



United Nations
Educational, Scientific and
Cultural Organization

Armenian National Commission
for UNESCO

UNESCO Office in Moscow
for Armenia, Azerbaijan, Belarus,
the Republic of Moldova and the Russian Federation

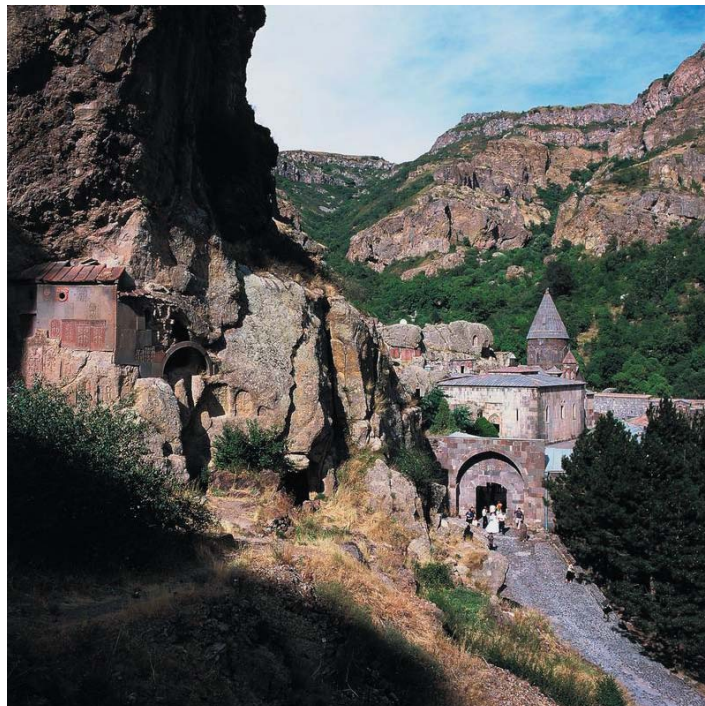


UNESCO

Country Programming Document

THE REPUBLIC OF ARMENIA

2014–2017



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LIST OF ACRONYMS

AIDS	Acquired Immune Deficiency Syndrome
BR(s)	Biosphere Reserve(s)
CBOs	Community-Based Organizations
CI	Communication and Information
CIS	Commonwealth of Independent States
CLT	Culture
CoF	Co-financing
ED	Education
EFA	Education for All
ESD	Education for Sustainable Development
GEF	Global Environment Facility
HIV	Human Immunodeficiency Virus
HQ	Headquarters
IAs	Implementing Agencies
ICT(s)	Information and Communication Technology(ies)
ILO	International Labour Organization
MAB	Man and Biosphere
MDGs	Millennium Development Goals
MOS	Moscow
NGOs	Non-Governmental Organizations
PRS	Poverty Reduction Strategy
PSB	Public Service Broadcasting
RA	Republic of Armenia
RB	Regular Budget
RBM	Results Based Management
SC	Science
SD	Sustainable Development
SHS	Social and Human Sciences
SISTER	System of Information on Strategies, Tasks and the Evaluation of Results
SME	Small and Medium Enterprises
SWAps	Sector-Wide Approaches
TOR	Terms of Reference
TV	Television
TVET	Technical and Vocational Education and Training
UCPD	UNESCO Country Programming Document
UN	United Nations
UNCT	United Nations Country Team
UNDAF	United Nations Development Assistance Framework
UNDESD	United Nations Decade of Education for Sustainable Development
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNESS	UNESCO National Education Support Strategies
UNFPA	United Nations Population Fund
UNICEF	United Nations Children's Fund
UNIDO	United Nations Industrial Development Organization
WH	World Heritage

EXECUTIVE SUMMARY

The UNESCO Country Programming Document for the Republic of Armenia (herein referred to as UCPD), is based on the analysis of the current situation, the country's priorities in the fields of education, including HIV and AIDS prevention, natural sciences, social and human sciences, culture and communication and information, and the experience gained in the country. The Document has been aligned with the national development goals and state programmes drawn up in accordance with the Millennium Development Goals (MDGs); this is also relevant to and complements the current United Nations Development Assistance Framework (UNDAF) for the country.

The UCPD is based on results of analytical studies conducted in consultation with the National Commission for UNESCO. This helped identify opportunities for the most effective response to country's needs within UNESCO's fields of competence, in line with the up-coming Organization's Medium-Term Strategy (37 CI4) and priorities set in UNESCO's draft Programme and Budget (37 CI5). The UCPD is based on results achieved and lessons learnt, and presents the proposed framework for the future cooperation and partnerships with the Republic of Armenia.

Activities and projects planned under the UCPD will be implemented through tripartite social partnerships involving the national Government, the relevant UN Agencies, civil society and, where appropriate, the private sector. The UNESCO Office in Moscow will work in close cooperation with the Government of the country, including the National Commission for UNESCO and the relevant Ministries. Partnership with the United Nations Country Team (UNCT) will help effectively achieve the UNDAF Outcomes, the Country Programme Outcomes and the specific Programme Component Outputs. Partnership with civil society organizations will be expanded and strengthened by utilizing knowledge and resources they could offer in attaining UNESCO outcomes and outputs. Collaboration with the Offices of the Ombudsman, as previously, will be key in successfully promoting the Human Rights-Based Approach. Gender equality will be maintained and promoted throughout all UNESCO's actions.

Multi-stakeholder collaboration within the country will be essential for UNESCO in successfully contributing to the UNDAF goal of reducing economic, social and political inequality through capacity development, the creation of institutional frameworks, support to the development of policy and regulatory frameworks to promote accountable, transparent, and efficient governing institutions, and the development of measures to reduce poverty and promote sustainable development.

This partnership strategy is to foster the implementation of the UCPD, lay the groundwork for ensuring sustainability of the outcomes to be achieved through the UCPD and serve as a catalyst in leveraging extra-budgetary funds to implement the UCPD beyond the regular UNESCO budget and employing policy/legal/institutional reforms and UN-coherent actions to this end.

To ensure that the programme and projects are effectively implemented, a UCPD monitoring and evaluation system (M&E) will be established. M&E includes a series of linked activities, among them UNESCO M&E tools / RBM under SISTER, periodical reporting and evaluation according to UCPD Guidelines, and regular monitoring of progress in carrying out the activities. Periodical progress reports will be drawn up in consultation with the UNCT countries, serving as a basis for annual and biannual UNDAF progress reports.

PART I – SITUATION ANALYSIS

Armenia is situated in the South Caucasus, at a cultural, historical, and religious intersection between Europe and Asia. It borders Turkey in the west, Iran in the south, Azerbaijan in the east, and Georgia in the north. The smallest of the Commonwealth of Independent States (CIS), Armenia lies landlocked in a mountainous terrain and covers 29,743 square kilometres. Armenia became the first nation to adopt Christianity as a state religion in AD 301. The country's capital city of Yerevan located in the Ararat Valley is home to more than one third of Armenia's population. It is the biggest political, economic, cultural and scientific centre of the country with a history of more than 2,700 years.

Armenia gained independence in 1918, but became part of the Soviet Union in 1920. In 1988, a devastating earthquake killed some 25,000 people. In 1991, Armenia became independent.

Two decades of dramatic transition from a centralised to market economy have affected every aspect of Armenia's socioeconomic life. The country passed through difficult adjustment during the 1990s, followed by a period of relatively strong economic growth. In 2008, the country was severely hit by the global economic downturn, causing its GDP to drop by 14.4% in 2009. The economic decline significantly affected the poverty alleviation process. In 2010, the economy started to recover, and 2.1% GDP growth was recorded by the end of the year. In 2012, GDP growth reached 3.8%. However, according to the National Statistics Service, nearly 270,000 Armenians have been poverty-stricken in the past two years due to the ongoing downturn. Regional disparities and socioeconomic inequalities continue to be significant.

Nevertheless, the country has manifested significant improvement of most of its human development indicators over the past 20–30 years. Between 1990 and 2012, Armenia's Human Development Index increased by 16%, from 0.628 to 0.729. Over the past 30 years, life expectancy at birth has grown by 3.5 years, mean years of schooling by 1.6 years and expected years of schooling by 2.3 years. The GNI per capita increased in Armenia by about 96% between 1990 and 2012.

Developments in Armenia's economic, social and political life concern all areas of UNESCO's competence, especially education, science, culture, and communication and information, in which Armenia has inherited great potential from the Soviet era, and which the country is seeking to preserve and develop.

Education has traditionally been highly rated in Armenia, a country with a 1,600-year history of literacy. Armenia is well on track to achieve the Millennium Development Goal (MDG) of «Universal primary education». However, regional inequalities in access to education remain a major concern. Rural residents are 45% less likely to receive tertiary education than urban residents. More generally, there is significant inequality in enrolment rates of the poor population in the high/upper secondary school and preschool institutions. Having undertaken a number of measures to improve access to and quality of preschool education, the government is also committed to ensuring inclusive education, which is particularly significant considering that Armenia signed the Convention on the Rights of Persons with Disabilities and its Optional Protocol in 2007. Two years earlier, Armenia officially joined the Bologna Process and is now taking active steps to reform its higher education sector, as well as the entire education system, based on the Lisbon Declaration principles. The desire to meet the rapidly changing demand for new skills and qualifications on the labour market is another factor prompting the ongoing education reform in Armenia, especially in the technical and vocational education and training (TVET) sector, with higher graduate employability being one of its key objectives. Armenia is pursuing modernisation of its educational system through the broader use of contemporary information technologies and interactive e-learning.

Education is also viewed in Armenia as an important tool to sustain and improve health indicators, especially among the younger generation, against the backdrop of an unfolding HIV epidemic. The introduction of Healthy Life Style as an obligatory subject into the school curriculum in 2008–2011 reflects the government’s commitment to empowering adolescents and young people to protect themselves from HIV and other threats to their health and well-being and have enough knowledge and awareness to properly exercise their sexual and reproductive rights.

Armenia aims to build a knowledge-based economy and society in which intellectual power and information are primary resources for development. This is highlighted in the Governmental Programme for 2008–2012, which identified the development of human capital as one of its three key priorities. Increasing investments in education and science are intended to facilitate lifelong learning and stronger links between educational institutions, research centres and businesses. In addition to more than 30 research institutes operating under the National Academy of Sciences, self-governed scientific communities are emerging and universities developing their capacities as innovation and research centres. Traditionally strong at mathematics, astrophysics, applied physics, and microbiology, Armenia is striving to build on its accumulated knowledge and comparative advantages and to advance in new areas critical for its sustainable development and economic growth. The government supports international scientific cooperation and consolidation of scientific and intellectual potential of all Armenians, both living in the country and abroad.

A country with rich cultural traditions, Armenia attaches priority to studying, conserving, renovating, restoring and promoting its immovable and intangible cultural heritage. The increased use of ICT in culture is among the approaches that the government supports along with building capacities for museum management and art and culture education.

As a landlocked country with limited natural resources, Armenia prioritises environmental protection through enhanced control of conservation, renewal, reproduction and efficient use of natural resources, water management, waste disposal, the safe use of nuclear energy, prevention of environmental pollution, development of ecotourism, and the integration of education for sustainable development into the school curriculum. The Government’s environmental programmes are also focused on maintaining the ecological balance of Lake Sevan as a major source of fresh water, restoring forests and protecting biodiversity.



“Symbolism and Craftsmanship of Khachkars, Armenian Cross-stones ” inscribed on the Representative List of Intangible Cultural Heritage of Humanity in 2010

Human rights play a central role in UN-Armenia cooperation and are reflected in the current UNDAF, which defines democratic governance as one of its key priorities to be improved. Institutional development, capacity building, the strengthening of the non-governmental sector and the people’s broader engagement are the main strategies identified by both the Armenian government and the UN in achieving this priority. The protection of human rights, better access to justice and gender equality are also emphasised in the Second Poverty Reduction Strategy Paper/Sustainable Development Programme (PRSP/SDP) adopted in 2008 and based on the social partnership ideology.

Another challenge the country has to address is the fuller utilisation of women’s intellectual and professional potential in the country’s economic, social and political development. Women are under-represented in Armenia’s decision-making bodies in the legislative, judicial, and executive branches of government. Unemployment disproportionately affects women, while employed women tend to occupy low-paid and low-level positions on the labour market. In this regard, gender mainstreaming is one of the key elements of an integrated approach toward eradicating poverty and supporting sustainable development.

The Soviet Union's disintegration affected the South Caucasus more than other regions, as the disruption of traditional economic relations and implications of transition to a market economy were aggravated by interethnic and civil conflicts, among them the conflict over Nagorno-Karabakh.

The Armenian government is committed to maintaining macroeconomic stability and high rates of economic growth to reduce poverty and achieve social integration and consolidation as key factors for boosting human capital development identified among the nation's principal priorities. The second PRSP/SDP reflects these priorities and emphasises regional development, investment in human capital and increased participation of the poor in economic, social and political affairs. It also integrates the MDGs with the national goals and targets. Inclusive and sustainable growth and accessibility and quality of social services are among the key outcomes of the second UNDAF 2010–2015, which prioritises vulnerable groups for increased social and economic participation.

Human Development Index¹	0.729 (Ranking 87)
Demography	
Population, total both sexes (thousands)	3,109.0
Population, urban (%) (% of population)	64.1
Population, female (thousands)	1,661.63
Population, male (thousands)	1,447.34
Health	
Expenditure on health, public (% of GDP) (%)	1.8
Under 5 mortality rate (per 1000 live births)	20.0
Life expectancy at birth (years)	74.4
Health index	0.858
Education	
Public expenditure on education (% of GDP) (%)	3.2
Expected Years of Schooling (of children) (years)	12.2
Adult literacy rate, both sexes (% aged 15 and above)	99.6
Mean years of schooling (of adults) (years)	10.8
Education index	0.763
Combined gross enrolment in education (both sexes) (%)	77.0
Trade, economy and income	
GDP per capita (2005 PPP \$)	5.540
Inequality-adjusted HDI value	0.649
Gender	
Gender inequality index	0.340 (Ranking 59)
Adolescent fertility rate (women aged 15–19 years) (births per 1,000 women aged 15–19)	35.7
Shares in parliament, female-male ratio	0.092
Labour force participation rate, female-male ratio (Ratio of female to male shares)	0.704
Maternal mortality ratio (deaths of women per 100,000 live births)	30.0
Innovation and technology	
Fixed and mobile telephone subscribers (per 100 people)	144.2

Even though Armenia has demonstrated significant improvement of most of its human development indicators over the past years, there are still a few challenges which the country has to face. Thus, there is a need to reduce disparities and to develop economic and social opportunities for vulnerable groups. In particular, it is necessary to support national handicraft industry in the rural areas for the emergence of dynamic cultural and creative industries and rehabilitation of mechanisms that foster local production of traditional crafts and arts with due regard to gender equality frameworks. Special attention should be paid on strengthening national capacities to ensure equitable access to lifelong learning, strengthening education system through expanded use of ICT and developing social inclusion policies for sustainable social development.

¹ Human Development Report <http://hdrstats.undp.org/en/countries/profiles/ARM.html>

Armenia should improve democratic governance in the country and expand people's participation in it, including through supporting human rights-based and gender-sensitive initiatives, enhancing quality of teaching and learning in human rights education, developing pluralistic and independent media and enabling universal access to information and knowledge.

Another critical issue Armenia should address is the need to integrate environment risk management into national and local development frameworks. In this regard, it is necessary to promote sustainable use of natural resources and facilitate measures towards sustainable development.

SOURCES:

Armenia basic information, UNDP, <http://www.undp.am/?page=AboutArmenia>

UN Development Assistance Framework for Armenia 2010–2015, <http://www.un.am/en/UNDAF>

Republic of Armenia Government Programme, <http://www.gov.am/files/docs/77.pdf>

Second Poverty Reduction Strategy Paper/Sustainable Development Programme
<http://www.imf.org/external/pubs/ft/scr/2008/cr08376.pdf>

Mid-Term Assessment of the Universal Periodic Review: Armenia
<http://hra.am/i/up/UPR%202013%20final.pdf>

2013 Human Development Report, <http://hdr.undp.org/en/>

PART II – PAST AND PRESENT COOPERATION – LESSONS LEARNT

In accordance with the UCPD framework 2007–2009 developed for Armenia in 2007 and within the overall UNDAF 2010–2015, UNESCO implemented the planned activities in the different programme sectors, and the following results were achieved:

EDUCATION

Education has always been a priority in Armenia and has traditionally been highly rated. UNESCO cooperated with the Republic of Armenia in area of education in line with the national standards for general education, which set the criteria for monitoring the quality of education in national schools, the National Strategy for primary and secondary vocational education and the Programme «Education Vision 2015». Technical assistance provided by UNESCO was focused on building capacity and creating institutional framework for sustainable socially-oriented growth with a special emphasis on technical and vocational education; education for people with the special needs; HIV prevention education and human rights education, with due regard to gender equality frameworks.

Expected Outcome 1.1. Increased access to technical and vocational education and training (TVET)

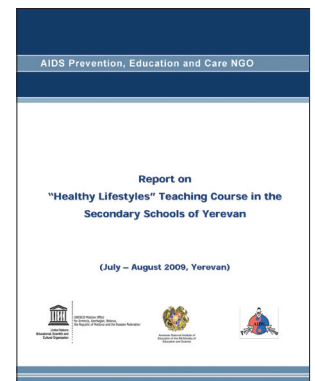
Technical and vocational education and training (TVET) has been serving increasingly more often as a tool for combating poverty and building sustainable societies. UNESCO provided the Armenian Ministry of Education with research findings, policy recommendations and best practice examples to help revitalise TVET and bridge the gap between education and work. Armenia was involved in research and policy dialogue activities on TVET policy development initiated and supported by UNESCO. These activities addressed aspects of transition from school/university to work; youth unemployment and poverty reduction; TVET and sustainable development; development of all levels of professional education and high-level coordination among TVET stakeholders in the CIS countries. Armenian experts also benefited from participation in the international conference «Technical-Vocational Education and Training for Sustainable Development» organised with UNESCO's support in Minsk, Belarus, in 2009. The conference recommended developing TVET as a tool for sustainable development in the CIS countries.

Expected Outcome 1.2. ICTs used for education of children with special needs

The establishment of the UNESCO Chair in Distance Education at the Yerevan University of Management and Information Technologies provided an impetus to broader use of ICT in education, including ICT application for education of children with special needs. New teaching methods involving the use of information technologies were piloted at a UNESCO associated school under the Associated Schools Project Network (ASPnet) for their further integration into all schools across the country.

Armenian experts discussed approaches toward improving educational policies and systems for inclusive education for children with special needs with their counterparts from other CIS countries and internationally acclaimed experts at a conference organised by UNESCO and Herzen Teacher Training University in Saint Petersburg in 2008. The conference focused on current trends in government teacher training policies within a broad modern context of involving vulnerable social groups in the education process.

UNESCO provided technical support for creating a network of institutions for hearing-impaired children in Armenia and strengthening their social and education integration through ICT. Capacities of the Havat



Report on “Healthy Lifestyles” Teaching Course in the Secondary Schools of Yerevan

integration centre for hearing-impaired children were upgraded by providing it with ICT equipment and special software, books, special literature, educational aids and a new methodology of teaching children in inclusive education settings called «Visible Speech».

Expected Outcome 1.4 Development of National Education Support Strategy initiated and actions for implementation taken

Cooperation between UNESCO and Armenia in 2007 was particularly focused on restructuring the higher professional education system. Experts from the UNESCO Institute for Educational Planning and leading universities in the CIS shared good practice with Armenian decision-makers and university administrators and familiarised them with prospects and benefits of higher education restructuring to better meet the changing labour market needs.

In 2008–2009, UNESCO contributed to developing the National Education Support Strategy for Armenia through a series of consultations with local and international experts, UN agencies, bilateral donor organisations, and international NGOs under the auspices of the Armenian Ministry of Education.

In 2007–2009, the network of UNESCO associated schools (ASPNet) in Armenia grew to 23 to pilot novel approaches and set examples of best practice, which can be seen as a sign of new national education strategy development.

Expected Outcome 2.1 Strengthened intersectoral cooperation in the field of promoting quality Education for All

In 2009, Armenia hosted a regional conference on enhancing quality education and curriculum development. Armenian education experts and policymakers along with their colleagues from other CIS countries discussed a range of issues related to capacity building and technical support for countries to achieve Education for All (EFA) goals, including lifelong learning for young people and adults of both genders and education for people with special needs.

Expected Outcome 2.2 Strengthened HIV prevention education

Armenia pursued strategies and activities aimed at HIV prevention as part of the National HIV Response Programme adopted for 2007–2010. In this period, Armenia benefited from regional and sub-regional activities initiated by UNESCO to strengthen HIV prevention education and community-based approaches. To support the country in its efforts to introduce compulsory HIV prevention and health education («Healthy Lifestyle» school subject), UNESCO facilitated a series of training workshops for trainers on HIV and substance abuse prevention in educational settings and supported qualitative and quantitative evaluation of HIV prevention education in upper secondary schools.

Agency Output 2.4.1 Mechanisms to ensure participation of communities, and CSOs/CBOs/VIOs in the development, implementation & monitoring of strategic policies and programmes at national & local levels developed

The UNESCO Model 2011 project as part of the Participation Programme enabled UNESCO Associated Schools students to «think globally, act locally», providing them with necessary knowledge, values, attitudes and behaviours to improve



UNESCO Model Awards Ceremony

tomorrow's world. The project contributed to improving the students' understanding of UNESCO values, principles and ideals, enhanced their communication skills, and boosted cooperation among schools on different issues within the UNESCO fields of competence. It also helped strengthen students' leadership, rhetoric, negotiation and lobbying skills to foster education for sustainable development and intercultural learning in the country.

Agency Output 3.3.3 National capacity to improve children's developmental readiness to start primary school on time, especially for vulnerable children developed.

In 2010–2011, UNESCO supported a number of training workshops for educators on inclusive education policies and strategies, which triggered policy debates and improved public awareness of inclusive education as a human rights issue. To demonstrate advantages of inclusive education and build national capacities in this area, the summer camp «Education of Inclusion» was held within the UNESCO Participation Programme in 2010.

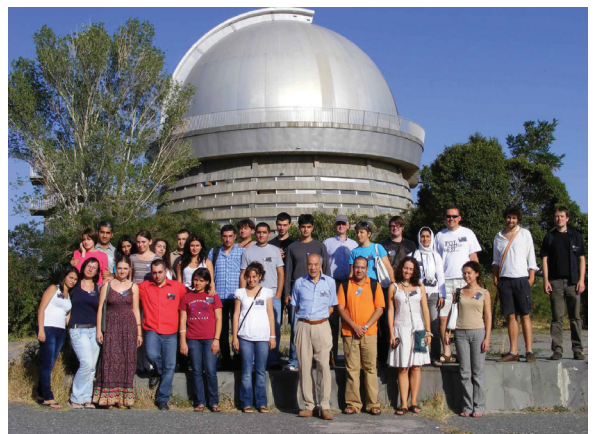
In 2011, the International Telecommunication Union and the UNESCO Institute for Information Technologies in Education established an Internet access centre with special equipment for blind and visually impaired people in Armenia. The centre provides not only access to information technologies for blind and visually impaired people but also a platform for training specialists working with socially challenged people. The centre complements the Armenian government's special Arev programme designed for blind people.

Agency Output 4.1.3 Sustainable Development principles introduced into the education curriculum

Recognising the level of astronomy development in Armenia and the role the Byurakan Astrophysical Observatory plays in the region, the International Astronomic Union decided to choose Armenia to host its annual International School for Young Astronomers in Armenia designed to support astronomy in developing countries. The 32nd International School for Young Astronomers organised under the UNESCO

Participation Programme in Armenia in 2010 helped its participants, female and male students, broaden their perspective on astronomy through attending lectures by internationally renowned astronomy specialists, seminars, practical exercises, observations, and exchange of experience.

The publication of the Armenian version of the «Laboratory Works in Chemistry» manual was supported by the UNESCO Participation Programme within the framework of the International Year of Chemistry 2011. This first hands-on chemistry textbook in the native language endorsed by the Armenian Ministry of Education and Science, the Academic Board of Yerevan State University and dozens of schools teachers and college professors helped improve public appreciation and understanding of chemistry, arouse young people's interest in the subject, generate enthusiasm about chemistry's creative future and raise the cognitive effect through interactive education.



International School for Young Astronomers (ISYA-2010)

UNESCO programme activities implemented beyond the UNDAF

Education for All: To strengthen the national capacities for education planning and management, UNESCO in cooperation with the UN Development Programme (UNDP) provided technical assistance in assessing the Armenian Ministry of Education and Science's capacity development needs. The special Capacity Needs Assessment Methodology (CAPNAM) provides an approach to assessing capacity related assets and needs and to developing responses related to education policy planning and management. Armenia was one of the pilot countries for CAPNAM implementation.

Education for Sustainable Development: In 2011, UNESCO organised a feasibility assessment of the Armenian educational system for integration of education for sustainable development. An advocacy and awareness raising workshop was convened for the community of educators on education for sustainable development.

Higher Education Policy and Reform: Armenia developed a national university classification and ranking system under UNESCO's Participation Programme to facilitate the decision-making process on reforming, budgeting and supporting higher education institutions by various stakeholders. Based on transparent, commonly comprehensible and reliable criteria, the classification system created a platform for healthy competition between state and private universities and provided common performance indicators helping to make managerial, academic and strategic decisions based on ranking results.

ICT in Education: Acknowledging the role ICTs play in education and promoting their broader use in its member-states, UNESCO organised an international conference on «ICTs in Teacher Education: Policy, Open Education Resources and Partnership» (St. Petersburg, Russia, 2010), which provided Armenian experts and their partners from other CIS countries with an excellent opportunity to reflect on strategies, trends and practices of integrating ICT-driven innovations into teachers' professional development and other programmes for achieving EFA goals. The conference adopted policy recommendations for integrating ICT-based approaches with teacher training and curriculum development. Following the conference, UNESCO prepared an Analytical Review of Teacher Development Policies and Programmes for five CIS countries, including Armenia, which focused on distance learning and ICTs as cost-saving and efficient approaches to education.

UNESCO's Participation Programme made an important contribution to developing a national system of monitoring the use of ICTs in Armenian general education institutions and developing a new public policy document to increase the efficiency of ICT use in Armenian schools. In 2012, the UNESCO Institute for Information Technologies in Education (IITE) launched the UNESCO IITE Pilot Project «Learning for the Future» (LFF) aimed at fully integrating the efficient use of ICT in education. A UNESCO IITE/ASPnet international workshop was held in Riga in 2012 to present and discuss the project, and Armenia was among the 14 countries to join it. At the present time, three Armenian schools (two ASPnet and one candidate school) are among the LFF project active participants.

Early Childhood Care and Education: In 2010, Armenian Ministry of Education officials and Early Childhood Care and Education (ECCE) experts benefited from participating in the regional conference «Prospects of Pre-Service Teacher Training for ECCE: Policy, Quality, Research and Innovations» and the World Conference on Early Childhood Care and Education (WCECCE) organised by UNESCO. Experience sharing and policy dialogue opportunities provided by these two events contributed to stronger commitment to ECCE and facilitated the application of innovative approaches to effective ECCE planning and development and implementation of good quality programmes.

Youth Empowerment and Participation: Armenian youth organisations actively participate in UNESCO-supported initiatives, and two of them participated in UNESCO's Youth Forum in Paris in 2011.

HIV Prevention: The situation related to HIV prevention education in Armenia was assessed and a report drawn up and made available to decision-makers to form a national strategy and practice in this area. Ministry of Education and Science officials and civil society members were familiarised with regional experiences in prevention education through participating in a regional Prevention Education Conference (Almaty, Kazakhstan, 2011). A digest analysing the situation related to prevention education in 10 Eastern European and Central Asian countries and examples of good practices with a CD containing curricula, training and information materials on prevention education was produced and made available to Armenian experts. National experts in prevention education have been provided with access to international and regional technical resources and best practices on comprehensive HIV prevention and sexuality education.

The Ministry of Education and Science and its respective institutions have been provided with EDUCAIDS and other international and regional technical resources for planning, implementing and monitoring HIV prevention education and with UNESCO-ILO Practical Recommendations on HIV Policy Implementation in Education Sector «Education, Support and Protection of Learners and Educators Living with HIV or Affected by Epidemic» for the EECA countries (2012). The Recommendations provide a policy framework and practical advice for protecting HIV-positive/affected learners and workers from discrimination and providing rights-based comprehensive HIV and sexuality education.

A series of culturally appropriate, rights-based, gender sensitive and age-specific workshops for migrants and their family members was supported in Armenia in 2010–2011 to raise their awareness of HIV and AIDS, migrants' rights and gender equality. These activities contributed to implementing the National AIDS Programme and set a peer education model to be applied country-wide.



Participants of workshops on HIV prevention for migrants and their family members

NATURAL SCIENCES

UNESCO assisted Armenia in fostering sustainable socioeconomic development, increasing innovation activity and economic growth, and enhancing capacity for sustainable environmental management. In various projects and activities implemented in the field of natural sciences organization applied a gender equality perspective through enhancing the involvement of women scientists and researchers.

Expected Outcome 1.5 Science policy reform contributed to an elaboration of regional and community development strategies

By initiating and supporting a series of activities in the field, UNESCO assisted Armenia in identifying concrete steps to follow-up on science policy issues and develop a policy framework and mechanisms to build a knowledge economy based on Science, Technology and Innovation (STI). This contributed to fostering sustainable socioeconomic development and increasing innovation activity and economic growth through a viable knowledge-driven economy based on science, technology and innovation.

Expected Outcome 4.3 Facilitated dialogue and cooperation between local authorities, civil society and the private sector in order to integrate environmental issues into local and national development agendas

The Organisation supported the participation of Armenian experts in a sub-regional seminar on the status of biosphere reserves in national legislation organised at the Smolensk Lakeland Biosphere Reserve, Russia, in 2010. The seminar became a platform for sharing experience and effective approaches to sustainable development and best practices within the area of cooperation, management and communication at different levels and for proposing potential steps towards recognising biosphere reserves as the principal internationally-designated areas of sustainable development in the 21st century, particularly focusing on reinforcing legal status of biosphere reserves. UNESCO also proposed and cleared recommendations and an implementation strategy to facilitate relevant actions in Armenia.

Another sub-regional workshop «Developing the Biosphere Reserves Network in SEE and the Caucasus Regions» (2010) was recognised as an important tool to implement the EuroMAB Action Plan and follow-up on EuroMAB 2009 outcomes at the sub-regional level and facilitate national actions and interventions in order to assist in reaching the Madrid Action Plan goals. The Caucasus region countries agreed to develop an enabling action to deal with key issues identified by the participants. Armenian experts were actively involved. The sub-regional meeting provided an important platform for developing a cooperative strategy for BRs within the cluster, enhanced sub-regional cooperation and enabled countries to discuss specific issues of the MAB programme in the sub-regions concerned. Armenian participants shared good practices and lessons and provided valuable input into the final recommendations, which was reflected in the final document.

Expected Outcome 4.4 Activities to protect and conserve natural and cultural diversity including public awareness (within BR establishment effort and WH nomination) facilitated and support of activities linking nature and culture catalyzed (jointly with CLT)

The international youth scientific conference «Mountain areas – ecological problems of cities» (Yerevan, 2007) became a significant event in raising awareness of young Armenian women and men of urgent issues of ecological geochemistry, geomorphology, landscape design and GIS technologies application in studying ecological problems of cities situated in mountainous areas.

Agency Output 4.1.1 National policies and tools for implementation of and compliance with international environmental agreements are developed and adopted

The International Year of Biodiversity 2010, for which UNESCO was designated as the lead agency, offered a unique opportunity to increase public awareness of importance of biodiversity in Armenia. In emphasising the relationship between biodiversity and cultural diversity and importance of education and communication in biodiversity conservation, UNESCO has promoted biosphere reserves (BR) as catalysts for sustainable development. The BR concept has proven its value beyond the protected areas as such and is becoming a tool embraced by scientists, planners and policymakers to help link biodiversity conservation with socio-economic development through the use of knowledge, scientific investigation, and experience sharing. Armenia is particularly focused on creating BRs. UNESCO has conducted a series of consultations in Armenia to reinforce institutional capacities and enhance key stakeholders' involvement in designating BR sites in the country.

SOCIAL AND HUMAN SCIENCES

UNESCO Social and Human Sciences Desk cooperated with the Republic of Armenia in the three primary activity areas: promoting principles, practices and ethical norms related to scientific and technological development; enhancing the link between research and policy, particularly with regard to social transformation, human well-being and equality, and monitoring emerging ethical and societal issues in accordance with the current UNESCO Medium Term Strategy.

Expected Outcome 3.1 Bioethics and environmental ethics education in Armenia strengthened including an enhancement of bioethical knowledge and public awareness

Since 2006, UNESCO has given priority to comprehensive support for national initiatives aimed at developing educational programmes on ethics and bioethics and promoting the operation of the existing national bioethics committees. In 2007, the National Bioethics Committee (NBC) was established in Armenia with UNESCO's support. To mark this event, Yerevan hosted an international seminar, which became an excellent platform for experts in bioethics from European and CIS countries to share experience, good practices, challenges and lessons learnt. This activity was instrumental in fostering and integrating the principles of the 2005 Universal Declaration on Bioethics and Human Rights at the national level and significantly enhancing the national institutional capacities in the field of bioethics and human rights.

Agency Output 4.1.1 National policies and tools for implementation of and compliance with international environmental agreements are developed and adopted

Raising awareness of climate change and environmental ethics was at the heart of UNESCO's strategy at the mid-way point of the UN Decade of Education for Sustainable Development 2005–2015. In 2010, environmental ethics experts from Central and Eastern Europe gathered at a regional workshop in Yerevan to study the advisability of preparing a UNESCO declaration on ethical principles in relation to climate change. The workshop discussion addressed the nature of key ethical issues arising in response to climate change challenges, principles on which such ethical issues should be addressed, options of responses to ethical challenges of climate change, and issues that could be considered with respect to a possible declaration of ethical principles in relation to climate change. The workshop recommendations were presented at an extraordinary session of the World Commission on the Ethics of Scientific Knowledge and Technology (COMEST), which adopted a report submitted to the 185th session of the Executive Board based on consultations across all UNESCO regions. Through active participation of local specialists in the project, Armenia as a member-state was involved in a global discussion that helped improve understanding and awareness of ethical and human rights issues related to climate change and innovations in science and technology among policymakers, researchers, the media and the general public.



Regional workshop on ethical approaches to climate change policies

Expected Outcome 2.4 Fostered increased quality of teaching and learning in human rights education

A series of workshops for journalists «Bioethics, Human Rights and Mass Media», which was organised in Yerevan in 2008 to commemorate the 60th anniversary of the Universal Declaration of Human Rights, continued UNESCO's strategy aimed at sensitising the public, raising its awareness of bioethics, human rights, gender equality, etc., and introducing these important issues into the national media's agenda.

Expected Outcome 3.4 Advocacy on the European Coalition of Cities against Racism, Xenophobia and Discrimination

UNESCO has maintained cooperation with the Armenian human rights ombudsman's office since its establishment in 2005. A series of joint activities made a significant contribution to raising public awareness and fostering the realisation of human rights and international treaties in the country. In 2007, the international conference «Role of Constitutional Court and Ombudsman Institute in Human Rights Protection» attended by ombudsmen from different countries, international experts and representatives of international institutions, governmental and non-governmental organisations discussed such important issues as xenophobia and discrimination, including with regard to immigrants.

The summer camp for disabled and socially disadvantaged children «Learning to Live Together» supported by UNESCO in 2008 made significant input into combating xenophobia, discrimination and intolerance.

Agency Output 2.1.1 Strengthened legal and institutional capacities of the Human Rights Defender's Office and other institutions to promote and protect human rights at national and local levels

Fruitful cooperation between UNESCO and the Armenian human rights ombudsman has been continued. A research policy dialogue meeting on «Realisation of the Right to Take Part in Cultural Life in the Republic of Armenia: Obstacles, Priorities, Progress and Prospects» organised in cooperation with the Human Rights Ombudsman's Office in Yerevan in 2011 provided a platform for presenting an analytical report on the study carried out by UNESCO in 2010. This policy-oriented study produced a number of recommendations for decision-makers to help them develop appropriate policy responses to challenges and obstacles hindering the full realisation of the right to take part in cultural affairs. The study and a report summarizing its findings were focused on women, the youth and vulnerable populations (i.e. migrants, persons with disabilities, people living with HIV and AIDS, etc.). The project contributed to strengthening legal and institutional capacities of the Armenian human rights institutions to promote and protect human rights at the national and local levels.



"The right to take part in cultural life in the Republic of Armenia"

Agency Output 2.1.3 Increased national and local capacities to ensure gender equality and the empowerment of women

Acting in line with the Gender Equality Action Plan for 2008–2013, UNESCO initiated and supported a research project on women’s political participation in the Caucasus (2009–2010). The research revealed a low level of women’s political participation in all regions/countries surveyed and helped formulate policy recommendations which were further developed and shared with decision-makers to increase women’s participation and promote gender equality and human rights in the Caucasus. A regional conference on «Socioeconomic and Political Empowerment of Women of the CIS in a Period of Crisis» (Moscow, Russia, 2010) provided a forum for multilateral dialogue to present and discuss the research findings and recommendations and analyse a broad range of issues related to gender equality and women’s participation in socioeconomic and political affairs in general and amid the ongoing economic crisis in particular. The UNESCO Regional Forum «Gender Equality as a Millennium Value» (Moscow, Russia, 2012) continued this research policy dialogues on gender equality, this time around in the context of the Millennium Development Goals (MDGs) and the post-2015 framework. Along with a presentation concerning the diversity of gender roles and solidarity challenges in Armenia, national experts had the opportunity to participate in a multi-stakeholder dialogue on gender equality, women’s empowerment, respect for women’ and girls’ human rights, and their fuller engagement in the region’s political, economic and social affairs, including with regard to women with disabilities, indigenous women and female migrants. National and local capacities for ensuring gender equality and the empowerment of women were bolstered and linkages between research and the gender equality policy in Armenia were strengthened by involving Armenian specialists in the implementation of all stages of this long-term project.

Agency Output 2.4.3 Awareness and knowledge of human rights increased through its mainstreaming in the curricula for both formal and non-formal education and dissemination of information.

In 2010, the international community marked the fifth anniversary of the Universal Declaration on Bioethics and Human Rights’ adoption by the UNESCO General Conference in October 2005. Building on the results achieved during the previous years, UNESCO continued to work under the UNESCO Ethics Education Programme to improve the quality of bioethics education in Armenia and promote the principles established in the Universal Declaration on Bioethics and Human Rights. A regional seminar on «Bioethics Education in Armenian Universities: Problems and Perspectives» (Yerevan, Armenia, 2010) emphasised the importance and necessity of teaching bioethics. The meeting provided an impetus to developing educational programmes in bioethics, specialist training and public awareness raising initiatives and promoting the ideas and values of bioethics and human rights. Based on the seminar’s recommendations, pilot testing of the UNESCO Bioethics Core Curriculum was conducted at Yerevan State Medical University in the 2011–2012 academic year, during which a number of young scientists and professionals in bioethics were trained, and bioethics and human rights were promoted in the country’s higher education system.



Regional seminar “Bioethics Education at Armenian Universities: Problems and Perspectives”

To raise awareness of bioethics and human rights among healthcare professionals, civil servants, students, non-governmental organisations dealing with human rights, and the general public, UNESCO supported the translation into Armenian and the publication of its manual titled «Bioethics: Questions and Answers,» which presents bioethics as a platform for social dialogue aimed at aligning the benefits of science with those of human beings and their rights and interests (Participation Programme 2011).

Assistance provided to Armenia in implementing the above-mentioned educational projects significantly increased awareness and knowledge of bioethical aspects of human rights through their mainstreaming in the curricula for both formal and non-formal education.

CULTURE

In order to achieve common goals in supporting sustainable development through the safeguarding, preservation and promotion of cultural tangible and intangible heritage, the development of cultural and creative industries and dialogue between cultures, a number of capacity-building trainings, conferences, seminars and studies were carried out in close cooperation with the National Commission of Armenia for UNESCO, the Armenian Ministry of Culture, Ministry of Education and Ministry of Economy and involving national experts of both genders, including managers, academicians, educators and decision-makers, as well as leading Armenian cultural, research and educational institutions. The implementation of various projects and activities in the field of culture contributed to strengthening the policy approach and practical capacities for the safeguarding and intergenerational transmission of the diverse cultural heritage as a vector of sustainable development.

Expected Outcome 1.3. Capacities for people with the special needs to use and apply traditional crafts and arts for sustainable development strengthened

Capacities and the institutional framework for sustainable socially-oriented growth were strengthened through the pilot project «Traditional Crafts and Arts Education for Disabled Children in Armenia» (2007), with special emphasis placed on technical and vocational education and education for people with special needs. The project included a feasibility study on traditional Armenian arts and crafts, followed by a series of master-classes, capacity-building trainings and workshops dealing with traditional arts and crafts, with special significance attached to children, the youth and people with special needs of both genders. These activities promoted sustainable crafts industries and contributed to empowering disabled men and women and reducing poverty in disadvantaged areas.

Expected Outcome 1.6 Development of cultural and youth policies to reinforce regional and interregional cooperation for poverty reduction supported

UNESCO contributed to developing cultural and youth policies for reinforcing regional and interregional cooperation in Armenia through successful implementation of its long-term pilot project «Roads of Culture and Tourism in Armenia for Sustainable Development and Dialogue» (2009-2013). Within the framework of the project, which was pursued in partnership with the Armenian Ministry of Culture and Ministry of Economy, the communities of the Lori and Kotayk provinces became more actively involved in managing the World Heritage Sites by participating in training workshops and mapping and inventorying cultural heritage elements.

Regional and interregional cooperation aimed at poverty reduction was reinforced and development of cultural and youth policies promoted through an international conference on «The Role of Youth in Safeguarding Cultural Heritage and Development of Cultural and Cognitive Tourism» and follow-up activities aimed at strengthening education's role in developing youth cultural and cognitive tourism through educational programmes and tools. The project helped encourage involvement of young women and men in preserving tangible and intangible cultural heritage and transmitting knowledge and cultural values to younger generations.

Expected Outcome 1.7 Rehabilitation of cultural centers in the regions (Marzes) to promote education on cultural heritage and creative diversity for poverty reduction and sustainable development supported

Armenia's natural and cultural-historical heritage has always attracted tourists from different countries. Various regions of Armenia are known for their touristic potential, which can serve as a basis for developing different types of tourism. Armenia pays special attention to supporting its cultural heritage, especially to promoting and protecting the cultural sites inscribed on the UNESCO World Heritage List, i. e. the Monasteries of Haghpat and Sanahin, the Cathedral and Churches of Echmiatsin and the Archaeological Site of Zvartnots, and the Monastery of Geghard and the Upper Azat Valley. The role of culture as a resource for peace-building, cultural tourism and sustainable development was recognised and enhanced under the above-mentioned long-term pilot project «Roads of Culture and Tourism in Armenia for Sustainable Development and Dialogue» (2009-2013). The project contributed to raising awareness of the social, cultural, and economic value of the World Heritage sites and intangible cultural heritage, which increased participation of local communities in their management and conservation.

Expected Outcome 2.3 Promoted cultural aspects in HIV and AIDS prevention policy and community-based approaches

Cultural approaches to responding to HIV and AIDS were reinforced in Armenia through implementing the project titled «Mobilising cultural resources for HIV and AIDS education in the cluster countries of the UNESCO Moscow Office» (2008-2009). The project contributed to integrating HIV and AIDS prevention education into national policies and the school curriculum and to adapting prevention education to diverse needs and contexts. Cultural approaches were applied to encourage responsible behaviour through developing educational and awareness-raising tools and evidence-based programmes aligned with national cultural traditions, building on values and promoting human rights and gender equality. People living with HIV, female and male, were involved in UNESCO-supported activities contributing to the development of the practical «Guide on HIV Behaviour Change Communication (BCC) Programming,» which was printed and disseminated among youth and educational organisations in 2010.

Expected Outcome 2.5 Role of culture as a resource for peace building recognised

On the threshold of the 21st century, culture and cultural policies were incorporated into sustainable development concepts. The links between culture and development with regard to the UNESCO Culture for Development Indicator Suite initiative aimed, in particular, at promoting the World Heritage properties' contribution to sustainable development and reinforcing national capacities for protecting and conserving cultural heritage through the efficient implementation of the 1972 Convention were mainstreamed within national policies. The cultural perspective was acknowledged as vital in meeting concerns and aspirations of an individual in society through the organisation of two regional CIS conferences «Cultural Policy and Policy for Culture» attended by international experts in Yerevan. The first conference held in 2009 under the motto «Cultural Policy and Policy for Culture: Towards a New Cultural Policy Profile» was devoted to analysing policy responses to cultural diversity challenges in the relevant countries in order to identify guiding principles for innovative cultural policies and map out the contours of a new cultural policy profile. The conference promoted the exchange of ideas in support of culture policy, contributed to strengthening state cultural policy strategies with a view to bridging the gap between the new challenges and institutional responses, and prompted the reconsideration of the principles and approaches fundamental for cultural policies and decision-making in the CIS countries.

Measures to support sustainable development through fostering intercultural and interreligious dialogue for peace and development were initiated through implementing a joint international research project on Interreligious Dialogue for Intercultural Understanding conducted with support from the UNESCO

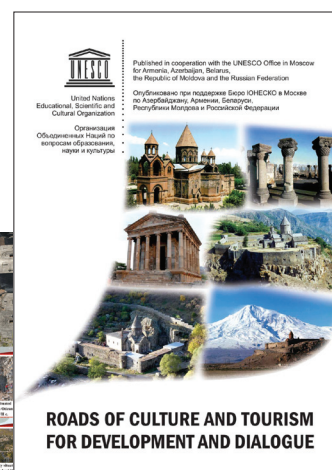
Cluster Offices in Moscow and Almaty within the framework of the UNESCO/UNITWIN Network. The project resulted in publishing the book titled «World Religions in the Context of Contemporary Culture: New Perspectives of Dialogue and Mutual Understanding» prepared with involvement of Armenian specialists. Focused on new perspectives of dialogue and mutual understanding between Christianity and Islam, the book elaborates on fundamental principles of responsible and constructive intercultural dialogue taking into consideration different spiritual and religious traditions existing in the contemporary world, especially those rooted in the age-old world religions.

Expected Outcome 4.2 Promoted innovative policy and best practices for cultural, ecological and rural tourism development taking into consideration the necessity of the balanced development of the regions in Armenia (Marzes)

Armenia has a rich history and cultural heritage, and activities implemented in this field show that the country has immense potential for further developing cultural tourism and educational programmes on safeguarding the cultural heritage and tourism development, with emphasis placed on young women and men. The safeguarding of cultural heritage and development of cultural tourism involving communities in Armenia's provinces where UNESCO World Heritage List monuments are located were strengthened through carrying out the long-term project «Roads of Culture and Tourism for Development and Dialogue in Armenia». The project helped promote sustainable cultural tourism in Armenia with a view to contributing to the economic and social development of local communities, coordinate active participation of local communities in managing and conserving the sites, ensure preservation and promotion of the tangible and intangible heritage, and raise awareness of the need to protect World Heritage sites against new global challenges, such as climate change, urbanisation, and pressure from unsustainable tourism.



Armenia Loro Marz Heritage Map
UNESCO Project "Roads of Culture and Tourism for Development and Dialogue"



UNESCO Project
"Roads of Culture and Tourism for Development and Dialogue"

Expected Outcome 4.4 Activities to protect and conserve natural and cultural diversity including public awareness (within BR establishment effort and WH nomination) facilitated and support of activities linking nature and culture catalyzed (jointly with SC)

Safeguarding, promoting and developing intangible cultural heritage has always been among the priorities for the Armenian government, which is committed to promoting cultural variety and so making a major contribution to enriching the world treasury of the intangible culture. Such elements as Performance of the Armenian epic of 'Daredevils of Sassoun' or 'David of Sassoun' (2012), the Armenian cross-stones art and Symbolism and craftsmanship of Khachkars (2010) and Duduk and its music (2008) were inscribed on the UNESCO Representative List of the Intangible Cultural Heritage of Humanity. After the Armenian Duduk music was proclaimed by UNESCO a Masterpiece of the Oral and Intangible Heritage of Humanity in 2005, a long-term extra-budgetary project on «Safeguarding of the Armenian Duduk Music as a Masterpiece of the Oral and Intangible Cultural Heritage of Humanity» (2006–2009, Japanese Funds-in-Trust) was successfully implemented to support intergenerational transmission of intangible cultural heritage and sustained oral tradition and to enhance cultural diversity. The

project included the organisation of master classes, competitions for Duduk players and concerts, the compilation of a relevant database, the launching of a website dealing with the Armenian Duduk music, and the publication of Duduk performances and practical manuals.

Support provided to such projects as «The creation of the 'Armenian Monuments on the World Heritage List' multimedia guide, CD, and Internet website» (2006-2007), «Problems of safeguarding historical-cultural monuments in the context of their integration into the modern urban infrastructure» (2007), and «The organisation of the Fifth International Festival and Symposium 'Traditional and Sacred Music – Heritage of Humanity' and 'East-West: Dialogues in Armenia'» (2008-2009) under the UNESCO Participation

Programme significantly contributed to public awareness raising, safeguarding, promoting and protecting the Armenian cultural heritage and developing cultural diversity.



“Duduk and its music” inscribed on the Representative List of Intangible Cultural Heritage of Humanity in 2008

Agency Output 1.2.1 National and local capacities to develop and implement innovative and diversified income-generating policies and practices targeting the most vulnerable groups strengthened

UNESCO continued to support the long-term pilot project «Roads of Culture and Tourism in Armenia for Sustainable Development and Dialogue» (2009-2013) aimed at mobilising cultural, educational and tourism resources for sustainable development in the country. This ensured better access to economic opportunities in targeted regions of Armenia with involvement of local communities, in particular women and youth, and recognised and enhanced the role of culture as a resource for peace building and sustainable development. A number of publications within the framework of the project contributed to raising awareness of the need to protect World Heritage sites against the impact of new global challenges, such as climate change, urbanisation, gender inequality, pressure from unsustainable tourism, etc., and promoted economic and social development of local communities.

Agency Output 2.2.3 The capacity of national and local bodies to effectively monitor and evaluate the implementation of social policies and programmes strengthened

As part of regular activities and actions toward implementing the UNESCO World Heritage Convention (1972) and commemorating its 40th anniversary, UNESCO organised the Second Regional Conference «Cultural Policy and Policy for Culture: Culture for Development» in Yerevan in 2012 in cooperation with the Armenian Ministry of Culture. The conference was focused on mainstreaming the links between culture and development within the national policies in line with the UNESCO Culture for Development Indicator Suite initiative. It contributed to improving the governmental bodies' capacity for ensuring transparency, accountability and inclusiveness, promoting the World Heritage properties' contribution to sustainable development, and reinforcing national capacities for protecting and conserving cultural heritage through the efficient implementation of the 1972 Convention.

Museum educational resources continued to be mobilised and cultural tourism promoted through implementing the long-term extra-budgetary UNESCO/IFESCCO project «Running a Museum – XXI Century», joining together museum workers and culture officials, with particular significance attached to involving women and youth. National capacities for integrating international legal norms and principles of UNESCO Conventions into the national legislation and enhancing the protection of

cultural heritage were reinforced and strengthened through involving Armenian museum specialists, both men and women, in a number of capacity building trainings and seminars. These included, in particular, the regional capacity-building conference of the CIS countries on «Running a Museum – XXI Century» (Minsk, 2010), the Second International Seminar on Museum Security and Methods of the 1970 UNESCO Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property Implementation, organised in partnership with ICOM Russia within the framework of the International Museum Festival «Intermuseum – 2011» (Moscow, 2011), and the Regional Thematic Museum Training and First Expert Meeting «Role of Museums in Education and Cultural Tourism Development» (Kiev, 2011).

Capacities of more than 50 national experts in museum management from different regions of Armenia were strengthened through supporting their participation in a series of the Regional Thematic Museum Trainings under the UNESCO/IFESCCO long-term project «Capacity-building trainings in museum management for CIS countries based on UNESCO/ICOM Museum Studies Training Package» and the Regional Thematic UNESCO/ICOM Training Programme «Preventive Conservation as the Main Factor of the Preservation of Museum Collections» focused on theoretical and practical aspects of preventive conservation of manuscript collections as a key factor in preserving museum collections.

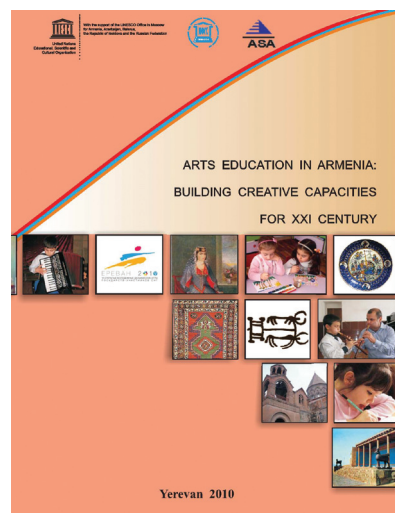


Regional Thematic UNESCO/ICOM Training “Preventive Conservation as the Main Factor of the Preservation of Museum Collections”

Special efforts have been made to promote cultural and linguistic diversity and reinforce arts education in Armenia as a country where a variety of cultures and ethnic groups are represented. A number of projects have been supported jointly by UNESCO and IFESCCO in celebrating the International Year for the Rapprochement of Cultures. The 4th Forum of Interpreters, Writers and Publishers of the CIS and Baltic Countries «Translation: Language and Culture» held in 2010 in Yerevan promoted multilingualism and linguistic diversity. The forum participants emphasised the need to revise the existing approaches to international translation projects supporting dialogue between cultures.

Yerevan was designated as the World Book Capital in 2012, and UNESCO organised a special festival in the city on this occasion. Yerevan was chosen for the «quality and variety of its programme, which is very detailed, realistic and rooted in the social fabric of the city, focused on the universal and involving all the stakeholders of the book industry», according to the members of the selection committee.

Considering that arts education is a major element of any humanitarian education system, Armenia pays special attention to developing its arts education system and is involved actively in implementing the UNESCO/IFESCCO Pilot Project «Arts Education in CIS countries: Building Creative Capacities for the 21st Century». As a result of this participation, the current state of Armenia’s arts education system has been analysed and ways for its further development defined, bearing in mind regional specifics and international best practices; the relevant governmental institutions have conducted an analytical study and developed recommendations on the matter; and the 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions has been effectively implemented.



Analytical report of the Republic of Armenia within the UNESCO/IFESCCO Pilot Project “Arts Education in CIS countries: Building Creative Capacities for the 21st Century”

UNESCO's support enabled leading Armenian culture and education specialists to strengthen their capacities and benefit from sharing professional experience through participating in a number of conferences and trainings, such as the Regional Expert Meeting «Arts Education in CIS Countries: Building Creative Capacities for the 21st Century» (Minsk, Belarus, 2010) and the 2nd World Conference on Arts Education (Seoul, the Republic of Korea, 2010).

The Puppets for Peace and Friendship international festival arranged in Yerevan in 2010 under the UNESCO Participation Programme fostered intellectual education and cultural exchanges through the art of puppetry among children belonging to different ethnic groups and promoted versatile esthetic education and harmonious development of the younger generation. The festival was designed to promote friendship, tolerance, mutual respect, and cultural exchanges.

Agency Output 4.1.1 National policies and tools for implementation of and compliance with international environmental agreements are developed and adopted

Armenia has a rich and varied natural and cultural heritage, which the Armenians see as a source of their inspiration and encouragement and which is highly valued well beyond the country's borders, which is evident from the inscription of three Armenian cultural properties on the UNESCO World Heritage List, i. e. the Monasteries of Haghpat and Sanahin, the Cathedral and Churches of Echmiatsin and the Archaeological Site of Zvartnots, and the Monastery of Geghard and the Upper Azat Valley. To integrate environment and disaster risk management into the national and local development frameworks and to improve the quality of the World Heritage sites' management through legislation and their protection against new global challenges and threats, including climate change, UNESCO supported participation of Armenian specialists in two CIS regional expert seminars on «Safeguarding World Heritage in the Context of New Global Challenges» (Moscow, Russia 2011 and Minsk, Belarus, 2012).

COMMUNICATION AND INFORMATION

Free, independent and pluralistic communication, as well as universal access to information with due regard to appropriate human-rights and gender equality frameworks, has always been an important cornerstone of cooperation between UNESCO and the Republic of Armenia in the area of communication and information.

Expected Outcome 3.2. Capacities of local media strengthened

UNESCO focused its efforts on strengthening free, pluralistic and independent media in Armenia. Substantive participation in the sociopolitical debate was promoted by empowering the local media at the municipal level. Within the framework of the International Programme for the Development of Communication (IPDC), capacity was developed for the TV station Loru MIG located in the Armenian region of Vanadzor. A study entitled «Media Development Indicators: A Framework for Assessing Media Development» was translated into Russian and distributed among relevant Armenian institutions to promote the understanding of the media's importance in the modern world and their capacity to contribute to transformation leading to inclusiveness and knowledge.

UNESCO offered a number of events for nearly 100 journalists of both genders to increase their knowledge and skills in different fields of their profession. The Journalists' Union of Armenia held a conference for the regional media in 2007. Editors of regional media outlets discussed aspects of self-regulation, protection of journalists, and the role of regional media in covering election campaigns.

In 2009, journalists from regional media outlets, male and female, were trained to cover HIV- and AIDS-related issues based on evidence-informed policies and practices. A handbook for journalists covering

HIV and AIDS issues was published in the Armenian language and distributed among media organisations as part of the project.

UNESCO initiated and supported activities that strengthened the media's independence through developing capacities of regional TV and radio stations and five community radio stations.

The PanARMENIAN Media LLC, the first Armenian online news and analytical outlet that was established to ensure plurality of opinions and provide access to accurate, fair and unbiased information, held a series of capacity building and outreach events under the UNESCO-supported project «Social Reporting Media: Developing Citizen Journalism in Armenia» aimed at increasing the Armenian media's plurality and diversity and promoting and reinforcing citizen journalism in the provinces of Shirak and Tavush. As part of the project, a series of public outreach events was organised and two groups of young journalists and freelancers were trained in each region to promote and facilitate citizen journalism.



Capacity development of "Loru MIG" TV and radio station

Expected Outcome 3.3. Increased universal access to knowledge and strengthened capacity in the field of mass media education

UNESCO assisted Armenia in implementing activities aimed at improving vulnerable groups' access to information. To this end, UNESCO implemented an initiative to create a network of institutions to support hearing-impaired children and strengthen their integration through ICT. The project included the bolstering of the capacity of the Havat integration centre for hearing-impaired children by providing it with ICT equipment and a collection of special literature and organising a seminar for doctors and teachers specialising in this particular field, as well as patients and their parents from all over Armenia.

UNESCO also made a significant contribution to strengthening capacity in the field of mass media education. In 2007, Armenian journalists, women and men, participated in a summer school for journalism and media educators, which Moscow State University organised for the cluster countries to improve the level of journalism education. More than 20 university professors from Armenia, Belarus, Moldova and Russia gathered to share their teaching experiences. University professors from the United States and the European Union conducted a series of master classes. A number of textbooks written by local media educators were published to provide an extra impetus to media research and analysis, including that by prominent Armenian media expert Shushan Dodoyan focusing on media law.

UNESCO also came up with the initiative to save amateur documentaries filmed during the 1960s-1970s by strengthening the National Archives' capacity through training its staff and providing special equipment to digitise a national collection of amateur films.

A range of pilot projects to enhance access to documentary heritage and contribute to its preservation using ICT included the reproduction of valuable documents from Armenian libraries and museums on CDs and DVDs. Activities focused on preserving the documentary heritage helped Armenia deepen the appreciation of the roots its national identity and regional cultural interdependence.

Expected Outcome 3.5 Strengthened public service broadcasting

Significant resources were allocated by UNESCO to train Armenian journalists on independent journalism in post-conflict situations, scientific journalism, MDG-related issues, climate change,

sustainable development, HIV and AIDS, etc. UNESCO sponsored participation of a number of Armenian journalists and media educators in a series of events, including the Media Forum «Dialogue of Cultures» (St. Petersburg, Russia, 2009), the Summer School on Media Law (Minsk, Belarus, 2009), and the Summer School on Multimedia Journalism (Moscow, Russia, 2010).

UNESCO also supports various activities and participation of photographers and other media specialists from Armenia in an international photo and television contest held annually in Moscow, Russia as part of events to mark World Press Freedom Day and raise awareness of freedom of expression.

UNESCO programme activities implemented beyond the UNDAF

UNESCO has pursued a range of activities designed to empower libraries and archives as key actors in disseminating knowledge both among the general public and specialised groups. UNESCO's Memory of the World programme is aimed at preserving the documentary heritage stored in libraries, archives and museums around the globe, facilitating universal access to it and increasing the people's awareness of its existence and significance. The Armenian Mesrop Mashtots Institute of Ancient Manuscripts (Matenadaran) was included in the Memory of the World International Register in 1997, which not only ensured the digitisation of its huge collection of manuscripts but also increased its international role in preserving the documentary heritage. Another exceptionally valuable item of the Armenian documentary heritage, the First Byurakan Survey (FBS, or the Markarian Survey) preserved at the Byurakan Astrophysical Observatory, was put on the Memory of the World International Register in 2011.

PART III – PROPOSED COOPERATION FRAMEWORK

Proceeding from UNESCO's priorities as set out in the Organization's Draft Medium-Term Strategy 2014–2021 (37 C/4) and Draft Programme and Budget 2014–2017 (37 C/5), Armenia's national priorities including the Second Poverty Reduction Strategy Paper/Sustainable Development Programme (PRSP/SDP), and experience gained in the country, the UNESCO Office in Moscow will cooperate with Armenia in 2014–2017 to contribute to the following key outcomes of the United Nations Development Assistance Framework (UNDAF) for Armenia (2010–2015):

- promoting inclusive and sustainable growth by reducing disparities and expanding economic opportunities for vulnerable groups;
- strengthening democratic governance by improving accountability, promoting institutional and capacity development and expanding people's engagement;
- improving access to and quality of social services, especially for vulnerable groups;
- integrating environment and disaster risk reduction into the national and local development frameworks.

The UCPD results matrix, shown in the Annex presents a snapshot of UNESCO's planned activities and expected results which would contribute to the achievement of the current UNDAF outcomes and could be reviewed in 2015 in accordance with new UNDAF for the country.

The Organization's actions will focus on the following:

Education: Based on the national priorities and goals and building on past cooperation, UNESCO will support Armenia in strengthening its national capacities to transform technical vocational education and training (TVET) to provide vulnerable groups with the skills and knowledge essential for meeting the labour market's demands and ensure equitable access to quality lifelong learning, including through the broader use of ICT.

Other activities in the field of education will be related to strengthening the inclusive early childhood care and education system to improve readiness (especially of vulnerable children) to primary school.

To encourage healthy lifestyles and gender equality, significant attention will be paid to an educational response to HIV and AIDS, particularly through promoting comprehensive life skills-based HIV and sexual and reproductive health (SRH) education and services.

Natural Sciences: The Strategy on Development of Science in Armenia in 2011–2020 and the Science Development Programme for 2011–2015 and Action Plan set a framework and an action plan for the development of science, technology and innovation in the country. Within this framework, UNESCO will support Armenia in efficiently using its natural resources and facilitate measures towards sustainable development.

Social and Human Sciences: UNESCO will support human rights-based and gender-sensitive initiatives to strengthen national social science policies for inclusive social development. This support is expected to be beneficial for elaborating policy recommendations aimed at ensuring equal rights. Special emphasis will be placed on improving the quality of human rights education.

Particular attention will also be given to assisting Armenia in developing social inclusion policies for sustainable social development.

Culture: UNESCO will particularly focus on safeguarding, preserving and promoting cultural tangible and intangible heritage and supporting sustainable development and dialogue between cultures. The UNESCO Office in Moscow will also continue supporting the development of creative industries and

PART IV – PARTNERSHIPS

Activities and projects will be implemented through partnerships involving the government, the relevant UN agencies, civil society and, where appropriate, the private sector. Partnership with the United Nations Country Team (UNCT) and individual agencies working in the country will ensure the effective achievement of the UNDAF outcomes and secure their sustainability.

The UNESCO Office in Moscow will work in close cooperation with the Armenian government, including the National Commission and the relevant ministries, i. e. the Ministry of Education and Science, the Ministry of Economy and the Ministry of Culture, and the Office of the Ombudsman, and will implement the projects in cooperation with relevant groups, including community councils, local NGOs, scientific and academic institutions and specialized associations.

Partnership with international organizations and NGOs is important for UNESCO to leverage the expertise and capacities of national and international stakeholders and maximize the overall impact of UNESCO's activities. UNESCO will also seek collaboration with bilateral and multilateral donors to draw additional resources essential for attaining the UNDAF outcomes and ensuring their sustainability.

PROGRAMME MANAGEMENT

Country Programme Management

The UNESCO Cluster Office in Moscow, in cooperation with the Armenian National Commission for UNESCO, will be responsible for overall programme implementation, including project identification, formulation, execution, and monitoring. Close consultations with the relevant sectors will be held on a regular basis.

Resource Mobilization

To complement its regular programme funds, UNESCO will make efforts to mobilize extra-budgetary resources and tap into various sources of funding, such as:

- mutual cooperation and joint fund mobilization strategies with the UNCT working in Armenia and involved in the UNDAF implementation process;
- mutual cooperation with the relevant government ministries;
- strengthened collaboration agreements with donors.

MONITORING AND EVALUATION

To ensure the effective implementation of the programme and the projects, the UCPD monitoring and evaluation system will be established with the aim of:

- using transparent and consistent mechanisms to help UNESCO assess the programmes' and projects' strengths and weaknesses;
- identifying target groups that should be supported through the UCPD and the policies and institutions that should be improved or developed to ensure effective UCPD implementation;
- ensuring links to the UNDAF Monitoring and Evaluation Plan;

- strengthening the monitoring and evaluation capacities of national actors.

The monitoring, reporting and evaluation will include a series of interrelated activities, such as the UNESCO monitoring & evaluation tools/RBM, reporting and evaluation according to the UCPD Guidelines, and the monitoring of progress in carrying out the activities in question.

A UCPD progress report will be prepared. The projects will be evaluated through a mutual agreement between UNESCO and the Armenian government, in consultation with the United Nations Country Team (UNCT). The monitoring, reporting and evaluation will be done in a manner faithful to objectively verifiable indicators (or benchmarks if applicable) and means of verification within the UCPD results and resources framework.

ANNEX: UCPD RESULTS MATRIX

UNDAF OUTCOME 1: Inclusive and sustainable growth is promoted by reducing disparities and expanding economic and social opportunities for vulnerable groups			
UNESCO programme component	UNDAF Agency Outcomes	UNDAF Agency Outputs	Output targets and indicators
I. Supporting national handicraft industry in the rural areas for the emergence of dynamic cultural and creative industries, and rehabilitation of mechanisms that foster local production of cultural goods and services (carpet weaving, tapestry, pottery, embroidery)	1.1 National policies, strategies and programmes reduce disparities between regions and specific vulnerable groups	1.2.1 National and local capacities to develop and implement innovative and diversified income-generating policies and practices targeting the most vulnerable groups strengthened	<ul style="list-style-type: none"> - Number of capacity-building trainings and seminars conducted; - Number of women, including young women involved and trained
II. Strengthening national capacities to transform TVET and ensure equitable access to lifelong learning		1.2.2 Vocational education, training and life-long education programmes provide vulnerable groups with the skills and knowledge necessary to meet the demands of the labour market	<ul style="list-style-type: none"> - Number of professional consultations and policy recommendations on TVET elaborated; - Number of standards\learning materials\tools developed and used
III. Strengthening national strategies, policies, and capacities to promote the role of the cultural centres in the regions (Marzes) in education on cultural heritage and creative diversity for poverty reduction and sustainable development		1.2.3 Private public partnerships (PPPs) are created in targeted areas to provide alternative livelihood opportunities and improved service provision	<ul style="list-style-type: none"> - Number of strengthened cultural centres in the regions (Marzes); - Number of trainings conducted; - Number of decision makers and community representatives trained (at least 50 % women); - Number of publications issued
UNDAF OUTCOME 2: Democratic governance is strengthened by improving accountability, promoting institutional and capacity development and expanding people's participation			
UNESCO programme component	UNDAF Agency Outcomes	UNDAF Agency Outputs	Output targets and indicators
IV. Supporting human rights-based and gender-sensitive initiatives to strengthen national social science policies for inclusive social development	2.1 Improved structures and mechanisms at both centralized and decentralized levels ensure the progressive realization of human rights	2.1.1 Strengthened legal and institutional capacities of the Human Rights Defender's Office and other institutions to promote and protect human rights at national and local levels	<ul style="list-style-type: none"> - Number of professional consultations organized in view of UN forthcoming priorities on sustainable social development; - Key stakeholders, decision makers, human rights institutions, representatives of international organizations and experts, both female and male, participated in capacity building activities;

		2.1.3 Increased national and local capacities to ensure gender equality and the empowerment of women	<ul style="list-style-type: none"> - Number of professional consultations organized in view of UN forthcoming priorities on sustainable social development; - Set of policy recommendations developed and presented to policy makers for ensuring equal rights and non-discriminative gender approach;
	2.2 The capacity of governmental bodies to ensure transparency, accountability and inclusiveness is improved	2.2.3 The capacity of national and local bodies to effectively monitor and evaluate the implementation of social policies and programmes strengthened	<ul style="list-style-type: none"> - Policy maker's capacities enhanced;
	2.3 National systems of data collection, reporting and monitoring of human development strengthened	2.3.2 Capacities of national and local institutions to collect, update, analyse and manage sex and age disaggregated socio-economic data to inform evidence-based analysis and policy making is strengthened	<ul style="list-style-type: none"> - Number of government institutions, NGOs and civil societies sensitized
	2.4 Communities and people have the capacities to claim their rights and participate in decision making processes	2.4.1 Mechanisms to ensure participation of communities, and CSOs/CBOs/VIOs in the development, implementation & monitoring of strategic policies and programs at national & local levels developed	<ul style="list-style-type: none"> - Number of policy recommendations developed;
V. Enhancing pluralistic and independent media, including by adoption of gender-sensitive policies, and enabling universal access to information and knowledge		2.4.2 Independent media is strengthened and access to information especially for vulnerable groups improved	<ul style="list-style-type: none"> - Number of reports prepared; - Number of recommendations developed; - Number of media specialists trained (at least 50% women)
VI. Providing support to foster quality of teaching and learning in in human rights education		2.4.3 Awareness and knowledge of human rights increased through its mainstreaming in the curricula for both formal and non-formal education and dissemination of information	<ul style="list-style-type: none"> - Number of professional consultations and policy recommendations on HRE elaborated; - Number of standards\learning materials\tools used; Number of teachers female and male trained
UNDAF OUTCOME 3: Access and quality of social services is improved especially for vulnerable groups			
UNESCO programme component	UNDAF Agency Outcomes	UNDAF Agency Outputs	Output targets and indicators
VII. Promoting comprehensive life skills-based HIV prevention and SRH education and services to contribute to healthy lifestyles and gender equality	3.2 Health care providers ensure equitable access to improved quality services in targeted areas of Armenia	3.2.4 Youth and adolescents have the knowledge and awareness to exercise their sexual and reproductive rights	<ul style="list-style-type: none"> - Number of policy recommendations and teaching/learning materials and tools developed on HIV and SRH education

VIII. Strengthening education system through expanded use of ICT to foster equal access to quality lifelong learning	3.3 Inclusive education policies and strategies ensure access to, retention in and quality schooling for the most vulnerable	3.3.1 The capacity of the Ministry of Education and Science at the national and sub-national level to ensure inclusive equal access to quality education is strengthened	- Number of professional consultations organized; - Number of policy recommendations developed
		3.3.2 Child friendly schools mainstreamed into national standards to enhance quality in primary and secondary education	- Number of professional consultations organized; - Number of standards, learning materials/tools developed and used
IX. Strengthening inclusive early childhood care and education system to improve readiness to primary school		3.3.3 National capacity to improve children's developmental readiness to start primary school on time, especially for vulnerable children developed	- Number of professional consultations organized; - Number of policy recommendations developed on ECCE with focus on access to ECCE for vulnerable children
X. Assisting in the development of social inclusion policies for sustainable social development	3.4 Institutional capacities strengthened and mechanisms in place to respond to the needs of the vulnerable groups	3.4.1 Capacity of governmental institutions to develop and provide social policies and social protection services strengthened	- Professional consultations organized in view of UN forthcoming priorities on sustainable social development; - Key stakeholders, decision makers, human rights institutions, representatives of international organizations and experts, both female and male, participated in capacity building activities
UNDAF OUTCOME 4: Environment and disaster risk management is integrated into national and local development frameworks			
UNESCO programme component	UNDAF Agency Outcomes	UNDAF Agency Outputs	Output targets and indicators
XI. Providing support in organizing capacity-building workshops, trainings and monitoring to underscore the central role of heritage in promoting sustainable development, reconciliation and dialogue	4.1 Armenia is better able to address key environmental challenges including climate change and natural resource management	4.1.1 National policies and tools for implementation of and compliance with international environmental agreements are developed and adopted	- Number of capacity building trainings and workshops conducted; no less 50% of participants should be women; - Number of governing institutions and experts in culture involved and trained; - Number of professionals trained in the management of cultural and natural policies with impact on climate change, poverty reduction and sustainable development

<p>XII. Promoting sustainable use of natural resources and facilitating measures towards sustainable development</p>			<ul style="list-style-type: none"> - Key stakeholders, MAB national body and decision makers participated in capacity building activities and when applicable, developed and agreed on joint conclusions and plan of actions; - Number of seminars/training course/workshops; number of participants and institutions; set of adopted documents; number of reports; number of relevant modules and other training materials relevant to the trainings well applied; set of relevant documents adopted; - Nomination dossier(s) for establishment of BR(s) prepared and UNESCO designate site(s) established; - Official inauguration done; BR strategy and plan of actions elaborated
		<p>4.1.3 Sustainable Development principles introduced into the education curriculum</p>	<ul style="list-style-type: none"> - The calculation of the Ecological Footprint (EF) applied as a tool to achieve ESD in schools as well as Universities; - Number of schools participating (in particular those included in the UNESCO's ASPnet); - Number of Universities participating; - Number of Chairs and networks participating

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Photo on the front page: Monastery of Geghard and the Upper Azat Valley, Armenia. Inscribed on the UNESCO World Heritage List in 2000



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