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

LOCALIZING THE SDGs

german cooperation DEUTSCHE ZUSAMMENARBEIT

IBB Internationales Bildungs- und Begegnungswerk

LAG 21 NETZWERK NACHHALTIGKEIT NRW

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The Review includes materials and proposals, provided by other Belarusian experts.

Belarusian-Georgian Expert Review focused on analyzing and justification the importance of creating a system of educational support and accompaniment for local SDG localization processes, on the demonstrating a model of how it was achieved, developed and tested in the municipality of Rustavi by an international team of experts, and the description of how this can be organized at the local level.

Conclusions and recommendations of the Review are addressed to the policy-makers, municipal and community leaders, experts in adult and youth education system and NGOs in Georgia and Belarus as well as in other Eastern European countries.

Belarusian-Georgian Expert Review: Localization of the SDGs and education: role, methodology and research / Sofia Savelava, Alena Kazyra, Pavle Tvaliashvili, Vilal Zhukovich, Inga Paichadze, Tamar Kapanadze, Aneli Chkhartishvili. – Dortmund-Tbilisi. 2023. - 80 page. – URL: https://ibb-d.org/

CONTENT

INTRODUCTION

SDGs localization is a priority for building a sustainable world as the basis for the implementation of the Agenda-2030 key provisions at the countries and local levels. SDGs localization has a lot of attention in the Eastern Partnership countries, but each country has its own dynamics, experience, and achievements in this.

Localization of the Sustainable Development Goals is also a key topic for the envisaged German-Georgian-Belarusian cooperation. A particular focus here is the localization of the SDGs at the sub-national level, i.e., at the level of municipalities. An important aspect of the SDGs localization is the desire of local communities to overcome uniformity: they care about ensuring a successful future for themselves without losing their identity and character. The key to success here is knowledge and technology, the establishment of which also depends on the success of the local education system and providers. Their unifying activity provides the basis for the sustainability of change and determines the readiness of local communities for viable innovation.

Knowledge in this connection acquires a new purpose - it becomes regionally specific. The knowledge that appears in a particular territory and is retained in it becomes the "keeper" of regional specificities. In order to stimulate the "production" of such knowledge, it is necessary not just to increase the efficiency of the educational system, but rather to integrate education and teaching into all the processes taking place at the local levels for sustainable development.

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.

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.

1. EDUCATION – THE LEADING MECHANISM FOR LOCALIZING SDGS AT THE LOCAL LEVEL[1]

1.1 LOCALIZATION OF SDGS AT THE LOCAL LEVEL: RELEVANCE AND SUBSTANTIVE CONTENT OF ACTIVITIES

Agenda 2030 "Transforming our world: the 2030 Agenda for Sustainable Development"[2] is a framework for action by all countries, the United Nations system and other development actors to strengthen global peace. Agenda 2030 is a universal document that is transformative: based on the principles of respect for human rights for the protection and prosperity of our planet Earth in an open and free environment.

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1 Developed on the basis: Savelava S., Kulik V. Localizing the SDGs: the role and potential of education // Belarus and the world. – № 3. – Konin, 2023. – P. 170–195.

2 Transforming our world: the 2030 Agenda for Sustainable Development (Agenda – 2030) [Electronic resource]. Access date: 25.02.2023.

Agenda 2030 was developed taking into account the main provisions of the outcome document «The future we want» of the UN Conference on Sustainable Development RIO+20 (Rio de Janeiro, 20-22 June 2012)[3]. The document identifies the main areas of common concern that are critical to the consolidation of world peace, the elimination of extreme poverty and the reduction of inequality: people, the planet, prosperity, peace and partnership (figure 1).

In line with these areas, Agenda 2030 articulates the Sustainable Development Goals (SDGs), the central mechanism for implementing an ambitious program to ensure the sustainability of the life of the global community.

Figure 1: Areas of critical importance for sustainability
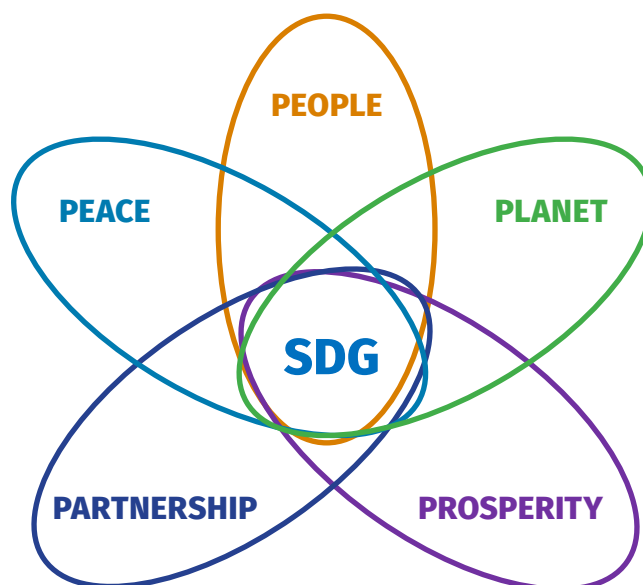
3   The future we want. RIO+20 Summit outcome document [Electronic resource]. Access date: 25.02.2023.

4   2030 Agenda for sustainable development [Electronic resource]. Access date: 25.02.2023.

5   Transforming our world: the 2030 Agenda for Sustainable Development (Agenda – 2030). [Electronic resource]. Access date: 25.02.2023.

Agenda 2030 is addressed to global actors and all local communities, calling on everyone to take bold and effective measures to move towards a sustainable and flexible world. The document goes beyond everyday rhetoric and contains a clear call for particular actions for people, the planet and shared prosperity[4].

Create the necessary conditions in all communities and territories for the implementation of the global program – a special area of concern for local authorities, together with civil society.

In this context, the SDGs are 17 universal, interrelated and indivisible requirements for implementing the key provision of Agenda 2030: no one should be left behind.

And while in all development contexts, for all countries and territories, the Sustainable Development Goals and their related 169 targets are actual **commitments by governments to contribute to the overall effort towards sustainable development**, regardless of context, time, income level and development[5]. The driving force for sustainability at any level of development is coordinated actions by people, organizations and structures to improve the quality of life both for themselves and their communities, and for the wider world. Accordingly, "all individuals and societies must be equipped and em-

6 UNESCO roadmap for implementing the Global Action Programme on Education for Sustainable Development, UNESCO, Paris, 2014, p. 8. [Electronic resource]. Access date: 25.02.2023.

powered by knowledge, skills and values as well as be instilled with a heightened awareness to drive such a change"[6].

On the one hand, inclusive participation has a crucial role to play in ensuring the implementation of the 2030 Agenda processes at the local level, allowing people of the area to agree and express their position on the desired changes aimed at a comprehensive transformation of the de facto environmental, social and economic situation.

On the other hand, in local communities and regions, the embedding of local development processes into global processes and contexts can now have a major impact on improving the quality of life of everyone. In the context of the third decade of the twenty-first century - the midpoint of the global Agenda 2030 – localizing the Sustainable Development Goals is one of the keys to its success.

At its core, the localization of the SDGs is an effort to translate the global Sustainable Development Goals into the specific context and growth points of a particular territory for inclusive and sustainable development. It is an integrated practice that links different types of activities, people and structures at the same time and space to the implementation of key provisions of the 2030 Agenda at country and local levels.

On the one hand, the integrated development of local communities and territories around the SDGs is a cross-cutting process (i.e., it goes through all levels of governance) which enables the development actors organizing it to look at their familiar models and practices through the prism of global and national trends.

At the same time, by relating their image of the desired future to them, they can more accurately identify the key objectives of joint activities of people and organizations that are relevant for local (regional) spheres of joint care, which are crucial for ensuring sustainable development of the territory as a whole (Table 1).

Table 1. Key challenges of people working together in the context of localizing the SDGs

Decisive area	Key tasks
People	Ensure that all people can fulfill their potential in dignity, equality and a healthy environment
Planet	Strengthen the capacity of the territory, as an integral part of planet Earth, to meet the needs of present and future generations (protection against degradation, including through sustainable consumption and production, sustainable management of its natural resources and urgent action to combat climate change)
Prosperity	To bring people together to create the conditions necessary for all residents of the area to enjoy a prosperous and fulfilling life, and for economic, social and technical progress to take place here in harmony with nature

Decisive area	Key tasks
Peace	Understanding that there can be no sustainable development without peace and no peace without sustainable development, ensure that people, organizations, structures and communities are determined to create peaceful, honest and inclusive societies free from fear and violence
Partnership	To strengthen the inclusion of the Territory in global partnerships, based on a spirit of strengthened global solidarity among all countries, all stakeholders and all people, and focusing in particular on the needs of the poorest and most vulnerable populations

On the other hand, by localizing the SDGs, community actors can align their vision and development priorities with the global Goals, thereby identifying new (additional) ideas and perspectives for development. In this context, the localization of the SDGs is important in local development processes: it enables evolving communities and territories to successfully find points of intersection with potential partners who, regardless of their geographical location, have the same concerns. In addition, the practice of localizing the SDGs provides a de facto opportunity for local and regional communities to become direct actors in the global community through the use of international monitoring tools in describing the implementation of their vision of a desirable future.

KEY AREAS FOR LOCALIZATION OF THE SDGS AT THE LOCAL LEVEL

Localization of the SDGs in local communities and regions is a poly-process that takes place almost simultaneously in three main contexts: human resource development; transforming development management practices; and embedding sustainable development methodologies and principles into the business practices, business organization, processes and lifestyles of local communities.

SDG localization activities **in the context of individual and collective human resource formation and development** aim to empower people and their associations as full actors in sustainable development.

Development actors are "individuals or groups who share the philosophy of SD, who embrace the value of the Earth as a common home for present and future generations, who have strategic competencies and a culture of responsible organization of individual life practices within global civil society, who actively influence the processes and content of vital decisions made in their organizations and regions"[7]. In the situation of evolving communities and territories, it is the development actors, alone or in association with others, who become the ambassadors of sustainable change.

This direction of human empowerment is set by the essential characteristic of sustainable development as a systemic, global and continuous socio-cultural innovation, involving a way of life defined by new cultural norms[8]. This is why the idea of 'future orientation', which underpins human resource development, does not single out any particular category of inhabitants as key:

7   S. Savelava. The Subjectivity of the Participants of the Educational Process as a Factor in the Successful Practice of Education for Sustainable Development [in]: Social Knowledge and the Belarusian Society: Materials of the International Scientific-Practical Conference (to the 20th Anniversary of Sociology Institutionalization in Belarus and the 20th Anniversary of the Institute of Sociology of the NAS of Belarus) Minsk, 3 – 4 December, 2009 г. (Rus)/ edit. : Kotliarov (chief editor and others; NAS of Belarus, the Institute of Sociology of the NAS of Belarus, Law and economics, Minsk, 2009, P. 453–457, p. 454.

8   V. Abushenko. Integrated Transformation of Social Practices in the Information Society [in]: Education for Sustainable Development in Belarus: Theory O232 and Practice (rus) / under the scientific editorship of A. Zhuck, N. Koshel, S. Savelava, BSPU, Minsk, 2015, p. 16–27.

9 UNESCO roadmap for implementing the Global Action Programme on Education for Sustainable Development, UNESCO, Paris, 2014, p.14. [Electronic resource]. Access date: 25.02.2023.

10 Earth Charter [Electronic resource]. Access date: 25.02.2023.

understanding and adopting the values of sustainable development, acquiring systemic attitudes, positions and practices of environmentally and economically responsible human-citizens, directly influencing the choice of the development scenario of society in local and global contexts, requires the inclusion of residents of all generations in these processes.

The new «measure» of the possible choice of activity and habitual models of behavior for everyone becomes the grandchildren's orientation of their activity and grandchildren' transferability of joint actions. Accordingly, the development by residents and participants of communities of an environmentally responsible attitude towards their lives and activities, their own active life and civic position, and their involvement in the achievement of the SDGs at the local level (including in their daily lives) not only contribute to the socio-cultural transformation of local communities but also prove to be relevant tasks for both civil society and local government activities.

The solution to these tasks both locally and globally is directly linked to the development of educational practices for all generations (both substantively based on the values and principles of sustainable development and organizationally in the implementation of the educational doctrine of Education for Life – Long-Life Learning).

In this regard, the success of SDG localization is largely ensured by the integrated implementation of 2 interrelated strategies formulated in the UNESCO Global Action Program on Education for Sustainable Development in the territory:

"Strategic Objective 1: to reorient education and learning so that everyone has the opportunity to acquire the knowledge, skills, values and attitudes that empower them to contribute to sustainable development.

Strategic Objective 2: to strengthen education and learning in all agendas, programs and activities that promote sustainable development"[9].

Expected results of localizing the SDGs towards strengthening human resources for sustainable development: local people's understanding and acceptance of the values and goals of sustainable development; people, organizations and communities demonstrating in their ideas and actions a commitment to the SDGs in global and local contexts.

Indicators – the proportion of local people who understand and embrace the ideas and values of sustainable development (the Earth as our common home, global security and global responsibility) and who embody its principles (focus on care for the community of all life; ensuring ecological integrity; sustaining economic and social justice; fostering democracy, non-violence and peace) in their own lives and lifestyles)[10].

In the context of the transformation of local development management practices, localization of the SDGs takes the form of a political-administrative process aimed *at creating the institutional environment - the conditions and infrastructure necessary for the 2030 Agenda processes to meet the needs of the local community.*

The main factor of educational transformation at the local level is the desire of individuals and communities to live in peace, enhancing their own and others' security and the continuous improvement of the quality of life of everyone. In this context, localization of the SDGs becomes an important and fundamental mechanism for the design and implementation of a sustainable development strategy at the local level - the integrated existence of regionalization and globalization processes in the local situation, inherently associated with an increased influence on the situation by "hidden" actors of social governance and a reduced role of functioning administrative structures.

This is why the creation of the environment necessary for localizing the SDGs primarily involves the transformation of local policies - defining local development goals and objectives in line and aligned with global goals and national SDG indicators, and agreeing on rules and procedures for management decisions that are consistent with the values and principles of sustainable development.

A key condition for enhancing the sustainability of such objectives is broad participatory civil society/stakeholder engagement in policy and governance processes at the local level.

11 S. Savelava. The Subjectivity of the Participants of the Educational Process as a Factor in the Successful Practice of Education for Sustainable Development [in]: Social Knowledge and the Belarusian Society: Materials of the International Scientific-Practical Conference (to the 20th Anniversary of Sociology Institutionalization in Belarus and the 20th Anniversary of the Institute of Sociology of the NAS of Belarus), Minsk, 3 – 4 December, 2009 г. (Rus)/ edit. : Kotliarov (chief editor and others; NAS of Belarus, the Institute of Sociology of the NAS of Belarus, Law and economics, Minsk, 2009, P. 453–457.

12 S. Savelava. Ensuring inclusive participation in organizing education for sustainable development practices [in]: Education for Sustainable Development in Belarus: theory and practice (Rus) / under the scientific editorship of A. Zhuck, N. Koshel, S. Savelava, BSPU, Minsk, 2015, p. 199 – 204.

In its most general form, participation is a principled approach and a culture of people's involvement and/or cooperation in the management of different spheres of life. In this context, development management based on the localization of the SDGs at the sub-national level implies *a balanced interaction between local authorities and self-organizing associations of people, organizations and communities*.

Development actors are entailed building their personal philosophy, manifesting themselves in a new vision of quality of life, the content and nature of their activities as professionals involved in collaborative interaction, managing development processes based on sustainable development principles and engaging in local standard-setting processes[11].

The participatory engagement of civil society at the local level in political and governance processes implies legitimate opportunities for all community actors to directly influence decisions regarding the definition, use and mobilization of community resources (defining rules of engagement and procedures, leading ideas and development strategies, etc.). The inclusion of the individual (groups of people) in the processes of formulating and making vital decisions enables people to collaborate in a system of multi-stakeholder participation, taking responsibility in problematic situations as ambassadors of change[12]. However, in the processes of creating and supporting the SDG localization environment at the local level, the responsibility for implementing the decisions made – creating the conditions for compliance with agreed rules and procedures – lies primarily with the administrative bodies and structures. Civil society representatives in interaction with local authorities are expected to have the capacity and competence to be successful agents of change for sustainable development.

13 A. Kurilovich, S. Savelava. Berezovsky District Sustainable Development Strategy: From Document to Participatory Implementation Process [in]: Manual for the training course "Monitoring, Evaluation and Refinement of Local and Regional Sustainable Development Strategies (Rus), LAG-21 NRW, Dortmund, 2019, P. 39 – 44.

The formation of an institutional environment for the localization of the SDGs at the local level implies the creation of a set of conditions for:

1. **ownership** of the content of local development concepts and mechanisms for their implementation, as well as a sense of shared ownership of these SDG localization resources;

2. ensuring **partnership** between those involved in management decision-making, adoption and implementation (primarily managers, professionals and residents - adults and children);

3. establishing their own policies, supporting infrastructure and structures to support participatory processes for management decision-making and implementation - **Facilitative Policies and Structures[13].**

Expected results of localization of the SDGs towards the transformation of development management practices: implementation of key provisions of sustainable development in all documents, strategies and agendas related to territorial development; formation of a development management system in local authorities that is commensurate in content and structure with the main provisions of the 2030 Agenda and SDGs; creation of conditions and practices of participatory development management.

Indicators – strategic political commitment to sustainable development values and embedding SDGs in local-level governing documents; leadership of local authorities; strategic nature of SDG planning; integrated SDG planning; existence of stakeholder participation mechanisms in local SDG policy setting; establishment of public-state development governance bodies and structures; availability of information for sustainable development activities.

From the perspective of organizing local engagement focused on enhancing the sustainability of development processes, localization of SDGs is seen as a business process related to the formation and embedding of sustainable development (SD) practices of different purposes and scales: mobilizing local initiatives and joint actions aimed at quantitative growth and incremental "quality" of SD processes in the territory (both within and beyond the implementation of institutionalized local policies).

This question is related to the essence of the sustainable development phenomenon and the objectives of localization of the SDGs, which initially assume that any action in this direction, along with governments of all countries, includes not only local authorities, civil society and business representatives, but also residents themselves, changing their lifestyle towards greater sustainability, taking their socially significant initiatives and joining efforts with others. The creation in local communities and countries of the conditions necessary for such transformations of people, organizations and structures is a key task for local authorities who share the ideas of SD.

In localizing the SDGs, an important aspect is the aspiration of local communities to overcome the uniformity of globalization - to secure a successful future for themselves without losing their identity and character. Locally produced knowledge and ways of doing things are key factors here, and their embeddedness also depends on research processes linked to the transformation of formal education activities at the local level and the development

14 Citizen Science – science by and for the people [Electronic resource]. Access date: 03.03.2023.

of active education providers. These things together provide a basis for the sustainability of change and determine the readiness of local communities for viable innovations.

In this context, knowledge acquires a new meaning - it becomes regionally specific. The implementation of regional practices is supported by the knowledge that appears in a territory and is sustained there (including using the methods of "citizen science")[14]. In order to stimulate the "production" of such knowledge, it is necessary not just to improve the efficiency of the education system, but rather *to integrate teaching, research and education in all processes taking place at local and regional levels for area-based development.*

The effectiveness and efficiency of SD practices implemented at the local level can be ensured through targeted (solution-oriented by specific actors) educational, scientific, scientific-methodological support, mutual learning and intersectoral partnership. **Operational and future-oriented support to development actors here implies:**

⚑ the formation of a system of incentives and research and educational support for local initiatives, ensuring the competent participation of their authors in the processes of developing and implementing ideas aimed at improving the quality of life for everyone;

⚑ creating a system of educational services accessible to citizens and organizations, bringing together providers of formal, non-formal and informal education linked in their activities to transform both the attitudes and creativity of people, develop their knowledge and innovation potential, independence, and the ability to partner and make responsible decisions in cooperation with other people and stakeholders.

The ideal results of localization of the SDGs towards the incorporation of the methodology and principles of sustainable development into the business practices, organization of affairs, processes and lifestyles of local communities: development of local cross-sectoral cooperation and interregional collaboration; manifestation and development of local citizen science research initiatives; formation of local sustainable development initiatives and practices in local communities which are replicable and in demand in other municipalities.

Indicators: number of SD practices and SD initiatives manifested and implemented at the local level by multidisciplinary initiative groups; involvement of representatives of the research community in the processes of formation and implementation of local initiatives; involvement of the local population in SD practices; effectiveness and productivity of SD practices in the processes of socio-cultural development of the territory; an increasing number of entrepreneurs engaged in environmentally responsible business; a number of partners and joint projects and programs;

1.2. EDUCATION FOR SUSTAINABLE DEVELOPMENT FOR ALL – A METHODOLOGY FOR ENABLING LOCALIZATION OF SDGS AT THE LOCAL LEVEL

In addition to the problems of the development of administrative and management practices, the main limitation of the processes of localization of the SDGs at the local level is the capacity of people and organizations to be subjects of development (responsible agents of influence on the processes of changing the existing situation and organizing the activities of social institutions). Education is the sphere of human activity that enables people to transform their vision, activities, everyday practices and habitual patterns of behavior throughout their lives.

Education is the process, practice and system of preserving, reproducing and developing cultural norms with an orientation to the future state of culture, thinking and action. Today, it is education that plays a key role in both global processes and localization of the SDGs[15]. "When people are educated, society is transformed. Financial literacy becomes financial freedom and economic development. Digital literacy becomes digital transformation. Climate literacy becomes climate action"[16].

The transformation and coordination of policies (both educational and territorial development), their intersection and integration, as well as the transformation of approaches and content of educational practices proper for all generations have special importance in ensuring the processes of localization of the SDGs. The leading mechanism that helps to link all types of human activity into a single complex is a specific type of educational organization of practices for all generations, aimed at the formation of a personality with a systemic worldview, critical, socially and environmentally oriented thinking, active citizenship – Education for Sustainable Development (ESD)[17].

15 <u>Transforming Educational Summit</u> [Electronic resource]. Access date: 25.02.2023.

16 <u>Final press release from the Pre-Summit on Transforming Education, Paris, 30 June, 2022</u> [Electronic resource]. Access date: 25.02.2023.

17 A.Zhuck. Education for Sustainable Development as a critical mechanism for achieving the Sustainable Development Goals [in]: Partnership between the branches of government as a prerequisite for successful implementation of the Sustainable Development Goals: Open Parliamentary Hearings in the Council of the Republic of the National Assembly of the Republic of Belarus (compilation of materials)(rus) / edit. M. Shchetkina, Minsk, 2017, p. 99–107.

18 Bonn Declaration UNESCO World Conference on Education for Sustainable Development, 31.03–02.04.2009, Bonn [Electronic resource]. Access date: 29.04.2023.

19 Education for Sustainable Development: Images and Objects Active Learning Methodology Toolkit – transl. from English, THE CONSUMER CITIZENSHIP NETWORK (CCN), Hamar, 2008, P. 5. [Electronic resource]. Access date: 20.02.2023.

20 UNESCO roadmap for implementing the Global Action Programme on Education for Sustainable Development, UNESCO, Paris, 2014, p. 12. [Electronic resource]. Access date: 25.02.2023.

21 UN General Assembly Resolution 72/222 (2017 г.)

Education for Sustainable Development (ESD) is based on the values, principles and practices necessary to respond effectively to current and future challenges. It promotes qualitative education and is inclusive of all people[18]. The main purpose of ESD practices is "to empower people to actively participate in shaping the environment that is ecologically sustainable, economically efficient and socially just, taking into account the interlinkages between the global and local dimensions"[19].

As a new direction for education and lifelong learning for all generations

- ESD is characterized by a holistic and transformative approach, encompassing curriculum content, learning outcomes, teaching methods used and the learning environment;
- ESD empowers learners to make informed decisions and act responsibly for environmental integrity, economic viability and a just society for present and future generations while respecting cultural diversity[20].

The UN General Assembly notes the critical role of ESD as an integral component of the Sustainable Development Goal on quality education and as a key enabler of all other Sustainable Development Goals[21]. In the context of localizing the SDGs, ESD becomes a key enabler for achieving all the SDGs through societal transformation.

According to UNESCO research, ESD is being reflected in education policies, teacher training processes and curricula in a growing number of countries around the world.

For example, the Ministry of Education and Science of Georgia has taken many measures in this direction. It is worth mentioning the changes reflected in the national curriculum, where entrepreneurial, environmental and ecology protection are defined as the key competencies for students to overcome. For the past several years sustainable development goals have been available to students as an optional subject at all levels of education, especially in the direction of general education. In addition to the specially designed course in school subjects: geography, civics, economics and government, biology, chemistry, and physics, an important place is given to the goals of sustainable development of the United Nations and is available to all students.

It should be noted that the teacher's professional standard requires teachers to know the principles of sustainability. Moreover, an important role is given to these issues in teacher training university programs. The national center for teachers' professional development, subordinated to the Ministry of Education and Science, retrained all teachers in this direction.

It should be also mentioned that the general nature of records, and the absence of specific implementation mechanisms and tools cannot contribute to the full-scale reflection of the principles of sustainable development in education. At the school level, there is no developed unified school approach, which is a separate direction from the strategies developed by UNESCO and UNECE.

ESD is often interpreted narrowly in terms of topical thematic issues from different areas of sustainable development, rather than in terms of a holistic

22 An urgent call for action. What needs to be done [in]: Education for sustainable development: a roadmap (Education – 2030), UNESCO, 2022 [Electronic resource]. P. 8 Access date: 25.02.2023.

23 S. Savelava, V. Kulick. Organizing Education for Sustainable Development Practices: An Internal Standard (Rus), Education for Sustainable Development Association, Minsk, 2017.

24 Rethinking education: towards a global common good? UNESCO, Paris, 2015, p. 39–40. [Electronic resource]. Access date: 25.02.2023.

approach to the content of educational programs, educational methods and pedagogies, and learning outcomes.

Numerous studies show that educators mainly associate ESD with the teaching of scientific knowledge about the environment[22]. But the transformative power of education as a condition for enabling and supporting localized SDG processes is not sufficient for it to fully manifest itself: the limited content of education to study selected issues and aspects of sustainable development does not allow people to fundamentally change their values and orientations or to transform their habitual patterns of behavior towards greater sustainability.

Meanwhile, the concept of ESD, in its totality of all types of educational programs, provides a clear basis for this: *education for sustainable development is one of the pillars of practical everyday life*, providing people with applied knowledge, skills and competencies to manage complex systems.

The key ways to achieve ESD goals are:

⚐ *from the perspective of the human learner*, independent discovery, acquisition and mastery of the knowledge and competencies needed to make decisions related to achieving the goals of non-crisis coexistence with the natural and social environment;

⚐ *from a community and country perspective* – the practice of accompanying people, organizations, communities and regions as they grapple with the multifaceted challenges of sustainability. The practice of organizing activities that are relevant to all members of society, not just those who are involved in education[23].

The guiding principles for the organization of ESD practice are:

⚐ *learning to know* – mastering methods of learning and teaching, together with the acquisition of a wide range of general knowledge with the possibility of learning in depth about a limited number of subjects;

⚐ *learning to do* – acquiring, in addition to task-specific skills (Hard-skills), the cross-functional ability to navigate different situations and interact with others (Soft-skills);

⚐ *learning to be* – personal growth and development of the ability to act largely independently, based on one's own judgment and personal responsibility, making oneself visible and taking care of the "footprint" of one's activities;

⚐ *learning to live together* – developing the ability to understand others and appreciate interdependence[24].

ESD practice is characterized by a holistic and transformative approach, integrating into its content:

■ environmental component (promotes the development of an ecological culture of society),
■ social component (promotes an active life and civic position of each person, safety and quality of life of people and the region as a whole),

25 UNESCO roadmap for implementing the Global Action Programme on Education for Sustainable Development, UNESCO, Paris, 2014, p. 15. [Electronic resource]. Access date: 25.02.2023.

- economic component (promotes awareness of the sustainable development imperative as a resource for economic management of the region),

as well as

- human rights-based, culturally diverse, critical thinking and action-oriented approaches to learning that foster the learner's own competencies for sustainable change in the short and long term.

Thus, ensuring the localization of the SDGs requires the promotion of the ESD agenda at the local level. To ensure the strategic development of the territory and to increase the participation of different stakeholders in these processes, the organization of educational practices for all generations implies integrated local solutions to the current challenges in the five priority areas of educational development activities:

advancing policy: mainstreaming ESD into education and sustainable development policies to create an enabling environment for ESD practices for all generations and to systematically change the way the regional formal, non-formal and informal education systems operate;

transforming learning and training environments: integrating the principles of sustainable development into the life processes of the regional lifelong learning system for all; developing a training and pre-skilling system accessible to all residents, which is adequate to the sustainable development processes taking place locally; making modern and innovative ways of living and working commensurate with global trends in education, lifestyle and economic development available to residents;

building capacities of educators and trainers: professional development and development of professional competence of educators and trainers as organizers of ESD practices for all generations, ensuring effective implementation of ESD principles in all education and territory development processes and programs;

empowering and mobilizing youth: encouraging and strengthening young people as active agents of sustainable development, promoting its goals and values among different population groups, demonstrating their vision and initiatives and acting as local ESD advisers and educators for children, peers, parents, neighbors, older people, etc.; *accelerating sustainable solutions at the local level:* ensuring and strengthening intergenerational networking in ESD, scaling up local initiatives, projects and programs[25].

1.3. PROVIDING EDUCATIONAL SUPPORT AND EDUCATIONAL ACCOMPANIMENT FOR THE LOCALIZATION OF THE SDGS

26 Goal and objectives: ESD for 2030 [in]: Education for sustainable development: a roadmap (Education – 2030), UNESCO, 2022, p. 14 [Electronic resource]. Access date: 25.02.2023.

In the context of sustainable development ideas, local change is the de facto mechanism for global transformation: specific people, united or not, carry out their own visions and projects for the sustainable development of their family, community, city, country, etc. This situation brings to the local level a new mission statement for education: to help build a fair and sustainable world through strengthening ESD and moving towards the 17 Sustainable Development Goals. A key objective of the UNESCO Global Framework for ESD 2030 provides an opportunity to realize this ambitious mission at all levels of the organization and development of educational practices: "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"[26].

The success of this task at the local level requires the organization of a system of educational support and educational accompaniment for the localization of the SDGs, related to the formation, development and strengthening of the abilities and qualities of people necessary:

- to ensure individuals are able to understand sustainability challenges, be aware of their relevance to the surrounding realities, and take action for change,
- to trigger structural transformations in today's economic and social systems by promoting alternative values and contextualized methods,
- to address the new opportunities and risks on sustainable development posed by emerging technologies[27].

27 What needs to be done: Urgent call for action [in]: Education for sustainable development: a roadmap (Education – 2030), UNESCO, 2022, p. 9. [Electronic resource]. Access date: 25.02.2023.

If the main drivers for localizing the SDGs are both the people who initiate and organize development processes and make them sustainable; and the structures that create and maintain the conditions necessary for this, then the 'trigger' for their interaction is therefore the question of how to motivate both people and structures to take transformative action for sustainable development, in time to lay the foundation for a different future?

The process of encouraging someone to take action is focused on shaping his/her motivation, which involves

- encouraging and/or endorsing something in his/her ideas and actions; helping someone or something (emotionally or practically: by providing evidence when necessary;
- information or facts proving something is true; money and material things if you agree with their ideas/actions, etc.);
- taking action to prevent or stop something (which contributes to reducing the strength of what is being done);

28 Accompaniment [in]:
Cambridge dictionary
[Electronic resource].
Access date: 13.04.2023

- and/or showing other activities (agreeing and supporting an idea, group or person) to help show them that what they are doing is right.

Motivation is one of the components of the support process, which in a broad socio-cultural context is seen as the natural or specially organized act of helping someone to come into being and/or to realize their intention.

It is the educational support that proves to be the key mechanism for the task of inducing someone to act on the localization of the SDGs if it is to be facilitated:

- the enhancement of the knowledge capacity of people, associations and structures,
- awareness and acceptance of new ideas and meanings for sustainable development,
- their acquisition of new competencies and strengthening their competence as agents of sustainable change,
- strengthening their professionalism, initiatives and activism.

Well-organized and timely educational support helps people to overcome the internal contradictions between the "new" and the "old" that arise in their lives in situations of uncertainty and development: new ideas, goals (objectives) and the means available to achieve them (including their choice); aspirations for better quality and opportunities to meet them; attitudes of change and tendencies towards stereotyping, etc.

Educational support is a discrete process, commensurate with the time of actualization and satisfaction of the developing subject's need for new knowledge and resources. *The formation of a system of educational support for SDG localization processes is the creation of an accessible set of educational conditions for individuals and groups of people at the local level, as well as measures of preventive assistance and operational assistance in understanding, accepting, elaborating and implementing sustainable development ideas as cultural norms defining a new way of life for local communities.*

Meanwhile, sustainable development processes and the localization of the SDGs are a space of long-term cooperation, multidirectional activity and coordinated interaction among a multitude of actors in the interest of a new situation and the establishment of new socio-cultural norms and rules defining a sustainable way of life. Long-term support is transformed into a system-oriented process of accompaniment - "something done in support of something else"[28], it is carried out in conjunction with something.

The content of the accompanying activity is directly linked to and dependent on the content of the process that is being accompanied, i.e., the accompaniment turns out to be an integral part of its management system.

Educational accompaniment to localizing the SDGs is the process of creating conditions to stimulate and support socially relevant initiatives carried out at the local level by collective and individual development actors at different stages of their subject formation and building development resources during the preparation, implementation and legitimization of the desired change. The main content of the process of educational accompaniment of localizing the SDGs is to create conditions to support development actors in carrying out the processes of

- self-determination (first of all, as ambassadors of sustainable development acting locally, with inner freedom in choosing their position, goals and means of self-organization in particular circumstances)
- and self-overcoming (stretching one's limits by increasing the resources necessary for sustainable change).

In the localization of the SDGs, educational accompaniment becomes an integral part of the processes of shaping and implementing socially relevant initiatives aimed at improving the quality of life and bringing about sustainable change. In contrast to externally imposed tasks, educational support and educational accompaniment of localized SDG processes are humanitarian practices of shaping, strengthening and realizing the human and professional assets of development actors, involving the key practices of problematization, self-determination, research, definition and implementation of personal educational paths, socially meaningful initiatives, as well as acquiring and creating the resources needed to implement them (Figure 2).

Figure 2. The components of a system of educational support and accompaniment for localization of the SDGs
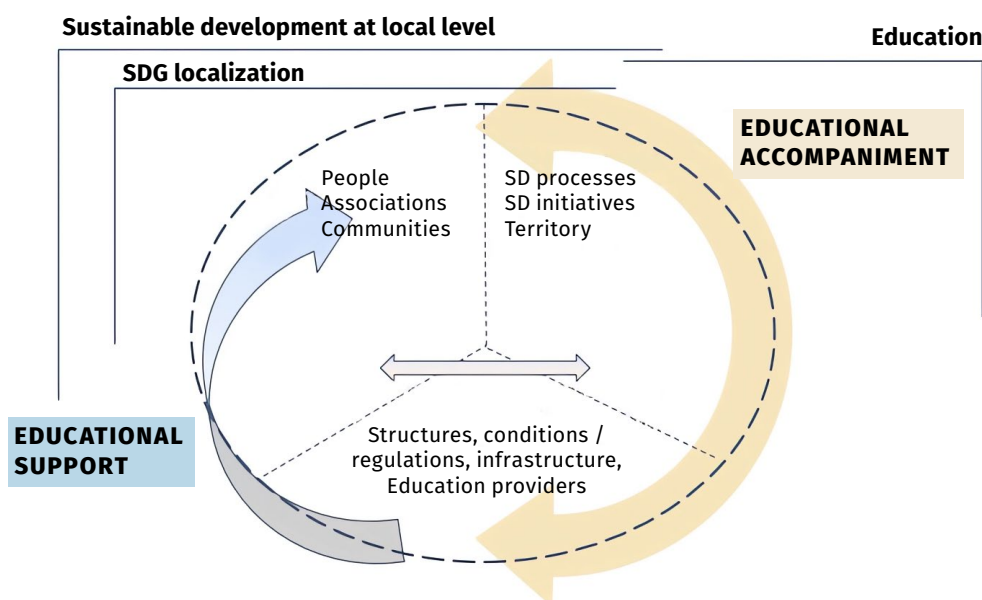
SPECIFICS OF EDUCATIONAL SUPPORT FOR LOCALIZATION OF THE SDGS

29 Education 2030: Incheon Declaration and Framework for Action for the implementation of Sustainable Development Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all/The World Education Forum, Incheon, the Republic of Korea, 19-25 May, 2015, p. 7. [Electronic resource]. Access date: 25.02.2023.

30 UNESCO roadmap for implementing the Global Action Programme on Education for Sustainable Development, UNESCO, Paris, 2014, p.12 [Electronic resource]. Access date: 25.02.2023.

31 The Partner Network of Schools for Sustainable Development: Interregional Cooperation and Sustainable Change: A Collection of Scientific and Methodological Materials, Recommendations and Experiences (rus)/ Edit. N.Koshel, S. Savelava, «Rizodis», Minsk, 2014. [Electronic resource]. Access date: 03.03.2023.

Action-oriented approaches to learning and training underpin educational support for the formation and development of individual and collective human resources for the localization of the SDGs. Organizing ESD practices for all generations on this basis requires a focus «on access, equity and inclusion, quality and learning outcomes, within a lifelong learning approach»[29]. The main requirements for organizing these processes[30] are to set indicators for assessing the quality of educational support practices for localized SDG processes:

✠ *Learning content:* Integrating critical issues, such as climate change, biodiversity, disaster risk reduction (DRR), and sustainable consumption and production (SCP), into the curriculum; helping people and organizations to develop their competencies to make sustainable changes to improve the quality of life (ensuring adaptation to climate change, reducing its impact on the territory and its impact on people, and understanding the issues enshrined in the 2030 Agenda and its 17 SDGs).

✠ *Pedagogy and learning environments:* Designing teaching and learning in an interactive, learner-centered way that enables exploratory, action-oriented and transformative learning. Rethinking learning environments – physical as well as virtual and online – to inspire learners to act for sustainability.

✠ *Learning outcomes:* Stimulating learning and promoting core competencies, such as critical and systemic thinking, collaborative decision-making, and taking responsibility for present and future generations.

✠ *Societal transformation:* Empowering learners of any age, in any education setting, to transform themselves and the society they live in:

- Enabling a transition to greener economies and societies.
  - ▷ Equipping learners with skills for 'green jobs.
  - ▷ Motivating people to adopt sustainable lifestyles.
- Empowering people to be 'global citizens' who engage and assume active roles, both locally and globally, to face and resolve global challenges and ultimately to become proactive contributors to creating a more just, peaceful, tolerant, inclusive, secure and sustainable world.

Analyzing the international experience and many years of experience in the development of ESD educational practices for all generations in Belarus (consolidated in the framework of projects, public educational networks and associations of members of the Partnership Network of Sustainable Development Schools[31]), it can be stated that the actual focus of educational support activities for the processes of localization of ESD at the local level is related to:

A) *providing active education for different categories of residents and local communities both in individual areas and in general in understanding the essence of sustainable development as a philosophy, ideology, concept, methodology and practice of civilizational development at the global, national and local levels.*

32 The School for Smart Householders museum-laboratory blog, Secondary School No.12 named after V. Babko in Grodno (rus) [Electronic resource]. Access date: 21.03.2023.

33 The Sustainable Development Goals Academy(rus) [Electronic resource]. Access date: 21.03.2023.

34 Zoom kids on the move/ Interakcia official website [Electronic resource]. Access date: 02.05.2023.

35 CISV International [Electronic resource]. Access date: 03.05.2023

36 S. Koltsov, A. Semionov «Kilometres for sustainable development» of Mstislavshchina [in]: Global goals - everyone's wellbeing: Education for Sustainable Development Decade: compilation of materials (Rus)/ edit. A. Zhuck, A. Pozniack, S. Savelava, BSPU, Minsk, 2018, P. 160–168. [Electronic resource]. Access date: 21.03.2023.

Examples:

- ***the multi-year project "Museum-Laboratory "School for Smart Householders"***, which brings together teachers and students who act as "scientific educators" on how to strengthen sustainable lifestyles for friends, colleagues, parents, neighbors, kindergarten students and other members of the urban community (Secondary School No.12 named after V. Babko in Grodno, Belarus)[32];
- ***the project "Sustainable Development Goals Academy***: 17 goals to transform our world" (the Virtual Centre for SDG implementation of Mstislavl gymnasium, Belarus) [33];
- ***an international campaign ZOOM – Kids on the Move for Climate***. Children who participate in the ZOOM campaign collect "green footprints" for walking, cycling or using public transport and so they are learning about the benefits of being eco-friendly and using sustainable modes of transport in their daily journeys. (NGO "Interakcia", Georgia)[34].

B) *organization of educational activities and processes aimed at the adoption by individuals and groups, local communities, social communities and structures of the ideas of sustainable development as a value and meaningful regulator of social, every day, professional activity and self-development (including ensuring the leading role of young ambassadors of change).*

Examples:

- ***Children's International Summer Villages (CISV) - CISV International*** is a global organization dedicated to educating and inspiring peace through building intercultural friendship, cooperation, and understanding. Founded in 1950, today we are a federation of nearly 70 National Associations with over 200 Chapters or local groups. CISV helps young participants develop to their full potential as future leaders and active citizens, make a difference in their communities and the world, and give them the opportunity to build global friendships and networks that will last them a lifetime. In 2006-2022 SIQA (Georgia) participated in CISV. Around 200 students and leaders were participating in educational programs and camps oriented to Sustainable Development. The main topics were: Human rights, Diversity, Conflict and Resolution[35].
- ***The campaign "Kilometers*** for sustainable development" (Partnership Network of Educational Institutions for Sustainable Development, Mstislavl district, Mogilev region, Belarus 2017)[36];
- ***A system of joint projects and activities*** between a local school, local community and partners (School in Krasnoye, Molodechno district, Minsk region)[37].

37 A. Shidlovskaya. Sharing Experiences: Learning to Think, Collaborate, Act [in]: Global Goals - Everyone's Well-being: Education for Sustainable Development Decade: compilation of materials (Rus)/ edit. A. Zhuck, A. Pozniak, S. Savelava, BSPU, Minsk, 2018, P. 154–159. [Electronic resource]. Access date: 21.03.2023.

38 «Academy Gold» Braslav gymnasium (Rus) [Electronic resource]. Access date: 21.03.2023.

[QR code]

39 Diamond challenge [Electronic resource]. Access date: 03.05.2023

[QR code]

40 Practical-development complex «Ecological culture park» School No.16, Orsha (Rus) [Electronic resource]. Access date: 21.03.2023.

[QR code]

41 Youth competition «Sustainable Development Goals: Think and Act» [Electronic resource]. Access date: 21.03.2023.

[QR code]

C) *stimulating and supporting initiatives related to learning by doing: mutual learning, intercultural interaction, intergenerational dialogue, i.e., learning and incorporating others (knowledge, experience, etc.) into one's own practice as a condition for building and developing capacities, knowledge, skills and competencies that enable people to make a real contribution to the sustainability of their lives.*

Examples:

- **project "Academy "Gold"** - a youth initiative supported by non-formal education practices, which acts as a place for "educational meetings" of young people and adults (people with disabilities and veterans) (Braslav Gymnasium, Belarus)[38];
- **Diamond challenge** – it is the program where Students elaborate social innovation ideas as a social enterprise and take part in worldwide competition. SIQA (Georgia) is a partner of Delaware University, NE, US in the Diamond challenge program since 2014[39];
- a permanent **practice-development complex "Ecological Culture Park",** which provides a comprehensive solution to the problems of scientific, cultural and creative education and interaction between the school community and local residents (school No. 16 in Orsha, Belarus)[40].

SPECIFICS OF EDUCATIONAL ACCOMPANIMENT AT THE LOCAL LEVEL FOR THE PROCESSES OF SDG LOCALIZATION

Continuous educational accompaniment of the processes of improving the quality of life of people and territories is based on the interested involvement of educational actors in the resolution of problematic situations with maximum autonomy of the direct implementers of the accompanied actions and processes. In this context, educational support for the localization of the SDGs requires, first and foremost, the creation of an appropriate infrastructure enabling stakeholders to have access to additional information and educational resources required in the processes of regional sustainable development.

The development of local educational accompaniment infrastructure for multidirectional SD initiatives implies:

A) *Raising collective change ambassadors and developing their capacity (knowledge, competencies) in SD and ESD.*

Examples:

- **The prolonged Youth Competition "Sustainable Development Goals: Think and Act"** organized by the Association "Education for Sustainable Development" in partnership with Minsk Regional ESD Centre of Gymnasium-College of Arts, Molodechno, the Youth Educational Club NEWLINE and the International Earth Charter Initiative as part of the project "Schoolchildren and Students - Leaders of Regional Initiatives for Sustainable Development", supported by the Ministry of Education of the Republic of Belarus and the MATRA-Belarus Programme of the Embassy of the Kingdom of the Netherlands in Warsaw (2015)[41];

42 Civics GE/Facebook group (ge) [Electronic resource]. Access date: 03.05.2023

43 Rustavi City Hall started a new campaign together with young people – "Generation for the Future" [in]: Rustavi2 official website [Electronic resource]. Access date: 29.04.2023

44 Executive summary [in]: Education for sustainable development: a roadmap (Education – 2030), UNESCO, 2022, p. 3. [Electronic resource]. Access date: 25.02.2023.

45 S. Biran. Sustainability Schools Partnership Network Resource Centre as an actor in organizing inter-regional cooperation and sustainable change in education and social practices of the regions [in]: Sustainability Schools Partnership Network: Inter-regional Cooperation and Sustainable Change (rus)/ Edit. N. Koshel, S.Savelava, «Rizodis», Minsk, 2014, P. 123-129. [Electronic resource]. Access date: 21.03.2023.

46 Education for Sustainable Development Resource Centre State Educational Institution "Minsk Gymnasium No. 19» (rus) [Electronic resource]. Access date: 21.03.2023.

- **"Future generation"** (PH international in USAID) – is the Civic Education project where schools involve students and their parents in active citizenship programs through formal and non-formal education activities. SIQA is a local partner for this project in Georgia[42] and a local coordinator of the campaign "Generation for future" in Rustavi (with Rustavi City Hall, Georgia)[43].

B) *Transforming the activities of existing educational structures based on ESD.*

Educational accompaniment for the localization of SDGs in local communities can be provided by educational structures which have experience in organizing ESD practices, inter-sectoral, inter-institutional and international partnerships, possessing competencies and resources in the field of SD and ESD. In the Partnership Network of Belarusian Schools of Sustainable Development, such structures were institutionalized as Regional Resource Centers (RRCs) on ESD which proactively provide educational support and accompaniment to development processes in their regions.

Based on the use of ESD methodology, the organization of educational institutions as RLCs allows educators, students and local residents to participate together in the processes of socio-cultural transformation both in educational institutions and in local communities. In doing so, the system for organizing the educational practices of such an educational institution emphasizes the promotion of a whole-institution approach based on the values and principles of sustainable development. This is a prerequisite for ensuring that "we learn what we live and live what we learn"[44].

Examples:

- ***experience in transforming the activities of a gymnasium as a Resource Centre for Integrated Support for Education for Sustainable Small Towns*** through the development and implementation of Local Agenda 21, development of social partnerships and networking with other educational institutions (Vetka Gymnasium, Belarus)[45];
- ***changing the status and content of local educational NGO as a local provider of global education practices for the Sustainable Development Goals:*** SIQA's (Georgian Association of Educational Initiatives, Rustavi, Georgia) experience of organization of international educational cooperation in the interests of acquiring experience of intercultural interaction and public diplomacy by different generations of residents as a condition for achieving SDGs – (Annex A);
- ***a system for organizing the activities of the Regional Resource Centre for Integrated Support for Education for Sustainable Development*** (Gymnasium No. 19, Minsk, Belarus)[46].

C) *the inclusion of non-educational actors in ESD processes.*

The demand for the organization of ESD practices for all at the local level (and mainly by their young organizers as educators for children, parents and other generations of inhabitants) is set by the organization of joint activities by different actors of sustainable development to identify and solve specific local development problems which concern them. These are, more often than not, issues of local community involvement in environmental protection and

47 V. Zhukovich, T. Azhazha. School + village - together towards sustainability: the story of how one school "turned a village towards sustainability". [in]: Education for Sustainable Development in Belarus: Theory and Practice (Rus) / scient. edit. A. Zhuck, N.Koshel, S.Savelava, BSPU, Minsk, 2015, P. 565–569.

48 Facebook group «URA Grodno!» [Electronic resource]. Access date: 21.03.2023.

49 Norbert Steinhaus. Democratizing Knowledge: Science Shop and Broader Impact [in:] Education for Sustainable Development for All Generations - A Social Contract: Proceedings of the Second International Symposium, BSPU, Minsk, 2018, P. 281–282. [Electronic resource]. Access date: 21.03.2023.

monitoring of environmental risks, which influence the satisfaction of different generations of inhabitants with the quality of living conditions, information and/or educational services of additional education.

On the one hand, the innovation of working together to solve local problems of this kind lies in the inclusive orientation, variability, openness and continuity of additional environmental education, without which it would be difficult to talk about the real development and implementation of the measures needed to improve environmental quality and monitor environmental risks. But, on the other hand, the innovativeness of approaches to solving such problems is related to the fact that in the set of methods for organizing practices of seemingly only environmental education for all, there is wide use of remote interaction and IT technologies, ensuring close interaction with local (city) government, which in general contributes to the citizens' responsibility and participation in an inclusive environmental management system developing in the community.

Examples:

- **■ *the practice of developing the activity of a school as an initiative center for sustainable village* development through ensuring inclusive cooperation with the local community, organizations, and authorities with the support of international structures (2007–2020), (Zditovo School, Bereza district, Brest region, Belarus)[47] – (Annex B);**
- **■ *experience in establishing environmental education and environmental monitoring infrastructure* at the local level in the framework of the EU/UNDP project "Public Involvement in Environmental Monitoring and Improvement of Local Environmental Management". More information is available in the network community "URA Grodno!"[48].**

D) *establishment of specialized institutional structures for educational support for the implementation of the SDGs at the local level.*

In implementing sustainable development processes, society is always confronted with new themes and challenges. In local communities, overcoming emerging challenges is more successful if targeted support for sustainable development processes is provided through participatory knowledge creation methods based on specific research contexts and experiences. This refers to the interaction of citizens and other stakeholder groups with knowledge-oriented institutions: universities, private and public research institutes and centers.

The methodology for this interaction should combine citizen participation and science education. Science Shops - organizational structures based on citizen science, participatory science and education for sustainable development, continuously revised, tested and researched according to the specific needs of an evolving civil society - can be successful intermediaries in its organization[49].

In SDG localization activities, science stalls provide local scientific, methodological and organizational support to the co-creation, co-development and co-production of knowledge through participation in research, development,

50 Implementation of the "Science Store" project [in]: Grodno Regional Resource Centre for Integrated Support to Education for SD and School Local Agenda 21 [Electronic resource]. Access date: 21.03.2023.

consultancy, training and education. The term 'science' is used here in its broadest sense, including the social sciences, humanities, natural sciences, engineering and technology, as well as scientific approaches to the organization of applied research. Community involvement here is not the work of 'sidekicks' under the guidance of academic supervisors and consultants. It is a strategy of partnerships rather than projects with outsourced researchers, experts and consultants. The inclusion of local stakeholders in identifying and developing the research questions, in the process of conducting the research and in the debate about its findings becomes an important determinant of the success of the process of transforming the partnership into a learning community - a step towards becoming a knowledge society.

The Responsible Research and Innovation (RRI) methodology at the heart of the science stalls brings together members of the international Living knowledge network. In the international science bench community, significant investment has been made by European Union stakeholders in developing strategies and practices to include the public at all levels of research and innovation processes, as well as ensuring its full participation. Belarus has also contributed to this community by developing a cluster model for science benchmarking as an institution for targeted support for local sustainable development.

The general idea of the Belarusian model of the science shop is connected with the purpose to provide:

1. cooperation of regional public structures and universities based on an institutionalized infrastructure of network interaction, allowing to organize access of regional actors and the public to scientific, intellectual, and expert resources;

2. knowledge co-production processes by including the general public in scientific research;

3. supporting and accompanying the implementation of public-initiated projects for regional sustainable development.

Examples:

- ***model for the organization of educational practices of participants of the open gymnasium community based on the science shop methodology*** (within the innovative project "Introduction of a model for the organization of educational practices for sustainable development in order to form the creative potential of students") and the experience of the Belarusian-German project "Scientific shop as a tool for integrating educational practices into regional sustainable development processes", carried out with the support of the Ministry of Education of the Republic of Belarus and the Belarus Support Program of the German Federal Government (Shchuchin Gymnasium, Grodno region, Belarus, 2016 -2018)[50];
- ***an example of implementing the idea of a learning region for human development in a district*** through the creation of a system of additional education and awareness for all categories of the population and the creation of a lifelong learning system as well as the development of a strategy for this field (Zelva district, Grodno region, Belarus) – (Annex C).

ORGANIZING A SYSTEM OF EDUCATIONAL SUPPORT AND EDUCATIONAL ACCOMPANIMENT FOR LOCALIZING THE SDGS IN THE CONTEXT OF TRANSFORMING LOCAL DEVELOPMENT MANAGEMENT PRACTICES

The legitimacy of decisions made in participatory governance is achieved, on the one hand, through the opportunity for each stakeholder to provide input (judgment, information, criticism) into the political/governance process and, on the other hand, through accountability and transparency in the decision-making process itself. In participatory development management processes, stakeholder inclusion infrastructure is organized through the use of mechanisms/tools such as consultations, coordination meetings, dialogue platforms, public expertise, etc.

For the practical implementation of these mechanisms at the local level, education acts as a unifying platform, initiating and organizing the processes of their implementation by providing participants with the necessary human and methodological resources. The important role of actors from the education system is, on the one hand, to ensure the transparency of the political process of localizing the SDGs. On the other hand, it promotes the inclusion of the interests and activities of local development actors in international networks and activity programs (e.g., in the framework of the UN Decade of Action for the Implementation of the SDGs, 2020-2030).

The development of managerial competencies of organizers of SD and ESD practices in municipalities is a priority object of educational support. Facilitation of mastering by key actors of local communities of methodologies and skills of strategic management, project management, etc. is important both for competent use of necessary mechanisms and tools and for competent participation of various multi-stakeholders in participatory governance processes.

The direct inclusion of broad groups of people and structures in the processes of analyzing regional problems and making decisions to overcome them is an important aspect of both educational support for localizing the SDGs and, more generally, of transforming local development management practices. Negotiation platforms can be an educational and organizational tool for this. This form of support for participatory governance processes includes identifying and agreeing on principles and rules of action and interaction between regional authorities, business, the social sphere and the public; developing decisions on topical local development issues; and implementing private, public and sectoral (including educational) initiatives in regional plans and programs[51].

Educational support for the transformation of development management practices at the local level consists in ensuring a regular negotiation process aimed at achieving mutual understanding between the various actors of social and economic relations in the region. The condition for such a negoti-

51   A. Voronov, V. Kulik. The negotiation platform as a mechanism for managing sustainable development processes in the region [in]: Professional competencies of a modern leader as a factor in the development of educational environment: conference proceedings (Minsk, 27–28 April, 2017) (Rus)/ [Electronic resource] / State Educational Institution "Academy of Postgraduate Education", APE, Minsk, 2017, P. 36 – 40.

ation process is the creation and moderation of the work of a dialogue platform, technologically implemented in the form of a website section, group/chat on a social network, etc., which allow structuring the dialogue between civil society organizations, education, business and authorities; identifying, articulating and assessing ideas and problems arising in various spheres of life in the region; forming orders for the formation of regional development programs and projects. It is essential to ensure that the dialogue platform is open and accessible to all those wishing to take part in the discussion of current problems and prospects for localizing the SDGs at the local level.

At the same time, the educational accompaniment of participatory management processes involves the implementation of public expertise in strategies, programs and projects of regional development. Its provision requires the formation of an independent (from local authorities) community of experts as a resource for managing local development processes based on impartial analysis and assessment of decisions made. The priority subject of such expertise is to coordinate and take into account the interests of different actors and stakeholders, to overcome the disciplinary (departmental) vision of problem-solving, and to achieve consensus in making complex and multifactor decisions. The attraction of intellectual resources from the field of education makes it possible to build up the management capacity of local authorities and thus to de-hierarchize regional management structures and promote their democratization.

Furthermore, the educational accompaniment of participatory management processes of SDG localization involves encouraging the implementation of policy decisions and transforming these decisions into concrete tasks and actions. Functionally, this involves the education actors taking over the functions of searching for, attracting and cooperating resources for the implementation of regional development projects and programs; activating the social activities of regional education structures and communities; linking educational, public educational, children's and adults' initiatives to the content of regional development programs and integrating them as resources for the implementation of these programs.

The methodology developed in Belarus for organizing an interactive information and educational research meeting "Talaka" can be an effective tool for quickly resolving such a multi-aspect task: a format for organizing cooperative educational and research work, allowing the expert and research community and representatives of different groups, levels and strata of the population in a given region to work together[52].

Thus, the integrated effects of developing a system of educational support and accompaniment for localizing the SDGs on the basis of ESD methodology through the organization of educational practices for all generations are as follows:

⌖ *at the individual level of people and their associations* – the acquisition by development actors of skills and competencies, the learning and teaching subject, their adoption of the values of sustainable development, their attitude towards them and their position as active ambassadors of change for the continuous improvement of everyone's quality of life;

52 S. Savelava. Interactive research on the information needs of the inhabitants of affected regions as an innovative methodology for activating human potential for sustainable development. [in]: Ecological Anthropology. Yearbook: Materials of XII International Scientific and Practical Conference "Human Ecology in the Post-Chernobyl Period" 25-27 November (Rus), 2004, Minsk, 2005, P. 34–39.

⬧ *at the community and territory level* – integrating the research approach and educational practices into all local initiatives and ongoing sustainable development processes, shaping collective attitudes and experiences in the context of the ideas of the learning community, city and region;

⬧ *at the organizational and management level* – transforming development management systems by cultivating a sense of priorities through sustainability, supporting inclusive participation and engaging the local community in partnerships and international cooperation on a peer-to-peer level.

2. EDUCATIONAL SUPPORT FOR LOCALIZATION OF THE SDGS: OPPORTUNITIES AND CHALLENGES

2.1 STUDY OF THE EDUCATIONAL FRAMEWORK FOR LOCALIZATION OF THE SDGS AT THE LOCAL LEVEL

We see the research on the educational background of the SDG localization process at the local level as an interactive participatory process based on open communication between experts and respondents.

The research methodology implies both civic participation of experts in the social life of the municipality and the inclusion as co-researchers in the research process of representatives of those social groups who implement or are ready to implement their activities in transforming different spheres of the social life of local communities - from their everyday practices to the management of development processes at the local level in general. From our point of view, the research of the educational framework of the SDG localization process helps not only to collect data on the state of the processes and conditions under the study but also to share knowledge of critical importance in the context of sustainable development, SDG localization and its educational support and accompaniment; to form a deeper understand-

ing of the essence of existing local problems and opportunities to overcome them by local communities; to stimulate civil activity focused on sustainable change in the municipality.

The organization of the research on the educational basis of the localization process of the SDGs does not imply the use of rigid formalized procedures; its logic, objectives and tools are adjusted in the course of the research process according to the results of its previous stages. The basic principles of the research are as follows:

- focusing on the emergence and development of the subjectivity of the research respondents as sustainable development ambassadors (change ambassadors) in a situation of participatory interaction;
- flexibility in the use of methods and techniques of interaction between experts and respondents;
- reflexivity and interpretativeness to the data obtained and the perceptions formed;
- contextuality (focus on inclusion in the local socio-cultural context and a contextual view of the issues under study).

As a methodology, the study of the educational context for localizing the SDGs in the municipality of Rustavi includes several steps:

Step 1: Identification of groups of sustainable development actors at the local level, differentiated by the type of occupation and with the capacity to represent views and positions on how to achieve the SDGs in the municipality's local community:

The step identifies the structures, organizations and population groups represented in the local community on the basis of available open data. After the nomenclature of regional actors has been compiled, those actors that:

1. are key actors in SD and SDG localization (without whose participation sustainable change is a priori impossible) from the perspective of international experience;

2. have the authority and resources to ensure SD processes;

3. have already demonstrated themselves as actors interested in SD and SDG localization.

In the course of interaction with the identified actors, the possibilities and conditions (primarily, temporal) for their participation in the study are clarified, and the composition of groups uniting various stakeholders is agreed upon (taking into account the affinity of interests and the content of activities). Based on this, a preliminary list of contact people for each of the groups is drawn up to agree on their participation in the next step of the study.

Step 2: Identification of the current situation in the municipality regarding the implementation of sustainable development processes in general (and localization of SDGs in particular), as well as education for sustainable development.

In the second step of the study, meetings are organized directly in the local communities with the identified groups of sustainable development actors at the local level.

The meetings require the use of various methods of data collection: unstructured interviews; frontal discussions, etc. A common feature of all the methods used is their non-directive nature, allowing communication with respondents to ensure both the validity of the opinions expressed and their widest possible range.

A common research framework across the different respondent groups is provided by the common structure of the problem fields that define the specification of the questions asked, and which include:

- the degree and nature of respondents' awareness of SD and SDGs;
- a commitment to SD by citizens, structures and organizations;
- the work on SD and SDGs is carried out in the municipality, its nature, participants, and awareness of this work;
- management of SD processes at the local level, organization of these processes, and involvement of civil society in them;
- respondents' vision of the problems in the municipality, the nature of these problems, and the connection of their solution with SD and SDGs;
- respondents' assessment of the capacities and resources needed to address the problems in the municipality;
- understanding of the role, importance and potential of education for solving local problems, achieving SDGs and ensuring SD in general.

The results of the meetings determine the content of the third phase of the study.

Step 3: Joint research by an international team of experts and local stakeholders of the municipality of Rustavi of the causes of existing problems of educational support and accompaniment of localization of the SDGs and development of ways to solve them at the local level.

The third stage of the research implies the involvement of representatives of local key actors of sustainable development in the municipality in the processes of joint design of a system of educational support and accompaniment of localization of SDGs. It includes a research workshop based on the Talaka methodology developed and tested in the Republic of Belarus, which has proved to be an effective tool for jointly holistically addressing local communities' problems.

"Talaka is a format for organizing cooperative education and research work that brings together the expert and research community and representatives of different groups, levels and strata of the population of a particular territory in joint activities.[53] This is a mutual information, education and research meeting with representatives of the main stakeholder groups to discuss the current situation: an agreed vision (as an acceptable "image of the desired future"), understanding the meaning of their activities as potential providers of educational services for different population groups, existing educational needs and opportunities, and agreement on ideas for organizing joint actions.

53 S. Savelava. Interactive research on the information needs of the inhabitants of affected regions as an innovative methodology for activating human potential for sustainable development. [in]: Ecological Anthropology. (Rus) Yearbook: Materials of XII International Scientific and Practical Conference "Human Ecology in the Post-Chernobyl Period" November 25-27, 2004, Minsk, 2005, P. 34–39.

In terms of content, the research workshop aims to:

- to identify opportunities and coordinate actions of SD actors to build a system for informing local residents on the topics of sustainable development and localization of SDGs;
- to understand the role of education in SD processes and to identify the educational needs of citizens as participants of these processes on a local level;
- to build the capacity of actors as organizers of municipal educational support system for localization of SD;
- to agree on joint project ideas to promote the values of sustainable development and the 2030 Agenda on a local level;
- to gain experience in the interaction of the experts from Georgia and Belarus among themselves and with the local community of a particular territory.

The content focus of such a 2-day workshop could include the following areas:

Day one - localizing the SDGs as a topical challenge for sustainable development at a local level, where an important tool for addressing challenges is the formation of interdisciplinary thematic groups developing in more detail a forward-looking vision for their area as a thematic contribution to the overall picture of the desired future of the local community and the territory as a whole;

Day two - educational support and accompaniment for localizing the SDGs in a specific territory, which starts with the work of potential "educational service providers" - representatives of key sustainable development actors who commit to moving the territory towards an agreed image of the desired future, who understand the obstacles and challenges and offer some actions and services to overcome them (including promoting its vision, activism and stakeholder involvement).

If it is a matter of principle for the participants in such a meeting to agree on joint project ideas, then usually such an organization of analytical-project work would require the introduction of a third day of the workshop, inviting only those participants who publicly express interest and willingness to join working groups of shared (and usually interdisciplinary) project initiatives. However, more often than not, the organization of such groups (as well as the formation of such initiatives) is the content of the next stage of the 'formative' research. One of its aims is the involvement of local sustainable development actors in the processes of co-design of the educational support system and the support for localizing the SDGs.

Step 4: Reflexive analysis of the results and their implementation

The final stage of the research presupposes, firstly, a questionnaire survey of the workshop audience, as a means of prolonged reflection aimed at self-determination towards the activities of local actors as subjects of sustainable development.

The delayed nature of the reflection (the questionnaire is scheduled to be answered 5-7 days after the end of the workshop) allows participants not only to reflect on the research issues, but also to start making decisions and developing strategies for participating in the SDG localization processes and their educational support and accompaniment.

Secondly, a negotiation forum is expected as a specific form of support for participatory governance processes. A negotiation platform is a mechanism for co-organizing the interests and actions of actors representing different sectors of social relations, organized to structure the dialogue between them. **During the negotiation forum, the following is carried out:**

- the formation of a multidisciplinary community (multidisciplinary groups) of sustainable development initiative actors from different sectors and fields of activity;
- the formation of preliminary teams (teams) of potential projects whose ideas were developed in the previous phase of the study;
- formation of an international expert team (community) and its expertise of ideas and projects in the field of localization of SDGs, educational support and support of these processes;
- design and presentation of interests and needs in the implementation of the initiative groups' project objectives to interested parties;
- the creation of sustainable channels of communication and interaction between the international team of experts and the action teams in the local community.

Thus, the proposed research methodology implies not only the "high-resolution image" of the prerequisites and resources for educational support and support of localization of SDGs at the local level but is the first step to bringing this activity to the level of a system organization.

2.2 RUSTAVI MUNICIPALITY – A PILOT AREA OF LOCALIZATION OF SDGS AT THE LOCAL LEVEL

2.2.1 BASELINE STUDY OF THE EDUCATIONAL SITUATION IN THE CONTEXT OF LOCALIZATION OF SDGS

In 2015, Georgia, along with all other UN member states, expressed a desire to implement the 2030 Sustainable Development Goals and targets, nationalize, integrate and mainstream them into national strategies. Accordingly, an action plan for implementing the Sustainable Development Goals in local self-governments was also developed and supported by the municipalities.

54 Rustavi [in]: Wikipedia [Электронный ресурс]. Access date: 03.05.2023

Rustavi is one of the first out of 18 municipalities working towards achieving the Sustainable Development Goals at the local level.

Rustavi is in the southeast of Georgia. It has a population of 130,100 people (2021). Its economy is dominated by the Rustavi Metallurgical Plant. Rustavi is a self-governing city., in which the representative body of the city is the City Council, and the executive body is the City Hall. Administratively, Rustavi is divided into 10 territorial bodies. The Rustavi City Hall is the representative and executive body of the Rustavi City Municipality. The municipality has a city council, the Sakrebulo. The Sakrebulo of Rustavi as of 2021 consists of 35 members, elected every four years and the last election for the Sakrebulo was held in October 2021[54].

The main strategic goals of the municipality are to create a safe and healthy environment in the city and, accordingly, to solve the environmental challenges that the city is currently facing. In addition, the municipality aims at increasing citizen participation in decision-making and creating more space for citizens, where they will have an opportunity to submit initiatives and monitor their implementation.

Modern cities are facing very extensive and diverse challenges, and local governments would find it difficult to overcome them without the help of various sectors, regardless of the financial resources and competencies they might have. Cooperation with civil, educational, business and many other sectors is important for the sustainable and stable development of municipalities.

Cooperation is a main strategic goal of Rustavi Municipality to ensure joint planning of activities, strengthen participatory instruments and promote the engagement of the civil sector in the monitoring process.

In order to carry out the first step of the study, various documents submitted by representatives of local authorities and information channels about Rustavi were analyzed.

The main actor, of course, is the City Hall. It implies a lot of projects and activities, aimed to reach SDGs. Rustavi was the second city in Georgia that joined the agreement of mayors. On May 2, 2011, a document was signed, which includes a voluntary commitment to reduce CO_2 emissions by 20% according to the Sustainable Energy Action Plan. A lot of projects were implemented in the spheres of energy efficiency, creation and renovation of recreational spaces, development of kindergartens, non-formal education, sport infrastructure, etc. (Annex D)

One of the main priorities of the municipality is to promote the youth participation in local policy making. For this purpose, the City Hall co-finances youth groups for civil participation projects.

Business activity has been growing in recent years in Rustavi. 583 business entities are registered in the municipality, 97% of which are small companies.

Most business entities are committed to industrial activities. The most common business activities are retail, household services, construction, restaurant management, cafe-bars, and IT services. The business incubator is being created, it will help to get access to the informal, inter-sectoral platform to support youth entrepreneurship in the city/municipality; to develop a network for private, public and educational sectors to coordinate the training needs for the labor force. City Hall is working to establish a Business Advisory Board for the city.

In the case of schools, an analysis of the documents presented suggests that schools are more involved in education about sustainable development than in sustainable development. The introduction of the principles of sustainable development is carried out based on the environmental context, "students should be encouraged to realize personal and civic responsibility towards the processes taking place in the environment, to understand the importance of sustainable development, to form the right attitude towards the environment, to have the desire to participate in measures related to environmental protection and its restoration". The curriculum of geography, as it is closest in content to the key issues of sustainable development, contains a separate direction "sustainable development and security", which is included in all class programs and shows the importance of developing environmental awareness and a caring attitude towards the environment, understanding the relationship between natural, socio-economic, political systems; to establish adequate behavior towards disasters caused by natural and man-made causes. The second subject is civic education, the curriculum of which takes into account issues such as the understanding and implementation of the principles of sustainable development, the connection of sustainable development with the economy, social issues, politics, globalization and environmental protection. From the natural sciences, sustainable development is included in biology, where we encounter the following topics: "Importance of environmental protection and sustainable development; Awareness of a healthy lifestyle and its importance". The achievable result is formulated as follows: "Evaluation of the achievements of natural sciences and technologies from the point of view of the principles of sustainable development". In physics and chemistry, students are required to evaluate the achievement of technologies following the principles of sustainable development.

Sustainability leadership by NGOs is well recognized around the world as the type of organization that has contributed the most toward sustainable development. NGOs are rated highly because their purpose is to act in the public interest. More specifically, NGOs activate issues of public immediacy or ones the science says need immediate attention, regardless of the current public profile. NGOs have played a leading role in promoting and pushing for sustainability in Georgia and in Rustavi itself, from protecting our environment to pushing for more sustainable economic and social development. There are around 15 active NGOs in Rustavi. Their main priorities are Civic Education, Advocacy, Human rights, Non-formal Education, Environment. All of them more or less are oriented to SDG issues, but only 5 are ESD oriented.

Thus, on the first step of the study, based on the analysis of the socio-economic landscape of the municipality, the following groups of potential respondents were identified: Rustavi Municipality and its employees; representatives of cultural management structures, Sports, Youth and Pre-school Education; Public School Teachers; University and High School Students; Non-governmental Sector Representatives; Representatives of small and large businesses, vocational training institutions. In addition, a preliminary list of contact persons for each of the groups was established to agree on their participation in the next phase of the study.

2.2.2   PROGRAM FOR THE RESEARCH MEETING

As part of a study on the provision of educational support for localization of SDG processes in the municipality of Rustavi, on February 8 – 9, 2023 working meetings were organized with representatives of the main groups of actors of sustainable development on the local level: local authorities; cultural and sport management structures, pre-school education and vocational education, business, NGOs, youth, and school teachers. **The meetings helped to identify the situation with the attitudes of local residents and key actors towards localization of SDGs:**

■ certain work is carried out in the municipality to ensure movement towards sustainable development and popularization of SDGs, but, in general, ideas of sustainable development are not widely spread among city residents and existing organizations in the city;

■ the problem of isolation of sustainable development subjects and, as a consequence, fragmentation of their actions is evident, as there is no experience of interaction between them as potential actors of localization of SDGs;

■ the municipality is a signatory of the Covenant of Mayors on Climate. However, all activities for the development and implementation of the Municipal Energy Efficiency and Climate Change Mitigation Strategy are locked into the respective municipal structures. Neither the organizers of these processes nor the development actors themselves understand the role of education as a mechanism for including residents in these processes and the localization of the SDGs. Accordingly, there are no coordinated and joint actions in this direction.

In this regard, the participants of focus groups in Rustavi municipality found it relevant to organize a joint information and research meeting to discuss the current situation and agree on ideas for joint action. The Belarusian experts of the project "Localization of the 2030 Agenda and SDGs in Georgia" have experience in organizing such meetings. They also have developed and tested the "Talaka" methodology in many regions of Belarus, which has been successful in solving various problems of local communities together with local inhabitants.

Based on this decision, participants of the international expert team developed a program for an information and education research workshop "Education - a mechanism for localizing the SDGs in the municipality of Rustavi" - Annex 5.

The aim of the workshop is to involve representatives of the key actors of the city's sustainable development in the processes of joint design of the system of educational support and accompaniment of localization of the SDGs as a condition for including city residents in improving the quality of their own life as well as the life of the local community.

Expected results:

1. Identification of opportunities and coordination of actions of SD subjects to build a system of informing local residents on the topics of sustainable development and localization of SDGs;

2. To develop an understanding of the role of education in SD processes and to identify the educational needs of residents as participants in these processes at the local level;

3. To build the capacity of actors as organizers of municipal educational support system for localization of SD;

4. To agree on joint project ideas to promote the values of sustainable development and the 2030 Agenda on a local level;

5. To gain experience of interaction of Georgian and Belarusian experts among themselves and with the local community of the municipality of Rustavi.

The workshop "Education - a mechanism for localizing the SDGs in the municipality of Rustavi" based on the methodology "Talaka" was held in Rustavi on March 28-29, 2023 within the project "Localization of Agenda 2030 and SDGs in Georgia" with the support of the Rustavi City Hall, GIZ, LAG 21 and financial support from GIZ and IBB Dortmund.

2.2.3 EDUCATIONAL PROFILE OF THE MUNICIPALITY IN THE CONTEXT OF SDG LOCALIZATION ACTIVITIES

The vision of the future (Vision), is one element of the strategic intentions (Vision, Mission, Values). A vision is a concept of some desired future state or ideal for a local community, expressing its aspirations and intentions.

The peculiarity of Vision should be highlighted. The essence of Vision is not about predicting the future, but about evaluating the present situation in terms of the desired future.

Rustavi-2030 through the eyes of workshop participants:

Rustavi-2030 is a place of comfort and high standards of living for the population. It is a safe and environmentally friendly city with a well-designed and organized layout. Rustavi is a clean green and safe smart city with good energy-efficient houses, well-developed cycling infrastructure and many recreational areas. New areas around the city are developed and sustainably used. Monitoring through the city's system of key indicators of green urban planning performance allows the community to monitor the process of urban planning change. Residents of the city know, understand and apply the principles of sustainable consumption in their lives. Consciousness is taught from

an early age and throughout life. The media libraries and schools are centers of attraction for everything new and there is a continuous process of seeking opportunities for development and self-fulfillment for citizens. Awareness of the values of sustainable development is continuously raised through family education, school programs, videos, TV programs, celebrities, internet media, publications, digital games for children, social advertising, and QR codes on various sources. Businesses work on the principles of sustainable development, local products are used, corporate social responsibility programs are implemented and important problems of the city are solved. Local producers are concerned about their products' entry into international markets. Representatives of different spheres get together and quietly discuss important things for the city, make and implement plans together.

Today, the residents of Rustavi see existing problems that need to be and can be addressed. At the moment, 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. There is a lot of asphalt and concrete where could have been green areas. There is a lot of unfinished construction all over the city. The cycling infrastructure is not well developed. Residents have a rather low environmental culture. Not enough qualified personnel for the new challenges of the time. Institutions and organizations work for themselves, but not in partnership with others.

The participants 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.

2.2.4 CONCLUSIONS AND PROPOSALS

On the second day of the workshop, the experts tried to show how individuals and organizations, through recognizing, identifying and using their existing "assets" (i.e. things like skills, knowledge, capacity, resources, experience or enthusiasm), can help to strengthen and improve the situation locally.

0From their perspective, the groups manifested the existing educational needs of different categories of city residents and assessed their existing assets as strengths in providing educational services to other fellow countrymen. This enabled them to develop a clearer understanding of who they are, what they want, what they like to do and what they can do. The results of the joint work are summarized in Table 2.

Table 2. Educational needs and educational initiatives suggested by the participants of the workshop

Focus groups	What is necessary	Suggest what to do	Can offer
City Hall	• Sports activities in kindergartens and schools • Dialogue platform • Volunteer programs	• Camps of non-formal education • Discussion about a University campus	• QR codes in public transport with necessary information • a trade fair for start-up entrepreneurs • a campaign against vandalism
Business	Information: • For businesses to be safe, sustainable • Who can support a business in the beginning (bank programs) • How to attract customers - using social media • Consumer literacy (about sustainability, sustainable consumption, and behavior) • Consumers - how to do feedback (how to leave and how to accept) • How to use natural resources without using harmful substances	• Encouraging businesses for more social responsibility • Database for renting premises • Different services in one place • A platform for business networking (advice, successful stories, etc.) • Suggestions for socially responsible business (where to spend money for the benefit of the city) • Tenders for local companies	Can teach the basics of entrepreneurship
NGOs	• Information about NGOs • Partnership • Information about local opportunities	• NGOs' Hotline • Materials for local TV • A platform for all NGOs	• Rotary can organize meetings • QR codes for NGOs • Petition to create a TV
Youth	• Self-development • Phycological services • Workshops, exchanges	• Peer-to-peer clubs • Knowledge of age-specific psychology for educators - possible at university, theory of generations and inter-generational interaction • Young people as representatives of different organizations • Career counseling, career guidance - open days and cooperation with successful people • Increase the amount of non-formal education	• Teach previous generations what young people can do • Clubs, involvement of schoolchildren, promotion of different topics • Share good practices from different regions of Georgia
Schools	• Workshops • Exchange programs • Social media activities • Program support (important) • Support for the non-profit sector	• Entrepreneurship clubs • Infrastructure for education • Cooperation with vocational colleges	• Empirical research • Setting up clubs • Supporting start-ups (Junior achievement)

The workshop also helped participants and groups to see what initiatives they could already start implementing together, building on existing resources.

In order to evaluate the work of the research workshop and determine the level of its effectiveness and efficiency, a delayed reflection method was used - an online questionnaire survey of the participants, conducted 7 days after the workshop - Annex 6.
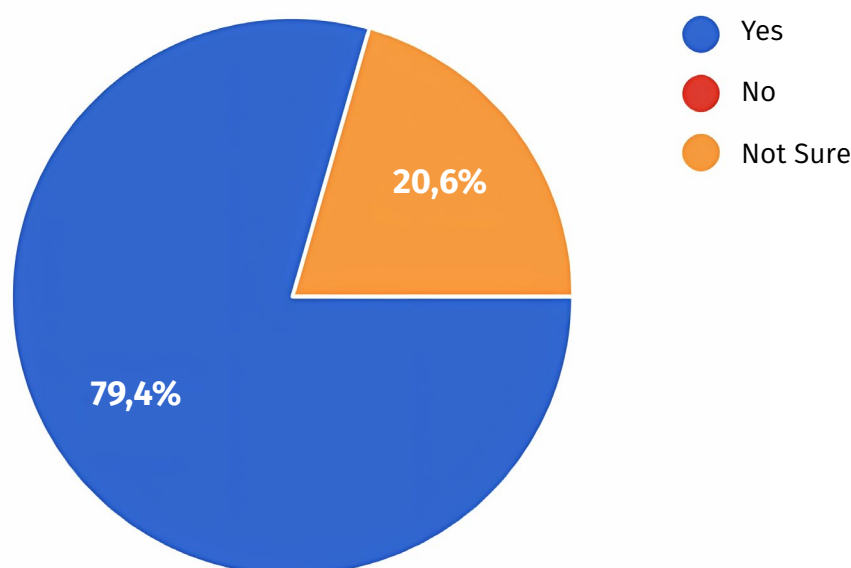
One of the indicators of the effectiveness of the work conducted was a) the number of participants who responded to the online questionnaire, information about which they received through their personal contacts left with the organizers; b) the quality of their answers to open-ended and non-binding questions on the questionnaire.

The invitation to participate in the questionnaire was received by 51 participants of the workshop. Thirty-five people responded to the invitation, which was 68% of the total number of workshop participants. All of them (100%) fully responded to all questions, indicating their interest in the issues discussed and, indirectly, the effectiveness of the chosen ideas and approaches for organizing interactive research.

The obtained effectiveness of the work organized in this way is evidenced by the answers of the workshop participants to the various reflective questions of the questionnaire (see answers of the participants in Annex F). However, the most comprehensive indication of the impact of the joint information and education research workshop is shown by the answer to question 4: "Are you interested in joining any of the initiatives that were raised during the workshop?".

None of the workshop participants said that they were not interested in joining the initiative groups (Figure 3): the results of the survey of workshop participants showed that people are interested in implementing jointly developed initiatives.

Figure 3. The results of the survey/ Question: Are you interested in joining any of the initiatives that were announced during the workshop?

The use of the deferred reflection method allowed to have a more objective evaluation of both the results of the workshop and the effectiveness of the chosen approach to organizing an interactive study of the problems of educational support for the localization processes of the SDGs in the municipality of Rustavi.

Initiative groups that wanted to work together further on the development and implementation of these initiatives were formed during the follow-up meetings. The initiatives developed together with them are presented in this review in the concept notes (section 3).

3. PRIORITY AREAS FOR DEVELOPING A SYSTEM OF EDUCATIONAL ACCOMPANIMENT FOR LOCALIZATION OF THE SDGS

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.

55 Executive summary [in]: Education for Sustainable Development: A Roadmap (Education – 2030), UNESCO, 2022, p. 3. [Electronic resource]. Access date: 22.02.2023.

This requires the local development management system to monitor these processes on an ongoing basis to ensure evidence-based management practices and decision-making through the following:

1. tracking of problems and trends in education and sustainable development;

2. mobilization of local and borrowed resources in these processes;

3. making full use of multi-sectoral and multi-disciplinary organizations among the various partners.

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.

The activation of local communities to participate in the processes of shaping the system of measures to identify and overcome specific sustainable development problems at the local level is an important condition for the success of the SDG localization process, in which children and adults socially significant initiatives are an effective resource.

56 S. Savelava. Education [in]: The Newest Dictionary of Philosophy (Rus)/ edit. A. Gritsanov [and other], Minsk, 1999. [Electronic resource]. Access date: 22.02.2023.

A key mechanism for addressing all of the above challenges can be the implementation of a widespread professional competence transformation of educators at all levels, positions and titles as researchers and facilitators of ESD practices for all generations. Professional development for educators should focus on "empowering educators with the knowledge, skills, values and attitudes needed for the transition to sustainability"[55].

In the task of creating a local educational support system and educational support for the localization of the SDGs, the educational community should be involved in the organization of actions aimed at, on the one hand, increasing the research and educational demands of all development actors, integrating their scientific knowledge into the approaches and methods of everyday tasks, mediating between the developing local and research communities, and, in general, embedding in society an understanding of the common and shared nature of the SDGs[56].

ANNEXES

ANNEX A. **PRACTICE OF INTERNATIONAL EDUCATIONAL COLLABORATION FOR DIFFERENT AGE GROUPS OF CITIZENS AS A POSSIBILITY TO DEVELOP EXPERIENCE IN GLOBAL PARTNERSHIP (SDG 17)**

Experience of non-profit educational organization SIQA
(Georgian Association of Educational Initiatives)
Rustavi, Georgia

SIQA is one of the oldest education non-profit organizations in Rustavi municipality founded in 2000 by the initiative of Pavle Tvaliashvili (www.linkedin.com/in/pavlepapa) and supported by colleagues. During 23 years SIQA has been implementing several international programs in Georgia and managing the participation of Georgian schools and educational organizations in international collaboration programs like iEARN, ENO, CISV, Diamond Challenge, Living Values, etc., www.siqa.org.ge

SIQA founders and managers think that non-formal education is a supporter of Formal education and educated people with key competencies are very useful for the future of society, therefore SIQA is working with different age groups of people including the early school and preschool level. Participation in international projects for adults, youth and children is important for gaining experience in intercultural dialogue and public diplomacy. They are the basis for not only expanding educational boundaries but mastering the practices and qualities necessary to ensure global partnership - one of the key conditions for achieving the goals and objectives of the Agenda-2030 (SDG-17).

Achieving SDG 17 is conceptually connected to all other SDGs but has its own specific: while achieving a certain SDG it is actual to have a global digital partnership. The solution to this problem is greatly related to the extent of how much people, involved in the decision-making process, have experience and competencies to ensure intercultural relationships and public diplomacy in

the framework of joint problem-solving with their partners living in different parts of the world.

SIQA has operated ESDG programs in Rustavi. There are also several NGOs who do ESGD-oriented works.

IEARN (INTERNATIONAL EDUCATION AND RESOURCE NETWORK) AS AN EXAMPLE OF SDG EDUCATION LOCALIZATION

One of the effective mechanisms for acquiring this experience is the participation in international educational projects, and participation in them as a partner, as well as participation in activities to create and manage own international cooperation project. The fulfillment of such an opportunity for students, teachers and parents can be done by participation in an **IEARN,** www.iearn.org.

The biggest international educational community started in 1988 when a small group of individuals came together to create an online educational network that had a purpose: "to enable young people to undertake projects designed to make a meaningful contribution to the health and welfare of the planet and its people." Envisioning a world in which young people could use technology to collaborate to change the world, these educators sought to harness the power of the Internet for good.

Started by a participant teacher in training organized by Open Society Georgia Foundation (www.osgf.ge) in 2000, Pavle Tvaliashvili become a coordinator of Georgian projects and invited teachers and students participate to in collaboration projects. Later, Pavle Tvaliashvili continued working as a Country coordinator of iEARN. Now Georgian schools and teachers have the opportunity to join the world's biggest education network with 140 countries, 2.000.000 students and 50.000 educators to collaborate for SDG-related projects (https://iearn.org/news/iearn-projects-align-to-the-un-sustainable-development-goals).

Educational community projects are described as taking place in the classroom or community activities. The results are published and discussed on the forums. SIQA actively uses the opportunities of educational iEARN-projects in organizing its activities to support the processes of sustainable development of local communities. More information about EARN projects can be found here: https://iearn.org/pages/iearn-project-book

iEARN is:

- a safe and structured environment in which young people can communicate
- an opportunity to apply knowledge in service-learning projects
- a community of educators and learners making a difference as part of the educational process

The iEARN Assembly is the decision-making body of iEARN International. The Assembly discusses and makes decisions on issues - both online throughout

the year and at an annual meeting held in conjunction with the iEARN International Conference in July.

IEARN AND UN SUSTAINABLE DEVELOPMENT GOALS

In 2015, iEARN (International Education and Resource Network), now with organizations in 140 countries and linking millions of young people daily in online collaboration and engagement, put a major effort to mobilize its global network and other global education partners to realize the world's new 17 Sustainable Development Goals (SDGs), a set of targets relating to future international development. Check https://iearn.org/pages/un-sustainable-development-goals for a full list of the SDGs and the targets of each.

In August 2015, iEARN also updated its "New Project Template" so that when an educator proposes a project, s/he will have an opportunity to include how their project proposal aligns with one or more of the Sustainable Development Goals. Educators who are facilitating or participating in iEARN projects are encouraged to review the SDGs to see how their students' participation in iEARN project activities can help in achieving one or more of the SDGs and their 169 targets.

There are over 150 projects in iEARN, all designed and facilitated by teachers and students to fit their curriculum, classroom needs and schedules. To join, participants select an online project and look at how they can integrate it into their classroom.

With the project selected teachers and students enter online forum spaces to meet one another and get involved in ongoing projects with classrooms around the world who are working on the same project.

In addition to connecting students' learning with local issues and meeting specific curriculum needs, every project proposed by teachers and students in iEARN has to answer the question, "How will this project improve the quality of life on the planet?" This vision and purpose are the glue that holds iEARN together, enabling participants to become global citizens who make a difference by collaborating with their peers around the world.

Participants in the global education community have also been actively working with ideas that contribute to the achievement of the SDGs. At iEARN, faculty and students look for international collaborative projects that are relevant to the sustainable development goal they would like to achieve:

https://iearn.pl.powerschool.com/ia/empari/tab/Projects&Courses?_ct=Projects&Courses

SIQA was an implementer of several iEARN projects:

- My name around the world;
- UNESCO heritage sites;
- Tree near us;
- Bicycle in my life;
- National drinks and related traditions

For ESDG Projects were very effective: "My school-your school"; "GOMI"; "Daffodils and Tulips": "Talking Kites in the Footsteps of J. Korczak"; "World We Live In"; "My name around the world".

Examples:

Natural Disaster Youth Summit – NDYS was first organized in Hyogo in May 2004 and started in September 2004, commemorating the 10th year of the great Hanshin Awaji Earthquake in Japan. We learned the importance of human lives and preparedness for disasters.

In recent years, it has been pointed out that extreme abnormal weather caused by climate change may be linked to an increase in large-scale natural disasters. Natural disasters such as heavy rain and floods are increasing in many parts of the world, and they become major obstacles not only to people's lives but also to sustainable development. Taking urgent action to combat climate change and its impacts is a critical global issue.

Find out more and join this iEARN Project at https://iearn.org/cc/space-2/group-120

World We Live in – Project, where participants are invited to discuss problems of their life and Sustainable Development of their regions and suggest ways of solving these problems. They share their thoughts and ideas with each other by answering the questions presented during the discussion as well as by exchanging essays and sharing pictures and photos (coordinators Olga Luksha and Sofia Savelava – Belarus)

Talking Kites in the Footsteps of J. Korczak – A tradition of flying kites with personal and group images of our dreams for a better world, in the footsteps of J. Korczak. Students make kites to fly as a massive tribute dedicated to advancing the cultural and social dialog, a symbol of bridging the gap and understanding the "other". This will hopefully become a continuous tradition of flying kites with personal and group images of our dreams for a better world, a world of co-existence, tolerance, acceptance of the "other" and peace (coordinator Ruty Hotzen – Israel).

Earth Stewardship Project - The Earth Stewardship Project is a hands-on and project-based science educational initiative helping to foster, with each collaborating student, the skill and the ability to be successful as citizens within a dynamic and progressive 21st-century community of people. Students, collaborating in The Earth Stewardship Project, will investigate the impact that climate change has on local ecosystems and work to develop ways to solve resulting environmental problems and deal with critical issues and concerns. The project will be administered in 4-sequential stages with each stage build-

ing and contributing toward a final narrative product that exemplifies the means and the goals of student achievement (coordinator Greg Reiva).

https://iearn.pl.powerschool.com/ia/empari/learning2/course/viewCourse-Search?courseId=10265

Solar Cooking Project Students experiment with alternative energy uses by making, testing, and using solar cookers. Join the 21st Century Solar Cooking Movement! Become a Chef using a solar cooker of your own design. Have you ever heard: "It's hot enough to fry an egg on a sidewalk?" Cooking on the sidewalk is not the best way to cook, so try solar cooking! What is solar cooking? A solar cooker is a box that traps some of the Sun's energy, making the air inside the box hotter than the outside air. In other words, a solar oven is like a super greenhouse. By using only household items and a box, you can harness the sun's energy to heat a tasty treat. You will learn about absorption, insulation, and the sun's energy. But why learn about solar cooking? When people join the solar cooking movement, they are: Helping people cook in the developing world, decreasing instances of malnutrition, preventing deforestation and pollution (coordinator - Kathy Bosiak).

MY HERO: Environmental Activists Participants in the MY HERO: Environmental Activists will be introduced to young activists working to protect the world's environment and oceans around the world. These role models help students recognize their potential to make a positive difference in the world. Students will identify an environmental issue and create an action plan (coordinator - Laura Nietzer).

ENO: ENVIRONMENT ONLINE

Since 2002 SIQA operated the ENO program in Georgia. ENO is a sustainable school network around the world: www.enoprogramm.org. Teachers around the world group together and share experiences in sustainable development education activities in their schools and countries. https://www.facebook.com/groups/461418417384956

SIQA created a Facebook group where Georgian Teachers can join and involve students in ENO programs in the Georgian language: https://www.facebook.com/groups/210508192652756. Right now, 238 teachers from Georgia are members of a group. Pavle Tvaliashvili is a Country coordinator of ENO in Georgia

ENO GREEN CITIES NETWORK: JOINING SCHOOLS AND LOCAL ADMINISTRATIONS AROUND THE WORLD

ENO Green Cities Network was launched in March 2012. It's an integrated approach to sustainable city networks as it's based on educational cooperation between schools, the private sector and city administration promoting a circular green economy and opportunities to connect to the world, in a tangible way (ENO-Georgia Coordinator Pavle Tvaliashvili)

The role of world cities is important to reach the goals of environmental education in schools. That is why ENO Green Cities Network was established in the first place. It's a network of cities, where schools for example plant trees in parks, establish forested areas within or around the cities and engage in other environmental activities promoting sustainable development together with the city administration. https://www.enoprogramme.org/eno-green-cities-network/

Application for join network

https://docs.google.com/forms/d/e/1FAIpQLSfdpTXO-m4AM5A9AmoVBdl-NiiVCuCv1coBvl3pprVPvo8Pxqw/viewform

ANNEX B. "SCHOOL + VILLAGE = TOGETHER TOWARDS SUSTAINABLE DEVELOPMENT". OR THE STORY OF HOW ONE SCHOOL TURNED A LOCAL COMMUNITY TOWARD SUSTAINABILITY

Vital Zhukovich

TOWARDS THE BIRTH OF IDEAS

The movement of territory towards sustainable development starts with forming a positive attitude towards it by as many inhabitants as possible, as well as a core group of people (a kind of a nucleus of the community), based on their concern and interest for the development of the area. Understanding that the success of the area as a region depends directly on the personal involvement of each and everyone, it is up to the education system to work in such a way as to enable everyone (and especially young people) to orientate and find themselves in the fast-changing world of the 21st century.

In this context, the observation that the absolute majority of the adult population is engaged in providing for their and their family's life and is rather inert in the socially significant life of their region, i.e. in the social life of their territory they take a position of an outside observer, becomes quite important. For this reason, an important task in ensuring the sustainable development of local communities is to develop the understanding of key actors (including the education system) of their place and role in this process. This was the main challenge for Zditovo school in Bereza district (Brest region, Belarus), where students joined the community of sustainable development actors in 2007.

The trigger for this transformation of school activities in the local community was the inclusion of a Belarusian-German project and a partnership network of schools that implement the values and principles of sustainable development in their daily activities through the development of "School Local Agenda 21".

We realized that territorial development is only possible through cooperation, through the combined efforts of both individual initiative residents and organizations located on the territory of the village council - the main structure of the local authority. But first, someone had to take the initiative. In 2007, on the territory of Sporovo village council, the Zditovo secondary school, which is the de facto "locomotive" in the village of Zditovo, started the sustainable development work (picture 1). In this context, the main idea of the activities of the teaching staff was the creation of a system of conditions necessary to ensure personal development commensurate with the situation of sustainable development.

*Figure 1: Graphic of
the ratio of the efforts
of the participants in
the local community of
Zditovo village in en-
suring its sustainable
development process-
es (2007)*

**Towards sustainable development
d . Zditovo**
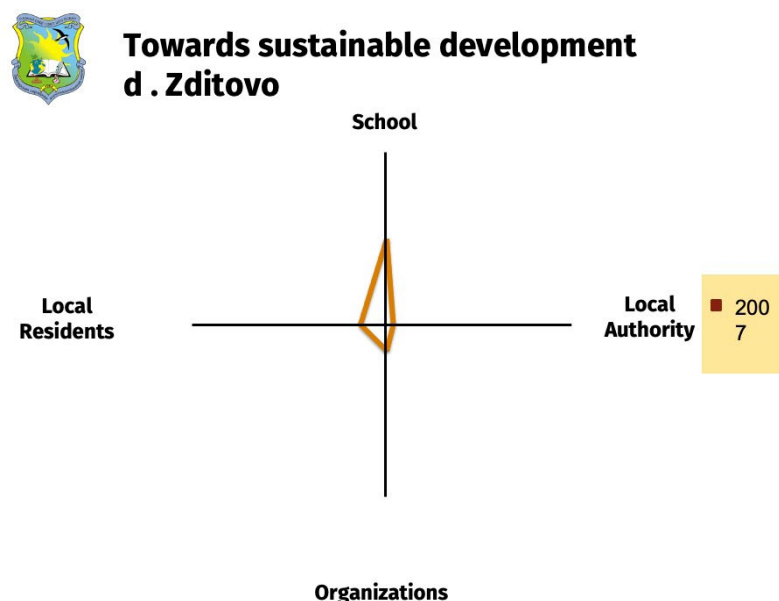
FIRST STEPS

All those involved in the school community were encouraged to think about how to improve the quality of life in both the village and the school. Their first public "outlet" was the school action "128 good deeds": On the eve of One Day of Peace, all the school pupils were invited to take the initiative and carry out some kind of action under the motto "I care about the world I live in". On 21 September, villagers came to the school to be the first ones to hear from 128 pupils what they considered important in the life of the village and what they or their friends, together with their parents, had done together to make life better.

At this stage, school teachers, as the most active representatives of the so- cial sphere in the village of Zditovo, set a goal to improve the quality of life of the local community: to help to unite the disparate actions of the school community members and villagers into a 'school - village community' system with the local government as a key player. A local action group was set up on the basis of the school with the support of the Sporovo village council, consisting of teachers, students, authoritative villagers and representatives of the local authority.

Based on the results of analytical questionnaires of the residents and the analysis of historical and local history material collected by the school, a SWOT analysis of the process of integration of the values and principles of sustainable development into the life of their community was made - its strengths and weaknesses, opportunities and threats were identified. The Initiative Group identified concrete steps in this direction as the basis for the development of Zditovo SLA-21. As a result of the synthesis of the school's accumulated material, a research paper "Development of School Local Agen- da for Sustainable Village Development" was written. In this paper, it is noted that the main objectives of the cooperation between school and local com- munity actors have become parallel processes: implementation of the princi- ples of sustainable development in the school life as well as promotion of the quality of life of the school and local communities through concrete actions that bring changes in the usual lifestyle of the local inhabitants.

JOINT PROJECTS

A practical component of the educational activities of the school and the implementation of the ideas of sustainable development in the School Local Agenda for the village of Zditovo. These include the creation of the environmental and ethnographic museum "Zdzitawski Falvarak", a school-based information center on sustainable development for pupils, "Towards a Sustainable Zditovo - with Sports" and the "Green Route "Between Three Lakes". These projects were implemented by the school in cooperation with the United Nations Development Programme in Belarus (UNDP), the NGO "Ahova Ptushak Batskaushchyna", the SNP "Republican Biological Reserve "Sporovsky", JSC "Sporovo", Sporovo forestry and the Sporovo village executive committee.

Zdzitawski Falkwark Project

No one can deny that it is necessary to love and appreciate the heritage of the ancestors. But if you not only love it but also do something to strengthen it and preserve the traditions and cultural values, you contribute to the sustainable development of your village and your little motherland.

For instance, in 2009, in order to establish an environmental and ethnographic museum, pupils and school staff together with local residents, OAO Sporovo, the Sporovo forestry and UNDP funding renovated a shabby uninhabited village house near the school. The house was donated to the school by a former resident of the village. During the renovation works, the authenticity of the house has been preserved as much as possible, which is a separate research work of the teachers and pupils, assisted by the village's inhabitants. The exhibits in the museum are in good condition and visitors can try them out with the help of local residents if they wish.

The museum now offers educational tours for students and other interested parties, as well as celebrations and village events according to the school's recreated cycle of the traditional festivals of our ancestors, the Karagod People's Sanctuary. It took some more time for the school staff to tell, show and convince the local community of the opportunity to make positive changes through their actions in their lives.

At present, the school ecological and ethnographic museum "Zdzitawski Falwarak" is an element of the Green Route "Between Three Lakes", a joint project of the Zdita School, the Republican Biological Reserve "Sporowski" and UNDP (2011-2013). It is a three-day cycling route, about 70 km long, which covers the territories of several rural councils of the district, runs along natural alleys and allows tourists to get acquainted with the flora and fauna of the lowland bog of the preserve "Sporovsky", as well as with the sights of the region. The route is intended both for tourists from the local inhabitants of the village council and nearby regions, and for tourists who visit the reserve purposefully to study its fauna and flora.

Holding master classes by adult villagers at the museum "Zdzitawski Falvarak" increases the self-esteem and sense of worth among the elderly; students actively involved in this activity develop a respectful attitude to the older generation and gain experience in elementary craft activities. On the whole, the activities of the museum "Zdzitawski Falvarak" are an example of a valuable attitude to the history and culture of their region in cooperation, which allows students to come to the understanding that they are not "consumers" of historical experience and heritage, but "agents of change", who can also contribute to the sustainable development of their region.

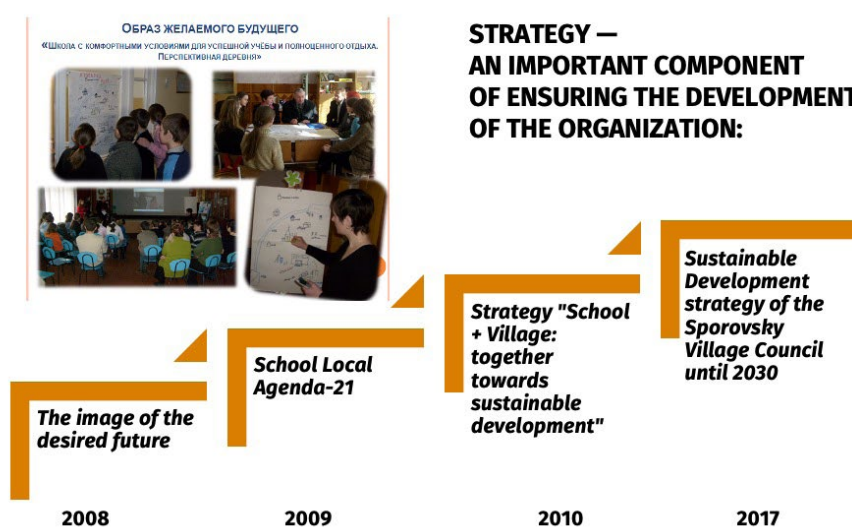**The project "Towards sustainable Zditovo through Sport"**

The idea of the project (2010-2011) is to promote healthy lifestyles among the pupils and adults of the village through the involvement of the village population in joint sports and mass activities. The project has had a consolidating effect by uniting residents based on their interest in and enthusiasm for physical exercise and sports and has helped to increase the number of adherents of the ideas of sustainable development and contribute to the balanced development of the local community.

An important effect of this project is that the joint participation of students' parents, employees of organizations located in the territory of the Village Council and representatives of local authorities has increased the children's interest in physical culture and sports. We can talk about steps to form a conscious need for a healthy lifestyle in the younger generation and contribute to the reduction of social tension in the village.

MECHANISMS OF SUSTAINABILITY

In the activities of Zditovo school, socially important children's and adult projects became a resource for the formation of joint activities with the villagers. At this stage of cooperation, the project activities of the school formed the basis for the village residents to implement their private initiatives (and strategically rural business initiatives), social-cultural and natural-environmental projects aimed at the preservation of regional and historical and cultural heritage, traditions of folk crafts and rituals, social and economic revival of our area, promotion of sustainable development and healthy lifestyles in the region. A kind of an indicator of the success of the implementation of LA21 in the village and the involvement of local authorities in these activities is the Local Agenda of Zditovo village of Sporovo Rural Council "School + Village: Together towards Sustainable Development", which was created in 2010 by the initiative group of the local community (Figure 2).

Figure 2: Local strategic planning experience: from an image of the desired future to a sustainable development strategy for the village municipality

ОБРАЗ ЖЕЛАЕМОГО БУДУЩЕГО
«Школа с комфортными условиями для успешной учёбы и полноценного отдыха. Перспективная деревня»

STRATEGY —
AN IMPORTANT COMPONENT
OF ENSURING THE DEVELOPMENT
OF THE ORGANIZATION:

Sustainable Development strategy of the Sporovsky Village Council until 2030

Strategy "School + Village: together towards sustainable development"

School Local Agenda-21

The image of the desired future

2008   2009   2010   2017

This organization of the school allowed teachers to believe in themselves and become organizers of project activities. This growing competence and self-confidence of teachers as a developing project team allowed them to organize and implementat one of the most successful joint projects - "Zdzitava - Radzima milaia!" (Zdzitava – beloved Motherland - translation) (2014-2015).

The project "Zdzitava - beloved motherland"

The general idea of the project was to organize interaction between students, local residents and local authorities to ensure the spatial development of the village. As a part of this project, for the adult population of the village and representatives of local authorities, pupils and teachers of the school developed and conducted an educational course on "Health and Safety" (which subsequently became also an integral part of the educational program of the school), sports competitions "Small Olympic Games in Zdzitau", participants prepared and published a book and organized several other events.

This project became possible with the support of the Association of Local Democracy Agencies (ALDA, France) and the Lev Sapieha Foundation (Minsk).

Thanks to the activity of the local action group in 2016 Sporovsky Rural Council was selected as a pilot area for the project "Economic Empowerment in Rural Belarus" (institution "New Eurasia", Belarus). This made it possible to open a Resource Centre for Economic Development of Sporovo Rural Council on the basis of Zditovo school; to develop and implement the project initiative "Towards Sustainable Sporovsky Rural Council - through activation of youth entrepreneurship (creation of youth business incubator)" (2017-2018); to develop the current Strategy for Sustainable Development of Sporovo Rural Council - 2030. The key idea of implementing the priorities of this SDS is to address development problems in an integrated manner, taking into account social, environmental and economic effects and consequences, combining the forces of all parties interested in development.

As a part of this project, members of the local community of the village and residents of the Sporovo village council expressed interest in developing the activities of the created Resource Centre as a youth business incubator, as well as in developing and creating based on the existing assets of a complex educational and applied business product in the village under the brand "Zdzitawski Falwarak" (green route, ecological and ethnographic museum, historical and cultural heritage of the region).

In this way, through the implementation of socially significant project initiatives, local residents became more interested in the local changes that are taking place and the stories of local success. At this stage, the school began to develop like-minded people and supporters (Figure 3).

Towards sustainable development d . Zditovo
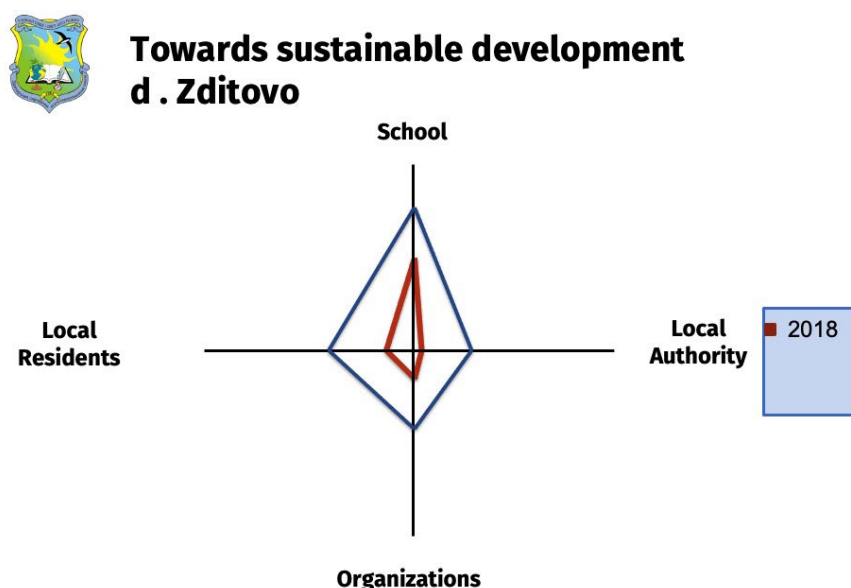
NEW HORIZONS AND STATUSES

The experience of organizing innovative activities, obtaining effective scientific support, and the new status of the school - Resource Centre for Education for Sustainable Development (ESD) in Rural Areas - is important in understanding the place and role of the educational institution as a social institution and developing this understanding.
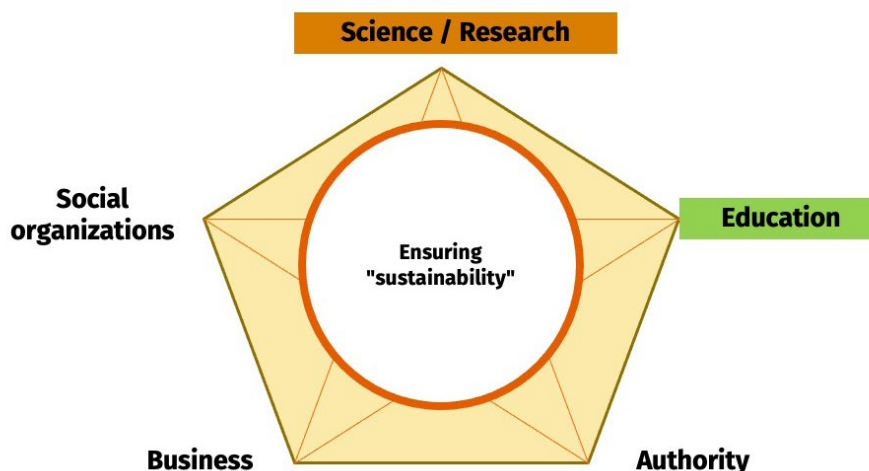
Since 2012, Zditovo Secondary School has been functioning as an innovation site, implementing ESD projects supported by the Ministry of Education of the Republic of Belarus. The transition from administrative to state-public management of the development activities, the creation of an open socio-pedagogical space in the rural region, and the promotion of a culture of enterprise and entrepreneurship in the village by young people are the main effects of these activities.

The school as an ESD Resource Centre has experience in involving multidisciplinary experts and consultants in its activities, as well as in organizing different levels of workshops related to the promotion of ESD methodology based on educational practices for all generations and organizing cooperation with local people improve the quality of life for everyone. The participants of the open school community of Zditovo School held joint workshops with the heads of educational institutions, such as the Brest Regional Department of Education, District Methodological Offices as well as with interested representatives of regional local communities.

For Zditovo School, the organization and implementation of these events provides an opportunity to practice the methodology of public presentation of the activities in the local community as a regional Science Lab networking structure - the school has been selected as a pilot area for the project "Science Shop" as a tool for integration of educational practices in regional sustainable development processes" (2017-2019). Participation in this project has increased cross-sectoral cooperation for the sustainable development of the village community (Figure 4).

THE BIG FIVE

Science / Research

Social organizations

Ensuring "sustainability"

Education

Business

Authority

In order to support and encourage the emerging activity of young people and adults in Zditovo in terms of the implementation of socially significant initiatives and their desire to improve the quality of life in the village through their efforts, the project "Implementing the Strategy together! 2.0" (2019-2020) was created.

Project "Implementing the Strategy together! 2.0"

In the framework of this project, the residents of Zditovo learned in detail about the Sustainable Development Strategy until 2030, its strategic goals, and the key indicators by which they can judge the effectiveness of its implementation. A Local Development Centre was established on the basis of the Zditovo School.

The implementation of this project helped to strengthen the understanding of the villagers that the goals and objectives of the Sustainable Development Strategy of Sporovo Rural Council are achievable, rather than declarative. The practical component of the project was the establishment of a sports ground with outdoor training facilities in Zditovo village to promote a healthy lifestyle among the village youth and adults (Goal 2. Strengthening capacities of local communities of the village. 2.1. Promote human development. 2.2. Modernization of social facilities).

In a sense, 2020 was a landmark year for the local community. At this time, the international technical assistance project 'Landscape-Oriented Rural Development in the Yaselda River Valley with Local Community Participation' was launched in the Berezovsky district. The project was aimed at developing a community-driven management and marketing system for the eco-region. As part of this project, competitions for local initiatives were planned.

An important point was that the initiative to participate in these competitions was taken by local initiative groups, which required assistance in preparing

project applications from the Centre for Local Development at Zditovo School. A seminar "What is a project?" was organized for representatives of the initiative groups, training on the development of project applications was conducted and individual consultations were provided. As a result of the review of the applications by the competition committee, three initiatives were selected for implementation not only in the village but also in the Sporovo village council.

THOUGHTS FOR THE JOURNEY

At the level of intermediate indicators, we can see that the work of Zditovo school brings actual benefits to the local community of Zditovo village and offers additional educational opportunities to students and adults of the village. An important factor in the participation of organizations and local authorities in joint activities for the development of territories and local communities is the understanding and acceptance of the principles and ideas of sustainable development directly by their management, reflection of social responsibility in the mission of institutions and a focus on partnership.

Over the years of the school's work as an initiative center for the sustainable development of the area, we have become convinced that the creation of a real local community, interested in the development of its area, will be facilitated by an approach where the contribution to the sustainability of the region by all members of the community is almost proportional (Figure 5).

Figure 5: The desired model for the balance of efforts of the actors in the local community of Zditovo to ensure its sustainable development processes (by 2030)
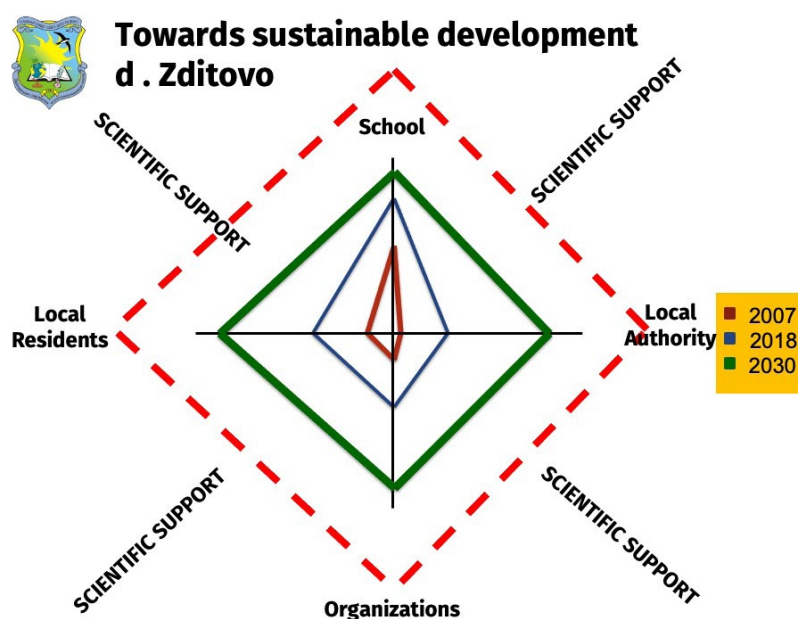
Ideally, it is desirable to achieve a model of life development in which young people become true generators of ideas in their community, and the non-involvement of the adult generation in the local sustainable development strategy serves as an additional positive example for the younger generation and, in turn, promotes sustainableand balanced development at the local level. And we hope that in Sporovo rural municipality and Belarus as a whole, the extreme points of generation and implementation of ideas are not identified on the axes of our diagram.

ANNEX C. ZELVA DISTRICT: STEPS TOWARDS A LEARNING REGION

Alena Kazyro

Imagine a town or village where are facilities for people to learn, regardless of their age or status. The training takes place where it is convenient for people - in the village club, park, library or any other place. Moreover, training is provided by people who have been asked to do it themselves: who know some topics better than others or can do something better than others. The methods for organizing such training are completely different - video lectures, master classes, educational excursions, etc. It doesn't seem very realistic? Well, in Zelva district, which is located in the west of Belarus, in Grodno region, people tried to get closer to such an ideal image of a learning region.

WHAT IS A "LEARNING REGION" AND HOW DOES IT DIFFER FROM AN ADMINISTRATIVE UNIT (DISTRICT, MUNICIPALITY, REGION, ETC.)?

There are several cultural understandings of what a "region" is:

- in geography, it is "a part of the earth's surface with special physical and geographical parameters, a geographical unit defined by geographical boundaries»[57];
- in economic theory, it is a system of relations between economic entities, creating a complex territorial-economic complex with its structure of relations with the external and internal environment;
- in social knowledge - it is a socio-territorial community, i.e., a set of social, economic, and political factors of development of a certain territory.

Characteristics of such a region: ethnic composition of the population, labor resources, social infrastructure, socio-psychological climate, political aspects of development, cultural factors, etc.

All these understandings of the concept of "region" distinguish it from any unit of a country's administrative and political structure: regions can unite countries, separate spheres, approaches and branches of activity. As for the concept of "learning region", of particular interest is the association of people - a community of bearers of a certain culture, history, and tradition, reflected primarily in the practices they carry out in their daily lives.

What does 'learning' mean in this context? It is a region that, by learning and acting on new knowledge, is created by the people themselves, changing, harmonizing and ingraining new practices of life, making them habitual for themselves and those around them. It is a region in which people, coming together in developing communities, take care of themselves and their territory, taking responsibility for the quality of life of everybody. Today, a learning region is a

57 Region [Electronic resource] – Access date: 19.04.2023.

58 DVV International/
Eastern Neighbor
[Electronic resource] –
Access date: 22.04.2023

59 Support to Local
Development in the
Republic of Belarus/
description of the project
[Electronic resource] –
Access date: 22.04.2023

60 Area Based
Development Passport
[Electronic resource] –
Access date: 19.04.2023.

region of localization of the SDGs, in which, along with the transformation of the entire education system, the adult education system, accessible to residents everywhere at any time, has a special place and importance.

In the global culture of education and civilizational development, there is a UNESCO-sponsored learning city movement that includes more than 230 cities around the world, both large and small. **As the experience of this network shows, for a city to become a learning city, several key conditions need to be met:**

- political will and the support of the local government for the development of the area;
- involvement of a maximum number of local stakeholders;
- involvement and use of local resources.

Increasing access to adult education is one of the main objectives of the German organization DVV International[58]. It is an international network that supports city administrations and civil society in many countries in their efforts to anchor education as a core value and to develop the infrastructure for formal and non-formal learning. The DVV International office in Belarus supported the learning cities movement and helped them to take their steps to become learners.

HOW OUR IDEAS CAME ABOUT

In 2016, Zelva district joined the EU/UNDP project "Support to Local Development in the Republic of Belarus".[59] While developing the Area Based Development Passport[60], assessing the needs of the inhabitants of the district, it turned out that many of them lack places in the district where they could learn something new, improve professional skills and share interesting information with their supporters. This is how the local initiative group came up with the idea of developing a system of supplementary adult education in the district, and the direction "Development of additional adult education in Zelva District" became one of the priorities in the Passport.

However, it should be mentioned that until 2019 there was no systematic development of activities in this area in the district. In January 2019, the local authorities of Zelva District decided to enlist the help of the DVV International office in Belarus. Based on the concept of "learning cities", the idea emerged to create something like a learning region on the basis of the Zelva district with the help of a regional network of providers.

THE FIRST STEPS

To implement this initiative, a coordinating council was formed, which included representatives of local authorities, NGOs and district institutions. The first thing was to analyze what is already being done in the field of further adult education in the district and to create a database of possible providers. Then the coordinating council invited experts and potential providers to develope an operational plan of action for 2019 to initiate certain processes in the district to promote lifelong learning.

In the same year, DVV International launched the "Learning Cities and Organisations" program in Belarus. Initiative groups from 6 settlements in the country (Vitebsk, Gomel, Minsk, Smorgon, Korma and Zelva) joined this program. The program allowed the initiative groups of these cities and towns an opportunity to develop their competencies in various areas: strategic planning, analysis of educational needs of target groups, cooperation with qualified trainers, resource mobilization and funding, project management, etc.

As part of this cooperation, the initiative group of the Zelva district developed *a model for the system of additional education for adults*, which included several fundamental provisions:

1) The system of additional education of adults in Zelva district includes government, commercial organizations, nonprofit organizations (public associations), and trade unions that implement / plan to implement additional education programs for adults and unite into a partnership network.

2) The Public Council, which consists of representatives of partner organizations of the Zelva district and ensures interdepartmental and inter-sectoral cooperation, acts as a collegial decision-making body, enabling the participation of all stakeholders. Participation in the Public Council is voluntary.

3) The executive body for the implementation of supplementary adult education programs in Zelva District is the coordinating center.

4) In their activities, the organizations included in the system of supplementary adult education in Zelva District are based on Priority 3 of the Zelva District Area Based Development Passport: "Development of human potential in the district through the creation of a system of additional education and awareness for all categories of the population".

The role of coordinator of these activities has been taken over by the social and information institution for regional sustainable development "Zeleva", which has become a resource center for additional adult education in the Zelva district. **Its main functions as a coordinating center are:**

- General coordination of activities in the field of supplementary Zelva district.
- Creating conditions for interdepartmental and cross-sectoral cooperation between providers of supplementary adult education in the district.
- Organization of regular meetings of the Community Council.
- Informing the members of the Public Council about the current situation and news in the sphere of supplementary education for adults by electronic mail.
- Developing the capacity of providers, organizing in Zelva district a system of training and professional development of andragogy and managers of educational programs for adults with knowledge of modern educational technologies.
- Informing the population about the possibilities of additional education for adults, collecting and disseminating information about the available offers in the field of adult education for the population.
- Explore the possibility of attracting resources for the implementation of additional adult education programs, including from budgetary sources.
- Develop educational programs for all categories of the population in cooperation with providers.

NOWADAYS SITUATION

The adult additional education system brought together 15 providers, including NGOs, government agencies and organizations and trade unions. In November 2019, with the financial support of the Association for Additional Education and Awareness, for the first time, a Fair of Additional Educational Services was held, where 7 providers of the district were able to present their developed educational programs to the public. The event allowed the providers to promote themselves and their educational programs, while the residents were able to ask questions and sign up for courses.

In 2019 a decision to develop *a strategy for the development of additional adult education in the Zelva District* was made. The strategy was developed by representatives of the local initiative group for the period 2020-2022 and approved by a decision of the Zelva District Council of Deputies. This made it possible to include activities on the development of supplementary adult education in the strategic documents at the local level, as well as to obtain the support of local authorities.

In December 2022, the results of the implementation of the Strategy were monitored. It should be mentioned that only one action of the Strategy could not be implemented – *registration of the Adult Education Centre.* It was planned that such a center would function as a separate institution, now the center is functioning at the social and information institution "Zeleva".

During the implementation of the Strategy, about 23 educational courses (including online courses) were conducted for different categories of the population in different directions. Now residents of Zelva District of different age categories and social statuses (including elderly and disabled people) can obtain the necessary modern knowledge and competencies in their community. A mobile educational center operates for residents of remote and sparsely populated areas, and 30 volunteers have been trained to conduct educational activities and consultations at the center. In 2020 Zelva District joined the International Network of Cities and the PASCAL community of experts. This has enabled involvement in the international exchange of experience and cross-country cooperation.

When it comes to the results achieved (in terms of establishing adult education as the basis of a learning region), the financial sustainability of the providers has been achieved through self-financed training courses delivered on a fee basis, financial support from partners, and project activities. Providers operating in the area have gained competence and capacity; sustainable partnerships have been established between the organizations involved in the implementation of the strategy.

The additional adult education system has enabled the residents of the district to feel confident in their abilities and free to choose the knowledge they need to tackle every day, current and professional tasks.

The Zelva District provider community is currently working together with other stakeholders to develop a strategy for the development of adult further education until 2030.

ANNEX D.   PROJECTS OF RUSTAVI CITY HALL

WARMING OF HOUSES/ ENERGY EFFICIENCY

Rustavi was the second city in Georgia that joined the agreement of mayors. On May 2, 2011, a document was signed, which includes a voluntary commitment to reduce CO_2 emissions by 20% compared to the Sustainable Energy Action Plan.

Projects implemented in this direction:

- 4 Kindergartens that have been rehabilitated to energy efficient, high standards.
- 2 social housing units were built with energy-efficient standards.
- 75% of the outdoor lighting has been replaced with the LED lighting system.
- Windows of 90% of municipal buildings have been replaced with metal-plastic windows.
- Placing 420 m^2 of solar panels on the roof of the Rustavi administrative building, the generated energy saves 8-10% of costs.
- The outdated municipal transport fleet was renewed with 40 units of Euro 5 standard buses.
- 58,800 trees were planted in the area of the city

Energy-efficient rehabilitation of existing buildings on Friendship Avenue:

I-II completely/ completed and completed 81 550 m^2

III work will rehabilitate 21,800 m^2

CREATION AND RENOVATION OF RECREATIONAL SPACES

The development of the recreational and green area is more important as an improvement of living conditions for the local population and as the creation of a favorable environment for investors.

Completed projects:

- Open exhibition space - Tsurtaveli Square 2700 m^2
- Peace Square - a recreational zone of 13,029 m^2 was organized between the XVIII and XIX micro districts.
- Shartava N15 is accompanied by a square with an area of 1539 m^2
- J. Shartava square - 8th square N12 with an area of 10,988 m^2
- Mekhishvili Square with an area of 2024 m^2
- Rehabilitation of Didi Kheivan Square - 8907 m^2
- Square near Meskhisvili N11-13 - 5737 m^2

Current projects:

- D. Rehabilitation of the existing square on Kldiashvili Street and construction of a media library - 5737 m^2
- 12th Mkr N24 adjacent square - 1824 m^2
- Todria along with N7 square - 1035 m^2
- Multipurpose community square - 1046.9 m^2 adjacent to the 8th MK/RN 2
- The square near Chekhov N8 - 1570 m^2
- Rcheulishvili Street adjacent to the square - 13 428 m
- 21st MK/R-ni N7; Square adjacent to N8 and N9

BICYCLE INFRASTRUCTURE

Current

1. Shartava Ave. Up to 20 sq.m., area - 748 sq/m.
2. The square on D. Kldiashvili street, area - 1400 sq/m.

Completed:

1. Peace Square-660 sq/m
2. Shartava Square-1000 sq/m

Purchased: park and recreation bike path-4273 sq/m

In 2022, a bicycle path was organized on an area of 2622 m

DEVELOPMENT OF KINDERGARTENS

The development of the next generation and education is a priority of the local policy of the municipality.

• Rehabilitation and construction of the infrastructure of central preschool institutions:

In 2022, 3.4 million GEL of various types of rehabilitation works were carried out in 21 kindergartens. A new kindergarten building meeting modern standards was built and opened near Sarajishvili Street N10.

In 2023, various types of rehabilitation works are planned in kindergartens N1, N20, N22

• Rustavi is one of the first municipalities, the village contains a new system. The updated menu is based on the Institute of Sanitary Hygiene and Medical Ecology and is focused on providing children with a healthy diet and nutrition.

• In July 2022, a summer kindergarten program was created, within the framework of which parents were able to provide children in a protected environment. Kindergartners spent one hot summer month in a comfortable, interesting, entertaining and educational environment with their peers. There are three gardens left, which will be available to all interested children.

The program received great interest and attention. About 500 children bene-fited from the program.

• Competent methodologists and special teachers, and psychologists work in all reform kindergartens, a multidisciplinary team takes care of improving and renewing the educational process. As a result of obtaining an interna-tional grant, we were able to update the stock of toys in 20 kindergartens and fill the resource rooms. The said toys are a kind of material specialist to provide the equal cost need that children have to work with.

• Physical education, correct development of the body, polarization of life and use of sports are especially important for children of preschool age. Growing interest in sports before school has a positive impact on children's further development.

Starting in March 2023, we introduced sports aerobics and artistic training classes for 4–5-year-old groups for free in two kindergartens as a pilot.

We are planning to include this type of sport in all gardens. To purchase the necessary inventory of the municipality.

MEDIA LIBRARY

Rustavi City Hall is implementing the reform of non-formal education, a part of which is the construction of a media library.

It is a multimedia library corresponding to modern standards, which is a cul-tural-educational platform.

Users will be able to take advantage of individual and group workspaces, a reading room, a computer and children's room, as well as a conference and cafeteria.

Mediatheka offers its members a constantly updated book fund, diverse field literature, both in Georgian and foreign languages, access to electronic re-sources, and various thematic clubs, projects and activities.

Mediathek's goal is to promote non-formal education, both the implementa-tion of its own projects and the promotion of interested users and partners.

SPORTS PALACE

The project is implemented by the Municipal Development Fund with the fi-nancing of the Asian Development Bank and its value is 20 million GEL.

The two-story indoor sports complex is designed for 1,500 spectators and it will be equipped with halls for various sports, namely boxing, basketball, handball and mini-football.

In the building, it is planned to arrange dressing rooms, a conference hall,

inventory storage, restrooms and bathrooms. An open cafe, a parking lot and a recreation area will be placed on the site, pedestrian paths will be arranged along which external lighting lanterns will be installed, and the territory will be greened.

Construction is planned to be completed in the second half of 2023.

MANAGE YOUR CITY

Project description:

The City Hall Student Internship includes an intensive program, the goal of which is for young people to learn about the self-government system in general, as well as the specifics of the work of its services in particular, and to get involved in the management and development of their city.

Only students with an active bachelor's degree status can participate in the internship program.

The duration of the internship is 1 month and the number of members of each group is 15 students. After completing the internship, a bilingual certificate is issued.

NO VANDALISM

An initiative group will be created, in which young people will unite, and their goal will be to reduce the facts of vandalism and raise awareness about it.

Students of 11-12th grade of Rustavi, students and young people from different fields will participate in the initiative group.

Problem: vandalism cases are frequent in the city, which threatens the environment and citizens.

In particular, damage inflicts to recreational spaces, municipal transport and buildings;

Parties involved:

- Civil sector;
- Rustavi Municipality City Hall;
- Parliament (law enforcement);

Activities:

- Young people united in the initiative group will study and describe specific facts of vandalism throughout the city;
    - ▷ Parents' meeting with heads of administrative units.
    - ▷ meeting with employees employed in the maintenance of squares;

▷ recording interviews with citizens and listening to their opinions;
▷ A meeting with a psychologist in the squares with young people living locally and interested persons;
▷ Video recording;
▷ Creation of social networks (Facebook, Instagram, TikTok, YouTube)
▷ Meeting with the mayor of the city to see what levers the municipality uses to eliminate the facts of vandalism;
▷ meeting with the majority to study the law of vandalism.

OXYGEN

Oxygen / Fest Space Rustavi

The purpose of the project: The purpose of the "Oxygen" festival is to popularize Rustavi, both at the national and international levels. Promoting the creation of an ecologically clean environment in the city, promoting the park and preparing a part of the territory for various festivals and crowded events, which means equipping the territory with all the necessary festival attributes.

Task: to create a new opportunity in Rustavi that will allow people to mark the city both on the national and international cultural map.

Project description:

The festival was held for two days. The first day is Art Gene, and the second day is electronic music. In addition to musical performers, various activities were planned for both days, such as a Stall exhibition sale, in which local entrepreneurs participated, a wine festival where Bolnisi winery was presented, and sports activities: volleyball, football, and table tennis. The festival space was also divided into different zones, where catering facilities (booths) were placed.

Festival spaces:

1. Central stage;

2. Cocktail bar space;

3. Play space;

4. Non-stop cinema;

5. Camping and DJ space;

6. Wine space;

7. Beer and fast-food space;

8. Drawing and exhibition space;

9. Stall - exhibition and sale of handmade items

CAMPAIGN GENERATION FOR THE FUTURE

Purpose:

Increasing the involvement of young people in the process of European and Euro-Atlantic integration. Strengthening youth, increasing participation in decision-making and creative intervention in the development process of city life.

The "Generation for the Future" campaign is completely focused on the transfer of theoretical knowledge and ideas to real life by the school student. Moreover, to raise the level of civic responsibility, to get involved in school life and the ongoing processes in the city.

The main activity of the campaign will include the meetings of the mayor of the city with students of classes IX-XII of all public (26 schools) and private (6 schools) schools operating in Rustavi. The meetings will be organized in the form of an event, which involves talking and discussing various topics with young people in an informal environment, with speakers who will be selected from different fields. It is also planned to introduce and discuss youth projects in the municipality.

SCHOOL AMBASSADOR

Purpose:

Involvement of young people in school life, raising civic responsibility, promotion of non-formal education, entertainment and educational events.

Project description:

School embassies will be established in all public and private schools in Rustavi. IX-XII grade students can participate in the school embassy. They will form a student union and will be able to plan different events, in several directions, both in their school area and with several school embassies.

The project is long-term, and at the beginning of each school year, young people will be able to renew the composition of the school embassy.

The project is completely tailored to increase the involvement and participation of young people in school life. Furthermore, the students of the school will have an advisor of civic education teachers who will share their experience with students and give recommendations during the planning period of this or that project.

For the sustainability and effective work of the school embassy, youth initiatives will be supported by the Youth Department of Rustavi City Hall, which will constantly coordinate with school students and try to promote their ideas.

The activities of the school embassies and the projects carried out will have an evaluation system according to which active participants will be identified who will have a chance to become participants of the Squad-R Youth Summer

Camp. Active ambassadors of school embassies also can become members of the Mayor's Youth Advisory Council and receive the status of the Mayor's Youth Advisor.

Directions:

- Increasing civil responsibility
- Children's rights (cyber security)
- I can/ImPOSSIBLE
- Free

City Hall web-site
https://rustavi.gov.ge/

Mayor's report
- https://rustavi.gov.ge/meris-angarishi/
- https://rustavi.gov.ge/rustavis-merma-2022-wlis-saqmianobis-angarishi-rustavel-axalgazrdebsac-warudgina/

Strategic development of the city
- https://rustavi.gov.ge/file_manager/1/5474cc20a5d465527503c-22cf6bfff34.pdf
- https://rustavi.gov.ge/file_manager/7/cd2381d5c186e-88055c65a1112aad48c.pdf
- https://rustavi.gov.ge/rustavis-merma-2022-wlis-saqmianobis-angarishi-rustavel-axalgazrdebsac-warudgina/
- https://rustavi.gov.ge/%e1%83%a0%e1%83%a3%e1%83%a1%e1%83%97%e1%83%90%e1%83%95%e1%83%a8%e1%83%98-%e1%83%90%e1%83%ae%e1%83%90%e1%83%9a-%e1%83%a0%e1%83%94%e1%83%99%e1%83%a0%e1%83%94%e1%83%90%e1%83%aa%e1%83%98%e1%83%a3%e1%83%9a/

Manage Your City
https://rustavi.gov.ge/rustavis-meriashi-studenturi-programa-marte-sheni-qalaqi-grdzeldeba/

Campaign Generation for the Future
- https://rustavi.gov.ge/rustavis-meriam-akhalgazrdebtan-ertad-axali-kampania-taoba-momavlistvis-daiwyo/
- https://rustavi.gov.ge/kampania-taoba-momavlistvis-farglebshi-moswavleebtan-shexvedrebi-grdzeldeba/

Development of kindergartens
https://rustavi.gov.ge/rustavshi-kidev-erti-axladreabilitirebuli-sabavshvo-baghi-gaixsna/

Oxygen
https://www.facebook.com/oxygenfestspacerustavi

Media library
https://rustavi.gov.ge/araformaluri-ganatlebis-xelshewyobis-miznit-rustavshi-tanamedrove-tipis-mediateka-shendeba/

ANNEX E.   EDUCATION – A MECHANISM FOR LOCALIZING THE SDGS
IN THE MUNICIPALITY OF RUSTAVI.
RESEARCH WORKSHOP[61]

March 29th –30th, 2023

THE AIM OF THE WORKSHOP:

Involvement of key actors of the city's sustainable development in the processes of co-design of the system of educational support and accompaniment for localization of the SDGs as a condition for inclusion of city residents in improving the quality of their own life as well as the life of the local community.

Organizers:

SIQA (Georgian Association of Educational Initiatives)
Rustavi municipality (Georgia)

Participants – representatives:

- local authorities, municipal institutions and organizations,
- economy and business,
- NGOs,
- educational institutions,
- youth

Workshop leaders:

Sofia Savelava, an expert in education development, sustainable local development, the official representative in Belarus of Earth Charter International (Belarus-Poland*)*

Pavle Tvalishvili, Founder of SIQA, Senior Trainer. Coordinator of international organizations iEARN, ENO in Georgia.

Expected results:

- identification of opportunities and coordination of actions of SD subjects to build a system of informing local residents on the topics of sustainable development and localization of SDGs;
- to develop an understanding of the role of education in SD processes and to identify the educational needs of residents as participants in these processes at the local level;
- to build the capacity of actors as organizers of municipal educational support system for localization of SD;
- to agree on joint project ideas to promote the values of sustainable development and the 2030 Agenda on a local level;
- gaining experience in the interaction of Georgian and Belarusian experts among themselves and with the local community of the municipality of Rustavi.

WORKSHOP AGENDA

DAY 1 «Localization of the SDGs - an urgent task for sustainable development at the municipal level» (29.03.2023)

12:30 – 13:30	Registration of participants, Orientation by organizers and Opening
13:30 – 14:00	lunch
14:00 – 14:30	Official presentation of the workshop (Siarhei Tarasiuk, Pavle Tvalishvili)
14:30 – 15:15	Sustainable Development: Uniting Values, Global Goals, Localizing the SDGs (Sofia Savelava, Pavle Tvalishvili)
15:15 – 15:30	Energy efficiency, climate and city participation in the Covenant of Mayors – Nino Doghonadze, Economic department of Rustavi Municipality
15:30 – 16:00	Coffee-break
16:00 – 17:30	Our city in the context of the Sustainable Development Goals – work of thematic groups
17:30 – 18:30	Localization of the SDGs – a topical issue for sustainable development in Rustavi – presentation of the thematic groups' views on the status of the SDG summarizing processes in Rustavi, agreeing on the problem factors and challenges
18:30– 18:45	Strategic Planning in Rustavi about SDG (Anelli Chkhartishvili)
18:45– 19:00	Evaluation of the day

DAY 2 «Educational support and accompaniment for Summarizing of the SDGs in the municipality of Rustavi» (30.03.2023)

09:00 – 09:05	Opening of Day 2
09:05 – 09:30	Is summarizing the SDGs an urgent task for sustainable development at the municipal level? – main conclusions of the participants from day 1
09:30 – 10:00	Educational support and educational accompaniment for summarizing the SDGs (Sofia Savelava, Pavle Tvalishvili)
10:00 – 10:20	School + local community = together towards sustainable development (Vilal Zhukovich – Zoom, Alena Kazyro)
10:20-10:30	Questions and answers session
10:30-10:45	Georgian Education Experience in SDG (Tamar Kapanadze)
10:45 – 11:15	Coffee-break
11:15 – 12:15	Educational needs and opportunities of Rustavi residents – focus groups work
12:15 – 13:45	The Rustavi Sustainable Development Goals: Building educational support and accompaniment together – mapping the educational proposals and agreeing on joint ideas
13:45 – 14:00	Education – a leading mechanism for Summarizing the SDGs in the city of Rustavi – Summarizing the workshop results
14:00 – 15:00	Closing Lunch
15:00 – 15:30	Non-official conversations, networking, Questions and answers
15:30 – 17:00	Reflection of Working Group

ANNEX F. FEEDBACK FROM THE PARTICIPANTS OF THE RESEARCH WORKSHOP

"Education as a mechanism for localizing the SDGs
in the municipality of Rustavi"

PROJECT "INSTITUTIONAL INTEGRATION OF THE 2030 AGENDA IN BELARUS AND OTHER EASTERN PARTNERSHIP"

Materials of the analytical survey

■ General information:
Total number of participants in the workshop - 51
The number of participants who responded to the survey was 35 or approximately 68%.

■ These included representatives of the following focus groups:
Municipality – 4
Business – 2
NGO – 4
Schools – 10
Youth – 15

Survey questions and answers:

■ **What was the "discovery" or "finding" for you during the workshop**
▷ There are many more people who love their work and their city
▷ Reassurance of how the 17 Sustainable Development Goals are linked
▷ It was quite easy for each of us to contribute to the advancement of the sustainable development of the city.
▷ Sustainable development is an actual problem and topic that I had information about, but during the presentation, I received a lot of additional information, which was a discovery for me. I also got a lot of experience by contacting different people.
▷ I got more information about what sustainable development means, what benefits it brings and why it is needed.
▷ Steps to sustainable development
▷ SIQA
▷ Nothing was discovered, I constantly have to talk about similar issues with my students.
▷ I discovered new skills in myself.
▷ The discovery was that there is a joint cooperation of different countries on the mentioned issues
▷ The concept of sustainable development, where everything related to sustainable development was linked to this topic
▷ Everything was very interesting
▷ Complexity of goals
▷ Sharing the experiences of invited guests
▷ I discovered new opportunities

▷ In Rustavi, many ways to achieve the goals of sustainable development were identified, which were recognized at the level of ideas through the joint efforts of young people, business representatives, municipal services and school representatives, and SIQA and representatives of the municipality together with international organizations have a great contribution to all of this.

▷ It is important to have the right motivation and goal - I want to see my city on the international tourist map in 2030.

▷ An opportunity to jointly discuss the goals of sustainable development with the involvement of self-government, business and youth.

▷ The readiness of different groups of society to work for a common goal.

▷ How we can implement projects in Georgia, following the example of Belarus, which will be very useful for the local population.

▷ The fact that in a small community, with small actions, big and large-scale changes can be achieved.

▷ Belarusian model of relations with people

▷ How many problems there are in the city if we break down the issues in detail and how much work each citizen has to do in this regard.

▷ Working on this topic, I have gained a lot of new information and also a lot of experience

▷ Working in a team with representatives of different ages and sectors was an unusual and interesting experience for me personally.

▷ Considering the tasks of sustainable development not separately, but in a unified context

▷ The need for a total replication of the Sustainable Development Goals.

▷ Presented studies

▷ The issue of "ecological debt" was special

▷ Various projects organized by SIQA

▷ Meet interesting people from different fields of employment.

▷ My discovery was that I actually understood and realized that we are the cause of our own self-destruction and that all of this should be stopped immediately. I found uncertain ways to solve this big problem by thinking together and taking the right and appropriate steps.

▷ My discovery was to see the SDGs on a larger scale

■ **What exactly did you get during this workshop?**

▷ I talked and shared common needs with my colleagues

▷ During the work process (group work) I expressed some thoughts and ideas that I liked, and others got interested in them as well. I think sustainable development has become one of the issues that interests me.

▷ I heard and realized how important this project is for my city.

▷ I received important and necessary information about this current topic. And talking with people working in different fields was a new experience and challenge, which gave me confidence and the ability to experience in groups.

▷ I met interesting people and gained experience from them, I really liked the project "Talaka" and at the same time how everything was focused on environmental issues, even when the dishes of the year were made of glass, not plastic, and here, plates, cups, etc., were not

disposable. I have come to understand more about the importance of sustainable development.

▷ I urge my peers not to damage what is placed in the city and, on the contrary, to take care of its development.

▷ I learned about SIQA and looked at the city from a slightly different angle

▷ We achieved those representatives of different fields shared our opinions with each other, which was interesting.

▷ For the first time, I presented a project created by my team in such a public way

▷ My awareness about the mentioned issues has increased

▷ To learn many interesting information😎

▷ I got to know sustainable development better

▷ I have deepened my knowledge

▷ Various ideas came to me, and I started thinking about implementing them

▷ I received information about sustainable development and got acquainted with interesting information.

▷ I got involved in group work

▷ I met a lot of interesting people, and it was very important for me to share the experience of the international organizations that gave an interesting presentation about their work. I especially liked the citizen's day, (I think that's what it was called) when they submit proposals to their municipality for the implementation of sustainable development goals.

▷ I met interesting people, and learned a lot of interesting experiences and information, for example how I can get involved in international projects

▷ We managed to get different groups to work together and make a critical opinion

▷ I got acquainted with international experiences in the direction of localization of sustainable development goals, I got to know people who are interested in this issue.

▷ I was given a good opportunity to communicate directly with representatives of various fields.

▷ Once again, I realized my own role, and responsibility in relation to the processes taking place on earth, and the feeling that the purposeful, consistent activity of one person brings vitally important results was renewed.

▷ I met experts from Belarus and discussed various topics

▷ I got more detailed information, and got to know the issues in depth, thus in the future I want to do more for my city as an active citizen.

▷ I gained more experience during group work because I never had the opportunity to work with people of different ages.

▷ I received new, interesting information about sustainable development, shared examples of foreign good practices, successfully collaborated with my team members and was able to improve various competencies.

▷ I got more information about the sustainable development program

▷ New relationships to deepen knowledge.

▷ I saw how important the cooperation of structures for a common goal is

- ▷ I became more sensitive to these issues and more aware of their relevance
- ▷ Shared experience
- ▷ I made connections with people with whom I will continue to collaborate.
- ▷ We introduced the specifics of our city and service to the representatives there
- ▷ I got a lot of information and education about sustainable development and its sub-issues.
- ▷ Awareness and ability of social management

- ■ **Write to us what questions you have during or after the meeting**
  - ▷ When will there be another chance (meeting) like this?
  - ▷ I asked all the questions I had to our guests and got answers.
  - ▷ All questions were answered completely.
  - ▷ I didn't have any questions because the information provided was quite comprehensive.
  - ▷ Who will implement our written projects?
  - ▷ I got the impression that our experts thought that we don't know anything about sustainable development, they asked us such primitive questions.
  - ▷ I wonder what changes will happen after this meeting and how the problems we saw will be eliminated
  - ▷ Will there be more such projects? 😍
  - ▷ Will there be similar meetings?
  - ▷ Will similar meetings with foreign guests be organized often?
  - ▷ I wonder what the practical results of this meeting will be
  - ▷ Would you share the final document with us?
  - ▷ Although people have agreed on a number of values, then why does it happen that immediately after the meeting, after each day passes, the emotions, the feeling of responsibility, which were so clearly outlined in the format of the meeting, become weaker, pass away and disappear? How to organize the process of birth of a citizen in an individual, so that we don't have a forcible, rigid intervention in his personal space?
  - ▷ If there will be more similar meetings
  - ▷ I did not have any questions because all topics were discussed in detail and exhaustively
  - ▷ Will this meeting continue and in what form?
  - ▷ What results do you expect at the end of this project?
  - ▷ The question is how to make it efficient, effective and collaborative
  - ▷ When will we reach the point where society considers sustainable development goals to be a way of life?
  - ▷ I don't have any questions, if I was interested in something, I asked during the question-and-answer session during the meeting and I didn't leave a question (one of the most important questions that came to me was why and for what reason a person should give up a comfortable life for ecology and future generations, to which I received a good and satisfactory answer)

- **Are you interested in joining any of the initiatives that were announced during the workshop?**
  - ▷ YES 80%
  - ▷ Not Sure 20%
  - ▷ No – 0%

- **If yes, which initiative do you want to join?**
  - ▷ Restoration of Kvemo Kartli television
  - ▷ any initiative
  - ▷ I don't have a specific initiative that I particularly liked, but I would be happy to participate and join various projects regarding sustainable development.
  - ▷ Any of them, because each of them is an important policy maker.
  - ▷ Raising awareness of sustainable development in society
  - ▷ I will be involved in any initiative that will be developed at the school level.
  - ▷ I would love to join each of them
  - ▷ Spreading the idea of sustainable development among my peers and teenagers
  - ▷ Regarding the development of the city
  - ▷ I will be actively involved in raising awareness
  - ▷ Raising awareness about non-governmental organizations.
  - ▷ Greening of the city, improvement of air quality.
  - ▷ I cannot name a specific initiative, but I would be happy to participate in another project if I have the opportunity
  - ▷ Each of the presented initiatives was aimed at the progress and development of our city, therefore I want to be involved and participate in many of them, of course, within the limits of the possibilities.
  - ▷ Any initiative that envisages the unification of the divided city and the dignified restoration of Rustavi's friendly name
  - ▷ Unfortunately, I left the meeting early and I don't think I heard the initiatives, but I still want to.
  - ▷ All those initiatives where education is involved
  - ▷ I am not established yet of ENO schools' network
  - ▷ For my school to actively participate in all planned events aimed at localizing the Sustainable Development Goals.
  - ▷ Giving non-formal education to students I want to get involved in this project and share non-formal education with teenagers as well as their peers.
  - ▷ Earth day

- **How about the content of the meeting?**
  - ▷ 100% like it, actual topic
  - ▷ 0 - did not like
  - ▷ 0 - hard to answer

- **Would you like to participate in future workshops?**
  - ▷ 34 (97,1 %) – YES
  - ▷ 1 (2,9%) – Yes, but have a problem of time
  - ▷ 0% - NO

■ **Write to us if you want to say or explain anything further**

▷ Good luck, I'm looking forward to the Berlin conference in May
▷ Thank you and good luck with the development of our city.
▷ I want to tell you to continue these kinds of meetings and projects, because these are all very important. At the same time, you have a great, experienced and smart work team, good luck!!
▷ Thank you for this opportunity.
▷ thanks
▷ It would be good if adults would be involved in the international expert group
▷ Everything was very good
▷ good luck.
▷ Unfortunately, I could not attend the second meeting (for reasons beyond my control), so I refrained from getting involved in any project, because I don't know what the team agreed on in the end. However, I would be happy to cooperate with this interesting group.
▷ It will be very interesting to understand the experience of other countries
▷ Thank you ♥
▷ "Happiness has one simple formula: you have to love." Have an undying love for the whole team and the planet.
▷ It was a great meeting. I would like to have such meetings more often.
▷ It would be good if in the future the representatives of the City Hall show enough respect for the project and the participants to stay until the end of the meeting.
▷ Only thanks and respect 🙌 Good luck, cheers.
▷ Harmony to humanity!
▷ Thank you very much for the interesting meeting
▷ Thank you for the interesting training seminar.
▷ You are very cool people; you are doing a very good job and we wish you success in everything ♥