

# **CITIZENSHIP EDUCATION IN REGIONAL CONFLICTS ZONES**



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## **Boiarskyi N.**

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## INTRODUCTION

No century in the history of the humankind went without territorial conflicts. However, these conflicts have numerous negative effects: casualties, refugees and IDPs, housing and infrastructure destruction, devaluation of international treaties and the international law at general, creation of an enemy image of certain social groups etc.

The citizenship education is usually deemed to be a process aiming at creation of abilities and knowledge, which contributes to responsible participation in the social life. Due to its wide scope and effectiveness, it can be used by different parties and groups of the conflict for both democratic changes and for the purposes of ideological propaganda, directed against the principles of democracy and human rights.

This publication is the result of the activities of “Citizenship Education at Regional Conflict Zones” working group within EENCE network in 2020. Please be aware that the experts engaged into the work on this publication, created particular chapters where you can find them indicated as authors thereof. So they may not share the opinion of the authors of other chapters.

This publication is perhaps the first public attempt to look at the education realm (and the realm of citizenship education in particular) in the territorial conflict zones, compare the experience of different organizations and institutions of the field, provide practical advice. So please do not consider it to be comprehensive. This is rather an invitation to a dialogue and reflection on how conflicts can be solved peacefully, by means of citizenship education.

We express our deepest gratitude to everyone who contributed to this publication.

## ABOUT EENCE NETWORK

The history of EENCE network started back in 2015, when a focus group 'Citizenship Education in Eastern Europe' was founded. This group was part of the NECE (Networking European Citizenship Education).

Later on, the focus group turned into a lively network of educators, experts in the field of citizenship education, under the name of EENCE (Eastern Europe Network of Citizenship Education).

The Mission of the network is to contribute to sustainable development of civil society in the Eastern Partnership region and in Russia by broadening the scope of citizenship education and empowering the organizations and experts of this field.

### **The main activities of the network are:**

1. Capacity building of the organizations and experts of citizenship education by vocation training of managers and educators, experience exchange, documentation and multiplication of the best practices by means of experience exchange, recording of the best practices, joint research.
2. Promoting the values of citizenship education and taking influence on decision making on all social levels by joint campaigns, dialogue and discussion platforms, research activities, participation in the work of other networks, international institutions.
3. Strengthening the network resilience by developing its internal communication system and public relations, improving fund-raising activities, membership policy enhancement and strengthening of its decision making structure.

There are topical working groups and project consortiums in the Network. The topics of their work can relate to any current issues pertaining to the citizenship education and corresponding with the mission and priorities of the Network.

### **There are following working groups in the EENCE in 2020:**

- Women in local communities;
- Citizenship education research;
- Development of citizenship education by means of media literacy;
- Strengthening the capacity of the organizations dealing with citizenship education and promoting the citizenship education in their countries;

- Inclusion of sustainable development goals into the citizenship education and promoting the implementation of the UN 2030 agenda;
- Resilience (sustainability, survivance) for citizenship educators and the system of citizenship education;
- Promotion of human rights education;
- History and citizenship education;
- Youth and citizenship education;
- Citizenship education in regional conflict zones.

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# ABOUT THE 'CITIZENSHIP EDUCATION IN REGIONAL CONFLICT ZONES' WORKING GROUP

The 'Citizenship Education in Regional Conflict Zones' working group was created during a EENCE summit on October 4th-6th 2019 in Batumi (Georgia).

## The goal of the group is

to study the current state of citizenship education in the zone of regional conflicts and suggest the EENCE particular steps for improvement.

As of 2020, there are experts from Azerbaijan, Belarus, Ukraine and Russia in the working group. The group is open for other EENCE member experts.

In 2020, the "Citizenship Education in Regional Conflicts Zones" working group organized a number of educational events as part of the "Citizenship Education in Regional Conflicts Zones" project implemented by "Human Rights Vector" NGO (Ukraine), supported by the Federal Agency for Political Education (Bundeszentrale für politische Bildung) and funded by the German Federal Ministry of Foreign Affairs:

### 1) Info-meetings devoted to the situation around citizenship education in certain territories of regional conflicts:

- The state of citizenship education in Crimea;
- Regional view on the state of citizenship education in the countries of Southern Caucasus;
- The state of citizenship education in Transnistria;
- Situation around education and citizenship education in Donbass;
- Situation around education and citizenship in Abkhazia and South Ossetia.

## 2) Topical international info meetings:

- Special aspects of organization and realization of educational events in the territories of regional conflicts;
- Peacemaking programs for territories of regional conflicts;
- The role of international organizations in solution of regional conflicts;
- Women and regional conflicts: experience of civic initiatives;
- The experience of United Nations High Commissioner for Refugees in work with displaced people communities.

The above mentioned and other materials are available here:

 <https://www.youtube.com/playlist?list=PLFkJwhgWDCiw4jEJi8vWDCqp9pMAHHkmf>



# CONFLICTS IN THE MODERN WORLD

In 2019, the analysts of Heidelberg Institute of International Conflict Research (Germany) counted 25 frozen and 358 active conflicts worldwide, including 196 violent conflicts and 162 non-violent ones, 15 conflicts with the features of full-scale wars and 23 – of limited wars. Whereby 90% of all countries of the world were involved into these conflicts.

## **Conflicts Kinds**

We can divide conflicts into:

- International (India – Pakistan, Israel – Syria);
- Intra-state (Mexico, Birma);
- Mixed (internal conflicts supported from the outside: (Yemen, Afghanistan).

During the 'Cold War' (1948-1991) most of the conflicts were international (Arab-Israeli wars of 1948, 1956, 1967; India-Pakistan conflict (1948, 1964, 1971).

After the end of the 'Cold War' the number of intra-state conflicts has grown rapidly (Angola, Cambodia, Yugoslavia).

The nature of the conflicts has changed too. Currently they normally have following features:

- belonging to the category of intra-state and mixed conflicts;
- ever growing number of the conflict parties (military and political groups, paramilitary forces, organized criminal groups etc.);
- usage of asymmetrical warfare (guerrilla actions, terrorism acts etc.);
- deliberate violence toward the civilians;
- state structures collapse and governments unable of protecting their citizens and satisfy their minimal needs;
- humanitarian crises and numerous violations of human rights;
- external influence (regular violations of state borders, transnational crime, terrorism etc.).

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The conflicts differ as to their potential danger for the global community, i.e. international peace and safety.

Their severity is defined by factors as the scope of the conflict, the risk of it spreading to neighbouring countries, refugees etc.

It is only the UN Security Council that is authorized to decide whether a conflict constitutes a risk for the global peace.

The awareness of the global community as to these conflicts differs too. For instance, you can find news on Syria and Afghan conflicts in British press almost every day, but there are other six conflicts, which a regular citizen of this country knows very little of (Mexico, Libya, Ukraine, Yemen, Nigeria, Somalia). As a result, the less the civic society knows about a conflict, the less efforts it makes to settle it.

Conclusion: why would they want to know that? Conflicts are like illnesses. The right diagnosis leads you to the right treatment, a false diagnosis – to a wrong one.

Every conflict is strictly individual! There are no two similar conflicts.

Nevertheless, all conflicts have typical features and, as a result, can and must be classified the right way (into international, intra-state and mixed ones). This is the only way to their resolution.

Lately, the global community has developed some typical scenarios of conflict resolution. These methods are more or less effectively used.

# OVERVIEW OF REGIONAL CONFLICTS IN THE EASTERN PARTNERSHIP COUNTRIES AND IN RUSSIA

## TRANSNISTRIA

The so called 'Pridnestrovian Moldavian Republic' is an unrecognized state since 1990, proclaimed on a part of the territory of Moldavian Soviet Socialist Republic. It borders with Ukraine in the East and with Moldova in the West. Beside the left bank of Dniester river, the 'Pridnestrovian Moldavian Republic' also occupies a small territory on the right river bank. Several villages both on the left and on the right Dniester banks, proclaimed by the authorities of the 'Pridnestrovian Moldavian Republic' its part, are controlled by the government of Moldova.

The 'Pridnestrovian Moldavian Republic' has been unrecognized during its whole history. The territory controlled by it is recognized by Moldova and other UN member states as part of Moldova. 'Pridnestrovian Moldavian Republic' is only recognized by the so called 'Republic of Abkhazia' and 'Republic of South Ossetia' as well as by 'Nagorno Karabakh Republic'.

As for January 1st 2019, the calculated population numbered 465,1 thousand people.<sup>1</sup>

## ABKHAZIA

The so called 'Republic of Abkhazia' exists since 1994. According to the Georgian constitution, it is an autonomous Republic within Georgia. After the adoption of the constitution of November 26th, 1994, it proclaimed itself an independent state and a subject of international law. Since 2008, the state independence of Abkhazia has been recognized by five UN member states (Russia, Nicaragua, Venezuela, Nauru, Syrian Arab Republic). Other UN member states don't recognize the independence of Abkhazia. On September 1, 2008, the heads of the EU member states and governments adopted a statement, which ran as follows: 'The EU summit severely condemned Russia's unilateral recognition of Abkhazian and South Ossetian independence. This decision is unacceptable, we call for the rest of the countries not to recognize the self-proclaimed independence and assign the European Commission the study of practical consequences'.<sup>2</sup> Georgia sees the territory of Abkhazia as part of its

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<sup>1</sup> <http://mer.gospmr.org/gosudarstvennaya-sluzhba-statistiki/informacziya/ezhegodnik-gosudarstvennoj-sluzhby-statistiki/statisticheskij-ezhegodnik-20191.html>

<sup>2</sup> [http://www.ue2008.fr/PFUE/lang/en/accueil/PFUE-09\\_2008/PFUE-01.09.2008/conseil\\_europeen\\_0901](http://www.ue2008.fr/PFUE/lang/en/accueil/PFUE-09_2008/PFUE-01.09.2008/conseil_europeen_0901)

own territory, which has been illegally occupied by Russia.

As of January 1, 2016, the population numbered 243,564 people<sup>3</sup>.

## SOUTH OSSETIA

The so called 'Republic of South Ossetia' exists since 2008. According to the Georgian constitution, the territory of South Ossetia is part of several Georgian municipalities. It proclaimed its independence on December 21, 1991, which since 2008 has been recognized by 5 UN member states (Russia, Nicaragua, Venezuela, Nauru, Syrian Arab Republic). Other UN member states don't recognize the independence of Abkhazia. On September 1, 2008, the heads of the EU member states and governments adopted a statement, which ran as follows: 'The EU summit severely condemned Russia's unilateral recognition of Abkhazian and South Ossetian independence. This decision is unacceptable, we call for the rest of the countries not to recognize the self-proclaimed independence and assign the European Commission the study of practical consequences'<sup>4</sup>. Georgia sees the territory of Abkhazia as part of its own territory, which has been illegally occupied by Russia.

As of 2015, the population numbered 53,532 people<sup>5</sup>.

## NAGORNO-KARABAKH

The so called 'Nagorno Karabakh Republic' is an unrecognized state since 1991. It was proclaimed within the borders of Nagorno-Karabakh autonomous province (NKAO) as well as the neighboring former Shaumyanovsky municipality of Azerbaijan Soviet Socialist Republic and other 7 municipalities outside of NKAO occupied during the First Karabakh War (five of them fully and two – partly).

As a result of Karabakh or Patriotic war from September 27 till November 10, 2020 and signing of a trilateral declaration between Azerbaijan, Armenia and Russia as of November 9, following changes occurred. The square of the unrecognized 'shranked from 11,458 km<sup>2</sup> to 3179 km<sup>2</sup>. This square contains: the most of Martaketsky municipality (1400 km<sup>2</sup>) and Askernasky municipality (120km<sup>2</sup>), 40% of Shushinskiy municipality (120 km<sup>2</sup>), Stepankert/Xankedi (26km<sup>2</sup>) as well as a part of Martuninsky municipality (400 km<sup>2</sup>). Azerbaijan retook Gradutskiy, Kelbadjarkiy, Agdamskiy, Lachinskiy, Fizulinskiy, Jebraillskiy, Zangelskiy and

3 [https://ugsra.org/ofitsialnaya-statistika.php?ELEMENT\\_ID=142](https://ugsra.org/ofitsialnaya-statistika.php?ELEMENT_ID=142)

4 [http://www.ue2008.fr/PFUE/lang/en/accueil/PFUE-09\\_2008/PFUE-01.09.2008/conseil\\_europeen\\_0901](http://www.ue2008.fr/PFUE/lang/en/accueil/PFUE-09_2008/PFUE-01.09.2008/conseil_europeen_0901)

5 <http://ugosstat.ru/wp-content/uploads/2017/06/ltogi-perepisi-RYUO.pdf>

Gubatlinskiy municipalities previously occupied by Armenian armed forces.

It was recognized by the so called 'Republic of Abkhazia', 'Republic of South Ossetia' and 'Pridnestrovian Moldavian Republic'.

According to the census of 'Nagorno Karabakh Republic' as of 2005, the population numbers 137,737 people<sup>6</sup>.

## CRIMEA

Crimea is a peninsula in the Northern part of the Black Sea, its North-Eastern part being washed by the Sea of Azov.

Most of the peninsula is subject of territorial disputes with Russia, which controls it since 2014, and Ukraine. According to the federal structure of Russia, there are objects of Russian Federation in the disputed territory of Crimea – the Republic of Crimea and the city of federal importance – Sevastopol. According to Ukraine's administrative division, here is where the Autonomous Republic of Crimea and the city of special status – Sevastopol are situated. The Northern part of the Arabat Spit belongs to the region of Kherson of Ukraine and is not subject to territorial disputes.

Ukraine does not recognize the annexation of Crimea by Russia, which was supported by the majority of the global community. Ukraine's law and the UN documents consider the Autonomous Republic of Crimea temporary occupied by Russian military forces.

The population of the part of Crimea controlled by Russia numbered 2 361 760 residents as of January 1, 2020<sup>7</sup>.

## DONBASS

The so called 'Donetsk People's Republic' was proclaimed in Ukraine in 2014. According to Ukrainian legislation, the territory of Donetsk region under control of 'Donetsk People's Republic' is deemed to be temporary occupied by Russia. Ukraine considers 'Donetsk People's Republic' a terrorists organization.

It is recognized only by the so called 'Republic of South Ossetia'.

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6 <http://census.stat-nkr.am/nkr/5-1.pdf>

7 <https://www.gks.ru/storage/mediabank/Popul2020.xls>

According to the “General Statistics Office of Donetsk People’s Republic”, as to September 1, 2020 there are 2 224,547 residents in the territory under control of “Donetsk People’s Republic”.

The so called “Luhansk People’s Republic” was proclaimed in Ukraine in 2014. According to Ukrainian legislation, the territory of Luhansk region under control of ‘Luhansk People’s Republic’ is deemed to be temporary occupied by Russia. Ukraine considers it a terrorists organization.

It is recognized only by the so called ‘Republic of South Ossetia’.

The population of “Luhansk People’s Republic” as of December 1, 2017 numbers 1 469 097 residents.

# THE ROLE OF INTERNATIONAL ORGANIZATIONS IN THE SOLUTION OF REGIONAL CONFLICTS: EDUCATIONAL ELEMENT. (as in case of Russian-Ukrainian conflict)

Conflicts constituting danger for the global peace and safety can be settled by different international organizations having motivation and resources e.g. the African Union, Organization of American States, the League of Arab States etc. We will consider four international organizations that have been actively engaged in the Russian-Ukrainian conflict.

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## THE NORTH ATLANTIC TREATY ORGANIZATION

### **NATO**

The North Atlantic Treaty Organization or the North Atlantic Alliance is a military-political block uniting most of the European countries (and Turkey), USA and Canada. As you know, one of NATO's official goals is to guarantee for deterrence against aggression in any form toward any of its member state or defence against it.

Of note, NATO supports Ukraine not only in the military-political realm, but also in the sphere of *public diplomacy and citizenship education*. There is a NATO Centre of Information and Documentation in Ukraine fulfilling the task of awareness raising about different aspects of NATO's activities and support of educational projects in Ukraine. The Centre supports all Ukrainian organizations dealing with the issues of economic, social and psychological safety.

Since 2014, Ukraine is the biggest beneficiary of the NATO' "Science for Peace and Safety" program. Generally, there are 49 new events in Ukraine. Including 40 long-term project, seven seminars on cutting-edge research and two advanced courses. In Ukraine, there is a great variety of SPS events including following areas: war on terrorism, radiological, chemical, biological and nuclear defence, Cyber defence, energy security, cutting-edge security technologies.

NATO provides consultations and funds for official diplomacy, media relations and strategic communication events in Ukraine helping it to build its capacity

and resist propaganda. Since 2014 NATO has been supporting the Ukrainian crisis media centre and Kyiv Post newspaper where fact-based coverage of events in Crimea and Eastern Ukraine can be found. NATO has also organized communication training for civil servants and civic leaders.

## THE EUROPEAN UNION

**EU** The European Union is a political and economic alliance of 27 European countries bearing features of an international organization and a state at the same time even though legally it is neither one thing nor another. A common market was created in all EU countries which guarantees for free movement of capital, services, goods and people. Joint foreign and defence policy was developed to maintain coherent foreign and defence policy.

The EU provides Ukraine with enormous support in many spheres. If we were to focus on the citizenship education development, two main instruments of support would be worth mentioning: *Erasmus+ program and grant support* of the public sector. Due to Erasmus +, Ukrainian NGOs are getting support for their public initiatives including those in the field of citizenship education.

Ukraine is an active participant of the EU capacity building and mobility programs of Erasmus +. This allows students and lecturers to obtain international and intercultural experience, to get to know new teaching methods, upgrade their skills and strengthen their connections.

The EU promotes the development of key competences of young people, their active civic stance, social inclusion and solidarity. Ukraine actively participates in Erasmus + projects promoting youth exchanges and volunteer work, networking, co-operation and peer learning.

More than 9,000 Ukrainian and 4,000 European students and academic staffers profited from Erasmus academic exchanges. Over 14,500 young people and employees from Ukraine took part in short-term exchanges, mobility and training programs as well as in volunteer projects.

The EU program “House of Europe” with the budget of 18000000 euros is also worth mentioning. This program offers professional, cultural and youth exchanges with Ukraine’s participation. The EU provides Ukraine with 53 million euros to support the modernization of professional, citizenship and school



education. It also allocates these funds for the universities displaced from the East of Ukraine. The EU also allocated 2 million euros to support the lessons of Ukrainian as the second language for national minorities.

The biggest EU technical aid program for Ukraine in 2016-2020 was “U-LEAD with Europe”. The program aimed at creating a multi-level transparent and accountable management system able to react on the citizens’ need.

The “U-LEAD with Europe” contained two main goals:

1. Capacity building of key subjects on national, regional and local levels to implement the regional policy and decentralization (GIZ). This includes vertical and horizontal coordination and competence development on all management levels all over Ukraine.
2. Empowerment of local amalgamated communities to provide the citizens with high-quality services and make a contribution to decentralization (managed by Sida). For this purpose, Sida signed subcontracts to support creation and modernization of around 600 innovative administrative service centre corresponding with the citizens’ expectations. Sida also developed IT solutions to guarantee the provision of above mentioned services.

It is important to know that both tasks were basing on broad educational programs for the residents of local communities which covered issues of democracy, project management, property rights protection, critical thinking etc.

## THE UNITED NATIONS ORGANIZATION

### UNO

The UNO is a global international organization founded in 1945. The goal of the organization is peace-building and peace-enforcement, development of international co-operation.

The UN associated schools dealing with education, science and culture (**UNESCO**) participate in international educational projects in Ukraine; they develop youth and child diplomacy; study and commemorate dates of the UNO; conduct international seminars, conferences, festivals, summer camps. The four topics of their studies are defined by UNESCO: global problems research and the role of the UNO in their settlement; human rights; foreign countries and cultures; humans and the environment.

The project of the UN associated schools was launched in 1953. The main goal of the project was to ensure high quality school education by implementing projects with the focus on knowledge about human rights, democracy,

international relations and environmental protection within the system of the UNO. Nowadays there are over seven thousand UNESCO associated schools in 172 member states.

Ukraine is one of the UNO founder states. After obtaining independence, Ukraine has defined participation in UNO's activities as one of the priorities of its foreign policy.

Following spheres of UNO's activities constitute the highest priority for Ukraine:

- development of effective approaches to strengthening of international and regional security;
- more active involvement of the UNO in disarmament, including the nuclear disarmament, reducing military confrontation in different regions of the world, constructive dialogue on conversion problems, contributing to building of new regional security structures and strengthening of existing ones; networking with them;
- usage of the UN's experience to solve social-economic problems, expert assistance in favor of Ukraine's state-building, foster of the transfer to market economy;
- usage of unique opportunities provided by the UNO to maintain dialogue with representatives of foreign countries.

If we were to speak about the UN educational programs, they are being implemented by means of the projects of the UN Development Program. Particularly, in 2020, the UN Development Program created an on-line course "What to Do Next: Sustainable Development Explained to the Community"<sup>8</sup> on the on-line citizenship education platform VUM. This course aims at sustainable development of the communities and bases on real-life demands of the people.

## ORGANIZATION FOR SECURITY AND COOPERATION IN EUROPE

### OSCE

OSCE is the world biggest regional organization dealing with the issues of security and uniting 57 countries. The organization was created as a regular international forum and to develop measures to lower military confrontation and promotion of security in Europe.

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8 <https://vumonline.ua/course/how-to-proceed-sustainable-development-for-communities/>

OSCE Special Monitoring Mission (SMM) in Ukraine deserved special mention. It started working on March 21, 2014 basing on the request of Ukraine's government and the decision of all 57 OSCE member states. SMM is an unarmed civil mission that operates 24/7 in all regions of Ukraine. Its main goals are to objectively monitor and report the situation in Ukraine and foster the dialogue between all parties to the conflict.

# CONDITION OF CITIZENSHIP EDUCATION IN TRANSNISTRIA

## FORMAL EDUCATION:

- **The system is local, managed by the so called “Ministry of Education of PMR Government”:**
  - According to the “Ministry of Education of PMR Government”, there are 160 educational establishments (including boarding schools) in Transnistria. 44,547 people study there.
  - There are two “state” universities, private universities and technical colleges.
  - There are three “official languages”.
  - They conduct “unification” of the Russian laws (since 2011, there is a “Unified State Exam” in Transnistria).
  - 177,00 Moldavians (31,9%), 168,000 Russians (30,4%) and 160,000 Ukrainians (28,8%).
  - There are 82% Russian schools, 13.5% “Moldavian” schools, 3.8% Romanian schools and 0.7% Ukrainian schools.
- **The system under jurisdiction of the Ministry of Education of Republic of Moldova looks like this:**

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Promo LEX Human Rights  
Program.*

8 romanianphone schools.

- Tiraspol State University in the city of Chişinău.
- Since 2018, the Moldovan government adopted a resolution, according to which apostille is required for educational documents issued in Transnistria and in Bendery after 1992.
- There were 240 beneficiaries in 2019.

## INFORMAL EDUCATION:

- **Trans-Dniester NGOs:**
  - According to “Media Center” NGO, the number of citizen groups has grown from 1020 in 2001 to 3792 in 2012 with the population decreasing by 200 000. But only 20% of these organizations actually operate.

- “Education”, “Social security”, “Youth Issues” are the main fields where Trans-Dniester NGOs operate.
- Independent public work is still problematic. The human rights organizations are either considered dangerous or suffer persecution. The local Coordination Council for humanitarian and technical aid that is controlled by the Prime-Minister, shall approve management work.
- The law of 2018 requires longer reporting from the NGOs, including reporting about foreign funding, and prohibits “political activities’ in the broader sense of the word for the NGOs supported from abroad.
- **Organizations on the Right Bank of Dniester. Experience of Promo-LEX Association:**
  - In 2006 the Association implemented its first project aiming at strengthening of civil society in Transnistria – the Center of Resources and Development of Transnistria.
  - In 2007 – 2014 around 20 projects focusing on the development of the regional non-governmental sector were implemented.
  - Trainings for the local initiative groups and NGO management groups, project management (strategic planning, fundraising, project writing, project management, financial management of NGOs).
  - Support of a local organization during its registration.
  - Support and coaching for local organizations: project writing assistance, donor identification, project realization, reporting on measures taken, financial management etc.
  - Seminars and trainings for the local initiative organizations in following fields: human rights, civic journalism, lobbying and advocacy, coalitions and partnerships.
  - In 2007 the Promo-LEX association organized the First Donor Forum for the region of Transnistria.
  - Later we organized the first Civil Society Forum: the first in 2008 and the second in 2009.
  - In 2010, Promo-LEX was a co-host of the European Partnership Fair, where about 30 NGOs of the region took part.
  - An index of Trans-Dniester NGOs was created.
  - Three internships abroad were organized for the regional activists.

# CONDITION OF CITIZENSHIP EDUCATION IN ABKHAZIA AND SOUTH OSSETIA

## CITIZENSHIP EDUCATION IN A FORMAL EDUCATIONAL PROGRAM

Educational programs of the schools and universities in non-government controlled areas do not offer such subject as citizenship education, however, in the areas controlled by Georgian government this subject is included in the school program, along with several its aspects taught at certain courses in Georgian universities.

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The government of Georgia conducts special programs and offers the population of Abkhazia and South Ossetia the same rights and benefits accessible by Georgian citizens of any ethnic origin; for instance, participation in international educational exchange programs in order to continue the education abroad.

To this end, students and scholars who live in Abkhazia and Tskhinvali/South Ossetia enjoy the opportunity to continue their studies and scientific activity in leading universities of the United States, Europe, and Asia on terms of full or partial funding.

The EU-Georgia Association Agreement gives everyone an opportunity to join educational programs and continue studies in the EU<sup>9</sup> countries in order to receive a high-quality education that meets the highest standards.

## CITIZENSHIP EDUCATION AND THE RIGHT FOR EDUCATION<sup>10</sup>

Abkhazia and South Ossetia remain extremely isolated areas, its population does not possess the freedom of movement, as well as other rights and freedoms, to the full extent. International organizations' access to these areas is limited.

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9 According to the information from the Office of the Minister of State for Reconciliation and Civic Equality

10 This chapter is based on the Annual Report of the United Nations High Commissioner for Human Rights and the reports of the Office of the United Nations High Commissioner and the Secretary-General Technical assistance and capacity building Cooperation with Georgia Report of the United Nations High Commissioner for Human Rights to the Forty-second session of the Human Rights Council 9-27 September 2019 Agenda items 2 and 10. Access: <https://reliefweb.int/sites/reliefweb.int/files/resources/G1924635.pdf>

In 2019 Secretary-General repeated the appeals to give OHCHR full access to Abkhazia and South Ossetia in order to evaluate the needs connected with human rights, to support the existing mechanisms, and to help build confidence with the aim to enhance human rights protection among the affected population.

Both in Abkhazia and South Ossetia ethnic Georgians are still facing different forms of discrimination. Many of the submissions received by OHCHR contained information about current restrictions on the use of Georgian language as a medium of instruction, which is still affecting communities who identify as ethnic Georgians, especially in Gali (Abkhazia) and Akhagori (South Ossetia). Reportedly, the measures for replacement of Georgian language with Russian as a medium of instruction are being persistently implemented both in Abkhazia and South Ossetia. According to the Georgian government data, this phenomenon continues to affect 4000 students in Abkhazia and 100 — in South Ossetia. Reportedly, this prevents teachers from providing high-quality education, as well as it prevents students from receiving it. One of the submissions received by OHCHR contained a concern about the risk of extreme decline in academic performance among Georgian children in Abkhazia and South Ossetia and the emergence of a long-term perspective of undereducated generation. The access to education is impaired by the numerous restrictions of the freedom of movement. OHCHR is continuously receiving information about children who have to cross the administrative border with Abkhazia in order to attend schools where the medium of instruction is the Georgian language. During this process, they are facing difficulties and even impossibility to continue their education due to long-drawn-out trips and other requirements. According to the Public Defender of Georgia, students and schoolchildren who took trips to Abkhazia and South Ossetia during winter holidays could not return back to the area controlled by the Government of Georgia because of the closure of the administrative border at the beginning of 2019, which resulted in their impossibility to attend lessons and exams at that time. According to several NGOs, in consequence of the situation mentioned above, ethnic Georgians might forget their native language or in some other way consider themselves compelled to leave certain areas.

## NGOS WORKING IN THIS FIELD IN NON-GOVERNMENT CONTROLLED AREAS

There are more NGOs and programs in Abkhazia than in South Ossetia, which characteristically has less population in general, and less active youth in particular. Ossetian youth leave the region in favour of Russia, in particular, they go to study and work to North Ossetia.

Due to this fact, we possess more information about the citizenship education programs in Abkhazia.

It is worth noticing, that European and American organizations funding citizenship education often face problems in accessing the regions. The programs might begin or end, depending on the mood of de facto authorities. At the same time, Russian GONGOs, such as Gorchakov Institute or Lepekhin Institute, are functioning in the regions without let or hindrance. Although the youth programs implemented by these institutions employ a format of informal education, in reality, they aim to propagandize the Putin regime amongst youth, therefore we will not review them anymore.

The Confidence Building Early Response Mechanism program, that funded more than 30 Georgian-Ossetian projects in 2010-2013 alone, has been functioning in both regions since 2010.

Swedish NGO 'Kvinna Till Kvinna', UNDP, British NGO 'Saferworld' and Nonviolence Peace Force are functioning in both regions.

The Soros (Open Society) foundation is functioning in South Ossetia under the patronage of State Security Committee.

The 'World Vision' NGO is working with youth, having founded youth clubs in 48 communities across Abkhazia. According to the Head of the organization H. Bederski, the goal of their youth work is to 'change the perception and influence the main figures in the family, older generation and authorities. These are people who suffered the most during the armed conflict and its consequences, and those who have a strong memory of the conflict. We believe, that through this project we can enhance interconnection between children'.

In its turn, the 'Internews Georgia' project is implementing the 'Promoting Balanced Reporting on Conflicts in the South Caucasus' project with the financial support of the British embassy. It includes trainings for journalists and aims to 'influence public relations'. In Georgia, there is a website called 'Our Abkhazia', and in South Ossetia there used to be a project called 'Point of View' which united journalists from Georgia and South Ossetia. These projects were sponsored by the George Mason University Foundation, One Foundation, Planethood Foundation, US Agency for International Development, US Department of State, US Institute for Peace, Conflict Transformation Alliance, UK Foreign and Commonwealth Office.

World Vision, International Alert, NIMD, The HALO Trust, Saferworld, Synergy Network, 'Caucasian House', 'Internews Georgia', 'Red Cross', 'Reconciliation Resources', 'Eurasia' Partnership Fund, 'George Mason University – Center for Peacemaking, School for Conflict Analysis and Resolution' are the main organizations working in these regions on the issue of citizenship education.



## CITIZENSHIP EDUCATION ACROSS THE AREAS CONTROLLED BY THE GOVERNMENT OF GEORGIA

Many of Georgian NGOs work with youth who have suffered from the conflict, with IDP youth, as well as with women, doctors and veterans in the areas controlled by the government of Georgia.

Information about Georgian NGOs' projects is available on the Internet and international forums. Georgian NGOs which deal with the issues of citizenship education do not experience pressure from the side of authorities, unlike their colleagues in the non-government controlled areas.

Among the NGOs working in this field, the leading ones are 'Atinati', 'Kartlosi', 'Biliki', Georgian-Ossetian Civil Forum, IDP-Women Association 'Consent' and many more.

There are international programs that function in Georgia, such as Erasmus, Erasmus+, FLEX, SALTO.

## CONDITION OF CITIZENSHIP EDUCATION IN KARABAKH

Karabakh conflict has destroyed the local educational infrastructure and had a detrimental effect on the communities and their residents, who have become IDPs or refugees – about 800 thousand people as of 1993.

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VIEW, orientalist, member of  
the Board of PUAHE (Public  
Association of Azerbaijani  
Historians).*

Besides, during the First Karabakh War 40 thousand people from Azerbaijani population of Nagorno-Karabakh had to leave their homes. They received a status of IDP. The IDPs received almost the same benefits as refugees. According to the official statistics, the overall number of people who had moved from Armenia to Azerbaijan is 219 out of 776. The Azerbaijani authorities granted them refugee status, according to which they were given numerous benefits. In 1998 they received the citizenship of the Republic of Azerbaijan. At the same time, they have refugee status and enjoy the corresponding benefits. It should be noted, that Armenians who had moved from Azerbaijan to Armenia are still considered refugees by the international organizations. According to this, they enjoy the opportunity to receive aid from international humanitarian organizations. According to UN data, the current number of Armenian refugees is 235 thousand people.

Around 1 thousand educational facilities were destroyed, 115 thousand students and almost 16 thousand educators became IDPs as a result of the First Karabakh War.

Nowadays around 700 schools, 61 preschools, and 31 external educational institutions are functioning in the Republic of Azerbaijan, the territories of which had been under occupation until December 2020. These facilities accommodate 95 thousand students, while 18 thousand teachers are engaged in their education process. All the students are provided with free textbooks.

It is worth noticing, that in the new settlements, built for IDPs in different regions of the Republic of Azerbaijan, more than 30 secondary schools, with a capacity for 5 thousand students, and more than 20 kindergartens, with a capacity for 1 thousand children were constructed. In 13 settlements for IDPs, newly built in accordance with the relevant order of the President of the Republic of Azerbaijan, around 20 secondary schools with a capacity for 2,5 thousand students were constructed.

The embassies of the United States and Japan in the Republic of Azerbaijan, the representatives of the UN High Commissioner for Refugees in the Republic

of Azerbaijan, UNICEF, the US International Development Agency, and other international humanitarian organizations are directly involved in improving the physical infrastructure of secondary schools for IDPs.

During the Second Karabakh War (September 27 – November 10, 2020) as a result of artillery and missile attacks by the Military Forces of Armenia on nearby cities 9 school students died, 50 secondary schools were destroyed.

Before the Second Karabakh War secondary schools were functioning in all localities of Nagorno-Karabakh. A total number of students is 33 thousand: 24 thousand secondary school students, 4016 – preschoolers, 4986 – vocational school, college, or university students.

All school students who had temporarily moved from Nagorno-Karabach to the Republic of Armenia were registered at one of the nearest secondary schools at their place of residence in order to continue the educational process. The lessons for primary school are conducted off-line, and the lessons for secondary and high school are conducted remotely. Preschoolers attend kindergartens.

# CONDITION OF CITIZENSHIP EDUCATION IN CRIMEA

After the annexation of Autonomous Republic of Crimea and forceful inclusion of Crimea to the Russian Federation as ‘the Republic of Crimea and the federal city of Sevastopol’ inhabitants of these areas faced a problem: how should they live with new legislation? In order to regulate transitional issues, a law was adopted on March 21, 2014 #6-Federal Constitutional Law ‘On the admission of the Republic of Crimea to the Russian Federation and the formation of new subjects within the Russian Federation – the Republic of Crimea and the federal city of Sevastopol’.<sup>11</sup> The main transitional period was initially established until January 1, 2015. Citizens of Ukraine and people out of citizenship, who constantly resided in Crimea at the time of admission, were acknowledged as citizens of the Russian Federation. Renunciation of citizenship was only possible within one month after the admission. In reality, the passports had been handed out in a forceful manner for three months after the admission of the Republic of Crimea to the Russian Federation. The official languages remained the same as when Crimea was included in the territories of Ukraine – Russian, Ukrainian and Crimean Tatar.

*Prepared by:  
Valery Balaian.*

This has raised a series of identity and self-identification issues among the population groups in Crimea at the moment of annexation. Around 60% called themselves Russian, around 15% – Ukrainian, around 13% – Crimean Tatar, 12% – Belarussian, Armenian, Greek, Bulgarian etc.

Of course, it is pointless to talk about any network of citizenship education facilities in Crimea in conditions of annexation. Nowadays, citizenship education in Crimea is developing in two directions – conventionally ‘Crimean Tatar’ and ‘Ukrainian’.

## CRIMEAN TATAR DIRECTION

This direction of citizenship education is associated with the Crimean Solidarity movement, an association of independent journalists, public activists and human rights defenders (lawyers). It holds various actions in support of prisoners of conscience among Crimean Tatars, protests in front of courthouses in Simferopol and Rostov-on-Don, etc.

<sup>11</sup> <http://base.garant.ru/70618342/>

They also run courses, often semi-underground, to explain the active part of the population about current events, the situation with the mass persecution of the Crimean Tatars, about the support of the families of prisoners, etc.

## UKRAINIAN DIRECTION

Due to the persecution of Ukrainian and pro-Ukrainian activists, most of them were forced to leave Crimea in 2014-2015.

Therefore, the citizenship education system per se was destroyed. What is left? The system of informing the Crimean population about current events in Ukraine (thanks to the distribution of radio broadcasts of the Ukrainian radio and radio 'Crimea – realities' of the radio station 'Liberty-Free Europe') These broadcasters dedicate time for the Crimean audience, prepare special programs and live interactive broadcasts. Nowadays, this is perhaps the only way of communication between Crimea and compatriots on the mainland Ukraine.

Separately, the role of some NGOs that left Crimea, previously actively involved in civic education on the peninsula, should be noted. First of all, this is the Almenda NGO<sup>12</sup> and its leaders Olga Skripnik and Valentina Potapova. They devoted themselves not only to human rights but also to coverage of the role of Ukrainian NGOs in state policy for provision of the educational rights to residents of annexed Crimea. Several questions, which they constantly raise in their radio shows and on their website – <http://almenda.org/category/about-us/>

- Which factors influence the choice of universities for the students from temporarily occupied areas?
- What educational opportunities do Crimean students have?
- How popular is the system of enrollment through Crimea-Ukraine centers?

For example, in 2018, during a presentation of the informational-analytical report 'Education for Crimea'<sup>13</sup> in Ukrinform Valentina Potapova, chairperson of Center for Civic Education 'Almenda', stated the following:<sup>14</sup>

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12 <http://almenda.org/>

13 <http://almenda.org/osvita-dlya-krimu-analitichna-dopovid-shhodo-zabezpechennya-rivnix-mozhливостей-dlya-vstupu-do-vishnix-navchalnix-zakladiv-meshkanciv-okupovanogo-krimu/>

14 <https://www.ukrinform.ru/rubric-presshall/2565920-obrazovanie-dla-kryma-prezentacia-informacionnoanaliticeskogo-doklada.html>

‘We have separated three groups of factors that influence the choice of Crimean graduates. The first one is a factor of propaganda and pressure. You could clearly see the consequences of mass militarization on the peninsula with an example of Kerch tragedy. Another role is played by ‘hate speech’ and ‘Yarovaya laws’. These laws imply legal responsibility starting from the age of 14 for distribution of literature and information connected with ‘forbidden topics’. Some of such topics can be found in Ukrainian history school books for 11th grade. Therefore, even the fact of having such a book can be a threat of legal responsibility. Moreover, children have to hide that they are enrolling in Ukrainian universities even from their classmates’, – she said. The factors of myths and fears connected with Ukrainian education also affect them. ‘They are all afraid that after crossing the administrative border they will be conscript to the army, afraid that they will not be able to study in Ukrainian language. Also, there is an opinion that Ukrainian education is worse in quality than Russian’, – she noticed.

The third group of factors are connected with the state policy of Ukraine, for instance, the realization of educational rights of Crimean people.

# CONDITION OF CITIZENSHIP EDUCATION IN DONBASS

## SITUATION AROUND HIGHER EDUCATION

In consequence of the Russian aggression in Donbass in 2014, 10 universities from Donetsk region and 7 – from Luhansk region, 40 thousand students and 3,5 thousand lecturers have been displaced to the territory under control of Ukrainian government. Also, the Vernadsky Taurida National University has been displaced from Crimea to Kyiv.

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University.*

### • **Places where the universities were displaced:**

- Vasyl' Stus Donetsk National University (Vinnytsia);
- National Technical University of Donetsk (Pokrovsk);
- National Medical University of Donetsk (Chervony Liman);
- Tuhan-Baranovsky Donetsk National University of Economics and Trade (Kryvyi Rih);
- S. Prokofyev Donetsk National Music Academy (Kyiv);
- Donetsk National Management University (Mariupol);
- Donetsk Institute of Law (Kryvyi Rih);
- Donbass State Academy of Construction and Architecture (Kramatorsk);
- Luhansk State University of Internal Affairs (Sumy);
- Luhansk Medical University (Rubizhne);
- Volodymyr Dahl East Ukrainian National University (Severodonetsk);
- Taras Shevchenko National University of Luhansk (Starobilsk);
- Luhansk National Agricultural University (Kharkiv).

The question of possible amalgamation of these universities is currently being considered.

- **Admission to Ukrainian Universities**

School graduates from the so called “Luhansk People’s Republic” and “Donetsk People’s Republic” is allowed without passage of independent testing. One can ask the “Donbass Ukraine” centre<sup>15</sup> for assistance in university entrance issues – also anonymously. Since the “Donbass Ukraine” centre started operating, the number of applicants from temporary occupied territories of Donbass doubled. If there were 1008 applicants in 2016, there are 2026 in 2020. This being said, the applicants names are encrypted in rating lists and in orders of admission for safety reasons.

## THE SITUATION AROUND CITIZENSHIP EDUCATION

- The mandatory course of Ukrainian history has been renamed into the history of the Motherland.
- Military patriotic education has been declared one of the priorities.
- The staff schedule of educational establishments now includes a new position of the pedagogue responsible for patriotic education.
- The so called “Minister of Education of DNR” Larisa Polyakova: “actions and measures aiming at development of citizenship, patriotism, devotion to duty and Motherland shall be present at all levels of education”.
- There is a Concept of Patriotic Education for Students of “DNR”. According to it, the content and structure of patriotic education include: citizenship-patriotic education, military-patriotic education, spiritual-ethical, historical-patriotic (regional history), cultural-patriotic, sport-patriotic education.

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15 <http://www.dgma.donetsk.ua/donbas-ukraine/centr.html>



# THE MAIN QUESTIONS OF EDUCATIONAL PROGRAMS PLANNING

It is important to answer several questions when you begin to plan non-formal education (including citizenship education) in order to solve a certain issue: whom are we going to teach, what are the needs of the target groups, and how these needs can be fulfilled. Having analyzed the experience of realization of non-formal education for the people who come from conflict areas, we can draw the following conclusions.

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human rights defender,  
non-formal education  
trainer.*

1. The main groups that require different programs:
  - 1.1. This is a very important and difficult, but the desirable group – teachers and other actors of formal education.
  - 1.2. The actors of non-formal education working in the region, including those who work with the topics distant from citizenship education.
  - 1.3. Primary groups – youth, school children, students, etc.
2. While determining the goals of the educational programs, it is important to run a complex needs monitoring. For this, one may use questionnaires, remote focus-groups, interviews, as well as general monitoring of the informational environment for different groups. At the same time, it is important to understand that you might face:
  - 2.1. Already realized/articulated needs – to understand potential participants' interest in various topics or formats – the things they consider important and helpful.
  - 2.2. Unrealized needs – the ones that are not directly articulated, but still arise as a problem as a result of further detailed communication.
  - 2.3. Needs that come out after monitoring of the issues and informational environment of the region, although potential participants do not realize them at first.

3. Topics that are important to promote in addition to the needs formed during the monitoring:
  - 3.1. Critical thinking development. A crucial factor in opposing a one-sided informational environment and direct propaganda.
  - 3.2. Topics connected with human dignity and universal values of human rights. As a factor in returning into a humanistic paradigm in regard to the attitude towards the others, including people 'on the other side of the border'.
  - 3.3. System thinking and understanding the complexity of the modern world as a factor in developing a more complex image, than the proposed one-dimensional models in local informational resources. These could be related topics:
    - History,
    - Social philology,
    - Humanitarian popular science etc.

Once these fundamental questions are cleared, it is worth thinking about:

- what partners (including international organizations, governmental authorities, NGOs) you should and should not invite in order to avoid politicization;
- whom should you invite to conduct the educational events (experts, trainers, lecturers);
- what will be the format of the events (off-line, remote) and how safe is this format for students and organizers;
- what methods and techniques of non-formal education will be used.

# SPECIFICS OF ORGANIZATION OF EDUCATIONAL PROGRAMS FOR ADULTS FROM THE CONFLICT-AFFECTED AREAS

Adult education is a complex of organized processes and practical learning which helps people, who are considered adults, to develop their skills, to enhance their knowledge, to improve their qualification or receive new ones, and to change their opinion and behaviour during personal development, and participation in the development of the society.

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organization 'MART',  
All-Ukraine Educational  
Program 'Understanding  
Human Rights'.*

Adult education is quite a difficult and complex process that requires the knowledge of age psychology together with the knowledge of the subject. It is especially important while educating those who live or used to live in a conflict-affected area. While planning and implementing such educational programs one needs to realize that any adult is a representative of the society. In their new role, every adult represents the 'experience' of their society, its specifics, goals and problems. In connection with this, it is important for trainers to know the specifics of this system. The most successful cooperation leads to the actualization of social partnership issues is happening. An educational component should include learning the specifics of the target group. Long-term armed conflict calls for deep changes in people's psyche. This is why we need different, unusual approaches based on the understanding of these people and the realization of how deeply these events have affected them. It often happens so, that such participants not only bring the burden of experienced events but the new experience which makes them vulnerable.

Complete understanding between a trainer and a trainee allows building subject-to-subject relationship between them. This approach implies that the content of the educational activity is subjectively important to the trainees. Cooperation helps determine the zone of proximate and actual development as for the group in general, and for every trainee individually. In such an approach the trainer is acting as an author and an expert of their program while creating an educational environment. As well, mutual understanding between the trainer and the adult trainee allows implementing this process in the most qualitative way.

It is important to note, that organizers are constantly receiving feedback from the trainees, including this information in a continuous process of planning and organization of educational activities. Thereafter, another problem is solved – the quality control of educational content from the points of its modernity,

complicity, logical sequencing, fundamentality, needs and requests from the trainees.

As during a regular educational process, it is worth taking into account the **differences between an adult and a schoolchild:**

- An adult is conscious of themselves as an independent and self-controlling personality and is critical to any attempts to control them.
- An adult has gained a lot of experience – social and professional – which is forming their worldview and point of view which they use to evaluate any incoming information. The experience of people from conflict-affected areas is unique and different from the experience of a peaceful life.
- Motivation to study in adults is explained by an absolutely pragmatic approach – learning something new can help in solving new life problems.
- Adults are striving to understand the ways to apply the new knowledge, thereafter they are better in the perception of practice, than theory.
- Perception of the new knowledge is accompanied by an emotional evaluation of the information. At the same time brain is trying to ‘block’ any information which is accompanied by negative emotion.

There are many models of training lessons. However, the least annoying approach is the one when participants feel comfortable and secure from any kind of criticism from a trainer. The logic of such an approach is that the participants are offered with some ‘provocative’ motivational exercise or problem together with an example or model of activity (participants can suggest other models). While completing the exercise, participants should interact with each other (it reduces tension and fear of mistake) – in pairs or small groups. The introduction of the results is conducted by those who want to do it and not the ones who were assigned by a trainer. Voluntariness is also important during reflection. Those who are not ready to talk at all, can make notes and hand them over to trainers.

**It is important to follow certain principles:**

- **Principle of equality.** The trainer should immediately show that they are the same member of the group as everyone else. There are several principles this regard: the arrangement of furniture (a circle or semicircle instead of rows) plays a role, the position of the trainer (not to stand in front of the group, but to sit in a circle), the style of speech (not to ‘teach’, but to communicate), using the words ‘colleagues’ or ‘friends’ when talking to the group is more acceptable than ‘participants’. It should be noted that the principle of ‘here and now’, which appeals to the adult audience, suggests that any information that raises questions can and should be

discussed and questioned immediately. It should be remembered that everyone has a right to their opinion, and this right must be respected regardless of our knowledge. The trainer's claim to 'the ultimate truth' is inappropriate, especially in a group where there are people with experience of life in an armed conflict. As the journalist and activist of the humanitarian organization 'Responsible Citizens' Yevgeny Shibalov<sup>16</sup>, notes, 'in conditions of psychological stress, such participants narrow their circle of trust. It will be inappropriate to ask these people about their views or attitudes towards the parties to the conflict: they will not tell the truth. They can only say what is required of them' It is the trainer's openness, the 'no-requirement' communication style and the constant expectation of active participation that can become a bridge to a trusting atmosphere. If necessary, the trainer should show a genuine interest in the participants' stories. Even when theoretical, scientific information from scientific sources or special literature is given, it is always important to remember that every adult has his own life experience, which means that everyone might say something about this topic. It doesn't matter that it will be said not in academic language, but simple words.

- **The principle of active creation** implies the rejection of stereotypes. We often approach the new with the old vision and strive to do something 'in the old way,' that is, as we are used to. To change attitudes and prepare our brains to accept new knowledge or inspire fresh ideas, you need to create an appropriate atmosphere in the group. Scientists have developed a kind of learning pyramid: an adult learns 20% of what they hear, 40% of what they hear and see, 60% of what they hear, see and discuss, and 80% of what they are trying to deduce on their own. This means that any new knowledge should not only be discussed but also formulated independently.
- **The principle of individualization of education** encourages to find a way to take into account the individual characteristics of all members of the group (that is, to explain something to someone using an example, and to someone else – using a table, etc.). It is necessary to be prepared for the fact that each of the participants is a person with their characteristics, and certain topics or aspects can cause different reactions.
- **The principle of comfort** suggests not to neglect small breaks, a chance to drink a cup of coffee or tea. This will help relieve tension and create a comfortable pace for the session. Adults always need a break to think about new information, so don't think of a break as a waste of time –

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16 [https://zik.ua/news/2016/02/24/yak\\_govoryty\\_z\\_lyudmy\\_u\\_zoni\\_konfliktu\\_675464](https://zik.ua/news/2016/02/24/yak_govoryty_z_lyudmy_u_zoni_konfliktu_675464)

on the contrary, a ten-minute pause after forty minutes of class will help your group learn much more than a one-and-a-half-hour lecture without a break. Nothing is more conducive to learning than positive emotions. It is necessary to create an atmosphere of trust and psychological comfort in your group. For many in a conflict zone or under occupation, there is a feeling of uncertainty and confusion. Sometimes it adds with the feeling of uselessness: people may consider themselves unwanted, abandoned. This affects the activity, and only a friendly atmosphere relieves tension and 'includes' the participants in the process.

Separately, it should be said about the language of communication. The best choice will be the language spoken by most participants. Moreover, if this becomes a certain barrier, then it is necessary to agree about a language which is convenient or acceptable for everyone. The language barrier breaks trust, so if the majority language was chosen, communicate with individual participants during breaks in the language they are used to speaking in everyday life. When communicating on various topics, even those close to the experience, one should avoid words that may indicate adherence to one of the parties to an armed conflict – 'ours,' 'enemies,' 'they'. Try to use neutral vocabulary and terminology. Also, facial expressions and gestures play an important role in the educational space. A calm and balanced style of communication and gesture relieves tension.

The peculiarity of working with a group of those who were in the conflict-affected area, or are its victims, is the fact that they constantly show increased anxiety. It can be directed both to the environment and to inner worries – for loved ones, acquaintances, family members who are 'not around.' For example, such participants more often than others feel the need to call them, watch the news, communicate with those they know. If it interferes with the process, you should not talk about it in general, it is better to wait for the right moment and discuss it in private.

It is difficult to train together those who find themselves on opposite sides in the conflict. The approach to work in such groups should go beyond the framework of political and ideological positions, should demonstrate respect for the diversity of human rights, where all participants are perceived as equal people, and not as representatives of conflicting parties. The uncertainty of the future, the loss of previous life guidelines, which is accompanied by an increase nonconfidence, arouses mistrust, and sometimes even xenophobic sentiments. Psychological safety at educational events creates conditions for dialogue. As noted by Anna Gulya, one of the project managers 'Common future of Ukrainian society after

Maidan. Promoting mutual understanding and cooperation in conflict prevention' after the trip and familiarization with the experience of post-conflict education in Bosnia and Herzegovina: 'People need to be taken somewhere and allowed to talk. When they started talking to each other, they realized that they were not enemies to each other. Without dialogue, without communication, you will not understand anything, and then you will consider everyone around you the enemy. So, I want to say that a very successful experience includes dialogues'<sup>17</sup>.

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<sup>17</sup> <https://hromadske.radio/podcasts/spilna-krayina/v-bosnyy-y-gercegovyne-do-syh-por-svezha-pamyat-o-strashnom-konflykte-90-h-anna-gulya>

# EXAMPLES OF CITIZENSHIP EDUCATION PRACTICES

## EXAMPLE OF A REGIONAL APPROACH

The number of educational projects dedicated to conflicts in the South Caucasus region, to Karabakh conflict, in particular, is enormous. Historians, political scientists, NGOs from every country usually implement them separately. However, the experience of the Public Association of Historians of Azerbaijan, the 3-rd View Analytical Center (headed by Rauf Rajabov), the Analytical Center for Globalization and Regional Cooperation (headed by Stepan Grigoryan), as well as the Caucasian Dialogue Foundation (led by Vakhtang Kolbaia) demonstrates a regional approach.

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Association of Azerbaijani  
Historians).*

The books that we published ('Essays on the History of the South Caucasus Countries', 'Cross-Analysis of 'Essays on the History of the South Caucasus Countries', 'Positive Examples from the History of the Coexistence of Peoples and Countries of the South Caucasus' (in Russian and English), 'History and Identity: South Caucasus and Other Regions in Transition' (in Russian and English) and 'Cross-Analysis of School Textbooks in the South Caucasus Countries' are addressed to a broader audience, primarily to the representatives of civil society institutions, academic communities, governmental structures, youth from the countries of South Caucasus as well as to international organizations dealing with peacemaking and international cooperation issues. Not by chance, these books are used as facultative textbooks in certain universities in the Republic of Armenia and the Republic of Georgia.

On September 17, 2007, the 'Step to a Dialogue: Armenia – Azerbaijan' project was held in one of the largest educational complex in Yerevan with the support of the British embassy in Yerevan. Within the framework of the project, a School of Human Rights Defenders was opened at the General Education Center, a meeting of schoolchildren with Azerbaijani writer-publicist Seymour Baijan, a presentation of the 'Educational Bridges' project, speeches of Armenian and Azerbaijani political scientists (including Rauf Rajabov) and human rights defenders in front of students and teachers of the school took place. High school students from the Ashot Bleyan's 'Mkhitar Sebastatsi' school had an opportunity to write essays on the topics: 'An Open Letter to a Peer in Azerbaijan', 'How do I Imagine Azerbaijan?', 'What Does Our Future Look Like?'



The main topics of the educational initiatives in conflict-affected areas in the Republic of Azerbaijan and the Republic of Georgia:

1. Elimination of the enemy image, building trust between conflicting parties and preparation of the processes of reconciliation and peaceful coexistence, as well as rejecting propaganda of hatred, developing an atmosphere of trust.
2. Objective coverage of the conflicts and their aspects, improving access to information, protection of freedom of speech.
3. Learning about existing conflicts and the ways of their regulation, as well as researching and analyzing possibilities of post-conflict coexistence.
4. Strengthening the role of women and youth in civil society.
5. Establishing trust between parties of the conflict, and finding mutual understanding, including organization of dialogue in civil society, its inclusion in the process of peaceful coexistence and increasing trust between the parties.
6. Capacity building

Judging from the experience of regional approach it is worth considering:

- 1) Special attention is required for the process of peacemaking for children who live in conflict-affected areas. They should be systematically taught the ability to independently state their thoughts about the sense of moral, juridical, and social definitions, such as 'personality and citizen', 'liberty', 'rights and responsibilities', 'liability', 'respect to other people', 'compromise', 'trust', 'safety', 'violence' etc., as well as about the interconnections and complementarity of these concepts. However, it is very important to determine in advance what values are observed and defended by the parties who take part in the conflict and by the ones who act as 'mediators' or 'third party'.
- 2) It is crucial to make sure that educational modules include practical exercises for learning the ways of resolving emotional tensions, demonstrating tolerance, and reaching wise decisions and compromises. In other words, there is a need to develop skills of humane conflict resolution and to form a strong immunity to violence in the very childhood, using situations that are clear for children (e.g. 'We will not play with him because he's brawling', 'He broke my pan, so I will break his').

- 3) It is worth knowing and remembering that on this stage of human development these processes can be taken under control and are not so tragic. Figuratively speaking, this becomes the first vaccine against common stereotypes and prejudice, as well as the first step towards conscious thinking; towards the dialogue, the culture of dialogue, compromise and peaceful decisions.
- 4) We are promoting dialogue as the main way of reacting to a conflict and preventing violence on all levels of society, especially when it involves all parties in participation. The dialogue contributes to interactive processes of gaining experience and developing the potential which is necessary for constructive work with a conflict. The process of dialogue involves the emergence of leaders who work through the dialogue, and not through violence.
- 5) We should try to be and act as conscious and intelligent practitioners who realize their role and contribution during all stages of work. We should ponder and learn the lessons taught during our work and critically evaluate the ways we learn them through.
- 6) We should cooperate with our partners to create interactive, engaging and equitable processes needed for planning, decision making and evaluation of our initiatives. The evaluation and strategic studying of all the new things one learns is very important in the development of a sense of accountability. We have the responsibility to share our experience with those who might face the same issues as we did.

## EXAMPLE OF A NATIONAL PROGRAM<sup>18</sup>

In Armenia, the public organization 'Women for Development' (<https://wfd.am/>) is implementing the 'Peacebuilding' project. The peace education project is teaching methods of non-violent conflict solving at the schools across Armenia. It has already involved more than 30 000 people.

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In the framework of peacebuilding course the organization strives:

- to improve the quality of education in schools;
- to contribute to a peaceful conflict solving in schools and communities;
- to include the peacebuilding course into school program;
- to promote the culture of tolerance and respect in the region.

The organization has started from gaining potential and studying of the leading international experience in peace education. The main strategy includes the organization of the lessons about peace in schools, trainings for teachers and students of pedagogical faculties, as well as involvement of parents in this process. The course was developed in cooperation with the National Institute of Education under the Ministry of Education and Science.

WFD is working both on a country and individual school level in order to integrate the main theory, skills and knowledge into the training of students and teachers. The skills and concepts taught include:

### **1. Conflict Management:**

- Definition of Conflicts and Their Reasons;
- Conflict Escalation;
- Conflict Management;
- Possible Consequences of the Conflicts;
- Analysis and Mapping of the Conflicts;

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<sup>18</sup> This chapter was prepared based on the materials from 'Women for Development' (<https://wfd.am/>) website as well as 'Peace Education Case' publication. Studies Armenia's Peace & Conflict Resolution Education in Schools Program" (Written by Jennifer Batton) (<https://bit.ly/331JYgy>).

- Skills of Peaceful Conflict Solving;
- Ways of Peaceful Conflict Solving;
- Negotiation;
- Mediation;

## **2. Lessons of Peace:**

- Culture of Peace;
- Health, Personal hygiene and Conflicts;
- Unemployment, Social problems and Conflicts;
- Peace and Human Rights;
- Gender and Conflict;
- The role of Church in Peacebuilding;
- Leadership;
- Media and Conflicts;
- United Nations;
- European Union and Council of Europe;
- Red Cross.

In the period from 2002 to 2018, the organization achieved the following results:

- Around 62% out of 1364 schools in Armenia were involved in the project.
- More than 600 teachers from 850 schools around Armenia were trained.
- Around 70 000 schoolchildren took part in the peace education trainings and gained necessary skills of conflict management.
- The conflicts involving violence in schools decreased by 70%.
- We published 3 methodological manuals, a manual for teachers with didactic materials and a report on the evaluation of peace education influence on the students.
- Peace education is institutionalized.

# RECOMMENDATIONS ON PHYSICAL SECURITY FOR THOSE WHO ORGANIZE PUBLIC EVENTS IN CONFLICT-AFFECTED AREAS

All security recommendations for the events can be divided into several stages:

- 1) preparation of the event;
- 2) during the event;
- 3) after the event.

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## Preparation for the event

- 1) before the event one needs to run a risk analysis and threat evaluation (you can learn more about approximate methodic of risk evaluation via the link  
<https://www.frontlinedefenders.org/ru/resource-publication/work-book-security-practical-steps-human-rights-defenders-ris>);
- 2) if the risk evaluation shows a high level of risk, it might be worth considering a non-public event which implies the absence of a public announcement and inviting participants through private invitations;
- 3) if it is impossible to conduct the event in a non-public way, one should undertake necessary measures for the quality-control of participants and debarment of provocateurs, in particular, to include a request for social profile links in an application form, as well as to make sure the potential participants have trustworthy references;
- 4) one should pay attention to various aspects of physical security while choosing a venue for the event – accessibility, fire safety measures, emergency exits etc.;
- 5) it is also important for the venue to have security guards and their safety policy;
- 6) one more important aspect of security is selecting a remote and isolated venue such as a sanatorium or an isolated hotel in the countryside with their security guards;

- 7) there are specific venue requirements for the events that take place in conflict-affected areas — they should be located far away from the zones of direct combat, ‘contact line’ and minefields;
- 8) the venue should have a designated place where people can hide in case of shelling or shooting;
- 9) transport for the participants should be selected carefully, the vehicles should be in a good condition and have a recent technical inspection card;
- 10) it is also worth planning the most convenient and safe way for participants to get to the venue. It can be done individually (helps to avoid unnecessary attention) or in a group (they might help each other in case of attack, arrest, shooting, etc.);
- 11) organizers should have actual contact information of every participant, as well as their emergency contacts;
- 12) the organizers should have enough medication and first aid supplies;
- 13) it is advisory for one of the organizers to have first aid skills;
- 14) long-term events and events which involve the participation of minors require the presence of a doctor.

## DURING THE EVENT

- 1) upon the negotiations with the venue, do not place the signs or directions of the event, or name it differently avoiding provocative constructions such as: ‘(for) human rights’, ‘(for) equality/tolerance’, ‘(for) LGBT rights’, ‘(for) peacebuilding’, etc.;
- 2) you might also replace the actual event name on the signs and directions with something neutral: ‘Youth training’, ‘Training on individual development’, etc.;
- 3) at the entrance to the room there should be a separate person from the organizers responsible for debarment of the provocateurs and strangers;
- 4) training room might be locked upon the agreement with all the participants and in case of the presence of an emergency exit;
- 5) it is recommended to provide training materials in electronic format (certain materials might create problems during a sudden search or attack during the training and afterwards when the participants will be going home);

- 6) in conditions of the pandemic, all training rooms should have a sufficient supply of fresh air, the distance between participants and trainers should be 1.5 meters, participants should wear masks (and change to a new one every 2 hours), and use sanitizers;
- 7) participants should be informed of the security rules at the beginning of the event;
- 8) also, in the beginning, you should discuss the issues of privacy and confidentiality: can we share the information we received, what information can we share, what are the rules of photo- and video-shooting.

## AFTER THE EVENT

- 1) the organizers should provide safe means of transportation to all participants;
- 2) the organizers should thoroughly plan the departure of participants, the spot where they will be brought after the event and think whether there is a risk of persecution (it is better to choose crowded places and transport hubs);
- 3) a couple of days after the event the organizers should ask the participants whether or not there were incidents with their security and help them if necessary;
- 4) the information stated above will also help to evaluate risks for future events;
- 5) the organizers should run a social media monitoring and find out if the event was somehow covered in media, whether or not there were aggressive comments towards the organizers or participants.

## DIGITAL SECURITY RECOMMENDATIONS

1. Organizers or participants of events in conflict-affected areas might become targets of attack, so it is better if you maintain ‘informational vacuum’. It is not advised to publish your location, movements and pictures with geotags on social media.

*This material was prepared based on the consultations with a digital security specialist, who wished to remain anonymous.*
2. The perfect option for you is using a ‘clean’ and inexpensive computer, smartphone or tablet which are not your main working tool. In case of loss, malfunction or confiscation of your devices, there will not be any of your old files, accounts and other data. In the worst-case scenario, you will lose all the data stored on this device. This is why it is important to have a backup of important files in cloud storage or somewhere else, in several secure places.
3. It is better to save all necessary work files in a cloud drive, which you can access from the ‘clean’ computer with a nickname, password and an additional factor if you are using two-factor authentication. It is worth thinking in advance of how you will access this second factor if you are in a conflict-affected area. If it is SMS (which is not recommended), you need to carry this sim-card and another phone with you, so you can put it in this phone in order to receive an SMS with a code. It is important to have mobile reception in a place where you are. As an alternative to SMS, you can use one-time backup codes, having written it down somewhere in a safe place.
4. It is recommended to use incognito mode in your browser, thereafter the history of your visited pages will not remain in your computer or phone’s memory. After you finish work with these pages, you should close all of them even in incognito mode, in order to erase the trace of its usage. You should log in to all websites whenever using incognito mode. It is not comfortable, but very secure in this situation.
5. Previous recommendation will help you not to leave history and traces of your work on the equipment itself. In order to erase the traces of history from the Internet provider, which you will use to access the Internet in the conflict zone, it is recommended to use a VPN throughout your online work. Therefore, a local provider will not know what resources and websites you visit and what you are doing there. The websites themselves will not be able to track your location with IP-address. Free VPN-services options: [shorturl.at/jkAHY](http://shorturl.at/jkAHY), [shorturl.at/asyKS](http://shorturl.at/asyKS).



6. It is not recommended to use mobile reception for receiving or giving important information unless there is a need for this. If there is a possibility to do this via messengers and the Internet — it is the better option. For instance, secret Telegram or Signal chats with a self-erasing messages timer and the following history clearance.
7. It is not recommended to use your old accounts in messengers. It is better to create new ones and connect them to different phone numbers, which you will use while in a conflict-affected area.
8. You should set up complicated, not repeating passwords both for online-accounts and computer, smartphone or tablet.
9. If there is an opportunity, it is better to encrypt your computers with BitLocker ([shorturl.at/jzBV6](http://shorturl.at/jzBV6)) or VeraCrypt ([shorturl.at/xl018](http://shorturl.at/xl018)) It is also recommended to encrypt your smartphone with built-in encryption functions.
10. If you need to have important big files with you, you can hide them in VeraCrypt file container. Put this file to the other big files like movies and give it a corresponding name. [shorturl.at/hiB18](http://shorturl.at/hiB18) — VeraCrypt user manual.
11. If you are using a smartphone powered by Android OC from Xiaomi or Huawei, it is recommended to create a second space, give it a simple password, fill it with the data that you are ready to show to the strangers and give it away in case of danger. For example, make several neutral pictures, download simple games and applications which would not connect with your professional activity and would not compromise you. Guidelines for Xiaomi and Huawei smartphones [shorturl.at/hjAR8](http://shorturl.at/hjAR8) and [shorturl.at/qzMN9](http://shorturl.at/qzMN9).

## NOTES

