



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

16th meeting, 10 and 11 May 2021

Information Paper 1

Proposed topics for reporting on progress in the implementation of the UNECE Strategy for Education for Sustainable Development

Item 2 (b) of the provisional agenda:
Implementation of the UNECE Strategy for Education
for Sustainable Development: Progress in implementing the Strategy

Prepared by the Secretariat

Note for your attention: This questionnaire is not a formal reporting, but an intermediate informal reporting exercise to report on the current situation in your country at the beginning of the period 2021-2030, particularly regarding new policy developments with regard to progress on SDGs and impact of COVID-19.

Some questions follow the updated format for reporting which is currently in progress of finalising and the four strands of work which were discussed during the recent meetings of the ECE Steering Committee on ESD. A formal format for reporting will be finalised as soon as the new concept note for strategic planning 2021-2030 is approved and the questionnaire/format for reporting is brought further in line with the UNESCO scheme for reporting.

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 sixteenth 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 fourteenth Steering Committee meeting (Geneva, 2 and 3 May 2019).
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 **20 April 2021**.
5. The secretariat will review the information submitted and deliver a brief synthesis presentation at the Steering Committee's sixteenth meeting. The presentation will be followed by an interactive discussion.
6. In the below questionnaire, particular attention is to be paid to: (a) the priority action areas of the proposed newly drafted concept note for the post-2019 implementation framework (quality education and ESD; whole institution approach and ESD; digital education, information and communications technology and ESD; entrepreneurship, employability, innovation and ESD); (b) the impacts of the coronavirus disease (COVID-19) pandemic on ESD implementation.
7. Countries will be invited to complement the secretariat's presentation with interventions on outstanding activities and initiatives implemented since the fourteenth Steering Committee meeting (Geneva, 2 and 3 May 2019), in particular with regard to 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 2021 informal country¹ reporting on the implementation of the priority action areas of the newly drafted concept note for the post-2019 implementation framework²

Advances made and challenges encountered since the fourteenth Steering Committee meeting in May 2019

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

In January 2021, the National Center for Educational Development and Innovation (NCEDI) Foundation was established, which aspires to become a new think tank for the development of education. One of the main functions of the newly established foundation is the organization of teacher training, organization of the professional expertise processes, the development of methodological guidelines to support the teacher, and supporting materials.

NCEDI has also active Facebook page, which is available on other social platforms too.

In 2021, there will be extensive teacher training to fill the gap left by the dissolution of the National Institute of Education. One of the main functions of the NCEDI is to develop and coordinate the training methodology, and the actual teacher training, which is a prerequisite for certification, will be carried out by organizations guaranteed by the Ministry of Education, Science, Culture and Sports (MoESCS).

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

Yes No

Pre-certification teacher training is provided for each teacher every five years under the General Education Act, and ongoing training is on schedule and on demand. During all the trainings, reference is made to the standard, subject programs and the strategies and methods proposed for their implementation. As the standards and programs include GCED and ESD provisions, they are also included in the training program.

There is a well-established VET teacher retraining system, coordinated by NCVETD (see also the Section D.2.6). Every year around 1,000 VET teachers are retrained. Thus, between 2014-2017, in total of approximately 4,147 VET teachers were trained by NCVETD (1,122 in 2014; 1,016 in 2015; 934 in 2016, 975 in 2017, and 477 in 2018, 615 in 2019, 1186 in 2020). In addition, during the same period, 198 College Directors and Deputies, 207 Management Board members, 175 standards development experts, and other staff within the VET system were trained on different topics. Most of the teachers' trainings are dedicated to the pedagogical issues (methodology) and topics related to the sustainable education,

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

² The latest draft (to be updated for the upcoming 16th meeting) is available from http://staging2.unece.org.net4all.ch/fileadmin/DAM/env/esd/15th_Meeting_SC/Doc/Informal_documents/Information_Paper_No._7_-_Draft_concept_note_post-2019_implementation.pdf

human rights, corruption issues.

No formal national teacher training programs are available now due to the closure of the National Institute of Education, but are planned to be mainstreamed into the newly established National Fund for Education Development and Innovation.

The Order of the Minister of Education, Science, Culture and Sports of RA on the approval of the teacher training standard and exemplary program subject to regular attestation (by the Order № 1162-A/2, 7th September 2020).

II. Priority action area (b)

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

1. Has there been any significant advancement made in your country for promoting WIA in formal education?

Yes No

On May 20, 2020, the RA Minister of Education and Science approved the order "On approving the procedure for organizing distance education in general education institutions", which envisages organizing lessons in the absence of any specialist in the educational institution through Distance Educational Center with the involvement of a subject specialist.

During the epidemic, as of March 16, 2020, in order to ensure the continuity of children's education, all general education institutions of the Republic of Armenia passed to distance learning. In a very short period of time, the National Center for Educational Technologies (NCET) created an online distance learning platform, the e-book <https://heravar.armedu.am/>, as well as a huge database of online educational resources, designed for both students and for teachers.

For children left out of distance education from March 16 to May 22 of this year, the Ministry of Education and Science organized about 100 additional courses on August 3-20. Other students who wanted to participate were given the opportunity to participate in the courses. With the support of the MoESCS internet access and technical equipment to students who did not participate in distance learning classes were provided.

2. Has there been any incentives in your country for integrating WIA in formal, non-formal and in-formal education?

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*

3. Has there been any initiatives in your country for integrating WIA in non-formal and in-formal education?

Yes No

• Educational Mandate of the Human Rights Defender
One of the key directions of the Human Rights Defender's (HRD) activities is to contribute to changes of human rights system through education and trainings. The Armenian Constitutional Law on the Human Rights Defender stipulates the functions of the Defender to organize

trainings for the representatives of the HRD's Office (HRDO), as well as for beneficiary bodies and organizations on issues related to human rights and freedoms (Article 29 of the Constitutional Law).

In order to fulfill the above-mentioned mandate, the HRD has established the Human Rights Research and Education Centre within the Human Rights Defender's Office. Among many other duties, the Center is eligible to conduct capacity development trainings for broader groups of stakeholders, such as public servants, civil society, media, students, academia representatives, and more. The Centre also fosters relationships with NGOs within the educational mandate of the HRD.

Within its educational mandate, different capacity building seminars and trainings are conducted for the general public, students, public officials and HRDO representatives on human rights of special groups, such as children, women, asylum-seekers, refugees, etc.

- Major initiatives of the HRDO with regard to non-formal education including youth education

To carry out the public education function, the HRD implements a number of initiatives regarding non-formal education including youth education, out-of-school education and carries out awareness-raising activities with an educational component. Below are presented some of the major initiatives in the given field:

✓ In the framework of the projects (2017-2019) implemented with the support of the United Nations High Commissioner for Refugees (UNHCR) in Armenia (on ensuring the rights of refugees and asylum seekers) a number of trainings have been conducted for the students of different Armenian universities on the rights of refugees and asylum seekers and the HRDO's work in the field. Within the framework of the same projects, the HRD's activities in the field were presented to the Armenian Police and National Security Border Guards Troops, other relevant state bodies and NGOs. For example, one of the discussions referred primarily to the asylum procedure in Armenia, international defense mechanisms and relevant legislative regulations.

✓ In the framework of the projects implemented by the HRDO and funded by the UN OPCAT Special Fund, special trainings for the staff of the Penitentiary Service of Armenia, personnel of penitentiary institutions and mental healthcare organizations were conducted in 2018 and 2019.

The trainings organized in 2018 for the Penitentiary Service of Armenia and personnel of penitentiary institutions covered issues concerning the socio-psychological and medical problems in penitentiary institutions, specifically with regard to psychological consultation, organization of health services, medical ethics, prevention of suicide and supervision over hunger strike

In 2019, the training-discussions were initiated for the staff of the Penitentiary Service and penitentiary institutions, including doctors, psychologists and security staff who directly interact with persons deprived of liberty. The trainings were organized for the representatives of the subdivision conducting oversight of the field of psychiatric care and service of the Armenian Ministry of Health, as well as by medical personnel of all psychiatric establishments of Armenia, including regional (doctors, psychotherapists, psychologists, paramedics and nurses), psychiatrists of the Prison Medical Center SNCO of the Armenian Ministry of Justice and other representatives of the medical

personnel of the psychiatric ward of the Prison Hospital Penitentiary Institution.

The trainings, in general, were aimed at enhancing the professional capacities of the participants on torture, in-human and degrading treatment prevention, as well as at contributing to the implementation of the HRD's relevant recommendations.

✓ In 2020, the HRDO and Kaspersky company organized a seminar on "Adults and Children in the Digital World" for computer science teachers of secondary schools. Computer science teachers from around 100 secondary schools of Yerevan participated in the seminar. During the seminar, issues related to the safety of children in the digital environment and the protection of their rights were discussed. It was particularly emphasized that children are the most vulnerable group in the digital environment and their security, as well as special attention should be given to the protection of their rights.

✓ In 2019, with the support of the Konrad Adenauer Foundation, the HRDO organized a number of trainings for mass media representatives, including trainings concerning legal regulations and international standards on freedom of speech and private life.

Awareness raising campaign

The HRDO also initiates awareness raising campaigns with educational components. One of the successful examples is #changetheworld awareness raising campaign on inclusive education conducted in 2019, which highlighted the principle "no child should be deprived of education or of that opportunity because of health or another issue". Within the campaign, an essay competition on the relevant topic was organized for the Armenian pupils: by a creative work, each child showed by their own example how they could change the world in relation to their friend, making it inclusive and tolerant. More than 700 pupils from the capital and different regions of Armenia participated in the competition.

- Co-operation with different educational establishments

The HRDO has well-established co-operation with different educational establishments and has signed a memorandum of understanding (MOUs) with the Faculty of Law of Yerevan State University, Armenian Academy of Justice, Chamber of Advocates of Armenia and Russian-Armenian Slavonic University.

The MOUs are aimed at expanding co-operation with the named organizations; each MOU specifies certain directions of co-operation. They envisage the organization and implementation of conferences, seminars, round table discussions, trainings and awareness-raising projects, including for the students of the above-named institutions.

Within the framework of the HRD's co-operation with different educational establishments, the HRDO provides recommendations on the curriculum with regard to human rights.

III. Priority action area (c)

Supporting ESD within ICT and digital education

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

Yes No

The National Center for Educational Technology (NCET) regularly organizes distance learning courses. In particular:

From February 8-28, 2021, he organized a regular distance learning course on "Skills for organizing distance learning", where the participants studied the tools for creating distance learning in the Moodle environment and acquired the necessary skills.

The ICT content and training (ICT content and distance learning) department operates in NCET.

In parallel with the operation of the "Armenian Educational Environment" portal, the sub-sites of the portal were launched in the central node of the Distance Education Network:

"**Armenian educational environment**" forum. Drafts of educational documents, subject standards and curricula are submitted for public discussion, as well as textbooks tested in schools and teacher's manuals, professional consultations, discussions on field issues are organized.

"**Resource database**" website. There are many electronic resources by classified sections, including electronic versions of textbooks of different academic years, textbooks of teachers, textbooks of national minorities (Kurdish, Yezidi), materials of school subjects and other Olympiads and etc.

Contains four courses for grades 7-12: Physics, Chemistry, Biology, Geometry, Laboratory and Practical works, demonstrations, theoretical materials, available for download and online.

In the "**School Websites**" environment, educational institutions are provided with sub domains, an Armenian-language website template and access, advice is provided to create and operate school websites.

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

Yes No

A program of distance training and implementation tools has been developed by National Center for Vocational Education and Training Development according to which distance trainings for 1313 directors and pedagogical staff have been conducted .

Online trainings on "Introduction to E-learning" were organized by "National Distance Learning Network" NGO in order to present the e-learning opportunities and the existing e-learning experience in the Republic of Armenia to VET directors, teachers and educators.

To support the organization of distance learning by VET educational institutions and to solve the existing problems the online platform <http://elearning.am/login/index.php?lang=hy> was created , where online courses on the "Entrepreneurship" module were organized.

3. Is any assistance provided on national level for embedding ICT and digital

education on ESD/SDGs?

Yes No

A program of distance training and implementation tools has been developed by National Center for Vocational Education and Training Development according to which distance trainings for 1313 directors and pedagogical staff have been conducted .

IV. Priority action area (d)

Enhancing entrepreneurship and employment within ESD

1. Do you have in your country ESD programs that support students/youth entrepreneurship?

Yes No

In August 2019, the MoESCS approved the Plan for Implementing the 2017-2023 Measures in the Field of VET by the Order № 590-A/2, 30th August 2019. The Plan includes 9 policy priorities:

Structural Reforms;
Strengthening the Social Partnership;
Updating the content of educational programs;
Development of models for organising educational process, including work-based and dual models;
Improving assessment forms;
Introduction of Internet-based educational technologies;
Internationalisation of the VET system;
Promoting youth employment and entrepreneurship;
Human Resource Development Strategy.

These priorities are reinforced by a total of 25 measures. All measures are accompanied by expected outputs and outcomes and the sources of verification are defined. Thus, there is a clear guide for action targeted to VET reforms and development.

The state educational standards are composed of modules (units) and for each of them, sets of learning outcomes with corresponding performance criteria, which can be objectively measured, and assessment means are defined. Those modules are grouped into two clusters: Key skills and Professional Competences. The key skills include the following modules (all for 54 hours) which are common for all qualifications' standards:

- ✓ Communication;
- ✓ Safety and First Aid;
- ✓ General Working Skills;
- ✓ Entrepreneurship;
- ✓ Computer Driving.

To modernize VET content and meet the labour market needs, in 2018-2019, 48 VET state educational standards were developed and revised, and approved. The all include a compulsory module of Entrepreneurship.

7 SKYE clubs have been established in VET institutions.

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

Yes No

"Entrepreneurship" module has been developed and included in VET educational state standards. Continuous inclusion of the "Entrepreneurship" module in all VET state educational standards and curricula will be implemented in upcoming years

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

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

Yes No

- **“National Strategy on Development of Ecological Education and Upbringing”** was developed by the Ministry of Environment and approved by the Government /22.02.2018 N7/ of Republic of Armenia. The main goal of the strategy is the Improvement of the environmental education system in the Republic of Armenia, the expansion of harmonious and mutually beneficial cooperation between the state, society, and international organizations in this area, promoting environmental awareness of society and responsible attitude to the environment. Main strategic directions are as follows.
 - ✓ Improvement of legislation.
 - ✓ Ensuring the harmonious development of environmental and educational policy in the field of general education;
 - ✓ Supplementing the area of primary (vocational), secondary, higher, and postgraduate education with thematic courses based on the principles of sustainable development;
 - ✓ Improvement of the policy of raising the level of public awareness on environmental issues;
 - ✓ Using the opportunities for non-formal and informal education to raise public awareness and Pro-environmental behavior.
- Revision of the **Law on Ecological Education and Upbringing of the Population** (November 17, 2017) -This law regulates the principles of state policy, legal, organizational, financial and economic bases in the field of continuous ecological education of the population.
 - Within the framework of UNDP project “Generate global environmental benefits through environmental education and raising awareness of stakeholders/2015-2019/” with collaboration with the American University of Armenia E-learning course comprised of comprehensive 11 training modules focusing on environmental protection and natural resource management developed.
 - 240 teachers of public schools and lecturers were trained to deliver EE programs.
 - 1500 decision-makers (civil and community servants, leaders of local communities, members of councils of the elders, the staff of local self-governing bodies, private sector) trained on sustainable management of natural resources.
 - Capacity built for 34 CBOs to use environmental education and awareness raising as tools for sustainable natural resource management.
 - 72 journalists representing 23 media outlets, as well as professors from different universities engaged in journalism teaching were trained on environmental awareness including global environmental issues and solutions.
 - “Environmental Journalism” manual was developed and “Environmental Journalism” was introduced in the curricula of Yerevan State University of Languages and Social Sciences.
 - One public awareness campaign related to the implementation of three Rio Conventions and Aarhus convention in Armenia was completed.
 - 12 Radio Programs related to environmental protection with a special focus on the sectoral legal framework were

developed and broadcasted by Public Radio of Armenia.

- “Eco-platform” TV project was developed. Totally of 16 TV programs were filmed and broadcasted by the Public Television of Armenia

(<https://www.1tv.am/hy/program/videos/Էկոհարթավ>).

- 8 billboards on pro-environmental public awareness were developed.

- 20 Data Stories on different environmental topics related to the implementation of Rio Conventions in Armenia were developed. The special section on the environment was created in on-line media platform Ampop.am

(<https://ampop.am/category/ecology/>).

- 4 short animations on implementation of Rio Conventions and Aarhus convention in Armenia were developed.

Source:

<https://www.am.undp.org/content/armenia/en/home/projects/environmental-education.html>

- Environmental Education Network (EEN) was established in Armenia in 2014 which aims at contributing to the efforts of RA Government in promoting and ensuring environmental education at all school levels and communities. The EEN is a unity of more than fifteen civil societies, governmental, educational and international organizations, the main goal of which is to endorse the efforts of Armenia in promoting and ensuring environmental education at all school levels and communities. With the Memorandum of Understanding signed by all of the EEN members, Armenia undertakes an action of improving the environmental education, with the help of additional exchange of knowledge and experience.

Source : <https://ace.aua.am/environmental-education/een/>

- **“Adolescents for Climate Action in Their Communities” (2019-2022), funded by the Austrian Development Agency (ADA) with funds of Austrian Development Cooperation, and implemented by UNICEF in partnership with Ministries of Environment, Territorial Administration and Infrastructure, Education, Science, Culture and Sport. The project will be coordinated with consolidated communities, regional administrations, schools and teachers, and, more importantly, adolescents.** Adolescent aims to support girls and boys and communities take action on climate change mitigation, adaptation, impact reduction and early warning through education, enhanced local governance, human and institutional capacity development. The Project is implemented in 52 consolidated communities covering 47 settlements and 494 schools and reaching over 30.000 school students and 1500 teachers.

- ✓ International Youth Day, World – August 12, 2020

- ✓ Environment Day, June 5, 2020

- ✓ Forest Summit, Global Action and Armenia, 2019

- ✓ World clean-Up day, September 15, 2019.

Source: <https://www.unicef.org/armenia/en/stories/adolescents-climate-action-communities>

- In 2015 GIZ implemented an analysis on Environmental Education in 3 South Caucasus Countries "Environmental Education in 3 South Caucasus schools" :). Additionally, to draw a broader picture of what the population knows, feels and acts about biodiversity and ecosystem services, in 2016, GIZ carried out nationwide KAP studies for all the three countries of the South Caucasus. The studies were developed as a baseline for developing specific awareness-raising activities.

Within the campaign, six teacher manuals were updated and redesigned, which had first been developed by GIZ in 2015. The manuals provide participatory, practice-oriented methods for teaching a variety of environmental topics: Biodiversity in Rural and Urban Environments, Biodiversity of Rivers and Streams of Armenia, Environmental Education in Meadows and Pastures, Environmental Education in Forests and Endangered Species. The manuals were approved for their use in educational institutions by the RA Ministry of Education, Science, Culture and Sports (MoESCS). 300 copies were printed of each manual. 73 teachers from 14 communities in Aragatsotn and Shirak marzes were trained as multipliers in the use of the updated teacher manuals.

- In 2018, the German University of Hohen heim (UHOH) and the American University of Armenia's (AUA) Acopian Center for the Environment started collaboration on a 4-year academic exchange program funded by the German Academic Exchange Service (DAAD). The GAtES project studies new approaches for integrating the local perception of ecosystem services with biophysical data (e.g. on biodiversity, erosion processes) and expert-based management plans. One of the approachestestedis the Public Participation GIS (PPGIS), describing the application of GIS technology to support the participation of local people in biodiversity and ES conservation. In the development of the project, IBiS advisors were involved in identifying relevant research topics and proposals. For example, in selected IBiS pilot communities, field research will be conducted on "Pasture management and degradation – Spread of native expanding plants" and "Rural plant collection – wild harvest of food, medicinal and ornamental plants." At present, field studies are partly carried out in pilot communities of the IBiS programme.

V. COVID-19 and ESD

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

Yes No

Challenges to the enjoyment of the right to education in the condition of COVID-19

On 16 March 2020, the Armenian Government approved the Decree "On declaring a state of emergency in the Republic of Armenia" in response to the outbreak of the novel coronavirus (COVID-19) in the world and in Armenia.

Since the first COVID-19 case has been reported in the Republic of Armenia, the HRDO started operating in a 24/7 regime and a special working group within the HRDO was established. The aim of the WG is to operatively and rapidly response to the emergency calls received through the hotline, conduct relevant monitoring, etc.

One of the issues raised concerned the organization of distance learning for children with special educational needs. During the State of Emergency, citizens applied to the HRD, expressing their concern that their children could not exercise their right to education. In particular, children with special educational needs faced issues not only because of their social status but also due to challenges in accessing distance learning. Hence, in case of distance learning, children with special educational needs (including children with physical or mental disability) become more vulnerable. Another

issue was raised with regard to the accessibility of learning materials for children with disabilities: not all the materials were accessible to organizes the distance learning.

The HRDO also received complaints with regard to issues on organizing distance learning for children from socially vulnerable families. In particular, the applicants informed that due to poor social conditions, they were unable to provide children with a computer, which results in the denial of the children's right to receive education. In this regard, it is necessary to be guided by the best interests of the child to ensure that every child has the opportunity to exercise their right to education. The HRD, acting as an independent body monitoring the implementation of the provisions of the UN Convention on the Rights of the Child, initiated the monitoring of the process of organizing basic general education programs through distance learning. To solve this issue, the HRD cooperated with the Commandant's Office and Armenian Ministry of Education, Science, Culture and Sports. As a result of co-operation between the Human Rights Defender and the Commandant's Office, several families were provided with tablets for accessing distance learning programs.

There is also a lack of relevant distance learning skills among teachers and learners, and lack of access to internet/ITC in remote rural areas.

Conflict on Nagorno-Karabakh

In 2020 schools and kindergarten in some border villages of the Republic of Armenia were shelled by the Azerbaijani military. In July the preschool of Aygepar village and the secondary school of Chinari village were targeted and heavily damaged by the Azerbaijani military. In October over the course of the Azerbaijani full-scale military attack on Nagorno-Karabakh, the Vardenis town and neighbouring areas of the Republic of Armenia were also subjected to missile and drone attacks conducted by the Azerbaijani armed forces which resulted in the temporary closure of all schools and educational institutions in the region.

2. Does your country face specific challenges for integrating ESD on the national level during COVID-19?

Yes No

- COVID 19, lack of appropriate distance learning teaching capacities,
- Conflict on NKR,
- Lack of access to internet/ITC in remote rural areas.

3. What are the lessons learnt in your country from COVID-19, which, to 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

The program "Strengthening Child Safety and Resilience in Schools in the Border Community of Vayots Dzor, Gegharkunik and Syunik Marzes" was implemented by "The National Platform for Disaster Risk Reduction" Foundation in cooperation with the United Nations Children's Fund from August 1 to October 31, 2020, which involved about 30 basic schools in those regions. During the program a training course on "School Disaster Risk Reduction and Covid-19 Preparedness" was conducted in schools, disaster risk management plans, evacuation plans and symbols were published.