



RCE
Belarus



Educational support of Sustainable Development Goals (Belarusian Vision)

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1. Sustainable Development – Education

- ❖ Sustainable Development (SD) is an ongoing comprehensive social process of change that makes it possible both to protect the current generations quality of life and to secure future generations life options;
- ❖ SD is universally recognized as the way to improve individuals opportunities and achieve social prosperity, economic growth and environmental integrity;
- ❖ SD is thus a comprehensive concept for modernizing living and working patterns in the 21st century [1]

SD is a holistic and continuous social and cultural innovation

«Political agreements, financial incentives or technological solutions alone do not suffice to grapple with the challenges of sustainable development» [2]

Knowledge / Human Potential are leading factors for ensuring the efficiency of economies, countries security and their innovative transformations

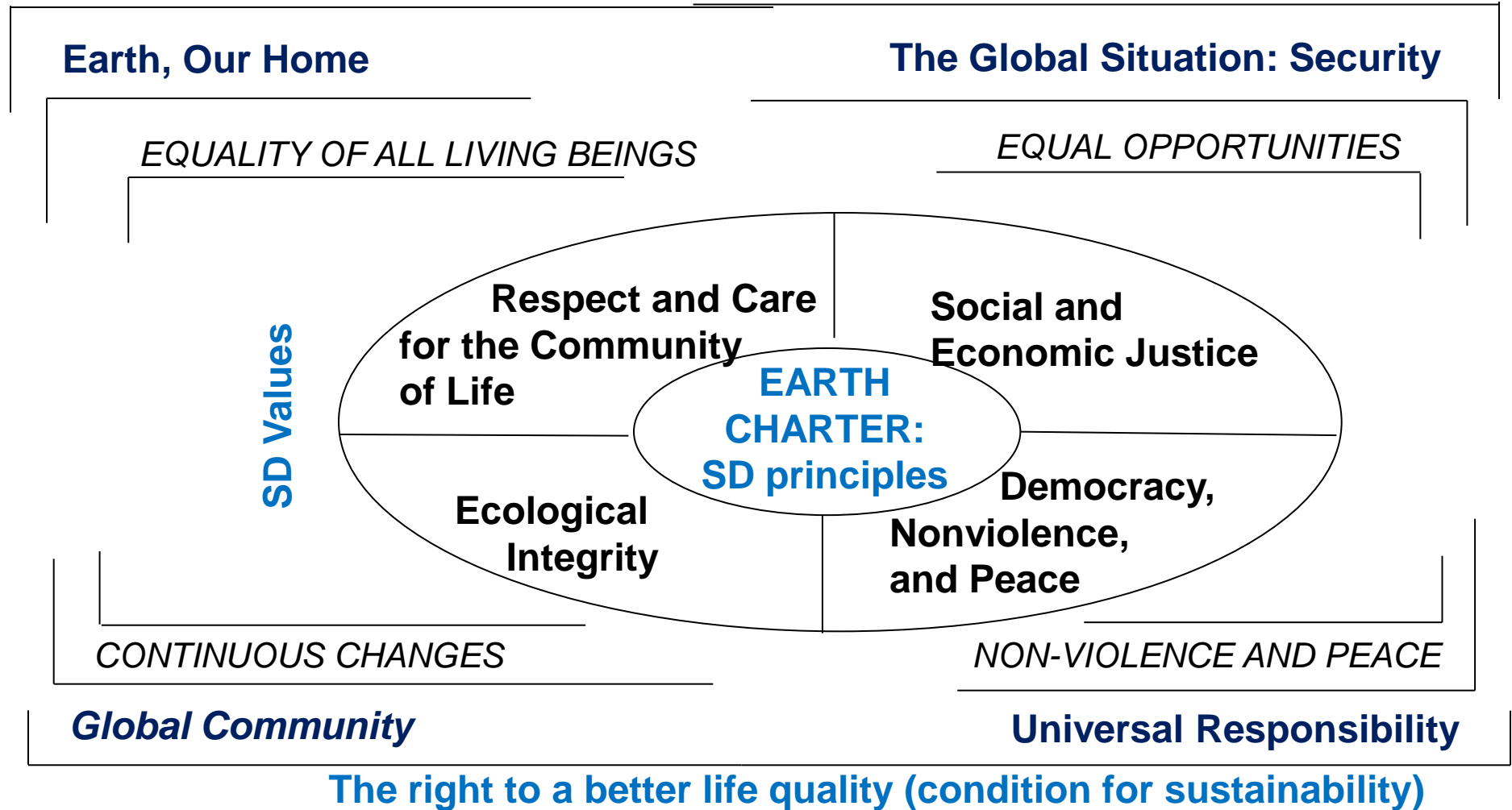
[1] Education for Sustainable development: 'Images and Objects Toolkit' / THE CONSUMER CITIZENSHIP NETWORK (CCN): HEDMARK UNIVERSITY COLLEGE, 2008 – p. 5

[2] UNESCO Roadmap for Implementing the Global Action Programme on Education for Sustainable Development, 2014 – p. 8



Sustainable development -
THE SITUATION OF LIFE IN THE FRAMEWORK
OF CONTINUOUS CHANGES:
ACTION OF NEW CULTURAL STANDARDS
(the holistic and continuous social and cultural
innovation)

Fundamental changes in value systems



Science Shop: the tool for integration of education and sustainable development



PARTNERSHIP NETWORK OF
SUSTAINABLE DEVELOPMENT SCHOOLS

Context: ESD in Belarus



Local
School's
Agenda – 21



ПАРТНЕРСКАЯ СЕТЬ
ШКОЛ УСТОЙЧИВОГО РАЗВИТИЯ

≥ 200 schools

Sustainable Development Schools:

- the organization of education practices for SD
- implementation of SD principles to schools' lifestyle and regional activities
- active research for a identification and resolution of complex of environmental, economic and social problems in the regions
- improvement of life quality in families, communities and regions

2008 – 2012



Education for Sustainable Development Association:

Context: ESD in Belarus



ПАРТНЕРСКАЯ СЕТЬ
ШКОЛ УСТОЙЧИВОГО РАЗВИТИЯ



EDUCATION FOR
SUSTAINABLE DEVELOPMENT
ASSOCIATION

2014 – 5 members

**ESD Association mission is the integrated
support of educational initiatives for
sustainable development**



2018



Context: ESD in Belarus

schools&NGOs are Regional ESD Resource Centers

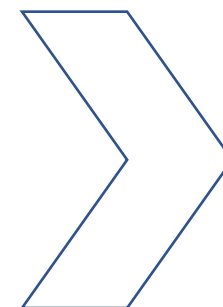
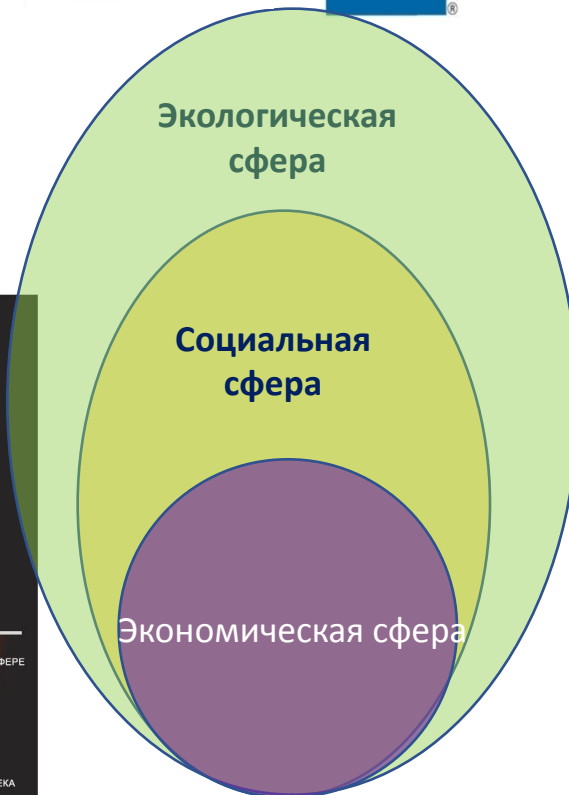
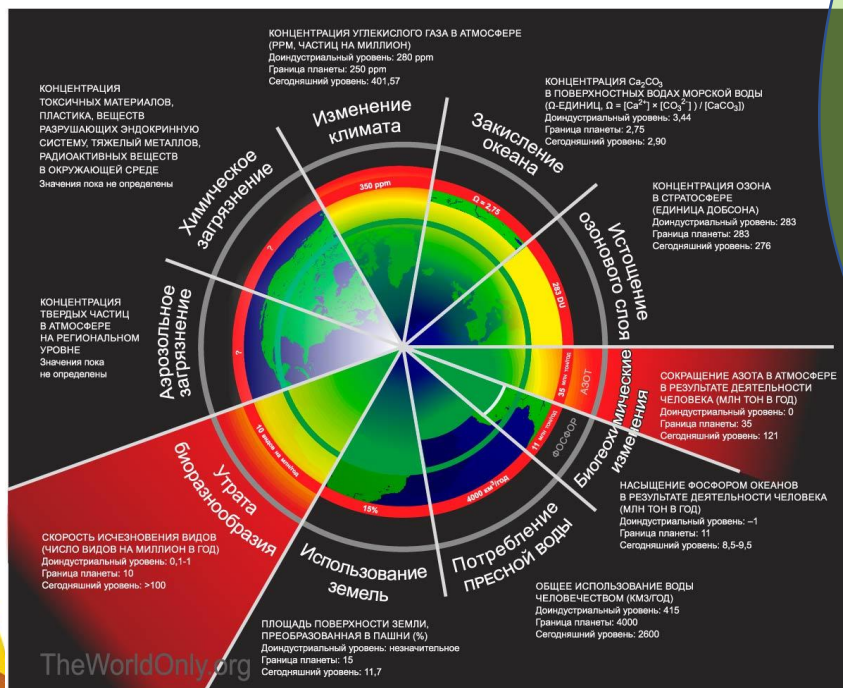


- **accumulation and creation** of new ESD resources
- **improving and expanding** youth and adult activities for regional SD
- **promoting SD values and organization** of ESD practices for all generations
- **joint research with stakeholders** for a complex of environmental, economic and social problems in the region
- **support of population groups inclusion** in the regional SD processes
- **networking support**, establishing and expansion of regional partner networks





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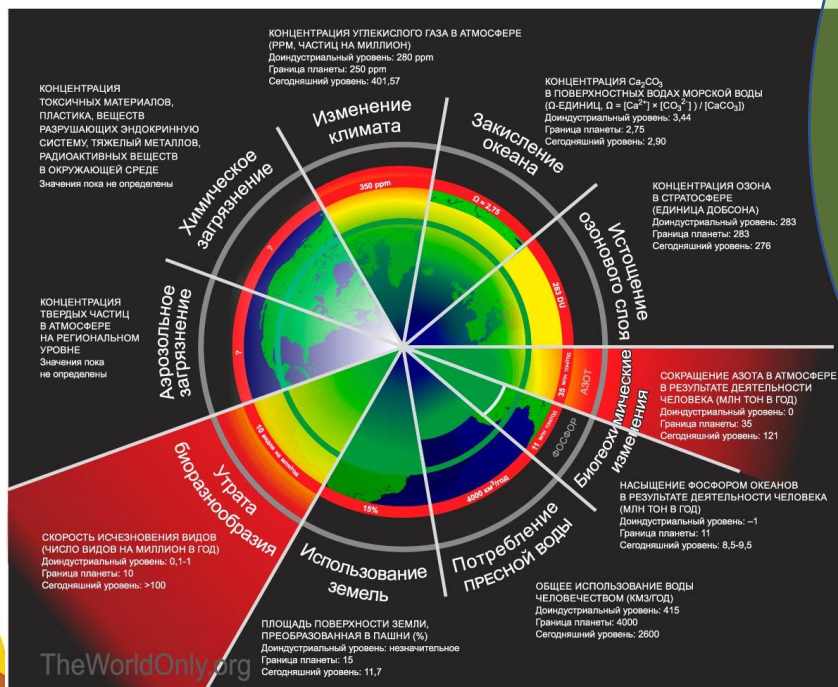
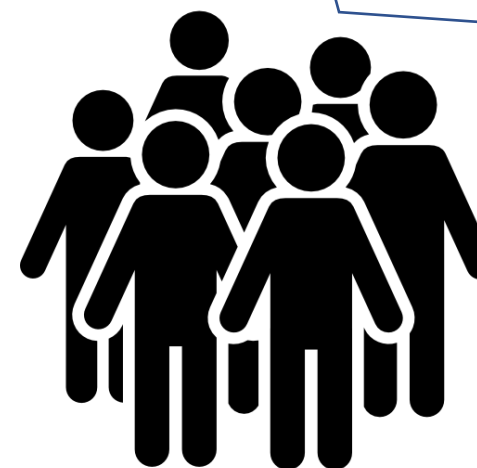
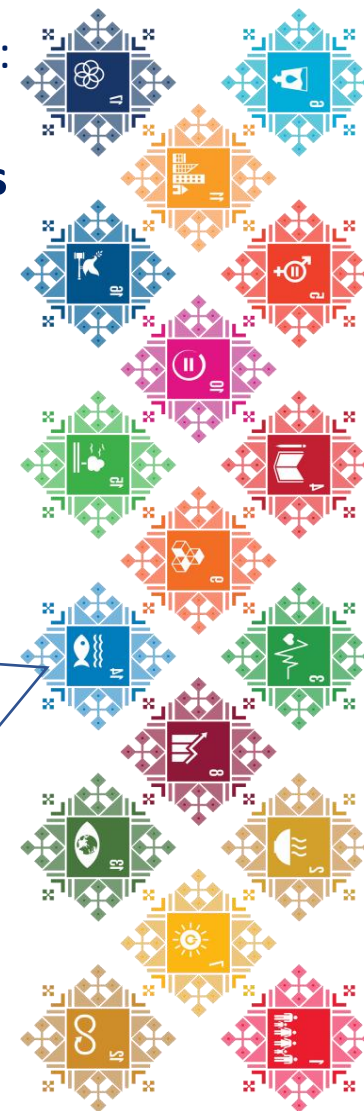


Transforming our world: the 2030 Agenda for Sustainable Development (Agenda – 2030)





Agenda – 2030 (2015): 17 Sustainable Development Goals (SDGs)



**THE PEOPLE OF THE SD ERA
are THE MAIN RESOURCE
OF THE SDGs ACHIEVEMENT**

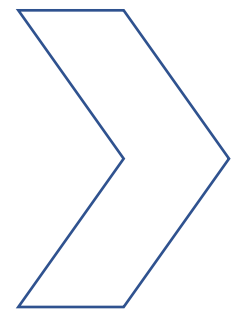


- # **Learning to know** – ability to get a wide range of general knowledge with the possibility of in-depth study of a limited number of subjects
- # **Learning to do** – ability to navigate in different situations and work in a team acquired along with professional skills
- # **Learning to be** – ability to act largely independently, based on one's own judgments and personal responsibility: personal growth and development
- # **Learning to live together** – ability to understand other people and appreciate the diversity



Responsible for the word and action

- Agrees*
- Aspires*
- Does and affects*
- Learns*
- Explores*
- Doubts*



A responsible person of partnership relations





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ЦЕЛИ
УСТОЙЧИВОГО РАЗВИТИЯ В
БЕЛАРУСИ

EDUCATION FOR SUSTAINABLE DEVELOPMENT IS THE KEY MECHANISM OF THE SUSTAINABLE DEVELOPMENT GOALS ACHIEVING

INTEGRATED CONTENT is the key difference
between ESD and environmental education for sustainable development
it includes

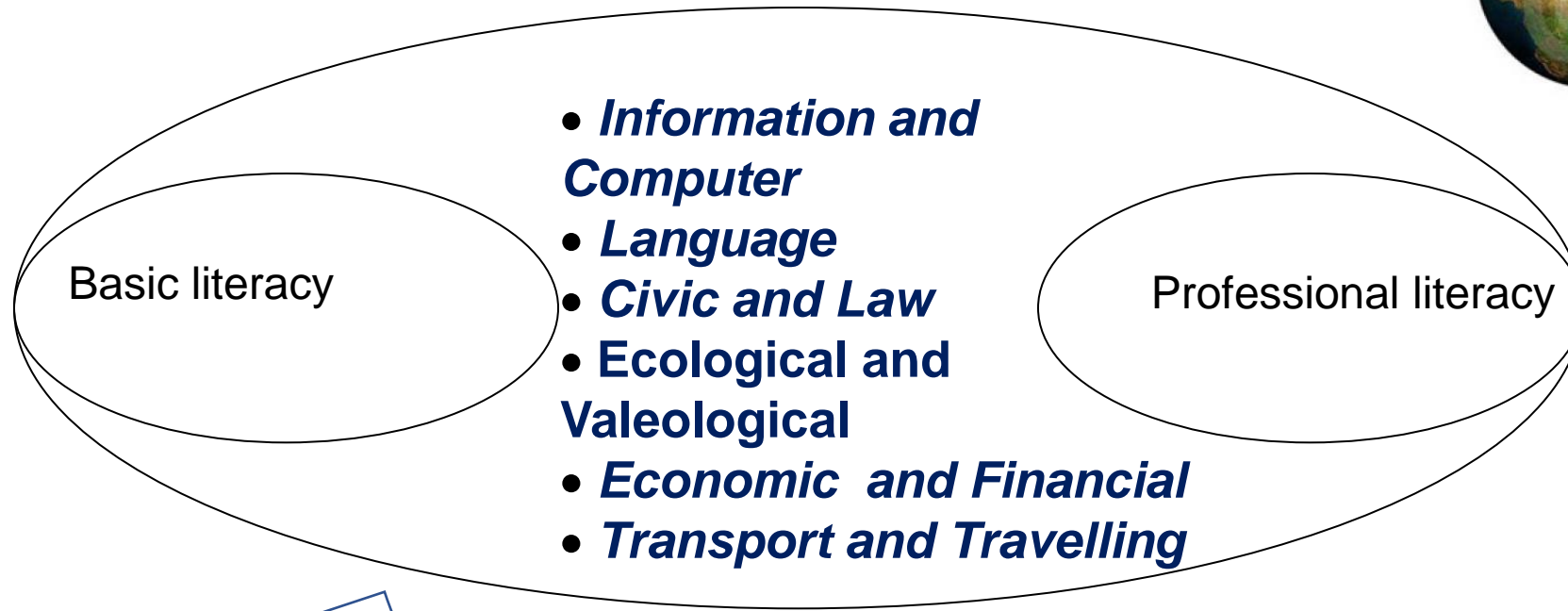
- ✓ **ecological component** - *ensures the development of ecological culture in society;*
- ✓ **social component** - *contributes to the establishing of an active citizenship of each person, ensures security and improves the quality of life of the country population;*
- ✓ **economic component** - *contributes to the sustainable development as a resource for economy governance*



The ESD aim is to empower individuals to participate actively in shaping an ecologically sustainable, economically efficient and socially just environment, while remaining mindful of the interconnectedness between the local and global dimensions [1]

[1] Education for Sustainable development: 'Images and Objects Toolkit' / THE CONSUMER CITIZENSHIP NETWORK (CCN): HEDMARK UNIVERSITY COLLEGE, 2008 – p. 5

Sustainable development is the holistic and continuous social and cultural innovation – THE LIFE IN SITUATION OF NEW CULTURAL STANDARDS



1995

**Functional literacy
(universal for the civilization)**



2000



**EDUCATION FOR SUSTAINABLE DEVELOPMENT IS THE KEY MECHANISM
OF THE SUSTAINABLE DEVELOPMENT GOALS ACHIEVING**

Goal 1. End poverty in all its forms everywhere

Goal 2. End hunger, achieve food security and improved nutrition and promote sustainable agriculture

Goal 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all

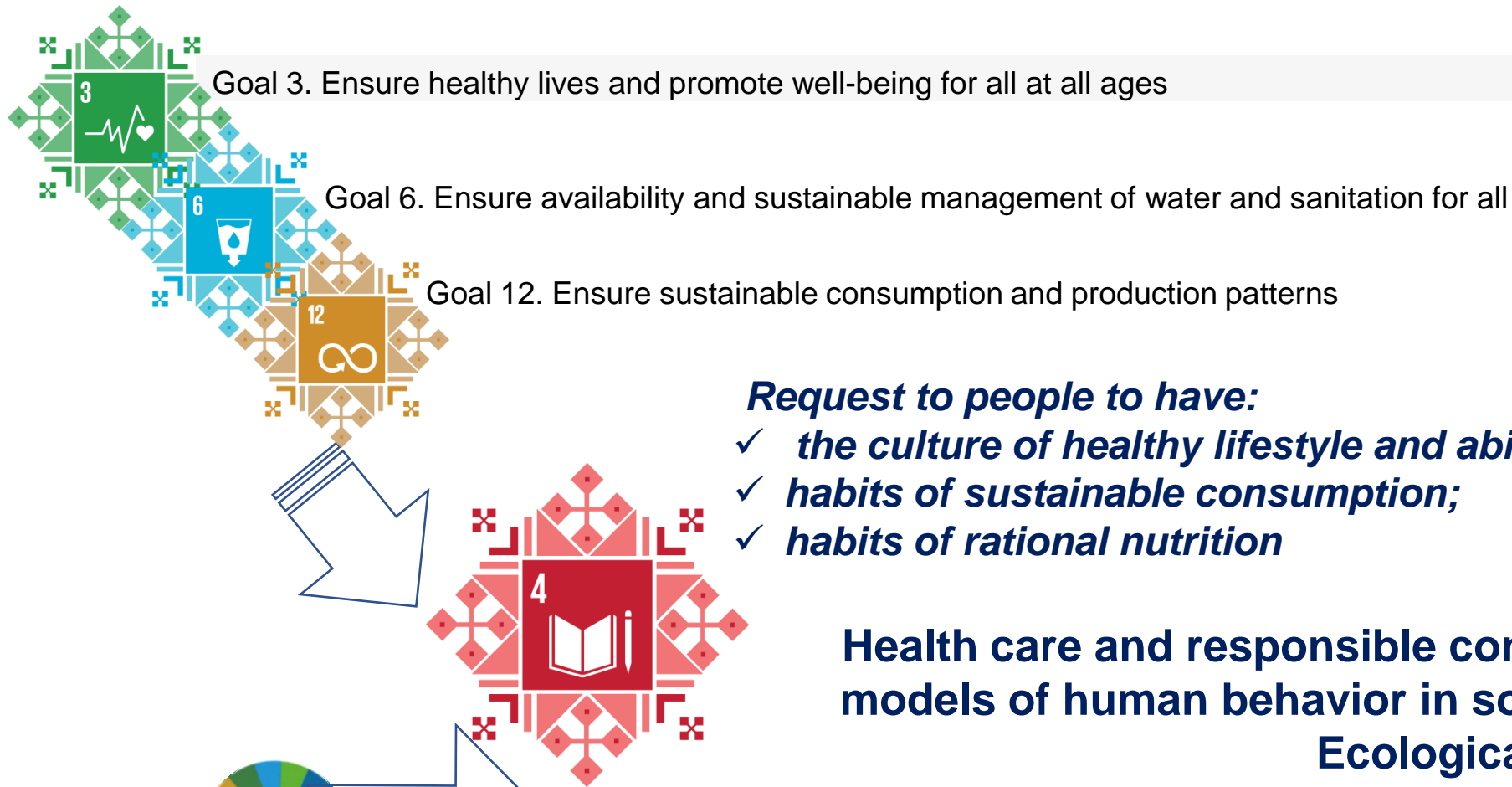
Request to people:

- *to accept the personal responsibility for himself, his / her life, well-being;*
- *to have the ability to count, see, present consequences;*
 - *to make "Museum named after me"*

**Worldview, personal values and attitudes,
appropriate to values and ideas of
sustainable development**



**SDGs –
Education**





Goal 7. Ensure access to affordable, reliable, sustainable and modern energy for all

Goal 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all

Goal 11. Make cities and human settlements inclusive, safe, resilient and sustainable

Initiative: support of children and adult research activities and initiatives for local communities SD;

Innovation: do not give ready-made recipes;

Normative base: care and save are becoming profitable

People need

- *to organize of an energy-efficient way of life;*
- *to cultivate an enterprise, financial literacy;*
- *to have the ability to count and manage resources
(Economic culture and entrepreneurship)*

Experience of acting as an agent of change for local communities SD, key competency



Goal 13. Take urgent action to combat climate change and its impacts

Goal 14. Conserve and sustainably use the oceans, seas and marine resources for sustainable development

Goal 15. Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss

Conditions

Eco-friendly environment as a framework for life and the educational process;
The personal experience in developing, implementing and describing SD initiatives (in life, educational institution and the local community)

People need

- *to facilitate the reduction of personal ecological footprint;*
- *to have the associative thinking as type of thinking on the basis of regularities not only of the logical-conceptual series;*
- *to form the green competencies and habits*



Ecologically responsible behavior



SDGs –
Education

Goal 17. Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development

Conditions

Organization of the co-creation process as the key factor of the community life;
Cultivation of empathy and communication in interpersonal relationships;
Inclusion in international cooperation and partnership in solving global problems

People need to have

- *the Global Citizenship competences;*
- *the social competency and ability to work in a team (build constructive communication, maintain long-term contacts based on respect for the position and culture of the Other);*
- *the experience in the joint solution of non-standard problems, optimism and pleasure from working together;*
- *the practice of "peer education" in the promotion of own initiatives;*

The practice of intercultural diversity and long-term partnership, joint pooling resources in action

The SDGs are an educational challenge for everyone

Goal 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

SD is a holistic and continuous
social and cultural innovation :

IT'S THE SITUATION OF LIFE
IN NEW CULTURAL STANDARDS ACTION

SD world outlook, personal values and attitudes

**Ecologically responsible behavior (as a habitual model
of human behavior in society and in everyday life)**

**Active lifestyle and vital position, citizenship, honesty,
functional literacy and key competence**

**Personal experience of solving own and socially
important tasks, effective resource management,
intercultural interaction and long-term partnerships**

**Emotional inclusion and active participation in the
activities for local communities SD**



Education
- SDGs



ESD opportunities for SDGs

Educational resources for SDGs support



Postgraduate and adult education – to provide lifelong access to all types of education in order to meet the evolving educational needs and demands

University education – establishing new professional competencies of specialists that promote innovative and safe development of economy, society and countries

Vocational education – training of personnel corresponding to the needs of the "green economy", capable to do the "green steps" at all levels of existing systems and activities

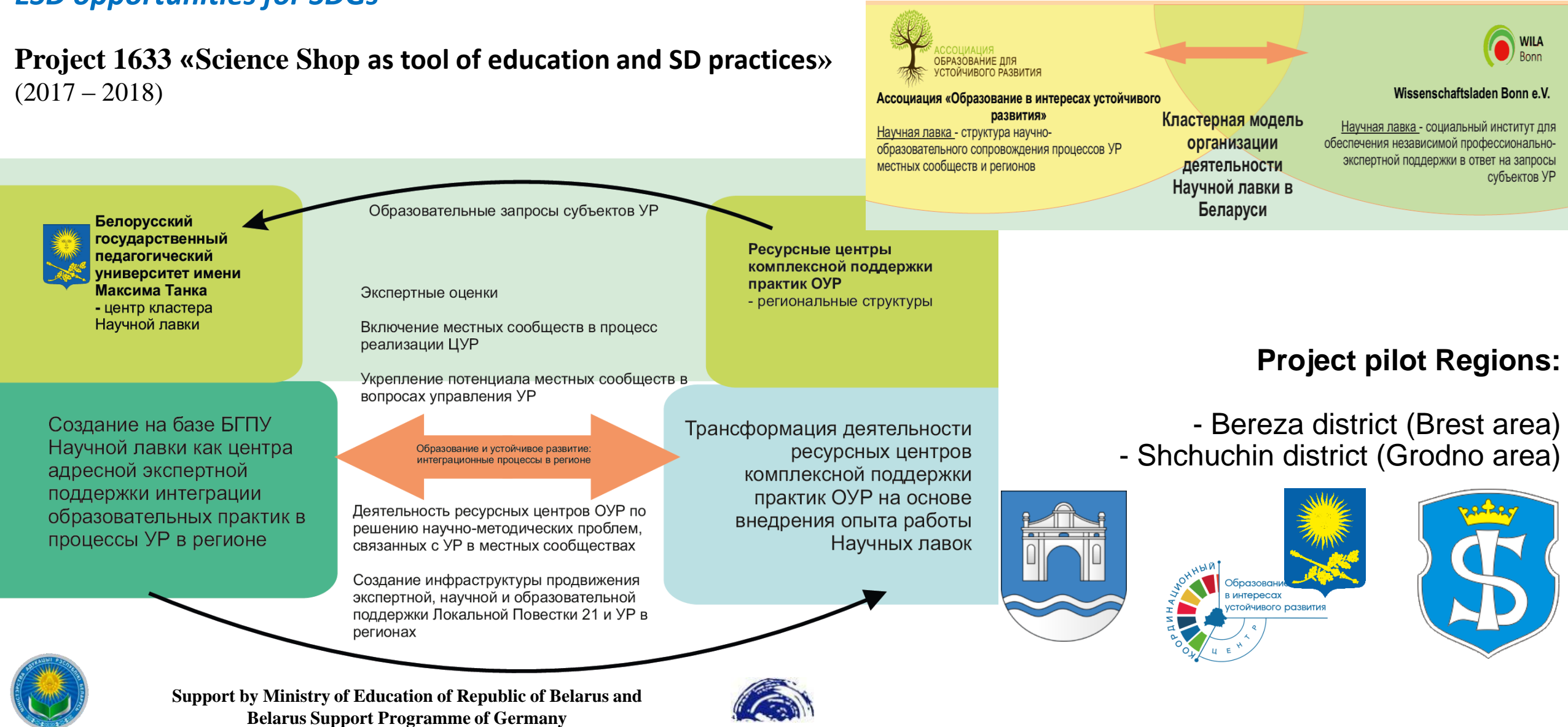
School and additional education of children and young people – the development of a person who accepts the SD values, who knows the own self and others, who shares the "universal responsibility" principle and cares for the community of all living beings

Pre-school education - the building of eco-friendly behavior habits of a growing person

Informal education - assistance to the self-development of subjects by decision-taking situations, arising in their activities and life, as well as the meeting of educational needs of people

ESD opportunities for SDGs

Project 1633 «Science Shop as tool of education and SD practices» (2017 – 2018)





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**Educational support of Sustainable Development Goals:
Belarusian Vision**

