II. QUESTIONNAIRE

1. Information about the respondent

• Date: *07.02.2013*
• Institution responsible for completing this questionnaire:
The Ministry of Education and Science of the Republic of Armenia
• Responsible department:
Foreign Relations and Diaspora Department of MoES
• Contact person:
• Mailing address:
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2. Components of education for peace and human rights

A. Specific information on the legislative, judicial and administrative measures taken by the State at the national level

1. Please describe the specific legal framework governing the protection of the rights guaranteed by the Recommendation in the specific country. It should indicate whether the rights set forth in the Recommendation are protected by the constitution, by a basic legislative text or by any other text, and whether the Recommendation has been incorporated into national legislation. The report should make reference to the legal, administrative or other competent authorities and the scope of their competence in relation to the rights guaranteed by the Recommendation.

Answer:

The protection of the rights guaranteed by the Recommendation is ensured by the Constitution of the Republic of Armenia (RA) and respective laws, such as: Law on Education, Law on Higher and Post Graduate Professional Education, Law on Preliminary and Middle Level Professional (Vocational) Education, Law on the Child's Right, Law on Social Protection of People with Disabilities, The Law on Employment of the Population and Social Protection in Case of

Unemployment**,** Law on Medical Care and Services to the Population, etc.

The President of Armenia, National Assembly, Government of Armenia and line Ministries are authorities that ensure protection of the rights guaranteed by RA Constitution and the Recommendation.

The fundamental human freedoms are set out by the Constitution of the Republic of Armenia (RA) which also specifies that every citizen of RA has a right to education. The Constitution also states that State ensures free secondary education and free vocational and higher education on a competitive basis to every citizen of RA.

In addition the RA Law on Education defines that the right to education is provided regardless of nationality, race, gender, language, religion, political or any other opinion, social origin, property or other circumstances. The state policy in the field of education is to prepare comprehensively developed and appropriately and professionally trained individuals brought up in the spirit of patriotism, statehood and humanism.

The RA Law on General Education defines also that the principles of general education are the humanistic nature of education, the priority of national and human values, person's life and health, value of individuals' free and comprehensive development, the importance of civic consciousness, as well as the respect towards person's rights and freedoms, dignity, patriotism, diligence, responsibility, tolerance and formation of environmental outlook.

B. Methods introduced to draw the attention of various authorities in the country to the Recommendation and to counter possible obstacles

The report should contain an assessment of the effectiveness of the methods introduced to engage various authorities in the country and the methods that have overcome barriers. It should highlight the difficulties encountered in implementing the key provisions of the Recommendation.

2. Please describe the measures taken to raise awareness of the basic principles of the Recommendation. The report should specify the activities undertaken or supported by the national level for

promoting the Recommendation and fostering debates on critical issues related to the rights enshrined in the Instrument.

Answer:

The measures and activities undertaken at the national level for promoting the Recommendation and fostering debates on critical issues related to the rights enshrined in the Instrument are described below.

- *State Standards on General Education*.

General education (primary and secondary education) is compulsory in Armenia and its content frameworks are defined by the State Educational Standards and Curricula. The State Educational Standards and Curricula are approved by the Government and Ministry of Education and Science based on the basic principles of the State educational policy and includes the rights enshrined in the Instrument. According to the State Educational Standards and Curricula the Human Rights including the Child Rights are taught as a separate subject and as an interdisciplinary topic across different subjects.

- *Education for Sustainable Development*

Sustainable Development Program(SDP) of Armenia adopted by the RA Government on October 30, 2008 presents, in a comprehensive and holistic manner, the major directions of and priorities for the country's development, meanwhile specifying target indicators and guidance on ways for the achievement. The following main goals were specified in the SDP document:

- growth of population well-being and overcoming poverty, including eradication of extreme poverty;
- overcoming human poverty and ensuring human development;
- containment of further growth of economic development imbalances coupled with implementation of targeted territorial development policies to ensure expedited progress of lagging regions.

In order to reach these goals, the SDP strategy focused on three main priority directions: ensuring sustainable fast-paced economic growth; implementation of active and targeted social and income policies aimed at vulnerable groups of the population; and modernization of the country's governance system including increased efficiency of public administration and ensuring progressive growth of the resource package at the disposal of the country. It envisaged pairing the process of achievement of the mentioned priorities with addressing the issues of environment preservation and sustainable management of natural resources. The SDP includes section on education, which states that the education development policy in Armenia is based on the UN Strategy for Education for Sustainable Development. According to the Strategy for Education for Sustainable Development the learning outcomes of students have been defined within the State Standards on General Education. These standards define the knowledge, skills and the values to be acquired by an individual at the end of each educational level (primary, middle, secondary). Besides, educational courses aimed at comprehensive personal development have been introduced in schools curricula, such as civic education, basics of economics, human rights, life skills, environment protection, etc.

On July 19, 2011 a National Steering Committee was established by the RA Prime Minister's Decree for the preparation of National Assessment Report "Rio+20". The Committee was co-chaired by the Ministers of Foreign Affairs and Nature Protection and was comprised of representatives of state agencies, civil society and academia. Besides the Steering Committee an editorial board and thematic working groups on sustainable development aspects were established. The thematic working groups, co-chaired by representatives of governmental bodies and the non-governmental sector, elaborated the respective chapters of the National Report focusing on the assessment of processes on sustainable development underway in the last decade. The Report was elaborated taking into consideration comments and recommendations voiced during wide and rather intense public debates and discussions.

The content of the Report proves that in the transition period for Armenia the main focus was on priorities of restoring the economy and ensuring economic growth, often to the detriment of the environment. Nevertheless, the necessity to apply sustainable development principles has gradually become a priority; this process was also reinforced by the country's accession to a number of international conventions and agreements as well as by active collaboration with United Nations agencies, such as UNDP and UN Environment Programme.

The sustainable development principles were specifically reflected in legislation and programs aimed at socio-economic development and environmental protection adopted in the country in recent years. These processes were vigorously supported through activities carried out by the National Council on Sustainable Development; the civil society played an extremely important role as well.

The Report has a separate section on Education prepared by the Ministry of Education and Science. The report specifies that the main topics of the UN Strategy for Education for Sustainable Development are included in the curricula of natural and social subjects at all levels of general education through integrated courses.

In higher education institutions program descriptors for all specializations have been developed, which include courses on Ecology" and "Basics of Ecology." In addition, courses on "Human Rights", "Social Ecology," "Human Ecology," "Industrial Ecology," "Radiation Ecology," etc. (around 24 directions in Ecology) are taught in some higher education institutions. At present education on topics related to sustainable development are introduced in some of the higher education institutions. Some of the latter, such as the Yerevan State University, Armenian State University of Economics, Armenian State Pedagogical University, Yerevan Institute of Ecology, Economics and Law, have also included courses on Sustainable Development of Human Society, Sustainable Development and Global Security, Millennium Development Goals as a Key Factor for Sustainable Development, World Programme for Sustainable Development, Geo-Ecology in the Context of Sustainable Development.

In 2008, the RA Ministry of Education and Science approved a manual for higher education institutions on Economy and Practice of Sustainable Development: Global Processes and Armenia, which has been developed by the Yerevan State University with the support of UNDP. Within the framework of state subsidies, a certain number of seats are allocated for students taking their master and postgraduate education on topics related to the core themes of sustainable development.

In 2011, UNESCO Chair of Education for Sustainable Development was established in the RA National Academy of Sciences, the main goal of which is to support the process of education for sustainable development in Armenia. The Chair contributes to the integration of education and scientific research, training of professionals in the area of sustainable development, development of educational materials, implementation of various initiatives and events, as well as to ensuring international cooperation.

In 2012 Chair of Ecology– Sustainable Development was established in the State Pedagogical University of Armenia, as well as a Centre for Sustainable Development was established in the Yerevan State University with the support of OSCE. Since 2001 the international educational program, which is implemented in 17 countries, on SPARE (a school program on energy and resource utilization) has been carried out in Armenia.

- The Education Development State Program

The RA Law on Education adopted in 1999 was followed by the development and adoption of laws and legal and normative documents regulating separate levels of education. In particular, the following RA Laws and documents served as basis for ensuring the citizens right to education at different levels of education and reforming them: "On Higher and Post Graduate Professional Education" (14.12.2004), "On Preliminary and Middle Level Professional (Vocational) Education" (08.07.2005), "On State Education Inspectorate" (15.11.2005), "On Preschool Education" (15.11.2005), and the Government of Armenia Decisions "On

Strategy of the RA Higher Education Reforms" (21.11.2003), "On Approval of Concept of Aesthetic Education" (18.11.2004), "Inclusive Education Policy Paper" (25.05.2005), "Pedagogical Education Reform Policy Paper" (29.12.2005) and etc.

In addition to improving the legislation field, the State adopted the policy of mid-term and long-term development planning which is reflected in the Mid-Term Expenditure Frameworks and Education Development Programmes. Following its approval at the RA National Assembly, “The Education Development State Program; 2001-2005" was enacted for the first time in 2001, its goal was to ensure progressive development of the education system as a factor of strengthening the statehood and social-economic progress of the society. The new "Education Development State Program; 2011-2015” states the importance of education sector as a main precondition for the sustainable development of country and the development of the human capital through improvement of the access to and the quality of education.

- *Poverty Reduction Strategy Paper(PRSP)*

In 2003 the Government of Armenia has approved the Poverty Reduction Strategy Paper, which has been developed with the support of scholars, experts, public and political figures, and all those who are interested in eradicating poverty in Armenia. The PRSP development was based on wide public awareness and participatory approach as a guarantee for its successful implementation.

With the aim of preventing the inherent threats and to bring the vast majority of the population out of the existing situation, the PRSP seeks the reduction of poverty, which is a hindrance to economic, social, and human development as well as the progress of our country. The measures included in PRSP aimed at ensuring sustainable economic growth and the implementation of efficient social protection policies resulting in poverty reduction. In particular, the PRSP aimed at significantly reducing the level of income poverty down to 19.7 percent in 2015, compared to 50.9 percent in 2001. In parallel, the PRSP targeted income inequality with an aim to reduce it

from 53.5 percent in 2001 to 44.6 percent in 2015. In terms of human development, the PRSP goals included sustaining the existing human capital and further development thereof, reduction of expressions of human poverty, improvement of the population's health status, potential for reproduction and their living conditions, including raising the level of quality of general education and health care services and the level of accessibility for the poor and other disadvantaged groups, decrease in child and mother mortality rates, enhancement of the quality and accessibility of water and other basic services.

- *National Action Plan for Human Rights Education*

In the framework of the Memorandum of Understanding signed between UNDP Armenia and the Ministry of Education and Science of RA a study has been carried out to assess the current status of Human Rights Education in Armenia. The assessment of Human Rights Education was followed by the development of a comprehensive National Action Plan (NAC). The NAC is aimed at:

1. Increasing the public awareness on Human Rights;
2. Improving Human Rights Education at all levels of education.
3. Reinforcing mechanisms for the effective protection and promotion of Human Rights.

- Other activities

Different projects to the above said aim have been implemented by a number of international organizations, international and national NGOs (UNDP, UNICEF, Council of Europe, OSCE, "Save the Children", "Civitas Armenia", "Education without Boundaries", "World Vision", "Bridge of Hope", "The Future is Yours" etc. …) in cooperation with the Ministry of Education and Science.

Different events, essay competitions and seminars are organized in schools and universities within the scope of peace, tolerance and human rights education in order to understand and respect the diversity of people, their cultures, civilizations, values, ways of life, for promoting international solidarity and tolerance.

3. Please describe briefly the main issues that need to be resolved in order to implement the key provisions of the Recommendation in the country.

Answer:

The main obstacle for implementation of recommendations is still the economic situation of families which often becomes the main reason for children's absences and not attending schools. Especially the situation is critical at preschool education level where the enrolment rate is the lowest one.

Recently, the Government has implemented cost-effective pre-school services in the regions without any kindergartens. It has been planned that the enrolment rate for 5-6 years old children will reach 90% by the year 2015.

Another issue still existing in the country is lack of permanent working mechanisms to protect child rights and prevent possible violations of their rights including cases of abuse and violence towards children in educational institutions. More specifically the issue concerns children with disabilities and other special needs of education.

For resolving the issues, as a starting point, in March 2010 the Ministry of Education and Science (MoES) has created an independent public monitoring group of boarding schools acting under the MoES. The public monitoring group currently consists of members of local and international NGOs working in the field of protection of child's rights such as Civil Society Institute, Helsinki Committee of Armenia, World Vision, etc. During one year of the operation of the group a number of cases of violation of the child rights were revealed, consequently, the Ministry took necessary measures and legal actions. However, the ongoing monitoring of such cases at the boarding schools is not complete and it needs to be extended to all educational institutions. The tools for prevention and the methods of helping the children whose rights are violated are being developed, and MoES aims at using the potential of the civil society for identifying the existing problems in this respect including

cases of violence, working out recommendations and strategies for combating them.

To safeguard the basic principles of the Recommendation, the following tenets are to be observed:

Human Rights education must:

- Promote the quality of educational achievements,
- Improve the accessibility of education and foster full participation,
- Encourage social unity and assist in conflict prevention,
- Have a fundamental role in the economic, social and political development of the country, etc.

C. *Process of the development and implementation of national policies*

Reference: The Recommendation 1974 encourages Member States to develop and apply national policies (§7), this is also the main objective of the WPHRE.

4. Is education for peace and human rights incorporated in national plans and strategies including those listed below where they exist?

• National plans for Education for All (EFA)
• National policy frameworks as part of the Decade on Education for Sustainable Development (2005-2014)
• National sectoral plans for basic education, higher education, etc.

• National human rights plans

• National poverty reduction strategies and other development plans
• Other types of documents (please specify)

If yes to any of the above, please specify and indicate also a timetable for implementation if there is any.

Answer:
Yes.

“The Education Development State Program” is the basis for formulating the State policy in the field of education. The Program specifies that the targets defined by global movements and international documents such as “The Millennium Declaration” and “Education For All” as well as the principles of the Bologna Declaration, the principles of the strategy for “Education for Sustainable Development” and “Hyogo Framework For Action 2005-2015” will be guidelines for education development of Armenia until 2015.
Details on other programs and activities are given above.

5. Has a specific committee or a special entity been established to develop and implement national policies related to education for peace and human rights?
• *Yes*
• No
If yes, please describe which specific entity has been put in place, what mandates and functions are attributed to the entity, and what institutions and individuals are the members of the entity.

Answer:
Yes
Ministry of Education and Science of RA: provides monitoring and expert examination of educational literature; trainings of education specialists; content-based and methodological services.

6. **Which groups are targeted in the national policies? Please choose one or more categories below.**

• Preschool, early childhood
• Primary school
• Secondary school
• Higher education
• Technical and Vocational Education and Training
• Education for justice and security professionals
• Teachers
• Educational community

• Ministry of education staff and users of their services
• Civil society, non-formal education
• Public employees in general
• Media
• Other (please describe)

Answer:

- Preschool Education, early childhood
- Primary school
- Secondary school
- Higher education
- Technical and vocational *training and education:*
  - Trade schools and other institutions implementing primary vocational educational programs,
  - Vocational colleges and other institutions implementing secondary vocational educational programs
  - Universities and other institutions implementing higher professional educational programs
- Education for justice and security *professionals*
  - Teachers
  - Educational community
  - Ministry of education staff and users of their services
  - Civil society, non-formal education
  - Public service employees working in the sphere of education
  - Public employees in general.

7. To what extent have the plans and strategies for education for peace and human rights been integrated into the following formal education components? Please describe the examples of actions undertaken for each component if applicable.

(a) Curriculum (e.g. obligatory or optional, subject-based or cross-curricular)
• Is education for peace and human rights obligatory or optional?
• Is it subject-based or cross-curricular?

• In which subjects is it integrated? (e.g. civic education, history, science, mathematics, languages ...) and at what grade levels is it taught?

Answer:

General secondary education

- It is obligatory.
- It is both subject-based and cross-curricular

It is part of the Civics Education which is an obligatory subject in the 8th and 9th grades of the basic school and in the 10 to 12th grades of the high school.

Education for peace and human rights is also cross curricular integrated topic and is taught thought many subjects such as “Me and My Surroundings” for the 2nd to 4th grades, “World History” for the 6th to 12th grades, ““Geography” 6th to 11th grades, “Biology” “Armenian Language” and Foreign Languages, etc.

As a separate subject for the grades 8 and 9 Human Rights and Civic Education includes the following themes:

- Equality
- Social Equality
- Equal Rights
- Responsibility and Tolerance
- The Necessity and Value of Responsibility
- Right and Responsibility
- Principles of Tolerance

On Democratic Society

- Democracy.
- Constitutionalism. Constitution as the guarantee for human rights and freedoms.
- Priority of law and rights.
- Equal Rights, Minority Rights, Gender Rights.
- The Role of Voluntarism in the Democratic Society.
- The Role of UN and International Humanitarian Structures in the Protection and Development of democracy.

On The Fundamental Human Rights and Freedoms:

- Human Rights and Moral Values.

- Human Civic Rights and Freedoms.
- Political Rights and Freedoms.
- Protection of Political Rights and Democracy.
- Human Economic and Social Rights.
- Human Cultural Rights. Cultural rights as a Guarantee for Human Spiritual Development
- Rights of Separate Groups: Children's Rights, Rights of Children with Special Needs.

2. The subject Social Science, for the grades 10 to 12 includes the following courses:
"Human Rights" with the themes

- Civic Rights
- European System of Human Rights Defense.

"Political Science" with the theme

- Juridical State: Concept and main Characteristics. Law and Right.

Vocational Education and Training (VET)

From 2009 up to now state educational standards and curriculum for more than 100 VET specialties have been developed and "Human Rights Education" is included in these standards as an obligatory subject. Besides, the VET institutions offer to students the following non-obligatory courses:

- "Diversity and Tolerance" which include themes; Diversity, Human Rights and Citizenship, Tolerance, Culture for Peace.
- "Basics of Law" which include theme "Education for Peace and Human Rights".

Higher Education

Higher education institutions and universities have many educational programs which cover a range of subjects like Law, Human Rights, Civil law and International law, Peace and conflict resolution, etc.
Law is also a separate field of study but in many specializations it is a part of the curriculum.

(b) Training of teachers and other educational personnel (e.g. pre-service and in-service training) (Reference: §33-37)

• Is education for peace and human rights included in:
■ pre-service teacher training
■ in-service teacher training
■ head teacher training

• Is the participation voluntary or mandatory?

Answer:

Yes

General education

Training of teachers and other educational personnel in human rights education is included in in-service training of teacher at each level of general education. More specifically, according to the Law on General Education every teacher has to pass a mandatory attestation once per every 5 years. One of the conditions of the attestation is compulsory pre-attestation training. The course of pre-attestation training contains human rights education.

Teacher preparation programs in universities and other higher education institutions include a compulsory course on Human Rights Education and different topics concerning education for peace and human rights are included cross-curricula. Besides, the universities prepare specifically teachers on Civic Education and Human Rights.

According to the Law on General Education in order to work as a head teacher ("director" in case of Armenia) the candidates have to pass a mandatory certification process. One of the conditions of the certification is the compulsory pre-certification training. This training covers in full legislation concerning education including human rights and rights of children, as well as General Education Standards and Curricula; the latter includes education for peace and human rights.

There is a compulsory training course for the vocational education teachers. The Human Rights education is included in the vocational training program.

Each year more than one thousand VET teachers, instructors and principals participate in the training courses, which provide basic knowledge of world and peace problems as well as the human rights aiming to change society.

(c) Teaching and learning process and tools (e.g. textbooks and other materials, teaching methodologies that are learner-centered, encourage participation, etc.) (Reference: Recommendation 1974, §10-19, §38-40)

Answer:

Teaching learning materials: Ministry of Education and Science approves textbooks of the subject "Social Science" which include Civics and Human Rights for 8^{th} to 12^{th} grades. These textbooks are used by all students and are supported by teacher manuals and other materials. Besides, there are a number of additional manuals, modules and other teaching learning materials developed with the help of international organizations and NGOs, e.g. Teaching manual on tolerance, educational resources on Child Rights, etc.

Teaching – learning process. Teachers use different teaching methods for Human Rights and Peace Education ranging from traditional methods to group works, cooperative learning, practical works and projects (including projects such as students' participation in local governance, student's councils at schools, etc.), meetings, debates, visits, individual research projects etc.)

In VET system teaching materials and methodological textbooks on Basic Human Rights are developed, approved and used by vocational schools.

Basically, student-centered teaching approach is being implemented both in general education institutions, and in vocational and higher educational institutions.

(d) The learning environment (i.e. psychosocial environment and organizational climate of classrooms, schools and other learning spaces promoting values and principles such as peace, human rights, democracy, tolerance, non-violence and respect)

Answer:

The moral-psychological atmosphere in the public, vocational and higher educational institutions promotes human rights, democracy, tolerance, non-violence and respect.

8. Which institution is responsible for the implementation, and with which partners does it cooperate (e.g. teacher training institutions, national curriculum development institutions, etc.)?

- Coordination:
- Curriculum:
- Teacher training:
- Teaching materials:
- Learning environment:

Answer:

• *Coordination:* Ministry of Education and Science with assistance of International organizations and NGOs.
• *Curriculum:* Ministry of Education and Science, National Institute of Education, Pedagogical universities and other higher educational institutions.
• *Teacher training:* National Institute of Education and other International organizations and NGOs that are involved in Human Rights education.
• *Teaching materials:* Ministry of Education and Science, National Institute of Education, Higher educational institutions and other International organizations and NGOs that are involved in Human Rights education.
• *Learning environment:* Ministries of Education and Science and Health, educational institutions

9. Is a specific budget allocated to the implementation of the policies?
• Yes
• *No*

Answer:
Yes

If yes, please specify the percentage of State budget.
The State annually allocates special budget for teacher training, publishing of textbooks and teacher manuals. However, those costs are part of the regular trainings and publishing budgets thus they cannot be calculated separately.

10. Does a systemic mechanism of monitoring the implementation of the policies exist?
• *Yes*
• No

Answer:
Yes

If yes, please specify the members/institutions being part of this mechanism.

Ministry of Education and Science, National Institute of Education, State Inspectorate for Education, local and international organizations are involved in systemic monitoring of the implementation of the existing policies.

D. Contents of the national implementation of education for peace and human rights

11. Please describe briefly the themes, questions and topics related to the 1974 Recommendation that are integrated into the education of your country (e.g. the information on the existing frameworks and mechanisms on democracy and human rights; topics related to the learner's everyday life such as violence in schools and HIV and

AIDS; moral and ethical values such as a culture of peace, justice, rights and responsibilities).

Answer:

Below are listed topics related to the 1974 Recommendation that are integrated into the:
General Education

Civic Education

- Equality
- Social Equality
- Equal Right
- Responsibility and Tolerance
- Value and Necessity of Responsibility
- Rights and Responsibilities
- Principles of Tolerance.

Democratic Society

- Democracy
- Constitutionalism; Constitution as a Guarantee for Human Rights and Freedoms.
- Priority of Law and Rights
- Equal Rights, Minority Rights, Gender Rights.
- The Role of Voluntarism in the Democratic Society.
- The Role of UN and International Humanitarian Structures in the Protection and Development of Democracy.

Fundamental Human Rights and Freedoms:

- Human Rights and Moral values.
- Human Civic Rights and Freedoms.
- Political Rights and Freedoms. Protection of Political Rights and Democracy.
- Human Economic and Social Rights.
- Human Cultural Rights. Cultural rights as a Guarantee for Human spiritual development.

- Rights of Separate Groups: Children's Rights, Rights of Children with Special Needs.

Law

- Civic Rights
- European System of Human Rights Protection.

Political Science

- Legal State: concept and the main characteristics.
- Law and Rights

Besides, there are different activities and undertakings systematically held in primary and vocational educational institutions, which refer to students' daily life, HIV and AIDS, moral and aesthetic values as well as peace, culture, justice, rights and responsibilities.

Most importantly all schools of Armenia according to the Law have to enroll children with disabilities and special needs. Currently about 100 schools are transferred into inclusive schools and the process is ongoing.

Vocational Education and Training (VET)

From 2009 up to now state educational standards and curriculum for more than 100 VET specialties have been developed and "Human Rights Education" is included in these standards as an obligatory subject. Besides, the VET institutions offer to students the following non-obligatory courses:

- "Diversity and Tolerance" which include themes; Diversity, Human Rights and Citizenship, Tolerance, Culture for Peace.
- "Basics of Law" which include theme "Education for Peace and Human Rights".

Higher Education

Higher education institutions and universities have many educational programs which cover a range of subjects like Law, Human Rights, Civil law and International law, Peace and conflict resolution, etc.
Law is also a separate field of study but in many specializations it is a part of the curriculum.

12. Please give a few examples of actions/practices undertaken in the following strands. Please focus on major initiatives that are considered successful and innovative.

(a) Celebration of diversity (e.g. intercultural education, intercultural and interfaith dialogue)

Answer:

A manual on “Teaching Tolerance” has been developed for the teachers of the 1st to 4th grades of primary school.

A manual on “Diversity and Tolerance” has been developed for the head teachers of the 5th to 9th grades of secondary school. About 3400 teachers working in these grades of the public schools have been trained.

Issues on tolerance and diversity are also included in many courses of the VET and Higher Education programs.

(b) Bilingual and multilingual education

Answer:

Concepts of the Bilingual and multilingual education are included in the Manual on Tolerance as described in the point above.

There are also a number of schools in Armenia which offer bilingual education including those that enroll children from national minorities.

Several universities and in particular Foreign Languages university has courses on Bilingual and Multilingual Education. There are also 2 bilingual universities in Armenia.

(c) Promotion of the gender-sensitive education systems

Answer:

Basically Armenian education system is very gender balanced at all levels of education and enrollment of boy and girls in average is almost equal.

Gender-sensitive topics are included in “Healthy Lifestyle” course for the 8-11thgrades of secondary education.

Courses on gender equity are included in many courses in higher educational vocation institutions.

(d) Prevention of racism, discrimination and violence

Answer:

This topic is included in the subject Social Science; Civic education and Human Rights.
Themes: Tolerance, Role of Humanitarian Structures in the Protection of Human Rights and Democracy. A manual “Trafficking” has been developed for teachers, students and parents.

(e) Civic engagement of youth

Answer:
Different public bodies are formed with the purpose of effective organization of educational process, supporting the program development, increasing involvement of students in governance and administration of educational institutions, defending students’ rights, as well as ensuring cooperation with the local communities, state bodies and international community. Such public bodies are Pupil Councils at schools, Student unions at all universities, National Student Associations, public monitoring groups, etc.

According to the school charter the general meeting of the pupils of the 6th to 12th grades has high importance and authority for the school. The meetings are open for the lower grades’ students as well.

According to the main principles of democracy and autonomy Pupil Councils are free to propose to the school management and advisory bodies their point of view on the issues related directly to the pupils.

The representative from the Pupil Council has an advisory vote at School Board and Teachers' Council on the issues related directly to the pupils. Pupils are also able to establish some clubs and associations according to their own interests.

All Higher education institutions and Universities of Armenia have their Students Unions which are students' representative bodies elected by students themselves and governing bodies of Universities. Students Unions take active part in University administration processes. Student unions present interests of students, increase the role of students' enrollment in public, social, professional life. The Student unions also support the development of civil society by increasing the rule of Law in academic and public life which is one of the bases for construction of democratic state. According to the Law on Higher and post-Graduate Education students comprise 25% of the University Governing Boards.

There are several national students organizations. One of them Armenian National Student Association recently became member of the European Student Union

13. Please describe some examples of activities and/or partnership associated with the folio particular institutions and levels.

(a) UNESCO Associated Schools (ASPs) (Reference: §23)

Answer:

UNESCO Associated Schools Project has been implemented in Armenia since 1997.

Now, the project includes 11 schools: ten in the Republic of Armenia and one in the Nagorno-Karabakh Republic, which are:

1. School N20 named after John Kirakosyan, Yerevan
2. School N59 named after Hakob Paronyan, Yerevan
3. High School N62 named after Fridtjof Nansen, Yerevan
4. School N67 named after Yeghishe Charents, Yerevan
5. School N78 named after Hayrapet Hayrapetyan, Yerevan

6. School N83 named after Hambartsum Galstyan, Yerevan
7. School N114 named after Khachik Dashtents, Yerevan
8. School N122 named after Alexandr Blok,
9. School N190 named after Galust Gulbenkian, Yerevan
10. Anania Shirakatsi Seminary, Yerevan
11. School N10 named after Avetik Isahakyan, Nagorno-Karabakh Republic

The Armenian ASPnet schools are encouraged to conduct their projects on four main study themes:

- UNESCO and UN priorities
- Education for Sustainable Development
- Peace and human rights
- Intercultural learning

Within the Project UNESCO clubs and groups were formed at schools and the pupils have the opportunity to communicate with the children living in different countries.

The selected schools are committed to take the following actions:

- strengthen the four pillars of learning for the 21st century;
- serve as "laboratories for innovation" particularly for developing content, methods and materials;
- establish co-operation between the school and the community and among schools at national and international levels;
- improve education by participating in pilot projects that promote UNESCO's ideals;
- take part in joint projects on topics of vital importance and exchanges with other teachers and students within the country and abroad.

Armenian National Student Association recently became a member of the European Student Union

(b) Non-formal education (Reference: §30-31)

Answer:
"Save the Children" organization implements a number of ongoing programs related to the Human Rights and Children's Rights.

(c) Higher education institutions

Answer:

There is a specialization called "Foreign Language and Cross-Cultural Communication" in higher educational institutions.

Human Rights education at YSLU promotes values and attitudes that encourage students to uphold their own rights and those of others.

YSLU UNESCO Chair on Human Rights, Democracy and European Studies offers a wide range of courses both at undergraduate and graduate levels, as well as within the framework of international scientific-educational programs.

Throughout their undergraduate studies (BA degree) junior and senior year's students are offered various courses targeted at Human Rights education.

2nd year students are offered "Basics of Civic Education" course aimed at providing basic knowledge on Human Rights. 3rd year students have the opportunity for being enrolled in the "Constitution and Democracy" course which offers the constitutional framework of Human Rights as well as the legal mechanisms of human rights protection."Theory and Practice of Democracy" is a course designed for 4th year students, enabling them to get a deeper knowledge of the concept of Human Rights.

Specific issues on Human Rights are also discussed and instructed during different elective courses, in particular;

- Religious Diversity in the USA
- Religious Diversity in the EU
- Rights of Ethnic Minorities in the East and West, etc

As for the graduate studies curriculum (MA degree), two courses on Human Rights are introduced:

Students majoring in “International Relations” and “European Studies” take the “Basics of Human Rights” as a required course. “European Integration and European Institutions” course aims at providing theoretical and applied knowledge on human rights as the latter is one the three European values alongside with democracy and rule of law.

(d) Interactions between schools, local governments, universities, civil society and the wider community

Answer:

The representatives from local governments, social partners, teachers, students, NGOs and regional employment services were involved In the Management Board of all VET institutions in order to promote cooperation within the community.

There have been created regional twelve colleges in the Republic of Armenia, which cooperate closely with other regional educational establishments, for ex. they discuss and develop curricular, formulate memorandums of intentions together.

(e) International cooperation (Reference: §43-45): (e.g. exchange programmes for education professionals and students, research projects, symposium and workshops, cooperation with civil society organizations, universities, school networks, etc.).

Answer:

The international cooperation as well as the exchange programmes for education professionals and students, research projects are implemented in the framework of Bilateral Agreements and Memorandums, by Foreign Countries’ Embassies in Armenia and

International Programs on Cooperation (e.g. Tempus, Erasmus-Mundus, MASKI, DAAD programs, etc).

EU, ETF and UNDP are the main donors in the field of VET reforms. The main objective is to assist national authorities in improving the image of the VET system and making it more visible and more attractive. Within the cooperation workshops, trainings, research in regions, rehabilitation and refurbishment of VET institutions were organized.

14. What kind of research has been carried out on education for peace and human rights? What impact do the research findings have on the policy formulation and education practices? Which partners (e.g. UNESCO Chairs, universities, research institutions, teacher-training institutions, adult education training centres, and NGOs) are involved? (Reference: §41-42)

Answer:

Reasearch on Education for Peace and Human Rights is carried by reasearchers and is published in Educational journals ("Man and Society", "Pedagogy", "Armenology in school" and etc.)

Many Universities cooperate with UNESCO Chairs, research institutions, education training centers, and NGOs.

In 2005 on the basis of the agreement signed between UNESCO, National Institute of Education of the Ministry of Education and Science of the Republic of Armenia UNESCO Chair on Education Management was established in Armenian State University of Economics.

In 2011-2012 with the support of International Visegrad Fund (IVF) YSLU implemented the course “European Integration and Sensitive Issues of History in Central Europe: the Experience of Visegrad Countries” for MA students majoring in Political Science/European Studies. Knowledge on European Integration plays a vital role in human rights education as it offers discussion on key issues.

The course “European Integration – Culture, Language and Identity” within the framework of EU Jean-Monnet Programme offered both practical classes (in 2012-2013) and a summer school (in 2012) not only to YSLU students but also to the representatives of NGOs and other institutions (up to 70 participants). The course provided with a comprehensive theoretical and applied knowledge on human rights, EU institutions dealing with the latter, European integration process and political, economic, social and cultural developments in modern Europe.

15. By which means is the impact of education for peace and human rights on learners evaluated?

Answer:

The means of evaluating the impact are in the developing process**.**

III. CHALLENGES AND GENERAL COMMENTS

16. According to tine experiences of your country in the area of education for peace and human rights, please describe major lessons learned, difficulties and obstacles met, as well as any suggestions for further development and improvement in this area, at the national, regional and international levels.

Answer:

- From the aspect of Human Rights and Democracy education - a direct inclusion of issues of Human Rights education in subject standards and curricula based on the State Standards of General Education.
- From the aspect of Human Rights education – analysis, expert examination and assessment of educational materials (textbooks and methodological guidebooks) not yet officially appraised on state level, in accordance with the set standards.
- Development of a manual for students and introduction of Human Rights education in the pedagogical universities of Armenia.

- Research with the purpose of the development of a strategy for the assessment of the Human Rights education and the democratization of education.
- Specification of the main issues and activities to be undertaken for fostering Human Rights education; generalization, dissemination and implementation of the good practices.
- External assessment and monitoring of the activities of general schools, from the aspect of human rights protection, with the inclusion of NGOs and the mass media.
- Appreciation of the best school of the year with regard to Human Rights education and democratic management.
- Development of a module for Human Rights education, with the purpose of professional advancement of teachers.
- Organization of correspondence courses and constant counseling (also online, with the use of the internet resources) for teachers, principals and school administrators on Human Rights and Civic education, with the use of information technologies.
- Joint conferences on regional and republican level for school principals and members of the students' councils.
- Trainings for public service and state employees engaged in education management.
- Ensure the professional growth of education executives: within the context of Human Rights education, create a resource-center (containing literature and electronic materials for pedagogues and people engaged in the sphere of education).

The information will be analyzed by the Secretariat in charge of the preparation of an analytical report which will be submitted to the 192nd session of the Executive Board in 2013. It may also be used for informing other activities of UNESCO in the area of education for peace and human rights.