



World Federation  
of UNESCO Clubs,  
Centres and  
Associations  
**40** 1981-2021  
years

European  
Federation of Clubs  
and Associations  
for UNESCO  
**20** 2001-2021  
years



# IV ASIA-EUROPE FORUM ON EDUCATION

## IV Asia-Europe Forum on Education

# SUSTAINABLE DEVELOPMENT IN OUR SOCIETY:

proceedings

**October 29-30, 2021**  
**Almaty, Kazakhstan**

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IV Asia-Europe Forum on Education “Sustainable Development in Our Society”: proceedings (October 29-30, 2021, Almaty) =  
IVe Forum Asie-Europe sur l'éducation «Le développement durable dans notre société»: actes (29-30 octobre 2021, Almaty) =  
80 pages, text on English and French languages.

The Authors bear responsibility for the choice and presentation of the facts containing in this publication as well as for the opinions expressed therein which are not necessarily those of UNESCO and do not involve any consequences for the Organization.

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This Publication includes the reports of international researchers and members of Clubs for UNESCO network.

Published materials call for consideration of the repeatedly emphasized the importance and necessity of cooperation of all countries and the joint work of numerous partners to improve the efficiency of education systems at all levels and in any form (formal and non-formal education for children, youth and adults). Thanks to the tight cooperation of the public sector, government bodies and private business, projects and programs are being implemented that can help solve global problems and contribute to the achievement of Sustainable Development Goals through education.

Cette publication comprend les rapports de chercheurs internationaux et de membres du réseau des Clubs pour l'UNESCO.

Les documents publiés appellent à prendre en considération l'importance et la nécessité répétées de la coopération de tous les pays et le travail conjoint de nombreux partenaires pour améliorer l'efficacité des systèmes éducatifs à tous les niveaux et sous toutes leurs formes (l'éducation formelle et non formelle pour les enfants, les jeunes et adultes). Grâce à la coopération étroite du secteur public, des organismes gouvernementaux et des entreprises privées, des projets et des programmes sont mis en œuvre qui peuvent aider à résoudre les problèmes mondiaux et contribuer à la réalisation des objectifs de développement durable par l'éducation.

**Editors:** Prof. O. Costea, Dr. D. Popescu

**Executive editors:** Dr. S. Akzharova, A. Madinov

**Design:** “ULY DALA” Company

**Language version:** Prof. O. Costea

**Éditeurs:** Prof. dr. O. Costea, dr D. Popescu

**Rédacteurs en chef:** Dr S. Akzharova, A. Madinov

**Conception:** Société «ULY DALA»

**Version linguistique:** Prof. dr.O. Costea

IV Asia-Europe Forum on Education

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UNESCO Assistant Director General for Priority Africa and External Relations

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Eduar Firmin Matoko • Bolat Akchulakov • Rzaabek Artygaliev



I am happy to thank you for taking part in the IV Asia-Europe Forum on Education themed “Sustainable Development in Our Society”, which remains a crucially relevant sphere of our work.

The forum marks the 75th Anniversary of UNESCO, 40th Anniversary of the World Federation of UNESCO Clubs and 20 years of activities of the European Federation of Clubs and Associations for UNESCO, making it particularly memorable and significant.

The fruitful cooperation of Asian-Pacific and European Federations of Clubs and Associations for UNESCO is closer with one another and serves as a catalyst for any future prospects and projects. This forum is a display of the interdependence between the natural, cultural, social and economic development, and it upholds the role of education in promoting a sustainable development in our society.

Sustainable Development Goals are necessary global aspects that require solutions and they raise awareness of limitations hindering equity and progress. UNESCO contributes to the implementation of the SDGs through its projects and initiatives.

Clubs for UNESCO are vital in promoting, developing and implementing UNESCO programs, and SDGs, in each country through thorough and close work educational and training programs and seminars on issues within the scope of UNESCO objectives, as well as projects for the exchange of professional, scientific and cultural experience among children, youth and adults. The details you will find out in the articles of this volume.

In two days, we discovered numerous opportunities through sessions, presentations, and special events in which we gained useful insight and hands-on experience from our admirable speakers. I hope it will help all of us to become more efficient and knowledgeable in life, work and aspirations.

I would like to take this opportunity to thank you for your passion, your dedication and your energy in our common mission. Also, I would like to express my gratitude to our facilitators - Kazakhstan and Romania, the exceptional speakers and those who ensured the smooth-running of this session: the interpreters, the technicians and the support staff for their extraordinary job in helping to organize the event.

I look forward to joining efforts with you in order to build a more peaceful and sustainable world.

***Thank you!***

**Eduar Firmin Matoko,**  
UNESCO Assistant Director General  
for Priority Africa and External Relations



It is a privilege and honor to welcome you to this exceptional event, which is the IVth Asia-Europe Forum on Education.

I cannot start without congratulating everyone in this anniversary year. I am referring to the 75th anniversary of our great organization UNESCO, the 40th anniversary of the World Federation of UNESCO Clubs, Centers and Associations, and the 20th anniversary of the European Federation of Clubs and Associations for UNESCO with which our Romanian Federation of Associations, Centers and Clubs for UNESCO is associated. Additionally, without any further delay, I would like to thank Dr.

Daniela Popescu for her wonderful dedication and effort for everything that has been done for this forum. I would like to also congratulate the wonderful people of Kazakhstan for the 30th anniversary of independence. I had the chance to work very closely with their country. Last but not least, I would also like to mention the 65th anniversary of Romania since its integration into the family of UNESCO, including the setting up of the Romanian National Commission for UNESCO.

Please allow me to go from the very beginning to the essence: we cannot have future without achieving the sustainable development of our societies. With the support of Dr. Daniela Popescu, I had the chance to promote our current event at the international conference that the National Commission of Romania for UNESCO organized on the 24-25th of September. The role of the World Federation is key because, we strongly believe, that without civil society nothing can be achieved. Therefore, we highly appreciate the contribution of the clubs and associations of UNESCO to education and sustainable development. We paid great attention to the 5th priority action area in the ESD for 2030 roadmap, adopted in Berlin during the World Conference on Education for Sustainable Development in May 2021, which is “accelerating local level actions”. Without clubs and associations of UNESCO, as well as without the ASPnet members and UNESCO chairs, in our humble opinion, the possibilities to achieve this priority are very limited. I will, therefore, once again, on this occasion, would like to thank every club, association, federation, and the world organization. We are together and I am calling for our cooperation for these transformative projects.

Wishing everyone to have a fruitful and good continuation in our action for moving the world into the right direction and offering our next generations the chance to have a sustainable future.

**Dr. Madlen Serban,**  
Secretary General  
of the Romanian National Commission for UNESCO



Dear colleagues,

On behalf of the Kazakhstan National Commission for UNESCO and ICESCO and myself, I would like to express my gratitude to all those involved in the implementation and preparation of the IV on-line Europe-Asia Forum on Education.

I am very pleased to be here today at this meeting, which was the result of cooperation in the field of education with the participation of partners from the World and European Federation of UNESCO Clubs.

The UNESCO Clubs movement, born in 1947, is represented in more than 100 countries around the world and is aimed at popularizing the high ideals of UNESCO among the younger generation.

Our country takes an active role on the platform of the club movement. Kazakhstan chairmanship in the Asian-Pacific Federation of Clubs and Associations for UNESCO attests to the confidence of the international community in our country's activities in this direction.

Despite the ongoing pandemic, the Kazakhstan Federation actively continues to hold events not only at the national, but also at the international level.

It is remarkable that the Kazakhstan Federation, which includes about 175 clubs and 19,000 active members, has taken its rightful place in the system of national education and upbringing of talented youth of the country. By encouraging the creative potential of children, the Federation contributes to the implementation of the Fourth UN Sustainable Development Goal in the field of education.

Today, a large number of leading experts around the world are involved in the implementation of the SDGs, but it will be extremely difficult to achieve sustainable results if we do not pay enough attention to training the next generation of people who will acquire knowledge about existing practices and make the transition to qualitatively new approaches to promote the SDGs.

I am confident that our joint efforts can bring us closer to realizing this ambitious task and I wish all the success to all participants in further work on it.

**Aliya Baisabayeva,**  
Secretary General

Kazakhstan National Commission for UNESCO and ICESCO



Dear friends,

On behalf of the World Federation of UNESCO Clubs, Centers and Associations, it is a great honor for me to provide these welcoming remarks to the Conference Proceedings of the IV online Asia-Europe Forum on Education "Sustainable Development in Our Society".

I would like to express sincere gratitude to the Kazakhstan and Romanian Federations of Clubs for UNESCO for their initiative and effort to organize this forum and unite so many Clubs members from Asian and European regions.

As you know, this Forum was dedicated to the 75th Anniversary of UNESCO and 40th Anniversary of the World Federation that provided us a great opportunity to rethink the historical experience and achieved results, and what is more important to shape the new goals in achieving sustainable development

I strongly believe that the discussion on the topic of Sustainable Development is more than necessary for our society. Education is the main purpose of UNESCO activity. At the beginning of the journey of UNESCO, in 1960, our ancestors said that education is the most important tool for world peace. For world peace, we have to teach young people and reshape our ideology. Education is the most important tool to form peaceful world. We have to teach human beings to love each other, to care for others.

We, UNESCO Clubs members, must work harder than before. As we are facing difficult times after the start of the COVID-19 pandemic, we need to think of more effective and efficient educational tools.

I sincerely wish all the participants a great success and I commend you for doing a wonderful job!

**Dr. Jay Kun Yoo,**  
a.i. President of the World Federation of  
UNESCO Clubs, Centers and Associations



The 3rd millennium has brought us, in addition to these troubled years of pandemic, a consolidation of dialogue and memory recovery, aiming at creating a community fabric and favorable conditions for a paradigm shift in everyday life.

The generations of the 2nd millennium, which followed the great wars around the world, dared to hope in a reality asking them to build their future from the little that remained.

It was necessary to create a UNESCO world organization 75 years ago, to understand this vision worthy of the future of humanity and to remind ourselves that despite discouragement, fears, pain, we must move forward.

The club movement for UNESCO was born in Japan, from the desire to give, when the traces of the Second World War still imprinted history.

The World Federation of Clubs, Centers and Associations for UNESCO crystallized its forces 40 years ago, and 20 years later, in Romania, in Busteni, the European Federation of Associations and Clubs for UNESCO was created.

This year the Federations of Clubs of Kazakhstan and Romania, celebrating 10 years of active partnership, decided to be the organizing team of the 4th Europe Asia Forum dedicated to the 3 great leaders who disappeared from us last year: Dhiendra Bhatnagar, Tao Xiping and Masatake Matsuuda.

What should we expect after the IV Asia-Europe Forum on Education “Sustainable Development in our Society” or after such events?

This civilization from the 3rd millennium should try to change mentalities welded in time and to plant in the hearts and minds of all people, at least a subject of reflection:

I personally would reflect on the fact that this civilization of the new millennium must bring to the forefront the life lived fully, in an environment that we want as green as possible and as close as possible to the primary one. The pandemic has shown us how vulnerable we are in the face of destiny.

We are confident that to those with openness to knowledge, through these scientific manifestations, we have awakened the desire to join the great family of clubs for UNESCO so that together we can form a critical mass that will engage in solidarity in our focused action to awaken awareness of a global ethic; it will have to be instituted all over the world for the survival of humanity.

At such an unexpected time in events crucial to humanity, the UNESCO civil society must gather its ranks and use a single language: Solidarity.

What would we like the future to offer?

Keeping our way of activating and learning constantly unaltered; to set an example, a handful of relays for future generations so that we feel UNESCO as an idea in progress.

**Dr. Daniela Popescu,**

President of the European Federation of Clubs and Associations for UNESCO



*Dear colleagues,*

It is my great honor on behalf of the Asian-Pacific Federation of Clubs and Associations for UNESCO to thank all of you for your interest in the IV online Asia-Europe Forum on Education "Sustainable Development in Our Society".

The Forum, initiated by Kazakhstan and Romanian Federations of Clubs for UNESCO, was announced with a purpose to create a platform to overview the interdependence between all spheres of development and share best practices on integrative and inclusive role of education in promoting sustainable development.

Dedicated to the 75th Anniversary of UNESCO, 40th Anniversary of the World Federation of UNESCO Clubs, Centers and Associations, 20 years of activities of the European Federation, and celebration of the 30th anniversary of Kazakhstan's independence, the event has reached a great interest and success. It is confirmed by over 1 000 registered participants from 35 countries, more than 2 500 actual audience watching broadcast and about 30 distinguished speakers and moderators that made our event a very special and efficient

Education has monumental innovative methods that advance the promotion of Sustainable Development in every community. Clubs for UNESCO play a major key role in it. Asian-Pacific Federation of Clubs and Associations for UNESCO is constantly working to expand the Clubs' movement in the region in order to serve UNESCO objectives at the grass-route level, as well as to ensure inter-cooperation and proactive participation of all members of the region, enhancing their knowledge, encouraging experience-sharing and solving important global issues.

I would also like to express my sincere gratitude to the General Partner of the Forum – Tengizchevroil LLP that pays a great deal of attention to sustainable development issues, continuously supports socially important initiatives and has a status of an Privileged Partner of the Kazakhstan National Federation of Clubs for UNESCO.

I strongly believe that the Forum, organized by the Asian-Pacific and European Federation of Clubs and Associations for UNESCO in cooperation with the European Federation of UNESCO Clubs, Centers and Associations, was able to achieve its set goals and ambitions, as well satisfy the thirst for knowledge of our participants, our enlightening speakers and you, in particular.

**Bolat Akchulakov,**  
President of the Asian-Pacific Federation  
of Clubs and Associations for UNESCO



***Dear forum participants,***

It was a pleasure sharing with you a virtual floor of the 4th Asian-European Forum on Education “Sustainable Development in Our Society”. TCO sees this event as a great opportunity to explain reasons of why TCO annually spends \$2 million on community investment projects (CIP’s) and builds long-term capacities in stimulating economic development, ensuring availability and quality of education opportunities, and on public health.

Throughout TCO’s history, social investment has been part of our company’s sustainable development strategy. Since inception, we have invested over \$2.2 billion on employee and social programs, including \$360 million on social infrastructure. Every year we spend \$25 million within the framework of the “Egilik” voluntary social infrastructure program, for the construction of schools, kindergartens, healthcare infrastructure, public spaces and other social facilities.

For instance, as part of the community investment program (CIP), TCO, together with the British Council, implemented a project that helped to strengthen English teachers’ capabilities in Atyrau region’s schools. For a few years, the project has been improving the quality of teaching strategies, organizing trainings and English practices for teachers. Another CIP example is the Kabdolov Foundation, which stimulates and motivates audiences through social media to learn Kazakh language. TCO also supports professional orientation projects, as well as initiatives on developing youth soft skills in order to develop each child and adolescent abilities. This year, TCO is supporting the Sezual project, which helps blind visually impaired children to learn reading braille in Kazakh, English and Russian using a unique simulator.

On the eve of the 30th anniversary of Independence of the Republic of Kazakhstan, I want to highlight that TCO’s history is closely interlinked with the rise of an independent Kazakhstan. We are grateful to the early pioneers for their hard work and dedication to discover and develop one of the world’s most technically challenging oilfields. They left a strong foundation for future generations.

**Rzabek Artygaliev,**  
General Manager for Policy, Government  
and Public Affairs, Tengizchevroil

## Education for Sustainable Development (ESD) for 2030 Framework and Roadmap for implementation

## Éducation pour le développement durable (EDD) dans le Cadre 2030 et la feuille de route pour la mise en œuvre



**Bernard Combes**

Programme Specialist, Education for Sustainable Development

UNESCO

**Abstract:** UNESCO is the lead agency for Education for Sustainable Development (ESD) and coordinates the implementation of the “Education for Sustainable Development: Towards achieving the Sustainable Development Goals (ESD for 2030)” framework for the period 2020-2030, which was adopted with the aim of increasing the contribution of education to building a more just and sustainable world and builds upon the experiences of the Global Action Programme on ESD. ESD is widely recognized as an integral element of Agenda 2030, in particular Sustainable Development Goal 4 (SDG 4), and a key enabler of all the other SDGs. ESD for 2030 will step up actions on five priority action areas on policy, education environments, building capacities of educators, youth and local level action, stressing further ESD’s key role for the successful achievement of the 17 SDGs and the great individual and societal transformation required to address the urgent sustainability challenges. The roadmap underlines the key areas of implementation of the ESD for 2030 framework.

**Résumé:** *L'UNESCO est l'agence chef de file des Nations Unies en matière d'éducation au développement durable (EDD) et coordonne la mise en œuvre du cadre «Éducation au développement durable: vers la réalisation des Objectifs de développement durable (EDD pour 2030)» pour la période 2020-2030, qui a été adopté afin de contribuer à l'Agenda 2030 et à ses 17 objectifs, et d'accroître la contribution de l'éducation à l'édification d'un monde plus juste et plus durable et s'appuie sur les expériences du Programme d'action global pour l'EDD. Il est largement reconnu que l'EDD fait partie intégrante du Programme de développement durable à l'horizon 2030, et plus particulièrement de l'objectif de développement durable (ODD) 4, et qu'elle est un catalyseur essentiel de tous les autres ODD. L'EDD pour 2030 intensifiera les activités mises en œuvre dans ses cinq domaines d'action prioritaires, en attirant davantage l'attention sur le rôle essentiel de l'EDD dans la réalisation des 17 ODD et des grandes transformations individuelles et sociétales nécessaires pour faire face aux défis urgents de la durabilité. La feuille de route expose les principaux axes de mise en œuvre du cadre L'EDD pour 2030.*

## Introduction

UNESCO is the lead agency for Education for Sustainable Development (ESD) and coordinates the implementation of the **“Education for Sustainable Development: Towards achieving the SDGs (ESD for 2030)”** framework for the period 2020-2030, with a focus on five Priority Action Areas of policy, education and training, educators, youth and communities. In 2019, the UN General Assembly acknowledged the new global framework on ESD for 2030 in its Resolution 74/233.

The global efforts to strengthen the role of education for sustainable development started in the 1970s' but it gained global traction through chapter 36 of agenda 21 adopted at the Rio Earth Summit in 1992 and the subsequent launch of the UN Decade on Education for Sustainable Development from 2005-2014. The UN Decade was followed by the five years of Global Action Programme (GAP) on ESD, which was led by a group of 97 key partners to reach 37 million learners and 2 million teachers across the world.

The launch of the 17 Sustainable Development Goals in 2015 brought renewed emphasis on the role of Education for Sustainable Development (ESD), as recognized explicitly in SDG Target 4.7. This globally agreed target aims to ensure, by 2030, that all learners acquire the knowledge and skills to promote sustainable development.

**1.** Now in 2021, we are facing serious challenges - in the short term, the covid-19 pandemic and in the long term, the climate and biodiversity crisis. This is why UN Secretary general Antonio Guterres said ‘We are in a battle for our lives.’

What we know, what we believe in and what we do needs to change. What we have learned so far does not prepare us for the challenge. This cannot go on. We must urgently learn to live and learn differently.

To realize a more sustainable world, attitudes and behaviours must change at different levels: individual, community, national, regional and global. ESD is a transformative learning process and aims to change the way people interact with the world. It is the key to building greener societies. In the current state of multiple global crisis, innovation in education is essential to tackle these challenges. Teaching people to better understand the problems we are currently facing, and to think differently in order to tackle them, is an important task for education systems, as are building skills for critical thinking and problem-solving.

UNESCO, as the lead UN agency on ESD, has launched a new global framework on ESD called ‘ESD for 2030’, as the follow-up to the Global Action Programme on ESD. In the period of 2020-2030, the ESDfor2030 framework aims to fully integrate ESD and the 17 SDGs into policies, learning environments, capacity building of educators, the empowerment and mobilization of young people and local level action. The ESD for 2030 roadmap underlines the plan of action to implement the framework in the next ten years.

**2.** Through pursuing the goal and objective of ESD for 2030, in 10 years' time, we aim to create a world in which:

- Governments mainstream ESD in their education and sustainable development policies.
- Learners acquire the knowledge, skills, values and attitudes for sustainable development through a whole institution approach.
- Educators are well prepared to foster societal transformation for a sustainable future.
- Youth are strongly encouraged to be the agents of change for sustainable development.
- And all people in cities and communities are equipped as lifelong learners to take action for sustainability at local level.

Let us now look into what, how and who.

There are three key features raised in the framework.

First, the emphasis on education's role for the achievement of the 17 SDGs. The UN General Assembly recognized that ESD is "*an integral element of the Sustainable Development Goal on quality education and a key enabler of all the other Sustainable Development Goals*"

While all ESD work mobilizes action towards the achievement of the SDGs, ESD raises the awareness and action on the 17 goals in education settings. ESD also promote critical and contextualized understanding of the SDGs, which invites the learners to see the interlinkages and tensions between the goals in their local, national and regional contexts.

**3.** In the new 10 years, which may be our last window opportunity to turn our fate

around, ESD must focus on the big transformation that is needed for sustainable development and how education can provide relevant interventions. ESD can employ learning content, pedagogy and learning environment that promotes transformative actions of individual learners. Individual actions are intertwined with structural changes that aims to transform the deep causes of the crisis we face today. Moreover, ESD has to respond to the opportunities and challenges brought about by technical advances and reinforce the core values of sustainability.

The urgency of the existential crisis calls for stronger leadership of Member States. To this end, ESD for 2030 focuses on country initiatives, through which countries can address the five priority action areas; engage all concerned stakeholders; and advocate and mobilize resources. UNESCO is thus inviting all Member States to launch country initiatives on ESD for 2030, building on existing work on ESD and creating a new momentum. These efforts should be aligned with UNESCO's global priorities on Africa and gender equality, and a particular emphasis should be made for Small Island Developing States.

**4.** **Now, what should we specifically to promote the 17 SDGs, the big individual and societal transformation and country leadership?**

During the consultations to develop ESD for 2030 framework, ESD stakeholders have called for continued investments around the five priority action areas, which had been established for the Global Action Programme, namely on:

- advancing policy to integrate ESD into education policies and all policies on sustainable development;
- transforming learning environments to apply whole institution approach to ESD where learners learn what they live and live what they learn

- building capacities of educators to develop ESD capacity through pre-service and in-service training of educators
- empowering and mobilizing youth to create opportunities for young people and engage them as key actors
- and accelerating local level actions to develop community action plan to promote individual and societal transformation.

Multi-stakeholder approaches are key to the success:

- Policy makers from local, national, regional levels from Ministries of Education but also Ministries of Environment and other ministries related to SDGs as well as cities and communities need to be involved.
- Institutional leaders starting from school headmasters and other leaders of education institutions to leaders of institutions related to sustainable development are crucial, as well as learners, parents, and educators.
- Young people hold the key to innovation and communities are the very ground where transformation can take place in actionable scale.

## 5. How can we implement the five priority action areas of the ESD for 2030 framework?

At the heart of the implementation are country initiatives on ESD for 2030. All UNESCO Member States are invited to launch their own country initiative to lead the mainstreaming of ESD in education and sustainable development.

Country initiatives should build on on-going efforts on ESD as well as possible new efforts. It is like a big basket of ESD efforts and multi-stakeholders from both education and sustainable development sectors who are willing to join hands to work together.

It should become an open and inclusive network of activities and actors. For example, any passionate teacher or any enthusiastic mayor should be able to join and work in a decentralized, voluntary and collaborative way, with a working group that supports them.

Secondly the new framework will encourage strong partnership and collaboration through an ESD for 2030 Network (ESD-Net) at global and regional levels, which will bring together representatives of country initiatives and other ESD actors from education and sustainable development communities.

Communication and advocacy efforts including the UNESCO-Japan ESD Prize will be strengthened; evidence-informed implementation of the framework by tracking issues and trends in education and sustainable development and mobilizing resources through making full use of the inter-sectoral, multidisciplinary nature of UNESCO as well as its diverse partners should be further strengthened. Various efforts to monitor the progress will be pursued with the aim of achieving SDG target 4.7 by 2030.

## Conclusion

Increased global commitment to education for sustainable development and the Education for Sustainable Development for 2030 framework has been demonstrated by the success of the UNESCO World Conference on Education for Sustainable Development, where over 80 Ministers and 2,800 education and sustainable development stakeholders adopted the Berlin Declaration on Education for Sustainable Development.

The *Berlin Declaration on Education for Sustainable Development* calls to ensure environmental and

climate action as a core curriculum component in all education systems, and addresses a range of policies concerning teaching, learning, professional training and civic engagement. It also highlights the need to implement ESD with a focus on cognitive skills, social and emotional learning, collaboration skills, problem solving, and resilience building.

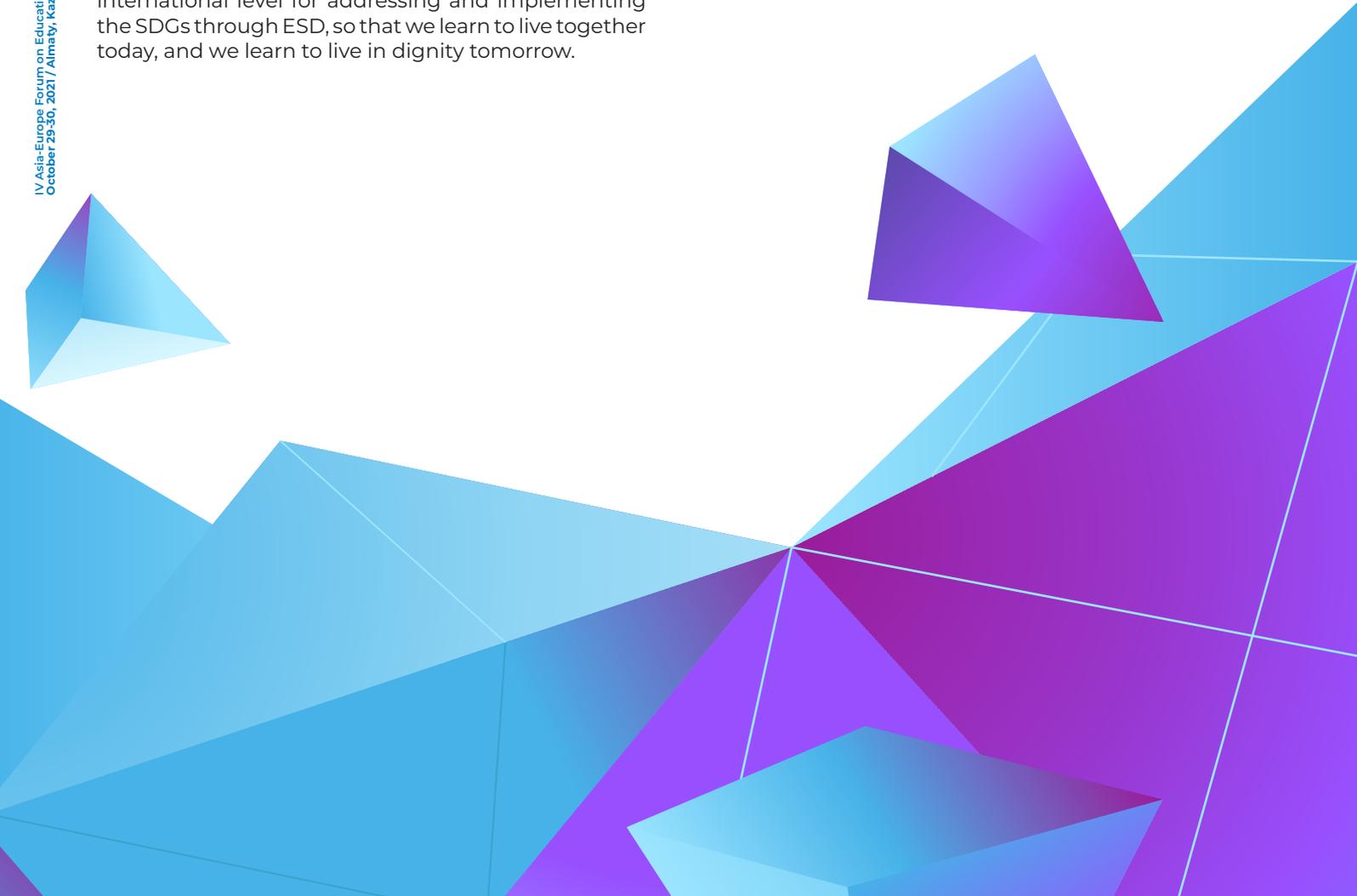
Each of us is an agent of change, we can individually and together work for a better world. We are each responsible and accountable. To achieve the SDGs, we must work together, as individuals, families, communities and governments. Each of us therefore has responsibility at the local, national, regional or international level for addressing and implementing the SDGs through ESD, so that we learn to live together today, and we learn to live in dignity tomorrow.

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# ESD for SDGs in Hong Kong

## L'EDD pour les ODD à Hong Kong



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**Abstract:** *In light of the COVID-19 pandemic, humankind have come to realization that promoting sustainable development should become the top priority of the current time. The establishment of the “2030 Agenda for Sustainable Development” urged all nations worldwide to take actions to advance the 17 sustainable development goals. The UNESCO Hong Kong Association (UHKA) aims to facilitate Sustainable Development Goals (SDGs) and international cooperation through Education, Sciences, Culture and Propagation, over the last 10 years, UHKA has worked with the Hong Kong Institute of Education for Sustainable Development (HIESD) and the World Institute of Sustainable Development Planner (WISDP) to advance regional and international sustainable development by engaging with government leaders, businesses, the education sector, and researchers. The following article will focus on introducing the different responsibilities of the three organizations, Hong Kong’s role and position within the broad national framework of advancing the SDGs and summarize Hong Kong’s progress in promoting Education for Sustainable Development following the five prioritized areas highlighted during the UNESCO World Conference on Education for Sustainable Development.*

**Résumé:** *À cause de la pandémie de COVID-19, l’humanité a réalisé que la promotion du développement durable devrait devenir la priorité absolue de l’heure actuelle. L’établissement du « Programme de développement durable à l’horizon 2030 » a exhorté toutes les nations du monde à prendre des mesures pour faire avancer les 17 objectifs de développement durable. L’Association de Hong Kong de l’UNESCO (AHKU) vise à faciliter les objectifs de développement durable (ODD) et la coopération internationale par le biais de l’éducation, des sciences, de la culture et de la propagation. Au cours des 10 dernières années, l’AHKU a travaillé avec le Hong Kong Institute of Education for Sustainable Development (IESD) et le Institut Mondial de Planification du Développement Durable (IMPDD) pour faire progresser le développement durable régional et international en collaborant avec les dirigeants gouvernementaux, les entreprises, le secteur de l’éducation et les chercheurs. L’article se concentrera sur l’introduction des différentes responsabilités des trois organisations, le rôle et la position de Hong Kong dans le vaste cadre national de la promotion des ODD et résumera les progrès de Hong Kong dans la promotion de l’éducation pour le développement durable en suivant les cinq domaines prioritaires mis en évidence lors de la Conférence mondiale de l’UNESCO. Conférence sur l’éducation au développement durable.*

## Introduction

The UNESCO Hong Kong Association have been working hand in hand with the Hong Kong Institute of Education for Sustainable Development and the World Institute of Sustainable Development Planner to promote Education for Sustainable Development in Hong Kong. While the three interrelated organizations share the same broad vision of promoting regional and international sustainable development, they have different main responsibilities. Following the establishment of the “2030 Agenda for Sustainable Development” by the UN in 2015, the three organizations worked collaboratively to engage different stakeholders of the community, including government leaders, businesses and entrepreneurs, the education sector, researchers in different fields of expertise and students to advance the achievement of the SDGs in Hong Kong.

More recently, five priority areas of action, including policy advancement, changing the learning environment, cultivating the capacity of educators, empowering youth, and accelerating local actions, were highlighted during the UNESCO World Conference on Education for Sustainable Development, and Hong Kong have made corresponding progresses in each of the areas.

Furthermore, having a comprehensive and interdisciplinary plan that layout the blueprint for cross-industry collaboration towards sustainable development is also extremely important, thus, apart from promoting education for sustainable development in schools, we have also focused on providing professional training and certification for experts from different industries and various stakeholders of the society to become certified sustainable development planner.

### 1. Introducing the three organizations

The UNESCO Hong Kong Association is a registered charitable institution in Hong Kong (UNESCO HKA). The Hong Kong Institute of

Education for Sustainable Development (HIESD) is responsible for research, development, consulting, and training. Both UNESCO HKA and HIESD are members of the Chinese National Federation of UNESCO Clubs, Centres and Associations (CNFUCA), as well as a regional reporting member of United Nations Global Compact (UNGC), and seek to jointly facilitate the core mission of UNESCO. At the same time, the HIESD is an expert partner and service provider of the United Nations Industrial Development Organization ( UNIDO ), the United Nations Department of Economic and Social Affairs ( UNDESA ) global sustainable development goals collaboration project agency, and the United Nations Sustainable Development Solutions Network ( UNSDSN ) member institutions, as well as a member of the newly established United Nations Principles for Responsible Management Education ( UN PRME ) China Academic Committee.

With the establishment of the “2030 Agenda for Sustainable Development” by the United Nations in 2015, HIESD proposed that “The Governance and Planning for Sustainable Development” is the blueprint for achieving the Sustainable Development Goals (SDGs). HIESD further developed the “Sustainable Development Planning” - a more comprehensive teaching system . Through years of hard work, more than 600 students have completed the training of “Sustainable Development Planning”. People from different industries, various professions including accountants, engineers, teachers, bankers, property managers, tour guides, and people ranging from senior managers to graduate students, to college students have gathered to become “Certified Sustainable Development Planners ( CSDP )” and initiated the establishment of “World Institute of Sustainable Development Planners”( WISDP )”.

With the support of Nobel Laureate, United Nations Office for South-South Cooperation (UNOSSC), United Nations Principles for Responsible Management Education (UN PRME), UNESCO & Association , Chair Professor) , Centre, and High Education, WISDP carries out the certification of “Certified Sustainable Development Planner” (CSDP) and “Certified

Sustainable Development Corporation”(CSDC). WISDP aims to help CSDP and CSDC by to provide cross-disciplinary and cross-industry sustainable development solutions to sustainable development challenges so as to achieve greater success, and to promote achieving SDGs.

The Regional Education, Science and Culture Association of Hong Kong is supported by the three-tier structure, in which HIESD provides training of green talents, professional committees of UHKA speaks on regional and international professional platforms, and WISDP, gather support from CSDP from various industries, all together formed an international, national, and local network, including Member school and professional committees.

## 2. Hong Kong’s regional and China’s national report submitted to the UNESCO World Conference on Education for Sustainable Development

The UNESCO World Conference on Education for Sustainable Development was held online from 17 to 19 May 2021. The ESD for 2030 “ Education for Sustainable Development A roadmap “ and the UNESCO “ Learn for our Planet “ report were released. The Conference ended with the adoption of the “Berlin Declaration on Education for Sustainable Development”. It prioritizes five actions, including policy advancement, changing the learning environment, cultivating the capacity of educators, empowering youth, and accelerating local actions, emphasizing the importance of community action.

Correspondingly, Vice Minister of the Ministry of Education of the Chinese Government, Zheng Fuzhi stated that China has incorporated Ecological Civilization and Sustainable Development Education” into the national plan, by clarifying action goals and revising curriculum materials, so as to incorporate them into the teaching; improve the incentive mechanism and to ensure effective implementation. UNESCO Hong Kong attended the China branch of the conference online.

Nationally, China submitted the national report in UNESCO World Conference on Education for Sustainable Development -- “Ecological Civilization and Education for Sustainable Development Promote the Realization of Sustainable Development Goals”. Whereas Hong Kong’s regional report was integrated into various parts of the “National Report”. For instance, the case: “Hong Kong - a lifelong learning system based on the Sustainable Development Goals” was included in “Part Three: Implementation Plan”; the case “Hong Kong Special Administrative Region: Facing Sustainable Development Goals ( SDGs ), Promoting a Learning City”, the project by The Education University of Hong Kong, “Tree conservation to promote life education and science popularization”, and the HIESD project of “Smart Health School” were included in “Part V: Case Appreciation”.

## 3. 4 stages of promoting ESD in Hong Kong

With the core mission of promoting the “UN SDGs”, UNESCO HKA and HIESD appreciates the support from various partners and institution, which lead to the successful publication of “UNESCO World Conference on Education for Sustainable Development, China Education for Sustainable Development Country Report - Hong Kong Regional Report”.

Hong Kong has started to promote education for sustainable development since 2003, the past 18 years of development could be split into four main stages. In the first and second stage, the core focus have been on establishing networks, exchange and learning, and promoted the “United Nations Global Action Plan on Education for Sustainable Development (GAP)”. In the third stage, the establishment of the “Sustainable Development Goals in Lifelong Learning System” was a remarkable progress that sets the fundamental framework for promoting lifelong learning in Hong Kong. The fourth stage starts from 2021 to 2030, it is an important stage to create new opportunities in the global crisis and promote education for sustainable development in 2030. Using UNESCO’s forward-

looking fundamental research, applied research and local promotion, the three organizations strive to build an inclusive, open, safe, resilient, and sustainable green talent network for Hong Kong. In response to the theme of China's national report on ecological civilization and sustainable development of education, Hong Kong has participated in the UNESCO Learning City Network, and worked to implement the 2030 Educational Roadmap for Sustainable Development.

## 4. Hong Kong's progress in the 5 priority areas of action

### 1) Policy advancement

UHKA have actively participated in the promotion of regional policies, including launching the Hong Kong Forum "14th Five-Year Plan and the Sustainable Development of Hong Kong Manufacturers" following the establishment of national "14th Five-Year Plan"; learning and promoting the "National Education Development Plan". The contents concerning with education in the "2021 Hong Kong Government Policy Address" is interactively communicated in the "Dialogue with the Secretary" and policy recommendations in various professional fields: including positive responses to the "Hong Kong Securities Regulatory Commission Consultation Document Response" in promoting green and sustainable finance Training and certification of green professionals, as well as cooperating with the government to promote the "Hong Kong Climate Action Blueprint 2050", "Hong Kong Resource Recycling Blueprint 2035" and so on.

### 2) Changing the learning environment

In terms of improving the learning environment, action-oriented learning, research-based learning and practical learning was deployed. These innovative

teaching methods has integrated SDG content into educational practice. This year also marks the tenth year of the "ESD Learning Programme, nearly 1,000 students were enrolled every year. The programme directors and tutors are all formed by college lecturers, recognized industry professionals, and youth ambassadors.

"Life Education" was the topic for primary schools. As for secondary schools, "Goal 2 " Zero Hunger, "Goal 3 " Good health and well-being, "Goal 4 " Quality Education, "Goal 8 " Decent Work, "Goal 11" Sustainable Cities, "Goal 12" Responsible production and consumption, and "Goal 14" Life below water are included.

The programme is a five-month study, integrating educational, practical, and professional programme design. The content includes theme lectures, field visits, workshops, report writing and reviews. A 20-hours face-to-face learning time is expected, in a ratio of 1:1.5 to self-study time, which is 30 hours, summing up to a total of 50 hours of study. "Proficiency Certificate in Sustainable Development Goals Learning " will be presented for students who have fulfilled the above requirement, the certificate conforms to the Hong Kong Qualifications Framework 3 (QF3).

In summer holidays, "STEM " summer research camps were our flagship program held every year, so that students could have an immerse experience of living and studying in the university. They will present their research to experts, parents and all students for review before completing the study camp.

In addition, the "Smart Health School" project uses six dimensions of data recording (in addition to physical health

data indicators, exercise and health, nutrition and health, mentality and health, environment and health, culture and health are also considered) , which were used to establish an “electronic health passport” for students. The aim is to provide students with more personalized courses in the relevant courses of the school through big data analysis. The goal is to train students to become physically, mentally, and socially adaptable, and to maintain moral health.

Before COVID19 , 8 secondary schools and 1 primary school participated in the program. The number of students participated reached approximately 18,000. The cumulative number of valid data points collected on students throughout these years reached a remarkable 2.86 million (53 items/person/year). The basic building block for big data analysis have been concretely established, although the epidemic has had an impact on the advancement of our plan, further implementation of the programme in participating schools in 2022 is still one of the prioritized agenda.

### 3) Cultivating the capacity of educators

The SDGs training for teachers and UNESCO World heritage and intangible cultural heritage teacher training courses are examples of our effort to advance priority three. Furthermore, the “World Heritage and Intangible Cultural Heritage Hong Kong Schools Case Book” is also expected to be published in Traditional Chinese in November, followed by the publication of the Simplified Chinese and the English version. In addition to the teacher training, training of tour guides for the preservation of architecture and cultural heritage was also launched successfully. The training of knowledge on historical sites and culture heritage can be

practically used by tour guides.

Apart from the courses mentioned above, SDG Campus - our online education platform is also approaching matured construction. Teachers can conduct online teaching, course promotion, and at the same time, establish a resource centre for various professional fields to enrich the sharing of various disciplines and cases in SDGs solutions.

In terms of improvement of classroom teaching quality, HIESD is leading the progress of the “Artificial Intelligence and Classroom Teaching Analysis Application” project, which uses artificial intelligence to conduct efficient, standardized, and intelligent classroom reviews, to maximize the value of data, and to provide direction for teachers to improve the quality of classroom teaching in schools following the guidelines. The project will begin with a pioneer school program in Hong Kong. Improving the quality of education is essential to promoting sustainable development in Hong Kong, so teaching quality, classroom and curriculum design, and high-quality teacher-student interaction are all the criteria for good education. This is currently the only compatible system for biliterate and trilingual classroom settings.

### 4) Empowering youth

Empowering youth has always been a focus of the Hong Kong Association. We’ve launched the “ UNESCO Green Citizens Youth Ambassador” (referred to as “Youth Ambassador”) programme. Young ambassadors have their own projects or professional directions, they are joining us on the “Dialogue between youth and entrepreneurs” section of “HI 17SDGs” broadcast, expressing the perspectives of youth and discuss them with leading

entrepreneurs. The show is published on multiple platforms including Facebook, YouTube, SDG Campus, Anchor, Apple Podcasts, Spotify, Overcast, and other social media. At the same time, youth ambassadors also participate in School Programmes as mentors to provide guidance for secondary school students.

### 5) Accelerating local actions

In enhancing local and community actions in Hong Kong, apart from launching H17 SDGs broadcast, in which a CSDP will explain one of the SDGs to the general public in each episode, UHKA also frequently participate in UN\UNESCO global activities. For example, this year, UNESCO Hong Kong Green Citizen Youth Ambassadors has participated in the recording of the COP26 "ACTNOWFILM!" video to represent the voice from Hong Kong youth; they also led primary and secondary school students to speak for the youth in a video recorded for the World Food and Agriculture Conference in September, promoting to all sectors of society to "reduce food waste" and to "consume local seasonal food". As the regional member, we are also actively responding to and participating in activities promoted by UN organizations that promote sustainable development goals regionally, such as UN75 last year.

## 5. Cultivating talents

Hong Kong has been promoting Education for Sustainable Development – ESD since 2016, with a main focus on the establishment of a lifelong learning system for the Sustainable Development Goals. In response to the adoption of the "2030 Agenda for Sustainable Development" by the United Nations General Assembly in 2015, the "Sustainable Development Planning" curriculum system and series

of teaching materials were developed to promote the implementation of the Sustainable Development Goals. The "Qualifications Framework" competence specification standards are used as benchmarks to establish a lifelong learning system that can be participated learners from different professions, combined with the support of Nobel Laureate, United Nations Office for South-South Cooperation (UNOSSC), United Nations Principles for Responsible Management Education (UN PRME) and other professionals, the establishment of the WISDP to develop CSDP and CSDC is the blueprint to promote Sustainable Development. At present, about 1,000 people have participated in and passed the CSDP training, more than 200 are certified as CSDP, and more than 30 corporates are certified, they are all leading corporate in their industry, including: Shiu Wing Steel Company Limited, Government organization such as the Hong Kong Housing Society, department store including Lane Crawford, Henderson Land Development Co. Ltd. from the real estate industry, and much more. Every CSDP serves as a core talent to promote the sustainable development goals.

Talent training has been one of the priorities across the three organizations, highlighting the notion that "What kind of talent we train determines our future." The "sustainable development planning" professional training that we are providing is supported by different training institutions. For instance, the joint admissions foundation certificate class with the Hong Kong Quality Assurance Agency (HKQAA), and the HKU School of Professional and Continuing Education jointly ran the sustainable investment professional course with HiESD. The ESG report course has also been launched with international professional certification bodies, and the basic certificate class and advanced diploma class have been developed with the Hong Kong Federation of Trade Unions. The advanced diploma has been recognized by the British Industrial Institute and exempted from the University of Sunderland, two-thirds of the master's degree program. After negotiating with UNU, our students could also continue with sustainable development related professional training in UNU's master's and doctoral degrees.

## Conclusion

2021-2030 is an important stage in the current global crisis to create new opportunities to promote the 2030 education framework - ESD for 2030. UHKA, HIESD and WISDP are working collaboratively towards the goals, hoping that the regional government, industry, academia, researchers could join hand in hand together, and build a Safe, resilient, and sustainable cities to cultivate talents.

By using international and local networks and platforms to serve the local area, we take advantage of Hong Kong's international talents to strengthen exchanges and cooperation between local and international parties, and seek to establish interdisciplinary and inter-departmental cooperation in finding the solution to advance sustainable development, promote learning cities, cultivate ecological civilization and sustainable development education, to implement the 2030 sustainable development education roadmap.

## Attachment:

**Priority Action Areas 優先行動領域**

IV ASIA-EUROPE FORUM ON EDUCATION

**02 Transforming Learning Environments 改善學習環境**

ESD Learning Programme (Secondary Group)

Priority Action Area 2 – Transforming Learning Environments

**Priority Action Areas 優先行動領域**

IV ASIA-EUROPE FORUM ON EDUCATION

**03 Building capacities of educators 培養教育工作者能力**

UNESCO World Heritage and Intangible Cultural Heritage Teacher Training Programme

2021

Training for Teachers to understand Sustainable Development Goals, equipping them with knowledge to implement sustainable development education in school curriculum and lesson designs to promote the Sustainable Development Goals.

- Opportunity to further apply to become Certified Sustainable Development Planner (Education)
- 6 hours CPD

Seminar Series on Sustainable Development Goals for Teachers

ESD Member school, Experimental School, Example School

Certified Sustainable Development Planner

Artificial Intelligence & Classroom Dialogue Analysis

Priority Action Area 3 – Building Capacities of Educators

**Priority Action Areas 優先行動領域**

IV ASIA-EUROPE FORUM ON EDUCATION

UNESCO HKA Green Citizen Youth Ambassador Project 聯合國教科文組織綠色公民青年大使計劃

**04 Empowering and mobilizing youth 賦權青年**

Podcast and video show that engage Youth in conversation with business leaders to discuss how businesses implement Sustainable Development Practices.

Multiple distribution channels: #Podcast #Facebook #SDGcampus #Spotify #Apple Podcast

The UNESCO Green Citizen Project comprises innovative local citizen projects that strive to make more positive impacts. The UNESCO HKA Green Citizen Youth Ambassador is the local project initiated by UNESCO Hong Kong Association and Hong Kong Institute of Education for Sustainable Development.

The Project aims to:

- Promote a more in-depth understanding of the 17 Sustainable Development Goals among University Students in Hong Kong
- Enhance the ability of university students to carry out self-led research, cultivating proactive thinking and learning
- Build up a network of students passionate about sustainable development

Priority action area 4 Empowering and mobilizing youth

Priority Action Area 4 – Empowering and mobilizing youth

**Priority Action Areas 優先行動領域**

IV ASIA-EUROPE FORUM ON EDUCATION

**05 Accelerating local level actions 增強地方、社區行動**

“Certified Sustainable Development Planner” CSDP

“Certified Sustainable Development Corporation” CSDC

Sustainable Development Forum, training and workshops

Priority Action Area 5 – Accelerating local level actions

# Let us Uphold the UNESCO Ideals Afresh in Celebrating the 75th/76th Anniversary of UNESCO, 40th Anniversary of WFUCA, and 20th Anniversary of EFUCA

## Soutenons à nouveau les idéaux de l'UNESCO en célébrant le 75e/76e anniversaire de l'UNESCO, le 40e anniversaire de la FMACU et le 20e anniversaire de l'EFUCA



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Japan

*Note: This message appeared in the volume Anniversary (2022).  
Arta Grafică Publishing House, Ploiești, Romania.*

**Abstract:** *In this rapidly evolving and fragile world, UNESCO's unique principles and core values are more relevant than ever. Since the establishment of the world's first UNESCO Association (then known as the UNESCO Cooperative Association) on July 19, 1947, in Sendai, Japan, news of the establishment of UNESCO and its lofty ideals enshrined in the Preamble of the Constitution has kindled the hearts of many intellectuals and citizens who were praying for Japan's rebirth as a peace-loving and democratic nation. Since 1948, countless UNESCO Clubs and Associations have been created throughout Japan and worldwide, and UNESCO Clubs have been organized in high schools and universities to continue promoting UNESCO objectives and principles that we all respect and uphold to this day.*

**Résumé:** *Dans ce monde fragile et en évolution rapide, les principes et les valeurs fondamentales uniques de l'UNESCO sont plus pertinents que jamais. Depuis la création de la première association mondiale de l'UNESCO (alors connue sous le nom d'Association coopérative de l'UNESCO), le 19 juillet 1947, à Sendai, au Japon, la nouvelle de la création de l'UNESCO et de ses nobles idéaux inscrits dans le préambule de la Constitution a enflammé les cœurs de nombreux intellectuels et citoyens qui priaient pour la renaissance du Japon en tant que nation pacifique et démocratique. Depuis 1948, d'innombrables clubs et associations UNESCO ont été créés au Japon et dans le monde, et des clubs UNESCO ont été organisés dans les lycées et les universités pour continuer à promouvoir les objectifs et les principes de l'UNESCO que nous respectons et défendons tous jusqu'à aujourd'hui.*

## Introduction

First, let us congratulate these memorial anniversaries together. UNESCO's unique ideals and its fundamental principles are more important than ever before at this time of rapidly changing and fragile world. In my second book on UNESCO written in Japanese two years ago, I dared to mention that UNESCO has a multi-layer structure: namely, UNESCO as a UN Specialized Agency, National Commissions, and UNESCO Clubs and Associations. By chance, I have had the privilege of experiencing all these three dimensions (At UNESCO, Programme Specialist, Director of Fellowship Division, Director of UNESCO Beijing Office; At Japanese National Commission, Executive Secretary, later its Member; For UNESCO Clubs, Director-General of the National Federation of UNESCO Associations in Japan).

In this short article, I wish to describe some points and thoughts on these three dimensions. Note that this article was prepared exclusively for the EFUCA Anniversary publication. I also wish to add short comments on the role of UNESCO in the implementation of the UN Sustainable Development Goals (SDGs).

### 1. Creation of UNESCO, its unique ideals and its characteristics

UNESCO was created in London, UK, in November 1945 by a Conference jointly convened by the British and French governments. Originally, the Conference aimed to establish an Educational and Cultural Organization of the United Nations (UNECO) on the basis of long deliberations by the CAME (Conference of Allied Ministers of Education) initiated by the British authorities. During the London Conference, "science" was incorporated into the activities and the title of the Organization, thus, UNESCO was born with an "s". On 16 November 1945, the Conference finished its work by adopting the Constitution of UNESCO. UNESCO also inherited its so-called predecessors, namely, the International Commission for Intellectual Cooperation (ICIC) and the International Institute of Intellectual

Cooperation (IIIC). ICIC was established by the League of Nations in 1922. ICIC was made up of such eminent personalities as Albert Einstein, Marie Curie, Henri Bergson, Gilbert Murray, etc. To implement the ideas of ICIC, the French government created an International Institute of Intellectual Cooperation (IIIC) in 1926 which worked under the aegis of the League of Nations. Another predecessor was the International Bureau of Education (IBE).

The UNESCO Constitution came into force on 4 November 1946 with the ratification of the 20th signatory State. The first General Conference was held in Paris in November 1946. When is the birth year of UNESCO, 1945 or 1946? It seems that UNESCO sets 1945 as its birth year.

Another point I raise is the meaning of the Specialized Agency of the United Nations. As we know, UNESCO covers extremely wide-ranging activities, namely, those in education, sciences (both natural and social and human sciences), culture and communication. Culture alone is a very wide notion. Among many UN family organizations, only UNESCO deals with "culture". According to the Charter of the United Nations, UNESCO is recognized as one of the UN Specialized Agencies. Indeed, UNESCO and the United Nations concluded an agreement in December 1946 to this effect. Unlike other UN Specialized Agencies such as WHO, FAO, ILO, etc., UNESCO could hardly be considered as specializing in a specific area. Substantially, it may not be appropriate to classify UNESCO as a Specialized Agency of the UN (I mentioned this point in my second book on UNESCO).

Indeed, it is always very difficult for us to explain UNESCO's wide-ranged activities in simple sentences. Then we often quote the famous sentence of the Preamble of the UNESCO Constitution: "since wars begin in the minds of men, it is in the minds of men that defences of peace must be constructed." UNESCO's essence is manifested in this famous sentence. Now, it may be fitting to recall how this famous sentence was incorporated in the Preamble. At the opening of the London Conference, then Prime Minister Attlee of the UK delivered a welcome address.

In his historical address, Attlee raised a question: "Do not wars, after all, begin in the minds of men?" This fundamental question seemed to have inspired many distinguished participants of the Conference, including Archibald MacLeish, Poet and US Congress Librarian. It is mentioned that MacLeish played a major role in writing the Preamble of the Constitution, as Chairman of its Drafting Committee.

UNESCO's noble and lofty ideals are enshrined in the Constitution. UNESCO has an ethical mission. UNESCO deals with questions of the minds of mankind. UNESCO's supreme aim is to contribute to world peace through international cooperation in Education, the Sciences and Culture.... (Article I of the Constitution: Purposes and Functions)

Today, 76 years later, UNESCO's noble ideals are still valid and relevant, and are even more important than ever before in this era of fragile and often turmoil international community.

## 2. National Commissions

UNESCO is the only UN agency to have National Commissions in its Member States. In accordance with the Article VII of the UNESCO Constitution, Member States have established their National Commissions which work for the purpose of associating their governmental and non-governmental bodies (including academic society, UNESCO clubs, etc.) in education, sciences, culture and communication with the work of UNESCO. The National Commissions are very important partners of UNESCO, in coordinating UNESCO activities and promoting UNESCO visibility at country level.

A UNESCO predecessor, the International Commission for Intellectual Cooperation (ICIC) used to have national commissions in participating member countries. I therefore consider that UNESCO also inherited this unique and important mechanism from ICIC experiences.

## 3. Non-governmental UNESCO Movement by UNESCO Clubs and Associations

On 19 July 1947, the world's very first UNESCO Association (then called UNESCO Cooperative Association) was created in Sendai, Japan. News about the creation of UNESCO and its lofty ideals enshrined in the Preamble of the Constitution kindled the hearts of many intellectuals and citizens who were praying for Japan's re-birth as a peace-loving and democratic nation. Immediately after Sendai, UNESCO Cooperative Associations were established in Kyoto and many other cities. In November 1947, the first National Convention of the UNESCO Movement was organized in Tokyo. In 1948, over 100 UNESCO Cooperative Associations were established throughout Japan, and UNESCO clubs were organized in high schools and universities. In the same year, the National Federation of UNESCO Cooperative Associations was formed, leading to the present National Federation of UNESCO Associations in Japan (NFUAJ).

Widely spread and sincere UNESCO movement at grass root level has rendered a strong support to Japan's admission to UNESCO in June 1951. At that time Japan was still under the occupation of the GHQs. Japan was admitted to the United Nations 5 years later in 1956. Japan's admission to UNESCO was truly historic and significant, meaning UNESCO being the only window open for the international community.

In 1974, NFUAJ has contributed to the creation of the Asia Pacific Federation of UNESCO Clubs and Associations (AFUCA).

In 1981, representatives of the Non-governmental UNESCO movement (UNESCO Associations and Clubs) from 70 countries met at the UNESCO Headquarters in Paris and established the World Federation of UNESCO Clubs, Centres and Associations (WFUCA).

In July 2017, the 38th Ordinary Session of the Executive Board of the World Federation of UNESCO Clubs, Centres and Associations (WFUCA) was organized

and held in Tokyo, Japan, in commemoration of the 70th anniversary of the UNESCO Movement of Japan. Members of the WFUCA Executive Board also went to Sendai city to jointly celebrate the 70th Anniversary National Convention of UNESCO Movement of Japan.

2021 marks the 40th Anniversary of WFUCA. While celebrating its 40th Anniversary, WFUCA is expected to play an important role in promoting, among peoples of the world, awareness of the ideals of UNESCO and implementing Non-governmental UNESCO activities at international level.

The year 2021 also marks the 20th Anniversary of the European Federation for UNESCO Clubs, Centres and Associations (EFUCA). EFUCA is very active and dynamic, implementing many important activities not only in the European Region but also at international level. The success of EFUCA largely owes to Dr. Daniela Popescu who has been serving as an outstanding President. Warm congratulations on the success of EFUCA and on the able leadership of Dr. Daniela Popescu. In October 2015, Asia-Europe Forum on Education (Third Edition) was organized and held in Bucharest, Romania. "Sustainable Development in Education" was the Forum's theme. Many leaders of UNESCO Clubs and Associations from Europe and Asia gathered together and exchanged their ideas and practices. Important discussions took place.

The Forum was a great success, thanks to excellent organization by the EFUCA and its President, Dr. Daniela Popescu. I also participated in the Forum, and learned a great lot. During the Forum, we had opportunities to visit the project sites in Bucharest. Activities of the Alumnus Clubs for UNESCO were very impressive, involving young students and training them in a multicultural manner. Sincere thanks should go to Dr. Daniela Popescu for her initiative.

## 4 The UN Sustainable Development Goals (SDGs) and UNESCO

I would like to make short comments on this important topic. As mentioned above, UNESCO covers and implements extremely wide-ranged activities.

Accordingly, UNESCO is concerned with many Goals of SDGs. Of course, the first goal for UNESCO is Goal 4 (Education). Here, I would like to emphasize the particular importance of Target 4.7 which includes "education for sustainable development" and "promotion of a culture of peace". In addition to Goal 4, UNESCO is also involved in Goals 5 (Gender), 6 (Water), 9 (Innovation), 11 (Human settlements), 13 (Climate change), 14 (Oceans), 15 (Biodiversity), and 16 (Peaceful society).

17 Goals of SDGs are well known. But, I should like to stress that we have to pay more attention to the "Preamble" and "Declaration" of the United Nations document of the SDGs. I quote one sentence from the Preamble: "There can be no sustainable development without peace and no peace without sustainable development".

Lastly, let me quote another famous sentence of the Preamble of the UNESCO Constitution: "...ignorance of each other's ways and lives has been a common cause,....,of that suspicion and mistrust between the peoples of the world through which their differences have all too often broken into war." Here, we find another "raison d'être" of our UNESCO Movement.

### **Special Thanks and Sincere Gratitude to Dr. Koichiro Matsuura, former Director-General of UNESCO for his support to WFUCA**

During his service as Director-General of UNESCO for 10 years (1999 to 2009), Dr. Koichiro Matsuura has expressed, on many occasions, his appreciation of Non-governmental UNESCO activities by UNESCO Clubs and Associations. While appreciating UNESCO movement at grass root level, Dr. Matsuura often quoted the famous phrase of the Preamble of the UNESCO Constitution which read substantially as follows: "Political and economic arrangements of governments are not enough to secure lasting and sincere support of the peoples of the world. Peace must be founded upon the intellectual and moral solidarity of mankind."

When WFUCA was facing serious difficulties, Dr. K. Matsuura, as DG of UNESCO, rendered moral and financial support to WFUCA without which WFUCA's reconstruction could not have been achieved. At an open forum held immediately after the WFUCA Executive Board meeting at the UN University conference room in Tokyo in July 2017, Dr. Matsuura gave a memorial speech to the audience. He also participated in the Sendai Convention and celebrated

the 70th UNESCO Movement event together with us. Dr. Matsuura truly loves and appreciates the activities of UNESCO Clubs and Associations.

Dr. Koichiro Matsuura joins us in celebrating the 40th Anniversary of WFUCA and the 20th Anniversary of EFUCA. He extends his best regards to all distinguished members of WFUCA and EFUCA.

## Practical Experience of VFUA in Educational Activity Implementation

### Expérience pratique de VFUA dans la mise en œuvre d'activités éducatives



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Vietnam

**Abstract:** *In a rapidly changing and complex world, especially in the context of the spreading Fourth Industrial Revolution, humanity faces many challenges that affect all aspects of life. Truly quality education needs to equip learners of all ages with the knowledge and skills they need to embrace the opportunities and challenges they may encounter, intervene in the local and global interaction, and support their development as Global Citizens to contribute to peace and sustainable development. The Vietnam*

*Federation of UNESCO Associations (VFUA), being aware of the role and participation of the UNESCO club movement in the promotion of Education for Sustainable Development, has made efforts to transfer through proper means and a variety of educational activities value of respect, tolerance, intercultural understanding, mutual respect and an ethic of global citizenship and shared responsibility.*

**Résumé:** *Dans un monde complexe et en évolution rapide, en particulier dans le contexte de la Quatrième Révolution Industrielle qui s'étend, l'humanité est confrontée à de nombreux défis qui affectent tous les aspects de la vie. Une éducation véritablement de qualité doit donner aux apprenants de tous âges des connaissances et des compétences dont ils ont besoin pour saisir les opportunités et les défis qu'ils peuvent rencontrer, intervenir dans l'interaction locale et mondiale et soutenir leur développement en tant que citoyens du monde pour contribuer à la paix et au développement durable. La Fédération vietnamienne des associations UNESCO (VFUA), consciente du rôle et de la participation du mouvement des clubs UNESCO dans la promotion de l'éducation au développement durable, s'est efforcée de transmettre par des moyens appropriés et une variété d'activités éducatives la valeur du respect, de la tolérance, la compréhension interculturelle, le respect mutuel et une éthique de citoyenneté mondiale et de responsabilité partagée.*

## Introduction

The Vietnam Federation of UNESCO Associations was established in 1993 by the Prime Minister of the Socialist Republic of Vietnam. The Federation now embraces a nationwide network of over 120 member units consisting of Associations, Centers, Clubs for UNESCO, with over 13,000 full members and around 160,000 participants who regularly join in VFUA's activities. In 2019 The Federation was awarded the First-class Labor Order by the State of Vietnam. It was the fifth time that VFUA received that most prestigious award ever granted by the State to organizations and individuals with contributions to the country's cause of construction and defense. VFUA, since its establishment, has successfully organized hundreds of meaningful and high-value activities in terms of traditional education, civic consciousness, and international spirit for the community.

### 1. VFUA's Activities related to the concept "Global Ethics" since 2014

At no time has this world ever faced many changes, challenges and complex movements on a global scale like today. Economic downturn, climate change, natural disasters, epidemics have occurred

in succession; disputes of sovereignty and national interests have been causing divisions in the world; terrorism, increasing complexity of abusing religious faith have resulted in unrest in many countries and territories throughout the world.

One of the root causes of this comes from irresponsible, unethical motives, attitude and behaviors of mankind. More than ever, ethical questions are being posed to all nations. Today ethical questions are no longer confined within a culture, a social division in the sense of traditional ethics and morality but are set out in the complex relationships of the numerous relationships among community groups, among nations, among forms of human activity, and between human and nature. More than ever, humans today should pay more attention to a "morality" set in a harmonious relation for active and reasonable behavior. Global ethics is a lodestar and a key to help countries aim to protect world peace and sustainable development.

At the 33th Executive Board Meeting of the World Federation of UNESCO Clubs, Centers and Associations (WFUCA) in Italy, WFUCA gave the Florence Declaration about the International Day of Global Ethics to promote moral standards and raise awareness about global ethics in education, culture, environment and ethics in business. The concept of global ethics is directly related to the promotion of respect for democracy, human rights and respect for all relationships in society, which ensures a sustainable development, peace, stability and security in the world.

Based on the Global Ethics thesis proposed by WFUCA, since 2014, VFUA has continuously hosted many international conferences to discuss initiatives to promote the participation of organizations and individuals in the community to contribute to the promotion of Global Ethics for sustainable development. Those conferences are: The international conference on "Global Ethics education for sustainable development" (Hanoi, 29-30/06/2014), "Roles of Global Ethics in the cause of world peace protection" (Hanoi, 17-18/12/2016), "Roles of tourism in conservation of natural and cultural heritages" (Hanoi, 16-17/12/2017),

“Global Ethics for community development” (Hanoi, 27/4/2019), and “Task of preserving and promoting values of UNESCO-recognized cultural heritage” (Hanoi, 15/1/2020).

The main goal of the Conferences is to raise awareness and understanding of international ethics by setting a set of international moral standards, based on values and principles that are internationally approved. Thereby, we could be able to build and develop a new culture of peace on the basis of sustainable development, respect for the law and human rights. Indeed, global ethics education plays an important role in building the foundation for a secure and more prosperous future.

## **2. Activities contributing to improving the physical and mental health of the community**

“Good Health and Well-being” – This is an important key that the United Nations has considered an independent goal Number 3 out of the 17 sustainable development goals.

Over the years, VFUA and its members have had many activities in line with Sustainable Development Goal Number 3 to help improve and enhance people’s health.

### **2.1. The movement of practicing Tai Chi for Health & Longevity**

VFUA established The UNESCO Center of Tai Chi for Longevity in 1998. The Center has the task of guiding and popularizing the nourishing Vietnamese school of Tai Chi whose practical effect on the participants is to protect and promote their health, repel diseases, improve and enhance their quality of life.

The Tai Chi practice movement has spread throughout the country with more than 2,000 clubs under the Center and more than 140,000 people participating in practice from all walks of life, sexes, and ages in society.

Practicing Tai Chi in association with cultural and artistic activities has become a voluntary and socialized mass sports and cultural movement which has increasingly developed, and become effective and practical. Tai Chi exercise has been promoted to become a co-performance sport in many major festivals and holidays such as The National Day, The International Day for Older Persons with the number of members participating in the performance from 6 to 7 thousand people. With the positive results that the movement of practicing Tai Chi brings to the community, especially for the health of the elderly, the General Department of Physical Education and Sports - Ministry of Culture has recognized Tai Chi and proposed VFUA to continue to organize and popularize it to people who wish to join. Tai Chi has also been included into the official activity agenda for the country’s elderly per research and consideration by physical wellness authorities and the Central Committee of the Association of the Elderly.

### **2.2. Inner Space – Provide skills to improve self-awareness and self-development**

In today’s world, people are so caught up in the dizzy development of the economy that we do not have time to enjoy our attained happiness values. Somehow happiness was restricted, making a part of today’s young people fed up with so-called “personal enjoyment”. They lose their life direction, fail to feel the true meaning of happiness and life. Besides, work pressure and marriage pressure put a great burden on the young who are just setting their first steps into the mature life without bringing along the most important luggage - “inner power”.

Inner Space is a unit under VFUA operating in the field of improving self-awareness, thereby bringing about positive changes inside each individual, contributing to building a perfect person for the common development of society.

Inner Space has come into operation for over 15 years in the field of sharing knowledge on individual development via topics such as Positive Lifestyle, Self-esteem, Anger Control, Effective Networking, Parental

Skills, etc. According to statistics in the period 2005-2020, Inner Space has successfully deployed 900 knowledge-training courses and various seminars as well as workshops for tens of thousands of people.

Distinguished activity of the Center includes The Project “Millions of good deeds” which aims to inspire people to do good deeds every day by their senses (such as saying loving words, listening respectfully, looking on the bright side, helping people, keeping common sanitary and protecting the environment). The project is based on the thinking that positive changes occurring inside each person when occasionally doing good deeds, even small but meaningful ones, will result in a better society.

All activities in Inner Space are free of charge and only receive voluntary contribution from volunteers and learners in view of serving the society.

### **3. Activities contributing to the elimination of discrimination and gender inequality**

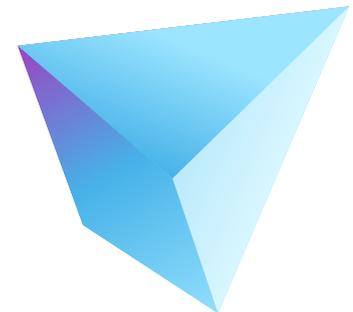
Gender equality and women's empowerment is not only an independent goal number 5 but also a cross-cutting goal of the remaining 16 sustainable development goals of the UN 2030 Agenda. In Vietnam, women make up more than 50% of the population and more than 48% of the social labor force. However, women still have not achieved substantive equality and have been facing many social problems such as male chauvinism, domestic violence, low income, etc.

With the desire to help more than 30 million Vietnamese women on the way to change their minds and perceptions, thereby providing more equal relationships and opportunities and helping them to take charge of their own happiness, VFUA along with its members have successfully implemented many training courses which provide knowledge for women in many fields of business and vocational training, psychological counseling, reproductive health, sexual health, marriage and family consultancy thereby helping to partially solve the difficulties they are suffering.

According to statistics in the period 2018-2020, we organized 150 offline training courses, 110 online workshops, and 35 seminars nationwide. Prominent among them is a series of seminars “Successful women of the 21st Century” with many interesting topics related to financial management, enterprising women who change to conquer their dreams; The workshop “Thankful to be a woman” to honor the beauty and value of women, helping them remove all psychological barriers and gender stereotypes to confidently seize opportunities and enjoy more equal relationships; The knowledge sharing session “Women's sexual and reproductive health” to share on the topic of building a happy marriage and equipping with knowledge about basic sexual rights and body autonomy.

## **Conclusion**

Sustainable Development requires engaging all stakeholders regardless of diversities of any kind. Through the aforementioned educational activities that VFUA has been implementing, we hope to contribute to the recognition of the high priority of the concept of Global Ethics and the motivation of individuals as well as organizations, civil society and other stakeholders to enter into a multicultural global interaction and make the world a better place to live in, where fundamental rights and the rule of law, democracy, the freedom of expression and equality will be promoted.



# Experience of UNESCO clubs of the Russian Federation in the implementation and dissemination of SDGs



## Lyudmila Savicheva

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The Russian Federation

**Abstract:** *The article presents the experience of UNESCO clubs of the Russian Federation in the implementation and dissemination of SDGs for 2020-2021. The main projects, events, developments are displayed and ideas are presented that clubs want to share.*

**Résumé:** *L'article présente l'expérience des clubs UNESCO de la Fédération de Russie dans la mise en œuvre et la diffusion des ODD pour 2020-2021. Les principaux projets, événements, développements sont affichés et des idées sont présentées que les clubs souhaitent partager.*

## Introduction

The movement of UNESCO clubs is actively developing in the Russian Federation since 1989, at the moment there are 56 accredited clubs working in 4 areas:

1. Youth: Raising awareness of the activities of the United Nations, UNESCO, the World movement of UNESCO Clubs;
2. Preservation of Cultural Heritage: Implementation of educational projects aimed at strengthening intercultural dialogue;

3. Education: Creating conditions for the wide involvement of young people 14-30 years old in non-formal (additional) education, stimulating young people to self-education;
4. Promotion and Implementation of SDGs. Dissemination and promotion of information on SDGs, projects and activities for the implementation of SDGs.

**1.** One of the most important goals of the club's activities is to provide, through non-formal education, the opportunity for young people to master skills, professional and personal competencies for a decent life in modern society. It is for young people, the leaders of the next generation, who have a vital role to play in achieving the SDGs and spreading the ideals of the UN and UNESCO, and if they are to do so, they must be helped to grow into responsible citizens of the world.

The clubs are constantly actively working towards the development of youth initiatives, their active involvement in activities and projects to achieve

the goals of sustainable development, as well as the involvement of people of all ages in the activities of clubs. Examples of this activity for 2020-2021, significant activities, developments and projects are listed below.

- International long-term project “SDGs in the life of each of us. What is already done and what more can I do?” Within the framework of the interactive exhibition “Sustainable Development Goals and their reflection in the world of books” in 2 parts, which helps to show what the Sustainable Development Goals are and how to tell about them through children’s literature. (UNESCO Club “Academy of Good”) [1].
- The project “School For Ecology: Think, Explore, Act!”, the goal of which is to create ecological space in the school as the most important condition for continuous environmental education, as an interconnected process of teaching, education and development of the personality of a responsible person, environmentally competent behavior in nature and society, as a socially and personally significant component of human education, awareness of the inextricable connection of man with nature (UNESCO club “IKO”) [2].
- Project “Global Question”. It is implemented with the support of the Commission of the Russian Federation for UNESCO. In 2020, 68 teams, 6 moderators and 5 experts from 5 countries of the world took part in the game [3].
- Youth environmental project “Plasticovirus,” which includes an educational block, with webinars about what is plastic, how it is produced, in which areas of human life it is used, how it is disposed of and what harm is caused to the environment and man. A research unit that is set up for educational research in the field of plastic pollution, including microplastic pollution, and the impact of such pollution on living organisms. The third block includes practical actions (UNESCO Club “Earth”) [4].
- The project “You are all unique, let the world know about you!” The concept of the project involves intercultural dialogue, communication, training and development of the younger generation. Children from different countries shared their family traditions at Sunday breakfast with their family. [5]
- Project dedicated to the celebration of the “International Teacher’s Day.” 76 children aged 5 to 17 from Brazil, Romania, Great Britain, USA, Ukraine, Kazakhstan, Czech Republic, Malta, Georgia, Greece, Holland, Kenya, Thailand, Germany, Israel, Bulgaria, France, India, Cyprus, Italy, Uzbekistan and Russia prepared thanks to their first teachers [6].
- Project “International Family Day.” As part of the celebration of the International Family Day, we recalled the exceptional importance of the family and family values in the life of each child, called for respect and gratitude to those who raise the younger generation, showed the diversity of the traditions of families from various parts of the world. 66 children from more than 20 countries participated in this project (UNESCO Club “International Children’s Congress”) [7].
- International competition of children and youth creativity “I am an artist. The World We Aspire to, “dedicated to the 75th anniversary of the United Nations and the UN Sustainable Development Goals, with the support of the UN Information Center in Moscow [8].
- International project “I AM AN ARTIST. THE UN GOALS IN THE FIELD OF SUSTAINABLE DEVELOPMENT THROUGH THE EYES OF CHILDREN . In the framework of these two competitions, the guys through creative works convey how they see the future (UNESCO Club “Sovushka”) [9].

Members of clubs, not only organize projects and events dedicated to the implementation of the SDGs themselves, but also actively participate in

international and all-Russian forums, conferences and take prizes in various competitions:

- In 2020, clubs took part in the Eurasian Forum "Education and Education in the Context of the Realization of Sustainable Development Goals."
- They created a calendar for 2021 "Man in the Big World of SDGs," which took 3rd place in the International competition "SDGs Calendar," which allowed the children working on creating illustrations on the theme of Sustainable Development Goals to expand their knowledge on this topic and share them with others [10].
- Club members participated in the International Youth Conference "Reorientation to Agenda 2030: Youth Participation in the Next Norma Campaign" by videoconference. The conference was organized by the Jamaica National Commission for UNESCO and the Federation of UNESCO Clubs of Jamaica [11].
- In the Youth Round Table on the 65th Session of the UN Commission on the Status of Women (CSW): "Full and effective participation of women in public life and in public decision-making processes, as well as the elimination of violence in order to achieve gender equality and the empowerment of all women and girls."
- In the vocal contest "Songs of Peace about Peace" among UNESCO Associated Schools under the motto "Let There Always Be the Sun!," dedicated to the International Year of Peace and Trust by decision of the UN General Assembly in 2021 [12].

**2.** In addition, clubs create their own unique products that contribute to the study and dissemination of SDGs, for example:

- Members of the clubs have developed an interactive board "Mentoring" to help the participants of the club movement on which the most interesting and often used materials on SDGs are collected. Where everyone can

place their author's materials and share their developments on sustainable development goals for the exchange of experience [13].

- The cartoon "The Tale of SDGs" was created, so young club members adapted the perception of SDGs for children. Children in poetic form told a fairy tale about 17 SDGs and ways of their achievement ("Academy of Good" UNESCO Club) [14].

## Conclusion

This is only a small list of events, which, in our opinion, lays the foundations for the development of an initiative generation that can creatively approach any problem, think about its actions and realize the ability of its influence not only on people around, but on the whole world. In general, UNESCO clubs in the Russian Federation are actively working to implement and promote the SDGs, to which we are ready to invite everyone, as well as join the projects of colleagues from other countries to implement the SDGs!

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# “Before, not after” approach: Atyrau’s experience of joint efforts by the community, business and government to support sustainable development

## Approche « Avant, pas après » : l’expérience d’Atyrau de mettre en commun les efforts de la communauté, des entreprises et du gouvernement pour soutenir le développement durable



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**Abstract:** *In this article, using an example of one project implemented by an NGO with support from TCO and a state agency, we are showing the local community possibilities to influence the potential of younger generations, and further the educational sector, labour market and economy as a whole.*

**Résumé:** *Dans cet article, en utilisant l'exemple d'un projet mis en œuvre par une ONG avec le soutien de TCO et d'une agence d'État, nous présentons les possibilités de la communauté locale d'influencer le potentiel des jeunes générations, et de faire avancer le secteur éducatif, le marché du travail et l'économie dans son ensemble.*

### Introduction

Sustainable development is an actual concept that we can define with a variety of meanings. Of course, there is a common understanding of the economic process

and social changes, coordinated among themselves and bearing maximum potential for current and future generations. No doubt, there is one vector, but it is obvious that each of may offer own options for applying efforts.

Some cases of the Kazakhstan public foundation “Personal Growth Integrity” include a recently implemented project on early career guidance for pupils, which has become one of the options for such efforts.

**1.** I believe that it is important to mention two key points while discussing the topic of sustainable development through education. Both of them, in my opinion, are mandatory for successful sustainable development. Moreover, it is the combination of these elements that gives maximum effect.

The first is development of strong partnerships between community, business and the state. Solving community issues through efforts and mutual exchange between these three stakeholders is our common contribution to sustainable development. And in modern Kazakhstan, it was possible to reach a certain level in this block.

According to the Committee on Civil Society Affairs of the Ministry of Information and Public Development of the Republic of Kazakhstan, 22,344 non-governmental organizations are registered in the country. Of course, not all of them can declare high-quality activities, the same committee reports on 16,426 active NGOs. But even this figure indicates the activity of Kazakhstanis.

Today, the thesis that activity of NGOs is a necessary condition for the formation and development of civil society in Kazakhstan has already become an axiom. Over the three decades of independence, we have been able to form an integral system of interaction and cooperation between the state and the non-governmental sector, to develop an up-to-date legislative framework for this. The process of institutionalization is completed. A significant role in strengthening the position of the “third sector” was played by the creation of the Civil Alliance of Kazakhstan.

Of course, there is also support from business, which is ready to invest in the development of society by financing projects of various NGOs. An excellent example is the company Tengizchevroil, with the support of which dozens of projects of representatives of the civil society of Atyrau Oblast and the whole of Kazakhstan have been implemented. Link to TCO website

## 2. Investing to the community ([tengizchevroil.com](http://tengizchevroil.com))

Today, it is the NGO sector that is able to attract attention, business, and international organizations to some problems of society and propose concrete actions to solve them. Active NGOs are often at the forefront of all the most significant social problems.

For three decades, stable groups of NGO have been formed in Kazakhstan in various directions.

They promote the interests of youth and children, advocate for a healthy lifestyle, try to solve problems of families and women, people with disabilities, are engaged in the protection of rights, support of socially vulnerable groups of the population. In recent years, a non-governmental movement for environmental protection and development of local self-government has been gaining momentum in Kazakhstan.

The team of our Integrity Foundation for Personal Development sets itself the task of showing that cooperation between the non-governmental sector, business structures and the state is also possible in field of education. This vector will solve the current problems of labor market and quality of human capital. Returns from such a partnership will be received by both populations, whose interests always come first in work of NGOs, as well as society and business environment.

And here I would like to focus on the second element, which is necessary for sustainable development in field of education. I am talking about need to instill so-called flexible skills in the younger generation.

There is no need to conduct scientific research to see how rapidly our world is changing and how the number of external challenges is spiraling: economic crises one by one, natural disasters and global warming, the coronavirus pandemic and subsequent quarantine restrictions and corona-crisis. It is impossible to prepare for all this directly in advance, so task of modern society is to prepare new generations for the ability to recognize challenges and respond to them. At the heart of such training are those very flexible skills.

Of course, it would not hurt older generations to have them, and thousands of adults, brought up and formed in other conditions, today spend a lot of money to undergo appropriate training and find a balance between soft and hard skills. So with today's pupils, everything should be different – according to the principle “before, not after”.

## 3.

Radical changes have also emerged in the labor market. It is worth highlighting three factors of change: shifts in technology and digital productivity, shifts in resource allocation, and

shifts in values and culture of working population. Under influence of these factors, megatrends have formed in the labor market: digitalization and automation, big data and in-depth analytics, a new demographic composition, shifting geopolitical and economic forces, new business models, diversity and inclusiveness.

Six of these megatrends reinforce imbalance of supply and demand. Forecasters around the world agree that by 2035, a third of all work on Earth will be automated, which will significantly affect 3/4 of jobs. In turn, this will lead to the risk of a lack of skills in professions that are not affected by automation, and dependence of wages on productivity will no longer be so strong.

Another major problem is the aging of the population and influx of generation "Z" - there may simply not be enough work for everyone. Additionally, there are obvious regional imbalances and "talent wars".

And of course, working conditions are changing rapidly now, importance of flexible forms of employment is increasing, and inclusivity is becoming the main source of job creation.

All these global theses are easily projected onto a specific country, city and family. I think that experience of Atyrau can propose and demonstrate what tools the modern local society has to respond to trends and solve problems.

**4.** The project of our "Integrity Personal Development" Public Fund had appeared at the intersection of two elements that are important for sustainable development – NGO, government and business engagements, as well as the need for early formation of software skills. It is called "Career Guidance – Make a choice and control your future", and this project wouldn't have been possible without the financial assistance of Tengizchevroil. Another partner who supported our initiative was the Atyrau Oblast Education Department – a state body in charge of core education in the region. We signed a trilateral agreement on cooperation as part of the early career guidance initiative for schoolchildren on January 15, 2021 and started a pilot project that lasted up to the end of October.

Working with schoolchildren is a starting point in the achievement of success in the economy. We set basic knowledge for children to make them more motivated, involved in the learning process, and then enter the job, knowing why they made that choice.

There are two types of career disappointment. First, you have chosen a profession that you don't like and does not suit your abilities. Second, you have chosen a profession that is not in demand in the market.

So, our early career guidance project helps so that youth can avoid these disappointments. I can even say that Integrity stands first in the chain between future employees and employers.

I believe that we have proposed a very significant and most practical mission for the project – to identify and develop personal abilities of each child to form skills for individual life. Based on this, we have selected the most suitable goal - to teach flexible skills online to 200 schoolchildren from Atyrau city aged 15 to 18 years old and, accompanied by career guidance specialists, to help identify the abilities that students will apply in their future profession. And the three key components were learning, networking and strong strategy.

I would like to note that our project does not duplicate the functions of state educational structures. On the contrary, it complements them and fills the gaps that have arisen in the state educational system for some reasons. I'll repeat myself – our classes do not provide children with hard-skills, it gives flexible skills. Unfortunately, Kazakhstani schools do not have this yet.

We are talking about skills such as ability to make choices, emotional competence, that is, understanding and managing own and others' emotions, effective and fast learning techniques.

In most cases youth, schoolchildren in grades 7-11, have only vague ideas about their desires and abilities, and see fragmented information about available professions and career prospects. Furthermore, most of them do not have the tools necessary to make the right choice and get a profession.

The project was created right up to change this - after passing all the stages of training, a young man or girl will be able to make a conscious choice of their professional future and implement all the steps to achieve their goal successfully.

**5.** Based on this, we divided our project into four stages to cover the values for all groups that impacted by the field of its action – these are children and their parents, as well as mentors and organizers. I'd like to note that at all stages of the program, the child was accompanied by a professional mentor, and the parents received general feedback from experts in the field of early career guidance for schoolchildren.

So, the goal of the first stage is to clarify and finalize the choice of the direction for development, to understand the strong points. At this stage, the schoolchild, in the presence of parents, passed tests, and was consulted by a career guidance specialist. While working with a mentor, the schoolchild makes up an individual development plan.

Participants proceeded directly to flexible skills learning at the second stage of the project, when they were involved in three programs of the course: career guidance for schoolchildren “Make a choice and manage your future” (leadership, planning, communication, teamwork), “Emotional intelligence” (development of emotional resource in achieving goals), “Effective training” (skills of searching and understanding information, speed reading, time management).

The goal of the third stage is a meeting with representatives of different professions and lectures from them to acquaint schoolchildren with real success stories of people from different professions. Moreover, the children prepared questions in advance to hear the stories they are interested in and to get to know new things.

Finally, the goal of the final stage is to analyze and evaluate learning outcomes. At the trilateral student-parent-mentor meeting, the participants were consulted on further development and jointly generated ideas for applying the acquired skills in life.

The key digitized indicators of the project include the following: 400 in-depth interviews, 50 mentors, 200 schoolchildren, 132 training hours, 25 guest meetings, 200 consultations by profession, 70 schoolchildren have decided on their professions.

## Conclusion

It is rather obvious that the project is beneficial for the main participant, for that high school student. But it is also obvious that society and business should be interested in this approach too.

If I ask the entrepreneurs or managers here who have had problems with recruitment, I think everyone will admit that they had. Today, it's not easy to find interested employees who know what they want, who have chosen what they love, and therefore perform work at their best, not under the pressure. As a manager and owner of a family business, I have been in such situations more than once.

Moreover, modern companies are ready to invest in their employees - they spend a lot of money not only on improvement of their qualifications, but also on training those flexible skills - time management, ability to learn efficiently... We suggest starting at the most appropriate time for this: when your future prospective employees are in 7-9-11 grades. If they don't waste time, then the economy will not lose money and society will not lose its identity.

And we are glad that Tengizchevroil, by being ready to invest in the development of Kazakhstani society and in the quality of human capital, has supported our initiative. Undoubtedly, assistance of the Education Department to provide an access for the regional schoolchildren to the project and to widely distribute the information among Oblast residents is also important for successful work. As a result, this three-way communication gives the maximum result and strong contribution to sustainable development of the education sector.

# Education for Sustainable Development in Isolated Localities through the Project "School on Wheels"

## Éducation au développement durable dans les localités isolées à travers le projet « École sur roues »



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**Abstract:** *The activities of the project "School on Wheels" were not previously held in the target areas. This program aims at solving a major identified problem. There are currently activities focused on only parts of the program objectives but integrating a diversified number of informal educational activities dedicated to isolated and disadvantaged communities in this northern country, with the aim of attaining a great number of objectives, all coming together as higher living standards and higher intellectual level of the young people, has not been achieved. After participation in this program, members of rural communities will have enriched their knowledge with information in some fields of science and modern audio-visual media, that are not addressed in traditional schooling. Also, by achievement of practical applications, the young people will obtain the skills necessary to access and to use modern means of experimental learning. After discussions with their classmates and teachers, the experience obtained during the program will be multiplied and developed in the period ahead.*

**Résumé:** *Les activités du projet "School on Wheels" (École sur roues) n'avaient pas lieu auparavant dans les zones cibles. Ce programme vise à résoudre un problème majeur identifié. Il existe actuellement des activités axées sur seulement certaines parties des objectifs du programme mais intégrant un nombre diversifié d'activités éducatives informelles dédiées aux communautés isolées et défavorisées de ce pays nordique, dans le but d'atteindre un grand nombre d'objectifs, tous réunis en un niveau de vie plus élevé, et le niveau intellectuel plus élevé des jeunes, n'a pas été atteint. Après avoir participé à ce programme, les membres des communautés rurales auront enrichi leurs connaissances avec des informations dans certains domaines de la science et des médias audiovisuels modernes, qui ne sont pas abordés dans l'enseignement traditionnel. Aussi, par la réalisation d'applications pratiques, les jeunes acquerront les compétences nécessaires pour accéder et utiliser les moyens modernes d'apprentissage expérimental. Après discussions avec leurs camarades de classe et leurs enseignants, l'expérience acquise au cours du programme sera multipliée et développée dans la période à venir.*

## 1. Brief history

The concept of “School on Wheels” was formulated by Professor Alexandru Mironov who, as General Secretary of the Romanian National Commission for UNESCO, presented it at UNESCO Paris eight years ago. The idea was based on a vehicle of the caravan type equipped with everything needed for informal education activities.

For three years, a team from UNESCO Romania has implemented a program based on the original idea in several disadvantaged localities of Romania, with the support of famous personalities and organizations.

Since 2008 the “School on Wheels” has been implemented by the CYGNUS Scientific Society - a UNESCO center in Suceava county, a mountainous area in Romania.

“School on Wheels” are trademarks of the CYGNUS Scientific Society.

## 2. Originality of the proposed solution

The activities of the project “School on Wheels” were not previously held in the target areas. This program aims at solving a major identified problem.

There are currently activities focused on only parts of the program objectives but integrating a diversified number of informal educational activities (presentations, contests, demonstrations, summer schools, studies, etc.), dedicated to isolated and disadvantaged communities in this northern country, with the aim of attaining a great number of objectives, all coming together as higher living standards and higher intellectual level of the young people, has not been achieved.

“School on Wheels” is an open program in that the flexibility of activities depending on area, interests, level of knowledge, age, and so on leads to the achievement of objectives which are very diverse,

but which yet have a common goal: to focus efforts on bringing people from rural areas up to a level close to the national average, to identify and support young people with abilities above the average who are unable to access higher levels of education, to reduce horizontal disparities between rural and urban areas for future generations, and to provide access to information and education.

A novelty element implemented in the presented program is the use of tools from Complexity Theory within the organizational and developmental activity. To eliminate risks and to increase efficiency, it is aimed to implement concepts of self-organization, Strange Attractors Theory, Science of Cognition, and Catastrophe Theory, and to test these models to achieve a manual of best practice for such activities.

After participation in this program, members of rural communities will have enriched their knowledge with information in some fields of science that are not addressed in traditional schooling, such as astronomy, science of complexity, biophysics, future sciences (nanotechnology, robotics, cybernetics, non-conventional systems for electricity generation - solar, wind, hydroelectricity), amateur radio and radioastronomy, trans- and inter-disciplinarity, and modern audio-visual media. Also, by achievement of practical applications, the young people will obtain the skills necessary to access and to use modern means of experimental learning. After discussions with their classmates and teachers, the experience obtained during the program will be multiplied and developed in the period ahead.

The materials provided and distributed to the rural schools, will attract the interest of other young people for participating in such activities, leading to the development of new skills such as: the ability to correlate between concepts and information received, the ability to adapt themselves to the new conditions imposed by the rapid development of science and technology, the ability to operate within an abstract conceptual universe, and the ability to communicate and to cooperate in a team. From the experience gained over the 10 years during which

Cygnus has organized open workshops, practical demonstrations, and summer schools in more than 30 cities in the country in the framework of projects of the "School on Wheels" type, we can say that there is a greater openness of rural youth to the areas shown as compared to young people from the big cities, precisely because access to such information is limited in those areas, and moreover such information pertaining to our adaptation into the inevitably quickly changing future society is very attractive for all young people.

The program tries also to change the mentality of teachers and to transform them from people whose mission is to present arid contents into mentors who advise, explain, make connections between matters, and identify the interest and the availability of each young person for a particular field.

"School on Wheels" is a informal educational activity designed to complement training young people in current learning activities (formal) and/or teaching activities which may fall within the continuous training series.

#### Objectives:

- Stimulating the interest of young people in the fields of art, culture, science and technology.
- Transfer of knowledge and keeping abreast of new ideas that are germinating worldwide.
- Motivating the young generation in rural areas for further study and for lifelong learning.
- Discovery of skills for young participants and their professional orientation.
- To familiarize young people with modern information technology.
- Fostering creativity and the ability to communicate and collaborate.
- Training of skills to access and use modern means of experiential learning, and training

young people for study, analysis, research and innovation, and artistic, scientific, and technical creativity.

- Broadening general knowledge, artistic, scientific, and technical implementation of modern teaching technology transfer, and provision of modern learning methodologies for teachers working in rural areas.
- Enhancement of the numerous historical-geographic, artistic, cultural, and scientific entities of the area.

The target group consists of members of those communities in which the activities described take place (youth, students, teachers, and other community members).

The "School on Wheels" is recommended for implementation in areas which are disadvantaged, or which are socially and territorially isolated: cities with minority districts, isolated mountain villages, and border towns. It can also be used in any community where it can have a positive impact.

The period over which a session takes place is one school year.

## 3. Project relevance

The "School on Wheels" tries to solve some problems of the Romanian educational system, especially those related to school dropout, the transfer of teaching technology to isolated schools, career guidance for young people, and encouragement for them to continue their studies. Also "School on Wheels" aims to transmit information to communities in remote rural areas by means of lifelong learning and completion of the knowledge of young people that has been gained through various forms of informal education.

The initiators of this action have over 20 years' experience in promoting science and technology in

rural areas nationwide. Through this project Cygnus proposes a new approach, focused this time on the personal development of young people in rural areas, to help rural youth to have access to the latest information in science and technology and, not the least, to identify young people with skills from different areas of Suceava with the aim of their participation in summer schools organized on a regional and national level. Moreover, the project proposes to train teachers in rural areas to assimilate in a short time new methods based on the use of means that, besides having the advantage of low cost, enable a deeper understanding of natural phenomena.

A distinct problem in the national context today is access to education for rural youth. It is found that many young people in villages don't even finish the compulsory school grades, and less than 3% of young people enter the academic field. The poor quality of education due to bad equipment and non-qualified staff in rural schools, the time spent in the family for homework, limited access to the internet and television (channels for programs of scientific information), the distance to school, and the lack of technical libraries, all lead to limited access to knowledge and thus pose obstacles to forming a career which can remove youth from the environment in which they have grown up. If to these problems found everywhere in the Romanian rural areas is added the large number of isolated villages, we find a drastic lack of professional development opportunities for young people with above average intellectual capacities and lagging of communities in terms of technical culture.

The main problems that arise in the context of the technical and technological level are the development of new skills such as the ability to correlate ideas and information received, the ability to adapt to the new conditions imposed by the rapid development of science and technology, the ability to operate within an abstract conceptual universe, and the ability to communicate and cooperate in a team.

To form these very necessary skills for young people to be successful in today's socio-economic life, it is necessary to have a properly structured environment,

a specific problem, and not least, new relations between the traditional partners: teachers and students. "School on Wheels" is meant to be a variant of this informal education environment, specifically directed to constructing and developing a modern society based on information.

## 4. Efficiency and results obtained

Results of an educational program can only observe after a long period of time, and efficiency can only be properly monitored at intervals equal to the macro-cycles of teaching. This means at least 3-4 years.

Short-term monitoring consists in filling in questionnaires during activities, questionnaires from which we can derive the themes most valued by the audience, the way that the information has been understood, the most efficient teaching methods, and the general popularity with young people.

Medium-term monitoring consists in data collection at intervals of one year and processing the information over 3-4 years to observe the efficiency of previous iterations and in order to modify the project implementation strategies. This monitoring is focused on the evolution from one year to another of all participants (teachers, students, parents, etc.) and is performed by requesting information from the area.

Long-term monitoring is performed for young people with high potential. Their progress is monitored at various stages of education and is accomplished through direct contact.

After modification of our monitoring activities, we can draw the following conclusions:

- "School on Wheels" has changed the thinking and the actions of more than 60% of the teachers in monitored areas who take part in activities.
- Activities performed within the program have led to greater awareness by students from these

areas of the role of education, which we hope will continue over their entire lives.

- We have increased the community's interest in scientific and technical areas. This was deduced from the number of people participating in actions taken versus the previous period (47%).
- 12 (out of 40) Metamorphosis Summer School young person participants, within the communities included in the project, participated next year in various phases of the school Olympiads, and two of them achieved excellent results.
- Teachers from the cities visited kept in touch with the organizers with the aim of providing advice, and one teacher volunteered within the program.
- 14 pupils have continued to keep in touch with the organizers and have participated in essay competitions on scientific topics, organized by Cygnus.
- None of the students participating in activities abandoned school during the subsequent school year.
- A measure of the efficiency of the program is given by the finance attracted to the program. In the context of an escalating economic crisis, increase of the amount from one edition to the next leads to the conclusion that program management is efficient, and to confidence in the trust that third parties have in the efficiency of this program.

The economic crisis that we are undergoing has had important consequences on families in the zones mentioned, affecting them to higher percentages than the national average, and the results have been influenced by this phenomenon.

## 5. Coherence and the steps of the program

The program steps:

- promotion phase of the project at the level of schools and local authorities in the areas concerned and through the media and a press conference at the opening of the project (September)
- open workshops organized at the level of at least 8 rural education institutions in the following areas: Gura Humorului, Câmpulung Moldovenesc, Vatra Dornei, Rădăuți and Fălticeni (October to June)
- organizing a summer school involving 40 young people from rural areas, selected during the second phase of the project (July)
- production of a brochure containing information about courses which are held in summer school and in open workshops organized in rural schools (August)
- press conference at the project ending (August)
- printing and distribution the brochure – it is aimed the distribution in rural schools of the country (August-September).

Coherence and program steps

- Important activities were to identify the areas most in need of such a program, to implement prior links with the community, to correlate the program with the specifics of those areas, and to prepare activities in accordance with the target group. Great emphasis was given to diversification of activities and adaptation topics depending on the degree of receptivity of those involved. To do this, after the stage of setting objectives and identifying areas, a group of experienced volunteer teachers prepared a broad portfolio in such a way as to enable them to adapt in the field to the level of knowledge

of the target group, its interests, and its expectations.

- Coherence of the program was supported by proper management, identifying the negatives in the group's work and compensating for the problems that occurred, collaborating with other organizations and institutions and with Romanian personalities in science, culture, and education, creating a program and schedule that ensured maximum efficiency, enforcing efficiencies of cost, time and material resources, and attracting innovative ideas for activities to be performed. The management team also ensures continuous program adaptation based on the results of monitoring, aims to attract new teachers and psychologists with experience, and achieves continuous completion of activities, their diversification, and fundraising.

## 6. Attracting of third parties to the program

The needs that have been identified and which we are trying to solve through the "School on Wheels" program are problems of our entire society, and certainly will not be solved completely by a single NGO. We are continuously trying to attract other public and private institutions, NGOs, and professional organizations. Among those who have already been involved in this program are:

- The Romanian National Commission for UNESCO provided technology transfer.
- Suceava County Council co-organized the summer school.
- The County School Inspectorate provided information about the areas covered.
- The County Youth who co-financed activities.
- The Dinu Patriciu Foundation has supported and co-financed this program over two editions and has supported the purchase of equipment.

- Education institutions in the area: "Stefan cel Mare" University, "Petru Rares" National College, The Children's Palace, The National Computer College of Suceava, and other educational institutions in the area helped with teaching material and volunteer teachers.
- INTEL Romania provided educational information technology (support, hardware and software), ASUS Romania technologically supported our operations;
- Local companies who financially supported the project activities.
- The Center for Complex Studies in Bucharest contributed with volunteers and teaching kits.
- ForumIT which asked us to organize activities and subsidized the participation of students selected by us in their own programs.
- Media in the area popularized the activities.
- Artistic and scientific personalities of Romania actively participated in the activities without remuneration (Alexandru Mironov, Florin Munteanu, etc.).

The organizers have tried to stimulate awareness of the entire Romanian society about youth education in disadvantaged areas, and about the risk that such young people remain estranged from their generation, and have liaised with various local and national entities, governmental and non-governmental organizations, and public and private communities, to promote their involvement in such activities.

In this connection, we have discussed the possibility of groups of volunteer teachers implementing this program in the area of Oltenia (the coordinator being prof. Aurel Cărășel) and in the area of Tulcea (the area of the Danube Delta), with Cygnus Scientific Society providing all the necessary information for organizing activities.

Monitoring of the activities is performed based on media analysis, by testing and documentation which

allow assessment of program quality, by observation of impact on the target group in the short and medium term, by statistical processing, and by following the evolution of participants.

## Conclusions

The manner in which "new knowledge" is acquired and is converted into skills and attitudes needs to be rethought, reinvented and repracticed. By complementing the responsibilities of a teacher for his children's future, this outlines the main pillars of current educational reality for children who are overflowing in potential but who need to be encouraged to believe that they can build their future through education, and who at the same time need to learn methods and techniques of operating with information. Meanwhile the curriculum content itself loses value.

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Figure 1. Images during the activities carried out within the project



# Educational Program of the KAZENERGY Association: Experience in the Implementation of Sustainable Development Goals

## Le programme éducatif de l'Association KAZENERGY: l'expérience de la réalisation des objectifs de développement durable



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**Abstract:** Sustainable development requires changes in everyone's ways of thinking and acting. Hence education plays a key role in making such changes. A transition to sustainable development begins with the formation of education for sustainable development and evolution of the new globally sustainable consciousness. This article covers the Covid-19 pandemic aftermath for Kazakhstan and its impact on the achievement of sustainable development goals, the transformation of the education system, the reorientation of universities in training, as well as the new digital IT development trends. The author of the article brought up the experience of the KAZENERGY Association in attracting the attention of student youth to the problems of environmental protection, ecology, energy, and the spreading of gender equality in the industry.

**Résumé:** Le développement durable nécessite des changements dans les manières de penser et d'agir de chacun. L'éducation joue donc un rôle clé dans la réalisation de tels changements. Une transition vers le développement durable commence par la formation de l'éducation pour le développement durable et l'évolution de la nouvelle conscience mondialement durable. Cet article veut couvrir les séquelles de la pandémie de Covid-19 au Kazakhstan et son impact sur la réalisation des objectifs de développement durable, la transformation du système éducatif, la réorientation des universités dans la formation, ainsi que les nouvelles tendances de développement de l'informatique numérique. L'auteur de l'article a évoqué l'expérience de l'association KAZENERGY pour attirer l'attention des jeunes étudiants sur les problèmes de protection de l'environnement, d'écologie, d'énergie et de diffusion de l'égalité des sexes dans l'industrie.

## Introduction

The 21st century has given rise to frequent crises that are incommensurate to the crises of the past in terms of scale and consequences.

The Covid-19 pandemic has become a challenge for all mankind in all spheres of life. Given the relevance of the Covid-19 and its still high virulence, the sustainable education and training system is experiencing unprecedented changes that make us think about its prospects, accelerated transformation and methods of providing good educational content.

Education is one of the fundamental human rights, which directly affects all other human rights and the realization of his or her potential. It is education that drives progress towards the 17 Sustainable Development Goals and the preservation of a just, equitable and inclusive world.

Over the past 30 years of its independence, Kazakhstan has made significant progress in development and diversification of the economy, while hydrocarbons and other energy resources still play a leading role in the country. However, the Covid-19 pandemic showed the need to change the development vector of the world economies that retain their leading positions in terms of natural resources. As it was noted by experts at the recent XIV KAZENERGY Eurasian Forum, Kazakhstan, like the entire progressive world community, is making efforts to solve the problems of climate change and to prepare for the global energy transition.

Large companies, which are considered pioneers in the field of decarbonization and diversification of oil and gas production operations, already assume an eventual increase in income from new low-carbon solutions instead of hydrocarbon production. In general, according to the KAZENERGY National Energy Report 2021, the current challenges facing the industry are as follows:

- creating conditions for ensuring the innovative development of the industry;

- introducing clean technologies in the industry to reduce carbon emissions and environmental impact;
- developing digitization initiatives with a focus on environmental performance;
- attracting investors in support and development of renewable energy sources, development of capacities of alternative energy sources;
- ensuring an increase in the share of natural gas consumption.

These and many other challenges and opportunities of the domestic and global energy agenda are covered in this document.

As one can see, it was the pandemic and the fight against its consequences that like nothing else, showed a clear correlation between global climate change, environmental problems, and social and gender inequality. All the problems in the field of education have been revealed in particular.

## 1. The new reality: training of future personnel

In the context of a rapidly changing world, training of future personnel in the education system is of particular importance, especially taking into account the solution of such issues as lifelong learning; employment with emerging different types of labor relations (including platform employment); promotion; lifelong career guidance, so that graduates of universities and colleges do not remain unemployed.

A concept of professional qualifications is currently being developed in Kazakhstan, and all stakeholders need to take active part to ensure training of qualified specialists, offering certification programs recognized in the labor market to confirm the readiness of a future specialist to work.

Not all educational institutions are ready to take on the development of new training programs as according

to The Atlas Of New Professions And Competencies for economic sectors in the Republic of Kazakhstan.

The pandemic has been a catalyst for the emergence of new IT skills and influenced all industries with disruptive IT technologies, driving on to new competencies. Although everyone has long recognized that basic IT competencies in almost any job are the key to future employment or starting your own business, not all educational institutions include IT skills as an interdisciplinary component into educational programs.

One of the tasks of educational institutions is not only to revise the content of education, but also to improve educational technologies and introduce innovative teaching methods. There are all opportunities today for additional online learning and many online platforms, promising fast and high-quality educational content, offering more accelerated learning options. Formal education should also wisely reduce training period to stay ahead of the market in replenishing the workforce with its highly qualified graduates.

A person's preferences, abilities, capabilities and desires should be taken into account when defining his or her professional future; all possible paths of a person's professionalization should be systematically proposed. The importance of this issue has been recognized in Kazakhstan, and it will be included in the comprehensive training plan for 2022-2023.

When analyzing IT areas in education, we identified over 15 items. At the same time, our survey showed that more than 70% of parents and high school students cannot say for sure if there is a difference between data science, data analysis, big data, analytics, data mining and machine learning. It is professional diagnostics and vocational guidance that can help to understand these and other issues.

The large-scale efforts that have been taken for almost two years of the pandemic to timely respond to the challenges in the education and training system show that rethinking and transformation in this area is possible and achievable.

## 2. About KAZENERGY's experience

It becomes difficult to predict future professions for decades in the context of the observed rapid changes. The future is multivariate, and we cannot predict it for sure, but we can and have to prepare for it. Governments of all countries and business communities are trying to predict what people need to be taught to provide the "new economy" with "new people".

For over 15 years, the KAZENERGY Association has been supporting young people and striving to create the necessary conditions to promote social innovation and change by involving young people in building a better future.

In partnership with Shell Kazakhstan, KAZENERGY held the fifth anniversary intellectual team competition "Student Energy Challenge" this year. Since 2017, the Competition has attracted more than 1,000 students, of which 41% were girls, 270 student teams represented about 40 universities from all regions of Kazakhstan. The most popular areas of the Competition have lately been the improvement of the quality of the environment (air, water, soil), processing and disposal of industrial and solid household waste, development of electric and alternative transport to reduce CO2 emissions, and others.

The great attention paid by students to the problems of society and environment, in particular, once again shows the readiness of today's youth to be proactive in finding practical solutions to environmental problems.

Support for projects in the field of education and promotion of exact science study (STEM) programs among the younger generation is also one of the key areas of social responsibility of the Association and its members.

Since 2019, the Association has been holding the StudentDigitalFest competition together with Karachaganak Petroleum Operating b.v. to realize the

intellectual potential of student teams and develop technological solutions in the field of digitalization.

94 teams from 20 universities of the country took part in the Competition's two seasons, of which almost 40% were girls.

KAZENERGY Association and its members remain committed to the idea of enhancing the capabilities of talented youth by providing support in obtaining education. As a working body of the Ministry of Energy of the Republic of Kazakhstan, the Association participates in the project for the allocation of educational grants to students funded by subsoil user companies, such as KPO B.V., NCOC N.V. (hereinafter referred to as subsoil users).

Over the past six years, more than 4000 students have passed competitive selection for tuition funded by these subsoil users. 67% of these students are from socially vulnerable population groups.

Joining efforts with young people in the field of sustainable development in society and drawing attention to existing problems and challenges, as well as creation of strong youth networks is ensured through the annual KAZENERGY youth forums.

Women make up to 50% of the world's population and are often underestimated in terms of their potential. A Women's Energy Club (WEC) was established under the Association for the purpose of supporting gender development.

So far, we have held five forums, organized several visiting regional committees and conducted a joint study by KAZENERGY and the EBRD "The Women's Role in the Energy Sector of the Republic of Kazakhstan". WEC members participate in working bodies on various issues: from amendments to labor legislation and participation in issues of social partnership in social and labor relations to the formation of an agenda for gender development in the industry.

One of the decisions of the 5th WEC Forum this year was to continue promoting the initiative in energy companies to sign a Statement of Support for the Women Empowerment Principles, developed as part of the UN-Women and the UN Global Compact partnership.

A proposal was supported to launch the School of Women's Leadership under the project named "When woman leads" with an MBA program and various courses that should help young women define their future as a leader.

It should be noted that the number of female students choosing STEM education is increasing, as according to KAZENERGY, 62% of the students of technical specialties in colleges or universities that received a grant funded by the aforementioned subsoil users, are young women. This year, the list of specialties for the competition was updated taking into account new proposals in the field of technical areas of personnel training.

## Conclusion

This new stage in the transition of the world community to sustainable development and to decarbonization is closely related to the formation of a new concept and transition to new architecture of the education system.

Future education should not remain on the periphery of global development, but become an important leading "catalyst".

Education in sustainable development will transfer values to current and future generations, aimed at finding a way out of global crises.

When carrying out any activity, we should check the goals of sustainable development and understand which of the goals we can achieve in each project, in each program, in each action. It is this approach that will bring us closer to the desired future, considering all factors and minimal undesirable consequences.

# We Are Responsible for Our Future

## Nous sommes responsables de notre avenir



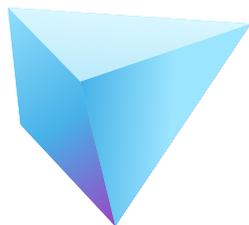
**Prof. Inna Bondareva**

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**Abstract:** *Education for sustainable development helps people of all ages better understand the world in which they live, empowers learners with knowledge, skills, values and attitudes to take informed decisions and make responsible actions. We can't overestimate the role of youth in solving global problems. Young people are active and creative, they are always ready to take part in different activities, they have the power and potential to achieve the SDGs and create a safer and more sustainable world. The work in UNESCO clubs creates an educational environment which helps young people to develop a sense of tolerance towards representatives of another culture, their traditions, customs, views; attracts the attention to the environmental problems and allows them to socialize successfully in society. This article is about the work of UNESCO club "Generation NEXT" that promotes sustainable development among students of Gymnasium 22, Minsk, Belarus.*

**Résumé:** *L'éducation pour le développement durable aide les personnes de tous âges à mieux comprendre le monde dans lequel elles vivent, donne aux apprenants les connaissances, les compétences, les valeurs et les attitudes nécessaires pour prendre des décisions éclairées et prendre des mesures responsables. Nous ne pouvons pas surestimer le rôle des jeunes dans la résolution des problèmes mondiaux. Les jeunes sont actifs et créatifs, ils sont toujours prêts à participer à différentes activités, ils ont le pouvoir et le potentiel pour atteindre les ODD et créer un monde plus sûr et plus durable. Le travail dans les clubs de l'UNESCO crée un environnement éducatif qui aide les jeunes à développer un sentiment de tolérance envers les représentants d'une autre culture, leurs traditions, leurs coutumes, leurs opinions; attire l'attention sur les problèmes environnementaux et permet de socialiser avec succès dans la société. Cet article porte sur le travail du club UNESCO « Generation NEXT » qui promeut le développement durable parmi les étudiants du Gymnase 22, Minsk, Biélorussie.*



## Introduction

Nowadays education plays a very essential role for the sustainable development of society. Education for sustainable development allows young people to get the values, competences, skills and knowledge necessary to model the future in accordance with the objectives of sustainable development. Education for sustainable development is a means to achieve the 17 Sustainable Development Goals.

UNESCO experts have formulated five pillars of education that ensure the quality of education and contribute to the sustainable development of the individual and society: learn to know, learn to do, learn to live together, learn to live, learn to change yourself and society.

One of the interesting and effective forms of work with young people has become the club movement, which has received serious development in Belarus, in particular, UNESCO clubs.

The Belarusian Association of UNESCO Clubs is a non-governmental organization of the national level that unites UNESCO clubs working to advocacy humanitarian principles and ideas of UNESCO in the fields of education, science and culture. The programmes of this organization help students to be ready for life in the modern world.

The main programme is called "Culture of Peace". The purpose of the programme is to provide opportunities for young people in getting acquainted with the national culture and the culture of other countries and the acquisition of values such as tolerance for cultural diversity, peaceful resolution of conflicts through dialogue and cooperation, respect for the historical, cultural and natural heritage.

UNESCO club "Generation NEXT", which is one of 56 clubs of the Belarusian Association of UNESCO clubs, participates in many activities to promote SDGs.

**1.** Everyone knows that the long way starts with a single step, so now as a coordinator of UNESCO club "Generation NEXT" I want to share our steps to

sustainability. We are convinced that global problems are solved locally and each of us is responsible for our future.

The Republic of Belarus has greatly suffered during World War II and lost every third resident. The concepts of Sustainable Development, peace and ecology, in particular, have become the goals of priority in the activities as we do realize all the threats of modern time which are caused by these problems.

On the 21st of September UNESCO club "Generation NEXT" organizes the celebration of the International day of peace for all students in our gymnasium to emphasize the importance of peace for people on the planet. The members of the club hold the world's largest lesson which is the lesson of educating young people to be concerned and be responsible for our present and future. Besides, junior students draw pictures about peace, senior students take part in a public speaking competition "I Vote For Peace".

Annually the members of our club take part in MUN conferences. It helps young people to get acquainted with the global problems of humanity, look for alternative ways to resolve difficult situations, and develop dialogue skills during negotiations.

Participating in the work of the club "Young Diplomat" students have a unique opportunity to meet with diplomats of different countries and to find out the peculiarities of diplomatic work.

The celebration of the International day for Tolerance has become a tradition in our gymnasium. We educate students about the need for tolerance in society and help them understand the negative effects of intolerance. Students want to emphasize people's attention to the problems which refugees face, the members of our club have created the video "We Are Different But We Are Together".

I can't help but mention such a holiday in our gymnasium as the International Day of Happiness. The club holds different activities on this day to emphasize the importance of being happy for everyone. The students prepare a concert where they sing songs and recite poems, and they hold a training session called "Secrets To Be Happy".

**2.** A year ago, the members of our club had a great opportunity to participate in the International Video Conference “Next 75”, which was dedicated to global problems. During the conference together with famous experts, young participants tried to find answers to the following questions:

- What should humanity prepare for in the next 10, 25 and even 75 years?
- Which technologies will be developed most actively, and which history will be left behind?
- Will there be global conflicts on our planet due to the lack of resources?
- Will there be enough space on Earth for 10 billion people in 25 years?
- Has the point of no return in global climate change been passed and what environmental catastrophes await us?
- Is it possible to prepare for future epidemics and can they be avoided altogether?

The successful development of schoolchildren and their comfortable adaptation to the constantly changing conditions in society depend on skills of the 21st century. The Day of Unified Actions is held by the members of our club. This activity helps to form global competencies among students of our gymnasium. Working in teams, participants suggest many ideas on how to make our city and neighbourhood better for living.

3. How to make the 17 Sustainable Development Goals be understandable for children? Recently, the members of the club found out about a UN project that was launched in Geneva. The United Nations office at Geneva pioneered the book “Tales for a Fairer World”. In this book, familiar fairy tales are presented in a new way. The goal of the project (book) is to draw attention to the existing problems on our planet and find ways to solve them. The members of the club made up three fairy tales to introduce young readers to the Sustainable Development Goals.

In addition, the members of our club initiated to take part in the “Bottle caps in exchange for money” project for students of our gymnasium. Bottle caps are

collected, then they are sent for recycling. After that we get money to buy medicine and equipment for sick children and adults. Students realize how much plastic could go to the landfill and are very happy that they help people and make the planet cleaner. As a result, schoolchildren develop their active position and create a favorable environment.

Furthermore, UNESCO club “Generation NEXT” initiates different activities for students of our gymnasium: trainings, projects, scientific conferences where students find out about the environment, ways to garbage disposal, and outline their own steps to save resources and reduce waste to achieve sustainable development goals.

## Conclusion

Self-realization is very important nowadays. UNESCO Club is a place for a strong start. Participating in various activities of the Belarusian Association of UNESCO Clubs, students become more confident, responsible, and creative. They learn to think critically, to plan with anticipation of a future scenario, to respect relations and connections and to understand the problems of modern society.

I am convinced, students are currently trying to understand the rapidly changing world they live in, and they want to participate in this world. Many of them are ready to help reduce poverty and protect the environment. Education for sustainable development aims to educate students as global citizens.

Above all, students do realize that great goals can be achieved by small steps. And each of them can make at least a small contribution to these great and noble goals. Remember that only together we may make the world a better place!

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# Great Changes Start with Smaller Steps

## Les grands changements commencent par de plus petits pas



### Yulyana Urubleuskaya

English Teacher,  
Supervisor of UNESCO Club "Mosaic"  
Belarusian Association of UNESCO Clubs

Belarus

**Abstract:** *The article is a brief overview of the projects, contests and initiative Belarusian UNESCO Club "Mosaic" has been involved in. The club follows the main directions which determine its work. The priority directions and the work done rest on Agenda 2030 and a crucial role of education and the youth in building a sustainable society.*

**Résumé:** *L'article est un bref aperçu des projets, concours et initiatives auxquels le Club UNESCO de Biélorussie « Mosaïque » a participé. Le club suit les principales orientations qui déterminent son travail. Les orientations prioritaires et le travail accompli reposent sur l'Agenda 2030 et un rôle crucial de l'éducation et de la jeunesse dans la construction d'une société durable.*

## Introduction

Our UNESCO club "Mosaic" based in Brest Gymnasium №1 is 8 years old this year. We'd like to apply researcher Erik Erikson's description of an eight-year-old child to the description of our club and say that now we are hopefully at the age of Industry doing our best to represent Belarusian Association of UNESCO Clubs at international and national levels.

Someone may say 8 years is not a long term. It's true but for us these 8 years mean numerous exciting events, educational projects, ideas, plans and unforgettable memories.

**1.** As many other UNESCO clubs in Belarus and around the world we follow the key directions in our work, namely World Culture, Informal Education, Healthy Lifestyle and Information and Communication. These directions help to make our work logical, sustainable and easy to be guided.

Our school has been involved in an international educational project "Don't Waste – Create" since 2013. Austrian facilitator of the project Maria Bader organized her ecological workshop for the students of our gymnasium in 2017. The main idea of this project is upcycling which is the process of repurposing waste, transforming it into something new, of better quality and for better environmental value. The members of our club shared the idea of upcycling, organizing the city seminar for the schoolchildren within the country project "Ecology in Simple Terms" in 2019. At the workshop held by "Mosaic" UNESCO Club for

the schoolchildren of our hometown we made textile shopper bags from old T-shirts.

In 2014 and 2018 our club was invited to St. Poelten (Austria) to take part in an international conference within the project “Don’t Waste – Create”. In 2014 our club was honoured to attend the official meeting held by the Mayor of St. Poelten in the city hall. This collaboration has taught us a lot and not only in the sphere of protection of our environment but also in the sphere of human interaction. Belarusian and Austrian students teamed with refugee students who came to Austria running from aggression, fears, abuse of rights, disrespect and lack of hope.

In 2015 our club “Mosaic” took part in an international conference in Padova, Italy. The most unforgettable experience there was our exchange of knowledge about our hometowns and countries. Italian students prepared some information about Brest and Belarusian culture while our students presented some facts about Padova and Italian culture. Communicating with representatives of other cultures, students not only master their communicative skills but also learn to respect cultural traditions of their own and partner country.

In 2018 we represented our country, our home town and Belarusian Association of UNESCO Clubs in the city hall of St. Poelten mentioned above. This time we were privileged to collaborate with some Indian teachers and students which has also broadened our outlook.

**2.** Every year our club takes part in an international conference which is called “GMUN” or United Nations Model for gymnasiums. It’s a role-play for which participants have to be good at English, geography, politics, culture, history, ecology, social studies, economics, diplomacy and public speaking. A pupil plays a part of an ambassador solving a particular problem, representing the assigned country and working in the chosen committee. Teachers can be only observers. Some of our students have won “Best Ambassador’s Speech” Competition time and again. In 2020 the student

representing Kenya said, “There is a path to a brighter tomorrow, and it is unity. Only cooperation may guarantee our common success. Let’s embrace the motto “Harambee” (uniting). In the light of a new day we must be together to overcome any obstacles”.

In our club and school, we follow a peer-to-peer educational principle according to which children teach one another. Explaining is the best way to memorize and understand information. For instance, on Teachers’ Day senior pupils are keen on having self-management and conducting lessons.

We have initiated a new school tradition to celebrate a European Day of Languages on the 26th of September annually organizing various workshops, quizzes, games, school breaks full of fun and excitement.

Another no less important tradition of UNESCO Club “Mosaic” is “Make a Difference Day” and as we see it, it should be followed throughout the year. As a rule, we try to plan several Make a Difference Days (at least once per term). Such days help us to share our kindness and help someone selflessly. This September we made a busy board aka a sensory toy from scratch and presented one of our local centers for children with special needs with it, organizing a small performance for them. One of the students played the violin during the performance and it was the first time for some of the children in the centre which couldn’t but spark their interest.

**3.** Active members of our club initiate various workshops and events regularly. We take pleasure in sharing our knowledge with others, conducting surveys, entertaining, playing games, organizing active school breaks with music and dancing.

In 2017 our club took part in the country’s weeks of sustainable development devoted to the global goals. Within these weeks we organized a series of the World’s Largest Lessons in our gymnasium which are a part of an international project, held a small art competition, debated, conducted a small survey and learnt a lot of interesting information.

One of the main principles of our club is to think globally and act locally as we can't change the world without changing ourselves and our surroundings for the better. All our work is based on trust, leadership, responsibility and mutual support.

4. Brest Greeter Network is a part of an international network which provides us with a great opportunity to master English, improve communicative skills and just find friends. Greeters are guides who are not professionals but ordinary people who conduct free excursions around their native towns and cities in their own way to show love of their Motherland, its culture and history. In 2018 our greeters organized a series of excursions for Turkmen students who studied at Brest Teachers' Training University. Before the pandemic the greeters of our club had plenty of work and some guests from Germany, the USA, Canada, Austria and other countries. These days we are planning excursions to let our local citizens rediscover Brest.

Every year our UNESCO Club takes part in an international essay contest held by Goi peace foundation and UNESCO within the framework of UNESCO's Education for Sustainable Development: Towards achieving the SDGs. Our club and our school have been repeatedly awarded the certificate of appreciation for the Best Initiative. The theme of 2021 was "What is Life" which required profound insights and a thorough analysis.

## Conclusion

On a final note, being the supervisor of UNESCO Club "Mosaic" and a teacher, let me look to the future and dare to say if our doors and hearts are open to one another, our world will be a more comfortable place to live in. Somebody may think I'm Thomas Moore's follower. In fact, I'm not. I'm just a dreamer like Martin Luther King. And I have a dream that everyone will live in peace one day as all of us have one basic thing in common – we're all people of the world. Let's treat everyone the way we'd like to be treated.

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Visit to St. Poelten (Austria) in 2014



Visit to Padova (Italy) in 2015



Weeks of Sustainable Development of 2017



Upcycling workshop in Brest Gymnasium №1 held by Maria Bader, facilitator of "Don't Waste – Create" project in 2017



A peer-to-peer educational principal as illustrated by the World's Largest Lesson in 2018



Collaborative upcycling workshop between Belarusian and Indian students in St. Poelten held by Maria Bader, facilitator of "Don't Waste – Create" project in 2018



European Day of Languages of 2020



*Brest Greeters organizing an excursion around Brest for the students from Turkmenistan in 2018*



*Participation in Global Goals Poster Competition within GMUN 2020*



*Make a Difference Day in 2021*

# Sustainable Development Education Days

## Journées d'éducation au développement durable



**Prof. Mariana Badea, directrice**

L'Ecole maternelle no. 205

Bucarest, Roumanie

**Abstract:** *Our article presents the project of the Ecole maternelle no.205, sector 5, Bucharest on the theme Journées d'éducation au développement durable, a seminar with a certain profile, which will take place every year. The project arose from the desire to formalize our previous experience in the field of education for sustainable development, on the one hand, on the other hand, to provide an emerging image of education in the general public space. The structuring of the project starts from shaping a vision, a mission and the networks of partners and beneficiaries, developing the idea of the image of education for sustainable development in the wide public space. The portfolio of activities presented online contains the social commitment of decision makers and partners, communications, poster session, gallery of products made by children, recording feedback, debate with parents, conclusions and perspectives in the field of education for sustainable development.*

**Résumé:** *Notre article présente le projet de l'Ecole maternelle no. 205, secteur 5, Bucarest sur le thème Journées d'éducation au développement durable, un séminaire avec un certain profil, qui aura lieu chaque année. Le projet reposait sur la volonté de formaliser une expérience antérieure dans le domaine de l'éducation au développement durable, d'une part, d'autre part, de donner une image émergente de l'éducation dans l'espace public large. La structuration du projet part de la mise en forme d'une vision, d'une mission et des réseaux de partenaires et de bénéficiaires, en développant l'idée de l'image de l'éducation au développement durable dans l'espace public. Le portefeuille d'activités, présenté en ligne, contient l'engagement social des décideurs et des partenaires, des communications, une session d'affiches, une galerie de produits réalisés par des enfants, un enregistrement des commentaires, un débat avec les parents, des conclusions et des perspectives dans le domaine de l'éducation au développement durable.*

## Introduction

Le projet de l'École maternelle no. 205, secteur 5, Bucarest, le séminaire international Journées d'éducation au développement durable, organisé, physiquement et en ligne, du 6 au 8 octobre 2021, qui sera réédité chaque année, permet la création de pôles d'excellence et d'innovation sur l'horizon Agenda 2030, par des échanges d'idées et de bonnes pratiques.

A l'ouverture des travaux du séminaire international, ont participé, au nom de la Commission nationale de Roumanie pour l'UNESCO - Mme prof. univ. dr. Madlen Șerban et Mme Cristina Butescu., Mme prof. dr. Daniela Popescu – présidente de l'EFUCA – UNESCO, prof. univ.dr. Sorin Ivan, directeur de la revue Tribuna învățământului, prof. univ.dr. Octavia Costea, représentantes de la Mairie, secteur 5 - Mme Roxana Nedelcu , directrice générale de la "Direction générale, Culture et Sports", prof. Maria Popa - présidente du Syndicat de l'enseignement pré-universitaire dans le secteur 5, prof. Carmen Maria Breazu - inspectrice de l'enseignement préprimaire, secteur 5, prof. Mariana Badea - directrice de l'École maternelle no. 205, enseignants du secteur 5, autres participants du pays et de l'étranger, parents d'enfants de l'École maternelle no. 205.

### 1. Vision, mission, réseaux

Les prémisses théoriques et pratiques de notre projet dérivent du contexte critique et contradictoire actuel - la solidarité et la radicalisation sur notre planète nécessitent des réponses beaucoup plus rationnelles, et des documents internationaux et nationaux pour répondre plus efficacement à la pratique sociale et à notre participation au développement durable et à la culture des droits humains. Nous avons détecté, dans la pratique sociale et coopérative, la nécessité de mieux explorer, éduquer et transférer les connaissances et les bonnes pratiques, pour renforcer les liens entre les acteurs locaux impliqués.

En s'appuyant sur l'expérience professionnelle des établissements d'enseignement, ainsi que d'autres organisations impliquées dans le développement durable, dans le secteur 5, Bucarest dans le pays et

à l'étranger, nous participons au renforcement du développement local, sociétal et mondial à travers des partenariats, des réseaux et des consortiums. L'équipe de l'École maternelle no. 205, coordonné par la directrice prof. Mariana Badea, et les établissements d'enseignement partenaires ont une riche expérience dans les contenus éducatifs du développement durable. Les valeurs de l'École maternelle no. 205, promues dans l'espace public et transposés en activités thématiques quotidiennes sont: le développement durable, l'égalité, la dignité et le respect, l'appartenance et le partenariat, l'exercice de la vie et l'utilité, l'identité et la diversité, l'harmonie et la culture de la paix.

Les objectifs répondent à un besoin fondamental, à court terme, en termes de pragmatique et d'action - coopération locale, action et innovation, et à moyen et long terme - évolution de l'éducation, influence sur les décideurs, implication d'autres organisations au niveau sociétal et mondial ainsi que la participation aux dynamiques de partenariats et de réseaux locaux, régionaux et internationaux.

### 2. Une image dans l'espace public

Les communications du séminaire ont été structurées sur les projets les plus importants des écoles maternelles présentes en ligne - à ce titre, elles ont mis en évidence des actions complexes en prévision de la formation de comportements pour participer au changement et au développement durable. L'activité de projet implique un effort d'information, d'investigation, de conception ou d'élaboration. Tout cela s'est terminé par la session d'affiches et l'exposition de produits des enfants. L'approche interdisciplinaire des thèmes, ainsi que la capitalisation des techniques d'activité intellectuelle contribuent à la stimulation de l'initiative et de l'indépendance des enfants, au développement des structures cognitives, socio-affectives et de leurs capacités créatrices. Collatéral, les projets stimulent la coopération et le partenariat de groupe, la capacité associative et entrepreneuriale, la mise en réseau.

Les thèmes des communications sont complexes, intégrés dans le curriculum pour les enfants d'âge

préscolaire ou les jeunes écoliers, comme nous l'avons montré précédemment, mais aussi actuels dans une perspective de développement durable. Afin d'avoir une image de la diversité et de la complexité des sujets de la session de communication, nous les présentons en groupes, en notant que derrière ces phrases se cachent les efforts des équipes d'enseignants, d'enfants, de parents, d'organisations impliquées et de décideurs: éducation à la santé (l'École maternelle Ghiocel et no. 225, Chisinau, République de Moldova), énergie propre (L'École secondaire no. 280), diversité culturelle (Technical College of Food Industry "Dumitru Moțoc", les écoles maternelle no. 34 et no. 54), éducation routière (les écoles maternelle n°35 et n°53), droits de l'enfant (les écoles maternelle n°168, n°245, n°269), éducation écologique, éducation à l'agriculture durable et éducation à l'entrepreneuriat (les écoles maternelles Espace vert et n° 271), art transitoire, nature et créativité (l'École maternelle n°178), écologie, réutilisation et recyclage, responsabilité, durabilité (l'École maternelle n°185), prendre soin de la santé des océans de la planète (l'École maternelle n° 242), sports, bienfaits du mouvement en plein air, alimentation saine (l'écoles maternelles n°73, n°244), responsabilité sociale et volontariat (l'École maternelle n°268), égalité des chances (l'École maternelle La maisonette fériée).

### 3. L'apprentissage émergent

L'École maternelle n°205 a présenté, de manière démonstrative, quelques ateliers thématiques: *Le petit pâtissier, Les petits artisans locaux, Nous produisons de l'énergie verte, Coutumes, traditions, artisanat*).

Les objectifs d'apprentissage spécifiques dans les ateliers-classes font partie des domaines cognitif, socio-émotionnel et comportemental. Le domaine cognitif comprend les connaissances et les capacités de réflexion nécessaires pour mieux comprendre l'éducation au développement durable, ainsi que les défis pour y parvenir. Le champ socio-émotionnel comprend des compétences sociales qui permettent aux enfants de collaborer, négocier, communiquer et évoluer pour promouvoir les contenus de l'éducation au développement durable, à travers des pratiques

d'autoréflexion, de valeurs, d'attitudes et de motivations. Les objectifs d'apprentissage et les compétences clés du curriculum scolaire sont abordés ensemble. Pour la démonstration, il faut un support sensoriel concret dans l'activité de connaissance pour l'intuition de la réalité par les enfants qui est orientée par l'enseignant. Le choix d'un matériel de démonstration significatif, représentatif et accessible dépend de son accueil optimal dans de bonnes conditions par tous les enfants. L'intuition systématique du matériel démonstratif est obtenue, en alternant la présentation synthétique (le tout) avec la présentation analytique (en partie); et en activant le public lors de la démonstration en stimulant la curiosité, en répartissant les tâches à suivre et à accomplir, etc.

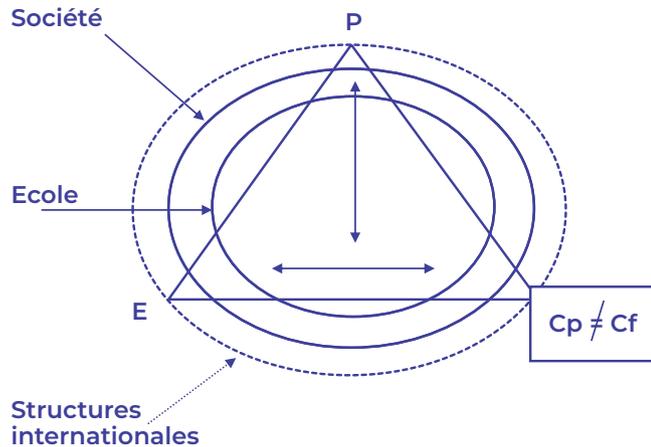
La gestion de l'atelier-classe est un domaine de recherche en sciences de l'éducation et étudie les perspectives d'approche de la classe d'enfants (didactique et psychosociale), ainsi que ses structures dimensionnelles (ergonomiques, psychologiques, psychosociales, normatives, relationnelles, opérationnelles et créatives) pour faciliter les interventions légitimes des professeurs dans des situations spécifiques à la classe. La gestion de la classe se réfère à la coordination de toutes ses ressources humaines, matérielles et financières, afin d'augmenter l'efficacité pédagogique et est basée sur le critère d'efficacité et de qualité. La gestion des ateliers capitalise sur la projection théorique étant un type de gestion systémique, mais aussi situationnelle et contextuelle

L'atelier est une situation didactique configurée procéduralement et implique :

- concevoir une situation didactique;
- pratiques d'inférence et d'anticipation de l'original;
- objectivation des pratiques.

La gestion mentale de l'enfant est une manière de recevoir les ressources d'apprentissage sur les orientations que nous voyons comme prioritaires dans les conditions actuelles – l'éducation au développement durable. La situation d'apprentissage

se déroule entre 3 pôles: professeur (P) – enfant (E) - connaissances factuelles et procédurales - le triangle didactique. Une situation d'apprentissage émerge dans l'espace public et peut se développer aussi bien dans la société que dans les structures internationales par des connaissances factuelles (Cf) et procédurales (Cp) selon le schéma ci-dessous. Les ateliers démonstratifs mentionnés en dessus ont accentué les connaissances procédurales.



(O. Costea: 2016)

Fig. 1 - Le triangle didactique

Le programme du séminaire a inclut également des expositions de produits, une session d'affiches, une présentation des bonnes pratiques en matière d'éducation au développement durable – toutes écoles maternelles -, un atelier avec les parents *Comment éduquer nos enfants au développement durable, ainsi qu'un memento La mémoire du quartier.*

## 4. Feedback dans l'espace public

Nous avons des feed-backs encourageants de la part des parents, de la communauté locale et de la société pour continuer à militer pour le développement durable et d'une culture de paix. Voici un commentaire de la mère d'un enfant Ionescu Petruța:

*Toute notre famille s'est mobilisée pour la réutilisation sélective et le recyclage des déchets ménagers. Le*

*sérieux avec lequel les enfants ont abordé cette question devrait être l'attention et la préoccupation de tous les adultes pour renforcer l'attitude des parents à s'impliquer davantage dans la réalisation de cet objectif pour une éducation durable de la nouvelle génération. Nous avons été très satisfaits des activités réalisées à la maternelle no. 205 (mère d'un enfant).*

## Conclusions

D'ici 2030, l'humanité s'engage dans des actions pour garantir que tous les enfants aient les connaissances et les compétences nécessaires pour promouvoir le développement durable, notamment par l'éducation au développement durable et aux modes de vie durables, les droits de l'homme, l'égalité des sexes, la promotion d'une culture de la paix et de la non-violence, la citoyenneté mondiale et l'appréciation de la diversité culturelle, et la contribution de la culture au développement durable.

Les enfants et le monde changent. Nous, les enseignants, devons également participer au changement. Le professionnalisme et l'éthique, l'innovation et la créativité sont les outils de l'enseignant dont le monde d'aujourd'hui a besoin.

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# Sustainable Development -The Role of NGOs and Clubs for UNESCO

## Développement durable - Le rôle des ONG et des clubs pour l'UNESCO



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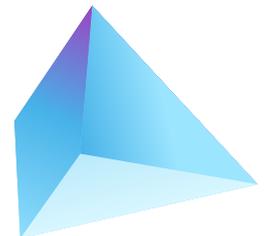
### Suggestions

**Abstract:** *Non-Governmental Organizations (NGOs) have a vital role to play. They provide valuable information and ideas, effectively advocate for positive change, provide operational capacity essential to the global governance process.*

*The network of UNESCO clubs around the world and / as well as other NGOs can make positive contributions in the process of sustainable development. They are in a position, in conjunction with their governments, respectively National Commissions for UNESCO, to provide strategic advice on priority issues and sustainable development objectives which fall directly under the Organization's mandate.*

**Résumé:** *Les Organisations non gouvernementales (ONG) ont un rôle vital à jouer. Elles fournissent des informations et des idées précieuses, plaident efficacement en faveur d'un changement positif, fournissent une capacité opérationnelle essentielle au processus de gouvernance mondiale.*

*Le réseau des clubs UNESCO dans le monde et/ainsi que d'autres ONG peuvent apporter des contributions positives dans le processus de développement durable. Ils sont en mesure, en lien avec leurs gouvernements, respectivement les commissions nationales pour l'UNESCO, de fournir des conseils stratégiques sur des questions prioritaires et des objectifs de développement durable qui relèvent directement du mandat de l'Organisation.*



Les Organisations non gouvernementales (ONG) ont un rôle de plus en plus vital à jouer. Les ONG participent de manière vitale au système international. Elles fournissent des informations et des idées précieuses, plaident efficacement en faveur d'un changement positif, fournissent une capacité opérationnelle essentielle au processus de gouvernance mondiale. On dit que les ONG ont un impact sur le développement durable. Le monde que nous connaissons est en train de changer. Nous vivons une époque de transformation fondamentale. Nous vivons dans un monde que nous connaissons et qui a façonné notre façon de penser. La transformation est un changement profond et fondamental, altérant la nature même. Le changement transformationnel est à la fois radical et durable. La connectivité mondiale change le processus économique, politique et social, ainsi que chacun de nous personnellement. À bien des égards, nous vivons dans un monde plus désordonné. Considérez l'impact des communications sur les personnes et les institutions. Cela a radicalement changé avec Internet, les smartphones et les médias sociaux. Les citoyens politiquement actifs du monde entier croient maintenant qu'ils peuvent changer les choses, et ils le font. Ceux d'entre nous qui travaillent pour le changement social progressiste croient que notre société a besoin de transformation.

Chaque pays a plus que jamais besoin d'une garantie pour son développement, d'une stabilité et d'une croissance économiques durables, d'une identification des priorités nationales du pays et de la création des conditions de leur réalisation à moyen terme, en surmontant le problème de la pauvreté. L'humanité sera également confrontée à d'autres défis de taille, tels que la protection des droits et libertés de l'homme, en assurant une répartition juste et équitable des bénéfices de la transition technologique, du développement vert et durable de la planète. Le monde cherche péniblement son nouvel équilibre dans un processus complexe de destruction et de construction, en opposition à l'ancienne mentalité de domination par l'agression, la peur et l'obéissance.

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Le développement durable est le paradigme primordial des Nations Unies. Le concept de développement durable a été décrit par le rapport de la Commission Brundtland de 1987 comme « un développement qui répond aux besoins du présent sans compromettre la capacité des générations futures à répondre aux leurs.

Historiquement, le terme « durable » est apparu parmi les personnes ayant des préoccupations environnementales, et la plupart des documents et des instruments d'évaluation reflètent cet accent. Cependant, il est de plus en plus reconnu que la durabilité ne peut être atteinte sans aborder les questions de justice sociale. Il ne peut y avoir de communautés et d'institutions durables sans justice sociale. De même, la considération humaine envers l'ensemble de la communauté de vie est un élément essentiel d'une véritable durabilité. Une institution engagée dans la durabilité devrait aider les gens à comprendre les racines des injustices d'aujourd'hui et les motiver à rechercher la justice et l'humanité en pleine intégration avec la compréhension des racines de la dégradation de l'environnement et la modélisation de pratiques écologiquement durables.

La durabilité est une vision du monde dans laquelle les humains actuels et futurs sont raisonnablement en bonne santé ; les communautés et les nations sont sûres, pacifiques et prospères ; il y a des opportunités économiques pour tous ; et l'intégrité de la biosphère vitale est restaurée et maintenue à un niveau nécessaire pour rendre ces objectifs possibles. Les quatre dimensions de la durabilité doivent être prises en compte pour réaliser cette vision.

Le développement durable nécessite une approche intégrée qui prend en considération les préoccupations environnementales ainsi que le développement économique. Les objectifs de développement durable forment le cadre pour améliorer la vie des populations du monde entier et atténuer les effets dangereux du changement climatique fabriqués par l'homme.

La durabilité " implique que les activités critiques d'une institution sont (au minimum) écologiquement saines, socialement justes et économiquement viables, et qu'elles continueront de l'être pour les générations futures. société socialement juste. L'institution fonctionnerait comme une communauté durable, incarnant une consommation responsable de nourriture et d'énergie, traitant ses divers membres avec respect et soutenant ces valeurs dans la communauté environnante. Il est important de renforcer le rôle des Organisations non-gouvernementales: Partenaires pour le Développement durable.

Les organisations non gouvernementales (ONG) ont joué et jouent un rôle majeur dans la promotion du développement durable aux niveaux national et international. Les ONG ne concentrent pas seulement leurs énergies sur les gouvernements et les processus intergouvernementaux. La société civile est devenue une partie prenante essentielle dans les processus de prise de décision environnementale et un partenaire précieux dans la mise en œuvre et le suivi des politiques environnementales aux niveaux local, national et mondial. Lorsque leurs capacités sont suffisamment développées, les organisations de la société civile (OSC) et les organisations non gouvernementales (ONG) peuvent fournir une assistance technique aux communautés et soutenir les programmes d'environnement et de développement au niveau local, tout en fournissant des recommandations politiques aux gouvernements locaux et nationaux et en facilitant la communication. entre le gouvernement et les acteurs locaux.

Ils ont la tâche et la responsabilité de clarifier et de rendre compréhensible le paysage mondial des 17 objectifs de développement durable et ce que cela signifie pour les ONG travaillant au niveau local et international. Les ONG ont un rôle spécifique dans leur développement

communautaire. Le secteur à but non lucratif peut et doit mettre en œuvre les ODD dans le cadre de ses principaux domaines programmatiques existants.

Les domaines d'intervention et les actions des ONG sélectionnées sont de remplir leurs missions telles que l'éradication de la faim chez les enfants, la promotion de la santé pour tous, l'amélioration des taux d'alphabétisation, la lutte contre le changement climatique et plus encore.

Les clubs, associations et centres UNESCO ont la capacité d'user de leur influence et d'avoir un impact sur la société. Étant donné qu'elles bénéficient de la confiance du public, elles peuvent organiser ou accueillir des conférences en partenariat avec la société civile, avec d'autres ONG.

Les clubs UNESCO ne sont pas censés résoudre tous les problèmes liés à l'état actuel de notre planète. Mais avec la confiance et le soutien du public, y compris le partenariat, ils sont responsables envers nous de leur influence afin qu'à terme, nous puissions être plus nombreux à jouer nos rôles respectifs pour sauver le monde pour les générations futures.

Le réseau des clubs UNESCO dans le monde et/ainsi que d'autres ONG peuvent apporter des contributions positives à un certain niveau dans le processus de développement durable. Ils peuvent apporter des contributions précieuses, ce que pourraient faire les organisations non gouvernementales. et contribuent à la promotion du développement durable grâce à leur expérience, leur expertise et leurs capacités bien établies et diversifiées,

De s'associer à l'UNESCO, avec d'autres organisations qui construisent déjà une traction et des bases solides pour atteindre l'objectif, pour aider la communauté des marques durables à construire les partenaires les plus forts et les plus efficaces. Ils sont en mesure, en lien avec leurs commissions nationales respectives pour l'UNESCO, de fournir des conseils stratégiques sur des questions prioritaires, de participer ou de soutenir des groupes de travail, qui apportent des apports techniques et des recommandations.





