

BASELINE STUDY ON HUMAN RIGHTS EDUCATION IN ARMENIA

September 2005

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Acronyms and Abbreviations { TC "Acronyms and Abbreviations" \f C \l "1" }

ABA/CEELI	American Bar Association Central European and Eurasian Law Initiative
AUA	American University of Armenia
CAT	Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment
CEDAW	Convention on the Elimination of All Forms of Discrimination against Women
CERD	Convention on the Elimination of All Forms of Racial Discrimination
CESCR	International Covenant on Economic, Social and Cultural Rights
CoE	Council of Europe
CRC	Convention on the Rights of the Child
ECHR	European Convention on Human Rights and Fundamental Freedoms
EDC	Education for Democratic Citizenship
EU	European Union
EYCE	European Year of Citizenship through Education
GA	General Assembly of the United Nations
IHRD	Institute of Human Rights and Democracy
IODC	Interchurch Organization for Development Cooperation
IOM	International Organization for Migration
JAA	Junior Achievement of Armenia
NGO	Non-governmental organization
NRC	Norwegian Refugee Council
OAS	Organization of the American States
ODIHR	Office for Democratic Institutions and Human Rights
OHCHR	Office of the High Commissioner for Human Rights
OSCE	Organization for Security and Co-Operation in Europe
OSI	Open Society Institute
ROA	Republic of Armenia
TCPA	Turpanjian Center for Policy Analysis
UDHR	Universal Declaration of Human Rights
UK	United Kingdom
UMCOR	United Methodist Committee on Relief
UN	United Nations
UNDP	United Nations Development Programme
UNDPI	United Nations Department of Public Information
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNHCHR	United Nations High Commissioner for Human Rights
UNHCR	United Nations Refugee Agency
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development

Executive Summary{ TC "Executive Summary" \f C \l "1" }

The United Nations Development Program/Armenia and the National Assembly of the Republic of Armenia (ROA) have undertaken the “Promoting Human Rights and Facilitating Public Awareness of the Public Defender’s Office in Armenia” project which aims to promote human rights through building public awareness of key human rights issues, including the newly established institution of the Human Rights Defender. The Turpanjian Center for Policy Analysis at the American University of Armenia was contracted to conduct the first comprehensive assessment of human rights education in Armenia to be used as a basis for the development of a national strategy and plan for human rights education.

The objective of this assessment study is to assess human rights education activities in Armenia in the framework of the UN Human Rights Education Decade with a focus on existing programs for human rights education and curricula at all levels of formal education for all groups and programs for continuing professional development. The assessment also focuses on the overall organizational and financial support for human rights education in Armenia, the availability to the Armenian public of human rights publications, and analyses of national plans and of all legal norms pertaining to human rights education in Armenia. In-depth interviews were conducted with key stakeholders, focus group discussions were conducted with school educators, and expert analyses of all human rights curricula and legislation was performed.

Pre-school education in Armenia does not include human rights education components, although normative documents for the sector are currently under development by the ROA Ministry of Education and Science. Human rights education for students with special needs does not exist. Human rights education in the schools is provided in the form of separate subjects on human rights and civic education in grades eight and nine. Textbooks in these two subjects present a good start but do not cover key components such as crimes against humanity. The textbooks are in need of systematic updating and teachers require continued training and access to updated materials. At the college and university level, 37 institutions of higher learning were identified that include a human rights course in one or more faculties. Vocational schools do not have a human rights subject requirement.

Human rights education for key professional groups, such as law enforcement personnel, legal professionals, and personnel in the justice administration, has been provided in the form of short ad hoc trainings with almost no in-service training provided on a systematic basis. All Armenian civil servants are currently undergoing in-service training, but it lacks a human rights component. Human rights education for marginalized and vulnerable groups is mostly aimed at women and refugees in large cities.

The major human rights instruments have been translated and published in Armenian, but access to these materials is limited. The legislative basis for human rights education is mainly concentrated in the sphere of education. There are some human rights education and awareness raising components in the national action plans on children’s rights, anti-trafficking, and women’s rights. There is no national human rights education plan in Armenia. Human rights education is almost completely funded by donor agencies outside Armenia.

Introduction{ TC "Introduction" \f C \l "1" }

The United Nations Development Program/Armenia and the National Assembly of the Republic of Armenia (ROA) have undertaken a new human rights project in Armenia. The project, “Promoting Human Rights and Facilitating Public Awareness of the Public Defender’s Office in Armenia,” aims to facilitate the consolidation of democracy in Armenia and to promote human rights through building public awareness of key human rights issues, including the newly established institution of the Human Rights Defender. The first component of the project necessitates assessment of the Armenian human rights situation (1) to identify steps required to achieve commitments set in the Vienna Declaration and Plan of Action (1993) and (2) to serve as a preparatory step for a future Human Rights Plan of Action. The Turpanjian Center for Policy Analysis at the American University of Armenia was contracted to conduct the first comprehensive assessment of human rights education in Armenia to be used as a basis for development of a national strategy and plan for human rights education.

The objective of this assessment study is to assess human rights education activities in Armenia in the framework of the UN Human Rights Education Decade. In accordance with the Guidelines developed by the UN Office of High Commissioner on Human Rights,¹ this assessment of human rights education in Armenia focuses on the following components:

- Existing programs for human rights education and human rights curricula at all levels of formal education.
- Existing programs of human rights education for key professional groups
- Existing programs of human rights education for vulnerable groups and needs assessment of vulnerable/marginalized groups in respect to human rights education.
- Availability of various human rights materials in Armenian and public access to human rights materials
- Overall level of organizational and financial support for human rights education in Armenia
- Existence of a National Plan of Human Rights Education and other relevant national plans
- Existence of national legal norms concerning human rights education

Each section of this report is devoted to one of these issues and contains an overview of the situation, the legislative framework of human rights education in the area, assessment, and recommendations.

Several compilations of supporting information are provided in the Appendices and these include the following: (1) A list of institutions of higher education offering or requiring courses on human rights; (2) A list of organizations engaged in human rights education in Armenia, including donors, implementers and government structures dealing with human rights education; (3) A list of human rights materials currently available in Armenian, including international and

¹ “The United Nations Decade for Human Rights Education 1995-2004: Lessons for Life,” United Nations, New York and Geneva, 1998, pp. 42-44.

regional human rights instruments, simplified versions of such instruments, pamphlets, brochures, films, periodicals, and other materials, and; (4) A comprehensive list of national legal norms containing provisions on human rights education.

Methodology{ TC "Methodology" \f C \l "1" }

In order to determine the key stakeholders in the diverse areas of human rights education in Armenia, an initial contact list was developed followed by the use of “snowballing” in which initial contacts were asked to identify other stakeholders.² A list of 60 key stakeholders from international government organizations, international non-governmental organizations, human rights educators, Armenian non-government organizations, human rights and education experts, and government decision-makers at all levels was produced. Separate semi-structured questionnaires were developed for each of the stakeholder groups.

Fifty-eight in-depth interviews were conducted with key informants in the field of human rights education covering a wide range of topics in human rights education.³ Appendix A provides the list of interviewees, which includes 14 donor organizations, ten implementing organizations, nine institutions of higher education, six experts, and 22 government officials. TCPA also contacted all higher education establishments in Armenia to identify human rights courses being taught currently and interviewed the 37 institutions that include such courses in their curricula.

Schoolteachers were included in the assessment through focus group discussions. Six focus group discussions were conducted with human rights and civic education teachers, two in Yerevan and one each in Ijevan, Vanadzor, Yeghegnadzor, and Martuni. In the four cities outside Yerevan, teachers from adjacent villages were included in the focus-group discussions. A total of 50 teachers participated in the focus group discussions during July 2005.

TCPA conducted an expert analysis of human rights curricula, subject plans, textbooks and teacher manuals in Armenian schools, human rights syllabi of institutions of higher education, and the available plans used in various training programs for key professional groups. Relevant secondary data in the form of reports and evaluations conducted in the framework of different programs were collected and analyzed.

To identify the existing legal norms concerning human rights education in Armenia and to determine any state financing for human rights education, a comprehensive search of existing legal databases was conducted and results were analyzed.

All data was collected during June, July, August, and September 2005.

² UNDP/Armenia provided assistance by helping to identify major donors and government offices during the initial stages of this study.

³ There were two refusals and both were from the Armenian government.

The Concept of Human Rights Education { TC "The Concept of Human Rights Education" }
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There is a growing consensus that “education in and for human rights”⁴ creates a culture of human rights and is an essential component in the establishment of sustainable and stable democracies. Human rights education is complex and consists of awareness raising, knowledge of legal standards, and the transference of skills and aims at influencing political and social behavior.⁵

Although human rights education is the integral component of the right to education, it has gained recently larger recognition as a human right in and of itself. As the Universal Declaration of Human Rights (UDHR) sets the standard:

Everyone has the right to education... Education shall be directed to the full development of human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.⁶

The United Nations 1993 World Conference on Human Rights (Vienna Conference) recognized the significant role of human rights education “for the promotion and achievement of stable and harmonious relations among communities and for fostering mutual understanding, tolerance and peace”⁷ and encouraged all the states to develop specific programs and strategies for ensuring the widest possible human rights education. The Vienna Conference also considered the proclamation of UN Decade for Human Rights Education.

The UN Decade for Human Rights Education began in 1995⁸ and was based on the provisions of various international human rights instruments concerning human rights education, including the UDHR (art. 26), Article 13 of the International Covenant on Economic, Social and Cultural Rights (CESCR), Article 29 of the Convention on the Rights of the Child (CRC), Article 7 of the Convention on the Elimination of All Forms of Racial Discrimination (CERD), and a number of other instruments. For the purposes of the Decade and in accordance with the provisions of the above-mentioned instruments, human rights education was defined as “training, dissemination and information efforts aimed at building of a universal culture of human rights through the imparting of knowledge and skills.”⁹ Human rights education should be directed at the strengthening of respect for human rights and fundamental freedoms, the full development of the human personality, the promotion of understanding, tolerance, gender equality and friendship

⁴ “Human Rights Questions: Human Rights Questions, including Alternative Approaches for Improving the Effective Enjoyment of Human Rights and Fundamental Freedoms. United Nations Decade for Human Rights Education (1995-2004) and Public Information Activities in the Field of Human Rights.” Report of the Secretary General. Addendum: Guidelines for national plans of action for human rights education A/52/469/Add.1.

⁵ A. Mihr (2004) “Human Rights Education: Methods, Institutions, Culture and Evaluation,” Magdeburg, at: http://www.humanrightsresearch.de/material/Discussion-Paper-Band_4.pdf.

⁶ Art. 26 of the Universal Declaration of Human Rights, 1948.

⁷ Vienna Declaration and Programme of Action, A/CONF./157/23, 12 July 1993, paras. 78-82.

⁸ GA resolution 1994/184, A/RES/49/184 6 March 2005.

⁹ *Supra* 1 p. 3. para. 2.

among nations, indigenous peoples and all ethnic, religious and linguistic groups, the enabling of all persons to effectively participate in a free society, and to the furtherance of the UN activities directed at maintaining peace.¹⁰

Programs and activities in the framework of the Decade have been developed and implemented according to the International National Plan of Action for the United Nations Decade for Human Rights Education, 1995-2004, as well as according to the Guidelines for National Plans of Action for Human Rights Education, both developed by the Office of the High Commissioner for Human Rights (OHCHR).¹¹

The end of the UN Decade for Human Rights Education in 2004 did not result in reduced attention to human rights education and instead, realizing the necessity of further activities for the dissemination of human rights knowledge and strengthening of the global commitment to universal human rights values, the UN Human Rights Commission passed during its 60th session in 2005 a resolution to continue the Decade, calling for a World Program for Human Rights Education starting that year.¹²

Human rights education is enshrined not only in international instruments but is also included in a number of regional instruments. For example, in the framework of the European Union (EU) there are several resolutions of the European Parliament and the Council of the European Union that set the purpose of human rights education as that of enabling “the individual to develop fully and to promote respect for human rights and fundamental freedoms”¹³ and that recognize the considerable importance of education in the fight against racism and xenophobia and the functions of promoting and developing the values of pluralism and tolerance.¹⁴

The Council of Europe (CoE) has produced several resolutions,¹⁵ declarations,¹⁶ and recommendations to member states¹⁷ concerning the purpose and functions of human rights

¹⁰ *Ibid.*

¹¹ *Supra* 4.

¹² UN Commission on Human Rights Resolution 2004/7, 21 April, 2004.

¹³ Resolution of the European Parliament on Freedom of Education in the European Community, 14 March 1984

¹⁴ Resolution of the Council and Representatives of the Governments of the Member States of European Union on the Fight Against Racism and Xenophobia, 29 May, 1990.

¹⁵ Resolution (78) 41 on the Teaching of Human Rights. Adopted by the Committee of Ministers, 25 November 1978.

¹⁶ Declaration Regarding Intolerance- A Threat to Democracy. Adopted by the Committee of Ministers, 14 May 1981, Declaration on the Freedom of Expression and Information. Adopted by the Committee of Ministers, 29 April 1982.

¹⁷ Recommendation R(79)16 to Member States on the promotion of Human Rights Research in the Member States of the Council of Europe, adopted by the Committee of Ministers, 13 September 1979. Recommendation R(81)17 to Member States on Adult Education Policy, adopted by the Committee of Ministers, 6 November 1981.

Recommendation R(83)13 to Member States on the Role of the Secondary School in Preparing Young People for Life, Adopted by the Committee of Ministers, 23 September 1983. Recommendation R(84)17 to Member States on Equality between Women and Men in Media, adopted by the Committee of Ministers, 25 September 1984.

Recommendation R(84)18 to Member States on the Training of Teachers in Education for Intercultural Understanding, Notably in a context of Migration, adopted by the Committee of Ministers, 25 September 1984.

Recommendation R(85)7 to Member States on Teaching and Learning about Human Rights in Schools, adopted by the Committee of Ministers, 14 May 1985, Recommendation R(91)16 on the Training of Social Workers and

education and specific measures and mechanisms for the promotion of human rights education through the training of various officials and others. In 1997, the CoE launched the Education for Democratic Citizenship (EDC) project in which a forum for discussion was provided between EDC experts and practitioners from all over Europe who came together to define concepts, develop strategies, and collect good practices on EDC. The project ended in 2004 and was followed by the Committee of Ministers of the Council of Europe proclaiming 2005 the "European Year of Citizenship through Education" (EYCE).¹⁸

In the framework of the Organization of the American States (OAS) several instruments exist that contain provisions on human rights education, for example Article 12 of the American Declaration of the Rights and Duties of Man¹⁹ and Articles 26, 41, and 42 of the American Convention on Human Rights (Pact of San Jose, Costa Rica).²⁰

In the framework of the Organization of African Unity there are also a number of instruments providing for human rights education, including the African Charter on Human and Peoples' Rights,²¹ the African Charter on the Rights and Welfare of the Child,²² and several resolutions.²³

The Organization for Security and Co-Operation in Europe (OSCE) has also developed a framework of documents calling for the provision of human rights education, including the Helsinki Final Act²⁴ recognizing the right of the individual "to know and act upon his rights and duties" in the field of human rights, the Concluding Document of the Vienna Meeting of Representatives of the Participating States of the Conference on Security and Co-operation in Europe,²⁵ Document of the Moscow Meeting of the Conference on the Human Dimension of the Conference on Security and Co-operation in Europe affirming the fundamentality of human

Human Rights, adopted by the Committee of Ministers, 16 November 1988. Recommendation R(94)12 on the Independence, Efficiency and Role of Judges, adopted by the Committee of Ministers, 13 October 1994. Parliamentary Assembly Recommendation 1346- on human rights education, adopted by the Parliamentary Assembly, 26 September 1997. Recommendation R(98)15 on the training of officials who first come into contact with asylum-seekers, in particular at border points, adopted by the Committee of Ministers, 15 December 1998; Recommendation (2004) 4 of the Committee of Ministers to member states on the European Convention on Human Rights in university education and professional training, adopted by the Committee of Ministers on 12 May 2004, at its 114th Session .

¹⁸ See Council of Europe official website at: http://www.coe.int/T/E/Cultural_Co-operation/education/E.D.C/

¹⁹ Article 12 of the American Declaration of the Rights and Duties of Man, 1948 "Every person has the right to an education, which should be based on the principles of liberty, morality and human solidarity. Likewise every person has the right to an education that will prepare him to attain a decent life, to raise his standard of living and to be a useful member of society."

²⁰ American Convention on Human Rights: "Pact of San Jose, Costa Rica," 1978.

²¹ Articles 25 and 45 of the African Charter on Human and Peoples' Rights, 1981.

²² Articles 11, 32, 42 of the African Charter on the Rights and Welfare of the Child, 1990.

²³ Resolution on Human and Peoples' Rights Education, AHG/198 adopted by the African Commission on Human and Peoples' Rights, 1993, Resolution on the Promotion of Human Rights in Africa CM/Res.1420 (LVI), adopted by the Council of Ministers of the Organization of African Unity, 22-28 Jun 1992.

²⁴ Helsinki Final Act, adopted at the Conference on Security and Co-operation in Europe, Helsinki, 1 August 1975, Principle VII.

²⁵ Concluding Document of the Vienna Meeting of Representatives of the Participating States of the Conference on Security and Co-operation in Europe, 19 January 1989.

rights education and the essential need for all the OSCE countries' citizens to be educated in human rights and fundamental freedoms,²⁶ and several other documents.

The instruments mentioned above are not exhaustive²⁷ nor do they have the same weight in terms of binding legal effect. A great number of the instruments concerning human rights education are declarations, principles, guidelines, resolutions, and recommendation that do not have a binding legal effect on member states but that still possess “an undeniable moral force,” as “the value of such instruments rests on their recognition and acceptance by a large number of States.”²⁸ Therefore, they serve as broadly accepted principles within the international community.

Armenia’s International Obligations to Promote Human Rights Education{ TC "Armenia’s International Obligations to Promote Human Rights Education" \f C \l "1" }

Armenia has ratified almost all of the international and European human rights instruments, and due to that fact, as well as its membership in regional organizations such as the Council of Europe and OSCE, has certain legally binding and politically binding obligations.

Armenia, like most of the world’s countries, has signed the UDHR (not legally binding in nature, but recognized as a standard establishing document having the force of customary international law)²⁹ in which Article 26 states the purpose of education to be “the full development of the personality and strengthening respect toward human rights and fundamental freedoms.”³⁰

In 1993 Armenia acceded to the International Covenant on Economic, Social and Cultural Rights which contains several provisions on human rights education and awareness raising for the full realization of the rights recognized by the covenant. Article 2 requires the states party to the covenant to undertake all the necessary steps for that purpose and although education is not mentioned specifically as one of the means for the full realization of the economic, social, and cultural rights in the Covenant, it is later specified by General Comment 3.³¹ Article 13 (1) of the Covenant has the same wording as Article 26 of the UDHR and sets out the purpose of education as strengthening respect toward human rights and promoting understanding, peace, and tolerance between diverse linguistic, ethnic, and religious groups.

²⁶ Document of the Moscow Meeting of the Conference on the Human Dimension of the Conference on Security and Co-operation in Europe, 3 October 1991, para. 42.

²⁷ It does not include the a large number of documents developed by different specialized agencies of the UN and a large body of various international and regional legal documents containing provisions on human rights, peace and democracy education.

²⁸ The United Nations Decade for Human Rights Education (1995-2004) No. 3 The Right to Human Rights Education: A Compilation of Provisions of International and Regional Instruments Dealing with Human Rights Education, United Nations, New York and Geneva, 1999, p. 2, para. 4.

²⁹ Humphrey, J. P. “Universal Declaration of Human Rights”, available at: <http://www.hrusa.org/field/listings.php?catid=2> .

³⁰ *Supra note 6.*

³¹ General Comment 3 adopted by the Committee on Economic, Social and Cultural Rights at the Fifth Session, 1990.

The International Covenant on Civil and Political Rights (CCPR) does not contain a specific provision on human rights education. However, General Comment 3³² adopted by the Human Rights Committee further specifies that the Covenant should be publicized in all official languages of the State and that steps should be taken to familiarize the authorities concerned with its contents as part of their training. In its concluding observations on Armenia’s report on CCPR, the UN Human Rights Committee mentions that Armenia was commended “for its efforts in disseminating information on human rights, including human rights education in school curricula.” Stressing the particular importance of human rights training for the legal profession and of the judiciary for democracy, the Committee urged that Armenia provide such training.³³

Armenia has acceded also to the International Convention on the Elimination of All Forms of Racial Discrimination (CERD) and as a state party has a binding obligation “to adopt immediate and effective measures, particularly in the fields of teaching, education, culture and information, with a view to combating prejudices which lead to racial discrimination”³⁴ even if it declares “that racial discrimination is not practiced on the territory” of its jurisdiction.³⁵ In the concluding observations of the Committee on the Elimination of Racial Discrimination in their report on Armenia regarding CERD, the Committee notes that “the absence of complaints and legal action by victims of racial discrimination could possibly be an indication of a lack of awareness of available legal remedies,” and requests that Armenia supply relevant provisions in its national legislation and “to inform the public of the availability of all legal remedies.”³⁶

Another international convention Armenia has acceded to and to which it has binding obligations to promote the rights recognized by the latter is the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), which calls upon the states party to it to eliminate any stereotyped concept of the roles of men and women through all forms of education and the adaptation of corresponding teaching methods and school programs.³⁷ Armenia signed the Convention in 1993.

The Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment (CAT) ratified by Armenia in 1993 requires all states party to the convention to ensure that:

...Education and information regarding the prohibition against torture are fully included in the training of law enforcement personnel, civil or military, medical personnel, public officials and other persons who may be involved in the custody,

³² General Comment 3 adopted by the Human Rights Committee at the Thirteenth Session, 1981.

³³ Concluding observations of the Human Rights Committee: Armenia. 19/11/98. CCPR/C/79/Add.100 .

³⁴ Article 7 of the International Convention on the Elimination of All Forms of Racial Discrimination, 1969

³⁵ General Recommendation V adopted by the Committee on the Elimination of Racial Discrimination at the Fifteenth Session, 1977.

³⁶ Concluding observations of the Committee on the Elimination of Racial Discrimination: Armenia. 01/11/2002, A/57/18,paras.269-291.

³⁷ See: articles 2(a, f) and 10(c) of the Convention on the Elimination of All Forms of Discrimination against Women, 1981.

interrogation or treatment of any individual subjected to any form of arrest, detention or imprisonment.³⁸

The Convention on the Rights of the Child (CRC) to which Armenia has been a party since 1993 contains several provisions in relation to education “in and for human rights,” particularly children’s rights in all spheres and the state’s duty to take all appropriate legislative, administrative, social, and educational measures to protect the child from all forms of violence and abuse. The Convention also specifies that the education of the child, among other targets, shall be directed to the “development of respect for human rights and fundamental freedoms” and to the “preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin.”³⁹

The general guidelines regarding the form and contents of reports to be submitted to the Committee on the Rights of the Child, according to the provisions of Article 44 of CRC, further specify that the reports submitted by the states shall contain information on the measures that have been taken or that are foreseen to be taken that make the provisions and principles of the Convention widely known, including information about the extent the Convention has been translated and made available in the national and minority languages, the number of programs broadcast on television and radio and other forms of mass media, the extent to which the convention has been reflected in school curricula, and measures adopted to provide education on the Convention to public officials as well as the training of professional groups working with and for children.⁴⁰

The UN Committee on the Rights of the Child in its Concluding Observations to the report submitted by Armenia in 2004 reiterates its recommendation that Armenia develop an ongoing program for the dissemination of information on the Convention and its implementation and also encourages “the State party to pursue efforts to promote children’s rights education in the country and to develop systematic and ongoing training programmes on the provisions of the Convention for all professional groups working with children.”⁴¹

In addition to the obligations Armenia has as a state party to the above-mentioned international binding instruments, there are a variety of declarations, resolutions and recommendations within the UN system of human rights that serve as standard-setting documents and that specify and provide additional details on implementation mechanisms and measures and that provide general guidelines and recommendations all of which, though not legally binding, are still widely followed by many member states.⁴²

³⁸ Article 10 of the Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment, 1987.

³⁹ Articles 17 (a, b) 19 (1) and 29 (1: a, b, c, d, e) of the Convention on the Rights of the Child, 1990.

⁴⁰ The United Nations Decade for Human Rights Education (1995-2004) No. 3 The Right to Human Rights Education: A compilation of provisions of international and regional instruments dealing with human rights education, *supra* 28, p. 24.

⁴¹ Unedited Version of Concluding Observations of the Committee on the Rights of the Child: Armenia, CRC/C/15/Add.225, 30 January 2004.

⁴² See: *Supra* note 28, pp. 25-124.

Armenia is a member of the CoE and the OSCE and is expected to act on and develop policies concerning human rights education in line with the accepted norms of these institutions.⁴³

Existing Legal Framework for Human Rights Education in Armenia{ TC "Existing Legal Framework for Human Rights Education in Armenia" \f C \l "1" }

To identify the legal norms concerning human rights education a search of the most comprehensive legal database in Armenia, IRTEK, was conducted. IRTEK contains Armenian legal norms at all levels starting from national independence in 1991, as well as the international documents ratified by Armenia.⁴⁴ Key stakeholders in the sphere of human rights, mainly lawyers and government officials, also were asked for the information on the existence of such norms.

⁴³ See Council of Europe resolutions concerning human rights education, *supra notes* 15, 16, 17, and corresponding OSCE documents, *supra notes* 24, 25, 26.

⁴⁴ See: www.irtek.am.

Table 1: List of ROA Legal Norms Containing Provisions on Human Rights Education

ROA Laws

- ROA Law on Education (1999), Articles 4(2), 5(1), 11, 17(1), 18(2(2))
- ROA Law on Higher Professional and Postgraduate Education (2004), Articles 11(1), 11(6)
- ROA Law on Preliminary Professional (Vocational) and Middle-Level Professional Education (2005), Article 10(4(1))
- ROA Law on “Confirming the ROA State Plan for Education Development, 2001-2005,” (2001)

ROA Government Decrees

- ROA Government Decree #226 N on Approving the State Standard for Secondary Education (2000)
- ROA Government Decree #900 (2004) on Approving the State Standard for Secondary Education and Declaring the #226 Decree as Invalid
- ROA Government Decree #24 (2001) on Approving the State Standard for Preliminary Professional, Middle-Level Professional and Higher Professional Education
- ROA Government Decree #1324-N (2004) on Establishing the Minimum Social Standards for Care and Upbringing of Children in Orphanages

ROA Minister of Education and Science Decrees

- ROA Minister of Education and Science Decree #258.m (2001) on Approving 2001-2002 Typical Educational Plans for State Secondary Education

All of the stakeholders interviewed for this assessment noted that there are no provisions in any laws or other legal norms on human rights education except the State Curricula for Secondary Education that contains the required subjects of the “legal block.”⁴⁵ Nevertheless, a search of IRTEK identified a number of legal norms that have provisions which can be considered related to human rights education directly and indirectly. (See Table 1 for a list of ROA Legal norms regarding human rights education.) The identified norms for different levels of education are discussed in detail below.

In addition to the various legal norms in the field of education, there are also several provisions on human rights education and awareness raising in the national plans on women and anti-trafficking that are discussed in the last section of this report.

Recommendations

⁴⁵ The “legal block” is composed of the human rights, civic education, and state and law subjects.

- It is extremely important to include provisions on human rights education in the legislative framework other than that of education. For example the ROA Law on Children’s Rights (1996) should contain a provision on the dissemination of information about rights enshrined by the law, raising the awareness of the general public and the major professional groups dealing with children on children’s rights. Similar provisions should be added to the ROA Law on Refugees (1999), ROA Law on Social Protection of Disabled Persons (1993), ROA Law on Education of Persons in Need of Special Education (2005), and the ROA Law on Human Rights Defender (2003), among others.

The Education Sector in Armenia { TC "The Education Sector in Armenia" \f C \l "I" }

The sphere of education in Armenia is mainly regulated by corresponding provisions in the Republic of Armenia (ROA) Constitution⁴⁶ adopted in 1995 and by the 1999 ROA Law on Education, the National Plan for Education Development 2001–2005 approved by the Parliament in 2001,⁴⁷ as well as specific legislation on educational programs.⁴⁸ The major programs are for general education and professional education.

The main components of general education are: (1) preschool education for children ages three to six; (2) general education comprising primary school grades one through three, middle or basic school grades four through nine, and high school grades ten and 11, and; (3) special education, which includes the education of children deprived of family care and children with special educational needs. The 2004 State Framework for Education suggests moving to a 12-year format for general education.⁴⁹ Armenian law requires that all residents complete education through at least grade eight.⁵⁰

Professional education includes preliminary vocational education, mid-level professional education, and higher professional and post-graduate education.⁵¹

The Armenian education network includes non-state educational establishments at all levels of education, the performance of which is coordinated according to the same legal and policy norms as required of state educational institutions.

The education system of Armenia has been experiencing ongoing reforms since 1997. The major general reform implementation was the World Bank-funded 1997-2002 Education Finance and Management Reform project.⁵² The project was in the main directed at the decentralization

⁴⁶ Article 35 of ROA Constitution, 1995, claims that all ROA citizens have the right to education, secondary education in public schools is free, and every citizen has the right to receive higher or other professional education on a competitive basis.

⁴⁷ ROA Law on “Confirming the ROA State Plan for Education Development, 2001-2005,” 2001.

⁴⁸ ROA Law on Higher Professional and Postgraduate Education, 2004, ROA Law on Preliminary Professional (Vocational) and Middle-Level Professional Education, 2005.

⁴⁹ “State Framework for General Education, State Standard for Secondary Education” Ministry of Education and Science of ROA, Yerevan, 2004, Antares (in Armenian).

⁵⁰ ROA Law on Education, article 18(7)

⁵¹ *Ibid.*

⁵² *Supra* 47.

of education management, the development of the legal basis for self-management and management of schools, democratization of the system of education, curriculum revision by discipline, textbook publishing and distribution, and textbook provision to all students.

The sphere of professional education is also undergoing reforms that include increasing the efficiency (rationalization is the term used in Armenian legislation) of preliminary professional education, the expansion of programs in mid-level professional education, increased self-management, and accreditation in the field of higher professional education.⁵³

The ROA Law on Education specifies the principles for state policy in the sphere of education, including the humanitarian nature of education, the priority of universal human values, and the individual’s life and health, as well as the development of civic self-awareness.⁵⁴

Human Rights Education in Pre-Schools{ TC "Human Rights Education at the Pre-school Level" \f C \l "1" }

Pre-school education is one of the components of general education in Armenia and is achieved in nurseries for children one-and-a-half to three years of age, in kindergartens for three to six year olds, and in “nursery-kindergartens” which combine these age groups.⁵⁵ According to ROA National Statistics Service data, in 2003 there were 682 state⁵⁶ and 21 private pre-school education establishments,⁵⁷ in which approximately 46.1 percent of children in corresponding age groups were enrolled.⁵⁸

The ROA Law on Education states that among other objectives, pre-school education should create the basis for “physical, moral, and mental development.”⁵⁹

The ROA State Framework for General Education specifies the principles for state standards for pre-school education and makes no specific reference to the need for human rights education at the pre-school education level,⁶⁰ although it does mention children’s freedom of expression of speech and thought as one of the principles of pre-school education.

National standards for pre-school education do not exist and are under current development by the Educational Projects Center of the ROA Ministry of Education and Science. The coordinator of the Component for Standards and Evaluation of the Center explained in an interview that the standards for pre-school education currently under development will contain specific requirements for children’s rights education and for developing and promoting in children characteristics such as tolerance and non-discriminatory attitudes.

⁵³ Ibid.

⁵⁴ Article 5 of the ROA Law on Education, 1999.

⁵⁵ See ROA State Plan for Education Development, *supra* 47.

⁵⁶ Statistical Yearbook of Armenia, 2004, at: <http://www.armstat.am/StatData/2004/6%20Education.pdf>

⁵⁷ The number of non-state pre-school education establishments is not specified in the 2004 Statistical Yearbook, therefore 2001 data from ROA State Plan for Education Development is used.

⁵⁸ The percentage of children enrolled in pre-school education has reduced dramatically since 1991, from 39% to 19.1%.

⁵⁹ Article 17 on Pre-School Education, ROA Law on Education, 1999.

⁶⁰ State Framework for General Education, *supra* 49.

Assessing Human Rights Education in Pre-School Education{ TC "Assessing Human Rights Education in Pre-School Education" \f C \l "2" }

In answers to a question about whether or not human rights education should be integrated into pre-school education, nearly all the respondents of the major donor organizations, local and international NGOs, government, and Armenian human rights experts stressed that human rights elements should be taught in pre-schools. Explanations for the importance of such education included its significant role in the development of a self-consciousness and personality based on awareness of rights and respect towards the rights of other people. Nearly all respondents stressed that the form of delivery of human rights knowledge at this level should be age-appropriate and that it should not be delivered in the form of special subjects but rather be taught as integral elements of games and the overall process of communication by “sowing the seeds of humanity” and by developing caring attitudes toward animals and the environment.

Some of the responses of Armenian human rights experts could be construed as demonstrating a lack of understanding of human rights education. For example, one expert noted that children should be taught to think freely but not “to forget about parents’ rights, as well.” She also warned that “false TV programs” with the participation of young children talking about their rights “does no good.” Another expert explained that a child should “know he/she has the right to say this or that. It is already the beginning of the road. For example, the child should even be able to realize that in case the fee for kindergarten is being raised from 100 to 130 AMD she/he must struggle against it.”

There were two or three Armenian respondents and a respondent from a multilateral government organization who were against the integration of human rights education in pre-school education and they based their arguments on the inappropriateness of the very young to be taught such knowledge and information. Some of these respondents gave explanations such as “children should grow-up happy and there is no need to burden them with human rights.”

While talking about obstacles to integrating human rights education into pre-school education, the respondents generally gave very similar answers. Nearly all the respondents pointed out that they do not see any major obstacles to providing human rights education in pre-school education “except the willingness to do so.” Another obstacle that was mentioned by some of the Armenian respondents was the “Armenian national mentality” and traditional approaches to child-upbringing.

Based on interviews with representatives of donor organizations, human rights experts, local and international NGOs, various government officials, as well as carefully conducted research on the available secondary data-sources, it is clear that there is a serious lack of attention to human rights education programs in pre-school education, apart from the distribution of some posters and calendars to selected pre-schools by UNICEF in the framework of the Early Childhood Development program.

The inclusion of human rights education in pre-school education is a widely used practice followed by an extensive number of countries, especially newly democratic countries lacking

democratic cultures and traditions. One of the successful implementers of such a policy is Croatia. The National Program of Human Rights Education of Croatia⁶¹ strongly emphasizes the role of human rights education in the system of pre-school education, stating that “the foundations of life in democratic society are laid at the earliest age of a child because what we acquire at that age, we carry out throughout our lives... what we miss at that age, we cannot compensate for later in life.”⁶² The inculcation of human rights at the pre-school level should be treated as a basic principle in all segments of educational activities.

Although it is highly desirable to integrate human rights education in the Armenian pre-school education system, there are major obstacles, which, surprisingly, were not mentioned by the respondents.

The first major obstacle is that the physical capacity of pre-primary institutions has dramatically deteriorated during the past 15 years. That is, the majority of pre-schools exist in poor buildings with a serious lack of facilities. After 1996, state-run preschools were transferred to the responsibility of local governments, which are funded by dismally depleted community budgets. This shortage of funding has resulted in low salaries for teachers and in poor facilities. One of the important principles and strategies in the developmental capacity of children for understanding basic human rights is the creation of an overall atmosphere and environment reflecting a feeling of security, welcome, warmth, and satisfaction which is difficult to provide under current conditions.

The second major obstacle is the absence of teachers, administrators, and other employees with the professional skills and qualities required for pre-school education. The role of educators and their personalities are important as models for children. Another significant obstacle is the lack of relevant educational materials suitable for children of pre-school age.

⁶¹ “National Program of Human Rights Education,” Zagreb 1999, in Compendium of National Plans of Action for Human Rights Education (including relevant excerpts from National Human Rights Action Plans), [Unedited Version], Office of the High Commissioner for Human Rights, Geneva, 2001.

⁶² *Ibid.* p. 21, para. 2.

Recommendations{ TC "Recommendations" \f C \l "2" }

- The State Standards for Preschool Education that are currently under development by the Ministry of Education and Science should include the integration of human rights education in the pre-school curricula.
- The professional training of employees in the system of pre-school education should be conducted by the ROA Ministry of Education and Science. Expert assistance can be provided by such organizations as UNICEF/Armenia.
- Handbooks, manuals, and other materials for teaching and non-teaching staff of pre-schools should be developed and published using the extensive experience of UNICEF and local organizations active in children’s rights. Posters on children’s rights suitable for children already have been developed by UNICEF/Armenia and should be used in pre-schools along with a cartoon series created by ABA/CEELI.
- As pre-school education establishments are coordinated by local communities and funded by local budgets, it is extremely important to ensure careful and systematic government monitoring of the management of these education programs.
- Local governments and communities should conduct a systematic needs assessment for the sector.

Human Rights Education in General Education{ TC "Human Rights Education in General Education" \f C \l "1" }

Currently there are 1,443 schools for grades one through ten or 11 in Armenia, including 30 non-state and 54 special education schools for children with specific needs.⁶³ According to the National Plan of Action of the ROA for the Protection of the Rights of the Child, there has been a gradual decrease in the number of children attending grades one through ten in general education schools because of poverty.⁶⁴

The sphere of general education gradually is being reformed and improved with some achievements in the decentralization of education management, the revision of curricula in many disciplines, textbook publication and distribution, and textbook provision to students. The legislative framework regulating general education policy is also gradually improving with the adoption of the State Standards for Secondary General Education and separate subject standards.

General education is regulated mainly by the State Framework for Education⁶⁵ and State Standards for Secondary General Education.⁶⁶ These two documents are considered to be the

⁶³ Data has been provided by Ministry of Education and Science, but it does not correspond to data from the Statistical Service.

⁶⁴ National Plan of Action of the Republic of Armenia for the Protection of the Rights of the Child: 2004-2015. Approved by the ROA Government December 18, 2003.

⁶⁵ Approved by ROA Government on 1 June, 2004 .

“constitutional documents for the education sector,” according to the Deputy Director of National Institute of Education, as they serve as the basis for the development of state curricula and individual subject standards and plans. The State Standards for General Education require the inclusion of the following normative documents: (1) state standards for preschool education; (2) state standards for secondary education; (3) state standards for special education, and; (4) subject standards for general education.

Only the state standard for secondary education has been developed and confirmed by decree of the ROA Government⁶⁷ and currently there are working groups engaged in the development of state standards for pre-school and special education.⁶⁸ As for subject standards, many subjects have no corresponding standards as of yet, including human rights, civic education, and the state and law subjects currently being taught in high schools.

The State Standard for Secondary General Education defines the principles of general education and provides that it be organized on combined national and universal human values and describes the portrait of the ideal graduate who should “appreciate both rights and responsibilities and be law-abiding, honest, humane, responsible, an initiator and an active citizen with an interest in social affairs.”⁶⁹

The first step in the process of the integration of human rights into the general school system in Armenia was the incorporation in the classroom of the human rights teacher’s manual “Hello, It’s Me. My Rights and Duties.”⁷⁰ for grades one through three by Decree of the Ministry of Education and Science.⁷¹ The manual was developed by the Norwegian Refugee Council in the framework of its regional program in the South Caucasus. The manual is a successful combination of relevant topics and a methodology guide for teaching children in primary schools. The Norwegian Refugee Council explained in an interview that it had initially planned to introduce human rights into grades five through seven and had developed a corresponding manual but that experts had advised a start in earlier grades.

In 2000, the ROA Ministry of Education and Science made a decision to integrate the so-called “legal block,” composed of the human rights, civic education, and state and law subjects, into the State Curricula for Secondary Education.⁷² These subjects were added to the required

⁶⁶ Currently the State Standard confirmed by ROA Government in 2000 (#226 N) is functioning, but according to ROA Government Decree #900 N, 2004 starting on September 1, 2006, it will lose force and the new Standard (ROA Government Decree #900 N) will come into effect.

⁶⁷ ROA Government Decree #900 (2004).

⁶⁸ The standards are being developed by the Educational Programs Center of the ROA Ministry of Education and Science.

⁶⁹ “State Framework for General Education, State Standard for Secondary Education” *supra note* 49.

⁷⁰ “My Rights and Duties. Hello, It’s Me,” Additional educational-methodical manual for teachers of 1-3 grades. Norwegian Refugee Council, Tigran Mets, Yerevan, 2000.

⁷¹ ROA Ministry of Education and Science Decree #425-m.

⁷² After numerous interviews with Ministry of Education and Science officials and other informants, TCPA could not determine if there had been a Resolution of Minister or any other document on the basis of which the three subjects were included in the State Curricula. The document was not available in the IRTEK database, which includes all laws, resolutions, and decrees at all levels of the central Armenian government.

list of subjects for grades eight through ten as early as 2001.⁷³ The integration of the “legal block” subjects in secondary schools was intended “to assist the processes of the establishment of rule of law and democratization of society in our country, to raise a complex and developed generation with civic self-awareness.”⁷⁴ The textbooks for these subjects⁷⁵ were published with funding from the World Bank’s Education Quality and Relevance Project⁷⁶ which has five components including the provision of a “more relevant and inclusive general education curriculum.”⁷⁷ The only manual covering the “legal block” provided by the Ministry of Education and Science for teachers is a small-format 70-page pamphlet designed to be used for all three block components.⁷⁸

For each subject, the state curriculum assigns 34 hours yearly (one hour per week) for general education. Students in special education schools do not have the human rights subject requirement, while the subjects on civic education and state and law are included in the curricula of some of these schools (for example, for children with seeing, hearing, and speaking disorders).⁷⁹

Other Human Rights Education Efforts { TC "Other Human Rights Education Efforts" \f C \l "3" }

Besides human rights and civic education, which are required courses for grades eight and nine, there have been two other large experimental courses in schools. In addition, several donors have provided support for a variety of short-term or small human rights education efforts in the schools. For example, the Open Society Institute Armenia Foundation has funded more than a dozen small projects, some of which have continued over several years (see Appendix D).

The 2003-2004 ZANG pilot,⁸⁰ funded by the US State Department and implemented by Project Harmony, was a successful program that included 70 schools in all marzes with the goal of socializing students about their legal rights and duties and increasing knowledge about legal norms concerning juveniles through practical activities, meetings, and student discussions with police. A manual was published for teachers and police working with students and it presents a

⁷³ 2001-2002 Typical Educational Plans for State Secondary Education, confirmed by decree #258-M 02.07.2001 of the ROA Minister of Education and Science.

⁷⁴ Methodic Letter on “Law” Educational Sphere, in *ibid.* p. 30.

⁷⁵ The authors of the human rights textbook are Hovhannes Stepanyan (Candidate of Legal Sciences) and Nazik Harutyunyan (Candidate of Pedagogical Sciences). The book on civic education was written by Ms. Armenuhi Hovhannisyanyan, Executive Director of Junior Achievement of Armenia.

⁷⁶ The announced bid for publishers was won by Tigran Mets publishing house.

⁷⁷ World Bank official website at:

<http://www.worldbank.org.am/external/default/main?pagePK=64027221&piPK=64027220&theSitePK=301579&menuPK=301610&Projectid=P074503> .

⁷⁸ Harutyunyan N., and A. Vagharshyan (2004) “Manual for Human Rights, Civic Education and State and Law: 8-10th Grades,” Yerevan, Tigran Mets.

⁷⁹ 2004-2005 Typical Educational Plans for Secondary General Education, ROA Ministry of Education and Science Bulletin 1-2/2004.

⁸⁰ The project was expanded to continue through 2005.

combination of theoretical and legal materials along with practical tasks, methods, and situations.⁸¹ Project Harmony has plans to publish a second revised edition of the manual.

The second experimental course was introduced by the US Department of State’s Bureau of Educational and Cultural Affairs’ Armenian Civics Education Project and was implemented by the Institute for Training and Development in collaboration with the Armenian Ministry of Education and Science’s Center for Education Reform starting in 2003 and is on-going. The program is working in 80 schools and six teachers participated in training in the US resulting in student⁸² and teacher manuals⁸³ which were published by the National Institute of Education and distributed to the participating schools. During focus group discussions two teachers who participated in the project gave high marks to both the textbook and the manual and said that it should be provided to all schools. The project materials employ effective methods including role-playing situations and many practical tasks and can easily serve as additional support materials for the teachers of both civic education and human rights subjects. The Ministry of Education and Science plans to publish a new manual in cooperation with IREX for all school teachers so that all the subjects can be taught based on democratic and human rights principles.

Training Teachers and Administrative Personnel{ TC "Training Teachers and Administrative Personnel" \f C \l "2" }

There have been three major teacher training programs run by the Norwegian Refugee Council, Junior Achievement, and the Armenian Constitutional Right-Protective Center.

The first major program of human rights education for schoolteachers and administrative personnel was organized by the Norwegian Refugee Council (NRC) in Armenia. Initially two seminars were organized for small groups of history teachers and several lawyers from different in 1997. After the publication of its human rights manual, “Hello, It’s Me. My Rights and Duties,” aimed at primary school teachers, the NRC trained school teachers with the Education Reform Center by Decree of the Ministry of Education and Science.⁸⁴ The purpose of the trainings was to familiarize participants with human rights and human rights education and how human rights can be integrated into different subjects for different age groups.⁸⁵ According to the NRC, the program trained 5,000 school teachers, school principals,⁸⁶ school nurses, and school technicians from 1999 through 2003. The teacher training plan covers basic information about the concept of human rights, the importance of human rights education, and various methods of teaching.⁸⁷

⁸¹ Duryan N. et al. (2004) “Legal Mosaic: Manual for Teachers and Police Working with Juveniles.” Yerevan, Asoghik.

⁸² Khachatryan S. et al. (2004) “Civic Education: Founding Values of Democracy.” Manual for 8th (9th) Grades, Yerevan, Edit print.

⁸³ Khachatryan S. et al. (2004) “Civic Education: Founding Values of Democracy.” Teacher’s Manual, Yerevan, Edit Print.

⁸⁴ *Supra* 71.

⁸⁵ The training program was provided by NRC representative.

⁸⁶ A representative of NRC mentioned that they have trained 42 school principals in Yerevan, 153 in Shirak, 117 in Gegharqunik, and 149 in Syunik.

⁸⁷ Brochmann, H. and K. E. Midttun, NRC, “Human Rights Education and Peace Building” in *Current Issues in Comparative Education*, 2(1), 2001, at: <http://www.tc.columbia.edu/cice/articles/hbem121.htm>.

The Norwegian Refugee Council explained that working in close cooperation with central authorities, mainly the Ministry of Education and Science, helped significantly in the course of the program.⁸⁸ NRC noticed both age and gender differences in teacher attitudes towards using new methods, with younger female teachers being most comfortable learning and implementing newer methods and older male teachers being more skeptical and resistant.⁸⁹ Among the 50 teachers who participated in the focus group discussions from different towns and villages organized for this assessment, only three teachers knew about and had participated in the Council’s trainings. Complaints about the teacher training program were that it was too short at three days with too strong a focus on methods.

The second major human rights training was for civic education teachers during the years 1998-2004 organized by Junior Achievement of Armenia in cooperation with the ROA Ministry of Education and Science and funded by USAID.⁹⁰ Junior Achievement first conducted a training of trainers, mainly teachers of history, for 53 national trainings sites, with 80% of trainers undergoing training first in the United States followed by massive trainings of all teachers of human rights, civic education and state and law subjects 2001 through 2004. The training for each subject lasted approximately five months, including classes three times per week, examinations and weekend seminars with guest lecturers, and visits to the National Assembly, Constitutional Court, and the UN Office in Armenia. An examination of the teacher training plan showed that it followed closely the subject plan, and therefore the textbook, for the “legal block.” Junior Achievement continues to support teachers through providing materials and updates and other activities.

During focus group discussions teachers expressed their gratitude and satisfaction with the program, stating that the seminars were highly effective and that the methodology tips and materials proved very useful. Many human rights experts and representatives of international organizations and the Armenian government expressed their positive attitudes toward Junior Achievement activities in Armenia.

Junior Achievement talked about several obstacles faced by the teacher training program, including problems created often by school principals who tried to include “their relatives” and the governments “optimization policy” for schools after which many teachers were fired.

The third program of human rights education for teachers was organized by the Armenian Constitutional Right-Protective Center in their Human Rights School in Vanadzor which has been functioning since 1996. The School initially provided human rights courses not only for teachers, but also journalists, lawyers, NGO members, and students but since the mandating of the “legal block” has focused on trainings for teachers. The Armenian Constitutional Right-Protective Center in cooperation with the Ministry of Education and Science agreed to train 400

⁸⁸ *Ibid.*

⁸⁹ *Ibid.*

⁹⁰ <http://www.usaid.gov/am/activitypages/jaa2003.html>.

teachers during the years 2002-2006 and to publish teacher manuals and other supplementary materials on human rights.⁹¹

The Human Rights School provides a one-year course consisting of three on-going sessions with a duration of 30 days and an 11-month distance learning program. Participants are selected on a competitive basis and students must have completed Junior Achievement training.⁹² The Human Rights School has received funding from several donor organizations including the Interchurch Organization for Development Cooperation (IODC), CORDAID, and the Danish Refugee Council. Four teachers among those who participated in the focus group discussions for this assessment had graduated from or were currently studying in Armenian Constitutional Right-Protective Center Human Rights School. They all said they appreciated the comprehensive approach to human rights trainings adopted by the Center and the effectiveness of the trainings due to the longer duration of the course compared to other trainings.

The Armenian Constitutional Right-Protective Center training program includes the subjects of human rights, civic education, and state and law, and an extensive section on methodology for teaching these subjects.⁹³ The Center trainings differ from Junior Achievement and the Norwegian Refugee Center in that teachers have the opportunity to choose the subjects they want to audit.

Assessing Human Rights Education in General Schools{ TC "Assessing Human Rights Education in General Schools" \f C \l "2" }

For this assessment two components of the “legal block” in the curriculum of general schools, human rights and civic education, are studied and analyzed including the curricula, subject plans, textbooks, and other materials related to these two subjects.⁹⁴

Schools play a significant role in the development of cognitive, moral and social skills in addition to providing basic knowledge and skills. Human rights should not only be taught in separate courses at schools, but should serve also as the very basis for the way children are taught. Human rights education should also be realized in the form of practical extra-curricular civic service activities through, for example, volunteer community service. The existing courses on human rights and civic education can continue to be provided in high school with certain modification and improvement of textbooks and other materials. But as was mentioned often during in-depth interviews and focus group discussions, human rights courses do not make any sense if other subjects at school are taught in a completely “authoritarian manner.” The overall environment at school should encourage every student to express freely his or her views and convictions and to protect students’ dignity and right to privacy. Children should be empowered and the adults around them should not fear them.

⁹¹ About 280 teachers have been trained to date. Memorandum of Intentions between the Armenian Constitutional Right-Protective Center and the Education Reform Center of ROA Ministry of Education and Science, 24 January, 2001.

⁹² For detailed information on application requirements see the Armenian Constitutional Right-Protective Center at <http://www.acrpc.am/eng/downloads/Guidelines-eng.doc>.

⁹³ The training program is available at: <http://www.acrpc.am/eng/Course-programme.html>.

⁹⁴ UNDP/Armenia requested that the state and law component not be included in this study.

After all, “(t)he indirect ultimate goal of human rights education is to build and preserve a peaceful, safe and stable community of equal and responsible citizens who measure their own freedom by the freedom of others.”⁹⁵

⁹⁵ *Supra* 61.

Teachers' Assessment of Human Rights Education in General Schools TC "Teachers' Assessment of Human Rights Education in General Schools" \f C \l "3" }

Six focus groups were conducted with the teachers of human rights and civic education in a variety of cities and villages in Armenia. The purpose of the focus-group discussions was to determine teachers' opinions on the overall quality of subject plans, textbooks, teacher manuals, methods, teacher training, and obstacles to human rights education in schools.

All teachers were of the opinion that there are human rights which contradict Armenian culture, traditions, and mentality such as the rights of sexual minorities, the right of freedom of religion and the right to change one's religion, as well as equal rights for men and women. While teachers from Yerevan were less critical of these issues than teachers of other cities and villages, many teachers took the side of Armenian traditions over human rights principles. One teacher from a city outside Yerevan complained that "talking about women's rights will bring about the destruction of Armenian families and if human rights destroy Armenian national traditions then they are not justified."

Almost all teachers noted that human rights is one of the most favorite subjects at the schools where they teach, and even students who receive poor marks from all other subjects do very well during the course on human rights. However, many teachers, especially in the villages, complained that there is a serious lack of educational printed materials, audiovisual aids, and computers and Internet access.

Teachers stressed the importance of human rights education in schools and gave many examples about the positive impact of the subject on student behaviors and attitudes. For example, there has been a noticeable change in the attitude of pupils toward the disabled and there have been many incidents when children have tried to help and assist the disabled while before they were "kind of afraid." Students also have changed their attitudes toward classmates who belong to religious minority groups. Teachers claimed that the effect trickled down to parents and grandparents who also read the textbooks on human and civic rights.

Many teachers said that they have had arguments with other teachers and school administrators who complained that as a result of increased knowledge about their rights, as well as getting used to classes based on interactive methods, students "are not behaving" during their other classes. Similar problems have occurred also in families when parents have come in to complain about children's demands to respect their rights. One of the teachers talked about an incident in which village parents had organized a protest blocking the distribution of the human rights textbook to students and demanding that the subject be dropped from the school because they were afraid that learning about their rights would make children disobedient and create problems in the traditional Armenian family.

Most of the teachers noted that the textbook for grade eight on human rights is accessible in language and very easy for pupils to learn. Some teachers argued that the textbook is too simple for eighth grade students and that it was more appropriate for grades six and seven. Teachers pointed out the lack of Armenian examples, photographs, and depictions that children can relate to easily, the contradiction between the Armenian reality and the textbook regarding the human

rights situation in Armenia, the insufficient coverage of real human rights issues in Armenia (for example, refugee and social-economic rights), and also to the existence of some out of date information in the textbook.

There were diverse opinions concerning the textbook on civic education with some teachers arguing that the textbook is too academic and difficult for the ninth grade and others saying that it is an excellent textbook that succeeds in its mission. Overall, teachers pointed out the large amount of out-of-date information in the book and stressed the need to update both the text and the pictures.

All teachers said they use interactive methods to teach human rights, including teachers in village schools, and most of the teachers do not grade students except for final tests. Many teachers use posters provided by Junior Achievement, UNICEF, and UNDP. They also encourage students to create posters and often organize competitions for best poster. In schools with computer facilities teachers claim they often have human rights classes in computer labs using materials from Internet. In many schools, UN models, court trials, and elections are organized in the framework of human rights and civic education subjects.

The few teachers who had access to the required teacher manual on the “legal block” produced by the Ministry of Education and Science were extremely dissatisfied with it stating that it does not include a comprehensive methodology guide, that it only says “what to do” and not “how to do it,” and that it is a useless document. They emphasized the need for the creation of comprehensive teacher manuals, or at least the chance to use those that have been developed by different organizations such as the Armenian Constitutional Right-Protective Center,⁹⁶ and the National Institute of Education.

Teachers universally agreed that the number of units for the subjects on human rights and civic education (one hour per week) is not sufficient to cover all the topics provided by the subject-plans, especially when the classes are taught using games and interactive methods. Many teachers noted that it is physically impossible to arrange auditoriums, organize activities, hang posters, and prepare other materials in the course of 45 minutes and for that reason suggest either increasing the number of units or providing special rooms for human rights classes in all schools. Surprisingly, teachers from Martuni had succeeded in getting additional units for all three subjects of the “legal block” by writing a request to the Gegharkunik Marzpetaran, as a result of which for three years they had two hours per week for each subject in 98 schools.

When teachers were asked if they follow global and national developments in the field of human rights and whether or not they can find materials such as Armenia’s reports submitted to different international treaty bodies and the subsequent concluding observations and recommendations made to Armenia, US State Department, Amnesty International and other reports on the human rights situation in Armenia, information on various events in the sphere of human rights including conferences and meetings, or information on Human Rights Defender Office activities in Armenia, they answered that even if they had the time, which they do not, such materials can not be found in Armenian or Russian, especially without Internet access which is the case for most teachers. Most of the teachers said they get such information mainly

⁹⁶ G. Manukyan et al. (2002) “Human Rights: Manual for Teacher,” Vanadzor, Arminfo.

from television and newspapers. In one of the focus group meetings, the teachers suggested a vote to find out who is well informed on such issues and the result was that only one of the 13 teachers had even “looked through” the ROA Law on the Human Rights Defender.

One of the overall impressions resulting from the focus group discussions was that many teachers are themselves confused about what rights children have, what to teach, and which rights to ignore. One comment that typified this problem complained that “the textbook has a clause that children have the right to their private lives but this means children can lock themselves in their rooms and do whatever they want. I think this is very dangerous and should not be taught.” Another comment that exemplifies this problem described a situation in which a student asked whether or not teachers can hit children and “I realized that I could not give him a clear answer because if I answered ‘no’ he might not obey me any longer and if I said ‘yes’ I would be contradicting what I teach during my classes.”

Assessment of Human Rights and Civic Education Textbooks { TC "Human Rights and Civic Education Textbooks" \f C \l "3" }

Textbook assessment was conducted based on following criteria: conformity to curriculum, content including accuracy and validity, level of language, pedagogical method, presentation and design, relevancy of illustrations, and quality of materials.⁹⁷ See the table below for the criteria used for the assessment of the content.⁹⁸ These criteria were also used during the focus group discussions when teachers were asked to evaluate the textbooks.

Expert analysis of the two textbooks on human rights and civic education required by the Ministry of Education and Science was conducted based on recognized criteria for textbook assessment in general and human rights educational materials in particular.⁹⁹

TIBBITTS’ SAMPLE CRITERIA FOR HUMAN RIGHTS TEXT REVIEW
1) Reference to local, national and international documents and mechanisms guaranteeing human rights
2) The use of culturally relevant examples
3) Overall representativeness in text and illustrations of gender, ethnic groups, majority and minority culture members
4) The avoidance of stereotyping in language and illustrations
5) The presence of local issues of concern
6) Avoidance of jargon or polemical language
7) Sensitivity to the material conditions of the classroom

⁹⁷ Tibbitts F. (1997) “Evaluation in the Human Rights Education Field: Getting Started” HREA, at: http://erc.hrea.org/Library/research_evaluation/evaluation-guide.pdf.

⁹⁸ *Ibid.* p. 19.

⁹⁹ *Ibid.* p. 16.

The overall quality and content of the textbook on human rights is, in general and as a first start, satisfactory and provides an accessible and easily understandable language for 8th grade students. There are many illustrations relevant to the topics, although it would be preferable to include more illustrations and to include those that depict Armenian life and reality.

As to the content, the book attempts to refer to the theoretical, philosophical, and legal sources of human rights principles including major national and international human rights documents. Although some human rights issues of national concern are discussed in the textbook (for example, refugee, minority, and disabled persons rights along with references to corresponding national legislation), there is a lack of relevant examples in many chapters and teachers must work hard to make the textbook relevant to students by providing examples from issues in the Armenian reality. In addition, the textbook and the subject plans do not cover the topic of gross violations of human rights constituting crimes against humanity such as genocide and ethnic cleansings, issues that are of particular importance and relevance taking into consideration the history of the Armenian Genocide.

The textbook refers to national mechanisms, mainly judicial, for the protection of human rights and to international and regional mechanisms including the International Court of Justice and the European Court of Human Rights. However, it would be useful to include information on international individual complaints mechanisms and the International Criminal Court to show that internationally there is a tendency toward creating more effective means for the promotion and protection of human rights, to stress that all states including Armenia are bound by numerous human rights obligations, and to include the supremacy of international law in the form of ratified conventions over national legislation in Armenia.

One of the major drawbacks of the human rights textbook is that it does little to sensitize children on the emotional and awareness level by bringing examples not only from Armenia but also examples from different countries. Examples could be provided on the systematic violation of human rights, on cases of extreme poverty and hunger, on historical injustice, and on violence based on racial and ethnic grounds which would sensitize children by causing sadness and/or anger about injustice and pain. Such examples would thus motivate students to react and become active and to increase respect for each other and toward people in their surroundings whose rights are often violated as "...without this emotional touch and these feelings of sadness, there will be no activities in favor of human rights."¹⁰⁰

The textbook on civic education for 9th grade is quite successful in terms of providing specific knowledge on the civil rights of the citizens of Armenia, the essence of democracy and civil society, as well as the structure of political system in Armenia. Nevertheless, both textbooks need to be updated because there have been many new developments in the field of human rights nationally and internationally including the establishment of the Office of Human Rights Defender in Armenia, the development and modification of legislative frameworks according to required international standards, and the adoption of new civil, labor, and criminal codes.

¹⁰⁰ A. Mihr (2004) "Human Rights Education: Methods, Institutions, Culture and Evaluation," *supra note 5*, p. 6.

Assessment of Teacher Manuals{ TC "Assessment of Teacher Manuals" \f C \l "3" }

The required manual developed by the Ministry of Education and Science is not comprehensive and does not provide sufficient amounts of additional information on the topics included in the textbooks. The manual provides a one-page description and guidelines on one methodology to be used for all three “legal block” subjects of human rights, civic education, and state and law subjects. That one method is debates and one page is not sufficient to describe the method and provide models that can be used in the classroom.

In an effort to improve the situation with the teaching manual for the civic education subject of the “legal block,” Junior Achievement of Armenia, under the authority of the Ministry of Education and Science and funded by USAID, has developed and published a manual for the civic education subject which should be distributed in the 2005-2006 academic year. Junior Achievement plans to distribute copies to all civic education teachers. The manual is comprehensive and will be useful to civic education teachers, but it is supplementary and is not replacing the required teacher manual.

For the human rights subject, a manual published by the Armenian Constitutional Right-Protective Center, funded by CORDAID Netherlands and approved by the Ministry of Science and Education, is available as a supplemental guide for teachers. One copy of the manual was distributed to all middle schools in the 2002-2003 academic year. The manual contains extensive information on basic human rights and international legal frameworks and mechanisms, topics that are not properly discussed in the civic education textbook and it includes a number of interesting teaching methods for human rights. It must be noted, however, that under the chapter, “The Concept of Law,” there is a statement claiming that “...the only true source of law is the Bible.”

Evaluating Human Rights Education in Schools{ TC "Evaluating Human Rights Education in Schools" \f C \l "3" }

The integration of human rights into state curricula for schools as a required subject is undoubtedly a major step toward the creation of a culture of human rights and the increased respect of human rights values in Armenia. School teachers and the initiators and implementers of the policy to integrate human rights education into school curricula are definite about the significant and positive outcomes of these efforts. However, the opinions of other experts, donors, and government decision-makers are not as positive as those of the teachers on the “front line.”

The two large experimental human rights education projects mentioned in the previous section have undergone formal evaluations.

Junior Achievement conducted a longitudinal study during 2001-2004 to determine the role of human rights and civic education subjects in the process of democratization and the establishment of civil society in Armenia. The study was based on a survey of 1,000 students in grades eight and nine that was administered at both the beginning and end of the courses on human rights and civic education in order to measure changes in students’ knowledge in the field

of human rights and democracy and their civic self-consciousness.¹⁰¹ The findings have shown that students studying in schools located in regions far from Yerevan had higher increases in knowledge than other students during the academic year. For example, students in the remote villages of Aragatsotn Marz saw a knowledge increase of 80 percent. Junior Achievement provides an explanation for the differences in knowledge rates that is questionable and has said that they are due to the fact that in remote places young people and even their families have nothing else to do except to read textbooks in comparison to young people in Yerevan and other cities where a variety of information and entertainment are available thus decreasing attention to textbooks.¹⁰² Another interesting finding is that female students had higher knowledge increases than males, but Junior Achievement did not provide an explanation for this finding. Completely different findings existed in measuring changes in levels of student civic self-awareness and levels of activity measured in terms of cooperation with local government representatives, the mass media, other political leaders, publication of letters and articles, and participation in voluntary community initiatives. The students of secondary schools in Yerevan and other cities had the highest percentage increase in civic activities and civic self-awareness.

Another survey of about 1,000 students was conducted by Project Harmony to evaluate the impact of the ZANG program. According to Project Harmony, the results of the survey, composed of a questionnaire with six measures, showed that students participating in the program significantly changed their attitudes toward the law and police in a positive manner.

There was a time when pupils had special attitudes toward pupils that belong to different religious sects. But now when we say that everyone has freedom of religion they start to communicate with such people.

Students are very interested in the right to vote. They go home and teach their grandfathers and grandmothers.

They enlighten their parents about bribes during the elections.

There was time when teachers or directors were able to search the bags of the children, now after they have passed these subjects this is no longer possible.

At first children did not know about their rights and human rights in general. And now a lot of changes have taken place thanks to these subjects. The subject generates great interest. By becoming aware of their rights pupils become more civilized. This is a very hard path, but the results are already noticeable.

Comments from focus group discussions with teachers

¹⁰¹ Manukyan A., “Study of ‘Legal Block’ Subjects’ Influence,” Krtutyun Newspaper, 1-15.06.2004.

¹⁰² Closer examination of starting test scores and methods used in cities versus villages might result in better explanations for the differences.

The positive impact of human rights and civic education in Armenian schools is supported by these evaluation studies and by the observations and experiences of the teachers of these subjects. During focus group discussions almost all the teachers pointed to the direct outcomes of the new subjects such as positive change in student attitudes toward the disabled, the elderly, and their own peers who belong to minority religious groups.

Unlike the teachers, human rights experts, representatives of NGOs active in human rights in general and human rights education in particular, and the representatives of many donor organizations and different government structures were not so optimistic and positive in their comments concerning human rights education in the schools.

In general, there are two positions concerning human rights education in the school system among these stakeholders. Some stakeholders are against having separate human rights subjects, arguing that all the subjects should be taught based on human rights principles and others believe human rights subjects should be integrated into other disciplines such as history, literature, and philosophy. The other position is that there is support of human rights courses but not for the current curriculum and textbook.

It was wrong to include human rights in school curricula... not just the Universal Declaration of Human Rights alone, but the philosophical and moral basis of human rights should be taught. The books are very complicated and are of very bad quality. Teachers should be better prepared.

Human rights NGO

I appreciate highly the role of the civil society sector in general and Junior Achievement in particular in integrating human rights education into the school system. But I am afraid there is a danger that this will turn into one of usually neglected social science-related subjects. The sphere of human rights is one of the most dynamic ones, but the school textbooks do not express these dynamics.

Government human rights expert

The textbooks should be changed. Human rights should be integrated into each subject. The issue is not to look at human rights as mainly legal, but as a cultural and philosophical phenomenon.

Human rights NGO

Recommendations{ TC "Recommendations" \f C \l "2" }

- A formal assessment of human rights and civic education textbooks should be conducted by the ROA Ministry of Education and Science.
- All other textbooks should be reviewed for a needs assessment of how textbooks throughout the curriculum can be used to promote human rights. Human rights education

components should be included in the state curricula for all grades by integrating them in subjects such as language, history.

- Human rights approaches to teaching all the subjects should be encouraged in general education and the importance of such approaches should be emphasized from the very start of teacher education at the university and institute level.
- “Legal block” teachers want more information and a good place to start is by providing one-page lists of organizations and websites with pertinent information. (At the end of each focus group discussion, the discussion leaders did just that at the request of the teachers).
- The existing required and supplementary teacher manuals need to be distributed to all the teachers of the “legal block.”
- There is a pressing need to develop comprehensive teacher manuals to support human rights and civic education by providing appropriate detailed methodological guidelines and thorough information on each topic included in subject plans and textbooks. Many teachers are not familiar with even the only manual provided by the Ministry of Education and Science and few have access to the manual published by the Armenian Constitutional Right-Protective Center.
- It is necessary to develop a new teacher manual on human rights based on the experience and efforts of qualified teachers in Armenia who have succeeded in creating or adapting methods for teaching human rights relevant to local needs and realities. This new manual should include the extensive body of methodical literature developed by UNESCO, UNICEF, and other major organizations engaged in human rights education.
- Close monitoring and evaluation of human rights education should be conducted by the Ministry of Education and Science, including continuous and systematic evaluations and updates.
- The ROA Ministry of Education and Science should find a way to update textbook information with new international and national developments in the field of human rights. Updates can be in the form of systematic meetings with teachers or the publication and distribution of a regular newsletter or bulletins.
- Human right glossaries and dictionaries should be developed, published, and distributed to teachers as supplements to the teacher manual.
- Systematic teacher trainings should be organized by the relevant state authorities for human rights teachers.

Human Rights Education in Special Schools{ TC "Human Rights Education in Special Schools" \f C \l "I" }

Special education in Armenia primarily is implemented in 46 boarding institutions where children with special education needs and children from extremely poor families study. Since 1998, students with special needs have been learning also in six general schools as a part of a program for inclusive education.¹⁰³

Many of the special education schools are boarding schools for disadvantaged children and the number of children attending these schools has increased since 1991, while education for children with special needs and social and psychological services have decreased during the same time period.¹⁰⁴ Special education faces many problems because of the absence of facilities required to provide for the appropriate care and education of children with special needs and children from socially vulnerable families.

The sector of special education has been experiencing reforms in recent years in both the legislative and institutional dimensions. On May 25, 2005, the ROA Law on Education of Persons with Special Education Requirements was adopted and it stipulates the principles and objectives of state policy in the sphere of special education. The Law also contains a provision on inclusive education, specifying that inclusive education is only allowed in institutions secured with facilities essential for persons with special education needs and that the list of such institutions should be approved by the relevant government agency.¹⁰⁵

The Armenian Government faces two major issues in the sphere of special education. The first issue involves the improvement of special education in boarding institutions and includes the need for the development of State Standards for Special Education, concomitant curricular adjustments, and the development of relevant textbooks, manuals, and other materials. The second issue involves the expansion of the policy of inclusive education which, according to Ministry of Education and Science officials, requires major expenditures because all the facilities and structures need to be changed and adapted for students with special needs.

The State Standard for Special Education is currently under development by a special committee. The committee's work is based on several specified principles, including the creation of the conditions required in order to integrate students with special needs into society and the development of an alternative system of assessment and educational plans adapted to the needs of pupils with special needs.¹⁰⁶

The current state curriculum for special needs students in special education schools does not include the human rights subject but does require the course on civic education.

¹⁰³ The project was initiated by an Armenian NGO, Bridge of Hope, with support from UNICEF and OXFAM and with the Ministry of Science and Education.

¹⁰⁴ National Plan of Action of the Republic of Armenia for the Protection of the Rights of the Child, 2004-2015.

¹⁰⁵ Article 12 of the ROA Law on Education of Persons with Special Education Requirements, 2005.

¹⁰⁶ "State Framework for General Education, State Standard for Secondary Education," *supra* 49, p. 46.

Assessing Human Rights Education in Special Schools{ TC "Assessing Human Rights Education in Special Schools" \f C \l "2" }

If children with hearing, listening, and other difficulties are considered able to study civic education, then they should be able to study human rights, especially taking into consideration the fact that these children belong to some of the most vulnerable groups in Armenian society and should be one of the main targets and beneficiaries of human rights education. Public officials and various experts tried to explain away this neglect by saying that the current textbook on human rights is not appropriate for children with special needs and that new materials should be developed based on a carefully selected methodology and a sensitive approach. No one mentioned that special education students in the “inclusive” schools are having any problems with the current human rights textbook and teaching materials.

Recommendations{ TC "Recommendations" \f C \l "2" }

- Develop, publish, and distribute an appropriate textbook on human rights for students in special education programs.
- Programs for human rights education for special schools should be developed that employ sensitive methods and materials and that assist pupils with special needs to fully realize their rights and help them integrate into society.
- Existing legislation and standards for special education should be modified.
- In-service training for teaching and non-teaching staff in human rights should be offered systematically.

Human Rights Education Post-School{ TC "Human Rights Education Post School" \f C \l "1" }

Higher education in Armenia is implemented in universities, institutes, academies, conservatories, and other training centers such as higher military and police education institutions.

Preliminary and mid-level professional education in Armenia is implemented in vocational and in mid-level professional establishments. Vocational education requires completion of at least grade eight while mid-level professional education requires completion of at least grade ten or 11 depending on the school.¹⁰⁷ The duration for vocational education is from six month to three years¹⁰⁸ and a certificate of mid-level professional education requires from two to five years of study.

The list of specializations for the sector of preliminary and middle level professional education includes such specializations for vocational education as the textile industry and

¹⁰⁷ Article 3 of the ROA Law on Preliminary Professional (Vocational) and Mid-Level Professional Education, 2005.

¹⁰⁸ Article 8, *ibid.*

transport and communication. Mid-level professional education includes¹⁰⁹ specializations such as law, social work, translation and administration, Armenian and foreign languages teaching, management, and finances.

The highest level of post school education is in universities, colleges, and institutes in addition to the scientific institutions of the Armenian Academy of Sciences. These are the institutions of higher education that award bachelors, master’s, and doctoral level degrees.

Preliminary and Mid-Level Professional Education{ TC "Early and Mid-Level Professional Education" \f C \l "2" }

The preliminary and mid-level professional education sector is regulated by the ROA Law on Preliminary Professional (Vocational) and Mid-Level Professional Education which just passed in July 2005.¹¹⁰ The ROA Law on Education previously regulated this sector. The 2001 State Standards for Middle and Higher Professional Education has not been realized for this sector and no standards have been developed for preliminary and mid-level professional education.¹¹¹ Currently there are 28 vocational and technical colleges in Armenia and all are state-run.¹¹² Middle professional education is performed in 111 colleges and vocational schools of which 30 are privately run.¹¹³

The State Standard for Preliminary Professional and Mid-level Professional Education sets the general requirements for primary and middle professional education.¹¹⁴ In addition, standards have been developed for some individual specializations, although the state standard for legal specialization has not yet been developed, according to the Head of the Preliminary Professional and Mid-level Professional Education Department of the ROA Ministry of Education and Science.

One of the provisions of the Law on Preliminary Professional (Vocational) and Mid-Level Professional Education is the organization of education in the spirit of national, moral and universal values.¹¹⁵ The preliminary vocational and technical colleges teach all the subjects that are compulsory according to state curricula for high school in grades eight and nine, including the civic education and state and law subjects. The middle professional colleges have a required course on the “basics of law” that includes issues of constitutional, labor, criminal, administrative, and family law. There are plans to provide human rights education as a very short subject when the standards are developed for this sector.

Higher Professional Education{ TC "Higher Professional Education" \f C \l "2" }

¹⁰⁹ ROA Government Decree #1646 N, 26 September 2002.

¹¹⁰ *Supra* 48.

¹¹¹ ROA Government Decree # 24, 16 January, 2001.

¹¹² The data has been provided by the Department of Preliminary Professional and Mid-level Professional Education of ROA Ministry of Education and Science.

¹¹³ *Ibid.*

¹¹⁴ *Supra* 111.

¹¹⁵ *Supra* 48, Article 10 (4(1)).

The Law on Higher Professional and Postgraduate Education states that educational institutions are self-governing and may organize educational processes, develop and implement subject plans for the specializations offered, and publish textbooks, manuals, and other materials.¹¹⁶ There are currently 103 universities and institutes of higher professional education in Armenia, of which 26 are state-run, and all must meet minimum state requirements for state recognition of degrees. There are four partially state, 64 private, and nine institutions of higher education that are branches of universities outside Armenia.¹¹⁷

The State Standard for Higher Professional Education sets the minimum requirements for the content of educational programs and the qualitative requirements of graduates.¹¹⁸ According to the Law on Higher Professional and Postgraduate Education, one of the objectives of higher professional education is to educate students “in the spirit of national, moral, and universal human values.”¹¹⁹

In addition to the general Standard for Higher Professional Education, separate standards for the 230 different specializations in the state universities have been developed by special committees composed of representatives from universities and institutes, experts, and the Ministry of Education and Science. Standards for the specializations of philosophy, legal studies, and history include human rights components, according to the Ministry of Education and Science. The standards constitute minimum requirements and the universities and institutes are free to expand the scope of required subjects.

As an example, the state standard for the legal profession includes a subject on the “basics of human rights” with a requirement of 51 academic hours covering the following topics:

- The essence of human rights, the birth and evolution of human rights
- Classification of human rights -- personal (civic), political, economic rights, freedoms and obligations
- Rights of persons of separate categories (women, children, ethnic minorities, refugees, religious minorities, disables, elderly, imprisoned)
- Internal mechanisms for the protection of human rights
- Mechanisms for the protection of human rights in other countries
- International legal mechanisms for the protection of human rights; universal structures of human rights protection.
- Regional structures for the protection of human rights
- The interrelationship between human rights and humanitarian law

Attempts were made to contact all 103 institutions of higher professional education to determine if they offer courses on human rights.¹²⁰ Of the 97 institutions contacted successfully,

¹¹⁶ Article 6 of ROA Law on Higher Professional and Postgraduate Education, 2004.

¹¹⁷ “Telephone Reference Book: Functioning Higher Professional Education Establishments of ROA,” ROA Ministry of Education and Science, Yerevan 2004.

¹¹⁸ Approved by ROA Government Decree #24, 2001.

¹¹⁹ *Supra* 116, Article 11 (6).

¹²⁰ “Telephone Reference Book: Functioning Higher Professional Education Establishments of ROA,” ROA Ministry of Education and Science, Yerevan 2004. The reference book includes 103 institutions and TCPA added

interviews were conducted with the department heads or deputy rectors of the 37 institutions that reported having courses on human rights. (See Appendix C.)

Just because an institution offers a human rights course does not mean that students in all disciplines have access to it. In 24 of the 37 universities with a human rights course, including Yerevan State University, the course is taught only in law departments. Ten universities require human rights only for humanitarian specializations. Only two universities require a human rights course for all faculties. Academic hours required vary widely; for example, Bryusov State Linguistics University requires only 36 hours (even though it is one of two institutions with specialized chairs) and Yerevan State University 40 hours while the Applied Biotechnology Institute requires 76 hours of instruction.

Two institutions, the Bryusov State Linguistic University and the Abovyan State Pedagogical Institute, have human rights chairs. The Abovyan Pedagogical Institute has a department of “legal studies and pedagogy” that graduates students who will teach human rights subjects in Armenian schools.

Twenty-two of the 37 institutions offer courses taught by either practicing lawyers or lecturers with law backgrounds. Other backgrounds include history, sociology, philosophy, and economics. Although there are universities that had introduced human rights courses as early as the 1995-96 academic year,¹²¹ most started to provide such courses after 2000.

Training of Lecturers{ TC "Training of Lecturers" \f C \l "2" }

Unlike the situation for teacher training of school teachers, there have been no major and consistent training activities for lecturers in higher education institutions. The one exception is training organized by Junior Achievement in cooperation with Yerevan State University that began in 2004 and is on-going. Fifty-four lecturers from nine higher education institutions throughout Armenia were included in an intensive one-month training program in 2004. Ten of these lecturers were sent to the US for additional training. The Norwegian Refugee Council has conducted short human rights trainings for 50 lecturers at the Abovyan State Pedagogical University. UNHCR/Armenia organized a two-day seminar for human rights lecturers from ten state-accredited universities in 2004.

The importance and necessity for human rights trainings for lecturers at institutions of higher learning was stressed repeatedly during the interviews with lecturers. The Higher Professional Education Department of the Ministry of Education and Science also noted that there have been no trainings for lecturers and that it would be very useful to organize such programs. He was not aware of the training efforts discussed in this section.

the Public Administration Academy, the Police Academy, the Aviation Institute, and the Military Academy to the contact list. Phone numbers in the phone directory for three of the institutions were wrong and numbers could not be located in any other telephone directory. No one answered at the other three after several attempts to contact.

¹²¹ Hrazdan University after Levon Orbeli, Humanitarian Institute of Hrazdan, “Gtutyanyan Quyeri” Medical Institute after St. Tereza, “Navasard” University, Yerevan.

It is necessary to start from professional, specialized human rights education in universities. Unless tomorrow's specialists and teachers are well trained and informed themselves, nothing can be changed at other levels.

UNDP/Armenia

Our higher education system is very traditional and conservative. It is also extremely slow. For example, it should have been the opposite, first to recruit specialists to teach human rights at school, then to include these subjects in school curricula. The institutes and universities are not interested in new projects and ideas.

Higher education lecturer

The quality of teaching is poor. The major obstacle is the teaching staff at universities. Old lecturers do not want to leave and to allow young scholars with good educations and fresh ideas to teach and try to change something.

International NGO

The major drawback of our higher education system is that education is separate from science. Educational programs exist just to transfer some stable, steady material to students, any kind of flight of thought and creativity are sought after and criticized. Especially social science is in extremely poor condition.

Government human rights expert

Assessing Human Rights Education in Higher Education{ TC "Assessing Human Rights Education in Higher Education" \f C \l "2" }

Vocational, technical, and college education is one of the most neglected sectors of education in Armenia. There is a complete absence of subject plans, methodological materials, and specialized textbooks.

At the higher professional education level, 22 of the 37 institutions offering human rights courses agreed that there is a need for the further expansion of the scope and depth of human rights subjects at their universities, with three universities noting that human rights should be taught in all faculties as a required subject.

In-depth interviews were conducted with human rights lecturers at Yerevan State University, the Bryusov State Linguistic University, the French University of Armenia, the Public Administration Academy, Navasard Institute, the Applied Biotechnology Institute, Yerevan Legal Economic University, and the American University of Armenia. The lecturers mentioned three major problems for human rights education facing universities and these included: (1) an insufficient number of academic hours prescribed to the courses; (2) the low level of specialization of some lecturers (one lecturer noted that at some institutions human rights activists teach who do not have appropriate professional and education backgrounds), and; (3) the paucity of training for lecturers of human rights subjects.

Copies of the syllabi for five of the human rights courses were obtained and analyzed and common problems were observed. Overall, all the syllabi cover the basic issues in human rights, including basic theories and approaches, the evolution of human rights, the major international documents and mechanisms for the protection of human rights, regional instruments and mechanisms, internal mechanisms and legislative framework, the rights of vulnerable groups and minorities, and other relevant topics. However, none of the syllabi cover the issues of gross violations of human rights such as crimes against humanity, international criminal justice, or issues of immunity and jurisdiction.¹²² Likewise, none of the subject-plans include torture and related conventions.

Almost all the syllabi misinterpret the concept of collective rights by associating it with the rights of women, the disabled, children, elderly, and other vulnerable groups and completely ignoring real collective rights such as the right to self-determination and the right to development.

The course readings in most of the syllabi are poor with only a few human rights instruments used. The main documents used are the International Bill of Human Rights, the US Bill of Rights, the European Convention on Human Rights and Fundamental Freedoms, the UN Charter, and the Armenian Constitution and Civil and Criminal Codes. Analytical and theoretical literature is mostly absent, which is most likely explained by the fact that little is available in Armenian. Large portions of the readings is made up of Russian texts on constitutional law, demonstrating that in some courses there is confusion between constitutional law and human rights law.

Interviews were conducted with three highly specialized higher professional institutions and these were the Police Academy, the Military Institute, and the Military-Aviation institute. The last two do not have specific courses on human rights but do require humanitarian law (conduct during armed conflicts). The Police Academy has a separate course on human rights and police that includes only the following topics: (1) the objectives of the “Human Rights and Police” course; (2) national and international acts on the functions and procedures of police; (3) the police and the right to personal immunity; (4) judiciary oversight in criminal pre-trial cases, (5) police and the right to privacy and secrecy of private life, and: (6) police and the right to freedom of movement, (7) police and freedom of religion and expression.

When interviewees were asked to express their opinions on human rights education at the higher professional education level, many comments were negative. It was mentioned that a typical drawback of the higher education system in Armenia is that education is separate from science. There were also complaints that the quality of teaching in general is poor, especially connected with the fact that the majority of the faculty at the universities and institutes are old Soviet lecturers with conservative approaches to education who do not allow young scholars with good educations and fresh ideas to enter the system and try to reform it. The contradiction of old methods of teaching in higher education and the methods required for human rights education was mentioned a number of times by the stakeholders.

¹²² Legal issues surrounding the Armenian Genocide are taught in a separate course in the Law Department of the American University of Armenia.

Other stakeholders observed that human rights is taught either by people who do not hold human rights values or non-specialists. It was mentioned that institutes and universities should have integrated human rights education before the schools did so in order to provide the latter with professional teaching staff.

The lack of systematic state attention to higher education, as well as the lack of state coordination and control, was mentioned several times as one of the obstacles in the sector, including human rights education. Other obstacles included the lack of professional training for faculty and outdated textbooks and materials. The stakeholders stressed that the lack of literature creates problems especially in the social sciences because Armenia does not have an established academic tradition in this field.

Recommendations { TC "Recommendations" \f C \l "2" }

- A differentiated approach toward human rights education in higher professional education establishments should be adopted. Currently all the universities and institutes have the same human rights syllabi for different professions such as lawyers, philosophers, and human rights teachers. Human rights clashes with several academic disciplines, and it would be more than appropriate for each profession to put the emphasis on the corresponding field. For example, lawyers should concentrate mainly on human rights as a branch of international law and carefully study all the legal aspects of human rights while philosophers, political scientists, and sociologists could have a more interdisciplinary approach to human rights.
- Lecturers of human rights courses should have relevant backgrounds and experience. This requirement could be met by both using the existing potential (currently there are more than a dozen experts in Armenia with specializations in human rights who are graduates from internationally recognized western universities) and organizing trainings for lecturers currently teaching human rights.
- The quality and scope of materials for university level human rights education can be improved by encouraging the translation of the major recognized human rights academic books, human rights instruments, and other documents that have not been translated into Armenian to date (for example, the General Comments and Concluding Observations of various treaty bodies and the Human Rights Committee).
- Universities and institutes of higher education have the right to publish their own materials. Human rights materials should be monitored systematically by professional groups and experts in the corresponding disciplines.

Human Rights Education for Key Professional Groups and State Officials { TC "Human Rights Education for Key Professional Groups and State Officials" \f C \l "1" }

This section includes the major human education activities that have existed for police, staff of the ombudsman office, judges, legal professionals, civil servants, and other key professional groups and state officials.

Police{ TC "Police" \f C \l "2" }

There have been several courses of different duration and intensity for the personnel of the ROA Police. A three-day course in 2002 on domestic violence, which included a train-the-trainer component, was funded by the US Department of Justice’s International Criminal Investigative Training Assistance Program.¹²³ In March 2005, the Council of Europe’s Police and Human Rights Program, in co-operation with the Armenian police, organized its first human rights training course in Armenia. Fifteen Armenian police trainers deployed at the police academy as well as in-service trainers were trained by national and international experts and participated in discussions for one week. The main aim of the course was to enhance participants’ knowledge of the European Convention on Human Rights and Fundamental Freedoms. Special attention was given to police-related issues and practice-orientation.¹²⁴ Some police personnel have also undergone trainings on juvenile rights in the framework of Project Harmony’s ZANG program.

Staff of the Ombudsman Office{ TC "Staff of the Ombudsman Office" \f C \l "2" }

The staff of Human Rights Defender Office in Armenia, established in 2004, has undergone several trainings, including a two-day workshop on refugee law and children’s rights organized by UNHCR/Armenia, UNICEF/Armenia and UNDP/Armenia, a two-day training by the Council of Europe/Armenia on European human rights law, and a human rights monitoring training organized by the American Bar Association Central and Eastern European Law Initiative (ABA/CEELI). Four members of the staff participated in the OSCE’s Office for Democratic Institutions and Human Rights (ODIHR) exchange program and spent four weeks in Poland and Lithuania to gain practical knowledge and experience sharing on complaint mechanisms and information management.

The Human Rights Defender noted that for some of the trainings organized for her staff she has suggested inviting representatives of different state institutions so that “the potential violators and defenders of human rights” can have the chance to learn the same norms.

Judges{ TC "Judges" \f C \l "2" }

Trainings for judges are mainly conducted by the Judicial Training Center of the ROA Council of Chairmen of Courts. The Center was established in 1999¹²⁵ and its activities have been funded by different donor organizations but not from the state budget.¹²⁶ In cooperation with ABA/CEELI the Center conducted a nationwide two-day training in 2001 for all judges on the European Convention on Human Rights and Fundamental Freedoms. Since 2002, the Center in cooperation with the Council of Europe Information Office in Armenia has trained 180 judges on the European Convention on Human Rights and Fundamental Freedoms in the framework of

¹²³ For details see <http://www.usdoj.gov/criminal/icitap/TextUpcoming.html>.

¹²⁴ See Council of Europe website at: http://www.coe.int/T/E/Human_Rights/Police/1_Activities/1.1_Current_activities/default.asp

¹²⁵ The Center was established in the framework of article 27 (11) of ROA Law on Organization of Courts, 18.06.1998.

¹²⁶ See also “Judicial Reform Index for Armenia: Volume II” ABA/CEELI, December 2004, p. 11.

a joint program of the European Commission of Human Rights and the Council of Europe.¹²⁷ The program is ongoing. Some judges have also been trained on refugee law in a UNHCR/Armenia Office program.

There are no regular continuing education opportunities for judges.

Legal Professionals{ TC "Legal Professionals" \f C \l "2" }

Legal professionals have had opportunities to participate in a number of trainings on different human rights issues, including an intensive one-month course organized by ABA/CEELI for advocates, continuous courses run by the Armenian Young Lawyers Association on human rights and European law for lawyers and law students funded by USAID, and Armenian Bar Association trainings for lawyers.

There are no regular continuing legal education programs for legal professionals to update their knowledge on changes in national legislation and international law, including in the sphere of human rights.

Civil Servants{ TC "Civil Servants" \f C \l "2" }

The ROA Law on Civil Service stipulates that the civil servants shall undergo state-funded in-service trainings at least once every three years.¹²⁸ No human rights training has been organized for civil servants to date. The standard plan for trainings for civil servants of four ranks contains topics on civil service legislation and constitutional principles of government.¹²⁹ There is a section on issues of democracy and the establishment of civil society in Armenia for junior civil servants only (one can assume the servants of higher ranks do not need it), but nothing on human rights whatsoever.

The Civil Service Council, in interviews for this assessment, emphasized the need for including human rights in the regular training of civil servants and is willing to cooperate with organizations that will support such efforts.

Human Rights Education for Other Professional Groups and State Officials{ TC "Human Rights Education for Other Professional Groups and State Officials" \f C \l "2" }

Starting from 1998 UNHCR in cooperation with International Organization for Migration (IOM) office in Armenia has been organizing trainings for border guards on refugee rights and migration issues which has included 100 people yearly in one-week training sessions. UNHCR has also organized trainings for officials of governmental bodies dealing with refugee issues, including the ROA State Department for Migration and Refugees, and has organized training sessions on refugee rights for 20 journalists and 30 social workers and local government officials.

¹²⁷ From the in-depth interview with Director of Judicial Training Center.

¹²⁸ Article 20 of the ROA Law on Civil Service, 04.12.2001.

¹²⁹ TCPA obtained a copy of the plan for analysis.

The staff of women and juvenile detention centers received human rights training by UNICEF and the Norwegian Refugee Council in 2000. In 2003, more than 470 employees of the Armenian penitentiary system were trained in European and international standards and the human rights principles for the treatment of prisoners and have had special courses on social-psychological issues, both organized by the Justice Institute of the ROA Ministry of Justice with funding from OSCE and the Open Society Institute Armenia Foundation.

In the framework of the National Plan of Action of the Republic of Armenia on Improving the Status of Women and Enhancing Their Role in Society: 2004-2010,¹³⁰ the ROA National Institute of Labor and Social Studies¹³¹ conducted one-week training sessions on gender issues and children’s rights with 716 personnel of orphanages, Regional Offices of the Social Service Agency, the Centers of Home Social Service Provision for Single Elderly and Disabled People, subdivisions of the ROA Employment Service agency, and personnel of the ROA Medical-Social Expertise Agency. The Institute is currently continuing the trainings in different marzes.

According to the Plan the Institute is also responsible for organizing training courses for journalists with the objective of “ensuring effective coverage of women’s issues, as well as public mass media reports and publications aimed at building positive images of women and men.”¹³²

In the framework of the Gender and Politics Program in South Caucasus, UNDP/Armenia organized in 2004 training sessions on gender sensitization and gender mainstreaming for selected staff of the UN office in Armenia and a group of officials from different ministries, the National Assembly, and other governmental structures.

The Educational Department of the ROA Ministry of Defense has organized a number of human rights awareness raising events organized for military personnel and soldiers including annual seminars for senior officials. Some of the trainings were conducted in cooperation with the Military Procurator and the Military Police.

Assessing Human Rights Education for Key Professional Groups and State Officials

The training programs for professionals and state officials have not provided systematic, sustainable, effective and continuous education opportunities in human rights. Short seminars and round tables can only be considered a start. In addition, there is a need for systematic needs assessments for specific professional groups and evaluations of short-term training programs once they are completed.

There is a pressing need to reduce the risk of human rights violations caused by the personnel responsible for the administration of justice, including ill-treatment and torture.¹³³

¹³⁰ National Plan of Action of the Republic of Armenia on Improving the Status of Women and Enhancing their Role in Society: 2004-2010, approved by the ROA Government, April 8, 2004

¹³¹ The Institute has a status of state non-commercial organization

¹³² *Supra* 130

¹³³ See for Example US State Department Country Report 2004 on Armenia at: <http://www.state.gov/g/drl/rls/hrrpt/2004/41668.htm> and Amnesty International Report 2005 at: <http://web.amnesty.org/report2005/arm-summary-eng>.

The European Committee for the Prevention of Torture and Inhuman or Degrading Treatment or Punishment (CPT) in its 2004 report urges that Armenian authorities

...should seek to integrate human rights concepts into practical professional training for handling high-risk situations, such as the interrogation of criminal suspects. This will prove more effective than separate courses on human rights. Training should be pursued at all levels of the police force, and should be ongoing. It should seek to put across and develop two points: firstly, that all forms of ill-treatment are an affront to the human dignity of both the victim and the perpetrator and, as such, are incompatible with the values enshrined in the Armenian Constitution as well as in international instruments ratified by and binding upon Armenia; secondly, that resort to ill-treatment is a fundamentally-flawed method of obtaining reliable evidence for combating crime.¹³⁴

Professional groups participate in seminars with great willingness, but there is no outcome as the most high-ranking officials do not participate and as a result a conflict is created between the boss and subordinates.

Government ministry expert

There should be human rights courses for various professional groups at the grassroots level, when they receive their professional education.

UNDP/Armenia

The format for human rights education for different groups is usually a seminar, composed of lunch and a short discussion. I do not think this is effective, as it is not systematic.

Higher education lecturer

Nearly all stakeholders interviewed had reserved attitudes toward the human rights programs available for various professional groups.

I think all the groups should be aware of their rights otherwise conflicts are inevitable. Of course first of all people who hold the levers.

Government ministry expert

First of all journalists should be trained in human rights, as they often violate those rights by writing articles the purpose of which is only to make a sensation.

Government ministry expert

¹³⁴ See CPT report at: http://www.cpt.coe.int/documents/arm/2004-25-inf-eng.htm#_Toc38861425.

First of all the police should be trained in human rights. I also think if there were more women in the ROA police, they would work more efficiently.

Armenian human rights NGO

Recommendations{ TC "Recommendations" \f C \l "2" }

- The provision of human rights education for administration of justice officials, mainly police and other law enforcement personnel, should be implemented immediately.
- Judges and prosecutors should be involved in continuous legal education programs including the practical application of human rights in domestic and international law. The format and content of such education should be consistent and systematic and both pre-service and in-service human rights trainings should be provided.
- Human rights education should be an absolute requirement for civil servants with regular in-service training of civil servants that include a significant number of relevant human rights topics for all ranks.
- The military and other security forces should undergo trainings both in the field of human rights and humanitarian law.
- For other professions, such as journalists, lawyers, and physicians, basic human rights education should be integrated into professional education programs and in-service trainings should be provided to professionals already on the job.
- The movement in Armenia toward approving research proposals through institutional review boards to ensure that human rights are not violated is a step in the right direction and should be required by the Ministry of Education and Science for all human subjects research.

Human Rights Education for Vulnerable Groups{ TC "Human Rights Education for Vulnerable Groups" \f C \l "1" }

Human rights education programs for vulnerable groups in Armenia exist in even fewer numbers than those for key professional groups and have been organized mainly in the form of small-scale public awareness raising events by NGOs with limited financial resources provided by donor organizations and UN agencies in Armenia.

There are several organizations providing human rights education courses and training on a continuous basis for small groups of participants. Among what can be considered the more significant courses is a six-week intensive civic education course for youth started in 2001 organized by the Institute for Democracy and Human Rights.¹³⁵ The program is funded by

¹³⁵ See IDHR website at: www.idhr.am.

NOVIB and OXFAM and the objectives are to raise the awareness of young people on human rights, democratic government, and social justice. The Association of Women with University Education¹³⁶ had an eight week course for women outside Yerevan on issues of women’s rights and human rights protection mechanisms in 1997 through 1999.

Besides these programs, there have been a number of other human rights education and awareness raising events including a children rights awareness campaign for students in grades five through ten in selected schools organized by the National Center for Democracy and Human Rights and funded by UNICEF/Armenia in 2002 and an awareness raising campaign on human trafficking for refugees in Armenia implemented by the Mission Armenia NGO¹³⁷ and the Sakharov Armenian Human Rights Foundation funded by the United Kingdom Embassy UNHCR/Armenia.

The Helsinki Committee of Armenia had a project in 2004, “From Knowledge to Action,” funded by the Open Society Institute Armenia Foundation and the European Commission, the aim of which was to provide the general public with basic knowledge on human rights. Among the target groups in the 266 participants were ethnic minorities and socially insecure groups. The Helsinki Committee evaluated participants after the seminars and discovered no connection between previous participation in seminars (33% of respondents had previously participated in other seminars on human rights) and level human rights knowledge.

The Ministry of Social Issues and Labor organizes meetings several times a year in marzes with different groups including disabled persons, the aged, the unemployed, and socially insecure groups in order to raise the awareness of their rights and the mechanisms they can use to protect their rights.

Assessing Human Rights Education for Vulnerable Groups

{ TC "Assessing Human Rights Education for Vulnerable Groups" \f C \l "2" }

There have been very few human rights education programs for vulnerable groups, and those that have been realized focus mainly on women, children and refugees. There have been almost no human rights education activities for elderly persons, people with HIV/AIDS infection (the major projects for the latter tend to have a practical dimension like provision of services and anonymous hot lines), and the disabled (the programs for disabled persons are also more in a practical dimension; there are a number of effectively functioning NGOs that provide practical assistance to persons with disabilities and create opportunities for their integration in society¹³⁸).

As was mentioned often by various experts during interviews, “it is easier to help and assist vulnerable groups rather than tell them about their rights.” Representatives of some organizations who have organized human rights awareness raising events for vulnerable groups explained that it was quite difficult to do so because increased awareness resulted in increased demands.

¹³⁶ More detailed information can be obtained from the following website:
<http://www.zenskestudie.edu.yu/wgsact/armenia/ar-awue.html>.

¹³⁷ Mission Armenia is one of the active NGOs engaged in protection of refugee rights. For details see the website at: www.mission.am.

¹³⁸ For example the Bridge of Hope, Astghik, Pyunik etc.

When working with vulnerable groups in raising knowledge of their own rights one should not forget about their vulnerability. I think psychologists should also be involved in this task.

Armenian human rights NGO

Refuges are difficult participants, they are very anxious, they are waiting more for social-economic assistance and each meeting ends up with arguments and demands. It is very difficult to raise the awareness of vulnerable groups; it should be done in a very sensitive manner.

UNHCR/Armenia

Some respondents argued that the most vulnerable groups in Armenia are socially insecure people and people in extreme poverty who are devoid of not only the means to satisfy their basic needs but also of their rights to education and information. Others mentioned such vulnerable groups as the rural population, persons in boarding schools, orphanages, detention centers, and persons with psychological disorders.

I consider as a particularly vulnerable group people living in distant mountainous villages of Armenia, who are devoid of the right to get information, to access the Internet. Their situation is worse than that of Robinson Crusoe. They have become incompetent.

Government human rights expert

Recommendations{ TC "Recommendations" \f C \l "2" }

- The problems inherent with the need for special treatment and sensitivity in human rights training for disadvantaged groups are understandable but they should not serve as an excuse or obstacle for educating these groups about their rights, and most importantly, the practical legal, administrative, and judicial mechanisms required to be able to demand rights.
- Human rights for vulnerable groups should be enshrined in national legislation and should include guaranteed mechanisms for the protection of such rights.

Human Rights Education for the General Public{ TC "Human Rights Education for the General Public" \f C \l "1" }

The general public awareness campaigns on human rights issues in Armenia have mainly taken the form of media announcements, informative posters and brochures, film series, television and radio programming, film festivals, telephone hot lines, Internet resources, and the translation, publication and dissemination of major human rights documents.

One major project was supported by OSCE/ODIHR and it involved the production of 22 films and talk shows on various aspects of human rights for screening on Armenian Public TV, H2, and different local television stations in cities around Armenia. The project started in 1999

and is on-going. Topics have included the rights of detainees, soldiers, women, children, prisoners, national minorities, as well as trafficking in human beings. OSCE also has organized public screenings in Yerevan and different marzes with the participation of experts who answer questions. OSCE’s film series have also proved to be a valuable resource for continuous use by other organizations active in human rights education.¹³⁹

In the framework of the 2004-2006 UNDP project on Capacity Building, Cooperation and Victims Assistance for National and Local Mechanisms to Combat Trafficking of Armenians¹⁴⁰ there was a component to launch nationwide public awareness campaigns and training initiatives. The project subcontractor, the United Methodist Committee on Relief, has developed a website¹⁴¹ and a hot line on trafficking in addition to other services.¹⁴²

In the framework of another UNDP/Armenia project in 2005, “Promoting Human Rights and Facilitating Public Awareness of Public Defender’s Office in Armenia,” an informative poster and a brochure¹⁴³ were developed and published and a Human Rights Defender’s website was launched.¹⁴⁴ UNDP/Armenia also has supported two NGOs in 2004, Liza Foundation and the Art Film Gallery, that launched the first international film festival devoted to the issues of women and gender.

UNDP produced two public service announcements, "Have your rights been violated? Address it to the Human Rights Defender," broadcast during February and March 2005 on several Yerevan and marz television channels. UNICEF/Armenia initiated in 1996 a series of television and radio series on children’s rights on Armenian Public TV, H2, Hayrenik and Public Radio and Radio Van. UNICEF has also developed and published a poster on children rights.¹⁴⁵

The Armenian Constitutional Right-Protective Center has established human rights libraries in Vanadzor, Hrazdan, Dilijan, Artashat and Gavar forming a joint network in which electronic and postal systems of information and literature operate. This library network has more than 12,000 books and magazines including 3,800 titles in Armenian, English, and Russian and has had approximately 800 patrons from all regions of Armenia.¹⁴⁶ The project began in 1996 and has been supported by 50 international organizations and foreign governments.

In the framework of the UN Decade for Human Rights Education a variety of organizations translated and disseminated the major international and European human rights instruments. A comprehensive list can be found in Appendix B.

Assessing Human Rights Education for the General Public

¹³⁹ Many NGO representatives said that they have used OSCE films during the trainings.
¹⁴⁰ The project started in March 2004 and will finish in March 2006.
¹⁴¹ www.antitrafficking.am.
¹⁴² For further details see UMCOR’s website at: <http://www.umcor.am/traffick.htm>.
¹⁴³ 2000 copies of the poster and 6000 copies of the brochure were printed.
¹⁴⁴ www.ombuds.am.
¹⁴⁵ 17,000 copies of the poster were printed and distributed to all schools, according to UNICEF/Armenia.
¹⁴⁶ For further information see Armenian Constitutional Right-Protective Center website at: www.acprc.am.

Stakeholders were asked for their opinions on the availability of human rights instruments and other materials in accessible form and language during the in-depth interviews with human rights experts, representatives of international donor organizations and intergovernmental organizations, national NGOs and government officials and during the focus group discussions with human rights teachers.

Most respondents believe that there is a serious paucity of human rights materials in Armenian for the general public and that those materials that do exist are not widely available. Some respondents argue that there are more materials in Russian than in Armenian. The respondents also noted that the existing information is not written in accessible and simple language with interpretations and explanations.

There are no human rights materials available for the general public in simplified language. There is more specialized, professional literature on human rights.

Armenian human rights NGO

The existing materials on human rights are not sufficient in number, especially in marzes. Besides there are specialists who themselves have not understood the concept of human rights but are authoring books and articles on human rights.

Armenian human rights NGO

We have all the human rights documents translated in Armenia, but they are not accessible to the public at large.

International organization

Many respondents, including human rights teachers outside Yerevan, noted that the lack of information and materials on human rights is especially obvious in villages. There were also opinions among respondents that the problem is not so much the lack of materials as the unwillingness of the public to seek and attend to such information.

There is no information on human rights. We do not have specialized, accessible journals, the computer networks are not developed, there is no independent research. For example, there is a Research Institute adjunct to the Academy of Sciences in Azerbaijan, but we do not have anything like that. Besides, in Armenia there is no institution responsible for the dissemination of accepted national legislation and ratified international documents, it is a rather expensive pleasure, even if you find the laws and decrees, there are no interpretations of them...

...The budget for Human Rights Defender Office does not include funds for human rights education and research; the program part shall be funded by donor organizations, which are waiting for constitutional reforms to see what will grow up out of the institution of Human Rights Defender.

Government human rights expert

Many respondents noted that it would be more effective and useful to have an increased number television programs on human rights. Almost everybody mentioned “My Right” as a successful example of a program aimed at increasing the legal knowledge of the public at large.

Most of the available international and European human rights instruments in Armenian or Russian were collected for this study and analyzed. Simplified versions of the basic human rights instruments do not exist, except for the Convention on the Rights of the Child.¹⁴⁷ The ROA Law on Human Rights Defender does exist with explanations.¹⁴⁸

An intensive search was made for translated versions of reports submitted by the Armenian government to international and European treaty bodies and their subsequent recommendations and concluding observations, but such materials could not be found and are not available in Armenian.

The recent national survey on the general public’s awareness of human rights in Armenia showed, among other findings, that the most widely used source of human rights information is television, with Armenian Public TV being the most watched channel especially in rural areas.¹⁴⁹

The focus group discussions with human rights teachers revealed that teachers consider television to be the most accessible way to get updates on human rights. And, again, almost all the respondents noted that the TV program “My Right” was a widely watched and useful source of legal and human rights knowledge for the general public.

Recommendations for Human Rights Education for the General Public{ TC "Recommendations for Human Rights Education for the General Public" \f C \l "2" }

- More television programs in a variety of formats should be developed that include high production values and current “hot topics” that can be adapted for human rights education issues.
- Publication of simplified versions of the major international and European human rights documents, as well as the reports submitted by the Armenian government to international and European treaty bodies and the concluding observations and recommendations delivered by the UN Human Rights Committee and various treaty bodies to Armenia, should be made available in all public libraries along with posters advertising their availability.

¹⁴⁷ UNICEF/Armenia has initiated the publication of a simplified version with graphics of the convention in the form of a poster and a brochure.

¹⁴⁸ Aivazyan V. (2004) “The ROA Law on ‘Human Rights Defender’ with Explanations,” Yerevan, in the framework of UNDP/Armenia project “Promoting Human Rights and Facilitating Public Awareness of the Future Public Defender’s Office in Armenia.”

¹⁴⁹ “What We Know about Human Rights: National Survey 2004, Armenia,” UNDP, Yerevan, 2005.

- An excellent place to start a new awareness campaign for human rights would be to initiate televised debates on the pertinent sections of the proposed constitutional amendments.

Organizational and Financial Support for Human Rights Education in Armenia { TC
 "Organizational and Financial Support for Human Rights Education in Armenia" \f C \l "1" }

The major international donor organizations, intergovernmental organizations, international and local NGOs, and governmental institutions that have supported human rights education during the Decade were identified for this assessment. The list of these organizations can be found in Appendix E.

An attempt was made to determine the overall level of financial support for human rights education, but such information was not available because in most cases human rights education was just one component of larger a program.¹⁵⁰

It proved to be difficult to collect information on the level of state financial assistance for human rights education. The state budget does not contain a specific line item for human rights education and the major program in human rights education have been funded by international donations or loans.¹⁵¹

Only two pieces of budget information on the state funding of human rights education and awareness raising could be found. The first comes from the timetable for the implementation of the ROA National Plan on Children’s Rights (2004-2015),¹⁵² which provides for an annual expenditure of 2.9 million AMD starting in 2005.¹⁵³ This allocation is for an educational program for the Constitutional Court and National Assembly devoted to the recognition of the rights of youths. The second was found in Prime Minister Decree #199 A 2005 according to which an amount of 271,0700 AMD is to be allocated from the state budge for an international forum by the Human Rights Defender Office and UNESCO/Moscow titled, “For the Sake of Tolerance and against Racism and Xenophobia.”

During in-depth interviews respondents were asked to assess the overall level of assistance and effectiveness of policies and activities of international donor organizations and government and local NGOs and to suggest ways to improve their performance in the funding of human rights education.

Almost all respondents were of the opinion that international donor organizations and intergovernmental organizations have had a valuable impact on human rights education in

¹⁵⁰ For example, OSI has provided small grants for human rights education to a number of NGOs and the information is available from the grant database at: http://www.osi.am/grant_list.asp or from the OSI annual reports. In 2004 approximately \$US140,000 has been provided to eight organizations to implement human rights education and awareness raising programs.

¹⁵¹ For example, the publication of textbooks on human rights and civic education for secondary schools was funded by the World Bank, the training of teachers for these subjects is implemented by Junior Achievement and funded by USAID. Neither the World Bank nor USAID were able to provide the budget amounts for these publications.

¹⁵² ROA Government Decree #1745 N, 2003.

¹⁵³ Current exchange rates are about 450 AMD per \$US1.00.

Armenia through provision of expertise and other forms of material assistance. The informants from various Armenian governmental institutions emphasized that these organizations should pay more attention to cooperation with central authorities in order to ensure the effective implementation of human rights education programs and conduct closer supervision and monitoring of funded NGO activities.

In addition, the representatives of human rights NGOs suggested that international donor organizations and intergovernmental organizations take into consideration local national peculiarities and to integrate more local specialists in the development and implementation of human rights education projects. Some of these stakeholders complained that the provision of grants is not always widely publicized and that grants are provided to politicized NGOs. Others advised the international donor community to take on a strong oversight function for their funding.

There were controversial opinions on the role of NGOs in human rights education, with government representatives mainly expressing a negative attitude and considering most NGOs as simply “grant-eaters” who do not care about the output of any project, and international organizations emphasizing the important contributions of various NGOs to human rights education in Armenia. The government officials also stressed that NGOs should collaborate more with the government.

The international organizations have an exclusive role in legal awareness raising, training of NGOs and assisting in the dialogue between NGOs and the Government... unfortunately, not in all cases is grant provision based on non-biased principles.

Armenian human rights NGO

Many international organizations are not consistent. For example they may provide grants to NGOs who are beginners and do not have any idea about the methods and ways that shall be adopted to conduct particular activities, instead of providing these grants to the small number of well-established NGOs.

Armenian human rights NGO

When NGO representatives were asked to evaluate the performance of NGOs, as a rule they started to criticize and degrade the other organizations. NGOs that worked in the same sphere were considered competitors. Very few NGOs spoke with appreciation about the performance of other NGOs in the field of human rights education.

There are 3,500 NGOs in Armenia, ten percent of which are constantly working, the other are only running to receive grants, if successful, they are ready to organize any training in any field. The major proportion of NGOs is in Yerevan, NGOs do not have branches in the marzes, and they do not have a narrow profile.

Armenian human rights NGO

There are few serious, well-established NGOs, most of them do not enjoy publicity and reputation, the programs and they are very small-scale. The problem also is that NGOs are centralized in Yerevan.

National Assembly stakeholder

The Armenian Government’s financial and organizational support was rated as quite unsatisfactory. Most of the informants from donor organizations, intergovernmental organizations, and local and international NGOs were of the opinion that the Government does not see human rights education as something necessary and that all the commitments have only been declarations.

Few of the interviewees representing state structures believe that the government pays enough attention to the issue of human rights education and those who do cite the general education curriculum. Nevertheless, positive evaluations were rare and the majority of government officials were dissatisfied with the level of state attention and support to human rights education and human rights overall in Armenia.

Even if the Government does something in the sphere of human rights education, it is so insignificant that I have not noticed.

ROA Military Police

I can remember only a few cases when human rights education and awareness raising events have been organized by state institutions, and even then only under enforcement of international organizations or for the reason of gaining some financial resources.

Armenian human rights NGO

The fact that human rights became a part of the state curricula for schools is already saluted, it shows our flexibility, although it is quite possible that this policy was an imitational initiative, but still I feel very positive about it. But the State has still a lot to do in the sphere of human rights education.

Government human rights expert

I think there is no deliberate state policy in the sphere of human rights education and public awareness raising; the government activities in the sphere do not go beyond words.

Government education official

National Human Rights Plan and other Relevant Plans of Action{ TC "National Human Rights Plan and other Relevant Plans of Action" \f C \l "1" }

In the framework of the UN Decade for Human Rights Education, the member States were required to establish a National Committee for Human Rights Education which was to be

directly responsible for the development of the National Plan of Human Rights Education.¹⁵⁴ Armenia does not have a National Committee for Human Rights Education.

All the possible government agencies were contacted (the UNHCHR guidelines provide that the initiative for forming the committee should be taken by an appropriate branch or agency of the government)¹⁵⁵ and inquiries were made of all stakeholders during the in-depth interviews. All responses indicated that no one is aware of the creation of such a committee. On the UNHCHR website, the link describing national activities for the Decade point to the UNESCO Commission in Armenia and the ROA Foreign Ministry as the major institutions coordinating activities.¹⁵⁶ However, during an in-depth interview with the representative of the UNESCO National Commission, the representative mentioned that she does not know about an Armenian Committee on Human Rights Education and that human rights education as such is not in the realm of Commission activities. The ROA Ministry of Foreign Affairs was not available for an interview.

Not only were the key informants unaware of the existence of an Armenian committee for human rights education, they also did not know which governmental institution was responsible for human rights education activities in Armenia. Some guessed that it should be either the Ministry of Science and Education or the Office of Human Rights Defender.

Similar responses were received regarding the existence of a National Plan of Human Rights Education. One Armenian human rights NGO, the Armenian Constitutional Rights-Protective Center, said that during 1998 and 1999 there had been attempts to develop a national human rights action plan and to establish a committee to monitor the implementation of the plan. Three workshops were organized bringing together local and international human rights experts, NGO representatives, government officials, members of the international donor community, and diplomats during this period with UNDP/Armenia assistance in Vanadzor, Gyumri, and Yerevan to discuss the development of the action plan.¹⁵⁷ Three priorities were identified as a result -- human rights education, strengthening rule of law, and legislation review.¹⁵⁸

In 2001 a draft concept paper was prepared by UNDP/Armenia human rights specialist Dr. Kounio Manolov to elaborate on the human rights action plan.¹⁵⁹ The document is based on successfully implemented policies in Bulgaria and other Eastern European countries. The paper includes an overview of the human rights situation in Armenia and a detailed description for a future Armenian plan of human rights action that includes functions, strategies, implementing institutions, and structure. The plan refers to a list of general political, civil, social, economic, and cultural rights and specific spheres that should be promoted, protected, and guaranteed by the ROA Government. It also sets the guidelines for the establishment of a National Board of Coordination (NCB) for the Implementation of the Human Rights Action Plan and for having

¹⁵⁴ “The United Nations Decade for Human Rights Education 1995-2004: Lessons for Life,” *supra note 1*.

¹⁵⁵ *Ibid.* p. 41.

¹⁵⁶ <http://www.unhchr.ch/hredu.nsf/GENFSEn?OpenFrameSet>.

¹⁵⁷ UNDP provided TCPA with a list of participants. Strangely enough some of the persons who participated in the workshops did not recall it during in-depth interviews.

¹⁵⁸ From workshop reports provided by UNDP/Armenia.

¹⁵⁹ “Concept: Elaboration and Implementation of National Plan of Action on Human Rights in the Republic of Armenia,” 04.09.2001 KM No857/01 PRO 300/HR.

the Minister of Justice as the President of the Board. The Minister of Justice is to establish a National Center for Documentation of Human Rights, which presents documentation on human rights to organs of government and for the translation of legal documents on human rights. The Minister of Finance is to establish a national fund for the implementation of the Plan. The members of the NCB are vice-ministers who preside over committees composed of experts that are established to coordinate the implementation of activities in specific spheres. The plan also specifies the role of the UN and other intergovernmental organizations in the implementation of the plan. The action plan, however, does not cover the necessity of human rights education. That is, the establishment of a human rights education committee is not proposed within the NCB and no strategies and activities as such are defined.

In addition to the 2001 UNDP proposal, copies of the current functioning Armenian national action plans on the rights of the child,¹⁶⁰ on anti-trafficking,¹⁶¹ on improving the status of women,¹⁶² and on anti-corruption¹⁶³ were obtained (sometimes with great difficulty) and analyzed in order to determine if they contain provisions for human right education in these specific spheres.

The 2003 National Action Plan on the Rights of the Child does not provide for activities aimed at raising the public awareness of children’s rights or for the human rights education of the general public. It does state that although considerable effort has been made to disseminate information about existing legislation on children, “the level of knowledge of the population is not yet sufficient as mass media -- radio, television and educational institutions -- are not involved in this campaign.”¹⁶⁴

The 2004 National Plan of Action on Anti-Trafficking does provide for human rights education in that it includes the organization of a public awareness campaign in Armenia on measures toward combating trafficking and for the dissemination of information among high risk groups such as the unemployed, refugees, women, and youth. The coordination of the implementation of these activities according to the Plan should be performed by the Department of Migration and Refugees, the Police, the Office of Prosecutor General, Ministry of National Security (now defunct), and the Ministry of Labor and Social Issues.¹⁶⁵

The 2004 National Action Plan on Improving the Status of Women and Enhancing their Role in Society pays considerable attention to women’s rights education and public awareness raising on gender issues. It sets out the strategies for implementation, including “ensuring the gender awareness of women, their legal awareness, and their empowerment” and “public awareness on gender issues” through training courses organized for women on leadership and

¹⁶⁰ National Plan of Action of the Republic of Armenia for the Protection of the Rights of the Child: 2004-2015. Approved by the ROA Government December 18, 2003.

¹⁶¹ Action Plan for Prevention of Trafficking in Persons from the Republic of Armenia: 2004-2006. Approved by the ROA Government, January 15, 2004.

¹⁶² National Plan of Action of the Republic of Armenia on Improving the Status of Women and Enhancing Their Role in Society: 2004-2010. Approved by the ROA Government, April 8, 2004.

¹⁶³ National Action Plan of Anti-Corruption Strategy and Implementation of the Republic of Armenia. Approved by the ROA Government, November 6, 2002.

¹⁶⁴ *Supra* note 160.

¹⁶⁵ *Supra* 161.

protection techniques for individuals’ rights.¹⁶⁶ The timetable for the implementation of the Plan assigns the organization and monitoring of these activities to the ROA National Institute for Labor and Social Studies, the ROA Employment Agency, and the Public Administration Academy. Representatives of the ROA Employment Agency and Public Administration Academy reported in interviews that no activities have been initiated yet. The National Institute of Labor and Social Studies has started training of social workers.

The Plan also provides for the organization of training courses to raise the gender awareness of journalists, “social and political stakeholders,” and civil servants, for the production of television programs and special pages in the print press, and the publication of brochures on women’s rights and gender issues. Also included is the monitoring of print, radio, and television content “in order to overcome the trend of presenting a socially undesirable and degrading image of women.” The Plan also emphasizes the need for close supervision of the efforts of mass media, the Internet, and other institutions “to preach and disseminate information that encroaches upon the dignity of women.”¹⁶⁷

The 2002 National Anti-corruption Plan emphasizes the necessity of organizing public awareness campaigns because it is a “pivotal element in the fight against corruption,” and because of the need to maximize public awareness of the rights of citizens to protest and to revise legislation on how public servants should process citizen appeals.¹⁶⁸

Is a Human Rights Education Plan Necessary for Armenia?{ TC "Is a Human Rights Education Plan Necessary for Armenia?" \f C \l "2" }

During in-depth interviews with human rights experts, representatives of international and national human rights organizations, and government officials, stakeholders were asked for their opinions on whether or not a national plan of human rights education should be developed in Armenia and why or why not. Respondents noted that it would be useful to have such a document because it would provide guidelines for action and coordination and would provide mechanisms for the monitoring of activities and policies in the sphere of human rights education. However, they were pessimistic about the possibility that such an initiative could be realized, and, moreover, about any positive impact of a human rights education plan citing examples of the “zero impact” of a number of similar existing national plans. Skepticism regarding the implementation of a national human rights education plan, if one were to be developed in Armenia, was visible in the attitude of stakeholders from both international and national organizations and government institutes.

I think Armenia needs a human rights action plan but not an education plan. This way the resources spent in this country will not be wasted. More coordination and inclusiveness of state bodies, journalists, NGOs, and others is necessary.

OSCE/Armenia

¹⁶⁶ *Supra* 162.
¹⁶⁷ *Ibid.*
¹⁶⁸ *Supra* 163.

We do not need a new plan. Instead, the existing plans can be implemented, and a human rights education component can be added to all of them.

OSI/Armenia

Armenia needs a plan developed in a proper way, a plan where government is on top of the action and has a clear vision. If that is done it would be ideal.

UNDP/Armenia

I hope that if developed, the plan will be an effective one, created not inside the UN, but as a result of discussion among different governmental and societal actors and institutions. If a plan is created, that is not going to be funded from the state budget and does not reflect the will and willingness of the government it will only remain a plan and never be put to action.

World Bank/Armenia

Even if the plan does not do any good, still its existence will not do any harm, but it is important that it does not turn into another means of money laundering.

Armenian expert

I do not think the national plan is a necessity, more enforcing and influential means should be used to raise the general awareness on human rights like frequent TV broadcasts.

Armenian Government Ministry

I cannot envisage the monitoring of the implementation of such a plan. For example nearly \$US80,000 has been spent on an anti-corruption plan, so what?

Local Human Rights Expert

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TC "International, regional, and Armenian legal documents referred to in the assessment" \f C \l "1" }

UN Instruments

Concluding observations of the Committee on the Elimination of Racial Discrimination: Armenia. 01/11/2002, A/57/18

Concluding observations of the Human Rights Committee: Armenia. 19/11/98. CCPR/C/79/Add.100

Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment, 1984

Convention on the Elimination of All Forms of Discrimination against Women, 1981

Convention on the Rights of the Child, 1990

General Assembly Resolution 1994/184, A/RES/49/184 6 March 2005

General Comment 3 adopted by the Committee on Economic, Social and Cultural Rights at the Fifth Session, 1990

General Comment 3 adopted by the Human Rights Committee at the Thirteenth Session, 1981

General Recommendation V adopted by the Committee on the Elimination of Racial Discrimination at the Fifteenth Session, 1977

International Covenant on Civil and Political Rights, 1966

International Convention on the Elimination of All Forms of Racial Discrimination, 1969

UN Commission on Human Rights Resolution 2004/7, 21 April 2004

Unedited Version of Concluding Observations of the Committee on the Rights of the Child: Armenia, CRC/C/15/Add.225, 30 January 2004

Universal Declaration of Human Rights, 1948

Vienna Declaration and Programme of Action, A/CONF./157/23, 12 July 1993

Regional Instruments

African Charter on Human and Peoples' Rights, 1981

African Charter on the Rights and Welfare of the Child, 1990

American Convention on Human Rights: “Pact of San Jose, Costa Rica”, 1978

American Declaration of the Rights and Duties of Man, 1948

Concluding Document of the Vienna Meeting of Representatives of the Participating States of the Conference on Security and Co-operation in Europe, 19 January 1989

Declaration on the Freedom of Expression and Information. Adopted by the Committee of Ministers, 29 April 1982

Declaration Regarding Intolerance- A Threat to Democracy. Adopted by the Committee of Ministers, 14 May 1981

Document of the Moscow Meeting of the Conference on the Human Dimension of the Conference on Security and Co-operation in Europe, 3 October 1991

Helsinki Final Act, adopted at the Conference on Security and Co-operation in Europe, Helsinki, 1 August 1975

Parliamentary Assembly Recommendation 1346- on human rights education, adopted by the Council of Europe Parliamentary Assembly, 26 September 1997

Recommendation R(79)16 of to Member States on the promotion of Human Rights Research in the Member States of the Council of Europe, adopted by the Council of Europe Committee of Ministers, 13 September 1979

Recommendation R(81)17 to Member States on Adult Education Policy, adopted by the Council of Europe Committee of Ministers, 6 November 1981

Recommendation R(83)13 to Member States on the Role of the Secondary School in Preparing Young People for Life, Adopted by the Council of Europe Committee of Ministers, 23 September 1983

Recommendation R(84)17 to Member States on Equality between Women and Men in Media, adopted by the Council of Europe Committee of Ministers, 25 September 1984

Recommendation R(84)18 to Member States on the Training of Teachers in Education for Intercultural Understanding, Notably in a context of Migration, adopted by the Council of Europe Committee of Ministers, 25 September 1984

Recommendation R(85)7 to Member States on Teaching and Learning about Human Rights in Schools, adopted by the Council of Europe Committee of Ministers, 14 May 1985

Recommendation R(91)16 on the Training of Social Workers and Human Rights, adopted by the Council of Europe Committee of Ministers, 16 November 1988

Recommendation R(94)12 on the Independence, Efficiency and Role of Judges, adopted by the Council of Europe Committee of Ministers, 13 October 1994

Recommendation R(98)15 on the training of officials who first come into contact with asylum-seekers, in particular at border points, adopted by the Council of Europe Committee of Ministers, 15 December 1998

Resolution (78) 41 on the Teaching of Human Rights. Adopted by the Committee of Ministers, 25 November 1978

Resolution of the Council and Representatives of the Governments of the Member States of the European Union on the Fight Against Racism and Xenophobia, 29 May 1990

Resolution of the European Parliament on Freedom of Education in the European Community, 14 March 1984

Resolution on Human and Peoples' Rights Education, AHG/198 adopted by the African Commission on Human and Peoples' Rights, 1993

Resolution on the Promotion of Human Rights in Africa CM/Res.1420 (LVI), adopted by the Council of Ministers of the Organization of African Unity, 22-28 June 1992

ROA Instruments

2001-2002 Typical Educational Plans for State Secondary Education, confirmed by decree #258-M 02.07.2001 of the Minister of Education and Science

National Action Plan for Prevention of Trafficking in Persons from the Republic of Armenia: 2004-2006. Approved by the ROA Government, January 15, 2004

National Action Plan of Anti-Corruption Strategy and Implementation of the Republic of Armenia. Approved by the ROA Government, November 6, 2002

National Plan of Action of the Republic of Armenia for the Protection of the Rights of the Child: 2004-2015. Approved by the ROA Government December 18, 2003

National Plan of Action of the Republic of Armenia on Improving the Status of Women and Enhancing their Role in Society: 2004-2010, Approved by the ROA Government, April 8, 2004

ROA Constitution, 1995

ROA Government Decree # 24, 16 January 2001

ROA Government Decree #1324-N (2004) on Establishing the Minimum Social Standards for Care and Upbringing of Children in Orphanages

ROA Government Decree #24, 16 January 2004

ROA Government Decree #900, 17 June 2004

ROA Law on “Confirming the ROA State Plan for Education Development, 2001-2005”, 26 June 2001

ROA Law on Civil Service, 2001

ROA Law on Education, 1999

ROA Law on Higher Professional and Postgraduate Education, 14 December 2004

ROA Law on Organization of Courts, 1998

ROA Ministry of Education and Science Decree #425-m

ROA Ministry of Education and Science Decree on “ROA Education System of Boarding Institutions,” June 13, 2003

ROA Law on Education of Persons with Special Education Requirements, 2005

ROA State Plan for Education Development: 2001-2005, 2001

APPENDIX A: LIST OF INTERVIEWS WITH STAKEHOLDERS{ TC "Appendix A: List of interviews with stakeholders" \f C \l "1" }

A.D. Sakharov Armenian Human Rights Centre

ABA/CEELI, Armenia

Academy for Educational Development

Applied Biotechnology Institute

Armenian Constitutional Right-Protective Centre

Armenian Young Lawyers Association

Association of Women with University Education

Component of Standards and Evaluation of Educational Projects Center of the ROA Ministry of Education and Science

Council of Europe Information Office in Armenia

Department of Law, American University of Armenia

Education Department of the ROA Ministry of Culture and Youth Affairs

Educational Methodology Department of the ROA Civil Service Council

French University of Armenia

Fund for Human Development and Human Rights

Helsinki Committee of Armenia (NGO)

Higher Professional Education Department of the ROA Ministry of Education and Science

Institute for Democracy and Human Rights

International Association of Lawyers

International Cooperation Department of the ROA Ministry of Environmental Protection

Judicial Training Center of the Council of Chairmen of Courts of Republic of Armenia

Junior Achievement of Armenia

Law Institute of the ROA Ministry of Justice
Law Program Coordinator, OSI/Armenia

Middle and Pre-Professional Education Department of the ROA Ministry of Education and Science

Ministry of Justice

Ministry of Labor and Social Affairs

Navasard Institute

Norwegian Refugee Council

OSCE/Armenia

Pre-school and School Education Department of the ROA Ministry of Education and Science

ROA Civil Service Council

ROA Human Rights Defender Office

ROA Institute of Political Studies

ROA Military Police Administration

ROA Ministry of Healthcare

ROA National Institute of Education

ROA National Institute of Labor and Social Studies

ROA Police Academy

ROA Public Administration Academy

Standing Committee on Science, Education, Culture and Youth of the ROA National Assembly

State Linguistic University after Bryusov

UNDP/Armenia

UNDPI/Armenia

UNESCO Desk of the National Commission for UNESCO, ROA Ministry of Foreign Affairs

UNHCR/Armenia
UNICEF/Armenia

United Kingdom Embassy of Armenia

Up-bringing Department of the ROA Ministry of Defense

US Embassy in Armenia

USAID/Armenia

Women’s Council of the Office of the ROA Prime Minister

Women’s Republican Council

World Bank/Armenia

Yerevan Legal Economic University

Yerevan State University

Youth Group of the National Center for Democracy and Human Rights

ZANG program, Project Harmony

Human Rights Teacher Participants in Focus Group Discussions

Yerevan

- School # 174
- School # 146 after M. Metsarents
- School # 197
- School # 107
- School # 119 after B. Jamkochyan
- School # 34 after S. Lisitsyan
- School # 12
- School # 59 after H. Paronyan
- School # 147
- School # 50
- School # 24
- School # 192
- School # 19 after N. Aghbalyan

Lori Marz

School # 30 after P. Sevak, Vanadzor
School # 1 after Vazgen Arajin, Vanadzor
School # 26 after Marshal Baghramyan, Vanadzor
School # 4 after Pushkin, Vanadzor
School # 28 after H. Sahyan, Vanadzor
School # 25 after V. Hambartsumyan, Vanadzor
School # 2 of Gugark village
School of Darpas village

Tavush Marz

School # 5, Ijevan
School # 2, Ijevan
School of Sevqar village
School of Getahovit village
School of Achatour village
School of Aygehovit village
School of Gandzakar village

Gegharkunik Marz

School #2, Martuni
State College, Martuni
School # 1 of Nerqin Getashen village
School # 2 of Nerqin Getashen village
School of Vaghashen village
School of Tsovinar village
School # 1 of Dzoragyugh village
School #2 of Vardenik village
School #3 of Vardenik village
School of Lichk village
School of Tsakkar village

Vayots Dzor Marz

School # 1, Vayk
School # 2, Vayk
State Municipal College, Vayk
School # 1, Yeghegnadzor
School # 2, Yeghegnadzor
School # 3, Yeghegnadzor
School of Gladzor village
School of Vernashen village
School of Martiros village

APPENDIX B: LIST OF HUMAN RIGHTS INSTRUMENTS AND OTHER MATERIALS CURRENTLY AVAILABLE IN ARMENIAN{ tc "Appendix B: List of human rights instruments and other materials currently available in Armenian" \f c \l "1" }

UNDPI

1. Compilation of Human Rights Documents: “Charter of the United Nations; International Bill of Human Rights; International Convention on the Elimination of All Forms of Racial Discrimination; Convention on the Elimination of All Forms of Discrimination Against Women; Convention on the Rights of the Child; Convention Against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment; Convention and Protocol Relating to the Status of Refugees; United Nations Millennium Declaration.” (United Nations Office in Armenia. December 2003. Circulation: 3000).
2. “Basic Facts: About the United Nations.” (2002, Yerevan: Tigran Mets, Circulation: 2500).
3. “UN Activities in Armenia: Educators’ Perspective. Report on the Sociological Survey Results.” (2002, Yerevan, Circulation: 500).

Institute for Democracy and Human Rights

1. “Tesaket” Journal, by Araqelyan, A. (ed.) (Institute for Democracy and Human Rights, 17 Volumes).
2. “International and Armenian Framework of Human Rights Protection,” by Sargsyan, V., V. Royter, and K. Hyufner. (Institute for Democracy and Human Rights, December 2003, Yerevan: Zangak-97).
3. “Poverty Reduction Strategy Paper (PRSP) and the Problems of Protecting Democratic Principles in Armenia: Participating Process.” (Institute for Democracy and Human Rights, May 2003, Yerevan).
4. “Information Bulletin of the Social League.” (Institute for Democracy and Human Rights and Oxfam Non-governmental Organization, April 2001).
5. “European Convention on Human Rights and Armenian Law: Impact of Ratification of Convention in Armenia.” (Institute for Democracy and Human Rights, Yerevan, December 2000).
6. “Major Issues Relating to the Democratic State Governance in the Republic of Armenia,” by Mirzoyan, L. (ed.) (Institute for Democracy and Human Rights with ROA Academy of Public Administration, SPA “Public Administration,” September 2000).
7. “Poverty and Democracy in Armenia,” by Kharatyan, H. (Institute for Democracy and Human Rights, May 2000).
8. “The Opinion of Armenian Intellectuals, Students in the Field of Social/Human Sciences and Public Policy Makers with Regard to the Development of a Civil Society and Democratic State in Armenia (Research Paper).” (December 1999).

American Bar Association (ABA)/CEELI

1. “International Agreements of Human Rights with the Participation of Republic of Armenia.” (Vol. # 1, 2001, Yerevan: Tigran Mets. Circulation: 500).

2. “Judiciary” Journal (published with the financial assistance of ABA/CEELI. Circulation: 400).
3. Compilation of International Treaties of the Republic of Armenia (4 Volumes, Yerevan: Law and Reality, Circulation: 400).
4. “Juvenile Rights,” Manual (300 copies, has been distributed to advocates, universities and students).
5. “Media Law Manual,” Media Law Institute and ABA/CEELI, 2004, Yerevan, at http://www.abanet.org/ceeli/publications/mli_manual_arm.pdf.

Armenian National Commission for UNESCO

1. “Human Rights: Questions and Answers,” (1997, Yerevan: Armenian National Commission for UNESCO).

UNDP

1. “What We Know about Human Rights. National Survey 2004, Armenia,” by Danielian, L. (2005, Yerevan: Antares).
2. “Promoting Human Rights and Facilitating Public Awareness of the Future Public Defender’s Office in Armenia” (informative poster and a brochure published by UNDP in the framework of “Promoting Human Rights and Facilitating Public Awareness of the Future Public Defender’s Office in Armenia” program, funded by Netherlands Development Ministry).

Bryusov Yerevan State Linguistic University UNESCO Chair on Human Rights and Democracy

1. “Human Rights: Conceptions, Principles, Approaches. Teaching Manual,” by Poghosyan V. (2002, Yerevan: Lingva).

Association of Women with University Education

1. “Women’s Movement in Armenia: Priorities and Development Prospects,” by Hasratyan, J., G. Armaghanova, and N. Davtyan. (eds.) (2002, Yerevan: Asoghik).
2. “Gender Equality as a Precondition of Parity Democracy” (eds.) by Hasratyan, J., A. Harutyunyan, and E. Vardanyan. Materials of the Second National Conference of Undergraduates, Young Academics and Researchers. (2002, Yerevan: Asoghik).

Yerevan State University

1. “Human Rights” (Teaching Manual), by Ayvazyan, V. (2002, Yerevan: Tigran Mets)

National Center for Democracy and Human Rights

1. “Ombudsman and Democratic Society. World Experience, ” by Karmirshalyan, V. (ed.) (2003, Yerevan: Areg).

Sakharov Armenian Human Rights Foundation

1. “ABC: Teaching Human Rights. Practical Activities in Elementary and Middle School,” (1997 Yerevan: Kom-X).

Women’s Rights Center

1. “Women’s Human Rights. Step by Step,” by Schuler, M. A. and D. Q. Tomas. (eds.) (2002, Yerevan).

Women’s Republican Council of Armenia

1. “From the Series “The Way to the Gender.” Convention: Two Views,” by Hakobyan, N., R. Ter-Minasyan, and A. Topuzyan. (eds.) (1999, Yerevan).

Helsinki Committee of Armenia

1. “Watch: Human Rights in Armenia” (27 Volumes, Yerevan: Amarat, Circulation: 800).

Armenian Constitutional Right-Protective Centre

1. “For the Sake of Justice: Legal, Scientific, Methodological Review,” by Sargsyan, L., R. Avagyan, and S. Arevshatyan. (eds.) (Circulation: 1500, Distribution: schools).
2. “Human Rights Notion,” by Manukyan, G. (2000, Vanadzor: Arminfo, Circulation: 1500, Distribution: libraries, schools).

Norwegian Refugee Council (NRC)

1. “Law of Republic of Armenia on Children Rights: Pictured Version.” (Circulation: 1000).

UNHCR

1. “Handbooks on Procedures and Criteria Defining Refugee Status.” (2005, Yerevan, Circulation: 3000).

Armenian Association of Constitutional Law

1. “Compilation of International Agreements on Human Rights.” (4 Volumes, 2001, Yerevan, Circulation: 1000).
2. “Interpretation of European Convention of Human Rights and Fundamental Freedoms and Its Protocols.” (2005, Yerevan, Circulation: 1000).
3. “Family General Law Library,” by Hakobyan, L. (10 Volumes, 2002, Yerevan, Circulation: 1000).
4. “Democracy and Law: Encyclopedia,” by Poghosyan, V. (2002, Yerevan).
5. “American Convention on Human Rights.” (2004, Yerevan: Antares).

6. “Charter of European Court of Human Rights.” (2002, Yerevan, Circulation 1000).
7. “European Court of Human Rights: Selected Cases, 1978-2000.” (2002, Yerevan).

Yerevan Office of Council of Europe

1. “Questions and Answers: European Court of Human Rights. Simplified Version.” (Yerevan, Circulation: 4000):
2. “European Convention on Human Rights.” (Translated with the help of ROA Ministry of Foreign Affairs) (2005, Yerevan, Circulation 3000):
3. “European Social Charter Reviewed.” (Circulation: 1000).
4. “Short Review of Case Law of European Commission of Social Rights.” (2004, Circulation: 300, Distribution: personnel in ROA Ministry of Social Security).
5. “Framework Convention on Protection of National Minorities.” (Circulation: 1000).
6. “Belief Based Denial of Obligatory Military Service,” (2003, Circulation: 1000).
7. “Death is Not Justice.” (2001, Circulation: 1000, Distributed in the framework of seminars organized for NA members, government etc. for the purpose of sharing the European experience of capital punishment).

Others

1. “International Human Rights Standards and Armenian Legislation,” by Armen H. Yeritsyan (2002, Yerevan: Vahan).
2. “Fundamental Questions of International Legal Protection of Human Rights: Theoretical and Practical Analysis,” by Armen H. Yeritsyan (2001, Yerevan: Vahan).

APPENDIX C: LIST OF INSTITUTIONS OF HIGHER EDUCATION WITH HUMAN RIGHTS COURSES { TC "Appendix C: List of institutions of higher education with human rights courses" \f C \l "1" }

American University of Armenia
Applied Biotechnology Institute
Armenian-Russian international University in Vanadzor "Mkhitar Gosh"
Eurasia International University
European Regional Academy of Management and New Technologies
French University of Armenia
Gavar State University
Grigor Lusavorich University of Echmiadzin
Gtutyan Quyreri Medical Institute after St. Tereza
Hrachya Ajaryan University
Hrazdan University after Levon Orbeli
Ijevan branch of Yerevan State University
Institute of Business and Politics "ERA"
Karin Institute of Goris
Public Administration Academy of ROA
ROA Police Academy
Slavonic University of Yerevan
State Pedagogical institute after Khachatur Abovyan
Syuniq Institute of Goris
University of Oriental Studies after Lazaryan
Yerevan "Galiq" University
Yerevan "Navasard" Institute
Yerevan Branch of Moscow Business and Politics Institute
Yerevan Branch of Petersburg Institute of Foreign Economic Relations
Yerevan Institute of Judicial Expertise and Psychology
Yerevan International University "Mkhitar Gosh"
Yerevan Law University "MYUD"
Yerevan Legal Economic University

Yerevan Linguistic University "Interlingva"

Yerevan Management University

Yerevan North University

Yerevan Russian-Armenian Modern Humanitarian Institute

Yerevan State Linguistic University after Bryusov

Yerevan State University

Yerevan University "Firdusi"

Yerevan University of Foreign Economic Relations "Martig"

APPENDIX D: HUMAN RIGHTS EFFORTS SUPPORTED BY THE OPEN SOCIETY INSTITUTE FOUNDATION ARMENIA{ TC "Appendix D:Human rights education projects supported by the Open Society Institute Foundation Armenia" \f C \l "1" }¹⁶⁹

#	Organization	Year	Grant Amount	Purpose
1	Yerevan State Academy of Fine Arts	2002	8,245 USD	Organization of interactive events in 6 secondary schools and higher education institutions in Dilijan.
2	Armenian Society of Human Rights and Democracy	2002	12,320 USD	Awareness raising on Human Rights and Democracy ideas through organization of five interactive events for students and seven for the pupils of High schools in Yerevan, Vanadzor Pedagogical Institute and Gyumri Pedagogical Institute.
3	Fund Against Violation of Law	2002	6,680 USD	Awareness raising on Human Rights and Democracy ideas through organization of interactive events on 5 Human Rights modules in Yerevan secondary schools # 18, 139 and 145.
4	Family and New World, NGO	2002	11,604 USD	Organization of 9 seminars on Human Rights issues for teachers and students of 20 secondary schools and 2 colleges in three cities and 7 villages of Kotayk region.
5	Caucasian Center for Peacemaking Initiative, NGO	2002	7,860 USD	Awareness raising on Human Rights and Democracy ideas through organizing 4 meetings and discussions on 5 modules with participation of HR NGOs representatives in Yerevan secondary schools #18, 139 and 145.
6	Caucasus Center for Peace-Making Initiatives	2003	11,530 USD	Organization of interactive educational events at 8 secondary schools (3 regional and 5 Yerevan schools) through establishment of “School Ombudsman Institute” model.
7	Scientific-Juridical Charitable Center, NGO	2003	9,074 USD	Organization of interactive educational events on human rights at Hrazdan (# 11 & 12), Artavaz and Meghradzor secondary schools, to raise the target group’s awareness of Armenia’s commitments undertaken by joining the Council of Europe.
8	Arena of Education, NGO	2003	10,131 USD	Organization of interactive educational events on human rights at 33 secondary and 3 special schools of Gyumri, Azatan, Akhuryan, Marmashen, Maisyan, Hovuni and Beniamin through round tables, seminars and other interactive educational methods, and establishment of “School Ombudsman” model-institute at 33 secondary

¹⁶⁹ Information is available at: http://www.osi.am/grant_list.asp?year=2005

				schools.
9	Teachers Union of Goris, NGO	2003	8,718 USD	Raising professional knowledge and methodological skills of human rights teachers at nine secondary schools in Syunik region through composing methodological manuals, preparing training materials on interactive teaching methodology and retraining the human rights teachers at the target schools.
10	Yerevan Center for Peace and Democracy, NGO	2003	9,451 USD	Organization of interactive educational events at 13 secondary schools of Gegharquniq region (ten from urban and three from the rural communities).
11	Arena of Education, NGO	2004	9,450 USD	Organization of extra-curricular interactive classes for 240 schoolchildren from 8 secondary schools (Gyumri schools N 33, 13, 2, 17, 9, community schools of Azatan, Akhuryan and Marmashen).
12	Aramazd Association of Intellectual Games	2004	4,370 USD	Development and publication of a brochure (250 issues) on how to apply different intellectual games methods to teach human rights; to provide training to human rights teachers/trainers engaged in the grant projects by the “Arena of Education” NGO, Goris Branch of the “Armenian Center for Protection of Human Rights” named after A. D. Sakharov, “Legal Clinic” of Yerevan State University and the “Constanta” NGO.
13	A. Sakharov Armenian Human Rights Protection Center, NGO	2004	9,120 USD	Organization of extra-curricular interactive classes on human rights for 300 schoolchildren from two special and 5 secondary schools of Sisian and Goris; to provide training to 7 teachers on how to apply interactive methods of teaching and of two civic forums on “Right to Education” and “Freedom of Speech” as well as development of human rights laboratories at 5 schools; showing 6 films on human rights.
14	Constanta, NGO	2004	4,860 USD	Organization of extra-curricular interactive classes on human rights for 210 schoolchildren from 7 Sevan secondary schools.

APPENDIX E: LIST OF INSTITUTIONS AND ORGANIZATIONS ACTIVE IN HUMAN RIGHTS EDUCATION { TC "Appendix E: List of institutions and organizations active in human rights education" \f C \l "1" }

Governmental institutions

ROA Ministry of Education and Science
ROA Office of Human Rights Defender
Law Institute of ROA Ministry of Justice
Judicial Training Center of the Council of Chairmen of Courts of ROA
Educational Projects Center under the ROA Ministry of Education and Science
ROA National Institute of Labor and Social Studies

International non-governmental and national non-governmental organizations

Project Harmony
Junior Achievement of Armenia
Association of Women with University Education
Armenian Constitutional Right-Protective Center_
Institute for Democracy and Human Rights
Sakharov Armenian Human Rights Foundation
Women's Republican Council_
National Center for Democracy and Human Rights
Helsinki Committee of Armenia
Armenian Young Lawyers' Association

International intergovernmental and other international organizations

USAID/Armenia
ABA/CEELI/Armenia
AED
UNDP/Armenia
US Embassy in Armenia
UNICEF/Armenia
UK Embassy in Armenia
OSI Armenia

Council of Europe Information Office

Norwegian Refugee Council

UNDPI/Armenia

UNHCR/Armenia

World Bank/Armenia

OSCE/Armenia