



“Women For Development” NGO

“Community Mobilization through Increasing Participation, Healthy Lifestyle and Peace Education in Armenia”

Report for the period
July - December 2012

Project number
20110210 G /KED-EK 4/2011



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“Women for Development” NGO

The process of conflict resolution education in schools of Armenia and the achieved results

*“Conflict Resolution Education in schools of Armenia”
summary report of the working group meeting
14-16 December, 2012 Gyumri*

The report is to be presented to

Mr. A. Davtyan, President of RA National
Assembly’s permanent Committee on education,
science, culture and youth issues

Mr. A. Ashotyan, RA Minister of Education and Science

Mr. N. Ghukasyan, Head of National
Institute of Education of RA Ministry of
Education and Science

Summary of the project

Since 2002, the NGO “Women for Development” (NGO WFD) is implementing the project “Peace and Conflict Resolution Education in Schools of Armenia”. The project commenced at school N 20 after L. Byron in Gyumri, and later it reached to more than 16 schools in Shirak region as well as the Gyumri State Pedagogical Institute. Starting from 2011 the project is being implemented in all regions of Armenia in cooperation with local branches of National Institute of Education of RA Ministry of Education and Science.

The main goals of the conflict resolution education

1. To raise the level of educational work in the schools
2. To decrease the number of violation cases, to contribute to peaceful conflict resolution within schools and communities while creating a peaceful environment in our schools.

The main approaches and ideology of the project

Each role-player in the process of education- the student, teacher, head of administration, parents- should have similar knowledge and skills on conflict management and conflict resolution. Only in this case, we will be able to create an environment of peace in schools, decrease the number of conflicts between students, between students and teachers, teachers and parents, children and parents, and to reduce the number of violations in schools. The main ideology of conflict resolution education is not to offer “ready solutions” for possible conflicts, it is rather to promote the development of students’ creative and independent thinking in order to find solutions for various conflicts and to manage conflicts avoiding violation.

The main principles and provisions of conflict resolution education

- Conflicts are an unseparated part of our lives
- Conflicts are typical for all aspects of our lives, everyone is being involved in conflict situations. Conflicts have a great influence on each person, family, organization and in general on humanity. In fact, there is hardly one person who has never been involved in a conflict situation.
- Conflicts have not only negative but also positive impact. While being involved in conflicts, we learn, we obtain new knowledge and skills, and enrich our personal experience. Conflicts can help to understand that there are people or groups of people whose interests are ignored, who need our help or assistance.
- Violations in schools can be prevented. Conflict becomes a problem when it escalates and turns into violation. By teaching conflict resolution skills, we will have the opportunity to decrease the number of violation cases while creating a peaceful environment in our schools.

The main skills and capacities of conflict resolution education

- Analysis of conflicts and discovery of its roots
- Development of practical skills for conflict resolution
- Teaching conflict resolution approaches and development of communication skills
- Development of skills to make and accept constructive criticism which is free of personal insult
- Development of the ability to listen.

Main activities leading towards the goals of the project

1. Training of school personal who are directly responsible for the process of educating - vice-principles, social workers, organizers, psychologists, class head teachers and teachers;
2. Including the conflict resolution education in the school curriculum system through the class head teachers' hours;
3. Active involvement of parents in the project¹.

Important steps of conflict resolution education project during 2002-2012

1. "Peace and Conflict Resolution Education" training was developed and tested in 16 schools of Shirak region (2002-2010).
2. An extensive research was conducted, as a result of which the evaluation report "Impact of Peace and Conflict Resolution Education on students a few years after the studies"² (2010).
3. Based on the main principles of Memorandum of Cooperation signed in 2005 and 2007 with the National Institute of Education of the Ministry of Education and Science, in corporation with NIE we have developed and published "Conflict Resolution Education in Schools" a

¹ Use every possible opportunity of seminars, parents' days, discussions, individual meetings, etc. in order to share the main ideas of conflict resolution education.

² The report is prepared for local and international non-governmental organizations working in the field of peace and conflict resolution education, various educational networks, heads of governmental institutions who are competent for decision making in the sphere of education, law-making bodies, principles, teachers, heads of pedagogical institutions, students, professors and parents.

guidebook for teachers (2008), and “Conflict Resolution Education in Schools” a practical handbook along with corresponding visual posters (2012).

4. More than 1400 teachers, 230 vice-principles in the field of education from 230 schools³ (see Attachment 1) in 11 regions of Armenia have participated in the trainings (2011-2012).
5. During 2011-2012, more than 32000 students from 11 regions of Armenia have been taught the main course of conflict resolution education.

The main results of the conflict resolution education according to the pre-mentioned goals

Goal 1: raise the level of educational work in schools.

Result: Gaining the approval of administrative and teaching community, the class head teachers' hours have been carried out in 5-9th grades, and in some cases in 2-12th grades in the schools involved within the projects.

Goal 2: To decrease the cases of violation, contribute to peaceful resolution of conflicts within schools and communities, creating a peaceful environment in our schools and communities.

Result: The results of the survey conducted among students by the teachers involved in the project have shown that prior to studies the number of violent cases among students was 8.7%, after studies it was 2.5%. This means that if before studies 358 out of 4117 students mentioned that there is physical violation, after studies this number was 102⁴. Therefore, the number of violation cases in schools has been decreased by 72%. The cases of verbal violation have also been decreased by around 67% and cases of indirect violation by around 50% (see attachment 2).

Participants of the project mention that:

- prior to peace classes, the class head teachers' weekly hours would most of the time turn into hours of “complaints, dissatisfaction and discussion of students' bad behavior”, however due to the peace classes these hours have become the most expected and pleasant time for the students;
- teachers have marked the least number of absents on the days when they have class head teachers' hours;
- the peace classes help to develop analytical thinking of the students;
- teaching materials are well developed, the visual materials are very interesting and make the teaching process easy;
- teachers are “pleasantly surprised” that especially students who have “bad behavior” and don't do well academically become more interested in the topics of conflict resolution class. The students who normally are passive and less talkative during other classes participate in the discussions, share their own opinions, make observations and suggestions;
- not only the class head teachers, but also the teachers of various subjects mark positive changes in behavior and academic performance of the students;
- there are many cases when parents thank teachers for the positive behavioral changes of their children, which they notice at home;
- there are a number of cases, when after the classes students were able to manage and solve daily conflicts without the help of teachers, parents or friends. The posters which hang in the

³ The training of teachers has been conducted by the specialists of the NGO WFD in corporation with the heads of regional branches of National Institute of Education. There were 5 schools chosen from each region. Each school was presented by 3 teachers and the vice-principle in the field of educational assistance. Another 10-15 schools have been involved in the project through the regional branches of National Institute of Education. There are 30 schools included in Syunik region; following the request of head of regional branch of National Institute of Education in Vayots Dzor region, all schools in this region have been involved in the project.

⁴ Here it has to be considered that the answers on questions about violation cases do not always coincide the reality.

classrooms play a great role in this process and “remind” the students about peaceful conflict resolution tools and skills;

- students are able to find peaceful solutions for conflict situations without insulting or abusing each other. There are many examples, when students solve not only current conflicts, but also the ones which had occurred in the past and remained frozen or unsolved;
- one of the keys to success of the project is that teachers become ready to listen to students’ remarks, opinions and are more alert when it comes to carelessly insulting students or putting “labels” on them;
- apologizing has become easier even for the most conflicting students;
- the projects contributes into the normalization of child-parent-teacher relations; the final impact will be clear if teachers carry out continuous and coherent work.

Almost all the teachers “admit” that initially they were doubtful towards the project, however students’ active participation in the discussions and their interest in the topic during the first class had changed their opinion about the project. Everyone is convinced that in the case of continuous work changes will be more tangible.

Remarks of the working group on the process of project implementation

- The success of the project largely depends not only on the class head teachers’, but also on school administration’s responsible, serious and throughout work.
- The secret of project’s success is the simplicity and urgency of teaching materials, the use of interactive methods and visual materials, the discussion of situations which are well familiar for students, the opportunity for students to share their opinions and point of views not only on student-student but also on student-teacher relations without hesitation.
- The project contributes towards creation of sincere and open environment in schools, it establishes reliable atmosphere in relations between students and teachers, and it has positive impact on students’ behavior as well as their academic performance.
- All the teachers are interested in inclusion of conflict resolution education into school curriculum system, moreover they believe this education should be commenced at younger age and think that it is equally necessary both for teachers and students.
- The project is important for creating a culture of peace, and it will reach this goal if it is continuous and is included in the school curriculum system in all schools of Armenia.

Suggestions made by the working group

1. To include the “Conflict resolution education” into the training programs for vice-principles in the field of educational assistance, social workers, class head teachers and teachers.
2. To establish basic schools in the regions, where open classes on the mentioned topics will be organized on monthly basis for vice-principles, social workers, class head teachers and teachers from that region.
3. In each regional branch of the National Institute of Education, create a corner with teaching materials of the project, posters and success stories from other regions, which will make the on spot training process more effective.
4. To develop teaching and visual materials for high school students.
5. To provide teaching materials to all the schools in Armenia.
6. To assist the process of inclusion “Conflict Resolution Education” into pedagogical institutions of Armenia.
7. To introduce the title “Ambassador of Peace” in schools, and bestow it to the students who have demonstrated remarkable peace-building behavior as well as to those who have carried out peer to peer classes on skills and tools of conflict resolution for their peers.

8. To apply to the RA Minister of Education and Science and Director of the National Institute of Education in order to prepare guiding letters and corresponding methodological instructions for school to include the topics of “Conflict resolution education” into the working plans of the schools.

Gohar Markosyan

Project Manager, “Conflict Resolution

Education in the Schools of Armenia”

President, NGO “Women for Development”

Susanna Ghazaryan, Project co-ordinator

Head of Educational Department,

NGO “Women for Development”

Members of the working group of “Conflict Resolution Education in the Schools of Armenia”

Vardan Ghandilyan, Vice-President of National Institute of Education (NIE)

Aram Nazaryan, Head of Department on social-cultural subjects and Armenian studies, NIE

Mariam Hovhannisyan, Head of Kotayk branch, NIE

Rustam Vardanyan, Head of Armavir branch, NIE

Sveta Gapoyan, Head of Gegharkuniq branch, NIE

Anahit Martirosyan, Head of Syuniq branch, NIE

Magda Gevorgyan, Head of Kapan branch, NIE

Mesrop Ghalachyan, Head of Shirak branch, NIE

Haykuhi Barseghyan, Head of Vayots Dzor branch, NIE

Grigor Harutyunyan, Principle of Gyumri N20 school

Lendrush Manukyan, Principle of Gyumri N30 school

Rafik Hakobyan, Principle’s adviser Gyumri N20 school

Anna Harutyunyan, teacher and responsible person of “Peace education center” of Gyumri N20 school

Gagik Grigoryan, ex vice-principle, responsible person of “Peace education center” of Gyumri N9 school

Vardan Melkonyan, Professor at Gyumri State Pedagogical Institute

Marina Juharyan, Responsible for Public Relations, NGO “Women for Development”

Armine Shiroyan, project co-ordinator

Manushak Aslanyan, project specialist, member of NGO “Women for Development”

Gnel Tirganyan, Head of Lori branch, NIE

Karen Simonyan, Head of Aragatsotn branch, NIE

Harutyun Manukyan, Head of Ararat branch, NIE

Asya Sargsyan, Head of Tavush branch, NIE



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ЖЕНЩИНЫ ВО ИМЯ РАЗВИТИЯ
WOMEN FOR DEVELOPMENT

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19 December 2012

Gyumri

Mr. N. Ghukasyan

Head of National Institute of Education

RA Ministry of Education and Science

Dear Mr. Ghukasyan,

The NGO “Women for Development” in cooperation with the National Institute of Education of the RA Ministry of Education and Science is implementing the project “Conflict Resolution Education in the Schools of Armenia”. The project commenced in 2002 and involved 16 schools from Shirak region and the Gyumri State Pedagogical Institute. During 2011-2012 more than 230 schools from 11 regions of Armenia have been involved in the project.

On 14-16th December, 2012 the heads of regional branches of NIE, specialists of the NGO “Women for Development”, school principles and teachers participated in a working group meeting in Gyumri. The main purpose of the meeting was to analyze the results of the work carried out during the past year.

Attached to this letter, I am presenting a summary report on the results of “Conflict resolution education” classes. Based on the importance of the project and suggestions made by heads of regional branches of NIE, principles, vice-principle, teachers, students and parents who have participated in the project, I am asking for your support to include the project materials in the training program of vice-principles in the sphere of educational assistance, social workers, class head teachers and teachers, as well as to include the materials of “Conflict resolution education” project in all schools, as topics for class head teachers’ hours.

Respectfully,

Gohar Markosyan
President, NGO Women for Development
Project Manager, “Conflict resolution education in the schools of Armenia”

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19 December 2012

Mr. Armen Ashotyan
RA Minster of Education and Science

Dear Mr. Minister,

The NGO “Women for Development” in cooperation with the National Institute of Education of the RA Ministry of Education and Science is implementing the project “Conflict Resolution Education in the Schools of Armenia”. The project commenced in 2002 and involved 16 schools from Shirak region and the Gyumri State Pedagogical Institute. During 2011-2012 more than 230 schools from 11 regions of Armenia have been involved in the project.

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Respectfully,



Gohar Markosyan
President, NGO Women for Development
Project Manager, “Conflict resolution education in the schools of Armenia”

« One-day Exploring Humanitarian Law Workshops for Secondary Educators
A Bridge over the Röstigraben for Peace Education in Switzerland »

“The progress and Perspective of Peace Education in Armenia” – Women for Development (Armenia)

“The progress and Perspective of Peace Education in Armenia”

During the past several years local and international organizations in partnership with the National Institute of Education of the RA Ministry of Education and Science have been working on integrating the ideas of peace, conflict resolution and tolerance in the curriculum of schools.

The NGO Women for Development /www.wfd.am / based in Gyumri Armenia has been implementing the project “Peace and Conflict Resolution Education in Schools” since 2002 with the financial support of EED Germany. The project initiated in schools of Gyumri, and now involves the entire territory of Armenia. The main objective of the project has been formation of the ideas of peace culture and conflict resolution among teachers and schoolchildren.

Initially, Peace Education Centers were established in 16 schools of Shirak region and Gyumri State Pedagogical Institute. The classes in the Centers have been conducted based on the “Peace and Conflict Resolution Education in Schools” methodological handbook (42 lessons), which has been developed in collaboration with the specialists from the National Institute of Education. At that stage, the peace lessons at the Peace Education Centers were conducted by the specialists of the NGO WFD and selective teachers from each school.

Starting from 2011, the “Peace and Conflict Resolution Education in Schools” project is being implemented in 11 provinces throughout Armenia. A modified practical guide for teachers “Conflict Peaceful resolution Education in Schools” (2012) was developed and published based on the methodological handbook, which consists of 2 parts. The first part includes 5 topics: What is conflict? Conflict Escalation; Behavior Styles in Conflict Situations; Conflict Peaceful Resolution Skills; Principles and Methods of Conflict Peaceful Resolution; Summarizing the topic “Conflict Management”– Alternative Teaching Method. The second part is presenting selected most successful examples of Peace Education lessons provided by different teachers from schools of Gyumri (2009–2010).

As for December 2012, the Peace Education lessons will have reached out to more than 200 schools, around 800 class head teachers and more than 16200 schoolchildren of 11–15 ages from 11 provinces of Armenia.

The project is currently being implemented in the provinces with the support of all heads and specialists of the regional branches of the National Institute of Education, who conduct the training of teachers together with WFD specialists, after receiving corresponding training. They also coordinate the process of project integration in 5 schools in each province and will implement on-spot monitoring. The main approach is the following: trained teachers/class heads will conduct conflict resolution education lessons, which will contribute to creation of peaceful environment in their respective classrooms and schools. The teachers receive a teacher’s guidebook and necessary supporting materials, which have been developed by

the NGO WFD and the National Institute of Education in order to carry out the peace lessons. The main result anticipated by the end of the project is more than 20% decrease in cases of violence in schools.

Taking into consideration the accomplishments during previous years of the project implementation and cooperation with the regional branches of the National Institute of Education of the Ministry of Education and Science, we are assured that it will be possible to integrate peace education in all about 1500 schools of Armenia in the coming years.

Dr. Gohar Markosyan,

President, NGO Women for Development

LLM, Manushak Aslanyan

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[“The progress and Perspective of Peace Education in Armenia” – Women for Development \(Armenia\)](#) was posted on Thursday, October 25th, 2012 at 8:46 am. This post is tagged and is filed under [Reports from the Field](#). You can follow the replies through the [comments feed](#).

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[Global Campaign for Peace Education News Blog](#) » peace education news and events from around the world

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Due to the organized meetings and events the participation and volunteer work have increased in all beneficiary communities

Torosgiugh village



Cartoon watching in Torosgiugh village



Reading fairy tales and their discussion in Torosgiugh village



Armenian National Holiday "Easter"

Lanjik village

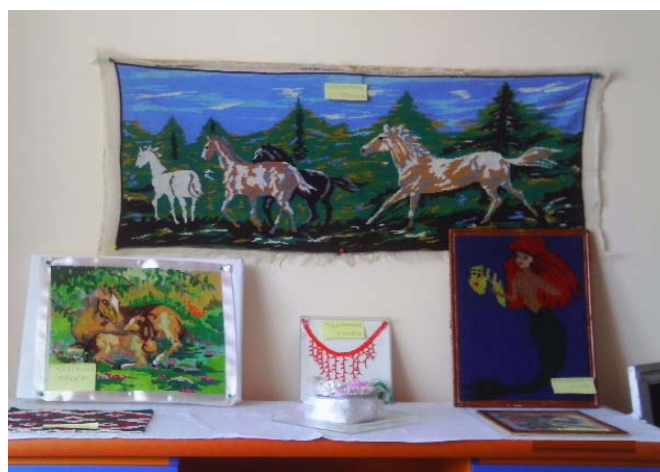


A meeting-training for young mothers and pregnant women



Cartoon Watching in Lanjik village

Tsoghamarg village



Handicraft Club



Cartoon watching in Tsoghamarg village



An event devoted to the International Children's Day



Getting acquainted with the village sanctuaries and historical places



New Year in Tsoghamarg village



Drawing Club in Arpeni village



A talk on the issue "Sexual Maturity" with teenagers in Lanjik



Armenian National Holiday "Hambardzum"

The Opening Ceremony of the House of Culture in Torosgiugh Community

On August 21, 2012 the official ceremony of opening the House of Culture in RA Shirak marz Torosgyugh Community took place. The fundamental renovation of the House of Culture was carried out on the initiative of “Shirak” Charity foundation though family resources of Valery Vladimir Rudakov, Chairman of the Board of Directors of the Gold Mining Company Polus LTD. The renovation of the House of Culture started back in April 2012, and it cost about 32 million AMD.

Highly appreciating the big contribution of Sergey Bondarenko, the manager of former USSR “Glavalmaz-zoloto” Construction Corporation, in the full rehabilitation of Torosgyugh, Goghovit and Arpeni communities after the disastrous earthquake of 1988, and with full respect to the initiative of the philanthropist Vaely Rudakov, the Council of Torosgyugh community made a decision to name the House of Culture after S. Bondarenko.

The participants of the opening ceremony were the philanthropist Valery Rudakov and members of his family, “Shirak” Charity foundation Board members, the representatives of RA Shirak Regional Administration and other officials. The honour to cut the ribbon was given to the benefactor, and after it the event went on in the newly opened House of Culture.

The event was prepared on the initiative of Torosgyugh Community Center officer Mariamik Ghukasyan and the volunteers of the Community Center. The event included reciting patriotic poems, songs and dances, which were enjoyed by the audience.

It is worth mentioning that by the personal resources of the philanthropist the Houses of Culture in Goghovit and Arpeni communities of Shirak marz were also renovated and handed into exploitation.

You can watch the TV reporting about the event by the following link

http://www.youtube.com/watch?feature=player_embedded&v=Ys57nB33SJ0



The trainings and consultations on writing winning project proposal has promoted the process of developing projects in order to solve concrete problems by volunteers within the communities

On 2012 September-October, specialists of NGO WFD carried out a 2 day trainings in the topic “Developing a winning project proposal” in Goghovit and Lanjik communities, in the frames of the project “Community Mobilization through Increasing Participation, Healthy Lifestyle and Peace Education”. The trainings were aimed to promote community initiatives through developing the community active groups’ capacity in order to prepare project proposal and solve the existing problems within the community.

As a result of the trainings, participants gained specific practical knowledge about the project structure, need assessment, correct presentation of problems, project monitoring and sustainability. Through exercises and practical assignments, participant got aquatinted with gantt chart and project budget.

Out of the group of 13 participants in Goghovit village 3 working groups were formed. With the direct supervision and assistance of NGO WFD specialists during September 17th and October 2nd, the mentioned working groups developed 3 social projects. Two projects are aimed to organize children’s free time through different groups of dance-music and handicraft, and the third project is towards the idea of a local bakery within the community.



“Developing a winning project proposal” trainings in Lanjik community



A project named "Our Daily Bread" was presented to Paros Foundation. The US based office of the Foundation is currently fundraising for the mentioned project.

The goal of the "Our Daily Bread" project on the establishment of a local bakery is to partly reduce the high level of unemployment in the village of Goghovit. In the result of the project at least 4 people in the village will have job, at the same time the bakery will help the villagers to have cheaper, ecologically cleaner and always fresh bread. The further goal of the project is to enlarge the consumer market by involving surrounding villages as well.

This project will help to increase the demand for local flour thus supporting development of local agriculture.

To know more about the project you can visit Paros foundation website by the following link <http://www.paros-foundation.org/paros100/projects.html#.UPKtQuS-pAg>



Project: Our Daily Bread



Project Name	Our Daily Bread
Full Description	<p>The village of Goghovit has high unemployment and no fresh bread. The creation of a local bakery employing a minimum of four women will contribute to employment and meet the needs of villager's daily bread requirements.</p> <p>Traditionally, every Armenian family living in a village would have their traditional clay oven (Tonir) and would bake their bread themselves. The reality in the village of Goghovit is that many families are comprised of women and the elderly and no one is available or has the time to bake bread him or herself.</p> <p>The bakery will be established at the administrative building of the village. A modest rent will be paid to the village administration and the business will be established in such a way that ultimately the workers become the owners. Local residents will be hired and trained by representatives of Women for Development NGO based in Gyumri, who will also serve as project managers.</p> <p>Once operational, a concerted effort will be made to expand daily bread distribution to the surrounding villages. This increased distribution will enable the bakery to both serve more customers and employ more workers. It is hoped that ultimately this project will positively impact the local agriculture industry by increasing local demand for flour.</p>
Need	Unemployment remains high in the Shirak Region particularly among women in rural areas. In the Village of Goghovit, 40% of the residents buy their daily bread, rather than making it. This bread is often times stale and expensive. Harsh winter months and poor transportation routes also prove to be a challenge for a typical villager in pursuit of his or her family's bread.
Category	Development

Start Date	Open
duration	3 months renovate, equip and open bakery, 2 year bakery oversight and management.
Region	Shirak
City/Village	Goghovit
Partner/s	Women for Development, NGO
Sponsor/s	Open to the public
Project Budget	\$7,120
Amount Needed	\$7,120
Short Term Impact	The short-term impact will be creation of employment for at least 4 people from the Goghovit village. The population (425) of the village will be able to buy freshly baked and ecological pure bread at a less expensive price than is currently available.
Long Term Impact	The long-term impact will be the possibility to widen the market and supply fresh bread for more villages located nearby. This increased production will partly solve the problem of unemployment in the area. In the future, it is possible that local demand for flour will result in the creation of a local mill enterprise, thus contributing to local agriculture development.
Sponsor Benefit	Sponsors will be recognized with a plaque installed at the Community Bakery and on The Paros Foundation's website and in all appropriate press materials relating to this project.

Link

<http://www.paros-foundation.org/paros100/>

Send your donations through PayPal to account@paros-foundation.org



Or send checks made out to "The Paros Foundation" to: The Paros Foundation, 918 Parker Street, A14, Berkeley, CA 94710

The Paros Foundation,
918 Parker Street, A14,

Another project, which aims the development of women's enterprises is already in progress. Honorary Consul of Norway in Armenia, Timothy Straight, is supporting this project. Manushak Nersisyan from Goghovit, who is handicapped from childhood, already has an order to knit male sweaters with old Armenian carpet designs. There is also a project to establish a knitting group in the community which will allow another 5-6 women and young girls to become individual entrepreneurs. In order to present the knitted sweaters to potential buyers Timothy Straight has opened a new board on Twitter

[http://pinterest.com/homelandcrafts/goghovit-knitting/.](http://pinterest.com/homelandcrafts/goghovit-knitting/)



In June - December 3 meetings on healthcare issues are held in each of the communities on the population's request. In the result of the surveys carried out by the Community Centers' officers the issues were selected that are most interesting for the population: principles of reproductive health and family planning, sexual maturity. For the reporting period, in total 31 women and 109 youngster have participated in meetings on healthcare topics.



A meeting with volunteers from the USA Ani and Taleen at Lanjik Community Center.

A meeting of Taleen Khoury Moughamian, a volunteer nurse of reproductive health, and Ani Jilozian, a public healthcare specialist and Fulbright scholar, both from the USA, took place in Lanjik Community Center on November 6, 2012. Taleen Khoury Moughamian graduated from the nursery department of "Women Health Center" in Pensilvania, and Ani Jilozian is a graduate from "Mount Sinai" medical school. The latter has also worked in "Weill Cornell" medical college of Cornell University.



The goal of the meeting was to have a talk with the rural young women and teenage girls on the issues of sexual maturity, principles of reproductive health and family planning. With the help of didactic materials and posters the young volunteers presented to the participants the anatomy of female reproductive system, methods of pregnancy prevention and those of modern contraception. They also spoke about sexually transmitted diseases and their prevention, abortions and their consequences and others.

Other issues concerning personal hygiene, marriage, delivery and family planning were also discussed.

The meeting was held in a warm atmosphere, and at the end of it the participants asked Ani and Taleen a lot of questions that were interesting for them, and the guests answered them gladly.



The problems raised by women and girls in Toros, Tsoghamarg, Arpeni and Musaelyan communities have been analysed. Supporting the request of more than 60% of women from these communities, NGO WFD presented the project "Bringing the World Closer to Rural Women" to the Global Fund for Women. The project has been funded and gives the opportunity to organise trainings for trainers on how to use computer and Internet. Computer centres will be established in these four Community centres from February-March, 2013 and in total 100 women and young girl will be taught skills to use computer and Internet. Computer trainers are already selected from each of the villages, who will pass their knowledge to the villagers after undergoing corresponding training. The trainings started from December 2012 and will be over in February 2013.



Practical seminars on agricultural topics held in the spring gave their' first results. People became united around the issues they have in common. Based on their personal experience, they came to believe that they can have better harvest with relatively less efforts.

The project contributed to introducing new and contemporary agricultural methods in all communities. Analysis of the issues existing in the communities revealed that village population lacks new knowledge and skills in managing their agricultural business. Intensive agricultural methods which were the remnants of the previously powerful Soviet system were based on extremely high spendings for technology, buying nutrients and high cost of human labor. The villager did not have to think neither about cultivating his/her own land, nor about necessary nutrients and tools. Nowadays it is much more efficient to transfer to the methods of Sustainable Agriculture - natural and environment-friendly methods of agricultural management. These methods are already being used in several European countries and give positive results. As the result of special trainings and practical sessions organized in frames of the project, more than 200 people from 8 communities directly, and more than 600 people indirectly, received new skills in low-cost land cultivation, as well as improved harvesting of certain agricultural products. In August-October contemporary tools' samples were provided to all communities.







«Women for
Development» NGO

Project
"Community Mobilization
through Increasing
Participation, Healthy Lifestyle
and Peace Education in
Armenia"

Project director
Gohar Markosyan

Trainings
in 8 rural communities
of Shirak province, RA

Reporting period
March – October 2012



REPORT
On the training

«New approaches to community
sustainable development and
practical opportunities»

Project
consultant-expert
President of the NGO "Biosophia"
Gevorg Petrosyan

SUBMISSION DATE
02.11.2012
Gyumri



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1. INTRODUCTION

This report summarizes the process of the trainings and practical classes on the topic *“New approaches to community sustainable development and practical opportunities”*, conducted in 8 rural communities of Shirak province in the period of March-October 2012, the implemented work and achieved results.

The trainings and practical classes were organized in the frames of the project *“Community Mobilization through Increasing Participation, Healthy Lifestyle and Peace Education in Armenia”*, having the goal to raise the level of awareness and mobilization of the communities on the issues, which are most interesting and up-to-date for the rural population.

The client for this activity is the NGO “Women for Development”, and the implementor is the President of the NGO “Biosophia”, project consultant – expert Gevorg Petrosyan.

2. THE GOAL AND THE MODERNITY OF THE TRAINING

The importance and the modernity of the trainings and the practical classes is caused by the following:

- ❖ The running of sustainable agriculture and production of ecologically clean and healthy food is very important both throughout the world and in the mentioned rural communities.
- ❖ There are a lot of problems connected with correct organization of cultivation work, selection of corresponding cultured plants, correct application of cultivation technologies, issues connected with getting quality harvest and its storing and realization.
- ❖ There is lack of knowledge and practical skills on running sustainable agriculture among the population of the mentioned rural communities.
- ❖ It is necessary to raise the level of awareness, to promote the initiativeness and mobilization of the rural communities population through provision of new knowledge and formation of skills, to develop such skills that they could face today’s challenges.



Taking into consideration the above mentioned argumentation, being well aware of the situation and the reality in the mentioned communities, the following main goals of the training were formulated:

1. To present necessary information and to form practical skills on running organic agriculture, in application of new agrotechnical methods and new crop production technologies
1. Through demonstration of video materials, practical use of cultivation new tools and presentation of the experience in other regions of Armeni to promote the wish and necessity of using new methods of cultivation and practical application of new crop production technologies
2. To present such technologies of cultivation and crop production which will ensure good yield, improvement of the soil and getting ecologically healthy harvest, will not require big financial investments and technical resourses, will save much time and efforts in running the economy.
3. To form certain volume of preliminary knowledge and skills in the participants of the training, which will give them an opportunity to deepen, develop them in
4. future and to use them in practice.



3. TRAINING TIMETABLE AND PARTICIPANTS

The trainings were conducted in three stages, and in the result 3 trainings were conducted in each of the villages.

The duration of each lesson was planned to be 60-90 minutes, but in practice the real duration of the trainings in all the villages was longer, because of big interest of the participants in the topic and big number of questions.

The trainings were conducted according the following timetable.

N	Community name	Date		
		I lesson	II lesson	III lesson
1.	Torosgiugh	06.03.2012	11.05.2012	05.10.2012
2.	Tsoghamarg	21.03.2012	15.05.2012	23.09.2012
3.	Krashen	22.03.2012	16.05.2012	24.10.2012
4.	Bayandur	27.03.2012	17.05.2012	-
5.	Lanjik	29.03.2012	23.05.2012	24.09.2012
6.	Arpeni	03.04.2012	14.05.2012	04.10.2012
7.	Musayelyan	05.04.2012	22.05.2012	23.09.2012
8.	Goghovit	03.05.2012	-	24.10.2012

Totally more than 280 people from 8 rural communities participated in the trainings.

Besides the members of women’s groups of the mentioned communities, the representatives of the NGO “Women for Development” also participated in the conducted trainings.

The trainings participants’ lists in all the 8 communities are attached to the report.



4. TRAINING CONTENT AND PROCESS

In the frames of the series of trainings «*New approaches to community sustainable development and practical opportunities*» 3 trainings were conducted in the communities:

1. Climate change, mechanisms of adaptability and opportunities of practical application of restored energetics.
2. New productive methods of running agriculture and healthy lifestyle.
3. Waste management and opportunities of the secondary raw materials use in the communities.

Corresponding materials – Power Point presentations and video materials- were preliminarily prepared for the trainings, and these materials in CDs were handed over to the Community Centers.

In all the communities the trainings were conducted in almost the same scheme, of course taking into consideration the peculiarities of the given community.

At the beginning of the training the goal of it was presented, after which a small Power Point presentation (about 30-40 minutes). Meanwhile other video materials were also shown and commented. During the presentation and after it the participants of the trainings were asking questions and expressing their opinions.

During the next part of the training practical lesson was usually conducted, during which the participants themselves were becoming active actors.

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At the end of the training the topic was usually summarized and the participants presented their viewpoints, suggestions and mentioned to what extent their expectations were realized.

In all 8 communities, irrespective of the age difference, the participants were very active and the meetings were held in the atmosphere of hot discussions.

5. METHODOLOGY

Taking into consideration the wide range of the topic and difficulties in its understanding, a decision was made to conduct the trainings with parallel use of alternatione methods, practical and experimental – demonstrative classes.

The methodology of the training is based on the combination of traditional and interactive training methods and principles and their multiple use. During the trainings we show video materials, carry out practical and experimental –demonstrative work, which give the participants an opportunity to understand better the material, to form their own opinion on the issues under discussion and to gain corresponding skills.

Special attention is paid to the discussions and perceptability of the material. All the materials of the training are always in the centre of attention, which is ensured with the help of projector and blachboard.

6. TRAINING EVALUATION AND EFFICIENCY

The training was evaluated by several methods:

- * Activeness of the community members’ participation
- * Verbal evaluation carried out by the trainings participants at the end of each stage
- * Implementation of general evaluation at the end of the training

The following criteria were taken into consideration while evaluating through participation activeness:

- * Questions asked and opinions expressed
- * Comments on the presented material given by the participants



- * Activeness during the practical work
- * Analysis of the replies to the questions and asking new questions
- * Additional comments of the participants on the provided material
- * Opinions on the diversity of the material provision methods and ways of training

During the verbal evaluation given by the participants at the end of each stage of the training the participants tried to analyse the gained information, express their opinion on the usefulness of the material and method of presentation. Besides this, the participants expressed their opinion on how the gained information or skills can be used in practice in future and how they can reach the desired results.

During the general evaluation at the end of the training the participants expressed a lot of positive opinion on the usefulness of the provided material and efficiency of its application, there were suggestions to make the trainings continuous and to enlarge the list of issues under discussion.

The analysis of the evaluation results show that according to the participants' evaluation the trainings were quite useful, interesting and productive.



7. ATTACHMENTS

- A. Agendas
- B. Participants’ lists
- C. Video materials presented during the training
- D. Pictures taken during the trainings

*The report is prepared by
President of “Biosophia” healthcare,
ecological and agriculture
development Center” NGO.*

*G. Petrosyan
Gyumri, 02.11.2012*

The process of developing strategy plans for communities with active participation of community members, teachers, schools' principles and municipality members has boosted the communities. The Strategic Plans for Lanjik and Goghovit communities are already ready and are presented to the community members during the general meetings







**Republic of Armenia
Shirak marz**

**Goghovit Community
Strategic Plan 2012 - 2014**

*A working meeting with the Community Centers' responsables at WFD office.
August 18, 2012*

A working meeting with the Community Centers' officers from 8 beneficiary communities took place in WFD office on August 18, 2012. The goal of the meeting was to make some improvements in the work of the Community Centers' officers in the frames of the current project, as well as to introduce and discuss the new planning and quarterly reporting forms. Another point in the agenda was presentation of the draft option of Lanjik Community Strategic plan for 2012-2014. The Strategic plans for the rest of the communities will be worked out as well.



Gohar Markosyan, the President of the NGO WFD, once again presented to the participants the goal and the objectives of the project "Community Mobilization through Increasing Participation, Healthy Lifestyle and Peace Education in Armenia" spoke about the main principles and effectiveness of the community mobilization and raising participation. The importance of volunteer work was also spoken about: "Volunteer work is huge in the community mobilization. Devoting one's time, knowledge and abilities to the needs of the society voluntarily is a new culture in Armenia, which is still in the stage of formation and development.

Though we have carried out quite a lot of work during the last 2-3 years and there is certain progress in breaking the stereotypes towards volunteer work, this cannot be considered enough and we still have to work a lot in this direction, because volunteerism strengthens citizens, makes them confident of their own abilities, inspire them to be most involved and respected in their communities, and in the result these communities become most mobilized,"-mentioned Gohar Markosyan.

The participants of the meeting shared their experience gained through their work.



3-month reporting meeting in WFD Office

October 20, 2012



October 20th, the quarterly meeting of community centers responsible persons took place at the NGO WFD office. The responsible persons presented the work carried out during July-September, and mentioned that the participation and interest of the community population have been increased through the trainings and events organized at the community centers. The participants brought specific examples which prove the positive changes based on the active work of the community centers.

Torosagyugh Community Center representative Mariam Ghukasyan happily mentioned the fact of community's active participation during the past months highlighting the assistance and efforts invested by the NGO WFD: "There is already no need to present the work conducted in the community. We managed to earn trust within the community and everyone knows us. We also do not have the problem of involving volunteers, almost every young person is willing to help in organizing events and the number of volunteers is increasing day by day.



A great example of the mentioned is the nice event organized by the Community Center volunteers for the opening ceremony of Torosagyugh Cultural House. The entire community was talking about this event. Our center has become a place, where any question or initiative can be discussed and be solved through unity. Therefore, small villages really need such centers, which will help the community to become more united and solve their problems together"- mentioned M.Ghukasyan.

Participants highlighted the major importance of various groups existing within the community center, due to which the schoolchildren have been busy throughout the summer and were able to correctly organize their summer holidays. As they said, parents have been sincerely thankful to center responsible persons and volunteers for educating and working with their children.

As a positive remark, the responsible persons also mentioned the meetings with doctor. As a result of these meetings, teenagers not only receive necessary information and answers to their questions, but also are not shy to raise the questions and issues that interest them.





Participants also marked the seminars conducted by ecologist Gevorg Petrosyan and its positive influence on people. The responsible persons for Community Centers from Tsoghamarg and Musayelyan mentioned that people who were suspicious about the new agricultural methods offered by G. Petrosyan, were surprised to see the potato harvest based on this innovative method. According to them, people have used the offered method even on an unfruitful piece of land, and the results have been amazing.

“You cannot imagine the surprise and excitement of the people, who were following Samvel Hakobyan from Musayelyan to open the potato harvest in front of the ecologist. Samvel had planted two pails of potato and received 2 bags of harvest with no effort at all. Many decided to use this method next year...”: mentioned Musayelyan Community Center representative Natasha Yervandyan.

US Peace Corps volunteer Amie Park Wilson, who collaborates with the NGO Women for Development, was also present at the meeting.



Manushak Nersisyan, a volunteer of Goghovit Community Center participated in the Job Fair organized by Gyumri Regional Center of Employment. She had an opportunity to present her handmade work during the event.



Training of teachers in 6 provinces of Armenia

September - October 2012

In November 2011 -March 2012 more than 550 teachers of 80 schools from 5 provinces of Armenia (Lori, Tavush, Aragatsotn, Kotayk, Shirak) participated in requalification trainings organized by the NGO “Women for Development” in the frames of the project “Peace and Conflict Resolution Education in Schools of Armenia”. The project is directed towards reduction of cases of violence and formation of the atmosphere of peace Armenian schools.

The trainings in provinces are carried out through direct assistance of the heads of regional agencies of the National Institute of Education (NIE), specialists, school headmasters and deputy headmasters.

The participants of the trainings are mainly class leading teachers of grades 5-9, who received an opportunity to get acquainted with the topics of the practical guide “Conflict Peaceful Resolution Education in Schools” elaborated by the NGO WFD; they gained skills on conflict management and ways of their peaceful resolution. The teachers were given exact methodical directions, posters which would make the teaching more interesting and accessible. The participants of the trainings were given a task to carry out 5 class leading lessons for the pupils.

With the beginning of the new 2012 academic year, NGO WFD restarted the ToT trainings for teachers in the frames of “Peace and Conflict Resolution Education in Schools” project, which is aimed to reduce the number of violation cases and create an environment of peace in schools of Armenia.

Trainings for teachers have been organised for 140 teacher and vice-principles in the field of educational service from 5 schools from 7 regions of Armenia: Shirak, Vayots Dzor, Armavir, Geghaqunik, Syunik and Yerevan.

The trained teachers have shared their knowledge and skills with more than 300 teachers from the same schools through organising open classes on each topic included in the training. Trainings in the regions are being conducted with the direct support of heads and specialists of regional branches of the National Institute of Education, school principles and vice-principles. Almost all the participants of the trainings highly appreciated the NGO WFD’s work and experience in the field of peace education, they marked the importance of spreading peace culture in the schools of Armenia.





With the goal of evaluating the progress of the project, the results of both pre- and post- surveys conducted among more than 4117 pupils from 11 provinces were analyzed and compared.

Pre- survey questionnaire included several questions with the following goals:

- *To identify specific observations of pupils on the cases of violence happening in their own or their peers' environment.*
- *To evaluate the conflicts and personal behavior in the conflict situation.*
- *To respond to the question – who is more frequently interfering in conflict resolution, and others.*

Post- survey questionnaire contained the same questions with the following goals:

- *To evaluate pupil's behavior change in conflict situations right after taking peace lessons.*
- *To collect information about what kind of difficulties the pupils faced while applying the skills gained during the peace lessons.*
- *To clarify what was the most impressive and memorable for the pupils while taking peace lessons.*

The analysis showed that prior to conducting peace and conflict resolution lessons during class heads' hours, to the question "What form of violence have you more frequently encountered during the conflicts occurring between the pupils: physical, verbal or indirect (making the child leave the group, offending the child, etc)?", 8.7% of pupils responded physical, 30.6% - verbal, and 6.5% reported indirect cases of violence. To the question "How do you behave when you are directly involved in a conflict?", only 6% of the respondent pupils answered that they use physical violence, 13% - verbal, and 3% - indirect violence. As it can be noticed, pupils have various approaches towards assessing their own and their peers' behavior during conflicts. This outcome can be explained from psychological point of view: such sensitive issue as human behavior during conflict situations sometimes "makes" people "lie". Young people are more likely to notice violent behavior of their friends during conflict situations, rather than the mistakes in their own behavior.

To the question "Who is mainly interfering to resolve conflicts occurring between pupils?", responses provided by teachers and schoolchildren were nearly the same. Both teachers and pupils replied that during conflicts in 70-90% of the cases class head is the one to interfere, in less cases – 5-10% other teachers or the school principal, in 3-4% of cases – the parents, and other pupils in 25-30% of the cases. This once again proves the importance of training class heads and pupils in conflict management.

The results of pupils' pre- and post- survey responses were also compared. The analysis showed that right after the peace lessons pupils observe tangible positive changes in terms of reducing the number of conflicts with violent outcomes both among their peers and in their own behavior. Training participant teachers were also assigned to respond to the same questions as the pupils prior to the trainings, such as: "What form of violence have you more frequently encountered during the conflicts occurring between the pupils: physical, verbal or indirect?" The analysis showed that 13% of the respondent teachers witnessed physical violence during the conflicts occurring between the pupils, which is 4.3% less than the pupils' response; verbal violence was observed by 20% of the teachers (10% less compared to the pupils' response) and only 4% of teachers witnessed indirect violence, whereas the pupil's response was 6.5%.

Teachers' and pupils' responses are different in general, because the perception of the abovementioned issues is very subjective. The first reaction when asked a question about a conflict is: "there are almost no conflicts in our class", or "they happen very seldom".

Sometimes teachers think that speaking about conflicts may have a "negative effect" on his/her

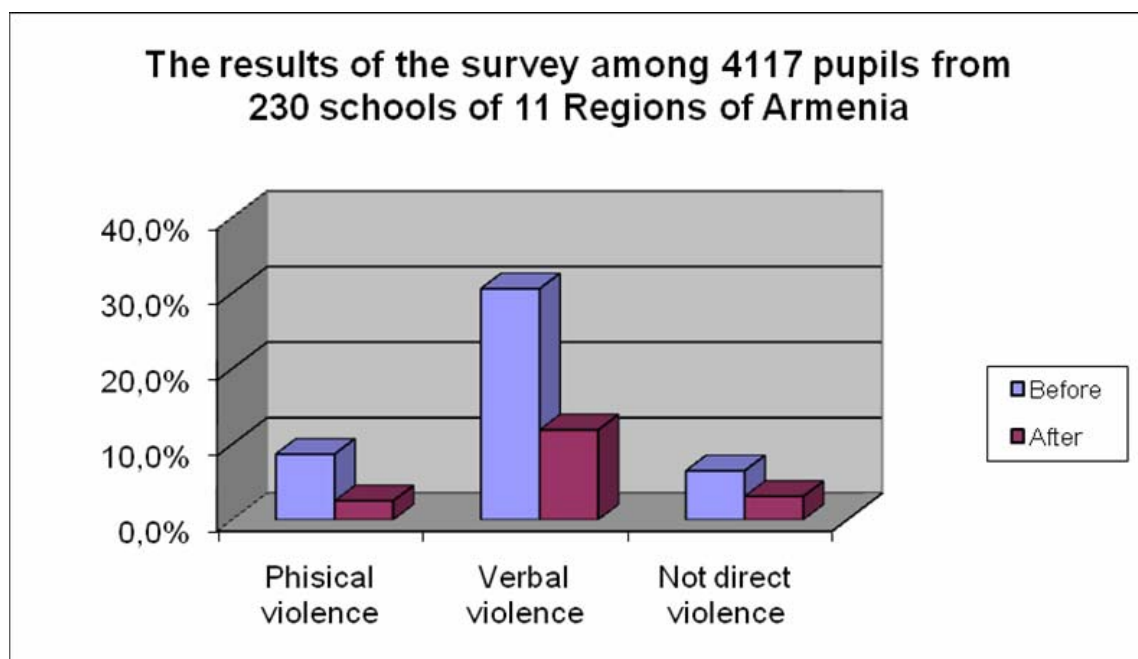
reputation. There have even been cases, when they have made changes on the questionnaires filled out by pupils, in order to reduce the number of violent conflicts from the actual figure provided by them.

However, when they engage in discussions and start to bring various examples of the conflicts happening in their schools, classrooms and general environment, the real picture becomes clear. In order to obtain rather honest responses and for evaluating the impact of peace education, meetings and discussions were organized with teachers upon the completion of the trainings conducted in the provinces. During the meetings they shared their experience in conducting peace lessons and filled out questionnaires by responding to the following questions:

1. Have you noticed any change/positive impact among the pupils of the class you are leading, which you would link to Peace and Conflict Resolution classes? Please provide your answers in numerical or percentage values, and bring examples.
2. Was there any feedback from parents or teachers to prove behavioral change of the class in general, and conflicting pupils in particular?
3. Do you trust that this education will be helpful for pupils in their future?

Analysis of the questionnaires provided us with many examples proving the tendency of reduction of the number of conflicts with violent outcomes among schoolchildren due to the peace education. It also allowed for evaluating parents' and teachers' approach towards peace education and stressed out the importance of such education in the children's future. Presented examples are very catchy, and we have been anticipating the achieved results.

After comparing the percentage variation between the number of conflicts with violent outcomes provided by teachers and pupils during the pre- survey and later upon the completion of the training, we conclude that the number of conflicts with violent outcomes have decreased by 72% after peace and conflict resolution classes (initially we have targeted at 20%). In order to confirm this result it will be necessary to conduct monitoring during the following academic year as well. It will be necessary to ask similar questions to the pupils in order to reassess how stable their gained knowledge in conflict resolution is, and to what extent that knowledge has transformed to skills.



**Open lessons, events on “Peace and Conflict Resolution Education”
in various schools of Armenia**

On November 30, 2012 the educational team of the NGO “Women for Development” participated in the open lesson “Conflict peaceful resolution, conflict management” held in Yeghvard school N 3. The lesson was prepared by the pupils of grade 8a led by the class leading teacher Siranush Mkrtychyan. The pupils showed the guests their knowledge and skills gained in the sphere of conflict peaceful resolution, as well as they presented the poems and acrostics about peace written by them. The Head of Kotayq branch of National Institute of Education Mariam Hovhannissyan and teachers from other schools of Kotayq marz were also invited to the open lesson. They thanked the organizers for the wonderful lesson and once again appraised peace education and its spread in all the schools of Armenia.



“Peace and Conflict Resolution Education” in Gavar #8 school, Gegharkunik marz



“Peace and Conflict Resolution Education” in schools of Goris, Syunik marz



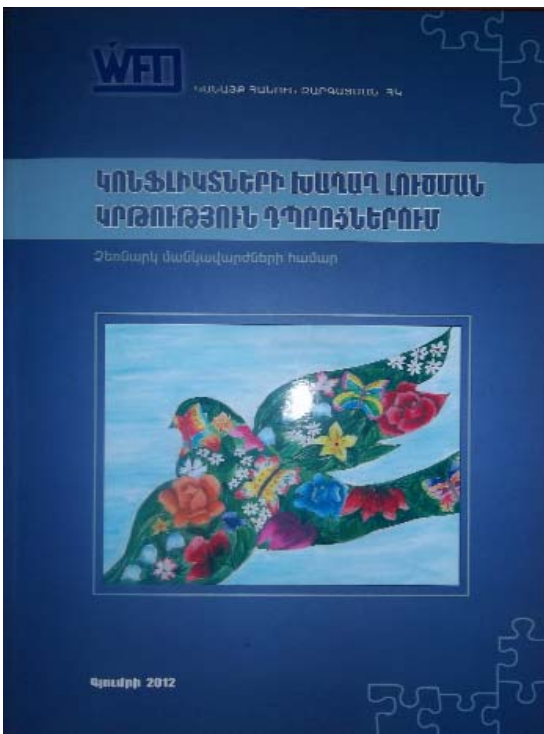
The event organised by schoolchildren and teachers of Goris school N6 at one of the army units in the town is worth mentioning. The event is especially important, because Goris is one of far located Armenian towns closer to Azerbaijani border. The open lesson on basic skills of peace and conflict resolution in an army unit is an important accomplishment for the project. The servicemen and commanders were not passive listeners, rather they were actively involved in the event. Stating the importance of studying the basic skills of peace and conflict resolution, we provided teaching and didactic materials which will be used during educational classes carried out for servicemen.



“Peace and Conflict Resolution Education” in Karmirgiugh village school, Gegharkunik marz



Peace Education being implemented in schools was given high importance in all provinces of Armenia. Local newspapers published articles about open lessons organized in several schools and initiated by the teachers who are involved in the project activities, materials were uploaded into schools' website, TV programs were created and broadcasted. During the meetings teachers and vice-principals emphasized the necessity of peace education and spoke about the achieved results.



Methodological handbook for teachers, Peace Education Impact Evaluation Report compiled by WFD NGO, DVDs with the film elucidating the project activities, Conflict Peaceful Resolution Education in Schools practical guide and didactic material packages containing 5 posters, which were disseminated in more than 230 schools of various provinces of Armenia, serve as a unique lobbying effort towards integration of Peace Education in the curriculum of schools.



All about the mentioned events, publications and videos you can introduce in our web-site and Facebook pages following by the links
www.wfd.am
<http://www.facebook.com/pages/Women-For-Development-NGO/158335984240847>

Խաղաղության մշակույթի ձեւավորումը խթանում է քաղաքացիական հասարակության մեջ հանդուրժողականության, փոխադարձ վստահության, երկխոսության եւ փոխըմբռնման սկզբունքների վրա հիմնված ժողովրդավարական արժեքների հաստատումը:

«Խաղաղության եւ կոնֆլիկտների խաղաղ լուծման կրթությունը դպրոցներում» ծրագրի շրջանակներում «Կանայք հանուն զարգացման» հասարակական կազմակերպության կողմից տպագրված «Կոնֆլիկտների խաղաղ լուծման կրթություն դպրոցներում» գործնական ուղեցույցը ՀՀ ԿԳՆ կրթության ազգային ինստիտուտի աջակցությամբ ներմուծվեց հանրակրթական դպրոցներ եւ դասղեկների համար բազմաթիվ խնդիրներ լուծեց դասարանական առօրյայում: Ուղեցույցում կոնֆլիկտների, դրանց լուծման հմտությունների եւ եղանակների վերաբերյալ թեմաները ինքնաբերաբար բերեցին երեխաների հոգեբանական եւ սոցիալական մի շարք խնդիրների լուծմանը:

Գորիսի Ակսել Բակունցի անվան թիվ 1 ավագ դպրոցի յոթերորդ դասարանում (դասղեկ Անուշ Թունյան) աշակերտները կարողացան ներկայացնել իրենց միջեւ ծագած տարբեր կոնֆլիկտներ, դրանց նկատմամբ ձեւավորել սեփական վերաբերմունք, հիմնավորված կարծիք, դիրքորոշում՝ անհատական եւ խմբային աշխատանքի միջոցով նպատակ դնելով հիմնավորել, փաստերի միջոցով կարողանալով վերլուծել, ծրագրել, առաջարկել որեւէ կոնֆլիկտի լուծման տարբերակներ, ամփոփել եւ գնահատել ստացված արդյունքները:

«Թեման ուսուցանելուց հետո

երեխաներին հաջողվել է ծանաչել եւ հասկանալ իրենց ինքնությունը, կարգավորել հարաբերությունները մերձավորների հետ, լուծել ներքին հոգեբանական հակասությունները, գտնել հոգեւոր հարուստ պաշարներ: Կարգավորելով մի շարք կոնֆլիկտներ՝ նկատելի բարելավվել է նրանց առօրյան»,- վերջում ավելացրեց իր տեսակետը Անուշ Թունյանը:

Գորիսի Յուրի Բախչյանի անվան թիվ 3 հիմնական դպրոցի յոթերորդ դասարանում (դասղեկ՝ Սոնա Հարությունյան) ինտերակտիվ մեթոդներով դերային խաղի հնարով դասղեկական ժամ էր կազմակերպվել «Կոնֆլիկտների խաղաղ լուծման կրթություն» թեմայի ամփոփում: Ու քանի որ համագործակցային ուսուցման հիմնական սկզբունքը աշակերտների միջեւ խմբային աշխատանքի միջոցով շփումն է ընդհանուր նպատակին հասնելու համար երեխաներին դնելով մի իրավիճակի մեջ, որում նրանք կարող են ավելի հեշտ հասնել իրենց հետաքրքրություններին եւ ակադեմիական պահանջներին համապատասխանող նպատակին՝ հաղորդակցության եւ խնդիրների կարգավորման միջոցով, աշակերտներն եւ ուսուցիչը դասը որոշել էին ներկայացնել հենց այդ ձեւով: Նրանք իրավիճակ էին քաղաքացիների, որը պատասխանում էր լսարանի՝ կոնֆլիկտի ծագման եւ նրա լուծման ուղիների վերաբերյալ բազմաթիվ հարցերի: Դրանից հետո փոքրիկ բեմականացմամբ ներկայացրին առօրյա կոնֆլիկտային իրավիճակներ՝ դրանց տալով իրենց իսկ կողմից լուծման տարբեր եղանակներ:

«Դեռեւս հին փիլիսոփաները դատապարտում էին կռիվները, սակայն միաժամանակ պնդում էին, որ վեճից է ծնվում ճշմարտությունը»,- ասում է դասղեկ Սոնա Հարությունյանը: - Այս դասընթացների նպատակն է ստեղծել մի այնպիսի մոտեցում, որը կնպաստի երկխոսությանը, փոխըմբռնմանը եւ համակցությանը: Հիմնական խնդիրն այն է, որ նախապատվություն տալով գիտելիքին՝ մենք անտեսում ենք որոշ կարեւոր արժեքներ, մինչդեռ անհրաժեշտ է ուշադրության կենտրոնում պահել կրթության հեռահար նպատակը՝ աշակերտի անձնական եւ սոցիալական զարգացումը: Այդպիսի արժեքները չի կարելի դիտարկել միայն ուսումնական ծրագրի տեսանկյունից. այստեղ աշակերտի՝ անհատի կայացման խնդիրն է՝ իր համար բացահայտելով արժեքներ եւ յուրացնելով դրանք, ինչը կրթի հարգանքը մարդու իրավունքների համդեպ եւ իր իմացությամբ կոնֆլիկտներից խուսափելուն»:

Այլ էր պատկերը Գորիսի թիվ 5 հիմնական դպրոցի յոթերորդ դասարանում (դասղեկ՝ Ռամելա Խունց): Աշակերտները, օգտվելով տեղեկատվական հաղորդակցման տեխնոլոգիաներից, դասը ներկայացրին ֆիլմերի միջոցով՝ դրանք կապելով իրենց առօրյայի հետ:

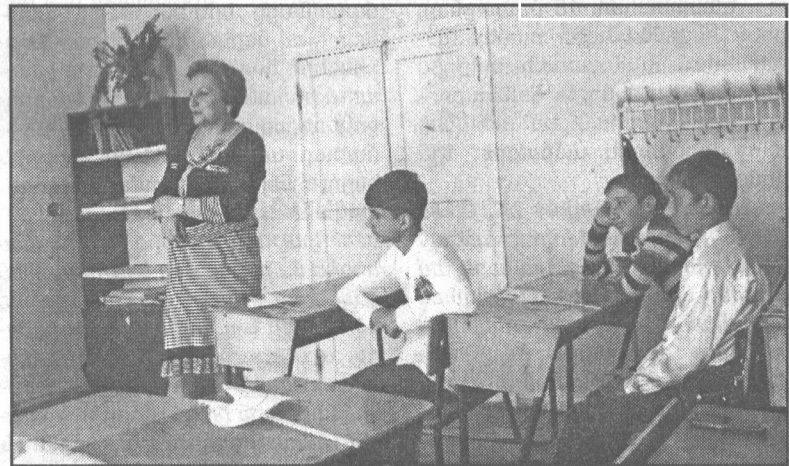
Գորիսի թիվ 1 հատուկ դպրոցի իններորդ դասարանը (դասղեկ՝ Սուսաննա Մարտիրոսյան) անդրադարձել էր միջազգային կոնֆլիկտներին. Հայաստան-Թուրքիա, Հայաստան-Ադրբեջան, նաեւ արդիական թեմա դարձած՝ Հայաստան-Հունգարիա:

Արդեն իսկ ուսուցանած թեմաները կոնֆլիկտի վերաբերյալ ակներեւ էին դարձնում երեխաների միջեւ առկա փոխադարձ հար-

գանքը, վկայում, որ յուրաքանչյուրը կարող է ապրել այլ մարդկանց հետ շփման մեջ՝ իր սեփական համոզմունքների արտահայտմամբ, առանց խախտելու որոշակի սահմաններ՝ չհասնելով կոնֆլիկտի:

Երեխաները համոզված էին, որ իրենցից յուրաքանչյուրը կարող է զարգացնել կարեւորագույնը՝ կոնֆլիկտից խուսափելու կարողություն մարդկանց հետ շփվելու ժամանակ:

«Կոնֆլիկտների խաղաղ լուծման կրթությունը դպրոցներում» թեմայի ամբողջական ամփոփումը Գորիսի Սերո Խանգադյանի անվան թիվ 6 հիմնական դպրոցի իններորդ դասարանը (դասղեկ՝ Լիլիթ Փարսյան) որոշեց անցկացնել Գորիսի N զորամասում համագործակցելով զորամասի սպայական կազմի եւ շարքային զինվորների հետ: Վերջիններս անկեղծաբար էին մոտեցել թեմային կոնֆլիկտի լուծման տարբերակներին յուրովի մոտենալով՝ երբեմն գնալով փոխզիջման, երբեմն էլ՝ հասնելով կոնֆլիկտի թեմային մակարդակին, եւ իրենց



գանքը, վկայում, որ յուրաքանչյուրը կարող է ապրել այլ մարդկանց հետ շփման մեջ՝ իր սեփական համոզմունքների արտահայտմամբ, առանց խախտելու որոշակի սահմաններ՝ չհասնելով կոնֆլիկտի:

Երեխաները համոզված էին, որ իրենցից յուրաքանչյուրը կարող է զարգացնել կարեւորագույնը՝ կոնֆլիկտից խուսափելու կարողություն մարդկանց հետ շփվելու ժամանակ:

«Կոնֆլիկտների խաղաղ լուծման կրթությունը դպրոցներում» թեմայի ամբողջական ամփոփումը Գորիսի Սերո Խանգադյանի անվան թիվ 6 հիմնական դպրոցի իններորդ դասարանը (դասղեկ՝ Լիլիթ Փարսյան) որոշեց անցկացնել Գորիսի N զորամասում համագործակցելով զորամասի սպայական կազմի եւ շարքային զինվորների հետ: Վերջիններս անկեղծաբար էին մոտեցել թեմային կոնֆլիկտի լուծման տարբերակներին յուրովի մոտենալով՝ երբեմն գնալով փոխզիջման, երբեմն էլ՝ հասնելով կոնֆլիկտի թեմային մակարդակին, եւ իրենց

առօրյա կոնֆլիկտները ներկայացրել էին երգիծական բեմականացումների միջոցով: Աշակերտները զինմասում նաեւ պատահաների ցուցահանդես էին կազմակերպել: «Խաղաղություն մոլորակին» թեմայով:

Վերջում հանդես եկավ «Կանայք հանուն զարգացման» հասարակական կազմակերպության նախագահ **Գոհար Մարկոսյանը**, ով հիացած էր սյունեցի աշակերտների այսպիսի մտահղացմամբ. «Այս ծրագրի հիմնական նպատակը ուսուցիչների եւ դպրոցականների մեջ խաղաղության մշակույթի եւ հակամարտության բանաձեւի գաղափարների ձեւավորումն է: Իսկ այն, որ այսօր եւս Գորիսում սկանառես էի աշակերտների եւ զինվորականների այսպիսի համագործակցությանը, սա ուղղակի ուրախություն էր: Թող խաղաղությունը սկսվի հենց Սյունիքի անառիկ բարձունքներից»:

Անահիտ ՄԱՐՏԻՐՈՍՅԱՆ
ՀՀ ԿԳՆ կրթության ազգային ինստիտուտի Սյունիքի մասնաճյուղի տնօրեն

***Monitoring of “Peace and Conflict Resolution Education”
project in 6 provinces of Armenia
November-December 2012***

The next meetings with the teachers had the aim to discuss the classes they organized, the impact of these classes on the pupils as well as behavioral changes noticed during the peace studies.

The majority of participants confirmed, that the topic is indeed very up-to-date and extremely important for the pupils. All the teachers greatly valued and appreciated the methodical handbook and posters. They mentioned, that the classes have had positive impact on pupils’ behavior, they have started to ponder and discuss their moves and have learned to listen and understand others.



Teachers think that continuous studies is required in order to mark success. They confirmed that they will continue to carry out the classes during the new academic year; “Most importantly, the classes are educative and our goal has been to make it pupils’ own. We will put the classes on a more firm fundament starting from September, will carry out the classes in more organized manner and I am confident that it will certainly give its positive fruits” said the deputy headmaster of Gandzasar village school. Head of NIE Lori province’s regional agency Gnel Tigranyan mentioned; “I have personally participated in a few classes and am very impressed. I honestly wish, that all subjects in schools would be carried out in this way, because I saw the children’s excitement and posters, handmade materials and performances, which make the classes more interesting. It would be great, if all schools of Armenia will be involved in this project, because the need is indeed real and the results are tangible.”

The teachers who have organized and carried out peace classes received appreciation letters from the NGO WFD.





Peace and Conflict Resolution Education in Mkhitar Heratsi High School of Yerevan,
organized in the frames of The International Education Week by IREX Armenia.

November 22, 2012



Working Meeting in Gyumri with Heads of RA NIE Regional branches

December 14-16, 2012



On the initiative of the NGO “Women for Development” a meeting of the working group of the project “Conflicts Peaceful Resolution Education in Schools of Armenia” took place on December 14-16 in “Araks” Hotel in Gyumri. The participants of the meeting were Heads of RA National Institute of Education Regional branches, teachers-participants of the project, vice-principals of schools and members of the NGO “Women for Development”. The goal of the meeting was to analyze and summarize the process and the results of the project “Conflicts Peaceful Resolution Education in Schools of Armenia”

carried out by NGO WFD in 11 marzes of Armenia from November 2011 through December 2012 and to present to the participants of the meeting the results of the study carried out during the last year, especially from the point of view of reduction of violent conflicts in schools. The meeting also had a goal to work out a document directed to RA Minister of Education and Science Mr. A. Ashotyan, Director of RA National Institute of Education Mr. N. Ghukasyan and other decision making state entities in the sphere of education to promote integration of conflicts peaceful resolution education as required discipline for the class leading teachers’ hours in the school curriculum of all the schools in Armenia.



The video material and publications about the meeting can be found here:

http://www.shanttv.com/am/news/gyumrinews/2012_12_15/12648/

<http://tsayg.am/hasarakutyun/1786-u-ss-s-s.html>

<http://www.asparez.am/>

<http://www.armtown.com/news/am/azg/20121218/2012121816/>



Garine Palandjian was an IREX-IARO Fellow in Armenia from September to November 2012. She was carrying out a research on peace education in Armenia and has greatly appreciated the project implemented by NGO WFD and especially in the field of building peace culture among schoolchildren. Garine had meeting and interviews with principles and teachers of project's 8 beneficiary schools in Shirak and Syunik regions, has participated in peace classes.



On June 11th, the NGO Women for Development welcomed around 20 students with their supervisor professor, who are studying social science at one of the Universities in Paris, France. The trip to Armenia was a part of their university studies. Prior to their visit to Gyumri, they had already visited Nagorono-Karabakh, Sevan and Yerevan, where they had the opportunity to meet different non-governmental organizations and get acquainted with their activities. The students were interested in our projects and accomplishments we have marked, the problems Armenia and especially the Shirak region is facing as well as development progress and perspectives. They raised various questions from cultural features and social issues to regional problems and conflict resolution. The meeting went in a warm and pleasant atmosphere.



On November 17-19, 2012 the Public Relations officer of the NGO "Women for Development" Marina Juharyan participated in the 3-day training on the issue "PR strategy development skills and relations with mass media" and "New media, blogging, social networks". The training was organized by APRA (Assosiation of Public Relations in Armenia) in the frames of the project "Women in the process of local democracy".



At the end of the training a meeting of the journalists, representatives of NGOs - participants of the training organized by the Armenian Association of Public Relations with the Heads of Armenian Leading mass media was held in Erebuni hall of "Erebuni Plaza" Business center. The goal of the meeting was to establish a network NGO - mass media for further productive collaboration.



