Cooperation between services as way to tackle equity in education

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Why cooperate?

An integrated approach to service delivery is necessary

- A paradigm shift of seeing not the child as the problem but the environment in a broad sense;
- The principle of indivisibility of human rights and acting in the best interest of the child;
- Considerations of efficiency and effectiveness (coordination and synergy).
Bottlenecks

• Sectorized system of governance;
• Decentralization process still immature;
• Legislative inconsistencies;
• Lack of mechanisms and protocols to tackle cases;
• Vertical bureaucratic red-tape in lieu of horizontal cooperation.
Solutions

• Legislative “synchronization”;
• Integration of services;
• Protocols of cooperation between stakeholders and service providers, both state and non-state that target specific issue or group of population.
Integrated Social Services Reform

- Human and material Resources Management
- Institutional agreements and Local Social Plan Project Management
- Individualized social projects Case Management
Case management

1. Assessment of needs;

2. Definition of an Individual Social Project;

3. Implementation of the Individual Project on the basis of protocols of cooperation;

4. Monitoring and evaluation.
Protocols and Plans

- **Protocols of cooperation** among services
  - determining roles and responsibilities,
  - contact modalities,
  - deadlines, etc..

- **Territorial Social Plans**
  - mapping of the needs of social protection,
  - identification of the most appropriate responses to those needs,
  - coordination of existing services,
  - establishment of new ones.
In focus: Monitoring and tracking of Out of School Children

- Identification of OOSC and at-risk children,

- Evaluation of the child and family needs,

- Development of individual plan for the child based on the existing protocol of cooperation between the school, social services, rehabilitation services, etc.,

- Close follow-up and monitoring of each case.
Thanks for your attention!