

5th UNESCO Forum on Transformative Education

for Sustainable Development, Global Citizenship,

Health and Well-being

The implementation of transformative education
– where do we stand?

What does progress in transformative education look like – conclusions and next steps

Concurrent sessions 4

Session 4.2

Elena Diryugina, Head of methodology and evaluation department, Investment to the Future, Russian Federation





Investment
to the Future



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What does progress in transformative education look like – conclusions and next steps

Elena Diryugina

Head of methodology and evaluation department

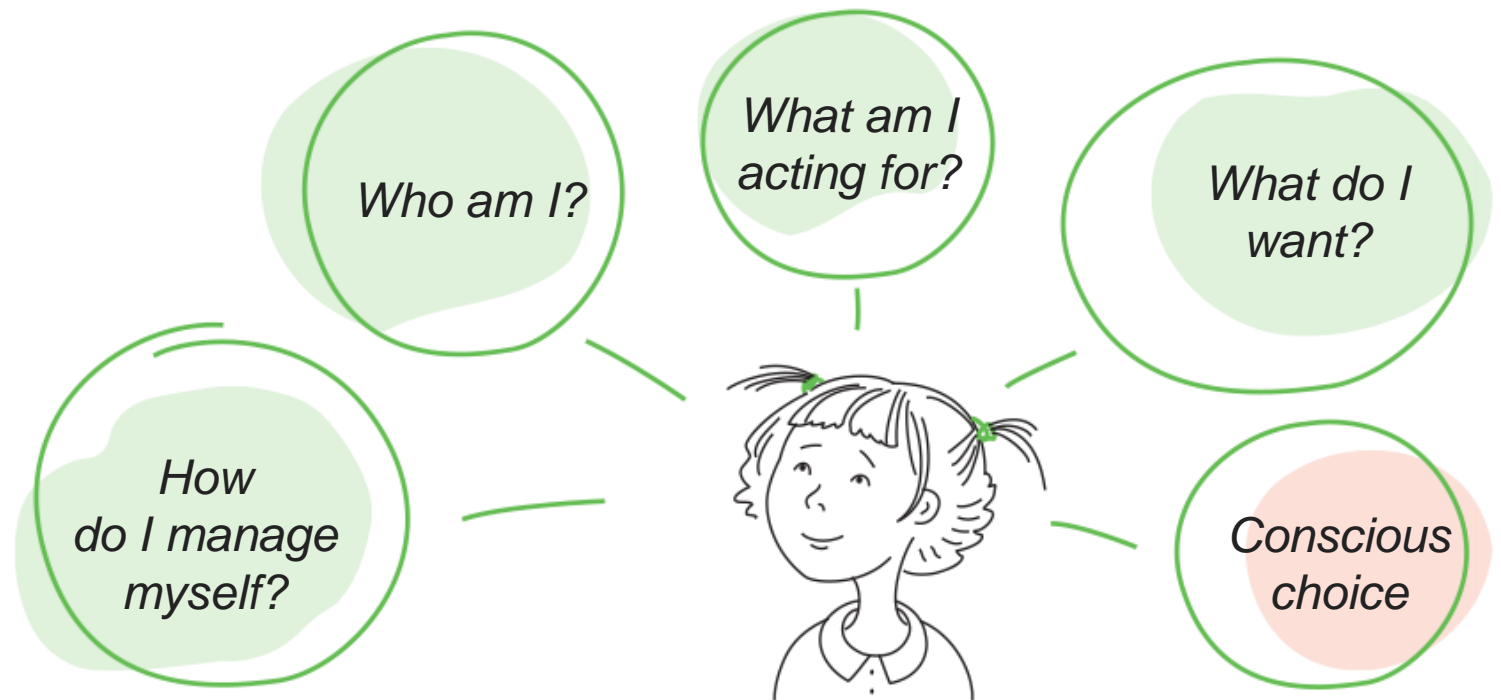
vbudushee.ru

The charitable foundation “Investment to the future”. Personality potential development Program

Transformation of school and
preschool education

for the sake of present and future
**well-being and empowerment
of every child** —

by preparing a child for life in the
modern world, to be capable of
making conscious free choice and
achieving one's goals based on
the internal resources



Who are the key partners to be approached?

Our experience

Personality potential development
Program
CF «Investment to the future»



**30 regional Ministries of Education and
institutes of advanced training**

The Laboratory of Human Potential
Development in Education
Moscow City University



**Consortium of 16 pedagogical
universities**

International Laboratory of Positive
Psychology of Personality and
Motivation **Higher School of
Economics**



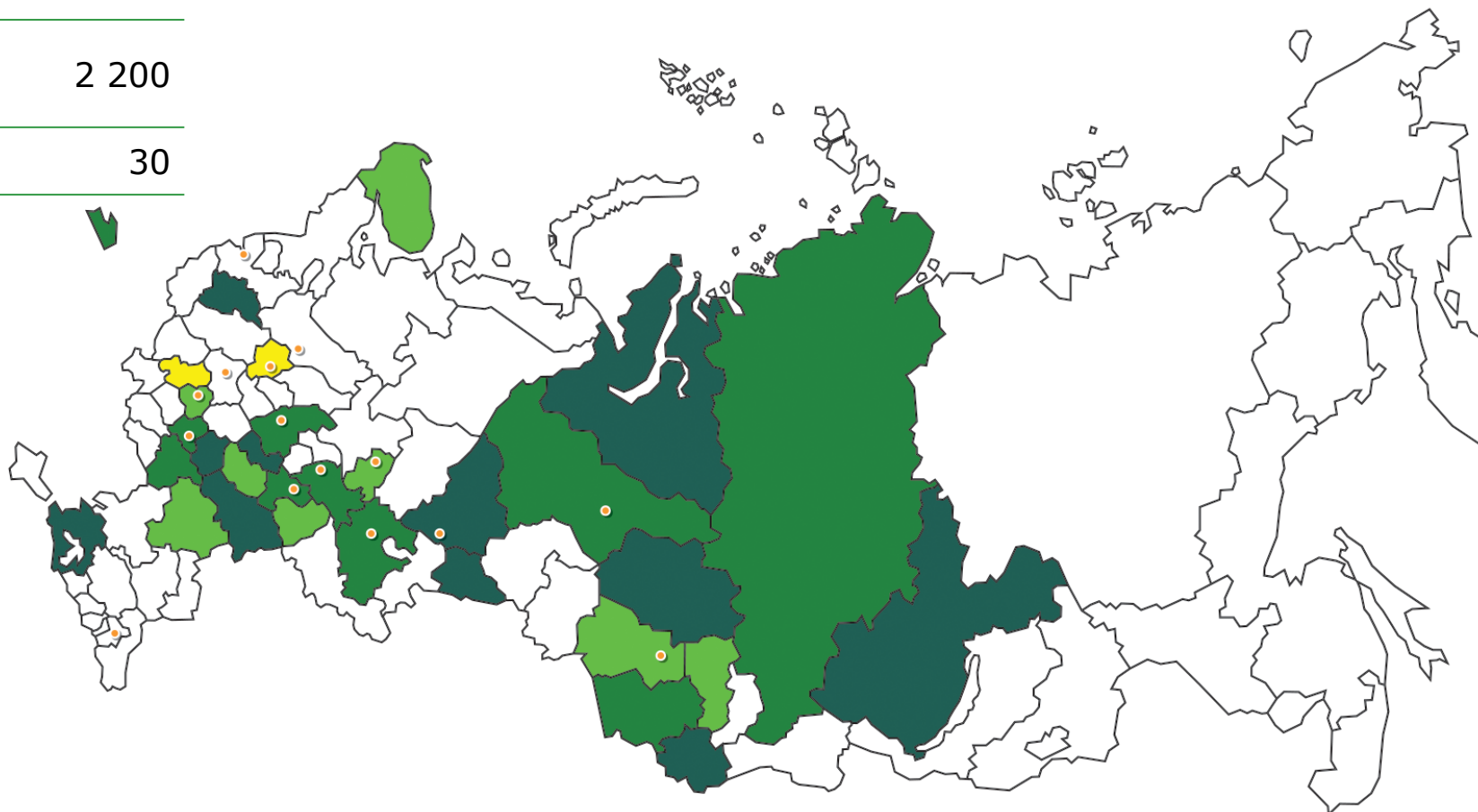
Russian Academy of Education

FSBI "Center for the Protection
of the Rights and Interests of Children"



Participants

	Factual 2018–2021	Planned 2018–2024
Educators	>6700	30 000
Schools and preschools	>560	2 200
Regions	30	30





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SBER

6



Well-being for every child
—
is it possible to keep balance
between
now and then?



How does a person **feel**?

- positive emotions,
- pleasure,
- hedonism

How does a person **act**?

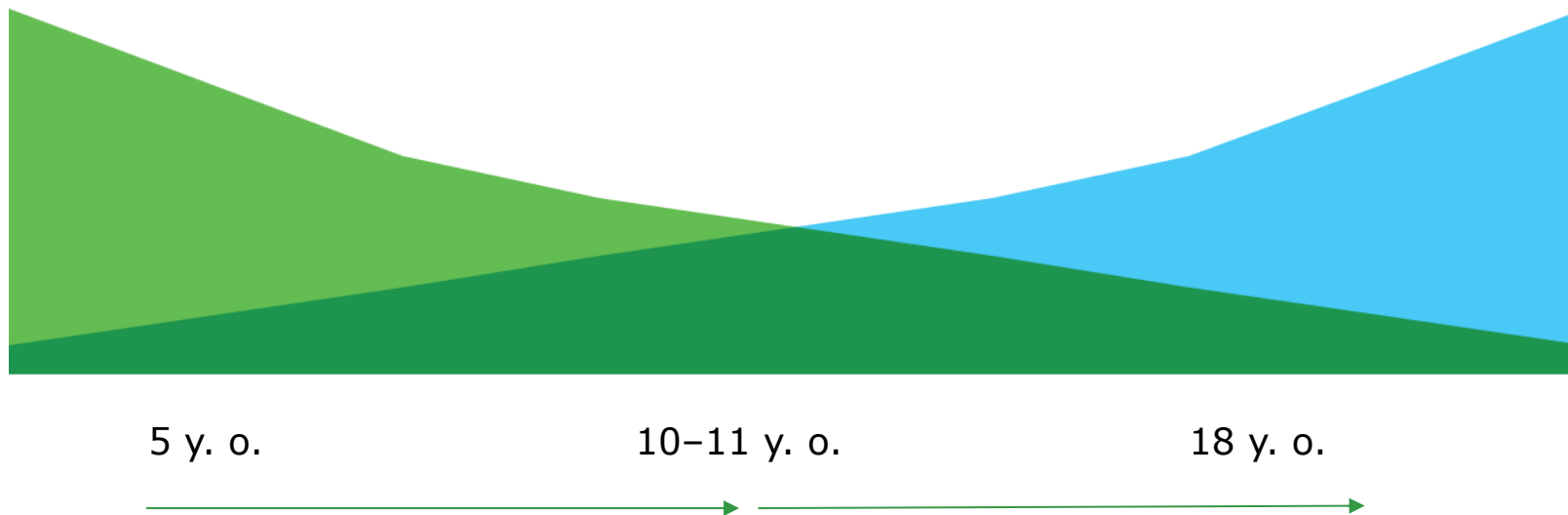
- development,
- self-realization of an individual through the active implementation of his/her activities in which his/her capabilities are realized,
- eudemonia

Is it possible to keep balance between happiness and success?

Well-being factors

Extrapersonal /
Environment

Intrapersonal /
Personality Potential



Personality Potential — meta-resource, the ability to manage abilities and distribute one's unique set of resources (abilities, competencies, skills and knowledge) in one's own interests.

The three target components of personality potential:

- potential of choice (self-orientation),
- potential of attainment,
- potential of self-maintenance (resilience).

Only people with high Personality potential can be successful and happy at the same time.



Targets for Personality Potential development

10

WHAT?

To form the belief
set and attitudes
toward oneself,
the world, the
ways of acting

TOLERANCE OF AMBIGUITY

SENSITIVITY TO FEEDBACK &
SELF-CONTROL

FLEXIBILITY & READINESS
FOR CHANGE

RESPONSIBILITY

AUTONOMY

SELF-ESTEEM

CONSTRUCTIVE
PERFECTIONISM

PERSEVERANCE &
DILIGENCE

OPTIMISM

COMMITMENT

CONTROL

CHALLENGE

How?

1. Modeling
2. Language
3. Time
4. Environment

To teach skills,
tactics, algorithms,
techniques

DECISION-
MAKING

SYSTEM
REFLECTION

GOAL-SETTING

PLANNING &
EXECUTION

COPING
STRATEGIES

HEALTH
PRACTICE

CREATIVITY

CRITICAL
THINKING

COMMUNICATION

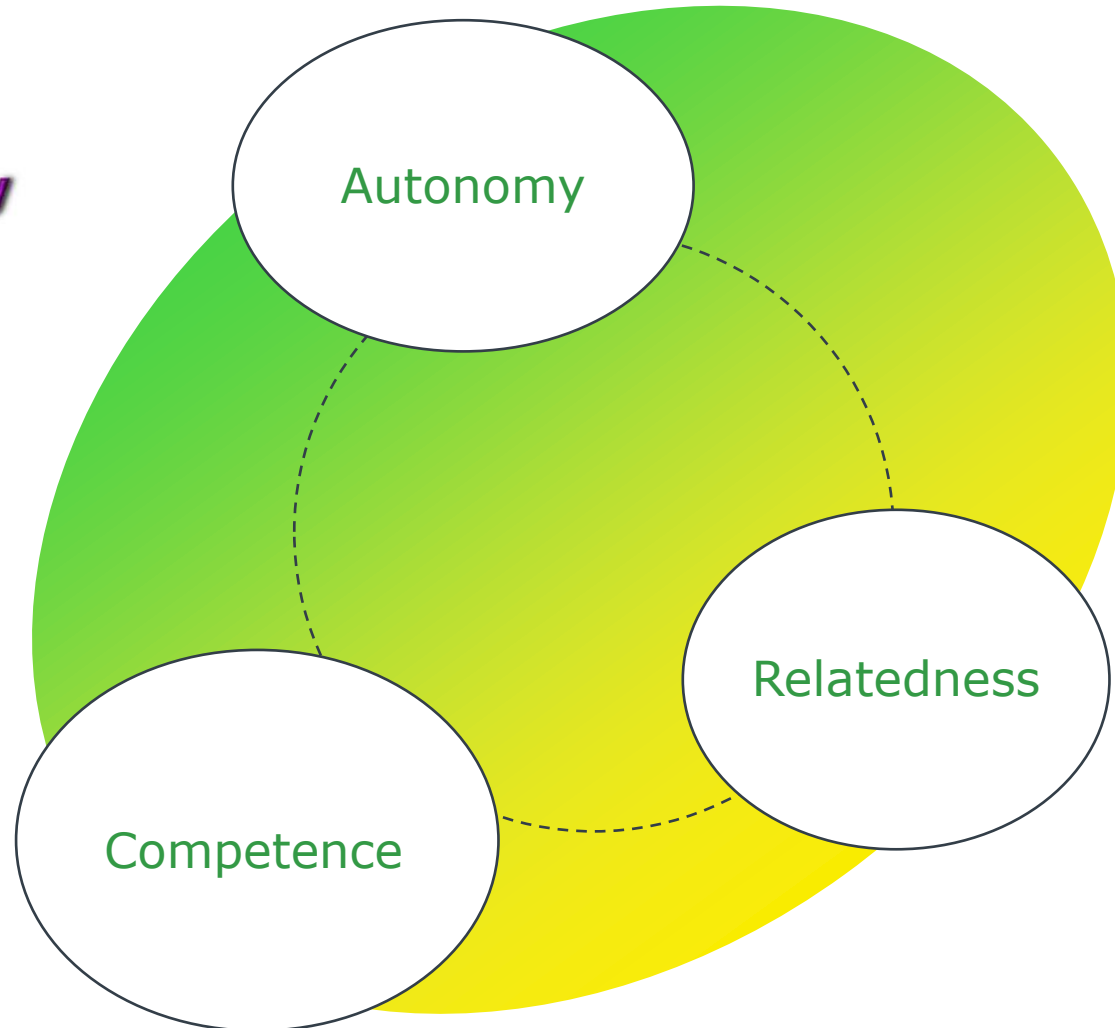
COOPERATION

EMOTIONAL
INTELLIGENCE

1. Dedicated
courses
2. Integration into
subject teaching



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Pedagogical communication styles

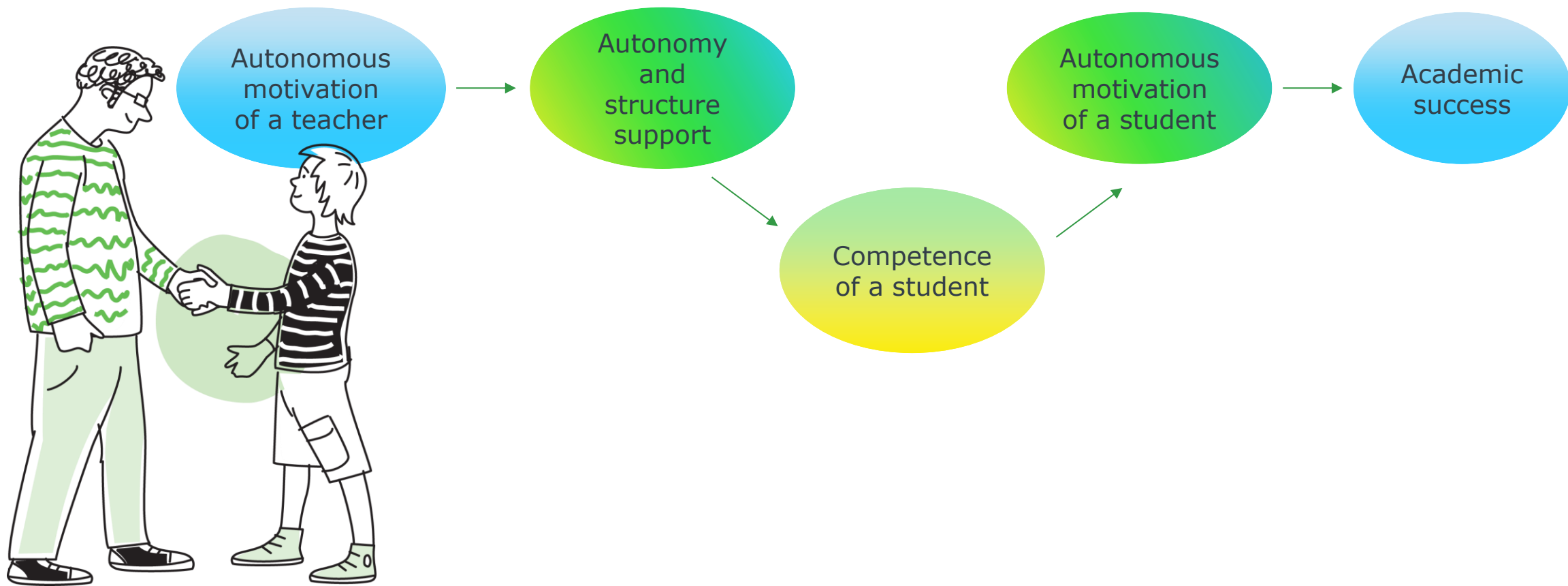
Autonomy
supporting

Control



Structure

Chaos



STEP 1

Educational environmental conditions

- Involving a **management team** in
- formation of **personality-developing educational environment** that supports autonomy and competence of both teachers and children
 - organization of **professional communities of teachers**
 - monitoring and **data-based decision-making**



STEP 2

Teachers training and support

- Professional and personal development:**
- Motivation
 - Belief sets and Attitudes
 - Pedagogical communication style
 - Pedagogical techniques



STEP 3

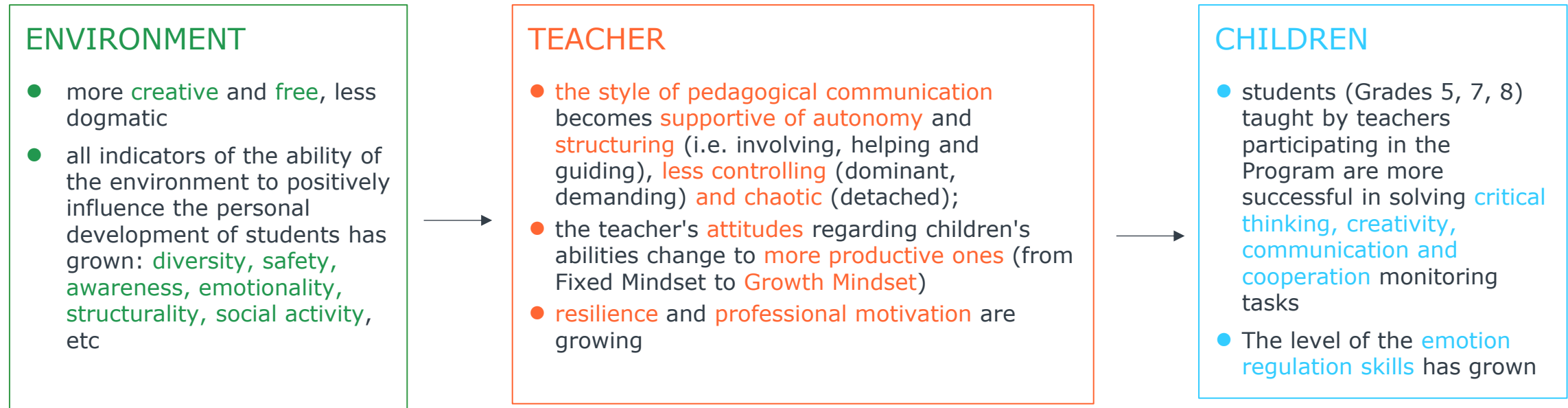
Education for children

- Dedicated **courses** focused on **social-emotional and cognitive skills**
- **Integration** into **subject teaching**

Teacher's personality as a key success factor

Studies have shown that changes are possible!

After **2 years** of participation of educational organizations in the Program:



More than 100 educational organizations participated in the studies.