

Organization for Security and Co-operation in Europe
Office for Democratic Institutions and Human Rights

**Institutionalization of Gender Disciplines in the
System of Higher Education in Armenia:
A Programme in the Frames of the Projects on
*Gender Awareness and Gender Sensitivity as the
Prerequisites for Egalitarianism*
Implemented in 2002 - 2004 by the Center for Gender Studies
of the Armenian Association of Women with University Education**

Evaluation Report

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Preface

This is a summary of an evaluation of the programme of Institutionalization of Gender Disciplines in the Higher Education System in Armenia within the frames of the Gender Awareness and Gender Sensitivity as the Prerequisites for Egalitarianism Projects Implemented by the Center for Gender Studies of the Armenian Association of Women with University Education (AAWUE) in 2002 – 2004.

The initiative was supported by the Office for Democratic Institutions and Human Rights (ODIHR) of OSCE. ODIHR has commissioned this evaluation to assess the outcomes of the projects and continuation possibilities. It was also hoped that some of the major findings and recommendations contained in this report would be helpful for AAWUE in strategic planning and its further programmatic interventions.

While undertaking this task, I knew that no approach templates or readymade instruments for conducting such an evaluation are available as the efforts to institutionalize gender studies are new in the region. That was one of the reasons why this evaluation had to be conducted in a participative way. I appreciate the support and valuable contribution of several individuals and organizations, including the project team, gender scholars, teachers and students, and the representatives of civil society committed to the advancement of democracy in Armenia.

Hrachia Kazhoyan
Yerevan, December 7, 2004

CONTENTS

Preface	2
Description of the Approach	4
1. Purpose and Scope	4
2. Methodology	4
Major Findings	5
1. The Programme and Its Outcomes	5
2. Social Context	8
3. Policy Level Efforts	9
4. Leadership and Sustainability	10
Suggestions	12
1. LFA	12
2. The Model	12
3. Communication, Resource Sharing	13
4. Further Institutional Development	13
Summary	14
ANNEX	i
1. Draft Concept Paper	i
2. Persons Interviewed	iv
3. Questionnaire Surveys	iv

Description of the Approach

1. Purpose and Scope

The following is a summary of an evaluation of the programme on Institutionalization of Gender Disciplines in the Higher Education System in Armenia implemented by the Armenian Association of Women with University Education in partnership with OSCE/ODIHR for the last three years. This assessment was undertaken to help ODIHR assess the outcomes of the programme and assist AAWUE by exploring the possibilities for the further programmatic expansion.

The overarching goal of the programme is to institutionalize gender disciplines in the system of higher education in Armenia. To meet that end, the purpose of AAWUE in implementing this programme is to:

- Develop and implement model curricula, methodology and teaching tools both for students and teachers of various gender disciplines and nurture the cadre of professional gender teachers; and
- Facilitate the process of adoption of these models and their appropriation by the state higher education system.

Specific goals of the evaluation were to assess the programme in its context, its actual outcomes against expected ones and clarify its perspectives by analyzing the available capacities, project documents and reports, conducting interviews with the representatives of relevant State authorities, managers of education institutions, teachers and students. Information collected was broadly selected to address pertinent questions about the programme and be responsive to the needs and interests of the stakeholders (please see the lists of the questions and people interviewed in the Annexes to this report).

2. Methodology

This assessment was conducted from November 15 through December 7, 2004. The methodology used for this evaluation included the following elements:

- A review of project documents, including existing initial proposals and reports;
- Interviews and discussions with individuals, management and staff of education institutions, and with students;
- A field trip by to Gyumri, the second city of Armenia with the purpose to interview those involved in teaching gender disciplines and their students;
- Questionnaire inquiry conducted among students, their teachers and the members of AAWUE;
- Discussions with groups of teachers previously contacted to gain further information and seek clarification on programmatic issues; and
- Preparation of the final report, including incorporating comments and suggestions from OSCE/ODIHR staff.

This report presents the major findings and suggestions for OSCE/ODIHR and AAWUE consideration during their strategic planning processes.

Major Findings

1. The Programme and Its Outcomes

Following is a list of expected results specified in the project proposal documents supported by OSCE/ODIHR in 2002, 2003 and 2004.

- Forming the scientific community of teachers and researchers of gender problems in Armenia.
- Uniting the efforts of gender specialists in development and implementation of gender courses and timely research programs.
- Implementation of the gender courses in 6 new universities.
- Activation of interdisciplinary links and integrating gender approaches in teaching other subjects in the universities participating in the programme.
- Identification of the ways of scientific exchanges on gender problems among universities.

All these results were achieved by the programme*. For the last three years 16 interdisciplinary and special gender courses were developed such as Gender and Economy, Gender and Journalism, Gender Discourse of History. They are being actively convened in 10 such State and private education establishments as the Yerevan, Gyumri and Vanadzor State Pedagogical Universities, Yerevan State Medical University, Yerevan State Institute of Economy, and Northern University. The list of these courses follows.

#	Teacher	Course	University, Dept, Year, #Hours
1.	Lilit Zakarian	Introduction to Gender Theory	Yerevan Northern University, Faculty of Journalism, for the 3 rd year students, 32
2.	Anahit Telunts	Introduction to Gender Research	Armenian State Pedagogical Institute, Elementary Education, II, 32 hours
3.	Armine Mkhitarian	Introduction to Gender Research	Yerevan Branch of St-Petersburg University, External Relations, Law, Economy, III, 32
			Yerevan State Medical University, Medical, II, 32
4.	Yelena Vardanyan	Introduction to Gender Problems	Gyumri State Pedagogical University, Foreign Languages, V, 32
5.	Meline Hartyunyan	Gender Equality in the System of Human Rights	Gyumri State Pedagogical University, Physical Culture/Sports, II, 32
6.	Siranoush Khachkalyan	Gender Equality in the System of Human Rights	Gyumri State Pedagogical University, Foreign Languages, IV, 28

* There are different types of development projects currently being implemented in Armenia in terms of their “results / action” ratio. Among them we can distinguish, for instance, infrastructure projects to be considered more ‘linear’ or ‘results bound’ (pipeline built, railroad fully functional, etc.). Some projects have demonstrated a snowball effect – once successfully implemented, they were continued or repeated by their participants. Local budget hearings or discussions of the community problems in local media can serve an example for this type. There are also programmes like this that could be considered of ‘culture change’ or ‘process type’. They both seek and depend on significant policy level changes, and to reach their objectives, more continuous and consistent efforts are needed.

7.	Sophia Babayan	Gender and Discrimination	Vanadzor State Pedagogical University, Armenian Philology, III and IV, 32
8.	Armenuhi Kyureghyan	Gender and Economy: Legal Aspects	Vanadzor State Pedagogical University, Physics and Mathematics, IV, 32
9.	Gyulnara Hovhannisyan	Gender and Economy	Yerevan State Institute of Economy, Economical Cybernetics, V, 24 Yerevan Galik Institute, Management, 26
10.	Alisa Gevorgyan	Gender and Economy	Yerevan State Institute of Economy, Environmental Economics, III, 18
11.	Geghetsik Grigoryan	Gender and Law	Armenian Open University, IV, 18
12.	Anahit Harutyunyan	Gender and Journalism	Yerevan Northern University, Journalism, IV, 24
13.	Arthur Nikoghosyan	Gender Discourse of History	Gyumri State Pedagogical University, History, III, 24
14.	Karine Bazeyan	Ethnocultural Aspects of Gender	Gyumri State Pedagogical University, Elementary Education, III, 24
15.	Nina Hovhannisyan	Gender and Psychology	Vanadzor State Pedagogical University, Secondary School Department, V, 16
16.	Tadevos Tadevosyan	Gender Equality in Armenian Mythology and Rituals	Vanadzor State Pedagogical University, Armenian Philology, II, 24

The curricula and texts of lectures were published. In total 31 books were published by AAWUE and its Center for Gender Studies in 2002 -2004. These curricula and well prepared teachers could be considered the main instrumental achievement of the programme.

The following is a summary of the main activities and results from 2002 through 2004.

Date	Activity	Results
August 2002	The 2 nd School for Teachers in Tsakhkadzor	Participant teachers -30 gender curricula developed - 28
October 2002	The 2 nd Republican Conference of Students and Young Researchers	Participant students - 70
July 2003	The 3 rd Republican Conference of Students and Young Researchers, <i>Gender Equality</i>	Participants – 60 students and 7 teachers, 150 student papers presented
August 2003	Symposium of Gender Teachers on <i>Gender Study: New Paradigm</i>	Participant gender teachers -28
October-December 2003	Teaching gender in 7 universities in Yerevan, Gyumri and Vanadzor	Interdisciplinary and special courses -15; 348 students
January 2004	Round table of rectors of Armenian higher education establishments on <i>Gender Education in Higher School: Experience and Problems with Further Institutionalization</i>	Participants – 25 heads of Armenian higher education institutions
July 2004	The 4 th Republican Conference of Students and Young Researchers	Participants – 62 students, 150 student papers presented

October 2004	Symposium of Gender Teachers on <i>Gender Education as a Factor of Forming Democracy</i>	Participant teachers -36
October-December 2004	Teaching gender in 10 universities in Yerevan, Gyumri and Vanadzor	Interdisciplinary and special courses -17; over 400 students

As the social recognition of the need to teach gender at the university level grows, the demand for gender studies by the universities will also increase. Currently, the supply side is a little ahead – there are more teachers trained – more courses could be developed and still more courses could be taught if the interest from universities grows. This gives an opportunity to make a selection of teachers and choose the best among their methods. At the same time, supply provokes demand, and the number of interested universities grows steadily.

Depending on the subject and teachers’ individual predilections, the teaching methods vary from ordinary lectures to interactive group work that utilizes brainstorming and creative problem solving with flipcharts and post-it stickers (Lilit Zakaryan), which are fairly new in today’s Armenian academic classroom settings.

These contemporary ways of teaching can pose additional difficulties for some universities because implementing new technologies may impose additional expenses. Besides, if size and gender consistency of the group is not significantly important for academic lectures, it may be crucial for some group assignments and brainstorming sessions. But this is a process of mutual adaptation: on one hand the dominant conservative attitude should be changed to accept the new learning technologies, while, on the other hand, the new methods should be flexible enough to meet the existing capacities of universities.

These courses are usually taught by the best professors at the universities’ humanities departments. At the Pedagogical Institute in Gyumri we attended a general lecture on gender in history (lecturer Arthur Nikoghosyan), and even though with rare feedback solicitation, it was not just a run of the mill lesson – the lecturer managed to keep his audience in suspense for two academic hours.

On the other hand, we also witnessed how an innovative brainstorming session can provoke participation. It was a remarkable finding as every now and then we hear many university professors complaining that their students display apathy and lack of motivation. Such innovative group learning approaches are proposed as a solution for many of those students who lack motivation. Even those lazy and passive students get a chance to express their opinion and be involved. Once they have become interested in the subject, then it is easier to invite and guide them into the learning process.

Geghetsik Grigoryan organizes trips to courtrooms and the National Assembly (Parliament) for her students with subsequent discussions of the relevant and important gender issues that the students notice in those institutions. They also work on analysis of the laws from the gender perspective – an exercise, which gives them insight and concrete practical skills in legal research and analysis.

Along with other skills of her students, Yelena Vardanyan from Gyumri Pedagogical Institute is trying to develop their research capacities. Her students learn to conduct polls and trend analyses of the public opinion. They already know that special gender considerations should be taken into account when carrying out a research and all data gathered should be broken down by gender. They compete for the opportunity to participate in student conferences and publish their papers.

According to the questionnaires, most of the students of the programme are highly motivated. Although each of them may have different personal understanding of the need for being gender sensitive, they recognize the need for raising awareness of gender problems in Armenian society particularly in this period of transformation. Through gender studies they get analytical skills and ability for critical re-thinking of social relationships in the context of power and domination.

2. Social Context

*Many families are being formed in Armenia every day.
There are cases when lack of gender knowledge has
serious negative impact on their family lives.
I am happy that my generation has an opportunity to be aware about this issue.
Armine Polean, Third-year Student of History from Gyumri*

This programme is being implemented in an environment which is marked by a fermentation of various opinions on how the interaction between the new and the old as well as among the local, national and the global is to be going on. In this context, many respondents think that there is a need for breaking the old patriarchal gender stereotypes. The others suppose that the new approaches should build on those traditional values that were always essential for the survival of Armenian families.

Both sides agree on one thing, though. It is known that in Armenia the number of women with higher education per capita was one of the highest among the republics of USSR. Now, because of the lack of opportunities and unprecedented rate of unemployment, this human potential is being wasted.

With time, the former demographic situation is also changing. If, for instance, twenty years ago, more men worked and received higher wages than their wives, now, there are more and more women employed in different spheres, and there are many cases when they receive even more income than their husbands.

Following are the major obstacles that the programme has been overcoming from its inception.

- The obsolete patriarchal stereotypes, which are still considered the basis for survival of Armenian society and are sustained by the old education system and the media.
- Xenophobic attitude towards gender studies as a process of invasion of 'Western ideas'.
- Lack of experience with teaching similar disciplines and absence of Armenian terminology.

According to Yelena Vardanyan, the old stereotypes and lack of awareness have even resulted in failure to attend classes by few students. This context is more observable in secondary schools. There are still few teachers that have not come yet to acknowledge the need not only for teaching gender but being gender sensitive, and there are still some curious parents that are coming to school to find out more about the gender lessons and their possible implications within their families.

According to Anahit Telunts, usually when the subject is introduced at a university, and people begin discussing the issue, it then turns out that the problem of gender inequality exists, and it is attention worthy.

Gyulnara Hovhannisyanyan attributes the success of the programme to the fact that in addition to knowledge it gives the students an opportunity to discuss their experiences. They can enhance their practical skills and become aware of their civil rights, which then they can exercise in the real life situations.

Teaching gender first of all at the pedagogical universities was important because the future cadre of gender sensitive school teachers graduated with certain knowledge of gender issues faced by the Armenian society. These efforts have been also sustained by the Resource Centers that conduct seminars involving more teachers from secondary schools. In addition, teaching future journalists, economists and lawyers targets the issue of raising gender awareness in general. Recently, even the State Institute of Physical Culture and Sports has become interested in a facultative course.

3. Policy Level Efforts

The programme introduced gender studies in the state higher education system. The representatives of management of universities and the Ministry of Education regularly participate in seminars, discussions and other public events organized by the AAWUE. However, the programme is important not merely as bringing in a novelty in the system of education. It is also notable from the point of view of the Bologna Process that Armenia has recently proclaimed its intention to join.*

During our discussion, the Deputy Minister Ara Avetisyan who is most closely involved in the programme on the ministerial side, expressed his positive opinion on the partnership with AAWUE and highly valued the results achieved by the organization.

He noted the importance of fostering gender awareness through teaching facultative courses and interdisciplinary subjects. However, he did not see any particular role for the Ministry in the institutionalization process of gender disciplines. According to him, they are a part of civic education system and cannot be considered separate disciplines. He

* The Bologna Process aims to establish a European Higher Education Area by 2010. In 2003, in Berlin, all the ministers responsible for higher education from Bologna Member States reaffirmed the importance of the social dimension of the Process and pointed out the need to strengthen social cohesion and reduce social and gender inequalities both at national and European level.

said that working with the management of universities on a case by case basis was the only way to proceed, and that so far they have managed to do that.

In our discussions with the teachers, many of them mentioned that the Deputy Minister has undergone a personal change: with time his curiosity raised and he became more supportive. In January 2004, Mr. Avetisyan chaired the round table of rectors of Armenian higher education establishments, which was titled, *Gender Education in Higher School: Experience and Problems with Further Institutionalization*. He participated in scientific debates with students and negotiated with the rectors of Gyumri and Vanadzor State Pedagogical Universities such issues as space allocation for the resource centers.

To our knowledge, Sergo Yeritsyan, the Minister has expressed another opinion in that subject. During his recent meeting with the representatives of the donor organization, he assured the Ministry's willingness to support the institutionalization of the model in general and specifically the process of review and adoption of manuals.

Recently, with support of OSI AF, the criteria and quality standards for teaching gender disciplines were developed by AAWUE and adopted by the Ministry of Education and Science. This was the first time in Armenia when the teaching standards of any discipline were developed and approved.

The Permanent Parliamentary Commission on Science, Education and Youth Affairs also supports AAWUE. Hranoush Hakobyan, the Chairwoman of the Commission shares the vision and approaches of the organization. She actively supports the policy level efforts of AAWUE and participates in all the major events.

4. Leadership and Sustainability

It is commonly conceived that many development projects exist when the personnel is paid, and their continuation is threatened once the funding is over. However, this programme is different, because although the teachers receive some amount from the project, nevertheless, to begin teaching a new subject they themselves must be willing to process a considerable amount of information and invest their time which is not commensurate to the limited salaries they receive for teaching under the project. "We are like pioneers, and this feeling motivates us," says Yelena Vardanyan.

The success of the programme heavily depended on the efforts of Jemma Hasratian, the AAWUE President. It is typical of Armenian NGOs led by a prominent and experienced person. Before becoming the head of AAWUE, she was the Director of the State Scientific Research Institute of Education for many years.

However, the group of professors and lectures involved and their active students has already formed a community of like-minded and committed people able to advocate for their agenda with the management of universities and the representatives of the Ministry. Thus, the Yerevan State Pedagogical University organizes round table discussions to discuss the issues pertaining to the gender courses, which are always well attended and covered in the student newspaper. The management and the Student Council of this and

other universities fully support the idea of teaching gender. Many of the former students are currently working at NGOs and actively promoting the idea of gender equality in their communities.

Unfortunately, competitiveness is also typical of Armenian NGOs and lack of coordination among them in Yerevan may result on establishing a new resource center for gender studies near the Center for Civic Education in Gyumri which is inactive for the last two years. Many efforts were made and still more needs to be done in the field of public relations to bring other NGOs, intellectuals and involve media in the educated and constructive discussion of gender issues and facilitation of the process of institutionalization of gender disciplines in the System of Higher Education in Armenia.

Jemma Hasratian thinks that in the distant future, the AAWUE Center for Gender Research and Studies could be transformed into an institute for gender research and education.

Suggestions

1. LFA

This is a typical ‘culture change’ project both aimed at and dependent on significant policy level changes (Please see the footnote on p. 5). The proposal documents are process oriented with the expected results listed correspondingly to the activities (summer schools, symposium, etc.). The outcomes are not sufficiently elaborated and are not clear in terms of how they would lead to achieving the overarching goal of the programme.

As clear vision of the outcomes and results orientation is very important for any project regardless of its type, a logical framework approach (LFA) could be recommended in preparing the proposal documents in the future. It can help better understand and present the vertical and horizontal logic of the programme. LFA could be used throughout the programme management cycle in:

- identifying and assessing new activities that fit within the scope of the programme;
- preparing the project design in a systematic and logical way;
- appraising the design;
- implementing the programme;
- monitoring, reviewing and evaluating the programme’s progress and performance.

2. The Model

The general objectives of the programme are understood and shared by the programme participants. What are their next steps?

- The courses developed are to be compiled in a unified textbook for all higher education establishments. The textbook will be prepared by a group of authors and adopted by the Ministry of Education and Sciences.
- There will be also a glossary of unified Armenian terminology prepared and published.
- Handbook of methodological recommendations for the teachers developed and published, adopted by the Ministry of Education and Sciences.
- Compilation of translated texts of the most frequently cited foreign sources.
- Unified mechanism for measuring the student knowledge and performance.
- The resource base could also be further enhanced with interactive audiovisual materials both locally made and foreign translated.

The notion of model package for teaching a discipline is not unanimously understood by all teachers. To develop a shared vision, this issue as well as the common approach for promoting the institutionalization of gender studies could be discussed by the members of AAWUE and teachers in one of the upcoming conferences. The outline of the model and strategy for preparing the cadre of gender teachers can be developed and discussed so that they all share a common vision not only of the ultimate goal, but also of the strategy for achieving it. The August 2003 Symposium of the Teachers has served a basis

for internal evaluation of the process and strategy discussions. This could become a regular well-planned process.

More work could be required for adopting the courses that use interactive learning methods in new universities, as they might imply purchasing new equipment and forming new groups of students by breaking down the big ones or joining students from different existing groups.

3. Communication, Resource Sharing

In a city like Gyumri additional efforts could be made to ensure that the existing facilities could be used and the resources accrued built on. To ensure the information sharing, a communication mechanism could be established. The School for Civil Society is ready to help organize a discussion on the importance of addressing gender problems for the new Armenian society with participation of the Gyumri and Vanadzor gender specialists, media, officials from the Ministry of Education and representatives of civil society.

Information technologies could be used more intensively. An interactive website could be developed featuring online forum and the information resources accrued by the programme could become available for download. The student papers could also be published online.

From the outreach point of view, it is important to work extensively with the media. These activities could span from special television lectures or even interactive radio classes with a call-in component for the university students to live coverage of round tables of teachers in Vanadzor or Gyumri by local TV companies or specially designed and targeted PR campaigns (e.g. poster competitions, news reporting, press conferences, etc.) at the universities.

OSCE/ODIHR could consider continuing discussions with the Minister of the possible ways of Ministry's support, e.g. providing the expertise, reviewing, recommending or adopting the manuals and methodological materials for the establishments of higher education.

4. Further Institutional Development

Institutional assessment of AAWUE was not a part of this evaluation. However, among other suggestions, it should be mentioned, that AAWUE could be supported in its efforts to further develop the Center and transform it to the Institute of Gender Research, which could become a unique gender education and scientific research institution in the region. This should not be a mere change of title. New perspectives could open – if AAWUE has succeeded in this culture change process – with the recognition of the need to change the status of gender education by the Ministry of Education and Sciences and National Academy of Sciences.

Summary

In general, the objectives of the project and the ways of reaching the results planned are clear for the project team. If we were asked to summarize these suggestions in two sentences, then we should note that two considerations could be taken into account to continue the progress towards the overarching goal:

- Continue working on the institutionalization of the model that combines academic education with development of practical skills;
- Continue preparing the cadre of teachers especially for the Yerevan State University, State University of Engineering of Armenia, State Institute of Economy, State Medical University, and other establishments that form the kernel of the State higher education system in Armenia;
- Continue the efforts for improving the context and social demand for the programme on the levels of constituents, civil society and the Ministry of Education and Science.

Efforts could be made to create opportunities for more stakeholders to be involved in the process and to develop a mechanism of interaction among them. This and other AAWUE programmes could synergize, for instance, by conducting outreach seminars on a regular basis, when regional students can meet prominent people that advocate for gender equality. A website could also be helpful in this case.

At the policy level, OSCE/ODIHR could continue communicating with the Minister of Education and Science and providing updates in AAWUE activities and institutional development of the Center.

ANNEX

1. Draft Concept Paper

Гендерное образование в условиях формирующейся демократической культуры в Армении

Данное исследование проводится для того, чтобы оценить программу “Институционализация гендерных дисциплин в системе высшего образования РА” реализуемую Центром гендерных исследований Ассоциации женщин с университетским образованием в рамках проектов «Гендерная осведомленность и гендерная чувствительность: предпосылки паритетной демократии» 2002 и 2003 гг. и «Гендерные знания как предпосылки формирования демократической культуры и правосознания» 2004 г. в партнерстве с ОБСЕ.

Основной целью данной инициативы является:
- внедрить и институционализировать гендерное образование в системе государственного образования путем:

- создания и апробации модели учебно-методологического инструмента и подготовки кадров и
- отдачи опыта и модели в собственность государственной системы образования (совместно с Министерством науки и образования).

Общее описание инструмента оценки

Инструмент оценки состоит из четырех основных составляющих:

1. Оценка программной эффективности осуществленных и осуществляемых проектов, их результатов и влияния, посредством
 - анализа документов по проекту, включая программные отчеты
 - наблюдения и анализа институциональных возможностей
 - проведения опроса руководителей учебных заведений, а также преподавателей и учащихся – создателей и пользователей программ гендерного обучения
2. Оценка перспектив дальнейшего программного развития, посредством
 - проведения беседы с сотрудниками Центра

Gender Education in conditions of formed democratic culture in Armenia

This evaluation is being conducted to assess the programme on Institutionalization of Gender Disciplines in the Higher Education System in Armenia implemented by the Armenian Association of Women with University Education in partnership with OSCE/ODIHR for the last three years.

The objective of the programme is to institutionalize gender disciplines in the system of higher education in Armenia. To meet that end, the purpose of this programme is to introduce and institutionalize gender studies in the state higher education system by means of:

- Developing and approbating a model of the methodological instruments and professional training for teachers and
- Transferring the experience acquired and the ownership of the model to the state education system (in coordination with the Ministry of Science and Education).

General description of the evaluation instrument

The evaluation instrument comprises the following components:

1. Assessment of the programmatic efficiency of the projects, their results and influences, by means of
 - Analyzing the project proposal documents and narrative reports
 - Observing and the analyzing available institutional capacities and opportunities
 - Conducting a survey among the heads of educational institutions, teachers and students – founders and users of programs of gender education
2. Assessment of the prospects of the further programme development, by means of
 - Conducting a discussion with employees of the Center for Gender Studies and the Gyumri and/or Vanadzor Resource Center.
 - Interrogation of representatives the

гендерных исследований и ресурсных центров в Гюмри и Ванадзоре.

- опроса представителей министерства образования (зам. министра А. Аветисян)

Полученные в рамках исследования сведения будут использованы с целью проанализировать:

1. Конкретные результаты полученные на уровнях (1) индивидуального и группового изменения, (2) институционального изменения и (3) изменения на уровне государственной политики.

2. Возможности и препятствий для дальнейшего развития данной инициативы и осуществления ее основной цели.

Результатом данного исследования должен стать документ, включающий программную оценку (сравнительный анализ ожидаемых и достигнутых результатов и влияния проектов 2002 и 2003 гг.), обработку данных опросов, временную шкалу трех уровней изменений, таблицу возможностей и препятствий и рекомендации по отношению к данной инициативе.

Примерный перечень вопросов для преподавателей и сотрудников Ресурсных центров:

- Какова по Вашему мнению цель гендерного обучения?
- Какие требования должны предъявляться сегодня к программам гендерного обучения?
- Как Вы представляете себе цель всей программы? Как ее достичь?
- Программа нужна (5 опций: напр. очень, нужна (почему), не нужна, затрудняюсь ответить, и т.п.); почему она нужна?
- Какие усилия Вы лично прилагаете для пропаганды необходимости гендерного обучения?
- Какое практическое значение имеет для Вас программа обучения?
- Совмещает ли программа теорию с практическими примерами и учитывает особенности современной армянской действительности?
- Рассчитана ли программа для учащихся с различными способностями по усвоению преподаваемого материала?
- Эффективен ли механизм оценки учащихся?

Ministry of Education (deputy minister Ara Avetisyan)

The information gathered in the frames of this evaluation will be used to analyze:

1. Concrete results on the (1) individual and group changes at the level of beneficiaries, (2) institutional changes and (3) changes at the state policy level.

2. Opportunities and obstacles for the further development of the initiative and realization of its overarching goal.

This evaluation will result in a document including a programmatic assessment (a comparative analysis of the expected and achieved results and outcomes of projects of 2002 and 2003), processing of the information gathered through surveys, a timescale of three levels of changes, a table of opportunities and obstacles and suggestions for OSCE/ODIHR and AAWUE consideration during their strategic planning processes.

List of provisional questions for teachers and employees the Resource Centers:

- In your opinion, what is the purpose of gender education?
- What should be the requirements to the gender education programs today?
- How would you explain the goal of the programme, and how would you propose to achieve it?
- The program is necessary (5 options: very needed, it is necessary (why), not the most needed discipline, difficult to answer, etc.); why it is needed?
- What do you do to promote the institutionalization of gender education in the state education system?
- What practical value the programme of gender studies has for you?
- Does the program combine the theory with practical examples and consider features of the modern Armenian reality?
- Does the program account for students with various abilities on mastering the study material?
- How efficient is the mechanism of assessing the students' knowledge?

- Какие у Вас есть рекомендации по поводу улучшения процесса обучения (как Вашего, так и Ваших учащихся)?
- Существует ли возможность или формальный механизм для обращения в Центр с рекомендациями по улучшению качества и методологии преподавания?
- Были ли случаи отказа от обучения? Если да, то чем это было обосновано?

для учащихся

- В чем, по Вашему мнению, заключается основная цель гендерного обучения?
- Для чего Вы проходите гендерное обучение?
- Насколько необходимы сегодня в Армении гендерные знания?
- Достаточно ли гибка и индивидуализирована программа и отвечает ли она Вашим потребностям и способностям усвоить материал?
- Довольны ли Вы степенью Вашей вовлеченности в процесс обучения?

для руководителей учебных заведений и работников Министерства образования

- Как Вы оцениваете результаты программы на сегодняшний день?
- В чем выражается Ваше сотрудничество с Центром гендерных исследований в рамках проектов Центра?
- Как Вам видятся перспективы институционализации гендерного образования в системе государственного образования?

План проведения работ

Беседа с руководителем проекта – Чт, 18 ноября 2004 г.

Составление и согласование методологии и плана работ – 23-26 ноября 2004 г.

Проведение оценки:

- поездка в Гюмри – Вт, 30 ноября 2004 г.

- беседа с лекторами и студентами гендерных курсов в Ереване – Пн, 29 ноября 2004 г.

- беседа с сотрудниками работниками Центра – Чт, 2 декабря 2004 г.

- встреча с работниками Министерства науки и образования – Пт, 3 декабря 2004 г.

Составление отчета – Вт, 7 декабря 2004 г.

сдача отчета – Пн, 20 декабря 2004 г.

- What can you recommend to improve the study process (both yours, and your students')?
- Is there an opportunity or a formal mechanism for appealing to the Center with suggestions on improvement of the quality and methodology of gender education?
- Were there any cases of refusal of taking your course? If yes, what was the motivation?

For students

- In your opinion, what is the main objective of gender education?
- Why do you study gender?
- How necessary is gender education in Armenia today?
- Is the program flexible enough and individualized to meet your needs and abilities to acquire the study material?
- Are you happy with the degree of your involvement into the study process?

For heads of educational institutions and workers of the Ministry of Education

- How you estimate the results achieved by the programme?
- How do you cooperate with the Center of gender studies in the frames of the programme?
- How to you see the prospects of institutionalization of gender education in the state education system?

The work plan

Conversation with the project head – Thu, November 18, 2004.

Drafting and coordination of the methodology and work plan – November 23-26, 2004

Conducting the assessment:

- Trip to Gyumri – Tue, November 30, 2004.

- Discussion with lecturers and students in Yerevan - Mon, November 29, 2004.

- Conversation with employees of the Center – Thu, December 2, 2004.

- A meeting with the Deputy Minister of Science and Education - Fri, December 3, 2004.

Drafting the report - Tue, December 7, 2004.

Submission of the report - Mon December 20, 2004.

2. Persons Interviewed

1	Jemma Hasratian	AAWUE Chairwoman	
2	Lilit Zakaryan*	Introduction to Gender Theory	Yerevan Northern University
3	Gyulnara Hovhannisyan	Gender and Economy	Yerevan State Institute of Economy
4	Anahit Telunts	Gender Research	State Pedagogical University
5	Geghetsik Grigoryan	Gender and Law	Armenian Open University
6	Yelena Vardanyan*	Introduction to Gender Problems	Gyumri Pedagogical Institute
7	Arthur Nikoghosyan*	Gender and History	Gyumri Pedagogical Institute
8	Meline Harutyunyan	Gender Equality within the	Gyumri Pedagogical Institute
9	Siranoush Khachkalyan	System of Human Rights	Gyumri Pedagogical Institute
1	Twenty-nine students of journalism*	Introduction to Gender Theory, Lilit Zakaryan	Northern University
2	Twenty-one students of history*	Gender and History, Arthur Nikoghosyan	Gyumri Pedagogical Institute
3	Seven students of Russian philology*	Introduction to Gender Problems, Yelena Vardanyan	Gyumri Pedagogical Institute
1	Anna Hakobyan	OSCE/ODIHR Armenia	
2	Dorota Rzyz	OSCE/ODIHR Warsaw	
3	Seyran Martirosyan	Sakharov Human Right Center, Gyumri Branch Gyumri School of Civil Society	
4	Rev. Sister Arusyak	Gyumri School for Children without Parents and Carers	

3. Questionnaire Surveys

Teachers

YV: Yelena Vardanyan
AN: Arthur Nikoghosyan
LZ: Lilit Zakaryan

1. In your opinion, what is the purpose of gender education?

YV: To establish democratic values among the students, to help them comprehend the ideas of citizen rights and freedoms, to understand the role of place of the woman in history and in the modern society.

AN: To develop gender research and teaching specialists, enhance their worldview and ontological capacities.

LZ: To change those gender stereotypes that obstruct the development of egalitarianism, and to promote civic activism as gender education itself is civic education.

2. What should be the requirements to the gender education programs today?

YV: It should meet the requirements of the modern society.

AN: Clearly formulate the criteria and requirements for gender education.

* Also questionnaire respondents.

LZ: 1: To prepare teachers, as already many universities ask to help implement gender studies.
2: These courses should be included in curricula of universities and become obligatory.

3. How would you explain the goal of the programme, and how would you propose to achieve it?

YV: We want our young generation to be gender sensitive by giving them knowledge and skills that could be used in their lives.

AN: To form a complex interdisciplinary gender approach to the problems of social sciences and the society.

LZ: The goal is to change the gender culture. It takes time and the programme should be continued.

4. The program is necessary (5 options: very needed; it is necessary (why); not the most needed discipline; not needed; difficult to answer, etc.); why it is needed?

YV: Very needed as information, way of acquiring skills, and capacity to conduct a modern scientific research.

AN: Needed, because there is a need to form gender stable and harmonious society and to eradicate the outdated patriarchal gender stereotypes.

LZ: The current democratization process and forming of civil society in Armenia cannot be conceived without the participation of women and without achieving a gender balance. Gender education is one of the mechanisms for that.

5. What do you do to promote the institutionalization of gender education in the state education system?

YV: I conduct research and teach the future school teachers.

AN: We need to introduce the gender disciplines and methodology in schools and universities to educate gender sensitive citizens.

LZ: I work at the Northern University, and I have succeeded in implementing two courses: *Basics of Gender Knowledge* and *Gender and Journalism*. I was also invited to the Institute of Physical Culture, where I will be teaching gender in the second semester.

6. What practical value the programme of gender studies has for you?

YV: Introducing interactive methods helps improve and modernize the teaching process itself.

AN: It provides new insight to history and helps overcome the value crisis.

LZ: While teaching others, I changed myself. I gave up some of my stereotypes, it was also helpful in my career advancement.

7. Does the program combine the theory with practical examples and consider features of the modern Armenian reality

YV: Yes.

AN: Yes, practical training is also conducted.

LZ: Yes.

8. Does the program account for students with various abilities on mastering the study material

YV: The courses are usually conducted in an interactive manner, taking into account their learning skills and abilities.

AN: At this point of time, the frames of special course do not entirely allow to do this.

LZ: Yes.

9. How efficient is the mechanism of assessing the students' knowledge?

YV: There is a need for a more concrete mechanism, but when writing papers, for instance, they enhance their creativity.

AN: Needs further development.

LZ: I think yes, because the knowledge is measured on the basis of their papers.

10. What can you recommend to improve the process of training (both yours, and your students')?

YV: To further facilitate the exchange of experience with other teachers, provide more literature and information on the subject.

AN: There is a need for didactic materials, audio and video resources, periodic press and books.

LZ: The students could meet prominent people that are advocating for gender equality.

11. Is there an opportunity or a formal mechanism for appealing to the Center with suggestions on improvement of the quality and methodology of gender education?

YV: We discuss with students and collect their feedback.

AN: Done periodically.

LZ: We conduct round tables and exchange of opinions, which are then taken into account in the learning process.

12. Were there any cases of refusal of taking your course? If yes, what was the motivation?

YV: Yes, mostly because of their lack of awareness and old mental stereotypes.

AN: Not yet.

LZ: Never, on the contrary, students more often bring their friends from outside to the classes.

Students

In total, 57 students of journalism (from Yerevan), history and Russian philology (from Gyumri) participated (47 F and 10 M). Before and after the questionnaire sessions, group interviews were conducted. It was found out that:

- All of them understand the need to raise the gender awareness and become gender sensitive.
- Most of the students were not aware about the gender studies before the university.
- The program is flexible and individualized to meet their needs and learning abilities.
- Most of the students are highly motivated and enjoy their study.

The following is a summary of the survey. Multiple answers to each question as well as no answer were allowed. Some questionnaires were returned anonymous – without filling in the name field. In processing the data obtained, some differences were observed between the answers of male (M) and female (F) students, as well as between those of the students from Yerevan (Y) and Gyumri (G).

1. What is the main objective of gender education?

- To promote gender equality: 28
- To raise gender awareness: 11
- To enable making decisions and take civic action; to participate in politics: 10 (9 F)
- To facilitate the dialogue and constructive relationship among men and women: 9 (all G)
- To solve family problems: 2 (all G).

2. Why do you study gender?

- Its new and interesting; to know what is it about, and better understand the subject: 20
- To understand myself; it gives me more self-confidence: 13
- To be able to use the knowledge and protect my rights in real life: 5 (all F)
- More boys should study gender: 3 (all F)
- It is a must to study gender: 1.

3. How necessary is gender education in Armenia today?

- To overcome the dominance of men and gender discrimination: 11
- Armenia is involved in European and global processes: 9 (all G)
- We need to change our mentality and give up old stereotypes: 4
- To solve our social problems: 4
- To change our society: 4
- It is less needed in Armenia than in our neighbor countries: 4 (all G)

4. Is the program flexible enough and individualized to meet your needs and abilities to acquire the study material?

- Yes: 49

5. Are you happy with the degree of your involvement into the study process?

- Yes: 29
- It would be good to be more involved, have an opportunity to provide feedback, participate in TV and radio programs, seminars and discussions with prominent people: 5
- More teaching time is needed, one more semester or more frequent classes: 4
- We should have begun our gender studies earlier, in secondary school: 4
- More in-dept learning is needed: 4
- No, I should do more: 2.