



Economic Commission for Europe
Committee on Environmental Policy
United Nations Economic Commission for Europe
Steering Committee on Education
for Sustainable Development

Seventeenth meeting

Geneva, 30 and 31 May 2022

Item 2 (a) of the provisional agenda

Implementation of the United Nations Economic Commission for Europe Strategy for Education for Sustainable Development: progress in implementing the Strategy**Proposed topics for reporting on progress in the implementation of the United Nations Economic Commission for Europe Strategy for Education for Sustainable Development (2022 informal country reporting)*****Note by the secretariat*****Summary*

By its terms of reference, the United Nations Economic Commission for Europe (ECE) Steering Committee for Education for Sustainable Development is charged with monitoring progress in the implementation of the UNECE Strategy for Education for Sustainable Development (CEP/AC.13/2005/4/Rev.1, annex I, para. 4 (b)). The mandate of the Steering Committee as the principal decision-making body for the activities on the Strategy in the ECE region, responsible for giving guidance and strategic directions to the implementation of the Strategy and monitoring progress in its implementation, was extended until 2030 by ministers and heads of delegation at the High-level Meeting of Education and Environment Ministries held on 8 June 2016 in Batumi, Georgia, in the framework of the Eighth Environment for Europe Ministerial Conference (ECE/BATUMI.CONF/2016/2/Add.2, para 10).

In line with its renewed mandate, and according to the established practice, in addition to the mandatory national progress reporting carried out at the end of each implementation phase, countries are asked to submit informal reports to the Steering Committee on the progress achieved and the challenges encountered in implementing the Strategy. The secretariat will subsequently review all the reports submitted and prepare a presentation, which will identify the major themes and interesting developments with regard to the implementation of education for sustainable development in the ECE region.

To facilitate this process, the secretariat, together with the Chair of the Committee and in coordination with the Bureau, has prepared the present document — a

* This document was scheduled for publication after the standard publication date owing to circumstances beyond the submitter's control.

** The present document is being issued without formal editing.

brief questionnaire on progress made and challenges encountered in the implementation of the Strategy since the last mandatory reporting exercise undertaken in 2018 and the informal reporting exercise undertaken in 2021. Countries are kindly requested to fill in the questionnaire and submit it to the secretariat before 13 May 2022.

1. National reporting on the progress achieved in the implementation of the United Nations Economic Commission for Europe (ECE) Strategy for Education for Sustainable Development offers a valuable opportunity for countries to learn from each other and to share newly produced resources and materials within and beyond the ECE region.
2. In preparation for the seventeenth meeting of the ECE Steering Committee on Education for Sustainable Development, countries are requested to fill in the questionnaire below, informing on progress made and challenges encountered in working on priority action areas after the fourth mandatory reporting cycle carried out in 2018 and since the sixteenth Steering Committee meeting (Geneva, 10 and 11 May 2021).
3. In the below questionnaire, particular attention is paid to the main priority strands of the Strategy's new implementation framework (2021–2030) (ECE/CEP/AC.13/2022/3), focused on:
 - (a) quality education and ESD;
 - (b) whole institution approach and ESD;
 - (c) digital education, information and communications technology and ESD;
 - (d) entrepreneurship, employability, innovation and ESD; and youth and ESD.
4. Countries are kindly requested to submit this information in writing to the secretariat via e-mail (nona.iliukhina@un.org and esd@unece.org) by **13 May 2022**.
5. The secretariat will review the information submitted and deliver a brief synthesis presentation at the Steering Committee's seventeenth meeting. The presentation will be followed by an interactive discussion.
6. Countries will be invited to complement the secretariat's presentation with interventions on outstanding activities and initiatives implemented since the sixteenth Steering Committee meeting (Geneva, 10 and 11 May 2021), in particular regarding how the implementation of national strategies for ESD contributes to the new developments and challenges for ESD in the region. Given the limited time available, countries will only have up to three minutes each for interventions from the floor.

Questionnaire for 2022 informal country¹ reporting on the implementation of the priority action areas of the newly drafted framework for the future implementation of the UNECE Strategy for Education for Sustainable Development from 2021 to 2030²

Advances made and challenges encountered since the sixteenth Steering Committee meeting in May 2021

I. Priority action area (a)

Encouraging countries to embed ESD into quality standards, frameworks and resources associated with formal quality assessments and institutional reviews

1. Are there currently any national or subnational quality assessment/enhancement systems that address ESD in your country?

Yes No

General education

The new State standard of general education was approved by the Decision of the Government of the Republic of Armenia No. 136-L dated on February 4, 2021. The State Standard of General Education (hereinafter referred to as the standard) proceeds from a competence-based approach and establishes qualitative requirements for graduates, depending on the abilities (competencies) of educational degrees and the expected final results of training in educational degrees. The content of the basic general education programs is aimed at the formation of abilities through the expected final learning outcomes. The minimum content of general education programs is established in accordance with the degrees of educational programs by means of subject criteria, programs corresponding to the orientation of educational spheres, and in accordance with this criterion includes knowledge selected in accordance with the general goals of general education and provided for assimilation by students, pedagogically and psychologically standardized and adapted social experience, cultural, moral and aesthetic, national and universal values.

Higher education

The National Centre for Professional Education Quality Assurance Foundation is responsible for those functions.

¹ Countries with a federal structure are free to provide several inputs or questionnaires from different states or entities, if appropriate.

² See framework for the implementation of the United Nations Economic Commission for Europe Strategy for Education for Sustainable Development from 2021 to 2030 (ECE/CEP/AC.13/2022/3). Available from https://unece.org/sites/default/files/2022-03/ece_cep_ac.13_2022_3_adv_edited.pdf

Encouraging countries to embed ESD into quality standards, frameworks and resources associated with formal quality assessments and institutional reviews

- Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic

TBC.

2. Do quality frameworks exist in your country, for integrating ESD/SDGs in teachers' professional development?

Yes No

General education

In 2021, teachers from all regions of the republic took part in three-day courses aimed at informing the provisions of the state standard of general education.

The above-mentioned components have also been included in the programs of mandatory and voluntary teacher certification. There are also courses on the development of professional and methodological abilities of teachers in digital technologies, electronic tools for creating educational resources, project training, pedagogical and psychological support.

Higher education

The organization of the training courses of specialists for quality assurance is within the competence of higher educational institutions as is stated in the “Law of the Republic of Armenia on Higher and Postgraduate Professional Education”.

- Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic

TBC.

II. Priority action area (b)

Promoting the whole institution approach (WIA) (or whole school approach (WSA)) in every institution of formal, non-formal and informal education

1. Has there been any significant advancement made in your country in the field of governance, curriculum, leadership, teachers' professional development, teaching methods, collaborations, facilities and infrastructure for promoting application of WSA/WIA to ESD in formal education?

Yes No

General education

After the approval of the state standard of general education, the subject criteria have been completely revised. In grades 1-4 and in the first semester of the 5th grade, a point assessment is not carried out. The current assessment is carried out by means of a characteristic, and as an annual final assessment, a characteristic of the progress of each student is compiled in accordance with the procedure established by the authorized

Promoting the whole institution approach (WIA) (or whole school approach (WSA)) in every institution of formal, non-formal and informal education

body of the state administration of education.

Within the framework of the school component of an educational institution implementing the state program of high school, modular training may be provided. A module is an integrated or jointly implemented program in one or more general education subjects, representing a part of the state program or a program for each of the general education subjects fully for the time allotted to it by the curriculum. In grades 7-12, each student implements at least one educational project per year in their chosen subject or subjects. State, non-state and international structures implementing educational programs cooperate to support these changes. Subject criteria have been tested in 82 schools of the Tavush region since 2021.

Higher education

Higher education institution is independent in the organization of the educational process, educational technologies and students' certification according to the "Law of the Republic of Armenia on Higher and Postgraduate Professional Education".

- *Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic*

No.

2. Does your country face challenges and has particular needs in its implementation of WSA/WIA in formal and non-formal education?

Yes No

General education

Schools operating in border rural communities have multi-component classes and there is a lack of specialists.

- *Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic*

No.

3. Have there been any monitoring processes (for instance, self-assessments) in your country that support formal and non-formal institutions and organizations when assessing their progress regarding application of WSA/WIA to ESD?

Yes No

- *Please specify*
- *Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic*

No

III. Priority action area (c)

Supporting ESD within ICT and digital education

1. Did COVID-19 significantly change ICT and digital education used for teaching and learning on ESD in your country?

Yes No

General education

✓ During the COVID-19 period (since September 2020) "E-school Armenia" program was launched via organizing centralized distance lessons for more than 5,000 students. In the framework of the program advanced teachers have been recruited and presented the subject programs through video lessons, webinars, written materials and other materials.

At the first stage "E-school Armenia" was a response to the pandemic, but now it has become a platform for creating quality electronic content, e-learning and experience. During the project, about 2000 video lessons were developed and filmed for the students of 1st-12th grades of the secondary school, including sign language, which are always available on the E-school Armenia YouTube channel. In accordance with the general curricula, the teachers, with the help of mentors, developed the curricula, thematic plans, video lessons were shot, materials were prepared, and webinars were conducted.

As a result of further development of this program since September 2021 (since 2021/2022 academic year), teachers from mentor schools selected under the project teach electronically in public schools where there is a shortage of specialists in certain subjects (mainly rural areas' schools). Students participate in e-learning classes from their school in classrooms equipped technically for this purpose through live communication. During the academic year, the mentor schools' teachers visit those rural area schools, where they teach electronically.

According to a preliminary assessment, in 2022 the 18 schools involved in the mentoring network will cover the gap of 101 school subject teachers with their professional potential. During the 1st quarter of 2022 17 mentor schools and 60 rural area schools were included in this program.

✓ New distance education platform was developed through Technical Assistance project of ADB to help ensure the

Supporting ESD within ICT and digital education

continuity of formal schooling (it was launched in March 2022).The platform will benefit schools in remote areas of Armenia that lack qualified teaching staff and will lead to the adoption of a hybrid mode of education in Armenia that will enhance education outcomes.

- *Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic*
TBC.

2. Are there any programs in your country that support educational actors (teachers, mentors, inspectors etc) to integrate ICT and digital education in ESD?

Yes No

General education

National Centre for Education Development and Innovation (NCEDI) Foundation, together with the Luse Foundation, implements the student exchange program “My life in the community”, organized a seminar “exploring and discovering the world”, which is held jointly with YSU, a video seminar “Eight abilities of the lamb” for directors and deputy directors, which is held jointly with the Kaza Foundation, the program for students “Media maker or media consumer?”, project training "Fair of ideas" for students, “Organization of long term education for students with low academic performance”, Programs “Reading in elementary school”, “Play as a means of stimulating education”.

- *Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic*
TBC.

3. Is there any assistance on the national level for embedding ICT and digital education on ESD/SDGs?

Yes No

General education

In 2020 when the pandemic has just begun, more than 22% of teachers have been trained to develop distance learning skills. In order to develop the methodological skills of online teaching, online courses were developed on "Universal Learning Development", "Google Classroom" and "Microsoft Teams" learning management systems by the National Centre for Educational Technology (NCET).

From time to time, NCET develops new short-term courses on ICT and digital skills in teaching. The courses are available to all teachers. Teachers' trainings to develop digital skills is being

Supporting ESD within ICT and digital education

implemented in regular and continuous basis.

Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic

No.

IV. Priority action area (d)

Enhancing entrepreneurship and employment within ESD

1. Are there changes in curricula focused on developing (new) skills, aimed at increasing levels of entrepreneurship and the greening of economies (e.g. in TVET and higher education programs)?

Yes No

General education

The components of entrepreneurship, financial literacy, climate change and disaster risk reduction were integrated into the subject programs and criteria. The subject Entrepreneurship is also taught as a separate subject

TVET

Since 2016 National Center for VET Development, in collaboration with Small and Medium Entrepreneurship Development National Center of Armenia and GIZ, has started the development of the “Entrepreneurship” module and corresponding modular program.

The “Entrepreneurship” module with integration of the knowledge, skills and attitudes of the entrepreneurship key competence has already been included in all VET state educational standards developed and revised since 2017.

Continuous inclusion of the “Entrepreneurship” module in all VET state educational standards and curricula will be implemented in the coming years.

Besides, with the letter of the Minister of Education and Science of the Republic of Armenia (01/08.1/4920-18 on 5 May, 2018) the directors of VET educational institutions were instructed to include the “Entrepreneurship” module into the existing curricula of professions and qualifications taught at the educational institutions administered by them.

Highlighting the strategic significance of entrepreneurial human capital for the development of Armenia's economy the intention of including entrepreneurship key competence in all 170 state educational standards of VET professions is mentioned in “Government Action Plan for 2019-2023, Government Action

Enhancing entrepreneurship and employment within ESD

Plan for 2021-2026, as well as in other strategic documents of VET sector.

Higher education

The implementation of educational programmes on entrepreneurship for higher educational institutions is already planned by the “Government Action Plan for 2021-2026”. Most of the higher educational institutions have carried out and added special VET programmes and specified subjects in their curriculum to develop entrepreneurial skills.

- *Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic*

No.

2. Are there any mechanisms on the national level that strengthen students/youth entrepreneurship competences related to ESD?

Yes No

Non-formal education

The “Social Entrepreneurship” program is being implemented as a new mechanism for promoting entrepreneurship among young people in the regions of the Republic of Armenia and the Republic of Artsakh, including young women with the support of The Ministry of Education, Science, Culture and Sports.

- *Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic*

No.

3. Are there any incentives for ESD on the national level which prepare students/youth for sustainable entrepreneurship and green jobs?

Yes No

Non-formal education

The “Social Entrepreneurship” program is being implemented as a new mechanism for promoting entrepreneurship among young people in the regions of the Republic of Armenia and the Republic of Artsakh, including young women with the support of The Ministry of Education, Science, Culture and Sports.

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No.

V. COVID-19 and ESD

1. Has COVID-19 impacted the implementation of the UNECE Strategy for ESD in your country?

Yes No

General education

At the initial stage of the pandemic, teachers had a panic, as they mostly did not own technology and had no experience in conducting distance lessons. In 2020, the pandemic was followed by a provoked war, thus the education process was disrupted. In the process, the settings began, positive reviews were also registered. Classes were shared for distance learning, and access to education became more effective.

- *Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic*

No.

2. Are there any lessons learnt in your country from COVID-19, which, in your opinion, would strengthen the role of ESD in the national context as a vehicle for empowering youth and citizens to be more resilient in future emergencies?

Yes No

- *Please specify*
- *Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic*

No.

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