



ANNUAL REPORT 2002

Tel.: (374 51) 2-29-67
Fax: (374 51) 4-47-81
E-mail: acrpc@acrpc.am
http: //www.acrpc.am

1 Shirakatsi Lane, Building 2, T. Vanadzor,
Republic of Armenia

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1. ABBRIVATIONS USED

- ACRPC - Armenian Constitutional Right-Protective Centre
- NGO – non- governmental organization
- HR - Human Rights
- HRL Net - Human Rights Library Net
- LS - Legal Subjects
- RA – Republic of Armenia
- C.O.R.DAID – Catholic Organization for Relief and Development Aid
- AAA NGO Training and Recourse Center – Armenian Assembly of America’s Non-Governmental Organizations Training and Recourse Center
- OSCE – Organization for Security and Co-operation in Europe
- OHCHR - Office of High Commissioner for Human Rights
- UNDP – United Nations Development Program
- UNDPI – United Nations Department of Public Information
- UNICEF - United Nations Children’s Fund
- UNHCR - United Nations Office of High Commissioner for Refugees
- CRS – Catholic Relief Services
- JAA - Junior Achievement of Armenia
- CRINGO – Caucasus Refugee/IDP NGO
- PCV – Peace Corps volunteer
- SWOT Analysis – Strong/Weak/Opportunities/Threats Analysis

2. INTRODUCTION

2.1. History in Brief

At the threshold of new times for Armenia, among several political and non-formal organizations in 1988 a club was established in Vanadzor, which was engaged in the Constitutional Groups Association. Why Constitutional? - Because the goal was to form democratic classes through a democratic constitution. Later, the organization was renamed “Armenian Constitutional Right-Protective Centre” NGO.

The assuredness that the efficiency of democratization processes greatly depended on the level of public legal awareness, in 1996 ACRPC firmly took the path of Human Rights education and elucidation.

Today ACRPC continues to follow the policy adopted from the start, as well as having the mission as a guide, i.e. "The Armenian Constitutional Right-Protective Centre contributes to the promotion of a legal culture in the Armenian society through scientific activity, education, information dissemination and advocacy":

During the fifteen-year activity more than 30 projects were implemented, and the first grant project was implemented in 1996. 2002 and 2003 were the years of great changes as they scoped the period of institutional development of the organization and a real stimulus for further improvements: the organizational structure was defined; the management system was facilitated.

We believe that eventually the Rule of Law based on the requirements of justice will be established.

We also express our warm gratitude to those donor-organizations **C.O.R.DAID of the Netherlands, the Department of State of the US Embassy in Armenia and the Directorate of Youth and Sport European Youth Centre Budapest** for supporting the projects implemented within the reporting period.

2.2. Implemented Projects in 2002-2003

#	Project Title	Supporting Organization	Project Description in Brief
1	<p>“Democracy and Human Rights-1” Transition Year 2002</p> <p><i>February 2002 - February 2003</i></p> <p><i>\$ 130 045</i></p>	<p>C.O.R.DAID</p> <p><i>P. O. Box 16440 2500 BK The Hague, The Netherlands Lutherse Burgwal 10 Tel: 31 70 3136 300 Tel/Fax: 31 70 3136 301 E-mail: cordaid@cordaid.nl</i></p>	<p>The main components of the project are as follows:</p> <ul style="list-style-type: none"> • HR School activities – <p>the Eighth Advanced Course 20-day on-going and 11-month distance learning</p> <ul style="list-style-type: none"> • Institutional development for ACRPC - trainings conducted for the staff by AAA NGO Training and Resource Center and Center for Educational Reforms of the RA Ministry of Education and Science; educationalists' trainings abroad • Publication of the monthly right-protective review "For the Sake of Justice" and distribution to all the secondary schools of the Republic • Provision of Vanadzor HRL services • ACRPC external audit for 1999-2001
2	<p>Human Rights Education and Youth Policy - Armenia</p> <p><i>October-November 2002</i></p> <p><i>Euro 17 100</i></p>	<p>Directorate of Youth and Sport European Youth Centre Budapest</p> <p><i>1-3 Zivatar H-1024 Budapest Fax: + 36 1 438 1076 E-mail: eycb.secretariat@coe.int</i></p>	<p>The project was jointly implemented with the Youth Clubs Federation of Armenia in Lusakert Resort of Kotayk Region.</p> <p>Within the project 32 young NGO leaders from the Republic of Armenia and Mountainous Karabakh participated in eight-day training. Together with local specialists a trainer was also invited from the Council of Europe.</p>
3	<p>Human Rights Library Net</p> <p><i>September 2002 - September 2003</i></p> <p><i>\$ 12 745</i></p>	<p>Department of State Public Affairs of US Embassy in Armenia</p> <p><i>18, Marshal Baghramyan Ave., RA Tel:(374 1) 521 611,529 825, Fax:(374 1) 151 550 E-mail: usis@usis.am</i></p>	<p>The projected goal was the re-equipment HRL Net:</p> <ul style="list-style-type: none"> • Re-equipment of Human Rights libraries in Lori, Tavush and Kotayk Regions • Installment of new computer programs • Trainings for librarians

3. NARRATIVE

3.1. Activities main directions

Within the reporting period the organization implemented its activities towards these main directions:

- *Human Rights School*
- *Human Rights Library Net*
- *Publications.*

The following was implemented within:

3.1.1. Human Rights School

3.1.1.1. January-August 2002 the HR School Seventh Advanced Course Distance Learning was carried out within which:

- The course learners were rendered consultations on the relevant field; their second control works were reviewed and together with the test questionnaires and invitation letters were sent to the learners.
- In August the learners whose results were satisfying were permitted to the final examination. The learners were awarded with Certificates of Completion.
- Three learners who gained highest scores undertook to write graduation theses.

3.1.1.2. Within March-August 2002 the HR School Eighth Advanced Course preliminary preparations were implemented: the course announcement, application and recommendation forms were made and distributed to all the secondary schools of Armenia; the course academic program was designed; the lectures were selected and invitations were sent to them.

3.1.1.3. In the result of a two-phase selection 51 applicants were invited to participate in the course 20-day on-going training which was successfully conducted during August 10-30, 2002. It was the first time that some preliminary elements of new methodology of collaborative teaching were applied.

The course Report was made and presented to the course lecturers, learners and cooperating organizations of the relevant field (**Annex 4.1**).

3.1.1.4. In September the Course Distance Learning started, and in accordance with the newly elaborated Distance Learning Guidelines the learners presented their control tests. The learners whose works were positively reviewed were permitted to take their tests in January, 2003.

3.1.2. Human Rights Library Net

3.1.2.1. In 1996 the HR Library was established in Vanadzor and since 2002, it has been expanded into a HRL Net including three regional libraries in Vanadzor, Hrazdan and Dilijan to serve as informational and legal-educational bases in the regions thus facilitating legal information accessibility for the regional population and, particularly for the LS teachers in the places. The latter being the target group of the organization was provided with 330 pieces of literature from the Net's literature fund.

3.1.2.2. The number of the registered readers increased in 54 people, reaching 687. It proved the constant increase of interest in legal information and awareness.

3.1.2.3. In general, the number of the users of the HRL Net services – coping of necessary materials, a reading-room, periodicals, audio and video catalogues - reached about 2500 people among them LS teachers, school heads, lawyers, students, scientists, pupils.

3.1.2.4. The HRL Net literature fund was supplemented with 1341 pieces of literature through purchasing and donations thus reaching 10499. Among the 20 literature donating organizations were the OHCHR Geneva, the Young Lawyers' Armenian Association, the Center for Educational Reforms, the Helsinki Foundation for Human Rights, the OSCE Vienna and others.

3.1.2.5. In March-October, a sociological survey was conducted among the regular readers of Vanadzor HR Library to research the efficiency of the library services. The work analyses to clarify the frames of the readers concerning their age, sex, occupation, education, place of residence, the data on the literature distribution per month, the number of the users of the library services per month and year, and other statistical data were held.

(Annex 4.2).

3.1.3. Publications

The publishing activities aimed at raising the efficiency of legal education and public legal awareness.

3.1.3.1. The review *For the Sake of Justice* was published in 1500 copies print run and distributed mainly to the educational establishments, schools, right-protective NGOs, and any interested individual engaged in the relevant field.

While raising the print run much attention was paid to the professional qualitative characteristics of the review.

3.1.3.2. Steps to register the review as a scientific-methodological one were taken; accordingly an inquiry to the RA High Qualification Commission was made to include the review in the list of the publications suitable for publishing theses.

Connected with it, the Editorial Board of the review was reformed in which besides the ACRPC members also methodologists, scientists, lawyers, professors of the relevant field were included.

3.2. Cooperation

3.2.1. Association & Membership:

- On 20 December 2002 UN DPI Committee on NGOs among 21 NGOs from 12 countries approved ACRPC for association with the UN Department of Public Information **(Annex 4.3)**.

- In 2002 October ACRPC was listed as a member of the Caucasian Network of CRINGO within which meetings were permanently held to outline joint programs.

3.2.2. Round-Tables, Meetings, Seminars

3.2.2.1. October 30 and December 10, 2002, Round-Tables within the frameworks of *Human Rights Education in Armenia* were organized by ACRPC with participation of representatives from the UN agencies (UNDPI,

UNDP, UNICEF and UNHCR), the RA Ministry of Education and Science, JAA regional coordinators, LS teachers from various regions of the republic and other right-protective NGOs.

In the course of the meetings a package of proposals on reforms in the Human Rights education was made (**Annex 4.4**). Similar meetings were planned for the nearest future.

3.2.2.2. On December 3, 2002 Lori Regional Governor and Vanadzor Mayor, visited the ACRPC Office and the HR Library during which the organization's activities were introduced and ways for developing ACRPC - state self-governing bodies' effective collaboration were stated.

3.2.2.3. The Center for Educational Reforms of the RA Ministry of Education and Science made an official request to ACRPC on training LS teachers not only in *Human Rights* but also in *Civic Education* and *State and Law* (**Annex 4.5**).

3.2.2.4. February 16-22, 2002 ACRPC representative was invited to participate in international trainings jointly organized by the Human Rights Educational Center (Georgia) and Legislation and Human Rights Bureau (Azerbaijan) in Tbilisi-Likani, Georgia within which he conducted trainings for Caucasian law-students.

3.3. Institutional and Sustainability Development

3.3.1. Staff Training Programme

A contract was signed with the AAA NGO Training and Resource Center of Armenia according to which a program *Institutional Development for ACRPC Staff* would be implemented that consisted the staff training on organizational management and consultative practical workshops that aimed at elaborating *Draft Strategic Plan of 2003-2006 for Developing Legal Culture in Armenia* (**Annex 4.6**).

The first stage of the program was implemented in September 2002 and in October- December the second stage—the Draft Strategic Plan preliminary elaboration was held (**Annexes 4.7/4.8**).

3.3.2. Training Programme for Educationalists

In July 2002, a contract was signed with the Armenian Association of Pedagogical Initiations according to which the Association's experts held *Methodological Training Course for ACRPC Human Rights Specialists* (**Annex 4.9**). The course aimed at training the organization's educationalists in effective contemporary teaching methodology to be applied during the HR School advanced courses to insure significant increase in the number of the HR School course learners and raise of assimilation level of presented teaching materials.

The training will end in 2004 July.

3.3.3. Individual Trainings

Several staff members of ACRPC passed trainings and participated in seminars and workshops of legal field in various countries. For more information please view **Annex 4.10**.

3.3.4. Staff Recruitment

Criteria for selecting new employees were elaborated in accordance to which in May-July, 2002 the applicants' selections were organized for the positions of economy manager, editor, proofreader, regional journalists, telephone operator, computer specialist, steward-mechanic, guard, and office-cleaner.

In general the staff was recruitment with 12 new employees, reaching 19 people among them were the ACRPC Presidium three members; the overall number of the Presidium was 5 people.

3.3.5. Volunteers' Corps Recruitment

3.3.5.1. The organization's volunteers' corps engaged 20 local young people. The frames of their capabilities were defined and their weekly working schedule was made.

3.3.5.2. The organization was greatly supported also by international volunteers among them Sharon E. Maggard (CRS Vanadzor Office Project Manager and ACRPC Business Mentor) and the US PCVs Jeffery Dunaway and Peter Wardrip assisted the staff in capacity development.

3.3.6. Staff Retreat Program

Twice three-day retreat outings were organized in Lake Sevan for the staff to relax and get to know each other better. Also, the new staff members got acquainted with the organization's history, mission, and the strategic policy.

3.4. ACRPC Management

3.4.1. Internal Monitoring and Evaluation

3.4.1.1. The organization's internal management was carried out mainly through weekly and monthly meetings and daily briefs of the project manager with the heads of the departments: the implemented tasks were summed up; the successes and flaws were revealed. Also, the departments' task plans for the next week were outlined.

3.4.1.2. On the first Monday of each month staff meetings were held to discuss monthly reports of the heads.

3.4.1.3. The staff job descriptions were developed according to which job divisions were carried out.

3.4.1.4. The work evaluation of employees by his/her supervisor was carried out within the fixed timelines using special work evaluation forms. The results were overviewed and discussed.

3.4.1.5. Within the reporting period twice SWOT analyses of the Human Rights School Courses to reveal further enhancements were conducted.

3.4.2. External Monitoring and Evaluation

Alongside the internal one, external monitoring and evaluation was carried out:

3.4.2.1. External monitoring and evaluation was realized by the ACRPC's main donor organization of the period – C.O.R.DAID of the Netherlands.

By their consideration May 25-30, 2002 Marcel Zwamborn, HR International Independent Expert, and Nana Dalakishvili, HR Educational Expert, carried out their first mission to Armenia. In order to receive full

perception on our activities and the efficiency of the institutional development they met with the staff, the Board of Directors and some of the HR School Seventh Course learners. Also they had business meetings with representatives of the Government, local and international cooperating organizations of the relevant field.

May 26-28 the experts held a seminar-discussion with the organization's educationalists on future educational activities and their strategic policy.

M. Zwamborn's conclusive report on the mission is attached (**Annex 4.11**).

3.4.2.2. June - July, 2002 "SOS-Audit" Ltd. of Armenia held external audit on ACRPC financial-economic activities of the last three years (1999-2001).

The Independent Audit Conclusion is attached (**Annex 4.12**).

3.5. General Results

3.5.1. The sociological survey conducted among the HR School Advanced Course learners revealed the efficiency of the HR School courses. Here some of the results are presented:

- According to the survey among the Seventh Course learners: to the question what the one-year course gave them in order to teach the *Human Rights* subject at school more efficiently, 81.8 percent of the learners answered that they had received in-dept knowledge and 18.2 percent of them answered that they had received new teaching methodology.

- According to the survey among the Eighth Course learners: to the question to what extent their expectations of the course were met, 98 percent of the learners (48 people) mentioned that their expectations were fully met, and 59 percent (29 learners) noted that their expectations were exceeded. Two percent of the learners mentioned that his/her expectations were partially met.

3.5.2. The organization's HR educationalists were trained to conduct seminars and workshops during the HR School Advanced Courses by themselves through using the newly trained methodology of teaching. Fewer specialists will be invited from outside to make presentations in the courses. Also, such kind of methodology will provide an opportunity to involve a hundred and more LS teachers in the same course. Due to the learners' collaboration and group-work the assimilation of the teaching materials by them will be greatly improved (the ninth advanced course will provide training in three constitutive legal subjects: *Human Rights, Civic Education, and State and Law* for 80 teachers of secondary schools of Armenia) thus raising effectiveness of the courses.

3.5.3. Membership and cooperation with local governmental and international organizations raised confidence towards the organization. It was proved by the fact that the Lori Regional Governor submitted an official letter to ACRPC where a request to train local state and self-governing bodies and alders was expressed (**Annex 4.13**).

3.5.4. Unless the existing shortcomings, improvements and developments in the organization's management were becoming obvious. Job division was carried out and due to it the following departments were formed: Educational, Administrative, Editorial, Human Rights Library, Economic, Accountancy, and Public Relations

that facilitated the internal management of the organization. Such kind of growth and development gave an opportunity for expand the staff.

A close team was formed by the staff members, which was ready and willing to reach the vision and mission created together due to joint endeavors. That fact greatly contributed to organizing the work more efficiently.

3.6. Plans for 2003

The following activities are planned to implement during 2003:

3.6.1. In June the Institutional Development Training will be continued within which:

- The organization's 2003-2006 Strategic Plan for Developing Legal Culture in Armenia will be elaborated.
- Training for the HR educationalists on new methodology application will be continued.

3.6.2. The HR School Ninth Advanced Course will be organized when the teaching collaborative methodology will be applied.

3.6.3. Further enhancements in HRL Net are planned to implement including library computer programs of accounting, classifying and database creating; elaboration of efficient work. mechanisms.

3.6.4. To make the review "For the Sake of Justice" as a legal scientific-methodological one is planned, accordingly to reform the Editorial Board and register the review in the RA High Qualification Commission as well.

3.6.5. Organizational management system will be developed through further enhancements of reporting and planning system.

4. ANNEXES

Annex 4.1

REPORT HUMAN RIGHTS SCHOOL EIGHTH ADVANCED COURSE 10-30 August 2002, Vanadzor

Within the framework of the project "Transition Year 2002" 10-30 August 2002 "Armenian Constitutional Right-Protective Centre" NGO organized the Human Rights School Annual Eighth Advanced Course.

The course announcement, application and recommendation forms had been modified and distributed by July 10 through educational departments of regional administrations, Human Rights School post-graduates, ACRPC Human Rights regional libraries, regional coordinators of Junior Achievement of Armenia and other cooperating organizations, the ACRPC Web-Site and Mass Media, such as the review For the Sake of Justice, the daily newspaper Hayastani Hanrapetutyun (Republic of Armenia), Aravot (Morning), Azg (Nation), Krtutyun (Education), TV and Radio Station Interkap, as well as during various meetings and seminars.

The selection of participants was organized in two stages. The first stage was the process of comparing the received papers of 164 applications from all the regions of the Republic of Armenia with the defined criteria to find out whether:

- the applicant has participated in the course held by Junior Achievement of Armenia
- he/she teaches Human rights
- he/she has presented a recommendation letter from their school headmaster confirming that the applicant is assigned Human Rights lessons at school.

For the second stage of selection the applicants were invited to ACRPC office for interviewing held according to the questionnaire elaborated beforehand. At that stage 51 teachers from 68 applicants were selected to study in the course. Their number was twice as many as the of the previous course participants.

Within the framework of the project "Transition Year-2002" August 10-30, 2002 the Armenian Constitutional Right-Protective Centre (ACRPC) organized-the Eighth Human Rights Advanced Course.

The suburban holiday camp Tsitsernak that belongs to Diocese of Gougark was chosen as a course site.

In the evening of August 10 Acquaintance Party was organized which was followed by a meeting of Sebouh Bishop Chouldjan, Head of the Diocese of Gugark of the Armenian Apostolic Church, with the course learners. St. Father mentioned the importance of the Human Rights education in a democratic state building, encouraged them to be devoted to the Christian belief, the homeland and people. He blessed all the learners and wished them good luck.

On 11 August 2002 the course Presentation Ceremony was held.

The ACRPC Chairman Gevork Manoukian made an opening speech and welcomed the guests and the learners of the course.

The priest of Vanadzor Surb Astvatsatsin Church and a member of the ACRPC Board of Directors Vahan Azaryan welcomed and blessed the participants of the presentation.

Then, Lori Pre-programs Office Director of Armenian Social Reforms Program, a member of ACRPC Board of Directors Armen Bejhanyan, representative of "Young Men's Christian Association" (YMCA) NGO Areg Martirosyan, Vanadzor Community Seniors' Member Hovhannes Nikoghosyan, Vanadzor Branch of Armenian National Scout Organization Chairman Hrant Ayvazyan, Executive Director of "Computer Service" Ltd. Misak Yakhshibekyan welcomed the guests and the learners.

Guests from other organizations, Human Rights experts, NGO representatives and Mass Media participated at the presentation.

The course was conducted by the ACRPC training team with the staff of Gevork Manoukian, Arayik Papikyan, Hakob Hakobyan, Ashot Hakobyan and Vardan Parsamyan (Advanced Expert of Center for Educational Reforms). Human Rights School post-graduates S. Papikyan, H. Shukhyan, L. Zakiyan and G. Torosyan were assigned as trainer-assistants.

The course programme was made in such a system that the learners would receive profound theoretic knowledge on human rights conception, its history and philosophy, human rights contemporary concept, peculiarities of community regulation, UN and European contemporary systems and mechanisms of human rights protection, sustainable human development, civil society, electoral law, role of NGOs in human rights, environmental protection, as well as on rights of separate vulnerable groups such as refugees, the disabled, children, minorities, women, etc.

Lecturers were invited from Strasbourg (Council of Europe), Moscow (ICRC), as well as from international organizations of Armenia, higher educational establishments, state and non-governmental organizations. As usual, three days were devoted to International Humanitarian Law and within these days August 21-23, a training team from the ICRC Armenian and Moscow Delegations held a series of seminars.

The Eighth Advanced Course was held with a lot of theoretical and methodological changes. In comparison with the previous years more attention was paid to the methodology of education. As a whole, 24 trainers delivered 63 lectures on 22 topics each with 90 minutes' duration. During 49 presentations various teaching methods were applied, such as team work, role-play, practical work, watching thematic films, questions and answers and various discussions.

In order to raise the effectiveness of comprehension of presented materials, the learners worked in sub-groups. Several methods of group-division were elaborated in advance according to which during the practical work the same learners were not included into one and the same group.

The enriched methodological part of the course enabled the learners to be engaged in self-determining work. They each conducted a 20-minute lesson on their preferred topic.

For organizing the students' active rest and provide efficiency to the 20-day course, during the free time various types of entertainment - intellectual contests, recital evenings, quizzes, discos, sport competitions of volleyball, football, tennis, and other game-contests - were organized. All the winners were awarded with souvenirs. Two days were designed as free days during which excursions were organized. On August 18 the learners visited the historical monasteries in Haghpat and Sanahin, and on August 24 - the Home Museum of the famous Armenian poet Hovhannes Toumanian located in Dsegh village.

On August 29 the course Closing Ceremony was organized, in which representatives from NGOs, guests and learners made their speeches of gratitude.

On the last day of the course the learners signed a contract, according to which they should continue with the 11-month distance learning, during which they should accomplish the corresponding tasks: introduce two control works; take tests in December 2002 and March 2003, then in July take the final examination and receive a certificate of completion of Human Rights specialist's qualification.

The guidelines for the distance learning were elaborated by the ACRPC Educational Department and include the following:

- Distance learning regulations of completing the control work, taking the tests and the final examination, defending the diploma work

- Those minimum criteria, which should be followed up by the learners during the accomplishment of the above- mentioned tasks
- Those minimum criteria, by which the learners' control work, tests and the final examination or the diploma work should be assessed.

The work consists of both theoretical and methodological parts.

The mechanism of the distance learning also gives an opportunity to assess the ability of the teacher in conducting lessons applying interactive methods. In the methodological part of the control work they have to introduce the plans of the required 26 themes, with the help of which Human Rights special lessons should be conducted. One of the questions of the tests and examination requires making and presenting a plan of an offered topic.

The learners, who successfully finish the distance learning, as it is mentioned in the contract, take the responsibility to educate Human Rights at any educational establishment of the republic at least two years, starting from September of 2003.

They were provided with a number of literature, reference books and other necessary materials. They were also registered in the **Human Rights Library** which will share them with the opportunity to make use of the library rich fund.

UNDP, UNDPI, UNHCR, UNICEF, OSCE, IFES offices in Armenia, ICRC Armenian and Moscow Delegations, National Centre of Democracy and Human Rights, the RA Constitutional Court provided the learners and Human Rights Library with thematic literature, display-posters, reference-books and video- films. The lectures were recorded and put in the library. They are accessible for Human Rights teachers and experts, the learners and the readers of the library. All these video material will be used during the next courses, seminars, trainings and other activities relating Human Rights.

One of the most important guarantees of the course success was the formation of the joint group of 51 participants representing all the regions of the Republic of Armenia. Before the farewell they agreed to keep in touch, to organize mutual visits for experience exchange and assist each other in overcoming the difficulties that might occur.

On the last day a socio-inquiry was held in which 49 learners participated. The results showed the following: Every day the plan of the working day was presented just before the lectures (15 minutes).

Another new aspect was the existence of remaining groups. Every day after the end of the working day, from 18:00-18:45 p.m., 4 remaining groups were discussing and analyzing the daily work, the advantages and disadvantages (the remaining groups were conducted by the ACRPC training staff).

It gave an opportunity to the course organizers to assess the teaching process and meanwhile, to correct omissions. All the reproaches and comments were being considered and some of them that were impossible to solve during the 8th teaching course, would be taken into consideration for the next course organization.

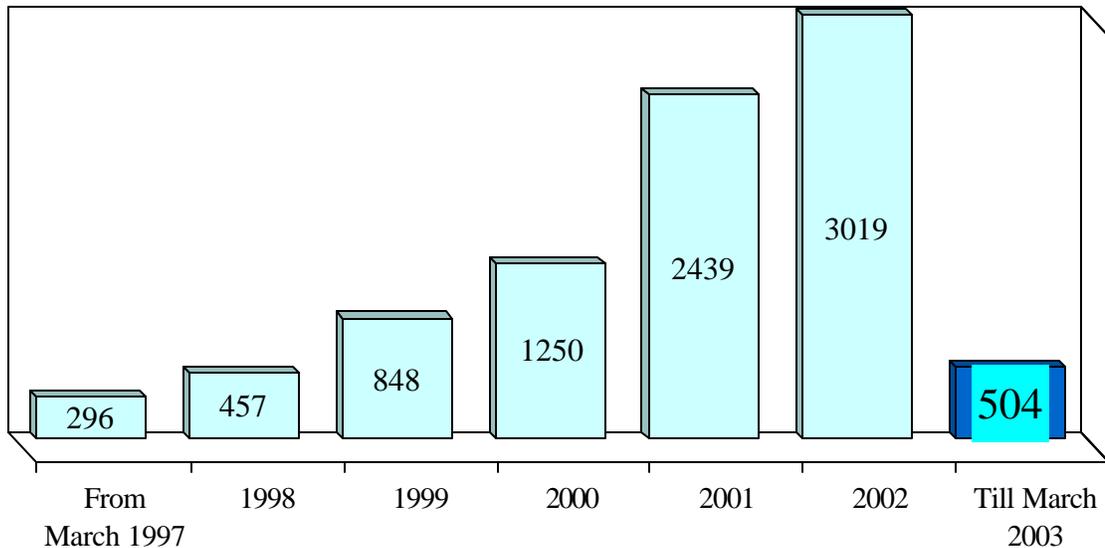
To the question to what extent their expectations of the course were met, 98 percent (48 learners) mentioned that their expectations were fully met and 59 percent of them (29 learners) mentioned that their expectations were surpassed. Two percent considered their expectations to be partially met.

*The project is supported by **CORDAID** (The Netherlands)*

HUMAN RIGHTS LIBRARY ANALYSES FACT SHEET

1. NUMBER OF HUMAN RIGHTS LIBRARY USERS DURING THE YEARS OF 1997-2002

Chart 1



During 1997-2003 the library services were provided to:

1997 – 296 people (March-December)

1998 – 457 people

1999 – 848 people

2000 – 1250 people

2001 – 2439 people

2002 – 3019 people

2003- 504 people (January-March)

2. NUMBER OF DISTRIBUTED BOOKS FROM HUMAN RIGHTS LIBRARY SPARE FUND

(January, 2001 – March, 2003)

During January, 2001 – March, 2003 from Human Rights Library spare fund have been distributed 8281 pieces of literature:

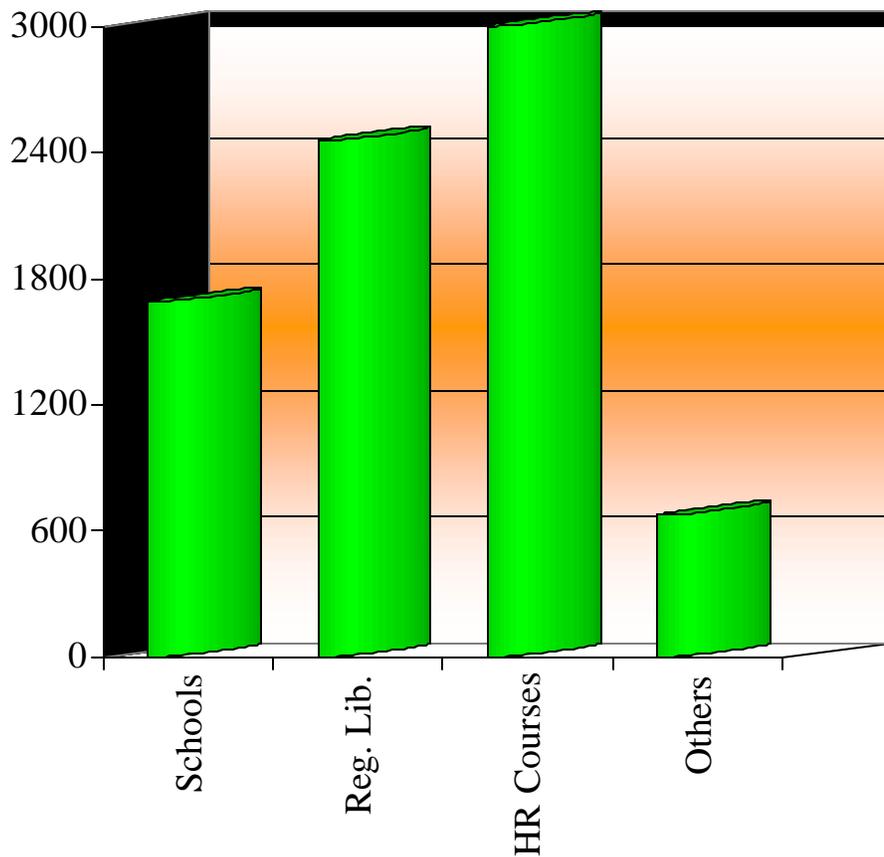
1688 – to educational establishments

2456 – to regional libraries

3461 – to Human Rights teaching course learners

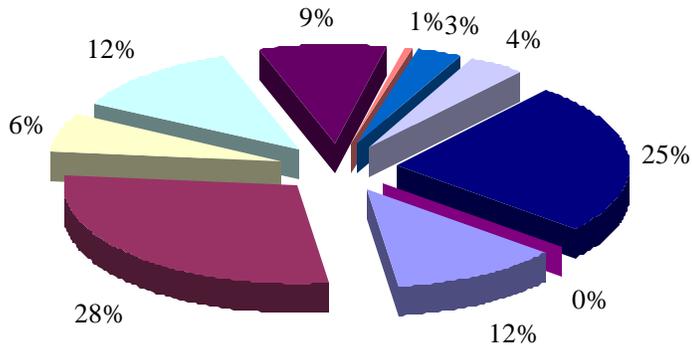
676 – to other beneficiaries

Chart 2



3. READERS' PROFESSION

Chart 3



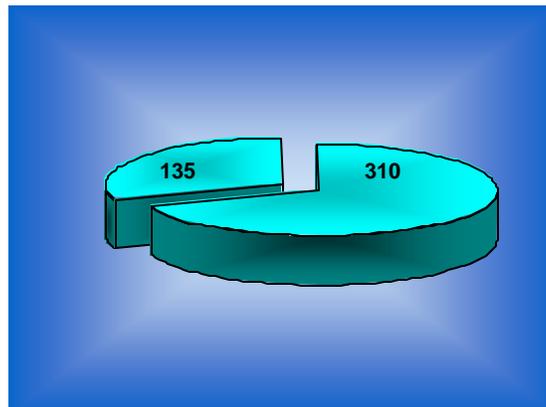
The data on 345 Library users:

Lawyers –	100 people
Pedagogues -	40 people
Economists-	21 people
Translators-	41 people
Historians-	31 people
Linguists-	14 people
Teachers -	10 people
Psychologists-	2 people
Others -	86 people

Chart 4

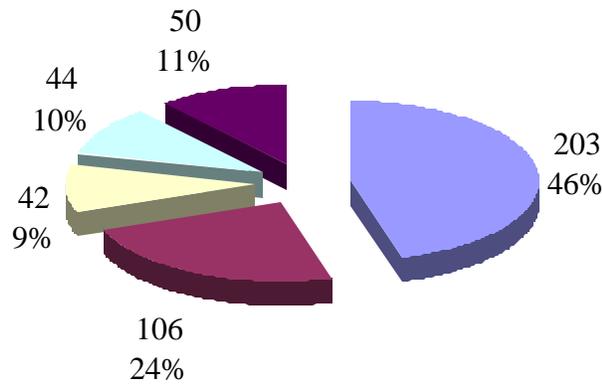
4. NUMBER OF READERS BY GENDER

Male – 135
Female – 310



5. EDUCATION

Chart 5



Represents the educational level of 445 library registered readers according to data of March 31, 2002:

203 people – higher

106 people- students

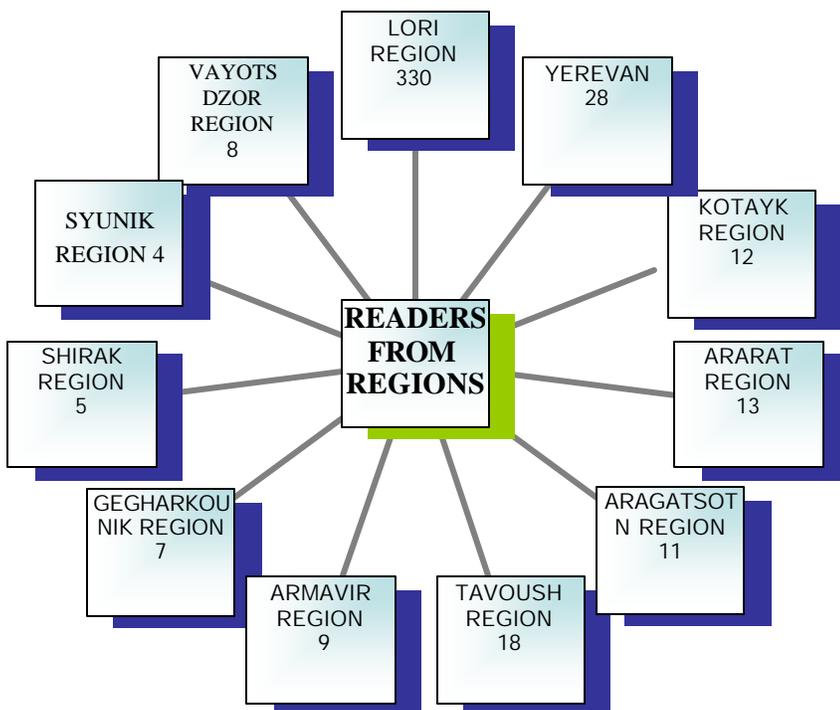
42 people –secondary/professional

44 people- pupils

50 people- secondary

6. NUMBER OF READERS BY REGIONS

Chart 6



Annex 4.3

26 December 2002

Dear Mr. Manoukian,

The Committee on Non-Governmental Organizations of the Department of Public Information (DPI) met in December to consider applications from non-governmental organizations (NGOs) for association with DPI. I am pleased to inform you that the Committee approved **Armenian Constitutional Right-Protective Centre** for association with the Department, effective immediately.

This association constitutes a commitment on the part of your organization to disseminate information and raise public awareness about the purposes and activities of the United Nations and issues of global concern. Associated NGOs are expected to focus a portion of their publications and information activities on the work of the United Nations in your organization's area of expertise. You are encouraged to cooperate with the United Nations Information Centres or Services in your country and with representatives of other parts of the United Nations in the area of your expertise.

You are also expected to keep the DPI/NGO Section informed of the activities you undertake and to send us relevant publications and other materials. In the case of an amendment to your organizational structure or bylaws, please send us a copy of the amended documents. In addition, you should inform us of all changes in your name or address or representatives to this Department.

In this regard, I would like to take this opportunity to inform you that as an associated NGO, you are entitled to designate one main and one alternate representative, who will be granted United Nations grounds passes which are renewable annually. Please fill out and return the enclosed 2003 Accreditation Form and Application for Grounds Pass. Please note that your representative(s) should come to the NGO Resource Centre **in person** to receive the grounds pass. The pass will give your representative(s) access to United Nations facilities and to all open meetings of the United Nations bodies, which they can attend as observers as well as the NGO Section's extensive programme of events and briefings.

Mr. Gevork Manoukian
Chairman
Armenian Constitutional Right-Protective Centre
1 Shirakatsi Lane, Building 2
t Vanadzor,
Armenia

- 2 -

Your organization will also be listed on our Directory of NGOs associated with DPI, which is disseminated in print form and via our Web site noted below.

Your representatives are welcome to consult United Nations print, audio and video materials at the NGO Resource Centre. The NGO Section also offers an annual orientation programme scheduled for 5 and 6 February 2003 for newly accredited NGO representatives.

Your organization will start receiving monthly mailings of relevant United Nations materials and information on United Nations conferences, seminars, briefings and other events. These materials will be sent to your Headquarters unless you instruct us to send them elsewhere. Information on these events is also available on our Web site at: <http://www.un.org/dpi/ngosection.htm>.

I would like to inform you that association of NGOs with DPI does not constitute their incorporation into the United Nations system, nor does it entitle associated organizations or their staff to any kind of privileges, immunities or special status.

Please also note that only the United Nations can use the UN emblem. The UN emblem may not be used unless approval has been granted by the Legal Office of the UN. You may refer to your association with DPI in the following way: the name of your organization followed by a phrase such as "associated with the Department of Public Information of the United Nations". On your business cards, please refer to yourself as representative of your organization associated with the Department of Public Information of the United Nations. It would be incorrect to refer to yourself as a delegate or representative to the UN since these terms can only be used by Member States.

Again, it is my pleasure to welcome your organization among NGOs associated with DPI and to assure you that myself and the staff of the DPI/NGO Section, look forward to a productive partnership in the pursuit of our common goals. Also, please see attached press of newly associated NGOs.

Yours sincerely,

Paul Hoeffel
Chief
NGO Section
Department of Public Information

Annex 4.4

- 1 -

HUMAN RIGHTS EDUCATION IN ARMENIA REPORT ON ROUND TABLE

30 October 2002

On October 30, 2002 in the UN Office in Armenia the UN Department of Public Information, the "Junior Achievement of Armenia" and the "Armenian Constitutional Right-Protective Centre" NGOs jointly organized a round-table on the "*Human Rights Education in Armenia*".

The topics included in the agenda were:

1. The efficiency of the Human Rights education in Armenia,
2. The cooperation between the non-governmental organizations, state bodies and international organizations acting in the field of Human Rights education.

The UN Resident Coordinator, UNDP Resident Coordinator Mr. Joel Boutrou greeted the participants. In his speech he stressed the importance of the Human Rights education for the countries going along the path of the democracy and, particularly, for Armenia.

The UN DPI Representative Mr. Valeri V. Tkatchouk greeted the participants and made a presentation on the "*Human Rights Education and DPI*". He mentioned that the Human Rights education gives an opportunity to prevent a lot of violations. Particularly, Mr. Tkatchouk evaluated the fact that Armenia was the first among the

CIS member-states and is the only one at present that has included the Human Rights subject in the state school curriculum.

Grigory Nazaryan (JAA Deputy Director), Gevork Manoukian (ACRPC Chairman), Armine Halajyan (UN DPI Information Assistant), Flora Khachatryan (JAA Coordinator in Aragatsotn and Armavir Marzes), Arayik Papikyan (Head of ACRPC Educational Department), Hakob Hakobyan (ACRPC Trainer), Mariam Manucharyan (JAA Coordinator in Lori Marz), Samvel Hovhannisyan (JAA Coordinator in Shirak Marz), Sasun Nersisyan (teacher, Sisyan School N 1), Armine Ivanyan (teacher, Yerevan School N 27) made reports.

During the general discussions the reporters and the participants appreciated the projects implemented in the field of Human Rights education by the UN DPI, JAA and ACRPC, as well as the efficient collaboration in the field.

During two years JAA's retrained 3200 teachers educating the legal subjects (*Human Rights, Civic Education, State and Law*), the best of which by entering the ACRPC Human Rights one-year school are developing and improving their theoretical knowledge and methodological skills of teaching. In its turn, the UN DPI provides the two organizations with a great number of materials and holds seminars for the teachers who educate the subjects.

The ACRPC Human Rights School plans to organize two – summer and winter - courses starting from 2003 and annually prepare at least 100-120 qualified specialists for the secondary schools of the republic.

The reports were conducted by general and constructive discussions. The round-table participants made the following suggestions:

1. To promote the cooperation of the Center for Educational Reforms of the RA Ministry of Education and Science, UN DPI, JAA and ACRPC in the regions, through using the mutual opportunities and structures more effectively.
2. To invite also the UNICEF Representative during the next round-table.
3. To strengthen and re-equip the Human Rights libraries in the regions providing them with publications on the RA National Legislation and sub-legislative acts.
4. To organize mutual lesson listening of the teachers for the aim of experience exchange.
5. To enlarge professional and thematic literature publications.
6. To develop mutual informing and publication exchange.
7. To compile and publish a manual and a reading-book for the "Human Rights" subject.
8. To organize seminars, round-tables and meetings in the regions.
9. To create opportunities for the teachers of using the Internet.
10. To add the class-hours of the subject, annually increasing them from 32 up to 64.
11. To include the JAA coordinators in the process of diploma work defence of the ACRPC Human Rights Course learners.

By the suggestions of the participants, the second round-table on the "*Human Rights Education in Armenia*" is planned to hold on December 10, 2002 - the International Day of Human Rights, in the UN Office in Armenia.



ARMENIAN
CONSTITUTIONAL
RIGHT-
PROTECTIVE
CENTRE

CATHOLIC
ORGANIZATION OF
RELIEF AND
DEVELOPMENT



1 Shirakatsi Lane, Building 2, 377202, T. Vanadzor, Republic of Armenia

Tel: (+374 51) 2-29-67, 4-47-81, Fax: (+374 51) 4-47-81
E-mail: acrpc@acrpc.am, URL: <http://www.acrpc.am>

10 December 2002

PRESS RELEASE

“Armenian Constitutional Right-Protective Centre” NGO has carried out the publication of the *Human Rights Manual for Teachers* for secondary schools with financial support of Catholic Organization for Relief and Development (CORDAID) (The Netherlands).

The manual aims at profoundly and accessibly providing Human Rights concept to teachers.

It includes ACRPC’s experience of the 1996-2002 Human Rights educational projects implementation. The authors’ and working groups include Human Rights specialists, experts from the Center for Educational Reforms of the RA Ministry of Education and Science and national experts from the UN Development Program, as well as teachers possessing 4-5 years’ experience of educating Human Rights.

Besides the main topics concerning Human Rights conceptual and state programs, the methodology of educating Human Rights is paid much attention to and the methods of collective training are emphasized. Every section includes a list of publications offered to the teacher and at the end of the manual there is a small dictionary of special terms.

On 10 December – Human Rights International Day – the presentation of the manual was held in the UN Department of Public Information Office in Armenia.

Ashot Hakobyan
Head of Public Relations Dept

STATE HERALDIC MINISTRY OF EDUCATION AND SCIENCE OF THE REPUBLIC OF ARMENIA

CENTER FOR EDUCATIONAL REFORMS

N A – 01/290
December 03, 2002

Address: Yerevan, Tigran Mets 67
Tel.: 572-100

E-mail: center@edureform.am

To Mr. G. Manoukian
Chairman of the Armenian
Constitutional Right-Protective Centre

Dear Mr. Manoukian,

As a response to you written note N 874 of November 26, 2002 I am making you aware of the following:

The Center for Educational Reforms is well aware of the dissemination of the Human Rights and Fundamental Freedoms concepts propaganda and the long-term profitable activities of your organization in the teachers' training.

Anyway, the secondary schools teachers' complex training in all the legal subjects is a more serious problem, and in order to fully realize it, in our opinion, it is desirable that the state and non-governmental organizations collaborate in harmony.

Concluding the above-mentioned, we would like to suggest you to associate your efforts with Vanadzor State Teachers' Training Institute named after H. Toumanyanyan for the aim of the very project implementation. The Center for Educational Reforms is more than ready to support the implementation of the projects, which appear to be the result of suchlike cooperation.

Director

signature

V. Martirosyan

**ACRPC STRATEGIC PLAN
FOR DEVELOPING LEGAL CULTURE IN ARMENIA
2003-2006**

VISION

A world living with principles of love and tolerance where the law and justice, given-above, reign.

MISSION

Armenian Constitutional Right-Protective Centre contributes to the development of the society's legal culture in Armenia through scientific activity, education, informational dissemination and advocacy.

ACTIVITY DIRECTIONS

- Human Rights
- Participation in public and state governance

GOALS

- To promote inculcation of Human Rights ideas
- To promote the individual's legal self-protection ability
- To stimulate the individual's civic activity

TYPES OF ACTIVITIES

- Teaching
- Publication
- Library services
- Research
- Contemporary information and experience exchange
- Lobbying

STRATEGIC OBJECTIVES

- To contribute to the development of legal educational system through courses, seminars, scientific and methodological support
- To assist in increasing public awareness on directions of law and functioning legislation through seminars, development of the library network and informational service.
- To improve ACRPC's institutional capabilities

Annex 4.7



Armenian Assembly of America
NGO Training and Resource Center



NGO Management Training *Armenian Constitutional Right Protective Center* **January 20-31, 2003**

Duration - 10:00-16:30
Coffee break - 11:30-11:45
Lunch - 13:00-14:00
Coffee break - 15:15- 15:30

<i>Topic</i>	Date	Trainer
<u>Marketing and Publican relations</u>	January 20	
<ul style="list-style-type: none"> • <i>Marketing and PR</i> • <i>Business writing</i> • <i>Development of a factsheet</i> 		Knarik Arabyan
<u>Fundraising</u>	January 21	
<ul style="list-style-type: none"> • <i>Fundraising development stages</i> • <i>Fundraising as management process</i> • <i>How to work with donors</i> 		Natalya Harutyunyan
<u>Project Management</u>	January 22	
<ul style="list-style-type: none"> • <i>Needs assessment and problem statement</i> • <i>Definition of project goals and objectives</i> • <i>Implementation steps</i> • <i>Monitoring system</i> • <i>Project implementation</i> • <i>Project Management</i> • <i>Project monitoring and evaluation</i> 		Hripsimeh Nazaretyan
Proposal writing	January 23	

<ul style="list-style-type: none"> • Title page • Executive summary • Problem statement • Project concept • Project mechanics • Monitoring and evaluation plan • Budget • Summary • Attachments 		Hripsimeh Nazaretyan
Management and Leadership	January 24	
<ul style="list-style-type: none"> • Management levels • Skills • Functions • Roles • Leadership Functions • Styles • Decision making styles 		Knarik Arabyan
Conflict Resolution	January 27	
<ul style="list-style-type: none"> • Definition of Conflict • Causes of Conflict in NGO as a Small Social Group • Motives of Conflict • Possible Carriers of Conflict within NGO Phases of Conflict • Conflict Resolution Phases • Socio- psychological Factors of Conflict Resolution • Conflict Prevention Techniques in an NGO • Constructive and Effective Conflicts • Types and Principles of Cooperation • Psychological Perspectives of Cooperation • Methods of Cooperation 		Anahit Mkrtchyan
Human Resource Management, Cooperation	January 28	
<ul style="list-style-type: none"> • Personnel policy • Information • Motivation • Coalition 		Anahit Mkrtchyan
Human Resource Management Cooperation	January 29	
<ul style="list-style-type: none"> • Consultancy 		Anahit Mkrtchyan
Team Building	January 30	
<ul style="list-style-type: none"> • Basic group concepts • Group Dynamics • Types of groups • Formal and non formal groups • Why are people involved in groups • Factors of effective group management • Stages of group development 		Hripsimeh Nazaretyan
Information Needs of NGOs	January 31	

<ul style="list-style-type: none"> • <i>Information needs</i> • <i>Information infrastructures in the society</i> • <i>Information culture of the society</i> • <i>Information technologies</i> 	10:00-13:00	Arshalouis Mouradyan
<ul style="list-style-type: none"> • <i>How to conduct a sociological survey</i> • <i>Research</i> • <i>Hypothesis, subject, object, methodology</i> 	14:00-16:30	Anahit Mkrtchyan

Annex 4.8



ARMENIAN ASSEMBLY OF AMERICA

NGO TRAINING AND RESOURCE CENTER



Armenia NGO Development Program In Support of USAID’s Social Transition Reform and Earthquake Zone Programs

Institutional Development for Armenian Constitutional-Right Protective Centre
Quarterly Report

Period reported: November of 2002– January of 2003

Prepared by: *Knarik Arabyan, Training and Consultancy Coordinator, AAA NGOC*

Agency: *Armenian Assembly of America’s NGO Training and Resource Center*

Country: *c. Yerevan, Armenia*

GOAL

To contribute to empowerment of Armenian Constitutional Right Protective Center towards its more effective involvement in human rights education

OBJECTIVES

1. To enhance the **Human Resource Capacity** of ACRPC through strengthening of **human resource management and leadership skills**
2. To enhance **Service Capacity** of ACRPC through strengthening of **Strategic planning, project management and customer database** components
3. To enhance **External Relations Capacity** of ACRPC capacity through strengthening of **public relations skills and mechanisms**
4. To enhance **Financial Resource Capacity** of ACRPC through strengthening of **fundraising management skills and systems**

Activities accomplished within the period reported

Training on NGO Management Topics (January 20-31, 2003)

Content

The Program envisioned training on all topics of management. The training components were split into two parts, the first one conducted in September of 2002. The second part was conducted this quarter from January 20 through 31, 2003 in Yerevan.

The following topic areas were covered during training: *Marketing and PR; Fundraising; Proposal writing; Information needs; Public opinion research; Team building; Leadership and Management; Human Resource Management; Cooperation and networking.*

Format

Sessions were conducted in Yerevan, at the NGOC, and lasted from 10 through 16:30 o'clock, with 15m. coffee breaks and an hour lunch. Training was delivered in Armenian. Trainees were provided with topical handouts in Armenian.

This time a group of 14 participated in training. It was important to maintain the composition of the group since training topics were interconnected and built on one another throughout the whole program.

Results per objective area

The training sessions went very lively. The consistency of work with the same organization over a long period of time contributes highly to effectiveness of such initiatives, since, people go deeper into the organizations life and stand back a moment from routine, which is almost impossible to do in day to day operations. The continuity of the Program allows time to contemplate over the material and bring up questions then. Trainees were challenging their organization, themselves and the trainer to identify personal and organizational areas for change and new accomplishments. During training you could see how the new concepts were internalized and applied immediately deciding on the spot what should be done better and kept on going. For instance, evolving **public relations** through issuing of new PR tools, scenarios of PR messages; **making fundraising more organized and consistent**. The organization approached one of the NGOC consultants for technical assistance on **fundraising messages** in Armenian and English languages. Besides, the organization currently works on a project proposal to actualize which the organization will seek funds. The **proposal writing training session and practicum** entirely were built on that proposal, based on the customers' request. Hence, the project management skills were improved in the classroom. As **for Human resource management capacity**, the organization focused on **interviewing process**, namely were interested **in criteria characteristic for conceptual, human resource and technical skills**.

The training process was very creative: we would go deep into the definitions of basic concepts, which facilitated better comprehension of subjects. Training was evaluated via survey forms to be analyzed by the NGOC's analyst/researcher. At a quick glance over 80% of participants rated training excellent. The survey focuses the content, structure of training, the trainers' work and usefulness of handouts.

[Strategic planning consultancy sessions](#)

Strategic planning (SP) consultancy sessions are directed at improving the relevant component of the Service Capacity of the organization.

This quarter 17 SP consultancies have been conducted. The component was extended determined by the time required for thorough analyses, discussions and making fundamental decisions. This quarter the strategic planning team was smaller. We worked with 7 instead of 16 people, as was before. The decision of working with a smaller group was taken from effectiveness considerations.

The conceptual part of the plan has already been drafted, namely *Vision statement; Mission statement; Directions and goals; Strategies and Strategic objectives*. Currently consultancies focus on the implementation plan, in which activities, anticipated results have been defined and actions steps are being worked out.

Every step of the plan was worked out in the event of lengthy discussions. Visualization and wording of activities consumed hours. At every step the organization dealt with strategic choices. Hence, deliberations on expanding the NGO's mission to Caucasus came up over and over again when deciding what and how shall be done in the mentioned geography. Views were diverse. On the whole the group had a consensus on the idea, but since vehicles were vague it was decided that at least in the beginning the organization would focus on Armenia and then, if the need is recognized they would adjust the strategic plan.

It is obvious that the strategic planning team is gradually taking the lead over the process. The degree of consultant's involvement in facilitation decreases, which is natural and delighting. The organization currently needs very little guidance in teamwork and decision making, since series of strategic planning sessions promoted various formats of communication and problem solving. More and more, the process integrates with the organization and, hopefully, will develop into a culture.

Worth mentioning, that the leader of the organization ascribes now, at least, at the strategic planning level, more independence to the team. Hence, several planning meetings took place without the leader, per his "blessing". During the meetings the team members share responsibility over the decisions made.

In general, this component stimulated thinking in the direction of further developing the organization's institutional capacities, since the strategic plan as drafted though relies on basic capacities but its implementation requires upgrading of the organization with physical, financial, human and other resource capacities. Hence, the third strategic objective targets all capacity areas of the organization.

The strategic planning process is inspiring both for the team and the consultant.

Steps of the process and duration of each session follows:

##	Issue	Duration	Date
1	<i>Critical issues; Mission Statement</i>	<i>11:00-16:30</i>	December 23
2	<i>Directions; Goals; Strategies</i>	<i>11:00-16:30</i>	December 24
3	<i>Strategic objectives; Implementation, monitoring and evaluation plan</i>	<i>11:00-16:00</i>	January 9, 10, 16
4	<i>Implementation, monitoring and evaluation plan</i>	<i>17:00-18:30</i>	January 20, 21, 22, 27, 28, 29, 30, 31

Annex 4.9

Project N	446-8019A
Project Title	“Transition Year 2002”
Client	“Armenian Constitutional Right-Protective Centre” NGO
Executor	Armenian Association “Pedagogical Initiatives”
Contract Date	July 30, 2002
Time Period	July 2002 – July 2004
Training	Methodological Training for ACRPC HR Educationalists

Implementation Plan

Lesson	10.00-17.00
Dinner Break	13.00-14.00
Coffee Break	11.00-11.15, 15.30-15.45

Activities	Foreseen Result	Lecturers
1. Principles of organizing thought-activity games (MAG) 2. Thought-activity games as a means for formation and development of activity subject 3. Game-technical activity main formulations 4. MAGs as a means for planning the collective activities 5. MAGs as a means for analyzing the collective activities 6. Comprehension and understanding object in thought-communicative process 7. Thought-communication as a way of thinking, a kind of thought discussion and mutual elaboration 8. Schemes, scheme-making and scheme-techniques 9. Some formulations for finding a way out in thought-communicative situations 10. Some formulations for finding a way out in debatable situations	To introduce the trainers with peculiarities of thought-communication, discussion holding methods, skills to resolve conflicts and misunderstanding. To form appropriate abilities and skills in the trainers.	M. Mkrtchyan V. Parsamyan
1. Community Philosophical Concept 2. Theory of democracy	To form basic perceptions in the trainers about contemporary civilized ways and means of a community regulation, to clarify laws and rules of democratic society establishment and development.	
1. The basic problem of contemporary educational (secondary) system. 2. Issues of lesson-class (group teaching) method's creation and formation. 3. Goals and context of education 4. Experiment and contemporary trends of general education 5. General education development perspectives 6. The main issues of a change in the educational system	To form perceptions in the trainers on contemporary educational system, its problems, their causes and ways to overcome them.	
1. Ravine's methodology 2. Methodology of mutual transference of themes 3. Methodology of assignment exchange 4. Methodology of cards bringing to understanding 5. Ravine's contra methodology 6. Methodology of individual tasks mutual overview 7. Tact methodology	To provide the trainers with contemporary teaching methods, which will help the teachers to efficiently organize the lessons, and how the trainers should use those methods when conducting retraining courses for teachers.	

Monitoring and Evaluation Plan

Activities	Anticipated Results	Progress Indicators	Tools	Frequency of Collecting Information
<ol style="list-style-type: none"> 1. Principles of organizing thought-activity games (MAG) 2. Thought-activity games as a means for formation and development of activity subject 3. Game-technical activity main formulations 4. MAGs as a means for planning the collective activities 5. MAGs as a means for analyzing the collective activities 6. Comprehension and understanding object in thought-communicative process 7. Thought-communication as a way of thinking, a kind of thought discussion and mutual elaboration 8. Schemes, scheme-making and scheme-techniques 9. Some formulations for finding a way out in thought-communicative situations 10. Some formulations for finding a way out in debatable situations 	<p>To introduce the trainers with peculiarities of thought-communication, discussion holding methods, skills to resolve conflicts and misunderstanding. To form appropriate abilities and skills in the trainers.</p>	<p>Increase of skills of performing correct steps in thought-communicative situations</p>	<p>Control tests</p> <p>Oral questioning</p> <p>Reflective discussions, video films</p> <p>Attendance register</p> <p>Teaching-methodology manual</p> <p>Final assessment at the end of the course</p>	<p>Reflective discussions after each lecture</p> <p>Questioning after each</p> <p>General questioning of the course completion</p> <p>Overview of knowledge and usage of skills obtained during the retraining course</p>
<ol style="list-style-type: none"> 1. Community Philosophical Concept 2. Theory of Democracy 	<p>To form basic perceptions in the trainers about contemporary civilized ways and means of a community regulation, to clarify laws and rules of democratic society establishment and development.</p>	<p>Development of Knowledge</p>		
<ol style="list-style-type: none"> 1. The basic problem of contemporary educational (secondary) system. 2. Issues of lesson-class (group teaching) method's creation and formation. 3. Goals and context of education 4. Experiment and contemporary trends of general education 5. General education development perspectives 6. The main issues of a change in the educational system 	<p>To form perceptions in the trainers on contemporary educational system, its problems, their causes and ways to overcome them.</p>	<p>Development of Knowledge</p>		

1. Ravine's methodology 2. Methodology of mutual transference of themes 3. Methodology of assignment exchange 4. Methodology of cards bringing to understanding 5. Ravine's contra methodology 6. Methodology of individual tasks mutual overview 7. Tact methodology	To provide the trainers with contemporary teaching methods, which will help the teachers to efficiently organize the lessons, and the way the trainers should use those methods when conducting retraining courses for teachers.	Self-usage of Human Rights teaching methodologies		
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Annex 4.10

Sheet of Individual Trainings for Staff Members

Who	What & When	By Whom
Arayik Papikyan Head of Educational Dept	Training for Trainers in Human Rights Education with Young People March 2-10, 2002	Youth Center of the Council of Europe Budapest
Gevork. Manoukian ACRPC Chairman/Project Manager	Civil Society Human Rights Protection Movement Organization and Promotion in CIS Member State December 2002-December 2003	Helsinki Foundation for Human Rights
Hakob Hakobyan Head of Library Dept/Educationalist	International Conference on Human Rights Education in CIS (A Memorandum of Cooperation was signed and an Appeal to the states' Ministers of Education was adopted) April 5-8, 2002	NGO representatives of CIS nine member-states Tbilisi, Georgia
	Seminar on Monitoring and Reporting of Human Rights (first and second rounds) April 7-11 and June 7-11, 2002	OSCE Field Office in Armenia

<p>Ashot Hakobyan Head of Public Relations/ Educationalist</p>	<p>Joint seminar on “Peace Corps Volunteers and Partners” Dilijan August 11-22, 2002</p>	<p>US Peace Corps Armenia</p>
<p>Lilit Marukyan Librarian of Vanadzor Human Rights Library</p>	<p>Warsaw Human Rights XIII Summer School September 7-15, 2002</p>	<p>Helsinki Foundation for Human Rights</p>
<p>Lilit Marukyan Librarian of Vanadzor Human Rights Library</p>	<p>Trainings on experience exchange in library work and contemporary computer programs of the relevant field December, 2002</p>	<p>RA National Assembly Library Dept & Library Dept of the State University in Armenia</p>
<p>Samvel Grigoryan Head of Financial Resources Management Dept</p>	<p>International Training and Certification Program Distance Learning December 2002-December 2004</p>	<p>Association of Chartered Certified Accountants (ACCA) London, UK</p>

Annex 4. 11

Report of the Mission to Armenia 25 – 30 May 2002

Nana Dalakishvili and Marcel Zwamborn

1.Introduction

1.1 Cordaid - ACRPC partnership

Cordaid supports the Armenian Constitutional Rights - Protective Centre (ACRPC), based in Vanadzor, Armenia. ACRPC's core activities focus on the protection of human rights and the development and consolidation of democratic structures (see annex I for a brief outline of ACRPC).

One of ACRPC's main goals is to insert human rights teaching into the regular school curriculum as one of the means to promote an improved awareness and understanding in Armenian society of the promotion and protection of international human rights.

In order to reach that goal ACRPC has the following core activities:

- teaching international and national human rights standards and international humanitarian law
- training of human rights teachers
- establishment of a human rights teaching facility for higher education

Related to that, the organisation also has the following activities:

- creation of a human rights library – resource centre
- providing basic legal services
- election monitoring.

1.2 ACRPC's human rights education project proposal

As part of its programme of core activities, ACRPC has conducted until now 7 short terms annual human rights teaching courses. The final exams for the 7th course are being held in May 2002.

ACRPC has submitted a request for funding a long term project to foster a more structural development of human rights education to a variety of donors, including Cordaid. As an expression of the support of the Government of Armenia for this project, the Ministry of Education, represented by the Centre of Educational Reforms and ACRPC signed in January 2001 a memorandum of understanding by which each party agrees to play its part in promoting and developing the project.

In view of the submission of the project and in relation to a continued partnership with ACRPC, Cordaid sent a mission from 3 to 10 October conducted by Marcel Zwamborn, independent human rights consultant and researcher. The goal of the mission was to assess the feasibility and viability of the five-year project and the institutional capacity of ACRPC.

The mission made an assessment as to what extent the Ministry of Education and Science and the Centre of Educational Reforms are committed to insertion of human rights education in the school curricula and by which concrete evidence (decisions, concrete measures taken, and supply of budgets) this commitment is shown.

Furthermore the mission collected the views of other donors and agencies working in the field of human rights regarding the viability (aims, measures, costs, capacity of ACRPC as implementing organisation) regarding the project.

Last but not least, the mission made an assessment as to what extent ACRPC can be said to have the necessary capacity (expertise and human resources) to implement the project.

The October '01 mission concluded that ACRPC does not yet have the capacity to develop and manage a project of the size proposed. The mission also concluded that the period November 2001 – November 2002 would have to be seen as a transitional year in which ACRPC would acquire the necessary additional expertise and capacity to develop and implement the 5 year programme.

The mission made a series of recommendation to ACRPC and to Cordaid.*

Following the report of the October '01 mission and in view of the continued partnership with ACRPC, Cordaid decided to enable Marcel Zwamborn, independent human rights consultant and researcher, and Mrs. Nana Dalakishvili, human rights education specialist from Georgia, to conduct two missions during the transitional year, one in May and one in the last quarter of 2002 or first quarter of 2003.†

The main objectives of these missions, using the conclusions and recommendations of the October 2001 mission as a framework of reference, are:

- make an assessment of the state of affairs with regard to the implementation of the recommendations of the October '01 mission
- identify together with ACRPC the main reasons and problems, if there is little progress with regard to the implementation of a recommendation
- make recommendations to ACRPC and to Cordaid how to improve the level of implementation
- draw up a report on findings and recommendations to ACRPC and Cordaid,

1.3 Implementation of the mission and reporting

During the mission interviews were held and documents were studied relating to the development on the context for a successful implementation of the ACRPC project, the institutional development of ACRPC as well as the development of the content and methodology of the human rights education plans and materials.

The interviews can be categorised as follows:

- Representatives of the international community who have been approached to support the ACRPC human rights education proposal (Office of the UN Human Rights Commissioner, UNDP, OSCE)
- Interviews with representatives of the Ministry of Education and Science and the Centre for Educational Reforms
- Interviews with Board/ activists of ACRPC
- Interviews and discussions with participants in the 7th Human Rights course
- Interviews with other resource persons that were deemed appropriate (NGO Centre, Armenian Caritas, CRS Armenia, Peace Crops volunteers).

The report is based on the information from the interviews and the documents gathered.

The structure of the report is as follows.

- Chapter 1: introduction
- Chapter 2: developments regarding the partnership and co-operation with other actors in the field of human rights education in Armenia.
- Chapter 3: developments regarding the enhancement of the institutional capacity of ACRPC

* These recommendations are repeated in the attached Terms of Reference of the mission, annex II

† Due to, among others, late arrival of the Cordaid funding the transition period has in the meantime been extended to June 2003.

- Chapter 4: assessment of the project on the aspects of methodology and design.

At the end of the chapters 2, 3 and 4 there is an assessment (conclusions and recommendations). An executive summary of the conclusions and recommendations is included in the report as well.

In writing this report we assume that the reader is familiar with the contents of the report of the October '01 mission. However, essential information is repeated.

2. Partnerships in and support for human rights education activities

2.1 Introduction

In the report of the mission of October '01 mention was made of the prospects for a “strategic coalition” in the field of human rights education, under the leadership of the Centre for Educational Reform. The conclusion of the mission was that it would be beneficial for ACRPC and the development of the human rights education project if such a coalition would emerge and if ACRPC could become part of such coalition.

This May '02 mission re-visited the organisations that were mentioned as potential partners in the coalition to assess whether:

- the prospect of partnerships continues to exist
- there were developments in the direction of a partnership
- the Centre for Educational Reforms had further developed its strategy on the implementation of human rights education

2.2 Government agencies

Centre for Educational Reform, Viktor Martirosyan

The Centre for Educational Reforms is the implementing agency for educational reforms of the Ministry of Education and Science. The Director of the Centre, Mr. Viktor Martirosyan reports directly to the Vice-Minister of Education and Science, Mrs. Aida Topouzyan.

Mr. Martirosyan reconfirmed the support of the Centre to the ACRPC project and expressed his satisfaction that Cordaid continues to support ACRPC. The Centre acknowledges the need for further improvement of the level of expertise of human rights teachers. At the moment the Centre is not satisfied with their level of expertise.

With regard to civic education there are plans for content revision, training of civic education specialists for higher education and development of a legislative framework to underpin this. However, the process just started. †

Mr. Martirosyan also referred to the policy of stimulating school autonomy and the creation of school boards. In his view the human rights education project might be beneficiary to facilitate the process of stimulating school autonomy, providing assistance to the World Bank framework planned activity - creation of school boards. In his view activities in the “creation of school boards project are related to the human rights education project. The establishment of school boards will contribute to the development of democratic principles at schools. The establishment of school boards is regulated in the school Charter that provides for the working mechanisms of boards. However, involvement of ACRPC in training of school board requires the introduction of new strategy line in the ACRPC project. ACRPC needs to carefully consider whether that would be feasible, useful and realistic.

Mr. Martirosyan stated that the Centre does not only support the ACRPC project, but also wants to contribute to it as is clear from the contributions to the ACRPC human rights education activities of the Centre's staff, Manouk Mkrtchian and Vardan Parsamyan.

The planned introduction with the help of OSCE of the subject of tolerance in the school curriculum has been suspended for the time being in order not to introduce too many new topics in the school curriculum.

Centre for Educational Reforms, Manouk Mkrtchian and Vardan Parsamyan

The Centre's staff Mr. Manouk Mkrtchian and Vardan Parsamyan cooperate closely with ACRPC and are actively engaged in educational process as well as in development of supplementary teacher's manuals. The Centre offers a training course in teaching methodology for ACRPC that will enable ACRPC to give courses independently.

Mkrtchian and Parsamyan are experienced methodologists in the field of human rights education. They contributed to the creation of a teacher guide for human right education along with ACRPC staff. The teacher manual is envisaged for Grade 8, as human rights are introduced in that grade under the Ministry of Education decision. The methodological notes are provided for teachers in the last chapter. The whole chapter is on description of educational methods by Mkrtchian.

† Human rights, civic education and state law are mandatory subjects in the curricula for the 8th, 9th and 10th forms of the secondary schools. The age groups are 14 - 16 years for the 8th - 10th form; the topic for the 8th form is human rights, for the 9th civic education, for the 10th state law. The date of effect of this decision is September 2001.

Centre for Education Projects, Karine Harutyunyan

The Centre for Education Projects of the Ministry of Education and Science has the overall co-ordination of all projects in the field of education, which are funded by Worldbank loans and grants. The Worldbank has no direct involvement in the development of most of the content of the education projects.

The Centre for Education Projects oversees the development of the curriculum by the education authorities involved (including the Centre for Educational Reforms), allocates parts of the loan sum provided by the Worldbank as a budget for the project and publishes a call for tender through the Worldbank bidding system.

The Centre for Education Projects organises assessments of the textbooks, curricula and stakeholders assessments with regard to the projects that have been financed by Worldbank loans.

The Centre for Education Projects plans the introduction of interactive methods in educational process within the World Bank Credit framework, next to the introduction of information technology training (ICT) and the introduction of new curricula. In a period of four years fifty percent of the teachers should be trained

Part of the introduction of new curricula under the Worldbank credit scheme is the introduction of a curriculum on civic education of which human rights will be part. It is not clear yet as to how the approach to the issue of human rights in the framework of this civic education curriculum will be.

2.3 International agencies

United Nations Development Programme (UNDP), Barbara Kalashian

UNDP continues to follow closely the development with regard to human rights education.

Whereas UNDP still has a positive image of the human rights teaching courses of ACRPC and likes to see further development of the ACRPC activities, it also notes that only teachers' professional development is not enough for effective and efficient development of human rights education. Teacher training and professional development should be better co-ordinated. Thus, establishment of close links with pedagogical institutes is essential. The pedagogical institutes need to consider the introduction of a new course in their teaching program that will prepare teachers for teaching of new subjects.

Organisation for Security and Co-operation in Europe (OSCE) - Yerevan office, Christine Mardirossian, first secretary/human rights officer

The human rights officer of OSCE has been involved in the development of the textbooks for training of teachers for the various new mandatory subjects (human rights, civic education, and state law). According to the human rights officer still substantial efforts are needed to enhance the quality of the materials used (content as well as pedagogical approach).

As already explained by the director of the Centre for Educational Reforms, the training of teachers to lecture tolerance in the secondary schools, planned with OSCE and complementary to the subjects human rights and civic education, has been suspended.

OSCE continues to give high appraisal to ACRPC's activities and envisages providing support in framework of its capacity. OSCE also still favours a coalition of actors operating in the field of human rights education in order to make the best use of available expertise and resources and hopes for a stronger role of the Ministry of Education and the Centre for Educational Reforms to build that coalition and to develop an overall policy, strategy and plan of action with regard to the introduction of human rights education in the school system.

European Union, Sebastian Dubost, Delegate

The EU does at present not support specific human rights education activities in Armenia. Recently the EU launched a call for proposals under the European Initiative for Democracy and Human Rights (EIDHR), but it seems not likely that the ACRPC proposal will qualify under one of the topics of the call. Another possibility is to inquire for possibilities of a "targeted project" or the smaller project scheme. However, with regard to the latter it is not clear when such a scheme will be available for Armenia. In view of the uncertainties it is advisable to turn directly to the office of Tim Clark, head of EIDHR at the Commission headquarters in Brussels.

2.4 Non-governmental agencies

Junior Achievement of Armenia (JAA), Armine Hovhannisyan

One of the (few) NGO actors in the field of human rights education in Armenia is Junior Achievement of Armenia (JAA). The organisation is now in the last year of training teachers in the fields of human rights, civic education and state law in view of the introduction of the 3 subjects in the curriculum for the secondary schools (see also above, Government approach to human rights education).

JAA trained a representative from nearly all schools. JAA has an infrastructure to conduct the trainings. The organisation employs 11 co-coordinators who run a regional office, have a regional assistant and a driver. The co-ordinators organize

training in regions scheduled by JAA. JAA has a pool of 50 trained trainers. The trainings are held not only in the field of human rights, but on all the three subjects human rights, civic education and the state law. The main emphasis is put on teaching methods, not on content.

JAA is positive about the ACRPC input in their work and sees ACRPC's efforts for the long terms project as the continuance of its own activity and effort.

In the present last year of its own project JAA puts a lot of emphasis on consolidating on what has been achieved in training teachers, but in terms of content but also in terms of its infrastructure to implement the trainings. Furthermore, the organisation is paying increasing attention to getting the pedagogical institutes involved since their involvement will constitute a guarantee for the future development of curricula and methodology for teaching civics and human rights.

Education for Sustainable Development (ESD)

The NGO ESD aims at community development and strengthening of civil society through the implementation of development education programs. The organisation is the continuation of the Catholic Relief Services (CRS) of Armenia educational program.

ESD commits to assist in the development of parent councils, so that they may take the initiative to determine and meet the needs of community. ESD will develop a strategy of promoting community strength through all of its activity. There are no clear links yet with the activities of ACRPC.

Norwegian Refugee Council Armenia Office (NRC - Armenia) and Open Society Institute - Armenia (OSI - Armenia)

These two organisations were not visited due to time constraints during the visit of Yerevan.

2.5 Assessment

The Government remains committed to further the subject of human rights education, civic education and state and law. The inclusion of human rights, next to civic education and state law as mandatory subjects in the last forms of the secondary school is not a pro forma issue. There are concrete activities to implement the topics.

At the same time it is quite clear that the Government has concerns and priorities of a more general, overall nature that are related to the renewal of the educational system as a whole, not just for topics as civics and human rights education. The allocation of the funding that is available under the World bank sponsored reform to specifically civics and human rights will be limited.

Whereas there is commitment on the one hand, but limited financial and human resources on the part of the Government on the other hand, there is scope for NGOs like ACRPC to play a substantial role which is recognised and acknowledged by the Government, through the Centre for Educational Reforms.

At present there is no official organisation or NGO that intends to specialise in human rights education at school level at the scale ACRPC want to do. The NGOs Education for Sustainable Development will undertake work with parents-community and spread Human Rights values and the Foundation of Human Rights Education (a successor to the Norwegian Refugee Council Armenia Office human rights education project) is doing small scale projects.

JAA's experience, human resources and infrastructure can be effectively used by ACRPC for the development and implementation of its own project.

It is important to recognise that the UNDP and JAA are including the roles of the Pedagogical Institutes in their views on a long term strategy for the development of human rights education.

There still seems scope for a Government (Centre for Educational Reforms) - international agencies - NGO strategic coalition to promote and implement human rights education.

A coalition will allow the Government to "manage" the partners in the coalition from the perspective of its overall responsibility for education and educational reforms. It would enable an effective and efficient division of labour, using the core competence of all the partners with respect for each other roles and tasks.

3. The project: methodology and project design

3.1 Development of the methodology

ACRPC is experienced in teaching human rights through conducting its present human rights course. The duration of the course is 160 hours. Participants are divided into two main groups: stakeholders and teachers who have already passed Junior Achievement Courses. Hence ACRPC sees its course as a continuance of the previous one undertaken by Junior Achievement. The main aim of ACRPC's efforts is to enhance the knowledge of teachers regarding the subject of human rights. Consequently, ACRPC is very strict in assessing the improvement of the knowledge of teachers during the course.

To ensure the effectiveness of the human rights course as an educational process, Vardan Parsamyan of the Centre of Educational Reforms provides during the whole course collective instruction on methodology, provides concrete educational materials and performs educational exercises with the course participants.

In the length of the course each participant (learner) to the ACRPC course has to demonstrate to what extent s/he masters a specific human rights topic by doing research and submitting a paper, which is reviewed by ACRPC specialists. If the participant receives a positive review s/he is invited to take an exam. The examinations are organised at the end of each school year. The learners who pass examinations are awarded certificates.

The exam is conducted by ACRPC staff and a representative (Vardan Parsamyan) from the Centre of Educational Reforms. The last one specifically assesses the knowledge of methodology.

At a meeting with graduates from the 7th human rights course the present mission could establish that the participants are satisfied with the Human Rights Education Course. However, various participants stated that it would be more effective if there would be more attention for the teaching practice. They furthermore expressed the opinion that effort should be made to include head of schools/ head teachers in the training courses. This would help to solve the problem that sometimes head teachers do not see teaching human rights as important and are not helping the human rights teachers in schools to develop the subject.

As part of its capacity building activities directed at the content of human rights teaching, ACRPC is organising a methodology course on human rights education", conducted by Manouk Mkrtchian and Vardan Parsamyan of the Centre of Education Reform of Armenia. The course will make attendants familiar with the educational methodology by Mkrtchian, which is geared to acquiring and understanding of information rather than merely consuming information. The method is substantially effective and progressive compared with the present unified method and enables students to gain knowledge. Students work in groups under this method. They hold group discussions of an issue under the guidance of the teacher. The application of the exercises ensures thorough and perfect understanding of texts. Students assist each other in acquiring access to and understanding of the provided material. The final outcome is successful as students attain goals set for the lesson and study material.

The method enables each student to develop him/herself according to his/her ability. Besides effectively acquiring information, learning through this method fosters development of friendly relations between students. The approach provides for a proper methodology of teaching as well as examination and assessment of attendants.

Human Rights Education involves learning a body of knowledge, as well as the development of skills and values. The aim of Human Rights Education is not only knowledge and understanding of issues, but also their incorporation in various situations.

Rather important is creation of a learning environment where structures, methods and relationships operating in teaching and learning situation reflect values of human rights and democratic working methods, demonstrating mutual respect between teacher and student. The democratic environment in class encourages students' active involvement in the teaching and learning process.

Through discussions, debates, role plays and problem solving students will learn to understand the ethics and rationale of human rights. They will learn to assess and understand their own attitudes toward and perceptions of others, realizing their own prejudices. They will also learn to understand their own and rights and responsibilities as well as those of others.

In human rights education working in groups working is the most important tool for learning. Learning process in groups emphasize the capability to make relationships and active use of knowledge, not the superficial memorizing of information. It fosters exchange of concepts and opinions; promotes the development of skills such as listening, talking, negotiating, and cooperating. Learning takes place through interaction and "doing".

In the framework of the World Bank sponsored changes in the education system, the Ministry of Education plans to introduce interactive methodologies in all school curricula. Consequently, the Centre of Educational Reform has to expand the scope of its methodology and offer not only collective teaching, but other methodologies as well. The model of collective learning is a better method of effective learning than the current method for knowledge assimilation. According to the collective learning approach teachers can test immediately what students "have learnt", or what they are able to reproduce. But it does not allow students to go beyond the information given, and it does not verify whether they have really understood and can effectively transfer their understanding to other, different learning situations.

The introduction of new teaching methodologies by the Ministry of Education will provide also a new framework under which subsequent courses and strategies have to be organized into a coherent instructional model. The sustainability of ACRPC Human Rights Education is determined by close relationship with new interactive methodologies that the Ministry of Education wants to introduce. That means that ACRPC will have to adapt its approach to the introduction of the new interactive methodologies.

3.2 Assessment

Development of methodology

Human Rights knowledge is only useful when understood in conceptual terms and can be practically, creatively and critically applied.

By involving the Centre for Educational Reforms in the development of its methodology, ACRPC is mastering this approach of collective learning. At the same time ACRPC has to realise that educational methodology is an issue of constant, dynamic development as is demonstrated by the plans to introduce new interactive methodologies in the educational system under the Worldbank sponsored scheme of changes.

Furthermore, the director of the Centre for Educational Reforms suggested to ACRPC to pay attention to the issues of school boards. We recommend ACRPC to include the election of school boards in its human rights course:

- as an example of implementing democratic principles by elections
- as an example of developing democratic approaches towards education and within schools.

Structure of the project design

The mission recommends to further detail the project with a view to develop a structured project plan that includes all elements of managing the process, identification of the necessary human and financial resources, the time-frame and the monitoring and evaluation process.

Project aims, objectives and strategies

The following issues need clarification:

- **Specification** of the aims and objectives of the human rights education course, the content of the program; the teaching/learning methods; evaluation procedures; outcomes of course.
- The content should focus on **teachers and students needs** and the project description should clarify how those needs will be identified (=procedure for identification). Teachers often know children and their educational problems and needs better, than the theoreticians;
- The learning **methodology** of the human rights course needs to be described. It is recommended to **increase interactive** learning methods, which enhances flexible understanding of when, where, why and how to apply knowledge and to solve new problems. It is also recommended to **give participants in the course the same experiences as their students**. Therefore they will have to implement interactive strategies, including group work, and to provide them opportunity to process their knowledge and skills into very concrete teaching materials
- Part of training should **focus on and encourage the sharing of participants' experience**. The participative style of training is more than stressing that people learn better when the material is related to their own backgrounds
- Before undertaking the course evaluation process it may be useful to **define what is meant under the assessment of learning**. Learning itself can be described as any activity through which people develop knowledge, skills or attitudes or any combination of these. This development leads to a change of teaching practice. The evidence for learning can come both from the course and from the participants' real work on place.

Independent Audit Conclusion N. 07
On the Financial Reports of 1999, 2000, 2001 of
“Armenian Constitutional Right-Protective Centre” NGO

Being presented to the “Armenian Constitutional Right-Protective Centre” NGO:

1. We implemented the audit of 1999, 2000 and 2001 financial reports of the “Armenian Constitutional Right-Protective Centre” NGO.

The reports presented for the audit were made by the “Armenian Constitutional Right-Protective Centre” NGO; the reports for 1999-2001 were made based on the demands of August 5, 1998 Decree 263 of the Ministry of Finances of the Republic of Armenia.

The Armenian Constitutional Right-Protective Centre NGO is responsible for the rightness of the mentioned reports.

We are responsible for the opinion on all essential issues on the above-mentioned reports, an opinion that is based on the audit realized by us.

2. The audit was realized in accordance with the audit standards, fixed by September 10, 2001 Decree 324 of the Ministry of Finances and Economy of the Republic of Armenia and based on the tips of the “Charter of Audit Activities in the Republic of Armenia” confirmed by December 9, 1998 Decision 782 of the Government of the Republic of Armenia.

The audit was planned and realized so, that all the essential incorrectness in the presented reports could become obvious for us.

The audit covered some expended and optional overviews of data confirming the accuracy of those sums, which had been included in the financial reports.

We think that the audit realized by us serves as a sufficient basis for making our opinion.

3. We consider that it is necessary to make the following reserves on the accuracy of the data reflected in the reports.

3.1. According to the organization’s accountancy balance of January 1, 2002 on the account of the “Capital Investments” extra 11495.0 thousand AMD was shown, and the assets were shown less in the same amount.

3.2. According to the accountancy balance of January 1, 2002 the expenses of the future period were reflected more by 6304.0 thousand AMD.

Conclusion

We think that if to take into consideration the all above-mentioned reservations, the financial reports of 1999, 2000 and 2001 of the “Armenian Constitutional Right-Protective Centre” NGO in all substantial points reflect the financial state and the activity results of the organization exactly.

August 16, 2002

“SOS-Audit” Ltd.

License number 042

Given on September 3, 1998

Director Mr. Ghazaryan

ARMENIAN REPUBLIC
LORI REGIONAL ADMINISTRATION

☐ T. Vanadzor, Hayk Square

☎ 4-61-92

Fax: 2-28-77

N. 077/2480-01
“24” 12 2002

To Mr. G. Manoukian, Chairman
Armenian Constitutional Right-
Protective Centre

Dear Mr. Manoukian,

Taking into consideration the active teaching experience in the regions and the republic, gained by the Armenian Constitutional Right-Protective Centre during the last years in the field of Human Rights protection, as well as the institutional capacities of the organization's members and the volunteers, I find it necessary to make the cooperation between the Regional Administration and the ACRPC more constructive and focused.

For every citizen the lack of knowledge in his/her rights is equal to the lack of rights. The analysis of the applications, complaints and letters received by the Regional Administration during 2000 has shown that the 80 per cent of the citizens is unaware of the country's constitutional, the state governance territorial and local self-governing systems, their authorities and activity scopes. It is more painful when, being unaware of those laws by which his/her own problems are regulated, the citizen knocks to the wrong door, and in the result he/she loses both the time and the opportunity of solving the problem. Moreover, the local self-governing ranks are also often unaware of the citizens' rights and those laws and normative acts that regulate all those issues. In the result the citizen cannot receive full consultation in the local self-governing bodies, especially in the rural areas.

In order to make Lori Region a model concerning the citizens' knowledge in human rights I suggest implementing the organization's Human Rights Higher School training on the laws and normative acts of the Republic of Armenia (those that concern the human and citizen's fundamental rights and freedoms) with your organization's endeavors and the Administration's support during 2003-2005. To provide the training effectiveness I suggest selecting the rural community supervisors, school headmasters, and those individuals who, due to their positions and merits, may be considered as community leaders (individual citizens, who can influence on the public opinion).

I am presenting those laws and constitutional statutory propositions list, which are, from the viewpoint of the state governance territorial body, prior to teach the population:

- RA Constitution Chapter 2:
Human and Citizen's Fundamental Rights and Freedoms
- RA Civil Code Chapter 2:
Civil Rights and Duties Origination Bases
Implementation of Civil Rights
- RA Civil Code Part 2 Chapter 4:
Citizens (Civil Right Subjects)
- RA Law "On Regulation of Discussing the Citizens' Suggestions, Applications and Complains"

In order to solve the above-mentioned problem the directions of cooperation between the Lori Regional Administration and the ACRPC and the training timeline may be decided through mutual discussions.

Lori Regional Governor *signature* H. Kochinyan