



RECOMMENDATIONS

For

IMPROVEMENT OF ENVIRONMENTAL PROTECTION EDUCATION IN ARMENIA

1. A strategy for higher education and a new law on higher education shall be endorsed as soon as possible in order to set the course toward a joint vision for the sector and the country.
2. A student internal mobility system shall be developed so as to make learning paths more flexible. Taking into consideration the status quo of the environmental protection education in Armenia, this internal mobility system will enable sharing access to the best resources available both human resources and lab and technical infrastructures.
3. Long-term internship programs shall be developed to improve the capacity of interns to enhance their learning, increase awareness and knowledge of particular areas, or foster future employability.
4. Stakeholders shall be involved in the development of the curricula so as to identify the underlying factors for the disconnection between tertiary education and labor market.
5. The government shall promote environmental education not only in public schools but in the first, second and third cycles of higher education as well by financing and conducting awareness-raising activities in this term.
6. Regional Education and Research Lab for Environment Protection (ERLEP) shall be established as soon as possible in order to ensure grounds for dissemination of excellence of European counterparts through organization of internships and visits.
7. The comparative analysis of the courses in Armenia shows that technology-enhanced learning (TEL) systems shall be integrated into teaching and learning process. Digital technologies in learning and teaching shall be leveraged to make studying more engaging and expand opportunities in lifelong learning. This should be supported by initiatives to develop digital skills and capabilities of the students to guarantee access to a modern digital infrastructure.
8. Due to unpredicted emergence of the COVID 19, consequent long-term emergency situation in the country has significantly promoted the process of integrating virtual learning platforms in education with its synchronous and asynchronous forms as it was the case with ISEC. In order to ensure efficient, result-oriented, outcome-based



and competence-based distance education, the relevant capacities and skills of the academic staff shall be enhanced.

9. Enhancement of lab-based teaching and learning is of utmost importance: establishing incubators/accelerators adjacent to universities in order to develop entrepreneurial skills and promote entrepreneurship and innovation.
10. Environmental protection studies related curricula shall be harmonized in order to minimize the overlapping of interrelated courses including the guidelines of didactic and laboratory skills.
11. Development of critical thinking in the field of environmental protection shall be encouraged through conducting joint interdisciplinary seminars and webinars.
12. Linking education to ongoing research is of high priority so as to provide practice-based and result-oriented learning and teaching. Besides that, certification courses may be introduced for stakeholders interested in environmental protection and food safety.
13. “Risk Assessment” course taught at ISEC is recommended to have split into in 3 parts and integrated with specific courses (environmental geochemistry, food safety and radiation protection).
14. The title of “Food Safety and Defence” course taught at ISEC is recommended to change to “Food Safety Risk Assessment” with the integration of food defence issues.
15. It is recommended to offer competence-based curricula to MS students as well, thus granting them an opportunity to combine practical and research skills.
16. It is highly recommended to organize mutual visits to the labs in order to grant an opportunity for MS students to get familiar with a number of unique lab equipment, with the final goal of the development and extension of environmental protection-related analytical skills.