



BELARUSIAN-GEORGIAN EXPERT REVIEW:

“Localization of the SDGs and education: role, methodology and research”

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PROBLEMS AND CHALLENGES OF RUSTAVI MUNICIPALITY



There is no properly institutionalized dialogue platform that would facilitate the joint development of a strategic vision and action plan for the sustainable development of the city and the engagement of different sectors in this field.



People are slightly aware of what the authorities are doing within the framework of sustainable development and cannot be involved in it.



Air pollution is one of the main challenges in the Rustavi Municipality because the city is industrial. Construction is quite chaotic, and it does not add attractiveness of the city. The cycling infrastructure is not well developed.



Not enough qualified personnel for the new challenges of the time. Institutions and organizations work for themselves, but not in partnership with others

BACKGROUND

The key to the success of localizing the SDGs is knowledge and technology, which also depends on the success of the local education system and national and international education providers. Their unified action provides the basis for sustainable change and determines the readiness of local communities for viable innovations. Introduction 6 This review explains the importance of creating a system of educational support and accompaniment for local SDG localization processes, presents a model of how this can be achieved, developed and tested in the municipality of Rustavi by an international team of experts, and provides examples of how this can be organized at the local level.

→ IMPORTANT

The residents see many educational challenges in the current situation, which are also in their hands: the assets of different actors of sustainable development available in the city can become educational resources both for different generations of residents and for organizers of city life, producers and decision-makers



PRIORITY AREAS

While ensuring the increasing role of education as a leading mechanism for localizing the SDGs, a system of educational support and accompaniment is needed at the local level, through the widespread organization of education for sustainable development practices for all. To implement these processes at the local level, it is necessary to create an accessible information and education space and infrastructure that connects:

- local actors interested in improving the quality of life, taking initiatives and working towards their implementation in partnership with other local community actors;
- local and partner providers of formal and non-formal education, consultancy and research and methodological support, sharing the values of sustainable development and working on the basis of integrating ESD principles into their educational programs;
- enabling all of them and the territory as a whole to engage “in real time” with global processes and phenomena in other countries and the international community as a whole.



Incorporating ESD principles into education and sustainable development processes will strengthen the leadership role of local governments and different education and sustainable development stakeholders, fostering their integration, participatory governance and transforming local development policies based on localized SDGs.



Special attention should be paid to the position of children and young people. It is important to strengthen their contribution to these processes when organizing a system of educational support and educational accompaniment for the local localization of the SDGs. Acknowledging young people as key actors in local sustainable development issues and related decision-making processes will enable them to be recognized as leading agents of change, capable of overcoming stereotypes, generating new ideas and taking on the role of educators and advisers to other groups in promoting the values and goals of sustainable development in everyday life, both their own and those of the local community as a whole.

Full text of the review:



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