Curriculum Reform in Post-Soviet Armenia: Balancing Local and Global Contexts in Armenian Secondary Schools

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LOYOLA UNIVERSITY CHICAGO

CURRICULUM REFORM IN POST-SOVET ARMENIA: BALANCING LOCAL AND GLOBAL CONTEXTS IN ARMENIAN SECONDARY SCHOOLS

A DISSERTATION SUBMITTED TO THE FACULTY OF THE GRADUATE SCHOOL IN CANDIDACY FOR THE DEGREE OF DOCTOR OF PHILOSOPHY

PROGRAM IN CULTURAL AND EDUCATIONAL POLICY STUDIES

BY

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For Margaret Demerjian Terzian and Alexander Terzian
For the Gift of their Homeland
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ABSTRACT

Structured according to the conceptual frameworks of nationalism and globalization, this study examined relationships between and among the Armenian Ministry of Education, the World Bank, the Open Society Institute Assistance Foundation -Armenia, and Armenian secondary school teachers and principals from 1991 to the present. Each group played a central role, developing and implementing the Armenian National Curriculum and State Standard for Secondary Education throughout the education system.

Using Laurence Neuman’s inductive approach to open, axial, and final coding, this qualitative case study investigated the global and national groups that produced the Armenian National Curriculum (the Curriculum) and the State Standard for Secondary Education (SSSE). Analysis of the Curriculum and the SSSE provided an understanding of educational policy guidelines for the Armenian secondary schools; themes central to the Curriculum and SSSE drove the analysis of semi-structured interviews and observations that completed research for this study.

This sophisticated system of analysis created a depth examination of curriculum reform at both policy and implementation levels in Armenia. Multiple interviews, including policy discussions with numerous officials from the Armenian Ministry of Education and Science, the directors of education from the World Bank and from the

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Open Society Institute Assistance Foundation-Armenia combined with interviews of Armenian teachers and school principals, to present a reliable picture of the creation of democratic education policy in Armenia in this period.

Since independence from the Soviet Union in 1991, Armenia has struck a balance between the local and global perspectives that influenced post-Soviet curriculum reform. Armenia moved away from closed Soviet educational approaches and began to integrate international educational standards of the European Union into its system. Invited by the Armenian Ministry of Education and Science to assist in this transition, the World Bank and the Open Society Institute Assistance Foundation-Armenia encouraged the use of specific content and teaching techniques to institute democratic practices in the Armenian context of schooling. These educational standards were aligned with Western approaches to education to allow Armenia to compete in the global market. Subjects such as civic education stressing ideas of openness, tolerance, and human rights were aligned to curriculum practices to meet requirements for membership in the European Union. On the other hand, subjects such as the history of the Armenian Church provided citizens with an understanding of the importance of Christianity to the Armenian nation. Thus, curriculum reform in post-Soviet Armenia balanced local and global contexts in Armenian secondary schools, furnishing a complex and fascinating overview of the dramatic process of structural educational change in a nation transitioning from membership in the former Soviet Union. The analysis and interviews in this study with both local participants and leaders of international agencies that was critically important in the period of political, cultural, and educational transformation present elements essential to understanding the role of education in Armenia today.
CHAPTER ONE
INTRODUCTION

On September 21, 1991, Armenia declared its independence from the Union of Soviet Socialist Republics, thus embracing a shift from the centralized Soviet structure of government to a framework embodying a free-market, democratic system (see Chapter Two).\(^1\) According to Ronald Grigor Suny, the impetus to make the social, economic, and political transition to this new ideological structure originated from Soviet president Mikhail Gorbachev’s “triple revolution” of “democratization, marketization, and decolonization.”\(^2\) Gorbachev’s policies of *perestroika* (restructuring) and *glasnost* (openness) sparked the resolve of the individual Soviet Republics to be recognized as separate, autonomous nations.\(^3\)

As Armenia moved toward democratization and market liberalization, the Armenian Ministry of Education and Science applied for donor assistance from

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\(^3\)Nora Dudwick, “Political Transformation in Armenia: Images and Realities,” in *Conflict, Cleavage, and Change in Central Asia and the Caucasus*, ed. Karen Dawisha and Bruce Parrott (Melbourne: Cambridge University Press, 1997). In 1988, protests against the Azerbaijani government for the return of Nagorno-Karabakh, an enclave located between Armenia and Azerbaijan, marked Armenia’s first effort in the direction of democratization. Thus, for the Armenian nation as a whole, the return of Nagorno-Karabakh was a territorial question, a quest for self-determination from the Soviet regime, and a response to the unfair distribution of historical lands taken away after World War I.
international agencies to restructure the Armenian system of education, thus aligning curriculum to the ideas of a market economy. Through the introduction of new educational governance, international agencies helped the nation abandon the Soviet style of pedagogy and promote interactive approaches that supported the incorporation of the democratization process.

Armenia was one of many post-socialist countries of the former Soviet Union that applied to international development agencies and non-governmental organizations (NGOs) for donor assistance and guidance in their political and cultural reconstruction, after the fall of communism and the end of the Cold War, beginning in 1989. Ken Kempner and Ana Loureiro Jurema assert that international development agencies and NGOs created a new educational enterprise based on their particular philosophy or reform mission. Comparativist Nelly P. Stromquist posits that NGOs provided “service delivery, educational provision, and public policy advocacy,” which in turn fostered concepts such as democracy and civil society. In contrast to the approaches employed

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5Ibid.


by non-governmental organizations, international agencies operated as “donors” for the implementation of these reform projects.\textsuperscript{9} Armine Ishkanian, professor of social policy at the London School of Economics, concurred writing that from 1994 to 1996, civil society and democratization in post-Soviet nations were supported by Western governments and international agencies.\textsuperscript{10} Further, assistance policies developed by international agencies originated from a neoliberal interpretation of global requirements.\textsuperscript{11} In Armenia, after seventy-four years of strict closure to Western approaches of democracy and a free market structure, the World Bank and the Open Society Institute Assistance Foundation-Armenia (OSIAF-A) assisted the Armenian Ministry of Education and Science with educational reform funding and programs, at both local and national levels.\textsuperscript{12}

**International and Non-governmental Assistance in Armenia**

The World Bank comprises five agencies: the International Bank for Reconstruction and Development (IBRD), the International Development Agency (IDA), the International Finance Corporation (IFA), the Multilateral Investment Guarantee Agencies (MIGA), and the International Centre for Settlement of Investment Disputes

\textsuperscript{9}Silova and Steiner-Khamsi, “Unwrapping the Post-Socialist Education Reform Package,” 2.


\textsuperscript{11}Ken Kemper and Ana Loureiro Jurema posit that international agencies such as the World Bank are driven by a global neoliberal model that forces economic and social action. See Ken Kemper and Ana Loureiro Jurema, “The Global Politics of Education,” 333-339. Neoliberalism is discussed further in Chapter Two of the present study.

\textsuperscript{12}For a discussion on the working relationship among the World Bank, the Open Society Institute Foundation-Armenia, and the Ministry of Education, see Armenuhi Tadevosyan, “The Parallel World of NGOs, Multilateral Aid, and Development Banks: The Case of Community Schools in Armenia,” in *How NGOs React*, ed. Iveta Silova and Gita Steiner-Khamsi (Bloomfield: Kumarian Press, 2008): 81-89.
Armenia became a member of the IRBD in 1992 and the IDA in 1993. In 1995, the Armenian Ministry of Education and Science requested World Bank assistance for the Armenian secondary schools during their post-Soviet transition. The World Bank’s country assistance strategy set criteria to provide loans to Armenia from the IDA and IBRD for the first stage of educational reform. This project commenced in 1998, focusing on administrative restructuring, financing, and management issues in the Armenian Secondary Schools. In 2004 (six years later), the Armenian Ministry of Education and Science applied for an additional loan to begin the second stage of reform, called the Educational Quality and Relevance Project (EQR). The IDA distributed funding for this project to Armenia’s Central Bank to assist in developing a national curriculum and assessment procedures, and to train teachers in updated instructional practices.


15 Ibid.

16 The term, “Armenian secondary schools” refers to the current primary, middle, and high school levels of the Armenian system of secondary general education. The different school levels were grouped together as a result of the development of the unified labor school (in 1917, also called the “polytechnical schools”). In this school restructuring, Vladimir Lenin condensed primary and secondary education into nine years of schooling, calling it secondary general education. Currently there are twelve grades in the Armenian secondary schools. See Joseph Zadja, Education in the USSR (Oxford: Pergamon Press, 1980): 10.

The George Soros Foundation’s Open Society Institute (OSI) began in 1993 to initiate programs of democratization in post-Socialist countries.\textsuperscript{18} The OSI was created by the original Soros Foundation, the Open Society Fund, which was founded in 1979 to foster democratic values common to open societies in “closed societies.”\textsuperscript{19} Currently, OSI supports reforms in many post-socialist nations by promoting the Soros Foundation values of an open, self-governed, democratic society that includes tolerance, and civil rights.\textsuperscript{20} In 1997, the Open Society Institute Assistance Foundation-Armenia (OSIAF-A) was invited by the Armenian Ministry of Education and Science to assist with training teachers and improving the quality of instruction in the transitioning post-Soviet educational system.\textsuperscript{21} In 1999, the Open Society Institute Assistance Foundation – Armenia launched the Reading and Writing for Critical Thinking (RWCT) program, developed by the International Reading Association, a non-profit organization specializing in research to improve reading and critical-thinking skills.\textsuperscript{22} The RWCT program promoted the implementation of a revised instructional style, fostering critical


\textsuperscript{20}Silova and Steiner-Khamsi, “Unwrapping the Post-Socialist Education Reform Package,” 8.

\textsuperscript{21}Open Society Institute Assistance Foundation-Armenia, “Introduction.”

thinking in students and counteracting the authoritative approach to teaching that had prevailed in Soviet satellite nations.\textsuperscript{23}

By 2004, the Armenian Ministry of Education and Science developed the Armenian National Curriculum (Curriculum) and State Standards for Secondary Education (SSSE). According to the United Nation’s \textit{Human Development Report for 2006}, development of a post-Soviet curriculum entailed: 1) eliminating the effects Soviet policies left on school management, teachers’ instructional styles, and subject matter; 2) creating an instructional program to rebuild an Armenian national identity; and 3) providing students the necessary skills to compete in a global world.\textsuperscript{24}

\textbf{Structure of Dissertation}

The present study examined the social and political effects that resulted from the assistance of private global organizations that worked with the Armenian Ministry of Education as it developed the post-Soviet Armenian National Curriculum. The study investigated the degree to which teacher implementation of the Armenian National Curriculum was influenced by neoliberal globalist concepts and approaches introduced by the World Bank and the Open Society Institute Assistance Foundation-Armenia. Finally, it explored how earlier Soviet training affected teacher implementation of this new curriculum.


\textsuperscript{24}\textsuperscript{Khachatryan et al., “Human Development Report on Education,” 21.}
Chapter Two provides the study’s conceptual framework of globalization and nationalism, furnishing a foundation for the analysis of the Armenian system of education as it transitioned from state control by the Soviet Union to its present status as a free system in an independent nation. From Vladimir Lenin’s (1917-1922) concepts of nationalization, to Mikhail Gorbachev’s (1985-1991) ideas of glasnost and perestroika, the continuing effects on Armenian education were profound. Chapter Two explores the ways that Lenin’s ideals shaped communist educational policy. It examines the political and social factors that shaped educational policy in the Soviet Union, providing essential background that describes the impact of National Education under each Soviet leader after the annexation of Armenia in 1923. Finally, it discusses the ways that Gorbachev’s restructuring helped to pave the way to Armenia’s independence.

Chapter Three presents the research methodology and system for data analysis used in this study. The case study method structured central research questions and provided the study’s conceptual framework.\textsuperscript{25} Using this method helped to investigate the processes of curriculum reform provided a vivid illustration of how deliberation and teacher implementation of new policy were impacted by Armenia’s political, social, and historical contexts. Comparativists Michael Crossley and Graham Vulliamy assert that the case study approach is an effective way to make practical contributions to the field of comparative education and to ascertain an accurate assessment of the realities of the

\textsuperscript{25}For a discussion on the use the conceptual framework and research questions as the foundation for case study research, see Robert E. Stake, \textit{The Art of Case Study Research} (Thousand Oaks: Sage Publications, 1995), 15-17.
phenomenon under study, thus contributing to the ecological validity of a study.26 John Creswell agrees, positing that the case study approach encourages the use of multiple sources for gathering evidence.27 Further, Crossley and Vulliamy assert that case study research contributes to an understanding of the adaptation policy into the local content.28

T.L. Maliyamkono’s study of Tanzania’s transition from British colonial rule to independence provided an excellent example of case study research in comparative education, examining “the international transfer of curriculum change strategies.”29 Finally, Michael Crossley’s sociology-based research on curriculum change in Papua, New Guinea utilized document analysis, observations, and interviews for data triangulation, a technique similar to the one used in the present study.30

The research method employed in this case study of curriculum reform in post-Soviet Armenia included a document analysis of primary source documents from the Armenian National Curriculum (Curriculum) and the State Standard for Secondary Education (SSSE). In addition, transcripts of semi-structured interviews and field observations furnished an overview of key professional development sessions and


28Crossley and Vulliamy, “Case-Study Research Methods and Comparative Education,” 193-207.


meetings held by the Armenian Ministry of Education and Science (MOES) in the summers of 2005 and 2006. Finally, twenty-one interviews with teachers from three Armenian secondary schools and with officials from the MOES, the Open Society Institute Assistance Foundation-Armenia (OSIAF-A), and the World Bank presented first-hand assessments of the post-Soviet attempt to redirect the nation’s pedagogy. Data was analyzed according to W. Lawrence Neuman’s open, axial, and selective coding process, in which system codes are created and then regrouped into meaningful chunks and themes.31

The open, axial, and selective coding phases for this study began with a document analysis of the Curriculum and the SSSE, thus creating an analytical framework that was applied to the data compiled from the semi-structured interviews and field observations. Data from these multiple research strategies were then triangulated to ensure accuracy and corroboration of the findings.32

Chapters Four and Five report the study’s findings, discussing the themes and final codes from the document analysis, transcribed semi-structured interviews, and field observations. These chapters depict how current reform efforts are affecting school management sectors, curriculum policy, and teaching methodology in Armenia. In Chapter Six, the final chapter, research findings were examined in terms of two


comparative education theoretical structures: educational vacuum theory and educational borrowing. These theoretical perspectives allowed a complex analysis, focusing on key social and political factors present in the transition from Soviet approaches that influenced education reform in Armenia. The study concludes with an in-depth examination of the advantages and disadvantages of the implementation of borrowed educational policies under the aegis of international global institutions in nations undergoing similar transitions.

By presenting the perspectives of these post-Soviet educators and policy developers as they engaged in Armenia’s radical transformation, this study makes a useful contribution to the field of comparative education. Few comparative studies have examined the impact that agencies such as the IBRD, the IDA of the World Bank, and the Open Society Institute Assistance Foundation-Armenia had on the Armenian system of education, as that nation entered the global community in the 1990s. Although several comparative studies examined ways the globalization process encouraged openness and democratic perspectives in post-Soviet systems of education, Armenia was seldom mentioned.33 Thus, though Armenia is still in the process of incorporating these reforms into its education and governance, the present study can assist educators and policy

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makers as they devise future national frameworks, working toward democracy and self-governance.
CHAPTER TWO

CONCEPTUAL FRAMEWORK AND HISTORICAL BACKGROUND

Globalization and Democracy

For comparativists Roger Dale and Susan L. Roberston, the meaning of the term globalization is contingent on the context in which it used. The first and most common usage is in reference to economic globalization, or “the intensification of a global market operating across and among a system of national labor markets through international economic competition.” Secondly, institutional globalization refers to the “convergence of formal institutions working toward similar goals and operating structures.” Regarding educational issues, Robert F. Arnowe posits that globalization:

refers to the closely entwined economic and education agendas and policies promoted by the major international donor and technical assistance agencies, namely, the World Bank, the International Monetary Fund, and national overseas aid agencies such as USAID (United States Agency for International Aid), CIDA (Canadian International Development Agency), and JICA (Japan International Cooperation Agency).


3Ibid.

Comparativist Erwin Epstein would concur that globalization is compressing the world into a single entity. Epstein asserts that “globalization is both a theory and a historical process,” and views modernization and empire building as part of the globalization process. However, Epstein avers that it is globalization theory, not the process that has brought the contemporary world into an intensified, uniform consciousness.

As stated in the Human Development Report on Education: Educational Transformations in Armenia (2007), the impact of global organizations on the Armenian system of education is difficult to determine. Serob Khachatryan, et al. are concerned that the forces of globalization could have a negative impact on national and local culture, thus changing the idea of national identity. George DeMartino, professor of global finance at the University of Denver, has written that global neoliberal policy causes a loss in national character. Comparativist Roger Dale posits that the transnational effect of globalization’s spread of ideas results in homogenization of

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6Ibid.

7Ibid.


9Ibid.

national systems of education. This uniformity, based on globalization theory, is promoted by organizations such as the World Bank that have developed programs and policies that “provide economic assistance, strengthen democracy, and promote good governance.”

Globalization implements neoliberal ideas as the foundation for democratic policy, thus affect the development of educational practices. Neoliberalism is defined as the “new liberalism” and represents “earlier theories of the free, liberal, unfettered market.” According to Robert F. Arnove, the term is a neoclassical construction based on the role of the state in creating appropriate conditions for establishing a free market system. Katharine N. Rankin adds that neoliberal approaches were based on the ideas of the Austrian theorist, Friedrich Von Hayek (1899-1992), who developed neoliberal theory in opposition to the ideas of state-controlled economic planning.

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Recent policy based on neoliberal theory requires that countries in transition from authoritarian socialism to liberal democratic capitalism adjust their economic and governmental practices to the democratic, free market model through the implementation of structural adjustment programs (SAPs). The free market model includes deregulation of the state, privatization of markets, and opening of trade to the global market.

Comparativists Raymond A. Morrow and Carlos Alberto Torres described SAPs as “a set of programs, policies, and conditionalities that are recommended by the World Bank, the International Monetary Fund, and other financial institutions.” Much of the focus on the role of education in globalization has been in terms of the structural adjustments policies of the World Bank and other lending organizations, according to Erwin Epstein. The Bretton Woods institutions, the World Bank’s International Bank for Reconstruction and Development (IBRD) and the International Developmental Agency (IDA), implemented structural adjustment policies for the purpose of financial liberation, deregulation of domestic markets, and privatization of public services.

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18 Ibid., 123.


Globalization promoted democracy in countries transitioning from communist social and political policies and governance.\textsuperscript{22} In the context of global policy development, democracy was defined as “an organized contestation through regular, free, and fair elections, the right of virtually all adults to vote and contest for office, and freedom of the press, assembly, speech, petition, and association.”\textsuperscript{23}

Comparative scholars Noel F. McGinn and Erwin Epstein assert that there are several variations when defining the term democracy, one of which is “laws that protect civil and human rights.”\textsuperscript{24} McGinn and Epstein aver that democracy is achieved for citizens when there is an understanding of democratic behaviors and practices, thus instilling democratization, or “the process in which participation is increased until all citizens participate in governance.”\textsuperscript{25} Similarly, Francis Fukuyama wrote that anti-communist revolutions would not have occurred if citizens had not believed that liberal democracy brought “the recognition of human dignity.”\textsuperscript{26} The idea of dignity was a key factor in promoting the move to liberal democracy in the Soviet Union, as former Soviet republics worked to achieve autonomous individual, historical, and national identities as

\begin{itemize}
  \item \textsuperscript{22}Erwin Epstein, “Education as a Fault Line in Assessing Democratization,” 618.
  \item \textsuperscript{23}Howard J. Wiarda, \textit{Political Development in Emerging Nations}, 91.
  \item \textsuperscript{25}Ibid, 2.
\end{itemize}
separate nation-states. During the mid-1980s, the concepts of *perestroika* and *glasnost* promoted efforts toward an active civil society with a new set of democratic practices.

Samuel P. Huntington asserted that democracy “is the only legitimate and viable alternative to an authoritarian regime of any kind.” Since authoritarian, centralized regimes in the former Soviet Union restricted citizen participation in political and economic arenas, the transition to democracy for post-Soviet nations required specific modeling in developing new practices. Fukuyama contended that, although Soviet republics have made the transition to democracy on the surface, establishing participatory behaviors in countries where the nature of centralized authority was heavily embedded in these states requires internalization of democratic precepts.

Global institutions and organizations, such as the World Bank and the Soros Foundation, support the development of new democratic practices. Often, programs were developed to guide educational policy development, because students can learn newly formed democratic activities and behaviors most effectively in their classrooms. The restructuring of school practices included the acknowledgment of citizens’ rights, and the transformation of curricular material advanced the democratization process, according to

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27Ibid.

28Ibid., 660-661.


the positions of the global organizations. Through this process, schools promoted participation and the decentralization of authority. This decentralization enhanced independent decision-making by local entities. In addition, as G. Shabar Cheema and Dennis A. Rondinelli write:

Decentralization remains a core prescription of international development organizations for promoting democratic governance and economic adjustment and is seen by many of its advocates as a condition for achieving sustainable economic, political, and social development and for attaining the UN’s Millennium Development Goals.

Cheema and Rondinelli asserted that there are two forms of decentralization: administrative and political. Administrative decentralization involves “deconcentration of central government structures and bureaucracies, and delegation of central government authority,” while political decentralization increases citizen participation in selecting political representatives. Ultimately, both types of decentralization fostered democratic governance, establishing human rights, fair elections, and citizen participation.

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33 G. Shabir Cheema and Dennis A. Rondinelli, “From Decentralization to Decentralized Governance,” 6.

34 Ibid., 6-7.
Nationalism

According to James G. Kellas, nationalism is “both an ideology and a form of behavior.” Thus, according to Kellas, nationalism as an ideology creates a national consciousness around cultural and ethnic behaviors that characterize an ethnic, social, or civic nation. Michael Ignatieff has also examined nationalism, identifying two types: civic and ethnic. He defined civic nationalism as a group of people who adhere to a nation’s political philosophy, regardless of their racial or cultural background. In contrast, he argued that ethnic nationalism refers to group attachments that are not rationally formulated, but are, instead, inherited national associations that define the individual.

In post-Soviet societies, civic nationalism has increased through the democratization programs introduced by international agencies and nongovernmental organizations. Further, the formulation of a democratic identity where citizens participate in a civil society with fair elections and have civil engagement is a requirement for states wishing to become part of the European Union. However, it was ethnic nationalism that sparked Armenia’s movement towards independence from the Soviet Union when ethnic tension occurred between Azerbaijan and Armenia over

36Ibid, 3.
38Ishkanian, Democracy Building and Civil Society, 25.
control of the region of Nagorno-Karabakh.\textsuperscript{40} The development of civic and ethnic nationalism in Armenia is significant for an understanding of both the Armenian people’s current perception of themselves as a nationality and the present purpose of educational reform efforts.

Mary Mangigian Tarzan notes that the theory of nationality and the principle of self-determination were two important ideas prevalent by the end of the nineteenth century.\textsuperscript{41} The theory of nationality empowered diverse national groups to claim their spiritual, ethnic, and cultural heritages as reasons to form a state and to affirm a right to self-determination.\textsuperscript{42} Tarzan asserts that self-determination “attributes to each nationality the right of ordering its own life as it sees fit and of acquiring a state of its own, if it so desires.”\textsuperscript{43} According to James G. Kellas, self-determination is a political part of nationalism and is a means for nationalists to “seek political expression” for obtaining independent statehood.\textsuperscript{44} Importantly, the idea of self-determination as political expression is a right declared in the 1960 United Nations Resolution 1514 (XV).\textsuperscript{45}

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\textsuperscript{40}Suny, \textit{Looking toward Ararat}, 192-195.
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\textsuperscript{42}Ibid.
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\textsuperscript{43}Ibid., 12.
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\textsuperscript{44}James G. Kellas, \textit{The Politics of Nationalism and Ethnicity}, 3.
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The Armenian national identity is deeply informed by the genocide of Armenians by the Turks in 1915, a shared language and literary tradition, and a sense of place in lands that were historically populated by the Armenian people.\textsuperscript{46} Throughout their history, Armenians had been governed by the Armenian Apostolic church, which, though a strong factor in maintaining the Armenian national identity, did not advocate for an independent nation-state.\textsuperscript{47} As a result, Armenians did not possess a sovereign territory during their domination under the Ottoman Empire (1514-1918), Imperial Russia (1828-1917), or as a republic of the Soviet Union (1923-1991). (See Armenian history section below.)\textsuperscript{48}

**Nationalism in the Soviet Union**

In November 1917, the party of the Bolsheviks seized power over the Russian Empire.\textsuperscript{49} Jon Lauglo explains that Vladimir Lenin’s (1917-1924) idea of Bolshevik revolution was based on Marxist ideology.\textsuperscript{50} Karl Marx and Friedrich Engels outlined the tenets of communism in the *Communist Manifesto*.\textsuperscript{51} defining communism as “a doctrine


\textsuperscript{47}Ibid., 840 -841.

\textsuperscript{48}Ibid.


\textsuperscript{51}Karl Marx and Friedrich Engels, *Communist Manifesto* (1818-1883), trans., L.M. Findlay (United Kingdom, Broadview Press, 2004), 137.
of the conditions for the emancipation of the proletariat (or oppressed working class).”

Mark and Engels posited that in a communist society, national identity ceases to exist and class differences disappear when equality for all citizens is achieved. This Marxist-Leninist perspective incited communist efforts to combat illiteracy and the cultural backwardness of the different national minorities of the remnants of the Russian Empire. Lenin hoped to achieve his goal of a classless, stateless society based on collective ownership by making the Soviet system of education a filter for a communist movement that would organize the proletariat, peasants, and bourgeoisie.

Although the goal in a communist society is to eliminate national identity and class differences, Lenin initiated *korenizatsiia* (nativization), a policy allowing the different nationalities to use their local languages in schools and governmental affairs. Lenin believed the *korenizatsiia* policy would encourage the various nationalities to support his desire of building a communist society throughout the newly formed Soviet Republics.

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52Ibid., 152-153.


When Joseph Stalin (1922-1953) assumed power in 1922, he intensified the national policy of *korenizatsiia*, promoting the teaching of native languages in schools as part of a cultural revolution from 1928-1931. However, by 1933, Stalin replaced *korenizatsiia* with Russification, or the transformation of non-Russian citizens in each republic into Russians through immersion in Russian language and culture—a method similar to the earlier Russification policy of imperial Russia. The encouragement of ethnic identity was now considered antithetical to the development of a communist proletariat. In his 1964 analysis of Soviet education, Yaroslav Bilinksy asserted that Soviet leaders enforced Russification to “fuse all of the nations into one Soviet nationality,” as these nations had different religions, languages, and historical traditions.

The subsequent regimes of Nikita Khrushchev (1953-1964), Leonid Brezhnev (1964-1982), and Mikhail Gorbachev (1985-1991) instituted various educational policies based on their versions of Marxist-Leninist principles. For example, Khrushchev’s reforms coupled de-Stalinization with the reinstatement of polytechnical education, based on Marxist-Leninist principles. Earlier, Lenin had developed polytechnical education,

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59Ibid.; Imperial Russia used the Russification process to unify the peasants living in provinces throughout Trans-Caucasia (1800-1917).


or the unified labor school, to combine socially useful work and scientific training in the Soviet secondary school system.\textsuperscript{63}

Curriculum reform during the Brezhnev regime (1964-1982) restored the teaching of Leninist precepts in schools and raised academic standards.\textsuperscript{64} Mikhail Gorbachev (1985-1991) brought innovative social and political reforms in education, altering the vocational focus of reforms introduced by previous General Secretaries of the Communist Party, Yuri Andropov and Konstantin Chernenko from 1982 until 1984 (see further discussion of Soviet restructuring below).\textsuperscript{65}

**Educational Borrowing and Educational Vacuum Theory**

After the sudden cessation of the presence of Soviet values and norms following the fall of the Soviet Union in 1991, Armenia’s first four years of independence saw a vacuum in education and throughout the culture.\textsuperscript{66} Educational vacuum theory posits that the abrupt absence of a previous, dominating power creates social and political confusion. According to Laura Perry, countries often fill the void created by this vacuum with the standards of a new, more powerful country.\textsuperscript{67}

\begin{itemize}
  \item \textsuperscript{63}Jeanne Sutherland, *Schooling in the New Russia* (New York: St. Martin’s Press, 1999), 9; Zadja, *Education in the USSR*, 24, 31.
  \item \textsuperscript{64}Zadja, *Education in the USSR*, 37-39.
  \item \textsuperscript{66}Katchatryan et al., “Human Development Report on Education,” 32.
  \item \textsuperscript{67}Perry, “Talking Democracy, Making Empire,” 22.
\end{itemize}
Educational vacuum theory provides insight into Armenia’s experience with institutions like the World Bank and Open Society Institute as they assisted in retraining teachers and helping to reformulate education policy. In Armenia, after the sudden political and economic change, the government sought assistance from international and nongovernmental organizations. These organizations sought to establish Western democratic institutions and practices, thus filling the vacuum in Armenia as it sought to replace the fundamental concepts and pedagogical practices of the Soviet curriculum.

For this study, educational vacuum theory and educational borrowing provide useful frameworks for analysis, because they posit a specific cause-and-effect relationship in the development of a national school system. Thus, according to educational vacuum theory, the impulse to embrace the practice of educational borrowing is explained by the presence of a political and cultural void. Kimberly Ochs and David Phillips discuss four stages of educational borrowing in nations undergoing transitions: cross-national attraction, decision-making, implementation, and indigenization or internalization. Their study examined the process of educational transfer, critical in the case of Armenia, by addressing how external practices are absorbed into local contexts.

In curriculum reform, educational borrowing was demonstrated by the Armenian

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Ministry of Education’s approval of two programs offered by international agencies: 1) the Open Society’s Reading and Writing for Critical Thinking program; 2) and the Educational Quality and Relevance program introduced by the World Bank. According to Serob Katchatryan, Armenia hoped to align their curriculum and teaching methodology in the secondary schools to the international standards of the European Union through participation in these programs.70

Ochs and Phillips view cross-national attraction as having two components: impulses and externalizing potential. Impulses are the catalysts for educational borrowing; these include political change, systemic collapse, and the need for educational revision.71 Externalizing potential occurs when a country chooses specific techniques or ideas in educational policy from another source.72

Ochs’ and Phillips’ idea of the decision-making phase provides insight into how the Armenian Ministry of Education and Science implemented borrowed policies, influenced by international agencies and nongovernmental organizations. Following this aspect of Ochs’ and Phillips’ theory, the Armenian Ministry of Education and Science made the decision to incorporate the Western civic and democratic ideas fostered by the World Bank and Open Society Institute Assistance Foundation-Armenia into their new curriculum.73 In addition, the Armenian secondary school system integrated European

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71Ibid., 12.
72Ibid., 13.
and British pedagogical concepts throughout the curriculum and educational policy structures, demonstrating the internalization or indigenization phase of the educational process described by Ochs and Phillips. As the Human Development Report on Education: Educational Transformations in Armenia (2007) reported, “the transition created a vacuum in the area of strategic vision.” Basic to the new strategic vision for the post-Soviet Armenian educational system was the decentralization of education, privatization of writing new textbooks and materials, and the alignment of standards to the European educational system. However, as Michael Sadler wrote about educational borrowing, quoted by Ochs and Phillips:

> We cannot wander at pleasure among the educational systems of the world, like a child strolling through a garden, pick off a flower from one bush and some leaves from another, and then expect that if we stick what we have gathered into the soil at home, we shall have a living plant. A national system of Education is a living thing, the outcome of forgotten struggles and difficulties and ‘of battles long ago.’ It has in it some of the secret workings of national life.

Thus, as posited by Ochs and Phillips and admonished by Sadler, educational borrowers must be attentive to the context into which the new policy is being embedded.

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74Ibid., 15. In addition, see Jonathan D. Jansen, “Importing Outcomes-Based Education into South Africa: policy borrowing in a post-communist world,” in Educational Policy Borrowing: Historical Perspectives, ed. David Phillips and Kimberly Ochs (Oxford: Symposium Books, 2004). The Ochs and Phillip theory on educational borrowing was demonstrated as South Africa examined other systems’ educational policy, ultimately implementing Australia’s policy of outcome-based education, in agreement with Labor leaders. However, in the case of South Africa, inexperienced bureaucrats tried to radically alter the curriculum, creating failure of the borrowed policies.


76Ibid., 33.

Historical Background

Armenia has been a Christian nation for 1600 years, often engaging in turmoil with neighboring countries from its earliest existence until it was formally annexed to the Soviet Union in 1923. Though Armenia gained independence from the Soviet Union in 1991, a severe earthquake in the region in 1988 and conflicts with Azerbaijan over the Nagorno-Karabakh territory (1988-1993) have contributed to the country’s ongoing social, political, and economic hardships. In addition, since 1993, an estimated 800,000 Armenian citizens have left the country to seek employment, creating an ongoing challenge for the newly independent nation.

Armenia is a landlocked country with an area of 29,800 square kilometers and a population of 2,968,596 within ten marzer, or provinces. The provinces are Aragatsotn, Ararat, Armavir, Gegharkunik, Kotayk, Lori, Shirak, Syunik, Tavush, and Vaots Dzor. The largest city is the capital, Yerevan, with a population of 1,107,800. Armenia is

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78 In 1920, the Bolsheviks intervened in the Armenian republic as a result of a conflict with Turkey. At this time, Armenia was granted local self-government by the Bolshevik regime, forming a loose confederacy with other Soviet Republics. In 1922, Armenia joined with Azerbaijan and Georgia to form the Transcaucasian Soviet Federated Socialist Republic. In 1923, a constitution for the socialist republics was drafted, and in 1936, the constitution was rewritten. Both documents stipulated that any republic had the right to secede from the USSR.

79 Armenuhi Tadevosyan, “The Parallel World of NGOs, Multilateral Aid, and Development Banks: The Case of Community Schools in Armenia,” 84.


bordered by Georgia to the north, Turkey to the west, and Azerbaijan and Iran to the south.

Armenians in the Ottoman Empire

As non-Muslims living under Ottoman Turkish rule (1514-1918), Armenians were the most loyal subjects living in the Turkish Millet-i-Sadika, the “autonomous self government of ethnic communities” residing in Turkey. 82 However, Armenians residing in the Turkish Millet system became conscious of their nationality during the nineteenth century when Western ideas of democracy and freedom were introduced into the region. 83 Tarzan posits that the new relationship with the West emerged from the educational vision of the Mekhitarists from the Armenian Catholic Monastery in San Lazzaro, Venice, Italy and through American Protestant missionary activity in Turkey. 84 In addition, by 1848, Armenian students returned to Turkish Armenia from schooling in France, Italy, and other Western nations, spreading ideas of “freedom, reform, and enlightenment.” 85

The European revolutions in the late eighteenth century appealed to the Armenians students returning to the Turkish Millet system and as a result, they created an

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83 Tarzian, “The Armenian Minority Problem,” 33. The Armenian Monastery of San Lazzaro was founded in Venice in 1717 and was significant for teaching reading and writing to Armenian students. In addition, Armenians who were educated at San Lazarro and returned to Armenia were instrumental in teaching about the Armenian culture, promoting ethnic awareness in Ottoman Turkey.

84 Ibid., 33.

internal constitution establishing an Educational Council to oversee the national schools. In his analysis (1867) of schools in Ottoman Turkey, Hyde Clark found that each nationality had maintained its own schools and employed its own methods for language, printing, and handwriting during the Ottoman period.

Armenian Catholic, Protestant, and public schools existed in Ottoman Turkey throughout the nineteenth century. Catholic schools were organized by the Mekhitarists, whose main purpose was to educate students about Armenian history and the language. Protestant schools were established under the auspices of the American Board of Missionaries. Armenians often embraced Protestantism as a way to seek protection from Turkish authorities and Armenian Protestants lived in their own Millet-i-Sadika. In both the Protestant and Catholic schools, students studied French, Turkish, Armenian, and sometimes, English. Hyde Clark found that instruction in the Armenian public schools of Ottoman Turkey was influenced by American missionaries. Public schools were organized by the Turkish government, but run by the individual millets; they were open to students from both the wealthy and lower classes.

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86Ibid.


88Ibid., 502-534.

89Clarke, “Public Instruction in Turkey,” 524; Sarafian, *History of Education in Armenia*, 138-150.

90Ibid., 524-526.

91Ibid., 524.
Though Armenians had lived peacefully in their Turkish province, introduction to Western ideals coupled with the political agitation for liberty and self-determination by the Dashnaksutiun and Hnchak parties resulted in the massacre of Armenians from 1894 to 1896, culminating in the Armenian genocide of 1915.92 Throughout this period, schools in Turkish Armenia were under scrutiny as the Ottoman Government wanted to suppress the Armenians’ ability to develop as a separate nationality, and Armenian citizens were deported, persecuted, and killed.93 In April 1915, the Ottoman government decreed that use of books and images pertaining to Armenian language and culture in the schools would be cause for punishment and imprisonment.94

The Peace Treaty of Batum, signed by the Armenian and Turkish governments on June 4, 1918, gave Armenians a brief period of independence. Shortly thereafter, the Turkish government sought to invade the newly founded Armenian republic until the Bolsheviks intervened in 1920, protecting Armenia from further Turkish threat.95

92Tarzian, “The Armenian Minority Problem,” 37-38; Suny, Looking toward Ararat, 24; 36-37. The Armenian nationalist group Dashnaksutiun was formed in Tiflis in 1890 and pursued the political interests of the Turkish Armenians living in the Ottoman Empire. The Hnchaks were organized by two Armenian students living in Sweden in 1887; they agitated for Armenian national liberty from the Ottoman Empire.

93Sarafian, History of Education in Armenia, 228-230.


95At this time, the majority of Turkish Armenia was completely destroyed. The peace treaty stipulated that Armenia was independent, but still maintained by the Turkish government. As a result of this treaty, the Armenian republic included the following eastern and western provinces that were not devastated by the genocide and World War I: Nor Bayazid, Erevan, Echmiadzin, and Alexandropol. Tarzian, “The Armenian Minority Problem,” 115, 196; Douglas, The Armenians, 383-384. Also see Suny, Looking Toward Ararat, 136-139.
Armenians in Imperial Russia

After the Russo-Persian war (1826-1828), the Treaty of Turkmenchai (1828) provided for the annexation of the Persian Armenian provinces, Erevan and Nakhichevan, in eastern Armenia to the Russian Empire. At this time, the eastern Armenians welcomed Russian protection, believing it would lend support in their struggle for independence. However, Emperor Nicholas I (1825-1855) disapproved of autonomy and created Armenian districts, placing Russian administrators in charge of the provinces and joining eastern Armenia to the bureaucratic structure of Imperial Russia.

Before the nineteenth century, schools in Eastern Armenia were controlled by the Armenian Apostolic church, but Russian imperial authorities sought to unify the Armenian schools and incorporate them into the Russian Empire. In 1836, Emperor Nicholas I (1825-1855) created the Polojenye, an internal constitution that granted Russia full control of the newly acquired eastern Armenian provinces’ internal affairs. In addition, the Polojenye provided for the reorganization and limitation of the Armenian church’s control of schooling. According to Suny, by the middle of the nineteenth century, Armenians became loyal supporters of Russian rule, adopting the cultural norms


97Ibid.


99Ibid., 115.

100Sarafian, History of Education in Armenia, 251-253.
and programs of Russification of the Russian Empire. However, in 1885, Russification intensified under Alexander III (1881-1894), who viewed Armenian nationalism and flourishing culture as a threat to his power. As a result, the Armenian schools were closed and, a year later, reopened under the authority of imperial Russia. The minor freedoms provided by the *Polojenye* of 1836 were eradicated, causing the beginnings of Armenian revolutionary movements in eastern Armenia.

Despite Russia’s attempt to control the Eastern Armenian provinces, the *Dashnaktsutiun* successfully pressured for Armenian self-determination, breaking away from both the Russian and Turkish Empires, in 1918. Armenia became an independent republic for two years, until 1920. However, the newly independent nation was recovering from the atrocities of the genocide and battles of the recent world war and still perceived Turkey as a military threat. Thus, in 1920, the Bolsheviks intervened in the subsequent conflict between the independent republic of Armenia and the Turkish

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105 Suny posits “Armenia fought on both sides of the front,” as Turkey and Russia engaged in conflict brought on by World War I in 1914. Further, Armenians living under imperial Russia were encouraged to join the Russian Army, fighting against Turkey. Simultaneously, Turkish officials disarmed Armenian citizens and began to eliminate the Armenians in eastern Anatolia.
army. Mary Manigian Tarzan posits that the Bolsheviks persuaded the Armenian republic to adhere to the Soviet form of socialism.

Soviet Education under Vladimir Lenin: Nationalism and Collectivization (1917-1924)

After the Bolshevik Revolution in 1917, Lenin replaced the earlier Russification policy of Imperial Russia with the policy of *korenizatsiia*, a nationalist program “making Armenia more Armenian and making Armenians more aware of their history, culture, and language.” In addition, the Educational Act of October 16, 1918 promoted programs of decentralization and democratization through which “individual states” controlled their own national education system and used their national language for instruction.

However, as Lauglo asserts, the purpose in implementing reforms of decentralization and democratization was to gain each republic’s political support to introduce communist ideals. As a result, while encouraging *korenizatsiia*, a rigorous communist curriculum was taught throughout the all the Soviet Republics, including Armenia, instructing children to honor the October Revolution, develop a collective spirit, and adopt the values of the Communist Party.


107 Ibid.


110 Ibid.

After Armenia’s annexation to the Soviet Union in 1923, earlier provisions for the
decentralization of schools were abrogated under the Educational Act passed in the same
year. This act tightened bureaucratic control of the schools, established a competitive
grading scale, and gave authority to dismiss teachers to the local department of education.
In addition, Lenin created agencies to centralize political control of the schools and
initiate the party program of polytechnical education.\textsuperscript{112} The polytechnical philosophy
stressed the alignment of education and productive work through the introduction of the
Unified Labor School.\textsuperscript{113} The idea of linking school life to work life, borrowed from
American progressive educator John Dewey, linked real-world experiences to curriculum
in the Soviet schools.\textsuperscript{114}

In 1925, passage of an Educational Act unified the school system from preschool
to the university level. In the Republic of Armenia, two types of public schools had been
established—schools of first and second degrees. Students attended first-degree schools
for four years, followed by seven years in second-degree schools. Teaching methodology
was the same throughout all educational institutions, with the degree of complexity
increasing with each level of schooling. The precepts of Leninism, that learning reflected
the materialistic view in all aspects, were fundamental to developing curriculum for
practical aspects of adult life.\textsuperscript{115}


\textsuperscript{115}Sarafian, \textit{History of Education in Armenia}, 273.
Lenin’s plan coupled polytechnical education with the notion of collectivism through the “complex method” of pedagogy, which inhibited individual competition in the schools of the 1920s. Lenin’s wife, Nadezhda K. Krupskaya, a well-known Soviet educator, developed the complex method, an innovative instructional style offering hands-on opportunities for students. The complex method was divided into three parts: Nature Aspect, Labor Aspect, and Social Aspect; mastery of the process of the “method” was central in each aspect. The organization of the complex method differed at the elementary and secondary schools levels. In elementary school, the curriculum focused on children’s active participation in their learning experiences. Formal subjects, such as math, grammar, and the social sciences related to both student activities and real world work as provided by the complex method. In the winter, the curriculum of the Labor Aspect focused on real labor-related work. Students learned about heating homes, cleaning snow, and the care of animals that lived outside in the cold. During the Nature Aspect, students observed the snow, created nature daybooks, charted winter wind patterns and velocity, and studied the position of the sun. Social Aspect pedagogy taught

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about life in students’ homes during the winter—what material items were bought and sold in the winter, and the differences between rich and poor families in a village.  

While the complex method for elementary students involved a child-centered approach to learning activities on the practical level, secondary students developed a more systematic study of labor activities, including technological and scientific components. These complex method practices integrated the philosophy of polytechnical education with the Marxist-Leninist vision and purpose of schooling for the proletariat.

The Stalin Years (1922-1953)

In 1928, Joseph Stalin, Lenin’s successor introduced the first five-year plan throughout the Soviet Union, initiating a radical change in curriculum methods and control in all of the schools in the Soviet Republics. American educator George S. Counts reported that the five-year plan was divided into three parts, economic, social, and cultural, so that all aspects of Soviet society were infused with the new socialist ideas.

Joseph Stalin saw local nationalism as a threat to Soviet cohesion, and in 1933, he reinstituted the earlier, czarist Russification process, using the Russian language systematically in each Soviet Republic to reinstate the policies of korenizatsiia.

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120 Zepper, “N.K. Krupskaya on Complex Themes,” 35.
Russification was aimed at transforming traditional cultures and drawing the nations and peoples considered to be “backward” to a higher level of culture. Although Stalin agreed with Lenin’s that each ethnic group had the right to use their own languages and maintain their own cultures, Stalin believed that a newly imposed common language and culture would promote assimilation and benefit the progress of the Soviet Union.124

In 1934, Stalin developed a five-year plan that eradicated the national educational policies of Lenin by abolishing the polytechnical school system and putting in place a new school system that was more centralized, bureaucratic, and controlled by the Communist Party. The new system introduced a standardized curriculum and traditional teaching methodology, promoting mastery and memorization and strict control in the teaching of history and the humanities.125 Thus, to consolidate the regime’s power, Stalin radically altered the educational system, replacing Krupskaya’s complex method and emphasizing collective learning, with a teacher-centered approach that supported individual competition.126 While Lenin’s philosophy—borrowed, in part, from American progressive educators—abolished tests, Stalin’s new program fostered testing procedures as promotion criteria for students passing to the next grade to ensure order in the Soviet

124Matossian, “Two Marxist Approaches to Nationalism,” 492-492.


schools. Annual examinations similar to testing procedures of schools in imperial Russia were reinstituted in May, 1935.

In May 1934, Stalin signed two decrees that reorganized the curriculum for the teaching of history, literature, and geography. Special emphasis was placed on teaching history as a separate subject, focusing on the history of Russia from the medieval ages until the Russian Revolution, eliminating the progressive subject matter introduced during the Lenin years.

During World War II, in August 1943, the Communist regime mandated a group of “Rules for Pupils” as hardship created by the war weakened the government’s ability to retain authority in Soviet schools. The rules strengthened teacher authority over students and encouraged the “moral education of the new Soviet Man,” since discipline and academic focus were curtailed by the demands of war.

The education systems of the Soviet Republics were deeply affected as World War II progressed. The invasion and occupation by the German troops in some of the republics stopped school life, according to Nicolas Hans, who argued that the war set the Soviet school system back ten years. Invading German troops destroyed and looted

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128 Ibid., 84.
schools, libraries, and universities that had closed in advance of the troops.\footnote{Ibid.} As formal school life for students ceased, their new responsibilities were to work in factories or in collective state farms to help with the annual harvest. Kevork Sarafian noted that while teachers were serving in the army and students were sent to the factories to work, participants in the educational system “kept up their constructive work,” though teaching salaries decreased.\footnote{Sarafian, \textit{History of Education in Armenia}, 295.} In addition, coeducation was abolished; the curriculum for boys emphasized technical subjects in military training while the girls’ curriculum was now oriented toward domestic science.\footnote{Hans, “Recent Trends in Soviet Education,” 118; see also Timasheff, “The Soviet School Experiment,” 80.}

After World War II, the leadership focused on rebuilding the Soviet school system.\footnote{Matthews, \textit{Education in the Soviet Union}, 6.} Reconstruction not only meant repairing the damage to buildings and to the moral and academic standards caused by the war, but a revival of Stalinism.\footnote{William W. Brickman and John T. Zepper, \textit{Russian and Soviet Education 1731-1989} (New York: Garland Publishing, 1992), 39.} In 1946, the Central Committee issued a decree, “On Training and Retraining of Leading Party and Soviet Workers,” to counter Western ideals spread throughout the war. \footnote{Ibid., 39.} William W. Brickman and John T. Zepper observe that education after the war, especially in the fields of philosophy and history, adhered to a strict policy of “Social Realism” until
Stalin’s death on March 5, 1953. Social Realism was Stalin’s version of socialism, which linked scientific knowledge and practical experience to educational policy—the essential basis for communist morality.

**Education under Khrushchev (1956-1964) and Brezhnev (1964-1982)**

Nikita Khrushchev saw Stalin’s system of education as elitist and too traditional, one that neither prepared students for real life nor for useful labor as Soviet citizens. Khrushchev’s reforms restructured the Soviet school system through the process of de-Stalinization and the reintroduction of polytechnical education, aligning school curriculum to real life. In 1958, Khrushchev’s administration instituted a reform program to create a New Soviet Man, lengthening the seven-year school programs to eight years and the ten-year school programs to eleven years. Brickman and Zepper asserted that changing the length of the years for compulsory school was one method to bridge the theoretical foundation of Stalinism to the Marxist idea of productive labor. In 1958, Khrushchev strengthened the use of traditional teaching methods in Lenin’s revived program of polytechnical education so the Soviet schools would not be separated

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143 Brickman and Zepper, *Russian and Soviet Education*, 43.
from public life. To promote de-Stalinization further, Khrushchev reversed the enforcement of Russification on ethnic minorities in each Soviet Republic. In 1961, Khrushchev continued the de-Stalinization process by expanding foreign language schools. Three years later (1964), Khrushchev was forced to resign as premier of the Soviet Union and was replaced by Leonid Brezhnev.

Brezhnev’s reforms (1964-1982) echoed Lenin’s vision of polytechnical reform of the Soviet system of education. Brezhnev adhered to Lenin’s precept that political indoctrination was “the noblest of the aims for education for citizenship and partiinost (the purposefulness and unity of ideas).” In addition, Brezhnev changed the location of the educational administrative organization from the Ministry of Enlightenment to the Central Committee of Science and Educational Establishment. A revised curriculum now included intense instruction in the Russian language for non-Russian children.

In July 1973, Brezhnev created a special commission in the USSR Supreme Soviet that issued the Fundamental Law on Education. Mervyn Matthews asserts that the legislation behind the document broke new ground, implementing “a semblance of

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145 Bilinsky, “Education of the Non-Russian Peoples,” 79.
146 Matthews, Education in the Soviet Union, 31.
147 Holmes, Read and Voskresenskaya, Russian Education: Tradition and Transition, xxii.
148 Zadja, Education in the USSR, 34.
149 Matthews, Education in the Soviet Union, 9.
150 Ibid., 40-47.
democratization” into the schools while focusing on a curriculum that promoted a communist society. The new policy direction was reflected in the creation of parent and pupil committees. Parent and student committees met annually to elect representatives and quarterly to address concerns and issues in their schools.\textsuperscript{151} However, in his analysis of the Brezhnev regime, Matthews noted that the committees did not have significant power and they were subjected to the scrutiny of the communist political parties in each local school district.\textsuperscript{152} Thus, while Soviet education became more open under Brezhnev, as Harvey B. Jahn noted in 1975, that education was still authoritarian and centralized during this period.\textsuperscript{153}

Soviet Restructuring and Openness under Mikhail Gorbachev (1985-1991)

Soviet Premier and General Secretary of the Communist Party Mikhail Gorbachev (1985-1991) inherited the vocational reform program, “Fundamental Directions of the General and Vocational School Reform,” developed by Soviet Premier Yuri Andropov and implemented by Premier Konstantin Chernenko in 1984. This program was aimed at improving curriculum, content, and teaching performance throughout the Soviet

\textsuperscript{151}Ibid., 50.

\textsuperscript{152}Ibid., 51.

Union.\textsuperscript{154} The reform was intended to strengthen Marxist-Leninist principles of fastening school curriculum to the technical and economic principles of production, thus restoring a firm communist philosophy for Soviet education.\textsuperscript{155}

However, Gorbachev wanted to institute change on a social level and, with the introduction of \textit{perestroika}, \textit{glasnost}, and \textit{demokratizatsia} (democratization), Soviet education was put on a path to become more open, humane, and diversified.\textsuperscript{156} The 1987 reform that introduced the concepts of \textit{glasnost} and \textit{perestroika} refocused the national polices of the Soviet system of education by not only rebuilding society, but by restructuring curriculum and teaching methodology to orient students to integrate political and pedagogical participation into their daily lives.\textsuperscript{157} As a result, teaching methodology was geared towards teaching children to think creatively and independently, moving away from the rigid and authoritarian methods initiated in the Stalin years.\textsuperscript{158}

In this period, the national needs of ethnic groups returned as a key policy issue. The concept of \textit{perestroika} aided the restructuring for the Soviet system, giving each

\textsuperscript{154}Yuri Andropov died in January 1984. He became Premier and General Secretary of the Communist Party in 1982 and died before his school reform, “Fundamental Directions of the General and Vocational School Reform,” was published. Though Andropov’s reform was implemented in April, 1984 under Konstantin Chernenko, it produced minimal results. Konstantin Chernenko was Premier and General Secretary of the Communist Party for 13 months until his death in 1985. See Szekly, “The New Educational Reform,” 321-323.

\textsuperscript{155}Sutherland, \textit{Schooling in the New Russia}, 31.

\textsuperscript{156}Long, “Continuity and Change in Soviet Education,” 404-405.


\textsuperscript{158}Sutherland, \textit{Schooling in the New Russia}, 36-37.
Soviet Republic “more local autonomy” regarding making decisions their schools.\textsuperscript{159} Further, in the 1980s, the issue of indigenous language use was revisited, granting all nationalities the right to “be taught in their own language . . . each nation had the right to its own national school.”\textsuperscript{160}

As Gorbachev sought to reform education in the Soviet Union during the late 1980s, Margaret Thatcher’s Conservative party also supported a movement to reform education in Great Britain. The 1988 Educational Reform Act in England extended the power of the central government to intermediary groups interested in privatizing education.\textsuperscript{161} Martin Mclean and Natalia Voskresenskaya posit that the international trend of educational reform sparked Gorbachev’s desire to decentralize the Soviet system of education.\textsuperscript{162}

In contrast to the reforms of Great Britain, Gorbachev hoped to preserve Lenin’s views of the relationship between state and society. In Gorbachev’s concept, it was imperative to maintain the central role of the Communist Party by reinstating the idea of true Leninist openness, creating a new image of socialism.\textsuperscript{163} Ultimately, the radical reforms that began in 1988 helped to dismantle the Soviet system; new ideas gave

\textsuperscript{159}Kerr, “Will Glasnost Lead to Perestroika?,” 410.

\textsuperscript{160}Sutherland, \textit{Schooling in the New Russia}, 36-37.


\textsuperscript{162}Ibid., 81.

\textsuperscript{163}Ibid., 82.
citizens of each republic increased agency and took power from the central government.\textsuperscript{164}

\textbf{Post-Soviet Armenian Education}

In 1991, Armenia gained independence from the USSR and embraced the idea of a democratic civil society.\textsuperscript{165} National autonomy deeply altered the role of education in Armenia, since the removal of Soviet values and norms caused a vacuum in education.\textsuperscript{166} The Armenian Ministry of Education (MOE) initiated donor-supported reforms on all levels of the public school sector: curriculum, educational legislation, management, and teacher retraining in the first year of independence.\textsuperscript{167} In May 2004, the Republic of Armenia adopted the National Curriculum for General Education (the Curriculum), mandated to be implemented throughout all of the \textit{Marzer}, defining principles for the organization of general education and selecting teaching technologies and methods. The

\footnotesize{\textsuperscript{164}Ibid., 83.}

\footnotesize{\textsuperscript{165}In 1988, protests against the Azerbaijani government for the return of Nagorno-Karabakh, an enclave located between Armenia and Azerbaijan, marked Armenia’s first effort in the direction of democratization. Thus, for the Armenian nation as a whole, the return of Nagorno-Karabakh was a territorial question, a quest for self-determination from the Soviet regime, and a response to the unfair distribution of historical lands taken from Armenia under Soviet occupation. For a detailed discussion, see Ishkanian, “Is the Personal Political?”; Peter Rutland, “Democracy and Nationalism in Armenia,” \textit{Europe-Asia Studies} 46, no. 5 (1994).}

\footnotesize{\textsuperscript{166}Vacuum theory, as defined by Laura Perry, is being applied to the case of curriculum reform in post-Soviet Armenia. See Perry, “Talking Democracy, Making Empire,” 22. Perry uses the educational vacuum theory to describe how countries in a vulnerable condition look to other countries to remedy their own systems of education; Katchtryan, et al., “Human Development Report on Education,” 32.}

\footnotesize{\textsuperscript{167}Serob Katchtryan et al., “Human Development Report on Education: Educational Transformations in Armenia,” 33.}
Curriculum stated the general requirements for teachers, and described the profile of the secondary school graduate.168

The goal of the post-Soviet curriculum in Armenia was to become competitive on a global level and maintain the country’s status as a democratic nation with a rich historical and cultural tradition.169 Article 35 of the Constitution of the Republic of Armenia, put into law in 1995, mandated that secondary education would be free of charge and all citizens would be exposed to a globally competitive education (1995). The provisions of Article 35 were extended in 1999, when the Republic of Armenia adopted the Educational Law of Armenia, outlining the educational jurisdictions of the government, Marz (Marz is an Armenian word for state), and community levels.170

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170Ibid.
CHAPTER THREE

METHODOLOGY

Research Problem and Questions

This qualitative case study investigated post-Soviet curriculum reform in Armenia. In 1991, Armenia embraced free market principles and democratization, an abrupt economic and political transition that altered the existing Soviet pedagogical style of teaching and learning. Teachers in the Armenian secondary school were unfamiliar with, and unprepared to implement, interactive methods that encourage students to solve problems critically and independently as citizens in a democratic society.¹ In 2004, the Armenian National Curriculum (the Curriculum) and the State Standard for Secondary Education (SSSE) were developed by a group of policy makers consisting of educational experts in Armenian education, principals of the Armenian secondary schools, and university professors.² The Curriculum and the SSSE served as the legislative framework for primary, middle, and high school levels (termed secondary schools) in the Armenian education system and they were intended to resolve problems created by the post-Soviet transition in education.³ The Curriculum stipulates the educational policy provisions and guidelines for the Armenian secondary schools while the SSSE is an extension of the


²See Chapter Four of this study. This information was ascertained from interview research with policy makers from the Ministry of Education and Science.

Curriculum outlining instructional objectives for teachers of the first through eleventh grades in the Armenian secondary schools (see Appendix N). Although independence changed Armenian politics and culture, the transition to restructured school practices geared to reflect democratization was made more difficult by lingering remnants of Soviet approaches. In addition, while the initial reform programs instituted by the World Bank were put in place by the Armenian government to assist with the revision of curriculum reform, these programs did not emphasize a coherent theory of learning. Instead, these retraining efforts focused on changing the political and economic systems, rather than on ways teachers could transform teaching practices to respond to social and cultural changes in this post-Soviet society.

The Human Development Report on Education: Educational Transformations in Armenia (2006) written by a team of experts in Armenian education, revealed that many Armenian teachers were unclear as to why traditional methods of teaching--such as rote memorization (a common Soviet teaching style)--failed to contribute to better learning. The report recommended a change in the teachers’ psychological and pedagogical approaches to transform the outdated methods common in Soviet schooling. The present study’s investigation of the effects of curriculum reform in Armenia, as they relate to the

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1Ministry for Education and Science, National Curriculum, 1-3.


3Ibid.

4Serob Kahachatryan led a team of local and international experts from UNESCO, Harvard University, and Yerevan State University, that wrote the report in 2006. The final report was published in 2007.

revision of practices and pedagogy, is based on five research questions. Now that Armenia is an independent state, has it developed a post-Soviet Armenian national identity? Have teachers and teacher trainers adapted the Armenian National Curriculum to the local context of schooling? To what degree do the aims of the World Bank and the Open Society Institute Assistance Foundation-Armenia and Ministry of Education and Science coincide? How do teachers integrate teacher training programs from outside organizations such as the World Bank and Open Society Institute Assistance Foundation-Armenia into their own practice? Finally, to what extent did working or being educated in the Soviet Union impact teachers’ views and their implementation of the Armenian national curriculum?

Data Collection

Data was collected over approximately three years time, from 2005 to 2008. In the summer of 2005, I observed a professional development session in Armenia and received a copy of the Curriculum and the SSSE. After analyzing the Curriculum and the SSSE in 2005, I returned to Armenia in August, 2006 to observe additional teacher training sessions. For three weeks in June of 2008, I conducted in-country interviews with relevant instructors and decision/policy-makers.

Data collection included observations of two professional development sessions, in July, 2005 and August, 2006 at School 43, a Ministry of Education and Science (MOES)-designated School Center. Data triangulation was produced by combining these
observations with document analysis and semi-structured interviews. Table 1 provides a detailed explanation of the multiple sources of data collected for this study.

Table 1: Summary of Data Collection Procedures

<table>
<thead>
<tr>
<th>Data Collection Strategy</th>
<th>Participants</th>
<th>Number of Participants</th>
<th>Reason For Strategy</th>
</tr>
</thead>
</table>
| Semi-structured interviews | 1. Officials from the Ministry of Education  
2. Teachers  
3. Local and Central Trainers  
4. Coordinators from the World Bank and Open Society Institute Assistance Foundation-Armenia | 5  
9  
2  
5 | Understand how curriculum policy was created, how teachers are responding to the curriculum changes, and the effects of the World Bank and Open Society Institute Assistance Foundation-Armenia program. |
| Observations | 1. Teacher Professional Development at School 43  
2. Local School Professional Development Session at School #43  
3. MOES Meeting | 1 Week  
2-day seminar | Understand how teachers are being trained to implement the Armenian National Curriculum and The State Standard of Secondary Education |
| Document Analysis | Armenian National Curriculum; State Standard for Secondary Education | Does not apply | Understand the legislative function of the Armenian National Curriculum and the State Standard for Secondary Education |
Document Analysis

The Ministry of Education and Science adopted the Curriculum and the SSSE in 2004.\(^9\) I obtained these documents in July, 2005 during my first trip to Armenia. Research analysis for this study began with a document analysis of these two policy instruments, which then formed the foundation for the subsequent investigation.

Two other documents critical to this study were the *Human Development Report on Education: Educational Transformations in Armenia* (2006), published in March, 2007 by the United Nations Development Program, and the World Bank’s *Education Quality and Relevance Project Midterm Report* (2006).\(^10\) The UN report provided pertinent information on issues related to Armenian educational reform since the inception of the World Bank’s Educational Quality and Relevance Project, which began in 2004. Detail from these reports was central to the analyses throughout this study.

The *Education Quality and Relevance Project Midterm Report* explained the four components of the Education Quality and Relevance Project of the World Bank. They were: Curriculum and Assessment, Information Communication Technologies, Teachers’ Professional Development, and System Management and Efficiency. Two components, Curriculum and Assessment and Teachers’ Professional Development, were especially useful for this study’s investigation of curriculum reform and teacher retraining, because


\(^{10}\)Khachatryan et al., “Human Development Report on Education.”
they provided points of comparison for data gathered from interviews, observations, and document analysis (see Appendix A).11

Observations

I participated in observations of two professional development sessions for teachers at designated sites during the summers of 2005 and 2006. The first teacher-training session I observed was on July 23, 2005 with five teachers conducting a local professional development session at their school, School 43. The purpose for observing and working with teachers was to determine how they were integrating the methodology of the Reading and Writing for Critical Thinking Program (RWCT) into their instructional programs and how students responded to the new pedagogical style. RWCT is a train-the-trainer model in which teachers learn how to implement critical thinking skills appropriate for building a citizenry able to participate in an open, democratic society.12 Following this development session, I spent an additional week in this school working with teachers and students, co-teaching a summer reading program and participating in local school teacher trainings held by teaching professionals in the school.

The second teacher-training session I observed, on August 14, 2006, included teachers from area schools assigned to School 43 for professional development sessions. Observation of this meeting aided my understanding of the restructuring of teacher

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professional development, and the implementation of the Curriculum and the Standard for Secondary Education in the Armenian secondary schools. Further, this training focused on helping teachers apply critical thinking skills to their lesson planning for the subject of Armenian language and literature.

The purpose of these observations of teacher training was twofold. First, I hoped to develop an in-depth understanding of the way professional development sessions were organized at a designated Ministry of Education and Science School Center. These sessions implemented a commonly used method. For example, the Project Implementation Unit (PIU) of the World Bank has introduced a teacher-training model called the Cascade Model in these development sessions as a strategy for introducing major curricular innovations into educational systems (see Appendix B). In Armenia, the model was a hierarchical structure in which international consultants train central trainers, who in turn train local trainers who teach the teachers at fifty-two school centers throughout Armenia. Thus, gaining an in-depth understanding of how the Cascade model was implemented in training teachers the Armenian secondary schools was central to this study.

Second, observing these sessions provided information to understand what degree of coordination existed between the content of professional development sessions and the

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13Karine Harutyunyan, Teaching Innovations in Armenia, Power Point Presentation (St. Petersburg, Russia, April 4, 2006).

purposes and standards of the Armenian National Curriculum. In addition, I hoped to compare the learning activities Armenian secondary school teachers were to incorporate into their pedagogies with the SSSE, as specified in the Curriculum.

In addition to these sessions, I attended an administrative meeting conducted in 2006 by the MOES for all Armenian secondary school principals. The purposes of the meeting were: first, to introduce the principals to an assessment system for testing the subject standards; second, to discuss the change from the earlier 11-year system of compulsory education to a 12-year system with the addition of first grade in the schools for the upcoming school year (2007).

Data from the three sets of experiences were recorded in a specific observation protocol form. The form had two columns, one for investigation results, and the second for researcher reactions to those examinations. This observation protocol was based on the Lucy Calkins Teachers’ College Writing Project. Observations were then coded according to the open, axial, and selective coding system as developed from the earlier analysis of the Armenian National Curriculum.

Interviews

Teachers, officials from the Ministry of Education and Science (MOES), and coordinators from the World Bank and the Open Society Institute Assistance Foundation—Armenia (OSIAF-A) were interviewed using a semi-structured format. Each of these

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groups had played a pivotal role in implementing curriculum reform initiatives in Armenia.

Three interview protocols were designed for these three groups (see Appendices C, D, and E). The format was an open survey, or a guideline with open-ended questions that permitted participant responses to unfold. The goal for these qualitative interviews was to create a framework that elicited and captured the respondents’ points of view about Armenian curriculum reform. For example, questions for the teachers inquired first about basic teaching routines and moved forward to their implementation and teachers’ knowledge of the Curriculum and SSSE.

The questions for the MOES officials explored the ideas that were foundational to the guidelines of the Curriculum and the SSSE. An essential part of this study was to investigate whether the non-governmental organizations’ techniques and approaches conflicted with those of the MOES. The questions for the coordinators from the OSIAF-A and the World Bank were designed to gain an understanding of the perspectives and involvement of these international agencies and NGOs in curriculum development and the professional development of teachers.

Validity

This qualitative case study uses the strategy of a naturalistic inquiry, meaning that the “research takes place in real world settings.” Importantly, the data in this study was not manipulated; instead, it explored multiple factors influencing the central phenomenon.

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of curriculum reform in post-Soviet Armenia. Observations, open-ended interviews, and
document analyses are examples of data collection strategies that do not control the
outcome of a study, in contrast with controlled study designs that employ isolated test
measures.\textsuperscript{17} By using naturalistic inquiry and semi-structured interviews, document
analysis, and observations, the pitfall of control is avoided, because the outcome of the
research is not so circumscribed.

As John Creswell asserts, validity in qualitative research is established if the
findings of a study are accurate “from the standpoint of the researcher, the participants, or
the readers of an account.”\textsuperscript{18} Further, Creswell posits that ideas such as trustworthiness,
authenticity, and credibility can be achieved through using triangulation to build a
consistent framework for analysis.\textsuperscript{19} The observations, open-ended interview structure,
and document analyses in this study were triangulated to provide this consistent
analytical framework. Data triangulation is frequently used in research studies to
overcome the “intrinsic bias that comes from single-method, single-observer, and single-
theory-studies.”\textsuperscript{20} Although mixing different strategies yields different results, as Michael
Patton explains, there is not one method that will serve as an adequate explanation of a
study’s findings. Thus, the process of using multiple data sources can clarify meaning.\textsuperscript{21}

\textsuperscript{17}\textit{Ibid.}\textsuperscript{18}
\textsuperscript{19}\textit{Creswell, Research Design, 195, 196.}\textsuperscript{20}
\textsuperscript{21}\textit{Ibid.}\textsuperscript{19}\textsuperscript{20}\textsuperscript{21}\textit{Patton, Qualitative Research and Evaluation Methods, 248.}\textsuperscript{21}\textit{Ibid., 555.}
For this study, the data was analyzed through a system of codes driven by the national curriculum. This enabled me to employ an inductive approach, so that patterns and categories could emerge from the information in the Curriculum and State Standard for Secondary Education documents. Since policy makers developed these documents as a legislative framework for the Armenian secondary schools, I postulated that they would provide an analytical structure that would yield the required trustworthiness, authenticity, and credibility for this study. Thus, the analysis of the Curriculum was the foundation of the research framework that informed the subsequent analytical system developed to synthesize information from the Curriculum with the data from semi-structured interviews and observations. The study’s credibility relied on the researcher making decisions about which data from the final case study record cards were relevant in answering the initial research questions. Making these decisions thoughtfully and being attentive to the integrity of these sources contributed to the credibility of this study and furnished the means to address curriculum reform in post-Soviet Armenia.22

Sampling Procedures

Participant Selection

Purposeful sampling was used to select participants for the study.23 This strategy permits the researcher to study a situation in depth by viewing a small number of cases

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22Ibid., 248.

that pertain directly to the issue being examined, in contrast to probability sampling, which generalizes from large samples.\textsuperscript{24} For this study, purposeful sampling provided a variety of participant selection strategies, such as using specific criteria, and the snowball method, an approach in which participants recommend other information-rich participants for interviewing. This method also allowed for the careful choice of different units of analysis to assist in understanding curriculum reform in post-Soviet Armenia.\textsuperscript{25}

Criteria for policy-level participants were different from criteria for teachers. All participants were expected to meet two out of the three specified criteria. For example, I wanted to interview participants who were educated or had taught in the Soviet Union, and had been teaching in Armenia since independence. For policy-level participants, a key criterion was that they had been educated in the Soviet Union. English was a criterion for all three groups (see Table 2).

As suggested by Loyola University’s Internal Review Board (IRB), each specific site director from the Armenian Ministry of Education, Open Society Institute Assistance Foundation-Armenia, and World Bank was contacted and informed about the criteria for selecting interview participants. After the site directors approved these criteria, they referred me to possible participants to e-mail for the study. I contacted participants, set up appointments, and received names of people to interview once I was in Armenia. For Schools 43, 119, and 160, each principal was asked via e-mail to suggest three to four participants.


\textsuperscript{25}Patton, \textit{Qualitative Research and Evaluation Methods}, 46.
teachers who fit the specified criteria. When I arrived in Armenia, I met with the potential participants and explained the project and the informed consent process. After this initial meeting, teachers who chose to volunteer to participate in the study signed the letter of informed consent and the interview process began (see Appendix F).

The majority of the study’s participants met the criteria for the study, though there were exceptions and modifications. While three out of the four officials from the Ministry of Education did speak English, all asked that the interviews be held in Armenian and requested the presence of a translator. In addition, the three teachers from School Number 119 who agreed to participate did not speak English, so a translator was required. Because I had arranged to meet with these teachers, I did not wish to forgo their interviews due to language difficulty. When I first submitted the IRB application, the Review Board asked me to have my interviews translated in case participants did want access to the questions in the Armenian language. I have moderate to good Armenian language skills, so I understood the participants as they spoke. Since I was present with the translator during the interviews, I could ensure that the translator added no content or bias to the information the participants offered. Thus, despite the request of some participants for interviews in the Armenian language, I did not forgo these valuable interviews with knowledgeable people in the Armenian secondary schools.
Table 2: Criteria for Groups of Participants

<table>
<thead>
<tr>
<th>Group</th>
<th>Criteria</th>
</tr>
</thead>
</table>
| Teachers                   | 1. Taught or educated in Soviet Armenia  
2. Have been teaching since Armenian independence  
3. Speak English             |
| Ministry of Education      | 1. Involved in the deliberation process of the Armenian National Curriculum  
2. Involved in the educational system in the Soviet Union  
3. Speak English             |
| World Bank                 | 1. Educated or taught in the Soviet Union  
2. Involved with teacher retraining  
3. Speak English             |
| Open Society Institute     | 1. Educated or taught in the former Soviet Union  
2. Involved with teacher retraining  
3. Speak English             |

Population Characteristics

Twenty-one interviews were conducted. Interviews with participants included: nine teacher interviews; two teacher trainer/principal interviews; interviews with the Deputy Director of Education and the Director of Educational Programs from the Open Society Institute Assistance Foundation-Armenia; and an interview with the Head Officer of Education from the World Bank. In addition, interviews were also conducted with the Head Teacher Trainer and the Director of Education from the Project Implementation Unit (PIU). The PIU is a department for educational reform projects, funded by the World Bank. In addition, I interviewed five participants from the Ministry of Education, including the Adviser to the Minister, the Director of Educational Development, the Director of General of Education, the Director of Education from the National Institute of Education, and an expert in social science who participated in the team that wrote the
State Standard for Secondary Education in Armenia. More information about the participants and the interviews can be found in Table 3.

Table 3: Project Interviewees

<table>
<thead>
<tr>
<th>Interview Date and Time</th>
<th>Organization</th>
<th>Pseudonym</th>
<th>Years of Experience</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-19-08, 10:30 a.m.–11:30 am</td>
<td>Open Society</td>
<td>Abigail Danelyan</td>
<td>5</td>
<td>Education Programs Coordinator</td>
</tr>
<tr>
<td>6-19-08, 12:00 p.m.–1:00 pm</td>
<td>Open Society</td>
<td>Scott Armeyan</td>
<td>4</td>
<td>Deputy Director of OSI Programs</td>
</tr>
<tr>
<td>6-19-08, 4:00 p.m.–5:00 pm</td>
<td>Ministry of Education</td>
<td>Stuart Katayan</td>
<td>5</td>
<td>Social Studies Subject Specialist for the NIE</td>
</tr>
<tr>
<td>6-20-08, 10:00 a.m.–11:00 am</td>
<td>World Bank/PIU</td>
<td>Matthew Metayan</td>
<td>11</td>
<td>Director of Program Implementation Unit for World Bank Reform Programs</td>
</tr>
<tr>
<td>6-20-08, 11:00 a.m.–12:00 pm</td>
<td>World Bank/PIU</td>
<td>Anna Jahagyan</td>
<td>4</td>
<td>Director of Teacher Retraining for World Bank Reform Programs</td>
</tr>
<tr>
<td>6-20-08, 12:30 p.m.–1:30pm</td>
<td>Ministry of Education</td>
<td>Jennifer Bartanyan</td>
<td>3</td>
<td>Director of General Education</td>
</tr>
<tr>
<td>6-20-08, 1:45 p.m.–2:45 pm</td>
<td>Ministry of Education</td>
<td>Arthur Pepanyan</td>
<td>11</td>
<td>Director of Education Development, MOES</td>
</tr>
<tr>
<td>6-24-08, 1:30 p.m.–2:30 pm</td>
<td>Ministry of Education</td>
<td>Nancy Nijayan</td>
<td>1</td>
<td>Assistant to the Minister of Education</td>
</tr>
<tr>
<td>6-25-08, 10:00 a.m.–11:00 am</td>
<td>National Institute of Education</td>
<td>Garry Mitalyan</td>
<td>5</td>
<td>Deputy Director of Program Implementation of the NIE</td>
</tr>
<tr>
<td>6-25-08, 2:00 p.m.–3:00 pm</td>
<td>World Bank</td>
<td>Douglas Bartamayan</td>
<td>1</td>
<td>Director of Educational Development at the World Bank</td>
</tr>
</tbody>
</table>

Five men and sixteen women participated in the study. All of the participants were over eighteen years old and understood the purpose of the study. Each participant signed the letter of informed consent and agreed to future e-mail contact if follow-up
information was needed. Each interview was recorded with a voice recorder and lasted approximately one hour. Interview data was transcribed according to the pseudonyms given to each participant at the time of data analysis. Ensuring anonymity was explained in the letter of informed consent. Research experts Gretchen B. Rossman and Sharon F. Rallis explain that ensuring privacy for participants means “holding in confidence what study participants share with the researcher.”

As specified by the Loyola University Institutional Review Board, I followed the requirements for interviewing participants. Each participant knew the structure and purpose of the project before receiving a letter of informed consent. Further, the population was over eighteen years of age and did not include members who could be considered a vulnerable population according to the IRB standards of mental disability. However, I did consider the fact that participants could be politically vulnerable if they were critical of the MOES, the World Bank, OSIAF-A, or if they were not adapting to changes in the post-Soviet Armenian system of education. Accommodations to the above issues were made during the development of each interview protocol form, taking into consideration the needs of the participants.

The sample size was formulated on the basis of seeking a small number of cases that would help me understand the larger case of curriculum reform in post-Soviet Armenia. Michael Patton notes, “there are no rules for sample size in qualitative inquiry,”

26Rossman and Rallis, Learning in the Field, 73.
and qualitative researchers choose their participants based on the purpose of the inquiry.\textsuperscript{27} Table 4 presents the date each participant was interviewed and additional information about the participant sample.

Table 4: Principals/Teacher Trainers

<table>
<thead>
<tr>
<th>Interview Date</th>
<th>Pseudonym</th>
<th>Years in the System</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-18-08, 3:00 pm - 4:00 pm</td>
<td>Ruby Konayan</td>
<td>20</td>
<td>English and Armenian Language</td>
</tr>
<tr>
<td>6-18-08, 4:15 pm - 5:15 pm</td>
<td>Arina Tapayan</td>
<td>17</td>
<td>Coordinator of Teacher Retraining Programs</td>
</tr>
</tbody>
</table>

School # 43

<table>
<thead>
<tr>
<th>Interview Date</th>
<th>Name</th>
<th>Years in the System</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-23-08, 3:00 pm - 4:00 pm</td>
<td>Nadia Glijayan</td>
<td>24 years</td>
<td>English and Armenian Language</td>
</tr>
<tr>
<td>6-23-08, 4:15 pm - 5:15 pm</td>
<td>Betty Mirzajanyan</td>
<td>3 years</td>
<td>Coordinator of Teacher Retraining Programs</td>
</tr>
<tr>
<td>6-23-08, 5:30 pm - 6: 30 pm</td>
<td>Jane Hallajian</td>
<td>34 years</td>
<td>History</td>
</tr>
</tbody>
</table>

School # 119

<table>
<thead>
<tr>
<th>Interview Date</th>
<th>Name</th>
<th>Years in the System</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-25-08, 3:00 pm - 4:00 pm</td>
<td>Gina Shakian</td>
<td>18 years</td>
<td>Armenian Language and Literature</td>
</tr>
<tr>
<td>6-25-08, 4:00 pm - 5:00 pm</td>
<td>Sherri Nighosian</td>
<td>5 years</td>
<td>Reading/Language Arts</td>
</tr>
<tr>
<td>6-25-08, 5:00 pm - 6:00 pm</td>
<td>Beth Sahigian</td>
<td>36 years</td>
<td>Mathematics</td>
</tr>
</tbody>
</table>

School # 160

<table>
<thead>
<tr>
<th>Interview Date</th>
<th>Pseudonym</th>
<th>Years in the System</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-24-08, 3:00 pm - 4:00 pm</td>
<td>Tammy Kayseryan</td>
<td>25</td>
<td>English and Armenian Language</td>
</tr>
<tr>
<td>6-24-08, 4:00 pm - 5:00 pm</td>
<td>Kelly Aptyan</td>
<td>9</td>
<td>Primary School English</td>
</tr>
<tr>
<td>6-24-08, 5:00 pm - 6:00 pm</td>
<td>Samantha Madoyan</td>
<td>15</td>
<td>Psychology</td>
</tr>
</tbody>
</table>

Research Settings

Interviews were conducted at six different sites, described below.

Ministry of Education and Science

The Ministry of Education and Science (MOES) is located in Republic Square in Yerevan, capital of Armenia. Interviews with the officials from the MOES were held privately in their offices on June 20, 24, and 25, 2008 at the Ministry of Education and Science and at the National Institute for Education, located in downtown Yerevan. These interviews provided information about how curriculum was developed at the policy level.

World Bank

The World Bank is located in downtown Yerevan. The Project Implementation Unit (PIU) is a branch of the World Bank. The PIU offices are located in the district of Erebuni, a city outside of the Yerevan city limits. I interviewed the Director of the PIU and the Director of Teacher Training in their offices on June 20, 2008, and the Head Educational Officer of the World Bank in his office at the World Bank on June 25, 2008.

I chose to interview participants from the World Bank because this organization has been involved in the Armenian educational sector since the implementation of the Educational Quality and Relevance Project, a World Bank reform program, began in Armenia in 1998, seven years after Armenian Independence.28

Open Society Institute Assistance Foundation-Armenia

The second non-governmental organization that was pertinent to this study was the Open Society Institute Assistance Foundation-Armenia (OSIAF-A). Interviews with

the Educational Program Coordinator and Deputy Educational Officer of SIAF-A were conducted privately in their individual offices on June 19, 2008. OSIAF-A was chosen because of its involvement in both the RWCT program and the Educational Quality and Relevance Project, two important educational reform initiatives in Armenia.

School 43

Armenian secondary School 43 is located in Ereboni, a town located about twenty minutes outside of Yerevan. The school is sixty years old and has thirty classrooms for instruction. I interviewed some members of the faculty from this school on June 23, 2008. This school employs forty teachers, two male and thirty-eight female teachers; the student population is five hundred and thirty. This school was chosen because the MOES selected it as one of the School Centers for teacher training in the Ereboni region.

School 119

Armenian secondary School 119 is in an economically challenged section of Yerevan. I interviewed faculty members from School 119 on June 25, 2008. The school has thirty classrooms. Faculty consists of seventy teachers: four male and sixty-six female. Student population is nine hundred. This school was chosen because of its unique curriculum--it is a bilingual institute, teaching the French and Russian languages. In addition, School 119 is one of the schools that participated in training sessions at School 43.
School 160

Armenian secondary School 160 is located west of Yerevan. I interviewed faculty from this school on June 24, 2008. The school is fifty years old and has fifty classrooms. There are one hundred and two teachers: two male teachers and one hundred female teachers. The student population is thirteen hundred. This school was chosen because it is one of the schools whose teachers attend teacher-training sessions at School 43, the designated School Center. In addition, the principal of this school is a Local Trainer for all math teachers in the Armenian secondary schools.

Data Analysis

Document Analysis

As stated above, the Armenian National Curriculum (the Curriculum) and State Standard for Secondary Education (SSSE) were adopted with the intention of establishing new educational criteria for the secondary schools. The first part of the analysis for this study resulted in coding the fourteen sections of the Curriculum, providing an overview of the provisions and purposes of the curriculum for general education in Armenia. The second part of the document analysis entailed coding the eight sections of the State Standard for Secondary Education (SSSE), which defines the content, objectives, and assessment procedures for each of the learning standards. The codes derived from the content of this document signify the global influence behind the development of the State Standard for Secondary Education document (see Chapter Two).
W. Lawrence Neuman identified three phases of the coding process: open coding, axial coding, and selective coding. Open coding identifies a phenomenon in the data and then organizes similar data into categories related to the central phenomenon under study. Axial coding, the next phase, relates categories to their subcategories in order to identify more precise explanations of the phenomenon. Categories identified in the open and axial coding phases are integrated and refined through the process of selective coding. It is during the selective coding phase that the researcher begins to create relationships between and among the different categories and subcategories. In addition, the open, axial, and selective coding phases do not require completion before moving on to the next stage. The following describes the process of categorical analysis that was used to analyze the two parts of this document.

For this study, open coding began by analyzing each section of the Curriculum and the SSSE, and developing salient categories inductively from the information in both of the documents. Using this information from the two documents, coupled with the essential concepts pertinent to this study and my research questions as guides, I developed categories for each section after several passes through the raw data of each document. After reviewing the Curriculum and the SSSE, three major categories for the combined twenty-two sections were created. For example, I analyzed fourteen sections of the Curriculum, with a result of forty initial codes. The document analysis for the State Standard for Secondary Education consisted of eight sections and forty-five initial codes were created. Thus, a total of eighty-five codes were created in the analysis of the both of

29Neuman, Social Research Methods, 421-424.
the above documents (see Appendices G and H). After the first pass of coding (or merging into the axial coding phase), the categories were refined by eliminating redundant themes and classifying the codes according to overarching ideas of the study: nationalism and globalization. This process synthesized key ideas and developed salient themes and patterns from the documents that were related to the phenomena under study. Initial codes now became categories under these two umbrella concepts with a total of twenty-one categories under globalization and fourteen under nationalism (see Appendix I).

In the final step of the axial coding process, I further refined the new categories into subcategories under two distinct concepts from the curriculum: policy and implementation (see Appendix I). In the axial coding phase, I observed that the Curriculum’s content was created by the MOES to serve as a legislative framework, with both policy and implementation provisions. To classify results according to these two elements, I sorted through the initial codes (or categories) and placed them as subcategories under the categories of policy or implementation.

For this study, the term “policy” related to the ideas, trends, and standards that policymakers included as part of the educational guidelines and instructional standards as specified in the Curriculum and SSSE. The term “implementation” refers to how Armenian secondary school teachers have translated the Curriculum and SSSE as a part of their instructional styles and academic programs.30 As I merged into the selective

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coding phase, I organized all of the final codes into seven subcategories: (a) uniformity (with regard to consistent educational policy to be followed in the secondary school); (b) nation building; (c) national identity; (d) international standards; (e) decentralization; (f) teacher training; and (g) transformation (changes to the post-Soviet system of education). [See discussion in Chapter Two for the conceptual foundation of subcategories (a) through (g).]

The process for selective coding of the documents occurred in three phases. First, I created a document in which I defined the final subcategories and included the information from both documents on which the definition for each subcategory was based (see Appendix J). Next, I created thirty case study record cards and selected content from each of the documents that fit with the specific subcategory, linking the data under policy or implementation. The final part of the selective coding process involved organizing the chunks of information according to the umbrella concepts of nationalism or globalization on the appropriate case study record cards (see Appendix M).

Observations

Using the observation protocol form I developed for this study, I recorded relevant activities during each training session. Afterward, I coded the observation data for analysis according to the seven subcategories described above (see Appendix K).

During the open coding phase, I structured the first pass through the data differently. For this process, I used a two-column structure adapted from Lucy Calkins’ Teacher Writing Project for both the recording and data analysis of the observation
I recorded what I observed throughout the training session in the first column of the observation protocol. After the observation, I read through the information gathered in the first column and described my insights about the observations in the second column of the observation protocol. If applicable, I analyzed the information by using the seven initial codes delineated above. As I wrote the description in the second column, I underlined and italicized the subcategory applicable to the observation (see Appendix K).

After recording observations in the second column of the protocol form, I ensured that the open coding phase was both comprehensive and systematic. I then placed the observation data following the same process of triangulating the information with the data from the document analysis and semi-structured interviews. First, after reviewing the observation data in the first column of the observation protocol, I combined concepts and placed the appropriate subcategory next to the information. These steps led to the axial coding phase, in which I organized the groupings of related information according to the concepts of policy and implementation. For the selective coding phase, I organized the coded elements according to concepts of globalization or nationalism onto the final case study record cards.

Interviews

During the open coding phase--the “first pass” through the interview data for all study participants--the final seven subcategories from the Armenian National Curriculum were applied as initial codes for the interview data. After sorting the interviewees’

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31Calkins and Gillette, *Breathing Life Into Essays*, 60-64.
responses into salient chunks, the interview data were placed according to the categories of policy and implementation under the umbrella concepts of globalization and nationalism. As I read through phrases, sentences, and ideas from each of the interviewees, I combined sentences, phrases, and parts of paragraphs together, according to the initial code. Appendix L gives an example of the open coding phase for the semi-structured interviews.

At this point, I was using the open codes liberally; in other words, I did not let the information (categories and subcategories) that emerged from the analysis of the content from the Curriculum influence the first pass through data (or the open coding phase) of the participants’ responses. Because the open coding phase was the first step in data triangulation, it was important to test if the interview data was aligning itself to the initial codes in an authentic manner, serving only as a framework. I was also attentive to note whether new categories emerged from the data; policy development and democratic participation did, in fact, emerge as different salient categories at this point in the analysis (later refined under the subcategory of nation building). As I discussed the origin of the Curriculum with officials from the Ministry of Education, their responses revealed a significant amount of information about how the curriculum deliberation process was conceived. In addition, it also was apparent from the first pass through the data that new expectations of Armenian citizens had emerged that were aligned to the idea that Armenia was now a democratic state.
The axial coding phase—the second pass through the data—allowed the emergence of themes and the analysis of combined portions of data in alignment with policy and implementation levels (as defined by their significance in the Armenian National Curriculum). As discussed above, the definitions of policy and implementation in this study were based on the ways in which these terms were used in the Armenian National Curriculum (see Appendix J).

The selective coding phase for the analysis of the interview data was brief. The purpose for using the initial codes from the Armenian National Curriculum and the SSSE was to determine whether interview data supported the positions in these documents, given that they reflected the will of the Armenian legislature. As the interview data was merged with the central concepts of the documents, however, it was clear that additional refinement of categories was required. As a result, I created response cards solely for the interview data based on two features: first, according to the larger umbrella concepts of nationalism and globalization, so the data was aligned to the central elements of the conceptual framework. With this process complete, I returned my focus to the initial research questions. After the data was considered for this third review and the information was effectively distilled, I combined the selective coding processes from all three sources of data (see Appendix M).

Data Triangulation

To serve as a reliability check for the document analysis of the Curriculum and State Standard for Secondary Education, the final selective coding process entailed
triangulating the three data sources. First, I reviewed the information from the Curriculum and the State Standard for General Education, and created the final case study cards by chunking the themes to each individual subcategory, category, and related umbrella concept. I then inserted the interview responses and observation data onto each case study record card under the appropriate umbrella concepts, categories, and subcategories (see Appendix M). These steps not only began the process of triangulation, they also provided the study with an illustration of the degree to which administrative and teacher actions coincided with the intention of the legislatively determined documents. In addition, they created a reliable analytical research framework that can be used in future studies examining other countries undergoing similar educational reform.

**Limitations.** This case study was limited to the examination of curriculum reform in post-Soviet Armenia, focusing on curriculum, teacher practice, and legislative initiatives in the Armenian secondary school system, since the adoption of the Curriculum in 2004. This study did not investigate the educational system of other post-Soviet countries.

Many of the issues related to the credibility of qualitative research were delineated in the “Validity” section of this chapter. Further, several limitations and ethical issues were inherent to the qualitative process of data gathering. Thus, the danger in all qualitative research is that bias may affect the results of a study due to points of view of the researcher or participants involved. One way to avoid bias is to carefully plan the study, employing rigorous field procedures and using “solid description and analysis, not
your own personal perspective, and field notes.”32 Leslie Roman and Michael Apple noted that subjectivity is “allowing one’s values to enter into and prejudice the outcomes of one’s research.”33 As the researcher for this study, there was a risk that my background as an Armenian American might influence my choices and conclusions about the subject area. Conscious of this issue, I strove to divorce my personal affiliations from the data collection and analysis for this study.

Final Case Study Narrative

The narrative of this case study discusses the sequentially structured the data from the Curriculum and SSSE, the semi-structured interviews, and the observations, presenting an analytical overview.

To produce an effective narrative, I assembled raw data using a systematic framework of analysis derived from the Curriculum and SSSE. After assembling the data from the document analysis, semi-structured interviews, and observations, I turned each case record into a case story.34 Chapters Four and Five present discussion of the results of and findings from this process. The summary of findings and closing theoretical discussion analysis of the case studies are presented in Chapter Six.

32Patton, *Qualitative Evaluation and Research Methods*, 93.


34Interview responses were organized according to each subcategory and then counted for frequency to determine the number of responses from each participant for each subcategory.
CHAPTER FOUR

NATIONALISM

Since nationalism is described as “both an ideology and a form of behavior,”¹ it is plausible to view the process of curriculum reform in Armenia as one in which a nationalist ideology was constructed to create a new cultural and ethnic awareness that would characterize the post-Soviet Armenian nation.

² Soviet education was uniform in creating a “socially minded citizen of a socialist society who would also realize in his or her private life the values of a classless, egalitarian, and collective society.”³ However, the vacuum that was created in the secondary schools by Armenia’s independence from the Soviet Union necessitated a new national curriculum policy. Curriculum reform became a primary channel for disseminating the new knowledge, skills, and values needed for the Armenian post-socialist state.

The new social and political goals were reflected in the Curriculum Framework.⁴ These goals were to: 1) develop a uniform social and political awareness, embodying free

¹James G. Kellas, The Politics of Nationalism and Ethnicity, 3. See also Chapter 2 of this study.

²Ibid., 3.


⁴The term Curriculum Framework refers to the Curriculum and State Standard for Secondary Education as one document. The term was given to the documents by the Ministry of Education and Science.
market principles and democracy in the students; 2) eliminate Soviet pedagogy; and 3) align subject matter to two contexts: Armenian culture and global elements. Chapter Four explores the policy and implementation levels that emerged from the analytical coding process of the Curriculum and the SSSE. The results depict the policy subcategories under nationalism of uniformity and nation building, and the implementation level subcategories of national identity.

**Uniformity**

Uniformity was displayed by the Ministry of Education and Science’s intention to use the Curriculum as a legal framework to provide consistent guidelines in the Armenian secondary schools. This subcategory was placed under nationalism because the Curriculum Framework was the national educational policy throughout each Marz. For this study, uniformity is defined as “the Curriculum and SSSE as establishing consistent national educational policy throughout the country of Armenia” (see Appendix J). This definition is based on the following excerpt from the preface of the Curriculum:

> The content of compulsory education will be the same throughout the territory of the republic of Armenia, and the school autonomy will be encouraged within the framework of the general requirements established by the state standards.

Thus, the same educational content will be taught in each secondary school throughout Armenia. Further, during my observations of teacher training sessions in July, 2005 and August, 2006, the idea that the Armenian National Curriculum was the overarching

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document outlining the guidelines for what and how to teach in the Armenian secondary schools was similarly stressed. In addition, not only is the content the same in each of the schools, the Curriculum and the State Standard for Secondary Education, themselves are legislatively determined by Article 35 of the Armenian Constitution.\(^7\) The preface of the Curriculum states:

> The adoption of the National Curriculum will ensure the provision and protection of the right to education stipulated by the Constitution of the Republic of Armenia and will provide the legal guarantees and mechanisms for the functioning and development of the educational system.\(^8\)

Information from two interviews with participants from the policy group\(^9\) further supports the centrality of the Curriculum. Eight out of the ten participants from the policy group commented that the Curriculum is a legislative document; the interview with Nancy Nijayan, a high-level policy participant from the Ministry of Education and Science, confirms that Armenian policy makers view both the Curriculum and the State Standard for Secondary Education as having legislative authority.

Interviewer (I): So the Armenian National Curriculum is really a separate document from the State Standard for General Education. It seems from my analysis of the Curriculum document that it is a law stating provisions for the educational program?

N: Yes, it is. The first part of this document serves as a framework specifying the educational vision for the Republic of Armenia: the knowledge, skills, and values students in the secondary schools will obtain. Then, the State Standards are the content and subject areas meeting

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\(^8\)Ministry for Education and Science, National Curriculum, Preface.

\(^9\)The policy group refers to the coordinators from the World Bank, Open Society Institute Assistance Foundation-Armenia, and the officials from the Ministry of Education.
the knowledge, skills, and values specified in the curriculum as important. The State Standards for Secondary Education is also a legislative document.

I: Okay; so both documents are legislative documents.
N: Yes. They are a meta-framework for the standards and a guide for what students should know. They represent the fundamental themes for our system. 10

Stuart Katayan, a content-area specialist at the National Institute for Education who was involved in subject standard development provided the following insight:

I: In my interviews, I have learned that the Curriculum and State Standard for Education are legislative documents. Why?
S: Yes, because the Curriculum Framework is a policy document issued by the government.
I: So the legislative power is because the government adopted/created the Curriculum?
S: This was the intention in writing the new policy; and it is talking about different standards, how many hours subjects are taught and what skills, knowledge, and values students will have at each level of general education for primary, middle and high school levels.11

As the above interviewee’s response indicates, the Curriculum framework defines the legislated definition of the SSSE. The first document (the Curriculum) defines the overall educational vision and policy initiatives, while the second document (SSSE) outlines the content to be provided and the structural procedures that are to be executed in each school.

Policy Development

As a result of semi-structured interviews about the educational provisions of the Curriculum and SSSE with policy group participants, another subcategory, policy

development, emerged. The data from this subcategory added to the analysis by highlighting how new curriculum policy was developed to create a uniform national educational policy. Further, policy group responses reflecting this subcategory provided insight into the social and political influences on the curriculum deliberation process.

Ninety percent of the teacher group interviewed said that they were not involved in the curriculum deliberation process or the discussion of what to include in the Curriculum framework. In addition, when asked if they were involved in the development of the new curriculum, all of the teacher respondents replied “no.”

On the other hand, six of the ten policy participants interviewed were involved in the process. For example, Gary Mitalyan, a policy maker from the National Institute of Education (NIE), explained how the curriculum deliberation process began:

I: Tell me about the development of the Armenian National Curriculum.
G: The government approved it in 2004. We started writing it in 2002, and it was accepted in 2004. A group of people were working on it. I was one of the people with two school principals, people from MOES, and three people from the PIU. We did not have any teachers involved in this particular group. Principals were chosen to represent teachers.

This response revealed that education professionals from the local Armenian context were involved in the deliberation process. Further, this response indicated that teachers’ voices were represented by their principals and included in the deliberation process. However, Arthur Pepanyan, a low-level policy participant from the Ministry of Education, excluded teacher representation in his account. He noted that primary

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12The term “teacher group” refers to the teachers and trainers/principals interviewed for this study.

influence came from international consultants, and professionals involved in the Armenian Educational System wrote the Curriculum.

I: Who wrote the current National Curriculum?
A: They organized a group of people; people from the Ministry, principals, professors, and subject experts.
I: Where did they get their ideas?
A: International advisors worked with the group. We worked with the United Kingdom, but Armenian people wrote the curriculum.14

Matthew Metayan, a middle-level policy group participant from the Project Implementation Unit, (PIU) a branch of the MOES implementing World Bank Reforms, related the following about the Curriculum’s origination:

I: What is the origin of the Armenian National Curriculum?
M: The origin of the Armenian National Curriculum began in 1997 until 2002. The final document was adopted in 2004. This was the first phase and they started to implement new programs to decentralize education. We went to other countries to learn about their curriculum. Getting rid of Soviet curricular ideas was important during this phase, too.15

As this participant offered more information, I probed further; especially regarding the statement that “getting rid of the Soviet curricular ideas were important.”16

This statement permitted us to examine the differences between current curricular objectives and those of the former Soviet Armenia.

I: Was the curriculum a legislative document in the Soviet Union like it is now?
M: Curriculum like this did not exist in the Soviet Union. Curriculum was based on knowledge, memory, and not skills or values. So, when the MOES began thinking about a new curriculum, they began changing the management first and then teaching methodology.

16Metayan, interview.
The second stage of the development started from 2000 until now. This is for general education reforms. Curriculum and assessment reform are aligned with the World Bank’s Education Quality and Relevance Project program.

I: Where did your group obtain ideas for curriculum development?
M: They did research about curriculum in other countries. The group looked at England and Switzerland, Moldova, and Latvia. Although Moldova and Latvia were Soviet countries too, they were the first two countries post-Soviet where successful reforms were taking place.17

Mitalyan from the National Institute of Education then commented about the Curriculum’s development:

I: Where did you get the idea to create the new curriculum policy?
G: First, we looked at American education because we had influence from American international organizations and NGOs working here. We also had exchange programs where our teachers went to the United States to learn about their system of education. Then we looked at Japanese education and even our own Soviet system of education. Our main goal was to research, observe, and analyze other systems so we could envision what kind of education system we should be. For example, during Soviet times, the main goal in the system of education was to give information to the students. If you took the 4th grade textbooks from the SU and compared them to an American 6th grade textbook, you would see that the SU book was at a higher level, and 4th grade Soviet children were doing better. So this was a strong point of Soviet education--unfortunately, the knowledge and text levels were the only important parts. We came to the ideas it is not enough to have information in your head. I think we had to choose. Is it important for students to know forty poems by heart or is it important to teach them to make decisions?18

17Ibid.
18Ibid.
As I probed further, I learned that a significant factor in borrowing curriculum
practices was to find curricular examples where students would understand content on the
knowledge, skill, and the value systems levels.19

I: So how did you answer this question, making content more relevant for
students?
G: Both knowledge and skills are important, but in Soviet times people
would graduate school, and just have knowledge. We wanted to make the
curriculum useful for the students when they graduate. We also noticed
that in some countries, they are only focused on skill development--but we
did not want to do this either. This is something we wanted to accomplish
with the curriculum. This is why in the beginning we talk about the
knowledge, skills, and values--we have these three levels and they are an
important part of what we want students to learn in our schools. We
wanted to have a curriculum that fostered more than knowledge, or skill--
so this was the thinking behind the curriculum.20

As indicated by this response, the three components, knowledge, skills, and
values systems, were created to counter the teacher-centered methodology employed by
Soviet teachers. As another policy participant explained: “the components serve as
checks and balances so a teacher is not only giving knowledge about a topic to his or her
students, but also implementing a creative process for teaching and learning. The goal is
to give students the skills so they value learning throughout their life.”21

19Each subject standard is divided into the knowledge, skills, and values systems. Subject
standards are organized so students will have knowledge, know what to do with the knowledge, and value
what they are learning and doing. See Republic of Armenia Ministry for Education and Science, State

20Mitalyan, interview.

Importance of Curriculum for Reform in Post-Soviet Armenia

The preface of the Curriculum provides evidence that the Curriculum and SSSE were designed to create a uniform national educational policy:

The Curriculum is essential for central government and local self-government bodies engaged in managing the educational system, for schools and other educational institutions in order to provide a framework for the design of programs that is consistent with local conditions and requirements, as well as ensuring a uniform national educational policy and the achievement of the defined educational goals.22

All the participants from the policy group commented that curriculum reform is important for bringing cohesiveness to the Armenian system of education. Further, one policy participant said, “The Curriculum is important for students to have knowledge for life and to integrate skills with society; and generally for society, it is important for education to impact society.”23 In addition, during my observation at the MOES administrative meeting for Armenian secondary school principals, the President of Testing and Evaluating Center, Vania Barseghyan, stressed how the Curriculum and State Standard for Education were becoming a part of the future for Armenian education. Mr. Barseghyan claimed that the knowledge contained in the Curriculum framework will impact the national endeavors of society.24

Only 45 percent of the teacher group responded that curriculum reform is important. Betty Mirzajanyan, an elementary school teacher, noted:

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22 Ministry for Education and Science, National Curriculum, Preface.

23 Bartamayan, interview.

24 Observed by author, Yerevan, 17 2006.
I: What is important about curriculum reform for the Armenian secondary schools?
B: I think it means new methods to work with students and new educational resources, new technologies, and new books to help our work with students.
I: Why new?
B: I mean new with new methods compared to years ago.
I: So new methods compared to the past?
B: Now we are teaching teachers how to work with groups in their classrooms. This is much better for our students. Now students can construct their learning instead of being told information.²⁵

Observations indicated that the Armenian National Curriculum was of critical importance for training Armenian secondary school teachers. Teacher trainers at both professional development sessions based their instructional focus on the Curriculum. Although the themes of each professional development session were different, each emphasized the Curriculum as an important element of change being implemented in the Armenian secondary schools. The July 23, 2005 session on Reading and Writing for Critical Thinking (RWCT) emphasized strategies to help students understand the new set of knowledge, skills, and values important to eliminate the remnants of post-Soviet thinking.²⁶ In the August 14, 2006 professional development session, developing lesson plans and activities based on the subject standard for Armenian Language and Literature was emphasized as an important subject to teach in the Armenian secondary schools.²⁷

²⁷Observed by author, Yerevan, 14 July 2006.
Development and Implementation of Subject Standards

The SSSE defines the organization of academic subject matter, the criteria for learners, and the assessment system for each Armenian secondary school. Furthermore, the content and structure of the subject standards is mandatory for each school.28 As stated in “The Functions of The State Standard for Secondary Education,” the purpose of that document is to “ensure the universal right to education in the Republic of Armenia and to ensure a uniform general education policy.”29 As specified in the Curriculum, the standards for general education of the Republic of Armenia shall include:

a) The state standard for preschool education;
b) The state standard for secondary education;
c) The state standard for special education;
d) The subject standards for general education (hereinafter, subject standards).

Thus, the content at each school level of the Armenian system of education is based on the subject standards. Jennifer Bartanyan, a high-level official from the Ministry of Education and Science, noted that subject standards are important so that there is an organizational scheme to evaluate students throughout the primary, middle, and high school levels:

It is definitely important--in the Armenian general education system, we have general standards and subject standards. Today we have some type of organization--an evaluation organization. We evaluate the standards and the educational knowledge the school is giving to the children. With the general standards, we know if the students are finishing school and they should have the knowledge and if they do not meet the criteria in the standards, they have to take the course over or grade. The standards are the expected knowledge and this was successful in middle schools in Armenia. We are working on this area with primary school teachers. We also have developed testing centers that implement

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29Ibid.
assessments according to the standards. In elementary schools and high schools they test to see if teachers are meeting the standards.\textsuperscript{30}

As defined in the Curriculum, the State Standard for Education provides the right to education for all citizens and outlines the specific subject standards to be taught for the primary, middle, and high school grades, and interview data from policy participants supports this. For example, all of the policy participants agreed that teachers should be using the standards. Nancy Nijayan, a high-level official from the Ministry of Education, explained:

I: Why are the subject standards important for teachers to implement?  
N: It is definitely important--in the Armenian General Education system we have general standards and subject standards. The subject standards are the expected knowledge for our schools. The implementation was successful in middle schools in Armenia. We are working on this area in the primary schools.\textsuperscript{31}

Abigail Danelyan, a middle-level policy group participant from the Open Society Institute Assistance Foundation-Armenia, provided information about OSIAF-A’s involvement in the development and implementation of the subject standards.

I: So you helped write the Standards.  
A: Actually, what we did was give support because we are grant based organization. We do not do anything ourselves without the guidance of the Ministry of Education. I was actually not involved in the writing of standards – we supported the group to do this. What we achieved with this particular initiative is to build capacity with local experts- because this was a new project – to write standards…and we brought in international expertise to show the group how to develop standards. And we built capacity for twenty teachers - we conducted training on how to use standards based education because this is new for teachers because they

\textsuperscript{30}Bartanyan, interview.  
\textsuperscript{31}Nijayan, interview.
are not used to teaching with subject standards. Actually, standards based education is new to Armenia as a whole.\textsuperscript{32}

As this response indicated, the concept of standards-based instruction, or developing lesson plans based on specific content, was unfamiliar to teachers of the Armenian secondary schools. Also, embedded in this response was the international influence in the development of the subject standards (international standards as a subcategory is explored further in Chapter Six of this study, which analyzes responses in terms of globalization). However, and as indicated in the interviews about the development of the Curriculum, local Armenian experts did engage in the process.

Data from the semi-structured interviews with the teacher group revealed a different understanding about subject standard implementation. Five participants from the teacher group commented on the use of standards. Kelly Aptyan, a teacher of five years in the system, explained the following about aligning the standards to her instruction:

\begin{quote}
I: Do you use the subject standards for the primary and middle grades in your teaching.
K: Standards?
I: Yes, the subject standards from the State Standard for Secondary Education and the subject standards that guide the content for your curriculum?
K: Oh yes, we have them--but I really do not use them. We do have a textbook for the third grade with vocabulary that is related to the standards. And at the end of the year, this grade level has to be evaluated on this.\textsuperscript{33}
\end{quote}

\textsuperscript{32}Abigail Danelyan [Pseud.], interviewed by author, tape recording, Yerevan, 19 June 2008.

\textsuperscript{33}Kelly Aptyan [Pseud.], interviewed by author, tape recording, Yerevan, 24 June 2008.
This teacher indicated that standards-based teaching is giving students knowledge so they can perform well on standardized testing. In this next interview with Samantha Madoyan, who began teaching fifteen years ago, I asked how curriculum practices have changed since Soviet schooling. She replied:

S: The testing system—we are not adapting to this because we have our program which comes from the MOES and we must follow it.
I: The new program is the Armenian National Curriculum and State Standard for Secondary Education?
S: Yes—we must follow the new curriculum. Of course, we always did write down the plan, but now we have to write the lesson with the theme, the objective and aim, and the duration.34

I inquired whether and how the MOES mandated curriculum uniformity through subject standards and how each individual school directed their teachers to implement standards in their lesson plans. I then asked Samantha: “How do you include the subject standards?” She responded:

We have standards, but the main theme we write down ourselves and they are signed every day by a subject specialist. But, the general program, we get from the MOES. We are not too free to teach what we want with methods of teaching, but we have some freedom at our school. We have freedom because our principal gives us the freedom because she thinks we will work better and harder if she is not telling us what to do all of the time.35

A strict requirement by school principals to use the subject standards is not being enforced, according to this participant. There appeared to be a contradiction between

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35Madoyan, interview.
giving teachers the freedom to critically think about what they want to teach and following a centralized, planned curriculum.

Jane Hallajian, a teacher with thirty-four years in the system, indicated that teachers were aware of the standards, but thought a creative approach to teaching and learning created better results. In fact, Hallajian conveyed that their school principal encouraged teacher creativity for lesson planning versus conformity to subject standards:

I: Tell me what you know about the Armenian National curriculum.
J: The new curriculum has introduced subjects that are useful for the development of the pupils—like nature studies and about how to take care of the environment. We have information skills and they can use this information later in life like if they work in different fields in the economy.
I: What about the subject standards?
J: The standards of the curriculum?
I: Yes. Do you use them and if so, how?
J: Of course—I think the standards that the MOES developed are good—we have to keep to those standards. However, we do not only keep to those standards, but we also are allowed to do creative work too.
I: Okay, so it is not mandatory to use the subject standards.
J: No, and I do not think that standards-based teaching gives more results than the creative approach. Actually, I think it does not give results—I like to be creative and use different resources, pictures, drawings, or articles from different journals to help build the knowledge of the student.36

Madoyan, a veteran teacher in the system for fifteen years, mentioned that standardized testing aligned to specific subject standards did not exist in the Soviet Union. I asked:

I: Do you think there is more freedom now with teaching than in the Soviet Union?
S: Of course—however, some of the changes are not fully positive for us. Our people do not understand the new system—they will get used to this testing system.

I: You keep going back to the testing system—is this different?
S: Yes, before they wrote out answers to tests in order to graduate and now we have a system of multiple choice. They do not present their knowledge by writing or composing—they just choose. That is all. We did not really have tests in the Soviet Union like now—they are standardized across the system.37

The next interview was with one of the school principals. I asked her what the expectation was for teachers in regards to using the standards:

I: Do you expect your teachers to follow the curriculum and standards?
A: Of course! This is important because this is important to follow through on what the government and MOES want for our country and education. For our school, the teachers should know especially about the three levels with knowledge, values, and skills for the different school levels. I think they are a bit resistant and some of them do not like the changes; especially the ones that have been in the schools for years. However, they should know what content they are planning according to the standards.38

The above response touches on two important aspects for Armenian education. First, the principal stresses that the subject standards are an extension of what students should know, be able to do, and appreciate. Next, her comment on teacher resistance suggests transition to a standards-based curriculum has met with some difficulty. This next response from an English teacher who has been in the system for forty years affirmed that there is resistance among some of the veteran teachers, even though this participant’s comments appeared to indicate that she was indifferent to curriculum reform. When asked about the subject standards and new curriculum policy she responded:

I: What do you know about the Armenian National Curriculum?
T: Curriculum?

37 Madoryan, interview.

38 Arina Tapayan [Pseud.], interviewed by author, Yerevan, 18 June 2008.
I: Yes, the Armenian National Curriculum and State Standards for Education.\textsuperscript{39}
I: You know the new educational policy of the Armenian secondary schools.
T: Yes, what do you want me to tell you about it?
I: How do you implement the ideas in your classroom?
T: Now we have to write down how many hours a week our lessons will be and the new words, ideas, and materials we will use. We try to follow the new curriculum--it is not possible all the time. Sometimes we need to change.
I: What about the trainings--do they train you on standards?
T: Yes, but I do not use them. They divide us into groups according to subject standards. Generally, we do not talk too much about them because we have limited material to teach with to reach these goals and outcomes.\textsuperscript{40}

This teacher’s resistance to curriculum reform was related to the lack of understanding of how to impart subject standards without having the proper teaching materials. In fact, when I probed further about the usefulness of the teacher trainings, she reiterated that without the proper materials, the program will not be successful.

T: Aside from the training, we do not have resources to show them and keep their interest. For example, I have some pictures, materials, proverbs, and other resources – but they are very old. And I do not know who will give us the resources, I cannot buy them myself and we do not get such things.
I: Did you have better materials in Soviet times?
T: Then we had materials--not a lot--but we had. Now they are less.

Teachers conveyed a different understanding than the policy group participants about the use of the subject standards. As discussed in Chapter Three, teaching to a standards-based curriculum is a challenge for teachers in post-Soviet Armenia because they are

\textsuperscript{39} Tammy Kayseryan [Pseud.], interviewed by author, Yerevan, 24 June 2008.

\textsuperscript{40} Ibid.
accustomed to employing Soviet-style pedagogy.\textsuperscript{41} In addition, Armenian secondary school teachers’ responsibilities are threefold: they are to teach students to think critically and gain knowledge while instilling components from the value system for learning.

However, Bartamayan from the World Bank offered a perspective that differed from other policy group participants about teachers’ lack of compliance in using subject standards. I asked him why teachers were not fully implementing the new program. His response was the following:

I: I have talked to six teachers so far, and it seems that they are not fully implementing the subject standards completely--can you describe why?
A: I think that the most important thing in education is not only standards and assessing standards to see if they are met or not met. It is a useless practice. For example, I have seen this in the U.S and when I saw teachers in the class looking at notebooks to check off standards, it is making the teachers look like they are working on a line in car production factories. We do not have a right to think that education is similar to car production. The process of children’s education is changing and I think that the best way or process to educate teachers--like in the U.S. 1980 report, a Nation at Risk--they produced that there wasn’t any good teachers. In 2003, it was my first time in the United States and I saw how standards-based education is dominating the classroom. But, I also saw a very nice classroom in a high school. The teacher was not focused on the standard, but on the process. The standard means you decided to teach knowledge, but the standard does not promote the creative process. So we focused on the process.\textsuperscript{42}

This response indicates that standards-based instruction is not the ultimate goal for improving academic achievement to at least one policy advisor. The above response indicates that teachers should have the freedom to teach creatively with the subject

\begin{footnotesize}
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  \item \textsuperscript{41}Khachatryan et al., “Human Development Report on Education,” 28.
  \item \textsuperscript{42}Bartamayan, interview.
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standards, but also focus on the process because it is important to have instruction tailored to the formation of teaching the appropriate knowledge, values, and skills.

**Nation Building**

For this study, nation building is defined as “enhancing the new state-society relations through national educational policy” (see Appendix J). As discussed in Chapter Two of this study, the purpose of Soviet education was to “fuse all of the nations into one Soviet nationality,” as these nations had different religions, languages, and historical traditions. Since the post-Soviet transition, the guidelines for general education, “must comply with the social and public educational order and the long-term development programs of the country.” Further, the Curriculum Framework states, “Education in the Republic of Armenia is an important issue, which ensures the development and strengthening of the nation.”

As evidenced in the August 14, 2006 observation of a professional development session, the Central Trainer used the following description from the State Standard of Education in introducing the purpose of the workshops: “as specified under learning standard 6.1 –'The main goal of teaching Armenian Language and Literature is to expose students to understanding the Armenian Nation.'” Essentially, the main goal is to

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43Bilinsky, “Education of the Non-Russian Peoples,” 78.


45Ibid., 2.

46The term Central Trainer refers to the lead trainers as described in the Cascade Teacher Training Model.

enhance students’ consciousness of Armenia, so they are able to identify with and form a renewed Armenian nation. 48

Implementation of National Symbols

The values component section of the Curriculum Framework policy ensures that students in the Armenian secondary schools will “respect the national symbols of Armenia, be patriotic, and be able to identify personal responsibility in the resolution of national problems.” 49 From my observations in 2005, 2006, and 2008, each classroom and/or hallway in the schools visited had a picture of the president, the head of the Armenian Church (Katolikos), the Armenian flag, and the national symbols (the Coat of Arms and Mer Hayrenik (Our Fatherland). 50 Lynn Parmenter’s study on using symbolism to establish national identity in Japanese schools found that educational policy in 1989 from the Monbusho (the Ministry of Education) focused on using national symbols to develop loyalty and respect for the Japanese nation. For example, the Monbusho’s guidelines asserted that using the national anthem and flag in the schools instills respect towards the country’s national symbols. 51

48 Observed by author, Yerevan, 14 August 2006.
For the present study, nine policy group members commented on the importance of having national symbols in their schools to contribute to building respect for the Armenian national identity. Nijayan, from the Ministry of Education and Science, conveyed the following regarding use of these national symbols, “I think it is important to have this. It is important for the children to know their flag and its meaning. It is important to have the symbols, and President Kocharian’s picture.”

The next response from Stuart Katayan, a content-area specialist at the National Institute for Education who was involved in subject standard development, indicates that revitalizing important national symbols for Armenia is one way to fill the loss of values which occurred at the time of Armenian independence from the Soviet Union.

I: Are these pictures in every school?
S: According to law, they need to be.
I: What is the law and who made this law?
S: It is really not a law but a recommendation to schools by the MOES and they think this is positive for fostering a national identity. Everyone is for this initiative. Unfortunately, after the collapse of the Soviet Union, we lost respect for some of our symbols, the flag, the president, the constitution.
I: Why after the collapse and not during?
S: Because there was a change in values, we lost Soviet values, and we did not have new ones. And for general education, this is important and I know in American schools, this is very important. It is normal because we are kind of still an authoritarian country. I was in one of the offices here and I noticed a big picture in someone’s office and even the size of the portrait means something. Also, this is a mentality. In Armenia, unfortunately, we have individual-based thinking. So this is why we have one picture of this person. In this country, individuals are more important than symbols. My opinion is that here, people worship the president or

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52Nijayan, interview.
Catolikos (head of the Armenian Church) more than the flag. This is because they have a fear from the president; they do not fear the flag.53

This response offered insight into why there is a need for national symbols. At some point during the post-Soviet transition, a loss of respect for the Armenian national symbols occurred. However, this comment also illustrates many of the other teacher responses, which indicated a variety of perspectives about respect for and use of national symbols to rebuild the Armenian nation.

Four out of the eleven participants of the teacher group commented on the use of the national symbols in the schools. Three of the responses were positive and one was negative. In the following teacher interviews, the interviewees did share that they believed the use of symbols was important for building patriotism in the citizens of Armenia. Madoyan offered her perspective of displaying the national symbols in her school:

I: Does each classroom in Armenia or in your school have these photos on the wall?
L: Each classroom in this school has the president, the flag, and the symbol.
I: What is the purpose of the Armenian national symbol?
L: It is our nation’s power. The one hand is the lion and other--I do not remember.
I: How do the pictures impact, influence, or change the students?
L: I think they know--for example, when in France when they ask who the president is most of the French--they do not know. In Armenia, it is not like this. They know their president, the symbols, and the three colors of the flag. For instance, everyone knows that the orange of the flag represents the hard work of the Armenian people.
I: What do these symbols mean to you?

53Katayan, interview.
L: I think everyone should know the symbols of their own country. They give some power to you; every time you look at them it gives you patriotic power for your country.54

In addition, the response offered by the next teacher participant indicates that the use of national symbols is one way her school is developing civic-minded individuals.

Hallajian offered her insight as to why the national symbols are important for the schools:

J: With these pictures, we see our national identity. Every classroom had the picture, but since we have been repairing the school building, some of the pictures have been taken down. Also, we have a new president, so I am sure his picture will replace the old president’s picture.
I: Who told the teachers to hang the pictures in the classroom?
J: The principal was talking about civic education and that as a part; every teacher had to have a corner in the classroom where they had these pictures.
I: So civic education.
J: Yes, our principal had a seminar on this for us three years ago.
I: How do these symbols represent civic education?
J: We had the seminars and then we had them with students. So with the help of the students and computers and we took part in an activity where we hung the symbols, etc. The students respect the symbols and sing our national anthem daily.55

However, another teacher group participant, Nadia Glijayan, conveyed that although she disagreed with the idea of using national symbols, it was important for the students to understand the significance of their country’s flag and national symbols.

N: I do not like this idea. I did not like this president.
I: You did not like Robert Kocharian.
N: It is difficult--I do not like to talk about.
I: Whose idea is it to have this--the principal?
N: No, it was not the principal--she was asked to do this.
I: By?
N: [Laughs] By the head.

54Madoyan, interview.

55Hallajian, interview.
I: Then who; the Minister of Education?
N: I cannot say--I do not know [afraid to speak their mind – afraid to say]
I: But you know she was asked by someone else to do this--does each classroom at the school have all of the pictures.
N: Yes.
I: What do these symbols mean to you?
N: I think it is important to have this. It is important for the children to know their flag and its meaning. It is important to have the symbols, Kocharian’s picture.
I: So it is not so much if it is the president--it is just Kocharian that you do not like.\textsuperscript{56}

The teacher indicated her strong objection to having the current president’s picture on display. Many Armenian citizens believed that the elections of President Robert Kocharian in 1998, and again in 2003, were rigged and unfair. Serzh Sarkisian’s subsequent victory over Levon Ter-Petrossian (first president after Independence), in February, 2008, caused Armenian citizens to protest once again that the election results were rigged. Unfair elections are not representative of democracy. (See Chapter Two for the definition of democracy used in this study.) They undermine the building of civic trust, or a political climate which encourages citizens to participate in civil society.\textsuperscript{57}

Overall, however, teachers’ responses about the use of national symbols indicated that depicting Armenian heritage for the students and respect for an independent Armenia was of great importance.

The Armenian language was also considered to have national significance for the general education system. As stated in the Curriculum, “the general education system

\textsuperscript{56} Nadia Glijayan [Pseud.], interviewed by author, Yerevan 23, 2008.

aims to preserve and develop the Armenian language, the cultural heritage of the Armenian nation, and to protect national identity and integrity.” Writing policy has moved away from the influences of Russification and Sovietization on teaching and learning; use of the indigenous language is seen to serve the purpose of rebuilding a post-Soviet Armenia. Further, curriculum policy mandates that all primary, middle, and high school students of the Armenian secondary school system become proficient in the Armenian Language. Students of the Armenian secondary schools must be proficient in the Armenian language and know at least two other foreign languages in order to graduate. In the observations of professional development sessions, teacher trainers and administrators used the Armenian language in both spoken and written form.

Democratic Participation. As was established earlier in this study, Armenian society changed when its centrally planned economy was replaced by a free market economy; this process was accompanied by the implementation of democratic principles. Section two of the Curriculum--The Need for General Reforms in Education--states:

A civil society, based on democracy and a liberalised economy, is being established in the Republic of Armenia. In all aspects of life, there are systemic changes taking place, which are contingent not only on national

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characteristics, but also on the geopolitical, demographic, cultural and social aspects of global developments.62

Marcia A. Weigle and Jim Butterfield define civil society as, “the constituent parts of which voluntarily engage in public activity to pursue individual, group, or national interests within the contexts of a legally defined state-society relationship.”63 Further, development of a civil society depends on the current values and national context in which civil institutions and democratic practices are being established.64 The Armenian government has begun the foundation of a civil society, in part, by advocating for principles of a market economy and democratic participation through its curriculum. Bartamayan, a high-level policy-group participant from the World Bank, views participation in a civil society as an important democratic practice where citizens know how to defend their rights:

The new environment, new world, and new economic relationships Armenia was transferring to--moving from a centralized economy to a market economy--suggested new challenges. One of the challenges is building a civil society with democratic values, and teaching people how to defend their rights and how to solve their own problems.65

In their study of educational change in Czechoslovakia, Eleoussa Polyzoi and Marie Cerna found that transformation on the political and economic levels caused a

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62Ministry for Education and Science, National Curriculum, 1.


64Ibid., 4.

65Bartamayan, interview.
clash in citizens’ values and that new skills were needed to function in the new political and social climate. Bartamayan’s account of how the social and political transition affected the Armenian secondary schools revealed the understanding that democratic participation requires the development of new skills to create a civic-minded society. I asked Bartamayan how curriculum policy facilitates “a civil society with democratic values.” He replied:

Independence brought a new market economy and there was evidence that members of our society needed new skills. You know our curriculum is different than it was in Soviet times. One of the challenges is building a civil society with democratic values, and teaching people how to defend their rights and how to solve their own problems. The old curriculum reflected a certain ideology and was authoritarian, like our government, and at the same time, our teaching methods were old and out of date. After independence, neither students nor teachers could work together using the old methods. The curriculum was not integrated and inclusive. For example, in Soviet times it was like this is mathematics, this is physics, this is history--the main issue was not that we did not integrate subjects, but we did have good moral upbringing. But the new environment, new world, and new economic relationships Armenia was transferring to--moving from a centralized economy to a market economy suggested new challenges.

Bartamayan’s response indicates that the Soviet curriculum was inefficient for preparing citizens with the new skills, attitudes, and behaviors appropriate to the political, economic, and social transition.

The Open Society Institute Assistance Foundation-Armenia (OSIAF-A) coordinators shared a similar opinion about democratic participation in the schools. Scott Amenyan, a high-level official from the Open Society Institute Assistance Foundation-Armenia (OSIAF-A),

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67Bartamayan, interview.
Armenia (OSIAF-A) discussed the OSIAF-A’s mission of the implementation of democratic practices.

S: The vision of the foundation is to promote tolerance in the society, so the society can become more open.
I: This is tolerance for changes in Armenian society?
S: Yes
I: And, open--describe what you mean by open.
S: It means a society or country based on democratic values. This will be about ideas about protection of human rights and development of freedoms. This is a society where the vulnerable and socially marginalized groups have more opportunities for the realization of their rights and freedoms.  

Danelyan, a middle-level official from OSIAF-A, commented that:

Our mission is to educate young people, democratize schools, and bring liberal values to show people that education is one of the basic human rights; you need to protect your rights to have equal and quality education. And this is for everyone--disabled children and kids with special needs, so everyone has equal access to quality education.

Coordinators from OSIAF-A based their perceptions of curriculum reform on the Soros Foundation’s philosophy of democratization, tolerance, and civil rights. In addition, the OSIAF-A initiative, the Reading and Writing for Critical Thinking program provides teaching methodology that connects democratic practices to the development of a civic identity. When I asked what the exchange of civic values between the teacher and the student looked like, Danelyan responded, “for liberal values, we introduced

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69Danelyan, interview.
70Silova and Steiner-Khamsi, “Unwrapping the Post-Socialist Education Reform Package,” 8.
volunteerism, respect for diverse cultures, diverse opinions, and tolerance among young people. So this project is mainly aimed at this type of values introduction.”

Further, the implementation of Reading and Writing for Critical Thinking (RWCT) in the Armenian secondary schools encourages the practice of civic values in the schools. The RWCT program trains teachers to transform their pedagogy from rote learning to the use of critical thinking skills where students learn how to express their diverse opinions.

The following response indicates that Armenia’s transition to democracy was a civic movement. Nijayan, a higher-level policy-group participant from the Ministry of Education and Science, stated that in the Soviet Union:

We did not have anything democratic, although on paper it says that it was. The only outlet that Armenia had in the Soviet Union was in 1965 when the world was pressing for human rights. This basically was a civic movement, we did not have a chance for that, and it translated into an ethnic liberation movement, or remembrance act trying to reconnect with the past.

The first civic movement in Armenia since the Soviet takeover, called the Hai Dat (Armenian Cause), or Armenian irredenta, occurred in 1965. For the first time in Soviet Armenia, Armenian citizens gathered to commemorate the fiftieth anniversary of the Armenian genocide. What started out as a peaceful demonstration turned into a struggle between the KGB and protesters and became an ethnic cause for the Armenian republic’s

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72 Danelyan, interview.

73 Observed by author, 23 July 2005.

74 Nijayan, interview.
right to become self-determining. Nijayan continued to describe why having a civic-minded attitude is an attribute students should acquire:

I: For example, there is a section in the curriculum that mentions the three components: knowledge, skills, and values—are these the ideas you are talking about?
N: Yes, this is what I am talking about. The things we had a vision for are there, but we still do not know how to measure it. We wanted to talk about the processes that happened first in the schools. Then, we could have a judgment about the process in place. For example, with civic education or seeing that the civic values are there.
I: So that is one value, that I am constantly hearing about--so that is a value, I cannot recall at this moment, but is civic education a value in the curriculum?
N: Yes, it is.
I: I know it says in the curriculum in certain sections that students will be democratic-minded--but are the words civic education in the document?
N: The difference is that we have created subject groups and this idea is in the subject groups. So we have words that say civic-minded or responsibility to Armenia as a country--these ideas encompass civic education as value.

However, another policy group response suggested that not all institutions in Armenia are in agreement about perpetuating civic education as a national value, or as a way to create a new Armenian nationalism. In Armenia, civic education encompasses ideas of openness, tolerance, and human rights for citizen understanding of how to function in a democratic society. As Katayan commented:

There are two understandings here. For example, one person from the Armenian Revolutionary Federation party, during an informal discussion, said that civic education is in opposition to religious education. He said civic education is an anti-nationalistic subject and history of religion is nationalistic. Some people here are opposing these two subjects. Like the Catolikos opposes democracy and civic society. For example, in Serbia they have elective subjects. So students select either the subject of civics or church history. But, I think that these two subjects are not contradictory

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75 Nora Dudwick, “Political Transformation in Armenia,” 76-77.
to each other--not opposite. Civic education is about state and citizenship, but I also believe that believing in God is also citizenship and a right.”

As noted previously, four teachers commented that democratic participation involves teaching civic education and promoting values of tolerance, human rights, and cooperation. Three of the respondents’ comments were positive and one was negative about the usefulness of teaching civic education to their students. Gina Shakian, an Armenian language and literature teacher for eighteen years, commented that due to civic education, “Now children know they have their rights--what they can do and cannot do. They know about the Armenian country more.”

Shakian’s last comment permitted me to probe about what students learned about Armenia during Soviet times:

I: Students did not know about their country in Soviet times?
G: No, everything was limited for children in Soviet times. Now they are freer. We have a new identity now.
I: Is civic education a part of the national identity here?
G: It is important for the individuals to know their rights. It is an important subject to teach them.

This response indicates that the idea of individual rights is included in the democratic practices shaping the Armenian identity. Betty Mirzajanyan, a curriculum coordinator at School 43, explained that civic education has been built into the social studies standards:

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76Katayan, interview.


78Ibid.
Now we are in a new program using the social studies standards in the component of human rights. It is the process in high schools. They are piloting and developing the program—the program of human rights and social studies.79

However, Tammy Kayseryan, an Armenian and English language teacher, does not view democratic practices as a positive change. Tammy said, “I do not think the changes are best for society. I think we are still looking for something, but we haven’t found anything.”80

National Identity

The Curriculum Shaping National Identity

The post-Soviet Armenian national consciousness is being developed by national symbols, democratic participation, and new content-area foci. Interestingly, the same components rebuilding an Armenian ethnic nationalism are reconstructing an Armenian identity. For this study, Armenian national identity is defined as “changes in society that establish Armenia as a democratic society coupled with the preservation of an Armenian ethnic awareness” (see Appendix J). This definition is based on the following excerpt from the curriculum document:

A civil society based on democracy and a liberalized economy is being established in the Republic of Armenia. A secondary school graduate is expected to understand the role of the Armenian people and the Armenian state in the world civilization, have a national mentality and self consciousness, and be committed to the solution of national and state problems.81

79 Mirzajanyan, interview.
80 Kayseryan, interview.
81 Ministry for Education and Science, National Curriculum, 1, 6.
The meaning of national identity differed for each of the twenty-one respondents. Policy group participants responded that the Curriculum framework promoted national identity in a variety of ways; however, their responses reflected the perspective of their organizations. Amenyan from OSIAF-A agreed that the Curriculum was a policy document promoting an Armenian national identity:

Identity in the curriculum relates to new traditions for Armenians and our history. The kind of national identity such as the Armenian family, Armenian women’s roles, Armenian traditions--these are the issues which mostly are used as a tool to monitor education.

After this participant commented that identity has different meanings, he said:

“The genocide is our national identity, Nagorno-Karabakh is our national identity--what is our national identity. The Armenian family is our national identity--which one is the national identity?”82 This last statement demonstrated that the central problem is that for most of the seventy-four years of Soviet dominance, recognition of Armenian history and culture was prohibited. This participant’s response raises an interesting point, common in post-Soviet environments that independence allows the indigenous culture to thrive, but that the indigenous culture was affected by the intense Russification and Sovietization so a Soviet identity would form.83

Ms. Danelyan, with the OSIAF-A, related that the World Bank, in conjunction with local Armenian education experts, held a seminar for standard and curriculum development. She explained that during the session:

Some people were thinking that there was too much information on national identity and some people were thinking there was not enough information. There were two groups. And there is a big fight between professionals and political groups; everyone is voting for their own subject. For example, experts in geography think the standards should have more on geography, and same thing goes with history and other subjects. But, what I was told was that if we are going to be part of European Union and part of the globalization movement, it is not enough to have one hour on the history of Egypt and five hours on Armenian history.\textsuperscript{84}

In other words, revision of the Armenian national identity for this participant from the OSIAF-A involved understanding of the world on a global level.

The question of relating subject standards for national identity to the required topic of human rights as a part of building a civic identity was also the focus of a response. Nijayan commented on what national identity means in post-Soviet Armenia, harking back to the need to teach civic education:

I: How does the MOES define national identity in the subject standards?
N: We now have human rights and want to teach children about their rights and that they are individual members of society. We want society members who can solve problems. We are also teaching civic education.
I: What about the Armenian national identity?
N: The explanation is in the curriculum and it is about our expectation for graduates. The government expects students to be educated and know their rights and be tolerant. And the government believes that this is an explanation for a member of Armenian society. Of course, each should be patriotic, but tolerant and open.
I: What does it mean to be patriotic?
N: It means to love the country and respect the country. It means, if you leave the country, you still respect, come back and do something for the country.\textsuperscript{85}

\textsuperscript{84}Danelyan, interview.

When I asked the Metayan from the Project Implementation Unit (PIU) about his definition of national identity, he replied:

This is the main idea. Schools are making society and society is making the school. Government should allow everyone to have an education. Support and make conditions where everyone participates. The government should include everyone and do things for people. People should not have to work and do for the government like in the Soviet Union. 86

Arthur Pepanyan, a policy participant from the MOES, claimed that:

Yes, but it is in three components--knowledge, skills, and values. It is the value system that has the goals to make Armenia a stronger nation. Identity is hard--identity has many different meanings."87

This participant referred to the value system in the State standard for Secondary Education (see Appendix N). The value system has twelve components intended to shape the behavior and attitude of an Armenian secondary school student. As the above response indicates, the value system refers to the attitudes, actions, and behaviors constituting the post-Soviet Armenian national identity.

Democracy as Part of the National Identity. Democratic practices such as tolerance, human rights, and openness are not only rebuilding the Armenian nation, they are also changing citizens’ attitudes and behaviors. The following comment Matthew Metayan, the Director of the PIU, indicated why democratic values are important for curriculum reform.

I: How do you define democracy?

86 Metayan, interview.
87 Pepanyan, interview.
M: It is the government where people have part in the government. This did not happen in the Soviet Union and no, people did not participate in Soviet Government. Democracy is not real now—we need to work on it because not everyone is included, but democracy is a new important value for education. This is why we are changing the management structure and have the freedom to choose and schools to choose. During the second stage of reform, they are changing the evaluation standards for each subject—the system is changing and so did the curriculum for each subject.

As my conversation with Metayan continued, he commented on what democracy and citizen participation was like in the Soviet Union.

I: What was democracy like in the Soviet Union?
M: Soviet democracy was for the party only. They did not have an opportunity to choose, they would have one candidate and one program and one of everything with no choice. One person wrote the syllabus, it was central and it was very controlled. It was a strong system with nice schools.

I: How does the current Ministry of Education feel about these changes?
M: They support democracy and individual choice. For example, to approve curriculum or textbooks they have different experts come in and do evaluations so it is open and not limited to one decision making party. However, we still need structure and some control.

Seven of the eleven teachers commented that democracy has to do with freedom. For this group, freedom pertains to having rights, and the freedom to “do whatever you want.” For Sherri Nighosian, a teacher of five years, democracy means, “Freedom of speech, freedom of ideas—we are free to do whatever we want.”

Students now are more active and can participate more. This is what I see about democracy--for example, now we can discuss politics. The students can talk about these things too. It is more open.\textsuperscript{89}

Hallajian, a history teacher in the system for thirty-four years, shared the same sentiment that democracy relates to freedom of expression:

Democracy--for teachers and students means expressing their thoughts about the educational system--which is now better for pupils. It also means to show a creative attitude to every question and for students to show creativity in their work. It helps the students and the teachers.\textsuperscript{90}

The above discussion introduces new features that not only impact the rebuilding of a post-Soviet Armenian society, but that will reshape the Armenian national identity.

Similar to the reforms in the Czech Republic after the Velvet Revolution where citizens did not understand the new principles of democracy, humanism, and liberalism, citizens in Armenia are challenged to gain new understanding by embracing these new concepts.\textsuperscript{91}

However, Bartanyan, a MOES official, commented that “in Armenia, we have in our laws that Armenia is going to become a democratic country. It is hard to say if we are truly a democratic country right now. We need to accept this because we are a newly independent country.”\textsuperscript{92}

As the above response indicates, the transition to democracy has been a slow, gradual process. Comparativist Byron Massilias wrote that transitions are difficult

\textsuperscript{89}Ibid.
\textsuperscript{90}Hallajian, interview.
\textsuperscript{91}See Polyzoi and Cerna, “A Dynamic of Forces,” 70.
\textsuperscript{92}Bartanyan, interview.
because the school is not alone in the reeducation of its citizens. There are other institutions involved, such as the “church, family, the peer group having influence over individuals.” The next response confirms this idea, as well as the idea of generational transfer where “politically relevant knowledge and attitudes from parents to offspring” are important to political socialization.\footnote{Byron Massialas, “Education and Political Development,” \textit{Comparative Education Review} 21, no. 2/3, The State of The Art (June-Oct., 1977): 280-281.} As with Bartanyan, Nijayan provided the following insight about the difficulty of the transition:

I: So the majority are not grasping the idea of democracy?
N: No, not all people. Some have made a major turn around of what democracy is all about. But regardless of this, they are teaching the basics of democracy in the schools.
I: Has this been since 1991?
N: Yes, since 1991. We have had courses on civic education, state, and law. What is happening is that now you see a generation, and because change in the methods with teaching such as child centered methods, imitation or the true full blown transfer of the new cultural concept brought to a generation learning to accept democracy. This generation wants more participation, they want interaction and they stop you during a lecture to ask questions. They want more information and round table discussions. They understand what democracy is more than the generation that has transferred the information to them.\footnote{Nijayan, interview.}

Christianity

The Apostolic Church in Armenia has been more than just a religious institution; it has been representative of the Armenian national identity of being God’s chosen people. As Suny puts it, Armenians are people both of a “Christian State and the
recipients of the word of God from the apostles Thaddeus and Bartholomew.” The role of the Church has varied for the Armenia nation. During the Russian Empire (1828-1918), an internal constitution, the Polojenye, took power away from the Armenian Church, placing control of the Armenian schools in Russia’s hands.

When Armenia was part of the Soviet Union, Christian religious practices were discouraged but tolerated, while the schools advocated atheism. Currently, the Curriculum’s basic school baseline teaching plan explains subjects that are compulsory for all Armenian secondary schools. The Curriculum states:

The sphere of the social sciences in the middle school shall be represented by the integrated subject of nationhood and the subject history of the Armenian Church. In grades sixth through ninth, three subjects are represented: Armenian history, Armenian Church history, and world history.

The concept of nationhood and the history of the Armenian Church are integrated in the Curriculum to depict how independence from the Soviet Union brought changes to Armenian society. As Scott Amenyan from OSIAF-A commented, “although religion in the Soviet Union was allowed, it was limited.” Amenyan viewed the Church, religion, and national identity as being interchangeable. For example, he explained:

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97 The basic school baseline teaching plan describes the amount of time primary, middle, and high school students spend on compulsory subjects in the Armenian Secondary Schools (see Appendix N).


99 Armenyan, interview.
Christianity has always been a huge part of our identity and so when you say you are Armenian you are saying you are a Christian. I am a Christian of the Armenian Apostolic Church, which is unique from Catholic and Protestant churches. And they are trying to bring this into the schools because you need some type of philosophy and should have an identity as the foundation of the society.\textsuperscript{100}

The idea that some type of philosophy was needed in the schools was significant because a Marxist-Leninist perspective had dominated the schools during the Soviet era. Independence not only permitted Armenian history and culture to flourish, but it revealed a void in the political and social structure of the schools. Thus, I asked Amenyan, “Is Christianity replacing Marxism in the schools?” He replied:

Christianity, traditions, the Armenian family, roles of woman, man, and child are replacing Marxism. But these are only being used as a form of manipulation and are not real yet in Armenia. The ideas can be a real thing but we need to change our approach to how we are educating people about these subjects. There isn’t a real approach to the religion, or belief as a Christian does not exist. This is being used for money, power, and business, for the government and not for anything real for the people.\textsuperscript{101}

A second OSIAF-A respondent commented that the introduction of this subject area was a political move:

From the OSI side, we are not supporting the Christian Church and it is also the reason Armenian education is politicized. We need to depoliticize education and for example, everyone knows the MOES are supporters of some parties. But we should have an education system that it is out of party-related things.\textsuperscript{102}

\textsuperscript{100}Ibid.

\textsuperscript{101}Amenyan, interview.

\textsuperscript{102}Danelyan, interview.
Katayan, a content-area specialist in social studies for the National Institute of Education, also touched on the same point, that the introduction of the subject was a political move:

There was debate about the new subject which was introduced a couple of years ago, the history of the Armenian Church. Some specialists were against it because we have the topic in the textbooks, so why do we need to teach it. The second argument was that we are a secular society so we do not need this subject.103

Thus, Ketayan indicated that some political parties wanted to keep the Church philosophy separate from the state. Our conversation about the Church explains how the new subject became a part of the Curriculum Framework’s baseline teaching plan.

S: Yes, but they signed an agreement--the Prime Minister and the Catolikos signed an agreement for this subject and it was introduced in the schools. The subject was legalized, based on the agreement between the church and government. This was three or four years ago. Mainly, the textbooks are good and the topic is good.

I: How are people from the different generation, who were not educated about God, responding to the new religious initiatives?

S: Soviet society was anti-Christian, atheist. But many people still believed in religion, but there was oppression and the other thing is that people who were teaching atheism in Soviet times are now teaching about the Christian religion. This is an interesting shift. I had a professor who taught us that atheism is important and now he is teaching his students about Christianity, the Bible.

I: Why do you think this is the situation?

S: This is normal, because people are adapting to new conditions and change. Soviet culture was based on an obligatory culture--it was very oppressive. Many people changed their political parties too--they were former communists and now they are liberals and anti-communists.104

103Katayan, interview.

104Ibid.
However, not all of the participants believe that it was practical to teach the history of the Armenian Church as a subject, especially due to Armenia’s location in a region of the world that is predominantly Islamic. The response from a higher-level policy participant from the Ministry of Education and Science illustrates this point. Nijayan stated:

The schools are now teaching the history of the Armenian Apostolic Church--our church. It is just the perspective of the role of the church and what was written in the New Testament. It should go beyond this and allow the students to interpret, translate, relate to the stories, and compare them with other religions. Understanding Islam is another important thing. We are like the gateway to Christianity or Islam and we have to understand Islam as well as Christianity. In order to understand Islam, we have to be really savvy of what Christianity is all about and why our national identity is so linked to it.105

I then asked why there is a link between Armenians and Christian religion. She responded:

I mean, because instinctively we always talk about this and that, there is no Armenians without Christianity. But, to say that it is a national value is something I agree with, but we do not see the roots. So, it is a very cosmopolitan movement--a very global movement. Somehow, we are able to internalize it into the idea that you do not understand an Armenian without Christianity or understand Christianity without Armenians.106

Madoyan, a teacher, reflected similar sentiments regarding the Armenian people’s relationship to Christianity to her own identity:

Of course, Christianity and teaching about it is important. But everyone has his own opinion of Christianity, it is inside of them. We believe that

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105Nijayan, interview.

106Ibid.
our Christianity is sitting in us, we show it in our actions, and everyday lives. We do not have to talk about it and prove we are Christians.107

Some respondents also stated that although they do not believe in God and consider themselves to be atheist, Christianity is an important part of the Armenian national identity. Tammy Kayseryan, an English teacher for twenty-four years, discussed her relationship with Christianity:

I: What about religion or Christianity shaping identity in the schools?
T: Now we have a subject for teaching about the history of the church and before we did not have anything.
I: Is this an important subject in the schools?
T: As for me, I do not believe in God and it is not important. But the pupils must learn that Armenia is the first country to adopt Christianity.
I: So you think the history important even though you are not religious?
T: Yes, of course. But, if you tell me that I a not a Christian, I would be offended, but I do not practice Christianity.108

Importantly, many participants did not associate being Christian with being religious, but saw Christianity as an inherent part of their Armenian identity. Although atheism was promoted during the Soviet Union, it is apparent that Christianity for Armenians is “deeply rooted in the culture, experience, mentality, even biology of individuals.”109

Teaching about the Armenian Genocide. The genocide of the Armenians residing in Turkey in 1915 took the lives of 1.5 million Armenians and forced those who remained to flee their historic homelands. Shortly after this massacre, Armenia became part of the

107Madoyan, interview.

108Kayseryan, interview.

Soviet Union, which attempted to eradicate the memory of these atrocities and any component of an Armenian identity. The Soviet government did not recognize the Armenian genocide until after 1965, when protesters took to the streets demanding the return of their historic homelands. It was at this time that the Soviet government erected a monument commemorating the Armenian genocide. However, the Soviet government ignored the request of the Armenian citizens that Turkey should recognize the genocide and return their historic homelands.\footnote{Suny, \textit{Looking Toward Ararat}, 228.}

The topic of the Armenian genocide is not included in the Curriculum as a separate subject. Bartamayan from the World Bank commented that:

\begin{quote}
In textbooks and education, we need to approach these topics differently. We need to learn about our neighbors--we are now independent and we need to think about how Armenia, in this small area--surrounded by these unfriendly countries, on how we can support the country to grow up. If we put too many things on the shoulders of this small country, we will not flourish. So we need to be careful about the genocide issues.\footnote{Bartamayan, interview.}
\end{quote}

During our interview, this participant indicated that he was involved in a dissident movement in 1977. At that time, this oppositional group was advocating for recognition of the genocide. However, when the oppositional party came into power in the 1990s, they saw recognition of the genocide as hindering the progress of democratizing the Armenian nation.\footnote{Ronald Grigor Suny, “Provisional Stabilities: The Politics of Identities in Post-Soviet Eurasia,” \textit{International Security} 24, no. 3 (Winter, 1999-2000): 158.}
Amenyan from OSIAF-A commented on how the current power structure is in favor of genocide recognition as part of their foreign policy:

For the Armenian Government, yes, for the last ten years that was a priority for our foreign policy to have it recognized. The opposition party thinks it shouldn’t be a part or a priority of foreign policy, but these people who are now in power, they are saying that this will be a victory with our foreign policy. I do not know how many countries recognize the Armenian genocide as an event that happened in 1915, I think eight or ten countries within the last ten years do recognize it as genocide, so the people who are now in power say this is our victory for foreign policy and foreign relations. People who are in this opposition say it should not be priority in foreign policy and we should change it--because the genocide should not be the main thing in Armenian identity.113

Amenyan asserts that the genocide should not be the sole focus in reclaiming a post-Soviet Armenian identity. Scott also stated why the genocide is not included as a separate subject standard:

S: Not too much in the standards, but in textbooks it is. It cannot be in the standards because they are supposed to be general, not specific events.
I: The standards discuss that students will learn about Armenian history and literature and world cultures, but it does not get specific about the genocide--why?
S: I think it is important to have the history of foreign and neighboring countries and other histories are important to have in textbooks, not only Armenian history because we talk about the globalization process in the world. This is mentioned as a challenge; students should know not only their history.
I: There is a standard for Armenians to be aware of global events as part of a new national identity?
S: Yes, this should be the focus.114

113 Armenyan, interview.
114 Ibid.
Interestingly, Amenyan turns the conversation to indicate that developing a global identity and an understanding of other identities is more important than an understanding of specific historic events. However, the Turkish government still does not recognize its part in the Armenian genocide. Suny posits that scholars of Turkish history\textsuperscript{115} argue for a provocation thesis that claims that Armenians incited a threat to the progress of the Turkish nation. Further, in other conversations with Armenian government officials, I learned that some political parties believe that Turkish recognition of the Armenian genocide will not secure a relationship between the Armenian and Turkish governments. However, the Armenian Revolutionary Party’s longstanding desire to have the genocide recognized continues to generate political dispute within certain political parties in Armenia.

Despite the desire for Armenia to distance itself from its history and become a democratic nation, some of the MOES participants agreed that Armenian genocide is an important part of national identity and it is essential for it to be included in coursework. Katayan claims that developing a standard for the genocide is in progress. He states that:

\begin{quote}
We have this subject as an elective and a special textbook called the Armenian Issue, which is a textbook on the genocide. There is a standard for genocide and this is becoming a huge part of the Armenian national identity. Every year more and more people go to the genocide monument and the new generation is really taking a special interest to this issue.\textsuperscript{116}
\end{quote}

\textsuperscript{115}See p. 98 in Suny, \textit{Looking toward Ararat}, for a complete list of scholars who write about the provocation thesis.

\textsuperscript{116}Katayan, interview.
For Nijayan of the MOES, teaching the subject is important because the genocide “was part of each family in Armenia--most of them who migrated from Western Armenia in 1915. However, we will teach the genocide--it is important because of where we are located and I want to make sure that our future is safe.”\textsuperscript{117} As this response indicates, the genocide is considered to be part of each Armenian family’s story. The relationship among Christianity, the genocide, and the earlier Turkish idea of eradicating non-Muslim populations is also an important part of the Armenian national identity. The idea of the genocide becoming part of Armenia’s cultural heritage is seen in the response of Tammy Kayseryan, who communicated that the genocide is part of her blood:

T: I think it is very important to teach about the genocide, and very important to speak about it all of the time. Because we have memories of this and we need to have it recognized--besides my grandmother died during the genocide--it is in my blood. My grandfather was born in Turkey in a town called Sassoun. He was only two years old when the genocide began, and when his mother died. He was brought up in an orphanage. I: Did your grandfather ever talk his story with you? T: My aunt told us about it because she was twelve at the time--and it lives in me. I think my sons and grandsons should know too--but not in class--during my talks I tell my grandsons--why to forget? I am only interested in the question of genocide--and I want each country to recognize it--first of all the USA.\textsuperscript{118}

The genocide as part of the Armenian identity is the Armenian nation’s story, or as Suny posits, “the discourse of a nation.”\textsuperscript{119} Like Tammy Kayseryan, many Armenians

\textsuperscript{117}Nijayan, interview.

\textsuperscript{118}Kayseryan, interview.

believe that the genocide symbolizes their historical struggle for freedom from
oppression.

A theme that recurred among the teacher group participants was that talking about
the genocide was not allowed in the Soviet Union. Madoyan’s narrative of the need to
teach about the genocide in schools related to the ideas of national identity, oppression,
and the inability to discuss the topic openly. Her reflection on the situation began with the
following description when I asked her what she thought about the genocide being taught
in the schools:

It is a very painful question for all Armenians. But, I think we need to
study about it and teach the children about what is genocide. Even if you
ask a second grade pupil, they can tell you that the Turks killed
Armenia.120

Our conversation continued as follows:

I: So they start teaching this subject in second grade?
IR: Not in school but they learn about it in their families. Every year on
April 24, flowers are put by the memorial, remembering the victims.
I: Did they remember the Armenian genocide in the Soviet Union?
IR: Not in this way. It was not allowed, we did not have much freedom.
We only knew about it in our families. But now, we have the subjects in
school. This is good because it helps students know about this painful
subject and help the students to grow up as real Armenians.121

The final group of statements not only shows reflection about what is the essence
of the Armenian identity, it demonstrates that the lack of freedom did not permit ideas
important to Armenian nationalism to flourish. Although it is a very painful subject to
talk about, as this participant indicated, the majority of the participants believed that

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120Madoyan, interview.

121Ibid.
teaching their students about the topic is an important part of exercising their freedom in post-Soviet Armenia.

**Summary**

After reviewing the data from the Curriculum Framework, participant responses, and observations, the following conclusions can be drawn. The 1990s was a challenging period for public schooling in Armenia; independence from the Soviet Union impacted the social and political norms of the Armenian secondary schools. As a result, uniform curriculum procedures have been established and a new awareness of Armenian culture and history has been integrated into classroom instruction. As expressed by the participants in this study, the Soviet Union was closed to a pedagogy that included factors important to the Armenian national identity, such as Christianity or the Armenian genocide.

The introduction of the history of the Armenian Church as a subject for study has elicited a variety of reactions. Interestingly, the majority of the participants indicated that the significance of gaining understanding about the Armenian Church was not for the purpose of religious indoctrination, but to understand why Christianity is important to the Armenian nation, overall. Another critical element in the Armenian nation’s reclamation of historical identity is the teaching of the Armenian genocide. Due to the political implications associated with the topic, the Armenian genocide as a subject area is not clearly defined in the Curriculum framework. The majority of the teacher group participants believed that it was important to discuss the genocide with students so they
could know their history. In contrast, some of the policy group participants saw the teaching of the genocide as politically motivated and asserted that revisiting the issue would only hinder the democratization of the Armenian nation.

Participants in both the teacher group and policy group supported the addition of topics on Christianity and genocide in the schools, and they were very open to ideas embedded in civic education such as openness, tolerance, and respect for human rights. Democratic practices have been introduced so Armenian citizens can begin to build a national consciousness during their social and political transition that includes the embrace of free markets and democratic principles.

Because Armenia has experienced so many political and religious reforms, over time, policies influencing public schooling have been inconsistent throughout Armenian history. Interestingly, these educational discrepancies frame the history of educational reform in Armenia. As Leon Arpee writes in The Armenian Awakening, different time periods contributed to Armenian history, culture, and education. Education, politics, and religion are primary forces that continue to contribute to and help form the Armenian identity.122

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CHAPTER FIVE
GLOBALIZATION

As discussed in the previous chapters of this study, globalization has changed the practice of governance by introducing foundational democratic ideas.¹ Independence from the Soviet Union in 1991 created a vacuum in the Armenian secondary schools and prompted the Ministry of Education and Science to reform its curriculum to insure that Armenian education was competitive according to global standards.² Curriculum reform became a primary channel to filter “every effort to meet European and international standards.”³

As G. Shabir Cheema and Dennis Rondinelli wrote, globalization expanded the concept of governance to include “not only government, but other societal institutions including the private sector and civil associations.”⁴ The Armenian Ministry of Education and Science’s decision to engage with international organizations and nongovernmental organizations is a prime example of including the private sector in policy making.

¹This idea is relevant to the study of post-Soviet curriculum reform in Armenia because it represents the shift in thinking about governance in Armenia since it began working with global organizations such as the World Bank. See Cheema and Rondinelli, “From Decentralization to Decentralized Governance,” 5.

²The implementation of the Educational Quality Relevance Project was aimed at making curriculum relevant to a global culture. World Bank, Education Quality and Relevance Project, Midterm Report, 2006, 4.


⁴Cheema and Rondinelli, “From Decentralization to Decentralized Governance,” 1.
Implementation of the World Bank’s Education and Quality Relevance Project (EQRP) in the Armenian secondary schools is an example of a globalization program that impacted two features of curriculum reform, school management structures and training teachers in modern teaching practices. In addition, OSIAF-A assisted World Bank reforms in the Armenian schools through the integration of the Institute’s philosophy of human rights, tolerance, and openness, and the use of OSIAF-A’s Reading and Writing for Critical Thinking program.

Chapter Five examines the policy-level subcategories of international standards and decentralization and the implementation-level subcategories of teacher training and transformation as they pertain to the umbrella concepts of globalization. The data for these subcategories emerged from the analytical coding process of the Curriculum and the State Standards as presented in Chapter Three.

**International Standards**

For this study, *international standards* is a subcategory of globalization (see Appendix J). This section discusses themes that emerged from the open, axial, and selective coding phases of the research, combined with observations from professional development sessions and participants’ responses about global influences on curriculum reform. The data from this subcategory revealed the impact the international standards of global institutions had on Armenian education.

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5Ibid., 5.

6See the Introduction to this study, p. 4, for a description of OSIAF-A involvement in Armenia.
This study describes global and international influences on Armenian educational standards for secondary schools, as depicted in Section Two of the Curriculum, “The Needs for Reforms in General Education of the Curriculum,” which states, “The current global developments have a direct impact on educational systems and create a new diversity of educational objectives.”

The Education Quality and Relevance Project

In 2004, the Armenian Ministry of Education and Science applied for a second World Bank loan to begin the second stage of reform, the World Bank’s Educational Quality and Relevance Project (EQRP). The EQRP replaced the first World Bank program, the Education Financing and Management Reform Program (1998-2002), which had focused on structural aspects of the secondary schools, such as decentralization and textbook revision. This second group of loans assisted the Armenian Ministry of Education and Science with its implementation of national curriculum, assessment procedures, and training teachers in updated instructional practices. As stated in the *Educational and Quality Relevance Project Midterm Report*:

The goal of the Education Quality and Relevance Project is to support the government reforms in general education. The project has the dual aim of raising the quality of education and ensuring its relevance to the new economy and knowledge society needs along with carrying forward reforms to improve the efficiency of the education system.

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Bartamayan, a high-level official in World Bank education programs, stated in an interview that the Project Implementation Unit (PIU) is responsible for overseeing the implementation of the EQRP. Bartamayan described the PIU as follows:

The Project Implementation Unit works under the regulations of the Ministry and World Bank, but is a World Bank-funded department that focuses on implementing World Bank programs such as the Educational and Quality Relevance Project. The main mission is to oversee the project’s implementation. The Ministry of Education and Science is in charge of defining strategies for the secondary schools, higher education programs, and technical education reform programs. The PIU drafts ideas and then receives government approval. The MOES and the PIU work together closely.\footnote{Bartamayan, interview.}

In another interview, Metayan, a middle-level official from the PIU, described the process further:

There are four components to the Education Quality and Relevance Project. The first is curriculum, standards, and assessment. I worked with this component and helped write and align the ideas to the Armenian National Curriculum. The second component is information computer technology. The third component is teacher training. The fourth component is educational management.\footnote{Metayan, interview.}

Further, Denalyan, a middle-level official from OSIAF-A, stated that OSIAF-A assisted by observing gaps in the implementation of EQRP reform process:

For general education, there is a big reform named Education Quality and Relevance Project, implemented by the Ministry of Education and Science and supported by the World Bank. It is a loan project. For OSIAF-A and other international NGO’s, the most important thing is to understand the gaps in the program, identify the gaps the World Bank reform is not
covering, and to monitor how the reform is being implemented in the country.\textsuperscript{12}

Three of the policy group participants from MOES explained why MOES chose to apply to the World Bank for loan assistance for curriculum reform. Nijayan, a high-level administrator from MOES, explained:

The World Bank was chosen because it is the only place where you get concessional loan money. We are borrowing from the Bank because it is the only place where we can afford to borrow money. We cannot borrow from the open market--it is too expensive--at least for educational projects. You can get an IDA loan which is a grant to reform the system and in the private market you will not find many places where you can borrow for social programs--this is one reason. The second reason, and a very important one, is that the Bank draws academic expertise from all over the world and from their experiences from the lessons learned in different regions. So you have this big public organization that is also a think tank, but then can tap into other think tanks and regions, and provide you with the best practical knowledge. So these are the reasons we chose the Bank.\textsuperscript{13}

Nijayan further asserted that the World Bank’s success with reforms in other regions was attractive to the MOES, especially since the Bank’s programs were intended to make education relevant to the economic, social, and political changes in post-Soviet Armenia. She continued:

The objective with the World Bank’s Quality and Educational Relevance Project was to create a secondary general education that fit with a knowledge economy and was relevant for the labor market of the day. For example, if there is a high demand in the market for certain professionals like scientific technology professionals, then the state has to react to this. It is not only the Armenian market, but the European market too. You

\textsuperscript{12}Danelyan, interview.

\textsuperscript{13}Nijayan, interview.
have to look at the trends abroad--not only your country when you design your educational system.\textsuperscript{14}

\textbf{Influence of International Standards on Armenian Secondary Schools}

The need to educate for new skills to compete in a global labor market required a shift from government-structured, state-planned curriculum to educational reform that conformed to European standards.\textsuperscript{15} Nijayan from MOES revealed why the Armenian system of education began this re-alignment with the standards of the European Union:

Standards of the Bologna process for higher education and special education have changed the qualifications for the general education sector, so the educational system can be aligned with standards for European education.\textsuperscript{16}

Danelyan, a middle-level official with OSIAF-A, explained that the Bologna process required the Armenian secondary schools to incorporate European standards at the primary, middle, and high school levels.\textsuperscript{17} Danelyan stated:

The country is going towards integration of European standards, and the Open Society Institute Foundation-Armenia acknowledges European integration. Our country’s political vision is that we will join the European Union. In addition, for higher education, the MOES has signed the Bologna process in May, 2005 for higher education areas. If higher education is going to be fully integrated into the EU, then so should general education. The MOES is responsible for the educational system as

\begin{flushright}
\textsuperscript{14}Ibid.
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\textsuperscript{15}Katchtryan et al., \textit{Human Development Report on Education}, 50.
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\textsuperscript{16}Nijayan, interview.
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\textsuperscript{17}See also, Parliament Education and Skills Committee, Great Britain, \textit{The Bologna Process} (Fourth Report: 2006/2007), the Stationery House, 2007. The British Parliament’s Education and Skills Committee defines the Bologna process as a “non-binding inter-governmental issue between a voluntary collection of signatory countries with the goal of developing a European Higher Education system in all EU countries by 2010.”
\end{flushright}
whole, so there cannot be this kind of contradiction like one sector is going towards European standards and the other one is not; so the political decision is to integrate European Standards so every sector has the same reforms.18

In 1996, Armenia signed the Partnership and Cooperation Agreement (PCA), a framework establishing closer political, cultural, and economic ties among Armenia, the European Union (EU), and individual member states of the European Union. The PCA stipulated that countries interested in joining the EU should begin to align their economic systems to the European market and apply democratic practices in their institutions.19

Decentralization

As discussed in Chapter Two of this study, decentralization is required for countries implementing the World Bank’s structural adjustment programs (SAPs).20 For this study, decentralization is defined as “increased autonomy and balance of participation and decision-making in Armenian secondary schools” (see Appendix J).

This definition is based on the following provision in the Curriculum Framework:

Review the principles for the administration of general education in order to achieve a balance between state administration, school autonomy, and the need for public monitoring of the system.21

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18Danelyan, interview.


20For a description of decentralization as part of the prescription for international organizations see Cheema and Rondinelli, “From Decentralization to Decentralized Governance,” 4.

21Ministry of Education and Science, National Curriculum, 3.
For coding classification, decentralization was placed under globalization because the World Bank’s Educational Quality Relevance Project (2004) concentrated on political and administrative decentralization of the Armenian education system.\textsuperscript{22} The data analyzed for this section revealed how increased participation and individual school autonomy have changed the management structure in the Armenian secondary schools.

**Increased Participation**

The decentralization process has been a significant focus for educational reform since the World Bank began the Education Financing and Management Reform Project (1998-2002). As a result of the Curriculum’s provision to create a balance between state administration and school autonomy, citizen participation in decision-making increased. In addition, a balance of power developed, reflecting increasing participation among principals, teachers, and the community. As Taryn Rounds Parry claims, decentralization promotes social efficiency through increased participation and communication at the local level.\textsuperscript{23}

One participant from the PIU and two participants from the OSIAF-A affirmed that decentralization in Armenian education was implemented with the intention of increasing citizen participation. According to Jahagyan, a middle-level official from PIU, the Soviet system was centralized and did not encourage participation:

\textsuperscript{22}See Chapter Two, the conceptual framework for definitions of administrative and political decentralization.

The schools of the Soviet Union were centralized. Teachers were not involved in the management process at all, and were only teaching. Now all school staff is trained to participate in their school. There was very limited information and schools were in poor condition.24

Amenyan, a high-level official from OSIAF-A, agreed that the OSIAF-A has assisted the Ministry of Education and Science implement decentralization reforms. As Scott explained:

With a small amount of money, we have supported the creation and development of a model which can be a real example of how to implement reforms on decentralization throughout the whole country. For example, we have community schools and the decentralized schools’ models in a few states in Armenia. The idea is that the MOES can take the idea as a model and multiply it through the whole country. 25

Danelyan, a middle-level official from OSIAF-A, affirmed Amenyan’s statement, explaining:

Schools should be a place not only for students and teachers, but for parents and the community. Community schools have been part of the OSIAF-A agenda as well as a focus for the Educational Quality and Relevance Project by the World Bank. The purpose is to make the management structure accessible to parents, so they can give service to the schools, the school boards, and the student councils.26

The Armenian Ministry of Education and Science has deconcentrated its authority by granting decision-making responsibilities to the administration, teachers, and community of each Armenian secondary school. Bartanyan, a high-level official from MOES, stated:


25Amenyan, interview.

26Danelyan, interview.
People should participate in management and have the opportunity to understand management issues and to make education relevant to the content, the curriculum and ideas that are important to teach. With decentralized schools, individual schools have the opportunity to spend their own money and make decisions.\(^{27}\)

Bartanyan continued, explaining that since independence in 1991, management structures changed in the schools:

In the beginning, one person used to make all of the decisions. Now each school is independent and has their own school board that discusses issues, like budget, hiring of teachers, and choosing the Ministry of Education and Science-approved materials.\(^{28}\)

Danelyan, from OSIAF-A, explained that although school boards have increased participation between the school and the community, there are still organizational difficulties:

School boards and student councils have been formed as a result of working with the community schools initiative. However, if you talk to people in World Bank and school principals, they tell you that some of these boards are active, but overall, school boards really are not functioning that well.\(^{29}\)

Through further discussion with Danelyan, I learned that the dysfunction of the current school boards stemmed from the way they had operated in the Soviet Union, especially with regard to the lack of autonomy in decision-making about curricular and financial issues in the schools. This was affirmed by Katayan, a social studies expert from the National Institute of Education. Stuart noted that the school boards were still weak:

\(^{27}\)Bartanyan, interview.

\(^{28}\)Ibid.

\(^{29}\)Danelyan, interview.
First, school boards are reacting to old bureaucratic methods. Most school boards are under control of the school principals, and most elections of school principals are not fair—so it is the same as in Soviet times. If you do not have such an environment like fair elections in the country, then you are not going to have fair elections or people operating fairly in the schools. 30

Interestingly, Stuart’s account explained that if ideas of democratic governance were not accepted, citizens would not understand how to incorporate the process. As discussed in Chapter Two, although Soviet republics have made the transition to democracy, understanding participatory behaviors in cultures where authority was centralized requires internalization of democratic practices. 31

School Centers

The organization of School Centers is another example of administrative decentralization where local schools serve as providers of professional development for teachers in the Armenian secondary schools. 32 As defined in the Education Quality and Relevance Project Midterm Report (2006), School Centers are “[t]eacher professional development sites where in-service trainings, piloting and introduction of new standards, syllabi, assessment tools, new teaching methods and textbooks occur.” 33

According to the Education Quality and Relevance Project Midterm Report (2006), School Centers took over the MOES’ formerly centralized function of teacher

30Katayan, interview.


33World Bank, Education Quality and Relevance Project, Midterm Report, 65.
training by disseminating information on teachers’ in-service trainings and piloting and introducing new standards, syllabi, assessment tools, new teaching methods, and textbooks.\(^3^4\)

Metayan, from the World Bank’s PIU, conveyed the following about the development of School Centers:

As a result of this Educational Quality and Relevance Project, the PIU has created fifty-two School Centers that were selected on a competitive basis. Each school has been renovated and furnished with special rooms for training with the World Bank funds. Next, we grant each school a budget. We have provided computers, LCD projectors, chairs, stationery, and copy machines. We give them grants so the centers can feed the people during the training and they commute to in rural areas to the village centers or the Marz centers. We have principal trainings, teacher training, and accountant training. We have all types of trainings that schools need.\(^3^5\)

Jahagyan a middle-level official from PIU, explained that the World Bank worked in tandem with ABU Consult, a German consulting company assisting with democratic and economic reforms in transitioning countries, to facilitate the concepts of School Centers for the Armenian secondary schools. Accordingly, the World Bank funded ABU to assist with the implementation of the EQRZ’s third component, teacher training.\(^3^6\)

Anna explained how ABU was chosen to assist with this component:

I: Please describe how teacher training has changed in the Armenian secondary schools.
A: The general procedure is the World Bank chooses companies to train teachers on a competitive basis. The World Bank regulates the process

\(^{3^4}\)Ibid.

\(^{3^5}\)Metayan, interview.

with procurement of international competitive bidding (ICB) and local competitive bidding (LCB). 

I: What exactly is the LCB and the ICB process? Can you describe the process?

A: First, we go to the ICB. This means we have announcements and networks in magazine advertising that we are looking for international training companies. In some cases, we go through a short lease procurement of a company—just some cases when we try to find a rare specialist. Again, we make the announcement and short lease the specialist. And the Project Implementation Unit chooses from the list. During the last search for teacher training, we hired ABU Consult, a German Company. 37

Thus, ABU Consult from Berlin was contracted to conduct training in the curriculum framework for teachers. 38 According to the Educational Quality and Relevance Project Midterm Report, School Centers implemented a train-the-trainer model, in use during my observation of a professional development session July 23, 2005. 39 The RWCT program for professional development uses the Cascade Model of “Train the Trainers” to train cohorts of teachers who then go back to their schools to disseminate current research in best practices to the remainder of the school staff (see Appendix B). At the July 23, 2005 teacher training session, a Local Trainer presented the RWCT philosophy to the teaching staff.

Jahagyan, the Head Teacher Trainer at the PIU, described the selection process for choosing and training the central and local trainers:

37Jahagyan, interview.

38ABU CONSULT, “Education Quality and Relevance Project.”

Once the international consultants are selected, we have a local meeting and select a group of twenty Central Trainers who are advanced trainers, or teachers that have been involved in other international programs and trainings in our schools. We select Central Trainers who have been involved in international trainings because OSIAF-A sends people to central European countries for teacher trainings. We have several international programs here like IREX, Project Harmony, UNICEF, and Step by Step by OSIAF-A. At the first block of training, there were primary teachers, Armenian Language and Literature teachers, and math and informatics teachers. This means we needed at least four specialists for primary, informatics, and math. There were three international trainers that came and trained fourteen Central Trainers. The Central Trainers have to write the program and develop a training plan for the Local Trainers. Then the fourteen Central Trainers train three hundred ninety Local Trainers. The Local Trainers then develop a training plan, train themselves, and then the local teachers.40

Thus, Central Trainers assist in the training of the Local Trainers and develop programs and materials to guide teachers in the implementation of the Armenian National Curriculum and SSSE.41 After the Local Trainers are prepared, they train teachers throughout the eleven Marzer. According to Jahagyan:

In each marz we have a minimum number of three clusters, or a maximum of eight clusters. We select teachers from the clusters in a way that the traveling distance to the training site is not too far. We do not want rural teachers to go to a training site that exceeds 10-20 kilometers and costs the teacher more than 500 drams to travel. We are dedicated to the convenience for teachers for teacher training. The Local Trainers then train the teachers of the Armenian secondary schools in clusters. This is called the peer teaching model, a very common and effective model. We call this the Cascade Model and it is very unique and only being done in Armenia. So the 16,000 teachers are primary school teachers, teachers of Armenian language and literature, math teachers, and informatics teachers.42

40Jahagyan, interview.


42Jahagyan, interview.
Though Anna asserts that the Cascade Model was used only in Armenia, David Hayes reports that the Cascade Model is commonly used in countries where there has been an abrupt transformation with curriculum and instruction.\textsuperscript{43}

**Teacher Training**

The subcategory of teacher training was placed under globalization because teacher training in the new Curriculum Framework has been influenced by the globalization policies of the World Bank and the OSIAF-A. Further, the Curriculum Framework specifies that nongovernmental organizations are responsible for assisting teachers with new skills, knowledge, and values for students to compete in a global society.\textsuperscript{44} As indicated from the framework of analysis of the Curriculum, field observations, and participant responses in this chapter, Armenia’s economic, social, and political transition has changed the professional development of teachers and facilitated new skills in the various School Centers.

For this study, *teacher training* is defined as, “The process of preparing teachers to become facilitators of modern methods and approaches in the Curriculum Framework” (see Appendix J). This definition is based on the coding phases of the Curriculum Framework, observation data, and interview data.

**Facilitation of New Skills**

Requirements for acceptance into the European Union impacted both the structure and curriculum of Armenian secondary schools. Special emphasis was placed on

\textsuperscript{43}Hayes, “Cascade Training and Teachers’ Professional Development,” 135.

\textsuperscript{44}Ministry for Education and Science, *National Curriculum*, 2.
providing professional development in the subjects of civic education and information communication technology (ICT). As discussed in Chapter Four, the values of civic education such as tolerance, openness, and human rights were promoted alongside a new Armenian national identity. The new social and political values reflected ideas of the “Copenhagen criteria,” which required applicant countries to adapt to democratic practices to enable them to integrate into the European Union.45

Stuart Katayan, an expert from the Armenian National Institute of Education (NIE), discussed why the topic of civics became important to post-Soviet Armenia:

Civics is the subject where we have the most investment. For example, we have more training for civics teachers than Armenian and ICT teachers. During the last 10 years, we had much training for civics teachers because that is an important value for our society.46

Amenyan from OSIAF-A asserted that the special emphasis on civic education was due to the need to align Armenia with the tenets of the European Union:

Civic education or the approach to education from the civic perspective is more important in the reform stage we are now in with secondary education. Now it is a priority because we want to be a member of the European Union. Values of human rights were not a priority during Soviet times.47

Curriculum reform also included programs in information technology to prepare students to compete in the changing labor market in the twenty-first century.48 Three


46Katayan, interview.

47Amenyan, interview.

policy group participants stressed that the technological component was an important part of the Curriculum Framework and the EQRP reform goals. Katayan verified that computers have changed the culture of the Armenian secondary school:

Concerning information communication technology, it is not just a subject, but it is becoming a culture and it is important for every teacher. We want to have teachers with technological literacy for every subject.49

Nadia, who taught English in the Armenian system for twenty-four years, recounted how the introduction of computers impacted her instruction:

I: Describe the change in your teaching methodology.
N: It isn’t different. But now, they want something new. We are using computers so we need new ideas. Soviet Union methods are not useful now. The students are going forward.
I: That is interesting--going forward--what do you mean by this?
N: They are developing lessons for using new technology and the students like to use computers. That is why Soviet methods do not work now--they are passive. Now, the children like to work interactively. They like to help each other and want to work in groups. There are some pupils who might not be as skilled and are passive, but when they work in groups, they become more active.50

Another key aspect of the World Bank’s EQRP was the transformation of student assessment. The Curriculum Framework established assessment procedures that were more objective, reliable, and accessible to all learners than previous assessment had been. Section 11 of the Framework states:

The new assessment system will be based on the principles of fairness, objectivity, reliability, unbiased attitudes, validity, justification,

49Stuart Katayan, interview.
50Glijayan, interview.
accessibility, and transparency, and must ensure accurate correlation with the internationally acceptable assessment criteria.\textsuperscript{51}

Further, through professional development sessions, teachers gained an understanding of how the subject standards were linked to the new assessment system.\textsuperscript{52}

Five out of the ten policy respondents remarked on the importance of the new assessment system to measure the new subject standards from the SSSE in Armenian secondary schools. Bartanyan, a high-level official from the MOES, explained the design of the new assessment system:

Now, we have some type of organization and evaluation system for measuring the educational knowledge the school is giving to the children. The assessment system for the subject standards was designed to evaluate if the students are finishing school, and the knowledge they should have. We also have developed testing centers that implement assessments according to the subject standards so we can measure if teachers are meeting the standards.\textsuperscript{53}

At a meeting of a Ministry of Education and Science in the summer of 2006, I learned that the assessment system had changed to a more uniform, standardized testing procedure with multiple choice questions that would ensure individual testing and scoring for each student in the secondary schools.\textsuperscript{54} According to teacher group participants, the structure of the assessments differed from those used in the Soviet Union. Three teachers commented that Soviet standardized testing required students to take oral and written

\footnotesize{\textsuperscript{51}Ministry for Education and Science, \textit{State Standard for Secondary Education}, 41.}

\footnotesize{\textsuperscript{52}Ibid., 6.}

\footnotesize{\textsuperscript{53}Bartanyan, interview.}

\footnotesize{\textsuperscript{54}Observed by author, Yerevan, August 10 2006.}
exams, not multiple choice tests that offer several answer choices. In this process, students now choose what they believe to be the best answer.  

Gina, a teacher in the system for eighteen years, explained her experience with the new assessment system:

I: How do you use the subject standards from the Armenian National Curriculum?
G: Of course, I do—we have to. But for me, it depends on the class or group because with the weaker students, they sometimes do not understand the information. At the end of the year, we have a test that measures all of the standards. In the higher classes, it is easier for students to follow this assessment so you do follow the standards. But in some of the other classes, it is harder to keep up because they work at a slower pace. Still at the end of the year, everyone gets the same test.
I: So when it comes to the test, the weaker students have trouble?
G: Yes, but they still have to take the test.

Professional Development at the School Centers

The Armenian National Curriculum defined the framework for the professional development and assessment of teachers:

The main factor that will ensure the successful introduction of the National Curriculum will be the efficient implementation of teacher training and the ongoing professional development of teachers. The Curriculum prioritizes not only the development of learner’s knowledge, but also the creation of abilities, skills and values. Therefore, teachers need to understand the importance of the proposed reforms in order to ensure their active participation in the reform process. They must undertake the necessary professional preparation to improve their professional abilities by regularly participating in training courses and engaging in self-education whenever possible.  

55Madoyan, Shakian, Hallajian, interviews.
56Shakian, interview.
57Ministry for Education and Science, National Curriculum, 12.
Nijayan, a high-level official from MOES, asserted that the teacher training was designed so the profession could meet the demands of a transitioning society.

The third component of the Educational Quality and Relevance project was about teacher training, designing a framework and a scheme that would allow teacher-training innovations. This is where the project’s team and the MOES came up with the idea of school centers. Fifty-two school centers are the breeding grounds for the ideas and new learning methods. Teacher trainers are placed at the centers to share their knowledge in a way that will fit in with the new scheme for teacher training.58

A goal of the teacher training provided by the World Bank’s EQR in 2004 was to furnish teachers with one location as a teacher training center that would supply the necessary equipment.59 On August 14, 2006, I attended a professional development session at School 43. From my observations, interaction among teachers from the different school clusters introduced various perspectives about the new teaching methodology and subject standards. Professional development at the School Center facilitated learning among the teachers and permitted them to exchange ideas to implement best practices.

Ruby Konayan, the principal of School 43, discussed training at her school center:

I: Describe the role of your School Center.
R: For this Regional Center, we have teachers from twenty-four schools come to this center for trainings.
I: Okay, so your school is the center for the cluster of twenty-four schools? R: Yes, schools close to this area come here. There are fifty-two centers throughout Armenia.
I: So all schools in Armenia, like in the villages, are getting the same information?

58Nijayan, interview.

59Observed by author, Yerevan, August 14 2006.
R: Yes. Every year, we choose a new subject in which we are going to train the teachers.
I: Who is making this plan?
R: The PIU decides where they will have the trainings, who will participate, and the length of the training.
I: So it is not the Ministry Of Education and Science making the plan?
R: The Ministry of Education and Science decided that the program is going to be done and expect quality of service from the World Bank, because they are paying for the training and letting the PIU make the decisions.60

Konayan’s description revealed two points about the structure of teacher training:
1) the World Bank’s PIU decided the location and length of the professional development sessions, and 2) the MOES set the expectation for the PIU to implement a quality program at teacher training sessions. Further, Ruby’s description suggests that the decisions about professional development are being made at the top, contradicting the idea, revealed in interviews reported earlier in the section on decentralization, that School Centers have complete decision-making authority. Jahagyan, from the PIU, described the structure and daily activities for typical three-day training at the various School Centers:

We tell them that the world is changing and we need to keep up with the labor market because there is more individual competitiveness. We speak about this need of why we needed to change the curriculum. All trainings are done through active and cooperative methodologies, which focuses on learner- or child-centered methodology. So, the first day of training is about introducing the purpose of the new curriculum and piece by piece the teachers are reading and discussing the new information. The second day of training is about the new image of the teacher. We discuss what the teacher requirements are for teachers and students, with the new curriculum. Have you entered some of our schools and seen students sitting in rows? The students are looking at the back of the other students and this also limits their learning. Now this is very hard to change, but in our training sessions, we have rounds of chairs, no tables, and we are

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pushing cooperative teaching and learning methodologies. And the third day of training is devoted to methodology and lesson planning. 61

Jahagyan’s discussion describes the way professional development augments the central goals of educating teachers about the proposed reforms in the Armenian National Curriculum, another major goal of the Curriculum Framework. In addition, for teachers to grasp the concepts of the bigger picture in curriculum reform, the Curriculum Framework required teachers to “[u]ndertake the necessary professional preparations to improve their professional abilities by regularly participating in training courses and engaging in self education whenever possible.”62

All nine of the teacher group participants interviewed in this study attended the training by the Ministry of Education at School Center 43. Five of the participants commented on the structure of the professional development sessions at their designated School Center. Madoyan, a psychology teacher, noted that:

We have the teacher trainings at School 43. They are very interesting because we learned about new methods – like the strategy of finding the main idea and how to teach our students how to analyze texts with the critical thinking strategies.63

Hallajian, a thirty-four year veteran teacher commented on what teachers learn during the trainings and who conducts the different sessions:

Our principal conducts several trainings at School Center Number 43. They have different seminars on classroom management, how to organize instruction, and how to involve parents. All of the teachers from different schools take part and

61Jahagyan, interview.

62Ministry for Education and Science, National Curriculum, 10.

63Madoyan, interview.
we work together at the sessions. We shared our opinions and our school experiences. We are also doing projects of distance learning with American pupils--called Project Harmony. I took part in many different projects and this helped me improve my instruction. For example, we had the project where we connected with American students. The results were great because our students learned so much from the American students. I also participated in the RWCT through the Open Society Institute.64

Hallajian conveyed that the different approaches she had learned at the various trainings helped her instructional style. The implementation of critical thinking strategies from the OSIAF-A’s Reading and Writing for Critical Thinking program guided teachers to learn how to implement skills appropriate to building a citizenry capable of participation in an open, democratic society.65

Shakian, an Armenian language and literature teacher for eighteen years, touched on the notion of learning about civic education at training sessions. She asserted that civic education was an important topic because now teachers can share their thoughts and opinions:

We are now looking at civic education at our teacher training sessions – an important topic for the democratic changes for education, and I like that we have this information on how we can learn to express our opinions. We did not have these types of sessions in the Soviet Union.66

Five out of the eleven teachers interviewed asserted that the structure of teacher training in the Soviet Union did not encourage participation among schools or teachers. Hallajian commented that:

64Hallajian, interview.


66Shakian, interview.
We never shared our opinions. We had professional development sessions, but the results were not good. I think it is necessary to meet different teachers and learn how their students behave, and do work. We did meet with other teachers in the Soviet Union and we had meetings, but did not exchange our ideas or get good information.\(^{67}\)

When asked about teacher trainings in the Soviet Union, Jahagyan, a middle-level official from the PIU, responded:

During Soviet times, you would only listen about new teaching methodologies and this refers only to the teachers--the teacher was the king in the classroom and telling whoever and whatever, what they should do. There was not any consideration of the individual, individual thinking, creative thinking, and critical thinking.\(^{68}\)

Thus, the teacher training sessions provided by the World Bank and OSIAF-A facilitated teachers’ understanding of both the new approaches to learning and communication and specific course content to bring Armenia into global competition through membership in the European Union.

**Transformation**

As discussed earlier in this chapter, the change from a state-planned economy to a market-based economy impacted the guidelines and content of the new curriculum of the Armenian secondary schools.\(^{69}\) Curriculum reform in Armenia was similar to other post-

\(^{67}\)Hallajian, interview.

\(^{68}\)Jahagyan, interview.

\(^{69}\)See Chapter Two.
Soviet regions where the shift from a Marxist-Leninist perspective to one embodying free-market principles and democracy affected pedagogical practice.⁷⁰

For this study, transformation is defined as “change in practice through the implementation of modern methods and updated content as specified in the State Standard for Secondary Education” (see Appendix J). This definition is based on the following excerpt from the Curriculum Framework:

Teacher transformation will result in the ability to perform the teaching process effectively, including the ability to introduce modern methods and approaches in order to ensure the improved understanding of education.⁷¹

This section discusses two salient themes that emerged from the open, axial, and selective coding phases from the Curriculum Framework, observation data, and participant responses: 1) ideological change in the Armenian secondary schools; and 2) transformation of teacher practice.

Ideological Change in the Armenian Secondary Schools

Section two of the Armenian National Curriculum: Need for reforms in general education, states, “The need to create a favorable environment for education requires a revision of traditional approaches to teaching and learning, and changes in attitudes towards educational institutions within the education system.”⁷² All of the participants from the policy group agreed that the traditional teaching methods, or the teacher-

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⁷¹Ministry for Education and Science, National Curriculum, 12.

⁷²Ibid., 2.
centered focus, needed to change. Jahagyan, a middle-level official from the PIU, stressed that:

Teaching style in the Soviet Union was teacher centered, which meant the sole source of information in the classroom was the teacher together with the textbook. It was very limited to the ideology of the Soviet Union.73

Thus, Jahagyan links the ideology of the Soviet Union with a mandated a teacher-centered focus. As discussed in Chapter Two, during the period of Soviet control of Armenia, the teaching profession was held responsible for inculcating the goals of the Communist Party. The Soviet teacher served as an ideological worker and a soldier “standing on the advanced line of fire in the struggle over minds of men in the world.”74

Three participants from the policy group commented on the philosophy governing curriculum in the Soviet schools. Bartamayan, a high-level official at the World Bank, stated, “The old curriculum practices reflected a certain ideology and were authoritarian, like our government at the same time. Our teaching methods were old and out of date.”75

Thus, curriculum in Soviet-controlled schools both reflected the authoritarian nature of the government and used a pedagogical style antithetical to interactive methods that encourage students to solve problems critically and independently as citizens.76 As Nijayan, a high-level official from the MOES commented, the purpose of Armenian

73Jahagyan, interview.


75Bartamayan, interview.

curriculum reform was to foster “new skills that would help citizens adapt to the both the local and global changes in the Armenian Secondary Schools.”

Transformation of Teaching Practice. As they transitioned from Soviet methods of school governance, Armenian administrators sought to borrow the teaching methodology developed by international development agencies and NGOs. As a result, the pedagogical style of the Armenian secondary school teachers was transformed to meet the needs of the current society. The World Bank worked with teachers to transform outdated methods by introducing modern teaching approaches. According to the Educational Quality and Relevance Project’s Midterm Report, “The focus of this component is on teacher in-service training, including the development of teachers’ guides and materials related to the new teaching methods, standards-linked learning and assessment, and use of Information Computer Technology.”

All ten of the policy group participants indicated that teachers needed to change their instructional focus from teacher-centered to child-centered. Metayan, a middle level official from the PIU, stated that teachers in post-Soviet Armenia needed to learn how to focus on the learner:

> In the Soviet Union, learning was based on memory and teacher centered. Now it is learner centered and this is an important change. The goal is to make schools children friendly -- so children and critical thinking are more important to the

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77 Nijayan, interview.
78 See Silova’s and Steiner-Khamsi’s discussion in “Unwrapping the Post-Socialist Education Reform Package,” on the influence of international and non-governmental organizations in post-socialist reforms.
schools. Also, the new education system pays attention to the individual, not the collective, like in the Soviet Union.\textsuperscript{80}

The OSIAF-A’s RWCT professional development sessions introduced new teaching methods and provided techniques to monitor the teachers’ own thinking about the new strategies they were to implement in the classroom setting. The focus for the professional development session I attended on July 23, 2005 was to discuss how teachers had implemented RWCT Guidebook components such as cooperative learning, critical thinking strategies, reading/writing/discussion in every discipline, and lesson planning and assessment.\textsuperscript{81}

Six of the eleven participants from the teacher group confirmed that the RWCT program impacted their practice, transforming it to aid students to become independent critical thinkers. Nadia Glijayan, a primary English and Armenian language teacher in the system for twenty-four years, described the following:

I: How has attending different teacher training sessions affected your practice?  
N: In my opinion, I have changed. For example, the new methods have helped me much and I have taken part in many projects and seminars. For example, I did a Reading and Writing for Critical Thinking project for developing writing with the Open Society Institute Assistance Foundation Armenia. I did a project. These programs have helped me change my teaching style.\textsuperscript{82}

Hallajian discussed ways her pedagogical style changed since working with the Open Society Institute Assistance Foundation-Armenia:

\textsuperscript{80}Metayan, interview.  
\textsuperscript{81}Observed by author, Yerevan, July 23 2005.  
\textsuperscript{82}Glijayan, interview.
I: Do you think your teaching style is different now than during the Soviet Union?
J: Yes, I can have more of a creative approach to teaching. I work more freely. I think that if I want to teach something I must be free with my actions, show pictures to the pupils, express my points, and students express themselves and their opinions too. I am very satisfied with the students expressing their opinions. I want to know what they think and their demands of me. Also, I give questions to organize higher level questioning.
I: Higher level thinking--did this type of methodology exist in the Soviet Union?
J: No, those days we were just teaching the subject to the students.83

However, the other five participants from the teacher group were dissatisfied with the requirement to change their teaching methodology and preferred using traditional teaching methods. Tammy Kayserayan, an English teacher of twenty-five years, shared her feelings about the new techniques offered at teacher trainings.

I: Describe some of the changes you have seen happening in the schools.
T: Changes now--sure there are changes. Again, I do not think the changes are best for society. I think we are still looking for something, but we haven’t found anything.
I: What is it that you are looking for--a philosophy, an idea?
T: Well, you know, I am speaking about, for example, like the new texts and the information on English writers we now have in our text books. I feel they have not written about them extensively and it is not interesting to the students. I try to tell the students everything about Hemingway, Mark Twain, and Jack London, and I try to make it interesting. I tell the students about their masterpieces, and thirty students sit in front of me and five or six are listening very attentively--it is interesting for them to learn such things and for the other twenty-five, it is not interesting.
I: Do you ever break them into cooperative learning groups?
T: No--we cannot because we only have two forty-five minute lessons a week. Also, the new methods do not work because I have thirty students to manage.
I: When you attend the teacher trainings, do you ask them questions about how you can get your students more interested?
T: Well, we try doing so. But, it is not useful or helpful.
I: Why not? What advice do they give you? What are your trainings like?

83Hallajian, interview.
T: About teacher training--these courses that we went to about a month ago?
I: Oh, you went to one recently?
T: *Ha* [means “yes” in Armenian; – said this frequently], about a month ago. I do not remember the exact time. It was interesting and I think it was useful. However, all the members there were from the schools that go to trainings at School Number 43. And, everybody learned there that I am of the old school. I like the old school methods.
I: So you liked the traditional methods of the Soviet school better?
T: Yes, traditional methods are better. I liked traditional school, and not the new one. And all the time I talked about my fears and how I am unsure the new methods will help us.

In addition, five of the ten policy group participants viewed the transition as difficult for the Armenian secondary school teachers (the other five participants did not comment about this topic). Bartanyan, a high-level official from MOES, claimed that:

> Of course, there are problems, but training from the World Bank and other international organizations is solving the problems. We are giving new methods to teachers such as how to teach the subjects of human rights and civic education. Teachers are not familiar with these ideas because they were not part of the Soviet schools and teachers never taught subjects like these before independence. So, we are having trainings and new methods for teaching these subjects.

Thus, teacher transformation in post-Soviet Armenia--geared to meet new, global standards of the new curriculum policy--utilized programs provided by the World Bank and the Open Society Institute Foundation-Armenia with varying levels of success.

**Summary**

Chapter Five explored the relationship between globalization goals and the Armenian secondary schools. The Curriculum Framework was written to incorporate

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84Kayseryan, interview.

85Bartanyan, interview.
globalization precepts, opening the Armenian system of education to international standards and aligning curriculum reform to requirements for entering the European Union. The chapter presented pertinent elements of the Curriculum Framework, to aid in the examination of site observations and interviews conducted with primary actors in the transformation of Armenian education.

International organizations, such as the World Bank and the Open Society Institute, introduced changes in many post-Soviet countries, including Armenia. These organizations offered programs that promoted political and administrative decentralization and democratization, throughout the Armenian secondary school system. In addition, the Open Society Institute Foundation-Armenia focused on helping to increase participation of local groups and create community schools through the support of democratization and decentralization reforms. For example, Armenian schools were granted autonomy to choose instructional materials and manage their school budgets. School boards consisting of parents, teachers, principals, and community members were created to increase citizen decision making in the schools. Laura Perry asserts that schools promote democratization through participation, decentralization, socialization, and national identity.\(^86\) Thus, the role of education has changed from its role in the former Soviet Union. Armenian secondary schools’ and citizens’ identities have been impacted

as the nation-state has introduced new stakeholder relationships and new philosophical beliefs, resulting from the implementation of globalization.87

The introduction of the cascade model of training allowed for the efficient dissemination of new economic, social, and political values, dramatically demonstrating how much the centralized structure of management (Soviet top-down style) had changed. The structuring of the many School Centers indicated the determination of the MOES to give autonomy to School Centers to design professional development for Armenian secondary school teachers. Policy makers actively supported the transition to a decentralized and democratic system and created professional development for teachers so they might meet the demands of curriculum reform. Some teachers welcomed the changes, enthusiastically participating in a variety of seminars that transformed their instructional styles, encouraging them to embrace new teaching methodologies and a new economic, social, and political ideology.

In addition, the development of subject standards was coupled with different means of assessment for the Armenian secondary schools. The majority of responses indicated that special emphasis on teacher training and the introduction of a new assessment system aligned to international subject standards were key components in the effective transition from the rigorous communist curriculum geared toward developing a collective spirit, and promoting the values of the Communist party. Two significant changes were the implementation of a child-centered pedagogical focus, in contrast to

earlier teacher-centered approaches, and the introduction of critical thinking as a method of solving problems and developing individual thought.

Policy makers interviewed in this study believed that the reforms in information communication and civic education will prepare students for global economic competition. Thus, the World Bank’s Educational and Quality Relevance Program (EQRP) in Armenia contributed to making general education relevant in the post-Soviet economic milieu. Changing curriculum practices to meet standards for admittance to the European Union was a critical component in Armenia’s effort to become globally competitive in the coming years.
CHAPTER SIX

FINDINGS AND CONCLUSION

Organized according to the conceptual frameworks of nationalism and globalization, this study analyzed key data to examine relationships among the Armenian Ministry of Education, the World Bank, the Open Society Institute Assistance Foundation-Armenia, and Armenian secondary school teachers and principals in the period of post-Soviet transition. Each group played a central role as the Armenian secondary schools integrated the newly developed Armenian National Curriculum and State Standard for Secondary Education throughout their system of education.

The final chapter brings forward this analysis, framing the findings of the study within two important comparative education theories: educational vacuum theory and educational borrowing, which were paired together because they have a cause-and-effect relationship. Demonstrating this relationship between these theories, Chapter Six completes the examination of this study’s central research questions regarding: 1) the post-Soviet Armenian identity; 2) the impact of curriculum reform in Armenian secondary schools; and 3) international influences on Armenian education. Finally, the chapter presents conclusions about and implications of the research, with a discussion of possible directions for future studies.
Understanding the Post-Soviet Armenian Identity

As discussed in Chapter Two, a vacuum was created by Armenia’s independence from the Soviet Union in 1991, leaving an ideological void in Armenian education, particularly in the secondary schools. The Armenian post-socialist state required curriculum reform to disseminate new knowledge, skills, and values needed to function in the new international setting. According to educational vacuum theory, the loss of Soviet values and norms caused a vacuum in education. The adoption of the Armenian National Curriculum assisted in filling this ideological void through the construction of a new civic and ethnic awareness to characterize post-Soviet Armenia. This study confirms that assessment.

Chapter One described the two forms of socialization promoted by Soviet national policy, Sovietization and Russification. Carolyn Kissane’s study on the post-socialist transition in Kazakhstan found that “desovietization” involves removing national symbols representative of Soviet power and replacing them with symbols that adequately reflect the new government.1 Research findings featured in Chapter Four indicated that the post-Soviet Armenian national identity developed through the use of national symbols, democratic practices, and new approaches to teaching and learning, confirming the “desovietization” premise Kissane put forward. In addition to restoring Armenian

national symbols, de-Russification also removed Russian as the primary language and replaced it with the language of origin.\textsuperscript{2}

Findings in Chapter Four revealed that the introduction of a standards-based curriculum was motivated, in part, by the wish to eliminate the effects of Soviet policies on language and history, and to instill respect for the national symbols of the Armenian nation. Revitalizing important national symbols for Armenia was thus one way to fill the cultural void created after independence from the Soviet Union. These national symbols, such as the Armenian Coat of Arms, the Armenian Flag, and the Armenian national anthem, \textit{Mer Hayrenik} (Our Fatherland), were placed in strategic locations throughout the Armenian secondary schools to re-establish loyalty to the Armenian nation.\textsuperscript{3}

Laura Perry posits that schools develop national identity implicitly through the transmission of values, norms, and new knowledge.\textsuperscript{4} This study confirms Perry’s position. By coupling important reinstated national symbols with democratic practices, Armenia’s post-Soviet curriculum policy disseminated new values, norms, and knowledge into the Armenian secondary schools.

Responses from policy group participants presented in Chapter Four offered insight about this decision. Study participants viewed national symbols as significant for teaching students about Armenian history and culture. However, teacher group participants provided varying perspectives about respect for and use of national symbols.

\textsuperscript{2}Ibid., 47-50
\textsuperscript{3}See also p. 104.
\textsuperscript{4}Perry, “Talking Democracy, Making Empire,” 52.
to rebuild an Armenian identity based on national characteristics. Some emphasized national symbols as ways to instill patriotism in the citizens of Armenia; others focused more on the symbols as vehicles for schools to develop civic-minded individuals.

Both policy group and teacher group participants asserted that democratic practices are gradually becoming part of the new national mentality. Several policy participants indicated that democracy is a new part of the Armenian national identity. Teachers concurred, defining democracy as a way to freely express their opinions and ideas.

Findings from the interview data indicated that participants from both the teacher group and policy group recognized the Armenian genocide and Christianity as important parts of their national identity. However, in the document analysis of the State Standard for Education (SSSE), no specific mention of these two important topics was found. Instead, the SSSE promoted a balance between the learning objectives for students in the primary, middle, and high school levels of the Armenian secondary schools to understand their nation’s history and acquire new skills relevant to the economic, social, and political transition of post-Soviet Armenia--apparently excluding these two historical elements. However, teaching content for competition in the global economy and acceptance into the European Union were seen as central to Armenia’s new identity (see pages 2-5).
The Impact of Curriculum Reform in the Armenian Secondary Schools

David Phillips posits that impulses for educational borrowing are political change, systemic collapse, and the need for educational revision. In Armenia, the economic, political, and social transition from Soviet methods of school governance created an impulse for borrowing curriculum. Further, as shown in Chapter Four, policy group members reported that curriculum reform was influenced by England, Switzerland, and other post-Soviet countries, such as Moldova and Latvia. In particular, Armenia looked to two powerful countries (England and Switzerland) to make changes to the Armenian system of education, and they looked especially to two post-Soviet countries to learn how to fill the vacuum left in their systems of education.

A group of policy makers consisting of educational experts in Armenian education, principals of the Armenian secondary schools, and university professors were designated by the Ministry of Education and Science to write the Armenian National Curriculum for General Education (the Curriculum). Classroom teachers in this study indicated that they did not participate in the development of that Curriculum. The Open Society Institute Foundation-Armenia (OSIAF-A) supported the Ministry of Education and Science in the creation and implementation of the subject standards (see Chapter Four).

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The Curriculum was adopted in 2004 and implemented throughout the Armenian secondary schools, establishing educational policy guidelines and including a statement of philosophy for state standards for secondary education, preschool, and special education. According to interviews with policy group members, the Curriculum provided the legal framework for the educational provisions in the State Standard for Secondary Education and the overall guidelines for the Armenian secondary schools.

The Curriculum was developed to establish a new uniform educational policy for each of the eleven states in Armenia. As the findings from Chapter Four indicated, policymakers borrowed other nations’ curriculum ideas to eradicate the communist ideology embedded in Soviet curricula and to implement new content area foci, concentrating on civic education, world cultures, and particular national characteristics.6

As evidenced by the data from the Curriculum and policy-level participant interviews, the addition of knowledge, skill, and value levels in the subject standards demonstrated how new curriculum practices contrasted with the Soviet curriculum.

Policy group members emphasized that each subject standard was divided into knowledge, skills, and value systems. Students were to have knowledge of the new content-area foci, know how to implement knowledge, and value what they learned. Although teachers in the study mentioned they knew about or used the standards, they did not comment on the three levels as part of their classroom instruction when asked about this process during the interviews. One policy advisor indicated teachers should both

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have the freedom to teach creatively within the subject standards and focus on the teaching process, because it was important to have instruction tailored to the formation of teaching the appropriate knowledge, values, and skills.

Other policy group responses indicated that the Soviet curriculum was inefficient for preparing citizens with the skills, attitudes, and behaviors appropriate for current political, economic, and social transitional needs. Often, however, teachers’ understanding about integrating subject standards in their classroom instruction was at variance with from the policy group participants. As revealed in this study, teaching to the standards-based curriculum is a challenge for teachers in post-Soviet Armenia who were accustomed to employing Soviet-style pedagogy. Further, although Armenian secondary school teachers are to implement the subject standards into their teaching of new skills relevant to the new political, social, and economic ideals in place, teachers have not fully implemented the subject standards into their practice.

Cathy Kaufman’s research on de-sovietizing Hungarian schools provides insight as to why subject standards have not easily transferred into the instructional programs of the Armenian secondary school teachers. In educational reform efforts in Hungary, teachers had been politically socialized into the previous system and experienced difficulties adjusting to the new ways of teaching and learning. Similarly, five Armenian secondary school teachers interviewed in this study who were trained in Soviet

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approaches and techniques had difficulty thinking within a new analytical framework and internalizing new academic policy.

**International Influences on Armenian Education**

Adhering to international standards to gain acceptance into the European Union became a priority for developers of curriculum reform in Armenian secondary schools. As a result, a special emphasis was placed on providing professional development in the subjects of civic education and information communication technology (ICT), which were required by the Copenhagen Criteria (see Chapter Five). These alterations confirm Jeremy Rappleye’s assertion that the role of education changes and citizens’ identities are impacted when a nation-state introduces new stakeholders, actors, and philosophical beliefs brought on by the process of globalization.9 In the Armenian secondary schools, democratic practices such as tolerance, human rights, and openness were not only the new values and norms emphasized in the Armenian National Curriculum, they also aided in the establishment of a new civic nationalism that exposed Armenian citizens to these values.

The findings from Chapters Four and Five indicated that the Open Society Institute Foundation-Armenia (OSIAF-A) supported the World Bank’s Educational Quality and Relevance Project (EQRP) that was active in Armenian educational reform. OSIAF-A assisted the World Bank through Curriculum implementation of the Institute’s philosophy of human rights, tolerance, and openness. Further, findings from the observation data coupled with participant responses indicated that OSIAF-A’s

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implementation of the Reading and Writing for Critical Thinking Program was instrumental in engaging teachers in a teaching methodology that helped guide democratic practices in the Armenian secondary schools.

As discussed in earlier chapters in this study, global organizations such as the World Bank implemented the Education and Finance Project (1998-2002) and the Educational Quality and Relevance Project to introduce reforms through decentralization and democratization. The embrace of decentralization and democratization demonstrate Armenian education policy makers’ attempt to fill the earlier void in Armenian education, opening social channels for democracy. Armenuhi Tadevosyan wrote that, “in the countries of the former socialist bloc, the move towards decentralization has been closely coupled with democratizing education.”

Internalizing democratic functioning within the new school communities of the Armenian secondary schools was a slow transition. This has often been the case, as Mark Hanson’s study of the decentralization of the Columbian system of education demonstrated. Hanson found that reforms to facilitate participative democracy are not easily institutionalized in a local context where power had been centralized for so long.

The organization of School Centers in Armenia was a noteworthy example of administrative decentralization, allowing local schools autonomy over professional

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10 Tadevosyan, “The Parallel Worlds of NGOs,” 83.

development of teachers in secondary schools. School Centers functioned as professional development sites to disseminate the guidelines and content of the Curriculum Framework. Findings from the Curriculum Framework, observations, and participant responses revealed that Armenia’s economic, social, and political transition affected the professional development of teachers and facilitated the acquisition of new skills taught in the various School Centers.

As was discussed in Chapter Five, the World Bank hired an international consulting agency, ABU Consult, to help teachers implement the Curriculum Framework, and to develop a new structure for professional development. School Centers utilized a train-the-trainer or Cascade Model that sent cohorts of trained teachers back to their home schools to facilitate training other teachers in best practices. These findings give further evidence that Armenia sought to fill the void in teacher practice with international standards and methods, geared toward membership in the European Union. The World Bank was instrumental in teacher in-service training, developing new materials related to new teaching methods, standards-linked learning and assessment, and use of information computer technology. Teacher group participants revealed that the teacher training sessions at School Center 43 offered attendees seminars on classroom management, civic education, computer literacy, and methods to involve parents in their students’ education. Participants in this study stressed that the structure of teacher trainings was from Soviet times. Now, teachers were to engage in creative and critical thinking, rather than simply being instructed in new teaching methodologies.

Policy group participants perceived teacher understanding of the purposes behind
the reforms as hindered by their professional experiences in the Soviet Union. Further,
more than half of the teacher group participants were indifferent to incorporating
methodology learned from their training into their teaching practice, believing there was
not enough class time or that large class sizes hindered engaging students in the new
methods. Nelly P. Stromquist and Karen Monkman note globalization is responsible for
the spread of democratic practices in nation states and changes how the teacher functions
in the school.\textsuperscript{13} Many Armenian teachers are still adapting to these new practices.

**Conclusion and Implications**

In the case of curriculum reform in post-Soviet Armenia, the new national
curriculum resulted in a dual policy influenced by both local and global contexts. At the
time of the current study, a balance was struck between the influences of both global and
national constructs in the attempt to establish a post-Soviet Armenian identity. As
curriculum policy embraced the use of national symbols and the teaching of Armenian
history throughout the secondary schools, concepts of tolerance and civic practice also
became integral in the new national curriculum policy. Though the impact of
international standards and of new democratic practices on the developing Armenian
national identity did illustrate educational vacuum theory, nevertheless, policy structures
containing new norms, values, and knowledge were successfully implemented in

\textsuperscript{13}Nelly P. Stromquist and Karen Monkman, “Defining Globalization and Assessing its
Implications on Knowledge and Education,” in *Globalization and Education: Integration and Contestation
Across Cultures*, second edition, eds. Nelly P. Stromquist and Karen Monkman (Lanham: Rowman &
Littlefield), 25.
curriculum practices. Similarly, new procedures of decentralization were also borrowed from globalization frameworks; they, too, influenced curriculum and education reform as this post-Soviet nation worked to reconfigure itself in the new century.

Findings in this study support the conclusion that globalization results in changes in educational practices when global practices become the foundation for policy development. In the Soviet Union, reforms focused on a “polytechnical orientation” that aligned schooling practices with the Soviet labor market. Val Rust and W. James Jacob assert that reforming education in post-socialist states promoted the implementation of skills and technological practices in schools that were important to a free market society. As the findings from Chapters Four and Five indicated, the World Bank’s Education and Quality Relevance Project (EQRP) served as a framework, creating guidelines for the implementation of new skills relevant for post-Soviet Armenia. Ingo-Eric Schmidt-Braul and Botho von Kopp posit that current reforms made education in Armenian secondary schools relevant to the demands of participation in a global free market. They assert that these reforms will also help to prepare Armenia’s education system to meet the standards of the European Union in less than a decade.

Chapter Two of this study presented Michael Ignatieff’s definition of civic nationalism as a group of people who adhere to a nation’s political philosophy, regardless

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14Rust and Jacob, “Globalization and Educational Policy Shifts,” 235.
15Ibid., 243.
16Rust and Jacob, “Globalization and Educational Policy Shifts,” 618, 235-236.
of their racial or cultural background. While Armenia is an ethnically homogenous nation, its civic nationalism is visible in the Armenian citizens’ embrace of the nation’s new political philosophy embodying democratic practices. Application for membership in the European Union required Armenia to fulfill the Copenhagen Criteria, Article 6.1 of the European Union’s treaty for accepting European states: “The Union is founded on principles of liberty, democracy, respect for human rights and fundamental freedom, and the rule of law, principles which are common to the Member States.” Support by the World Bank and Open Society Institute Assistance Foundation Armenia, requested by the Armenian Ministry of Education and Science, fostered the development of the critical thinking skills needed for a vigorous democratic state, and helped Armenia adapt to the civic practices required for membership in the European Union.

Duality between the national and global influences of policy implementation can also be seen in the apparent cross purposes of the centralization of curriculum practices and the attempt to decentralize authority on the local school level. Democratic methods and approaches replaced the authoritarian nature of socialist education and, through the decentralization of authority, encouraged increased participation. Although there has been an attempt to deconcentrate power by the creation of community schools, school boards, and School Centers, the ultimate creator of policy guidelines is still the Ministry

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18 Ignatieff, Blood and Belonging, 6.
of Education and Science, which centralizes curriculum policy and approves materials for all of the Armenian secondary schools.

The addition of academic standards to the Curriculum in Armenia changed the delivery of educational content and demonstrates how educational borrowing imports educational policy from one context to another. The standards deeply impacted the Armenian secondary school teachers, who were expected to change their teaching styles to enforce the new policies. In addition, this borrowing greatly affected teachers as the World Bank-funded Project Implementation Unit (PIU) assisted the Armenian Ministry of Education and Science, instituting teacher training sessions for secondary school teachers to master the new national curriculum. Finally, by guiding teachers’ work and developing materials and new textbooks for them to implement, other organizations such as the World Bank and Open Society Institute Foundation-Armenia (OSIAF-A) have also greatly influenced the practices of teachers.21

As the findings of the present study indicate, the process of democratization is still evolving in the Armenian educational context, even though it is the intentional focus of the Armenian nation and the assisting global organizations to structure foundations for it. The evidence in the present study implies that the aggressive reorganization of civic understanding we have seen in the Armenian secondary schools must be actively chosen and participated in by national and local leadership for it to succeed. This implication is indicated by the government’s vigorous attempt to integrate democratic principles by

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21In John K. Olson, “Teacher Education and Curriculum Change: Reexamining the Relationship,” *Curriculum Inquiry* 7, no. 1 (Spring, 1977): 62, the author posits that teachers will not fully embrace curriculum reforms if they are not fully involved in the developmental process.
using education as one filter to foster the desired social, political, and economic changes in post-Soviet Armenia. Nations that attempt similar transitions in the future would do well to note the variation in Armenian teachers’ enthusiasm for, and willingness to adopt new methods and subjects due to unfamiliarity with democratic practices as interview responses in Chapters Four and Five illustrated. It would be worthwhile for subsequent research to examine whether a similar level of focus and intensity to the one with which Armenia approached this transition is essential for other post-authoritarian nations that pursue democracy.

Some scholars question whether decentralization policies implemented by international and nongovernmental organizations might not limit true democratization and argue that globalization itself is anti-democratic. However, as comparativists McGinn and Epstein have asserted, schools are a central setting in which the democratization process occurs. For Armenian educators, the expectation to implement the current reform efforts accompanied by the responsibility for transferring new ideals to their students is an essential and ongoing challenge.

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Further Research

The field of comparative education has traditionally examined influences that affect the character and development of national systems of education. This study contributes to the field of comparative education by examining how efforts to effect school reform in post-Soviet Armenia were influenced by new international standards that called for the restructuring pedagogy and secondary school governance.

Further research could explore how Armenian citizens understand current political and social influences on educational reform. A study similar to the present study that would include the perspectives of students would also be of interest. The current generation is the first to be educated under the new reforms, and they will give evidence of the success or failure of the new educational norms and practices in their personal and professional adult lives.

In addition, research examining education in Armenia from the adoption of Christianity until the Soviet period would amplify existing analyses in historical comparative studies. Because each educational reform period in Armenia is unique, it would be of value to examine educational approaches in these historical periods so they might provide insight to worthwhile comparative and international education studies.
APPENDIX A

EDUCATIONAL QUALITY AND RELEVANCE PROJECT MID-TERM REPORT
I.1. Project Goal and Development Objectives

At the time of designing the Projects the following Project goal was determined. According to the World Bank 2006 Midterm Report, the goal of the Educational Quality and Relevance Project was described as follows:

The goal of the Education Quality and Relevance Project is to support the Government reforms in general education (as described in the preface above). More specifically the Project has the dual aim of raising the quality of education and ensuring its relevance to the new economy and knowledge society needs along with carrying forward reforms to improve the efficiency of the education system.

To achieve this goal, the following Project development objectives were set:

(a) Increase the quality of teaching and learning in schools by creating a coherent National Curriculum Framework (NCF), and setting education standards that encourage independent thinking skills and other key competencies in pupils of all abilities;
(b) Establish a professional, credible national system for school graduation and Higher Education Institution (HEI) entrance examinations, trusted by the society, and insuring smooth transition from secondary to the higher education;
(c) Introduce new processes and techniques of learner assessment and apply results for evidence-based policy making in education using the following types of assessment: continuous assessment in the classroom, external formal exams; national assessments and international surveys;
(d) Introduce new system for evaluation of schools and the system as a whole;
(e) Improve pupil learning outcomes through the use of Information Communication Technologies (ICT);
(f) Increase effectiveness and efficiency of teachers and schools to enhance the delivery of curriculum through the use of ICT;
(g) Train teachers to upgrade their professional qualifications and equip them with new skills and tools, such as use of ICT in teaching process, new assessments instruments, and interactive teaching methods;
(h) Build capacity for successful implementation of the reforms via training of education officials, school directors, board members and accountants; as well as through public information and dissemination activities.
(i) Facilitate management and decision-making process on the central, Marz and school levels through the use of the EMIS (Education Management Information System);
(j) Affect the access to education through introducing a differential approach in the per-capita funding of schools and facilitate the private financing of non-core curriculum education and other activities at the general education level;

(k) Support further decentralizing the country’s education system through autonomous school-based management, new accountability systems, and by promoting community participation in school funding and management through elected school boards;

(l) Increase efficiency of the system through optimization of the school main effectiveness indicators, such as student-teacher ratio, average class size, teacher load, etc.
Cascade Teacher Training Model

1Karine Harutyunyan, *Teaching Innovations in Armenia*, Power Point Presentation (St. Petersburg Russia, April 4, 2006).
APPENDIX C

MINISTRY OF EDUCATION AND SCIENCE INTERVIEW
1. Describe educational reform efforts in the Soviet Union.
   1a. Are current reform efforts different from educational reform in the Soviet Union?
   1b. What is the difference between democratic practices now compared to democratic practices in the Soviet Union?
2. Describe how educational policy changed since Armenia’s independence in 1991.
3. Describe how the management sector of the educational system changed because of educational reform.
4. Describe the role of the principal in educational reform.
5. Was there a national curriculum in the Soviet Union (describe curriculum procedures in the former SU)?
6. What happens if teachers are not aligning their curriculum to the appropriate grade level curriculum?
7. Who wrote the current national curriculum?
8. Describe the function of the national curriculum.
9. What year was the national curriculum implemented?
10. Is the national curriculum concerned with national identity?
11. What is the purpose of the national curriculum – what is its benefit?
12. What is the origin of the national curriculum?
13. Were teachers involved in the deliberation and development process? Describe the deliberation process.
14. Describe problems with teacher implementation of the curriculum.
15. How do you know if schools are utilizing the curriculum?
16. Are you having any problems in implementing the national curriculum in the schools?
17. What are the solutions to solve these problems?
18. Why have you chosen to have nongovernmental organizations lead teacher retraining?
19. Describe how educational policy in Armenia moving from form to practice.
20. Describe how the Ministry of Education’s priorities and expectations for teacher retraining of the Armenian National Curriculum and the State Standards for General Education.
21. How does the Ministry of Education define national identity in its educational policy?
APPENDIX D

NON-GOVERNMENTAL COORDINATORS INTERVIEW
1. What are your organizations’ priorities and expectations for educational reform in Armenia?
2. What are some strategies or techniques you are training teachers to do?
3. Describe how you are training school faculty to adjust to the changes in the management structure.
4. Why has the Ministry of Education contacted your organization to assist in educational reform efforts?
5. What is the most important educational initiative for transformation of the Armenian secondary school?
6. How long has your organization been involved with educational reform programs in Armenia?
7. Describe how you evaluate your program in the schools.
8. Are you solely training teachers in the Armenian secondary school?
9. Describe how you are training teachers to align curriculum to the appropriate grade level teaching standards.
10. Are teachers involved with the planning in your training sessions?
11. What other educational personnel has your organization trained?
12. Do all of the Armenian secondary schools implement the same professional development program?
13. Where are professional development sessions held?
14. Who usually conducts professional development?
15. What language is used in the sessions?
16. What is the origin of the national curriculum?
17. Describe how professional development sessions scheduled?
18. Describe how your organization contributes to new ideas of teaching and learning in Armenia?
APPENDIX E

LOCAL SCHOOL INTERVIEWS
1. What is the length of the school year?
2. What grade do you teach?
3. Have you always taught this grade?
4. How long have you been teaching?
5. What was your field of study in college?
6. How do you define educational reform?
7. How do you define democracy?
8. What does it mean to teach democracy?
9. How was democracy defined in the Soviet Union?
10. Describe how you define our teaching goals to your principal.
11. Do you believe teachers in the post-Soviet culture have more autonomy in what and how to teach compared to teaching in the Soviet Union? Why?
12. Who is responsible for implementing reforms into the Armenian secondary school?
14. Describe your role in the development and deliberation of the curriculum.
15. Describe how you use the State Standards for General Education in your instruction.
16. Describe how this curriculum is different than the curriculum of the Soviet Union.
17. How is the history of the Armenian genocide integrated into the national curriculum?
18. How has your teaching style changed since you have to teach a standards-based curriculum?
19. Describe a typical professional development session.
   19a. Where is professional development held?
   19b. Who conducts the sessions?
   19c. Describe what are you learning.
20. When was your most recent use of a computer and how did you integrate into your lesson plan?
21. Have you put your students into cooperative learning groups this year?
22. Describe how your textbooks have changed?
23. Are any of your resources in English?
24. How often do you use English in the classroom?
APPENDIX F

CONSENT TO PARTICIPATE IN RESEARCH
Project Title: Curriculum Reform in Post-Soviet Armenia
Researcher(s): Shelley Terzian
Faculty Sponsor: Dr. Erwin Epstein

Purpose of the study:
You are being asked to take part in a research study being conducted by Shelley Terzian for a dissertation under the supervision of Dr. Erwin Epstein in the Department of Educational Leadership and Policy Studies (ELPS) at Loyola University of Chicago. The purpose of this study is to investigate the different roles influencing the implementation of The National Curriculum for General Education, a document outlining the policy guidelines and state standards for secondary education, in post-Soviet Armenia.

I am asking you to participate in my research project because I am interested in working with educational professionals that understand and have experience with curriculum reform initiatives of the Armenian secondary schools since the post-Soviet transition. I plan to conduct field observations with only the teachers in this study and interviews with three different groups that I am asking to participate in this study. These groups are teachers/principals, coordinators, and Ministry of Education officials. Each interview protocol is geared towards each one of these three groups since each group of participants plays a different role within the educational structure in Armenia. For example, I am interested in investigating the Ministry of Education's purpose with curriculum reform and how teachers are adapting a new curriculum into their instructional styles. In addition, I am interested in interviewing the coordinators from the World Bank and Open Society Institute Assistance Foundation Armenia to learn about whose agenda the NGO's are executing. For example, are the NGOs solely aiding the Ministry of Education's mission with curriculum reform or is their agenda stemming from a Westernized notion of education?

Please read this form carefully and ask any questions you may have before deciding whether to participate in the study. The following information explains the procedures, risks/benefits, confidentiality process, and a definition of voluntary participation.

Procedures:
If you agree to be in this study, you will be asked to:

- Participate in one-hour long, semi-structured interviews. I will conduct the interviews in a quiet, private room to ensure your protection and privacy. The purpose of each interview is to investigate your experiences with curriculum reform since the post-Soviet transition in Armenia; I will not ask you any questions outside your area of expertise or that make you feel uncomfortable. Interview questions are attached to
this letter for your viewing so you can decide if you would like to participate in the interview process.

- Participate in field observations conducted only by the researcher at each school site participating in this study (for teachers only).
- If needed, participate in follow-up interviews via e-mail when the researcher returns to the United States after the study is conducted in Armenia.

**Risks/Benefits:**

There are no foreseeable risks involved in participating in this research beyond those experienced in everyday life. There are no direct benefits to you from participation, but the results will be used to enhance understanding of initial reforms of global educational policies in the Armenian secondary schools.

**Confidentiality:**

The information gathered in the interviews will not use your name. I will alter any information that will reveal your identity. The following is the system I will use to protect the anonymity of the participants after I transcribe the interviews and field observations:

- I will use a numerical system as a way to code each interview/observation. For example, each interview participant will be given a number as the identifier instead of using the actual name of each participant (please review the interview schedule on page three of this document).
- I will use pseudonyms, not the participant names for analysis in the dissertation.
- The audiotapes and video tapes taken will be stored with the researcher in a secure location. As the researcher, I will be the only one to have access to these items. I will destroy the tapes after the completion of the dissertation.

**Voluntary Participation:**

Participation in this study is voluntary, but each participant will be compensated $10.00 for his or her participation. If you do not want to be in this study, you do not have to participate. Even if you decide to participate, you are free not to answer every question or to withdraw from participation at any time without penalty.

**Contacts and Questions:**

If you have questions about this research study, please feel free to contact Shelley Terzian (sterzia@luc.edu). Dr. Erwin Epstein, my faculty sponsor, can be reached at eepstei@luc.edu.

If you have questions about your rights as a research participant, you may contact the Compliance Manager in Loyola’s Office of Research Services at (773) 508-2689.
Statement of Consent:
Your signature below indicates that you have read and understood the information provided above, have had an opportunity to ask questions, and agree to participate in this research study. You will be given a copy of this form to keep for your records.

____________________________________________   __________________
Participant’s Signature                                                   Date

Participant’s E-mail _____________________________________________

____________________________________________  ___________________
Researcher’s Signature                                                  Date
APPENDIX G

OPEN CODING OF THE FIRST 14 SECTIONS OF THE

ARMENIAN NATIONAL CURRICULUM
Section 1: Preface, definition, and function of the Curriculum
- International Standards
- Uniformity
- Centralization

Section 2: Need for Reforms in General Education
- Transformation
- Technology
- Communist Education

Section 3: The Goals of Education and The Strategy of Educational Reform
- Technology
- Teacher Re-training
- Democratic

Section 4: Guidelines for the Organization of General Education
- National Identity
- Uniformity
- Implementation

Section 5: The Profile of an Ideal Secondary School Graduate
- National Identity
- Armenian Culture
- Industry

Section 6: Definition of the Structure of State Standards for General Education
- Uniformity
- Centralization
- Standards

Section 7: Guidelines for the Creation of State Standards for General Education
- Nation Building
- International Standards
- Centralization

Section 8: Guidelines for the Creation of Subject Standards
- Implementation
- Systematic
- Goals

Sections 9 & 10: Guidelines for the Creation Of State Standards for Pre-School and Special Education
- Goals
- Centralization
- Standards

Section 11: Assessment Definition of Main Principles and Functions
- Transformation
- Decentralization
- Teacher Re-training
Section 12
The Selection Of Teaching Technologies and Methods
- Decentralization
- Differentiation
- Uniformity

Section 13:
The Use Of Information and Communication Technologies
- International Standards
- Transformation

Section 14:
General Requirements For Teachers
- Differentiation
- Centralization
- Teacher-retraining
- Implementation
- Uniformity
APPENDIX H

OPEN CODING OF THE SEVEN SECTIONS FOR THE STATE STANDARDS FOR SECONDARY EDUCATION
Section 1:
Introductory Note
- Content
- Teacher-retraining
- Decentralization

Section 2:
The Structure of State
Standards For Secondary Education
- Centralization
- Content
- Standards

Section 3:
The Functions Of The State
Standard For Secondary Education
- Uniformity
- Rights
- International standards

Section 4:
General Education Subject
Standards
- Centralization
- Content
- National Identity

Section 5:
The Content of Secondary Education
- National Identity
- International Standards
- Technology

Section 5.1:
Knowledge System
- National Identity
- Global
- Problem Solving

Section 5.2:
Skills and Abilities
- Content
- Critical Thinking
- Cooperative

Section 6:
Standards

Literature
- National Identity
- International Standards
- Cooperative

Standard 6.1:
Armenian Language and Literature
- National Identity
- International Standards
- Cooperative
- Communication

Standard 6.2:
Foreign Languages
- International Standards
- Cooperative

Standard 6.3
Mathematics
- International Standards
- Problem Solving
- Cooperative

Standard 6.5:
Natural Sciences
- Critical Thinking
- Cooperation
- National Identity

Standard 6.6:
Social Sciences
- National Identity
- International Standards
- Democratic
Standard 6.7: 
**Arts**
- National Identity
- Critical Thinking
- International Standards

Standard 6.8: 
**Technology**
- Nation building
- International Standards
- Industry

Standard 6.9: 
**Physical Education, IMT, and Healthy Life Style**
- National Identity
- Cooperative
- Communication
APPENDIX I

AXIAL CODING
<table>
<thead>
<tr>
<th>Globalization</th>
<th>Nationalism</th>
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<tr>
<td>• International standards</td>
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<td>• Technology</td>
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<td>• Standards</td>
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<td>• Global</td>
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**Globalization**

- Policy
  - International Standards
  - Teacher Retraining
  - Decentralization

- Implementation
  - Transformation

**Nationalism**

- Policy
  - Nation Building
  - Uniformity

- Implementation
  - National Identity
APPENDIX J

TABLE WITH DEFINITIONS
<table>
<thead>
<tr>
<th>Globalization</th>
<th>Definition</th>
<th>Example from the Armenian National Curriculum</th>
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<tbody>
<tr>
<td>International standards</td>
<td>Global/international influence on educational standards for the Armenian secondary schools.</td>
<td>Current global developments have a direct impact on educational systems and create a new diversity of educational objectives. Current international trends must be taken into consideration in the developments of general education.</td>
</tr>
<tr>
<td>Decentralization</td>
<td>Increased autonomy and participation in the Armenian secondary schools.</td>
<td>Review the principles for the administration of general education in order to achieve a balance between state administration, school autonomy and the need for public monitoring of the system.</td>
</tr>
<tr>
<td>Teacher Training</td>
<td>The ability to perform the teaching process effectively, including the ability to introduce modern methods and approaches in order to ensure the improved understanding of educational content</td>
<td>In order to ensure effective implementation of this curriculum and modern methods, the state must encourage the full participation of non-governmental institutions and all private individuals in the organization and delivery of general education.</td>
</tr>
<tr>
<td>Transformation</td>
<td>Change in practice and the school management structure</td>
<td>The ability to perform the teaching process effectively, including the ability to introduce modern</td>
</tr>
<tr>
<td>Nationalism</td>
<td>Definition</td>
<td>Example from the Armenian National Curriculum</td>
</tr>
<tr>
<td>Uniformity</td>
<td>Educational policy consistent throughout each state in Armenia</td>
<td>The content of compulsory education will be the same throughout the territory of the republic of Armenia, and the school autonomy will be</td>
</tr>
<tr>
<td>Nation Building</td>
<td>Enhancing state-society relations through national educational policy</td>
<td>Education in the Republic of Armenia is an important issue, which ensures the development and strengthening of the nation.</td>
</tr>
<tr>
<td>----------------</td>
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<tr>
<td>National Identity</td>
<td>Changes in society that establish Armenia as a democratic society coupled with the preservation of an Armenian ethnic awareness.</td>
<td>A civil society based on democracy and a liberalized economy is being established in the Republic of Armenia. A secondary school graduate is expected to understand the role of the Armenian people and the Armenian state in the world civilization, have a national mentality and self consciousness, and be committed to the solution of national and state problems.</td>
</tr>
</tbody>
</table>
APPENDIX K

CODING PHASE EXAMPLES FROM OBSERVATION
**Open Coding Phase Example (from Observation on August 14, 2006.)**

*Insights About the Observations*

A. Teachers are leading the trainings.

1. **The fact that teachers from twenty-four schools are coming to one local training site suggests decentralization.** There are fifty-two School Centers system wide. The creation of many School Centers indicates that the Ministry of Education has delegated responsibility to different centers throughout Armenia. Further, the centralized structure of management (Soviet top down style) has changed.

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**Axial Coding Phase Example (from Observation)**

*What I Noticed*

A. **Teachers are leading the training.**

The teacher training was at one location, School # 43 on August 14, 2006. The session was for elementary teachers (1st, 2nd, 3rd) of Armenian Language and Literature from a cluster of twenty-four schools (**globalization, policy, decentralization**).
APPENDIX L

CODING PHASE EXAMPLES FROM INTERVIEWS
Open Coding Phase Example (for Interview)

Our major goal is to compliment and support the reforms in the country (uniformity). We usually do two kinds of work. We work at the grass roots level. We are hoping to support reforms from two sides. Bottom to top and top to bottom. We work with schools (decentralization) and educational think tanks, NGOs (international standards), and we work with the same time with decision-making people like the MOE and the NIU (decentralization). Our main goal of OSI is to support the reforms. Of course, we have our mission. Our mission is to educate young people and democratize schools and bring liberal values to show people for example that education is one of the basic human rights and you need to protect your rights to have equal and quality education (democratic practices). Another one is to have equal access to quality education – educational justice. People are using this term now – social justice and this is for everyone – disabled children and kids with special needs so everyone has equal access to quality education (uniformity).

Axial Coding Phase Example (for Interview)

Our major goal is to compliment and support the reforms in the country (policy, uniformity). We usually do two kinds of work. We work at the grass roots level. We are hoping to support reforms from two sides. Bottom to top and top to bottom. We work with schools (policy, decentralization) and educational think tanks, NGOs (policy, international standards), and we work with the same time with decision-making people like the MOE and the NIU (policy, decentralization). Our main goal of OSI is to support the reforms. Of course, we have our mission. Our mission is to educate young people and democratize schools and bring liberal values to show people for example that education is one of the basic human rights and you need to protect your rights to have equal and quality education (policy, democratic practices). Another one is to have equal access to quality education – educational justice. People are using this term now – social justice and this is for everyone – disabled children and kids with special needs so everyone has equal access to quality education (policy, uniformity).
APPENDIX M

FINAL CASE STUDY RECORD CARDS
Selective Coding/ Triangulation

Globalization - (umbrella concept):
Policy Level – (category)
Decentralization – (subcategory)

Content from the Armenian National Curriculum:
1. Each teacher from the schools is free to select any educational technology and teaching/learning methodologies that will achieve the educational outputs specified by the subject standards (9, 40).
2. Review the principles for the administration of general education in order to achieve a balance between state administration, school autonomy and the need for public monitoring of the system (2)

Observation Data: The professional development (PD) was at one school (a designated School Center) where teachers from a cluster of twenty-four schools attended the training (globalization, policy, decentralization)

Interview Data:
Policy Responses (involvement with decentralization):

Ministry of Education and Science

Stephen: People should participate in management and have the opportunity to understand management issues and to make education relevant, the content and the curriculum and ideas that are important to teach.

With decentralized schools, individual schools have the opportunity to spend their own money and make decisions.

Jennifer: In the beginning, one person used to make all of the decisions. Now each school is independent and has a board that discusses issues, like budget, etc.

Open Society Institute Assistance Foundation Armenia

Scott: (When asked about why the MOE asks OSI for assistance):

The MOE is wanting a decentralized system. So, OSIFA brings experience of a number of countries in this field which is useful for the MOE to implement this type of reform. OSIFA, with a small amount of money has supported the creation and development of a model which can be a real example of how to implement the reform through the whole country. For example, we support community schools and decentralized school models in a few marzes in Armenia. The idea is the MOE can take the idea as a model and multiply it through the whole country. Because OSIFA does not have a billion dollars, we just support creation of a model and look to the big donors for implementation. The MOE also has OSIFA assisting with piloting program.
APPENDIX N

ARMENIAN NATIONAL CURRICULUM AND STATE STANDARD FOR
SECONDARY EDUCATION
THE REPUBLIC OF ARMENIA
MINISTRY FOR EDUCATION AND SCIENCE

NATIONAL CURRICULUM FOR GENERAL EDUCATION
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3. The Goals of Education and Strategy for Education Reform
4. Guidelines for the Organization of General Education
5. The Profile of an Ideal Secondary School Graduate

6. Definition of the Structure of State Standards for General Education
7. Guidelines for the Creation of State Standards for General Education
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10. Guidelines for the Creation of State Standards for Special Education
11. Assessment - Definition of Main Principles and Functions
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Appendix

State Standards for Secondary Education
PREFACE

The National Curriculum (hereinafter, the Curriculum) covers the main provisions of national education policy and provides general guidelines relating to education, training, learning and assessment.

The adoption of the National Curriculum will ensure the provision and protection of the right to education stipulated by the Constitution of the Republic of Armenia and will provide the legal guarantees and mechanisms for the functioning and development of the educational system.

The main purposes of the Curriculum are to ensure a quality education, to maintain and strengthen the traditional attitudes of Armenians to education and to ensure the compliance of the system of general education of the Republic of Armenia with internationally accepted standards.

The Curriculum is essential for central government and local self-government bodies engaged in managing the educational system, for schools and other educational institutions in order to provide a framework for the design of programs that are consistent with local conditions and requirements, as well as ensuring a uniform national educational policy and the achievement of the defined educational goals.

The Curriculum is also a tool to monitor and evaluate the performance and the outcomes of the educational process for both state and society.

1. DEFINITION AND FUNCTIONS OF THE CURRICULUM

The Curriculum defines the main educational policy guidelines, establishes the general principles behind the development of the state standards for secondary education, pre-school and special education and the subject standards for general education, as well as the main requirements specified for learners and teachers.

The main functions of the Curriculum are:

To ensure uniform policy throughout the education system;
To ensure continuing improvement in the quality of education provided;
To regulate the relationships between central and local self-government authorities, educational institutions, society and individuals in the system of general education;
To ensure the conformity of the education system with the objectives established by the state and society, the needs of individuals and internationally recognized standards;
To ensure the sustainability of the main educational projects implemented in the Republic of Armenia;
To establish a foundation for the development and implementation of professional educational programs.

2. THE NEED FOR REFORMS IN GENERAL EDUCATION

Current global developments have a direct impact on educational systems and create a new diversity of educational objectives.
As a result of unprecedented scientific and technological progress, and the increasing introduction and application of high technologies, which affect every aspect of life and work in the 21st century, national and world economies are now in a permanent condition of change and adaptation. Industry is in the midst of a process of transformation into the knowledge economy, and developed societies are increasingly dependent upon fast and reliable access to information via Information and Communication Technologies (ICT). The labour environment is changing and jobs and the world of work are being redefined in new ways. Demand for qualified specialists increasingly emphasizes problem solving, adaptability, mobility and team working as essential labour market requirements.

The role of education in preparing students for a new world of work is therefore vitally important. Education also adds value to the role of individuals in society, through the development of attitudes of coexistence, tolerance, cooperation and other value-based qualities.

A civil society, based on democracy and a liberalised economy, is being established in the Republic of Armenia. In all aspects of life, there are systemic changes taking place, which are contingent not only on national characteristics, but also on the geopolitical, demographic, cultural and social aspects of global developments.

The need for major reforms and progressive developments within the general education system is now both necessary and unavoidable. A priority objective in ensuring and strengthening the economic security of the state and the nation is the need to create school graduates with a nation-oriented mentality, who are also well-prepared to meet the challenges of the future.

The need to create a favourable environment for education requires a revision of traditional approaches to teaching and learning and changes in attitudes towards educational institutions within the education system.

The required reforms in education content and approaches to teaching and learning in general secondary education in the Republic of Armenia have to be implemented in the context of the following problems:

The existing state educational standards, the subject syllabi, the textbooks and the assessment system are only partly compliant with modern educational requirements.

Current legislation on education is deficient. The relationships between central and local government authorities, the educational institutions, society and individuals are not clearly regulated.

Too much importance currently is given to the communication of information to the learner and the requirement for factual memorisation. In the future, much more attention must be paid to the development of learner competencies and skills;

Current educational content is broken down into too many subject specialisms. As a result syllabi contain unjustifiable duplications. Subject and content integration currently is inadequate and needs to be improved;

The existing curriculum and syllabuses are highly didactic and rely upon the teacher and the textbooks as the twin sources of all knowledge;
Specified content requirements tend to be too sophisticated and high level and are oriented towards elite students. Modern educational technologies and teaching methods are not sufficiently used. The development of the child receives insufficient attention in the existing educational system.

The learning requirement is overloaded while the baseline teaching plan does not provide schools with sufficient autonomy in implementing innovative projects; The education system does not take into account the special characteristics and requirements of village schools; First grade students are not well prepared for the demands and requirements of school life and work; General secondary education currently does not provide a smooth transition from school to institutions of professional education.

To address the problems stated above it is now a priority to revise the policy and the content of general secondary education in the Republic of Armenia, to provide new perspectives, and to introduce the new Curriculum in a systematic way through a single curriculum document.

3. THE GOALS OF EDUCATION AND THE STRATEGY FOR EDUCATION REFORM

Education is the process of learning and teaching, based on the mutually compatible interests of the individual, society and the state, which utilizes the traditions of the Armenian nation and the knowledge and experience of mankind and passes them on to succeeding generations.

Education in the Republic of Armenia is an important issue, which ensures the development and strengthening of the nation, and underpins national security.

The main goal of general education is the comprehensive and harmonized development of the mental, spiritual, physical and social abilities of children and learners, and the formation of good habits of conduct and behaviour.

The Curriculum proposes:

1. The completion of general education in Armenia within a period of 12 years, via a three-tier general educational system with the following stages:
   a) Primary school - 4 years (1-4 grades);
   b) Middle school - 5 years (5-9 grades);
   c) High school - 3 years (10-12 grades).
2. The main purpose of primary school is to establish the foundation for the learner’s mental, spiritual, and physical abilities, linguistic thinking, literacy, logic and the baseline skills for future learning. The primary school will ensure the necessary conditions for learning and the necessary level of knowledge in order to continue learning in the middle school.
3. The main purpose of middle school is to provide knowledge about human beings, nature and society, to develop specified competencies and skills and moral and spiritual values
and the ability to apply these in life so that the learner can either continue education
in high school or proceed to an institution of professional education or enter the world of work

4. The main purpose of high school is to ensure the knowledge, competencies and
skills to enable learners to lead independent lives and be able to move on to further professional
education.

5. In order to improve the quality of general education and form citizens of a
democratic society who shall be the carriers of national values, it is necessary to:

a) ensure the development and introduction of preschool education standards, which
must define the required learning content of the kindergarten, the specification of a sensible
learning load and the creation of the necessary conditions to guarantee the care of the pupils;

b) ensure the development and the introduction of new standards for secondary
education consistent with the age of the learners in the secondary school (6–18 years);

c) establish a system that ensures guaranteed, progressive and adequate financing of
general secondary education;

d) review the principles for the administration of general education in order to
achieve a balance between state administration, school autonomy and the need for public
monitoring of the system;

e) introduce an effective, permanently functioning system for the professional
development and assessment of teachers;

f) provide schools with sufficient facilities in order to provide the necessary
resources, teaching and learning materials, audio-visual supplies, laboratory equipment, sports
halls, sports courts, sports supplies and all required consumable supplies;

g) ensure the introduction and development of information and communication
technologies as part of the learning process;

h) develop and introduce state education standards for special education in order to
ensure the rights and opportunities for education for all children with special educational needs;

i) develop and introduce a new system for the assessment of the performance of
general education schools, the organization of the teaching process and the results in terms of
learning performance

In order to ensure effective implementation of this Curriculum, the state must encourage
the full participation of non-governmental institutions and all private individuals in the
organization and delivery of general education.

4. GUIDELINES FOR THE ORGANIZATION OF GENERAL EDUCATION

The following guidelines for the organization of general education shall be adopted in the
Republic of Armenia:

1. General education shall be carried out nationally and shall be based on universal human
values;

2. General education is based on the interests of the students and citizens, and must serve
both individuals and the nation;

3. The official language of the general education system is Armenian. The general
education system aims to preserve and develop the Armenian language, the cultural
heritage of the Armenian nation and to protect national identity and integrity;
Public schools shall guarantee the right of every child to education, which will provide for mental, spiritual and physical development, and the preservation of the health and safety of all students;

General education shall be based on the principle of the integration of learning and teaching, shall maintain its secular nature, be devoid of any discrimination and limitations and be equally accessible to everyone irrespective of ethnicity, race, sex, language, creed, political or other beliefs, social origin, ownership or other status;

Basic education will be compulsory and accessible to everyone, irrespective of interests, background or mental and physical abilities;

General education shall be carried out in accordance with the age requirements and the level of development of the learners;

General education will support the right of ethnic minorities at school to learn their own language and culture;

The content of compulsory education will be the same throughout the territory of the Republic of Armenia, and school autonomy will be encouraged within the framework of the general requirements established by state standards;

The educational process will be based on the efficient application of pedagogical and psychological sciences, modern methods of learning and teaching, practical experience and discovery and the use of information and communication technologies (hereinafter, ICT).

The objectives and goals of general education are interrelated and integrated; their implementation will be ensured through the coordinated actions of all of the teachers and all other education professionals working in the educational sector.

5. THE PROFILE OF AN IDEAL SECONDARY SCHOOL GRADUATE

The ideal profile of the general school graduate is presented below. As a result of the consistent and purposeful implementation of general education, it is expected that the graduate must:

understand his homeland, be a patriot and fully master the national language of the Republic of Armenia, i.e. Armenian;

know about the political, legal, and economic foundations of the country and its achievements in science, arts and sports

understand the role of the Armenian people and the Armenian state in world civilization, have a national mentality and self-consciousness, be the carrier, the preserver and the communicator of national traditions, and be committed to the solution of national and state problems;

have acquired the knowledge defined by the state education standards, and an ability to apply acquired knowledge creatively in real life;

be an independent thinker and problem solver

demonstrate qualities of understanding and cooperation with friends in the same age group, as well as with parents, and all other members of society including both the old and the young;

appreciate both rights and responsibilities and be law-abiding, honest, humane, responsible, an initiator and an active citizen with an interest in social affairs;
be conscious of the importance of the environment and be an advocate for the protection of nature and the environment;
understand the achievements of world civilization, and respect universal human values;
be able to communicate in at least two foreign languages and use modern information and communication technologies;
know the rules of a healthy life style and safe living and be able to apply them in life;
understand the importance of, and be prepared to participate in, family life;
be able to assess personal capacities realistically, have confidence in personal abilities, be willing to participate in self-education and be committed to life-long learning;
be able to achieve a profession and a job compatible with personal preferences, interests, skills and abilities and be able to manage household affairs independently.

6. **DEFINITION OF THE STRUCTURE OF STATE STANDARDS FOR GENERAL EDUCATION**

The state standards for general education of the Republic of Armenia shall include:

a) The state standard for preschool education;
b) The state standard for secondary education;
c) The state standard for special education;
d) The subject standards for general education (hereinafter, subject standards).

Each of the above standards is provided in an individual normative document and serves as the basis for the organization of the teaching and learning processes in the given sector.

The Curriculum specifies principles for the formation of state standards of preschool education, secondary education, special education and the subject standards.

7. **GUIDELINES FOR THE CREATION OF STATE STANDARDS FOR GENERAL EDUCATION**

The main guidelines for the creation of state standards for general secondary education are:

General education must comply with the social and public educational order and the long-term development programs of the country;
Current international trends must be taken into consideration in the development of general education;
General education should ensure that educational content is systemized, sustainable and relevant;
General education must take into account the age, and the psychological and physical characteristics of learners;
The system must be able to assess both the process and the outcomes of general education.

8. **GUIDELINES FOR THE CREATION OF SUBJECT STANDARDS**

The main guidelines for the creation of subject standards are as follows:
State standards must specify the general content of education according to
different educational levels and required skills and knowledge;
State standards must ensure that the specified abilities and skills can be adequately assessed and measured;
1. They must ensure the continuous development of subject content, learning materials and required skills throughout successive grade levels;
2. They must specify subject requirements clearly and provide valid justifications for all innovations;
3. They must ensure an acceptable level of independent work by learners as part of the process of subject mastery and the utilization of information and communication technologies;
4. They must take into consideration the factors that contribute to the mastery of other subjects;
5. They must provide opportunities for cross-disciplinary and inter-disciplinary subject integration;
6. They must place relevant subject components within the thematic context of learning materials and their comprehensive representation;
7. They must ensure a well-planned learning process for all learners.

The subject standards shall always include:
1. An explanatory note;
2. The subject (course) concepts;
3. General subject learning goals;
4. The compulsory core content of the subject;
5. Recommended learning activities;
6. The minimum compulsory requirements established for all learners;
7. Procedures for the testing and assessment of learning outcomes;
8. A list of recommended references.

On the basis of the subject curriculum the state syllabuses will be designed, which will serve as the basis for the development of textbooks, teachers’ manuals and other learning and teaching materials.

On the basis of the subject standards, alternative syllabuses, textbooks, teachers’ manuals and other learning and teaching materials may be created, which may also be approved by the Ministry of Education and Science.

Syllabuses shall only be approved for use in schools after they have been piloted for at least one school year.

9. GUIDELINES FOR THE CREATION OF STATE STANDARDS IN PRE-SCHOOL EDUCATION

The main guidelines for the creation of state standards in pre-school education are as follows:
1. Early child development characteristics must be taken into account, thus ensuring the individual nature of teaching and learning activities;
2. They must demonstrate clear understanding of the specified and expected learning requirements established for students, thus ensuring the free expression of thought and speech;

3. Planned teaching and learning activities must demonstrate a comprehensive, multi-faceted and harmonized approach to learning, with extensive use of games and role playing;

4. There must be an emphasis on child-centered teaching and learning techniques as part of an understanding of the physical environment;

5. State standards must achieve mastery of the various forms of speech development, native language communication, logical thinking, independent activities in teaching and learning programs and physical, moral and aesthetic, patriotic, environmental and employment education;

6. Social behaviour, good manners, creative abilities and general skills, competencies and healthy habits must be developed;

7. The active role of the family in the teaching and learning process and the involvement of the parents must be encouraged;

8. There must be a smooth transition into the primary school system.

10. GUIDELINES FOR THE CREATION OF STATE STANDARDS FOR SPECIAL EDUCATION

The main guidelines for the creation of state standards for special education shall be to:

1. Ensure the creation of the necessary educational environment and conditions for the full involvement of students with special educational needs into society, and the need to provide opportunities for learners to lead full and active lives after the completion of schooling

2. Ensure compliance between the needs of the learners and their capacities to participate in the learning process;

3. Ensure the applicability of the guidelines both in existing schools (general public and special schools), and as part of family-based and distance education;

4. Ensure the provision of employment and work-related skills, which correspond to the learners' abilities and level of development;

5. Ensure the design and use of individualised teaching and learning plans wherever possible bearing in mind specific local conditions;

6. Ensure the application of alternative assessment systems whenever relevant.

11. ASSESSMENT - DEFINITION OF MAIN PRINCIPLES AND FUNCTIONS

There will be a wide variety of individual approaches pre-school educational institutions (e.g. encouragement, motivation); at this level there will be no assessment of the knowledge, abilities and skills of individual children.

In secondary general and special educational institutions assessment will be applied in order to measure the quality of the learning process and the learning outcomes.

Assessment measures the compliance of learners and schools with subject standards and curricula objectives.
The main goal of assessment is the monitoring of the level of learners' knowledge, abilities and skills, the testing of the individual and, on the basis of the results, the improvement of the learning process and the progress of the individual.

Assessment should also contribute to the self-understanding and self-development of all learners. The need for reform of the existing assessment system can be explained by the need to resolve current assessment problems. These are:

1. Current assessment is mostly concerned with testing factual memorisation and does not contribute to the development of the cognitive and applied abilities and skills of the learners;
2. The current assessment system is not transparent and does not fully identify real learning results; nor does it reflect the real progress of every learner and the real performance of each school;
3. When assessing teaching and educational performance in schools the current system takes no account of variations in the conditions and circumstances of individual schools. There are no average uniform criteria established for school assessment;
4. The current five-grade marking scheme does not provide an accurate or sufficiently diversified scoring system. There are problems in the effective comparison of Armenian scores with assessment schemes from other countries.

The development and application of a new system of learners assessment must be carried out as part of the introduction of new subject standards and syllabuses.

The new assessment system will be based on the principles of fairness, objectivity, reliability, unbiased attitudes, validity, justification, accessibility and transparency, and must ensure accurate correlation with internationally accepted assessment criteria.

The main functions of assessment are as follows:

1. To assess the learner’s learning performance and progress, to provide for the development of self-education and self-assessment, and the transition from one stage of education to another, and thus to maintain the continuity of educational provision;
2. To measure the degree of compliance with specified learning objectives and the mastery of learning material;
3. To measure the efficiency of school performance and the development of teacher-learner interactions;
4. To ascertain the level of content and the extent of the individual work carried out with and by the learner;
5. To contribute to the formation of individual qualities and the behaviour of the learners, and to ensure self-understanding;
6. To improve the training of teachers and their constant professional growth;
7. To provide the feedback needed for the improvement of standards, syllabuses, textbooks, other learning materials, and teaching and learning methodologies;
8. To clarify the general directions of education reform, to update educational content and to ensure the compliance of the Armenian educational system with internationally accepted criteria of educational performance;
9. To certify the results of the learners’ learning performance;
10. To establish and strengthen the confidence of parents, the community and the general public in the performance of schools and the quality of the education system.

Assessment also measures the total results of the learning process, and enables comparisons between individual educational institutions, between Marzès, and between years of schooling for the whole of the Republic of Armenia.

12. **THE SELECTION OF TEACHING TECHNOLOGIES AND METHODS**

In the process of education, each teacher and school is free to select any educational technology and teaching/learning methodologies that will achieve the educational outputs specified by the subject standards. In order to meet curriculum requirements each school and teacher shall try to ensure:

1. A physical environment and an atmosphere that will enhance learning efficiency;
2. An integration of learning and teaching aimed at the development of the required knowledge and the formation of the specified abilities, skills and the system of values;
3. An individual approach in order to ensure the maximum education achievement according to the learner’s abilities;
4. The active participation of every learner in the learning processes;
5. The introduction of new educational requirements according to the growth of the learner’s abilities and the consideration of the learner’s personal characteristics as part of the process of learning and teaching;
6. The identification of cross-subject links wherever relevant and practical;
7. The continuous assessment of the learner and the learning process.

When organizing the learning and teaching process, it is important to take into account the following basic principles:

a) Each learner is able to learn if they are provided with effective learning experiences, which are educationally and psychologically appropriate.
b) Schoolchildren differ from one another not by fundamental differences in their abilities to cope with educational programs and requirements, but by their way of thinking, psychological features, and by linguistic perceptions and receptiveness.
c) Positive attitudes towards learning are contingent on the content of the learning materials, as well as successful progress in the effective use and mastery of the materials.

13. **THE USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES**

In the implementation of the education policy of the RoA, the use of information and communication technologies (ICT) will contribute to an improvement in the quality of education provided. The use of new technologies and the Internet extends opportunities for student research, provides access to new learning materials and requires that the materials should be assessed, analysed and understood, hence transferring new qualitative features to the educational experience and providing opportunities for both self- and life-long education.

The use of computers in schools across a wide range of subjects can be one of the most important means of teaching and learning, while Informatics is a subject, which contributes to the efficient use of ICT in education.
To meet new teaching requirements, schools need to be re-equipped with up to date ICT equipment.

The regular use of ICT will change the role of the teacher; the teacher will become the facilitator of the learner’s work, as well as the manager of the learning process and a learning and assessment partner.

The computer is also an important school management tool, assisting with the organisation of the teaching and learning process, the collection of data about learners, the work carried out with parents and extra-curricular activities etc.

It is desirable that ICT should be used in the work of all subjects. There is also a need to create electronic libraries in schools as part of a wider development of supplementary learning resource materials.

In primary schools the information and communication technologies will be used to make educational materials more attractive and accessible.

In junior grades of middle schools during the teaching of Informatics, the emphasis will be on the development of computer skills and the encouragement of creativity. All subjects will be expected to make links with other subject disciplines wherever possible by the use of computers and well-developed teaching and learning programs.

In the senior grades of middle schools the main objective of teaching Informatics will be the development of skills in utilising ICT to improve basic subject knowledge, plus an understanding of the role of Informatics in the modern world, the development of computer skills, and the ability to work with a defined list of well-known applications. The skills acquired will be applied also in other subjects and for homework and leisure purposes.

In the corresponding specialized high school stream, a much deeper study of Informatics will be required.

In other high school streams, the teaching of Informatics will develop skills for the applied study of widely used non-complex applications, and to develop the basic computer skills required in life and in the world of work.

14. GENERAL REQUIREMENTS FOR TEACHERS

The main factor that will ensure the successful introduction of the National Curriculum will be the efficient implementation of teacher training and the ongoing professional development of teachers. The Curriculum prioritizes not only the development of learner’s knowledge, but also the creation of abilities, skills and values. Therefore teachers need to understand the importance of the proposed reforms in order to ensure their active participation in the reform process. They must undertake the necessary professional preparation to improve their professional abilities by regularly participating in training courses and engaging in self-education whenever possible.
The programs aimed at the preparation and training of teaching staff should ensure that all teachers will possess the following characteristics and skills:

1. An ability to plan work, including:
   a) planning the teaching process efficiently, including planning individual courses and specific separate thematic units and lessons;
   b) creating learning and teaching materials independently or with colleagues.

2. The ability to perform the teaching process effectively, including:
   a) the organisation and delivery of individual and small group teaching and learning;
   b) the consideration of the student’s age, physiological and psychological characteristics as a part of both team and individual performance;
   c) the ability to introduce modern methods and approaches in order to ensure the improved understanding of required educational content.
   d) the creation of a social and psychological environment that is conducive for learning.

3. The use of assessment as a tool that will encourage the learner and ensure continuous development.

4. The use of professional and personal reflection, as a means to continuous improvement of the learning and teaching process, and the constant assessment of personal performance in order to revise and improve lesson plans and classroom delivery.

5. The professional development of skills, including:
   a) the design of professional, target-oriented surveys, and drawing conclusions independently and with colleagues,
   b) planning and implementing personal professional development.

The state will create favorable conditions for the continuous professional development of teachers through the provision of sustainable and long-term financial support in accordance with the needs of schools; the state will also introduce a reliable teacher assessment system.

The state will allocate financial resources for the creation of social and physiological services in schools, which will provide professional counselling and promote the establishment of a morally and physiologically supportive school environment.

The state will also assist in the creation of inter-school, intra-school, regional and national unions of educators.
APPENDIX O

THE STATE STANDARD FOR SECONDARY EDUCATION

INTRODUCTORY NOTE
The state standard for secondary education defines the structure of educational content, the maximum educational load and the general qualitative requirements established for learners, the forms of assessment and the marking scheme.

According to the state standard for secondary education:

Educational subject standards and syllabuses, sample teaching plans and other normative documents regulating the educational process shall be created;
1. Licensing of institutions of general education and the supervision of their activities shall be carried out;
2. Training, professional development and regular assessment of teachers and other senior education professionals shall be conducted;
3. The results of the general education system shall be continuously assessed;
4. The curricula, text books and other educational materials shall be reviewed on a regular basis;
5. The state standard for secondary education will be adaptable to the needs of individual schools.
6. The state standard for secondary education has been developed according to the principles defined in the National Curriculum for General Education.

The norms and the provisions of the state standard for secondary education are compulsory in all educational institutions in the Republic of Armenia, irrespective of their legal status, form of ownership or management structure.

THE STRUCTURE OF THE STATE STANDARD FOR SECONDARY EDUCATION

The state standard for secondary education comprises includes:
1) The educational spheres and educational content for general education; 
2) The general qualitative requirements established for learners by the educational spheres and the specified formal stages of education; 
3) The basic teaching plan (with its tables and interpretations), the main principles for the development of the list of educational subjects, the requirements set for the development and the approval of the sample educational plan; 
4) The forms of assessment, the marking scheme and the procedure for the registration and the recording of marks.

THE FUNCTIONS OF THE STATE STANDARD FOR SECONDARY EDUCATION

The functions of the state standard for secondary education are:
1. to ensure the universal right to education in the Republic of Armenia and to ensure a uniform general education policy;
2. to define educational content; 
3. to define the educational load for learners; 
4. to ensure the comparability of the educational system to internationally accepted standards;
5. to ensure a process of continuous quality improvement within the general education system;
6. to ensure that the education provided is consistent with the abilities and preferences of learners;
7. to assess the educational process and the learning results for all learners;
8. to identify and assess the level of professional competence of teachers;
9. to make sure that teachers, learners, parents, and society are well informed about required educational content and the learning outcomes that schools are expected to achieve;
10. to ensure the effective educational impact of mass media and internet;
11. to monitor, evaluate and upgrade the implementation of general education;
12. to ensure the constant development and improvement of subject standards, syllabuses and the school component of the state standard for secondary education;
13. to ensure that school facilities, equipment and educational supplies are provided in accordance with specified requirements.

GENERAL EDUCATION SUBJECT STANDARDS

The general education subject standards (hereinafter, the subject standards) are developed in conformity with the state standard for secondary education and are approved by the institution authorized by the state to manage national education, i.e. the Ministry of Education and Science of the Republic of Armenia (hereinafter, the Ministry).

The subject standard is developed according to the main principles defined in the national curriculum for general education.

Subject syllabuses will be developed on the basis of the approved subject standards, which will be used as the basis for the creation of textbooks, teachers’ manuals and other learning and teaching materials.

On the basis of the subject standards, alternative subject syllabuses, textbooks, teachers’ manuals and other learning and teaching materials may be created for approval by the Ministry.

THE CONTENT OF SECONDARY EDUCATION

The content of secondary education, according to the specified standard, shall consist of the knowledge specified in conformity with the objectives of general education; educationally and psychologically valuable social experiences and cultural, moral, aesthetic, national and universal human values.
The content of secondary education is organized into the following educational spheres and components, which are defined by the state standard for secondary education.

- Armenian language and literature;
- Foreign languages;
- Mathematics;
- Informatics and information and communication technologies (ICT);
- Natural sciences;
- Social sciences;
- Arts;
- Technology (technical knowledge and labour skills);
- Physical education, initial military training (IMT) and health and safety education.

Every educational sphere is represented by both compulsory and optional subjects and courses. Every educational sphere specifies the following components of educational content:

- Knowledge system;
- Abilities and skills:
  - Cognitive, logical;
  - Communicative;
  - Cooperative;
  - Creative;
  - The ability to work independently;
  - Value system.

The content components of secondary educational are specified by the educational spheres and the formal stages of general education, taking into account the physiological, psychological and national goals for the development of the learners.

### 5.1 Knowledge system

Based on the objectives of the various stages of education, this component defines the knowledge, which the learner is required to master. The required knowledge comprises the following:

a) knowledge of Armenian language, literature and other languages;
b) knowledge about human beings, as both biological and social creatures;
c) knowledge in mathematics;
d) knowledge about nature, environment and the use of natural resources;
e) knowledge about society, its structures, institutions, social groups, development;
f) knowledge of Armenian and world history;
g) knowledge of philosophy, logic, morality, psychology, economics, politics and law;
h) knowledge in informatics and ICT;
i) knowledge of physical education and a safe and healthy life style;
j) knowledge of arts and technologies;
k) knowledge of national and universal human psychological, cultural, social, political and economic values.

5.2 Abilities and skills

The set of abilities and skills provided under this component allows the learner to apply in practice the knowledge gained, to enrich his own experience through cognitive activities and to develop logical, communicative, cooperative, independent activities and creative abilities, which will contribute to effective socialization.

Of special importance in the standards are the following cognitive methods: analysis, specification, comparison, abstraction, reflection, induction, deduction, generalization and projection.

1) The objective of the subcomponent to develop cognitive, logical abilities and skills is to introduce the learner to the main cognitive methods and to develop abilities and skills in order to apply them in practice, including:

a) the acquisition of knowledge through feelings, perception and recollections;
b) the development of the capacity to analyse through discussions, comments, separation, comparison, and grouping;
c) the ability to make conclusions through the processes of integration, contraction, characterization, justification, summarization and deliberation;
d) the ability to generalize and to compare through abstraction, evaluation, appreciation, research, testing, hypothesizing, and planning;
e) the development of the capacity to view problems from different perspectives and to examine and develop alternative potential solutions;
f) to demonstrate a healthy interest in, and critical treatment of, all phenomena;
g) to analyse situations and to make conclusions;
h) to make independent decisions and to justify them;
i) to establish objectives, to develop ways to achieve them and to plan their own work.

2) The objective of the subcomponent on communicative abilities and skills is to ensure that, as a result of the learning process, every learner is able to:

a) hear, perceive and demonstrate equivalent treatment;
b) debate and build logical verbal and written arguments;
c) apply and understand appropriately the terms, concepts and expressions learned
d) understand and use correctly non-verbal means of communication;
e) use modern information and communication technologies.

3) The objective of the subcomponent on cooperative abilities and skills is to ensure that as a result of the learning process, every learner is able to:
   a) work in teams, make joint decisions and accept responsibility for them;
   b) learn from and to teach others;
   c) establish positive relationships and to demonstrate healthy competition;
   d) recognize and to accept the interests of others while maintaining their own interests;
   e) demonstrate balanced behaviour in conflict situations;
   f) be polite during the learning process and in working relationships and to respect colleague's rights;
   g) to reject prejudiced and stereotyped attitudes that are in conflict with normally accepted moral standards;
   h) to consider and to interpret situations from the perspectives of other people.

4) The objective of the subcomponent on creative abilities is to develop the learner’s creative abilities and imagination, so that every learner is able to:
   a) creatively apply acquired knowledge;
   b) demonstrate creative imagination;
   c) imagine, think and make assumptions about the future;
   d) perceive and accept new material and spiritual values.

5) The objective of the subcomponent on the development of the capacity for independent work and activity is to enable every learner, as a result of the learning process, to:
   a) objectively evaluate their own potential and abilities and to expand their independent learning and working activities;
   b) acknowledge the importance of their own work, and demonstrate responsibility and punctuality towards it;
   c) organize their own time effectively, develop and maintain regimes, which incorporate both work and leisure and monitor their own behaviour;
   d) care about their own body and demonstrate a willingness to train it and maintain it in a healthy and safe condition;
   e) be engaged in self-development and self-education;
   f) become oriented in different situations, and evaluate their own actions and their consequences.

5.3 Value system
This component is expressed through the learner’s actions and behaviour. The objective of the component is to establish a personality and a citizen that can:
a) acknowledge the importance and significance of their own culture, language, history, arts, traditions and other national values and become the carrier of these attributes for future generations;
b) respect the national symbols of Armenia, be patriotic, and be able to identify personal responsibility in the resolution of national problems;
c) acknowledge that science, current technologies and education are important contributory values for a successful life in the modern world;
d) recognize that knowledge, working skills and professional aptitude are important life values;
e) prioritize moral standards and Christian and universal human values, be honest, merciful, just, law-abiding and polite;
f) prioritize aesthetic values and appreciate beauty, kindness and truth;
g) acknowledge the role and place of the learner in family and society; be an initiator and demonstrate responsible behavior;
h) acknowledge the importance of showing respect towards parents, the elderly, minors, friends and the community;
i) respect human rights and the fundamental freedoms, be humane, tolerant and demonstrate civilized attitudes to other people and their cultures;
j) objectively evaluate their own potential and abilities, without either underestimating or overestimating their own personality;
k) demonstrate diligence, adaptability and purposefulness and value and appreciate their own and other people’s work;
l) care about personal health, and maintain their body in good condition; be consistent in the application of a healthy life style and the rules of safe living.
6. GENERAL LEARNING OBJECTIVES

The proposed learning requirements provided below define the required levels of knowledge, which should be provide by public schools in conformity with educational components and the formal education stages.

These general requirements shall be specified and enforced through the subject standards and the curricula for general education, which must also state the minimum level of compulsory requirements established for learners. Individual subject standards shall be developed for every general and specialized high school stream in compliance with these requirements.

6.1 Armenian language and literature

Language is the main medium for thinking and learning. Native language gives exceptional possibilities for the expression of learners' ideas and feelings and is the basis for communicating effectively with other people, understanding the surrounding world, accessing multifarious knowledge about nature, society and mankind, developing an appreciation of literary and artistic values and supporting the manifestation and development of their own creative abilities. The main purpose of literature and learning is to ensure a high level of knowledge and excellence in language. Native language is the language of education. The teaching of languages is based on the native language.

Learning native language and literature is important because it is the vehicle for the acquisition of a deep recognition about national dignity, and it provides the opportunity to master the traditional cultural values and the ability to assist in the transference of these values to the next generations.

Armenian language, as the RoA National Language, is a national symbol and thus a guarantee of state and national security.

<table>
<thead>
<tr>
<th>Primary school</th>
<th>Middle school</th>
<th>High school</th>
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<tbody>
<tr>
<td><strong>1. Knowledge system</strong></td>
<td><strong>1. Knowledge system</strong></td>
<td><strong>1. Knowledge system</strong></td>
</tr>
<tr>
<td>The graduate of the primary school must:</td>
<td>The graduate of the middle school must:</td>
<td>The graduate of the high school must:</td>
</tr>
<tr>
<td>1. Know how to read fluently, understanding the meaning of the text and with accurate pronunciation</td>
<td>1. Be able to read fluently following morphological rules and perceive the linguistic, stylistic and figurative features of the text</td>
<td>1. Be able to read text in context and be able to determine figurative, allegoric and symbolic meanings, the communicative functions of different styles, and understand authentic texts in Western Armenian</td>
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<tr>
<td>2. Be familiar with the stories of classical and modern children's fiction and folklore</td>
<td>2. Know and recognize the most prominent Armenian and foreign writers and their works, plus examples of the folk literature of Armenia and other countries</td>
<td>2. Know and enjoy reading Armenian and foreign classical and modern literature and the folklore of Armenia and other nations</td>
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<tr>
<td>3. Know how to express themselves correctly in speech and</td>
<td>3. Know the principles for structuring verbal and written speech, follow the main grammatical rules and</td>
<td>3. Be able to construct fluent verbal and written speech, demonstrate a good knowledge of the basic principles of Armenian grammar and its</td>
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<tr>
<td>Abilities and skills</td>
<td>The graduate of the primary school must have the following abilities and skills:</td>
<td>The graduate of the high school must have the following abilities and skills:</td>
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<tr>
<td>4. Know the meaning and importance of the words in the text read</td>
<td>4. Understand and appreciate both fiction and scientific literature, and know the main features of Armenian lexicography</td>
<td>4. Master the richness of the literary language (practical), and the principles of the Armenian word formation process</td>
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<tr>
<td>5. Be able to distinguish between novels and poems</td>
<td>5. Have an elementary literary knowledge (e.g., literary genres, figurative means)</td>
<td>5. Have a basic knowledge of literary theory and criticism</td>
</tr>
<tr>
<td>2. Abilities and skills</td>
<td>The student must be able to:</td>
<td>The student must be able to:</td>
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<tr>
<td>7. To be able to read uncomplicated fiction and popular science texts and comment on them in speech and writing</td>
<td>7. To compare and analyse examples of national and foreign fiction and to understand and interpret their literary merit</td>
<td>7. To understand the aesthetic and literary qualities of different literary works, to understand their content and to make comparisons and judgments</td>
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<tr>
<td>8. To be able to ask questions on specified topics and reproduce answers in written form</td>
<td>8. To reproduce in written form personal ideas, feelings and opinions, and to use speech to express oneself</td>
<td>8. To be able to write appropriately in different styles (e.g. literary and scientific writing) and to make presentations about literature and the arts</td>
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<tr>
<td>9. To be able to use dictionaries and a children’s encyclopedia (i.e. to be able to use a content’s list and index and find things using alphabetical references)</td>
<td>9. To use dictionaries and encyclopedias, and to be able to use newly learned words and phrases correctly</td>
<td>9. By using dictionaries and other sources of information to develop vocabulary and language and to apply new words in both writing and speech</td>
</tr>
<tr>
<td>10. To be able to use speech appropriately to different situations, and to formulate ideas and opinions in clear, correct language and thus to communicate effectively with others</td>
<td>10. To be able to understand and use language of medium complexity</td>
<td>10. To manage a dialogue and a debate, and to assert a logical opinion or argument</td>
</tr>
<tr>
<td>11. To present feelings and imagination through speech and writing</td>
<td>11. To be able to make interesting presentations, which stimulate the interest of the audience</td>
<td>11. To be able to use sources and select information in support of an argument and to distinguish between the key and secondary issues to communicate what has been learned to others</td>
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<td>12. To communicate knowledge correctly to others</td>
<td>12. To be able to pass on knowledge learned to others</td>
<td>12. To understand individual or small group projects, finalize the results and present the outcome either verbally or in writing</td>
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<tr>
<td>13. To express opinions in good Armenian language in speech and</td>
<td>13. To communicate literary ideas to other people and listen to and understand their opinions</td>
<td>13. To plan and execute different literary events (literary evenings, stage performances, poetry readings etc) and/or to participate in them</td>
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in writing, observing elementary morphological, spelling and grammatical rules

<p>| stylistic principles | linguistic and stylistic features and rhetoric |</p>
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<th></th>
<th>in writing</th>
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<tbody>
<tr>
<td>14.</td>
<td><strong>To develop language as an effective tool for the study of other subjects</strong></td>
<td>14.</td>
<td><strong>To apply language skills in the study of other subjects</strong></td>
<td>14.</td>
<td><strong>To use language skills for access to new knowledge</strong></td>
</tr>
<tr>
<td>15.</td>
<td><strong>To be able to create short stories, tales, fables and poems</strong></td>
<td>15.</td>
<td><strong>To use imagination to create stories and tales</strong></td>
<td>15.</td>
<td><strong>To be able to express feelings, aspirations and thoughts through the creative use of language</strong></td>
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### System of Values

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<tbody>
<tr>
<td><strong>The graduate of the primary school must:</strong></td>
<td><strong>The graduate of the middle school must:</strong></td>
<td><strong>The graduate of the high school must:</strong></td>
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</tr>
<tr>
<td>16. Maintain the purity and the primacy of the national language;</td>
<td>16. Maintain the purity and the primacy of the national language;</td>
<td>18. Appreciate the cultural value of the language, and be a carrier, preserver and disseminator of the language for future generations;</td>
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<tr>
<td>17. Understand and love national culture and accept the spiritual values created by previous generations;</td>
<td>17. Understand and love national culture and accept the spiritual values created by previous generations;</td>
<td>17. Appreciate the role of Armenian literature as an important part of national culture and an example of the national mentality and psychology;</td>
<td></td>
</tr>
<tr>
<td>18. Have respect for the languages of other nations living in Armenia and their literary and cultural values; understand and appreciate the significance of world literature;</td>
<td>18. Have respect for the languages of other nations living in Armenia and their literary and cultural values; understand and appreciate the significance of world literature;</td>
<td>18. Appreciate the literature and cultural values of other nations living in Armenia and in the world;</td>
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</table>

### 6.2 Foreign languages

Foreign languages are an additional medium to communicate with non Armenian-speaking peoples and in the development of the ability to communicate with the civilizations and cultures of other nations in order to master their best values and to express them in Armenian, as well as to make Armenian culture accessible to other nations.

A knowledge of foreign languages develops abilities to communicate with people from other cultures and to understand and appreciate other values.

The objective of foreign language teaching is to enlarge the learner's communicative and cooperative abilities. This educational sphere contributes also to a better understanding of the modern world and the transfer of aesthetic, moral, social and universal human values.
<table>
<thead>
<tr>
<th>Primary school</th>
<th>Middle school</th>
<th>High school</th>
</tr>
</thead>
</table>
| 1. Knowledge system | The graduate of the middle school must:  
1. Know the main spelling and orthographic rules of a foreign language and the main lexicographical features | The graduate of the high school must:  
1. Know the stylistic versions of the foreign language pronunciation and intonation, their communicative features and the principles of word formation |
<p>| 2. Have acquired a basic vocabulary in order to achieve basic communication about common situations | 2. Have a sufficient vocabulary in order to communicate preferences and lifestyle information | 2. Have an adequate vocabulary for expressing opinions about nature, society, cultural values and the transfer of information |
| 3. Know the elementary rules for the formation of phrases and sentences | 3. Be able to distinguish the main grammatical forms of the foreign language, know how to form them and understand their meanings, know the main features of the syntax of the language | 3. Know the parts of speech of the language, the sentence structure, and the main grammatical rules |
| 4. Have some knowledge of the folklore and music of a foreign language (e.g. stories, songs and poems) | 4. Have an idea about the main holidays, lifestyle, popular personalities, art, literature and culture of the language | 4. Have an understanding of the history of the peoples using the language and their achievements |
| <strong>3. Abilities and skills</strong> | <strong>3. Abilities and skills</strong> | <strong>3. Abilities and skills</strong> |
| The graduate of the middle school must have the following abilities and skills: | The graduate of the middle school must have the following abilities and skills: | The graduate of the high school must have the following abilities and skills: |
| 5. To be able to provide personal information verbally using simple sentences | 5. To be able to provide personal information verbally using simple sentences | 5. To be able to state an opinion in a foreign language about nature, society, politics or the arts |
| 6. To be able to identify and describe familiar objects and phenomena in the language | 6. To be able to prepare and present a familiar topic verbally | 6. To be able to present the most important aspects of Armenian culture verbally and in writing |
| 7. To be able to write short letters and handle simple situations | 7. To be able to write short letters and handle simple situations | 7. To be able to clearly express current knowledge and interests in writing |
| 8. To be able to read familiar names, simple words and sentences, small texts (maps, titles and names, short letters, newsletters, instructions) | 8. To be able to collect information from different sources, and read foreign language texts using familiar main vocabulary items | 8. To be able to read appropriate texts, and understand them |</p>
<table>
<thead>
<tr>
<th>9. By listening, to be able to recognize familiar words and simple phrases of the foreign language when spoken clearly and slowly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. To use a foreign language to make simple comparisons and choices and to accept or reject opinions and suggestions made by others.</td>
</tr>
<tr>
<td>11. To be able to understand simple requests and questions and provide simple answers; to ask simple questions and make requests, to introduce themselves and to make a short speech of welcome or farewell.</td>
</tr>
<tr>
<td>12. To be able to understand simple written and verbal connected speech.</td>
</tr>
<tr>
<td>13. Understand the importance of the foreign language as a source of information.</td>
</tr>
<tr>
<td>14. Have an idea about the countries and nations that use the language.</td>
</tr>
<tr>
<td>15. To communicate clearly on familiar topics with another person; to find and provide information in the foreign language about familiar subjects; to express personal viewpoints and to be able to follow the meaning of a simple conversation.</td>
</tr>
<tr>
<td>16. To be able to understand simple written and verbal connected speech.</td>
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<tr>
<td>The graduate of the primary school must:</td>
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<tr>
<td>The graduate of the middle school must:</td>
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<tr>
<td>The graduate of the high school must:</td>
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</table>

### 6.3 Mathematics

Math is a unique and universal approach to an understanding of the physical universe. The utilization of mathematical methods promotes human knowledge and understanding and develops the ability to think and reason. Mathematics provides the possibility, through modeling real phenomena and problems, to transform them into the language of figures, pictures and symbols, and thus to understand them better.

The main goal of Math is to promote the learners' mental abilities through solving mathematical problems and exercises and to work with mathematical concepts in order to develop higher order thinking skills, which will allow learners to make better judgements and will provide them with the tools to resolve a wide range of problems.
<table>
<thead>
<tr>
<th>Primary school</th>
<th>Middle school</th>
<th>High school</th>
</tr>
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<tbody>
<tr>
<td><strong>1. System of knowledge</strong></td>
<td><strong>The graduate of the middle school must:</strong></td>
<td><strong>The graduate of the high school must:</strong></td>
</tr>
<tr>
<td>The graduate of the primary school must:</td>
<td>1. Be able to make calculations with real numbers including multiplication</td>
<td>1. Be familiar with concepts on the limitation of functions and derivatives</td>
</tr>
<tr>
<td>1) Know how to read, write, read and compare natural numbers</td>
<td>2. Know the main algebraic concepts and the rules to make actions with arithmetical expressions</td>
<td>2. Understand the main features of elementary functions</td>
</tr>
<tr>
<td>2) Know the 4 functions and the main rules of arithmetic</td>
<td>3. Know the basic features of some elementary fractions</td>
<td>3. Be familiar with the elements of combinations, permutations, and probability theory</td>
</tr>
<tr>
<td>3) Understand the relationship between whole numbers and their component parts and understand simple fractions</td>
<td>4. Understand and be able to use percentages</td>
<td>4. Recognize spatial bodies, and be familiar with their main features</td>
</tr>
<tr>
<td>4) Recognize the elementary geometrical shapes and bodies, and be able to make simple measurements</td>
<td>5. Understand the basic principles of division</td>
<td></td>
</tr>
<tr>
<td>5) Have an understanding of length, mass, surface, time and speed; be familiar with specified units of measurement and with elementary measurement tools</td>
<td>7. Understand how to calculate the surface area of images and solid bodies</td>
<td>5. Understand the principles of the computation of volume and the surface area of figures</td>
</tr>
<tr>
<td>6) Be familiar with the elementary concepts of logic</td>
<td>8. Know the rules in order to make elimination actions with sets</td>
<td>6. Know the main concepts of logic</td>
</tr>
<tr>
<td>9. Understand the numerical axis and the plane of the Coordinates; have an understanding of vectors</td>
<td>7. Know the main elements of the theory of sets</td>
<td>7. Know the main elements of the theory of sets</td>
</tr>
<tr>
<td>10. Know the rules for solving linear, quadratic, rational and other equations, systems and combinations</td>
<td>8. Understand coordinates and the use of vectors in space</td>
<td>8. Understand coordinates and the use of vectors in space</td>
</tr>
<tr>
<td></td>
<td>9. Understand the ways to solve various equations, systems and combinations</td>
<td></td>
</tr>
<tr>
<td>2. Abilities and skills</td>
<td>The graduate of the primary school must have the following abilities and skills:</td>
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<tr>
<td>------------------------</td>
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<tr>
<td>7) To be able to express familiar objects in numbers and to describe and interpret them;</td>
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<tr>
<td>8) To analyse simple problems and to present them in numbers, graphs and conventional symbols;</td>
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</tr>
<tr>
<td>9) To understand the logical meaning of the conjunctions &quot;and&quot;, &quot;or&quot;, &quot;if&quot;, &quot;so&quot; and to use them to make simple judgments.</td>
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</tr>
<tr>
<td>10) To note the feasibility of a variety of possible solutions when solving problems.</td>
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<tr>
<td>11) To draw elementary logical conclusions.</td>
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<tr>
<td>12) To create relationships between given data and to make comparisons and draw conclusions.</td>
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<tr>
<td>13) To be able to define briefly the conditions and requirements of problems.</td>
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<tr>
<td>14) To be able to formulate questions through the analysis of data.</td>
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<tr>
<td>15) To make simple reformations with images.</td>
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</tr>
</tbody>
</table>

| The graduate of the middle school must have the following abilities and skills: |
| 11) To be able to describe various phenomena in the surrounding environment and daily life in mathematical language. |
| 12) The ability to create simple mathematical models and algorithms in order to solve problems. |
| 13) To know the meaning of the conjunctions "and", "or", "if", "then", the words "at least", "any", "there is", "the least", "the most" and be able to make judgments through them. |
| 14) To be able to discuss the various stages of problem solution based on logical judgements. |
| 15) To make clear logical judgments and to justify the results. |
| 16) To construct graphs for some specified elementary functions. |
| 17) To be able to divide a complex problem into a number of simpler problems and thus to identify the common features of different solutions. |
| 18) To break complex ideas into separate components and to formulate independent judgments on each component. |
| 19) To develop logical thinking and to be able to use simple logical methods as the basis for debate. |

<p>| The graduate of the high school must have the following abilities and skills: |
| 10) To be able to construct mathematical models and develop algorithms and apply them in a variety of logical methods. |
| 11) To be able to create logical structure through the conjunctions &quot;and-or&quot;, &quot;if-then&quot;, the words &quot;at least&quot;, &quot;any&quot;, &quot;there is&quot;, &quot;the least&quot;, &quot;the most&quot;, &quot;that and only&quot;, &quot;necessary and sufficient&quot;, &quot;equivalent&quot;. |
| 12) To be able to explore all logical possibilities as part of the problem solving process. |
| 13) To be able to clearly identify the whole nature of problems, to be able to identify data requirements. |
| 14) To be able to construct graphs for elementary functions. |
| 15) To understand the interconexions between different mathematical concepts. |
| 16) To be able to analyze and draw conclusions from data according to specified requirements. |
| 17) To develop logical thinking, and master the various methods of proof. |
| 18) To be able to reformulate problems using equivalent conditions. |
| 19) To be able to transform three-dimensional problems into plane geometry problems. |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>To use the judgments of friends and teachers when solving problems</td>
<td>21</td>
</tr>
<tr>
<td>17</td>
<td>To notice simple regularities and to continue them</td>
<td>22</td>
</tr>
<tr>
<td>18</td>
<td>To simplify problems in order to reduce the number of required calculations</td>
<td>23</td>
</tr>
<tr>
<td>19</td>
<td>To have a sense of time and be able to understand the clock, the calendar and be able to organise a daily schedule</td>
<td>24</td>
</tr>
<tr>
<td>20</td>
<td>Recognize the importance of correctly formulating ideas and the need to be open to the ideas of others</td>
<td>25</td>
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<td>28</td>
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<td>29</td>
</tr>
</tbody>
</table>
6.4 Informatics and ICT

The educational sphere of "Informatics and ICT" ensures the introduction and application of advanced technologies in the general education sector. Informatics can be used in many subjects. It therefore has a special significance because it contributes to the strengthening of linkages between subjects. The main aim of Informatics and ICT is to develop the abilities and skills of learners to acquire and use information creatively and to communicate and cooperate with others, as well as mastering computer software and Internet technologies.

This educational sphere is a major contributor to increased learning and teaching efficiency and as the foundation for life-long education.

<table>
<thead>
<tr>
<th>Primary school</th>
<th>Middle school</th>
<th>High school</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Knowledge</strong></td>
<td>The graduate of the middle school must:</td>
<td>The graduate of the high school must:</td>
</tr>
<tr>
<td>system</td>
<td>1. Have an understanding of the main services and benefits that may be delivered by the Internet</td>
<td>1. Have a systematic knowledge about the nature of information acquisition, processing, dissemination, storage and use</td>
</tr>
<tr>
<td></td>
<td>2. Be familiar with computer possibilities</td>
<td>2. Have an understanding of information technologies, including processing digital, textual and graphical information, data searching, summarization, processing and storage, plus network and multimedia technologies</td>
</tr>
<tr>
<td></td>
<td>3. Be familiar with the main types of software applications and their importance and main functions</td>
<td>3. Know the main types of software (various operating systems, applied programs, network browsers, antivirus programs, protocols etc)</td>
</tr>
<tr>
<td></td>
<td>4. Know the basic principles of programming and the main algorithm structures</td>
<td>4. Have a knowledge of programming languages</td>
</tr>
<tr>
<td><strong>2. Abilities</strong></td>
<td>The graduate of the middle school must have the following abilities and skills:</td>
<td>The graduate of the high school must have the following abilities and skills:</td>
</tr>
<tr>
<td><strong>and skills</strong></td>
<td>5. To be able to demonstrate algorithmic approaches when solving problems</td>
<td>5. To be able to model simple phenomena and natural laws derived from real situations</td>
</tr>
<tr>
<td></td>
<td>6. To perceive the causal relationships and outcomes between different phenomena, and to be able to separate problems into constituent parts in order to develop</td>
<td>6. To be able to apply a variety of research methods, to compare information from different subject perspectives</td>
</tr>
</tbody>
</table>
### 2. System of Values

<table>
<thead>
<tr>
<th>The graduate of the primary school must:</th>
<th>The graduate of the middle school must:</th>
<th>The graduate of the high school must:</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Understand the importance of computers in modern life</td>
<td>14. Understand the role of IT in the modern world</td>
<td>14. Understand the potential role of information technologies in the preservation of the historical heritage of the Armenian nation</td>
</tr>
<tr>
<td>15. To appreciate personal rights and responsibilities in receiving and disseminating &quot;secure&quot; information</td>
<td>16. To apply universally recognized rules of conduct in internet working</td>
<td>15. Appreciate the rights and responsibilities associated with the acquisition and dissemination of &quot;secure&quot; information</td>
</tr>
<tr>
<td>4. Understand how computers can help in the analysis and resolution of problems</td>
<td>16. To apply universally recognized rules of conduct in internet working</td>
<td>16. Act as the carrier and user of universally recognized rules of conduct in internet working</td>
</tr>
</tbody>
</table>

### 6.5 Natural Sciences

The main objective of "Natural Sciences" is to produce an individual with a knowledge and understanding of a variety of natural phenomena, regularities and scientific laws and the harmony of nature, who can also apply higher order thinking skills in approaches to practical scientific issues and problems.
<table>
<thead>
<tr>
<th>Primary school</th>
<th>Middle school</th>
<th>High school</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge system</strong></td>
<td><strong>Knowledge system</strong></td>
<td><strong>Knowledge system</strong></td>
</tr>
<tr>
<td>The graduate of the primary school must:</td>
<td>The graduate of the middle school must:</td>
<td>The graduate of the high school must:</td>
</tr>
<tr>
<td>1. Have a basic understanding of the differences between animate and inanimate bodies and their interaction; to have an understanding of the human organism</td>
<td>1. Have a knowledge of physical and chemical phenomena and the most important biological systems to be found in nature</td>
<td>1. Know the theories that explain the main regularities observed in nature</td>
</tr>
<tr>
<td>2. Have an elementary knowledge about movement, interaction, heat, light and sound</td>
<td>2. Have a knowledge of the structure, movement and interactions in substances, the different types of energy and the various forms of transformation.</td>
<td>2. Have a systematic knowledge of time and space, the structure and properties of matter, movement and interactions, and the types of energy and their transformations</td>
</tr>
<tr>
<td>3. Have an understanding of both the useful and dangerous properties of certain substances in the environment</td>
<td>3. Know about the main properties and transformation of substances</td>
<td>3. Have a systematic knowledge of the diversity, structure, and interconnections between organic and non-organic substances</td>
</tr>
<tr>
<td>4. Recognize and appreciate the animal, plant and other life forms to be found in the surrounding environment</td>
<td>4. Understand the main properties and the diversity of animate organisms, have a basic knowledge of the structure of the human organism and life activity, know the general biological regularities and appreciate the need for a healthy life</td>
<td>4. Have a systematic knowledge of cell biology, the multiplication and development of organisms, genetics, changeability, organic world development, the biosphere, and the mechanisms that ensure the biological stability of the human organism</td>
</tr>
<tr>
<td>5. Have a good knowledge of the geography of Armenia and be able to enumerate its major cities, lakes, rivers and mountains and know the main geographical features of the country</td>
<td>5. Have a good knowledge of the natural science of Armenia and to have a general knowledge of the world, the interrelations, development and regularities of its spatial organization</td>
<td>5. Appreciate the impact of environmental factors on human life, the basic principles of environmental protection, the use of nature, and the role, possibilities, and potential dangers of biotechnology, and also be familiar with some of the key ecological problems in the region and in the wider world</td>
</tr>
<tr>
<td>6. Have an elementary knowledge of the interaction between human beings and their environment and the role and significance of the natural world.</td>
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<tr>
<td>Abilities and skills</td>
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</tr>
<tr>
<td>The graduate of the primary school must have the following abilities and skills:</td>
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</tr>
<tr>
<td>1. To be able to describe phenomena in nature (e.g., seasons of the year, night and day etc)</td>
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<tr>
<td>2. To be able to make accurate measurements of time, length, weight and temperature</td>
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<tr>
<td>3. To be able to observe and describe natural phenomena</td>
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<tr>
<td>4. To be able to plan and undertake experiments, to record observations, findings and measurements, to coordinate them and to comment as appropriate</td>
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<tr>
<td>5. To be able to apply scientific laws and theories in the explanation of natural phenomena</td>
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</tr>
<tr>
<td>The graduate of the middle school must have the following abilities and skills:</td>
<td></td>
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</tr>
<tr>
<td>6. To be able to model, develop theories and to check their validity through testing, and to generalize the results and draw conclusions</td>
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<tr>
<td>7. To be able to use simple measuring appliances to make measurements of time, length, weight and temperature</td>
<td></td>
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<tr>
<td>8. To assemble non-sophisticated testing equipment to make measurements, record findings in the form of tables, graphs, maps and diagrams and to provide commentaries on the results</td>
<td></td>
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</tr>
<tr>
<td>9. To be able to draw conclusions about various phenomena in nature based on observed facts, concepts, regularities and laws</td>
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</tr>
<tr>
<td>10. To be able to present evidence-based ideas, arguments and viewpoints in front of an audience</td>
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</tr>
<tr>
<td>11. To be able to use special terms and concepts correctly, which are specific to the natural sciences for the purpose of presenting viewpoints and arguments and to be able to provide relevant evidence in support of the argument</td>
<td></td>
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</tr>
<tr>
<td>12. To be able to demonstrate responsible attitudes toward personal health, to understand and apply a healthy lifestyle and to be positive about personal health</td>
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<tr>
<td>The graduate of the high school must have the following abilities and skills:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. To be able to model, develop theories and to check their validity through testing, and to generalize the results and draw conclusions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. To be able to assemble non-sophisticated testing equipment to make measurements, record findings in the form of tables, graphs, maps and diagrams and to provide commentaries on the results</td>
<td></td>
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</tr>
<tr>
<td>2. To be able to draw conclusions about various phenomena in nature based on observed facts, concepts, regularities and laws</td>
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</tr>
<tr>
<td>3. To be able to apply natural science laws and theories in the explanation of natural phenomena</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. To be able to present evidence-based ideas, arguments and viewpoints in front of an audience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. To be able to use special terms and concepts correctly, which are specific to the natural sciences for the purpose of presenting viewpoints and arguments and to be able to provide relevant evidence in support of the argument</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. To be able to demonstrate responsible attitudes toward personal health, to understand and apply a healthy lifestyle and to be positive about personal health</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. To use equipment safely and to demonstrate safety consciousness at school, at home, and in nature</td>
<td>13. To follow a healthy and safe lifestyle and to be able to recognize and, thus, to avoid, dangerous situations</td>
<td>14. To be able to achieve orientation and make rational decisions in unfamiliar situations, and to realistically assess degrees of the risk</td>
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<tr>
<td>14. To know and apply the basic rules for keeping pets and domestic plants</td>
<td>14. To distinguish between different environmental problems, to see their manifestations in Armenia, and to take responsibility for the preservation and improvement of the natural environment</td>
<td>15. To demonstrate ecological concern and sensitivity and a sense of responsibility towards the environment</td>
</tr>
<tr>
<td>15. To be able to use efficiently a variety of information sources as part of the learning process including textbooks, reference books, textbooks, software programs and the Internet</td>
<td>16. To demonstrate the capacity for independent learning and personal responsibility for work and to be able to use a variety of appropriate informative sources from information and communication technologies</td>
<td></td>
</tr>
</tbody>
</table>

### 3. System of Values

| The graduate of the primary school must: |
| 15. Love and appreciate the beauty of nature |
| The graduate of the middle school must: |
| 16. Appreciate the role and importance of natural sciences in life |
| The graduate of the high school must: |
| 17. Emphasize the role and importance of natural sciences in the development of civilization and in the evolution of a personal philosophy |

### 6.6 Social Sciences

"Social sciences" covers the history of mankind, current and future social organization and the socialization experience, and the political, social, cultural and spiritual aspects of society and the individual.

The main objective of Social Sciences is to provide the learner with the widest possible knowledge and understanding about human beings and society, and, as a result, to form and develop cognitive, social and individual abilities and skills, and to develop national and universal values. Social sciences should assist the learner to become socially active. It should enable the individual to explore personal qualities and to ensure full participation of the learner in the life of the school and the community. It should strengthen the learner's respect and pride towards the homeland, national history and Armenian traditions and national characteristics. This will help to "ground" the learner in the modern world and in social relationships, and will provide an overview of the political, economic, social, spiritual and cultural perspectives of Armenia.
<table>
<thead>
<tr>
<th>Primary school</th>
<th>Middle school</th>
<th>High school</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Knowledge System</strong></td>
<td><strong>1. Have a basic knowledge of the various stages of the history of the Armenian nation and prominent events, phenomena and facts</strong></td>
<td><strong>1. Have a sound grasp of Armenian national problems</strong></td>
</tr>
<tr>
<td><strong>2. Be familiar with famous events, figures and cultural values and the national holidays of Armenia</strong></td>
<td><strong>2. Appreciate the spiritual and material values of the Armenian nation, and understand the economic, political, national, and spiritual entities and individuals in the creation, preservation and development of Armenian values</strong></td>
<td><strong>2. Know the main characteristics of Armenian civilization and values</strong></td>
</tr>
<tr>
<td><strong>3. To have a basic knowledge about man, society and the natural environment</strong></td>
<td><strong>3. Understand universal human values and the main trends of world history</strong></td>
<td><strong>3. Understand the historical processes behind the development of civilizations and their relevance to the modern world</strong></td>
</tr>
<tr>
<td><strong>4. Have an understanding of the concepts of “motherland”, “home”, “family”, “person”, “nation”, “society”, “rights”, “tradition”, “obligation”, “work”, “date”</strong></td>
<td><strong>4. Understand the life styles, world views, main characteristics and activities of peoples and nations during different historical periods and in the modern world</strong></td>
<td><strong>4. Have a systematic knowledge of the life styles, world outlook, characteristics, objectives and main events of different nations and peoples and selected historical eras, including the current era</strong></td>
</tr>
<tr>
<td><strong>5. Have preliminary knowledge about the introduction of natural and social phenomena through simple drawings, diagrams and maps</strong></td>
<td><strong>5. Be familiar with the main phases and methods of the historical process</strong></td>
<td><strong>5. Understand the phases and methods of the cognitive process and understand interrelationships between people both as a part of social science but also as an object of cognitive method</strong></td>
</tr>
<tr>
<td><strong>6. Have an understanding of the linguistic, national and religious diversity of the people</strong></td>
<td><strong>6. Understand the interactions between, and interdependence of, social and natural phenomena, and appreciate the significance of both uniformity and diversity in the world</strong></td>
<td><strong>6. Understand the philosophical principles underpinning diversity and uniformity throughout the world with examples from the 21st century</strong></td>
</tr>
<tr>
<td><strong>7. Have an understanding of the historical and cultural monuments of Armenia</strong></td>
<td><strong>7. Have an understanding of the structure of the world economy, the preconditions for economic and social development, current world problems and world demographic trends and the causes of international political divisions</strong></td>
<td><strong>7. Have a systematic knowledge of the political and economic situation of Armenia and the region</strong></td>
</tr>
<tr>
<td><strong>8. Know the geographic position of</strong></td>
<td><strong>8. Know the modern demographic profile of</strong></td>
<td><strong>8. Have knowledge of current global problems.</strong></td>
</tr>
<tr>
<td>Armes and its neighbouring states on the map</td>
<td>Armenia, its economic structure and the territorial organisation of Armenian society</td>
<td>International relations and the potential impact of globalisation on Armenia</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>9. Know the rules of social behaviour, and their personal rights and responsibilities</td>
<td>9. Appreciate human and democratic rights, the legal basis of society, and a knowledge of the main laws and the social and tax policy of the Republic of Armenia</td>
<td>9. Understand the main legal and moral principles used to regulate society in Armenia and the world and understand the importance of national traditions in this context</td>
</tr>
<tr>
<td>10. Appreciate the need for equality, justice, friendship and peace in society and between nations</td>
<td>10. Have a basic knowledge of philosophy, economics, political science, psychology, aesthetics and ethics</td>
<td>10. Have a systematic knowledge of philosophy, economics, political science, psychology, ethics and aesthetics</td>
</tr>
</tbody>
</table>

2. Abilities and skills

<table>
<thead>
<tr>
<th>The graduate of the primary school must have the following abilities and skills:</th>
<th>The graduate of the middle school must have the following abilities and skills:</th>
<th>The graduate of the high school must have the following abilities and skills:</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. An understanding that people are part of nature and society</td>
<td>11. Have the ability to analyse, compare, generalise, abstract and correlate the events, phenomena and data related to different social scenarios</td>
<td>11. The ability to apply knowledge to explain social and historical trends and thus to better understand the present and project the future</td>
</tr>
<tr>
<td>12. Be able to distinguish age, sex, race, nationality, employment differences in society</td>
<td>12. To be able to assess different viewpoints concerning the role of the individual in society and have the capacity to justify and defend different positions</td>
<td>12. To be able to analyse and interpret social events and other phenomena and to explore causes and effects in different situations</td>
</tr>
<tr>
<td>13. Be able to calculate using chronological units and maps</td>
<td>13. To be able to analyse and assess trends in Armenian national, economic, political and cultural relationships in the specific context of the protection of national interests</td>
<td>13. To differentiate and evaluate the world modern processes (7)</td>
</tr>
<tr>
<td>14. Be able to differentiate between human beings, society and the environment and be able to use the information effectively</td>
<td>14. To select and analyse information from different sources and draw conclusions from the selected information</td>
<td>14. To assess, analyse and compare different sources of social information and draw appropriate conclusions</td>
</tr>
<tr>
<td>15. Know and observe elementary rules of communication</td>
<td>15. To be able to utilise appropriate forms of communication in the learning process and during work and other activities</td>
<td>15. To select and apply appropriate forms of communication, (including ICTs) in different situations</td>
</tr>
<tr>
<td>16. To be able to express basic concepts about human beings, society in speech and writing</td>
<td>16. To apply psychological knowledge in different life situations and to appraise the values of both Armenian and world civilizations</td>
<td>16. To demonstrate good interpersonal relationships and to respect the opinion of others</td>
</tr>
<tr>
<td>17. To respect and assist family members, and particularly the elderly as part of daily life</td>
<td>17. To establish relationships based on mutual respect and assistance with classmates and other</td>
<td>17. To demonstrate consistent social behaviour in a variety of social situations</td>
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<td>Life members of society</td>
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<tr>
<td>18. To have the ability to make helpful and trusting relationships with class mates as part of the learning process and during games</td>
<td>18. To participate effectively in team work in different roles (e.g. leader, participant and observer) 19. To follow the principle of fair competition at school, during sports and games and in other situations 20. To appreciate the importance of a psychologically healthy environment in interpersonal relationships, and to contribute to its promotion through family and friends 21. To utilize the experiences of different forms of interpersonal, interethnic and international cooperation</td>
<td>18. To be able to plan, manage and participate effectively in team working 19. To prevent and resolve conflict situations 20. To assist in the maintenance of psychologically healthy environments in the family, at school, with friends and as part of team working 21. To assess and use past experience in interpersonal, interethnic and international cooperation</td>
</tr>
<tr>
<td>19. To use the roles of personal hygiene and demonstrate daily personal health care</td>
<td>22. To understand and assess personal social roles in Armenia in the 21st century 23. To demonstrate determination during the learning process and in daily life 24. To be able to plan the effective use of personal time 25. To defend personal rights and interests 26. To be able to use dictionaries, encyclopedias and other sources of information in order to access new knowledge about human beings in society</td>
<td>22. To achieve self recognition, self monitoring and self assessment through personal and social experience 23. To be aware of the potential dangers of “mass culture” 24. To seek to achieve harmony between the individual, team and society interests 25. To be active in society and the community and to apply democratic principles consistently 26. To develop a basic ability to plan and conduct research</td>
</tr>
<tr>
<td>the homeland, the state and the nation</td>
<td>national and spiritual characteristics in the preservation of the Armenian character and the development of Armenia</td>
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<tr>
<td>31. Recognize the need to abide by Armenian law in compliance with national and moral values</td>
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<tr>
<td>32. Acknowledge the need for the harmonization of personal, team, national and state interests</td>
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<tr>
<td>33. Acknowledge the need to preserve the material and spiritual values of Armenia</td>
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<tr>
<td>34. Appreciate the sanctity of human life as the highest social value, and should respect the human and democratic rights, and struggle for their preservation</td>
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<tr>
<td>35. Accept the differences between nations, religions, people and their life styles and demonstrate respect towards other cultures</td>
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<tr>
<td>36. Support justice, optimism and personal responsibility</td>
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<tr>
<td>37. Acknowledge the importance of life-long self-education</td>
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</table>

6.7 Arts

The main objective of the “Arts” educational sphere shall be to ensure the artistic education and aesthetic development of all learners. Artistic education and aesthetic development is a continuous process targeted at the exploration and development of the mental and spiritual potential of the individual, which is achieved through the communication of different art forms and the development of personal artistic activities. The teaching and learning of arts shall contribute to individual self-knowledge and self-expression, the expansion of the personal mindset, the development of imaginative, creative and analytical faculties, the formation of aesthetic taste and high moral criteria and the inculcation of patriotic and humanitarian feelings, and creative attitudes towards life, environment and employment.
<table>
<thead>
<tr>
<th>Primary school</th>
<th>Middle school</th>
<th>High school</th>
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<tbody>
<tr>
<td><strong>1. Knowledge System</strong></td>
<td><strong>The graduate of the middle school must:</strong></td>
<td><strong>The graduate of the high school must:</strong></td>
</tr>
<tr>
<td>The graduate of the primary school must:</td>
<td>1. Appreciate the diversity of the arts and in particular, fine arts, music, fiction, architecture, dance, theatre, cinema and their cognitive, informational and educational functions</td>
<td>1. Understand the difference between the main artistic concepts, i.e. beauty and ugliness, the sublime and the humble, the tragic and the comic, and appreciate their absolute or relative nature</td>
</tr>
<tr>
<td>1. Have a basic introduction to fine arts, drawing, painting, sculpture, decorative applied arts and music, and be able to understand artistic language and the means of expression</td>
<td>2. Know basic artistic terms and concepts</td>
<td></td>
</tr>
<tr>
<td>2. Know basic artistic terms and concepts</td>
<td>3. Know famous Armenian and foreign artists and their most famous works</td>
<td>2. Know world and national art history, and be knowledgeable about the nation’s artistic achievements</td>
</tr>
<tr>
<td>3. Have a basic knowledge of specified artists who operate in different genres</td>
<td>4. Be able to see and understand the reflection of the surrounding world, human insight and the various life phenomena in works of art</td>
<td></td>
</tr>
<tr>
<td><strong>2. Abilities and skills</strong></td>
<td><strong>The graduate of the middle school must have the following abilities and skills:</strong></td>
<td><strong>The graduate of the high school must have the following abilities and skills:</strong></td>
</tr>
<tr>
<td>The graduate of the primary school must have the following abilities and skills:</td>
<td>1. To be able to understand, describe and reproduce the context of works of art, in order to feel the mood, and to express personal impressions and feelings about them</td>
<td>3. To see and understand the value and the objectives of works of art</td>
</tr>
<tr>
<td>4. See and perceive beauty and diversity in the surrounding environment and their representation in works of art</td>
<td>5. To individually perceive, analyse and interpret the context of works of art and any allegorical meanings and/or symbols</td>
<td>4. To understand the intentions and the ideas of the creator and/or performer of works of art and to recognize their specific styles</td>
</tr>
<tr>
<td>5. To be able to understand, describe and reproduce the context of works of art, in order to feel the mood, and to express personal impressions and feelings about them</td>
<td>6. To be able to differentiate works of art by form, means of expression and genres</td>
<td></td>
</tr>
<tr>
<td>6. To participate actively in artistic and design activities and the cultural life of the school</td>
<td>7. To be able to participate in individual or collective artistic activity, i.e. to draw, to plaster, to sing, to play with children’s instruments, to act in plays etc</td>
<td>5. To participate in the development of artistic works and to discuss origination and practical arrangements, while demonstrating a respect for the views and opinions of others</td>
</tr>
</tbody>
</table>
8. To imagine, think imaginatively, and use personal artistic knowledge and skills in the various spheres of the learning process

7. To express ideas and feelings in personal artistic activity, and to select appropriate means and technologies, including the use of computers in the development of graphical and decorative works

6. To develop self-expression and self-knowledge through artistic activity

9. To organize and complete personal artistic work, and to maintain and use correctly drawing supplies and musical instruments

8. To use personal free time effectively for the pursuit of artistic activities

9. To compare and assess personal work and the work of others

7. To actively pursue self-education, and undertake studies in the arts, and to use a variety of sources for the collection of materials and information on artistic issues using modern information technologies

2. System of values

<table>
<thead>
<tr>
<th>The graduate of the primary school must:</th>
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<tbody>
<tr>
<td>10. Be sensitive to works of art, and the beauty and harmony in nature and the environment</td>
</tr>
<tr>
<td>11. Know how to behave in public places, during cultural events</td>
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<table>
<thead>
<tr>
<th>The graduate of the middle school must:</th>
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<tbody>
<tr>
<td>10. Be willing and capable of self-expression through the arts</td>
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<tr>
<td>11. Regularly visit the cultural centers of the local town and region</td>
</tr>
<tr>
<td>12. Demonstrate respect towards national and international artistic values</td>
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<tr>
<th>The graduate of the high school must:</th>
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<tbody>
<tr>
<td>8. Have developed a lifelong desire for self-expression via the arts, and a permanent interest in the arts</td>
</tr>
<tr>
<td>9. Have an understanding of artistic ideals, and artistic taste and an ethical orientation</td>
</tr>
</tbody>
</table>

6.8 Technology

Technology is the technical means people use to improve their surroundings. It is also the study of tools and machines that will perform tasks more efficiently. Technology is used to control the world in which we live. Technology is people using knowledge, tools, and systems to make their lives easier and better. Through technology, people communicate better.

The objective of the "Technology" educational sphere is the acquisition of technological abilities and skills, which will enable learners to use appropriate technology at school and at work, as well as creating the foundation for further professional study.

<table>
<thead>
<tr>
<th>Primary school</th>
<th>Middle school</th>
<th>High school</th>
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<tbody>
<tr>
<td><strong>1. Knowledge system</strong></td>
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<tr>
<td>The graduate of the primary school must:</td>
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<tr>
<td>1. Have basic information about some natural and synthetic substances and their properties (e.g., reflectivity, colours, penetrative ability, elasticity)</td>
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<tr>
<td>The graduate of the middle school must:</td>
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<tr>
<td>1. Be familiar with national crafts and their technological principles</td>
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<tr>
<td>The graduate of the high school must:</td>
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<td></td>
</tr>
<tr>
<td>1. Appreciate professional requirements and differences, labour market demand and the availability and significance of vocational education</td>
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<tr>
<td>2. Know how to operate simple tools and appliances in common use at home and in school, and know their Armenian names</td>
<td>2. Understand the importance, structure and use of specified machines, devices and tools to use at home and in the local economic community</td>
<td>2. Know the history of technology, the current state of technology development and possible lines of future development</td>
</tr>
<tr>
<td>3. Understand the basic technological processes performed by hand tools</td>
<td>3. Appreciate the basic principles of household management, food technology, textile production, agricultural technologies, drawing and modeling</td>
<td>3. Know the main types of technology and be able to compare and assess them</td>
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<tr>
<td>4. Be familiar with current labor legislation in Armenia</td>
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<thead>
<tr>
<th>2. Abilities and skills</th>
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<tbody>
<tr>
<td>The graduate of the primary school must have the following abilities and skills:</td>
</tr>
<tr>
<td>4. The ability to select appropriate tools and materials to perform assigned tasks, either working alone or with the help of the teacher</td>
</tr>
<tr>
<td>The graduate of the middle school must have the following abilities and skills:</td>
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<tr>
<td>4. The capacity to use computer graphics for technology</td>
</tr>
<tr>
<td>The graduate of the high school must have the following abilities and skills:</td>
</tr>
<tr>
<td>4. To know the physical and mechanical properties of a variety of substances</td>
</tr>
<tr>
<td>5. To appreciate the importance and usefulness of technical drawing as a part of science and technology and other school subjects</td>
</tr>
<tr>
<td>6. To understand and be able to use non-verbal means of communication (conventional signs, symbols, diagrams, maps, and technical drawings etc.)</td>
</tr>
<tr>
<td>7. To recognize the importance of individual symbols, national emblems and the shapes of the component parts of the symbolic, to be able to use technical terminology correctly</td>
</tr>
<tr>
<td>5. To utilize technological, economic, aesthetic and design components in technical activities either individually or as part of a team</td>
</tr>
<tr>
<td>6. To organize work efficiently, follow safety rules and observe health requirements</td>
</tr>
<tr>
<td>7. The ability to observe work safety rules, health requirements and provide effective first aid</td>
</tr>
<tr>
<td>8. To design and undertake simple technological activities using personal observations, imagination and creativity</td>
</tr>
<tr>
<td>9. To select and design unique clothing styles in accordance with personal preferences and current fashion trends</td>
</tr>
<tr>
<td>10. To be able to adapt traditional motifs and performance technologies specific to folk crafts in order to develop creative and modern applications</td>
</tr>
<tr>
<td>10. Be able to maintain pets and house plants</td>
</tr>
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<tr>
<td><strong>2. System of Values</strong></td>
</tr>
<tr>
<td><strong>The graduate of the primary school must:</strong></td>
</tr>
<tr>
<td>11. Respect all forms of work and professional skills</td>
</tr>
<tr>
<td>12. Have a caring attitude to personal and school property, furniture, equipment and utensils</td>
</tr>
<tr>
<td>13. Perceive and appreciate the usefulness and the aesthetic value of a variety of familiar domestic objects that improve the quality of life and the environment</td>
</tr>
</tbody>
</table>

6.9 Physical education, IMT and Healthy life style

The main purpose of the “Physical education, IMT and healthy life style” educational sphere is to form future learners who will be physically healthy, well-rounded individuals, well-prepared for employment, informed about healthy living options, capable of responding to emergencies and ready to defend the motherland.

<table>
<thead>
<tr>
<th><strong>Primary school</strong></th>
<th><strong>Middle school</strong></th>
<th><strong>High school</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>1. Knowledge System</strong></td>
<td><strong>The graduate of the middle school must:</strong></td>
<td><strong>The graduate of the high school must:</strong></td>
</tr>
<tr>
<td><strong>The graduate of the primary school must:</strong></td>
<td>1. Know about the importance of exercise in maintaining a healthy lifestyle, personal hygiene.</td>
<td>1. Have a systematic knowledge about the role of physical culture and sports in preparation for employment, military service and the maintenance of a healthy lifestyle.</td>
</tr>
<tr>
<td>1. Know about the importance of exercise in maintaining a healthy lifestyle, personal hygiene.</td>
<td>2. Understand the role of physical education in the maintenance of a healthy lifestyle.</td>
<td>2. Understand the impact of physical exercises on personal qualities and the reproductive function of human beings.</td>
</tr>
<tr>
<td>2. Understand the role of physical education in the maintenance of a healthy lifestyle.</td>
<td>2. Know the names of specified games.</td>
<td>3. Have a good knowledge about physical culture, sports, the Olympics and national games.</td>
</tr>
<tr>
<td>3. Know the names and the rules of specified games.</td>
<td>4. Appreciate potentially dangerous</td>
<td>4. Know the basic rules for acting in emergency situations and</td>
</tr>
<tr>
<td>4. Appreciate potentially dangerous</td>
<td>4. Be able to recognize and assess dangerous</td>
<td>4. Know the basic rules for acting in emergency situations and</td>
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</tr>
<tr>
<td>5. To be familiar with the historical Armenian traditions of a national army, current problems, and the characteristics and features of the Armenian Armed Forces</td>
<td>5. Have an understanding about national defence issues and the requirements for military competence</td>
<td>5. Have an understanding about national defence issues and the requirements for military competence</td>
</tr>
</tbody>
</table>

- The graduate of the primary school must have the following abilities and skills:
  - To be able to participate in simple physical exercises and mobility games

- The graduate of the middle school must have the following abilities and skills:
  - To understand the body, take care of it, keep it in a healthy condition and avoid injuries
  - To participate in physical exercises and different types of games, using the correct terms and names.

- The graduate of the high school must have the following abilities and skills:
  - To observe basic sanitary and hygiene requirements, maintain a healthy lifestyle, prevent injuries, and avoid bad and dangerous habits
  - To be able to describe and reproduce different physical exercises, and participate in different types of sports and games; to master the technical and tactical requirements of different sports and games
  - To represent Armenian traditions of physical culture, sports and, the national games

- To develop teamwork skills in mobility games

- To see and understand the signals used in a variety of situations and to be able to select appropriate behaviour

- To perform morning exercises independently

- To be able to walk, run and jump correctly, and to do exercises that shape the posture

- 10. To be able to provide first aid if required

- 11. To be able to organize independent games, practices and physical exercises

- 12. To be able to run, jump and throw correctly, and perform physical exercise workouts

- 13. To develop mental assistance in the performance of a variety of assignments

- 14. To provide first aid in accident and emergency situations

- 15. To maintain personal training and practice of sports and games and participate in appropriate competitions

- 16. To be able to run, jump and throw correctly, perform combinations of different exercises, and demonstrate the main technical requirements of different sports and games
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<tr>
<td>12. To be able to perform the learned physical exercises and participate in mobility games</td>
<td>13. To develop physical mobility suitable for a variety of different situations</td>
</tr>
<tr>
<td>14. To accept, obey and issue instructions</td>
<td>15. To operate within the laws of different sports and games</td>
</tr>
<tr>
<td>16. To understand the importance of mutual assistance in emergencies, situations of danger and the importance of avoiding panic</td>
<td>17. To be able to design and perform independently physical exercises workouts in pursuit of a healthy lifestyle</td>
</tr>
<tr>
<td>18. To be able to apply the skills and knowledge acquired as a result of physical activities to a variety of different situations</td>
<td>19. To be able to organise general and specific physical activities, sports, games, tourism and camping</td>
</tr>
<tr>
<td>20. To comply with the requirements of military discipline requirements, and avoid creating conflict situations</td>
<td>21. To be able to use a compass and topographical maps for navigational purposes in the service of national defence</td>
</tr>
<tr>
<td>22. To demonstrate effective orientation in emergencies, and show an ability for initiative and organisation</td>
<td>23. To use personal knowledge and skills as part of military service and the maintenance of a healthy lifestyle</td>
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<tr>
<td>24. To be responsible for personal safety</td>
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### 5. System of Values

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<table>
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<tbody>
<tr>
<td>The graduate of the primary school must:</td>
<td>The graduate of the middle school must:</td>
</tr>
<tr>
<td>14. Appreciate the importance of personal health and hygiene</td>
<td>17. Appreciate the need for active participation in physical culture and sports for the preservation of health and balanced development</td>
</tr>
<tr>
<td>15. Appreciate the importance of regular morning exercises</td>
<td>18. Pay attention to personal health</td>
</tr>
<tr>
<td>16. Appreciate the importance of physical exercise for work and a healthy life</td>
<td>19. Have healthy moral and mental characteristics, be friendly, patriotic and be willing to provide a helping hand</td>
</tr>
<tr>
<td>20. Appreciate the value of Armenian statehood and accept civil responsibility for the strengthening and protection of the homeland</td>
<td>21. Develop physical competence, morality, determination, readiness to cooperate, courage, patriotism, friendship and tolerance</td>
</tr>
<tr>
<td>22. Accept personal duty to serve in the national army and continue the historical traditions of the Armenian army</td>
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</table>
BASELINE TEACHING PLAN

The Baseline Teaching Plan defines the general structure of secondary education content, the weekly and annual number of hours allocated to different educational sphere and the maximum weekly workload for learners by grade levels.

7.1 The Structure of the Baseline Teaching Plan

The Baseline teaching plan consists of three components: nationally-based, school-based and selective.

The nationally-based component includes the education spheres and the number of hours allocated to them for each grade level.

The school-based component includes the number of curriculum hours which are to be utilized by schools, on the basis of a list of subjects provided and approved by the Ministry, taking into account local conditions and community needs.

The selective component provides the possibility for additional tuition-based education, which is selected by the learner (or parent or legal guardian) on a voluntary basis, using a curriculum approved by the school. The selective component must not duplicate either nationally-based or school-based syllabuses.

The nationally-based and the school-based components are compulsory and are financed through the national budget.

7.2 The key principles underlying the formation of the baseline teaching plan and list of subjects

The following principles underlie the design of the baseline teaching plan and the list of subjects:

1. The integrity and coherence of general education;
2. The continuity and the holistic character of education;
3. The requirement for school autonomy;
4. The participation of the learner, the parents and the community in the processes of general education;
5. The continuity of educational traditions in order to ensure the social, economic and strategic development of the Armenian state;
6. Compliance with the educational content requirements specified by state educational standards
7. Knowledge about the geographical position and the role of Armenia and the Armenian people in the modern world and an understanding of the historical and cultural characteristics and national psychology, aspirations and mindset of Armenia;
8. The regulation of the learning load of the learners thus ensuring educational efficiency
9. The holistic nature of the required content, skills and values and the need to avoid unnecessary duplication via the application of different types of integrated approaches;
10. The coverage of the educational spheres, the achievement of the required learning objectives and the appropriateness of the content to the age and the insight of the learners;

11. The efficient combination of modern approaches in the classification of the sciences, integration between educational spheres and subjects and the introduction of individual courses;

12. Emphasis on the introduction of information and communication technologies.

When designing the list of subjects the following features determined by the age of the learners have been taken into account.

The junior learner is characterized by perceptions of the surrounding world as a totality without artificial divisions into discrete subjects and disciplines.

As the child grows both physically and mentally there are increasing possibilities to systematise knowledge into subjects and disciplines. In secondary school, as the child’s knowledge of the world increases, diversified cognition becomes a priority. As the learner develops, experimentation and discovery can generate a growth in abstract, logical, critical, analytical and creative mental development, and a more holistic profile of the surrounding world may develop.

Based on all the above factors, there is a justification for a much higher level of content integration in primary schools, and in the lower grades of middle schools.

In the higher grades of middle schools and in the general stream of high schools, the educational spheres are mostly represented by individual subjects.

In the specialized streams of high schools there is a compulsory national curriculum component based on the specialized teaching of individual subjects and disciplines.

In the national component of the basic school curriculum, when adding a new subject, the Ministry will review the syllabuses of all other subjects in the appropriate educational sphere and reallocate the learning hours. The new subject must have an approved standard syllabus, textbook, teacher’s manual, and all other necessary teaching and learning materials. New subjects should be piloted for at least one year at school level, and should receive a positive evaluation from experts.

The list of subjects to be allocated to the school-based component must be approved by the Ministry. In order to be included in this list the subject must have a syllabus, a teacher’s methodological manual or guide and all other necessary teaching and learning materials. The new subject must be piloted in schools for at least one year upon the consent of the Ministry and it must receive a positive evaluation from appointed experts.

In order to include any new subject in the Ministry approved list of subjects, a written request must be submitted to the Ministry.
Clarifications concerning the compulsory list of subjects representing the educational spheres for the basic school system are provided in the explanatory note attached to Tables 1-2, and for high schools, in the explanatory notes attached to Tables 3-4 and 5-6.

7.3 High School Baseline Teaching Plans

It is intended that the baseline teaching plans for high schools will ensure:

1. a general educational background for every learner;
2. a sound foundation for further education and employment;
3. a harmonious and holistic education covering all educational spheres in the general stream;
4. an efficient process for subject selection and the allocation of subject time for all subjects in specialized streams.

For high school, the following general streams are recommended: Armeniology, linguistics, law, social science, economics, physics-mathematics, information technologies, natural sciences, arts, crafts, agriculture, defence and sports.

Every high school, according to individual conditions and requirements, may choose one or more subjects from the recommended streams. Outside the recommended list, new streams can only be approved according to the procedures defined by the Ministry.

The baseline teaching plan for the general stream of high schools, with the weekly allocation of hours, is provided in Table 3 and Table 4, while the baseline teaching plan for specialized streams in high schools is provided in Table 5 and Table 6.

7.4 Exemplary teaching plan

Based on the principles of the baseline-teaching plan of the basic school, and the list of subjects, the Ministry will approve the exemplary teaching plan. The exemplary teaching plan stipulates the compulsory subjects in the national curriculum component, the courses on offer, the number of allocated weekly (and annual) hours and the number of hours allocated to school-based and selective curriculum components prescribed by the baseline teaching plan. The compulsory component in the specialized streams of high schools is divided into general and streamed components.

Any changes in the exemplary teaching plan will be made whenever necessary, but not later than at least 4 months prior to the beginning of each new school year.

On the basis of the exemplary teaching plan, every school must develop its own teaching plan.

The number of hours stipulated under the school-based component in the school teaching plans for ethnic minorities, may be allocated for the teaching of minority languages and culture.
The exemplary teaching plan must be accompanied by clarifications, in which the Ministry shall define the procedures and conditions for dividing classrooms during the hours of individual subjects, the choice of the third foreign language, the stream teaching process, and, if necessary, the procedures for changing the duration of individual lesson hours, the conduct of courses, additional or selective individual short-term courses of 15 hours annual duration, defining the semesters or terms, opening of classrooms with less than the required student numbers and issues related to assessment and examinations.

7.5 The general clarifications of the baseline teaching plans

The school, with the consent of the body authorized by the state, defines the weekly duration of schooling as either 5 or 6 days.

As a rule, the school year should start on September 1.

The duration of the school year shall be defined for the first grade as at least 30 weeks, for the second grade as at least 32 weeks, and for the rest of the grades as at least 34 weeks. The end of the school year and the dates for examinations shall be specified by the Ministry. The main form of educational and child development activity is the lesson. The duration of the lesson is 45 minutes. In primary schools, time is allotted between lessons for relaxation and recovery exercises and games, as specified in the methodological guidelines of the Ministry.

In the middle school the maximum number of students per classroom and the average number of students per teacher will be defined by the Government of the Republic of Armenia.

There are autumn, winter and spring holidays planned in the school year, the duration of which is defined by the Ministry. Based on local conditions, schools shall be authorized to independently define the dates of holidays, with the prior consent of the management body authorized by the state.

Changes in the baseline and exemplary teaching plans are only permitted with the confirmation of the Ministry: These changes may comprise

1. organizing the special education of gifted learners in more favorable conditions;
2. two-classroom mergers;
3. teaching with less than the required minimum pupil: classroom ratios or the utilization of alternative curricula and methods;
4. educational experiments or pilot projects.

If necessary the school shall have the right, with the knowledge of the Ministry, to reallocate the weekly hours allotted for the teaching of subjects under the exemplary teaching plan, while maintaining the total annual number of hours for the given subject.

All the hours defined by the nationally-based and school-based components of the 12 grades, in the first quarter, shall be allotted for the teaching of the subjects specified in
the teaching plan, and in the second quarter, for the revision of material for state examinations, and for individual and group counselling and the holding of examinations.

8. SYSTEM FOR THE ASSESSMENT OF THE LEARNING PERFORMANCE RESULTS

Assessment is the means of identifying the quality of teaching and learning and the outcomes of the learning process.

The main objectives, principles and functions of assessment are defined in the national curriculum for general education.

8.1 Forms of Assessment

There is a conventional distinction between internal and external assessments for general education.

Internal assessment is applied during a lesson through questions, testing and checking of assignments, and as part of the daily interaction between learners and teachers. In this way every learner’s classroom knowledge and skills may be assessed, as well as their behavioural characteristics.

External assessment is carried out by institutions operating outside the school. Positive final outcomes of external assessment serve as a basis for issuing a final school certificate to the graduate, to award a qualification or to participate in competition for enrolment into specialized higher educational institutions.

External assessment identifies the complete outcomes of the learning process, as well as the proficiency level of individual subjects in individual schools, marzes or the whole country (national assessment). A separate type of external assessment is international assessment, which is undertaken through the active participation of Armenia in international tests.

To identify the level of the learner’s competency and their personal-individual qualities the following is assessed:

- The mastery of the knowledge defined by state standards;
- The ability and skills to apply knowledge in the real world;
- The level of mental activity.

There are no assessment scores for the development of value systems and attitudes. The following forms of assessment shall be applied:

1) Current assessment (i.e. testing the level of understanding of a unit of work or a part unit);
2) Final assessment (i.e. testing the understanding of the whole topic, course, subject etc);
3) Diagnostic assessment (i.e. verifying the level of understanding of important components of the subject material);
4) Formative assessment (i.e. verifying the content, extent, depth, minimum threshold and the teaching methods of the material taught);
5) Research-related assessment (i.e. examining the organization of the learning process and the learning results).

To assess the learning outcomes of basic and secondary school graduates, the Ministry will establish compulsory procedures for the final assessment.

The assessment will be undertaken in either written or verbal form, through interviews, assignment performance testing, practical work, questionnaires, tests, examinations and other means.

The procedure for the conduct of assessments, the finalization of the results of assessment and the provision of information to the public shall be developed and published prior to the assessment, by the body undertaking the assessment.

8.2 Assessment System. Marking and scoring of grades

The results of assessment are expressed by the official marking scheme, which is illustrated below.

Assessment will be measured through a 10-level marking scheme as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Notion</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Exceptional</td>
</tr>
<tr>
<td>9</td>
<td>Excellent</td>
</tr>
<tr>
<td>8</td>
<td>Very Good</td>
</tr>
<tr>
<td>7</td>
<td>Good</td>
</tr>
<tr>
<td>6</td>
<td>Above Average</td>
</tr>
<tr>
<td>5</td>
<td>Average</td>
</tr>
<tr>
<td>4</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>3</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>2</td>
<td>Bad</td>
</tr>
<tr>
<td>1</td>
<td>Very bad</td>
</tr>
</tbody>
</table>

Scores between 4-10 will be considered as ‘passing’ scores.

The 10-level marking scheme is specified in the subject standards provided by the appropriate subject specifications, educational materials, assessment forms and testing objectives.

In addition to the 10-level marking scheme illustrated above, the effectiveness of the educational process will also be measured through other forms of qualitative assessment, references and tests.
During the final examinations of basic and secondary schools, other assessment schemes may be applied if the Ministry so decides. The equivalence of alternative assessments with those illustrated above will be defined by the Ministry.

There will be no testing and assessment scores applied to first grade students. Current assessments will be provided through the reference letter, while the annual final assessment, will be provided by an individual report on the development and progress of each learner. The form, procedures and specified information provided to parents will be defined by the Ministry.

Score-based and test-based assessments will be introduced from the second grade.

Each primary school graduate at the end of the school year will be provided with a specially designed report form, which will identify the knowledge, abilities and skills acquired during primary schooling and an assessment of mental ability. This assessment will be provided for information purposes only and will not be used for promotion or selection purposes.

Schools engaged in pedagogic experiments or pilot projects may design and apply an alternative system of current assessment, which must be comparable with the official system.

The procedures for recording, filing and maintaining test scores and the required pro forma documentation will be defined by the Ministry.

On the basis of this National Curriculum the Ministry will define the criteria for the assessment of individual school performance.
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B. Secondary Sources


VITA

Shelley Terzian was born and raised in Desplaines, Illinois. Before attending Loyola University Chicago, she attended DePaul University in Chicago, where she earned a Masters of Arts in Curriculum Studies in 2002. Shelley earned her undergraduate degree from Boston University in Social Studies Education in 1995.

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