

NATIONAL PROGRAMME ON EDUCATION FOR SUSTAINABLE DEVELOPMENT

One. Common grounds

1.1. Demand for national programme development

In the year 2015, Government leaders from 193 countries participated in Sustainable development summit, organized by UN and approved the programme "Transforming our World: the 2030 Agenda for Sustainable Development". In this programme they scheduled projects to achieve 17 goals and 169 objectives by 2030 in areas such as reducing poverty, public health and security, improving quality of education, protecting environment, climate action. UN has emphasized the importance of education for sustainable development in achieving these goals, and recommended implementation of UNESCO approved Global Action Programme on Education for Sustainable Development (2015-2030) to its member countries.

Also, in the document "10 years of Education for Sustainable Development" by UN, it states "Education for Sustainable Development is the act of providing everyone the right to make informative decisions, respect cultural differences for the current and the next generations, to maintain balance of ecosystem and environment and to be able to live with adequate economy."

By the resolution no.255 of Government of Mongolia in 1997, the national programme "Ecological Education for All" has been approved to be consistent with the sustainable development trend of the 21st century, with a goal to update the education system in its entirety, a significant amount of effort has been put to improve public ecological education through both formal and non-formal methods, and the implementation of the programme was completed in 2005.

Although from ancient times, Mongolians have lived with a lifestyle that sensibly utilizes natural resources, which has nomadic culture and traditions that adapts to extreme climates, in last fifty years, as the population and economy grew, urbanization, pollution and improper use of natural resources increased, causing imbalance in our ecosystem. For example, during the winter of 2017-2018, amount of certain air polluting substances in Ulaanbaatar has tripled the Mongolian air quality standard. Due to illegal mining operations, there are 4000 hectares of damaged land.

Though Mongolian economy is highly dependent on natural resources, it is inefficient when it comes to material utilization (required materials to produce product worth 1USD), six times the average cost in Asia and Pacific countries, and 56 times more than the average production cost in Japan. This is an evident example of our resource inefficiency, wasteful consumption and technological obsolescence.

Therefore every citizen in every level is required to commit to ever so important drastic change in production and consumption patterns, and instead adapt more eco-friendly, resource efficient, productive, low-waste production and consumption patterns and healthy habits.

Within the scope of this requirement, we are setting an objective that is to base our national traditions of protecting our mother earth and the ability to live in harmony with nature on science and technological basis, to enrich this with sustainable development concept and to spread it to the public, and to empower children and youth with the knowledge of education for sustainable development through all levels of education and the lifelong education system.

In 2014, the resolution no.43 of Parliament of Mongolia approved "Green Development Policy" which is the main pillar policy for providing sustainable development in accordance to the global development trend, and had set a goal to educate the public through education for sustainable development about patriotic idealism, traditions of protecting the environment, eco-friendly lifestyle, resource efficient, and productive consumer culture.

Also article 14, paragraph 6 of Environment Protection law states that the Government "to organize workshops for educating citizens about ecology", and article 56, paragraph 1 states that the government shall "approve and organize programmes that provide practical environment protection education to the public within the scope of official and non-official educational system". Moreover, in the article 4.1.7 of 2016-2020 Government action plan states "Education for Sustainable Development programme is to be developed and implemented to educate the public about protecting mother earth, respect and learn about traditions, environmentally friendly approaches and good practices", which these goals serve as the basis for the development of this programme.

Two. Goal, objective and duration of the national programme

2.1 Programme goal

Goal of the programme is to disseminate education for sustainable development to public in order to engrain the trend on protecting the environment and cultural heritage, reducing the impact of climate change, adapting to climate change, reducing the disaster risk, applying environmentally friendly, resource efficient and healthy consumption pattern for all Mongolian citizens to contribute towards Mongolia's sustainable development.

2.2 Programme objectives

Following objectives are identified in the frame of the programme.

Objective 1: Integrate the aspects of environmentally friendly, resource efficient and profitable consumption pattern, healthy and safe lifestyle into the training curriculum by revising and enriching the content in pre-school, primary, secondary, vocational and higher education, and strengthen the capacity of human and technical resource for education;

Objective 2: Introduce the principles of sustainable consumption and production to citizens, general public, private entities and government organizations and engage the participation of all stakeholders in order to associate them into activities;

Objective 3: Continuously upgrade the public education for sustainable development and provide sufficient and quality service to public by improving the access of information;

Objective 4: Improve the harmonization of all sector policies and programmes by implementing the principles of education for sustainable development and promoting collaboration and inter-sectorial coordination.

2.3. Programme implementation phase: 5 years (2018-2022)

First phase: 2018-2020

Second phase: 2021-2022

Three. Implementation measures to achieve the goal

3.1. Following activities shall be implemented in the frame of the objective 1:

3.1.1. Revising the content and methods of training curriculums by engraining the knowledge, skill, value and attitude which are required in education for sustainable development for implementation;

3.1.2. Strengthening the technical capacity of training facilities and teaching aids by implementing the requirements of environmentally friendly and resource efficient practices;

3.1.3. Supporting the sustainable development initiatives of educational institutions, establishing the collaboration on leadership and multi-stakeholder involvement, and disseminating the best practices;

3.1.4. Adjusting the capacity development on the human resources of educational sector into education for sustainable development principles;

3.2. Following activities shall be implemented in the frame of the objective 2:

3.2.1. Organizing capacity development training activities for government, non-government, private organizations and general public on awareness raising on sustainable consumption and production;

3.2.2. Organizing trainings on environmental management systems for private business entities and conducting advocacy campaign, disseminating best practices and supporting the implementation of ISO14001 standards;

3.2.3. Establishing the legislation mechanisms on sustainable or green procurement and strengthening the capacity of government and private (supplier) organizations on green procurement;

3.2.4. Disseminating the knowledge and information on energy efficiency, water usage and other natural resources' sustainable and efficient use;

3.2.5. Promoting the researches on science, technology and innovation, supporting the startup companies of environmentally friendly advanced technology and developing the database that are open and accessible for public;

3.2.6. Establishing the incentive mechanism to promote private business entities and citizens to apply environmentally friendly technology;

3.3. Following activities shall be implemented in the frame of the objective 3:

3.3.1. Integrating the principles of education for sustainable development including knowledge, skill, value and attitude into training programmes and activities of lifelong education centers;

3.3.2. Continuously conducting training and providing information on adapting to climate change and disaster risk reduction for the regional communities who live in the vulnerable areas to climate change;

3.3.3. Supporting the youth initiatives and motivating their leadership and involvement for sustainable development;

3.3.4. Routinely disseminating information on sustainable development, green economy, green job, sustainable lifestyle, environmentally friendly consumption and production through all media channels in order to establish the social responsibility;

3.4. Following activities shall be implemented in the frame of the objective 4;

3.4.1. Ensuring the liaison between the actions of education for sustainable development stipulated all sectoral policies and programmes;

3.4.2. Organizing the dissemination actions of education for sustainable development in participatory approach among government, private and non-governmental framework at both national and regional level;

3.4.3. Expanding the collaboration with international organizations in order to disseminate education for sustainable development;

Four. Programme impact and criteria

4.1. Social impact of the programme:

4.1.1. everyone (pre-school and school age children, students, employees, households, citizens and women-headed households) will be provided with opportunity to learn, work and live environmentally sensibly, adopt sustainable and efficient consumption, access knowledge and information about adopting environmentally friendly approaches and attitudes;

4.1.2. citizens' participation in policy development and decision making will be increased and decisions made by government administration shall be harmonised with education for sustainable development;

4.1.3. participation and support of governmental and non-governmental organisations, teams and citizens will be improved for education for all on ESD;

4.1.4. public knowledge and understanding about respecting cultural diversities for regional and individual characteristics, protecting environment, adopting environmentally friendly approaches and practices, decreasing illnesses derived from wrong habits and respecting traditional culture and traditions will be improved and basis for efficient consumer culture will be established;

4.1.5. pre-school and school age children will gain knowledge and education about environment protection, efficient natural resource consumption, respect for cultural heritage and traditional customs and basis for becoming a citizen with positive approaches and good practices will be established.

4.2. Economic impact of the programme:

4.2.1. citizens will acquire skills to improve living environment, access equitable education and improve their livelihood;

4.2.2. economic costs derived from health related expenditures shall be decreased due to improved capacities of citizens to protect themselves from predictable risks, air and environmental pollution, adapt to climate change and reduce its impacts, and adopt healthy lifestyle;

4.2.3. no inefficient costs shall be born due to citizens' improved knowledge and information on sustainable consumption and production as a result of increased education for sustainable development;

4.2.4. low crime rate and ineffective budget expenditures as a result of citizens' improved knowledge and understanding about environment protection, respect for peace and justice, and adherence to the traditions and customs.

4.3. Programme criteria:

The monitoring of programme implementation shall be based on a situation analysis of citizens' legal capacity. The following criteria shall be used for programme monitoring:

Programme objectives	Criteria	Baseline level	Expected level	Organisation responsible
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			2017	2020	2022	
1.	Objective 1: Integrating the aspects of environmentally friendly, resource efficient and profitable consumption pattern, healthy and safe lifestyle into the training curriculum by revising the content in pre-school, primary, secondary, vocational and university education, and strengthening the capacity of human and technical resource for education	Number of training curriculum which integrated content and methodology of ESD	143	148	155	MECSS,
2.		Percentage of education sector human resource trained specifically on ESD	50	70	100	MECSS, ITPD
3.		Number of pre-school, primary and secondary education institutions involved in international eco-school programme	255	350	450	MECSS, MET
4.		Number of higher and vocational education institutions introduced international "Green" initiative	-	5	10	MECSS, MET
5.		Number of education institutions acquired "Eco" and "Green" certificates	45	60	80	MECSS, MET
6.		Percentage of students acquired Green passport	-	20	30	MECSS, MET
7.	Objective 2: Introducing the principles of sustainable consumption and production to public communities, private entities and government	Number of training and events organised	6	6	8	MET, MECSS
8.		Number of organisations acquired ISO 14000 standard certification	11	16	22	MET
9.		Number of products certified with Eco label and organisations with green certificate	2	10	20	MET

10.	organizations and engaging the participation of all stakeholders in order to associate them into activities	Percentage of green employment rate in total number of employees	9.9	15	20	NSC, MLSP, MoFALI
11.	Objective 3: Permanently upgrading the public education for sustainable development and providing sufficient and quality service to public by improving the access of information	Integration and percentage of ESD content and methodology mainstreamed in Lifelong education training programme and plan	10	60	100	MECSS, NCLE
12.		Percentage of lifelong education centre teachers trained in ESD	42	80	100	MECSS, NCLE
13.		Number and percentage of media institutions, which prepare routine news information on ESD	3	6	10	MET, MECSS, Media institutions
14.		Number of journalists attended training and events on ESD	312	420	550	MET, MECSS, Press Institute
15.	Objective 4: Improving the harmonization of all sectors' policies and programmes by implementing the principles of education for sustainable	Number of inter-sectorial projects and events	2	4	5	MECSS, MET

	development and promoting the collaboration and inter-sectorial coordination					
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Five. Financial sources and required funding for the national programme

5.1. The activities of the national programme shall be financed by the following sources:

5.1.1.central and local budget;

5.1.2.aid and grant by foreign state and international organisations;

5.1.3.donations and sources by governmental and non-governmental organization, legal entity and citizens;

5.1.4.other.

Six. Management and organization of the programme

6.1. A non-standing National sub-committee shall be formed to liaise and monitor sectoral actions to implement the programme. The national sub-committee shall be established next to National committee on sustainable development and its structure and chapter shall be approved jointly by the Cabinet member responsible for environment and the Cabinet member responsible for education, culture, science and technology.

6.2. Central administration body responsible for environment shall provide management for programme implementation.

6.3. Central administration body, central and local government administrations shall ensure programme implementation through including it into sectoral, local and organizational action plan and budget, produce implementation report on a timely manner.

6.4. Government and non-governmental organization and private entities shall organise measures to improve their staff and employee' education on environment and sustainable development.

Seven. Monitoring and evaluation of the programme implementation

7.1. Central administration body, government agency, aimag governor's office and city mayor's office shall report programme implementation to the Central administration body responsible for environment in accordance with the associated guideline.

7.2. The central administration body responsible for environment shall conduct monitoring and evaluation on an annual basis according to associated procedure and may hire external auditing when necessary. The cabinet member responsible for environment shall submit programme implementation report to the Cabinet within the 1st quarter of the following year.

7.3. Based on the progress monitoring and evaluation report and recommendations, additions and changes, in line with the associated laws and regulations, can be made into action plan and criteria of the programme.