedagogical staff of 6934 is employed among them 4866 tutors and 844 Directors. 92,6%- of them has professional education, of which 34,2% - higher pedagogical.

In secondary schools 59600 pedagogues are employed. Though the number of teachers exceeds the normative requirements (since 42000 teachers are required, still there is a need of pedagogical cadres (particularly in rural areas) as they are located disproportionally and some are under-staffed.

Currently in the Republic the teacher-pupil ratio is 1/10 (*attachment 3*), and the ratio of administrative employee-pupil is 1/20, which is below the level of not only economically developed countries but below the world's level as well (in countries of European cooperation these ratios respectively total to 1/17 and 1/25).

75,2%- (44800) of the pedagogical staff has higher education, 2,3%- (1400)- has incomplete higher education, and 19,8% -(11.800) has mid-level professional education and 2,7% - (1600)- has secondary school education. 20%- of the teachers has not got pedagogical education (*attachment 4*):

50900- of the pedagogues are women and 8700- are men.

664 teachers are employed in non-state secondary schools.

In mid-level professional educational institutions almost 5180 pedagogues are employed of which 70%- are women.

In higher educational institutions 4507 people are involved in professor-lecturers capacity, of which 415- are professors, 2137-are docents. 28.3%- of the scientific-pedagogical staff are women. The lecturer – student ratio is 1/6. The professor-lecturers personnel have decreased for 19,6% (5603 people) compared to the level of 1991.

The professor-lecturers personnel of non-state higher educational institutions total to 3651.

The age of pedagogical and scientific-pedagogical group tends to steadily grow up, and respectively is 55 and 60.

3. Funding of the education system

The field of education in Armenia is mainly funded from the budget. The funding of education for 2000 constitutes about the 11 % (27.279.447,4 thousand drams) of the budget (252,780.438,8 thousand drams), or otherwise, only the 2 % of the GDP.

For comparison we should mention that in 1991 it constituted the 7,2% of the GDP. The education funding in the structure of the budget is provided in levels (attachment 5) and operational classification (attachment 6): The funding allocation within the system is very disproportional. Starting from 1996 the state pre-school institutions were shifted over to local self governing bodies as a property and currently they are funded from the community budgets. Starting from September 01, of 2000, 204 schools in the Republic are being funded according to the per pupil principle. The wages of the teachers has decreased 14 times compared to the level of 1991. The rate of wages for pedagogical staff of the Republic totals to 12.752 drams which is insignificantly more than the average salary (12.615 drams) level of the state funded enterprises.

If the secondary education is mainly funded from the state budget than the state funding provided for the higher and post graduate professional education constitutes the 12%-of the education funding and 30% of the general expenses of the educational institutions, the remaining 70% constitute the out-of budgetary funds. The share of the mid-level professional education in the state budget totals to 4%. The non-state educational institutions do not receive state allocations.

4. Main directions of the reforms implemented in the field of education

In 1995 the Constitution of Republic of Armenia was adopted the Article 35 of which states that

- every citizen of RoA has the right to education,
- in state educational institutions the secondary education is free
- every citizen has the right to receiving free higher and other professional education in state educational institutions on competitive basis

In the Law on "Education" adopted by the National Assembly of RoA on April 14 of 1999 included the Constitutional statements and the implementation of the Law was definitely channeled towards the development of the reforming system.

In the field of secondary schooling a comprehensive reform is being implemented. To that end the approval of exemplary charter of the state secondary school by the Government of RoA still back in 1996 was of significant importance, since until that time the schools were performing with temporarily, partially suspended charter.

In the field of secondary education the credit program for "Education management and financial reforms" is being implemented since 1997 and is on-going in the following areas:

- Further decentralization of state secondary schools system management
- Improvement of normative-legislative basis for school management and autonomy.
- Introduction of new funding principles for the secondary schools, increased efficiency of budget funds utilization.
- Democratization of in-school management and transition to school council governance
- Qualification improvement of pedagogical and administrative staff
- Provision of secondary schools with basic textbooks, etc.

The Governmental decrees No 661 issued in 1998, (on Further decentralization of state secondary schooling system), No 377 of 1999 (on Approval of the pilot program for secondary schooling system of RoA) of RoA of and No 634 of 2000 (On further development of secondary school reform pilot program) were aimed at guiding the reforms of the sector. The schools involved in the pilot program of the reforms have shifted over to per- pupil finding principle, top management structures- school councils- have been formed there. Principles, members of the council have been trained and the training of accountants is on its way. Within the 1997-2000 period 85 textbooks and 34 teachers' manuals have been published and distributed to schools. In 1997 the textbooks rental system has been developed and introduced, the objective of which was provision of pupils with basic textbooks approved by the Ministry of Education and Science of RoA at a rental basis. At the same time the "Textbook Revolving Fund" non-governmental organization was established which provides for the collection and control of the textbook revolving fund.

In the last couple of years the publication of several magazines ("Bnaget/Naturalist",

"Mathematics in School", "Russian Language in Armenia" etc) addressed to pedagogues and pupils has resumed.

Secondary school management information system is being introduced towards establishment of unified information systems network. To that end the respective departments of the Ministry of Education and Science, education departments of marzes and Center for educational reforms have been equipped with computers.

By the No 226 decree of Government of RoA issued on May 08, 2000 the state criteria for secondary (full/complete) education has been improved, the implementation of which will provide for quality control of secondary schooling and attaining its adequate level.

Mid-level professional education reforms resulted in:

- approval of the list of professions for the mid-level professional educational institutions
- introduction of new entrance regulations for paid education
- approval of state criteria for mid-level professional education by the Government of RoA
- approval of exemplary charter for state mid-level professional educational institution by the Government of RoA

Higher and post graduate professional education reforms include education structure, contents and management.

- In three higher educational institutions of the Republic a three degree-level education system has been introduced: BA, MA and Ph.D.
- Humanitarization of education is being introduced in several directions: university-fication of education, creation of new fields of studies (theology, fine arts, social works, political science, et.), expansion of basic humanitar sciences ("Law", "Economy") and introduction of other humanitar obligatory and selective courses and humanization of education.
- Expansion of autonomy of higher educational institutions in the fields of management and funding.
- Development of the principles for state-order admission/entrance requirements
- Approval of the education criteria for higher professional education by the Government of RoA
- Regulation of the performances of non-state higher educational institutions by implementation of the licensing and accreditation order of the Government of RoA which promotes competitiveness in the field of higher education

There are more than 50 local and international organizations that implement various programs in the field of education.

II. PROBLEMS OF EDUCATION

Various problems have emerged in the field of education due to the social-economic though situation of the country. The continuous decline of population standards of living and soaring poverty have been directly reflected in the field of education and the mentioned factors jointly have had a negative impact on the quality of education resulting in the decline of the overall educational level of population. Significant number of the problems and difficulties existing at all the educational levels are characteristic for the system, however a certain part of them are typical for that certain levels. The problems characteristic for the system are the following:

1. Disproportional funding and under-funding of the educational system

Insufficient funding is one of the main reasons causing the crises in the field of education. Following its independence, the economy of Armenia suffered a sharp decline. The GDP level in 1993 decreased for 60 % compared to the 1989 level. However, due to the implementation of reforms by the Government towards establishment of market economy the economic decline in the recent years has been suspended and moreover, even some increase has been registered, however the low level of GDP is still maintained. Therefore, the State Budget and adequately the share of the state funding allocation to the field of education is very little. The field gets funding which is considerably less than the real needs are. Thus, in the last years the funding for education totals to 2-2.5% of the GDP, this is almost half of the international criteria. Besides the shortage of budgetary allocations, the share of education within the structure of the state budget is small enough, too, though it has a tendency to grow in the last years. The state funding for education constitutes the 11 % of the total budget which is significantly less than the international standards are.

The tough financial situation of the field gets even more difficult because some part of the funds to be allocated to education and projected in the Law of RoA on "the Budget are not being provided, resulting in year to year debt accruals and the payments are made with regular delays. Given the lack of resources their effective utilization becomes a priority. The existing budgetary and non-budgetary resources are being allocated and utilized in a non-efficient manner, uncoordinated and not in line with international standards in terms of the levels of education (pre-school, main school, secondary school, mid and higher professional education) as well as budget line items within the framework of certain educational institutions. The parents' contributions too, are not coordinated and in some cases also have shadow character. The current structure for

state funding of the education still bears the influence of Soviet norms though undergoes changes in line with the development of market relations. The budget analysis reveals the prioritization of secondary education by the State. In the structure of education funding the share of secondary education in 2000 has increased for 72% compared to the level of 1996 which totaled to 41 %, exceeding the average European standards - (70%): However, it should be mentioned that the budgetary allocations provided for the secondary education increase not because of the general increase of the share of education in the state budget, but because of the ongoing cut-offs in the other levels of education. Thus the state funding for preschool education has gradually decreased starting from 1991, and has been completely suspended since 1997.

2. The imperfect legislation, lack of by-laws and incomplete implementation of laws

When adopting the Law of RoA on “Education” there were already a number of some principle laws, by-laws and the Civil Code of RoA providing for the implementation of state governance, local-self governing, social-economic, financial and tax policies. Therefore, certain Articles of the Law actually have been adjusted to the already existing legislation thus turning the Law of RoA “on Education” into an incomplete law. The inadequate implementation of laws and by-laws, imperfect implementation mechanisms or their non-existence, delayed adoption of certain laws, as well as contradictions of the legislation hinder the complete implementation of the education policy.

Actually, the legislation of RoA currently does not provide for the progressive development of the education as stated and guaranteed in the Law of RoA “on Education” as the most important factor for strengthening the statehood (Article 4, point 1).

The enforcement quality of laws and legislative acts as well as the lack of functional control mechanisms for protection of the rights of subjects involved in educational processes cause specific problems.

Thus, the expansion, clarification and proper implementation of the legislation turns into an acute problem demanding an urgent solution.

3. The imperfect governance, unclear delineation and coordination of functions, insufficient horizontal links among the different levels of governance

The lack of operative connections between the state, regional and local self governing bodies is the result of the imperfect legislation in the field of education. The educational institutions are under the supervision of different agencies, and there are not by-laws with clearly delineated functions. The lack of legislative acts for governance coordination causes serious difficulties for the education governing authorized entity in carrying out responsibilities. The unsolicited adoption of normative acts by the executive entities causes contradictions in the system of governance.

In almost all the levels of the education governance there is a lack of required skills. The self-governing mechanisms of the educational institutions are poorly developed, too. The lack of competitiveness among the educational institutions as well as the poor contesting conditions of certain institutions hinder achieving autonomy for provision of real development of the institutions. The real basis for autonomy is not established yet, because of the lack of control system, too.

The involvement of the society in the education management and democratization of the education system are developing at a slow pace.

The control mechanisms and reporting systems required as pre-condition and tools for efficient management of education is not developed yet. The problems of reliable data collection, assessment and - based on them- efficient decision making come forward.

4. Slow pace of integration into the international educational system and uncompetitiveness.

Following the collapse of the Soviet system the education structure of Armenia has not yet gained new quality in terms of its structure, contents and management and cannot be compared with the education systems of the developed countries.

The international integration of the education system of Armenia is hindered by:

- The lack of state unified education criteria for all the levels of education;
- The lack of unified system of education levels and gradations in terms of structure and duration of the education;
- The slow pace of introduction of new educational and information technologies in the field of education, those involved in the educational processes do not possess sufficient knowledge on the information technologies, which is one of the first pre-conditions for international integration and the demand of the 21st century threshold.

The intensification of the international integration of education is important from the national point of view as well. Provision of quality education meeting the international requirements will harmonize the knowledge of Armenians dispersed all over the world with various cultural backgrounds and their personal qualities. Therefore, it is required

to promote integration in two aspects: international and national, meanwhile, by turning the first one into a beneficial point for the second one.

5. Decline in the access for education and enrollment

One of the acute issues of the field of education is the unequal condition for getting education for the different social groups, which creates discrepancy in the right of every citizen entitled to get education as stipulated by the Constitution of RoA and the possibilities for its realization.

The following several main factors cause the inaccessibility of education:

- Low standards of living of the majority of population and insolvency,
- Decreased state order for middle and higher professional education,
- Lack of required means and adequate conditions for involvement of children with a need for special education in the educational processes,
- Demographic changes caused by the population movement and difficulties related to involvement of temporarily leaving the Republic and then returning children in the educational processes given the problems of language barriers and physiological adjustments.

The listed factors result in the enrollment decline in almost all levels of education.

6. Understaffing and decline of professional level

The implementing partner of the state program for educational development should be the teacher. Whereas currently the field of education faces the problem of staffing with several variations:

- a) Steady tendency for employing elderly pedagogical staff. The average age group of the pedagogues in the secondary schooling is about 55, 1 of every 6 teacher is a pensioner. The average age group of the professors-lecturers involved in the field of higher education is 56-58, and in certain specialties it comes to over 60.
- b) Gender inequality – the problem has several variations, in the secondary school the feminization is obvious (82 % of the teachers are women), which does not provide for development of a full-fledged citizen, and in the field of higher education, on the contrary, male specialists prevail (71.7%).
- c) Outflow of qualified cadres and their replacement with non-professionals. Because of the salary levels and low rating of the profession and poor social protection there is an on-going steady outflow of qualified specialists from the sector, for which the quality of the pedagogical and scientific-pedagogical staff suffered and caused the

“brain drain”. In the field of secondary education 12000 of 59600 teachers do not have professional education. In this aspect the situation is even worse in rural schools, which does not guaranty the citizen residing in rural areas enjoyment of his/her right to qualified education. The teachers’ personnel of the Republic are allocated disproportionally. If in the urban areas there is an accumulation of pedagogical staff, than in rural schools there are vacancies for 1600 teachers, when the number of actual teachers there exceeds the stated norms for 30%.

- d) Incomplete provision of qualification improvement, training and attestation processes. If the qualification improvement and training activities have had a formal character within the last decade (few pedagogues have been involved in them) than the attestation has never been applied. Though some certain efforts have been made during the recent two years aimed at it, however, the problem needs a complex solution. The training of Diaspora teachers comes forward as a separate issue in this sphere. The mapping of Diaspora educational institutions is almost accomplished, their specific needs are being identified and coordinated. The priority among them is the provision with Armenian -subjects teachers, towards which should be directed the efforts of teachers’ qualification improvement and growth of a generation implementing the updated and clarified national ideology of pedagogues for Diaspora. To that end the attainment of Armenian pedagogical ideology is also urgent.
- e) Imperfect preparation system – Quality decline in specialists’ preparation is the consequence of an imperfect system. It includes not modern curriculum and educational plans, unsatisfactory professional levels of professors, a gap between the theory and practice, new teaching methods are not being introduced, the requirements imposed on the system of education are being ignored, there is no conformity in the labor and education markets. In the field of secondary schooling the low quality of teachers is of particular concern. The existing system of pedagogical education does not provide for the full development of a teacher, professional skills and personal qualities. In the field of higher and post-graduate education the reduction of state order in MA and Aspirantura (PH. D) degree programs (for 2-2.5 times) and negligence of basic, innovative and prospective scientific directions and social sciences in the structure of state order do not provide for the education-science connection and limitation of the preparation of professionals with higher education in the local scientific schools do not provide adequate level of scientific pedagogical personnel. Whereas as stated in the Law of RoA “on Education” the progressive development of education can be achieved only by bringing together the educational and scientific activities with a focus on fast transfer of innovative

knowledge. Connected to the strengthening of democracy processes in the Republic and humanitarization of education the issue of preparation and re-training of specialists in anthropological sciences (international relations, social work, political sciences, economy, law, etc.) becomes an acute one.

- f) The change in the role of a pedagogue and its functions is a problem of prospective development of education. The phenomena typical to transition period (poverty, unemployment, violence, etc) are reflected in the field of education-by making necessary the expansion of pedagogues professional preparation, today s/he also needs the background in physiology, sociology, conflict resolution, etc. The quick growth and update of the vast knowledge typical for the informed society formed by the end of the century force to focus on teaching of basic sciences, which can regularly be updated and adjusted and for the pedagogues- on turning from the main source of knowledge into a architect-methodologist summarizing and coordinating the knowledge of the students. The solution of the mentioned problems requires complex adjustments in the fields of preparation of pedagogues and scientific-pedagogues, qualification improvement and training.

7. Division in the educational and training (upbringing) processes

The education system of independent Armenia had to free itself from the imposed ideological chain by channeling the education contents, out-of-class and out-of-school activities towards achievement of a new objective –formation of a citizen bearing the national and international values.

However, because of the lack of national ideological propaganda the development of new concept for upbringing a citizen in compliance with the new political and social economic situations is still pending. In the grades of values the place of education is left vacant. The rating of upbringing has suffered. The subjects forming an individual are not fixed in the curricula, the low level of methodological, psychological-pedagogical background of the teachers significantly weakened the upbringing function of the lessons, the school-parent-society relation is broken, and sects have penetrated into schools.

The severe insufficiency of funding or its absolute lack for out-of-class and out-of-school activities that are the continuation of educational processes, dissolution of a number of entities providing additional education, changing their profiles and providing mainly paid services have resulted in sharp decline of this type of education accessibility and reduction of the services provided. As a consequence the completeness of the upbringing system, the unification of education and upbringing is destroyed, the students

are deprived of the right of being involved in something within their interests, the number of street children and children breaking the laws have increased.

Thus, in the new political and socioeconomic situation the re-establishment and development of educational institutions and as a whole, the upbringing function of the education system and integration of general and additional education becomes an acute problem demanding urgent solution.

8. *Insufficient material-technical and training-methodological basis*

In the past ten years the building maintenance of the education system has been destroyed. Particularly the secondary schooling has suffered. Following the earthquake and warring activities some 322 schools have suffered by being completely destroyed or braked down. In the last years many of them have been rehabilitated through the funds of state budget and international organizations. However, in the disaster zone there still are a number of schools operating in domiks, and construction of typical buildings for them is very urgent, and still many educational institutions all over the Republic do not have satisfactory buildings. Almost 350 schools (mainly in rural areas) needs capital or partial renovation (particularly – roofing and bathrooms).

For several years the issue of regular heating of the educational institutions is not being solved. If some of the institutions have somehow addressed the issue, than in schools the classrooms are still heated by stoves, oil-heaters and electric devices. Buildings of mid-level professional institutions and some buildings of higher educational institutions are not heated at all, which causes their destruction and breaks the rhythm of the educational processes.

Because of lack of funding the healthcare and sanitary hygienic requirements of the educational processes are not being met, as well as the norms of individual protection and safety.

At all the educational levels the institutions have not been provided with furniture, laboratory equipment, training-didactic materials, and test materials. The modern technical devices, equipment for practical work, information and computer equipment and communication means for education is strictly limited.

The training-methodological activities, the variety of publications of professional literature and their volume have decreased, and as to the imported professional literature and publications, mainly they are assessable to the vulnerable groups involved in the field of education.

If the problem of providing the secondary schools with educational literature is mainly resolved, than the efforts in formation of literature in the field of professional education, their translation and localization is still unsatisfactory.

The library funds of the institutions are outdated and worn out, do not meet the requirements of modern libraries in terms of space, refurbishment and technical services provided (electronic libraries).

9. Inefficient utilization of the system

The tough situation of the educational institutions is reasoned not only by the lack of financial resources but also by their inefficient utilization.

Even if the economy development and state revenue collection proceed in the predicted way, still the improved budgetary resources will not be enough for covering the minimal needs of education, if radical rationalization is not carried out in the field. The following main factors characterizing the current situation of the system state that fact:

- Student-pedagogue relationship
- Significant numbers of support and administrative staff
- Under-filled grades and groups
- Under-staffed pedagogical personnel
- Disproportional allocation of educational institutions all over the Republic, and particularly the number of closely located schools in densely populated areas
- Significant number of under-loaded institutions
- Strict centralization (particularly in the capital of Armenia) of narrowly specialized (special, boarding) schools and institutions providing various educational programs (mid and higher professional institutions)

There are additional problems in the field of mid and higher professional education:

- Duplication of the offered degree programs not in compliance with the institution's profile,
- Disproportional allocation of the institutions and offered courses by their location, not in compliance with social-economic peculiarities and development perspectives of the certain areas

Therefore, there is need for rationalization not only in the entire field of education (re-allocation of institutions and fields of studies), but within each institution as well (pupil-teacher ratio, growth of a training group, etc.)

10. Mismatch of the education structure and contents to the requirements of market relations

The education structure now undergoes a stage of re-arrangement and re-formation. There are structural problems not only in the field of secondary schooling but also in the field of professional education.

The necessity of overloaded curricula, age group peculiarities of the enrolled students and employment problems dictate the need of shifting over from the 10-year to 11 year secondary schooling. The basic general education does not provide for the further education of the graduates and their social adjustment. Therefore the need for changes in the secondary school criteria, curricula of fields of studies, textbooks and re-distribution of training materials according to the 11-year schooling requirements becomes a necessity.

The policy implemented in the field of pre-professional education needs clarification, particularly in demand, list of professions and funding.

In the field of higher education one (5 year) and two-grade (4 +2) systems are operational which makes the labor market survey necessary in terms of preparation of specialists with BA, MA and PH D degrees.

The development of unified gradation system of professional education qualifications (starting from pre-professional and including the post graduate levels) is a global issue. The level of involvement of enterprises in education provision and development is at an extremely low level.

The slow pace of education contents update does not provide for spiritual, economic and social progress of a society heading to democratization, for formation of a citizen and establishment of open society and lawful statehood.

Lack of courses on market relations (civil education, principles of economy, human rights, life skills, ecological education, etc,) or their suspended introduction into the education providing for the multi-sided development of an individual and practical qualities gained by education impair the liberalization and humanitarization of education.

Each of the 10 presented problems has its contribution in the final product of education quality. The existing quality of education does not provide for:

- Satisfactory social realization of an individual
- Formation of a modern individual and citizen providing for the new level of the nation's development,
- Secondary and professional training of the labor force
- Establishment of adequate basis for development of science

PART 2

PROGRAM OBJECTIVES AND IMPLEMENTATION TIMELINES

The main strategic direction of the program is the progressive development of an educational system contributing to the formation of a harmonically developed, socially active and creative individual with a patriotic, public and humane ideology- as a factor for statehood strengthening and socioeconomic progress of the society.

Main objectives of the program are:

- Provision of assessable and free general elementary, basic and full secondary education for the citizens of RoA in the state educational institutions, as well as free mid-level, higher and post graduate education on a competitive basis within the state educational criteria
- Establishment of social economic conditions for provision of the Constitutional right of the citizens on Education
- Harmonized development of an individual and his/her creative abilities, for formation of required motivation for education and self-education (for their entire lives)
- Further development of normative legal, contextual social economic and organizational principles towards implementation of state policy in the field of education.
- Provision of legal, social and economic guarantees of the field of education within the interests of an individual, society and state for the stable operational and balanced development
- Maintenance and development of a unified educational area
- Formation of a democratic, public-societal education management system
- Improvement of interaction among the state, local self governing and public organizations in the field of education development
- Clear distinction of responsibilities in the field of education among the state, regional and local self governing bodies through respective legislation and normative legal acts
- Efficient and high quality achievements of the educational institutions in the fields of educational scientific and scientific-technical researches
- Promotion of international and national integration in the field of education and support in terms of meeting the individual's educational requirements

- Focusing the development of education on strengthening the spiritual and mental potential of the Armenian people, maintenance and development of national and universal values

The program is for the period of 2001-2005 and plans for the natural performance and steady development of the education system. The program is to be implemented in three phases:

First phase- (2001 year) implementation of a set of measures for maintenance of the education system and establishment of conditions for its further development. In this phase the main program activities are: prevention of critical processes, undertaking emergency measures aimed at securing the natural performance of the educational institutions, improvement of normative legal and statistical basis in the field of education-formation of the system for preparation of professionals.

Second phase – (2002-2003 years) transfer to stable evaluation of the education system.

Third phase – (2004-2005) transfer to progressive development of education to provide for its comprehensive promotion.

PART 3

OBJECTIVES AND ACTIVITIES

1. Improvement of the financial situation of the education system

Objectives:

1. Increased funding from the state and local budgets for provision of the progressive development of education
2. Increased efficiency of budgetary funds utilization
3. Involvement of out-of-budgetary funds and their expansion
4. Implementation of favorable tax policy

Activities

1. Introduction of new funding principles (in one line item according to per pupil principle)
2. Development of scenically justified state funding proportions according to the components of the education system (education levels, education programs with different fields of studies, certain educational institutions and education management bodies)
3. State funding projection for the guaranteed programs in the field of pre-school and out-of-school education and fixed funding from the local budgets
4. Regulation of parents' payments and other out-of-budgetary funds in the field of pre-school education
5. Regulation of payments collection in the field of secondary schooling for teaching preferred courses and provision of other paid educational services
6. Definition of funding allocation and development of a financial formula for secondary schools for those children needing special conditions for education
7. Definition of payments for state paid educational services and regulation of utilization
8. Preparation of professionals for organizations in the mid and higher educational institutions on a contractual basis for financial reimbursement
9. Entitlement of tax privileges to the organizations supporting the field of education
10. Provision of interest free long term loans to the students enrolled in paid education

2. Improvement of the field of legislation¹

Objectives:

1. Amendments of the existing laws related to the field of education and adoption of new laws
2. Additions and amendments in the Law of RoA “on Education”
3. Development of sub-legislative acts and normative documents
4. Development and implementation of mechanism providing for the enforcement of legislation

3. Improvement of the management

Objectives:

1. Revision of responsibilities of the state management authorized entity and subordinate agencies, regional and local self governing bodies involved in the field of education with a view of functions delineation and coordination
2. Implementation of unified state policy in the field of professional education
3. Democratization of education management
4. Decentralization of education management and increased autonomy of the educational institutions
5. Improvement of control mechanisms and reporting systems
6. Development of management skills among the high officials of the education system
7. Provision of equal competitiveness between the state and non-state educational institutions

Activities

1. Revision of the system for appointment and dismissal of cadres in the field of secondary education, state attestation of the heads of secondary schools
2. Provision for participation of the community, parents and NGOs in the management of secondary schools

¹ The activities and measures to provide for the legal side of the educational development are jointly presented in Part 6.

3. Elaboration of new mechanisms for appointment of top officials in the mid and higher state educational institutions
4. Elaboration and implementation of an efficient system for attestation, qualification improvement and training of top officials in the mid and higher state educational institutions
5. Increased autonomy within the higher educational institutions: re-distribution of functions among the structural units (rector's office, faculties, Departments) of the higher educational institutions
6. Improvement of the comprehensive information collection and analysis system on the educational institutions with the objective of efficient decision making and planning at all the managerial levels
7. Centralization of state management in the field of education within one agency- the state authorized education management agency
8. Licensing, accreditation of non-state educational institutions and their inclusion into the unified education system

4. Integration into the international educational community

Objectives:

1. Provision for comparison of the education system of Armenia with the education systems of the developed countries
2. Correspondence of state educational criteria to the international standards
3. Introduction of modern information and training technologies and methods
4. Promotion of horizontal links among the educational institutions
5. Promotion of (Armenia-Diaspora) in-nation integration in the field of education
6. Provision for mutual recognition and equality of the graduation certificates of the state sample in the field of education

Activities:

1. Membership to the international educational institutions and participation in the international educational programs
2. Transfer to 11 year full secondary schooling
3. Expansion of the three-level higher educational system
4. Orientation of professional education with a focus on international markets demands
5. Systemized introduction of state educational criteria

6. Update of knowledge evaluation system according to the international standards
7. Participation in international reviews and studies on knowledge evaluations
8. Computerization of education and expansion of Internet connections
9. Expansion of distant learning system
10. Reinforcement of connections with the Diaspora educational institutions and provision of comprehensive support
11. Establishment of all-Armenian educational –scientific center in the system of higher education
12. Full operation of a statistical information system in compliance with the international standards of education – data collection, analysis, publication and dissemination to respective international organizations.

5. Provision for the education accessibility and outreach

Objectives:

1. Provision for the education accessibility
2. Increased enrollment in the pre-school institutions
3. Provision for full enrollment in the main secondary schooling system
4. Provision of state and social guarantees to the enrolled students

Activities:

1. Introduction of low-fee services in the field of secondary schooling
2. Elaboration of a unified system for tuition discounts in the educational institutions
3. Publication of scientific-popular literature, and organization of TV and radio programs for parents and students
4. Provision of comprehensive assistance to children from socially vulnerable families through involvement of charitable and sponsoring organizations
5. Provision of every pupil of the Republic with basic textbooks
6. Expansion of provision of special pedagogical, social, psychological services in the secondary schools and communities for the children needing special educational conditions
7. Provision for the equality of special education and secondary education curricula
8. Restructuring of social services system in the educational institutions

6. Provision with pedagogical and scientific-pedagogical cadres

Objectives:

1. Younger age structure of the scientific-pedagogical staff
2. Improvement of the system preparing pedagogical cadres, modernization of the structure and contents of the pedagogical education in compliance with the new requirements imposed on the pedagogues
3. Restructuring of the system for qualification improvement and re-training of cadres
4. Elaboration of program for social protection of the cadres

Activities:

1. Elaboration of principles for formation of state order for MA and PH. D. degree programs
2. Identification of priorities in reproduction of scientific-pedagogical cadres
3. Elaboration of a program on involvement of students in scientific research activities
4. University-fication of pedagogical education
5. Introduction of new pedagogical professions
6. Elaboration of new tariff-qualification description for the pedagogues
7. Teachers qualification improvement and attestation
8. Restoration of qualification improvement system for the professors/lecturers in the field of their professional studies
9. Preparation of pedagogues for Diaspora and their qualification improvement
10. Expansion of social privileges for the pedagogical personnel

7. Unification of the educational and upbringing processes

Objectives:

1. Enrichment of the contents of education with knowledge aimed at formation of an individual and citizen
2. Rehabilitation and development of out-of-class activities and out-of-school upbringing systems

Activities:

1. Modernization of the contents of humanitar subjects included in the curricula and introduction of a course on national psychology
2. Development of a concept on upbringing in compliance with the new political and social-economic conditions
3. Elaboration of a plan of action providing for the spiritual upbringing
4. Elaboration of a plan of action providing for the military-patriotic upbringing
5. Establishment of conditions providing for children's upbringing in families
6. Rearrangement of the out-of-school upbringing complex in line with the new objectives.

8. Improvement of the material-technical and educational methodical basis

Objectives:

1. Improvement of building conditions of the educational institutions
2. Modernization and extension of the equipment, furniture and laboratory basis of the educational institutions
3. Provision for sanitary hygienic conditions, health care and safety measures in the educational institutions
4. Update and expansion of the publications-information catalogues of the libraries

Activities:

1. Allocation of state targeted funding
2. Involvement of charitable and sponsoring organizations
3. Inventory of educational institutions
4. Construction, capital renovation and on-going repairs of the buildings of educational institutions
5. Resumption of the performances of centralized and individual heating systems of the educational institutions
6. Identification and redistribution of unutilized or under-utilized material-technical internal resources
7. Provision of the educational institutions with necessary equipment and furniture

8. Rehabilitation of the laboratories and crafts studios in the educational institutions and their refurbishment with modern equipment, test materials, and educational didactic accessories
9. Refurbishment of educational institutions with modern technical devices, information and computer equipment and communication means
10. Update of the educational curriculum and educational methodological basis
11. Full operation of the system for publication of basic textbooks and their rental system in the secondary schooling
12. Expansion of professional literature and scientific-methodological publications and their varieties providing for their accessibility for the pedagogical and scientific-pedagogical personnel
13. Expansion of library resources of the educational institutions and establishment of electronic libraries
14. Provision of material basis for health care, nutrition, leisure and other spheres of life of the students and pedagogues.

9. Rationalization of the education system

Objectives:

1. Increased efficiency and rational performance of educational institutions and the allocated budgetary resources
2. Optimization of locations of the educational institutions
3. Optimization of organizational criteria of the educational institutions' performances (student-pedagogue ratio, average density of the educational groups, average workload of pedagogues, etc)
4. Making the list of the fields of studies offered in pre-professional and professional educational institutions in line with the social-economic peculiarities and development perspectives of the area.

Activities:

1. Mapping of the educational institutions
2. Elaboration of principles for optimal relocation of the educational institutions

3. Optimal relocation of the net of educational institutions and programs offered (among them also preparation of specialists) particularly,
 - a) Providing for the performance of at least one pre-school institution in every community
 - b) Unification of closely situated and under loaded schools located in densely populated country-like settlements
 - c) Change in the profile of the school
 - d) Revision of the institutions of special types and rationalization of the net
 - e) Decentralization of special pedagogical services and introduction into the secondary schools
 - f) Introduction of new list of fields of studies for mid and higher educational institutions
 - g) Optimal relocation of mid and higher educational institutions, elimination of duplication in the fields of preparation of professionals
4. Revision of exemplary staff list and normative criteria of educational institutions for organization of educational processes, particularly,
 - a) Optimization of pedagogue-student ratio through allowed increase in the grades (groups), and increased average workload of pedagogues
 - b) Optimization of support and administrative staffs ratio
 - c) Filling in the under-grouped grades (groups)
 - d) Preparation of multi-profile teachers
 - e) Formation of two-set or triple set classes in case of severely under-loaded classes

10. Making the education structure and contents in line with the requirement of market relations

Objectives:

1. Transfer to 11 year secondary (full) school
2. Development of preliminary professional education (craftsmanship)
3. Provision for consequent and unified introduction of the professional education qualification system
4. Making the educational toolkit in line with the education structure and contents
5. Liberalization and humanitarization of education

Activities:

1. Revision of the educational criteria for the secondary schools, educational plans curricula and training materials related to the shift towards the 11-year secondary school
2. Readjustment of the professional technical schools into an handicraft industrial vocational high schools
3. Implementation of handicraft industrial curriculum in special institutions
4. Labor market survey for identification of the demand for professionals with BA, MA, graduate specialists, and professions.
5. Development of tariff qualification description of specialists.
6. Development of the concept on arrangement of educational practices of the students in the new economic conditions and its implementation
7. Development of educational criteria for subjects and professions studied
8. Modernization of educational plans of fields of studies, curricula, other educational-methodological documents, in compliance with labor market requirements
9. Introduction of new humanitar and social-economic subjects in the training courses aimed at formation of a citizen, full member of the society
10. Centralization of state control over the education quality.

PART 4

STATE AND SOCIAL GUARANTEES OF THE PUPILS/STUDENTS

The main directions in the field of the students state and social guarantees are:

- Providing for enjoyment of the right of citizens on free secondary school education,
- Expansion of assessibility for free (on a compatitive basis) mid, higher and post graduate professional education for the children of the military conflict victims, handicapped children aas well as for those having displayed unique abilities by utilization of additional gurantees for provision of the right on educaaaaion
- Granting the possibility for selection of courses to professional education and individually tailored programs, establishment of conditions providing for the professional orientation
- Granting financial privileges to the students on using of the social-cultural facilities (hostels/dormitories, libraries, museums, cultural, physical training, fitness, health care facilities) and transport
- Development of self-management of the students in training, living and leisure activities,
- Elaboration and implementation of a system providing for the life and health care of the students
- Establishment of necessary conditions for the citizens needing special educational conditions for fixing the development deviations and providing social adjustment
- Elaboration of rewards system in recognition of achievements in the field of education and science
- Allocation of budgetary funds for maintenance of objects of the social-cultural infrastructure of the field of education and provision of social support to the students in compliance with the Law of RoA “on Education”.
- Improvement of the legal basis for interrelations between the pedagogical staff, students and parents (legitimate representatives)
- Provision of free textbooks to the pupils in elementary schools

PART 5

PROGRAM FUNDING

The total financial expenses required for the development of field of education are calculated based on the Articles of the Law “on Education” with a view to the provision of funding to the education sector and provision of social guarantees.

Currently the budgetary allocations earmarked for education do not provide for the full operation of educational institutions and do not cover the considerable part of the necessary expenses related to nutrition, communal services, building maintenance, etc. Actually, no funds are practically projected in the budget for the development of training-materials basis. The available funding does not provide for updated training processes meeting the current requirements, as well as for establishment of satisfactory social conditions for the employees and students.

The funding of the education sector and activities stated in the program is to be carried out in two directions:

- Increased budgetary funding to the educational institutions and other organizations of the field of education, on condition that the efficiency for utilization of the allocated budgetary resources should be increased
- Establishment of conditions for involvement of additional out-of-budgetary funding sources without decreasing the absolute amounts, norms and normatives of budgetary funding.

The volume of program implementation investments and other program related expenses could be verified on a yearly basis based on the potential of the state and local budgets and other sources not prohibited by the laws.

It is planned to:

- Increase the state budget allocation for the expenditures of the sector up to 4% of the GDP by year 2005, and for current expenditures - 16%
- Increase the wages of pedagogues for 30% every year
- Starting from January 1, 2003 – bringing the tariff payments of the administrative staff of the sector to the level of the average salary of a budgetary enterprise employee
- By 2005 increase the stipends two-folds
- Starting from January 1, 2003 free provision of textbooks to the pupils of elementary school

Part 6

Program Activities and Impelemnation Timelines

1. Improvement of the financial situation of education

No	Activity	Implementation Timeline
1	Provision for increased budgetary funding of education for 1% annually	2001-05
2	Elaboration of principles for proportional allocation of budgetary resources according to the education components and implementation mechanisms	2003 Third quarter
3	Mandatory allocation of funds from the state budget to the preschool institutions (in program part) and provision for its gradual increase totaling to 3% of the education sector's share	2001-05
4	By the decision of the Government of RoA, mandatory allocation of funds from the local budgets to the preschool educational institutions and out-of-school upbringing	2002
5	Elaboration of per pupil funding mechanisms and formula for pre-school and out-of-school educational institutions in one budget line item, its approval and introduction (as a pilot program for its first two years)	2002. Januray
6	Elaboration, approval and introduction of instruments for management of parents' payments and other out-budgetary funds.	2001 Third quarter
7	Transfer of 100 secondary schools to a new funding principle (per pupil funding projected in one budget line item)	2001. September
8	Gradual transfer of the secondary school to the new funding principles	2002-05
9	Revised elaboration of funding mechanisms and formula by providing a special ratio to schools for provision of complete education to the children in secondary schools needing special conditions	2001 Fourth quarter
10	Elaboration of new funding principles for special school in one budget line item	2001 Fourth quarter
11	Pilot funding of 10 special schools according to the new principles	2002-03
12	Transfer of all special schools to the new funding principles	2003-05
13	Elaboration, approval and implementation of new -per pupil- funding	2002

	principles in one budget line item for middle and higher professional educational institutions	January
14	Elaboration, approval and implementation of mechanisms for provision of paid services in the secondary schools	2001 Third quarter
15	Elaboration of principles for definition and regulation of educational fees in the educational institutions	2001 Third quarter
16	Elaboration, approval and implementation of mechanisms for issuing long term loans to the students enrolled in mid and higher professional educational institutions for covering the education related expenses	2003 Third quarter
17	Elaboration of a concept for granting tax privileges to the programs implemented within the educational institutions through provision of paid educational services and programs implemented by different organizations aimed at supporting the education sector, and making amendments in respective laws.	2002-03

2. Improvement of the legislative field

1	Elaboration of draft law of RoA on "Making Amendments in the Law of RoA "on Education".	2001 Third quarter
2	Elaboration of draft law of RoA on "Making Amendments in the Law of RoA on "Local self-governing bodies"	2001 Second quarter
3	Elaboration of draft law of RoA on "Making Amendments in the Law of RoA "Putting into practice the Civil Code of RoA"	2001 Second quarter
4	Elaboration of draft law of RoA on "Higher and post graduate professional education"	2001 Fourth quarter
5	Elaboration of draft law of RoA on "Mid-level professional education"	2001 Fourth quarter
6	Definition of the list of normative acts for the field of education	2001-02
7	Elaboration of a draft exemplary charter for special educational institutions	2001 Third quarter
8	Elaboration of a draft exemplary charter for pre-school educational institutions	2001 Second quarter
9	Elaboration of a draft exemplary charter for out-of-school educational institutions	2001 Second quarter
10	Elaboration of a draft exemplary charter for secondary schools	2001

		First quarter
11	Elaboration of regulations for setting tuition fees in mid and higher professional institutions and their utilization	2001 First quarter
12	Elaboration and approval of normative acts on preschool education	2001 Fourth quarter
13	Elaboration and approval of normative acts on secondary (full) education	2001 Fourth quarter
14	Elaboration and approval of normative acts on special education	2001 Third quarter
15	Elaboration and approval of normative acts on additional education	2001
16	Elaboration and approval of normative acts on preliminary professional education	2001 Third quarter
17	Elaboration and approval of normative acts on middle professional education	2001 Second quarter
18	Elaboration and approval of normative acts on higher professional education	2002
19	Elaboration and approval of normative acts on post-graduate education (jointly with ՀԷ)	2002 Second quarter
20	Elaboration of a program on making amendments and revising the existing normative acts	2001 First quarter
21	Publication of a yearly catalogue of the normative acts	Fourth quarter of every year

3. Improvement of the management system

1	Definition of the responsibilities and authorities of the Ministry of Education and Science of RoA, subordinate agencies, regional and local self-governing bodies involved in the field of education by the decree of the Government of RoA	2001 Fourth quarter
2	Approval of the appointment and dismissal regulations of the Heads of educational Institutions by the Government of RoA	2001 Fourth quarter
3	Attestation of senior officials of the pre-school educational institutions (2 Marzes yearly)	2002-05
4	Organization of training courses for the senior officials of the pre school institutions	2001-05
5	Transfer to new- school council management system in 100	2001

	secondary schools	September
6	Gradual transfer of secondary schools to the new management system-through the school councils	2002-05.
7	Organization of training courses for principles, members of the school councils and accountants of the schools shifted over to the new management system	2001-05
8	Intoductaion of secondary school management modern information system with global and local computer networks	2002 May
9	Yearly and regular collection, summarization and analysis of statistical data describing the comprehensive performance of the schools; making this information available to all the levels of management	Starting from 2002
10	Elaboration and implementation of a strategy and plan of action for involvement of parents, NGOs and charitable organizations in the management of secondary schools	2001
11	Formation of management councils for special pilot schools	2001Ā.
12	Organization of training courses for principles and members of the councils of the special pilot schools	2002Ā.
13	Pilot programs results assessment of the schools transferred to new management and funding principles and expansion of the program	2002-05
14	Promotion of the NGOs and charitable organizations dealing with the problems of special education Đ	2002-05
15	Elaboration of medical-psychological-pedagogical (MPP) assessment criteria for children needing special educational conditions	2001 – 02
16	Elaboration and approval of charters for Marz and Republican MPPs	2001
17	Formation and training of MPP commissions	2002
18	Identification and screening of children needing special educational conditions by Marzes	2002-03
19	Establishment of the database of children needing special educational conditions within the program of Management Information Systems of the Secondary Schooling (MIS)	2002-04
20	Re-transferring the state mid and higher professional educational institutions of the line ministries under the supervision of the Ministry of Education and Science of RoA by the decision of the Government	2001 Third-Fourth quarter

	of RoA.	
21	Revision of the state mid and higher professional educational institutions' charters (decision of the Government of RoA)	2002 March
22	Introduction of new appointment and dismissal procedures for the Heads of mid and higher professional educational institutions.	2001 Fourth quarter
23	Attestation of the senior officials of mid-level professional educational institutions	2001 April
24	Operation of an efficient system for qualification improvement and training of senior officials of mid-level professional educational institutions (in foreign countries, too)	2002-05
25	Introduction of new system for evaluation of the students' knowledge and state attestation of graduate students/alumni	2001
26	Elaboration and introduction of principles of autonomy for higher educational institutions	2001 Fourth quarter
27	Operation of annual reporting systems for mid and higher professional educational institutions, based on which – the assessment of their performances and elaboration of activities aimed at their improvement	2001 August
28	Signing memorandums of understanding and agreements with the professional, business unions and NGOs of the Republic on cooperation in the field of professional education.	2001–05
29	Licensing, attestation and accreditation of non-state educational institutions	2001-05

4. Integration into the International educational Community

1	Restoration of connections with the preschool and special educational institutions and centers of the CIS countries	2001-02
2	Expansion of cooperation with international organizations /UNESCO, UNDP, UNEVOC, CEDEFOP, BIBB. etc./	2001-03
3	Expansion of involvement in programs supported by European Union /TEMPUS, INCO-COPERNICUS, INTAS, etc./	2001-03
4	Submission of project proposal to the international donor-organizations for grants programs in the field of professional education	2001-05
5	Arrangement of study tours to foreign countries for pedagogues of	2001-05

	preschool and special institutions (3-trips per year)	
6	Promotion of computerization and internetization of schools a/ establishment of computer classes at 50 schools yearly b/ establishment of at least one school-center in every Marz equipped with modern technologies and having Internet access	2001-05
7	Establishment of republican inter-university computerized network /with Internet access/	2002
8	Introduction of modern system for knowledge evaluation: a/ Establishment of a knowledge evaluation center b/ Elaboration and introduction of knowledge evaluation system c/ Organization of a republican contest of knowledge d/ Organization of an all-Armenian contest of knowledge e/ Participation in international contest of knowledge	2001-02 2001 2002 2003 2004 2004-05
9	Introduction of ISCED ³/ Formation of national experts team on education μ/ Collection, analysis and dissemination of comparable information and statistical data on education	2001 2001 2002
10	Introduction and operation of EUROSTAT professional educational statistical analysis system (including “Target criteria”	2001
11	Adoption of the Government decree of RoA on “Distance learning”	2002
12	Organization of distance professional education within the framework of distance learning program	2003
13	Mapping of the Diaspora educational institutions and their needs assessment	2001
14	Preparation of special textbooks and methodological guidelines (3 textbooks and one guidebook yearly) matching the various environments of Diaspora	2002-05
15	Implementation of a program for the visit of Diaspora pupils to Armenia /100 pupils per year/. Organization of the joint leisure time for both - Diaspora and local Armenian children	2001-05
16	Establishment of direct connections between the schools of Armenia and Disappear; implementation of sister-schools /10 schools per year/	2001-05
17	Regular update of the web page of the Ministry of Education and Science of ROA	2001-05
18	Establishment of all Armenian educational-scientific center in the	2003

	Yerevan State University	
19	Introduction of three-degree leveled higher education in the pedagogical universities	2004
20	Signing agreements with the CIS countries on mutual recognition of state graduate certificates and their equality	2001
21	Signing bilateral agreements with various foreign countries on mutual recognition of graduate certificates and their equality	2002-05

5. Provision for education accessibility and outreach

1	Survey of the population demand in the field of preschool education	2001-02
2	Introduction of various pre-school educational services	2002-05
3	Broadcasting TV and Radio programs for parents and publication of methodological literature	2001-05
4	Gradual increase in the number of children enrolled in pre-school institutions (5 % annually)	2002-05
5	Organization of short term preparation courses for 6 year old children	2001-02
6	Continuation of the pilot program on integrated care and upbringing of children needing special educational conditions in the pre-school institutions	2001-02
7	Elaboration and introduction of mechanisms for reimbursement of educational expenses of school aged children from socially vulnerable families	2002- Second half
8	Continuation of the pilot program implementation in Lori Marz on provision of support services for those children needing special educational conditions	2001-02
9	Elaboration of regulations and respective methodological guidelines for providing for the education of those children needing special educational conditions in the secondary schools	2001
10	Organization of joint conferences with the Marz educational departments, humanitarian and charitable foundations	2001-05
11	Organization of competitions and exhibition of the works of children needing special educational conditions	2001-05
12	Broadcasting TV and radio programs dedicated to the rights of children needing special educational conditions	2001-05

13	Admission to higher educational institutions a number of students exceeding the approved planned quotas, without granting them the right for postponed obligatory military service	2001-05
14	Expansion of the list of professions offered through distance learning	2001 August
15	Implementation and provision of extern learning opportunities for certain fields of studies.	2002 September
16	Expansion of the list of professions offered on a competitive basis in mid level educational institutions based on the graduation marks of the secondary school certificates	2001 August
17	Broadcasting TV and radio programs called "Assistance to applicants to higher educational institutions" and publication of comprehensive literature	2001-05
18	Setting a unified discount system for tuition fees in the educational institutions	2001 First quarter

6. Provision with Pedagogical and Scientific-Pedagogical Cadres

1	Elaboration and approval of regulations for formation of state order quotas on admission to mid and higher professional educational institutions of RoA	2001
2	Elaboration and approval of regulations for formation of state order quotas on admission to MA and Ph.D. degree programs	2001
3	In terms of reproduction of scientific-pedagogical cadres of priority fields of scientific studies: a/ basic scientific directions b/innovative, prospective scientific directions c/ political/social sciences, d/ Armenian subjects knowledge	2001-05
4	Elaboration and approval of programs for involvement of students in the scientific research activities	2001
5	Elaboration and approval of programs for involvement of aspirants (post graduate students) in the educational processes of the institutions	2001-05
6	Re-establishment of pedagogical higher educational institutions into universities	2001- 03
7	Introduction of new professions (social worker- pedagogue,	2001- 03

	physiologist-pedagogue, pedagogue for integrated courses, multi-profile pedagogue, etc) in the pedagogical higher professional educational institutions	
8	Approval of new tariff qualification description of pedagogues	2003
9	Introduction of special educational courses in the training programs of pre-school and elementary school	2002
10	Organization of focused admission for special educational institutions	2002
11	Preparation of integrated course and multi-profile teachers for under-loaded schools, organization of focused distance learning provision in the pedagogical higher educational institutions.	2001-05
12	Elaboration and approval of new regulations on "Education of foreign citizens in the Republic of Armenia"	2001
13	Focused preparation of pedagogical cadres in Armenia for Diaspora in most prior fields of studies (80 teachers annually)	2001-05
14	Preparation of scientific-pedagogical cadres in Armenia for Diaspora (10 aspirants annually)	2001-05
15	Qualification improvement of Diaspora -Armenian pedagogues in "Diaspora center " (50 teachers annually)	2001-05
16	Organization of yearly qualification improvement courses in the Marzes for the pre-school institutions personnel	2001-02
17	Establishment of republican network for teachers qualification improvement	2001-02
18	Operation a system for teachers training and qualification improvement	2002
19	Adoption of a decision on making amendments in the decision No 327 of the Government of RoA, issued May 07, 1991 Opening qualification improvement faculties for professors/lecturers from the field of professional education – differentiated by the higher educational institutions a/ in Yerevan State University – a faculty for qualification improvement of general subjects professors, lecturers b/ in Yerevan State University of Economy – faculty for qualification improvement of economists c/ in State Architectural University of Armenia –faculty for qualification improvement of mid-level professional educational institutions' teachers	2001 2001-02 2001-02 2001-02

20	Elaboration of attestation regulations for the professors/lecturers of the higher educational institutions a/ approval of attestation criteria b/ conducting attestation	2002 2003-04
21	Setting supplementary payments for special pedagogues	2002
22	Within the framework of "Rural school" program- provision of the remote and borderline settlements with pedagogical cadres by providing necessary living and working conditions (provision of housing, etc.)	2001-05
23	Definition of additional privileges for the male teachers assigned to work in rural areas	2002
24	Organization of annual competitions for the titles of "The best tutor", "The best teacher" and "The best principle"	2001-05
25	Establishment of inter-university sub-faculties for military training for the purpose of preparation of officers for the armed forces of RoA	2002

7. Unification of training and upbringing processes

1	Elaboration, discussion and approval of concept on upbringing	2001 March
2	Organization of republican scientific meeting on the problems of upbringing	2001. July
3	Modernization of antropological sciences programs included in the secondary school curricula, introduction of new subjects and publication of textbooks	2001-03
4	Introduction of "National Physiology" course in the secondary, mid and higher professional educational institutions	2002
5	Elaboration and approval of a plan of action providing for the spiritual training of the enrolled students	2001 October
6	Restoration of the Military training classrooms in the secondary schools and mid level professional educational institutions, provision with training armaments	2001-03
7	Organization of yearly military-patriotic drills and competitions among the schoolchildren	2001-05
8	Elaboration and approval of recommendations and plans of action for rehabilitation of the upbringing complex consisting from both-training	2001 May

	and upbringing processes (decision of the Government of RoA)	
9	Introduction of the positions of social-worker-pedagogue, physicist – pedagogue in the secondary schools	2003
10	Organization of qualification improvement courses for deputy heads and administrative employees of secondary schools on upbringing issues	2002–05
11	Broadcasting TV and radio programs for parents on children upbringing and publication of scientific popular publications	2001–05
12	In rural communities establishment of “kindergarten-school” educational complexes	2002-05
13	Promotion of children’s, teenagers and youth NGOs (patriotic, environmental, creative, etc.) activities	2001–05
14	Organization of annual competitions, festivals and athletic events of esthetic education of children/teenagers/youth.	2001–05

8. Improvement of the Material- technical and educational-methodological basis

1	Elaboration of a draft Government decree of RoA on “Maintenance and restoration of pre-school buildings and facilities ”	2002
2	Elaboration and implementation of development programs for pre-school institutions through the humanitarian assistance organizations	2001-05
3	Expansion of the “Step by step” program (by involving 50 kindergartens yearly)	2001-05
4	Publication of methodological guidelines for pre-school institutions (2 guides yearly)	2001-05
5	Accomplishment of school construction in the disaster zone – by moving all the schools located in domiks and adjusted buildings into typical buildings	2001
6	Capital renovation of 280 secondary school buildings (20%-per year)	2002-05

7	Establishment of computer centers and provision of Internet access to 250 secondary schools (20%- per year)	2001-05
8	Within the program of "School furniture and laboratory equipment provision of secondary schools with physical-mathematics and natural sciences bias with 50 laboratories in each- physics and chemistry and 50 in biology (10% of the yearly demand)	2001-05
9	Allocation of 13500 blackboards to the secondary schools (20%-per year)	2002-05
10	Allocation of 140000 school tables and chairs to the secondary schools (10%-per year)	2001-05
11	Renovation of special schools (3 buildings per year)	2002-05
12	Refurbishment of training laboratories and workshops in special schools	2002-05
13	Replacement of educational furniture for the special schools (10%-per year)	2002-05
14	Publication of textbooks and respective methodological guidelines for special education (10 textbooks, 2 guidebooks per year)	2001-05
15	Printing a methodic publication for preschool and special education	2002
16	Equipping the mid-level professional educational institutions with at least one computer classrooms, establishment of a computerized net for mid-level professional educational institutions	2002-05
17	Rehabilitation and operation of the heating systems of mid-level and higher professional educational institutions	2001-05
18	Modification of the training-laboratory equipment of the mid and higher professional educational institutions	2001-05
19	Restoration and development of the publication practice based on the higher school by involving investors in the fields of textbooks, guidelines, manuals and other training-methodological materials publications.	2002-05
20	Organization of publication of textbooks for higher educational institutions by a/ providing state loans b/ organizing subscription among the students and lecturers	2002

9. Rationalization of the education sector

1	Re-adoption of exemplary staff list for the preschool institutions and	2001
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	normative density of the groups	
2	Passportization of the pre-schools buildings and facilities	2002
3	Initiation of new kindergartens in communities not having preschool institutions	2002-05
4	Mapping of the secondary schools and data collection	2001 First quarter
5	Elaboration of criteria for identification of optimal locations of the secondary schools, their strategic importance and protection; approval of the list of those schools by the Government decision of RoA.	2001 First quarter
6	Revision and approval of the exemplary staff lists of schools and normative criteria for organization of educational processes	2001 First quarter
7	Elaboration of pilot rationalization programs for three educational zones and approval by the decision of the Government of RoA	2001 First quarter
8	Implementation of inter-school and in-school pilot rationalization program in three educational zones	2001-second quarter- 2002
9	Finalization of the outcomes of the pilot rationalization program	2002
10	Expansion of rationalization program within the Republic	2003-05
11	Mapping of special institutions and definition of the areas to be served	2001
12	Definition of the types of special institutions	2001
13	Re-structuring of special institutions	2001-02
14	Definition of an exemplary staff list for the special educational institutions	2001
15	Revision of the normative density in classrooms and group of special institutions	2001
16	Re-arrangement of classrooms and groups in compliance with the defined normatives	2001-02
17	Analysis of marzes' and regions' social-demographic situation of the Republic , workforce demand, and social order	2001 October
18	Rationalization of the net of professional educational institutions through restructuring, regional relocation, changes in the profile and organizational legal status.	2001 September
19	Labor market survey for identification of the list of professions in demand and knowledge/skills/qualifications/abilities/ of the required professionals	2001 May

20	Restructuring of professional technical vocational schools	Starting 2001
21	Analysis of the existing list of professions provided by professional education from the point of view the labor market, identification of new and unnecessary professions	2001 May
22	Elaboration and approval of new list for professional educational specialties	2001 June
23	Elaboration and introduction of a more reasonable internal structures for mid level professional educational institutions	2001 May
24	Elaboration, testing, approval and introduction of new curricula, training plans and other educational-methodological documents for mid level professional educational institutions	2003 June
25	Introduction of preliminary professional (craftsmanship) training in the mid level professional educational institutions and organization of the training	2001 September
26	Elaboration and implementation of programs for preparation of preliminary professional cadres (craftsmen) and training of unemployed in the mid level professional educational institutions	2002 January

10. Making the structure and contents of education in compliance with the market relations

1	<p>Transfer to 11 year school</p> <p>a/ conducting a republican pedagogical conference</p> <p>b/matching the secondary (full) school criteria with the new school structures,</p> <p>c/ matching the basic educational curricula to the curricula of 11- year schooling</p> <p>d/ matching the subjects' curricula to the requirements of 11-year schooling e/ elaboration of criteria for subjects' and newly introduced subjects, curricula and textbooks.</p> <p>f/ Elaboration of methodological guidelines and letters to provide for the further temporary utilization of the existing textbooks</p> <p>g/ Introduction of new textbooks in the transition period ,</p>	<p>2001-02acad. year</p> <p>2001 January</p> <p>2001 August</p> <p>2001 August</p> <p>2002 December</p> <p>2001-02</p> <p>2001 December</p> <p>starting from 2nd</p>
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	h/ Transition to 6-day schooling week	quarter of 2002 2001-02 acad. year
2	Introduction of integrated subjects	2002
3	Establishment of educational complexes in big settlements with attached distance learning courses	2001-02
4	Establishment of a Syunik state university based on the Kapan and Goris educational complexes of the State Architectural University of Armenia	2002
5	Elaboration and approval of criteria for middle and higher professional education	2001-02
6	Matching the professional educational plans and subjects' curricula to the approved criteria	2002-03
7	Identification of the requirements imposed upon the qualification levels of higher professional education according to the professions and labor market	2002
8	Definition of the fields for the performances of bachelors, diploma graduate specialists, and magistrates by differentiation of the types of professions and labor market	2002
9	Elaboration of tariff-qualification descriptions of professionals	2003
10	Elaboration and approval of new regulations for organization of students' practice works	2002
11	Projection of job opportunities during the practice, contract signing with the enterprises	2003-05
12	Introduction of "Law, "Basics of Economy" "Տնտեսության հիմունքներ", "Ecology", "History of Culture" and other subjects into the curricula	2001-05
13	Promotion of higher educational institution and school relationship, implementation of professional orientation programs for the pupils in the schools by the higher educational institutions	2001-05