

Khanty-Mansiysk Recommendations on the Implementation of the Global Action Programme on ESD

International Conference on Education for Sustainable Development

Khanty-Mansiysk, Russian Federation

June 8-11, 2015

On 8-11 June, 2015, Khanty-Mansiysk, Russian Federation, hosted the International Conference on Education for Sustainable Development.

The participants of the Conference took into account the outcomes of the UN Decade of Education for Sustainable Development (DESD) (2005-2014), the World Conference on Education for Sustainable Development (Aichi-Nagoya, November 2014), the World Education Forum (Incheon, May 2015), and the launch of the Global Action Programme (GAP) on ESD. The participants noted the significant contribution of UNESCO as the international coordinator of the UN Decade of ESD and its new commitments to the GAP.

GAP as follow-up to the United Nations DESD is called upon to make further efforts in the field of ESD according to its five Priority Action Areas:

1. Advancing policy
2. Transforming learning and training environments
3. Building capacities of educators and trainers
4. Empowering and mobilizing youth
5. Accelerating sustainable solutions at local level

On the basis of the discussions the participants made the following recommendations:

1. Action area 1 of GAP “Mainstream ESD into International and National Education and Sustainable Development Policies”:

- **To UNESCO Member States:**

- Provide overarching aid to the Global Action Programme on ESD (GAP) after 2015 including strong policy support. This general recommendation includes governmental and professional structures in all the Conference Member States to maintain the GAP.
- Achieve legislative support at all levels to aid in the implementation of sustainable development ideas and principles of ESD into national education systems.
- Actively promote the mainstreaming of Sustainable Development and Education for Sustainable Development in the current state political agenda including political parties and movements.
- Promote the policy implications of the results of the World Conference on ESD (Aichi-Nagoya, 2014) the World Education Forum (Incheon, 2015) and the impending Sustainable Development Goals (UN General Assembly, New York, 2015) that have policy implications in the field of ESD.

- **To Governments and Ministries of education:**

- Activate the work on the formation of national and sub-national systems of reporting on Sustainable Development and Education for Sustainable Development.
- Promote the expansion of state support for research in the field of sustainable development, and education for sustainable development including in informal education with the use of Information and Communication Technologies (ICTs).
- Establish a National Coordination Centre to coordinate the GAP. It is also recommended that the GAP Coordination Centre will work closely and in collaboration with other national GAP Centres on ESD.

– Foster partnership with relevant UN structures and other international organization and forums in the field of sustainable development such as MAB, UNECE to develop educational policies and practices.

• **To Non-Governmental Organizations:**

– Enable the transition from maintaining the current ecological values in modern society to the development of a culture of sustainable development, in which the position of environmental, social, and economic sustainability would find greater understanding and support.

– Consider ESD policy as a priority in the field of sustainable development support for those politicians, statesmen and business representatives, who convincingly demonstrate an adequate culture of sustainable development in their practice.

• **To Teaching Community:**

– Provide widespread discussion of the results of the DESD and the GAP's long-term objectives at the national level, including, through holding national conferences to consider the objectives.

– Analyze the best world practices on ESD and inform interested organizations and institutions.

– Bring the results of the conference in Aichi-Nagoya, the UNESCO ESD Youth conference in Okayama and other results of the DESD to the attention of the creators of educational policy in order to reflect the new goals and objectives in national/state policies, including the development of the National Roadmap of the Global Action Programme.

– Take into account historical and ethno-cultural characteristics of the population of the countries and regions in the formation of national systems of ESD.

• **To UNESCO:**

– Inform relevant international and national authorities about the outcomes of Khanty-Mansiysk conference with view to elaborate adequate forms of cooperation in support and promotion of ESD.

2. Action area 2 of GAP “Transforming learning and training environment: integration of sustainability principles”:

• To UNESCO Member States:

– Integrate ESD concept into national education standards as an obligatory component.

– Develop ESD recommendations for local education management bodies in order to enhance their understanding of the objectives and ways to reorient the work of educational organizations as well as to disseminate educational institutions' experience in implementing innovative ESD technologies as part of a whole-institutional approach (WIA) at all education levels.

– Encourage regional initiatives for developing greater synergies between organizations and enterprises with different types of ownership, research organizations, education institutions of all levels, individual entrepreneurs, physical persons and legal entities as part of interregional, regional and sub-regional centres for sustainable development of local communities.

– Encourage scientific research, including psychological and pedagogical research, into ESD.

– Initiate the creation of model territory(ies) for approving different options of a comprehensive approach to ESD and development of proposals to integrate WIA criteria into assessment standards of educational quality.

– Encourage research into developing monitoring and ESD assessment mechanisms for different countries, and their steps to develop criteria, indices and diagnostic material on ESD.

- Develop a system of measures encouraging general education organizations to integrate ESD into formal and non-formal education.
- Suggest all interested Ministries (Departments) to allocate funds for the development and implementation of the GAP and preparation of monitoring report for 2017 Global forum.
- Elaborate GAP National/Regional Roadmaps.
- Hold national competitions of children's works and teachers' didactical developments on ESD.
- Establish Working groups for standardization of ESD process in the context of economics of quality.

• To Teaching Community:

- Taking global challenges into consideration and following the positive experience of the UN Decade of ESD and the Global Action Programme as the follow-up to the UNDESD, recognize education for sustainable development as an obligatory life-long vector of education for every citizen in each country.
- Consider ESD as a new goal, new source of quality education, and a basis for general cultural and vocational staff training for a green economy and the enhancement of human capital quality.
- When developing ESD content, combine scientific concepts, facts and theories with archetypically significant everyday concepts reflecting the regularities of compatible development of society and nature. Pay special attention to persons with special needs or disabilities.
- Focus on generating a systemic three-dimensional (environmental – economic – social) perspective, as well as probabilistic, prognostic, metaphorical and critical thinking in students and their focus on precautionary behaviour.

- Aim to combat students' consumer society ideology; generate values of green lifestyle, sustainable consumption and production, and global civil responsibility.
- Promote and enhance partnership between educational organizations working on ESD for mutual teaching and assistance; raise public awareness about positive ESD results.

- **To UNESCO:**

- Support national Roadmaps initiatives, considering that GAP is primarily a decentralized programme.
- Develop criteria and indicators to assist national Roadmaps in tracking and reporting their results. Propose that the UNESCO Institute for Statistics to establish a scientific forum intended for discussions of the most controversial issues of the ESD process and results by UNESCO experts.
- Consider creation of an ESD common international platform to further and enhance the understanding of sustainable development values. Improve the UNESCO ESD portal intended for resolution of this task and for international experience exchange of such work.
- Initiate the development of an ESD key term glossary in all UN official languages, considering their polysemy, using both scientific definitions and conceptual images, cognitive metaphors, and national archetype cultural concepts.
- Summarize results of didactical work on ESD educational technologies in accordance with DESD results and provide the summary for public access in all UN official languages.
- Extend UNESCO Chairs' fields of work (establish new Chairs) on ESD from preschool and general school education to professional and supplementary education.

– Actively utilize the opportunities of international student assessment programmes in order to promote skills and knowledge for ESD among educators and learners.

– Increase quantity and extend topics of international competitions of children works and teachers' didactical works in the ESD.

• To UNESCO Chairs, UNEVOC Centres and UNESCO Associated Schools:

– Speed up actions of UNESCO Chairs, UNEVOC Centres, UNESCO Associated Schools that have accumulated positive expert-approved experience in ESD intended to set up internship platforms, permanent seminars and resource centres for innovative experience exchange to promote SD ideas within a wider teaching practice.

– Pedagogically adapt SD ideas to different levels of formal and non-formal education as a basis for developing crosscutting focal vector for reorienting the whole education system.

– Commit to a comprehensive approach to reorienting teaching content, methodology, learning environment and educational organization management as the local community's sociocultural centre in line with sustainable development.

• To the Government of the Russian Federation:

– Propose to entrust the Ministry of Education and Science and the Ministry of Natural Resources and Environment of the Russian Federation in cooperation with the Russian Academy of Sciences and the Russian Academy of Education to develop the National Roadmap for implementing the Global Action Programme on ESD in the Russian Federation.

– Propose to control implementation of the Plan of Action for implementing the Basic Principles of State Environmental Development Policy of the Russian Federation through to 2030 as for clause 72 (executor: Ministry of Education and

Science of the Russian Federation; period – until 2020) in order to include interim results in the mid-term report on implementation of the GAP on ESD in the Russian Federation for the Global Forum (2017).

- **To the Commission of the Russian Federation for UNESCO:**

- Increase the amount of information available to wide teaching audience regarding UN and UNESCO documents on ESD and positive results of innovative experience in this area.

- Take into account proposals of the Roundtable participants when developing a plan of action for implementing ESD after 2015.

- **To the Ministry of Education and Science of the Russian Federation:**

- Propose to generate a modern concept of education for sustainable development as part of the measure 2.4 specified in the Federal Targeted Programme of the Development of Education for 2016-2020: "Modernizing teaching technologies and content in compliance with the new federal state educational standard through developing concepts for modernizing specific areas".

- In order to draw attention of educational organizations' managers to ESD, add to the Order of the Ministry of Education and Science of Russia No. 1547 (5 December 2014) "On Approving Indices Characterizing General Criteria for Educational Work Evaluation in Organizations Providing Education" a clause on criteria for evaluating the quality of educational organization's action on ESD in order to "set up conditions for general cultural development of students in accordance with strategic goals of country's sustainable socioeconomic development".

- Integrate questions and tasks assessing student's ESD knowledge and skills which are included into federal state educational standards in the final assessment of academic performance at different education levels.

- **To the Russian Academy of Education:**

- Include in fundamental research topics the development of theories of interaction between subject areas in implementing general cultural ideas of sustainable development as a strategic general education direction in view of Russia's transition to environmentally-friendly socially-targeted model of economic development.
- Develop criteria reflecting ESD implementation and include them in expert review of educational and methodological literature.

- **To Heads of Executive Bodies of the Russian Federation entities:**

- Develop regional roadmaps for GAP ESD.
- Integrate ESD provisions as a priority of the regional component of the Draft Basic Educational Program of General Education.
- Elaborate regional system of measurement to encourage educational institutions and teachers to introduce ESD at various levels of general and supplementary education and to support children's and youth's initiatives on SD.
- Carry out regional competitions of children's and youth's projects and pedagogic works on ESD.
- Establish working groups aimed to work out indicators for monitoring of ESD at regional and municipal level.

3. Action area 3 of GAP “Building capacities of educators and trainers”

- **To Non-Governmental Organizations:**

- Encourage the development of intercultural exchange in a variety of contexts of ESD and create conditions of constructive use of the creativity of teachers working for sustainable development.

– Make greater use of the stakeholders’ capacities (including associations of parents, students themselves, social organizations, etc.) in full support of teachers, providing ESD for creating a more sustainable future.

– Comprehensively promote the dissemination of best practices and specific examples of partnership between the government, civil society, international organizations, as well as between different sectors of formal, non-formal and informal education in order to develop capacities of teachers for ESD.

• To Teaching Community:

– Take into consideration main trends and foresights of modern education (on-line education, etc.) in the context of ESD. Pay more attention to competencies of educators and trainers at all levels of education system for achieving progress towards sustainable development.

– Combine efforts for activities-oriented approaches in education and for the development of new professional lifelong learning profiles that expand possibilities for quality ESD.

– Contribute to building capacities of ESD teachers by improving the methods of training and access to resource bases.

– Develop national models of ESD training for new teachers, as well as the professional development of existing teachers and non-teaching staff on ESD within institutionalization of key area of ESD within the teacher-training system.

– Encourage extending the best practices on implementation of the Programme of strategic development of educational institutions; ensure the network cooperation in the field of ESD-based training and retraining teachers in partnership with leading Russian and foreign institutions.

– Include arts disciplines in educational programs of all levels, considering sustainable development of capacities of all students of general, professional and higher education.

• **To UNESCO Chairs and Associated Schools:**

– Develop coherent plans for participants and partners of UNESCO international networks to ensure effective post-2015 activities for enhancing capacities of teachers for ESD.

– Develop cooperation and partnership of UNESCO networks and programme sectors for enhancing the work of teachers for ESD, by taking into account best practices and furthering research.

– Improve the system of academic mobility of educators and trainers by initiating and supporting the international comparative studies in the field of ESD.

– Use and develop the creativity of UNESCO information and communication networks in the field of teacher training and the innovative development of ESD.

– Speed up activity to engage teachers and students into new educational area – Mass Open Education Resources (MOER) – for further integration of UNESCO Chairs, Associated schools and networks into world scientific-teaching community.

• **To the Government of the Russian Federation and the Ministry of Education and Science of the Russian Federation:**

– Convene in the Russian Federation an international conference to follow up on the World Education Forum-2015 and to develop and implement programmes on improving policy and teacher training in the field of ESD.

– Continue teaching and training transformation to build capacities of teachers for ESD through developing a system to foster continuous pedagogical advancement in ESD.

- Recommend the Coordination Board on Pedagogical Education and Science to integrate ESD into specific thematic areas of teacher training and re-training and continue integrating the ESD ideology in educational teacher training programs.
- Consider the possibility of establishing grants for competitions among educators and trainers that encourage the advancement of ESD in all regions of the Russian Federation.
- Enhance support of the initiatives of civil institutions, business sector, private organizations, and other communities to develop the capacities of teachers of ESD.
- Speed up creation of resources for new educational area - Mass Open Education Resources (MOER).
- Organize work to analyze effectiveness of various educational technologies (PBL, STEaM, CDIO, Development Education, Euristic Education, “Ecology and Dialectics”, TRIZ Pedagogy and others) in achievement of ESD goals; encourage the development of new educational technologies for modernization of Russian education and implementation of ESD goals.

• To the Commission of the Russian Federation for UNESCO:

- Contribute to the regular delivery of information on the international experience in building capacities of ESD teachers at all levels and all forms of education.
- Take into account the suggestions of the Roundtable participants to a calendar of events for the implementation of the Global Action Programme on ESD.
- Convene jointly with the Coordination Committee of UNESCO Chairs of the Russian Federation, the All-Russian Congress of UNESCO Chairs; to include in the Congress agenda items, proposed by the Roundtable participants, for further work on the implementation of ESD in the framework of the UNESCO Chairs Network.

4. Action area 4 of GAP «Empowering and mobilizing youth: Multiply ESD actions among youth»

- **To Non-Governmental Organizations:**

- Recognize youth as an important part of ESD and involve young people in planning, realization and assessment of ESD programs.
- Create synergy between students and practitioners of ESD outside the formal educational system.
- Introduce internship programs for the youth in non-governmental organizations and provide career opportunities for the long-term involvement of youth in ESD development.

- **To Teaching Community:**

- Provide resources, legitimacy and other institutional support for leadership of young people including providing mandates, financings, offices, etc.
- Consider the possibility of the allocation of micro-grants to support ESD youth initiatives with a view to attract new participants into the work for SD and to develop youth project activities and management.
- Develop state/private partnerships to avoid duplication of efforts, to adequately provide financial support for youth projects and secure their sustainability.
- Initiate measures for expansion of opportunities "from youth to youth" which enables young people to promote ESD among youth.
- Stimulate active participation of new generation in sustainable development, cultural and historical education, and dialogue of cultures at all levels, including social networks and virtual information space.

- **To UNESCO Chairs and Associated Schools:**

- Develop international networks with participants and partners of UNESCO, by coordinating effective actions for youth ESD capacity building.
- Improve the system of academic mobility of youth of all levels of education, support and initiate international comparative research on achievement of ESD goals.
- Use and develop the creative potential of information and communication networks of UNESCO - in the area of support of youth initiatives on ESD – in cooperation with UNESCO Institute for Information Technologies in education.

• To UNESCO Institute for information technologies in education (IITE):

- Work out recommendations for the implementation of CAI (Computer Aided Invention)-like programs for innovative decisions in SD. Develop Russian versions of CAI-like programs; «Innovation WorkBench», «Invention Machine» etc. Develop CAI-like own programs for education process.

• To the Commission of the Russian Federation for UNESCO:

- Develop and use the potential of youth public organizations.
- Provide regular information about international experience of support of youth in achievement of sustainable development by means of ESD.
- Carry out the All-Russian congress of UNESCO Chairs with assistance of Coordinating Committee of UNESCO Chairs of the Russian Federation and include in the agenda the items suggested by participants of the Roundtable for further work on implementation of ESD through networking interactions of the Chairs.

• To Heads of Executive Bodies of the Russian Federation entities and the Ministry of Education and Science of the Russian Federation:

- Review the expansion of grant support for most effective ESD-oriented youth organizations.

- Reinforce supportive measures for vulnerable youth, including for youth with special needs or disabilities, ensuring a sustainable future for all.
- Develop an innovative cluster in youth sector, strengthening national methods of idea generation to meet SD challenges.
- Take note of and disseminate recent experiences on national youth policy of school and student project activities and support for youth social entrepreneurship.

5. Action area 5 of GAP «Accelerating sustainable solutions at local level: Scale up ESD programs and multi-stakeholder ESD networks»

• **To UNESCO Member States:**

- Encourage development of Local Roadmaps for implementing the Global Action Programme on Education for Sustainable Development.
- Develop recommendations for local education management authorities on ESD to enhance their understanding of ESD goals and ways to integrate SD ideas into the work of educational organizations; disseminate educational institutions' experience in implementing innovative technologies for ESD.
- Show flexibility in raising ESD issues at local level based on local mentality, needs, traditions of education, local curricula paradigm, etc. thus preventing cognitive, moral and emotional dissonances.
- Suggest approving sustainable development options for local communities by creating model territory(ies) with further international exchange of best practices.
- Encourage civil initiatives aimed at uniting efforts of organizations and enterprises of different types of ownership, scientific organizations, educational institutions of all levels, individual entrepreneurs, physical persons and legal entities into interregional, regional and sub-regional centres for sustainable development of local communities.

– Support pilot research on model territories in order to find sustainable development solutions at the local level through ESD, taking into consideration geographical, economic, environmental, political, cultural, educational and migration factors.

• **To Local Communities:**

Local authorities (including governors and mayors), officials dealing with education issues, in particular members of local school councils and heads of educational institutions (school directors, university rectors), private company managers, civic organizations and mass media are required to:

– support young people's involvement in social practice for sustainable development at the local level;

– support parents' involvement in education management and independent expert quality review of education for sustainable socio-economic development of local community;

– provide information about ESD implementation for local community;

– conduct regular evaluation of public opinion about implementation of objectives of the Global Action Programme at the local level.

• **To UNESCO Chairs, UNEVOC Centres and UNESCO Associated Schools:**

– Set up internship platforms, including network platforms, in order to exchange positive ESD experience for different levels of education.

– Promote the work of UNESCO Chairs, UNEVOC Centres and UNESCO Associated Schools as well as general education schools and kindergartens that have made significant progress in ESD, by means of mass media.

• **To the Government of the Russian Federation:**

– Suggest pursuing the Volga River Revival Program, which allows to alleviate resource and environmental tensions in the region and meets the Founding Principals of the State Ecological Policy to 2030.

– Establish a Day of Sustainable Development in the Russian Federation.

• **To the Ministry of Education and Science of the Russian Federation:**

– Encourage Russian Academy of Education, UNESCO Chairs, UNEVOC Centres and UNESCO Associated Schools to develop educational material on sustainable development and education for sustainable development as part of the comprehensive project "Russian Parents University" (measure 2.7) of the Education Development Federal Targeted Programme for 2016 - 2020.

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